The teaching progression of first-time ESL teachers in a South Korean private preschool

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Abstract

In some instances, first-time native English speaking teachers embarking on one-year contracts in South Korea have little or no experience with either teaching, or with the English as a Second Language (ESL) context. Further, research on the knowledge base of first-time teachers and how this knowledge base links to their experiences in the classroom is relatively limited. This thesis argues that there are certain patterns and coping mechanisms that first-time native English speaking teachers use in the preschool classroom in order to complete their first year of ESL teaching. It proposes that these teachers are faced, not only with teaching dilemmas, but with external issues relating to 'culture shock,' which influence their practices in the classroom. This mixed methods case-study examines four first-time native English speaking North American ESL teachers employed at a private preschool (*hagwon*) in South Korea over the first 12 weeks of their year-long contracts. The data derive from interviews, journal entries and classroom observations collected in Korea in 2010-2011. Findings, which were coded and evaluated using the software programs atlas.ti and SPSS, suggest that the use of 'practical knowledge' (experiences or reflections teachers have based on past experiences) in the classroom is necessary, as little direction is given by the staff and training is unavailable. Moreover, teacher enthusiasm and motivation in the classroom and with administrative tasks is quickly muted due to various cultural differences. Main differences include the disparity between levels of support expected and those offered by Korean staff, a language barrier between Korean and English and difficulties when coping with some external issues specific to life in Korea. Further, findings related to some of the discipline techniques in the classroom suggest that consistency in the classroom is an issue when dealing with instances of 'specific misbehaviour' and strategies employed by first-time English teachers are often ineffective in the classroom as a result. Based on these findings it is questionable as to whether native English speaking teachers are the best option for private preschools in Korea.

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Author's Declaration

I hereby certify that I, Laura Taylor, am the sole author of this thesis and that no part of this thesis has been published or submitted for publication. Ideas and quotations contained in this thesis are fully acknowledged in accordance with the standard referencing practices.

1. Introduction

It has been noted that the first few years of a teacher's career are particularly important for growth, learning and development and that there is a period of struggle which teachers must contend with before they are able to effectively control a classroom (Clandinin, 1989). In the case of first-time native English speaking teachers working in South Korea, this issue is only exacerbated by the lack of skills and preparation these teachers have, along with the difficulties of the language barriers between native English teachers and students or native English teachers and Korean support staff. Until this point, very few research studies have focused on this target group and even fewer on how first-time English as a Second Language (ESL) (see Section 2.1) teachers progress through the initial stages of their teaching contracts. Within this thesis I offer a way to understand how first-time ESL teachers progress and develop by means of their personal and practical knowledge of teaching.

My work focused directly on native English speaking teachers working in a South Korean private English preschool, also known as a *hagwon* (학원), meaning private academy or a *Youngoyuchiwon* (영어유치원) meaning English kindergarten. The teachers, who were in their first-year of teaching the English language, had no formal teacher training and no prior ESL experience. My focus was on practical knowledge and the idea that teachers use experiences or reflections based on past knowledge (Chou, 2008) and that this knowledge is shaped by a teacher's purposes and values (Clandinin, 1989). This study aimed to determine how teachers used their personal and practical knowledge and how it developed over the first three months (12 weeks) of their one year contracts in Korea. Using the case study approach, I attempted to explore the knowledge of these first-time ESL teachers by examining their experiences in and out of the classroom and by stimulating their individual reflections on their prior knowledge through the use of journals and interviews.

My perspective within the realms of this case study research was that the data would give a narrative of the lives, skills and strategies of first-time ESL teachers working in Korea. The four native English speaking teachers in this study were by no means representative of the entire population of foreign ESL teachers in Korea, but each of their unique experiences could contribute to the

wider understanding of the issues and challenges facing native English speaking teachers working in Korea. Instruments used included interviews, recorded classroom observations and participant journals with a focus on teacher progression.

1.1 Purpose

In order to further understand the unique experiences of the teachers, it was essential to also understand the circumstances surrounding the English teaching situation abroad. Govardhan, Nayar and Sheory (1999) have identified numerous issues associated with teaching English abroad. These include large classes, lack of teaching aids, un- or under trained local teachers with low English proficiency, textbooks which could be inappropriate for the level of students, unfamiliar educational bureaucracies (standards and regulations unknown to the teachers) and a lack of congruence between the practices of the visitors and the hosts (p.116). They came to the conclusion that teaching English is a difficult task and that teachers also need to account for differences in culture, student attitudes, the role of the curriculum and the availability of resources. Currently, more than ten years on from the publication of their study, it appears that these issues are still at the forefront of the English teaching situation abroad (Park, 2012). Further, this has only been exacerbated by the 'English fever' sweeping through many developing countries, including Korea, and the expansion of the private English school industry (Park & Abelmann, 2004). These private language schools are often run by those with little or no ESL experience and are profit driven enterprises which target the socio-political motivations in Korea of being taught (or in the case of this study, having children who are taught) by a native English speaker (Govardhan et al., 1999; Park, Byun & Kim, 2011). Further, private language academies target foreigners whose only qualifications are that they are native speakers of English with a Bachelor's degree from an English speaking university.

Based on the information listed above, three research questions were identified:

- To what extent do first-time ESL teachers use their 'practical knowledge' in the classroom?

- How and in what ways do the lesson plans and journal entries of first-time ESL teachers change over the course of a 12 week period?
- To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

The purpose of this study was twofold. First, it set out to examine what teachers actually did in the preschool classroom. This included their instructional processes, their understanding of the material, their discipline procedures and their coping mechanisms. It also attempted to gain some insight from the teachers' perspectives through the use of interviews and journals. Through these methods, teachers were able to reflect on their experiences in Korea as well as their feelings and thought processes.

1.2 Chapter outline

This thesis is comprises eleven chapters. Initially, chapter two, gives a main overview of the key definitions before chapter three, the literature review, examines past research on the subject of ESL teacher progression. This is followed by the context (chapter 4) and the methodology (chapter 5) which outline the procedures and strategies undertaken. Chapter six gives the findings from the pilot study whilst chapter seven follows up with a related chapter on classroom discipline. Chapters eight and nine are devoted to the final study findings. Chapter ten focuses on the discussion of results, links to literature and possibilities for future research. Finally, chapter eleven gives the appropriate concluding remarks and summarizes the study.

2. Definitions

Before proceeding with the literature review, it is important that key terms relevant to this thesis are defined. This section justifies why specific terms were chosen to be included in this study, the rationale behind each component and how the terms are related to the overall project.

This section addresses main key definitions, gives support for the thesis title and clarifies phrases used in the research questions. By the end of this chapter, the scope of the study and the research questions will be clear.

2.1 Key definitions

First, the location of the data collection was South Korea. However, the official name identified for this country is the Republic of Korea (ROK), which was established after World War II. Further, when speaking to native English speakers actually living in South Korea, many simply referred to the country as Korea, and while I recognize that the term 'Korea' is not entirely accurate, for the purpose of this thesis, the terms South Korea, the ROK, and Korea are used interchangeably and are used to describe the approximately 93,000 square kilometres of land which lies adjacent to both China and Japan (*Handbook of Korea*, 2000).

Second, it was necessary to clarify the choice of referring to my group of participants as ESL teachers. There seemed to be many definitions for ESL (or at least, associated with it); there were those which related ESL and its counterpart, English as a Foreign Language (EFL), to the Inner, Outer and Expanding Circle countries (Kachru, 1992) with EFL being denoted as an instance where the English language is learned outside of the native situation and thus outside the physical boundaries of native English speaking countries. However, as time has passed, this description has become a vague representation of the boundaries defined years ago, it being notably argued by Smith (1981) that these definitions are "overlapping in definition and neither EFL nor ESL seems adequate to fully describe the present state of English language usage" (p.3). This is because the situation surrounding World Englishes is far too complex for such a simplistic

label (Graddol, 2006). Conversely, I have recognized the need to assert some sort of term which accurately represented the English language learning system in the ROK and how it could be most clearly portrayed for the purposes of my study.

Nayar (1997) argued that one possible interpretation of ESL and EFL stemmed from the breakup of the British Empire. Because of this breakup, numerous countries which were dependent on the English language through intellectual, administrative and bureaucratic association relied on English for their survival. However, because the term 'foreign language' did not accurately describe the situation present in these countries, the term 'second language' was seen as a better option. Nayer (1997) suggested:

> Learning English became an essential part of the educational system of these countries and, in deference to the ethnonationalist rights of the indigenous languages, English was given the status of 'second' language although in order of acquisition it may well have been third or fourth. This utilitarian function of English was perhaps an important feature that eventually created an identity of ESL separate from EFL. (p.11)

South Korea may not have been part of the British Empire, but its reliance on the United States during the Korean War and post-1997, after the IMF crisis, was a similar story to the reliance of those other countries which were left to fend for themselves after the breakup of the British Empire (see Section 3.2.2).

The second reason I selected the term ESL for my study was that the foreign teachers who were my participants associated themselves with the term. All of the teachers, the Director and the Owner referred to the job positions held by the study participants as ESL teachers. Further, jobs have been and continue to be advertised on popular English Teaching websites (such as www.eslcafe.com) as *ESL* jobs in Korea, not *EFL* jobs. Because this generally suggested that the teachers thought of themselves as ESL teachers and because it seemed to be the generally accepted norm in Korea, ESL was chosen as the preferred term and was used throughout this thesis.

2.2 The title

The title of this thesis is *the teaching progression of first-time ESL teachers in a South Korean private preschool*. Initially when describing progression, the dictionary defined this term as the act of moving forward or onward movement

(progression, n.d.). I have adopted this term, however; when describing *teaching* progression, multiple other views became involved. Meyer and Boyles' (2005) suggestion that teacher progression was the actual development of teaching skills over a set time period was included. Furthermore, I incorporated the views of Beauchamp (2004), who suggested that teacher progression could be assessed by the use of a continuum based on a generic framework which could be designed by the researcher. He noted that although teaching progression was variable, teachers would likely transition into a teaching style which was suitable to meet their needs. It was essential for my case study to thoroughly examine the adaptive teaching styles of the participant teachers in order to gain an overall picture as to what occurred during their first 12 weeks as ESL teachers. By putting each teacher's progression on a continuum, it was easier to determine any relevant trends between the participants.

In reference to the term 'first-time' when relating to ESL teachers, this defined teachers who had absolutely no experience teaching ESL before their arrival in the ROK. The term 'first-time' was used interchangeably with the terms 'novice' and 'pre-service' as it was in the literature (Brinton & Holten, 1989; Numrich, 1996; Moni, 2000; Rivkin, Hanushek & Kain, 2005).

I have chosen to use first-time teachers for several reasons. The first was that my hypothesis, relating to first-time teachers, was similar to the autobiographical references suggested by Hamilton (2005). He suggested that when embarking on something that one has never done before there is a sense of excitement and an urge to share what one is learning with others. Second, and also noted by Hamilton (2005), and also by Moni (2000), there could be a steep learning curve when doing something for the first time, especially in reference to teachers. This, in turn, made the changes in teacher progression in my study easier to identify and to document. Third, it was likely that experienced teachers generally had a variety of learned teaching methods and styles due to their previous pedagogical knowledge and their coping mechanisms within the ESL setting. Therefore, since it would have been almost impossible to find two teachers with exactly the same teaching background, it would have been difficult to accurately study the teaching progression of these more experienced teachers in comparison to one another. Therefore, for the purposes of simplicity and due to the comparative nature of this study, first-time teachers, who had not

participated in teacher education programs or teacher training and who had no formal experience related to teaching (in any subject), were the best participants in relation to this study.

Finally, it was important to define the phrase 'private preschool.' This term meant an educational institution that was not run by the government but rather one that could be operated by a business owner with the intention of making a profit. Known in Korean as a *hagwon* (학원) or *youngoyuchiwon* (영어유치원), this type of business could theoretically teach all levels/ages of students in all subjects, however; for the purposes of this study, I chose to focus on the English classes in a private preschool which teaches students between the ages of 3 and 7. I have chosen preschool children for similar reasons to why I have chosen first-time teachers. In this preschool environment, students had no more than two years of preschool experience before they were introduced to their first-time ESL teachers. Some students had no experience with ESL teachers. Once again, as suggested by Davison, Seo, Davenport, Butterbaugh, and Davison (2004) the learning curve at the preschool level is steeper than in the latter years of education. Therefore, by investigating first-time teachers with preschool students, I hoped to get data at a time period which was critical in the development of both teachers and pupils.

2.3 The research questions

The first research question was as follows:

- To what extent do first-time ESL teachers use their practical knowledge in the classroom?

My hypothesis for this research question coincided with the theories of Carter (1990) that teachers' practical knowledge guides their practice and what they do in classrooms. When defining the term 'practical knowledge' scholars differed on the exact definition, however Fenstermacher (1994) defined 'practical knowledge' as experiences and reflections which teachers have had based on their knowledge which they have generated from their own encounters in education. Further to this, Meijer, Verloop and Beijaard (1999) defined practical knowledge as having six components. These comprised:

1. It is personal, i.e. unique to individuals
2. It is contextual, i.e. each teacher will adapt to the classroom setting in which he or she is put
3. It is based on experience, meaning that it will develop through teaching practice
4. It is tacit, which means that it is difficult for teachers to be able to explain this knowledge to others
5. It guides a teacher's teaching practice
6. It is content related, i.e. related to the subject that is being taught.

Moreover, Elbaz (1981) suggested that five orientations of practical knowledge exist. These include situational knowledge, theoretical knowledge, personal knowledge, social knowledge and experimental knowledge. There is significant overlap between the definitions above, specifically that practical knowledge is unique to each teacher and helps to explain why they do what they do in the classroom. Elbaz (1981) goes into more detail than Carter (1990), Fenstermacher (1994), and Meijer, Verloop and Beijaard (1999) by explaining that social and experimental knowledge include views that teachers have on specific subject matter and that these relate to a general orientation to theory (p.49). By embracing these definitions during the course of this study, it is noted that knowledge which teachers can inherently know and can learn through experience is 'practical knowledge.'

The second research question related to the design and implementation of lesson plans as follows:

- How and in what ways do the lesson plans and journal entries of first-time ESL teachers change over the course of a 12 week period?

A lesson plan was defined, for this study, as a set of written intentions for a specific class; it could have included, but was not limited to objectives, activities, time-management information and goals. In the case of this study, it also related only to a grammar, language arts or storybook class (not maths, science, theme or PE classes – see Section 4.1). My hypothesis for this research question aligned with the ideas of Johnson and Golombek (2003) who suggested that novice teachers would initially heavily rely on a lesson plan and would structure the lesson plan on a moment-to-moment basis until they were comfortable in their environment and did not require such detail to conduct instructional activities. I chose to examine how teachers changed these lesson plans and the subsequent

journal entries throughout the course of a 12 week period for two main reasons. This initially related to the first research question. I hypothesized that as practical knowledge evolved for first-time teachers, their lesson plans would also evolve. Second, I chose the 12 week benchmark as a finishing point for this evaluation, as by 12 weeks, the participants were 25% through their one-year contract. At this point, teachers were generally given an internal review by the Director and were likely to receive more responsibility within their role as English teachers (e.g. planning field trips) and might be given further direction should they not be progressing well in their current role. Based on this 'checkpoint' as well as the steep learning curve for teachers (see Section 2.2), I used 12 weeks as an adequate evaluation time period for this study.

The third research question focused on the exterior factors that were present for teachers studying in the ROK. The research question was as follows:

- To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

It was fairly obvious that when moving to a foreign country, such as the ROK, factors which were not directly related to the teaching of ESL in preschool classrooms would have impacted first-time teachers' perceptions and coping mechanisms. This research question intended to determine the nature of the factors that predominantly influenced the participants.

In her autobiographical account of teaching in Taiwan, Woods (2001) described working 'barefoot' as a cultural experience she was unprepared for. This specific experience (which is one example of the phenomenon commonly termed 'culture shock') was also relevant to the ROK, as shoes are commonly removed at the door and slippers are donned to maintain cleanliness throughout homes, classrooms and other institutions. Having to work 'barefoot' was only one of many factors that influenced teachers working in the ROK (see Chapter 8). Yet all of these experiences and the responses to them by first-time teachers would have influenced how they acted and taught in the classroom. With this research question, the intent was to identify what the external factors were, how they had influenced the teachers, why they were relevant to teaching ESL, and how the coping mechanisms of teachers affected their classroom abilities.

2.4 Chapter summary

It was understood that, when detailing definitions for a study, past researchers did not always agree on the underlying meanings of a word or a phrase. Further, the use of words in different contexts was exemplified throughout the different disciplines of research. This chapter outlined the key definitions relating to South Korea, the title of the thesis, and some of the essential terms within the research questions. In the next chapter – literature review, the literature relevant to this thesis is critically examined and analysed, in order for the reader to gain enough background knowledge to fully understand the components of this research project.

3. Literature Review

3.1 Introduction

The purpose of this literature review is to outline the findings and issues raised by other researchers and then to suggest their relationship to this current study. Through the examination of past research and the identification of 'gaps' in that research, justification is provided for the methods undertaken and theories used in this study. It is necessary to identify the conceptual issues, frameworks, models and theories suggested by others to advocate validity within this study. It is also essential to analyse these areas critically as discrepancies can be found in past studies.

On one hand, abundant research has been conducted on some of the material relevant to this thesis. For example, there was ample information on the emergence of English language use in the ROK and its adaptation throughout history into a language which is now commonplace in Korean society, as it is studied in public schools, universities, and private institutions (Jung & Norton, 2002). In part one of this literature review, the history of the ROK and the emergence of English language use is examined. It is argued that it was the influence of the United States acting as the 'protector' of the ROK during the Korean War (1950-53), which prompted Koreans to acknowledge that English was beneficial to their future development. Yet despite this revelation, it took several years, prospective trade interests and significant intervention (and persuasion) by the United States before Koreans truly recognized that English would be an essential language for industrial growth (Westphal, Rhee & Pursell, 1979).

Despite the recognition that English was essential for communication and trade, I argue that the 'post-1997' era was a more significant period in Korean history, in reference to the use of English, as the significant financial failings in Asia led Korea to be a part of the IMF crisis (1997-98), weakening the economy and subjecting both people and businesses to financial and emotional hardships (Feldstein, 1998). However, while recovering from this economic low point, English language use emerged as a desired language for Korean youngsters to learn. The Korean government implemented various programs in the classrooms and private language institutions flourished (Kirk, 1999). This

increase in English language schools continued to rise, meaning there was ample choice for parents (of young children) or for older students who wish to learn English. Further, it was not only the language schools which flourished post-1997. During this time, English became more of a global language.

Part two of the literature review is devoted to the role of the native English speaker in the ROK (see Section 3.3). This study is concerned primarily with three areas of interest as they related to the native English speaker: 1) the novice ESL teacher, 2) the native English speaker as the 'ideal' teacher and 3) the progression of ESL teachers in practice. First, the goal is to examine the first-time ESL teacher which meant that a 'novice English teacher' needed to be defined (see Section 3.3.1), and the reasons why private language schools actively chose to hire these inexperienced teachers needed to be identified. This examination is followed by a discussion on why the native English speaker is perceived to be the 'ideal' English teacher. This section discusses perceived notions, suggested by Koreans, that native English teachers could give a more accurate explanation of the English language and the theories behind learning it. Research for and against this area of thought is discussed. The progression of novice teachers also needs to be examined. In this area, past research is reviewed relating to how teachers generally grow and learn. Although there is been significant research relating to the progression of teachers in English speaking countries, relatively little research has been completed on the progression of ESL teachers, especially in relation to teachers without any formal training. This is one of the 'gaps' in the research (see Section 3.4).

Building on teacher progression, part three of this review examines the role of private language institutions in the ROK. This is a neglected area of research. The paucity of research relating to South Korean private language schools could have occurred for a variety of reasons, including issues relating to availability of language school owners, access to research within private language schools, and/or it could have related to something much simpler, such as the articles about South Korean private language schools were written in Korean rather than English. Because of my lack of fluency in Korean, these articles were inaccessible. Despite all of these potential limitations, this section of the literature review attempts to describe the role of a private language school from available past research.

In part four of this literature review, the focus moves toward more conceptual and theoretical models relating to this thesis with an emphasis on the purpose of the research. This section is meant to prepare the reader for the upcoming chapter on methodology by clarifying some of the key methodological practices essential to this study. It also addresses the main 'gaps' in the research and reflects on some of the issues which arise from the research questions.

The last section, part five, provides a detailed summary of the review.

3.2 A brief introduction to the history of the ROK

3.2.1 The emergence of English in the ROK

The first language in the ROK is Korean, yet currently hundreds of new job vacancies for English teachers appear on popular ESL websites (e.g. www.eslcafe.com; www.hiteacher.com; www.esljobkorea.org) daily. Korea has become a unique environment with English at the forefront of daily life where it has become a necessity, rather than a desire, to be able to speak English (Jung & Norton, 2002). The question then becomes, how did this unique environment in the ROK come to exist? It appears that the dependency on the United States throughout recent history was one possible factor.

Out of the deep-rooted impact of the Korean/American relationship, English emerged as a subject which is studied in public schools, private language institutes and one that is used daily in Korean businesses, especially in those which have expanded into the global market. It is obvious that English is an essential language for Koreans. At the school used in this study, it costs W800,000 per month ($800 USD) for preschool students to attend, which is a significant proportion of a family's monthly income (this could be up to 1/3 of household income) (Nunan, 2003).

3.2.2 Korea/America relations–1945-1997

One could argue that the bond between Korea and the United States started early, as the first U.S. military contingents landed in Korea in 1945. Some would argue, however, that it started much earlier in 1845 (MacDonald, 1981) when

Congressman Zadoc Pratt (an American) suggested that treaties should be made with Japan and Korea to protect shipwrecked seamen. However, for the purpose of this thesis, 1945 (or around the end of World War II) will be used as a starting point. From this time, the U.S. had one main goal - to be an occupying force in an attempt to disarm the Japanese troops still present in Korea and to maintain order (Han, 1974). By 1948 (when the Republic of Korea was first established), the United States had become the principal protector over the country. At this point in history, the United States was responsible for ensuring the safety of the ROK from external military threats and also played a key role in establishing economic sustainability (Suhrke, 1973).

This U.S. role of 'protector,' continued into the next decade as the United States military was able to thwart an attempt by Communist North Korea to invade the ROK in June of 1950. During this time, the United States had over 157,000 casualties, lost over 33,000 men in battle deaths and spent more than $18 billion (Kie-Chiang Oh, 1969; Sungjoo, 1980) suggesting that they were heavily committed to maintaining their role as 'protector' over South Korea. Since the 'end' of the Korean War (~1953), the U.S. military has continued to maintain troops in the ROK and has military bases throughout the country. In the eyes of Koreans, this presence primarily assists to deter North Korea from attempting another invasion, but to the United States, having bases in South Korea also allows it to have key access to information and better intelligence in East Asia (Kim & Jaffe, 2010).

During the 20 years that followed the Korean War, the United States provided vast assistance to the ROK in three main areas: financial aid, economic stability, and military assistance. By 1973, the United States had given the ROK nearly 8% of its world-wide foreign economic and military assistance and had provided the ROK with almost $11 billion in aid – the second highest amount given to any country at that time (the first was to Vietnam). Furthermore, the ROK received nearly $3.5 billion to support their economic development between the years of 1954 and 1970 (Sungjoo, 1980; Stubbs, 1999).

With the abundance of aid being given to Korea, a relationship emerged between the ROK and the U.S.. This relationship was never meant to be equal, but was rather a completely one-sided 'partnership,' with the U.S. as the unquestioned leader and it was primarily based on assistance and influence

(Suhrke, 1973). This relationship allowed the U.S. to make policy decisions and to have significant influence over the domestic and foreign policies within Korea. Some of the decisions did not take into account what was best for the ROK overall, such as the movement of Korean troops to Vietnam in 1965, yet Koreans were able to see that the unique relationship that they had with the U.S. had some advantages. As one Korean student wrote:

> The peculiar fact that Korea had become the colony of a non-Western power [Japan] differentiates Korean nationalism from any other colonial nationalism. Whereas most of the colonial nationalists around the world looked upon the Western powers, or white race as a whole, with at best suspicion and at worst hatred, the Korean nationalists looked upon the Western world as the pioneer of liberalism and a new civilization (Lee, 1963: p.277).

3.2.3 Reflections on this period

From the end of World War II up until 1997 was an interesting time in the history of the ROK. Korea was a country that had constantly been occupied by China or Japan and found the influence of the U.S. to be a somewhat welcome change to the suppression they had felt in previous years. The dependency on the U.S. in the post-liberation period was not only accepted by the leaders, but also by the general public as benefits such as the aid given to the ROK allowed for development and sustainability of resources after the Korean War (Wagner, 1961). From the perspective of the Korean officials, it appears that they were fully aware that the U.S. wanted to influence the way in which aid was spent in the ROK as well as how the country would develop (Suhrke, 1973). However, it does seem that Koreans were willing to accept these rules as a trade-off, as it appears that the fear of Communist North Korea was a real threat during this period (Haggard, Kim & Moon, 1991). Fear, as it has been shown countless times throughout history, can be a real motivator for change. It can also change the way that the general public feels about their government, creating something of a ‘rally around the flag’ effect. This is not to say that the Korean people did not speak up when they felt things to be unjust (as in the Rhee period) but with a rapidly growing economy and an increase in stability throughout the region, revolts were less frequent.

It could have been the timing, with the economic boost after the Cold War, it could have been the threat of Communism felt both in Korea and in the USA, or it could have been one of many other factors which contributed to the unique relationship that was formed during this time period between the ROK and the U.S.. Keeping in mind this relationship and that it was a 'one-sided partnership' one can begin to see how it could be that English in Korea emerged as the language of choice. In order to properly communicate with their American counterparts and in order to keep their foreign trade rates with the U.S., a common language needed to prevail. In the case of the ROK, this language needed to be English, as the Americans were unprepared or unwilling to gain proficiency in Korean (Wagner, 1961). In the next section, Korea – post 1997, the relationship between the ROK and the U.S. will be further examined and continued to show how the ROK has become a unique environment for English language learning, and why the United States had so much influence on the type of English learned.

3.2.4 Korea and the IMF crisis

Korea fell victim to the IMF crisis in November 1997. However, unlike some of its neighbours who also were affected (Thailand and Indonesia), Korea was in the unique position of having significant U.S. influence actually present in the country through the form of 35,000 U.S. troops stationed in various locations (Pempel, 1999). Furthermore, the United States had made significant financial aid contributions to the ROK up until this point, and therefore had a valued interest in the future of South Korea.

The IMF came through with a $57 billion package to bailout Korea under the agreement that significant reforms be made to the financial sector. Seoul reluctantly agreed to the reforms which included foreign ownership of corporations, an opening of domestic financial markets to foreign banks and insurance companies, the importing of foreign cars and an end to the government providing loans to favoured industries (Pempel, 1999). These types of reform requests were typically outside of the usual demands made by the IMF, but after a closer look at the Korean economy, it was argued that Korea would not be able

to pay its debts unless there was a substantial overhaul of the economy (Pempel, 1999).

Regardless of who was initially responsible for the reforms (some argue that these reforms were strong-arm tactics by the United States to change what they did not like about the Korean financial sector (Bluestein, 2003)), the IMF crisis sped up the process of globalization, transparency and openness to foreigners by allowing foreigners more access to what had originally been a very private country (Kirk, 1999). Recognizing the emergence of this globalization many Koreans realized that being able to speak English was becoming essential. Kirk (1999) has suggested that it was this period when the private language school industry began to flourish. Although many were hampered by limited funds, students attempted to learn the language in the hopes of securing better employment or opportunities for success.

The desire to learn English in Korea has not subsided. In 2007, Korean families spent $13.6 billion on private schooling (Kim & Park, 2010). Of this number, English education was the top subject on the list. With this spending, the number of private education institutions continued to grow based on the market demands. This, in turn, allowed for more native English speaking teachers to find employment in Korea creating a unique environment which currently has numerous under or un-qualified native English speaking individuals teaching English classes in Korea.

3.3 The role of the native English speaker

3.3.1 Defining the novice teacher

The difficulty in defining a novice ESL teacher in the ROK is that there are no clear standards created through research in order to do so. Further, in this study, first-time teachers are being used as participants, but can they really be classified as teachers? They have no previous experience, no qualifications specifically related to teaching (other than a Bachelor's degree from an English speaking university), and possibly no understanding of the culture or of the 'English fever' which is currently sweeping through the ROK (Jeong, 2004). Pair these issues with the fact that these first-time ESL teachers likely have no experience with

preschool aged children and it seems like there will be very little chance for anything to be accomplished in the first few months of their ESL contract other than complete chaos in the classroom (see Chapter 9).

Yet despite these many drawbacks, what these novice teachers do have is the ability to speak the language and likely some background 'practical knowledge' on teaching, based on their own personal experiences of learning, but is this enough to be able to teach preschool English? According to Breshears (2004) it is not. She states "ESL teachers have repeatedly asserted that native-speaker status is not enough to qualify one as a teacher" (Breshears, 2004, p.27). Further, Breshears (2004) suggests that ESL teachers are not professionals because they lack the social standing granted to other professions, and that since it is the business sector rather than professionals who determine the eligibility of teachers to work in ESL, little can be done to raise the quality of education in the classroom and to prevent inexperienced teachers entering ESL classrooms. Yet Breshears' (2004) main focus is on university level education in Canada, and I would argue that a teacher's role in a preschool classroom in Korea is slightly different.

On one hand, preschool students are unlikely to question the grammar aspects of the language in the way adults do, consequently, if teachers are unclear about certain terminology or the logic behind the construction of a sentence, they are likely going to be able to get through a class without having to vigorously explain all the details (see Chapter 8). On the other hand, preschool children come with other challenges. Research suggests that 10% to 20% of preschoolers exhibit moderate to severe levels of behavioural problems (Kim, Stormont & Espinoza, 2009). Therefore, early childhood educators "need to be prepared to provide behavioral supports for children with challenging behaviors so children can learn appropriate social and self-regulatory behaviors" (Stormont, Beckner, Mitchell & Richter, 2005 as cited in Kim et al., 2009: p.227).

Relating to the 'practical knowledge' aspect of ESL teaching, Nisbett and Ross (1980) suggested that one's beliefs derived from critical incidents related to personal experiences, which are established early in one's life, are resistant to change, even when contradictory evidence is supplied. From this Borg (2003) further noted that these personal beliefs and experiences are how teachers "learn a lot about teaching" (p.86), while Lortie (1975) suggested that this type of idea

is known as a teacher's 'apprenticeship of observation.' Borg (2003) argued that "preservice ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood, will represent their dominant model of action during the practicum teaching experience" (p.88). Therefore, a significant theme that emerges through the use of 'practical knowledge' is that teachers are likely to base their current teaching practices on their prior language learning experiences. This is true for both novice and experienced teachers. Therefore, although novice teachers may not have the qualifications necessary to teach ESL, they may be able to rely primarily on their 'practical knowledge' in order to be successful in their first few months of ESL teaching.

From this past research, it appears that in the first few months of ESL teaching, novice teachers rely heavily on their 'practical knowledge' but this phenomenon alone does not totally represent what is expected from this study. This is because practical knowledge is something that is built up over time, and perhaps even something that teachers are unaware of in the first place. Therefore, while some aspects of practical knowledge will be examined, this study focuses more on the coping mechanisms and changes in teaching styles that novice teachers exhibit over a set period. It was apparent from both the pilot and main study that the circumstances surrounding the novice teachers in Korea (both external and internal) could influence their teaching style and classroom management (see Section 6.5). It is through teachers' use of 'practical knowledge,' their external experiences and their interactions in the classrooms which fully influence their role as an ESL teacher, and that based on these experiences, teachers need to adapt.

3.3.2 The practical knowledge of language teachers

For the purpose of this thesis, 'practical knowledge' is defined as experiences or reflections that teachers have, based on past personal experiences (Fenstermacher, 1994; Chou, 2008). This is essential for teachers working in the ROK, as in general, many L2 teachers arrive in the ROK with little prior knowledge of what language teaching ultimately entails. Yet despite claims by researchers that 'practical knowledge' is an essential component to L2 teaching (Clandinin, 1989;

Golombek, 1998; Zanting, Verloop & Vermunt, 2003), there are those who believe that novice L2 teachers cannot develop effectively without the assistance of 'master educators' and well respected language teaching professionals (Hedgecock, 2002).

Johns (1997) suggests that language teaching is a 'community of practice,' and this means that it has practices and values which can bind together or separate communities. Hedgecock (2002) further argues that "L2 teachers should be functionally proficient – grammatically, sociolinguistically, discursively, and strategically – in the language(s) they teach" (p.301) and that teachers need to develop performative, descriptive and metalinguistic skills which are essential if they intend to make decisions about curriculum content, lesson planning and pedagogical procedures (Andrews, 1997; Crandall, 1999). Carter, (1994) suggests that this general idea is representative of teachers being 'language aware' and that language teaching practitioners should display a fluent knowledge of the language and the linguistic symbols and expressions from which language teaching is composed. It is this mastery which will give learners confidence in the teacher and the practices in the classroom. Therefore, novice teachers must quickly master the knowledge practices and terminology of language teaching in order to be accepted as a member into the 'community of practice.'

Hedgecock (2002) further suggests that a solution to incorporating novice L2 teachers into the language teaching community would be to have experts in the L2 field transfer their theoretical knowledge to novice teachers. This transfer of knowledge does not have to be transmitted at a particular time or through a particular form, but can come through a variety of different modes. This transfer, along with rigorous study of linguistic knowledge will assist novice L2 teachers to have a deeper awareness and gain insight into the realm of language teaching.

Although the views of Hedgecock (2002) are logical and coherent, when related to novice teachers in *private* South Korean preschools, his views appear over idealistic because 1) there are simply not enough English teachers willing to transfer their knowledge to others, and 2) perhaps current English teachers would not be receptive to the advice. Indeed, it might be ideal if ESL teachers in Korea had mentors, and senior members of the L2 community to rely on for guidance,

however Faneslow (1988) argues that being helped by a mentor or supervisor is not as beneficial as watching other teachers teach. Neither of these strategies was available to the preschool teachers used in my study, as the time pressures and cost cutting measures by the Director and the Owner did not allow for observation or mentoring assistance (see Chapters 8 and 9).

In the ROK, an ESL teacher at the preschool level is not required to have any teaching experience and as long as their Bachelor's degree is from an English speaking university, they come from one of a few select English speaking countries eligible for Korean visas (e.g. Canada, the USA, the UK, Ireland, South Africa, Australia or New Zealand) and they meet the health and background check requirements, they are eligible for employment.

Hedgecock (2002) does address this point when he notes that:

> recent research unfortunately suggests that, due to insufficient linguistic and metalinguistic awareness, language teachers are often under prepared to provide the descriptive and explanatory information that so many language learners expect to gain from classroom instruction. (p.307)

The explanations relating to this phenomenon are vast, but are perhaps related to the type of teacher that chooses the ROK for a place of employment. One former ESL teacher in Korea, Matthews (2005), writes:

> Going to Korea was a risk, but so was staying here depressed. Not only would I have an amazing experience, I would be able to save money and pay my bills. Above all else, I was attracted to the idea of having an aura like a movie-star. A broad smile spread across my face as I imagined crowds of happy Koreans cheering for the English teacher, beautiful girls in lingerie pampering me and feeding me grapes. (p.12)

Matthews (2005) further describes his experiences in the ROK working for a private language institution. His decision to go to the ROK was not based on mastering his linguistic capabilities or improving his ability to design relevant curricula or lesson plans. His desire was to pay the bills since he was unable to secure employment in the United States. It is important to note that this entry was a single account of the life of one ESL teacher and does not necessarily represent the majority. However, it is likely that other teachers are currently enticed by the same benefits that Matthews (2005) was – free return airfare, housing, meals and more. Therefore, since it is possible that teachers are moving to the ROK for motives that are not directly related to ESL teaching, it is likely that when they

arrive, they will need to rely on their 'practical knowledge' in order to conduct ESL lessons in the classroom, especially because they would not have received any formal teacher training prior to arrival.

The results from past research seem to indicate that while 'practical knowledge' is something that has been thoroughly examined, it does not provide ESL teachers with the linguistic and metalinguistic awareness that is required for the field of second language teaching. On the other hand, if Matthews (2005) is taken as an example, it does not appear that there is concern about a lack of practical knowledge or of linguistic awareness, rather, that teaching in Korea is a means to 'pay the bills' or to increase status level.

3.3.3 Teacher/Student issues in the classroom

It is commonly acknowledged that the current teaching practices of ESL teachers are based on 'practical knowledge,' (Crandall, 1993; Powell, 1996; Golombek, 1998) yet, the question becomes, is this useful when teaching in another country? Issues of culture can be a significant influence and guide parents' expectations of their preschool children (Cheah & Park, 2006). As previously argued, the ROK is a unique environment (see Section 3.2.3). At one point, traditional Korean society was based around Confucianism with significance being given to areas of filial piety, a family's oriented value system, collectivism and male-superiority (Cheah & Park, 2006). Yet unlike some of the ROK's Asian neighbours who also value Confucianism, these values changed with the emergence of the Korean War and with the prospects of industrialization and political turmoil (see Section 3.2.2). In current times, Korean families have modified their views on Confucianism and tend to consider only their own families well-being and achievement. Further, because of the 'high competition' among students, parents tend to not only emphasize group conformity, but also encourage individual success – a view significantly different from other Asian countries. Therefore, it can be said that although Koreans may consider themselves to be collectivist, there is an emphasis on self-assertion which makes Koreans the most individualistic among Asians (Cheah & Park, 2006).

Despite Western ideas being embraced in Korea, much of the information obtained is accessed by parents through books and 'experts' (e.g.

English private preschool owners) which currently, poses two main problems. First, the Western ideas being obtained tend to clash with the Confucian views of parents which is creating confusion (Cheah & Park, 2006). Second, what the parents are reading and hearing from 'experts' is not necessarily what actually happens in Western society, which creates added pressure on ESL teachers who are trying to meet unrealistic parental expectations (e.g. that the child should be able to master the English language within 6-12 months). One argument, as described below, is that this situation is leading to behavioural issues (e.g. excessive bullying, temper tantrums) in classroom situations (Cheah & Park, 2006; Shin & Kim, 2008; Kim et al., 2009).

3.3.4 Issues which novice teachers may face in the classroom

3.3.4.1 Behavioural problems

A study by Kim et al. (2009) was conducted related to challenging behaviours exhibited by Korean preschool students. The study, which involved 297 preschool children as well as their parents and teachers, examined child social behaviours including peer victimization as well as teacher-child relationships. In this study, they noted that 10% to 20% of the children exhibited moderate to severe levels of challenging behaviour. This included instances such as "temper tantrums, moving excessively, arguing with others, disturbing ongoing activities, aggression toward people or objects and disobedience" (p.236). These six behaviours are taken from the *Social Skill Rating Scale* (SRSS) which is a comprehensive measure of social competence in young children. Further noted in the study was, that since children spent a significant amount of time in preschool, teachers were expected by parents and by the authorities to be early intervention agents who were supposed to provide behavioural support for the above challenging behaviours.

In their study, Kim et al. (2009) created and administered a *Teacher Strategy Questionnaire* which was given to a population of 236 preschool and childcare teachers (native Korean teachers) in the ROK. This questionnaire attempted to determine the strategies teachers used in the classroom when faced with challenging behaviours, including appropriate practices and the level of support offered by the preschool centre.

Possible strategies to minimize behavioural problems among Korean preschool children were identified throughout the study by Kim et al. (2009). Initially, it was suggested that teachers in more supportive work environments could assist other teachers in finding suitable strategies for working with children with challenging behaviours. A supportive work environment was defined as having administrator support, reasonable workloads, active communication among staff and positive relationships with families (Ohm & Kim, 2005).

The second factor which linked proactive teaching strategies to the minimization of challenging behaviours was the education level of teachers. An associated study by Stormont, Lewis and Smith (2005) suggested that teachers with higher educational levels (graduate levels) in education were likely to suggest proactive strategies when dealing with preschool children with challenging behaviours.

Finally, Kim et al. (2009) suggested that, in general, the relationship and communication between parents and teachers could contribute to minimizing the severity of challenging behaviours among preschool children. They also note that when there is conflict in the classroom, it may be related to maladjustment. While Kim et al. (2009) seem to refer to maladjustment of the child, I would argue that in the case of my study, it may be the maladjustment of the teachers which also has an impact.

My study focused on similar factors to the study by Kim et al. (2009). Specifically, my study set out to examine the difficulties that first-time ESL teachers could face when entering a preschool classroom. First, ESL teachers may struggle to find a supportive work environment in a private preschool, as the workloads are strenuous (multiple different classes with limited preparation time) and the working hours are long (35-40 contact hours per week). Second, first-time ESL teachers may lack the educational levels which would allow them to most effectively deal with behavioural problems in the preschool classroom, and finally, because of the language barrier, native English speaking teachers could find it difficult to communicate effectively with parents whose children are exhibiting challenging behaviours in the classroom. Based on the information outlined in the study by Kim et al. (2009), first-time ESL teachers may face an uphill battle when dealing with students in Korean preschools.

3.3.4.2 Peer victimization

Preschool is an important time for children. It is the first time that they are confronted with developmental tasks and are introduced to other students who are of a similar age. However, despite this being a very exciting time for children, two common experiences may emerge in preschool classrooms – peer aggression and bullying. Kochenderfer and Ladd (1996) suggest that it is this type of early victimization which can lead to loneliness and school avoidance in elementary school. Previous studies suggest that some parenting behaviours (e.g. overprotective parenting) are antecedents to peer victimization (Kochenderfer & Ladd, 1996) and others suggest that overprotective parenting is the link to this type of problem (Bowers, Smith & Binney, 1994; Shin & Kim, 2008). Aside from parental behaviours, Shin and Kim (2008) also suggest that teachers are able to prevent peer victimization in the classroom and that the relationship between teacher and child can influence a child's competencies with peers in the classroom. Hamre, Pianta, Downer and Mashburn (2007) suggest that teachers who reported having depression and lower self-efficacy tended to have more conflict with children, thus creating unstable environments leading to student insecurity.

Understanding the essential nature of a positive relationship between preschool student(s) and teacher, it seems essential that first-time ESL teachers be able to identify bullying and peer victimization in the classroom. According to Kim et al. (2009), teacher-child relationships (or lack of relationships) are strong predictors of peer victimisation, even more so than parent-child relationships. This is because children often spend significant time in the classroom each day (versus a limited amount of time at home). Ultimately, it appears that children who continue to have conflict with teachers may be subject to increased peer-victimisation which is problematic within the social context.

3.3.4.3 Lack of mentoring support from Korean teachers

Private English preschools often have Korean teachers and Korean English teachers employed at the preschool to teach any classes which are not taught by native English speaking teachers. According to Lee, Myers and Kim (2009),

Korean teachers who want to teach in kindergartens (preschools) are required to graduate from colleges or universities, must have a degree related to childhood education and must obtain a license from the Ministry of Education (MOE). These licenses vary by degree class, and those Korean teachers with a 2nd class teaching license are usually only allowed to teach at the private kindergarten (preschool) level. In 2007, 33,485 kindergarten teachers (75.5%) were teaching at private kindergartens (p.268). These private kindergarten positions are not of the same status level as those of public kindergartens and salaries are generally indicative of this. Teachers are required to work longer hours and for less pay (about $800 /month) and diminished benefits. Because of this drop in status, many Korean private kindergarten teachers suffer from low-self esteem and do not take satisfaction in their work (Lee et al., 2009).

Because several studies have identified mentoring as a way in which novice teachers can improve their teaching (Lofstrom & Eisenschmidt, 2009; Stanulis & Floden, 2009), it would initially seem that it should be the experienced Korean teachers who would be able to assist with situations of depression or low-self-esteem. Yet, in these situations and with an ever increasing workload, one would question whether these teachers have the time, energy or motivation to mentor ESL teachers who they know are on short-term contracts and have no formal training.

3.3.5 Area summary

The issues described in this section are only a few of the more well-documented issues related to the area of preschool education in the ROK, though it is not an exhaustive list of all of the concerns first-time teachers will or could face in the classroom. However, there is a lack of research relating to the subjects associated with the behaviours and the issues arising in the private preschool environment. What is noteworthy, however, is the amount of influence that teachers have over their students and the idea that a preschool teacher can directly affect how a child will act later in their schooling years (Shin & Kim, 2008). This paired with the potential lack of support from qualified ‘mentors’ suggests a disturbing reality, that ESL teachers who come to the ROK with no experience and no formal training could possible adversely affect the preschool children they are teaching

in the longer term, and could potentially create an environment that encourages challenging behaviour and peer victimization.

3.4 The native speaker as the 'ideal' language teacher

According to the current trend in Korea (and other Asian countries), learners feel that learning English from a native English speaker means the participant is more likely to be successful than if they have learned English through a non-native speaker (Lee & Schallert, 2008; Park, 1999). This could be partially due to the lack of confidence in the proficiency or teaching practices (in Korea, teaching is primarily teacher centred) of non-native speakers. The question then arises: is this perception of the native English speaker being superior actually justifiable? Further, what actually constitutes a 'native' English speaker?

The term 'native speaker' is an elusive concept which some argue is overly simplistic or misleading (Clark & Paran, 2007). This view is primarily based on the notion that English has so many varieties. In Korea, since only those from Inner Circle countries (the USA, the UK, Canada, Australia, New Zealand, Ireland, and South Africa) can obtain a visa as an English teacher, one would assume that a 'native English speaker' would be someone who is from one of those countries. Such is not necessarily the case as factors such as the large immigrant population in countries such as the UK make way for growing numbers of bi- and multilingual speakers who may speak English, but not as their native language (Clark & Paran, 2007). Further, Canada is one of the Inner Circle countries but has a large population of French speakers who may or may not speak English yet are still eligible for a visa in the ROK. This is not to say that bi- and multilingual speakers actually take the opportunity to teach ESL: there is, in fact, no data leading to the conclusion, though it should be noted that it is a possible outcome. Despite the lack of a concrete definition, students and other non-native English speakers still aspire to be taught by native English speakers in their classrooms (Clark & Paran, 2007: p. 409).

Medgyes (1992) suggests that a native speakers' linguistic competence puts them at *such* an advantage that it cannot be outweighed by any other factors relevant to learning, such as motivation, aptitude, perseverance, experience or

education. This phenomenal hold that native English speakers have on the language therefore *must* apply to teaching it as well, or so it is perceived in Korea. In actuality, this theory lacks scientific validity (Rao, 2009) as there are no data to support this.

The Korean government appears to think otherwise. In 1995, the English Programme in Korea (EPIK) was established in co-operation with the Korean Ministry of Education (MOE). Its purpose was to hire native English speakers as teachers in Korea at the elementary and secondary levels. Further, in 2005, the Korean MOE and Human Resources Development implemented the 'Five-year Plan for English Education Revitalization' (Jeon, 2009) which would place at least one native English speaker in each junior high school by 2010. The government's rationale behind this plan is that a native English speaker provides a more authentic English environment and a greater cultural understanding. Therefore, according to Jeon (2009) the Korean government has embraced the idea of the native speaker as the 'ideal' teacher through its active participation in the EPIK and its subsequent programs. Through this type of reasoning, the Korean government has spread this type of ideology to its citizens who actively subscribe to this type of thinking.

Butler (2007) conducted a study based around the perceptions of young learners on native and non-native speakers of English. In this study she worked with 312 Grade six students who were given a comprehension test, an attitudinal questionnaire and a background questionnaire. She found that the perception of young Korean children was that the native English speaker "had better pronunciation, was more confident in her use of English, would focus more on fluency and would use less Korean in the English class" (p.745). Students also stated a preference to have the native speaker of English teach their future classes as they would expect the same results. Yet despite this desire by students, the study by Butler (2007) further showed that there were no significant differences in performance between students who listened to native speaker accents and those who listened to non-native speaker accents within the study.

A similar study was conducted by Rao (2009) who examined the perception of university level Chinese students and their perceptions of their native English speaking teachers. He found that Chinese students felt that the native English teachers could offer 1) native language authenticity, 2) cultural

familiarity and 3) new methodological insights (p.6). Further, the students' negative perceptions of these same native English teachers included 1) insensitivity to students' linguistic problems, 2) conflict in the teaching and learning styles and 3) unfamiliarity with the local culture and educational system (p.6). Conclusions drawn from this study by Rao (2009) suggested that although native teachers may have participated in some form of teacher training before their practical teaching commenced, they lacked the concern required to tend to the special needs of English students in an EFL context. This suggests that the perceptions of the students about the ability level of the teachers did not necessarily correspond with the actual ability of the native English speaking teachers.

Shin and Kellogg (2007), in a different study, actually suggest that it is the non-native speaker who is the superior teacher in the classroom when compared with a novice native English speaker. Their study was small in scale and comprised one Canadian native English speaker and three Korean co-teachers with varying experience. Lessons in different subjects were observed, recorded and transcribed. Shin and Kellogg (2007) note that the rationale behind the government placing native English speakers in Korean classrooms is that the native English speaker will be flawless in their delivery of the language and will be able to adapt the level of English to one step above the learner's competence. Shin and Kellogg (2007) actually found that this is not the case. In their study, they found that the output of the native English speaker was less complex in exchange structure and also less complex in grammatical structure than that of a Korean English teacher (p.174). This led them to suggest that the Korean theories of the 'ideal' language teacher being a native speaker are generally misguided.

What is missing from this field of research is the views of native English speaking teachers themselves. There simply is no research available that poses a question to teachers working in Korea about how they feel about their native language status and what it means for teaching. Certainly, as suggested by Matthews (2005), there is some indication that native English teachers are happy with their status, but a gap exists as to how these teachers feel about being 'ideal'.

Despite numerous studies which suggest that native English speakers may not necessarily be the best candidates to teach ESL to Koreans, the

government and the citizens of South Korea are still very much convinced that native English speakers are ideal candidates to teach English in Korea. This is shown through the numerous jobs posted daily (www.eslcafe.com/jobs/korea/) demanding native English speaking teachers with little or no experience to teach English in Korea and the fact that currently the demand is exceeding the supply. This thought process, although not necessarily unique to Korea, drove a key aspect of the current study, as one of its principle aims was to investigate whether teachers felt qualified to teach ESL in Korea (see Chapters 8 and 9, 10 for discussion).

3.4.1 How teachers progress in practice

First-time ESL teachers, although they are 'teachers' according to their job title, take on the role of a learner in order to develop and diversify their teaching practices. Adler (2000, as cited in Borko, 2004) suggests that teacher learning "is usefully understood as a process of teaching, and through this participation, a process of becoming knowledgeable in and about teaching" (p. 4). Borko (2004) further states that teacher learning can occur in a variety of situations from the classroom to discussions with colleagues to external influences. It is by examining teacher learning through these multiple contexts that one can begin to understand the diverse nature of teacher learning and progression. In this section, it is argued that a teacher's progression is affected in three areas. First, personal professional development describes an individualized focus on teaching, and encompasses areas such as knowledge of the subject area and the desire to understand student thinking (Apelgren & Giertz, 2010; Lloyd & Cochrane, 2006). Second is the use of professional development programs by teachers, and can include areas such as curriculum based development and teachers mentoring other teachers. Finally, the third area encompasses peer support through the use of the 'critical friends group' (CFG) which suggests a more collaborative approach to teacher progression. It is through these multiple avenues that teachers can gain expertise in the field of ESL teaching.

3.4.1.1 Personal professional development

Lloyd and Cochrane (2006) suggest that there are six areas which can enhance personal development or growth. These should include: 1) adding to personal knowledge, 2) increasing personal skills, 3) enhancing one's status within the learning community, 4) taking account of teachers' prior knowledge, different levels and learning styles, 5) enabling reflection and 6) allowing for personal selection. Borko (2004) would add that this development should also include knowledge of the subject, listening to the students and accurate record keeping.

Because of the diverse nature of personal professional development, it seems plausible that ESL teachers could advance in this area in some way regardless of the circumstances surrounding their teaching environment. According to Richards and Farrell (2005), one strategy used by language teachers is the concept of self-monitoring. Self-monitoring is a systematic approach to management or observation of one's own behaviour. It can be kept private or, in certain situations, it can be shared with others. Borko (2004) suggests that accurate record keeping is a type of self-monitoring which is essential for professional development. By maintaining a set of records through diary entries or video recordings of lessons, teachers obtain an objective record of their teaching strategies which can then be used to alter further lessons.

Castle and Buckler (2009) further suggest that teachers can improve their professional development by improving their personal skills in areas such as motivation, concentration, confidence and self-esteem, emotion and willingness to adapt to change. They suggest that a sound emotional state will contribute to successful teaching strategies within the classroom and they further document several strategies which can be used by novice teachers to assist them in enhancing these personal skills. This does not necessarily suggest that this will be true of native English speaking teachers working in Korea, as one might suggest that teachers need to have the desire for improvement, which may not always be the case. This is because, as previously mentioned (see Section 3.3.2), native ESL teachers working in the ROK may be employed because of the numerous benefits or opportunities to travel.

Because each ESL teacher working in the ROK is a unique individual, it is difficult to determine whether or not these teachers actually desire to grow and

mature in the area of personal professional development as there is limited research on whether this actually occurs with these types of participants. However, from the literature which does exist (Borko, 2004; Castle & Buckler, 2009; Lloyd & Cochrane, 2006) it appears that if novice ESL teachers in the ROK simply attended to their own emotional needs and were willing to adapt to the new environment in the ROK, they might attain some level of personal professional development whether they intended to or not.

3.4.1.2 Professional development programs

Professional development programs in the ROK can occur through three avenues. First, curriculum based development relates to an idea where teachers can learn through specific course materials designed to enhance the teaching skills of novice ESL teachers. Second, teachers can obtain professional development through seminars and workshops provided through companies such as Oxford University Press (www.oxford.co.kr) who offer strategies for successful ESL teaching. Finally, in some circumstances, novice teachers can use experienced ESL teachers as mentors through the use of a 'teachers teaching teachers' program. These programs are advertised regularly on websites and are easily accessible to ESL teachers in Korea. By using these types of strategies, novice ESL teachers can enhance their professional development.

Despite the existence of these three avenues of professional development, there are no direct statistics that identify how frequently these are used by native English speaking teachers, if at all. Further, although seminars (i.e. Oxford seminars) are taught in English in the ROK, it is not clear if teachers are being made aware of these opportunities.

3.4.1.3 Curriculum based development

Curriculum based development for the purpose of this thesis is described as curricular materials used in professional development seminars to deepen teacher understanding of instructional strategies (Borko, 2004). I would also suggest that since novice ESL teachers in the ROK may not have direct access to professional development seminars, curriculum based development should also include

curriculum guidance procedures which can be found in the teacher's manuals relating to grammar and language arts based ESL textbooks. It is through reading these suggestions and lesson plans, that novice ESL teachers will able to gain a better understanding of what actually is expected by the authors in reference to the lessons being taught in a preschool classroom.

3.4.1.4 Seminars and workshops

It is difficult to find a wide variety of seminars and workshops held in English in the ROK. Yet companies such as Oxford University Press have made significant progress when incorporating the ROK into their worldwide teacher training programs. Occurring once or twice a year, Oxford University Press offers workshops for teachers as well as 'individual school presentations,' 'teacher development days' and 'teacher training certificate programs' (www.oxford.co.kr/eng/au/os_t.html). These types of workshops and seminars prove especially useful for ESL teachers in the preschool environment who are using grammar and language arts textbooks initially published by Oxford University Press. Further, Korea TESOL (KOTESOL) is an organization which assists in ESL teacher self-development by offering workshops, seminars, chapter meetings and conferences (www.kotesol.org). Meetings of KOTESOL are held regularly throughout the country and the cost to join is minimal (40,000 Won = $40 USD). Through attending these types of events, it is likely that novice ESL teachers will be able to improve their professional development.

3.4.1.5 Teacher mentoring program

As previously stated, ESL teachers working in private English preschools in the ROK are generally on short-term contracts and therefore the availability of experienced native English speaking teachers can be somewhat limited. However, teachers who do have the guidance of experienced teachers could be in a better position to enhance their professional development. Blair (2008) suggests that mentoring allows novice teachers to reflect and grow from their teaching practices as well as to have an outlet to give and receive support within a safe environment. When teaching in the ROK, it is possible that language and

cultural barriers can exist which may not be conducive to an open relationship occurring between the novice English teacher and the Korean staff, therefore, having an English speaking mentor to assist in difficult teaching situations can be beneficial to the improvements in teaching strategies of the novice ESL teacher.

3.4.1.6 Peer support

It is generally accepted that at the novice level, teachers need to participate in developmental activities in order for the best student outcomes (Vo & Mai Nguyen, 2009). Yet it is sometimes difficult for ESL teachers in the ROK to obtain access to this development. Further, because of the long teaching hours, many ESL teachers simply feel they do not have the time to pursue extracurricular activities relevant to their professional development. However, according to Vo and Mai Nguyen (2009) the use of a Critical Friends Group (CFG) technique can further teacher development. A CFG is defined by Vo and Mai Nguyen, (2009) as a method where colleagues from the same institution work together in order to help each other. They note that the poor quality of ELT is attributed to a lack of teacher training and poor teacher professional development. Yet, a possible solution for these issues is the use of a CFG.

A CFG is a group of peers present in a situation where there is no 'hierarchy of expertise' (Vo & Mai Nguyen, 2009, p.2). For it to be effective, the group has to be run democratically, reflectively, and collaboratively. It appears that the ideal group size of a CFG varies depending on which article is read. Franzak (2002) suggests that the ideal group size is between 10 and 12 teachers who meet once a month for at least two hours, while Andreu et al. (2003) suggest a CFG should consist of 4-10 members meeting for an hour a week. McKenzie and Carr-Reardon (2003) suggests that 8-12 teachers is really the ideal size. I would argue that in the case of the ROK (and since a CFG is defined as teachers working in each separate institution), that teachers may be confined to their own separate preschool for a CFG unless teachers were working in a larger city (such as Seoul) or had some sort of connection to another school. Therefore, in this example, if there were four native English speaking teachers at a school, the group would consist of four, if there were substantially more teachers (e.g. more than 12), then two or more CFGs could be created. The caveat to this type of

situation, however, is that ESL teachers have to want to participate in these types of settings, and want to create a CFG; it may not be successful (or as successful) if forced on the teachers.

3.4.1.7 The benefits of a CFG

Teachers in the ROK often feel isolated. For some, it is their first time away from their families; for others, the difference in culture makes them feel lost and confused. This feeling of isolation can be translated into teaching if not properly recognized and addressed. According to Gemmell (2003) those teachers who work with a feeling of isolation will simply resort to familiar methods in their teaching (e.g. past experiences as learners, see Section 2.3) and will not embrace problem-solving strategies in the classroom. This lack of motivation could hinder the development of current ESL students.

A CFG appears to limit the feelings of isolation, as teachers feel a sense of belonging to a group, they learn to collaborate and this, in turn, leads to a greater reflection on their teaching techniques. As a result, they have a tendency to change their teaching practices to better meet the needs of their students. Teachers who have participated in a CFG have generally found it to be an effective technique and expressed positive opinions of it (Vo & Mai Nguyen, 2009). These optimistic views result in positive changes occurring in the teaching, learning, culture and climate communities within schools (Vo & Mai Nguyen, 2009).

Further, Bambino (2002) suggests that the use of a CFG allows teachers to gain feedback on their teaching strategies and styles without fear of repercussion. This is particularly useful for first-time ESL teachers, as a CFG could allow them to identify possible weaknesses in their teaching strategies and ways to manage their preschool classrooms without having to ask for the assistance of the Korean staff. This is essential, as it allows for communication with others.

3.4.2 Area summary

It appears that there are many different paths that teachers can take when they are working in a private English preschool. It also appears that they could potentially have many opportunities available to them in order to help them to improve as teachers. In areas such as personal professional development, an optimistic state of mind and a healthy mental outlook can result in positive results in the classroom. Additionally, by personally reflecting on specific relevant classroom events, teachers can possibly better understand the classroom dynamics and select better methods to suit the needs of the students. Second, professional development programs are available to ESL teachers in the ROK although perhaps not to the same level that they are available in other areas. Despite this fact, motivated ESL teachers still have several opportunities for advancement. By taking advantage of some of these opportunities available in the ROK, ESL teachers can be better qualified to use the classroom materials and can better understand the expectations which need to be met in the preschool environment. Finally, relating to a CFG, it appears that this type of group could offer many benefits to ESL teachers in the ROK. This is because of the ease in which a CFG could be created and maintained. A CFG could offer ESL teachers the opportunities to collaborate and discuss problematic classroom situations. It could give them an outlet to vent their frustrations and possibly offer solutions to perceived problems. In situations, such as in the ROK, where support from other English teachers is sometimes lacking, a CFG could potentially be a useful tool for first time teachers. Ultimately, it has been suggested that the amount of effort put in by an ESL teacher is directly related to their degree of improvement throughout the course of their teaching career (Vo & Mai Nguyen, 2009). Although it is realized that all teachers will progress at different rates, it seems rational that those who have an innate desire to improve will do so at a faster rate than those who are teaching ESL with ulterior motives (e.g. paying off student loans, going on an adventure – see Section 3.3.2).

3.5 The role of the private language school

The English language market in Korea is estimated to be a $3 billion (USD) per year industry (Cho, 2007). From this $3 billion, private preschools are constantly emerging in the market and looking for their cut of this figure. Yet, according to Cho (2007) these schools are often "overpriced, unqualified and ineffective" (p.172). Despite this description, the private language school plays a role for students, parents, teachers, staff and language school owners. Although for each of these groups the role of the preschool is different, one aspect remains constant – the English language currently has a powerful role in the ROK and parents still continue to push their children into private language education despite lacklustre score performances by children, the possibility of unqualified and ineffective staff and the significant financial hardship incurred.

Private language academies in the ROK are one example of the lengths Korean parents will go to in order for their children to be exposed to bilingual education. In 2007, 46% of the kindergartens in Korea were private (6% were public, 6% were employer provided and 42% was care provided by the family) (TMHWFA, 2007 as cited in Sheridan, Giota, Han & Kwon, 2009). These language schools, generally located in superior Korean neighbourhoods provide 'institutional support' to all levels of students (Lew, 2007).

Lee (2007) suggests that the need for private tutoring is based on three sources: academic achievement, cultural factors (including educational beliefs) and institutional factors. In terms of older students, private language schools can provide assistance for achieving higher scores on standardized tests, tutoring, college and career counselling and bilingual language support to assist with university applications. Lee (2007) suggests that this type of situation is an 'achievement gap' where students are at one state of academic achievement (what is) and desire to be at another level of achievement (what should be). This area of development seems crucially important to the future success of Korean students, especially if they wish to pursue further education abroad.

In fact, these types of services are available worldwide for both native and non-native English speakers. Courses from companies such as Kaplan (www.kaptest.co.uk) offer standardized test courses throughout the world, while

other companies such as Sylvan Learning (tutoring.sylvanlearning.com) offer classes for extra help in math, study skills and reading. Therefore, it is should not be a surprise that private language academies can be very successful businesses in the ROK for older students and those wishing to pursue a tertiary-level education in English. This is in line with Lee's (2007) suggestions that cultural factors including educational aspirations are one of the reasons why private tutoring is so popular in the ROK. According to Lim (2008), obtaining entrance into one of the top universities is an integral step in a Korean student's social and professional advancement. Further, Cotton and Leest (1996) suggest that by attending a private language academy, the chances of obtaining this entrance into university is more likely to be achieved. Lee (2007) suggests that parents directly link effort with education and therefore push their children to attain as much education as possible (p.1212). This, paired with external influences such as the media and advertising, leads parents to spend a significant portion of their income on private language institutions and private tutoring. Consequently, when parents were asked about their financial situation and the amount they spent on fees to private language schools, many admitted that these fees constituted nearly a quarter of their 'excessive' spending (excessive spending refers to income that does not directly go towards basic household bills such as rent, utilities and food) (Kim, 2000).

It is apparent that parents are willing to spend a substantial part of their earnings in order for their children to attend these private language institutions, but the question then arises: are these private language schools effective? Lee (2007) notes that institutional factors including the teaching constraints (or perceived teaching constraints) in public schools encourage parents to enrol their children in private tutoring. Ryu and Kang (2009) conducted a study based primarily on this question and found that although parents spend an average of 79,460 Won per month (~$80 USD) on English tutoring (this is equivalent to 1-2 hours for older students – the preschool monthly rate is approximately 800,000 Won or $800 USD, see Section 3.2.1), scoring on standardized tests for their children only increased by 0.69 – 1.02%. C. Kang (2007) proposes two main reasons why these results are not significant. First, he identifies that the instructors at private language institutions are usually hired for short-term contracts suggesting that the school is less stable than a school which has

consistency. He also suggests that the quality of these instructors is usually poor (due to lack of training) and that poor teacher quality cannot lead to an improvement in a student's performance. Second, C. Kang (2007) suggests that a parent's decision to invest a substantial amount of money into their child's education may be based on a subjective or cultural belief that this type of institution is effective. This belief, coupled with the concern of not wanting to appear neglectful of their child's education in relation to the peers encourages parents to spend their money at these private language institutions.

Despite the existence of private academies worldwide for students wishing to pursue higher education and for those needing a little extra help in a particular subject, the language school phenomenon in Korea (and some other Asian countries) has grown to include not just older students, but younger ones as well. In the ROK, children as young as three years old are enrolled in language schools across the country with enrolment rates at about 50% for students who are five years of age (TMEHRD, 2006, as cited in Sheridan et al., 2009) (students start regular elementary classes at seven years of age). Yang and Shin (2008) argue that until Korean children go off to school, their parents are primarily concerned with teaching them daily life skills such as cleaning up, not being forgetful, or keeping promises (p.1334); however once these same children reach an age where they can attend school, parental attitudes shift from life skills to academic performance. With the trends in Korea encouraging parents to start private language lessons at earlier stages it is now emerging that Korea is producing children with poor life skills who get high scores on exams (Jo, 2002; Yang & Shin, 2008; W.J. Lee, 2011).

Because it has been noted that the role of the private language institution according to Korean parents, is a kind of necessity which their children need to attend in order to achieve academic greatness and to instil pride in each of the family members, parents are willing to invest in their English proficiency of their children (Cho, 2004). This situation represents the demand and explains why private language schools exist, but this leads to questions of: what is the role of a private language school for the owners, and, what is the role of a private language school for its English teachers?

One answer to the first question is that private language institutions are profit-driven businesses (Sheridan et al., 2009) which seek to convince parents

that their language school is superior to the competition – and competition is fierce as private language schools in Korea are 'a dime a dozen' (Cerralbo, 2005). Although there may be other reasons, these have yet to be documented by research. Still, there are many websites devoted to the 'blacklisting' of Korean private language schools (e.g. http://hagwonblacklist.tripod.com) suggesting elusive tactics by Korean language school owners to save money by breaking (or manoeuvring around) certain laws that are put in place to protect foreign English teachers. It is unclear, however, whether these 'blacklisting' sites offer a true representation of some *hagwon* owners, or if it is simply a portal that ESL teachers use to vent particular frustrations.

Finally, it is important to examine the role of the private language institution for its native English teachers. Once again, as with the private language school owners, the role of the school for English teachers is likely to vary. Some teachers are enticed by high paying jobs, free rent, subsidized meals and free airfares (Matthews, 2005) while others actually are pursuing a career in English teaching and want to make a difference in the lives of students (Johnston, 1997). Many of the teachers where I was a teacher from 2007-2008 wanted a holiday and a chance to experience another country. Working at a private language school was a way to do this. Many English teachers in the ROK would insist that teaching ESL is a job, and that the role of a private language school, for them, is a place of employment. As can be shown, in sum, the role of a private language institution varies and is dependent on the teachers and the experiences they have had while teaching in the ROK.

3.6 Chapter summary

This chapter has identified some of the overarching themes behind this thesis. First, it examined the history of Korea with reference to its American relationships. These relationships were described as being one of the reasons underpinning why Koreans desire to learn the English language. It is the argument that these past ideas still continue today. As noted by I. Lee (2011), current EFL textbooks in Korea identify the U.S. as consisting of only Caucasian, upper-middle class individuals and present U.S. English as the most desirable representation of the language. With Korea's tumultuous history and the

misrepresentation of the current U.S. lifestyle, it is not surprising that Koreans desire to be taught by native speakers.

With this foundation being set, the next section moved to the role of the native English speaker. In this section, novice teachers were identified as being common in Korea. Also noted was the idea that since these teachers had no training or formal experience, they would rely on 'practical knowledge' to help them with their language teaching. This was identified as a potential issue, as the teachers for this study would not have had any formal ESL/EFL lessons, as they were native speakers. It was also identified in this section that behavioural issues may occur in the classroom and that novice teachers may, in general, have difficulty when dealing with these situations.

The following section discussed the idea of the native speaker being the 'ideal' teacher and some of the surrounding issues. Discrepancies between student perceptions and actual conditions were presented from similar studies (Rao, 2009; Shin & Kellogg, 2007). Finally, teacher professional development was discussed, highlighting options for teachers including Professional development programs, mentoring, peer support, or the use of a CFG.

In the final section, the role of the hagwon was identified. Little research has been done on the role of these institutions, but they are generally seen as profit-driven enterprises that exist to fulfil the gap between what parents want (in terms of education) and what occurs at the public level.

In the next section, the context of my study will be examined.

4. The context

It is necessary that the context is identified to give a well-rounded description into the nature of the study. This chapter describes the nature and location of the private preschool before discussing the classes examined, the participants and the general location.

4.1 The private preschool

The preschool selected was located in the Nam-Gu (Southern Ward) section of 'Y', a city in North Gyeongsan Province. The neighbourhood surrounding the preschool was relatively modern and was generally home to middle to upper-class citizens. The preschool was open from Monday to Friday from 8:30 am until 6:00 pm; however preschool classes (children aged 3-7) were only held in the morning from 9:00 am to 2:30 pm, while the afternoon was dedicated to the private teaching of elementary school children under the age of 12. This school was chosen for a variety of reasons. First, the preschool was part of a larger franchise of 32 English schools within the ROK. This meant that the rules, classes and textbooks used in the classrooms at this preschool were also used in most of the different franchises throughout the country. After visiting several preschools throughout the ROK in 2007, 2008, 2010 and 2011, I can offer my own opinion that this preschool was on a par with many of the other preschools in the country in relation to scheduled classes, materials used and foreign teacher workload during these periods. Another reason for choosing this preschool was that I knew the Director personally through work experience in the Nam-Gu region. She very kindly agreed to assist me by allowing me into the preschool as a researcher, rather than a teacher.

Preschool days were divided into seven periods plus a break (six in the pilot study), four periods before lunch and two periods after. The periods ranged from 30-40 minutes each. Of these seven periods, the amount of English taught in a day varied from day to day and from class to class. Classes were formed based on the students' age and ability. The preschool program admitted children who were between the ages of 3 and 7, and each class was composed of no more than 12 students. Students in their first year of English study were likely to have

two to four classes per day with a native English teacher, while students in their second or third year of study were likely to have four or possibly up to five classes a day taught using the English language. The remainder of the classes not taught in English were conducted by Korean teachers or support staff. At this particular preschool there were seven set preschool classes and five English teachers (2010-2011). Students were introduced to a broad range of topics taught in English. These included maths, science, playroom, language arts, grammar, and storybook. Not every subject was taught daily, for example, playroom (which consisted of playing games in English), only occurred for one period on Thursdays or Fridays. Despite having multiple classes in English, for the purpose of this study, only the language arts, grammar and storybook classes were used for analysis. I chose these classes because they focused on grammar, phonetics, vocabulary and reading – areas essential for learning the English language. I chose to exclude the areas of maths and science, as it was likely that students who were enrolled at this preschool took extra (supplemental) classes in maths and science with other teachers in City Y (either in English or Korean) and this could have potentially influenced or biased the results of this study. Lastly, I did not select the playroom class, as this was a typically unstructured 30 minute period where students were allowed to play freely or to participate in English games. This class was excluded for several reasons. First, there was no CCTV camera present in the playroom and no place for an audio feed to be inserted. Second, the nature of the class meant that teachers could have various levels of involvement – meaning they might choose to just sit in a corner and watch the children play. If this was the case, no English was spoken and the lesson would not be able to contribute to the answering of my research questions.

For each of these classes (excluding playroom) the teacher and all the students were given up-to-date textbooks to work from and students were required to complete a certain number of pages each week. The amount of pages finished was negotiated by the teacher (participant) and the Director at the beginning of each week, with the Director having the ultimate final say if a dispute arose.

4.2 Classes investigated

4.2.1 Grammar class

The grammar based books used in this private preschool varied depending on the level. Children in the youngest class (age 3 or 4) used *Smart Phonics* published by Compass Publishing and written by Karl Nordval and Casey Kim. This series comprises five levels and is designed to teach single letter and double letter combinations to young children studying a foreign language. It is specifically designed for children in Asia. The other classes used books which were from the *Up and Away in English* series by Terence Crowther and published by Oxford University Press. This series is composed of six different levels and focuses on a 'traditional approach' (www.oxford.co.kr) to grammar instruction which is a common method of instruction for children in Korea (www.oxford.co.kr.). Each level of book contained colourful characters and activities for students to engage with. In this private preschool, grammar was taught three to four times per week and textbooks varied in difficulty from level 1 to level 3 (both series) depending on the student ability in the class. It was suggested to the teachers by the Director that, based on her experience with past classes, an appropriate amount of material constituted one page per 30 minute class, although deviations could be made. This was especially true when the level 1 textbook of *Up and Away in English* was being taught, as some pages in the text were entirely devoted to colouring, which was not entirely productive to the learning of the English language.

4.2.2 Language arts class

The language arts textbook used for this private preschool was *English Time* written by Susan Rivers and Setsuko Toyama, also published by Oxford University Press which was another common textbook for Korean kindergarten and elementary schools as its distinct American influences appeal to teachers and parents alike (Park & Abelmann, 2004). The *English Time* textbooks range from level 1 to level 6; however, only levels 1, 2 and 3 were used by English teachers at this preschool due to the advanced level of books 4, 5 and 6. *English Time* primarily focuses on the preschool/kindergarten/lower elementary level and is designed around a set of characters, Ted, Annie and Digger (the dog). The

language arts class at this preschool was conducted three to five times per week by a native English teacher, with the goal (set by the Director) of completing up to one unit per week. A unit was approximately four to six pages in length depending on the level of the book.

The choice of using these three textbooks within the private preschool was based on a variety of factors. First, each set of grammar books and textbooks came with a detailed teacher's book which gave teachers a step-by-step process of how to teach each chapter. Since teacher turnover was relatively high at this preschool, based on the typical one year contract for each teacher, this type of teacher's manual made it ideal for first-time teachers or for new teachers at the preschool, as each chapter was self-explanatory, giving clear step-by-step instructions for each exercise within corresponding the student book. However, the teacher's manual also gave supplemental suggestions for each lesson which could be used as the teachers gained confidence and developed their own teaching style. Second, the publisher, Oxford University Press, was well known and recognized throughout the various regions of the ROK. This could have been partially due to the abundance of information on Oxford University Press, as conferences, workshops and events were commonly held in Seoul and the surrounding area by Oxford English Consultants and speakers from the ROK (www.oxford.co.kr). Third, the chapters, lessons and activities present in *Smart Phonics, Up and Away in English* and *English Time* were relatively short. By having short chapters, parents were able to see the progression that their children were making throughout the book.

4.2.3 Storybook class

Storybook class was the one class out of the three examined where the books used varied dramatically from class to class. Students in their first year (age 3-5) were given readers that had very few words and many repetitive phrases. Students who were in their third year of the preschool (age 6-7) were given books equivalent to those which were suggested (by the publisher) to be of a second grade (8-9 year olds) level for American native English speakers. The books varied by topic, publisher, and author. The teachers (participants) were not responsible for choosing the storybooks available for their classes. These

storybooks were chosen by either the Director or the Head Korean teacher depending on the level of the class. Each storybook (except in the case of the 3 year old class) came with a supplementary workbook from which students were expected to complete activities. Once again, the activities ranged in difficulty. Some workbooks, at the more basic levels, contained colouring and matching exercises, while the more advanced workbooks contained activities such as crossword puzzles and gap-fill exercises. Teachers were expected to finish one storybook every three to four weeks depending on the level, once again; this was not decided by the English teacher, but by the Director.

4.3 Initial participant identification and selection

Because it was necessary to select participants that were first-time English teachers at this private preschool, assistance was required from the Director when she was looking to hire new English teachers. At the beginning of this study (April, 2010), I explained to the Director at one of the private preschools I was familiar with what I would do and what I expected of each teacher (interviews, journals, videotaping classes). She explained to me that she used a recruiter and that the recruiter was responsible for finding applicants that met her criteria which generally included gender specifications and those who were willing to accept a salary of 1.9 million-2.2 million Won per month ~ 1050-1200 GBP ~ for 30-35 contact hours per week. From her explanation, she suggested that it was most common to receive resumes from first-time ESL teachers because her school did not pay a high salary and there was a heavy workload. Therefore, while I did not specifically ask the Director to hire first time English teachers, it is acknowledged that she was aware of the intentions of my study. It is important to note however, that I had no involvement in the hiring process until the candidate accepted the position.

The Director explained to potential teachers that if they chose this preschool, they would be asked to participate in my study for the first 12 weeks of their placement in Korea. The prospective participants were then allowed to choose whether or not they wanted to work at this particular preschool. Once the teachers had agreed to work for the preschool they were then sent a copy of the

school contract, visa information (provided by the preschool), and a consent letter and information sheet (Appendix 1 and Appendix 2) created by myself asking for their participation within this research study. These were emailed to each of the teachers by the Director. Participants were also given the option of opting out of the research study once they had commenced employment or at any time during the 12 week process.

In respect to the number of participants needed and after estimating the amount of time and workload requirements for a PhD study, I purposefully chose to select four candidates for this case study research. This number was chosen based on a past study by Mullock (2006) which examined the pedagogical knowledge base of four TESOL teachers, which was a partial replication of a study by Gabonton (2000). Since my study used similar observation technique, four participants were an appropriate number.

4.4 Selection of location and participants

The location was chosen primarily out of convenience. City Y was in an area of the ROK that was familiar, as it was my city of employment for one contract year between 2007 and 2008 and I knew the area well. This familiarity made day to day practical necessities easy so data collection could be conducted more efficiently.

Participants were also purposefully selected for participation in the case study. This was done for several reasons. Initially it was difficult to locate ESL teachers who had not yet started at a private preschool. Although I realize that the industry of private preschool is large, gaining access to teachers who could have come from any location within Canada, the USA, the UK, Ireland, Australia, South Africa or New Zealand (Inner Circle countries) and whose intention was to work in City Y would have been too difficult. Therefore once the city was identified, it was simply more convenient to locate a preschool within this city and to ask the incoming teachers to participate in the study. The second reason why participants were purposefully selected is due to my confidence in the Director of the private preschool. I was confident that based on the specifications given by the Director to the recruiter, prospective participants

would likely meet all of the criteria relevant for this study. Therefore, although I did not have a direct role in participant selection and participation, I knew they were both likely to be successful under this Director.

4.5 Chapter summary

The intention of this chapter was to highlight some of the background information and the actions taken for this study to be carried out. Highlighted aspects included the location and nature of the preschool and justification for the three classes (grammar, language arts and storybook) that were to be examined. Purposive sampling was seen as the most appropriate approach to select participants and conversations with the Director about the nature of the study were noted.

5. Methodology

5.1 Introduction

This chapter describes the methods used to investigate the teaching progression of first-time ESL teachers in a South Korean private preschool. The general purpose behind the study and how the information was collected and analysed is outlined. This chapter is in five sections. Part one will reviews the research questions I am attempting to answer throughout this study. Part two provides a general definition/overview of the approach used in conducting the research. Part three gives a description of how the data were collected and illustrates the analytical procedures used to assess them. In part four, the ethical guidelines necessary for this study are discussed. Finally, in part five the chapter is summarized.

5.2 Review of research questions

This primarily qualitative and longitudinal case study chose to examine the progression of four first-time native speaking ESL teachers who were employed at a private preschool in the ROK, each of whom was on a one year contract to teach English between 2010 and 2011. One goal of the study was to examine each teacher's use of 'practical knowledge' while teaching preschool English classes and how this knowledge affected their teaching strategies and their ability to modify their behaviour in an attempt to maintain classroom order (see Section 10.2). However, I previously argued that when moving to another country (specifically the ROK), the cultural and social interactions that occur outside of the classroom setting are likely to have a direct influence on an ESL teacher (Applegate, 1975) within the preschool classroom. In general (and true for the participants in my study), teachers may well have been enticed by 'well-paying' jobs and the promise of 'free accommodation and airfare' but may have felt disappointed upon arrival to find that they were surrounded by a completely foreign culture (Bradley, 2000). Therefore, for the purpose of this study, it was essential to examine the external influences present within the ROK and also the coping mechanisms of these ESL teachers as an extension of what was being

observed in the classroom. To recap, the three research questions were as follows:

RQ1: To what extent do first-time ESL teachers use their 'practical knowledge' in the classroom?
RQ2: How and in what ways do the lesson plans and journal entries of first-time ESL teachers change over the course of a 12 week period?
RQ3: To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

In an effort to answer these research questions, it is essential to review some of the main phenomena that may influence the findings of this research. Some of these were controllable. For example, interviews, observations and journal evaluations were carried out in both a pilot and a main study to gain insight into the progression of first-time ESL teachers. These instruments were piloted to strive for the highest degree of accuracy for each component (observations, interviews and journal entries). However, some phenomena were uncontrollable. Although this study was based primarily on native English speakers, a more comprehensive knowledge of Korean (my knowledge is very limited), and a better understanding of the culture of the ROK would have allowed for better communication with parents and improved communication with the Director or the Korean support staff.

In relation to the 'gap' in the research (see Section 3.4 for more details), it is suggested that although private language schools have been around for decades in the ROK, in more recent years (post-1997) private preschool education has flourished for children between the ages of 3 and 7. This is due to the implementation of a new law relating to the Korean school curriculum, passed in 2008, where English became a mandatory subject for students from the third grade (9-10 year olds) onwards, rather than the previous regulation of learning English only in the upper elementary school years (12 years old) (Jo, 2008). However, despite the increase in students flocking to private English education, relatively little research has been done on who is being employed (i.e. native English speakers). Further, and more relevant to this study, is the progression of the ESL teachers once employed at a private preschool. It is likely that by hiring teachers with little to no experience in teaching English, there

would be a steep learning curve (Vandergraff, 2009) in the first 12 weeks of the teacher's employment. Through a combination of the research questions and the gap in the research identified through other studies, the methodology for this study was developed.

5.3 An overview of the approach

The style of research chosen in relation to this thesis was a case study approach which had been identified by Gall, Gall and Borg (2003) as the most widely used approach for research in education. Although a general definition of a case study has not been agreed upon by researchers, here a definition is provided which is aligned with this particular study. Most of the definitions given by other researchers identify the 'bounded' nature of case study analysis with an emphasis on intensive and holistic description and analysis of a single entity, or social unit (Merriam, 1998).

According to Yin (2003) a case study is useful in examining both simple and complex phenomena, uses multiple methods of data-gathering and makes use of and contributes to the application of theory. Further, Hagan (2006) defines the case study as an in-depth qualitative study which examines one or a few illustrative cases. Berg (2007) suggests that by concentrating on a small group of individuals, the case study allows nuances, patterns and other actualized elements to be uncovered. For the purpose of my study, a longitudinal case study was identified as the best option available in relation to the research questions posed. This was because longitudinal case studies examine one or more subjects over a set period of time through the collection of, in this case, qualitative data. Further, the focus of the research was primarily on the development of teachers, something that happens over a period of time, and thus, requiring longitudinal data (Berg, 2007).

Stake (1995) suggested that each researcher has different motivations for selecting a case study approach in research. He identified three main classifications within the term 'case study'. These included *intrinsic*, *instrumental* and *collective*. Of the three approaches, the case study for this research was most in line with an intrinsic case study. An intrinsic case study is

used when a researcher wants to better understand a particular event or a particular case; it does not necessarily represent other cases in the same field of study. With an intrinsic case study, my goal as a researcher was to better understand the intrinsic aspects of the particular participants chosen for this study, including their actions, thoughts, emotions and feelings (see Section 5.8). Within this type of case study, Yin (1998) identified five main skills that a researcher needed in order for a case study to be successful. The first of these was *an inquiring mind,* where the researcher continually questions the data. This should be used before, during and after data collection has occurred and should challenge the researcher to ask why an event has occurred. The second skill area identified was in the area of *listening, observation and sensing* where the researcher must collect data without (or with limited) bias. The third skill was *adaptability and flexibility* where the researcher can handle unanticipated events and is able to adapt to these events with new or modified data-collecting techniques. The fourth skill was to have a thorough *understanding of the issues* which meant that data need not simply be recorded but be truly understood in its context. Finally, the fifth skill was an *unbiased interpretation of the data*. This meant that the researcher must have been able to be open to contradictory findings and be able to arrive at alternative explanations based on the results (see Chapter 10).

According to Hartley (2004), case study research, in practice, generally includes multiple methods of analysis. Additionally, the researcher should be sensitive to opportunistic as well as planned data collection. This is due to the complex nature of the phenomena being examined and the intrinsic nature of the data collected. Hartley (2004) also suggests that researchers in case study research validation can be facilitated through the use of triangulation.

Triangulation, in respect to research methods, is the "combination of two or more data sources, investigators, methodologic approaches, theoretical perspectives or analytical methods" (Thurmond, 2001: p. 253) used within the same study. Researchers choose to use triangulation in order to give a multidimensional perspective to the research being studied and to increase external and internal validity and reliability within the research (Boyd, 2000). The claim, according to Moran-Ellis et al. (2006), is that if a researcher used different research methods and each produced similar results, then accurate

measures had been implemented. Mathison (1988) deems this concept to be 'convergence' and further states that if 'convergence' fails to appear within the data, the results may be 'inconsistent' or 'contradictory' which could ultimately mean a flaw in the measurement instruments (Mathison, 1988; Moran-Ellis et al., 2006).

The primary use of triangulation in respect to this study is *methodologic triangulation*. It is also known as *multimethod*, *mixed-method*, or *methods triangulation* (Barbour, 1998; Greene & Caracelli, 1997; Polit & Humgler, 1995). Researchers tend to use methodologic triangulation to limit the biases that arise from using only a single method and also to counterbalance the weaknesses of one research method with the strengths of another (Mitchell, 1986). Methodologic triangulation has been used in this study because it allows for the cross verification of data and is generally preferred in the social sciences (Lincoln & Guba, 2000).

5.3.1 Addressing the potential limitations of case study research

Case study research is a multi-method approach with certain limitations. The purpose of discussing the limitations to case study research is to provide justification as to why a case study approach was the most suitable model for the research questions asked. Flyvbjerg (2006) identified five areas of debate. These were:

(a) theoretical knowledge can be more valuable for teachers to possess than practical knowledge and case studies focus on practical knowledge
(b) one cannot generalize from a single case therefore it cannot contribute to developments in research
(c) the case study is more useful for generating hypotheses rather than for theory testing and building
(d) the case study contains some bias toward verification, and
(e) it is often difficult to summarize specific case studies

Flyvbjerg, 2006, p.219

Duff (2008) built on these five areas while adding more limitations to the area of case study research. These included:

(f) case studies can use 'abnormal cases' to construct a model of 'normal' behaviour, and
(g) case studies can have problems with thick description and triangulation

Duff, 2008, p. 47

In this section, I identify how these may relate to, and potentially threaten my study.

5.3.1.1 Theoretical versus practical knowledge

Flyvbjerg (2006) suggested that theoretical knowledge, held by teachers, is "derived from rule-based learning" (p.223), which can be, perhaps, more easily identifiable and tangible, while 'practical knowledge' is described as experiences or reflections that teachers have, based on the knowledge they have generated, and based on past experiences (Fenstermacher, 1994) (see Section 2.3). On the other hand, Flyvbjerg (2006) further argued that 'practical knowledge' is based on the concrete experiences of researchers which are intrinsically valuable in the learning process. From this idea, Flyvbjerg (2006) noted that:

> social science has not succeeded in producing general, context-independent theory and, thus, has in the final instance nothing else to offer than concrete, context-dependent knowledge. And the case study is especially well suited to produce this knowledge. (p.223)

It is acknowledged that there is a difference between theoretical knowledge and practical knowledge and that because it is context-dependent knowledge that is being examined (i.e. teaching ESL knowledge), my role as a researcher would inevitably have some influence on the process (i.e. being an ESL teacher myself and having my own practical and theoretical knowledge base) and I accepted this as a limitation. Despite this, I would argue that researcher bias is an issue associated with most types of qualitative research, and in my current study this was minimized through methodologic triangulation (as noted above). Ultimately, related to the issue of theoretical versus practical knowledge, limitations relating to the information/research from theoretical knowledge do exist, yet the benefits from the experiences and reflections defined in practical knowledge are essential to answering the related research questions in this thesis.

5.3.1.2 Generalization and case study research

Generalization, as it relates to research, aims to establish the relevance, significance and external validity of findings (Duff, 2006, p. 48) in relation to subjects outside of the participants in this study. Not being able to generalize from a case study is a serious potential limitation.

Yet Creswell, Hanson, Clark Plano and Morales (2007) suggest that the case study is not meant to generalize at all, but rather to focus on a specific case – focusing on the contextual condition of one or a few participants. Bassey (2003) further notes that social science research in the form of a case study does not suggest what *is* true, but rather what *may be* true. Moreover, Richards (2011) suggests that instead of focusing on generalization as a means to justify outcomes, it is more important to examine ways in which the case study could potentially contribute to understanding the nature of the problem (p.216). This is the approach taken in my study.

5.3.1.3 Generating hypotheses versus theory testing

This limitation is related to the one previously stated in section 5.3.1.2 involving generalizations. If the goal is to obtain the greatest amount of information on a given problem or phenomenon, then Flyvbjerg (2006) would suggest that the case study approach is not the best possible option. However, in this study, obtaining vast amounts of data was not the objective. Because there has been such limited research in the area of teacher progression in private South Korean preschools, generating hypotheses is a necessary part of this study (see Section 2.3). Further, in order for theories to exist it is necessary for someone to generate them in the first place. Therefore, although I concede that theory testing is important, for the purposes of this study, the ultimate goal was to obtain a preliminary understanding of a specific group of participants.

5.3.1.4 Bias toward verification

Bias toward verification is based on the notion that social scientists are likely to offer subjectively compelling explanations and that a case study researcher is biased toward confirmation rather than falsification relating to their initial preconceived notions about the case (VanWynsberghe & Khan, 2007). This is

because researchers tend to recall information from memory selectively and interpret data in a selective way. Yet both Flyvbjerg (2006) and VanWynsberghe and Khan (2007) suggest that if the phenomena being explored by the researcher is thoroughly evaluated, then the researcher will have the opportunities to recognize the flaws in his/her own preconceived notions.

Bias towards verification relates directly to researcher bias. Arguably, both qualitative and quantitative researchers encounter this issue, as the data collected is inherently biased based on the questions asked or procedures undertaken. Therefore, bias toward verification is recognized as not only a limitation for case study research, but as a limitation of research in general.

5.3.1.5 Summarizing case studies

It is often difficult to summarize case studies as they contain a substantial element of narrative which is difficult to summarize into scientific theories and propositions (Flyvbjerg, 2006). Eisnehardt and Graebner (2007) suggest that this is an issue involving all types of qualitative detail within the data. This is contradicted by Richards (2003) who suggests that by using computer software packages (e.g. atlas.ti), and by focusing on a specific unit or set of units, a detailed description of these units is possible.

5.3.1.6 Abnormal cases and normal behaviour

Duff (2008) states that sometimes 'abnormal,' 'deviant' or 'extreme' cases are used as theories for normal behaviour. Again, this relates back to generalizations. It would appear unwise to create a theory for *all* first-time ESL teachers in South Korean preschools based on this study and that is not the intention. Yet, if this study can proceed with enough caution to gain insight into the thought processes and motivations of this particular group of individuals, it may allow for the possible generation of certain hypotheses relating to the progression of novice teachers which could be explored by future research.

5.3.1.7 Issues with thick description and triangulation

Duff (2008) suggests that although data analysis for case studies is an in-depth and multiperspective analysis, the amount of data received from all varieties of

sources can be overwhelming. Therefore, the researcher needs to be organized and be able to balance between giving sufficient description within each case and delving into the underlying notions and the emerging themes. Richards (2011) suggests that there are several ways in which qualitative researchers can deal with this so-called 'data overload'. He suggests that it is necessary to implement a protocol which records not only an overview of the project and data collection procedures, but also specific case study questions and an explanation of how the outcomes might be achieved. Further, Richards (2011) suggests that using a database (e.g. atlas.ti) is essential for case study research as it allows the researcher to maintain an organized framework for the collected data. Both of these conditions were met within this thesis.

5.3.2 Justification for use of a case study

Despite the limitations of case study research, it was still seen as the best possible approach to this research project. Because there was a lack of previous literature on this topic, it was not possible to examine previous 'cases'. Instead, interest in this research stemmed from a set of unanswered questions specifically focused on the intrinsic nature of this case (Richards, 2011).

5.4 Methodology: observation

The four participants were observed on a weekly basis throughout the 12 week study period. The preschool classrooms were approximately 12 feet wide by 18 feet long. Each classroom had been designed in a similar fashion with a large oval table in the middle surrounded by 12 chairs for the preschool students. There was a chair designated for the teacher, who was meant to be standing (or sitting) at the head of the table furthest away from the door. By structuring the room in this fashion, the teacher was facing a CCTV camera and could be visually monitored by staff, other teachers and parents (or any other person who was standing in the reception of the preschool). The CCTV cameras had been put up in every classroom by the Owner of the preschool and they remained on at all times that the school was open. These cameras were mounted when the preschool first opened (2002). These proved to be useful for the current study, but were not

installed for this research. If parents chose to drop in to the preschool while classes were in progress, they could observe how their children behaved by watching the monitors. For the observation section of my study, microphones were fitted into the classrooms of the participants and the CCTV cameras were attached to a personal recording device which I supplied. Participants were aware that the grammar, language arts and storybook classes were potentially going to be recorded each week. However, they were not told precisely which classes were going to be recorded. By collecting the data in this way, participants were more likely to teach classes as 'normal' rather than 'staged' if a camera was physically placed in the classroom before the teaching began.

Each week, two classes were recorded out of the possible three areas of interest (grammar, language arts and storybook). Each class was between 30 and 40 minutes long, which allowed approximately 70-80 minutes of footage per week of each participant.

Certain security issues were adhered to when handling the data to protect the teachers' expectations of privacy. For example, the CCTV recording system was secured with a password and was always in my possession. Data collected were then transported to an offsite location where they were loaded and saved into a password-secure computer program (atlas.ti 6, see Section 5.9) for reference and analysis purposes.

5.4.1 Data collection: observation

Although there were multiple strategies which could have been used to collect observational data, I chose to use a *complete observer* technique (Creswell, 2009), where a video camera plus audio supplement was used to document footage which was reviewed at a later date. As a researcher, I was not participating, or even present, in the relevant classrooms at any time directly before, during or directly after the lesson. Data were collected from a remote point on the main level of the private preschool. There were several advantages to using this type of technique. The first involved a lack of intervention. Because CCTV cameras were present in the classroom during all preschool classes, it was likely that teachers were used to the idea of being filmed and were more likely to act naturally if they did not note the presence of a researcher in the classroom.

Second, a *complete observer* technique was better equipped to document unusual classroom aspects which allowed for better insight into the issues faced by participants, their solutions to these issues, and how the participant's solutions might have changed over the course of the 12 week study. Finally, using this type of observational technique could be effective in exploring topics which participants may have found uncomfortable. For example, the study examined preschool children as young as three years old, which is a category of students which may not always arrive at school with the skills or control that they needed – particularly in the area of bodily functions. Therefore, preschool teachers could be faced with crying children who were speaking in Korean about not being able to undo a buckle, or having to use the toilet without being able to correctly ask the question in English. If the ESL teacher could not realize the situation quickly enough, an accident could result, causing embarrassment for the student and the teacher at the same moment. The way a teacher handled the situation and the after-effects are important when dealing with preschool students who had language barriers; yet these situations may not always be something that an ESL teacher would like to have recorded as part of their lesson.

5.4.2 Observation schedule

In relation to the grammar content and English language teaching that occurred in the preschool classroom, Numrich (1996) initially conducted a study relating to novice English teachers, all of whom were enrolled in a Master's degree program in TESOL and all who had less than six months of prior teaching experience. Through the use of their diary entries, she analysed their performance in the classroom. She suggested that novice teachers were initially unlikely to initiate error correction in the classroom, yet by the end of the semester, novice teachers had realized the importance of such a concept. Numrich (1996) then designed an observation coding sheet which she felt embraced many of the typical techniques for error correction. Numrich did not actually use her own coding sheet in her research; it was created as a result of what she had learned for the purposes of aiding other researchers. Numrich's focus on grammar and pronunciation was directly relevant to my study as it focused on aspects of English language learning that are of particular importance

to Korean parents (Butler, 2007; Park & Abelmann, 2004). Aside from these elements, Korean parents also have certain expectations about how their children should act in the classroom setting (e.g. children should sit quietly and attentively) (see Section 7.3) As Numrich's study did not focus on these types of classroom situations, I added a section at the end of the coding sheet entitled 'Classroom Problem Solving' which took into consideration other issues which first-time ESL preschool teachers might face in the classroom. This section was piloted (see Section 6.5) and the pilot identified key areas surrounding discipline in the classroom that needed to be examined. I was then able to create a functional coding rubric for classroom problem solving which, when added to the coding sheet designed by Numrich (1996), met the needs of my study in respect to evaluation of the observational components.

5.5 Area summary

Although observations can be intrusive, this effect was reduced by using the CCTV equipment present in the classroom. Second, private information (sentences mentioned in the classroom to other teachers, staff or students that were not part of the lesson) could have been unintentionally observed, as they were not a component of the classroom lessons. This could have occurred in a variety of circumstances, but was specifically linked to the idea that since the cameras were always present, it was easy to forget they were actually on. Therefore, it was possible that private conversations could have been recorded without the consent of all participants. However, by ensuring that the video cameras were closely monitored to record only the 30 – 40 minutes of teaching time during classroom hours, this situation could be minimized. If private information was obtained, it was removed from the transcription, ensuring it did not play a role in the actual study and to protect the privacy of the participants. There were also limitations to this approach (see Section 10.5.1) as, since footage was stopped when the bell rang, sometimes the last 30 seconds to one minute of the class were not recorded as the teacher finished the lesson. Overall, it was essential that as a researcher, I was diligent in recording the participants during class times only, despite the limitations.

5.6 Methodology: interviews

An interview is a conversation that has a structure and/or purpose and is led by one party – the interviewer. In the current study, it was necessary to interview participants to gain their insight and perspectives to meet the research objectives (Cohen, Manion & Morrison, 2007). Using a *life world* interview (Kvale, 2007), which can be classified as asking about the interviewee's live everyday world (p.11), gives powerful insight into the life and understanding of the participant. Yet, despite the powerful nature of interviews, they require various other sources of data to reinforce their accuracy (Silverman, 2010), such as through observations and journals.

Participants participated in three interviews in the 12 week study. The first interview was held over the computer (using Skype) during week 0. This was the time period after the participant had signed the contract (created by the preschool) and had released the form for this study (Consent Letter, Appendix 2). The interview was held approximately 2-3 days before the participant was set to leave for the ROK. The purpose of this interview was to obtain some general background information on the participant, as well as their views on ESL teaching and on the ROK. Skype had to be used due to ease and budgetary constraints of international calling. This interview was not recorded, as the Skype system on the computer did not allow for recording and participants were not willing to have their views recorded; however, notes were taken throughout the interview.

Some of the main areas addressed included the following:

- Background education of the participant
- How they intended to cope with the potential 'culture shock' related to the ROK
- Reasons why the participant chose to teach ESL
- Reasons why the participant chose the ROK, and whether the ROK was their first choice of location
- What they expected to do, in relation to teaching, in the preschool classroom
- How much support they expected from other members of staff (both Korean and English) as well as from the Director and the Owner

The interview was semi-structured with open ended questions and was designed to take about 40 minutes to one hour. However, if a participant felt particularly passionate about a certain point, or said something that could be further explored, this was capitalized on and specific questions were then posed, which did not necessarily follow the script initially created (see Appendix 8).

The second interview was held during week six of the study. By this time, the participants had been involved in preschool English teaching for six weeks and had had interactions with both the Director and the Owner of the company. This occurred during the 'welcome dinner,' to which each teacher is invited upon arrival, as well as through tasks such as setting up a bank account, pension contributions and preschool field trips. The purpose of the second interview was to discover how, if at all, the views of the participant had changed since their initial interview and their arrival in the ROK. The main areas of interest were as follows:

- What strategies have been learned in order to cope with teaching preschool children?
- Have difficulties arisen in teaching preschool English? And if yes, what has happened?
- What strategies are being used to design the lesson plans for each class?
- What aspects of the job have been the most surprising; is there anything that would have been beneficial to know before arrival in the ROK?
- Which parts of the job are enjoyable and which could be changed?
- Is the level of support within the preschool adequate?
- Is 'culture shock' occurring and how is it being dealt with?
- What is happening outside the classroom? (extra-curricular activities, travelling, etc.)

This interview was also structured with open ended questions and lasted about 30 to 45 minutes. Once again, if participants felt they wanted to explore an area more in-depth, they were allowed to do so. It is important to note that it was not possible to record these interviews. Teachers expressed a refusal to participate if interviews were to be recorded. All four teachers suggested that this was due to lack of trust in me or apprehension that the Director would be able to review the audio/video. I am unsure where this fear originated, as it was explained to participants that their answers would be confidential. However, they agreed to

speak candidly with me on the assurance that if they were approached by the Director in the future, they would deny any negative issues that they reported. After this was agreed upon, notes were taken in the interviews and these notes were then emailed (week 0) or shown (weeks 6 and 12) to participants for approval, but no video or audio footage was recorded (See Chapter 8).

The final interview was held in week 12, which was three months into a one-year contract for the participants. By this point, it was hypothesized that the participants would have established some means for developing lesson plans (they had been completing them for 12 weeks) and for coping with the situations that presented themselves in a preschool English classroom. They were generally not given any on the job training, and therefore it was unlikely that if there were changes to the lesson plan, these were not based on the influence or guidance from administrative staff. It was explained to the participants that this would be the last interview and was the final part of their participation in the study. The main areas of focus for the final interviews were as follows:

- Describe your feelings about the ROK.
- What are the benefits of working in the ROK? What are the drawbacks?
- What has been the most difficult aspect of life in Korea that you have had to adapt to?
- Is living in the ROK as you expected?
- Is the level of support from the administrative staff/peers what you expected?
- What do you wish that you had known at the beginning of your contract that you know now?
- What is the most significant idea you have learned about ESL teaching?

This interview was designed to be approximately 30 to 45 minutes in duration and consisted mainly of semi-structured and unstructured questions. By this point in the process, participants were slightly more comfortable with the process, as they had all personally seen that the information they gave in week 6 had not been conveyed to the Director, and that I had recorded (through note-taking) their opinions in a confidential manner. However, they were still not comfortable with giving a final interview that was recorded either with audio or video. Therefore, I asked them to speak as candidly as possible and reassured them that I would continue to conduct the study in the manner which was initially agreed to

in week 0 and which was stated on their consent/information letter (see Appendix 1 and Appendix 2). After this discussion, interviews were conducted, notes were taken and these notes were then approved by each participant.

5.6.1 Discussion of procedure: interviews

The strategy for interviewing participants was structured around two main categories: the *telephone interview* and the *face to face interview* (Creswell, 2009). The telephone interview (Skype) used for the initial interview in week 0 was chosen mainly out of simplicity. It was necessary to interview participants before they had any experience with the ROK. This included any experience that they might have had prior to their initial experiences in teaching (e.g. communication difficulties with the Director/Recruiter). This was integral to the process of the study, as it was essential to obtain ideas on the pre-conceived notions participants had before arrival. It was strategically impossible to travel to the country of origin of each participant in order to obtain an interview of a face to face nature, and therefore Skype was used. The second and third interviews could be face to face. This type of interview technique gave the most freedom to the interviewer without compromising on the essential research questions which needed to be answered. It was also a method that was convenient for the participants, as it was easily scheduled around other school activities and the personal schedules of the participants.

Face to face interviews are particularly useful in that the researcher is able to gain access to the interviewee's insights into human affairs and behavioural events which are essential to case study evidence (Yin, 2003). Further, non-verbal communication can be more easily observed during face to face interviews. Despite these advantages, interviews have limitations. Yin (2003) suggests that interviews should be taken as *verbal reports* only, and that when reporting such events it is essential to note that interviews are subject to the "common problems of bias, poor recall and poor or inaccurate articulation" (p.109).

There are further limitations to the use of interviews relating to research within a case study. Initially, interviews of this nature will often only reflect how the interviewee is feeling at a particular time providing a version of the truth at a

snapshot in time (Duff, 2008). Therefore, if the participant has had a particularly bad day on the day of the interview, the responses may be skewed and provide inaccurate information. Second, interviews allow the researcher to direct the line of questioning. Kvale (2007) and Creswell (2009) would suggest that this is an advantage of interviews as it can check the reliability of interviewee's answers (Kvale, 2007, p. 87), but both note that leading questions by the interviewer could inadvertently shape the content of an answer, thus leading to unreliable findings. Another disadvantage to interviews of this nature is the presence of researcher bias and interpretation. This bias is likely to occur in all interviewing strategies; however it can be minimized through the review of the questions by an external examiner (which was completed in supervision meetings related to this thesis) and by the organization of the researcher on the day of the interview. Finally, having unrecorded interviews is another limitation in this particular study as taking notes as participants speak is inherently subjective. It is impossible to record every word, phrase and gesture, making this type of interview less reliable. However, in this case, there was no other available option and participants were encouraged to confirm interview notes after the fact (which they did), and this somewhat minimized the limitation.

5.6.1.1 Using Skype for week 0 interviews

These week 0 interviews were conducted using Skype and are basically the modern day equivalent of telephone interviews. Yet in some previous research, telephone interviews, in relation to qualitative research, have been considered by some as not as 'good' as face-to-face interviews (Opdenakker, 2006; Sweet, 2002). Despite this, there are many advantages to telephone/Skype interviews, such as the decreased cost of travel, the ability to interview participants from a geographically diverse area, a reduction in space requirements, an ability to take unobstructed notes, and an increase in safety for the interviewer (Novick, 2008). These advantages do come at a cost, as issues, such as a possibly shorter duration for the interview and the lack of nonverbal or visual clues, may limit the richness of the responses (Groves, 1990). Yet this could be mitigated by the argument that participants are in their own environment, creating a comfortable setting and reducing pressure (Novick, 2008).

A study conducted by Bertrand and Bordeau (2010) further supports the use of Skype as a sound method for conducting interviews. Although their study also used a video component, they found that Skype (or VoIP) was a valid method of conducting interviews. My study did not employ the video component, primarily because not all participants had an internet camera; however, some of the benefits noted by Bertrand and Bordeau (2010) are still relatable (i.e. since Skype does not record the conversations there is an increased level of trust; an increased amount of freedom is felt by participants, knowing that the interviewer is potentially thousands of miles away).

5.7 Area Summary

It is recognized that there are some limitations to using interviews in qualitative data analysis; however by incorporating the use of observation with the results from the interview, the study is likely to retain more validity than by using only one of the above techniques.

5.8 Methodology: journals

Each of the four participants was required to keep a journal for the 12 weeks that they participated in this study. Prior to distributing the journals to each participant, a set of instructions (Appendix 12) was inserted on the first page of each journal directing the participant to each of the tasks. Participants were also given a set of verbal instructions relating to how the journal should be used and were encouraged to write in the journal as much as possible. During the course of the 12 weeks, participants were responsible for maintaining the privacy/security of their journals. These journals, which included all components required for this study (the three tasks – see below), were then collected at the end of the 12 week period.

The set tasks were made up of three components. For the first component, participants were asked to design a lesson plan for each of the three classes being studied (grammar, language arts and storybook). This step could have been completed at a time suitable for each individual participant. Keeping

and maintaining records for each class was a requirement for all teachers as set forth in their initial contract (designed by the preschool); however, teachers were not given any direction as to what should be written in a lesson plan and were only instructed on how to fill out the form (an example of the form distributed by the preschool can be found as Appendix 13). Therefore, most of the direction on how to create a lesson plan came from the instructions given on the instruction page of the participant's journal. Since this lesson plan task was a requirement for the preschool, participants were not undertaking any extra work for this step of the journal, and it was expected that it would take the participants between 20-30 minutes per week to complete. Further, since it was an initial requirement of the preschool, the Director also received a copy of the teachers' weekly lesson plan guide (although the Director's copy contained information on *all* classes – unlike mine, which included only storybook, Language arts, Grammar and Phonics. The Director's copy was used to show the parents, should they wish to check on the progress of the classes). The purpose of this task, in relation to my study, was to monitor the changes (if any) in lesson plans over the course of the 12 week period and to examine if there were any trends or routines that developed throughout this time period. Changes were defined as any differences in length or detail in the lesson plans, while trends and routines were defined as similarities that appeared over the course of the study.

For the second step of the journal, participants had to reflect on how closely the actual class followed their lesson plan. This was used only for this study and was not a requirement by the Director. This step could also have been completed daily or weekly; however, participants were encouraged to complete this on a daily basis. This was due to the fact that as time passed throughout the week, it was possible that the participants could have forgotten what occurred in their daily lessons (memory decay) (Berg, 2007). Participants were asked to confirm with a tick symbol (√) if they had followed what was in their lesson plan exactly. Any deviation from an exact match to their lesson plan was marked with an asterisk symbol (*) and a description of the changes and the reason for the changes was documented. Reasons for the changes varied and could include, but were not limited to, lack of time, changes in the schedule, interruptions by parents/teachers, student misbehaviour, or lack of student interest. While the initial journal entry was created in blue or black ink, participants were

encouraged to use red ink to complete this second set task. It was estimated that this task would take approximately 30 - 60 minutes to complete depending on the amount of deviation from the original lesson plan. This step of the lesson plan creation was only written in the journals provided and was not disclosed to the Director. Participants were assured that they would not be assessed or reprimanded if they did not keep to the original lesson plan. Although it was a concern that participants would not be entirely truthful about what they had completed (or not completed) for fear of repercussion, it quickly became evident that participants were easily able to complete the lesson plan created. This was because the effort put into the lesson plans was not at the level that was expected (see Section 9.3).

In relation to the third task within the journal, participants were encouraged to write down experiences relating to any feelings that they might be having about their time as an ESL teacher in the ROK, positive or negative. It was suggested to participants that if they had an epiphany about their preschool classes, or simply wanted to vent their frustration about any part of their experience in the ROK, the journal was the place to write it down. Participants were assured that anything written in the journals would be kept strictly confidential and that its only use would be for this research study and possible future articles. Participants were told that excerpts from their journal could be reproduced for purposes relating to this study; yet they were also assured that their identity would remain anonymous and that publishing would take place in 2012, well after their contract completion date at the preschool. It was suggested to the participants that they should include a three-times-weekly submission for this third step of the journal; however, it was verbally expressed to the participants that it was acceptable if they chose to write more often than the suggested amount.

5.8.1 Discussion of procedure – journals

"What we may think novice teachers need to learn as they first set out to teach and what they see as most relevant to their needs may be two different things" (Numrich, 1996, p.131). Using the *diary method* (Berg, 2007) was useful in collecting longitudinal data from participants, as they were able to provide

insights from the perspective of a writer, as a 'performer' and an 'informant' (p.253). This method provided a defence against 'memory decay,' (see Section 5.8) meaning that since participants were asked to provide a daily or weekly entry into the journal, they were more likely to be able to reflect on their own performance throughout the course of the study. By having the participant act as both a 'performer' and 'informant' (Berg, 2007, p. 252), the researcher is able to get a clearer picture in order to recreate and evaluate the events previously experienced by the participant. The instructions given to participants were adapted from Numrich (1996) and were modified to include information about disclosure, and the addition of instructions for tasks one and two. These instructions (Appendix 12) were chosen because they were almost entirely relevant to the journal section of this study and because they were successful in the previous study, as evidenced by the results achieved by Numrich (1996). Therefore, it was realistic to believe that they would serve the same purpose for this research.

There are disadvantages to using journals for research purposes. Initially, it is difficult to obtain consistent and complete journals from participants (Berg, 2007). This could be a result of a variety of factors, but is likely related to participant apathy/lack of interest, or an inadequate amount of time allotted for participants to fill out the necessary information; it could also be related to fear of retaliation by the employer if negative aspects of the preschool or of the staff were recorded within the journal. Thus, motivating participants to record entries in their journals and assuring participants that their entries would be kept strictly confidential appeared to be the main issues that were essential in obtaining relevant data for this study. This could only be achieved by building a rapport with participants while still maintaining a research focus. The evidence that rapport was achieved with the participants in my study over the course of the 12 week period (see Section 8.3.1.3), was the fact that all participants openly admitted towards the end of the study that they felt more confident towards the end of the 12 week period than at the beginning.

5.9 Using data analysis software

For the purposes of this study, atlas.ti 6 was determined to be the most useful qualitative software analysis program for the data collected. This decision was based primarily on two factors, its capabilities and its ease of use.

Atlas.ti 6 allowed documents, quotations, codes and memos to be inputted into a Hermeneutic Unit (HU) and clearly identified each category through the use of four drop down menus. Within these functions, codes and quotations could be assigned to documents in order to facilitate navigation throughout the project. It was also possible to link audio and video files to transcription data which allowed for easier examination of the observational data.

In relation to this study, journals (including class plans), interview responses, observation videos and observation transcripts were all entered into atlas.ti 6 and linked, through the use of document families, to create a network map for all pieces of information. By effectively managing these document families, comparisons could be made between class plans and actual classroom practice, between journal entries and interview results and between interview perceptions on language teaching and physical classroom observation. Further, because it was possible to link codes between documents, atlas.ti 6 facilitated the interpretation of study results, as it offered filtering strategies which allowed the interrogation of the dataset to be conducted.

5.9.1 Coding for observations

The videos from the CCTV footage were inputted into atlas.ti with each teacher being assigned a folder and 13 sub folders numbered by week (e.g. week 0, week 1, week 2 etc.) Two videos were inputted into each file (except week 0, which was only used for the interview with each teacher). Videos were then transcribed and the files linked. Codes were created for the observations, based on the coding sheet adapted from Numrich (1996). The codes for the grammar and pronunciation sections were as follows (discipline codes can be found in Section 7.6.1):

Table 5.1: Coding system for grammar elements of observation

Abbreviated code name	Code Association for Grammar Section
TNO/STA	Teacher says answer is incorrect and waits for students to try again
TNO/ASA	Teacher says 'no,' asks someone else
TCS	Teacher corrects student (gives answer)
TFE	Teacher repeats student's incorrect answer and uses facial expression to indicate error
TI	Teacher repeats student's incorrect answer and uses intonation to indicate error
TWB	Teacher writes student's answer on whiteboard, highlighting error
TWB/B	Teacher writes beginning of student's answer and asks class to complete
TSAF	Teacher draws student's attention to form
TCG	Teacher accepts student's answer but repeats it with correct grammar
SC	Teacher asks student to repeat answer (student self-corrects)

Table 5.2: Coding system for punctuation elements of observation

Abbreviated code name	**Code Association for Punctuation Section**
TCP	Teacher repeats answer with corrected pronunciation
TIP	Teacher isolates problem sound and has student correct answer
TRA	Teacher repeats answer with appropriate intonation
TWBP	Teacher uses whiteboard to show sound in writing (letters; phonetic symbols; drawing)
TA	Teacher shows student articulation of problem sound

After the coding had been completed, data could be reviewed either 'by participant across weeks' or 'between participants across weeks' allowing for comparisons to be made along the longitudinal timeline. Findings for this section can be found in Chapter 9.

5.9.2 Coding for Interviews

Interviews for the participants were not recorded so direct transcription was not possible. However, once the notes taken during the interviews had been approved by the participants (see Section 5.6), the notes were uploaded into the folders (created for the observation section, see above). Because the questions asked were the same for each of the participants, both the question asked and the response were inputted, although only the response was coded. Codes for the interview section were as follows (note that within each code a (+) indicated a positive view toward the subject while a (-) indicated a negative view:

Table 5.3: Coding system used for interviews

Abbreviated code name	Code Association for Interviews
SL (+) (-)	Participant made reference to their own experience in learning/using a second language
LANG (+) (-)	Participants discussed ideas related to personal use of the English language (e.g. language barrier)
CON	Participant discussed terms of contract (e.g. working hours)
HOU (+) (-)	Participant discussed housing
JOBS (+) (-)	Participant discussed job satisfaction/frustration
TRA (+) (-)	Participant discussed travel
ECA (+) (-)	Participant discussed extracurricular activities (excluding travel)
KOR (+) (-)	Participant discussed opinions on Korea
CUL (+) (-)	Participant discussed cultural differences/similarities
TEA (+) (-)	Participant discussed aspect of teaching at the preschool
BOOK (+) (-)	Participant discussed textbook or classroom materials
DIS (+) (-)	Participant discussed an aspect of discipline or misbehaviour
DIR (+) (-)	Participant discussed conversations with the Director
OWN (+) (-)	Participant discussed conversations with the Owner
HTR (+) (-)	Participant discussed conversations with the Head Korean Teacher
PAR (+) (-)	Participant discussed conversations with a parent or parents
KID (+) (-)	Participant discussed a specific student
OTR (+) (-)	Other discussions (that may be useful for journal comparison)

Coding for the interviews was created after the interviews had been completed. Often, the codes overlapped, which was not an issue. The main priority for the codes was to give insight into the number of times participants mentioned a certain issue to see if there were trends (or changes) across the three interviews, but also to allow for links to be made to the journal entries.

5.9.3 Coding for journals

Journals were collected at the end of week 12. The handwritten submissions were then typed up and inputted into atlas.ti. Each submission was divided into several entries with an 'entry' being classified as a section of the submission related to the coding categories below. Journal entries were first coded as being 'topics related to school' or 'out-of-school topics.' School related topics were then subcategorized under the following headings:

- Related to discipline
- Related to parents
- Related to students
- Related to staff
- Related to materials
- Other

'Out-of-school topics were categorized as:

- Related to culture shock/culture specific knowledge
- Related to travelling
- Related to social events (excluding travel)
- Other

Once placed into a sub-category (or multiple sub-categories, see Section 8.6.1), journal entries were also coded under the same structure as the interview data were. Due to the large amount of data collected from the journal entries, the sub-categories allowed for journal entries to be appropriately grouped for general analysis, while using the interview codes allowed for comparison between these two methods.

5.9.4 Measuring discipline quantitatively

While aspects of discipline could be discussed and coded using atlas.ti, part of the analysis required a quantitative approach to be taken. This aspect of data analysis allocated a score to each instance of specific misbehaviour and the

response by allocating the action to either 'specific laxness' or 'specific overreactivity.' This is discussed in detail in section 7.6.

In the case of the above quantitative analysis, atlas.ti was not the most effective program for the complete analysis of these data. Therefore, the Statistical Package for Social Sciences (SPSS) was used to analyse this aspect of my study. Atlas.ti was used for the initial coding, but due to the large volume of instances related to discipline, the codes were then exported (first to an MS Excel spreadsheet) to SPSS. This transition made it easier to interpret the data.

5.10 Summary of methods

Qualitative data collection is an interpretive style of research, where the researcher is inherently involved in the sustained and intensive experiences of the participants (Creswell, 2009). It is therefore essential for this research study to be concerned with correctly interpreting the data. This entails encompassing the roles of culture, race, class or social differences inherent in the study while identifying the social, political and historical issues underlying each situation. Atlas.ti was deemed the most appropriate program in order to facilitate this. For the quantitative analysis, SPSS was used.

5.11 Ethical issues

The Economic and Social Research Council (ESRC) (2005, cited in Silverman, 2010) has identified five major areas involving ethics which need to be addressed by researchers who are undertaking qualitative research. These are as follows:

1. Subjects should be fully informed about the purpose and methods of the research study and the possible future uses of the data collected. Subjects should also be aware of what the research entails and of any risks that might be involved.
2. The confidentiality of information supplied and the anonymity of the research subjects is essential to the research process.

3. Participants and associated staff must participate voluntarily and without coercion.
4. Harm to participants must be avoided.
5. The impartiality of researcher must be clear and there should be no undeclared conflict of interest in the proposed work.

(from *Research Ethics Framework*, ESRC, 2005 cited in Silverman,2010)

The first four points from this list relate to participants (and in this case the associated administrative staff) and are addressed below. The fifth point relates to the researcher and is more difficult to clarify. However, after having read the sub-points to this issue listed by Silverman (2010, p. 156) I can assert that my involvement in this research was solely for the purpose of gaining an insight into this area and did not involve personal, academic or commercial conflicts of interest.

Another relevant subject is my personal involvement with teaching English in Korea. I have, on two separate occasions, been employed as an ESL teacher in the ROK. The first was with preschool children, the second with adults. The two experiences have influenced my study in several ways. First, the topic and the research questions were affected by certain preconceived notions that I had; for example, I knew that it was likely that there was going to be some aspect of 'culture shock' that occurred. This is not necessarily a disadvantage, as it gave me a direction on which the research could be focused. Further, analysis, discussions and conclusions drawn in this thesis, will all, to some extent be influenced by my own personal experiences. I have attempted to limit this bias by limiting the amount of contact I had with the participants, Director and Owner, before, during and after the study (although I still have the email addresses of the participants and Director so that I can offer to send them a final copy of my findings upon completion).

One further ethical consideration which needed to be considered was the secure storage of data during and after the study. Data was collected through two means, electronic and hard-copy documents. Electronic data was collected from observations where videotaped classes were initially stored on a secure (password protected) laptop before being transcribed into atlas.ti (also password protected). Hard-copy documents included interview notes shown to participants

and journal notebooks. These were both collected from the participants and stored at a secure location (away from the preschool) until they could also be inputted into atlas.ti. The physical documents were then stored in a locked cabinet until the completion of the study (i.e. after a degree is awarded) at which point they will be destroyed (Participants were given the option of having copies made of their journals, but no participant chose this option, nor did they ask for their journals back).

5.12 Ethics and participant selection

As mentioned earlier, the Director of the preschool was responsible for hiring new teachers (with the assistance of a recruiter) (see Section 4.3). Because the preschool was small and because this study needed to be completed within a limited time frame, it was necessary that the Director consistently hire teachers with no previous teaching experience in order to obtain participants. This later became a non-issue, as the Director noted that salary restrictions and high working hours limited her applicant pool to only first time teachers (see Section 4.3). According to Polkinghorne (2005) the researcher is required to select participants who can give full and saturated descriptions of the experience under investigation. Additionally, in the area of purposive selection, exemplars need to be sought out such that the researcher can learn substantially from the experience. Therefore it was important to select a sample from which the most could be learned. In relating this to the ethical considerations of purposefully selecting participants, Polkinghorne (2005) suggested that in the area of qualitative research, researchers have considerable leeway when it comes to participant selection. This is supported by Gregory (2003) who noted that each researcher will have had a separate moral outlook guided by the principles and experiences that have occurred throughout their individual life. Both Gregory (2003) and Polkinghorne (2005) would agree that the trustworthiness of the data depends on the integrity and honesty of the research and that as long as the production process is transparent to the reviewers and is morally acceptable to the researcher, there is little cause for concern. Therefore, when discussing purposive participant selection in relation to this study, it is suggested that the

relevant ethical considerations have been met, and for the following reasons: (a) the Director knew the purpose and direction of the study before the hiring process began and knew that it involved first-time ESL teachers and (b) it is likely that the Director would have hired first-time ESL teachers anyway, as the preschool is able to offer a lower salary to first-time ESL teachers (see Section 4.3), thus creating a larger profit margin for the business, which is the ultimate goal of this private institution.

Within participant selection and ethics, it is necessary for participants to be fully informed (as stated above, point 1, Section 5.11). Within this study, the purpose of the study was clearly outlined to the Director through a translated document (see Appendix 3 for English version). It was further outlined to the participants with the consent letter (see Appendix 1 and Appendix 2) with further instructions being given both verbally on arrival and on the front page of the journal entries along with the option to withdraw. Participants were unaware of the specific nature of the research, but were not concerned about what aspects were being researched. This can be stated, as none of the participants asked any specific questions about the research topic or the research questions.

5.13 Involving consent

Gregory (2003) argues that consent for participation should be fully informed and as a consequence, voluntary. 'Fully informed' is taken to mean that the researcher is responsible for ensuring that the participants are as clear as possible about what is involved in the research and that the participants are advised of all reasonable and foreseeable circumstances which might influence their decision to participate. Further, for research to be voluntary, Gregory (2003) suggests that the decision to participate in a study should be "free of unwarranted pressures upon the individual arriving at the decision" (p.38). Additionally, if all relevant information is given to the participants and there are not any circumstances which would disturb the assumption of consent, it is reasonable to assume that the ethical requirements relating to consent have been met.

In reference to this study, it was necessary to obtain consent from both the administrators and from the teachers who were participating. Initially, it was

necessary to have the consent of the administrators, specifically the preschool Owner, the Director and the Korean head teacher. Cohen, Manion and Morrison (2007) suggest that investigators cannot expect to enter a nursery school as a matter of right, but that they need to deem themselves worthy to use the facilities needed in order to conduct their research. They further state that it is necessary for investigators to gain voluntary consent and to indicate the possible benefits of the research being conducted. This task initially proved to be difficult when contact was first made with the preschool (November, 2009) due to the language barrier at the preschool, although this situation was moderately improved by incorporating the Korean head teacher into the consent process (February/March, 2010), as her ability to speak English and Korean allowed mediation to occur between all members of the administration staff and myself. Through translation by the Korean head teacher, the outline of the research study was described to all staff involved, and a written copy of the research study was submitted to the administration staff to retain on file. This report was later translated by the Korean head teacher for distribution to the preschool students' parents if they asked to see it (see Appendix 3 for English Version). Additionally, an article appeared in the monthly newsletter explaining my presence in the preschool and giving a general overview of the project. Since there was difficulty with communication due to a language barrier, it was sometimes difficult to communicate with the Owner of the company. Therefore, when he or the Director had a question relating to the study, they would commonly send an email which was first translated by the Korean head teacher. This was found to be the best form of mediation when questions arose. I was able to respond almost immediately to all of their questions and they appeared satisfied with my responses. The participation by the administration of this preschool was completely voluntary and in no way were they pressured to be involved.

In relation to the participants, as explained in Birch and Miller (2002), it was necessary to use participant observation (through CCTV) and longitudinal interviews in order to explore their life stories, as well as to acknowledge the coherent narratives as a researcher. Therefore, it was essential to fully inform all of the participants of this fact in order for them to truly understand the purpose behind the research.

As was previously mentioned, potential participants were notified by the Director at the point of being offered a position at the school that this particular preschool was participating in a research study and that if this preschool was chosen by the teacher (potential participant), they would be asked to participate (see Section 6.3). The teacher was advised that their participation in the research study was in no way linked to their employment at the preschool and if they chose to opt out of the study at a later date, they would not be penalized in any way. Participants were also given a consent letter and an information sheet (Appendix 1 and Appendix 2) which outlined exactly what was expected of them if they chose to agree to participate in the study. The actions of offering these explanations could have affected potential participants in two ways: initially potential participants had the option of selecting another location for employment, as there were hundreds of ESL jobs available in the ROK (as shown through websites such as www.eslcafe.com) and demand exceeded supply. Secondly, participants were advised that they had the option of withdrawing from the study upon arrival, or at any point throughout the 12 week study period, which still allowed them job security of their one-year contract. By advising participants of their options throughout the duration of this study, the ethical considerations initially outlined by Gregory (2003) of being fully informed and obtaining voluntary consent were met (see Section 5.11). Further, participants were assured of job security irrespective of their willingness to participate in the study and therefore point 4 (harm must not come to participants) from the initial main points on qualitative research (by the ESRC) has also been met (see Section 5.11).

Aside from teachers, administrators and support staff, there was also a need to inform parents of student involvement in the research. Within the terms of this research, students were regarded as having indirect participation and influence. Ultimately, it was student reactions and behaviours that initiated a specific response by the teachers, and this relationship was necessary for the completion of the study. Therefore, all parents were notified in the preschool's monthly newspaper (written in Korean, September, 2010) that I was conducting research and that the school's CCTV footage would be used. They were also assured that all student identities would be kept confidential. I met several parents throughout the duration of the study and none raised any concerns.

Further, I was not aware of any concerns presented by parents to the Director or the Owner of the preschool.

It should be acknowledged that parental consent was not directly sought at any point in this study. After having a conversation with the Director and the Owner of the preschool, they determined that sending out a message in the monthly newsletter was satisfactory (this was in accordance with the laws in the ROK), specifically because the children were not the focus of the study. The Director also mentioned that having a PhD study conducted at the preschool would likely be looked upon as advantageous from the perspective of the parents and she was not concerned about any potential issues with student involvement, especially knowing that the identities of students would remain anonymous.

5.14 Involving Confidentiality

Gregory (2003) suggests that participants will be unlikely to reveal their real feelings or attitudes without the assurance of confidentiality. While taking this point into account, it appears that it is easier to assure participants of the confidentiality of their responses, rather than to actually achieve it. In reality, what they said and how they acted throughout the course of this study would ultimately be published, and publicly available to some extent, these responses could be accessed by an infinite number of individuals, although in an anonymous format. Noting this point, there are a number of strategies that were employed in order to provide as much confidentiality as possible throughout the duration of this study.

Wiles, Crow, Heath and Charles (2006) suggest that confidentiality comprises three main components: (a) ensuring the separation of data from identifiable individuals, (b) ensuring those who have access to the data maintain confidentiality, and (c) anonymising individuals to protect their identity. For the purposes of this study, these criteria were met by the following conditions:

Table 5.4: Conditions involving confidentiality

Criteria	Actions taken to meet the criteria
(a) Separation of data from identifiable individuals	• Data were stored in a secure facility outside of the preschool where access was limited solely to this researcher • Anonomysing through the renaming of participants
(b) Ensuring those who have access maintain confidentiality	• Issues arising in interviews or during observations were not discussed with other individuals • Anything said by the participant in the interview was not discussed with other individuals in a way that could identify the participant • No one else had access to the data
(c) Anonymising individuals to protect their identity	• Participants each selected a pseudonym which was used when reporting data within this thesis.

Bearing in mind the actions of the researcher, confidentiality could not be maintained in all circumstances, especially relating to the journals. During the 12 week study, participants were given the journal and asked to follow the directions. The journals were not submitted until the end of the 12 weeks. Therefore, it was the responsibility of the participant to secure the journal during these 12 weeks. As a researcher, I could not be responsible for confidentiality if the participant left the journal open on their desk (for example) and another teacher or a member of the administration read it. This issue was beyond my control, but it was suggested to each participant that they keep the journal in a

secure location if they were concerned about the content written inside. Some participants in the final study chose to take the journal home in order to maintain their privacy.

5.15 The pilot study: methodology

The primary purpose of the pilot study was to test the instruments which were initially created for use in this study (see Sections 5.8-5.10). Once the instruments were edited and approved (by my supervisor), a pilot study was carried out in the ROK over 17 consecutive days in March and April 2010 using native English speaking teachers from different regions within the ROK. Interviews were conducted with 30 different native English speaking teachers who were currently working in private schools in Korea. These teachers were selected through the 'snowball effect.' Initially, teachers were approached in three main Korean cities who were staying at various hostels I encountered during my travels. These teachers were also asked to suggest friends/other ESL teachers who might be available for interview. By the end of the two-week period, 30 teachers had been interviewed. These participants were divided into three groups. If the ESL teachers had been teaching in Korea for less than three months, they were asked questions from the *week 0* interview data, if they had been teaching in Korea for between three and six months, they were asked the questions from the *week 6* interview schedule, and if they had been teaching in Korea for more than six months, they were asked questions from the *week 12* interview schedule. Teachers were not specifically targeted from the preschool education sector as it was simply too difficult to locate enough willing participants from this sector. Therefore, teachers from all private sectors were invited to participate in this phase of the study.

In relation to the observation instruments created for this study, before I left for the ROK, one teacher volunteered to have his preschool lessons videotaped for the purpose of the pilot study (he was recommended by the Director of the preschool), however upon arrival three other teachers were also willing to participate in some form. Six lessons were videotaped (two grammar lessons, two language arts lessons and two storybook lessons) for the sole

purpose of testing the observational coding sheet (Appendix 15). The teachers were employed by the same private preschool that would be used for the main part of this study, but were not participants selected in the final study. Data from the observations were stored on a secure, password-protected laptop and brought back to the UK before being transcribed and analysed.

The same teachers who volunteered to have their classes videotaped, also volunteered to complete the journal section of the pilot study. The participants agreed to maintain a journal for a one week period (the same week that the videotaping of classes occurred). Once again, the journals were kept in a secure location once completed by the participants before being analysed on my return to the UK.

Results of the pilot study led to some changes in data collection techniques before the final study. Results of the pilot study along with the changes made to the final study can be found in the following chapter.

5.16 Chapter summary

The general purpose of a methodology chapter is to document the rationale behind the research design and the following data analysis. This methodology chapter has attempted to provide information to the reader on the steps taken in the research process, (i.e. the timing of the interviews, criteria of the journals and structure of the observations). The next section was on ethics and explained in an effort to assure the reader that this study met the ethical criteria necessary for sound and objective research. This was shown by meeting the criteria set out by the ESRC (2005, cited in Silverman, 2010). This included that participants were fully informed, that confidentiality was adhered to, that participation was voluntary, that harm was avoided and that the researcher was impartial. The last section in this chapter outlined the pilot study. In the next chapter, the findings from this pilot study are examined in detail.

6. Pilot study results

6.1 Introduction

The pilot study was conducted over 17 consecutive days during March and April 2010 at a private preschool in City Y and at other various locations throughout Korea. For the pilot study, interviews were conducted with 30 different teachers; these teachers came from a range of different backgrounds and locations. For the observations and journals, data were collected from a private preschool. This was the same private preschool that was then used for the main study. The description of the preschool can be found in Section 4.1. This pilot study had two main purposes. First, it was designed to test the instruments and their instructions to determine what changes needed to be made to the instruments for the final study. This included the interview questions, the observational coding sheet and the journal instructions and tasks (Appendix 11). The second purpose of the pilot study was to display to the Director and the Owner what the final study would entail by using the pilot study as an example. It was essential that face-to-face discussions occurred to describe what would happen, as, due to the language barrier, previous attempts over the telephone to communicate with the Director had not been entirely successful. However, with face-to-face meetings and the help of the Korean head teacher (who spoke English and Korean), these meetings were successful in describing the role that the preschool would need to take, in order for the pilot study and final study to be completed.

6.2 The preschool timetable

Upon arrival at the preschool, I discovered that the worldwide recession (as of April, 2010) had affected the enrolment levels for the 2010/2011 school year (the school year at this preschool runs from March to February). As of 1 March, 2010, preschool classes had been reduced from nine classes to seven, with each class containing 12 students. English teacher numbers had been reduced from six to five. Korean staff numbers had also been reduced. This reduction in staff meant that each English teacher would have to work slightly more hours each day to compensate for the lack of staff. An example of a typical schedule for a preschool teacher before and after 1 March, 2010 is shown below:

Table 6.1: Preschool schedule prior to March 1, 2010

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00	Poem	Poem	Poem	Poem	Poem
10:00-10:30	Break	K3-Science	K1- LA	Break	K1- LA
10:30-11:00	K3-Story	Break	Break	K3-Story	K3-Story
11:00-11:30	K1- LA	K3-Story	K3-Story	K1-Math	K3-Grammar
11:30-12:00	K3-Grammar	K1- LA	K1-Art	K1- LA	K1-Playroom
12:00-12:40	K3-Grammar	K3-Grammar	K3-Grammar	K3-Grammar	Break
12:40-1:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:40-2:20	K4-Story	K4-Story	K4-Story	K4-Story	K4-Story

Note: K1, K3 and K4 stand for classes, for example K1 is Kindergarten class 1, and K3 is Kindergarten class 3

Note: LA stands for Language Arts; Poem is where all teachers meet in the playroom and teach all students together the poem for the month.

A typical schedule during the pilot study, initiated 1 March, 2010 is as follows, (classes which have been changed are in bold):

Table 6.2: Preschool schedule after March 1, 2010

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00	Poem	Poem	Poem	Poem	Poem
10:00-10:30	**K1 - Theme**	K3-Science	K1- LA	**K1 - Theme**	K1- LA
10:30-11:00	K3-Story	**K1 – Theme**	**K1 - Theme**	K3-Story	K3-Story
11:00-11:30	K1- LA	K3-Story	K3-Story	K1-Math	K3-Grammar
11:30-12:00	K3-Grammar	K1- LA	K1-Art	K1- LA	K1-Playroom
12:00-12:40	K3-Grammar	K3-Grammar	K3-Grammar	K3-Grammar	**K1 - Theme**
12:40-1:20	Lunch	Lunch	Lunch	Lunch	Lunch
1:20-1:50	**K4-Story**	**K4-Story**	**K4-Story**	**K4-Story**	**K4-Story**
1:50-2:20	**K3 – Theme**	**K3 – Theme**	**K3 – Theme**	**K3 – Theme**	**K3-Theme**

As shown, after 1 March 2010, breaks were removed from the schedule, lunch was shortened by 20 minutes and a seventh class was added at the end of the day. Further, a new class entitled 'Theme' was introduced in each classroom. After speaking with the Director about what was supposed to occur in this new class, she explained that it was a class where students could learn new 'important phrases' each day related to a certain topic. I was still unclear as to her expectations for this class and after some further questions, she produced the phrases for the Theme lessons for the week. The 'theme' for the week was food and teachers were expected to teach one phrase per day. The 'important phrases' for the week of 29/3/2010 – 2/4/2010 were as follows:

Table 6.3: Example of weekly 'Important Phrases'

Day	**Important Phrase**
29/3	Can you eat it?
30/3	Is it delicious?
31/3	I like ice cream.
1/4	I don't like apples.
1/5	What time is lunch?

The Director then explained that the English teachers were supposed to spend 30 minutes (40 minutes if it was the class before lunch) teaching the students the daily 'important phrase.' After some further investigation, I discovered that this lesson had not been incorporated by all franchises throughout Korea, but was being run as a type of trial. Despite this fact, I decided that this class needed to be included in my pilot study. This is because 1) 'Theme' was taught only by English teachers (as opposed to English and Korean teachers), 2) it related to the use of the English language in the classroom and 3) it was not taught by other teachers outside of the preschool (whereas this was one of the reasons why maths and science classes were excluded from this study). Therefore, after this meeting with the Director, I added the 'Theme' lesson to my list of applicable subjects (Language Arts, Grammar and Storybook) for the pilot study. This was relevant to only the journal and observation components of my study. For reasons listed below, after observing the 'theme' class, it was not included in the final study.

6.3 The main teacher group

Of the five teachers who were currently working at the school, four agreed to participate in the week long pilot study (only three agreed to be videotaped). These four teachers agreed to complete the journals for one week (Monday to Friday), to be observed and videotaped in classes relevant to this study (Language Arts, Grammar, Storybook and Theme) and to be interviewed. All teachers were between the ages of 22 and 28 and their current job at the preschool was their first experience of teaching ESL. Below is a list describing the teachers and their relevant characteristics (names have been changed for privacy purposes):

Table 6.4: Teacher Bio Breakdown

Name	Sex	Nationality	Degree	Time in Korea
Richard	Male	American	BA English Lit	2 days
Rebecca	Female	Canadian	BA Finance	5 months
Daniel	Male	American	BA CompSci	11 months
Curt	Male	American	BA Economics	11.5 months

Although I had made an appointment with the Director to come in early Monday morning, she had not passed any information on to the English teachers that I was arriving. Further, I discovered that a new teacher, Richard, was also commencing employment on that day. The Director allowed the teachers to skip their poem class that day and I was able to speak to them during the 9:30-10:00 time slot. During this time, I briefly explained the basic outline of my study and was able to provide instructions on how to complete the journal entries. I received consent from the teachers although three of them (not Richard) explained that their preparation time for classes had been reduced and therefore lessons were often not planned in advance, but rather spontaneously created in the classroom. They also stated their concern that they might not have time to complete all components of the journal. I reassured them that I would appreciate anything they had time to write and advised them that I would return on Tuesday to begin videotaping the classes and would collect their journals on Friday. I provided them with my email address and stated that should they have any

concerns or questions regarding the study, they could email me; however, I did not receive any emails from these teachers.

This situation confirmed that I needed to be involved with the teachers directly from the point of hiring rather than relying on the Director to explain any details about my study. Therefore, in the final study, I ensured that the consent letter and details of the study were sent with the contract so that it became completely my responsibility that participants were fully informed. This was necessary ethically, but also practically, as it meant that all the Director needed to say (during the interview process when hiring) was that the preschool was participating in a research study and details would follow.

6.4 The additional teacher group

For the pilot interview 30 teachers of varying levels participated. These teachers were recruited from various private schools from three major cities throughout South Korea. All of the teachers were between the ages of 22 and 36 and all were originally from one of the Inner Circle countries (Kachru, 1992). They were recruited using the 'snowball effect.' 26 of the teachers were recruited during 17 consecutive days in Korea, at various hostels in three major Korean cities. In these hostels I met several English teachers who were 1) just starting their contract, 2) just finishing their contract or 3) on holiday, so I was able to interview 26 ESL teachers who were at various points in their contracts. Nine of these teachers were in the first three months of their contract, eight teachers were in the middle of their contract (3-6 months) and nine teachers who were interviewed had been teaching ESL in Korea for six months or more (see Appendices 5-7). These 26 additional interviews plus the four interviews done with the main teacher group (Richard, Rebecca, Daniel and Curt) gave the pilot study an interview total of 30. Interviews were not recorded in this phase for multiple reasons. First, only six of the 30 teachers agreed to be videotaped during the interview, which would not have allowed for an accurate representation. Second, the primary purpose of the interview process was to test the interview questions, not to examine the resulting data as each teacher only completed one interview schedule.

6.5 Pilot observation data

For the observation component of the pilot study, lessons were videotaped by using CCTV equipment already present in the preschool classrooms, with the addition of an audio recording device. Six lessons (30 minutes each) in total were observed and recorded during the week: two lessons from each of the three participating teachers. Each video recording was then loaded into the software program atlas.ti 6 where it was transcribed and coded according to each of the points found on the observational coding sheet (Appendix 14).

The observation coding sheet was adapted from one previously used by Numrich (1996). Numrich (1996) originally focused on two aspects of teacher-student classroom interaction: including the use of grammar/diction and the use of pronunciation. A third section on classroom problem solving, was added to the coding sheet for the purposes of examining misbehaviour and discipline in the classroom (see Section 7.6.1).

Observations were recorded in four areas: language arts, grammar, theme and storybook. For the language arts, grammar and theme lessons, the grammar/diction area of the observational coding sheet was useful in identifying some of the interactions which occurred in each of the classroom lessons, with each construct appearing at least once in each lesson. The pronunciation area of the coding sheet was less useful, as some areas such as 'teacher repeats answer with appropriate intonation' and 'teacher repeats answer with corrected pronunciation' were only used sporadically within the six lessons. The other two components, 'teacher isolates problem sound and has student correct answer' and 'teacher uses whiteboard to show sound in writing' were more commonly used throughout and gave meaningful results. The lack of pronunciation correction in the classroom could be attributed to several factors. First, students in several of the classes were learning the most basic of grammatical components, such as the use of 'short a' (as in cat). Since the students often answered in one word answers and since the words being taught were already known to the students, pronunciation did not seem to be emphasized in the classroom, as it was not necessary to do so. Second, in many classes the use of 'listen and repeat' was used where students mimicked the teachers' phrase, as in the theme lesson 'Can

you eat it?' Since students were simply repeating a phrase they had just heard, pronunciation practice was not necessary in this situation.

For the two storybook classes, the issues which appeared in the other four lessons were reversed. In the case of storybook, pronunciation was a key focus by both teachers. This was likely due to the fact that in storybook class, students had to read complete sentences from the story, which ultimately led to pronunciation errors, which could then be corrected. However, with respect to the grammar/diction components, in both lessons there were few question-answer interactions between teacher and student, and there were few references to the reasoning behind the grammar in the storybook. Because of these factors, the grammar/diction section of the observational coding sheet did not always prove useful in identifying occurrences in the classroom for storybook class; however it still was able to identify certain relevant issues.

Unfortunately, the biggest issue with the observational coding sheet was that it did not encompass the true nature of what occurred in each of the six videotaped classes. Part three of the coding sheet was identified as classroom problem solving, yet each of the categories was insufficient to describe the event and subsequent teacher response which occurred. For example, in one grammar lesson, under the heading of 'teacher reprimands student for misbehaviour because student is not following the rules' a tally of 102 occurrences within a 30 minute lesson were observed. Yet these 'reprimands' ranged in nature from the basic (calling out a student name in the class) to the more severe (physically placing a child in the corner for misbehaving). It was apparent from the classroom videos that discipline and classroom management could encompass as much as 2/3 of the class (19.6 minutes out of 30 minutes) and could range from verbal to physical action (picking up a child that is crawling under the table and placing them back in their chair). This seeming lack of control/organization of the classroom went against some of the expectations expected by the Director and the parents relating to order in the classroom (see Chapter 7), and needed to be evaluated more specifically. For these reasons, the observational coding sheet needed to be modified before the final study was conducted (See Appendix 14 and Appendix 15).

6.5.1 Changes made to the observation components

One of the reasons why I chose this preschool was that it was part of a franchise system in the ROK. Within this group, rules, classes and textbooks were similar (if not exactly the same) across franchises. The Theme class was a trial only at the preschool used for this study. Further, the participants were not entirely sure what the Theme class was supposed to encompass as only verbal guidelines (from the Director) were given. Because of the above reasons, it was decided only to observe the storybook, grammar and language arts classes for the final study. This change did not affect the number of observations collected each week, as the storybook, grammar and vocabulary classes were taught to each of the seven kindergarten classes between 3 – 5 times per week.

The coding sheet initially developed by Numrich (1996) was valuable for the pilot and therefore part 1 (grammar) and part (2) pronunciation remained unaltered between the pilot study and the final study. As for part three (classroom problem solving), this section was modified to include more detailed aspects of discipline, which is described in detail in Chapter 7.

6.6 Pilot journal data

During the pilot study, journals were kept by each of the four participants for one week from Monday to Friday on the four subjects of language arts, grammar, storybook and theme. On Monday, after being given brief instructions on how to keep the journal, each of the participants created a lesson plan for the week ahead. As noted above, participants were also permitted (by the Director and upon approval) to modify each lesson plan prior to the commencement of each class throughout the week. After each day had finished, participants reflected on whether or not they had followed their lesson plan and, if they had deviated from the set tasks, they wrote why they had done so (see Section 9.3). Three of the four participants (Rebecca, Curt and Richard) also completed the optional task of self-reflection, giving written insight into their feelings and experiences throughout the week. After the journals had been collected, questions were posed to each of the participants on whether they felt the journal was effective and useful for their teaching life.

In reviewing the journals, the optional component was most useful for data analysis purposes, and according to the three participants who completed this section it also was most rewarding for the participating teachers. This optional component allowed brief insight into specific events/behaviours during the week. For example, two of the teachers took to writing the optional component at various points throughout the day. Below is an excerpt from one of the journals:

> another art class today and again I don't have the materials I need, used any materials I could find to make crafts to decorate the room
> K4 is supposed to be on the same schedule as K3 but John is so hard to deal with and made several students upset so I had to abandon the lesson plan again. We played a few games and sang songs, they seemed to like it.
> Aaden finally read the book and participated, yay for small miracles.
> It's blame the teacher again…the director seems to have mood swings and she is angry that K4 is not at the same level as K3. What she doesn't understand is that it's not my fault.
>
> (Journal, Rebecca p. 3-4)

As shown from this excerpt, the teacher's mood changed as the day progressed with highlights stemming from the development of one specific child in the classroom to low points of reprimand from the Director. Each of the four participants stated that they wished they had more time to write; however, due to the high demands placed on them by the institution, they simply did not have the time or energy to devote to the extra requirements asked of them. Despite this limitation, all teachers did suggest that 'venting' their frustrations in the journal better allowed them to move on and focus on the task of teaching, rather than dwelling on some of the more negative comments they would receive in a day.

6.6.1 Changes made to the journal components

The journal was, overall, a very successful tool for examining teacher behaviour, opinions and perceived actions throughout the duration of the pilot study, and for this reason, it was unnecessary to make any drastic changes to the journal.

This said, some minor changes needed to occur in order to maximize the information collected. For the final study, part three (self-reflection), which was optional in the pilot study, became a mandatory component but not necessarily

on a daily basis, as teachers were permitted to write three times weekly reviews. Example topics were also included in the directions to encourage teachers to reflect on the subject of discipline in the classroom and how they generally felt, reacted to and dealt with issues of misbehaviour (see Appendix 12).

Further on the subject of journals, teachers in the final study were only asked to keep lesson plans for storybook, grammar/phonics, and language arts classes (i.e. not for theme classes).

6.7 Pilot interview data

In the 30 interviews conducted, teachers were given the week 0 interview if they had been in the ROK for less than three months, the week 6 interview if they had been in the ROK for between three and six months and the final interview if they had been in the ROK for over 6 months. The breakdown of teacher specialisation was as follows:

Table 6.5: Pilot interview participant breakdown

Level	≤ 3 months	3-6 months	≥ 6 months	**Total**
Kindergarten only		2		**2**
Kinder + elementary	7	5	5	**17**
Elementary school			2	**2**
Middle school		1		**1**
High School		1	1	**2**
University students	1		3	**4**
Adults (non-University)	2			**2**
Total	**10**	**9**	**11**	**30**

The main purpose behind conducting these 30 interviews was to ensure that the responses generated by the questions asked were appropriately related to the intention of the question. As interviews were semi-structured in nature, there was no difficulty achieving this target.

6.7.1 Changes made to the interview schedule

Despite being a success overall, changes still needed to be made to each of the interview schedules. In relation to the existing questions, minor adjustments were made to some of the questions to make them clearer and easier to interpret from a researcher's perspective. This then led to the realisation that it was, perhaps, a

better strategy to embrace a somewhat less structured approach in relation to the *order* in which the questions were asked, based on the areas in which the interviewee expressed the most interest. Therefore, for the final study, all questions were posed to each interviewee but not necessarily in the same order. This allowed the interview to flow more smoothly and created a more comfortable atmosphere within the interview setting.

Questions to each of the interview schedules also needed to be added to the existing questions related to the topic of discipline. Questions added to the week 0 interview (in the 'Questions relating to ESL' section) included:

- Do you think the preschool children will be well-behaved?
- What do you think your approach will be towards discipline?

Questions added to the week 6 interview included:

- Do you know how to use the 'star and X method'? Do you use it?
- How are you managing discipline in the classroom?
- Is there often disruptive behaviour in your classroom? If yes, what is the nature of the disruption?

Questions added to the week 12 interview included:

- What do you think should be expected of a preschool-aged child in terms of discipline?
- Do you think a lack of discipline in the classroom prevents the students from learning?
- What can be done, if anything, to improve classroom order?

6.8 Chapter summary

The pilot study, conducted during March and April 2010, helped to modify the instruments which were used in the final study.

One of the major issues identified within the course of the pilot study was the area of discipline. In some instances, misbehaviour and discipline occurred in approximately 2/3 of the classroom lesson time making it a significant factor in the English teaching of the preschool children. Because discipline was identified as such a prevalent action, all three of the instruments

needed to be modified to include criteria related to discipline. In the case of observations, the coding sheet was modified to include specific markers related to discipline strategies. It was also changed from a qualitative approach to include some quantitative data with numeric values assigned to various discipline techniques. In the area of interviews, questions were added and modified to include specific questions aimed at targeting teacher perceptions on discipline strategies, approaches and techniques. Finally, the journal instructions were modified to include suggestions on how to reflect on discipline techniques or problems relating to misbehaviour in the classroom.

The presentation of the questions to the interviewee also needed to be modified to create a more equal relationship between interviewer and interviewee. Questions were still created and used in a semi-structured manner, but with the understanding that the questions did not need to be asked in any particular order and that areas the interviewee found most interesting were explored in a more in-depth manner.

7. Discipline strategies in the preschool classroom

7.1 Introduction

Below is an excerpt from the pilot study observation transcription of Rebecca, one of the ESL teachers who was currently employed at a private preschool in the ROK:

> OK open your….Randy….Randy….sit down please….sit down, RANDY! OK open your books please…Dora… sit down please, yes sit down and open your book, no not like that, Come on Dora, no wait, oh OK, can you open your book please, please? Randy, sit down please, sit down please. Yes, page 79, yes 7 and 9, 79. Alfie, why are you walking? Sit down please. TEA-CHER! LOOK AT THE TEA-CHER. ... Randy, get off the floor, get out from under the table….Don't be silly. Come on, OK? Open your book please. James, where is your book? Pick it up please. Dora, please sit down. Sit down please….' (this continues for a total elapsed time of 4 minutes 32 seconds) (note: CAPS text indicates a raised voice level of speech).

This was one example of the discipline issues that plagued the ESL teachers in the preschool classroom during the pilot study, and an issue that was also prevalent in the main study. The question which then needed to be addressed was, why were these discipline issues occurring in the classroom? It would have been very easy to blame the teacher, to justify this lack of control by noting that Rebecca had no formal teacher training, no experience with preschool children and could not speak Korean. Alternatively, it could be attributed to Randy, Dora or Alfie, suggesting that they were part of the 10% to 20% of preschoolers who were likely to exhibit moderate to severe levels of behavioural problems (Kim et al., 2009) (see Section 3.3.1). Kim (2003) has suggested that this lack of discipline has been a growing issue since 1997, and that it might mimic the 'class collapse' phenomenon which has been occurring in Japan (Chi, 1999). The study by Chi (1999) suggested that 'classroom collapse,' which basically means a breakdown in classroom based specific behavioural indicators, could be related to the behavioural and emotional changes of preschoolers in recent years. This phenomenon could include changes, such as an increase in self-centred preschoolers (which is relevant, as Korea is generally seen as a collectivist society, see Section 3.3.3), as well as a lack of basic social abilities and skills of self-control which can contribute to increased classroom stress in children and ultimately a lack of discipline.

This chapter exists as a direct result of the pilot study. Because discipline (or lack of discipline) was seen as having such a dramatic role it was necessary to highlight:

- The previous research on discipline
- The possible methods used to evaluate discipline
- The impact that the previous research and methods of measurement had on the final study and the changes that ensued.

Given the extent of the problem presented, this chapter (and the subsequent section on 'observation results related to discipline' in Chapter 9) examines the following questions (note: these are the questions added to the main study interviews as a result of the pilot study (see Section 6.7.1)):

- What can be expected of a preschool-aged child in an English private preschool?
- What exactly is the nature of the disruption in the classroom?
- Is a lack of discipline preventing students from learning?
- What can be done, if anything, to improve classroom order?

Because these issues involve both 'Western' and Korean ideologies, it was important to examine them from both perspectives in order to gain a clear understanding of the situation. Further, the relationship of the issues to the current study needed to be addressed, as discipline was one of the main areas where the participants struggled during the pilot study, and because of this fact, the addition of discipline related questions and codes to the final study was one of the most significant changes made to each of the instruments.

7.2 The nature of the problem

Some would argue that preschool is a tumultuous time for any child, as it represents a shift toward the expansion of the social world, peer interaction and the increase in parental expectation (Brown, 2009). Further, because this period demands that children gain self-control and autonomy, behavioural 'problems' are likely to exist in most children at this level (Wakschlag et al., 2005; Wakschlag et al., 2008). Therefore, based on these statements, the lack of control over the class exhibited by the teachers in the pilot study (and subsequently in the main study – see Chapter 9), and the numerous instances of 'misbehaviour' by

students in the classroom could be completely justified as simply a part of preschool life. Yet according to Kwon (2003) such is not the case for *Korean* preschool children. Korean preschool children embrace obedience and respect; they are "more attentive, focused and self-reliant in the classroom" (Clarke-Stewart et al., 2006: p. 439) and there is an atmosphere of quiet respect for the teachers and within the classroom. Others describe how preschoolers in Korea listen attentively or are even spellbound when their teacher talks to the group (Bettelheim & Takanishi, 1976; French & Song 1998). With Korean preschool children, if a child is misbehaving, a disapproving look or a low tone of voice should quickly remedy the situation. Such was not the case in any of the preschool classes observed in the pilot section of this study, thus leading to changes in instrument design for the final study (as noted above).

In the pilot study, six classes of 30 minutes each were observed over the course of the week and recorded with the use of CCTV. Three teachers were involved in the observation section of the pilot study: Rebecca, Curt and Richard (see Section 6.3 for more information on the teacher group). Within the six classes, actions relating to discipline comprised between 40% - 65% of the class time, in the sense that discipline consisted of any verbal or physical action which directed the student or the class to the fact that their behaviour warranted changing. This noted, there was no difference in the level of discipline given by Richard who had been teaching for two days or by Curt who had nearly completed his year-long contract (i.e. both Richard and Curt, on average, responded to discipline at a level L4, see below for coding descriptions).

Obviously, there was a difference in the nature of the environment in English private preschool classrooms versus the situations described in previous research. Studies such as those conducted by Clarke-Stewart et al. (2006), Shin and Koh (2005) and Kwon (2003) examined Korean teachers in the social context of Korean preschools, which was a very different situation from first-time native English teachers involved at private institutions. However, since there were no direct data on discipline strategies of ESL teachers in South Korean private preschools, this type of comparison was the closest match to the current situation in the ROK.

7.3 Expectations of Korean parents of their preschool children

Although the ROK is a collectivist society which fosters interdependence and group success, (Kwon, 2004; Cheah & Park, 2006; Kim & Hong, 2007; Oh & Lewis, 2008), such is not always the case when it comes to parental expectations of preschool children. Mothers in the ROK, who are expected to be the primary caregivers (Park & Kwon, 2009), are primarily interested in having their children develop into 'outstanding people' (Zhou & Ma, 2007). This term encompasses a great number of factors which contributes to the success of the child and ultimately the family unit. Cheah and Park (2006) suggested that parents expect children at the preschool level to be able to develop some control over aggression and to gain skills of social participation (p.63). Further, Zhou and Ma (2007) suggested that preschool children also need to develop peer relationships, receive the teacher's attention, understand the course of life and to comply with the rules of collective life. Robinson (1994) examined the education of young children from the perspective of the institution and suggested that education is "principally a means to transmit a system of behaviour and beliefs" (p.507) to children. If these goals and expectations can be met, then the child has succeeded in developing in a positive way.

Aside from these traits, there are certain socialization beliefs which parents of Korean preschool children find unacceptable. First, child aggression is completely unacceptable as this type of behaviour is maladaptive and not part of the Confucian way of life (Cheah & Park, 2006). Yet mothers are aware that this type of behaviour can occur within the preschool classrooms and, as a whole, embrace certain appropriate strategies to deal with this type of behavioural problem. In the study by Cheah and Park (2006), mothers of preschool children suggested that it was necessary to be firm and controlling when dealing with aggressive behaviour. This should then be followed by the employment of teaching strategies which would then train the child to use the appropriate behaviours. Teachers could also use verbal instructions on how to behave followed by encouragement and requests (p.70).

Not only are parents concerned about aggressive tendencies, they are also concerned about behaviours at the other end of the spectrum, finding social

withdrawal an undesirable trait in preschool children. Cheah and Park (2006) suggest that while Korean mothers advocate firm and controlling behaviour when dealing with aggression, they take a less direct approach towards social withdrawal, which should include asking a child for an explanation of the reasons for 'misbehaviour' or creating opportunities for the child to play with others and thus enabling them to practice their social skills (p.71).

According to Park and Kwon (2009), parents are acutely aware that academic success and educational achievements are essential for their children to flourish in an exceedingly competitive society. Therefore, parents monitor the academic achievements of their children from a very early age and have certain expectations of how children and teachers should conduct themselves in an academic setting. Parents also realize that discipline is part of the academic process and that teachers need to instil discipline in children at a young age in order for future academic excellence to occur. This occurred in several instances throughout my study, as parents constantly came into the preschool to watch their children on the CCTV monitors to 'assess' their child's classroom behaviour. It was also evident after speaking casually with several parents that they sometimes felt that the English teachers were too lenient with student misbehaviour in the classroom, and they felt that this was hindering their child's development and ability to learn English.

7.4 Expectations surrounding preschool education

7.4.1 The role of the teacher in relation to discipline

According to Kwon (2002) the preschool teacher should be a facilitator and teaching in this type of environment should be child-centred, which suggests that discipline in the Korean classroom should be limited, in order to allow students to learn and interact in an unobstructed environment. Further, the Korean National Kindergarten Curriculum stresses the 'whole child' and encourages creativity, children's individuality, play-oriented activity and integrated teaching (Kwon, 2003) which is in opposition of the strict view of academic success stressed by parents (Robinson, 1994). Yet this is not necessarily the case in practice. Kwon (2003) conducted a study in Korea and England which examined

how preschool education has been affected by different policies. Initially, 175 completed questionnaires were analysed in order to gain opinions from nursery workers, teachers and supervisors. Observations were then conducted in both countries at various preschool locations. Kwon (2003) suggests that, in general, Korean teachers are much stricter with pupils in comparison to teachers from other countries. Furthermore he suggests that Korean teachers discipline students more frequently and are less patient in situations of misbehaviour than teachers in other countries. Additionally, Shin and Kim (2008) also assert that British teachers in Korea may be more lenient in respect to student misbehaviour.

These conflicting theories and practices may partly contribute to the confusion felt by ESL teachers on appropriate discipline techniques in the classroom, an issue commonly noted throughout teacher journal entries in the pilot (see Section 6.6) and the main study (see Section 9.11).

7.4.2 The role of the preschool child in relation to discipline

Throughout the research process, it was difficult to clarify *exactly* what was expected of a preschool child in the ROK. From the parental point of view, there were certain expectations, which were previously described (see above) and included issues such as self-control and understanding the rules of collective life; however these sometimes seemed overly idealistic for a child aged between three and seven, as my research suggested that some preschool children were still learning to gain basic motor skills and control of their own body (see Section 5.4.1). The Early Childhood Care and Education (ECCE) (EFA Report, 2006) programme listed four objectives which were specifically relevant to preschool children in Korea. These included:

- Instilling habits for a healthy life and balanced physical development
- Developing an ability to understand others and to express ideas through the use of appropriate language
- Having pride in what one does and developing an ability to express one's feelings through the media of music, dance and painting
- Developing the basic habits necessary for daily life and to foster a love of family, peers and neighbours

(EFA Report, 2006: p.7)

Nevertheless, because these characteristics were overly general, they could not give first-time ESL teachers a clear and concise understanding of what could be expected of a child in their preschool class (if this document was in fact actually seen at all by ESL teachers), and further, what the guidelines should be if these objectives were not being met. Further, the objectives did not address the criteria of academic success, which was a significant contributing factor for parents enrolling their children in preschool education (Kwon, 2002; Robinson, 1994).

Robinson (1994) conducted observations (200 hours in six classrooms with elementary school students), interviews (180 students and 30 parents) and questionnaires (58 teachers from the elementary schools observed). Based on these methods, Robinson (1994) drew several conclusions. First, teachers in the elementary schools felt that the socio-economic status of the parents predetermined the education ability of the children (i.e. parents of low income levels are less concerned about education) and mothers in particular had a powerful influence over the achievement of the child (unless they were poor, in which case it seems that teachers felt there was little that could be done with respect to academic achievement). Second, Robinson (1994) made several comments on specific discipline issues. He suggests that in general cases of misbehaviour, teachers will in 80-90% of cases call out the names of the students they know to be 'low academic achievers' (e.g. the poor children). Other control behaviours by teachers included verbal scolding, a pinch on the ear, stern looks and corporal punishment. Teachers (due to the large class size) were less concerned with finding out exactly which student had initiated the misbehaviour, but that singling out a student would, in general, calm down the entire class. Robinson (1994) noted that this was a cultural aspect of school life in Korea and it is important to note that native English speaking teachers may not be aware of the common discipline practices in Korean schools.

What may have been more helpful to ESL teachers might be a list of certain behavioural indicators in response to how a preschool child should *not* act. For example, the NHK Educational Corporation (1998, as cited in Kim, 2003) suggests indicators could have included:

- Textbooks and notebooks not ready even after class started
- Hitting or playing with a classmate during the class
- Standing up and moving around during the class
- Tearing apart the worksheets or handouts
- Throwing away erasers or other objects during the class
- Stepping out of the room without permission during the class (p.142)

Despite the fact that these indicators were written for a Japanese classroom, they seem to be relevant to the issues currently occurring in preschool classrooms in the ROK, as based on the results of my study (both the pilot and main), these behaviours were consistently exhibited. Kim (2003) suggests that although these points may be relevant to classrooms in Korea, the problematic situations related to discipline could be more directly linked to the loss of interest in classroom learning after a few months or years of study and to emotional changes. Additionally, it could be possible that the emphasis on academic achievement is placing unnecessary stress and pressure on preschool children (Kwon, 2004), which is, in turn, causing them to act inappropriately. Because of the discipline issues occurring in the classroom, learning may not be happening effectively in schools (Kim, 2003).

7.5 The nature of disruption and the discipline techniques of ESL teachers

Young children have enormous energy and short attention spans, a combination which then leads to rambunctious behaviour (Brown, 2009). Therefore, it is no surprise that the preschool classrooms in this study experienced high levels of disruption throughout each of the six 30-minute classes videotaped in the pilot study and further in each of the observed classes in the main study (see Chapter 9). For the purposes of this thesis, disruption will hereafter be referred to as *specific misbehaviour*, taken from the study by Arnold, McWilliams and Arnold (1998), and is understood to be "aggressive, hostile or non-compliant acts (e.g., hitting, pushing, verbal aggression, grabbing a toy and ignoring teacher direct requests)" (p.279).

Within the pilot study, there were, on average, 97 instances of specific misbehaviour occurring in each 30 minute preschool class. Single action/reaction

sequences occurred an average of 11 times per class while discipline sequences occurred, on average, 17 times per class and ranged in length from two to 12 instances of teacher discipline. Of these instances, boys in the class committed on average 20% more instances of specific misbehaviour than girls, which is consistent with the findings from Firmin and Castle (2008). Class time devoted to discipline ranged from approximately 40% - 65%, suggesting that discipline techniques were one of the main issues that first-time ESL teachers faced in the preschool classroom. This result is consistent with the findings by Arnold et al. (1998) and confirms the thoughts of Micklo (1992) that discipline is a teacher's biggest challenge in the classroom.

Discipline techniques by teachers can range from the most mild – ignoring the child, to the most severe – corporal punishment (e.g., hitting the child with a ruler or an open hand). Yet while no instances of corporal punishment occurred in the classroom during the observations conducted in this study, it was no secret that corporal punishment was widely practised throughout the ROK (Brown, 2009). In 1998, the Korean government banned corporal punishment, but after an outcry by educators, the ban was rescinded in 1999. Currently, corporal punishment is a legal means of discipline in Korea, but only as a last resort (Brown, 2009). Some suggest that by using corporal punishment, South Korean schools work against the best interests of the children (S. Kang, 2007) as students involved in instances of corporal punishment are having their human rights limited and are being violated by teachers. Despite contrasting views, it is important to note that corporal punishment does exist at some level in the ROK and therefore needs to be included within this study.

7.5.1 The star and X method

The preschool in this study advocated the star and 'X' strategy which was used to varying degrees by the three teachers participating in the observation section of the pilot, but less frequently in the main study (see Section 9.11.2). The premise of this strategy was to reward good students by giving them a star next to their name which was written on the classroom whiteboard (if students had 3+ stars at the end of the day, they received a treat). Alternatively, if a student did not follow the classroom rules or committed an act of specific misbehaviour he/she

was given a verbal command and an ‘X’ was then recorded on the whiteboard. One ‘X’ symbolised a warning. If the student continued to misbehave, he/she received a second ‘X.’ This second ‘X’ led to a 3-5 minute ‘time out’ in what is known as the ‘baby chair’ (a small chair placed in the corner of each classroom). If, when the student returned to the table, he/she continued to misbehave, he/she was then sent from the class to a Korean member of staff or to the Director for further discipline and did not return for the remainder of the class. Based on my casual discussions with the Korean teachers, this method was generally accepted by the Korean staff but through my observations was not used consistently among the ESL teachers. According to participant journals in the pilot study (see Section 6.6), this was due to several factors, but was primarily related to the facts that the teachers were generally not given a list of class rules, were not given directions on how to use the star and ‘X’ method and could not accurately decide what type of specific misbehaviour warranted an ‘X’.

In the pilot study, when the ESL teachers chose not to use the star and ‘X’ method, they employed a variety of different strategies to deal with specific misbehaviour. These strategies encompassed both verbal and physical properties and a summary is displayed in the table below:

Table 7.1: Teacher actions towards misbehaviour

Action taken by teacher to specific misbehaviour	**Example**
Speaking in a firm tone	"Do not throw your book!"
Yelling at the student(s)	"SIT DOWN NOW!"
Speaking in a singsong tone	 "Sit down please" 
Speaking to the class as a whole	" Everybody needs to stop speaking"
Using repetitive phrases	"LOOK at the TEA-CHER!"
Reasoning with the student	"If you sit down, I'll give you a sticker.
Ignoring the student	
Taking away a privilege	"If you don't sit down, you will not have playroom [class]"
Using body language	Angry face with hands on hips
Physical action	Picking the child up and placing them on the baby chair

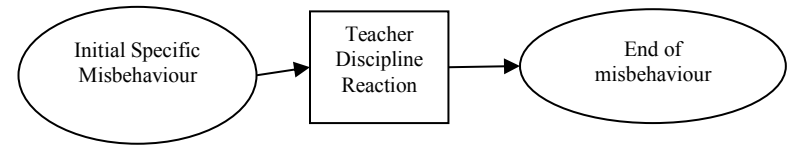
Note: CAPS text indicates a raised level of speech

The strategies employed by teachers and listed above were the most common deviations from the star and 'X' method observed in the preschool; however they do not encompass all of the strategies possible.

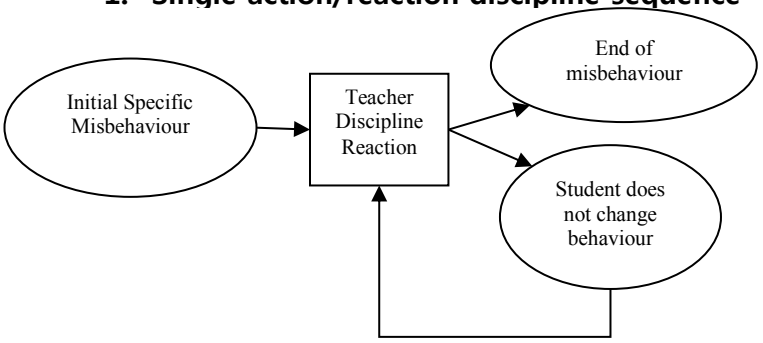
Discovering the strategies employed by the teachers was only the first step in exploring how first-time ESL teachers coped in the classroom in relation to discipline. The next step required analysis of the data using a specific method of analysis. Data from the pilot study were coded (see Section 7.6.1) using the methods previously used in a study by Arnold et al. (1998) where the relationship between teachers' 'lax' and 'overreactive' discipline and child 'misbehaviour' was measured in young children in day care. Since the coding system was deemed useful in the pilot study, it was further implemented in the final study (see Chapter 9).

7.6 General procedures for the evaluation of discipline

It was evident from the preliminary observations that discipline occurred in two forms. It occurred as a *single action/reaction sequence*, meaning that if a specific misbehaviour occurred, it was followed by a discipline strategy which ended the specific misbehaviour. The second type of occurrence was the *discipline strand*. This type of behaviour included the initial misbehaviour by the student followed by a discipline response from the teacher, which then did not end the specific misbehaviour (student does not follow the command) or led to a different type of misbehaviour. An example of the two strands of classroom discipline can be seen in the figure below:



1. Single action/reaction discipline sequence



2. Discipline Strand

Figure 7.1: Two possible scenarios relating to discipline

When evaluating the observations from the pilot study, discipline was initially identified as either a single sequence or a discipline strand. If the event was classified as a single sequence, the teacher received one numerical code related to the discipline action which was taken. If the event was classified as a discipline strand, teachers received a numerical code for each discipline action within the strand until either the initial specific behaviour was resolved or until

the class ended (i.e. every discipline action received a code regardless of whether it was in a strand or a single instance).

7.6.1 Coding for discipline

Arnold et al. (1998) focused on discipline strategies of preschool teachers in the United States and their procedures were adopted as an acceptable method for this study because the issues addressed by Arnold et al. (1998) were similar to those found within my pilot study. However, some researchers, such as Wakschlag et al. (2008) have suggested that it is difficult to set empirically derived parameters on issues of misbehaviour. This has been addressed, as by using the pilot study data, it was possible to create a coding system based on observed instances of misbehaviour and discipline. It was evident that there were not equal divisions between each of the codes, but rather that each code fitted into a spectrum based on the laxness and overreactivity criteria suggested by Arnold et al. (1998). They divided teacher response to specific misbehaviour into two categories – *specific laxness* and *specific overreactivity*. Laxness refers to "a teacher's not enforcing rules, not following through on requests or directives, and coaxing or begging a child to behave rather than using firm, clear directives" (p.279). Alternately, overreactivity refers to "responding to misbehaviour with anger, irritation, frustration, or annoyance rather than being calm and business-like" (p.279). The study by Arnold et al. (1998) used a continuum from 1 to 7 for both specific laxness and specific overreactivity. A score of 7 would suggest high levels of laxness or overreactivity with a score of 1 being classified as a low level of laxness or overreactivity. It is not entirely clear what type of teacher response would warrant each level of classification from the information supplied in the article related to their study. However, by using the data collected from the pilot study, it was possible to identify specific actions undertaken by teachers in the classroom, and then to place them in the categories of being either specific laxness or specific overreactivity. Teachers could then be given a score based on how they responded to each instance of specific misbehaviour. Specific misbehaviour was defined as any behaviour deviating from the expectations set out by the preschool (i.e. anything except the student sitting and listening or participating when asked to do so). For example, if the teacher chose to ignore

the act of specific misbehaviour, they would receive a higher laxness score than if they chose to wait for a period of time before addressing the issue.

Table 7.2: Specific Laxness

Code	Example description for acts of Specific Laxness
L7	Completely ignoring the specific misbehaviour
L6	Laughter at specific misbehaviour
L5	Delay in response
L4	Not following through with specific discipline
L3	Reasoning/begging with student to behave
L2	Use of 'please' at the end of discipline directions
L1	Directing the entire class rather than the student misbehaving

Table 7.3: Specific Overreactivity

	Example codes for acts of Specific Overreactivity
O7	Corporal Punishment
O6	Physical Action
O5	Hitting the table or board with their hand (or other body part)
O4	Taking away a privilege
O3	Yelling at the student
O2	Speaking in a firm tone
O1	Speaking in a monotone (or neutral tone)

Within these codes, it was possible for teachers to use more than one method of discipline at the same time (e.g., yelling while using physical action). In such a case the highest code of the two was allocated to the teacher in such an instance (the teacher might receive an overreactivity score of 6). This is a deviation from the study by Arnold et al. (1998), as their study was focused on specific 'dyads' (i.e. the relationship between child and teacher). They then separated out the instances of 'specific misbehaviour' for each child and examined each dyad. For my study, I had initially agreed (and explained to) the Director that the focus of my study would be the teachers and that while the children would be videotaped (using the CCTV equipment), they would not be the focus. Therefore, I needed

an alternative method. I chose to use the higher number if two discipline techniques were used at the same time (another possibility would be to average them) because I felt it gave the most realistic account of what was happening (i.e. if a teacher was using 'physical action' and 'speaking in a firm tone,' under an averaging system, this would give them a score of O4, but in my opinion this was not adequate based on the behaviour).

7.7 Pilot study results on discipline leading to changes for the final study

Because the subject of discipline strategies was noted after the pilot study observational data had already been collected, the ability to examine the longitudinal changes in discipline techniques over time was not possible within the week-long data collection of the pilot study. However, data from the pilot study were successfully inputted into the Statistical Package for the Social Sciences (SPSS) for all six of the videotaped preschool lessons.

Based on the data from the pilot study and from the analysis within SPSS, it was reasonable to assume that for the final study the following entities/areas of interest should be evaluated:

- The mean and standard deviation of the central variables which include 1) discipline responses, 2) the single action/reaction discipline sequence and 3) the discipline strand
    - Which techniques are teachers using most often?
    - Which techniques are most successful in resolving specific misbehaviour within a single sequence? Within a discipline strand?
    - Is there a difference in discipline between genders?
- The changes to discipline techniques within a lesson both for 1) the single action/reaction discipline sequence and 2) the discipline strand
    - Do teachers become more frustrated or annoyed throughout the lesson?
    - Do their discipline techniques become more lax or overreactive throughout the lesson?

- The changes to discipline techniques over time (12 weeks) both for 1) the single action/reaction discipline sequence and 2) the discipline strand
    - Do the discipline techniques used by teachers become more lax or more overreactive over the course of the 12 weeks? Or stay constant?
- Common patterns of discipline techniques within a discipline strand
    - Are teachers repeatedly using specific patterns to discipline specific misbehaviour?

By examining these areas related to discipline, it is possible to determine the nature of the specific misbehaviour occurring in the classroom and the techniques being employed by teachers in order to resolve behavioural issues. This links to the overall topic of the thesis i.e. by examining the progression of first-time ESL teachers and entailed examining teacher thoughts on discipline throughout all aspects of this study.

Changes to the semi-structured interview schedule, therefore, needed to be revised. Further questions on discipline needed to be included in each of the interviews in weeks 0, 6 and 12. This meant an increase in the time allotted for each interview, where the time allowed was increased to a maximum of 45 minutes per interview. Questions were updated to include the following topics:

- Teachers' expectations of students' behaviour in the classroom
- The way in which teachers expect to use discipline in the classroom (week 0)
- The strategies teachers use in the classroom (weeks 6 and 12)
- Teachers' thoughts on physical action and corporal punishment
- Teacher response to aggressiveness and social withdrawal in children

By incorporating these types of questions into the interview schedule the aim was to establish a relationship between the material viewed in the observations and the perceptions of teachers. Updated interview schedules can be found in Appendices 8-10.

The instructions related to the journal entries also needed to be amended. Although it was not necessary to change sections 1 and 2 relating to classroom plans, it was necessary to amend part three (the detailed journal entries) by

adding points related to classroom discipline in the instructions to teachers (see Appendix 12).

7.8 Chapter summary

The pilot study showed that the use of discipline can be documented and analysed both qualitatively and quantitatively in relation to this research. Qualitative measures such as teachers' perceptions in interviews and their thoughts throughout their journal entries provided useful insight into teachers' understanding of the relationship between the preschool pupil and the ESL teacher in the classroom. However, this qualitative data did not provide enough accuracy to get a full understanding of discipline techniques being employed. By adding the quantitative observation data used previously by Arnold et al. (1998), a better overall evaluation of discipline in preschool classrooms emerged.

Previous research (Oplatka & Atias, 2007) has suggested that teachers were likely to use discipline strategies within the classroom, based on their own past experiences of being disciplined as students. This could, in normal circumstances, be an adequate strategy for dealing with specific misbehaviour. However, when dealing with children and parents who have different expectations about discipline techniques due to cultural differences and varying governmental regulations, the situation becomes more complex (see Chapter 9). Furthermore, teachers' personal and moral beliefs are tested on certain issues such as physical action and corporal punishment. Because these fundamental issues were prominent throughout the pilot study, it was apparent that discipline needed to be included as a topic within the final study.

The pilot study showed that first-time ESL teachers identify concerns about implementing discipline strategies in the classroom, suggesting miscommunication about expectations, such as about using the star and 'X' discipline strategy. There could also have been a misunderstanding between parents and ESL teachers, due to significant language and cultural barriers. Because parents and staff seemed either unable or unwilling to transfer discipline related information to first-time ESL teachers, it became the responsibility of the

ESL teacher to learn new strategies to deal appropriately with instances of specific misbehaviour.

The pilot study demonstrated that the issues related to misbehaviour and discipline needed to be further examined. Findings from the main study are presented in the 'observations related to discipline' section (see Chapter 9).

8. Findings: Interview and journals

8.1 Introduction

The purpose of this chapter is to document the data from participants' self-reports collected from the main study which was conducted in City Y in South Korea between September 2010 and April 2011. First, participant profiles and the selection process are documented. This is followed by sections on interview and task three journal responses. Task three of the journal asked participants to write personal diary entries in the journal several times per week (see Journal Instructions, Appendix 12). Tasks one and two (documenting teachers' lesson planning (task one) and adherence to the lesson plans created (task two) are analysed in Chapter 9. This division was necessary for reasons of clarity, as Chapter 8 refers to self-report findings while Chapter 9 refers to document analysis and document analysis.

8.2 The participants and the selection process

Tong, Sainsbury and Craig (2007) noted that the relationship and the extent of the interaction between the participants and the researcher should be outlined due to the effect that it may have on either participant responses or on the researcher's understanding (p.351). This can then be paired with participant selection which should be identified along with the sampling techniques used. They outlined three questions associated with participant-researcher relationships which included:

- Was a relationship established prior to study commencement?
- What did the participants know about the researcher?
- What characteristics were reported about the researcher/interviewer/facilitator?

(p.352)

These three questions, along with the selection process were answered in order to comprehensively report my study.

The participant selection process was generally straightforward, as ESL teachers were recruited through a third party recruiter under the specifications of the Director of the preschool, meaning that no contact was made between the participants and me before the point of contract signing. The specifications given to the recruiter were not necessarily to hire 'first-time' ESL teachers; however

based on the school budget and high working hours, only first-time ESL teachers were selected. I was not involved in the hiring process (see Section 4.3). Initially, two female participants were selected for this study. These two teachers were interviewed and observed from the end of September 2010 until December 2010. Two male teachers were then hired and asked to participate from January 2011 until April 2011. Participants were selected through purposive sampling which is used to select participants who meet the study's main objectives (Collingridge & Gantt, 2008). The following table outlines the general background of the participants:

Table 8.1: Breakdown of participant background information

Name	Gender	Age	Country of Residence	Degree Major
Alanna	Female	24	USA	B.Sc. in Maths
Nicole	Female	25	USA	B.Sc. in International Management, German and Photography
Jack	Male	23	USA	B.A. in History
Michael	Male	25	Canada	B.A. in Philosophy

Consent was obtained at the beginning of each study in week 0 and participants were encouraged to ask questions on any issues pertaining to the study either through email or in face-to-face discussions. My role as a researcher was explained to them prior to arrival when they were given the introductory letter and consent form (see Appendix 1 and Appendix 2). Upon our first meeting, introductions were made and I again outlined the purpose of the research, the requirements of the participants, and my role at the preschool.

In relation to the student-teacher interaction, the first two teachers (Alanna and Nicole) arrived in September 2010, while the preschool students had already been attending school since March, 2010. Therefore, each of the classes had some sort of established routine (created by past teachers) before these new teachers arrived. However, with the second set of teachers (Jack and Michael) their experience was split between children who had been at the school for nearly a year and children who were new to the school as of March, 2011. Michael did not specifically teach the new set of students who arrived in March and was involved with students from years two and three, while Jack split his time between first and second year students.

8.3 Interviews

8.3.1 The first interviews (week 0)

The first interviews asked for background information from the participants, including their educational background, experiences with travelling, language learning skills, general information on the ROK, ESL teaching expectations and discipline. None of the teachers had travelled to Korea before and all four participants seemed very excited at the prospect of having been selected for the position of ESL teacher at the private preschool in this study. In all four cases, there was definitely a sense of nervousness during the interview process, as the participants and I had not formally met at this point. I did my best to convey to the participants that I was not affiliated with the preschool, their answers would not affect their employment and that their comments would be confidential (see Section 4.3). Once the basic formalities were completed and background information was obtained, I was able to continue with the semi-structured questions created for the first interview (see Appendix 8). These interviews were conducted using Skype and lasted between 25 and 35 minutes.

8.3.1.1 Background information and questions relating to South Korea

As was to be expected, the four teachers came from different backgrounds. Three of them were just finishing their university degrees (Alanna, Nicole and Jack) and expressed the fact that it was difficult to get a well-paying job in the USA due the economic recession (as of 2010). This fact, paired with their desire to travel and to experience a different culture led them to accept employment with the private preschool. This led to questions surrounding the reasons behind their decisions to choose this particular private preschool. Both women admitted that this preschool was simply the first offer they received and so they accepted. They also admitted that they did not do very much research on City Y before selecting it as their place of employment. On the other hand, Jack and Michael both explained that they had received multiple offers of employment. Jack accepted the offer at this private preschool because it was the most urban location with the largest foreigner population. Michael selected the preschool because he thought preschool children would be the easiest to work with as his other offers came

from elementary and middle schools in various parts of the country. I then proceeded to ask them about how they came to choose South Korea as their place of employment. All four teachers admitted that South Korea was not their first choice of location. The two male candidates stated that Japan would have been their first choice of location, while the females found parts of Southeast Asia more desirable. However, all four did agree that South Korea offered the best 'package' (highest salary plus airfare, housing, flights, pension, severance payment and 10 days paid vacation). All four suggested that the high salary was essential as they needed to repay student loans from their country of previous residence.

There has been little, if any, research conducted up to this point on first-time English teachers' expectations of life and job when agreeing to teach abroad. This first set of interviews conducted allowed for a glimpse into some of the expectations that teachers may have had towards the teaching of ESL at this specific preschool, but further research would be needed to further advance this topic.

8.3.1.2 Questions about ESL teaching

One of the main points of each interview was to ask the participants about some of the expectations they had towards teaching ESL because one of the underlying theories associated with my study was that native English speakers may be seen as 'ideal' teachers, but that is not necessarily the case in practice (see Section 3.4). As stated by Breshears (2004) "ESL teachers have repeatedly asserted that native-speaker status is not enough to qualify one as a teacher" (p.27) and was one basis on which my interview questions were based. The first question posed to the teachers asked them to state three characteristics that they thought a good ESL teacher might possess. The responses were varied; however all four participants stated that patience was an essential characteristic of good ESL teachers. When asked to clarify why they had chosen patience, three of the teachers (Alanna, Nicole and Jack) referred back to their own experiences learning a new language and how difficult it was at times. All three of these teachers took Spanish as a second language with varying levels of achievement (it is important to note that these teachers learned Spanish at the middle school,

high school or university levels and did not learn a second language at the preschool level). However, Nicole also took German which she admitted to being more successful with and attributed this to the fact that her grandmother spoke German and it was therefore essential that she learn the language fluently.

Use of previous language experience

I then asked these three candidates (Michael did not learn a second language in school) if they thought their own experiences learning a language might help them when trying to teach it to others. All three responded affirmatively, but then gave varying reasons for their answers. On one hand, Alanna suggested that her level of Spanish comprehension was somewhat low, and although she could remember her experiences, she was not sure how much would be relevant to the preschool level. Jack was slightly more positive, noting that he remembered some 'tricks' that his language teacher used in class, and that he planned to use these tricks when teaching in the ROK. Nicole, who likely had the most success in learning a second language, suggested that although there were some common strategies to language learning, she was unsure how well such young children would be able to grasp the concepts.

Characteristics of ESL teachers

Aside from patience as a characteristic which was noted as being important, participants also mentioned flexibility, creativity, open-mindedness, being caring and having respect. These characteristics coincided with a study previously conducted by Spitzer (2009), who questioned American volunteers teaching English in Asia. She found that teachers felt that personal characteristics were more important than pedagogical training and noted that the three most important personal qualities included patience, flexibility and creativity. Tucker, Stronge and Gareis (2002) suggested six teacher behaviours which were also considered to be essential, including caring, fairness and respect, enthusiasm and motivation, reflective practice, positive attitude and friendly interactions with students.

Teacher views on practical knowledge

The concept of the teachers using their 'practical knowledge' of previous language learning experiences in the ESL classroom is not completely upheld by the data from my study. As stated in Section 3.3.2, Borg (2003) suggested that "pre-service ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood will represent their dominant model of action during the practicum teaching experience" (p.88). It can be acknowledged that my study did not specifically examine any of the actual language learning experiences of the participants involved (i.e. it did not examine them in a school learning a language, but relied on self-reports). However, the participants themselves were fairly certain that because the children they would be teaching were so young, that any personal language learning experiences that the teachers might have had would not directly translate to their own teaching practices due to the disparity in age. Therefore, while I agree with what Borg, 2003 has noted, I suggest that when it is not possible to obtain 'practical knowledge' from previous formal language learning experiences, teachers may use other formal learning experiences as well as their specific personality traits in order to create a model of action for the purposes of teaching ESL to young children.

Confidence in teaching ESL

The participants were then asked if they felt confident in their ability to teach ESL in the preschool classroom. This question received mixed responses; Alanna admitted that the answer would be no, she was not qualified, a thought supported by Nunan (2003) who also found that first-time ESL teachers are inadequate in their level of competence. Alanna did suggest however, that if she enjoyed her teaching experience, she would be interested in pursuing a 'TEFL certification' at a later date which would make her better qualified to teach, but not necessarily make her a better teacher, a thought also supported by Nunan (2003) when he suggests that EFL pre-service teacher education is inadequate (suggesting that the 'TEFL certification' may be inadequate). Nicole, Jack and Michael all thought that they were qualified to teach ESL, but had varying degrees of

certainty. Nicole suggested that she thought she would improve daily, which would help her to become a better teacher as the year progressed. Jack suggested that he was qualified to teach ESL, but was not as qualified as someone who had a degree in the field, while Michael suggested he was extremely confident, stating "how hard can it be? I am pretty sure I know more English grammar than a 5 year old" (Michael, interview 1). This last statement, although said in jest, suggested that Michael expected preschool ESL teaching to be primarily about grammar.

Participants' thoughts on a 'typical day' of teaching preschool ESL

I asked Michael to describe what a typical day might entail at the preschool. He responded that he had been told (by the recruiter) that there were several textbooks used in the preschool and that he would have to give lessons on grammar as well as read a storybook to students. This piece of knowledge proved interesting, as it suggested that the recruiter had not given Michael a clear picture as to what would be expected at the private preschool. This could have occurred for a number of reasons. First, the recruiter was Korean and there could have been some miscommunication due to a language barrier. Second, competition among recruiters can be steep, and therefore the recruiter may have not given a full representation of the responsibilities of the job position (or made it sound easier than in actuality) in order to secure the contract with Michael. Third, the recruiter could have been misinformed by the Director of the preschool and therefore could not pass along accurate information, or it could have been another external factor which contributed to Michael's (perhaps overly idealistic) job expectations. Furthermore, as is shown throughout this study, once Michael had arrived in Korea and began work, his opinions and attitudes clearly changed over the course of the 12 week period (see Section 8.6.2).

Michael was not the only one with certain expectations on what the job would entail. The other three teachers all gave me a brief overview of what their contract stated (since I had access to a copy of the general contract that the preschool used, I assumed they were referencing it). The stated things like 37 hours a week, a free house and the fact that they would teach preschool in the mornings and elementary at night. I was then able to narrow in on the discussion

about preschool. Alanna suggested that she thought the children would be well-behaved 'for the most part.' She suggested that it might be difficult if the children did not understand what she was saying, but that somehow she would work it out. She did not express any specific examples of how she might 'work it out.' Nicole also expressed the language barrier as an issue but thought that a typical day would be 'fun' with lots of activities and games. When asked about teaching grammar or language arts, she suggested that the level would likely be low and that there would probably be a lot of 'colouring.'

Expectations on levels of support

In all cases, I followed up by asking each of the participants about the level of support they expected to receive from either their peers or supervisors. This question was meant to relate to the notion outlined by Hedgecock (2002) that without 'master educators' novice L2 teachers would not be able to develop effectively (see Section 3.3.2). In all four cases, the participants suggested that they would require support to varying degrees. Jack suggested that since everyone had the best interests of the children in mind (which later he discussed as not necessarily true, see Section 8.6.2.2) support would be fairly easy due to the common goal. Alanna and Nicole suggested that they expected supervisors to listen to their concerns and to be somewhat of a 'go-between' in relation to the parents and themselves (due to the language barrier). Michael expected most of the support to come from his peers, suggesting he would have an easier time communicating with them (previously he had some telephone conversations with the Director, which he found difficult to understand due to the language barrier and the difficulties of telephone communication).

Not surprisingly, many of the preconceived notions about support and assistance that the teachers/members of staff expressed were not substantiated. This correlated with the findings of Nguyen and Hudson (2010) who suggested that novice teachers felt that a mentor or supportive member of staff should be able to correct teaching mistakes and give advice to improve teaching practices, which also did not occur in practice.

The possible implications of culture shock

The last subject I discussed with the participants related to 'culture shock' and life in South Korea. All four teachers understood the concept of culture shock, and three of them (excluding Michael) expected that some form of culture shock would occur when the participants commenced employment in Korea. The three participants expected culture shock to occur within the first month of moving to Korea, but could not clearly give any specific examples of things that might be hard to adapt to other than the differences in food (which none of the teachers thought would be a major issue). All four of the participants also expressed mild concern over issues such as homesickness (e.g. missing family and friends), changes in lifestyle (e.g. not being able to play sports with friends) and not having access to English media (e.g. not being able to obtain English books or certain TV programmes). Yet all participants seemed optimistic that they would be able to adapt to these circumstances upon their move to Korea and they maintained a positive outlook throughout this portion of the interview. This positive outlook was challenged during the course of my 12 week study and was specifically addressed by each participant within the journal component (see Section 8.6.2.1).

8.3.1.3 Summary of first interviews

Based on the first interviews, participants showed enthusiasm for their upcoming roles as ESL teachers. They were able to clearly communicate their reasons for choosing South Korea, and were able to acknowledge that the salary plus benefits was their primary reason for this choice, and one that appeared to be a common choice for many English teachers coming to the ROK (Jeon, 2009). All admitted that they had not done much research on the ROK although some research was done on food, culture and the location of the preschool. There did appear to be some trepidation about making the move to the ROK, as many of the participants (Alanna, Jack and Michael) had not lived abroad for an extended period of time (more than 6 months), but all participants gave put forth a positive outlook toward their time in the ROK, aside from a few worries relating to homesickness, changes in lifestyle and media access. With respect to ESL

teaching, three of the teachers admitted to feeling somewhat unqualified, but felt this could be remedied with support from supervisors and in-classroom practice.

When the first interviews with each participant were completed, I initially felt a sense of accomplishment, and although I recognized the limitations (see Chapter 10), I was not able to fully recognize that the participants were less than trusting of my questions, as I uncovered at a later date. Initially, by using the computer program Skype, I was able to spend approximately 25-35 minutes with each participant while taking extensive notes on each subject discussed. Having not recorded each interview, one major limitation became the reliance on my own note-taking skills. However, this was minimized by composing a more-detailed set of notes once the interview had been completed. By the end of the 12 week period, the participants and I had established a more candid relationship and two of them (Jack and Alanna) admitted that they were initially sceptical of my role and of my study, as they thought I was somehow influenced by either the Director or the Owner. Both Jack and Alanna suggested that they gave 'reserved' answers to my questions in the week 0 (and possibly week 6 interviews), and while they asserted that they were truthful, they noted that the answers they gave were perhaps not as thorough as the ones they gave in subsequent interviews (see below). Therefore, while the results of the week 0 interviews were useful, it was necessary to ensure that observations, journal entries and future interviews were carefully considered.

8.4 Week 6 interviews

By the week 6 interview, the participants had "settled in" (Jack: week 6) to the routine of the preschool, as shown by an awareness of the scheduled events for the week and their knowledge of the work that needed to be completed in each classroom. My relationship with the participants had also strengthened by this point, as although we did not have frequent discussions, we worked within the same confined space of the preschool as I conducted the observations and they taught their designated classes. All interviews were held off-site, with two interviews (Jack and Michael) occurring over the lunch break periods, while two others were conducted in the evening (Alanna and Nicole). I found the

participants to be much more forthcoming in their responses during the week 6 interviews and each interview generally took between 40 and 45 minutes to conduct. Questions were posed to participants on two main subjects, those relating to life in Korea and those relating to ESL teaching in Korea (see Appendix 9 for interview schedule).

8.4.1 Questions relating to South Korea

I first asked participants to evaluate how they were adapting to life in Korea, and if they were happy living in Korea. Initially, I expected this question to be fairly generic in nature and to elicit generic responses before getting to the more specific questions later in the interview, as this was the case with the pilot study (see Section 6.7). However, each of the four participants gave a nervous laugh before answering the question. Two participants told me they were happy most of the time (Michael appeared more convincing to me than Jack) and noted that they had adapted well to the change of lifestyle (Jack and Michael). Alanna suggested that being busy with classes and having a scheduled daily routine made life easier. She also suggested that being busy took her mind off family and friends from back home which eased the homesickness that she sometimes felt. She noted that she was generally happy and thought she had done an adequate job of adapting to life in the ROK. Nicole suggested that life was substantially different for her now than it was in the USA and that she was adapting well, although she admitted that she was only sometimes happy as she missed her family much of the time. With both Nicole and Alanna, it was clear that my question had elicited feelings of homesickness. This made it difficult to transition to questions about their favourite things about Korea without having a clear break of several minutes in the questioning process and the flow of the interview was hindered slightly.

I then spoke with each of the four participants about their favourite things in the ROK. Three of the participants (Alanna, Nicole and Michael) suggested that the 'international experience,' including the food and the ease of travelling throughout the country, was a superior aspect of life in Korea. Jack, on the other hand, suggested that his favourite aspects of Korea included the ease of his job and his salary. Jack suggested that with the money he was making each

month, he had the opportunity to pay down his loans (from the USA) and was able to save money for travelling which he planned to undertake when his contract was finished. All four participants expressed their admiration for Korean food and suggested several of their favourite restaurants in their local area, and all of them suggested that it was often cheaper to eat out at a restaurant than to cook at home. During the interview, participants were also given the opportunity to express any issues they were experiencing relating to the language barrier or issues that they were having. All four suggested language was at least some sort of barrier (although to varying degrees) especially when trying to meet new people. Alanna, Nicole and Jack also expressed difficulty with language when they required directions or when they were ordering in a restaurant. However, none of the four participants felt that the language barrier was debilitating, but rather that things took longer to accomplish and compromise was necessary.

All four participants noted that they had done at least some travelling to neighbouring cities and that they had met other foreigners both on their travels and within their own city. All four suggested that it was fairly easy to meet new people at foreigner bars, clubs and restaurants during the weekends, as well as at hostels during overnight travel stays. They also suggested that meeting new people contributed to their overall happiness as it was nice to interact with different people to those that you saw every day at work.

The final component of this section was directed at 'culture shock,' and all four participants admitted that there were significant cultural differences between North America and the UK. These issues with culture, which were further detailed in some of the journal entries, sometimes caused frustration or embarrassment. One such example was described during the week 6 interview by Jack. He recalled that on the sink ledge in the toilets, there was pink soap and green soap. He chose to use the green soap, as he liked the colour better than pink. One day, a Korean staff member came in while he was washing his hands and cried out at him. She then explained that the pink soap was for hand washing, while the green soap was used to clean the toilets. While Jack could laugh about the incident during the interview, it was clear that he had been embarrassed, and slightly disgusted, by the situation. While this example is slightly comical in hindsight, Jack suggested that it made him feel incompetent and 'stupid' and decreased his confidence level. While some of the more obvious cultural issues

(e.g. language, food differences) can be explained or expected, it is evident that some of the smaller aspects related to culture may be overlooked and cause distress.

8.4.2 Questions about ESL teaching

The second component of the week 6 interview was to ask the participants about their ESL teaching experiences thus far. In relation to these questions the responses were somewhat less positive than those relating to life in Korea. All four candidates acknowledged that they were enjoying their job although both Alanna and Jack admitted that they were finding it very challenging. This could have been due to the fact that these two teachers were teaching the youngest groups of students (the 3 and 4 year olds –Alanna taught them most often, Jack taught them 4 classes/week). Participants were also asked what they wished they could change about their job. This question led to the most detailed answers by all participants. Alanna chose to focus on the issues with the curriculum. She noted that she was behind in a couple of the textbooks and stated a desire to be able to structure her own curriculum as she felt the books were sometimes too difficult for the students she was teaching and that the pace was generally too fast for the students to fully comprehend the material. Jack expressed a desire for personal change and noted that he wished he could have more patience with the students, especially with the younger ones. Michael wished that the location of the preschool be changed to Canada, as he suggested that if he could have the same job in Canada with the same benefits as he currently had, this would have been the ideal job. Nicole suggested that there were many things she would change about the preschool, specifically the management and the techniques that the management staff used within the preschool. She elucidated that she had written a more detailed description of the problems in her journal (see Section 8.6.2.2). Basically, she suggested that the management was unwilling to listen to her ideas in relation to improving the situation in her classroom. She noted that she had one problem student in the class, but that when she discussed the problems she was having with the Director, her concerns were not addressed and nothing was done to remedy the situation. She also suggested that not all of the students were at the same level within her classroom and that she was struggling

to keep the interest of all the students in the class due to this disparity. Finally, she was frustrated with some of the negative attitudes shown by the management. For example, she suggested that there was never any positive reinforcement, but if a parent ever called in to complain, the teacher was automatically reprimanded whether it was deserved or not.

Upon completion of the week 6 interviews, the general consensus among the participants was that although they felt that they were mostly happy in their new positions, they had realized some of the major differences between the business methods in Korea and those from their home countries of Canada and the United States. All noted that the preschool was, above all else, a business, and they had quickly realized that their role as 'teachers' was less about teaching and more about appeasing parental demands and requirements. This was clearly shown in a statement by Alanna who suggested "It's all about what the parents want; I don't have any say in what goes on in my classroom" (week 6). This statement highlights a certain juxtaposition. At the time of this statement, Alanna had only been teaching for 6 weeks and had no previous teaching experience. However, the Director of the preschool (who she felt was making all the decisions) had been employed at this preschool since 2002, and had 10+ years of experience working in the Korean private preschool industry. However, the Director did not have an exact knowledge of what was occurring in each specific classroom, as she did not constantly monitor the CCTV footage (and even if she did monitor it, she did not have the audio component). To further complicate things, there was little communication between the Director and the teachers. This could have been due to a number of factors, but was likely due to both the cultural norms of Korea where subordinates are requested to complete tasks without question (Lim, Choi & Song, 2012), and to the language barrier between the Director and the teachers.

Concern about job responsibility was also expressed by both Jack and Michael. Jack suggested that he was more of an entertainer than a teacher, noting that it was his job to make it look like the children were busy and sitting nicely. This way, if the parents came to view the CCTV screens in the lobby, his class appeared to be paying attention. However, he suggested that the books he was teaching were much too easy for his class, and that the children could finish a page in the book in 5 minutes. Without any further teaching materials available,

he felt this was very difficult. I then asked who was expected to supply the extra teaching materials. In response to this question, he became very emotional, and suggested that the school should provide these materials because he did not have the time to teach '40 hours per week' plus create extra teaching materials. His response to this question suggested that he felt overworked and underappreciated by the preschool. Michael also suggested that he felt more like an entertainer than a teacher. He noted that the Director often told him how nice he looked and that he must be a good teacher because he looked very professional. Michael noted that this statement seemed odd, as the Director had not visited his classroom once over the past 6 weeks and therefore could not possibly know what occurred during his lessons. He felt that, although he enjoyed his job, he was now just 'going through the motions' every day as the long work hours did not allow him to be more creative with his lessons, although he desired to create lessons that were fun and stimulating, but also relevant to the topic.

8.4.3 Responses to discipline questions

The final component of the interview which was discussed with all the teachers was the issue of discipline in the classroom and the student-teacher relationship. All the teachers explained the star and 'X' method (see Section 9.11.2) used by the preschool and explained to me that they used this method diligently. This is further discussed in the next chapter. Both Jack and Michael explained that they often placed children in the corner in 'baby chair' when they misbehaved and that this situation occurred once or twice a week and that it was usually the same students who ended up in the baby chair each week. The male teachers admitted to being fairly strict in the classroom, while the women suggested that they probably did not conduct as much discipline as was necessary (see Section 9.11.4). Nicole suggested that she wished she had been stricter from the beginning as she sometimes felt that currently the students did not listen to her because she had used relaxed discipline strategies when she first arrived at the preschool. This question was followed up, as teachers were asked if the students responded differently to the teachers now compared to when they started. All four teachers responded 'yes' but with different explanations. Jack suggested that now the students see him as more of a teacher than as a friend which gives him

better control in the classroom. Michael suggested that the students did not push him to his limits as much as they did when he first arrived. Nicole noted that the students identified with her better while Alanna suggested that the students seemed to feel more comfortable with her and that they know the boundaries within the classroom setting better than they did when she first arrived.

All of the responses given seemed to suggest that the teachers were aware of the discipline strategies that they were using in the classroom and the way that students responded to certain limitations in the classroom.

8.4.4 Summary of week 6 interviews

Overall, I gained a general impression from the teachers during the week 6 interview that things were going well, but were not always as they expected. They were adapting well to life in Korea, although they were having some general issues with everyday occurrences such as getting directions to a certain location, translating menus in a restaurant effectively, or completing simple tasks which were different than in North America. Further, they felt they were adjusting well to their role as ESL teachers in the private preschool, but were having issues with how things were run differently than in their home countries and the lack of input they were allowed to contribute. In the week 12 interview, these issues were addressed to see if any changes had occurred in the next 6 weeks.

8.5 Week 12 interviews

The week 12 interviews served as a 'wrap up' session and allowed them to express any views they had on certain issues which arose during the first 3 months of their contracts. Interviews were once again held individually at specific off-site locations at a time and location chosen by each of the participants. One interview (Michael) had to be delayed by 2 days as a minor medical issue arose where a hospital stay was necessary. Once he had recovered, the interview was conducted. Interviews generally lasted between 30-40 minutes. During this set of interviews, participants expressed curiosity as to what would

happen with their responses now that the study period had ended. A brief summary of the methodology of this research was described and participants were referred back to the initial forms given at the beginning of the study period (see Appendix 10). For participants who had lost or misplaced this information, a second copy of the hand-out was given.

As always, participants were encouraged to give complete and detailed answers to the questions. The topics included questions relating to the ROK and questions relating to ESL teaching. All four interviews began with the questions relating to the ROK, and about participants' levels of satisfaction and enjoyment in relation to being in South Korea. All four participants suggested that they were enjoying their time in Korea and that they were glad that they had chosen to come. This noted, when asked, none of the participants said that they would stay on for another year in Korea. Alanna and Nicole were contemplating teaching in other parts of the world such as parts of Southeast Asia or Europe. All four felt that although Korea was exceptional when it came to the salary and the benefits, it lacked certain essential criteria that the participants felt should be mandatory. These issues included a lack of structure and support by the school, poor communication between the Director and the teachers, language difficulties, and certain cultural differences. This noted, two of the participants (Nicole and Jack) noted that with only a Bachelor's degree and no real work experience, their current employment situation in Korea was better than anything they might find in the USA due to the economic situation (as of 2010). Despite this recognition, they still acknowledged that the limitations of the ROK were too significant to warrant staying for an extended length of time.

8.5.1 Language and culture – external to school

This discussion of personal satisfaction led to questions relating to the language and culture in the ROK and the adaptability of the teachers. All four admitted an attempt to learn the Korean language, although to varying degrees. All four had obtained some sort of book to use as an aid in their language learning. Nicole and Alanna chose to primarily learn survival phrases in Korean, while Michael tried to learn the language to a more in-depth level focusing more on grammar structures. Jack admitted that he put little effort into learning the language as he

realized that he would only be staying for one year and did not find language learning particularly interesting.

In relation to experiencing the culture, the participants gave similar responses. They had all made some sort of effort to experience the culture, such as attending festivals or weddings. All four admitted a desire to get out of City Y on the weekends, although some (Jack and Michael) preferred to go hiking and to be active, while others (Alanna and Nicole) preferred sightseeing, travelling to larger cities, and participating in temple stays. It was surprising to discover the amount of travelling that some of the participants had undertaken as they had travelled to several major cities over the last 12 weeks. However, upon further questioning, all admitted that the train system in Korea was extremely well developed and with ticketing machines issuing instructions in English as well as Korean, there was little room for confusion. Further, the teachers suggested that it was often enjoyable to travel to Seoul city centre as there was a large foreigner population and made it easier to meet new people and experience new things.

When asked about some of the difficulties participants were experiencing in Korea, all four noted that it was difficult to be away from family and friends, especially during holiday times. Participants also acknowledged that everyday life in Korea could be frustrating at times. For example, Nicole stressed the difficulties she was having with the cooking arrangements in her apartment as the kitchen was very small and had no oven. Because she enjoyed cooking as a hobby, this limitation was affecting her daily happiness. Further, she found it difficult to find certain ingredients which also contributed to her dissatisfaction. The male participants found that they were frustrated with how much time it took to accomplish simple tasks. For example, Jack cited a specific incident at the post office where he wanted to purchase a stamp and mail a letter. When he showed the letter to the postal worker, she could not understand his request and therefore the transaction could not be completed. Jack felt that his request was fairly obvious, as he was holding a letter in a post office while using hand gestures to point to the place on the envelope where the stamp should go. Yet the postal worker could not understand and he had to ask a co-worker the word for ‘stamp’ before returning and being served successfully. Jack suggested that this type of incident was a common occurrence in Korea, and that on several occasions he had been frustrated by the lack of understanding the Koreans displayed.

Overall, the participants were able to recount a variety of difficulties that they had experienced during their first three months in Korea. However, all admitted that despite their frustration at the time, they learned from their mistakes and realized that it was, in fact, likely their fault most of the time as they could not speak the language and often expected the Korean people to simply be able to understand their requests through the use of body language and gestures.

8.5.2 Language and culture – internal to school

It was evident that by week 12, participants had experienced numerous cultural differences in relation to the rules and policies within the preschool. Participants found it increasingly difficult to cope with some of the 'rules' which they considered 'pointless' (further documentation to this was provided in the journal entries, see Section 8.6.2.2). One of the main issues expressed by Michael and Jack was that the contract they had signed at the beginning of their employment period was more of a 'guideline' rather than a binding agreement. For example, they noted that although the contract stated '37 contact hours per week,' that this actually meant 37 hours of teaching time and did not include breaks or preparation time.

Another expectation was that preparations for lessons were meant to be done within the preschool walls (i.e. it could not be done at home) and teachers were expected to arrive at eight in the morning and leave at 6:30 in the evening. This was true regardless of whether or not they had preparation to do for their classes. This meant that their expectation of a 37 hour work-week had actually transitioned into nine hours 15 minutes (excluding lunch) per day or 46:15 per week. Moreover, it was clear to the teachers that they were not necessarily expected to be working for the full time that they were in the preschool, but they were not allowed to leave either. For example, if a teacher had a short day, finishing at six rather than 6:30, they would still be required to sit and wait for the other teachers to finish before going home. Sometimes, they also had to wait for the Director or Owner to finish work before they were allowed to leave. Jack noted that it was acceptable to surf the internet or sleep at your desk while waiting for other teachers to finish. He suggested that it was because Koreans

wanted everyone to be treated equally. The comment by Jack relating to equality is in line with previous research suggesting that Koreans are considered, in some ways, to be a collectivist society (see Section 3.3.3).

Another significant issue highlighted by Alanna related to communication issues. Alanna noted that in one of her classes, the textbooks were much too difficult for the students. Students were only able to complete the lessons with considerable help and it was clear that they did not understand the material and that they could not use the new words and phrases presented to them. Alanna reported that she suggested to the Director that something should be done. In a meeting, Alanna expressed her desire to change the textbook or move the students down a level. She noted that the Director listened carefully and agreed with her throughout the entire meeting. However, when it came time to order new textbooks, nothing was changed and the students moved up to the next level, despite not comprehending the previous one.

Alanna suggested that she thought there were multiple reasons for this. First, the Director needed to maintain the happiness of the parents, and moving the children down a level would appear as failure and cause distress. Second, the students were grouped by age rather than ability, so even if some of the students could understand the textbook, others were left behind. This issue, compounded over several months, had led to an increasing divide between those who could understand and those who could not. Finally, Alanna noted that the reason why the Director would agree with her and then fail to change the system was the desire for the Director to avoid conflict. Alanna suggested that this issue was something that she had come to notice about life in Korea in general and she felt that this type of conduct was a part of their culture.

8.5.3 Learned 'tips' on teaching

The final few interview questions related to personal insights (i.e. things they knew now that they did not know when they started, or thoughts for future teachers thinking about teaching ESL in Korea). When these questions were posed, all four teachers stated that there was a very steep learning curve. This is compatible with other findings (Moni, 2000; Hamilton, 2005; Vandergraff, 2009) (see Section 2.2). They all also admitted that they had learned more than they

could express in words. However, what they said was limited to a few select words. While the female participants stated that they wished there had been more communication with Korean staff so that certain 'little [teaching] tips' (Nicole, week 12) could have been uncovered at an earlier stage, the male participants chose to focus on patience, and that it was essential to 'hang in there' (Jack, week 12) and to believe in your students while still realizing that progress takes time.

8.5.4 Summary of week 12 interviews

All four teachers showed some evidence of the transition from "ambitious newbie[s]" (Jack: week 12) to more cautious and controlled employees; specifically that their attitudes towards teaching ESL had changed. In the first weeks, teachers expressed clear motivations to achieve high standards, felt that being a native English speaker was enough qualification to teach in a preschool and had a desire to excel in their roles. By the end of the period, this optimism was tainted. Two of them, the male participants, felt that they were still qualified enough to teach preschool ESL but they had a less optimistic view of what their jobs actually entailed.

From the interviews, the predominant themes related to culture (both externally of the preschool as well as internally), job satisfaction and learning. Culture played a larger role than anticipated. From the teachers' point of view, on one hand they were 'put on a pedestal' as English speaking foreigners, while on the other hand they could not accomplish simple tasks such as making a doctor's appointment or getting directions. Because of this imbalance, it made it very difficult to 'fit in' and assimilate into their surroundings. They did not expect to be fully integrated, but did not expect that the inability to accomplish simple tasks would cause such restriction. Further, initial thoughts that the food might be the most difficult aspect to adapt to was quickly dismissed.

Internally, issues with culture were overtly apparent. There was clear conflict between the teachers and the Director and/or Owner. Teachers felt unheard, thus leading to a lack of motivation.

8.6 The journal entries

8.6.1 Introduction

This section outlines the basic procedure behind the journal component of this study before moving directly to task three (participant self-report via the journal). Tasks one and two relate to lesson planning and more directly relate to my observations. As such, they will be reported in Sections 9.2 and 9.3.

Journals were kept by all participants. When participants first arrived at the preschool, they were given a notebook along with a set of written instructions (Appendix 12) on how to complete the journal. They were also given verbal instructions. This included a description of the required components for the journal, as well as issues surrounding confidentiality of the journal and an explanation of what would happen to the journals upon completion of the 12 week period (see Section 5.8). There were three main components to the journal, the creation of daily lesson plans (created once a week) (Task 1), the accountability of adhering to the lesson plans (Task 2), and the maintenance of diary entries on participants' progress both in and out of the school for the 12 week period (Task 3). Participants were advised that any questions related to the journal could be posed at any time and participants did, on several occasions, ask specific questions to aid them in the completion of this component of the study. In total, six questions were asked during the 12 week period by three of the participants (Alanna, Nicole and Jack). The questions posed were then noted along with a brief description of the response given (questions and answers are not verbatim). The questions were as follows:

Nicole: I don't really understand what I am supposed to write in the personal section, do you just want to know about my feelings?

- My response: I want to know about anything you feel like writing about relating to your job and life in Korea. You can write about your feelings but also about the experiences that you are having. For example, was the housing as you expected it to be?

Nicole: Are you going to give me feedback if I write something negative?

- My response: No, I will only read the journal once you are finished with it.

Alanna: Have I written enough in my outline?

- My response (after looking at what she had written): Yes that is fine.

Alanna: Can I include excerpts from my personal journal in here? I could just photocopy them and insert them in.

- My response: You are welcome to write and submit anything you like in your journal but I want you to remember that your writing could be reproduced in my thesis, but you will remain anonymous.

Jack: Will [the Director] ever get to see a copy of this?

- My response: The Director will never see a copy of your journal, nor has she requested a copy of my thesis. However, she could access my thesis online once it has been published, and there may be some quotes from your work in my thesis, but you will remain anonymous.

Jack: I forgot to write in this yesterday, what if I can't remember what happened?

- My response: You do not have to write in the journal every single day, if you cannot remember what happened yesterday, then do not submit a journal entry for that day.

As shown, most of the questions were simplistic in nature and limited in the amount of interaction I had with the participants. My response to the first question posed by Nicole, however, may have prompted her to write about the topic of her housing experiences in Korea. Upon giving the example in my response to her, she responded affirmatively that housing had indeed been an issue and that she planned to write about it in her journal. This topic may have otherwise not have been noted by Nicole.

The creation of this type of teacher portfolio is not a new occurrence, as teaching portfolios have been used and promoted for enhancing the personal reflection of teachers as well as a tool for examining their professional capabilities (Breault, 2004). The journal component of my study set out to examine, based on the research questions (see Section 2.3), how these teaching portfolios changed over the course of a 12 week period, and how external sources may have affected the professional capabilities of the participants. Journal entries were made by participants between three and five times per week for the 12 week period.

Once the journal was completed and returned by the participants, the entries were inputted into the atlas.ti software. For tasks one and two (related to lesson planning), plans for each participant were grouped according to subject (i.e. storybook, language arts and grammar/phonics) and put into a table so that an evaluation of the week to week changes could occur.

Entries from task three were divided into distinct labelled groups. These groups are shown as follows:

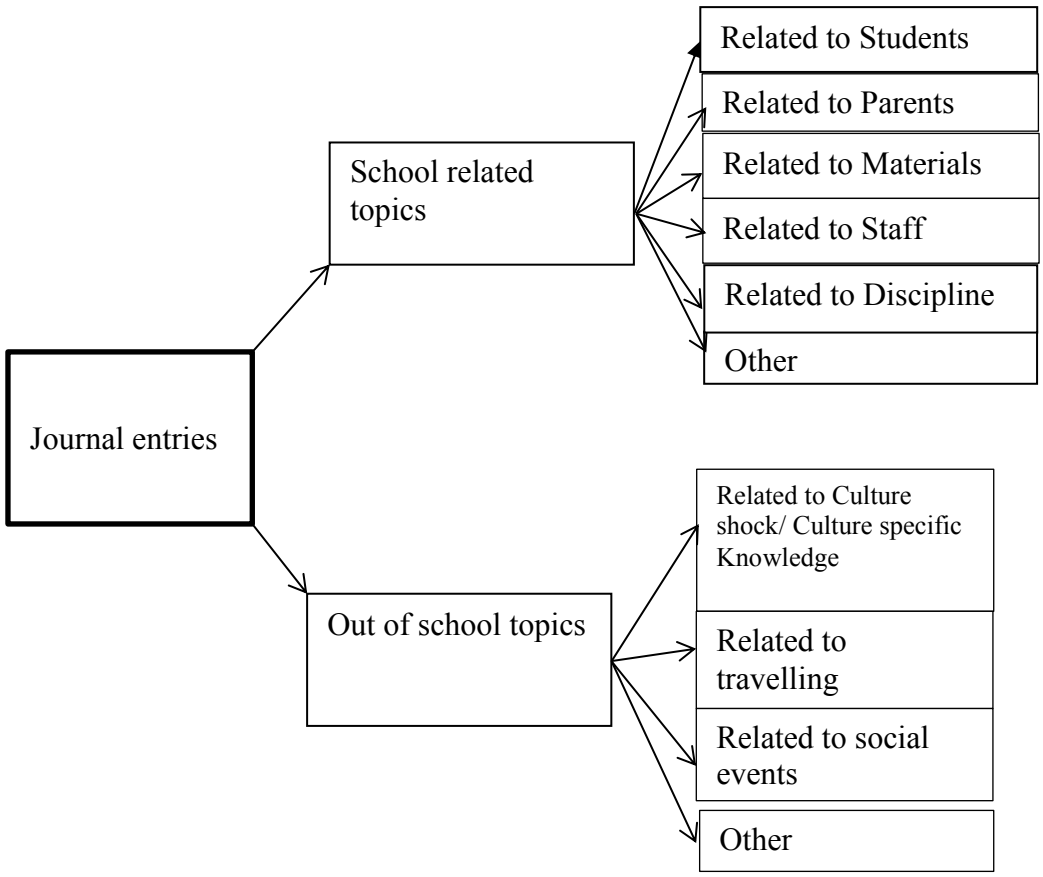


Figure 8.1: Labelling for task three journal entries

It was fairly straightforward to categorize the journal entries as relating to in-school or out of school topics. However, when classifying them into further sub-categories, there was sometimes overlap between sub-categories, especially with the out of school topics. In these instances, entries were placed in both categories (i.e. coded multiple ways within the atlas.ti program) for evaluation.

8.6.2 Task three: reflective journal entries

Teacher reflection, as it relates to journal entries, refers to "the spontaneous critical thoughts of teachers about their beliefs and knowledge of teaching, and the instructional practices and effects elicited by those beliefs and knowledge" (Sung, Change, Yu & Chang, 2009, p.375).

As expected, the teachers had very different experiences in week one. Week one for Nicole and Alanna was a fairly average week with no specific schedule changes or special events. For Michael and Jack, week one came towards the end

of the school year and coincided with the practice for the 'parental evaluation,' also known as 'open class' to be held in week two. This evaluation included specific times where parents could enter into the classrooms to watch their child's progress and participation in the classroom. This meant that 'normal' classes/schedules were modified so that the children could 'practice' for their parents. Several common themes emerged among the participants.

8.6.2.1 Adjustment to Korean culture

It has been noted that cross-cultural adjustment can be due, to some extent, to the personality of the participant, as each person is likely to adjust to the host culture at different rates (Caligiuri, 2000). Initially, Oberg (1960) and later, Chu and Morrison (2011) suggested that there are four main stages of cross-cultural adjustment. These include:

1. The honeymoon stage
2. The hostility stage (including frustration, anxiety and hostility)
3. Beginning adaptation
4. Thorough adjustment

(p.4)

All of the participants in this study admitted that to some extent, they had feelings of culture shock. Culture shock has been previously defined as feelings of helplessness, anxiety, or a lack of control based on the participants inadequate knowledge of how to act in their new environment (see Chapter 9). This, plus the obvious physical differences between a Caucasian Westerner and Korean citizens has been shown to create stress in the new environment (Chu & Morrison, 2011). Within the 12 week period, participants experienced stages one and two from the above stages with no participant showing any advancement to stages three or four. Cross-cultural adjustment can, in general, be affected by several factors, many of which were specifically referred to by the participants in my study. These factors (as stated by Chu & Morrison, 2011) included:

- Personal factors (such as personality, referred to above)
- Relational factors (including the social and communicative skills)
- 'Coping' factors (the ability to adjust to the surroundings)
- Demographic factors (gender, age, educational level)
- Education, occupation and/or income
- Family-related variables
- Length of time to be spent in the foreign country
- Culture-specific knowledge
- Cross-cultural training
- Workplace factors
- Environmental factors

(p. 5)

Based on these general principles relating to cross-cultural adjustment, specific answers/examples given by the participants could then be linked to each of these variables, as follows.

Personal Factors in cross-cultural adjustment

All of the participants gave some sort of insight into their personality and how they planned to approach their year ahead. Three of the teachers suggested that they were fairly 'easy-going' and that in a situation of stress, they could, for the most part, allow certain nuances between Korea and North America to occur without suffering great stress. One teacher (Nicole) suggested that she liked things to be organized and efficient. She sometimes found it difficult to deal with certain situations as they did not always proceed as she had planned. Examples of their responses are shown below:

> I like to go at my own speed. Maybe this job is changing my personality from being super on track to more carefree (Nicole, week 8)
>
> It always bothers me when everything has to be so perfect for the parents…it makes me feel like we are just putting up a front to impress (Michael, week 7)
>
> I've been noticing that I'm stressed quite a bit at this job. Mostly it's because the parents stress the management and the management stresses me out (Alanna, week 7)
>
> My life here has calmed down considerably; in some ways it's become almost monastic (Jack, week 8)

These findings taken from weeks 7 and 8 of the 12 week period suggested that although stress seemed to be a factor for at least three of the teachers (except Jack), they dealt explicitly with the cross-cultural adjustment factors.

Relational Factors in cross-cultural adjustment

Relational factors, including social and communicative skills, were also shown by each of the participants. Since none of the participants could speak Korean, these relational factors consisted of social interactions with others who already spoke English (a majority of the time, this was other foreigners), or of using gestures and body language to communicate their needs when they did not have the language skills to communicate effectively. Examples of relational factors from the journal entries included:

> Every Thursday [Jack] and I have chef night. We watch *Top Chef* and other chef shows (Michael, week 2)

> Having a big network of bar friends is exhausting and unappealing to me. I rarely go to bars anymore (Jack, week 9)

The second example has suggested that sometimes making the effort to socialize with others can be challenging. In this journal entry, Jack eluded to the fact that many of the foreigners in his city spent their weekends at the foreigner bar in town. Because there was a lack of variation in this routine and because he was not much of a 'bar person' he found socialization difficult and exhausting.

'Coping' factors in cross-cultural adjustment

In a study by Brundage (2007), stress was identified as a common problem among English teachers working in the ROK and was said to be caused by several factors including role clarification, conformity, time evaluation and inconsistent feedback. This was further substantiated by Chu and Morrison (2011) who identified 'coping' factors as one aspect of culture shock. According to Brundage (2007), the coping factors used by English speaking teachers in the ROK included drinking alcohol, playing sports or exercising, talking with friends, watching TV or movies, reading, travelling, spending time alone, praying and confronting the cause of the stress. Within the course of my study, I found that these strategies were also employed by my participants (although praying and

confronting the cause of the stress were not mentioned). More specifically, drinking alcohol or going to the bar was the most frequently cited instance of socialization outside of working hours. Nicole and Alanna also made several references to reading, travelling, talking with friends and exercising, while Jack and Michael generally spent time watching TV or movies over the internet. Michael also chose to join a 'foreigner band' which played weekly at one of the local bars in the city. He specifically referenced that he was paid 'in beer' suggesting that although he seemed to enjoy the musical aspects of the band, the free alcohol was equally enticing. Jack, on the other hand, seemed to be more reserved, preferring to spend time alone.

Some common examples related to 'coping' factors which appeared in the journal entries included:

> I wish I had more privacy…I am a private person. I like to have time to myself and I want to share certain things and not share certain things….It seems that everyone here knows everything about everyone else, and that's understandable because we're foreigners working in the same office. I would just like to keep some things to myself. (Nicole, week 3)

> Most of my non-work days or evenings are spent in my own studies, walking, playing guitar, some television (some weeks more than others), and still exploring [City Y]. (Jack, week 9)

Demographic factors in cross-cultural adjustment

Demographic factors can include issues such as the number of sojourners working in Korea. There are very few statistics which allow for the breakdown of these variables in relation to English teachers in working in South Korea. It has been documented, however, that in 2008, 19,375 people were granted E-2 Visas (90% of which were English teachers) from English speaking countries and allowed to work in South Korea (Korean Immigration Service, 2008). Of these 8890 were from the USA, 5029 were from Canada and 1673 were from the UK. The remainder were from other Inner Circle countries (1201 came from non-Inner Circle countries, and these represented the 10% of E-2 Visas granted to non English teachers). This links to some of the journal entries by teachers relating to meeting other foreigners in their area of the ROK.

Some of the demographic factors mentioned by Chu and Morrison (2011) also included age, gender, family factors, and/or previous international experience. Within the journal entries, there were no specific references to age and gender factors, however, certain issues related to differences between gender roles were alluded to. For example, Nicole noted that she was asked to provide extra tutoring (during her lunch hour) for a student who was struggling in class. Nicole suggested that she thought she was chosen because the Director probably thought she would put up less of a fuss than the male teacher who also taught this student. For the most part, however, issues surrounding age and gender did not arise in the journal entries.

In relation to family factors, Nicole suggested that there were specific instances where homesickness was an issue. For example:

> Today is Thanksgiving in America!! I have to say, this holiday makes me miss home, a lot!!... I guess this is the start of fighting that holiday homesickness bug. I've never missed xmas [sic] or thanksgiving [sic] with my family…I'd like to hug my puppy and my family. (Nicole, week 8)

With respect to demographic issues, it was Nicole who most suggested having difficulty with this aspect. It was clear through both the interviews and her journal entries that she had a strong relationship with her family back home. She was also the only participant who had spent any significant time living in another country (Germany), and although she sometimes mentioned her time abroad in her journal entries, there was not much written about how these experiences affected her in Korea.

As for the other teachers, it appeared that issues surrounding homesickness, age and gender issues were noted more in the interviews (see Section 8.3.1.3). Issues related to demography were also noted, but were also more clearly stated in the interviews.

Education, occupation and/or income in cross-cultural adjustment

Perhaps Alanna was best able to sum up this category with the following entries:

> I came into this job with no experience and no training. The 'training' that I received during my first few days consisted of me watching a few classes and learning where a few things were around the office and – GO! That's about it. 'No curriculum, no solid one anyway…I was just expected to teach the kids. (Alanna, week 5)

> But, in truth, everyone appreciates a regular paycheck most of the time (as well as free accommodation) so we try the balancing act [of pleasing parents and management]. (Alanna, week 5)

All four of the teachers, at some point in their journals, alluded to the fact that their job in Korea was different from anything they might get back in North America. However, their thoughts relating to the quality of their teaching and their own ability based on educational background factors was further discussed in the interview portion (see Section 8.3.1.2).

Family-related variables in cross-cultural adjustment

Chu and Morrison (2011) suggest that family-related variables include marital adjustment, spousal support and/or family perceptions of the move. Since the participants were single, and there was no mention of family perceptions of the move, this category does not apply to the current study.

Length of time to be spent in the foreign country in cross-cultural adjustment

Each of the teachers in this study was on a one-year contract. There was talk (interviews) and suggestions (journal entries) that the participants may have desired to either extend their current contracts or sign up for a different contract (in a different country) once they had completed their time at the designated preschool. However, there were definitely moments (as shown below) where they felt that they would be happy when their contracts ended:

only 9 months left to go!' (Nicole, week 12)

> the thought of staying over my contract in Korea, even though the homesickness phase has dwindled, doesn't appeal to me. Partially because two years at a hagwon makes me feel a bit squirmy, but also I don't feel a great rapport with this country. (Jack, week 12)

Cultural specific knowledge in cross-cultural adjustment

As stated in the interview section (week 0 interviews), participants did very little research on the ROK before arriving and therefore came equipped with certain preconceived notions, which may or may not have been correct. The issues that pertained to cultural specific knowledge primarily included the incorrect preconceived notions that the participants had. There were two main categories that the participants identified as issues, those relating to school life and those relating to social interactions. Examples included:

> There's never any positive feedback from any member of the Korean staff (Nicole, week 6)

> Most things in Korea don't make sense to me. Want an example? Well how about the traffic, a red light honestly means nothing here. I've learned to just close my eyes (Nicole, week 3)

> I have noticed that lots of stuff that we do around [the school] is only for the sake of appearances (Alanna, week 3)

> I ran out of toothpaste today, I found out that Korea doesn't put fluoride in toothpaste, so I have to brush my teeth with baking soda until mom sends her next package (Alanna, week 10)

> Here's the most annoying things I find about Koreans. They aren't quiet people…In Korean culture, the following are acceptable: chewing loudly, snoring loudly, loud bodily noises, hawking and spitting, but blowing your nose loudly is rude (Nicole, week 7)

Cultural specific knowledge was expressed, in one form or another, at least one time per week by all of the four participants. However, not all entries were negative (on average, 8 negative comments were made by each participant between weeks 6 and 12). Many notations, especially from week six onwards, expressed enthusiasm for certain aspects of Korean culture (at least 4 positive entries per participant were made between weeks 6 and 12). Examples given mainly related to experiences outside of the school and included trips to a Korean

spa (Nicole), new and different food experiences (all participants), and a Buddhist temple stay (Jack).

Cross-cultural training in cross-cultural adjustment

Cross cultural training is directly linked to cultural specific knowledge, above, as the only training that these participants received was through their own trial and error, from the advice of other native speaking English teachers, or from resources (such as guidebooks) which they had procured. The four participants each made at least one reference in their journals to the lack of preparedness they felt when attempting to interact within the confines of Korean culture. This was further exemplified in the week 6 and week 12 interviews where participants expressed further remorse in their lack of cultural training (see interviews week 6 and 12). Examples of the lack of cross cultural training were:

> It's been hard dealing with this type of thing here in Korea. The doctors are always trying to hurry you out of the room so they can get to their next patient. That, on top of having a language barrier, is not a comforting experience. (Michael, week 12)

> I went to the doctor this morning. I have pink eye and a mild cold…It was totally different than the times I had pink eye in the States. The doctor told me it was a 2 week process and that it would get worse! Oh my, I sure would give anything to be home right now…I hope they know what they are talking about. (Nicole, week 8)

Workplace factors in cross-cultural adjustment

It is clear that there were multiple concerns by teachers relating to their workplace environment. These issues included difficulties with staff, a lack of communication, and disagreement over the curriculum (planning, books, and material availability). Examples of these concerns include:

> Lately, I have been pretty down on myself. My boss really gets on me about everything. She is <u>always</u> yelling at my friend and I in front of the other teachers. I thought it was just a 'new teacher' thing…What gets me down in that there is never any positive feedback. (Nicole, week 1)

> I've noticed that the Korean staff really just like to throw things out there with little to no warning or preparation, leaving us foreign staff dizzy and looking at each other like, 'what the hell just happened?' And trying to keep up without getting frustrated, this can be challenging. (Jack, week 7)

> I don't think [the Director] understands how irrational she is being. She wants the students to speak their own ideas and thoughts, but yet she wants them to speak quickly when she knows well enough that that isn't possible. (Michael, week 7)

> [The Korean head teacher] decided and finalized [a class] skipping 2 full books in the speaking curriculum. She ordered the books and told the parents without the foreign teachers' approval. The book they are switching to is way too hard for them. Their level will go down if they do this. I'm so upset. I told [her] 2 times not to do it, but she (and [the Director]) did anyway. When [another teacher] and I confronted [her], she said that [another teacher] and I didn't say anything. That was a flat out lie. She needs to listen to us and confirm any curriculum changes. What gets me is that she doesn't even teach the class, so she has no idea what she is doing when she makes a decision like this. The only reason for it is to make the parents happy and to give the appearance that makes everything look good. (Alanna, week 11)

These comments range from weeks one (Nicole) to eleven (Alanna). It does suggest that the teachers became increasingly more frustrated (or perhaps bewildered) at some of the decisions made by the staff. It was these issues that appeared to affect the satisfaction levels of the teachers throughout the 12 week period.

Not all of the comments, however, were negative. Michael, as an example, wrote the following statement:

> [The Director] was excited that the kids in my class love it when I play the guitar. It's very comforting when [the Director] tells me things like this because it means I'm doing something right. (Michael, week 2)

Therefore, while it does appear that there were more negative statements than positive ones (8 versus 4 per participant from weeks 6-12), there were still instances where at least one of the teachers found enjoyment in their workplace.

Environmental factors in cross-cultural adjustment

It was not entirely clear what Chu and Morrison (2011) specifically included as environmental factors. It can be interpreted as the surroundings where the teachers lived and worked. This is likely to include seasons, weather and surrounding countryside, etc. Based on this loose interpretation, it appears that while two of the teachers (Michael and Jack) enjoyed some of the more rural locations near City Y, the other teachers (Alanna and Nicole) seemed to prefer city life in a more metropolitan setting. Some example journal entries referring to environmental factors include:

> This weekend I went hiking at [a mountain near City Y] – in the mountains early in the morning. I was about to start up the trail when a group of four middle-aged Koreans invited me to hike with them – they didn't think I should hike alone. They seemed friendly and two of them spoke English well, so I agreed. Turns out they all worked at [a factory nearby]. They shared lots of interesting things about Korea, including their delicious and expansive lunch on a mountain top! Followed by one of them giving me a 'Korean yoga' demonstration. It was a great cultural opportunity, glad I said yes to joining them. (Jack, week 5)

> Most things in Korea don't make sense to me. Want an example, well how about the traffic. Umm, a red light honestly means nothing here!! I've learned to just close my eyes. Then the foot traffic. That seems silly to me. With <u>so many</u> people in this country and this city they all still walk where they want and <u>don't</u> move. (Nicole, week 3) {paraphrase: the Korean people walk down the middle of the sidewalk and do not move out of the way when someone clearly wants to get past them}

> There isn't really that much to do in [City Y]…I much prefer Seoul or Daegu. There is always something new to do there. And another perk is that people are more used to foreigners there, so they don't gawk at us like we're freaks who just stepped out of a circus. (Alanna, week 4)

It is unclear whether the environment played a significant factor in the happiness levels of the teachers or whether it affected their teaching. It appears that good experiences then linked to subsequent positive journal entries (e.g.. if the participant did something nice at the weekend, the following entry would be positive), while negative experiences often led to further negative entries about different subjects (e.g. if the participant had a dispute with staff or a particularly bad day, the journal entry in its entirety would reflect this). This noted, the

responses in the journals related to environmental factors did not seem to link to a decrease in motivation as seen on the observation of classes (see Section 10.3).

8.6.2.2 Concerns surrounding student achievement

It is, perhaps, not surprising that the participants in this study spent a considerable amount of time writing about the progression and issues surrounding the students they taught. The discussions were varied, but could generally be categorized into five main areas: students, parents, materials, staff, and discipline (see Figure 2). Although the participants' views on these matters differed, each of the four participants contributed at least one journal entry relating to each of these five topics.

Concerning students

Entries relating to students encompassed a wide range of thoughts and differed, both between participants and between days (for the same participant). At least seven entries (per participant) (Alanna: 12 Nicole: 7 Michael: 10 Jack: 10) positive entries were noted over the 12 week period and highlighted certain achievements while others expressed frustration with students (either specific students or with a class in general).

For example:

> [Emma] started crying today because she read 'hut' as 'hat' on the board and all the kids started laughing. I truly think the kids just thought it was funny and were not making fun of her. I could see that she was about to cry so I tried to detour her emotions but I was too late. She started crying. I tried to comfort her while still trying to keep the class moving. She cries a lot over really small things. I'm trying to build more patience for situations like this. (Michael, week 2)

In the first set of interviews, as noted above, patience was identified by many of the teachers as one of these characteristics of a good ESL teacher (see Section 8.3.1.2). This entry was from week 2, where, it appeared that Michael was still trying to be motivated to improve as a teacher. In subsequent weeks, this

motivation decreased and his entries concerning his students were less positive. For example:

> I have almost given up on [Luke]. He doesn't listen or pay attention. He distracts the other students and won't stop. Lately, I have just been ignoring him. (Michael, week 9)

Another example of an early positive entry was written by Alanna. She noted:

> I'm starting to see some very encouraging results. My class of 3 and 4 year olds know all their letters and they can sound out words. They are very good at Phonics and I'm so proud that they can apply it to other classes. (Alanna, week 3)

This entry, from week 3, suggests that Alanna is still feeling very motivated when seeing her students learn something new. Of the four participants, Alanna is the only one who still seemed motivated (at least partially) towards the end of the study period, as she maintained positive journal entries even in week 12. The other three teachers did not have any positive entries concerning students in either week 11 or 12. This is exemplified by another journal entry by Alanna in week 12:

> My youngest class has finished their second Phonics book. They are doing very well. For being 3 or 4 years old, their level is very impressive. (Alanna, week 12)

This is not to say that Alanna did not have times of frustration, however, her frustrations seemed primarily directed at staff, parents or management rather than at students.

Concerning parents

Because many of the parents could not speak English, there did not appear to be a significant amount of interaction between parents and teachers. However, the teachers still gave examples of when parental influence was frustrating.

Alanna summed up her thoughts concerning parents with the following entries:

> Since we have to cater to parents' demands, the curriculum is constantly changing. One week we need more focus on phonics, the next on reading, the next on speaking and so on until we have so many books that the parents complain their kid has too much homework. (Alanna, week 10)

> In the case of teaching at a private school, the parents pressure the management to produce high results as well as love, pamper and be easy on the kids…I have likened this situation as a cross between a mini-military training camp and a daycare. I'm trying to find a balance and roll with the punches. (Alanna, week 4).

An interesting point to note is that all of the teachers gave similar responses to each other when writing about the parents of the preschool children; yet because the teachers do not have much interaction with the parents (students are bussed to and from school, so in some instances the teachers may never meet the parents). The majority of the information given to the teachers about the parents comes from the management, so it is difficult to know whether the representation understood by the teachers is accurate. Certainly other research on mothers of Korean children seems to suggest that there are high expectations placed on children and that mothers are intimately involved in the education process (Park & Abelmann, 2004) (see Section 7.3).

Concerning materials

Within this category, teachers seemed to have two major problems with the materials, either they were too easy (or too much time was spent on revision) or they were too difficult (there was no comprehension by students). Examples of these issues are illustrated as follows:

> The new speaking book is stressful at times. We are supposed to teach it in 40 minutes. It's actually supposed to be taught in 50 minutes but our classes are not set up that way. We are allowed 10-12 minutes per pages [sic], and if we don't finish them, the book leaks over into our next class. (Michael, week 3)

> [The Director] says that I can't go onto the next book because K1 (the class that's been here 1 year longer than my 2 classes [and is on the next book]) is not learning as fast. If all 3 classes have the same book, 'it will look very bad'. AHHH, you have to be kidding me!! (Nicole, week 8)

The teachers were fully aware that the Director or Korean head teacher had the final say when books were ordered or when a new book could be started. Aside from teachers having frustrations with the choice of books, it also seems as if new books were not always ordered on time. This led to a discussion by Alanna as to the purpose of the lesson plans (i.e. the teachers created the lesson plans for the Director, so she should know when the books were ending and order the new ones in an appropriate timescale). These situations only compounded the frustration.

Concerning staff

As previously identified in Section 7.8.7, issues concerning the staff were frequent. Some of the issues noted include disagreement over course materials or differences in cultural understanding leading to frustration. What was further noted was that the Director sometimes pitted one teacher against another. Examples include:

> [The Director] told me concerns she had about another teacher. [She] was worried about whether the teacher would be boring or not smile enough. But I was able to convince her that this wasn't the case at all. I think I reassured her. I told her over and over that 'everything will be okay'. (Alanna, week 3)

> It's now official that the communication between my boss and I is non-existent! Friday after classes, my boss took my friend and I into a room for questions that she had when all I wanted to do was ask a simple question, my boss would not listen. She was on a rant that was totally unrelated! (Nicole, week 5)

These personal issues paired with the lack of support that teachers felt from the staff created so much tension that at one point in week seven, Nicole wrote about trying to find a new job:

> So my friend and I have actively been looking for a new job. I understand any job could be as bad as this one, but we just want to see if there is anything else out there. Another thing that made me sure that I don't like this job, is the support system. As foreign teachers we are supposed to make our own lesson plans and have them approved. So I do that every week. Then I also make a list of material – i.e. books I need by a certain date. Without fail what I need is never on time. It's frustrating and hard to work with. Then if I say a date earlier so then it might be on time, they end up giving the students the material without telling me. Blah – what kind of system is this? (Nicole, week 11)

Within this period, Nicole also did write a fair amount about homesickness, so it is possible that her frustration with the job could have been more than simply a lack of support system and could be related to other factors.

Concerning discipline

As discipline issues and instances of specific misbehaviour were identified as key elements from the (pilot) observation section of this study, it seemed appropriate to document how teachers felt about these issues. Although there were not many references to discipline or approaches to dealing with discipline in the journals, there were a few entries (at least 2 by each teacher in weeks 1-12) which suggested that all four teachers were aware of some of the reoccurring issues in the classroom. Examples include:

> Because I can't understand [the language] a lot of the time, I have difficulty holding the attention and control of the class. I feel like the students have as much control as I do (almost more). (Alanna, week 3)

> One of my favorite students, Tommy, is backsliding a little…I try to punish and correct him, but then he gets angry with me instead of realizing that it's for his own good. I've tried taking away stars, sending him to the hall, telling him nicely, gently correcting and every which way I can think of. (Nicole, week 4)

> …he speaks slowly and the kids sometimes make fun of him for it. His mom was crying one day because he was being made fun of. We've been trying to pay more attention to it, but it's been hard to get the other kids to be respectful. (Michael, week 5)

As noted, there were not a lot of instances (approximately 5% of all journal entries related in some way to discipline) where teachers commented on

discipline/misbehaviour issues. Perhaps this is because the teachers felt that the students were simply too young to be put in a more controlled classroom.

8.7 Area Summary

The journal entries suggested that the teachers encountered problems both in and outside of the school. In the school, the teachers had difficulties with students, staff, parents, materials and discipline, but it was clear that there were also some positive moments which were particularly rewarding. Outside of class, they sometimes had trouble with travelling and cultural issues, but again, there were specific positive moments which they felt were rewarding.

The journal entries were insightful into the lives of the teachers as they perceived them. It was interesting to discover what issues were most prevalent and which ones they felt were most necessary to document. Further links between the findings from the journal entries and their links to the observations will be discussed in Chapter 9.

9. Findings: Lesson plans and observation

9.1 Introduction

This chapter examines the results taken from tasks one and two of the lesson plans and the observation of classes. It comprises three sections. First, lesson planning tasks from the journal entries (tasks one and two) are examined. Task one asked the participants to keep detailed lesson plans for the storybook, language arts and grammar/phonics classes. Task two asked them to acknowledge whether or not they had completed all (or some) of the components of the lesson plan designed for task one. If components were not completed, participants were asked to state the reason why. This is followed by two sections on the observation of classes - observation results related to classroom teaching and observation results related to discipline. This chapter also makes connections to the previous one relating to participants' self reports.

9.2 Lesson planning (tasks 1 and 2)

Lesson planning was a mandatory weekly task set by the private preschool as a job requirement for all teachers. According to the Director, the lesson plans were used primarily to show parents the progress that was made throughout the week or the month. Because reports were required by each teacher, a specific form (provided by the Director, see Appendix 13) was provided each Friday with the expectation that by Monday, a weekly schedule of lessons would be submitted. This record was then photocopied for all teachers, and again for this study. As an additional requirement of this study, participants were asked to affirm whether the lesson had been completed according to the plan (see Appendix 12 for the instructions), or whether deviations were made and the reasons behind this deviation. By the end of the study, 12 weeks of lesson plans along with comments had been submitted for each participant.

Initially, all participants provided detailed lesson plans. This detail lasted for approximately 3 weeks with Nicole and Alanna and for 2 weeks with Michael and Jack. An example lesson plan from week 1 is shown:

Michael (week 1) (35 minute lesson with K6)

- Good morning, asking weekly questions
    - How's the weather, What day is it? (5 minutes)
- Introduction to *Up and Away*, SB pp.47-48 (10-15 minutes)
- *Up and Away* WB p.50 (10-15 minutes)

(SB = Student Book, WB = Workbook)

This changed to a minimalistic approach as shown in a lesson plan taken from week 12:

Michael (week 12) (35 minute lesson with K5)

- U&A SB pp. 14-15
- WB p.22

(U&A = *Up and Away,* SB = Student Book, WB = Workbook)

After reviewing the journal entries, Michael's lack of enthusiasm for having to create a lesson plan appeared to stem from two main components. First, he felt frustrated that his classes were continually interrupted/altered to make time for 'open class' practice as demonstrated by the following journal entry:

> It always bothers me when everything has to be so perfect for the parents. I understand that we want to make it [Open Class] memorable and meaningful for the parents, but there is so much stress that goes into it. It seems like our level of care goes down when we don't have the parents coming in. This makes me feel like we are just putting up a front to impress. I guess this is just the business aspect shining through. (Michael, week 2)

Second, he felt obligated to complete a certain number of pages in each book during the lesson regardless of whether the children were able to comprehend or not and therefore felt that he was simply "going through the motions" (Michael, week 6 interview) rather than actually teaching the children the material. He felt this pressure was applied by the Director and appeared (from the perspective of the participants) to originate with parental demands. His response can be linked to the notion that pre-service ESL teachers initially have high hopes and expectations relating to the school, these expectations are quickly replaced with disappointment due to exposure to the realities of the school, classroom, and teaching (Nguyen & Hudson, 2010). Some of the comments related to lesson planning, reinforce this idea:

> The new speaking book is stressful at times. We are supposed to teach it in 40 minutes. It's actually supposed to be taught in 50 minutes but our classes are not set up that way… I really like the book, but I hate the time constraint. We have to rush and it feels like we are racing the clock, getting it done just to get it done (Michael, week 5)

> Since we have to cater to parents' demands, the curriculum is constantly changing. One week we need more focus on phonics, the next on reading, the next on speaking and so on until we have so many books that the parents complain their kid has too much homework. (Alanna, week 6)

This negative stigma associated with the lesson plans and the demands from parents then seemed to create a certain cycle of performance for the participants as shown by the following example:

> My lesson plan hasn't changed much in a while….I'm used to most of the ways things work. If you find a groove, it's nice to keep it going. Changing your plan could spoil your whole system. (Michael, week 9)

It is possible that because the teachers were never explicitly given directions (by the Director) on how to complete a lesson plan, were not given reasons as to their use (either use by the Director or use by the teachers themselves), and were not given the opportunity to change or modify the weekly plan once it had been published, teachers generally felt that there was not a great deal of worth in creating them.

9.3 Task two

Task 2 of the journal asked participants to acknowledge whether or not they had adhered to the lesson plan they had devised. In approximately 80% of the lesson plans created in task 2, teachers reported that they had completed all of the components they had described in the planning stage. However, this 80% was a skewed reflection of the work actually being accomplished in the classes. For example, Alanna wrote that she would complete one page in her phonics book with K2 (3 and 4 year olds) during each phonics time slot (Alanna taught phonics rather than grammar because the children she taught were in their first year and could not yet read). That page, for example, might require students to match four words to four pictures (see Appendix 16). The page would generally take the students between five and seven minutes to complete and therefore Alanna could successfully tick in her journal that she had completed the components of her

lesson plan. However the class was between 30 and 40 minutes in length and based on the observations in the class (see below) she could have spent up to 20 minutes on tasks unrelated to the subject (tasks such as discipline, dealing with crying students, toilet issues, etc.). Yet on another occasion, she might spend five to seven minutes on the page and then up to 12 minutes practicing and reviewing the page from the phonics book. In both instances, she had successfully adhered to the requirements of the lesson plan, yet the structure of the lesson was very different.

In the 20% of lesson plans which were not adhered to, the culprit (as noted by participants) was generally an interruption by the Director or the Korean support staff. For example, during the practice days for 'open class,' (open class was a class where the parents could physically come into the classroom and watch the lesson. It was a scheduled day/timeslot and teachers and students practiced for it in advance) teachers were asked to forego their original lesson and to complete an 'open class' practice instead. This would then alter the weekly schedule and cause teachers to fall behind for the remainder of the week. Student interruptions generally accounted for less than 3% of reasons why teachers could not complete their lesson plan. It should be noted however that these were self-reports from the participants, so their reasons for not completing their lesson plans are based only on their own interpretations, as not all lessons that were planned were necessarily observed.

Task 2 did not prove to be particularly insightful due to the limited descriptions written in the lesson plans.

9.4 Area summary

Based on research by Johnson and Golombek (2003), it was thought that the teachers in my study would rely heavily on lesson plans in order to organize and structure their lessons. This, however, was not the case. Teachers relied very little on the lesson plans they created. They used them as a reminder for which page they should complete each day, but overall, the lesson plans lacked any other significant details which would make them useful. This led to a

disappointing task two, as with little detail in task one, task two could not adequately measure to what extent the lesson plans were adhered to or modified.

9.5 Observation results: introduction

The results from the observation section were divided into three categories; the first two (Grammar/Diction and Pronunciation) were adapted from a study by Numrich (1996), while the third category (Classroom Problem Solving) was created specifically for use in this study. This section of my thesis examines the first two categories in relation to the research questions, including which instructional processes participants used in the classroom along with, to some extent, their coping mechanisms when teaching (further coping mechanisms with respect to discipline will be discussed in the next section). Each week, two classes per participant were observed. Each class ranged in length from 30-40 minutes and related to the subjects of Grammar, Phonics, Language Arts and Storybook. CCTV cameras with an adapted audio system were used in each class and teachers were unaware which classes were being recorded (see Section 5.4).

9.6 Participants' observed classes: description

Below is a table outlining the number and type of classes observed for each participant:

Table 9.1: Classes observed per participant

	Grammar/ Phonics	Language Arts	Story book
Alanna	16		8
Nicole	12	6	6
Jack	12	6	6
Michael	12	6	6

As stated above, two classes were observed per participant per week. For Alanna, 16 phonics classes and 8 storybook classes (weeks 4, 6, 7 [2 classes], 8, 9 [2 classes] and 11) were observed with her class of 3 and 4 year olds (Phonics class was the young student equivalent of the grammar classes, i.e. once students had completed a year of Phonics, they moved on to grammar books). Her schedule

seemed to fluctuate weekly (changes made by the Director), which is why an uneven number of classes were observed. For the other teachers it was possible to observe one grammar class per week and alternate between a Language Arts (LA) and Storybook class. Nicole and Jack primarily taught 4 and 5 year olds (although Jack sometimes taught the 3 and 4 year olds), while Michael taught the class of 5 and 6 year olds. Each class had 12 students enrolled.

9.6.1 Textbooks used

In the Phonics class, Alanna used the textbook *Smart Phonics 2* which was assigned by the Director of the preschool. *Smart Phonics 2* primarily examined short and long vowel sounds through the use of pictures and brief activities for students to complete. Alanna was assigned with completing approximately 1-2 pages per day, which she accomplished in every class observed. As for the storybook class, because the students could not yet read, Alanna chose to focus on having the students listen and repeat the pages of the storybook before asking questions about some of the items on each page.

Nicole's students also could not read, and the storybook series for them was a 'learn to read' series with one 'present tense' sentence per page. The grammar book used was *Up and Away 2* and the language arts book was *English Time 2* (see Section 4.2). All three of these books were assigned by the Director of the preschool. The students taught by Jack were at the same level as the students taught by Nicole, they were in their first year of learning, but were a year older than the students taught by Alanna. They were also using *Up and Away 2* and *English Time 2* as their course books.

Michael was also teaching *English Time* (level 3) and *Up and Away in English* (level 3) with the older group of students. He, like the other teachers, taught approximately 1 page of the textbook (and the corresponding page of the student book, if any) per class. The storybook series used by Michael's class focused on 'typical' American short stories for children (e.g. *The three little pigs* and *Little Red Riding Hood*). Each story came with a workbook and an audio CD which children could listen to at home.

9.7. Grammar/Diction

The following sections are devoted to presenting the findings from the observations. Each section heading represents one category of the grammar/diction observation coding sheet initially created by Numrich (1996) (see Appendix 15 for further clarification).

9.7.1 Teacher says answer is incorrect and waits for student(s) to try again

The following sequence needed to occur for this category to be scored on the observation coding sheet:

1. Teacher poses question to student (or group of students)
2. Student (or group of students) answers incorrectly
3. Teacher indicates answer is incorrect. This could be either done through a direct 'no' or by some other indication that the answer was incorrect (e.g. body language, word use other than 'no', etc.)
4. Teacher allows a distinct pause indicating student(s) should try again

Based on the above description, the table below indicates the frequency by week for this category:

Table 9.2: Teacher says answer is incorrect and waits for student(s) to try again

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	7,6	8,6	7,5	5	4,3	1		3		2,3	2	1,3	4.13
	Story				4		4	4,4	5	5,1		3		3.75
Nicole	Grammar	9	7	7	6	7	6	7	7	8	7	7	7	7.08
	LA		7		8		7		8		6		7	7.17
	Story	2		2		2		2		1		3		2.00
Jack	Grammar	10	8	8	8	7	6	7	7	6	6	5	6	7.00
	LA	8		8		4		2		4		7		5.50
	Story		8		1		1		6		6		4	4.33
Michael	Grammar	3	4	3	3	3	3	2	2	3	4	4	3	3.08
	LA	2		2		3		3		3		1		2.33
	Story		4		4		3		3		1		1	2.67

Alanna did not often give students the opportunity to make multiple attempts at giving the correct answer. When she did allow for this opportunity, it was consistently with one specific student (K2:3) who appeared to be at the lowest comprehension level in the class. K2:3 was often allowed multiple

chances to give the correct answer as Alanna attempted to include her in the class, however this strategy was often problematic, as when giving her full attention to K2:3, other students quickly became bored and disruptive. It then took several minutes to get students refocused on the task. In the grammar classes, Alanna used this strategy more in week 1 than in week 12, as by week 3, Alanna had developed a specific pattern to the grammar lessons which she used consistently each week.

Nicole was very involved in both the grammar and language arts classes. She was able to direct at least one question to each student in each class. Her questions were, generally, very simple in nature and the students should have been able to answer them easily, as most of the questions related to review material. If Nicole felt that a student was not paying attention, she would often direct a question to them to attempt to bring them back on track. This instance was often when a student made a mistake and the question needed to be re-asked.

After the first two weeks, all of the lessons taught by Jack were delivered in a similar style. He was able to find a routine that worked well. In the case of the above focus on grammar, Jack identified that an answer was incorrect by giving the student a quick 'no' and then waiting until they tried again. This tactic seemed to work better for the boys in the class rather than the girls. When told 'no' the boys would often try to give another answer while the girls would often look down at the table and wait for Jack to call on someone else.

Michaels's scores are lower than the scores by all the other teachers. This is likely due to the fact that Michael's pupils answered more questions correctly when questions were posed. Michael used the same strategy under this error correction type from weeks 1 to 12 (and was consistent across subjects). If a student answered incorrectly, Michael would say 'mmmm, No…' and then wait for the student to try again. If the student was incorrect on the second attempt or could not answer, another student was asked.

9.7.2 Teacher says 'no' asks someone else

The following sequence needed to occur for this category to be scored on the observation coding sheet:

1. Teacher poses question to student (or group of students)
2. Student (or group of students) answers incorrectly
3. Teacher indicates answer is incorrect. Despite the heading, this could include a direct 'no' or by some other indication that the answer was incorrect (e.g. body language, word use other than 'no', etc.)
4. Teacher immediately poses the question to another student, or, teacher disciplines student for not listening and then asks another student for a response.

The following table displays the frequency of this category:

Table 9.3: Teacher says 'no' asks someone else

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	2,3	3,2	4,1	2	3,2	2		2		2,2	3	2,2	2.31
	Story				2		2	3,2	3	1,3		1		2.13
Nicole	Grammar	9	8	8	7	8	6	6	7	8	9	5	7	7.33
	LA		7		7		7		8		7		7	7.17
	Story	5		4		4		4		4		4		4.17
Jack	Grammar	6	6	6	2	7	6	2	2	1	2	7	7	4.50
	LA	5		5		4		7		7		3		5.17
	Story		3		3		3		4		3		5	3.50
Michael	Grammar	2	2	1	1	1	2	2	2	3	2	2	2	1.83
	LA	2		2		3		3		2		1		2.17
	Story		2		2		2		2		1		3	2.00

Compared with Nicole and Jack, Alanna did not often use the word 'no' in the class. Instead, she would often just give the correct answer and have the student repeat the response or would use gestures, facial expressions and body language to show that an answer was incorrect (see below). There were no changes between weeks 1 and 12 for this category for Alanna.

Nicole used the word 'no' frequently, and it was, again, mostly when the student was not paying attention in the first place. This meant that often the phrase 'no' was followed by a reprimand to the student or a command to pay more attention. It was surprising that the storybook class did not have a higher number in this section, as Nicole had noted that the book was very easy that the students were bored in class and not paying as much attention. The only obvious reflection of this was that there were higher instances of specific misbehaviour in the storybook classes, which perhaps, limited the number of questions posed to students.

When it was obvious that a student was not paying attention or that they did not know the correct answer, Jack would often call on someone else. One of the issues that arose in Jack's classes was that as soon as Jack said 'no' another student would call out the correct answer without being asked. This was identified later in my thesis as an area of specific misbehaviour, but Jack often simply accepted the answer (or in some cases praised the student) and moved on to the next question or task.

This strategy was primarily used by Michael after the first student was given two chances to answer the question. However, Michael also used this strategy when it was obvious that a student was not paying attention. For example, if a student was misbehaving, Michael would direct a question at them, if they could not answer, Michael would then tell them they were incorrect, followed by a verbal reprimand, and would then ask another student (who would likely give the correct answer and then be praised). This strategy is related to some of the tactics Michael used when dealing with instances of specific misbehaviour and is further discussed in Section 9.11.6.

9.7.3 Teacher corrects student (gives answer)

For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student (or group of students)
2. Student (or group of students) answers incorrectly
3. Teacher may or may not indicate that answer is incorrect
4. Teacher gives answer to student

There was some overlap between this category and 'Teacher says answer is incorrect and waits for student(s) to try again'. These was because on rare occasions (i.e. Nicole weeks 1 and 4; Jack week 1) the teacher would first indicate that the student was incorrect, pause and wait for student to respond, and then if no response, give the correct answer to student. In these cases, both categories received a score for the same interaction.

The table below displays the frequency of this category:

Table 9.4: Teacher corrects student (gives answer)

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	5,7	5,5	6,7	7	7,7	8		7		8,8	9	10,8	7.13
	Story				3		4	3,4	3	3,3		4		3.38
Nicole	Grammar	4	0	0	2	0	0	0	4	1	2	0	0	1.08
	LA		2		0		2		2		2		2	1.67
	Story	1		6		0		0		0		0		1.17
Jack	Grammar	5	5	5	6	2	2	1	5	5	5	4	5	4.17
	LA	6		6		3		3		3		3		4.00
	Story		2		2		2		2		2		2	2.00
Michael	Grammar	6	8	4	4	2	6	8	8	4	6	5	4	5.42
	LA	8		5		5		2		4		7		5.17
	Story		7		7		1		6		8		6	5.83

Alanna was often very quick to give a correct response to the students if they produced an incorrect answer. This was more common in the grammar classes only because more questions were asked in the grammar classes and therefore there were more opportunities for students to respond incorrectly in the 30-40 minute time period. There was a slight rise in the use of this strategy between weeks 1 and 12 in the grammar classes and no change in the storybook classes.

Nicole very rarely gave the correct answer to a student and this almost never occurred when she was directing her questions to the entire class (she would often ask another student to give the correct answer). The main instances where Nicole would give the answer were when students were individually completing exercises in their books and a student could not produce the correct answer. Nicole would first try to encourage a response from the student, but if that failed, she would give the student the correct answer so that they could complete the exercise.

This was a common strategy used by Jack. If a student got an answer partially right, but there was some minor grammatical issue, Jack would often just give the student the correct answer. Sometimes the student would repeat the answer that Jack had just given them and sometimes he/she would not. Jack did not insist that the student repeated the answer.

Because the books that Michael was teaching were significantly more difficult than the ones taught by the other teachers, it was sometimes the case that none of the students knew the correct answer (it appeared that in Michael's class it was common that either *everyone* knew the answer or no one did). Therefore, it

was sometimes necessary for Michael to simply give the answer to a student and continue with the lesson. This was especially true when a new storybook was given. Students often had difficulty pronouncing the new words and Michael would have to give correct pronunciation or the correct word to the student in order to continue with the story.

9.7.4 Teacher repeats student's incorrect answer with facial expression or intonation

These two categories (facial expression and intonation) often occurred simultaneously when a students' answer was incorrect. For these categories to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher indicates students' answer is incorrect either through a clear change in facial expression (e.g. a grimace), a clear change in intonation (e.g. speaking the answer in a raised tone) or both

The following two tables display the frequency of these categories:

Table 9.5: Incorrect answer with facial expression response

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	7,6	7,7	8,7	9	11,12	11		11		9,12	15	11,13	9.75
	Story				2		2	4,4	4	4,4		4		3.5
Nicole	Grammar	4	4	2	5	4	3	6	UNK	UNK	UNK	UNK	UNK	UNK
	LA		UNK		4		4		3		UNK		UNK	UNK
	Story	6		6		4		4		4		4		4.67
Jack	Grammar	5	10	10	7	5	2	11	10	7	9	7	6	7.42
	LA	6		6		6		7		2		8		5.83
	Story		UNK		UNK		UNK		UNK		UNK		UNK	UNK
Michael	Grammar	0	0	2	2	2	2	0	2	1	2	2	2	1.42
	LA	0		0		2		2		2		2		1.33
	Story		1		1		1		2		3		0	1.33

NOTE: UNK refers to an unknown outcome due to the positioning of the camera and being unable to capture facial expression.

Table 9.6: Incorrect answer with intonation response

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	7,6	7,7	8,6	9	11,12	11		11		10,12	15	11,13	9.75
	Story				2		2	4,3	4	4,4		4		3.38
Nicole	Grammar	9	9	8	2	6	6	3	7	9	9	9	8	7.08
	LA		10		6		4		8		8		9	7.50
	Story	5		4		0		8		5		4		4.33
Jack	Grammar	6	6	4	4	5	4	6	2	2	7	7	3	4.67
	LA	5		5		5		5		5		7		5.33
	Story		4		4		4		5		4		4	4.17
Michael	Grammar	1	1	1	1	1	0	0	1	0	2	1	2	0.92
	LA	1		2		3		0		0		0		1.00
	Story		4		0		0		2		2		2	1.67

Alanna was the most expressive of the four teachers observed. With each observation, she paired both intonation and facial expressions in order to get her point across that an answer was incorrect. In the phonics classes, her use of this strategy increased from week 1 to week 12. This seemed to be because students enjoyed the comedic expressions that she used, and in turn, became more engaged in the classes. The use of this strategy assisted Alanna in keeping the students focused for several weeks; however by week 8, students had become less focused and became more disruptive in the classroom.

Nicole moved around the class and it was difficult to accurately capture her face/facial expressions on the camera. Because this occurred in both the grammar classes (weeks 8, 9, 10, 11, and 12) and the language arts classes (weeks 2, 10 and 12), the category on facial expressions could not be accurately completed. Interestingly, however, Nicole was much more mobile in the final weeks of the study, whereas in the first several weeks she was much more stationary at the front of the class. For the storybook classes, Nicole often sat with the students to 'read' or repeat the sentences, this made it easier to document her facial expressions.

Nicole, like Alanna, often used intonation when an answer was incorrect. Her 'Average' (AVG) score was lower in the storybook classes primarily because she asked fewer questions than in the language arts and grammar classes.

In the case of grammar and language arts classes, Jack used facial expressions often. The students in the class particularly enjoyed this, as the facial

expressions used were intended to be funny. It was often the case that the student would make a mistake and Jack would highlight this mistake for the class. For example, in one storybook class, a student answered 'wolf in house' (from *The Three Little Pigs*), when he really meant 'the wolf is at the house.' Jack's response was 'WOLF IN the house? Is he eating the pig? That is terrible!' the class laughed and the student was able to fix his mistake. In this example, Jack used both facial expressions and intonation to identify the error, but it was done to an extreme. It should be noted however that this strategy was more often employed with the boys in the class than with the girls. The girls were quieter and it was likely that Jack did not use this strategy with them for fear of impacting their self-confidence.

With the storybook classes, Jack sometimes took the children to the corner of the room (storybook corner) and read them a story. In these instances, the angle of the camera did not show his facial expressions and so these could not be counted.

Michael was not overly expressive in class. He more commonly simply told students that they were wrong with the phrase 'mmmm, No…' than using his face or the intonation in his voice to identify a mistake.

9.7.5 Teacher writes student's answer on whiteboard, highlighting error

For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher writes all or part of student answer on the whiteboard
4. Teacher indicates or highlights error

There were two instances with Jack which deviated from this sequence (weeks 5 and 12). These were cases where the student was not actually asked a question, but rather just offered some information (e.g. "[Jack] teacher, me you see at E-mart"). Jack then wrote the sentence on the whiteboard, highlighting the error, but no question had been initially asked.

The table below displays the frequency of this category:

Table 9.7: Teacher writes student's answer on whiteboard

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	2,0	0,0	1,0	0	0,5	1		1		0,1	0	0	0.69
	Story				0		0	0,0	0	0,0		0		0
Nicole	Grammar	0	1	0	0	0	0	0	0	0	0	0	0	0.08
	LA		0		0		0		0		0		0	0.00
	Story	0		0		0		0		0		0		0.00
Jack	Grammar	0	0	0	0	3	3	2	1	0	0	0	2	0.92
	LA	0		0		6		0		0		0		1.00
	Story		0		0		0		0		0		0	0.00
Michael	Grammar	7	7	6	7	2	2	1	1	6	7	4	3	4.42
	LA	6		6		5		2		5		2		4.33
	Story		2		2		2		2		2		2	2.00

Alanna, Nicole and Jack did not use this strategy often. This was likely due to the low level of their students and the fact that they could not read, although other factors are possible (i.e. that the teachers did not enjoy using the whiteboard). On the other hand, Michael used this strategy often in class. Since his students were at the highest level and could, to some extent, read what he was writing, it is not surprising that he used this strategy often.

9.7.6 Teacher draws student's attention to form

Based on the information provided by Numrich (1996), it was unclear what exactly was meant by 'form'. Therefore, in order to attempt to reduce overlap between categories, 'teacher draws student's attention to form' described a situation in which the teacher explicitly stated a grammar rule/explanation to the student. For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher explicitly states grammar rule/explanation

The table below shows the frequency of this category:

Table 9.8: Teacher draws student's attention to form

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	0,0	0,0	0,0	0	0,0	0	0	0,0		0,0	0	0	0
	Story				0		0	0,0	0	0,0		0		0
Nicole	Grammar	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	LA		0		0		0		0		0		0	0.00
	Story	0		0		0		0		0		0		0.00
Jack	Grammar	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	LA	1		0		0		0		0		0		0.17
	Story		0		0		0		0		0		0	0.00
Michael	Grammar	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	LA	0		0		0		0		0		0		0.00
	Story		0		0		0		1		0		0	0.17

This strategy was only used twice, once by Jack in week 1 and once by Michael in week 8. In the situation with Jack, a student had incorrectly stated the third person 's' on a sentence (i.e. He like ice cream). Jack responded with "When we use he or she or it, we have to add a 's'. He *likes* ice cream". The situation was similar in week 8 with Michael.

It was possible that this strategy was not used often by Alanna, Nicole or Jack because of the low ability level of the students, as the concepts explained may have been overly complex at times. However, it was surprising that Michael was not drawing the students' attention to form, as his students were able to understand to a higher level than the students of the other teachers. It is not entirely clear why Michael did not use this strategy; however, it may be that despite the higher level of the students, it was still not high enough for a focus on form. It could have also been because Michael was not aware of this strategy.

9.7.7 Teacher accepts student's answer but repeats it with correct grammar

For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher accepts answer with some sort of acknowledgement (e.g. 'ok' or 'good') and repeats answer with correct grammar.

This category also included sentences produced by students that were incorrect, but were not necessarily the result of the teacher posing a question (i.e. the student was talking spontaneously)

This category is different from the above 'Teacher corrects student (gives answer)' in that the teacher needed to make some sort of acknowledgement that the answer was correct (or partially correct) before correcting the grammar. It also included 'spontaneous talk' where the teacher did not directly pose a question to the student. In the previous category, the teacher either indicated it was an incorrect answer to the question asked, or simply gave the correct answer without any sort of acknowledgement.

The table below shows the frequency of this category:

Table 9.9: Teacher accepts, repeats with correct grammar

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	4,4	4,4	6,8	8	6,6	4		4		5,6	5	5,5	5.25
	Story				6		6	5,6	6	5,5		5		5.5
Nicole	Grammar	7	5	5	9	5	5	4	7	9	9	8	4	6.42
	LA		9		6		6		6		7		8	7.00
	Story	6		6		6		4		6		7		5.83
Jack	Grammar	8	8	12	7	4	6	9	6	6	4	3	4	6.42
	LA	6		6		6		10		6		3		6.17
	Story		7		7		6		6		5		7	6.33
Michael	Grammar	10	10	6	2	10	9	7	2	5	5	5	7	6.50
	LA	7		7		11		2		2		11		6.67
	Story		12		12		9		9		10		9	10.17

This strategy was often used by all four teachers. Alanna used this strategy not only when she was asking a question, but when students were trying to tell her something. For example, one student said "Me first read" which Alanna responded to with "mmm, I want to read first," the student then responded "yes." In this case, the student was not actually repeating the grammar that Alanna had produced, yet the student was being exposed to the correct grammar nonetheless.

When using this strategy, Nicole highlighted (through intonation) where the student had gone wrong. For example, if the student said 'Digger is dog,' Nicole would respond with 'ok, Digger is **a** dog' and then make the student repeat what she had just said.

For Jack, this was a strategy he used more commonly with the girls than the boys in his class. This is likely because, by using this strategy he could praise the female students for speaking up, but also correct their grammar at the same time. Jack did not often ask the students to repeat his answer with the corrected grammar.

As for Michael, this strategy was especially common in the storybook classes where students had difficulty making new sentences when reading the storybook. Michael tried to ask questions that would get the students to use longer sentences. For example, instead of asking questions with one word answers, Michael would ask 'How?' or 'Why?' questions to encourage students to answer in full sentences (thus creating more issues with grammar and leading to a higher correction rate).

9.7.8 Teacher asks student to repeat answer (student self-corrects)

For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher re-asks the question (or part of the question)
4. Student self-corrects

The table below shows the frequency of this category:

Table 9.10: Teacher asks student to repeat answer (student self-corrects)

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	0,0	0,0	1,0	0	0,0	1	1,0	0		0,0	0	1,1	0.31
	Story				1		0	0,0	0	0,1		0		0.25
Nicole	Grammar	0	0	0	0	0	0	0	0	0	1	0	1	0.17
	LA		0		0		0		1		0		0	0.17
	Story	0		0		0		1		1		0		0.33
Jack	Grammar	1	1	1	1	1	1	1	1	0	1	1	1	0.92
	LA	2		2		0		0		0		2		1.00
	Story		1		1		1		1		0		1	0.83
Michael	Grammar	4	3	3	3	3	3	3	3	3	4	5	4	3.42
	LA	2		2		4		1		1		3		2.17
	Story		0		0		0		0		0		0	0.00

There were two main factors that influenced this category. The first was that students were often not able to self-correct, thus leading to low numbers. Secondly, for this category to be scored, teachers actually had to re-ask all or part of the question to students. This did not often occur in practice, as teachers would instead use some other method to get the student to self-correct (i.e. by using intonation or facial expressions). It was not, however, feasible to include these situations in the scoring for this category as it created significant overlap with the categories above (i.e. 'teacher says answer is incorrect and waits for the student to try again' and 'teacher repeats student's incorrect answer by using facial expressions or intonation').

This strategy was rarely used by Alanna, Nicole or Jack for the reasons listed above. For Michael, when using this strategy, he simply said 'What?' at which point the student would repeat their answer (possibly incorrect again). If the student did not self-correct on the first repetition, Michael sometimes used this strategy again, by emphasising the word 'What' to indicate to the student that something was incorrect with his/her response.

9.8 Pronunciation

9.8.1 Teacher repeats answer with corrected pronunciation

For this category to be scored, the following sequence needed to occur:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher repeats with corrected pronunciation

It could also be the case for this category that no question was posed, but that students' pronunciation, when using 'spontaneous talk' was corrected by the teacher.

The table below shows the frequency of this category:

Table 9.11: Teacher repeats answer with corrected pronunciation

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	21,8	17,12	8,8	14	17,9	15		15		14,20	16	7,12	13.3
	Story				2		2	2,2	1	2,2		1		1.75
Nicole	Grammar	7	7	7	6	7	2	6	8	7	6	6	6	6.25
	LA		7		7		7		4		7		6	6.33
	Story	2		1		0		2		2		1		1.33
Jack	Grammar	4	6	6	9	3	3	3	6	2	3	6	6	4.75
	LA	7		7		7		3		6		6		6.00
	Story		2		0		0		0		2		1	0.83
Michael	Grammar	3	0	0	0	4	0	0	0	2	0	0	1	0.83
	LA	4		0		0		0		0		0		0.67
	Story		0		0		3		0		0		0	0.50

:

Alanna used this strategy most frequently. Because the focus of *Smart Phonics 2* was to focus on short and long vowels, Alanna was consistently repeating students' answers with American English. It was unclear whether this was a strategy that she specifically employed in order for students to hear the word in 'native-like' speech or whether it was just a habit that she had adopted in order to confirm the response given by a student.

On some of the pages in the Student Book for both *English Time 2* and *Up and Away in English 2* (taught by Nicole and Jack), the activities were particularly difficult for the students (likely because they could not yet read). Therefore the students often pronounced the words incorrectly when trying to identify the new word. Therefore, in these classes, correcting pronunciation would often occur. For example, if the student answered the question 'What's this?' with 'NAT' (instead of 'net', Nicole would often respond 'Yup, net,' but not necessarily ask the student to repeat (although sometimes they would). Jack's strategy in this section was similar, but instead of 'yup' he would use 'uh-huh'

In Michael's classes, it appeared that the pronunciation level of the students was higher and therefore Michael did not often need to correct their pronunciation. In most cases, Michael corrected students' pronunciation when they were trying to tell him a story (e.g. about the weekend) which was unrelated to class work.

9.8.2 Teacher isolates problem sound and has student correct answer

For this category to be scored, a question did not necessarily need to be asked by the teacher. For this category to be scored, an initial error needed to occur, followed by the teachers' indication that a problem had occurred and a focus needed to be drawn to the problem sound. This was usually done through intonation.

The table below shows the frequency of this category:

Table 9.12: Teacher isolates problem sound and has student correct answer

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	12,7	14,14	8,14	12	12,12	13		11		10,11	13	14,10	11.7
	Story				2		2	2,1	2	2,2		1		1.75
Nicole	Grammar	14	9	9	15	12	8	10	11	13	9	9	10	10.75
	LA		11		11		6		12		11		11	10.33
	Story	6		0		0		2		3		5		2.67
Jack	Grammar	9	9	6	12	10	10	6	11	11	10	9	6	9.08
	LA	9		9		11		12		11		10		10.33
	Story		2		2		2		3		3		2	2.33
Michael	Grammar	10	4	4	7	3	6	8	4	8	2	6	3	5.42
	LA	4		4		4		4		4		3		3.83
	Story		0		0		0		0		0		0	0.00

Alanna used this strategy often, for the same reasons as stated above (see Section 9.8.1). Nicole and Jack employed similar tactics when employing this strategy by using humour in the classroom. Nicole would often use this strategy with the boys in her class (as did Jack), especially in grammar and language arts classes. In this case, if the student answered 'NAT' (instead of 'net'), Nicole would often say 'N***A***T?!' and then smile at the student. They would then often provide the correct answer. This strategy was primarily employed with the students who were most boisterous in class. This was likely because when Nicole would repeat the incorrect answer, the other students would laugh at her, and so would not be as effective with shy or nervous students.

Since Michael's classes were more focused on grammar, and less on phonics, Michael often did not need to employ this strategy as the pronunciation was generally good. Instances when pronunciation was corrected occurred when typical 'Korean-to-English' errors were made (e.g. problems with the letters 'v' and 'g').

9.8.3 Teacher repeats answer with appropriate intonation

This strategy was generally not employed by teachers. The following criteria were used in the scoring:

1. Teacher poses question to student
2. Student answers incorrectly
3. Teacher repeats response but corrects the intonation

The following table represents the frequency:

Table 9.13: Teacher repeats answer with appropriate intonation

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	0,0	0,0	0,0	0	0,0	0		0		0,0	0	0,0	0
	Story				0		0	0,0	0	0,0		0		0
Nicole	Grammar	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	LA		0		0		0		0		0		0	0.00
	Story	0		0		0		0		0		0		0.00
Jack	Grammar	0	0	0	0	0	0	0	0	0	0	0	0	0.00
	LA	0		0		0		0		0		0		0.00
	Story		0		0		0		0		0		0	0.00
Michael	Grammar	0	0	0	0	1	0	0	0	0	0	0	0	0.08
	LA	0		0		0		0		0		0		0.00
	Story		0		0		0		0		0		0	0.00

Under the above format for scoring, teachers did not use this strategy. This could have been due to the low level of the learners or because the teachers did not understand the use of this type of strategy.

9.8.4 Teacher uses whiteboard to show sound in writing (letters; phonetic symbols; drawing)

For this category to be scored, teachers needed to use the whiteboard to display letters, symbols or drawings. It did not include highlighting student errors or writing the beginning of words on the whiteboard, as these were covered in previous section.

The frequency for this category is shown in the table below:

Table 9.14: Teacher uses whiteboard to show sound in writing

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	10,15	2,3	10,10	2	2,3	11	11,11			2,2	7	10,10	7.56
	Story				0		0	0,0	0	0,0		0		0
Nicole	Grammar	0	0	0	0	0	0	0	0	0	0	0	1	0.08
	LA		0		0		0		1		0		0	0.17
	Story	0		0		0		0		0		0		0.00
Jack	Grammar	6	8	6	3	3	6	11	9	4	3	3	3	5.42
	LA	6		6		3		8		6		3		5.33
	Story		5		5		7		7		7		7	6.33
Michael	Grammar	5	0	5	6	2	5	7	2	2	3	2	2	3.42
	LA	0		0		4		4		5		7		3.33
	Story		6		6		6		2		0		7	4.50

Alanna often used the whiteboard to show written forms of sounds. She also used separate magnets with pictures and words so that students could match the vowel sound to the picture when asked.

Nicole did not often use the whiteboard for this purpose. She did not commonly draw or write on the whiteboard. She, like Alanna, had magnets with pictures on them and would use these pictures to elicit answers from students.

Jack was a very artistic teacher and so his use of the whiteboard included drawings of sounds, pictures and symbols which he used to illustrate his points. This was a strategy that the students seemed to particularly enjoy (and also one that Jack seemed to enjoy as well). Because of the continued success of this strategy, Jack used this repeatedly in class.

Michael often used the whiteboard to show written forms of sounds or pictures. Michael displayed some artistic ability in class, which the students seemed to enjoy. This enthusiasm was then built on with more pictures or words and encouraged students to participate in class.

9.8.5 Teacher shows student articulation of problem sound

For this category to be scored, teachers needed to draw a student's attention to the mouth, jaw or tongue while demonstrating the appropriate sound.

The frequency for this category is shown in the table below:

Table 9.15: Teacher shows student articulation of problem sound

		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	AVG
Alanna	Phonics	0,0	0,0	0,0	0	0,0	0		1		0,0	0	0,0	0.06
	Story				0		0	0,0	0	0,0		0		0
Nicole	Grammar	0	0	0	0	1	0	0	0	0	0	0	0	0.08
	LA		0		0		0		0		0		0	0.00
	Story	0		0		0		0		0		0		0.00
Jack	Grammar	0	0	0	0	0	0	0	0	0	1	1	0	0.17
	LA	0		0		1		0		0		0		0.17
	Story		0		0		0		0		0		0	0.00
Michael	Grammar	0	0	0	1	0	1	1	0	0	1	0	0	0.33
	LA	0		0		0		1		0		0		0.17
	Story		0		0		0		0		1		0	0.17

This strategy was not often used by teachers. Although there were problems with student pronunciation, it was possible that this strategy was too difficult for students to comprehend. It is also possible that there were other reasons for its lack of use including lack of teacher knowledge or the lack of teacher belief in its effectiveness.

9.9 Teacher summaries

9.9.1 Alanna

The observation data suggested Alanna was perhaps the most animated in the classroom. Initially in weeks 1 and 2 she often laughed and showed a 'silly' persona in the classroom. This animation decreased over the following weeks and a pattern emerged in each of her lessons. For example, in the Phonics lesson, by week 3 Alanna would first review the sounds of the previous lesson, introduce the new sound, complete the page in the textbook, use the whiteboard for a question and answer session with students, and finally, complete a matching exercise with the magnets. This pattern continued to week 12. For the storybook classes, she also used the same pattern in each observed lesson. First, she would read the storybook and have the children repeat it line by line, then she would repeat this again so that the storybook was read twice. Next she would ask students questions related to the storybook. If there was time left at the end of class, she might play a game with all the students to finish. She consistently used

the same tools and strategies when teaching her class, although by week 12, she seemed to have slightly less patience when working with the children who were slower to comprehend. When linking this to the interviews and journals, this seemed to be because Alanna felt overworked and exhausted by her role in the preschool. This showed, to some extent, in the way she conducted her classes, as the repetition of each lesson led to boredom by some students, which in turn, increased the amount of disruption these students showed in the classes (see discipline section below).

It was clear that Alanna was able to adopt a clear strategy for her lesson plans which was clearly in place by week 3 for all the observed classes. However, the patterns that she used were not necessarily what she felt was best for the students, but instead was a coping mechanism to get through each day successfully, as she did not have the time to properly prepare detailed lesson plans for each class. Further, because the Director was unwilling to deviate from the textbooks or storybooks used (see Journal entries, Chapter 8), Alanna had to use the materials available, which were not necessarily the optimum materials for her or the students in her classroom. Therefore, it can be noted that due to declining enthusiasm and increased levels of tiredness, Alanna reached a plateau in week 3 and maintained that level of teaching for the remaining 9 weeks.

9.9.2 Nicole

Nicole constantly displayed a 'happy persona' when teaching in the classroom. She was often smiling, even when you could tell from her body language that she was particularly frustrated about a certain situation. On one hand, this strategy was looked upon favourably by the Director because the parents liked this style (as indicated to me by the Director in an informal meeting). Yet on the other hand, Nicole struggled with issues of discipline in the classroom as the students did not always take her seriously when she was trying to implement a certain discipline strategy (see Discipline section below). It was clear from Nicole's remarks in her journal entries that this 'happy persona', was at points, more of an act, especially in the latter weeks of this study. Nicole became frustrated by some of the limitations of her job, including the lack of materials, the constant

repetition of textbook materials and the inability to choose subsequent books for her students.

From the above information, data indicate that the teaching style for Nicole tended to try to help the students to figure out the error by themselves. When focusing on grammar, she was able to identify intonation issues when students repeated sentences. Further, when they had to 'read' new words, she was quick to identify problematic vowel sounds and get the students to correct to the appropriate sound. Data also indicated that Nicole was more mobile than the other teachers and often moved around the classroom so that she could be near the student who was struggling.

Finally, Nicole, like Alanna, quickly fell into a pattern of lesson plans and implementation (see Section 9.2). She seemed to create her own style (and one that was similar to Alanna's) and then used this style in all of her lessons. For example, in the storybook class, she would always start by having the students 'read' the story twice or three times and then subsequently ask students questions before completing a final activity. On the one hand, this strategy is comforting, as students know what to expect. On the other hand, this type of strategy could sometimes be boring and students would show their lack of enthusiasm through instances of specific misbehaviour possibly due to the same structure being used.

9.9.3 Jack

Jack was very active in the classroom, although he fell into a pattern by week 5. He was often moving around and enjoyed having the children move around as well. He was very animated with his facial expressions, gestures and body language. He was also very artistic, which allowed for the whiteboard to be a useful tool in the classroom. The drawings on the whiteboard were also useful for explaining new vocabulary. This is because the student books and particularly the storybooks did not have pictures for all of the new vocabulary words. By being able to draw, Jack was able to clarify confusion simply by drawing a picture.

Sometimes, Jack's enthusiastic nature allowed for discipline issues in the classroom. This high energy approach was quickly transferred to the students

who saw the classes as fun and exciting. However, as the students found it difficult to balance the silliness with the lessons, there were times when the classes did not achieve the required result (e.g. the designated workbook page did not get completed). This was a problem for the Director (and sometimes for Jack) as it put the class behind schedule. As there were more than one class studying at the same level, it was imperative that all classes progress at the same pace (stated by the Director, and also indicated by Jack in the journal).

9.9.4 Michael

Of the four teachers, Michael was the most inclined to simply give the students the correct answer or to highlight the correct answer and have the student repeat it. Very seldom did Michael actually direct the student to self-correct.

Michael had a very different approach to teaching than the other three observed teachers. While the other three teachers showed enthusiasm through smiles or animated gestures, Michael rarely showed excitement in class. At first, it was thought that Michael did not get enjoyment from teaching the students. Based on the observations, this was supported by the lack of a smile or the lack of praise to students who successfully gave correct answers. However, when paired with the journal entries (see Chapter 8) this was not actually the case. In actuality, this was simply the personality and teaching style of Michael. His lack of emotion in class could be seen from both sides - he did not get particularly excited when students did well, but when issues of specific misbehaviour occurred he did not get overly angry. Michael's classes also showed the lowest occurrence of discipline issues (see below), which may be linked to his calm demeanour.

9.10 Area summary

Below is a frequency table summarizing the overall strategies employed by the teachers:

Table 9.16: Percentage representation of categorized behaviours by participants

Grammar/Diction	Alanna		Nicole		Michael		Jack	
Teacher says answer is incorrect and waits for student to try again	4	8%	6	15%	3	8%	6	12%
Teacher says 'no' and asks someone else	2	4%	7	18%	2	5%	5	10%
Teacher corrects student (gives answer)	5	9%	1	3%	5	13%	4	8%
Teacher repeats students incorrect answer								
uses facial expression to indicate error	7	13%	UNK		1	3%	UNK	
uses intonation to indicate error	7	13%	7	18%	1	3%	5	10%
Teacher writes student answer on whiteboard, highlighting error	0	0%	0	0%	6	15%	2	4%
Teacher writes beginning of student's answer and asks class to complete	1	2%	0	0%	4	10%	1	2%
Teacher draws student's attention to form	0	0%	0	0%	0	0%	0	0%
Teacher accepts student's answer but repeats it with correct grammar	5	9%	6	15%	8	20%	6	12%
Teacher asks student to repeat answer (student self-corrects)	0	0%	0	0%	2	5%	1	2%
Pronunciation								
Teacher repeats answer with corrected pronunciation	9	17%	6	15%	1	3%	5	10%
Teacher isolates problem sound and has student correct answer	8	15%	9	23%	4	10%	9	18%
Teacher repeats answer with appropriate intonation	0	0%	0	0%	0	0%	0	0%
Teacher uses whiteboard to show sound in writing	6	11%	0	0%	3	8%	5	10%
Teacher shows student articulation of problem sound	0	0%	0	0%	0	0%	0	0%
Total	54		42		40		49	

9.11 Observations related to discipline

9.11.1 Introduction

Previously in this thesis, preschool was described as a time where children gain the skills of self-control and autonomy, with a shift towards the expansion of the social world and peer interaction (see Section 7.2). Moreover, *Korean* children in preschool were described as those who listen attentively, with a quiet and respectful demeanour towards teachers and staff (Bettelheim & Takanishi, 1976; French & Song, 1998). Yet, as shown in the pilot study, when interactions occurred between the native English speaking teachers and the Korean preschool students, such was not the case. In some instances, classroom occurrences relating to discipline encompassed up to 2/3 of the 30 minute classes. In the final study, discipline issues in the classroom were shown to be similar to those discovered in the pilot study.

The aim of this section is to examine the use of discipline in the preschool classroom and the changes made over the course of the 12 week period by each of the participants involved. It uses the coding methods, initially designed by Arnold et al. (1998), which were then modified based on the results of the pilot study to examine areas of *specific laxness* and *specific overreactivity* (see Section 7.6.1) and relating to both a single action/reaction discipline sequence and discipline strands (see Section 7.6). By using these codes, a more quantitative approach to data analysis could occur for this component.

Discipline was measured in minutes and seconds. This could initially be achieved through the use of atlas.ti. However upon completion of this, the data were then inputted into the Statistical Package for the Social Sciences (SPSS) for this observation portion of the study in an attempt to evaluate the following areas of interest more easily:

- The mean of the central variables which included 1) specific misbehaviour and discipline responses, 2) the single action/reaction discipline sequence and 3) the discipline strand
- The changes to discipline techniques within a lesson both for 1) the single action/reaction discipline sequence and 2) the discipline strand
- The changes to discipline techniques over time (12 weeks) both for 1) the single action/reaction discipline sequence and 2) the discipline strand
- Common patterns of discipline techniques within a discipline strand (see Section 7.6)

This section is designed to examine both the participants' understanding and the use of discipline in the classroom, relating to each of the four participants. Initially, participants' understanding of the discipline techniques outlined by the preschool (the star and 'X' method) are examined. Next, each of the participants is evaluated individually before a summary and discussion of the findings is presented.

It can be suggested that although the participants varied individually in the amount and level of discipline that was used in each class, certain patterns occurred. First, the time devoted to discipline in each class was relatively similar among participants and across time with a range of between 7:10 and 23:26 minutes being devoted to discipline within each class over the course of the 12 weeks. Second, all participants showed a lack of consistency from one class to the next as to what constituted a 'punishable' offense or in how they would react to a certain specific misbehaviour. Third, the length of discipline strands appeared similar for all four of the participants, suggesting a relationship.

9.11.2 Use of the star and 'X' method

When participants were interviewed in weeks 0, 6 and 12, they were asked specific questions related to their expectations and practices of discipline use in the classroom. Initially, in the week 0 interview, teachers did not have many expectations related to discipline use in the classroom. However, by the week 6 interview, all four teachers were able to fully explain the star and 'X' method used by the preschool (see Section 7.5.1). The implementation of this method has teachers reward students with a star next to their name (written on the whiteboard) for good behaviour, and punish students by giving an 'X' for poor behaviour. If a student accumulates two 'X's' they have to sit for 3-5 minutes in the baby chair (see Section 7.5.1), while 3 'X's' warrants removal from the classroom and a trip to see one of the Korean members of staff or the Director.

Despite being able to express the rules of the star and 'X' method, the four teachers used it in different ways. Nicole and Alanna gave out stars throughout the duration of the classes, therefore, by the end of the class, each student might have had 2 or 3 stars next to his/her name. Alanna gave out one

'X' in the observed classes (week 10, Phonics), but threatened/warned with X's on numerous occasions. Nicole did not give any X's during the observed classes over the course of 12 weeks. Michael chose to use the star and 'X' method by using a summative approach, where, at the end of class, deserving students would receive one star and undeserving students would receive nothing. In Michael's classes, X's could potentially be accumulated at any time during the class but during the 12 week period, Michael never gave any 'X's' to any of the students in the observed classes (although he did threaten to give/ warn about X's at times). Jack chose to alternate between both of these methods, giving X's was always a cumulative approach (Jack gave out the most X's with a total of 5 over the course of 12 weeks). In the case of stars, in some classes he was more forthcoming throughout the period, while in others, he simply gave deserving students a star at the end of the period. There did not appear to be a connection between the classes which received stars at the end of class and those which received stars throughout the lesson.

In relation to giving X's, Jack gave a total of 5 X's throughout the course of the 12 weeks. The first was given in week 4, but, as it was towards the end of the class, it was erased within 5 minutes of being given. In week 5 he stated that one student had received an X; however because he was reading a story in the corner of the class, he did not get up to write the X on the board and when class ended, the student's name still did not show that he had received an X. Jack gave out 3 X's to three different students in one class in week 7. The first student received an X near to the beginning of the class and this was written on the board; however, as in week 5, the next two students were simply told they had an X but this never materialized on the board next to their names. Alanna gave out one X in week 10 after numerous warnings to the student that an X was about to appear next to his name. Alanna gave out the most warnings/threats about X's during her classes; however, as shown by her actions, these warnings rarely amounted to any actual repercussion.

Because the time devoted to discipline in the classroom was so substantial and yet X's were not administered systematically, it is apparent that this discipline method was not being used effectively by the teachers in this study.

Consistency also fluctuated among teachers when giving out stars. There was not any apparent indication of what behaviour warranted a child receiving a star. For example, in Nicole's class in week 5, students who raised their hand and then answered the question when called upon received a star, but in a class during Week 7, this same action by the students did not have the same result. This noted, Alanna's classes (with the 3 and 4 year olds) had some consistency (at the end of the lesson) when she awarded stars. At the end of each class, Alanna would ask the students 'Do you want a star?' when the student responded with 'Yes I do,' a final star was then given. However, in the remainder of class time, stars were not always given consistently as was also the case with Jack. As for Michael, in 18 classes out of 24 observed (in the others, stars were not given as he appeared to run out of time in the class), he allocated one star per student at the end of the class. However, at times, students who clearly showed specific misbehaviour throughout the class were given the same amount of stars (one) at the end of class as the students who managed to behave throughout the duration.

The star and X method was one that was advocated by the preschool specifically for the use of the foreign ESL teachers in the classroom (although it was common to see the Korean staff also giving stars and X's, it was not apparent how effectively or often they used this method). The parents were aware that this method of discipline was used (according to the Director), and the teachers could clearly explain the method and how it was supposed to work in practice. Yet, despite the Korean staff, parents, students and teachers all understanding how it was supposed to work, it was not used effectively. Instead, each teacher employed their own methods for behaviour management in the classroom, and by examining the data and the amount of time spent on discipline in each classroom, it is apparent that the methods of discipline used by each teacher lacked effectiveness.

Below is a table summarizing the average use of stars and X's per class with a class size of 12 students:

Table 9.17: Star, X and X warning results by teacher

	Average star total per class	Average X total per class	Average X warning per class
Alanna	30.6	0.042	5.7
Nicole	26.4	0	4.6
Michael	11.6	0	2.1
Jack	11.6	0.21	5.1

9.11.3 Alanna's approach to discipline

Alanna spent the majority of her teaching time with the youngest students (3 and 4 year olds) and thus, this class was the one used for this observation component. Each of the classes videotaped each week was 30-40 minutes in length and classes included storybook and phonics. The length of class time devoted to discipline ranged between 15:30 minutes and 23:16 minutes per class with a mean of 17:25. In the observed classes, there were three students who consistently showed disruptive behaviour in the classroom and exhibited moderate levels of behavioural problems. This number of students (3 out of 12) is broadly consistent with the 10% - 20% of preschoolers who were likely to show this type of behaviour (Kim et al., 2009) (see Section 3.3.1). The nature of the specific misbehaviour ranged dramatically between these three students. At one end of the spectrum, the two boys (K2:1 and K2:2) who showed moderate levels of misbehaviour, were very frequently getting up out of their chairs, climbing on the furniture, drawing/colouring in their books, speaking in Korean, or yelling, among other issues. At the other end was one female preschooler (K2:3) who would simply refuse to participate unless Alanna physically stood over her and gave this student her full attention. Once this student was warned with an X or if Alanna stood behind her and gave her encouragement, the student then completed the work. However, this one-to-one interaction took Alanna's attention away from the other students. During these times, students became easily distracted, and specific misbehaviour was more likely to occur – usually initiated by K2:1 or K2:2. Once instances of specific misbehaviour began to

occur, it took several minutes for Alanna to regain order in the classroom and move on to the next question or component of the lesson.

9.11.3.1 Action taken towards specific misbehaviour (Alanna)

In each class over the 12 weeks, Alanna employed several actions in response to issues of specific misbehaviour (see Table 7.1, Section 7.5.1). These comprised all of the instances initially noted in the pilot study, including yelling at the student, speaking in a firm tone, speaking in a singsong tone, speaking to the class as a whole, using repetitive phrases, reasoning with the student, ignoring the student, taking away a privilege, using body language and physical action. The most commonly used strategies by Alanna included speaking in a firm tone (35%) ignoring the student (22%) and reasoning with the student (18%) while the least common strategies used included yelling at the student (4%) and physical action (2%) (It should be noted that in this case, physical action was limited to putting a hand on the students' back or shoulder and guiding him or her back to the appropriate chair).

9.11.3.2 Discipline action and discipline strand (Alanna)

Discipline strands for Alanna were, on average, the longest of all the four teachers observed with a mean strand length of 5 and the longest strand length being 17 (week 3). Alanna employed approximately 6 discipline strands per class. She was consistent in all of these strands, as she employed the same method in 91% of the strands observed, which was to speak in a firm tone repeatedly until the child listened to her. For example, in week 7, one strand used was:

> "Tommy sit down!...Tommy sit down please!...Sit down please Tommy!....Tommy!...Tommy sit down!....Tommy!...Sit!"

The result of this discipline strand was that 'Tommy' did sit down. Alanna used a firm tone throughout each discipline strand; however the use of the word 'please' which was often used by Alanna should be noted, as her words and her tone did not necessarily display the same level of firmness.

9.11.3.3 Changes to discipline techniques (Alanna)

Within a lesson, Alanna showed consistency with how much discipline she used from start to finish, meaning that within the 30 minute period, she would use the same amount of discipline – this was not the case when comparing her use of discipline across lessons. However, both within lessons and across lessons, there were no significant increases in Alanna's amount of disciplinary action towards students at the beginning, middle or end of each lesson.

With respect to the changes in discipline techniques over time, during the week 1 and 2 observations, Alanna appeared to be more relaxed in her teaching approach and discipline techniques used in the classroom were very minor and lacked conviction. When an instance of specific misbehaviour occurred, she would often laugh at the student or smile at the incident. This behaviour changed in weeks 3 and 4, where Alanna showed a transition to a firmer approach with the students, especially with the students that consistently misbehaved (K2:1 and K2:2). By the end of week 4, Alanna's approach toward discipline showed more consistency to the end of week 12; though the number of instances in each discipline strand decreased very slightly in weeks 10, 11 and 12.

9.11.3.4 Summary (Alanna)

The observed classes for Alanna showed that she took a cautious but identifiable approach to discipline with her young class of students. This was shown by her actions in relation to the *specific laxness/ specific overreactivity* spectrum, where she consistently showed responses near to the centre of the spectrum, with very few deviations. However, being consistent and being effective are very different, and although Alanna showed consistency in *how* she responded to issues of specific misbehaviour (usually by speaking in a firm tone), she lacked consistency in *whether* she responded to issues of specific misbehaviour (for example, in one lesson, Alanna might respond to a child who is standing on his chair by speaking in a firm tone, but in the next lesson, the same action by the same child would not receive a response from Alanna).

Alanna acknowledged her lack of strict discipline in the classroom in both the interviews (week 6 and 12) and in her journal entries. She noted that she

wished she had employed stricter rules from the beginning, as the students quickly took the relaxed atmosphere as an opportunity to push the boundaries of acceptable. She also noted that by the week 6 interview, she was feeling demotivated in the classroom (due to conflict with the Director, see Section 8.4) and that this led to her lax attitude with the students.

9.11.4 Nicole's approach to discipline

The 12 students that Nicole primarily taught were a year older than Alanna's, but were still in their first year of learning English. Therefore, although the maturity level might have been higher for these students (based on my general classroom observation), students' level of English was still low, as they were in their first year of learning. Nicole spent between 12:10 and 17:32 minutes employing discipline in the classroom with a mean of 14:10. Nicole had less overt disruption from students in the class with only 1 student (K5:1) being repeatedly disruptive. This was below the 10-20% average noted above by Kim, Stormont and Espinoza (2009), and could be linked to one of the reasons why Nicole was able to use less discipline in the classroom. Nicole was one of the quieter teachers. Although she was sometimes enthusiastic with praise, she did not raise her voice to discipline pupils. This gave the appearance of a professional demeanour, and this may have had a relationship with the amount of discipline used in the classroom.

The disruptive student in Nicole's class was a boy who struggled with the subject matter in class. He frequently showed his frustration if he could not complete an exercise or task, but instead of asking for help (which he could do, as he knew the phrase 'Teacher, help me please') he would misbehave with actions such as getting out of his chair, throwing his book on the floor, talking to his neighbour or generally disrupting the entire class. His difficulty with the English material had not gone unnoticed, as the Director in a private conversation (with me) had asked for my opinion on the writing of K5:1. The Director was concerned that it was not neat enough and that the parents of K5:1 were concerned about his progress. Nicole had also stated her concerns in her journal entries. The issue for Nicole, even though she was aware of the problems with K5:1, was that she could not adequately deal with the situation (i.e. her

discipline techniques were not effective). This meant that K5:1 still could not understand the material, his parents were concerned – making it a problem for the Director, and K5:1 still misbehaved in class causing disruption to the studies of the other students.

9.11.4.1 Action taken towards specific misbehaviour (Nicole)

The actions taken by Nicole primarily ranged from an overreactivity score of 2 (use of 'please' at the end of discipline directions) to a laxness score of 2 (speaking in a firm tone). The most common techniques used by Nicole included 'speaking in a monotone' (58%), 'speaking in a firm tone' (17%) and the 'use of please' (12%). The least common strategies used by Nicole included 'ignoring the student' (8%) and 'addressing the whole class rather than the student' (4%). It should be noted that these five categories made up 99% of Nicole's action taken toward instances of specific misbehaviour confirming the idea that Nicole never really showed emotion (either through expression or action) when dealing with misbehaviour in the classroom, a difference from her 'happy' teaching style.

9.11.4.2 Discipline action and discipline strand (Nicole)

In the classes observed for Nicole, she generally employed 6 strands per class. The mean strand length was 3.4 with the longest strand being 8 (week 4). Again, because Nicole rarely varied her tone and actions, the discipline strands were consistent. In 95% of strands, Nicole employed 'speaking in a monotone,' 'speaking in a firm tone' or the 'use of please'. A typical strand for Nicole was as follows:

> 'Alex, sit down…sit down…sit down'

The result being that Alex sat back down. One of the problems in calculating discipline strands for Nicole was that typically, the student who would most often misbehave (i.e. K5:1), would often start to misbehave again within 10 seconds of complying with Nicole's request. For example, if K5:1 was talking to his neighbour, Nicole would address the issue, he would look at her, stop, look down at his book, and then when Nicole looked away, he would be back talking to his neighbour. This factor may have skewed the results slightly as Nicole is

showing an average discipline strand of 3, but because the instance of specific misbehaviour stopped for such a short time, often the discipline strands she used were very close together. Sometimes, she would employ a discipline strand, the misbehaviour would stop for a short time and then Nicole would follow this up with another single action. This limitation seems unavoidable, but is noteworthy.

9.11.4.3 Changes to discipline techniques (Nicole)

The discipline techniques of Nicole did not change drastically over the course of the 12 week period. Each week, Nicole employed consistent strategies (although her use of the star and 'X' method varied) and employed actions towards instances of specific misbehaviour in a calm way with very little emotion being shown. It is interesting that she was able to keep such a calm demeanour in the classes, as her journal entries seem to indicate that she was struggling with the ability to control the students in the class (see Section 8.6.2). Regardless, of all the four teachers, Nicole was the most consistent throughout the weeks when employing discipline strategies to instances of specific misbehaviour.

9.11.4.4 Summary (Nicole)

Nicole showed similar responses to Alanna by using discipline techniques primarily in the centre of the *specific laxness/ specific overreactivity* spectrum – mostly by just speaking to students in a monotone. A strategy that was employed by Nicole, which did not necessarily fit in to the designed spectrum (identifying another limitation of the spectrum) was her use of her body. While Nicole was speaking, she would often stand by the student(s) that were most likely to misbehave. Therefore, when the instance of specific misbehaviour occurred, Nicole was able to swiftly speak to the student and get them back onto the task. Nicole did not act threatening when she enacted this manoeuvre, it was simply her positioning in class. This strategy was employed from week 3 onwards and seemed to be useful in limiting the amount of misbehaviour.

Although she was the most consistent of the four, Nicole acknowledged that she, perhaps, was not as consistent with discipline as she would have liked to have been when interviews were conducted in weeks 6 and 12. This seems to

link well with the lack of consistency in the class with the star and 'X' method, as stated above.

9.11.5 Jack's approach to discipline

The approaches that Jack used as reactions to instances of specific misbehaviour were the least effective of all the four teachers. Jack spent between 12:56 and 23:26 (mean 16:07) dealing with classroom issues. In this range, each week saw the amount of discipline increase, but also the amount of specific misbehaviour increase. Jack, it seemed, had the desire to befriend his students in class. He was constantly joking with the students or being silly in class. While this strategy was often entertaining for the students, it meant that when it was actually necessary for the students to sit quietly and work, they found it difficult. Further, the high energy level that Jack displayed in the class led some students (especially the males) to try and match this energy level. This consequently led to even more instances of specific misbehaviour. Jack was the only teacher who had classes observed in multiple classrooms, it was apparent that, at least some of the time, Jack's classroom antics exacerbated the issue of misbehaviour.

Additionally, Jack often 'threatened' his students (with reference to the star and X method, see Section 7.5.1). He would say to them, 'do you want an X?' or '[Tommy], one X?' but in actuality, he would not follow through by giving the student an X on the board if indeed one was warranted or if the student continued with the instance of specific misbehaviour.

Within the observed classes, there were 2 students (out of 12) in both of the classes that were responsible for the majority of the instances of specific misbehaviour. All of these students were male. Two of the students (K2:1 and K2:2) were the same disruptive students that were in Alanna's classes, while the other 2 students were from a separate observed class.

9.11.5.1 Action taken towards specific misbehaviour (Jack)

Jack's reactions to discipline squarely fell into the specific laxness categories as the observations showed that his most common strategies were 'not following through with specific discipline' (35%), 'laughter at specific misbehaviour'

(13%), ‘delay in response’ (12%), and ‘completely ignoring the specific misbehaviour (11%). He also used many mid-point strategies such as ‘speaking in a monotone’ (8%), speaking in a firm tone (8%) and ‘directing the entire class’ (7%).

Jack’s reaction to many of the instances of specific misbehaviour would be to ‘sigh’ and shake his head or just to tell the entire class to ‘sit nicely’ (even if that was not the problem). These were classified as ‘completely ignoring the specific misbehaviour’ as he never directly spoke to the student, and body language was not evaluated as part of this study.

9.11.5.2 Discipline action and discipline strand (Jack)

Jack used the most discipline strands in his classes with an average of 10 per class and an average strand length of 4.2. The longest strand used by Jack was 14, which occurred in week 11. The incident associated with this strand was a student who was constantly standing in the class. At first, Jack asked him to sit down repeatedly but continued to teach the lesson despite the student not sitting down. As the student was continuing to work on his book (although standing), Jack continued to teach the class and allow the student to stand. This went on for several minutes before finally, the student, of his own free will, sat back down.

Although his longest strand, this example was a typical one in the lessons of Jack. Jack employed the same strategies in class and his stance towards discipline did not escalate as the weeks went by, it just increased as the number of instances of specific misbehaviour increased.

9.11.5.3 Changes to discipline techniques (Jack)

Discipline techniques for Jack did not change over the course of the 12 week period other than the fact that they increased in number. The changes were primarily sparked by student misbehaviour, as the students quickly learned that there were no real repercussions to minor instances of specific misbehaviour.

9.11.5.4 Summary (Jack)

Jack had a laid back attitude towards teaching and this was also true of his stance towards discipline. From the journals, it was apparent that Jack felt that he could probably use stronger language in the class to implement strategies to control the classroom better. However, for the most part, Jack took the stance that these were small children and he did not particularly mind if they did not follow the strict rules of the Korean lifestyle set out before them.

9.11.6 Michael's approach to discipline

Of the four teachers, Michael's teaching style was the calmest, which perhaps linked well with his laid back personality. This meant that Michael's approach to discipline was also the calmest, especially in terms of voice and body language. Michael rarely raised his voice in class, but instead chose a more direct but quiet approach when dealing with instances of specific misbehaviour. Michael mainly taught 12 children who had already been at the preschool for one year (aged 5 and 6), and so their English ability was higher than in the other observed classes. Michael spent between 7:10 and 12:54 dealing with instances of specific misbehaviour (mean time of 9:33). This was substantially lower than the numbers for all other participants and also linked to the fact that Michael had the lowest average discipline strand of 2, meaning that the instance of specific misbehaviour stopped more quickly than with the other teachers. There were two students (of 12 in total) in Michael's class that were mainly involved in the instances of specific misbehaviour (K7:1 and K7:2). These students were responsible for 76% of the discipline responses in classes. Most of the infractions were minor and Michael was able to deal with them quickly with a single action.

The books that Michael was teaching were particularly challenging for this group of students and often, the issues of specific misbehaviour arose during times when students were supposed to be filling out their Student Books with the correct answers.

9.11.6.1 Action taken towards specific misbehaviour (Michael)

Michael primarily used 'speaking in a monotone' (58%) or 'speaking in a firm tone' (24%) with his students. He also sometimes used 'hitting the table or board with his hand' (7%), 'delay in response' (4%) and 'laughter at the specific misbehaviour' (3%). Of the four teachers, Michael's responses to discipline actions were the most variable on the scale and did have a tendency to escalate if the student did not immediately respond to his command. For example, the action 'hitting the table or board with their hand' only ever occurred as an action as part of a discipline strand after either 'speaking in a monotone' or 'speaking in a firm tone' had failed to achieve the desired result.

9.11.6.2 Discipline action and discipline strand (Michael)

In class, Michael generally used 8 strands per class, with the average strand length being 2 and the longest strand being 6. Michael was consistent in the length of strands used, as his methods rarely changed from the actions described above.

One of the main differences between Michael's methods of discipline and the other teachers was that Michael very often used eye contact before and during his reprimand. For example, before stating the phrase 'sit down,' Michael would first stare at the student until he had their attention. In Korea, as with several Asian countries, eye contact can be a sign of hostility or rudeness (Kwon, 2004; Oh & Lewis, 2008). In these situations, the child would very often quickly avert their eyes from Michael's gaze and stop the instance of specific misbehaviour.

There was no code in the chart associated with eye contact or body language as it was primarily the language that was being examined with respect to classroom discipline. However, it was apparent in the case of Michael that his words did not give an adequate picture of what was occurring in the classroom. This act of direct hostility was, perhaps, more effective than the words he was using.

It was also unclear whether or not Michael was aware of his actions in the classroom with respect to discipline.

9.11.6.3 Changes to discipline techniques (Michael)

In the week 6 interview, Michael suggested that the children took him more seriously in the later weeks than they did in the beginning (see Section 8.4). There was some indication in the observations that this was true, as the longest time spent on discipline occurred in week 3, while the shortest two instances appeared in weeks 11 and 12. Of the four teachers, it also seemed that Michael was best able to build up a rapport with the children through some of his class activities. For example, he began to occasionally take his guitar into the class and make up songs related to the classroom activity. The children seemed to enjoy this action, and were generally more well behaved in these classes than they were in the classes where they had to struggle to complete the difficult textbooks.

9.11.6.4 Summary (Michael)

Michael's approach to discipline was very different than the other three teachers. This was likely because the strategies he employed seemed to initially be more effective at controlling the class. Michael also employed strategies in the classroom to keep the children entertained and involved.

As was the case with Nicole, it was actually the body language of Michael which seemed to be the most effective way of dealing with instances of specific misbehaviour. Yet while Nicole's posture was non-threatening, Michael's approach was much more dominant and hostile. His gaze, strong body posture, and physical height (approximately 6'3) perhaps gave him the ability to control the students in a way that the other teachers could not.

9.11.7 Area summary

Discipline, as shown, was a significant component of what was done in class. The tables below show the summaries of the results discussed above.

Table 9.18: Use of discipline in class by participant

	Discipline Time (low)	Discipline Time (high)	Average Time	Discipline Strand (high)	Average Strand	Strands per class
Alanna	15:30	23:16	17:25	17	5	6
Nicole	12:10	17:32	14:10	8	3.4	6
Michael	7:10	12:54	9:33	6	2	8
Jack	12:56	23:26	16:07	14	4.2	10

10. Discussion

10.1 Introduction

Initially, three research questions were posed as a foundation for this research. In this section, the extent to which these research questions have been answered is examined. Links to past research are made.

10.2 Research question one

The first research question was as follows:

- To what extent do first-time ESL teachers use their practical knowledge in the classroom?

As previous research noted, many elements can be included under the term 'practical knowledge'. Elbaz (1981) focused on it being situational, theoretical, personal, social and experimental knowledge. Fenstermacher (1994) suggested it was largely based on reflections based on past experiences and Meijer, Verloop and Beijaard (1999) defined it as a personal, contextual and tacit, experience which is content related, based on past experiences and something that guides teachers' teaching practices (see Section 2.3).

Obtaining concrete data related to previous practical knowledge was difficult in the current study, as it was difficult for the teachers to identify where they were getting their teaching/discipline strategies from. This is not surprising as Meijer et al. (1999) identified that teachers would have difficulty explaining this knowledge to others, yet a few key aspects of practical knowledge were identified. In the interviews, both Jack and Nicole identified aspects of their previous experiences when discussing how they taught (or intended to teach) in the ESL classroom. However, their answers were limited as they felt the age range of the students precluded some of their teachings strategies from being appropriate.

While obtaining data was difficult and somewhat limited, attempts were made to elicit participants' own self-reports on practical knowledge through both the journals (through the instructions) and the interviews (through the questions). It is disappointing that participants were either unwilling or unable to identify or

express the links from their previous experiences and how these might help them in their teaching.

Perhaps some of the more problematic themes related to the research based definition was that the teachers in my study had no real understanding of the knowledge described above related to the *Korean* context. Therefore, if following the definition of Elbaz (1981), teachers in my study had no situational knowledge to draw on as they themselves had never learned ESL in a private preschool. They had little theoretical knowledge, as they had never been trained in the theories behind teaching. The social knowledge they might have related to, from past experiences, was drastically different than the Korean context, as seen by the journal entries.

If relating practical knowledge to the definition by Meijer et al. (1999), similar issues arise. The relationship to the content was something teachers had not previously experienced. This leads to concern surrounding their notion that it guides a teacher's teaching practice, as if there is no foundation, this cannot be achieved. Finally, if examining this idea from the view of Fenstermacher (1994), the issue is that these teachers might have personal experiences which they can reflect on, but the age of the children and nature of the job position limits what is inherently useful.

Despite some of the issues surrounding this research question, there are components of the definitions that were deemed as appropriate for this study and did prove to be useful in answering the research question. These can be identified as follows:

1. *It is personal* (Elbaz, 1981; Meijer et al. (1999). There is no doubt that each of these four teachers had their own unique experiences and characteristics they deemed appropriate for ESL teaching
2. *It is contextual* (Meijer, 1999) *and situational* (Elbaz, 1981). By the end of the 12 week study, each of the teachers had adapted to the classroom in which they had been put as noted by both the journals and the interviews.
3. *It is based on experience* (Meijer, 1999) *or experimental knowledge* (Elbaz, 1981). During the observations of lessons, it is clear that teachers attempted to incorporate new tasks or activities into the classroom. Usually, if they were successful, they used these strategies again, coinciding with the theory above.
4. *It is tacit* (Meijer, 1999). Although it is impossible to know the extent of the knowledge because of the difficulty in explaining it to others, there were instances in the journals and interviews where the teachers identified broad ideas relating to their practical knowledge.

As shown, it is clear that there are elements of the previous definitions on practical knowledge that are relevant in this situation and suggest that teachers do use practical knowledge in the classroom.

Perhaps an interesting point to note was that some of the friction between staff and teachers was likely due to the application of practical knowledge in an inappropriate context. For example, on many occasions in the journal entries, teachers became frustrated over the lack of communication between themselves and the Director:

> [The Korean head teacher] decided and finalized [a class] skipping 2 full books in the speaking curriculum. She ordered the books and told the parents without the foreign teachers' approval. The book they are switching to is way too hard for them. Their level will go down if they do this. I'm so upset. I told [her] 2 times not to do it, but she (and [the Director]) did anyway' (Alanna, week 10) (see Section 8.6.2.2).

It is likely that Alanna is used to free communication between employer and employee, as such is a generally accepted idea in the United States. This does not necessarily mean that the employee's opinion is accepted, but the problem here was that Alanna tried to apply situational and personal knowledge to a context which was not open to these responses. This created stress and frustration which then leaked into her classroom teaching.

In specifically answering the research question, it is acceptable to note that to *some* extent teachers use practical knowledge in the classroom. It is clear that without any formal teacher training, they are drawing on elements of their own experiences when teaching and working in Korea. It is also apparent that they use some elements of practical knowledge more than others, namely personal, contextual and experimental knowledge. Other elements, such as theoretical, situational, and social knowledge seemed less applicable. Finally, it is obvious that the generally tacit nature of practical knowledge, and the amount to which teachers apply it in the classroom was difficult to elicit.

10.3 Research question two

- How and in what ways do the lesson plans and journal entries of first-time ESL teachers change over the course of a 12 week period?

The underlying theory for this research question stemmed from the idea that the literature generally seems to suggest that teachers (especially novice teachers) attempt to apply, over time, theories that they have learned as students to the classrooms in which they become teachers (Gordon, 2007). The problem for these participants was twofold. First, on a more general level, classrooms are messy (Gordon, 2007), so any carefully devised lesson plans created based on models are perhaps not relevant in reality (not that the lesson plans created by the participants could be classified as 'carefully planned'). Second, the teachers in my study had no (or very limited) theoretical knowledge on which to rely, so they were not privy to the typical models which might exist in a 'typical' ESL/EFL classroom. On the upside, and clearly noted by Gordon (2007), there can be a false sense of security among newly qualified teachers who have the expectation that they will simply be able to 'plug in' existing theories into real classroom situations and achieve actual results. The participants in my study had no access to these theories and so, for the most part, did not have any real expectations about the way a Korean preschool should function. This also limited them in terms of other avenues, such as the Critical Friends Group (CFG) (see Section 3.4.1) or other types of professional development, as without any knowledge or expectations about how things should work and little support from others (i.e. other English teachers or Korean staff), it is not surprising that they did not pursue development of their teaching abilities and became frustrated with their situations.

Initially, it was expected that the participants in my study would rely heavily on their lesson plans, a thought initially stated by Johnson and Golombek (2003). The underlying theory was that as the weeks progressed, teachers would rely more on their own practical knowledge and less on the lesson plans they had created. For the purposes of this study, lesson planning was broadly defined as a set of instructions for a specific class (see Section 2.3). It was expected that the models my participants used would or could reflect any of the general models for lesson planning which have been proposed (e.g. Clark & Peterson, 1986; John,

1991; Liyanage & Bartlett, 2010). It was also hypothesized that participants would be able to acknowledge what they had accomplished by reflecting on the tasks described in these lesson plans (Task two of my study, see Section 9.3).

The reality of the situation was that the lesson plans created were of no real use to anyone involved, other than to identify to the teachers what page they were supposed to be covering on that day. On one hand, lesson plans did in fact, get shorter. Words were abbreviated, names of textbooks were replaced with cryptic scrawl and supplemental activities/tasks were eliminated. It was clear that the participants were not making lesson plans to merge their previous practical knowledge into classroom practice. Their ultimate goal was to fill out the form, as given by the Director, with enough evidence to show that they were meeting the criteria of finishing one page per day.

Research suggests that lesson planning or the creation of physical lesson plans has value and that in creating a lesson plan, the teacher then becomes a successful decision maker (Beyer & Davis, 2009). On the topic of lesson planning, Beyer and Davis (2009) write:

> By learning how to become effective curriculum decision makers, preservice and beginning teachers will be able to overcome the inevitable limitations of curriculum materials as well as take advantage of the learning opportunities within them. They will also be able to modify materials in ways that allow them to attend to their own needs, strengths, and context as well as support their own students in achieving crucial learning goals. (p.519)

The participants in my study were removed from this idea, for a number of reasons. First, as discussed in the journals and as seen in the observations, the level of the textbooks used was, according to teachers, usually either too easy or too difficult. Although this fact was acknowledged by all teachers, there were no indications through the observations that the teachers attempted to provide supplemental materials or to change the method of instruction to work with the textbook in use. Instead, they spoke of their concerns to the Director or Korean head teacher. Both of these staff members had very little incentive to change the textbook, and so friction (perhaps unnecessarily) occurred.

Second, having little teaching experience meant that teaching strengths in the classroom were not clearly identified by the teachers, so the manipulation of a lesson to suit their needs and to cater to their strengths in teaching was not

seen in the observations. This is not necessarily a direct result of the lack of lesson planning, but rather the desire of the Director to have each of the teachers complete one page of the book per day paired with their lack of experience, confidence and professional self-assurance. Based on this, teachers fell into a consistent (but not necessarily useful) pattern of teaching a lesson.

Finally, nowhere in the journals, lesson plans or interviews was reference ever made to the learning goals of the students. Further, it was not clear that there actually was a physical list of learning objectives. This is not a startling conclusion because from the beginning, other objectives were set as priorities (i.e. finishing a page of the book a day). In a situation where success is measured by how many textbooks a student can complete in a year (i.e. quantity), there is little regard for actually meeting academic targets (i.e. quality). Therefore, with reference to my participants, it is not surprising that they did not attempt to meet the learning goals, because none were defined for them.

It is disappointing that the lesson plans were not more thorough and well-thought out – both for the purposes of this study but also for the benefit of the participants involved. While my hypothesis was partially proven, in that the teachers did actually put less detail into later lesson plans, the differences were only marginal. Perhaps, as a researcher, I had overly ambitious expectations for these participants. It could have been very possible that they did not know what a lesson plan should include, the points to consider, or why it might be a useful classroom aid. Without the proper training, my participants were ill-prepared to produce useful documents.

The second part of this research question examined the changes in journal entries. As previously noted (see Section 8.6.2.1), there is a honeymoon period for new teachers starting a new job, which then moves to the hostility stage (Chu & Morrison, 2011). The journal entries of my participants clearly followed along these lines with the first several weeks discussing classroom issues and some minor concerns. This led on to less optimistic entries concerning stress, frustration and anger. Overall, there was a clear decline in enthusiasm and motivation as suggested in my initial hypothesis.

Example entries from the first two weeks include:

> This past weekend I travelled to Daegu to meet with my friend who is teaching in a nearby city. It was really great to see him. I feel in love with the city. Having a 'native' or close to it, show me around was awesome. It made me really, really want to work in that city. I might even look for jobs there. I guess when you come to a foreign country with no idea about it, you come to find out that you may be missing out on may things. (Nicole, week 2)

> Teaching the kids a new morning song and a new AM [morning] speaking book and the looming 'open class' at the end of the month really give me some fresh goals to keep me grounded and engaged in the work at hand. (Jack, week 2)

> The one thing that I constantly love is the kids. Even when they're bad, they're still my kids. Teaching them is a challenge but when I see my progress, their progress, it's worth it. (Alanna, week 2)

These examples suggest that the teachers learned their job responsibilities very quickly, as by week 2, Alanna is discussing both her progress and the progress of the children, while Jack is discussing being 'grounded,' something one might not typically expect from a teacher who is two weeks into a contract.

Although it is difficult to discern an exact tone from these entries, it can be noted that they do seem positive overall. In contrast to these, examples from weeks 11 and 12 are as follows:

> There are clearly some students that shouldn't be here. Some of my kindergarten students still cannot read…They always have to copy off other students papers or wait for someone to help them…I had a meeting with his mother, she said that he doesn't read or listen to his storybook tapes at home. I'm not sure how she expects him to do well. I hate to say it, but some classes would be a lot better if some students were not in them. (Michael, week 11)

> [The Director] decided that we would start level 3 in January. This gives me exactly 11 days to finish 8 units in the second level. I am supposed to practice with flash cards and photocopy the book. Why? The other hagwons have finished level 3 already. This is the only reason…It is so frustrating when this happens. (Alanna, week 12)

> I don't understand what goes through [the Director's] head sometime, I swear. I wonder sometimes if Korea doesn't want to hire teachers so much as it wants performers – like, maybe they need to enlist theatre troupes who can look like they are teaching…I guess teachers may not always know how to appear as if they are teaching even if they are great at it, ha. I'm pretty done being an education show-man. (Jack, week 12)

Based on this, it was clear that issues of frustration/ hostility had appeared by the end of 12 weeks.

10.4 Research question three

The final research question was:

- To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

External sources were previously identified as situations not directly related to the teaching of ESL (i.e. situations outside of the physical classroom). It was suggested by Woods (2001) that there was this idea of being 'barefoot,' both literally and figuratively (see Section 2.3) and that these types of cultural experiences would ultimately affect what occurred in the classrooms. This question was primarily answered through the journal entries, but was also influenced by my own personal observations as I collected data from the preschool. It was common for discussions between the Director and the teachers to be held in the open (or to involve several people, including myself), and so these were also useful when identifying certain cultural issues.

Ultimately, it became clear that external sources (both positive and negative) had an impact on classroom teaching. Participants' actions in the classroom became repetitive and less enthusiastic as the weeks went on.

The most common external factor was culture. Chu and Morrison (2011) identified several factors relating to cultural issues, including:

- Personal factors (such as personality, referred to above)
- Relational factors (including the social and communicative skills)
- 'Coping' factors (the ability to adjust to the surroundings)
- Demographic factors (gender, age, educational level)
- Education, occupation and/or income
- Family-related variables
- Length of time to be spent in the foreign country
- Culture-specific knowledge
- Cross-cultural training
- Workplace factors
- Environmental factors

(p. 5)

All of these factors were discussed at least once by the participants in this study with some of them (e.g. coping factors, culture-specific knowledge and workplace factors) being discussed at length. It was noted that all of these issues seemed to decrease motivation. This seemed to be the case based on the observations and interviews paired with the above journal entries, but it is a difficult statement to thoroughly justify. Motivation was identified by teachers as suffering based on these factors, but it was likely multiple factors that affected motivation, including issues within the classroom as well as outside. Despite this, it is my conclusion that cultural factors, to some extent, influenced the in-class teaching, specifically the mood and 'positive' outlook that teachers experienced.

Another one of the more closely related external factors was the parents and the influence they had over the Director and ultimately the teachers. Parents wanted their children to excel, to use (and complete) advanced-preschool-level textbooks, to be attentive in class (and when not attentive, to be disciplined appropriately), and be able to achieve an excellent level of English overall. This put added pressure on the Director, which then influenced the teachers. There was also some influence directly between parents and teachers, but this was generally limited to what the parents could express in English.

Materials were also seen as a significant issue for the participants. In class, teachers generally taught as they were supposed to, but when it came to the discussions about which textbook to use, which level to move to, or which storybook to have next, conflict sometimes ensued. This, as noted by teachers in the interviews, caused frustration. It seems likely then, that because the participants disliked the materials they were using, they were not motivated to use them to their full potential in the classes. This could be true if the level of the book was dramatically too difficult or easy for the students.

One of the last major issues identified was the barrier between Korean staff and the teachers. Not only was language an issue, but cultural differences were also present. From the interviews, participants generally thought that they should be able to contribute to discussions, select their own textbooks, and teach in a specific way (despite not being qualified to do so). When these expectations were not met, it was problematic, as the Director became withdrawn and the teachers became agitated. This may, in some way, link back to the 'native speaker fallacy,' an idea that a native speaker is a better teacher of English than a

non-native speaker, regardless of other factors, and perhaps to the idea that because these teachers felt they had been recruited for their English skills, they should then be able to have a say on teaching issues.

Overall, with respect to the research question, only certain external factors were specifically raised by participants, and the external sources identified appeared to increase levels of stress according to the interviews. The increased amount of stress was noted in some of the observed classes, as likely to have reduced the amount of motivation and enthusiasm teachers had towards lesson teaching.

The next section discusses ethical issues and limitations related to this study.

10.5 Limitations, ethical considerations and future research opportunities

10.5.1 Limitations and ethical considerations

Within qualitative research, there are certain issues which consistently arise in relation to study limitations and to ethical considerations. These issues generally link to areas surrounding informed consent and the minimization of harm, validity and claims for interpretation. Each of these factors was evaluated individually. In this section, some of the limitations and ethical issues are examined (for general ethical considerations in the methods, see Section 5.11).

10.5.1.1 Informed consent and the minimization of harm

Informed consent is, in itself, a balance between over-informing and under-informing the participants with reference to the details of the study (Kvale, 1996). Further, it may not simply be the participants for whom informed consent is necessary, and it could involve other human beings not directly linked to the study. Once the cohort of people, of whom, informed consent is required, are identified, it is then a balance of trust between the researcher and those involved. This gives those involved the autonomy of voluntarily deciding whether or not to participate (Kvale, 1996), or in the case of children, this decision is made by a

parent or guardian. Their participation is reliant on knowing the details of the research, including the demands and the risks, as well as inconveniences or benefits that they might encounter (Halse & Honey, 2007). Further, as the study evolves, those involved are also given the option of withdrawing from the study without repercussion (see Section 5.13).

In my study, informed consent was required from teachers, staff, and to some extent, the parents of the children at the preschool (see Section 5.13). With this cohort, finding the balance on how much information to reveal was particularly challenging. Teachers (who would become the participants) were given written information (see Appendix 1 and Appendix 2) about the study, signed a consent form and were encouraged to ask questions related to any concerns (see Chapter 5); because of the strategies employed, the requirement of informed consent was met for this group. With respect to the support staff (excluding the Director and Korean Head Teacher), they were not directly involved in the study and therefore the nature of the information given was less detailed than information given to the teachers. Support staff were encouraged to voice any questions/concerns that they might have had to either myself or the Director of the preschool (in order to avoid any language difficulties/issues); however no issues were raised by the support staff.

There was also a need to inform the parents of the children at the preschool. The children were not the primary focus of this research; however they were videotaped in each of the observed classes and their behaviour was documented. Some of their actions have been reported in this research (although the children have remained anonymous). Written notification was given to each parent at the preschool (via the newsletter) outlining, very generally, the nature of the study, the timeframe involved, and of the observations being conducted. Once again, parents were given the opportunity to raise any questions/concerns with either myself or the Director of the preschool, and no issues were brought forward.

With respect to the minimization of harm, anonymity was maintained in several contexts to protect the identities of the participants, staff, students and the reputation of the preschool. The participants were all given pseudonyms; however, by the time of publication of this thesis, all of the participants had finished their contracts at the preschool and had moved on to other endeavours.

This allowed for the minimization of harm from both the outcomes of this thesis, and from repercussions which could have been taken against the participants by the preschool (there was never any indication from the Director that repercussions might have existed based on responses given by participants). The Director and staff at the preschool have never been named and cannot be identified. Finally, preschool students were given a code (example K2:1) when being discussed in this thesis and if examples were given, the students' names were changed to protect their identities.

10.5.1.2 Validity

Validity can be generally defined as how correct or credible an account, description, conclusion, interpretation or explanation is (Maxwell & Delaney, 2004). Further, validity is relative, and relates to the actual circumstances and purposes of the research (Maxwell & Delaney, 2004). Assessing validity in qualitative research is difficult, as judgements are made by the researcher in order to evaluate the data collected. Moreover, in the case where a single researcher examines the data, issues such as researcher bias pose a threat to validity. However, there are certain methods that can be employed in order to limit the likelihood of errors and to improve validity in qualitative research. Yet methods are only one component, and the evidence that has accumulated throughout this study is the best gauge to determining validity. As the evidence has already been displayed and discussed in earlier sections, and since my data are primarily qualitative (with the exception of a component in the section on Discipline – see Section 9.11), this following will examine the methods used to aspire towards validity.

10.5.1.3 Triangulation

Triangulation is the process of using more than one method of data collection (e.g. interviews and observation) in order to limit the weaknesses found within each method and to allow for better assessment of the generality of one's own explanations (Maxwell & Delaney, 2004). By varying the methods used, the potential to identify atypical data or the notation of similar patterns can be

identified and highlighted (Thurmond, 2001). In my study, interviews, observations and journal entries were used in methodologic triangulation to enhance validity (Kimchi, Polivka & Stevenson, 1991). However, triangulation on its own is not a 'true' test for validity, as it assumes that the weaknesses of one method of data collection will *actually* be compensated for by the strengths of other methods. I argue that this is not necessarily always true. For example, in my study, it was the intention to corroborate what was observed in classes with the lesson plans provided, yet this was not possible due to the lack of detail given by participants. Triangulation can also assist in confirming validity but can also contribute to the comprehensive collection of data from multiple angles assisting in data analysis, which was also true in my study. For example, interviews and journal entries were able to document participants' self-reports while the classroom observations allowed insight from an external angle.

10.5.1.4 Respondent validation

This type of approach allows participants to 'check their answers' to responses initially recorded by the researcher. This is an essential component in ensuring that what participants say and do is correctly interpreted (Maxwell & Delaney, 2004). In my study, this occurred with the interview questions, as participants were asked to confirm that the answers recorded to each of the questions were indeed the responses they intended to give. This process can contribute to the credibility of the research, to its validity and to the reduction of errors; however, it also has its limitations. Participants have differing agendas from the researcher and therefore may hedge their initial responses when seeing them for a second time.

When given a copy of the interview responses, participants in my study generally gave positive feedback, affirming what was written without changing the language. However, with the week 6 interviews, 2 of the participants (both male participants) expressed some concern that their words seemed overly 'harsh' when given a copy of the interview response sheet. They both felt that certain sentences were overly critical of a specific individual at the preschool. Therefore, three sentences were removed from the response sheets (2 sentences

from one and one from the other sheet) before both participants affirmed that the responses actually reflected how they felt.

10.5.1.5 Exposition of methods of data analysis

When data is analysed, it is essential that the methods used through collection, coding and analysis are transparent. This was addressed in the current study by clearly defining the coding structures, classifications and concepts for all the data collected. This process extended the length of the written report, which was challenging within the word limit.

10.5.1.6 Reflexivity and researcher bias

One of the primary reasons why this research was initially conducted was the personal interest I had in relation to this area of study. This concept in itself can influence validity as personal and intellectual biases can occur in areas of qualitative research. Moreover, it is impossible to completely eliminate researcher subjectivity (Maxwell, 2010); however, it can be minimized by thoroughly disclosing the way that the research processes have shaped the findings. In my research this is seen in the Methodology section (see Chapter 5), where my prior experiences and assumptions have been documented. These processes have constantly been reflected on throughout the coding, analysis and discussion of this thesis, but will always be a limitation of this study.

Researcher bias also appears when pieces of information or facts cannot be reported due to issues of conflict or the expectation of privacy. There were instances during my time in Korea when I spoke personally with the Director about a certain teacher or a specific concern that she had. There were also times when I was exposed to conversations between the Director and one of the participants. In these instances, consent was not obtained, and therefore, ethically, the material could not be reported on.

10.5.1.7 Reactivity

Reactivity refers to the influence that a researcher has on the setting or the participants when collecting data (Maxwell & Delaney, 2004). It is inevitable that by entering an environment, the researcher will have some influence on both the setting and the participants. However, in an observation setting, this is not necessarily a limitation, as, if certain precautions are put in place and if the influence is clearly documented in the study, the reactivity can be minimized.

In my study, the use of CCTV cameras, a normal part of the teaching environment, with adapted audio recordings reduced the influence between researcher and participants in the observation section. In relation to the interviews, by week 6, the participants seemed more comfortable speaking outright than they did in the week 0 interviews. Therefore, in this case, reactivity worked as an advantage in obtaining more realistic responses.

10.5.1.8 Summary on validity

Although it is difficult to assess validity within qualitative research, certain steps and processes have been implemented in order to limit errors within this research. Further, with the recognition that validity requires the personal judgement of the researcher, I have attempted to take the necessary steps to improve validity through the data collection process and the writing of this thesis.

With the above noted, the point should be raised that the data collection instrument (specifically related to observation) was not *always* adequate in coding associated behaviour as it did not take into account the body language of participants. This was identified in Section 9.11.5. In future research, the data collection instrument would need to be refined.

10.5.1.9 Claims for Interpretation

As previously stated (see Section 5.11), my research stemmed from a personal interest based upon work experience I had undertaken in Korea in 2007-2008. During this time, I experienced several instances where first-time native English

speaking teachers struggled in the preschool classroom as they were not equipped with the skills, training or the underlying language knowledge in order to effectively teach in the classroom. The research questions for this thesis were created with an underlying assumption that the participants in this study would encounter the same types of situations that I had seen with previous teachers during my work experience. Based upon my findings, this was confirmed with each of the four participants, though each in different ways. I have interpreted their experiences from the point of view of another 'native English speaker' when coding the observations, interviews and journal entries, which is not necessarily a negative factor, but certainly relates to researcher bias. However, it is possible that a Korean might interpret the responses, journal entries or classroom observations differently, due to differences in cultural and linguistic understanding.

The qualitative nature of the data analysis leads to a variety of limitations in relation to the findings of this study and how they have been interpreted for the purpose of this thesis.

10.5.1.10 Limitations with respect to time and budget

One of the claims related to qualitative research is that the research quality can be affected by having only one researcher assess the data before establishing the general findings (Silverman, 2010). Another claim suggests that qualitative research produces a large amount of data, which can be difficult to manage (Silverman, 2010). These limitations arose within the context of my study and the extent of their impact can be largely attributed to the set timeframe of the research and the lack of available funding. This does not suggest that the findings were not valuable; however a longer time period and larger budget would have allowed for more participants to be involved in this study, which might have affected some of the findings and their generalizability.

10.5.2 Future research opportunities

Research relating to native English speaking teachers working in Korea is sparse at best, and future research opportunities could continue in multiple directions

based on the findings in this thesis. Research on discipline techniques of teachers could be examined in more detail. This could either be targeted only at native English speaking teachers or could be compared with the techniques of Korean English teachers, and it could be conducted for a variety of different age levels of children.

Case study research, in itself, can be used as a prompt for larger scale studies. If budgetary and time constraints allowed, a larger and more diverse sample size, which examined native English speaking teachers in Korea, would be an option for future researchers, as it might be possible to highlight statistically significant trends relating to the planning and carrying out of lesson plans or could further highlight some of the common themes in relation to the opinions of native English speaking teachers working in Korea.

10.5.3 Area Summary

As was shown in this section, this study had several limitations which influenced its validity and some of the outcomes. Unfortunately, limitations are part of any study and affect data and interpretation through multiple aspects. In this study, the transparency that has been reflected in each of the chapters has aided in minimizing the effect that specific limitations had on the results, thus improving validity and justifying the results.

10.6 Chapter summary

This chapter identified whether and how the research questions were addressed and provided overviews of the ethical considerations and limitations of the research. Major findings included that, to some extent, practical knowledge was applied in the classroom. However, although practical knowledge existed, it was overshadowed by external issues which led to stress and a lack of motivation. Because of this, and the cultural issues associated with it, the participants did not attempt to create lessons which would be valuable, but rather completed the work as instructed without always engaging in tasks.

11. Conclusion

This case-study research examined the progression of first-time ESL teachers in a South Korean private preschool. Four native English speaking participants were chosen who had no formal teacher training and no prior ESL experience. Through the use of interviews, classroom observations and journal entries, a narrative of their lives, in and outside of the classroom, unfolded during the 12 week study period. The qualitative data obtained was then examined with specific focus on 'practical knowledge,' meaning the experiences or personal reflections that the teachers had based on what they generated from their own prior experiences (Fenstermacher, 1994). My hypothesis was that since the participants had no formal training and were not offered support or mentoring during their contracts teaching ESL, that they would have to rely on their practical knowledge in order to be effective in the preschool classroom (see Section 3.3). Previous research appeared to support this hypothesis, as, for example, Chou (2008) suggested that teachers' 'practical knowledge' actually guides what they do in the classroom. Through linking inexperienced first-time teachers with the preschool setting, where students have had no experience with other ESL teachers (or with ever having been in a school setting), the data obtained was free from several external influences (such as the impact of other teachers (Korean or English) on student behaviour or learning), and it was thought that this type of data would be most valuable documenting the complete novice teacher's experiences because it was free from these external influences.

It quickly became apparent that teachers' 'practical knowledge' was difficult to evaluate, as one of the components of practical knowledge included that it was difficult for teachers to explain this knowledge to others (Meijer, Verloop & Beijaard, 1999). During the interviews, participants found it difficult to acknowledge any sort of link between what they were taught and had previously experienced, and how they taught the preschool children. Further, because these participants were not observed when they were of school-age, it was difficult to pinpoint what their 'practical knowledge' was versus what was simply a strategy they used to get through the class. I had initially thought that it would be possible to observe the classes and highlight clear instances where practical knowledge had been used, but this was not always the case. The second

hypothesis was that teachers would use 'practical knowledge' to be *effective* in the classroom. However, since the meaning of effectiveness is subjective, the ability to examine it in relation to the participants was difficult. For this reason, the scope of this research was in some ways limited. However, data relating to discipline and the role of the teacher were collected. This thesis makes a contribution to the wider field of teacher development by identifying specific issues that novice native English speaking teachers face when working abroad. It expands on previous literature through an examination of 'practical knowledge' in the classroom and confirms several cultural issues that have been identified in other contexts.

This conclusion initially synthesises each of the chapters in order to correlate the arguments within the thesis with the significance of the data presented. It then examines the data in the light of the three research questions and summarises the main findings.

11.1 Summary of past literature

According to the regulations for employment in Korea, any person who is a citizen from an Inner Circle country (Australia, Canada, Ireland, New Zealand, South Africa, the UK or the USA) (Kachru, 1992), who has a Bachelor's degree from a native English speaking country, and who has completed a criminal background check, is allowed to work as an English teacher in South Korea. Teaching experience or certification is not required and, overall, incentives for working in Korea are generally good and perks usually include free airfare to and from Korea, a decent salary, a flat or housing allowance, medical benefits and a pension, among others. Because of the limited requirements and good incentives, many native English speakers choose to sign up for contracts (generally for one year) to teach English to various levels of Korean students. Further, many 'teachers' choose to work for private academies, known as *hagwons*. In some cases, when native English speakers begin employment, the differences in culture and expectations are vastly different to what they were expecting. On one hand, the native English speakers are seen as those with better pronunciation and more confidence when using English (Butler, 2007), and are in cases seen as the 'ideal' teacher (Jeon, 2009). On the other hand, teachers' lack of experience and

the nature of the *hagwon* as a business enterprise (see Section 3.5.1) can create friction between the owners and the teachers, leading to increased stress levels and confusion about expectations by the teachers.

Based on the discrepancy in expectations and the differences in culture, this study set out to examine how teachers would 'cope' in these circumstances. In terms of previous research, little had been done on English teachers working in Korea (Brundage, 2007; French & Song, 1998; Jeon, 2009; Jo, 2008), especially when compared with other countries in the region, such as Japan or China, where more extensive research has been conducted (Chi, 1999; Lim, 2008; Zhou & Ma, 2007). Issues such as 'culture shock', lesson planning, teaching strategies and approaches to discipline were examined in response to this gap in the research.

11.2 Summary of methodology

The research for this study was primarily qualitative in nature although in some instances quantitative data was evaluated. The ultimate goal was to examine how each of the four participants progressed over the course of a 12 week period when teaching ESL to preschool children.

The preschool used for this study was in the Nam-Gu (Southern) region of South Korea in City Y. This preschool was chosen for two main reasons. First, it was part of a franchise of 32 preschools and had a specific curriculum which linked it to other similar schools in Korea (see Section 4.1), which may suggest some level of generalizability but to a very small extent, as there are thousands of hagwons across the ROK. Second, it was easy to access as I had met the Director on a previous trip to Korea and she agreed to assist me with this research.

Participants were chosen from the applicants who applied for ESL positions at the preschool selected for this study. Four teachers were selected to be involved in this study. The Director was responsible for the hiring of each of these teachers (through a recruiter), and each was hired for a one-year contract with the responsibility of teaching English to the preschool children. Visa restrictions required the participants to be citizens of the UK, the USA, Canada, Ireland, Australia, New Zealand or South Africa; however all of the teachers selected by the Director were from North America (3 from the USA, 1 from

Canada). Each teacher hired was a first-time ESL teacher, meaning they had no previous ESL experience and no formal teacher training. This was not a requirement by the preschool (though it was for this study), yet due to the lower salary offered by the preschool, only first-time teachers were selected by the Director. Once participants were hired, they were invited to participate in this study. They were given an information sheet with the outline of this research and a consent form which was then signed and returned (see Appendix 2).

Once the appropriate consent was obtained from participants, staff and parents, research commenced with each participant being involved in interviews, observations and journal entries for a period of 12 weeks (see Section 5.13). The first step involved conducting an interview in week 0 before the participants arrived in Korea (see Appendix 8 for interview questions). Next, once the participant had arrived in Korea, they were observed twice weekly by CCTV with adapted audio. Classes observed could include grammar class, language arts class, phonics class or storybook class. Participants were not aware which classes would be observed in an attempt to obtain their teaching strategies in a 'normal' classroom setting. Teachers were also interviewed again in weeks 6 and 12 to monitor any changes in their feelings towards teaching ESL in Korea. Since the interviews could not be audio recorded due to the unwillingness of participants (see Section 5.6), a written record was presented to each of the participants in the days following the interviews and the statements written were confirmed by each of the participants. Finally, participants were asked to keep a journal for the 12 week period of the study. This involved maintaining daily lesson plans (a requirement of the preschool) and writing personal journal entries. Journals were then collected at the end of the 12 week period.

Data were inputted for analysis into the atlas.ti software package in order for it to be coded and analysed. With this software, links could be made between each of the three data types in order to establish some common themes both within participant entries and between participants.

11.3 Summary of findings

There were three components to this study, journal entries, interviews and observation of classes. With respect to the journal entries, participants recorded

daily lesson plans for the classes observed (storybook, grammar, language arts and phonics) as well as personal reflections related to their experiences in Korea. Results from the lesson plans suggested that participants quickly (by week 3 or 4) adapted a pattern for each lesson that they taught and that lesson plans, which were initially more detailed, became somewhat simplified as the weeks progressed. It should be noted however, that this was a small change, as even at the beginning, very little effort went into the creation of the lesson plans. Participants suggested (in interviews) that one reason for the similarity between their lessons was that the Director had specific guidelines that needed to be met (e.g. completing one page of the textbook per class) and it was easier to simply follow the directions rather than to put in extra effort to an innovative approach which was unlikely to be appreciated. This linked to the responses participants gave when writing their personal reflections (see Section 8.6.2). It was suggested that differences in expectations by staff and teachers as well as cultural variations led to increased levels of stress and decreased levels of motivation.

Interviews further supported participants' views on lack of motivation towards teaching. Throughout the interview process, participants suggested that they were satisfied, overall, with their decisions to teach English in Korea. However, certain issues were highlighted. These issues related primarily to 'culture shock' and to homesickness, yet participants were able to acknowledge that some of the issues were 'their fault' as they could not speak Korean (see Section 8.6.2.1). Increased levels of frustration occurred when seemingly easy tasks could not be completed due to the misunderstanding of what should occur. Frustration was further increased when disagreements occurred between the Director and the participants. This usually related to disputes over the difficulty level of the textbook (teachers requesting easier textbooks than those ordered by the Director), conflict based around working hours (teachers not being paid to work over-time, yet being expected to do it anyway), or to generally not being listened to (teachers suggesting an idea which is not acknowledged or implemented). These issues created friction within the preschool, and teachers' enthusiasm toward teaching lessons decreased. This was evidenced by all four teachers specifically in the journal entries, as over the course of the 12 weeks, entries became, overall, less positive.

Despite classroom motivation decreasing, participants identified many positive aspects related to life in Korea. All four noted that by week 12, they had undertaken several trips out of their city to other parts of the country. They found train/bus travel to be mostly straightforward and felt increasingly confident the more trips they took. They also noted that certain extra-curricular activities made life in Korea more tolerable, and enjoyed playing music, participating in certain sports and chatting in Korean coffee houses as means to alleviate some of the stresses they found in other aspects of their lives. Participants noted during interviews that by increasing the amount of time they spent partaking in out-of-school events, their level of happiness also increased ('happiness' as personally defined by each teacher in response to the question from the week 6 interview, see Appendix 9).

The final component of the study observed classes with the assistance of CCTV cameras with an adapted audio component (see Section 5.4). Observation results suggested that paralleling the patterns shown when teachers created their lesson plans, teaching in the classroom also showed similar patterns between weeks, especially from week 3 onward. By week 3, the participants generally followed the same strategies when attempting to teach the required lesson to the students. However, each participant adopted a slightly different approach when conducting lessons. Observations also showed that teachers' approaches to the storybook classes were markedly different to the grammar, language arts and phonics classes (see Section 9.7). Yet, one factor that repeatedly occurred in all of the classes was the significant number and method of responses and the elevated time used to respond to discipline in the classroom.

11.3.1 Summary of discipline findings

The pilot study suggested that misbehaviour was one area which occurred frequently in the classroom which led to discipline being incorporated as a major component in the final study. In some ways, this was to be expected, as Kim et al. (2009) suggested that 10% to 20% of preschoolers would have moderate to severe behavioural problems. Further research suggested that behavioural and emotional changes in preschoolers had increased in recent years (Chi, 1999). However, in both the pilot study and main study, participants spent up to 2/3 of the classroom teaching time dealing with issues of 'specific misbehaviour' (see

Section 7.6 and Section 9.11). This, in turn, limited the amount of time that could be spent working on the designated tasks for instruction. In particular, since the Director expected one page of the textbook to be completed per class, misbehaviour in the classroom sometimes inhibited students from thoroughly understanding the material (combined with sometimes overly difficult textbooks). It also led to teacher frustration and teacher acknowledgement of the ineffectiveness of the strategies used (see Section 9.11).

However, misbehaviour of preschool students is not an uncommon occurrence, regardless of where the preschool is located or what language is used. The issue was, for this study, that teachers were not effective when dealing with instances of specific misbehaviour which created increased instances in specific misbehaviour over the course of 12 weeks (except for Michael). This did not necessarily correspond, however, with an increase in severity of response by the teachers.

Discipline was one area which the preschool directly addressed with incoming teachers as the 'star and X method' was advocated (see Section 7.5.1). By the interview in week 6, participants were clearly able to identify the 'rules' behind the proposed method and acknowledged that they used this method in their classes. However, based on the observations, each teacher used the method slightly differently; further, each participant was inconsistent when using the method (e.g. stars were not awarded on a consistent basis). Therefore, despite teachers being aware of the method, it was not particularly useful and participants then chose other methods when attempting to deal with misbehaviour. These choices could then be listed on a continuum, similar to the one proposed by Arnold et al. (1998), in terms of 'specific laxness' and 'specific overreactivity' (see Section 7.6.1).

Findings from the main study showed that participants were more inclined to use instances of 'specific laxness.' When teachers did use 'specific overreactivity', they never resorted to the more extreme instances of *Physical Action* (Level 6) or *Corporal Punishment* (Level 7). Findings also showed that it was common for teachers to become involved in a discipline sequence (see Section 7.6) rather than simply having an instance of 'specific misbehaviour' followed by a resulting discipline action. On average, it took the participants 3.65

disciplinary responses to stop the specific act of misbehaviour by a student (see Section 9.11.7).

The overarching observations in relation to discipline identified 4 main issues. First, the 'star and X method' was ineffective and teachers resorted to other methods to compensate. Second, the methods teachers used were also ineffective (e.g. speaking in a monotone or laughing at the act of specific misbehaviour) causing instances of specific misbehaviour to rise or to require more effort by the teacher to stop. Third, discipline expectations by the Director and by the parents were strict, and teachers were unable to achieve this level of discipline in the classroom (see Section 7.3). Finally, teachers were able to identify that issues related to misbehaviour in the classroom and unachievable expectations by parents and the Director resulted in increased levels of stress and de-motivation towards teaching (see Section 9.11.3.4).

11.4 The research questions

The first research question, which has already been identified as having certain limitations, was:

> **RQ1:** To what extent do first-time ESL teachers use their practical knowledge in the classroom?

From my research (see Section 2.3 and 10.2), it was initially clear that 'practical knowledge' included situational knowledge, theoretical knowledge, personal knowledge, social knowledge and experimental knowledge (Elbaz, 1981). Further, it encompassed being personal, contextual, tacit, content related, based on experience and guiding a teacher's teaching practice (Carter, 1999, Chou, 2008; Meijer, Verloop & Beijaard, 1999). Therefore, despite the fact that the participants found it difficult to identify their 'practical knowledge' and how it applied to the preschool classroom, certain points were noted.

Through the observations, each of the teachers clearly modified their teaching practices and strategies in some of the observed areas between weeks 1 and 12 (usually around week 3), suggesting that their practical knowledge did indeed develop through teaching practice as initially hypothesized. Specifically, by weeks 3-5, each of the participants had developed a pattern which they consistently used in each of their lessons (although each pattern was slightly

different for each participant). Further, when they attempted to incorporate a new activity into the classroom, if it failed to produce the required result, it was either modified or not used again, suggesting that they were using 'experimental knowledge'. On a more basic level, there were certain instances which suggested that teachers were calling on past experiences when teaching in the classroom. One example of this was when students were constantly asked to 'sit nicely' with their hands folded and resting either on the table or in their laps (example from observation of Jack). This action sequence was not employed regularly by any of the other participants to the same extent and the preschool did not have a policy on how the children should have their hands, which suggested that Jack was calling on previous experiences when asking the children to do so.

Despite the fact that it was impossible to fully answer this research question, as the *extent* could not be determined due to the lack of data on the participants own learning experiences, it was clear that certain aspects relating to 'practical knowledge' could be identified and were indeed used by each of the four participants during classroom observations. These included identifying characteristics of a 'good' teacher, adapting to their own environment, and implementing strategies (e.g. 'sit nicely') to deal with certain situations.

RQ2: How and in what ways do the lesson plans and journal entries of first-time ESL teachers change over the course of a 12 week period?

The initial hypothesis related to this research question noted that lesson plans would evolve over the 12 week period from detailed entries to more general ones as teachers became more comfortable in the classroom setting and in their role as teachers. This was congruent with suggestions by Johnson and Golombek (2003) who suggested that moment-to-moment lesson plans were common, but that these plans would subside to be less detailed as teachers became more comfortable with instructional activities. With respect to their journal entries, it was anticipated that these would also become less detailed as participants began to understand their role within the private preschool. Findings from this study showed that the lesson plans did indeed become shorter as the weeks progressed, yet perhaps not for the same reasons that were stated in past research.

At this private preschool, the creation of lesson plans was a mandatory requirement for all of the native English teachers. The reason given for their

creation was that lesson plans could then be shown to parents to display how each class was progressing through the related material. Yet based on the journal entries, participants were convinced that the creation of the lesson plans was not helpful, as the teachers knew that the standard set by the Director would be to accomplish one textbook page a day, whether the students understood the material or not. Since the participants had no input into which textbooks were used in the class, and lesson plans were rarely commented on (as long as the page-a-day quota was met), they expressed little motivation to create exceptional plans. Therefore, by weeks 3-5, the lesson plans of participants had decreased from having any sort of detail to simply a one-line entry expressing the name of the textbook, page number and corresponding student book activity.

In relation to the journal entries, once experiencing the honeymoon period (see Section 8.6.2.1), teachers became increasingly more frustrated as the weeks progressed, leading to increased stress levels.

> **RQ3:** To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

Since Korea has a dynamically different culture to North America, it was expected that participants would experience at least some form of 'culture shock' in the first 12 weeks of their one-year contracts in Korea. Culture shock was deemed to include experiences that participants may have been unprepared for either in or out of the preschool classroom. It was further clarified by Chu and Morrison (2011) and discussed in my research in Section 10.4.

Based on the journal entries, the interviews, and my own personal observations, 'culture shock' was experienced in some form or another by each of the participants; this in turn, led to changes in certain lessons, as showed by the classroom observations. Stress was noted as the most common circumstance which led to changes in behaviour. Within the preschool, participants noted that expectations in the workplace were different than those in North America, specifically that participants were expected to work extra hours in addition to their contracted hours without being compensated with overtime salaries (see Section 8.5.2). Further, the hierarchical makeup of the preschool meant that the Director was seen as an authority figure and negotiation between teachers and the Director was deemed as inappropriate. This proved to be especially difficult for

the participants, as suggestions made were not acknowledged or implemented. The lack of control over the material taught in the classroom increased stress levels among participants, which seemed to decrease motivation and enthusiasm during classroom lessons.

Cultural issues which occurred outside of the classroom also affected teacher happiness and decreased motivation and enthusiasm during observed classes. Specifically, frustrations related to the reliance on others due to the language barrier between the teachers and the Korean public were most common. Teachers expressed concern that certain everyday tasks such as making a reservation at a restaurant or going to see a doctor were challenging and hindered their independence. Further, because these tasks added to the workload of the Korean teachers, friction sometimes occurred creating an uncomfortable atmosphere.

11.5 Potential Implications

This thesis set out to determine the role of ESL teachers in private Korean preschools with respect to the research questions listed above. At the time of writing, the English Programme in Korea (EPIK) was implementing a program to put one native speaker in each junior high school by 2010 (see Section 3.4). At the time of writing, it is unclear whether or not this actually occurred. However, in recent months, EPIK has announced budget cuts which will limit the scope of the native English teacher programme in Seoul and Gyeonggi Province (the area around Seoul) (Kim, 2012). This does not necessarily affect this study, as it relates to native English teachers working in *public middle* schools, but the argument made by the Seoul Ministry of Education (SMOE) is that the cost-effectiveness of hiring native English speaking teachers needs to be re-evaluated in public education meaning there is potential for more openings in the private sector (Kim, 2012). Again, it is unclear (due to my lack of understanding of the Korean language) what effect this will have on the private sector, but it does seem to suggest that native English speaking teachers will continue to be recruited in the private sector.

11.5.1 Implications for policy and practice

Based on the findings from this study it may be necessary to reassess the novice native speaker as the 'ideal' teacher in terms of Korean private language schools. The benefits of this reassessment have potential implications for multiple relevant groups. For example, if co-teaching occurred (e.g. a Korean English teacher and a native English teacher), the stress levels of native English teachers might decrease, while the perceived 'value' of Korean English teachers might increase. Further, students taught by a 'team' of teachers might receive the added benefits of better pronunciation from the native English speakers (Butler, 2007) as well as a culturally sensitive approach from the Korean English teachers. This has the potential to increase satisfaction levels of parents and, in turn, theoretically increase the profits of the preschools.

In practice, this idea might be difficult to implement. This is because of the cyclical nature of the problem (i.e. parents *perceive* native English speakers to be 'ideal' and schools hire native English speakers to appease parents). However, as the SMOE continues to implement changes to incorporate Korean English teachers into public school classrooms, it will be interesting to monitor whether this then changes the standard of practice in the private industry.

11.6 Final summary

As demonstrated by this study, it is not simply as straightforward as posting a job advertisement and hiring teachers who meet the basic requirements, as teachers who are unfamiliar with the expectations or culture of Korean society may experience increased levels of stress resulting in a decrease in motivation towards classroom teaching. This then creates increased strain on others – parents, who may spend a substantial portion of their income on English lessons for their children, may be unsatisfied with the progression level of their children. This, in turn, places strain on the directors and owners, as since private preschools are business enterprises, parent satisfaction is of the utmost importance. To alleviate some of the doubts parents may have, the directors may be inclined to increase the difficulty level of the textbook(s), which then causes

conflict with the teachers who are unable to be effective in the classroom. These teachers then leave at the end of their one year contract and new teachers come into the role to face similar issues. This cycle is problematic and requires further research; however it can be noted that in the case of the four participants within this study, although they enjoyed many aspects of life in Korea, there were still many aspects which caused frustration and increased levels of stress.

Appendices

Appendix 1: Invitation Letter and Information for participants

Dear (Applicant Name)

I am writing to invite you to participate in a research study. The purpose of the study is to examine the progression of first-time ESL teachers in a South Korean private preschool.

I am inviting you to be in this study because you are a first-time English teacher commencing employment at the preschool currently involved in this research project. I obtained your name and address through the Director of (**name of Preschool withheld).

If you agree to participate, I would like you to be involved in interviews and classroom observations. I would also like you to keep a journal of the classes you are teaching which will include lesson plans you have created as well as any personal thoughts that you might have during the course of this study. Further details will be explained to you upon your arrival at the preschool.

I will keep the information you provide confidential, however this research is part of a PhD thesis and results will be presented to the Educational Studies department at the University of York, UK. Examiners may inspect the records pertaining to this research. Results may also be used in published journals, articles, and in conference presentations. However, due care will be taken to ensure that you cannot be identified. You will be asked to suggest a pseudonym for yourself for the duration of this study, if you do not suggest a pseudonym, one will be created for you in order to assure anonymity.

There are no known risks from being in this study and I hope that you will benefit by gaining some insight into your personal teaching style and the strategies you employ in the classroom. I also hope that others may benefit in the future from what can be learnt as a result of this study.

Taking part in this research study is completely voluntary. If you decide not to be in this study, or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify. Please read the pages attached to this letter. The first part details the nature of the study, the expectations of the participants and the approximate time required to complete each component. The second is a consent form which I would ask you to sign and send back to the preschool at your convenience.

If you have any questions about the research study itself, please do not hesitate to contact me by email at lmg502@york.ac.uk or by telephone at +44 7503 552 616.

Thank you very much for your consideration.
Sincerely,
Laura Taylor

Information for Participants

The intention behind this study is to examine the progression of first-time ESL teachers while teaching at a private preschool in South Korea. The research questions for this study are as follows:

- To what extent do first-time ESL teachers use their 'practical knowledge' in the classroom?
- How and in what ways do the lesson plans of first-time ESL teachers change over the course of a 12 week period?
- To what extent do external sources play a role in the progression and teaching strategies of first-time ESL teachers?

It is hypothesized that your teaching strategies within the preschool classroom will change throughout your time in South Korea. This could be due to internal factors, such as trial and error in the classroom, or to external sources such as your social life and your interaction with other people.

Classification and Description	**Approximate Time Required**
Interviews • Interviews will be conducted at three intervals throughout this 12 week study. The first interview will be conducted over the phone before you arrive, while the other two interviews will be conducted in weeks 6 and 12.	Interviews should last between 45 to 60 minutes each and will be scheduled according to your availability – these may be recorded with your permission
Classroom Observation • The research study is focusing on three areas of ESL teaching: the grammar class, the language arts class and the storybook class. Each of these three classes will be videotaped one time per week.	Your classes should not be disrupted during this time period and therefore although the videotaped material will amount to 90 minutes of footage, this section of the study does not require you to do anything other than teach your class as you usually do.
Journals • Ideally, journals should be updated every one to two days. There are three parts to the journal. You must write down your lesson plan for the three classes focused on in this study (grammar, LA and storybook) and must acknowledge if you followed the lesson plan described and where you deviated from it. You should write down any feelings you might be having about ESL teaching and your experience in Korea. Journal keeping will be further explained upon arrival in Korea.	Part one – Lesson Planning – the time required for this section varies, but since it is already a requirement by the preschool that you keep this documentation, you are not required to do anything other than cut and paste a copy into your journal. Part two – acknowledgement/deviation – this should take between 30-60 minutes to complete each week depending on the amount of deviation from the original lesson plan Part three – diary entries – the time to complete this task is variable on your own personal experiences while in South Korea. However, a weekly submission is desirable.

Appendix 2: Consent Letter

Consent Letter

I _____ (your name) agree to participate in the study 'the progression of first-time ESL teachers in a South Korean private preschool.'

- I have read and understand the information described above.
- I understand that data collected during this study could be used in a PhD thesis, at conferences and in future articles or journal papers, but that my personal identification will be protected by the use of a pseudonym.
- I understand that my participation is voluntary and if I choose to withdraw from the study, I will in no way be penalized by the researcher or the preschool.

Signed

_____ Date _____

Thank you for your time. Please complete this form and return it to the preschool Director at your earliest convenience.

Appendix 3: English Version of Document sent to Preschool and Parents

PhD Title: The progression of first-time ESL teachers in a Private South Korean Preschool

Objective: To examine how beginner ESL teachers learn to teach English to young children in South Korea

Study Outline: This research study is a very exciting one. It has components which need to be completed during a one-year time period, but each teacher will only need to participate for 12 weeks.

The three components are:

1) Interviews: I need to speak with each beginner teacher three times – in weeks 1, 6 and 12 of their contract. In the week one interview, I will ask each teacher questions about what they expect Korea to be like and what they expect to happen in a preschool English classroom. In weeks 6 and 12, follow-up interviews will be done with the teachers to see if their views have changed and if they feel more confident in the classroom.

2) Observation: I need to videotape 2 classes per week for each teacher. This will be done through the use of a private video camera which I will provide for the teacher's classroom. The purpose of the observation is to see how the teaching style of each teacher changes over a 12 week period.

3) Journals: I will ask teachers to keep a record of their lesson plans when they are teaching grammar, language arts and storybook classes. I will then ask teachers to reflect on their lesson plans and whether they were able to follow the plan. I will also ask them to write about any feelings or new experiences they had in Korea. For example, when I was in Korea in 2007-2008, I attended the Boryeong Mud Festival (보령 머드축제) which was very exciting and made me very happy to see. I also went to the Oncheon (온천) almost every week and it was wonderful. I want to know about the experiences that other ESL teachers will have in Korea. Will new teachers get involved with Korean culture? What experiences will they enjoy?

I think Korea is one of the most beautiful places in the world and I think it is a great place to teach English. However, sometimes I think that ESL teachers who first come to Korea are very nervous about teaching English to young children. It is my hypothesis that the kind nature of the people and the helpful Korean staff will assist beginner ESL teachers to become great teachers. This leads to the reasons behind my study. I know that beginner ESL teachers are sometimes not good teachers when they arrive in Korea, but when they leave they are great teachers. I want to study how this occurs and how the beginner teachers progress throughout their time in Korea. To do all of this, I need the help of a private preschool or kindergarten in Korea.

Further Information:

1) It is very important to this study that it takes place in a Private English Kindergarten or Preschool working with children between 3 and 7 years old. This is because I think working with young children is difficult for beginner teachers. However, the children are **not** the focus of this study and will **not** be asked questions or be interfered with in any way.

2) Teacher participation in this research study is optional. This means that if there are teachers at a private preschool who do not want to participate in the study, they do not have to. However, I think that teachers can benefit by reflecting on their own teaching styles and their behaviour in the classroom.

3) During my year in Korea, I want to help at the preschool as an ESL teacher as well as to conduct this research study. The research study should not affect my work at the school because:
   - interviews will be done after school is finished
   - observations will be video recorded and reviewed at a later time
   - journals will be completed by teachers and then collected at the end of each 12 week period

4) What I expect from the school: Every preschool is different, but I want to work and research around people who are caring and supportive. From time to time I might need some assistance from the staff at the preschool, I also will need the preschool to hire teachers who do not have experience in teaching ESL in Korea. I hope that I can work together with the school to find the best teachers for the school and the best teachers for my study.

5) What you can expect from me: I have a very good level of education. I graduated from Columbia University in 2004 and then obtained my MA TESOL from the University of York in 2009. Now I am doing my PhD in Education with a TESOL focus. I also have previous experience teaching in both Japan and South Korea. I understand what it is like to be a beginner teacher and I can be supportive of the new teachers arriving into the school. I am willing to help others who need it. I am willing to take on a leadership role at the preschool after the study if required. I would be happy to help beginner teachers to continue to grow and develop once they have finished participating in my study. I would be happy to share ideas with my fellow teachers and work with others to make the preschool a great place for the children.

Thank you for reading about my study. I hope that you will consider helping me with my research.

Appendix 4: Korean Version of Document sent to preschool and parents

PhD 주제: 한국 사설 유치원에서 처음 일하는 ESL 교사들의 진행 과정
목　　적: 한국에서 신입 ESL 교사들이 아이들에게 영어를 가르치는 법을 어떻게 익혀 나가는지 조사하고자

연구 개요: 이 연구는 매우 흥미로운 주제로서, 1 년이라는 기간 동안에 완료되어야 하는요소들로 구성되어 있으나, 개별 교사들은 오직 12 주 동안만 참여할 수 있습니다.

세 구성 요소들은 다음과 같습니다:

1) 인터뷰: 개별 신입 교사들과 3번-계약상의 1, 6, 12 주차- 대화하길 원합니다. 첫주 인터뷰에서는, 교사 각각에게 한국에 대하여 무엇을 기대하고 있는지, 그리고 유치원 내의 영어 교실에서 무엇이 일어나기를 기대하고 있는지에 대하여 질문하고자 합니다. 6주차와 12주차의 후속 인터뷰는 교사들의 견해가 바뀌었는지, 그리고 교실 내 이루어지는 수업에 대하여 보다 확신을 얻었는지에 대하여 이루어질 것입니다.

2) 관 찰: 개별 교사에게 매주 3편의 교실 촬영 비디오테이프를 얻길 원합니다. 이것은 촬영교사의 교실에 제공되는 숨겨진 비디오 카메라의 사용을 통하여 이루어질 것입니다. 관찰의 목적은 12 주에 걸쳐 교사 각자의 수업방식이 어떻게 변화하는지 알고자 함입니다.

3) 일 지: 교사들이 문법, 언어 기술과 동화책 수업을 할 때, 수업계획에 대하여 계속적으로 작성하기를 요구할 것입니다. 그 다음 교사들이 수업계획을 수업에 반영하는지, 계획에 따라 수업할 수 있었는지에 대하여 묻고자 합니다. 또한 한국에서 겪은 새로운 경험이나 감정에 대하여 쓰기를 요구할 것입니다. 예를 들어, 제가 2007-2008년 한국에 있었을 때, 보령 머드 축제에 참여하였었는데, 그것은 정말 흥미로웠고, 즐거운 경험이었습니다. 또한 온천은 거의 매주 다녀올 정도로 매우 훌륭하였습니다. 저는 다른 ESL 교사들이 한국에서 갖게 될 경험에 대하여 알길 원합니다.

신입 교사들이 한국 문화에 참여할까요? 어떠한 경험을 그들이 즐길까요?

한국은 세계에서 가장 아름다운 장소 중 하나이며, 영어를 가르치기에 매우 좋은 곳이라고 생각합니다. 그러나, 종종 한국에 처음 도착한 ESL 교사들은 어린아이들에게 영어를 가르치는 것에 대하여 불안할 것이라고 여겨집니다. 한국인들의 따뜻한 정서와 친절한 직원들이 신입 ESL 교사들을 훌륭한 교사로 성장시키도록 도와줄 것이라는 것이 나의 가정이며, 이것이 내 연구를 지지하는 이유가 되어줄 것입니다. 저는 신입 ESL 교사들이 때때로 한국에 도착하였을 때는 그리 뛰어난 교사가 아니었으나, 그들이 떠날 때에는 훌륭한 교사로 바뀌는 것을 보았습니다. 이러한 것이 어떻게 일어나는지, 그리고 신입 교사들이 한국에서의 시간을 통하여 어떻게 발전해나가는지 연구하고자 합니다. 이러한 모든 것을 하기 위하여, 한국 내 사립학교 또는 유치원의 도움이 필요합니다.

부가 정보:

1) 이 연구는 한국 사립 영어 유치원이나 학원에서 3-7세 아이들과 함께 이루어지는 것에 주의해야 합니다. 왜냐하면 신입 교사들에게 있어서 어린아이들과 일하는 것이 어렵다는 것을 알기 때문입니다. 그러나, *어린아이들이 이 연구의 초점이* ***아니며****, 어린아이들에게 질문하거나 어떠한 방식으로도 방해되지* ***않을*** *것입니다.*

2) 이 연구에 있어서 교사 참여는 선택입니다. 즉, 사립유치원에서 일하는 교사가 참여하길 원하지 않는다면, 참여할 필요가 없음을 의미합니다. 그러나, 제 생각으로는 교실에서의 행동이나 자신만의 수업방식을 되돌아봄으로써, 교사들도 이득을 얻을 수 있다고 봅니다.

3) 한국에서의 1년 동안, 저는 한 명의 ESL 교사로서, 동시에 이 연구를 수행하면서 일하기를 원합니다. 이 연구는 교사로서의 제 업무에 영향을 끼치지 않을 것입니다. 왜냐하면,

   - 인터뷰는 모든 수업이 끝난 뒤에 이루어질 것입니다.

- 관찰은 비디오로 녹화될 것이며, 시간이 지난 후에 검토될 것입니다.

- 일지는 교사들에 의하여 완성될 것이며, 이후 매 12주의 기간이 끝난 후에 수거될 것입니다.

4) 학교에 대해서 기대하는 점: 각각의 유치원마다 다르겠지만, 저는 주변에서 돌봐주고 도와주는 사람들과 연구하며 일하기를 원합니다. 시간이 지날수록 유치원에 있는 직원들의 도움을 필요로 할지도 모르며, 또한 유치원 측에서 한국에서의 ESL을 가르친 경험이 많지 않은 교사들을 고용하길 원할지도 모릅니다. 저는 유치원을 위한 최적의 교사이면서 제 연구에 최적인 교사를 찾을 수 있도록 원측과 함께 일할 수 있기를 희망합니다.

5) 저에게 기대할 수 있는 점: 저는 매우 높은 수준의 교육을 받았습니다. 2004년 Columbia 대학을 졸업하였으며, 2009년 York 대학으로부터 TESOL 석사 학위를 받았습니다. 지금은 TESOL에 중점을 두어 교육학 박사과정을 밟고 있습니다. 일본과 한국에서 가르친 경력도 가지고 있습니다. 저는 신입 교사들이 어떤지 잘 이해하고 있으며, 그들이 한국에 도착하여 적응하는 과정을 도와줄 수 있습니다. 저는 기꺼이 주변을 도와주며, 만약 필요하다면, 유치원에서 지도교사의 역할도 기꺼이 수행할 수 있습니다. 신입 교사들이 제 연구 참여를 마치더라도 계속하여 그들이 성장해 나갈수 있도록 도와주고 싶습니다. 저는 동료 교사들과 아이디어를 공유하고, 아이들에게 유치원이 매우 훌륭한 장소가 되도록 다른사람들과 함께 일해나가고 싶습니다.

지금까지 제 연구에 대한 안내문을 읽어주셔서 감사합니다. 저는 여러분께서 제 연구를 도와줄 수 있기를 진심으로 희망합니다.

Appendix 5: Pilot interview schedule: week 0

Background Information

1. What country are you from?

2. What is your educational background? (e.g.: B.A. in English, Economics)

3. What was your last job before becoming an ESL teacher?

4. a. Have you ever lived abroad before?
   b. Where?
   c. For how long?

5. Why did you choose to teach ESL?

6. a. Have you ever learned another language?
   b. If yes, which language?
   c. For how many years?
   d. What is your level?
   e. Why did you learn this language?
   f. Did you feel that you were successful at language learning?
   g. Was learning a language enjoyable?
   h. If yes, what made it enjoyable? If no, why was it not enjoyable?

7. Do you think that your experiences learning another language will contribute to the way that you will teach ESL? Why/Why not?

8. What do you generally do for fun/ in your spare time? Do you think you will be able to do this in Korea?

Questions relating to South Korea

1. a. Why did you choose South Korea?
   b. Was South Korea your first choice of teaching locations?

2. a. Did you do any research about Korea before you decided to accept a job offer here?

   b. If yes, what did you research? If no, why not?

3. What challenges, if any, do you expect to face while living in South Korea?

4. a. Have you ever heard of the term 'culture shock?'
   b. Do you think 'culture shock' will happen to you? Explain.

Questions relating to ESL teaching

1. a. Identify three characteristics which you think a good ESL teacher should possess.

   b. Why are these characteristics important?

   c. Do you have these characteristics? If no, explain.

2. Describe what you are expecting to encounter on a typical day of ESL teaching.

3. What challenges, if any, do you expect to face in the classroom?

4. Did you choose preschool ESL teaching for any particular reason?

5. a. Do you believe that your lack of knowledge of the Korean language will hinder you in the classroom?

   b. Explain

6. How much support do you expect from your peers/supervisors?

7. Are you confident in your ability to teach ESL? Why/Why not?

Appendix 6: Pilot interview schedule week 6

Questions relating to South Korea

1. How are you adapting to life in Korea? Are you happy?

2. What are your favourite aspects of life in Korea?

3. What do you find most difficult about living in Korea?

4. Do you have problems with the language barrier between Korean and English? If yes, provide examples.

5. If you need something done (i.e.: a doctor's appointment or to schedule a trip) who do you ask (if anyone) for help?

6. What are you doing outside the class, as in extracurricular activities?

7. Have you made any friends who do not work at this school? How did you meet them?

8. Have you travelled to different parts of Korea? Where? Is this something you are interested in doing/continuing?

9. In the first interview, I asked you about 'culture shock,' do you think you have experienced 'culture shock?' if yes, explain.

Questions relating to ESL teaching

1. How are you enjoying teaching ESL?

2. What are your favourite aspects of teaching?

3. What are your favourite classes to teach? Why?

4. What do you wish you could change?

5. Are the preschool children as you expected? – in terms of behaviour, ability, etc.?

6. How do you find the level of support from the Korean staff? From the other English teachers?

7. Since the beginning of your time in Korea, what strategies have you learned in terms of teaching?

8. How have your teaching strategies/ideas about teaching in the classroom changed between when you first started teaching and now?

9. Do you think the students respond differently to you now compared to when you started? How?

Appendix 7: Pilot interview schedule: week 12

Questions relating to South Korea

1. Are you enjoying your time in Korea? Are you satisfied in your choice in choosing to come to Korea?

2. At this point, would you consider working in Korea for another year?

3. What do you think are the benefits of living in Korea? What are the drawbacks?

4. Briefly describe your thoughts on the Korean people.

5. Have you made any effort to learn the language? If yes, how? If no, why not?

6. Have you made any effort to involve yourself in the culture? If yes, give examples.

7. How much travelling have you done? Where have you gone and why?

8. What has been the most difficult aspect of life in Korea that you have had to adapt to? What do you miss most about your home country?

9. Do you feel that you have a good social life (outside the school) in Korea? What do you do for fun?

Questions relating to ESL teaching

1. Now that you have been in Korea for a while, what are your feelings toward teaching ESL in Korea?

2. Do you feel qualified to teach preschool ESL?

3. Do you feel motivated to improve your teaching skills? Why/Why not?

4. How do you feel about your preschool students?

5. How do you feel about the workload that you have been given at this preschool? is it too heavy, too easy?

6. How do you feel about the textbooks? Are they too easy, difficult, etc.?

7. Are there sufficient alternative materials for you to supplement your lessons with? (i.e.: supplemental worksheets, textbooks, games, toys). if yes, which materials do you use the most?

8. Do you think there should be more or less guidance from the Korean staff? The other English teachers? Explain.

9. What do you know about teaching now, that you wish you knew when you started?

10. Do you have any advice for future teachers?

Appendix 8: Final interview schedule: week 0

Background Information

- What country are you from?

- What is your educational background? (e.g.: B.A. in English, Economics)

- What was your last job before becoming an ESL teacher? Was it part-time or full-time?

- Have you ever lived abroad before?
    - Where?
    - For how long?

- Why did you choose to teach ESL?

- Have you ever learned another language?
    - If yes, which language?
    - For how many years?
    - What is your level?
    - Why did you learn this language?
    - Did you feel that you were successful at language learning?
    - Was learning a language enjoyable?
    - If yes, what made it enjoyable? If no, why was it not enjoyable?

- Do you think that your experiences learning another language will contribute to the way that you will teach ESL? Why/Why not?

- What do you generally do for fun/ in your spare time? Do you think you will be able to do this in Korea?

Questions relating to South Korea

- Why did you choose South Korea?
    - Was South Korea your first choice of teaching locations?

- Did you do any research about Korea before you decided to accept a job offer here?

    - If yes, what did you research? If no, why not?

- What challenges, if any, do you expect to face while living in South Korea?

- Have you ever heard of the term 'culture shock?'
    - Do you think 'culture shock' will happen to you? Explain.

Questions relating to ESL teaching

- Identify three characteristics which you think a good ESL teacher should possess.

- Why are these characteristics important?

- Do you have these characteristics? If no, explain.

- Describe what you are expecting to encounter on a typical day of teaching

- What challenges, if any, do you expect to face in the classroom?

- Did you choose preschool ESL teaching for any particular reason?

- Do you believe that your lack of knowledge of the Korean language will hinder you in the classroom? Explain

- How much support do you expect from your peers/supervisors?

- Are you confident in your ability to teach ESL? Why/Why not?

Questions relating to discipline

- Do you think the preschool children will be well-behaved?

- What do you think your approach will be towards discipline?

Appendix 9: Final interview schedule: week 6

Questions relating to South Korea

- How are you adapting to life in Korea? Are you happy?
- What are your favourite aspects of life in Korea?
- What do you find most difficult about living in Korea?
- Do you have problems with the language barrier between Korean and English? If yes, what are some examples?.
- If you need something done (i.e.: a doctor's appointment or to schedule a trip) who do you ask (if anyone) for help?
- What are you doing outside the class, as in extracurricular activities?
- Have you made any friends who do not work at this school? How did you meet them?
- Have you travelled to different parts of Korea? Where? Is this something you are interested in doing/continuing?
- In the first interview, I asked you about 'culture shock,' do you think you have experienced 'culture shock?' if yes, explain.

Questions relating to ESL teaching

- How are you enjoying teaching ESL?
- What are your favourite aspects of teaching?
- What are your favourite classes to teach? Why?
- What do you wish you could change?
- Are the preschool children as you expected? – in terms of behaviour, ability, etc.?
- How do you find the level of support from the Korean staff? From the other English teachers?

- Since the beginning of your time in Korea, what strategies have you learned in terms of teaching?

- How have your teaching strategies/ideas about teaching in the classroom changed between when you first started teaching and now?

- Do you think the students respond differently to you now compared to when you started? How?

Questions relating to discipline

- Do you know how to use the 'star and X method'? Do you use it?
- How are you managing discipline in the classroom?
- Is there often disruptive behaviour in your classroom? If yes, what is the nature of the disruption?

Appendix 10: Final interview schedule: week 12

Questions relating to South Korea

- Are you enjoying your time in Korea? Are you satisfied in your choice in choosing to come to Korea?
- At this point, would you consider working in Korea for another year?
- What do you think are the benefits of living in Korea? What are the drawbacks?
- Briefly describe your thoughts on the Korean people.
- Have you made any effort to learn the language? If yes, how? If no, why not?
- Have you made any effort to involve yourself in the culture? If yes, give examples.
- Have you done any travelling? Where have you gone and why?
- What has been the most difficult aspect of life in Korea that you have had to adapt to? What do you miss most about your home country?
- Do you feel that you have a good social life (outside the school) in Korea? What do you do for fun?

Questions relating to ESL teaching

- Now that you have been in Korea for a while, what are your feelings toward teaching ESL in Korea?
- Do you feel qualified to teach preschool ESL?
- Do you feel motivated to improve your teaching skills? Why/Why not?
- How do you feel about your preschool students?
- How do you feel about the workload that you have been given at this preschool? Is it too heavy, too easy?
- How do you feel about the textbooks? Are they too easy, difficult, etc.?
- Are there sufficient alternative materials for you to supplement your lessons with? (i.e.: supplemental worksheets, textbooks, games, toys). if yes, which materials do you use the most?

- Do you think there should be more or less guidance from the Korean staff? The other English teachers? Explain.

- What do you know about teaching now, that you wish you knew when you started?

- Do you have any advice for future teachers?

Questions relating to discipline

- What do you think should be expected of a preschool-aged child in terms of discipline?

- Do you think a lack of discipline in the classroom prevents the students from learning?

- What can be done, if anything, to improve classroom order?

Appendix 11: Pilot study journal instructions

Thank you for agreeing to keep this journal. Please know that any information that is written in this journal is for the sole purpose of the research study you have agreed to participate in. Your thoughts, lesson plans, and comments will not be shared with any of the staff members at the preschool, and you will in no way be assessed or reprimanded if your comments are not always positive. Below is a list of instructions which I would like you to follow throughout the duration of this study:

1. Try to set aside a regular time and place each day/couple of days in which to write in your diary. You are responsible for maintaining 2 mandatory and 1 optional component. This includes:
    a. Daily lesson plans for Grammar, Language Arts and Storybook classes (mandatory) (see example)
        - This task should take you between 20-30 minutes per week
        - Please complete this task in blue or black ink
    b. A comment on whether or not the lesson plan was followed. (mandatory) An item successfully completed from the lesson plan should be acknowledged with a checkmark (√) while an item from the lesson plan which was not completed should be marked with an asterisk (*) and reasons why it was not completed should be documented. (see example)
        - This task should take you between 30-60 minutes per week
        - Please complete this task in red ink (if possible)
    c. Diary entries about feelings and experiences (related to teaching or other aspects of your daily life) should be documented (Optional)
2. Keep your journal in a safe, secure place so you will feel free to write in it whenever you wish.
3. Do not worry about your style, grammar, spelling or organization.
4. Try to support your insights with examples. When you write something down, ask yourself, “Why do I feel that this is important?”
5. Write in the first person.
6. Write anything and everything you feel. All information will be kept confidential and solely for the purpose of this research study. No one will be allowed access to your journal outside of the researcher and the university thesis committee assigned to this study.

An example of a Grammar lesson plan is detailed below:

Time	Lesson Activity	Followed (√ or *)
10:00-10:05	Warm Up – ask about the weekend	√
10:05-10:15	Explain grammar concept, past simple with regular verb endings. Give example verbs to students and have them respond in chorus	√
10:15-10:25	Complete *Up and Away in English* Book p.26 past simple and Student Book p.27	* did not complete student book p.27, ran out of time in the class
10:25-10:30	Check answers with students	* Only checked p.26

Thank you for your time and effort! Should you have questions, please let me know.

Appendix 12: Final study journal instructions

Thank you for agreeing to keep this journal. Please know that any information that is written in this journal is for the sole purpose of the research study you have agreed to participate in. Your thoughts, lesson plans, and comments will not be shared with any of the staff members at the preschool, and you will in no way be assessed or reprimanded if your comments are not always positive. Below is a list of instructions which I would like you to follow throughout the duration of this study:

1. Try to set aside a regular time and place each day/couple of days in which to write in your diary. You are responsible for maintaining three components. This includes:
    a. Daily lesson plans for Grammar, Language Arts and Storybook classes (see example below)
        - This task should take you between 20-30 minutes per week
        - Please complete this task in blue or black ink
    b. A comment on whether or not the lesson plan was followed. An item successfully completed from the lesson plan should be acknowledged with a checkmark (√) while an item from the lesson plan which was not completed should be marked with an asterisk (*) and reasons why it was not completed should be documented. (see example below)
        - This task should take you between 30-60 minutes per week
        - Please complete this task in red ink (if possible)
    c. Diary entries about feelings and experiences (related to teaching or other aspects of your daily life) should be documented.
2. Keep your journal in a safe, secure place so you will feel free to write in it whenever you wish.
3. Do not worry about your style, grammar, spelling or organization.
4. Try to support your insights with examples. When you write something down, ask yourself, “Why do I feel that this is important?”
5. Write in the first person.
6. Write anything and everything you feel. All information will be kept confidential and solely for the purpose of this research study. No one will be allowed access to your journal outside of the researcher and the university thesis committee assigned to this study.

An example of a Grammar lesson plan is detailed below:

Time	Lesson Activity	Followed (√ or *)
10:00-10:05	Warm Up – ask about the weekend	√
10:05-10:15	Explain grammar concept, past simple with regular verb endings. Give example verbs to students and have them respond in chorus	√
10:15-10:25	Complete *Up and Away in English* Book p.26 past simple and Student Book p.27	* did not complete student book p.27, ran out of time in the class
10:25-10:30	Check answers with students	* Only checked p.26

Below is a list of some of the feelings or experiences you might like to write about. Please note that this list is not inclusive of all feelings or experiences that you might have and you are free to write any other thoughts or comments that may come to your mind.

- Lesson plan experiences (design, implementation, strategies)
- Problems/Solutions in dealing with preschool children (behaviour, listening, understanding, classroom mishaps, discipline)
- Your classroom teaching strategies
- Parental involvement in preschool activities
- Feedback (or lack thereof) from other members of staff
- Your daily workload at the preschool (too much, not enough)
- Your thoughts on how the actual experience is similar/different to what you imagined
- Your views on school field trips, excursions, parties
- Any issues you might be having with culture shock
- Comments on your life outside teaching (your accommodation, other teachers)
- Comments on the inability to find certain things that you thought were essential in your home country (food, toiletries, brand name products) and how you are adapting to the change
- Your thoughts on the city (nightlife, food, entertainment)
- How comfortable you feel getting around the city (public or private transportation)

Appendix 13: Lesson plan worksheet for teachers

Name_____ Class _____

	Monday	Tuesday	Wednesday	Thursday	Friday
LA					
Grammar					
Story					
Theme					
Math					
Science					

Appendix 14: Pilot observation schedule
Observe three different teachers for 30-minute segments from the classes of Grammar, Language Arts and Storybook. Tally the number of times the following issues are observed:

Grammar/Diction
Teacher says answer is incorrect and waits for students to try again _____

Teacher says 'no,' asks someone else _____

Teacher corrects student (gives answer) _____

Teacher repeats student's incorrect answer…
Uses facial expression to indicate error _____

Uses intonation to indicate error _____

Teacher writes student's answer on whiteboard, highlighting error_____

Teacher writes beginning of student's answer and asks class to complete _____

Teacher draws student's attention to form _____

Teacher accepts student's answer but repeats it with correct grammar _____

Teacher asks student to repeat answer (student self-corrects) _____

Pronunciation
Teacher repeats answer with corrected pronunciation _____

Teacher isolates problem sound and has student correct answer _____

Teacher repeats answer with appropriate intonation _____

Teacher uses whiteboard to show sound in writing (letters; phonetic symbols; drawing) _____

Teacher shows student articulation of problem sound _____

Classroom Problem Solving
Teacher cannot understand what student is saying (English) _____
Result _____
Teacher cannot understand what student is saying (Korean) _____
Result _____
Teacher reprimands student for misbehaviour because…..
Student is crying _____
Student is not following the rules _____
Other _____

Appendix 15: Final observation schedule

Grammar/Diction	**(+)**	**(-)**
Teacher says answer is incorrect and waits for students to try again		
Teacher says 'no,' asks someone else		
Teacher corrects student (gives answer)		
Teacher repeats student's incorrect answer… Uses facial expression to indicate error		
Teacher repeats student's incorrect answer… Uses intonation to indicate error		
Teacher writes student's answer on whiteboard, highlighting error		
Teacher writes beginning of student's answer and asks class to complete		
Teacher draws student's attention to form		
Teacher accepts student's answer but repeats it with correct grammar		
Teacher asks student to repeat answer (student self-corrects)		
Pronunciation	**(+)**	**(-)**
Teacher repeats answer with corrected pronunciation		
Teacher isolates problem sound and has student correct answer		
Teacher repeats answer with appropriate intonation		
Teacher uses whiteboard to show sound in writing (letters; phonetic symbols; drawing)		
Teacher uses whiteboard to show sound in writing (letters; phonetic symbols; drawing)		

Discipline Section
Using the codes below, classify each instance of specific misbehaviour, indicating whether strand or single action.

Code	**Example description for acts of Specific Laxness**
L7	Completely ignoring the specific misbehaviour
L6	Laughter at specific misbehaviour
L5	Delay in response
L4	Not following through with specific discipline
L3	Reasoning/begging with student to behave
L2	Use of 'please' at the end of discipline directions
L1	Directing the entire class rather than the student misbehaving

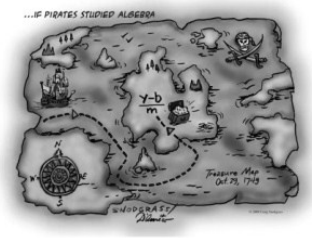
	Example codes for acts of Specific Overreactivity
O7	Corporal Punishment
O6	Physical Action
O5	Hitting the table or board with their hand (or other body part)
O4	Taking away a privilege
O3	Yelling at the student
O2	Speaking in a firm tone
O1	Speaking in a monotone (or neutral tone)

Worksheet

Example L4 L2 O1 (2:21)									

Appendix 16: Sample class activity

Write the correct word next to the picture.



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