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An Investigation into the impact of native English speakers on Korean English Teachers

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An Investigation into the impact of native English speakers on Korean English Teachers

by

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A Thesis

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Abstract

For the past 20 years, Korean public schools have hired native English speakers to teach English alongside a Korean English co-teacher. The native speaking teacher is often not trained as a teacher, and is tasked with teaching Korean students. This paper briefly looks at the history of co-teaching in Korea and examines what kind of impact native English speaking teachers have on the English language skills of their Korean counterparts. The survey results are from 112 Korean English teachers who responded to a 25 questions which asked for their perceptions of their English abilities before and after working with a native English speaker. This is the first survey of Korean English teachers about their impressions of the impact that working with a native English speaker had on their English skills and language abilities.

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Chapter 1: Introduction

Korean public schools utilize native English teachers (NET) as English co-teachers for the purpose of teaching students natural English. One metric that is overlooked is the influence that NETs have on their Korean colleagues. Korean schools have detailed tracking in place for student achievement, but a system does not exist for quantifying Korean English Teachers' (KET)s English abilities, especially those that are typically considered to be traits most likely found in NETs. While no formal instruction occurs between the NET and Korean English Teachers (KET), Korean teachers have a wide range of variability in the exposure they get to English from their NET which can be incidental and casual or habitual and structured. Any exposure to English has the potential to elevate the KET's own English abilities. It is generally agreed upon that in Korea, KETs generally have a better command of English grammar than NETs. David Carless (2002) says that non-native teachers, "May have a deeper knowledge of the grammar and how to explain the grammar of the target language." (p. 151). NETs are utilized because they are affable, confident and have native pronunciation. Mihyon Jeon (2009) goes so far as to call NETs working as EPIK teachers "performing monkeys with entertainment value." (p. 173). The purpose of this paper is to measure the impact of NETs in Korean public schools on KETs and what skills they are able to transfer through the co-teaching relationship. Because there are too many variables to consider when determining if there is strictly an increase in English ability, I will focus on KETs perception of their own abilities in the classroom and how working with a NET has affected them.

Through this study, I hope to illustrate the value KETs place on working with a NET and what skills they are able to acquire from working with NETs. My interest in this topic

stems from my own experience as a public middle school teacher for three years in Daejeon, South Korea. I began to realize that while I was hired for the purpose of teaching students; the teachers I worked with were interacting with me on a more sophisticated level the longer I was there. By the time I knew I was leaving the school, I wanted to know what kind of impact I had on the teachers and realized that there was no quantifiable measurement in place to see their progress as English learners or my impact as a co-teacher. I aim to create a record of KET feedback that will provide an examination of the influence of NETs on KET's classroom style, speaking confidence and perception of English.

I attempt to answer the following questions:

1. Does having a NET in the classroom change the KET's English communication abilities?
2. Has contact outside the classroom between NETs and KETs played a role in KETs English language improvement?
3. What non-teaching English language benefits do NETs bring to KETs?

Chapter 2: Literature Review

Team teaching, also referred to as co-teaching, is a practice that is employed around the world to teach English. There are many different ways that co-teaching is practiced; this review will look at the variety of ways native English teachers influence non-native English teachers through their shared teaching. Although the literature presents co-teaching in a variety of contexts, this paper will focus on the effect NETs have on KETs English abilities within the co-teaching environment.

Brief Background of Native Speakers in English Education in Korea

Korea's first major influx of NETs from America was through the Peace Corps, which sent its first group in 1966. They began teaching English to students and teaching Korean teachers so they could become self-sufficient. According to the Peace Corp's 1973 Annual Action report,

volunteers are working to upgrade the language skills of Korean teachers of English and improve their English teaching materials. Volunteers also teach directly in middle school classrooms and hold workshops for teachers in other schools in their districts. (p. 90)

With Korea's rapid economic development in the 1970s, the Peace Corps' presence in Korea was becoming less necessary. In the 1982 Congressional report, by its completion in 1980, nearly "80% of all secondary school teachers of English in Korea had had training by the Peace Corps Volunteers" (p. 45).

After the Peace Corps had left Korea, there was an absence of a large-scale English teaching program, which employed native English speakers for over a decade. In 1995, English Program in Korea (EPIK) was launched with the slogan of 'reinforcing foreign language education' and "reinforcing globalization education" (www.epik.go.kr) and by July

1995, 54 EPIK teachers had been recruited to teach in Korea. This was in response to the development of the sixth National Curricula, implemented in middle schools and high schools in 1995 and 1996 respectively (Shin, 2007 p. 77). According to Carless, “The EPIK (English Program in Korea) scheme was started in 1995 under the original name of KORETTA (Korea English Teacher Training) and was expanded and renamed EPIK in 1996” (2002, p. 152).

EPIK’s mission includes one key statement in particular which suggest the impression of importance of a co-teaching relationship, “To encourage cultural awareness between Koreans and EPIK teachers” (www.epik.go.kr) and this is all that is expected for the transmission of knowledge from the native speaker to the Korean teacher. At one point EPIK’s stated aims were to improve the English speaking abilities of Korean students and teachers, to develop cultural exchanges and to reform English teaching methodologies (Carless, 2006, p. 342) but it appears that these goals have changed as this information is no longer stated on the EPIK website. However, it is safe to say that the main expectation of EPIK still is that the NS [NET] will co-teach with NNS [KET] (Carless, 2002, p. 152).

Defining Co-teaching

Before going any further, the concept of “co-teaching” must be defined. In this paper, I will use the terms “co-teaching” and “team teaching” interchangeably as they serve the same purpose for my study. In a monolingual classroom where a non-language subject is being taught, co-teaching, according to Villa and Thousand (2013), could be as simple as “two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students” (p. 3). Co-teaching has been well

studied since the 1970s. The practice of co-teaching initially emerged from the field of general education in the USA, and was introduced to address mainly the issues of teaching disabled students in an inclusive classroom (Dieker & Murawski, 2003).

Different co-teaching methods. EPIK's teacher handbook, *How to Teach English in Korea* (National Institute for International Education, 2010), which is given to NETs during their pre-teaching orientation course lists three different co-teaching models (which is by no means an exhaustive list but rather an illustration of the guidance incoming public school NETs in Korea receive).

1. **Supportive teaching:** one teacher takes the lead while the other monitors students. It is the easiest to implement and does not require planning. It works best when the teachers have disparate teaching and/or English competencies. Unfortunately, this method can create an imbalance in the classroom and one teacher does all the work.
2. **Split teaching:** The class is divided into two groups to lower the student-teacher ratio and can also be divided based on their language levels. This method can only work if both teachers are competent enough to lead a group on their own. A complaint that KETs have is that NETs lack the ability to control classes on their own (Carless, 2002) which could preclude this model from working.
3. **Collaborative teaching:** Both teachers work together to teach the lesson together at the same time and are both responsible for preparation and presentation of the lesson. This requires the most work before the lesson and both teachers must be comfortable with the subject material and with each other. When done properly,

co-teaching can be likened to a marriage. Partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way (Villa & Thousand, 2013).

Liu (2008) describes five more models, which may be a more accurate representation of the diverse methods a classroom can be taught by two teachers:

- **One teaching–one assisting:** is characterized by one teacher taking the major responsibilities of the class and delivering instructional presentation while the other teacher monitors or assists students individually.
- **Station teaching:** each of the co-teachers repeats only a part of the instructional content to small groups of students who move among stations
- **Parallel teaching:** students are divided into two groups and instructed separately with different teaching content by two teachers
- **Alternative teaching:** one teacher instructs the larger group while the other teacher works with a smaller group of students to re-teach, pre-teach, or supplement the instructional content received by the larger group.
- **Team teaching** is achieved by both teachers sharing the responsibility and instruction of all students at the same time. (pp. 107-108)

Difficulties in co-teaching. Unlike teaching in the US, co-teachers often have disparate teaching qualifications from each other. NET’s number one qualification for teaching in Korea is that they are a native English speaker. According to the EPIK website, the requirements for a candidate to be eligible to be an EPIK teacher are as follows:

- (1) Citizenship in one of the following countries: Australia, Canada, Ireland, New Zealand, the United Kingdom, the USA and South Africa
- (2) A BA degree
- (3) Good mental and physical health
- (4) Good command of English
- (5) Ability to adapt to Korean culture and living.

- (6) Applicants must have studied from the junior high level (7th grade) and resided for at least 10 years or more in the above-listed countries

This disparity of what sets the stage for potential NET resentment from their KET counterpart due a number of factors. In a survey of KETs conducted by Shin (2007), a telling and common response was “There are many Native Speakers [of English] in Korean schools these days but not many Native Speaker teachers [of English]” (p. 80). KETs, alternatively, must pass rigorous schooling and exams before they can enter the classroom. A survey found that EPIK teachers felt that they were being underutilized despite their seemingly unqualified positions to teach. One NET said, that she “found the value of her work in the good salary that she earned for a relatively easy job and by ‘spending time in front of a computer’ during her downtime, while another said that the work was overpaid, since he taught only 22 hours per week (Jeon, 2009, p. 173). Furthermore, a Korean teacher who has spent years going through the Korean education system and countless hours studying for a multitude of difficult exams could see it as an affront when they are paired up with a NET who has a degree unrelated to English or education and expects to be treated as an equal.

There can be a difference in the expected roles that the NET and KET have for each other in the classroom. Since there is no one standard method for co-teaching, there is no specific guideline for each NET or KET to follow. As is sometimes the case, “Korean teachers of English and Korean students do not perceive EPIK teachers as legitimate teachers” (Jeon, 2009, p. 173). A KET who does not value their NET may use them only as a “human tape recorder” or as a model for correct pronunciation. The opposite is also true, as Carless describes an “EPIK teacher planned the lesson independently and taught most of it, whilst the

Korean teacher was present to help out with discipline, classroom management or communication problems” (2002, p. 154). This is to be expected though, as NETs are often criticized for being inexperienced and according to Carless it is “debatable the extent to which unqualified NS can make a significant contribution to the development of ELT” (2002, p. 153).

Perhaps the biggest cause of problems between NETs and KETs is a lack of communication. Both teachers are at different stages in their professional development and have hugely different educational and cultural backgrounds. Both have skills that the other lack and as effective co-teachers, can teach those skills to each other. However, without explicit and continual communication between co-teachers it is impossible for good teaching to occur, let alone skill transfer to one another.

Why Co-teach in an EFL Setting?

Despite the inequities between NETs and KETs and the potential for the whole teaching system to fail without constant monitoring and conscientious effort made towards having active communication, co-teaching can be a valuable teaching tool where the whole is greater than the sum of its parts. Co-teaching is an effective support for inclusive practices to accommodate the needs of diverse English Language learners (Honigsfeld & Dove, 2008) and in a mixed-level classroom, having two teachers can be an invaluable teaching resource. To that end, three benefits of co-teaching are outlined as follows.

Classroom management: This is a basic and straightforward benefit of having two teachers in the room together. Another teacher in the room can move around among the students as one teacher is instructing or introducing new ideas. The teacher in this “auxiliary”

role can help to eliminate distractions coming from disinterested students, can stop cheating, can offer real-time help in a limited one on one capacity, and can get an idea of students' level of understanding. Ideally, working well with your co-teacher allows you to “complement their presence” (Benoit & Haugh, 2001).

Teach to a wide range of abilities: Students are exposed to two different people who are conveying the subject material in their own way. In a mixed-level classroom, higher level students can listen to words and pronunciation from the NET and also get meaning if possible. Lower level students are exposed to cadence and intonation of native English and can parrot back phrases spoken with an authentic accent. If students need additional help with meaning or context, the KET is able to translate or repeat again more slowly. KETs spend years studying to become teachers and take a series of tests to be certified to teach English. With this qualification, it is possible that KETs have a better grasp of English grammar than many NETs who have a mastery of spoken language but may have limited formal training in English grammar.

Teaching styles not afforded to a single teacher: With one teacher in the classroom, the possible styles of teaching becomes limited. With two teachers, there are more opportunities for a wide range of teaching styles and new possibilities for teaching. Teachers can give dialog demonstrations, do simple skits, do questions and answer, and model language in the lesson. Teachers can repeat specific points that they feel are important and elicit more dialog from each other when they feel necessary. Co-teaching fosters an atmosphere of communication by allowing teachers to model dialogs instead of having a single teacher give monologues with limited student interaction (Honigfeld & Dove, 2008).

One of the most important yet overlooked aspects of co-teaching is that the KET speaking in English is legitimized as an English *speaker*, and not just a Korean English *teacher*. A savvy NET will highlight and respect the skill level of the KET in front of the class. In Korean public schools the NET will rotate among 20-22 different classes per week and work with several KETs since each KET is responsible for 3-5 classes who he or she sees every day. This legitimacy helps the teacher to gain the respect of their students and in turn have more confidence in their own speaking abilities which can have a positively reinforcing effect. According to Borg, “confidence (i.e., positive self-perception of ability), even when unjustified, motivates behaviour” (2001, p. 27). According to Carless, this is what EPIK had in mind, citing that “the difference is that EPIK teachers are often used in teacher training, specifically to enhance the confidence and language level of Korean teachers of English” (2002, p. 152).

One more benefit that has not been explored to its fullest capacity is the idea that the KETs can improve their own teaching abilities through exposure to a NET in the classroom and through other non-classroom exposure to English. Korean teachers go through teacher training and it would be arrogant to suggest that a few hours a week with less-trained native speaker could improve their teaching ability. The Korean education system is influenced by Confucian-heritage-culture (CHC) (Ho, 1994) which is has striking differences from the Western education system. For example:

Common CHC views about education include:

- education should be taken seriously,
- education is about the accumulation of knowledge,
- students should be respectful to their teacher and not challenge their teacher,
- students should ‘mimic’ their teacher,
- learning is about the transmission of knowledge from teacher to student and from books to students
- anyone can learn as long as they work hard. (Ho, 1994, p. 303)

Common Western beliefs:

- learning should be an enjoyable activity,
- praising motivates students to learn,
- learning is about discovering and exploring,
- learning is an individual pursuit,
- achievement is due to both ability and effort. (Ho, 1994, p. 303)

Revés and Medgyes (1994) say that native speaking and non-native speaking English teachers are “two different species” and assert that they have obvious differences including language proficiency and teaching style. Through co-teaching, both NETs and KETs will be exposed to new ways of teaching and thinking. Revés and Medgyes (1994) give three explanations of the differences between NESTs and non-NESTs:

1. “NESTs and non-NESTs differ in their teaching behavior”
2. “These differences in teaching behavior are largely due to divergent levels of language proficiency”
3. “The awareness of differences in language proficiency influences the non-NESTs' self-perception and teaching attitudes”. (p. 354)

NETs are invited to Korea for the purpose of bringing teaching styles from their home countries and KETs are excited to learn through new and interesting lessons. In my own experience, there were times when my own co-teachers were as excited as my students during my lessons.

Research Questions

The purpose of this paper is to investigate the impact of NETs in Korean public schools on KETs and what skills they are able to transfer through the co-teaching relationship. Because there are too many variables to consider when determining if there is strictly an increase in English ability, I focus on KETs perception of their own abilities in the classroom and how working with a NET has affected them.

This study builds on a previous study conducted by Revés and Medgyes (1994) in which non-native speakers of English teachers as a Second/Foreign Language were surveyed concerning their language attitudes and self-image. The study found that the higher the non-native teacher's proficiency level in English, the less self-conscious, hesitant, and insecure they felt in the classroom. It examines what effects NETs have on KET's English communication and teaching abilities and if their presence can help KETs become less self-conscious, hesitant, and insecure in the classroom.

Chapter 3: Method

Participants

The participants in the survey were 112 Korean-born English teachers who work in a public school in Korea and have worked with a native English teacher for at least one semester. The age and education level of the teachers varies. The least teaching experience is one year and the most is 30 years. These teachers were recruited and chosen based on the convenience of their professional relationships with the researcher and through referrals from teachers who have already taken the survey.

Materials

The survey questions are modeled after Revés and Medgyes (1994) survey with several additional questions added. The questions are focused on finding out about KETs perceptions of their own abilities and if they believe teaching with a NET had a positive impact on their teaching. The Revés and Medgyes survey was given to 216 native and non-native English teachers in 10 countries (Brazil, Czechoslovakia, Hungary, Israel, Mexico, Nigeria, Russia, Sweden, Yugoslavia, and Zimbabwe) and consisted of 23 questions, 18 of which were for both sets of teachers and 5 questions which were only for the non-native English speakers. Unlike the Revés and Medgyes survey, it is intended for NNETs only.

The participants of the survey are all Korean public school English teachers who have experience teaching with a NEST. They range from new to experienced teachers and all have varying degrees of experience with a NEST. Responses were obtained from a total of 112 participants, the majority of whom are female. One hundred and three (92 %) of the responses came from female teachers while 9 (8%) were male.

Setting

The survey was given anonymously via an online survey tool. Participants were able to take it at their leisure in a setting that suited them. They were able to answer without anyone knowing or influencing their choices.

Procedures

The methodology for this study is modelled after the Revés and Medgyes (1994) international survey but was updated using modern technology instead of mailed forms. The survey was offered in both English and Korean and could be taken in whichever language the participant chose. Of the respondents, 98 (88%) chose to take the survey in Korean and 14 (12%) answered in English. Data was collected via the online survey and automatically organized and saved in a spreadsheet.

The survey is 25 questions long and takes 3-5 minutes to complete, depending on the thoughtfulness of the responses. Most questions are closed-ended and are organized on a 4-point Likert scale as follows:

- strongly agree
- agree
- disagree
- strongly disagree

The questions were designed to elicit responses about the KET's perception of their own English abilities after working with a NEST.

Data Analysis

I will be using Pearson Correlation to examine the relationship between the different responses. The purpose is to determine if there is a positive or negative correlation between

any of the responses and if they indicate a relationship between the different answers, and specifically I would like to see what effect meeting outside of school and speaking English when presented the opportunity to have on the reported improvement of different English language skills.

Chapter 4: Analysis

The response that was most positively supported was “When you are in the teacher’s room, English is used to communicate” with a 96% positive response (40% Strongly Agree, 56% Agree). Closely following that was “When you are in the classroom room, English is used to communicate” with a 93% positive response (38% Strongly Agree, 55% Agree). Both of these are examples of KETs needing to communicate with their NET. In the teacher’s room, the KET and NET may be alone or may be with other (English or other subject) teachers so English may be a logical language to use. In the classroom, English should be used in front of students, however it may be necessary to use Korean to explain more difficult concepts or ideas to students.

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree
	Percentage of responses			
1. Outside of school, I meet with a native English speaking teacher regularly.	15%	59%	21%	4%
2. When you are with a native English speaking teacher and other Korean English teachers, you feel inclined to speak English with the group.	15%	48%	26%	11%
3. Compared to other Korean English teachers, you rate your English speaking ability as good.	22%	55%	16%	6%
4. Since working with a NET, your English VOCABULARY has improved.	6%	61%	29%	4%
5. Since working with a NET, your English FLUENCY has improved?	17%	66%	14%	3%
	20%	62%	13%	5%

6. Since working with a NET, your comfort SPEAKING English has improved.				
7. Since working with a NET, your English PRONUNCIATION has improved.	22%	63%	12%	3%
8. Since working with a NET, your English LISTENING COMPREHENSION has improved.	22%	58%	15%	4%
9. Since working with a NET, your English GRAMMAR has improved.	21%	62%	13%	5%
10. Since working with a NET, your use of English IDIOMS has improved.	14%	53%	28%	5%
11. Since working with a NET, your INTONATION when speaking English has improved.	10%	64%	21%	5%
12. Since working with a NET, your use of English PREPOSITIONS has improved.	20%	54%	25%	2%
13. The things that you feel are weaknesses make it difficult to teach.	9%	65%	22%	4%
14. Since working with your co-teacher, you speak English better than before you worked with a NET.	19%	48%	31%	3%
15. Since working with a NET, you use more real language when speaking English.	16%	71%	10%	3%
16. Since working with a NET, you are a more confident English speaker.	29%	60%	9%	3%
17. Since working with your NET, your teaching approach has become more flexible.	17%	63%	17%	3%
18. Since working with your NET, your teaching approach has become more innovative.	11%	66%	21%	2%

19. You study/practice English every day.	14%	58%	23%	4%
20. Working with a co-teacher is a positive experience.	30%	59%	7%	4%
21. When you are with the NET in THE CLASSROOM, English is used to communicate.	38%	55%	4%	4%
22. When you are with the NET in THE TEACHER'S ROOM, English is used to communicate.	40%	56%	3%	2%
23. When you are with the NET in DURING SCHOOL ACTIVITIES, English is used to communicate.	32%	57%	8%	3%
24. When you are with the NET in an activity OUTSIDE OF SCHOOL, English is used to communicate.	30%	53%	13%	5%
25. When you are in a group of other Korean English teachers and with the NET in any activity, English is the primary language used to communicate.	13%	62%	24%	1%

The response that had the least positive support was the answer to “When you are with a native English speaking teacher and other Korean English teachers, you feel inclined to speak English with the group” which had a 37% negative response (26% Disagree, 11% Strongly Disagree). Not feeling inclined to speak English when in a group of other KETs could be for a number of reasons, one being that they are less comfortable speaking (or making mistakes) English in front of a group of coworkers who may judge them more harshly than a NET would. The response that followed next was “Since working with your co-teacher, you speak English better than before you worked with a NET” with a 34% negative response (31% Disagree, 3% Strongly Disagree). This answer is curious because it seems to contradict

some of the other discrete language skills that the KETs claimed to have improved since working with a NET. It may be that they felt that they improved in several specific areas, but not as a speaker overall.

The response that may be the most telling of the Korean co-teaching program is that 88% of positive responses were given when asked, “Since working with a NET, you are a more confident English speaker.” As Revés and Medgyes point out, “self-confidence is a necessary ingredient of successful teaching” (1994).

Someone who speaks L2 with a native speaker is likely to have some degree of confidence with that language. Being able to speak that language in front of their peers also displays a high level of comfort if not confidence with that language. Even if speaking English in front of other KETs does not show comfort in speaking English, it at least shows a motivation to practice speaking English (see Appendix C for correlation tables).

For meeting the NET outside of school, the more agreement with this statement, the more agreement with the following:

The more that the KET agrees that his or her English speaking ability is better than other Korean English teachers at the 0.01 level of significance, ($r = 0.316$);

1. The more the KET agrees that his or her English fluency has improved at the .011 level of significance, ($r = 0.239$); and
2. The less the KET agrees that he or she studies or practices English every day at the 0.020 level of significance, ($r = -0.220$).

It seems that meeting a native teacher outside of school would have a positive effect on a KET’s English abilities. It would also make sense then that a KET who meets with a native

speaker would believe that his or her speaking ability would be better than that of his or her peers. Improvement on fluency could be a result of meeting with the NET as well.

There is a weak negative correlation between meeting with a NET and practicing English every day. Perhaps KETs who spend time practicing do not have time to go out with a NET, or they do not see meeting a NET as counting towards English practice.

For the KET agreeing that he or she is inclined to speak English when in a mix group of NET and other KET teachers, the more the agreement with the following:

1. The more that the KET agrees that his or her English is better than other Korean English teachers at less than the 0.001 level of significance, ($r = 0.506$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at less than the 0.001 level of significance, ($r = 0.369$);
3. The more the KET agrees that his or her English fluency has improved at the 0.001 level of significance, ($r = 0.432$);
4. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.001 level of significance, ($r = 0.276$);
5. The more the KET agrees that his or her English listening comprehension has improved at the 0.035 level of significance, ($r = 0.199$);
6. The more the KET agrees that his or her intonation when speaking English has improved at the 0.001 level of significance, ($r = 0.308$);
7. The more the KET agrees that his or her use of English prepositions has improved at the 0.009 level of significance, ($r = 0.245$);

8. The more the KET agrees that things what they feel are weaknesses make it difficult to teach has increased at the 0.020 level of significance, ($r = 0.220$);
9. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.328$);
10. The more the KET agrees that he or she is a more confident English speaker at the 0.036 level of significance, ($r = 0.198$);
11. The more the KET agrees that his or her teaching approach has become more flexible at the 0.027 level of significance, ($r = 0.209$); and
12. The more the KET agrees that when he or she is in any activity with the NET and other KETS that English is the primary language of communication has improved at the 0.012 level of significance, ($r = 0.238$).

There is a relative strong correlation ($r = 0.506$) between KETs who feel that they speak English better than their peers are extremely likely to also say that they will speak English in a group of mixed KETs and a NET which seems like evidence of idea of the speaker's confidence being a factor. There is a relative weak correlation that they are likely to say that their vocabulary, fluency and use of real language have improved. The interaction with a NET would definitely promote this type of increase in ability.

For the KET who rates his or her English speaking ability as good, the more agreement with the following:

1. The more the KET meets with a NET outside of school regularly at the .001 level of significance, ($r = 0.316$);

2. The more the KET feels inclined to speak English in the group when with a NET and other KETs at less than the .001 level of significance, ($r = 0.506$);
3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at less than the 0.001 level of significance, ($r = 0.455$);
4. The more the KET agrees that his or her English fluency has improved at less than the 0.001 level of significance, ($r = 0.430$);
5. The more the KET agrees that his or her English speaking has improved at the 0.005 level of significance, ($r = 0.264$);
6. The more the KET agrees that his or her English pronunciation has improved at the 0.004 level of significance, ($r = 0.272$);
7. The more the KET agrees that his or her English grammar has improved at the 0.023 level of significance, ($r = 0.215$);
8. The more the KET agrees that his or her English intonation has improved at the 0.001 level of significance, ($r = 0.302$);
9. The more the KET agrees that things that he or she feel are weaknesses make it difficult to teach at the 0.024 level of significance, ($r = 0.213$);
10. The more the KET agrees that he or she use more real language when speaking English at the 0.005 level of significance, ($r = 0.261$);
11. The more the KET agrees that he or she is a more confident English speaker at the 0.002 level of significance, ($r = 0.402$); and

12. The more the KET agrees that his or her teaching approach has become more flexible at the 0.006 level of significance, ($r = 0.257$).

There is a strong correlation ($r = 0.506$) between feeling inclined to speak English as a group with a NET and other KETs which is very likely to occur with KETs who believe that they are good English speakers. A KET who already believes that he or she is a good English speaker is likely to agree to meeting with a NET outside of school and that would make sense since there would be no language barrier issue in meeting. KETs who already self-assess as good English speakers are also extremely likely to agree their vocabulary, fluency, and intonation have improved. They also agree that they are confident English speakers and that their speaking ability has improved; especially in pronunciation, grammar, intonation and the use of real language. They tend to agree that they practice English every day, but that does not seem to be a necessary requirement for self-assessing ability as good.

For KETs who rate his or her English vocabulary as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at less than the .001 level of significance, ($r = 0.369$);
2. The more that the KET agrees that his or her English is better than other Korean English teachers at less than the 0.001 level of significance, ($r = 0.455$);
3. The more the KET agrees that his or her English fluency has improved at less than the 0.001 level of significance, ($r = .436$);
4. The more the KET agrees that his or her English pronunciation has improved at the 0.006 level of significance, ($r = 0.260$);

5. The more the KET agrees that his or her English listening comprehension has improved at the 0.007 level of significance, ($r = 0.252$);
6. The more the KET agrees that his or her English grammar has improved at the 0.001 level of significance, ($r = 0.315$);
7. The more the KET agrees that his or her use of English idioms has improved at the 0.023 level of significance, ($r = 0.215$);
8. The more the KET agrees that his or her intonation when speaking English has improved at the 0.017 level of significance, ($r = 0.225$);
9. The more the KET agrees that his or her use of English prepositions has improved at the 0.009 level of significance, ($r = 0.245$);
10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach at the 0.003 level of significance, ($r = 0.232$);
11. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.246$); and
12. The more the KET agrees that he or she is a more confident English speaker at the 0.006 level of significance, ($r = 0.295$).

It makes sense for KETs who feel that they have an improvement in their English vocabulary would also feel that they are making improvements in English fluency, pronunciation, listening comprehension, grammar, idioms, intonation and prepositions as they can all come from the reinforcement that comes through interacting with a NET. An increase in vocabulary also lends itself to using more language as well as a correlation in confidence in speaking ability.

For KETs who rate his or her English fluency as improved since working with a NET the more agreement with the following:

1. The more the KET meets with a NET outside of school regularly at the .011 level of significance, ($r = 0.239$);
2. The more the KET feels inclined to speak English in the group when with a NET and other KETs at less than the .001 level of significance, ($r = 0.432$);
3. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at less than the 0.001 level of significance, ($r = 0.430$);
4. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at less than the 0.001 level of significance, ($r = 0.436$);
5. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.001 level of significance, ($r = 0.554$);
6. The more the KET agrees that his or her English pronunciation has improved at less than the 0.001 level of significance, ($r = 0.479$);
7. The more the KET agrees that his or her English grammar has improved at the 0.003 level of significance, ($r = 0.279$);
8. The more the KET agrees that his or her intonation when speaking English has improved at the 0.010 level of significance, ($r = 0.242$);
9. The more the KET agrees that his or her use of English prepositions has improved at the 0.008 level of significance, ($r = 0.250$);

10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach at the 0.003 level of significance, ($r = 0.280$);
11. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.379$);
12. The more the KET agrees that he or she is a more confident English speaker at the 0.006 level of significance, ($r = 0.260$); and
13. The more the KET views working with a co-teacher as a positive experience at the .040 level of significance, ($r = 0.195$).

There was a strong correlation ($r = 0.554$) between KETs reporting an improvement in speaking comfort and fluency, which makes sense as they are related. A KET who becomes more fluent will speak with ease and feel more comfortable. KETs who feel that they also have an improvement in their fluency also have a relative weak correlation in reporting that they feel inclined to speak English when they are with a NET and other KETs, rate their English speaking level as good, use more real language, and feel that their vocabulary and pronunciation have improved. These skills tend to go hand in hand. They are also very likely to have a perceived increase in their grammar, confidence, intonation and use of prepositions.

For KETs who rate his or her comfort speaking English as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .003 level of significance, ($r = 0.276$);
2. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.005 level of significance, ($r = 0.264$);

3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at less than the 0.001 level of significance, ($r = 0.366$);
4. The more the KET agrees that his or her English fluency has improved at the 0.001 level of significance, ($r = 0.554$);
5. The more the KET agrees that his or her English pronunciation has improved at the 0.001 level of significance, ($r = 0.317$);
6. The more the KET agrees that his or her English listening comprehension has improved at the 0.033 level of significance, ($r = 0.201$);
7. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.416$);
8. The more the KET agrees that his or her intonation when speaking English has improved at the 0.006 level of significance, ($r = 0.257$);
9. The more the KET agrees that his or her use of English prepositions has improved at the 0.007 level of significance, ($r = 0.252$);
10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at the 0.003 level of significance, ($r = 0.278$);
11. The more the KET agrees that he or she uses more real language when speaking English has improved at less than the 0.001 level of significance, ($r = 0.384$);
12. The more the KET agrees that he or she is a more confident English speaker has improved at the 0.012 level of significance, ($r = 0.235$);

13. The more the KET agrees that his or her teaching approach has become more flexible at the 0.012 level of significance, ($r = 0.315$);
14. The more the KET views working with a co-teacher as a positive experience at the .049 level of significance, ($r = 0.186$); and
15. The more the KET agrees that when he or she is in any activity with the NET and other KETS that English is the primary language of communication has improved at the 0.037 level of significance, ($r = 0.197$).

There was a strong correlation ($r = 0.554$) between KETs reporting an improvement in fluency and speaking comfort. The KET who becomes more fluent will be more relaxed and speak with ease. There were weak correlations with the responses from KETs who agreed that their comfort in speaking English improved after working with a NET also were likely to agree that their vocabulary, fluency, pronunciation, grammar, and use of real language improved. Additionally, they were also likely to say that prepositions, confidence, intonation, and listening comprehension improved. There was a correlation between comfort speaking English and viewing working with a NET as a positive experience, and this is one area that could be explored further. It seems that for a teacher, enjoying the work that he or she does is important, and interactions that are a good experience can lend themselves to learning English and feeling better about his or her ability. By having a good experience, the KETs may feel more inclined to practice English with their NET and feel comfortable through predictable, casual conversation.

For KETs who rate his or her English pronunciation has improved since working with a NET the more agreement with the following:

1. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.004 level of significance, ($r = 0.272$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.006 level of significance, ($r = 0.260$);
3. The more the KET agrees that his or her English fluency has improved at less than the 0.001 level of significance, ($r = 0.479$);
4. The more the KET agrees that his or her English comfort with speaking English has improved at the 0.001 level of significance, ($r = 0.317$);
5. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance, ($r = 0.460$);
6. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.434$);
7. The more the KET agrees that his or her intonation when speaking English has improved at the 0.001 level of significance, ($r = 0.311$);
8. The more the KET agrees that his or her use of English prepositions has improved at the 0.011 level of significance, ($r = 0.239$);
9. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at the 0.016 level of significance, ($r = 0.226$);
10. The more the KET agrees that he or she uses more real language when speaking English at less than the 0.001 level of significance, ($r = 0.335$);
11. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.379$);

12. The more the KET agrees that his or her teaching approach has become more flexible at the 0.001 level of significance, ($r = 0.317$); and
13. The more the KET views working with a co-teacher as a positive experience at the .034 level of significance, ($r = 0.201$).

Correct pronunciation requires practice and the KETs who rated their pronunciation as improved since working with a NET likely practiced their English speaking. They also were extremely likely to agree that their fluency, comfort and confidence speaking English, listening comprehension, and use of more real language all improved since working with a NET. There was also a strong correlation between this and KETs who rated their speaking ability as good, their increase in vocabulary, and use of prepositions. It seems that these other skills improved alongside pronunciation.

For KETs who rate his or her English listening comprehension as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .035 level of significance, ($r = 0.199$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.007 level of significance, ($r = 0.252$);
3. The more the KET agrees that his or her English comfort with speaking English has improved at the 0.033 level of significance, ($r = 0.201$);
4. The more the KET agrees that his or her English pronunciation has improved at less than the 0.001 level of significance, ($r = 0.460$);

5. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.544$);
6. The more the KET agrees that his or her English idioms has improved at the 0.007 level of significance, ($r = 0.255$);
7. The more the KET agrees that his or her intonation when speaking English has improved at the 0.001 level of significance, ($r = 0.299$);
8. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.001 level of significance, ($r = 0.491$);
9. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at the 0.001 level of significance, ($r = 0.313$);
10. The more the KET agrees that he or she uses more real language when speaking English at less than the 0.001 level of significance, ($r = 0.345$);
11. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.372$);
12. The more the KET agrees that his or her teaching approach has become more flexible at the 0.003 level of significance, ($r = 0.275$);
13. The more the KET agrees that he or she studies or practices English every day at the 0.013 level, ($r = 0.234$); and
14. The more the KET uses English when he or she is with the NET and a group of KETs at less than the .001 level of significance, ($r = 0.338$).

A reported increase in listening comprehension yielded a strong correlation ($r = 0.544$)

between an increase in grammar. There are several factors that can lead to an improvement in

listening comprehension in a target language. Listening to music or watching a television program in the target language may be beneficial, but having a native speaker who can talk with the learner might be the most efficient way, especially since the native speaker can repeat words and slow down the speed they are talking. The native speaker can even slow words down and work through words one syllable at a time if necessary.

There were weak correlations with KETs who noted an increase in their listening comprehension who also reported an improvement in their pronunciation, intonation, use of English prepositions, use of more real language, confidence in speaking English and the likeliness that they would speak English when in a group of KETs and a NET. This all lends itself to the idea KETs who work with a NET do gain several language skills by communicating with a NET. They also are likely to feel more comfortable speaking English and have an improvement in their vocabulary.

For KETs who rate his or her English grammar as improved since working with a NET the more agreement with the following:

1. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.023 level of significance, ($r = 0.215$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at less than the 0.001 level of significance, ($r = 0.315$);
3. The more the KET agrees that his or her English fluency has improved at the 0.003 level of significance, ($r = 0.279$);

4. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.001 level of significance, ($r = 0.416$);
5. The more the KET agrees that his or her English pronunciation has improved at less than the 0.001 level of significance, ($r = 0.434$);
6. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance, ($r = 0.544$);
7. The more the KET agrees that his or her English idioms has improved at the 0.004 level of significance, ($r = 0.271$);
8. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.331$);
9. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.001 level of significance, ($r = 0.344$);
10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at the 0.008 level of significance, ($r = 0.251$);
11. The more the KET feels that he or she does not speak English better than before working with a NET at the .032 level of significance, ($r = - 0.203$);
12. The more the KET agrees that he or she uses more real language when speaking English at less than the 0.001 level of significance, ($r = 0.352$);
13. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.369$);
14. The more the KET agrees that his or her teaching approach has become more flexible at less than the 0.001 level of significance, ($r = 0.331$); and

15. The more the KET agrees that he or she studies or practices English every day at the 0.005 level, ($r = 0.263$).

A reported increase in listening comprehension yielded a strong correlation ($r = 0.544$) between an increase in grammar, as discussed above. KETs are generally strong when it comes to English grammar, but in the survey there were 92 of the 112 respondents who agreed that their grammar improved since working with a NET. Among those who agreed, there were weak correlations between an improvement in their vocabulary, comfort and confidence speaking English, pronunciation, and use of more real language. Additionally, they were likely to agree that there was an increase in fluency, and use of idioms better now than before working with a NET. While self-study or even a class is helpful for language learning, it is clear that there is a benefit from working with a NET, even when it comes to something the KETs have normally excelled at, like grammar.

There was one negative correlation with the improvement in speaking ability. Teachers who said that their grammar improved were less likely to say that they speak English better.

For KETs who rate his or her English idioms as improved since working with a NET the more agreement with the following:

1. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.023 level of significance, ($r = 0.215$);
2. The more the KET agrees that his or her English listening comprehension has improved at the 0.007 level of significance, ($r = 0.255$);

3. The more the KET agrees that his or her English grammar has improved at the 0.004 level of significance, ($r = 0.271$);
4. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.324$);
5. The more the KET agrees that his or her use of English prepositions has improved at the 0.001 level of significance, ($r = 0.302$);
6. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at less than the 0.001 level of significance, ($r = 0.465$);
7. The more the KET agrees that he or she use more real language when speaking English at the 0.006 level of significance, ($r = 0.260$);
8. The more the KET agrees that he or she is a more confident English speaker at the 0.006 level of significance, ($r = 0.257$);
9. The more the KET agrees that his or her teaching approach has become more flexible at the 0.006 level of significance, ($r = 0.257$);
10. The more the KET agrees that his or her teaching approach has become more innovative at the 0.015 level of significance, ($r = 0.229$);
11. The more the KET agrees that he or she studies or practices English every day at the 0.035 level, ($r = 0.199$); and
12. The more the KET views working with a co-teacher as a positive experience at the .016 level of significance, ($r = 0.228$).

Idioms are something which can be difficult to understand for a non-native speaker and unless they are specifically taught in a class, may be impossible to learn. KETs who noted an

improvement in their idioms were likely to see an improvement in their intonation and use of prepositions. They were also very likely to agree that things that they feel are weaknesses make it difficult to teach. They were also likely to agree that they improved their vocabulary, listening comprehension, grammar, use of real language and confidence speaking English. They also were likely to say that their teaching approach had become more flexible and innovative as well as viewing work with a co-teacher as a positive experience. It seems like when KETs have a level of interaction that helps them to improve something like idioms; there are also other benefits that they glean from the experience.

For KETs who rate his or her English intonation as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .001 level of significance, ($r = 0.308$);
2. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.001 level of significance, ($r = 0.302$);
3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.017 level of significance, ($r = 0.225$);
4. The more the KET agrees that his or her English fluency has improved at the 0.010 level of significance, ($r = 0.242$);
5. The more the KET agrees that his or her English comfort with speaking English has improved at the 0.006 level of significance, ($r = 0.257$);
6. The more the KET agrees that his or her English pronunciation has improved at the 0.001 level of significance, ($r = 0.311$);

7. The more the KET agrees that his or her English listening comprehension has improved at the 0.001 level of significance, ($r = 0.299$);
8. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.331$);
9. The more the KET agrees that his or her use of English idioms has improved at less than the 0.001 level of significance, ($r = 0.324$);
10. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.001 level of significance, ($r = 0.431$);
11. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at less than the 0.001 level of significance, ($r = 0.421$);
12. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.417$);
13. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.371$);
14. The more the KET agrees that his or her teaching approach has become more flexible at less than the 0.001 level of significance, ($r = 0.355$);
15. The more the KET agrees that he or she studies or practices English every day at less than the 0.001 level, ($r = 0.357$);
16. The more the KET views working with a co-teacher as a positive experience at the .037 level of significance, ($r = 0.197$); and
17. The more the KET uses English to communicate with the NET and a group of KETs in any activity at the .035 level of significance, ($r = 0.199$).

Intonation is a speaking skill that a learner can start to acquire from listening, but to really improve on the skill he or she needs to practice speaking. Of the responses, 74% indicated that working with a NET had a positive effect on their intonation. KETs who answered that their intonation improved were very likely to also say that they were inclined to speak English in a group of KETs and a NET, they rated their English speaking ability as good compared to their peers, and agreed that their pronunciation, listening comprehension, grammar, use of idioms, prepositions, and real language have improved. They are also very likely to agree that their teaching approach has become more flexible, they practice English every day and the things that they feel are weaknesses make it difficult to teach. They are likely to agree that their vocabulary and fluency have improved and they are more comfortable speaking English. They view working with a co-teacher as a positive experience and use English to communicate when they are with a NET and KETs.

For KETs who rate his or her English prepositions as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .009 level of significance, ($r = 0.245$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.009 level of significance, ($r = 0.245$);
3. The more the KET agrees that his or her English fluency has improved at the 0.008 level of significance, ($r = 0.250$);
4. The more the KET agrees that his or her English speaking has improved at the 0.007 level of significance, ($r = 0.252$);

5. The more the KET agrees that his or her English pronunciation has improved at the 0.011 level of significance, ($r = 0.239$);
6. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance, ($r = 0.491$);
7. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.344$);
8. The more the KET agrees that his or her English idioms has improved at the 0.001 level of significance, ($r = 0.302$);
9. The more the KET agrees that his or her English intonation has improved at less than the 0.001 level of significance, ($r = 0.431$);
10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at less than the 0.001 level of significance, ($r = 0.405$);
11. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.340$);
12. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.403$);
13. The more the KET agrees that his or her teaching approach has become more flexible at the 0.011 level of significance; , ($r = 0.238$)
14. The more the KET agrees that his or her teaching approach has become more innovative at the 0.016 level of significance; , ($r = 0.227$)
15. The more the KET agrees that he or she studies or practices English every day at the 0.001 level, ($r = 0.306$); and

16. The more the KET uses English to communicate with the NET and a group of KETs in any activity at the .003 level of significance, ($r = 0.277$).

Learning prepositions can be as simple as a memorization task, but 73% of KETs said that their prepositions improved after working with a NET. Those that saw an improvement in prepositions also were extremely likely to agree that they improved in their listening comprehension, grammar, idioms, and intonation. They use more real language and are more confident when they speak. They also say that they study or practice English every day, which could be a cause of the improvement in prepositions or it they are counting their interactions with the NET as English practice. They also agreed that they improved their vocabulary, fluency, speaking and pronunciation. They agreed that their teaching approach has become more flexible and more innovative. They use English to communicate with the group when they are with KETs and a NET and feel inclined to speak.

For KETs who feel that things that are weaknesses makes it difficult to teach as improved since working with a NET the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .020 level of significance, ($r = 0.220$);
2. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.024 level of significance, ($r = 0.213$);
3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.014 level of significance, ($r = 0.232$);
4. The more the KET agrees that his or her English fluency has improved at the 0.003 level of significance, ($r = 0.280$);

5. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.003 level of significance, ($r = 0.278$);
6. The more the KET agrees that his or her English pronunciation has improved at the 0.016 level of significance, ($r = 0.226$);
7. The more the KET agrees that his or her English listening comprehension has improved at the 0.001 level of significance, ($r = 0.313$);
8. The more the KET agrees that his or her English grammar has improved at the 0.008 level of significance, ($r = 0.251$);
9. The more the KET agrees that his or her use of English idioms has improved at less than the 0.001 level of significance, ($r = 0.465$);
10. The more the KET agrees that his or her intonation when speaking English has improved at less the 0.001 level of significance, ($r = 0.421$);
11. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.001 level of significance, ($r = 0.405$);
12. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.329$);
13. The more the KET agrees that he or she is a more confident English speaker at the 0.003 level of significance, ($r = 0.277$);
14. The more the KET agrees that his or her teaching approach has become more flexible at the 0.012 level of significance, ($r = 0.237$); and
15. The more the KET agrees that he or she studies or practices English every day at less than the 0.001 level, ($r = 0.398$).

This was an area that had a larger impact on teaching than on English ability. KETs who felt that things that are weaknesses make it difficult to teach has improved since working with a NET are extremely likely to also agree that their listening comprehension, use of idioms, real language and prepositions, intonation have improved. They were also extremely likely to agree that they study or practice English every day. They were likely to agree that their vocabulary, fluency, grammar, and pronunciation had improved and their teaching approach has become more flexible. They agreed that their speaking ability was good compared to other KETs; they are a more confident English speaker and when they are in a group of KETs and a NET that English is used to communicate and they are inclined to speak.

For KETs who agree that since working with his or her co-teacher, he or she speaks English better than before working with a NET the more agreement with the following:

1. The less the KET agrees that his or her English grammar has improved at the 0.032 level of significance, ($r = - 0.203$).

Curiously, teachers who said that since working with a NET had a negative correlation with an improvement in their grammar improvement. One explanation may be because teachers who believe that they already have a high level of English believe that of the things they learn from working with a native English speaking co-teacher, grammar is not one of them. The Korean education system is heavily focused on grammar; so many KETs already have a strong grammar background when they begin working with a NET co-teacher.

For KETs who agree that since working with his or her co-teacher, he or she uses more real language when speaking English the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at less than the .001 level of significance, ($r = 0.328$);
2. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.005 level of significance, ($r = 0.261$);
3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.009 level of significance, ($r = 0.246$);
4. The more the KET agrees that his or her English fluency has improved at less than the 0.001 level of significance, ($r = 0.379$);
5. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.001 level of significance, ($r = 0.384$);
6. The more the KET agrees that his or her English pronunciation has improved at less than the 0.001 level of significance, ($r = 0.335$);
7. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance, ($r = 0.345$);
8. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.352$);
9. The more the KET agrees that his or her use of English idioms has improved at the 0.006 level of significance, ($r = 0.260$);
10. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.417$);
11. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.001 level of significance, ($r = 0.340$);

12. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at less than the 0.001 level of significance, ($r = 0.329$);
13. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.584$);
14. The more the KET agrees that his or her teaching approach has become more flexible at the 0.002 level of significance, ($r = 0.287$);
15. The more the KET agrees that he or she studies or practices English every day at the 0.013 level of significance, ($r = 0.234$);
16. The more the KET agrees that he or she uses English to communicate when he or she is with the NET in the teacher's room at the 0.010 level of significance, ($r = 0.244$);
17. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during school activities at the 0.030 level of significance, ($r = 0.205$); and
18. The more the KET agrees that when he or she is in any activity with the NET and other KETS that English is the primary language of communication has improved at the 0.006 level of significance, ($r = 0.259$).

There was a strong correlation ($r = 0.584$) between confidence speaking English and using real language. In order for KETs to take a risk with exploring language that may seem new and uncomfortable, they need to feel confident and safe. KETs who reported that they use more real language when speaking after working with a NET are extremely likely to say that they feel inclined to speak English when with a NET and other KETs, they also are likely to

report that their fluency, comfort speaking English, pronunciation, listening comprehension, grammar, intonation, and use of prepositions have improved. They are extremely likely to answer that things they feel are weaknesses make it difficult to teach. These respondents are likely to report that their vocabulary, speaking ability and use of idioms has improved. They are likely to believe that their teaching approach has become more flexible since working with a NET and say that they practice English every day. They report that they use English to communicate in the teacher's room, at school activities, or at any activity with the NET.

For KETs who agree that since working with his or her co-teacher, he or she is a more confident English speaker the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .036 level of significance, ($r = 0.198$);
2. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at less than the 0.001 level of significance, ($r = 0.402$);
3. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.002 level of significance, ($r = 0.295$);
4. The more the KET agrees that his or her English fluency has improved at the 0.006 level of significance, ($r = 0.260$);
5. The more the KET agrees that his or her English comfort with speaking English has improved at the 0.012 level of significance, ($r = 0.235$);
6. The more the KET agrees that his or her English pronunciation has improved at less than the 0.001 level of significance, ($r = 0.379$);

7. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance, ($r = 0.372$);
8. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.369$);
9. The more the KET agrees that his or her use of English idioms has improved at the 0.006 level of significance, ($r = 0.257$);
10. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.371$);
11. The more the KET agrees that his or her use of English prepositions has improved at less than the 0.003 level of significance, ($r = 0.403$);
12. The more the KET agrees that he or she use more real language when speaking English at less than the 0.001 level of significance, ($r = 0.277$);
13. The more the KET agrees that his or her teaching approach has become more flexible at less than the 0.001 level of significance, ($r = 0.584$);
14. The more the KET agrees that he or she studies or practices English every day at the 0.030 level of significance, ($r = 0.382$);
15. The more the KET agrees that he or she uses English to communicate when he or she is with the NET in the teacher's room at the 0.001 level of significance, ($r = 0.206$); and
16. The more the KET agrees that when he or she is in any activity with the NET and other KETS that English is the primary language of communication has improved at the 0.037 level of significance, ($r = 0.298$).

Like Borg and Carless have expressed, confidence is a very important aspect of a teacher's personality and 88% of respondents reported that they were a more confident English speaker after working with a NET. There was a strong correlation ($r = 0.584$) between confidence in speaking English and flexibility in teaching style. Teachers who have a more confidence are freer to explore other teaching styles and feel empowered to deviate from standard lessons. There was a weak correlation between responses that their speaking ability is good compared to other KETs, as well as improvements in pronunciation, listening comprehension, grammar, and intonation. They were extremely likely to also report an increase in their use of real language. These teachers were very likely to report that their teaching approach had become more flexible and they use English when they communicate when they are in the teacher's room. They were likely to report that they felt inclined to speak English when with a group of KETs and the NET and likely to agree that they felt an improvement in their vocabulary and comfort speaking. Having confidence is related to ability, but it also can be viewed as the inclination to take more risks, or know that they will be successful when they take risks.

For KETs who agree that since working with his or her co-teacher, his or her approach has become more flexible the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .027 level of significance, ($r = 0.209$);
2. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.005 level of significance, ($r = 0.266$);

3. The more the KET agrees that his or her English comfort with speaking English has improved at less than the 0.001 level of significance, ($r = 0.315$);
4. The more the KET agrees that his or her English pronunciation has improved at the 0.001 level of significance, ($r = 0.317$);
5. The more the KET agrees that his or her English listening comprehension has improved at the 0.003 level of significance, ($r = 0.275$);
6. The more the KET agrees that his or her English grammar has improved at less than the 0.001 level of significance, ($r = 0.331$);
7. The more the KET agrees that his or her use of English idioms has improved at the 0.006 level of significance, ($r = 0.257$);
8. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.355$);
9. The more the KET agrees that his or her use of English prepositions has improved at the 0.011 level of significance, ($r = 0.238$);
10. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at the 0.012 level of significance, ($r = 0.237$);
11. The more the KET agrees that he or she use more real language when speaking English at less than the 0.002 level of significance, ($r = 0.287$);
12. The more the KET agrees that he or she is a more confident English speaker at less than the 0.001 level of significance, ($r = 0.382$);
13. The more the KET agrees that his or her teaching approach has become more innovative at the 0.001 level of significance, ($r = 0.306$);

14. The more the KET agrees that he or she studies or practices English every day at less than the 0.001 level of significance, ($r = 0.354$); and
15. The more the KET views working with a co-teacher as a positive experience at the .003 level of significance, ($r = 0.282$).

One of the things that EPIK worked to introduce was the possibility for greater flexibility in the classroom with the use of a co-teacher, and 80% of respondents agreed that their approach was more flexible after working with a NET. They were extremely likely to also agree that there was an improvement in their comfort and confidence speaking, pronunciation, listening comprehension, grammar and intonation. They agree that their teaching approach has become more innovative and that they practice English every day. They were likely to agree that their vocabulary, idioms, prepositions, and use of real language had improved. They agree that things that they feel are weaknesses make it difficult to teach. They were also likely to agree that working with a co-teacher was a positive experience and they are inclined to speak English to a group that included KETs and a NET.

For KETs who agree that since working with his or her co-teacher, his or her approach has become more innovative the more agreement with the following

1. The more the KET agrees that his or her use of English idioms has improved at the 0.015 level of significance, ($r = 0.229$);
2. The more the KET agrees that his or her use of English prepositions has improved at the 0.016 level of significance, ($r = 0.227$);
3. The more the KET agrees that his or her teaching approach has become more flexible at the 0.001 level of significance, ($r = 0.306$);

4. The more the KET agrees that he or she studies or practices English every day at less than the 0.001 level of significance, ($r = 0.367$);
5. The more the KET views working with a co-teacher as a positive experience at the .020 level of significance, ($r = 0.220$); and
6. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during school activities at the 0.005 level of significance, ($r = 0.263$).

Bringing together a Korean teacher with at least several years of strict Korean schooling and a NET who may not have any teaching background could be a potential disaster. By allowing the two teachers to work together and look at lessons together from different perspectives there is the possibility for growth and innovation. Of the KETs surveyed, 77% agreed that working with a co-teacher led to their teaching approach becoming more flexible. They may have been able to utilize several different team teaching techniques or they may have learned something from how the NET interacted with the students. They were extremely likely to agree that their teaching approach has become more innovative. The KETs were also likely to agree that they improved their use of idioms and prepositions. They agree that they study English every day, view working with a NET as a positive experience and use English to communicate during school activities.

For KETs who agree that he or she studies or practices English every day the more agreement with the following:

1. The more that the KET agrees that his or her English vocabulary has improved since working with the NET at the 0.013 level of significance, ($r = 0.234$);

2. The more the KET agrees that his or her English listening comprehension has improved at the 0.013 level of significance, ($r = 0.234$);
3. The more the KET agrees that his or her English grammar has improved at the 0.005 level of significance, ($r = 0.263$);
4. The more the KET agrees that his or her use of English idioms has improved at the 0.035 level of significance, ($r = 0.199$);
5. The more the KET agrees that his or her intonation when speaking English has improved at less than the 0.001 level of significance, ($r = 0.357$);
6. The more the KET agrees that his or her use of English prepositions has improved at the 0.001 level of significance, ($r = 0.306$);
7. The more the KET agrees that things that you feel are weaknesses make it difficult to teach has increased at less than the 0.001 level of significance, ($r = 0.398$);
8. The more the KET agrees that he or she use more real language when speaking English at the 0.013 level of significance, ($r = 0.234$);
9. The more the KET agrees that he or she is a more confident English speaker at the 0.030 level of significance, ($r = 0.206$);
10. The more the KET agrees that his or her teaching approach has become more flexible at less than the 0.001 level of significance, ($r = 0.354$);
11. The more the KET agrees that his or her teaching approach has become more innovative at less than the 0.001 level of significance, ($r = 0.367$); and

12. The more the KET agrees that when he or she is in any activity with the NET and other KETS that English is the primary language of communication has improved at the 0.002 level of significance, ($r = 0.287$).

For KETs who agree that he or she studies or practices English every day the more agreement with the following:

13. The less the KET meets with a NET outside of school regularly at the .020 level of significance, ($r = - 0.220$); and
14. The less the KET agrees that he or she uses English to communicate with he or she is with the NET in an activity outside of school at the .046 level of significance, ($r = - 0.189$).

KETs who agreed that they study or practice English every day also were very likely to agree that they improved their intonation and use of prepositions. They also were likely to agree that things that they feel are weaknesses make it difficult to teach and that their teaching approach has become more flexible and innovative. They agreed that they are a more confident English speaker, improved their vocabulary, listening comprehension, grammar and use of idioms. By having a NET to work with, KETs have the ability to practice their English every day with a native speaker. Not all of the respondents took advantage of having the NET there to practice with as only 72% agreed that they studied or practiced every day.

There were two negative correlations between KETs who agreed that they practice English every day. The first was with those who said that they meet with a NET regularly. It may be the case, however, that KETs did not view their interaction with a NET as practice and were thinking of studying in terms of a more formal approach. The second was with those

who said that they communicate with English outside of school or in any activity. It could be the case that teachers who do not practice English regularly do not feel comfortable speaking it in a non-structured setting.

For KETs who agree that working with a co-teacher is a positive experience the more agreement with the following:

1. The more the KET agrees that his or her English fluency has improved at the 0.040 level of significance, ($r = 0.195$);
2. The more the KET agrees that his or her comfort speaking English has improved at the 0.049 level of significance, ($r = 0.186$);
3. The more the KET agrees that his or her English pronunciation has improved at the 0.034 level of significance, ($r = 0.201$);
4. The more the KET agrees that his or her use of English idioms has improved at the 0.016 level of significance, ($r = 0.228$);
5. The more the KET agrees that his or her intonation when speaking English has improved at the 0.037 level of significance, ($r = 0.197$);
6. The more the KET agrees that his or her teaching approach has become more flexible at the 0.003 level of significance, ($r = 0.282$);
7. The more the KET agrees that his or her teaching approach has become more innovative at the 0.020 level of significance, ($r = 0.220$);
8. The more the KET agrees that he or she uses English to communicate when he or she is in the classroom with the NET at less than the 0.001 level of significance, ($r = 0.595$);

9. The more the KET agrees that he or she uses English to communicate when he or she is in the teacher's room with the NET at less than the 0.001 level of significance, ($r = 0.406$); and
10. The less the KET uses English to communicate with the NET and a group of KETs in any activity at the .012 level of significance, ($r = - 0.237$).

Since a NET is coming from abroad to share his or culture, customs, habits and language with the students in school they are working at as well as the KETs, it would be good for programs like EPIK if KETs reported that working with a co-teacher is a positive experience. In this survey, 89% of respondents believed that working with a co-teacher was a positive experience. There was a strong correlation ($r = 0.595$) between viewing working with a co-teacher as a positive experience and the use of English for communication in the classroom. Teachers who have a good working relationship can work synergistically with each other and will be more likely to take risks with each other. There was a weak correlation between responses that these teachers used English to communicate in the classroom and the teacher's room. By viewing working with a NET as a positive experience, it seems easy to understand why a KET would want to communicate with the NET in English. KETs who agreed working with a NET as a positive experience also were likely to agree that they noted improvement in their fluency, pronunciation, use of idioms, intonation and comfort speaking English. They also were likely to agree that their teaching approach had become more flexible and innovative. In addition to the classroom and teacher's room,

For KETs who agree that working with a co-teacher is a positive experience, there was a negative correlation between communicating in English in a mixed group of KETs and a

NET. The more likely they were to report that co-teaching was a positive experience; the more unlikely they were report communicating in English when in this type of situation. This does seem counterintuitive though and may just be an outlier as it was a weaker correlation.

For KETs who agree that English is used to communicate with the NET when he or she is in the classroom the more agreement with the following:

1. The more the KET views working with a co-teacher as a positive experience at less than the .001 level of significance, ($r = 0.595$);
2. The more the KET agrees that he or she uses English to communicate when he or she is in the teacher's room with the NET at less than the 0.001 level of significance, ($r = 0.465$);
3. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during school activities at the 0.001 level of significance, ($r = 0.311$);
4. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during activities outside of school at the 0.005 level of significance, ($r = 0.266$; and
5. The more the KET uses English to communicate with the NET and a group of KETs in any activity at the .041 level of significance, ($r = - 0.193$).

One of the many benefits of co-teaching with a NET is the ability to model real language with a native speaker so students can hear and see the interaction. Ninety three percent of respondents agreed that they use English in the classroom to communicate. There was a strong correlation ($r = 0.595$) between viewing working with a co-teacher as a positive

experience and the use of English for communication in the classroom. They were also extremely likely to agree that working with a NET is a positive experience, that they use English to communicate in the teacher's room and that they use English to communicate during school activities. They were also likely to agree that they would use English to communicate during activities outside of school.

There was a negative correlation with KETs responding that they use English to communicate with the NET in the classroom and those responding that they use English to communicate when they are with a group made up of a NET and KETs in any activity. The KET may have meant that they do not spend much time communicating with the NET outside of school in any language. This too seems counterintuitive though and once again may be an outlier as it was a weaker correlation.

For KETs who agree that English is used to communicate with the NET when he or she is in the teacher's room the more agreement with the following:

1. The more the KET rates his or her English speaking ability as good compared to other KETs has improved at the 0.006 level of significance, ($r = 0.257$);
2. The more the KET agrees that his or her intonation when speaking English has improved at the 0.035 level of significance, ($r = 0.199$);
3. The more the KET agrees that he or she use more real language when speaking English at the 0.010 level of significance, ($r = 0.244$);
4. The more the KET agrees that he or she is a more confident English speaker at the 0.001 level of significance, ($r = 0.298$);

5. The more the KET views working with a co-teacher as a positive experience at less than the .001 level of significance, ($r = 0.406$);
6. The more the KET agrees that he or she uses English to communicate when he or she is in the classroom with the NET at less than the 0.001 level of significance, ($r = 0.465$);
7. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during school activities at less than the 0.001 level of significance, ($r = 0.477$); and
8. The more the KET agrees that he or she uses English to communicate when he or she is with the NET outside of school activities at less than the 0.001 level of significance, ($r = 0.414$).

The response with the highest percentage in agreement is to this statement, with 95% saying that they use English to communicate in the teacher's room. It is slightly higher than the number of KETs who speak English in the classroom. One possibility is that KETs are nervous or embarrassed about making a mistake in front of students (or even NET) so they defer to Korean instead of speaking English. In the teacher's room the environment is usually lower stakes so KETs can make mistakes and learn. The difference is not really great enough to belabor the point, however. These respondents are also very likely to agree that they are a more confident English speaker, they view co-teaching as a positive experience, they use English to communicate in the classroom, during school activities and outside of school activities. They are also likely to agree that their speaking ability is good compared to other KETs; they use more real language and have improved their intonation.

For KETs who agree that English is used to communicate with the NET during school activities the more agreement with the following:

1. The more the KET agrees that he or she use more real language when speaking English at the 0.030 level of significance, ($r = 0.205$);
2. The more the KET agrees that his or her teaching approach has become more innovative at the 0.005 level of significance, ($r = 0.263$);
3. The more the KET agrees that he or she uses English to communicate when he or she is in the classroom with the NET at the 0.001 level of significance, ($r = 0.311$);
4. The more the KET agrees that he or she uses English to communicate when he or she is in the teacher's room with the NET at less than the 0.001 level of significance, ($r = 0.477$); and
5. The more the KET agrees that he or she uses English to communicate when he or she is in activity outside of school with the NET at less than the 0.001 level of significance, ($r = 0.653$).

KETs who communicate with the NET during school activities in English are not doing so as an instructor but instead as a guide or helper since navigating school activities, assemblies and festivals can be confusing for someone not native to Korea. Teachers who agree to use English to communicate at school activities also are very likely to agree that they use English to communicate in the classroom, teacher's room and in activities outside of school. There is a strong correlation ($r = 0.653$) between communicating in English during school activities and activities outside of school. They are likely to agree that they use more real language and their teaching approach is more innovative.

For KETs who agree that English is used to communicate with the NET during activities outside of school the more agreement with the following:

1. The more the KET agrees that he or she uses English to communicate when he or she is in the classroom with the NET at the 0.005 level of significance, ($r = 0.266$);
2. The more the KET agrees that he or she uses English to communicate when he or she is in the teacher's room with the NET at less than the 0.001 level of significance, ($r = 0.414$); and
3. The more the KET agrees that he or she uses English to communicate when he or she is with the NET during school activities at less than the 0.001 level of significance, ($r = 0.653$).

For KETs who agree that English is used to communicate with the NET during activities outside of school the less agreement with the following:

4. The more the KET agrees that he or she studies or practices English every day at the 0.046 level of significance, ($r = - 0.189$).

There is a strong correlation ($r = 0.653$) between communicating in English during school activities and activities outside of school. This seems quite obvious, as navigating field trips, staff dinners or other events outside of school can be difficult for a NET and it is a good chance for a KET to practice speaking English outside of the sometimes rigid school context. 83% of respondents agreed that they use English to communicate with the NET outside of school. KETs who agreed with this were also extremely likely to agree that they use English to communicate in the teacher's room and with the NET during school activities. They were

likely to agree that they practice English every day and uses English to communicate in the classroom.

With the negative correlation, it may be the case that KETs did not view their interaction with a NET as practice and were thinking of studying in terms of a more formal approach.

For KETs who agree that English is the primary language used to communicate with the NET and other KETs during any activities outside of school the more agreement with the following:

1. The more the KET feels inclined to speak English in the group when with a NET and other KETs at the .012 level of significance, ($r = 0.238$);
2. The more the KET agrees that his or her English comfort with speaking English has improved at the 0.037 level of significance($r = 0.197$);
3. The more the KET agrees that his or her English listening comprehension has improved at less than the 0.001 level of significance($r = 0.338$);
4. The more the KET agrees that his or her use of English prepositions has improved at the 0.003 level of significance($r = 0.277$);
5. The more the KET agrees that he or she use more real language when speaking English at the 0.006 level of significance($r = 0.259$);
6. The more the KET agrees that he or she is a more confident English speaker at the 0.037 level of significance($r = 0.197$); and
7. The more the KET agrees that he or she studies or practices English every day at the 0.002 level of significance($r = 0.287$).

For KETs who agree that English is the primary language used to communicate with the NET and other KETs during any activities outside of school the more agreement with the following:

8. The less the KET views working with a co-teacher as a positive experience at the 0.012 level of significance, ($r = - 0.237$); and
9. The less the KET agrees that he or she uses English to communicate when he or she is in the classroom with the NET at the 0.041 level of significance, ($r = - 0.193$).

Speaking English when in a group of other KETs and a NET may be a good test of a KET's confidence and comfort in speaking English. Seventy five percent of the respondents said that they did and they were extremely likely to also agree that their listening comprehension also improved since working with a NET. There were likely to agree that they feel inclined to speak English when in a group and in the classroom to communicate, their comfort and confidence speaking English improved, they use more real language and have improved their use of prepositions. They are likely to agree that they practice English every day and view working with a co-teacher as a positive experience.

There were two negative correlations. At some point, the KET may start feeling some sort of resentment towards the NET for never speaking Korean. This may be the case for the negative correlation with these questions. It is something that should be explored further.

Each year a multitude of native English speakers come to Korea to become English teachers and are charged with the task of teaching Korean students. They are likely unaware of the impact they will have on their Korean co-teachers' English abilities. Even when they

are no longer in a formal classroom setting and are able to relax with their Korean co-teachers, it is clear that their interaction is having an impact on their KET. Even if they are not aware that they are teaching, the KET is learning.

To be an effective KET, the teacher needs to have a good command of many different English language skills. KETs overwhelmingly believe that through working with a NET they have improved their language skills, despite the fact that teaching English to the KET was not the NET's primary objective.

KETs do not believe that they became better English speakers after working with a NET even though the majority agreed that they improved in several distinct language skills. Perhaps KETs do not quantify their English ability only by the skills listed in the survey.

It has been shown that KETs interact with NETs outside of school and perhaps feel more comfortable making mistakes in front of them than they would in front of a Korean colleague. This is demonstrated by the fact that comfort and confidence both increased after working with a NET.

Korean English Teachers agree that they are learning many different skills from working with a NET. In order to become a Korean English teacher in Korea, a certain level of language competence must be achieved. The NET does not directly teach skills as much as much he or she is a person to practice real language with. The skills they teach are a result of the repetition and forced practice in and out of the classroom.

Korean teachers agree that what they perceive as a weakness in their ability makes it difficult for them to teach. What they see as a weakness may also lead to a lack of confidence and as demonstrated, both weaknesses and a lack of confidence can be changed through

working with a NET. Interaction with a NET reinforces the use of real language, which leads to confidence and comfort speaking English.

The findings of this survey indicate that a NET working as a co-teacher helps KETs improve their English abilities in several discrete areas as well as increasing confidence and comfort speaking English. KETs are not made explicitly aware of the learning potential that interaction with a NET can have on their English abilities and NETs are not tasked with teaching anyone other than students. The Korean English education system can become more efficient and benefit from more attention being placed on NETs having meaningful, real-language English interaction with KETs inside and outside the school.

It should be noted that it is hard to determine whether the KET who rated his or her English speaking ability as good, this was before working with the NET or because of it. Is working with the NET the cause of the improvement in the English ability? Do KETs who already have a high command of English have greater improvement after working with a NET than KETs operating at a lower level? This is not clear from the responses and could lend itself to further study (see Appendix C for the full correlation table).

Chapter 5: Conclusions

The purpose of this study was to measure the impact of NETs in Korean public schools on KETs and what skills they are able to transfer through the co-teaching relationship. Based on the data from 112 teachers, there is overall indication that NETs have a positive impact on KETs, and based on the responses from KETs, there seems to be an underlying belief that interaction with NETs results in an improvement in their English abilities among several different language skill areas. There is no indication of the specific mechanism for this improvement, and the only constant in all of the cases is that there is a NET present in the school

There were some limitations to this study. The answers were self-reported perceptions, so there is no way to gauge the complete accuracy of the responses. Also, it is possible that the KETS reported what seemed like a logical response as opposed to what actually happened. They may have felt that their English abilities stayed the same when in fact they improved but the KET was unable to see this for a variety of reasons.

The study also set out to answer three questions:

Does having NETs in the classroom change the KET's English communication abilities?

This question isn't in reference to teaching style or teaching ability but instead focuses on how the KET actually communicates in English. When asked, 88% of KETs agreed with the statement that they use more real language when speaking English. Having a NET is a major language learning resource for KETs, especially when they NET is viewed as an authentic, interactive language source. Survey respondents agreed that pronunciation (86%),

fluency (83%) had improved. This is an indication that KETs are speaking better than before they worked with a NET. What “better” actually means is open to interpretation as fewer (74%) KETs said that they speak better now than before working with a NET than said that specific language skills improved.

Getting more practice speaking English with a NET may seem like an obvious way for a KET to improve his or her English abilities, however there was only a weak correlation between meeting outside of school regularly and reporting that they speak English better than their peers.

There were, however, strong correlations between the improvements in several different English skills. KETs who reported that they had an increase in confidence speaking English and using real language. Similarly, there was a strong positive correlation between improvement in fluency and speaking comfort. An improvement in grammar was correlated strongly with improvement in listening comprehension. There was a strong correlation between KETs who reported confidence in speaking English and a flexibility in their teaching style. There was a strong correlation between viewing working with a co-teacher as a positive experience and the use of English for communication in the classroom. There were also strong correlations between communicating in English during school activities and activities outside of school.

Perhaps these sets of language skills with a strong correlation could be areas for future research. This could lead to a better understanding of how NETs influence KETs and help them with improvement in the English abilities.

Has contact outside the classroom between NETs and KETs played a role in KETs English language improvement?

Practicing anything will lend itself to an increase in ability, and as Revés and Medgyes puts it, “it seems to be obvious that frequent exposure to an authentic native language environment and proficiency-orientated in-service training activities may help improve the situation.” (1994, p. 364). KETs responding to this survey gave a majority of positive responses to most of the questions. They seemed to agree that working with a NET had a positive impact on their language. KETs agree that they do interact with NETs outside of school (74%). There does not seem to be data to suggest that meeting outside of school has a significant impact on the perceived improvement of any one particular language skill.

There could be many traits that a KET who would meet a NET outside of school might already have which make for a successful language learner, including openness to try new things, outgoing personality, or relaxed attitude about making mistakes. In this case the KET may already be predisposed to being a good foreign language learner and the NET just provides the means for the KET to further improve her skills.

What non-teaching English language benefits do NETs bring to KETs?

From the survey 88% answered positively in response to becoming a more confident English speaker. Interestingly, there were no significant correlations between the statement “Since working with a NET, you are a more confident English speaker” and any of the other statements. Perhaps this confidence does have a less quantifiable or even perceivable effect than specific language skills. Having confidence in the classroom can also lead to a less stressful or even a more enjoyable experience. Revs and Medgyes say, “It has been shown

that the higher the non-NESTS' proficiency level in English, the less self-conscious, hesitant and insecure they will be" (1994, p. 364). One advantage that NETs have, according to Medgyes, is their ability to "use language spontaneously and in the most diverse communicative situations." (2001, p. 434). By having more confidence in the classroom when speaking English, KETs may be able to bridge the gap between their abilities and that of a native speaker. In addition, it is apparent that after working with a native English speaking co-teacher, KETs changed their teaching style and they became more flexible and innovative in the classroom.

These results lend themselves to further study. Quantitative analysis to measure KET English performance in a pre- and post-NET test to get actual results would be useful in determining the influence that NETs have on KETs English abilities. Even this would not necessarily give a clear indication of the NET's effect since there could be other factors which contributed to the KET's potential English improvement like more regular self-study, joining a language exchange group or even starting to consume English language media more regularly. Having a numerical value for the effect a NET has on a KET is not possible for all areas as well. There is no reliable written test for confidence and it is hard to objectively score confidence in a teaching appraisal, and the same can also be said for comfort, enjoyment or innovation in teaching approach.

Having NETs in schools has a demonstrably positive effect on the KETs they work with. Teachers who work with a NET believe that their English language skills are better off for having worked with one. Perhaps the best way for non-native language teachers to improve their language skills is living immersed in another culture, but clearly that is not a

practical option. The next best thing is to bring that language and culture to the school in the form of a NET so that they can help to improve the non-native language teachers around them.

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Appendix A: Online Survey

Consent to participate in online survey

Consent Form

You are invited to participate in a research study working with a native English speaking co-teacher. This study is conducted by Dan Kopperud, graduate student in the TESOL program at St. Cloud State University. This study will take approximately 5 minutes of your time. You will be asked to complete an online survey about your experiences working with a native English speaking co-teacher. Your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time without penalty. You may skip any questions you do not wish to answer. If you do not wish to complete this survey just close your browser. Your participation in this research will be completely confidential and data will be averaged and reported in aggregate. Possible outlets of dissemination may be a Master's Thesis and/or online or print journals. Although your participation in this research may not benefit you personally, it will help us understand what effects having a native English speaking co-teacher in Korean schools has on you, a Korean English teacher. There are no risks to individuals participating in this survey beyond those that exist in daily life. If you have questions about this project, you may contact Dan Kopperud at 010-8121-6113 or dpkopperud@gmail.com. Please print a copy of this consent form for your records, if you so desire. I have read and understand the above consent form, I certify that I am 19 years old or older and, by clicking the continue button to enter the survey, I indicate my willingness voluntarily take part in the study.

- I agree and wish to participate in this survey
- I do not wish to participate in this survey

Continue »



33% completed

English Co-Teacher survey

This survey is anonymous. Please answer the following questions about your teaching experience.

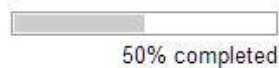
For how many years have you been an English teacher?

For how many years have you worked with a native English speaking co-teacher?

Your gender

Your co-teacher's gender

Continue »



English Co-Teacher survey

Untitled Page

1. IN THE CLASSROOM, how often do you interact with a native English speaking teacher?

- Every day
- 1-2 times per week
- 1-2 times per month
- A few times per semester
- Rarely
- Never

2. In school but OUTSIDE the classroom, how often do you interact with a native English speaking teacher?

- Every day
- 1-2 times per week
- 1-2 times per month
- A few times per semester
- Rarely
- Never

3. OUTSIDE of school, how often do you interact with a native English speaking teacher?

- Every day
- 1-2 times per week
- 1-2 times per month
- A few times per semester
- Rarely
- Never

4. When you interact with a native English speaking teacher, what is the percentage of English and Korean spoken?

For example, English 95%, Korean 5%

5. When you are with a native English speaking teacher and other Korean English teachers, you feel inclined to speak English with the group.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

6. Compared to other Korean English teachers, how would you rate your own English speaking ability?

- Excellent
- Good
- Average
- Poor
- Very Poor

7. What do you feel are your weaknesses in English? (please check all that apply)

- Vocabulary
- Fluency
- Speaking
- Pronunciation
- Listening comprehension
- Grammar
- Idioms
- Appropriacy
- Intonation
- Prepositions
- Other:

8. The things that you feel are weaknesses make it difficult to teach.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

9. Since working with your co-teacher, how has your English speaking changed?

- Speak better English
- no change
- Speak worse English

10. Since working with your co-teacher, how has your English speaking changed?

- Use more real language
- no change
- Use less real language

11. Since working with your co-teacher, how has your English speaking changed?

- More confident
- no change
- Less confident

12. Since working with your co-teacher, how has your teaching approach changed?

- More flexible
- no change
- Less flexible

13. Since working with your co-teacher, how has your teaching approach changed?

- More innovative
- no change
- More cautious

14. How much do you formally study English outside of school?

- 1+ hours per day
- 1+ hours per week
- 1+ hours per month
- none

15. Working with a co-teacher is a positive experience.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Would you be interested in a follow-up interview?

If so, please leave the best way to contact you below. (Telephone, Kakao ID, Facebook, email)

[« Back](#)

[Submit](#)

Never submit passwords through Google Forms.

100%: You made it.

Consent to participate in online survey

Thank you! If you have questions about this project, you may contact Dan Kopperud at 010-8121-6113 or dpkopperud@gmail.com

[Edit your response](#)

This form was created using Google Forms.
[Create your own](#)



Appendix B: Survey Results

Gender:

	Frequency
Female	103
Male	9
Total	112

Years teaching:

Experience	Frequency
Less than 5	61
5 - 10	28
10 - 15	15
15 - 20	5
20 - 25	2
Over 25	1

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree
	Number of responses			
1. Outside of school, I meet with a native English speaking teacher regularly.	17	66	24	5
2. When you are with a native English speaking teacher and other Korean English teachers, you feel inclined to speak English with the group.	17	54	29	12
3. Compared to other Korean English teachers, you rate your English speaking ability as good.	24	61	18	7
4. Since working with a NET, your English VOCABULARY has improved.	7	68	32	5
5. Since working with a NET, your English FLUENCY has improved?	19	74	16	3
6. Since working with a NET, your comfort SPEAKING English has improved.	22	69	15	6
7. Since working with a NET, your English PRONUNCIATION has improved.	25	71	13	3
8. Since working with a NET, your English LISTENING COMPREHENSION has improved.	25	65	17	5
9. Since working with a NET, your English GRAMMAR has improved.	23	69	14	6
10. Since working with a NET, your use of English IDIOMS has improved.	15	58	31	6
11. Since working with a NET, your INTONATION when speaking English has improved.	11	72	23	6
12. Since working with a NET, your use of English PREPOSITIONS has improved.	22	60	28	2
13. The things that you feel are weaknesses make it difficult to teach.	10	73	25	4

14. Since working with your co-teacher, you speak English better than before you worked with a NET.	21	53	34	3
15. Since working with a NET, you use more real language when speaking English.	18	80	11	3
16. Since working with a NET, you are a more confident English speaker.	32	67	10	3
17. Since working with your NET, your teaching approach has become more flexible.	19	71	19	3
18. Since working with your NET, your teaching approach has become more innovative.	12	74	24	2
19. You study/practice English every day.	16	65	26	5
20. Working with a co-teacher is a positive experience.	34	66	8	4
21. When you are with the NET in THE CLASSROOM, English is used to communicate.	42	62	4	4
22. When you are with the NET in THE TEACHER'S ROOM, English is used to communicate.	44	62	3	2
23. When you are with the NET in DURING SCHOOL ACTIVITIES, English is used to communicate.	36	64	9	3
24. When you are with the NET in an activity OUTSIDE OF SCHOOL, English is used to communicate.	33	59	14	5
25. When you are in a group of other Korean English teachers and with the NET in any activity, English is the primary language used to communicate.	15	69	27	1

