

Perceived Proficiency and Confidence of Korean Mothers as English Teachers

Joseph J. Croner
(Korea University)

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As the proliferation of private academies in Korea continues, the cost of child education to families also grows. This study discusses the emergence of the teaching mother on the educational scene in South Korea and examines a group of graduates of a young learner TESOL program in Seoul who intend to teach their own children. Participants are surveyed about their perceived proficiency in English and their confidence in teaching various skill areas to their own children. The results of the survey indicate strong relationships between self-reported language proficiency and confidence in teaching speaking and listening skills, as well as some reading skills, but no relationship with teaching writing skills.

Keywords: Korean Mothers, teacher confidence, teacher efficacy

1. Introduction

Korean society and culture place a very high degree of importance on education. This stems from a complex combination of Confucian foundations and egalitarian aspects of Korean history (Jeon & Lee, 2006; Seth, 2012). Over the past several centuries, education has been closely associated with power and refinement. The years of poverty preceding Korea's current prosperity have amplified this importance further. The attitude towards English education in South Korea has been regarded by many as a state of "English Fever" (Jeon & Lee, 2006; J.K. Park, 2009). Several different opportunities with a range of costs exist for studying the English language and learners of all ages can be found taking advantage of these opportunities. Although younger learners receive mandatory English lessons in public schools, they can also be found studying English in immersion Kindergartens,

private home tutoring lessons and/or after school academies called *hakwons*. While this effort being put into English may seem excessive, something in the mix seems to be working. In the most recent rankings of English language proficiency by Education First, South Korea ranked fourth in Asia behind Singapore, India, and Hong Kong (“EF English Proficiency Index 3rd Edition,” n.d.). Since each of the latter three countries have officially adopted English as one of their official languages, South Korea is sitting in the top bracket of English Proficiency among Asian countries in which English is not an official language. Along with the English education fervor, a number of universities and private organizations have been opening teacher-training programs for teachers of English as a foreign language (TESOL). These programs are attended both by in-service and pre-service English teachers who seek training to improve teaching skills or begin teaching careers. While classroom teachers and tutors may be the prevalent demographic attending TESOL programs, another subgroup has been appearing in the ranks of Korean TESOL trainees: the Korean mother (“Mothers are Best Teacher for Children,” 2013; Best Baby, 2013).

In the educational culture of South Korea, mothers have long held the position of managing their children’s education, often going to great lengths to give their children an edge over the competition. This has traditionally included communicating with public school teachers as well as scouting out language programs and private tutors (Oh & MacDonald, 2012; S-J Park & Abelmann, 2004). Some mothers even go as far as moving abroad with their children to immerse them in an English environment (Cha & Kim, 2012; J-K Park, 2009). However, as generations of Koreans become more proficient in English, signs are popping up of proactive parents taking the Education of their children into their own hands. Mothers who teach their own children English have many distinctions from the teachers their children know at school. Among these are the amount of daily access they have to their children and how early they may choose to begin teaching them English. These two factors alone could warrant consideration from publishers of ELT materials and course designers in teacher-training programs. If this group of teaching mothers has a chance to become an emergent teaching demographic in Korea, the special parent and child relationship that they have with their students demands special attention aside from other non-native English speakers who choose

English education as a career. While there may or may not be many doubts regarding these individuals' capabilities as educators, especially after attending teacher-training programs, the questions that arise in this paper are centered around their confidence as English teachers for their own children.

Teacher efficacy refers to a teacher's level of confidence in producing desired educational outcomes in their students (Goddard, Hoy, & Hoy, 2000; Tschannen-Moran & Hoy, 2001). Teachers' confidence in their abilities can be contagious, often "infecting" their students with the same sense of positive identity and self-assurance (Protheroe, 2008). Regarding the up-and-coming demographic of English-teaching mothers in Korea, level of confidence as teachers may be an important factor predicting how effective their endeavors may be. A further concern would be about which specific areas of proficiency they feel most confident teaching to their own children and which they would rather leave to a specialist classroom teacher.

In this study, Korean mothers' confidence in teaching a variety of English language skills will be examined after completion of a TESOL teacher-training program. Relationships between perceived language proficiency will then be examined to test the null hypothesis that English language proficiency (IV) has no relationship to a Korean mother's confidence in teaching a variety of English language skills to her own children (DV).

2. Literature Review

2.1 English Education in Korea

All around Korea, but especially in Seoul, many opportunities are available to learners of all ages who wish to study English. These services come with a variety of purposes and costs depending on what learners are looking for and how much they are willing to spend. There are also a number of Korean ELT publishers and educational programs on television that provide different forms of materials for learning the language. Although public schools have offered English language courses starting in the third grade of elementary school since 1997 (Jeon & Lee, 2006; Mikio, 2008), many parents opt to enroll

their children in additional English courses outside public education. In the private sector, two prominent options for English language education are private tutoring and *hakwons*.

Any city in South Korea can be found to have an enormous number of private after-school academies called *hakwons*. Nearly anything that Koreans want to learn from jazz drumming to foreign languages can be learned at a private academy. Within English academies there are several different classes available to varying learners depending on age, educational objective and whatever is popular at the time. This may include courses focusing on preparation for standardized tests, literacy skills, and debate among countless other subjects. Somewhere in the realm of 70% of students in the country who attend extra lessons after school are doing so in these private academies (Jones, 2013; Levin, 2013). For students in Korea, it is not unheard of to spend several hours after school attending classes at private academies. Even though the quality of instruction greatly varies, when compared to regular classes in public schools Korean students and parents have been known to show preference toward the lessons they receive in private academies and two forms of education are often regarded as being in competition with each other (Jones, 2013; Oh & Mac Donald, 2012; Seth, 2012). Reasons for this may include that learners feel that the specialist teachers provide more enjoyable lessons and students have choice in which academies they attend (Lee, 2011).

Another type of English education available for Korean children is private tutoring. As much as three-quarters of Korean elementary, middle and high school students meet with private tutors for a variety of subjects (Jones, 2013; S. Kim & Lee, 2010; Lee, 2011). Advertisements for private tutors can be found on the lobby bulletin boards of apartment buildings and posted in various places around cities. Tutors are available for academic subjects as well as music and art. These private teachers may work with individual students or small groups of students in their homes. English language tutors, both native-speaking and non-native speaking teachers may meet with learners once or twice a week for a range of different lessons.

These aspects of Korean education represent a major line in the budget of the Korean family. It was reported in 2010 that the average family in South Korea spent close to 8% of their disposable income on private tutoring alone (Jones, 2013). The Korean government has even

taken measures to reduce the educational system's reliance on private institutes, requiring higher levels of transparency regarding tuition and setting a 10 p.m. mandatory closing time for Seoul hakwons (Jones, 2013). The burgeoning expense of education in South Korea combined with the extended amount of time that children spend at educational institutions outside the home may be motivation for parents to teach some subjects themselves.

2.2 The Role of the Korean Mother

South Korean culture places a very high importance on education and admittance into top universities. Behind every successful Korean is probably a very dedicated mother who worked relentlessly to ensure her child's position in the upper rungs of society (J-K. Park, 2009; Seth, 2012). Mothers in South Korea often fill the role of educational manager for their children (Oh & MacDonald, 2012; S-J Park & Abelmann, 2004). This position may involve seeking out and evaluating educational opportunities, selecting the best ones for their children. It also includes keeping contact with both schoolteachers and after-school teachers.

Very little literature exists (in English) regarding Korean parents as teachers. In recent years, some reports of mothers wanting to teach their own children have popped up in places. The Korea Times (2013) issued a short report about mothers choosing to teach their own children English at home as an alternative to paying for them to attend private institutes. ("Mothers are Best Teacher for Children," 2013). Another strong example is that "Best Baby Magazine" in Korea published a special "English Education" guide with their September 2013 issue specifically targeted at mothers wishing to educate their own children ("0-7 Perfect English," 2013). The issue is 129 pages long and includes information on materials, resources and teacher-training programs that mother teachers may be interested in. However, a majority of the issue is composed of articles by professional teachers who also teach their own children giving advice to mothers about teaching and detailed testimonials from stay at home mothers who teach their own children. One final example of the possible emergence of the teaching Korean mother as a demographic is a web search for the Korean word for mother "ohma" next to "TESOL". This search results in a number

of blogs kept by teaching mothers as well as sites about different teacher-training programs and resources for mothers. A couple of examples that stand out are an online program called “Teach the Mom” (www.airklass.com) and another program called “The Mom School” (www.momschool.co.kr). While the participants of this study attended a TESOL program targeted at all teachers of young learners, programs do exist that claim to be specifically tailored to the unique teaching needs of mothers. The appearance of this kind of literature and seeing that others are succeeding in educating their own children at home may give Korean mothers the feeling that they may be able to succeed as well. The apparent growth of the English-teaching mother in Korea may warrant more investigation as to their role in the landscape of English language teaching in their country.

2.3 Teacher Confidence

“Teacher efficacy” is a term used in reference to Bandura’s (1997) psychological construct of self-efficacy applied to teachers’ feeling of effectiveness, either collective or individual. In English language teaching, a number of factors may determine the level of efficacy a teacher may have in producing desired educational outcomes. Although confidence and efficacy are not the same thing, self-report measures of teacher efficacy often place a degree of emphasis on teachers’ confidence in managing classrooms, meeting educational goals and working with students who may not feel confident in their own abilities (Goddard et al., 2000; Tschannen-Moran & Hoy, 2001). For teachers who are non-native speakers of English, the factor of proficiency in the target language also plays a crucial role in perceived efficacy (Chacón, 2005 Eslami & Fatahi, 2008). In one study of non-native speaking EFL teachers in Iran, it was found that effective teacher training could significantly boost teacher efficacy (Karimi-Allvar, 2011). EFL teachers with higher levels of efficacy are more likely to use their resulting confidence to motivate students more (Huangfu, 2012). Additionally, confidence in a course of action has also been shown to be an accurate predictor of future success (Bingi, Turnipseed, & Kasper, 2001). For Korean mothers who make the decision to teach their own children, confidence may be closely tied to their effectiveness as teachers and the likeliness that they will follow through and

succeed as teachers in this regard. Investigating which instructional areas this population of teachers is confident in undertaking could provide guidance into which areas of instruction would be worthwhile for Korean parents to teach their children and which areas are best left to classroom teachers. Furthermore, investigating whether or not these teachers feel more confident after attending a teacher-training program can provide information about how worthwhile TESOL programs are for Korean mothers. This study may also provide important data to teacher-training programs about which areas of study may be of particular interest to this population of trainees. Therefore, the TESOL graduates who participated in this study were not examined as to the entire construct of efficacy, but specifically their confidence in teaching four English language skills and the subsets of those skills.

3. Method

3.1 Participants

The participants in this study were South Korean mothers and expectant mothers (ages 29-44) who have completed a 20-week TESOL program at a university in Seoul, South Korea directed at teachers of young learners. Alumni from the spring 2010 semester up to the fall 2013 semester were invited to participate and 42 subjects responded. Of these respondents, two were excluded from analysis for not indicating how many children they have. The remaining 40 participants were included in the final analysis. The courses attended by the participants cover practical topics related to developmentally appropriate instruction, young learner literacy instruction, course design, classroom management and second language acquisition theories. All TESOL courses are conducted completely in English by native-speaking professors. In order to enter the TESOL program, applicants must have already attained a four-year university degree. Upon application, they are all given an English language proficiency test in written form along with a face-to-face interview with the instructors of the program. Because the courses and assignments are carried out in English, applicants with below an intermediate level of English are denied admission into the program.

Participants reported that they had spent between 0-18 years living abroad in English-speaking countries and currently spend an average of less than 4 hours a week using English. Although most participants indicated that they had lived abroad in an English-speaking country, the mode for number of years using English overseas was zero. Only data from participants who reported having or expecting children were used in the analysis. The number of children ranged from “pregnant with #1” to three children. 17% of the mothers who participated in the study indicated that they had enrolled in the TESOL program with the primary intent to teach their own children while 75% specified that they had other reasons for joining, but still planned to teach their own children. Also included in the study were just fewer than 5% who did not intend to teach their own children at all.

3.2 The Instrument

Due to time constraints and inability to meet with many participants in person, a survey written specifically for this study was used for data collection. Online and paper versions of a survey were distributed to TESOL alumni and recent graduates, respectively. The two surveys contained the same questions and asked for general information about how the mothers used English, as well as questions about their confidence in teaching subsets of English speaking and listening, reading, and writing (see Appendix for details). For the language skills to be taught and their subsets, a 4-point Likert-type scale was used to force participants to choose one side of the spectrum. The section of the survey asking about self-reported English proficiency used a 5-point scale to balance choices around the “intermediate” response.

3.3 Procedure

The anonymous 30-item survey was distributed to recent program graduates and alumni who attended the program from spring semester of 2010 up to fall 2013. Of over 500 TESOL graduates who were sent the survey, 40 respondents were included in the data analysis. Because this study is about mothers teaching their children, only participants confirming their motherhood were included in analysis. Participants’ survey responses were coded and entered into SPSS for analysis.

4. Results & Discussion

As can be seen in Figure 1, levels of the independent variable, participants' self-perceived level of English proficiency, were mostly intermediate and up. This was actually predicted because most applicants below this proficiency level are denied admittance into the TESOL program the all participants attended. However, a dedicated few lower level trainees can succeed with a great deal of hard work and dedication, which explains the few who reported lower levels. The dependent variable was split into confidence levels in teaching speaking and listening, reading, and writing as well as specific subsets of each. Spearman's rho correlations were run between the reported English proficiency scale and dependent variable asa whole as well as each subset.

4.1. Teaching Listening and Speaking

The results of the analysis of mothers' perceived English proficiency the null hypothesis in this domain. Mothers' overall reported confidence in teaching speaking and listening resulted in a highly significant correlation ($r = .54$). Correlations to all subsets of speaking and listening to perceived level of English proficiency also resulted in significant correlations. These included the teaching of vocabulary ($r = .513$), pronunciation ($r = .523$), conversation practice ($r = .545$), pho-

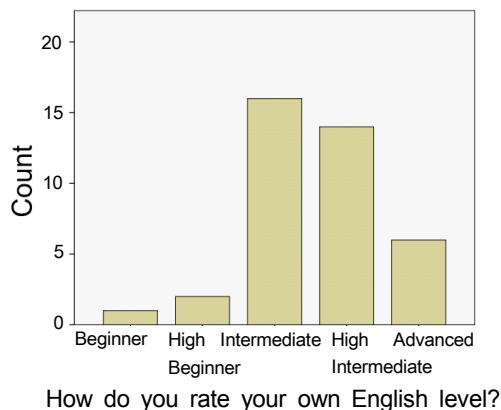


Figure 1. Participants' ratings of their own English proficiency.

nemic awareness ($r = .554$) and the correction of spoken grammar ($r = .477$). These subsets all showed a high level of significance ($p < 0.01$), indicating that mothers' confidence as teachers in these areas is very strongly related to how proficient they believe themselves to be in English. The only subset that did not have this level of significance was storytelling ($r = .322$), which still showed significance at a $p < 0.05$ level (see Table 1).

Table 1. Results of Spearman correlations for reported language level and confidence in teaching speaking and listening

| | English Level (Self-Report) |
|---|--------------------------------|
| Overall Confidence Teaching Children Speaking and Listening | .540** |
| Confidence Teaching Vocabulary | .513** |
| Confidence Teaching Pronunciation | .523** |
| Confidence Correcting Spoken Grammar | .477** |
| Confidence Teaching Conversation Practice | .545** |
| Confidence Teaching Phonemic Awareness | .554** |
| Confidence Teaching Storytelling | .322* |

** $p < 0.01$ level.

* $p < 0.05$ level.

4.2. Teaching Reading

Correlations between perceived proficiency and reported confidence in teaching reading showed no significance when participants were asked about the reading domain as a whole ($r = .257$). However, when asked about some specific subsets of reading, significant relationships to reported proficiency were found. As can be seen in Table 2, these were sight word practice ($r = .355$), reading fluency ($r = .279$) and guessing words from context ($r = .346$) at the $p < 0.05$ level and phonics instruction ($r = .346$) at the $p < 0.01$ level of significance. The existence of these relationships allows the rejection of the null hypothesis in regards to these specific areas of reading instruction. Other correlations for

reading aloud to children, teaching reading comprehension and teaching extensive reading found no significant relationship to reported level of English proficiency.

Table 2. Results of Spearman correlations for reported language level and confidence in teaching reading and its subsets

| | English Level (Self-Report) |
|---|--------------------------------|
| Overall Confidence Teaching Children Reading | .257 |
| Confidence Teaching Sight Word Practice | .355* |
| Confidence Teaching Phonics | .490** |
| Confidence Reading Aloud to Children | .274 |
| Confidence Teaching Extensive Reading | .202 |
| Confidence Teaching Reading Fluency | .279* |
| Confidence Teaching Reading Comprehension | .256 |
| Confidence Teaching Children to Guess Vocabulary from context | .346* |

p < 0.01 level.

**p* < 0.05 level.

4.3. Teaching Writing

Finally, the analysis of mothers' perceived proficiency and confidence in teaching writing showed no significant relationship overall or in any of the skill sets. Regardless of These weak correlations indicate that Korean mothers' level of language proficiency is not a predictor of their confidence in teaching any of the English writing skills included in the study. These subsets included overall English writing as well as teaching children how to write paragraphs, letters and creative compositions. Lack of significance in these may have been expected because of the younger age group that the participants teach. Surprisingly, the subsets of sentence patters, punctuation and capitalization, and spelling also did not show significance even though younger age groups are more likely to receive instruction in these areas. The results of these correlations can be found in Table 3.

Table 3. Results of Spearman correlations for reported language level and confidence in teaching writing

| | English Level (Self-Report) |
|---|--------------------------------|
| Overall Confidence Teaching Children Writing | -.051 |
| Confidence Teaching Spelling | .177 |
| Confidence Teaching Punctuation, Capitalization, etc. | .212 |
| Confidence Teaching Sentence Patterns | .255 |
| Confidence Teaching Paragraph Writing | .044 |
| Confidence Teaching Letter/Email Writing | .071 |
| Confidence Teaching Creative Writing | .009 |

** $p < 0.01$ level.

* $p < 0.05$ level.

4.4. Discussion

The results of this study show that even after attending a 20-week TESOL program, there are still relationships between Korean mothers' perceived level of English proficiency and some areas of English education for their own children. This relationship is especially strong with the instruction of speaking and listening skills. The data shows that as participants' self-rating of their English went down, so did their confidence in teaching skills such as vocabulary, pronunciation and conversation practice. Although their teacher training involved coursework specifically designed to build their confidence as teachers, it seems that confidence in language ability is very important as well. The TESOL program attended by all participants included one course that focused on classroom language for teaching English through English, but perhaps trainees could also benefit from the introduction of methods of instruction and assessment to boost confidence in their language abilities as well.

The presence of a specialized course in young learner literacy could explain the lack of significance for participants' overall confidence in teaching reading and writing. The strongest correlation in the reading skill set was with phonics, which is a very complex approach to reading instruction when compared with that of participants' native language. Although they have all received around two weeks of specif-

ic instruction and practice about teaching phonics, this may not be enough to do more than scratch the surface in this area. The absence of a significant relationship between language ability and reading aloud to children may originate from the dictated nature of the activity itself as well as the TESOL program's extensive practice in this area. TESOL trainees are actually required to take turns reading children's books aloud to their classmates. One assessment in the course involves them finding a child to read to and submitting a video of their reading. One may guess that this kind of hands-on experience with real children may help build confidence in this area of literacy instruction regardless of perceived language ability. However, further investigation would be necessary to be certain of this.

As it is designed for teachers of young learners (4-12 years of age), the TESOL program that all participants attended has very little coursework about teaching writing above the word or sentence level. Furthermore, some of the subsets of writing, such as paragraph and creative writing instruction, are not typically thought of as skills that are taught to young learners. A majority of the writing instruction given in classes was intended to help the trainees themselves write properly at the paragraph level. When surveyed about their overall confidence in teaching writing, 70% gave responses that were less than confident. Due to several factors, including minimal L1 writing experience as well as different organizational styles between Korean and English, writing is often the skill in English that Koreans have the most trouble with (T. Kim, 2008). It may be that Korean mothers just do not feel comfortable teaching it, no matter how good they believe their own English is.

4.5. Implications

The results of this study have some interesting implications for both mothers who teach English and the teacher trainers who may work with them in the future. One important thing of note is that while speaking and listening are the skills that most mothers intend to teach their children (84%), nearly half of mothers (47%) indicated that they intended to teach their children all four skills in one way or another. For teacher trainers who wish to serve this demographic, attention may be given primarily to speaking and listening, but reading and writing should prob-

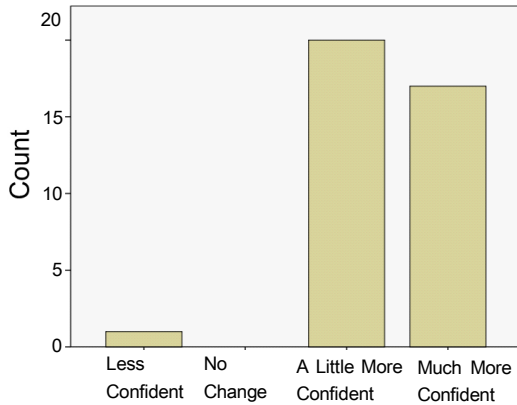
ably not be ignored. The strong relationships between their confidence toward instruction of speaking and listening and their perceived level of English proficiency may indicate that teacher-trainers wishing to instill higher levels of teacher confidence in their students may want to consider also building their confidence in their own skills as English speakers.

The correlations between perceived English skill and specific literacy skills also deserve attention. While a skill like guessing vocabulary from surrounding context may be a little challenging for many non-native speakers of English, the other significantly correlated reading skills should be more approachable by these mothers regardless of how well they believe they communicate in English. It shouldn't be difficult for teacher-training programs targeted at mothers to include several practical instructional methods for teaching phonics and site words to their children. Additionally, there are many exercises such as timed reading, reading aloud and choral reading that parents can do together with their children to build higher levels of reading fluency.

One more thing to be discussed is how the emergence of confident English-teaching mothers may affect the landscape of English language teaching in South Korea. It would be hard to predict and quite unlikely for teaching mothers to have much influence on the enormous market of private language institutes in Korea. The results of this study show that there may always be areas of English that parents will leave to the duties of specialist teachers. However, the creation of teaching materials published specifically for mothers in Korea may be a strong possibility. As many of these parents may wish to begin teaching their own children before they attend classes to learn English in preschool or kindergarten, Korean publishers may take heed and begin publishing materials for very young learners.

In closing, it is important to note that this result does not indicate that teaching mothers with higher levels of proficiency are more confident in teaching speaking and listening, but that mothers who feel that their English ability is higher may feel more confident in this regard. A high percentage (Figure 2) of participants specified that they felt more confident as teachers overall after attending the teacher-training program, but no inference in this respect can really be made without surveying a control group of mothers before they begin the TESOL program. Perhaps such a comparison can be made in a future study.

After receiving completed surveys, there were a number of items



Do you believe that completing your TESOL program increased your confidence as a teacher for your children?

Figure 2. Reported change in confidence after attending a TESOL program
Limitations and Suggestions for Future Research.

that I regretted not including. One of these is that the questionnaire did not differentiate between mothers teaching their children who are currently in-service teachers and those who have no teaching experience. Since the trainees enrolled in the TESOL program come from a variety of teaching backgrounds, absence of this variable may impact the internal validity of the results. Addition of this detail could have also given further insight into some possible details behind the levels of confidence being measured. One more item I wish I would have included is whether participants planned to be the sole English teacher for their children in certain areas or if they planned to also send their children to private tutors or institutions in addition to their teaching. This could have had some important implications for how we approach the results. Parents acting as their child’s one and only English instructor would be likely to approach instruction in a different way from those who are working along with other English teachers in instructing their children.

A problem with the data collection that arose was that some participants misunderstood items on the survey and left other items blank. Some examples are participants entering the date of birth of their baby

or the current date instead of their own date of birth and two participants leaving the whole second page of the questionnaire blank. A little bit better forethought in designing the survey would have given better sensitivity to the measurement. The final aspect of how this study could be improved would be to use a more sensitive measure of teacher efficacy instead of just confidence. While some authors may use the two terms synonymously to some extent, Bandura (1997) clearly differentiated between confidence and the construct of efficacy. Confidence is more of a colloquial term referring to an individual's feeling toward his or her own abilities, while efficacy is more goal-directed and related to agency. The measurement and definition of teacher efficacy is debated by scholars, but all agree on its importance in teacher effectiveness and satisfaction. Restructuring this study to more aptly measure the teacher efficacy of Korean mothers would be an interesting path for future research and would add vital knowledge about Korean non-native speaker's efficacy in teaching English on the whole.

For other future research, scores on standardized tests of English could be added to the survey. Most English speakers in Korea have taken tests like the TOEIC and inclusion of these scores could add sensitivity to the analysis and relate the reported level of confidence to a standardized measure of English proficiency. It would also be interesting to examine these phenomena across more than just one TESOL program. Investigation and comparison to TESOL programs targeted specifically at mothers would also be interesting to look into. Additional studies into the perceived challenges that these teachers face both as non-native English speaking teachers and as mothers would also provide important information for teacher trainers to consider.

5. Acknowledgments

I would like to thank all of the busy mothers who took their time to fill out my survey and return it to me. I realize that every spare moment a mother gets is precious and I am grateful that you gave some of those moments to me.

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Joseph Croner
Korea University
145, Anam-ro, Seongbuk-gu
Seoul, South Korea, 136-701
E-mail: joeycroner@gmail.com

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Appendix: Survey

Your Date of Birth: Month____ Day____ Year____

Time you've spent living in another country using English:
____Months ____ Years.

How many hours per week do you spend communicating in English? ____

How do you rate your own English?

Beginner Low Intermediate High Intermediate Advanced

How many children do you have? Pregnant with #1 1 child 2 children 3 Children 4 or more children

How old are your children? This is in chronological age, not Korean age. _____

Was one of your reasons to enter a TESOL program at Sookmyung to teach your own children?

- Teaching my own children is the main reason I entered this program
- I entered the program for other reasons, but I also intend to teach my own children
- No, I do not intend to teach my own children

If you intend to teach English to your own children, which skills would you like to teach them? (Check all that apply)

- Speaking and Listening
- Reading
- Writing

How confident do you feel in your ability to teach your own children the following skill areas?

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|----------------------|---------------|--------------------|-----------|----------------|
| Speaking & Listening | | | | |
| Reading | | | | |
| Writing | | | | |

Speaking & Listening: Please share your level of confidence in teaching the following areas to your children

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|---------------------------|---------------|--------------------|-----------|----------------|
| Vocabulary | | | | |
| Pronunciation | | | | |
| Correcting Spoken Grammar | | | | |
| Conversation Practice | | | | |
| Phonemic Awareness | | | | |
| Storytelling | | | | |

Reading

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|-------------------------------|---------------|--------------------|-----------|----------------|
| Sight Words Practice | | | | |
| Phonics | | | | |
| Reading Aloud | | | | |
| Extensive Reading | | | | |
| Reading Fluency | | | | |
| Reading Comprehension | | | | |
| Guess Vocabulary from Context | | | | |

Writing

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|--------------------------------------|------------------|-----------------------|-----------|----------------|
| Spelling | | | | |
| Punctuation, Capitalization, etc. | | | | |
| Sentence Patterns | | | | |
| Paragraph Writing | | | | |
| Letter/Email Writing | | | | |
| Creative Writing | | | | |

Do you believe that completing your TESOL program increased your confidence as a teacher for your children?

I feel less confident

I do not feel more confident

I feel a little more confident

I am much more confident

