

# 멀티미디어 응용을 통한 비원어민 영어 교사의 수업 개선

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## 요약

과거에는 영어를 배우는 한국인 언어 학습자들이 문법구조에 대한 지식을 익히는데 학습 초점을 두었다. 문법구조 설명에 학습 초점을 맞춘 EFL (외국어 학습 교실) 수업 속 훈련된 강사들은 EFL 수업에서 선호하는 강사들로 보여졌다. 하지만, 학습 초점이 말하기 능력으로 영향력이 더하여지므로 한국인 영어 학습자들은 현재 '정확성' 보단 가능하면 '유창성'에 더 많은 관심을 보여 유창하게 영어 말하기를 희망한다.

본 연구는 ELT (영어수업 교실) 상황에서 비원어민 영어 학습자들이 원어민 과 비원어민 영어교사의 차이점에 대하여 어떻게 인식하고 있는지 밝히고자 한다. 또한, 그에 따른 문제점들을 조사하고, 멀티미디어 응용을 통해 비원어민 영어 교사의 말하기 듣기 수업을 어떻게 개선할 수 있는지 밝히고자 한다.

## Non-Native Teachers' English Language Teaching Improvement through Multimedia Applications

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## Abstract

In the past, Korean English language learners focused on knowledge of grammatical structures. Thus Korean trained instructors, who focused on explaining the grammar structures, were seen as being preferable for teaching in EFL (English as a foreign language) classrooms. However, with the focus changed to speaking capability Koreans now desire 'fluent' English more than 'accuracy' seeing if possible (Mottos, 1997).

Current study has been concerned about the issue of how non-native learners of English perceive the difference between native teachers (NTs) and non-native teachers (non-NTs) of English in the context of ELT classroom. The study explores the issues and problems the followed and how non-NTs can enhance teaching practice of speaking and listening lessons through multimedia application.

**Keywords :** multimedia application, native vs. non-native teachers of English, preference of teachers

## 1. Introduction

This study is to research the issue of how native English teacher education (NT) and non-native English teacher (non-NT) education are observed in the EFL context in Korea. The study poses two focuses: it

examines the effective English language education of NT and non-NT, and it also investigates non-NT English education improvement through multimedia application

Recently, in Korea, many children have started to learn English at a very early age. People generally seem to believe that it is good to start English learning as early as possible. Due to the current enthusiasm for English, a growing number of English cram school or academies teach English to learners at all levels. It is known that English is mostly taught by non-NTs in either cram schools such as language schools or language institutions, or private schools whereas it is mostly taught by non-NTs in public schools.

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From younger to adult, their perceptions and sense of value of different types of teachers is distinctive in the context of SLA. Thus, it has now become trendy to recruit NTs in language schools or institutions as it now preferred by learners.

In the 90s several studies and discussions in SLA focused and investigated on the teachers' perceptions of the students' ideal ESL teacher (e.g. Amin, 1997); other studies examined different perceptions of teachers between their teaching behaviors (Reves & Medgyes, 1994; Avra & Medgyes, 2000); another examined the teachers' performance characteristics perceived from the teachers' points of view (McNeil, 1994).

The concept of the terms 'native' and 'non-native' have been extensively argued and examined in the light of various aspects, for example, from linguistic or sociolinguistics points of view (Reves & Medgyes, 1994)\* have been explored from many different aspects.

However, little research has examined non-NTs' effective speaking and listening lessons. This study is different from the above studies in that it investigates the issues and problems that followed, and how non-NTs can apply multimedia education to their actual teaching practice to enhance their knowledge towards listening and speaking lessons. Several implications for the effective listening and speaking lessons of non-NTs will be discussed.

## 2. Review of Literature

### 2.1. EFL Education by non-NT

Korean students focused on knowledge of grammatical structures. Thus, Korean trained instructors, who focused on explaining the grammar structures, were seen as being preferable for teaching in EFL classroom. However, fully trained experienced non-native English teacher value is not acknowledged in teaching listening and speaking field. Mattos (1997) suggests it is likely that most language institutes in non-English speaking countries are keen to employ NTs rather than non-NTs even if the non-NTs are more experienced than the NTs. As he points out, NTs 'attract students' more than non-NTs.

This study will look into non-NT Listening and Speaking lessons in particular. The study is carried out to improve non-NTs' handicap of listening and speaking teaching through multimedia lesson, so that the non-NTs can

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\* Reves and Medgyes (1994) discussed in their study that the binary distinction of 'native' and 'non-native' could be replaced by quoting new terms developed from other researchers, such as 'more' or 'less accomplished'

deliver better and more effective lessons for listening and speaking classes.

The study presents interactive multimedia lessons for listening and speaking classrooms taught by non-NT in the context of EFL education.

### 2.2. Comparative analysis of Native and Non-Native Teacher Education

The concept of the terms 'native' and 'non-native' have been extensively argued and examined in the light of various aspects. It is important to examine different perspectives of the two groups and who defines the term. In Medgyes (1992) investigation of NT and non-NT dichotomy, the question is asked: 'who is worth more: the NT or the non-NT'. He states that, NT and non-NT use English differently; hence the way they teach English is different.

In the past, Korean students focused on knowledge of grammatical structures. Thus Korean trained instructors, who focused on explaining the grammar structures, were seen as being preferable for teaching in EFL classrooms. However, with the focus changed to speaking capability Koreans now desire 'fluent' English more than 'accuracy' seeing if possible (Mottos, 1997).

The study discusses language competence and effective teaching skill of teachers according to the NT and NNT dimension, and how they affect English language education in EFL classrooms.

### 2.3. NT and non-NT Advantages & Disadvantages

There are numerous arguments made upon the native/non-native dichotomy. Arva & Medgyes (2000) argue that NTs are superior to non-NTs in terms of 'English-language proficiency'. On the other hand, Medgyes' (1992) study argues that NTs and non-NTs can be equally effective, which means they are effective in teaching students regardless of teachers' competency in language and teaching. Reves & Medgyes (1994) argue that NTs are more skilled in catering for generating 'motivation' and 'English' upbringing, in which they teach 'about the language' rather than 'teaching the language' through useful and creative teaching approaches.

non-NTs are seen to be advantageous in terms of their ability to understand and predict the problems of the learners. As McNeil (1994) points out that non-NTs are often assumed to have a number of advantages over NTs in teaching the language in their mother tongue language.

### 2.4. Multimedia in English language

**classroom**

Hi-tech reformations are developing at the same time with the growth of English language learning classrooms. Computers have become wide spread in language classrooms. It seems that the growth of computer and the internet has facilitated the growth of the multimedia environment environments for language learning (Chun & Plass, 2000). Chun and Plass (2000) states that there various multimedia programs for English language learning. The most of them are not networked stand-alone programs. Warschauer (1997) describes the computer as a mean of delivering instructional material to learners. Multimedia computer allows a variety of media such as text, graphics, sound, animation, and video (Chun and Plass, 2000). The multimedia materials shall provide numbers of advantages for language learning in classroom, especially pronunciation features could be benefited from multimedia. Now, most pronunciation programs incorporate some sort of voice recording and playback in order to let students compare their recording with a narrative model. Many of the English pronunciation programs have video clips to help students see how close they have come to the target pronunciation including stress, intonation and pitch (Dunkel, 1991). There is a range of sound media applications which computer can contribute in numerous different ways, such as Sound Forge, Sound to Voice, Skype, Audacity, Gold Wave and so forth (Yoo *at al.*, 2005).

**3. Research method and procedure**

The current empirical study implements mixed method research that involves collection and analysis of both qualitative (using in-depth open-ended questions) and quantitative (using close-ended questions) approaches.

**3.1. Description of participants**

There were two groups of participants, with a total number of 60 participants who participated in both questionnaire survey as well as the interviews; for each group, 30 students who are taking D course I and II as an additional paper at A University were recruited regardless of gender. All participants were full-time students majoring in health administration at the university and had two English related classes (two hours each per paper) and cyber course each week in common.

<Table 1> General information of the participants

	Total no.		Hours studying English in-class	No. of students taking cyber course	Major
	M	F			
Group 1	12	18	4/wk	22	Health
Group 2	8	22	4/wk	25	Admin.

Since there was no placement test required to get into D I and II courses, they were mixed ability classes as their English proficiency levels varied. Number of participants was taking on-line Cyber course in preparation for their TOEIC (off-campus) test in personal.

Following the formal questionnaire survey, the interviews were administered to ten of the participants involved in the second questionnaire survey group, selected voluntarily; first five females and males. All interview participants had completed the questionnaire survey and agreed to participate in the individual interview as well.

Two different groups of participants were employed in each the first and second questionnaire survey and interviews. This was believed to elicit the students' varying ideas and different perceptions about teachers without any prior concepts or ideas influenced by the first questionnaire survey.

**3.2. Instruments**

The study consisted of a pilot study, two types of written questionnaire survey and individual interview.

The first group of the participants was involved in the first type of questionnaire survey. The questionnaire survey consists of two main sections. In section A, the participants were initially asked general questions about their personal details and educational backgrounds. In section B, the participants were then asked about their beliefs about effective English language learning, their perceptions of NT's and non-NT of English, and their preferences of teachers according to certain different situations.

The second group of the participants was involved in the second type of questionnaire survey and interviews. In the questionnaire survey, the participants were asked about multimedia lessons on speaking and listening classes. For this group, semi-structured interviews were employed to gather perceptions of the participants and included

open-ended opinions about NT of English in EFL context which required in-depth analysis of the responses relevant to the major questions in the survey. The individual interviews included questions under 5 main questions.

The questionnaire surveys were designed with written questions, including closed types of questions with Likert scales 1-5 and multiple choice types of questions according to the themes of the topic. The questionnaires were designed in Korean script; it was considered that the English version of the questionnaire survey would be difficult for some of the research participants due to a lack of English language proficiency level students for such a mixed ability classes.

### 3.3 Procedure

#### 3.3.1. Questionnaire 1

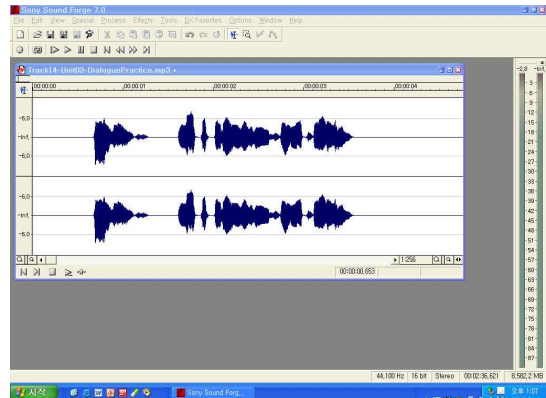
A pilot study of the questionnaire was initially carried out prior to the formal questionnaire survey.

A sample of the first type of questionnaire was administered to two participants from A University who did not participate in both the first and the second survey of the formal questionnaire surveys. The results of the pilot study showed that learners were readily able to answer the questions in the formal questionnaire surveys. The two different questionnaire surveys were conducted at a different time frame: there had been about 4 months time gap between the first and the second questionnaire survey. The first questionnaire survey was conducted to 30 students who completed the D I course. Each participant took about 10 ~ 15 minutes to complete the questionnaire survey.

#### 3.3.2. Multimedia Lessons

After the completion of the first questionnaire survey, 16 sessions of the multimedia lessons on speaking and listening were observed over 8 weeks period. Each session lasted for 50 minutes and two sessions were taught each week.

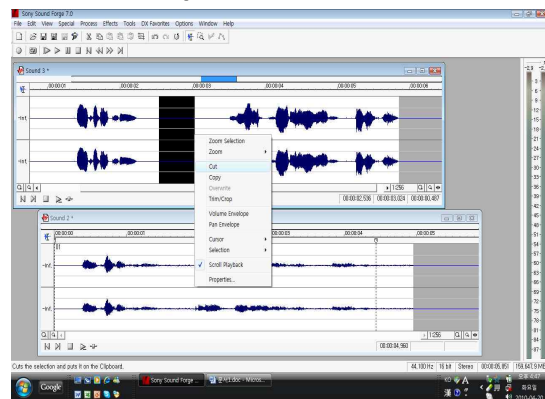
(Figure 1) Sound wave of a narrative on Sound Forge program



During the first eight weeks of the new semester, 30 participants (D II course) had multimedia lessons with a non-NT. This was to explore students' perception towards their improvement on both speaking and listening skills as well as to observe the effectiveness on multimedia lessons taught by a non-NT. The participants listened to the sound file of the reading passage while visualizing the sound wave as it is shown in figure 1.

The students recorded their voice on the forge program as they read after hearing the passage. In doing so, the students could visualize the differences in relation to the speech, pitch, volume of the voice and etc between the original sound wave and their own sound wave for correction improvement. Figure 2 illustrates how the participants used the Sound Forge program to record and compare the sound wave for improvements.

(Figure 2) Editing unnecessary parts of the reading contents on the CD.



They repeated this process over and over and monitored their sound wave for improvement on their speed and stresses.

#### 3.3.3. Questionnaire 2 & Interviews

The second type of questionnaire survey was designed after the questionnaire data of group one were collected and then conducted in the following semester to another 30 students from the D II course at the week of eight. This was believed to examine their perceptions according to the given situations and to reflect students' needs on their improvement of listening and speaking skills. After the students' questionnaire data were collected, an individual interview with 10 of the survey participants in group two were carried out. Interviews were tape-recorded, with participants' consent and transcribed in Korean script afterwards, and for the data analysis some major key sentences were translated into English.

### 3.4. Data analysis

The present research involved both quantitative and qualitative methods of data analysis. The questionnaire survey was analyzed quantitatively, whereas individual interviews were analyzed qualitatively. The questionnaire survey results were entered onto a spreadsheet and analyzed quantitatively using the SPSS statistical program. Analysis included inferential statistics in order to investigate the significance of any difference in students' perceptions and feedbacks (ANOVA) by comparing the means among the groups. For the interview results, inductive analysis was carried out. The transcriptions were done in the manner of natural speech style. They were coded with each interviewee numbered.

## 4. Results and Discussion

A question was asked to rank the four skills in the order they want to improve the most. The result indicated that the majority (80%) ranked speaking skill in first place, followed secondly by listening (70%) and thirdly writing (43.3). Reading (50%) was regarded as the least important skill which came in the fourth place.

From the result of self-perceived competence in the four skills, overall mean score of the skills indicated that reading is the poorest skill. It was interesting to see that, most students reported that they wish to improve speaking skill the most. As shown in Table 2, there was a contrast between the skill that needs to be improved and what they want to improve the most. The results indicate a difference in skills they want to improve and the competency scores of the skills.

<Table 2> Relationship between the skills for improvement and self-perceived Competence

Ranking of skills for improvement		Overall scores in the self-perceived competence of the skills	
Skills	Ranking	Skills	Overall scores
Speaking	1(80%)	Reading	2.40
Listening	2 (70%)	Speaking	2.30
Writing	3 (43.3%)	Listening	2.27
Reading	4 (50%)	Writing	2.20

Although their speaking skill mean was not the lowest among the four skills, most students were keen on speaking improvement. There was a contrast between the skill that needs to be improved and the skill they most want to improve. As a consequence students are quite interested in improving speaking skill regardless of which of the four skills they most needed to improve.

Questions were asked to select preferred teacher type for particular type of skill. For example, If you wish to improve your grammar skill then which type of teacher would you prefer? and so forth was asked for each skill. Participants were given three options to choose between 'NT', 'non-NT' and 'no preference' categories. Descriptive statistics (frequencies) were used to estimate the frequencies of the groups by cross-tabulating two categorical variables- level of class by preferences.

The results of the descriptive statistics for overall frequencies with respect to the students' preferences of teacher for improvement of the four skills are presented in a bar graph in Figure 3. The results indicated that 100% (n=30) of the students reported they prefer NTs the most for the improvement of speaking and listening skills. On the other hand, the students had different perception for writing and reading with various types of teachers, also 23% (n=7) of them reported that they have no preference of teacher in improving their writing skill, and 30% (n=9) of them reported that they have no preference of teacher for reading skill. All the students preferred NTs for speaking and listening skills, while their perceptions for writing and reading are almost equally balanced for each teacher type.

Figure 3 Students' preferences of teachers for skill improvement

<Table 3> S & L Test result of group 1 and 2

Ave.	Speaking	Listening
	(15%)	(15%)

Group 1	10.2%	9.7%
Group 2	12.4%	10.5%
difference	2.2%	0.8%

\* 1) W = writing                      2) S = speaking  
      3) R = Reading                4) L =  
    listening

Students (survey & interview) believe that there are advantages and disadvantages of both NTs and non-NTs. The primary advantage of NTs is their superiority of 'English-language competency' (Arva & Medgyes, 2000), while non-NTs are more likely to have deeper insight into the 'English language difficulties' experienced by learners.

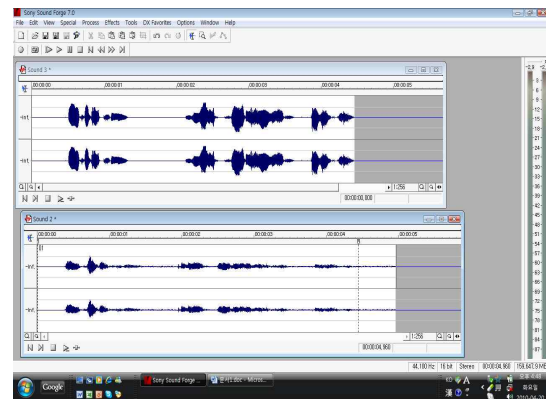
It is interesting to note that, different from overall teacher preference (NT), students indicated different preferences between particular skill improvement and particular situations. It can be suggested that students have different teacher preferences according to various situations and depending on the particular skill they want to improve. In general, all the students preferred NTs for improving speaking and listening skills, while their perceptions for writing and readings were almost equally balanced for each teacher type including 'no preference'. This suggests that, NTs were perceived to be better in improving students' speaking and listening skills, while both non-NTs/NTs were perceived to be equally good at improving students' reading and writing skills.

As Arva and Medgyes (2000) pointed out, students in the present study assumed that NTs are potentially more superior to non-NTs in the light of English-language competency. What is more, it can also be suggested that, although students preferred NTs for their general teacher type as well as for speaking and listening improvements, students indicated that they want Korean non-NTs for writing and reading skill improvements in ESL classroom. Since NTs can not speak the students' mother tongue, students appeared to expect teachers' explanation in their own mother tongue, especially for learning writing and reading.

With respect to students' perceptions of teachers' approaches and attitudes, students perceived teachers differently according to every particular situation. The majority of students appeared to feel more comfortable with NTs when it comes to cultural and other issues, and only NTs were seen as able to facilitate students with idiomatic issues. On the other hand, most students' preference of teachers was more toward non-NTs when it comes to negative cultural issues. As Medgyes (1992) and Arva and Arva and Medgyes (2000) also pointed out, students in the present study were more concerned about non-NTs as non-NTs can anticipate the learners' language 'pitfalls', whereas the students were concerned NTs' use of 'idioms' and 'colloquial expressions' was more abundant than non-NTs.

The Sound Forge in the multimedia class was practically used for repeated drills. The program could provide immediate non judgmental feed back. Students were able to access to individual computer to listen to the different types of narrative sound of their own choice regarding to its gender and types of English (e.g. American vs. British pronunciation), whereas one teacher with massive students in a class finds it hard to monitor every single student's pronunciation errors at the same time.

(Figure 4) Sound wave of a student (Before fix)



(Top Sound wave: Audio sound wave of the narrative, Bottom sound wave: sample of student's sound wave- first trial.)

(Figure 5) Sound wave of a student (After fix)

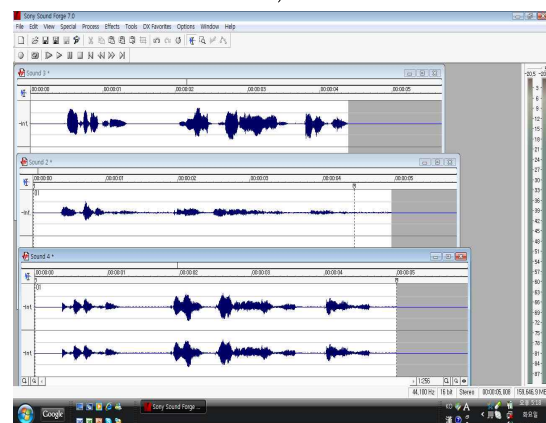


Figure 4 illustrates how students visualize and compare the model sound wave of the narrative text to their own sound wave.

As it is shown in the following figure 5, the first sound wave indicates the audio sound wave of the narrative, where was the second and third sound waves indicate a sample of student's sound wave. The participant produced better sound wave in the second trial than he did in the first. The participant listened to the model sound wave for more than 10 times before producing his/her second sound wave.

Ten interviewees gave a positive feedback about the use of the Sound Wave program. Some of the participants said,

(1) *"I could identify my speech behaviour and know what my problems are as I could visualize my sound in wave form such as unbalanced and irregular intonation, flat tone, small volume of my voice and etc..."*

(2) *"It was very useful to visualize what I am talking how I am pronouncing... but after I visualize my speech pattern in waves, compare with the native model and repetitive drills I really think I can sound like natives with confidence."*

Nearly every interviewee participants pointed out the effectiveness of multimedia lessons on speaking class. All ten participants answered that they were motivated and able to participate in every task as the program allowed them to carry on at their own pace.

(3) *"I've always hoped to speak with native speakers (NT) like a native person, but when it comes to one-to-one conversation I feel quite nervous. Always there's a limitation..."*

(4) *"This class is my first class where I got myself involved in every speaking tasks during the lesson. I never repeated after the teacher, didn't think it's not gonna help my pronunciation. But now in this class, I am addicted to this Sound Forge program, I can see where my pronunciation goes now!"*

(5) *"I've gained confidence in speaking, especially pace of the speech, like I know when to put a bit of pause and I feel like I am singing when I speak English!"*

Table 3 presents speaking and listening test results of the group 1 and 2 research participants. The result shows not a huge difference in percentage, however, the participants in group 2 did better in both tests by 2.2% higher on speaking and 0.8% higher on listening part.

<Table 3> S & L Test Result of Group 1 and 2

Ave.	Speaking (15%)	Listening (15%)
Group 1	10.2%	9.7%
Group 2	12.4%	10.5%
difference	2.2%	0.8%

The result of the one-way ANOVAs analysis indicated a statistically significant difference between the groups in terms of (a) the improvement of speaking ability ( $p=.031$ ), and (d) better understanding of features of pronunciation ( $p=.032$ ). In other words, participants 'group 1' in multimedia class 'agreed' whereas participants (group 2) in non-multimedia class responded 'neutral' with the below items (a~d)

- a. Lessons improved my speaking ability.
- b. Lessons improved my listening ability.
- c. With the support of multimedia application, I don't have a preference of teacher.
- d. I have a better understanding about features of pronunciation (e.g. stress, pause and intonation).

<Table 4> Students' perception and feedback regarding non- and multimedia lesson

Participants	Group 1		Group 2		df	p
	(n=60)	(n=30)	(n=30)	(n=30)		
	Mean	SD	Mean	SD		
a	3.23	.858	3.8	.632	2.9	.876 .850 .031

b	3.29	.951	-	-	4.00	.000	6	.078
c	1.60	.563	1.20	.422	1.80	.422	29	.017
d	1.90	.803	1.50	.707	1.80	.422	29	.032

\* 1= strongly agree    2= agree    3 = neutral

4= disagree    5= disagree

\* Post hoc tests are not performed for (-) because at least one group has fewer than two cases.

## 5. Conclusion

This study has presented two issues: students' preception of NT and non-NT in ELT classroom, and effectiveness of multimedia lessons for improvement of non-NTs' teaching practice on speaking and listening classes.

It appears from study that students had different teacher preferences for improvement of each four skill and situations involving social, cultural, and personal issues. Majority of students are likely to prefer NTs for improvement of speaking and listening skills, whereas non-NTs for the improvement of reading and writing skills. Participants in both survey and interviews of group two appeared to have positive feedbacks towards speaking and listening lessons of the non-NT through multimedia application. What's more, after eight weeks of multimedia lessons both speaking and listening test results of the second participant group presented higher marks compared to the result of the first participant group. Assessing students' speaking skills is a subjective matter, however, the study found that students' satisfaction of the group two towards multimedia lesson believed to be higher than the first group.

NTs of English in communicative language teaching classroom are often preferred by many non-native students. However, hi-tech reformations such as video, television, audio-tape, hypermedia, the Internet and Computer Software can help with non-NT's handicap in which to accomplish communicative goals in the ELT classrooms.

This study has wider implications for training non-native ESL teachers for the classroom and to mitigate circumstances that might impede non-native students' learning perception of non-native teachers. It is important to understand and acknowledge why non-native students single out their instructor and how skills can be best employed to teach them.

Non-NT teaching should well be balanced with student's goal and expectation. Testing students' listening and speaking skills must be followed after their repetitive practice.

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