

A Study on Native English Speaking Teachers' Teaching Effectiveness through Teaching Evaluations

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Abstract

This study aims to examine the stakeholders' evaluations on native English-speaking teachers (NESTs) who teach English in Korea. The participants were 25 stakeholders including the principal, vice-principal, and the head-teacher of NESTs who teach at elementary school in Choongchungnam-do, Korea. Data was collected through an evaluation sheet and descriptive opinions which were prepared by stakeholders. The evaluation sheet was divided into five categories: a) characters, b) teaching behavior, c) teaching effectiveness, d) encountering with students, and e) cultural adaptation. The findings show that the NEST's stakeholders were positive in all categories. This study concludes with suggestions for further study.

Keywords

Native English speaking teachers, teacher evaluation

Introduction

The native English speaking teachers (NESTs) began to involve in the teaching program in Korea since 1995 when the EPIK (English Program in English) was opened for elementary, middle, and high schools (Park, 1997). Since then the NESTs take part of listening and speaking section in an English class and involve in English immersion class, English camp, and English village programs in order to enhance students' communication skills. As the NESTs influence in English education in Korea, research began to focus on their teaching effectiveness (Lee, 2011; Yeo, 2012). Thus, this study examines the NESTs evaluation sheets which were prepared by their stakeholders as to suggest their training and teaching effectiveness. This is a pilot study for further research on the topic.

1 Background

1.1 Native English Speaking Teachers

The research about the native English speaking teachers began when the EPIK program has started in 1995. Park (1996) pointed out the NESTs' management issue and suggested the alternative teacher training program. Kim and Ko (2008) proposed a way to apply programs for the NESTs. Bang (2007) asked for the NESTs teacher training. The common research topic was to study about a team teaching between the native and non-native English teachers because it happened in Korea frequently. Through team teaching, the NESTs' strength was in English ability and communication skill whereas the Korean English teachers were good at teaching skills and teaching experience (Park & Kum, 2011). However, there is not enough research on the NESTs' teaching evaluation by the stakeholders.

1.2 Evaluations on the NESTs

The evaluation of the NESTs was suggested by different categories but there was not enough authentic material. Min, Kim, Rha, and Kang (2014) established evaluation indicators in order to analyze the NESTs' teaching effectiveness. They categorize three parts. First, students' English ability improvement, class improvement level, and class satisfaction.

2 Methods

2.1 Participants

The participants of this study were 25 stakeholders. The stakeholders were including the principal, vice-principal, and the head-teacher of the NEST. These three people

were evaluated. All stakeholders evaluated the NEST after she taught a semester. They evaluated twice a year, after the spring semester and fall semester. All stakeholders had experience working with the NESTs more than one year.

2.2 Instrument

The evaluation sheet is comprised of five categories and a descriptive section. It is designed by 5 Likert scales. The first category is the NESTs' characters including the responsibility, dignity, and cooperation. The second category is the teaching behavior including teaching attitude, time management, and enthusiasm. The third category is the teaching effectiveness including preparing teaching materials and applying different teaching methods. The fourth category is the encountering with students including understanding students and familiarity with students. The last category is the cultural adaptation including understanding different cultures. For the descriptive section, the stakeholders describe about the NEST in detail.

3 Results and Discussion

3.1 Characters

This category showed the highest points among other categories. The stakeholders were highly evaluated on the NESTs' responsibility. In other words, the NESTs were responsible for their job and teaching. Also, the NESTs were positive on cooperating with Korean teachers as well as keep their dignity as teachers. The stakeholder A said that "the NEST gets along well with teachers and is very responsible for his teaching task."

3.2 Teaching Effectiveness

A majority of stakeholders evaluated positively on the NESTs' teaching preparation especially teaching materials such as different activities and video. They also brought their own learning experiences into their teaching. However, they needed to develop their teaching skills such as using different teaching methods. The stakeholder B said that "our NEST brings many interesting teaching materials into teaching which increases students' interest and attention." However, the stakeholder C said that "the NEST needs to develop teaching methods and study on teaching materials."

3.3 Cultural Adaptation

Almost all of stakeholders were positive on the NEST's cultural adaptation. In the descriptive section, every stakeholder mentioned about the cultural adaption of the NEST. The stakeholder D mentioned that "it was impressive that the NEST tries to adapt Korean culture quickly." The stakeholder E pointed that the NEST tries to visit different places and experiences in order to understand the culture better."

Even though this pilot study shows that the stakeholders were positive about the NESTs' teaching and their working at schools with other teachers, further study needs to be done in order to provide more detailed analysis on the NESTs' evaluation.

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