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교육학박사학위논문

Learning Experiences of English-Proficient Korean Elementary School Students Without Study-Abroad Experience: A Case Study

해외 유학경험 없이 영어를 유창하게 하는 한국 초등학생의 학습 경험에 관한 사례연구

.

2016년 2월

서울대학교 대학원

외국어교육과 영어전공

김 한 별

Learning Experiences of English-Proficient Korean Elementary School Students Without Study-Abroad Experience: A Case Study

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by

Christian H. Kim

A Dissertation Submitted to
the Department of Foreign Language Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in English Language Education

At the
Graduate School of Seoul National University

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ABSTRACT

Learning Experiences of English-Proficient Korean Elementary School Students Without Study-Abroad Experience: A Case Study

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This dissertation examined four cases of elementary school students who have become proficient in English without having studied in an English-speaking country. In particular, the study attempted to shed light on the basic question of what makes successful learners successful in terms of three factors: type of input, motivation, and learning strategies. Four students from Seoul, Ansan, Iksan and Jeju Island were chosen as participants based on their spoken English proficiency and a lack of overseas study experience. The study employed a qualitative approach to get an in-depth examination of the learning experiences of the four students. The methods of data collection used were text messages, semi-structured interviews and non-participant observation. First, the students were requested to

send text messages to the researcher every time they were exposed to English input. The text messages were used as material for later interviews. Then, the students were interviewed to find out what they did differently from the other learners. To obtain triangulation, the students' parents, teachers and classmates were also interviewed. After the interviews were conducted, the participants' daily English activities were observed in a non-obtrusive manner. The findings of the study are as follows. 1) The students were drastically different from one another in the routes they took to become proficient. 2) The mothers played an important role in initially motivating the students to study English. 3) All the students had received some form of shadow education, although two students relied on it much more than the remaining two. 4) The student doing extensive reading in English exhibited a higher level of structure and vocabulary. 5) There was no balanced bilingual, as three students were much more proficient in Korean, and one student was much more proficient in English. Since no single factor could account for all the students' successes, it can be concluded that second language acquisition is a unique and personal process with no single blueprint for success. One general conclusion that could be drawn is the importance of massive amounts of input in EFL contexts, since all the participants found a way to receive considerably more input than their less successful counterparts. The following pedagogical implications can be drawn. 1) A more personalized approach in English education tailoring to the individual needs of the students is needed. 2) Since none of the students in this study reached their level of proficiency through public schooling alone, more realistic national curriculum goals need to be agreed upon. 3) Parents

need to share the burden of their children's education along with the school teachers. 4) A modified extensive reading model needs to be developed for the classroom to make up for the EFL input deficit.

Key Words: English learning experience, elementary school, without study-abroad, extensive reading, input, mother, case study

Student Number: 2006-30699

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CHAPTER 1
INTRODUCTION

This dissertation examines four individual cases of elementary school students who have become fluent in English while having studied only in Korea. Taking into consideration the fact that a majority of students with similar backgrounds did not achieve such success, it can be logically inferred that these successful learners took a different approach to studying English than their peers, which warrants a closer examination. In this chapter, the motivation of the study is explained in Section 1.1. The context of the study is provided in Section 1.2. The research questions pertaining to the present study are presented in Section 1.3. Lastly, the organization of the dissertation is laid out in Section 1.4.

.

1.1 Motivation of the Study

Having taught English in both English as a second language (ESL) and English as a foreign language (EFL) contexts, the researcher of this study has been repeatedly baffled and frustrated by the difference in the level of success in the second language acquisition (SLA) of students in the two contexts. In the United States, the researcher's teaching experiences have mostly been positive with noticeable improvements in the spoken proficiency of the students. In Korea, however, the students' improvements in their spoken proficiency have been

painfully slow and virtually unnoticeable, which has kept the teaching experience from being as fulfilling and positive as in the United States.

In Korea the students that exhibited a high level of spoken English proficiency at the end of a language course were those that entered the course with a high level of proficiency in the first place. Likewise, the students that entered the language course with a low level of English proficiency left the course in a similar state. In order to solve this problem, the researcher has attempted teaching through several different teaching methods such as community language learning, total physical response, communicative language teaching, and form-focused explicit grammar teaching, only to be left with the same disappointing results.

Through these futile attempts, the researcher has come to the conclusion that since the teacher was a constant factor in both settings, the difference in the level of success in the students' SLA was most likely due to the language learning context. According to Siegel's (2003) categorization of sociolinguistic settings for SLA, with regards to learning English, the United States falls in the dominant L2 setting where English is the native language of the majority of the population and it is used in all domains in everyday life, whereas Korea falls in the external L2 setting where English is not generally used for everyday communicative functions and it is learned in classrooms consisting of monolingual Korean speakers. This difference in learning contexts gives rise to different socio-structural factors which influence the motivation and attitudes of the learners, and the opportunities for learners to come into contact with native L2 speakers, which in turn influences the achievement of the students' SLA (Clement and Kruidenier, 1983; Gardner, 1980).

Yet, even with the apparent disadvantages of SLA in the external L2 setting, there is a ray of light for students in Korea, as there are cases of learners that seem to "beat the odds" and achieve high levels of spoken English proficiency without having studied in a dominant L2 setting. By carefully examining these successful learners of English, valuable insight into what a learner in Korea needs to do in order to achieve success in English learning may be gained. Since these successful learners of English have all received the same public school education and sometimes similar private tutoring as their less successful counterparts, it can be inferred that they are doing something differently in terms of language learning. The researcher's teaching experiences in Korea give support to Krashen and Terrell's (1983) claim that speaking fluency cannot be taught directly but can only emerge after the learner has built up his or her own competence. Therefore, instead of focusing on the different teaching methodologies that are employed to teach the learners, it may be more valuable to look at the individual differences in the learning experiences of the successful learners.

1.2 Context of the Study

In order to better understand how the research questions for this dissertation came about, a previous study conducted by the researcher examining the types and amount of English input Korean elementary and middle school students are exposed to during a typical week will be explained. A total of 267 elementary

school students and 166 middle school students in different regions across Korea were chosen as the participants.

For elementary school, seven schools from the following regions were chosen: 3 schools from Seoul (Daechi, Sadang and Bongcheon areas), 1 school from Gyeonggi province (Ansung area), 1 school from Gangwon province (Gangneung area), 1 school from northern Jeolla province (Iksan), and 1 school from Jeju Island (Seogwipo area).

For middle school, five schools were chosen from the following regions: 1 school from Seoul (Nonhyeon area), 3 schools from Gyeonggi province (Hwasung, Suwon, Yeoncheon areas), and 1 school from northern Gyeonsang province (Cheongsong area).

The students from these schools were given a week-long time table to write the times of their exposure to English input and the nature of the input. For the pilot study, three preliminary research questions were posed:

1. How much English input are Korean students exposed to in a typical week during the school year?
2. What types of English exposure do the students have during a typical week during the school year?
3. Is there a difference in the type and amount of English exposure across different regions?

The results of the study revealed that elementary school students were exposed

to 67 minutes of English during a typical day and middle school students were also exposed to 67 minutes of English during a typical day. For the elementary school, the students that had the most English exposure were from the Daechi area in Seoul (120 minutes per day), whereas the students with the least English exposure were from the Seogwipo area in Jeju Island (32 minutes per day). For the middle school, the students that had the most English exposure were from the Suwon area in Gyeonggi province (90 minutes per day), whereas the students with the least English exposure were from the Nonhyeon area in Seoul (57 minutes per day) and Cheongsong area in northern Gyeonsang province (58 minutes per day).

Besides from public school education and private tutoring, some other notable exposure to English included watching movies in English without subtitles, watching EBS, CNN, or the Discovery Channel, watching baseball games that are broadcast in English, listening to English songs, talking to family members in English, voluntarily reading English books, online chatting in English, and playing computer games in English. There was more diversity in the types of English exposure for elementary school students, whereas the middle school students' exposure mostly came from academic settings such as public school and private tutoring.

An interesting finding was that there was a difference in the type of English exposure between urban and rural areas. In completely rural areas, the students' exposure consisted of public schooling and *hakseupji,* which is a study-at-home worksheet that is delivered to students' homes on a regular basis. It is often accompanied by teachers who visit the students' homes periodically to check on

their progress. In less rural areas, the students' exposure consisted of public schooling and private tutoring through private institutes. In urban areas, students' exposure came mainly from public schooling, private tutoring through institutes, and some form of self-motivated activity such as reading books in English. Virtually no student from urban areas studied through *hakseupji*.

The findings of the study only scratched the surface of the English learning situation of Korean students. It gave way to the basic question of whether high English proficiency could be achieved studying only in the Korean EFL context. If such proficiency was obtainable, the researcher wanted to examine the different types of English input exposure, motivation and learning strategies of the successful learners. Since the study revealed that elementary school students had more diverse English exposure than middle school students, elementary school students were chosen for a closer examination in this dissertation. The research questions for the dissertation are presented in the following section.

1.3 Research Questions

The purpose of this study is to shed light on the basic but seldom asked question of how highly successful learners of English in Korea who have not studied abroad in English-speaking countries go about becoming successful. Achieving success in any second language is an accomplishment in itself, but doing it in an input-deficient EFL context is even more remarkable. These learners deserve an in-depth examination because their levels of achievement represent outliers and are rare cases in Korea. The following primary research question and sub-questions were proposed to guide the study.

Primary research question:

1. How do elementary school students who have not studied in English-speaking countries become highly proficient in English?

Sub-questions:

1a. What type of input are these successful learners exposed to?

1b. What type of motivation do they have?

1c. What type of learning strategies do they employ?

1.4 Organization of the Dissertation

This dissertation is organized into six chapters. Chapter 1 introduces the topic of the dissertation and explains the motivations for the study. It also provides the context of the study by describing a previous study done by the researcher that gave birth to the research questions for this dissertation, and then presents the research questions. Chapter 2 reviews the previous research that is relevant to this study. Mainly, it examines studies on the good language learner, followed by motivation and learning strategy studies. It also reviews the research on the role of input in second language acquisition. Chapter 3 provides an overview of the research approach and gives the rationale for using a qualitative design. It then describes the participants and presents their oral English proficiency ratings. After that, the research method employed to collect and analyze the data is explained. Chapter 4 presents the findings of this dissertation by elaborating on the English learning experiences of the four participants in the study. Chapter 5 discusses the issues raised by the four unique cases. Chapter 6 provides a summary of the findings, limitations of the study, and suggests future directions for research.

CHAPTER 2
LITERATURE REVIEW

In this chapter, relevant literature pertaining to the present study will be provided. Section 2.1 outlines the studies on the good language learner. Section 2.2 presents studies on individual differences. It is arranged into two parts. Section 2.2.1 examines motivation studies. Section 2.2.2 describes studies on learning strategies. Section 2.3 examines the role of input in second language acquisition. It is divided into three parts. Section 2.3.1 summarizes Krashen's input hypothesis. Section 2.3.2 takes a critical look at the input hypothesis. Section 2.3.3 wraps up the chapter by considering the amount of input necessary for mastery in a second language.

2.1 Good Language Learner

The 1970's sparked much interest about the characteristics of the good language learner (GLL). Many researchers believed that successful learners possessed a different set of traits from poorer learners and that they employed facilitating learning activities in their language learning process (Rubin, 1975; Stern, 1975; Cohen. 1977; Naiman, Frohlich, Stern, & Todesco, 1978). The rationale for GLL studies was that there was more benefit of studying successful learners than unsuccessful ones. If the strategies of the GLL could be discovered,

the less successful learners could use those strategies to achieve similar favorable results.

In one of the earliest GLL studies, Rubin (1975) brought attention to the phenomenon of differential success in second language learning. She wanted to find out why all learners became proficient in their native language, yet not all of them became proficient in their second language. The GLL, or the successful language learner had to have done something differently. At the time of her study, the notion of strategies was already popular in the field of psychology, but it was new to the field of education. So she and Stern (1975) are given credit for introducing the idea of strategies to teachers. She listed seven strategies that a GLL uses. According to Rubin (1975), a good language learner:

1. is a willing and accurate guesser.
2. has a strong drive to communicate, or to learn from a communication.
3. is often not inhibited.
4. is prepared to pay attention to form.
5. practices.
6. monitors his own and the speech of others.
7. attends to meaning.

Her list mainly consisted of direct strategies that the GLL uses, but it overlooked the other factors such as motivation and personality. Coincidentally, in the same year as Rubin's study, Stern (1975) also came up with ten positive

strategies employed by the GLL in the hopes of transferring them to unsuccessful learners. Stern's strategies include planning, taking an active approach to learning, being tolerant to the target language, knowing the formal ways of tackling a language, experimenting, constantly searching for meaning, practicing, using the language in real communication, self-monitoring, and internalizing. Many of Stern's strategies overlapped with those of Rubin's. Another commonality that they had was that their strategies were mainly cognitive.

The concept of the GLL was a very appealing one, and other studies followed trying to classify the strategies and to come up with other factors that influence the GLL. O'Malley et al. (1985a) criticized Rubin's and Stern's lists for only including cognitive strategies, equating students without metacognitive strategies with students without direction. Lightbown and Spada's (2006) expanded the original GLL list by classifying the characteristics of GLL into the categories of motivation, intellectual abilities, personality, and learning preferences.

2.2 Individual Differences

By the 1980's the interest of GLL studies died down and gave rise to the field of individual differences in language learning. In the field of individual differences, aside from age of onset, aptitude and motivation have been the most consistent predictors of second language learning success, yielding correlations between 0.2 and 0.6 with language learning achievement (Dörnyei & Skehan, 2003). Although

age of onset is the strongest predictor of language learning success, it is uncertain how much of a factor it plays in EFL settings, so it will not be discussed in this review. Aptitude is also a good predictor of language learning success, but it will also not be covered because it is for the most part, fixed and thus undemocratic with respect to the learners. Motivation, on the other hand, is not fixed and plays an important role in both EFL and ESL settings.

2.2.1 Motivation

Many language teachers and researchers accept motivation as the key factor that influences the rate and success of second language learning. Motivation can serve as a stimulus to initiate learning the second language, and all the factors involved in L2 acquisition presume motivation to some extent. Since motivation is believed to promote language learning, there have been numerous attempts to explore language learning motivation from various perspectives over the years. Some of these discussions of L2 motivation models were developed by educational and social psychologists.

The seminal work of Gardner and Lambert (1972) in the field of motivation is perhaps the most cited and mentioned as their instrumental/integrative dichotomy has attained an almost legendary status. The concept of integrativeness had its origins in social psychology and required the second language learner to have a social desire for learning the L2 in order to be a part of the target language

community. Gardner and Lambert (1972) suggested that language learning motivation can be divided into two types. First, integrative motivation refers to a desire to learn the target language in order to interact and even become similar to the members of the target language community. Gardner (2001) later noted that an integrative motivational orientation is related to a positive interpersonal/affective disposition toward the L2 group and a desire to interact with the members of that group. The type of motivation that is contrasted with integrative motivation is instrumental motivation which refers to the desire to learn the target language to achieve a specific purpose, such as getting a better job or a higher salary. The instrumental/integrative dichotomy received worldwide attention and inspired a considerable amount of research.

At the beginning, the idea that integrative motivation was better for language acquisition received little resistance in the field. As time went by, however, researchers began to question this intuitively appealing idea. Noels, Pelletier, Clement and Vallerand (2000) claimed that the integrative orientation is not fundamental to the motivational process because many learners develop language ability without an interest in the target language community. An area where instrumental motivation can prove to be successful is in situations where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with the members of the target group. Lukmani (1972) found that Marathi-speaking high-school students in Bombay who had instrumental motivation to learn English had higher proficiency scores than those with integrative motivation. He concluded, "… the higher their motivation to use

English as a means of career advancement, etc., the better their English language scores" (p. 272). Dörnyei and Skehan (2003) also argued that as in the case of English learners living in China, learners who are not within reach of the target language community may not have the same idea of integrativeness. Dörnyei (1990) stated that without identifying with the speakers of the target language, a salient L2 group in the learners' environment, the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself. In a study of Japanese learners of English, Chihara and Oller (1978) found weak correlations between second language proficiency and type of motivation. Clément and Kruidenier (1983) raised the ambiguity problem of defining integrative motivation.

Some researchers supported the combination of both integrative and instrumental motivations in SLA. Muchnick and Wolfe (1982) measured the integrative and instrumental motivation of 337 U.S. high school students studying Spanish and found that it was practically impossible to separate the two types of motivation. Most situations in learning language involve a mixture of each type of motivation. In fact, it is a difficult task to attribute language learning success to specific integrative or instrumental causes

Other L2 scholars came up with alternative motivational models not with the intent to replace the integrative-instrumental distinction, but rather to complement it (Oxford, 1996). Deci and Ryan (1985) introduced intrinsic motivation and extrinsic motivation in their self-determination theory. According to the self-determination theory, intrinsic motivation refers to the desire to engage in

activities for satisfaction and pleasure. This kind of motivation is based on innate needs for competence and self-determination. When learners are intrinsically motivated to engage in activities, they will select interesting situations where they can be faced with the challenges that the activity presents. While they are trying to overcome these challenges, their existing competence will develop. In contrast to intrinsic motivation, extrinsic motivation is the desire to engage in activities to achieve some instrumental end, such as earning a reward or avoiding punishment. This type of motivation did not originally imply a lack of self-determination in the behaviors performed (Noels**,** Clement, & Pelletier**,** 1999). Rather, Deci and Ryan (1985) suggested that there are different types of extrinsically motivated behaviors and that these types differ in the extent to which they represent self-determined versus controlled responding (Ryan & Connell, 1989). Three levels of extrinsic motivation were identified (Vallerand, Fortier, & Guay 1997; Vallerand & O'Connor 1989; Vallerand & Bissonnette, 1992; Vallerand, Pelletier, Blais, Briere, Senecal, & Valliéres, 1993). From the lowest to the highest level of self-determination they are classified as: (1) external regulation, (2) introjected regulation, and (3) identified regulation.

External regulation refers to activities that are determined by sources that are external to the person, for instance, the offer of a reward or the threat of a punishment. Because the reason for learning the L2 is regulated by conditions outside the individual, the learner's effort in language learning would possibly decrease once this reason is taken away.

Introjected regulation involves reasons for engaging in activities that are more

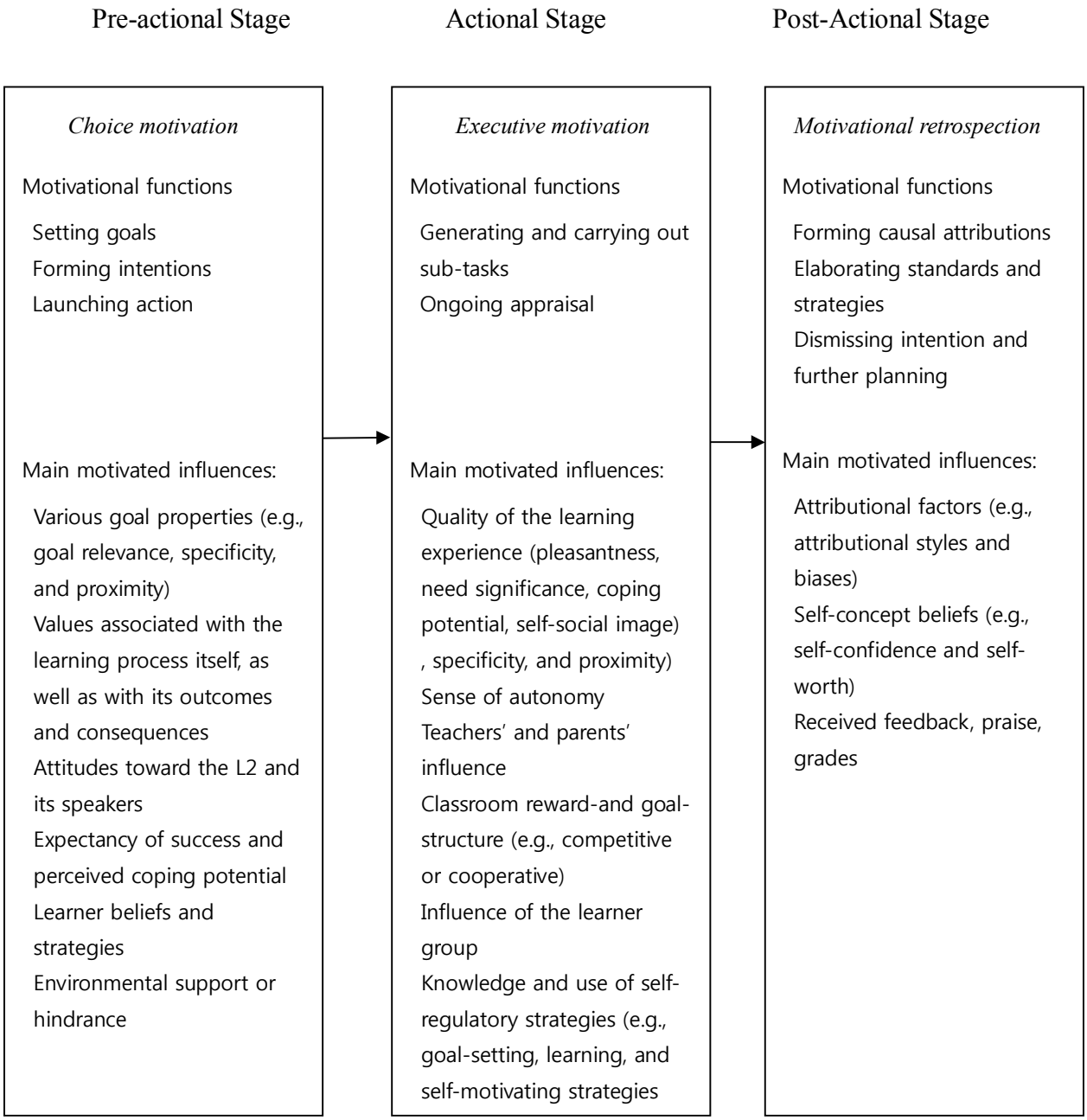
internalized than in external regulation. Such regulation refers to reasons that pertain to performing an activity in response to some type of pressure that individuals have internalized. An example of this type of regulation is a student who does his homework assignment to relieve himself from feelings of guilt.

The most self-regulated form of extrinsic motivation is identified regulation. Identified regulation occurs when individuals perform activities because they think they are personally worthwhile (Deci & Ryan, 1995). With identification, the regulatory process has become more fully part of oneself, so the individual engages in the activity more willingly. For example, students who feel that L2 fluency is important in their educational development will endure repetitive oral exercises in the interest of achieving this level of competence (Noels, Pelletier, Clement, & Vallerand, 2000).

The challenge to Gardner's seemingly flawless model of motivation led to new theories and models and reinvigorated the field of motivation. Currently, with insight from educational psychology, it has taken a more process-oriented stance. Gardner (2007) himself has moved onto a new dichotomy between language learning motivation and classroom learning motivation. Language learning motivation is simply the motivation to learn and acquire a second language. Classroom learning motivation, on the other hand, is the motivation in the classroom situation, which is a much more complex issue since it involves the teacher, class atmosphere, course content, materials, facility and the learner. It is related to Dörnyei's (2001) process model of learning motivation in the L2 classroom. In the model, three stages are presented: pre-actional stage, actional

stage, and post-actional stage. Simply put, the pre-actional stage can be compared to when a learner decides to enroll in an English language course, the actional stage can be compared to what a learner does during the course to stay motivated, and the post-actional stage can be compared to when a learner reflects on the course after it has finished to plan the next course of action. This model of motivation presents a better but more complex explanation of motivation which overlaps with other fields such as learning strategies and is presented in Figure 2.1.

FIGURE 2.1
A process model of learning motivation in the L2 classroom
adapted from Dörnyei (2001)



2.2.2 Learning Strategies

Since the late 1970s, the concept of language learning strategies (LLS) has received much attention. Learning strategies has its origins from the research on the GLL (Chou, 2005). The theory behind learning strategies was that since there were differences in the achievements of second language learners, the successful learners must have been employing different learning strategies than the unsuccessful learners. This seemingly conceptually sound idea produced a plethora of research in the 1990's.

However, a common agreement on the definition of LLS had not been reached among researchers as they have defined LLS differently over the years. The definitions can be divided into two categories: elements that LLS include and purposes that learners use language strategies for (Tamada, 1997). Examples for the elements of LLS are Bialystok and Rubin's definition. Bialystok (1978), defined LLS as "optional means" (p.71), and Rubin (1987) as "strategies which contribute to the development of the language system which the learner constructs and affects learning directly" (p. 23). For the purpose that learners used LLS, Bialystok (1978) defined the purpose as "to improve competence in a second language" (p. 71). Looking at these definitions, one can possibly say that "optional means" in Bialystok's (1978) definition is unclear and as a result, the elements of LLS are also vague. Rubin (1987) described it more precisely by categorizing the strategies affecting learning indirectly into other strategies called "social

strategies" (p. 27). For this reason, no consensus between the researchers about the elements of LLS has been reached. The different definitions of language learning strategies are presented in Table 2.1

Table 2.1
Definition of language learning strategies
adapted from Tamada (1997).

Researchers	Definition
Bialystok (1978)	"Language learning strategies which are defined as optional means for exploiting available information to improve competence in a second language"(p.71).
Stern (1983)	"Strategy is best reserved for general tendencies or overall characteristics of the approach employed by the learners, leaving techniques as the term to refer to particular forms of observable learning behavior" (p.405).
Chamot (1987)	"Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information" (p.71).
Rubin (1987)	"Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects learning directly" (p.23).
O'Malley and Chamot (1990)	"The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p.1).
Oxford (1990)	"Learning strategies are specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation" (p.8).

Ellis (1994)	"A strategy consisted of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (p.529).
MacIntyre (1994)	"Language learning strategies are the techniques and tricks that learners use to make to language easier to master" (p.185).

Although a common agreement on the definition of language learning strategies had not been formed, one can agree that Oxford's (1990) definition of language learning strategy is perhaps the most famous and generally accepted by many researchers. Oxford's (1989) definition of learning strategies included only behaviors and actions that made the language learning more successful. In the following year, Oxford (1990) added cognitive and affective strategies to her taxonomy of learner strategies which involved mental processes rather than just behaviors and actions. Her taxonomy included the following six strategy classes:

1. Metacognitive strategies: these strategies are used for organizing, focusing, and evaluating one's own learning.
2. Affective strategies: they are used for handling emotions or attitudes.
3. Social strategies: these are strategies which learners use to cooperate with others in the learning process.
4. Cognitive strategies: they link new information with existing schemata and for analyzing and classifying it.
5. Memory strategies: they are used for entering new information

into memory storage and for retrieving it when needed.

6. Compensation strategies: they are used to overcome deficiencies and gaps in one's current language knowledge.

A different definition of language learning strategies was suggested by O'Malley and Chamot (1990). They defined learning strategies as devices and techniques employed by L2 learners for remembering and organizing samples of the target language. These strategies involve special thoughts and behaviors that learners use to help them understand, learn, or retain information. Their concept of learning strategies included focusing on chosen aspects of new information, analyzing and monitoring information during acquisition, and evaluating the learning when it is completed or assuring oneself that the learning will be successful as a way to reduce anxiety (Hardan, 2013). This definition was different from Oxford's functional definition in that it emphasized the cognitive aspects of strategy use. Adding "thoughts" to the definition was an important change since Oxford's definition involved behaviors and actions.

Based on their definition of learning strategies, O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1985) also classified three main classes of strategy: metacognitive, cognitive, and social/affective strategies. Cognitive strategies refer to specific learning tasks involving direct manipulation or transformation of the learning material itself. Repetition, summarizing, and using images are some of the most important cognitive strategies. Metacognitive strategies are higher-order strategies which are used when planning for learning,

thinking about the learning process as it is taking place, monitoring of one's production and evaluating one's own learning process. Social/affective strategies involve social-mediating activity and interacting with others. Cooperation and question for clarification are main social/affective strategies (Brown, 1980).

Oxford's six strategy classes were formulated into the 50-item likert-scale questionnaire called the Strategy Inventory for Language Learning (SILL). The SILL was first invented as an instrument for assessing the frequency of use of language learning strategies by students at the Defense Language Institute in Monterey, California (Oxford & Burry-Stock, 1995). This summative rating scale was extensively checked for reliability and validated in multiple ways and it was the most often used strategy scale around the world at the time. Researches on language learning strategies involving SILL have suggested important variation in learning strategy preferences based on various learner variables, such as gender, motivation, setting (ESL or EFL), cultural background, attitudes/beliefs, learning styles, and language proficiency (Oxford, 2001; Oxford & Burry-Stock, 1995). Also at this time, findings from main research studies (Dreyer & Oxford, 1996; Green & Oxford, 1995) have highlighted a need for research to study the relationship between learning strategies and English proficiency. Studies using SILL in Korea also produced favorable results for its validity. Park (1997) investigated the relationship between language learning strategies and L2 proficiency among 332 university students using SILL and the Test of English as a Foreign Language (TOEFL). He found a linear relationship between language learning strategies in all six of Oxford's strategy classes and L2 proficiency, and

the results showed that cognitive and social strategies were more predictive of TOEFL scores than the other four strategy categories. Based on these findings, Park emphasized the need for language learning strategies among Korean students, specifically cognitive and social strategies in the Korean context to facilitate L2 acquisition. Although other studies in Korea have produced similar results, the validity of the six strategy classes and cultural applicability in Korea still remain unclear.

An additional research was conducted by Nisbet, Tindall and Arroyo (2005) to determine whether the patterns of strategy mentioned in Park's study (1997) was exclusive among Korean students or common to other Asian students as well. This study was designed to explore the relationship between language learning strategy preferences and English proficiency among Chinese university students. SILL and an institutional version of the Test of English as a Foreign Language (ITP-TOEFL) were administered to 168 third-year English majors. The result of this research showed that one category, namely metacognitive strategies, was significantly correlated with ITP-TOEFL scores. Also, a combination of metacognitive strategies and affective strategies was significantly correlated with English proficiency, which accounted for only four percent of the variation in ITP-TOEFL score. As a result, the findings of this research did not support the role of social and cognitive strategies in predicting TOEFL scores among Asian students as in Park's (1997) study on Korean university students.

Researches of factors that influence the choice of language strategies such as gender, age, year of study and family background have also been greatly

investigated among different countries. Kashefian-Naeini and Maarof (2010) examined different samples of ESL students in a public university in Malaysia in terms of strategy-use related variables such as year of study, gender, use of overall language learning strategies, direct and indirect strategies and Oxford's 6 strategy categories. Although the female students obtained a higher mean score for metacognitive, affective and social strategies, together with a higher index for the use of LLSs and indirect strategies, the differences were not statistically significant. Also important differences in terms of year of study in the use of affective strategies and metacognitive strategies were revealed. Pedagogical implications that can be made based on this results is that teachers should develop students' awareness and understanding of language learning strategies and support students to use all the strategies more frequently at different learning stages. Also, as high use of metacognitive strategies was shown in the study, students should be inspired to use metacognitive strategies for these strategies and higher order executive skills that include strategies of planning, evaluating and controlling learning activities. Students can also benefit from the use of these strategies for they can help students to monitor their own learning, which could lead them to develop the ability for reflection in the learning process.

Ok, L-K. (2003) also explored the possible effects of school year, gender and proficiency in prepositions on the use of language learning strategies in learning English of Korean secondary school students. The study researched the use of language learning strategies of 325 Korean secondary school students of English as a foreign language, 163 boys and 162 girls in terms of variables such as gender,

school year, and proficiency in grammar. The major findings were that the most frequently used strategies were compensation strategies and the least frequently used were affective strategies. The frequency pattern in strategy use by Korean secondary school students was similar to other cultural groups.

In this study, an important difference was found between boys and girls in the use of strategies. Girls showed more frequent use of all six strategy categories than boys, as expected. The use of strategies varied according to school year level as well. Third graders used compensation and memory strategies more often, whereas first graders used metacognitive, cognitive, affective and social strategies more often than the third graders. Frequency of strategy use was different according to proficiency in the use of prepositions which was measured by a cloze test. The high level proficiency students showed significantly greater strategy use than the low level proficiency students.

The result of this study had pedagogical suggestions for curriculum development. First, teachers can help students recognize their current learning strategies by using surveys, interviews, and diaries. Second, diverse activities should be involved in language curricula, materials to accommodate the various characteristics of the learners found in the foreign language classroom.

So far, most of the studies on learner differences have been on learning strategies. Due to the general, all-encompassing definition of learner strategies, research linking other learner factors such as motivation to learner strategies has not been fully considered. Moreover, most of the inquiries in this field have been of a quantitative nature which could not possibly reveal the deep, hidden nature of

the individual learner differences. In the EFL context, there have been very few qualitative studies that deal with the combined effects of motivation and learning strategies. Through a qualitative study on Chinese university students, Gan et al. (2004) found that individual differences and social context played an important role in the language learning outcomes.

2.3 Role of Input in SLA

Although there is disagreement on the exact role that input plays in SLA, no language acquisition model would be considered complete without input. Input was defined by Lightbown and Spada (2006) as "the language that the learner is exposed to (either written or spoken) in the environment" (p. 201). Sharwood Smith (1993) defined it more broadly as "the learner's experience of the target language in all its various manifestations" (p. 166). In early SLA research, input was heralded by behaviorists as the most important factor in language acquisition, since they considered imitation of the input as the primary mechanism in language acquisition.

As behaviorism fell out of favor and SLA researchers became more concerned with the innate mechanisms that drove language acquisition, the view that input singlehandedly led to acquisition began to be questioned. Corder (1967) was the first to make the important distinction between input and intake. Input was what was available for going into the learner, whereas intake was what actually went

into the learner. In other words, intake should not be equated with input since intake was a subset of input.

2.3.1 Input Hypothesis

At a time when support for the primary role of input in language acquisition began to wane, Krashen (1981) introduced the controversial input hypothesis as one of the five hypotheses in his monitor model, in which he stated that speaking fluency is not taught directly but that it emerges after the learner builds up competence through comprehensible input. The input hypothesis specified that "we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence" (Krashen and Terrell, 1983, p. 32). More formally, the current level of the learner is stage *i* and the level just beyond that stage is *i*+1. Input from stage *i*+1, or "comprehensible input" will lead to comprehension and acquisition.

According to Krashen and Terrell (1983), learners can understand language just beyond their present knowledge through context and extra-linguistic information. First language learners can obtain this from their mothers through "caretaker speech," which is usually about the here-and-now and focuses on meaning. For second language learners, they can receive this modified input through "foreigner talk" from native speakers. Foreigner talk is characterized by a slower rate of speech, simplification and repetition of speech. In the classroom,

this can be given by the teacher through “teacher talk.”

One commonly addressed problem of the input hypothesis was that *i*, or the present level of the learner could not be easily determined. If this were the case, then it would be impossible to determine *i*+1. To address this problem, Krashen and Terrell (1983) simply recommended avoiding “fine-tuning” the input. Fine-tuning is the teacher’s attempt to include as many examples of *i*+1 as possible in the input. Conversely, by “rough-tuning” the input, or focusing on understanding rather than on form, the teacher will “cast a net” of structures that will help the learner to acquire the next level.

2.3.2 Criticisms of Input Hypothesis

Krashen’s input hypothesis drew much support from teachers due to its explanatory powers and intuitive nature. Many teachers felt that what they were doing in the classroom was justified and supported by Krashen’s ideas. But they also received a fair share of criticism from SLA researchers for their lack of empirical evidence. In his earliest criticism of Krashen’s hypotheses, Krahnke (1985) mentioned that the monitor model was based solely on a theory of language learning and did not have a theory of language. His argument was that without a theory of language, a theory of language learning would be useless since a teacher would not have any guidelines about the teaching content.

Later, Krahnke (1994) added that comprehensible input could not be

controlled by the teacher since there is no way to determine the learner's readiness of acquisition. He went on to say that Krashen's claim that instruction in metalinguistic knowledge will not lead to acquisition is "erroneous, since, ultimately any linguistic experience can serve as comprehensible input, whether it is a problem-solving exercise or a grammar lesson" (p. 244).

According to White (1987), a problem with the input hypothesis was that it neglected the fact that some aspects of grammar development are internally driven. She also criticized the vagueness of stage *i* by saying, "…in the absence of any explicit theory as to what the prior knowledge of the learner consists of, we lack any indication of precisely how the input hypothesis works" (p. 96). She disagreed with Krashen on the idea of fine-tuning in that it may be necessary at times to bring forth acquisition. She also thought that Krashen overestimated the advantages of modified input and that it may have detrimental effects on the learner since the learner might be deprived of the precious comprehensible input.

Another point of disagreement was with the role of negative evidence. White felt that negative evidence was necessary in certain situations for acquisition, contrary to Krashen's beliefs. She (1987) illustrated this point with examples of an English L1 speaker learning French as an L2, and vice versa. In English, an adverb can be placed in many places, but not between the verb and direct object, whereas French allows this. An English L1 speaker learning French L2 will eventually realize through French input that although English does not allow this, it is permissible in French. In this case, positive evidence is only needed since the learner will eventually come to realize this as he or she hears samples of the

target language. In this case, the input hypothesis is valid. On the other hand, a French L1 speaker learning English as an L2 will have a more difficult time as the learner will realize that adverbs can occur in many places. But just the fact that the learner does not hear the example in English of an adverb appearing between the verb and direct object will not cause the learner to realize that it is not permissible in English. In cases such as this, negative evidence is needed, and thus Krashen's input hypothesis is deficient.

Another researcher, Gass (1988) added the idea of "apperceived input" to Krashen's input hypothesis model. She (1988) defined apperceive as "to perceive in terms of past perceptions," and apperception as "the process of understanding by which newly observed qualities of an object are related to past experiences" (p. 201). Apperception differs from perception in that in the former there is an internal process where there is a mental link of the apperceived object to a prior knowledge whereas the latter only deals with what is merely noticed. Since apperceived input must have a link to a previous knowledge, Gass gives merit to Krashen's *i*+1 notion. If the input is too far beyond the learner's knowledge at the time, the input will not be apperceived but perceived at best.

Apperceived input is only a priming phase for the next level which is "comprehended input." Gass (1988) made two distinctions with her comprehended input and Krashen's comprehensible input. First, comprehensible input is controlled by the input-giver, whereas comprehended input is controlled by the learner. Second, comprehensible input is dichotomous, meaning an input is either comprehensible or it is not. Gass explained that there are many levels of

comprehension. The next level is intake which is distinguished from comprehended input since not all of the comprehended input becomes intake. Gass (1988) defined intake as "the process of attempted integration of linguistic information" (p. 205). She stated that there is a difference between intake for communicative purposes and intake for learning purposes. In fact, she does not consider input solely used for the purpose of communication as intake at all, since intake acts as the mediator between the input and the learner's present knowledge. Gass took the emphasis away from comprehensible input being the most important determiner for intake since there is a more complex process with intake that is happening within the learner.

Along with Gass, Pienemann (1989) also gave indirect support through his teachability hypothesis, which predicts that "instruction can only promote language acquisition if the interlanguage is close to the point when the structure to be taught is acquired in the natural setting" (p. 60). This hypothesis was brought on by an experiment done on ten children varying in stages from X to X+2. They were taught grammatical structures from stage X+3. Pienemann found out that only those learners in stage X+2 were able to acquire and produce the structures found in X+3. Although the variables have changed from *i* to X, the basic hypothesis is strikingly similar to that of Krashen's.

In contrast to Krashen, Pienemann (1989) did not say that teaching has no influence on acquisition but that the effect of teaching is limited by what the learner is ready to learn. Some may feel that it may be beneficial to teach advanced structures that the learner is not 'ready' for since they will store this

information for later use when the learner reaches the appropriate stages. Pienemann disagreed with this notion and leaves us with a warning. He stated that if teaching is to promote acquisition, this advanced teaching can "actually produce disturbances in the acquisition process" (p. 72), since the learner will feel frustration towards a structure he cannot master and eventually avoid the structure outright.

2.3.3 Amount of Input

If input is a necessary condition for SLA, then the next logical question is the amount of input needed to achieve mastery in a second language. Language learning, whether it occurs in a naturalistic or an instructed context, is a slow and laborious process. Children acquiring their L1 take between two and five years to achieve full grammatical competence, during which time they are exposed to massive amounts of input (Ellis, 2005).

Cummins (1979) introduced the distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). BICS is the conversational fluency in a language and CALP is the oral and written fluency needed to succeed in school. He estimated that a second language learner needed two to three years of residence in an English-speaking environment for BICS and 5-7 years for CALP. In an EFL setting like Korea, this number would go up exponentially. In a study conducted in two California

districts, Hakuta (2000) found similar results with three to five years necessary for the development of oral proficiency and four to seven years necessary for the development of academic English proficiency.

It is apparent that the amount of English input provided to students in Korean public schools is nowhere near the recommended times for BICS. In fact, Lee, B-M (2003) estimated that a typical Korean learner receives 730.5 hours of English input from public schooling from third grade to twelfth grade. He estimated that, at best, the actual time devoted to the spoken proficiency of English is less than half that total time. Presently, the total time of exposure has been increased due to changes in the Korean National Curriculum, but it is still nowhere near the time necessary for second language acquisition.

The ability of a language learner to overcome the input deficit in EFL settings is related to Rubin's (1975) third aspect of the GLL which is the opportunity for language learning. This opportunity aspect can overlap with learner strategy since the GLL may take advantage of language learning opportunities better than the average learner. In EFL contexts, this may even play a bigger role as opportunities for language learning are limited. Yet, there are some learners who overcome this rather large exposure time deficit to become fluent in English. Studying how those learners go about learning English in Korea would provide valuable insight into what a learner needs to do in an external L2 context.

CHAPTER 3
METHODOLOGY

This chapter explains the research methods employed for this dissertation. Section 3.1 provides a general overview of the research approach. It is divided into two sections. Section 3.1.1 gives the rationale for choosing a qualitative research design. It is then followed by the rationale for choosing a multiple case study methodology in Section 3.1.2. Section 3.2 describes the participants of the study. In Section 3.2.1, the oral English proficiency ratings for the four participants are provided. Section 3.3 explains the types of data collected and how the data were collected. It is followed by the data analysis procedure in Section 3.4. Lastly, in Section 3.5, ethical considerations of the study are discussed.

3.1 Overview of the Research Approach

This dissertation takes a predominantly qualitative research design, that is, the researcher relies primarily on interview and observation data rather than numerical quantitative data. According to Firestone (1987), it is very rare that a study is conducted purely in a qualitative or quantitative manner. This study is no different in that it is not purely qualitative in nature, but rather, it lies much closer to the qualitative end of the quantitative/qualitative spectrum. More specifically, the dissertation uses a multiple case study research design. It examines four individual

cases of elementary school students who have never studied abroad in an English-speaking country. In the following two sections, the rationale for choosing the qualitative research design and multiple case study methodology will be outlined.

3.1.1 Rationale for Qualitative Research Design

Creswell (2005) defined quantitative research as "educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner" (p. 39). He contrasted that with qualitative research in which, "the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner" (p. 39).

This dissertation takes the latter research design since the research questions posed are descriptive rather than prescriptive in nature, which require an inductive approach that can build theory rather than a deductive one that tests a specific hypothesis. Since the study is concerned with developing a detailed account of an observed phenomena rather than finding out the causal relationship between variables within it, the interpretive approach is better suited for this study than a positivist approach. Furthermore, the language learning experience of individuals is an extremely personal, multifaceted phenomenon, and a research design using

simple surveys and tests would only scratch the surface of it. Therefore, the researcher chose a qualitative research design that would allow access to the rich and meaningful data of the participants that could in turn, provide a comprehensive picture of what makes a language learner successful.

3.1.2 Rationale for Multiple Case Study Methodology

This dissertation employs a case study methodology, more specifically a multiple case study methodology. Richards (2003) mentioned that there is disagreement among researchers about what exactly a case study is. Some researchers use the term exclusively in the field of qualitative research, whereas others use it for the field of quantitative research as well. In addition, some treat the case study as a method of inquiry while others elevate it to the status of paradigm. In the present study, a case study will be considered not as a paradigm, but a method of qualitative inquiry.

In one of the simpler definitions of a case study, Johnson and Christensen (2008) explain it as research that gives an in-depth analysis of one or more cases. This logically leads to the next question of "What is a case?" They go on to define case as a bounded system, and a system as "a set of interrelated elements that form an organized whole" (p. 416). The term bounded is used to show the necessity of identifying the boundaries of the system. In other words, what a case is and what it is not needs to be clearly distinguished.

Case studies are suitable for research that is exploratory, descriptive or explanatory in nature. Eisenhardt (1989) stated that a case study is especially useful in research areas where existing theory seems inadequate. This is pertinent to the present study because there is no satisfactory theory that can explain how certain learners of English in Korea reach high levels of proficiency while other do not. According to Rowley (2002), case studies are also suitable for phenomena in which the relevant behavior cannot be manipulated. This also gives support for using the case study methodology since most aspects of a GLL's language learning experience cannot be manipulated by the researcher.

Stake (1995) categorized case studies into three types: intrinsic case studies, instrumental case studies, and collective case studies. In intrinsic case studies, the researcher's primary goal is to understand one specific case. It is very popular in exploratory educational research and it is often used to shed light on a little understood phenomenon. Its main strengths lie in the depth of the research. In instrumental case studies, the researcher's primary goal is not understanding the case itself, but a general phenomenon beyond the case. The case serves only as a means to understanding something greater. The case can be selected because it is unique to test theoretical predictions, or because it is typical to understand the general case. The collective case study is also called a multiple case design. In collective case studies, the researcher attempts to gain greater insight into a phenomenon being studied through examining multiple cases in one study. It is common for participants in collective case studies to be studied intrinsically rather than instrumentally. The cases are chosen because they are similar to one another

in some ways. The obvious advantage is that the cases can be compared to one another to provide valuable insight. The disadvantage is that the analysis of the cases in multiple case studies often lacks the depth of that of the case in single case studies.

A multiple case design was adopted for this dissertation because of the diverse nature of the language learning experiences of English-proficient learners. In other words, since good language learners take different routes in achieving their language success, a single case design would provide only a partial picture of the phenomenon. Although the primary purpose of this qualitative study is not to generalize its findings to the general population, the researcher hopes to draw on multiple cases to find commonalities and differences in order to get a more comprehensive picture of what makes up a good language learner.

3.2 Participants

Four elementary school students were chosen as the participants for the present study. Middle school students were not considered in this study since the pilot study revealed that the middle school students' language learning experiences were not as diverse as the elementary school students' experiences. Another reason for not considering middle school students was the age factor. If they had been good language learners for a long period of time already, it would defeat the purpose of looking at what they did presently. On the other hand, elementary

school students would be more likely to be in the process of becoming good language learners and allow more insight into the actual process. The participants were chosen based on the following three criteria. 1) They were recommended by their teachers for having high oral proficiency in English. 2) They have never studied or visited an English speaking country. 3) They demonstrated a high level of fluency in English during an oral interview with the present researcher. A total of eight students were interviewed in the participant-selection process, and four students were ultimately selected for the study. Out of the original eight interviewees, three were eliminated based on their relatively poor performance on the oral interview, and one was eliminated because she lived in the same region as another participant. The researcher wanted to have a spread-out distribution of the participants across Korea to avoid regional influences. Table 3.1 shows the background information of the participants.

TABLE 3.1

Background Information of Participants

Participant	Name (pseudonyms)	School year	Area
1	Jisoo	Sixth Grade	Jeju City, Jeju Island
2	Nayoung	Sixth Grade	Iksan City, Jeolla Province
3	Sujin	Fifth Grade	Seoul City (Gangnam District)
4	Giho	Fifth Grade	Ansan City, Gyeonggi Province

3.2.1 Oral English Proficiency

The English speaking proficiency of the participants was judged by two native speakers of English using a scoring rubric adapted from the speaking part on the International English Language Testing System (IELTS) examination. Speaking proficiency was divided into four main categories: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. They were given a score ranging from Band 0 to 9. The scores from the four categories were averaged to come up with an overall speaking score. Following the IELTS rounding-up scoring system, if a participant's overall Band score was 6.75, it was rounded up to Band 7. The two raters scored the participants separately and then an average was taken. In categories where the score discrepancy was large, the raters discussed the rationale for the scores and then scored the category again. The speaking band descriptors used to rate the participants can be found in Appendix 1.

3.2.1.1 Participant 1

Jisoo's overall English speaking proficiency rating is Band 6 on the IELTS scale. According to the IELTS band description, Jisoo is a "competent user," who has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. She can use and understand fairly

complex language, particularly in familiar situations. Jisoo's English speaking proficiency rating by criterion is shown in Table 3.2.

TABLE 3.2
Jisoo's English speaking proficiency rating

Criterion / Name	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation	Overall Speaking Rating
Jisoo	Band 6.5	Band 5	Band 4.5	Band 7	Band 6

Jisoo's spontaneous response to a request to introduce herself during the initial interview can be seen in Data Excerpt 3.1.

Data Excerpt 3.1 Interview with Jisoo (June 5)

I'm thirteen years old and I went to Korea Elementary School. My favorite subject is English because it's interesting. And my mom is 36 years old and she is very young and pretty. But my dad is little, little old and he is 42 years old. His face is black like African peoples. And my brother is 7 years old and he is very cute. But sometimes he bother me and he has a girlfriend.

For the "fluency and coherence" criterion, Jisoo received Band 6.5, which was the second-highest rating for her. She displays good fluency as she does not have many pauses in her speech and can speak at length without losing coherence for the most part. Her second-lowest criterion was "lexical resource," in which she was given Band 5. Her use of vocabulary is usually appropriate for the situation she is talking about, but she lacks variety in her vocabulary usage.

She received her lowest rating, Band 4.5, for the "grammatical range and accuracy" criterion. Though communication is usually not hindered, she frequently commits errors of subject-verb agreement as in Data Excerpt 3.1. She omits the third person singular –s in utterances such as, "… he bother me." She also repeats errors with the plural form in utterances such as, "… African peoples." She makes occasional errors of verb tense in sentences like, "I'm thirteen years old and I went to Korea Elementary School," when she should have said, "… I *go* to Korea Elementary School." Though not very often, she exhibits occasional article errors as she omits the indefinite article when she says, "… my dad is little, little old." Her highest rating was given for the "pronunciation" criterion. She received Band 7, and her pronunciation and intonation are very good for the most part. She does not have perfect pronunciation, but her accent does not hinder intelligibility. She has some inaccurate phonemic realizations as she has trouble pronouncing the voiceless interdental fricative phoneme /ϴ/ in words like "thirteen" and "thirty-six." She produces these sounds as the voiceless alveolar fricative /s/. She also has trouble pronouncing the /rl/ consonant cluster in words like "girl" and "world," where she produces the phoneme /l/.

3.2.1.2 Participant 2

Nayoung's overall English speaking proficiency rating is Band 7 on the IELTS scale. According to the IELTS band description, Nayoung can be classified as a

"good user," who has an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. She generally handles complex language well and understands detailed reasoning. Nayoung's English speaking proficiency rating by criterion is shown in Table 3.3.

TABLE 3.3
Nayoung's speaking proficiency rating

Criterion / Name	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation	Overall Speaking Rating
Nayoung	Band 7.5	Band 7	Band 7.5	Band 6	Band 7

During the initial interview with Nayoung, she is introducing herself and her family in Data Excerpt 3.2.

Data Excerpt 3.2 Interview with Nayoung (June 10)

I'm thirteen years old and I don't have any brothers or sisters. My father goes to his company and my mother doesn't work and stays at home… I don't know exactly what does he do but he goes to Jeonbuk Energy Service Center. My dream was to be a diplomat but now I want to be a translator and my mother wants me to grow up and have a job about math or English, but I think math is too difficult for me, so I like English more.

Except for Nayoung's relatively lower rating on the "pronunciation" criterion, her ratings across the other criteria were well-balanced. For the "fluency and coherence" criterion, Nayoung was given Band 7.5. This is the second highest

fluency rating in the group. She is highly fluent with very few pauses in her speech. The pauses that she occasionally has occur when she is contemplating over content rather than language. Her speech is coherent and well-organized. Nayoung was not interviewed in Korean during the initial interview because she looked at ease speaking in English. For the participant interview in this research, an English interview was conducted first followed by a Korean interview. The reason for following up with the Korean interview was to clarify any parts of the English interview that were unclear due to potential language barriers and to lower the participants' affective filter. There was no need to "break the ice" with Nayoung during the first interview because she was very comfortable with English and was able to communicate her thoughts very clearly. She did not display much emotion or facial expression, but she calmly answered all the questions without any difficulty. She may have gotten an even higher fluency rating, but her poor pronunciation may have influenced one of the raters into giving her a lower rating.

Nayoung received Band 7 for "lexical resource." She has a good command of vocabulary and uses it appropriately depending on the context. Some of her word choices, however, may show negative transfer from her native language. For example, she says, "My father goes to his company," and "he goes to Jeonbuk Energy Service Center," instead of "My father works at a company," and "he works for Jeonbuk Energy Service Center." Although there is no difficulty in understanding the meaning of her two sentences, they are not typical utterances that a native speaker of English would make. It is likely that this structure comes from the Korean expression "go to a company," which is commonly used in Korea

to mean that the person is a salaried office worker.

For "grammatical usage and accuracy," Nayoung received a rating of Band 7.5. She does not make many grammatical errors, even during fast spontaneous speech. She occasionally makes mistakes with more complex structures such as indirect question forms by failing to invert the subject and verb as in, "I don't know exactly what does he do." Nayoung's lowest criterion rating came in "pronunciation," where she received Band 6. She has good command of the segmental features of English and produces accurate pronunciations of individual phonemes. Her pronunciation problems lie mostly with the suprasegmental features of the English language. Her English intonation bears resemblance to her Korean intonation. Instead of using intonation patterns appropriate for a stress-timed language like English, she exhibits mostly flat intonation patterns which are more suitable for a syllable-timed language like Korean.

3.2.1.3 Participant 3

Sujin's overall speaking proficiency rating is Band 9 on the IELTS scale. Band 9 is the highest level that can be achieved on this scale. According to the IELTS band description, Sujin is an "expert user," who has a full operational command of the language. Her use of English is appropriate, accurate, and fluent, and she shows complete understanding. Sujin's English speaking proficiency rating by criterion is shown in Table 3.4.

TABLE 3.4
Sujin's speaking proficiency rating

Criterion / Name	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation	Overall Speaking Rating
Sujin	Band 9	Band 9	Band 9	Band 8.5	Band 9

A self-introduction given by Sujin during the initial interview is shown in Data Excerpt 3.3.

Data Excerpt 3.3 Interview with Sujin (June 9)

My name used to be Elizabeth but since it was a bit too long for the others to pronounce, I changed, I shortened it to Beth in this English center, in this school. More common is Liz but I use the name Beth… Well, my mother and father, they always, they weren't, they never graduated college. So they wanted so much for their children to be successful so at first my mother, she started teaching my older sister. And then when I was born, she also started to teach me, but not exactly teach me. She didn't need to, but she just showed me some English videos.

Sujin achieved Band 9 for her "fluency and coherence." Her fluency is superb in that she can talk about almost any subject for an extended period of time without pausing. Her speech rate is on the fast side even for a native speaker of English. Her coherence is also excellent. She develops her topic clearly and coherently, though she is on the verbose side. For "lexical resource," she also received Band 9. The words and expressions she uses are appropriate for the context and on par with an English native speaker of her age. Interestingly,

although the grammatical structures she uses are beyond her years, the vocabulary words that she uses are not very difficult. She possesses a good understanding of difficult vocabulary items, but those that she uses in her speech are appropriate for her age.

For "grammatical usage and accuracy," she also received Band 9. She does not make any grammatical errors in her speech, except occasional slips of the tongue. As mentioned previously, the structure of her language is beyond an elementary school student living in an English speaking country. For example, in the above excerpt, the structure "So they wanted so much for their children to be successful that…" is not typically found in spontaneous speech of elementary school students in Korea, let alone in English speaking countries. For Sujin, "pronunciation" was the only criterion to which, the raters gave different scores. One rater gave Band 9 and the other rater, Band 8, giving her an overall rating of 8.5. Her overall pronunciation was very native-like. But the reason she received Band 8 from one of the raters was because she showed a phonemic variation of /ʌ/ in words like "another" and "other." Instead of /ənʌðəʳ/ and /ʌðəʳ/, she pronounces it as /ənɑðəʳ/ and /ɑðəʳ/, respectively, which is a pronunciation commonly found in many Korean speakers of English. This type of pronunciation caused certain vowels to be slightly longer than they should be, but that discrepancy can only be picked up by the most sensitive of ears.

It is interesting to note a difference in the rating process of Sujin's proficiency as compared with the other participants. Besides Sujin, none of the participants in this study proved to be native-like in all criteria since their interlanguages were

still developing. Thus, when rating their performance, it was more convenient and practical to seek parts of their speech that were native-like, rather than trying to look for the many parts that deviated from the native speaker. It was the opposite case for Sujin. Since most of the characteristics of her speech overlapped with those of a native speaker, it was easier to try to look for parts of her speech that deviated from native speaker norms. In other words, the raters had to scrutinize Sujin's speech carefully to try to come up with the parts that were deviant.

After a thorough analysis of Sujin's speech, there was only one language behavior that was non-native like. It was answering positively to a negative question, when she wanted to answer negatively. In the Korean language, when someone is asked "Aren't you hungry?" a person who is hungry would answer, "No. I am hungry," whereas a person who is not hungry would answer, "Yes. I'm not hungry." In English, however, the answer to the same question is the opposite. A hungry person would answer, "Yes. I am hungry," and a person who is not hungry would answer, "No, I'm not." Sujin repeatedly answered "Yes" to negative questions in situations where she should have answered the opposite.

3.2.1.4 Participant 4

Giho's overall speaking proficiency rating is Band 7 on the IELTS scale. According to the IELTS band description, Giho is categorized as a "good user," who has an operational command of the language, though with occasional

inaccuracies, inappropriate usage and misunderstandings in some situations. In general, he handles complex language well and understands detailed reasoning. Giho's English speaking proficiency rating by criterion is shown in Table 3.5.

TABLE 3.5
Giho's English speaking proficiency rating

Criterion / Name	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation	Overall Speaking Rating
Giho	Band 7	Band 6.5	Band 6.5	Band 7.5	Band 7

Giho gives a self-introduction during his initial interview in Data Excerpt 3.4.

Data Excerpt 3.4 Interview with Giho (June 8)

My English name is Jimmy. My family is my grandmother, and my mother, and daddy, and me and my brother. And I am from Korea, Seoul… I moved to Ansan when I finished second grade and when I started third grade. My brother is nine years old. I am twelve years old. My father works at the government. My mother owns a little academy, English academy.

For the "fluency and coherence" criterion, Giho was in Band 7. His overall fluency is good and he develops his topic coherently, but he has the slowest speech rate among the participants in this study. This is because of Giho heavily monitors his speech. He is very conscious about what he says and makes an effort not to make errors in his speech. This is in direct contrast with Jisoo, who rarely monitors her speech. During observations of Giho's school classes, however, the present

researcher noticed that Giho did not pause very often. It turned out that his pauses varied depending on the person he was speaking to. He knew that he was the best speaker in his class and did not monitor his speech much, resulting in fewer pauses. On the other hand, his fluency is disrupted by more pauses when he is speaking to someone who he thought was a better speaker than he was.

When it came to the "lexical resource" criterion, Giho belonged to Band 6.5. For the most part, he selects appropriate words and expressions for the context, but he also shows signs of negative transfer, as does Nayoung. He uses the expression, "My family is grandmother, and my mother, and daddy, and me and my brother." A more native-like expression would be, "The members of my family are..," The expression, "My family is," followed by the members of the family is a direct translation from the Korean language. Moreover, saying "mother" and "daddy" in the same sentence is awkward since the two words are not perfectly parallel. A more appropriate pairing would be "mother and father" or "mommy and daddy."

For "grammatical range and accuracy," Giho was in Band 6.5. Giho's grammatical accuracy was difficult to gauge. When Giho monitors his speech, as in the previous excerpt, he is error-free for the most part and it seems that he has excellent grammatical control. But when he does not have time to monitor, or his attention is not on form, he repeatedly commits some grammatical errors. For example, when he is asked to summarize a book he has read, he focuses on the story and does not have the luxury of monitoring his speech. In Data Excerpt 3.5, Giho is summarizing "A Study in Scarlet," a Sherlock Holmes book he has recently read.

Data Excerpt 3.5 Interview with Giho (July 20)

The policemans can't find who killed the man. So they said, "Help me, Sherlock Holmes." A farmer named Jefferson Hope killed the Drebber, but policeman said, hmmm it will be other mans, but Sherlock Holmes said, "Trust me," and they arrest the man, and he said he killed the Drebber. I admire that story because Sherlock Holmes is always correct and I want to be like a Sherlock Holmes.

In speech where he does not have the time or resources to pay attention to form, Giho makes some errors with the irregular plural form as in "policemans" and "mans" and article errors such as putting the article before a proper name as in "the Drebber" and "a Sherlock Holmes." He also omits the definite article in front of "policeman." Still, these errors do not hinder communication and when he has time to monitor, he seldom makes errors of this type.

For the "pronunciation" criterion, Giho received Band 7.5, which was his highest rating. Among the participants, it was second only to Sujin. Giho displays good pronunciation of the vowels and consonants of the English language. His English intonation and adjustments in connected speech are superb. Although he mispronounces some words that he does not know well by placing the stress on the wrong syllable, his excellent suprasegmental features combined with native-like mannerisms and good showmanship make his pronunciation seem better than it actually is.

3.3 Data Collection

The data collection for the study was done over a period of nine months from June 2010 to March 2011. To achieve triangulation, three types of data collection methods were used. First, the participants sent text messages to the researcher every time that they came into contact with English input. Second, the researcher observed the participants in their normal everyday routines with English learning. Lastly, the researcher conducted interviews with the participants and the people around the participants that could give insight on the participants.

3.3.1 Text Messages

The participants were asked to send a short text message via their mobile phones to the researcher every time they came in contact with English input outside of their regular public school English classes. They were asked to text the English-related activity and the duration of the activity. Examples of typical text messages from two participants are given in Data Excerpts 3.6 and 3.7.

Data Excerpt 3.6 Text message from Sujin (June 25)

Read the Adventures of Huckleberry Finn 5:00-10:10 (sent 6/25, 10:13pm)

Data Excerpt 3.7 Text message from Nayoung (July 5)

I did online English from 3:20-3:25. (sent 7/5, 3:28pm, translation)

Previous qualitative studies have employed journals or logs as a method of data collection to keep track of the activities of participants, however, this study incorporated text messages for two reasons. First, taking into consideration the young ages of the participants, text messages would be less burdensome for them than keeping a journal every day. Second, text messages could take advantage of modern technology to get real-time data from the participants. The contents of the text messages would also serve as topics for later participant interviews.

The participants sent text messages to the researcher for the months of June and July. The participants were free to choose the language in which to send the text messages. Three of the participants sent the messages in Korean, and one participant, Sujin, sent her messages in English. The text messages helped form the daily English-learning routines of the participants.

3.3.2 Observations

To observe the language learning behaviors of the participants, a non-participant observation technique was used where the researcher visited the participants in their normal settings and followed them around to their daily English learning activities in a non-obtrusive manner. The researcher did not

interfere in any manner during their daily English learning activities. The participants were told to pretend that the researcher was not present to ensure that they behaved as normally as possible. The places of observation ranged from the participants' homes, public school classrooms and private language institute classrooms. The purpose of the observation was to see how the participant reacted in English learning environments and to gain insight on matters that are difficult to self-assess on the part of the learner. During the observations, the researcher took field notes and where possible, audio and video recordings.

There were five observations done for each participant. The observations were conducted in June, July, August and October of 2010, and March of 2011. The purpose of the observations in June and October was to examine the participants' English-learning routines during the school semester, whereas the observations in July and August were conducted to observe their activities during the summer vacation. When no new data patterns emerged after the four observations, a gap of four months was given for the final observation. When no new data emerged from the final observation, the researcher ended the observations.

3.3.3 Interviews

The researcher conducted five interview sessions with each participant. They were conducted on the same date as the observations in Section 3.3.2. Each session consisted of one interview in English followed by one interview in Korean. The

purpose of the English interview was to gauge the English proficiency of the participant. The Korean interview was conducted to establish rapport with the participant and to clarify any unclear parts of the English interview that may have been caused by potential language barriers. There were two exceptions to the interview procedure. Participant 2, Nayoung, was very comfortable in speaking English during the initial interview session, and the researcher not wanting to break the flow of communication, decided to forgo the Korean interview. In the subsequent interview sessions, she was interviewed in both English and Korean languages. For participant 3, Sujin, only one Korean interview was conducted during the entire study. During the Korean interview in the first session, it was evident that she was not comfortable communicating in Korean. After the first interview session, all communication between Sujin and the researcher was conducted in English.

The interviews were open-ended and semi-structured with questions about their 1) English learning experiences, 2) motivations and 3) strategies in learning English. Each participant interview sessions was followed by an interview with the participant's mother. All interviews with the mothers were conducted in the Korean language. The purpose of the interview with the participants' mothers was to cross-check the contents of the participant interviews and to gain insight on how the participants first began studying English.

In addition to the interviews with the participants and their mothers, interviews were conducted with their public school teachers, private institute teachers (where applicable), and classmates to get a more accurate picture of the participants. All

of these interviews were conducted in Korean. All the interviews were both audio and video recorded except for one mother. Sujin's mother expressed reservations about being video recorded, so only audio recordings were taken

3.4 Data Analysis

In this qualitative inquiry, instead of starting with a particular theory in mind, which would defeat the purpose of a qualitative inquiry, the researcher allowed patterns and theories to emerge from the data itself. To ensure validity of the study, two methods were used: the constant comparison and negative evidence method. In the constant comparison method, the researcher compares one segment of data with another to determine their similarities and differences. It is an ongoing and almost never-ending process of comparison whenever a new segment of data is introduced into the research. The negative evidence method seeks out negative evidence and cases that go against the data in order to assess its validity.

3.5 Ethical Considerations

To ensure that the participants were not taken advantage of in any way and that they participated out of their free will, the purpose and procedures of the study was described to them in detail in the presence of their mothers. After the participants

expressed their wishes to become participants in the study, they signed research participation consent forms endorsed by the Institutional Review Board of Seoul National University (Appendix 2).

Pseudonyms were used to report any findings in this study to protect the identities of the participants. Only the researcher knew the names and identities of the participants in this study.

CHAPTER 4
LEARNING EXPERIENCES OF FOUR STUDENTS

This chapter presents the findings of this dissertation by describing the English learning experiences of the four participants. It is divided into four main sections and each section provides an in-depth description of the learning experiences of one participant. Section 4.1 describes Jisoo's English learning experiences. Section 4.2 examines the learning experiences of Nayoung. Section 4.3 and 4.4 explains Sujin's and Giho's English learning experiences, respectively. Each section begins by providing a general description of a participant. It is then divided into four parts. In the first section, the type of English input that the participant was and is exposed to is outlined. In the second section, the participant's motivation for studying English will be explored, followed by the learning strategies employed by the participant in the third section. In the fourth and final section, an overall summary of the participant explaining the reasons for the success in learning English will be provided.

4.1 An Extrovert Who Loves English: Jisoo

At the time of the study, Jisoo was eleven years old and a sixth grade elementary school student in Jeju Island. She went to a school in *Shin-Jeju*, which

is a newly developed urban area in the city of Jeju. The elementary school she attended was the biggest of all the participants in this study with 41 classes and about 1,100 students. Her parents operated a big restaurant which specializes in catering to students that come on school trips to Jeju Island. She had one younger brother who was six years old. The whole family was born and raised on Jeju Island.

Jisoo was recommended by her English teacher in elementary school, Ms. Park who had participated in the pilot study. Ms. Park was confident that Jisoo was the perfect candidate to participate in the present study since she had never studied abroad and was quite well-known in the elementary schools on Jeju Island because of her proficient English speaking skills. Her future dream is to become an English translator or English teacher. She has a very extroverted personality and from my first interview with her, she was not timid about speaking with me and thoroughly enjoyed the experience. Jisoo's mother describes her daughter's outgoing personality in Data Excerpt 4.1.

Data Excerpt 4.1 Interview with Jisoo's Mother (June 5)

Ever since she was young, she wasn't afraid of strangers. She talks to people of all ages. She even talks to grandmothers on the street. Sometimes, she talks a little too much. (translation)

Jisoo first started learning English at an English institute at the age of six, before she entered elementary school. After she entered elementary school, she attended another language institute that specializes in vocabulary learning. She has

been going to the same English institute ever since. Each week, she takes seven classes totaling to about five hours and fifty minutes of English exposure.

Since Jisoo began to learn English before she entered elementary school, she had a three-year advantage over her peers who started compulsory public school English education in third grade. Thus, she mentions that she does not find public school classes challenging at all in Data Excerpt 4.2.

Data Excerpt 4.2 Interview with Jisoo (June 5)

It's really really easy. I'm learning things in school that I learned during kindergarten. But, I think the (public school) English classes are fun, because I like English. (translation)

4.1.1 The Language Institute Gives Me Everything I Need.

Aside from the regular public school English classes Jisoo receives, the only form of English input she is exposed to comes from an English language academy she is attending. She also attends a different private institute for the other major subjects such as Korean, math, science and social studies. For English, she goes to an institute that focuses on vocabulary learning five times a week. On Mondays and Wednesdays, Jisoo takes one 50-minute class with a Korean teacher who teaches grammar, vocabulary, and reading in Korean. On Tuesdays and Thursdays, she takes one 50-minute class with a native speaker from Australia who teaches English conversation and one 50-minute class with the Korean teacher. On Fridays,

she takes one 50-minute class with the native speaker. In a typical week, Jisoo takes seven classes totaling to 5 hours and 50 minutes of English exposure, with 1 hour and 30 minutes coming from a native speaker.

In addition to the time spent at the language institute, Jisoo spends about 15 minutes every day on the homework and CD given by the institute. The homework usually consists of a simple worksheet on grammar or vocabulary. The CD contains short video clips in English and Jisoo watches the clips and then repeats after them. In a typical week, Jisoo spends about 1 hour and 15 minutes on the homework and CD.

Besides the 7 hours and 5 minutes of English exposure Jisoo receives in a week, she had no other exposure. This was in unison with the findings in the pilot study, which revealed that the students with the most amount of input in small cities got their input from private language institutes. Jisoo did not like to read in Korean, let alone English.

4.1.2 I Love to Communicate, in Any Language.

Interestingly, there were conflicting answers from Jisoo and her mother when it came to the initial motivation of studying English. Jisoo claims that it was her mother who sent her to the English academy at age 6, but her mother claims otherwise in Data Excerpt 4.3.

Data Excerpt 4.3 Interview with Jisoo's Mother (July 19)

I didn't make her do anything she didn't want to do. She had an interest in English ever since she was little. When she was in kindergarten, she asked me to send her to an English academy first. I didn't think much of it and just sent her, but she became more and more interested in English as she attended. (translation)

Jisoo does not remember this particular incident, but she mentions several times that her mother thinks that English is of utmost importance. She explains that she enjoyed going to the English academy in kindergarten because it was based mostly on games and fun. When she entered elementary school and went to another academy, however, she did not enjoy it very much and wanted to stop going. She explains her learning slump in Data Excerpt 4.4.

Data Excerpt 4.4 Interview with Jisoo (July 19)

Then the slump came. I didn't want to do the homework. I didn't want to memorize the vocabulary words. I started to take the English tests without studying. But my mother thought that English was very, very important, (pause) so I ended up continuing to study English… She kept on saying English is important and you need to learn it well. (translation).

From subsequent interviews, it became evident that her mother played a more decisive role in getting Jisoo to attend her first language academy than she first let on. Although Jisoo has now developed her own motivations for study English, she says that her mother is still the motivating force that keeps her going whenever she experiences a learning slump or slacks off in her studies in Data Excerpt 4.5.

Data Excerpt 4.5 Interview with Jisoo (August 28)

Sometimes I study because of my mother and sometimes I study because I want to. It goes back and forth. For example, say I didn't do my homework and my mom scolds me. Then I feel motivated to study once again. Then after a while, if I don't want to do the homework again, I am 'forced' by my mother to do it. (translation)

Currently, Jisoo's motivation of studying English comes largely from her future dream of becoming an English translator or an English teacher. She explains her reason for studying English in Data Excerpt 4.6.

Data Excerpt 4.6 Interview with Jisoo (July 19)

The other kids say, "I'm going to live in Korea, so why do I need English? It doesn't matter to me." But I want to become an English translator so I have to be good in English.

It seems that the career path she has chosen has been heavily influenced by her mother and the path is not occupation-specific but rather English-related. To her mother, the occupation of English teacher is at the bottom of the totem pole with English translator being somewhere in the middle, and diplomat at the top.

Another reason that Jisoo studies English is because she loves to learn other subject matter in English. She talks about English as the best medium for obtaining knowledge in Data Excerpt 4.7.

Data Excerpt 4.7 Interview with Jisoo (June 5)

I get more knowledge from English than in Korean. I learn more about things in English than the other subjects which are taught in Korean. (translation)

Lastly, another drive for Jisoo to study English is the recognition she receives for her English proficiency. She believes that she is the best English speaker in her school and is very proud of that fact. Every time she achieves some type of success in English, whether it is an English speech contest or an English test score, her parents give her positive feedback, thus reinforcing this behavior. Her English teacher Ms. Park puts it nicely in Data Excerpt 4.8.

Data Excerpt 4.8 Interview with Jisoo's English Teacher (July 19)

Jisoo definitely enjoys being on stage and in the spotlight. She is not afraid of standing in front of her classmates to make a presentation. She knows that the other students recognize that she has great English abilities, so she is always eager to prove herself. She has really good showmanship. (translation)

As it is often the case with very extroverted learners, Jisoo is more interested in communicating and having fun in the English language rather than studying it. Although she admits the importance of grammar, she does not like grammar very much and does not study it often.

4.1.3 English Should Be Loved Not Studied.

Jisoo feels that in order for someone to be good in English, he or she has to truly like English. She mentions that she truly likes English, whereas her less successful classmates do not like English in Data Excerpt 4.9.

Data Excerpt 4.9 Interview with Jisoo (August 28)

The other kids at school like the games we play in English class, but they don't like English itself. When Ms. Park teaches the English class, only a few students pay attention, but when she says that it's time for a game, all the students get excited and yell, "Wah!" ... The other children don't like English very much. But I like English. It helps me become better in English. (translation)

Jisoo does not enjoy studying the metalinguistic aspects of English. She admits that she is not good at grammar and that she does not enjoy it very much in Data Excerpt 4.10.

Data Excerpt 4.10 Interview with Jisoo (June 5)

Unlike listening which is my strongest point, I'm very weak in grammar. I think grammar is important but I don't like it. When the teacher at the private institute teaches grammar, I understand it, but when I get home, I forget everything. (translation)

Jisoo has come up with her own strategy of overcoming her lack of grammar knowledge. She says that her secret to speaking English well is memorizing chunks instead of individual words. By doing so, she is able to not think about the structure of the language when she speaks. She explains this in Data Excerpt 4.11.

Data Excerpt 4.11 Interview with Jisoo (July 19)

I memorize English words like a rap song. I memorize chunks and try to speak as fast as I can. When I do this, it just comes into my head. Phrases and idioms. (translation)

In order to improve her pronunciation, Jisoo repeats after video clips of native

speakers speaking in English. She thinks that you have to make a conscious effort to sound like a native speaker; otherwise your pronunciation will not improve. She talks about her pronunciation in Data Excerpt 4.12

Data Excerpt 4.12 Interview with Jisoo (August 28)

I try to 'roll' my pronunciation as much as I can. ... When I listen to a song, I listen very carefully and try to repeat after it. My friends say that I have 'foreigner pronunciation.' They envy me a lot. (translation)

4.1.4 Summary

When asked about why Jisoo speaks English well, her mother answered without hesitation that it was all due to the English teacher at the English institute. She feels that the English teacher pays special attention to Jisoo and that it has paid off. Clearly, this point can hardly be contested since Jisoo has no other English input besides the language institute. But it would be premature and naïve to think that all students who went to Jisoo's institute would yield the same results.

One advantage that Jisoo has over other learners is her friendly demeanor and willingness to communicate. She is a people person and she thinks that interaction with other people is a great learning experience. In addition to her innate characteristics, her strategy to emulate native speakers also helps her to become a better speaker of English.

Even though no one taught her any of the strategies she was employing, Jisoo

was able to come up with her own strategies of communication through trial and error. She also has the ability to self-assess her weaknesses and strengths. For example, Jisoo's lack and dislike of grammar knowledge actually helped her develop her communication strategies in order to compensate for her deficiencies.

One point of concern is that Jisoo is not an academically-oriented learner. She does not like to study English but only wants to play with English. This may be fine at the elementary school level, but unfortunately in the Korean education system, she may have to deal with disappointment and discouragement as issues of accuracy begin to be pointed out in higher levels of education.

4.2 A Diligent Masterpiece From the Language Institute: Nayoung

Nayoung was a twelve-year-old girl in the sixth grade in Iksan, which is located in northern Jeolla province. She was the oldest of the four participants in the study. Her school consists of 32 classes and about 900 students. Her father worked for a large conglomerate and her mother was a stay-at-home housewife. Nayoung was the only child in her family. She was born in Geochang in southern Gyeongsang province, which is her mother's hometown, but moved a few months later to Iksan because of her father's job.

Her future dream is to become an English translator, but that seems to have been greatly influenced by her parents. Nayoung says that if she cannot become a translator, she wants to open up a bakery. Nayoung came heavily recommended by

her teacher for her English abilities, however, she was almost not chosen as a participant in this study because of her first impression. Nayoung does not have native-like pronunciation, unlike the other participants. Later, it was revealed that she deliberately did not emulate native-like pronunciation.

Nayoung first started learning English at an English language institute when she was in the second semester of second grade in elementary school. She had no prior exposure to English before that time and was introduced to the English alphabet for the first time. This is the latest starting age for all the participants in this study. Her mother, however, speculates that this was an advantage, not a disadvantage as illustrated in Data Excerpt 4.13.

Data Excerpt 4.13 Interview with Nayoung's Mother (June 10)

She didn't even know her ABCs… Had she started earlier, she might have gotten more stress. But since she started a little late compared to her peers, she was able to understand the material quicker. (translation)

The first institute Nayoung attended was a traditional Korean-style institute using "Spartan" ways and rote memorization to teach grammar. After attending this institute for a year, her mother was not satisfied since she began to hear of many "Western" type of institutes that were gaining popularity in Seoul. So, she moved Nayoung to a language institute, which is based in Canada.

In interviews with her public school teacher, institute teacher, and classmates, one of the two words that always came up in common when describing Nayoung's personality was *diligent.* The owner of the language institute that Nayoung attends

summarizes Nayoung's personality in Data Excerpt 4.14.

Data Except 4.14 Interview with the Language Institute Owner (August 6)

Nayoung has been the symbol of diligence in our institute. Attendance, homework, and in all other aspects, she ranks in the top five… There are certain students who show rapid improvement, but Nayoung isn't one of them. She has shown improvement steadily and slowly… She started in the low-level class, but she has worked her way up to the highest-level class (for elementary school students) in our institute. (translation)

The second of the two words that is always used to describe Nayoung is *chic*. In English usage, *chic* only has a positive connotation, meaning stylish or fashionable. In Korean usage, however, the loan word has taken on a more neutral and sometimes negative connotation, meaning haughty or cold. One could certainly get this type of impression from Nayoung at first, just as she talked to me for twenty minutes in the first interview without changing her calm facial expression or voice tone. After my third and fourth meetings with Nayoung, she warmed up to me and displayed more emotion and expression, but she was certainly the most distant of the participants in this study.

Not only is Nayoung a good speaker, but she is a good writer as well. Data Excerpt 4.15 is a writing sample from Nayoung. She wrote the sample herself for a speech contest at her school.

Data Excerpt 4.15 Nayoung's Writing Sample (October 6)

Hi, my name is Nayoung Kim. My speech topic is how much friends give a lot of influence to us. Everybody may think friends are very important. Also, they give a lot of influence to us. First, friends can act similarly if we spend a lot

of time together. One day, my friend came to my home and ate noodle together. But when she went back home, she had a strange habit. It's because I ate the noodle very strangely. Second, while we grow up we spend a lot of time with friends. For example, when I go to the university, I can stay at school and live with friends. Then I will spend lots of time with friends. Last, friends are one of happiness in our life. If I don't have any friends, I will feel so lonely. But I do have friends, so I always feel excited. When I fought with my friend, I felt very bad. So, I thought today is unlucky day. It means friend relationship can control our mind. I think friends give us a lot of influence and are very important to us. So I want to make good friends while I grow up. Also, I want to maintain good relationship with my friends. Thank you for listening to my speech.

Nayoung's writing sample shows that she is well organized and conveys her thoughts well. She rarely makes grammatical errors. In her writing, she only makes two types of errors. They are plural -s and article errors, both of which are frequently made by Korean speakers of English. Her errors do not hinder the conveying of meaning. The first error occurs when she uses the singular form "noodle" when she should have used the plural form "noodles." She makes the same error twice. Another error she makes is the article error. She omits the definite article in the phrase "one of happiness." She also omits the indefinite article in the sentence, "I thought today is unlucky day." Overall, we can conclude that she is a good writer.

4.2.1 My Hard Work and the Institute Keep Me on Top.

In addition to the regular public school English classes, Nayoung gets most of her English input from the English language academy. She goes to the language

institute five times a week. On Mondays, Wednesdays, and Fridays, she takes two 50-minute classes, one with a native speaker of English and one with a Korean teacher. Before she moved to the highest class in the institute, she used to have classes with native speakers five times a week. On Tuesdays and Thursdays she takes one 50-minute class with the Korean teacher. This totals to 6 hours and 40 minutes of English input from the institute per week. Since both the Korean teacher and the native English teacher teach in English at this institute, there was not distinction made for English input for Nayoung.

Nayoung spends on average about 15 minutes a day doing online homework from the institute. The process for the doing the online homework is as follows: First, five English sentences are shown on the screen with the Korean meaning. The sentences are read out loud and Nayoung reads the sentences to herself on the screen. Second, only the five English sentences are given and Nayoung types the sentences as it is being read out loud. Third, some words in the sentences have been given as blanks and Nayoung types the sentences as she hears the sentences read out loud. Fourth, only the first letter of the words in the sentences is revealed and Nayoung types the sentences. Fifth, nothing is given on the screen and Nayoung has to type the sentences as she hears them. Sixth, the Korean translation of the sentences is given without aural input, and Nayoung has to type the sentences. Finally, Nayoung repeats after the sentences and her output is recorded. Normally, Nayoung skips the last step because she does not think it's very helpful. As Nayoung is very proficient in English, this process takes only about five minutes. She does this six days a week totaling to about one hour and thirty

minutes a week. On Saturdays and Sundays, Nayoung spends about an hour reading storybooks from the institute. Like, Jisoo from Jeju Island, Nayoung is not a big fan of reading. She does not do any reading for pleasure. The only reading she does in English is through storybook assignments given by her institute.

In total, she is exposed to at least 10 hours and 10 minutes per week, with this number being larger if there is additional homework from the institute. Considering that most of this input is received in English, makes her exposure to English must greater than Jisoo from Jeju Island.

4.2.2 English Is Just a Means to an End.

Like Jisoo from Jeju Island, the mother played an important role in motivating Nayoung to study English initially. There were two main reasons why Nayoung's mother sent her to an English language institute in the first place. The first reason was that all the other students' mothers were sending their children to English institutes already. In Data Excerpt 4.16, she talks about the second and more important reason, which was that she did not want Nayoung to fall behind in the English classes in elementary school.

Data Excerpt 4.16 Interview with Nayoung's Mother (August 6)

The only reason I sent her to an English language institute was because the government said that English education would begin in third grade. They said that there would be a midterm and final examination so I sent her to

prepare for that. Little did I know that the level of English education at the public school would be so much lower than at the institute. I sent her because of school, but when I think about it now, it was ridiculous. (translation)

As Nayoung began to experience success in English through examinations and contests, she gained more confidence and became more motivated to study English. Her mother noticed these achievements and further fueled Nayoung's motivation for English study with dreams of a prestigious career related to English. She talks about this in Data Excerpt 4.17.

Data Excerpt 4.17 Interview with Nayoung's Mother (August 6)

Nayoung's personality is not the type to take shortcuts. She may not have some great innate ability, but she is very hard working. She never skipped doing her homework assignment, and she would receive praise from her teachers for it. The institute gave a lot of vocabulary exams. She would get perfect scores on them and this made her more confident. Also, she would win speech contests and we began to think, do we have a future diplomat on our hands? (translation)

At this time, Nayoung began to ponder about the possibility that she was actually good in English. This sense of accomplishment that she was better than the other students in something further developed her motivation to study English. She talks about her rising confidence in Data Excerpt 4.18.

Data Excerpt 4.18 Interview with Nayoung (October 7)

And my scores are not really bad, so I think I am not bad in English… And I started to think I think I'm not really bad at English and my mother said many encouragements for me… she says always I can do it and then I can be powerful.

Interestingly, the father also played a significant role in her initial motivation. She was the only participant in the study where both of the parents played a major role in the English education. Her mother was not confident in English so she played the role of making sure that Nayoung did all her work, whereas her father, who had to maintain his English skills for work, would actually help his daughter study. What makes Nayoung different from Jisoo is that she has definitely formed her own motivation for studying English and she does not need much 'coercion' from her parents any more. In Data Excerpt 4.19, Nayoung recalls how she first started learning English.

Data Excerpt 4.19 Interview with Nayoung (August 6)

First, my parents, my parents send me to academy, but I thought it is interesting so now I am doing it (for myself)… When I was young, my father taught me English in Saturday or Sunday because he likes me to study English, and he is a little, he is good at English. But nowadays my father tries to don't touch me and I study myself at night.

Upon closer examination of Nayoung's motivation to study English, it becomes clear that it is of an instrumental nature in that she thought that speaking English well would help her get a good job and live a better life. In fact, English was not even her favorite subject as she enjoyed gym class much more. English was clearly a means of getting somewhere rather than a final destination. She does not have much integrative motivation as she does not want to be like an English speaker nor visit an English speaking country. She talks about her motivation for

studying English and possible plans to go abroad in the future in Data Excerpt 4.20.

Data Excerpt 4.20 Interview with Nayoung (June 10)

I think I can have another job without English or my educations, but if I study, my, I can choose good jobs so I can earn, make a lot of money and live happily in my life… (I don't want to study in an English speaking country,) because nowadays many foreigners come to Korea, so I think it will not give me any effect, but if my parents send me (for vacation), I will go... I can go for fun and travel, but I don't think it will give me effect for studying.

4.2.3 Don't Take Shortcuts in English Learning.

It was not easy to figure out Nayoung's learning strategy from the interviews or observations, because she did not employ any type of shortcuts in her studies and she was already at a high level of proficiency in English. Also, since Nayoung did not do anything outside of what the language institute instructed her to do, it was very difficult to classify whether something was her strategy or simply a technique employed by the institute. When the researcher asked her what she does when she comes across a word she does not know, she simply replied, "I go with my first instinct." When asked if she does anything special from the other students, she said, "I study more than the others."

During the study, the researcher could not observe any salient strategies that Nayoung was using. The only strategy that she employed was when she was in the fourth grade. At that time, one of the homework assignments at the language institute was to memorize the meanings of twenty words. She not only memorized

the meanings, but she memorized the sentences as well. Without being taught to do so, Nayoung was quietly flooding her brain with corpus. This is the main reason she is able to 'go with her instincts' when she comes across words she does not know.

A point of interest was that Nayoung made up for a lack of practice in speaking with practice in writing. During the research, I could not find many instances of Nayoung speaking English, except for during the interviews. In fact, even in the class with a native speaker, she did not initiate conversation, but just answered questions directed toward her. Yet, she did not have any problems conversing in English. It came to light that she always practiced her writing skills so that she could speak without any problems.

4.2.4 Summary

Her parents and her teachers all classified Nayoung's personality as introverted. That raised the difficult question of how a timid child could achieve such success in speaking. One answer is that Nayoung epitomizes the phrase, "Slow and steady wins the race." She is by far the most diligent participant in this study. She never misses an assignment, a class or anything that she is supposed to do. During the duration of the study, she was the only participant that never missed sending a text message to the researcher. The other participants would sometimes miss a day and send two messages in the following day, but Nayoung was a text-sending machine.

This diligence is also mirrored in how she approaches her English studies. Her diligence combined with the English language institute's rigorous curriculum gave birth to a very fluent English speaker in Korea. Diligence without curriculum or vice versa, would not have brought such impressive results.

Another difference that Nayoung possesses over her peers is a strong sense of self. She is not flashy by any means, and she does not flaunt her English abilities in front of others, because she is not very concerned with other's opinion of her. In fact, in the school speech contest that was held during the data collection period of this study, she placed fourth out of thirteen students in her school. In the researcher's opinion, Nayoung had the most logical and well-organized script of all the participants by far, but compared to the other students, she had a weaker performance with little gesture or showmanship. After the contest, the researcher asked Nayoung why she did not use gestures or pronounce words like a native speaker. Data Excerpt 4.21 is her reply.

Data Excerpt 4.21 Interview with Nayoung (October 7)

One girl at the contest, she rolled her tongue like ululalala, but those sounds just don't come out of my mouth… How can I say, it gives me the goosebumps. When I roll my pronunciation, I get a weird feeling. I don't know. I just like the tone that I am using now. (translation)

This strong sense of self can work negatively as in the case of pronunciation, but it is the driving force that keeps Nayoung going in her studies. She does not get swayed easily by what others say and she stays on course toward her objectives. When asked to give advice to her classmates about speaking English well like her,

she replied as she did in Data Excerpt 4.22.

Data Excerpt 4.22 Interview with Nayoung (October 7)

Just, don't think I have any special reasons and just practice and if you try to study more than other people, and then we can improve our everything.

4.3 A Bookworm Native Speaker: Sujin

Sujin was an eleven-year-old fifth grader in Ilwon-dong, Seoul. There were 34 classes and about 850 students in her elementary school. Her father was a grade nine civil servant and her mother was a stay-at-home housewife. Both of them are high school graduates and are not good in English. Sujin had one older sister who was four years older than her and was about to graduate middle school. Sujin and her family live in a government subsidized apartment for government employees. Her family is not wealthy and struggles to raise two daughters in a wealthy residential area.

Sujin was recommended by her teacher, Ms. Kim, who described Sujin as unexplainable in that she had never set foot outside of Korea, yet she spoke better than the students who came back to Korea after living in English-speaking countries. Although all the participants in this study are extraordinary in that they have achieved a level of success in English acquisition that is in a different league than most of their peers and exhibited native-like behavior in some parts of their interlanguage, it is not expected of them to be native speakers and with good reason. Thus, the researcher took Ms. Kim's statement with a grain of salt,

until the initial interview in which Sujin singlehandedly shattered the researcher's preconceived notions about ultimate attainment in EFL contexts, and posed new directions and questions for this dissertation.

Right from the beginning, there was something uncanny about Sujin. She was smaller in stature than her classmates, spoke in a thin voice that demanded the listener's full attention to understand, and had a disarming innocence about her. Yet, when she spoke English, the content and the structure of the language were those of an educated adult native speaker of English. In just one interview, she made the extraordinary achievements of the other participants in this study seem somewhat ordinary. When asked when she first started learning English she replied as in Data Excerpt 4.23.

Data Excerpt 4.23 Interview with Sujin (June 9)

I think in English and I have to translate into Korean… I don't remember when I didn't use English. I've always pronounced and spoke in English ever since I could remember.

Sujin's personality is introverted, although someone meeting her for the first time would think otherwise because she is well read in a vast range of topics and can soliloquize a very lengthy answer on most topics. The rest of her family is also introverted. Her sister is very soft-spoken and not confident about her English even though her English is in fact very good. Her mother and father refused to be videotaped and only allowed voice recording after many persuasion attempts by the researcher.

Sujin's starting age for learning English is the earliest among the participants in this study. She first started officially learning English at an English kindergarten at the age of 3. The mother recalls the time in Data Excerpt 4.24.

Data Excerpt 4.24 Interview with Sujin's Mother (June 9)

Before she entered kindergarten, she knew how to read and write, and take dictation in Korean… She started learning phonics and simple speaking there… She almost said nothing for one year. It's not like she didn't know how to speak English. She really tested our (parents') patience. We really tightened our belts to pay for the tuition at the kindergarten. But in the second year, she really began to speak. And then the kindergarten teacher told me, "Your daughter has surpassed a certain level." I didn't know what that meant at the time. (translation)

After attending the English kindergarten for two years, Sujin tried to attend several English institutes but could not find any that could keep up with her growing knowledge or proficiency, so she stopped going. It goes without saying that Sujin does not find public school classes challenging at all, both language-wise and content-wise, as can be seen in Data Excerpt 4.25.

Data Excerpt 4.25 Interview with Sujin (June 9)

It's really really boring… It (afterschool class) is better because I can express my knowledge but I don't learn that much.

Currently, the only thing she does outside of public school classes is read books. Sujin does an astounding amount of reading. If she is not encumbered with school work, she reads up to eight hours a day. It is in books that she finds

knowledge and solace.

A point of concern lies with Sujin's Korean proficiency. The present researcher was quite surprised when he conducted a Korean interview with Sujin. When she spoke Korean, the confidence and air of authority all but disappeared. Gone was the knowledgeable, critical, and sometimes cynical adult and here was a shy child who was struggling to communicate in a language she did not have full control over. When asked how she felt about speaking Korean, she answered in the following way in Data Excerpt 4.26.

Data Excerpt 4.26 Interview with Sujin (June 9)

> *It's uncomfortable. Um, It's uncomfortable. So, when I am speaking (in Korean), there are times when I almost use English words. And I know the English word but the same, same, same, same, similar meaning doesn't come out (in Korean) so what I want to say isn't completely conveyed.* (translation)

Sujin said that she had trouble communicating with her parents because of the language barrier. Her older sister acted as a translator and a mediator between Sujin and her parents. It was then that the researcher realized that Sujin was an extreme outlier, even in a study of outliers.

4.3.1 Books Are My Best Friend.

Since Sujin has already reached native-like proficiency in English, it may be

worthwhile to examine the English input she had before her current English input is discussed. Although Sujin officially started her English education at age 3 at an English kindergarten, her exposure to English unintentionally began right after birth. When Sujin was born, her parents had no intention of starting her English education until much later. In fact, her parents firmly believed that a person living in Korea should have mastery of their native tongue before learning a new language. At the same time, her mother recognized that English abilities could translate into future success for her daughters, so she bought children's videos in English for Sujin's older sister. Her mother recalls how Sujin accidentally began to watch the English videos in Data Excerpt 4.27.

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Data Excerpt 4.27 Interview with Sujin's Mother (July 28)

When Sujin learned to sit up and could look at something, she would cry every time I turned off the television. I tried everything to make her stop crying, but I realized that the best way was to leave the television on. But television never ends, right? But a video always ends after 15 minutes… So I would play the video for her. It was just a way to keep her from crying. (translation)

Her older sister of 4 years who was beginning to study English was another source of input for Sujin. By the time, she was one year old, she was making sentences in English like, "What are you doing?" which was a sentence often spoken by her sister. So, by the time Sujin entered an English kindergarten at age 3, she already was familiar with the sounds and words of the English language. This may explain the great success she experienced at the kindergarten.

She attended the English kindergarten for two years. The schedule of the kindergarten was from 9:40 a.m. to 2:20 p.m., five days a week. All the classes and activities were conducted in English. She was receiving about 23 hours and 20 minutes of English input per week, which translates to over 1,200 hours of English input per year. Just in the English kindergarten alone, Sujin received over 2,400 hours of English input from the ages of 3 and 5.

After the English kindergarten, Sujin tried to attend several English language institutes, but she "outgrew" all of them. Sujin recalls the post-kindergarten days in Data Excerpt 4.28.

Data Excerpt 4.28 Interview with Sujin (July 28)

When I was about 5, my mother started to send me to some different academies. And when I started to be the best in each academy, she sent me to a better academy, and so forth until it became a problem for the academy.

There were no English institutes that had an elementary school curriculum that was appropriate for Sujin's advanced level. She even enrolled in a middle school class, only to be met with jealousy and resentment from the older students, which made her stop going to the institute. Since she does not attend any language institutes, the only English input Sujin receives outside of public school education is from reading.

Even though Sujin read storybooks at the English kindergarten, her true reading experience with English books began at the age of 6. She has been reading at an incredible pace since then. These days, she reads one full-length adult book

per day. The exact reading speed for Sujin has not been measured, but on rough estimates, she is reading up to 500 words per minute which is about double the speed of a native speaker adult. She does not read just any specific genre but she reads anything she can get her hands on. In the following excerpt, Sujin talks about the books she has recently read in Data Excerpt 4.29.

Data Excerpt 4.29 Interview with Sujin (October 13)

I read the Hobbit and the following three books like the Fellowship of the Ring, and the Return of the King and the Two Towers. I enjoy Harry Potters and I read all of the seven books. And I also read Percy Jackson. And I also, and I also read things like Huckleberry Finn and Tom Sawyer.

If Sujin had her way, she would just read English books in all her spare time. On a typical school day, she reads about 3 hours per day. On the weekend, the number goes up to about 8 hours per day. This means that from books alone, she receives about 31 hours of English input per week. In fact, her mother often forces Sujin to stop reading books so that she has time for other assignments.

Her parents find it tough to finance Sujin's thirst for books since she goes through them so quickly. This has forced Sujin to develop a habit of reading the same books over and over again. But Sujin does not find this process boring as she truly enjoys reading.

When it comes to the amount of input Sujin has received in her lifetime, there is no point in trying to calculate the numbers. She has received as much, if not more input than an elementary school student living in an English speaking country. Thanks to the English input she received a little after birth from her older

sister and the English videos, Sujin had a substantial head start over her classmates, even considering the fact that many of them started learning English long before the mandatory public school English education began.

4.3.2 English Has Been With Me From the Start.

Discussing Sujin's initial motivation to learn English would be a moot point since Sujin started to learn English naturally since birth. Since her mother's intention to teach English to Sujin's older sister ended up affecting Sujin, it is worth examining her mother's initial motivation. Like the other parents in this study, Sujin's mother wanted what was best for her children, and she felt that English could help them succeed later in life. What makes her mother different from the other mothers in this study was the degree of direness in her desire for her children to achieve success in English. This is exemplified in Data Excerpt 4.30.

Data Excerpt 4.30 Interview with Sujin's Mother (August 27)

My husband and I couldn't pursue higher education due to our family's financial situation. I vowed that my children would go to college and have opportunities that we didn't have. Why did I emphasize English with Sujin's older sister? English was something I was poor at and had a complex. Also I thought it could be a ticket to success for them. (translation)

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With regard to Sujin's own motivation, there is one part of her regimen that cannot be undertaken without motivation. That part is her unquenchable thirst for reading. It seems that Sujin does not just read, but she inhales knowledge. Unlike

Jisoo and Nayoung, Sujin is overly concerned with knowledge. She is constantly asking questions like "Why?" which is sometimes frowned upon in Korean classrooms. Some of her teachers are uncomfortable with Sujin and her questions. This is understandable considering the high level of Sujin's comments and questions. Her English teacher, Ms. Kim explains in Data Excerpt 4.31.

Data Excerpt 4.31 Interview with Sujin's English Teacher (July 28)

One time, I was teaching a lesson on George Washington to my class. I asked the question, "Who is George Washington?" One boy answered, "The first president of America." Then Sujin raised her hand and gave a whole history lesson on George Washington. None of the other kids spoke afterwards. It's definitely not easy having her in an elementary school classroom. (translation)

Sujin feels uncomfortable in classroom situations as well. She says that she is not trying to show off but just expressing herself so that she could learn more. When asked about how other students think of her, she explains in Data Excerpt 4.32:

Data Excerpt 4.32 Interview with Sujin (October 13)

They're jealous. Well, actually they're praising me but I don't feel that good.

Since Sujin realized that there was not much to be learned from the public school classes, she attempted to gain knowledge from the native speakers at the English institute only to be met with disappointment. She talks about the native speakers in Data Excerpt 4.33.

Data Excerpt 4.33 Interview with Sujin (July 28)

In my academy, when I was young, there was a few of them (native speakers). But I didn't pay much attention to them because they were the types who seeked jobs in this country since they couldn't do much in their own countries.

To Sujin, books are her best friend and teacher. She is motivated to read because books do not judge her or become jealous of her. They are not uncomfortable to be around. In a world where only her sister understands her, she finds comfort in books. This motivation to read may bring Sujin a plethora of knowledge, but it certainly does not seem to help her social skills of fitting in.

4.3.3 Your English Is Poor Because You Don't Read Enough.

Sujin is so advanced in her English proficiency that she was not a suitable candidate to examine strategies. In almost all aspects of her English usage, she showed native-like abilities or exceeded native speaker standards for her age. She had a great knowledge of vocabulary which enabled her to read books for adults without difficulty. The only strategy that she was regularly using was when she came across the occasional word she did not know while reading. She explains her strategy in Data Excerpt 4.34.

Data Excerpt 4.34 Interview with Sujin (August 27)

I read the sentence again and I read so that, and I form a meaning in my head that will make the meaning of the words make sense in the book. Because I'm not the type to look in the dictionaries.

Another strategy Sujin uses is repetitive extensive reading. She reads for pleasure, but she reads the same book over and over again. Just as she watched the English videos repeatedly to the point of memorizing the whole video, she reads the same books until she knows the content thoroughly. It is uncertain if this is a result of a conscious strategy or due to limited resources, but this repeated reading seems to have played a role in her language acquisition, as many of the structures in her speech resemble those commonly found in written discourse.

4.3.4 Summary

It is clear that two factors played an important role in shaping Sujin's English proficiency. The first is the early exposure to English. Sujin received aural input in English since birth because of the English videos and her older sister. Of course, it is clear that input alone cannot lead to acquisition. Sujin's case is reminiscent of a study by Sachs (1981) where, Jim, a hearing boy born to deaf parents, only had input from television. Jim had problems with word order and syntax, because he had not had enough chances to use the language. Glenn, his younger brother, however, did not have these problems because he had Jim as a conversation

partner. Sujin not only had input from English videos, but she had a conversation partner in her older sister. Similar to Jim and Glenn, Sujin's sister does not display the same level of proficiency as Sujin.

Second, extensive reading has played an important role in Sujin's English proficiency. When Sujin was asked to pinpoint what made her English better than her classmates, she talked about her fondness of books as shown in Data Excerpt 4.35.

Data Excerpt 4.35 Interview with Sujin (October 13)

I'm not sure. Maybe it's because I like reading English books. Because I'm always reading English books and I enjoy them more than Korean books.

The vocabulary and structure of English were acquired through reading without any explicit instruction. The enormous amount of reading that she does has helped her reach native-like English proficiency. No one can dispute the positive effects extensive reading has had on Sujin, but one possible downside to acquisition through mainly reading is that she lacks some sociolinguistic skills such as turn-taking and giving the right amount of information in a reply.

At first, the researcher thought that he had struck gold when he came across Sujin. She could become the official guide book for becoming a native speaker of English in Korea. If the process of what Sujin did to reach her level of proficiency could be revealed to the public, no one would need to study abroad in English speaking countries, and countless learners would benefit from it.

Unfortunately, those naïve thoughts of a panacea to English acquisition

quickly came to an end for two reasons. First, Sujin did not succeed in mastering English as a second language. What she had succeeded in is learning English as a first language. Not to take anything away from the remarkable feat of becoming a native speaker of English in an EFL setting, but what Sujin has accomplished is becoming a native speaker of one language. Putting aside the linguistic challenges Sujin overcame in studying English in Korea and strictly speaking from an acquisition point of view, mastering one language is something every healthy human being can do.

Second, no matter how important a second language becomes in a society, it is still just that, a second language. That means that in order for a member of a society to live and function in that society, that member needs to be proficient in the language of the society. If that condition is not met, many problems arise including those that Sujin faces such as not being able to communicate with your family and not being fully accepted into society. Sujin's mother shares a very powerful thought on Sujin's ability to fit into Korean society in Data Excerpt 4.36.

Data Excerpt 4.36 Interview with Sujin's Mother (July 28)

She needs to have a Korean mind, but since she keeps on doing that (thinking like an American), I begin to wonder. It's a fact that I gave birth to her and I raised her, but why is there an American person inside her soul? She has to live in Korea. (translation)

4.4 A Learning Machine Molded by His Mother: Giho

Giho was eleven years old and in fifth grade at an elementary school in Ansan, Gyeonggi province. His school consisted of 13 classes and about 340 students. Most of the students at his school were from lower middle class backgrounds. He was the only male participant in the study. His father worked for the government and his mother used to operate a small language institute, but at the time of the study, she was not working. Giho had one younger brother who was eight years old. Giho was originally from Siheung in Seoul, but moved to Ansan after finishing second grade. His mother's parenting style is on the strict side adhering to the philosophy, "Spare the rod, spoil the child." Giho was the only participant who used honorifics when talking to his parents and addressed them as "mother" and "father" rather than "mom" and "dad." It was apparent from the beginning that Giho's mother played an important role in his education, but he did not seem to mind. Giho's thoughts on the educational role of the parent can be seen in Data Excerpt 4.37.

Data Excerpt 4.37 Interview with Giho (June 8)

> *Most parents don't pay enough attention to what their kids are doing, whether they're playing or not or doing whatever. They just send them to an English language institute and sometimes their English may improve, but in most cases it doesn't. So, I think parents' interest in their children is the most important thing.* (translation)

He spoke with a maturity that was beyond his years, but he had a very friendly

disposition and an outgoing personality. Giho's future dream is to be a dentist. His favorite subject is science because he likes doing science experiments. He thinks English is fun because he likes learning something new. As he explains in Data Excerpt 4.38, school English classes are not challenging enough for him:

Data Excerpt 4.38 Interview with Giho (June 8)

The level of school English is so low. That's why I didn't like English at school. But outside of school I like it.

Giho was recommended by Ms. Lee, his homeroom teacher. Ms. Lee had just recently moved elementary schools from Youngtong to Ansan. Youngtong is a newly-developed and wealthiest area in the city of Suwon in Gyeonggi province, and is a hot spot for early English education. The school that Ms. Lee taught at previously was the best elementary school in Youngtong. She described Giho as the best English speaker and student in her new, albeit less-competitive Ansan school by far, and even if by more competitive standards of Youngtong, he would still be considered as one of the best students. She said that his biggest strength was his powerful reading ability and that he spoke English well with excellent pronunciation.

Giho has never really attended an English institute, per se, but he has had informal English learning experience at a daycare center when he was five. When he became six, a native speaker came to his house twice a week, as a favor to his mother until the age of eight. These experiences were closer to playing in English rather than studying in English.

Currently, he studies English by himself through books and CDs and does not do anything else outside of public schooling. Giho's starting age of five for learning English means that he started English three years prior to the mandatory English education starting in third grade.

4.4.1 I Can Do It by Myself!

The earliest exposure to English input for Giho came a little after the age of one in the form of English videos. Similar to Sujin's case, Giho's mother played videos like, "Sesame Street" for him. The difference between Sujin and Giho was in the amount of input. For Giho, English videos were limited to one hour a day and he would also be shown Korean children's video as well, whereas, Sujin was repeatedly shown 15-minute videos in English, every time she cried.

Another difference between Sujin and Giho is the starting age for their English education. Sujin's mother started Sujin at age three, whereas, Giho's mother wanted him to start English after he had good command of the Korean language, so she started him at age five.

When Giho was five years old, his mother started to look for an English language institute for him. But she was not happy with the curriculum of the institutes since they were teaching phonics. She felt that a child should learn a second language through listening and speaking first. She also did not want Giho to feel like he was studying English, but she wanted him to have fun with English.

She recalls how Giho's English education officially began in Data Excerpt 4.39.

Data Excerpt 4.39 Interview with Giho's Mother (June 8)

I heard that a friend of mine who majored in TESOL in Canada was teaching English to a group of kids informally at a daycare center. She shared my philosophy that children should learn how to listen and speak first before learning to read. So, I sent Giho there, but shortly after, my friend left the center for an English kindergarten. But I didn't want to break up the group. So, I invited a Filipino teacher at the daycare center to my home to continue the group. (translation)

For the next two years, until the end of second grade, Giho learned English from the Filipino teacher, twice a week for one hour at a time. When Giho entered second grade, his mother also bought an English listening book and played English CDs to Giho for thirty minutes a day. So in first grade, Giho received about 2 hours of English input per week, and in second grade, he received about 5.5 hours of English input per week. Giho's study group stopped when his family moved to Ansan. Since then, he has not attended any English institute or studied with native speakers.

Currently, he studies English at home by himself for about two hours per day. Every day, Giho listens to a CD which contains the contents of a book, and he reads along to the book while listening to the CD. After he finishes his listening regimen, he learns five new vocabulary words by writing sentences using the words. In a typical week, Giho receives about 14 hours of English input.

4.4.2 I Won't Let My Mom Down.

No different from the other mothers in this study, Giho's mother supplied the initial motivation for studying English. Her motivations for wanting Giho to be fluent in English came from the fact that she really made an effort to study English from middle school to university, yet she was always met with frustrations of failure when it came to speaking English. In Data Excerpt 4.40, she reflects on her own English learning experiences.

Data Excerpt 4.40 Interview with Giho's Mother (July 20)

I really studied English hard when I was in school, but when I met a foreigner, I couldn't speak a word. Even when I wanted to say "Hi," my mouth would freeze up. I wanted to say something but I couldn't. It was so frustrating… For Giho, a society where you can't survive without English is coming. (translation)

Giho's mother mentions that she never twisted Giho's arm into studying English, but that she just provided an environment where Giho would make the decision for himself. She was always behind him giving him a nudge in the right direction. She counted on her son's inquisitive and curious nature to do the rest, and she turned out to be right. Giho recalls a time he became interested in English in Data Excerpt 4.41.

Data Excerpt 4.41 Interview with Giho (July 20)

I was five… My mother had a friend name Mary. She owned a small English institute (daycare center). My mother would look after the institute (daycare center) when Mary wasn't there. When I was about five, I followed my mother

there and saw all these English words on the walls and I became really curious about what they meant. (translation)

Giho is an independent learner and he now has his own motivations for studying English, both instrumental and integrative. He is highly motivated and has multiple reasons for wanting to be good in English. First, for Giho, his mother still provides a great source of motivation. He respects his mother very much and wants to please her with his academic achievements. Giho mentions that his mother was on the stingy side when it came to compliments in Data Excerpt 4.42.

Data Excerpt 4.42 Interview with Giho (October 11)

My mother and father don't compliment me very often, unless I do something big, like have the highest test score in the entire school. (translation)

Giho has a genuine desire to learn new things. He gets great joy from learning things that he did not know before as can be seen in Data Excerpt 4.43.

Data Excerpt 4.43 Interview with Giho (July 20)

My favorite part of English is listening. When I listen to something, I try to write down the words I don't understand. Since I don't know the exact spelling, it becomes like a puzzle. When I finally find the word in the dictionary and realize ahhh... it had this meaning, I couldn't be happier. (translation)

What sets Giho apart from the other participants in this study is a very strong competitive spirit. He does not like to admit failure or lose to anyone or anything, including himself or the English language. In Data Excerpt 4.44, he talks about how this characteristic helps him to study.

Data Excerpt 4.44 Interview with Giho (July 20)

Writing is my weakest point. Prepositions and adverbs are very difficult for me. So I get really upset at myself when I write. It's because I want to write properly, write well, but when it doesn't come out, I get angry… I want to give up and quit writing, but after a while I get this kind of idea, "I am not going to lose to this writing." Then I look in the dictionary or do what I have to do to finish the writing. (translation)

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Another motivation for Giho is to obtain a high score on the Test of the Skills of the English Language (TOSEL), which is a test made by English Broadcasting Services (EBS) for children. Once again, it was his mother who motivated him to take the junior TOSEL test. But after taking the junior TOSEL test, Giho decided to prepare for the high junior TOSEL test on his own. His reason for taking the test is so that he can diagnose his English and see where he stands with others.

This study has provided Giho with another motivation. From the beginning of this study, he was very proud to be chosen for this study. He said that he wanted to study even harder so that he can prove to others that you do not have to study abroad to be proficient in English.

Like Jisoo from Jeju Island, Giho has an integrative orientation in his motivation. When he was asked if he wanted to visit an English speaking country one day, he replied in the following manner in Data Excerpt 4.45.

Data Excerpt 4.45 Interview with Giho (October 11)

I really, really want to go. I want to learn the culture of the United States. Also, I think it will help my English because I can hear the pronunciation of native speakers in person. Also, I think it will improve my everyday English speaking. (translation)

4.4.3 Read Both Korean and English Books.

Giho is a self-conscious and independent learner and uses some effective strategies that he has created for himself through trial and error. First, he feels that context is very important for language learning. He studies five new vocabulary words per day by making and writing his own sentences with the new words. He talks about how he began that activity in Data Excerpt 4.46.

Data Excerpt 4.46 Interview with Giho (October 11)

I got a vocabulary book from Random House for free. Inside the book, there were words and their definitions. Below the words, there were sentences using the words. I got the idea from there. I can learn how to use the words in real life if I started writing my own sentences using those words. (translation)

Giho is an advanced reader, especially in the Korean language. He does extensive reading in the Korean language, and he has transferred some of the strategies into reading in the English language. In Data Excerpt 4.47, he talks about how he figures out the meaning of words he does not know.

Data Excerpt 4.47 Interview with Giho (October 11)

The words in Harry Potter are difficult, very difficult. I first read the sentences before and after it and try to guess the meaning from the context. Then I make a list of the words and look them up later. (translation)

Giho even uses scanning strategies when selecting an English book to read. He

says that he does not just read any book but decides which book to read depending on how interesting the content is. Data Excerpt 4.48 illustrates Giho's strategy in choosing which books to read.

Data Excerpt 4.48 Interview with Giho (October 11)

I look at the titles, table of contents. If it doesn't look fun, I first read chapter 1 quickly and then if it's not fun. I put it down. But if I think it's fun, I'll read it to the end. I read Harry Potter in Korean first and now I'm reading it in English. (translation)

As mentioned in Section 4.4.1, a part of Giho's daily regimen is using a strategy called shadowing, in which he repeats after a CD that contains the contents of a book. Shadowing is a technique described by Daro and Fabbro (1994) as "verbatim repetition of acoustically presented messages" (p. 369). One of the three benefits of shadowing that is mentioned in Ota's (2007) study is that the extensive exposure to English aural input can help the learner develop a large phonological database. This may explain the reason Giho has the best pronunciation of the four participants in this study.

4.4.4 Summary

Overall, Giho is a very well-balanced student. He is the number one ranked student in his grade and he does well in all the subjects. He likes to read in both Korean and English, but he likes to read in Korean more. Not only does Giho

possess many qualities of a good language learner, he is a great learner in general. But before prematurely giving all the credit to Giho's great academic characteristics, the role that his mother played warrants a closer examination. Like all the mothers in this study, she played a crucial role in getting Giho started in learning English. What makes Giho's mother different from the other mothers in this study is that she has her own specific philosophy of educating Giho and she does not deviate from it at all, which has helped give Giho a clear direction to pursue when it comes to education.

It seems that Giho's mother's intention was to make Giho a good learner in general, not just a good learner in English. From the beginning, Giho's mother planned every step of his education so that he could become the independent learner that he is today. For example, to make Giho into the powerful reader that he is today, she took carefully measured steps. She talks about these steps in Data Excerpt 4.49.

Data Excerpt 4.49 Interview with Giho's Mother (August 26)

When he was in the womb, his father read books to him. And after he was born, I read bedtime stories to him every day… Children don't read by themselves. If they didn't read before, how can parents expect them to suddenly read for an hour? The mother has to sit down and read with them. Then the kids will follow. Why would a child start reading if the mother doesn't read? (translation)

She believes that parents should lead by example and that they should not do everything for their children. She guides Giho to the right path, but it is up to her

son to take it. She thinks that a child should have a say in their own education. She communicates with Giho often on how he is doing with his studies or what kinds of books he wants to read. Her educational and parenting philosophy is evident in Data Excerpt 4.50.

Data Excerpt 4.50 Interview with Giho's Mother (October 11)

I try to respect his opinion. I ask him what he thinks. If he disagrees with me, I say to him, that's different from what I think so let's find a middle ground… Whenever I buy Giho a series of books, I ask him, "How much do you understand?" If he answers, "Sixty percent," I wait. Then he will come to me one day and say, "Mother, I understand 100 percent now." Then I buy him another series of books, a little bit more difficult than the previous one. (translation)

Granted Giho is an extraordinary student and child, but without his mother's guidance, direction and support, it is unlikely that he would be as successful today. A point of concern is Giho's social relationships. He does not have any close friends at school, even though he has an outgoing personality. His teacher, Ms. Lee describes an incident at school in Data Excerpt 4.51.

Data Excerpt 4.51 Interview with Giho's Teacher (July 20)

It was the day my students got back the results from the midterm tests. When Giho got his test back, he started crying. I rushed over to Giho and asked him,"What's wrong?" Giho answered with big tears rolling down his cheek, "I got one question wrong in Science." The student next to Giho had a really poor score. He just stared at Giho in disbelief. (translation)

CHAPTER 5
ISSUES OF THE FOUR CASES

This chapter discusses the important issues raised by the findings in the previous chapter. In Section 5.1 the uniqueness of the individual cases is mentioned. In Section 5.2, the phenomenon of the Korean soccer mom is discussed. The prevalence of shadow education in Korea is described in Section 5.3. In Section 5.4, extensive reading and its effects are mentioned. Lastly, the issue of whether it is possible to raise a perfect bilingual in Korea is discussed in Section 5.5.

5.1 Uniqueness of Every Case

Although the purpose of this qualitative dissertation has never been to generalize the findings over to a larger population, the reasons for the success in the English learning of the four participants were even more diverse than expected at the beginning of the study. In other words, all four of the participants achieved success in learning English in Korea without studying abroad in an English-speaking country, but the routes they took were very different from one another. In a study examining the language learning background of 43 college freshmen, Lee B-M (2010) found that despite the fact that they were enrolled in the same program at the same university, they had very diverse English learning

experiences

The only commonality found across all four cases was the fact that they all possessed mothers who served as strong motivators when they first started to learn English. Aside from that, there are some similarities across some of the cases, but none that can be generalized over to all four participants.

First, the starting ages for first exposure to English are different across the participants and range from one to seven years old. Sujin and Giho are on the early side being exposed to English videos at the age of one. Jisoo started learning English at age six, and Nayoung at age seven.

Second, the personalities of the participants were very different in terms of the introverted/extroverted dichotomy. For example, there were two participants that benefited from their extroverted personalities, namely Jisoo and Giho. They used their personality to their advantage by communicating with people in English. On the other hand, the remaining two participants, Nayoung and Sujin used their introversion as an advantage in their language learning. Nayoung quietly and diligently studied the language by herself, and Sujin immersed herself with books instead of people.

Third, Sujin and Giho take full advantage of their extensive reading abilities in learning English, whereas, Nayoung and Jisoo do not like to read and do not participate in extensive reading at all. There is a huge discrepancy in the amount of English reading among the participants. Sujin reads the most English books in this study by far, followed by Giho in distant second, and Nayoung and Jisoo wrapping up the group at the bottom. Despite this huge deficiency in the amount

of reading input, Nayoung and Jisoo have found different routes to their English language learning success.

Fourth, there is a difference when it comes to the role English language institutes played in the participants. Currently, Jisoo and Nayoung attend a language institute, whereas Sujin and Giho do not. Jisoo's and Nayoung's parents all agree that the English institutes deserve most of, if not all the credit for their child's English learning success. This seems indisputable since all the English-related activities that they do originate solely from the English institutes. In Sujin's case, it is difficult to conclude that private institutes played the most important role in shaping her English because she does so much more with English outside of the institutes. On the far end of the spectrum, Giho has never officially attended a language institute, although he did study with a Filipino teacher at home for two years. Since Giho studies English by himself through his own learning activities, it would seem unconvincing to claim that English language institutes or private tutoring played the most important role.

5.2 Korean "Soccer Moms"

The term "soccer mom" came into wide usage after it was used to lure the female voters in the 1996 U.S. presidential elections (Carroll, 1999). The term refers to North American middle-class women with school-age children living in the suburbs. The typical stereotype depicts her as a driver of a minivan who

shuttles her children back and forth from soccer practice and other afterschool activities. The term has taken on a more negative connotation these days, becoming synonymous with the overparenting mother who makes her children participate in too many afterschool activities. According to Park S-J (2007), there is a similar term in Japan called *kyoiku mama,* which translates to education mother and a newly-coined term in Korea called *maenijeo eomma*, which means education manager mother.

As mentioned in the previous section, the reasons for the success of the participants in the study were very diverse. There was only one factor that they shared in common, which was that they all had soccer moms, or mothers who were extremely concerned and involved with their English education. The mothers in this study were the primary source of Dörnyei's (2001) pre-actional stage motivation for the participants. On the surface, this may appear to be a natural parenting procedure done by any normal parent since no newborn child could develop his or her own intrinsic motivation to study English without some type of external stimulation. This concept was proven in a study by Gottfried, Fleming and Gottfried (1994) where parents played an important role in building intrinsic motivation and enhancing academic achievement in children. But the mothers in this study showed far greater degree of involvement in their children's English education than the other mothers in their region.

In order to better understand the Korean soccer moms in this study, a brief history of Korean neologisms relating to mothers needs to be examined. Yang (2011) stated that the original term used to describe these types of education-

oriented mothers may be *Gangnam mother*. Gangnam is an area in Seoul which began to be developed in the 1970s. Many renowned high schools, such as Gyeonggi High School relocated to the Gangnam area, paving the way for the prestigious "Gangnam School District 8." Many famous private institutes opened their doors in the district, and the area named Daechi-dong became the mecca of private education, creating the neologism *Daechi-dong mother*. The term *Daechi-dong mother* not only referred to a mother who was passionate about her child's education, but she possessed some special knowledge to design her child's future. Other areas in Seoul that displayed such "education fever" produced similar terms like *Mok-dong mother* and *Dongbuichon-dong mother.* The neologism "helicopter mother" has been recently coined, referring to mothers who hover like a helicopter around their children, ready to provide any type of support they might need. Another term that has been in use for a long time to describe mothers who actively support their children's education is *chimat baram* which has been translated by Park S-J (2007) as "the swoosh of the skirt," and is similar in meaning to English expressions such as "apron strings" and "education fever" (p. 189). She also pointed out that the appearance of soccer moms is not a new phenomenon in Korea and that it may go as far back as the Joseon Dynasty, where Confucian ideals created terms like, *hyeonmoyangcheo,* which translates to "wise mother, good wife." Kim and Choi (2014) defined the distinguishing characteristic of the Korean mother:

For many Korean women, their motherhood is their single most important role… Korean mothers see their children as extensions of themselves. Children's

accomplishments become their own. Children vicariously fulfill their unaccomplished dreams and goals. For Korean mothers, attaining this vicarious gratification is one of the most important aspects of motherhood (p. 242).

This vicarious gratification could be typically found in the mothers in this study. Since none of the mothers in this study were comfortable with English, they expressed *han*, or a deep regret or sorrow about not having an opportunity to study English and not being able to speak English well. This drove them to push their children into studying English so that they would not follow in their footsteps. The following statement by Jisoo's mother in Data Excerpt 5.1 is representative of the mothers' sentiments in this study.

Data Excerpt 5.1 Interview with Jisoo's Mother (July 19)

> *When I was growing up, no one, including my teachers, told me that speaking English well was important. It was just a subject at school. That's why I cannot speak English well now. Since I cannot speak English, I want my kids to learn. My kids are going to be different.* (translation)

The degree of involvement and roles in their children's education differed among the parents. For Jisoo, the wealthiest participant in this study, her mother reinforced the importance of English to Jisoo from an early age to motivate her to study English. She is responsible for sending Jisoo to the most expensive institutes for English and other subjects. Jisoo's mother does not get directly involved in Jisoo's English education, but she is willing to spare no expenses for anything Jisoo may need for education.

In the case of Nayoung, her mother also stressed the importance of English to

her at a young age. Nayoung's mother also sends her daughter to the most expensive institute in her neighborhood. In addition, she plays the role of the progress monitor. Nayoung's mother does not have the English knowledge to help Nayoung with her English assignments and homework, but she checks to make sure that Nayoung does all the assignments and homework and keeps track of her work to make sure that she is progressing well in her English studies.

Similarly for Sujin, her mother wanted Sujin and her older sister to be proficient in English so that they could be in a better position to succeed in life. Sujin's family was the worst off economically in this study, yet her mother cut corners and saved so that she could finance her daughters' English education. She tried to create a natural environment where English input was readily accessible. Sujin's case is interesting in that she is the lone participant that has exceeded the expectations of her mother. The level of English proficiency that her mother wanted for Sujin was close to that of her older sister, which is to be able to converse in English with a foreigner on everyday topics. She did not intend to raise a native speaker of English in her family. The input that Sujin received as a baby was not intended for her, but for her sister. Even though the cost of buying English books for Sujin and future English education costs continue to be a financial burden on the family, her mother is willing to do what she can to help Sujin progress in her learning.

For Giho, the influence of his mother is greater than any of the other participants. Since she has been parenting with her own education philosophy from the moment Giho was born, he has a maturity that is well beyond his years,

which has helped him develop his own habits, strategies, and motivations of studying. Similar to the other mothers in this study, Giho's mother's English abilities have long been surpassed by those of her child. Since she cannot teach or help Giho with the content of his English studies, like Nayoung's mother, she acts as a monitor of her son's progress. Giho's mom takes this role one step further by negotiating with Giho to come up with new ways and materials for studying English. She gives Giho a 'guided freedom' to make his own decisions. For example, she recommended to Giho to involve listening in his daily regimen. From there, Giho decided what to listen to and how long he was going to listen to it.

The level of involvement of the mother varies greatly among the four participants. In this study, for example, Giho's mother is much more involved than Jisoo's mother. But what all the mothers in this study had in common was that their involvement in their children's English education was much greater than that of the average mother in their child's school. In other words, the mothers in this study surveyed their children's surroundings and environment to prescribe a way to study English that would give them an advantage or head start over their peers.

After discovering the important role of the mother on their children's English abilities, the present researcher began to ponder why these perfectly capable children needed to be pushed by their mothers. The researcher, having grown up in the United States, thought that it was peculiar for a child to need this much external motivation from the mother to study a foreign language. To the

researcher, studying was something one did for oneself. After contemplating the data of the study, the researcher came to the conclusion that speaking English well, although considered mandatory by many in Korea these days, is not really mandatory. Park and Abelmann (2004) view English in Korea as "academic achievement, employment, and workplace success," rather than a means of global communication (p. 666). In modern Korean society, the importance of English is indisputable. But in most cases, high scores on English tests are often enough to get a job or get into a school of one's choice. Being actually proficient in English is an enviable talent, but not a requisite for every member of the Korean society. Therefore, in order to be fluent in English in Korea, much hard work, sacrifice and time need to be invested by the learner. That is the quintessential reason why mothers have to supply heavy doses of motivation to their children. Otherwise, no normal child would be willing to take on the rigors of becoming fluent in English. Ellinger and Beckham (1997) summarized the instrumental role that Korean mothers play in their children's education.

> *In Korea, there is no question about who assumes responsibility for a child's education. The mother is clearly in charge. While we may not agree with all aspects of the Korean mother's role in her child's education, we cannot deny that a strong family commitment and a demanding curriculum have been driving forces in Korean students' enviable academic achievement (p. 625).*

5.3 Shadow Education

Shadow education is defined by Stevenson and Baker (1992) as "a set of educational activities that occur outside formal schooling and are designed to enhance the student's formal school career" (p. 1639). Used interchangeably with terms such as "private supplementary tutoring" and "private tutoring," "shadow education" is often used in education to officially refer to any type of private supplementary education outside of public schooling, e.g., language institutes, private one-on-one tutoring and supplementary study material from private companies. They use the word "shadow," not to imply any hidden activity, but to mean that there is a close link between the allocation rules in formal education and non-formal education. Although Stevenson and Baker are given credit for the coinage of the term, Bray (1999) is credited with bringing it to the attention of the public. He also used the term "shadow education" metaphorically, but he provided four distinct reasons for the usage. First, shadow education exists only because public education exists. Second, as the size and shape of mainstream education change, shadow education follows suit. Third, more public attention is given to mainstream education rather than shadow education. Finally, the features of shadow education are less distinct than mainstream education.

Stevenson and Baker (1992) attributed formal examinations and a close connection between schooling and future occupation to fostering shadow education. Korea is a country that fits those two conditions well, and as one

might expect, shadow education thrives throughout the country. The importance of formal examinations dates as far back as the Joseon period, where passing the civil servant examination meant prestige and wealth for the individual and the entire family. Although it was up to the individual to pass the examination, the process of preparing for the examination was a family endeavor (Yang, 2011). This family support structure of the test-taker during the Joseon period resembles the family support of shadow education today in Korea.

Joseon was a hierarchal class society, and passing the civil service examination was the surest way to move up the social ladder. Both commoners and noblemen could take the examination, but it was very difficult for commoners to prepare for the examination, due to the financial burden of books and private schooling. Thus, in reality, preparing for the civil service examination was a privilege of the noble class. Preparing for the examination often began at an early age and sometimes lasted decades depending on the individual. It was very common for the noble class of the Joseon period to spend much of their resources on the education of their children.

In modern day Korea, the situation is no different as students have to achieve high scores on the College Scholastic Aptitude Test (CSAT) to get into prestigious universities of their choice. Even after entering a university, students are faced with various formal examinations for employment. This type of examination-oriented society makes students seek shadow education to gain an advantage on the competition. .

The participants in this study were also not free from shadow education,

although they differed in the level of dependence for their English education. At the time of the study, two participants, Jisoo and Nayoung were attending an English language institute and the other two, Sujin and Giho were not. Jisoo and Nayoung are definite beneficiaries of shadow education. In fact, the only form of English input Jisoo receives outside of public school English classes comes from her English institute. She literally did nothing outside of the institute. Nayoung was similar to Jisoo in that virtually all of her English input came from the language institute. In a point of distinction for Nayoung, because her institute gave many homework assignments, she studied English at home as well.

The types of interaction during the English institute classes differed drastically between Jisoo and Nayoung. Jisoo was the most talkative student in her class and she initiated conversation with the native English teacher on many occasions. Nayoung, on the other hand, sat quietly in class and only answered when a question was directed toward her. Even in the class taught by a native speaker, Nayoung hardly opened her mouth.

Sujin and Giho were not attending any language institute at the time of the study, thus no English institute class observations could be made. But it would be difficult to say that they did not benefit from shadow education. In Sujin's case, she received much English exposure when she went to an English kindergarten for two years. Giho, on the other hand, never attended an English institute, but studied informally with a native speaker for two years at home.

Discussions about private education cannot be done without mentioning expenditure. The financial burden on the family of the nobleman studying for the

civil servant examination during the Joseon period continues today in the form of shadow education, as the average Korean household spends about 10% of their income on shadow education, and that number rises to 30% in households with a child in middle or high school (Lee C-J, 2005). Lee found that families with higher income spent more on shadow education, but the families with lower income faced much greater financial burden. In the present study, Jisoo's and Nayoung's families did not have any difficulties paying for their children's shadow education. On the other hand, Sujin's and Giho's families spent a considerable portion of their income on their child's English education. Sujin's mother often talked about the financial difficulties her family faced from sending Sujin to an English kindergarten and funding her English education. Giho's mother was even considering taking out loans to move her family back to Seoul, where Giho could receive a better education.

Park J-K (2007) directly attributed the soccer moms for the rise in shadow education in Korea. He claimed that these mothers' distrust in the public school system has transformed their involvement from the public school to the private afterschool education. Giho's mother, however, gives a warning to mothers who rely solely on shadow education in Data Excerpt 5.2.

Data Excerpt 5.2 Interview with Giho's Mother (July 20)

Many mothers here think that sending them to a private institute is going to solve all their children's academic problems. But that's not true. There are so many children going to a private institute and doing poorly in school. If a child doesn't want to study, why would that change at the institute? (translation)

Since all four participants received some form of shadow education, it is safe to say that it must have had a positive effect on their English proficiency. For Jisoo and Nayoung, it is evident that the language institutes significantly helped improve their English. For Sujin and Giho, the shadow education they received served as a building block for their high English proficiency later on.

It is difficult to generalize the effectiveness of the language institutes because each institute has different curricula and different teaching styles. Also, learners interact differently in their classes as Jisoo and Nayoung did. The only conclusion that can be drawn about shadow education is that like extensive reading, which will be discussed in the next subsection, it is a good source of English input that can help make up for the deficiency of input in EFL settings.

5.4 Extensive Reading

In the past two decades, the topic of extensive reading has attracted much interest in the field of education research. Now that a large number of statistically significant studies on extensive reading have amassed, a meta-analysis on the effect of extensive reading has been recently conducted. A meta-analysis is defined by Glass (1976) as the “analysis of analyses,” or “statistical analysis of a large collection of analysis results from individual studies for the

purpose of integrating the findings (p. 3). In a meta-analysis covering 34 extensive reading studies with 3,942 participants, Nakanishi (2015) found a medium effect size for studies examining group comparisons between control and experimental groups (d=0.46) and a large effect size for studies examining pre-post contrasts without a control group (d=0.71). These findings show clear evidence that extensive reading is a good instructional tool for improving reading proficiency.

There are many extensive reading studies that show positive effects on grammar (Yang, 2001), vocabulary (Horst, 2005), reading speed (Bell, 2001) and writing (Hafiz and Tudor, 1989; Tsang, 1996). But there is only research that shows a positive effect for speaking. Elly (1991) examined the effects of nine extensive reading programs and found that the improved proficiency in reading spread over to improvements in speaking, writing, and syntax.

In the present study, two of the participants, Sujin and Giho, were heavy readers and support the advantages of extensive reading for English speaking proficiency. However, the other two participants, Jisoo and Nayoung, did not do any reading at all, yet they both reached high levels of proficiency in English. These results do not mean that extensive reading is not beneficial for improving speaking ability, but implies that there may be other means of gaining the input necessary for second language acquisition in Korea.

Jisoo and Nayoung had their own reasons for not doing any type of extensive reading. Jisoo had the strongest dislike for books in this study. She was extremely extroverted and found books boring and preferred other, more exciting

ways of gaining information such as through spoken interaction. Also, she had no motivation to read since she was at the apex of her school when it came to English. Compared to Jisoo, Nayoung did not have a dislike for books, but did not think that reading would help her English. Taking into consideration Nayoung's diligent work ethics and introverted personality, she could have been a good reader, but since she learned how to study English at a language institute that did not stress extensive reading, she ended up not developing a habit of reading books.

Sujin can serve as the poster child of any English extensive reading campaign, as she literally consumes book after book. Sujin does not do any extensive reading in the Korean language since she has difficulty understanding some parts of Korean. Sujin reads in-between classes at school. She reads during meals at home and school. Both her teacher and mother constantly tell her to put down her book so that she can do other activities. Sujin has a very introverted personality and she uses the books as an escape into her own world. Similarly, Giho is also often told by his teacher and mother to stop reading. Giho also reads every chance he gets. What is interesting about Giho is that he has a very outgoing personality, yet he enjoys books very much. His mother tells a humorous anecdote about Giho's blood type and reading in Data Excerpt 5.3.

Data Excerpt 5.3 Interview with Giho's Mother (June 8)

He had a very outgoing personality. He would say to strangers, "Hi, grandpa," "Hi, granny." He would dance in front of people without shame. His blood type is O, so I didn't want him to grow up running around and

break things. I wanted to raise a calmer boy. So instead of buying him swords and guns, I bought him a set of 100 books called "Great Births." (translation)

Although Giho and Sujin both read extensively, there is difference in the language of preference. Sujin only reads in English, whereas Giho reads in English, but he reads much more in the Korean language. Although Giho reads a lot in English, it does not seem that he is reading for pleasure as much as he is reading to study. With Korean books, he thoroughly enjoys the reading experience and he reads for pleasure. With English books, he enjoys books like Harry Potter, which he has already read in Korean, but for other English books, they serve another purpose of being a learning tool. So for the sake of classification, it would be safe to conclude that Sujin is the only true extensive reader in English in this study.

One main difference between Sujin and the other participants is the level of structure and vocabulary. When speaking English, Sujin sounds like an educated college student, whereas the others sound like elementary school children. It is safe to conclude that extensive reading has given her a plethora of input when it comes to structure and vocabulary. Aside from the difference in the level of the language used, Sujin's extensive reading experience has amassed an incredible amount of knowledge on a vast array of topics from science to religion. Similarly, Giho has much knowledge also, but it is most observable when he speaks the Korean language. When he expresses abstract topics in English, he has some trouble fully conveying meaning. That means that Giho's English proficiency is

good, but it is not on par with the amount of knowledge in his head, whereas Sujin's proficiency is more than enough to express any notion or knowledge that she has.

The gap in knowledge and the level of language structure and vocabulary between the extensive readers and non-extensive readers definitely shows the benefits of extensive reading. But it would be premature to recommend all children in Korea to read English books like Sujin. The incredible amount of extensive reading in English has shaped her ideologies and world philosophies. For example, one complaint that Sujin's teacher makes about Sujin is that she asks too many "Why?" questions. The teacher says that her inquisitive nature is good for learning, but at times, it may be inappropriate in the Korean culture. Giho also has some problems fitting in among friends because of the knowledge he gained from extensive reading. In Data Excerpt 5.4, his teacher, Ms. Lee explains this problem.

Data Excerpt 5.4 Interview with Giho's Teacher (July 20)

> *Giho definitely has a lot more knowledge than his classmates because of his reading. But he hasn't been able to internalize that knowledge. For example, he may read about a twenty-year-old and understand what that character is going through, but Giho is still a fifth grader. He may speak like an adult but he is still a child.* (translation)

A more serious problem for Sujin is her Korean language development. Her reading habits in English have definitely played a role in slowing the growth of her Korean proficiency. Perhaps, a more suitable type of extensive reading in

Korea may be what Giho is doing. Giho has built a solid reading habit in the Korean language, and this makes him able to excel in school. It has also taken out the fear of reading in a second language. Giho does not seem to be a full extensive reader in English yet, but if he continues his reading habits, he is well on his way of becoming an extensive reader in both Korean and English languages.

5.5 Myth of Raising a Perfect Bilingual

For many Korean parents, raising a child who is bilingual in English and Korean is a much sought-after goal, although most do not know exactly how to go about achieving it. Park and Abelmann (2004) pointed out that in Korea, English has value that goes beyond its practical use and has become a class marker in society. Korean parents feel that their children will receive many more opportunities in life if they can become bilingual.

Before a discussion on whether or not a bilingual child can be raised in Korea is carried out, a definition of what a bilingual is must first be agreed upon. This is no easy task as there are many different definitions of bilingualism. At the extreme end of the spectrum, Bloomfield (1933) defined it as “native-like control of two languages” (p. 56). At the other, more generous end, Macnamara (1967) stated that it is having a minimum competency in any one of the four main language skills. By his definition, over half of the world’s population would be

considered bilinguals.

For many Koreans, their definition of bilingualism is closer to Bloomfield's definition. Setting the bar of bilingualism high may deserve kudos for having high expectations, but this type of impossible goal may doom the learner to failure from the beginning. The present researcher has never come across a perfect bilingual in Korean and English. Granted, there are the select few who have a good command of both languages, but someone who is considered a native speaker in both languages may be as real as the unicorn, a mythical creature that everyone wants to see, but no one has seen. None of the participants in this study proved to be a native speaker in both Korean and English. The only child that exhibited native-like English abilities was Sujin, and that came at the expense of her Korean language skills. Lambert (1975) coined the term "subtractive bilingualism" for this type of loss of the first language due to second language learning. Although not as severe as Sujin, Jisoo also showed signs of subtractive bilingualism. Because of her English education, she experienced negative interference in her Korean production. Jisoo talks about this problem in Data Excerpt 5.5.

Data Excerpt 5.5 Interview with Jisoo (July 19)

Since I went to an institute at age six, when I speak Korean, my tongue gets tangled up. My Korean is not very accurate. Also, I'm not very good in the Korean subject. (translation)

Cases like Jisoo and Sujin raise another issue of possible detriments of early

English education on Korean language development. After all, the fundamental goal of education is to create able members that can function in the society. It is obvious that one of the prerequisites of being an able member should at least be to speak his or her mother tongue without difficulty. In Sujin's case, she even has difficulty speaking with her own mother. Fillmore (1991) mentioned that losing the first language can have grave consequences for the individual, family and society as a whole.

The mass media and English educators need to send a message to the public that there is no such thing as a perfect bilingual in both Korean and English. Grosjean (1985) criticized this idea of the perfect bilingual and recommended looking at the bilingual, not as a sum of two monolinguals, but more holistically as a unique and separate linguistic configuration. This type of more lenient definition of bilingualism will help set realistic goals that are reachable for the learners. If the English learners in Korea forgo the dream of speaking English perfectly, there may be less disappointment, both at the teaching and learning end.

CHAPTER 6
CONCLUSION

This chapter presents the major findings and their implications. It is arranged in the following manner. Section 6.1 presents a brief summary of the major findings in this dissertation. Section 6.2 examines the pedagogical implications for this study. In Section 6.3, the limitations of the study are discussed followed by a suggestion of areas for further research.

6.1 Major Findings

Although the purpose of this qualitative dissertation has never been to generalize the findings over to a larger population, the findings of the four participants are remarkably different. In other words, all of them achieved success in English learning in Korea without studying abroad in an English-speaking country, but the routes they took were very different from one another. They each had their own personalities, motivations and strategies and were exposed to different types of English input. This reveals that achieving success in a second language is a complex and difficult process with a host of variables.

One commonality that the participants of this study had was that they had mothers who played a crucial role in motivating them to study English. The roles that the mothers played in their child's education were different among the

participants ranging from financing shadow education to coming up with a study plan. Interestingly, none of the mothers were proficient in English and accordingly, they did not take the role of English educator for their children. Also, it was found that the level of involvement in their children's education was higher than the average parent in their respective areas.

Although only two participants were attending a language institute at the time of the study, all the participants were found to have received some form of shadow education one time or another. The types of institute the participants attended varied from private one-on-one tutoring to English kindergartens. The reliance on shadow education for their English education also varied greatly. Jisoo was completely dependent on her English language institute, whereas for Giho, shadow education was just a small part of his English education.

Out of the four participants, two did not do any reading for pleasure. Out of the remaining two, Sujin did an enormous amount of reading in English. However, she did not do much reading in the Korean language. Due to her reading behavior, her English proficiency was much higher than her Korean proficiency. Giho also read a lot of English books, but the main purpose was to study rather than gain pleasure. He did, however, read extensively in the Korean language.

In the study, there was no perfect bilingual. Although all the participants exhibited a high level of proficiency in English, none of the participants in this study displayed native-like proficiency in both Korean and English. The best English speaker in the group, Sujin turned out to have problems with her Korean proficiency.

The uniqueness of each participant makes it clear that there is no one single factor responsible for success in English learning. The only commonality that the participants had in this study was that they received much more input than their less successful counterparts. This gives support to the idea that input is essential for language acquisition, especially in input-deficient EFL contexts, such as Korea. Even among the participants in this study, there seemed to be a direct correlation between the amount of input and the level of proficiency. The participant who received the most English input, Sujin, displayed the highest level of English proficiency, while the participant who had the least input, Jisoo, exhibited the lowest level of English proficiency.

This study does not make claims of one type of input being better than another for language acquisition. Rather, it recommends that a language learner should make an effort to take in as much target language input as possible, in any form, whether it is through extensive reading, or movies and songs. Drawing on the cases in this study, however, extensive reading does seem to be an attractive means of obtaining large amounts of input in EFL settings.

6.2 Pedagogical Implications

Some pedagogical implications can be drawn from the results of this study. First, since individual learners are unique and very different from one another, a one-size-fits-all approach to English education is certainly out-of-fashion and

needs to be modified. A more personalized approach that is tailored to the individual needs to be developed. This may mean developing different ways to assess students' English abilities in the public school classrooms.

Second, since none of the participants achieved their level of success from public schooling alone, more realistic goals and expectations for public education needs to be set. Currently, there is a mismatch in the national curriculum between its lofty goals and the number of hours allotted for English education. Lightbown and Spada (2006) emphasized, "All school programmes should be based on realistic estimates of how long it takes to learn a second language" (p. 187). There is no possible way that the goals of the curriculum can be achieved in the limited class time. This mismatch only makes the learners feel that their failure is their own fault, resulting in partaking in shadow education. The government either needs to set more realistic goals or increase the number of English classes in the curriculum.

Third, parents need to take more of an interest in their children's education. These days, too many parents do not do enough parenting and expect teachers to do it for them. As shown by the participants, good learning and study habits start in the home, and parents should share the responsibility with the teachers.

Fourth, young learners should have a good grasp of their native language before starting to take on the rigors of studying a second language. As mentioned in the previous subsection, a perfect bilingual does not seem to exist, which means that one language will always be stronger than another in the bilingual brain. Thus, a second language should be taken on as a second language, not as a first language.

Lastly, extensive reading needs to be incorporated into the English classrooms in Korea. Ellis (2005) recommended extensive reading programs as one of the best ways to provide input to learners in EFL settings. Of course this may be easier said than done since extensive reading was not originally designed to be used in the classroom. But in an EFL setting like Korea, where each learner has to struggle to overcome the input deficit needed for English acquisition, a modified extensive reading model which incorporates intensive reading activities as well as extensive reading activities needs to be developed for the classroom in the hopes that it will foster learners who will carry on the reading behavior outside the classroom. Davis (1995) also emphasized the need for an extensive reading program. "Any ESL, EFL, or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present" (p. 335).

6.3 Limitations of the Study and Suggestions for Further Research

One of the limitations of this study is that the participants, although proficient in English, were at different stages in their interlanguage. This made for a difficult comparison across the learners. This limitation was caused by the condition imposed on selecting participants for the study, which was that they did not have any study-abroad experiences. Though this is an intuitively appealing idea, it

limited the range of participants that could be selected for the study. A similar study examining learners of a more similar level of proficiency may produce important findings. Also, since the participants were already advanced learners of English, it was difficult at times to observe the strategies that they were using because they were using them unconsciously. Perhaps learners who are less-proficient would make for a better sample to study learner strategies.

Since this study was of a qualitative nature and lacks the generalizability, a quantitative study examining the relationship between the amount of different types of English input and English proficiency may shed more light on what types of input are best for learners in Korea.

Another area of further research could be the effect of extensive reading on the other language skills, especially speaking. As of now, most of the research on extensive reading focuses on reading and vocabulary. A longitudinal study on the relationship between extensive reading and speaking may shed light on the types of input learners need in the EFL settings.

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APPENDICES

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APPENDIX 1.

IELTS Speaking band descriptors

Band	Fluency and Coherence	Lexical Resource	Grammatical Range and Accuracy	Pronunciation
9	*Speaks fluency with only rare repetition or self correction: any hesitation is content-related rather than to find words or grammar *Speaks coherently with fully appropriate cohesive features * Develops topics fully and appropriately	*Uses vocabulary with full flexibility and precision in all topics *Uses idiomatic language naturally and accurately	* Uses a full range of structures naturally and appropriately *Produces consistently accurate structures apart from `slips' characteristic of native speaker speech	* Uses a full range of pronunciation fea-tures with precision and subtlety *Sustains flexible use of features throughout *Is effortless to understand
8	*Speaks fluently with only occasional repetition or self-correction; hesitation is usually content related and only rarely to search for language *Develop topics coherently and appropriately	*Uses a wide vocabulary resource readily and flexibility to convey precise meaning *Uses less common and idiomatic vocabulary skillfully, with occasional inaccuracies *Uses paraphrases effectively as required	*Uses a wide range of structures flexibly *Produces a majority of error-free sentences with only very occasional inappropriateness or basic /unsystematic errors	*Uses a wide range of pronunciation features * Sustains flexible use of features, with only occasional lapses *Is easy to understand through-out; L1 accent has minimal effect on intell-igibility
7	*Speaks at length without noticeable effort or loss of coherence *May demonstrate language-related hesitation at times, or some repetition and/or self-correction *Uses a range of connectives and discourse markers with some flexibility	*Uses vocabulary resource flexibly to discuss variety of topics *Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices *Uses paraphrases effectively	*Uses a range of complex structures with some flexibility *Frequently pro-duces error-free sen-tences, though some grammatical mis-takes persist	*Shows all the positive features of band 6 and some, but not all, of the positive features of band 8
6	*Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation *Uses a range of connectives and discourse markers but not always appropriately	*Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriateness *Generally paraphrases successfully	*Uses a mix of simple and complex structure, but with limited flexibility *May make frequent mistakes with complex structures, though these rarely cause comprehension	*Uses a range of pronunciation features with mixed control *Shows some effect-ive use of features but this not sustained *Can generally be

			problems	understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	*Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going *May over-use certain connectives and discourse markers *Produces simple speech fluently, but more complex communication causes fluency problems	*Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility *Attempts to use paraphrase but with mixed success	*Produces basic sentence forms with reasonable accuracy *Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	*Shows all the positive features of band 4 and some, but not all, of the positive features of band 6
4	*Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction *Link basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	* Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice *Rarely attempts paraphrase	*Produces basic sentence forms and some correct simple sentences but subordinate structures are rare * Errors are frequent and may lead to misunderstanding	*Uses a limited range of pronunciation features * Attempts to control features but lapses are frequent *Mispronunciation are frequent and cause some difficulty for the listener
3	*Speaks with long pauses *Has limited ability to link simple sentences *Gives only simple responses and is frequently unable to convey basic message	*Uses simple vocabulary to convey personal information *Has insufficient vocabulary for less familiar topics	*Attempts basic sentence forms but with limited success, or relies on apparently memorized sentences *Makes numerous errors except in memorized expressions	* Shows some of the feature of band 2 and some, but not all, of the positive features of band 4
2	*Pauses lengthily before most words *Little communication possible	*Only produces isolated words or memorized utterances	*Cannot produce basic sentence forms	*Speech is often unintelligible
1	*No communication possible *No rateable language			
0	*Does not attend			

APPENDIX 2.

연구 참여 동의서

연구 과제명: 해외 유학경험 없이 영어를 유창하게 하는 한국 초등학생의 학습 경험에 관한 사례연구

연구 책임자명: 김한별

이 설명서에는 이해되지 않는 말들이 포함되어 있을 수 있습니다.
이해가 분명하게 되지 않는 말이나 정보에 대해서는 연구를 담당하는 연구원 선생님 (김한별, 010-xxxx-xxxx) 에게 문의하시기 바랍니다.

1. 이 연구를 왜 하나요?

유학을 기지 않고 영어를 잘 하는 어린이들에 대해 알기 위해 많은 정보를 얻고자 이 연구를 실시하고 있습니다. 우리는 여러분에게 이 연구에 대해 설명한 후 여러분이 이 연구에 참여할지 물어볼 것입니다.

2. 왜 저에게 참여하라고 하시는 건가요?

전국에서 한국에서만 영어를 배우고 영어를 잘 하는 4명의 어린이가 이 연구에 참여할 것입니다. 연구원 선생님은 여러분이 그 어린이들 중 하나가 될 수 있다고 생각하여 참여하고 싶은 지를 묻는 것입니다.

3. 꼭 참여해야 하나요?

원하지 않으면 참여하지 않아도 되며 참여하지 않아도 여러분에게 해가 되는 일은 없습니다.

4. 연구 중에 어떤 일을 하나요?

연구원 선생님이 여러분과 인터뷰를 하고 영어를 배우는 모습을 관찰 할 것입니다. 보호자에게도 여러분과 관련된 몇 가지 질문을 할 수 있습니다. 여러분과 보호자가 허락하면 이 연구

에서 얻은 정보들을 연구하는 다른 선생님들과 공유하게 될 것입니다. 이 때 여러분의 이름은 알려지지 않을 것입니다.

5. 이 연구가 저에게 어떠한 도움이 되나요?

이 연구는 여러분에게 직접적인 도움이 되지 않을 수도 있습니다. 그러나 이 연구가 나중에 여러분과 같은 어린이들에게 도움이 될 수 있습니다.

6. 궁금한 것이 있으면 어떻게 하나요?

연구에 대해 궁금한 것이 있거나 읽고 나서 이해가 안 가는 것은 무엇이든 연구원 선생님이나 부모님 혹은 보호자에게 설명을 해 달라고 하십시오. 원한다면 “보호자용 설명서”를 읽어 볼 수도 있습니다.

이 설명서는 여러분이 보관할 수 있도록 연구원 선생님이 복사해 줄 것입니다.
여러분이 이 연구에 참여하기 위해서는 부모님이나 법적 보호자도 별도의 동의서 양식에 서명해야 합니다.

아래 사항을 확인한 후 연구에 참여하길 원한다면 서명해 주십시오.

1. 나는 이 설명서를 읽었습니다.
2. 나의 모든 궁금한 점은 완전히 이해할 수 있도록 연구원에게서 설명 받았습니다.
3. 나는 이 연구에 참여 할 것을 동의합니다.

피험자 아동 명	서 명	날 짜 (년/월일)
법적대리인/ 피험자와 관계	서 명	날 짜 (년/월/일)
연구 책임자 명	서 명	날 짜 (년/월/일)

국 문 초 록

본 연구에서는 영어권 국가에서 학습 경험이 없는 초등학생 4명을 대상으로 사례연구를 실시하였다. 본 연구에서는 영어입력의 종류, 동기, 학습전략의 3가지 영역을 기준으로 성공적인 학습자의 요인을 밝히고자 한다.

이 4명의 학생들은 서울, 안산, 익산, 그리고 제주도 지역 출신으로, 영어 말하기 유창성을 기준으로 선발되었다. 이 학생들의 학습경험을 깊이 살펴보고자 질적 연구 방법론을 이용하였다. 본 연구에서 사용된 자료 수집 방법은 문자 메시지, 반구조화 면접과 비참여 관찰법이며 다음과 같은 순서로 진행되었다. 첫째, 본 연구자는 학생들에게 영어입력에 노출될 때 마다 문자를 보내게 했다. 이 문자들은 이후 진행될 인터뷰에 사용되었다. 다음으로는 인터뷰를 통해 일반 학생들과의 차이점을 알고자 했다. 객관적인 관점 확보를 위해 학부모, 선생님, 그리고 급우들과도 인터뷰를 시행했다. 인터뷰를 마친 후 본 연구자는 연구 참여자의 영어학습활동을 방해 하지 않는 선에서 학생들을 관찰했다.

본 질적 연구에서 도출된 주요 결과는 다음과 같다. 첫째, 학생들마다 영어를 유창하게 할 수 있게 된 방법이 현저히 차이가 났다. 둘째, 모든 학생들의 어머니들이 영어학습의 초기동기를 제공하는 중요한 역할을 했다. 셋째, 비록 두 명의 학생들이 다른 두 명의 학생들보다 사교육에 더욱 의지했지만, 모든 학생들이 사교육을 어떤 형태로든 받았다. 넷째, 영어책을 다독한 학생은 그렇지 않은 학생보다 더 높은 수준의 문장 구조와 단어를 선보였다. 다섯째, 두 언어 모두 균형 있게 잘 하는 이중언어사용자는 아무도 없었다. 세 명의 학생은 한국어가 영어보다 유창했고 나머지 학생은 영어가 한국어보다

유창했다. 하나의 요인만으로 학생들의 성공적인 제2언어 학습을 설명 할 수 없었으므로 제2언어 습득은 하나의 성공적인 학습의 왕도가 없는 학생 고유의 개인적인 과정이라고 말 할 수 있다. 본 논문의 결과로 도출할 수 있는 일반적인 결론은 EFL 환경에서 많은 양의 영어입력이 중요하다는 사실이다. 왜냐하면 본 연구의 모든 참가자들이 상대적으로 성공적인 제2언어 학습을 이루지 못한 학생들보다 더 많은 양의 영어입력을 받았기 때문이다.

이러한 연구 결과를 바탕으로 다음과 같은 시사점을 도출 할 수 있다. 첫째, 학생의 요구에 맞게 개인 특성에 맞는 영어교육 접근방식이 필요하다. 둘째, 본 연구의 참여자 학생 중에 공교육만으로 영어를 유창하게 할 수는 없었으므로 보다 현실적인 학교 교육과정의 목표가 수립되어야 하겠다. 셋째, 학부모들은 자녀 교육에 대한 부담을 학교 선생님과 분담해야 한다. 넷째, EFL 상황에서의 부족한 영어 입력을 보충하기 위해 수정된 다독모델이 개발되어야 한다.

주요어: 영어학습경험, 초등학교, 해외유학 경험이 없는, 다독, 영어입력, 어머니, 사례연구

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