

# Korean Co-Teachers' Recognition on Utilization of Multicultural English Assistant Teachers

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Kim, Tae-Yeong & Jo, Mi-Won. Korean Co-Teachers' Recognition on Utilization of Multicultural English Assistant Teachers. *The New Studies of English Language & Literature* 69 (2018): 141-164. The purpose of the study is to investigate the recognition of multicultural English assistant teachers and explore the necessity for and improvements to the multicultural English assistant teacher program. For this purpose, a survey was conducted on 48 Korean co-teachers from 17 schools in Gyeongsangnamdo. The results were as follows: First, preparing for class is usually performed through a discussion between multicultural assistant teachers and Korean co-teachers. Second, Korean co-teachers were mostly positive on multicultural teachers' qualifications and particularly appreciated their efforts. Third, Korean co-teachers have a positive perception of the multicultural English assistant teacher system and feel that the system is necessary for English education. (Kyungnam University)

Key words: multicultural English teachers, Korean co-teachers, collaborative teaching, English education, multicultural teacher program

## I. Introduction

As globalization has spread, our society has also moved into a multicultural and multiracial society as the number of people who marry via international marriages has increased. After they get married, they go through a process that will help them adjust to and participate in Korean society. The government has been actively interested in helping married immigrants to find jobs and is preparing various courses for

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instructor incubation training based on their culture and language.

In response to this trend, the Gyeongsangnamdo Office of Education started the multicultural English assistant teacher project in 2008 to dispatch them to the schools in rural areas. The project is unique as it is implemented only in Gyeongsangnamdo, and selects native speakers from the Philippines whose English skills and qualifications allow them to work in collaboration with Korean English teachers to assist English classes(Gyeongsangnamdo Office of Education, 2008).

In 1995, the native English assistant teacher project was introduced to improve students' English communication skills. However, it has been plagued by problems for reasons such as the difficulty of selecting native English speakers with teaching ability, and the lack of investment in agricultural and fishing schools. In order to compensate for these problems, the Gyeongsangnamdo Office of Education introduced the multicultural English assistant teacher project. There were many positive aspects to this project for the Gyeongsangnamdo Office of Education, such as small budget costs, ease of English communication, and providing opportunities for exposure to various English accents(Gyeongsangnamdo Office of Education, 2008).

As the current system of native English assistant teachers has been scaled down due to the political factors and anachronistic demands, there also have unavoidably been calls for similar changes to the multicultural English assistant teacher project. Therefore, the Gyeongsangnamdo Office of Education decided to end the system in the year 2017 after taking a grace period in 2016. Nevertheless it is necessary to discuss in depth the abolition of the system, which has been part of Gyeongsangnamdo's special English education policy for 10 years.

Studies of native English assistant teachers have so far been conducted from various perspectives. The effectiveness of co-teaching with native English teachers from elementary schools to high schools were studied

(Chae, 2013; Kang, 2012; Kim, 2011; Shin, 2012; Soh, 2014). The issues in hiring native English teachers were also explored (Eom, 2013; Kim and Ko, 2008; Park, 2011). Native and non-native English teachers' perceptions on their role were analysed (Lee & Seong, 2011; Lim, 2015; Park, 2010). Effective team teaching instruction models for Korean English teachers and native English teachers were also suggested (Kim & Jo, 2017; Lee, 2016).

However, the research on the multicultural English assistant teacher system, that has been implemented only in the Gyeongsangnamdo is so far almost nonexistent. Therefore, the purpose of this paper is to look into Korean co- teachers' recognition of the multicultural assistant teachers and present the right direction for a multicultural teacher system in public education.

## **II. Literature Review**

### **2.1 Definition of Multicultural English Assistant Teachers**

According to the Gyeongsangnamdo Office of Education's plan to operate multicultural English assistant teachers in 2015, multicultural English assistant teachers are defined as those who are naturalized, or in an international marriage, with excellent English communication skills from English-speaking countries such as the Philippines, Singapore, India, Hong Kong and Malaysia. Currently, all the multicultural English assistant teachers who have been selected by the Gyeongsangnamdo Office of Education are from the Philippines. They were married immigrant women who are living in rural areas or multicultural family women. They understand Korean language and culture very well, many having lived in Korea for a long time (Gyeongsangnamdo Office of Education, 2015).

Compared to multicultural English assistant teachers, the native English assistant teachers refer to invited native English speakers from

the United States, Canada, the United Kingdom, Australia, New Zealand, Ireland, and South Africa. They are the ones who have been selected by the National Institute of International Education to support Korean English teachers through the Native English Teachers Invitation Work (EPIK) launched in 1995.

In this study, multicultural English assistant teachers are referred to as multicultural teachers, and native English assistant teachers are referred to as native English teachers to distinguish between the two terms.

## **2.2 Background and Purpose of Implementation**

Korea started an invitation program for native English teachers in 1995 to enhance students' communication skills, and the number of native English teachers hired by the Ministry of Education rose each year. However, in some regions this has not been a complete success due to the selection of foreigners who failed to meet the criteria of native English teachers or who lacked qualifications. In particular, for some schools in rural areas of Gyeongsangnamdo, it was difficult to utilize native speakers due to supply and demand, because most native English teachers preferred to work in big cities. In addition, the budget invested in native English teachers for one year is a 40 million Korean won per teacher, including housing, health insurance, retirement benefits, traveling and contract renewal fees among others. Therefore, although native English teachers' classes have a great effect on students' communication skills, some schools are reacting negatively and feel that investing in native English teachers is a waste of money.

The Gyeongsangnamdo Office of Education started the multicultural teaching program in 2008 by selecting multicultural teachers who are married immigrant women from the Philippines. By implementing this system, the Gyeongsangnamdo Office of Education hoped the

multicultural teachers would enhance students' English conversation skills, distribute foreign language teaching methods, and develop teaching materials by cooperation with Korean co-teachers. In particular, through the placement of multicultural teachers, the rural areas receive equal opportunities for English education with the students in the urban areas. Also the Office of Education could ultimately reduce the budget.

### 2.3 Utilization and Status

Multicultural teachers have the primary duty of conducting collaborative classes with Korean co-teachers at primary and secondary schools in the same role as native English teachers. They are supposed to be used up to the maximum of the contract time per week. They run special English language activities such as after-school classes, English camps, club activities, provide support for underachieving students as well as engaging in various international cultural exchange activities. They should actively support teacher training and cooperate in the operation of English Special Classes by the Regional Office of Education, and open collaborative classes aimed at improving the teaching methods.

There are a total of 14 multicultural teachers working in Gyeongsangnamdo in the school year of 2017. They are all from the Philippines. For majors, pedagogy accounts for three people while other majors are in accounting, engineering, biology, business administration, agriculture, politics, nursing, and computers. With regard to teaching experiences, 10 of the multicultural teachers have teaching experiences, seven of whom taught English in Korea, and three taught Filipino and science in the Philippines. In prior jobs, English instructors (7) is the highest, while others had work experience in public institutions, translation, editing, assisting nurses, and the engineering fields. For English education qualifications, three people have TESOL, two people

have teachers' certificates, three of them have no English teaching qualification, and the rest have related qualifications such as child English assistant certificates, English reading assistant certificates, college diploma, or intensive teacher training certificates.

### III. Research Method

#### 3.1 Participants

The survey was conducted with Korean English teachers who have had teaching experience with either native English teachers or multicultural teachers in the past. The purpose is to find out Korean co-teachers' recognition of multicultural teachers. A total of 48 Korean teachers at 15 elementary schools, one middle school, and one high school in Gyeongsangnamdo were surveyed. The background of the Korean co-teachers is shown in Table 1.

Table 1. Background Variables of Korean Teachers

Background	Classification	Frequency (# of people)	Percentage (%)
Sex	Male	26	54.17
	Female	22	45.83
Age	20s	10	20.83
	30s	22	45.83
	40s	14	29.17
	50s or over	2	4.17
Work area	eup	6	12.50
	myeon	42	87.50
Teaching experience	Less than 5 years	14	29.17
	5 ~ 10 years	15	31.25
	10 ~ 15 years	8	16.67
	15 ~ 20 years	4	8.33
	More than 20 years	7	14.58
Experience with multicultural teacher	Less than 1 year	17	35.42
	1 ~ 2 years	17	35.42
	More than 2 years	14	29.17
Experience with native speaker	YES	30	62.50
	NONE	18	37.50
TOTAL		48	100.00

The personal backgrounds of 14 multicultural teachers working in Gyeongsangnamdo in 2017 are shown in Table 2.

Table 2. Personal Background of Multicultural Teachers

Background	Classification	Frequency (# of people)	Percentage(%)
Nationality	Philippines	14	100.00
Age	20 - 29	0	0.00
	30 - 39	1	7.14
	40 - 49	10	71.43
	50+	3	21.43
Educational background	Bachelor's	12	85.72
	Master's	0	0.00
	Doctoral	1	7.14
	Others	1	7.14
Major	Pedagogy related	3	21.43
	Linguistic related	3	21.43
	Others	8	57.14
Teaching experience	Yes	10	71.43
	None	4	28.57
Prior jobs	Education related	7	50.00
	Others	7	50.00
Teaching experience in Korea	Less than 1 year	0	0.00
	1 ~ 3 years	1	7.14
	3 ~ 5 years	2	14.29
	More than 5 years	11	78.57
Qualification regarding English	TESOL	3	21.43
	TESL	0	0.00
	TEFL	0	0.00
	Teaching Certificate	2	14.28
	Others	6	42.86
	None	3	21.43
Total		13	100.00

### 3.2 Research Tool

A questionnaire was used as the research tool. The questionnaire was modified to meet the objectives of this study from a series of previous

studies (Kang, 2015; Kim, 2012; Lee, 2013). It has a total of 44 questions, 19 questions from the Korean co-teachers' recognition of the employment of multicultural teachers, 10 questions regarding the recognition of the qualification of multicultural teachers, and 14 questions regarding the recognition of the effectiveness of employing multicultural teachers, and 1 is about opinion and suggestions for, the employment of multicultural teachers. The questionnaire consists of multiple, closed, and opened ended question formats. To determine the reliability of the questionnaire, a pilot test with 10 Korean co-teachers was conducted. The results showed a high confidence level of 0.887 for the 44 total items. In case of closed items, the questions had 0.878 of confidence level in the similar section.

### **3.3 Data Collection and Analysis**

The researchers distributed the questionnaires to Korean co-teachers in 17 schools in Gyeongsangnamdo. 13 of them have multicultural teachers and four of them are circulating schools. A total of 48 questionnaires were collected and analyzed to produce the results. The data obtained from the survey was coded and analyzed using SPSS Statistics 20. Frequency analysis, independent sample t-test verification were conducted. All were validated at the Level  $p < .05$ .

## **IV. Findings and Discussions**

### **4.1 Recognition of the Employment of Multicultural Teachers**

#### **4.1.1 Forms of Collaborative Classes**

The results of the response to 'the class form' used mostly by multicultural and Korean co-teachers are as shown in Table 3. In the most commonly used class form, 'collaborative classes (the ratio of 50:50)'

was highest with 47.9%, followed by the class form in which ‘multicultural teachers who played the main roles, and Korean teachers helping them’ in turn (33.3%).

Table 3. Commonly Used Form of Class

A Commonly Used Form of Class	People	%
Multicultural teacher teaching alone	0	0.0
Collaboration teaching (50:50 ratio)	23	47.9
Korean teacher main with multicultural teacher's help	9	18.8
Multicultural teacher main with Korean teacher's help	16	33.3
Total	48	100.0

#### 4.1.2 Consultation Time

The results of the response analysis regarding the consultation time are as shown in Table 4. The majority of teachers— 62.5% answered that the consultation time was less than 10 minutes, the highest. The percentage of teachers who answered ‘never’ was 18.8%. It can be judged that the consultation time is insufficient due to excessive work of Korean teachers.

Table 4. Consultation Time

Time Duration	People	%
Less than 10 minutes	30	62.5
10 ~ 30 minutes	8	16.7
30 minutes ~ 1 hour	1	2.1
More than 1 hour	0	0.0
Never	9	18.8
Total	48	100.0

#### 4.1.3 Instructional Planning

The results of the response to the planning of the classes are shown in Table 5. The survey showed that 39.6 percent of ‘Korean teacher alone’

was the highest, while 29.2 percent of ‘build together’ took the second place. From this, it can be seen that Korean co-teachers have a bigger role in planning the classes than multicultural teachers.

Table 5. Teaching Planning

Teaching Planning Method	People	%
Multicultural teacher alone	8	16.7
Korean teacher alone	19	39.6
Work together	14	29.2
No planning, but follow a manual	2	14.6
Total	48	100.0

#### 4.1.4 Teaching Material Production

The results of the responses to ‘teaching material production’ are shown in Table 6. As a result, the highest number was for ‘produce together’ at 37.5%, followed by ‘produce by multicultural teachers’ at 27.1%. From this, we can see that multicultural teachers play a greater role in production of teaching materials than Korean teachers.

Table 6. Teaching Material Production

Material Production	People	%
Multicultural teacher alone	13	27.1
Korean teacher alone	8	16.7
Work together	18	37.5
No production, but follow a textbook	9	18.8
Total	48	100.0

#### 4.1.5 Benefits of Collaborative Teaching Using Multicultural Teachers

The results of the responses to the merits of the multicultural teacher collaboration class are shown in Table 7. The results of the survey showed that ‘Can communicate in Korean’ was the highest benefit at 39.4%, followed by the students’ communication improvement at 25.0%.

Table 7. Benefits of Collaborative Teaching Using Multicultural Teachers

Benefits of Collaborative Teaching Using Multicultural Teachers	People	%
Can communicate in Korean	19	39.4
Strengthening students' communication ability	12	25.0
Good understanding with kind attitude	11	22.9
Motivation for English Learning through various activities	5	10.4
Others	1	2.1
Total	48	100.0

#### 4.1.6 Weakness of Collaborative Class Using Multicultural Teachers

The results of the analysis on the shortcomings of collaborative classes utilizing multicultural teachers are shown in Table 8. The analysis showed that the highest response rate of 'inhibition of classroom atmosphere due to difficulty in controlling students' was 33.3%, followed by 'unsatisfactory standard English proficiency' at 31.2%.

Table 8. Weakness of Collaborative Class Using Multicultural Teachers

Weakness of Collaborative Class Using Multicultural Teachers	People	%
Hindrance of classroom atmosphere due to student control	16	33.3
Insufficient teaching methods	11	22.9
Poor ability of using standard English of multicultural teachers	15	31.2
College entrance exam prep insufficiency	2	4.2
Others	4	10.7
Total	48	100.0

#### 4.1.7 English Use Ratio

The results of the analysis on the English use rates of multicultural teachers are shown in Table 9. The analysis showed that 81.2 percent of multicultural teachers 'Using English mainly, and explaining in Korean if necessary' was ranked the highest, followed by 'Using 100 percent English only'.

Table 9. English Usage Ratio

English Usage Ratio	People	%
Using English only	8	16.7
Using mainly English, but using Korean when needed	39	81.2
Using mainly Korean, but using English when needed	1	2.1
Teaching in Korean, but using English when learning expressions	0	0.0
Total	48	100.0

#### 4.2 Recognition of the Qualification of Multicultural Teachers

The results of analyzing the answers to questions concerning the recognition of the qualification of multicultural teachers are shown in Table 10. The high average response to each question suggests that Korean co-teachers' perception of the qualification of multicultural teachers is generally positive. The mean score was highest in 'Understanding and admitting the cultural differences' at 4.48, and lowest in 'Professional teaching knowledge' at 3.38.

Table 10. Recognition Regarding Multicultural Teacher

Contents	Mean	Std. Deviation
Speaking Korean	3.98	.758
Professional teaching knowledge	3.38	.815
Various teaching methods and activities	3.65	.863
Production of various teaching material and use	3.58	.871
Chance of speech and feedback	3.56	.873
Cooperative attitude	4.33	.630
Understanding and admitting cultural difference	4.48	.618
Teaching material study and teaching preparation	4.08	.767
Self-improvement and training	3.71	.824
Understanding and passion over Korea's English Education	3.98	.758

The T-test was conducted to see if there was any difference in the recognition of the qualification of multicultural teachers among Korean co-teachers who have had experiences in collaborative classes with native English teachers, and those who had no such experience. Comparing the average between the two groups, Table 11 shows that Korean co-teachers with experience in collaborative teaching are recognized to be more positive about the qualification of multicultural teachers. The probability of 'Production of various teaching materials and use' was found to be higher at the significance level of 0.009.

Table 11. Recognition Regarding Qualification of Multicultural Teachers' Based on Their Teaching Experience with Native Speakers

Contents	Classification	N	M	SD	t	p
Command of Korean	Yes	30	3.27	1.172	-.040	.968
	None	18	3.28	.752		
Professional knowledge in English	Yes	30	3.40	.855	.272	.787
	None	18	3.33	.767		
Various teaching techniques	Yes	30	3.83	.834	.938	.051
	None	18	3.33	.840		
Production of various teaching materials and use	Yes	30	3.83	.791	2.739**	.009
	None	18	3.17	.857		
Providing speech chance and feedback	Yes	30	3.70	.915	1.424	.161
	None	18	3.33	.767		
Cooperative attitude	Yes	30	4.47	.571	1.948	.058
	None	18	4.11	.676		
Understanding and accomodation of cultural difference	Yes	30	4.50	.682	.298	.767
	None	18	4.44	.511		
Class material and teaching preparation	Yes	30	4.20	.761	1.373	.176
	None	18	3.89	.758		
self-improvement and training	Yes	30	3.87	.819	1.756	.086
	None	18	3.44	.784		
Understanding and passion over Korea's English Education	Yes	30	4.10	.662	1.443	.156
	None	18	3.78	.878		

\*\* p < .01

### 4.3 Recognition of the Effects of Collaborative Teaching Using Multicultural Teachers

#### 4.3.1 Recognition of the Overall Effectiveness of Collaborative Teaching

Recognition of the overall effectiveness of collaborative teaching using multicultural teachers was found to be positively perceived as being 3.54, as shown in Table 12.

Table 12. Recognition Regarding Overall Effect of Collaborative Teaching

Classification	Average	Std. Dev
Overall effect regarding collaborative teaching	3.54	.683

Recognition of the overall effects of Korean co-teachers' collaborative teaching with the experience of native speakers is shown in Table 13. The average value of Korean co-teachers who have experience in cooperation with native English teachers was 3.77, higher than that of Korean teachers who have no experience in cooperation with native speakers, 3.17. With the result of t-verification, the recognition difference of the overall effect between the two groups was shown with probability of significance, .002. This shows that Korean co-teachers who have worked with native English teachers perceive multicultural teachers as being more effective.

Table 13. Recognition Regarding Overall Effect of Collaborative Teaching Based on the Teaching Experience with Native Speakers

Teaching Experience with Native Speakers	N	M	SD	t	p
Yes	30	3.77	.626	3.229**	.002
None	18	3.17	.618		

\*\* p < .01

### 4.3.2 Recognition of the Effects of Collaborative Teaching by Section

The analysis results concerning the recognition of the effectiveness of collaborative teaching by section are shown in Table 14. The average response to each section is higher, suggesting that Korean co-teachers have a positive perception of the effectiveness of collaborative teaching. With the average for each section, 'fear relieving' was highest at 4.13, followed by 'confidence' (4.08), 'understanding and admitting foreign cultures' (4.02), 'speaking' (4.00), and 'interest' (3.96). On the other hand, the results were lower for 'a reduction in private education costs' (3.60), 'concentration level' (3.67), 'pronunciation exercise,' (3.71), and 'test score improvement' (3.73) respectively. Given the high average level, 4.0 for 'speaking', it can be judged that the multicultural teachers' collaborative teaching are effective in boosting communication skills. A high mean value of 'fear relief,' 'confidence,' and 'interest' can also be seen as recognition of a positive influence on a learner's affective area. On the other hand, the averages for 'improvement in test scores' and 'reduction in private education costs' are relatively low. It shows that students rely more on private education than their counterparts.

Table 14. Recognition of the Effects of Collaborative Teaching by Section

Section	Average	Std. Dev
Listening	3.83	.859
Speaking	4.00	.799
Reading	3.81	.842
Writing	3.88	.789
Pronunciation exercise	3.71	.922
Test score improvement	3.73	.707
Understanding and accommodation of foreign culture	4.02	.838
Fear relieving	4.13	.815
Confidence	4.08	.739

Section	Average	Std. Dev
Participation level	3.88	.672
Interest	3.96	.798
Concentration level	3.67	.753
Private education costs reduction	3.60	.893

\* p < .05, \*\* p < .01

The responses to the recognition of the effectiveness of collaborative teaching based on the teaching experience with native teachers, analyzed in groups of areas with significant differences, are shown in Table 15. The results showed a significant difference in ‘improving scores,’ ‘confidence,’ ‘participation,’ ‘interest,’ and ‘reduction in private education costs.’ The average value placed on these factors by Korean teachers who have had teaching experiences with native speakers was higher. It shows that Korean teachers with experience in collaborative teaching with native English teachers are more aware of the effects of multicultural teachers compared to native speakers.

Table 15. Sectional Effect Recognition Based on the Teaching Experience with Native Teachers

	Classification	N	M	SD	t	p
Improvement in test scores	Yes	30	3.93	.640	2.760**	.008.
	None	18	3.39	.698		
Confidence	Yes	30	4.27	.740	2.699*	.025
	None	18	3.78	.647		
Participation	Yes	30	4.03	.669	2.320*	.034
	None	18	3.61	.608		
Interest	Yes	30	4.20	.805	2.401**	.005
	None	18	3.56	.616		
Reduction of private education costs	Yes	30	3.87	.900	2.189**	.007
	None	18	3.17	.707		

\* p < .05, \*\* p < .01

## 4.4 The Need and Improvement Direction of Multicultural Teacher System

### 4.4.1 The Recognition of Multicultural Teacher System

The results of the questions asking about the recognition of the multicultural teacher system are shown in Table 16. The average responses to 'the purpose and contents of the system,' 'appropriateness of current hiring standards,' 'cost-effectiveness,' 'activation of English education,' and 'the necessity of expansion of English education' were all appeared to be a little higher than 3.42. But it was revealed that the comparison of the efficiency of the native English teacher system with the multicultural teacher system was perceived a little lower, 2.92.

Table 16. Recognition Regarding Multicultural Teacher System

Classification	M	SD
I know the purpose and contents of the multicultural teacher system.	3.90	.805
The current recruitment standards of multicultural teachers are appropriate.	3.73	.676
The multicultural teacher system is effective with cost effectiveness.	3.46	.922
The multicultural teacher system helps boost English education.	3.69	.903
The multicultural teacher system needs to be extended in the future.	3.42	1.088
The multicultural teacher system is more effective than the native English teacher system.	2.92	1.555

Table 17 analyzes the answers to questions concerning the Korean co-teachers' recognition of the system based on his or her experience in collaborative teaching with native speakers. Comparing the average, it can be seen that the average value of Korean co-teachers with experience in collaborative teaching with native English speakers on detailed questions shows more positivity about the system. A t-test was

conducted to determine the perceived difference between the two groups. The items such as 'cost effectiveness', 'activating English education', and 'comparison of efficiency, between the two systems' had a significant difference at the  $p < 0.05$  level.

Table 17. Recognition of Cooperative Education Experience with Native English Teachers

	Classification	N	M	SD	t	p
Intent and content of system	Yes	30	3.97	.850	.814	.421
	None	18	3.78	.732		
Appropriateness of current hiring standards	Yes	30	3.87	.681	1.867	.068
	None	18	3.50	.618		
Cost effectiveness	Yes	30	3.67	.884	2.093*	.042
	None	18	3.11	.900		
English teaching activation	Yes	30	3.93	.828	2.577*	.013
	None	18	3.28	.895		
Need for expansion	Yes	30	3.63	.964	1.824	.075
	None	18	3.06	1.211		
Comparison of effect with native English teachers	Yes	30	3.53	1.106	3.706**	.001
	None	18	1.89	1.676		

\*  $P < .05$ , \*\*  $P < .01$

#### 4.4.2 Preferred English Teacher

The results of the analysis of the answers to questions about preferred English teachers are shown in Table 18. The highest percentage of Korean co-teachers (43.8%) replied that foreigners who speak English as their mother tongue regardless of nationality were preferred, followed by native English teachers from the United States or Canada with 33.3 percent. Multicultural teachers from the Philippines ranked the lowest with 4.2 percent, excluding other responses. This shows that native speakers are more preferred than multicultural teachers, and that prejudice against multicultural teachers still exists.

Table 18. Preferred English Teacher

Preferred English Teacher	People	%
Native teachers from the U.S. or Canada	16	33.3
Multicultural teachers from Philippines	2	4.2
Fluent English native speakers regardless of nationality	21	43.8
Korean who speak English fluently	8	1.7
Others	1	2.1
Total	48	100.0

#### 4.4.3 Factors Necessary For Multicultural Teachers

Table 19 is the result of analyzing the answers to questions asking multicultural teachers what factors they need for effective collaborative teaching. The results of the response analysis showed that ‘students’ control and management skills’ and ‘their enthusiasm for English education’ were highest with 4.06 while ‘standard English use ability’ took the lowest with 3.79.

Table 19. Factors Needed for Multicultural Teachers

Questions	Mean	Std. Dev
Standard English use ability	3.79	1.091
Class activities utilization ability and various teaching techniques	3.85	.945
Teaching operation techniques	3.98	.911
Student control and management techniques	4.06	.836
Passion for English education	4.06	1.137

The answers of Korean teachers’ opinions and suggestions on multicultural teachers and the system are summarized in Table 20. Positive opinions on multicultural teachers were such as ‘Korean language ability,’ ‘effective in learning speaking skills,’ ‘kind and sincere attitudes,’ ‘high understanding of Korean culture,’ and ‘multicultural awareness.’ On the negative side, ‘discrimination and prejudice against multicultural

teachers,' 'insufficient discussion time,' 'poor writing and grammar teaching,' and 'conversation with students in Korean language' were mentioned. Also, suggestions were included: 'standard English language use,' 'training for English teaching methods,' and 'understanding of the curriculum' among others.

Table 20. Free Opinions and Suggestions

Korean Co-teachers' Free Opinions and Suggestions
I think multicultural teachers can communicate freely in Korean and their fluent English helps students in class.
We should get rid of prejudice and discrimination against multicultural teachers.
I think multicultural teachers need to use standard English pronunciation and precise English expressions.(3)
I think multicultural teachers should be given opportunities to learn English linguistics or teaching methods.(4)
I think there is enough time to discuss for the effective collaborative teaching between multicultural teachers and co-Korean teachers. (2)
I think there is no big difficulty in teaching speaking but some difficulty in writing, grammar, etc.
In small schools in rural areas where students have relatively low English levels, I think it is more effective to utilize English teachers, who are multicultural to speak Korean and English together
Compared to native English teachers, I think multicultural teachers understand students more and have more affection for them. I am satisfied with their sincerity in everything they do. It also greatly helps students to change their perception of multiculturalism.
Efforts between multicultural teachers and Korean co-teachers are very needed for communication, textbook research, and cooperation.
I felt a little bit troubled at the beginning of the introduction of the system. But the teacher from the Philippines gave my students a sense of friendliness with Asian appearance. I saw not only English class teaching ability but also control of students gradually improving.
I think it should be run to get high efficiency for less money by retraining multicultural teachers.
I think it is necessary for multicultural teachers to understand the level of achievement by grade and curriculum. (3)

## V. Conclusion

The purpose of the study is to examine Korean co-teachers' recognition of the multicultural teachers and present the need for and improvement of a multicultural assistant teacher system. A surveys was conducted on 48 Korean co-teachers in Gyeongsangnamdo. The data obtained from the survey was analyzed using SPSS Statistics 20. Frequency analysis, independent sample t-test verification were conducted. All were validated at the Level  $p < .05$ .

The results are summarized as follows. First, 'the class form' in which multicultural teachers and Korean co-teachers are mainly used is a joint partner class (50:50), the next being a multicultural teacher playing the main role with the support of a Korean teacher. With regard to the preparatory process of the class, 'the time of consultation' between multicultural teachers and Korean co-teachers is somewhat short at less than 10 minutes. And the subject of making the lesson plan is primarily done by Korean co-teachers, but the teaching materials are prepared by multicultural teachers in many cases. As the advantage of multicultural teachers' classes, the majority of co-teachers responded most positive to communication in Korean being possible, while the biggest disadvantage was deemed to be lack of control in class. About the proportion of English use, Korean co-teachers expected multicultural teachers to use English mainly but to explain the difficult parts in Korean.

Second, Korean co-teachers' recognition of multicultural teachers was generally positive, highest in 'understanding and acceptance of cultural differences,' and lowest in 'their knowledge of English teaching methodology.' Also, Korean co-teachers who have teaching experience with native English teachers were more positive about multicultural teachers than those who do not.

Third, Korean co-teachers' responses were positive in the sections of

collaborative classes. Specifically, it was found that 'speaking,' 'relieving learners' fear,' 'confidence,' and 'interest' were typically more effective, while 'improvement on test scores,' or 'reducing private education costs' were relatively less effective.

Fourth, Korean co-teachers recognized that it was necessary to have a multicultural teacher system. The recognition of the effectiveness of the multicultural teachers' teaching was also positive. However, it was found that Korean co-teachers prefer native teachers from English speaking countries such as the United States, or Canada. For the effective collaborative teaching, 'the need of understanding the curriculum,' 'teaching methodology,' 'student control,' and 'enthusiasm' were mentioned.

Some suggestions can be made based on the results. First, teachers' efforts for effective collaborative teaching and the support from schools and education offices are needed. Multicultural teachers and Korean co-teachers are encouraged to share their roles properly.

Second, we should accept cultural diversity and discard the prejudice against multicultural teachers. Also, multicultural teachers should take pride in their fluency in English and culture.

Third, Korean society is required to embrace multicultural families such as married immigrant women. By providing qualified multicultural teachers to the schools located in rural and fishing areas, the education gap as well as the budget can be reduced.

This study has limitations to generalize its result because it was conducted with multicultural native English teachers working in only Gyeongsangnamdo.

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