

韓国の小学校における英語教育

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English Education in Elementary School

— The Korean Experience — *

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韓国では日本が持ち込んだ文法・訳読中心の英語教育が長い間行われていたが、グローバル化時代を迎えて、英語教育の抜本的な改革が行われた。1997年より小学校3年生から英語が正規の科目としてカリキュラムに取り入れられることになった。小学校からコミュニケーションのための英語教育を始めるということは、中学、高校、大学の英語教育も必然的に変わらざるをえないことを意味する。本論文は、小学校の英語教育が始まってから1年を経た1998年の5月から6月にかけて現地調査をした結果を中心に、新しい英語教育のあり方を模索したものである。この現地調査は、「国際交流基金」のフェローシップによって可能になったことをここに記して感謝したい。

Introduction

One easily discovers a country's perception of western culture and aspects of western influence by examining a country's English education system. Both Japan and Korea trace the origin of their educational system to Chinese Confucianism, and much later in the 19th century English schools were established to expedite modernization of their countries. A characteristic of these schools was that the medium of instruction was English. Native speakers taught English through direct communication. However, toward the end of the 19th century the Japanese Government gradually became more nationalistic. At English language schools, Japanese who were educated in the west took over the teaching jobs from native speakers. The direct communication with native speakers was, therefore, discontinued and replaced with grammar translation. The method was later introduced to

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Korea under Japanese colonial rule, and native speakers were dismissed from Korean English schools. Japanese teachers began teaching English in those schools thereafter.

After liberation from Japanese rule on August 15, 1945, Korea attempted to sweep away the effects of colonialism in education and concurrently began a drastic reform of education under U.S. Military Forces. Although U.S. Military Forces directly controlled Korea, they were not prepared to fully occupy the country as they had in Japan. The U.S. Occupation Bureau of Education responsible for reestablishing Korean education knew nothing about the matter. As a result, Koreans maintained control over the educational reform in their country during the U.S. occupation thereby preserving their autonomy and independence. The most urgent task at the time was to recover their national language, which had been prohibited for 35 years under Japanese rule. Vigorous efforts were made to eliminate illiteracy through *Hangul* so that use of Japanese, which was regarded as a remnant of colonialism, would be eliminated. The nation's highest priority was to re-train teachers in the Korean language in order to recover national identity and pride. Unfortunately, because of the political and social confusion at the end of Japanese rule, Korean educators gave little energy to subjects other than Korean language and history. Therefore, in spite of a strong U.S. influence in the society, remnants of Japanese methods of teaching English somehow continued. Moreover, the war on the Korean Peninsular caused further delays in starting a new English curriculum. As a result the Japanese grammar-translation method took root in Korean soil and has survived to this day. In the history of Korean English education, the period under Japanese rule is named the "time of sufferings." Undesirable elements common to the English education system of both countries are still conspicuous in all levels from middle school to university. For example, English is a subject for general education and the aim of English education is to equip students with reading skills to be successful in entrance exams. The original purpose of preparing students to become proficient users of English has been long lost.

From the latter half of the 1980s Korea began to play an active role in various areas in the international community. Consequently, public opinion urging the revision of English education policies allowing students to gain communicative competence became prominent. There is general agreement among Korean people that proficiency in English would be of substantial importance in the future academic, professional, and occupational lives of students.

I. Preparatory Research on Elementary School English Education

To cope with the trend toward globalization and internationalization and to educate children to become members of a global society, Korea has introduced English into elementary schools as a required subject from the 3rd grade in 1997. Prior to the start of

the new English curriculum, extensive research and experiments were done by scholars and also by researchers of the Korean Educational Development Institute (KEDI). All relevant articles published in *English Teaching* during the past 30 years were thoroughly studied. According to the results of the survey, in the 1970s there was already a great deal of debate on the introduction of English teaching in elementary schools. By 1995 an intensive study of the following areas was carried out: (1) curriculum and syllabus (2) teacher training (3) educational equipment (4) teaching methods and learning materials.

Based on their research the KEDI made following recommendations:

- (1) Establishment of a national curriculum as a guide for teachers in teaching objectives, content and methodology.
- (2) Development of textbooks for English learning/teaching in elementary schools and distribution across the country.
- (3) Employment of English teachers who have a comfortable command of English and teaching methodology.
- (4) In-service English training for elementary school teachers, putting a substantial emphasis on developing and improving their language proficiency.

II. Korean Government's Strategies for Launching Elementary English Education

1. Background of Elementary School English Education

In February 1995, two years before launching the elementary English education program, the Globalization Steering Committee was organized. The committee submitted a series of proposals to the president, in which the strengthening of foreign language education was emphasized. In the proposal special attention was drawn to English programs in elementary schools. On March 15 the Ministry of Education prepared a nation-wide curriculum revision in which the prime importance was the inclusion of English in the elementary school curriculum as a regular subject. The Presidential Commission on Education Reform, an advisory body to the president, announced the commencement of the educational revolution on May 31. A major change was the introduction of English education at the elementary school level. Elementary English education began in this way as part of a national strategy to promote the nation's globalization and internationalization.

The Advisory Committee developed the first pilot curriculum for the English Curriculum Development Organization under the Ministry of Education. After a public hearing, finally on November 1, 1995 the elementary school English curriculum was officially proclaimed.

2. The Objectives of Elementary English Education

Taking into account the results of the earlier research, the main objectives of the

Korean elementary English education were specified as follows:

- (1) to enable children to understand basic English used in daily life
- (2) to teach them how to express those basic ideas in English

The curriculum content and teaching strategies are obviously different from that of the middle school. In elementary schools content is focused on teaching communicative language skills, especially on the spoken language. Pronunciation and intonation are essential and written language is used minimally. It is used only to help develop concept formation and understanding of the spoken language. English letters are partially introduced to facilitate perception levels of words in the 3rd and 4th grades and as an aid for understanding the spoken language in the 5th and 6th grades. The total number of vocabulary words is 500 words; 100 in the 3rd grade, 100 in the 4th grade, 150 in the 5th and 6th grades. The number of words in one sentence is limited to 7 for 3rd and 4th grades and 9 for 5th and 6th grades. The words are to be learned through various enjoyable activities, like singing, games, etc.

3. The In-service Teacher Training Program

It is required of all teachers who are to teach English in elementary schools to finish 120 hours of English training. 34 hours of teaching methods, 84 hours of English conversation, and 2 hours of general cultural studies. Basically, local governments either provincial or city are responsible for implementing the in-service teacher training. During 1996, the first year of the program, 18,886 teachers finished their training. The number includes both classroom teachers and English-only teachers. The recruitment of English-only teachers was planned as follows:

Year	1997	1998	1999	2000
No. of teachers	241	243	244	347

There are approximately 18,000 3rd grade classes throughout Korea, so the shortage of English-only teachers is obvious. However, the government's policy is, first, to utilize present personnel, and second, to recruit teachers in the future from those groups who obtained 25 credits in elementary English education courses given at 10 national universities of education.

4. The Teaching/Learning Materials

The government was very careful about developing appropriate textbooks in order to minimize criticism for insufficient preparation or planning. Unlike other subjects, each school is allowed to choose a textbook from 14 available titles. The educational research

departments of provincial governments provide supplementary materials to each school to facilitate teachers' classroom activities. Each classroom is equipped with facilities such as VTRs, monitors, audio tape recorders, and computers. Open language laboratories are being developed to maximize the teaching-learning environment.

5. Public Relations

From March through November of 1997 the Ministry of Education published leaflets and distributed them to education specialists, elementary school teachers, parents and children to gain broader understanding of elementary English education.

The leaflet for children lists the following 6 points:

- (1) Learn English to become the master of the global community.
- (2) English lessons are very easy and enjoyable.
- (3) You'll have no tests in English.
- (4) You don't need private English tutoring.
- (5) Listen to the tapes.
- (6) Become a speaker of both good Korean and good English.

The leaflet directed to the parents includes detailed explanations on English as a regular subject to relieve their anxieties. The points are as follow:

- (1) English education is not totally new to elementary school. It's been taught since 1982 as one of the extra curricular activities.
- (2) English is an international language. 80% of the information in the world is in English. It is a world trend to start English education from the elementary school level. Opinion polls show that 80% of the respondents were favorable toward elementary English education.
- (3) English extra curricular activities did not meet the needs of all children. English is now taught in the regular curriculum. The new curriculum especially benefits children in rural areas, where there has been no access to an English environment.
- (4) Children are provided with a set of textbooks and audio lingual tapes. Unlike other subjects, the school is allowed to choose an appropriate textbook for children from the titles prepared by the government. Videotapes are also provided for classroom use.
- (5) Elementary school teachers are ideal mentors because they are the people who understand children's developmental psychology and learning behavior.
- (6) Basically, classroom teachers teach English, but in some classes an English-only teacher takes over the teaching. The number of English-only teachers will be increased, and team-teaching with native speakers will also be introduced. The Ministry of Education prepares the advanced teacher training programs to improve

teachers' English proficiency.

- (7) Each classroom is equipped with VCR, TV and tape recorder. These facilities are more suitable than language lab to teach accurate pronunciation to very young children. A CD-ROM will also be developed, so that the children can choose lessons to fit their own level and can study at their own pace.
- (8) Elementary school English is communication-based. Listening and speaking are emphasized. Children will naturally acquire English through various enjoyable and lively activities like playing games, singing, etc.
- (9) The nation's English education policy is intended to move toward communicative competence and away from the traditional grammar-translation methods which have dominated English classes. Children only need textbooks and audio lingual tapes. Other supplemental materials and workbooks for home studies are unnecessary.
- (10) 3rd graders learn 100 words only. The number of words in each sentence is limited to less than 7. No written language is used in classroom. Lessons are easy, so need not take after-school private tutoring.
- (11) Children's English ability will not be tested. In place of grades parents will receive a report on children's progress.
- (12) Korean language education will not be neglected. Careful attention will always be paid to the balance of Korean and western culture, so that children will never lose their national identity.

The leaflet also includes a warning about the growing tendency among parents to compete over their children's English ability.

III. Pros and Cons of Elementary English Education

Teachers are clearly the key to the success of English education in elementary schools. Because this is so, a number of Korean educators claim that elementary school teachers are not capable of teaching English. Voices are also heard that express a negative assessment of elementary school teachers' English ability and their lack of confidence. The training system for Korean elementary school teachers was standardized in 1984. Teachers who majored in elementary education after 1984 are all holders of 4-year college degrees either from the 11 national teachers' colleges of primary education, the Department of Elementary Education in Korea Correspondence University, or Ewha Womans University. Teachers trained in the old system very often do not have 4-year college degrees. They are junior college graduates or were trained at temporary teacher training centers. The public is especially skeptical about the English ability of this latter group.

KEDI recommended that (1) teachers with a comfortable command of English be

employed, and (2) positions for elementary school teachers be open to those who majored in English at 4-year colleges and have qualifications for teaching but are unemployed. KEDI also suggested that a residential education program for elementary school teachers in an English-only environment be set up and run with government support. The government did not accept these suggestions and continues to utilize its present personnel.

To relieve parents' worries about teacher's English abilities, however, each school has made it a rule to open English classes for parents to observe. In addition a monitoring system has been established in cities and provinces. Monitors consist of principals, vice-principals, parents and students. In 1997 the monitoring of English classes was done twice a year in July and in November. Based on the results of the monitors, the local Boards of Education increase their awareness of problems and, therefore, are better able to cope with them. The Ministry of Education has also established an Elementary English Education Advisory Committee to support as well as to accelerate the progress of elementary English education, and to develop comprehensive policies.

Private tutoring is widespread in Korea. Parents have been caught in an accelerating race to provide their children with private English tutoring. The Government has tried to discourage the practice at elementary and middle school levels, but its efforts have always failed. This practice not only puts a serious dent in the ordinary home budget, but it is also a detriment to the stable development of education in Korea. Elementary school English as a regular subject is welcomed as it should eliminate the need for private English tutoring. On the other hand, however, there still exists a public concern that it may intensify the already excessive competition to get ahead.

The results of a survey conducted between May 29 and June 12 in 1997 show that a national average of 91.9% of parents are in favor of introducing English to elementary schools as a regular subject, two classes a week from the 3rd grade. Some parents are against the new curriculum on the grounds that the Korean language would be neglected. Elementary school teachers expressed no agreement with this opinion. They do not see that early English education as either impairing children's Korean language or hindering the development of their Korean identity. In 1998, one year after the start of the new curriculum, pro-tradition advocates seem no longer influential.

IV. Case Study of Chongju City, Chung Chong Buk Do

Chongju in North Chung Chong Province, about 150 kms south of Seoul, with a population of about 500,000, is typically described as an academic city, with 1 private and 4 national universities. There are 41 elementary schools: 1 national, 39 public and 1 private. Between May 11 and June 10, the following research activities were conducted in Chongju and Seoul: (1) observations in 6 English classes at 4 elementary schools,

(2) observations of teacher training at the Dan-Jae In-Service Training Institute, (3) interviews with professors of English and of education, (4) interviews with local officials in charge of elementary education, (5) interviews with elementary school teachers.

1. Teacher Training Programs at the Dan-Jae In-service Training Institute

Dan-Jae provides 3 regular English training programs: (1) 20-day summer vacation courses, (2) 20-day winter vacation courses (3) 40-day after-school courses. Teachers are able to choose courses to fit their schedule. Basically, programs consist of two parts, theory and teaching methods given by Korean lecturers and listening and speaking training by native speakers. The course includes the following:

- (1) general understanding of English education
- (2) theoretical introduction of approaches to language teaching
 - total physical response(TPR): learning a second language through command
 - the silent way
 - communicative language teaching
 - the natural approach
- (3) demonstrations of the above approaches
- (4) conversational English with native speakers (50 hours)

Conversational English focuses on improving trainees' spoken English proficiency in order to teach elementary English through English.

The following detailed instructions are also included in the training in order to foster communicative classrooms:

- (1) Remember that the purpose for using the language is to communicate (not to be just grammatically correct).
- (2) Create an atmosphere in which students can be relaxed, experiment, and make mistakes. Motivate students through praise and encouragement, not through fear and humiliation. Never use physical punishment.
- (3) In order to be learned, language has to be experienced and contextualized. It has to be "living" and not some abstract subject to be studied and memorized. Whenever possible, use experiences, and refer to people and places students are familiar with.
- (4) Use music, motion, and games.
- (5) Emphasize suprasegmental, not segmental, when teaching pronunciation.
- (6) Work toward developing fluency (not exactness) in listening, speaking, and reading skills.
- (7) Include lessons with passive exposure to language that is at a higher level than children can actively use.
- (8) Teach discourse level skills, not just sentence level skills.
- (9) Teach sociolinguistic rules of communication and cultural information.

No. 7 is especially emphasized as a means of changing Korean people's notion of English education starting from the elementary school level. The philosophy of this education lies in using language, not simply learning about language. The teachers are, therefore, required to speak English in classrooms as much as they can. About 250 classroom English expressions are listed in the training textbook. They are categorized as follows: (1) greeting and calling the role, (2) review and class beginning, (3) using the tape recorder and listening, (4) cards, TV and video, (5) words, drawing and dividing into groups, (6) role playing, songs, games and chants, (7) games and responses, (8) confirming, encouraging, and praising, (9) directing, warning and others, (10) ending the class. In 50 hours of conversational English classes with native speakers, the teachers learn these expressions in real classroom settings. The task is demanding and is clearly the most difficult part of the course for teachers.

The teachers also have to learn to write lesson plans in English for the class. Writing lesson plans is familiar to teachers, but to write them in English is another demanding task. (see appendix.)

The training is hard, but the Korean promotion system offers good incentives for teachers. They receive 1 point for every 60 hours of training. But teachers are not motivated solely by the prospect of promotion. They are also eager to learn and become proficient users of English in order to follow the world trend in this direction.

Chances for further study are given to exceptional or eager teachers. The advanced course at the Dan-Jae and the summer vacation English training at UC, Chico in the United States are provided.

Since the first training session began, the Dan-Jae has revised textbooks several times. The 1998 textbook on theories and methods has less English in the content section than the 1996 textbook. Trainees enrolled in the first session were chosen by their principals, or in some cases volunteered if they had a better command of English than their colleagues. To meet the average of trainees' English ability, textbooks have been revised to include more explanations in Korean. Training strategies are flexible in order not to intimidate teachers.

The Dan-Jae training center is located in a quiet countryside setting and the recently renovated seminar rooms and up-to-date facilities are perfect for the purpose.

2. Elementary School English Class Observations

(1) Chongju Jung Ang Elementary School

Date: May 14, 1998

Class: 5th grade

Class size: 35 students

Jung Ang Elementary School is located in downtown in Chongju City. There once were over 2,000 students, but because of the recent population migration to suburbs, the number has decreased. This year there are 830 students in 26 classes. Some of the vacant rooms have been utilized as language labs, English activity rooms, computer rooms, etc. Most of the parents are shopkeepers or factory workers with no knowledge of English.

Jung Ang Elementary School has been designated as a pilot school of English education. English classes for the 5th and 6th graders are, therefore, included in regular class periods, even though in 1998 they are still extracurricular activities. Jung Ang is the only public elementary school in Chongju City, where a full-time native speaker is teaching English. Four teachers at Jung Ang finished the intensive English training at UC, Chico in 1997.

The observed class was held in the English activity room. Notices and work by children on the bulletin board were all in English as well as a calendar. The classroom setting and the colors used to decorate the room were similar to those of any elementary school in the U.S. Children sat at 3 round tables set in the center. The classroom was equipped with a multi-purpose table* for the teacher and 3 computers.

Activities

The teacher divided the class into 3 groups.

"Let me divide the class into 3 groups." (Instruction was in English.)

Each student was told to sit at one of the 3 tables.

"....(name), sit here." "....(name) sit here." "No, ...(name), there." (in English)

The students followed the teacher's instructions. The class was chaotic until all students sat down as they were told. The teacher then turned on the video. The day's lesson, "What's your hobby?" was introduced on the TV screen. The dialogue of "What's your hobby?" "I like playing baseball." were repeated on the TV screen along with the animated cartoons. The answers varied and the teacher explained how to do the activities in Korean. Students at the first table used puppets, the second, picture cards with magnets and a board, and the third went to the computers. Students asked one another the question "What's your hobby?" in a group using puppets or picture cards. The group at the computer did questions and answers. Every five minutes the teacher had students change places.

"Let's change." (in English)

Students moved around and did the same asking and answering practice.

* A computer, video deck, OHC and tape recorder are set under a sliding board and a 34-inch TV screen in the front corner. This type of table is installed in all elementary school classrooms in Korea.

Observation

The class was very noisy comparing with other classes observed. Students were speaking either in Korean or English in a loud voice all the time and the teacher never told them to be quiet. Instead she encouraged them to speak in whichever language they preferred because the prime objective of the class was to let the students express themselves. The next objective was to make them feel comfortable to speak in English with one another, something students often find difficult to do after puberty.

The teacher used the following phrases in class:

Okay? (The students' response "okay" was natural)

Look at me.

Now listen.

Let's change.

Now watch the video.

Everybody together.

All right. Stop now.

The whole class please.

Sit down.

Yes, your turn.

These expressions were repeated many times during the class. The teacher's attitude when she used English was natural. Her pronunciation was good. No uneasiness was detected in using English and Korean interchangeably. The students' dialogues, "What's your hobby?" "I like playing the piano." or "I like playing baseball." were perfect both in pronunciation/intonation and grammar.

(2) Uh Am Elementary School

Date: May 14, 1998

Class: 3rd grade

Class size: 36 students

Uh Am Elementary School is also located downtown in Chongju. The number of students has decreased from 2,500 to 900 because of a population migration similar to that at Jung Ang Elementary School. The 3rd and 4th graders are receiving English lessons as a regular subject. For 1st, 2nd, 5th and 6th graders the school has organized extracurricular activity classes to give students English lessons 3 classes a week, 40 minutes each class. In 1998 160 students signed up for the English extracurricular classes. The class schedule was as follows:

Time	Mon	Tue	Wed
08:20 — 09:00	5 th grade	5 th	5 th
13:30 — 14:10	1 st	1 st	1 st
14:20 — 15:00	2 nd	2 nd	2 nd
15:30 — 16:10	3 rd / 4 th	3 rd / 4 th	3 rd / 4 th
16:20 — 17:00	6 th	6 th	6 th

A part-time teacher takes care of all these 15 classes. 3rd and 4th graders can take more advanced English lessons than given in regular classes. The fee for the lesson is 45,000 won for 3 months, which is a quarter of private tutoring outside school.

Activities

A game to learn numbers using dice was played. The teacher divided the class into 5 groups and the students threw the dice one by one and called out the number they got. The teacher wrote the numbers on the blackboard. Some students could not count in English yet and mistakes were made mostly confusing 6 with 5. Members of the same group helped one another and corrected their mistakes. At the end of the game the whole class added up the numbers on the blackboard together. The group with highest total won the game.

Three *Wee Sing* songs were sung several times during the class

Observations

This class was also noisy, but the students were vivacious and obviously enjoyed singing and playing the game. They talked to observers in English with comments such as "Hello," or "How are you?" The teacher was in her early 20s and seemed inexperienced in teaching. Her English was limited to "Look at me," "Okay?" "Listen," "Stop," "Sit down," "Come here," etc., but her pronunciation was natural and she exhibited no uneasiness in speaking.

(3) Won Bong Elementary School

Date: May 19, 1998

Class: 3rd grade

Class size: 41 students

Wong Bong Elementary School just opened in March, 1998 in the suburbs of Chongju is surrounded by high-rise apartment buildings. The number of students will increase to 1,200 when the new town project is completed. The current number is 700. Most students are from middle class nuclear families. As seen anywhere in Korean new towns, the mothers here are also very attentive to their children's studies and are concerned about their grades. There are a few bilingual returnee children from the U.S.

Activities

The class was begun with the exchange of greetings as follows:

"Hi, everybody, how are you?"

"Fine, thank you. How are you Mrs. Chun?" (students in chorus)

"I'm fine, thank you."

Then the teacher asked the class.

"Look outside. How is the weather?"

The class responded, "Sunny and windy."

On the teacher's instruction "Let's sing a song," the class began to sing "One little finger." Then the day's lesson, "Follow the instructions" was introduced on video.

Following are the instructions given:

Stand up.

Sit down.

Go to the window.

Open the window.

Close the window.

Come here.

Open your book.

Close your book

The class repeated the above instructions along with the video. On the screen a magnified mouth was shown, so that the children could easily mimic the sounds.

"Which is missing?" game was played next. Five picture cards of various kinds were put up on the blackboard. The teacher told the class to close their eyes, took out one picture, let them open their eyes and then asked the class "Which is missing?" The objective of the practice was to have the students remember the names of animals, flowers, etc. Before ending the class the students were told to listen to the tape and do the workbook. Numbering the pictures in the workbook seemed easy for the students.

Observations

Although the students' desks were arranged in groups of three, the teacher and the class were facing one another, and the teacher controlled the class in a traditional way. The teacher used more English than the previous two classes observed. The language level was higher. Following are examples of English used:

If you know the answer, raise your hand.

One more time.

Try again.

We are going to play a game.

Let me explain how to play the memory game.

Look at the picture and the answer.

Open your book to page ____.

Listen to the tape and write your answer.

Listen carefully.

The teacher had a rather strong Korean accent. She seemed to be saying the memorized

sentences rather than talking to the students. Her memory was perfect, but she lacked in naturalness in her speech which seemed to create tension in the class. However, the student's English was natural and flawless.

(4) Won Bong Elementary School

Date: May 19, 1988

Classes: Extra Curricular Activity Classes for 1st / 2nd graders and 5th / 6th graders.
5th and 6th graders class (15:40 ~ 16:20)

Class size: 19 students

1st and 2nd graders class (16:30 ~ 17:10)

Class size: 25 students

A part time teacher was in charge of these two classes. She had majored in high school English education but seemed not to have much experience in dealing with elementary school children. The lesson was to learn the locations in the house, such as "Mother is in the kitchen," "The baby is in the bedroom." In spite of her obvious efforts in preparation of teaching materials, she could not manage to use them efficiently or to have students concentrate on the lesson. Students seemed tired and their attention strayed. These were clearly examples of unsuccessful extracurricular activities.

(5) Ewha Elementary School

Date: May 25, 1998

Class: 3rd grade regular class

Class size: 35 students.

Ewha Elementary School is a private school attached to Ewha Womans University in Seoul. The school has a long experience in elementary English education. English-speaking Korean teachers teach English classes from the 3rd grade through 6th grade. Most students are from well to do families whose parents are university graduates. There are a few returnee children in each class.

Activities

The following three "*Wee Sing*" songs were sung: "Where is Thumbkin?" "Bingo," and "Head and Shoulders"

Pictures of body parts were put up on the blackboard. (hair, face, one eye, two eyes, one arm, two arms, one finger, five fingers, ten fingers, one ear, two ears, a lap, two laps, a foot, two feet, a toe, five toes, ten toes) Instructions were given such as "Touch your nose," "Touch your mouth," "Touch your foot." "Touch your feet," etc. The teacher explained how to make the "th" sound and practiced it. Then the *Wee Sing* "Head and Shoulder" song was sung using gestures to point to each body part. The words, father,

mother, brother, sister, and baby were introduced, and then the game "Who is missing?" was played.

Observations

The class was bigger than ordinary public school classes and there were no audio-visual facilities in the classroom. The teacher's English was the sole model during the lesson. At Ewha Elementary School, the English-speaking teachers, who are all graduates of Ewha Womans University majored in English, teach all English classes. They all have a good command of English. There are usually a few returnee children in each class, and they act as peer models.

Conclusion

The following survey(translated from the original) was conducted three months after the launch of the new curriculum by the Chongju City Education Board. The respondents were 3rd graders' parents.

Opinions on Elementary School English Education

Chongju City Education Board

North Chung Chong Province

Date: May 29 — June 12, 1997

English education from the 3rd grade has started. Please answer the following questions as indicated below. Your cooperation is most appreciated.

Your opinion on the English education as a regular subject from the 3rd grade:.

- (1) Very satisfactory or agree
- (2) Satisfactory or agree
- (3) No opinion or don't know
- (4) Unsatisfactory or disagree

Questions

- 1. To catch up with the rest of the world in terms of globalization and internationalization English was introduced from the 3rd grade as a regular subject. Your opinion on this.
- 2. Taking into account children's linguistic development, beginning English education from the 3rd grade is appropriate. Your opinion on this.
- 3. Elementary English concentrates on listening and speaking. Your opinion on this.

4. Elementary school English is a regular subject, so that the children all over the country, either in cities, or rural farming or fishing villages, have chance to learn English. Your opinion on this.
5. Children do not need to have private English tutoring since English is taught at school as a regular subject. Your opinion on this.
6. English extracurricular activities at school will help decrease private tutoring. Your opinion on this.
7. As for teaching pronunciation, audio tapes and video tapes by native speakers are being used. Your opinion on this.
8. English is taught twice a week. Your opinion on this.
9. Twice a week English education will not impair the children's Korean language. Your opinion on
10. Elementary school English is taught through enjoyable activities such as songs, games, plays. Your opinion on this.
11. Are you satisfied with the textbook?
12. Are you satisfied with the audio and videotapes distributed with textbook as supplement?
13. Are the children satisfied with school English classes?
14. Are school facilities such as VTR, tape recorder, etc. for English lessons satisfactory?
15. Are you satisfied with the English class open to parents?
16. Private tutoring on elementary school subjects is prohibited. Now English is also included in the category. Your opinion on this.
17. Educational Broadcasting is airing English programs for children as well as for adults both on TV and FM which are expected to be of help for children's English lessons. Your opinion on this.
18. The English programs on TV and FM are expected to be of help for children's English lessons. Your opinion on this.
19. The 4th, 5th and 6th graders can receive English lessons through extracurricular activities. Your opinion on this.
20. Please write your opinion freely on elementary English education.

Questions No.1, 2, 3, 4, 8, 9 and 10 are related to the aims of the new English education policy. 106 out of 167 respondents of the 3rd graders' parents (72%) gave positive answers.

Concerning the practice of the new curriculum, questions No.11, 12, 13, 14 and 15, the respondents were less positive.(51%)

The high support (81%) shown for questions No.7, 17 and 18 unexpectedly show parents' implicit response to the controversial issue of elementary school teachers' English pronunciation.

On the elimination of private tutoring (question No.5, 6 and 16), typical of Korean education as earlier mentioned, parents' trust is not very high. Only 54% of the respondents gave credit to its practice.

Regarding 4th, 5th, and 6th graders who are not beneficiaries of the new curriculum, 70% of the respondents support English lessons within school as extracurricular activities.

Both teachers and parents expressed the necessity of comprehensive and continuous teacher training including overseas experience. Unfortunately, the recent Korean economic crisis may set back programs such as extensive recruitment of teaching English only teachers. Even so, as far as Chongju and other major cities is concerned, it may be concluded that first year elementary English education was more successful than was expected.

Although the survey was beneficial, it may have been more useful if questions had been separated into opinions of general principles and evaluations of the program itself.

Interviews with the following people were conducted:

Professor Yongjae Paul Choe, Dong Gok University (May 27, 1998)

Professor Chin Seongju, National Chungbuk University (June 3, 1998)

Professor Kim Eun Ju, Ewha Womans University (May 25, 1998)

Professor Song Jeong Mee, National Chongju Junior College (May 18, 1998)

Mr. Kim Young Hak, Chief of Elementary Education Dept., Chongju City Office
(May 12 & 16, 1998)

10 elementary school teachers in Chongju City (June 1, 1998)

Vice Principal of Ewha Elementary School (June 25, 1998)

English teacher of Ewha Elementary School (June 25, 1998)

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English learning - teaching design

Unit	5 .Stand Up, Pleaese	Date	May 19th,1998	Class	3-3
		Page	46-47	Time	4/4
objectives of this period	1. Student's can play the game by using learning in English. 2. Stuednt's can became interested in English through TPR and playing games.				
Strategy for open class	Type of study	single subject and plural activities lesson			
	Organizing group for study	A big or small group			
	Activities for students experience	Song. Game. TPR. Picture cards			
Stage	Flow chart	Open learning activities		Ti - me	Aids and remarks
		Activities for Student's experie	Teacher's activie		
Introd -uction · Gree -ting		Hi. Mrs.chang . I'm fine,thank you.And you? It's sunny and Hot. Sing a song with motions.	◎Hi.every one. How are you? I'm fine too. Thank you. Look at the sky. How is the weather today? ◎Is everyone here? ◎Let's sing a song "one little finger" ◎Very good. Let's review the last lesson. Let's play the game. "What's missing?" Very good. Let's watch the video. Listen and repeat. Now let's begin today's lesson.	2'	Create a happy atmosphere
· Review		Play the game "What's missing?" Watch the TV. then find the card. (watch the video) Listen and Repeat.	First of all I'll explain the object of today in korean.		flash cards 실물 화상기
· Presen -tation of object		Listen and know.			
Develop -ment		학습목표 : They can play the game Yes, I can. Listen and do. Make 7 tems.	by using learning English. We are going to play 2 games. 1.Memory Game. 2.Dice game. (Explain how to play) Every body, can you play the game? Make 7 teams.	8'	Dice. stickers Notebook
· Checkup		Yes,I did.	Did you enjoy the game? (check up) Good job. Now, I'll check up you. Open your books to page.47.	5'	World LAB. Cassette tape
Arrange -ment		Listen and answer. Look and say. Listen and do. chant together.	· Listen to the tape write the answer on your books.(DIY 1) · Look at pictures and say it like a order politely.(DIY 2) · Now, let's arrangment todaay's lesson. · Do as say. · Let's sing the song "stand up again" · You are very Good. · It's time to say good bye. Good-bye, everyone.		TV. VTR video tape video tape

Date of class	may.19	Time of class	pm.3:40	Teacher's name	Lee myong won
Grade	6	Textbook	OKEY-DOKEY 1(Lesson 18)		
Objectives	• To identify words connected with houses. • To answer where questions.				
Material	Tape, cd, Picture cards, Head phone.flash cards.				
Steps		Teacher	Students	Time	
Begining of lesson	Greetings	Hello,eveyone. • How are you? I'm fine,too. • How's the weather?	Hello,ma'am. Fine, Thank you. And you? It's sunny.	1	
	Singing	• Let's sing a song. • Why don't you sing "Walking"?	Ok. • sing a song. -walking walking walking walking hop hop.....	3	
	Review	• How old are you? • How old is she? • How old is he?	• I'm ____ (years old) • She is ____. • He is ____	3	
Main lesson	Presentation	• Prepare the picture card connected with houses and say. vocabulary and new languages -Kitchen, Livingroom, in, hall, bathroom, bedroom • Repeat them and ask. Is this a (living room)? etc. • Give instructions and model the answers. • Point to the pictures and ask. What's this? who's this ? Where's the__?	• This is a (living room) • Yes, it is. / No, it isn't. • It's a _____. • This is _____. • Mom is in the _____.	10	
	How to use the book.	• Point to the rooms and say the names of them. This is a living room, etc. • Read the names of the rooms write the numbers on the right.	• Write the numbers on the right.	3	
	Pratice (games)	• Look at the pictures and guess which room they are in. • Ask them. Where's in the mom? etc.	• she is in the kitchen, bedroom, etc.	10	
	cd	• Listen carefully.		10	
End of lesson	Homework	• Write words and practice.		1	
	Gretting	• Say good-bye.	• Good- bye.		