

## Native English Speaking Teachers' Beliefs about Korean EFL Learners

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### ABSTRACT

*This study aimed to investigate native English-speaking teachers' beliefs about Korean EFL learners, following a qualitative case study approach. Participants consisted of 3 Americans and 15 Canadians, aged 29-41, who were a part of a university teaching staff in Korea. The data collection employed questionnaires and interviews. The results revealed that the participants perceived that (1) Korean students view English as a class or a test rather than a language; (2) class dynamics as well as cultural and educational systems adversely influence Korean students' EFL learning; (3) group-oriented creative activities are popular among students; and (4) studying and showing knowledge of the host language and culture are worthwhile. With regard to teaching strategies, the participants reported that they endeavor to take English out of textbooks and relate it to reality and to have students create their own language. A wide range of levels and large classes are major obstacles dealt with in classes.*

### I. INTRODUCTION

Nowadays, there are a great number of native speaking English teachers (NSs) in Korea. Since NS teachers are from foreign cultural backgrounds, they confront the task of teaching based on their own cultural experiences and beliefs as an underlying framework of their teaching styles. While teaching, NS teachers can also expect to experience the culture-specific aspects underlying Korean students' classroom behavior and attitudes toward learning English.

In order to serve EFL students' needs and fulfill their expectations, NS teachers ought to understand the constraints of the Korean educational and cultural systems but NS teachers may have trouble accepting teaching styles that are foreign to their own experiences and background. In the end, NS teachers will employ new approaches in