Influences of a Native English Teacher and Roles of a Co-teacher on L2 Learners' Learning Styles*

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Kim, Nayu & Lee, Heechul. (2019). Influences of a native English teacher and roles of a co-teacher on L2 learners' learning styles. *The Linguistic Association of Korea Journal*, 27(4), 79-89. The purpose of this study is to analyze English learning styles of Korean high school students participating in a native English teacher's class, and to discuss the roles of a co-teacher in improving the effectiveness of a native English teacher's class. In this study, the learning styles of students were verified through a confirmatory factor analysis based on a structural equation model (SEM). The students who participated in the native teacher's class showed four learning styles: *active participation*, *goal orientation*, *systematic control*, and *sustainable interaction*. Considering these four styles, the co-teacher should continuously provide feedback to the native English teacher's lesson plan and materials so as to make students' desire of the class properly sustained and improve the effectiveness of English learning. In addition, a co-teacher should discuss classroom English convincingly with a native English teacher. It improves a students' understanding of a native English teacher's speaking, while encouraging students to share the goals of class with him or her, overcome cultural differences and internalize a positive emotional bond in the class.

Key Words: native English teacher, co-teacher, English learning styles, SEM

1. Introduction

A native English teacher takes a significant role for students who learn English as a foreign language (EFL). He or she creates students' learning experiences that are more than textbooks, and also makes conditions for students to immerse in learning English (Hong & Jeong, 2006). In particular, given the fact that the primary purpose of an English class is to improve English communication skills, participating in a native English teacher's class is a meaningful opportunity to improve authentic English skills to students (Borich, 2014). As reflected in these perspectives, many native English teachers are deployed at each school in Korea, and they have performed many English classes. Korean students are growing through various relationships with native English teachers directly and indirectly from elementary through high school (Hong & Jeong, 2006).

Various studies related to these circumstances have been carried out, as native English teachers have been distributed nationwide and many English classes have been conducted by them (Park, 2011). These studies are mainly focused on the educational effects of them, the relationship with academic achievement of students, and the co-teaching way with Korean English teachers (Kim, 2014). However, there are relatively few studies on students that are influenced by their class, especially the learning styles of L2 students. It is evident that the students who are exposed to their class constantly have been influenced on various cognitive or emotional domains. Moreover, the experience like that leads them to differentiate themselves from other students in English

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learning and their willingness to participate in class (Park, 2011). In addition, it is noticeable for a co-teacher to advise a native English teacher in order to increase the effectiveness of the class and raise the degree of the student's satisfaction on English learning, and in some cases, he or she directly intervenes in the class. Considering these conditions, analysis of both perspectives on a native speaker and a co-teacher and research on students participating in the classis can reveal the meaningful implication of enhancing English teaching and learning (Kim, 2014).

The investigation of students in this context includes not only changes in students' achievement before and after a native English teacher's class, improvement in self-efficacy toward English learning, but also alteration in attitudes toward English learning (Medgyes, 1992). The student's attitudes toward the class are discussed in various ways, but it is the learning styles that are directly related to how a student develops English communication skills through the class and solves problems found in the learning process. Systematically investigating the English learning styles of the students in a native English teacher's class provides practical help to both a native teacher and a co-teacher (Kim, 2014). To find out the English learning styles of a student in a native English teacher's class, this study sets up the following research questions: 1) What are the English learning styles that students who participate in English classes of a native English teacher have? 2) What does a co-teacher need to do to maximize the effectiveness of a native teacher' class, reflecting the features in English learning styles?

2. Theoretical Background

2.1 The Influence of a Native English Teacher

A native speaker is a person who speaks in his or her native language when he is born (Shim, Lee & Eom, 2016). The legal status of a native English teacher in Korea is a teacher who provides help to a Korean English teacher. The position is a temporary job, a special employee, and a practitioner of international affair (Shim, et al., 2016). Davies (1991) suggested that a native speaker led to an intuitive, fluent and immediate discourse capable of acquiring the first language in childhood and accepting the idiomatic grammar of the language. There are many aspects of the educational impact of such a native speaker. Shim et al. (2016) supported the use of a native English teacher and argued that the most important measures in terms of English education was the placement of a native English teacher in each school. In addition, a native speaker's class was able to eliminate the fear and repulsion of foreigners, to make them speak English confidently, to experience various kinds of communication, and to motivate them to speak English (Kim & Park, 2000, Kim & Lee 2005). Shim et al. (2016) insisted that the advantages that a native English teacher had in his or her class were as followed. First, a native English teacher had a good understanding of English culture along with English, so he or she easily conveyed not only the literal meaning of language, but also the contextual, cultural and metaphorical meaning to students. Second, a native English teacher had the ability to deal with improvisational and fluent discourse, expressions of dullness, stuttering, predictions of the words to be followed and clear details. Third, a native English teacher had a pragmatic and strategic ability to use English and have intuitive knowledge of English because he or she had natural pronunciation and intonation of English. In a study on the characteristics of a native language teacher, Li (2005) explained that a native teacher is attractive to learners with the fluency in the target language, various class activities and free atmosphere in the classroom. In the study of native English teacher's class conducted by Kim and Han (2009) and Ryoo (2007) on the communication ability of middle school students, the students of the experimental group who participated in a native English teacher's class showed a significant difference from the English conversation certification test, which proved that his or her English class is effective for improving communication ability. Park (2011) investigated the satisfaction of elementary and junior high school students of the native English teacher's class. As a result, elementary students showed higher satisfaction in terms of contents and effects of the classes than middle school students did, and rural group showed higher satisfaction than urban

group. He argued that by placing a native English teacher on each school, he or she motivated students to study English, understand culture, and reduce fear of English use.

A study of the relationship between a native English teacher's class and students' motivation and emotion was conducted by Kim, Moon and Yoon (2013). They analyzed the level of motivation and anxiety among secondary school students in a native English teacher's class. They identified correlations between learners' motivation in a native speaker's instruction and anxiety. In addition, the effects of the native English teacher's class on the affective domain of elementary school students were investigated by Ryu (2003). Moreover, some researches showed that as the grade increases and the English abilities improve, the preference for a native English teacher increases (Lasagabaster & Sierra, 2002; Liu & Zhang, 2007).

There is a study of students' perception of a native English teacher and the change in English achievement. According to Jeon (2015), learners recognized the advantages of a native English teacher's fluent, natural English ability, and tolerant and free classroom atmosphere, otherwise lack of passion, responsibility and knowledge of Korean culture. Yeo (2012) studied the students' perceptions and attitudes to a native professor and a Korean professor. The most important qualities to them are ability to operate and understand the lecture. Joo (2017) argued that it was desirable to assign native speakers appropriately in consideration of the preferences of learners and the characteristics of native speakers. She suggested that a Korean English teacher, a co-teacher would be good when it comes to learning the correct pronunciation or expression, or if students wanted to experience the culture and attitudes of English speaking people through native speakers, a native speaker would be more appropriate.

2.2 Learning Style and Learning Style Inventory

The knowledge-based society requires professionals who can not only find systematic expertise but also have ability to create knowledge to solve problems. In order for students to meet these social demands, both instructors and learners should understand the learning characteristics of individual learners and improve their learning ability and effectiveness. It is difficult to understand the necessity of individual instruction of the learner in the education because each learner has different ability, condition, cultural background and various learning styles. The learning style is a particular way in which a person accomplishes a task and refers to an individual tendency that is consistent and somewhat permanent (Brown, 2000). The task is an educational task. In other words, students use what they learn through learning and memorizing in school outside the school (Brown, 2000).

Kolb (2005) argued that learning takes place through changes in experience and knowledge, and this process is called "concrete experiences", "reflective observation", "abstract conceptualization", "active experimentation." "Concrete experience" is the process of physically sensing and emotionally immersing in a specific behavior, and "reflexive observation" is the process of seeing a "concrete experience" that is related to what a learner has gained through the experience. Also, the concept of "abstract conceptualization" is the process of integrating theory and concepts into the whole learning process through intensive thinking. Learning through these "abstract conceptualizations" is called "deep learning" to understand facts and emotions, and integrate them with previously acquired knowledge. The "active experiment" is the process of applying a concept formed by a learner to the accumulated experience, the result of a review of the experience, and the behavior in a particular situation or situation. Kolb and Kolb (2005) developed Learning Style Inventory (LSI) based on this theory to accomplish the following two purposes. First, the LSI was developed as an educational tool to enhance understanding of learning process and behavior. By enhancing the understanding of how they learn, they can strengthen the supervisory control over the learning process and allow them to choose the learning method that best suits them in various learning situations. They recommended using this test as a tool to understand the learning, not as a test. Second, this instrument was developed to be used as a tool for research on experiential learning theory. They explained that this instrument should not be used for student selection, placement, career guidance or selective treatment because it is not a tool developed to predict an individual's behavior.

3. Research Method

3.1 Subjects

One hundred four high school students participated in the study. They all attended a regular high school located in Jeollabuk-do. Participants were boys and had 5 hours of English classes per week. Students had an English conversation class once a week out of five classes, and the class was taught by a native English teacher. During the semester, the students consistently had participated in the classes of native teacher. Students' English achievement level was intermediate, who were distributed from level 4 to 6 (mean 5.3, SD 1.23) on the results of nationally conducted English proficiency assessment in 2017, when this study was proceeded. The assessment was considered as the universal scale that classified the students in respect to their English ability in high school. None of the students had stayed in English speaking countries for more than six months.

3.2 Instrument

The questionnaire as an instrument was composed of twenty items in order to identify the characteristics of the students' learning styles. Of the twenty items, eight items that did not show significant results in the exploratory factor analysis were removed, which had the value of less than .7 in reliability test, and the data were processed around the remaining twelve items. The Based on Kolb's (2005) LSI, each item was revised to meet the cognitive and emotional features of Korean high school students in a native English teacher's class.. Each item was designed in Korean to reflect students' cognitive and affective traits and is useful for identifying the unique learning styles of each student. Each item in this instrument is composed of five steps of Likert scale. LSI consisted of a variety of items that could systematically identify students' learning styles and provided clues to analyze learning styles from various aspects in consideration of students' cognitive and emotional characteristics. They were coded as 5 points for "very agree" and 1 point for "not at all." The purpose of the study and the data utilization plan were explained in advance so that the students responded to the questionnaire precisely.

Table 1. Item

No.	Item	Mean	SD
1	I like to do my homework without helping others	3.63	.78
2	I want the teacher to tell me exactly what he expects from his class.	3.80	.68
4	I ask the teacher when I judge the importance of the learning contents.	3.28	.93
5	I think that the contents of the teacher's class are always important.	3.73	.83
7	I learn a lot in class with my own ability.	3.23	.89
8	I do homework by following the teacher's instructions exactly.	3.75	.83
9	I feel confident in my English ability.	3.51	.95
12	The teacher in class should supervise students.	2.86	1.02
16	I like highly organized and structured lessons.	3.32	.93
18	Students should be informed precisely about what is being presented in the test.	3.88	.80
19	I try to understand myself what I do not understand well.	3.78	.84
20	I want the teacher to summarize the lesson on the board.	3.76	1.01

3.3 Data Analysis

The results of the students' responses to each question were coded into the Excel program, and the input values were processed by the SPSS program for reliability test. The SPSS program is a statistical package that performs both uni-variate and multi-variate statistics and is used extensively in quantitative data studies. Data confirmed to be reliable were analyzed in the Amos program for confirmatory factor analysis for a structural equation model (SEM). The Amos is a program used to analyze the factors that confirm the validity of the structure by applying the designed, hypothesized or assumed factor structure to the data. The program identifies

each factor and its measurement variables, measurement residuals (measurement error), and verifies the model. Confirmatory factor analysis is used to predict the relationship between factors according to the already established theories, to establish hypotheses, and to prove whether they are statistically significant or not (Hair, Black, Babin & Anderson, 2010).

4. Results and Discussion

4.1 Structural Equation Model (SEM)

Based on the results of the questionnaire on the styles of English learning, it was hypothesized that students who were consistently taught by a native English teacher had four English learning styles as showed in Figure 1. These four styles were classified as *active participation*, *goal orientation*, *systematic control*, and *sustainable interaction* whose names were designed based on the meaning and effect of each item. For example, item 12 "The teacher in class should supervise students" and item 16 "I like highly organized and structured lessons" were directly related to the characteristics of *control* and *system* in the class, so the learning style collected by those items was named *systematic control*.
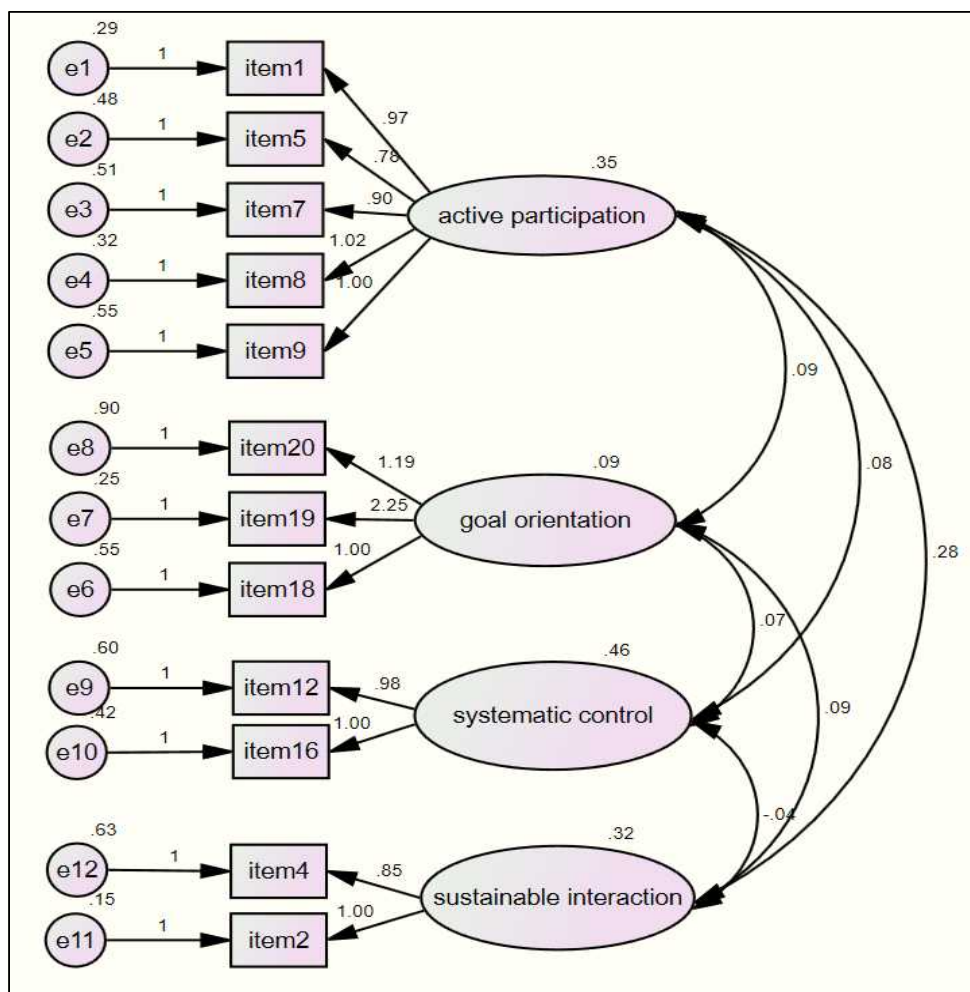

Figure 1. Structural Equation Model of English Learning Styles

First, the students showed the type of learning to actively participate in class to maximize the effectiveness of a native speaker's class (*active participation*). The students liked to solve the tasks assigned by the native teacher

by themselves and positively recognized the importance of the contents delivered by her. In addition, the students worked hard to improve the effectiveness of the native teacher's teaching with their own efforts, and did their homework by following correctly the teachings of the native teacher on the basis of self-confidence. This style of learning came from the favor of the students to the native teacher. Direct contact with a native speaker who speaks English as a native language installed a positive awareness of the lesson and encouraged active participation of the students.

Second, the students had a *goal orientation* in the English class of a native English teacher. They preferred to have a native English teacher summarize the lesson on the board and be told exactly what the assessment was related to. This styles reflected the attitude that students valued high English class by a native speaker and the opportunity studying English with her. Since the number of students who participated in classes with a native English teacher was smaller than the number of a Korean English teacher's class, students were concerned about the opportunity to obtain and utilize as much information as possible in each class. In particular, since the result of the formative test conducted by the native English teacher was a quite different one from the results obtained from the Korean English teacher's class or the regular test in the school, it was evident that the students were engaged in her class and evaluation in a fairly positive attitude. This kind of learning style came from the scarcity of a native speaker. Recently, many native English teachers were in middle and high schools in Korea, but in reality there were few opportunities for students to continue to participate in English classes with native speakers for more than one semester. Thus, students had the desire to make use of this new opportunity and experience, and this commitment led to the internalization of learning objectives.

Third, students tended to respond positively to a native English teacher's control (*systematic control*). They cooperated with lesson procedure by a native English teacher and strived to observe instruction of him or her. This style was due to the limitation of communication between a native teacher and the students. The students recognized that they could not communicate fully with a native English teacher in English based on their favorable feelings toward her. Even though such a phenomenon sometimes was expressed by the sense of helplessness and avoidance of class contents depending on the case, students were actively involved in her class if the native teacher designed lesson plans based on the active responses of the students. In other words, students took precautions to comply and cooperate with the teacher's instructions as much as possible, taking into account the fact that fully understandable parts of the native teacher's utterances may be very limited, and responded correctly to trivial control and direction from the teacher.

Fourth, the students engaged in a positive relationship through active communication with her when participating in a native English teacher' class (*sustainable interaction*). The students wanted the native English teacher to tell students exactly what they expected in the class and asked for help from the teacher when prioritized the importance of the learning content. Through these performances, the students tried to grasp what the native-language teacher wanted and to communicate with her wish. This learning style implied that the student's perception of a native English teacher was different from a Korean English teacher. While the students regarded a Korean English teacher as formal and strict, they had a somewhat more flexible view of a native English teacher. In other words, the native English speaker was a teacher who taught English to students and had a status as an informal learning facilitator at the same time. Therefore, students were more interested in approaching a native English teacher than a Korean English teacher, made a strong bond with her, and realized their desire to participate in class.

4.2 Fit Measures

In order to test the fitness of the SEM on the English learning styles of the student in a native English teacher's class, the following various indices were analyzed. The regression weights were investigated as showed in Table 1, including value of estimate, S.E., and C.R.. The C.R. was statistically significant when greater than ±1.96 (Hair, Black, Babin & Anderson, 2010). This SEM was good considering that the smallest C.R. value was

2.312 (item 20 ← *goal orientation*) and the largest value was 5.727 (item 8 ← a*ctive participation*).

Table 1. Regression Weights

Item		Learning Style	Estimate	S.E.	C.R.	P
item8	⟨---	active participation	1.018	.178	5.727	***
item7	⟨---	active participation	.895	.181	4.950	***
item5	⟨---	active participation	.779	.167	4.661	***
item1	⟨---	active participation	.965	.168	5.734	***
item4	⟨---	sustainable interaction	.845	.189	4.482	***
item12	⟨---	systematic control	.984	.340	2.891	.004
item19	⟨---	goal orientation	2.251	.865	2.601	.009
item20	⟨---	goal orientation	1.191	.515	2.312	.021

In standardized regression weights, the causal relationship was determined based on the magnitude or sign of the value of the estimate. As showed in Table 2, item 1 (.731) was the most closely related to *active participation* and item 5 (.554) was the least relevant. Item 2 was highly correlated with *sustainable interaction* and its value was .826. Item 16 was closely related to *systematic control* (.722).

Table 2. Standardized Regression Weights

Item		Learning Style	Estimate
item9	⟨---	active participation	.625
item8	⟨---	active participation	.729
item7	⟨---	active participation	.598
item5	⟨---	active participation	.554
item1	⟨---	active participation	.731
item4	⟨---	sustainable interaction	.513
item12	⟨---	systematic control	.651
item18	⟨---	goal orientation	.373
item19	⟨---	goal orientation	.800
item20	⟨---	goal orientation	.351
item16	⟨---	systematic control	.722
item2	⟨---	sustainable interaction	.826

In covariance as showed in Table 3, all values were positive except for *sustainable interaction* and *systematic control*. Particularly, the correlation between *active participation* and *sustainable interaction* was high (.280), and the correlation between *systematic control* and *goal orientation* was low (.073). The results of the covariance analysis showed that the positive attitudes of the students to the native English teacher's class were closely related to the positive bond with a native English teacher, which meant that the correlation between *active participation* and *sustainable interaction* was stronger than one between *systematic control* and *goal orientation*.

Table 3. Covariance

Learning Style		Learning Style	Estimate	S.E.	C.R.	P
active participation	⟨--⟩	sustainable interaction	.280	.063	4.426	***
active participation	⟨--⟩	systematic control	.081	.058	1.402	.161
active participation	⟨--⟩	goal orientation	.087	.041	2.137	.033
sustainable interaction	⟨--⟩	goal orientation	.088	.039	2.217	.027
systematic control	⟨--⟩	goal orientation	.073	.041	1.775	.076
sustainable interaction	⟨--⟩	systematic control	−.035	.055	−.638	.523

When the value of variance in SEM was examined, it was judged statistically significant when the estimate

value was not negative. In this study, all estimate values were showed as positive, with the highest value being .897 and the lowest value being .089 as showed in Table 4. These results showed the validity of confirmatory factor analysis in this study, which was statistically significant.

Table 4. Variances

Learning Style	Estimate	S.E.	C.R.	P
active participation	.353	.109	3.252	.001
sustainable interaction	.316	.082	3.829	***
systematic control	.455	.185	2.463	.014
goal orientation	.089	.056	1.596	.110
e5	.550	.088	6.271	***
e4	.322	.058	5.555	***
e3	.510	.080	6.394	***
e2	.483	.074	6.554	***
e1	.287	.052	5.542	***
e11	.147	.059	2.493	.013
e12	.633	.097	6.549	***
e10	.419	.162	2.592	.010
e9	.599	.168	3.561	***
e6	.552	.083	6.613	***
e7	.254	.141	1.798	.072
e8	.897	.134	6.698	***

Squared Multiple Correlations (SMC) values in SEM meant R^2 in multivariate statistics. The closer this value was to 1, the higher the explanatory power. In general, if the SMC value was more than .4, the variable was interpreted as a good explanation of the variance of the measured variables (Hair, Black, Babin & Anderson, 2010). As was showed in Table 5, item 19 (.640), item 12 (.424), item 16 (.521), item 2 (.682), item 1 had proper values, and item 20 (.123) and item 18 (.139) had relatively low values. This model was considered roughly meaningful considering that six out of the 12 variables had significant SMC values.

Table 5. Squared Multiple Correlations (SMC)

Item	Estimate	Item	Estimate
item20	.123	item2	.682
item19	.640	item1	.534
item18	.139	item5	.307
item12	.424	item7	.357
item16	.521	item8	.532
item4	.263	item9	.391

The CMIN meant the Chi-square value. In this study, the value was 139.144 and the CMIN/DF value divided by Degree of Freedom (DF) was 2.899 as showed in Table 6. The model applied in this study was statistically significant, since it was good if the CMIN/DF value was less than or equal to 2 or 3 (Hair, Black, Babin & Anderson, 2010).

Table 6. CMIN & DF

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	30	139.144	48	0	2.899

In order to determine accurately the fitness of this model, fit measures including RMR, GFI, CFI and IFI indices were additionally reviewed as showed in Table 7. The Root Mean Square Residual (RMR) was less than

0.05 or closer to zero, which was considered more appropriate (Hair, Black, Babin & Anderson, 2010). The RMR value in this study was verified to be .079 but not perfectly suited. The Goodness-of-Fit Index (GFI) value was better than .9 and closer to 1 (Hair, Black, Babin & Anderson, 2010), and the value in this study was .808 in this study, which was considered significant at. In addition, the Comparative Fit Index (CFI) of more than .9 and closer to 1 was good (Hair, Black, Babin & Anderson, 2010). In this study, the value was .738, which was not very high but was considered acceptable. Moreover, in the Incremental Fit Index (IFI), the more than .9, and the closer to 1 it was, the higher the fitness of the model was.

Table 7. RMR, GFI, CFI & IFI

Model	RMR	GFI	CFI	IFI
Default model	.079	.808	.738	.751

In general, there were some criteria to judge the suitability of SEM, but there were no specific standard to follow. In other words, it did not mean that a model satisfies all of the indices mentioned above. Since some of the indices met the criteria of the model perfectly, the final acceptance was determined by the distribution of the overall indices (Hair, Black, Babin & Anderson, 2010).

5. Conclusion and Implication

In this study, the characteristics of the English learning styles of high school students participating in the class of a native English teacher were verified through SEM. As a result of the study, the students showed four English learning styles of *active participation*, *goal orientation*, *systematic control*, and *sustainable interaction* while participating in a native English teacher's class. Each style of English learning focused on the willingness of students to actively participate in the class, the efforts to maximize the effectiveness of the class, the positive response to a native English teacher and the formation of positive human relationships. These learning styles were attributed to the students' expectation and satisfaction with the native teacher and the scarcity and novelty of her class as mentioned above.

Based on these results, it is necessary to think about the role of Korean English a co-teacher who provided help to a native English teacher. First, the co-teacher needed to give continuous feedback to the native English teacher about her lesson plan in order to provide opportunities for the active participation of the students in the class. A co-teacher should make sure that the triggers that provided students with the opportunity to express their opinions, and make cooperative learning procedures in the native teacher's lesson plan. Students' activities that were unintentionally presented without planning could limit effectiveness of her class and make the whole lesson unbalanced.

Second, a co-teacher should assist a native English teacher to clarify the learning objectives and to produce the relevant learning materials. If a native English teacher's class was only focused on English speaking, the leaning content would become weak, which caused the students' satisfaction to deteriorate. It was critical to design lessons with a clear sense of purpose that was as systematic as the English lessons taught by a Korean English teacher. In addition, a co-teacher should make efforts to encourage a native teacher to prepare for meaningful materials, and to review his or her materials so that the students used continuously them without being disposable.

Third, a co-teacher should continuously discuss the native English teacher's classroom English so that the students responded accurately to the native teacher's utterance. It was important to give advice to a native English teacher so that students understand his or her utterance in easy-to-express ways, and to provide the tips about expressions that were sensitive to certain students. In addition, it was necessary for a co-teacher to provide

support for effective communication of a native teacher and students by constantly teaching them English expressions when a native English teacher's utterance was not understood clearly.

Fourth, a co-teacher should create conditions for students and a native teacher to make positive relationships. To this end, a co-teacher needed to constantly provide feedback to help their students understand the intentions of a native teacher, and to appreciate the misuse of non-verbal communication means and discontinuity of communication due to cultural differences. In Particular, excessive attention to a native teacher and immoderate desire to participate in his or her class could be negatively influenced on some cases.

This study focused on the characteristics of English learning styles of high school students participating in a native English teacher's class. Research on a middle school student and an undergraduate was also needed for in-depth study of learning styles in a native English teacher's class. In addition, if multi-variate statistics and qualitative research were performed with the SEM used in the present study, it was possible to comprehensively understand a native English teacher' class and the students' cognitive and emotional features in it.

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