

Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of
Early English-Language Education

by

Seon-Young Park
M.A, Chung-Ang University, 2002

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of the Requirements for the Degree of

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Supervisory Committee

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Abstract

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In Korea, English education in kindergartens has dramatically increased in the last 15 years. As a result, almost all Korean kindergarten students are learning English today. The present study aims to understand Korean parents', kindergarten teachers', and kindergarten students' perceptions of early English-language education (EEE). This study is particularly significant because thus far little research has investigated the perceptions of EEE held by the young learners themselves. Ninety-five participants - 30 kindergarten teachers, 33 parents, and 32 five- and six-year old kindergarten students - were recruited from five kindergartens in four cities in Chung-Nam province, Korea. The parents' and teachers' perceptions of EEE were examined through questionnaires, whereas the students' perceptions of learning English were investigated through multiple data collection methods: a questionnaire, an interview session, and a drawing activity. Questionnaire data gathered from the parents and teachers were quantitatively analyzed, and the data gathered from the kindergarten students were analyzed both quantitatively and qualitatively. The findings revealed that the parent and student groups shared more positive attitudes towards EEE than the teacher group. In addition, many more parents and students believed that English education is necessary at the kindergarten level than the teachers did. Concerning kindergarten students' perceptions, the three data collection methods in this study showed that many kindergarten children consistently held positive attitudes towards learning English. The students were not only interested in learning English, but they also showed high self-confidence in learning English.

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Chapter 1: Introduction

1.1 Introduction

In this globalized world, acquiring two or more languages is undoubtedly beneficial in one's life. There is little objection to the idea that the more languages one speaks, the better opportunities one can get in this era. However, opinions are divided on the practices in bilingual education, particularly regarding the best time to start bilingual education.

It has been widely believed that the age of onset of additional language learning is a crucial key factor to be successful (Bley-Vroman, 1989; DeKeyser, 2000; Johnson & Newport, 1989; Scovel, 1988; Singleton & Muñoz, 2011). Generally speaking, children's second language (L2) learning seems to be relatively easy as compared to adults' L2 learning, which is regarded as more difficult (Breathnach, 1993). Bley-Vroman (1989) described late learners' L2 learning as "lack of success," "lack of inevitable perfect mastery," and "general failure" (pp. 43-44). Even though many studies have revealed contradicting results against the common belief that *earlier is better* in L2 learning (Bongaerts, Planken, & Schils, E., 1995; Garcia-Lecumberri & Gallardo, 2003; Moyer, 1999; Muñoz, 2006, 2011; Reichle, 2010, Snow & Hoefinagel-Hohle, 1977), L2 learning is generally less challenging for children than for adults (Muñoz, 2011).

However, early starting of L2 education raises concerns related to child development, such as cognitive, emotional, language, and identity development (Nikolov & Djigunović, 2006). It was a pervasive idea in the past that early bilingual education entails cognitive disadvantages (Sear, 1923, as cited in Baker, 2000) and linguistic delay

(Hansegård, 1968 as cited in Paulston, 1978; Rosenblum & Pinker, 1983; Thompson, 1952). The beliefs still remains in many countries that early bilingual education negatively affects child psychological/emotional development (Cho & Lee, 2009; Jang, 2002; Korth, 2001; Shin, 2002; Tavıl & İşİsağ, 2008; Wu, 2002) and confusion of national and cultural identities (Lee, 1996; Jang, 2008). Research into whether or not early bilingual education is beneficial remains controversial with conflicting results.

However, in terms of foreign language (FL) learning, early introduction of FL education seems to be regarded as one of the keys to increase successful results in FL learning. Many countries in Europe and Asia have lowered the students' age for compulsory FL learning at school (Enever, 2007; Nunan, 2003). Korea¹ is also one of the countries in Asia that recognizes the importance of L2 education at an early age and officially lowered students' age of starting English learning from 13 to 9 in 1995. Since then, early English-language education (EEE) has received great attention by parents and has greatly expanded in the private educational market in Korea. However, along with a greater interest in EEE, concerns have been raised. A recent Guardian Weekly (Lotbinière, 2011) stated "*South Korean parents told: pre-school English 'harmful'.*" This headline shows how EEE has been a controversial issue in Korea. According to the article, an education activist group named World Without Worries About Private Education has distributed pamphlets to Korean parents in order to convince the parents that teaching English before the age of ten could negatively affect children's cognitive and language development. The group has been persuading many Korean parents that they are wasting their money and effort in futile and even harmful English-language

¹ In this paper, when the name Korea is used, it refers to South Korea.

education for their children. Also, Shim and Park (2008) claimed that the Korean English fever can only cause “class division between the ‘English-rich’ haves and ‘English-poor’ have-nots” (p. 154). Moreover, there are still anxieties about starting English education early, especially in terms of loss of Korean identity, confusion between two languages and cultures, and psychological pressure from a new language (Korth, 2001).

Although these concerns are prevalent, English education to kindergarten students has been rapidly increased in Korea (Jun, 2011; Kim, M-N, 2008). A current survey found that 95.6% of 262 private kindergartens in Korea conducted English education in 2008 (Kim, S-Y, 2008). Ironically, however, most English classes in kindergartens are operated by visiting English teachers who are not qualified in early childhood education. Moreover, the Ministry of Education does not allow kindergartens to provide English education and many experts in early childhood education show a negative stance towards EEE in kindergartens (Jang, 2002; Wu, 2002). Consequently, EEE in Korea has been subject to skepticism because there has been no academic review or expert consultation of EEE in Korean kindergartens (Cho & Lee, 2009; Wu, 2002). Given the concerns about the increasing demand for EEE and current methodological and practical problems, some researchers (e.g., Ahn & Kim, 2009; Kim, 2009; Nam, 2002) asserted that arguing about pros and cons of EEE should not be a subject of discussion anymore; rather, the focus should be on how to effectively implement EEE (Ahn & Kim, 2009; Nam, 2002). Ahn and Kim (2009) even suggest that English education in kindergarten could be a good start toward equalizing English education opportunities for all children.

Therefore, investigating what Korean parents, kindergarten teachers, and kindergarten students think about EEE in this conflicting social atmosphere will provide a

better understanding of their respective needs and expectations. Since attitudes on this issue strongly influence parents', teachers' and children's educational choices (Chung & Huang, 2010), it is necessary to study Korean people's views, attitudes, and perceptions of EEE in order to understand: 1) what each group thinks about EEE, 2) how their perceptions of EEE are different from each other, and 3) what the next step is that educators face in the country.

The purpose of this study is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English education in kindergarten. Even though some studies (Kang & Choi, 2010; Lao, 2004; Seo, Youn, Cha, & Kim, 2009; Tavıl & İşİsağ, 2008; Young & Tran, 1999; Yu, Kim, & Kim, 2009) have surveyed parents' and teachers' attitudes towards EEE in Korea, there has been little research conducted on preschool students' perceptions or attitudes towards learning English. Despite the fact that kindergarten students are the actual recipients of EEE in their everyday lives, how kindergarten students feel about English education has been completely excluded from the EEE debate in Korea (Jun, 2011). Therefore, this study aims to include the exploration of Korean children's perceptions of learning English at the kindergarten level. Since peoples' attitudes can be affected by interaction with other people's attitudes (Oppenheim, 1992), this present study also aims to investigate parents' and kindergarten teachers' perceptions of EEE.

In short, even though research has been conducted on parents', kindergarten teachers', and older children's perceptions on English-language education, few, if any, studies have examined preschool children's views on English-as-a-foreign-language learning. Therefore, investigating kindergarten students' perceptions of English-language

education will enable educators to not only better understand children's feelings and attitudes, but it will also provide important clues for the future of EEE in Korea. It is hoped that the results of this study will provide some insights that can guide the direction for future EEE.

1.2 Research Questions

This study will examine the four following research questions:

1. How do Korean parents perceive English-language education to kindergarten students?
2. How do Korean kindergarten teachers perceive English-language education to kindergarten students?
3. How do Korean kindergarten students perceive English-language learning?
4. What are the differences of the perceptions among the three groups?

Chapter 2: Literature Review

The German linguist Leo Weisgerber warned in 1965 about the perils of bilingualism ("Gefahren der Zweisprachigkeit").... He argues,[sic]that by nature man is monolingual and that being bilingual is like trying to belong to different religions simultaneously. (cited in Klein, 2004, p. 1)

Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. (cited in Cummins, 2003, p. 4)

The debate of whether bilingualism is beneficial or not, or at least harmful or harmless for children, has captured the interest of both scholars and the general public for many decades (Kim-Yoon, 2008). Scholars have had different points of view on child bilingualism and contradictory research results have been generated.

This chapter presents studies on the controversial topic of bilingual education in one's early age. This chapter contains six main sections. The first section defines several terms that are related to bilingual education as well as other key terms in this study. The next section reviews the critical period hypothesis (CPH) and studies on age and bilingual education in different linguistic domains. The third section focuses on bilingual education in relation to child development such as cognition, language, psychology/emotion, and the development of national and cultural identity. Opinions and beliefs about these four child developmental areas constitute one of the key variables in the examination of parents' and teachers' perceptions of EEE in this study. The subsequent section reviews the history and current status of EEE in Korea. Finally, studies on parents' and teachers' as well as learners' perceptions of bilingual education are reviewed at the end of this chapter.

2.1 Definition of Terms

Defining the term *bilingual* might be easy as “a person speaks more than one language” (Myers-Scotton, 2006, p. 2). However, this simple definition opens doubt about the degree of proficiency required in each language to be defined as a bilingual (Field, 2011). Does being a bilingual mean that one speaks two languages fluently or is acquiring some vocabulary in one’s L2 is enough to be called a bilingual (García, 2009)? Researchers define the term *bilingual* differently (Gass & Glew, 2008). Since the definition of the term *bilingual* is so vague, different degrees of proficiency from balanced bilingual to unbalanced bilingual in both languages are widely accepted as examples of bilingualism. The terms, “ideal,” “true,” “balanced,” or “perfect” have been used to refer to bilinguals who speak two languages in equal manner of native proficiency; whereas, most speakers belong to so-called “unbalanced” bilinguals whose two languages are not developed equally (Grosjean, 2008, p. 11).

The term *bilingual education* has been misunderstood by many people (García, 2009). According to García, bilingual education is fundamentally different from L2 and FL education. He makes the distinction between bilingual education and L2 and FL education in that students learn the target language in L2 and FL learning contexts as “a subject”; however, the target language is used as “a medium of instruction” in a bilingual education context. In the present study, I use the term *bilingual education* to refer to different types of additional language education, including L2 and FL education.

L2 education and FL education are quite distinguishable based on the learning environments. *L2 learning* takes place where the target language is spoken in the society, but *FL learning* takes place where the target language is not spoken widely in the

community (García, 2009). Consequently, in the context of FL learning, children are exposed to the target language in a limited hour of instruction in school and usually do not have a chance to speak and hear the language from other people outside of the classroom (Cameron, 2001). Even though the two language education types may be differently defined, in this paper, the term *L2 learning* refers to general language learning, including FL learning in the literature (Gass & Glew, 2008, p. 266).

Defining the three terms *bilingual education*, *second language education*, and *foreign language education* is tricky because the terms have been used in the literature without clear distinction (Field, 2011). For the clarification of the terms, I will use the term *bilingual education* as a broad term that encompassed any kind of additional language education, including both L2 and FL education. Note that this definition differs from the more typically narrow understanding of bilingual education as simultaneous immersion or dual language education. In the same manner, the term *early bilingual education* is generally used to refer to both *L2 and FL education* for children before puberty in this chapter.

In the present study, the term *early English-language education* (EEE) refers to English education to young children between the ages of three and six, before the elementary school level. I use the term *early English-language education* in Korea to refer specifically to Korean children's English education at the kindergarten level in a FL context.

In the literature, researchers have interchangeably used the terms such as “attitudes, opinions, beliefs, interests, and values” without clearly defining each term (Dörnyei & Taguchi, 2010, p. 5). In the current study, several subcategorized

perceptual terms, such as *attitudes*, *motivations*, *interests*, *opinions and beliefs*, and *self-confidence*, are used to examine the participants' general perceptions of EEE (refer to Table 7 and Appendix D). I use the term *perceptions* to refer to the participants' attitudes, motivations, interests, opinions and beliefs, and self-confidence as they relate to EEE in the present study.

Attitudes: “An *attitude* is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor” (Eagley & Chaiken, 1998, p. 269). Accordingly, the term *attitude* in this study refers to both the participants' degree of approval of and satisfaction with EEE.

Motivations: The term *motivation* refers to participants' rationales or reasons for their choices of EEE (see also pages 39 and 40 for further explanation).

Interests: The term *interests* are used to refer to the three groups' willingness and desire to engage with EEE.

Opinions and Beliefs: “*Opinions* are just as subjective as attitudes, but they are perceived as being more factually based and more changeable.” (Aiken, 1996, as cited in Dörnyei & Taguchi, 2010, p. 5). “*Beliefs* have a stronger factual support than opinions and often concern the question as to whether something is true, false, or ‘right’” (Dörnyei & Taguchi, 2010, p. 5). *Opinions* and *beliefs*² are used in this study interchangeably.

*Self-confidence*³: The term *self-confidence* is used to refer to kindergarten students' own perceptions of their English learning abilities (Perry, 2011).

² The parents' and teachers' opinions and beliefs examine both general and developmental² opinions and beliefs of EEE. For the kindergarten students only general and not developmental opinions and beliefs are investigated.

³ In this study, since the kindergarten students are the recipients of EEE, only kindergarten students' self-confidence in learning English is investigated.

2.2 Bilingual Education and Age

It is commonly believed that the effectiveness of second language acquisition (SLA) decreases with ages. As the phrase *the earlier the better* implies, many seem to believe that children learn L2 effortlessly and effectively; whereas, adult learners generally go through an arduous experience when acquiring a L2. In addition, late-starting learners are regarded as less successful language learners than children. The ineffectiveness of late learners' L2 acquisition is shown by the term - "deficit model" (Birdsong, 2006, p. 19). Adult L2 learning requires "a conscious and labored effort" (Lenneberg, 1967, p. 176), but the results of adults' L2 learning is considered to be a "near-universal failure" (Bley-Vroman, 1989, p. 42). This view is generally held not only by the general public but also by some scholars in the SLA field (Bley-Vroman, 1989).

This common view that late learners have great difficulty attaining native-like proficiency in SLA while children learn an L2 without having any difficulty, dates back to 1967 when Lenneberg first proposed the Critical Period Hypothesis (CPH). CPH suggested that there is a critical period that one can successfully achieve the target language, being from the age of two to the end of puberty. Accordingly, it is hard for late language learners to attain the target language in a native-like manner after puberty. To support CPH, Lenneberg (1967) adopted the idea of the "phenomenon of 'imprinting'" (p. 175) in biological science. According to Lenneberg, the term *imprinting* refers to a certain developmental phase in which some baby birds follow a moving-object after hatching and they maintain the following tendency in their childhood. If a baby bird does not have "imprinted responses," this could not only cause "behavioral abnormalities in the adult" but also, later training would not help return the bird to normal (Lenneberg, 1967, p. 175). This phenomenon and several abnormal human cases such as Giennie,

wolf children, and recovery children from traumatic aphasia (Lenneberg, 1967), in which first language was not developed before puberty, were exemplified to support the hypothesis.

Some scholars (Bley-Vroman, 1989; Hyltenstam & Abrahamsson, 2000; Penfield & Roberts, 1959) have supported the concept of age limitation in L2 learning. Penfield and Roberts (1959), for example, argue that “for the purpose of learning languages, the human brain becomes progressively stiff and rigid after the age of nine” (p. 236) so that children should be exposed to an L2 before this age to get fruitful outcomes. Bley-Vroman (1989) advocated the Fundamental Difference Hypothesis, which highlights L2 learning differences between children and adults. He argues that adult L2 learning is “much more like general adult learning than it is like child language development” (p. 43).

There have been many supporting studies for the CPH that suggests that early starting for L2 is the key for native-like proficiency, but many studies have also found conflicting findings. With regard to L2 grammar development, Johnson and Newport (1989) argued that CPH is applied not only to first language acquisition but also to SLA. 46 native Korean and Chinese learners who had different ages of arrival in the USA, from 3 to 39 years old, participated in the study. The participants’ lengths of residence in the country also varied from 3 to 26 years. Early arrivals were the participants who arrived in the country before age 15, and late arrivals arrived in the country after age 17. The participants’ English syntax and morphology were tested by using a grammaticality judgment task. The results showed that the early arrival group performed better than late arrival group. Negative correlations between age of onset and the performance on the test

were reported in the early-arrival group; but late learners showed variable performance, and age of arrival did not have any relation to the proficiency score among late learners. The authors concluded that CPH can be applied to L2 learning; it is not just applicable to first language acquisition. In 2000, DeKeyser replicated Johnson and Newport's 1989 study by including different populations in which participants' backgrounds and languages were different from the previous study and by modifying the methodology from the previous study. The results showed similar results to the previous study, and DeKeyser (2000) strongly argued that the critical period exists in SLA. In another study, Liu, Bates, and Li (1992) investigated L2 sentence processing by native Chinese learners learning English. The results also supported CPH in that early learners used the same strategies as native English speakers, while late learners utilized Chinese-based processing strategies. Long (1990) and Seliger (1978) have suggested different ages for the closure of the critical period in different linguistic domains, so called multiple critical periods. According to Seliger (1978), phonology is the first linguistic domain going through early closure of the critical period. Long (1990, 2007) suggested that closure of the sensitive period for phonology is at the age of 6, and at around 15 years old the sensitive period for morphology and syntax is closed. Lexical semantics is the one domain in which late learners might achieve native-like proficiency regardless of the starting age of the L2 learning (Ioup, 2005).

The CPH has been criticized as much as it has been supported, and the debate about the existence of the critical period in SLA is still ongoing. Snow and Hoefnagel-Hohle (1978) compared three different age groups in pronunciation, morphology, and syntax in L2 and found the most highly proficient group in these linguistic domains was

the adolescent group, followed by the adult group. The youngest group – the children - performed poorest among the three groups. In 2006, Muñoz investigated Catalan/Spanish L1 speakers' age effects on English vocabulary acquisition. The onset age for the early-starting group was 8 years old and the age of the late-starting group was 11 years old. Two groups' free productive and controlled productive vocabulary abilities were tested in oral and written tests. The results showed that the early-starting age group did not perform better than the late-starting L2 learners for vocabulary acquisition. In a recent study, Reichle (2010) showed that early arrivals to the target language environment did not exhibit any superiority on a syntax judgment test. Reichle suggested that exposure to a target language for a long period of time is the key for native-like performance in information structure⁴ of language rather than a critical period. Also, Nikolov and Djigunović (2006) agreed that L2 learning cannot be achieved in a short period of time; rather, it requires a long period of time in one's life. They also pointed out that early starting of L2 learning may possibly increase young learners' attitudes towards and motivation for a target language resulting in proficiency. However, the learners' success also hinges on their level of effort to improve the target language.

In short, since Lenneberg first advocated the notion of CPH, the hypothesis remains controversial. In the same context as CPH, the debate whether early bilingualism is beneficial or harmful for children's development is still ongoing. Some results (Bley-Vroman, 1989; Breathnach, 1993; DeKeyser, 2000; Johnson & Newport, 1989; Liu, Bates, & Li, 1992; Scovel, 1988) have showed that an early starting age of L2 learning is the key for success in bilingual education in order to achieve native-like proficiency.

⁴ “Information structure (IS) can be described as the interface between syntactic form and pragmatic function, or in other words, the way in which a speaker uses cues from sentence structure to guide a hearer toward knowing what is more or less important in a sentence” (Reichle, 2010, p. 53).

However, some scholars (Birdsong, 1992; Muñoz, 2006; Muñoz & Singleton, 2007; Reichle, 2010; Snow & Hoefnagel-Hohle, 1978) have argued that a late-starting age is never a barrier to attaining native-like proficiency in SLA. The next section discusses early bilingualism in relation to child development.

2.3 Bilingual Education in Relation to Child Development

Many (Chipongian, 2000; De Houwer, 1999; Grosjean, 2010; King & Fogle, 2006; Klein, 2004; Maihi, n. d.; McLaughlin, 1992; Hawai'i Council on Language Planning and Policy, n.d.; Woodman, 2000) have pointed out that there are some myths that people commonly believe in early bilingualism: 1) bilingualism leads to child cognitive impairment, 2) bilingualism leads to linguistic confusion and delay in both first and L2, 3) bilingual children are confused between two cultures, 4) bilingual children could develop double personalities, and 5) “the earlier the better” myth, which means the earlier the onset of SLA, the better the outcomes are (Muñoz, 2011). This section reviews how early bilingual education relates to child cognitive, language, psychological/emotional, national and cultural identity development and presents some of main claims argued by supporters and opponents of early bilingualism.

2.3.1 Bilingualism in Relation to Child Cognitive Development

Negative attitudes towards bilingualism in early childhood stem from the belief that acquiring two languages confuses children leading to retardation in children's cognitive development. These negative views on bilingualism in relation to mental development are dominant before the 1960's (Hakuta, 1986). A study that investigated 1400 bilingual and monolingual children's IQ reported monolingual children's IQ were 10 points higher than bilingual children's. The author concluded that bilingualism weakens children's

intelligence (Sear, 1923, as cited in Baker, 2000). Before the 1960's, many empirical studies (Mitchell, 1937; Yoshioka, 1929; Smith, 1939; Thompson, 1952) reported bilingual children's disadvantages in terms of mental development (Hakuta, 1986).

Along with the early negative beliefs on bilingualism, Peal and Lambert's (1962) groundbreaking study hypothesized that the intelligence of bilingual children was defective compared to that of monolingual children. However, their study on children's nonverbal and verbal IQ found contradictory results. The bilingual participants had greater mental flexibility. Conversely, the intelligence structure of the monolingual participants was "more unitary" (1962, p. 20).

Research seeking to determine the comparative intelligence of monolingual versus bilingual children has typically relied on standardized IQ tests. However, IQ tests have been criticized by educators and psychologists because "[they] tend to target a very narrow set of skills, a middle class, 'white' and Western view of academic intelligence" (Baker, 2000, p. 68). Also, whether IQ tests really estimate intelligence is still a controversial issue. Baker (2000) criticized IQ tests because they simply measure "pencil and paper intelligence" that do not require any creative thinking (p. 68). As the criticism against IQ tests, these issues with IQ tests make them unreliable tests of mono- and bilingual children.

Nonetheless, bilingual children's cognitive benefits in realms, such as executive function, creative thinking abilities, mental flexibilities, awareness of other people's positions, working memory, and metalinguistic awareness over monolingual peers have been widely reported (Baker, 2000; Bialystok, 1999, 2001; Diamond, 2010; Han & Cho, 1997; Kovács, 2007; Marshall, 2010). Executive function is one of the mental process

that enables the filtering of stimuli and information in everyday life (Bialystok, 1999).

The cognitive ability of paying attention to important stimuli and ignoring other things is closely related to executive function, which one develops after five years old (Diamond, 2010). One authority on executive function research is Bialystok. She has been studying the relationship between bilingualism and cognitive development for several decades and had focused her research on the executive system. Research on nonverbal executive control tasks for bilingual children had revealed that bilingual children surpass monolingual children in executive functioning (Bialystok, 2001; Kovács, 2007).

“Executive functioning allows us to keep a goal in mind, take actions to achieve that goal, and to ignore other information that might distract us from that goal” (Marshall, 2010, p. 1).

Metalinguistic ability is well-known as a cognitive domain in which bilingual children may have advantages. Baker (2000) refers to metalinguistic ability as “an advanced ability to focus on the important content and meaning of language, rather than its external structure or sound” (p.70). In Han and Cho’s (1997) study, three groups of five-year old Korean kindergarten students’ metalinguistic abilities were investigated: a no English-language learning experience group, a little English-language learning experience group whose parents taught English-language at home, and an English-language experience group that had English lessons everyday at private institutes. These three groups of kindergarten students’ phonological, semantic, and syntactic awareness were measured by a Form-Meaning Judgment task, a Word Renaming task, and a Grammar Judgment task. The results showed that children’s English-language learning experience affected metalinguistic abilities. Intriguingly, there were significant

differences between the no English-language learning experience group and the English-language learning experience groups regardless of the amount of exposure to English-language. Children who learned English-language with their parents at home and children who learned it regularly at private institutes did not show any differences in their metalinguistic abilities. Han and Cho concluded that learning a L2 at one's early age in any methods facilitates the development of metalinguistic abilities.

2.3.2 Bilingualism in Relation to Child Language Development

Many believe that our brains are just like our stomachs: to have room for dessert, we can't overeat. Just like an expanding balloon, some believe our brains can only hold so much, and if we fit it too fully with the heritage language, there will be no room for English. (Tse, 2001, p. 45)

The question of whether acquiring more than one language is beneficial or detrimental to child language development has been the main subject of many studies in the field of child bilingualism. According to Baker (2000), early studies took a negative stand on bilingualism. Thompson (1952) argued that children raised in a bilingual environment suffered from disability in language development. Also, as Diamond (2010) pointed out it was commonly believed before 1960's that monolingual children learned language faster than bilingual children and attained a larger vocabulary. A few empirical studies on lexical acquisition (Doyle, Champagne, & Segalowitz, 1978; Rosenblum & Pinker, 1983) supported these early claims. Rosenblum and Pinker (1983) found English monolingual five-year old preschool children scored higher than Hebrew-English bilingual children on a Peabody Picture Vocabulary Test (PPVT). Doyle et al. (1978) also found that French-English bilingual preschoolers had disadvantages in vocabulary development in their dominant language.

The terms, “semilinguals” or “double semilinguals” indicate bilinguals’ lack of capability in developing two languages (Baker, 2000, p. 6). Hansegård (1975) pointed out six characteristics of semilinguals’ incompetence in developing two languages: “size of vocabulary, correctness of language, subconscious processing of language, language creation, mastery of the functions of language (e.g. emotive, cognitive), meanings and imagery” as cited in Baker (2000, p. 6).

The negative views on bilingualism in the early studies have been criticized because few of them have been supported by empirical studies (De Houwer, 2005; Grosjean, 2010) and variables in the studies were not controlled properly (Diamond, 2010). Baker (2000) pointed out the unfairness of measurement that compares “a bilinguals’ English-language competence” with “a native monolingual Anglophone” (p. 15). Also, Pearson, Fernandez, and Oller (1993) questioned the studies previously mentioned on children’s lexical acquisition (e.g. Doyle et al., 1978; Rosenblum & Pinker, 1983), particularly whether bilingual children’s vocabulary could properly be measured by monolingual vocabulary norms.

Whether bilingual children have only one language system or two separate language systems have been studied by many researchers. Volterra and Taeschner (1978) proposed a Unitary Language System (ULS) hypothesis, initially suggesting a three-stage model of a bilingual child’ lexical and syntactic development.

... three stages can be distinguished: (1) the child has one lexical system which includes words from both languages; (2) the child distinguishes two different lexicons but applies the same syntactic rules to both languages; (3) the child has two linguistic codes, differentiated both in lexicon and in syntax, but each language is exclusively associated with the person using that language. (p. 311)

Volterra and Taeschner (1978) insisted that a child can be regarded a genuine bilingual at the third stage. In contrast, Genesee (2008) claimed that two languages are acquired autonomously by bilingual children from an initial stage even before children distinguish two different language systems. Similarly, in 1990, De Houwer (2005) proposed the Separate Development Hypothesis (SDH) suggesting

... that children regularly exposed to two languages from birth according to the one person, one language principle develop two distinct morphosyntactic systems in that the morphosyntactic development of the one language does not have any fundamental effect on the morphosyntactic development of the other. (p. 66)

The SDH has been supported by many studies investigating young bilinguals' abilities to separate elements in both languages in different areas of linguistics: grammar (Allen, Genesee, Fish, & Crago, 1999), syntax (Vásquez Carranza, 2007), and morphosyntax (De Houwer, 2005).

Opponents of early bilingualism criticize code-mixing⁵ as a sign of faulty language learning. Bilingual children's code-mixing was regarded as incomplete knowledge of one or both languages. However, it has been shown that code mixing requires linguistic skill because when children mix two languages, they do not violate grammatical constraints of either language (De Houwer, 1999; Genesee, 2009; Paradis, Nicoladis, & Genesee, 2000).

Regarding concerns about faulty first language development due to early L2 learning, a question can be raised: when is the proper time for teaching children a L2 without adversely affecting native language development? Scholars have shown different opinions. Wu's 2002 study compared four- and seven- year-old Korean children and

⁵ Code-mixing is a shift from one language to another language in a sentence or a phrase during a conversation (Grosjean, 1989; Baker, 2000).

concluded that teaching in pronunciation is not effective at an early age. The evidence she derived from the study was that seven-year-old children tried to fix their wrong pronunciation after the teacher modified the sounds. On the other hand, four year old children forgot to articulate properly even soon after being corrected and constantly made the same mistakes. At the end of the paper, Wu suggested that middle school is a better time to teach a L2. This point of view on early bilingualism is grounded in the idea of subtractive bilingualism, suggesting that “the learning of a majority L2 may undermine a minority first language and culture, thus creating a subtractive situation” (Baker, 2000, p. 52). Based on this view, the mother tongue should be well taught and established first and then L2 learning may follow. Wu (2002) suggested that the elementary or middle school period is a good time to learn a L2. On the other hand, additive bilingualism suggests that children can acquire L2 in the sense of adding another language to their mother tongue without causing harm to their mother tongue acquisition (Baker, 2000; Hwang, 2004). Genesee (2009) insisted that acquiring two languages are “as natural as learning one” and thus children are not burdened by bilingual acquisition (p. 14).

Some Korean scholars (Hwang, 2004; Ma, 2003; Park, Koh, & Lee, 2006) have investigated how English-language learning influences Korean kindergarten students’ Korean-language acquisition. The results have shown that there are no negative relationships between early English-language learning and Korean language acquisition retardation among Korean preschool children. For example, Hwang (2004) compared the vocabulary competency of Korean kindergarten students who were exposed to English-language in an English kindergarten for six hours a day to kindergarten students learning English-language for less than 30 minutes per day. The results showed that there were

significant differences on English vocabulary between the two groups. The students attending an English kindergarten outperformed on a Peabody Picture Vocabulary Test (PPVT) in English versions. However, there were no significant differences on Korean vocabulary tests between the children in the two groups. Rather, the students who scored high in the English-language test tended to have high scores in Korean vocabulary. Park, Koh, and Lee (2006) found similar results in a study that investigated the differences between 11 Korean-English bilingual students and 12 Korean monolingual students on Korean phonological awareness skills. Children in the bilingual group had lived in an English-speaking country at least one year and attended private English institutes or schools, while the monolingual Korean students had not had any English-language experience. The results showed that the bilingual students outperformed their counterparts on the phonological awareness tests - segmentation, deletion, and blending. Ma's (2003) study showed the same result that kindergarten students who had English education experiences scored higher on Korean vocabulary tests than those were not exposed to the English language. Ma (2003) suggested that learning English language does not hinder Korean language learning but it helps to develop children's awareness on language structures and form.

2.3.3. Bilingualism in Relation to Child Psychological/Emotional Development

Two central concerns in EEE have been that bilingualism threatens young children's "psychological well-being" (Korth, 2001, p. 1). The relationship between early English-language learning and children's psychological/emotional development has been addressed extensively in Korea. Some Korean scholars (Cho & Lee, 2009; Jang, 2002; Shin, 2002; Wu, 2002) have warned that English-language teaching to kindergarten

students may cause potential emotional problems for children. For example, Wu (2002) and Shin (2002) argued that bilingual education for preschool children causes stress, which may not only severely harm a child's cognitive development but also create psychological distress. Wu (2002) accordingly urged the Korean government to prohibit English-language education for young children in private schools. Jang (2002) emphasized more detailed children psychological symptoms such as autism, serious physical and mental problems, and alopecia areata, caused by the heavy burden of learning English. She listed additional negative symptoms that potentially jeopardize children's mental health from early over-learning: mental illness, violent behaviours, rejecting books and reading, and not getting along with friends. In Cho and Lee's 2009 study, they interviewed ten Korean kindergarten teachers that had one to ten years of teaching experience. One of the teachers described child emotional problems such as nail biting, stammering, and frequent use of the washroom during English-language classes. Also, a current news article reported an interview with the head of an education activist group, World Without Worries About Private Education. The interviewee argued that making children speak English before the elementary level is "almost close to violence" and negatively affects child emotional development (Kim & Sung, 2012, p. 4).

However, according to Kim's study (2009), kindergarten students in an English kindergarten showed high interest toward learning English compare to the students in Korean kindergartens. Kim discussed that even though the students in the English kindergarten were only exposed to English, the students did not show stressful symptoms or anxieties about learning English because of diverse activities and English teaching methodologies. Despite the experts' concerns about EEE in Korea, no empirical research

on the relationship between EEE and kindergarten children's psychological/emotional development has been conducted. Therefore, research based on self-reported data and the media have both led to the belief that EEE hinders children's emotional development, despite the lack of substantial empirical evidence.

Contrary to Korean people's worries about early bilingualism, De Houwer (1999) asserted that most bilingual children all over the world do not show any symptoms of distress by learning two or more languages. However, since there is no scientific evidence of De Houwer's assertion, the link between early bilingual education and children's psychological/emotional development should be examined carefully. One possible reason for the psychological pressure put on Korean children can be defined as the "national obsession with the attainment of education" and what Seth has deemed "English fever" spawned from "education fever" (Park, 2009, p. 50). Evidence of young children dealing with heavy burdens in the pursuit of education as a whole can easily be found. Therefore, further research is needed to determine whether children's stress is related to early English-language learning itself or rather to excessive pursuit of education.

2.3.4 Bilingualism in Relation to Child National and Cultural Identity Development

Bilingual education in relation to child national and cultural identity development also has been an issue in the early bilingual debate. Opponents of early bilingual education believe that children could lose their national and cultural identity by learning other languages in early age (Block, 2002; Cho & Lee; 2009; Lee, 1996; Jang, 2008). The concern about children's national and cultural identity is closely related to children's mother tongue acquisition. One's mother tongue is important in that it is "the seed of

identity that blossoms as children grow” (Samovar, Porter, & McDaniel, 2009, p. 346). According to some scholars (Cho & Lee, 2009; Kang & Choi, 2010; Lee, 1996; Ricciardelli, 1992; Wu, 2002), learning two or more languages interferes with children’s mother tongue acquisition, which could lead to children’s identity confusion. Block (2002) claimed that “prolonged contact with an L2 and a new and different cultural setting causes irreversible destabilization of the individual’s sense of self” (p. 4). Nunan (2003) investigated the traits of English education in several Asian countries, and reported one characteristic of EEE in Korea as Korean peoples’ “concern with negative effects on national identity due to early introduction of English” (p. 594). As Nunan pointed out that Korean children’s national and cultural identity development in relation to EEE has been a controversial issue, it merits further discussion.

Various terms have been coined that refer to the harm of early English instruction in Korea, such as “cultural confusion” (Kim & Hong, 2002, p. 34), “threat of Korean culture” (Jang, 2008, p. 17), “appropriation of foreign cultures” and “cultural obsequiousness/toadyism toward foreign cultures” (Kim & Hong, 2002, p. 34), and “a colony of English culture” (Jang, 2008, p. 17). These terms show how Korean people connect early FL acquisition with potential harm to children’s identity as Koreans. For these reasons, late bilingual education has been suggested as an alternative to starting English education at an early age (Wu, 2002).

As a homogenous country, Korean culture and language is highly valued in the nation. The idea that early English-language learning confuses children’s cultural identity between two cultures has deeply permeated into Korean belief. Many surveys in the last ten years have been conducted on Korean parents’ and kindergarten teachers’ beliefs

and attitudes toward EEE (Cho & Lee, 2009; Kang & Choi, 2010; Jun, 2009; Kim & Hong, 2002). Most of these studies included an essential question about why they support or oppose EEE in kindergartens. In one study, 48.2 % of Korean parents and kindergarten teachers opposed English education due to beliefs of harm to children's development process (Yu et al., 2009). Additionally, 50% of kindergarten teachers believed identity as a Korean could be harmed by teaching English to kindergarten students (Yu et al., 2009). Park's 1997 study compared three different groups of Korean people - parents, kindergarten teachers, and scholars - in terms of beliefs and attitudes toward EEE. The results showed that even though the parents were most in favour of EEE among three groups, many parents (63.7 %) still believed that learning English could possibly hinder kindergarten children's Korean language acquisition, and 40.9% of parents responded that it influences children's identities as a Korean.

Although Korean parents and teachers worry about the effects of early bilingual education on children's national and cultural identity development, ironically, learning about other cultures is one of the most important reasons for teaching English to their children. For example, in Park's 2001 survey, 50.7% of parents responded that EEE is essential because children will live in the era of globalization. Moreover, 84.2% of parents believed that experiencing other languages and cultures and being aware of cultural differences are more valuable than just simply acquiring speaking and reading skills in English (Choi, Jo, & Han, 2005). According to Lee (2006), many Korean parents and teachers favour EEE for successful integration in a globalized world despite their concerns regarding its effect on cultural identity and mother tongue development.

As Gu (2010) pointed out, most studies on L2 learning and cultural and national identity have focused on immigrant learners in host countries; on the contrary, little research has examined the national, cultural identities of learners who learn FLs in their own countries. Similarly, Grosjean (2010) has insisted that there is no scientific evidence to support that learning two languages will confuse children. Yang, Kim, Kim, and Kim (2001) noticed that L2 and FL learning is often used without distinction when discussing EFL in Korea. Because little research has been done on the English learning in a FL environment, many researchers have adopted ideas from the English education in a L2 learning context. However, Yang et al. (2001) warned that even though the results from one side of a phenomenon can be helpful to understand the other side of the phenomenon, study results should not be applied to one another without careful investigation. Children learning English in a FL environment mostly learn the target language in a classroom setting, in contrast to children learning English in a second language environment who use the target language both inside and outside the classroom (Jun, 2003). There are differences between L2 and FL learning: limited amount of curricular time in FLs, the quality and amount of input and interaction available to learners in and outside the classroom, the quality of teaching, and teacher's proficiency. Therefore, FL learners are not expected to achieve a native-like L2 level in school; in a FL context, the second language is mainly considered as a subject in the curriculum, much the same as math or science (Nikilov & Djigunovic, 2006). This suggests that FL learning will have significantly less of an impact on the learner's own national and cultural identity development than would be the case in an second language context.

Samovar et al. (2009) state that identity is not only “an abstract and multifaceted concept” (p. 152) but it is also “dynamic and multiple” (p. 155), which means we develop and reform multiple identities based on our life experiences. Different from a common belief that young children could easily be confused between two nations and cultures, Samovar et al. (2009) suggest that people always retain their own local and cultural identity. Fong (2004, as cited in Samovar et al., 2009, p. 154) defines cultural identity as

the identification of communications of a shared system of symbolic verbal and nonverbal behavior that is meaningful to group members who have a sense of belonging and who share traditions, heritage, language, and similar norms of appropriate behavior. Cultural identity is a social construction.

Lustig and Koester (2006) defined cultural identity as, “one’s sense of belonging to a particular cultural or ethnic group” (p. 137). In this case, learning a different language and culture does not require the loss of one’s own cultural identity; rather, children might gain more identities through the ability to speak more languages. Korth (2001) claimed that bilingual education gives children positive attitudes towards other cultures and languages. Because language and culture are intimately connected, bilingual education would not be entirely successful without learning some of the culture of the target language. Some scholars (Jun, 2003; Yang et al. 2001) considered L2 learning as a culturally beneficial factor in that child can become “multiculturally competent” (Samovar et al., 2009, p. 348) and gain “greater intercultural sensitivity” (Block, 2007, p. 171) in a globalized world.

In short, teaching English to young Korean children has been considered a threat to children’s national and culture identity development. Learning English is not just learning the language; rather, it compasses an understanding of other cultures as well. For

this reason, cultural identity loss resulting from learning a L2 has been a subject of discussion in the early English-language learning context. In this way, Korea demonstrates an ironic conflict by recognizing the importance of English but subconsciously over-protecting Korean culture. Korean parents want to give their children greater access to the globalized world by teaching them the most commonly spoken language all over the world (Im, 2007; Kang & Choi, 2010; Kim & Hong, 2002; Lee, Back, & Jung, 2006; Yu et al., 2009); but, at the same time, they also want their children to keep their national and cultural identities without being influenced by other cultures.

2.4 Early English-language Education in Korea

This section presents EEE in Korea. At the beginning of this section, I briefly address a trend of early start of FL education in Europe and Asia. Then, I focus on the history and current situation of EEE in kindergartens in Korea.

Many countries in Europe and Asia have adopted and practiced the idea that early exposure to FL learning is an effective way to acquire a target language successfully. As a result, there has been a trend to lowering children's age for FL learning in many countries. According to the *White Paper on Education and Training* (European Commission, 1995), the EU encouraged Europeans to acquire at least three languages - the citizens' mother tongue and two additional languages - in order to increase the employment rate and to strengthen international unity so that citizens could understand people from different cultural backgrounds. This recommendation has greatly affected language policies in many countries in Europe. One result is that the age of initial starting of FL learning in many countries has changed. According to Enever (2007), 19 out of 29

states in Europe have already lowered or will lower the students' age of learning a FL in the last ten years. The age for beginning compulsory FL learning has become five years old in France in 2002 and Netherlands in 2003; six years old in Austria, Estonia, and Sweden in 2003, Italy in 2004, Spain in 2005, Latvia, German, and Croatia in 2006; seven years old in England in 2010; eight years old in Slovenia in 2002, Belgium in 2003, and Greece in 2004; and nine years old in Denmark in 2004 (Enever, 2007, p. 210).

Many Asian countries parallel the European situation and are recognizing the effectiveness of FL teaching from an early age. In the case of Europe, the most popular FL 20 years ago was English (Peck, 1993), and since then the English language seems to have maintained its popularity all over the world as a global language (Nunan, 2003). Consequently, in many Asian countries, English education has received great attention by education sectors and the general public, and a trend towards early introduction to FL learning has begun in several countries in Asia. The different ages for starting English education in several Asian countries are presented in Table 1. As can be seen in Table 1, China lowered the starting age for English education at school from eleven to nine in 2001. In Hong Kong, Malaysia, and Taiwan, students start learning English as early as six or seven years old.

Table 1 *Asian Countries with Compulsory English Education*

Country	Grade level and age at which English is introduced as a compulsory subject	Impact of English as a global language
China	Age 9	<ul style="list-style-type: none"> ▪ age for compulsory English lowered from 11 to 9 in September 2001 ▪ English teaching emerging as private business ▪ English becoming increasingly significant as university entry requirement ▪ English enhancing promotional prospects in the workplace
Hong Kong	Age 6	<ul style="list-style-type: none"> ▪ overwhelming concern in government and business sectors that Hong Kong will lose economic advantage if English language skills are not enhanced
Japan	Age 12	<ul style="list-style-type: none"> ▪ from 2002, primary students increasingly exposed to English, especially listening and speaking
Korea	Age 9	<ul style="list-style-type: none"> ▪ compulsory English lowered from age 13 to 9 ▪ huge financial investment in teaching English ▪ concern with negative effects on national identity due to early introduction of English
Malaysia	Age 7	<ul style="list-style-type: none"> ▪ concern with decline in educational standards and competitive economic advantage ▪ fear of impact on national language
Taiwan	Ages 6-7	<ul style="list-style-type: none"> ▪ compulsory English lowered from Grade 5 to Grade 1
Vietnam	Ages 11-12	<ul style="list-style-type: none"> ▪ English compulsory from junior high school (ages 11-12) ▪ English plays central role in education and employment ▪ English proficiency now required for most professional employment

Note. Adapted from Nunan (2003, p. 594).

Similar to the increasing trend of early English-language learning in Europe and Asia, English education in Korea has been a key issue in Korea over the last 20 years. As Cho, J-H (2007) stated, “English is the golden tongue for S. Koreans” (p. 1). English is not just a communication tool; rather, it has become “a class marker” (Abelmann & Park, 2004, p. 646) and the standard of success in Korea. For this reason, Korean parents are

highly enthusiastic about children's English education, as they see it as an investment in their children's future. While bilingual education has been a controversial issue among educators, the public demand for it has spread through the country. Lee (2006) noted that bilingual education is "the only education-related ballot that has been introduced to the public with neither a legislative bill nor a department of education endorsement" (p. 117).

The interest in EEE in Korea started in 1994 and has been rapidly increasing since then (Cho & Lee, 2009). Compulsory English education changed from the first grade of middle school to grade 3 of elementary school in 1995, with third- and fourth-grade elementary school students receiving one hour of English instruction per week (Jun, 2011; Nunan, 2003)⁶. In 2008, however, the Department of Education announced *English Education Policy Implementation Plan* proposed increasing English instruction hour from 2010 (Department of Education, 2008). Also, the policy allowed teaching English to first-year elementary school students as a pilot school (Ma, 2007). After the policy was announced, two phenomena in English education appeared: the expansion of private English education market and early starting of English education before the elementary level (Jun, 2011).

The types of private English education in Korea are diverse. 'Early overseas education' (*jogi yuhak*) has been greatly increasing in the past 10 years (Park, 2009). According to a report from the Ministry of Education and Human Resources Development (2006), the number of elementary school students who went abroad alone or with their parents for English learning in 2006 had increased almost two times compared to the rate in 2000 (as cited in Park, 2009). There are some mothers, 'a wild

⁶ There are six grades in elementary school and three grades in middle school.

goose mother' (*girogi umma*), whose husbands stay in Korea working to financially support the family, while the mothers go abroad with the children to an English speaking country for a couple of years (Park, 2009).

Because of the global use and importance of English, innumerable Korean people make great effort to learn English. Krashen's term "English fever" (Park, 2009, p. 51) illustrates Korean's strong desire to learn English. Because *Jogi yuhak* is very expensive, not every parent can afford it. Some parents who cannot afford the cost of *Jogi yuhak* find another way to give their children an English education: they send their children to 'cram schools' (*hagwon*) after school or 'English camp' (*yeongeo camp*) for several days or hire native speakers of English for 'private tutoring' (*kwaoe*) (Park, 2009). Even though English education is costly, many Korean parents are spending large amounts of money to provide English education to their children (Cho, 2007; Kim, S-Y, 2008; Park, 2009).

Along with excessive private English education, the starting age for English education to Korean children has decreased. Because of Korean parents' requirements for English education in kindergartens and private kindergartens' difficulty of recruiting kindergarten students without offering English lessons, the rate of English education in kindergartens has rapidly increased (Jun, 2011; Kim, M-N, 2008). In 1997, 44% of kindergartens in Jeollabuk province implemented English education (Park, An, & Ha, 1997). Several years later, Park and Song (2000) showed that 65% of students from 77 kindergartens in Cheong-Ju city were taught English. Also, Seo (2001) and Kim (2003) both demonstrated significantly higher percentages of EEE in Korean kindergartens than earlier studies: 80% and 89% of participating kindergartens, respectively. According to

the result of a survey that was conducted by a lawmaker, 262 (95.6%) out of 274 private kindergartens nationwide were teaching English in 2008 (Kim, S-Y, 2008). These results indicate that both the popularity of English-language teaching in kindergartens and perceptions of the importance of EEE have been gradually spreading all over the country.

Nevertheless, early childhood bilingualism is still a subject of discussion among experts and educators in the country (Hwang, 2004; Yang et al., 2001). In fact, the Ministry of Education in Korea discourages kindergartens from teaching English, and some scholars have warned that EEE could lead to negative effects on children's cognition, language, psychology, and national and cultural identity development (e.g. Cho & Lee, 2009; Jang, 2002; Peal & Lambert, 1962; Shin, 2002; Thompson, 1952; Wu, 2002). Even without the permission of the Ministry of Education or a consensus among early childhood experts, EEE in kindergarten has been spreading widely year by year in Korea, however (Hwang, 2004; Kim, S-Y, 2008).

Since most kindergarten teachers in Korea are not the main English teachers, visiting Korean English teachers or native speakers of English conduct English classes in many kindergartens. Thus actual kindergarten level English education has been problematic in that it is primarily taught by visiting English teachers who are unqualified for early childhood education and so use unsound teaching methods and do not know how to deal with young children (Kim, M-N, 2008; Nam, 2002; Song, 2004). In addition, the curriculum in English classes is not generally integrated into the rest of the kindergarten curriculum. As a result, many English teachers experience difficulties in teaching English to young children (Song, 2004), and many kindergarten teachers doubted the visiting English teachers' teaching abilities (Kang & Choi, 2010).

Choi and Son (2011) suggested that kindergarten teachers should operate kindergarten English classes in order to minimize the problematic instructional methods. However, kindergarten teachers operating English classes may not yet be effective because many kindergarten teachers do not have training in English education. According to Kang and Choi (2010), only 16 (9.7%) out of 165 universities that have early childhood education programs offer English education courses in pre-service training. As a result, only 3% of kindergarten teachers in Yu et al.'s (2009) study and none of kindergarten teachers in Jun's (2009) study were the main English teachers in their classes. Thus, kindergarten English classes are generally still left to unqualified native English teachers or Korean English teachers, and consequently young children are taught through pedagogically inappropriate English teaching methods (Choi, J-Y, 2007; Kim, M-N, 2008; Kim, 2010; Shin, 2002). Accordingly, some Korean scholars insist an early childhood educational experts' active participation in EEE, especially since parents' demands for EEE is high and many kindergarten students are learning English in kindergartens (Ahn & Kim, 2009; Cho & Lee, 2009; Jang, 2002; Nam, 2002; Shin, 2002). The experience and knowledge of early childhood education experts will be valuable to developing more effective and age-appropriate pedagogical methods for EEE in Korean kindergartens.

This section addressed the history and current trend of EEE in Korea. The age of initial FL learning is lowering in Korea based on the common belief that starting to learn a FL in one's early age leads to effective outcomes in target language proficiency. Generally speaking, English is the most common FL people desire to learn in Europe and Asia, and the age for compulsory FL learning has lowered. There has been an early

English-language learning trend in the past 15 years, and many kindergarten students are learning English in kindergartens in the present day. Even though some concerns about young children's psychology, language, and culture development as affected by EEE still exist, these worries apparently do not hinder the growing popularity of EEE in Korea.

2.5 Perceptions of Early Bilingual Education

This final section reviews research findings on parents', teachers', and learners' perceptions of early bilingual education. Parents' and teachers' perceptions of early bilingual education are presented first, followed by language learners' perceptions.

2.5.1 Parents' and Teachers' Perceptions

Even though there is still ongoing debate about early bilingual education, many studies have revealed that parents who enrolled their children in a bilingual preschool show positive attitudes toward bilingual education (Lao, 2004; Tavil & İşİsağ, 2008; Young & Tran, 1999). In Lao's (2004) survey, 86 % of the parents strongly supported Chinese-English bilingual education at the kindergarten level. Another study (Tavil & İşİsağ, 2008) also indicated that many Turkish parents favoured a bilingual kindergarten, and all 50 participants agreed that kindergartens should be the first place for children to learn English as a FL. Also, Young and Tran (1999) found that Vietnamese parents strongly support bilingual education. More than 90% of the Vietnamese parents in Young and Tran's study (1999) and 92% of Turkish parents in Tavil and İşİsağ' study (2008) believed that bilingual education would provide a good job to their children in the future. Many parent in many different countries are aware that early onset of bilingual education is an opportunity for their children's future.

Amaral (2001) found a relationship between parents' education level and the tendency to send their children to bilingual programs. The results showed that the higher the education level of the parents, the more frequently they chose bilingual programs. Ban and Seo's (2009) study also showed the same result; Korean children from high socioeconomic status families received a higher amount of English education. Intriguingly, however, the participating parents' awareness of the importance of EEE was the same regardless of the parents' occupation, education level, or socio-economic status (Ban & Seo, 2009).

Korean parents have showed favourable and supportive attitudes towards EEE. Lee et al. (2006) reviewed a total of 115 masters and doctoral theses and published papers on EEE between 1983 and 2005 in Korea. Among the 115 papers, 21 studies investigated Korean parents' perceptions and 24 examined kindergarten teachers' perceptions and attitudes towards EEE. Among them, 17 studies included questions about the necessity of EEE, and the majority of parents were in favour of it, as seen in Table 2. Unlike parents' positive attitudes toward EEE, Korean kindergarten teachers' approval rates of early English-language education were more diverse.

Table 2 *Approval Rates of Early Childhood English-language Education between Parents and Teachers*

Approval Rates		30~39 %	40~49 %	50~59 %	60~69 %	70~79 %	80~89 %	90~99 %	Total
Number of studies (%)	P	-	-	2 (11.8)	2 (11.8)	8 (47.1)	3 (17.6)	2 (11.8)	17 (100)
	T	1 (7.7)	1 (7.7)	2 (15.4)	4 (30.8)	3 (23.1)	2 (15.4)	1 (7.7)	13 (100)

Note. Adapted from Lee et al. (2006, pp. 101 & 103). P = Parents; T = Teachers.

However, a recent study (Kang & Choi, 2010) found that 80% of 333 kindergarten teachers believed that EEE is needed at the kindergarten level. The two main reasons that the kindergarten teachers gave are the followings: first, some teachers (38.7%) believed that young Korean children will inevitably face English education in their everyday lives; and other teachers (34.5%) indicated that a kindergarten is the place that can best provide developmentally suitable English education to young children. Similarly, Yu et al.'s (2009) study showed that 96.2% of Korean kindergarten teachers showed high interest in English-language education, and 76.9% had a positive opinion of EEE in kindergartens. Overall, Korean kindergartens teachers' perceptions of EEE have gradually improved over the years (Kim & Hong, 2002). However, some recent qualitative studies revealed a more in-depth understanding of kindergarten teachers' general perceptions on EEE (Cho & Lee, 2009), particularly teachers' conflicting ideas about English-language teaching (Seo et al, 2009), and teachers' experiences and dilemmas in EEE (Jun, 2009). According to these three studies, many kindergarten teachers still had concerns about EEE in kindergartens even though their approval rate of EEE had been increasing. Kim and Hong (2002) explained that Korean kindergarten teachers' increasing approval of EEE may result from the fact that EEE is inevitable in Korea. That is, no matter whether the kindergartens offer English education or not, most Korean kindergarten students are now exposed to English language.

Recently, Choi and Son (2011) investigated how Korean kindergarten teachers' experiences in English education in their pre-service training affect their awareness of, interests in, and attitudes towards EEE. A total number of 313 Korean kindergarten teachers completed online questionnaires. Among them, 163 had received English

education training, while 150 had no. The results showed that there were significant differences in awareness of, interests in, and attitudes towards EEE between the two groups. The kindergarten teachers who took an English education course in their training showed higher scores in their awareness of, interests in, and attitudes towards EEE than those of the teachers who did not have any experience of English education in their trainings. Also, the experienced teachers were more interested in kindergarten students' interests in learning English and students' participation in English classes and tended to care about the progress of English lessons and suggest ideas or methods to visiting English teachers. As Choi and Son (2011) found, it seems that kindergartens teachers' perceptions of EEE are closely related to their levels of training in English instruction.

2.5.2 Young Language Learners' Perceptions

In contrast to the many surveys conducted on parents' and kindergarten teachers' perceptions of EEE, before 2000, no studies on *learners' views* of FL learning had been conducted (Lee, 2006; Savignon & Wang, 2003). Only more recently have researchers included language learners' views in the bilingual education field. For instance, Chung and Huang (2010) investigated elementary students' attitudes and perceptions on English-language learning, and 300 elementary school students of the fifth and sixth grades participated. The results of the study indicated that most students showed interest in English-language learning, and they acknowledged the importance of acquiring the language. A study investigated ten to eleven year old Hungarian students' motivations and beliefs about learning English (Nagy, 2009). The 49 elementary students were divided into two groups based on their starting time of English learning: early beginners, starting learning English at the age six; and late beginners, starting learning English at the

age of nine. The students were interviewed and completed open-ended questionnaires. The two groups believed that learning English would be helpful to them both presently and in the future. However, the groups showed some differences. For the question, “Things that make it more difficult for me to learn English,” (p. 238) late beginners indicated pronunciation; whereas none of the early beginners indicated pronunciation as a difficulty factor in learning English. Also, fewer early beginners indicated that vocabulary is a challenge when learning English than the late beginners did.

Studies of L2 learners’ motivations for language learning have focused on different types of motivations, such as *instrumental*, *integrative*, *intrinsic*, and *extrinsic* motivations (Brown, 2007; Carreira, 2010; Gardner & Lambert, 1972; Schunk, Pintrich, & Meece, 2008). Gardner and Lambert (1972) divided motivations into instrumental and integrative motivations. They argued that *instrumental* motivations are motives to learn a L2 for the benefits and usefulness to the learners themselves. A learner who has an instrumental motivation for learning a L2 sees it as “a means for attaining instrumental goals: furthering a career, reading technical, and so forth” (Brown, 2007, p. 170). *Integrative* motivations are that language learners want to integrate into the society and culture in which the target language is used. *Intrinsic* motivation is defined as “motivation to engage in an activity for its own sake” (Schunk et al., 2008, p. 236); therefore, language learners who have intrinsic motivations enjoy L2 learning itself without receiving any external compensation. In contrast, *extrinsic* motivation “is fueled by the anticipation of a reward from outside and beyond the self” (Brown, 2007, p. 172). and learners who have extrinsic motivations for learning a new language tend to study the target language because of external pressures or for rewards given by external sources,

such as “money, prizes, grades, and even certain types of positive feedback” (Brown, 2007, p. 172; Schunk et al., 2008). Nikolov (1999) categorized family members’ influences on the students’ learning behaviours into extrinsic motivations. The longitudinal study aimed to investigate how the students’ motivations for learning English had changed as time went by, and Hungarian language learners, from the age of eight to fourteen, participated in the study for eight years. Generally, the students tended to show more instrumental reasons as they grew older. The young children’s intrinsic motivations for learning FL decreased when growing up (Nikolov, 1999). Carriera (2006, as cited in Garriera, 2010) also found that Japanese sixth grade students’ intrinsic motivation scores were lower than those of Japanese third grade students. As Carriera (2006) and Nikolov (1999) revealed, there seem to certain relations between language learners’ age and the degree of learners’ intrinsic motivations.

Brown (2007) pointed out the importance of differentiating an “intrinsic-extrinsic instruct from Gardner’s integrative-instrumental orientation,” (p. 175) in that a language learner’s motivation for learning a L2 often involves the four types of motivations. Bailey’s (1986) illustration of motivational dichotomies (as cited in Brown, 2007, p. 175) can be seen in Table 3.

Table 3 *Motivational Dichotomies*

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with L2 culture (e.g. for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Japanese parents send kinds to Japanese language school)
Instrumental	L2 learner wishes to achieve goals utilizing l2 (e.g. for a career)	External power wants L2 learner to learn L2 (e.g. corporation sends Japanese businessman to U.S. for language training)

Note. Adapted from Brown (2007, p. 175).

As reviewed, many studies on elementary students' perceptions of, attitudes towards, and motivations for second or FL learning have been conducted. To my knowledge, however, little research has investigated kindergarten students' perceptions, beliefs, and attitudes on early English-language learning. Although Kim's (2009) study compared the interests of five-year-old children in learning English between two different types of kindergartens, English-language only kindergartens and Korean kindergartens that teach English-language, further studies are needed. It is true that Kim's study is meaningful in terms of the inclusion of kindergarten students in the early bilingual education research field. However, comparing kindergarten children's interests in English learning between the two groups in different learning contexts may not represent kindergarten students' overall attitudes toward English-language learning, which are yet unknown. As kindergarten students are the recipients of EEE, the learners' perceptions of English-language learning should not be overlooked.

2.6 Summary

Whether early bilingual education is effective or not has captured researchers' interests for many decades. Generally, many people think early bilingual education is essential to achieve high proficiency in L2 learning. At the same time, however, they hold some concerns about the possible negative effects of early bilingual education on child cognitive, language, psychological/emotional, national and cultural identity development. Research on early bilingualism in relation to child development has revealed conflicting results.

Despite the unknown effectiveness of early bilingual education, many countries in Europe and Asia have included early bilingual education in FL learning practices.

Consequently, many children are starting to learn FL learning currently in the elementary stage. Noticing the importance of English language education in this globalized world, Korea has also lowered the official starting age of English education from 13 to 9 in 1997. This governmental policy has increased the phenomenon that many young children in Korea are exposed to English language at kindergartens or private institutes before they actually enter elementary school.

Chapter 3: Research Methodology

The purpose of this study is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive early English-language education (EEE) in kindergartens. This study combines quantitative and qualitative approaches. A quantitative method is employed to examine parents' and teachers' perceptions of EEE; whereas, a mixed method approach is used for the kindergarten students. The Korean parent and teacher groups completed questionnaires that were designed to elicit their perceptions of EEE. From the Korean kindergarten student group, multiple sources of data were obtained using three different types of data collection methods: a questionnaire, an interview session, and a drawing activity. Mixed methods research is gaining increasing popularity (Dörnyei, 2007). The strengths of combining quantitative and qualitative research methods have been emphasized by many scholars (i.e., Creswell, 2009; Dörnyei, 2007; Greene, 2007; Mason, 2006). As the term mixed methods suggests, this hybrid methodology can take and combine the advantages from both quantitative and qualitative research methods. Also, achieving triangulation by gathering multiple sources of data can increase the validity of the results. Furthermore, a mixed research method enables researchers to investigate the phenomenon as a whole rather than just a part of it (Creswell, 2009). Therefore, employing a mixed research methods especially in the context of young children, as participants, is an effective way to deeply understand young language learners' attitudes and beliefs.

This methodology chapter is composed of four main sections. The first section presents the three groups of Korean participants and the way they were recruited. The

second section describes the three different types of instruments employed in this study, followed by data collection procedures. Lastly, the data analysis method is presented.

3.1 Background

I came to this research through my own personal experience as a kindergarten teacher and head teacher in Korea. Before I came to Canada, I worked for five years as a teacher in the kindergarten system. Through those experiences, I developed a firsthand understanding of early childhood education in Korea and the many challenges faced by kindergarten teachers, parents, and students.

Korean kindergartens⁷ have three grade levels. Children attend kindergartens from three to five years old. A kindergarten generally starts at 9 a.m. and finishes around 3 p.m. Based on the philosophical background of each kindergarten, the curricula of the kindergartens are diverse. A sound curriculum recommended by the Ministry of Education is the child- and activity-centred curriculum. Play is an effective pedagogical method especially for young children. Generally, these child- and activity-centred kindergartens employ diverse types of play when the kindergarten classes are designed and implemented. In contrast from a teacher-centred curriculum, children take an important role as active learners. Third year kindergarten students at the age of 5 often determine what they want to learn and how the topic can be learned, through project activities. In the kindergartens that have a philosophical background of learner- and play-centred learning, the teacher's role is to act as a helper and an assistant, instead of to control the entire learning environment of the class. I was often amazed by kindergarten

⁷ There are 8,538 private kindergartens in Korea (Centre for Education Statistics, 2012). Compared to private child daycare centres where children of any age from one to five years old may attend, private kindergartens are more age-restricted.

students' abilities to lead a project by managing activities, discovering answers, and sharing the findings with a little of my help.

In the last 15 years, English education to kindergarten students has increased in the quantity in Korea. Many Korean kindergarten students are learning English at kindergartens. Generally, English class takes place for 20 minutes, four or five times a week. The English classes are taught by external teachers who have not majored in early childhood education. Thus most teachers of English in Korea are not qualified as EEE instructors, while most kindergarten teachers are not qualified to teach English. Additionally, many kindergarten English classes are teacher-centred where children are expected to sit in a chair in a large group and learn in a lecture style. As a result, some current kindergarten English teachers have difficulties in dealing with young children.

3.2 Participants

This study involves three groups of participants: Korean kindergarten teachers, Korean kindergarten students, and the students' parents. The participants in this study were recruited from five kindergartens in Chung-Nam province in Korea. Two kindergartens were in Cheonan City, one in Ausan City, one in Gungju City, and one in Hongseong City. The five kindergartens were selected because they offered English education to kindergarten students and were located within an accessible distance to the researcher.

To recruit kindergarten students and their parents, invitations were sent to 70 parents in three classes of the two kindergartens⁸, one in Cheonan City and one in Gungju City. Thirty-four parents out of 70 (approximately 49%) completed and returned the

⁸ The two kindergartens held the same pedagogical philosophy of child- and activity-centred education, as discussed in the previous section of this chapter.

questionnaires (see Appendix A). One of the questionnaires was returned incomplete and so was not included in the study. Therefore, 33 parents (30 mothers and three fathers) voluntarily participated in this study, and all of the 34 parents also consented to their children's participation in the study.

Thirty-one kindergarten teachers were recruited from the five kindergartens in the four cities and were asked to complete the teachers' questionnaires (see Appendix B). One of 31 questionnaires was excluded because it was not fully completed. Thus, 30 Korean kindergarten teachers participated in this study.

All participating kindergarten students were between five and six years old and in their third year of kindergarten. The children had received English education for approximately 20 minutes for a minimum of 10 months. The 34 kindergarten students participated in three data collection methods: a questionnaire, an interview session, and a drawing activity (see Appendix C). Among the 34 students, one student did not draw a picture, and another student drew an irrelevant picture. By excluding these two students, the total number of 32 kindergarten students (17 boys and 15 girls) participated in this study.

A total of 99 people participated in this study; data from 95 participants were analyzed after excluding the incomplete data from four participants. Demographic information for the 30 kindergarten teachers, 33 parents, and 32 kindergarten students are presented in Tables 4, 5, and 6. All of the participating kindergarten teachers were females, and the majority of them had less than five years of teaching experiences as illustrated Table 4. Only four out of 30 teachers took an English teaching course in their training, and none of them taught the students English as the main English teacher.

Table 4 *Demographic Information for the Teachers (N = 30)*

	Number	Percentage
Gender		
Female	30	100.0
Male	0	0.0
Years of teaching		
1-3	20	66.7
4-5	8	26.7
6-10	2	6.7
Highest level of Education		
College	6	20.0
University	21	70.0
Graduate school	3	10.0
Received training in teaching English		
Yes	4	13.3
No	26	86.7
Responsible for English language teaching		
Yes, the primary English teacher	0	0.0
No, but provide supplementary English teaching (i.e., using English words or review between classes, etc.)	27	90.0
No English teaching at all	3	10.0

As presented in Table 5, most of the parents were female and university educated, and had started their children in English education after the age of three.

Table 5 *Demographic Information for Parents (N = 33)*

	Number	Percentage
Gender		
Female	30	90.9
Male	3	9.1
Highest level of Education		
High school	4	12.1
College	12	36.4
University	13	39.4
Graduate school	4	12.1
Starting time of EE to their children		
Before 2 years old	1	3.0
From the age of 2	1	3.0
From the age of 3	15	45.5
From the age of 4	11	33.3
From the age of 5	5	15.2

As presented in Table 6, the participating Korean kindergarten students' gender was almost equally distributed. All of the students had English classes⁹ for 20 minutes, five times a week, and many of the students had additional English education outside of kindergarten. None of the students had visited English-speaking countries.

Table 6 Demographic Information for the Students (N = 32)

	Number	Percentage
Gender		
Female	15	46.9
Male	17	53.1
Additional English education outside of kindergarten		
Yes	13	40.6
No	19	59.4
Visited English-speaking countries		
Yes	0	0.0
No	32	100.0

3.3 Instruments

All participants completed the questionnaires (see Appendices A, B, and C); in addition, the group of kindergarten students participated in an interview session and a drawing activity. This section presents the three different types of data collection instruments in detail. The questionnaires given to the parents and kindergarten teachers are described first; then, the questionnaire, interview, and drawing activity for the kindergarten students are presented.

3.3.1 Questionnaires for Parents and Teachers

A questionnaire (see Appendices A and B) was developed based on questionnaires in previous studies that investigated parents' and kindergarten teachers' perceptions (Ban &

⁹ The students' English classes took place in a different classroom from their regular kindergarten classroom in the two kindergartens.

Seo, 2009; Lao, 2004; Oladejo, 2006; Park, 1997; Tavıl & İşısağ, 2008; Yu et al., 2009).

The questionnaires consisted of three parts to elicit the parents' and teachers' perceptions of EEE. The questions in the kindergarten teachers' questionnaire were almost identical with the ones in the parents' questionnaire, except for the background information section. The parents' and teachers' questionnaires contained four major areas: *attitudes towards, motivations for, interests in, and opinions and beliefs of EEE*. The question topics and the number of the questions for each category are presented in Table 7. The questionnaire took approximately 20 minutes to complete.

Table 7 Configuration of the Parents' and Teachers' Question Topics

Perceptions	Question Topics	Number of Questions
Attitudes towards EEE	<ul style="list-style-type: none"> ● The approval of EEE ● Satisfaction with EEE 	2
Motivations for EEE	<ul style="list-style-type: none"> ● Motivation for EEE 	1
Interests in EEE	<ul style="list-style-type: none"> ● Interests in EEE 	1
Opinions and Beliefs of EEE	<p><i>General Opinions and Beliefs of EEE</i></p> <ul style="list-style-type: none"> ● Early starting and proper starting time for EEE ● The need for EEE ● Language use and teacher in English class ● Awareness of child attitudes toward English learning ● Future benefits 	11
	<p><i>Developmental Opinions and Beliefs of EEE</i></p> <ul style="list-style-type: none"> ● Cognitive development ● Language development ● Psychological/ emotional development ● National and cultural Identity development 	10

Note. EEE = Early English-language Education.

Since many studies have been conducted on Korean parents' or kindergarten teachers' attitudes and perceptions on EEE, this study addresses a gap in the research by focusing mainly on the kindergarten students' perceptions of EEE. Thus, a questionnaire

alone is sufficient to obtain the “factual, behavioral, and attitudinal” data from parents and teachers, which may be compared to the many corresponding studies in the literature (Dörnyei & Taguchi, 2010, p. 5).

3.3.2 Questionnaire, Interview, and Drawing Activity for Kindergarten Students

In order to investigate Korean kindergarten students’ perspective of learning English, three types of data collection methods were employed: a questionnaire, an interview session, and a drawing activity (see Appendix C). Since this study is unique in investigating kindergarten students’ perceptions of EEE, multiple data collection instruments serve to enhance the reliability of the findings from the young students. The interview and drawing activity serve to corroborate the questionnaires as well as provide a deeper understanding how kindergarten students feel about learning English.

A questionnaire was designed to elicit Korean kindergarten children’s perceptions of English-language learning. The questionnaire was based on ones used in previous studies and was revised and adapted to fit the current study (Dörnyei & Taguchi, 2010; Enever, 2009). The questionnaire consisted of seven questions and took approximately five minutes for the students to complete (see Appendix C).

For the interview, ten adapted questions from previous studies (Dörnyei & Taguchi, 2010; Enever, 2009; Kim, 2009) were used to collect in-depth data on kindergarten students’ perceptions, particularly in the area of *attitudes towards, motivations for, interests in, opinions and beliefs about, and self-confidence* in English-language learning (see Appendices C and D).

In addition to a questionnaire and an interview, a drawing activity was employed because children may be less effective in verbalizing their emotions or thoughts than

adults. Data collected from the drawing activity provided an additional source of information for interpreting of kindergarten students' attitudes toward English-language learning. Gathering multiple sources of data, which leads to "multiple level analysis," enables a more thorough understanding of the participants' perceptions of EEE. If the results from the three sources of data corroborate with each other, the external validity of the results is increased (Dörnyei, 2007, p. 273).

The data collection methods for the three participant groups are summarized in Table 8.

Table 8 *Methods of Data Collections*

Instruments	Information	Time
Questionnaire for Parents	Background Information Attitudes towards & Motivations for EEE Interests in & Opinions and Beliefs of EEE	20 M
Questionnaire for Teachers	Background Information Attitudes towards & Motivations for EEE Interests in & Opinions and Beliefs of EEE	20 M
Questionnaire for Children	Attitudes toward, Motivations for, and Interests in EEE	5 M
Interview for Children	Attitudes toward, Motivations for, Interests in, Opinions and Beliefs of, and Self-confidence in EEE	10 M
Drawing Activity for Children	In-depth Perceptions on EEE	25 M

Note. EEE = Early English-language Education; M = Minutes.

All questionnaires and the interview questions were written in English and then translated into Korean by a doctoral student in Linguistics who is fluent in both languages.

3.3.3 Pilot study

A pilot study was conducted to refine the questionnaires and interview questions to ensure that the questions were clear and unambiguous to members of each participant group. The pilot study was administered to three groups of participants - two kindergarten

teachers, two kindergarten students, and two kindergarten students' parents - a week before the main study in a kindergarten in Chung-Nam, Korea. Two parents and two teachers completed the draft questionnaires. After the questionnaires were returned, I asked each participant about the clarity of the questionnaires. Based on their feedback, one item¹⁰ on the draft questionnaires for the parents and teachers was modified in order to clarify the four possible responses to the question.

Two kindergarten students completed the draft questionnaires and were interviewed with the draft interview questions. They were assisted during the process of completing the questionnaires and interviews for the purpose of providing clarification. The two students mostly did not have any difficulty in completing the questionnaire or in responding to the interview questions. However, two of the questions were modified with simpler sentence structures in order to make them easier for the students understand. The two students were also asked to draw a picture to reflect their attitudes towards English-language learning. The two students' pictures demonstrate that five- or six-year-old kindergarten students were able to express their feelings by drawing a picture.

3.4 Data Collection Procedures

The data were collected between January and February in 2012¹¹. I contacted the principals or head teachers of the five kindergartens in Chung-Nam province by telephone to ask for assistance in collecting data for my research (see Appendix E). The principals' and head teachers' permissions were orally obtained by phone, and then I

¹⁰ Question 15 in part II on the parents' and teachers' questionnaires.

¹¹ As the school year starts in March and finishes in February of the following year in Korea, the kindergarten students' data were collected during the last two months of the school year, January and February. All of the kindergarten students who participated in this study graduated from the kindergartens shortly after the data collection period.

visited each kindergarten to explain and clarify the purpose of the study and the procedures that all participants went through (see Appendix F). Parent and student participants were recruited from two of the kindergartens, whereas teacher participants were recruited from all five kindergartens.

After obtaining the principals' and head teachers' permissions, the parents' questionnaire was distributed with a weekly newsletter. The parents were given a week to complete the questionnaire and then return it in an envelope provided. Along with the questionnaire, a parental consent form for their children's participation in the study was distributed to the parents (see Appendix H). The parents were asked to sign the form and return it with the questionnaire to the head teachers of the kindergartens. All 34 parents who completed and returned the questionnaire also consented to their children's participation in the study.

For the kindergarten teachers' survey, I originally planned to visit each kindergarten at a time convenient for the instructors in order to personally distribute and collect all completed questionnaires from the teachers who had consented to participate in the study. However, the teachers in three of kindergartens were too busy to gather in order to complete the questionnaires. The head teachers in the three kindergartens asked me to leave the questionnaires in the teachers' rooms so that the teachers could complete the questionnaires at a convenient time. I returned to the three kindergartens to collect the questionnaires after one week. The kindergarten instructors in the remaining two kindergartens completed and returned the questionnaire while I was present.

Since the kindergarten students were five or six years old, parental consent was obtained for their participation in this study (see Appendix H). All of the parents who

completed the questionnaire consented to their children's participation in this study. I also obtained verbal consent from the 34 kindergarten students themselves (see Appendix J). I individually explained the study to the students – what it was about and what they were expected to do. Also, the students were informed that they had the right to withdraw from the study whenever they wished. The questionnaire, interview, and drawing data were gathered from 34 kindergarten students from three kindergarten classes: 22 students from two third-grade classrooms in the Kindergarten in Cheonan City, and 12 students from one third-grade classroom in Kindergarten in Gungju City.

Due to the way in which the interview and drawing activity were administered to the kindergarten students, there was a risk that the students' responses would be negatively affected by their unfamiliarity with me. Also, my presence in the classroom could possibly cause stress to the kindergarten teachers and the students. In order to minimize the risk to the teachers, I attended the classes just during free play time, not during the teachers' structured instructional time. Playing with kindergarten students just during free play time allowed me to build rapport with the students while minimizing the potential risk of stress for the teachers. Accordingly, I visited each participating kindergarten classroom for approximately two weeks before administering the interviews and drawing activities.

I stayed in each classroom for approximately two weeks. In the first week, I tried to build rapport with the kindergarten students by playing with them in free play times or lunch hours in order to make them feel more comfortable with me during the data collection. The kindergarten students' data were collected in the second week. In the Kindergarten in Cheonan, I was able to gather 24 students' data of the two classes in two

weeks because the daily schedules and activities that the two teachers designed between the two classes were different.

The children completed the questionnaire and were interviewed individually in a quiet place that was away from the main classroom but still within sight of the other students and teachers. Because of the participants' age and their inexperience at responding to questionnaires (Enever, 2009), I monitored the students' responses to ensure accurate understanding of the questionnaire items. An interview was conducted following the completion of the questionnaire by each participant, and was audio recorded. It took approximately 15 minutes for a student to complete a questionnaire and be interviewed.

At the end of the data collection period, a drawing activity was administered to all participating students. In groups of five to eight and in a quiet area away from the main classroom, the students were asked to draw a picture about their feelings or thoughts about English-language learning. After a few minutes to develop their ideas, each student chose an alphabet-shaped sheet of paper on which has a statement, "Learning English language is..." and drew pictures for 20 minutes. After drawing, each student individually explained his or her picture. The explanations were audio recorded. During the drawing session, some students asked me whether they could write an explanation of their drawings or the pictures itself, and the students were given the choice to express themselves with both drawings and words on the pictures.

To ensure confidentiality, the parents and kindergarten teachers were not asked to indicate their names on the questionnaires. Since the results from the drawing activity were used to corroborate with the results from the kindergarten students' questionnaires

and interviews, the kindergarten students were not anonymous in the data collection process. However, once the data analysis process began, a code was assigned to each of the three types of data collected from the children, and children's names were removed from the data. Also, any personal information including the names of the kindergartens, which were also assigned numbers, has been kept confidential.

3.5 Data Analysis

This section presents how the data from the three groups were analyzed quantitatively and qualitatively. A descriptive statistics was obtained by using Microsoft Office EXCEL 2007 program and SPSS (17.0 version) statistical software package. First, this section presents how the parents' and teachers' questionnaire data were analyzed, followed by the method of analysis for the students' data.

3.5.1 Parents' and Teachers' Questionnaire Data Analysis

The questionnaire data from parents and teachers were analyzed quantitatively. For the closed-ended items in the questionnaires, the answers were assigned a number and coded. For example, for the questions using a 7-point Likert Scale, all optional responses were assigned a value (e.g. "not applicable" = 0, "strongly disagree" = 1, and "strongly agree" = 6)¹². For simple yes/no questions such as "Has your child been to English-speaking countries?" the answers, "yes" or "no", were assigned a value and coded in the same manner. Descriptive statistics, specifically frequency analysis, was used to investigate how participants responded to each question. For the open-ended question items, content analysis was conducted. That is, participants' responses to the open-ended questions were

¹² When the ordinal data is reported, the participants' responses of "strongly agree," "agree," and "slightly agree" are combined and reported as "agree." Similarly, "strongly disagree," "disagree," and "slightly disagree" are reported as "disagree" in the same manner.

sorted into thematic categories and then these categories were numerically coded (Dörnyei & Taguchi, 2010). For the intra-coder reliability, I coded the parents' and teachers' questionnaires data two times. A score of 99.9% of intra-coder reliability was achieved for the parents' questionnaires, and 99.5% for the teachers' questionnaires. I went to the raw data again and to check the discrepant codes until 100% of intra-coder reliability was achieved.

3.5.2 Kindergarten Students' Questionnaire, Interview, and Drawing Data Analysis

The kindergarten students in this study participated in three data collection activities: a questionnaire, an interview, and a drawing activity. Multiple data collection procedures not only provide some understanding of young language learners' perceptions of EEE, they also increase the validity of the research findings (Creswell, 2009). The questionnaires elicited students' perceptions of EEE, particularly their attitudes, motivations, and interests. Each question had three possible answers presented as positive, neutral, and negative faces. Each face was assigned a number and coded in a spreadsheet. The frequencies of each selected answer and the percentages of these frequencies are reported.

Interview data, which consisted of the students' *attitudes, motivations, interests, opinions and beliefs, and self-confidence* in EEE, were analyzed both qualitatively and quantitatively. For example, for the question, "Do you like learning English? Why, or why not?" the students' answers were categorized in one of five emotional categories, which are positive, neutral, negative, mixed, or unsure. The five emotional responses were assigned numbers from 1 to 5. The frequency of each number was counted and the percentage of the frequency was calculated by the frequency test on SPSS. According to

Creswell (2009), a mixed methodology is challenging to conduct because a researcher needs to be knowledgeable in both quantitative and qualitative methods, and because comparing the findings from the two different types of research methods can be difficult. To mitigate the second concern, qualitative data went through a “quantitizing” process after the qualitative analysis phase of the interview data (Dörnyei, 2007, p. 271). That is, the students’ reasons for their likes or dislikes learning English were sorted out according to “distinct content elements, substantive statements, or key points” (Dörnyei & Taguchi, 2010, p. 99) using content analysis (Bryman, 2008). Then, these qualitative data were turned into numerical codes in order to see how many students mentioned each theme (Dörnyei, 2007). This data transformation process, which turned qualitative data into quantitative data, enabled the results from the questionnaires and interviews to be combined numerically without marring the qualitative portions of the findings.

Concerning the reliability of the coding, 100% of intra-coder reliability was achieved between two codings of the students’ questionnaires, conducted a week apart. A Linguistics graduate student, fluent in both Korean and English, acted as the second coder for the interview data. She coded 30% of the interview data, and we reached an inter-coder reliability score of 98%. The results from the interview sessions were translated into English by myself and the second coder.

The data from the students’ pictures were analyzed both qualitatively and quantitatively. Each drawing was sorted according to the students’ attitudes towards English-language learning: positive, neutral, negative, or mixed. The first three categories of their feelings, positive, neutral, and negative feelings about learning English were predetermined and had appeared in the drawings. However, a fourth category of mixed

feelings emerged in the drawing activity. The pictures under each category were manually counted to show the frequency of how many students drew the same emotional responses, and the percentages of the frequency of each attitudinal category was calculated by EXCEL program. After this quantitative analysis of the drawings, the drawings were analyzed qualitatively. The drawings in each category were subcategorized based on themes that emerged in the drawings. Even though “it is difficult to make a logical, objective assessment of a drawing,” as Hall (2009, p. 187) mentioned, member checking is one way to improve the validity of the drawing data (Creswell, 2009). For this reason, the children were asked to explain their drawings, and their explanations of their pictures were audio-recorded and transcribed. When the students’ drawings were analyzed, their oral descriptions of the drawings were also analyzed.

For inter-coder agreement, I and another Linguistics graduate student who is Korean categorized all of the students’ pictures separately under positive, neutral, negative, or mixed attitudes. At first, we reached 98.9% of agreement of the coding. Then, we discussed our coding choice for each picture by reading the recorded students’ explanation of their pictures until we reach 100% agreement. The results from the drawing activity were compared with the results from the students’ questionnaires and interviews to see if they corroborated with each other.

3.6 Summary

This chapter described the methodology used in this study. The participants were 95 Korean people, including 33 parents, 30 kindergarten teachers, and 32 kindergarten students, and they were recruited from five kindergartens in Chung-Nam province in Korea. Questionnaires were employed to investigate the parents’ and teachers’

perceptions of EEE; for the kindergarten students' perceptions of EEE, a questionnaire, an interview session, and a drawing activity were administered. The questionnaires for the parents and teachers were quantitatively analyzed. The kindergartens students' questionnaire, interview, and drawing data were analyzed both quantitatively and qualitatively.

Chapter 4: Research Findings

This study using mixed methods approach aimed to investigate Korean parents', kindergarten teachers', and kindergarten students' perceptions of early English-language education (EEE). The study combined both quantitative and qualitative research methods to reflect the three participating groups' perceptions of EEE in Korea. Three groups totaling 95 Koreans participated in this study: 33 parents, 30 kindergarten teachers, and 32 kindergarten students. All participants were associated with one of five kindergartens in four cities in Chung-Nam province, Korea. The parents and teachers participated via questionnaires, while the students participated through a questionnaire, an interview session, and a drawing activity.

In this chapter, the findings from each group will be presented according to research questions 1, 2, and 3. Then the comparisons of the three groups' general perceptions of EEE will be presented for the fourth research question. This chapter concludes with a summary of the findings from the three groups.

4.1 Research Question 1: How do Korean parents perceive English-language teaching to kindergarten students?

The parents' questionnaire was employed to investigate Korean parents' perceptions of EEE within the four perceptual areas of *attitudes towards*, *motivations for*, *interests in*, and *opinions and beliefs of* EEE (refer to Table 7).

Two *attitudinal* questions, the parents' approval of and satisfaction of EEE, were asked and the parents showed highly supportive and positive attitudes towards EEE. For the question of approval of English education for kindergarten students, 30 (90.9%) out of 33 parents responded they approved of English education, while only three (9.1%) of

them disapproved of EEE. In terms of the parents' satisfaction with EEE that their children received in kindergartens, 24 (72.7%) of the parents were content with the EEE, and nine parents (27.3%) showed dissatisfaction with EEE in their children's kindergartens. The detailed reasons for the parents' answers to the two attitudinal questions can be found in Tables 12 and 13 (on pages 85 and 86).

Regarding the parents' *motivation* for introducing EEE to their children, 15 (45.5%) of the parents believed that "English learning at an early age is effective," nine (27.3%) started EEE to their children because "the kindergarten offered it," three (9.1%) indicated "their children wanted to learn English," and only one said "because many kindergarten students learned English." Five parents (15.2%) chose other and wrote their own motivations, such as "to prepare for elementary English," "to reduce my child's possible reluctance to learning English," "younger children tend to recognize a new language as playing rather than studying," and "it is necessary that my child should know about the existence of other languages."

For the parents' *interests* in EEE, the statement *I am interested in EEE* was presented. Among the 33 parents, 25 (75.8%) agreed, and eight (24.3%) disagreed with the statement. Many Korean parents (75.8%) were interested in EEE.

The parents' *opinions and beliefs* of EEE were subcategorized according to their common opinions and their beliefs particularly regarding child development. The parents' general opinions and beliefs of EEE contained several areas, such as parents' opinions on early starting, the need for EEE, the proper language use in English class, future benefits from EEE, and their children's attitudes toward learning English.

Three questions were asked to investigate the parents' *opinions* of EEE for their children. When asked the proper starting time for introducing English language, seven (21.2%) chose before kindergarten, 17 (51.5%) indicated at kindergarten stage, four (12.1%) chose first grade, and three (9.1%) indicated the third grade of elementary school. None of the parents believed that junior high school period is the right time for introducing English language and two (6.1%) of them chose other and wrote the same response, "whenever a child shows interest in learning English is the proper time for English education." Similar results were found in the parents' responses to the statement, *it is too early to teach English to kindergarten student*. Only six (27.2%) agreed, and 26 (78.5%) disagreed with the statement. It is apparent that many parents believed that EEE to their children at the kindergarten level is the suitable time.

For the parents' *opinions* about whether EEE is needed for kindergarten students, 26 (78.8%) of the parents agreed, while only seven (21.2%) disagreed. Almost 80% of the parents believed that English education is a necessity in kindergarten.

Concerning, the parents' *opinions* on the language that should be used in kindergarten English class, five (15.2%) of the parents chose only English, 25 (75.8%) of them indicated primarily English, and only three parents (9.1%) indicated primarily Korean. Many parents believed that mainly English should be used with supplementary usage of Korean language.

In regards to the parents' awareness of their children's attitudes towards EEE, the statement, *my child likes learning English*, was given, and 25 (75.7%) of the parents agreed, while only eight (24.2%) disagreed. For the statement, *learning English is a*

burden for my child, 21 (63.4%) of the parents disagreed, and 12 (36.4%) of them slightly agreed.

Regarding the parents' *awareness about future benefits from EEE*, questions related to future academic and career benefits were asked. For the statement, *EEE could positively affects on children's academic achievement in elementary and junior high education*, 17 (51.5%) of the parents agreed, and 16 (48.4%) disagreed. For the parents' beliefs of future career opportunity from EEE, 17 (51.5%) of the parents agreed, 16 (45.4%) disagreed, and one chose "not applicable."

The questionnaire also examined parents' *beliefs* of EEE particularly regarding child developmental areas, such as *cognition, language, psychology/emotion, and national and cultural identity development*. The findings are presented in Table 9.

Table 9 Results from Korean Parents' Beliefs of EEE in Relation to Child Development

	Questions	N/A	Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
C	EEE hinders a child's cognitive development.	2 6.1	12 36.4	8 24.2	9 27.3	2 6.1
	EEE helps a child's cognitive development.	2 6.1	7 22.2	6 18.2	9 27.3	9 27.3
L	KL will be negatively influenced by EEE.	2 6.1	10 30.3	10 30.3	5 15.2	6 18.2
	EEE could delay children's Korean language acquisition.	2 6.1	15 45.4	9 27.3	4 12.1	3 9.1
P/E	My child could develop a psychological problem such as excessive stress or aphasia resulting from EEE.	0 0.0	14 42.5	6 18.2	8 24.2	5 15.1
	Children could develop emotional problems if they learn English at an early age.	2 6.1	15 45.4	10 30.3	4 12.1	2 6.1
NI	EEE could confuse young children's identities as a Korean.	0 0.0	19 57.6	8 24.2	1 3.0	5 15.1
	EEE and a child's identity development as a Korean is a	0 0.0	5 15.2	4 12.1	4 12.1	20 60.5

separate issue.						
	EEE will enhance positive exposure to cultural diversity.	0 0.0	3 9.1	4 12.1	9 27.3	17 51.5
CI	EEE could have negative effects on a child's knowledge of Korean culture.	2 6.1	23 69.7	4 12.1	3 9.1	1 3.0

Note. C = Cognition, L = Language, P/E = Psychology/Emotion, NI = National Identity, CI = Cultural Identity. EEE = Early English-language Education, KL = Korean-language Learning. The numbers on the top indicate the frequency of the response, and the numbers below indicate the percentage in proportion to the total responses.

According to Table 9, 11 (33.4%) of the parents believed EEE hinders a child's cognitive development and 20 (60.6%) of them did not. Eighteen parents (54.6%) believed EEE helps children's cognitive development, while 13 parents (40.4%) did not believe in the potential children's cognitive development by EEE. In terms of language development, 11 (33.4%) of the parents believed that young children's Korean language could be negatively influenced by English learning, and 7 (21.2%) thought that EEE could delay kindergarten students' Korean language acquisition. For the psychological/emotional development, 13 (39.3%) believed that EEE could negatively influence child emotional development. In terms of Korean children's identity development, only six (18.1%) of the parents indicated that identity development as a Korean could be negatively affected by EEE, and 24 (72.7%) of them thought their children's identity development and EEE are different issues. For cultural identity development, only four (12.1%) of the parents believed that EEE could have negative effects on Korean children's knowledge of Korean culture. The results, therefore, revealed that Korean parents did not show extreme anxiety generally. When compare the parents' beliefs among those four child developmental areas, however, the Korean parents showed more concerns about a child' psychology/emotion, language, and cognition development than a child's national and culture identity development.

In short, as the parents' overall strong approval rate indicates, the parents had very positive attitudes towards EEE. Also, the parents were highly motivated for and interested in English teaching to their children and supported early education of a FL before or at kindergarten stage. In terms of child developmental issues, the majority of the parents believed that EEE did not interfere with the four areas of the child development.

4.2 Research Question 2: How do Korean kindergarten teachers perceive English-language teaching to kindergarten students?

In order to investigate the Korean teachers' perceptions of EEE, questionnaires were employed that examined *attitudes towards, motivations for, interests in, and beliefs and opinions on EEE* (refer to Table 7). All 30 participating teachers were women; 26 of them did not receive training in English language teaching; and none of the participating teachers taught English to their kindergarten students as the main English teacher. In this section, findings from the four major areas of the teachers' perceptions of EEE are presented.

Two *attitudinal* questions, approval of EEE and satisfaction with EE in their classes, were examined to reflect the teachers' attitudes towards English teaching to their students in kindergartens. In terms of the teachers' approval of EEE, 21 (70.0%) of the teachers approved, and nine (30.0%) of them objected to EEE. In terms of the teachers' satisfaction with EEE, half (50.0%) of the teachers were satisfied, and the other half (50.0%) of them were not satisfied with EE in their kindergartens.¹³ In terms of the teachers' biggest *motivation* for EEE in class, 14 (46.7%) of the teachers indicated

¹³ The reasons for the teachers' approval of and satisfaction with EEE are presented in Tables 10 and 11 under the research question 4 in this chapter.

“education policy of the kindergarten,” 13 (43.3%) chose “parents” requirements,” two (6.7%) said “kindergarten students’ interest in English learning,” and just one indicated “my interest in EEE.” For the statement, *I am interested in EEE*, 19 (63.3%) of the teachers agreed, and 11 (36.7%) disagreed.

In order to elicit the teachers’ *general opinions and beliefs* relating to EEE, the teachers’ opinions about EEE, the need for EEE, the language that should be used in English class, and future benefits from EEE were examined.

First of all, when asked the proper time for introducing EEE, one teacher (3.3%) indicated before kindergarten, 12 (40.0%) selected kindergarten period, nine (30.0%) said first grade, six (20.7%) indicated third grade, one chose other by indicating “when a child wants to learn English,” and one did not answer the question. For the statement, *it is too early to teach English to kindergarten students*, the teachers showed similar responses with the previous question. That is, five (21.1%) agreed, and eight (26.7%) slightly agreed, while ten (33.3%) slightly disagreed, and seven (23.3%) disagreed with the statement. Secondly, in regards to the teachers’ beliefs on the necessity of EEE, 15 (50.0%) of the teachers agreed, while 15 (50.0%) slightly disagreed. For the teachers’ opinions on language use in kindergarten English classrooms, 21 (70.0%) of teachers indicated “primarily English,” six (20.0%) indicated “primarily Korean,” and three (10.0%) chose “English only.” For the statement, *children in my class like learning English*, 24 (80.0%) of the teachers agreed, while only six (20.0%) of them disagreed. For the statement, *learning English is a burden for kindergarten students*, 11(36.6%) of the teacher agreed, and 19 (63.4%) disagreed. For the statement, *EEE could positively affects children’s academic achievement in elementary and junior high education*, 19

(63.3%) agreed, 10 (33.4%) disagreed, and one indicated not applicable. With regard to the teachers' beliefs about the future career opportunities from EEE, the statement, *EEE can provide my children better career opportunities in the future* was examined. Fifteen (50.0%) of the teachers agreed, 14 (46.7%) disagreed, and one selected not applicable.

The teachers' *beliefs about EEE related to child development* were examined by asking ten questions in the four child developmental areas. The teachers' beliefs can be summarized in Table 10.

Table 10 Results from Korean Teachers' Beliefs of EEE in Relation to Child Development

	Questions	Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
C	EEE hinders a child's cognitive development.	8 26.7	16 53.3	5 16.7	1 3.3
	EEE helps a child's cognitive development.	4 13.3	10 33.3	13 43.3	3 10.0
L	KL will be negatively influenced by EEE.	6 20.0	12 40.0	8 26.7	4 13.3
	EEE could delay children's Korean language acquisition.	5 16.7	11 36.7	9 30.0	5 16.7
P/E	Children could develop psychological problem such as excessive stress or aphasia resulting from EEE.	7 23.3	11 36.7	6 20.0	6 20.0
	Children could develop emotional problems if they learn English at an early age.	6 20.0	13 43.3	7 23.3	4 13.3
NI	EEE could confuse young children's identities as a Korean.	12 40.0	8 26.7	7 23.3	3 10.0
	EEE and a child's identity development as a Korean is a separate issue.	9 30.0	5 16.7	10 33.3	6 20.0
CI	EEE will enhance positive exposure to cultural diversity.	0 0.0	4 13.3	14 46.7	12 40.0
	EEE could have negative effects on a child's knowledge of Korean culture.	12 40.0	13 43.3	3 10.0	2 6.7

Note. C = Cognition, L = Language, P/E = Psychology/Emotion, NI = National Identity, CI = Culture Identity. EEE = Early English-language Education, KL = Korean-language Learning. The numbers on the top indicate the frequency of the response, and numbers below indicate the percentage in proportion to the total responses.

As presented in Table 10, in terms of child *cognitive development*, only 6 (20.0%) of the teachers believed that EEE hinders children's cognitive developments, while 24 (80.0%) of them did not. Despite the high percentage (80.0%) of the teachers who did not show concerns about negative effects on child cognitive development, only half (53.3%) of them believed that EEE actually helps child cognitive development. For child *language development* in relation to EEE, 12 (40.0%) of the teachers believed that Korean language acquisition could be negatively influenced by EEE, and 14 (46.7%) of them indicated that EEE could delay children's Korean language acquisition. Regarding child *psychological development*, approximately 40.0% of the teachers believed that children could develop psychological problems resulting from EEE. Finally, in terms of *identity development*, only 33.3% of the teachers agreed with the statement that *EEE could confuse kindergarten students' identities as Koreans*. Sixteen (53.3%) of them agreed that *EEE and a child's identity development is a separate issue*. Only 16.7% of the teachers believed that EEE could have negative effects on a child's knowledge of Korean culture, and the majority (86.7%) of them agreed that EEE will enhance positive exposure to cultural diversity.

Therefore, Korean kindergarten teachers did not show serious concerns about EEE in relation to child development in general. Among the four developmental areas the Korean teachers tended to show slightly more concerns about young children's cognitive, Korean language, and psychological development than the children's national identity or cultural development.

In summary, Korean kindergarten teachers' perceptions of EEE were revealed by investigating the four main areas of perceptions, namely the teachers' attitudes,

motivations, interests, and opinions and beliefs towards EEE in order to address the second research question. Results from the teachers' questionnaires indicated that many Korean teachers showed positive attitudes towards EEE by showing their endorsement of EEE to Korean kindergarten students. Half of the kindergarten teachers were satisfied with EEE in kindergartens. Slightly less than half of the teachers believed that EEE at the kindergarten stage is early, but many teachers indicated that the students in their classes like learning English. Concerning the four child developmental issues related to EEE, most teachers did not believe that there are negative effects of EEE on the four child developmental areas.

4.3 Research Questions 3: How do Korean kindergarten students perceive English-language learning?

This section presents the findings from Korean kindergarten students' perceptions of their English learning elicited from the students' questionnaires, interviews, and drawings. The students' perceptions of learning English were investigated by examining five major areas: kindergarten students' *attitudes toward, motivation for, interest in, opinions and beliefs about, and self-confidence in* the English learning (see Appendix D for the questions under each category). The findings from the students' questionnaires and interviews are reported, followed by the results from children's drawings.

In order to investigate the kindergarten students' *attitudes* towards learning English, seven questions were asked (i.e. four questions from the questionnaire and three questions from the interview). For the four attitudinal questions on the questionnaire, 87¹⁴

¹⁴ The total number of smiley, neutral, unhappy faces that the students chose on the questionnaire were counted in order to synthesize under the three areas: attitudes, motivation, and interest. For example, when one question was asked and analyzed, the number and percentage of the students that chose positive, neutral, and negative faces were calculated.

(68.0%) out of 128 smiley faces were chosen, 36 (28.0%) of neutral faces were chosen, and only five (3.9%) unhappy faces were ticked by the 32 students. The three attitudinal interview questions asked the children about their attitudes towards learning English and feelings about speaking and listening in English. The results showed 73 (76.0%) positive, eight (8.3%) negative, six (6.3%) neutral, six (6.3%) mixed, and one (3.1%) unsure responses. When asked the reasons for liking or disliking learning English, 15 out of the 32 students said, "Learning English is fun." All three students who disliked learning English gave the same reason: i.e., that learning English is difficult. According to the results of the seven attitudinal questions in the questionnaires and interviews, many kindergarten students (72.0%) showed positive attitudes, while only 6.1% reported negative attitudes toward learning English. The remaining 21.9% of the students indicated neutral, unsure, or mixed feelings about learning English (see Appendix D for the results of the questionnaire and interview questions).

Motivation questions explored the students' desire to speak English well and motivation for continuous learning of English language in elementary school. For the two questionnaire questions, 48 smiley faces (75.0%), 14 neutral faces (21.9%), and two negative faces (3.0%) were selected by the students. One interview question asked children about why they were learning English. Ten students (31.3%) reported that they did not know why they were learning the language. The remaining 22 students (68.7%) reported eight different reasons for learning English.

Following the categorization of motivations in Table 3 (on page 40), the students' motivations are: broadly *intrinsic* reasons (6 responses), such as "learning English is fun," "I just want to learn it," and "the anger in my head disappears when I speak English,

so I feel good”; an *intrinsic-integrative* reason (3 responses) was “I want to communicate with foreigners”; and *intrinsic-instrumental* reasons (9 responses) such as “learning English makes me smart,” “I want to travel abroad,” and “it helps me prepare for elementary school English education.” Broadly *extrinsic* reasons (3 responses) were “I go to kindergarten” and “my mother forces me to learn it”; and, an *extrinsic-instrumental* reason (1 response) was “my mother told me that I may study abroad when I grow up.” Therefore, 75% of the children showed highly motivated responses for EEE, and more than two thirds (68.7%) of the participating students explained their own various motivations for learning English language.

For examining the students’ *interest* in EEE, in response to the question, *do you find learning English really interesting?*, 27 (84.4%) of the students chose smiley faces, five (15.6%) ticked neutral faces, and no one indicated an unhappy face. In terms of the kindergarten students’ interest in visiting English-speaking countries, 22 (68.9%) of the students reported willingness to visit English-speaking countries, and nine (28.1%) of them said “no.” Only one student showed conflicting feelings about visiting English-speaking countries. Of those 22 students who showed interest in visiting English-speaking countries, 50% of them showed a desire to learn more English; 27.3% showed curiosity about the cultures of English-speaking countries; 18.2% expressed fondness for travelling; and 4.5% were unsure about the reasons. Among those nine students who did not want to go to English-speaking countries, 44.4% expressed their anxieties about speaking English in foreign countries; 11.1% worried about losing Korean language competency; 22.2% addressed physical discomfort, such as “my ears hurt if I am on a plane,” and 22.2% were unsure. In short, the majority (84.4%) of the students showed

interest in English learning, and none of the students showed lack of interest in learning English. In spite of their high interest in learning English, the students showed slightly less interest in visiting English-speaking countries.

For the students' *general opinions and beliefs* of English learning, three interview questions were asked regarding their beliefs of the importance of English learning and their preferences for the location and the teacher¹⁵. For the question, *do you think learning English is important?*, 28 (87.5%) of the children responded "yes," and only one (3.1%) said "no." Two students (6.3%) answered "I do not know," and one student (3.1%) responded "maybe or maybe not." Among those who responded "yes," 39.3% believed that "English learning enables me to talk with foreigners;" 25.0% said they do not know the reasons; 17.9% of them mentioned that "learning English helps me prepare for English class in elementary school;" and 10.7% said that "learning English makes me smart;" 3.6% said "when becoming a father, I must be able to speak English well;" and 3.6% responded "I could go to the USA on my honeymoon in the future." The student who gave both "yes and no" said "learning English is important if I go abroad or talk to foreigners; however, there is no need for me to speak English when I am in Korea."

With regard to the students' *preferred places* for English learning, 19 students (59.4%) reported they were learning English only at kindergarten, and 13 students (40.6%) said that they were learning English outside of kindergarten such as at home or/and at cram school. Therefore, only the 13 students who were learning English outside of kindergarten were interviewed regarding their preferred place to learn English. Ten of the 13 students received additional English education at home; one at a cram school; and

¹⁵ Refer to research question 4 for the kindergarten students' views on the English teacher and language use in English class.

two at all three locations. When asked their preferred places to learn English, five chose kindergartens, three chose home, two said they equally like learning English at kindergarten and home, one chose an English cram school, and two were unsure. Among the two students who were learning English at all three different places, one student preferred cram school to kindergarten and home by mentioning the reason, “because we do more games there.” The other student preferred to learn English at home. In summary, the majority of the students believed that learning English is significant and useful for the future and their preferred places for English learning were diverse.

Regarding the students’ *self-confidence* in English language learning, three interview questions were examined: the students’ self-confidence in their own ability to learn English, their self-confidence in answering questions in English, and their self-confidence in talking to foreigners. Interestingly, though the majority (87.5%) of the students reported they believed they had a good ability to learn English, only 21 students (65.6%) showed their actual confidence about responding to questions in English, and 19 students (59.4%) indicated that they want to talk to foreigners in English when they have a chance. For the three questions, therefore, 70.8% of the students showed self-confidence in learning and communicating in English; 22.9% of them showed self-doubt in learning and speaking the language, and 6.3% of them gave uncertain answers.

The third source of data from the kindergarten students was gathered through a drawing activity, which was used to compare with the results from the questionnaires and interviews. The pictures drawn by the 32 kindergarten students were categorized by four attitudes: positive, mixed, neutral, and negative. Categorization of the pictures was based

on the images presented by the students as well as the students' oral explanations of their drawings.

Twenty six (81.3%) out of the 32 kindergarten students illustrated their positive emotions about learning English in the drawings. Three students (9.4%) showed their mixed feelings by illustrating different faces such a happy and a frustrated face. Two children (6.3%) drew their negative emotions about English learning, and one (3.1%) indicated neutral attitudes through their picture.

The 26 positive pictures included 13 pictures of themselves in English classroom scenes, nine pictures of themselves being alone with smiley faces, three pictures of English learning scenes with parents at home, and one picture of having a conversation with a foreigner. All the positive pictures showed the 26 students themselves, smiling or winking, to show their positive feelings toward learning English. Figures 1 and 2 illustrate two students' strong positive attitudes toward learning English in classroom scenes.

In Figure 1, the student showed his positive attitudes towards learning English with his smiley face. He explained the picture, "it is a picture of me learning English alphabets in an English class, and I feel good. This is the English teacher (a person who is standing on the right side in the picture), and I wrote the letter, me, on the chair (on the left side)." Another indication of his positive attitudes was found in his writing, "It is *ve, ve, ve*, very good" in Korean on the top of the picture. When asked the reason of the repeating of *ve*, he said "because learning English is enormously good."



Figure 1 A positive picture of a student in an English classroom scene

Another positive picture of a student is seen in Figure 2, on which the student drew himself, an English teacher and four friends. He explained the picture, “It’s a picture of me learning English in a class. It is fun to learn English.” When asked about the facial expressions of the other four classmates in his picture, he added that “they are smiling in my picture because I think learning English would be fun for my friends as well.”



Figure 2 A positive picture of a student with classmates in an English classroom scene

Out of 26 positive pictures, nine pictures indicated students' happy feelings about English learning by indicating themselves without making any connection to the English classroom. As Figures 3 and 4 show, the two children's arms are opened out in an embracing gesture and they are smiling. In Figure 3, the student wrote "Learning English is fun" in Korean under the drawing of herself on the paper. Similarly, in Figure 4, the student explained his favourable attitudes toward learning English by both drawing his happy face and writing a positive note in Korean on the picture. He explained his picture that "When I am listening to English, I feel good. The two lines mean that English is entering my ears and I feel good when I hear that."



Figure 3 A positive picture of a student with a smiley face

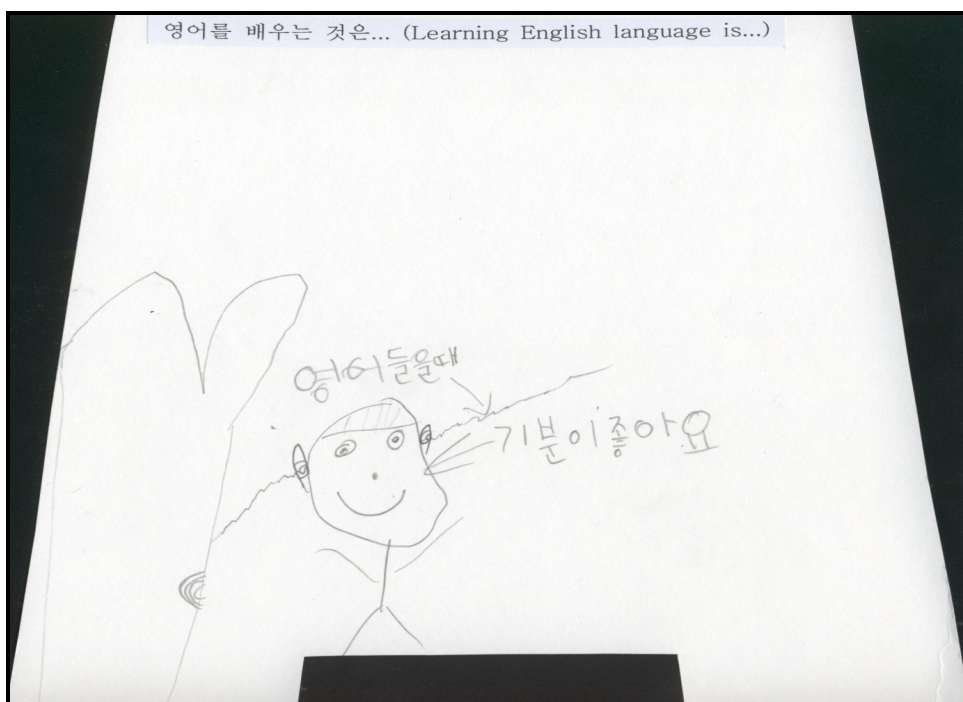


Figure 4 A positive picture of a student with a smiley face

Three students included their parents and showed English learning scenes at home in their pictures, and one student drew a scene of having a conversation with a foreign child in English. All 26 students reflected their favourable views to learning English by depicting themselves with smiling or happy faces on the pictures (see Appendix K for more positive pictures).

Three students showed mixed feelings about learning English by representing two different facial expressions, such as both a happy and a puzzled face or both a smiley face and an angry face. Figure 5 shows the child's two different feelings. Her puzzled and smiley faces indicate that she has a hard time learning English but also has positive attitudes towards EEE. When asked an explanation of the picture, she said that "I drew both that learning English is difficult and fun because sometimes learning English is difficult and sometimes fun.

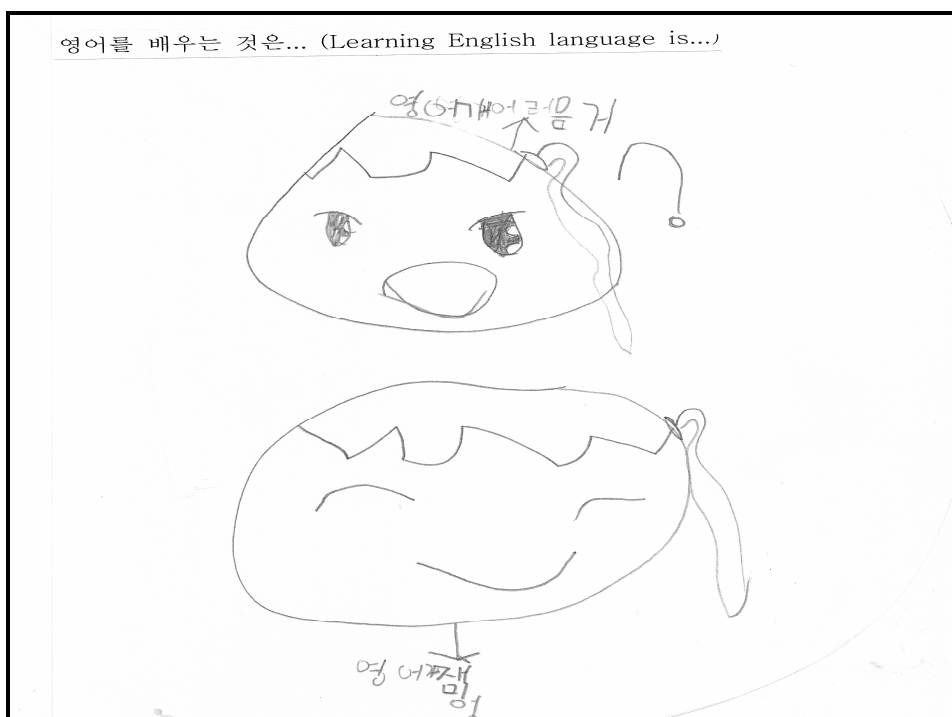


Figure 5 A picture of two faces of a student's mixed feelings toward learning English

Another mixed emotion of learning English is seen in Figure 6. Two faces in Figure 6 indicate that there is a change in his feelings from happy to angry as time goes by in an English class. The student's two faces, a smiley face and an angry face, clearly indicate both his positive and negative feelings toward learning English. This negative feelings result from physical discomfort related to sitting in English language classes. He explained the picture that "I am smiling at the beginning of English class, but at the end of the class, I feel uncomfortable as though I was in a jail. I am supposed to be just sitting all the time... like that. Jail! Jail!"

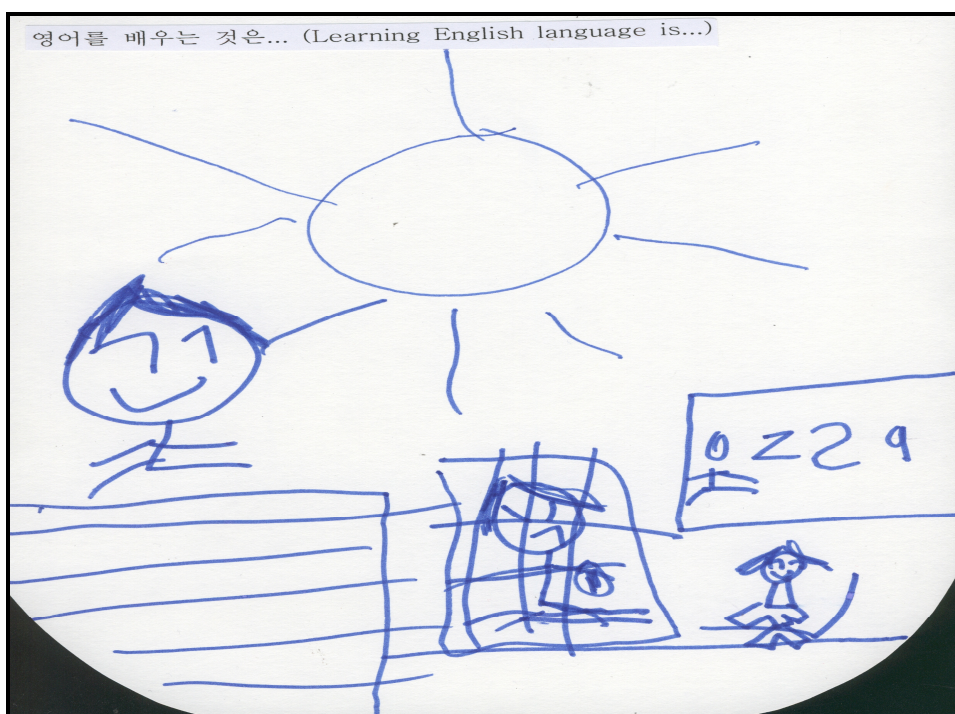


Figure 6 A picture of two faces of a students' mixed feelings toward learning English

Two students (6.3%) drew an unhappy face and a picture showing closed body language to show their negative feelings about learning English as can be seen Figures 7 and 8. The two students' negative feelings towards learning English related to extrinsic

factors. In Figure 7, the boy showed his closed eyes and upper lips downwards, and the writing expressed his negative feeling about EEE for the reason of sitting in a chair in class the whole time. He wrote a sentence, “When learning English I did not feel good. I’m sitting in a chair a lot.”

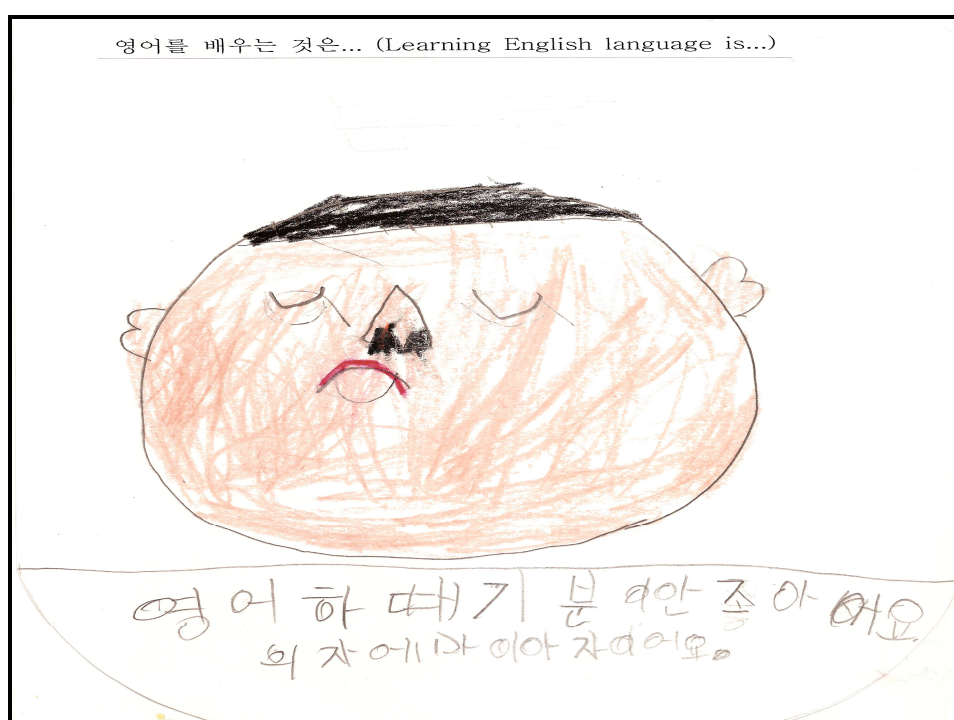


Figure 7 A picture of negative attitudes with an unhappy face

Also, Figure 8 clearly shows the girls' negative emotions towards learning English caused by her mother's rage when the girl did not study English. Her mother says "Study English immediately!" and she wrote the note that "When learning English: my feelings and reading English are so-so!" on the picture. She also indicated her negative feelings towards learning English by explaining her picture that "I am crossing my arms because I dislike it when my mother strongly forces me to study English. She is turning towards me to give me a knock on the head because I am not studying English now."

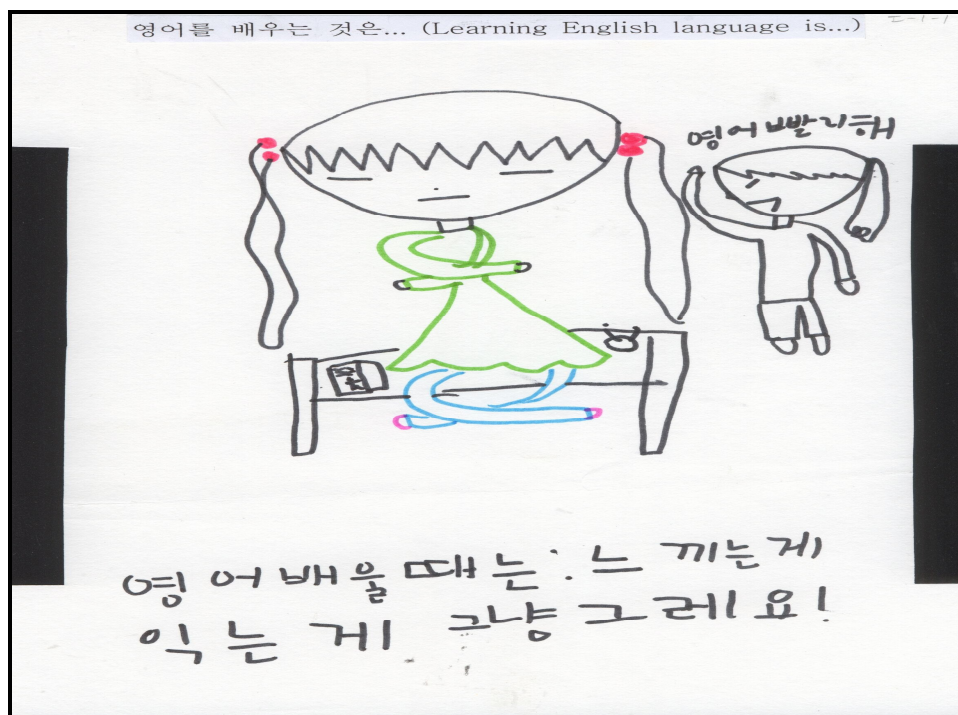


Figure 8 A picture of negative attitudes with a closed body posture

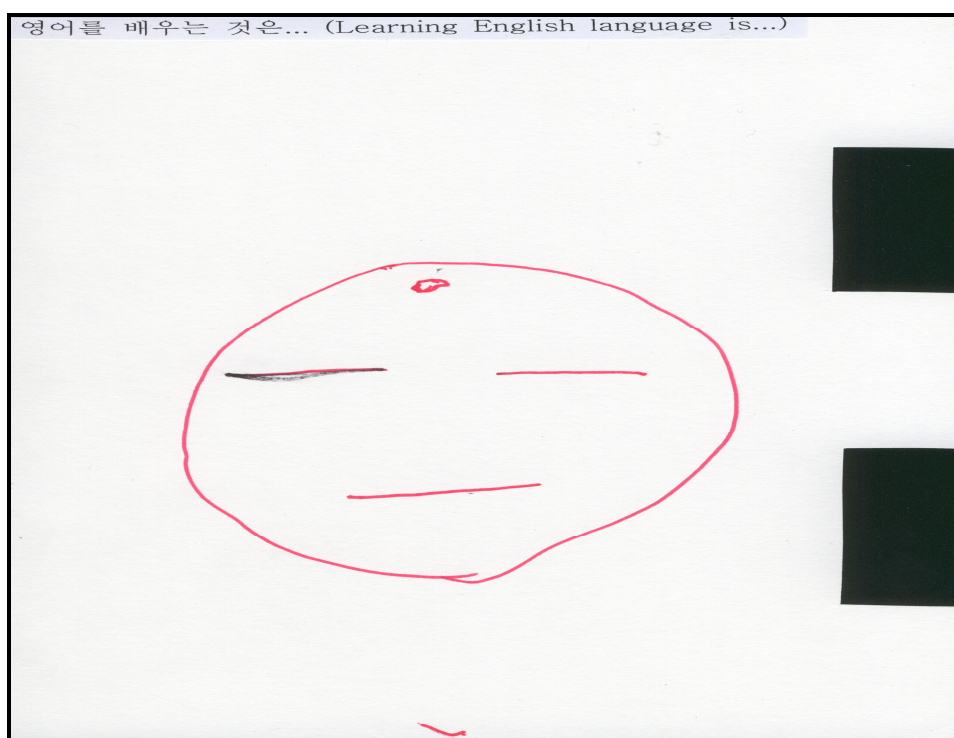


Figure 9 A picture of neutral attitudes with a neutral facial expression

Only one student in Figure 9 showed neutral attitude toward learning English by drawing a neutral facial expression by mentioning, “I do not like or dislike learning English. So-so!”

Overall, the majority (81.3%) of the students expressed their favourable attitudes towards learning English, and a few students (6.3%) reflected their negative feelings of learning the language on their pictures (see Appendix K for the rest of pictures).

In order to investigate the consistency of the students’ attitudes toward learning English, results from attitudinal and interview questions were compared with the students’ attitudes reflected in the drawings. Three students (9.4%) showed mixed feelings by drawing two contrasting faces. Twenty-seven students (84.4%) showed consistent responses through the questionnaires, interviews, and drawings, while five students (15.6%) showed contradicting responses. Among the five students, three students drew positive pictures even though they reported neutral attitudes on the questionnaires and in the interviews. In contrast, two students who reported positive attitudes in the questionnaires and interviews drew negative attitudes towards learning English in their pictures.

To summarize, in this section, the kindergarten students’ perceptions of EEE were presented through the results from questionnaires, interviews, and drawings. The results from the data collected from the students’ questionnaires and interviews were generally consistent with the findings from the drawings, which indicate that many Korean kindergarten students perceive English learning as fun and useful.

4.4 Research Question 4: What are the differences in perceptions among the three groups?

The final section of this chapter addresses the commonalities and differences among the Korean parents', kindergarten teachers', and kindergarten students' perceptions of EEE in kindergartens. The first half of this section compares only the parents' and teachers' attitudes and general opinions on EEE. The last half presents the similarities and differences in the four areas of perceptions: attitudes towards, motivation for, interest in, and common opinions on EEE among the three groups.

4.4.1 Parents vs. Teachers

The parents and teachers completed the same questionnaires except for the background section of the questionnaires. This section presents the differences between the two groups' *attitudes, motivations, interests, and opinions and beliefs* of EEE.

There were some contrasting results in the approval rates, satisfactions, interests, and opinions between the parents and kindergarten teachers. In terms of the two groups' *attitudes* toward EEE, first of all, their approval of and satisfaction with EEE were examined and the results are presented in Table 11. It appears that there were differences in regards to the two groups' approval of EEE in kindergarten. 90.9% of the parents endorsed EEE, while 70% of the teachers approved EEE. More than half (57.6%) of the parents indicated their approval of EEE was related to the effectiveness of early starting and the preparation for elementary school English education. Only ten percent of the teachers indicated that English teaching to kindergarten students is too early.

Table 11 *Parents' and Teachers' Approval of EEE in Kindergarten*

		Parents (%)	Teachers (%)
Approval of EEE	Approval	90.9	70.0
	Disapproval	9.1	30.0
Reasons for Approval	It is effective to learn English at an early age.	36.4	23.3
	It helps children to prepare for elementary school English education.	21.2	10.0
	It helps children to prepare for the globalized society.	18.2	13.3
	It helps children to speak simple everyday English.	12.1	10.0
	Other	3.0	13.3
	Teaching English to kindergarten students is too early.	3.0	10.0
Reasons for Disapproval	Early English-language education could cause children's developmental problems.	6.1	6.7
	English education is not in the early childhood curriculum.	0.0	3.3
	Most English instructors are not qualified.	0.0	3.3
	Other	0.0	6.6

Note. The sum of percentage may not equal to 100% due to rounding.

In addition to the difference in the approval rate of EEE between the two groups, satisfaction with EEE between the two groups also showed some differences. Many parents (72.7%) were satisfied with EEE; however, only 50% of the teachers showed satisfaction with EEE. As seen in Table 12, the parents and teachers showed differences in their satisfaction with EEE. Many parents (72.7%) were satisfied with English education as compared to only half (50%) of the participating teachers. Therefore, the differences between the two groups in the two questions indicate that their attitudes towards EEE are dissimilar. The Korean parents had more favourable attitudes and satisfied stances towards EEE than the Korean kindergarten teachers.

Table 12 Parents' and Teachers' Satisfaction with EEE in Kindergarten

		Parents (%)	Teachers (%)
Satisfaction	Satisfaction	72.7	50.0
	Dissatisfaction	27.3	50.0
Reasons for Satisfaction	My child (Children in my class) has (have) increased his/her interest and motivation in English.	57.6	30.0
	My child (Children in my class) has (have) developed basic conversational skills.	6.1	3.3
	My child (Children in my class) has (have) learned correct pronunciation in English.	3.0	3.3
	My child (Children in my class) has (have) overcome fear of foreigners and learning English.	6.1	6.7
	Other	0.0	6.7
Reasons for Dissatisfaction	It has been less effective than I expected.	15.2	23.3
	The English teacher's ability's lacking	3.0	16.7
	English teaching materials are not sufficient.	3.0	6.7
	Other	6.1	3.3

Note. The sum of percentage may not equal to 100% due to rounding.

Also, the two groups showed some differences in their interests in EEE. Twenty-five (75.8%) parents and 19 (63.3%) teachers reported they are interested in EEE. Lastly, general beliefs of the proper time for introducing English education to children between the two groups showed different opinions as well. As can be seen in Table 13, many (72.7%) parents believed that the proper time for introducing English was before or at kindergarten level, while less than half (43.3%) of the kindergarten teachers indicated that their age range is proper. No one in the two groups indicated junior high school period.

Different from the two groups' beliefs of early starting of English-language education, there is a consensus of opinion between the two groups in terms of the children's attitudes towards EEE. When the two groups were asked the question, *my child*

(the students in my class) likes (like) learning English, 25 (75.5%) of the parents and 24 (80.0%) of the teachers reported that the children/students like learning English.

Table 13 *Parents' and Teachers' Opinions on the Proper Starting Time for English Education*

	Parents (%)	Teachers (%)
Before kindergarten	21.2	3.3
Kindergarten	51.5	40.0
First grade	12.1	30.0
Third grade	9.1	20.7
Junior high school	0.0	0.0
Other	6.1	6.7

Note. The sum of percentage may not equal to 100% due to rounding.

In addition, the two groups' opinions on the possible future benefits for the children from EEE showed similar results. As presented in Table 14, seventeen (51.5%) of the parents and 19 (63.3%) of the teacher agreed there are positive academic benefits from EEE. In terms of children's future career opportunities from EEE, approximately half of the parents (51.2%) and teachers (50.0%) believed that children would have future career benefits from learning English at an early age. Therefore, both of the groups showed similar expectations for the future academic and career benefits from EEE.

Table 14 *Results of Future Benefits from EEE between the Parents and Teachers*

Questions		Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
EEE could positively affect my child's <i>academic achievement</i> in elementary and junior high education.	P	5 15.2	11 33.3	8 24.2	9 27.3
	T	5 16.7	5 16.7	13 43.3	6 20.0
EEE can provide my child better <i>career opportunities</i> in the future.	P	7 21.2	8 24.2	7 21.2	10 30.0
	T	6 20.0	8 26.7	9 30.0	6 20.0

Note. P = Parents, T = Teachers, EEE = Early English-language Education. The numbers on the top indicate the frequency of the response, and the numbers below indicate the percentage in proportion to the total responses.

The teachers' and parents' beliefs regarding the relation of English education to child development are presented in Table 15.

Table 15 *Comparisons of the Parents' and Teachers' Beliefs of EEE with Relation to Child Development*

		N/A	Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
EEE hinders a child's <i>cognitive</i> development.	P	2 6.1	12 36.4	8 24.2	9 27.3	2 6.1
	T	0 0.0	8 26.7	16 53.3	5 16.7	1 3.3
EEE could delay children's <i>Korean language</i> acquisition.	P	2 6.1	15 45.4	9 27.3	4 12.1	3 9.1
	T	0 0.0	5 16.7	11 36.7	9 30.0	5 16.7
Children could develop <i>psychological</i> problem such as excessive stress or aphasia resulting from EEE.	P	0 0.0	14 42.5	6 18.2	8 24.2	5 15.1
	T	0 0.0	7 23.3	11 36.7	6 20.0	6 20.0
EEE could confuse young children's <i>identities</i> as a Korean.	P	0 0.0	19 57.6	8 24.2	1 3.0	5 15.1
	T	0 0.0	12 40.0	8 26.7	7 23.3	3 10.0
EEE could have negatively effects on a child's knowledge of <i>Korean culture</i> .	P	2 6.1	23 69.7	4 12.1	3 9.1	1 3.0
	T	0 0.0	12 40.0	13 43.3	3 10.0	2 6.7

Note. P = Parents, T = Teachers. EEE = Early English-language Education. The numbers on the top indicate the frequency of the response and numbers below indicate the percentage in proportion to the total responses.

In terms of EEE in relation to child *cognitive development*, first, a difference was found between the Korean parents and the kindergarten teachers. More teachers (80.0%) did not believe in the negative influence of EEE on the children's cognitive development, while 60.6% of the parents believed in the potential negative influence.

Similarly, in terms of child *language development*, a discrepancy between the parents and teachers was found. Slightly less than half (46.7%) of the teachers showed

concerns about delayed Korean language acquisition resulting from EEE; however, only 21.2% of the parents did. Regarding child language development, thus, the kindergarten teachers tended to believe EEE could negatively influence the kindergarten students' Korean language acquisition.

For child *psychological development* in relation to EEE, the parents and the teachers' perceptions were comparable as can be seen in Table 15 in that 39.3% of the parents and 40% of the teachers agreed with the possible negative influence of EEE on child psychological development.

A small percentage of the parents (18.1%) and one third of the teachers (33.3%) agreed to the statement, *Early Englis-language learning could confuse young children's identities as a Korean*. The results indicated that the teachers were concerned about the possible negative influence of English education on Korean children's national identity development.

Lastly, opinions on the Korean children's *culture awareness* between the two groups were much the same. Only 12.1% of the parents and 16.7% of the teachers agreed that Korean young children's cultural confusion was resulted from EEE. Overall, the Korean parents' and kindergarten teachers' beliefs of EEE related child development showed some similarities and differences. There were no differences between the two groups' opinions on child emotional and cultural identity development. However, differences were found between the two groups in opinions on child cognitive, language, and national identity development as affected by EEE.

In summary, this section presents some congruence and contrast in the two groups' perceptions of EEE in kindergartens. The parents had more positive attitudes

toward teaching kindergarten students English. Also, the parents advocated a lower starting age for EEE than the teachers did. The teachers showed higher percentage of concerns about negative influence of EEE on child development than the parents; however, Korean parents and teachers overall did not show anxiety about English education at kindergarten level related to Korean children's development.

4.4.2 Parents vs. Teachers vs. Students¹⁶

The second half of this section presents the parents', teachers', and the students' perceptions of EEE by comparing the three groups' *attitudes* towards, *motivations* for, and several common *opinions* on EEE.

In terms of the three groups' *attitudes* toward EEE, generally all three groups showed positive attitudes. A total of 82% of the parents showed strongly supportive attitudes among the three groups, and 72% of the students also showed positive attitudes towards learning English. On the other hand, the teachers' group had the least positive attitudes (60.0%) towards teaching English to kindergarten students.

The three groups' *motivations* for EEE were also different and diverse, as can be seen in Table 16. For the parents' group, the belief in the effectiveness of early exposure to English language was their main motivation for EEE. However, many kindergarten teachers indicated external factors such as parents' requirements or the education policy of the kindergarten as their motivations. For the children, despite that slightly less than one third (31.3%) of them reported they did not know why they were learning English, the rest of the students showed varied motivations for learning English.

¹⁶ Since some questions asked to the student group were different from those asked to the parents and teachers, not all responses could be compared quantitatively.

Table 16 Korean Parents', Kindergarten Teachers', and Students' Motivations for EEE

Groups	Motivations	Number	Percentage
Parents	Studying English at an early age is effective	15	45.5
	The kindergarten offers English education	9	27.3
	Other ¹⁷	5	15.2
	My child wants to learn English	3	9.1
	Many kindergarten students learn English	1	3.0
Teachers	Education policy of the kindergarten	14	46.7
	Parent's requirements	13	43.3
	Kindergarten students' interest in English learning	2	6.7
	My interest in English education	1	3.3
Students	I do not know	10	31.3
	Learning English makes me smart	4	12.5
	I want to communicate with foreigners	3	9.4
	I want to travel abroad	3	9.4
	Learning English is fun	3	9.4
	I want to learn it	3	9.4
	It helps me prepare for elementary school English education	2	6.3
	I go to kindergarten	2	6.3
	My mother forces me to learn it	1	3.1
	I may study abroad when I grow up	1	3.1

Note. EEE = Early English-language Education. The total percentage may not be 100% due to rounding.

Finally, the comparisons among the three groups' general *opinions* about the necessity or importance of EEE, the children's positive attitudes towards learning English, and preferences for English teachers in class are presented. The three groups showed differences in awareness of the necessity of EEE, as presented Table 17. Among the three groups, the majority (87.5%) of the students perceived learning English is important. Also, many parents (78.8%) believed that EEE is needed at the kindergarten level. However, the teachers' group showed lower percentage (50.0%) compared with the other two groups.

¹⁷ See parents' other motivations on page 62 in this chapter.

Table 17 Results from the Three Groups' Opinions of the Need of EEE

Question		Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
EEE to kindergarten student is needed.	P	5 15.2	2 6.1	7 21.2	19 57.6
	T	6 20.0	9 30.0	9 30.0	6 20.0
Do you think learning English is important?		No	Unsure	Yes & No	Yes
	S	1 3.1	2 6.3	1 3.1	28 87.5

Note. EEE = Early English-language Education, P = Parents, T = Teachers, S = Students. The numbers on the top indicate the frequency of the response, and numbers below indicate the percentage in proportion to the total responses.

The parents' and teachers' *opinions* on the students' *attitudes* towards learning English corresponded with the students' reports about their fondness of English learning as presented in Table 18.

Table 18 Results from the Three Groups' Opinions on the Students' Attitudes towards Learning English

Question		Disagree/ Strongly Disagree	Slightly Disagree	Slightly Agree	Agree/ Strongly Agree
My child (children in my class) likes (like) learning English.	P	2 6.1	6 18.2	10 30.3	15 45.4
	T	3 10.0	3 10.0	10 33.3	14 46.7
Do you like learning English?		No	So-so	Unsure	Yes
	S	3 9.4	1 3.1	2 6.3	26 81.3

Note. P = Parents, T = Teachers, S = Students. The numbers on the top indicate the frequency of the response and numbers below indicate the percentage in proportion to the total responses.

Table 18 shows parents' and teachers' opinions on children's attitudes towards learning English and the students' responses to the question, *do you like learning English?*. Of the two adult groups, 75.7 % of the parents and 80.0% of the teachers reported that their children/students like learning English. Similarly, 81.3% of the students indicated that

they like learning English. Therefore, the adults groups' opinions on the students' attitudes towards EEE corresponded with the students' actual preference.

Lastly, the three groups' *opinions* about English teachers' language use in class were compared. As can be seen in Table 19, there is some consensus in the views of language use in English class between the parents and teachers - that is, 75.8% of the parents and 70% of the teachers believed that primarily English with only supplementary use of Korean language should be used in kindergarten English classes.

Table 19 Parents' and Teachers' Opinions on Language Use in English Class

Language	Parents (%)	Teachers (%)
English Only	15.2	10.0
Primarily English	75.8	70.0
Primarily Korean	9.1	20.0

Only the ten students from one of the participating kindergartens were asked this question because the students had two different English teachers: a Korean English teacher who spoke Korean and a Philippine English teacher who spoke only English. Thus, the children were able to compare the two teachers and indicated their preferred teacher. The ten students who were asked the question, *who is your preferred English teacher between Sophie (a Korean) and Tess (a Philippines)? Why?*, reported similar responses to parents' and teachers'. For the question, six (60.0%) students chose the Korean English teachers, three (30.0%) preferred the Philippine English teacher, and one gave an unsure answer. Among the six students who preferred the Korean English teacher, three students who preferred the native Korean teacher provided the following reasons:

I like learning English with the teacher who speaks Korean better. (Child, 29)

I don't know English when it is spoken. Because she speaks Korean, I am able to know (what is taught). (Child, 22)

Um...when Sophie teaches English... even though she speaks English, um... she explains things in Korean in a great detail..., so English class with her is fun. I feel dizzy with teacher Tess because she speaks English too much. (Child, 27)

On the other hand, interestingly, one student of the three who preferred the Philippine English teacher gave the reason that the teacher's inability to speak Korean creates an immersion environment. The student said, "I like the teacher Tess because she only speaks English in English class."

To sum up, when the three groups' *attitudes* towards, *motivations* for, and *opinions and beliefs* about EEE were compared, the parents and students showed more positive attitudes toward English education than the teachers. The three groups' motivations for EEE were diverse, and the teachers mainly showed external reasons for starting EEE that differed from the parents' and students' motivations. However, some similar beliefs were found in the three groups' opinions on the need of EEE and Korean language use in kindergarten English classes and in the two adults' groups' perspectives on their children/students' attitudes and the students' actual positive feelings about learning English.

4.5 Summary

This chapter presented the results elicited from the Korean parents, kindergarten teachers, and kindergarten students regarding their attitudes towards, motivations for, interests in, and opinions about English education at the kindergarten level. In general, parents showed positive perceptions of teaching English to kindergarten students. In contrast, the

kindergarten teachers' perceptions of EEE were less positive and supportive, and many teachers commonly believed that elementary school ages are more suitable for learning English. In the case of the kindergarten students, most of the students perceived English learning as fun and helpful for their future. Therefore, Korean parents and kindergarten students perceive English education in kindergartens more positively than the kindergarten teachers do.

Chapter 5: Discussion

The present study aims to investigate parents', kindergarten teachers', and kindergarten students' perceptions of EEE in kindergartens in Korea. In order to elicit the three groups' perceptions of EEE, the attitudes, motivation, interests, views and beliefs, and confidence in EEE are examined. All three groups completed the questionnaires. Additionally, each student participated in an interview and a drawing activity. This chapter is comprised of four sections that discuss the findings from each group of participants on their perceptions of EEE. The first three sections discuss the parents', teachers', and students' perceptions in the order of the research questions, followed by a discussion of the comparisons among the three groups. Each section starts with a short summary of the findings from the previous chapter and then discusses several important findings in relation to the results from previous studies. A conclusion is provided at the end of this chapter.

5.1 Korean Parents' Perceptions of EEE: How do Korean parents perceive English-language teaching to kindergarten student?

This section discusses the Korean parents' perceptions of EEE. These were examined through a questionnaire that was designed to investigate the four key areas: attitudes, motivations, interests, and views and beliefs regarding EEE (refer to Table 7). As presented in Chapter 4, the Korean parents hold extremely positive attitudes towards English education to young children in kindergartens. Almost all of the parents (90.9%) approve of EEE, and a majority of the parents showed high satisfaction with the English instruction that their children received. In regards to how EEE relates to the four child developmental areas, namely cognition, language, psychology/emotion, and identity

development, many Korean parents are not concerned that teaching English could negatively affect their children's development.

More than 90% of the Korean parents in the present study approve of English education in kindergarten. The Korean parents' favourable attitudes towards EEE are consistent with those in other Korean studies from 2000 to 2010 (see Song, Park, & Kim, 2011). Song et al. reviewed 31 Korean studies regarding Korean parents' perceptions of EEE. They found that the positive attitudes towards EEE were based on beliefs in the effectiveness of early English-language learning and preparation for globalized society. The parents in the present study held similar beliefs. The parents in this study also consider preparation for elementary English education as an important motivation for EEE. Parents' support for bilingual education to their young children in other countries have been reported in Amaral (2001), Lao (2004), Oladejo (2006), Tavıl and İşİsağ (2008), and Young and Tran (1999). Lao (2004) found that both Chinese-dominant parents and English-dominant parents strongly endorsed Chinese-English bilingual education for preschool children. Vietnamese parents also showed highly supportive attitudes towards early bilingual education (Young & Tran, 1999). Therefore, many parents, regardless of their cultural backgrounds, seem to share positive attitudes towards early onset of L2 or FL education.

Intriguingly, however, the Korean parents do not highly expect that EEE would provide a positive impact on their children's future career opportunities. These results do not match the findings in Lao's study (2004) in which future career opportunity for children was the highest ranked reason for the parents enrolling their children in Chinese-English bilingual preschool. Also, 93.1% of the Vietnamese parents in Young and Tran's

study (1999) believed that acquiring two languages could give their children career-related benefits. Tavıl and İşİsağ' study (2008) showed that 92% of Turkish parents believed that enrolling their children in bilingual kindergarten could be of benefit to their children's future jobs. Therefore, it is interesting to notice that only 51.2% of the Korean parents in the present study think that EEE might provide better career opportunities to their children in the future. The discrepancy of these beliefs in the previous studies and in the present study might be related to the phenomenon "education fever" (Seth, 2002, p. 9) in Korea. Although many Korean parents regard English as an avenue for raising social status (Park, 2009), parents in the present study might think EEE is not the only factor that affects the children's future success. That is, English seems to be regarded as a basic necessity to live in future society, and not as a guaranteed key for their children's success in the highly competitive Korean society.

Though some negative impacts on child development from EEE have been suggested in Korea (Jang, 2002; Wu, 2002), the findings of this study revealed that many Korean parents do not believe that EEE causes harmful effects on child development in the areas of cognition, language, psychology/emotion, national and cultural identity. One interesting finding concerning EEE in relation to child cognition development was that although almost two thirds of the Korean parents do not believe that EEE could impede Korean children's cognitive development, only half of the parents agree that EEE could *help* children's cognitive development. These different results might imply that Korean parents believe that EEE gives neither significant adverse effects nor great benefits to Korean children's cognitive development. Similar results were reported in Tavıl and İşİsağ's study (2008) in that only 54% of the Turkish parents agreed that a bilingual

kindergarten would help their children's cognitive abilities. In Lao's study (2004), child cognitive benefits were also not highly ranked among the reasons for the parents sending their children to a bilingual preschool. Young and Tran (1999) investigated Vietnamese immigrant parents' perceptions of their own native-English speaking children learning Vietnamese in the USA. They reported that 92.2% of the Vietnamese parents believed in cognitive advantages from advanced levels of bilingualism. These contradicting beliefs could be explained by the different bilingual education settings between English education as a L2 and as a FL. In FL contexts, in which the language learners are exposed to the target language in limited times and places, the parents seem not to believe that the target language could facilitate child cognitive development.

Regarding how EEE relates to children's native language development, only 21.2% of the Korean parents believe that EEE could hinder Korean children's mother tongue acquisition. This finding is consistent with that in Oladejo (2006): only 26.9% of Taiwanese parents believed in the negative effects of EEE on young children's mother tongue. In contrast, Tavıl and İşİsağ (2008) found that 68% of Turkish parents agreed that English learning could negatively affect their children's mother tongue acquisition in a bilingual kindergarten. The discrepancy in these findings could be explained by the different degree of English-language instruction. In this present study, the students learn English for 20 minutes every day. So the parents might be less concerned about the influence on their children's Korean language development from English instruction. However, in Tavıl and İşİsağ's study, the school was moving toward a balanced bilingual model in English and Turkish, and the study focused on parents' attitudes towards bilingual kindergarten education. Consequently, even though Tavıl and İşİsağ did not

clearly define the degree of bilingual education (English-Turkish) of the kindergarten in the study, under the assumption that bilingual education meant equal parts English and Turkish, the parents may have demonstrated greater concerns about the possible negative impacts of English instruction on the children's Turkish development than those of the Korean parents in the present study.

In addition to child mother tongue development, the Korean parents do not believe that children's national identities can be negatively affected by EEE. Only 18.1% of the Korean parents agree that EEE can confuse young children's identities as a Korean. This contrasts with Wu's assertion (2002) that EEE could confuse Korean children establishing identities. Song et al. (2011) analyzed 31 studies on Korean parents' perceptions of EEE and consistently found that most Korean parents did not believe that child mother tongue and identity development could be negatively affected by EEE. As Song et al. (2011) suggested, parents are generally the closest people to their children both physically and emotionally; therefore, if Korean parents are not aware of potential harm to their children through EEE, their beliefs may be evidence that there have been exaggerated warnings without sufficient supporting empirical studies.

Regarding EEE in relation to child psychological development, almost 40% of the Korean parents believe that learning English at an early age could develop psychological problems such as excessive stress or aphasia. It is important to notice that the Korean parents' concerns regarding the effects of EEE on child psychological development were slightly higher than those in the other three child developmental areas of cognition, language, and identity development. Since no empirical studies have been conducted on the effect of EEE on young children's "psychological well-being" (Korth, 2001, p.1), this

finding merits attention. One possible source of the Korean parents' concerns is the media, as Kim, S-J (2008) argued that newspapers boosted not only desires for but also anxieties about English education. The recent headline of a Korean newspaper, "*whenever 10 English kindergartens are established, one child psychiatry hospital is established*" (Kim & Sung, 2012, p. 1), is an example of how media may play a role in parents' perceptions of EEE.

In conclusion, this section discussed Korean parents' perceptions of EEE. Overall, the results indicated that many Korean parents believe that EEE is necessary for their children's future, similar to parents in other cultures. However, Korean parents seem to have more positive or supportive attitudes towards the early starting of English education than parents in other countries. Interestingly, even though the Korean parents believe that early starting is effective and necessary, at the same time they indicate that EEE does not guarantee their child future success. Generally, Korean parents do not show great concern regarding the negative impacts of EEE on child development; however, they show slightly more anxious responses in regards to child psychological development than to other child developmental areas.

5.2 Korean Kindergarten Teachers' Perceptions: How Korean kindergarten teachers perceive English-language teaching to kindergarten student?

Similar to the parents, the Korean teachers also completed questionnaires that investigated their attitudes towards, motivations for, interests in, and views and beliefs of EEE (refer to Table 7). The results from the questionnaires show that the majority of the teachers (70%) approve of English teaching to kindergarten students, and many teachers are interested in EEE. However, their motivations for EEE mostly come from external needs such as the kindergarten's education policy or parents' demands. Half of the

teachers believe that English education is necessary in kindergartens. The majority of the teachers generally do not believe that EEE could harm the children's four developmental areas; however, they demonstrate a great concern that EEE could have negative effects on mother tongue, psychology, and national identity development than they did for cognitive and cultural identity development. In short, though 70% of the teachers approve of EEE, approximately half of the teachers still believe that English education in kindergarten is too early.

Seventy percent of the Korean kindergarten teachers approve EEE in the present study. This approval rate is higher than the 41.2% reported in Park's study (1997), and the 64.1% in Kim and Hong's study (2002). These increasing teachers' approval rates for EEE point to Korean kindergarten teachers' growing realization of the need for English education in kindergartens. Most Korean young children are exposed to English education in some way; accordingly, kindergarten teachers might believe that English education is now inevitable (Kim & Hong, 2002). However, evidence of Korean kindergarten teachers' reluctant approval of EEE is found in the teachers' inconsistent responses to other areas of the teachers' perceptions examined in this study. Even though 70% of the teachers indicate that they approve of EEE, interestingly, 47.8% of the teachers believe that teaching English to kindergarten students is too early; only 50% of them believe English education is necessary in kindergarten; and only 43.3% of them consider that kindergarten is the right time to introduce English. These conflicting opinions about EEE suggest that Korean kindergarten teachers approve of EEE may not be because they think that kindergarten is the optimal time for English education, but rather because of current trends in EEE (Kim & Hong, 2002).

The kindergarten teachers in the present study seem dissatisfied with English education in kindergartens, similar to what was reported in Kang and Choi (2010). The teachers' main reasons for discontent with English education are the ineffectiveness of English education, English teachers' lacking necessary skills, and the disconnection of English programs from general kindergarten curricula. These three issues have been repeatedly pointed out as problematic by kindergarten teachers for English instruction in kindergarten in Korea (Jun, 2009; Kang & Choi, 2010; Seo et al., 2009). Korean kindergarten English education has been operated mostly by visiting English native or Korean English teachers, not by kindergarten teachers. All of the English teachers in this study were not the main kindergarten teachers. Similarly, 97% of the kindergarten teachers in Yu et al.'s study (2009), and all of the kindergarten teachers in Jun (2009) did not teach English in kindergartens. According to Lee, Han, and Jung (2001), half of the English teachers who participated in their study did not have degrees in early childhood education nor in English education or literature. Consequently, many kindergarten English teachers do not have knowledge of early childhood education, and the visiting English teachers reported difficulties in dealing with young children (Kim, M-N. 2008; Song, 2004). For those reasons, English curricula have not been integrated into kindergarten curricula, which might lead to the kindergarten teachers' dissatisfaction with EEE.

In terms of the four child developmental areas, the kindergarten teachers generally do not show extreme concerns about the effects of EEE on children development. However, close to half (46.7%) of the teachers show concerns about young children's possible Korean language delay. Similarly, Yu et al. (2009) found that the number of

teachers who believed in the negative influences of EEE on children's acquisition of Korean language was almost equal to the number of those who did not believe in the interference of Korean language development. As Cho and Lee (2009) argued that Korean young children could be confused between the two languages, Korean children's mother tongue development was the area that the teachers are most highly concerned about among the four areas. Considering child psychological development, 40% of the teachers believe that EEE could cause psychological problems resulting from EEE. Jang (2002) and Wu (2002) warned that excessive EEE could cause young children stress, resulting in negative effects on child brain development and pathological symptoms. Considering child cognitive development, interestingly, even though 80% of the teachers believe that there are no harmful impacts on child cognitive development resulting from EEE, only 53.3% of the teachers consider that child cognitive development can be facilitated by EEE; the teachers do not believe that EEE could positively affect child brain development. Regarding child national identity development, 33.3% of the teachers in this study and 26.9% of the teachers in Yu et al.'s study (2009) believed that EEE could negatively affect young Korean children's identity development. Generally, Korean kindergarten teachers seem to be less concerned about child identity development than Korean language and psychological development.

In summary, this section discussed how Korean kindergarten teachers generally perceive English education in kindergartens. Different from early studies, kindergarten teachers in this study show high approval rates for EEE, although many of them still believe that English teaching in kindergartens are early. The kindergarten teachers' changing beliefs seem to come from the current trend of EEE in Korea that almost all

kindergarten children are now learning English. Regarding the possible negative effects on child development with regard to EEE, Korean teachers show more concern about children's Korean language delay and psychological problems resulting from EEE than about any other child developmental areas.

5.3 Korean Kindergarten Students' Perceptions: How do Korean kindergarten students perceive English-language learning?

The kindergarten students' perceptions of learning English were elicited through a questionnaire, an interview session, and a drawing activity. The results from the questionnaires showed that the majority of the students have positive attitudes towards learning English. This finding corroborated with the findings from interviews and the drawings. Also, the findings revealed that Korean young children are not only highly interested in English learning, but they are also aware of the importance of learning English for the future.

Korean kindergarten students' attitudes toward English learning are consistent across the three sources of data – the questionnaires, interviews, and drawings. The majority of the students show highly favourable attitudes, while only a few students report their negative attitudes towards learning English. Among the students who show fondness for learning English, 70% of them mention that they like learning English because “learning English is fun” or “I just like learning it.” The students' responses might indicate young children's natural tendency of positive attitudes towards FL learning.

Even though only a small percent (28.0%) of the students report neutral or negative attitudes towards learning English, examining the reasons for these attitudes is a valuable way of understanding their beliefs. The students' reasons for not being

favourable to or interested in learning English are several: the difficulty of learning English and several external factors. Some Korean kindergarten students mention that they do not like learning English because it is difficult and that they do not understand what is taught in English classes. From the students' comments, it seems obvious that learning a FL is neither an easy nor simple task even for young learners. This contrasts with the common conception that young children can always learn a L2 or FL easily (Bley-Vroman, 1989; DeKeyser, 2000; Hyltenstam & Abrahamsson, 2000). Also, some students mention external reasons such as parental pressures or a challenging classroom environment as factors influencing their attitudes towards EFL. English classroom settings in kindergartens appear to be a challenging classroom environment. Fourteen out of 32 students illustrate themselves sitting in chairs or on the carpets in their drawings. The repeated appearance of the chairs could be an indication that children might associate English classes with being forced to sit and listen to the teacher. According to Ju (1998), more than 86% of English classes were operated with static activities, and the students who were sitting in a big group only listened to English teachers. As a result, even though 81.3% of the students in this study indicate that they like learning English, fewer students (68.8%) give positive responses for the question, *do you like to have more English lessons at kindergarten?* As Fassler (2003) pointed out, children are more engaged when they take the initiative in choosing some of their L2 class activities. Accordingly, the findings in this study indicate the need for age-appropriate English teaching methods and more dynamic English classroom settings in kindergartens.

Remarkably, almost 70% of the Korean kindergarten students at the age of five or six explicitly state their motivations for learning English. Their reasons for English

learning are categorized into six: broadly intrinsic, intrinsic-integrative, intrinsic-instrumental, broadly extrinsic, extrinsic-integrative and extrinsic-instrumental reasons (refer to Table 3). The broadly intrinsic motivations for learning English are “learning English is fun” or “I just want to learn it.” The young children seem to consider English learning itself as an enjoyment rather than as a must-do task. A more interesting finding is that some students reveal their intrinsic motivations by connecting their motivations to their self-images and emotions: “I like myself when I am learning English” and “The anger in my head disappears when I speak English. Because the angers are coming out from my head, I feel good after learning it.” These students’ comments could provide evidence of young language learners’ positive tendencies towards learning languages.

In addition to broadly intrinsic reasons, the kindergarten students gave intrinsic-instrumental reasons for learning English. Similar to the young children’ comments in this study, the elementary students in Nagy’s study (2009) mentioned “to travel abroad” as their motivations for learning English (p. 240). Interestingly, however, the elementary students in Nagy’s study did not indicate communication purposes as a reason for learning English, and Nagy concluded that “they do not see a need for real communication at this stage” (2009, p. 229). In contrast, some Korean kindergarten students in this study already are aware that communication is an important factor for their English learning by mentioning “to communicate with foreigners.”

Also, the kindergarten students mention intrinsic-instrumental reasons for learning English, such as “learning English makes me smart,” and “to prepare for elementary school English education.” These reported reasons are notable in that none of the elementary students in several previous studies (e.g. Chung & Huang, 2010; Nagy,

2009) mentioned that learning a FL makes them smart. Furthermore, even though some fifth or sixth grade elementary students in previous studies believed that English learning is important and useful for their academic performance and future (Chung & Huang, 2010; Nagy, 2009), the findings in this study are striking in that young Korean kindergarten students as early as five or six years old are already concerned about their future education. The kindergarten students' motives may have been greatly affected by what their parents told them about English learning. As one of the broadly extrinsic reasons, "my mother forces me to learn English," reveal that kindergarten students' motivations may be influenced by their parents' desires or expectations.

In general, the kindergarten students prefer a Korean English instructor over a native English speaker for the reason that the children could better understand what is being taught in English classes. This finding is very suggestive that young language learners feel more comfortable in a bilingual English classroom than in a fully immersed English environment in a FL-learning context. However, further research about which language should be use in kindergarten English classes is needed as only a small number of kindergarten students were interviewed in this context.

The students' data generated from questionnaires, interviews, and drawings with the kindergarten students generally showed consistent results. Many Korean kindergarten students think learning English is not only fun but also useful. It is clear that the Korean kindergarten students have positive attitudes towards learning English. These findings indicate that Korean kindergarten students enjoy and know the value of learning English. Generally speaking, the young kindergarten students in the present study indicate self-motivated tendencies towards learning English and positive feelings towards EEE.

5.4 Korean Parents' vs. Korean Kindergarten Teachers' vs. Korean Kindergarten Students' Perceptions: What are the differences in perceptions among the three groups?

Overall, Korean parents are more approving and supportive of English education in kindergartens than the kindergarten teachers. The two adult groups accurately predicted their children's/students' attitudes towards EEE. Generally, all three groups believe that the Korean language should be used in English classes (see Table 19). Among the three groups, the parents' and children's groups show more positive attitudes than the teachers' group. Also, the teachers' beliefs of the need for EEE are lower than the parents' and students' beliefs of the necessity of EEE.

The findings in this study indicate that the Korean parents and kindergarten teachers show quite different perceptions about English education in kindergartens. The Korean parents' and teachers' approval rates of EEE are 90.2% versus 70%, respectively. These results are consistent with those in a previous study in which parents' endorsement rates for EEE were generally higher than kindergarten teachers' (Jang & Lim, 1999). Also, discrepancies appear in the percentages of interest (75.8% vs. 63.3%), satisfaction (72.7% vs. 50.0%), awareness of the necessity (78.8% vs. 60.0%), and support for introducing English education at kindergarten (72.7% vs. 43.3%) between the parents and teachers, respectively. These differences confirm that the Korean kindergarten teachers are less supportive or favourable towards English education to kindergarten students than the Korean parents.

According to the findings in the present study, kindergarten teachers believe that English education to kindergarten students is too early even though they are aware that English education in kindergartens is unavoidable in Korea. The kindergarten teachers' less positive stance seems to have several bases. First, the perception of low effectiveness

of English education and qualified English teachers, as pointed out by Jun (2009) and Kang and Choi (2010), may lead to kindergarten teachers' less favourable attitudes towards kindergarten English education. According to Kim, M-N (2008), most visiting Korean or native English teachers did not understand young children well; thus, the English teachers were unable to appropriately manage the space for activities, attract the students' attentions, or use proper teaching methods during English classes. In fact, many visiting English teachers tended to make all children sit together even when they had prepared games (Kim, 2010). These "presentation-centered" and "teaching-centered" methods (Choi, J-Y, 2007, p. 189) are different from the teaching methodologies in early childhood education and may magnify Korean kindergarten teachers' skeptical views of English education to kindergarten students. Therefore, a voice that kindergarten English education should be operated by kindergarten teachers, not visiting English teachers has been risen (Choi & Son, 2011), and the actual rates of kindergarten teachers operating English classes have increased recently according to Kim (2010). Most of the kindergarten teachers (90%) in this study also indicate that they review what the students learn in English classes even though they are not the main English teachers, and 83.3% of the teachers did not have any training in English teaching. As such, it is difficult for most kindergarten teachers to operate English classes because they are not familiar with basic English language education contents and methods (Kang & Choi, 2010). In fact, many teachers cited their lack of teaching abilities as the main reason for why they do not like reviewing English classes. Therefore, it seems reasonable to argue that Korean kindergarten teachers should be trained and equipped to conduct the English classes themselves in order to eliminate these pedagogical problems.

Surprisingly, the Korean kindergarten students show general positive attitudes towards learning English even though the kindergarten English classes do not offer children-friendly English classes as discussed previously. Cameron (2001) mentioned that children generally have interests in learning other languages and are willing to participate in activities even if they have difficulties with learning a target language. For these reasons, some students mention that though learning English is difficult, they still like it.

As Chung and Huang's study (2010) discovered, the elementary students favoured English instruction while playing games; the kindergarten students' favourable attitudes towards games in English classes are also found in the present study. For some of the students who show neutral or negative attitudes towards EFL, games in English classes seem to be interest-boosters for them. During the interviews, several students actually reverse their negative or neutral attitudes towards English classes to positive ones by mentioning, "sometimes I like learning English when we do games in English classes." Also, one student even erased and redrew his faces a few times as seen in Figure 7 (on page 81). He had originally drawn a happy face but then erased it and drew overtop an unhappy face with red-coloured lips. He also mentions that he generally dislikes learning English, but sometimes he likes it when English teacher prepares a game. These findings could be another indication that English teaching methodologies by visiting teachers could cause young children to have less favourable attitudes towards English language learning. Similarly, many students in Chung and Huang's study (2010) preferred English classes at a cram school to English classes in elementary school for the reason that cram schools offered fun activities. Vilke (1997) suggested that children

“should experience the process of learning English as a kind of game to which they will be eager to contribute enthusiastically, emotionally, and intellectually” (p. 16). Thus, these results suggest that interesting class activities take an important role to keep young FL learners’ interests and positive attitudes towards the target language learning.

Even though the parents and teachers do not show high concerns that EEE could harm young Korean children’s development, the kindergarten teachers show more concerns than the parents through all four child developmental areas. Especially in the areas of children’s Korean language development (21.1% vs. 46.7%) and identity development (18.1% vs. 33.3%), twice as many teachers show beliefs about the negative influence of EEE. However, In agreement with Oladejo’s study (2006) in which 21.4% of Taiwanese parents agreed that their children’s native culture awareness could be negatively affected by English language learning, only 12.1% of the Korean parents and 16.7% of the teachers show concerns about child Korean culture understanding. On the other hand, majority of Korean parents and teachers seem to believe that EEE could help children’s understanding of different cultures, which are similar to the parents’ beliefs in a previous study (Tavıl & İşİsağ, 2008) that 80% of Turkish parents considered English-Turkish bilingual education as an opportunity to experience different cultures.

5.5 Summary

This chapter discussed the findings of the four research questions. The parents’ strong positive attitudes towards English education for young children may drive the demand to teach English to kindergarten students in Korea. Along with the parents’ requirements, private kindergartens’ needs for business success have elevated kindergarten English education to a national concern. Korean kindergarten teachers’ growing awareness of the

need for English education and ongoing concerns about English teaching methodologies still appear in their contradicting beliefs about EEE. Interestingly, however, most kindergarten students not only show high interests but also believe in the significance of learning English for diverse reasons. Also, many Korean kindergarten students show positive attitudes towards learning English even though most of the time the teaching methods may be age-inappropriate. However, the fact that some children comment that learning English is difficult and that they prefer learning English while doing games suggests that better kindergarten English instruction methodologies are needed.

Chapter 6: Implications, Limitations, and Conclusion

This research has aimed to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive early English-language education (EEE). This final chapter is composed of four sections. The first section summarizes the findings of this present study. The second section suggests several methodological and practical implications, followed by the limitations of this study and recommendations for future research. Finally, the last section provides a brief conclusion.

6.1 A Summary of the Findings

This mixed method approach investigates parents', kindergarten teachers', and kindergarten students' perceptions of English-language education in kindergartens in Korea. The study involved 95 participants: 33 parents, 30 kindergarten teachers, and 32 kindergarten students. The parent and teacher groups completed questionnaires that were designed to elicit their perceptions of EEE. The student group participated in this study by completing questionnaires, being interviewed, and drawing pictures. In order to investigate the three groups of participants' perceptions of EEE, four research questions were asked.

For the first research question, *How do Korean parents perceive English-language education to kindergarten students?*, 33 Korean parents completed questionnaires that included four perceptual areas, i.e., attitudes, motivations, interests, and views and beliefs. The results show that many Korean parents have positive attitudes towards and are interested in EEE. These findings correspond to the findings in Oladejo's (2006), Park's (1997), and Tavıl and İşİsağ's (2008). The parents believe that

kindergarten is the appropriate time to introduce English education. The parents' motives to start EEE were mainly because they believe that early starting of English learning is effective, though half of them do not believe EEE offers their children career benefits in the future. In terms of the children's cognition, language, psychology/emotion, national and cultural identity development, the Korean parents do not believe that EEE has negative impacts on Korean children's development. Thus, in agreement with previous studies, the results in this study have revealed that Korean parents perceive EEE as necessary and essential to prepare children for their elementary education as well as to equip them to participate in a globalized society.

Korean kindergarten teachers' perceptions of EEE were investigated under the research question 2, *How do Korean kindergarten teachers perceive English-language education to kindergarten students?* The kindergarten teachers completed a questionnaire similar to the ones completed by the parents. The results indicate that Korean kindergarten teachers generally show positive attitudes towards EEE. This finding is also in line with Kim and Hong's (2002) study. The instructors' motivations for EEE mostly come from external factors such as parents' requirements or kindergarten education policy. Even though the teachers indicate that they are interested in EEE and their approval rate is high, many teachers still believe that elementary school is the proper time for starting EEE. For the four child developmental areas, many teachers do not show high concern or worry about potential negative influences of EEE on children's development. Therefore, the Korean kindergarten teachers in this study generally do not hold a highly supportive or favourable point of view on EEE, while they are aware of the necessity of EEE in kindergarten because many kindergarten students are exposed in EEE.

In order to investigate the research question 3, *How do Korean kindergarten students perceive English-language learning?*, children participated in three types of data collection methods; a questionnaire, an interview, and a drawing activity. The students' perceptions of EEE in the areas attitudes, motivations, interests, view and beliefs, and self-confidence were examined through the three data sources. The drawing data generally corroborated and supported the questionnaire and interview data, demonstrating that Korean kindergarten students have positive attitudes towards learning English. The students' motivations for learning English were mainly that learning English is fun and that it can help them in their future. They are also interested in learning English, and many students show high confidence in their ability to learn English. In short, the five- and six-year-old Korean kindergarten students not only enjoy learning English but they also have confidence in their ability to learn English.

The three groups' perceptions of EEE were compared according to the research question 4, *What are the differences of the perceptions among the three groups?* The parents' supportive and favourable attitudes are based on the reasons of the effectiveness of early starting of English-language and of ensuring their children's short- and long-term academic achievement in English. In contrast, kindergarten teachers show less favourable attitudes towards EEE in kindergartens. Many kindergarten teachers still believe that English-language learning at the kindergarten stage is too early. The three groups believe that EEE to kindergarten students is necessity, though they have different reasons for their beliefs. In general, the kindergarten students' attitudes are the most similar to their parents.

6.2 Implications

According to the findings and discussions in the previous chapters, several implications can be suggested. This section provides both methodological and practical implications.

6.2.1 Methodological Implications

This study employed a mixed method approach to investigate Korean kindergarten students' general perceptions of learning English. The students completed a questionnaire, were interviewed, and drew a picture. The results from the questionnaires and the interviews were compared to those from drawings in order to determine whether they corresponded with each other. Generally speaking, people's perceptions and attitudes can change, and they are affected by various external factors, such as history, socio-cultural values, education, media, close friends or family members, personal traits, and experiences. Moreover, it might be very difficult for people to pinpoint one salient feeling towards one phenomenon because people may have complex or contradictory emotions that they might not be aware of. As a second language learner of English, for example, I have found my own attitudes towards learning English change regularly. I sometimes enjoy learning English, feel motivated, and love to speak English even to Korean friends of mine. Other times I get discouraged and do not want to speak or learn English, which leads me to greatly appreciate my mother tongue and have a resentful attitude towards English. Therefore, it should be noted that limitations essentially lie with studies that investigate people's perceptions and attitudes due to the nature of the study. Thus, gathering multiple sources of data and finding whether the results from the different types of data corroborate with each other or not could minimize the limitations for the research that investigate people's perceptions or attitudes through self-reported

data. Especially when young children are participating in an attitudinal or perceptual study, data triangulation should be of necessity, rather than a choice, in order to increase the validity of the findings. Accordingly, through using age-appropriate research methods and three modes of data collection, this study was able to present multiple perspectives, ensuring authenticity and validity.

6.2.2 Practical Implications

In Korea, there has been a great increase in the quantity of English education instruction in kindergartens in the past 15 years. Due to parents' high demands for EEE and a growing lucrative private English education market, almost all Korean kindergarten students are exposed to English-language education. This section suggests some implications that practitioners, such as educational policy makers, early childhood experts, and teachers should consider in terms of EEE based on the results found in the present study.

First, the Korean parents, kindergarten teachers, and kindergarten students in the present study are aware that EEE in kindergartens is necessary despite the Department of Education discouraging English education in kindergartens. In consideration of the phenomenon that many children are exposed to English, English education at the kindergarten level can no longer be ignored by the government of Korea. In order to bridge the gap between the three groups' general awareness of the importance of EEE and the reality of EEE, the experiences and opinions of these three groups should be carefully considered in policy making and planning at the government level. Kim, S-J (2008) mentioned that English education fever is not regarded as a "societal pathological problem" anymore, and EEE has been moved from private jurisdiction to the public

educational sector (p. 45). Also, as Oladejo (2006) and Tavıl and İşİsağ (2008) pointed out, although most young children start to learn English at the kindergarten level, and the official starting time of English instruction is at the third grade of elementary school. This might encourage private English education (Oladejo, 2006; Tavıl & İşİsağ, 2008) by not giving the parents any choice but to choose private English or cram schools. Therefore, the Korean government needs to be more actively involved in English education at the kindergarten level.

Second, establishing the purposes of and goals for English education in kindergartens should not be delayed any longer since 95.6% of private kindergarten students are learning English in Korea (Kim, S-Y, 2008). The findings show that half of the kindergarten teachers are dissatisfied with EEE because of unqualified English teachers, unrelated English curricula, and inefficient results of EEE. Moreover, the kindergarten students associate English classes with sitting times. As discussed in Section 5.3, 44% of students drew pictures of the formal classroom style of their English education. Some of them mentioned this, in the interviews, making comments such as “when learning English I do not feel good. I’m sitting in a chair a lot” and “at the end of the class I feel uncomfortable as though I was in a jail.” These comments point to an urgent need for developing learner-centred teaching methodologies for young language learners. Teacher-centred academic English instruction as perceived by the students should not be the main aim or focus in kindergarten classes; rather, English teaching methods that allow children to be actively involved in English class instead of sitting in a chair, such as through games and other participatory activities, would be appropriate for young children. Therefore, experts in early childhood education might consider including

English education when developing curriculum instead of deprecating or looking away from the reality of EEE. Their acknowledgement and active involvement in the reality of EEE in Korea could greatly improve the current pedagogically unsound conditions in English education as highlighted by Kang and Choi (2010) and Park, An, and Ha (1997).

Finally, both “pre-service training and in-service training” for early childhood English education should be provided to kindergarten teachers without delay (Choi & Son, 2011, p. 169; Kang & Choi, 2010; Ma, 2007). Since many current English teachers generally do not have experiences with young children education, instructing kindergarten English classes by kindergarten teachers could maximize the effectiveness of English teaching. However, most kindergarten teachers did not receive training in English language teaching, and some teachers revealed that they have difficulties in reviewing English classes in this study. As Choi and Son (2011) found that the trained kindergarten teachers in English education have more positive attitudes towards and high interest in EEE, training kindergarten teachers to be able to teach English could be the first step to bridge the gap in the different perceptions between the parents and teachers. Teacher training in English education may raise teachers’ attitude and perceptions towards English education, which would begin to help them meet the parents’ and students’ needs and expectations. Also, trained kindergarten teachers could enhance kindergarten students’ positive attitudes towards EEE without discouraging the children’s language learning. This further points to a need for early childhood English teaching courses in colleges and universities and in-service programs for kindergarten teachers. Consequently, kindergarten teachers’ challenges in teaching or reviewing English classes resulting from unfamiliarity with English education could be mitigated.

6.3 Limitations and Future Research

This section discusses a few limitations of the present study and suggests recommendations for future research based on those limitations.

First, the short period data collection period and the small number of participants impose limitations on this study. Since it is difficult to thoroughly investigate perceptions or attitudes that people hold in a short period of time, two months is not a sufficient data collection period to conduct a thorough investigation. Also, since the data were gathered from 95 participants in five kindergartens in Chung-Nam province, Korea, the findings from the three groups of participants in this study may not be representative of the perceptions of all Korean parents, kindergarten teachers, and kindergarten students. Therefore, larger-scale studies with a longer data collection period will enhance the generalizability of the research findings.

Second, it was not possible to recruit the students and the teachers from the same kindergartens. This direct match was not feasible for two reasons: (a) most kindergartens employ fewer than ten teachers, and (b) permission was not granted to enable data collection from several kindergartens. As such, recruiting teachers from multiple kindergartens was necessary to reach an adequate sample size in order to permit meaningful comparison between and among three participant groups.

Third, this study is limited in that only a short questionnaire was employed to investigate the parents' and teachers' perceptions of EEE. Due to the scope of this project, it was not possible to corroborate the findings from the questionnaires with any additional sources of data. Instead, the findings have been compared with similar studies in the literature. Future studies could provide more in-depth investigations of parents' or teachers' perceptions of EEE by employing interviews, focus group interviews, or other

data collection methods in order to examine the relationships among the three groups' perceptions of EEE.

Fourth, even though the present study gathered questionnaire, interview, and drawing data from the kindergarten students, English classroom observations would have given some understanding of EEE in kindergartens in order to obtain a better understanding of the dynamics of a Korean EEE classroom and thus also of students' emotions and attitudes in response to that EEE.

Lastly, the concerns or worries about EEE in relation to Korean child development, especially in the areas of child language and psychology development should be closely investigated. Although many parents and teachers in the study do not show anxieties about the possible negative influence of EEE on child Korean language and psychological development, it is worth to note that 46.7% of teachers believe that children's Korean language could be delayed because of EEE and that 39.3% of the parents and 40% of teachers believe that child psychological development could be negatively affected by EEE. Though these issues have been raised in Korea, no comprehensive empirical studies have yet been conducted. If Korean young language learners really face psychological and language development challenges, such as having difficulties learning Korean or developing psychological problems by learning English, a thorough investigation is needed without delay, especially considering the fact that most Korean kindergarten students are learning English.

6.4 Conclusion

English education to kindergarten students has rapidly increased in the past 15 years in Korea. Currently, almost all kindergarten students are learning English in kindergartens.

The present study investigated how Korean parents', kindergarten teachers', and kindergarten students perceive EEE. The findings show that Korean parents, kindergarten teachers, and kindergarten students generally hold positive attitudes towards EEE. However, among the three groups, the teachers demonstrated less positive perceptions of EEE than the parents and students. The teachers' less positive attitudes stem from unsound English teaching methods by unqualified English teachers and from the ineffectiveness of early English instruction.

The education system in Korea is not well equipped for kindergarten-level English education in several ways. First, many kindergarten teachers have not experienced English education in training because colleges and universities do not offer pre-service English education courses. Also, kindergarten English classes are often conducted by unqualified visiting English teachers using pedagogically unsound teaching methods. In addition, the beliefs still exist that EEE begins too early and that EEE is harmful to children's psychological and mother tongue development.

However, considering the findings that parents and kindergarten students hold positive perceptions of EEE and the reality that almost all kindergarten students are already learning English, whether or not EEE in kindergartens should be implemented is no longer a point of debate in Korea. EEE exists for the majority of Korean children in kindergartens and, as a result, experts in early childhood education should be actively involved in kindergarten English education. Integrating EEE into mainstream kindergarten education would be one option for the current situation. Establishing the goals for kindergarten English education would give clear ideas as to what extent the

teachers should be trained and what level of achievement the children should attain at the kindergarten level.

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Appendix A Parents' Questionnaire

A.1 English Version of Parents' Questionnaire

This study is being conducted by Seon-Young Park, an MA student in Applied Linguistics of the University of Victoria, Canada, to investigate Korean parents', kindergarten teachers', and kindergarten students' perceptions of early English-language education.

This questionnaire consists of three sections. There are no right or wrong answers so please read each statement and provide your truthful answer. The results of this survey will be used only for the purpose of this research. Thank you very much for your help!

Part I. Background Information

Please provide the following information by ticking () in the box and/or writing your response in the space.

1. Are you a mother or father of your child? Mother Father
2. Your Child Gender: Male Female
3. Your Child's Year of Birth:
4. When did your child start to learn English?

<input type="checkbox"/> Before 2 years old	<input type="checkbox"/> From the age of 2	<input type="checkbox"/> From the age of 3
<input type="checkbox"/> From the age of 4	<input type="checkbox"/> From the age of 5	
5. Does your child receive additional English learning outside of the kindergarten?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

☞ If your answer is YES, please answer 5-1. Go to 6 if your answer is NO.

- 5-1. Where does your child study English additionally? Please check those that apply.

<input type="checkbox"/> At a private institute	<input type="checkbox"/> With a private tutor
<input type="checkbox"/> At home using English learning materials (e.g. books, audio and video tapes)	
<input type="checkbox"/> Other:	

5-2. My child learns English approximately _____ hours per week.

6. What is your highest level of Education?

<input type="checkbox"/> High school	<input type="checkbox"/> College	<input type="checkbox"/> University
<input type="checkbox"/> Graduate school	<input type="checkbox"/> Other:	

7. How well can you speak English?

- Fluent Somewhat fluent A little bit
 Understanding, not speaking Not at all

8. Do you ask your child what they learn in English classes?

- Every day Often Sometimes
 Rarely Never

9. Has your child been to English-speaking countries?

- Yes/ Where? _____/ How long did your child stay there?
 No

**Part II. Attitudes towards, Motivations for, Opinions
on English-language Education**

Please provide the following information by ticking in the box (✓) and/or writing your response in the space.

10. Do you approve of early English-language education for kindergarten students?

- Yes No

☞ **If your answer is YES, please go to 10-1. Go to 10-2 if your answer is No.**

10-1. What is the reason for your approval of early English-language education?

- It is effective to learn English at an early age.
 It helps children to prepare for elementary school English education.
 It helps children to prepare for the globalized society.
 It helps children to speak simple everyday English.
 Other (Please be specific.):

10-2. What is the reason for your disapproval of English education?

- Teaching English to kindergarten students is too early.
 Early English-language education could cause children's developmental problems.
 English education is not in the early childhood curriculum.
 Most English instructors are not qualified.
 Other (Please be specific.):

11. When do you think the proper starting time is for introducing English education?

- Before kindergarten Kindergarten First grade
 Third grade Junior high school Other:

12. What is your biggest motivation for introducing English education to your child?

- The kindergarten offers English education.
- My child wants to learn English.
- Studying English at an early age is effective.
- Many kindergarten students learn English.
- Other (Please be specific.):

13. How long do you think it takes for your child to speak English fluently?

Approximately _____

14. Are you satisfied with early English-language education in your child's kindergarten?

- Yes
- No

☞ If your answer is YES, please answer 13-1. Go to 13-2 if your answer is No.

14-1. What is the reason for satisfaction in English education?

- My child has increased his/her interest and motivation in English.
- My child has developed a basic conversational skill.
- My child has learned correct pronunciation in English.
- My child has overcome the fear of foreigners and learning English.
- Other (Please be specific.):

14-2. What is the reason for dissatisfaction in English education?

- It has been less effective than I expected.
- English teachers' ability lacking.
- English teaching materials are not sufficient.
- Other (Please be specific.):

15. Who do you think is most qualified to teach kindergarten students English?

- Native speakers of English
- Native speakers who majored in early childhood education
- Kindergarten teachers
- Korean kindergarten teachers who speak English fluently
- Other:

16. Which language do you think English teachers should use in English classes?

- English only
- Primary English (with small amount of Korean language)
- Primary Korean (with small amount of English language)

Part III. Interests in and Beliefs of Early English-language Education

In this part, please indicate the extent to which you agree or disagree with the following statements by simply circling a number from 0 to 6. Please do not leave out any items.

Not Applicable	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly agree
0	1	2	3	4	5	6

(Example) If you strongly agree with the following statement: I like swimming very much.	0 1 2 3 4 5 6
--	----------------------

17. I am interested in early English-language education.	0 1 2 3 4 5 6
18. Early English-language education to kindergarten students is needed.	0 1 2 3 4 5 6
19. I think my child likes learning English.	0 1 2 3 4 5 6
20. The sooner the child receives English education, the more the child benefits from it.	0 1 2 3 4 5 6
21. Early English-language education hinders a child's cognitive development.	0 1 2 3 4 5 6
22. Korean language learning will be negatively influenced by early English learning.	0 1 2 3 4 5 6
23. My child could develop psychological problem such as excessive stress or aphasia resulting from early English learning.	0 1 2 3 4 5 6
24. Early English learning could confuse young children's identities as a Korean.	0 1 2 3 4 5 6
25. Early English-language education will enhance positive exposure to cultural diversity.	0 1 2 3 4 5 6
26. Early English learning could positively affect my child's academic achievement in elementary and junior high education.	0 1 2 3 4 5 6
27. Early English-language education can provide my child better career opportunities in the future.	0 1 2 3 4 5 6
28. Learning English is a burden for my child.	0 1 2 3 4 5 6
29. It is too early to teach English kindergarten students.	0 1 2 3 4 5 6
30. Early English-language education helps kindergarten students' cognitive development (brain development).	0 1 2 3 4 5 6
31. Early English-language education could delay children's Korean language acquisition.	0 1 2 3 4 5 6

Not Applicable	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly agree
0	1	2	3	4	5	6
32. Children could develop emotional problems if they learn English at an early age.					0 1 2 3 4 5 6	
33. Early English-language education and my child's identity development as a Korean is a separate issue.					0 1 2 3 4 5 6	
34. Early English-language learning could have negatively effects on the child's knowledge of Korean culture.					0 1 2 3 4 5 6	
35. Early English-language learning could negatively influence my child's academic achievement in elementary and junior high education.					0 1 2 3 4 5 6	

If you have further questions or concern about the results of the study, please contact the researcher by email.

e-mail:

Please enclose the questionnaire in the envelope provided and send it to the head teacher of the kindergarten with your child within a week.

Thank you for your participation! ☺

A.2 Korean Version of Parents' Questionnaire

학부모 설문지

본 연구는 캐나다 빅토리아 대학교 대학원에서 실용언어학을 전공하는 있는 박선영이라는 학생에 의해 한국 학부모와 유치원 교사, 그리고 유치원 학생들의 조기영어교육에 대한 인식과 태도를 조사하기 위해 구성되었습니다.

본 질문지는 세 가지 영역으로 나누어져 있습니다. 옳고 그른 답이 있는 것이 아니니 잘 읽어주시고 진실한 답변을 해주시기 바랍니다. 질문지 결과는 본 연구 목적 외에는 사용되지 않을 것입니다. 참여 해 주셔서 감사합니다!

항목 I. 배경 정보

* 해당되는 곳(□)에 V 표 하시거나 적당한 내용을 적어주시기 바랍니다.

1. 부모님의 성별은? 부 모
2. 자녀의 성별은? 남 여
3. 자녀의 출생 연도는? _____
4. 부모님의 자녀는 언제 영어교육을 시작했습니까?
 만 2 세 이전 만 2 세 만 3 세 만 4 세 만 5 세
5. 부모님의 자녀는 유치원 영어교육 이외, 부가적으로 영어교육을 받고 있습니까?
 예 아니오

☛ ‘예’에 답변하신 분은 5-1 질문에, ‘아니오’에 답변하신 분은 6 질문에 응해 주십시오.

- 5-1. 부모님의 자녀는 유치원 외 어디에서 영어교육을 받고 있습니까? 해당되는 곳에 모두 체크해주시십시오.
- 영어 학원 개인 과외
 부모님의 직접 지도(예, 책과 오디오, 비디오 테이프를 이용하여)
 기타:

5-2. 내 아이는 주 당 대략적으로 _____ 시간 영어를 배웁니다.

6. 부모님의 교육 정도는?
 고등학교 졸업 전문대 졸업 대학교 졸업
 대학원 졸업 기타:
7. 부모님께서서는 영어를 어느 정도 말씀하시나요?
 유창하게 어느 정도 조금
 이해는 하나 말하지 못 함 전혀 못함
8. 부모님께서서는 아이가 영어수업에서 무엇을 배웠는지 질문하시나요?
 매일 종종 가끔
 거의 묻지 않음 전혀 묻지 않음

9. 부모님의 자녀는 영어권 나라에 가 본 적이 있나요?

- 예/ 나라: _____ / 그 곳에서 자녀가 어느 정도 머물렀나요?
 아니오

항목 II. 조기 영어 교육에 대한 태도, 동기, 그리고 견해

* 해당되는 곳(□)에 V 표 하시거나 적당한 내용을 적어주시기 바랍니다.

10. 부모님께서서는 유치원에서의 조기영어교육에 찬성하십니까?

- 예 아니오

☞ ‘예’에 답변하신 분은 9-1 질문에, ‘아니오’에 답변하신 분은 9-2 질문에 응해 주십시오.

10-1. 조기영어교육을 유치원에서 실시하는 것에 찬성하는 이유는?

- 언어 학습은 조기에 시작하는 것이 효과적이므로
 초등학교 영어 교육에 대비하기 위해
 국제화 세계화를 대비한 교육이 필요하므로
 일상 영어 회화에 도움이 되므로
 기타 (자세히 적어 주십시오.):

10-2. 조기영어교육을 유치원에서 실시하는 것에 반대하는 이유는?

- 유치원 학생들에게 영어 학습은 너무 이르기 때문
 조기 영어 교육은 아동 발달에 장애를 초래 할 수 있기 때문
 영어교육은 유치원 교육과정에서 포함되어 있지 않기 때문
 많은 영어 교사들의 능력 부족으로
 기타 (자세히 적어 주십시오.):

11. 부모님께서서는 언제가 영어교육 시작의 적기라고 생각하십니까?

- 유치원 이전 유치원 시기 초등학교 1년
 초등학교 3년 중·고등학교 시기 기타:

12. 조기 영어 교육을 실시하게 된 가장 큰 동기는?

- 유치원에서 영어교육을 실시하기 때문
 아이가 영어를 배우고 싶어하기 때문
 영어교육은 빠를수록 효과적이기 때문
 다른 유치원 학생들이 영어를 배우기 때문
 기타 (자세히 적어 주십시오.):

13. 아이가 영어를 유창하게 말하기까지는 어느 정도 시간이 걸린다고 생각하십니까?

대략적으로 _____

14. 학부모님께서서는 유치원에서의 영어교육을 만족하십니까?

- 예 아니오

☞ ‘예’에 답변하신 분은 13-1 질문에, ‘아니오’에 답변하신 분은 13-2 질문에 응해 주십시오.

14-1. 조기영어교육에 대해 만족 하시는 이유는?

- 영어 교육에 대한 흥미와 동기유발
 간단한 영어회화능력 향상
 올바른 발음 습득
 외국인과의 영어에 대한 두려움 극복
 기타 (자세히 적어 주십시오.):

14-2. 조기영어교육에 대해 불만족 하시는 이유는?

- 기대한 것보다 조기 영어교육 효과가 낮기 때문
 영어 교사의 전문성 부족
 영어 교육을 위한 교재교구가 부적합하기 때문
 기타 (자세히 적어 주십시오.):

15. 조기 영어교육을 위해 적합한 교사는 누구라고 생각하십니까?

- 원어민 교사 유아교육을 전공한 원어민 교사
 유치원 교사 영어를 유창하게 하는 유치원 교사
 기타:

16. 영어 수업 시 어떤 언어를 사용해야 한다고 생각하십니까

- 영어로만 수업
 주로 영어로 (약간의 한국어 사용)
 주로 한국어로 (약간의 영어 사용)

항목 III. 조기 영어 교육에 대한 태도, 동기, 흥미, 그리고 견해

* 다음 진술에 동의하는 정도를 0에서 6까지 해당되는 숫자에 표시하여 주시기 바랍니다. 한 항목도 빠짐없이 모든 항목에 체크하여 주시기 바랍니다.

적용되지 않음	전혀 동의 하지 않음	동의 하지 않음	약간 동의 하지 않음	약간 동의함	동의함	매우 동의함
0	1	2	3	4	5	6

예) 부모님께서 다음 진술에 매우 동의 하시다면: 나는 수영하는 것을 아주 좋아한다.	0 1 2 3 4 5 6
---	----------------------

17. 나는 조기영어교육에 대한 관심이 있다.	0 1 2 3 4 5 6
18. 유치원 학생들에게 조기영어교육은 필요하다.	0 1 2 3 4 5 6
19. 내 아이는 영어 배우는 것을 좋아한다.	0 1 2 3 4 5 6
20. 영어를 일찍 배우면 배울수록 더 많은 장점이 있다.	0 1 2 3 4 5 6
21. 조기영어교육은 아동의 인지 발달에 장애가 된다.	0 1 2 3 4 5 6
22. 조기영어교육은 한국어 습득에 부정적인 영향을 미친다.	0 1 2 3 4 5 6
23. 조기영어교육은 내 아이에게 과도한 스트레스나 실어증과 같은 심리적인 문제들을 야기할 수 있다.	0 1 2 3 4 5 6
24. 조기영어교육은 한국인으로 정체성 발달에 혼란을 야기 할 수 있다.	0 1 2 3 4 5 6
25. 조기영어교육은 내 아이가 다양한 문화에 긍정적으로 노출 할 수 있는 기회를 부여한다.	0 1 2 3 4 5 6
26. 조기영어교육은 내 아이의 초·중·고등 학교의 학업 성취에 긍정적인 영향을 미칠 것 이다.	0 1 2 3 4 5 6
27. 조기영어교육은 미래에 내 아이에게 더 나은 직업 기회를 제공할 것이다.	0 1 2 3 4 5 6
28. 영어를 배우는 것은 내 아이에게 부담이 된다.	0 1 2 3 4 5 6
29. 유치원 학생들에게 영어를 가르치는 것은 너무 이른다.	0 1 2 3 4 5 6
30. 조기영어교육은 내 아이의 인지(두뇌)발달에 도움을 준다.	0 1 2 3 4 5 6
31. 조기영어교육은 아이들의 한국어 습득을 지연시킬 수 있다.	0 1 2 3 4 5 6
32. 어린 나이에 영어를 배우는 경우, 어린이의 정서적 문제를 초래 할 수 있다.	0 1 2 3 4 5 6
33. 조기영어교육과 한국인으로서의 정체성 발달은 별개 문제이다.	0 1 2 3 4 5 6
34. 조기영어교육은 내 아이의 한국 문화 지식 습득에 부정적인 영향을 미칠 수 있다.	0 1 2 3 4 5 6
35. 조기영어교육은 내 아이의 미래 학업 성취에 부정적인 영향을 미칠 수 있다.	0 1 2 3 4 5 6

학부모님께서 질문지 작성시 궁금한 사항이 있거나, 연구 결과를 알고 싶으시다면 메일로 연구자에게 문의바랍니다(e-mail:).

제공된 봉투에 완성된 질문지를 넣으셔서, 자녀 편으로 일주일 내에 유치원 원감 선생님에게 보내주시기 바랍니다. 참여해 주셔서 감사합니다! ☺

Appendix B Teachers' Questionnaire

B.1 English Version of Teachers' Questionnaire English Version

This study is being conducted by Seon-Young Park, an MA student in Applied Linguistics of the University of Victoria, Canada, to investigate Korean parents and kindergarten teachers' perceptions of early English-language education.

This questionnaire consists of three sections. There are no right or wrong answers so please read each statement and provide your truthful answer. The results of this survey will be used only for the purpose of the research. Thank you very much for your help!

Part I. Background Information

Please provide the following information by ticking () in the box and/or writing your response in the space.

1. Please indicate the number of years you have been teaching. _____years

 2. What is your highest level of Education?

<input type="checkbox"/> High school	<input type="checkbox"/> College	<input type="checkbox"/> University
<input type="checkbox"/> Graduate school	<input type="checkbox"/> Other:	

 3. How old are the students in your class? _____year old

 4. Have you taken any early childhood English language teaching courses in your training?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

 5. Do you teach English in your class?

<input type="checkbox"/> Yes	<input type="checkbox"/> Not mainly, but partially (I mainly review what students have learned in between classes.)	<input type="checkbox"/> No (I never teach English or review what students have learned.)
------------------------------	---	---
- ☞ If your answer is YES, please go to 6. Go to 5-1 if your answer is NOT MAINLY, BUT PARTIALLY or NO.
- 5-1. Who teaches English in your class?
6. Do you like teaching English in your class?

<input type="checkbox"/> Yes/ One reason why I like teaching (reviewing) English in my class:	
<input type="checkbox"/> No/ One reason why I don't like teaching (reviewing) English in my class:	

7. How many times do your students take English lessons per week?
 Once Twice Three times
 Four times Five times
8. What is the length of an English lesson? _____ minutes
9. How well can you speak English?
 Fluent Somewhat fluent A little bit
 Understanding, not speaking Not at all

**Part II. Attitudes towards, Motivations for, Opinions
on Early English-language Education**

Please provide the following information by ticking in the box (✓) and/or writing your response in the space.

10. Do you approve of Early English-language education for kindergarten students?
 Yes No

☞ If your answer is YES, please go to 10-1. Go to 10-2 if your answer is No.

- 10-1. What is the reason for your approval of early English-language education?
 It is effective to learn English at an early age.
 It helps children to prepare for elementary school English education.
 It helps children to prepare for the globalized society.
 It helps children to speak simple everyday English.
 Other (Please be specific.):

- 10-2. What is the reason for your disapproval of English education?
 Teaching English to kindergarten students is too early.
 Early English-language education could cause children's developmental problems.
 English education is not in the early childhood curriculum.
 Most English instructors are not qualified.
 Other (Please be specific.):

11. When do you think the proper starting time is for introducing English education?
 Before kindergarten Kindergarten First grade
 Third grade Junior high school Other:

12. What was your motivation for early English-language education in your class?

- Parents' requirements
- Education policy of the kindergarten
- My interest of English education
- Kindergarten students' interest of English learning
- Other (Please be specific.):

13. How long do you think it takes for your child to speak English fluently?

Approximately _____

14. Are you satisfied with early English-language education in your child's kindergarten?

- Yes
- No

☞ If your answer is YES, please answer 13-1. Go to 13-2 if your answer is No.

14-1. What is the reason for satisfaction in English education?

- Students have increased his/her interest and motivation in English.
- Students have developed a basic conversational skill.
- Students have learned correct pronunciation in English.
- Students have overcome the fear of foreigners and learning English.
- Other (Please be specific.):

14-2. What is the reason for dissatisfaction in English education?

- It has been less effective than I expected.
- English teachers' ability lacking.
- English teaching materials are not sufficient.
- Other (Please be specific.):

15. Who do you think is most qualified to teach kindergarten students English?

- Native speakers of English
- Native speakers who majored in early childhood education
- Kindergarten teachers
- Korean kindergarten teachers who speak English fluently
- Other:

16. Which language do you think English teachers should use in English classes?

- English only
- Primary English (with small amount of Korean language)
- Primary Korean (with small amount of English language)

Part III. Interests in and Beliefs of Early English-language Education

In this part, please indicate the extent to which you agree or disagree with the following statements by simply circling a number from 0 to 6. Please do not leave out any items.

Not Applicable	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
0	1	2	3	4	5	6

(Example) If you strongly agree with the following statement: I like swimming very much.	0 1 2 3 4 5 6
--	----------------------

17. I am interested in early English-language education.	0 1 2 3 4 5 6
18. Early English-language education to kindergarten students is needed.	0 1 2 3 4 5 6
19. I think students in my class like learning English.	0 1 2 3 4 5 6
20. The sooner the child receives English education, the more the child benefits from it.	0 1 2 3 4 5 6
21. Early English-language education hinders children's cognitive development.	0 1 2 3 4 5 6
22. Korean language learning will be influenced negatively by early English-language learning.	0 1 2 3 4 5 6
23. Kindergarten students could develop psychological problem such as excessive stress or aphasia resulting from early English-language learning.	0 1 2 3 4 5 6
24. Early English-language learning could confuse young children's identity as a Korean.	0 1 2 3 4 5 6
25. Early English-language education will enhance positive exposure to cultural diversity.	0 1 2 3 4 5 6
26. Early English-language learning could positively affect children's academic achievement in elementary and junior high education.	0 1 2 3 4 5 6
27. Early English-language education can provide children better career opportunities in the future.	0 1 2 3 4 5 6
28. Learning English is a burden for kindergarten students.	0 1 2 3 4 5 6
29. It is too early to teach kindergarten students English.	0 1 2 3 4 5 6
30. Early English-language education helps kindergarten students' cognitive development (brain development).	0 1 2 3 4 5 6
31. Early English-language education could delay children's Korean language acquisition.	0 1 2 3 4 5 6

Not Applicable	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
0	1	2	3	4	5	6
32. Children could develop emotional problems if they learn English at an early age.					0 1 2 3 4 5 6	
33. Early English-language education and my child's identity development as a Korean is a separate issue.					0 1 2 3 4 5 6	
34. Early English-language learning could have negatively effects on kindergarten students' knowledge of Korean culture.					0 1 2 3 4 5 6	
35. Early English-language learning could negatively influence children's academic achievement in elementary and junior high education.					0 1 2 3 4 5 6	

If you have further questions or concern about the results of the study, please contact the researcher by email.

e-mail:

Please enclose the questionnaire in the envelope provided and pass it to the head teacher of the kindergarten.

Thank you for your participation! ☺

B.2 Korean Version of Teachers' Questionnaire

유치원 교사 설문지

본 연구는 캐나다 빅토리아 대학교 대학원에서 실용언어학을 전공하는 있는 박선영이라는 학생에 의해 한국 학부모와 유치원 교사, 그리고 유치원 학생들의 조기영어교육에 대한 인식과 태도를 조사하기 위해 구성되었습니다.

본 질문지는 세 가지 영역으로 나누어져 있습니다. 옳고 그른 답이 있는 것이 아니니 잘 읽어주시고 진실한 답변을 해주시기 바랍니다. 질문지 결과는 본 연구 목적 외에는 사용되지 않을 것입니다. 참여 해 주셔서 감사합니다!

항목 I. 배경 정보

* 해당되는 곳(☑)에 V 표 하시거나 적당한 내용을 적어주시기 바랍니다

1. 현재 몇 년 정도 유치원에서 근무를 하고 계신가요? _____년
 2. 선생님의 교육 정도는?

<input type="checkbox"/> 고등학교 졸업	<input type="checkbox"/> 전문대학 졸업	<input type="checkbox"/> 4년제 대학교 졸업
<input type="checkbox"/> 대학원 졸업	<input type="checkbox"/> 기타:	
 3. 우리 반 아이들은? 만 _____세
 4. 대학에서 조기영어교육 과정의 프로그램에 참여하신 적이 있나요?

<input type="checkbox"/> 예	<input type="checkbox"/> 아니오
----------------------------	------------------------------
 5. 선생님은 선생님의 교실에서 영어를 가르치시나요?

<input type="checkbox"/> 예	<input type="checkbox"/> 주 영어교사는 아니나 부분적으로 (수업 중간중간 학생들이 배운 영어를 복습)	<input type="checkbox"/> 아니오 (영어를 전혀 가르치지 않으며, 학생들이 배운 영어도 복습시키지 않음)
----------------------------	---	--
- ☞ '예'에 답변하신 분은 6번 질문에, '주 영어교사가 아니다' 나 '아니오'에 답변하신 분은 5-1 질문에 응해 주십시오
- 5-1. 선생님 교실에선 누가 영어를 가르치나요?
 6. 선생님 학급에서 영어 가르치는 것을 좋아하나요?

<input type="checkbox"/> 예/ 이유는?	<input type="checkbox"/> 아니오/ 좋아하지 않는 이유를 적어주세요.
----------------------------------	--
 7. 주당 몇 차례 정도 학생들이 영어 수업을 받나요?

<input type="checkbox"/> 한 번	<input type="checkbox"/> 두 번	<input type="checkbox"/> 세 번
<input type="checkbox"/> 네 번	<input type="checkbox"/> 다섯 번	
 8. 한 차례 영어 수업에 할애되는 시간은? _____분

13. 유치원생들이 영어를 유창하게 말하기까지는 어느 정도 시간이 걸린다고 생각하십니까?

대략적으로 _____

14. 선생님께서는 유치원에서 영어교육을 만족하십니까?

예 아니오

☞ ‘예’에 답변하신 분은 14-1 질문에, ‘아니오’에 답변하신 분은 14-2 질문에 응해 주십시오.

14-1. 조기영어교육에 대해 만족 하시는 이유는?

- 영어 교육에 대한 흥미와 동기유발
- 간단한 영어회화능력 향상
- 올바른 발음 습득
- 외국인과 영어에 대한 두려움 극복
- 기타 (자세히 적어 주십시오.):

14-2. 조기영어교육에 대해 불만족 하시는 이유는?

- 기대한 것보다 조기 영어교육 효과가 낮기 때문
- 영어 교사의 전문성 부족
- 영어 교육을 위한 교재교구가 부적합하기 때문
- 기타 (자세히 적어 주십시오.):

15. 조기 영어교육을 위해 적합한 교사는 누구라고 생각하십니까?

- 원어민 교사 유아교육을 전공한 원어민 교사
- 유치원 교사 영어를 유창하게 하는 유치원 교사
- 기타:

16. 영어 수업 시 어떤 언어를 사용해야 한다고 생각하십니까

- 영어로만 수업
- 주로 영어로 (약간의 한국어 사용)
- 주로 한국어로 (약간의 영어 사용)

항목 III. 조기 영어 교육에 대한 태도, 동기, 흥미, 그리고 인식

* 다음 진술에 동의하는 정도를 0에서 6까지 해당되는 숫자에 표시하여 주시기 바랍니다. 한 항목도 빠짐없이 모든 항목에 체크하여 주시기 바랍니다.

적용되지 않음	전혀 동의 하지 않음	동의하지 않음	약간 동의 하지 않음	약간 동의함	동의함	매우 동의함
0	1	2	3	4	5	6

예) 선생님께서 다음 진술에 매우 동의 하시다면: 나는 수영하는 것을 아주 좋아한다.	0 1 2 3 4 5 6
---	----------------------

17. 나는 조기영어교육에 대한 관심이 있다.	0 1 2 3 4 5 6
18. 유치원 학생들에게 조기영어교육은 필요하다.	0 1 2 3 4 5 6
19. 내 학급의 아이들은 영어 배우는 것을 좋아한다.	0 1 2 3 4 5 6
20. 영어를 일찍 배우면 배울수록 더 많은 장점이 있다.	0 1 2 3 4 5 6
21. 조기영어교육은 아동의 인지 발달에 장애가 된다.	0 1 2 3 4 5 6
22. 조기영어교육은 한국어 습득에 부정적인 영향을 미친다.	0 1 2 3 4 5 6
23. 조기영어교육은 유아들에게 과도한 스트레스나 실어증과 같은 심리적인 문제들을 야기할 수 있다.	0 1 2 3 4 5 6
24. 조기영어교육은 한국인으로서의 정체성 발달에 혼란을 야기 할 수 있다.	0 1 2 3 4 5 6
25. 조기영어교육은 다양한 문화에 긍정적으로 노출 할 수 있는 기회를 부여한다.	0 1 2 3 4 5 6
26. 조기영어교육은 유아들의 초·중·고등 학교의 학업 성취에 긍정적인 영향을 미칠 것 이다.	0 1 2 3 4 5 6
27. 조기영어교육은 미래에 학생들에게 더 나은 직업 기회를 제공할 것이다.	0 1 2 3 4 5 6
28. 영어를 배우는 것은 유치원 학생들에게 부담이 된다.	0 1 2 3 4 5 6
29. 유치원 학생들에게 영어를 가르치는 것은 너무 이른다.	0 1 2 3 4 5 6
30. 조기영어교육은 유치원 학생들의 인지(두뇌)발달에 도움을 준다.	0 1 2 3 4 5 6
31. 조기영어교육은 아이들의 한국어 습득을 지연시킬 수 있다.	0 1 2 3 4 5 6
32. 어린 나이에 영어를 배우는 경우, 어린이의 정서적 문제를 초래 할 수 있다.	0 1 2 3 4 5 6
33. 조기영어교육과 한국인으로서의 정체성 발달은 별개의 문제이다.	0 1 2 3 4 5 6
34. 조기영어교육은 학생들에게 한국문화에 대한 부정적인 영향을 미칠 수 있다.	0 1 2 3 4 5 6
35. 조기영어교육은 미래의 학업 성취에 부정적인 영향을 미칠 수 있다.	0 1 2 3 4 5 6

선생님께서 질문지 작성시 궁금한 사항이 있거나, 연구 결과를 알고 싶으시다면 메일로 연구자에게 문의바랍니다 (e-mail:)






















설문지를 완성하신 후, 연구자에게 제출하여 주시기 바랍니다.

참여해 주셔서 감사합니다! ☺

Appendix C
Kindergarten Students' Questionnaire and Interview Questions

C. 1 English Versions of Kindergarten Students' Questionnaire and Interview Questions

**Part I. Questionnaire - Attitudes toward, Motivations for, Interests
in Learning English**






















1. How does your face look like when learning English?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Do you have fun in English class?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Do you look forward to English classes?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Do you like to have more English lessons at kindergarten?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Do you find learning English really interesting?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Do you want to speak English well?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Would you like to continue learning English in elementary school?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Part II. Interview Questions - Attitudes toward, Motivations for, Interests in, Beliefs of, and Self-confidence in Learning English

8. Do you like learning English? Why do (don't) you like learning it?
9. Do you learn English outside of kindergarten? If yes, where do you learn English? In which place do you prefer learning English? Why?
10. Why do you learn English?
11. Do you think learning English is important? Why?
12. Do you think you have a good ability to learn English?
13. How do you feel when hearing English spoken?
14. How do you feel about speaking English?
15. How confidently do you feel about responding question in English?
16. Do you want to talk to foreigners in English when you meet them?
17. Do you want to visit English-speaking countries?

C. 2 Korean Versions of Kindergarten Students' Questionnaire and Interview Questions

Part I. 영어 학습에 대한 태도, 동기, 그리고 흥미

1. 영어 배울 때 네 얼굴은 어떻게 되니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. 영어 수업 시간이 재미있니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. 영어 수업 시간이 기다려지니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. 유치원에서 영어 수업을 좀 더 많이 하면 좋겠니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. 영어 배우는 것이 흥미롭니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. 영어로 말 잘하고 싶니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. 초등학교에서도 영어 공부하길 원하니?	   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Part II. 인터뷰 질문들 - 영어 학습에 대한 태도, 동기, 흥미, 견해, 그리고 자신감

8. 영어 배우는 것을 좋아하니? 좋아하는 이유는? 좋아하지 않는 이유?
9. 유치원 끝나고 다른 곳에 가서 영어를 배우니? 어디에서 영어를 배우니?
그 중에 어디에서 영어를 배우는 것이 제일 좋으니? 왜 그렇니?
10. 너는 왜 영어를 배우니?
11. 영어를 배우는 것이 중요하다고 생각하니? 왜 그렇게 생각하니?
12. 너는 네가 영어를 잘 배울 수 있다고 생각하니?
13. 누군가 영어로 말하는 것을 들을 때 기분이 어떨니?
14. 영어로 말 할 때 기분이 어떨니?
15. 누가 영어로 물어보면 자신 있게 대답할 수 있니?
16. 외국 사람을 만나면 영어로 이야기 해 보고 싶으니?
17. 영어를 사용하는 나라에 가 보고 싶니?

Appendix D Configuration and Results of Students Data

D.1 Configuration of Students' Questionnaire and Interview Questions

	<i>Questionnaire Questions</i>	<i>Interview Questions</i>
<i>Attitudes towards EEE</i>	<ul style="list-style-type: none"> ● How does your face look like when learning English? ● Do you have fun in English class? ● Do you look forward to English classes? ● Do you like to have more English lessons at kindergarten? 	<ul style="list-style-type: none"> ● Do you like learning English? Why do (don't) you like learning it? ● How do you feel when hearing English spoken? ● How do you feel about speaking English?
<i>Motivation for EEE</i>	<ul style="list-style-type: none"> ● Do you want to speak English well? ● Would you like to continue learning English in elementary school? 	<ul style="list-style-type: none"> ● Why do you learn English?
<i>Interests in EEE&ESC</i>	<ul style="list-style-type: none"> ● Do you find learning English really interesting? 	<ul style="list-style-type: none"> ● Do you want to visit English speaking countries?
<i>Opinions & Beliefs of EEE</i>	-	<ul style="list-style-type: none"> ● Do you think learning English is important? Why? ● Who do you prefer study English with? Why?
<i>Self-confidence in EEE</i>	-	<ul style="list-style-type: none"> ● Do you think you have a good ability to learn English? ● Do you feel confident about responding questions in English? ● Do you want to talk to foreigners in English when you meet them?

Note. EEE = Early English-language Education; ESC = English-speaking Countries. All interview data was analyzed quantitatively. Also, all interview questions were analyzed both quantitatively and qualitatively except for motivational interview question, which was analyzed qualitatively.

D.2 Quantitative Results from the Students' Three Data Collection Methods (N=32)

		Positive	Neutral	Negative	Mixed	Unsure
Q	<i>Attitudes</i>	68.0%	28.1%	3.9%		
	<i>Motivation</i>	75.0%	21.9%	3.1%		
	<i>Interests</i>	84.4%	15.6%	0.0%		
I	<i>Attitudes</i>	76.0%	6.3%	8.3%	6.3%	3.1%
	<i>Motivation</i>	Qualitatively analyzed				
	<i>Interests</i>	68.8%	0.0%	28.1%	3.1%	0.0%
	<i>Beliefs</i>	87.5	0.0	3.1	3.1	6.3
D	<i>Self-confidence</i>	70.8%	0.0%	22.9%	0.0%	6.3%
	<i>Attitudes</i>	81.3%	3.1%	6.3%	9.4%	0.0%

Note. Q = Questionnaire data, I = Interview, D = Drawing activity.

Appendix E Telephone Script for Kindergarten Recruitment

E.1 English Version of Telephone Script for Kindergarten Recruitment

A Telephone Script for Kindergarten Recruitment

Hello! My name is Seon-Young Park, and I am a graduate student at the University of Victoria in Canada. Your kindergarten is invited to participate in my study that aims to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English-language education. This study has received ethics approval from the Research Ethics Board at the University of Victoria. Investigating preschool children's perceptions of English education will enable educators to not only better understand children's feelings and attitudes toward early English-language education, but will also provide important insights into the future of early English-language education.

Participation in this study will involve distribution of questionnaires to parents, teachers, and kindergarten students in your kindergarten. Also, the kindergarten students will be interviewed and asked to draw a picture for the study. The questionnaires, interviews and drawings will all be related to the perceptions of early English-language education in South Korea.

I would be immensely grateful if you could grant your approval for collecting data from the three groups of participants in your kindergarten. May I have your permission to approach your instructors and students?

E.2 Korean Version of Telephone Script for Kindergarten Recruitment

유치원 모집 전화 스크립트

안녕하세요, 저는 캐나다 유빅이라는 대학원에서 언어학을 전공하고 있는 박선영이라고 합니다. 제가 이번에 졸업 논문을 준비하고 있는데, 그 주제로 한국 학부모님과 유치원 교사, 그리고 유치원 학생들의 조기영어교육에 대한 인식과 태도를 조사하고 있습니다. 귀하의 유치원을 제 연구대상 유치원으로 선별하고자 합니다. 연구의 목적은 조기영어교육에 대한 세 그룹의 인식을 조사함으로써, 미래의 조기영어교육에 대한 바람직한 방향을 제시하고자 합니다. 그럼으로 귀하 유치원의 참여는 미래 조기영어교육의 정책과 실천에 공헌할 것 입니다.

본 연구는 유치원 학생들과 교사들, 그리고 유치원 학부모를 대상으로 하고 있습니다. 세 그룹 모두 질문지를 작성하도록 요청 받을 것이며, 특히 유치원 학생들은 추가적으로 인터뷰를 받고 영어 수업 후에 영어 배우는 것에 대해 어떻게 생각하는지 그림을 그리도록 요청 받을 것입니다. 귀하의 유치원에서 본 연구를 위해 자료를 수집하도록 허락해 주시겠습니까?

Appendix F Letter of Information for Kindergarten Recruitment

F.1 English Version of Letter for Kindergarten Recruitment

Letter of Information for Kindergarten Recruitment

[Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education]

Your kindergarten is invited to participate in a study entitled *Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education*. This study is being conducted by Seon-Young Park.

Seon-Young Park is a graduate student in the Department of Linguistics at the University of Victoria. You may contact her if you have further questions by email at __. As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Li-Shih Huang. You may contact her by phone at __ or by email at __.

Purpose and Objectives

The purpose of this research project is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English-language education at the kindergarten level.

Importance of this Research

This research is important because even though studies have been conducted on parents', kindergarten teachers', and older children's perceptions of English-language education, little research has examined preschool children's views on English-language learning as a foreign language. Therefore, investigating preschool children's perceptions of English-language education will enable educators to not only better understand children's feelings and attitudes English-language learning but will also provide some insights that can guide the future of early English-language education.

Participants Selection

Your kindergarten is being asked to participate in this study because your kindergarten teaches English-language in Chung-Cheung province.

What is involved

This research involves three types of participants: 5- or 6-year-old kindergarten students, kindergarten teachers, and kindergarten students' parents.

1. Parents will complete a 20-minute questionnaire. Parents will receive the questionnaire with a consent form as well as a parental consent form for their child along with a weekly newsletter. They will be asked complete the questionnaire within a week and return it to the head teacher of your kindergarten.
2. Kindergarten teachers in your kindergarten will be asked to complete questionnaires. Please be aware that the teachers in your kindergarten will be visited by me during the teachers' work time. I will personally distribute 20-minutes questionnaires that to them and the teachers will be asked to return the questionnaire to me after completing it. Also,

if kindergarten students participate in the study, the teacher may be requested to assist briefly with a part of the student data collection procedures.

3. Five-year-old kindergarten students will participate in three tasks after both the children and the parents of the children consent to child participation. The three tasks are: completing a short questionnaire, participating in a 10 minutes interview, drawing a picture. The three tasks will take approximately 1 hour during student instructional time.

Inconveniences

Participation in this study may cause some inconvenience to kindergarten teachers in your kindergarten, particularly the time required to complete the questionnaire (approximately for 30 minutes) during their working time.

Risk and Minimizing the Risk

Because I will spend time in a classroom in your kindergarten for two weeks, this could potentially cause stress to the kindergarten students and teachers. However, I will try to minimize the risk of stress to the teacher by attending the class just during free play time, not during his/her structured instructional time. Playing with kindergarten students just during free play time will allow me to build rapport with your students while minimizing the potential risk of stress for the kindergarten students and teachers in your kindergarten.

Anonymity

In order to protect the anonymity of your kindergarten, I will code your kindergarten by assigning a number instead of referring the name of your kindergarten. No one will be able to associate the data collected to the kindergarten teachers, students, or their parents in your kindergarten.

Confidentiality

The confidentiality of your kindergarten and the confidentiality of the data collected there will be protected. No one will be able to identify your kindergarten and all data will be stored in a locked filing cabinet. Also, any personal information including the name of the kindergarten will not be used when disseminating the results.

Dissemination of Results

It is anticipated that the results of this study will be shared with others in the following ways: published articles, thesis, published thesis on the internet, and presentations at scholarly meetings.

Disposal of Data

Data from this study will be shredded or deleted from the computer five years after the research has completed and the results have been shared and published.

Contact

If you have any concern about the ethical approval of this study, you can contact Human Research Ethics Office at the University of Victoria (1-250-472-4545 or ethics@uvic.ca).

By verbally giving your permission to conduct this study in your kindergarten, YOUR FREE AND INFORMED CONSENT IS IMPLIED and indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Please retain a copy of this letter for your reference.

F.2 Korean Version of Letter for Kindergarten Recruitment

유치원 모집 공문

[한국 학부모·유치원 교사·유치원 학생들의 조기영어교육에 대한 인식 연구]

원장님 유치원은 조기 영어 교육과 관련 학부모, 유치원 교사, 유치원 학생들의 인식 조사 연구에 참여하도록 선정되었습니다. 본 연구는 캐나다 유빅이라는 대학원에서 실용언어학을 전공하고 있는 박선영에 의해 실시되고 있습니다. 질문이 있는 경우 연구자의 이메일로 연락해주시기 바랍니다.

본 연구는 석사 학위 논문을 위해 시행되고 있으며, 본 연구자의 지도교수 Li-Shih Huang의 지도하에 실시되고 있습니다. 문의사항은 연구자의 지도교수 핸드폰이나 또는 이메일로 연락 해 주십시오.

연구목적

본 연구의 목적은 학부모, 유치원 교사, 유치원 학생들이 조기영어교육에 대해 어떻게 인식하는지를 조사하는 것입니다.

본 연구의 중요성

학부모와 교사의 조기영어교육에 대한 인식 조사 연구는 많이 이루어졌지만 유치원 학생들의 영어교육에 대한 견해를 다루는 연구는 거의 행해지고 있지 않고 있기에 본 조사 연구는 중요합니다. 따라서 본 연구는 교육자들로 하여금 유치원 학생들의 영어교육에 대한 견해와 인식을 이해할 수 있게 할 뿐만 아니라, 조기 영어 교육의 미래를 안내 수 있는 통찰력을 제공할 것이라고 기대합니다.

참가자 선정

원장님 유치원은 충청 지역에 위치하며 유치원 아이들에게 영어를 가르치므로 본 연구에 참여하도록 선정되었습니다.

연구 관련 사항

본 연구는 유치원 교사, 유치원 학생들과 부모님들을 대상으로 시행 됩니다. 유치원 교사와 학부모는 약 30분 가량 소요되는 질문지를 작성 할 것입니다. 취학 전 유치원 학생의 경우 질문지 작성과 인터뷰, 그림 그리기 활동에 참여 할 것입니다. 유치원 학생의 질문지 작성은 본 연구자와 함께 이루어 질 것이며 약 10분 가량 소요될 것이며, 질문지 작성 후 약 10분 가량 소요 될 인터뷰가 실행 될 것입니다. 본 연구에 참여하는 아이들은 영어 수업이 끝난 후에 영어 배우는 것에 대해 어떻게 생각하는지 그림을 그려보도록 요청 받을 것입니다. 유치원 학생들의 인터뷰와 그림 그린 것에 대한 설명은 녹음 되어 자료 수집 후 전사될 것입니다.

불편함

본 연구의 참여로 학부모와 유치원 교사들은 설문을 완료하는 데 필요한 시간 (약 30분) 동안 약간의 불편함을 겪을 수 있습니다. 또한 유치원 아이들이 연구에 참여하게 될 경우, 그 반 선생님은 그림 그리기 활동이 끝난 후 아이들에게 무엇을 그렸는지 물어보셔야 하므로 불편할 수도 있습니다. 유치원 학생의 경우 세 가지 활동 참여로 인해 불편함을 겪을 수도 있습니다.

위험성과 위험성의 최소화

유치원 학생들과의 친밀성을 높이기 위해, 연구자는 원장님 유치원의 7세 반에 약 2주간 머무르게 될 것입니다. 이로 인하여 유치원 교사나 아이들이 혹시나 스트레스를 받을 가능성이

있습니다. 그러나 유치원 교사와 선생님의 스트레스를 줄이고 수업을 방해하지 않기 위해, 연구자는 구조화된 유치원 수업 시간이 아닌, 실내·외 자유놀이 시간에만 아이들과 접촉 할 것입니다.

자발적인 참여

본 연구에 원장님 유치원의 참여는 완전히 자발적이어야 합니다. 원장님께서 참여하기로 결정하신 후에라도 어떤 설명 없이도 언제든지 철회 하 실 수 있습니다. 참여 철회 시, 수집된 자료는 연구에 사용 되지 않을 것입니다.

기밀 보호

원장님의 유치원과 본 연구에 필요한 모든 자료들은 기밀이 보호될 것 입니다. 설문지에 유치원 이름이나 학부모, 혹은 교사들의 이름이 없기 때문에 어느 누구도 원장님의 유치원이나 참여자를 식별 할 수 없을 것입니다. 유치원 학생들 자료는 아이들 이름 대신 번호가 메겨질 것이므로 기밀이 보호 될 것입니다. 모든 자료는 안전한 장소에 저장하여 보호될 것이며, 결과가 발표 될 때에도 유치원의 이름을 포함한 모든 개인 정보는 전혀 보고되지 않을 것입니다.

연구 결과 보급

본 연구의 결과는 학회지 기사나 논문 혹은 인터넷상의 논문으로 발표되거나 학술 회의에서의 프리젠테이션의 형태로 다른 사람들과 공유 될 것입니다.

자료 폐기

본 연구가 끝난 뒤 5년 후에, 연구에 사용된 모든 자료는 완전히 삭제 될 것입니다.

연락 정보

이 연구의 윤리적 승인에 대해 우려되시는 경우, 인간 연구 윤리 승인 사무실 (Human Research Ethics Office at the University of Victoria) 로 전화나 이메일로 연락하실 수 있습니다.

원장님의 구두 연구 허락은, 위의 모든 사항들을 이해 하셨으며, 언제든지 연구자에게 질문하고 답변을 받을 기회를 가지셨으며, 연구에 동의하셨음을 의미합니다.

Appendix G Parents Consent Form

G.1 English Version of Parents Consent Form

Parents Consent Form

[Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education]

You are invited to participate in a study entitled *Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education*. This study is being conducted by Seon-Young Park.

Seon-Young Park is a graduate student in the Department of Linguistics at the University of Victoria. You may contact her if you have further questions by email at _____. As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Li-Shih Huang. You may contact her by phone at _____ or by email at _____.

Purpose and Objectives

The purpose of this research project is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English-language education at the kindergarten level.

Importance of this Research

This research is important because even though studies have been conducted on parents', kindergarten teachers', and older children's perceptions of English-language education, little research has examined preschool children's views on English-language learning as a foreign language. Therefore, investigating preschool children's perceptions of English-language education will enable educators to not only better understand children's feelings and attitudes English-language learning but will also provide some insights that can guide the future of early English-language education.

Participants Selection

You are being asked to participate in this study because your child is enrolled in a kindergarten that teaches English-language in Chung-Cheung province.

What is involved

If you agree to voluntarily participate in this research, your participation will involve completing a 30-minutes questionnaire. You will receive the questionnaire and two copies of parents and parental consent forms along with a weekly newsletter. Please complete the questionnaire within a week, enclose the completed questionnaire in the envelope provided, and return it to the head teacher of the kindergarten.

Inconvenience

Participation in this study may cause some inconvenience to you, including completing the questionnaire (approximately for 30 minutes).

Risks

There are no known or anticipated risks to you by participating in this research.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. But if you do withdraw from the study, your data will be still used. It is not possible to remove your data from the data set because you are not required to provide your name on the questionnaire.

Anonymity

In order to protect your anonymity, no one will be able to associate responses or other data with individual participants. You do not need to indicate your name on the questionnaire.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected. No one will be able to identify you since your name is not on the questionnaire. All data will be stored in a locked filing cabinet. Also, any personal information including the name of the kindergarten will not be used when disseminating the results.

Dissemination of Results – change this part in other consent forms

It is anticipated that the results of this study will be shared with others in the following ways: published articles, thesis, published thesis on the internet, and presentations at scholarly meetings.

Disposal of Data

Data from this study will be shredded or deleted from the computer five years after the research has completed and the results have been shared and published.

Contact

If you have any concern about the ethical approval of this study, you can contact Human Research Ethics Office at the University of Victoria (1-250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you agree to participate in this research project.

Name of Participant

Signature

Date

Please retain a copy of this consent form for your information, and enclose the other copy, along with the questionnaire, in the envelope provided.

G.2 Korean Version of Parents Consent Form

학부모 동의서

[한국 학부모·유치원 교사·유치원 학생들의 조기영어교육에 대한 인식]

학부모님께서서는 조기 영어 교육과 관련 학부모, 유치원 교사, 유치원 학생들의 인식 조사 연구에 참여하도록 선정되었습니다. 본 연구는 캐나다 유빅이라는 대학원에서 실용언어학을 전공하고 있는 박선영에 의해 실시되고 있다. 질문이 있는 경우 연구자의 이메일로 연락해주시기 바랍니다:

저는 석사 학위를 위한 논문으로 이 연구를 시행하고 있으며, 본 연구는 Li-Shih Huang의 지도하에 실시되고 있습니다. 문의사항은 저의 지도교수 핸드폰이나 또는 이메일로 연락 해 주십시오.

연구목적

본 연구의 목적은 학부모, 유치원 교사, 유치원 학생들이 조기영어교육에 대해 어떻게 인식하는지를 조사하는 것입니다.

본 연구의 중요성

학부모와 교사의 조기영어교육에 대한 인식 조사 연구는 많이 이루어졌지만 유치원 학생들의 영어교육에 대한 견해를 다루는 연구는 거의 행해지고 있지 않고 있기에 본 조사 연구는 중요합니다. 따라서 영어 교육에 대한 취학 전 아동의 인식을 조사하는 것은 교육자들로 하여금 학생들의 영어교육에 대한 견해와 태도를 이해할 수 있게 할 뿐만 아니라, 조기 영어 교육의 미래를 안내 수 있는 통찰력을 제공할 것이라고 기대합니다.

참가자 선정

학부모님은 영어를 가르치는 충청 지역의 유치원에 자녀를 보내고 있기 때문에 본 연구에 참여하도록 선정되었습니다.

연구 관련 사항

학부모님이 자발적으로 본 연구에 참여하는 것에 동의하신다면, 설문지 응답에 약 30 분 정도의 시간이 소요될 것입니다. 설문 조사 완료 후, 제공된 봉투에 질문지를 넣어주시고, 일주일 내에 자녀를 통해 유치원 원감 선생님에게로 보내주시면 됩니다.

불편함

본 연구의 참여로 학부모님께서서는 설문을 완료하는 데 필요한 시간 (약 30 분) 동안 약간의 불편함을 겪을 수 있습니다.

위험성

본 연구에 참여한다고 하여 학부모님께 알려진 또는 예상되는 위험은 전혀 없습니다.

자발적인 참여

본 연구에 학부모님의 참여는 완전히 자발적이어야 합니다. 학부모님께서 참여하기로 결정하신 경우라도 어떤 설명 없이도 언제든지 철회 하 실 수 있습니다. 그러나 익명으로 설문지 조사가 진행되므로 설문지를 유치원에 보내주신 후에는 학부모님의 설문지 결과를 다른 설문지 사이에서 구별할 수 없으므로, 학부모님의 설문지는 연구에 이용 될 것입니다.

익명성

어느 누구도 학부모님의 질문지 응답과 연구와 관련된 다른 자료들에 접근 할 수 없습니다. 학부모님께서서는 설문지에 이름을 언급하실 필요는 없습니다.

Appendix H Parental Consent Form

H.1 English Version of Parental Consent Form

Parental Consent Form

[Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education]

Your child is invited to participate in a study entitled *Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education*. This study is being conducted by Seon-Young Park.

Seon-Young Park is a graduate student in the Department of Linguistics at the University of Victoria. You may contact her if you have further questions by email at ___. As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Li-Shih Huang. You may contact her by phone at ___ or by email at ___.

Purpose and Objectives

The purpose of this research project is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English-language education at the kindergarten level.

Importance of this Research

This research is important because even though studies have been conducted on parents', kindergarten teachers', and older children's perceptions of English-language education, little research has examined preschool children's views on English-language learning as a foreign language. Therefore, investigating preschool children's perceptions of English-language education will enable educators to not only better understand children's feelings and attitudes toward English-language learning but will also provide some insights that can guide the future of early English-language education.

Participants Selection

Your child is being asked to participate in this study because your child is enrolled in a kindergarten in Chung-Chung province that teaches the English language.

What is involved

If you agree for your child to voluntarily participate in this research, your child will complete a questionnaire, be interviewed, and draw a picture.

- a) Questionnaire: Your child will be asked to complete a questionnaire at a quiet place in a classroom, such as the reading area, during free play time. It will take approximately 10 minutes.
- b) Interview: After completing the questionnaire, your child will be interviewed on the topic of English-language learning for approximately 20 minutes. The interview with your child will be audio-recorded.

c) Drawing: Your children will be asked to draw a picture to express how they feel about English-language learning. After your child finishes the drawing, the kindergarten teacher of your child will ask your child to explain his/her the picture, and the explanations will be audio recorded by the researcher. The entire process will take approximately 30 minutes.

On-going Consent

Since the data from your child will be collected on several occasions, your consent to this research includes ongoing consent for multiple meetings.

Inconvenience

Participation in this study may cause some inconvenience to your child because of the time required to complete the questionnaire, participate in an interview, draw a picture and explain the picture to his/her instructor (Approximately 50 minutes).

Risk and Minimizing the risk

As I will spend time in the classroom for two weeks, my presence could potentially cause stress to your child because I am an unfamiliar person. However, I will try to minimize the risk of stress to your child by playing with your child during free play time so that your child can feel comfortable with me by the time data is gathered.

Risks

There are no known or anticipated risks to your child by participating in this research.

Voluntary Participation

Your child's participation in this research must be completely voluntary. If you decide for your child to participate in the study, you and your child may withdraw at any time without any consequences or any explanation. If your child does withdraw from the study, the data from your child will not be used for the study.

Anonymity

For your child, three types of data collection methods will be employed: a questionnaire, an interview, and a drawing activity. Since the results from the drawing activity will be compared with the results from the kindergarten students' questionnaire and interview to see if they corroborate with each other, the participants will not be anonymous in the data collection process. However, once the data analysis process begins, please be reassured that your child's identity will be protected. A code will be assigned to each of the three types of data collected from your child and your child's name will be removed from the data.

Confidentiality

Your child's confidentiality and the confidentiality of the data will be protected. The data collected will be used solely for the purpose of this research and your child's identity will remain undisclosed. No one will be able to identify your child's name from the data because all documents and files will be assigned a code. All data will be stored in a

locked filing cabinet accessible only to the researcher. Also, any personal information including the name of the kindergarten will not be used when disseminating the results.

Dissemination of Results

It is anticipated that the results of this study will be shared with others in the following ways: published articles, thesis, published thesis on the internet, and presentations at scholarly meetings.

Disposal of Data

The data from this study will be shredded or deleted from the computer five years after the research has completed and the results have been shared and published.

Contact

If you have any concern about the ethical approval of this study, you can contact Human Research Ethics Office at the University of Victoria (1-250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of your child's participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you agree your child to participate in this research project.

Name of Participant

Signature

Your Child Name

Date

***Please retain a copy of this consent form for your information,
and enclose the other copy, along with the questionnaire, in the envelope provided.***

H.2 Korean Version of Parental Consent Form

학부모 아동 동의서

[한국 학부모·유치원 교사·유치원 학생들의 조기영어교육에 대한 인식 연구]

학부모님의 자녀는 조기 영어 교육과 관련 학부모, 유치원 교사, 유치원 학생들의 인식 조사 연구에 참여하도록 선정되었습니다. 본 연구는 캐나다 유빅이라는 대학원에서 실용언어학을 전공하고 있는 박선영에 의해 실시되고 있다. 질문이 있는 경우 연구자의 이메일로 연락해주시기 바랍니다.

저는 석사 학위를 위한 논문으로 이 연구를 시행하고 있으며, 본 연구는 Li-Shih Huang의 지도하에 실시되고 있습니다. 문의사항은 저의 지도교수 핸드폰이나 또는 이메일로 연락 해 주십시오.

연구목적

본 연구의 목적은 학부모, 유치원 교사, 유치원 학생들이 조기영어교육에 대해 어떻게 인식하는지를 조사하는 것입니다.

본 연구의 중요성

학부모와 교사의 조기영어교육에 대한 인식 조사 연구는 많이 이루어졌지만 유치원 학생들의 영어교육에 대한 견해를 다루는 연구는 거의 행해지고 있지 않고 있기에 본 조사 연구는 중요합니다. 따라서 영어 교육에 대한 취학 전 아동의 인식을 조사하는 것은 교육자들로 하여금 학생들의 영어교육에 대한 견해와 태도를 이해할 수 있게 할 뿐만 아니라, 조기 영어 교육의 미래를 안내 수 있는 통찰력을 제공할 것이라고 기대합니다.

참가자 선정

학부모님의 자녀는 충청 지역의 영어를 가르치고 있는 유치원에 다니고 있기 때문에 본 연구에 참여하도록 선정되었습니다.

연구 관련 사항

학부모님께서 자녀의 연구 참여에 동의하신다면, 학부모님 자녀는 설문지 조사와 인터뷰를 받을 것이며 영어 수업 후에 그림 그리기 활동에 참여할 것입니다. 자세한 사항은 아래를 참고하세요.

ㄱ) 설문지: 학부모님의 자녀는 연구자가 이끄는 설문지 조사에 참여할 것입니다. 설문지 작성은 자녀의 교실 책보기방에서 자유놀이시간 동안 실시 될 것이며 약 10분 미만이 소요될 것입니다.

ㄴ) 인터뷰: 설문지 참여 후, 학부모님의 자녀는 영어를 배우는 것에 대해 어떻게 생각하는지 인터뷰를 받을 것입니다. 약 20분 가량 소요될 예정이며 인터뷰 과정은 녹음기를 이용 해 녹음 될 것입니다.

ㄷ) 그림 그리기: 설문지가 인터뷰가 실행 된 며칠 후, 학부모님의 자녀는 영어를 배우는 것에 어떻게 생각하는지 그림을 그릴 것입니다. 그림 그리기 활동은 아이들의 완성되는 시간에 따라 다르나 30 이상은 소요되지 않을 것입니다. 활동 후 유치원 선생님은 아이에게 무엇을 그렸는지 질문할 것이며, 아이의 답변은 녹음기로 녹음 될 것입니다.

불편함

본 연구의 참여로 학부모님의 자녀는 설문지 작성과 인터뷰, 그림 그리기 활동에 필요한 시간 (약 50분) 동안 약간의 불편함을 겪을 수 있습니다.

위험성

본 연구에 참여한다고 하여 학부모님의 자녀에게 예상되는 위험은 전혀 없습니다

자발적인 참여

본 연구에 학부모님의 자녀의 참여는 완전히 자발적이어야 합니다. 학부모님의 자녀가 참여하도록 결정하신 경우라도 어떤 설명 없이도 언제든지 철회 하 실 수 있습니다. 학부모님께서 자녀의 본 연구 참여를 철회 하신 후에는, 학부모님의 자녀로부터 수집한 모든 연구자료는 본 연구에 이용 되지 않을 것입니다.

익명성

연구자를 제외한 어느 누구도 학부모님 자녀의 질문지 응답과 인터뷰 자료, 그리고 그림에 접근 할 수 없습니다.

기밀성 보호

학부모님 자녀와 모든 연구자료들은 기밀성이 보호 될 것입니다. 단, 자료가 모아지는 단계에서는 연구자는 학부모님 자녀와 세 가지 자료 모으기 과정에 참여 할 것이므로, 본 연구의 연구자만이 자녀의 신원을 알 것입니다. 학부모님 자녀의 설문지 답변, 인터뷰 자료, 그리고 그림은 연구자만이 접근 할 수 있는 안전한 장소에 저장하여 보호될 것입니다. 본 연구 결과가 발표 될 때 유치원의 이름을 포함한 모든 개인 정보는 전혀 보고되지 않을 것입니다.

연구 결과 보급

본 연구의 결과는 학회지 기사나 논문으로 발표되거나 학술 회회에서 프리젠테이션의 형태로 다른 사람들과 공유 될 것입니다.

자료 폐기

본 연구가 끝난 후 5 년 뒤에, 연구에 사용된 모든 자료는 완전히 삭제 될 것입니다.

연락 정보

이 연구의 윤리적 승인에 대해 우려되시는 경우, 인간 연구 윤리 승인 사무실 (Human Research Ethics Office at the University of Victoria) 로 전화나 이메일로 연락하실 수 있습니다.
전화번호: 1-250-472-4545/ 이메일: ethics@uvic.ca

아래의 서명은 학부모님께서 본 연구의 참여 조건에 이해하셨고, 질문이 있으신 경우 연구자로부터 답변을 받으실 수 있으시며, 본 연구의 참여에 동의했음을 나타냅니다.

학부모 이름

서명

유아 이름

날짜

**☞ 동의서 한 부는 학부모님께서 간직하시고,
한 부만 질문지와 함께 봉투에 넣어 유치원으로 보내주세요.**

Appendix I Teachers Consent Form

I.1 English Version of Teachers Consent Form

Teachers Consent Form

[Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-language Education]

You are invited to participate in a study entitled *Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perception of Early English-language Education*. This study is being conducted by Seon-Young Park.

Seon-Young Park is a graduate student in the Department of Linguistics at the University of Victoria. You may contact her if you have further questions by email at ___. As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Li-Shih Huang. You may contact her by phone at ___ or by email at ___.

Purpose and Objectives

The purpose of this research project is to investigate how Korean parents, kindergarten teachers, and kindergarten students perceive English-language education at the kindergarten level.

Importance of this Research

This research is important because even though studies have been conducted on parents', kindergarten teachers', and older children's perceptions of English-language education, little research has examined preschool children's views on English-language learning as a foreign language. Therefore, investigating preschool children's attitudes towards English-language education will enable educators to not only better understand children's feelings and attitudes but will also provide some insights that can guide the future of early English-language education.

Participants Selection

You are being asked to participate in this study because you are a kindergarten teacher in a kindergarten that teaches English in Chung-Cheung province.

What is involved

If you agree to voluntarily participate in this research, your participation will involve completing a 30-minute questionnaire. You will be visited by me at a time convenient for you. I will personally distribute the questionnaires to you. Please return the questionnaire to me after completing it. If your students are participating in the drawing activity in your class, you will be requested to ask the students to explain their pictures.

Inconveniences

Participation in this study may cause some inconvenience to you, particularly the time required to complete the questionnaire (approximately for 30 minutes).

Risk and Minimizing the Risk

Because I will spend time in your class for two weeks, this could potentially cause stress to you. However, I will try to minimize the risk of stress to you by attending inside and outside your class just during free play time, not during your structured instructional time. Playing with kindergarten students just during free play time will allow me to build rapport with your students while minimizing the potential risk of stress for you.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. But if you do withdraw from the study, your data will be still used. It is not possible to remove your data from the data set because you are not required to provide your name on the questionnaire.

Anonymity

In order to protect your anonymity, no one will be able to associate responses or other data with individual participants. You do not need to indicate your name on the questionnaire.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected. No one will be able to identify you since your name is not on the questionnaire. All data will be stored in a locked filing cabinet. Also, any personal information including the name of the kindergarten will not be used when disseminating the results.

Dissemination of Results

It is anticipated that the results of this study will be shared with others in the following ways: published articles, thesis, published thesis on the internet, and presentations at scholarly meetings.

Disposal of Data

Data from this study will be shredded or deleted from the computer five years after the research has completed and the results have been shared and published.

Contact

If you have any concern about the ethical approval of this study, you can contact Human Research Ethics Office at the University of Victoria (1-250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you agree to participate in this research project.

Name of Participant

Signature

Date

***Please retain a copy of this consent form for your information,
and return the other copy, along with the questionnaire, to the researcher.***

I.2 Korean Version of Teachers Consent Form

유치원 교사 동의서

[한국 학부모·유치원 교사·유치원 학생들의 조기영어교육에 대한 인식 연구]

선생님께서 조기 영어 교육과 관련 학부모, 유치원 교사, 유치원 학생들의 인식 조사 연구에 참여하도록 선정되었습니다. 본 연구는 캐나다 유빅이라는 대학원에서 실용언어학을 전공하고 있는 박선영에 의해 실시되고 있습니다. 질문이 있는 경우 연구자의 이메일로 연락해주시기 바랍니다:

본 연구는 석사 학위 논문을 위해 시행되고 있으며, 본 연구자의 지도교수 Li-Shih Huang의 지도하에 실시되고 있습니다. 문의사항은 연구자의 지도교수 핸드폰이나 또는 이메일로 연락 해 주십시오.

연구목적

본 연구의 목적은 학부모, 유치원 교사, 유치원 학생들이 조기영어교육에 대해 어떻게 인식하는지를 조사하는 것입니다.

본 연구의 중요성

학부모와 교사의 조기영어교육에 대한 인식 조사 연구는 많이 이루어졌지만 유치원 학생들의 영어교육에 대한 견해를 다루는 연구는 거의 행해지고 있지 않고 있기에 본 조사 연구는 중요합니다. 따라서 본 연구는 교육자들로 하여금 유치원 학생들의 영어교육에 대한 견해와 태도를 이해할 수 있게 할 뿐만 아니라, 조기 영어 교육의 미래를 안내 수 있는 통찰력을 제공할 것이라고 기대합니다.

참가자 선정

선생님께서 영어를 가르치는 충청 지역의 유치원에 근무를 하고 계시는 본 연구에 참여하도록 선정되었습니다.

연구 관련 사항

선생님께서 본 연구에 참여하는 것에 동의하신다면, 설문지 응답에 약 30 분 정도의 시간이 소요될 것입니다. 설문지 작성 후 연구자에게 제출하여 주시기 바랍니다.

불편함

본 연구의 참여로 선생님께서는 설문을 완료하는 데 필요한 시간 (약 30 분) 동안 약간의 불편함을 겪을 수 있습니다. 또한 선생님 반 아이들이 연구에 참여하게 될 경우 그림 그리기 활동이 끝난 후 아이들에게 무엇을 그렸는지 물어보셔야 하므로 불편할 수도 있습니다.

위험성과 위험성의 최소화

선생님 반의 아이들과 연구자의 친밀성을 높이기 위해, 선생님 반에 연구자가 약 2 주간 머무를 예정입니다. 이로 인하여 선생님께서 혹시나 스트레스를 받을 가능성이 있습니다. 그러나 선생님의 스트레스를 줄이기 위해 연구자는 구조화된 유치원 수업 시간이 아닌, 실내·외 자유놀이 시간에만 아이들과 접촉 할 것입니다.

자발적인 참여

본 연구에 선생님의 참여는 완전히 자발적이어야 합니다. 선생님께서 참여하기로 결정하신 후에도 어떤 설명 없이도 언제든지 철회 하 실 수 있습니다. 그러나 익명으로 설문지 조사가

Appendix J Students' Verbal Consent Script

J.1 English Version of Students' Verbal Consent Script

Students' Verbal Consent Script

“Hi! My name is Seon-Young Park, and I am a student at the University of Victoria in Canada. The reason I came here is to know how five-year old Korean kindergarten students like you think about learning English-language. You are a five year old Korean kindergarten student learning English-language at the kindergarten, right? If you want to participate in the study, you will be asked to fill a questionnaire (the questionnaire will be represented to the students), answer some questions (the questions for interview will be represented to students), and draw a picture. While you are participating in the study, you can always refuse to participate in the study when you do not want to. Do you want to participate in the study by doing these activities with me? Because we are not able to finish these three activities today, can I come back to see you again?”

Explanation for questionnaire

Let's do a questionnaire first. The questions are about what you think about learning English. There are seven questions on the questionnaire and I will read the questions for you. Have you completed a questionnaire before? I will explain how it works. How many different face expressions can you see on the questionnaire? What are they? Yes, there are a happy, neutral, and sad faces. After listening to the question, you can circle around a face that matches the way you feel.

Before we do the questionnaire, let's try it with a question that is not on the questionnaire. Do you like carrots? If you like carrots, which face you should circle around among these three different faces. Yes, the smiley one. If you do not like carrots, which one you will circle around? If you think carrots are so-so, meaning you do not like or dislike them, you can circle around this face (neutral face). Do you now understand how it works? I will just let you know that you can stop this activity whenever you do not want to do. Do you want to do this with me now?

Explanation for interview

Now I will ask you ten questions about what you think about learning English-language and you will be voice recorded. You can stop this activity whenever you do not want to continue. Do you want to do the interview with me?

Explanation for a drawing activity

Now you just had an English class. How do you feel when you are taking English classes? Can you draw a picture to show me how you think about learning English? You can pick the color and shape of the paper. When you've finished your drawing, you get to explain your drawing to your teacher. Your explanation will be audio recorded. You can stop drawing the picture when you do not want to continue. Do you want to draw a picture?”

J.2 Korean Version of Students' Verbal Consent Script

유치원 학생 동의서 스크립트

안녕! 내 이름은 박선영이고 나는 캐나다 대학에서 공부하고 있는 대학원 학생이란다. 내가 여기 온 이유는 너처럼 한국에서 살고 있는 5살 유치원 학생들이 영어를 배우는 것에 대해 어떻게 생각하고 있는지 조사하기 위해서 왔단다. 다섯 살 맞지? 네가 내가 하는 연구에 참여하고 싶다면, 우리는 세 가지 활동을 나랑 함께 하게 될 거야. 여기 있는 질문지에 네가 영어 배우는 것에 대해 어떻게 생각하는지 동그라미 하면 되고, 내가 몇 가지 물어보는 것에 대해 네가 생각하는 것을 대답하면 된단다. 그리고 일 주일 후에 영어에 대해 어떻게 생각하는지 그림을 그려보는 활동을 할 거야. 네가 활동을 하다가 너무 힘들거나 더 이상 하기 싫다면 그 때는 그만해도 된단다. 너는 나와 함께 이런 활동들을 함께 하면서 연구에 참여하고 싶니?

질문지 설명

질문지 먼저 시작하자. 이 질문지는 네가 영어를 배우는 것에 대해 어떻게 생각하고 있는지 알아보고자 하는 거야. 질문지를 전에 해 본 적이 있니? 내가 설명 해 줄게. 다른 얼굴 표정이 여기에 몇 가지나 있니? 그래 세 가지지. 그 세가지가 어떤 얼굴 표정들이지? 그래 행복한 얼굴, 슬픈 얼굴, 그리고 행복하지도 슬프지도 않은 얼굴 표정이 있구나. 내가 질문을 너에게 읽어주면 네가 어떻게 생각하는지 얼굴 표정 하나를 골라 동그라미 치면 된단다.

다른 것을 가지고 연습 해 보자. 당근 좋아하니? 네가 당근을 좋아하면 어느 얼굴에 동그라미를 해야 할까? 그래 웃는 얼굴. 네가 당근을 싫어한다면 어느 얼굴일까? 그래 행복하지 않고 무뚝뚝한 얼굴 표정. 네가 당근이 싫지도 않고 좋지도 않다면 어느 얼굴에 동그라미를 해야 할까? 그래 이 중간 얼굴에 동그라미를 하면 되겠지? 질문지를 하는 동안 끝까지 하기 싫으면 언제든지 중단 할 수 있단다. 지금 나와 함께 질문지를 해 보고 싶니?

인터뷰 설명

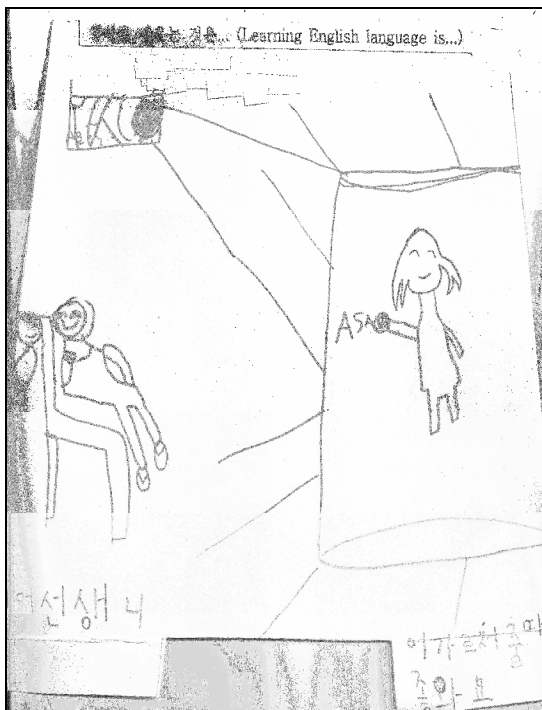
이제 내가 너에게 영어공부에 대해 어떻게 생각하는지 열 가지 질문을 할 거야. 네가 하는 말은 여기에 녹음 될 거란다. 언제든지 연구에 참여하기 싫으면 이야기 하렴. 이제 인터뷰를 시작하고 싶니?

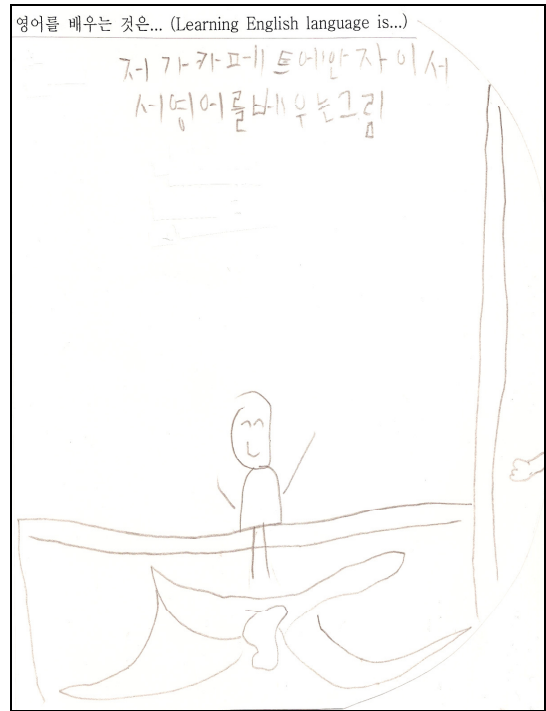
그림 그리기 활동 설명

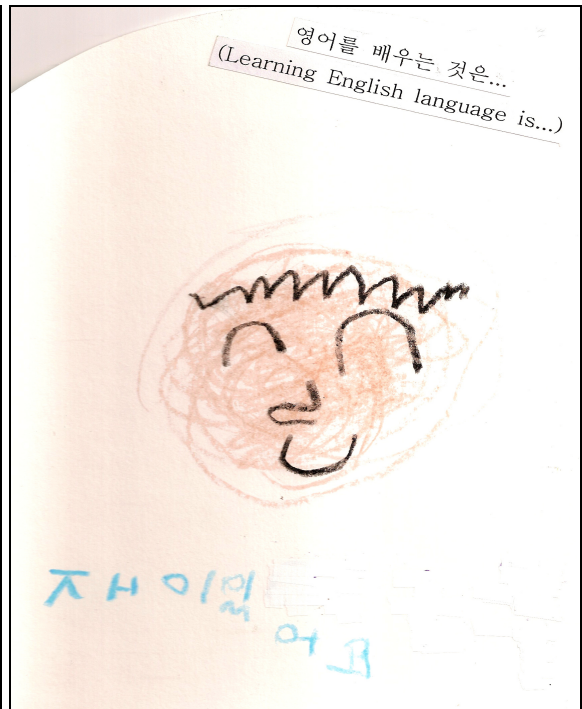
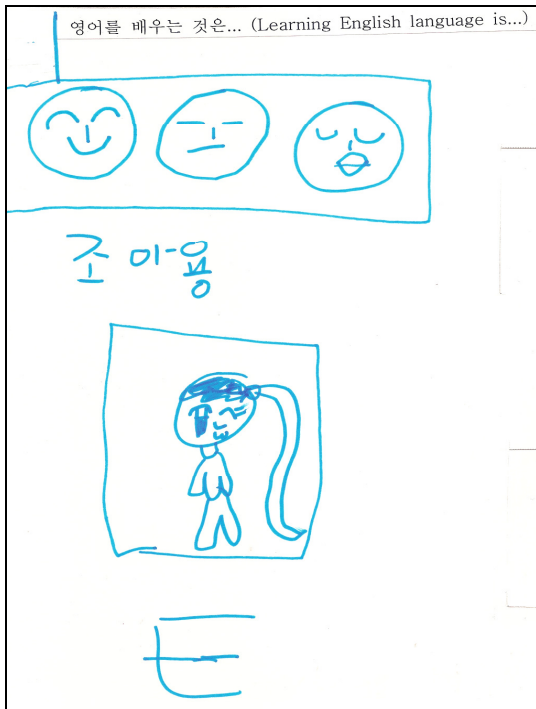
이제 네가 영어 수업을 끝냈으니 우리 영어에 대해 어떻게 생각하는지 그림을 그려볼까? 여기에 있는 다양한 색깔과 모양의 종이 중 한 장을 선택 해 그 위에 그림을 그려보렴. 네가 그림을 다 그린 후에 무엇을 그렸는지 너의 선생님께 이야기 해 드릴 수 있겠니? 이 활동도 네가 하기 싫으면 언제든지 중단 할 수 있단다. 그림 그리기 활동을 시작 할까?

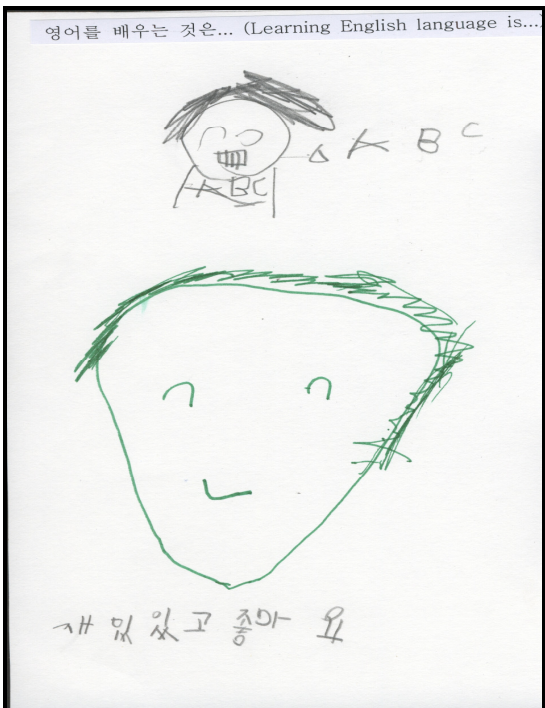
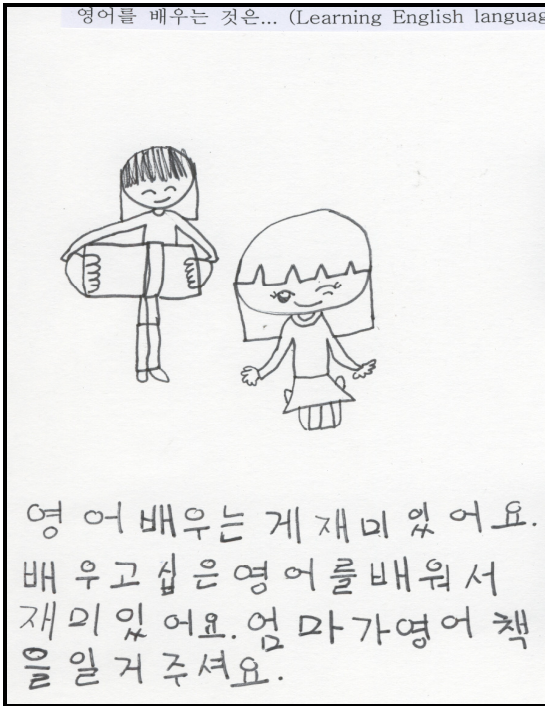
Appendix K Students' Drawings

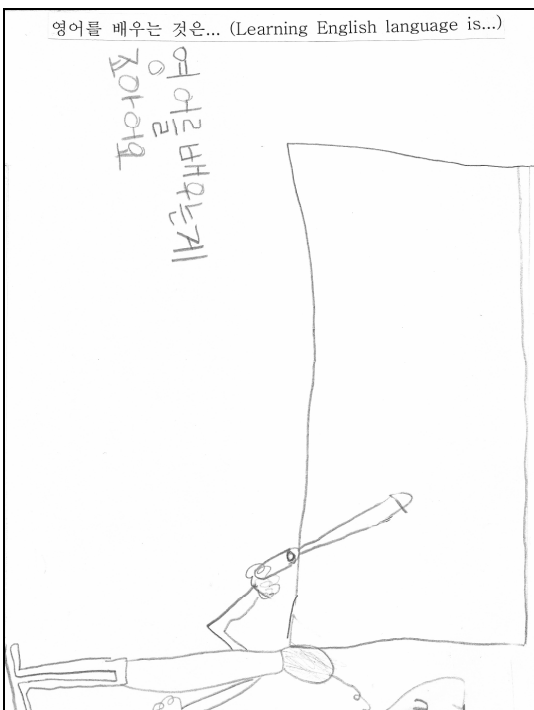
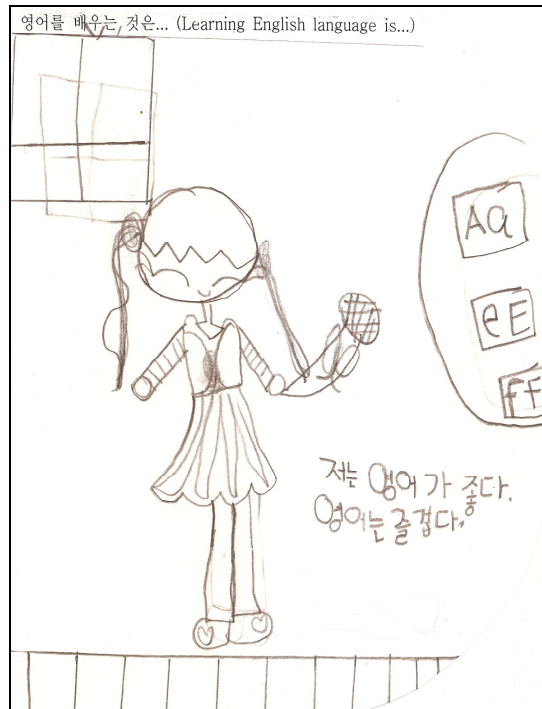
K.1 Positive pictures

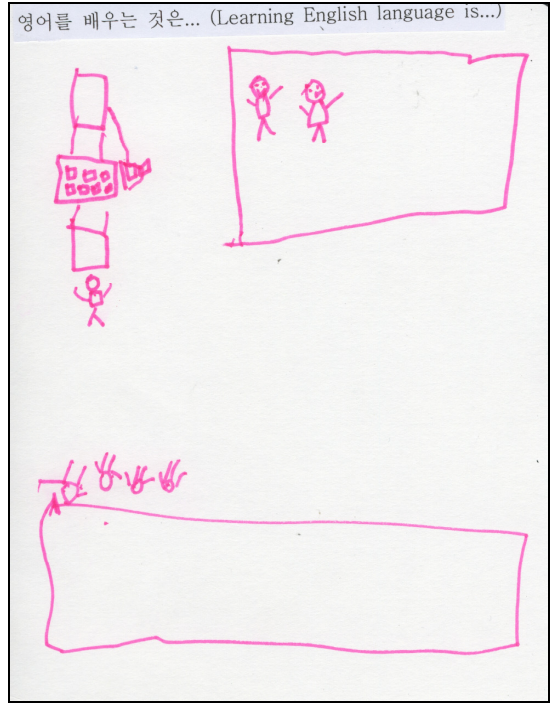
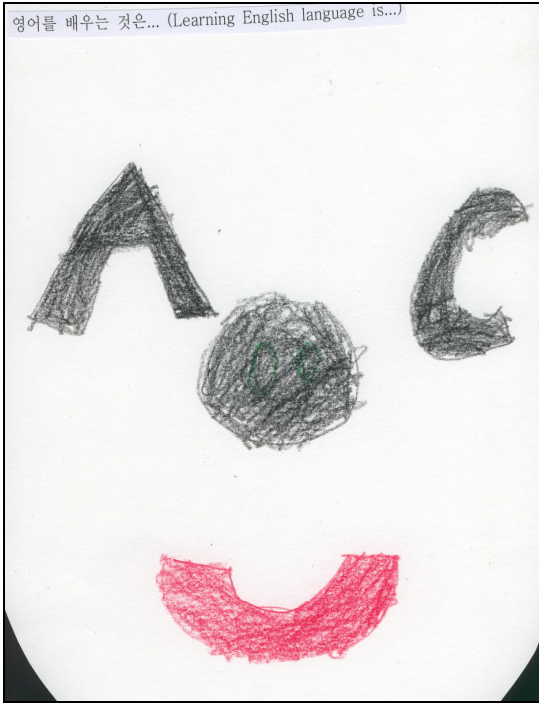












K.2 A picture of mixed feelings

