

Perceptions of and Preferences for English Language Teaching among Pre-service Teachers of EFL

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Pre-service teachers' beliefs and perceptions of teaching can influence their future teaching in schools. In this respect, it is important for teacher trainers to understand how pre-service teachers think about themselves as teachers and guide them to have more positive views on teaching. At present, however, little is known about perceptions of Korean pre-service teachers of English as a foreign language (EFL). This article reports the results of a study, looking at the similarities and differences between elementary and secondary pre-service English teachers' perceptions of teaching in Korea. A total of 137 pre-service teachers from a teachers' college and a college of education responded to a questionnaire about their motivations for becoming a teacher and their perceptions of teaching. The findings of the study suggest that, while the two groups had similar motivations for becoming a teacher and goals of EFL teaching, the two groups showed statistically significant differences in the following areas: their roles in choosing teaching materials, the consideration of students' individual differences, the importance of teachers' speaking and comprehension skills in English, the teaching of culture of English-speaking countries, the use of the Internet for teaching EFL, the consideration of some instrumental factors in designing an English course and their selection of certain teaching activities.

I. INTRODUCTION

It has been almost ten years since the English language as a school subject was first introduced in elementary schools in Korea. The importance of this addition was attested by the fact that it quickly drew the attention of the entire nation. In terms of its aims, elementary school English education has been distinguished from secondary school English education due to its focus on fostering students' interest in learning English and developing the basic communicative competence to allow them to understand English and express themselves in English in their daily lives with special emphasis on the spoken language (Korea Ministry of Education, 1997).

In colleges of education, there is only one major: primary education. There are 12 minors including English education. Pre-service teachers who minor in English education take not only courses related to English education as their minor but also many additional courses related to the other 11 minors. They take on the average 21 units for their minor from a total of 145 units in their undergraduate program. When they graduate from their universities and teach in elementary schools, they work as one of the following three types of service teachers: first, a full time teacher of English who teaches only English in many different classrooms; second, a homeroom teacher who teaches English along with other subjects only in one designated classroom; or third, a homeroom teacher who teaches subjects other than English in one designated classroom while other full time English teachers teach English in his or her classroom. In most cases, many teachers who had English education minors in their undergraduate programs do not teach English as dedicated full time teachers of English, instead, teach English in their classrooms.

In teachers' colleges, on the other hand, English education is one of about 17 different majors. Pre-service teachers of English in teachers' colleges take about 70 units including 21 required subjects related to their major throughout their four-year undergraduate study. When they work in secondary schools after they graduate from their universities, they serve as only one type of school teacher: a teacher of English as a foreign language (EFL). The curriculum in colleges of education, which aims to train pre-service English teachers for elementary English education, has been also differentiated from the

curriculum in teachers' colleges, which aims to train pre-service English teachers for secondary English education.

In this context, it is meaningful to examine and compare elementary and secondary pre-service teachers' perceptions of and preferences for English language teaching. To date, no study has been conducted to explore similarities or differences in perceptions and preferences between the two pre-service teacher groups in Korea. This study looks at what attracted pre-service teachers to become EFL teachers and how they view EFL teaching. It also investigates whether or not there are any differences in motivations for becoming an EFL teacher and in perceptions of EFL teaching between pre-service teachers of teachers' colleges and those of colleges of education.

II. REVIEW OF RELEVANT LITERATURE

At present, studies on the relationship between elementary English education and secondary English education are few in number and tend to focus on three main research areas. The first one is the examination of the effects of elementary English education on secondary English education with respect to students' and teachers' attitudes and perceptions (Choi, Y. H., Lee, J.-W., Lee W., & Boo, K.-S., 2003; Lee, K., 2002; Lee, W., Choi, Y. H., Boo, K.-S., & Lee, J.-W., 2001; Park, J.-K., 2002). The second one is the investigation of the effects of elementary English education on Korean high school students' English abilities to measure the long-term gains obtained by teaching the English language in elementary schools (Kwon, O., 2005). The last one is a comparison of elementary and middle school textbooks (Kim, J., 2003).

W. Lee, Y. H. Choi, K.-S. Boo, and J.-W. Lee (2001) conducted a questionnaire survey of 1,027 first-year middle school students and 56 first-year middle school teachers to investigate their attitudes and perceptions regarding English education. Based on the results of the study, they insisted that elementary English education affected the secondary English education positively even though middle school students' grammar

and writing abilities were low. The results showed the positive effects of elementary English education on students' attitudes toward and interest in the English language, the learning of listening skills in English, and classroom activities. Both students and teachers perceived the contents of textbooks as too difficult and bulky for middle school students to comfortably handle. The researchers suggested that the balance between the teaching of spoken English and the teaching of written English should be readdressed. Interestingly, additional survey results from a follow-up study sustained the results of the 2001 study (Choi, Y. H., Lee, J.-W., Lee W., & Boo, K.-S., 2003; Lee, J. W., Choi, Y. H., Boo, K. S., & Lee, W. K., 2003; Lee, W., Choi, Y. H., Boo, K.-S., & Lee, J.-W., 2001).

J.-K. Park's (2002) study is another one which examined the effects of elementary English education on secondary English education concerning students' and teachers' attitudes and perceptions of their learning and teaching. She reported the results of a survey of middle school students in the Gwangju and Jeonnam areas who had learned English in elementary schools. According to her study, students' interest in English learning was not very high despite their acknowledgement of the importance of learning English. The study also found that the students' proficiency and attitudes were related, and that boys were more confident than girls in English, while further indicating a need for additional studies of factors that could influence the gender difference.

In a two-year longitudinal study, K. Lee (2002) also conducted a survey of elementary school and middle school students to see the changes in attitudes toward the learning of English. The middle school students' reactions to the importance of learning English, their interest and confidence in learning English, and their expectation of the achievement in learning English were not much different from the reactions they had a year before, although their interest level declined over the one year period.

With a different focus, O. Kwon (2005) investigated the effects of elementary school English education on high school students' English abilities to measure the long-term gains obtained by teaching the English language in elementary schools. He compared the scores of 4,188 first year high school students with those of

5,133 same grade students a year before. According to the results of the study, the group who learned the English language in elementary schools outperformed the group who did not.

On the other hand, J. C. Kim (2003) examined the proportions of language skills emphasized in Korean elementary and middle school textbooks. A total of 100 English teachers' responses to questionnaires on current elementary and middle school English textbooks were analyzed. Based on the results of the analysis, he insists that elementary school English textbooks are relatively good in terms of the coverage of four language skills, and that listening and speaking are particularly emphasized. However, the skills of reading, writing, and accurate speaking are not being emphasized. Of the four skills, speaking seemed to be highlighted in the elementary school textbooks while there was less emphasis on listening and speaking skills in the middle school textbooks.

A review of the above-mentioned studies indicates that there is still a lack of scrutiny of possible differences between elementary English education and secondary English education. Especially evident is the fact that, to this point, no comparative study has been conducted of groups of pre-service teachers in colleges of education and teachers' colleges yet. Given that learning and teaching environments of pre-service teachers are sure to be different, it is considered necessary for the study to look at the differences closely and measure their motivation to be a teacher, perceptions of English language teaching, and preferences for English language teaching activities.

III. RESEARCH DESIGN & METHODS

1. Research Questions

The main aim of the study reported in this article was to investigate elementary and secondary pre-service English teachers' perceptions of and

preferences for EFL teaching. To address the aim, the following questions were asked:

Question 1: What attracted pre-service teachers to be a teacher?

Question 2: Is there any difference in motivation to be a teacher between pre-service teachers of teachers' colleges and those of colleges of education?

Question 3: How do pre-service teachers perceive English language teaching?

Question 4: Is there any difference in perceptions of English language teaching between pre-service teachers of teachers' colleges and those of colleges of education?

2. Instrument and Subjects

The study was conducted by using a survey questionnaire. Each question had sub-questions which were listed on a 4-point Likert scale, for example, strongly agree, agree, disagree, and strongly disagree; or very important, important, less important, and not at all important. There were also items to be rated from 1 (most important) to 10 (least important), and to be ticked on the frequency (very often, often, sometimes, rarely, or never) of using certain teaching and learning activities. The survey questions were originally written in English by one of the researchers, who is a professor of applied linguistics, with some adaptation from Ingram, Kono, Sasaki, Tateyama, & O'Neill (2003). They were then meaningfully translated into Korean by two professors, one from a teachers' college and the other from a college of education in order to make the questions more appropriate and relevant to the current English education curriculum in teachers' colleges and colleges of education in Korea. For the study, thus, the Korean version of the questionnaire was used to ensure respondents comprehend the questions correctly.

The questions were largely divided into two categories. The first category was about the subject's motivations for becoming a teacher. It was administered to elicit responses to questions about what attracted them to be a teacher and whether or not there are any differences in their motivation between two groups of pre-service teachers of teachers' colleges and colleges of education. The second category was related to pre-service teachers' perceptions of EFL teaching, while asking questions about how they perceive

EFL teaching and whether or not there is any difference in perceptions of EFL teaching between pre-service teachers of teachers' colleges and colleges of education. Sub-categories in the second category were the goal of English education, designing an English Course, general English teaching, the role of an EFL teacher, teaching and learning activities, and computer applications/tools to be used in class.

The survey data were collected from 137 pre-service teachers from a Teachers' College and a College of Education in Gyeongsang province. Of the 137 subjects, 67 were from a Teachers' College, and 70 from a College of Education. Depending on the question items given in the questionnaire, the number of total respondents was somehow different in some cases as there was no explicit control over their responses to each question.

3. Data Analysis

The analysis of data was performed by using a computer data analysis program, *SPSS 12.0*. The Chi-square test, t-test, One-way ANOVA and its post-hoc test were conducted to examine pre-service teachers' motivation to be teachers and perceptions of EFL teaching, as well as the differences in response rates between the groups.

IV. RESULTS & DISCUSSION

1. Motivation for Becoming a Teacher

Possible answers to the first research question (What attracted pre-service teachers to be a teacher?) were categorized into 10 items to be chosen. Each item was asked to be ranked in a 10-point scale from 'most important' to 'least important'. Table 1 shows the ranks of the respondents' choices.

There was a strong consensus that the main motivation for becoming a teacher was

"advice of teachers, parents or others" (24.0% as the highest priority and 57.1% in the top four points), followed by "availability of school holidays" and "self-development". The item "I always wanted to teach" was also rated as of highest priority by 24.0% but 47.3% in the top four points. In contrast, "contribution to community" was rated at only 13.5% and "employment opportunities" at 24.0% in the top four points.

TABLE 1. Motivation for Becoming a Teacher

Pre-service Teacher Ratings of Motivation											
Item	1	2	3	4	5	6	7	8	9	10	Total
Always wanted to teach	32 (24.0)	13 (9.7)	11 (8.2)	7 (5.2)	10 (7.5)	11 (8.2)	13 (9.7)	6 (4.5)	15 (11.2)	15 (11.2)	133 (%)
	47.3%				36.8%						
Advice of others	32 (24.0)	19 (14.2)	11 (8.2)	14 (10.5)	13 (9.7)	14 (10.5)	7 (5.2)	7 (5.2)	6 (4.5)	10 (7.5)	133 (%)
	57.1%				22.5%						
To work with children or teenagers	9 (6.7)	17 (12.7)	12 (9.0)	14 (10.4)	10 (7.5)	9 (6.7)	24 (18.0)	16 (12.0)	15 (11.2)	7 (5.2)	133 (%)
	39.0%				46.6%						
To work in an area of interest	10 (7.5)	12 (9.0)	15 (11.2)	11 (8.2)	9 (6.7)	16 (12.0)	18 (13.5)	22 (16.5)	15 (11.2)	5 (3.7)	133 (%)
	36.0%				45.1%						
Availability of school holidays	7 (5.2)	13 (9.7)	22 (16.5)	26 (19.5)	19 (14.2)	16 (12.0)	14 (10.4)	10 (7.5)	4 (3.0)	2 (1.5)	133 (%)
	51.1%				22.5%						
Employment opportunities	9 (6.7)	10 (7.5)	7 (5.2)	6 (4.5)	16 (12.0)	8 (4.5)	14 (10.4)	21 (15.7)	21 (15.7)	21 (15.7)	133 (%)
	24.0%				57.8%						
Salary & working conditions	15 (11.2)	17 (12.7)	17 (12.7)	11 (8.2)	15 (11.2)	16 (12.0)	12 (9.0)	10 (7.5)	9 (6.7)	11 (8.2)	133 (%)
	45.1%				31.5%						
Self-development	17 (12.7)	14 (10.4)	18 (13.5)	18 (13.5)	14 (10.4)	16 (12.0)	11 (8.2)	14 (10.4)	9 (6.7)	2 (1.5)	133 (%)
	50.3%				27.0%						
Social status	1 (0.7)	14 (10.4)	16 (12.0)	17 (12.7)	22 (16.5)	19 (14.2)	11 (8.2)	11 (8.2)	19 (14.2)	3 (2.2)	133 (%)
	35.5%				33.0%						
Contribution to the community	2 (1.5)	2 (1.5)	5 (3.7)	9 (6.7)	7 (5.2)	9 (6.7)	17 (12.7)	13 (9.7)	20 (15.0)	56 (42.1)	133 (%)
	13.5%				79.6%						

Table 2 shows if there is any difference in motivations for becoming a teacher between the two groups.

TABLE 2. Comparison between the Motivations of the Two Groups

Item	Group	1	2	3	4	5	6	7	8	9	10	Total	χ^2
TT	TC	17	3	9	2	7	5	4	4	8	6	65	14.52
	CE	15	10	2	5	3	6	9	2	7	9	68	
	Total	32	13	11	7	10	11	13	6	15	15	133	
	%	(24.0)	(9.7)	(8.2)	(5.2)	(7.5)	(8.2)	(9.7)	(4.5)	(11.2)	(11.2)	(100)	
AO	TC	16	9	6	5	5	8	2	5	5	4	65	7.83
	CE	16	10	5	9	8	6	5	2	1	6	68	
	Total	32	19	11	14	13	14	7	7	6	10	133	
	%	(24.0)	(14.2)	(8.2)	(10.5)	(9.7)	(10.5)	(5.2)	(5.2)	(4.5)	(7.5)	(100)	
WT	TC	4	11	1	6	3	5	17	6	7	5	65	18.37*
	CE	5	6	11	8	7	4	7	10	8	2	68	
	Total	9	17	12	14	10	9	24	16	15	7	133	
	%	(6.7)	(12.7)	(9.0)	(10.4)	(7.5)	(6.7)	(18.0)	(12.0)	(11.2)	(5.2)	(100)	
IF	TC	6	6	9	4	5	6	9	9	7	4	65	5.45
	CE	4	6	6	7	4	10	9	13	8	1	68	
	Total	10	12	15	11	9	16	18	22	15	5	133	
	%	(7.5)	(9.0)	(11.2)	(8.2)	(6.7)	(12.0)	(13.5)	(16.5)	(11.2)	(3.7)	(100)	
SH	TC	0	6	10	15	8	7	7	8	3	1	65	13.13
	CE	7	7	12	11	11	9	7	2	1	1	68	
	Total	7	13	22	26	19	16	14	10	4	2	133	
	%	(5.2)	(9.7)	(16.5)	(19.5)	(14.2)	(12.0)	(10.4)	(7.5)	(3.0)	(1.5)	(100)	
EO	TC	3	5	1	1	6	0	5	11	15	18	65	4.78
	CE	6	5	6	5	10	8	9	10	6	3	68	
	Total	9	10	7	6	16	8	14	21	21	21	133	
	%	(6.7)	(7.5)	(5.2)	(4.5)	(12.0)	(4.5)	(10.4)	(15.7)	(15.7)	(15.7)	(100)	
PC	TC	10	9	10	5	10	7	4	5	2	3	65	10.58
	CE	5	8	7	6	5	9	8	5	7	8	68	
	Total	15	17	17	11	15	16	12	10	9	11	133	
	%	(11.2)	(12.7)	(12.7)	(8.2)	(11.2)	(12.0)	(9.0)	(7.5)	(6.7)	(8.2)	(100)	
SD	TC	8	7	8	12	7	10	6	4	3	0	65	8.88
	CE	9	7	10	6	7	6	5	10	6	2	68	
	Total	17	14	18	18	14	16	11	14	9	2	133	
	%	(12.7)	(10.4)	(13.5)	(13.5)	(10.4)	(12.0)	(8.2)	(10.4)	(6.7)	(1.5)	(100)	
SS	TC	1	7	10	11	10	12	4	4	5	1	65	11.13
	CE	0	7	6	6	12	7	7	7	14	2	68	
	Total	1	14	16	17	22	19	11	11	19	3	133	
	%	(0.7)	(10.4)	(12.0)	(12.7)	(16.5)	(14.2)	(8.2)	(8.2)	(14.2)	(2.2)	(100)	
CC	TC	2	1	4	4	5	7	9	7	10	23	65	4.78
	CE	0	1	1	5	2	2	8	6	10	33	68	
	Total	2	2	5	9	7	9	17	13	20	56	133	
	%	(1.5)	(1.5)	(3.7)	(6.7)	(5.2)	(6.7)	(12.7)	(9.7)	(15.0)	(42.1)	(100)	

Notes: TT: Always wanted to teach, AO: Advice of others, WT: To work with children or teenagers, IF: To work in an area of interest, SH: Availability of school holidays, EO: Employment opportunities, PC: Salary & working conditions, SD: Self-development, SS: Social status, CC: Contribution to the community, TC: Teachers' College, CE: College of Education, *p<.05

When the two groups were compared, as shown in Table 2, pre-service teachers of the College of Education generally gave more positive responses to the item "I wanted to work with children or teenagers" than pre-service teachers of the Teachers' College ($\chi^2=18.37$, $df=9$, $N=133$, $p<.05$). There was no statistically significant difference between the two groups in other questions. This might suggest that both groups had similar motivations for becoming teachers.

2. Perceptions of EFL Teaching

Research Questions 3 and 4 about pre-service teachers' perceptions of English language teaching were analysed in six different categories: the goal of English education; the role of an EFL teacher; general thoughts on EFL teaching; designing an English Course; teaching and learning activities; and computer applications/tools to be used in class.

When pre-service teachers were asked to rank the goals of the teaching of English from 1 (most important) to 10 (least important), as shown in table 3, they chose the item "to communicate with native speakers of other languages" as the most important goal of English teaching (36.2% as the highest priority and 74.0% in the top four points), followed by "to use English accurately across the four skills" and "to enable students to learn how to learn languages effectively" (58.5% and 42.9% in the top four points). In contrast, the items "to gain positive attitudes about native speakers of English" and "to enable students to evaluate their own cultural preconceptions" were rated at only 14.8% and 16.2% in the top four points respectively. These goals of specifically relevant to cross-cultural attitudes were given respectively low ratings by the pre-service teachers and were given considerably less weight than the general "language learning" goals shown in Table 3. These results are quite similar to those of the research of Ingram, Kono, Sasaki, Tateyama, & O'Neill (2003)

on cross-cultural attitudes amongst Australian and Japanese secondary school students.

TABLE 3. Goals of English Language Teaching

Pre-service Teacher Rating of Ten Goals of English Language Teaching											
Item	1	2	3	4	5	6	7	8	9	10	Total
4S	35	17	14	13	15	6	3	3	11	18	135
	(25.9)	(12.5)	(10.3)	(9.6)	(11.1)	(4.5)	(2.2)	(2.2)	(8.1)	(13.3)	(%)
	58.5%				25.9%						
OC	10	19	11	14	13	14	7	7	6	10	135
	(8.6)	(14.0)	(8.1)	(10.3)	(9.6)	(10.3)	(5.1)	(5.1)	(4.4)	(7.4)	(%)
	40.0%				22.2%						
WE	4	8	16	21	17	26	14	15	10	4	135
	(2.9)	(5.9)	(11.8)	(15.5)	(12.5)	(19.2)	(10.3)	(11.1)	(7.4)	(2.9)	(%)
	36.2%				31.8%						
RE	4	8	11	14	18	14	20	19	14	13	135
	(2.9)	(5.9)	(8.1)	(10.3)	(13.3)	(10.3)	(14.8)	(14.0)	(10.3)	(9.6)	(%)
	27.4%				48.8%						
AL	17	10	11	18	13	23	18	11	9	5	135
	(12.5)	(7.4)	(8.1)	(13.3)	(9.6)	(17.0)	(13.3)	(8.1)	(6.6)	(3.7)	(%)
	41.4%				31.8%						
AN	1	4	7	8	17	11	19	20	28	20	135
	(0.7)	(2.9)	(5.1)	(5.9)	(12.5)	(8.1)	(14.0)	(14.8)	(20.7)	(14.8)	(%)
	14.8%				64.4%						
CE	8	6	10	9	11	17	23	22	21	8	135
	(5.9)	(4.4)	(7.4)	(6.6)	(8.1)	(12.5)	(17.0)	(16.2)	(15.5)	(5.9)	(%)
	24.4%				54.8%						
EC	2	7	6	7	9	11	15	15	21	42	135
	(1.4)	(8.1)	(4.4)	(5.1)	(6.6)	(8.1)	(11.1)	(11.1)	(15.5)	(31.1)	(%)
	16.2%				68.8%						
HL	5	14	23	16	14	10	8	17	15	13	135
	(3.7)	(10.3)	(17.0)	(11.8)	(10.3)	(7.4)	(5.9)	(12.5)	(11.1)	(9.6)	(%)
	42.9%				39.2%						
CN	49	21	16	14	7	4	5	6	4	9	135
	(36.2)	(15.5)	(11.8)	(10.3)	(5.1)	(2.9)	(3.7)	(4.4)	(2.9)	(6.6)	(%)
	74.0%				17.7%						

4S: To use English accurately across the four skills, OC: To communicate orally with native speakers of English, WE: To communicate through writing in English, RE: To read fluently in English, AL: To gain positive attitudes about language learning in general, AN: To gain positive attitudes about native speakers of English, CE: To learn about the culture of native speakers of English, EC: To evaluate their own cultural preconceptions, HL: To learn how to learn languages effectively, CN: To communicate with native speakers of other languages

**TABLE 4. Comparison between the Two Groups
in English Language Teaching Goals**

Item	Group	1	2	3	4	5	6	7	8	9	10	Total	χ^2
4S	TC	22	12	7	3	5	3	2	1	4	7	66	12.94
	CE	13	5	7	10	10	3	1	2	7	11	69	
	Total	35	17	14	13	15	6	3	3	11	18	135	
	%	(25.9)	(12.5)	(10.3)	(9.6)	(11.1)	(4.5)	(2.2)	(2.2)	(8.1)	(13.3)	(100)	
OC	TC	3	19	11	8	8	5	5	2	3	2	66	8.53
	CE	8	21	10	9	6	5	3	6	1	0	69	
	Total	10	19	11	14	13	14	7	7	6	10	135	
	%	(8.6)	(14.0)	(8.1)	(10.3)	(9.6)	(10.3)	(5.1)	(5.1)	(4.4)	(7.4)	(100)	
WE	TC	1	4	6	8	9	15	5	9	5	4	66	9.54
	CE	3	4	10	13	8	11	9	6	5	0	69	
	Total	4	8	16	21	17	26	14	15	10	4	135	
	%	(2.9)	(5.9)	(11.8)	(15.5)	(12.5)	(19.2)	(10.3)	(11.1)	(7.4)	(2.9)	(100)	
RE	TC	3	4	2	3	10	8	10	12	10	4	66	16.28
	CE	1	4	9	11	8	6	10	7	4	9	69	
	Total	4	8	11	14	18	14	20	19	14	13	135	
	%	(2.9)	(5.9)	(8.1)	(10.3)	(13.3)	(10.3)	(14.8)	(14.0)	(10.3)	(9.6)	(100)	
AL	TC	7	3	6	10	5	10	11	7	4	3	66	5.48
	CE	10	7	5	8	8	13	7	4	5	2	69	
	Total	17	10	11	18	13	23	18	11	9	5	135	
	%	(12.5)	(7.4)	(8.1)	(13.3)	(9.6)	(17.0)	(13.3)	(8.1)	(6.6)	(3.7)	(100)	
AN	TC	0	3	2	3	10	4	9	10	17	8	66	7.20
	CE	1	1	5	5	7	7	10	10	11	12	69	
	Total	1	4	7	8	17	11	19	20	28	20	135	
	%	(0.7)	(2.9)	(5.1)	(5.9)	(12.5)	(8.1)	(14.0)	(14.8)	(20.7)	(14.8)	(100)	
CE	TC	4	3	4	6	6	9	13	8	8	5	66	5.20
	CE	4	3	6	3	5	8	10	14	13	3	69	
	Total	8	6	10	9	11	17	23	22	21	8	135	
	%	(5.9)	(4.4)	(7.4)	(6.6)	(8.1)	(12.5)	(17.0)	(16.2)	(15.5)	(5.9)	(100)	
EC	TC	0	3	3	5	2	4	6	7	10	26	66	10.05
	CE	2	4	3	2	7	7	9	8	11	16	69	
	Total	2	7	6	7	9	11	15	15	21	42	135	
	%	(1.4)	(8.1)	(4.4)	(5.1)	(6.6)	(8.1)	(11.1)	(11.1)	(15.5)	(31.1)	(100)	
HL	TC	4	8	16	8	6	6	1	7	5	5	66	13.62
	CE	1	6	7	8	8	4	7	10	10	8	69	
	Total	5	14	23	16	14	10	8	17	15	13	135	
	%	(3.7)	(10.3)	(17.0)	(11.8)	(10.3)	(7.4)	(5.9)	(12.5)	(11.1)	(9.6)	(100)	
CN	TC	22	7	9	12	5	1	4	3	1	2	66	18.04*
	CE	27	14	7	2	2	3	1	3	3	7	69	
	Total	49	21	16	14	7	4	5	6	4	9	135	
	%	(36.2)	(15.5)	(11.8)	(10.3)	(5.1)	(2.9)	(3.7)	(4.4)	(2.9)	(6.6)	(100)	

Notes: 4S: To use English accurately across the four skills, OC: To communicate orally with native speakers of English, WE: To communicate through writing in English, RE: To read fluently in English, AL:

To gain positive attitudes about language learning in general, AN: To gain positive attitudes about native speakers of English, CE: To learn about the culture of native speakers of English, EC: To evaluate their own cultural preconceptions, HL: To learn how to learn languages effectively, CN: To communicate with native speakers of other languages, TC: Teachers' College, CE: College of Education, *p< .05

Table 4 shows pre-service teachers' responses to the question of teaching goals and presents the comparative results of the two groups. Among the listed items about English language teaching goals, only the item of "to communicate with native speakers of other languages" generated different responses from the two groups: pre-service teachers in the College of Education were more positive than pre-service teachers in the Teachers' College ($\chi^2=18.04$, $df=135$, $p< .05$). There was no statistically significant difference between the two groups in other items. This suggests that the two groups might have similar goals in terms of EFL teaching.

TABLE 5. The Role of Teachers

Items	N	Mean	SD	F	Scheffe
The teacher is the source of knowledge.	137	2.85	.576	19.56***	c
The teacher controls the pace of classroom activities.	137	2.83	.518		c
The teacher chooses materials to use for teaching.	136	2.92	.472		c
The teacher helps students develop communicative competence.	137	3.26	.489		ab
The teacher encourages students to be autonomous.	137	3.31	3.25		a
The teacher facilitates collaborative learning.	137	3.31	3.26		a
The teacher evaluates learners' achievement.	137	3.00	.454		bc
The teacher provides students with opportunities to interact in English.	137	3.29	.491		a
The teacher takes account of individual differences in students.	137	3.27	.600		a
The teacher develops skills for using information and communication technologies.	137	3.00	.582		bc

Note: *** p< .001

The pre-service teachers' perceptions of the EFL teacher's roles are shown in Table 5. The post-hoc test of Scheffe shows the statistic differences among the listed items. Out of the 10 roles of the EFL teacher, the items "the teacher encourages students to be autonomous," "the teacher facilitates collaborative learning," "the teacher provides

students with opportunities to interact in English," and "the teacher takes account of individual differences in students" were placed in the highest rank group of 'a'. This means that those items were considered as the most important roles by the respondents. However, the items "the teacher controls the pace of classroom activities," "the teacher is the source of knowledge," and "the teacher chooses materials to use for teaching" were placed in 'c' group which was the lowest group among the ranking groups. This means that those items were considered less important to the respondents. These results suggest that the pre-service teachers think social aspects of English teaching are more important than instructional aspects of teaching.

TABLE 6. Comparison between the Two Groups in Terms of The Teacher's Roles

	School	N	Mean	SD	t-value	p
The teacher is the source of knowledge.	TC	67	2.91	.51	1.124	.263
	CE	70	2.80	.62		
The teacher controls the pace of classroom activities.	TC	67	2.79	.50	-1.070	.286
	CE	70	2.89	.52		
The teacher chooses materials to use for teaching.	TC	66	2.83	.48	-2.082*	.039
	CE	70	3.00	.45		
The teacher helps students develop communicative competence.	TC	67	3.33	.50	1.543	.125
	CE	70	3.20	.46		
The teacher encourages students to be autonomous.	TC	67	3.45	.50	-.503	.616
	CE	70	3.73	4.54		
The teacher facilitates collaborative learning.	TC	67	3.43	.49	-.529	.597
	CE	70	3.73	4.54		
The teacher evaluates learners' achievement.	TC	67	2.99	.47	-.375	.708
	CE	70	3.01	.43		
The teacher provides students with opportunities to interact in English.	TC	67	3.37	.51	1.737	.085
	CE	70	3.23	.45		
The teacher takes account of individual differences in students.	TC	67	3.37	.59	1.987*	.049
	CE	70	3.17	.58		
The teacher develops skills for using information and communication technologies.	TC	67	3.06	.60	1.177	.241
	CE	70	2.94	.56		

Notes: TC: Teachers' College, CE: College of Education, *p<.05

Table 6 shows the comparative results of the two groups' responses to the question of the teacher's roles. To the item of "the teacher chooses materials to use for teaching", the responses from the group of the College of Education were significantly different from

those of the group of the Teachers' College ($t=2.08$, $*p<.05$). This result seems to reflect the facts that lessons in elementary schools need a greater variety of materials than those in secondary schools and that elementary teachers need to play a more important role in choosing materials for their classes. To the item "the teacher takes account of individual differences in students", similarly, the differences between the two groups' responses were also statistically significant ($t=1.98$, $*p<.05$). This result suggests that, from the respondents' perspectives, more individual differences in students can be found in secondary schools than in elementary schools.

TABLE 7. Thoughts on English Language Teaching

Items	N	Mean	SD	<i>F</i>	Scheffe
I think that it is very important for teachers of English to speak and understand English well.	137	3.57	.51	49.90***	a
I am interested in various approaches to teaching English.	137	3.17	.64		bc
I enjoy teaching English.	137	2.96	.70		cde
I take responsibility for improving students' English skills.	136	2.99	.58		cd
I think that making errors is less important than failing to communicate.	137	3.55	.56		a
I feel confident in communicating with native English-speaking teachers.	136	2.45	.67		f
I like using the Internet to teach English.	136	2.71	.72		ef
I think that being able to use the Web is a valuable skill for teaching English.	137	2.97	.60		cd
I am comfortable using the Web for teaching English.	137	2.66	.66		def
I consider the teaching of culture of English-speaking countries as an essential part of the teaching of English.	137	3.35	.53		ab

*** $p<.001$

The pre-service teachers' general thoughts on teaching EFL are shown in Table 7. Among the given items, the items "I think that it is very important for teachers of English to speak and understand English well" and "I think that making errors is less important than failing to communicate" were frequently chosen by both groups and put into the highest rank group ('a' group) in 'a' to 'f' ranking groups. They were followed by the items "I consider the teaching of culture of English-speaking countries as an essential part of the teaching of English" ('ab' group) and "I am

interested in various approaches to teaching English" ('bc' group).

TABLE 8. Comparison between the Two Groups in Thoughts on English Language Teaching

	School	N	Mean	SD	t-value	p
I think that it is very important for teachers of English to speak and understand English well.	TC	67	3.69	.46	2.513*	.013
	CE	70	3.47	.53		
I am interested in various approaches to teaching English.	TC	67	3.25	.68	1.524	.130
	CE	70	3.09	.60		
I enjoy teaching English.	TC	67	3.07	.65	1.941	.054
	CE	70	2.84	.73		
I take responsibility for improving students' English skills.	TC	66	3.03	.60	.873	.384
	CE	70	2.94	.56		
I think that making errors is less important than failing to communicate.	TC	67	3.57	.55	.250	.803
	CE	70	3.54	.58		
I feel confident in communicating with native English-speaking teachers.	TC	66	2.50	.70	.862	.390
	CE	70	2.40	.64		
I like using the Internet to teach English.	TC	66	2.85	.72	2.273*	.025
	CE	70	2.57	.69		
I think that being able to use the Web is a valuable skill for teaching English.	TC	67	3.10	.63	2.579*	.011
	CE	70	2.84	.55		
I am comfortable using the Web for teaching English.	TC	67	2.78	.64	2.064*	.041
	CE	70	2.54	.67		
I consider the teaching of culture of English-speaking countries as an essential part of the teaching of English.	TC	67	3.51	.53	3.486***	.001
	CE	70	3.20	.49		

Notes: TC: Teachers' College, CE: College of Education, *p< .05, ***p< .001

In terms of their general thoughts on EFL teaching, some differences between the groups are shown in Table 8. To the item "I think that it is very important for teachers of English to speak and understand English well", for example, the responses from the two groups were statistically different ($t=2.513$, $*p< .05$). This result might be supported by the fact that most elementary school teachers have to teach not only English but also many other subjects and, as a result, feel that speaking and understanding English well could be a heavy burden to them. Statistically significant differences were also found in the items "I consider the teaching of culture of English-speaking countries as an essential part of the teaching of English"

($t[137]=3.48, p<.001$) and "I like using the Internet to teach English" ($t[137]=2.27, p<.05$). The group from the Teachers' College agreed more with the importance of the teaching of the target language culture and the use of the Internet for teaching purposes than the group from the College of Education.

TABLE 9. Factors Considered in Designing an English Course

	N	Mean	SD	F	Scheffe
The everyday lives of the students	137	3.31	.55	36.72***	bc
The previous language learning experience of the students	137	2.91	.58		def
The interests of the students	136	3.67	.47		a
The reasons why the students want to learn English	137	3.34	.54		ab
The students' general learning ability	137	3.00	.52		cde
The students' language learning ability	137	3.22	.53		bcd
The students' future employment prospects	137	2.79	.66		ef
Your preferred approach to teaching	136	2.63	.63		f
The contact the students have or could have with English outside class or school time	136	3.19	.59		bcd
Your own interests that you can share with students	136	3.04	.58		bcd
Facilities and resources that you can use for teaching	134	3.16	.56		bcd
The university entrance examination	136	2.74	.79		ef
The set syllabus	136	2.60	.69		f

Note: *** $p<.001$

In response to the question, "In designing an English course for any particular cohort of students, how important are each of the following factors in your considerations?", the pre-service teachers chose "the interests of the students" as the most important factor, followed by "the reasons why the students want to learn English" and "the everyday lives of the students" ('bc' group). The items "the students' general learning ability," and "facilities and resources that you can use for teaching" were in the next ranking group ('bcd' group) according to a Scheffe test. This implies that pre-service teachers tend to consider student-centered approaches important in designing an English course.

TABLE 10. Comparison between the Two Groups in Factors Considered in Designing an English Course

	School	N	Mean	SD	t-value	p
The everyday lives of the students	TC	67	3.37	.57	1.23	.221
	CE	70	3.26	.53		
The previous language learning experience of the students	TC	67	2.96	.58	.98	.324
	CE	70	2.86	.57		
The interests of the students	TC	67	3.78	.42	2.66**	.009
	CE	69	3.57	.49		
The reasons why the students want to learn English	TC	67	3.51	.53	3.58***	.000
	CE	70	3.19	.51		
The students' general learning ability	TC	67	2.99	.50	-.32	.748
	CE	70	3.01	.55		
The students' language learning ability	TC	67	3.27	.47	1.05	.292
	CE	70	3.17	.58		
The students' future employment prospects	TC	67	2.94	.62	2.65**	.009
	CE	70	2.64	.68		
Your preferred approach to teaching	TC	66	2.61	.60	-.33	.736
	CE	70	2.64	.66		
The contact the students have or could have with English outside class or school time	TC	66	3.24	.58	.98	.327
	CE	70	3.14	.59		
Your own interests that you can share with students	TC	66	3.05	.59	.16	.868
	CE	70	3.03	.58		
Facilities and resources that you can use for teaching	TC	64	3.14	.58	-.31	.752
	CE	70	3.17	.53		
The university entrance examination	TC	66	3.06	.78	5.06***	.000
	CE	70	2.43	.67		
The set syllabus	TC	66	2.62	.71	.29	.766
	CE	70	2.59	.67		

Notes: TC: Teachers' College, CE: College of Education, *p< .05, **p< .01, ***p< .001

In statistical comparison as shown in Table 10, the responses of the group from the Teachers' College were significantly different from those of the group from the College of Education to the items "the university entrance examination" (means=3.06/2.43, $t=5.06$, $***p< .001$), "the reason why they learn English" (means=3.51/3.19, $t=3.58$, $***p< .001$), "the students' future employment prospects" (means=2.94/2.64, $t=2.65$, $**p< .01$), and "the interests of students" (means=3.78/3.57, $t=2.66$, $**p< .01$). The differences in these items suggest that, in designing an English course, instrumental motivations are more influential factors to the pre-service teachers of Teachers' College than to those of College of Education.

3. Preferences for EFL Teaching and Learning Activities

The pre-service teachers were also asked to identify their preferred teaching and learning activities (see Table 11).

TABLE 11. Preferences for Teaching and Learning Activities

	N	Mean	SD	<i>F</i>	Scheffe
Role plays	134	3.85	.72		abcd
Pronunciation drills	134	3.96	.65		abc
Student to student conversations	134	4.13	.65		a
Projects about culture	134	3.33	.83		bcde
Translation exercises	134	2.87	.83	16.78***	e
Rote memorization of vocabulary	134	3.30	.85		cde
Story writing	134	2.89	.83		de
Storytelling	134	3.70	.86		abcd
Playing language games in English	133	4.04	.84		ab
Grammar exercises	134	2.72	.82		e
Reading exercises	134	2.88	.79		de
Free reading	134	3.66	.68		bcde
Language clubs	134	3.76	.80		abcd
Chants	134	3.46	.97		bcde
Songs	134	3.70	1.01		bcde
Writing activities	133	3.76	1.06		abcd
Communication via e-mail	134	3.21	.77		de
Web-based activities	134	3.37	1.02		bcde
Teaching of culture	133	3.43	.89		bcde
Using computer games in English	133	3.57	.89		bcde
Listening to recordings, radio or TV	134	3.89	.83		abcd
Formal grammar teaching	134	3.47	1.00		bcde

Note: *** $p < .001$

Regarding the use of certain teaching and learning activities in the classroom, the respondents selected "student to student conversations" (in group of 'a') as the most preferred one. The second most preferred activity was "playing language games in English" (in group of 'ab'), followed by "pronunciation drills" (in group of 'abc'). Traditional activities such as "translation exercises" and "grammar exercises" in the group of 'e' were less preferred by the respondents.

**TABLE 12. Comparison between the Two Groups in Preferences
in Teaching and Learning Activities**

	School	N	Mean	SD	t-value	p
Role plays	TC	64	3.88	.70	.371	.711
	CE	70	3.83	.74		
Pronunciation drills	TC	64	3.89	.62	-1.086	.279
	CE	70	4.01	.69		
Student to student conversations	TC	64	4.20	.69	1.294	.198
	CE	70	4.06	.61		
Projects about culture	TC	64	3.45	.92	1.676	.096
	CE	70	3.21	.72		
Translation exercises	TC	64	3.19	.87	4.550***	.000
	CE	70	2.57	.69		
Rote memorization of vocabulary	TC	64	3.58	.81	3.780**	.003
	CE	70	3.04	.82		
Story writing	TC	64	3.11	.83	3.012***	.000
	CE	70	2.69	.79		
Storytelling	TC	64	3.55	.83	-1.995*	.048
	CE	70	3.84	.87		
Playing language games in English	TC	63	4.06	.82	.333	.740
	CE	70	4.01	.87		
Grammar exercises	TC	64	3.20	.71	4.856***	.000
	CE	70	2.59	.75		
Reading exercises	TC	64	3.86	.56	3.408***	.001
	CE	70	3.47	.73		
Free reading	TC	64	3.95	.76	2.698**	.008
	CE	70	3.59	.80		
Language clubs	TC	64	3.59	.97	1.490	.139
	CE	70	3.34	.97		
Chants	TC	64	3.28	.93	-4.996***	.000
	CE	70	4.09	.92		
Songs	TC	64	3.35	1.06	-4.537***	.000
	CE	70	4.13	.91		
Writing activities	TC	63	3.41	.83	2.890**	.005
	CE	70	3.03	.68		
Communication via e-mail	TC	64	3.78	.86	4.759***	.000
	CE	70	3.00	1.02		
Web-based activities	TC	64	3.67	.87	3.104**	.002
	CE	69	3.20	.86		
Teaching of culture	TC	63	3.75	.82	2.176*	.031
	CE	70	3.41	.92		
Using computer games in English	TC	63	3.66	.93	2.083*	.039
	CE	70	3.30	1.04		
Listening to recordings, radio or TV	TC	64	3.98	.74	1.276	.204
	CE	70	3.80	.91		
Formal grammar teaching	TC	64	3.03	.73	4.392***	.000
	CE	70	2.44	.81		

Notes: TC: Teachers' College, CE: College of Education, *p<.05, **p<.01, ***p<.001

As shown in Table 12, the group from the Teachers' College indicated that they would like to use "translation exercises", "formal grammar teaching", "story writing", "reading exercises", and "communication via e-mail" more frequently than the group from the College of Education at the level of $\alpha = .001$. Their responses were also significantly different from those of the group from the College of Education concerning the items "writing activities", "rote memorization of vocabulary", "free writing", "Web-based activities" at the level of $\alpha = .01$; and the items "teaching of culture" and "using computer games in English" at the level of $\alpha = .05$. In addition, the differences were statistically significant between the responses to the items "songs" and "chants" at the level of $\alpha = .001$ and "storytelling" at the level of $\alpha = .05$. These differences in their preferred teaching and learning activities seem to be caused by the contents and characteristics of curriculums designed for different groups of students.

**TABLE 13. Preferences for Types of Computer Applications/
Tools to Be Used in Class**

	N	Mean	SD	F	Scheffe
Language software (CD-ROMs)	134	3.65	.94	13.48***	ab
Word processing programs	134	3.15	.87		bcdef
Presentation programs	134	3.72	.83		a
Graphic programs	134	3.43	1.02		abcd
Concordance programs	133	2.88	.97		def
E-mail	134	3.47	1.08		abc
Online discussion groups	133	3.06	1.05		cdef
Web-based bulletin boards	133	3.30	1.03		abede
Blogs	134	3.43	1.02		abcd
Text chat tools	134	2.99	1.11		cdef
Voice chat tools	134	2.82	1.18		def
Video conferencing tools	133	2.68	1.15		ef

Note: *** $p < .001$

When the pre-service teachers were asked how frequently they would like to use the suggested types of computer applications/tools with their students, they chose the

following items favorably: "presentation programs" (in the highest group of 'a'), "language software (CD-ROMs)" (in the 'ab' group), "e-mail" (in the 'abc' group), "blogs" and "graphic programs" (in the 'abcd' group) (see Table 13).

TABLE 14. Comparison between the Two Groups in Preferences for Types of Computer Applications/Tools to Be Used in Class

	School	N	Mean	SD	t-value	p
Language software (CD-ROMs)	TC	64	3.56	.99	-1.017	.311
	CE	70	3.73	.90		
Word processing programs	TC	64	3.41	.79	3.390***	.001
	CE	70	2.91	.88		
Presentation programs	TC	64	4.06	.61	4.853***	.000
	CE	70	3.41	.89		
Graphic programs	TC	64	3.59	1.05	1.756	.081
	CE	70	3.29	.98		
Concordance programs	TC	64	3.09	.97	2.480*	.014
	CE	69	2.68	.94		
E-mail	TC	64	3.95	.95	5.454***	.000
	CE	70	3.03	1.00		
Online discussion groups	TC	63	3.38	1.12	3.481***	.001
	CE	70	2.77	.88		
Web-based bulletin boards	TC	63	3.68	.99	4.319***	.000
	CE	70	2.96	.93		
Blogs	TC	64	3.75	1.00	3.585***	.000
	CE	70	3.14	.95		
Text chat tools	TC	64	3.33	1.07	3.567***	.001
	CE	70	2.67	1.05		
Voice chat tools	TC	64	3.00	1.23	1.680	.095
	CE	70	2.66	1.12		
Video conferencing tools	TC	63	2.86	1.26	1.646	.102
	CE	70	2.53	1.03		

Notes: TC: Teachers' College, CE: College of Education, * p< .05, *** p< .001

As shown in Table 14, the group from the Teachers' College generally preferred using computer applications/tools, including "e-mail", "presentation programs", "Web-based bulletin boards", "word-processing programs", "blogs", "text chat tools", "online discussion groups" and "concordance programs", in their classes more frequently than the

group of the College of Education. "Language software (CD-ROMs)" (means: 3.56 and 3.73) and "graphic programs" (means: 3.59 and 3.29) were highly preferred by both groups, whereas "video conferencing tools" (means: 2.86 and 2.53) and "voice chat tools" (means: 3.00 and 2.66) were comparatively less preferred by both groups. The reasons for the lower choice of "video conferencing tools" and "voice chat tools" might be that those computer-mediated communication (CMC) tools are not easily accessible for them, or that the pre-service teachers are not familiar with the use of the CMC tools for teaching purposes.

V. CONCLUSION

The study reported in this article has addressed the need for studies on pre-service EFL teachers in teachers' colleges and colleges of education in Korea. Specifically, it has examined the two groups' motivations for becoming a teacher and perceptions of teaching. The main focus of the investigation was on the questions of how they think of themselves as an EFL teacher and how they like to teach EFL. Both groups had similar motivations for becoming teachers, indicating that advice of others most often led them to choose teaching as a career. The other main motivations that were highly rated included teaching itself, the availability of school holidays, and self-development. Likewise, in discussing their goals in terms of EFL teaching, both groups indicated that to communicate with native speakers of other languages was the most important goal of English teaching. Building up students' critical thinking about culture and human relationship with native speakers related to the cross-cultural attitudes were given considerably less weight than improving students' actual English skills. On the other hand, the groups showed some significant differences in their perceptions of EFL teaching, reflecting the differences in their learning and teaching contexts. It was suggested that lessons in elementary schools might need a greater variety of materials than those in secondary schools, while more individual differences in students might be found in secondary schools than in elementary schools. Also, the fact that most

elementary school teachers have to teach not only English but also many other subjects in their schools seemed to make the elementary pre-service teachers perceive less positively than secondary pre-service teachers teaching of culture of English-speaking countries and using the Internet for teaching purposes. These findings draw out an implication that pre-service EFL teacher training programs should offer professional development activities that will contribute to the enhancement of context-specific teaching. Further investigations are needed to determine whether the results of the study can be extrapolated to other pre-service teachers from different teachers' colleges and different colleges of education in Korea and, more importantly, to develop constructive ways of responding to pre-service EFL teachers' needs, interests and preferences in teaching. Further studies could also be undertaken to investigate the relationship between foreign language learning and cross-cultural attitudes. Such investigations will reinforce the links between pre-service teachers' coursework at teachers' colleges or colleges of education and their actual practice in schools, and, as a result, improve teacher quality and thereby enhance the potential for student achievement.

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