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Linguicism? English as the Gatekeeper in South Korea: A Qualitative Study about Mother's Perspectives and Involvement in Their Child's English Education

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**Linguicism? English as the Gatekeeper in South Korea: A Qualitative Study about
Mother's Perspectives and Involvement in Their Child's English Education.**

by

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A Thesis

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Abstract

The rising demand to learn English has become a common phenomenon in many parts of the world. South Korea is no exception. English has become the most important foreign language in a largely monolingual society that rarely uses English in its daily context (J.S.-Y. Park, 2009). English has gained high status since the Korean War (1950-1953) in the Korean context (Grant & Lee, 2010). Education policies in the 1990s further strengthened its stance boosting the ‘English fever’. Because English stands as the gatekeeper to college admission, employment and promotion, Koreans invest heavily into English learning. But the financial expenditure of English education differs along the socioeconomic spectrum, creating inequality. Such inequalities have been referred as the English Divide “where English speakers have more power and access to resources while the non-English speaker are disadvantaged in many ways” (Tsuda, 2008). Learning English begins at a young age in Korea. For young students, mothers are the managers who decide where and how to get more English education. Korean mothers have been known for their fervor in their pursuit of their child’s academic success contributing to the competitive environment that aims for high academic achievement. In this study, I take a look into how mothers are contributing to reinforcing the stature of English. This study investigates 10 Korean mothers on their perspectives of English and how their perspectives influence their involvement in their child’s English education. Findings reveal that social demands, the effect of globalization and competition among students and mothers prompts them to closely monitor their child’s English education. Conversing with other mothers provide insightful feedback about *hagwon* and where their child is at compared to others but also creates anxiety and further competition.

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Chapter 1: Introduction

My family is originally from South Korea. As a child, I have had the privilege to live in the U.S. with my parents and acquired English relatively with little struggle. However, having been overseas for quite some years, returning and adjusting in my native country as a teenager was not an easy task. There were challenges socially, emotionally and academically. In terms of academics, despite the poor academic performance I've displayed in the beginning of my return, I was able to stay afloat because I had the strength of English proficiency. Three subjects, Korean Language Arts, English and Math, were considered the most important because the score of the three subjects combined comprised more than half of the portion of the total score of the college entrance exam. There was always the hurdle of English tests for every major step I had to progress. Luckily for me, I had benefited from an environment that highly valued English proficiency. However, not everyone has equal access to English education.

This research gave me the opportunity to reflect on my personal experiences and gain perspectives on the various aspects of the English language. It helped me see the demands of society that implicitly or explicitly emphasize the need to be competent in certain areas to be successful. It also enabled me to realize the inequalities that emerge from the excessive focus on achieving English competency.

The pursuit of learning English begins early in Korea. Although English education officially begins from the 3rd grade in Korea, it is very common to see children as young as kindergarten or even younger learning English through private sectors. According to Lee (2014), 78.5% of the children surveyed first began their English education as a toddler or preschooler. These practices are predominately driven by the mothers who is clearly in charge of their children's education (Ellinger & Beckham, 1997). Mothers' involvement in her child's education

has become an important factor in the academic success of her offspring bringing about a new power dynamic of notably influential mothers called *doeji mom* (Moms who possess a wealth of information on private education and has close ties with those in the hagwon field). Still with some families, mothers take their children to English-speaking countries while the father works in Korea to financially support them. These *Kiroki* (*Kiroki* means the wild goose, referring to the long distance travels it makes by seasons) families are engaged in a long-term project that can last a decade or more (Finch & Kim, 2012).

I witnessed how Korean mothers vigorously managed their child's learning, researching and collecting information from other mothers about where to get quality and effective education outside the regular school hours. They keep track of their child's progress and are ready and willing to switch to new *hagwons*, at a moment's notice if the current one does not fulfill their child's needs. They are vigilant about educational and child rearing issues. They keep their eyes open on learning trends so that their child does not fall behind his/her peers.

English was an important measurement along with others subjects in school and in employment even when I was growing up, but its significance has increased much more than it used to be and mothers have become more involved. I became curious about their perceptions of English and how it influences their involvement. This resulted in the research questions below.

Research Questions

1. What are the perceptions and attitudes of Korean mothers of the English language?
2. How does their personal experience influence their perceptions of English?
3. How do their perceptions influence their involvement with their child's English education?

Chapter 2: Literature Review

The literature review is composed of five sections. First, it opens with a brief overview of the extensive body of scholarships that present various views on the global rise of English with particular focus on linguicism. The second section traces the early stages of English education in Korea from its historical and social context. It is then followed by the policies of the Korean government in the 1990s that further reinforced the status of English as a gatekeeper in social and economic progress. These social demands topped with personal desires for success lead Koreans to heavily invest in English education. The fourth section delves into the expenditure of English education and the inequalities it has created. Studies have shown that the socioeconomic status of the parents further deepen the disparities in the quality and time children receive English education, consequently creating a cycle of inheriting the parents' socioeconomic status to the next generation (Choi, 2015). After analyzing the sociopolitical, ideological and institutional forces that contribute to the spread of English in Korea, I finally discuss parental involvement in the Korean context and the Korean mothers' role that is the driving force behind the English fever.

Linguicism

The fact that English has become the global language in today's world is widely undisputed. Many scholars have contributed to literatures of how its spread has affected various peoples and societies outside the core-English speaking countries in complex ways.

English has become the dominant language in various domains such as science, technology, medicine, computers, transnational business, aviation, diplomacy and worldwide communication in recent decades (Phillipson, 1992). According to Crystal (2008), an estimated 2 billion people worldwide use English. English is predicted to increase in popularity and influence

as a global language in the next century (Graddol, 2000). The spread of English has been the subject of research and debates among scholars leading to different perspectives and approaches.

Some perceive English as a neutral language. Lysandrou and Lysandrou (2003, p. 229) claim that “English is a neutral language of communication” and that English is “no longer a medium through which power and authority is exerted”. Still other scholars (Brutte-Griffler, 2002; Spolsky, 2004) view the spread of English as a beneficial phenomenon which allows access to various domains such as business and science. With its dominance in various domains, English competency allows one to gain access to information and allow distribution of data to a broader audience. However, other scholars have taken a critical approach in which the spread of English is regarded as ‘cultural power’, ‘homogenization’ and ‘linguistic imperialism’ (Pennycook, 2017; Phillipson, 1992, 2006, 2007, 2008), or as colonial and imperial projects (Kumaravadivelu, 2003).

Numerous scholars have acknowledged the power and prestige of English, its hegemonic status, a gatekeeping role in a variety of domains (Bourdieu, 1991; Canagarajah, 1999; Pennycook, 1998). Scholars like Swales (1997) and Tardy (2004) also bring up similar concerns that the spread of English has been creating or reinforcing inequalities. The current status and role of English has inevitably produced similar consequences for people in many parts the world. Studies (Harbert & McConnell-Ginet, 2009; Tollefson, 1991) also support this phenomenon by demonstrating the link between language, power, and inequality, highlighting the significance of linguistic hierarchy in language policy.

Graddol (2006) identifies English as “one of the mechanisms for structuring inequality in developing economies.” Supporters of this critical view claim that it has led to discrimination on the basis of language, putting non-English speakers at a disadvantage (Tsuda, 1994, 1997). We

can trace the origins of this approach from Skutnabb-Kangas's (1988, p. 13) theory of linguicism in which she defines linguicism as "ideologies and structures and practices which are used to legitimate, effectuate, regulate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language." Therefore, linguicism is a form of discrimination that favors one language over another (Skutnabb-Kangas & Phillipson, 1990).

Phillipson (1992) does not restrict linguicism with only ideology but also focuses on the structural components such as language policies and practices, which is evident in the society manifesting itself through English linguistic imperialism. Policies and practices enforcing the legitimacy of English have further contributed to English being used as a tool to pursue other forms of power (Bourdieu, 1986). Bourdieu's (1986), social critical theory claims that people have access to use, produce and reproduce power through different kinds of capital, such as economic, social and cultural capital which are situated on a hierarchical social space. He explains that economic capital is monetary power which can be transformed into social or cultural capital. Social capital is seen as social networks or group memberships with substantial advantages. In the Korean context, competency in English provides the access to these social capitals. Language can restrict and limit participation, which can thus act as a tool for discrimination and exclusion from the valued social capital (Bourdieu, 1991).

However, Phillipson's work generated strong criticism, for the lack of regard to the agency of speakers of other languages who are regarded passive and malleable subjects (Canagarajah, 1999; Pennycook, 2017). Despite critics of Phillipson's theory, I based my research on how ideology as well as structural policies and practices of language work as a form to create inequalities in the Korean context.

Early Stages of English in Korea

According to Chang (2011), English language education in Korea can be dated back to the late Chosun Dynasty. At the time, English education was provided by mainly two groups, public institutions and missionary schools. The first public English language education in Korea began in 1883 called Dong Mun Hak (同文學) and the purpose of this institute was to train students to become expert translators. Missionary schools such as Baejae Boys High School, Ewha Girls High School and the Young Men Christian Association (YMCA) played an important role not only in English education but also modernizing and influencing many aspects of Korean society (Chang, 2011).

During the Japanese occupation period (1910-1945), Koreans were forced to use Japanese in school and in their daily lives. Educators of English were Japanese who had taught through the grammar and translation method. In other words, English was learned through another foreign language. In addition, the subject of English language was an elective. Given these circumstances, English education declined during this period.

Soon after Korea became liberated in 1945 from Japan, Korea was divided into South and North Korea as a result of the Cold War between the United States and the Soviet Union. North Korea invaded South Korea in 1950 which triggered the Korean War that lasted for 3 years. During this ordeal, the United States provided principle support to South Korea while China and the Soviet Union supported North Korea. The English language had gained a prominent status as early as 1950 during the Korean War due to U.S.'s economic and military aide (Grant & Lee, 2010). In response to U.S. involvement in South Korea, Koreans enthusiastically endorsed

English language education and its importance was confirmed by the Korean government through Korea's highly centralized education system (Kwon, 2000).

From the mid-1960s, South Korea witnessed the emergence of English speaking elites who received higher education in the United States (Baik 1992). These South Koreans held power in various corners of society and thus became "symbols of success and wealth in South Korean society" (Ahn, 2013). The perception that English is the language of the ruling class has sustained its status has continued since then (2013).

Government English Education Policies

The central government has established educational policies and enforced them nationwide and they are reflected in the National Curriculum. The first National Curriculum was established in 1955. And since then, approaches to teaching English has changed throughout decades. In the 1950s, the grammar-translation method was adopted. In the 1960s, the National Curriculum focused on the need for spoken English in which the audio-lingual method was adopted. The National Curriculum in the 1970s sought to de-emphasize grammar-translation method with an emphasis on communicative language teaching. In the 1980s, the English education in the National Curriculum was focused on the use of audio-visual teaching materials and an emphasis on English test across four language skills, listening, speaking, reading and writing.

It was in the 1990s that English education went through major reforms that changed the landscape of learning English. These reforms came about in times of social and economic development. Korea had transformed from one of the poorest nations into one of the wealthiest countries in Asia that became an active member of the globalization process (Jeon, 2009).

In the globalization era, the Korean government perceived that competency in English would raise Korea's competitiveness in the international market. The government's initiative and drive to further emphasize English competency was evident in the series of education policies that have been laid out. President Kim Young Sam (1993-1998) officially launched the globalization policy which undoubtedly elevated the value of English (Grant & Lee, 2010). The globalization policies, which were overseen by the Presidential Globalization Promotion Committee (GPC), were responsible for education reform, administrative reform, and policy planning. This committee was the financial source for the national English-education curriculum, multimedia facilities for schools, and English-language materials development, including teacher's guidebooks and reference books (Jung & Norton, 2002). In 1997, this new policy mandated all public schools to begin teaching English as a regular subject from the 3rd grade, a subject that had previously been taught from the 7th grade.

In an attempt to provide students with opportunities to use English for communicative English purposes, the Ministry of Education launched EPIK (English Program in Korea) in 1995, which opened doors for native speakers of English, called Guest English Teachers (GET) to teach English and to encourage cultural awareness in the age of information and globalization (EPiK, 2011). The GET's were mainly recruited from seven English speaking countries (U.S., Canada, Australia, New Zealand, Britain, Ireland, and South Africa) (EPiK, 2011). One hundred and forty GETs were employed in 1997 and by 2011, a total of 25,000 GETs were hired (EPiK, 2011). The EPIK program has affected the rise of another government run program called TaLK (Teach and Learn in Korea). This program offers scholarships to students from English-speaking countries in exchange for teaching English in rural public school while learning about Korean culture simultaneously.

The importance of English was again reinforced in 2008 when President Lee Myung-Bak's administration announced major reforms in English education policies. They introduced the EIP (English Immersion Plan) that required all primary and secondary English classes to be conducted in English by 2012. Despite the government's intentions to boost English proficiency, it fell short of implementation due to harsh criticism and strong opposition from teacher's community and various sections of society.

English Education Expenditure and Inequality

The effects of pursuit of English in Korean society is portrayed in the following commentary from the local newspaper:

Currently the function and education of English has been distorted. Its initial function as a means for communication and to enhance understanding of foreign cultures, it (English) has excessively become a measurement tool for entrance to college or employment. In addition, English education has been focused more on reading comprehension and grammar and less on listening and speaking skills....

And thus English has become a monster in our society. English itself is not the monster, it's the Korean society that has put this monster hat on English. This is a phenomenon in a country that spends 6 trillion Won, an equivalent of 2% of the nation's yearly budget, on English education in the private sector. (Cho, 2015)

Koreans spend a large portion of their income on English education. Parents and adult learners turn to the private sector, known as *hagwon*, to get English education. *Hagwon* is a privately run, for-profit institute that provides lessons on subjects learned in school as well as non-academic instructions such as swimming, taekwondo or piano. *Hagwon* is very much prevalent in Korean society and is not limited for school aged children but available for adults as well. One of the motives behind the pursuit of private education for parents is that many of them believe public schools do not provide adequate standards of English education required by top tier higher education institutions (Jambor, 2011).

In 2013, South Koreans invested more than \$18.4 billion in private education with one third this amount on English education and despite its lavish spending the level of proficiency is at a moderate level compared to neighboring countries (Yeo, 2016). More than 95% of students from kindergarten to high schools take English lessons in *hagwon* (Kim, 2010). In 2011, Korea spent nearly 8% of GDP on public education—4.8% by the government and 2.8%, much of which was spent on English education by the private sector (Oh, 2013).

Still, parents who were not satisfied with the English education in Korea sent their children abroad mainly for the acquisition of English. The trend of ‘early study abroad’ as South Koreans call it, began in the 1990s among middle class families. The ‘early study abroad’ students were mainly elementary students who were sent alone or with a single parent. Based on a report from the Ministry of Education (Lee, 2017), the number of ‘early study abroad’ children in the elementary and middle school age reached its peak of 23,060 students in 2006. That number has decreased since then but there’s been a surge of the *Kirogi* families among the upper middle class families in which the mother takes her children to an English speaking country while the father stays and works in Korea to support his wife and children financially. The word *Kiroki* means wild goose in Korean referring to seasonal visits by the father to their families, the way geese migrate every year (Jeong, You, & Kwon, 2014). Parents of *Kiroki* families are attracted by the prospect of providing their children a head start by learning English (Finch & Kim, 2012).

As seen, investment in English education can inevitably differ among socioeconomic classes. According to a 2012 study by the Korea Development Institute (KDI), the amount of money spent on English education and the age in which English education began between the two ends of the income spectrum varied greatly. Parents with a monthly income of 7 million

Won or more spent 10 times more money on English education for their children than the parents who earned 1 million Won or less. Fifty percent of students living in the affluent region of Gangnam began their English education before entering elementary school while only 13.6% living outside this region did (Park, 2012). The socioeconomic status of parents creates inequalities in English proficiency which then intensifies the gap between the haves and the have nots, which many have referred to as the 'English Divide'.

In reality, students who have only studied English within the Korean school system will not be able to compete with students who have studied in an English-speaking country (Song, 2013). As a result, economic resources enable better English education offering better opportunities for employment, which allows more economic power. This is a cycle that demonstrates that English serves as a major tool for socioeconomic advancement (Grant & Lee, 2010) and a way of sustaining power within South Korea's hierarchical society (Song, 2011).

Korean Mothers' Involvement in Academic Achievement

In the U.S., the concept of parental involvement in their child's education is largely divided into two types depending on the situation and how the parents are being involved (Downey 2002; Sui-Chu and Willms, 1996). The first type of parental involvement deals with what parents do at home to monitor their education such as parent-child discussion about academic progress and behavior. The second type refers to parent participation in school events, activities and parent-teacher organization. However, the practice of parental involvement may distinctly be different from these concepts and vary in other parts of the world.

In Korea, where there is intense competition to enter top-notch universities, parental involvement refers to efforts made by parents, particularly mothers who actively engage in managing their child's education outside the regular school education (Park, Lim, & Choi, 2015).

To understand the mother's role in the family of modern Korean society, we must first take into account the influence of Confucianism that deeply affected the structure and social life of Koreans since the 14th century. Its philosophy governed social relations laying down hierarchical orders between the elder and younger and roles between men and women. Confucianism provided strict rules for the roles of husbands and wives. Husbands were the head of the family who held power derived from status and kept an emotional distance to maintain authority within the family. Wives on the other hand were considered the "inner master", who kept intimacy with the child as a mediator between the father and children (Lee, 1997).

Due to social and economic changes, the modern Korean mothers' role have slightly changed. Kim and Hoppe-Graff (2001) claim that modern Korean mothers fulfil her "inner master" duties by preserving harmony by supporting her husband so that he can fully be devoted to his job and provide the support needed for the academic success of her children. For Korean mothers, the outcomes of her involvement in her child's education is directly linked to her self-esteem and self-worth (Kim & Hoppe-Graff, 2001). In other words, she would be the one credited for the child's academic success or discredited for her child's academic failures. Taking this into consideration, it is understandable why Korean mothers perceive their child's education so seriously. Because of their responsibility, Ellinger and Beckham (1997) stated that Korean mothers are the driving force behind the intense competition for academic success and prevalence of private education.

According to a survey conducted by Yoons English School, a private firm that specializes in English education, found that mothers spend three times more than the fathers in time when it comes to education related involvement particularly with their academics (Lee, 2017). Mothers

spent a weekly average of 6 hours and 7 minutes while the fathers spent 2 hours and 6 minutes. Among the participants, 50.8% of fathers took part in being involved in their child's education.

The Korean mothers' main focus in her child's education is the pursuit of academic success. She does this by choosing the 'right' *hagwon* and closely monitoring her child's progress. Selecting the best *hagwon* requires the mother to gather information visiting *hagwons* and also collecting feedbacks from other mothers on their experience as they navigate their way to find the one that best fits their child's needs. Once chosen, mothers then closely monitor their child's academic progress by checking report cards sent by the tutoring services or contacting the *hagwon* instructors to check on their child's academic improvement (Lee, 2008).

One of the major characteristics of Korean education is the degree of Korean mothers' interest in children's educational success which is often described as "educational zeal" (Sorensen, 1994). This educational zeal can be seen through mothers actively networking with each other to share information on better educating their offspring. Based on a survey in 2013 by Yoons English School conducted on 607 mothers, 84.3% of the mothers say they continue to exchange information on education with other mothers either face-to face or online networks (Seo, 2013).

As these mothers' networks and communities became more common, there came mothers who had significant influence over other mothers, instructors, and owners of *hagwon*, known as the *doeji mom*. The *doeji mom* possess a wealth of information on private education with strong ties to those in the field of *hagwon* and has a child who performs highly in their academics. She is able to arrange small group studies with well-known instructors, hand selecting whose child will join. Because of the abundance of information she possess, her opinion of *hagwon* and instructors are valued by others involved. The influence of *doeji mom* is greater than other

mothers, and instructors and owners of *hagwon* all desire to look good to her (Lee, 2015). *Doeji mom* means the mother pig in Korean. The piglets are the entourage of mothers who follow the mother pig like a leader because they have trust in her and believes that their child will benefit from being in the same group with the child of the mother pig (Kim, 2017). The term *doeji mom* has been registered as a new word in the Korean dictionary in 2014 by the National Institute of Korean Language.

Such roles of the mother in connection with her child's academic success is commonly reflected on what Koreans jokingly say about the three major factors needed to be successful in getting into the best university, the mother's ability to gather information, a father's indifference and wealthy grandparents (Kim, 2015; Park, 2018)

Chapter 3: Methodology

This study is focused on Korean mothers with school-aged children living in Korea. The purpose of this research is to investigate their perspectives, experience and practices concerning English education.

I used the seven stages of interview inquiry by Kvale and Brinkmann (2009) to guide my research. The seven stages comprise of thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting. The thematizing stage states the goal of the study which has been covered in the introduction and literature review. Interview questions which also include open-ended questions have been designed to answer the three research questions. This semi-structured interview allowed me to use the “list of questions as a guide while still having the freedom to digress and probe for more information” (Mackey & Gass, 2005).

Participants

The participants for this study had been gathered through personal contacts of the researcher. The study is based on data collected from 10 Korean mothers (see Table 1) who raise one or more school age children between the ages of 8 and 16. The average age of these mothers was 41.7 years old. They are from middle-class families that reside either in Seoul or in the suburban towns near the capital city. The participants have been listed alphabetically by random selection to avoid research bias. The data provided in the table is based on the first four questions of the interview questions.

Table 1

Participants

Participant	Age	Children age	Most important subject	Perceived Importance of English (1-5)	Place of Residence
A	36	9,10	Math	4	Suji
B	43	8, 11	Math, English	5	Gangnam
C	41	8, 13	Math	4	Bundang
D	40	9, 11	Korean, Math	5	Suji
E	43	8	English	5	Suji
F	47	14, 15	English	5	Ansan
G	42	12,13	English, Math	4	Ansan
H	40	9, 12	Korean	4	Suji
I	50	14, 16	English	5	Anyang
J	35	9	Korean	3	Suji

Perceived importance of English–Scale of 1 is lowest, 5 is highest.

Material

I developed 18 interview questions to collect data from my participants to answer three of my research questions (see Appendix B). Questions from Q1 to Q4 ask about demographic information about their age, number of children, age of children, their perceived thoughts on which school subject was most important, their ratings of the significance of English from a scale of 1 to 5, in which 1 would be the lowest significance while 5 would be of the highest significance and their place of residence. Questions 5 to 9 were designed to answer Research Question 1. These questions revolve around the mothers' perceptions and attitudes towards the English as a subject and a tool (see Table 2)

Table 2

Interview Questions regarding Research Question 1

Interview Question 5	Tell me about your belief in ‘good English education’ and how do you implement that?
Interview Question 6	Describe what proficiency in English means to you, high test scores or good communicative skills?
Interview Question 7	Describe the advantages of having English proficiency?
Interview Question 8	Describe the disadvantages of having English proficiency?
Interview Question 9	Describe the disadvantages of NOT having English proficiency?

The following set of questions from 10 to 13 answer Research Question 2. These questions solicit information about the mothers’ own experience with learning English (see Table 3).

Table 3

Interview Questions regarding Research Question 2

Interview Question 10	Describe your experience with learning English, did you enjoy learning or was it a less favorable subject?
Interview Question 11	Did you learn English through only the English classes provided in school or did you get supplemental lessons by attending hagwon? Tell me about your personal English learning experience at school and/or at hagwon.
Interview Question 12	Tell me about your English learning experience other than from the school curriculum?
Interview Question 13	Describe your mother’s role in your English education when you were a student and how do you think it affected your learning?

The last section of questions 14 to 18 answer Research Question 3 which demonstrates how and why the mothers are closely involved in their child’s English education (see Table 4).

Table 4

Interview Questions regarding Research Question 3

Interview Question 14	How do you think the concept and importance of English has changed since you were a student and now?
Interview Question 15	With the changing times, do you think mothers should be more involved with their child's English education or less? Why or why not?
Interview Question 16	How are you involved in managing your child/ren's English education?
Interview Question 17	Do you feel pressured to do more for your child by other mothers when it comes to English education?
Interview Question 18	What methods do you use to increase effective English learning?

In addition to these questions, follow-up questions were asked for clarification or to explore their perspectives in a more in-depth manner.

Procedure

Prior to the interview, I provided verbal explanation to each participant of the need of an informed consent which was written both in English and Korean. The participants read the consent form (see Appendix A) and agreed to participate with the full understanding of the purpose of the study, its use, their rights to withdrawal anytime and the destruction of audio recordings, notes and materials after the completion of the research. All 10 participants signed the form. I reminded all participants that the interviews will be recorded on my iPhone to which they agreed. All interviews were conducted face-to-face in the Korean language. The venue and time of the interview was decided based on the interviewee's convenience and preference. Two interviews took place in a park bench and 8 interviews were held in a coffee shop which had a separate room conducive for in-depth conversations. Interviews lasted from 40 minutes to an

hour. I, the interviewer, took notes as well as ask follow up questions to clarify responses or ask additional questions if needed.

The researcher is proficient in both Korean and English. Thereby, translation of the consent form, interview questions, and all other materials needed to complete this research were done by herself.

Once the data had been collected from the participants, the names were changed to a letter code (A, B, C, etc.) in a random manner to avoid researcher bias. The interviews were transcribed verbatim onto a word document which was saved in my password locked laptop. Only the researcher had access to the original audio recordings, word document files, and notes from the interview. All these data have been destroyed and permanently deleted after the approval of the thesis committee for the final board review.

Data Analysis

Once the transcriptions of the interviews were completed, I began to analyze the data. Because my interview questions were grouped in the order of my three research questions, I created a new document reorganizing the responses of all participants into three of these main sections. Then through word search on the Word document, I was able to find patterns and themes for each research question which enabled coding. Coding the data requires looking for recurring patterns or themes that were pertinent to the research questions (Mackey & Gass, 2005). For every theme that emerged, I color-coded terms or phrases that were similar. To make the coding process easier for me to analyze, I created a new document and grouped each color-coded theme.

Chapter 4: Results

In this section I analyzed the responses of the participants from the color-coded phrases that I had organized from the interviews of each person. There were common themes that emerged from the interviews which answered each research question. These themes are discussed under each of the three research questions.

Research Question 1

What are the perceptions and attitudes of Korean mothers of the English language?

The following themes emerged from the interviews that answered the first research questions: The concept of English skills, globalization, college entrance exam and employment, English skills linked to one's self esteem, and English use in Korean society.

Concept of English skills; communication tool vs. English for tests. In the interviews, all mothers distinctly divided English skills into two types, one for communication and the other skill needed to achieve good scores on tests, ultimately for the college entrance exam. Achieving good test scores requires mainly knowledge in English grammar and reading comprehension, in other words doing well on paper tests. This second skill thereby will be termed "English for tests" in this research.

All participants emphasized the need to have the communicative skills in addition to skills for English for tests. The weight of the significance for these two types of skills appeared equal and mothers tended to focus on both among mothers of children in the elementary school age. Participants "E", "F", and "C" who have children in middle and high school tended to concentrate on studying English for tests.

Participant “F” said:

Once a child enters middle school, he/she needs to focus on studying English for tests. I’ve shifted the types of English *hagwon* that’s more tailored to prepare my kids for the college entrance exam once they entered middle school. It’s the natural thing to do because you have the college entrance exam, which is the threshold of what could be a life changing moment.

College entrance exam and employment. All 10 mothers had the goal for their child to get college education. Mastering English for tests as well as having a good command of communicative skills in English was what all mothers wanted for their children to ensure entrance to good universities and better job employment.

English has always been a compulsory subject that was used as a measurement for entering college even as the mothers themselves were students. However, they maintained that in the modern times, one’s proficiency in English is tested not only for the college entrance exam but it has become a rather a life-long task as it continues to affect one’s employment and promotion.

Participant F stated:

English is obviously a basic skill one needs to acquire these days. As mothers we don’t face it, but for our children, their life is going to be a continuum of taking English tests, in school, the college entrance exam, employment and then promotion. And as mothers we need to help them get prepared early on.

Participant G said:

There’s just so much things one can do in life with English skills. It just broadens one’s job opportunities. It breaks that barrier allowing you to get a job in conglomerate companies, trade firms, or something more of a globalized work.

Globalization. Participant A, B, C, D, G, H, and J used the term globalization or English being the common language all over the world when citing reasons for the need to acquire communicative skills in English.

Participant B stated:

We are become more globalized and therefore there are much more opportunities for us to go abroad. It's not just more chances to travel for pleasure but there's just more opportunities to work overseas.

In terms of job prospects for her child, participant "J" wanted her child to be able to exceed the English abilities required for the college entrance exam including having fluent communication skills. She said she's making an investment for the future.

Participant J stated:

I think that if one were to live only in Korea and not go abroad, one will feel no discomfort in not knowing English. However, times have changed and the world is globalized. When my child is an adult, there will be more opportunities for him to work abroad. If that day comes, I want him to be ready with the needed skills. It's sort of like I am investing in an insurance policy, so that he might potentially use that skill somehow later in life.

English skills linked to one's self esteem. Because there is an emphasis on the need to be proficient in English, participants A, C, D, G, and H pointed out the psychological affects it has on individuals. Participant "C" said that once a child is able to gain some amount of English proficiency, it would affect their confidence level. Participant "D" and "G" talked about the direct link a child's self-esteem and their proficiency in English. Participant "G" mentioned that it's easy to see on TV how entertainers who have better English skills are treated with admiration while others who don't have the skills are ridiculed.

Participant D stated:

When one is good at English, the reactions from other peers is significantly different. They tend to all praise you and make you feel important, which raises their self-esteem.

Participant G stated:

If you take a look the TV shows, celebrities with good English skills are treated better than everyone else. That's why they say that even the famous comedians like Yoo Jae-suk continue to study English. If you are able to speak English fluently, you definitely

stand out and people look at you with respect. You know it's not an easy thing to be able to speak another language. It's not a matter of being able to read and understand a written text but to actually be able to communicate makes people look like they have a huge strength in something that many others don't have.

English use in Korean society. Eight of the 10 participants claimed that English was of little practical use when living in Korea. Many of these mothers were conscious of the changes in Korean society in which travelling abroad has become a common event allowing more opportunities for the use of English overseas. However, participants "C" and "G" noted discomfort and inconvenience if one lacked knowledge of English because English is displayed in many areas of their daily lives such as store signs and advertisements. They also noted that the use of English words in in spoken Korean has increased affecting our daily lives.

Participant C stated:

Look around, everything is in English. It's so common to see signs of stores, Korean brand names, advertisements in English. People often use English words to describe things. These days, with the help of the internet, you are able to shop overseas to compare prices or function of items that are sold in Korea. It's just more convenient if you know English and if you don't, I imagine it will be inconvenient because you'll have to depend on others for help.

Research Question 2

How does their personal experience influence their perceptions of English?

To answer the second research question, three main themes emerged. First of all, the participants realized that the English education they received in school did not equip them for communicative skills. From their experiences of travelling to other countries, they understood the importance of being able to communicate in English. However, with the current education system, studying English for the sole purpose of 'English for the test' was still of significance but the need to learn communicative skills was just another add on. Secondly, there was a broad consensus among the participants that the English education students receive in school was not

sufficient to prepare them for tests or for communicative skills and therefore having students get supplemental lessons in *hagwon* was a must. Thirdly, the majority of the participants were constantly on the look-out monitoring their child's English progress for fear that their child might be behind others.

Need for communicative skills. Overall all participants stated the need for communicative English skills as well as the skills needed for 'English for tests'. Participants A, B, C, D, G, H, and J in particular emphasized the need for communicative English skills based on their own experiences either living abroad or visiting other countries.

About their English learning experience, eight participants had similar experiences of learning from school as their only source as there were no English *hagwon* nor was it a common practice to get lessons outside of school. These participants said that their English learning was focused on 'English for tests'. Teachers taught lecture-style lessons throughout middle school and high school. They say that this method of education only prepares them for test taking and does not equip them with the communicative skills that are in need for practical use. Apart from participant "C" and "D" who had learned their English living in the United States for 3 years and 1 year, respectively, mothers realized that the English education they received in school was not sufficient to improve communication skills. Participant "A" said, "Every time I travel to other countries, my inability to communicate in English is really discomfoting. I don't want my children to go through this." Participant "G" stated, "English is a language, you should be able to use it verbally, not only be able to read it from written text. What's the use of language if you can't speak it?"

Participant "I" spoke about having more opportunities in employment if one had good communication skills in English by telling me an experience of her husband's co-worker.

Participant “I” explained:

My husband told me about a senior level executive that worked at his company. He was unexpectedly laid off and you know how hard it is for men in their 50s to get a job, right? Most men this age would’ve had no choice but to retire and stay home. Well, because this guy was fluent in English, he was offered a job as president in this foreign company and he’s been working in that same position for 10 years!

English education in school not sufficient. As stated in my literature review, official English education in Korea begins in the third grade. However, many children are sent off to *hagwons* from as early as kindergarten to begin learning English. Students are generally ahead of the English curriculum taught in schools and the teachers teach according to their set curriculum. The participants did not rely on school education to improve their child’s English education. All participants agreed that school education alone will not adequately prepare their child for tests nor communication skills.

Participant “H” explains:

Majority of students enter 1st grade having learned the basics of English. Because many students come with some knowledge of English, the teacher assumes that everyone knows and tends to skip contents leaving students who are new to English to find other ways to learn. So as parents, we have no choice but to send our children to *hagwon* like everyone else. With this continuing trend, by the time they are in third grade, students are way beyond the school English curriculum. There is certainly a mismatch with what they learn in school and the students’ actual ability.

Participant “A” said:

My son began to learn English from kindergarten and so when they started with learning the alphabet in the 3rd grade, it was easy for him and everyone else. I talk to mothers of older children and they tell me that even though English taught in elementary school is easy, by the time the kids begin middle school, the level of difficulty on comprehension and vocabulary tests suddenly leaps and becomes very difficult. There’s this sense of urgency to have them get the appropriate lessons in *hagwon* to prepare them for upper grades and for the ultimate college entrance exam.

Participant “D” explained that if you don’t invest in private education such as *hagwon*, your child will never catch up with their peers. Catching up with their peers is another factor that many participants consider seriously.

Is this enough English education? Participant A, B, D, E, F, G, H, and I expressed concerns and fears about the possibility of their child lagging behind others. The general consensus was that they wanted their child at least at the average or exceeding that level among their peers. Grave concern emerged when they talk to other mothers about which *hagwon* their child is going to and how many they are attending. The name of the *hagwon* conveys the amount the money invested in their English education as well as the level of proficiency. According to the participants, many of the major-size *hagwons* require pre-testing before allowing admission. One must be at a certain level to be admitted to these major-size *hagwons*.

On the other hand, mothers like participant “J” who sends her child to one of the major-size *hagwon* said she was not worried in the least about whether her child is getting enough English education because she believes she is providing for their child sufficiently.

Participant J explained:

I believe with language, the more input the more output there is. Language is about exposure. The more money you spend on exposing your child to English, the better outcome you’ll have. I feel I am investing a sufficient amount of money for my son’s English education so I am not in the least worried about whether I’m doing enough.

Participant B stated:

When I talk to other mothers about English *hagwon*, many tell me they send their children to 3 English *hagwons* and we talk about their experiences with certain *hagwons*. My 4th grader and 1st grader only attend one English *hagwon* and still have other *hagwons* to attend for other subjects. But when I hear that they send their children to 3 English *hagwon* and they justify the need for this, it really makes me feel uneasy and nervous as I question whether my kids should be getting more English education.

Research Question 3

How do their perceptions influence their involvement with their child's English education?

For these mothers, English education in school did not adequately provided the needs for their child's needs. *Hagwon* was the solution to their needs. Once the child attends a *hagwon*, the mother closely monitors her child's progress. From the vast selection of English *hagwons*, mothers utilized the networks of other mothers who are in the same pursuit of providing better English education for their children. This network served as a platform for feedback and information exchange on various issues related to education. While sharing vital information afforded useful insight, it also became the source of anxiety and competition. The anxiety lay in the fear of their child falling behind their peers.

Hagwon as their source of providing the needs for the child's English education. All the participants believed *hagwon* is the only source to provide the needs of their child's English education whether it is tailored for communication skills or preparing them for tests. They believed that school education alone did not sufficiently prepare them for these skills. According to the participants, *hagwon* was a necessity to gaining the English proficiency needed for communication skills and scoring well on school tests. Participants with elementary school aged children generally provided their children with English education focused on communication skills and literacy skills whereas participants "F" and "I" who had high school aged children were more geared toward learning English for test purposes, which is understandable given their circumstances.

All but two participants (D and G) were currently sending their children to *hagwon*. Participant "D" who had previously taken English Language Course in the U.S. for a year, was

firm in her belief that children her age (9 and 11) needed to focus mainly on communication skills which she was providing at home. She did not plan on doing this long term and added that her children will eventually need to learn English with a focus on English for testing at a *hagwon* once they begin middle school. Participant “G” said that her older child is in the 6th grade having gone to English hagwons since she was in the 1st grade. She said her daughter is currently taking a temporary break from the everyday lessons she had at the *hagwon* but plans to resume in a couple of weeks.

Close monitor of their child’s needs and progress and networking with other mothers. All participants emphasized the importance of mothers’ role to closely monitor their child’s needs and progress. It is her job to fill in the gaps for her child’s needs thereby networking with other mothers searching for the best *hagwons* was their way of supporting that need.

Participant “F” stated:

I think it’s in our instinct as mothers that we want to fulfill the needs of our child. In addition, it’s based on our own experience that we want them to have better education. When I was in school the circumstances were much different with less resources and opportunities to learn. Now with more resources, I think we all want to provide as much as we can for our child.

Effects of networking. Based on this study, networking with other mothers to share information and getting feedbacks about the quality of instructors and *hagwon* were a source of useful insights as well as a source of anxiety for many of the participants.

Participants like A, B, C, E, F, G, and H have felt anxiety over whether they are not providing enough English education for their children through conversations with other mothers. Information is shared, then mothers tend to compare their child’s level of English proficiency with those of other’s children.

Participant “B” stated:

The mothers in my neighborhood generally send their children to 3 different English *hagwons*. They justify the need for sending them to so many and when I hear statements like these, I always feel uneasy and anxious about whether I’m doing the right thing about sending my children to a less number of hagwon than them. It’s an indirect pressure and a constant struggle for me.

For many of these participants, they felt pressures that were implicit through networking, while participant G, who was a kindergarten English teacher, faced numerous direct comments from other mothers about her lack of not providing so-called enough English education.

Participant “G” stated:

When my children were in preschool, I didn’t send them to English *hagwon* like everyone else did. I heard so many comments like, “Why are you not sending your children to an English *hagwon*?” and “Are you mad? You are neglecting your child!”. If you don’t have a firm belief on your own values of English education, it’s so easy to be swayed by other mothers.

Participant “H” said:

I need to maintain the connections with other moms to get information but it’s stressful when you hear someone’s child is at a ‘such and such’ level at a major-size English hagwon or that they were bumped up a level that teaches a higher grade curriculum from the American text books. There is immense anxiety because at the end you can’t help but compare with your own child which brings the fear that my child might be behind other kids.

According to the participants, mothers talk about a range of issues on child rearing and education during their networking meetings. They also share feedback on various *hagwons* in the area. Some of the major size English *hagwons* that also happens to be relatively costly and require students to take a test for admission. When the applicant does not meet required proficiency, the *hagwon* denies entrance. Therefore, a student attending a specific English *hagwon* labels the student’s overall English ability and the parents’ financial ability. Those that do not qualify attend smaller size *hagwons* run by private individuals.

Mothers said that conversations lead them to internally compare the ability levels of their child with others. Participant “A” said that there is always the feeling of competition as conversations are exchanged.

Many of the mothers, particularly, Participants A, B, C, E, F, G, H, and I, were on constant alert and had an underlying fear that their child’s English ability might be behind his/her peer. The English *hagwon* the student attends and his/her placement in those *hagwons* were the measurements mothers used to compare rather than assessments at school.

Whereas Participant “J”, whose child was attending one of the major English *hagwons* was very much content with the education he was receiving there.

Participant J:

I feel very satisfied with the English education my son is getting from his hagwon because I am investing a lot. I feel he is getting sufficient amount of English education.

Conclusion

The main focus of this study was to collect data on ten Korean mothers’ perspectives toward the English language and their involvement in their child’s English education. Findings from the study show that mothers strictly divided the concept of English into two. One was English as a communicative tool and the other as the English for testing. The effects of globalization, requirements for college entrance, employment and better life chances drive the need for English proficiency. Competence in English is directly linked to one’s self-esteem as it is highly regarded. While the majority of mothers stated that knowledge of English is of little practical use in our daily lives, few pointed out that not knowing English can bring discomfort because use of written English is prevalent around us and even our everyday speech in Korean is filled with English words.

Mothers have come to the realization that communication in English is of significance from their frequent travels abroad and the process of globalization. They maintain that communicative skills are equally as important as the skills needed for English for tests.

With the exception of two participants who had experienced learning English abroad, many of their experiences with learning English were limited to lessons learned only in school. These mothers realized that their method of learning, which they say still continues today, does not sufficiently prepare their children for communication skills nor ultimately for the college entrance exam. Now that *hagwons* are ubiquitous, it has become natural phenomenon to send their children to *hagwons* so that they can receive English education that tailors to their child's needs. In this process, mothers closely monitor their child's progress and maintain networks to collect and share information on *hagwons* and other child rearing practices. These encounters prove helpful at times but also create anxiety as they can easily compare each child's English level. These mothers explained that because many children come to school having learned English, they are always on the look-out of how their child's peers are doing, which created a sense of competition among the mothers. There was also an underlying fear about the possibility of their child being behind others, which kept them alert with close monitoring. The level of their peers was a more important barometer of how they were doing than their actual assessments in school.

As stated in the literature review, Korean mothers are the ones responsible for their child's rearing and education. They have become an instrumental tool that is deeply involved in their child's success. Their involvement in their child's English education reinforce the legitimacy of English that further strengthens and reproduces linguicism. Their activities contribute to maintaining the hierarchical structure that creates inequality. Such involvement has

created not only a network that provide a platform that empowers their role as education managers but also produced a power dynamic among mothers that resemble a form a bullying.

Limitation

There are a number of limitations in this study. First of all, the volume of data were limited to 10 Korean mothers and the distribution of mothers with children in elementary, middle and high school was not even. The majority of them were mostly mothers of children in the elementary school, while two mothers had high school students. An equal distribution of mothers with children in elementary, middle and high school may have provided a better spectrum of views. Despite the small number of interview population, it was not difficult to find commonalities in experiences and their overall perceptions of English.

Secondly, because I have only interviewed the Korean mothers individually and not had the opportunity to have interviews with hagwon instructors or administrators or school teachers, I was not able to triangulate my data. How would hagwon instructors and administrators view mothers' involvement in their child's English education? How do teachers in school perceive mother's involvement?

Lastly, another limitation is my own personal bias when asking questions (Holstein & Gubrium, 2003) and analyzing the data. Without intention, I may have influenced participants' response through facial expressions or repetition and emphasis on certain topics during follow-up questions. Moreover, there may be various interpretations to each participants' response depending on who analyzes the data. Thus, I ask the reader to trust my personal judgement in presenting accurate data with appropriate analysis.

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Appendix A: Informed Consent Form

Introduction

You are invited to participate in a study about Korean mother's perception on English and English education. The study will investigate 10 Korean mothers' perception of English, English education, their approach to English education. This research is for my master's thesis project which will be available publicly online as well as stored in the St. Cloud State repository.

소개

영어와 영어 교육에 대한 한국 어머니의 입장이 무엇인지 알아보하고자 본 연구에 당신을 참여를 부탁드립니다. 한국 어머니들이 바라보는 영어와 영어교육에 대한 입장과 영어 교육에 대한 접근이 무엇인지 10명의 어머니 인터뷰를 통해 조사할 것입니다. 이번 조사는 연구 책임자의 석사 논문을 위한 작업이며 석사 논문은 온라인상에 공개되며 세인트 클라우드 주립 대학교 리포지토리에 저장됩니다.

Purpose

The purpose of this study is to investigate the perceptions of Korean mothers of school age children on English, English education and their involvement in their children's education.

목적

본 연구 목적은 취학 학생들 둔 어머니들의 영어와 영어 교육에 대한 인식, 교육의 참여를 어떻게 전개하는지 조사하기 위함입니다.

Study procedures

This study will be conducted in Korea between June and August, 2016. If you choose to participate, the researcher will conduct a semi-structured interview with about 20 questions which should take about an hour. The face-to-face interview will be conducted in the Korean language. The entire interview will be audio recorded with note-takings. The interview will be transcribed in Korean and translated into English.

Interview questions will focus on interviewee's perceptions in English, their personal experiences and their involvement in their children's English education.

연구방법

본 연구는 2016년 6월에서 8월까지 한국에서 진행된다. 본 연구에 참가한다면 한 시간에 걸친 20개 정도의 질의에 대한 인터뷰를 갖게 되고 인터뷰는 면전 인터뷰 형식이고 한국어로 진행된다. 인터뷰의 처음과 끝은 모두 음성 녹음되며 연구 책임자는 인터뷰하는 동안 일부 노트 필기를 한다. 인터뷰 내용은 한글로 모두

기록될 것이며 영어로 번역될 것이다. 인터뷰 질문은 영어에 대한 입장, 영어에 대한 개인 경험, 그리고 자녀 영어 교육에 있어서 어떻게 참여하는지에 집중된다.

Risks and Discomforts

The risks involved in this study are the same as those you encounter in your everyday life. The greatest discomfort you will experience is probably the time taken out of your schedule to participate in the interview. The questions are designed to be non-threatening and although unlikely, they may bring unpleasant memories of past learning experiences.

위험과 불편

본 연구의 위험성은 당신이 일상 생활에서 맞닥뜨리는 것들과 비슷한 수준입니다. 가장 불편한 점은 아마도 당신이 시간을 따로 내어서 답변을 해야 한다는 것일 겁니다. 인터뷰 질문들은 위협적이지 않도록 만들어져 있습니다. 가능성은 적지만, 과거의 학습 경험의 불쾌했던 기억을 떠올릴 수도 있습니다.

Benefits

Benefits from this study include a better understanding about Korean mothers' perceptions and their involvement in English education.

혜택

본 연구를 통해 얻어지는 혜택은 한국 어머니들에 대한 영어 교육의 인식 그리고 자녀 영어 교육에 얼마나 관여하는지 알 수 있습니다.

Compensation

There is no compensation for participating in this study.

보상

이 연구 참여에 대한 보상은 없습니다.

Confidentiality

The confidentiality of the information gathered in your participation in this study will be maintained. You will not be identified by your name in any published material, but in pseudonyms. All data will be kept with the researcher, locked at a secure location and all electronic data will be protected with a password known only by the researcher. All data will be destroyed after at least 3 years from the completion of the research.

기밀 유지

본 연구에 참여하는 동안 수집된 정보는 기밀로 유지됩니다. 당신의 이름은 출판물에 기재되지 않고 가명으로 처리됩니다. 모든 정보는 연구 책임자가 소지하고 있으며 모든 자료는 연구자가 보관하거나 안전한 장소에 보관한다. 모든 전자 자료는 연구 책임자만 알고 있는 비밀번호로 보호된다. 모든 자료는 연구가 완성되고 최소 3년후에 파기될 것입니다.

Use of direct quotes

Your direct quote may be needed in the process of data analysis. Participants have the right to review and approve their quotes before they are published.

인용구 사용

참가자의 인용구가 데이터 분석 과정에서 필요할 수도 있습니다. 논문 출판되기 전에 참가자는 본인의 인용구를 확인하고 그 사용에 대한 승인을 할 권한이 있습니다.

Voluntary Participation/Withdrawal

Your participation is voluntary. You may decide not to participate or to withdraw your consent to participate in this study at any time, for any reason, without penalty. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University, the researcher or the Chair to my study, Dr. James Robinson. If at any time you should decide to withdraw, all data collected will be destroyed immediately after the researcher is informed of your withdrawal.

자발적인 참여/ 철회

본 연구의 참여는 자발적인 것입니다. 당신은 언제든지 어떤 사유로든 연구에 참여 또는 연구를 거부할 수 있습니다. 참여 거부에 대한 불이익은 없습니다. 당신의 참여 결정 여부는 세인트 클라우드 주립대, 연구자 혹은 연구자의 어드바이저인 짐 로빈슨 박사에게 어떠한 영향도 미치지 않습니다. 만약 당신이 참여를 거부한다면, 연구자는 참여거부 의사를 알게 된 후 수집된 당신의 모든 정보를 즉시 파기합니다.

Acceptance to Participate

Your signature indicates that you are least 18 years of age, you have read the information provided above, and you have consent to participate willingly. You may withdraw from the study at any time without penalty after signing this form.

당신의 서명은 당신이 18 세 이상임을 입증함과 동시에 이 동의서의 내용을 모두 읽었으며 자발적으로 참여함을 알립니다. 이 동의서를 서명하고도 어떠한 불이익 없이 중도에 참여 거부를 할 수도 있습니다.

If you have further questions concerning this study, you can contact myself or the advisor of my study, Dr. James Robinson (jhrobinson@stcloudstate.edu).

본 연구에 대한 추가적인 질문이 있을 경우 본 연구자와 연구자의 어드바이저인 짐 로빈슨 박사님께 연락할 수 있습니다 (jhrobinson@stcloudstate.edu)

Date: _____ (날짜)

Your name: _____ (성명)

Signature: _____ (서명)

Appendix B: Interview Questions

1. What is your age?

나이가 어떻게 되십니까?

2. What is/are the age(s) of your child/ren?

자녀 나이가 어떻게 됩니까?

3. Among the subjects that your children learn in school, which subject do you consider to be the most important?

자녀가 학교에서 배우는 과목 중 어느 과목이 가장 중요하다고

생각하십니까?

4. On a scale of 1 (least important) to 5 (most important), how important do you think the English subject is?

영어의 중요성을 얘기하자면 1(덜 중요)에서 5(가장 중요)중 어느 숫자에

가깝다고 생각하십니까?

5. Tell me about your belief in ‘good English education’ and how do you implement that?

‘훌륭한 영어 교육’ 어떤 것이라고 생각하는지 그리고 그런 교육을 위해

어떤 실천을 하십니까?

6. Describe what proficiency in English means to you, high test scores or good communicative skills?

어머니께서는 영어를 잘 한다는 것은 어떤 의미 입니까, 좋은 시험 점수 아니면 의사소통의 원활성?

7. Describe the advantages of having English proficiency?

영어를 잘 한다는 것은 어떤 면에서 유리합니까?

8. Describe the disadvantages of having English proficiency?

영어를 잘해서 불리 한 점이 있다면 무엇이라고 생각합니까?

9. Describe the disadvantages of NOT having English proficiency?

영어를 못하면 어떤 불리한 점이 있다고 생각합니까?

10. Describe your experience with learning English, did you enjoy learning or was it a less favorable subject?

어머니께서 영어 배우실 때 어떤 경험을 했습니까? 좋아하는 과목이었습니까 아니면 싫어하는 과목이었습니까?

11. Did you learn English through only the English classes provided in school or did you get supplemental lessons by attending hagwon? Tell me about your personal English learning experience at school and/or at hagwon.

어머니께서 영어를 배울 때 학교 정규 수업에서만 배웠습니까 아니면 학원도 다니며 배웠습니까? 학교에서 혹은 학원에서 영어 배운 경험이 어땠는지 설명해 주십시오.

12. Tell me about your English learning experience other than from the school curriculum?

학교에서의 정규 영어 수업 외에 다른 곳에서 영어를 배운 경험에 대해 말씀해 주십시오.

13. Describe your mother's role in your English education when you were a student and how do you think it affected your learning?

학생시절 본인의 어머니께서는 영어 교육에 있어서 어떤 역할을 했는지 그리고 그런 어머니의 역할이 본인 영어 교육에 어떤 영향을 줬다고 생각하는지 말씀해 주십시오.

14. How do you think the concept and importance of English has changed since you were a student and now?

영어라는 사회적 중요성과 개념이 본인의 학창시절과 지금을 비교한다면 어떻게 변화했다고 생각하십니까?

15. With the changing times, do you think mothers should be more involved with their child's English education or less? Why or why not?

이런 변화를 감안할 때, 엄마들이 영어 교육에 더 관심을 갖고 관리를 해야 한다고 생각하십니까? 그리고 이유는?

16. How are you involved in managing your child/ren's English education?

어머니께서 자녀 영어교육을 어떻게 관리하십니까?

17. Do you feel pressured to do more for your child by other mothers when it comes to English education?

자녀 영어 교육을 더 해야 한다는 압력을 주변 엄마들로부터 받습니까?

18. What methods do you use to increase effective English learning?

자녀의 효과적인 영어교육을 위해 어떤 방법을 쓰십니까?