*THE JOURNAL OF ASIA TEFL* Vol. 5, No. 2, pp. 141-170, Summer 2008

# *A Case Study on Lecture Styles by Native- and Nonnative-English Speaking Instructors in University English Reading Classes*

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The present study aims to examine lectures by native- and nonnative-English speaking instructors in university English reading classes in Korea. Specifically, it attempts to look into these classes for the purpose of gaining deeper understanding of the nature and contents of university English teaching. For this investigation, two native- and two nonnative-English speaking instructors allowed the researcher to examine closely their classrooms. The lectures were observed and analyzed at macro- and micro-levels by employing and further adapting the framework of English teaching analyses developed by Young (1994) and Rost (2002). The transcribed data of the lectures revealed that there were some similarities and differences among the instructors in organizing and implementing the lectures. In particular, each of the instructors managed differently the main phase of the lecture using various techniques, reflecting their own beliefs about teaching. Next, it was observed that in general, they employed restrictive simplification slightly more than elaborative simplification, needing further investigation into the issue of providing enriched input to EFL adult students. Pedagogical implications are discussed for effective integration of EGP and ESP at tertiary level.

**Key words: NS-NNS instructors, classroom observation, EFL**

## INTRODUCTION

In line with the establishment of a new government on Feb 25, 2008, in Korea, "English education" policy has concentrated and put a great emphasis especially on the ability to speak English fluently in order to foster students with world-wide strong competitiveness in the era of globalization. In particular, it was reported that all elementary and secondary schools in Gyeonggi-Province will teach English through English from 2011 and will place native-English speaking teachers as assistant teachers in each school by 2010. This innovative project is called "The Advancement of English Education 3Vs" (Vision, Venture, Victory). The primary purpose of this new project is to cultivate students with the ability to communicate in English without receiving private tutoring (www.chosun.com, 2008. 3. 28). Apart from this ambitious English education policy in public education at elementary and secondary schools, for the past several years, the number of colleges and universities in Korea has made every effort to recruit competent foreign professors actively for the purpose of upgrading and strengthening university's international competitiveness. The reason is that these foreign, especially English-speaking professors are able to give lectures in English in their content areas without difficulty. At the same time, many universities have been increasing greatly the number of classes delivered in English by Korean and foreign professors. For example, several universities encourage newly appointed Korean professors to give at least one lecture in English. It seems that many university students tend to regard English-medium lectures as well as "Teaching English through English (TETE)" as quite natural at this moment.

While studies on English for General Purposes (EGP)[1], English for Academic Purposes (EAP) and English for Specific Purposes (ESP) in colleges and universities have been conducted actively these days in Korea and overseas, in-depth studies in those fields still seem to be scarce. Thus, it has been recommended that we should pay more attention to English

[1] In this paper, the terms English for General Purposes (EGP) and General English (GE) are used interchangeably without distinction.

language learning in adult classrooms for developing language competence in tertiary-level academic contexts (Park, 1999). Regarding general English education (GE or EGP) in universities, Cho (1998) reports about the curriculum of an intensive, simulated immersion English program (POSTECH-Live-in English Program) in detail. Park (1999) explains the effectiveness of implementing English Village Course (EVC), a five-week summer intensive program at Korea Advanced Institute of Science and Technology (KAIST). Kim, et al. (1999) presents a desirable curriculum for GE at Korean Open Universities. By analyzing questionnaires received from professors and students, they suggest an ideal model, claiming the model being practical/ flexible, learner-centered, tailored to the changes of society. Kim (2002) examined university students' difficulties with academic listening/speaking tasks and found that students had greater difficulties with specific types of classroom participation including small group discussion, oral presentation and various types of small group activities. Jeon and Kim (2006) examined factors that facilitate, debilitate and sustain students' motivation in an ESP classroom in a university setting and found some differences in facilitating, debilitating and maintaining motivations in ESP classes.

Other than EFL contexts like many Asian countries, a number of researchers have been interested in various aspects of EGP, EAP and ESP in ESL contexts. Ferris and Tagg (1996) point out that most studies on academic sills of ESL students have mainly focused on reading and writing sills. They examined professors' views on ESL students' difficulties with listening and speaking tasks in subject matter courses in universities. They found that the professors perceived the students to have serious problems in class participation and lecture comprehension. On the basis of the study, they propose that content-area lecturers should provide students with sufficient chances to listen to real lectures, interact effectively with native speakers, and encourage active class participation. Vogely (1995) investigated the relationships between university students' listening strategies and their listening ability and found that the students did not know when and how to utilize listening strategies. Thus, she emphasizes that the instructors should be aware of

various teaching strategies to enhance students' lecture comprehension.

Although much research on English language teaching and learning in tertiary levels has provided useful insights and information about EGP, EAP and ESP in university contexts, very few studies have actually focused on what is really happening and how the instructors are implementing lectures in universities. Hence, the present study attempts to investigate and explore university lectures delivered by native- and nonnative-English speaking instructors by analyzing the lectures at macro- and micro- levels. Specifically, this study aims to examine if there are any differences in lecture styles between native- and nonnative-English speaking instructors.

## BACKGROUNDS OF THE STUDY

Hutchinson and Waters (1987, p. 17) show a variety of parts related to English Language Teaching (ELT) in the form of a tree. According to them, the tree of ELT is based on learning and communication as its roots. Then language teaching as a main trunk is connected to ELT as a second trunk. ELT consists of three main branches including English as a Mother Tongue (EMT), English as a Foreign Language (EFL), and English as a Second Language (ESL). According to Hutchinson and Waters (1987, p. 17), "In American ELT the dominant branch is ESL." EFL is divided into General English (GE) and ESP. This division is applied to ESL in the same manner. GE is usually taught at primary, secondary, and tertiary levels for exam purposes and with a focus on cultivating students' ability to communicate effectively with native-English speakers in everyday and general situations. According to Tarone (2005, p. 1), "…in Asian countries where English learners' primary purpose is to be able to use English for academic and professional purposes (EAPP) in order to join international academic and professional discourse communities, it is the language and culture of the academic and professional varieties of English which should be the primary target of instruction rather than 'general English' and 'general culture'."

ESP has two major branches depending on students' specific needs; the one EAP and the other English for Occupational Purposes (EOP). Each of these main branches is further divided into several sub-branches according to the disciplines or occupations relevant to students' goals and needs. In other words, EAP is oriented to students' needs in academic contexts such as English for Biology, English for Economics, etc., whereas EOP is geared to essential language ability related to students' occupations. Thus, EOP includes English for Pilots, English for Doctors, English for Accountants, etc. However, the distinction between EAP and EOP is not clear since they are closely related to students' academic needs in universities and future careers after graduation (Flowerdew & Peacock, 2001). EAP, one of ESP branches, usually includes a study skills component.

Strevens (1977) specifically maintained that ESP can facilitate effective learning of English because it is firmly based on students' needs and goals. Strevens (1988) argues that ESP/EAP contrasts with GE, and some major characteristics as follows:

1) designed to suit specific needs of the learner;
2) related in content depending on particular disciplines, occupations and activities;
3) focused on the language suitable to the activities in lexis, syntax, semantics, and discourse.

Flowerdew and Peacock (2001) add more elements to ESP/EAP paradigm claimed by Stevens. Those elements are "authentic texts, communicative task-based approach, custom-made materials, adult learners, and purposeful courses (p. 13)." To sum up, the primary goal of ESP/EAP is to help students have the language and study skills needed in subject-matter classrooms (Jordan, 1997; Stoller, 2001). Stoller specifically presents the elements of the core content-based course for EAP. Those elements include video lab, reading lab, writing tutorials, intercultural communication, TOEFL preparation, and computer lab to adapt students' needs in academic listening, speaking, reading, writing, study and computer literacy.

To date, there have been a number of studies on various aspects of

ESP/EAP in university contexts (Chaudron, 1995; Flowerdew, 1994; Tauroza, 2001). Chaudron (1995) described that academic lectures involve global/local organizer, specific move types including focusing, summarizing, justifying, etc., explicit sequence structure including problem-solving and concept-giving. Flowerdew (1994) points out several differences between conversational listening and academic listening. A few distinctions are: a) in lectures, turn-taking conventions are less important than in conversation in everyday life situations; b) the focus of lectures and conversations is different (the former requires the understanding of propositional meaning, the latter, interpersonal or illocutionary meaning; c) students are required to have the ability to concentrate on and understand long stretches of talk without having enough opportunities to utilize some interactive discourse strategies for the negotiation of meaning. With regard to the length of concentration, Tauroza (2001) presented that student should process stretches of discourse lasting 15 minutes or longer.

A number of scholars have claimed that EFL/ESL students have numerous difficulties in understanding and following university lectures given by native- and nonnative- English speaking teachers. Henrichson (1984) demonstrated that students even at advanced levels had great problems in understanding lectures due to phonological and syntactic contraction and reduction used by instructors. Speech rates and accents have been also the important topics of research in EAP/ESP in university contexts. Derwing and Munro (2001) demonstrated that unmodified rates were preferred to slowed rates and proposed that other variables other than speech rate might be closely related to lecture comprehension. Regarding accents of the instructors, to date, general agreements among researchers seem that students understand the lectures of the instructors from their own language background best, then the instructors with accents within the teaching model familiar to them (e.g., American-English or British-English).

Since there have been found to be many variables and difficulties in understanding English lectures successfully, many scholars have investigated these problems and emphasized the importance of teaching strategies for

effective lecture comprehension. Chaudron and Richards (1986) claim that teachers should utilize macro-markers efficiently to indicate major transitions and emphasis in a class to increase students' lecture comprehension. Rounds (1987) examined classroom discourse given by nonnative-English speaking teaching assistants at American universities. According to her, it is essential that the instructors should understand the student-teacher relationships and the importance of teaching than proficient delivery of information. As one of the teaching strategies at universities, "elaboration" was found to be effective to enhance students' communicative competence in classrooms. In addition, she suggests the following techniques for effective elaboration in a mathematics class (p. 667):

1) overtly marking major points, both to evaluate and reinforce student achievement;
2) developing cohesion and continuity within and between classes by repetition and "linking talk";
3) explicitly organizing topics and marking topic change;
4) stating the scope of the students' responsibility;
5) using questions in a timely fashion;
6) using persuasive techniques.

Lynch (1994) provides specific suggestions for university lecturers to assist students in comprehending the lecture better. According to him, the lecturers need to make adjustment linguistically (e.g., speaking slowly and clearly with appropriate pauses), rhetorically (e.g., using discourse markers to organize the lecture and to indicate important points), and culturally (e.g., utilizing culturally accessible examples and visual materials).

## METHODS

### Participants and Contexts

This study takes a qualitative approach to gain a deeper understanding in

the lecture styles by observing and exploring the lectures given by native- and nonnative-English speaking instructors in university contexts. Thus, the present study is based on the "grounded theory" developed by Glaser and Strauss (1967). According to them, "…in discovering theory, one generates conceptual categories from evidence; then the evidence from which the category emerged is used to illustrate the concept" (p. 23). The qualitative study attempts to understand and explore human behavior from the actor's own framework of reference adopting the 'insider' perspective in conducting research (Larsen-Freeman & Long, 1991). According to Saville-Troike (1988), the theory building employing "grounded theory method" begins from data collection in naturally occurring behaviors and "the theory then provides hypotheses to be tested against additional data collection and analysis in a continuing interactive process, but it is in the first instance empirically *grounded*" (p. 250). Davis (1995) claims that the grounded theory has two goals: 1) to propose a model for explaining patterns emerging from the data through describing the relationships among various elements in the data; 2) to provide some useful insights and model for subsequent research. Although some researchers have raised the problem of incompatibility between quantitative and qualitative approaches, others have emphasized a balance between two paradigms in research (Kim, 2000; Newman & Benz, 1998). Actually, Lazaraton (1995) pinpoints that we still lack research employing a qualitative approach in the TESOL field.

The participants of this study were four instructors at one of major universities in Korea. Two of them were native-English speaking lecturers (one female and one male) and the other two, nonnative- English speaking lecturers with Korean as their L1 (one female and one male). In order to minimize variables of the study, the ages, the year of teaching experiences, the teaching materials were controlled to be the similar. However, one of the textbooks used by NNS instructor was not able to be controlled. The background information of each instructor is shown in Table 1.

**TABLE 1**
**Background Information of Instructors and Materials[2]**

| Instructor | L1 | Teaching Experience | Gender | Materials |
|---|---|---|---|---|
| NNS1 | Korean | 8 | Female | *Mosaic 2 Reading* |
| NNS2 | Korean | 8 | Male | *For Your Information* |
| NS1 | American | 10 | Female | *Mosaic 2 Reading* |
| NS2 | American | 9 | Male | *Mosaic 2 Reading* |

The textbooks used by the instructors were *Mosaic 2 Reading and For Your Information.* These two textbooks have long been used for freshmen students from high-intermediate to advanced levels in this university. The main goals of the English classes were to enable the students to interact and communicate in English with a focus on language/study skills and strategies to prepare them for further academic contents. Thus, the classes at this university cannot be simply defined as GE and instead, include some characteristics of EAP with purposes tailored to the students' specific needs and study skills required in subsequent subject-matter courses[3]. In addition, four instructors gave lectures in English.

## Data Collection

The data of this study consists of four lectures lasting 75minutes in the last

[2] For the purpose of ensuring confidentiality and anonymity, the instructors are referred as NNS1, 2 and NS1, 2 throughout the study and are not named as NNS1 Instructors to avoid redundancy and to enhance legibility for readers. It should be noted that the primary purpose of this study is not to evaluate teaching effectiveness of those instructors but to investigate lecture styles by native- and nonnative-English speaking instructors in academic contexts at tertiary level.

[3] The classes displayed some important features of EAP program by Stoller (2001), including the emphasis of communication skills in academic contexts, dealing with a variety of reading passages of different genres, teaching study skills closely related to content reading. Thus it seems reasonable to say that the classes reflect combination of GE and EAP. At this university observed in the study, English education was firmly oriented toward EAP/ESP as well as EGP for strengthening and consolidating students' international competitiveness preparing for the globalization.

week of September, 2006. The lectures in freshman English classes were observed and recorded. The lectures were transcribed verbatim following the lecture transcription convention used by Rost (1994) and examples of the transcript is presented in Appendix A and B. Rost transcribed lectures on the basis of pause units with underlined words and phrases considering the lecture's use of phonological salience. However, it was assumed that native- and nonnative-speakers could have some inherent differences in phonological aspects and phonology was not the major concern of the researcher in this study. Actually, two nonnative-English speaking lecturers in this study were exposed to English through attending secondary school in English-speaking country and receiving a Ph.D. from American universities. Thus, the phonological part was excluded from the analysis[4]. Instead, the lectures were transcribed based on pause units and presented the use of materials and teaching behavior in parentheses.

## Data Analysis

The transcribed data were analyzed at two major levels: 1) Macro-level analysis and 2) Micro-level analysis. The framework of the analysis was devised on the basis of Rost (2002, pp. 130-131, p. 163) and Young (1994). In addition, the study employs a qualitative technique in nature, new patterns and categories emerging from the data were also added to the analysis framework. The framework of the analysis includes:

1) Macro-level Analysis (with a focus on general sequence/organization of the lecture)
   - Introduction
   - Main section
   - Closure

[4] The scholars in TEFL have generally agreed that accents may not be a primary variable to affect student lecture comprehension. Indeed, Flowerdew (1994) explains that students understand the lectures of the instructors from their own language background best, followed by the instructors with accents within the teaching model familiar to them (e.g., American-English or British-English).

2) Micro-level Analysis (with a focus on the instructor's language use)
   (1) Restrictive Simplification
      - Lexical level (e.g., the use of simpler words, less slang, fewer idioms.)
      - Syntactic level (e.g., the use of simper grammar, shorter utterances)
      - Discourse level (e.g., the use of simple questions such as yes/no questions, non-inverted questions, either-or questions, tag questions)
      - Others[5]
   (2) Elaborative Simplification (with a focus on providing enriched input)
      - Lexical level (e.g., the use of definitions, synonyms, and rephrasing important words and ideas)
      - Syntactic level (e.g., the use of reformulation of difficult syntactic constructions, the use of more subordinate clauses and embedding for the transparency of the utterances, allowing more wait time for students to process meaning)
      - Discourse level (e.g., the use of clear topic shifts and discourse markers to indicate relationships of utterances explicitly, the use of direct repetition of words, phrases, whole utterances, giving narrative examples of key ideas)
      - Others[6]

## RESULTS AND DISCUSSION

### Results of the Macro-level Analysis

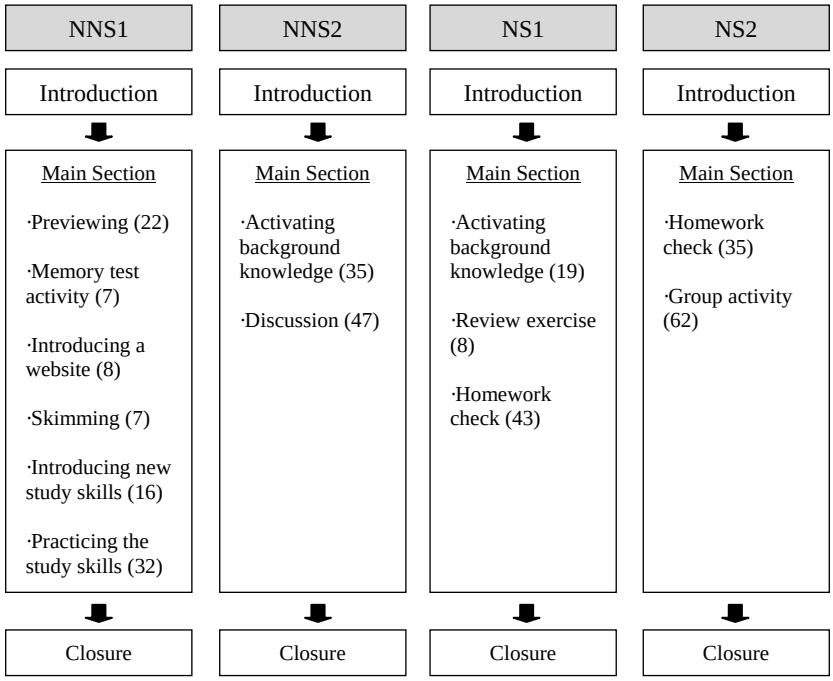
The purposes of the study are to examine university lectures taught by native- and nonnative-English speaking instructors within a broad- and narrow-angles. This was done by analyzing the lectures at macro- and micro-levels. Specifically, this study aims to investigate if there are any differences or consistent patterns in lecture styles between native- and nonnative-English

[5] Ambiguous phrases/utterances invoking disagreements among researchers were classified into this category.

[6] As in the case of restrictive simplification, ambiguous phrases/utterances invoking disagreements among researchers were also classified into this category.

speaking instructors. As presented in Figure 1, the lectures were organized in the same manner in general. Each lecture includes Introduction – Main Section – Closure, though specific details at each phase varied among the instructors. In particular, the different patterns were observed in the development of the lecture at the Main Section.

**FIGURE 1**
**The Organizations/Structures of Lectures**




* Numbers in parentheses indicate the frequency of the activity in a lecture of 75 minutes.

As shown in Figure 1, a variety activities typically observed in both EGP and EAP were used in the lectures in an interesting manner. The instructors usually started the class with taking a roll (NNS1), introducing a topic, confirming about the assignment, using audiovisual aids, specially drawing a diagram in this example (NNS2), comparing (NNS2), and encouraging

questions among students (NS2). These are well illustrated in Transcript 1 below.

<Transcript 1>

> *Your second essay is due on next Monday*. It's already.... one week was delayed. So, next Monday is definitely due day for your second essay. *Let me give you a brief outline for the essay*. It can be a diagram. Some thing like this. (drawing a diagram) It's a triangle, but it's a reverse form. And then.... *(showing a diagram)* Okay, this diagram, this drawing explains the basic structure of the essay. And this is the introduction part. *And these three blocks indicate, so called 'Body'. And this one, another triangular... triangle indicates 'Conclusion'*. Okay? (**NNS2)**
>
> Test. *Ask your partner. See if she can understand your question*. See if you can understand her question. Then you will know if you both understand each other. You will understand the word or the phrase, right? After you do your questions, you right have few extra minutes. So, if there are any interesting questions for the paper. If you want to ask your partner. Okay? You can also ask your partner. *But you can start with your own question*. Okay? **(NS2)**

With regard to the main section of the lecture, NNS 1 utilized six types of activities in her lecture and covered various aspects of EAP as well as GE. Most frequently utilized activities were introducing and practicing study skills important for university students according to their majors. Introducing a website relevant the class and skimming strategy for effective reading were also her favorite activities. The examples of 'skimming' and 'summarizing' activities are underlined in Transcript 2.

<Transcript 2>

> And then here, what? Summarize it. Okay? I guess that's why we have all this space, you know. Left inside. For you write something. Right? So, you know, that's what I did. But since this, you know, for like 'Men are

> different'.... You know, it was a short article. Right? So, maybe there are not much to write about it. But for this article, it is very long. So, if you just, you know like... ***skimming*** through like this, you don't know what they are talking about. Unless you memorize everything in your head. And that's... not possible. Right? So, what you should do is... ***Summarize it like for a paragraph.*** Okay? **(NNS1)**

NNS2 is primarily focused on two general activities including activating students' background knowledge and discussions. Especially, he employed 'narrating' technique[7] at the main phase (Transcript 3).

> Okay... umm... 'Did your father encourage you?' Okay, her father found that 'Okay, my daughter is so talented for the gamelan music. so I'm gonna make her to be a great gamelan musician.' Probably they had a mind. But anyway, he encouraged her. He gave her some hope or some confidence. 'Okay, you can do that. You can do that. And then you can become a great gamelan musician.' He gave her that sort of confidence. So, that's the thing that he did for her. He encouraged her. Right? **(NNS2)**

NS1 uses three main activities with a number of specific sub-activities and interestingly, she paid a lot of attention to homework check, and from this observation it was learned that she was very conscientious with regard to teaching. Also she utilized 'orientation' technique by opening a lecture clearly and favored giving explicit and concrete directions (Transcript 3). NS2 implemented two main activities with 97 sub-activities relevant to them. NS2 favored group activities and put an emphasis of small group discussion and brainstorming in small groups rather that the instructor-led class. It appears that fostering students' logical thinking and learner-autonomy through a number of small group work (e.g., filling in the gaps in this example) is important teaching strategies to him. In his class, the instructor played the role of a mentor and a consultant, quite apart from 'reading' or

[7] "Narrating" techniques, as one of the basic skills of effective lecturing, means "readings extracts from authentic sources to illustrate a point of view (Rost, 2002, p. 163).

'chalk and board' lecture styles familiar to many Korean students (transcript 4).

<Transcript 3>

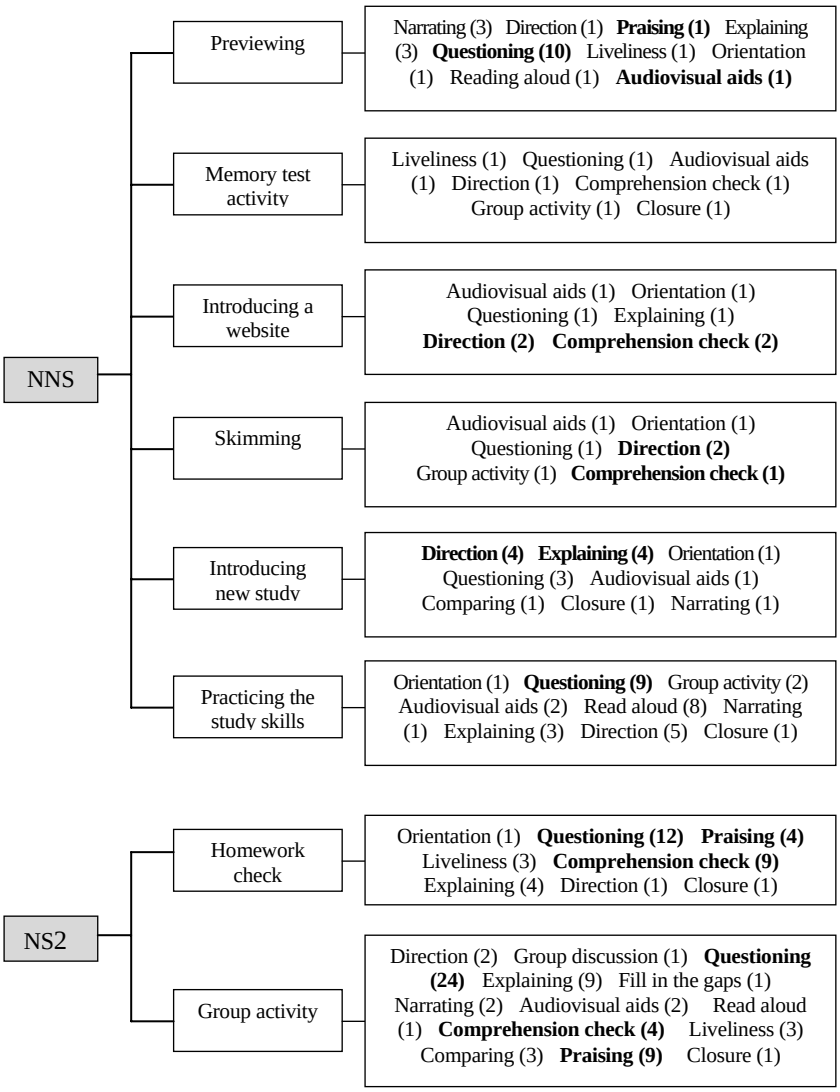
> Now, this story I gave you homework. Get out you homework sheet. I gave you a series of questions. Okay? Series of questions? Okay? I want you... You can stay same groups. And I want you to compare, compare and... Is there something you are not sure about particularly.. I see that there's one you are not sure about, Okay? Ask the group those. And we'll discuss it. We'll bring those up. Now, be prepared. **(NS1)**

<Transcript 4>

> And five, if you can't answer the questions on this test, you need to? ... Good. Fill in the gaps. What are gaps, anyway? ... Good. Holes, spaces, blanks. Right? Just by answering the question you fill in the blanks. Fill in the gaps, the things you don't know. You find answers, to part you don't know. Um….okay. Now, how about six? what did you choose? A, B, C, or D? **(NS2)**

An in-depth analysis of the contents of the main phase between by NNS1 and NS2 was conducted (Figure 2).

**FIGURE 2**
**Results of the Analysis of the Contents of Lecture (Main Phase)**




* Numbers in parentheses indicate the frequency of the activity at the main phase in the lecture.

As presented in Figure 2, the main phase of both NNS1 and NS2 consisted of a number of sub-activities. First, the specific elements of the main phases of their lectures (NNS1 and NS2) were analyzed on the basis of Rost (2002, p. 163, adopted from Brown, 1978). Then the data was further examined to find some patterns and differences. It was observed that NNS1 utilized a variety of sub-activities and indicated the boundaries of each main activity by employing short closing comments. NS2 used a number of questioning (a total of 36), comprehension checks (13) and praising (13). To summarize, NNS1 focused on reading strategies and study skills, whereas NS2 seemed to facilitate learner-autonomy by providing a lot of questions and encouragement in the form of praising. NNS1 and NS2 appeared to be sensitive to students' reactions and used comprehension checks sufficiently.

The instructors finished the lecture by summarizing and reminding of the homework. NS1 concluded her lecture by notifying the quiz next class, reemphasizing class participation, encouraging students to contact her and praising (Transcript 5). NNS 1 and NNS 2 finished their classes by mentioning homework (using an example work done by a student, giving vocabulary and summary assignment for presentation). NNS1 seems to encourage the students to make a decision for their learning (Transcript 6 & 7).

<Transcript 5>

> And it will be, the quiz will focus on your understanding of that point. Does this count for a huge amount of your grade? No. I've waited so that… it's counted in with class participation. Because how well you paid attention and applied what you have read, and participated… will be reflected in this quiz, okay? So, a quiz on all the readings so far… on Monday, okay? Feel free to call me or e-mail me if you have any questions. And I may e-mail you. Okay? All right? I will see you on Monday. Good job. Very good job. **(NS1)**

<Transcript 6>

> Okay,,, umm,, homework. ***Homework***. If you didn't finish this, you need to finish up before you come in on Wednesday. Page 103, okay? Page 103, do this exercise. Number three. And page 105. Page 105, there is a study, map,

> okay? And there's some blanks there, okay? So, do this at home. We will share the answers in class on Wednes day. And... for this, you know, for this... *(showing a sheet which she gave to the students before)* Find the information. *Not everything. But look through it. Just... umm... print out the ones you like the most.* Okay? **(NNS1)**

<Transcript 7>

> Okay. Very unusual. This is the first time, right? To finish our class fifteen minutes early. So, maybe I'm gonna do fifteen more minutes in the next time. (Students: yelling as saying 'No') So, it will be a ninety-minute class? Okay, but anyway, today we're gonna stop right now. *But for the presenters of this unit, please prepare your vocabulary list and your summary for this unit for next Monday.* Okay, have a great time in your MT. **(NNS2)**

## Results of the Micro-level Analysis

The micro-level analysis of the lectures was conducted with an example of the main phase according to the types of linguistic adjustment proposed by Rost (2002). The results of the analysis are shown in Table 2 and 3. In order to perform the micro-analysis, four major examples from the main phase of the transcript were selected. However, to minimize unpredictable variables, the types of genres and the length of the examples were controlled. Thus, "explaining" moves were chosen within 3 minutes of utterances. Table 2 presents a specific result of the frequency analysis on the types of simplification made by NNS1. The analysis was conducted with transcript 8.

**TABLE 2**
**Types of Simplification Made by NS1**

| Restrictive simplification | | Elaborative simplification | |
|---|---|---|---|
| *(2)* Lexical | 12(13%) | *(6)* Lexical | 8 (9%) |
| *(5)* Syntactic | 15(16%) | *(1)* Syntactic | 7 (8%) |
| *(4)* Discoursal | 25(27%) | *(3)* Discoursal | 18(20%) |
| Others | 4 (4%) | Others | 3 (3%) |

* Numbers in parentheses present the number of examples of each type of simplification, the frequency being shown also in parentheses (%). As in the macro-analysis, disagreements and ambiguous examples were categorized into others.

<Transcript 8: Explaining move>

> Now, (1)some people say that the distinctions between science fiction and other genres is now fuzzy. (2)Fuzzy or blurred. Okay? Fuzzy or blurred. Okay? Meaning…it used to be [drawing a line on the blackboard] very clear. And now [making a line fuzzy] not so clear. (3)Okay. Now, I want you to think about this. (4)Do you agree? Okay? If so, can you think of some examples of a couple of films, just some films, that might be considered to be of mixed genres? Okay? What's another genre? Just think of several. What's one? ..... Okay. Romance. ..... Comedy. Okay ..... Horror. Okay. There's..here's a loose, general umbrella category. [writing down a word, 'drama'] Okay? That's a loose, general umbrella category, lots of things could come under that. What about..now..this is where it's really getting blurred. Okay? Where does this go? The psychological thriller. Okay? Okay? Okay, we can add something here, maybe? Mys.... ..... Mystery, okay. All right. We can add something. (5)Here's another one…that this is a rather larger umbrella..[pointing at a word, 'mystery'] word. Here's something else. This is really an umbrella term. The paranormal. The paranormal. X-file deals with the paranormal. Okay? That's a rather large umbrella term. Because lots of things can go under paranormal. (6)If you can't explain something with a current scientific or technological expertise, then maybe it goes into the paranormal. A lot of things...like..uh... What is this?[writing down a word, 'esp'] What is the 'esp'? Okay? Extra...what? Sensory...perception. Everybody say that. Extrasensory perception. ..... Okay. Let me demonstrate it. [acting out with a motion] [laughing] What might I be dong? communicating? I can be communicating. ..... A mind reading. Okay. I can...I might be okay... ommunicating telepatyhically. [making a sound like a buzz] Okay? Or... Maybe. That's scary, isn't it? You can image if I can read your mind? ..... [laughing] Um....mind reading. Okay? **(NS1)**

As presented in transcript 8, the italicized numbers and utterances are the examples of sub-types of simplification (lexical, syntactic, and discoursal). For example, (1) represents syntactic adjustment of elaborative simplification. The number (2) illustrates lexical adjustment of restrictive simplification. Based on the analysis of simplification on the four similar moves from the

instructors, it was found that there were no salient patterns among the instructors, though some differences were observed in NS1 and 2. Table 3 shows the general results of the analysis.

**TABLE 3**
**The Results of Frequency Analysis on Simplification by the Instructors**

| | NNS 1 | NNS 2 | NS 1 | NS 2 |
|---|---|---|---|---|
| Restrictive Simplification | | | | |
| Lexical | 5(5%) | 1(1%) | 12(13%) | 7(8%) |
| Syntactic | 24(24%) | 27(31%) | 15(16%) | 13(15%) |
| Discoursal | 21(21%) | 13(15%) | 25(27%) | 13(15%) |
| Others | 4(4%) | 5(6%) | 4(4%) | 6(7%) |
| Elaborative Simplification | | | | |
| Lexical | 2(2%) | 4(5%) | 8(9%) | 11(13%) |
| Syntactic | 9(9%) | 15(17%) | 7(8%) | 9(10%) |
| Discoursal | 36(35%) | 22(25%) | 18(20%) | 26(30%) |
| Others | 1(1%) | 0(0%) | 3(3%) | 1 (1%) |
| Total | 102(100%) | 87(100%) | 92(100%) | 86(100%) |

As presented in Table 3, NNS 1 and 2 showed a similar tendency in modifying the input to students, 54% (53%) in restrictive simplification and 47% (47%) in elaborative simplification. However, in case of NS1 and NS2, elaborative simplification (54%) outperformed than restrictive simplification (45%) in NS2. On the other hand, NS1 relied on restrictive simplification (60%) more than elaborative simplification (40%). Although these little differences might seem to be trivial, it seems to offer some important insights on TEFL. According to Chaudron (1988), it is more beneficial to provide input in the form of elaboration than mere simplification in EFL classrooms.

## CONCLUSION AND SUGGESTIONS

In the present study, the researcher has attempted to explore and find out what is actually happening in English classrooms covering both EGP and EAP in university contexts in Korea taking a qualitative paradigm. The finding is in line with Tarone's claim (2005) on the importance of teaching

the language and culture of the academic and professional varieties of English in Asian countries in the global village. In reality, the teaching/ earning of ESP (with EAP and EOP) beyond simple EGP has been stressed by a number of scholars/teachers in Korea as well as overseas. Especially, the number of universities has currently put a great emphasis on ESP beyond EGP. This might reflect that English is not further regarded as an important foreign language but world English or English as an International Language (EIL). In Korea, there has been every effort to improve students' English proficiency at primary, secondary, and tertiary school levels for a long time. Thus, nowadays the teaching of EGP and ESP in a harmonious fashion seems to be a general trend at many universities in Korea.

Though there has been much research on English teaching at universities, most of them were mainly focused on the development and effectiveness of certain syllabus designs for EGP at tertiary levels. These studies on English language teaching and learning at tertiary levels have provided useful information about EGP in university contexts. However, there is much need to understand about the current trend in English teaching at Korean universities. The main current of English teaching might be moving forward to the combined teaching of EGP and ESP. At this moment, it seems that very few studies have actually focused on what is really happening and how the instructors are implementing lectures considering EGP and ESP (EAP in this study) in universities. Hence, the present study attempted to look at real lectures by native- and nonnative-English speaking instructors in a specific university where EAP and EGP are efficiently combined to the freshmen at tertiary level. In particular, this study investigated the lecture styles by native- and nonnative-English speaking instructors by analyzing the real lectures at macro- and micro- levels.

The results of the study can be summarized as follows: First, the macro-level analysis of the lectures shows some similarities and differences among the instructors. They adopted the general sequence of university lectures including "Introduction-Main Phase-Closure", though they displayed different styles/skills in approaching each phase of the lecture. Some preferred certain

teaching techniques (e.g., using audiovisual materials, small group work, discussions, and consistent questioning, etc.). However, this does not mean that one has superior teaching skills than the other. Rather, it is interpreted as a reflection of their own teaching philosophy leading them toward various lecture styles. It seems that one common goal of their lectures was to enhance students learning of English according to their needs and goals to survive at universities. Second, the results of the micro-analysis of the lectures demonstrated that they usually utilized restrictive simplification slightly more than elaborative simplification, though it seemed to happen unconsciously. Finally, in general, active interactions with students were still lacking, though it is a common characteristic of university lecture.

From study, we can draw several suggestions for the teaching of English language for either EGP or ESP at universities. First, English-medium lectures at tertiary level are not strange and difficult; it literally means to go with the current tide in Korea as well as Asian countries. Actually, it was observed that both native- and nonnative-English speaking instructors implemented their lecture effectively and efficiently as teaching professionals. Second, the instructors made an attempt to assist students in promoting EAP and EGP in a combined manner. It offers valuable insights for English Teaching at universities. As Tarone (2005) suggested, English teaching needs to extend from EGP to ESP. It implies that EGP only cannot help students to move forward this competitive international world. There seems to be much need for some balance between EGP and ESP in Korea. The future directions for teaching and researching for English teaching might need to seek a harmony between EGP and ESP. Second, in order for students to prepare for this balanced teaching of EGP and ESP, strategy instruction for academic English learning contexts should be included in the English courses, preferably from the very first year of their tertiary education. This means that English teaching needs to be carefully tailored to students' needs and goals in their disciplines and future careers. Finally, more studies on techniques to facilitate students' active participation in the class and to develop the study skills need to be conducted. Also, it seems very important that instructors should

continually remind students of the importance of English learning relating to their future careers as well as to their success in present academic contexts.

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# APPENDIX A

**NS2**

[Introduction]

1 Test.
2 Ask your partner.
3 See if she can understand your question.
4 See if you can understand her question.
5 Then you will know if you both understand each other.
6 You will understand the word or the phrase,
7 right?
8 After you do your questions, you night have few extra minutes.
9 So, if there are any interesting questions for the paper.
10 If you want to ask your partner.
11 Okay?
12 You can also ask your partner.
13 but you can start with your own question.
14 Okay?

[Main section]

608 And five, if you can't answer the questions on this test, you need to?
610 Good.
611 Fill in the gaps
612 What are gaps, anyway?
614 Good.
615 Holes, spaces, blanks.
616 Right?
617 Just by answering the question you fill in the blanks.
618 Fill in the gaps, the things you don't know.
619 You find answers, to part you don't know.
620 Um….okay.

[Conclusion]

954 Okay.

955 Well, this is the only day we have for this story.

956 This is too short, really.

957 It's a hard story even though it's a short story.

958 But I think we covered basically everything going on.

959 Right?

960 Basically, not perfectly but basically.

961 So, umm….do your vocabulary homework, be prepared to write and I see some people running out…

962 I know we're late.

963 So, have a nice day.

## APPENDIX B

**NNS1 : explaining**

Okay, now can you turn to page 101, please? 101? Page 101, please. Okay, look at the book 101. do this fist, and go back to the article a little later. Okay? Uh… study skills. There are two study skills that are introduced. Fist one is… …. Underlining. And second one? …… marginal glossing. So, what is an underlining? What's an underlining? Literally underline it. Right? Underline, underlining. Right? So, what do you underline? …. Means? Okay. What else? …. Topics, uh-huh. And? What else? Key words. For example, key words and phrases, right? If you read it, 'key words and phrases that relate it to main ideas and important statistics or examples'. So, you do not underline everything. Right? So, how many percent? Only twenty to thirty percent. Okay? Only twenty to thirty percent. I don't know how you do this e very article. But..uh..and..for example, okay, look at my book. It's few, right? So, if you underline with your highlighter, you can tell, easily tell, right? But the pen is sometimes really hard to see…I didn't really do with a pen. So, just use a highlighter like this, important fact and especially for this chapter. There's so many names. Right? There so many names. So, maybe names for color, the red color, and then

maybe ‘what he did’ with some different colors. It’s gonna be easier for you to see when you take…before taking the test. When you read a book, you don’t have to read whole things again, right? So, it’s easier to study that way. And what’s marginal glossing? What do you do? Okay, ‘summarizing the material next to it’. So, for example, if you look at the example here. Look. Underline it, right? Maybe for names, this person circled the names, right? And then, maybe ‘psychology department’, ‘University of Colorado’, ‘Bananas’, ‘restaurant’, etcetera, underline important key words, right? And the here, what? Summarize it. Okay?

**NNS2** : **explaining**

Okay, let's move to the next page. ‘Sound of Bali’. This is not actually an essay. This is an interview. By Desak, the Indonesian musician. Okay, let's read. (reading a passage on the text) Okay. So, she liked the gamelan music... when she was very, very, very young. Probably when she was four years old? She listened to the gamelan because her father was a gamelan player. Right? And she liked the music. She taught herself for that music, which means that she learned it without any other's help. She just learned it by herself. Right? She had no gamelan teacher. And she just learned it by herself. Right? Usually people need some teacher to learn something. Especially if it's a music. And definitely you need a teacher. You can't play your piano for yourself when you are four years old. You can just hit some notes, but it's not a music. Right? You have to learn some rules. But she did it for herself. And amazingly, amazingly by the time she was ten years old. When she was ten years old, she was able to teach some younger brothers and sisters in her family about a gamelan. It's amazing. Ten year old teacher. It's hardly imaginable. How come can you be a teacher when you are ten years old? You are still a kid, ten years old kid. But you are a teacher, you can teach the gamelan to your four-year-old brother and sister. It's amazing. And by the way, when did you start your music? That's a quite interesting question to me. Any ideas? Maybe I better ask.... Lee Hyun Jung? Can you tell us when did you start your music? I mean, is there... When did you start to learn some instrument? Is there any instrument that you can play? The piano or the violin or ... (Ss response) vocal? When did you start it? Yes. So it was approximately fourteen years old. Right? When you

were fourteen years old, you started it. Right? Seventeen? ... Thirteen.

**NS1 : explaining**

Now, some people say that the distinctions between science fiction and other genres is now fuzzy. Fuzzy or blurred. Okay? Fuzzy or blurred. Okay? Meaning…it used to be [drawing a line on the blackboard] very clear. And now [making a line fuzzy] not so clear. Okay. Now, I want you to think about this. Do you agree? Okay? If so, can you think of some examples of a couple of films, just some films, that might be considered to be of mixed genres? Okay? What's another genre? Just think of several. What's one? ..... Okay. Romance. ..... Comedy. Okay ..... Horror. Okay. There's..here's a loose, general umbrella category. [writing down a word, 'drama'] Okay? That's a loose, general umbrella category, lots of things could come under that. What about.. now..this is where it's really getting blurred. Okay? Where does this go? The psychological thriller. Okay? Okay? Okay, we can add something here, maybe? Mys.. ..... Mystery, okay. All right. We can add something. Here's another one…that this is a rather larger umbrella..[pointing at a word, 'mystery'] word. Here's something else. This is really an umbrella term. The paranormal. The paranormal. X-file deals with the paranormal. Okay? That's a rather large umbrella term. Because lots of things can go under paranormal. If you can't explain something with a current scientific or technological expertise, then maybe it goes into the paranormal. A lot of things... like..uh... What is this?[writing down a word, 'esp'] What is the 'esp'? Okay? Extra...what? Sensory...percpetion. Everybody say that. Extrasensory perception. ..... Okay. Let me demonstrate it. [acting out with a motion] [laughing] What might I be dong? communicating? I can be communicating. ..... A mind reading. Okay. I can...I might be okay... communicating telepatyhically. [making a sound like a buzz] Okay? Or... Maybe. That's scary, isn't it? You can image if I can read your mind? ..... [laughing] Um....mind reading. Okay?

**NS2 : explaining & comparing**

Okay, first of all, let's think about the picture, the situation. and then also we have to think about the story. right? This is what we call, this is what we call metaphor.

Right? The web. Or figurative language, which is really important here. I think if you were in my class last semester, we talked about figurative and….what's the opposite of figurative? The opposite? Right. Say loudly and say it proudly. ..... Literal. Literal, figurative, really important when you are thinking about language. Literal means exact, or concrete. Concrete is not an easy meaning either. So, exact, common meaning. So, literally what's a web? What is that? …un-huh, a bug, a spider, right. A place where they live like Spiderman. Right? Something like this. [drawing a picture of a web on the board] Right? Wrong or right? That's a web, right, literally. But in this case, it's figurative. It's not talking about real spider web. So, figuratively means something else. It's a metaphor. Uh…wove…wove means join together like a spider web. What's a strand for? '…we have lost the strands of the web they wove.' What's a strand? Yeah, what's a strand, Wo-young? Literally, what's a strand? ..... Sorry? ..... A factor? Okay, sort of. But I wouldn't really use that word. But you might be right. ..... a string. Okay, good. A piece, a string. This is a web strand. This is another strand. This is a web strand. This is another strand. This is another strand. This is another strand. Okay, so literally, when you are looking at any kind of figurative language, you have to compare in your mind. It's like comparison, which means the literal thing and something else. You want to know what's the something else. You want to know what's the something else is. Okay, we've lost the strands. [erasing one strand of the web on board] Here we go. Literally, that's what they are talking about. Right?