



Consecutive Bilingual Instruction: Balancing NNESTs' Language Use to Benefit EFL Learners in Korea's Higher Education

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The NNEST movement has acknowledged NNESTs' shared mother language with learners for instructional and emphatic purposes. This study points out that such contributions are appreciated but should not justify instruction heavily or exclusively given in the L1 in English language classes taught by Korean NNESTs, which is predominantly practiced in Korea's higher education. To help NNESTs in the EFL setting pedagogically and meet learners' communicative needs, this study suggests consecutive bilingual instruction (CBI) as an alternative that balances NNESTs' use of English and the L1 in the classroom. For the experiment, the researcher provided all instructions in English and then in Korean for the same content consecutively in five English language courses for one semester. Data were collected from a post-course survey (N = 104) and two focus group interviews (N = 12) to examine how CBI was perceived by students. Findings show that students' confidence and proficiency in English increased through the courses, and over 90% thought CBI influenced their improvement moderately to very strongly. CBI was especially effective for beginner learners. NNESTs struggling with the burden of English-only instruction are encouraged to adopt CBI as a medium of instruction to develop themselves pedagogically and benefit students' learning. Implementation strategies are also suggested.

Keywords: bilingual instruction, NNEST, EMI, code switching, consecutive interpretation

Introduction

With the rise of the non-native English-speaking teacher (NNEST) movement, researchers and practitioners in related fields have acknowledged the value of NNESTs' first language (L1) and culture shared with learners (Braine, 2013; Holliday, 2015). Alongside the movement, strategies to improve NNESTs' professionalism have been suggested and practiced especially concerning their teacher identity and language proficiency (Faez & Karas, 2019; Reis, 2015). Despite such progress in research and practice to advocate NNESTs, the reality is that most NNEST-instructed English language classes in the English as a foreign language (EFL) context are still taught heavily or exclusively in the L1 as the medium of instruction. For example, Korea OpenCourseWare, a website for open-source university lectures reveals that most Korean NNESTs are delivering their lectures in the L1 only. A closer look into the website's lecture contents shows that the courses are divided into English test-prep and grammar classes taught by Korean instructors and English conversation classes by native English-speaking teachers (NESTs). This division has created a "mismatch between test scores and English proficiency," causing students to study English for tests separately, which results in their communicative needs not being fulfilled in the NNEST-instructed classes (Choi, 2008, p. 39; Jang 2015). This context raises a need to seek ways to increase the use of English in NNESTs' instruction to meet students' communicative needs.



Recognizing these contextual needs, this study aims to help NNESTs in the EFL setting increase their use of English to benefit students' learning by suggesting consecutive bilingual instruction (CBI) as a medium of instruction. The effectiveness of CBI was examined through participating students' perceptions of the medium, which was experimentally applied to five general English language courses over a semester by an NNEST, the researcher, in a Korean university. The researcher's teaching experience with CBI is also discussed in terms of how CBI should be implemented in real classrooms.

This study is significant because it goes beyond the discourse on the disparity between NESTs and NNESTs and examines the effectiveness and practicality of an experimental medium of instruction for NNESTs' pedagogical and professional development, geared toward students' learning. It is hoped that this study will contribute to the NNEST literature in the EFL context, with regard to how the proposed CBI in this study can be a down-to-earth approach for NNESTs who have depended on the L1 as the main instructional language but sought ways to provide more input of English for their students.

Literature Review

To improve NNESTs' pedagogical and professional competence as English language teachers, which will eventually benefit students, it is important to reduce their burden of using English and encourage them to move gradually toward more use of English in the EFL classroom. However, studies on NNESTs' self-perception show that many NNESTs report lack of confidence and feelings such as anxieties and inferiority to NESTs due to their self-perceived limitations in English proficiency, specifically in fluency and accuracy (Gonzalez, 2016; Reis, 2015; Samimy et al., 2012; Wu & Liang, 2010). Whether true or not, the way they perceive themselves will influence their teaching practice (Day, 2012; Reis, 2015). As a way of dealing with their linguistic limitations, they may want to rely on the L1 and reduce the risk of making mistakes in communicating in English with learners. However, using the L1 heavily or exclusively in the EFL classroom cannot serve the purpose of language teaching; therefore, it is vital for NNESTs to improve their English proficiency for more effective pedagogical and professional practice (Lee & Prinsloo, 2018). One way is to start from a less burdensome instructional approach than English-only, which is CBI as suggested in this study.

Consecutive Bilingual Instruction

Consecutive bilingual instruction (CBI) in this study carries two concepts: (1) code-switching or, to be more specific, inter-sentential code-switching in the sense that the instruction is given in two languages and (2) consecutive interpretation in the sense that the instruction delivers the same information in two languages consecutively.

Poplack (1980) analyzed code-switching patterns from bilingual speakers and categorized them into three types. First, extra-sentential code-switching occurs when the speaker inserts a tag in one language into a sentence uttered in another language. In intra-sentential code-switching, alteration between languages occurs within a clause or a sentence. In inter-sentential one, the speaker uses code-switching between clauses or sentences with one clause or sentence uttered in one language and the next clause or sentence in another language (Koban, 2013; Poplack, 1980).

Of these three types, CBI proposed in this study uses intra-sentential code-switching, in which instruction is given in two languages at the sentence level, with two sentences as a set. For example, the instructor utters a sentence in one language, and then another sentence that carries the same information will be spoken in another language. What should be noted here is that in code-switching, involved languages are switched to carry out discourses or conversations as done by bilinguals, so the two languages usually deliver different information (Myers-Scotton, 2017), whereas CBI in this study is to deliver the same information in two languages for instructional purposes.

The way two languages are used for CBI is similar to what happens in the process of consecutive interpreting (CI). In CI, the speaker delivers information in one language and pauses, so the interpreter can reproduce the same information in another language (Dam, 2010; Russell, 2005). It allows the interpreter to process information while the speaker is speaking (Russell, 2005). CI, therefore, can be considered as a cognitive process linked with working memory because the interpreter should “recall” the message given in one language to reproduce it in another language accurately, with the focus of attention constantly updated (Cowan, 1988; Dong et al., 2018, p. 3).

Dong et al.’s (2018) study shows that CI training can enhance the updating ability in relation to working memory. In the study, to examine how CI training is related to working memory, they gave CI training to Chinese EFL learners and found that the participants who received CI training showed enhanced updating efficiency, while those who received general EFL training did not (Dong et al., 2018). The findings indicate that CI training can be adopted to EFL learning.

The present study borrows the structure of CBI from inter-sentential code-switching and CI, utilizing them as a method to balance the amount of English and the L1 in NNESTs’ instruction in the EFL classroom, so the structure can increase the input of English to benefit students’ learning.

EMI and CBI in English Language Teaching

CBI can be an effective pedagogical alternative to what has been practiced in Korea in terms of the medium of instruction in English language classes. Since the late 1990s and early 2000s, Korea has implemented English teaching policies such as English as a medium of instruction (EMI) for higher education and Teaching English in English (TEE) for K-12. Especially, EMI was introduced to enhance college students’ disciplinary knowledge and English proficiency at the same time, so students could be prepared for their future workplaces (Kym & Kym, 2014). EMI classes differ from general EFL courses in their nature because EFL is supposed to enhance English proficiency rather than discipline-specific knowledge. In this study, however, EMI is reviewed in connection with EFL in Korea’s higher education context, considering the amount of the target language used by Korean instructors.

First, in terms of TEE in K-12, while 80% or more of the instruction is supposed to be given in English, surveys show that only 33.5% of the K-12 teachers in the Seoul metropolitan area were meeting the TEE standard in 2007, and the number decreased to 26.7% in 2011 (Yi et al., 2011). Another study on 13 Korean high school teachers’ TEE practice in English classrooms reveals that TEE was practiced in the form of code-switching (Liu et al., 2004). In the study, participating teachers and students thought 53 to 58% should be the appropriate amount of instruction given in English, but the actual amount of English used in the teachers’ instruction was 32% on average. Students’ low level of understanding and teachers’ lack of proficiency were identified as the reasons for less use of English than considered appropriate.

EMI for higher education is in a similar situation. Kym and Kym (2014) conducted a study about college students’ perceptions of EMI practiced by two native English speakers, two Chinese who received their degrees abroad, and three Koreans. Findings showed that the students’ level of understanding was significantly lower when taught by Korean instructors than by their counterparts due to their linguistic limitations (Kym & Kym, 2014). In a similar vein, a study about Vietnamese lecturers in an undergraduate EMI program in Vietnam shows that the lecturers felt challenged by their perceived lack of English proficiency and students’ ability to understand, especially of lower-level ones (Vu & Burns, 2014). They also switched to Vietnamese when having difficulties in explaining new concepts or answering questions (Vu & Burns, 2014).

As a result, many researchers argue that English-only EMI does not ideally fit the local context due to the reasons mentioned above, particularly pointing out the lack of instructors’ linguistic and pedagogical preparedness (Kang, 2012; Ko, 2008; Lee & Prinsloo, 2018). As alternatives to English only, they suggest the L1 be used together with English (Kang, 2012; Ko, 2008) or diverse types of EMI courses be provided (Lee & Prinsloo, 2018). Liu et al. (2004) say that it is critical to find “strategies for optimal L1 and L2 use,” rather than reinforcing English-only instruction in the EFL classroom (p. 633). This means

pedagogical strategies that can increase teachers' use of English should be devised, considering various factors such as teachers' language proficiency and students' level of comprehension. In this regard, CBI can help NNESTs who have been burdened with English-only instruction but want to provide more input of English for their students. As CBI accompanies the L1 as its essential half, the pedagogical and emotional effectiveness of a shared L1 between NNESTs and EFL learners will also be preserved (Bruen & Kelly, 2014; Renandya & Widodo, 2016).

Research Design and Methodology

Proposing CBI as a pedagogical alternative that can address the limitations of EMI in higher education in the EFL context, this study asks two research questions: (1) what the effectiveness of CBI is regarding NNESTs' pedagogical development and EFL learners' communicative needs, and (2) what strategies can be adopted to implement CBI in the EFL classroom. To answer these questions, this study uses a mixed method, specifically the embedded design, in which one data set supports or confirms the other (Creswell & Creswell, 2018), using a survey (N = 104) that examines students' perceptions of CBI and two focus group interviews (N = 12) to further explore students' thoughts about CBI. This means the qualitative data from the focus group interviews are used to support or confirm the survey result and identify how students perceived CBI in detail and why they thought it was effective (Creswell & Creswell, 2018). The researcher's experience with CBI is also used as qualitative data because the instructional strategies she adopted for CBI contribute to the exploration of the second research question. The reason focus group interviews were conducted, instead of one-to-one interviews, is that it is useful to collect participants' ideas and thoughts about a common experience (Kreuger & Casey, 2014), which is CBI in this study. Details including the rationale for the size of the focus groups are provided in the related subsection below.

Research Site, Participants, and the Researcher

The research site is a medium-sized university in the central region of South Korea, with about 5,200 full-time enrollments as of 2019. Among the 115 students enrolled in the five general English language courses taught by the researcher, 104 students across 16 different majors participated in the survey. They were aged from 19 to 26, with 56 females and 48 males.

The five courses were Business English (N = 22), two TOEIC classes (N = 40), which are test-prep courses, and two Reading & Writing courses (N = 42). The two Reading & Writing courses were listed as Listening & Speaking in the university program when this study was conducted, but the assigned textbooks and course content aimed for reading and writing skills, so they are categorized as Reading & Writing in this study. The researcher started to teach the courses under study in the research site in the spring of 2019. Contemplating on ways to serve students' needs as a practitioner, she devised CBI and experimentally applied it to the courses she was teaching in the fall semester of the same year.

Data Collection

The five English language courses were instructed by one NNEST, the researcher, with CBI as the medium of instruction in order to maintain instructional consistency. Classes met once a week, two or three hours for 13 weeks for instruction in the fall of 2019, except the mid-term and the final week. All instructions including greetings were provided in English first, and then the interpretation was given in Korean consecutively at the sentence level. After the courses were over, a one-time survey was given to examine participants' perceptions of CBI and its influence on their perceived confidence and proficiency level in English (Moratinos-Johnston et al., 2018).

The survey consisted of 22 questions: five about participants' background, 13 Likert-scale questions, three open-ended questions, and one asking general comments or suggestions on the courses. See the Appendix for the details. For the focus group interviews, twelve students from three classes volunteered, and they were divided into two groups with six each. Six to 12 are generally recommended for a focus group, and the reason one group consisted of six is that it can be "small enough for all members to talk and share their thought," and the reason for 12 in total is that it can be "large enough" to accommodate diversity from different classes (Fusch & Ness, 2015, p. 1410).

Each interview lasted about one hour. The researcher provided the questions in the survey as the guiding questions, and students freely discussed how they felt about CBI. During the interviews, the researcher encouraged quiet ones to talk more, so the talk time could be fairly distributed among members for data saturation (Fusch & Ness, 2015). Interviews were conducted after the participants' final grades were given to reduce any impact of grades on the interview results. Interview transcripts were sent to the participants for member checking to ensure data trustworthiness (Creswell & Creswell, 2018). Before the survey and interviews, the research proposal of the study was submitted to the Institutional Review Board of the research site and approved. Consent forms were signed by the participants before the interviews.

Data Analysis

The data from the focus group interviews were transcribed in Korean, translated into English, analyzed, and compared with the findings from the survey data. For analysis, the two data sets were integrated or merged together and interpreted under the same themes according to the research questions (Creswell & Creswell, 2018). For the procedure, the interview transcripts were categorized and highlighted by the themes in the survey and compared with the quantitative findings for similarities, differences, or any new findings. Qualitative data from the open-ended questions in the survey were analyzed to provide more details or explanations for the quantitative data. In presenting the data, findings from the survey will be presented first, followed by the results from the focus group interviews by the themes in the research questions.

Results and Findings

In presenting data, Likert scale statements will be used instead of numbers. Depending on the context, for example, 'agree' or 'high' can be stated as 'positively.' For the focus group interview data, capital letters will be used to identify students, like Student A, as no one picked specific pseudonyms when asked. Group 1 was given A to F, and Group 2 from G to L according to the order they signed in the informed consent form. Brackets will be used to add what might be missing in the excerpts for readers' sake.

The Effectiveness of CBI

Findings show that 84 students or 81% of the participants (N = 104) accepted CBI positively or very positively, and it was 97% including those who accepted it moderately. Seventy-nine students wrote the reasons for their positive acceptance of CBI, with multiple reasons allowed in some answers. The two biggest reasons were CBI's role in facilitating the understanding of the English instruction (52%) and the improvement of English proficiency through CBI (25%). Students also thought their confidence and proficiency in English improved compared to the beginning of the courses. For the degree to which CBI influenced the improvement of confidence in English, about 62% checked "high" or "very high," with 96% including those who checked "moderately." For English proficiency, 63% checked "high" or "very high" for the degree of CBI's influence, and it goes up to 96% when the answer "moderately" counts. Table 1 below shows how participants perceived CBI and how much they thought CBI influenced their

level of confidence and proficiency in English. Of the survey questions, only CBI-related items are reported here. Also see Figure 1 for students' perceived level of confidence and proficiency in English before and after courses.

TABLE 1

Participants' Perception of CBI and Its Influence on Confidence and Proficiency in English

Items	1	2	3	4	5	Sum
Positiveness about *BI	0	3	17	36	48	104
	0%	2.9%	16.3%	34.6%	46.2%	100%
Confidence in English improved through courses	1	8	51	31	13	104
	1.0%	7.7%	49.0%	29.8%	12.5%	100%
Confidence in English before courses	9	35	44	15	1	104
	8.7%	33.7%	42.3%	14.4%	1.0%	100%
Confidence in English after courses	0	7	46	46	5	104
	0%	6.7%	44.2%	44.2%	4.8%	100%
The Degree of BI's influence on confidence in English	0	4	36	46	18	104
	0%	3.8%	34.6%	44.2%	17.3%	100%
English proficiency improved through courses	2	5	41	44	12	104
	1.9%	4.8%	39.4%	42.3%	11.5%	100%
English proficiency before courses	12	34	43	15	0	104
	11.5%	32.7%	41.3%	14.4%	0%	100%
English proficiency after courses	0	12	51	37	4	104
	0%	11.5%	49.0%	35.6%	3.8%	100%
The Degree of BI's influence on English proficiency	0	3	35	54	12	104
	0%	2.9%	33.7%	51.9%	11.5%	100%

Note. In the survey, bilingual instruction (BI) without the word “consecutive” was used, so students could understand the term better. The Likert scale order is from 1 for very low or strongly disagree to 5 for very high or strongly agree. The percentage sum was rounded up. Each Likert scale number shows the number of responses it received and the percentage of total.

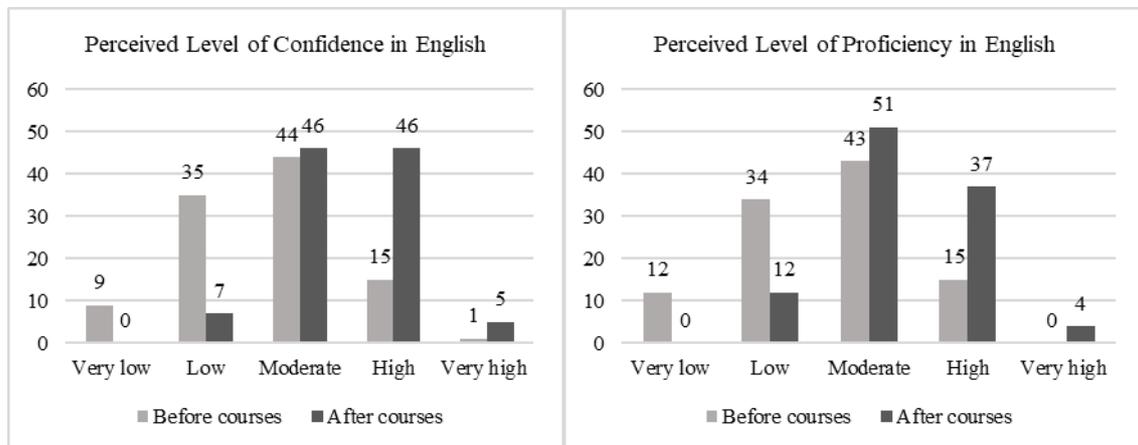


Figure 1. Perceived level of confidence in English before and after courses (left) and perceived level of proficiency in English before and after courses (right).

Improved Skill Areas

Ninety-eight students checked the skill areas they felt the most improved, with multiple answers allowed, and a total of 181 responses were collected. Though listening was not the major focus in any of the five courses—the listening portion of the two TOEIC classes was smaller than grammar and reading—, listening was identified as the skill students felt the most improved. Grammar, reading, and writing followed because they were the target skill areas of the courses. Vocabulary was the last, occupying 11% of the answers.

Interestingly, speaking was close to reading and writing though it was not given any specific emphasis through the courses either. These results are meaningful because it indicates CBI can contribute to learners'

improvement of oral language skills through the listening input. This proves what Kim and Pilcher (2016) said: listening involves “one’s ability to comprehend spoken language at the discourse level,” and it also “involves the processes of extracting and constructing meaning” (p. 3). In this regard, in the process of listening in CBI-mediated courses, it seems that students analyze sentences through the English instruction and its L1 interpretation cross-linguistically and construct the meaning at the sentence level first, and then at the discourse level through the continuity of the English-L1 pattern. See Table 2 for the skills students felt improved.

TABLE 2
English Skills Participants Perceived as Improved

<i>Skill Area</i>	<i>Number of Responses</i>	<i>%</i>
Listening	60	33.1
Grammar	31	17.1
Reading	25	13.8
Writing	24	13.3
Speaking	22	12.2
Vocabulary	19	10.5
Total	181	100.0

Note. Multiple responses allowed.

CBI Provoking Interest

Findings show that CBI stimulates students’ interest and motivation to learn. Seven students or 8% wrote that CBI was fun, interesting, or motivating as the reason for their positive acceptance of CBI, which ranked third following the first two reasons: facilitating the understanding of the English instruction (52%) and improving English proficiency (25%). Still the seven responses were all associated with the first reason. The following comments in the survey indicate how they are related.

It was interesting because I could check what I heard in English was correct or not when I heard the instruction in Korean.

There were many times I couldn’t understand, but I felt good when I knew I understood it correct, and that made me feel positive about English.

It was easy to understand, and I felt my curiosity quenched, which was interesting.

Findings from the focus group interviews provided similar results. Five students out of 12 used words such as “fun” or “interesting” in the way they felt about CBI, and their answers were also implying CBI’s role in boosting the understanding of the English instruction as in the following excerpts.

Student B: It provoked more interest.

Student F: That’s right. In terms of bilingual instruction.

Student B: There is something awkward when teachers explain English grammar in Korean, but this was better because we could hear it in English first, and then in Korean.

Student H: It was very interesting. For grammar, I always thought I should learn it from Koreans. It’s because, to learn from native speakers, I first should be able to understand what they say. So I would just waste my time if I don’t understand. In this class, when I first heard greetings in English, I thought, what is this, is this going to be English only? But when the Korean part came together, it really helped me.

As above, students felt that CBI provoked their interest because it helped their English comprehension, which indicates a close relationship between the first and the third reason. Other reasons included “increased concentration on the instruction,” “help for future plans” and “level appropriateness for

beginners,” which were found both in the survey and focus group interviews. More details about why CBI aroused interest will be discussed in the next section.

Implementation Strategies of CBI

Focus group interview data provide how students perceived CBI in detail and how CBI should be constructed to be more effective. Findings indicate that the English instruction followed by its Korean interpretation was more effective and provoked more interest than Korean followed by English. Also, the speed at which the Korean interpretation is given was considered important. The following excerpts or remarks suggest that the English-first-Korean-later pattern is more motivating, and the interval between the English instruction and its Korean interpretation should be as short as possible to boost concentration.

Student F: *I could immediately get the Korean interpretation for the English words I don't know, so it helped me understand faster.... It provided immediate feedback.*

Student B: *When the Korean part is given slowly, it will reduce interest.... So Korean interpretation should be given right after English..... If Korean is given slowly, then it will break the flow and concentration. But when it is given faster, I can understand it faster.*

Student L: *[If Korean is given first,] it wouldn't be effective.*

Student I: *I wouldn't be curious.... if I hear the meaning of a word in Korean first, I would think why I have to know that word. If English is spoken first, I would want to know what was said, but if Korean comes first, then I would not be interested in the English part.... For sure, curiosity makes you study when you hear the English part first.*

Student G: *I agree. [If Korean comes first,] it won't provoke any curiosity.*

The reason students thought the immediate Korean interpretation after the English instruction was helpful seems that they could get confirmation for what they guessed regarding the meaning before they forgot what was just spoken in English. The same is applied to the researcher who practiced CBI. The researcher's experience confirms that shorter intervals between the two parts were more effective than longer ones when giving instruction for the same reason as students mentioned.

The Researcher's Experience as the Instructor

There are a couple of strategies the researcher adopted when implementing CBI. First, at the beginning of the courses, she used short sentences, trying to avoid the use of conjunctions because compound or complex sentences are longer, and the Korean interpretation may not be accurate due to the length of the sentences. In the same way, short sentences were easy to interpret and deliver, so it means less cognitive load than it would take for longer sentences. In addition, the researcher thought short sentences would make it easier for students to identify the structure, meaning, and vocabulary by matching the elements in the English instruction with the equivalent items in the L1 interpretation. Here is an example.

In this sentence, the adverb is modifying the verb. (English sentence)

이 문장에서는, 부사가 동사를 수식하고 있습니다. (Korean interpretation)

/Yi-munjang-eseoneun, busa-ga dongsa-leul susighago isseubnida/

In Korean, the verb goes to the end of the sentence, so *susighago isseubnida* is the verb in the progressive form as used in the English sentence. This way students could see that *modify* is the verb that matches *susighada* in Korean and its present progressive aspect is *-hago isseubnida*. Therefore, short sentences were more effective because students could identify how the words were arranged in order and what verb forms were used through the simpler structure. The interpretation did not take much effort on the researcher's side either. Second, as the courses went on, when she became more familiar with the CBI

pattern, she used more complex and compound sentences as in *When you want to change active voice to passive voice, first you should find the action that is performed*. This way she could train herself for CBI in the course of teaching, and students could have more advanced input through the sentence complexity and the level of vocabulary used.

As above, CBI was applied to the courses in an easy-to-advanced sequence, so both the students and the researcher could get used to it over time. The gradual sequence will also build up NNESTs' confidence in communicating in English, so they can be ready for more complex deliverance. For students, simpler structure at the beginning will provide instructional scaffolding, so they can process more complex structure that will come later. Therefore, CBI can work in both ways: serving students' learning needs even in grammar or test-prep classes and equipping NNESTs with bilingual abilities in the process of getting used to the pattern.

Discussion

As shown in findings, CBI can be effective because it improves learners' language proficiency. While listening in two languages consecutively, learners interpreted vocabulary, sentences, and discourses, which leads the improvement of other skills (Kim & Pilcher, 2016). It can also be a great pedagogical tool for NNESTs who have mostly used the L1 as the instructional language in the EFL setting, by promoting balanced use of English and the L1 for classroom instruction. However, there might be some concerns because CBI does not change the nature of the test-prep classes primarily focusing on grammar and test-taking techniques. In addition, some might ask why the goal should be more input of English when the NNEST movement is on the rise and the L1 tends to be more encouraged in English language teaching. For these concerns, we need to be aware that there are diverse and unique EFL settings, and there is no one-size-fits-all solution (Faez, 2018).

Context-specific CBI

Let's be reminded that this study is addressing English language classes that are taught by NNESTs in East Asia's EFL context, especially in Korea, where many NNESTs are aware of the need to use more English but heavily depend on the L1 for the medium of instruction and students spend three years of high school for the reading-concentrated college entrance exam. For example, Choi (2015) found that K-12 teachers had a very broad spectrum of understanding toward the TEE policy, ranging from "5% or 10%" to "80% or 100%" of English use in TEE classes, recognizing the college entrance exam as an obstacle to the full practice of TEE (pp. 13-14). This suggests that TEE in K-12 has not served the communicative purpose as it is meant to do because teachers and students are likely to retreat to test-taking skills and techniques due to the immediate need to prepare for the college entrance exam.

Consequently, students are not prepared for EMI when they enter college. EMI has been practiced in Korea for the purpose of accommodating international students and improving Korean students' English proficiency, but the reality is that top five countries that send the most students to Korea are non-English speaking countries such as China and Vietnam, claiming 80% of 160,000 international students studying in Korea (Korean Ministry of Education, 2019). This means EMI has also been a burden to most international students, not just to Korean students. Neither are professors trained for EMI properly, so they have to invest a substantial amount of time and effort in preparing for EMI classes (Kim & Tatar, 2017; Lee & Prinsloo, 2018). NNESTs teaching general English language courses are not an exception in this matter. No doubt EMI and TEE have been controversial. These days, universities still open EMI classes for the government's evaluation, but which language to use as the medium of instruction is at the professors' discretion (Kwak, 2019). This shows what is practiced in reality is different from what is enforced by policy, which calls for something in between, something that can bridge reality and policy before NNESTs are asked to teach in English only.

Another challenge is that Korea's higher education has separated NNESTs from English-speaking teachers, reserving them mostly for grammar and test-prep courses. This institutionalized practice has shaped NNESTs' identity, making them feel limited when communicating in English with students, and students turn to NESTs for their communicative needs to be fulfilled (Choi, 2008; Jang, 2015).

Under this institutionalized dichotomy between NESTs and NNESTs, even if adopted by some adventurous NNESTs, CBI may not change the nature of the course content such as grammar, reading and test-taking skills they have been teaching. The point is that, rather than just passively letting the limitations control their teacher identity and professional boundary, NNESTs should acknowledge their strengths and weaknesses in the specific context they are situated in, and they should strive for "ongoing professional development" (Faez, 2018, p. 4). CBI meets Korean NNESTs' situational needs by recognizing their linguistic and cultural background shared with learners as their strength and addressing their fear and burden of using English as the medium of instruction as their weakness. Based on this acknowledgement, CBI encourages NNESTs to start from what they can do within their specific context and move one step at a time toward professionalism as language teachers who can serve students' communicative needs.

Pedagogical Recommendations

Based on the researcher's experience, there are certain things to consider regarding the implementation of CBI. NNESTs and educators who are interested in adopting CBI for their classes or institutions should keep in mind that it goes with careful planning, self-training, and institutional support. First, CBI-mediated classes will address less content than originally planned because it basically provides two sets of instruction, one in English and the other in the L1. Therefore, reorganization of the course content and a sequential approach to it is important, so the easy-to-advanced structure can work both for learners' understanding and for NNESTs' gradual improvement in conducting CBI simultaneously. Though the amount of content addressed might be less, it will be worth at the initial stage because it will still reduce NNESTs' and students' load in delivering and processing the information. As courses continue, teachers and students will pick up the speed. This was evidenced in the comments by three students, who reported in the survey that they had difficulty at the beginning but got used to the pattern and found it helpful later.

Second, CBI requires that NNESTs train themselves for the immediate, accurate L1 interpretation of the English instruction, slowly increasing the complexity. There were two students in the second focus group interview, who said the instructor did not provide the Korean interpretation equivalent to the English instruction at some points, which she was not aware of. Though NNESTs will get used to the pattern of CBI during the courses over time and teaching in CBI itself will train them, practice is still needed especially for the first couple of weeks' classes or more depending on individuals, which means extra time for their class preparation.

Third, institutional support for students' placement is critical when introducing CBI. In the survey, two students wrote they preferred the English part of the instruction. In the second focus group interview, a student said he preferred English-only instruction, and another wanted only new or difficult English words to be interpreted in Korean. These two students were relatively high performers compared to the other four who wanted CBI as the way it was conducted throughout the courses. Also, in the survey, students who wrote CBI was helpful said that it was good for beginners or for those who could not understand instruction in English. To address students' achievement gap, a way suggested in the first focus group was a level-based approach: CBI for beginners and English-only instruction for advanced learners. Therefore, it is recommended that institutions and programs introduce a level placement system for CBI-mediated English language courses, so lower-level students can benefit from CBI and advanced ones from English-only instruction. These arrangements will also reduce NNESTs' anxieties when they address advanced learners (Lee et al., 2017).

Limitations of the Study and Scope for Future Research

This study has its limitations, from which future research topics can be derived and developed. First, the five courses under study and the types of the exams were different in their nature, so the test results could not be used to gauge students' improvement in English proficiency statistically. The application of CBI for the same type of courses will ensure more accuracy in measuring students' improvement in proficiency. Second, a one-time survey after courses was administered to examine students' perception of their confidence and proficiency in English improved through the courses. Adding a pre-survey will enhance the reliability of the findings. Next, securing heterogeneous data will reinforce the trustworthiness of the findings. In this study, the survey and interview data were all from the five courses instructed in CBI only. More participating faculty and students implementing CBI and other types of instruction such as EMI will provide data heterogeneity for comparison, which will secure better credibility and objectivity of the findings.

In addition, further research directions may include how CBI can enhance NNESTs' confidence and self-perceived linguistic limitations, what workable training and support programs can be arranged and how those programs can improve the quality of CBI in real classrooms, and what measurements will accurately identify the improvement of students' language proficiency in CBI-mediated courses.

Finally, CBI was conducted by one NNEST in this study, so the results of this study may not be generalized. When CBI is implemented by other NNESTs or in other settings, the findings might be different due to factors such as different time intervals between the English instruction and its L1 interpretation, teachers' classroom management styles, students' levels and attitudes, classroom environments, and other various factors that can affect teaching and learning.

Conclusion

This study was conducted to examine the effectiveness of CBI as a way of balancing NNESTs' English and L1 use in English language classes, for the purpose of promoting NNESTs' pedagogical and professional development and meeting EFL learners' communicative needs. Results suggested that CBI provides dual effectiveness because it serves EFL learners' needs, especially of beginners, and it can be a viable approach for NNESTs who have heavily or exclusively relied on the L1 as the medium of instruction. In CBI, the L1 interpretation clarifies the meaning and structure of its preceding English instruction, so students could make cross-linguistic associations between the two sets of instruction. For NNESTs, CBI can ease NNESTs' burden of English-only instruction by balancing English and L1 use, which can be understood in two ways: (1) CBI acknowledges NNESTs' linguistic and cultural assets since it involves NNESTs' native language shared with EFL learners as the indispensable part, and (2) CBI expands NNESTs' linguistic and professional ground by promoting more use of English in their instruction.

This study encourages NNESTs to challenge themselves and try CBI as a down-to-earth medium of instruction, both for their professional growth as language educators and for the fulfillment of students' communicative needs. With the hope that CBI proposed in this study will be an adoptable pedagogical tool for NNESTs, the researcher herself as an NNEST will also make every effort to develop herself professionally while collaborating with other NNESTs through various venues and channels as a researcher and practitioner.

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Appendix

Survey

The purpose of this survey is to identify students' perceptions of bilingual instruction, instructional preferences, and confidence/proficiency improvement after the course. Please answer the questions below as honestly as possible. Your answers will help the instructor provide instruction that better meets students' needs and improve related courses. Your answers will also be used for educational research on the advancement of general English courses in higher education in Korea. Only your basic demographic information will be collected, and no questions about your identity will be asked. If you want your answers to be used for research, please check YES, and if not, please check NO at the bottom.

Part I. Basic information

Year: _____ Major: _____ Gender: _____ Age: _____
 Have you taken any classes from native English speakers? (Yes No). If yes, what are they?
 Have you lived or studied abroad? (Yes No). If yes, where, how long, and for what purpose?

Part II. Post-course evaluation (1-very low/strongly disagree, 5-very high/strongly agree*)

- | | | | | | |
|---|---|---|---|---|---|
| 1. This course was conducted as planned. | 1 | 2 | 3 | 4 | 5 |
| 2. This course served my interest. | 1 | 2 | 3 | 4 | 5 |
| 3. My expectation of the instructor was fulfilled. | 1 | 2 | 3 | 4 | 5 |
| 4. I am positive about bilingual instruction as the way this course was conducted. | 1 | 2 | 3 | 4 | 5 |
| Reason: | | | | | |
| 5. I wish a native speaker would have taught this class. | 1 | 2 | 3 | 4 | 5 |
| Reason: | | | | | |
| 6. I became confident in English through this course. | 1 | 2 | 3 | 4 | 5 |
| 6-1. My confidence level in English before this course | 1 | 2 | 3 | 4 | 5 |
| 6-2. My confidence level in English after this course | 1 | 2 | 3 | 4 | 5 |
| 6-3. I think bilingual instruction influenced my confidence in English. | 1 | 2 | 3 | 4 | 5 |
| 7. My English proficiency improved through this course. | 1 | 2 | 3 | 4 | 4 |
| 7-1. My English proficiency level before this course | 1 | 2 | 3 | 4 | 5 |
| 7-2. My English proficiency level after this course | 1 | 2 | 3 | 4 | 5 |
| 7-3. I think bilingual instruction influenced my proficiency in English. | 1 | 2 | 3 | 4 | 5 |
| 8. I think my proficiency in the following skill especially improved through this course. (Multiple answers accepted) | | | | | |
| Listening Reading Speaking Writing Grammar Vocabulary | | | | | |
| Reason: | | | | | |
| 9. I want to recommend this course to others. | 1 | 2 | 3 | 4 | 5 |
| 10. Any suggestions for bilingual instruction in future courses or for the instructor | | | | | |

I agree that my answers in this survey will be used for research on bilingual instruction and for the improvement of related courses.

YES

NO

*In the actual survey, the 5-point Likert scale statements were used for each question.