FROM KOREA TO COWICHAN: A KOREAN PERSPECTIVE ON ENGLISH LANGUAGE LEARNING IN DUNCAN

by

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ABSTRACT

The purpose of the present study was to gain a better understanding of what opportunities for successful learning and socialization that young South Korean ELLs encountered at X Elementary School in the Cowichan Valley on Vancouver Island in British Columbia, BC. In order to achieve this aim, the author of the current study set out to determine the students’ perceptions of various factors that could influence their immersion experience in Canada. The questionnaires created for this study were gathered from seven South Korean ELLs in Grades 4-7, all of whom were residing in the Cowichan Valley and attending X Elementary School at the time of the study. The study found that the young South Korean ELLs enjoyed being at X Elementary School and felt confident about their English abilities, but were unhappy about studying certain subjects at school as well as being displeased by certain dynamics within the Canadian homestay placement. The data from the survey showed that areas of social dynamics and food considerations were of vital importance to the happiness and success of the immersion experience for young South Korean ELLs at X Elementary School.
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Chapter 1: Problem to be Investigated

Purpose of the Study

As International Program Coordinator at X Elementary School, the author of the present study is very concerned with international students’ success in studying and living abroad. The International Program Coordinator at X Elementary School is responsible for facilitating the registration procedure, coordinating the homestay placements, liaising between South Korea (parents/school) and Canada (teachers/homestay parents) and conducting an orientation for homestay parents and international students. The International Program Coordinator also solves the problems that arise in the lives of international students both at school and at the homestay placement.

South Koreans have consistently been the only ELL (English Language Learner) demographic group that X Elementary School has enrolled for the past seven years, thus, the present study specifically focused on this group. These ELL students range in age from 10 to 14 and are placed in Grades 4 to 7. In addition, these ELL students are short-term students who study and stay with a family who has a child in X Elementary School for anywhere from two to 10 months. Most South Korean ELLs stay for a period of three or six months.

These ELL students participate and behave well in the classroom setting, but when it comes to play time during recesses or noon hour throughout the day, good-natured play becomes pushing, shoving, hitting and kicking. This behaviour constitutes fighting, which is unacceptable at X Elementary School. Unfortunately, the consequences of these unacceptable physical behaviours can have repercussions in the classroom in the form of disciplinary actions, such as suspensions.
The purpose of the present study was to gain a better understanding of what opportunities for successful learning and socialization these young South Korean ELLs were presented with at X Elementary School. The results of this study were used to make recommendations regarding strategies to help improve the learning and social environment for South Korean ELLs through decreasing and minimizing the difficulties associated with transitioning to an English speaking school in Canada. It is hoped that this could lead to increases in their learning potential.

Justification of the Study

Students come to North America from all over the world for an education. There is extreme diversity within and between the cultural subgroups of the Asian American population, and it is considered to be the most diverse of all the minority groups in North America. Since each Asian culture has distinct languages, customs, religions, and traditions, it is appropriate to investigate specific Asian subcultures rather than clump them together (Kim, Lee, & Morningstar, 2007). This study will specifically focus on South Korean ELLs.

The influx of international students to British Columbia (BC) has also been steadily increasing. In fact, the international student enrolment in BC schools nearly doubled from 4,083 full-time students in 2001-2002 to 7,853 full-time students in 2005-2006 (Kuehn, 2007). In particular, students and families from South Korea have been making Vancouver Island a popular destination due its prime location on the Pacific Rim. The number of South Korean international students in BC’s capital city, Victoria, comprised 44% of the total international student population in Victoria during the 2005-2006 and 2006-2007 school years (See Appendix A) (Scott, 2007). In Greater Victoria School District #61, full-time international student enrollment increased from 307 in the 2001-2002 academic year to 469 in the 2005-2006 school year, an increase of 53% (Kuehn, 2007). South Korean is one of the fastest growing Asian
groups in North American schools. Whether South Korean students come to North America by themselves and live with a host family, also known as a homestay family, or come with their families, the number of non-native speaking South Korean students is steadily rising (Sohn & Wang, 2006).

Unlike North America, South Korea is a homogeneous society in terms of culture, language, and race. South Korea’s class status, upper, middle, and lower, is largely determined by educational achievement, political position, wealth, and positive social participation. Birth, while influential in its own right, is not the sole determining factor of class status in South Korea’s highly competitive society. For those seeking upward mobility, education is widely regarded as the best path. Hence, it becomes easier to understand why South Koreans place such emphasis on educational achievement and are willing to sacrifice so much for it, such as family time and the high financial cost (Lee & Carrasquillo, 2006).

South Korean ELLs come to North America for a number of reasons, not the least of which is parents’ dreams of providing a better life for their children than they had (Lee, 2003). This better life is typically garnered through academic success in North American schools, which will, it is assumed, lead to a successful professional career (Yeh, Ma, Madan-Bahel, Hunter, Jung, Kim, Akitaya & Sasaki, 2005). However, there are a number of factors that can limit South Korean ELLs’ academic success. Some of the difficulties that South Korean ELLs encounter upon entering school in North America include, but are not limited to, linguistic barriers, cultural barriers, feelings of discrimination and limited ESL support at school (Lee, 2003).

Research Question and Hypothesis

When considering South Korean ELLs, a number of questions surface concerning how they adjust to the very new set of circumstances they are thrust into from the moment they walk
into their first Canadian class. From different living situations and changes in food to varied teaching methods and altered daily routines, young South Korean students may have difficulties in adjusting to their new environment in Canada. Unfortunately, some students will act out in ways that are unacceptable in our culture. In South Korea it is not uncommon for students to fight, play or real, during the school day. If any consequence is given for such behavior, it is generally physical punishment from a teacher or principal (Kim, 2003). In Canada, however, most schools have little tolerance for fighting of any kind and it will often lead to swift consequences, including suspension and even expulsion. Specifically, during recess and lunch breaks South Korean students at X Elementary School have exhibited negative physical behaviours, such as pushing, shoving, and fighting.

There is an orientation and induction process in place at X Elementary School, but the play behaviour differences between the South Korean international students and their Canadian counterparts may be evidence that it is not effective enough. The author of the present study sought to determine the answer to the following question: What do young South Korean ELLs perceive to be the factors that affect their immersion experience at X Elementary School in the Cowichan Valley?

**Personal Perspective**

The author of the present study has firsthand experience with the South Korean education system, having lived and taught in Seoul, South Korea for approximately six years between 1995 and 2002. This experience started with teaching English in hogwons (afterschool institutes), for both children and adults, for a little over three years. This experience was followed by teaching English at Sungkyunkwan University for five semesters: two semesters teaching a mandatory freshman English language course and another three semesters teaching an English language
course for graduate school students in the TESOL program, which was co-founded with Georgetown University.

*Definition of Terms*

There are a few key terms involved in this study’s problem and question that need clarification. The following operational definitions of the key terms were crafted by the author of the present study.

_South Korean English Language Learners (ELLs)_ are students from South Korea at X Elementary School, whose first language (L1) is not English and who have come for the purpose of learning English.

*Factors that affect their immersion experience* are what South Korean ELLs determine to be the issues that impact their lives while studying at X Elementary School in Canada.

On the questionnaire, South Korean ELLs will be asked what makes them happy and sad. Their responses to these questions will help the author of the current study infer what they considered to be positive factors in the International Program at X Elementary School.

*Brief Overview of Study*

The present study was conducted in X Elementary School in the Cowichan Valley on Vancouver Island in British Columbia. The sample was small, 7 students, which represented 100% of the South Korean ELL population in the school during Fall 2011 and a typical annual number of South Korean ELLs who attend each year. Participants in the study were asked to complete a survey that asked them questions about their perceptions of the factors that affected their immersion experience in X Elementary School in the Cowichan Valley. Their responses were then tabulated and analyzed for the emergence of trends and provided insight into their specific positive and negative experiences as South Korean ELLs at X Elementary School.
Chapter 2: Background and Review of Related Literature

This chapter provides documented data in the areas of culture, language acquisition, bilingualism, acculturation and scholastic achievement as they relate to South Korean ELLs. The information provided is meant to serve as a guide through the labyrinth of issues that influence South Korean ELLs as they relocate to Canada and endeavor to be successful in school.

Studies Directly Related

Ryu’s (2004) study of the social adjustment of three young high-achieving Korean-English bilingual students in Morse Elementary School, a public school in Cambridge, Massachusetts, sought to better understand Korean-speaking children in order to provide more effective school experiences, particularly with regards to learning English. Ryu used data collected through interviews with classroom teachers, parents, and the students themselves through a two-month observation in a Korean bilingual classroom during the spring semester. Ryu asked the two main classroom teachers in the school to refer high-achieving Korean students, regardless of their English skills, to be her primary subjects. With these criteria in mind, the teachers referred two boys and one girl from their two kindergarten classes to the qualitative action research study. This study found evidence to suggest that teachers and parents play an important role in supporting their bilingual children’s adjustment to new surroundings while preserving fundamental aspects of their original culture.

Ryu (2004) provided evidence that helps confirm the importance of the role of home, instructional programs and the teacher in fostering successful language acquisition and cultural transition, which proved useful in supporting the design of the present study. In fact, Ryu’s ideas about the influence of home on language acquisition lead to the inclusion of items related to
students’ homestay on this study’s questionnaire. The research in Ryu’s study also seemed to be a prime example of qualitative research in action and served as a positive example for future research in this vein where more attention can be paid to the emotional component to learning abroad.

One of the main flaws in Ryu’s study was how the participants were selected. The standards by which the three subjects were selected for the study by their classroom teachers was not made clear, which potentially made it open to bias. Another important factor to consider is that Ryu is bilingual and of Korean heritage, which could be very helpful in providing insight to the culture and language, but it could also taint the study with assumptive biases. For instance, in the discussion section, Ryu made many declarative statements about Korean customs and standards that were not supported by citations. Even though Ryu’s name should garner her credibility in this area, her lack of citations deteriorated the integrity of what she tried to establish.

Yeh, Ma, Madan-Bahel, Hunter, Jung, Kim, Akitaya, and Sasaki (2005) sought to describe the experiences of Korean immigrant youths as they come to terms with adjusting to a new cultural setting. Yeh et al. explained their specific type of qualitative research as consensual qualitative research (CQR), which requires compromise, patience, and openness to new perspectives as the multi-ethnic perspectives of the researchers work together in a systematic way to reach agreement regarding how results are represented both across and within cases. The participants of Yeh et al.’s study were 13 Korean immigrant youths (three male and ten female), who were recruited from a local junior – senior secondary school in a large metropolitan area in the northeastern United States. The subjects’ mean age was 13.92 years (ranging from 11 to 17 years), and all of the participants came from middle class homes with intact families. Through
interviews Yeh et al. found that Korean youth were expected to change their identities depending upon the interpersonal context they encountered. For example, a Korean student may act a certain way around his American friends to fit in socially, but act in a very different way at home, or more specifically around his parents, to be culturally appropriate. In addition, the subjects also indicated that they battled to balance American and Korean cultural values and standards, and to use social support networks to deal with the stress of acculturation.

The findings of Yeh et al. (2005) were very helpful to the author of the present study as the issues of identity and student support are expected to be key elements in the findings. The author of the present study is pleased to find yet another example of qualitative research that focused on the challenges South Korean students face when adjusting to living and learning abroad in Yeh et al.’s study, which helped to provide a rationale for the current study that focused on South Korean ELLs’ perceptions of what factors (that could be challenges) affected their immersion experience at X Elementary School. However, instead of using interviews to attain qualitative data as Yeh et al. did, the author of the current study used open-ended questions on the questionnaire to yield qualitative data.

The flaws in Yeh et al.’s research primarily stemmed from the recruiting process of the participants. As with most qualitative studies, the sample size was small, but the problem came in who responded and how they responded. For example, since respondents were self-selected, a bias was automatically created for the more outgoing type who may be more likely to adapt to new settings easier. In addition, the way the data was coded into categories may have excluded or over-generalized some participants’ responses. For instance, if a category contained fewer than three cases, it was not described in the study due to the feeling that it did not adequately represent the findings of the sample of Korean adolescent participants. Also, responses to
questions about racism, discrimination, and family values may have been skewed based on cultural social norms regarding the disclosure of private information, which was not acknowledged in the study.

*Studies Tangentially Related*

Marinari’s (2005) qualitative, ethnographical study of the relationship between racial formation (race as a socially created identity) and success among Korean high school students sought to show that the ethnic term *Korean* is often racialized both by Korean and non-Korean students. This student based behaviour revealed competing images of neutrality and visibility. Marinari’s study arose from *model minority* discourse, which argues that if you are Asian but not educationally and economically successful, then you must be a *delinquent* rather than the idealized *model*. The *model minority* stereotype rationalizes Asian academic success by saying that it is the result of a cultural emphasis on education, which only perpetuates a myth of Asian American achievement. Model minority discourse also fails to consider how race and racial identities are constructed and challenged both individually and collectively, unlike racial formation theory, which defines race as a condition of both individual and collective identity.

The participants in this study were the 146 Korean students at Bergen County Regional School (BCRS), Grades 7-12, located in northeastern New Jersey. The data for Marinari’s (2005) project were collected between March and August of 2004 and were collected through: participant observation; formal, semi-structured, tape-recorded interviews; and a review of student records. Marinari found that cultural explanations for success by teachers or students were simply not acceptable to explain what it means to be an academically successful student because culture alone does not provide a complete picture of who the student is. In addition, schools needed to consider their role in the ever-changing landscape of students’ racial
Marinari’s (2005) examination of the connection between race and academic success was quite useful to the author of the present study’s upcoming research as it illuminated the fallacies generated by cultural stereotyping and stressed the importance of the role of the school and its staff in creating a positive concept of who students are, both individually and collectively (Marinari, 2005). Thus, it is important to study South Korean ELLs’ experiences at X Elementary School with an exploratory research design that minimized the impact of cultural and racial stereotypes on the collection of data. Marinari provided a useful example of qualitative research that was grounded in the theory of racial formation, which understands race as a condition of both individual and collective identity. One drawback to the study was that Marinari was a tenured Spanish teacher in the school where the participants were enrolled. Even though she did not interview any students who were in her classes, her role as a teacher potentially created bias due to the power relationship with her subjects. In addition, all the interviews were conducted in English. Even though Marinari says she didn’t think language was a barrier, she cannot be sure if her respondents truly understood her questions or even if their responses conveyed the meaning they intended. This assumption of the participants’ English comprehension and proficiency on Marinari’s part could have lead to biased data from the outset of her study, which would have ultimately created spurious findings.

Lee, Park, and Kim (2009) recruited 76 Korean international students enrolled in American universities to determine what, if any, role gender differences played in academic adjustment. Of the 76 participants, 47 were male and 29 were female. The results of Lee et al.’s study suggested that female “alpha psychology” could apply to international students’ academic adjustment. Alpha psychology referred to the shifting gender roles in modern society, in which
young females are equipped with strong ego, leadership, and determination to succeed and are
driven to outperform males in all areas. Through questionnaires constructed in Korean using a 5-
point Likert scale response format, Lee et al.’s research discovered that Korean female students
displayed a greater degree of adjustment than did their male counterparts. It is worth noting that
English proficiency was a predictor of positive adjustment for all Korean students surveyed. Also,
the number of Korean students in the major area of study was significantly and positively related
to Korean male students’ academic adjustment, but not significantly related to Korean female
students’ adjustment.

Lee et al.’s (2009) study of the connection between gender role and academic adjustment
was helpful to the author of the current study in that it demonstrated that traditional gender
stereotypes should not be applied to how students will overcome difficulties and barriers when
they study abroad. It was also good to examine another useful example of qualitative research
that used the 5-point Likert scale response format on the questionnaire to provide participants
with clear response options, which is what the author of the current study used. A definite
drawback to Lee et al.’s study was that the questionnaire was written in Korean and then the
results were translated into English for analysis. Even though the authors of the study were fluent
in Korean, there could still be errors in the translation. Also, since the study was focused on
gender, it would have been more equitable to have had an equal representation of both genders
participate in the study. In addition, participants self-reported their perceived level of English
proficiency, which could have negatively impacted Lee et al.’s finding that language proficiency
was a more important determinant of Korean international students’ success than demographic
variables, such as age or gender.
Park (2009) endeavored to understand the dynamics of Korean students’ international mobility to study abroad using the 2-D Model. The first D, the Driving force factor, explained what Korean students were dissatisfied with in the Korean education system to make them want to study abroad. The second D, the Directional factor, described the factors about other countries that influenced where the Korean students wanted to study. Park used two questionnaire surveys to analyze both factors. The surveys were conducted in various high schools in Seoul, Korea. First, the driving force factor questionnaire was completed by 219 of the 230 potential respondents from two high schools. One of the high schools, where 110 questionnaires were distributed, had a Preparation Class for Study Abroad, while the other one, where 120 questionnaires were distributed, did not. The assumption was that there would be very different opinions about domestic education and study abroad between the two schools. Then, the directional factor questionnaire was put out to more schools, particularly chosen in order to eliminate any possible bias resulting from the background of individual students such as socio-economic status and academic achievement levels, and was completed by 1359 of the 1800 potential respondents. Park’s research found that Korean students were dissatisfied with what they perceived to be the low quality of education in Korea that prompted excessive private tutoring because of the highly competitive nature of the academic environment. Korean students saw education abroad as being more professional, reputable, liberal, diverse, advanced, and academically oriented than what they would have received in Korea.

Again, Park (2009) conducted qualitative research and collected her research data by means of questionnaires, a similar methodology to the current study. The biggest flaw in Park’s study was that she relied on students’ perceptions of what education would be like abroad even though most had not been abroad before. The rationale for the selection of schools to receive the
questionnaires was explained, but there was inevitable bias in selecting schools that the researcher considered to be free from bias. In addition, it was interesting to note the difference in sample sizes that Park employed for the two different surveys. Perhaps having more consistency in the sample sizes would have yielded new information, or at the very least more data to base conclusions on. However, the results of Park’s study helped the author of the current study understand the motivating factors of the students that he was studying.

Suh and Satcher’s (2005) study sought to understand the factors that made Korean American youth not want to go to school. The participants of the study had to meet at least three at-risk criteria (i.e., family history of school dropout, limited proficiency in English, retention during one or more years in school, status of dropout from school). Additionally, participants were considered by the center directors to be thoughtful, articulate, and willing to cooperate (Suh & Satcher, 2005). Of the 15 Korean American students that directors recommended, ten Korean American adolescents living in New York were interviewed three times (50 minutes each time) in English or Korean (participant’s choice) in this qualitative study. Of this group of five males and five females, the participants’ ages ranged from 16 – 19 years. Four of the participants principally spoke English, while the other six spoke Korean. Through their data analysis, Suh and Satcher found that three major themes emerged contributing to Korean students being at risk: a sense of alienation, feelings of helplessness, and searching for shelter. From there, the researchers suggested intervention strategies that covered the four areas of: school, community, family, and individual.

The participant sample size, 10 students, of Suh and Satcher’s (2005) qualitative study was very helpful to the author of the current study as it was very similar to what was included in the current study, which was 7 students. There were, however, a number of drawbacks. First,
many would see the small number of participants in the study as a limitation, but it did make sense for qualitative research in order to maximize opportunities to gather in depth information, rather than generalization. Second, more than half of the interviews were conducted in Korean, which, when translated, could convey a diluted or alternate meaning when compared to the original information provided by the participants. Finally, the participants were selected from only one of the five boroughs in New York, which meant that participants’ socioeconomic, cultural, and educational circumstances may not have represented those of Korean Americans residing in other geographic locations.

This chapter has shown some of the numerous stresses that Korean ELLs face in school in North America. Even though it was disappointing that there was so little research being conducted in Canada surrounding this topic, it was interesting to note that the majority of the research cited in this study is qualitative, thus the open-ended qualitative questionnaire that was designed for the current study was an appropriate methodology to explore ELLs’ experiences in Canada. Literature also revealed consistency with the issues South Korean ELLs tend to face, which include overcoming differences in cultural expectations, both at school and at home, and acclimatizing to the western classroom. Without exception, Korean ELLs studying in Canada have a lot to contend with on their path to attaining a higher education abroad.
Chapter 3: Procedures and Methods

This chapter describes the context of the current research, which includes where the study took place, who participated in the study, what instrument was utilized and the procedures that were carried out. It also describes the data collection and data analysis procedures that were employed during the study, and explains how the methodology produced outcomes sufficient to respond to the research question.

Description of the Research Design

The current study employed a one-time exploratory investigation of the factors that positively affected South Korean ELLs’ immersion experience at X Elementary School on Vancouver Island in British Columbia. First, there were preliminary background questions to determine the participants’ gender and length of time at X Elementary School (See Appendix B). Next, the instrument utilized to collect responses from the participants employed a numbered and labeled 5-point Likert-type scale. Specifically, the five points included: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree. There was also a sixth option 9 – Don’t Know (See Appendix C).

Description of the Sample

The current action research study was conducted in Duncan, BC, which is approximately 60 km North of Victoria, BC on Vancouver Island off the west coast of Canada. Vancouver Island is a popular tourist destination because of its year-round mild climate and proximity to the United States. Its prime location on the Pacific Rim also makes it a hotspot for Asian international students.

At the time of this study, the participants were residing in the Cowichan Valley with homestay families. The students were elementary school-aged children from South Korea, and
were attending an elementary school in Duncan, BC. Each year X Elementary School hosts between 5-10 students from South Korea. It is worth noting that South Korean students compose the entire International Program at X Elementary School, as there are no other foreign students present. The potential sample pool was made up of the seven South Korean ELLs aged 10 to 14 in Grades 4 to 7, who were attending the elementary school where the current study was conducted.

Since the questionnaires were completed anonymously, participants can only be referred to as female ELL students and male ELL students. There was a 100% response rate from the 2 female and 5 male South Korean ELL students. At the time of the study, 6 respondents indicated they had been at X Elementary School for 2 months, while only one student indicated being at X Elementary School for 1 month.

Description of the Instrument Used

The data for this project were collected through two questionnaires (See Appendices B & C) that were completed anonymously and were collected by the librarian at X Elementary School. The first questionnaire (See Appendix B) asked for the respondent’s gender and length of stay so far in Canada. The questions in the first questionnaire were separated from the main survey in order to protect the anonymity of the respondents. The second questionnaire (See Appendix C) was used to gather information regarding the perceptions of South Korean international students about factors that could positively influence their immersion experience at X Elementary School. These factors included, but were not limited to, linguistic barriers, cultural barriers, feelings of discrimination, and limited ESL support at school (Lee, 2003). Thus, the questionnaire included items that specifically addressed school, language, ESL support, peer relationships, and
homestay circumstances, which were issues that were raised in previous studies by Ryu (2004), Yeh et al. (2005) and Marinari (2005).

The instrument contained questions that called upon the participants to select among answers provided on a 5-point Likert-type scale. This type of scale was used based on its high frequency in the relevant research, its appropriateness for gauging the South Korean ELLs’ positive and negative experiences, and upon the recommendation of a Vancouver Island University professor who specializes in research methods. The results from these 5-point Likert-type scale questions yielded quantitative data, while qualitative data was derived from four open-ended questions at the end of the questionnaire. This mixed methods research design aimed to collect both quantitative and qualitative data in order to triangulate results for consistency in emergent themes.

The questionnaires were distributed, explained, facilitated, and collected on October 27, 2010 during an ELL Reading block. All 7 South Korean students received the questionnaires, which were then completed and returned on October 27, 2010. The results of those questionnaires were included in this analysis.

Explanation of the Procedures Followed

The questionnaires were submitted to the Research Ethics Board (REB) at Vancouver Island University in May of 2010. Permission to conduct the study was granted and a Certificate of Approval was later received by mail from the VIU REB.

After gaining approval from the VIU REB, posters announcing the study (See Appendix D) were displayed at the weekly homestay parent meeting at the school. At these weekly meetings, informed consent forms (See Appendix E) for the potential participants were made available to the homestay parents, who acted as the legal guardians for their South Korean
student. All of the homestay parents agreed to let their homestay child participate in the study, which was confirmed by the returned completed Participant Consent Forms for all of the South Korean international students at X Elementary School.

Once all of the informed consent forms were returned, the questionnaires were given to the Librarian so she could facilitate the distribution and collection process during her ELL Reading block with the South Korean students. The librarian was asked to distribute, explain and facilitate the completion of the questionnaires, but not to create answers for the students. The Librarian chose October 27, 2010 as the day for conducting the questionnaires as all students were present that day and their period of stay was drawing to a close in the next two to three weeks.

In October, once most of the South Korean ELLs had been at school for a month, the author of the current study checked with the Librarian on a weekly basis to see if the questionnaires had been completed. Finally, the author of the current study received the completed questionnaires from the Librarian after school on October 27, 2010.

After receiving the completed questionnaires, the author of the current study sent out a follow-up letter (See Appendix F) to thank the respondents for participating in the study. The letter also included information on counseling services available to the respondents that may have been deemed necessary as a result of participating in the study.

Discussion of Validity

The author of the present study made sincere efforts to ensure the validity of the study and the instrument used to collect the data in the study. To that end, the instrument was pretested with students from the same age range as the potential participants (students from Grades 4-7) in order to gauge comprehension of the instructions and questions. This process also aided in
distinguishing if the level of language used suited the age of the participants. In addition, the questionnaire was scrutinized by ELL instructors, who were peers of the author of this study, to determine the connectedness of the questions to the research question and context. Also, past research in the field was used to guide the composition of the questionnaire items. Finally, the questionnaire was reviewed by a Vancouver Island University professor who specialized in research methods so that the instrument could be as accurate as possible in asking the respondents questions that aligned with what the research question asked.

The validity of the study was further bolstered by the participants all completing the questionnaires at the same time under the same conditions. In addition, the entire sample was represented. Even though the sample size was small, it was the entire international student community at X Elementary School and accurately reflected South Korean ELL students at X Elementary School.

Description and Justification of the Methods of Analysis Used

The participants’ responses to each quantitative item on the questionnaires were input into MS Word Table format to determine the frequency of responses. A high average (>4) indicated a strong positive response, whereas a low average (3.3-4) indicated a weak dissatisfied response. Then, the responses for each qualitative item from the open-ended questions were displayed in chart format to determine overall trends in the responses. Finally, the connections between the quantitative data gathered from the 5-point Likert-type scale questions and the qualitative data gathered from the open-ended questions were made. The factors that the items on the questionnaire specifically addressed included: school culture, English language competency, ESL support, peer relationships, and homestay circumstances.
Fortunately, all surveys submitted were completed thoroughly, which helped make the data from the small sample more worthwhile. The responses to the items on the questionnaire were clearly indicated by the participants and the trends that emerged helped to indicate possible responses to the research question: What do young South Korean ELLs perceive to be the factors that affect their immersion experience at X Elementary School in the Cowichan Valley?
Chapter 4: Results

The objective of this study was to gain a better understanding of what opportunities for and barriers to successful learning and socialization young South Korean ELLs faced at X Elementary School in the Cowichan Valley on Vancouver Island in British Columbia. In order to achieve this aim, the author of the current study set out to determine the students’ perceptions of various factors that could influence their immersion experience in Canada. This chapter provides the results of the study, which are organized into three sections: (1) Quantitative Data Results, (2) Qualitative Data Results, and (3) Links between the Quantitative Data and the Qualitative Data.

Quantitative Data Results

Once all of the signed informed consent forms were returned, the questionnaires (See Appendices B and C) were administered to the South Korean ELLs by the school librarian during her daily 40 minute reading time with them. The librarian in the elementary school explained the questionnaires to the participants in the library. She left them to complete the questionnaires, but was nearby and available for consultation (about how to complete the questionnaires) if the need arose. In all, seven Korean ELLs attending X Elementary School in the Cowichan Valley completed the questionnaire regarding their experiences in the International Program at said school. This sample represented 100% of the ELLs attending X Elementary School at the time of the study. The 15 five-point Likert Scale statements and the averages of the South Korean ELLs’ responses to the questionnaire items are shown in Table 4.1. Since the questionnaire (See Appendix C) presented statements with an accompanying five point Likert scale, potential averages could range from 1.0 to 5.0. It should be noted that non-responses and “Don’t Know” responses were not used in calculating the averages.
Table 4.1

Averages of Responses for Quantitative Responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Response (Excluding “Don’t Know” Response)</th>
<th>Total Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy going to school at X Elem. School.</td>
<td>4.3</td>
<td>7</td>
</tr>
<tr>
<td>2. I am happy in class at X Elem. School.</td>
<td>3.4</td>
<td>7</td>
</tr>
<tr>
<td>3. I enjoy learning in English at X Elem. School.</td>
<td>3.9</td>
<td>7</td>
</tr>
<tr>
<td>4. I like speaking English at X Elem. School.</td>
<td>3.4</td>
<td>7</td>
</tr>
<tr>
<td>5. I like studying in ESL class at X Elem. School.</td>
<td>3.5</td>
<td>6</td>
</tr>
<tr>
<td>6. I feel like I can speak, read, write, and listen to English well.</td>
<td>4.2</td>
<td>6</td>
</tr>
<tr>
<td>7. I understand what my teachers, classmates and homestay family say.</td>
<td>3.9</td>
<td>7</td>
</tr>
<tr>
<td>8. I enjoy recesses and lunch breaks at X Elem. School.</td>
<td>4.7</td>
<td>7</td>
</tr>
<tr>
<td>9. Other students at X Elem. School make me feel cared for and happy.</td>
<td>3.5</td>
<td>6</td>
</tr>
<tr>
<td>10. I think there is too much play time at X Elem. School.</td>
<td>3.5</td>
<td>6</td>
</tr>
<tr>
<td>11. I feel like people understand me when I speak English.</td>
<td>4.1</td>
<td>7</td>
</tr>
<tr>
<td>12. I enjoy playing with my classmates during recesses and lunch breaks at X Elem. School.</td>
<td>4.1</td>
<td>7</td>
</tr>
<tr>
<td>13. I am happy at my homestay family’s house.</td>
<td>3.3</td>
<td>7</td>
</tr>
<tr>
<td>14. I enjoy the food at my homestay family’s house.</td>
<td>4.3</td>
<td>7</td>
</tr>
<tr>
<td>15. I like the lunches my homestay family gives me.</td>
<td>4.1</td>
<td>7</td>
</tr>
</tbody>
</table>

The data in Table 4.1 is relatively straightforward. The actual averages ranged from 3.3 to 4.7. A high average (>4) indicated a strong positive response, whereas a low average (3.3-4) indicated a weak dissatisfied response. There were, however, four statements that have misleading averages. For Statements 5 and 10 the average of 3.5 was the result of a spread of responses on both ends of the Likert Scale. For Statements 11 and 12 the average of 4.1 seemed very positive, but was in fact the result of four very positive answers and three Neutral responses. The averages of the responses for the remaining statements all represent a close grouping of responses.
Seven statements (1, 6, 8, 11, 12, 14 and 15) had high averages (>4) and indicated a strong positive response. These statements were about whether they enjoyed going to school at X Elementary School, their positive self regard of their English competency, enjoying non-academic time at X Elementary School, and the food and school lunches provided by the Canadian homestay parents, respectively. These social and nutrition related areas could certainly be factors that positively influenced the learning and socialization of these young South Korean ELLs at X Elementary School.

Six statements (2, 3, 4, 7, 9, and 13) had a low average (3.3-4) and indicated a weak dissatisfied response. These statements were about their emotional experience of attending X Elementary School, learning and speaking English at X Elementary School, understanding the people around them, and their emotional experience at their Canadian homestay placement. These academic and socially situational areas could certainly indicate barriers to learning and socialization of these young South Korean ELLs at X Elementary School. Based on the results presented in the previous paragraph and this one, social issues can be both opportunities for and barriers to learning and socialization.

With only seven of the 15 questions having an average of 4.0 or greater (Agree – Strongly Agree) (Table 4.1), it seemed apparent that opinions were mixed regarding the overall experience of studying at X Elementary School and living with a Canadian homestay family. For instance, the South Korean ELLs indicated that they enjoyed going to school (Statement 1, average = 4.3) at X Elementary School, but they were not happy in class (Statement 2, average = 3.4) and didn’t enjoy speaking English in class (Statement 4, average = 3.4). The participants’ responses also indicated that they felt that they could speak, read, write, and listen to English well (Statement 6, average = 4.2) and they felt like people understood them when they spoke
English (Statement 11, average = 4.1). It was also clear to see from the high average of the responses (the highest in the survey) to Statements 8 (average = 4.7) and 12 (average = 4.1) that the participants enjoyed recesses and lunch breaks at X Elementary School. Sadly, their relatively low responses (average = 3.3) to Statement 13 were a stark contrast to their high responses to Statements 14 and 15, (averages = 4.3 and 4.1, respectively) which suggested that participants enjoyed the food provided by the homestay family, but did not greatly enjoy living with the homestay family.

**Qualitative Data Results**

Qualitative data were also analyzed. The questionnaire (Appendix C) concluded with four open-ended questions for participants to share their feelings on school related and homestay related experiences. Tables 4.2 through 4.5 show participants’ responses organized into trends for each specific open-ended question.

**Table 4.2**

**Trends in Responses for Question 16: At X Elementary School, what makes you feel happy or excited?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>At recess time and lunch time, I’m happy. Because I can eat foods and I can play with my friends.</td>
<td>Social/Food</td>
</tr>
<tr>
<td>At recess time and lunch (break) time</td>
<td>Social/Food</td>
</tr>
<tr>
<td>Enjoy to recess time with friends, talk with my friends, study with my friends.</td>
<td>Social/Food</td>
</tr>
<tr>
<td>Recess, DPA in gym. Lunch time</td>
<td>Social/Food</td>
</tr>
<tr>
<td>In Lunch time we play soccer and we win</td>
<td>Social/Food</td>
</tr>
<tr>
<td>Go picnic or art.</td>
<td>Social/Food</td>
</tr>
<tr>
<td>It is happy about math is so easy</td>
<td>Other</td>
</tr>
</tbody>
</table>

Five of the seven participants had very similar answers, which focused on social experiences and food, Table 4.2 illustrates that the South Korean ELLs were very happy or excited at school because of recess and lunch time.
Table 4.3

Trends in Responses for Question 17: At X Elementary School, what makes you feel sad or upset?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible time, I don’t understand anything because in Korea, I don’t go to church and I never read bible</td>
<td>Subjects/Classes</td>
</tr>
<tr>
<td>At bible time and French time I can’t understand.</td>
<td></td>
</tr>
<tr>
<td>Language art is the thing I hate</td>
<td></td>
</tr>
<tr>
<td>Mrs. X’s time</td>
<td></td>
</tr>
<tr>
<td>Here student is very much suck so I mad</td>
<td>Social</td>
</tr>
<tr>
<td>Nothing</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 shows two general trends and two specific trends within a trend. First, participants clearly felt that class time was what was sad or upsetting (four of seven responses) at school. Specifically, however, Bible class and Language Arts classes were both mentioned as sad or upsetting (two for each class of seven responses). On a positive note, two participants indicated that “Nothing” was sad or upsetting at school.

Table 4.4

Trends in Responses for Question 18: At your homestay, what makes you feel happy or excited?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I play with my homestay family and talk with homestay mom. If they understand me, I’m very excited.</td>
<td>Social/Food</td>
</tr>
<tr>
<td>When I play a game and play with dogs</td>
<td></td>
</tr>
<tr>
<td>Food and nice homestay</td>
<td></td>
</tr>
<tr>
<td>Play hockey, play Wii, eat dinner together</td>
<td>Dissatisfied</td>
</tr>
<tr>
<td>NO I am not happy</td>
<td></td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
</tr>
</tbody>
</table>

The responses in Table 4.4 indicate that the South Korean ELLs were happy or excited at their homestay placement because of playing and food (four of seven participants). Unfortunately, one student stated feelings of unhappiness and two participants stated that “Nothing” made them happy or excited at their homestay placement.
Table 4.5

*Trends in Responses for Question 19: At your homestay, what makes you feel sad or upset?*

<table>
<thead>
<tr>
<th>Responses</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>At night, three boys are crying very loud. Because they are baby yet.</td>
<td>Homestay Sibling</td>
</tr>
<tr>
<td>When I take a rest... X make me very angry and when I play volley ball with Y, X make me very angry and sometimes she is annoying.</td>
<td></td>
</tr>
<tr>
<td>Teasing to me, make me cry, make me crazy. Swear at me when mom’s not there.</td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td>Pets</td>
</tr>
<tr>
<td>Homestay is very bad</td>
<td>Dissatisfaction</td>
</tr>
<tr>
<td>Nothing</td>
<td>No Response</td>
</tr>
</tbody>
</table>

A trend that clearly developed in the responses to Question 19, as shown in Table 4.5, is that the participants became sad or upset at their homestay placement because of the homestay siblings.

*Links between the Quantitative Data and the Qualitative Data*

When the quantitative data was compared with the qualitative data, the author of the present study noted some concrete links between what the South Korean ELLs indicated through their responses on the 15 five-point Likert Scale statements and with their responses to the open ended questions. The main links that emerged between the two types of data were in the areas of school/class culture and homestay circumstances, which can be further categorized thematically as food and social. The links were evidenced in the strong responses to the Likert statements that reflected some of the same issues that respondents gave in the open-ended questions. For instance, food was one of the positive Likert statements (Statement 14, average = 4.3, Statement 15, average = 4.1) and one of the trends for the open ended questions. In addition, the links also provided insight into opportunities for successful learning and socialization for South Korean ELLs that the items on the questionnaire set out to examine.
Chapter 5: Summary and Conclusions

Summary

The purpose of the present study was to gain a better understanding of what young, Grades 4-7, South Korean ELLs perceive to be the factors that affect their immersion experience at X Elementary School in the Cowichan Valley. To gain understanding into the opportunities for and barriers to successful learning and socialization young South Korean ELLs faced at X Elementary School in the Cowichan Valley on Vancouver Island in British Columbia a literature review of relevant empirical research was undertaken, and a questionnaire was distributed to the seven South Korean ELLs studying at X Elementary School. The questionnaire (Appendix C) consisted of 15 five-point Likert Scale statements regarding school culture, English language competency, ESL support, peer relationships, and homestay circumstances and concluded with four open-ended questions for participants to include specific feedback about their feelings regarding school and their homestay placement.

Quantitative and qualitative data were then analyzed to discover any links between the two. Two main links emerged between the two types of data: school/class culture, and homestay circumstances, which can further be categorized thematically as social and food. Thus, two key areas concerning factors that influence the successful learning and socialization for South Korean ELLs emerged as significant issues.

Discussion

Going into this study, the author of the present study wanted to determine what was perceived to be going well and what was perceived to not be going well with the South Korean ELLs in the international program at X Elementary School. The data show two main areas of opportunities for success, which are social and food, and two main barriers to success, which are
social (namely Canadian homestay sibling issues) and academic classes. It is important to note that the context of the social issue determines whether it acts as an opportunity for or a barrier to success.

By looking at the findings through an appreciative lens, X Elementary School should seek to build its International Program in the areas of socializing and nutrition. These two areas scored high in the Likert statements and were also strongly communicated in the open ended questions on the questionnaire. Specifically, five of the seven participants had very similar answers, which focused on social experiences and food. This shows that the South Korean ELLs were very happy or excited at school because of recess and lunch time, both times of socializing and eating. For example, South Korean ELLs wrote comments such as, “At recess time and lunch time, I’m happy. Because I can eat foods and I can play with my friends” and “Enjoy to recess time with friends, talk with my friends, study with my friends.” These two comments help to show the importance the participants placed on the social and nutritional dynamics of their school experiences at X Elementary School. Although the relevance of food was not mentioned in the literature reviewed for this study, the author of the current study, because of his South Korean cultural background referenced in Chapter 1, knows that Korean meals are a communal time in which food is shared. This meal time experience helps draw people close to one another and provides sustenance at the same time. Thus, these results make sense because of the emphasis that the South Korean culture places on food and meal time.

The respondents’ strong Likert statement answers also indicated that they enjoyed the homestay family’s food. Furthermore, South Korean ELLs were happy or excited at their homestay placement because of playing and food (four of seven participants in the open–ended questions). For instance, participants responded that they were happy and excited at their
From Korea to Cowichan 29

homestay when, “... I play a game and play with dogs”, “… I play with my homestay family and talk with homestay mom. If they understand me, I’m very excited.”, “Food and nice homestay”, and “… eat dinner together”. These data may again indicate the importance of the social and food components of the participants’ experiences being strongly and positively developed at the Canadian homestay placement. The importance that the South Korean culture places on the dining experience, as previously stated, helps to rationalize the significance that food played for South Korean ELLs in providing them with a sense of safety, comfort and community.

The findings also point out two glaring areas the South Korean ELLs were very discouraged with: the social context of homestay siblings and the areas of study in their classes. First, the respondents’ weak Likert statement answers indicated that they did not greatly enjoy living with the homestay family. In particular, the respondents’ answers to the open ended questions reflected that the participants became sad or upset at their homestay placement because of the homestay siblings. Specifically, participants said, “At night, three boys are crying very loud. Because they are baby yet” and “When I take a rest... X make me very angry and when I play volley ball with Y, X make me very angry and sometimes she is annoying.” The data from this question strongly indicates dissatisfaction with the Canadian homestay placement because of the siblings. Part of the dissatisfaction could arise from cultural differences because many of the South Korean ELLs are from single–child family homes and are not used to having siblings, especially younger siblings. Even though this factor was not discussed in the literature reviewed for this study, the tendency for single-child South Korean ELLs to be unaccustomed to sharing and making compromises with peers has often been observed by the author of the current study both in South Korea and in Canada. Furthermore, single-child South Korean ELLs are used to
having all of their mother and father’s attention, and will find it troubling when that does not happen in their Canadian homestay family.

Finally, the respondents’ weak Likert statement answers indicated that they were not happy studying at X Elementary School. The respondents’ answers to the open ended questions indicated that Bible and Language Arts classes made them become sad or upset. Specifically, participants commented, “Bible time, I don’t understand anything. Because in Korea, I don’t go to church and I never read bible” and “Language art is the thing I hate”. These data could indicate that a different approach might be needed regarding ELL learning strategies in these classes. Also, since these South Korean ELLs are studying abroad for a short term, they often approach the experience as a bit of a vacation. This idea is further reinforced by the fact that little homework is given in Canadian Intermediate grades compared to the same Korean Intermediate grades. Moreover, the vacation attitude is heightened because the South Korean ELLs do not attend after school institutes when studying at X Elementary School, which they would most definitely do when living at home in South Korea. Hence, South Korean ELLs may assume an apathetic attitude towards their studies, which contributes to difficulties in understanding and learning what is being taught in the classrooms at X Elementary School.

**Limitations**

The most apparent limitation concerns the sample size of the current study. The author of the present study was aware, due to the small sample size of seven South Korean ELLs, that the results may not be generalized to a larger context or even to another school. However, the sample was a complete sample for South Korean ELLs at X Elementary School.

The quantitative methodology used was limited by the contents of the survey. The survey (Appendix C) provided 15 five-point Likert Scale statements regarding school culture, English
language competency, ESL support, peer relationships, and homestay circumstances. Even though these 15 statements covered a variety of contexts, there could certainly be other statements that the participants could have found more relevant.

Open-ended questions were at the end of the questionnaire, which most likely influenced participants to only write about issues they read about in the Likert statements. To get more spontaneous and unbiased answers, the open-ended questions should have been at the beginning of the questionnaire.

Finally, the level of language used on the survey and the English fluency of the South Korean ELLs may have been areas that affected the participants’ responses. Even though the author of the present study made efforts to ensure that the level of language used on the questionnaire was appropriate to the level of the South Korean ELLs, there was no way to be sure that the questions were understood completely or were taken with the same intention that the author of the present study would have hoped.

Implications and Recommendations

The two main areas that the author of the present study would recommend changes are in the academic and homestay programs. The data suggested that the South Korean ELLs were not only unhappy in Bible and French classes, but also classes in general. It would be pertinent to investigate what the perceived problems are with these classes so that the South Korean ELLs could have more positive experiences. Teacher professional development in the areas of cultural sensitivity and ELL learning styles could contribute to improving the academic experiences of the South Korean ELLs at X Elementary School.

The data showed that the South Korean ELLs were not very satisfied with the conditions of their homestay placements. The only aspect of the homestay placement that the South Korean
ELLs showed satisfaction with concerned food. The main issue that the South Korean ELLs mentioned was being annoyed by a younger homestay sibling. Homestay placements are typically made so that there is a Canadian homestay sibling as close to the same age as the South Korean ELL so that there can be an automatic buddy, tutor, and guide. However, often the homestay families also have younger children. A possible solution to this situation is to select homestay placements where the child closest in age to the South Korean ELL is in fact the youngest child.

*Suggestions for Further Research*

The ultimate rewards of South Korean ELLs studying abroad, language acquisition and cultural understanding, were not addressed in this study. If the author of the current study were to undertake a study of this nature again, there are three main considerations to suggest. First, to make the findings more relevant, it would be useful to have a larger sample size, which could be achieved by widening the sample to other schools, or to students from previous years. Second, the questionnaire could include more questions that would cover a broader spectrum of the South Korean ELLs’ experiences at X Elementary School. For instance, there could be questions about specific courses at school and activities and behaviours at the homestay placement. Finally, to make the study more in depth and comprehensive, interviews could be conducted as a follow up to the questionnaire. Addressing these and other considerations will provide teachers, international program coordinators, and administrators with much needed information about developing and fostering International Student Programs that have fewer barriers to learning and socialization and which can build on factors that students particularly enjoy so that South Korean ELLs can seize every learning opportunity and be able to reap the rewards of their study time abroad.
References


Scott, D. (2007). Data acquired in conversations with the Director of Victoria’s International Student Program.


APPENDICES
Appendix A
Victoria International Student Program Student Statistics
(Acquired from Mr. David Scott, Director of Victoria’s International Student Program)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GENERAL</th>
<th>KOREAN</th>
<th>% KOREAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>37</td>
<td>33</td>
<td>89</td>
</tr>
<tr>
<td>Middle</td>
<td>29</td>
<td>17</td>
<td>59</td>
</tr>
<tr>
<td>Secondary</td>
<td>363</td>
<td>77</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>429</td>
<td>127</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GENERAL</th>
<th>KOREAN</th>
<th>% KOREAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>63</td>
<td>56</td>
<td>89</td>
</tr>
<tr>
<td>Middle</td>
<td>59</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Secondary</td>
<td>389</td>
<td>123</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>511</td>
<td>223</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GENERAL</th>
<th>KOREAN</th>
<th>% KOREAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>89</td>
<td>81</td>
<td>91</td>
</tr>
<tr>
<td>Middle</td>
<td>90</td>
<td>82</td>
<td>91</td>
</tr>
<tr>
<td>Secondary</td>
<td>429</td>
<td>117</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL</td>
<td>608</td>
<td>270</td>
<td>44</td>
</tr>
</tbody>
</table>
APPENDIX B
INTERNATIONAL EDUCATION SURVEY:
A KOREAN PERSPECTIVE

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

BACKGROUND INFORMATION

Directions: Please answer the following questions by circling the correct answer.

1. I am a: Boy Girl (Circle one)

2. I have been in the XES International Student Program for 1 2 3 months. (Circle one)
APPENDIX C
INTERNATIONAL EDUCATION SURVEY:
A KOREAN PERSPECTIVE

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

Your ideas about International Education are important. Thank you very much for sharing your ideas and feelings on this survey. Your answers will help our school make better decisions about what International Students need.

Doing this questionnaire is your choice. The answers you give on this form will be used for research purposes.

FEELINGS ABOUT INTERNATIONAL EDUCATION EXPERIENCES AT XES

Directions: Please circle the number below each statement that best shows your feeling about the truth. Circle the number that shows if you:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Don’t Know</td>
</tr>
</tbody>
</table>

Remember, there is no right or wrong answer.

1. I enjoy going to school at X Elementary School.
   1 2 3 4 5 9

2. I am happy in class at X Elementary School.
   1 2 3 4 5 9

3. I enjoy learning in English at X Elementary School.
   1 2 3 4 5 9

4. I like speaking English at X Elementary School.
   1 2 3 4 5 9

5. I like studying in ESL class at X Elementary School.
   1 2 3 4 5 9
6. I feel like I can speak, read, write, and listen to English well.

1 2 3 4 5 9

7. I understand what my teachers, classmates and homestay family say.

1 2 3 4 5 9

8. I enjoy recesses and lunch breaks at X Elementary School.

1 2 3 4 5 9

9. Other students at X Elementary School make me feel cared for and happy.

1 2 3 4 5 9

10. I think there is too much play time at X Elementary School.

1 2 3 4 5 9

11. I feel like people understand me when I speak English.

1 2 3 4 5 9

12. I enjoy playing with my classmates during recesses and lunch breaks at X Elementary School.

1 2 3 4 5 9

13. I am happy at my homestay family’s house.

1 2 3 4 5 9

14. I enjoy the food at my homestay family’s house.

1 2 3 4 5 9

15. I like the lunches my homestay family gives me.

1 2 3 4 5 9
Directions: Please write your answers on the lines below the questions. **Remember, there is no right or wrong answer.**

16. At X Elementary School, what makes you feel happy or excited?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. At X Elementary School, what makes you feel sad or upset?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. At your homestay, what makes you feel happy or excited?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. At your homestay, what makes you feel sad or upset?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
You’re invited to participate in...

A RESEARCH STUDY ABOUT INTERNATIONAL EDUCATION

At XES!

WHEN: SEPTEMBER 20 – OCTOBER 29

WHERE: THE SCHOOL LIBRARY

THE SURVEY WILL ONLY TAKE MINUTES TO COMPLETE!
ALL INFORMATION IS COMPLETELY ANONYMOS.

VANCOUVER ISLAND UNIVERSITY
APPENDIX E

PARTICIPANT CONSENT FORM

“FROM KOREA TO COWICHAN: A KOREAN PERSPECTIVE ON ENGLISH LANGUAGE LEARNING IN DUNCAN”
SEPTEMBER, 2010

Adam B. Reid          Harry Janzen, Ph.D., Supervisor
MEDL Student          Department of Education
Vancouver Island University  Vancouver Island University
(250) 740-6220

I am a student in a university-level research methods course. This course requires me to gain applied experience in designing and conducting research. As such, I have designed a research study to examine the perceived relationship that a number of factors have on socialization and learning.

If you agree to allow your homestay child to voluntarily participate in this research, your homestay child’s participation will include filling out a questionnaire concerning your homestay child’s personal experiences, both academically and in the homestay program, as a Korean international student. Your homestay child’s participation will require approximately 20 minutes of your homestay child’s time to complete.

The questionnaire asks the homestay child to draw on his/her opinions regarding his/her experiences as an international student at XES and has been designed with the intention of simply eliciting honest responses from the homestay child. However, in the rare event that the homestay child feels distressed because of responding to the questionnaire please be advised that Warmland Counseling has offered their services free of charge. Do not hesitate to contact them at 250-746-3600. The potential benefits of participation in this research include providing insight into the ever-evolving international student program at XES. In addition, it will provide a chance for reflection on the homestay child’s experiences in the international student program at XES.

All records of participation will be kept strictly confidential, such that only I and my supervisor will have access to the information. Data will be stored in a locked filing cabinet within my supervisor’s office. Data will be destroyed by shredding at the end of the project, approximately by June 15, 2011. The results from this study will be reported in a written research report and an oral report during a class presentation. Information about the project will not be made public in any way that identifies individual participants.

Your homestay child’s participation is completely voluntary. It may be discontinued at any time for any reason without explanation and without penalty.

If you have any concerns about your homestay child’s treatment as a research participant in this study, please contact the VIU Research Ethics Officer, by telephone at 250-753-3245 (ext, 2665) or by email at reb@viu.ca.
I have read the above form, understand the information read, and understand that I and/or my homestay child can ask questions to Adam Reid or withdraw at any time. I consent to allow my homestay child to participate in Adam Reid's research study.

__________________________________________
Homestay Parent’s signature

__________________________________________
Date
October 24, 2010

Dear ,

I wanted to take this opportunity to thank you for taking and/or completing the International Education Survey: A Korean Perspective questionnaire. Your views on International Education are important. Thank you very much for sharing your experiences and opinions on this survey.

The questionnaire asked the homestay child to draw on his/her opinions regarding his/her experiences as an international student at XES and was designed with the intention of simply eliciting honest responses from the homestay child. In the rare event that the homestay child has felt distressed because of responding to the questionnaire, please be advised that Warmland Counseling has offered their services free of charge. Do not hesitate to contact them at 250-746-3600.

Once again, thank you very much for participating. If you have any questions, please contact me using the information below.

Sincerely,

Adam B. Reid
MEDL Student
Vancouver Island University