

# Special Approach to Teaching English for Korean Bilingual Children in Chinese Korean Primary Schools

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## Abstract

The purpose of this study is to identify English language teaching methods that are characteristic for bilingual children in Korean elementary schools in China. The [Revision of the pilot draft teaching plan for full-time Korean elementary and secondary schools] published by the Chinese Ministry of Education aims to emphasize and promote English education for ethnic minorities in China by strengthening the overall design of the curriculum and emphasizing the English listening, speaking, reading, and writing skills of ethnic minority students. However, there are some problems, such as bilingual children's confusion in learning a foreign language, low motivation to learn English, lack of confidence in learning English, and low participation in the classroom. Therefore, in this study, we recorded and analyzed 20 English lessons in Korean elementary schools to clarify the current situation of the English classroom in order to identify problems. Two teachers with experience in teaching Korean bilingual children and monolingual children were interviewed, and it was found that in teaching English to bilingual children, because of the complexity of the language environment of Korean bilingual children, some students had resistance to answer questions, confusion in language learning, and lack of confidence in language learning. In response to these problems, unlike English education for monolingual children, English teaching in Korean elementary schools is taught in many different ways, such as setting up group activities, requiring short class notes, monthly English calligraphy competitions, increasing classroom student communication time and opportunities, guiding students to speak, and encouraging teaching. If students can evaluate their strengths and weaknesses by reflecting on their performance in lectures, they will become better performers. Therefore, in the future, appropriate self-evaluation systems need to be developed.

*Keywords: Bilingual, Elementary Education, Education Design, Language Education, Multilingual Study Minority Education*

## Introduction

As an ethnic minority in China, the Korean community is allowed to establish Korean schools and to use the Korean language for systematic schooling. Because Korean is an ethnic minority in China, he has the special characteristics of language teaching. Because of Korean elementary school students, Korean and Chinese are used as native languages.

And English will be learned as a third foreign language for the children. At the same time, in order to cultivate international talents, the Chinese government also attaches great importance to English education in Korean elementary schools. In terms of language instruction, Korean elementary schools use the same materials and teaching guidelines as other elementary schools in China: an emphasis on English language instruction for bilingual Korean children, guaranteed English instruction time, English pronunciation education, and fostering an interest in the language. These are all priorities emphasized by the Chinese Education Bureau. Due to the unique nature of teaching Korean bilingual children, multilingual children are both more interested in and have some relative ease of learning a third foreign language than monolingual children. However, they may have more difficulty with English grammar, pronunciation, and writing than monolingual children.

In order to clarify these current situations, 80 bilingual children from Korean elementary schools will be the subjects of this study. I will observe the classrooms through Zoom and interview two English teachers who have experience in teaching English to Korean bilingual children and both Korean bilingual children and Han monolingual children, respectively. The data collected will be summarized to clarify the current situation, problems, and particular teaching methods in Korean elementary school English classrooms. In my presentation, I will discuss the findings of the study and present current and special teaching methods worth using in Korean elementary English education in China.

## **Methods**

The subject of this study is a third grade class at A Korean elementary school, which consists of 40 students who attend English classes three times a week for 40 minutes each. In this study, I will observe the online lectures of the Korean elementary school through (Ding Ding) and take field notes on the students' classroom performance, teaching content, and teaching methods. Also, in this study, I will interview the Korean English teacher who conducted this English lesson and another teacher who has experience teaching English to both Korean bilingual children and Han monolingual children. The purpose of this study is to identify the current situation of teaching English to Korean bilingual children and the teacher's characteristic teaching methods for the current situation.

## **Results**

In a Korean elementary school English classroom, the lesson time is 40 minutes. The first 7 minutes are spent summarizing the last class assignment and asking random questions about students' mastery of the text, and then two minutes are spent guiding the main points of the lesson and introducing students to the topic of the lesson. The next 20 minutes are spent teaching students new vocabulary, grammar and text, and taking notes for the lesson. Finally, 8-12 minutes will be spent on group discussion and 3-4 groups of students will be selected to perform the group activity at the front of the class. According to the analysis of the survey data, teachers in English classes in Chinese Korean elementary schools adopt special teaching styles that are tailored to the English learning of bilingual students. For example, for bilingual children who are slow in writing English and have difficulty writing. Or the students' English learning process is confusing in terms of pronunciation and grammar due to the complexity of the language environment. There are also some students who are not willing to actively answer the teacher's questions or even play games. To address these situations, English teachers in Korean elementary schools ask students to take simple in-class notes, have monthly English calligraphy competitions, set up group activities, increase the frequency of interaction

with students in the classroom, and adopt different English teaching priorities for bilingual children of different ages

## Discussion

In our observations of Korean elementary school English classrooms and interviews with teachers, we found that there are indeed problems with Korean bilingual children's language learning confusion, low motivation to learn, and difficulty in writing English. In response to these problems, the Korean English teachers adopted characteristic teaching methods. For example, setting up group activities and making students spontaneously learn and become interested in English, requiring writing in-class notes, organizing English calligraphy competitions, and guiding students to actively answer questions were used to solve the problems of Korean bilingual children in English learning and to enhance students' interest in English learning. We believe that these problems arise not only because of the complex language environment that bilingual children have, but also because bilingual children are not evaluated on their classroom performance and goals for English learning. In the future, we will try to pour in a new system of student self-evaluation in the English classroom of Korean elementary schools so that students can achieve proper self-awareness and evaluation in the classroom and promote the purpose of students' independent learning ability.

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