Teacher and Student SLA Beliefs at a South Korean university

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PG/08/10 Conduct a survey among your colleagues and / or students to investigate their beliefs about how a foreign / second language is acquired. Compare their beliefs with SLA theories and research findings reported in the literature and discuss the implications of any discrepancies you find.

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1. Introduction

To discover the prominent second (or foreign) language acquisition theory existing today, a pilot survey was conducted amongst colleagues and students at Dongguk University in South Korea. The survey was designed to investigate prevailing beliefs on how a second (or foreign) language is acquired. There are many theories of Second Language Acquisition (referred to as SLA). The survey focused on two of the older theories of SLA, Behaviorist and Innatist, to test their status within the current teaching world. The survey was administered to both teachers and students with the results used to compare native-speaker and language learner beliefs in second (or foreign) language acquisition. With teachers and students having different culture backgrounds, it is expected that their belief systems will also differ.

For the purposes of this paper, "second language" will be used to cover both "foreign" and "second" language learning. This paper will use the term language acquisition synonymously with language learning. Likewise, language instructor and teacher, as well as learner and student, will be used synonymously.

Twelve statements were given through an online survey service and then analyzed. Demographics were used to help contextualize the survey and isolate trends within the participants. Teacher demographics included years of teaching experience, number of countries taught in, and extent of teacher training. Student demographics considered gender, travel experience, and language institute experience. Though the study was conducted on a small scale for participant group uniformity, some Behaviorist and Innatist statements were supported. The results suggested direction for further teacher and student comparison studies.

1.1 Dongguk University

There are thirteen native English-speaking teachers at Dongguk University with varied experience teaching at university level. Dongguk's native EFL instructors use the same textbook for their compulsory freshman conversation courses. The course book focuses on speaking and listening activities, concentrating highly on participation. Thus, it supports a more communicative theory of SLA. Informal interviews have revealed that Dongguk teachers find adjusting the textbook to their teaching styles not problematic.

The same teaching time is allotted for each class and a minimum of six classes a week are taught within this system by each instructor. Teachers have control over their

approach to the required material with an aim at building communicative competence. Other English courses at Dongguk University are taught by Korean professors who focus on other aspects such as reading and grammar. Based on informal surveying, this situation seems standard of most universities in South Korea.

The compulsory freshman English conversation courses are primarily attended by first year students, with some exceptions. Learners attend weekly conversation English classes and have an assessment workload specific to each instructor. Students are placed into conversation class levels (levels 1, 2, and 3) based on a pre-semester level placement exam designed by the teachers. According to the ACTFL Speaking Proficiency Guidelines in Brown (2001), level 1 is a combination of novice and low intermediate learners, level 2 is mid-intermediate, and level 3 is high intermediate.

2. Literature Review

To better understand this study, a consideration of teacher and student beliefs toward SLA is necessary. The study focused on Behaviorist theory and Krashen's Innatist theory, both discussed through research and literature.

2.1 Teacher and Student Beliefs of SLA

Both educators and learners have opinions on how second languages should be learned. Teachers' beliefs vary depending on training, previous teaching experience, and experience as learners themselves (Richards and Lockhart, 1996). Often, teachers' beliefs come from the direct study and understanding of second language acquisition or teaching. Some teachers believe in a task-based approach with goals of accuracy, complexity, and fluency (Skehan, 1996, cited in Willis and Willis, 1996). Other teachers believe both in using the new language to complete a task and meaningful exposure to aid language acquisition (Edwards, 1996, cited in Willis and Willis, 1996). Regardless, motivation is deemed vital to success in SLA (Edwards, 1996, cited in Willis and Willis, 1996; Lightbown and Spada, 1999).

Learner beliefs are influenced by their experience with educators, but also consider the purpose and social context of learning, such as feelings toward speakers of English (Richards and Lockhart, 1996). Significant studies such as the BALLI (Beliefs about Language Learning Inventory) questionnaire by Horwitz (1987, cited in Ellis, 1994) have been conducted on student beliefs. Another study conducted by Little, Singleton, and Silvius (1984, cited in Ellis, 1994) discovered that past experiences with learning

language and education did impact learner beliefs (1990, cited in Ellis, 1994). Learners may be analytical, communicative, concrete, authority-oriented, or memory-oriented (Nunan, 1999; Skehan, 1996, cited in Willis and Willis, 1996). The analytical learner relates to a focus on form while the memory-oriented learner synthesizes chunks of language and meaning (Skehan, 1996, cited in Willis and Willis, 1996). Learner beliefs in formal or functional practice influence their learning strategies (Ellis, 1994). As a result, focus on form or focus on meaning could be part of a teacher's SLA belief.

Research shows that sometimes beliefs can be in opposition. An ESL survey conducted by Carlos Yorio (1986, cited in Lightbown and Spada, 1999) demonstrates a conflict between educator and learner beliefs. Though the instructors in this study used a communicative method that focused on meaning, the students were expecting more "attention to language form, corrective feedback, or teacher-centered instruction" (Lightbown and Spada, 1999, p. 59). Student attitudes toward learning usually originate from previous learning situations and ideas on the best learning method.

2.1.1 Asian Learner Context

A study conducted by Jennings and Doyle (cited in Willis and Willis, 1996) gives insight into the Asian context of learning English as a foreign language. In this curriculum development study, it was discovered that Asian learners preferred "highly structured activities with clear and tight role definitions and procedures, eg memorizing dialogues, games and pair/groupwork" and rejected "looser activities such as debates and projects" (Jennings and Doyle, 1999, p.175). The learners' tendencies were to follow their previous learning experiences of a traditional grammar-translation methodology prevalent in their public school EFL classes.

2.2 Behaviorist Theory and SLA

Behaviorist theory in learning a first language has to do with language absorption or input and repetition of what has been heard. Repetition and reinforcement, in the form of encouragement or error correction, leads to language acquisition through habit formation (Brown, 2000; Brown, 2001). This concept is also applicable to learning a second or foreign language, as behaviorism is a "transmission of knowledge" (Nunan, 1999, pg.7).

An early school of thought, Behaviorism is founded on "classical conditioning" (Brown, 2000), the idea that learning involves "stimulus, response, and reinforcement" (Harmer,

2001; Lightbown and Spada, 1999; Richards and Rogers, 2001). Both Pavlov and Skinner are well known researchers who worked with producing desired responses for a reward (Brown, 2000; Harmer, 2001). This idea can be reflected in a classroom through participation and feedback. In this setting, the learner's role is passive while receiving knowledge through teacher-structured lecturing with an emphasis on content and product (Nunan, 1999).

Language learning is constantly evolving and building. Learning a new language includes creating hypotheses about the language, testing these hypotheses and making adjustments (Skehan, 1996, cited in Willis and Willis, 1996). The testing stage involves trial and error during which mistakes and errors can arise. Mistakes can be fixed by the learner, whereas errors reflect learner competence and need attention to be corrected (Brown, 2000).

In learning a second language, intralingual and interlingual errors are relevant. Intralingual errors occur within the language being learned while interlingual errors transfer across languages (Brown, 2000). Learner errors are important indicators of progress in language learning. However, errors are not the sole result of first language interference (Skehan, 1996, cited in Willis and Willis, 1996). Lightbown and Spada (1999) point out the lack of research to support the idea that an early focus on form and error could lead to higher levels of ability.

2.2.1 Contrastive Analysis Hypothesis

Behaviorist theory includes Contrastive Analysis Hypothesis (CAH) which is linked to the ideas of positive transfer versus negative or interfering elements (Brown, 2000; Lightbown and Spada, 1999; Littlewood, 1998; Shortall, 1996, cited in Willis and Willis, 1996). Behaviorists believe cross-language similarities facilitate learning and that various levels of conflict exist that should be specifically addressed. Stockwell, Bowen, and Martin (1965, cited in Brown, 2000) created a "hierarchy of difficulty" to investigate and predict eight degrees of difficulty in learning phonemes of a new language (target language). Stockwell and his associates also created sixteen levels of difficulty for a grammatical hierarchy (1965, cited in Brown 2000). However, the accuracy of their principles was not easily assessed, as determining specific levels of difficultly and predictions were difficult to verify.

Critics of CAH claim its predictions are oversimplified as it fails to consider the

individual learner, or the effects of affective filters, educational background, and more (Shortall, 1996, cited in Willis and Willis 1996). CAH was divided into strong and weak versions; the strong version being the impractical task of assigning degrees or levels of difficulty and the weak version being relabeled as cross-linguistic influence (CLI). CLI is supported today as an understanding of the significance of prior experience in language learning (Brown 2000).

2.3 Innatism and SLA

Innatism is the idea that language will "take care of itself" (Harmer, 2001). It draws on Chomsky's Universal Grammar (UG) principles regarding learning language through one's environment (Lightbown and Spada, 1999). Though Chomsky did not apply his theory to SLA, some linguists find a role for UG in SLA. These linguists claim that some form of UG help explain how learners know more about the language than they possibly could have learned if depending only on language input (Lightbown and Spada, 1999). This has created a prevailing belief by linguists in an innate component to SLA. Innatism is reflected in the classroom in various ways. The use of comprehensive input, such as challenging listening activities as well as scaffolding new material, or creating a relaxing environment for learning, are all practices of Innatist theory.

2.3.1 Krashen-Monitor Theory

Stephen Krashen (1982, cited in Lightbown and Spada, 1999) created Innatist Theory, comprising five hypotheses known as Monitor Theory. The first, Acquisition-Learning Hypothesis, made a strong distinction between acquisition and learning. Whereas learning takes conscious effort, acquisition is achieved simply through exposure (Lightbown and Spada, 1999). Acquisition implies finality, that no more learning need take place. For language, this is a false concept, as language is never fully acquired. Cook (1992, cited in Odlin, 1994) supports this by explaining that grammar acquisition is not permanent as a multicompetence of two grammars is possible. Monitor Hypothesis pertains only to the learned language and its role in self-correction. This means learned language can help supervise the accuracy of the language acquired but is limited (Richards and Rodgers, 2001).

Natural Order Hypothesis refers to a natural order of acquiring grammatical structures; specifically, sequential stages of development (Lightbown and Spada, 1999; Nunan, 1999). According to Input Hypothesis, language must be comprehensible, slightly above the learner's level, and presented in a low-stress setting (Harmer, 2001). It focuses on

comprehensive input by challenging the learner's level of language competence (Lightbown and Spada, 1999; Skehan, 1996, cited in Willis and Willis, 1996). Cook (2001) agrees with Krashen's view that language is acquired through trying to understand meaningful messages.

Affective Filter Hypothesis refers to being unable to receive input due to "affects" of emotions, attitudes, needs, or emotions (Lightbown and Spada, 1999); thus, a low affective filter is necessary for acquisition of the new language. Richards and Rogers (2001) claim motivation, self-confidence, and anxiety are the key affects related to SLA. The affective side of the learner greatly influences language learning success or failure (Oxford, 1990).

Problems with these hypotheses have been identified by a number of researchers. Mitchell and Myles (1998) claim Input Hypothesis is not testable. Lightbown and Spada (1999) maintain it is difficult to find evidence of monitor use. Harmer argues that once a learner produces language that language is almost impossible to classify as "learnt" or "acquired" (2001). Cook (2001) highlights that Krashen's model explains that learnt language is never acquired knowledge. Brown (2000) agrees that learning cannot become acquisition. Krashen's Monitor Theory has been criticized for its lack of proof and testability; however, this does not detract from its potential beneficial qualities or its appeal (Harmer, 2001; Lightbown and Spada, 1999).

3. Research Questions
Twelve statements were created to test teacher and student beliefs in language learning and to see if either behaviorist or innatist theory dominates.

3.1 Behaviorist Theory Survey Questions
Statements (3), (5), and (7) each transpired from Behaviorist theory. Statements (1) and (9) were derived from CAH. Statement (11) resulted from issues with learner performance and the amount of attention given to error correction.

Table 1: Behaviorist Theory Statements

1.	Language learners inherently compare and contrast their language with the new language they are trying to learn
3.	New language can be learned through the environment and imitation only, just like the learning of our first language

5.	Learning a new language is simply a matter of acquiring a new set of habits
7.	Reinforcement and repetition helps language acquisition
9.	Where our language is similar to the new language, the new language is easily learned
11.	All new language learners' errors should be corrected as errors become bad habits

3.2 Innatist Theory Survey Questions

Krashen (1982, in Lightbown and Spada, 1999) created the Monitor Model which comprises five hypotheses. Statements (2) and (8) pertain to Acquisition-Learning Theory. Natural Order Hypothesis prompted statement (4). A disagreement with statement (6) supports the Input Hypothesis. It should be mentioned that researcher error created a slight discrepancy in statement (6) between the teacher and student version of the pilot surveys. The teacher survey stated, "In the classroom it is *not beneficial* to expose learners to language that is beyond their ability to understand," while the student Korean version stated, "In the classroom, exposing learners to language beyond their ability to understand is *not useful*." Affective Filter Hypothesis was defined and posed as statements (10) and (12).

Table 2: Innatism: Monitor Theory Statements

2.	Learning a new language takes conscious effort
4.	New language is acquired in a systematic sequence of building blocks
6.	In the classroom, exposing learners to language beyond their ability to understand is not useful
8.	New language can be acquired simply through exposure (only input)
10.	Learner emotions, motives, attitudes, and needs all affect what new language is acquired
12.	There are barriers, such as feelings and attitudes, which prevent learners from acquiring a new language

4. Methods

A pilot survey was designed to investigate SLA behaviorist or innatist beliefs among teachers and students at university level. The survey was conducted online by an equal number of participants from both groups. The data was collected and analyzed with the aid of an online survey site called Survey Monkey.

4.1 Materials

The online survey was created using Survey Monkey, "www.surveymonkey.com," for easy access and accessibility for language instructors. Whereas instructors completed the survey online, students completed paper copies that were later manually entered onto Survey Monkey. The students' survey was translated into Korean by two native Korean speakers. The Lickert scale, a "bipolar scaling method" (Wikipedia, 2008), was used to distinguish participants' opinions regarding statements about language acquisition. The method consisted of respondents choosing from a five-option scale from strongly agree (5) to strongly disagree (1). This method was chosen for its simplicity and ease of result analysis.

Simplified language was used to facilitate complete understanding of the survey statements. Rather than use terms such as SLA and first language, the survey simply referred to the first language as "language" and the language being learned as "new language." Acquisition and learning were used synonymously. Six statements were created for each theory, making a total of twelve responses to test the two SLA Behaviorism and Innatism theories. Demographic questions were included to help with the results analysis.

4.2 Participants

Participants were ten first-year university students and ten native-English speaking university instructors. Though Dongguk University has 13 native-English Conversation Instructors and 2,200 first-year students, a small sample was selected to maintain uniformity between participant groups.

4.2.1 Students

Student participants were aged twenty to twenty-five years and enrolled in the same level one (lowest level) Conversation English course at the time of the study. Being a compulsory course, all participants had studied one or two semesters of English conversation at Dongguk. Of the seven males and three females, nine considered themselves to have beginner or elementary level English ability. Four of the total participants had studied one to two years at an English Language Institute (called a "Hakwon"), two others had studied three to four years, whereas another four skipped this demographic question. Only one of the ten surveyed students had spent three to six months abroad in an English speaking country or in a country where English is used.

4.2.2 University Instructors

All language instructor participants currently teach English Conversation at Dongguk University and have been teaching a minimum of three years. Of the four male and six female participants, five have taught for more than ten years. The age ranges of participants' are: one is 26-30 years old; two are 31-35; four are 36-40; one is 46-50; and two are over 50. While three have taught only in Korea, three others have taught in two countries, one in three countries, and the remaining three have taught in more than three countries. The professional or teaching qualifications also vary and respondents may have more than one qualification. Two hold a TESL / TEFL certificate, three hold a CELTA certificate, seven have undergraduate degrees, and two of the ten have an undergraduate degree in teaching English or Linguistics. Five of the ten language instructors are currently obtaining a Masters degree while one already has a Masters degree in teaching English or Linguistics. None hold degrees higher than a Masters.

4.3 Procedure and Data Analysis

The Survey Monkey online survey was sent to the 13 native-speaking English Conversation instructors at Dongguk University by email. The survey was available online for seven days, after which, it was made inactive. No instructor responded more than once, and each responded to all questions. A paper copy of the survey, translated into Korean, was available for university first-year students. One class of first-year students was asked to voluntarily fill out the survey and cooperated in the research. The students were given a one-sided paper survey, and only ten surveys were randomly selected. These surveys were manually entered into the student survey created on Survey Monkey. On completion of the data collection, the results were downloaded from Survey Monkey. The mean was calculated to measure central tendencies then made visual through simple chart graphics (Hughes, 2003).

5. Results

A focus of this study was to compare the beliefs of teachers and students using the Behaviorist and Innatist theories of SLA. For distinction, the even numbered questions are Innatist and the odd numbered questions are Behaviorist. Respondents chose from a five point scale of strongly disagree (represented by (1) on the charts) to strongly agree (represented by (5) on the charts) [See Appendix A].

Table 3: Student Survey Results

Statement #	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Mean	Response Count
1	1	7	1	1	0	3.8	10
2	5	2	1	1	1	3.9	10
3	0	1	4	5	0	2.6	10
4	2	5	1	2	0	3.7	10
5	0	3	5	2	0	3.1	10
6	1	2	6	1	0	3.3	10
7	2	5	2	0	1	3.7	10
8	0	1	5	3	1	2.6	10
9	4	5	1	0	0	4.3	10
10	1	7	1	1	0	3.8	10
11	1	4	3	2	0	3.4	10
12	1	3	5	1	0	3.4	10

Table 4: Teacher Survey Results

Statement #	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Mean	Response Count
1	3	6	0	1	0	4.1	10
2	6	3	0	0	1	4.3	10
3	0	3	0	7	0	2.6	10
4	0	7	2	1	0	3.6	10
5	0	1	7	2	0	2.9	10
6	0	2	2	5	1	2.5	10
7	4	6	0	0	0	4.4	10
8	0	1	0	7	2	2	10
9	2	6	2	0	0	4	10
10	8	2	0	0	0	4.8	10
11	0	2	0	5	3	2.1	10
12	5	5	0	0	0	4.5	10

5.1 Statement Responses

Comparing the mean of specific statement results participant groups reveals that several statements were mutually agreed upon (see Tables 3 and 4). Both sets of respondents

held similar beliefs for statements (3), (4), and (5). Innatist statements (6), (8), (10), and (12) and Behaviorist statements (7) and (11) showed the largest mean discrepancies between teachers and students [See Appendix B]. Statement (11) showed the highest variance in opinion between teachers and students (see Chart 1). Similar trends and levels of agreement toward both theories can be seen; however teacher respondents showed a wider mean range.

Chart 1: Statement 11 Teachers vs. Students
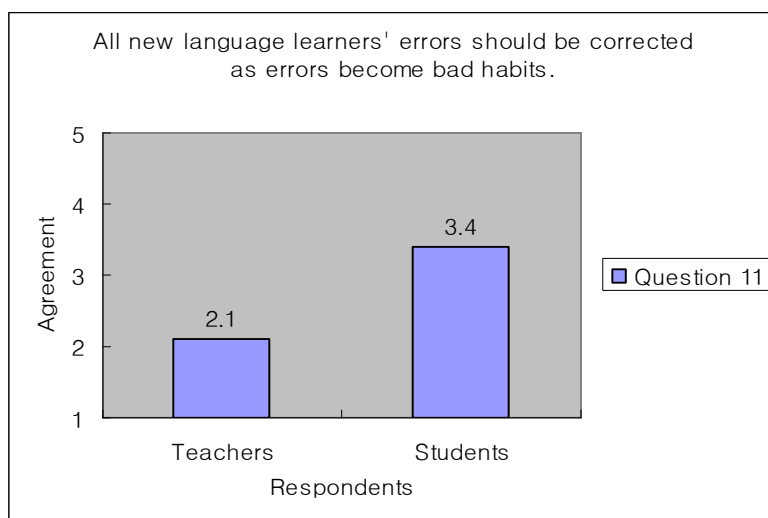
5.2 Demographics

Demographics were used to isolate specific respondent groups for further SLA belief analysis. Teacher demographics regarding professional teacher training, the number of countries taught in, and the number of years spent teaching were targeted. Gender, overseas experience, and language institute experience were the student demographics pursued.

5.2.1 Teacher Demographics

Teachers with no Masters experience demonstrated a slight inclination toward the Innatist theory but teachers with a Masters or currently pursuing a Masters showed no SLA theory preference [See Appendix C]. Those participants with no Masters experience agreed with statement (6), indicating a lack of support for Krashen's i+1 Input Hypothesis. The "number of countries taught in" demographic revealed a slight tendency by all teachers toward the Innatist Theory of SLA. The three teachers that have taught only in Korea have slightly stronger innatist beliefs than the other teachers.

Teachers with over ten years experience held similar beliefs to those with less teaching experience. This demographic failed to reveal an SLA theory preference for teachers; however, statements (3) and (11) showed the widest variance of opinion (see Chart 2).

Chart 2: Years Spent Teaching Demographic
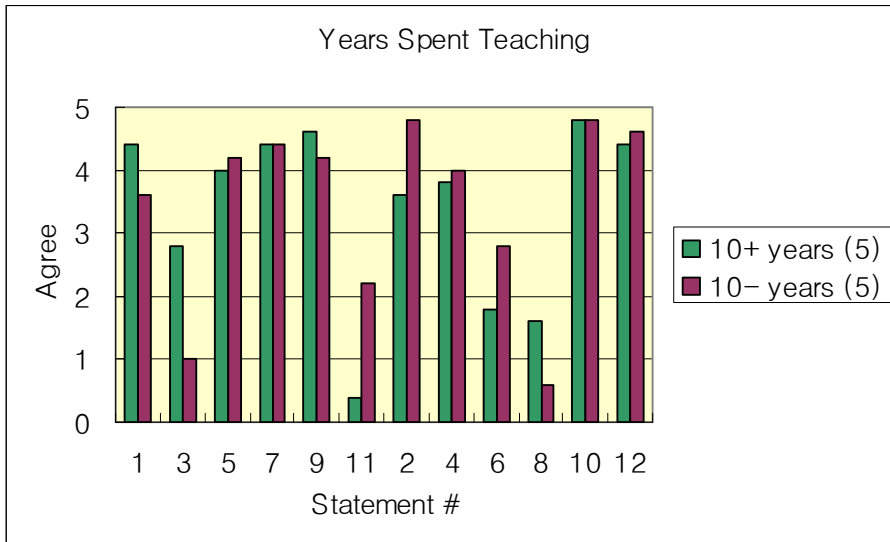
5.2.2 Student Demographics

The student gender demographic revealed slightly different trends, with male participants inclined toward the Behaviorist Theory and female respondents endorsing the Innatist Theory of SLA [See Appendix D]. The overseas experience demographic only applied to one respondent and t a slight preference to the Behaviorist Theory is evident. The demographic question of time spent in an English Institute ("Hakwon") was skipped by four participants. Comparing their beliefs to the six respondents with Hakwon experience, no apparent SLA belief is found. Moreover, statement (11) was an anomaly in the trend between the two demographics (see Chart 3).

Chart 3: English "Hakwon" Experience

English "Hakwon" Experience
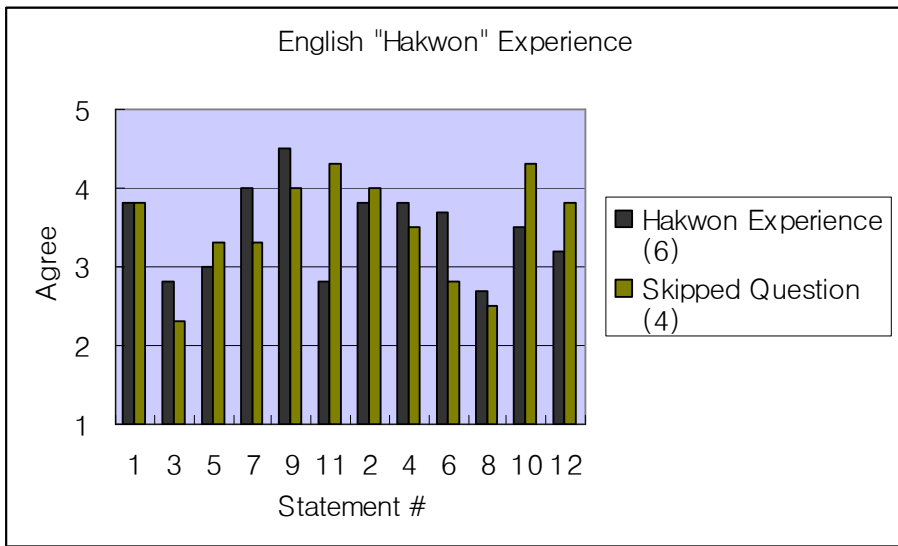
6. Discussion and Pedagogical Implications

Comparing Behaviorist and Innatist Theories of SLA between teachers and students at Dongguk University revealed a slight difference in beliefs. The native-English speaking teachers that took this pilot survey seem to believe slightly more in Krashen's Monitor Theory of Innatism. Student participants lean more towards the Behaviorist Theory; however, seven of the ten participants consisted of male students whose preference was behaviorist. Thus, this behaviorist belief tendency by the students was strongly influenced by gender.

The CAH of Behaviorism, statement (9), was supported by all participants in all demographic isolations, with the exception of female students (see Section 2.2.1). CLI, the weaker form of CAH, is an aspect of SLA that is relevant to both teachers and students, as they come from different cultural and learning backgrounds in the FLA context in South Korea. Culture influences attitudes and behaviors, thus critical to SLA and revealing a link between language learning and intercultural competence (Cortazzi and Jin, 1995). Given the differing cultural backgrounds, a focus on possible influences of learner culture in SLA beliefs might be more insightful. As noticed by Jennings and Doyle in their curriculum study, learner preferences are linked to a cultural context (1999). Informal surveying has revealed that students' high school language courses follow a lecture format in which students passively participate. As language and culture are closely related, a study should consider the influence of student learning styles from native and non-native English teachers.

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Teacher demographics can be insightful both as isolated components and as linked elements. Their response to Innatist statement (6) about i+1 suggests a lack of teacher education. This indicates different views existing between teachers depending on their education qualifications. Some of the ten teachers may lack the formal understanding of language acquisition (Richards and Lockhart, 1996). Also, teaching experience in Korea can influence their SLA beliefs. It is standard within the Korean academic system for English teachers to arrive into an English "Hakwon" classroom for the first time with a bachelor degree in any subject. Thus, actual knowledge of teaching may be from personal beliefs and experiences not teacher training. Some then move on to work in Korean universities where their teaching ideas are based on personal teaching experiences which influence their approach to EFL. This is a possible scenario for any of the three teachers that have only taught in Korea.

Over time, a teacher in an Asian context may shift beliefs between Behaviorism and Innatism. It is possible the culture of the country as well as institution expectations affect teacher beliefs. Therefore, teachers with experience in different countries may have a more complex set of SLA beliefs. Likewise, teachers with many years of teaching experience could be more unyielding in their beliefs towards Behaviorism and Innatism. Some teachers tend to keep their activities and lessons that work rather than explore new techniques. Again, this comparison between teacher actions and beliefs was not highlighted in this study. Regardless, not all the teacher demographics showed discrepancies in opinion.

There were some limitations; the main one being the small participant sample. Since learner beliefs can be biased by their feeling toward speakers of English, as mentioned by Richards and Lockhart (1996), using only ten student participants from one class was not the most effective method to investigate student SLA beliefs. With such a small sample, it is difficult to reach conclusions from the data unless individual demographics are targeted. Specific parameters need to be isolated to gain insight. For example, students with overseas experience may hold different beliefs than students with no travel experience. Likewise, information on the years spent teaching and teaching qualifications help establish a better context to teacher beliefs in this study. Even with the participant limitation, this study produced significant results.

An area for further study is teacher beliefs versus class practices. This study addressed teachers' SLA feelings towards Behaviorism and Innatism but lacked a connection to

classroom pedagogy or methodology mentioned by Jennings and Doyle (1999) and Lightbown and Spada (1999). More specific statements pertaining to classroom instruction and activities may lead to a wider distribution of responses. For example, both respondent groups felt strongly about error correction. Statement (11) was prominent in demographic comparisons for both sets of participants; teachers do not believe all errors should be corrected yet students do. This might imply some cultural influence and previous language class experience on both groups of participants. This also might show a difference between student and teacher expectations. Teachers may view errors as a means to gauge student progress while students may think an early focus on errors could lead to higher fluency and accuracy. As noted by Lightbown and Spada (1999), this connection between error correction and achieving higher English skills has not been made. Another possibility is that students have not processed much on how they learn, whereas teachers have. Moreover, as teachers have class autonomy, each teacher address error correction differently. This form of feedback is a topic that could be examined in depth with its own study of beliefs versus actions in the classroom.

7. Conclusion

In an attempt to distinguish SLA beliefs between educators and learners, a pilot survey was conducted at Dongguk University. This survey focused on the two older theories of Behaviorism and Innatism by providing statements for participants to support or oppose. The objective was to find similarities or differences of beliefs between native-speaking English teachers and Korean students.

Teacher and student demographics were also targeted to provide more in depth results. Teacher demographics focused on years of teaching experience, the number of countries taught in, and qualifications. Demographics for students centered on experience overseas, gender, and language institute experience. The participants' beliefs fluctuated between the two theories. The "countries taught in" demographic and teachers with no Masters experience were more Innatist. Male students were more Behaviorist than female students and the overseas demographic also supported the Behaviorist Theory. The other demographics were inconclusive.

A limitation to be resolved for the next study included participant size. A larger number of student participants as well as equality between the genders would create more accurate results from which to draw conclusions. The lack of statements addressing class practices also hindered findings for all participants. One main insight of this

survey concerned the differing opinions between the two participant groups regarding error correction. Teachers felt a lack of error correction did not determine later accuracy problems while students supported error correction. CAH was also significant in this study; teachers and students felt strongly about language transference and interference between L1 and L2. Further studies on error correction and CAH with the Korean culture as context may reveal sharper SLA beliefs.

The study proved indecisive in determining a strong dominance of SLA belief as both were equally supported or opposed; however, teachers were more Innatist than students. Some statements showed comparable trends in both the teacher and student survey results, giving evidence to similar attitudes existing between all participants. Though according to Lightbown and Spada (1999), Behaviorist Theory is by itself an incomplete explanation for SLA, some of it remains popular. Likewise, Innatist Theory was also prevalent. With further investigation into demographic components, a stronger focus on beliefs versus pedagogy, and a larger participant sample, a stronger preference for behaviorist or innatist theories of SLA may be determined.

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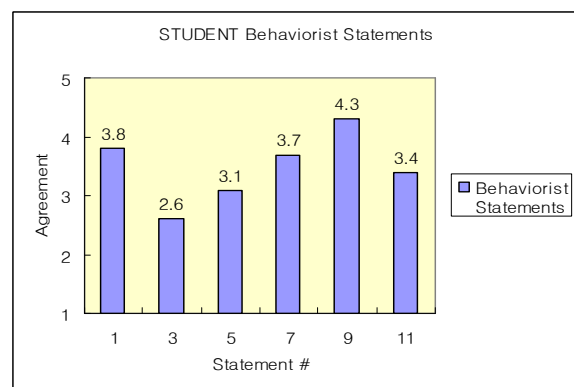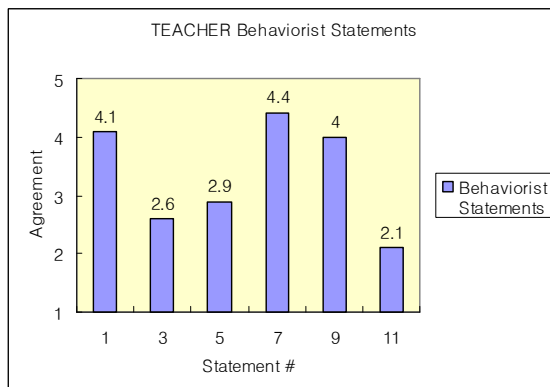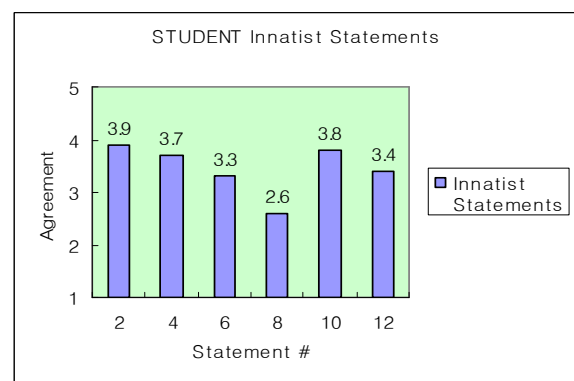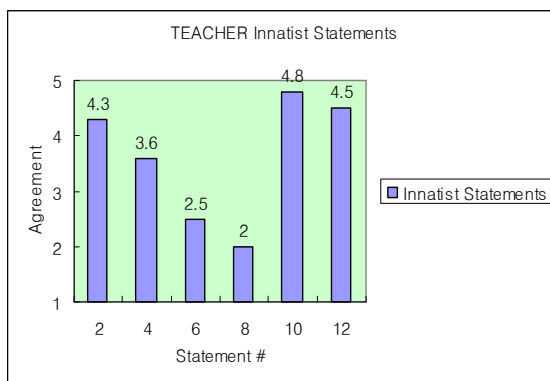
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9. Appendix A: Overall Respondent Theory Charts

Legend

Y-axis Agreement

1-5: 1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree
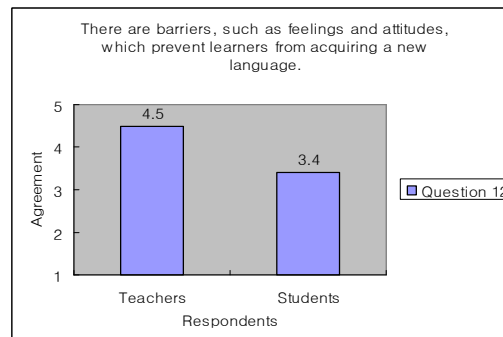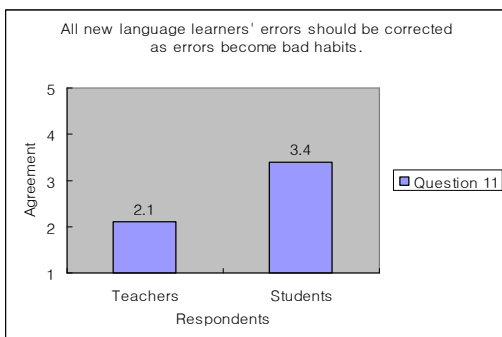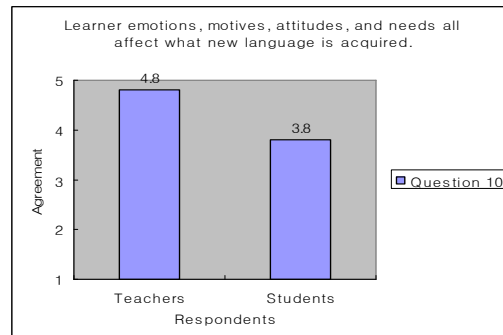

TEACHER Innatist Statements

STUDENT Innatist Statements

TEACHER Behaviorist Statements

STUDENT Behaviorist Statements

10. Appendix B: Specific Statements of Teachers Versus Students

Legend

Y-axis Agreement

1-5: 1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree
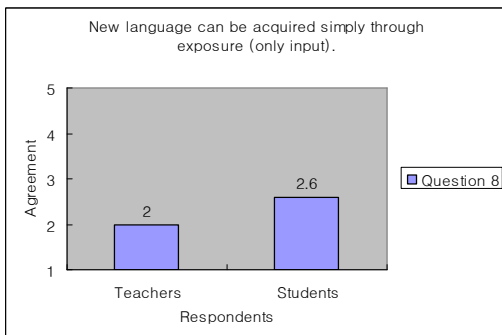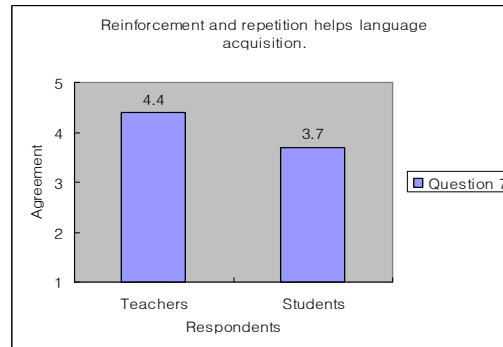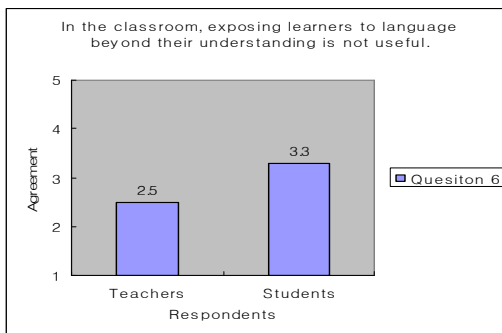
In the classroom, exposing learners to language beyond their understanding is not useful.

Teachers: 2.5
Students: 3.3
Quesiton 6

Reinforcement and repetition helps language acquisition.

Teachers: 4.4
Students: 3.7
Question 7

New language can be acquired simply through exposure (only input).

Teachers: 2
Students: 2.6
Question 8

Learner emotions, motives, attitudes, and needs all affect what new language is acquired.

Teachers: 4.8
Students: 3.8
Question 10

All new language learners' errors should be corrected as errors become bad habits.

Teachers: 2.1
Students: 3.4
Question 11

There are barriers, such as feelings and attitudes, which prevent learners from acquiring a new language.

Teachers: 4.5
Students: 3.4
Question 12

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11. Appendix C: Teachers Demographic Considerations

Legend

To keep theories together, odd numbered questions on the left are Behaviorist and even numbered questions on the right side are Innatist (see Tables 1 and 2 in Section 3).

Teaching Qualifications

Number of Countries Taught In
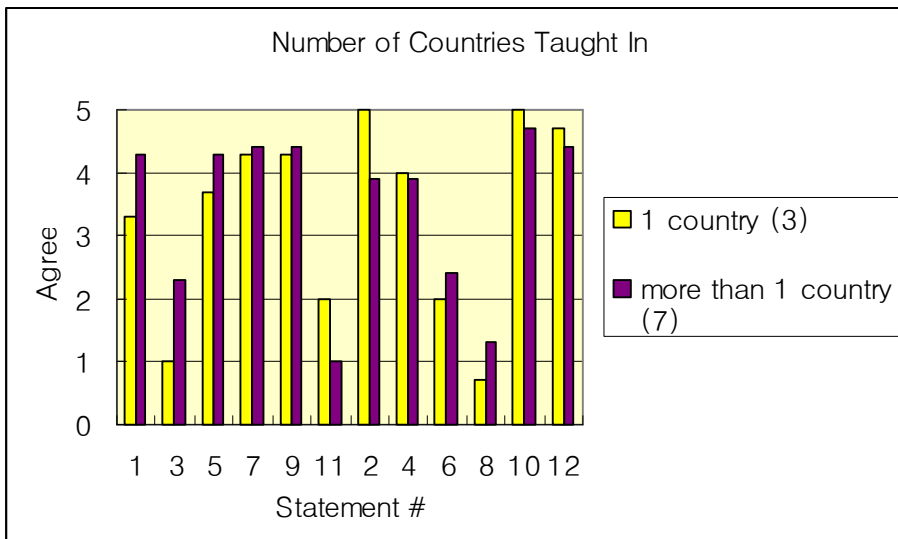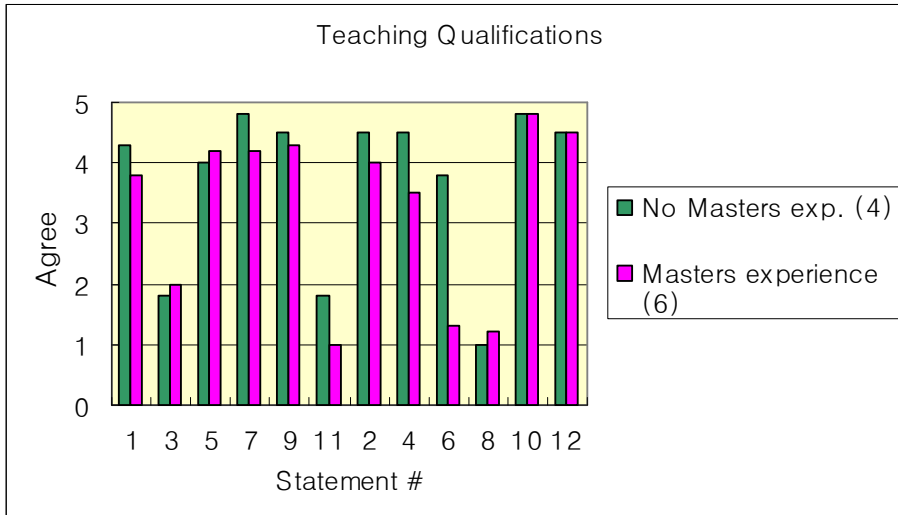
12. Appendix D: Students Demographic Considerations

Legend

To keep theories together, odd numbered questions on the left are Behaviorist and even numbered questions on the right side are Innatist (see Tables 1 and 2 in Section 3).

Response by Gender

Students' Overseas Experience