Online ESL / EFL Instruction for Korean Children Under 7 Years Old: A Curricular Design

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Online ESL / EFL Instruction for Korean Children Under 7 Years Old: A Curricular Design

A Curricular Design Presented to
The Faculty of the School of Education
international and multicultural education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in TESOL

Seong sun Kim
May 2024
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I have two bilingual sons who speak English and Korean. I gave birth to and raised them in Australia, Singapore, and the United States, and they naturally became bilingual. I realized first-hand how important early childhood language education is. They started to learn and speak English easily and implicitly by listening to and imitating the sounds through interactions with teachers and classmates in foreign language preschool. At that time, I realized that Koreans need to learn English starting from an early age in order to speak English as naturally as their mother tongue. I am convinced that if Koreans learn English from an early age, they would have much better English skills. And this is how Koreans can save a lot of time and money on English class.

When I moved to the United States, I went back to college and earned an Associate's Degree in early childhood education. Following this, I studied in the Teaching English as a Second Language (TESOL) program at UC Berkeley and University of San Francisco and made my online English education platform and began teaching English online to Korean students. And then, I read books, papers and articles about bilingual education around the world and learned that the results of early childhood bilingual education are very successful. Therefore, I would like to contribute to improving Koreans' English proficiency by researching and presenting the methods and factors that can successfully teach English to Korean preschool children. This curriculum design reflects my interest in early English education, especially bilingual education for Korean young children.

I appreciate Professor Dr. Jessie Blundle. She gave me crucial help in carrying out this research and personally guided me through my thesis for about two months last year. I am deeply touched by her commitment and hard work toward her students. Also, I sincerely thank Professor, Dr Sedique Popal. He helped me successfully study in the University of San Francisco.
TESOL Master’s program. He taught me TESOL and always put students at ease with his unique humor and generosity. He is like a father to USF TESOL students, always helping us whenever we have difficulties. I also would like to thank professor, Dr. Luz Navarrette Garcia, for kindly guiding me in writing my thesis in preparation for curriculum design. Lastly, I dedicate this paper to my two beloved sons, Kyu sik and Kyu hyun, who have become my living models of early childhood bilingual education and implicitly helped me pursue my interest and research in early English education. It is entirely thanks to my sons that I was able to complete this course of study and write this paper.

Thank you.
ABSTRACT

Early bilingual education is currently implemented in many countries around the world. There has been much research on the effects of early second language learning on children's language development and school performance, and the results are positive.

Koreans focus on learning foreign languages to communicate with other people around the world and approach to lots of information and experience. For Koreans to become fluent English speakers, the best time to learn a foreign language is during early childhood. It is a critical period for mastering pronunciation and developing language skills, making it an ideal time to easily learn a foreign language and speak like a native speaker. English education during early childhood allows Korean children to easily learn English while preserving their mother tongue, so that they can grow into bilingual children.

In this article, I provide a brief history of the English education policy of the Korean government through a literature review. I also explained successful bilingual programs and factors that make the program effective. In addition, I discussed the impact of bilingual education on young children. Based on this research, I provide a platform and curriculum for online Zoom classes so that young children in Korea can attend ESL or EFL classes with native English-speaking teachers. This is to provide educational opportunities for children to listen and speak English in online class to support their bilingualism. Through the development of an effective English curriculum, children can learn English easily and in a fun way. Therefore this program can contribute to the expansion of early childhood English education and help improve Koreans' English skills.
CHAPTER I
CURRICULAR DESIGN

Being able to speak a second language well has become a necessity to become a competent person in modern society. In Korea, people who are fluent in English are classified as upper class with advanced education. However, becoming a fluent English speaker is not an easy task in Korea. English has a grammar system that is completely opposite to that of Korean, so Koreans feel that English is a very hard subject and is a lifelong challenge.

In Korea, English has been taught as a required subject in public education for six years from middle school to high school before the 1990s, and for 12 years from elementary school to high school after that. However, Koreans still struggle to communicate with foreigners because the English education adheres to the traditional English teaching method focusing on grammar at school, so the student's English listening and speaking skills are far inferior to reading and writing skills.

One way to solve this problem is to learn English from early childhood. Younger children learn foreign languages more easily than older children. A study published in the journal Cognition found that if students begin learning a foreign language after the age of 10, it is "nearly impossible" to achieve native-level fluency (Hartshorne et al., 2018). Therefore, if children learn English from an early age, Koreans will be able to speak English well. In Korea, however, in order to learn English at a young age, parents have to send their children to a private English academy, but the cost is so high that parents who cannot afford it cannot teach their children English. In fact, physical English institutions are not ideal for low income or for students with disabilities or families who travel frequently.
These days, there are many inexpensive and reputable online English classes for children available; each has its own unique learning approach and curriculum. An online English program provides young children with more flexible time and, in turn, helps their parents and students adjust time management. Online courses give children control over their own learning, and they are able to learn English at their own speed. Additionally, parents can watch and help their children learn during the class time. Best of all, they can learn English by talking in real time with a native teacher located abroad.

I developed a specialized children's ESL or EFL class curriculum for learning English from writing to speaking, allowing children to learn from beginner to advanced English through audio and video courses.

**Statement of the Problem**

Learning a second language becomes more difficult as learners get older. The mother tongue takes root in the brain after age of 10, and language acquisition becomes solidified, making it more difficult to learn a second language (Schütze, 2017).

Therefore, Korean parents are very interested in early bilingual education so that their children are able to speak bilingually, especially English, as fluently as their native language. They want to know about the advantage of early English bilingualism and cost, and how to best support their child's language acquisition. A review of the literature on bilingual education shows that a second language promotes language development and offers many benefits in the learning domain without negatively affecting the mother tongue (Bialystok E, 2018). In Korea, however, English preschool is a luxury that only the wealthy can afford due to the high cost of private education. Therefore, parents have little opportunity to teach English with native-speaking teachers to their young child.
These days, with the development of Internet education, children can learn English through online learning without having to take the time to go to an academy in person. Virtual education allows students a more flexible class schedule, allows for a personalized education, provides access to course materials at any time, and can reduce the cost of tuition (Drexel University School of Education, 2020). I created an effective way to successfully learn English through online Zoom classes, taking into account characteristics of young children.

**Background and Context**

Traditional education has changed rapidly in the last few years since the pandemic. Online learning has been becoming a viable option to receive quality education anytime and anywhere students want. Over the past few years, the world has learned that physical presence in a classroom is no longer the only learning option for students, as the pandemic has inevitably shifted all students' education to Internet learning. In the meantime, Internet learning platforms have been developing quickly. Nowadays, there is no student who has not experienced Internet learning. Students can receive quality education anytime, anywhere, by simply going online. There are negative opinions criticizing Internet education, but these opinions cannot devalue this alternative education, which has already proven to be a useful and suitable tool for educating students.

According to statistics in the United States taken from Purdue University & the National Center for Education Statistics in 2023, more than six million students are currently taking online courses in higher education programs, and nearly half of all students enrolled in online courses are attending distance learning only. Also, 85% of students say online learning is equivalent or better than the traditional classroom (*Education Abroad: University & College Study Abroad Programs*, n.d.). As shown by students' opinions and figures regarding online learning, online
learning has now become fully established in the educational field. Online education has become a reasonable choice for everyone from infants to the elderly. An online learning era has unfolded where students can learn English from a native English teacher at home in Korea without having to go to an expensive academy.

This online education platform brings English education accessible and closer to young children. It promotes the development of English & literacy for children aged three to eight years old. Children learn English through a bilingual program newly developed and researched. The curriculum focuses on speaking and communication. The purpose of curriculum design is to facilitate English communication between teachers and students through Zoom while creating an effective online environment to learn.

**Theoretical Framework/Rationale**

The theoretical background of early bilingual education is based on Noam Chomsky's innate theory. In 1957, linguist Noam Chomsky proposed that all humans may be born with an innate understanding of how language works (Chomsky, 1957). According to Chomsky, we can acquire language because we are genetically encoded with a universal grammar, a basic understanding of how communication is organized. Since then, his ideas have become widely accepted, and the theory influences language learning in the classroom. One of the most practical results was the idea that children have an optimal age for language acquisition. In other words, the language acquisition mechanism that allows children to acquire language innately operates quickly during infancy and that the language acquisition mechanism declines as age increases. Therefore, it is possible to acquire a language on one's own if one is exposed to as many foreign languages as possible in the early stages of one's life. The idea is that the younger they are, the
better it is to learn a second language. Since young children are well suited to acquiring natural language, learning a second language is more effective in early childhood (Chomsky, 1965).

Krashen’s Affective Filter Hypothesis is used as a second theoretical framework for this field project. The hypothesis credited to Stephen Krashen, an expert in linguistics, claims that language learners have a socio-affective filter (Krashen, 1981, p. 22). The Affective Filter Hypothesis will be used in this field project because it describes learner attitudes that influence the relative success of second language acquisition. Negative emotions such as stress, boredom, lack of motivation, lack of self-confidence, and learning anxiety act as psychological or emotional filters that hinder new language learning. On the other hand, when the “affective filter” is lowered by creating a learning environment in which students are more motivated and suffer from less anxiety and low self-esteem, the learner becomes emotionally stable. This sense of security allows learners to have a positive attitude, which leads to more successful language acquisition.

**Curricular Form and Content**

This online education platform is designed for young children to think, question, discuss and express themselves in English. All programs and curriculums are focused on growing young children as bilingual people. That is the goal of early English education. The learning activities are designed to harmoniously nurture children's emotional and intellectual growth. It encourages children to develop a passion for learning and offers enriched learning in sensory exploration, art, science, music, and geography in English.

The curriculum is laid out to provide English receptive (listening) and expressive (speaking) instruction and practice. It also provides explicit and structured grammar instruction that enables children to have conversation with teachers and peers on a variety of topics. For this,
I developed these programs: Online Zoom live ESL class, Bilingual Story Time, and YouTube Circle Time. Children can attend online Zoom class for speaking and watch Circle Time and Story Time for listening through YouTube whenever they want.

This platform is developed to achieve English educational equity at an affordable cost. If taught with a professional English learning curriculum, even if it is an online class, young learners are able to achieve a high level of speaking and reading skills. This curriculum is centered around an individualized approach to learning, and continually recognizes the value of each learner. Therefore, it is designed to give students control over class times and pace of class progress. The lesson combines teacher-led instruction and student-centered class in order to improve their bilingual ability. This allows students to develop their English proficiency at their own pace.

The teachers work with students privately or in groups, depending on their individual needs and the type of class being. The program contains a wide variety of activities and worksheets for the students to complete in class or as homework at home. There are several fun themes to enjoy learning about as they improve their English literacy skills.

**Website Goal/s**

The purpose of this curricular design is to build on the research explored in Chapter Two, in order to develop a platform for online Zoom classes so that young Korean children can attend ESL or EFL classes with English native speaker teachers. The platform includes:

- An initial assessment to understand the student’s English ability
- An opportunity for teachers to collaborate with families in order to set goals, with an emphasis on developing both receptive and expressive oral language skill among young children
Additional resources that can be printed by the family for at-home practice

Recommendations for books to read at home

This platform allows a range of families to access instruction in English for their children.

**Website Audience**

The website is an online ESL (English as a Second Language) and EFL (English as a Foreign Language) English learning program that promotes the development of English & literacy for children ages three to seven. All programs and curriculums are designed to help children learn English and become bilingual, especially focusing on speaking and communication. It supports foreign children's English acquisition through academic conversation with native speaking teachers.

It was created to help preschool students reach their academic potential when they go to elementary school by integrating English speaking, listening, and grammar in the subjects of STEM (science, technology, energy and math), sensory exploration, art, science, music, and geography. All subjects are designed from play based learning. Also, aligned with multiple English proficiency standards, the program's academic content supports bilingual acquisition for children at each proficiency band: beginning, intermediate and advance. It is for improving their performance and meeting students' standard goals. Students are offered a variety of opportunities to acquire and practice their listening and speaking skills.

**Definition of Terms**

- Affective Filter Hypothesis: A theory developed by Krashen (1981) that claims that language learners have a socio-affective filter. Students with a high affective filter may seem stressed, anxious or self-conscious and this can impede language learning. Students
with a low affective filter often feel safe and are willing to make mistakes. They are usually comfortable working in the classroom.

- Bilingual education: According to Ellen Bialystok in ‘Bilingual education for young children’ (2016) that bilingual education is an umbrella term that covers a wide range of educational programs designed for a much wider range of children and for a variety of special situations. Essentially, bilingual education is the use of more than one language in a curriculum to teach an academic subject. There are two definitions of bilingual education: Genesee (2004, p. 548) defined bilingual education as ‘education that aims to promote bilingual (or multilingual) competence by using both (or all) languages as media of instruction for significant portions of the academic curriculum’. In contrast, Rossell and Baker (1996) defined bilingual education as ‘teaching non-English-speaking students to read and write in their native tongue, teaching them content in their native tongue, and gradually transitioning them to English over a period of several years’.

- ESL: abbreviation for English as a Second Language: Teaching English as a second language to speakers of another language living in a country where English is the primary or official language. For example, people who immigrate to the United States from countries where English is not their native language learn English as a second language.

- EFL: abbreviation for English as a Foreign Language: Teaching English to students whose native language is not English in a non-English speaking country. For example, students learning English in Korea are EFL students because English is not the official language of Korea.

- Multilingual programs: According to the California Department of Education-Multilingual Education in 2023, a multilingual program is an educational tool
in schools that leads students to achieve language proficiency and academic achievement in more than one language. Multilingual programs may include dual-Language Immersion (Two-Way Immersion), transitional bilingual, developmental bilingual, one-way immersion, heritage language or indigenous language, foreign language elementary experience, foreign language in elementary schools, native speakers course.
CHAPTER II
AUTOETHNOGRAPHY, LITERATURE REVIEW

Children learn foreign languages more easily than adults because they learn language in a completely different way than old. They have less language oppression and attempt to speak freely without worrying about correction (Curran & Baidak, 2023). Therefore, if Korean children learn English from a young age, they are able to speak English more easily. I will present effective ways to successfully learn English through online Zoom classes, taking into account these characteristics of children. The purpose of this curricular design is to build on the research explored in Chapter Two, in order to develop a platform for online Zoom classes so that young Korean children can attend ESL or EFL class with English native speaker teachers.

Autoethnography

I first learned English in Korea when I was 12 years old in middle school. After that, I studied English for a total of 16 years in high school and college, but my English ability was poor. Although I could read English to some extent, my listening and speaking skills were so low that I was not able to communicate with foreigners. Even after that, improving my English skills has always been a difficult task. This issue of English proficiency is not just my problem, but a common problem for all Koreans.

This English issue causes Koreans a strong inferiority complex, and there was a craze for studying English, which led to an obsession with English, but even to this day, English is still a difficult foreign language and a lifelong challenge for Koreans Therefore, Korean parents are willing to spare any educational cost to provide their children with a good English education from an early age.
I have two bilingual sons who speak English and Korean. I gave birth to and raised them in Australia, Singapore, and the United States, and they naturally became bilingual. I realized first-hand how important early childhood language education is. They started to learn and speak English easily and implicitly by listening to and imitating the sounds through interactions with teachers and peers in foreign language preschool.

At that time, I realized that Koreans need to learn English starting from an early age in order to speak English as naturally as their mother tongue. I was convinced that if Koreans learn English from an early age, they would have much better English skills. And this is how Koreans can save a lot of time and money on English class. I moved to the United States and started to study early childhood education and TESOL (Teaching English to Speakers of other Languages). And then, I read books, papers and articles about bilingual education from around the world. I learned that the results of early childhood bilingual education are very successful. Therefore, I would like to contribute to improving Koreans' English proficiency by researching and presenting the methods and factors that can successfully teach English to Korean preschool children. I developed a website platform that complements expensive face-to-face preschools and can help young children develop their language proficiency in English by being taught by native-speaking teachers.

**Literature Review**

The claim of this literature review is that implementing bilingual education in Korean preschools may make it easier and more accessible for Korean children to become literate in English, while preserving their native Korean and preventing language loss. Krashen's Affective Filter Hypothesis will be used to frame this literature review, as it helps to explain why it can be difficult for older children to learn a second language. Following a discussion of the Affective
Filter Hypothesis, this literature review will provide a brief history of the teaching and learning of the English language in Korea. The section that follows will explain bilingual education, discussing both successful bilingual programs and the factors that make multilingual education programs, in general, effective. Then, the effects of bilingual and foreign language education on young children is discussed. The final section of the literature review discusses the limited available research on bilingual education in South Korea.

**Theoretical Framework: Socio-Affective Filter**

Krashen’s Affective Filter Hypothesis claims that language learners have a socio-affective filter (Krashen, 1981, p. 22). Students with a high affective filter will feel stressed, anxious and self-conscious. A lack of self-confidence can hinder learning a second language. Students are reluctant to talk to foreigners, and they may experience boredom and disinterest in the classroom. Students with a low affective filter will be free to manipulate the language and feel safe to make mistakes with their words. They get along easily and communicate with their peers. They also feel comfortable answering questions and sharing ideas with peers and teachers. There are several attitudinal factors that contribute to the affective filter. For example, integrative motivation is associated with learning a second language, representing a learner's unique orientation or desire to know the people who speak the language, to learn the language, to communicate with their community, or to be interested in the culture associated with that language. Instrumental motivation is defined as it is the driving force by which learners strive to acquire a second language for practical purposes and success. Integrative motivation means “a sincere and personal interest in the people and culture represented by the other language group” (Lambert, 1974, p. 98) while instrumental integration means the potential
pragmatic gains of second language proficiency, such as passing a language requirement, getting a monetary reward.

There are also several personality factors that are related to the motivation to learn a new language (Krashen, 1981, p. 23). For example, empathy, the ability to put yourself in another person's shoes, is related to acquisition in that a person with empathy can more easily identify with a speaker of the target language. A student’s attitude toward their classroom and/or their attitude toward their teacher is also important to understand. This is because a positive attitude toward the classroom and teachers may be an expression of self-confidence or motivation for integration, and for this reason may also be related to learning a second language. Also, students with this attitude can learn more by putting in more effort. Finally, students who have an analytic orientation can do better in conscious language learning and may learn more with better attitudes in a more analytically oriented classroom. (Krashen, 1981, p. 24). These facets of personality are related to the affective filter that describes a learner's attitudes that affect the relative success of second language acquisition.

Krashen’s Affective Filter Hypothesis can be used to frame this field project because in Korea, learning English is very important and highly political. Because of recent legal changes, discussed in the section below, schools are no longer teaching English in first and second grades, except in after-school programs. Wealthy families often pay for their children to attend English language kindergarten programs, or provide English language tutors. This means that children from families with more financial resources have better access to learning English. Children from families with modest financial resources may begin learning English several years after their wealthier peers. For some, this may cause an increase in affective filter, making it more difficult for them to acquire English. Therefore, early English education, which is private tuition,
creates a big gap in English proficiency with young students who don't have English private lessons. Most Korean elementary schools do not provide English level-specific classes, so students who are not confident in English may not be able to keep up with the class, while students who are good at English may lose interest in the class. For this reason, the Korean government opposes early English education. Moreover, they have a belief that early English education harms the mother tongue, so the Korean Ministry of Education allowed children to be exposed to English from the third grade of elementary school. So while early English education may be unpopular with the Korean government, learning English in childhood may provide a good solution to improving Koreans' English skills according to Krashen’s Affective Filter.

A Brief History of the Teaching and Learning of the English Language in Korea


According to Tae-Hee Choi (2021), the exposure of Koreans to English reached a new level in the 1980s. In a globalized society, English began to be presented as an important tool beyond a language for nation-building and individual competition, and as the Korean government opened up to the world, it laid the foundation for the so-called 'English boom'. At this early stage, Tae-Hee Choi (2021) notes that Koreans began to recognize the importance of English as a global common language and a source of social capital. In response to this government's enthusiasm, many Koreans started learning English in private tutoring or academics in addition to public school education. Enthusiastic interest in English intensified in the 1990s. According to Tae-Hee Choi, in the early 1990s, the government's series of English education policies turned the widespread education craze into subject-specific English craze.

According to Tae-Hee Choi (2021), the global economic crisis of 1997 played a major role in expanding public interest in English education nationwide and intensifying the English craze. As a result, many students who could afford the privilege considered studying abroad in English-speaking countries. Presidents of Korea, Kim Dae-jung, Roh Moo-hyun, and Lee Myung-bak, openly stressed the need to learn English regardless of political affiliation. Another policy that further fueled the craze for English was the comprehensive diversification of college entrance exams. Through this, Tae-Hee Choi (2021) notes that some universities began accepting applicants based on their scores on standard English tests such as the Test of English as a Foreign Language (TOEFL). Also, some prestigious universities began requiring a certain score in the English Test, Test of English for International Communication (TOEIC) as a graduation requirement. Positions that required English proficiency as a hiring prerequisite paid significantly higher salaries, and jobs that used English proficiency in recruiting also used English proficiency in staff promotion and retention decisions. However, Tae-Hee Choi (2021) claims that since the early 2000s, a new discourse has emerged that the national pursuit of English proficiency is a waste of national resources. Critics also take issue with the worsening educational inequality surrounding English.

English in Korea: 2013–2018

The policies of Presidents Park Geun-hye and President Moon Jae-in took a completely different direction than previous administrations in their policy decisions to address the English craze. While all previous cabinets have tried to deal with it while maintaining its stature and importance, these two governments have minimized the role of English in school education and focused their resources on reviving holistic and well-being education (Choi, 2021). In an effort to
prevent parents from enrolling their children in hagwons, which is the Korean language word for a private educational institute or school. Therefore, hagwons are essentially private language centers or academies operated like businesses apart from the South Korean public school system.

The government banned teaching English content or competitions outside the scope of the national curriculum both inside and outside of schools (Choi, 2021). In 2014, with the enforcement of the ‘Special Act on Promotion of Normalization of Public Education and Regulation of Prior Education’ on English classes, after-school activities for first and second grade elementary school students were abolished. However, criticism arose over the policy of banning English after-school programs and demands for early English education increased (Lee Kyeong-mi, Park Seon-ho, 2018; Lee Byeong-min, 2018). English education begins in the third grade of elementary school, but there are students who learn English through private tuition even before starting school which leads to a gap in students’ English levels in classrooms. With the abolition of after-school programs for first and second graders of elementary schools, which had contributed to solving the gap in English levels, there was concern that the gap in English education could further deepen.

**English in Korea: 2019 - 2021**

In order to resolve the English education gap, the Ministry of Education partially revised the Public Education Normalization Act on March 13, 2019, allowing play and activity-oriented English after-school classes again for first and second grade elementary school students (Kim Seonghye et al., 2018). Based on the elementary school English education policy implemented in schools since 2019, English programs have been in operation, including basic English classes, English camps, online English classes, student English clubs, and TaLK native teachers’ classes (Kim Seonghye, 2021). As of 2020, various English projects are being carried out at schools...
providing equal opportunities for English education to alleviate gaps based on region and income. They provide opportunities for exposure and use of English to provide elementary English education so that all students can develop basic communication skills (Kim Seonghye, 2021).

Conclusion

In Korea, English ability is one of the important means for children to go to college and to succeed in society. Speaking English well is conflated in society with being highly intelligent and having a high-class job. However, the word order and grammar of English are completely opposite to those of Korean, and the memorization-based education of English grammar and reading-oriented at schools makes English a difficult subject for many students (Jaehoon, Yeon, & Brown, 2019). Still, many parents want their children to speak English well and are passionate about their children's English education, to the point of enduring expensive personal tuition. Because the history of English teaching and learning in Korea is complex, and there is still a demand for English instruction, as well as a growing demand for the preservation of the Korean language and culture, bilingual education for young children may be a good solution.

Introduction to Multilingual Education

This section introduces and explains factors that contribute to the success of bilingual and multilingual education programs. First, this section reviews the types of multilingual education, as summarized by the State of California Department of Education. Then, this section summarizes a large-scale literature review conducted by Montecel and Danini (2002), for the Intercultural Development Research Association, on the topic of bilingual education. This literature review defines the factors that contribute to successful bilingual education programs. After that, a second and more recent large-scale literature review is discussed (Kirss et al., 2021).
This literature review defines the factors that contribute to successful multilingual education programs, and is compared to the findings of Montecel and Danini (2002).

**Defining Multilingual Education**

According to the California Department of Education Multilingual Program Descriptions webpage, there are eight main types of multilingual education (California Department of Education, 2023). For example, dual-language immersion programs, also known as two-way immersion, describe programs that serve native speakers of English and native speakers of another language to develop language proficiency and academic achievement, as well as cross-cultural understanding, in both languages. Differently, one-way immersion programs serve native English speakers to develop language proficiency and academic achievement, as well as, cross-cultural understanding, in English and a second language. Transitional bilingual programs support non-native English speakers to develop language proficiency and academic achievement in English by using both English and the students’ native language for instruction. In these types of programs, students usually transition to *English Only* instruction in third grade. Related to this, developmental bilingual instruction supports students to develop language proficiency and academic achievement in two languages.

Other multilingual education models identified by the California Department of Education Multilingual Program Descriptions webpage (California Department of Education, 2023) include heritage language/indigenous language instruction programs, Foreign Language Elementary Experience (FLEX), Foreign Language in Elementary Schools (FLES), and Native Speakers Courses. Heritage language/indigenous language instruction programs are designed for non-English speakers, or students with limited literacy skills in their native language, and work to preserve endangered minority languages such as American Indian languages. FLEX
programming is an enrichment type of language instruction that allows students to experience a new language a few times a week, often during after-school programming. Similarly, FLES instruction programs provide language instruction during a designated period of the school day. Finally, native speakers courses are designed for native speakers of a language and are usually offered in middle and high schools as a way for multilingual students to maintain their home language. For the purposes of this literature review, bilingual education and multilingual education will be used interchangeably to refer to any type of language program that helps students develop language proficiency in two languages.

**Defining Success in Bilingual and Multilingual Education**

Over 20 years ago, the Intercultural Development Research Association (IDRA) conducted a literature review that identified 25 characteristics and criteria defining high-performing bilingual education programs (Montecel & Cortez, 2002). The characteristics are broken down into school, student, and leadership outcomes categories. In the school outcomes category, there are several factors that define success in bilingual schools. First, there must be a 98% retention rate among all students. Related to this, the dropout rate must be less than 2%. Within the student body, students who are identified as gifted and talented or who participate in advance placement programs must not be underrepresented, and students who require support through special education programs must not be overrepresented (p. 8). Finally, students must be proficient in both languages and one grade-level in all content areas (p. 8). In the student outcome category, successful students who participate in bilingual education programs from kindergarten are fully proficient in speaking and writing English, and the other language taught at the school, by the fifth grade; secondary level students must be able to speak
and write in both languages after three years in the program (p. 9). In addition, students must meet or exceed the state and/or district standards for all content areas in both languages.

Finally, my review of the literature identified several leadership characteristics that define success. This includes the commitment and participation of the principal, all employees, and the family community, and open and clear communication that values all members of the school community (Montecel & Cortez, 2002, p. 10). It also includes professionalism and the building of research-based knowledge and skills of principal and teachers, and the ability of the principal to inspire and motivate and validate all community members (p. 10). There needs to be a clear rationale for the bilingual program, an openness to innovation and change, and the ability of the principal and staff to identify, secure, and mobilize resources that can be used to support faculty, staff, students, and families. A similar literature review, conducted more recently in 2021, also discussed school level factors, as well as the critical role of leadership, in making bi- and multilingual education successful (Kirss et al., 2021, p. 1).

While Montecel and Cortez (2002) investigated school, student, and leadership outcomes (Kirss et al., 2021) expanded the categories to include additional categories such as: (a) policy and ideology indicators; (b) curriculum indicators; (c) school climate, attitude, and belief indicators; (d) teaching practice indicators; (e) collaboration indicators; (f) other support indicators. The school outcomes of successful multilingual schools have many similarities with the outcomes identified by Montecel and Cortez (2002). These include academic achievement in the content areas, language proficiency, high retention and graduation rates/low drop-out rates and appropriate balance in the overall school population of special education and gifted/talented students (p. 6). According to Kirss et al. (2021), successful multilingual people are based in communities that are culturally and linguistically diverse (p. 9). These schools hire and train
skilled teachers and provide all the necessary materials and technology necessary for teaching and assessment.

Kirss et al. (2021) added additional factors to the school outcomes category that focus on teachers and students in more detail. Teachers should be multilingual themselves, and develop competence in teaching multilingual students through site-based training; embedded in this is a need for high levels of cultural awareness and respect for cultural diversity among teachers (p. 9, 12). Teachers should also have a positive and caring attitude toward multilingual education, high expectations for multilingual students, and “high perceived self-efficacy” of themselves as multilingual educators (p. 12). For their part, students should have a strong at-home literacy practice, strong skills in their native language, and an aptitude for language learning (p. 9). They should also cultivate strong social ties and participate in the social networks at school, using both their native language and second language.

In another category identified by the earlier work by Montecel and Cortez (2002) and Kirss et al. (2021) identify the characteristics of successful leaders of multilingual schools. Like Montecel and Cortez, Kirss et al. (2021) claim that leaders should be knowledgeable about bi-/multilingual education and second language learning, in addition to being open to innovation and change (p. 10). Kirss et al. (2021) also claim that leaders should focus on collaboration and have high involvement of teachers in decision-making processes (p. 10). Leaders of successful multilingual schools must collaborate with families, and include them in the life of the school; they must also partner and collaborate with other stakeholders in the community like researchers (p. 14). They must also foster collaboration among teachers (for example team teaching) and among teachers and families.
In the new outcome areas identified by Kriss et al. (2021), there are several groups of additional factors that influence the success of multilingual schools, including policy, curriculum, and school climate, attitude, and belief. At the policy level, these include policies at both the regional and national level that support multilingual education, as well as a regulatory environment that supports these types of programs. In addition, Kirss et al. (2021) identify that districts have local autonomy to create programs for the specific students in their districts, as well as the ability to change the features of programs, such as class size (p. 7). Related to this, schools should have systems for identifying and meeting the academic and other needs of students. In addition to this, Kirss et al. (2021) identify several factors that contribute to success related to curriculum. This includes a curriculum that acknowledges the home culture of students, maintains a multilingual focus, and can be modified according to individual student needs (p. 11).

In a third new category, Kirss et al. (2021) present factors related to school climate, attitude, and belief. These include an attitude toward language learning, a school climate that values multilingualism, and a focus on building caring and cooperation among teachers, students and families (p. 11). Finally, Kirss suggests that successful multilingual people will need to pay attention to issues of racism and discrimination that impact members of the school community, and give special attention to the achievement gap. This includes holding high expectations, as well as providing accommodations for “limited-language proficient” students (p. 12). In a final category, Kirss et al. (2021) suggest other supports that can undergird the success of multilingual schools. These include local government support and the development of enrichment programs and activities that support the linguistic, academic, and social needs of students (p. 15). In conclusion, in the two decades between the literature review conducted by Montecel and Cortez
(2002) for IDRA, and the literature review conducted by Kriss et al. (2021), the factors that contribute to the success of multilingual education programs have become well-defined. It is important to note that this research focuses primarily on the years between kindergarten and high school. In the following section, the question of bilingual education for very young children will be addressed.

Language Learning for Preschool Children

Following the previous discussion of bilingual education in general, this section discusses language learning (bilingual education and foreign language learning) in a specific context: preschool. First, this section discusses the effects and consequences of bilingual education in preschool (Bialystok, 2018). Then this section discusses the effects of foreign language programmes in early childhood (Anne-Mieke et al., 2022). In order to understand the potential benefits of implementing bilingual education in Korean preschools, it is important to understand the benefits and challenges of implementing a multilingual educational program in the preschool context. For this reason, preschool bilingual education is discussed in this section. Following that, in the final section of this literature review, a brief body of scholarship on the implementation of bilingual programming in Korea will be discussed.

Effects and Consequences of Bilingual Education in Preschool

In a literature review conducted by Bialystok (2018), entitled “Bilingual Education for Young Children: Review of the Effects and Consequences,” the author explored four topics related to the effects and consequences of bilingual education for young children. These topics include: (a) development of language and literacy in bilingual education; (b) academic and cognitive achievements; (c) the appropriateness of bilingual education for different demographics of young children. The author notes that randomized control trials are the gold
standard for conducting research and acknowledges that this is impossible to do in educational settings. The closest design to this methodological ideal is in studies that investigate bilingual education programs for which spaces are allocated by lottery because of over-demand so that comparisons can be made between children who were admitted to the program and those who were not (Bialystok, 2018, para. 7).

Bialystok (2018) also cautions that just like measures of English proficiency cannot explain the outcomes of bilingual schools, it is also impossible to use educational programs to explain school outcomes. However, according to Bialystok’s research, several studies demonstrate that bilingual education in preschool has a positive impact on language learning in both languages. Related to the academic and cognitive achievements of young children in bilingual education programs, Bialystok (2018) notes several important findings. For example, Padilla et al. (2013) found young children who participated in bilingual schools received similar standardized tests scores in math as their monolingual peers. In fourth grade, the bilingual child began outperforming their peers who had not participated in bilingual education as young children. Similar results were found for both math and reading by Han (2012) and the results of bilingual education in the younger years has a positive impact on academic performance even when controlling for socio-economic status (Marian, Shook, and Schroeder, 2013, cited by Bialystok, 2018). Importantly, Bialystok cites research that suggests that academic achievement of young children who attend bilingual schools may be the results of strong executive function skills built in their bilingual schools (Adesope et al. 2010; Barac et al. 2014).

In another important conclusion, Bialystok (2018) notes that there is no evidence that bilingual education has a negative effect on young children with below average intelligence/IQ scores. Similarly, according to Bialystok’s (2018) literature review, bilingual education does not
seem to have a negative impact on young children with learning disabilities. According to the author,

Children with language disability, for example, will always find language tasks to be difficult; the important outcome of this research is that they do not find such tasks to be any more difficult in two languages than they are in one (para. 34).

This suggests that bilingual education is appropriate for all young children, regardless of intelligence or ability. Overall, Bialystock (2018) finds that

There is no credible evidence that bilingual education adds or creates burden for children, yet it is incontrovertible that it provides the advantage of learning another language and possibly the cognitive benefits of bilingualism. The overriding conclusion from the available evidence is that bilingual education is a net benefit for all children in the early school years (p. 676).

A more recent literature review on foreign language programs in early childhood education echoes these findings and is discussed in the next subsection.

**Foreign Language Programs in Early Childhood**

Though different from bilingual education, foreign language programs for young children also provide young children with exposure to a language other than their native language. The goal of this literature review, conducted by Thieme et al. (2021) entitled “The Effects of Foreign Language Programmes in Early Childhood Education and Care: A Systematic Review,” was to identify the impact of foreign language programs on language development and wellbeing in young children. The authors included 32 included articles in this literature review, 14 quantitative, 16 qualitative, and 2 mixed-methods, and note that none of the articles were
included in the literature review conducted by Bialystok (2018). The first finding of this study is that children in foreign language programs developed receptive and/or productive vocabulary and grammar skills in the foreign language, alongside foreign phoneme discrimination abilities, over the course of several months or years, and there were indications that these learning gains were maintained for months after the end of the foreign language programme (p. 337).

In addition, participation in a foreign language did not cause any negative impacts on the children’s language acquisition in the native language. In terms of well-being, Thieme et al. (2022) found that using a “play-based programme with a flexible language policy seemed to be most conducive to wellbeing, with teachers playing an important role in promoting wellbeing” (p. 340).

Similar to the findings on bilingual education, Theime et al. (2022) found that effective foreign language programs tended to hire well-educated and experienced teachers who were proficient in the foreign language. Stories and songs were effective tools for teaching young children, and predictable routines were important to the overall success of the programs. In addition, opportunities for play with peers was an important support for language learning song young children. Parent involvement seemed to have a positive impact on language learning among young children enrolled in foreign language programs, and socio-economic status had a neutral effect, echoing the findings of Bialystok (2018). While these findings are promising, the authors do note that more research, and research with larger sample sizes, is needed. However, this literature review, taken together with the review by Bialystok (2018), demonstrates that when young children learn new languages there are many benefits and few drawbacks. This
seems to be true for all children, including children for a range of socio-economic statuses and both gifted children and children with learning disabilities.

**Conclusion**

This section discussed the effects and consequences of bilingual education in preschool (Bialystok, 2018), as well as the effects of foreign language programs in early childhood (Anne-Mieke et al., 2022). This literature helps to justify the claim that implementing bilingual education in Korean preschools may make it easier and more accessible for Korean children to become literate in English, while preserving their native Korean and preventing language loss. In the next section, a small body of scholarship on the implementation of bilingual programming in Korea will be discussed.

**Bilingual Education in Korea**

In this final section of the literature review, Korean scholarship on bilingual education is discussed. There is a very limited number of studies on bilingual education in Korea and this section reviews the one study available on the topic of the efficacy of bilingual education in Korea, written in English. There are other published studies, such as one related to the topic of foreign language acquisition through translanguaging (Jung, 2022) and a literature review on English immersion programs in Korea (Lee et al., 2014), but the research is sparse and mostly written in Korean. For this reason, there is only one study reviewed in this section, written in English and on the topic of bilingual education in Korea. In this study, Jung (2010) claims that there is a desire among families for young children to learn English at school in Korea; while some researchers support language immersion programs for young children, others are opposed to this practice (p. 445). Jung’s study proposes a model for bilingual education at the elementary
level and can be used to provide a template for building preschool bilingual models for use in Korea.

Basing her work on Campbell’s 1995 article, Jung (2022) suggests the following steps for establishing bilingual education programs in Korean elementary schools:

1. There must be agreement on the part of the community, school officials, and parents that proficiency in a particular foreign language will be of substantial importance in the future academic, professional, occupational, or social lives of the student.

2. Schools must plan from the beginning for at least six or seven years of the elementary school curriculum and beyond, if possible.

3. This planning includes commitment to: (a) the recruitment and hiring of qualified teachers; (b) acquisition of appropriate instructional materials and library resources; and (c) identification of appropriate language and scholastic achievement tests.

Because Korea is a monolingual place, Jung recommends one-way immersion. During the first and second years of this program, Jung recommends that students learn all subjects in English. After that, some subject can be taught in Korean, based on the English speaking ability of the teachers at the school and the following guidelines established by Met (1998, p. 52):

- The importance of the learning of specific content in relation to English
- The ability of the course content to provide sufficient exposure to the range of language skills students require to meet their communicative needs and purposes
- The suitability of the content to the desired language outcomes
- the accessibility of the content to the students’ current language proficiency
• the degree of interest and academic rigor that the content provides (Jung, p. 46-462)

According to Jung (2022), in this model it would also be important for teachers to be content experts, to be proficient English speakers, and to know how to teach English language learners. She also recommends that teachers in this model speak in English but allow students to speak in Korean, in order to lower their affective filter (Krashen, 1982). The model will also require ongoing professional development for teachers and the opportunity for elementary teachers to study abroad in English-speaking countries. Finally, Jung (2022) suggests that special attention should be paid to “designing curriculum and developing materials for integrating language teaching and subject-matter instruction,” and that classes should be kept at a low enrollment number not to exceed 15 students (p. 462). My field project addresses the need for curriculum and materials development identified by Jung (2022).

**Conclusion**

The claim of this literature review is that implementing bilingual education in Korean preschools may make it easier and more accessible for Korean children to become literate in English, while preserving their native Korean and preventing language loss. Krashen’s Affective Filter Hypothesis was used to frame this literature review because the learner's psychological attitude, which strongly influences the learning of a second language, is very important. Lack of motivation, lack of self-confidence and learning anxiety act as a mental filter that hinder successful second language learning. This literature review provided a brief history of English language teaching and learning in Korea. It also explained bilingual education, including both a description of successful bilingual programs and a summary of the factors that make multilingual education programs effective. The effects on young children, of bilingual and foreign language education, were also discussed. Finally, this literature review also discussed the small body of
Korean research on bilingual education in South Korea. My field project builds on this research by providing a platform for online Zoom classes so that young Korean children can attend ESL or EFL classes with English native speaker teachers. This will give young Korean children the opportunity to listen and speak English online in order to support them to become bilingual.
CHAPTER III
CURRICULAR DESIGN

We live in a multilingual world. In modern society, being able to speak a second language fluently is a great way to higher self-esteem. If children learn a foreign language in an easy and fun way through play at preschool, it will be of advantage throughout their lives. Learning a foreign language from a young age can save a lot of time and money because it is much easier and faster than learning it as a grown-up. This is because younger children learn in a completely different way to older children. They learn English implicitly by listening to and imitating sounds that sound like their native language through friends, native teachers, songs, and videos. Young children also have less suppression and are more likely to take risks without concern about being corrected. They are therefore driven by the desire to communicate and interact with people around them. Taking these characteristics of young children into consideration, I develop a program and platform to effectively learn English from native teachers in online preschool.

Curricular Template

This English education platform is a language learning program that supports bilingual young students’ English acquisition through academic conversations. It provides the programs, live online ESL & EFL class, hands-on / STEM activity, bilingual story time, and YouTube circle time to non-English speaking children around the world to learn English from native English teachers. The online website is named “AppleKids Online English School.” It promotes the development of English & literacy for children aged 3 to 7 years old. The learning English program integrates speaking, listening, reading and writing in the subjects of STEM (science, technology, energy and math), art, music and social studies.
The Online live ESL and EFL class has one to one private (30 minutes) and group lesson (40 minutes). Parents decide which classes are appropriate for their children. Teachers are either Korean-English bilingual teachers or English-native teachers. Parents can choose the teacher that is right for their child. In group class, the class size is around 5 students, depending on the level of English and age. All students take an English evaluation before class begins, and the teacher determines the student's English proficiency and creates a lesson plan accordingly. Alternatively, after an English assessment, students are assigned to an appropriate study group based on their English level and age. English evaluation is conducted through a speaking test with the teacher. Classes are divided into three: beginner, intermediate and advanced. All programs and curriculums are designed to help children learn English and become bilingual. AppleKids has two lesson plans, a stand alone and full course.

- Each stand alone lesson plan is arranged by each topic. Each lesson plan covers only one topic. Lessons are self-contained and not connected to or based on previous lessons. This lesson can be used by teachers who have their own syllabus and need to choose a specific topic lesson plan. These classes are organized alphabetically by topic.

- Full course lessons are taught sequentially, building on previous lessons. Each lesson plan has review activities from previous lessons and learning objectives for new lessons. This is useful for teachers who need a full curriculum when teaching students in a limited period of time.

All students receive the "Learning worksheets" through their parent's email and continue learning English at home. There are monthly and weekly learning units by topic and home study materials for English writing, reading, math, science, and art activities. Teachers teach their students using
worksheets that are sent to them before class. Also, the students have an assignment after the class.

There is a bilingual storytime where a Korean and an English teacher read a children's book together in 10 minutes. Each teacher reads each line of the book alternately in English and Korean. Students can listen to children's books in both English and Korean and they practice English listening and reading through watching and listening to the videos uploaded every week.

YouTube Circle time is a recorded English learning video with weekly thematic songs, games, stories, play-based learning activities and so on. An English teacher and a Korean teacher together or a bilingual teacher lead a lesson for students who are auditors. They teach children in both languages, covering a variety of topics including weather, nature, science, and animals. At this time, children can learn the themes in English and Korean at the same time. Children can participate in the bilingual circle time broadcast on YouTube videos anytime and improve their English proficiency by listening and learning about the topic over and over. Each class is 15 minutes long and includes:

- Talking and having a lesson on a subject
- Playing a game - focus on cognitive skills such as alphabet, letters, numbers, patterns, memory.

Hands-on/STEM class is a time for art crafts and science experiments. Parents prepare learning materials and supplies for their children's classes, which they receive via email every week. Children have activities to create arts, crafts, science projects, and sculpt clay with the teacher's teaching. Students can improve English listening and speaking skills by freely talking with a teacher and friends during class. Students expand their knowledge by asking questions,
discussing, and discovering about the topic. In this class, children can see the scientific world and develop their creativity through arts and crafts.

Guiding Principles of Humanizing Educational Activist Research

Sustainable

This educational platform is accessible to students and parents around the world through Internet search engines. Students can participate in online live classes individually or in groups at any time to learn English from native English-speaking teachers. Additionally, learners can watch English classes at any time through Story Time and Circle Time video lessons that are updated weekly. This platform is an English education aimed at bilingual education. After receiving a speaking test from the teacher about their English skills, students are assigned a teacher who is suitable for them. After determining the student's learning goals through consultation with parents and teachers, the teacher conducts customized, student-centered classes. Students continue to improve their English skills by taking English classes at least once a week.

Collaborative

The student's teacher continues to consult with parents and students and conducts classes toward the student's desired learning goals. Parents are encouraged to have their children study home study materials provided by the teacher. Since learning English on your own at home plays a very important role in improving your skills, it is very important for teachers to collaborate with parents. Parents help their children watch Storytime and Circle time videos provided by Apple Kids once a day. These programs are conducted in English and Korean, so children can enjoy learning language without any difficulty. Parents also help their child watch as many English channels on TV as possible so that they steadily improve English listening skills. Additionally, parents read English story books to their child or encourage them to read the books themselves.
Parents can write names in English and Korean words on furniture and objects around the house and place and stick the tag on them so that children naturally encourage familiarity with both languages.

**Supportive**

AppleKids provides sufficient teaching materials and resources to help teachers conduct classes smoothly. And it actively serves as a platform for smooth communication and interaction between parents and teachers. The teachers have enough consultation with parents before class in order to understand their students and prepare for the class. Each individual and group class progresses through three stages. The first students have an interview for English proficiency evaluation with a teacher. Classes are then assigned based on the student's English level. Secondly, AppleKids gathers information through parents about the student's academic background, study style, and goals. And then, it understands the student's needs and matches the best teacher to the student. Each tutor creates a study plan that fits the needs and schedule of individual students.

**Impactful**

This online English learning platform greatly contributes to improving the English language of Korean children. This is an early childhood English education program created by an instructor with extensive English education expertise. It provides a communication-centered lesson plan in parallel with intellectual growth appropriate for the children's age, providing a foundation for the development of English for Korean children living around the world. Korean parents are very interested in early foreign language education. If the quality of education taught by native English teachers is high and the program is inexpensive and accessible, they will enroll their children. Applying this bilingual program to children on a regular and consistent basis can
improve not only children's educational performance but also their social and economic capabilities in Korea.

**Teaching Controversial Issues**

Some parents believe the myth that learning two languages during early age causes confusion, overwhelming and delaying language acquisition. However, bilingual children are not more likely to have language difficulties, learning delays, or be diagnosed with a language disorder than monolingual children (Paradis et al., 2011). Also, research on bilingualism and second language learning emphasizes that earlier is better, because language learning ability declines progressively with age (Birdsong & Molis, 2001). Therefore, the message about bilingual exposure is clear. The more the better, and the earlier the better. Science has a found importance in early bilingual education. According to several studies, bilinguals show obvious advantages when it comes to social understanding. For example, bilingual preschoolers seem to have better skills than monolinguals in understanding others’ thoughts and intentions (Bialystok & Senman, 2004).

Technological advancements have greatly influenced our lives; children are also benefiting from online learning. Although technology can support and enhance students' learning, some are concerned that it might have a negative impact on children's growth and development. However, learning English using computer technology can be very beneficial to English education, as it can foster children's curiosity and encourage them to study new topics and ideas. Technology makes communication easier for children. This can provide a platform to build social relationships and practice communication skills at home. To maximize the benefits of technology, however, parents need to help their child to establish healthy habits and guidelines for technology use. Parents stay with their children while they participate in Zoom classes and
watch English education videos, providing assistance with computer use and giving them limited
time. Parents' balanced control over technology use allows children to enjoy the benefits of
technology. Also, online school has the advantage that students can attend easily like snow and
rainy days and parents don't need to ride their children to physical classrooms, so they can save
time. Additionally, online learning may be appropriate for children who struggle in a traditional
classroom or are unable to attend a physical school.

**Rationale**

The period from 3 to 7 years old, which is the best time to easily learn a foreign language,
is an important period for language development. Through this online English program, Korean
children can learn English and grow into bilingual children. Early bilingualism is unrealistic to
Korean families who are not proficient in a second language. To successfully promote bilingual
development, parents need to establish that their children have enough environment and
opportunities to hear and speak both languages. If parents apply English programs to their
children on a regular and continuous basis, the results of bilingual education will be clearly seen.
Early childhood English education is a way to promote successful bilingual development.

Although the focus here is on language development, early childhood is also an important
period of cognitive, emotional and physical development, the program needs to be suitable for
children's ages and intellectual growth. All learning activities are designed to harmoniously
nurture children's emotional and intellectual growth and encourage children to develop a passion
for learning. The curriculums are designed to make teaching young students English as easy as
possible and carefully designed to teach in English what they need to learn such as science,
language, math, so they can prepare well for elementary school. This educational approach is a
communication-centered language education that teaches English through play, based on the Reggio Emilia early childhood education philosophy.

Each child is a unique and special individual with his or her own talents and developmental path. So this curriculum is designed to allow young children to learn English at their own pace. Each student requires a different approach to learning, in case of private lessons a teacher creates an individualized curriculum and customized lesson plan. The goal is for children to be able to communicate in English freely with confidence. So teachers in class focus on speaking and communication with children, so that they can grow into bilingual children. Students are actively exposed to English through songs, games, stories, and homework.
CHAPTER IV

PRESENTATION OF THE CURRICULUM

https://sophia781.wixsite.com/website-12/en

This website supports multilingual, Korean and English. The visitors can choose their own language. The name of the website is AppleKids.
REFERENCES


https://doi.org/10.17296/korbil.2012..50.269

https://doi.org/10.1016/j.cognition.2018.04.007


https://doi.org/10.1080/07908318.2021.1984498
# AppleKids Speaking Rubric

Student’s name: ____________________  Date: ______
Evaluator: ___________________________  Level: ______
Teacher’s name: ____________________  Score: / 10

<table>
<thead>
<tr>
<th>Point</th>
<th>Speaking Criteria</th>
<th>Score</th>
</tr>
</thead>
</table>
| 0-2   | The student does not understand at all.  
There is no respond or answer with mother tongue |       |
| 2-4   | The student seems to understand and respond.  
But the answer is wrong with lots of support.  
The speech is disrupted or there is interference with mother tongue |       |
| 4-6   | The student understands and responds  
approximately adequate and sufficient  
There is some hesitation, but clearly with some repetition |       |
| 6-8   | The student understands fully and responds properly  
appropriately and sufficiently and correct themselves as speaking |       |
| 8-10  | The student understand completely and respond accurately  
Explain in detail and expand on their answer. |       |

<table>
<thead>
<tr>
<th>Levels</th>
<th>0-4 Beginner</th>
<th>4-8 Intermediate</th>
<th>8-10 Advance</th>
</tr>
</thead>
</table>

Comment:
APPENDIX B

Monthly / Weekly Curriculum Plan

This plan shows the main speaking / writing / art tasks per unit and standards most central to each task.

<table>
<thead>
<tr>
<th>Monthly Theme: May - Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td>Weekly Topic</td>
</tr>
</tbody>
</table>

### Speaking & Writing & Art
- **My Favorite Toy**
- **My friend’s favorite toy**
- **Narrative: Today’s weather story**
- **Journal & art: Weather**
- **Where are trees and would you plant a tree and why?**
- **Journal & art: Tree & plants**
- **Informational speaking & writing & art: Living things and trees / plants**

### Story Books
- **Llama Llama Time to Share** - Anna Dewdney RL
- **Have Fun Molly Lou Melon** - Patty Lovell RI
- **Toys Galore** - Peter Stein RI
- **Playing with Friends** - Rebecca Rissman
- **Weather words and what they mean** - Gail Gibbons RI
- **Weather** (National Geographic Readers Series) - Kristin Rattini
- **On the Same Day in March** - Marilyn Singer RL
- **A Tree is Nice** - Janice May Udry RI
- **We Planted a Tree** - Diane Muldrow RL
- **A Tree for Emmy** - Mary Ann Rodman RL
- **Gus is a Tree** - Claire Babin
- **What's Alive?** - Kathleen Weidner Zoehfeld RI
- **Be a Friend to Trees** - Patricia Lauber RL
- **Are Trees Alive?** - Debbie Miller RL
- **The Tree in the Ancient Forest** - Carol ReedJone
APPENDIX C

ESL / EFL Subject Curriculum

Children will learn language appropriate to their age and learn topic-related vocabulary to help them understand each topic. Each topic covers rigorous academic content, including English, social studies, and science, to prepare children for elementary school. An academic curriculum that integrates English and subject-specific knowledge to help students succeed academically and develop their English skills.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Social Emotional</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>Topic</td>
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<tr>
<td>Self &amp; Family</td>
<td>Phonics</td>
<td>Geometric Shapes</td>
<td>Animals</td>
<td>Community Workers</td>
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<td>Feelings</td>
<td>rhymes</td>
<td>Number Sense</td>
<td>Life Cycle</td>
<td>Transportation</td>
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<tr>
<td>Colors</td>
<td>Vocabulary</td>
<td>Patterns</td>
<td>Living/Non Living</td>
<td>Habits</td>
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<tr>
<td>Days of the Week</td>
<td>Spelling</td>
<td>Numbers &amp; Operations</td>
<td>Body Parts</td>
<td>Seasons</td>
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<tr>
<td>Months of the Year</td>
<td>Alphabet</td>
<td>Addition</td>
<td>Seasons</td>
<td>Classroom/School</td>
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<tr>
<td>Mindfulness</td>
<td>Grammar</td>
<td>measurement</td>
<td>Weather</td>
<td>Clothing</td>
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Language Arts Curriculum

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Non Fiction</th>
<th>Fiction</th>
<th>Identify-5 W questions</th>
<th>Classify</th>
<th>Fiction</th>
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<tbody>
<tr>
<td>Problem / Solution</td>
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<td>Fact / Opinion</td>
<td>Grammar</td>
<td>Describe</td>
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<tr>
<td>Classify</td>
<td>Story Elements</td>
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<tr>
<td>Compare / Contrast</td>
<td></td>
<td>Compare / Contrast</td>
<td></td>
<td>Cause / Effect</td>
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## Preschool Recommend Book List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author (Last Name, First Name)</th>
<th>Publisher</th>
<th>ISBN13</th>
<th>Pub Date</th>
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</thead>
<tbody>
<tr>
<td>A Tree is Nice</td>
<td>Udry, Janice May</td>
<td>HarperCollins</td>
<td>9780064431477</td>
<td>1956</td>
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<tr>
<td>Are Trees Alive?</td>
<td>Miller, Debbie</td>
<td>Walker</td>
<td>9780802788016</td>
<td>2003</td>
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<tr>
<td>Be a Friend to Trees</td>
<td>Lauber, Patricia</td>
<td>HarperCollins</td>
<td>9780064451208</td>
<td>1994</td>
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<tr>
<td>Brave Irene</td>
<td>Steig, William</td>
<td>Square Fish</td>
<td>9780312564223</td>
<td>1986</td>
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<tr>
<td>Come On, Rain!</td>
<td>Hesse, Karen</td>
<td>Scholastic</td>
<td>9780590331258</td>
<td>1999</td>
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<tr>
<td>Gus is a Tree</td>
<td>Babin, Claire</td>
<td>Enchanted Lion Books</td>
<td>9781592700783</td>
<td>2009</td>
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<tr>
<td>Have Fun, Molly Lou Melon</td>
<td>Lovell, Patty</td>
<td>Penguin Young Readers</td>
<td>9780399254062</td>
<td>2012</td>
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<tr>
<td>Llama Llama Time to Share</td>
<td>Dewdney, Anna</td>
<td>Penguin Young Readers</td>
<td>9780670012336</td>
<td>2012</td>
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<tr>
<td>On the Same Day in March</td>
<td>Singer, Marilyn</td>
<td>HarperCollins</td>
<td>9780064435284</td>
<td>2000</td>
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<tr>
<td>One Hot Summer Day</td>
<td>Crews, Nina</td>
<td>HarperCollins</td>
<td>9780688133931</td>
<td>1995</td>
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<tr>
<td>Playing with Friends</td>
<td>Rissman, Rebecca</td>
<td>Heinemann</td>
<td>9781432990275</td>
<td>2014</td>
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<tr>
<td>The Snowy Day</td>
<td>Keats, Ezra Jack</td>
<td>Penguin Young Readers</td>
<td>9780140501827</td>
<td>1976</td>
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<tr>
<td>The Tree in the Ancient Forest</td>
<td>Reed-Jones, Carol</td>
<td>Dawn Publications</td>
<td>9781883220310</td>
<td>1995</td>
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<tr>
<td>Toys Galore</td>
<td>Stein, Peter</td>
<td>Candlewick</td>
<td>9780763662547</td>
<td>2013</td>
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<tr>
<td>Umbrella</td>
<td>Yashima, Taro</td>
<td>Penguin Young Readers</td>
<td>9780140502404</td>
<td>1958</td>
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</table>
## APPENDIX E

**AppleKids English Lesson Syllabus**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Sentence</th>
<th>Vocabulary</th>
<th>Song &amp; Book</th>
<th>Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit &amp; Color&lt;br&gt;&quot;A green bean&quot;</td>
<td>Identify &amp; recognize 4 colors and 4 fruit</td>
<td>&quot;What fruit is it?&quot;, &quot;What color is it?&quot;</td>
<td>green, red, yellow, orange, bean, apple, banana, orange</td>
<td><strong>Hello Song</strong>&lt;br&gt;<strong>Goodbye Song</strong>&lt;br&gt;<strong>Rainbow song</strong>&lt;br&gt;<strong>Book: Fruit salad</strong></td>
<td><strong>Flash cards: bean, banana, apple, orange</strong>&lt;br&gt;<strong>Color the fruit worksheet</strong>&lt;br&gt;<strong>Color the flower worksheet</strong></td>
</tr>
<tr>
<td>Body and shapes&lt;br&gt;&quot;A rectangle mouth&quot;</td>
<td>Identify and recognize 8 body parts and 3 shapes</td>
<td>&quot;What is it?&quot;, &quot;Which part of the body is that?&quot;, &quot;Touch your ...&quot;</td>
<td>hair, rectangle</td>
<td><strong>Hello Song</strong>&lt;br&gt;<strong>Goodbye Song</strong>&lt;br&gt;<strong>Head, shoulders, knees and toes song</strong>&lt;br&gt;<strong>Mr. Shape Head song</strong></td>
<td><strong>Flashcards: head, shoulders, knees, toes, eyes, ears, mouth, nose, hair</strong>&lt;br&gt;<strong>Mr Shape Head worksheet</strong>&lt;br&gt;<strong>Color the shapes worksheet</strong></td>
</tr>
<tr>
<td>Classroom objects&lt;br&gt;&quot;A blue door&quot;</td>
<td>Identifying and saying 4 objects in the classroom</td>
<td>&quot;What is it?&quot;, &quot;What color is it?&quot;, &quot;What shape is this&quot;</td>
<td>door, window, chair, desk</td>
<td><strong>Hello Song</strong>&lt;br&gt;<strong>Goodbye Song</strong></td>
<td><strong>Classroom objects flashcards</strong>&lt;br&gt;<strong>door, window, chair, desk</strong>&lt;br&gt;<strong>Color the classroom worksheet</strong>&lt;br&gt;<strong>Count and color fun worksheet</strong></td>
</tr>
<tr>
<td>Farm animals&lt;br&gt;&quot;A cow says &quot;Moo&quot;</td>
<td>Saying farm animals and animal noises, identifying 2 new colors</td>
<td>&quot;What animal is that?&quot;, &quot;What noise does it make?&quot;, &quot;What color is that?&quot;, &quot;What fruit is this?&quot;</td>
<td>cow, moo, dog, woof, sheep, baa, duck, quack, pig, oink, black, white</td>
<td><strong>Hello Song</strong>&lt;br&gt;<strong>Goodbye Song</strong>&lt;br&gt;<strong>What fruit do you like? song</strong></td>
<td><strong>Flashcards: cow, dog, sheep, duck, pig, apple, banana, grapes, orange, melon, pineapple, lemon, strawberry</strong>&lt;br&gt;<strong>Farm animals match worksheet</strong>&lt;br&gt;<strong>Farm animals match 2 worksheet</strong></td>
</tr>
<tr>
<td>Our world&lt;br&gt;&quot;The sun is in the sky&quot;</td>
<td>Saying about objects in the sky</td>
<td>&quot;What's this?&quot;, &quot;What color is this&quot;</td>
<td>Sun, sky, cloud, moon, stars, day, night</td>
<td><strong>Hello Song</strong>&lt;br&gt;<strong>Goodbye Song</strong></td>
<td><strong>Sun picture worksheet</strong></td>
</tr>
</tbody>
</table>
APPENDIX F

Home materials - Worksheets and Flashcards

https://sophia781.wixsite.com/website-12/en/team-4