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The Implications for Korean Educators of CBI in Korea: A Tailored Approach to Effective EMI for Local Universities

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Nam, Hyunjeong. "The Implications for Korean Educators of CBI in Korea: A Tailored Approach to Effective EMI for Local Universities." *The Journal of Modern British & American Language & Literature*. 31.2 (2013): 153-172. English Medium Instruction(EMI) in Korea does not seem to utilize L1 in a systematic way but in the form of random code-switching at the teacher's disposal; however, little attention has been paid to the effective L1 use in Content-based Instruction(CBI). This study explores a tailored approach to EMI for local universities in non-metropolitan cities outside Seoul, given that students' language proficiency and motivation may be different from the universities with higher status in Seoul. The results of the study suggest that the students perceive the effective L1 use as a summary of each class, and as the elaboration of difficult concepts during the class. The case where Korean is followed by each English sentence was found to be far from being effective. The study also suggests that the L1 aid should not minimize any opportunities students may have to rise to the challenge. In addition to the effective L1 use and the modified L2 adjusted to students, further suggestions for the class implementations of CBI are also made. (Daegu Haany University)

Key Words: EMI, CBI, L1 Use, Local Universities, TESOL Majors

I. Introduction

Since the Teaching English through English (TEE) policy began in

2001, the attention of English educators as well as students and their parents has turned to the development of communicative competence in the second language (L2). Another recent growing trend is towards English-Medium Instruction (hereafter EMI) at universities which is provided even for non-English majors. Continuous media coverage of EMI at Korean universities indicates that its significance is not limited to academic circles. "Seoul Sinmun"(Yoon and Park, March 6, 2013) ran an academic journal article entitled "English-medium instruction in the university context of Korea: Tradeoff between teaching outcomes and media-initiated university ranking" (Cho, 2012). In his study (Cho, 2012:136), the current trend towards EMI is attributed to both "globalization index" including the number of English-medium classes and the proportion of international faculty/students and "media-initiated university rankings."

Moreover, it is reported that one of the most prestigious universities in Korea opened a course given by a renowned Nobel laureate in economics from the United States. It, however, appears that the English-medium class places a psychological burden on the students (reported by Kim, March 6, 2013). If the English-medium classes can cause difficulties for students in the elite universities such as in Seoul, it is possible to presume that the same approach can engender even greater challenges for the students in less prestigious universities in local cities.

Recent research has shed light on both professors' and students' perceptions of EMI at universities (Jung, 2010; Kang, 2007; Kang & Park, 2005; Kim, 2009). While a considerable number of English-medium courses utilize the L1 for the sake of convenience, little attention has been paid to the effective L1 use in the English-medium classes, in particular the courses in some middle-level

universities in non-metropolitan cities outside Seoul. Given that students' language proficiency and motivation at these universities may be different than in those universities with higher status in Seoul, a tailored and flexible approach to EMI should be given careful consideration. The present study aims to investigate university students' perceptions of the need for systematic and effective L1 use in the English-medium courses.

II. Theoretical Background

2.1. EMI as an Approach to Content-Based Instruction

A majority of classes that English literature and English education departments at universities in Korea offer, have been conducted in Korean to a large extent. Recent years have seen some changes towards some or all English-medium courses for English-related majors. To reflect this trend, the department of English & TESOL that the current study investigates, has recently changed all the courses to an exclusively EMI model. It may be necessary to identify the English-medium courses as an approach to CBI at this stage. The courses in the department share common characteristics with both "Content-Based Instruction in immersion programs" and "Sheltered Content Instruction." First, Content-Based Instruction in immersion programs involves the following:

1. The L2 is [the primary] medium of instruction.
2. The immersion curriculum parallels the local curriculum.
3. Overt support exists for the L1.

4. The program aims for additive bilingualism.
5. Exposure to the L2 is largely confined to the classroom.
6. Students enter with similar (and limited) levels of L2 proficiency.
7. The teachers are bilingual.
8. The classroom culture is that of the local L1 community. (Swain & Johnson, 1997: 15)

On the continuum of CBI in immersion programs, "Total Immersion" is the strongest version of CBI in that it limits the major goal of the class to the knowledge of the subject content (Brinton, Snow & Wesche, 1989) and views the second language as a "by-product of learning" (Richards & Rodgers, 2001: 205). Second, "Sheltered Content Instruction" entails "content courses taught in the second language by a content area specialist" with the language and course work adjusted to the students' level (Richards & Rodgers, 2001: 216). This may better describe the EMI courses in the current study.

2.2 Previous Research

Previous studies have yielded contradictory results. Positive effects of CBI have been found in authentic L2 input and exposure (Brinton, Snow & Wesche, 1989; Nunan, 2003), while there is a growing apprehension that CBI for low proficiency learners may be ineffective for both language and content (Adamson, 1993; Johnson & Swain, 1997). In regard to research concerning the use of CBI in Korea in particular, a consensus has not been reached on the effectiveness of CBI. On the one hand, there is the firm belief that students have positive attitude towards CBI (Jung, 2010; Kang, 2007), especially high proficiency learners (Kang & Park, 2005; Kim, 2009), and that CBI

promotes students' motivation (Hwang, 2002). On the other hand, there have been voices of concern that CBI in Korea promotes second language development at the expense of content knowledge (Shin & Choi, 2012).

The major reason that some Korean university students take CBI courses is found to be the development of their second language. This can be the case of English majors (Jung, 2010) as well as those who are majoring in liberal arts, business and engineering (Kim, 2012). Since the majority of English-medium courses in Korea are electives, even for English majors, the courses tend to be chosen mainly by the students hoping for more exposure to the L2. The current study investigates the CBI program offered by an English & TESOL department at a university where all of the courses for English & TESOL majors are exclusively in English-medium. Among those courses, the current study ruled out some major subjects such as *English Discussion & Presentation* and *English Conversation Patterns*, which are aimed at developing students' English proficiency, similar to the general ESL programs. The current study may be different from other research on CBI in that the students in the current study were provided with sufficient ESL courses for the L2 development, and therefore attaining content knowledge was more crucial from the CBI courses such as *English Linguistics*, *Language Acquisition*, *ESL Materials Development*, and *English Teaching Methods*.

There has been a great deal of research concerning learners' perceptions of a need for CBI. However, little research has been done on learners' perception of the effective approach to CBI in particular, and as to whether or how the L1 should be used.

A recent research, most relevant to the current study (Jung, 2010), employed English majors at a prestigious university in Seoul. The result that the students "neither agree nor disagree" with the idea that

“CBI courses should use English only” (Means 3.3¹), leads to the question of the perceptions of the students at middle-level universities in non-metropolitan cities outside Seoul.

Research Questions

What are the English & TESOL majors’ perceptions of the role of L1 in CBI?

- A. Is there a need for L1 in CBI in Korean universities?
- B. What is the most effective way that L1 is used in CBI?
- C. What is the least effective way that L1 is used in CBI?

III. The Empirical Investigation

3.1. Design

This study seeks to investigate English & TESOL majors’ perceptions of L1 use in CBI. The study explores, first, whether L1 should be useful in the English-medium courses and second, what approach to CBI can be most effective.

3.2. Method

3.2.1 Subjects

Fifty nine subjects were involved in the present study. The participants were English & TESOL (double) majors in a local university

¹ Five point Likert-scaled: strongly disagree=1, disagree=2, neither agree nor disagree=3, agree=4, strongly agree=5

in non-metropolitan cities outside Seoul. They are at an intermediate level with some degree of variation at a sub-level from low to high intermediate². All the courses in the English & TESOL department are taught exclusively in English.

3.2.2 Materials & Procedure

The survey aims to provide a detailed insight into the English & TESOL majors' perceptions for the need of L1 in CBI. The survey was conducted in Korean and consisted of two sections with both closed and open-ended questions, followed by in-depth interviews. The participants were asked to choose either the first or second section based on their opinions of pros and cons of L1 use in CBI. The first section (the cons of L1 use in CBI) aims to understand the reasons an L1 should not be used in the English-medium courses, and the second section (the pros of L1 use in CBI) questions the extent of L1 use and what approach to L1 use should be most effective.

3.2.3 Data Collection and Analysis

First, a qualitative analysis was utilized for the open-ended questions. All the responses to the open-ended questions and data from the supplementary interviews were analyzed and categorized as follows:

<Figure 1> Coding: Reasons for disapproval of L1 use in CBI

<L2 E>

L1 use hinders the learners' exposure to L2.

<Imp>

L1 use deprives the learners of the chances to improve their L2.

² According to self-assessed overall L2 proficiencies

<TESOL>

The professors in CBI should set a good example to the English&TESOL majors who teach English in English.

<Better U>

Some concepts are better understood in plain English than in Chinese-character words (Sino-Korean).

<Moti>

English-medium courses promote the learners' motivation to learn English.

<Figure 2> Coding: Reasons for the need for L1 in CBI

<L2>

The learners who lack the L2 competence may have difficulties learning the contents.

<Gap>

There is some discrepancy in target language proficiency among students.

<Con>

Some concepts are better understood in the native language.

<Grade>

English proficiency should not affect the students' grade in content courses.

<Pycho>

English-medium courses cause negative psychological impact on the students' learning.

<Mis>

There exist cases where students leave the class with certain concepts being misunderstood.

Second, closed questions were analyzed with descriptive statistics (SPSS 20).

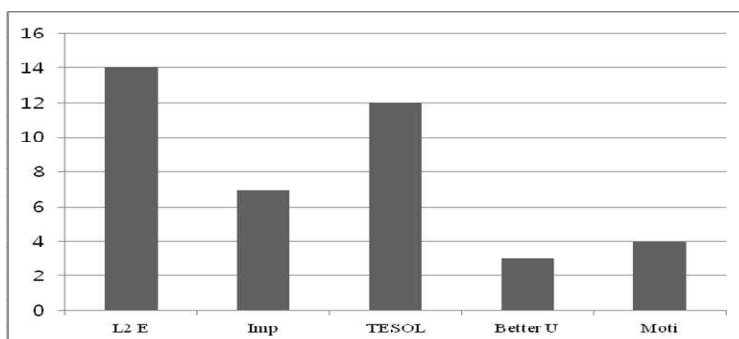
3.3 Results

Table 1
Students' perceptions of the need for L1 use in CBI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No L1	18	30.5	30.5	30.5
	L1	41	69.5	69.5	100.0
	Total	59	100.0	100.0	

Table 1 shows the students' perceptions of the need for L1 use in CBI. A total of 59 students responded to the survey. Forty one students (69.5%) approved of L1 use in English-medium courses and 18 students (30.5%) approved of any L1 use.

Table 2
Reasons for disapproval of L1 use in CBI³



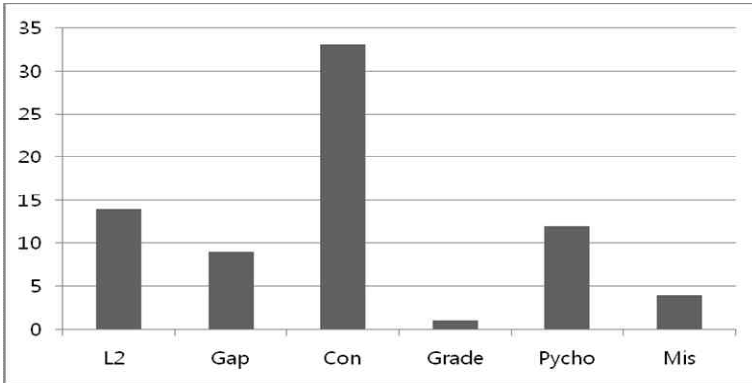
Note. See Figure 1 for the description of each section.

Table 2 shows the reasons for disapproval of L1 use in CBI. The most significant reason was "L2E", that is, "L1 use hinders the

³ Multiple responses were permitted.

learners' exposure to L2" (14 respondents), followed by "TESOL" ("The professors in CBI should set a good example to the English & TESOL majors who teach English in English"; 12 respondents).

Table 3
Reasons for the need for L1 in CBI⁴



Note. See Figure 2 for the description of each section.

Table 3 indicates the reasons for the need for L1 in CBI. 33 students out of 41 responded that "[s]ome concepts are better understood in native language" ("Con"). It was also pointed out that "[t]he learners who lack the L2 competence may have difficulties learning the contents" ("L2"; 14 respondents) and "English-medium courses cause negative psychological impact on the students' learning" ("Pycho"; 12 respondents).

⁴ Multiple responses were permitted.

Table 4
The extent of L1 use for the most effective learning

	N	Minimum	Maximum	Mean	Std.
percent	41	5.00	60.00	23.5366	14.1529
Valid N (listwise)	41				

As shown in Table 4, the extent of L1 use for the most effective learning was found to be 23.53 % (Std 14.15).

Table 5
The most effective way that L1 is used in CBI

	Responses		Case
	N	Percent	Percent
Effective L1 Use	1.00	13	32.5
	2.00	30	75.0
	3.00	7	17.5
	4.00	33	82.5
	5.00	12	30.0
	6.00	18	45.0
	7.00	5	12.5
	8.00	2	5.0
Total	120	100.0	300.0

Note.

1. Korean is used only for the course outline detailing the grade scheme and assignments in the first lecture.
2. Korean is used for elaboration of difficult concepts during the class.
3. Each English sentence is followed by a Korean translation.
4. Korean is used for summary of each class for the last 5-10 min.
5. Korean is used for Q & A session for the last 5-10 min of each

class.

6. Korean is used when the professor considers it necessary.
7. Korean is used only when students are individually approached.
8. Korean is used for pleasantries and jokes to draw students' attention

Table 5 shows the students' perception of the most effective way that L1 is used in CBI. Case 4 ("Korean is used for summary of each class for the last 5-10 min") was considered to be the most effective use of L1 (27.5%), followed by Case 2 "Korean is used for elaboration of difficult concepts during the class" (25.0%).

Table 6
The least effective use of L1 in CBI

	Frequency	Percent	Valid Percent	Cumulative Percent
	1.00	5	12.2	12.5
	3.00	11	26.8	40.0
	4.00	1	2.4	42.5
Valid	5.00	1	2.4	45.0
	6.00	1	2.4	47.5
	7.00	4	9.8	57.5
	8.00	17	41.5	100.0
Total	40	97.6	100.0	
Missing	1	2.4		
Total	41	100.0		

As shown in Table 6, case 8, "Korean is used for pleasantries and jokes to draw students' attention" was perceived as the least effective use of L1 in CBI (41.5%), followed by the case 3 "Each English

sentence is followed by a Korean translation" (26.8%).

3.4. Discussion

There has been a considerable amount of research carried out on an array of issues relating to CBI in Korea. The research concerning CBI at the university level relevant to the current study (Jung, 2010; Kim, 2009; Oh, 2011; Park, 2007), however, has yielded contradictory results. Findings from Kim and Berting (2005) suggest that CBI made a positive impact on the students' oral proficiency, in particular for intermediate students. On the other hand, the majority of the students in opposition to CBI in K.-R. Kim's study (2011) believed that CBI aims to promote English development at the expense of content knowledge.

Even among researchers in favor of CBI, there hardly seems to be a general consensus on the use of L1 in CBI. N.-S. Kim (2012:110) recommends "no use of Korean" as one of the "successful teaching strategies". According to the findings from Jung (2010:155), on the other hand, students do not seem to strongly believe that "CBI courses should use English only" (Means 3.3⁵) and "courses offered from the English Department should be conducted in English" (Mean 3.2). The findings from the current study are also in line with the view that significantly more students see the need for some use of L1 in CBI (English-only in CBI 30.5%; L1 use in CBI 69.5%).

It must also be noted that the research findings about the effective approach to L1 use in CBI are discrepant between universities with different university ranking status. Providing a summary of the

⁵ Five point Likert-scaled; strongly disagree=1, disagree=2, neither agree nor disagree=3, agree=4 strongly agree=5

important points of the lecture was not perceived to be necessarily critical (Mean 2.8⁶) by the students of a high-status university in Seoul (Jung, 2010:155); however, 85.4% of the students of a university in a local city considered it necessary (Park, 2007:268). The results of the current study conducted in a local university are in line with the latter case of a local university in that the summary of important points of the lecture in L1 was considered to be the most effective use of L1 in CBI (27.5%⁷).

As discussed therefore, it can be posited that there is a need for a certain extent of L1 in CBI for the better comprehensibility of the content knowledge (e.g., Kim, 2011; Oh, 2011), which is also consistent with the results of the current study. It is problematic, however, that L1 seems to be used neither in a systematic nor productive way. From the teachers' perspectives, the reason for L1 use in CBI was found to be "[b]ecause I'm more comfortable" (40.0%) (Kim, 2012:99). From the students' perspectives, even in CBI with the lecture format allowing L1 use in class discussions and in exam answers, "[t]hough the students felt that the lecture format class did not help improve their speaking ability, they still did not want to be put under pressure to produce English" (Park, 2007:268). If the case where L1 is used for the sake of teachers' convenience or in the learners' *dolce far niente* attitude is not rare at Korean universities, the practical implications of the effective use of L1 in CBI need to be carefully considered in this regard.

⁶ Five point Likert-scaled; strongly disagree=1, disagree=2, neither agree nor disagree=3, agree=4 strongly agree=5

⁷ Multiple responses were allowed.

3.5. The Implications for Korean Educators of CBI in Korea

The role of language and content should be complementary (Brinton, 2003). It would be a great advantage for students to receive additional assistance of language from professors sharing the same L1 and L1 culture (Braine, 2010; Min & Forman, 2010).

The students in the current study responded that some concepts are better understood in plain English than Chinese-character words (Sino-Korean) and some concepts are better understood in the native language. This does not, however, suggest unsystematic code-switching at the teacher's disposal.

The most effective use of L1 in CBI was found to be the case where Korean is used for a summary of each class for the last 5-10 minutes, followed by the case where Korean is used for elaboration of difficult concepts during the class. These should be carefully implemented in class so that students do not entirely rely on L1, with the expectation that everything they need in Korean should be handed to them on a silver platter. The case where each English sentence is followed by a Korean translation which was found to be an ineffective use of L1 in CBI, suggests that the L1 aid should not minimize any opportunities students may have to rise to the challenge.

Apart from the effective use of L1 in CBI, English as the primary language in the CBI courses may promote the comprehensibility of CBI, if a variety of forms of modification is taken into consideration. Applicable examples are simplification of the structure, repetition of a word or sentence, choice of plain words, and providing examples of the target word. Communication strategies may also be useful as in circumlocution (paraphrase) and nonlinguistic strategies (body language). In addition, given that Korean students tend to respond with

"yes" to the question "Do you understand?" even when they do not follow, comprehension checks would be more meaningful with questions using "what" or "why" that require students to explain what they have learned.

Further suggestions can be made as follows. First, it may be important for teachers to be patient until the time comes for the students to "remove their training wheels." To illustrate, it may be helpful for the students not to be pushed to produce the target language from the first class. Second, the feedback from the teachers should not be aimed excessively at the students' L2 but more at the content itself. Third, even in the case where the L1 is effectively used and L2 is adjusted to the students, there may be some students lagging behind. Study groups in Korean before and/or after each class, taking some features of "Adjunct Language Instruction", "one a content course and one a language course, with both courses sharing the same content base and complementing each other" (Richards & Rodgers, 2001:216) may help those students to keep up with the English-medium class.

IV. Conclusion

The current study reveals the English & TESOL majors' perceptions of L1 use in CBI and suggests more effective approaches to CBI for the Korean educators at local universities in particular. As has been argued above, the more effective use of L1 in CBI, rather than the unsystematic code-switching at the teacher's disposal, should be taken into consideration. The results show that only 23.53% of L1 use in CBI courses were perceived to be more effective by the department

of English & TESOL students. L1 use for summary of each class was considered to be most effective, followed by L1 use for elaboration of difficult concepts during the class. It should be noted that the results of the current study are suggestive and not conclusive due to the possible discrepancy even between the universities with similar status on the national university rankings.

Nevertheless, the current study has some limitations. There may be possible discrepancy between the students' perceptions of effective use of L1 in CBI and the actual effectiveness. There have been research projects concerning the effectiveness of CBI on content knowledge from pre- and post tests in the same class (e.g., Park, 2007). Future studies with regard to the extent of the effectiveness of each approach to L1 use in CBI, should compare courses in CBI with control groups with no implementation of a particular L1 strategy.

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Appendix

1. 나는 영어로 진행되는 TESOL영어강의를 전공(), 부전공/복수전공()으로 들어본 경험이 있다.
2. 영어로 진행되는 이론/내용중심 TESOL 전공수업 (회화, 패턴, 관광영어등 영어항상 목적의 수업제외) 경우, “한국어 없이 영어로만 진행되는 것이 학생들에게 더 도움이 된다”고 생각하는 경우에는 Type A를 작성하시고, “한국어도 함께 사용되는 것이 학생들에게 더 도움이 된다”고 생각하는 경우에는 Type B 를 작성해주세요.

Type A

1. TESOL전공수업이 한국어 없이 영어로만 진행되는 것이 학생들에게 도움이 되는 이유 (eg., 언어적 측면, 전공 내용/이론 측면 등등)
2. 한국어 없이 영어로만 진행되는 TESOL전공수업이 보다 효과적이도록 하기 위한 의견?

Type B

1. TESOL전공수업에 부분적으로 한국어가 사용되는 것이 학생들에게 더 도움이 되는 이유 (eg., 언어적 측면, 전공 내용/이론 측면 등등)
2. 가장 효과적인 한국어의 사용 정도는?: ()%
3. 교수님의 한국어 사용 중 학생들에게 가장 효과적인 순서대로 3가지를 표시하세요.
 - A. 학기 첫 강의만 (강의소개, 과제소개, 채점 기준 등 중요사항)
 - B. 강의 중에 어려운부분만 한국어로 보충 설명한다.
 - C. 영어로 먼저설명하고, 한국어로 반복 설명한다.
 - D. 강의마지막 5~10분을 한국어로 요약 정리한다.

- E. 강의마지막 5~10분을 한국어로 질문 받고 대답한다.
- F. 강의중 한국어를 섞어서 설명한다 (정해진 규칙 없이, 상황에 따라).
- G. 학생전체에게 설명시 영어만을, 학생 개인과는 한국어를 쓴다.
- H. 강의중 학생들이 지루할 때, 여담(농담)만을 한국어로 한다.

Q4: 위에서 가장 비효율적인 것은?

Q5: (영어전공강의에 효과적인 한국어의 사용에 대한) 그 밖의 의견은?

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