

Negative Effects of Early English Education on Korean Children

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A Senior Thesis submitted in partial fulfillment
of the requirements for graduation
in the Honors Program
Liberty University
Spring 2018

Acceptance of Senior Honors Thesis

This Senior Honors Thesis is accepted in partial fulfillment of the requirements for graduation from the Honors Program of Liberty University.

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Abstract

It may be fairly said that most countries around the world are joining the English-speaking world since English became one of the popular languages. In this situation when the importance of English is emphasized, people's reaction to and recognition of the importance of early-childhood English education is cursorily formed without foundation; therefore, the excessive focus on early-childhood English education has become more serious. However, excessive early English education can cause severely negative effects on a child's social, emotional, and cognitive development. A child who receives longer early English education has more stress, and this stress may lead to behavioral disorders.

Negative Effects of Early English Education on Korean Children

Children Learning English**Reason for Children Learning English**

Since English has been a dominant language around the world, people have started to learn it when they are in a young age. People who are using English as their mother language or official language are 68% of the world. Also, 70% of books, newspapers, and magazines about politics, economics, and many other areas are published in English; furthermore, 90% of E-mails are sent in English (UNESCO, 1994). As the importance of English is increasing globally, each country's greatest care is English immersion education. However, they are wondering when and how to begin English education for children in order to make them speak English better (Douglas, 2001).

Reason for Studying the Effects that Early English Education Brings

Since English has become most popular and influential language in the world, many people live in a foreign country start to learn English. Therefore, it is very important to look at the effects that early English education brings. Parents also make their children to learn English when they are young. A lot of Korean parents send their children to English kindergarten and hire English tutor for private teaching. Early English education is a good way of learning English for children because children can speak a foreign language fluently when they start to learn it in the early age. However, there are negative effects of early English education when it gets excessive. Excessive early English education is when children are required to study English both inside and outside of school without their own will. Excessive early English education may bring children

stress, and this stress can lead to severe disorders for children. Therefore, it is very important to look at the negative aspects of early English education can bring along with the positive aspects of it.

Definitions of Early English Education

Early English education can be defined as different phrases, and they are all interchangeable. Early English education is a bilingual education, a second language education, and a foreign language learning given to children who are under age of 12 (Lee, 2002).

Positive and Negative Views on Early English Education

Since English has gained popularity, people around the world have started to pay attention to learning English as their second language, and it gives both positive and negative effects. When English education reaches excessive level, the idea of early-childhood English education has risen to the surface of social issue. Some people claim that the sooner early-childhood English education begins, the better while other people argue that the early-childhood English education is undesirable because it has various problems. Argument about whether children should learn English in their early age or not are debatable, because it is necessary to learn English as soon as possible, but, at the same time, there are negative effects of learning English at an early age (Yang, 2001).

Positive Views on Early English Education

There are academic reasons supporting early English education is positive. Neurophysiological, cognitive, and emotional sides are the positive area of early English Education. According to neurophysiological study, the younger the child, the better plasticity he or she has, so the scholars who believe this research argue that young people

learn language easily (Lee, 2003). Plasticity is an ability to adjust to new thing when the children's brain is not formed completely, so they can absorb new idea such as a new language easily than an adult whose brain is already formed. In the cognitive field, as Piaget's cognitive developmental stage implies, the age range from 1 to 11 is the best time to learn a foreign language because the children have not reached the formal operation stage (Douglas, 2000). In emotional area, Guiora (1980) argues that, children before adolescence, have better flexibility and plasticity to form their language ego; therefore, the mother language they learned first does not disturb their learning a different language in these ages (1980). Those scholars who support early English education believe that a child learns a foreign language a lot faster than an adult because there is a certain time for people to learn languages, and adults are too late to learn it. Furthermore, people in general also tend to believe that early English education is effective because the children who have lived in foreign countries speak foreign languages fluently. To support these positive effects of early child language education, it is necessary for scholars to check whether it only has positive effects or not. If there is a side effect on early English education, it cannot be treated as a good educational method.

Negative Views on Early English Education

Early English Education does not only bring positive effects to children; therefore, there are people who claim that it is important to look at the negative effects of early English education on children. Excessive early English education can cause severely negative effect on a child's social, emotional, and cognitive development (Baek, 2005). A child who excessively receives early English education piles up discontentment while doing what they do not want to do, so it leads them to bear hostility and to be

aggressive (Woo, 2002). A child who receives longer early English education has a lot of stress, lack of tenacity, aprosexia, which means the lack of ability to focus, selfishness, obsession with other's attention, and lack of autonomy (Kim, 2005). A child who is used to compulsory education tends to lose interest easily on things, lacks confidence, and experiences mental disease (Woo, 2004). A lot of researchers and pediatricians say that early language education will give stress to children, and this stress can make children have emotional and behavior disorder (Brenckman & James, 1987).

Scholars who oppose early education of a foreign language see that learning English at an early age is undesirable for children because it will cause negative effects on the development of the thinking powers, the development of creativity, and retention of their mother language. Furthermore, it will bring cultural toadyism, create a confusion in values, and weaken a mother language (Seo, 1991). The negative effects in early English education are being reported continuously. Children who are exposed to an English video, which is a foreign language, in their early age often do not speak their mother language well even though they reach the age of three or four. Therefore, parents worry about their children and might take them to a hospital to test their language ability (Noh, 2007). Children who are in third grade also could not speak their first language well after studying in the United States at their early age (the Dong-A Daily News, 2002). Even with the many setbacks, private language institutions and even public institutions' interest in and enforcement of Early English Education are continuously increasing.

Negative effects in academic aspects. When a child gets stressed in the language learning process, it will lead a child to have emotional and behavior disorders. Importantly, there are problems in suitability of children learning a foreign language,

insufficient ability of institutions, and teachers lacking professionalism of teaching a foreign language to children. It is more suitable for an adult to learn a language than children because children are having difficult time learning grammar and new vocabulary than adults (Lee, 2002). Also, there is an argument that a child lacks the ability to learn a foreign language (Sweet & Snow, 2003). People see institutional aspects of the early English educational system negatively because institutions are very insufficient. There are not enough funds, teachers, training programs, and development of teaching methods to teach foreign language to children (Jeong, 2000). Teachers who are teaching a foreign language to children do not have knowledge of a child's developmental system; and even if they do, it is inadequate (Woo, 2003).

Children who are having a full time English education have a lot more stress than children who only study English a couple hours a day, because full time English studying children have to speak and learn English and their mother language. This puts a lot of burden on children and causes stress. However, there is almost no scientific research on children receiving stress while learning foreign languages in their early age. Since full time English education is increasingly required for children, it is important to study how children are receiving stress and how stress leads to behavioral disorder.

Negative effects in linguistic aspect. Linguistics is an important academic field to look at when it comes to second language acquisition. Adults do not fall behind from children in the area of learning a second language because they understand the concept of the word easily than children. Ausubel and Rivers are two significant scholars who oppose early English education in linguistic aspects. Ausubel (1964) said adults have learned an abstract concept of vocabulary through learning their mother language and

also have better reasoning power than children; therefore, adults have better understanding skills in grammar than children. Rivers (1968) also argues that adults can think logically and analytically, so they can learn foreign language a lot faster than children. The power of understanding and reasoning also helps adults grasp complex phrases and the difficult concept of a word having different meanings easily while children cannot understand these difficult phrases and abstract concepts because they lack understanding and reasoning. Therefore, studying a foreign language in early age is not beneficial on the whole.

Chomsky (1994) claims that the ability that learners use to acquire a second language is an innate language ability. Learners use universal grammar to learn a new grammatical rule, but adults, like children, also have LAD, which is a language acquisition device. It is not a special ability just for children. A plasticity of children may help them to learn a new language, but it does not mean that adults are inadequate to learn a second language because LAD does not go away. Another scholar, Woo (1994), also, declared that LAD does not disappear in certain age because everyone keeps using language when they acquire new words and sentences every day. Therefore, a language acquisition device cannot be lost.

Brown (2007) denies a language acquisition device theory and argues that the reason adults have a disadvantage in learning a foreign language is interference phenomenon. Since adults have a lot more interference in their lives than children; they cannot focus on learning a new language. In other words, when these interferences are removed and a great study environment is provided, adults can learn a foreign language. Also, Hwang (1993) says early English education for foreign children will cause

confusion in cognitive structure. Children's cognitive structure on their mother language is not firmly formed until they grow up to a certain age. Therefore, when they start to learn a second language even before their first language system is acquired perfectly, it will result in a confusion in children's cognitive structure. When adults have a great environment to study a second language, they can learn it better than children because they already have the experience of learning a language, their mother language.

A linguistic view of early English education tells that a linguistic acquisition device does not work only during sensitive time of life, which is a young age, but it also continuously operates because people keep learning new words and creating new phrases after early childhood. Children may do a better job in learning a pronunciation than adults, but that does not mean that adults are less appropriate to learn a second language. Furthermore, children have less understanding and reasoning than adults, so it is hard for them to learn complex and abstract concept. Therefore, early English education can cause confusion to children whose cognitive structure is not fully formed.

Negative effects in neurophysiological aspect. The neurophysiological aspect of early English education shows that children do not surpass adults in a language acquisition area. A scholar who is opposed to early English education in the neurophysiological view is Stephen Krashen. Krashen (1982) rejects Lenneberg's Hemispheric lateralization theory, which is a theory that says the right and left brain have different learning abilities, and claims that people can learn a foreign language after a cerebrum's pliability is congealed. Therefore, people should not give the excuse that they cannot learn a new language because their brain is unable to take it. A brain's flexibility does not matter with learning a new language. Furthermore, according to the

neurophysiological view, children who continuously learn English before they reach the age of six show a problem with brain waves. Also, those children tend to show emotional disturbance (Lee, 2005). This shows that early English education can have a negative effect on children.

Negative effects in cognitive aspect. Cognitive skill enables people to learn and acquire knowledge, thus it is a very important skill for learning a new language. Since adults have experienced and learned more throughout their life time than children, they have better cognitive skill than children. Jim Cummins (1979) is a scholar who stand against early English education in the cognitive view. Cummins divides learning second language into two different parts. The first one is that people learn second language in normal life in order to do social interaction. The other one is that people learn a second language in school or institution. When people learn language in their life naturally, they can get help from situational conditions, facial expressions, and hand gestures. These help them to understand a new language more easily. However, when they learn a new language in school, it is difficult to learn because they can only depend on the actual meaning of the words. Cummins believes that language learned from normal life does not require cognitive skill because people do not need to consciously pay attention to learn it. On the other hand, Cummins (1979) sees that a new language learned in school requires cognitive ability with active effort. Therefore, language acquisition in school is related to cognitive ability, and mother language and second language are interdependent. This leads to the conclusion that the older a person is, the quicker he or she learns the second language. Therefore, school should teach people who are older because their cognitive ability is more developed than children.

Children may be viewed as good language learners because they absorb new things better than adults, but adults have cognitive skill that helps learning a new language. Ausubel (1964) insists adults and children have different advantages in learning a new language in different environments. When people are enabled to assimilate with foreign language naturally, children have more advantage to learn a new language better than adults while adults learn better in the classroom environment. Children have more advantage in pronunciation, flexibility, and memory. However, since adults already learned abstractive vocabulary through their mother language, they can apply it to new language they are learning (Seo, 1991). Therefore, adults learn a new language better than children when they are using cognitive skill.

Ervin-Tripp (1974) asserts that experience people acquire when they learn their mother language helps and encourages them to learn new language. Children have difficult time understanding phonology, which is the vocal cohesion rule in order to produce a word or phrase; semantics, which is meaning that is expressed in a word or phrase; and syntax, which is the grammatical rule that connects words because their cognitive skill is lesser than adults. Adults understand these easily and better than children because their cognitive skill is developed enough to understand those rules of grammar. Also, children who can read their first language are eligible to study phonology of a second language. The syntax of a second language should be taught to the teenage level. Adults have great ability in learning a new vocabulary, so they can learn new words faster and easier than children (1974).

The first acquired language affects learning a second language greatly according to the cognitive view of early English education. Skills that people gained through

learning their mother language provide huge advantages and benefits to learning a second language. In addition, even though children show better ability in some areas like pronunciation, adults learn a new language better because of cognitive skill they have. When cognitive level is required in learning a second language, children can face a lot more hardship than adults.

Negative effects in social and psychological aspect. Scholars who object to early English education point out learner's psychological behavior. Krashen (1982) thinks that the reason why people cannot speak a foreign language after studying several years is in social and psychological causes, not in a language acquisition device or age. The country South Korea does not have a social pressure of learning a second language, and this is a very important factor of language acquisition. Some countries like India has a social pressure of learning the second language. India uses Hindi, so Hindi is the mother language for most of Indian people. However, India was once colonized by British that still English is a very important language in high class and government office. Therefore, people who are born in high class are required to study English as their second language. Furthermore, people who wants to work in a government also needs to learn English other than their first language Hindi. An environment that does not have a pressure of learning a second language makes learning a second language difficult for both adults and children because they do not feel like they should learn it. There is no motivation to learn it. The critical period of language acquisition is not important as a learner's motivation to learn a second language (Kim, 2004). Once pressure has been placed on learners that a second language is necessary to be learned, the ability of the language acquisition device does not differ between adults and children (Kim, 2004).

Furthermore, learning a foreign language means learning not only a language, but also a culture. Therefore, children who are not even used to their own culture may face difficult time learning a second language. Adults' psychological behaviors are more flexible in accepting foreign or new culture than children, so they have more advantage (Seo, 1991). Children have motives for learning a mother language. In order to resolve discomfort of living without knowing how to communicate, children have a desire to learn their mother language. However, they do not feel uncomfortable without knowing a second language, and they do not feel necessity of learning it. Most of the children learn a second language because of their parents' demand, but they do have low motivation to learn it. It is not positive to make children learn a second language when they are not even used to their own culture and do not have enough motivation to study it.

Those are the negative views of early English education on children. Those negative views have to be dealt seriously because they will cause stress and behavior disorders on children.

Stress

Early English education also brings stress to children who start to learn English in their early age, and this stress creates negative effects. Therefore, children who are exposed to excessive early English education show negative symptoms, so it is very important to look at the stress that children receive from learning English.

It is necessary to know what the definition of children's stress is first. The word stress is used in psychology, sociology, and psychiatry. It is derived from 'stringer' in Latin, which means tighten, and stringer is used in the 19th century as pressure on thing from outside. Walter Cannon defined stress in the early 1930s as a disorder in

maintenance of homeostasis (Lazarus, 1983). It is important to look at stress because excessive early English education creates stress that leads to severe disorders.

Definition of Stress

Vernon and David (1979) think that stress is a force or pressure that creates unpleasant tension, and it threatens an adaptation process. However, people react to and recognize stress differently in the same event and stimulus, so there is a limitation of defining stress just as a stimulus. Band and Weize (1988) divided stress into major event, everyday stress, and daily hassles by its stimulus intensity. Lazarus and Folkman (1983) say having problems in daily life is the most important reason for stress.

Major and minor stress come from early English education, and it brings different negative symptoms to children. Band and Weize (1988) divided stress into major events and everyday stresses, depending on the intensity of the stimulus. Everyday stress comes from parting from a friend, getting a shot in a hospital, getting a scolding from a teacher, receiving a bad grade, bullying from friends, and getting injured (Band and Weize, 1988). Norman and Germezy (1986) say a major event is children being separated from parents or a foster family. Parfenoff and Jose (1989) believe that the reasons for stress come from a family relationship, a friend relationship, responsibility, psychological stability, health, school, self-control, and self-esteem, and they give an example that going to a hospital and bullying from friends can give stress. When more than one daily stress occurs, it becomes more dangerous than a major event because it generates a complex effect (Rutter, 1979). These are the sources that bring a major or minor stress.

Stress is an external factor or external force. Therefore, stress does not come from an individual's activity or character. Stress is seen as a stimulus like pressure. Stress is independent from individual responses to stress, so the individual takes all the influence of stress because stress is only affecting an individual; an individual does not create stress. When a pressure exceeds the limit people can endure, the stress occurs. Major or minor stress are created when children are learning English excessively in their early age, and it brings negative effects to them.

Definition of Children's Stress

Children's stress can be divided into major events and daily stress depending on the intensity of the stimulus. It can be insignificant but uncomfortable events that children experience in daily life such as anger, fear, depression, a sense of alienation, anxiety, pressure, repulsion, and tension. Children who are living in the 21st century, which is an information-oriented age, experience more stress than children before due to parents, children education institutes, and dissemination of mass media. When everyday stress occurs persistently, it critically affects children's development, so it is very important to study the stress of children.

Characteristics of Children's Stress

Early English education gives stress to children who are excessively learning English, which is not their mother language, and stress brings various negative symptoms. When children get stress, they may show the symptoms of "headache, stammering, dietary problem, crying, sleeping problem, neckache, tiredness, stomachache, thirst, negative behavior, breath problem, weakness, bruxism, frustration, overfatigue, digestive problem, anxiety, and depression" (O'Brien, 1988, p. 105). Elkind (1983) says children

with stress show the symptoms of anxiety, impatience, distraction, and depression as well as desire to win, easily argue with others, show aggressive behavior, want to escape from reality, and become lethargic. Warm (1986) claims that children with stress exhibit externalizing behavior and internalizing behavior. Physical and verbal aggressiveness and antisocial behavior are externalizing behaviors while anxiety, fear, shyness, and bed wetting are internalizing behaviors from stressed children. Children who get stress from kindergarten manifest symptom of biting their nails, physical hostility, convulsion, displaying neurotic laugh (Burts, 1990). Some children behave recklessly in order to get attention from adults (Wallerstein & Kelly, 1982). Stress coming from early English education shows different negative symptoms; therefore, it leads to the idea that early English education is negative as well.

Gapbin Im (1991) divides behavior patterns of stressed children into two different patterns. The first one is physical behavior that includes headache and skin reaction. The other one is emotional behavior that contains depression, impatience, distraction, anxiety, and lethargy. Munhee Park (1984) argues that stressed children often suck their fingers, eat too much, show selfishness, have bed wetting, curse, hurt others, or act aggressively. Sunhee Kim (2004) reports how parents and teachers see stressed children in two different views: “externalizing problems and internalizing problems” (p. 140). Externalizing problems are uncontrolled problems, which are that children cannot control their behaviors, and it leads to aggressive behaviors and hyperactivity. Internalizing problems, which are that over-controlled problems, which are that children excessively control their behaviors because they cannot properly express themselves, and it leads to withdrawn and anxious behaviors. Children’s stress from early English

education brings different negative symptoms. The results of stress put children into extreme conditions. Therefore, it is important to know what is children's stress.

O'Brien (1988) explains the reasons that children who are living in an information-oriented age receive huge stress. Firstly, parents are receiving a great amount of stress due to a rapidly changing society, and children also get affected by it. Secondly, children these days have a pressure to meet a parents' expectations, and stress arises from it. Thirdly, children today excessively compete with other children in educational institutes or outside activities, and it gives stress to children when they are being forced to have competitive attitudes. Lastly, children get stress when they feel uncertainty and fear in their lives. When society emphasizes successful life, stress begins from early childhood; therefore, negative effects from stress can be found in the early ages of children (Rokow, 1987).

Unlike adults, children are limited in their ability to realize the reasons of stress and lack ability to deal with it. Also, when their demands are not met, they cannot patiently wait. Therefore, children get more negative effects from stress than adults (Chandler, 1987). When children's stress gives negative effects on their behaviors, it will disturb normal cognitive and emotional development. It will continuously affect children's future personality and attitude.

Children are receiving stress from different situations. They cannot perceive the reasons for stress since they are too young, so they do not know how to handle the stress. This is why stress will result in negative effects on children more seriously than adults. Children's stress not only comes from internalizing problems, but also externalizing

problems like children learning a foreign language in their early ages. Therefore, parents and teachers should sensitively pay attention to children's stress.

Reason for Children's Stress

The reasons for children to get stress vary. Unlike the adolescent period and adulthood, early childhood faces many psychological conflicts and adaptation problems due to a development physically and mentally (Compas, 1987). A stress factor is what provokes a reaction to stress such as pressures from situations, events, and people (Selye, 1976). What gives children stress is very different and varied. Zimiles (1986) points out that children today get different and frequent types of stress due to a rapidly changing society. Children experience stress individually and socially in their house and school. It leads children to be emotionally instable. Since children are getting stress everywhere and easily, it is very important to know what the cause of their stress is.

Honing (1986) divides the factor of stress into two different groups: external factors and internal factors. Internal factors are what children have in them, like a physiological defect, a physical disorder, a family background, and an old custom. External factors of stress are interactions between other children or adults and educational environments. When children are receiving stress from external factors, adults can help children to dissipate stress by letting them know how to do so. Furthermore, Honing believes that good experience from institutions can moderate stress from outside. However, children, who are learning English in their early age, do not receive help from adults, but they are getting stress from early English education.

Children are forced to become a physical, psychological, and social appendage of adults even though they are not ready because of the pressure of a changing society. They

are required to understand information beyond their knowledge. It is not appropriate for young children. When children are demanded to do something above their ability, it is giving a pressure and stress for them to develop under force (Ekind, 1977).

Stress Leads to Disorder

Stress, which is coming from early English education, is very critical and important to look at because it leads children to have serious disorders. The problem of early English education is an adjustment disorder of early English education, and it seriously come to the front. An adjustment disorder of early English education makes children to express anger, to act aggressive, and to disobey their parents because early English education creates stress (Munhwa Broadcasting Corporation, 2008). These are the disorders that children can have from getting stress. The problem from early English education is broadened from an individual problem to a social issue.

Recently, people have started to show some interest in children having stress, and studying on children's stress has been increased because there are research results show that stress is closely connected with disorder. Also, the radically changing society brings a high expectation of early English education. Therefore, children are expected to learn English in their early age, and it brings stress to children. Even though children are healthy, they are getting disorders because they cannot avoid stress. It is expected that excessive early English education certainly causes children to have stress. One of the reasons that teachers and parents disagree with schools teaching English is that they are worrying it will cause developmental disorder in children (Shin, 2004).

The case that the children suffer mental disorder because of stress comes from serious early English education (Kyunghayng Newspaper, 1997). Article titles like 'Early

English Education Causes Speech Disorder,’ ‘Forced Foreign Language Education,’ and ‘Autism, Result of Early English Education’ show examples of negative effects of early English Education. Excessive early English education both directly and indirectly affect children’s emotional development negatively. In reality, the number of children who are visiting pediatric psychiatrist is increasing because of the stress from early English education (Kyunghyang Newspaper, 1997). Early English education is deeply related to social issue, so it is not an individual problem of children anymore. Early English education creates stress, and it leads to severe disorders such as different kinds of mental illness.

Stress children get from early English education brings different psychological disorders in children. Namhee Woo (2002) believes that children who have excessive early English education have smoldering discontent and become aggressive because of hostility toward studying what they do not want to learn. Children who are used to compulsory education lose interest in every matter, lose confidence, and become emotionally anxious which sometimes leads to mental illness in children (Woo, 2002). When children’s autonomy is forfeited because of stress coming from excessive early English Education, dissatisfaction from children turns to aggressive action. Furthermore, a lot of children who had excessive early English Education suffer early infantile autism, depression, and learning disability that requires them to visit a pediatric psychiatrist (Shin, 2002).

Early English education that children are required to have in Korean society can definitely cause stress to them. Academic tasks that are inappropriate for children’s development because they are too much for children to bear are the reason for stress

(Burts, 1990). Robotic learning, which requires students to keep studying workbooks, can result in negative effects on children. Jang (2002) shows a warning from pediatric psychiatrists that excessive early English education and private education after regular school hours, like studying extra workbooks at home, can bring huge stress on children. This stress leads to severe disorders for children to suffer from. Children lack the intellectual and communicational skills that enable them to deal with stress because they are different from adults. When this limitation is considered, it is easy to assume that stress from early English education is seriously affecting children's lives. When children are exposed to excessive early English education, it damages children's neural circuit that controls stress; and this brings a decline in the level of immunity and the ability of memory (Shin, 2002). Early English education can ultimately create children who have a poor memory because it accompanies stress. Giving unnecessary academic stimulus to children leads to mental stress, and extreme stress creates children who have both mental and physical disorders.

Anxiety is believed to be a good tool to use in a learning environment, but it actually distracts learners from studying. Bailey (1983) supports the idea that anxiety gives positive effect on studying because anxiety makes learner focus on studying a new material better. However, Krashen and Terrell believe that it is important to lower the affective filter in order to decrease the anxiety of the learner such as an anxiety of communicating in process of learning and an anxiety of examination (Bae, 1990). This anxiety coming from learning English in early age is, for many, the main reason for stress.

Krashen and Terrell (1983) claims that there are five hypotheses on language acquisition, and the affective filter hypothesis is closely related to stress. The affective

filter unconsciously filters out a language being learned depending on the learners' emotional state. The affective filter hypothesis explains children's learning motivation, confidence, and anxiety. In order for children to learn something, anxiety and tension should be removed. When children get stressed in the classroom or get shocked before going to class, the affective filter goes high as a defense mechanism, then, it is very difficult for children to acquire a new language. The affective filter has to go down in order for children to learn a second language. Therefore, when children, who are learning English as a second language, do not have a learning motivation or have a negative attitude on learning, their affective filter will go high. Then, they will not be able to successfully learn English. This will continuously create stress for children. Stress coming from early English education is causing stress about learning in classroom, and it will lead children to become unsuccessful in learning a new language.

Disorder

Definition of Children's Disorder

It is necessary to look at the definition of children's behavioral disorders, which children get by stress from early English education. Behavioral problems, which are often seen in children, are inappropriate behaviors for children and abnormal behaviors that are out of parents or teachers' control in children's lives (Cho & Seo, 1998). It often occurs in a kindergarten that a child himself or others can get hurt by certain aggressive behaviors. It is related to morality as well (Im, 2002). Furthermore, even though children have normal intellectual capacities, they may not be able to adjust to a given environment, so they often create a conflict and cannot have a good relationship with other people

(Hong, 2003). Also, behaviors that hinder children's intellectual, emotional, and physical development are considered to be children behavioral problems (Kang, 2001).

These behavioral disorders from stress can be expressed both internally and externally (Kim, 2004). Depending on how they are expressed, they can be divided into internal or external behavioral disorders. Children's behavioral disorders are expressed externally when they cannot control their behavior themselves. Aggression, hyperkinetic action, lying, stealing, and teasing are external behavioral disorders while loneliness, depression, and fear come when children suppress themselves excessively (Achenbach & Edelbrock, 1983).

Those behaviors are considered to be problems because they will disturb children's school lives and development. Furthermore, they can fail in social life and learning in a school. The failure in young age can totally change children's lives negatively. Therefore, it is important to know what children's behavioral disorders are and why they occur.

Reason for Children's Disorder

The reason for children's behavioral problems vary. They can be narrowed down into three different factors: individual, physiological, and environmental factors.

Individual factor. Age is one of the individual factors. Lapouse and Monk (1958) insist that when people get elderly, behavioral problems such as fight and anger decrease.

Physiological factor. Then, a complex of genetic and neurological factors are considered to be a physiological factor (Rutter, 1980). Rutter thinks that all children are born with a tendency or a behavior pattern that is physiologically given to them. It can be

changed to some degree by a parent's way of raising children, but there is more possibility that children are born with a particular tendency toward behavioral problems. Jang (1995) claims that a lot of parents believe that children's behavioral disorders comes from innate tendency.

Environmental factor. An environmental factor is a human relationship, family environment, or social environment that children face. Interactions between children and teacher, also children and parents, affects children's behavioral problems the most in those environments. Therefore, parents' wrong attitude, denial, and rejection in raising their children can bring negative effects on children. Furthermore, teachers' inconsistent rewards and punishments can be reasons for creating maladjusted children. Children's behavioral problems come from individual, physiological, and environmental factors.

Behavioral problems begin in toddler period of children, and they continue to an adolescent period (Moun-ton-Simien, 1997). Recently, different behavioral problems of children have been reported, and the number of children with a behavioral problem is increasing every year. The ages of children with a behavioral problem are getting younger, people start to focus more on young children's behavioral problems today (Cho, 1995). Patterson (1996) studies the durability of behavioral disorder, and it was found that children's behavioral disorders continue to the adolescent period and adulthood. Especially, behavioral disorders from early childhood are closely related with later maladjustments so that the interest in children's behavioral problems are growing.

Children are intellectually and socially less matured than adults so that it is not easy to convey their detailed feelings and behaviors. Therefore, even though children's behavioral problems do not come to the surface, they may potentially exist inside of them.

The main reasons for children's behavioral disorders are individual factors like age; physiological factors such as genetic and neurological; and a human relationship, both family and social environmental factors.

Relationship between Stress and Disorder

When stress is accrued in children, different maladjustments follow, which means stress in children can cause children with behavioral disorders. Both male and female children tend to have a high propensity for aggression when they get stress from scolded situations or aggressive environments (Park & Song, 2008). Stress and behavioral problems have a connection with both male and female children. Also, wrong parental rearing behaviors can give children stress in their daily lives, and these increase children's aggression level (Kim & Park, 2006). Furthermore, Sunhee Kim (2004) studies children's stress behaviors and finds that they get the most stress when they are in aggressive environment. Then, they also get stress when they experience anxiety and failure. Especially, distractibility has direct relationship with stress. Therefore, when children have stress, it can be expressed by a distractibility of children. The more children experience stress from early English education, the more chance that they have severe distractibility.

When children feel that stress they are experiencing is too excessive, they show more antisocial behavior (Song & Lee, 2004). Criticism, aggression, anxiety, failure, and low self-esteem are the sub-elements of children's stress, and stress is related to children's antisocial behaviors sub-elements which are hostile attitude, selfishness, and carelessness. Therefore, children usually get stress and become antisocial when the

environment is hostile and aggressive. It is important to keep children's stress low in order to prevent children from showing antisocial behaviors.

Children's stress has a significant influence on children's behavioral problems, so it is important to see how children are receiving stress. Early English education is one of the big reasons that children get stress. Therefore, early education for children should be considered before practicing it in schools.

Examples of Stress Leading to Disorder

There are many examples of stress coming from early English education that cause children to have disorders. Mass media and research have shown from many years ago that early English education is bringing serious problems in not only social and economic sides of the world, but also children's social, emotional, and cognitive developments (Baek, 2005). A lot of researchers and pediatric psychiatrists argue that early English education that is forced for children to have can bring stress to children, and it will lead children to have emotional and behavioral disorders (Shin, 2002b). Especially, excessive early English education can cause serious mental problems to young children who do not even know their first language well (Saville-Troike, 1988).

Namhee Woo (2005) says that children who are having early English education are receiving severe amounts of stress, and they tend to show distraction, lack of patience, selfishness, caring what others think of them, and lack of autonomy. These emotional and behavioral problems are often seen in children who have received early English education. Kono (2003) declares that early English education that is taking place in a private academy or school causes emotional instability because it excessively forces children to learn a new language, which is beyond their ability. Instead of following developmental

stages of children, those academic places like school and English academy demand children to learn something that is not appropriate for their developmental stage, and this leads to behavioral problems in the end. Actually, children who have early English education show the symptoms of delayed speech, hypoprosodia, alopecia areata, depression, and anxiety (Um, 2001). Early English education is both directly and indirectly influencing children's development negatively, and the number of children who are suffering from those symptoms are increasing, so the number of children who visit pediatric psychiatrist are also increasing.

It is difficult for young children to express or convey their thoughts and feelings because they have not even fully learned their mother language yet. It is much more difficult for children who are studying English even before they learn their first language to communicate their thoughts and feelings in English. It would be impossible for children to express what they think in a language they do not know how to speak. Furthermore, children are spending time with an English native speaker who has a different culture from the children and an English teacher who has little or no knowledge of the children's development. These environments can cause and create behavioral disorders in children.

Changes in modern Korean society make people want to learn English. It is very difficult to speak with other people without using an English word in today's conversation. Therefore, the time of learning English in early age is a pressing matter in Korea, but the arguments on timing, method, and its effects are still controversial because one side claims that early English education is positive while the other sees it negatively. However, when there are negative effects, it is important to look at the problems rather

than only focusing on positive effects. Therefore, this paper claims that it is very important and needed to analyze children who have excessive early English education to determine what negative effects does early English education brings to children, and there should be further study on how stress and disorders coming from early English education negatively affect children's future development.

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