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A Comparative Study on Two Types of English Classes: TETE and TETE&K

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This study compared English-only classes with English-and-Korean-mediated (TETE&K) classes to see the effectiveness of teaching English through English (TETE) from students' perspectives. Three research questions were set for the purpose of the study: 1) How differently do the advanced- and intermediate-level learners perceive TETE? 2) How different are the two groups' progresses compared to those of TETE&K? 3) What can be concluded about two types of English classes? A total of 170 subjects were divided into two groups of TETE and a group of TETE&K. The pre- and post-TOEIC-test results were compared to see the differences in their progress of L/C and R/C. The questionnaires were also administered to learn their preferences for English language classes and the data were analyzed by ANOVA through SPSS 17.0. The results showed that the intermediate-level TETE group did not benefit from English-only instruction in reading comprehension nor prefer TETE. Based on the findings, the current study recommends modified TETE depending on the proficiency level of the learners.

[English-only/teaching English through English (TETE)/TETE&K/pre- and post-TOEIC test/progress of L/C & R/C]

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I. INTRODUCTION

Communicative competence in English has been greatly emphasized in recent decades, and for that matter, teaching English through English (TETE) has been implemented by the Korean government as part of the active measures of Korean students' English competence. Amid the government's policies were geared for all levels from primary to college, many principals and university presidents rushed into implementing TETE as their English education policies without thorough consideration and preparation. When the incumbent president was elected, his cabinet members proposed English education guidelines strengthening further public education; however, those controversial policies drew much harsh criticism and revision was immediately called for. Such an unprecedented concern toward English education might have been applauded by English teachers and policy makers if only meticulously planned ahead for careful implementation, but the seemingly rash decision triggered national anxiety and strain on the Korean people.

Nonetheless, more emphasis on the communicative skills was placed through the policy announced by the Seoul Ministry of Education in January 2009 stipulating that communicative skills were to be evaluated as at least 50% of their school grades. Moreover, all English classes are to be mandatorily conducted in English by 2012 (Im & Jeon, 2009). Demand for communicative language teaching (CLT) in English education is increasing as international affairs, multinational academic exchanges and open markets are rapidly increasing. To fulfill such demand, teaching English is done in a type of content-based instruction (CBI) where the language is taught in the target language in particular studies such as culinary arts, design, music, science and technology to name a few. Since the content-based instruction has gained increasing popularity, teaching English through English substituted a traditional language teaching that emphasized the acquisition of language forms.

It appears that a number of Korean schools and universities try to offer CBI courses as teaching English through English becomes a requirement for English teachers and other professionals. Such phenomenon has prompted studies in the field of CBI for all levels of learners. Studies done by Kim and Ko (2008) and Park (2008) investigated CBI possibilities for primary level while Kim (2001) did on secondary level students. Also Kim (2003) did a study on undergraduate level learners, and further graduate-level CBI inquiry was getting started more recent years by Kang (2008, 2009).

In order to examine whether teaching English through English is more effective and preferable for college level students than teaching English through English and Korean, the current study focused on three different groups of subjects: the advanced-level subjects in TETE course, the intermediate-level in TETE course, and the beginner-level in a class where English-and-Korean-mediated (TETE&K) instruction was carried out. The study

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analyzed the data from the subjects' pre- and post-TOEIC-tests to see whether TETE triggered better progress than TETE&K did. The questionnaires were administered to learn the subjects' perception of their English language classes. The study was guided by the following research questions:

1) Do the advanced- and intermediate-level learners perceive TETE differently?
2) How different are their progresses upon completing a semester of TETE compared to those of TETE&K and how do the differences in their progress support the learners' perception?
3) What can be concluded about two types of English?

II. THEORETICAL BACKGROUND

1. Teaching English through English (TETE)

Teaching English through English has been supported by many scholars in the past several decades. Among them, Willis (1981) stated that using the target language has been favored in numerous studies as desirable class instruction. According to Long (1985), providing the learners with sufficient environment in which target language is used for communication could be effective for acquiring the language emphasizing interaction hypothesis. What he means by his interaction hypothesis is that language is acquired as learners actively engage in attempting to communicate in the target language using conversational tactics like repetitions, confirmation checks and clarification requests.

Teaching English through English may have been supported by Krashen's (1985) input hypothesis stating that humans acquire language by receiving comprehensible input. In other words, exposure to sufficient, comprehensible input is necessary for language learning. What lies in his input hypothesis is the idea that speaking is a result of acquisition rather than its cause, and if there is enough input that is understood, the necessary grammar is already provided.

Goodman's (1986) whole language approach also theoretically supported the TETE classes proposing that language be the medium of communication, thought, and learning. By observing students' easier learning of their native language outside the school than at school, he attributed his observation to the surroundings where more natural language input is provided.

In Korea, there have been various studies on teaching English in English (TEE), and the term TEE has been interchangeably used with TETE, teaching English through English. One of the most recent studies was done by Kim (2009) on college students' overall

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perception of TETE. She investigated differences in the student reaction according to language proficiency level and found high proficiency group showed more positive reaction to enhanced interest in the English language and psychologically shortened distance to English. Also Kim's (2003) study showed the students' interest and motivation were higher in English-medium courses than in Korean-medium ones. From the standpoints of the English teachers, Im and Jeon (2009) did a study of the English teachers' perception on teaching English in English. Regarding teacher responses, Kim (2002) did a study to analyze according to the level of the school where they teach, years of teaching experiences, and the frequency of English use. It was found that the more the teachers used English, the lower anxiety and more positive attitudes they had toward TETE. Min (2008, cited from Im & Jeon, 2009) reported that the English teachers had positive attitudes on the necessity of teaching English in English. However, some studies reported negative feedback of teaching English in English as both teachers and students, especially low-level ones, were skeptical about implementation of TETE (cited from Im & Jeon, 2009). Moon and Lee (2002) reported that the teachers had negative perceptions about TETE. Kim (2002) pointed out that students' wide range of proficiency was perceived failure of the TETE policy and maintained that the pedagogical values of the TETE classes are meaningful when appropriate classroom techniques and activities exist to develop communicative competence for students.

2. Content-Based Instruction (CBI)

In relation to TETE or TEE, content-based instruction is commonly used for imparting content knowledge and teaching the language. And to better teach specific groups like engineering and medicine, English for Specific Purposes (ESP) is preferred. Hyland (2007) stated as fundamentally "research-based language education, a pedagogy for learners with identifiable professional, academic, and occupational communicative needs." Also, Johns (1997) asserted that both CBI and ESP "encourage the transfer of language skills and content to real life by bringing genuine language and authentic classroom activities to students."

Wesche and Skehan (2002) asserted that learners receive content knowledge and increased language proficiency. They further stated that content is an organizing principle of a CBI course and its fundamental organization comes from subject matter, not language forms or functions. As CBI creates a natural context in which the learners process and use the target language meaningfully, the learners constantly encounter language forms and convey concepts through the language. The benefits of CBI were recognized with respect to language learning by maximizing learners' exposure to the contextualized language through providing language input in the form of academic content. Richards and Rodgers

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(2001) stated that CBI could provide the motivating purpose for language learning.

In recent years, some studies have been focused on CBI in Korea. By examining learners' attitude toward CBI, Hwang (2002) reported that students showed positive reaction to CBI. As for the learners' motivation, Kang (2007) reported that students were highly motivated in CBI courses and also a similar study was done by Kang (2008) stating that learners enhanced their motivation and production skills. According to Park's (2006) study, learners' speaking and listening skills were enhanced in CBI. But there have been studies that reported otherwise, one among them by Shim in 2006. The study revealed the students' uneasiness with English-medium instruction due mainly to too much emphasis on English itself than the acquisition of content knowledge, students' lack of English ability and instructors' nonnative-like proficiency in English. Amidst having both positive and negative reports on TETE and CBI, it is worthwhile to examine different levels of college learners' progress in proficiency and perception in teaching English through English classes by comparing with teaching English through English and Korean classes.

III. METHODS

1. Subjects

A total of 170 fresh-year students who had eight years or more English studies prior to college English course participated in this study. They were all taking English for TOEIC as a required course in the fall semester of 2009 and were placed in three different groups. Two groups were attending TETE classes at E. University taught by the first author of this study: one advanced-level students' class and the other of intermediate-level. Another group of students were in classes where both English and Korean were used as instructional languages by an instructor at H. University.

The 45 students, 10 females (22%) and 35 males (78%), were categorized as advanced-level since their average mean scores of the pre-TOEIC-test were 745.2, the highest among the three groups. There were four students (2 females and 2 males) who had studied in the English speaking countries for over 5 years among the students in the advanced group.

The other group of 71 students, composed of 66 females (93%) and 5 males (7%), was classified as intermediate-level with their mean pre-test scores of 512.8 on the TOEIC. No students in this group had experiences of overseas study. Both of these TETE groups were medicine and nursing majors, respectively.

In the third group, 54 students were mingled with heterogeneous majors of 12 different study fields, and they were attending classes in which both English and Korean were used as instructional languages by a female instructor at H. University. This group comprised

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mostly beginner-level students based on the pre-TOEIC-test mean scores of 312.8.

Female students were predominant in the intermediate-level group, and the other two groups were mixed genders of uneven ratio. Therefore, the gender difference was not considered in the current study. The following table shows demographics of the three groups.

TABLE 1

Three Groups of Subjects

Groups	Female	Male	Total
TETE(A)	10(22%)	35(78%)	45(100%)
TETE(I)	66(93%)	5(7%)	71(100%)
TETE&K	40(74%)	14(26%)	54(100%)

2. Classifications of the Three Groups

The subjects were classified into two groups of TETE and a group of TETE&K for the purpose of three research designs: 1) to examine whether the advanced- and intermediate-level learners perceive TETE differently, 2) to see how different their progresses are upon completing a semester of TETE compared to those of TETE&K and how these progresses support the learners' perception, and 3) to see what can be concluded about the two different language medium classes. In the first week of the fall semester in 2009, all the subjects took the pre-Sisa-YBM-TOEIC-test. The advanced, intermediate, and beginner-level learners were then arbitrarily grouped based on their pre-TOEIC-test scores.

1) Teaching English through English of Advanced-Level-Students, TETE(A)

The advanced-level group of 45 medical students was classified as TETE(A) as their mean scores showed 745.2 (360.8 for listening comprehension (L/C) and 384.4 for reading comprehension (R/C)). The highest scores were 945 (460 L/C and 485 R/C) and the lowest 455 (180 L/C and 275 R/C). Due to the strenuous English curriculum that requires five 50-minute English classes per week, they were attending other English course, also a form of TETE, besides the English for TOEIC. About one third of the students had experiences of English-only classes prior to the course. Among them, four students studied abroad for at least five years before they entered university and they were admitted through the special recruitment policy of the foreign-resident-admission guidelines.

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2) Teaching English through English of Intermediate-Level-Students, TETE(I)

Most of the subjects (93%) in this homogenous nursing major group of TETE(I) were female students (66 out of 71) whereas there were only five male students (7%). Their mean scores were 512.8 with the highest 770 (385 L/C and 385 R/C) and the lowest 315 (175 L/C and 140 R/C). This English class was also a required course with two consecutive 50-minute lectures a week for 15 weeks taught by the first author of this study. The majority of the students (96%) were attending TETE for the first time and there were no students with study-abroad experience prior to this course. They were very reluctant to use English to ask questions even though they did not fully understand what was taught and discussed in class. During the course, students did not use English much to respond and seemed unsatisfied with the fact that English was the only language used in class throughout the entire 15 weeks.

3) Teaching English through English & Korean of Beginner-Level-Students, TETE&K

The subjects in the TETE&K group were heterogeneous, a mixture of 12 different major studies such as French, English, History, Information Statistics, and Accounting just to name a few. Female students were predominant, 40(74%), while 14(26%) were male. This class was also a required course and the subjects were concerned about their TOEIC results for graduation and future job application. A female instructor at H. University used Korean to explain English grammar and to elaborate on the reading material. As the Korean language was predominantly used for the course, the subjects felt at ease asking questions in their mother tongue if they were unsure of any part of the lecture.

3. Procedures

The research proceeded for 15 weeks of the fall semester in 2009. At the beginning week of the research, the Sisa-YBM-TOEIC was administered as the pre-test to learn of the subjects' levels. And to see their progress, they took the November 2009 ETS-provided TOEIC as the post-test. To motivate them to take the post-TOEIC, the results of the second TOEIC were accounted for 30% of the final grade. Also the questionnaires were administered for all the subjects to learn of their preferences for English classes.

All three groups of the subjects attended two consecutive 50-minute English for TOEIC once a week. A half of the lecture was on the listening practice of short dialogue, picture identification, and questions on the announcement and report. Another half was on the reading section of the test such as understanding sentence and paragraph, grammar, words in the context and text. Even though all subjects were encouraged to participate actively,

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ask questions if not understood, and express their ideas in class, the intermediate-level subjects did not feel comfortable using English as the primary language in class. Therefore, it was primarily the instructor's responsibility to manage the class, whereas the students passively sat in each class. The advanced-level students were actively involved in class discussion, presentation and participation.

For statistical analysis on the pre- and post-tests and the questionnaire responses, the results were compared by the ANOVA (Analysis of Variance) using SPSS 17.0. Also Scheffe-test was done to compare the differences among the three groups for the reliability.

IV. RESULTS AND DISCUSSIONS

The mean scores of the pre-tests were 745.2 for TETE(A), 512.8 for TETE(I), and 312.8 for TETE&K. As indicated in the next table, each mean score represented its respective level with significant difference showing the highest scores for the advanced and the lowest for the beginner-level ($F=196.1$, $p<.001$). The results of the pre-test are presented in the following table.

TABLE 2

The Results of the Pre-Test

Groups	N	L/C		R/C		Total Scores	
		Mean (SD)	F(p) **	Mean (SD)	F(p) **	Mean (SD)	F(p) **
TETE (A)	45	360.8 (67.5)[a]	152.4 (<.001) a>b>c	384.4 (57.6)[a]	189.1 (<.001) a>b>c	745.2 (115.4)[a]	196.1 (<.001) a>b>c
TETE (I)	71	248.7 (61.3)[b]		264.1 (56.9)[b]		512.8 (109.6)[b]	
TETE&K	54	150.3 (50.5)[c]		162.5 (55.1)[c]		312.8 (99.7)[c]	

**Scheffe-test

Table 3 shows the differences between the pre- and post-TOEIC-test results of the three groups with Scheffe-test analysis. The mean scores of the TETE(A) group showed significant increase of 82.0 points from 745.2 to 827.2. The most drastic improvement was made by one male subject who had no experience studying abroad in TETE(A) showing remarkable increase of 495 points from 455 to 850. Thirty nine (87%) subjects in this group showed improvement while 5(11%) ended up with decreased scores in the post-

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TOEIC-test and one subject had the same scores. As for the TETE&K group, their improvement was also statistically significant, with 51.4 points increase from 312.8 to 364.2. On the other hand, the TETE(I) group showed adverse results with their mean scores of 510.6, slight decrease from 512.8. Forty two (59%) of the TETE(I) group ended up with lower post-TOEIC-scores than their pre-TOEIC while 29(41%) showed slight improvement.

TABLE 3

The Results in the Difference between Pre- and Post-Tests

Group	N	Pre-test Mean (SD)	Post-test Mean (SD)	t (p)	Difference (post-pre test) Mean (SD)	F (p) **
TETE(A)	45	745.2 (115.4)	827.2 (90.6)	6.41 (<.001)	82.0 (85.8)[a]	
TETE(I)	71	512.8 (109.6)	510.6 (117.6)	-.29(.774)	-2.2 (67.8)[b]	21.9 (<.001) a, c > b
TETE&K	54	312.8 (99.7)	364.2 (111.3)		51.4 (56.7)[c]	
				6.72 (<.001)		

** Scheffe-test

As shown in the table, both TETE(A) and TETE&K improved significantly by 82.0 and 51.4 points, respectively ($F=21.9$, $p<.001$) while the scores of TETE(I) decreased by 2.2. These results imply that teaching English through English for the intermediate-level learners was not effective. In regard to the beginner-level, using both English and Korean was effective for their improvement.

1. Improvement on Listening Comprehension

Table 4 shows how these three groups' listening comprehension skills progressed, and for the reliability of the results among the three groups, Scheffe-test was done. The TETE(A) group's improvement on L/C was statistically significant with 65.2 points increase from 360.8 to 426.0. The other two groups, TETE(I) and TETE&K, also showed improvement on L/C by 33.1 and 22.2 points, respectively.

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TABLE 4

Differences between Pre- and Post-Tests of Listening Proficiency

Groups	N	Pre-test Mean (SD)	Post-test Mean (SD)	T (p)	Difference (post-pre test) Mean (SD)	F (p) **
		360.8	426.0		65.2	
	45	(67.5)	(57.5)	8.37(<.001)	(52.3)[a]	
TETE(A)		248.7	281.8	4.21 <.001)	33.1	13.89 (<.001)
TETE(I)	71	(61.3)	(65.6)		(50.0)[b]	a > b, c
TETE&K		150.3	172.5	5.47(<.001)	22.2	
	54	(50.5)	(59.7)		(29.9)[c]	

* p<.05

**Scheffe-test

The above results show that all three groups' improvement in listening proficiency was statistically significant amid the advanced-level learners benefited most from TETE. They outperformed the other two groups with 65.2 points increase (F=13.89, p<.001). TETE is said to be effective for both advanced- and intermediate-level learners on L/C skills. As for the beginner-level learners, using both English and Korean also seemed effective for their progress in listening proficiency.

2. Improvement on Reading Comprehension

In this section of the TOEIC, competence on English vocabulary, understanding of the reading context, inference of the context and grammar is tested. Table 5 presents the differences of the three groups' reading comprehension scores.

TABLE 5

Differences between Pre- and Post-Tests of Reading Proficiency

Groups	N	Pre-test Mean (SD)	Post-test Mean (SD)	t (p)	Difference (post-pre test) Mean (SD)	F (p) **
		388.4	401.2		16.8	
TETE(A)	45	(57.6)	(42.8)	2.39 (.021)	(46.5)[a]	36.00 (<.001)
		264.1	228.7		-35.4	a, c > b

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TETE(I)	71	(56.9)	(62.6)	-6.28 (<.001)	(47.4)[b]
		162.5	191.6		29.1
TETE&K	54	(55.1)	(60.5)	5.36(<.001)	(37.5)[c]

* p<.05

**Scheffe-test

By comparing the three groups, it was learned that reading proficiency of TETE(A) and TETE&K increased by 16.8 and 29.1 points, respectively revealing statistical significance (F=36.00, p<.001). However, a noteworthy phenomenon was the adverse outcome on the post-test results of the TETE(I) subjects. When non-proficient learners are taught English through English on grammar, content of the reading material, and for in-depth discussion on certain issue, they do not seem to benefit from English-only instruction. It is due to the fact that many of them are not likely to try hard to comprehend the lecture. As English-only instruction is too challenging for them, they become indifferent and would give up study itself rather than striving to catch up with the class. This tendency was also supported by their response to the questionnaires (See the Appendix and Table 9). On the other hand, the group of learners, exposed to both languages, significantly benefited from TETE&K showing even greater improvement of 29.1 points in their reading comprehension than that of the advanced-level group TETE, 16.8 points.

The following tables represent the results of the questionnaires. Each questionnaire item was presented on a 5 point Likert scale (1= never or almost never agree/ 5=always or strongly agree) and the mean score was obtained for each group. Table 6 shows the subjects' favoritism of TETE.

TABLE 6

Favoritism of TETE

Group	N	Mean (SD)	
TETE(A)	45	3.8 (1.1)	14.78 (<.001)
TETE(I)	71	2.7 (1.3)	a > b, c
TETE&K	54	2.8 (.8)	

* p<.05

Regarding the subjects' favoritism of TETE, the advanced-level learners favored TETE most with their mean of 3.8. Scheffe-test revealed that there were significant differences in the mean scores among these groups (F=14.78, p<.001). The intermediate-level group of TETE(I) showed indifference toward TETE. On the other hand, the TETE&K group was asked of their favoritism for their English class even though they were exposed to both

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languages. Table 7 shows how each group was satisfied and motivated by their English instruction.

TABLE 7

Are you satisfied and motivated by the medium language?

Group	N	Mean (SD)	F (p) **
TETE(A)	45	3.8 (.85)	20.10 (<.001) a > b, c
TETE(I)	71	2.8 (.94)	
TETE&K	54	3.0 (.71)	

* p<.05

**Scheffe-test

The advanced-level learners seemed satisfied and motivated by English-only classes showing the mean of 3.8. Scheffe-test revealed that there were significant differences among the three groups (F=20.10, p<.001). Table 8 shows the subjects' response on TETE for their grammar acquisition.

TABLE 8

Does TETE help you acquire grammar?

Group	N	Mean (SD)	F (p) **
TETE(A)	45	2.9 (1.4))	8.81 (<.001) a > b, c
TETE(I)	71	2.3 (1.2)	
TETE&K	54	1.9 (1.1)	

* p<.05

**Scheffe-test

As indicated above, all three groups showed below 3.0 mean scores revealing their indifference, although TETE(A) group showed the highest among them with 2.9. In other words, all three groups felt TETE was not helpful for them to understand English grammar.

Regarding the ideal English classes, even the majority (83%) of the advanced-level learners felt some Korean language was necessary for explaining grammar and somewhat difficult concept to understand. Only 4% of the intermediate-level learners preferred English-only classes while 92% preferred English and Korean mediated classes. Similarly, 90% of the beginner-level learners preferred English and Korean mediated classes. The next table shows the learners' response to further questionnaires.

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TABLE 9

Results on the Further Questionnaires

Variables \ Group		TETE(A)	TETE(I)	TETE&K(B)	X^2(p)
What skills does TETE help you with?	Listening	29 (70.8)	40 (60.6)	35 (68.6)	5.96 (.427)
	Speaking	10 (24.4)	13 (19.7)	11 (21.6)	
	Reading	1 (2.4)	10 (15.2)	4 (7.8)	
	Writing	1 (2.4)	3 (4.5)	1 (2.0)	
How many hours a week do you study English?	5hours+	3 (7.1)	1 (1.5)	4 (7.8)	37.50 (<.001)
	2-4	8 (19.0)	17 (25.4)	35 (68.6)	
	1-2	31 (73.9)	49 (73.1)	12 (23.6)	
What is the toughest skill to acquire for you?	Listening	20 (47.6)	22 (32.8)	19 (35.8)	9.72 (.285)
	Speaking	14 (33.3)	16 (23.9)	10 (18.9)	
	Reading	0 (0)	2 (3.0)	1 (1.9)	
	Writing	5 (11.9)	14 (20.9)	11 (20.8)	
	Grammar	3 (7.1)	13 (19.4)	12 (22.6)	
If TETE doesn't make you understand, what do you do?	Really try hard	7 (16.7)	6 (9.0)	-	46.27 (<.001)
	Somewhat try	20 (47.6)	10 (14.9)	-	
	Indifferent	12 (28.6)	25 (37.3)	-	
	Not try	3 (7.1)	26 (38.8)	-	

Unit: n (%)

Cronbach's alpha = .835

Note : Excluding missing data, Chi-square test was done.

From the subjects' response to the questionnaires, listening was the most benefited skill from TETE and there were no significant differences among the groups. The three groups' L/C improvement was naturally confirmed by their progresses on L/C of the post-TOEIC-tests. The beginner-level learners seemed to put in more study time than TETE(I). Since the TETE(A) group was attending another three-50-minute-a-week course, their weekly study hour was not considered less than the other two groups. The toughest skills to acquire were all agreed to be listening, speaking and writing. When the TETE(I) group did not follow TETE instruction, they were likely to become indifferent about the class and would give up studying whereas the advanced-level learners tried hard. Both groups showed significant difference (X^2=46.27, p<.001). Therefore, the TETE(I) group's attitude toward TETE drew a genuine concern for teachers of English since two thirds of them (66%) were indifferent and did not try to catch up with the class when the English

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mediated instruction was beyond comprehension. When only a quarter of the intermediate-level learners (24%) tried to understand TETE, teaching English through English for this level of learners should be reconsidered and greatly modified.

From these results, it was found that TETE was effective for only the advanced-level learners. Even TETE policy is a predominant national trend, learners' levels need to be considered and TETE should be modified accordingly. As the study examined the subjects' preference toward TETE, it was confirmed that the intermediate-level learners were not in favor of TETE. Therefore, their preference should be respected and taken into consideration for the English curriculum rather than inconsiderately implementing TETE for all learners.

V. CONCLUSION

This study was set out to investigate the effectiveness of teaching English through English by comparing both TETE and TETE&K classes as more institutes tend to implement TETE regardless of the learners' proficiency. Three groups were examined for a 15-week semester in 2009. The research questions of the study were three-fold: 1) Do the advanced- and intermediate-level learners perceive TETE differently? 2) How different are their progresses upon completing a semester of TETE and TETE&K, respectively and how do those progresses support their perception? 3) What can be concluded about two types of English classes?

For the first research question whether the advanced- and intermediate-level learners perceive TETE differently, the results revealed that only the TETE(A) group was favorable about TETE with their mean score of 3.8 ($F=14.78$, $p<.001$) while the intermediate-level learners were indifferent about TETE with the mean score 2.7. Also the TETE&K group seemed to have indifferent favoritism of TETE showing the mean score of 2.8 though their class languages were both English and Korean.

As for the second question of the study, the results of the study showed TETE(I)'s adverse outcome, especially in regard to their reading comprehension of the TOEIC. The intermediate-level subjects did not show any progress but their mean scores dropped from 264.1 to 228. 7 revealing 35.4 points decrease in R/C. This adverse result can be interpreted that non-proficient-level learners do not benefit from TETE other than listening skills. Furthermore, a noteworthy result was the phenomenon that two thirds of the intermediate-level subjects showed indifference about TETE and gave up studying English. Only 24% of the intermediate-level subjects were in favor of TETE thinking it would help them acquire English while 62% of the advanced-level learners were in favor. Most of the beginner-level subjects were indifferent of their English classes.

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In regard to the improvement on listening comprehension, the advanced-level subjects benefited most from TETE and their post-TOEIC-test scores significantly improved from 360.8 to 426.0 showing 65.2 points increase. Although the other two groups also showed improvement in their listening skills by 33.1 and 22.2 points respectively, they preferred Korean language to explain the content for further improvement. It was confirmed by the TETE&K group that they benefitted from both-language-instruction.

From the students' response to the questionnaires, the study can conclude that the advanced-level subjects are the only group that benefits from TETE. The intermediate-level of TETE showed they were not in favor of TETE. As for grammar acquisition, all three groups were not in favor of TETE, particularly TETE(I) and TETE&K were skeptical about TETE with the mean scores of 2.3 and 1.9, respectively.

Upon asked about the ideal English classes, even a majority (83%) of the advanced-level learners felt Korean language was necessary for understanding grammar and difficult concept while 92% of the intermediate-level group and 90% of the beginner-level group agreed both languages would be conducive. Only a quarter of the intermediate-level subjects were motivated by TETE while three quarters of the advanced-level group were motivated with the mean score of 3.8.

In conclusion for the last question of the study, the results hereby report that TETE is not ideal for intermediate- and beginner-level learners especially for their reading comprehension skills. Therefore, TETE can be effective when Korean language is used for understanding grammar explanation, vague and difficult concept of the context, and new vocabulary. This study confirms the point made by Auerbach (1995) that teaching English in English could derive adverse effect if the language teacher keeps using the target language without considering the learners' low-level of comprehensible input.

However, since the current study was done on the two homogeneous groups of medicine and nursing majors and one heterogeneous group of different majors, further studies with larger heterogeneous sample, such as a large number of samples with three levels within the group might render different results. Though the students' progress in the post-test TOEIC can also be attributed by their beliefs, attitudes and motivation, the current study has a limitation of excluding them in this study. Since it is restricted to only the medium of the language in the classroom, the results might have been different if all these factors were examined.

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APPENDIX A

Teaching English through English Questionnaire

(① Never agree ② Usually not agree ③ Somewhat agree ④ Usually agree ⑤ Always or strongly agree

No.	Statement	Response
1	I prefer teaching English through English (TETE).	① ② ③ ④ ⑤
2	I expect TETE will help me better acquire the language.	① ② ③ ④ ⑤
3	I feel TETE helps me to acquire grammar.	① ② ③ ④ ⑤
4	I feel satisfied with TETE and it better motivates me.	① ② ③ ④ ⑤
5	The skill that I benefit most from TETE is?	
6	I feel the best instruction is mediated by?	
7	How many hours do you study English a day?	
8	What is the most difficult skill to acquire?	
9	What do you do when you don't understand English class?	
10	If you do not understand the class, where do you get help from?	
11	What do you expect from English class?	

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APPENDIX B

TETE Advanced level students' TOEIC scores

		Pre-test results			Post-test results			
name	**Gender**	**L/C**	**R/C**	**Total**	**L/C**	**R/C**	**Total**	**Change**
KJH	F	460	485	945	495	490	985	40
PJH	M	210	325	535	225	295	520	-15
...	...	...	...	...	...	...	...	...
Average		360.8	384.4	745.2	426.0	401.2	827.2	82.0

APPENDIX C

TETE low-intermediate-level students' TOEIC scores (N=71)

		Pre-test results			Post-test results			
Name	**Gender**	**L/C**	**R/C**	**Total**	**L/C**	**R/C**	**Total**	**Change**
KMJ	F	275	255	530	305	210	515	-15
PYC	M	310	325	635	375	290	665	30
...	...	...	...	...	...	...	...	...
Average		248.7	264.1	512.8	281.8	228.7	510.6	-2.3

Examples in: English
Applicable Languages: English
Applicable Levels: College

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