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A Study of Korean EFL College Students' Perceptions on Teaching English through English*

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This paper presents Korean college students' perceptions on teaching English through English (TETE) and the relationship of the perceptions with their language proficiency. The participants were 138 Korean EFL college students. The results revealed that the majority of the participants had positive attitudes toward TETE, and they did not perceive the use of Korean along with English in the class being more effective than English-only classes. As for correlation, the participants' attitudes toward TETE were significantly correlated with their English proficiency, which also showed significant correlation with their motivation to improve English. The language subskills that were perceived to be most effective in TETE classes were the listening and speaking skills, which showed no significant correlation with the participant's language proficiency. The language subskill, in which the participants perceived the strongest need for L1 use in TETE classes, if any, was grammar skills, followed by reading skills. However, significant correlation of the participants' language proficiency with their perceived need for L1 use in language subskills was found in writing and speaking skills. The participants also showed positive attitudes toward English-mediated classes for non-English subject classes, and the attitudes were significantly correlated with their listening proficiency. Implications and limitations are discussed.

[TETE/students' perceptions/language proficiency/college level]

I. INTRODUCTION

Developing communicative language ability is generally considered the goal of our English language education in the global society today. In order to achieve the goal, the

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idea of teaching English through English (hereinafter called TETE) has been spreading throughout in Korea. TETE or English-only classes require the teacher to use the target language exclusively and do not allow students to use their native language. This is on the premise that using English as much as possible in the classrooms will help maintain a good English-speaking atmosphere and this would help students focus on learning and using the language (Gardner & Gardner, 2000).

In order for a teaching method to be successfully implemented in classrooms, teachers' and students' perceptions and attitudes toward the teaching method are crucial. In response to the need to investigate such aspects, studies have been carried out. Abundant research has been conducted as for the perceptions of teachers on TETE. (Im & Jeon, 2009; Ko, 2008; Kim, 2002, 2008; Lee, 2007; Moon & Lee, 2002; Min, 2008). Although research has been carried out on the perceptions of students on TETE as well, compared to the studies on the perceptions of teachers on TETE, relatively less attention has been paid to those of students. In addition, the studies on students' perceptions on TETE in college level have been in contradiction, with their perceptions being reported either positively or negatively (Moon, 2004; Pak, 2005). Other learner variables such as language proficiency that may be related with the perspectives of students toward TETE classes should also be considered.

Previous research has reported that students' English proficiency may affect the outcome of TETE (Kim, 2002; Kim's, 2009; Moon, 2004). Although there has been some research on TETE considering both students' perceptions on TETE and their language proficiency, not much research considers students' language proficiency in terms of their listening proficiency and their reading proficiency in relation to their perceptions on TETE. In addition, there has been a shortage of research that investigated students' perceived effectiveness of TETE in different language subskills, such as vocabulary, grammar, reading, listening, speaking, and writing, and its correlation with their language proficiency. In this sense, this study examined college students' perceptions on TETE thoroughly, and the relationship between the perceptions and their language proficiency.

The following research questions guided this study: (1) what are the college students' perceptions on TETE?, (2) in what language subskills, do the students perceive the effectiveness of TETE?, (3) in what language subskills, do the students perceive the need of using L1, if any, and (4) are there relationship between students' perceptions toward TETE and their language proficiency?

II. LITERATURE REVIEW

The idea of teaching English through English has been prevalent throughout Korea, and English-only English classes have been widely accepted by Korean universities recently.

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The rationale behind this movement is that teachers' use of English would provide more input and promote communicative interactions with students, and thereby ultimately leading to the development of communicative competence. Since English is learned as a foreign language in Korea, students have very limited access or exposure to the use of English. In this situation, the classroom is probably the most important setting to provide students with the opportunities to be exposed to English. Therefore, as suggested by its benefits in research, TETE is expected to allow Korean learners to be exposed to more target language input and produce communicative interactions that require learners to use English (Kim, 2001; Kim, 2002).

Several theoretical backgrounds support the rationale for TETE. The effectiveness of English-only instruction may be best accounted for by several well-known hypotheses, such as Krashen's (1981, 1985) Input Hypothesis, Long's (1983) Interaction Hypothesis, and Swain's (1985) Comprehensible Output Hypothesis. The Input Hypothesis places primary importance on the comprehensible input, arguing that language is subconsciously acquired through extensive exposure to comprehensible L2 input. He suggests that improvement on linguistic competence comes from providing sufficient communicative and comprehensible input (Krashen, 1981, 1985).

Similarly to Krashen's Input Hypothesis, the Interaction Hypothesis, suggested by Long (1983), claims that comprehensible input is important for language learning. In addition, it claims that the effectiveness of comprehensible input greatly improves when learners have to interact by negotiating for meaning. Therefore, in this hypothesis, interaction is the crucial means by which language proficiency develops. Interaction hypothesis emphasizes the role of interaction in second language acquisition, and claims that interaction facilitates comprehension and this comprehension promotes acquisition.

Another theoretical hypothesis which seems to be related to TETE is the Comprehensible Output Hypothesis (Swain, 1985). Swain claims that comprehensible input cannot be the only requirement nor a sufficient condition for language. She asserts that it is the action of producing language, speaking and writing, which contributes to the second language acquisition. She, therefore, asserts that a pushed output is essential for language acquisition. The idea of TETE, where not only teachers but also students are using the target language exclusively, is related to this premise that language output of L2 learners can contribute to language acquisition.

Considering the important role of input, output and interactions in language acquisition, TETE approach, by using the target language itself in the language classrooms, has been believed to provide learners with increased input, output and interactions that are the most important factors for language acquisition (Curtain, 1993). In short, English-only instructions in language classrooms can help students improve their communicative competence in a natural way by immersing students in the target language (Kim, 2002).

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In response to the big movement toward TETE in Korea, researchers are developing interest in the TETE method. Much research has been conducted on the perceptions of teachers on TETE. (Im & Jeon, 2009; Ko, 2008; Kim, 2002, 2008; Lee, 2007; Moon & Lee, 2002; Min, 2008). As reported in the previous research, one of the difficulties that teachers perceive to implement TETE classes is the lack of motivation on the part of learners (Li, 1998; Moon & Lee, 2002; Kim, 2002). This suggests that although teachers take a critical role in language classroom, equally important for the success of TETE is the understanding of students' perceptions as they bring into the classroom factors that greatly affect the outcome of TETE classes in the Korean EFL context.

Compared to the studies on the perceptions of teachers on TETE, however, relatively less attention has been paid to those of students (Roh, 2012; Yim, 2013). As for college level, students' perceptions on TETE have not been consistent. In Moon's (2004) study, the college students' perceptions on TETE were generally positive. However, in Pak's (2005) study, college students was not in favor of TETE. More than half of the students showed negative attitudes toward TETE even for English subject classes, such as English Reading classes. For non-English subject classes, such as economics, 87.3 percent of the participants showed negative attitudes toward them.

Some research has reported that students' English proficiency may affect the outcome of TETE. Kim (2002) pointed out that students' wide range of proficiency was the perceived failure of the TETE policy. In a study conducted by Moon (2004) which assessed TETE in a college reading class, she found that students would first require an 800-900 score on the TOEIC to efficiently study in TETE. In Kim's (2009) study, she investigated differences in the student reaction according to language proficiency level and found high proficiency group showed more positive reaction to TETE.

These previous studies on TETE may suggest that when students are not academically ready or when they do not want TETE classes, the ultimate outcome in English education seems skeptical. Although there has been some research on TETE considering both students' perceptions on TETE and their language proficiency, not much research considers students' language proficiency in terms of their listening proficiency and their reading proficiency in relation to their perceptions on TETE. In addition, there has been a shortage of research that investigated students' perceived effectiveness of TETE in different language subskills, such as vocabulary, grammar, reading, listening, speaking, and writing, and its correlation with the students' language proficiency. Therefore, the findings of this study would be beneficial not only for identifying the present status of TETE in college and understanding college students' attitudes toward TETE, but also for resolving problems that can arise while implementing the TETE method or English-only classes in college level.

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III. METHOD

1. Participants

The participants were 138 freshmen with mixed majors at a second-tier college located in Seoul, Korea. Their ages ranged between 20 and 22. All participants are native speakers of Korean and all of them studied English as a compulsory subject for ten years starting from the third grade of elementary school through high school. None of the participants lived or studied abroad in English-speaking countries.

The participants were taking General English Classes offered at the college, three hours a week, at the time of research. All the classes were conducted in English only, and were taught, integrating four primary language skill areas: reading, listening, speaking, and writing, in multimedia-assisted language learning environment. All the freshmen at the college were placed in three different levels of English classes depending on their TOEIC scores. All the classes in each level were taught by the same curriculum with the same lesson plans developed and shared by the professors in the program, using the same textbook, same supplementary class materials, and the same variety of multimedia elements, including electronic classware, videos, audios, photos, Power Points, Internet sites, and on-line activities. Six different classes were randomly chosen for the participation of this study.

2. Measures

For data collection, a survey was administrated to the participants. The task was done in a regular college classroom setting. The participants were asked to fill out the questionnaire during class time. The time allotted for the completion of the questionnaire was 15 minutes. The questionnaire was provided, written in students' native language, Korean. It was composed of the total of twenty question items (Cronbach α=.84) and each item in the survey represents a separate independent variable. For detailed information for survey items, refer to Appendix.

As a measure of English proficiency, TOEIC scores were used for this study. The participants took the TOEIC mock test as part of the General English Program required for all freshmen students. The test was administered by one of the best-selling testing companies in Korea and scored according to their scoring system. The TOEIC test consists of two major sections: listening section and reading section. For the purpose of this study, the scores from each sub-section as well as the total scores on the test were used.

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IV. RESULTS

1. Students' Attitudes toward TETE

Table 1 reports the mean scores for each questionnaire item as well as the percentage of each answer choice in a five-level Likert scale, regarding the students' attitudes toward TETE. As presented in the table, questionnaire item #8, asking the participants' motivation toward improving English, earned the highest mean score of 4.59. The percentage of the students who showed moderate to strong motivation to improve their English was 93.9 percent. The questionnaire item which earned the second highest mean score was the item #5, scoring 3.79. That is, when the participants were asked about using multimedia in TETE classes, 73.2% of the participants either agreed or strongly agreed that the use of multimedia helped them to better understand TETE classes.

TABLE 1
Students' Attitudes toward TETE (N=138)

	Mean score	SD	Percentage of each answer choice in a Likert scale (%)				
			1*	2	3	4	5
1. English classes should be conducted in English only.	3.66	0.93	2.4	8.5	25.6	47.6	15.9
2. Instructors should use English only during the class.	3.06	0.89	2.4	24.4	42.7	25.6	4.9
3. Students should use English only during the class.	3.13	0.97	4.9	19.5	39.0	30.5	6.1
4. Using Korean along with English would be more effective than English-only classes.	1.98	0.90	28.0	56.1	9.8	2.4	3.7
5. Using multimedia helps to understand TETE classes.	3.79	0.84	1.2	7.3	18.3	57.3	15.9
6. Colleges need to offer English-mediated classes for non-English subject classes.	3.41	1.03	3.7	12.2	40.2	26.8	17.1
7. I will take such classes as #6.	3.32	1.10	7.3	13.4	31.7	35.4	12.2
8. I'm motivated to improve my English.	4.59	0.82	2.4	1.2	2.4	23.2	70.7

*1. strongly disagree 2. disagree 3. neutral 4. agree 5. strongly agree

The questionnaire items #1 through #4 were asking the participants' perceptions about TETE. With the item #1, it was found that the students who participated in the survey had positive attitudes toward TETE classes. More than half of the students (63.5%) perceived that English classes should be conducted in English only. The percentage of the students who answered negatively for TETE was low; only 10.9% of the students disagreed or strongly disagreed with TETE.

Regarding the survey question that asks if the participants think instructors should use

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English only during the English classes (item #2), the most frequent answer choice from the participants was the neutral one (42.7%). The percentage of agreement and disagreement about this survey item did not show much difference, 30.5% and 26.8%, respectively, with agreement slightly higher than disagreement.

Concerning the survey question asking whether students should use English only during the class (item #3), the neutral answer was also the most frequent answer (39%) as in the previous item (#2). However, compared to the previous item about the teachers' exclusive use of English during the class, the gap between agreement and disagreement about this item was wider. 36.6 percent of the students agreed and 24.4 percent disagreed with this item. Interestingly, more students seem to perceive that rather than teachers, it was students themselves who should use English only during the class to improve their English.

In line with the fact that the participants generally showed positive attitudes toward TETE, shown in the questionnaire item #1, when asked if using Korean along with English would be more effective than English-only classes (item #4), the majority of the students either disagreed or strongly disagreed with this idea (84.1%).

The questionnaire items #6 and #7 were asking the participants' perceptions about English-medicated classes for non-English subject areas, such as economics and psychology. Overall, 43.9 percent of the participants showed either agreement or strong agreement with the need of those classes being offered in college (item #6), although the most frequent answer for this item was the neutral one (40.2%), followed by agreement (26.8%). When asked if they were willing to take such classes (item #7), 47.6 percent of the participants answered positively, i.e., either agreed or strongly agreed with the survey item. This agreement rate is slightly higher than the previous item asking the need of those classes in college.

In short, most of the participants in this study showed their strong motivation toward improving English, and their favor on the use of multimedia in TETE classes. It was also found that two-thirds of the students had positive attitudes toward TETE classes, and did not perceive that L1 use during the class along with English in the class would be more effective than English-only language classes. The majority of the participants had neutral to positive attitudes toward English-mediated classes for non-English subject classes.

2. Students' Perceived Effectiveness of TETE in Different Language Subskills

Table 2 reports the participants' response on their perceived effectiveness of TETE classes on different language subskills (item # 9 on the questionnaire). The Table shows the mean scores for each language subskill as well as the percentage of each answer choice in a five-level Likert scale, regarding the students' perceived effectiveness of TETE classes in different language subskills.

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TABLE 2
Students' Perceived Effectiveness of TETE in Different Language Subskills (N=138)

	Mean score	SD	Percentage of each answer choice in a Likert scale (%)				
			1*	2	3	4	5
1. vocabulary	3.21	.90	3.7	17.1	37.8	37.8	3.7
2. grammar	2.63	.91	8.5	39.0	34.1	17.1	1.2
3. reading	2.93	.80	2.4	25.6	51.2	18.3	2.4
4. listening	4.05	.68	0	3.7	9.3	64.6	22.0
5. speaking	4.05	.68	0	2.4	13.4	61.0	23.2
6. writing	3.06	.85	1.2	25.6	42.7	26.8	3.7

*1. strongly disagree 2. disagree 3. neutral 4. agree 5. strongly agree

As presented in Table 2, among the different language subskills, participants perceived that listening and speaking skills would be most beneficial through TETE classes. The mean scores of the two subskills were both 4.05 on the 5 Likert scale. Grammar was perceived the least effective subskill of English to be improved through English-only classes (M=2.63), followed by reading (M=2.93).

As for the percentage of each answer choice in a Likert scale, it was found that listening skills, closely followed by speaking skills, were perceived most effective through TETE classes. 86.6% and 84. 2% of the participants agreed or strongly aggressed that English-only classes are beneficial for improving listening skills and speaking skills, respectively. However, only 18.3% of the participants agreed or strongly agreed that improving grammar would be beneficial through English-only classes. In short, the participants perceived that TETE classes are most beneficial in listening and speaking skills, and least beneficial in grammar skills.

3. Students' Perceived Need for L1 Use in Different Language Subskills

Table 3 reports the participants' perceived need for L1 use, if any, in different language subskills (item # 10 in the questionnaire). When asked, in which language subskills of English the participants felt the need of L1 use in English classes, if any, students showed the biggest perceived need in grammar skills, which marked the highest mean score in the Likert scale (M=3.11), followed by reading skills (M=2.27), as presented in Table 3. This results are in line with the results mentioned in the previous section, with students' perception of grammar skills being the least effective subskill of English to be improved through TETE classes, followed by reading skills (see Table 2).

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TABLE 3
The Need for Using L1 in Different Language Subskills (N=69)

	Mean score	SD	Percentage of each answer choice in a Likert scale (%)				
			1*	2	3	4	5
1. vocabulary	2.20	.94	3.7	20.7	31.7	40.2	3.7
2. grammar	3.11	.82	1.2	3.7	9.8	53.7	31.7
3. reading	2.27	.90	3.7	13.4	41.5	35.4	6.1
4. listening	1.70	.89	8.5	30.5	46.3	12.2	2.4
5. speaking	1.74	.80	4.9	30.5	52.4	9.8	2.4
6. writing	2.23	.87	3.7	11.0	50.0	29.3	6.1

*1. strongly disagree 2. disagree 3. neutral 4. agree 5. strongly agree

As for the percentage of each answer choice in a Likert scale, 85.4% of the participants either agreed or strongly agreed with the perceived need of using L1 for grammar instructions. On the other hand, only 12.2% of the participants showed the need for using L1 for improving speaking skills.

To sum up, the participants showed the biggest need of using L1 in grammar skills, and the least need of it for speaking skills.

4. Correlation among the Variables

The students' attitudes toward TETE classes, perceived effectiveness of TETE in different language subskills, and perceived need of L1 use in the language subskills were compared with their level of English proficiency. In order to investigate the relationship among them, the scores of TOEIC, which was administered as part of the class completion, were used in this study. As presented in Table 4, the mean of the total score on the TOEIC was 628.6, ranging from 290 to 860. The mean score of the listening comprehension section was 328.4, ranging from 170 to 450, and that of the reading section was 301.6, ranging from 150 to 425.

TABLE 4
Descriptive Statistics of the TOEIC Scores (N=138)

	N	Min.	Max.	Mean	SD
Total Scores	138	290	860	628.6	85.8
Listening Scores	138	170	450	328.4	69.6
Reading Scores	138	140	425	301.6	62.8

1) Language Proficiency and Attitudes toward TETE

Table 5 shows the relationship between the students' English proficiency and their

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attitudes toward TETE, conducted by Pearson correlation analyses. As presented in the table, it was revealed that the participants' total scores on the TOEIC were most significantly correlated with their general attitudes toward TETE (questionnaire #1) (r=.41, $p < 0.01$;), followed by the willingness of taking English-mediated classes for non-English subject classes (questionnaire #7, r=.32, $p < 0.01$), perceived need of English mediated classes offered by college (questionnaire #6, r=.28, $p < 0.01$), motivation to improve their English (questionnaire #8, r=.27, $p < 0.05$), and the need of instructors using English only during the class (questionnaire #2, r=.22, $p < 0.05$). On the other hand, the participants' TOEIC scores were negatively correlated with the perceived need of using L1 along with English during the class (questionnaire #4, r=-.25, $p < 0.05$). In other words, the higher students' English proficiency, the lower students may have perceived the need for using Korean along with English during the class. Meanwhile, it would be worth to note that, although most of the questionnaire items were significantly correlated with language proficiency, questionnaire item #5, which asks the participants' perceptions about the use of multimedia in TETE classes, was not correlated with TOEIC scores. This may suggest that regardless of the participants' language proficiency, they may have perceived the use of multimedia being beneficial to understand English-only classes.

TABLE 5
Correlations among the Students' English Proficiency and Their Attitudes toward TETE

	TOEIC Scores	LC	RC	Q 1[1]	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8
TOEIC Scores	1										
LC	.88**										
RC	.85**	.51**									
Q 1	.41**	.34**	.39**								
Q 2	.22*	.19	.21	.57**							
Q 3	.15	.10	.18	.48**	.46**						
Q 4	-.25*	-.16	-.28*	-.03	.08	-.03					
Q 5	.04	-.01	.08	.26*	.13	.16	-.28				
Q 6	.28**	.38**	.11	.36**	.33**	.18	-.10	.13			
Q 7	.32**	.37**	.18	.41**	.39**	.21	-.16	.19	.81**		
Q 8	.27*	.15	.36**	.41**	.26*	.28*	-.25*	.27*	.16	.33**	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

More specifically as for the TOEIC scores, not only the total scores on the TOEIC, but both listening and reading scores of the participants were also significantly correlated with their attitudes toward English-only classes (item #1: LC for r=.41, $p < 0.01$ and RC for

[1] Q1 refers to the Questionnaire item # 1, Q2 for Questionnaire item #2, and so on. See Appendix for Questionnaire items.

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r=.34, $p < 0.01$). Interestingly, however, it was not the reading scores, but the listening scores, that were significantly correlated with the participants' perceptions about English-mediated classes for non-English subject courses (item #6 for r=.38, $p < 0.01$ and item #7 for r=.37, $p < 0.01$). On the other hand, it was the reading scores on the TOEIC that showed significant negative correlation with the participants' perceptions of using L1 along with English in the class (questionnaire #4, r=-.28, $p < 0.01$). The participants' reading scores were also significantly correlated with their motivation to improve English.

As for the students' general attitudes toward TETE (questionnaire #1), it was significantly correlated with all the other questionnaire items #2 through #8, except for #4, e.g., their perceptions of instructors' exclusive use of English during the class (questionnaire #2, r=.57, $p < 0.01$) and their perceptions of students' exclusive use of English (questionnaire #3, r=.48, $p < 0.01$).

2) Language Proficiency and the Perceived Effectiveness of TETE in Language Subskills

TABLE 6
Correlations between the Students' English Proficiency and Their Perceived Effectiveness of TETE in Different Language Subskills

	TOEIC Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
TOEIC Scores	1	.12	.18	.07	.11	.20	.10

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 6 indicates the correlations between the participants' English proficiency, measured by their total scores on the TOEIC, and their perceived effectiveness of TETE in different language subskills. Interestingly, the participants' total scores on the TOEIC were not significantly correlated with any of language subskills for which they perceived the effectiveness of TETE (questionnaire #9).

TABLE 7
Correlations between the Students' TOEIC Listening Scores and Their Perceived Effectiveness of TETE in Different Language Subskills

	Listening Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
Listening Scores	1	.13	.12	-.19	.04	.13	.09

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

As Table 7 indicates, there was no significant correlation between the participants' listening scores and their perceived effectiveness of TETE in different language subskills,

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either. As for reading scores, the only correlation was found with speaking skills, as shown in the Table 8.

TABLE 8
Correlations between the Students' TOEIC Reading Scores and Their Perceived Effectiveness of TETE in Different Language Subskills

	Reading Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
Reading Scores	1	.07	.19	.16	.16	.22*	.07

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

3) Language Proficiency and the Perceived Need for L1 Use in Language Subskills

TABLE 9
Correlations between Students' English Proficiency and Their perceived Need for L1 Use in Different Language Subskills

	TOEIC Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
TOEIC Scores	1	-.17	-.21	.17	.16	.29**	.30**

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 9 indicates the correlations between the students' perceived need for L1 use in different language subskills in TETE and their language proficiency. As shown in the Table, the participants' total scores on the TOEIC were significantly correlated with writing and speaking instructions (r=.30, $p < 0.01$ and r=.29, $p < 0.01$, respectively). The students' perceived needs for L1 use in grammar and vocabulary instructions were negatively correlated with their language proficiency. Although they were not proven statistically significant, it seems that the higher the participants' English proficiency, the less they may somehow feel the need of using L1 in those areas of language instruction.

TABLE 10
Correlations between Students' TOEIC Listening Scores and Their Perceived Need for L1 Use in Different Language Subskills

	Listening Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
Listening Scores	1	.03	-.19	.16	.14	.29**	.36**

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

As for listening scores on the TOEIC, they were also significantly correlated with speaking and writing instruction, as shown in Table 10, whereas reading scores showed

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significant correlation with speaking instruction only, as shown in Table 11.

TABLE 11
Correlations between Students' TOEIC Reading Scores and Their Perceived Need for L1 Use in Different Language Subskills

	Reading Scores	Vocab	Grammar	Reading	Listening	Speaking	Writing
Reading Scores	1	-.05	-.21	.18	.14	.24*	.15

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

In sum, the participants' English proficiency was significantly correlated with most of the questionnaire items regarding their attitudes TETE, except with the use of multimedia in TETE classes. The participants' general attitudes toward TETE (item #1) were significantly correlated with the other questionnaire items #2 through #8, except for #4. As for the different language subskills, the participants' language proficiency was not significantly correlated with any of language subskills for which they perceived the effectiveness of TETE. Regarding the perceived need of using L1 in the different language subskills, the participants' English proficiency was significantly correlated with writing and speaking skills.

V. DISCUSSION

This study investigated Korean college students' perceptions on TETE and the relationship of them with their language proficiency. In this data, Korean college students generally had positive attitudes toward TETE and there was a significant correlation between their attitudes toward English-only classes and their language proficiency.

1. Students' Attitudes toward TETE

The majority of the participants showed positive attitudes toward TETE (63.5%). The percentage of the students who disagreed with English-only instruction was as low as 10.9%. Considering some earlier studies that reported negative attitudes of college students toward English-only classes (Pak, 2005: Roh, 2012), it can be worth to note some aspects that may have been somehow related to this positive attitudes toward English-only classes by the participants in this data.

One thing is that the participants' motivation to improve their English in this data was pretty high, which actually marked the highest mean scores of 4.59 in a five-level Likert

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scale. 93.9% of the participants answered that they either agreed or strongly agreed with the statement that they were motivated to improve their English. Although this motivation cannot be directly assumed to be the motivation toward TETE classes itself, motivation is a very important factor in studying and learning in general, and thus, this strong motivation of the participants toward studying English can be well deserved the attention.

Another thing to notice is that, followed by the motivation, the second highest mean score was obtained from the questionnaire item 5, asking the participants' perceptions about the use of multimedia in English-only classes. 73.2% of the participants either agreed or strongly agreed that the use of multimedia helped them to better understand English-only classes. In addition, the findings that such perceptions were not significantly correlated with their language proficiency may suggest that, regardless of the participants' language proficiency, they perceived that the use of multimedia was beneficial to understand English-only classes. This may suggest the possibility that the positive attitudes toward English-only classes by the participants in this data can be related to multimedia-assisted language learning environment.

As hypothesized, students' attitudes toward English-only classes and their language proficiency showed significant positive correlations. Students' motivation to improve English was also significantly correlated with their language proficiency. This finding regarding the motivation and language proficiency in English-only classes have been reported in previous research as factors affecting the success of English-only classes. Learners' limited English proficiency and low level of motivation have been the factors challenging teachers in implementing English medium classes (Kim, 2002; Li, 1998; Moon & Lee, 2002). Therefore, this study can support the previous research findings that, in order to guarantee the success of TETE, students' motivation and their English proficiency level should be carefully considered.

As for the perceptions of exclusive use of English by instructors and students during the class, the participants were found to be stricter toward themselves than toward instructors. In other words, students seem to perceive that it was students themselves who should use English only during the class to improve their English, rather than teachers. There are pedagogical implications that could be derived from this finding. Students need to be provided more opportunities to use English during the class. Developing and implementing appropriate activities that involve students using English during the class should be strongly promoted.

It is also worth to note that the participants had positive attitudes toward the English-mediated classes in non-English subject areas. Furthermore, almost half of the participants were willing to take such classes in the future. Interestingly, however, these positive attitudes toward such classes were significantly correlated with their listening proficiency rather than reading proficiency. This may suggest that, for the successful implementation

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of English-mediated classes for non-English subject areas, in addition to the previous findings that students' language proficiency should carefully be considered (Moon, 2004; Kim, 2009), their level of listening proficiency should be given more attention than their reading proficiency.

2. Students' Perceptions in Different Language Subskills

As for the language subskills for which students perceived the effectiveness of TETE, the participants perceived that listening and speaking skills would be most beneficial through English-only classes. However, none of the language subskills were significantly correlated with the students' English proficiency. In other words, there seems no relationship between perceived effectiveness of TETE in any language subskills and their English proficiency, either with listening proficiency or reading proficiency, except for speaking skills with reading proficiency. Interestingly, however, the participants' English proficiency was significantly correlated with their perceived need for L1 use in instructions of writing and speaking skills. This may suggest that the higher their English proficiency is, the more they feel the need of writing and speaking instruction, and they perceived that L1 use would be more beneficial for improving those skills.

As for the participants' perceived need for L1 use in different language subskills, they reported the biggest need for L1 use in instruction of grammar; however, they were not significantly correlated with their English proficiency, either positively or negatively. This may suggest that, regardless of the level of English proficiency, the participants perceived that the use of L1 may benefit for grammar instruction, if any.

This result is in line with the previous research findings (Cook, 2001; McKay, 2009). Learners may often be frustrated in English-only classes due to not understanding the grammar rules given in English. For difficult concepts such as complex grammar rules or abstract vocabulary words, L1 use can be considered (McKay, 2009). According to McKay, some complicated English grammar rules and vocabulary may be explained more efficiently in L1, which saves more class time to be given to communicative activities in the target language. In addition, both the students' L1 and target language could be beneficial for the acquisition process. As Cook (2001) argues, considering the inseparable L1 and L2 connection in a students' mind, keeping the language separate in language teaching can be contradicted by the actual invisible process in brain.

Therefore, considering the finding that even with the participants in this study, who showed positive attitudes toward English-only classes and did not perceive the L1 use in English-only classes to be desirable in general, reported that grammar instruction would be the area they may have perceived the use of L1, it is suggested that when implementing TETE classes, partial class time can be devoted to the use of L1, explaining grammar rules,

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especially for the students who were not academically ready or not motivated. Then, students can be provided with and engaged in activities to utilize this grammar in order to maximize students' use of English for communication purpose.

To conclude, abundant L2 target language input is essential for second language acquisition; however, it alone does not assure successful L2 acquisition. Students' English proficiency, their motivation, and other various aspects of perceptions on TETE should all be taken into consideration in allocating students to English mediated classes.

VI. CONCLUSION

This study investigated Korean college students' perceptions on TETE and the relationship of the perceptions with their language proficiency. In this data, Korean college students had positive attitudes toward TETE. Considering the participants' high motivation toward improving English reported in this data, and their positive perceptions on the use of multimedia in TETE classes, there is a possibility that the positive attitudes toward TETE can be related to such aspects. There was a significant correlation between their attitudes toward TETE and their language proficiency. Also, both the participants' attitudes toward TETE and their English proficiency were significantly correlated with their motivation to improve English. However, the participants' perceptions on the use of multimedia were not significantly correlated with their language proficiency. This may suggest that, regardless of the students' language proficiency, they had positive perceptions about multimedia-assisted language learning environment in TETE classes.

This study also found that the participants had positive attitudes toward English-mediated classes for non-English subject classes. Furthermore, almost half of the participants were willing to take these kinds of classes in the future. These positive attitudes toward such classes were significantly correlated with their listening proficiency. This may indicate the possibility of the success of English-mediated classes for non-English subject classes in college if these classes are carefully implemented considering their level of listening proficiency.

As for the language subskills for which students perceived the effectiveness of TETE, the participants perceived that listening and speaking skills would be most beneficial through English-only classes. However, no significant correlation was found between the participants' English proficiency, either listening or reading proficiency, and the language subskills for which students perceived the effectiveness of TETE.

It was also found that, even the participants in this study, who showed high motivation for English and did not perceive the L1 use in English-only classes to be desirable in general, expressed the strongest need of using L1 for grammar instruction, if any. In

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addition, this need was not significantly correlated with their language proficiency, suggesting that regardless of their level of language proficiency, they felt the need of L1 use for grammar instruction. Therefore, when implementing TETE, it needs to be considered that partial class time would be devoted to the use of L1 when explaining grammar rules, especially for the students who are not academically ready or not motivated. The perceived language subskills for the need of L1 use that were significantly correlated with their English proficiency were writing and speaking instructions.

As discussed, the findings of this study pose important theoretical and practical implications for teachers and scholars who are responsible for making educational policies. In short, TETE method can be effective if it is carefully implemented by considering students' level of English proficiency and their motivation. One suggestion can be that, when implementing TETE as a policy of instruction, it would be better to offer a series of classes with various language levels in order to better accommodate both lower and higher language proficiency levels of students. Also, as the participants in this study showed positive attitudes toward English-only classes in their multimedia-assisted language learning classes, learning materials and environment can also be an important feature to consider for the success of English-only classes.

The present study has some limitations that need to be considered for future research. First, although the participants showed some diversity in terms of their English proficiency, they all came from the same college, which could be considered as being on the same level. If the availability of data permitted, it would be more desirable to collect data from different tiers of universities to increase the generalizability of the results.

Second, although TOEIC scores can be partial representation of the participants' level of English proficiency, they cannot be absolute measure of overall English proficiency. Let alone the validity of using TOEIC for measuring language proficiency, the test administered in this study includes reading and listening sections only. If the practicality of the study permitted, it would be ideal to use test scores that measure all the four language subskills, including reading, listening, speaking and writing.

Third, although this study reported that the participants showed positive attitudes toward TETE classes in multimedia-assisted language learning classes, their attitudes were not compared with those in traditional language classes. This calls for future research that investigates the effects of multimedia-assisted language learning classes on students' perceptions about TETE classes.

Lastly, although students' attitudes toward TETE and their motivation to improve English were found to be positively correlated with their English proficiency, this study did not examine the outcome of the TETE classes according to their level of English proficiency and their attitudes towards TETE. Therefore, this study calls for further research that examines the outcome of TETE depending on students' level of English

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proficiency and their motivation in order to maximize the success of TETE in college level.

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APPENDIX

영어로만 하는 영어 수업에 대한 학생들의 인식을 조사하기 위한 설문지입니다. 보다 나은 수업을 위한 연구에 쓰여질 용도로만 사용될 것입니다. **빠짐없이** 성의껏 답해 주시기 바랍니다.

분반 번호: _____ 학과 _____ 이름: _____

1. 전혀 그렇지 않다. 2. 그렇지 않다 3. 보통이다. 4. 그렇다. 5. 매우 그렇다

1. 영어 수업은 영어로만 이루어져야 한다. 1 2 3 4 5
2. 영어 수업에서 교수는 영어만 사용해야 한다. 1 2 3 4 5
3. 영어 수업에서 학생은 영어만 사용해야 한다. 1 2 3 4 5
4. 한국어 설명도 병행하는 것이 영어로만 하는 수업보다 효과적이다. 1 2 3 4 5
5. 영어로 하는 수업에서 시청각 자료 및 멀티 미디어의 사용이 도움이 된다. 1 2 3 4 5
6. 대학은 다양한 분야 (전공, 교양)에 걸쳐 영어로 수업하는 강의를 개설할 필요가 있다. 1 2 3 4 5

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7. 나는 6번과 같은 강의 (영강)을 수강할 의사가 있다. 1 2 3 4 5
8. 나는 영어 실력 향상을 위한 동기부여가 되어 있다. 1 2 3 4 5
9. 영어로만 하는 영어 수업은 어떤 영역에서 영어 실력의 향상에 효과적이라고 생각하십니까?
   1) 어휘 능력을 향상시켜 준다. 1 2 3 4 5
   2) 문법 능력을 향상시켜 준다. 1 2 3 4 5
   3) 독해 실력을 향상시켜 준다. 1 2 3 4 5
   4) 듣기 실력을 향상시켜 준다. 1 2 3 4 5
   5) 말하기 실력을 향상시켜 준다. 1 2 3 4 5
   6) 쓰기 실력을 향상시켜 준다. 1 2 3 4 5
10. 영어로만 하는 영어 수업에서 한국어 설명의 병행이 필요하다고 느낀 적이 있다면 어떤 영역에서 그러하였습니까?
   1) 어휘 설명에 필요하다. 1 2 3 4 5
   2) 문법 설명에 필요하다. 1 2 3 4 5
   3) 독해 설명에 필요하다. 1 2 3 4 5
   4) 듣기 설명에 필요하다. 1 2 3 4 5
   5) 말하기 설명에 필요하다. 1 2 3 4 5
   6) 쓰기 설명에 필요하다. 1 2 3 4 5

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

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