English Language & Literature Teaching, Vol. 19, No. 3 Fall 2013

Primary School Students' Views Toward Teaching English in English (TEE) in Korea and Japan

Su Yon Yim
(Korea Institute of Curriculum and Evaluation)

Yim, Su Yon. (2013). Primary school student's views Toward teaching English in English (TEE) in Korea and Japan. ***English Language & Literature Teaching, 19*****(3), 335-352.**

The current study was conducted to investigate primary school students' views toward teaching English in English (TEE) and factors affecting their views. A total of 408 primary school students (264 Koreans and 144 Japanese) participated in a survey consisting of three sections: items on background information, items on anxiety in using English in English class, and items on views toward TEE. The data analysis displays that primary school students in these two countries hold positive views toward TEE. Korean students tend to have more positive views toward TEE than their Japanese counterparts. This difference seems to be related to the fact that they are situated in different English learning contexts: Korean students have more chances of being exposed to English than their Japanese counterparts. Students' views were found to differ significantly according to variables such as participation in private lessons, experience of studying abroad, hours of studying, and students' perceived level of English. Among these variables, their perceived level of English was identified as the best predictor of their views toward TEE. Level of anxiety in using English does not seem to be strongly related to students' views on using English in English class. The pedagogical implications are discussed with reference to the findings.

[teaching English in English/ young foreign language learners/anxiety in using English]

I. INTRODUCTION

The amount of English input has been one of main concerns in contexts where English is learned as a foreign language such as Korea or Japan. Students in these countries learn

교보문고 KYOBO Book Centre

English mainly in the classroom since they live in a homogenous country where people have few chances to use English on a daily basis. Ohasi (2005, p. 13) notes that "the classroom is the primary centre for English language learning and exposure in Japan." In this context, several efforts have been made to increase the amount of English input in the clasroom so that students are situated in a more favourable learning environment. One of these attempts is the Teaching English in English (TEE) program. In Korea, TEE was launched in 2001 to provide more favourable learning contexts for students. Similary, Japan released a new guideline for English education requiring all high school teachers to use English exlusively in English classes from 2013 (Sakamoto, 2012).

A number of studies have been conducted on issues related to TEE since it is officially supported in countries such as Korea and Japan; however, most of these studies have been conducted with teachers (Lee, 2007; Sakamoto, 2012). Although teachers do play an important role in implementing this method, we also need information on how students view TEE. There are very few studies investigating students' views on this matter. Due to the lack of studies using primary school students for participants, we do not know how primary school students feel about TEE lessons or the factors associated with their views. The current study aims to investigate students' views toward TEE and examine the factors associated with these views. A comparative approach is particulary useful in this kind of study because educational contexts in different countries are characterized by different factors. By adopting a comparative study, it is hoped to identify factors which are associated with students' views toward TEE.

The comparative study of students' views in Korea and Japan seems insightful since students in these two counries are situated in different English learning contexts in several aspects although there are some similarities between the two. They are similar in the sense that the TEE method was driven by governments and students in these two countries are leanring English as a foreign language. However, some differences are also identified. First, Korean primary school students have a longer history of learning English as a school subject than their Japanese counterparts. English started being introduced as a subject to students from third to sixth grades in Korea in 1997, whereas English has been introduced as a compulsory subject for fifth and sixth graders in Japan starting in April 2011. Another difference has been observed in the importance of English in each society. The large number of young Korean learners who go to English-speaking countries for the purpose of learning English (Park, 2009) is a good indication of the status of English in Korean society; however, English in Japan does not seem to have similar status (Hu & McKay, 2012; Taguchi, Magid, & Papi, 2009) although English is considered important in the "discourse of *kokusaika* (internationalisation)" (Kubota, 2001, p. 16).

교보문고 KYOBO Book Centre

The importance of English in Korean society is well represented in students' expeirence of private lessons. A majority of Korean students are reported to have English private lessons outside of school (Jeong, 2004; Lee, 2006; Yim, 2008), whereas their Japanese counterparts hardly take extra English lessons in addition to the lessons they take at state schools. Kim (2007) reported that the experience of private lessons was difficult to be examined in the relationship with students' views on TEE since the majority of her participants took private lessons outside of school. To be able to examine such relationship, we need two groups: one who experience private lessons and the other who do not experience private lessons. If most of students have experienced private lessons, it would be difficult to ensure two different groups of students regarding private lessons. By collecting data from two countries that have different educational contexts, this study hopes to invesitgate unexplored variables such as the experience of private lessons and examine their influence on students' views toward TEE.

Butler (2004) provides a comparison of English language education at the primary level in these two countries in areas such as form of introduction, number of lesson hours, use of textbooks, types of English teachers, and English only policy. Although this comparison provides a quick overview of differences between the two countries, this comparison remains at the institutional level since her primary source of data was document analysis of official reports released by the Ministry of Education in these two countries. However, analysis of official documents provides limited information about how much primary school students would differ at an individual level in terms of amount of hours of studying English, experience of studying English in English-speaking countries, and their perceived level of English language proficiency (PLP), as well as the effects of these factors on students' views toward TEE.

The present study was conducted to investigate differences and similarities in the views of primary school students toward TEE according to nationality and examine factors associated with their views toward TEE. For this, seven different variables were investigated: grade, gender, participation in private lessons, experience of studying abroad, hours of studying English, PLP, and level of anxiety in using English in the classroom. The effectiveness of using TEE lessons is not the focus of the current study. The research questions of this study are as follows:

1) To what extent do primary school students hold positive views toward TEE?
2) Are there any similarities/differences in students' views toward TEE between Korea and Japan?
3) Are there any factors that affect students' views toward TEE?

교보문고 KYOBO Book Centre

II. LITERATURE REVIEW

The exclusive use of target language in a language leanrning classroom has been well supported in the literature (Atkinson, 1993; Goodman, 1986; Krashen, 1985; Willis, 1981). The TEE method gains theoretical support from Krashen's (1985) input hyothesis which values an abundance of incomprehensible input for langauge learning as well as Long's (1981) interaction hypothesis which values interaction in the target language in learning a foreign language. Several researchers such as Willis (1981) and Kim (2001) argue that communicative language can be realized by teaching English through English.

Despite this theoretical support of TEE on langauge learning along with official support from the government for the TEE method, it is reported that there are a number of perceived obstacles to the successful implementation of the method: teachers' limited English proficiency (Kim, 2002; Moon & Lee, 2002), pressure from exams (Kim, 2002), teachers' English anxiety (Horwitz, 1996), homogenous context (Kang, 2005), students' English proficiency (Kim, 2002; Macaro, 1997), and students' English learning anxiety (Levine, 2003).

Among these perceived obstacles, few studies have investigated how students view the exclusive use of the target language in a foreign language classroom, and most of these studies have been conducted with university students (Rolin-Ianziti & Varshney, 2008). For example, Rolin-Ianziti and Varshney (2008), in their study with 52 unviersity students, reported that most students prefer L1 use for classroom management. They added that there is a positive relationship between the use of target langauge and English classroom anxiety. Meanwhile, Foreman and Min (2010) reported students' indifference to the exlusive use of the target language regardless of their language proficiency. In a survey with 750 students (350 primary school students and 355 secondary school students), they reported that 44% of the participants showed indifference to the TEE method.

Macaro (1997) argues that students' attitude toward the use of the target language is related to their proficiency in the target language. In the interview study with high school students, he reported that there are mixed views toward the use of target language in the classroom depending on students' level of proficiency in the target language: proficient students have positive views toward the exclusive use of target language, whereas weak students are reluctant to be exposed exlusively to the target language. In the Korean context, Lee and Kim (2010) produced a simliar result to Macaro's (1997) study. According to them, advanced level of university students showed a more favourable attitude toward TEE than intermediate and low-level students. However, Pak (2005) produced a different result from the previous studies. In his study with with 47 university students, he reported that there is no significant relationship between students' language proficiency and their attitude toward TEE. Due to these mixed results on the relationship

교보문고 KYOBO Book Centre

between langauge proficiency and students' views, we need more information about students' views toward TEE.

Previous studies in this area have several limitations in terms of participants, data collection and data analysis. Most studies have been conducted with secondary or university students (Lee & Kim, 2010; Levine, 2003), and studies with primary school students are relatively limited. Even studies which reported obstacles related to students used data collected from teachers. For example, Kim (2002) reported that teachers are hesitant to adopt the TEE method since they are concerned about whether their students would develop anxiety in learning English. Without empiricial data, we do not know how students feel about the TEE method in learning English.

Another limitation of previous studies is in their data analysis; they mainly adopted descriptive statistics, such as t-test or analysis of variance (ANOVA) tests. Although this analysis may provide degree of participants' agreement toward TEE method and statistical differences depending on groups, it is incapable of examining complex relationships of variables affecting participants' views. Being aware of these limitations, this study attempts to provide data on primary school students' views toward TEE and examine factors associated with their views.

III. THE STUDY

1. Participants

A total of 408 primary school students (264 Koreans and 144 Japanese) participated in the study. Fifth and sixth graders from two countries were included in the study. The reason for collecting data from these grades is to reflect the Japanese context in which English is taught to primary school students from fifth grade. More detailed informaton about participants is presented in Table 1.

2. Research Instrument

The survey contains three sections: the first section asks about background information of students such as grade, gender, experience of private lessons, experience of studying abroad, hours of studying English and perceived level of English proficiency. The second section deals with levels of anxiety in using English in the classroom. Six anxiety items were adopted from the FLCAS (Foreign Language Classroom Anxiety Scale) (Horwitz, Horwitz, & Cope, 1986). The final section concerns students' views in using English in the classroom. Six survey items were

교보문고 KYOBO Book Centre

selected from Rolin-Ianziti and Varshney's (2008) survey, which was used with university students in Canada to investigate their views on maximizaing the use of target language. The survey items were modified to accommodate the participants in the current study. The detailed survey items were included in Appendix A. A five-point Likert scale was used to investigate levels of anxiety and views toward TEE among students. Both instruments showed acceptible reliability: for anxiety items, Cronbach's α was 0.797, and for survey items about views toward TEE, Cronbach's α was 0.873. The validity of these two constructs (anxiety and views) were tested with confirmatory factor analysis (CFA). The results of CFA are provided in Appendix B. A higher score in PLP indicates that students perceived their English as more advanced; however, a higher score of anxiety means that students have higher level of anxiety. Finally, a higher score in views toward TEE indicates that students have more positive views on the use of English in the classroom.

3. Data Collection and Analysis

Several statistical analyses were adopted for the data analysis. First, descriptive statistics were used to illustrate basic information on students in two countries according to their variables and degree of positive views toward TEE. The means and standard deviations were calculated, and independent t-tests were performed to determine whether there are statistically significant differences in each variable. Next, a Pearson correlation analysis was performed to investigate the level of relationship among the five variables and views toward TEE. Next, hierarchical multiple regression analysis using the enter method was conducted to identify the variables that affect students' views toward TEE. The entry order was specified based on relevant theories. In the literature, students' level of anxiety and language proficiency were considered to be strongly associated with students' views toward TEE (Lee & Kim, 2010; Rolin-Ianziti & Varshney, 2008). Considering this strong association, they were entered after the five variables (participation in private lessons, experience of studying abroad, hours of study, grade and gender) were entered into the analysis first. In this hierarchical multiple regression analysis, demographic variables are typically entered as entry predictors (Cohen & Cohen, 1984). It is also recommended to enter static variables before the dynamic variables in the same order as that in which the data is entered into analysis (Petrocelli, 2003). This order was utilized to investigate the extent to which these two variables predict students' views toward TEE over and above the other variables.

교보문고 KYOBO Book Centre

IV. FINDINGS

1. Different Contexts between Korea and Japan

Students in the two countries seem to be situated in different language learning contexts. This point is well displayed in Table 1, which summarizes the background information of the participants.

TABLE 1

Background Information of the Participants

Variables		Country	
		Korea	Japan
Grade	5th	128	55
	6th	136	89
Gender	Male	131	74
	Female	133	70
Private Lessons	Non-participation	12	112
	participation	252	32
Studying Abroad	Non-experience	217	143
	Experience	47	1
Hours of Studying English	Low	94	142
	High	170	2
Perceived_Ach Listening	Low	114	107
	High	150	37
Perceived_Ach Speaking	Low	156	113
	High	108	31
Perceived_Ach Reading	Low	134	125
	High	130	19
Perceived_Ach Writing	Low	156	127
	High	108	17
Total		264	144

For the presentation of data, PLP was investigated in four language skills (listening, speaking, reading and writing). The students who considered their English skills as poor or fair were categorized into the low group, whereas those who viewed their English skills as good or very good were considered to belong to the high group. The amount of

교보문고 KYOBO Book Centre

hours spent studying English was asked as an open-ended question in the survey, and students responded to the question ranging from no hours to more than nine hours. Considering that the medium of their responses was five hours, students' responses were re-categorized into two groups (high and low groups) by using the medium of five hours.

It is notable that a vast majority of Korean primary school students (96%) have English private lessons outside of school, whereas most of their Japanese counterparts (78%) did not. The popularity of English private lessons amongst Korean students is well recognized in the literature (Jeong, 2004; Lee, 2006; Yim, 2008). For example, Lee (2006) conducted a survey study with 486 parents and reported that 60% of students started learning English in private lessons even before they started formal education in primary school, and 91% students started English learning before the third grade, which is the point at which they officially begin learning English in state schools. He reported that the average starting point for learning English was 5.08 years of age. In this local context in which private English lessons in Korea are in high demand, it is not surprising that a majority of Korean participants in the current study have private English lessons outside the classroom.

In the survey, students were asked how many hours they spent studying English outside the classroom. Since there was a possibitiy that the word "study" would be interpreted differently by different students, students were informed that "hours of studying English" refers to the time they spend doing their English assignments at home or the time they spend in English private lessons. Only two Japanese participants reported that they study English outside the classroom for more than five hours per week. This result shows a big contrast with that of their Korean counterparts, which showed that 170 students (64%) spend more than five hours per week studying English outside the classroom. This result demonstrates again that Korean students are devoted to studying English and reflects that Korean students consider English as an important subject. This result echoes Lee and Park (2001, p. 58), who stated in their questionnaire with 674 children that "the majority of children across the grades (76%) answered that English is a very important subject, while only 3% of their counterparts replied negatively."

Regarding the experience of studying abroad, only one Japanese student had studied abroad, whereas 47 Korean participants reported having studied abroad. In evaluating their own proficiency, Korean students showed a higher level of English than their Japanese counterparts in four skills. Although English national curriculum in both countries focuses more on the development of oral skills than written skills, PLP by Korean students was similar across the four skills. This result indicates that the focus of national primary curriculum does not necessarily become a focus of students' learning: Korean students have many private lessons outside their classroom as shown in Table 1.

교보문고 KYOBO Book Centre

In this case, they may be exposed to written English through their private lessons and have chances to develop confidence in written English.

2. Students' Veiws toward TEE

Table 2 displays primary school students' views toward TEE according to the survey items. The mean score was calculated by adding up all the scores given by students in each country and dividing up the total score by the number of students in each country. Items in views toward TEE is presented in Appendix A.

TABLE 2

Primary School Students' Views toward TEE

Kr_Ss (n=264)		Items in Views	Jn_Ss (n=144)		*t*
M	SD		M	SD	
2.64	1.28	Item 1	2.19	.96	3.99***
2.60	1.24	Item 2	1.99	.91	5.65***
2.69	1.27	Item 3	1.99	1.01	6.13***
2.58	1.21	Item 4	2.28	1.08	2.48*
2.70	1.24	Item 5	2.83	1.09	-1.06
2.66	1.11	Item 6	2.47	1.07	1.74
2.65	1.00		2.29	.69	4.22***

* $p<.05$, *** $p<.001$

As shown in Table 2, Korean primary school students seemed to hold more positive views toward TEE than their Japanese counterparts. An average of 2.65 (SD=1.00) was reported for Korean students, while an average of 2.29 (SD=0.69) was reported for their Japanese counterparts. An independent sample t-test demonstrated that this difference is statistically significant (t=4.22, $p<.001$). According to this table, Korean students show positive views toward TEE across the survey items, whereas Japanese students show different repsonses depending on the items being asked. This result may imply that Korean students seem to hold more positive views toward TEE in various contexts compared to their Japanese counterparts. The possible reasons for this difference seems to be due to the different learning contexts between Korea and Japan. Korean students may be exposed to English in a wider varitey of situations than their Japanses counterparts. Differences between two countries were further investigated with six variables in Table 3.

교보문고 KYOBO Book Centre

TABLE 3

Students' Views toward TEE between Korea and Japan

Categories / Between Country			Views toward TEE						t
			Korea(n=264)			Japan(n=144)			
			N	Mean	SD	N	Mean	SD	
Private Lessons	Non-participation		12	2.40	.50	112	2.27	.63	.69
	Participation		252	2.66	1.02	32	2.35	.87	1.61
Studying Abraod	Non-experience		217	2.46	.92	143	2.29	.69	1.94
	Experience		47	3.51	.91	1	1.83	.	
Hours of Study		Low	94	2.32	.90	142	2.30	.68	.20
		High	170	2.83	1.02	2	1.67	.94	1.60
Grade	5th		128	2.56	1.04	55	2.31	.72	1.87
	6th		136	2.73	.96	89	2.28	.67	4.11**
Gender	Male		131	2.48	1.003	74	2.41	.72	.59
	Female		133	2.81	.981	70	2.17	.63	5.65***
PLP	Listening	Low	114	2.38	.88	107	2.30	.65	.72
		High	150	2.85	1.05	37	2.26	.80	3.79**
	Speaking	Low	156	2.35	.84	113	2.26	.67	.90
		High	108	3.08	1.06	31	2.39	.76	4.05***
	Reading	Low	134	2.30	.87	125	2.27	.66	.33
		High	130	3.01	1.01	19	2.46	.83	2.24*
	Writing	Low	156	2.40	.85	127	2.26	.68	1.50
		High	108	3.01	1.10	17	2.52	.69	2.46*

* $p<.05$, ** $p<.01$, *** $p<.001$

The result shows significant differences in three variables (grade, gender, PLP). For example, the average of Korean female students' views was 2.81, while that of their Japanese counterparts was 2.17, and this difference was statistically significant (t=5.65, p<.001). No significant difference was found amongst students between two countries in three variables – participation in private lessons, experience of studying abroad, hours of studying English. Conventionally, a minimum of 15 participants per group is preferred in tests of normality and group comparisons (Creswell, 2005, p. 150). The reason for there being no significant differences in the three areas is that the number of the sample does not satisfy this basic condition for normality. Japanese primary school students have limited expeirence of studying English in terms of the three variables. For example, only

교보문고 KYOBO Book Centre

two Japanese students have been abroad to study English. This is far below the basic condition for normality.

Descriptive statistics clearly show that students in two countries are situated in different educational contexts in terms of these three variables. For example, 95% of Korean primary school students (252 out of 264) were having private lessons at the time when the survey was conducted, whereas only 22% of their Japanese counterparts (32 out of 144) participated in English private lessons. Regarding the experience of studying abroad, 18% of Korean students (47 out of 264) reported having studied abroad. Notably, only one Japanese student experienced overseas study. This marked contrast seems to reflect the different contexts in learning English between the two countries. Although English is considered to play an important role in the society in both countries, Korean students seem to have more chances to go abroad for learning English. The social phenomena of Korean students going to English-speaking countries for the sake of practicing English is well documented in various media, such as newspaper articles (Kim, 2008) and academic articles (Park, 2009). Korean students seem to spend more time studying English than their Japanese counterparts. This difference is clearly visible with the result that about 64% of Korean students belong to the high group in terms of hours of studying English, and less than 2% of Japanese students belong to the high group in terms of studying hours.

Regarding the PLP, one interesting result should be noted in Table 3: significant differences are only found among students who belong to the high group of PLP in four skills. For example, Korean students in the high group of speaking in their perceived level showed an average of 3.08 (SD=1.06), while their Japanese counterparts reported an average of 2.39 (SD=0.76), and this difference was significant ($t=4.05$, $p<.001$). In contrast, students who belong to the lower group of PLP showed no significant differences in their views toward TEE.

3. Factors Associated with Students' Views toward TEE

To investigate the possibility of causation among variables, multiple regression analysis was done using the enter method. Table 4 summarizes the analysis of hierarchical multiple regression analysis. In the first stage, five variables (participation in private lessons, experience of studying abroad, hours of studying English, grade, gender) were entered, and in the second step, two variables (PLP, Anxiety in using English) were entered as independent variables.

교보문고 KYOBO Book Centre

TABLE 4

Summary of Hierarchical Linear Multiple Regressions Predicting Views toward TEE

Variable	Step 1		Step 2	
	β	t	β	t
Private_Lessons	-.10	-.80	-.18	-1.47
Studying_Abroad	.94	6.94***	.79	5.85***
Hours_of_Study	.18	3.37**	.08	1.40
Grade	.09	1.13	.16	1.94
Gender	.21	2.52*	.17	2.02*
PLP			.36	4.58***
Anxiety			-.04	-.71
R^2		.190		.249
adjective R^2		.180		.236
F		18.82***		18.97***
changed R^2				.060
changed F				15.87***

* p<.05, ** p<.01, *** p<.001

The stage-one predictors accounted for 19% of the variance in degree percentage, and this result was statistically significant (F=18.82, p<.001). The three variables (i.e., experience of studying abroad, hours of study, gender) were identified as predictors of students' views toward TEE. Among these three variables, experience of studying abroad was identified as the best predictor, and gender and hours of study followed in that order.

When level of anxiety and PLP were entered at stage two, the regression equation accounted for 24.9% of the variance in degree percentage (F=18.97, p<.001). An increase of 6% was observed, and this increase was statistically significant (F=15.87, p<.001). PLP was identified as a predictor of students' views (β=.36, t=4.58, p<.001), whereas anxiety was not. What is interesting here is that two variables (i.e., experience of studying abroad and gender) remain as significant predictors, and hours of studying English failed to predict the degree of percentage at stage two. At the same time, the effect of grade on views was not significant in stage one, but the became significant

교보문고 KYOBO Book Centre

enough to predict the level of students views' about TEE in stage two. One possible reason for this change is probably because of correlations among variables. As displayed in Appendix C, the "amount of hours" variable is closely related to "PLP", and the "grade" variable is closely related to the amount of hours of studying English. That is, students tend to spend more time in studying English as they advance through school. At stage two, where "PLP" was entered as an independent variable, the effect of the amount of hours on views was decreased. At the same stage, the effect of amount of hours is reduced because of effect of PLP, which makes the effect of the "grade" variable on views significant.

In this regression model, PLP was considered as the most powerful predictor on students views toward TEE. This assumption is based on existing literature which shows a close relationship between students' language proficiency and their positive attitude toward TEE (Lee & Kim, 2010; Macaro, 1997).

V. DISCUSSION AND CONCLUSION

The current study was conducted to investigate the views of primary school students in two countries (Korea and Japan) toward TEE, and whether there are any significant differences in their views in relation to their educational contexts. It also aimed to investigate the variables that affect students' views toward TEE. In this study, students in these two countries are reported to be situated in different English learning contexts in terms of participation in private lessons, hours of studying English, and experience of studying abroad. In general, primary school students in these two countries showed positive views toward TEE although they displayed anxiety in using TEE lessons. This finding is significant since students' anxiety in English has been considered as one of obstacles to implementing TEE in the classroom (Kim, 2002).

Korean students tended to hold more positive views than their Japanese counterparts. This difference seems to be due to the fact that students are situated in different language learning environments. Korean students tend to have private lessons and spend more time studying English outside of school than their Japanese counterparts. Korean students have more chances to go abroad to study English and showed more confidence in their English than their Japanese counterparts. Considering that there is a vast difference in educational contexts between Korean and Japanese students, it may not be surprising that Korean students have more positive views toward TEE than their Japanese counterparts.

As presented in the findings section, primary school students' views toward TEE varied according to variables such as participation in private lessons, experience of

교보문고 KYOBO Book Centre

studying abroad, hours of studying English, and PLP. Based on the statistical analysis of the data, it is possible to summarize a profile of primary school students who hold positive views toward TEE as follows:

Have private lessons for learning English
Have experience of studying abroad
Spend more than 5 hours studying English per week
Have a higher self-perception of their English langauge proficiency

This profile indicates that students with more exposure to English tend to develop more positive views towards TEE than those without frequent exposure to English. Several pedagogical implications can be drawn from these results. First, teachers need to be aware of students' background information before implementing TEE in the classroom. If the classroom consists of students who have been exposed to English in limited ways, then a strong version of TEE may not be a good option since the students may have unfavourable views toward TEE. Second implication can be found in the strong relationship between students' perceived level of English proficiency and their views toward TEE. Teachers need to provide a classroom environment where students' confidence in English is heightened. For this, teachers need to be familar with the level of students' English and provide comprehensible input with them so that students' confidence is not affected. Another implication can be found in the weak link between students' anxiety and their views toward TEE. In the literature, students' anxiety was identified as one of factors for teachers to conduct TEE class (Levine, 2003). However, the present study shows that studetns' anxiety does not make a signficant effect on their views toward TEE. This result is more encouraging for teachers to implement the TEE method in the classroom.

The current study is based on quantitative data collected from a survey. More information may be needed so that we can broaden our understanding in this area. Although a brief profile of students who have more favourable views toward TEE was compiled from the quantitiative data analysis, it is still not clear why some students have more positive views towards TEE than others. This question can be better addressed with qualitative data and merits futher research.

REFERENCES

Atkinson, D. (1993). *Teaching monolingual classes*. London: Longman.

교보문고 KYOBO Book Centre

Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly, 38*(2), 245-278.

Cohen, J., & Cohen, P. (1984). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Creswell, J. W. (2005). *Research methods in education* (6th ed.). London: Routledge.

Foreman, W., & Min, C.-K. (2010). Attitudes of learners, NESTs, & Korean NNESTs toward teaching English in English (TEE) in Korea. *English Language & Literature Teaching, 16*(2), 25-44.

Goodman, K. (1986). *What's in whole language?* Portsmouth: NH: Heineman.

Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals, 29*, 365-372.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70*, 125-132.

Hu, G., & McKay, S. L. (2012). English language education in East Asia: some recent developments. *Journal of Multilingual and Multicultural Development, 33*(4), 345-362.

Jeong, Y.-K. (2004). A chapter of English teaching in Korea. *English Today, 20*(2), 40-46.

Kang, S. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System, 33*, 277-292.

Kim, D.-K. (2001). CLT and TETE for non-native teachers: A reading comprehension approach. *Journal of the Applied Linguistics Association of Korea, 17*(2), 55-72.

Kim, M.-H. (2007). The effects of TETE on Korean 4th graders' academic achievement and willingness for English study. *Primary English Education, 13*(2), 143-166.

Kim, S.-k. (2008, 13th February). Cliffhanger: Our battle with English. *Korea Herald.*

Kim, S. (2002). Teachers' perceptions about teaching English through English. *English Teaching, 57*(1), 131-148.

Krashen, S. (1985). *The input hypothesis: Issues and implication*. New York: Longman.

Kubota, R. (2001). The impact of globalization on language teaching in Japan. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 13-28). London: Routledge.

Lee, E., & Kim, E. (2010). A comparative study on two types of English classes: TETE and TETE&K. *English Language & Literature Teaching, 16*(2), 93-111.

Lee, H. W., & Park, M. (2001). A preliminary evaluation of the elementary school English program in Korea. *English Teaching, 56*(1), 53-79.

Lee, J.-H. (2007). Where to start teaching English through English: Based on perceived effectiveness of teachers' English use. *English Teaching, 62*(4), 335-354.

Lee, M.-J. (2006). A study on the elementary school parents' perception about the starting age for early English education. *Foreign Languages Education, 13*(3), 399-418.

교보문고 KYOBO Book Centre

Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. *The Modern Language Journal, 87*(3), 343-364.

Macaro, E. (1997). *Target language, collaborative learning and autonomy*. Clevedon, UK: Multilingual Matters.

Moon, Y., & Lee, K. (2002). Perceptions of middle school English teachers on teaching English through English. *English Language Teaching, 14*(2), 299-324.

Ohasi, Y. (2005). *Teaching and learning through interaction: A case study of Japanese children learning.* Leeds, University of Leeds.

Pak, Y. (2005). A study of university students' perceptions on TETE. *English Language Teaching, 17*(1), 59-82.

Park, J.-K. (2009). 'English fever' in South Korea: Its history and symptoms. *English Today, 25*(01), 50-57.

Petrocelli, J. V. (2003). Hierarchical multiple regression in counseling research: Common problems and possible remedies. *Measurement & Evaluation in Counseling & Development, 36*(1), 9-22.

Rolin-Ianziti, J., & Varshney, R. (2008). Students' views regarding the use of the first language: An exploratory study in a tertiary context maximizing target language use. *The Canadian Modern Language Review, 65*(2), 249-273.

Sakamoto, M. (2012). Moving towards effective English language teaching in Japan: Issues and challenges. *Journal of Multilingual and Multicultural Development, 33*(4), 409-420.

Taguchi, T., Magid, A., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Bristol, UK: Multilingual Matters.

Willis, J. (1981). *Teaching English through English*. Essex: Longman.

Yim, S. (2008). Diversity of English composition of 6th grade primary school students in Korea. *Primary English Education, 14*(1), 251-271.

APPENDIX A

Survey items

Views toward TEE

Item 1 Korean teachers should speak using only English during English class.

Item 2 Assessment details and class outlines should only be given in English.

Item 3 Students should not use Korean during English class.

Item 4 I think the teacher should give instructions (about exercises, activities and homework, etc.) in English.

Item 5 I believe that students should use only English when working together on a task in the classroom.

교보문고 KYOBO Book Centre

Item 6 I believe that translation from English in to Korean is not a good way to learn English.

Anxiety in using English in the classroom

Item 1 I get nervous and confused when I am speaking in my English class.
Item 2 I am afraid that my English teacher is ready to correct every mistake I make.
Item 3 It frightens me when I don't understand what the teacher is saying in English.
Item 4 I get nervous when I don't understand every word the English teacher says.
Item 5 I start to panic when I have to speak without preparation in English class.
Item 6 I feel confident when I speak in English class.

APPENDIX B

Results of confirmatory factor analysis(CFA)

CFA of views toward TEE

x^2	*df*	*P*	x^2/df	TLI	CFI	GFI	RMSEA
17.893	9	.036	1.988	.986	.992	.986	.049

CFA of Anxiety in using English

x^2	*df*	*P*	x^2/df	TLI	CFI	GFI	RMSEA
14.216	8	.076	1.777	.988	.982	.968	.044

APPENDIX C

Correlation matrix of variables

	1	2	3	4	5	6	7	8	9	10	11
1	1										
2	.208**	1									
3	.699**	.320**	1								
4	-.146**	.008	-.107*	1							
5	.050	-.105*	.008	-.029	1						
6	.322**	.280**	.371**	-.162**	.108*	1					
7	.259**	.302**	.346**	-.161**	.070	.504	1				
8	.503**	.271**	.577**	-.080	.047	.520	.497**	1			
9	.410**	.171**	.485**	-.206**	.069	.450	.418**	. 697**	1		
10	-.255**	-.272**	-.361**	.020	.096	-.403	-.502**	-.457**	-.435 **	1	
11	.169**	.379**	.284**	.035	.077	.272	.344**	.344**	.303**	-.274**	1

* $p<.05$, ** $p<.01$

교보문고 KYOBO Book Centre

1. private lessons
2. Studying abroad
3. Hours of studying English
4. Grade
5. Gender
6. Listening
7. Speaking
8. Reading
9. Writing
10. Anxiety
11. Views toward TEE

Examples in: English
Applicable Languages: English
Applicable Level: Primary

Su Yon Yim
Jeongdong Building 616
21-15 Jeongdong gil, Jung-gu,
Seoul, Korea
100-784
Tel:02-3704-5994
Email:edu1syy@kice.re.kr

Received in July, 2013
Reviewed in August, 2013
Revised version received in September, 2013

교보문고 KYOBO Book Centre