The Relationship between Students’ Perceptions of Teaching English through English and Their Achievement

Kyong-Hyon Pyo
(Dankook University)


This study aimed at investigating the relationship between students’ perceptions of teaching English through English (TETE) and their achievement at the college level. Achievement test scores were analyzed in a sample of 395 university students to look into the class-level importance of teachers' TETE quality in the determination of English reading learning. Students’ perceptions of their TETE class were collected through a questionnaire instrument. Hierarchical Linear Model (HLM) analyses showed that both of individual (placement test scores) and class (TETE) measures accounted for a good amount of the variance of students’ final scores. Student placement had a substantive influence on subsequent achievement, which was held equal in this HLM study. In addition, students' perceived TETE quality was a significant group-level influence on English achievement. The significant association between student attitudes toward the TETE classes and achievement indicated a fertile area for further research on the variables affecting achievement and student perceptions of TETE. Finally, several limitations of the study were discussed for the future study.

1. INTRODUCTION

In the era of globalization, opportunities for international communication in English are ever increasing, and so is a demand for great communicative competence and the ability to handle communicative functions in real life. Then, nobody would question that English is now an essential communication means to realize goals both in personal or social levels. Since the 7th National Curriculum, the Ministry of Education has exerted various efforts to develop communicative language ability in the school context; one of which is the

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implementation of the “Teaching English through English (TETE)” policy and
government-supported employment of native English speaking teachers is another.

Despite the theoretical benefit that TETE classes would provide a maximum of the
authentic language input to Korean learners in an EFL learning context, the obligatory use
of the target language in the TETE policy has been negatively evaluated by practitioners
and scholars so far (Sung-Ae Kim, 2002; Sung-Yeon Kim, 2002; Young-in Moon &
Kyu-seon Lee, 2002). Questionnaires and interviews have been used as main research
instruments to tap into teachers’ perceptions and opinions on TETE. Teachers shared a
skeptical perspective of a successful TETE implementation in Korea since they were not
equipped with English proficiency high enough to provide comprehensible input to
students. In the same vein, researchers agreed that the English-only policy in the TETE
classes is not realistic in the current Korean context (e.g., the listening/reading-focused
KSAT). Sung-Ae Kim (2002) and Jin-Hwa Lee (2007) maintained that the pedagogical
values of the TETE classes are meaningful when appropriate classroom techniques and
activities exist to develop communicative competence for students.

Another factor for the perceived failure of the TETE policy is related to students’ wide
range of proficiency (Sung-Ae Kim, 2002; Sung-Yeon Kim, 2002). Regardless of schools
or grades, learners of a low or mixed proficiency level had tremendous difficulties with the
target language only instruction. At the same time, teachers reported a great
amount/intensity of frustration to deal with those learners in the large-size class. Although
there have been several studies which investigated teachers’ or students’ perceptions on
TETE, their main focus was on perceived difficulties and concerns in implementing TETE.
However, there are not any research projects to look into the relationship between student
perceptions of TETE and its instructional benefits to students evidenced by achievement
scores. Does the implementation of TETE help students improve their language
proficiency over time? Do learners’ positive perceptions/attitudes of TETE have some
impact on their achievement when the instruction is over?

Student perceptions of the TETE classes are a means of tapping the assumption that the
items being evaluated have the potential to learn about the quality of TETE and teacher
behaviors that enhance the learner’s measured achievement. Then, this study focused on
this underlying relationship by asking "what is the effect of student attitudes toward TETE
conducted by individual teachers in the class level on students' achievement?" Unfortunately, due to many logistical constraints, factors contributing to achievement
outcomes other than teachers’ quality of TETE are out of the range for this study. However,
the use of Hierarchical Linear analyses in this study would shed greater insight on the
impact of learners’ perceived TETE on their English learning by controlling the effect of
the students' general English proficiency on the final achievement test and fitting the
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classroom-level variable, or TETE perceptions to student achievement, using the multi-level statistical model.

II. BACKGROUND

Several hypotheses and second language acquisition theories have emerged to support the theoretical rationales of the TETE classes; most convincing is Krashen’s Input Hypothesis (1982) where exposure to comprehensible input is both necessary and sufficient, stating that humans acquire language in only one way - by receiving comprehensible input, input containing i+1. Linked to the hypothesis are two ideas: 1) Speaking is a result of acquisition and not its cause; and 2) If input is understood, and there is enough of it, the necessary grammar is automatically provided. In the Korean educational context where the absolute amount of exposure to English is contingent upon the classroom use, the increased amount of input through TETE seems to be the only solution to improving English among learners.

However, the Input Hypothesis has attracted many critics for little empirical evidence and limitation of no testability of the hypothesis. In response to the early studies made by Krashen, Long (1985) proposed a more systematic approach to linking features of 'environmental' language and learners' L2 development, namely, the Interaction Hypothesis. According to this hypothesis, acquisition is maximized when learners negotiate their way through trouble spots, making use of conversational tactics such as repetitions, confirmation checks or clarification requests. Language is acquired as learners actively engage in attempting to communicate in the target language. Long's hypothesis has taught teachers a good deal about the types of tasks to promote extensive negotiation of meaning in L2.

Next, Goodman’s (1986) whole language approach extended theoretical support to the TETE classes. Goodman observed students’ easier learning of their native language outside the school than at school and attributed his observation to the surroundings where more natural language input is provided. Therefore, he proposed that language be the medium of communication, thought, and learning. Language should be authentic by serving real language purposes in real speech acts and literacy events; it must be whole and functional to be comprehended and learned. Whole language approach shares a lot with Krashen’s (1982) acquisition/learning theory and, accordingly, Natural Approach (Krashen & Terrell, 1983) in that classrooms should be turned into milieus where learners acquire a target language naturally and unconsciously.

Last, but not the least, communicative language teaching (CLT) in great relation with TETE has had a huge impact on the English language Teaching (ELT) area since 1970s.
CLT mainly relies on the target language in the classroom under the assumption that the goal of language teaching is learner ability to communicate in the target language. So, CLT stresses the use of the target language in different social contexts by including semantic notions and social functions, not just linguistic structures. Classroom materials and activities are authentic to reflect real-life situations and demands.

Since the advent of early TETE-supporting theories and hypotheses, Korea has undergone a series of changes, if not fast, in policies for English education. First, in 1997, the 7th National Curriculum adopted CLT as the main language teaching method at schools across the country. Second, in 2001, Ministry of Education announced the TETE policy in the classroom and promoted a greater use of English as a main instruction medium. Then, a draft of English reform plans was announced to the public in 2006; one of them includes to target 100% of TETE in all school levels (elementary, middle, and high schools) by 2010 and develop Korean English teachers’ general English proficiency and teaching skills.

In response to the demands of the times, during the past decade, quite a great number of research papers have been published to evaluate the validity and plausibility of TETE in Korea. Especially many of the studies have reported on teachers’ and students’ perceptions of TETE and the realities at school. First, as a seminal paper to evaluate the TETE policy in Korea, Sung-Yeon Kim (2002) explored differences in teachers’ perceptions about TETE at elementary, middle, and high schools in Korea. The teachers who participated in her study reported that they experienced difficulties in utilizing English in the classroom due to constraints of classroom context such as students’ low English proficiency, individual learner differences, large class size, fixed curriculum, reliance on the college entrance exam, and so on. The teachers also expressed concerns regarding students’ low levels of interest and motivation. Increased learner anxiety due to the exclusive reliance on English use was found another problem in the TETE classes.

Young-in Moon and Kyu-seon Lee (2002) investigated Seoul and Kyunggi area middle school teachers’ perceptions and opinions on TETE and found that teachers evaluated the implementation of the policy negatively. The researchers also obtained similar results as Sung-Yeon Kim’s (2001) that the main reasons for their negative evaluations are the teachers’ English proficiency and students’ insufficient readiness to TETE. They proposed schools adopt a more gradual change in TETE policies. Next, further research findings sharing a more critical perspective of TETE classes was reported by Sung-Ae Kim (2002), who concluded that the English-only policy in the TETE classes is not realistic in the current Korean context and that the English teachers need to use the target language maximally but with judicious use of the students’ native language. Furthermore, she stressed the importance of appropriate classroom techniques/procedures along with the teacher’s use of target language, which leads to the development of communicative
language ability in the students.

With a great awareness of the role of input and interaction, many scholars have criticized the exclusive use of the target language in the TETE classes by relying on the findings obtained from teachers’ and students’ perceptions of TETE and have proposed several TETE models and techniques suitable to implement in the ELT of Korea. However, no efforts have been made to investigate the substantial influence of the perceptions of TETE on student achievement. This study, utilizing a quantitative research methodology, focused on estimating the significance and quantity of the impact collected through the student questionnaire asking the quality of the TETE classes on student achievement. The Hierarchical Linear Model (HLM) methodology was chosen as the main analytical tool since it separated the variances of TETE (the classroom-level effect) to achievement scores in relation to placement scores (the individual student-level effect).

III. METHOD

1. Subjects

This study involved 422 freshmen, second semester private Korean university students and 15 English as a Foreign language (EFL) teachers and their classes. The students’ university scholastic aptitude test scores were above 70 percentile nationwide. The 15 classes out of 38 in total were chosen according to the criterion whether both tests (placement and final) and the TETE questionnaire were completed. However, after missing values for testing instruments and the TETE survey were deleted for the purpose of the statistical analysis, 395 students were included for the study. The second semester English Reading course was a required course consisting of 1 two-hour class per week for 16 weeks resulting in a total of 32 hours of instruction. All students had completed compulsory English language study at the secondary school level. Extensive variation is common among Korean students in the amount of further language study through private institutes, tutors, overseas excursions, etc.

The 8 English teachers assigned to teach the classes were Korean; 3 had Ph.D. degrees in English literature, 4 teachers were in the Ph.D. program with varied specializations related to English, and 1 teacher had a Master’s degree with some form of ES/FL certification. The average years of teaching experience in general English program settings was 5.43 years, with a range from no previous overseas experience to as high as 6 years of overseas work.
2. Materials & Procedures

The data collected in the course of the fall semester, 2007 were as follows: a placement test, a TETE questionnaire, and a final achievement test. First, students were administered a 80-item placement test at the beginning of the term and placed into classes of 30 students per class based on the results of the placement test. The test was in multiple choice format to facilitate machine marking of answer sheets. The test with three sections focused on vocabulary identification, grammar error identification/correction, and a reading comprehension section.

The content and curriculum of the courses were standardized according to the school's policy on text, content, curriculum, and materials. All courses used the first 7 chapters of Reading Challenge 2 (Malarcher & Janzen, 2005) as the primary text. Materials and activities from the textbook were made to guide teachers to follow during the term. Midterm examinations were left to each teacher's choice and all teachers were aware that a standardized final exam, drafted by teacher committees, would be administered at the end of the term.

Second, for the TETE scores, a 15-item 5-point likert scale (1-5) TETE questionnaire (See Appendix) was administered after the 9th week of the term. Students rated 5 for strong agreement with each item, and 1 for strong disagreement, respectively. Pilot testing with the TETE instrument indicated a reliability (KR-21) of 0.83 with a mean score of 56.82 out of 75 possible points and a standard deviation of 4.98.

Finally, the final achievement exam for the class was created by a committee working from the course material guidelines and the text previously mentioned. The test was presented as a 40-item multiple choice with answers recorded in a machine readable form. The first set of questions presented a cloze paragraph with prompts, the second section was fill-in-the-blank items focusing on grammatical structures (primarily simple present and present progressive tense conjugations, location and time prepositions, and WH/Yes-No question formation) and the third set required students to utilize various reading skills. Pilot tests with the final exam demonstrated a KR-21 reliability estimate of 0.79 with an average score of 26.59 out of 40 and a standard deviation of 3.90. All students in the present study took the exam 14 weeks after taking the placement test during their regular class periods with their classroom instructors proctoring. Assisting materials (e.g., dictionaries, class notes, etc.) were not allowed and students were provided by the teachers with magnetic marking pens.

3. Data Analysis

The researcher employed the hierarchical Linear Model (HLM) developed by
Raudenbush (1988) and the computer program HLM5 developed by Bryk, Raudenbush, Seltzer, and Congdon (1989) for the analysis. The HLM methodology links the effects of TETE (the classroom-level effect) to achievement scores in relation to placement scores. The model here is based on the work on multilevel statistical modeling and relates applications of this work to the study of TETE.

The multilevel approach is superior to traditional regression techniques for estimating the effects of TETE. One of the significant advantages of HLM is that it allows investigators to estimate a separate multiple regression coefficients for each class as a group and to model variation in these regression slopes as an outcome variable of classroom characteristics.

HLM estimates models at the student-level and classroom-level at the same time. The student-level model connects achievement scores to individual backgrounds and characteristics within each classroom. This analysis is same as the standard regression analysis but that regression coefficients are allowed to vary across classrooms. In the classroom-level model, the parameters (regression slopes and the intercept) from the individual-level analysis are regressed on classroom-level variables. By fitting these two models simultaneously, the HLM produces efficient estimates of the effects of individual-and classroom-level variables.

4. Research Questions

Student perceptions of the TETE classes are possibly useful information for teachers and administrators for quality control in maintaining TETE policies at school. However, the underlying assumption that satisfactory TETE classes will result in positive TETE scores and thereby enhance achievement remains so far unwarranted despite several studies in the past. The following hypothesis is proposed to answer the question: "Are university EFL student attitudes toward TETE (as expressed through a TETE questionnaire) a significant determinant of student achievement scores?" In order to control for the effect of the students' general English proficiency on the final achievement test, individual differences in the placement scores were first tested and adjusted. Then, the effect of student attitudes towards TETE on EFL student achievement scores was investigated.

IV. RESULTS

Table 1 presents the descriptive statistics, summarizing data for variables at student- and class-level. Variables at the student-level file include total score on the placement test.
(named PLACEMENT) and total score on the achievement test (named ACHIEVEMENT). The class-level variable is average student attitudes towards the TETE classes.

A first step before developing a full multilevel model is to determine the variation in the achievement that lies within and between different levels. This is accomplished through the specification of a one-way ANOVA in which no level-1 or level-2 variables are used yet. The actual salient HLM output for the "one-way ANOVA model" appears in Table 2. From the output, the intraclass correlation is calculated .553, or in other words, roughly 55.3% of the total variance in test scores is associated with classes as opposed to individual students. Interestingly, the larger proportion of variance in the test scores is associated with the class rather than the individual. This indicates that student achievement scores are in large part explained by their perceptions of TEE at the class level. In addition, according to the chi-square value of 422.176, we reject the null hypothesis that mean test scores of students from all classes are equal and conclude that significant variability in means exists across classes.

### TABLE 1
Descriptive Statistics for Variables at Both Levels.

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACEMENT</td>
<td>395</td>
<td>53.50</td>
<td>9.14</td>
<td>5.00</td>
<td>72.00</td>
</tr>
<tr>
<td>ACHIEVEMENT</td>
<td>395</td>
<td>26.59</td>
<td>3.90</td>
<td>23.00</td>
<td>40.00</td>
</tr>
</tbody>
</table>

| TETE           |    | 4.09 | 0.33| 2.31 | 4.75 |

### TABLE 2
One-Way ANOVA (Model 1)

<table>
<thead>
<tr>
<th>Fixed Effect</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>T-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>31.520</td>
<td>0.738</td>
<td>41.131</td>
<td>0.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Random Effect</th>
<th>Standard Deviation</th>
<th>Variance Component</th>
<th>Chi-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>3.676</td>
<td>15.375</td>
<td>422.176</td>
<td>0.000</td>
</tr>
<tr>
<td>Level-1</td>
<td>3.199</td>
<td>12.424</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next, the output for a model adjusted with individual PLACEMENT scores appears in Table 3. First, the level-1 predictor, PLACEMENT, has a significant effect on the final scores. The coefficient of 0.18 indicates that, on average, students' ACHIEVEMENT test scores improved 18% over their PLACEMENT scores. Next, the value for mean final scores, adjusted for PLACEMENT in the model, is 30.551. This value is interpreted as the
average of the mean adjusted class performance where each class' average has been adjusted for differences in PLACEMENT in the model. A chi-square of 242.859 (p < .000) indicates, even after equalizing classes on the individual characteristics specified in the model, significant variation in these mean values still remains across classes. We find an intraclass correlation of .385 indicating that the total variance between classes is diminished by 30% relative to the intraclass correlation for the previous one-way ANOVA model (ρ = .553), when we control for placement scores in the model. In other words, much of the variation in means across classes can be attributed to differences among students in those classes. However, we also find that, even after controlling for the difference in PLACEMENT, significant variation in means continues to exist across classes.

### TABLE 3

**Effect of PLACEMENT on ACHIEVEMENT (Model 2)**

<table>
<thead>
<tr>
<th>Fixed Effect</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>T-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>30.551</td>
<td>0.645</td>
<td>55.388</td>
<td>0.000</td>
</tr>
<tr>
<td>PLACEMENT</td>
<td>0.180</td>
<td>0.041</td>
<td>4.086</td>
<td>0.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Random Effect</th>
<th>Standard Deviation</th>
<th>Variance Component</th>
<th>Chi-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>2.278</td>
<td>7.286</td>
<td>242.859</td>
<td>0.000</td>
</tr>
<tr>
<td>Level-1</td>
<td>3.154</td>
<td>11.651</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The research question concerned a possible association between average TETE scores in class and the level of score achievement. Implicit in this question is the assumption that test scores vary from class to class by teachers. We observed in model 2 that, on average, students' achievement test scores are 18% higher than their scores in placement.

Having established that variation in the parameter exists across classes, we turn our attention to accounting for this variation. Is a class' TETE associated with its average test achievement? We test this proposition by advancing to more sophisticated model incorporating a class-level variable, TETE scores. Table 4 presents a summary of regression coefficients and random effects.

First, we see that student TETE scores have a positive impact on average achievement test scores in each class. On average, a one-point increase in TETE is associated with a 2.535-point increase in classes' achievement test scores, after controlling for the test scores in placement as student-level characteristics. Students in classes with higher TETE perceptions perform better than their counterparts in classes with lower ones.

Next, examining the estimate for the effect of the placement test in the equation modeling, the results indicate that students in classes with higher TETE scores realize greater improvement in achievement. On average, a one-point increase in TETE scores
yields about 18% advantage in average achievement. Thus, students in classes with more satisfactory TETE tend to have higher achievement test scores. Again, this is after controlling for the individual characteristics of placement test scores.

<table>
<thead>
<tr>
<th>Fixed Effect</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>T-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>30.142</td>
<td>0.555</td>
<td>57.523</td>
<td>0.000</td>
</tr>
<tr>
<td>PLACEMENT</td>
<td>0.177</td>
<td>0.022</td>
<td>6.405</td>
<td>0.000</td>
</tr>
<tr>
<td>TETE</td>
<td>2.535</td>
<td>1.003</td>
<td>3.005</td>
<td>0.020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Random Effect</th>
<th>Standard Deviation</th>
<th>Variance Component</th>
<th>Chi-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>2.914</td>
<td>4.155</td>
<td>157.877</td>
<td>0.000</td>
</tr>
<tr>
<td>Level-1</td>
<td>3.338</td>
<td>10.963</td>
<td>0.113</td>
<td>1.000</td>
</tr>
</tbody>
</table>

The chi-square tests in Table 4 continue to indicate that significant variation in parameter estimates exists across classes, although the variance components and associated chi-square values have been diminished. We find an intraclass correlation of .275 indicating that the total variance between classes is diminished by 28.6% relative to the intraclass correlation for the model 2 ($\rho = .385$), when we control for the factor in the model at level 1 and its random variation.

V. CONCLUSION

At the outset, the researcher began with a conceptual discussion of the perceived quality of the TETE classes for students' achievement scores. As Lavelle, Berger, and Follman (1996) noted that studies on the relationship between class-level characteristics and students' academic achievement relied only on the traditional correlational techniques, which, in turn, resulted in serious oversimplification of heavily complicated data. Therefore, the current analyses were accomplished by developing multilevel statistical models for the alleged association between TETE quality in class and language achievement with placement scores. The model with the hierarchical order, with each group influencing the members of the group in thought and behavior prevented problems with homogeneity of students within groups.

Unfortunately, the researcher was not able to access any other student-level characteristics such as learner styles/strategies and years of studying abroad. TETE scores, a measure of class characteristics in this study were derived from the students' perceptions.
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of the effectiveness of TETE similar to previous research such as Sung-Yeon Kim (2002) and Youngsook Kim (2002). One of the interesting findings is that there is as large amount of between-class variance due to TETE factors as within-class variance in the achievement outcome, which was unavailable from the previous studies. Considered the differential levels of English at the beginning of the semester, it was reasonable to have the placement test scores equal by the statistical device and look into the impact of TETE after controlling the effect of prior achievement.

At the class level, the average students' attitudes toward the quality of the TETE classes including teachers’ language input and classroom management styles were significant; quality of TETE instruction had a moderate effect. This result offered much support for Young-in Moon & Kyu-seon Lee (2002) (i.e., that students' perceptions about teachers' TETE implementation would show the strong relationship to achievement). The importance of the final hierarchical linear model in explaining differences in student performance in the final assessment lies in the contribution of one class-level variable to this model.

In overall, these HLM analyses provide considerable empirical support for the argument of the positive impact of teacher-level variables on students’ achievement in class. The results are consistent with other studies (e.g., Jin-Hwa Lee, 2007) that documented the importance of teachers’ proficiency and experiences in conducting TETE classes. But, the present study is a methodologically advanced experiment over the studies conducted in the past in that it separated the effects of student dimensions and class contexts. Students' level of achievement in English class is influenced by teacher-level predictors and these multi-level effects were demonstrated well in the HLM analyses.

However, this study has several limitations to bring about for the conceptual arguments even though it stepped up its methodological advancement conducting multilevel analyses. First, although the analysis of the data revealed that there was a good amount of class-level differences explained by the TETE scores, it is necessary to specify more plausible level-2 models explaining for the between-class variations such as motivation or pre-existing positive attitudes toward English to account for the rest of the variance. More conceptual-level research in the quest of possible factors for a successful TETE implementation should precede the use of refined statistical modeling in the future.

Second, inability to use more homogeneous items in the TETE questionnaire needs careful interpretation, since the instrument is not unidimensional itself. There might have been a cancellation effect where some of items in TETE perceptions had a negative impact on the present findings. While it may be tempting to state that all the items are closely related according to the high consistency measure, it is certainly worthwhile to conduct a research study with a more detailed grouping of independent variables for HLM
applications such as students’ command levels of English, the affective category, expected benefits of TETE, quality of English instruction, etc.

Although the results of the current study must be interpreted with some caution for the reasons above, the significant association between student attitudes toward the TETE classes and achievement indicate a fertile area for further research on the variables affecting achievement and student evaluations of TETE. However, explicit implications for teaching practice derived from the findings are as follows: (1) the TETE classes conducted by teachers with good techniques to lead effective TETE classes, expressed through student perceptions in the questionnaire, tend to give a positive impact on student learning, and (2) teachers are the main agent to design, maintain, and evaluate their TETE classes. In overall, the study confirms that well-implemented TETE classes are more likely to establish effective and meaningful language learning contexts for students, which in turn produces proficient language users.

REFERENCES


APPENDIX
A TETE QUESTIONNAIRE

1. The TETE class is useful to improve my English ability.
2. The TETE class helps me motivated for English learning.
3. The TETE class helps me stay focused in the learning materials.
4. The teacher provides a class environment where students feel comfortable in using English.
5. It is easy to communicate with the Korean teacher in English.
6. The teacher’s English is easy to understand.
7. The teacher is confident in leading a TETE class.
8. The teacher is concerned with the students’ understanding.
9. The teacher provides various equipments to help students understand the learning materials.
10. The teacher’s English in speed, clarity, and loudness is appropriate.
11. The teacher often asks questions to check student understanding.
12. The teacher uses Korean in the effective manner.
13. The class encourages me to take more TETE classes in the future.
14. The TETE class is effective to improve my English ability.
15. Students have many opportunities to use the target language in the TETE class.

Applicable levels: university/college level
Key words: TETE, students’ perceptions, HLM analysis
Kyong-Hyon Pyo  
Dept. of English  
Dankook University  
San-29, Anseo-dong, Cheonan  
Chungnam, 330-714, Korea  
Tel: (041) 550-3136  
Fax: (041) 550-3141  
Email: khpyo@dankook.ac.kr

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