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교육학석사(영어교육)학위논문

EFL Middle School Students' Anxiety,
Motivation, Self-Confidence, and Willingness
to Communicate in a TEE Class

조선대학교 교육대학원

영어교육전공

최 현 화

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불안, 동기, 자신감 및 의사소통의지

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이 논문을 교육학석사(영어교육)학위 청구논문으로 제출함.

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Hyun Hwa Choi

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국문초록

영어로 하는 영어수업(TEE)에 대한 중학교 영어학습자들의 불안, 동기, 자신감 및 의사소통의지

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본 연구는 중학교 영어학습자들이 영어로 하는 영어수업(TEE)에서 느끼는 불안, 동기, 자신감, 그리고 의사소통의지가 어떠한지를 살펴보기 위하여 진행되었으며 이러한 정의적 요인이 학습자의 성별과 영어 교과 분반 여부에 따라 어떠한 차이를 보이는지를 파악하고자하였다. 전라남도 D군의 C중학교 학습자 103명이 본 연구에 참여하였으며, 연구는 설문지를 이용한 양적연구로 진행되었다. 각 설문지의 문항은 동일 및 유사 주제를 다루었던 선행연구에서 사용되었던 문항들을 중학교 학습자들의 수준에 맞도록 재구성하였으며, 설문을 통하여 수집된 연구 결과는 SPSS 및 t -검정 프로그램을 사용하여 빈도, 평균, 표준 편차 등을 분석하였다.

연구 결과 TEE수업에 대한 학습자들의 불안과 동기는 다소 높게 나타났으나 수업에 대한 자신감과 의사소통의지는 없거나 낮았다. 여학생의 경우 남학생보다 학습 불안은 높았으나 동기와 자신감, 의사소통의지는 다소 낮았으며, 하위 학급에 속해있는 학습자들은 다소 높은 학습 불안과 동기를 보였으나 자신감과 의사소통의지는 상위 학급 학습자들이 더 높은 것으로 파악되었다.

I. INTRODUCTION

1.1. Background

Living in an information-oriented and rapidly changing society, English language has been the most common and widely-accepted language around the world. English connects people from all over the world and the ability to understand the language as well as expressing it are necessary to perform the leading role in the international community (Ministry of Education, 2015).

However, living in an English as a Foreign Language (EFL) atmosphere rather than English as a Second Language (ESL) circumstance, the chance of encountering the English language seems to be very limited and restricted in this country. For language learners', they do not have enough opportunity or time to speak or write the language when they are outside of the classroom. Even in school or during lessons, most of classes are lecture-based focusing on reading, listening, or grammar; students do not easily get the opportunity to speak or listen to the language sufficiently.

To make a difference, the Ministry of Education has announced the new language curriculum which called for Teaching English in English (TEE) in the year 2000. And the following year, the Ministry of Education started to encourage all schools and English teachers, from elementary school to high school, to teach English using English language in their lessons.

Nevertheless, teachers who have the ability to teach English in English in their lessons are still very limited. Based on a survey published in 2007, teachers who answered that they can use 80% or over of English in their lessons only used it 33.5% of the time in lessons. Those who can teach

with 50% to 80% English speaking ability are only using it about 58.5% of the time in lessons. Also, according to the Ministry of Education (2009), although the huge investments has been made in the country in the English education, the achievement of students were scored 'poor' and 'low.' The research of the Ministry of Education stated that Korean students' Internet Based Test, Test of English as a Foreign Language average score was only 77 points out of 120, which was even lower than the world's average score, 78. Also these students' results in International English Language Testing System ranked 19 out of total 20 countries.

But still, the effects of the TEE class are controversial. Some studies found that students were more motivated, had more interest, became active, practiced more English, as well as some other positive influences on second language factors because of the TEE class. And of course there are studies saying that the influences of TEE class are insignificant.

To make the TEE class more effective or even make a positive change, TEE class and affective factors in the lesson need to be clarified.

1.2. Purpose of the Study and Research Questions

The ultimate goal of this study is to investigate Korean middle school students' anxiety, motivation, self-confidence, and willingness to communicate in TEE class. Additionally, the research will examine the relationship between gender and the English class' proficiency level of participants.

For that, the following questions will be asked for the thesis.

Firstly, how does the participants' anxiety, motivation, self-confidence, and willingness to communicate appear in TEE class?

Secondly, is there any relation between gender of the participants in findings with these affective factors?

Thirdly, is there any relation between the participants' class proficiency level with affective factors?

1.3. Context of the Thesis

The thesis consists of a total of five chapters. Chapter One focuses on the background of the thesis with its purpose, research question, and the outline of the thesis.

Chapter Two gives the theoretical background and reviews some previous researchers about the concept of TEE class, affective factors such as anxiety, motivation, self-confidence, and willingness to communicate. The differences of students' gender and their proficiency level of English class will be also be taken into account.

Chapter Three explains the research methods including participants of the thesis, research materials, instruments, and its procedures.

Chapter Four reports the findings and analyses the data from the research, also it shows the differences in gender and level of the class.

And Chapter Five, for the conclusion, summarizes the thesis and its key findings. It also considers the implication of the study and gives suggestions for future related research.

II. LITERATURE REVIEW

This chapter reviews some previous studies regarding TEE class and various affective factors in second language acquisition. The chapter begins with the definition of TEE and its background, followed by 4-kind affective factors including anxiety, motivation, self-confidence, and willingness to communicate. TEE class and two different varieties, participants' gender and their level proficiency of English class, will be also cited.

2.1. TEE

2.1.1. Definition of TEE Class

There are various names for the class that teaches English in English. Not only the word TEE as an acronym for 'Teaching English in English', other names such as Classroom English (CE), English Only Approach (EOA), English Only English (EOE), English Only Instruction (EOI), and Teaching English Through English (TETE) are often used for the description (Kim, 2011; Lee, 2009).

To prevent further misunderstanding, words need to clearly defined. In CE class, instructor uses English in greeting, attendance check, in introduction of the lesson, and the conclusion of the class (Kim, 2011; Willis, 1981). On the other hand, in EOA, EOE, and EOI class, students do not use their native language, in this case Korean, but speak, learn, and communicate using English only. These classes are often used for the English immersion class or higher education (Lee, 2009) and would work effectively to set the atmosphere to learn how to target the language better.

TETE or TEE classes are set to improve students' communication skills throughout the class. During TEE class, the teacher speaks in English in the lesson including basic greetings, apprehensions, communicative expressions, dialogue between the lesson, and other situations that can be practicably used in real life. So the language teachers try not to use too much of their first language and instead proceed with the class in English – the target language. For the purpose of this study, to prevent any confusion, the word TEE will be used exclusively

2.1.2. TEE and English Education

The basic concept of TEE class was adopted from Krashen's Input Hypothesis which mentions the importance of comprehensible input in the study. According to Krashen, language learners need to be exposed to an atmosphere that uses the foreign language as much as possible in order to acquire the language. And similar to students's first language, if enough comprehensible input is given then the acquisition of the language will naturally follow.

Additionally, Long's Interaction Hypothesis Theory also has adopted in TEE class as well. In Long's theory, language learner's interaction with not only the language teacher but also his peer, classmates, or even just the classroom environment has significance. Because of that, Long stated that the language teacher need to find the balance and manage the learning environment to fit for the student's ability and encourage students to participate in the lesson actively and effectively (Lee, S.-W., 2014).

According to Gebhard (1982), those elementary school students who studied English in English only without usage of their first language, had

the ability to think and speak in English without any translation in their head. Also, Brewster (1991) stated that in order to improve students' communicative ability the lesson should be in English. Brewster thought that the amount of time students are exposed to English will be proportional to their speaking and understanding ability – just like native speakers.

2.2. Affective Factors

Affective factors were the main focus of Bloom's Taxonomy Theory in the year 1956. In second language learning, affective domains contain anxiety, confidence, interest, and motivation when the cognitive domain includes the knowledge of grammar, structure, and the knowledge of vocabulary (Bloom, 1956). "After Bloom introduced the concept of cognitive and affective domain (1956), many language researchers began to focus on these issues, to demonstrate that affective factors have an effect on cognitive factors (Shim, 2014; Brown, 2005; Krashen, 1982; MacIntyre & Gardner, 1994)."

2.2.1. Anxiety

Anxiety refers to apprehension, failure, uneasiness, worries, or related psychological emotions. The expression of this anxiety can be anger, degradation, fear, fury, or similar manifestations. Spielberger (1983, cited in Wilson, 2006, p. 41) stated that anxiety is the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." Morris, David, and Hutchings (1981, cited in Wilson, 2006, p. 41) defined that the "general anxiety consists of two

components: ‘worry’ and ‘emotionality.’ Worry or cognitive anxiety refers to negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequences (Lee, S. 2014).”

Horwitz et al. (1986) stated the concept of anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (p. 125). In this description, the complicated concept of anxiety is expressed through psychological emotions such as anger, degradation, fear, fury, or similar manifestations. Horwitz also theorized classroom anxiety into three main performances; communication apprehension, social evaluation, and test anxiety. It is also useful to consider that “Young (1991) identifies six potential interrelated environment: personal and interpersonal anxieties, which could be related to fear of a real or anticipated act of speaking, learner beliefs toward language learning, teacher beliefs about language instruction, interaction between instructor and learners, classroom procedures, and language exams (Tsai & Chang, 2013).”

Anxiety has an effect on students who learn a second or foreign language and it relates with students’ emotion, cognition, and of course the behavior. However, the anxiety does not always have negative effects on language learning and it also could have positive effects as well; facilitative anxiety may demonstrate positive effects and encourage students to overcome their new tasks and challenges (Shim, 2014; Alpert & Haber, 1960; Oxford, 1990; Scovel, 1978; Young, 1992).

2.2.2 Motivation

Gardner and Lambert (1972) categorized the motivation into two different

kinds; “integrative motivation, referring to a holistic learning approach toward the speech and culture of the target language group, and instrumental motivation, referring to language learning for more immediate or practical goals (Tsai & Chang, 2013).” However, recent studies assigned new names for the motivation; intrinsic and extrinsic motivation. Similar to integrative motivation, intrinsic motivation implies the action of learning new language as a pleasure and joyful task. And linked to instrumental motivation, extrinsic motivation refers to studying foreign language which was instigated by reward or punishment from social environment (Tsai & Chang, 2013).

2.2.3 Self-Confidence

The word self-confidence is described as a realistic, excessive, or inflated self-assurance in one’s ability and own judgement. It plays an important role in language learning and language understanding. Self-confidence is the key to controlling the learning anxiety as it helps to decrease students depression and frustration in not only the language learning but also their own personal life (Choi, J.-M., 2015). However, self-confidence also could give negative influence “when the language learner thinks of oneself as deficient and limited in the target language (Park, H. & Lee, A, 2007).

2.2.4 Willingness to Communicate

The concept of willingness to communicate is the most recently added factor in second language acquisition. Baker et al. (2001) stated that

“willingness to communicate (WTC) has been defined as the intention to initiate communication, given a choice. It was hypothesized that orientations toward language learning as well as social support would influence students’ WTC in a second language.”

In MacIntyre, Baker, Clement, and Donovan’s (2002) study, this concept of willingness to communicate had a significant effect with two kinds of variables; gender and age. In this study, total of 268 students including 96 males and 188 females from 7th to 9th graders, age from 11 to 16 had participated and its data on gender were statistically noticeable. Students’ willingness to communicate increased from 7th grade to 8th grade but the willingness remained stable between 8th grade to 9th grade.

Additionally, according to Alemi, Tajeddin, & Mesbah, “Willingness to communicate is a potentially fundamental concept for effective interaction and language production” (p. 43). Almeni’s study also stated that “Burgoon (1976) defined the unwillingness to communicate construct as a global communication construct representing the predisposition of a chronic tendency to avoid and/or devalue oral communication” (p. 44).

2.3. Affective Factors in TEE Class

In this section, previously mentioned affective factors and their relationship between TEE class will be explained by reviewing previous studies about the topic.

2.3.1. Anxiety in TEE Class

S.-W. Lee (2014) stated that middle school students’ anxiety increased

as they moved up to a higher grade. Students anxiety of a negative evaluation by others scored higher than their physical and performance anxiety in their TEE class. This could show that participants did not have much fear of answering incorrectly or making a false statement in TEE class but found anxiety in estimation of themselves by their peers and were very self-conscious. Not only the survey but the interview with Lee's participants also showed that students' worries in specific situation and what their classmates would think about each others' pronunciation was what caused the highest level of anxiety.

According to the study of Y. H. Lee (2014), TEE class had a significant relationship in participants' motivation. Middle school students did not actively participate in their TEE class since they were afraid of saying the wrong statement. However, their expectation about TEE class brought them positive motivation as well as meaningful recognition and academical anticipation.

H.-J. Park (2011) found that the anxiety of middle school student in their TEE class was a bit high; the communication apprehension anxiety was the higher than negative evaluation anxiety and assessment anxiety. Students who thought reading and writing are the most important in English class showed the highest anxiety in negative evaluation; low level female students had the most peer-evaluate anxiety when compared to male or high level students. Also, participants who had studied English with a native English teacher before they entered middle school had higher speaking anxiety than others who did not have the same experience.

On the other hand, W.-C. Choi (2012) showed that TEE class did not have specific or remarkable impact on students' anxiety since the anxiety in TEE class and Teaching English in Korea (TEK) class also had high

anxiety. Students already had enough experience in TEE class in school so they did not have much fear nor anxiety about the language class.

2.3.2. Motivation in TEE Class

Y. H. Lee (2014) stated that TEE class had a significant relationship in participants' motivation. Middle school students did not actively participate in their TEE class since they were afraid of saying the wrong answer, however their expectation in TEE class brought them positive motivation as well as some meaningful recognition and anticipation in an academic area. This could be shown from the low level students' interview about the TEE class; even if they listen to their teacher only, it still would help students' listening skills effectively.

The study of S.-W. Lee (2014) found that the integrative motivation in middle school students in TEE class decreased as they moved up to a higher grade. On the other hand, instrumental motivation increased as they became second and third grade students. First grade students experienced joyfulness and pleasure in their TEE class including having a desire to learn, enjoying challenges in difficult tasks, and having a keen interests in the subject. However, integrative motivations become lower and second or third grade students found their motivation in getting a good test score and better grades.

Also H.-J. Park (2011) stated that middle school students' motivation in TEE class scored the average in the Likert Scale. Intrinsic motivation did not show many high results; achievement in language acquisition caused the highest motivation followed by pleasure of studying and familiarity in English-speaking countries' culture. Extrinsic motivation on the other hand

did not have significant difference; however, the instrumental motivation such as accomplishment, getting a better grade, and getting into a better school scored the highest in students' motivation.

On the other hand, the study of H.-J. Kim (2010) showed insignificant finding in low level middle school students' motivation. Participants' interests in TEE class were low and they did not have much willingness to learn. This was also connected to their academic motivation, however the level of this motivation slightly increased in later lesson.

Following from the study about students' anxiety, W.-C. Choi (2012) also found that the level of students' motivation in TEE class was a little higher than their TEK class. But the results were statistically insignificant. Students in his study thought that their level of English ability was low, so their level of motivation scored the same whether it was before or after the survey. Students also did not have any special experience abroad; so they did not score high in academic motivation. They perceived English language as one of the subjects that they have to study in school but nothing else and they tended to study the subject ambiguously.

2.3.3. Self-Confidence and Willingness in TEE Class

There were several studies about self-confidence and willingness to communicate with level-differentiated or native English teacher's class but it was hard to find relevant research that has connection with TEE class specifically.

III. METHODOLOGY

The thesis has adopted the quantitative method for research. In this chapter, first of all, information about the participants will be described, then the research instrument, research procedure, and the data analysis method will follow.

3.1. Participants

The participants of this study were students from C Middle School in Jeollanamdo Province; a total of 5 classes; one 1st grade class (N=23), two 2nd grade classes (N=38), and two 3rd grade classes (N=42); male (N=53) and female (N=50); high level (N=59) and low level (N=44). Altogether 103 students have participated in the survey.

To gather background information, there were several questions asked; the time when they started to study English, any experience abroad, studying method outside of the classroom, the most confidence, difficult, and important part of the subject, their English proficiency level, satisfaction of TEE class and teaching methods of the TEE class.

As can be see from Table 1, out of 103 students, only 9% (N=9) students started to study English subject before they entered elementary school while 26% (N=27) started in 1st to 2nd grade in elementary school. 65% (N=67) started to study English in 3rd grade when English language became a required subject in school. Additionally, 85% (N=88) had never been abroad while 15% (N=15) had experience whether for traveling or living purposes. Also, for the question that asked how do students study English outside of the classroom, 45% (N=46) said they do not study the

grammar (N=40) is the most difficult followed by reading (N=17). It is also interesting to note that there were only 5 students who answered that they have the most confidence in English culture and only 1 student who said that the pronunciation is the most difficult element in English language learning.

Table 3
Students' Background Information 3

Question	Answer	%
Importance	Speaking and Listening	19 (n=20)
	Reading and Comprehension	17 (n=17)
	Writing	9 (n=9)
	Grammar	30 (n=31)
	Vocabulary	24 (n=25)
	Culture	1 (n=1)
Proficiency Level	Poor	18 (n=19)
	Fair	24 (n=25)
	Average	52 (n=53)
	Good	5 (n=5)
	Excellent	1 (n=1)
Satisfaction	Strongly Disagree	8 (n=8)
	Disagree	2 (n=2)
	Average	61 (n=63)
	Agree	15 (n=16)
	Strongly Agree	14 (n=14)
Study English in English	Strongly Disagree	17 (n=17)
	Disagree	26 (n=27)
	Average	39 (n=40)
	Agree	17 (n=18)
	Strongly Agree	1 (n=1)

Additionally, according to Table 3, 30% (N=31) of students said that grammar is the most important part in English language learning and vocabulary was the next (24%, N=25). Only 1 student believed that the

culture is the most important. For the questions that asked how do students describe their proficiency level of English, 52% (N=53) said their abilities are 'Average' when 42% (N=44) said they are 'Poor' or 'Fair'. The students who described their proficiency levels are 'Good' and 'Excellent' are only 6% (N=6) by the 103 surveyed.

For the question that asked how satisfied they are with their TEE class, 61% (N=63) answered that their satisfaction is neutral while 29% (N=30) agreed with the statement. However, only 18% (N=19) thought that English class should be taught in English while 43% (N=44) disagreed with the idea entirely.

3.2. Instruments

For the survey question that asked students' anxiety, the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986) was used and had been modified for Korean middle school students and TEE class. And for the motivation questionnaires, this study rewrote Kang's (2013) survey questions regarding motivation which were edited from Kim and Park's (2005) study. For self-confidence, Kang's (2013) study was adopted which used Yang's (2006) revised version of Self-Liking/Self-Competence Scale-Revised Version: SLCS-R) of Tafarodi and Swann (2011). Lastly, for willingness to communicate, the questionnaires were used from Qiuxuan Xie's (2011) study which was developed on the basis of work by McCrosky and Richmond (1990) and Cao and Philp (2006) and Weaver (2005). The original survey included 15 questions and for the purpose of this study 8 of the items were selected and reproduced to fit a Korean English classroom environment. To make

the survey easier for students and more understandable, students received their survey written in both English and Korean.

3.3. Procedure

The survey was given to students in October of 2015. All students in C Middle School participated in the survey and they took the survey, which lasted for about 20 minutes during their English class period. The purpose of the survey was explained to students and school in advance.

3.4. Data Analysis

The collected data was entered into the Statistical Package for Social Sciences (SPSS) program to be analyzed.

IV. RESULTS AND DISCUSSION

In this chapter, general results of the questioned survey and its findings with gender and proficiency level differences will be stated.

4.1. Students' Affective Factors in a TEE Class

In the following section, the results of students' anxiety, motivation, self-confidence, and willingness to communicate will be explained. Findings include all students' combined response.

4.1.1. Anxiety in a TEE Class

Table 4 displays the result of the participants' responses about anxiety in TEE class. The median score was 3-point as all the items were based on the 5-point Likert Scale; responses with 1- or 2-points mean that the participants either strongly disagreed or disagree with the statement and answers with 4- or 5-point mean that they agreed or strongly agreed with the item.

The responses with the highest mean score ($M=3.49$) was the "I start to panic when I have to speak without preparation in language class" (Item 14). A total number of 43% participants agreed or strongly agreed with the item while only 14% disagreed or strongly disagreed. Additionally, "I get nervous when I don't understand every word that language teacher says" (Item 37) had the second highest mean score ($M=3.32$). Other statements such as "I keep thinking that the other students are better at language than I am" (Item 13, $M=3.17$), "Even if I am well prepared for language class, I

feel anxious about it” (Item 29, $M=3.09$), “I am afraid that the other students will laugh at me when I speak the foreign language” (Item 38, $M=3.05$) had higher than 3-point median score in the survey results.

On the contrary, the responses with the lowest mean score were “In language class, I can get so nervous I forget things I know” (Item 21, $M=2.91$) but it did not have much difference with Item 22 “It embraces me to volunteer answers in my language class” ($M=2.92$). Because the lowest mean scorer started from a little lower than its median score, it is hard to define that participants disagreed or strongly disagreed with the item asked in here.

Table 4
Anxiety in a TEE Class

	1*	2	3	4	5	<i>M</i>	<i>SD</i>
13. I keep thinking that the other students are better at language than I am.	5**	18	47	15	15	3.17	1.05
14. I start to panic when I have to speak without preparation in language class.	3	11	43	22	21	3.49	1.04
21. In language class, I can get so nervous I forget things I know.	2	25	55	15	3	2.91	.77
22. It embraces me to volunteer answers in my language class.	3	18	67	8	4	2.92	.73
29. Even if I am well prepared for language class, I feel anxious about it.	3	11	66	15	5	3.09	.76
30. I feel more tense and nervous in my language class than in my other classes.	3	17	66	8	6	2.96	.78
37. I get nervous when I don't understand every word that language teacher says.	4	7	60	12	17	3.32	.97
38. I am afraid that the other students will laugh at me when I speak the foreign language.	3	17	60	14	9	3.05	.87

* 1= Strongly Disagree, 2= Disagree, 3= Average, 4= Agree, 5= Strongly Agree

** Rounded Percentage

Overall, in TEE class, the participants easily experience panic and feel nervous when they are not ready or prepared for the class as well as when they do not understand what the instructor says during the lesson. And to help with and lower students' anxiety in TEE class, the teacher should give students enough preparation time before the lesson or even during the class. Speaking with easier vocabulary with slow tone would also help students to feel better and comfortable in class. For language learners, they should not be afraid of speak or answer in the class and need to know how to spend the prep time that teacher gives in the lesson more effectively and usefully.

4.1.2. Motivation in a TEE Class

As indicated in Table 5, the item with the highest mean score was the “The language I learn in English class would help me travel abroad in the future” (Item 19, $M=3.36$) and “Studying English in English class would be useful in my future job” (Item 28, $M=3.33$) showed the second highest score, followed by Item 27; “Study English in English class will help me get into better schools” ($M=3.24$). For each item, 33%, 38%, and 33% of the participants agreed or strongly agreed with the statement while only 7%, 11%, and 11% disagreed or strongly disagreed. These results indicate that students know the importance of English language and studying this subject is going to be helpful for their future, for example, get a better job and get into better school, or travel outside of the country. Participants try to volunteer speaking in their TEE class as much as they can (Item 36, $M=3.20$), also they feel that time goes faster in TEE class compare to others (Item 20, $M=3.01$). On the other hand, the statement with lower than

Table 5

Motivation in a TEE Class

	1	2	3	4	5	<i>M</i>	<i>SD</i>
19. The language I learn in English class would help me travel abroad in the future.	4	3	60	20	13	3.36	.90
20. I feel that time passes faster in English class than other classes.	7	18	48	20	7	3.01	.97
27. Study English in English class will help me get into better schools.	5	6	56	26	7	3.24	.86
28. Studying English in English class would be useful in my future job.	5	6	51	27	11	3.33	.92
35. I always look forward to English class.	5	13	62	18	2	3.00	.77
36. When I am in English class, I volunteer to speak as much as possible.	3	20	62	13	2	3.20	3.05
43. Through English class, I believe I could communicate more easily with people from other countries.	3	13	65	13	6	3.06	.78
44. My desire to learn English has enhanced through English class.	11	8	66	13	2	2.89	.84

These results could explain the private education system in the country; parents and teachers, and even students themselves emphasize the importance of English language for their future and it would be a natural outcome for students to show that they have various motivation in language learning. As can be seen from the previous Table 1, as more than half of participants are involved in this extra study whether they go to academy, study with a tutor, take an online class, or even study by themselves.

4.1.3. Self-Confidence in a TEE Class

Table 6
Self-Confidence in a TEE Class

	1	2	3	4	5	<i>M</i>	<i>SD</i>
15. I am highly effective at things I do.	6	15	59	17	3	2.97	.82
16. I am almost always able to accomplish what I try for.	5	10	66	18	1	3.01	.72
23. I perform very well at many things.	5	17	65	13	0	2.85	.69
24. I am very talented.	6	27	62	5	0	2.66	.67
31. I am very comfortable with myself.	3	16	71	6	4	2.91	.70
32. I am secure in many sense of self-worth.	4	17	70	7	2	2.85	.68
39. I feel great about who I am.	7	11	74	7	1	2.84	.69
40. I never doubt my personal worth.	0	12	73	16	2	3.08	.59

- 22 -

participants agreed with the statement while 33% disagreed, even if the responses of ‘Average’ are excluded, the difference is surely noticeable. Additionally, “I feel great about who I am” (Item 39, $M=2.84$), “I perform very well at many things” (Item 23, $M=2.85$), and “I am secure in many sense of self-worth (Item 32, $M=2.85$) scored low in their mean score as well.

From the results, students could be seen to have low-self-confidence. Participants tend to look down themselves and see their English abilities poorly they do not feel proud of who they are and what they do. For the English instructor, to give chances of opportunity to students to learn their self-worth and raise self-esteem would be very important. Giving students credit, compliment, and praise what they do in TEE class, whether they are right or wrong, would work effectively. And for students, they need to find out who they really are and they should not withdraw themselves in the fear of doing something wrong or making a mistake.

4.1.4. Willingness to Communicate in a TEE Class

Table 7 refers the survey that was taken to see the participants’ willingness to communicate in a TEE class. The statement with the highest mean score was the “Read out the conversation in English from the textbook” (Item 42, $M=3.09$), and this was the only 1 out of 8 statements with a higher than 3-point median score. A total of 21% said that they are willing to read out a conversation that is written in English from their textbook while only 13% disagreed or strongly disagreed while 66% gave the answers as neutral. “Present your opinions in English in class” (Item 33, $M=2.73$) scored the lowest mean score; only 6% agreed with the

statement while 27% disagreed and 67% stayed in neutral.

Participants' responses indicate that they do not have much willingness to participate nor communicate in TEE class. However, the lowest mean score is 2.73 whilst the highest mean score is 3.07; here there is only a 0.34 difference between the highest and lowest mean scores. There is less distinction and variation in this set of statements compared to the others. If responses that with a neutral score are excluded, a more significant result could be shown. 27% of the participant responded that they do not want to speak in English to talk about their opinions (Item 33) while only 6% said they would; also, 24% responded they do not want to speak to their language teacher before or after the lesson (Item 25) while only 11% said they want to.

Table 7
Willingness to Communicate in a TEE Class

	1	2	3	4	5	<i>M</i>	<i>SD</i>
17. Volunteer an answer in English when the teacher asks a question in class.	9	22	54	13	2	2.77	.85
18. Answer a question in English when you are called upon by the teacher.	11	16	55	14	4	2.84	.93
25. Talk to your teacher in English before or after class.	8	16	65	9	2	2.81	.78
26. Ask the teacher a question in English class.	8	17	63	10	2	2.81	.80
33. Present your opinions in English in class.	7	20	67	5	1	2.73	.70
34. Participate in pair discussion in English in class.	6	12	70	12	0	2.89	.68
41. Help others answer a question in English.	2	13	72	12	1	2.96	.61
42. Read out the conversation in English from the textbook.	3	10	66	20	1	3.07	.68

To give chances to the students and increase their willingness to participate in TEE class, the language teacher should help students to overcome their anxiety and support them to lead to higher self-confidence. Also the teacher should provide ideas of how to participate in TEE class, and whether it's their intention or not, should give the chance to practice their English and improve their skills.

4.2. Gender and Proficiency Differences

This chapter displays the results of the survey divided by the gender and proficiency level of the students. *t*-test had been used for the analysis and mean score with standard deviation, *t* and *p* scores are given.

4.2.1. Affective Factors Based on Gender

Table 8 shows the mean scores with the standard deviations of all four affective factors that were surveyed in this research as the results of *t*-test. Female students had more anxiety in TEE class ($M=3.13$), lower motivation ($M=2.97$), lower self-confidence ($M=2.78$), and lower willingness ($M=2.76$) compared to male participants ($M=3.09$, $M=3.29$, $M=3.01$, $M=2.96$ in order). However, only the section regarding willingness had significant results with less than .05-point.

Results can explain the characteristics of female students who do not want to make mistakes or take risks during the language class. Also as being teenagers in a co-ed school, female students tend to have more shyness and are generally quieter than male students.

Table 8
Affective Factors Based on Gender

	Male (N=53)		Female (N=50)		<i>t</i>	<i>p</i> *
	M	SD	M	SD		
Anxiety	3.09	.47	3.13	.54	-.359	.04
Motivation	3.29	.68	2.97	.61	2.457	.32
Self-Confidence	3.01	.43	2.78	.45	2.660	.23
WTC	2.96	.44	2.76	.56	2.017	.20

* $p < .05$

4.2.2. Affective Factors Based on Proficiency Level

In order to define the differences between higher level class students and lower level class participants, Table 9 divides and contains the results of the surveyed 4-kind of affective factors in TEE class. Low level class students had higher anxiety ($M=3.18$) and motivation ($M=3.28$) than high level class students ($M=3.06$, $M=3.03$ in order). On the other hand, in the section of self-confidence and willingness, high level class student had a higher mean score ($M=2.91$, $M=2.94$) than low level students ($M=2.88$, $M=2.76$).

Table 9
Affective Factors Based on Proficiency Level

	High Level (N=59)		Low Level (N=44)		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Anxiety	3.06	.37	3.18	.63	-1.061	.11
Motivation	3.03	.60	3.28	.72	-1.900	.26
Self-Confidence	2.91	.32	2.88	.60	.336	.03
WTC	2.94	.34	2.76	.67	1.642	.18

The proficiency level of the class had been divided based on students' English score in previous semester. Students with a score of 60 or higher in the subject were placed into the high level class and those with a score of 60 or lower were assigned to the low level class.

It is possible to argue that low level students had higher anxiety because of their English ability, but that they had higher motivation since they want to study more and still have the desire to learn the language. On the other hand, high level students had high self-confidence and willingness because they feel proud of themselves and they know what they study and learn.

Through *t*-test, only the self-confidence in affective factors had the significant result while all the other factors such as anxiety, motivation, and willingness had insignificant results.

V. CONCLUSION

This chapter contains the summary, implication, and limitation of the study as well as some suggestions for further research.

5.1. Summary of the Findings

The study was conducted to investigate the affective factors; anxiety, motivation, self-confidence, and willingness to communicate in middle school students in a TEE class. Furthermore, two different aspects; gender of the students and their proficiency level of English class, were examined.

The study used the quantitative method; the survey. The statements of this survey were all collected and reproduced from previous research and 8 statements had been used for each affective factor and a total number of 103 students in the rural area in Jeollanamdo Province had participated in the study.

The results showed that students showed high anxiety, high motivation, low self-confidence, and low willingness to communicate in a TEE class. When the results were separated by gender, female students had higher anxiety but lower motivation, self-confidence, and willingness to communicate in a TEE class compared to male students. Additionally, results organized by students' proficiency level, saw that low level students had higher anxiety and motivation than high level students; however, high level students had higher self-confidence and willingness to communicate than low level students. On the other hand, with students in gender-differentiated group, only willingness to communicate showed a significant result but those in the level-differentiated group, all four

researched affective factors showed significant results.

5.2. Implications

Based on the results of the study, the following teaching implications could be suggested. In order to lower students' anxiety in a TEE class, the language teachers should give words of encouragement and compliment during or even before or after the class to make students to feel comfortable with the lesson. Also, even if students speak incorrectly or say the wrong answer, teachers should show their support to their students as well and praise the students' participation.

Also to make students to have more motivation in a TEE class, the teacher should stress the importance of the English language to their students, and also how the language and subject is going to affect them in their future life.

For self-confidence, teachers need to give enough praise to their students to make the atmosphere of the classroom more relaxed. Also providing enough time and space to let them participate in the lesson would be also helpful.

Finally for willingness to communicate, teachers need to be aware of what their students like or dislike about the TEE class as well as what are the easy parts and where they find difficulties. Letting students enjoy TEE class would be the key to encourage willingness to participate in the lesson.

5.3. Limitations

There were few limitations that were noticed during the study. First of all, the number of participants was only 103 co-ed middle school students from a rural area in the southern part of Korea. Therefore, the results have the limitation in generalization as these findings cannot necessarily define all other students would have same opinion. Also, the survey was created only for 1-time use in this for the study with 8-items for each affective factor; so statements that were used in the survey neither cannot generalize other groups also.

5.4. Suggestions for Further Research

In order to overcome these limitations that are mentioned above, it is suggested that the study should be targeted for larger group of students. Different results would be probably shown in a single-gender schools and co-ed school. Also different locations in the country would most likely bring unique results as well. To get even more reliable results, the survey should contain more and specific questions.

Also, not only a quantitative but using qualitative method would also lead to more reliable results in the study, such as using pre- and post- tests, interviewing, dividing students into control and experimental group would be needed. Study about other affective factors such as attitude, independency, interest, or risk-taking would also bring more in depth and interesting results.

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APPENDIX: SURVEY QUESTIONNAIRE

영어로 진행되는 영어수업에 대한 중학생들의 불안, 동기, 자신감, 의사소통의지 파악을 위한 설문지

이 설문은 여러분이 영어로 진행되는 영어수업(TEE: Teaching English in English)에서 느끼는 불안과 동기, 자신감, 그리고 의사소통의지를
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1. 학년

(1) 1 학년

(2) 2 학년

(3) 3 학년

2. 성별

(1) 남자

(2) 여자

3. 영어 분반

(1) 상반

(2) 하반

4. 본인이 영어를 처음 학습한 시기는 언제입니까?

(1) 초등학교 입학 이전

(2) 초등학교 1~2 학년

(3) 초등학교 3 학년 이후

5. 영어권 국가를 여행했거나 거주했던 경험이 있습니까?

- (1) 있다 (2) 없다

5-1. '있다'라고 답한 경우, 그 기간이 얼마나 됩니까?

- (1) 6 개월 이하 (2) 6 개월~1 년 (3) 1 년~2 년
(4) 2 년~3 년 (5) 3 년 이상

6. 학교 영어수업을 제외하고, 어떤 방법으로 영어를 공부합니까?

- (1) 학원 등 사설 교육기관 이용 (2) 개인 또는 그룹 과외
(3) 인터넷 강의 (4) 독학 또는 자습
(5) 영어공부를 하지 않는다 (6) 기타:

7. 학교 영어수업에 있어서 본인이 가장 자신있는 부분은 무엇입니까?

- (1) 말하기 (2) 듣기 (3) 읽기
(4) 쓰기 (5) 문법 (6) 단어
(7) 발음 (8) 영어권 국가 문화

8. 반대로, 가장 어려운 부분은 무엇입니까?

- (1) 말하기 (2) 듣기 (3) 읽기
(4) 쓰기 (5) 문법 (6) 단어
(7) 발음 (8) 영어권 국가 문화

9. 영어수업에서 가장 중요하다고 생각하는 것은 무엇입니까?

- (1) 말하기/듣기 (2) 읽기/독해 (3) 쓰기
(4) 영문법 (5) 어휘/단어 (6) 영어권 국가 문화

10. 본인이 느끼는 자신의 영어 수준은 어느정도입니까?

- (1) 상 (2) 중상 (3) 중 (4) 중하 (5) 하

<아래 질문에 대한 자신의 의견을 골라주세요.>

11. 나는 영어로 진행하는 영어수업(TEE)에 대해 만족한다.

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

12. 나는 영어수업을 할 때 한국어가 아닌 영어로 배워야 한다고 생각한다.

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

<13 번부터 44 번까지는 ‘영어로 진행하는 영어수업(TEE : Teaching English in English)’에서 여러분이 어떤 불안을 느끼고, 언어학습에 대한 동기는 어떠한지, 자신감은 어느정도이고, 영어로 의사소통하려는 의지가 얼마나 있는지를 파악하기 위한 질문 입니다. 모든 질문은 TEE 수업이 배경입니다. 자신의 생각과 가장 일치하는 답을 하나 골라주세요.>

13. TEE 수업에서 나는 다른 학생들이 나보다 영어를 더 잘한다고 생각한다. (I keep thinking that the other students are better at language than I am.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

14. TEE 수업 시간에, 준비없이 영어로 말해야 할 경우 나는 당황한다. (I start to panic when I have to speak without preparation in language class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

15. TEE 수업에서 나는 효율적으로 일을 처리한다. (I am highly effective at things I do.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

16. 나는 TEE 수업 시간에 내가 하고자 하는 일은 거의 모두 성취한다. (I am almost always able to accomplish what I try for.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
 (4) 그렇다 (5) 매우 그렇다
17. TEE 수업에서 선생님께서 영어로 질문을 하시면 나는 자진해서 영어로 대답할 의지가 있다. (Volunteer an answer in English when the teacher asks a question in class.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
 (4) 그렇다 (5) 매우 그렇다
18. 나는 TEE 수업에서 선생님이 내 이름을 부르면 영어로 답할 의지가 있다. (Answer a question in English when you are called upon by the teacher.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
 (4) 그렇다 (5) 매우 그렇다
19. TEE 수업에서 배우는 영어가 미래 내가 해외여행을 하게 되었을 때 도움을 줄 것이다. (The language I learn in English class would help me travel abroad in the future.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
 (4) 그렇다 (5) 매우 그렇다
20. 나는 TEE 수업 시간이 다른 교과보다 더 빨리 지나는 것처럼 느껴진다. (I feel that time passes faster in English class than other classes.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
 (4) 그렇다 (5) 매우 그렇다
21. 나는 TEE 수업 시간에 너무 당황해서 아는 것도 잊어버린다. (In language class, I can get so nervous I forget things I know.)
 (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다

- (4) 그렇다 (5) 매우 그렇다

22. 나는 TEE 수업 시간에 자진해서 질문에 대답하는 것이 부끄럽다. (It embraces me to volunteer answers in my language class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

23. 나는 TEE 수업에서 다양한 일들을 매우 잘 수행한다. (I perform very well at many things.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

24. 나는 TEE 수업에서 아주 뛰어난 재능을 가지고 있다. (I am very talented.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

25. 나는 TEE 수업 전이나 후 선생님께 영어로 대화를 할 의지가 있다. (Talk to your teacher in English before or after class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

26. 나는 TEE 수업시간에 선생님께 영어로 질문을 할 의지가 있다. (Ask the teacher a question in English class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

27. TEE 수업에서 배운 영어는 내가 더욱 좋은 학교에 입학하는데 도움을 줄 것이다. (Study English in English class will help me get into better schools.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다

- (4) 그렇다 (5) 매우 그렇다

28. TEE 수업에서 배운 영어가 나의 미래 직업에 도움을 줄 것이다. (Studying English in English class would be useful in my future job.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

29. 나는 TEE 수업을 위한 준비를 미리 해왔더라도 긴장을 한다. (Even if I am well prepared for language class, I feel anxious about it.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

30. 나는 다른 교과보다 TEE 수업 시간에 더 긴장을 하고 초조해진다. (I feel more tense and nervous in my language class than in my other classes.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

31. 나는 TEE 수업 시간에 나 스스로에 대해 만족한다. (I am very comfortable with myself.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

32. 나는 내가 가진 능력들이 TEE 수업에서 성공적이라고 확신한다. (I am secure in many sense of self-worth.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

33. 나는 TEE 수업에서 나의 의견을 영어로 발표할 의지가 있다. (Present your opinions in English in class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다

- (4) 그렇다 (5) 매우 그렇다

34. 나는 TEE 수업에서 짝에게 나의 의견을 영어로 말할 의지가 있다.

(Participate in pair discussions in English in class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

35. 나는 TEE 수업이 항상 기대된다. (I always look forward to English class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

36. 나는 TEE 수업에서 가능하면 말을 많이 하려고 노력한다. (When I am in English class, I volunteer to speak as much as possible.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

37. TEE 수업 시간에 나는 영어선생님께서 하시는 이야기를 다 알아듣지 못하면 당황한다. (I get nervous when I don't understand every word that language teacher says.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

38. TEE 수업 중 내가 영어로 이야기할 때 다른 학생들이 나를 비웃을 것 같아 걱정된다. (I am afraid that the other students will laugh at me when I speak the foreign language.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

39. TEE 수업 시간에 나는 스스로에게 자부심과 자신감을 느낀다. (I feel great about who I am.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

40. TEE 수업 시간에 나는 나의 능력을 의심하지 않는다. (I never doubt my personal worth.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

41. 나는 TEE 수업에서 친구가 영어로 대답을 할 수 있도록 도울 의지가 있다. (Help others answer a question in English.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

42. TEE 수업 시간에 나는 교과서의 영어 지문을 소리내어 읽을 의지가 있다. (Read out the conversations in English from the textbook.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

43. 나는 TEE 수업으로 인하여 다른 나라 사람들과 대화를 나누기가 더욱 쉬워질 수 있다고 생각한다. (Through English class, I believe I could communicate more easily with people from other countries.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

44. 나는 TEE 영어수업을 통해 영어를 학습하고자 하는 욕구가 커졌다. (My desire to learn English has enhanced through English class.)

- (1) 전혀 그렇지 않다 (2) 그렇지 않다 (3) 보통이다
(4) 그렇다 (5) 매우 그렇다

<모든 질문에 대한 응답은 '(1) 전혀 그렇다'부터 '(5) 매우 그렇다' 까지 총 5 개가 있습니다. 빠진 응답은 없는지 확인한 다음 설문지를 제출해주세요.
설문에 응해주어서 다시 한 번 고맙습니다. ☺>