

## Teachers' Perceptions about Teaching English Through English

Sung-Yeon Kim  
(Hanyang University)

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

The goal of this study is to explore differences in teachers' perceptions about teaching English through English (TETE) due to the following factors: school, major, teaching experience, and the amount of classroom English use. Also, the current study aims to identify difficulties that in-service teachers experience and strategies they use, and examine their reactions to TETE and classroom English materials. For these purposes, questionnaires were administered to 53 in-service teachers (14 elementary school teachers, 5 middle school teachers, and 34 high school teachers). The participants' responses on the questionnaire were then compared in light of the following factors: gender, school group, major, teaching experience, etc. Also, open-ended questions were included in the questionnaire to obtain more enriched information about the teachers' experience in TETE. After analyzing the participants' responses, the study discusses the implications of the findings and suggests some useful strategies for TETE.

### I. INTRODUCTION

For the past few decades, increased opportunities for international communication have created a demand for communicative competence, the ability to handle communicative functions in real life. As a result, a major shift has occurred in the implementation of language teaching, from a grammar-oriented approach to a communicative approach. This increased attention on communicative competence has led the Korean Ministry of Education to develop the 7th National Curriculum for English. In the same vein, there have been strenuous attempts to implement

communicative language teaching in the field of language education. However, communicative approaches alone do not seem to guarantee an automatic development of language proficiency. Another factor to consider is the classroom context and the availability of target language input.

In Korea, one major factor hinders development of communicative competence in English. Since English is used as a foreign language (EFL), it is limited to classroom settings. As a result, students have little access to authentic language input and limited opportunities to interact with native speakers of English.

Considering this need for authentic language input, the Ministry of Education has recently proposed an obligatory use of classroom English in elementary and middle schools. Classroom English (CE), the teaching of English through English (TETE), may be beneficial in an EFL learning context like Korea, in that it is likely to foster communicative interaction between students and teachers or among students. However, to successfully establish CE in Korea, it seems essential to understand teachers' perceptions about TETE.

The goal of this study is to explore teachers' perceptions about TETE. Their views of TETE will be compared in terms of their schools, majors, years of teaching experience, and the amount of CE they use. Also, the study aims to identify difficulties that in-service teachers experience, and strategies they use to overcome these difficulties, as well as to examine their reactions to TETE and CE materials.

## II. SLA HYPOTHESES AND TEACHING METHODS ADVOCATING TETE

Before reviewing previous research on TETE, it seems important to note that there is a technical difference between CE and TETE, although the two terms are often used interchangeably. CE refers to English used for classroom management, such as greetings, checking attendance, introducing different stages of the lesson, beginning or ending the lesson, etc. TETE is defined as speaking and using English as often as you possibly can, for example, when organizing teaching activities or chatting to students socially (Willis, 1981). It means establishing English as the main language of communication between students and instructors.

The effectiveness of TETE may be best accounted for by two well-known hypotheses: Krashen's (1981, 1985) Input Hypothesis and Long's (1983a, 1983b, 1983c) Interaction Hypothesis. The Input Hypothesis states that an important "condition for language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structure a bit beyond his or her current level of competence.... If an acquirer is at stage or level *i*, the input he or she understands should contain *i+1*" (Krashen, 1981, p. 100). According to the hypothesis, comprehensible input is the necessary condition for second language acquisition. That is, comprehension takes precedence over production. Likewise, Krashen (1985) recommends that speaking should be delayed until speech naturally emerges, claiming that the provision of comprehensible input can facilitate language acquisition.

Another line of research that supports TETE is built around the role of interaction. As meaning-focused interaction, such as motherese or caretaker talk, was the focus of L1 research (Scollon, 1976), so was the interaction between a native and a non-native speaker in the field of second language acquisition (Hatch, 1978; Scarcella & Higa, 1981). Long (1983a, 1983b, 1983c) proposed a more refined theory, known as the Interaction Hypothesis. This hypothesis emphasizes the role of interaction in SLA, stating that interactional modification, defined as "meaning negotiation for resolving communication breakdown between a native and a non-native speaker," facilitates comprehension, and this comprehension promotes acquisition (H. M. Lee, 1999, p. 77). According to H. W. Lee (2000), this is because the input second language learners receive becomes more comprehensible when they collaboratively negotiate meaning. Negotiation, defined as "the modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (Pica, 1994, p. 494), helps learners process input that is "reduced in length, of here-and-now orientation, with semantic repetition, paraphrased, simple or with brief topics" (Long, 1996, p. 419). Also, Long (1996) suggested that the process of meaning negotiation facilitates output production.

In terms of teaching approaches or methods, the root of TETE can be traced back to the Direct Method. Advocates of the Direct Method argued that classroom instruction should be conducted exclusively in the target language (Richards & Rodgers, 1986). This method, grounded on the naturalistic principles of language learning, placed an emphasis on question-and-answer

exchanges, everyday vocabulary and sentences, correct pronunciation and grammar, etc. More recently, another teaching approach called the Natural Approach has emerged. This approach, modeled after the Direct Method, is also based on the naturalistic principles of language learning (Krashen & Terrell, 1983). It emphasizes input or exposure rather than practice, and the provision of a learning context that can optimize emotional preparedness for language learning (Richards & Rodgers, 1986).

As suggested in the previous research, it seems that the two most crucial factors contributing to language acquisition are input and interaction (Krashen, 1981; Long, 1983; Omaggio, 1993). One of the ways to increase the amount of input and foster classroom interaction is to use the target language in the classroom (Curtain, 1993). The use of a target language in classrooms can contribute to the increase in students' communicative competence because they can become naturally immersed in the target language.

With a growing awareness of the role of input and interaction, the Korean Ministry of Education has recently announced an obligatory use of CE in elementary school and middle school settings starting from March, 2001. Since English is becoming the medium of instruction in schools in Korea, researchers are beginning to develop interest in CE. Nonetheless, there has been a paucity of research directly addressing CE except for J. H. Lee's (1999) study, which analyzed elementary school teachers' errors in using CE. Furthermore, there has been no research that directly examined teachers' perceptions of TETE and diagnosed their difficulties in using CE. Therefore, the findings of this study would be beneficial not only for understanding teachers' attitudes toward TETE, but also for resolving problems that can arise in TETE.

### III. METHOD

#### 1. Subjects

Fifty-three in-service teachers participated in the current study. The subjects consisted of 14 elementary school teachers, 5 middle school teachers, and 34 high school teachers. There was almost an equal number of male and female participants:

26 males and 27 females. Their undergraduate majors were also balanced between English education (n=25) and non-English-education majors (n=26). The range of their teaching experience was as follows: less than 3 years (n=10), between 3 and 10 years (n=7), between 10 and 20 years (n=33), over 20 years (n=3). In terms of the amount of CE use, 13 teachers reported that they used English between 30% and 70% of the class time. Only a couple of teachers selected 'over 70%' as their response to the question. On the contrary, 35 teachers responded that they used English less than 30% of the class time. Even more, there were three who indicated 0% as their answer to the question.

## 2. Research Questions

The purpose of this study is to investigate differences in teachers' perceptions of TETE by examining three questions: Is the use of CE anxiety-provoking for teachers?; is it beneficial for teachers?; is it beneficial for students? The purpose is specified in the following research questions:

- 1) Are there any differences in teachers' perceptions of TETE due to the differences in background variables, such as school (elementary, middle, high school), gender, major, years of teaching experience, and the amount of CE use?
- 2) What are the difficulties that teachers experience in the course of TETE?
- 3) What are the strategies that teachers use in TETE?
- 4) What are the teachers' opinions about TETE?
- 5) What are the teachers' observations of their students' reactions to learning English through English?
- 6) What are the benefits of the CE materials developed by the Ministry of Education? What needs to be improved in the materials?
- 7) What suggestions would the teachers like to give to the Ministry of Education?

with regard to the CE policy?

### 3. Instrument

In an effort to identify in-service teachers' perceptions of teaching English through English, a scale was developed from a series of consultations with a focus group. The focus group was composed of 6 English language teachers, with 2 from elementary school, 2 from middle school, and 2 from high school. The scale contains items reflecting the following three constructs: 7 items for Teacher Anxiety, 5 items for Benefits for Teachers, and 5 items for Benefits for Students.<sup>1)</sup> Originally, 24 items were constructed with 4 variables in mind, although 7 items representing the last variable, Difficulty in Teaching Specific Skills had to be eliminated from data analysis because of their ambiguous wording. The items use a five-point Likert scale, ranging from Not at all true to Very true. A high score in the scale indicates high levels of teacher anxiety, benefits for teachers, and benefits for students in TETE, respectively.

The questionnaire also included 6 items asking the participants about their background information, such as gender, major, years of teaching experience, schools where they work, and the frequency of CE use. At the end of the questionnaire, 7 open-ended questions were added to explore problems in TETE, strategies the teachers use, teachers' and students' reaction to TETE, merits and demerits of CE materials, etc.

### 4. Data Collection and Analysis

The questionnaires were administered to 53 in-service teachers via mail. The items indicating Difficulty in Teaching Specific Skills were not included for data analysis because of validity problems.

The three subscores (Teacher Anxiety, Benefits for Teachers, and Benefits for Students) were the dependent variables; school, major, gender, teaching experience, the frequency of CE use were used as fixed factors. After calculating scores for the three factors, a multivariate analysis of variance (MANOVA) was used to examine whether the fixed factors (e.g., school, major, gender, teaching experience, the frequency of CE use) would cause differences in teachers' perceptions of TETE.

---

1) See Appendix 1 for more details.

Also, teachers' responses to the open-ended questions were coded.

## IV. RESULTS

### 1. Differences in Teachers' Perceptions of TETE

Teachers' perceptions of TETE were examined in terms of the following three underlying dimensions: *Teacher Anxiety*, *Benefits for Teachers*, and *Benefits for Students*. Then, their perceptions were compared across group factors. First, with school as a fixed factor, the differences in teachers' perceptions were found to be non-significant. In other words, the differences in teachers' perceptions of TETE across the school groups were not significant in terms of the following three subscores: *Teacher Anxiety* ( $p=.33$ ), *Benefits for Teachers* ( $p=.69$ ), *Benefits for Students* ( $p=.78$ ). It can be inferred from the finding that teachers tend to have similar perceptions about TETE in terms of the three factors, regardless of what age group they teach.

Also, the difference due to gender was not significant, with the  $p$  value of .66 for *Teacher Anxiety*, .39 for *Benefits for Teachers*, and .77 for *Benefits for Students*. This finding indicates that gender had little influence on teachers' perceptions of TETE. Likewise, the differences in teachers' perceptions of TETE were not significant across the group factor: major (*Teacher Anxiety*,  $p=.37$ ; *Benefits for Teachers*,  $p=.15$ ; *Benefits for Students*,  $p=.76$ ). Neither were there differences due to the years of teaching experience (*Teacher Anxiety*,  $p=.61$ ; *Benefits for Teachers*,  $p=.56$ ; *Benefits for Students*,  $p=.88$ ). In other words, without regard to major or the amount of teaching experience, teachers displayed similar perceptions about TETE.

While most of the group effects were found to be nonsignificant, the difference due to the frequency of CE use was found to be significant [Wilks' Lambda=.835,  $F(3, 49)=3.23$ ,  $p < .05$ ], as shown in Table 1.

The tests of between-subjects effects are shown in Table 2, with  $p=.01$  for *Teacher Anxiety*,  $p=.02$  for *Benefits for Teachers*, and  $p=.03$  for *Benefits for Students*. In other words, teachers' perceptions of TETE significantly differed according to how much CE they used in class: less than 30% ( $n=38$ ) or over 30% ( $n=15$ ).<sup>2)</sup>

**TABLE 1**  
Effects of the Amount of Classroom English Use  
on Teacher Perceptions of TETE

Source	Wilks' Lambda	F	Hypothesis df	Error df	Sig.
Amount of CE Use	.835	3.23	3	49	.03

**TABLE 2**  
Tests of Between-Subjects Effects

Source	Dependent Variables	Mean Square	df	F	Sig.
Amount of Classroom English Use	Teacher Anxiety	109.164	1	6.615	.01
	Benefits for Teachers	58.202	1	5.754	.02
	Benefits for Students	51.391	1	4.804	.03

The significant effects are also shown in the mean score differences between the two groups. The differences in means are summarized in Table 3.

**TABLE 3**  
Mean Scores of the Two Groups  
(Standard Deviations shown in parentheses)

Amount of CE Use	Teacher Anxiety	Benefits for Teachers	Benefits for Students
less than 30%	21.05 (4.09)	16.47 (3.19)	14.95 (3.45)
over 30%	17.87 (3.98)	18.80 (3.14)	17.13 (2.75)

As shown in Table 3,<sup>3)</sup> the more the teachers used CE, the lower levels of anxiety they experienced. In addition, those who taught English through English over 30% of the class time appreciated beneficial effects of TETE more than those

- 2) To resolve the problem of the prominent difference in the number of subjects in the groups compared, those who indicated '0%' (n=3) and those who indicated 'less than 30%' (n=35) were grouped together. The 13 teachers who chose '30~70%' and the 2 teachers who chose 'over 70%' were also grouped together for data analysis.
- 3) The questionnaire developed for this study includes 7 items for Teacher Anxiety, 5 items for Benefits for Teachers, and 5 items for Benefits for Students. Since it uses a scale ranging from 1 to 5, with high scores associated with higher levels of teacher anxiety and more beneficial effects for students and teachers, the total scores for those three factors are 35, 25, and 25, respectively.



who did not.

To sum up, teachers' perceptions of TETE were not so different whether they taught at elementary school, middle school, or high school, and whether they were male or female. Also, their views did not differ whether they had majored in English education or not, and whether they had taught English for many years or not. On the other hand, their perceptions of TETE differed significantly according to the amount of CE use, which emphasizes the importance of experience in TETE, not teaching experience. While teaching experience had no significant effect on the differences in the teachers' perceptions, their experience of TETE did.

## 2. Difficulties Teachers Have in TETE

As for the difficulties the teachers experience in using CE, regardless of school, most of them indicated limited oral proficiency (n=21), low levels of learner interest and motivation (n=10), and individual learner differences (n=9), particularly in comprehension (n=10). Also, four teachers responded that they experienced anxiety about using English in class. Interestingly, the teachers expressed concerns about their students' limited proficiency and individual learner differences rather than about their own communicative competence.

The teachers' opinions of difficulties differed, however, in terms of teaching certain skills. Elementary school teachers perceived chants, songs, and pronunciation as difficult components of instruction. For high school teachers, however, the difficulties were in teaching reading and grammar. These high school teachers also pointed out the following as problems: large class size and classroom atmosphere (n=8), lack of time to prepare for a lesson (n=4), pressure to teach to the college entrance exam (n=5), etc. They reported that the college entrance exam blocks them from trying an innovative teaching approach, such as TETE.

## 3. Strategies Teachers Use in TETE

About the strategies the teachers use in TETE, repetition of words or key phrases was found to be most commonly used (n=8) without regard to the school group. Elementary school teachers responded that they frequently use games or activities, and that they use daily life expressions to arouse learner motivation and interest.

Middle school teachers' strategies in TETE were more varied. They used games or quizzes (n=1), gestures (n=1), and CE (n=1). Other responses indicated referring to the CE materials (n=2) and memorizing idiomatic expressions (n=1).

High school teachers also reported using memorization as a strategy. However, instead of memorizing expressions as the middle school teachers did, these high school teachers memorized sentence structure (n=3). Also, four teachers indicated that they use Korean with English when they have to define new vocabulary, explain grammatical rules, or translate reading texts. In fact, one of them said s/he never taught English through English. Other strategies noted include using easy vocabulary (n=1), stressing some key points (n=2), preparing for instruction (n=3), giving students feedback (n=1), etc.

#### 4. Teachers' Opinions about TETE

There was a lack of consensus in the teachers' opinions about TETE. The most noticeable difference lay in their perceptions of the need to use CE. While elementary school teachers showed positive attitude toward the government policy, high school teachers tended to believe that it was too early to implement the policy in Korea. The middle school teachers displayed a middle position about the policy.

Most of the high school teachers indicated the constraints of the educational context in Korea (n=28). They reported a mismatch between the policy and reality, suggesting the following limitations of classroom context: low proficiency level of students (n=10), large class size (n=3), fixed pace of lesson (n=5), reliance on the college entrance exam (n=8), etc. One high school teacher responded that s/he enjoyed using CE, and a couple of teachers perceived that the use of CE would benefit them. On the contrary, several high school teachers showed negative reactions to CE (n=8), reporting that it is demotivating for both students and teachers. Also, their views on the effectiveness of CE differed depending on which grade they teach. They tended to believe that CE is not so useful for high school seniors as for freshmen.

While most high school teachers displayed reluctance in using CE, elementary school teachers were compliant with the policy. Only one teacher expressed concerns about the gap between the policy and the reality. A couple of teachers indicated that both teachers' and students' limited proficiency blocks them from

using CE. Two other teachers provided some suggestions for successful implementation of the policy, such as recruiting more native speakers of English, and tailoring teacher training programs to teachers' needs.

In the case of middle school teachers, their responses indicated partial agreement with the policy. Their concerns were more geared toward learner affect and proficiency. These teachers believed that the obligatory use of CE would lead to lowering learner interest and motivation.

## 5. Students' Reactions to Learning English Through English

The teachers' observations of their students' attitudes toward learning English through English did not differ much. Regardless of schools or grades, the results indicated a polarization phenomenon occurring due to the gap in students' proficiency level. Other responses from elementary school teachers indicated that their students were not interested in or attentive to learning English through English in many cases because of their limited comprehension skills. Middle school teachers' observations of their students coincided with the elementary school teachers' in many aspects. They reported a decrease in their students' participation over time.

Like the elementary school teachers and the middle school teachers, the high school teachers noted that their students were not so enthusiastic or interested. Also, they ascribed the polarization phenomenon to the individual learner differences. Most of the responses from high school teachers (n=22) questioned the effectiveness of CE.

## 6. Benefits and Limitations of CE Materials

As for the usefulness of the CE materials, both elementary school teachers and middle school teachers indicated the ease of use, and a variety of examples and expressions contained in the book. Likewise, high school teachers reported that the book was easy to use and included essential expressions.

Regarding suggestions for improvement, elementary school teachers' opinions were mostly directed toward the layout and physical makeup of the book, such as illustrative clarity and attractiveness. Middle school teachers suggested that classroom activity instructions should be written with class size in mind. They also

addressed the need to develop supplementary CE materials that directly reflect the content in English textbooks. In addition, they noted that a 'Q & A' section would benefit them if it were included.

In case of high school teachers, their needs were centered around the content. They believed that the materials did not fully capture the contents of the required English textbooks. Other responses indicated routine expressions or examples as a limitation.

## 7. Teachers' Suggestions to the Ministry of Education about the CE Policy

As for this question, the most noticeable response indicated the need to enhance teacher training programs both in quality and in quantity (n=18), regardless of the school group. Particularly, nine high school teachers expressed their needs for a short term study-abroad program. Also, they requested recruiting more native English instructors (n=12) as a way to enhance classroom environment. Other suggestions include developing CE materials and software, upgrading computers, reducing class size, establishing a consistent college entrance exam system, providing long-term financial support for schools, and so on.

## V. DISCUSSION

As described earlier, teachers' perceptions of TETE in terms of its anxiety-provoking nature and its beneficial effects on both learners and instructors did not significantly differ in terms of school, gender, major, and years of teaching experience. That is, their perceptions of TETE were not so different whether they taught at elementary school, middle school, or high school, and whether they were male or female. Also, their views did not differ whether they had majored in English education or not, and whether they had taught English for many years or not.

As for the effects of the frequency of CE use, the study found a significant difference. This finding implies the importance of experience in TETE, not teaching experience. While teaching experience had no significant effect on the differences in the teachers' perceptions, their experience of TETE did. The more they used CE,

they reported lower levels of anxiety about English use. In addition, those who taught English through English for over 30% of the class time reported higher beneficial effects of TETE than those who did not.

As for the difficulties the teachers experienced in TETE, their combined responses indicated the absence or lack of teachers' oral proficiency, low levels of learner interest and motivation, and individual learner differences. Their perceived difficulties differed, however, in relation to teaching certain skills, according to where they taught. While elementary school teachers considered chants, songs, and pronunciation as difficult, high school teachers believed that reading and grammar were difficult to teach. The gap in their perceived difficulties can be attributed to the differences in instructional activities or procedures between the two school groups. In other words, the most commonly used classroom activities are chants, songs, and pronunciation in case of elementary schools, whereas reading and grammar are the focus of study in high school settings. In general, the high school teachers were more critical about the CE policy, claiming that the educational context was of poor quality in many aspects. They noted the college entrance exam and large class size as barriers for successfully implementing the policy. They also indicated their limited English proficiency as problematic, and suggested that the Ministry of Education should expand the opportunity for teacher training, as well as design teacher education programs that specifically aim at developing communicative competence.

Moreover, the teachers expressed concerns about low levels of learner interest and motivation, which they believed was caused by individual learner differences. It can be inferred from these findings that the teachers were sensitive to learner differences in oral and aural proficiency, and that they requested the improvement of the English language learning situation in Korea by planning effective teacher training programs, and by resolving such problems as large class size and the mismatch between the college entrance exam and instruction.

## VI. CONCLUSION

This study was conducted to explore whether such factors as school, gender, major, teaching experience, and the frequency of CE use have effects on teachers' perceptions of TETE in terms of its anxiety-provoking nature and its beneficial

effects on both learners and on teachers.

This study found that the frequency of CE use has influence on teachers' perceptions of TETE. More specifically, those who used CE for over 30% of the class time tended to favor the policy more than those who did not. Also, the study examined teachers' reactions to the CE policy and materials, as well as their difficulties and strategies associated with TETE.

These findings have valuable implications for successful implementation of the CE policy. First of all, an understanding of in-service teachers' perceptions of TETE helps to identify their needs and to develop CE materials and teacher training programs accordingly. Also, the findings of the study suggest some useful strategies for making TETE successful. It seems essential to provide instructional contexts that can motivate teachers to arduously teach English through English. In order to construct such contexts, class size should be reduced, which would ensure enhanced communication both between instructors and students, and also among students. In case of high school settings, language instructions should be planned and designed to match testing, particularly, the college entrance exam. As long as classroom instruction is subordinate to testing, it is difficult to implement TETE. Therefore, it is crucial to minimize the gap between testing and instruction.

Another way to promote the quality of the classroom environment is to develop CE materials the teachers can refer to in the course of TETE. In an attempt to help teachers, a number of CE materials have been designed recently. Most of these materials, however, were developed for all teachers without considering the differences in teachers' proficiency and their needs. For this reason, all teachers are destined to refer to the same set of materials whether they teach at elementary school or at high school, or whether they have beginning or advanced levels of proficiency. Therefore, there is an urgent need to develop a wide range of CE materials that accommodate different needs and proficiency levels of teachers.

To help teachers acquire intermediate or advanced levels of proficiency in English, it is necessary to plan intensive teacher training programs that are specifically oriented toward developing communicative competence. Another way to promote language acquisition is to include an oral proficiency assessment as a part of the teacher certification exam. This would eventually motivate teachers to make efforts to enhance their communication skills. Finally, teachers in tandem with

researchers should keep on studying the effects of TETE, as well as developing strategies that are useful for making TETE successful.

## VII. RECOMMENDATION FOR FURTHER STUDIES

This study is meaningful in that it initiated the examination of teachers' perceptions of TETE. Beneficial as it may be, this study has some limitations that should be considered in the interpretation of the results. First, this study was based on a sample of 53 English teachers. These subjects may not be completely representative of Korean English teachers. Furthermore, the finding about the differences in the teachers' perceptions of TETE due to the frequency of CE use may be limited because the number of teachers compared was not equal.

Thus, for future research, an equal number of participants should be guaranteed across the groups. Also, to triangulate the findings, the use of interviews and classroom observation is highly recommended. For a follow-up study, it would be meaningful to identify teachers' difficulties in teaching specific skills through English, or to examine the effects of TETE on learner performance.

## REFERENCES

- Curtain, H. (1993). *An early start: Resource book for elementary school foreign language*. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics (ERIC Document Reproduction Service No. ED 353 849).
- Ellis, R. (1994). *The study of second language acquisition*. Hong Kong: Oxford University Press.
- Hatch, E. (1978). Discourse analysis and second language acquisition. In E. Hatch (Ed.) *Second language acquisition: A book of readings* (pp. 401-437). Rowley, MA: Newbury House.
- Hughes, G. S. (1981). *A handbook of classroom English*. Oxford: Oxford University Press.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Krashen, S. (1985). *The input hypothesis*. London: Longman.

- Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon Press.
- Lee, H. M. (1999). The notion of focus on form for the second language acquisition theory and practice. *English Teaching*, 54(4), 71-90.
- Lee, H. W. (2000). The role of interaction in second language learning: From psycholinguistic perspectives. *Journal of the Applied Linguistics Association of Korea*, 16(1), 67-98.
- Lee, J. H. (1999). Errors in classroom English used by elementary school English teachers and ways of improving them. *English Teaching*, 54(4), 353-371.
- Long, M. (1983a). Linguistic and conversational adjustments to non-native speakers. *Studies in Second Language Acquisition*, 4, 177-193.
- Long, M. (1983b). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126-141.
- Long, M. (1983c). Native speaker/non-native speaker conversation in the second language classroom. In M. A. Clarke & J. Handscombe (Eds.), *On TESOL 82: Pacific perspectives on language learning and teaching* (pp. 207-225). TESOL: Washington D.C.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In C. William & T. Bhatia (Eds.), *Handbook of language acquisition. Vol. 2: Second language acquisition* (pp. 413-468). New York: Academic Press.
- Omaggio, A. (1993). *Teaching language in context* (2nd ed.). Boston, MA: Heinle & Heinle.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.
- Scarcella, R., & Higa, C. (1981). Input, negotiation and age difference in second language acquisition. *Language Learning*, 31, 409-437.
- Scollon, R. (1976). *Conversations with a one year old*. Honolulu: Hawaii University Press.
- Willis, J. (1981). *Teaching English through English*. Singapore: Longman.



APPENDIX 1  
A Scale for Teachers' Perceptions of TETE

Choices: (1) Not at all true <-----> (5) Very true

1. I feel uncomfortable about teaching English through English.
2. I worry about students not being able to understand my pronunciation when I teach English through English.
3. I worry about students asking questions about English expressions I don't know.
4. It doesn't bother me to teach English through English.
5. I worry about making mistakes in English grammar when I teach English through English.
6. I have little confidence in teaching English through English.
7. I feel embarrassed when students don't understand what I say in English class.
8. Teaching English through English helps teachers develop oral proficiency.
9. Teaching English through English helps teachers develop themselves professionally.
10. Teaching English through English helps teachers improve English skills.
11. Teaching English through English is not beneficial for teachers.
12. Teaching English through English helps teachers understand both American and English culture.
13. Teaching English through English helps students develop communicative competence.
14. Teaching English through English expands opportunities for students to access English.
15. Teaching English through English promotes students' attention in English class.
16. Teaching English through English heightens students' interest in learning English.
17. Teaching English through English enhances students' motivation for learning English.
18. How often do you teach English through English?  
(1) 0% (2) Less than 30% (3) Between 30% and 70% (4) Over 70%
19. Gender: (1) Male (2) female
20. Major: (1) English Education (2) Non-English Education
21. Teaching experience:  
(1) Less than 3 years (2) Between 3 and 10 years (3) Between 10-20 years (4) Over 20 years
22. Location of your school: (1) Seoul (2) Kyonggido (3) Other \_\_\_\_\_
23. School you work at: (1) Elementary school (2) Middle school (3) High school

Applicable levels: elementary and secondary education

Key words: teacher development, teaching methods, language teaching and learning theories

Sung-Yeon Kim

Dept. of English Education, College of Education, Hanyang University

17 Handang-dong, Seongdong-gu, Seoul 133-791, Korea

Tel: (02) 2290-1141

Email: sungkim@ihanyang.ac.kr

Received in December, 2001

Reviewed by January, 2002

Revised version received in January, 2002

teaching English perceptions - Download as PDF File (.pdf), Text File (.txt) or read online. The study aims to illustrate the perceptions of English Language Teaching (ELT) students related to Computer-Assisted Language. Accessing to technology through technology is a prevalent issue such in CALL is like a mobile phone, because nowadays every ELT student has learnt it and uses it. On the other hand, nature (natural environment, sea), places (shopping center) and people (friend and Mevlana) are other key sources linked to the target domain.