A Study on the Effects of a TETE Class on English Learners' Motivation and Anxiety

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Kim, Youngsu & Cho, Young Ah. (2018). A study on the effects of a TETE class on English learners' motivation and anxiety. *The Linguistic Association of Korea Journal, 26*(2), 107-131. This study investigates the effects of a TETE (Teaching English through English) class on English learners' motivation and anxiety based on gender and English proficiency. 207 first-year high school students participated in this study and were assigned to low-, mid-, and high-level groups according to their proficiency. In the study, a background questionnaire, an English motivation questionnaire, an English anxiety questionnaire, and National United Achievement Tests were employed. The results showed that there were no significant differences between the females and the males in the four motivation components, except for the self-determination component, while significant differences were found in all motivation components among the three levels. The findings also revealed that there were significant gender differences in speaking and other types of anxiety, and they were displayed among the levels. Based on these findings, ways for English teachers to lead their TETE classes effectively and their roles in the classes are suggested. Pedagogical implications are also discussed in detail.

Key Words: TETE, motivation, anxiety, gender, English proficiency, L2 classroom

1. Introduction

English is an international language and plays a crucially important part in different areas, including international relations, diplomacy, trade and economy,

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transportation, and tourism (Jenkins, 2009). The number of people who use English has been steadily increasing in the EFL world as well as in ESL contexts (Kachru, 2006). It is true that since it started in 1883 in Korea, English education adapting English as a foreign language had mainly focused on reading and grammar skills in classes, having gone through several revisions of curricula, until a few decades ago. However, as the importance of communicative competence of English has ever increased in L2 learning, the teaching English through English (TETE) policy is now implemented in many countries in Asia as well as around the world (Johnson, Umeda, & Oh, 2017). In line with this, the Korean Ministry of Education (MOE, 2005) announced the government policy of TETE in 2001 and, since then, has stressed the importance of communicative competence of English learners and of TETE competence of English teachers. Accordingly, the TETE using 80% or more of the total English class time has been strongly recommended both in elementary and secondary schools since 2001 in Korea (Choi, 2015).

As for the TETE in L2 learning, Rossell (2005) demonstrated that students can learn a second language effectively in their second language rather than in their first language, suggesting that they can learn English under a TETE context. In addition, Kim (2002) and Lee (2007) insisted that a TETE class is pedagogically meaningful as it can facilitate students' communicative competence. Even though some researchers (Krashen & Mcfield, 2005; Miles, 2004) stressed that using excessive use of target language in classes may either be counterproductive or obstruct low-achievers' language developmental process in the case that learners' level is low, it is generally accepted by many scholars (Omaggio, 1993; Phillipson, 1992; Willis, 1997) that using a target language in language learning classes is highly effective in helping students improve their language skills. A plausible reason is that the TETE class could substantially give learners ample opportunities to experience authentic oral and written English.

To date, L2 research has been conducted in order to figure out many aspects including learners' affective characteristics, such as motivation, anxiety, language learning beliefs, and self-regulatory skills in language learning contexts (Inan, 2013; Zheng, Liang, Yang, & Tsai, 2016). As supported by empirical literature, learners' motivation and anxiety factors have a close association with L2

acquisition. However, few studies have addressed the relationships between the TETE class and learners' motivation, as well as between the TETE class and learners' anxiety, specifically focusing on gender and English proficiency levels in an EFL setting. Thus, identifying motivation and anxiety features evident in high school students from different genders and English proficiencies in TETE classes could suggest possible pedagogical implications. The research questions for the current study are:

1. Are there any differences in terms of learners' motivation factors in TETE classes, depending on the gender and English proficiency level?
2. Are there any differences in terms of learners' anxiety factors in TETE classes, depending on the gender and English proficiency level?

2. Literature Review

2.1. Teaching English through English (TETE)

Willis (1997) defined the TETE as that a teacher and students use English to communicate with each other during English classes, which is different from English-only education where they never use their native language. The Korean Ministry of Education (2005) defined it as the one where a teacher and learners communicate through English in English classes except when the teacher explains difficult grammatical features.

Under TETE circumstances, learners can experience input and output of English which is substantially similar to the circumstances under which native speakers use their language. According to Edge (1993), a TETE class displays very clearly that English is for living communication and performance, not just competence. It also provides students with more practice in hearing and using English and an opportunity to acquire some language in a natural environment as well. In addition, it presents forms and uses of the language which even the instructor does not intend in his or her class.

As for the TETE class in L2 education, empirical researchers have investigated the perceptions of teachers and learners, the satisfaction and

effectiveness of TETE classes, and learners' affective aspects (Cho, 2017). Some got positive responses from English teachers for the government policy of the TETE and others got the negative responses. Son and Lee's (2003) survey revealed that about 35% of the English teachers objected to the government policy about TETE classes, but Im and Jeon's (2009) study demonstrated that secondary school English teachers agreed on the necessity of TETE and that they insisted on the requirement of teachers' training. Lee and Park (2010) suggested in their study the effective ways of a TETE class that English teachers should consider English learners' proficiency level and lead them to join in the class voluntarily.

2.2. TETE and Motivation

The research on motivation has been highly active and motivation has been regarded as one of the most important factors in English teaching and learning as well as in other content areas. Since Gardner (1985) developed a model for motivation theory, many theoretical studies have been carried out by educators and researchers. Motivation was classified into intrinsic and extrinsic types of motivation (Deci & Ryan, 1985). Glynn, Taasoobshirazi, and Brickman (2009) specialized the extrinsic motivation as career motivation and grade motivation. Black and Deci (2000) presented self-determination evolving from intrinsic and extrinsic motivations. Lawson, Banks, and Logvin (2007) introduced self-efficacy, referring to what people judge on how well they can perform activities required to complete a task－foreign language learners' belief that they can succeed well in language learning. The current study about motivation in a TETE class focused on these five motivation components.

With regard to motivation in a foreign language classroom, many empirical studies have been conducted in an EFL setting. Kim and Jeong (2003) investigated a study of 73 students in the 5th grade in order to see if an English immersion class or a TETE class influences their English listening proficiency and motivation. Their study results showed that the experimental group achieved higher scores in the listening tests than the control group and that the former was more highly motivated than the latter, displaying the positive effect of a TETE class on English learners' listening ability. Kim and Kim (2012)

surveyed 464 English learners' motivation and achievement about a TETE class in an elementary school. The survey results showed that lower graders were externally more motivated than higher graders, and that the higher the students' interest was in TETE classes, the higher their achievement was. Lee and Lee (2014) studied the impacts of TETE classes on Korean middle school students' English achievement and the affective domains by dividing the students into either the experimental group who took the instruction in English or the control group who took it in Korean. The results indicated that the TETE classes had a positive effect on the achievement of the experimental group's listening and writing ability. They were especially effective to the low-level students. In addition, the TETE classes affected students' learning interest and motivation meaningfully, which gave the learners more opportunities to interact with them in the target language.

2.3. TETE and Class Anxiety

The research on the effect of anxiety on foreign language learning has been ever-growing. English language scholars (e.g., Guiora, 1984; Horwitz, Horwitz, & Cope, 1986; Williams & Andrade, 2008) have suggested that anxiety plays a potential role in determining students' success or failure in foreign language classes, and Guiora (1984) insisted that foreign language learning is highly psychologically affected because it may threat a language learner's self-concept. According to Horwitz, Horwitz, and Cope (1986), anxiety in foreign language classes may be a considerable component for foreign language learners who are unwilling to learn a foreign language, and the degree of the anxiety that they feel can vary widely. They classified foreign language anxiety into three kinds based on the Foreign Language Classroom Anxiety Scale (FLCAS): communication anxiety, test anxiety, and anxiety of negative evaluation. They found in their study that some students experience foreign language anxiety or tension in a foreign language class, but others seldom do so.

Second language theorists and researchers (Brown, Robson, & Rosenkjar, 2001; Kondo & Yang, 2003; Yamashiro & McLaughlin, 2001) have long known that anxiety is often related with language learning; and they have usually thought that it is one of the major obstacles in learning a foreign language.

Kondo and Yang (2003) found in their study with 148 university students in Japan that classroom anxiety had much to do with low proficiency, speaking activities, and fear of negative evaluation by classmates. In addition, Yamashiro and McLaughlin (2001) demonstrated that higher levels of anxiety tend to result in lower levels of proficiency. However, in Brown, Robson, and Rosenkjar's (2001) research, the students who had higher scores on a cloze test tended to have high anxiety scores, which was contrary to what would be expected from SLA theorists and researchers.

Under an EFL setting in Korea, some studies in relation to the TETE classroom anxiety have been carried out. Kim and Kim (2012) studied how much elementary school students' language anxiety about a TETE class has influences on the student's perceived English learning achievement. The survey results showed that lower graders were more anxious about TETE classes. Park and Lee (2009) also analyzed learners' anxiety in TETE classes over 163 first-year high school students. Their major findings were: high-level students revealed less anxiety than low-level ones. Park (2016) studied high school students' anxiety in a TETE class through questionnaires and interviews depending on competence and gender. Her study found that the students whose self-evaluated English proficiency was higher were both intrinsically and extrinsically motivated in terms of academics and felt less anxious. Additionally, the male students were less worried about a TETE class.

In conclusion, empirical studies on the TETE have to be examined in order to understand more about the L2 learners' variables that affect language acquisition. Yet, few studies has identified the motivation and anxiety factors in TETE instruction, depending on the gender and English proficiency levels.

3. Methods

3.1. Participants

207 students – 102 females and 105 males – participated in this research. They are all 10th grade Korean students and aged from 16 to 17. Most of the participants started to study English in the 3rd grade of elementary school and

a few percent of students started to do it in the kindergarten. In the current study, the participants' level was classified into three ones: high-level students (HLS), mid-level students (MLS), and low-level students (LLS), based on English average scores of four-time National United Achievement Tests (NUAT) hosted by local offices of education. More specifically, the best 67 with 84.75~99.50 points were designated as high-level, the next best 67 with 70.50~84.50 points as mid-level, and the remaining 67 with 40.50~70.25 points as low-level. This grouping also confirmed that there was a significant difference among three groups in terms of their proficiency levels (p=.000).

3.2. Instruments

The present study was conducted with quantitative and qualitative approaches using three questionnaires and in-depth interviews. As for the questionnaires, a background questionnaire, an English motivation questionnaire, and an English anxiety questionnaire were used.

The background questionnaire is made up of three questionnaire-items about the participants' basic demographic information including gender, age, and the age when they started studying English. Another questionnaire is about the English Motivation Questionnaire (EMQ) which was adopted by Glynn, Brickman, Armstrong, and Taasoobshirazi's (2011) study. The purpose of the EMQ questionnaire is to investigate how motivated the participants are about learning English, assessing five motivation components: intrinsic motivation, career motivation, self-determination, self-efficacy, and grade motivation. Each of the components has five questionnaire-items respectively and 25 questionnaire-items in total. The third questionnaire deals with anxiety in TETE classes and is composed of 16 questionnaire-items extracted from Horwitz, Horwitz, and Cope's (1986) study. In the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, anxiety was measured by four components depending on speaking anxiety, listening anxiety, classmate anxiety, and other anxiety, each section of anxieties comprising 4 questionnaire-items respectively. All items in the motivation and anxiety questionnaires were graded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). After these questionnaires were administered, 12 students out of the

participants, who consisted of 6 males and 6 females with three different proficiency levels, were interviewed and their remarks were recorded. A quite more students volunteered the interview, but only two male and two female students from each level were randomly chosen among them just for balanced and fair interview. The interview questionnaire-items were mainly about their own perceptions and feelings towards TETE classes.

3.3. Procedure and Data Analysis

For about ten months, the participants took English classes in both Korean and English. Specifically speaking, they studied listening and reading by using two English textbooks: *English I* (Lee et al., 2013) and *English Reading and Writing* (Lee et al., 2013). They took English classes in almost Korean every other month: March, May, July, September, and November, while they did it in almost English (namely TETE) in April, June, August, October, and December. During the TETE classes, the participants learned English through English, not in Korean, except tough explanations about technical terms and English grammar. After engaging in TETE classes for five months, the participants completed the three questionnaires and interviews were carried out. For data analysis, SPSS software version 20.0 for Windows was used and the significance level was set at $p<.05$, non-directional. The collected data were computed by descriptive statistics, Cronbach's alpha coefficients, an ANOVA, and a MANOVA. Additionally, Post-hoc pairwise comparisons were applied to examine any significant differences among three level groups, if necessary. Then, students' interviews were also illustrated and discussed.

4. Results and Discussion

4.1. The Results of the Learners' Motivation in TETE Classes

The internal consistency of motivation questionnaire (EMQ), which had a total of 25 questionnaire items, was analyzed by Cronbach's alpha. The reliability coefficients for EMQ was .915 with a very good fidelity. In addition, the

reliability for five subcategories ranged from .771 to .852.

The first research question dealt with whether or not there existed any differences in motivation components, depending on gender and English proficiency levels. Table 1 summarizes descriptive statistics for the motivation based on gender.

Table 1 Descriptive Statistics of Motivation Based on Gender

Component	Group	N	M	SD	Rank
Intrinsic	Females	102	3.594	.996	3
Motivation	Males	105	3.497	1.050	3
	Total	207	3.545	1.022	3
Self-determination	Females	102	3.173	.990	4
	Males	105	2.985	.981	5
	Total	207	3.077	.989	5
Self-efficacy	Females	102	3.280	1.039	5
	Males	105	3.230	1.024	4
	Total	207	3.255	1.031	4
Grade Motivation	Females	102	4.145	.890	1
	Males	105	4.158	.867	1
	Total	207	4.152	.878	1
Career Motivation	Females	102	4.031	.923	2
	Males	105	4.034	.907	2
	Total	207	4.033	.915	2

The mean scores of female students were higher than those of male students in terms of intrinsic motivation, self-determination, and self-efficacy components, while the mean scores of male students were greater than those of female students in the grade motivation and career motivation components. Extrinsic motivations such as grade motivation and career motivation are noticeable in Table 1. Even though no other components except for self-determination displayed significant differences between the two groups, both the females and the males displayed much higher mean scores in the grade motivation (M=4.152) and career motivation (M=4.033) components than those in the intrinsic motivation, the self-determination, and self-efficacy components (M=3.545, 3.077, 3.255 respectively). This reveals an important fact that the students are extrinsically motivated when they study English in a TETE class whether they are males and females.

Next, to exactly examine if any significant differences between two groups existed, a MANOVA was run on the motivation components (see Tables 2 and 3). The results indicated that learners' motivation in TETE classes did not show significant differences (p=.053) between female students and male students in four components except for self-determination components (p=.002). More specifically, the females were more noticeably motivated than males in the self-determination component (M=3.173 and M=2.985 respectively). Broadly defined, "self-determination" is explained as the control that foreign language learners believe they have over their learning of language, and it focuses on the degree to which a foreign language learner's behavior is self-determined and self-motivated. Based on the results, it can be possibly assumed that female students are more aware of their learning and have control over their own learning process than male students.

Table 2 MANOVA Results of Motivation Based on Gender

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Intercept	.026	7837.872	5	1029	.000	.974
Group	.989	2.195	5	1029	.053	.011

*p<.05

Table 3 Group Comparison of Motivation Based on Gender

Component	Group	N	t	Sig.	Partial η^2
Intrinsic Motivation	Females	102	1.527	.127	.002
	Males	105			
	Total	207			
Self-determination	Females	102	3.066	.002*	.009
	Males	105			
	Total	207			
Self-efficacy	Females	102	.779	.436	.001
	Males	105			
	Total	207			
Grade Motivation	Females	102	-.238	.812	.000
	Males	105			
	Total	207			
Career Motivation	Females	102	-.051	.959	.000
	Males	105			
	Total	207			

*p<.05

Next, Table 4 presents the descriptive statistics for motivation components based on English proficiency levels. The mean scores of the HLS were numerically the highest, followed by those of the MLS and then the LLS in all the motivation components. Whether they belonged to HLS, MLS, or LLS, this table demonstrated that they were all extrinsically motivated. That is, they took the English course in order to get higher grades and to get better jobs.

Table 4 Descriptive Statistics of Motivation Based on English Proficiency Levels

Component	Group	N	M	SD	Rank
Intrinsic Motivation	HLS	67	3.896	.915	3
	MLS	67	3.493	1.029	3
	LLS	67	3.246	1.015	3
	Total	207	3.545	1.022	3
Self-determination	HLS	67	3.435	.904	5
	MLS	67	3.078	.923	5
	LLS	67	2.719	1.008	5
	Total	207	3.077	.989	5
Self-efficacy	HLS	67	3.623	.884	4
	MLS	67	3.293	1.011	4
	LLS	67	2.849	1.043	4
	Total	207	3.255	1.031	4
Grade Motivation	HLS	67	4.345	.690	1
	MLS	67	4.264	.826	1
	LLS	67	3.846	1.007	2
	Total	207	4.152	.878	1
Career Motivation	HLS	67	4.145	.867	2
	MLS	67	4.099	.913	2
	LLS	67	3.855	.938	1
	Total	207	4.033	.915	2

To precisely ascertain if there were any significant differences among groups, a MANOVA was run on the motivation components (see Tables 5 and 6). The outcomes revealed a significant difference among groups in all motivation components (p=.000).

Table 5 MANOVA Results of Motivation Based on English Proficiency Levels

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Intercept	.023	8877.933	5	1028	.000	.977
Group	.829	20.235	10	1008	.000	.090

*p<.05

Table 6 Group Comparison of Motivation Based on English Proficiency Levels

Component	Source	SS	df	MS	F	Sig.
Intrinsic Motivation	Between Groups	74.128	2	37.064	38.002	.000*
	Within Groups	1006.533	1032	.975		
	Total	1080.661	1034			
Self-determination	Between Groups	88.419	2	44.210	49.409	.000*
	Within Groups	923.397	1032	.895		
	Total	1011.816	1034			
Self-efficacy	Between Groups	104.052	2	52.026	53.982	.000*
	Within Groups	994.609	1032	.964		
	Total	1098.661	1034			
Grade Motivation	Between Groups	49.396	2	24.688	34.070	.000*
	Within Groups	747.809	1032	.725		
	Total	797.185	1034			
Career Motivation	Between Groups	16.727	2	8.363	10.176	.000*
	Within Groups	848.157	1032	.822		
	Total	864.883	1034			

* p<.05

Table 7 displays the Post-hoc pariwise comparison results of motivation among the three level groups. If we take a close look at the motivation analysis in detail, the higher-level students were significantly more motivated than the intermediate- and lower-level students in intrinsic motivation, self-determination, and self-efficacy components. On the other hand, the above mentioned results were slightly different in terms of extrinsic motivation such as grade motivation and career motivation components. In other words, while no significant differences between the HLS and the MLS were observed in these two components, there were significant differences between the MLS and the LLS in the two components. Overall, the higher-level students were more motivated than the lower-level students, which is well supported in Kim and Jeong's (2003) findings. That is, the greater students' English proficiency was,

the more they were motivated, and vice versa. In this respect, the present study is partially in line with Lee and Lee's (2014) study, suggesting that motivation has much to do with learners' achievement and proficiency and plays a crucial role in English learning.

Table 7 Post-hoc Pairwise Comparison of Motivation Based on English Proficiency Levels

Component	Group		MD	SE	Sig.
Intrinsic Motivation	HLS	MLS	.403	.075	.000*
	MLS	LLS	.246	.075	.003*
	LLS	HLS	-.649	.075	.000*
Self-determination	HLS	MLS	.357	.072	.000*
	MLS	LLS	.359	.072	.000*
	LLS	HLS	-.720	.072	.000*
Self-efficacy	HLS	MLS	.330	.075	.000*
	MLS	LLS	.446	.075	.000*
	LLS	HLS	-.774	.075	.000*
Grade Motivation	HLS	MLS	.081	.065	.632
	MLS	LLS	.417	.065	.000*
	LLS	HLS	-.499	.065	.000*
Career Motivation	HLS	MLS	.046	.069	1.000
	MLS	LLS	.244	.069	.001*
	LLS	HLS	-.290	.069	.000*

* $p<.05$

Supplementally, in an interview, six participants answered the question of "*How do you feel about a TETE class*?" and their responses were described as following:

Student A (high-level male):
> *I have studied English a lot with native speakers of English since I started to learn it. I think that a TETE class is very positive and helpful as I learn English with American and British cultures and it helps me understand English lectures.*

Student B (high-level female):
> *A TETE class is like killing two birds with one stone. At first I was a little bit puzzled and embarrassed with it, but I have been motivated to study English gradually.*

Student C (mid-level male):

> *A TETE class makes me highly concentrate on it, but it is difficult to understand what my teacher is saying if I lose him at some point.*

Student D (mid-level female):

> *At first, I was embarrassed and a TETE class was difficult to understand, but I was proud of myself because I could understand gradually what my teacher said. A TETE class is helpful to me.*

Student E (low-level male):

> *My teacher seems to overestimate me. A TETE class is beyond my ability.*

Student F (low-level female):

> *A TETE class is interesting, but it is the worst to me. I have to depend on my reference book after class.*

Viewed from the results in the interview, the HLS showed more positive responses towards a TETE class, adding that the TETE classes made them more motivated about English and concentrate on it, and the MLS were relatively positive to it, stating that their English competence was getting better and better in TETE classes. It seemed to be a sign of confidence in English. However, a TETE class was not so beneficial to the LLS, mentioning that they had to refer to their reference book because they sometimes lost their teacher. As Lee and Park's (2010) put forward, the learners' proficiency levels should be considered as a pivotal variable into TETE classes. Moreover, awareness of importance of motivation with constructive feedback can substantially lead low-level learners to re-motivate their learning and gain deeper English achievement in TETE instruction.

4.2. The Results of the Leaners' Anxiety in TETE Classes

The internal consistency of anxiety questionnaire (FLCAS), which had a total of 16 items, was analyzed by Cronbach's alpha. The reliability coefficients for FLCAS was .925 with a very high fidelity, displaying the range from .676 to .824.

The second research question was concerned with whether or not there existed any differences in anxiety components, depending on gender and English proficiency levels. Table 8 indicates the results for the descriptive statistics for anxiety components based on gender. The mean scores of male students were numerically higher than those of female students in all anxiety components.

Table 8 Descriptive Statistics of Anxiety Based on Gender

Component	Group	N	M	SD	Rank
Speaking Anxiety	Females	102	3.064	1.167	1
	Males	105	3.298	1.070	2
	Total	207	3.182	1.124	1
Listening Anxiety	Females	102	2.821	1.260	3
	Males	105	2.919	1.245	4
	Total	207	2.871	1.252	3
Classmate Anxiety	Females	102	3.061	1.157	2
	Males	105	3.107	1.135	2
	Total	207	3.085	1.145	2
Other Anxiety	Females	102	2.659	1.154	4
	Males	105	2.945	1.150	3
	Total	207	2.804	1.160	4

Tables 9 and 10 present the results of a MANOVA. More concretely, the analysis results suggested that there was a significant difference (p=.002) between the females and the males in total, showing that the males were more anxious about the TETE class than the females.

Table 9 MANOVA Results of Anxiety Based on Gender

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Intercept	.073	2610.388	4	823	.000	.927
Group	.980	4.190	4	823	.002*	.020

*p<.05

Table 10 Group Comparison of Anxiety Based on Gender

Component	Group	N	t	Sig.	Partial η^2
Speaking Anxiety	Females	102	-3.007	.003*	.011
	Males	105			
	Total	207			
Listening Anxiety	Females	102	-1.126	.261	.002
	Males	105			
	Total	207			
Classmate Anxiety	Females	102	-.576	.565	.000
	Males	105			
	Total	207			

Other Anxiety	Females	102	-3.572	.000*	.015
	Males	105			
	Total	207			

*p<.05

If we take a look at each component in a little more detail, the males had more anxiety towards a TETE class than the females in two components, specifically showing that the former was more significantly anxious than the latter in the speaking anxiety and other anxiety components, but the differences in the listening anxiety and classmate anxiety components were found to be insignificant. In conclusion, it seems that the females were less worried about a TETE class, which was contrary to Park's (2016) study. In her research related to foreign language classroom anxiety, a significant difference was observed between the females and the males. The females were more nervous in a TETE class, unlike what could be expected from SLA researchers, mainly because they were not confident in speaking and they were afraid they forgot things they knew. As Cheng, Horwitz, and Schallert (1999) noted, speaking provokes the most anxiety for many FL learners. In the current study, both the females and the males revealed speaking anxiety the most among the four anxiety components (see Table 8). The males displayed more significant speaking anxiety than the females.

The males demonstrated more significant other anxiety than the females. Other anxiety in this study was defined as all the other anxieties except for the ones about speaking and listening to their teacher and classmates in a TETE class. These results demonstrated that the males were more anxious in a TETE class, which was mostly caused by being afraid of being called on, forgetting things they knew, and not preparing for class in advance.

Next, Table 11 presents the descriptive statistics for anxiety components based on English proficiency levels. The mean scores of the HLS were numerically the highest, followed by those of the MLS and then the LLS in all the anxiety components.

Table 11 Descriptive Statistics of Anxiety Based on English Proficiency Levels

Component	Group	N	M	SD	Rank
Speaking Anxiety	HLS	67	2.554	.984	2
	MLS	67	3.156	1.038	1
	LLS	67	3.837	.964	1
	Total	207	3.182	1.124	1
Listening Anxiety	HLS	67	2.178	.995	3
	MLS	67	2.978	1.206	3
	LLS	67	3.457	1.198	4
	Total	207	2.871	1.252	3
Classmate Anxiety	HLS	67	2.583	1.004	1
	MLS	67	3.112	1.111	2
	LLS	67	3.558	1.106	2
	Total	207	3.085	1.145	2
Other Anxiety	HLS	67	2.127	.935	4
	MLS	67	2.801	1.005	4
	LLS	67	3.486	1.110	3
	Total	207	2.804	1.160	4

Tables 12 and 13 present the results of a MANOVA. The results suggested that there was a significant difference (p=.000) among three level groups. Here, it is worth mentioning that the higher-level students were less anxious about the TETE class than the lower-level students in all components: speaking anxiety, listening anxiety, classmate anxiety, and other anxieties. The findings of the current study are in accordance with other empirical research (Kim & Kim, 2012; Kondo & Yang, 2003; Park & Lee, 2009; Yamashiro & McLanghlin, 2001). In other words, the higher the students' English proficiency level is, the less anxious they are about a TETE class.

Table 12 MANOVA Results of Anxiety Based on English Proficiency Levels

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Intercept	.051	3847.177	4	822	.000	.949
Group	.653	48.836	8	1644	.000*	.192

*p<.05

Table 13 Group Comparison of Anxiety Based on English Proficiency Levels

Component	Source	SS	df	MS	F	Sig.
Speaking Anxiety	Between Groups	227.314	2	113.657	114.609	.000*
	Within Groups	818.149	825	.992		
	Total	1045.463	827			
Listening Anxiety	Between Groups	230.524	2	115.262	89.150	.000*
	Within Groups	1066.649	825	1.293		
	Total	1297.173	827			
Classmate Anxiety	Between Groups	131.408	2	65.704	56.899	.000*
	Within Groups	952.674	825	1.155		
	Total	1084.082	827			
Other Anxiety	Between Groups	254.761	2	127.380	122.546	.000*
	Within Groups	857.543	825	1.039		
	Total	1112.304	827			

*$p<.05$

Table 14 demonstrates the results of the Post-hoc pariwise comparison of anxiety among three level groups. Here, what is a quite interesting finding is that all higher-level students showed less anxiety than any other student towards a TETE class in terms of all anxiety components (p=.000). That is, the higher-level students were less worried about speaking or listening, and they also were less afraid of their classmates than the lower-level ones in TETE classes. To put it concretely, the HLS were less worried about the TETE classes than the MLS and the LLS, and the MLS were less concerned about them than the LLS, showing significant mean differences (Kim & Kim, 2012; Kondo & Yang, 2003; Park & Lee, 2009; Yamashiro & McLanghlin, 2001). Consequently, it could be meaningful for English teachers to help less successful learners adjust their anxiety by paying attention to their learning variations as well as raising their autonomy and self-confidence in more comfortable learning environments. Plus, as Horwitz, Horwitz, and Cope (1986) recommended, both learners and teachers need to make a lot of effort to overcome learning anxiety through more appropriate guidance in the TETE classes.

Table 14 Post—hoc Pairwise Comparison of Anxiety Based on English Proficiency Levels

Component	Group		MD	SE	Sig.
Speaking Anxiety	HLS	MLS	-.601	.085	.000*
	MLS	LLS	-.681	.085	.000*
	LLS	HLS	1.283	.085	.000*
Listening Anxiety	HLS	MLS	-.801	.097	.000*
	MLS	LLS	-.478	.097	.000*
	LLS	HLS	1.279	.097	.000*
Classmate Anxiety	HLS	MLS	-.529	.092	.000*
	MLS	LLS	-.446	.092	.000*
	LLS	HLS	.975	.092	.000*
Other Anxiety	HLS	MLS	-.674	.087	.000*
	MLS	LLS	-.685	.087	.000*
	LLS	HLS	1.359	.087	.000*
TOTAL	HLS	MLS	-.651	.046	.000*
	MLS	LLS	-.573	.046	.000*
	LLS	HLS	1.224	.046	.000*

*$p<.05$

When interviewed, six participants answered the question of "*What are your anxieties in a TETE class?*" and their responses were dictated as following:

Student A (high-level male):
　　As I am good at English and I have taken English classes from native speakers of English, I am not worried about TETE classes and I am confident in English listening and speaking.
Student B (high-level female):
　　I rarely feel anxiety in a TETE class, but I feel it when I do not understand exactly what my teacher is saying.
Student C (mid-level male):
　　I feel it when I do not understand and I feel frustrated in that situation.
Student D (mid-level female):
　　When almost every student is laughing after they understand a teacher's joke perfectly, but sometimes I do not laugh with them, I feel worried and embarrassed.
Student E (low-level male):
　　I feel nervous even when I do understand what my teacher is explaining. And I feel more nervous when I do not understand.

Student F (low-level female):

Every student understands my teacher's explanation and nods their heads, but I do not.

To put it briefly, the HLS felt less anxious about a TETE class partly because they were good at English and confident in it, and the MLS showed a little bit anxiety, especially when they did not understand their teacher's explanation. However, the LLS very often showed frustration and nervousness when they did not understand or when almost everyone laughed or nodded while listening to their teacher. It can be implied that English teachers should notice their students' level so that even LLS can understand what is taught through English, which is particularly needed in TETE instructional settings as Lee and Park (2010) indicated.

5. Conclusion

This study investigated how much a TETE class affects high school students' motivation and anxiety, based on their gender and English proficiency level. The survey results revealed the following: As for motivation, significant differences were found between the female students and the male students in the self-determination component only where foreign language learners believe that they can control their course of action without any compulsion. Overall, the females and the males showed a similar level of motivation and both of them were more extrinsically motivated. However, the analysis based on participants' English proficiency level demonstrated quite different results. According to the results, the higher-level students were more motivated than the lower-level students in all components, showing significant differences except the ones between the HLS and MLS in grade motivation and career motivation components, implying that both the HLS and the MLS were more concerned about their grade and career. Therefore, this study noted that motivation could be more related to learners' language competence than to their gender in a TETE class.

In a TETE class where anxiety was measured based on gender, the females

showed significant differences from the males in speaking anxiety and other anxiety components. Overall, the male students were more anxious about their TETE class than the female ones on average in all components. On the other hand, the higher-level students were less anxious about their TETE classes than the lower-level ones in speaking anxiety, listening anxiety, classmate anxiety, and other anxiety components. Based on these results, it can be said that learning anxiety of foreign language learners had mutual associations with learning achievement and that English proficiency seemed to be a substantial aspect of anxiety components.

It is well known that motivation and classroom anxiety play substantial parts in a TETE class. As recommended in the empirical studies, integrating instrumental support into TETE class make it possible for learners to foster their own learning efficiency, motivation, and confidence, believing that foreign language anxiety can apparently be mitigated by teachers who are willing to understand students' anxiety. For this, it is necessary that English teachers should have sincere consideration for learners' characteristics, such as learning styles, specific goals for language learning, and actual language skills, especially for low-level learners, which will surely make the English learners more motivated and less anxious about a TETE class.

Last but not least, for a TETE class, a lot of training, including classroom English and a variety of teaching methods through English, is necessary to teachers of English. Even if it is shown that anxiety and motivation in a TETE class are different depending on gender and English proficiency, it would be evident that frequent exposure of English through a TETE class to English learners is contributable to their English learning.

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