

English-only Classes and Student Improvement on TOEIC

Eunpyo Lee* and Seohoon Jin**
Eulji University and Korea University

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This study explores medical college students' improvement on the TOEIC upon completion of English-only classes by comparing their pre- and post-TOEIC scores. The students' responses on the questionnaire were also reviewed. The subjects were the 44 first-year medical students taking the English-only classes that required active participation of individual presentation, role play and acting in class. Explicit grammar explanation was also given in English and the students were encouraged to use the language exclusively. They were considered intermediate to advanced level as their mean score of the pre-TOEIC score was 702 ranging from 515 to 945. The results of the post-TOEIC showed that 78% of the students (28 out of 36) improved significantly from the mean score 702 to 766 by the average of 64 points. They also responded that the English-only classes help them improve and participate more actively as a form of role play and acting. It was therefore concluded that the English-only classes that comprised student presentation of role play and acting were effective for the intermediate to advanced level medical college students.

Key Words: English-only classes, role play and acting, grammar explanation, TOEIC

1 Introduction

Language plays a crucial role in communication and diverse occupations worldwide. Among the numerous languages, English has become one of the most popular and influential languages for the modern world of highly advanced technology, information and business. According to the recent statistics presented by Sandra McKay at the 8th Joint Specific Interest Groups (SIG) Conference of 2009, 73% of medical papers and 99% of music throughout the world are written in English. As America's leading economic role outweighs other advanced countries in the world, more nations learn and speak English as a second or official language.

Ever since the Korean government emerged from the military regime to the democratic nation with civilian-elected president, the globalization movement has swept the nation at a faster speed. As an important means of economic and technological progress, the English language has become an indispensable element for success in the rapidly changing, competitive world.

Having a number of revisions in the national curriculum, the Ministry of

* First author: Eunpyo Lee, ** corresponding author: Seohoon Jin.

Education, Science and Technology (MEST) has greatly emphasized communicative competence of the language. Teaching the language in English has become a hot issue especially under the 7th national curriculum. Consequently, the current government has placed more value on the importance of the English language and encouraged immersion programs along with teaching English through English.

Strong public demand for immersion and English-only programs in a form of English camp has grown rapidly. To fulfill such demand, the gubernatorial government has built the-so-called English Village with more native speaking teachers in the classroom. Amid English learners' age gets lower, a large number of parents send their young children abroad in the hope for them to have an edge on others by exposing them to the English language at early age. The name, *gireogi*, literally meaning wild goose, has become a common noun as *gireogi dad* signifies the father who financially supports his children to study abroad with their mother taking care of them away from Korea. This relatively unique phenomenon of ever-competitive, extreme zeal for better education creates social problems such as collapse of family unit, financial woes, and broken husband-wife relationship.

Early education in which English is the target language has been called for. As a result, astronomical amount of money has been poured into English education from preschool to college level. The nation's total private education costs for primary and secondary schools grew 4.3 percent from a year earlier to 20.9 trillion won (\$13.7 billion) in 2008, according to a joint annual survey by the Ministry of Education, Science and Technology, and the National Statistical Office (cited in the Korea Times, February 28, 2009). Private English education cost rose 11.8 percent compared to the previous year. The increase in private education spending came despite shrinking household income amid the deepening economic downturn. And such increase reflects still growing demand in line with the globalization trend.

Though there are many factors intertwined in English learning, numerous research studies that advocate teaching English through English are flourishing. Considering the exorbitant amount of national expenditure on English education, it is highly desirable to lower the cost with some effective ways to teach by inducing learners' motivation and using the target language extensively.

This paper examines the medical students' performance after conducting English-only classes that comprised explicit grammar explanation, student presentation, role play and movie scene acting. It explores the students' improvement by comparing pre- and post-TOEIC scores. It further examines whether students perceive grammar explanation an important part of the study and consider role play (acting) in class a conducive, fun activity for language learning. The results of the study are based on the students' responses of the questionnaire as well as the pre- and post-TOEIC scores.

2 Literature Review

2.1 Teaching English through English as a way of English teaching

Communicative English competence has been greatly emphasized and this

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phenomenon created a shift of the national English education policy from once popular grammar translation method to communicative language teaching (CLT). Ever since the English programs in Korea (EPIK) implemented, many native speakers of English have been put into the Korean classrooms of English. Thereafter, more awareness to produce English that is similar to native speakers has grown among the non-native English teachers.

Teaching English through English (TETE) has become a popular mode of teaching as the demand for using the English language especially in the classroom increased. TETE is defined as speaking and using English as often as one possibly can, for example, when organizing teaching activities or chatting to students socially (McKay, 2009). The term TETE has been used along with English-only instruction and other names such as English-only education and English-only classes. All these names mean to emphasize that English is the target language used as a means of teaching and learning English.

Weschler (1997) argued that the success of English-only instruction is closely related to such factors as the learners' age and proficiency level, the size and type of classes, and the content of language. In the face of the reality of most secondary school EFL classrooms that adolescent monolingual students of a low or mixed proficiency level are learning in a large class size, English-only instruction might cause tremendous difficulties to both teachers and learners (cited in Lee, 2007).

Some studies were also done on TETE conducted in higher education setting (Hwang, 2002; Kim, 2003, 2002; Lee, 2006). And although TETE has been verified as effective, some Korean students' affective barriers have not been overlooked. As there are numerous factors involved in the second (foreign) language acquisition, the effective methods that take affective barriers of the EFL learners into account may be desirable for language teaching.

In the study of college students' beliefs of English-medium courses, Kim (2002) indicated that students experienced much anxiety due to their perceived low levels of understanding compared to other students with high levels of English proficiency. Some other studies, on the other hand, showed lack of confidence on the part of teachers (Sung-Ae Kim, 2002; Sung-Yeon Kim, 2002) regarding TETE. They asserted that part of the problem lies on the emphasis on the amount of teachers' English use rather than its effectiveness on learners' English acquisition.

With great emphasis on the communicative aspect and fluency of the language, the demand to teach English effectively by competent teachers is also on the rise. As a measure of improving English competence of Korean teachers of English possessing all four skills, the Ministry of Education, Science and Technology is to include an intensive oral interview and writing test as part of the teacher certification exam beginning in 2009. All these measures reveal that the English language acquisition plays a significant role in the modern society. And consequently, having communicative competence seems to be a very necessary tool for the modern Korean people.

2.2 Grammar teaching

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Even though communicative aspect of the English language has been outweighed, grammar is considered, according to Muncie (2002), just as important an instrument of communication as content (p. 183). Many researchers have argued that accuracy is needed in order to communicate more effectively in written discourse (Ferris, 1995; Frodesen & Holten, 2003; Leki, 1991; Little, 1994).

There have been many researchers to stress the need for focus on form in conjunction with communicative interaction (Doughty & Varela, 1998; Lightbown, 1998; White, 1998) based on the observation that meaning-focused communicative instruction alone does not lead to high levels of grammatical accuracy (Harley & Swain, 1984; Lightbown & Spada, 1990; Swain, 1985). Form-focused instruction keeps communicative intent and tackles grammar by drawing attention to linguistic features.

In the view of grammar, Celce-Murcia (1991), Dickens and Woods (1988), Larsen-Freeman (1991), Mitchell and Redmond (1993), Nunan (1998), Terrell (1991), and VanPatten (1993) all argued for grammar teaching and provided specific, practical suggestions for the L2 classroom. They viewed that grammar assumes a crucial part in getting message across by becoming a framework mapping meaning onto language forms, which implies that grammar would be best learned if treated in context for communication. Fotos (1994) did a research with an interest in looking into how grammar instruction could be integrated into communication-oriented classroom through grammar consciousness-raising tasks. With three groups of EFL Japanese learners; teacher-fronted grammar lesson group, grammar tasks performed group, and communication-oriented tasks involving grammar group, it was revealed that grammar consciousness-raising tasks can be a useful tool to develop grammar knowledge within a communicative framework.

In a study of ESL learners' communication ability, Politzer and McGroarty (1983) proposed a minimum level of grammatical competence as a prerequisite for the development of adequate communication ability since low grammatical competence was shown to be incompatible with high communicative competence whereas different levels of communicative competence were found to be possible at the same level of grammatical competence. Politzer and McGroarty (1983), Savignon (1972), and Walters (1980) were among those to provide empirical evidence for the separateness of grammatical knowledge from communicative knowledge and for the critical role of grammar in attaining fluency. Bachman (1990), Chen (1990), and Scarcella and Oxford (1992) posited a distinctive status of grammatical competence independent from communicative competence, and noted the importance of grammar rules in language use. Many L2 researchers have expressed their concern over grammar learning, and showed the overall consensus on its crucial role in the development of target language proficiency (Celce-Murcia, 1991)

Ellis (1993) and Robinson (1996) suggested that explicit explanation can facilitate acquisition on the basis of the results from the grammaticality judgment tests. It can be argued that grammaticality judgment tests favor learners receiving explicit explanation because they can be answered by using explicit knowledge. However, Ellis (1998) asserted that there is no clear evidence that explicit explanation leads to increased accuracy in using the target form in communicative language use.

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According to Brown (2001), it can be safely said that there is an overall agreement, though there are some differences among L2 teaching methods in their focus on grammar, both on the important role of grammar for the effective, successful development of interlanguage, and on grammar teaching in context for communication.

With an emphasis on the communicative competence by the MEST in recent years, however, grammar-focused classroom instruction has been blamed for producing not-so-competent English speakers of college graduates in Korea even after studying at least ten years of English. But those relatively young generations are considered to have weak knowledge on grammar mainly due to the recent trend in L2 teaching shifted from a mastery of grammatical knowledge toward an attainment of communicative competence. Therefore, whether to teach English grammar has been rekindled and many research studies have dealt with teaching grammar.

With such controversy in mind, this study was to see if English grammar teaching would affect the students' post-TOEIC scores and also if the students would feel satisfied with such grammar instructions taught in English by analyzing their responses through administering the questionnaire.

2.3 Role play and acting in English

In order to provide enough input, the teachers in the classrooms employ a variety of different classroom activities. In the discussion of such classroom activities, Rivers (1983) distinguished between the 'skill-getting' activities and the 'skill-using' activities. The former, according to her, consists of the 'knowledge' both in the perception of units, categories, and functions, and in the internalization of the rules relating these categories and functions, while the latter is the opportunity for 'autonomous' use of the language involving the motivation to communicate and the opportunity to do so interactively. Both Bragger (1985) and Celce-Murcia (1991) argued that the 'skill-getting' and 'skill-using' activities are necessary for a second/foreign language development with fluency as well as accuracy.

One of the activities to be included in the language classroom is role play for the situation where students can experience and use the language. A role play is similar to a form of drama in which two or more people act with a script, a simulated play. Though some differences may differ depending on the individuals, it is an effective linguistic and metalinguistic activity that is interactive between the parties involved. Both role play and drama (or theater) acting is demanded in the English language classrooms as an effective and fun activity and there have been numerous studies on this particular activity. The primary purpose of role play is to enhance students' fluency by inducing their background knowledge of the language with a communicative technique.

Smith (1984) asserted that role play in the language classes and theater acts have similarities in the communicative aspect where thought and emotion is conveyed through pronunciation, intonation, tone, speech act and gesture. Language learning through drama acts can contribute to vocabulary and culture learning in particular context (Wessels, 1998). The effectiveness of drama acting can be found in the

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cognitive aspect of the learners (Ralph, 1997; Turecek, 1997). Since drama acting uses all aspects of the learning sense, learners conform to various types of learning styles and learning strategies.

Littlewood (1989) suggested role play as a learning activity to enhance communicative competence through efficient teaching of English. Role play was further divided as role taking and role making referring to an activity that is focused on practicing a given script in a certain circumstance for the former whereas creating a new situation to express instantly from what has been learned for the latter. Consequently, role making is to be exercised prior to role taking because of the importance of applying previous knowledge to a real situation.

In role play, according to Paulston and Bruder (1977), situation, role and useful expressions are key elements. Language is used in certain situations with involvement of diverse variables. When this activity is done in class, imaginary role is given for the students to play. Through role taking, students are able to understand the linguistic aspect as well as sociolinguistic function. By performing an imaginative role, they can better grasp the meaning and usage of the language.

After performing a role play to the level of satisfaction, learners can feel confident about communicating in the language and creative activity is possible. By watching excellent performers in a role play, the learners also can learn from their outstanding pronunciation, intonation, facial expression and other metalingual aspect of the language. If there is different cultural background, cultural difference may be understood. In an environment where English was to be the only means of communication, the study intended to see the students' improvement on the English test such as TOEIC. The study was to explore whether acting and role play were fun activities for medical students to improve their competence as well as the students' opinion on grammar study.

3 Method

3.1 Participants

For this study, the first-year medical students at E University were examined. A total of 44 students (32 male and 12 female) in Practical English and Conversation were the subjects taught in English-only with textbooks that comprised dialogues, announcements, reports, and other diverse types of listening, article reading, as well as explicit grammar explanation. They met twice a week, two and three hours each for 16 weeks in 2008.

The students were partly graded by their presentation, role play and acting. Role play was done as a classroom activity each week in a dialogue of doctor-patient, client-receptionist, supervisor-worker, interviewer-interviewee, etc. Acting was performed based on the video animation "Little Mermaid." The video was played during the class hour prior to their acting. The students selected their favorite scene for acting and practiced on their own in a group of 3 or 4 for the next class performance. They were encouraged to do their best with awards.

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3.2 Data analysis procedure

Each class was conducted in the target language to provide the students with as many opportunities as possible for maximization of their ability to speak and practice English. All the students were encouraged to speak the language during the class hour as much as they could. In order to induce their active participation, outstanding performers and creative, enthusiastic role players were rewarded.

The pre-TOEIC was administered during the first week of the semester to learn of their levels. Many of them had never taken the TOEIC prior to the pre-test. Eight (1 female and 7 male) students missed the pre-test, so they were excluded from the statistical analysis. The mean scores of male and female students were compared separately to see if there was any gender difference in their results and if their progress was different. The post-TOEIC was taken during the 15th week of the semester as part of the final examination.

At the end of the semester, questionnaire was administered to learn the students' opinion on the English-only classes. Their responses were reviewed and analyzed by comparing the percentage of positive and negative opinion. For the statistical analysis, SPSS 14.0 was used and for the questionnaire responses, Likert scale was used. The results of the data are discussed in the following section.

4 Results and Discussions

The noticeable phenomenon of the subjects at the beginning of the semester was the attitude of the students from other provinces than Seoul and large metropolitan cities. They felt the class somewhat burdensome and were reluctant to participate actively. Such uneasiness was attributed to lack of chances to use the language and rare experiences communicating with native speaking people or Korean English teachers in the suburban area.

The results of the first-year medical students' TOEIC scores were reviewed separately for male and female to see if there was any gender difference. The mean score of the pre-TOEIC was 702. Male students' mean score was 679 whereas female students' was 725, showing higher score of female students by 46 points. The lower mean score of male students' pre-TOEIC could be attributed to the fact that seven male students whose scores were above average missed the pre-test. However, the mean score of the post-TOEIC went up to 766, (746 for male and 785 for female) showing significant improvement for both male and female students.

The mean scores of both pre- and post-TOEIC are listed in Table 1 and the results of the detailed data are shown in the appendix A.

Table 1. Mean Scores of Pre- and Post-TOEIC

| Gender | Pre-TOEIC | Post-TOEIC | Increase |
|--------|-----------|------------|----------|
| Male | 679 | 746 | 67 |
| Female | 725 | 785 | 60 |
| Total | 702 | 766 | 64 |

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On the day of the pre-TOEIC test, 1 female and 7 male students missed the test and therefore, these eight students were excluded from the statistical analysis. It was evident that both male and female students performed better on the post-TOEIC. Only 4 male and 3 female students' scores dropped on the post-TOEIC (one student scored the same on the post-TOEIC) but the difference was only by 5 points for most of them (4 students) whereas the largest drop was 50 points for one male student. However, this particular student had a stomachache in the middle of the post-TOEIC and was excused from the test for about ten minutes causing his scores dropped.

The next table shows the results of the statistical analysis for the paired t-test indicating that the difference of the pre- and post-TOEIC scores was statistically significant with t-value of 5.51 and p-value of less than 0.0001.

Table 2. The Paired t-test Results of Pre- and Post-TOEIC

| N | Mean | S.D | t-value | p-value |
|----|--------|--------|---------|---------|
| 36 | 35.774 | 50.083 | 5.51 | <0.0001 |

As for the questionnaire, 39 out of 44 students completed them with their feedback. Thirty students were favorable to English-only classes whereas only 6 students were unfavorable due to the degree of difficulty (3 were undecided). Twenty five students believed they actually improved their English through English-only classes whereas 6 disagreed. As for student satisfaction, thirty students were satisfied with the English-only classes. Regarding the presentation in class and movie scene acting, over two-thirds of the students believed such activities helped them improve English as much as they were fun. The three tables of the results are shown below:

Table 3. Are You Satisfied with English-Only Classes?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 7 | 23 | 3 | 5 | 1 |
| Percentage | 18 | 59 | 8 | 13 | 2 |

As about 77% of the students answered they were satisfied with English-only classes (only 15% unfavorable and 8% undecided), it seemed English-only classes satisfy medical students' academic quest and benefit them to improve their competence.

Table 4. Do You Think Your English Has Improved Due to English-Only Classes?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 5 | 20 | 8 | 6 | 0 |
| Percentage | 13 | 51 | 21 | 15 | 0 |

As shown in the above two tables, more students were satisfied with the English-only classes than those who answered they improved due to English-only classes. Twenty five students (64%) thought of their English improved after completion of English-only classes whereas 6 students disagreed with their improvement. Eight students (21%) were undecided indicating their reluctance of

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active participation might have caused them uncertainty of their progress.

Table 5. Are You Satisfied with Grammar Study in English-Only?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 4 | 26 | 7 | 2 | 0 |
| Percentage | 10 | 67 | 18 | 5 | 0 |

A majority of the students (77%) were satisfied with English grammar explanation. Only two students (5%) were unsatisfied and they were the ones who felt uncomfortable with English-only classes. Most of the students felt understanding grammar was so important that it should be included in the study especially for an official English test.

Table 6. Do You Think English Presentation Helps You Improve English?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 5 | 21 | 9 | 4 | 0 |
| Percentage | 13 | 54 | 23 | 10 | 0 |

Again, two-thirds of the students (67%) felt their English has improved by presentation in class. Undecided students expressed ambivalent attitude stating that they were too nervous when presenting before classmates although presentation helped them.

Table 7. Do you think acting in class helps you improve English?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 4 | 24 | 4 | 6 | 1 |
| Percentage | 10 | 62 | 10 | 16 | 2 |

Regarding the question whether movie scene acting helped them improve English, students' answers ranged from 4 'strongly agree's, 24 'agree's, 4 'undecided's, 6 'disagree's to 1 'strongly disagree.' Seventy two percent of the students felt positive about acting whereas 18% showed negative response. And ten percent of the total students were indifferent about acting.

Table 8. Do You Feel Post-TOEIC Easier After Taking English-Only Classes?

| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|------------|----------------|-------|-----------|----------|-------------------|
| Number | 2 | 24 | 9 | 4 | 0 |
| Percentage | 5 | 62 | 23 | 10 | 0 |

Two-thirds of the students (67%) felt the post-TOEIC easier after completion of the English-only classes. Undecided answers said they were not sure because of the unknown result scores of the test and these students expressed ambivalence.

Regarding the question inquiring the best part of the class, various responses were expressed including video script studies for acting, rehearsing, and acting. Students enjoyed it so much that they wished they could do it more often. Such enjoyment was confirmed on the day of acting. Some students actually brought a fork

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and a pipe made of cardboard for certain scene and used them while acting. Some acted as if they were real actors by impersonating actor's tone, intonation, and gesture. Two students memorized the entire lengthy lyrics of "Part of Your World" and sang it like the mermaid Ariel in the movie. The student audience enjoyed watching their peers' performance and cheered with roaring applause when the particularly well-performed team finished their acting.

Other favorable points expressed were study for the TOEIC, English presentation in class, role play, and studies for colloquial expressions and useful practical English. A few students answered they really liked being praised by the instructor. Stress and anxiety were the only negative responses from the students. They responded that speaking English during the class hour was very stressful at first but gradually became something they could enjoy.

5 Conclusion and Implications

Current trend in the English education is teaching English through English, one of the government policies regardless of the learners' learning environment and its theoretical background. However, studying the English language through English-only may not be equally profitable to all level students even though they are aware of the fact that it helps them improve better. As was already argued by Weschler (1997), the success of English-only instruction is closely related to factors like the learners' age and proficiency level, to name a few, it was confirmed that intermediate to advanced level students benefited from English-only classes showing improvement on the post-test by showing the average of 64-point-increase on the post-TOEIC.

Activity-based classes are recommended since activities in learning English are important as they provide opportunities to enhance students' existing knowledge through actual use and practice of the learned. Students are generally motivated to learn more when they are given an interesting learning environment. As the results of this study showed that 72% of the students were favorable of acting in class, diverse activities including role play, acting, presentation are suggested.

As for teachers' perception of TETE, though studies done by Duk-Ki Kim (2001), Sung-Ae Kim (2002), and Sung-Yeon Kim (2002) reported that Korean teachers have a generally negative or reluctant attitude toward TETE, Lee's (2007) study found that the teachers perceived it effective to use English for a majority of tasks. It showed that teacher's attitude toward TETE is much more positive and balanced than has been previously presented in the literature.

In regards to the development of students' English competence, according to the study done by Kim and Park (2008) with a video-supported English listening class, it was found that their students' listening developed using and speaking skills. They further concluded that the students learned more authentic expressions and gained confidence in communication with native speaker. And role play as a learning activity to enhance communicative competence was suggested by Littlewood (1989). The effectiveness of drama acting was also studied by Ralph (1997) and Turecek (1997). Likewise, the current study confirmed the effectiveness and improvement of the students with the results of higher scores on the post-test.

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The study was done in the premise that the intermediate to advanced level medical students would benefit much from the English-only classes with emphasis on the student presentation, grammar explanation, and class participation in the form of acting. By observing a class where each student giving a presentation on a single topic and acting a role from a movie in the class provided a good opportunity for them to improve on the post-TOEIC, be better motivated and enjoy their classes.

However, the study is not without some limitations: The students were tested only one type of test and their listening and reading comprehension was not analyzed separately. The sample size was limited to only one class of 44 students. If students with various levels had been tested and compared, the results might have been different. Therefore, generalization of the results may not be advisable to all medical students.

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Eunpyo Lee, Seohoon Jin

Eunpyo Lee
Dept. of Medicine
Eulji University
143-5 Yongdu 2-dong, Jung-gu
Daejeon, 302-872, Korea
Tel: (042) 259-1613 / C. P.: 010-3412-6749
Fax: (042) 259-1619
Email: elee@eulji.ac.kr

Seohoon Jin
Dept. of Informational statistics
Korea University
Jochiwon-eup, Yeongi-gun,
Chungnam, 339-700, Korea
Tel: (041) 860-1555/ C. P.: 011-271-4967
Fax: (041) 862-2000
Email: seohoon@korea.ac.kr

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English-only Classes and Student Improvement on TOEIC

Appendix A. Table 1. Pre- and post-TOEIC scores by genders

| Name | Gender | Pretest | Posttest | Name | Gender | Pretest | Posttest |
|---------|--------|---------|----------|---------|--------|---------|----------|
| KMS | male | 760 | 825 | KSY | female | 660 | 755 |
| KGB | male | 635 | 685 | KNR | female | 770 | 770 |
| KSM | male | 795 | 835 | KHJ | female | 835 | 830 |
| KIT | male | 685 | 775 | KHJ | female | X | 650 |
| KJA | male | 690 | 755 | PHI | female | 655 | 770 |
| KJH | male | 675 | 705 | LJM | female | 600 | 740 |
| KJU | male | 665 | 765 | LJY | female | 695 | 700 |
| KHG | male | 520 | 650 | LJW | female | 940 | 920 |
| KHS | male | 740 | 800 | LHA | female | 655 | 810 |
| NMW | male | 945 | 940 | CMH | female | 520 | 745 |
| MCH | male | 735 | 790 | HSW | female | 785 | 790 |
| PSH | male | X | 760 | JMK | female | 855 | 810 |
| PYS | male | 655 | 675 | | | | |
| PJK | male | 600 | 700 | | | | |
| SDH | male | 670 | 690 | | | | |
| SJW | male | X | 860 | | | | |
| SJH | male | 775 | 805 | | | | |
| ASB | male | X | 715 | | | | |
| AJH | male | 575 | 565 | | | | |
| OSH | male | 615 | 665 | | | | |
| OHG | male | 655 | 800 | | | | |
| YBH | male | X | 725 | | | | |
| LDH | male | 560 | 600 | | | | |
| LJS | male | 575 | 740 | | | | |
| LJ | male | 795 | 840 | | | | |
| LSH | male | X | 900 | | | | |
| CWW | male | 760 | 790 | | | | |
| CJW | male | X | 730 | | | | |
| CHS | male | 665 | 640 | | | | |
| HY | male | 515 | 600 | | | | |
| HJW | male | 715 | 710 | | | | |
| HSY | male | X | 795 | | | | |
| Average | | 679 | 754 | Average | | 725 | 774 |

X: Students who did not take the test.

Appendix B. Questionnaire for English-only Classes

Please mark each question with 5(strongly agree), 4(agree), 3(undecided or not sure), 2(disagree) or 1(strongly disagree). For questions from 8 to 10, please write as much as you can so that your comments may be used for better class. Thank you very much.

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1. Are you satisfied with the English-only classes?
5 4 3 2 1
2. Do you feel that the English-only classes help you better improve?
5 4 3 2 1
3. Are you satisfied with the English-only grammar explanation?
5 4 3 2 1
4. Does making a presentation in class help you improve your English?
5 4 3 2 1
5. Is studying for the test helpful for you to acquire useful vocabulary and expressions?
5 4 3 2 1
6. Is acting a role from a movie helpful for you to improve and a fun activity?
5 4 3 2 1
7. Did you feel the post-TOEIC was easier than the pre-TOEIC after having experienced the English-only classes?
5 4 3 2 1
8. What was the best part of the English-only class?
9. What was the worst part of the English-only class?
10. Any other comments or opinions for the next year class?