



## The Effects of Private Education on Motivation and Affective Factors to Initiate L2 Communication in Class\*

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### ABSTRACT

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Although private education has been accused of widening the learning gap between students and causing burdensome household expenditure, most elementary students start private English education even before the third grade. Research on effects of private education has presented supportive evidence for its effects on academic achievement. However, its effects have been investigated sparsely on motivation and affective aspects of learning. In addition, types of learning contents were not treated seriously in research. This study examined effects of duration and content types of private education on L2 learning motivation, L2 speaking anxiety, L2 communication confidence, and L2 WTC. A survey was conducted with 96 elementary students and survey data were analyzed. Depending on content types, participants were classified into traditional and communicative groups. Results confirmed significant effects of duration and content types of private education on L2 WTC. The amount of time of private education positively predicted L2 WTC in classrooms. Students who experienced communicative private education were more willing to participate in English communication. In the following analysis, effects of duration on variables were different between traditional and communicative groups. Based on these findings, educational implications and suggestions for future studies are presented.

## I. INTRODUCTION

With the increasing needs for communication competence in English in the globalized world, the Korean government has strengthened English education in public schools, regulating English as a required class in elementary schools. English education in elementary schools began as an extracurricular activity in 1982 and has been designated as a regular course from the third grade in elementary schools since 1997 (Ministry of Education, 1997, as cited in K. A. Jin & C. K. Jung, 2020). After the regulation of the English subject in elementary schools,

successive efforts to reinforce public English education have led to an increase in credit hours of English, provided teacher training programs, facilitated classrooms specialized for English only education, and developed English camp programs (H. Lee, 2010). The series of governmental actions have targeted to enhance the English communication competence of students and to narrow the learning gap between students within the public education system (H. Lee, 2010).

In addition to the governmental initiatives for elementary English education, the sector of private education has expanded its share in elementary English education.

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According to the Korean Statistical Information Service (KOSIS, 2020), 43.6% of elementary students were taking English private education in 2019, spending more than KRW 2.6 trillion. However, private and prior education are accused of widening learning gaps. W. K. Lee (2014) shows that elementary teachers perceive private education as a major cause of learning gaps in English among elementary students. Teachers reflect that the unequal opportunities of private education widened the learning gap (W. K. Lee, 2014). Additionally, suggested by J. Oh's (2011) survey study with parents of elementary students, prior learning seems to prevail in private English education. J. Oh (2011) presents that more than 60 percent of elementary students participating in private education had begun private English education even before the third grade, and H. S. Chung (2004) reports similar results from a survey with more than 700 elementary students. A recent national-wide survey research on teachers' perceptions confirms the widening learning gap caused by prior private education in English. In K. A. Jin and S. K. Kwon's (2020) study, elementary teachers count the learning gap as the most serious problem in English classrooms and attribute the gap to prior private education.

In spite of the negative consequences, private education is popular among elementary students, and research has explored traits and effects of private education. On the one hand, research and program developments have presented meaningful suggestions to strengthen and normalize public education weakening the adverse effects of private education (D. B. Ju et al., 2018; D. Kim et al., 2015; E. Lee, 2020; Y. J. Lee, 2020; C. H. Park, 2018), but, on the other hand, studies on private education have also investigated educational gains, perceptions of private education, triggering factors, and societal consequences. Research on the effects of private English education has found correlations or casual relationships between private education and other variables, such as academic achievement (Y. Choi & I. W. Paik, 2017; Y. Ha & H. J. Park, 2015; H. Jung & E. H. Seo, 2017; Y. Jung & K. A. Kim, 2008; I. O. Kim, 2002; J. Kim, 2015; Y. J. Lee, 2020), motivation, and affective factors of learning (H. S. Chung, 2004; Y. Jung & K. A. Kim, 2008; N. Kim & J. Kim, 2018; Y. C. Kim & E. K. Yun, 2005). Other studies have examined perceptions of students, parents, and teachers (N. J. Kang, 2017; Y. Lee & Y. Cho, 2011; M. Nam, 2010), triggering or relevant factors (M. Nam, 2010; J. Oh, 2011; S. Shin & J. Ko, 2011), and societal and policy issues (Y. K. Jung & K. W. Cha, 2014; E. Lee, 2020; W. K. Lee, 2014; C. H. Park, 2018).

In research on private education, the effect of private education is the most popular topic. Aside from the dispute over its harmful influence on education equality and household economy, private education has shown positive correlations with academic achievement in English learning (Y. Choi & I. W. Paik, 2017; J. Kim, 2015; Y. J. Lee, 2020) or attitude and motivation (N. Kim & J. Kim, 2018; Y. C. Kim & E. K. Yun, 2005). In addition, stud-

ies report positive perceptions of Korean students and parents towards the needs and effects of private English education (Y. K. Jung & K. W. Cha, 2014; J. Oh, 2011).

However, research on the benefits of private education is not conclusive due to lack of supports across various educational contexts and learning domains. First, the effects have been examined mostly in the context of traditional English learning which focuses on linguistic knowledge. Standardized proficiency tests or summative assessments have been mainly adopted to measure learning gains. As employing summative quantitative scores, research has explored scarcely the effects of private education on learning processes. It is necessary to assess learning processes and to expand learning contexts to communicative language learning for verification of the effects. Second, previous studies do not agree on the effects of private education on motivation and affective factors. In spite of supportive findings of several studies (N. Kim & J. Kim, 2018; Y. C. Kim & E. K. Yun, 2005), some studies do not identify the benefits of private education on affective factors, such as interest (H. S. Chung, 2004; Y. C. Kim & E. K. Yun, 2005). Additionally, research on private education has been skewed toward comparison studies between private education and public education or after-school programs in schools, leaving relationships between subcomponents of private education obscure. Although some factors, such as the amount of time and costs of private education (Y. Choi & I. W. Paik, 2017) and home environment (Y. Jung & K. A. Kim, 2008), have been explored in relation with the effects on learning, future studies need to include other factors which were rarely examined, such as learning contents, instructional methods, learners' language proficiency and personality, English mediated instruction, or residential areas.

Drawing on the findings and limitations of existing studies, this study focuses on students' intention to engage in communicative language learning activities. The effects of private education are measured on students' intentions, not on academic achievement, by the types of contents and duration of private education. The findings will provide better understanding of the effects of private education on students' participation in communicative learning activities, assessing the processes of learning. As analyzing the effects of private education on motivation and affective factors, this study assigns types of contents—communicative or traditional—and duration as independent variables and motivation and affective factors as dependent variables.

## II. LITERATURE REVIEW

### 1. Private Education

Private education is any type of out-of-school education, which includes private tutoring and cram school lessons (I. S. Lee, 2004). As English proficiency is being

acknowledged as a core competence to promise academic success in Korea, English private education has proliferated even among kindergarteners as well as primary and secondary students (Y. K. Jung & K. W. Cha, 2014; J. Oh, 2011). According to H. S. Chung's (2004) study with 743 third- and fourth-grade elementary students, 73% of third-graders and 79% of fourth-graders were taking some type of English private education. Recent statistics by KOSIS (2020) confirm the trend with a report that 43.6% of elementary students are taking private English education, and the household expenditure on elementary English private education has steadily increased to KRW 2.6 trillion in 2019.

As private English education is popular among elementary students, the issue of prior education in private education is gaining the attention of educators and policy makers as well, which is known to hinder normalization of public education causing educational gap between students. J. Oh (2011) identifies parents' strong preference of prior English learning in elementary schools. H. S. Chung's (2004) study confirms the prevalence of prior education among the third- and fourth-grade elementary students. The current status of private education in elementary schools is depicted by K. A. Jin and C. K. Jung (2020). Their research is a nation-wide survey study with 1,685 parents of the third graders in elementary schools. Researchers investigated parents' experiences of and perceptions about prior English learning before the 3rd grade. The results are congruent with previous studies. More than 80% of respondents allowed prior English learning for their children and believed that English is vital for their children's future. However, prior English learning is known to widen learning gaps between students. Elementary teachers mention the most serious issue in English class is a large proficiency gap between students, and private education is a main source of the gap (K. A. Jin & S. K. Kwon, 2020).

The effect of private education is another major research topic as well. Studies have examined the effects of private English education on various educational aspects, including English achievement, language proficiency, and affection or attitudes. Y. Ha and H. J. Park (2015) provide supportive evidence of private education on the academic English achievement. In pursuing to reveal the causal mediation effects of private education, they examine middle school students' English achievements of the year and the following year. While the effects of private education are mixed with social and economic factors, the study suggests the instant and delayed effects of private education on English achievement among middle school students. Y. J. Lee (2020) reports positive effects of private English lessons on English test scores and learning attitudes of the 6th graders. Y. Jung and K. A. Kim (2008) also present that the combined effects of private education with home environment are significant on English academic achievement of elementary school students. Even with the third and fourth graders in elementary schools, effects of private lessons on English achievement are evidenced

by H. S. Chung's study (2004). Y. J. Lee (2020) compares private education with after-school English programs in schools. The results confirm the positive effects of private education on academic achievement as well as class participation, such as understanding of class contents and concentration time in class.

However, the findings on motivation and affective aspects of learning do not agree on the benefits of private education. Y. Jung and K. A. Kim (2008) report that private education contributes to enhance a positive attitude towards and competence of learning English. However, the effects on a motivational variable, interest, are not proved by the study. Similarly, in H. S. Chung's (2004) study, elementary students who had private education showed higher academic achievement in English than non-receivers of private education, but there were no differences between the receiver and non-receiver groups at the level of interest. In addition, Y. C. Kim and E. K. Yun's (2005) study does not identify the contribution of private education to interest among elementary students in general, either. However, their study reports that the effects on interest are significant with the 2nd graders, suggesting the combined effects with age. Other variables, self-confidence and self-directed learning, are reported to be significantly influenced by the experience of private education (Y. C. Kim & E. K. Yun, 2005).

In addition to the effects on those educational outcomes, several studies have examined some factors influencing the effects of private education. For instance, the amount of time or duration of private education is proven to be a strong predictor of the effects of private education on academic performance and achievement. Y. Choi and I. W. Paik (2017) present positive correlations between English academic achievement and the amount of time and costs of private education utilizing the data of 6<sup>th</sup> graders in elementary schools of the Seoul Education Longitudinal Study of 2010 (SELS, 2010, as cited in Y. Choi & I. W. Paik, 2017). H. Jung and E. H. Seo (2017) investigate the effects of the amount of weekly hours of private English learning on English achievement. Students who spend many hours of private education show the higher levels of academic performance and self-disciplined attitudes than students who does not take private education. The amount of expenditure of private education is also reported as a major predictor of English academic achievement in elementary schools (Y. J. Lee, 2019).

While research has presented meaningful findings about the effects of private education and the influencing factors of the effects, further examination is requested to diversify predicting factors of the effects and embrace additional education indices, other than academic achievement, to measure the effects of private education. For instance, investigation of predicting variables of educational effects has been focused on the quantitative aspects, such as the amount of time or costs, lacking of attention on the types of private education depending on contents, teaching methods, the instruction language, and targeted language competence. The measurement of

the effects of private education has been limited in that the assessment has been done mostly with products of education, such as academic achievement and overall attitudes and performance in class, rather than the process of learning. Thus, investigation of its effects on learning processes and participation will shed light on comprehensive understanding of how private education is involved in learning processes.

The request to expand research variables including types of education and indices of leaning processes is underscored by the emphasis of communicative language learning and teaching (CLLT). English education gradually has shifted the instructional goals towards communicative competence. In the communicative language classrooms, students participate in communicative and interactive activities, and teachers provide formative assessment facilitating students' learning. CLLT is also proclaimed in the 2015 National Curriculum, which emphasized communicative and authentic interactions in English classrooms. Responding to the shifting trends, private education also offers diverse programs of communicative language use, such as debating, role plays, and various communication activities, beyond the traditional grammar-translated language education (N. Kim & J. Kim, 2018). However, private education research is scarce to distinguish communicative learning from traditional language teaching and insufficient to examine the process of learning.

## 2. Communicative Language Learning and Relevant Variables

The emphasis on communication skills in L2 learning has led to expansion of the CLLT approach in L2 English classrooms. CLLT underscores the importance of interactive, authentic, and communicative learning and encourages students' participation in communicative activities. Willingness to communicate in L2 (L2 WTC) is the core individual property to anticipate students' participation in L2 communication in classrooms as well as in other situations of L2 communication which activates language learning in L2 (MacIntyre et al., 2003). L2 WTC is defined as the learner's intention or preparedness to initiate communication in L2 with a specific person in a certain condition (MacIntyre et al., 1998). As suggested in MacIntyre et al.'s (1998) pyramid model of WTC, L2 WTC is perceived as a composition of various stable and situational factors, such as motivation, anxiety, competence, and environment. Peng (2012) also proposes an ecological model of L2 WTC encompassing multi-layered factors from the situational environment to persisting personality.

Among diverse variables, motivational factors, including language learning motivation, L2 speaking anxiety, and L2 communication confidence, are known to be the most direct and strong predictors of L2 WTC (Khajavi et al., 2016; Peng & Woodrow, 2010). First, motivation to learn a language has been found to influence L2 WTC

directly or indirectly. Peng and Woodrow (2010) suggest positive effects of motivation to enhance L2 WTC in Chinese college students. J. S. Cha and T. Y. Kim (2013) prove the effect of motivation to increase L2 WTC with Korean elementary students. In addition, L2 anxiety has a significant impact on L2 WTC (Peng & Woodrow, 2010). Research findings suggest that anxiety decreases the level of L2 WTC (J. S. Cha & T. Y. Kim, 2013). The causal relationship between perceived communication competence, or confidence, and L2 WTC has also been proven with diverse populations as well (Centinkaya, 2005; Khajavi et al., 2016; S. J. Kim, 2004; Yasima, 2002). L2 communication confidence is the perceived competence in L2 communication, or sometimes defined as a personal trait combined with L2 anxiety and communication competence (Baker & MacIntyre, 2000; K. Gwag, 2018). L2 WTC research has evidenced the strong direct and indirect effects of the aforementioned concepts of motivation, L2 anxiety, and confidence or competence to increase L2 WTC, which, in turn, trigger learners' engagement in L2 communication.

Drawing on the findings of previous studies and the request for further research, this study adopts the distinction of communicative and traditional language teaching by the contents of private education. In research design, duration of private education, whose effects on academic achievement have been proven, is included to verify the effects on communicative variables as well. In addition, inclusion of duration helps us measure the effects of content types more precisely, by controlling the effect of duration factor. Thus, this study investigates the effects of types and duration of private education on the learning process in communicative classes. For the measure of learning process, this study employs motivation and affective variables which predict students' participation in L2 communication. For research purposes, the following research questions are explored:

1. Does the duration of private education affect motivation of language learning, L2 speaking anxiety, L2 communication confidence, and L2 WTC?
2. Does the type of private education influence motivation of language learning, L2 speaking anxiety, L2 communication confidence, and L2 WTC?
3. Is the effect of duration influenced by the types of private education on motivation of language learning, L2 speaking anxiety, L2 communication confidence, and L2 WTC?

## III. METHODS

### 1. Participants

For the study, 96 sixth graders were recruited from two elementary schools: School A in Seoul and School B in Kyung-gi Province. The data of 14 students who had not taken private education were excluded from the anal-



ysis in which effects of private education are examined by types and duration of private education. A total 82 students were divided into two groups depending on the content types of their private education: traditional and communicative. The traditional group has taken private lessons focused on linguistic knowledge or preparation for standardized English tests. Students of the communicative group have experienced communicative programs, such as discussions, speeches, and role plays. Between content groups, the composition of participants is similar across gender and school as shown in Table 1, indicating that the factors of gender and school are controlled.

TABLE 1

Number of Participants by Contents, Gender, and Schools

Contents	Gender	School		Total
		A	B	
Traditional	Male	15	6	21
	Female	9	11	20
	Sub-total	24	17	41
Communicative	Male	10	8	18
	Female	16	7	23
	Sub-total	26	15	41
	Total	50	32	82

## 2. Measurement

A survey was designed to measure motivation and affective aspects of students' communication as well as their experiences of private English education. The survey questionnaire has five sections: demographic information and experience of private education, L2 learning motivation, L2 speaking anxiety, L2 communication confidence, and L2 WTC. Survey questions were developed and verified for data collection. The detailed procedures are presented as follows, and the finalized questions are shown in Appendix.

### 1) Item Development and Validity Tests

Items of the first section ask total months of private education and the types of learning activities students experienced in private education. Depending on the focus of learning activities, the types of learning activities were classified as traditional or communicative language learning. Traditional language learning covers learning grammar, translation, and linguistic features for the purposes of test preparation and class work assistance. Activities of communicative learning include discussions, free speech, presentations, role-plays, or task-based activities to enhance communicative language proficiency.

The other sections of the survey are designed to measure L2 learning motivation, L2 speaking anxiety, L2 communication confidence, and L2 WTC. To write survey questions, the researcher adopted verified psychometric instruments first and translated them into Korean. Then,

the devised draft underwent validity tests. For the content validity and face validity of the translated version, four experts, one doctoral graduate in education and three secondary school teachers, reviewed the draft and gave feedback. The detailed processes are as follows:

First, motivation scale for L2 learning was taken from Noels et al.'s (2000) study on motivation drawing on self-determination theory. In the motivation model, extrinsic motivation is subcategorized into external, introjected, and identified regulation. Intrinsic motivation comprises intrinsic motivation for knowledge, accomplishment, and stimulation. Out of a total 18 items, three per each subcategory ask the level of agreement with each statement from 1 (does not correspond at all) to 7 (corresponds exactly). The example questions are "I study English to get a more prestigious job later on" and "I study English because I think it is good for my personal development." During the experts' review on content validity, one intrinsic motivation item was deleted to reduce redundancy because the item could be implied in other items in the Korean version.

Second, Woodrow's (2006) instrument of L2 speaking anxiety was employed to measure students' anxiety about speaking English. Focusing on the situational aspects of anxiety, the questionnaire provides six classroom situations, such as "giving an oral presentation to the rest of the class," or "taking part in a group discussion," and asks to mark the anxiety level in each situation on a 7-point Likert scale from 1 (never or very low) to 7 (always or very high). Higher scores mean higher levels of anxiety.

Third, for L2 communication confidence, Peng and Woodrow's (2010) measurement of the perceived communication competence scale was adopted and translated as "confidence" in this study. Six items asked the level of respondents' perceived competence on each communication task in class. The instrument is on a 11-point Likert scale from 0 (totally incapable) to 10 (fully confident). The sample tasks are "to do a role-play standing in front of the class" and "to tell my group mates in English about the story of a TV show I saw."

Last, students' willingness to communicate in English was measured using Peng and Woodrow's (2010) L2 WTC scale. Ten questions ask the chance or intention to initiate communication in given classroom situations on a 11-point Likert scale from 0 (never) to 10 (always). The example questions are "I am willing to do a role-play in English at my desk with my peer" and "I am willing to give a short speech in English to the class about my hometown with notes."

### 2) Reliability Tests

After the experts' review of content and face validity, the revised version of the survey was conducted with 96 elementary students in paper-pencil mode for the convenience of collecting responses. Due to no experiences of private education, data of 14 students was excluded. Before statistical analysis of the data, internal reliability tests were done for each instrument with the collected

data of 82 students. For the motivation scale, the test of internal reliability proved reliable construction of items in extrinsic motivation with Cronbach's  $\alpha = .787$  and in intrinsic motivation with  $\alpha = .914$ . Testing of the anxiety scale has led to deleting one out of six items, drawing on the results of the internal reliability test and factor analysis. A total of five items were maintained, and their Cronbach's  $\alpha$  was  $.870$ . The survey items of L2 communication confidence and L2 WTC were confirmed to be reliable by Cronbach's  $\alpha$  values of  $.907$  and  $.911$ , respectively.

### 3. Data Analysis

The survey data was analyzed using SPSS 21 to examine research questions. The responses for each motivation and affective variable were averaged for statistical analysis. Depending on the content types of private education, respondents were classified into two groups: traditional and communicative. The effects of duration of private education were examined utilizing regression analysis, and ANCOVA was employed to compare the effects of types of contents between two groups controlling the effects of duration. Finally, to identify the influence of content types on the effects of duration, tests of regression were conducted for the traditional group and communicative group separately.

## IV. RESULTS

Descriptive statistics of content groups are presented in Table 2. The data indicates that the average duration of private education is 50.1 months, over four years. Most students have begun prior English private education before the 3<sup>rd</sup> grade when public English education starts. It confirms the findings of existing studies that reported the prevalence of prior education in English. The means of motivation variables converge to 4, the median of the scale, and there was no significant difference of means between extrinsic motivation ( $M = 4.444$ ,  $SD = 1.055$ ) and intrinsic motivation ( $M = 4.139$ ,  $SD = 1.439$ ) in spite of the marginal difference ( $t = 1.843$ ,  $p = .069$ ). The level of L2 anxiety was slightly below the median score, 4, and the t-test result presents significant difference between the mean of surveyed scores and the median number, 4 ( $t = -1.992$ ,  $p = .0497$ ). It indicates that the students had a lower level of L2 speaking anxiety than the median level. In the measure of L2 communication confidence, the general mean was significantly higher than the median score, 5 ( $t = 2.984$ ,  $p = .004$ ). The results suggest that students perceive their competence higher than the median. However, students' L2 WTC was at the level of the median, 5, which was implied by no statistically significant difference between their mean and the median number, 5 ( $t = -.999$ ,  $p = .321$ ).

**TABLE 2**  
Descriptive Statistics by Content Types

Variables	Group	M	SD	n
Duration	Traditional	48.951	29.999	41
	Communicative	51.268	26.459	41
	Total	50.110	28.134	82
Extrinsic motivation	Traditional	4.287	0.894	41
	Communicative	4.602	1.185	41
	Total	4.444	1.055	82
Intrinsic motivation	Traditional	3.917	1.375	41
	Communicative	4.360	1.485	41
	Total	4.139	1.439	82
L2 speaking anxiety	Traditional	3.829	1.447	41
	Communicative	3.488	1.650	41
	Total	3.659	1.552	82
L2 communication confidence	Traditional	5.337	2.255	41
	Communicative	6.195	2.343	41
	Total	5.766	2.325	82
L2 WTC	Traditional	4.083	2.286	41
	Communicative	5.363	2.586	41
	Total	4.723	2.510	82

### 1. Effects of Duration of Private Education

Regression analysis examined the effect of duration on the variations of extrinsic and intrinsic L2 learning motivation, L2 speaking anxiety, L2 communication confidence, and L2 WTC, respectively. The results showed that the duration of private English education was a significant predictor of L2 WTC. The amounts of time explained 11.1% of L2 WTC variance ( $F = 10.022, p = .002$ ). As shown in Table 3, however, the effects of duration on the variables other than L2 WTC were not statistically significant: extrinsic motivation ( $F = .310, p = .579$ ), intrinsic motivation ( $F = 1.403, p = .240$ ), L2 speaking anxiety ( $F = 2.057, p = .155$ ), and L2 communication confidence ( $F = 3.725, p = .057$ ).

**TABLE 3**  
Regression Analysis of the Effects of Duration

Model	Variables	B	S.E.	$\beta$	$t$	$p$
Extrinsic	(Constant)	4.561	.240		18.996	.000
	Duration	-.002	.004	-.062	-.557	.579
Intrinsic	(Constant)	3.802	.325		11.685	.000
	Duration	.007	.006	.131	1.184	.240
Anxiety	(Constant)	4.096	.349		11.722	.000
	Duration	-.009	.006	-.158	-1.434	.155
Confidence	(Constant)	4.893	.518		9.439	.000
	Duration	.017	.009	.211	1.930	.057
L2 WTC	(Constant)	3.232	.539		5.990	.000
	Duration	.030	.009	.334	3.166	.002*

\*  $p < .05$

### 2. Effects of Content Types

The effects of content types were measured by comparing means of motivation and affective variables between groups: traditional and communicative groups. Due to the possible influence of duration of private education on those variables, the duration variable was taken as a covariate. Thus, group comparison with a covariate was conducted adopting ANCOVA analysis in which the content type is an independent variable and the motivation and affective factors are dependent ones with a covariate of duration.

The ANCOVA results are shown in Table 4. The effects of content types were significant only on L2 WTC after controlling duration effect ( $F = 5.626, p = .020$ ). The other dependent variables were not significantly influenced by the content types: extrinsic motivation ( $F = 1.891, p = .173$ ), intrinsic motivation ( $F = 1.835, p = .179$ ), L2 speaking anxiety ( $F = .89, p = .348$ ), and L2 communication confidence ( $F = 2.677, p = .106$ ). While statistical significance was not found, it is noteworthy that the communicative group was better than the traditional groups in all of those motivation and affective variables. The estimated marginal means of the commu-

nicative group are higher in motivation and confidence, and lower in anxiety than the traditional group after controlling the duration factor: intrinsic motivation (traditional:  $M = 3.925, SE = .223$ ; communicative:  $M = 4.352, SE = .223$ ), extrinsic motivation (traditional:  $M = 4.284, SE = .165$ ; communicative:  $M = 4.605, SE = .165$ ), anxiety (traditional:  $M = 3.819, SE = .241$ ; communicative:  $M = 3.498, SE = .241$ ), and confidence (traditional:  $M = 5.357, SE = .354$ ; communicative:  $M = 6.176, SE = .354$ ).

**TABLE 4**  
Results of ANCOVA Analysis

Measure	Source	Sum of squares	$df$	Mean square	$F$	$p$
Extrinsic motivation	Duration	.422	1	.422	.380	.539
	Type	2.100	1	2.100	1.891	.173
	Error	87.701	79	1.110		
Total		90.148	81			
Intrinsic motivation	Duration	2.620	1	2.620	1.285	.260
	Type	3.743	1	3.743	1.835	.179
	Error	161.152	79	2.040		
Total		167.787	81			
L2 speaking anxiety	Duration	4.619	1	4.619	1.940	.168
	Type	2.119	1	2.119	.890	.348
	Error	188.070	79	2.381		
Total		195.079	81			
L2 communication confidence	Duration	18.124	1	18.124	3.537	.064
	Type	13.718	1	13.718	2.677	.106
	Error	404.786	79	5.124		
Total		437.992	81			
L2 WTC	Duration	53.323	1	53.323	9.954	.002*
	Type	30.141	1	30.141	5.626	.020*
	Error	423.210	79	5.357		
Total		510.146	81			

\*  $p < .05$

### 3. Effects of Duration in Different Content Types

Although the effects of duration and content types were examined on motivation and affective variables employing regression and ANCOVA tests, the effects of duration are yet to be examined controlling the types of contents. Thus, regression tests of duration on motivation and affective variables were conducted for each group of content types, separately. The results of regression tests are shown in Table 5.

The regression analysis found that the effects of duration were different between traditional and communicative groups. First, the duration was a more powerful predictor of L2 WTC ( $F = 6.199, p = .017$ ) in the communicative group than in the whole group. The duration explained 13.7% of L2 WTC variance in the commu-

tive group, and 11.1% of the variance in the whole group. However, within the traditional group, the duration was not a significant predictor of L2 WTC variance ( $F = 3.97, p = .053$ ) although the significance approaches to .05 nearly. Second, the duration was significant to predict the variances of L2 speaking anxiety ( $F = 5.340, p = .026$ ) and L2 communication confidence ( $F = 5.948, p = .019$ ) in the traditional group while the effects of duration were not significant on any variable except L2 WTC in the whole group. Duration explained 12% of L2 speaking

anxiety variance and 13.2% of L2 communication confidence variance in the traditional group.

The examination of the effects of duration in each content group presented new findings, which were masked during the previous tests with the whole group, that duration has significant relationships with L2 speaking anxiety and communication confidence in the traditional group, and the predictive power of duration for L2 WTC is bigger in the communicative group than in the whole group.

**TABLE 5**  
Results of Separated Regression Tests of Duration for Each Content Type

Group	Model	Variables	B	S.E.	$\beta$	$t$	$p$	
Traditional	Extrinsic	(Constant)	4.611	.266		17.316	.000	
		Duration	-.007	.005	-.222	-1.421	.163	
	Intrinsic	(Constant)	3.696	.418		8.846	.000	
		Duration	.005	.007	.099	.619	.539	
	Anxiety	(Constant)	4.649	.415		11.212	.000	
		Duration	-.017	.007	-.347	-2.311	.026*	
	Confidence	(Constant)	3.999	.642		6.233	.000	
		Duration	.027	.011	.364	2.439	.019*	
	L2 WTC	(Constant)	2.949	.665		4.434	.000	
		Duration	.023	.012	.304	1.992	.053	
	Communicative	Extrinsic	(Constant)	4.467	.412		10.844	.000
			Duration	.003	.007	.059	.368	.715
Intrinsic		(Constant)	3.908	.511		7.652	.000	
		Duration	.009	.009	.157	.993	.327	
Anxiety		(Constant)	3.380	.574		5.885	.000	
		Duration	.002	.010	.034	.211	.834	
Confidence		(Constant)	6.025	.815		7.391	.000	
		Duration	.003	.014	.037	.234	.816	
L2 WTC		(Constant)	3.508	.837		4.192	.000	
		Duration	.036	.015	.370	2.490	.017*	

\*  $p < .05$



## V. DISCUSSION AND CONCLUSION

From the descriptive statistics, it was found that most participants started private education before the third grade. Participants were slightly less anxious to speak English in class, their levels of communication confidence were a little above the median score, and they had L2 WTC at the median level.

The effects of duration of private education were significant on L2 WTC, alluding the longer duration of private education is, the higher L2 WTC is. However, the other variables of intrinsic and extrinsic motivation, L2 speaking anxiety, and communication confidence were not affected by duration. The manifested effect of duration only on L2 WTC could be explained with the relationships between L2 WTC and the other motivation and affective variables. According to L2 WTC structural models, L2 WTC is strongly predicted by L2 anxiety, L2 communication confidence, and L2 learning motivation (Khajavi et al., 2016; H. Park & H. J. Lee, 2013; Peng & Woodrow, 2010; Zarrinabadi, 2014). In other words, L2 WTC is directly and indirectly influence by those factors, and insignificant effects of duration on them were assumed to be accumulated on L2 WTC, which made the effect evident.

ANCOVA analysis of the effects of content types proved its significance on L2 WTC only, which is similar to the results of duration effects. Again, the unique effect of content types on L2 WTC can be interpreted as the accumulated effects of the other predicting variables on L2 WTC: motivation, L2 speaking anxiety, and L2 communication confidence. The assumption of accumulated effects is supported by the fact that the communicative group got higher mean scores of motivation and confidence and lower ones in L2 speaking anxiety than the traditional group. Thus, communicative programs or lessons in private education are likely to encourage students to participate in L2 communication.

The examination of duration on each group of content types has brought disparate results. First, the effect of duration on L2 WTC was confirmed only in the communicative group, not in the traditional group. Duration of private education seems to contribute to increase L2 WTC when private education includes communicative elements. That is to say, the effects of duration on L2 WTC in the whole group are assumed to be caused by the effects in communicative groups not ones in traditional group. The supposition was drawn from its increased power to predict L2 WTC variance from 11.1% in the whole group to 13.2% in the communicative group. Second, duration significantly influenced the variation of anxiety and confidence only in the traditional group. There might be other possible interpretations of the results, but the current data does not provide further explanation beyond the notion that the effects of duration are different depending on the content types of private education.

In general, the results of this study suggest the effects of communicative private education on communicative language learning. In addition, assumptions are proposed

to explain the accumulated effects on L2 WTC. The significance of duration effects on L2 speaking anxiety and communication confidence in the traditional group implies different dynamics between duration and motivation and affective factors depending on the types of private education. Further research is required to explain the dynamics as well as the causes of these diverging effects. However, the findings of this study are meaningful in that the study examined content types of private education, which were seldom researched, in relation with motivation and affective aspects of communicative language learning. In addition, inclusion of motivation and affective factors in the research design is timely and instructionally appropriate because students' participation is being highlighted in communicative language classrooms and the motivation and affective factors are significant precedents of participation. While the results revealed the dynamics among duration, content types, and motivation and affective variables, further studies are required to verify and expand the findings of this study.

This study is limited in the number and diversity of the research population, the scope of dependent variables, and the types of data collected. Diverse methods of data collection, such as observation and interviews, are required for comprehensive understanding of the dynamics between variables. Expansion of research participants across ages, regions, and socio-economic status will contribute to generalization of findings.

In terms of educational application, the research results present some suggestions for elementary English education. First, educators and policy makers have to understand that the effects of private education are not limited to English achievement and tests results. Students who received communicative private education will participate in English communication more actively than students without experiences of communicative private education. As the focus of language education shifts to communicative language learning, learning gap caused by private education will widen and diversify between students with private education and students without the opportunity, and between takers of communicative private learning and takers of traditional learning. The problem of unequal accesses to some type of private education could worsen in that the costs of communicative private education are relatively higher than traditional teaching. Addressing the issue of unequal educational chances, public educational services, such as EBS and after-school English programs, need to reinforce communicative English learning to assist students without private learning. In classrooms, teachers have to provide students with equal chances of participation, supporting them to engage in communication. Teachers can help students through creating safe and supportive learning communities, implanting individualized learning and formative assessments, and developing various learning aids. For instance, the advent of communicative technology enables language learners to engage in authentic communications through computers and smart devices. Teachers and students may utilize myriad educational resources on the

internet, which are free to access and use for educational purposes. The study results suggest the effects of private education on communicative language learning. Therefore, providing accessible and sustainable communication opportunities is mandatory not optional in public schools to address the widening learning gap in English classrooms.

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APPENDIX  
Survey Questionnaire in Korean

영어 사교육 경험

1. 학교 수업 이외에 영어 학원(유치원포함)이나 과외 학습을 한 적이 있는가? 있다면 얼마 동안 하였는가? (없다 / 있다: \_\_\_\_\_ 년 \_\_\_\_\_ 개월)

2. 위의 학교 수업 이외의 영어 학원이나 과외 학습에서 주로 다루는 내용은 무엇인지 아래 선택지에서 표시하십시오. 하나 이상 표시해도 됩니다.

A. 영어성적 향상을 위한 학습  
B. 영어공인시험(SAT, TOEFL, TOEIC 등등), 수능영어 등 영어시험 대비교육  
C. 영어 읽기 및 토론, 의사소통중심  
D. 기타: \_\_\_\_\_

영어학습동기

다음은 영어 학습에 대한 이유(동기)를 묻는 질문입니다. 아래 문항의 내용이 자신의 생각과 일치하는 정도에 따라 1점(전혀 다름)에서 7점(완전히 일치) 가운데 하나의 점수에 표시하십시오.

영어공부를 하는 이유는...

1. 해야 되니까 한다.	1	2	3	4	5	6	7
2. 나중에 더 좋은 직업을 얻기 위해서 한다.	1	2	3	4	5	6	7
3. 나중에 더 잘 살 수 있을 것 같아서 한다.	1	2	3	4	5	6	7
4. 좋은 학교에 진학하기 위해 한다.	1	2	3	4	5	6	7
5. 영어를 할 수 있다는 것을 보여주고 싶기 때문이다.	1	2	3	4	5	6	7
6. 영어권 친구를 만나서 영어를 못하면 부끄럽기 때문이다.	1	2	3	4	5	6	7
7. 영어를 못하면 왠지 죄책감이 들 것 같아서 한다.	1	2	3	4	5	6	7
8. 적어도 하나 이상의 외국어를 하기로 마음 먹었기 때문이다.	1	2	3	4	5	6	7
9. 자기 개발에 도움이 되기 때문이다.	1	2	3	4	5	6	7
10. 영어로 쓰인 문학 작품들을 배우는 것이 즐겁기 때문이다.	1	2	3	4	5	6	7
11. 새로운 것을 배우는 것이 부듯하고 즐겁기 때문이다.	1	2	3	4	5	6	7
12. 영어를 사용하는 사람들의 생활 방식을 아는 것이 재미있기 때문이다.	1	2	3	4	5	6	7
13. 영어 실력이 늘어가는 것이 기쁘기 때문이다.	1	2	3	4	5	6	7
14. 영어의 어려운 부분들을 배울 때 즐겁기 때문이다.	1	2	3	4	5	6	7
15. 영어를 듣고 있으면 기분이 좋기 때문이다.	1	2	3	4	5	6	7
16. 영어를 말할 때 기분이 좋기 때문이다.	1	2	3	4	5	6	7
17. 영어를 사용하는 외국인과 이야기 하고 싶기 때문이다.	1	2	3	4	5	6	7

### 영어대화 불안감

영어로 대화하거나 하고자 할 때 느끼는 불안감에 대한 설문이다. 아래 문항의 주어진 상황에서 느끼는 불안감의 정도를 1(불안을 거의 느끼지 않는다)에서 7(항상 불안하다) 사이에서 자신의 불안 수준에 맞는 번호 표시하십시오.

1. 학급 전체 앞에서 영어로 발표할 때	1	2	3	4	5	6	7
2. 수업에서 토론에 참여하여 의견을 제시해야 할 때	1	2	3	4	5	6	7
3. 선생님이 영어로 질문하실 때	1	2	3	4	5	6	7
4. 미리 준비없이 수업에서 영어로 말해야 할 때	1	2	3	4	5	6	7
5. 수업 중 선생님에게 개인적인 질문을 할 때	1	2	3	4	5	6	7

### 영어소통 자신감

아래의 상황에서 영어로 대화를 할 수 있는 지에 대해 0(전혀 못한다)에서 10(완벽하게 할 수 있다) 가운데 자신의 능력을 나타내는 번호에 표시하십시오.

1. <u>자리에 앉아</u> 짝과 영어로 역할극을 한다. (예, 식당에서 음식 주문과 같은 역할극)	1	2	3	4	5	6	7	8	9	10
2. <u>학급 앞에서</u> 영어로 역할극을 한다. (예, 식당에서 음식 주문과 같은 역할극)	1	2	3	4	5	6	7	8	9	10
3. 모둠원들에게 내가 본 TV 쇼의 줄거리를 영어로 말한다.	1	2	3	4	5	6	7	8	9	10
4. 짝에게 내가 좋아하는 식당의 위치를 영어로 설명한다.	1	2	3	4	5	6	7	8	9	10
5. 학급 학생들에게 메모없이 영어로 짧은 자기 소개를 한다.	1	2	3	4	5	6	7	8	9	10
6. 내 모둠에서 한국어 대화를 영어로 통역한다.	1	2	3	4	5	6	7	8	9	10

### 영어의사소통의지

다음 문항은 영어로 대화하는 것에 대한 의지를 묻는 설문입니다. 아래 상황에서 영어를 사용하고자 하는 생각의 정도에 따라 "0"(전혀 하고 싶지 않다)과 "10"(항상 하고 싶다) 사이에 자신과 일치하는 것에 표시하십시오.

나는 다음 상황에서 영어로 말하고 싶다.

1. <u>침중없이</u> 짝과 영어로 역할극을 한다. (예, 식당에서 음식 주문과 같은 역할극)	1	2	3	4	5	6	7	8	9	10
2. 선생님이 영어로 하신 말씀이 이해되지 않을 때, 다시 말씀해 달라고 영어로 요청한다.	1	2	3	4	5	6	7	8	9	10
3. 우리 반 학생들에게 내가 사는 곳에 대해 메모를 보면서 영어로 짧은 소개를 한다.	1	2	3	4	5	6	7	8	9	10
4. <u>학급 앞에서</u> 영어로 역할극을 한다. (예, 식당에서 음식 주문과 같은 역할극)	1	2	3	4	5	6	7	8	9	10
5. 모둠원들에게 영어 단어를 어떻게 발음하는지 영어로 물어본다.	1	2	3	4	5	6	7	8	9	10
6. 짝에게 내 생각을 영어로 어떻게 표현할지를 영어로 물어본다.	1	2	3	4	5	6	7	8	9	10
7. 모둠원들에게 내가 모르는 단어의 뜻을 영어로 물어본다.	1	2	3	4	5	6	7	8	9	10
8. 짝에게 영어로 모르는 단어의 뜻을 물어본다.	1	2	3	4	5	6	7	8	9	10
9. 학급 학생들에게 메모없이 영어로 짧은 자기 소개를 한다.	1	2	3	4	5	6	7	8	9	10
10. 내 모둠에서 한국어 대화를 영어로 통역한다.	1	2	3	4	5	6	7	8	9	10