English Language & Literature Teaching, Vol. 25, No.14 Spring 2019

Effects of Overseas Internship on English Learning: Self-awareness of Taekwondo Students

Donghee Han[*]
(Korea University)
Eunhee Han[**]
(Korea Nazarene University)

Han, Donghee & Han, Eunhee (2019). Effects of overseas internship on English learning: Self-awareness of Taekwondo students. *English Language & Literature Teaching*, *25*(1), 1-19.

The purpose of this study was to investigate the effects of the self-awareness of Taekwondo majoring student on English learning through an overseas internship experience. The study participants were six Taekwondo majoring students who were all experiencing an overseas internship. An in-depth interview was conducted using stimulated recall, and the contents were analyzed inductively. Based on the research questions, the overall results indicated the participants′ perceptions changed to positive perceptions toward English learning and Taekwondo English as English for Specific Purposes (ESP). Through the overseas internship, the participants experienced the need of understanding practical English and had a more effective English learning experience. The necessity of ESP in Taekwondo was required and the overseas internship provided understanding of the use of Taekwondo English. The implications of the study are suggested with the study limitation.

[overseas internship/Taekwondo English/English for Specific Purposes (ESP)]

I. INTRODUCTION

Korean university students are facing the issue of employment as is the university itself. Employment is supported and studied not only at the government level but also at the university level while students strive to achieve this goal. The university offers a variety of employment programs to students one of which is internships that can give a student a working experience in relationship to their major. Basically, the internship is

[*] First author, [**]Corresponding author

divided into domestic and overseas internships. Through overseas internships, university students have the opportunity to work abroad, adapt to the global environment, understand the culture, and form a global mindset and gain field experience (Toncar & Cudmore, 2000). Because the internships abroad are conducted outside of one′s home country, the interns can be exposed to the language of the country where the internship is conducted and this can help improving their foreign language proficiency (Jang, Oh, & Kim, 2012).

Since the 1980s, the Taekwondo major has been developing in the academic field and nurturing leaders. Uneasiness about employment has come to Taekwondo major students (Kim & Kang, 2009), beginning to reinforce the search for overseas employment (Kang, Kwak, & Lee, 2010). Particularly, Taekwondo has become a global sport by accepting the cultures of the east and west, currently there are 209 members of the World Taekwondo Federation (World Taekwondo, 2018). Due to the globalization of Taekwondo, Taekwondo majoring students are participating in overseas internship with the advantage of expanding overseas opportunities. Recently, research on Taekwondo overseas internship has been started. The study on motivation for participating in the overseas internship of Taekwondo majoring students (Kim & Lee, 2010; Yoo & Cho, 2016), and the requirements of the Taekwondo students participating in the overseas internship are among them (Kang, 2010; Kim & Kang, 2010).

The importance of English for Taekwondo has emerged for effective communication in making a successful overseas internship as one of overseas requirements. That is, a successful internship asks for studying English for Specific Purposes (ESP). ESP requires professionalism and practicality in language education related to various academic disciplines (Swales, 2000). The study of English learning in Korea has been actively researched over the years, but there are relatively few studies of ESP related to sports majors. Kim and Yoo (2014) conducted a sport related ESP research and Lee (2017) did so as well. However, there is little research on ESP related to Takewondo English (Han & Han, 2018), and few studies on overseas internship Takewondo English.

Therefore, this study aimed to investigate the self-awareness of ESP in Taekwondo English through overseas internship. By analyzing the pre- and post- perceptions on overseas internship using ESP in Taekwondo, the researchers were able to draw some implications for Taekwondo English in the Taekwondo related major field. In addition, by studying the perceptions of students who have experienced overseas internship, the researchers hope to provide employment directions for those wished to enter the overseas market in the future. Based on the study purpose, the study examined the following research questions:

1. How has the perception of English learning changed before and after the overseas

internship?

2. How has the perception of English usage before and after overseas internship changed?

3. How has the perception of ESP in Taekwondo English changed through overseas internship?

II. LITERATURE REVIEW

1. Internship

1) The Meaning and Effects of Internship

For centuries internship has been applied in the field of education with experience-based learning. Internship is generally perceived as learning by doing, but there are various types of internships in higher education. In general, internships are used to gain opportunities for work-related field experience from the industries (Gault, Leach, & Duey, 2010). The term for internship is also used in a variety of ways, including work-integrated learning, experiential learning, practicum, field experience, and fieldwork and so on (Callanan & Benzing, 2004). Despite the use of these various terms, internships are generally accepted as being employed temporarily at a place to emphasize educational purposes, rather than being hired permanently (Weible, 2010). The National Association of Colleges and Employers (NACE, 2011) set the concept of internship as follows:

> An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships have given students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (″Definition of Internship,″ p. 1).

The effects of the internship may vary depending on the purpose of the employer, the university, and the student. Employers can be given the opportunity to preview the skills and abilities of a potential employee through an internship and benefit from the choice of the best student at the time of employment (Coco, 2000; Hurst & Good, 2010; Knemeyer & Murphy, 2002; Taylor, 1988; Thiel & Hartley, 1997; Weible, 2010). On the other hand,

for the university, the effect of internship is to gain credibility for university education programs through relationships with the industries (Cook, Parker, & Pettijohn, 2004).

No matter how positively the internship affects the industry or the university, if the student does not give positive results to the industry and the university through internship, then the internship will be not be effective unless the student satisfies (Hurst & Good, 2010). Therefore, students who participate in the internship will have the advantage of internships when developing skills to meet market needs, meeting communication needs, time management, self-satisfaction and self-motivation (Hurst & Good, 2010).

2) The Meaning and Effect of Overseas Internship

Overseas internships are done outside of a person's own territory and give the opportunity to develop a sense of global environment through job-related experiences and cross-cultural understanding (Toncar & Cudmore, 2000). They support career development (Eisenberger, Huntington, Hutchinson, & Sowa, 1986), and increase skills to have higher opportunities in the employment markets (Groot & Maassen van den Brink, 2000). In addition, they can form a global network as well as the improvement of foreign language ability through local work experiences (Jang et al., 2012).

Some effects of overseas internships have been reported. Lee (2011) reported that career development increases the chances of re-employment, while Kang and Jyung (2015) reported that career experience directly affects employment possibility. This implies that Toncar and Cudmore (2000) can add international field experience to their resume through an internship abroad. Therefore, it can be seen that this career development has a positive effect on the employment possibility of overseas internship participants (Lee & Youn, 2016). The second effect of the internship abroad is the improvement of the foreign language skills that are essential in the global environment. Choi and Kim (2012) reported that the study participants improved their language ability, and Lee (2011) analyzed that improved English ability was a factor to succeed in the WEST program. As such, foreign language acquisition and fluency improvement can be emphasized as positive effects on overseas internships (Noguchi, Yoshikawa, & Nakamura, 2008; Stronkhorst, 2005).

3) Overseas Internship in Taekwondo

Overseas internships are conducted in various fields, including Taekwondo. According to the World Taekwondo (2018), as of 2017, there are 209 members in the world. With the increasing number of overseas members, Taekwondo manpower is actively

advancing in the overseas. Research on the motivation of the overseas internship participation (Yoo, 2017; Yoo & Cho, 2016), and the necessity of communication related to the language (Choi & Kang, 2017; Kang, 2010; Kang et al., 2010) have been reported.

Yoo (2017) reported the importance of recognition in the overseas experience before and after participating in the US internship program, Yoo and Cho (2016) also reported that students applied for the World Taekwondo Peace Corps because they could have overseas experience. In addition, Kim and Lee (2010) found that the Taekwondo coaches went to America because of their experience of a Taekwondo internship during their college years. In other words, the overseas internships directly affect employment possibility (Lee & Youn, 2016). Kim and Kang (2010) emphasized the importance of opening the Taekwondo English courses related to the overseas internships in the curriculum. Kang (2010) also emphasized the reinforcing of the Taekwondo English courses to active overseas employment. Moreover, the language difficulties have appeared in the overseas internships so it is important to learn Taekwondo English and conversational English as well (Kang et al., 2010).

2. Sport English for English for Specific Purposes (ESP)

In Korea, research on ESP has been actively pursued with the need for English for specific purposes. A study of ESP related to aviation was also conducted, and the study suggested that the team teaching of a major related instructor and an English instructor (Lee, 2017). Kim and Park (2011) analyzed the tourism English lessons and suggested a lesson model. As the opportunities of exchanging sports related events have increased, research is required.

Kim and Yoo (2014) studied the sports-related students' self-awareness and analyzed the questionnaire. They reported that the sports-related English classes should stimulate the students' interest, encourage self-confidence based on their skills, and set goals that can help them communicate in the international community. They added that the sports-related English classes should prepare through sports-related job analysis. Lee and Cho (2018a) argued that the ESP should be designed as a student-oriented customized course since there is no difference between the ESP and regular English courses. The same two researchers viewed the career development in the sport field through differentiation of the English education for sportsmen (2018b).

Researches on ESP in sports-related field have been increased however; it is rare to find studies on specific sports like Taekwondo-related ESP. A recent study reported that Taekwondo major students realized the importance of Taekwondo English, but due to the limited time because of the training time, there is not enough opportunity to learn

English (Han & Han, 2018). Thus, researchers continuously show their interest in ESP of sports-related field.

III. METHODOLOGY

1. Participants

The participants of this study were Taekwondo major college students, and they were selected by a purposeful sampling method to investigate self-awareness of English learning and Taekwondo English through an overseas internship. The purposeful sampling method is a widely used method in qualitative research that can draw out the most efficient information from limited data and can identify the experience and knowledge gained in specific situations by individuals or organizations (Cresswell & Clark, 2011; Patton, 2002). Thus, in order to meet the purpose of this study, the criterion of the research participant was Taekwondo major students who had an overseas internship at least once (including paid or unpaid internships). All participants finished their internship in the English speaking countries and used English for their internship. Table 1 shows the study participants and their names are all pseudo to protect participants identities. All six participants' major were Taekwondo, and one participant did her internship in the Philippines while the other five did their internships in the U.S.A. The duration of internship was from two months to the longest, one year.

TABLE 1

Study Participant Demographics

Name	Major	Internship Location	Internship Duration
Sunghee Kim	Taekwondo	Philippines	1 year
Minsoo Cho	Taekwondo	U.S.A.	3 months
Yaeun Kang	Taekwondo	U.S.A.	3 months
Mirim Lee	Taekwondo	U.S.A.	3 months
Jungmin Hong	Taekwondo	U.S.A.	2 months
Juyoung Park	Taekwondo	U.S.A.	2 months

2. Procedure

This study was conducted through individual in-depth interviews three times during the first semester of 2018. The interviews were conducted at the place designated by the research participants, and most of the interviews were conducted in places within the

university such as the library and English café. Off campus interview were conducted in a café or coffee shop. The interview time varied depending on the experience of each participant due to the level of recall, but the first and third interview sessions took about an hour, and the second session did not exceed three hours. The interview questions were constructed based on previous research (Choi & Kang, 2017; Kim & Kang, 2010; Lee 2017), and the questions related to the English learning were divided by before and after overseas internship and Taekwondo English as well. The participants were led to a natural progression through a rapport formation to apply the stimulated recall so that they could recall their own experiences. The stimulus recall technique used in this study is a research method that can investigate the internal cognitive process by reflecting participants' experiences as video images (Lyle, 2013).

The semi-structured interview was used, and the first session covered the general inquiries about the experience of overseas internship, while the second session was focused on the research questions, and the last session was the data checking and follow-up interview. For reliability of the study data, a member check was conducted as well as peer debriefing (Lincoln & Guba, 1985). Table 2 shows the interview questions.

TABLE 2

Interview Questions

Type	Session	Interview Questions
Interview	1st	About overseas internship demographics (motivation, internship country, frequency, duration, condition, etc.)
Interview	2nd	English learning before and after overseas internship (English ability, interest level, effects, etc.) Taekwondo English before and after overseas internship (understanding level of Taekwondo English and usage, effects, etc.)
Interview	3rd	Member check and follow-up interview

3. Data Analysis

The purpose of this study was to investigate the self-awareness of Taekwondo major students′ English learning and Taekwondo English through an internship abroad. Following the inductive method, the data was used for the content analysis. Content analysis is described as a method of classifying oral data by similar content (Moretti et al. & Fletcher, 2011), and Abrahamson (1983) emphasized that it is used to identify data from various types of communication. It can also lead to a common understanding of a given subject and to develop understanding on related topics (Miles & Huberman, 1994).

Thus, the present research data was first collected, and then reviewed, categorized by each topic, and combined the contents. The classified themes were compared with the research questions and analyzed.

IV. FINDINGS

1. Self-Awareness of English Learning Pre- and Post-Taekwondo Internship Abroad

1) Self-Awareness of English Learning Pre-Internship Abroad

Before participating in the internship abroad, the study participants took English courses within the school curriculum. All participants took a required English course as a liberal arts course expect for one participant. A couple of participants took a TOEIC course or Taekwondo English, but others did not take any additional English-related courses. It shows that most of participants were not interested in or aware of taking English-related courses. Table 3 shows the English learning before the internship aboard.

TABLE 3
English Learning Pre-Internship Abroad

Name	Major	English Learning
Sunghee Kim	Taekwondo	No English leaning at college
Minsoo Cho	Taekwondo	Liberal arts English, Taekwondo English
Yaeun Kang	Taekwondo	Liberal arts English, TOEIC
Mirim Lee	Taekwondo	Liberal arts English
Jungmin Hong	Taekwondo	Liberal arts English
Juyoung Park	Taekwondo	Liberal arts English

As for the English learning, except for the regular English courses, four participants participated in a free talking program with foreigners which is offered by the university, one participant learned at the private English institute, and the other one did not study other than the English course in the school curriculum. The opportunity to free talk with foreigners was provided to all students at the university as a part of liberal arts English course program. Another opportunity to free talk was with foreigners who were enrolled in the Taekwondo training place. Even though the study participants joined the free talk with foreigners, the talk was very simple and short. They reported that they did not have a positive effect on learning English before they went to the internship abroad.

> I was occasionally able to talk with foreigners who came to my Taekwondo training center, but the talk was very simple and short. There was no deep conversation or discussion even with a daily topic because the training session was a hindrance. I did not feel that I talked with him in English. (Minsoo Cho)

> I did the free talk with one of the foreign professors about three times for an hour per semester on campus. The professor asked me questions, and I answered. I just participated reluctantly because I could get extra points. I do not remember any times that I actively engaged in the talk. (Juyoung Park)

The answers from the participants about English learning before participating in overseas internship were not positive. All participants mentioned that they were not interested in learning English nor engaged in English learning.

2) Self-Awareness of English Learning Post-Internship Abroad

The present study participants' perceptions of studying English before the internship abroad were low. Especially, they did not have interest in English learning and did not feel the necessity. However, their perception of English learning after the internship abroad has turned out to be positive and challenging. It was suggested the importance of handling conversation in English because they all had to converse with local people in their internship field. Because of the growing confidence to utilize English in the local environment, the participants started to set the goals and were interested in learning English. Particularly, a couple of participants suggested specific ways to learn English such as how to ask questions, how to answer questions under certain conditions in a real life situation. It was interesting enough that the participants who finished their internships, wanted to study English through study abroad program or an overseas internship.

> I regret not having studied English before going to my internship. I thought I had to study English to get the chance. I was not interested in learning English before, but I learned that I needed to be interested and needed a better grasp of English in my internship abroad. (Yaeun Kang)

> If I have a chance, I would like to go abroad again. And I want to study English a little more specifically. I would like to study for the practical use with foreigners, such as asking questions and answering questions. (Juyoung Park)

After completing the overseas internship, all study participants recognized the necessity of English learning and set specific goals and direction for English learning. The participants reported that internship abroad was very helpful for learning English and it is consistent with the improvement of foreign language ability that can be obtained from overseas internship (Choi & Kim, 2012).

2. Self-Awareness of English Usage Pre- and Post-Taekwondo Internship Abroad

1) Self-Awareness of English Usage Pre-Internship Abroad

All participants in this study had a very low perception of English use before the internship abroad. They thought that their level of English was basic, and their confidence in English was low. The level of speaking, listening, reading, writing, and vocabulary was very low, and there was little opportunity to use English. If they needed to use English, they tried to avoid the situation if possible. The reason for the low awareness of English use was that they had less opportunity to learn English and avoided using English as opportunities for learning. The participants mentioned their passive attitude toward English use. They said that since they never used English other than class hours, and that even in the class, they did not use English when they had no obligation to use it individually. In other words, they did not use English voluntarily.

> I could not speak English at all, and my listening was at a basic level. My reading and writing also were not good at all either. My vocabulary level was low, but I think my listening was a bit better than all other areas. Nonetheless, the use of my English level was shamefully low. (Mirim, Lee).

> I was only able to introduce myself in English very simply and could hear words only that I knew. I think my vocabulary was only in the middle school level. Speaking was a little easier than reading. However, there were no differences whatsoever. I thought my English was so limited. (Juyoung Park)

The participants reported that the Taekwondo training centers did not require any official English proficiency score before the internship abroad. Due to not including an English proficiency requirement for the internship abroad, the participants did not change their low perceptions of English usage. In other words, at the Taekwondo training centers, the use of English was not taken as an important requirement. Therefore, the

participants did not change their awareness toward English usage before internship abroad.

2) Self-Awareness of English Usage Post-Internship Abroad

Compared with the above, the participants in the post-internship study can see that their perception of English usage has changed proactively. A participant reported that she did not remember a word that she knew in the beginning of the internship, but gradually she initiated a talk to a foreigner. The willingness to communicate with foreigners brought them to be active in using English. Before the internship abroad, the participants were afraid of using English with foreigners but after internship abroad, they gained confidence in using English.

> I got much better. I couldn't come up with a word even though I knew it in the beginning of my internship, and I was like mindless. Now, I think I gained some confidence, and I can talk to foreigners even though I still can't talk in depth. I even want to talk to foreigners whenever I bump into them. (Yaeun Kang)

> Before my internship, I was not able to say or utter even a word when I had to talk to a foreign, but after the internship, the fear toward foreigners has disappeared and I have confidence about my English use. (Jungmin Hong)

All study participants reported that English was the most difficult to use in everyday life during their internship abroad. Due to the lack of English ability, the participants had difficulties in living everyday life such as doing errands and outings. For example, ordering food at a restaurant was a hurdle for them. Moreover, they felt uncomfortable because of the lack of communication with their trainees. They mentioned that they only thought their Taekwondo skills were the most important before they did the internship abroad however, they realized that English was a crucial element to succeed in the internship since many things related to the internship are intertwined. Through their experience, they realized the importance of learning English and changed their perceptions toward English learning.

> In the beginning, I had a really difficult time because I did not know how to use English in my daily life. I became passive and couldn't go out other than to my internship place. The worse thing was that I couldn't communicate with my trainees when I was teaching them. I was very frustrated. (Sunghee Kim)

> At first, it was very difficult to even order food at a restaurant. I never ordered by myself as far as I remember. I always went out with the Korean coaches or directors. With my trainees I was able to only say hi or similar greetings and never had any conversation with any of them. I was definitely embarrassed and frustrated. (Juyoung Park)

A positive change in perception of English use after an overseas internship was caused by an experience during the internship. It was not only preparing expertise in the participant's field, but it was also the necessity of communicating through the language use of the country where the internship occurs (Hurst & Good, 2010).

3. Self-Awareness of Taekwondo English Pre- and Post-Taekwondo Internship Abroad

1) Self-Awareness of Taekwondo English Pre-Taekwondo Internship Abroad

Participants in this study showed that there was little awareness of the Taekwondo English before the internship since Taekwondo is one of the national martial arts of Korea, and when teaching Taekwondo Hangul is used most of the time. In other words, due to heavily relying on Hangul terms in Taekwondo teaching, the participants did not realize the need for learning Taekwondo English nor the importance of Taekwondo English. Moreover, they perceived that demonstrating Taekwondo forms or skills are more important than knowing Taekwondo English. They thought English was not needed for Taekwondo lessons. Especially, in the participants' department curriculum, it shows that there is only a Taekwondo English course as an elective. Only one participant among the participants took the Taekwondo English course which showed their little understanding of Taekwondo English. The participant who took a Taekwondo English course studied only basic terms in English so there was a lack of understanding of Taekwondo English as English for specific purposes.

> Before joining the overseas internship, I questioned myself why I have to study Taekwondo English because Taekwondo is my country's martial art and didn't realize its need. I thought the Taekwondo level and skills are more important than Taekwondo English. (Minsu Cho)

> Ever since I started my Taekwondo training, I never imagined that I would train foreigners aboard. I understood that Taekwondo is a sport that has its origin in Korea so I would use Korean when teaching and learning it. (Jungmin Hong)

Taekwondo English as an ESP was perceived low before the internship abroad. Because of the recognition that Korean is used in Taekwondo as a Korean martial art, the participants were confused about being able to use both Korean and English and even other languages. Because of their strong belief in using Korean when teaching and learning Taekwondo, they did not realize the necessity of Taekwondo English as an ESP. Another reason was that they thought as sport major students, they have to be excellent in their field physically rather than knowing a language.

2) Self-Awareness of Taekwondo English Post-Taekwondo Internship Abroad

This present study showed that their awareness of Taekwondo English as an ESP after the internship has changed positively and challenging compared to their pre-internship. The learning during the internship from the local couches of Koreans and foreigners triggered them to change their mind. Watching them using Taekwondo English made them recognize the importance and necessity of Taekwondo English. When teaching Taekwondo, the terminology is in Korean, but in order to understand the term, it is necessary to explain it in English. They realized that it was impossible to present only Korean terms and proceed with the class. This brought them to awareness of the necessity to use Taekwondo English effectively. The need of opening various Taekwondo English courses in the Taekwondo department curriculum has been mentioned. In addition, the participants stated that they need more opportunities to learn and practice through activities or programs such as extra-curricular programs or club activities.

> My motivation for taking an overseas internship was to learn and develop my skills more, but I had a difficult time because I was not familiar with the Taekwondo English while teaching the trainees. However, as time passed, I gradually learned Taekwondo English and realized how important it is to study. (Yaeun Kang)

> At first, I worried a lot because with the help of Korean and foreign coaches, I repeatedly practiced for what English I had to use in class. The most difficult part of teaching abroad was to explain in English. I didn't realize the importance of Taekwondo English at all before my internship, but during my internship periods, I quickly became aware of the importance because I had to use it in real life. (Juyoung, Park)

> At school, there is a Taekwondo club for foreigners, and I would like to join in their teaching Taekwondo in English so that I can use the Taekwondo English. (Jungmin Hong)

The participants' awareness of the need for further Taekwondo English in their department curriculum after the internship abroad was changed. In addition, the need for ESP was recognized because it was recognized as part of its purpose for doing an internship abroad, causing motivation and awareness as well as furthering their ability.

V. CONCLUSION AND IMPLICATION

The purpose of this study was to investigate the self-awareness of English and Taekwondo English through internship abroad. It was intended to draw studying implications for Taekwondo English as an ESP by comparing pre- and post-internship aboard in the Taekwondo field. First, the awareness of English learning before and after the internship in Taekwondo students showed a difference in interest and necessity. Before going on an internship, the interest in learning English was very low and the participants did not feel the need to study English. The study participants only took a required English course and did not take English related courses which resulted in a limited exposure to learning English. However, after the overseas internship, their interest level and awareness of the necessity of knowing English became high. They recognized that English learning is needed to adapt to the internship environment overseas and should be done systematically.

Secondly, the participants evaluated themselves at a low level for their English use before the internship. However, after the internship, their English use became more active influenced by the overseas internship experiences which gave them confidence and a challenge. Repeatedly using English made them more confident, but their limited internship environment demonstrated they were not familiar with daily life English which gave them a challenge. The participants' major English, here being Taekwondo English, did not consider the language necessary for their internship. In other words, their understanding of Taekwondo English was low. One of the reasons for the lack in the understanding of Taekwondo English was because of the fewer courses related to Taekwondo English offered in their major curriculum.

In addition, the sport, Taekwondo, itself led to a misconception. Taekwondo is a traditional Korean martial art and uses Hangul terms. The participants believed that they could use Korean when learning and teaching Taekwondo wherever they are. The confusion of language use caused them to have a low understanding of Taekwondo English as an ESP. However, the overseas internship made them to change their awareness of Taekwondo English. Knowing and using Taekwondo English would help them to succeed in their internship abroad.

Finally, this present study implied that Taekwondo major students and the field of

Taekwondo in terms of learning and teaching Taekwondo English as an ESP is necessary. Initially, by expanding overseas internship, more opportunities are given to Taekwondo major students. This will contribute to confirming to the experts in the field of Taekwondo that it is globalized. Then, as the study indicated, the participants' overseas internship experience caused them to change their view on learning and using English. Next, it is necessary to offer Taekwondo English related courses in the Taekwondo major curriculum and add the understanding of Taekwondo English as an ESP. As the data shows in this study, no participants had known or heard about the Taekwondo English as an ESP. The approach should be different than general English as liberal arts courses. Probably it would be difficult to offer many Taekwondo English courses due to the limited credits or other major courses in the Taekwondo department. If so, Taekwondo English programs and activities can be added as extra-curriculum or club activities which might help Taekwondo major students understand their view on Taekwondo English as an ESP. Thirdly, as Taekwondo students are less aware of English learning, it is necessary to improve their awareness. Taekwondo is a global sport and one of the Olympic sports which environment may bring into the global perspective. For Taekwondo major students, they may have an opportunity to be part of the global Taekwondo community and need to be aware of the necessity of learning English.

The present study is limited to only the few participants who experienced the overseas Taekwondo internship. Generalization from this data should be avoided due to the study limitation. Also further studies should be done to add the data analysis.

REFERENCES

Abrahamson, M. (1983). *Social research methods*. Englewood Cliffs, NJ: Prentice-Hall.

Callanan, G., & Benzing, C. (2004). Assessing the role of internships in the career-oriented employment of graduating college students. *Education & Training, 46*, 82-89.

Choi, D., & Kang, H. (2017). Overseas Taekwondo stories taught by Taekwondo masters: The meaning of educational inherent in experience. *The Korean Society of Sports Science, 26*(3), 809-824.

Choi, Y., & Kim, Y. (2012). Effectiveness and improvements of the government-sponsored college internship program in hospitality industry. *Journal of Tourism Management Research, 16*(3), 479-496

Coco, M. (2000). Internships: A try before you buy arrangement. *S.A.M. Advanced Management Journal, 65*, 41-47.

Cook, S. J., Parker, R. S., & Pettijohn, C. E. (2004). The perceptions of interns: A longitudinal case study. *Journal of Education for Business, 79*, 179-185.

Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. Thousand Oaks, CA: Sage.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500-507.

Gault, J., Leach, E., & Duey, M. (2010). Effects of business internships on job marketability: The employers′ perspective. *Education & Training, 52*, 76-88.

Groot, W., & Maassen van den Brink, H. (2000). Education, training and employability. *Applied Economics, 32*(5), 573-581.

Han, D., & Han, E. (2018). A study on the Taekwondo English awareness and English studying communication of Taekwondo related department students based on Taekwondo globalization. *Modern Studies in English Language & Literature, 62*(2), 289-310.

Hurst, J. L., & Good, L. K. (2010). A 20-year evolution of internships: Implications for retail interns, employers and educators. *The International Review of Retail, Distribution and Consumer Research, 20*, 175-186.

Jang, W., Oh, S., & Kim, M. (2012). *Study on long-term development plan of government overseas internship project.* Seoul: National Institute of International Education.

Kang, E. (2010). The recognition about the foreign thrust of taekwondo majors and the curriculum of taekwondo majors for foreign assignment. *The Korea Journal of Sports Science, 19*(3), 51-64.

Kang, I., & Jyung, C. (2015). The relationships among turnover intention, career related learning, employability, organizational commitment and career commitment of office workers in large corporations. *Journal of Agricultural Education and Human Resource Development, 47*(2), 149-175.

Kang, E., Kwak, J., & Lee, J. (2010). A study on Taekwondo majors' foreign thrust motivation and process through ethnographic method. *The Korea Journal of Sports Science, 19*(1), 23-37.

Kim, H., & Kang, E. (2009). The study of Taekwondo major students' decision making process of entering the program and their viewpoints of future professions. *The Korea Journal of Sports Science, 18*(4), 3-16.

Kim, H., & Kang, E. (2010). Perspectives of taekwondo majors' overseas and prejudices against foreign trainees. *The Korea Journal of Sports Science, 19*(4), 155-165.

Kim, H., & Lee, C. (2010). Analysis on experience of acculturation for Korean Taekwondo masters lived in United States, *Journal of Sport and Leisure Studies, 40*(1), 31-39.

Kim, H., & Park, E. (2011). Needs analysis and class design for online tourism English instruction. *English Language & Literature Teaching, 17*(2), 115-137.

Kim, J., & Yoo, H. (2014). Sports English education as English for Specific Purposes (ESP). *Journal of the Korea Contents Society, 14*(11), 509-517.

Knemeyer, A. M., & Murphy, P. R. (2002). Logistics internships: Employer and student perspectives. *International Journal of Physical Distribution & Logistics Management, 32*(2), 135-152.

Lee, S. (2017). Needs analysis of students majoring in flight operations with focus on aviation English. *Journal of Learner-Centered Curriculum and Instruction, 17*(24), 1079-1096.

Lee, W. (2011). Analysis of success factors of overseas internship for university students to cultivate global human resources. *Journal of Human Resource Development, 13*(1), 139-162.

Lee, S., & Cho, O. (2018a). An investigation on physical education and sport related major student′s need of English for specific purpose. *Journal of Learner-Centered Curriculum and Instruction, 18*(14), 643-666.

Lee, S., & Cho, O. (2018b). A study on English for Specific Purposes (ESP) for college student athletes: From the perspectives of elite sport coaches. *Korean Journal of Sport Pedagogy, 25*(1), 105-128.

Lee, S., & Youn, C. (2016). The moderating effect of satisfaction on the internship of participants on the internship of small and medium enterprises between job search behavior and employability. *Journal of Lifelong Education Leadership, 3*(1), 5-23.

Lincoln, Y. S., & Guba, E. G.(1985). *Naturalistic inquiry.* Beverly Hill, California: Sage.

Lyle, J. (2013). Stimulated recall: a report on its use in naturalistic research. *British Educational Research Journal, 29*(6), 861-878.

Miles, M. C., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book.* Thousand Oaks, CA: Sage.

Moretti, F., van Vliet, L., Bensing, J., Deledda, G., Mazzi, M., Rimondini, M., & Fletcher, I. (2011). A standardized approach to qualitative content analysis of focus group discussions from different countries. *Patient Education & Counseling, 82*(3), 420-428.

National Association of Colleges and Employers (NACE). (2011). *Position statement on U.S. internships.* Bethlehem, PA: Author.

Noguchi, T., Yoshikawa, K., & Nakamura, M. (2008). Overseas internship education in engineering graduate courses and evaluation of the educational effect. *Journal of Japanese Society for Engineering Education, 56*(3), 80-85.

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Stronkhorst, R. (2005). Learning outcomes of international mobility at two Dutch institutions of higher education. *Journal of Studies in International Education, 9*(4), 292-315.

Swales, J. M. (2000). Languages for specific purposes. *Annual Review of Applied Linguistics, 20*, 59-76.

Taylor, M. S. (1988). Effects of college internships on individual participants. *Journal of Applied Psychology, 73*(3), 393-401.

Thiel, G. R., & Hartley, N. T. (1997). Cooperative education: A natural synergy between business and academia. *SAM Advanced Management Journal, 62*(3), 19-24.

Toncar, M, F., & Cudmore, B. V. (2000). The overseas internship experience. *Journal of Marketing Education, 22*(1), 54-63.

Weible, R. (2010). Are universities reaping the available benefits internship programs offer? *Journal of Education for Business, 85*(2), 59-63.

World Taekwondo. (2018). *Members*. Retrieved September 3, 2018, from the World Wide Web: http://www.worldtaekwondo.org/about-wt/members./

Yoo, D. (2017). Demonstration by the perceptions of Taekwondo majored undergraduates through comparing before & after participation in the United States′ internship program. *Taekwondo Journal of Kukkiwon, 8*(1), 107-121.

Yoo, D., & Cho, S. (2016). Exploration on awareness of university students majoring in Taekwondo towards advancement into overseas countries through Taekwondo overseas voluntary service activities. *The Korea Journal of Sports Science, 25*(6), 109-120.

Examples in: English
Applicable Language: English
Applicable Level: Higher education

Donghee Han
Department of Physical Education
Korea University
2511 Sejong-ro
Sejong 30019, Korea
Email: dhhan0110@gmail.com

Eunhee Han
Department of Flight Business English
Korea Nazarene University
48 Wolbong-ro, Seobuk-gu
Cheonan 31172, Korea
Email: ehhan@kornu.ac.kr

Received in January 15th, 2019
Reviewed in February 26th, 2019
Revised version received in March 5th, 2019