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English Proficiency Development as an On-Going Process for Korean Adults*

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The purpose of this study is to investigate the perception that Korean adults are still obliged to keep on studying English even after their school years are completed. This study also attempts to discuss the circumstance of Korean adults' English learning from an andragogical view which is differentiated from a pedagogical angle. 40 Korean adults including 20 university students were interviewed and surveyed about their English learning histories in secondary school, university, and their current English learning environment as well. They revealed their self-awareness about the language skills they value in real life, and the burden they feel using English. It is concluded that the communicative language learning environment with andragogical consideration to nurture communicative potential should be adapted to teach and learn English eventually in Korea.

[Andragogy/intrinsic motivation/task-centered, 성인교육/내재적동기/ 과업중심]

I. INTRODUCTION

The main stream of education has drawn our attention to how to teach students well and help them become involved in learning better the whole time. These main stream students are elementary, secondary and undergraduate students since the term "adult" usually refers to someone beyond the legal school-leaving age. When it comes to English communicative competence, unfortunately, most Koreans say they live and suffer lifelong burden in English study. What makes them linger around English even after they graduate from colleges or acquire jobs? In an EFL context, English learning activities mainly occur in the classroom environment (Dörnyei, 1990). Also, a prolonged absence

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of verbal communicative functions of English in classrooms linked with a strong focus on testing has led to a prominent lack of self confidence in using English and placed emphasis on teacher-centered classrooms (Kim, 2009) where it is hardly conducive in creating conversational interaction.

An immense amount of language teaching researches and theories have been made public with the aim of leading learners to be a competent communicator equipped with accuracy along with fluency. Notwithstanding, there seems to be no unique, perfect method or theory which meets the teachers' or learners' need. Still we appreciate those efforts and meaningful tries owing to the fact that there is a variety of learners' levels, conditions and environments to consider, not because there are few methods to gratify everybody's requirement. Likewise, researchers have tried to demonstrate how the language learning variables interact with learning motivation in the process of acquiring another language (Gardner, 1985; Gardner, 2006; Gardner & Clément, 1990) as well as personality-based variables (MacIntyre, 1994).

Having shed so much tremendous hardwork on English teaching and learning hitherto seemed to be displaying some positive effects for Koreans. However, more adult Koreans lack confidence in English communication and continue to learn English. Korean adults' weak confidence in English was ascribed to the lack of systematic teaching method considering the linguistic differences between two languages (Kim, 2006). Paradoxically, there is a concern about speaking focused language teaching which might be doomed to be vulnerable in the cognitive competence of the target language.

This paper does not focus on the teaching styles of the past, but focuses on the process of English teaching and learning of Korean adults and college students with an eye toward the future. To examine the lifelong English learning phenomenon among Koreans in the view of andragogy, documented data of questionnaires and interviews were gleaned from different adult age groups. The discussion will provide a view about

(1) What do Korean CSs (College Students) and adults do to acquire English in and out-of school in secondary schools and universities?
(2) What type of English study do they consider as meaningful in secondary schools and universities to influence their current English?
(3) What aspects do Korean adults take as critical for their English communication skills?

II. LITERATURE REVIEW

1. Pedagogy vs Andragogy

Dictionary [1] defines pedagogy as the science and art of education; it is the study and practice of how best to teach. Its aims range from the general to the narrower specifics of vocational education. The word traces back to the Greek paidagōgia from paidagōgos in which paidos means "child" and ágō means "lead"; literally translated "to lead the child" (Knowles, 1980). Meanwhile, “andragogy” is originated from the Greek word “aner” for andra meaning “man or adult, not boy” and agogus featuring “leader of” (Knowles, 1970; 1980).

Since the term andragogy was first coined by a German teacher Alexander in 1833, however, the word was not formally utilized a lot until Malcolm Knowles introduced it to the United States in 1968 (Davenport & Davenport, 1985; Deveci, 2007) and defined as “the art and science of helping adults learn” (Knowles, 1980, p. 38). These terminologies show that each belongs to different object to educate.

Following Knowles, Jarvis (1985, p. 51) compares and describes how they are different from each other with the target learners, the role of learner’s experience, readiness to learn, and motivation for learning in Table 1. According to the current comparison, pedagogical learners are described as dependent on the teachers’ educational guide while andragogical learners are self-directed and actively participate in their learning. Furthermore, adult learners tend to bring their experiences into their education as valuable assets (Jarvis, 1985).

TABLE 1

A Comparison of the Assumptions of Pedagogy Vs Andragogy

	Pedagogy	Andragogy
The learner	*Dependent.* Teacher directs what, when, how a subject is learned and tests that it has been learned	*Moves towards independence. Self-directing.* Teacher encourages and nurtures this movement
Role of learner’s experience	*Of little worth.* Hence teaching methods are didactic	*A rich resource for learning.* Hence teaching methods include discussion, problem-solving etc.

[1] Wikipedia. Retrieved from http://en.wikipedia.org/wiki/Pedagogy in 12-21-2014.

Readiness to learn	*People learn what society expects them to.* So that the curriculum is standardized.	*People learn what they need to know,* so that learning programmes organised around life application.
Orientation for learning	*Acquisition of subject matter*. Curriculum organized by subjects.	*Learning experiences should be based around experiences*, since people are performance centred in their learning

Jarvis (1985, p. 51)

Above all, the high stake difference of these two arenas is their motivation for learning (QOTFC, 2007). In the case of pedagogical learners, learners are decisively triggered by extrinsic motivation factors such as test results and parent's recognition, whereas andragogical learners tend to show stronger tendency in internal motivation like better quality of life, self-confidence, and self-directedness.

2. Andragogy in Practice

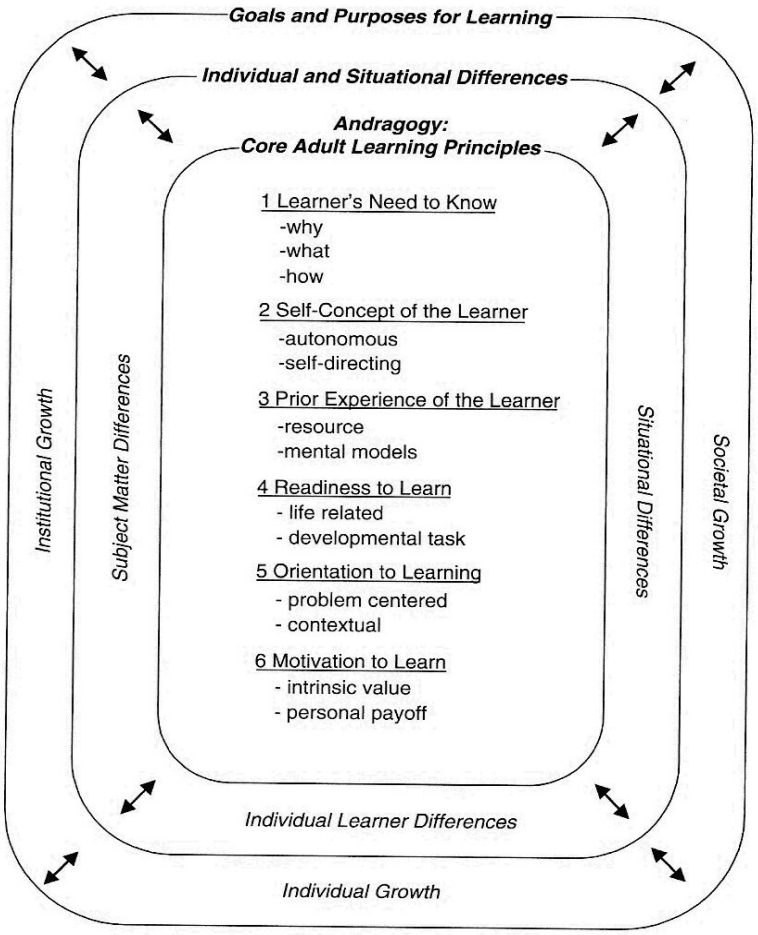
Knowles, Holton and Swanson (1998) explain how andragogy is practiced in education in Figure 1. Carlson (2005) expanded their interpretation of andragogy based on the following six assumptions (p. 3).

(1) The need to know: Adults need to know why they learn something before undertaking to learn it. The adult learners cognitively analyze the new information by connecting it to what they know already and making sense of information.

(2) The learner's self-concept: Adults feel responsible for their own decision making and want their self-directedness to be acknowledged.

(3) The role of the learner's experience: Unlike children, adults bring an array of experiences to the learning situation, experiences that are unique to the individual.

FIGURE 1
Andragogy in Practice



(Knowles, Holton & Swanson, 1998)

(4) Readiness to learn: The adult learner understands the need to learn to perform a certain task. A readiness to learn requires some degree of underlying motivation.

(5) Orientation to learning: Unlike children, adults are life-, or task-centered and they are motivated to learn in order to perform a task (task-challenge) that connects to real-life situations.

(6) Motivation to learn: The learning that adults value the most will be that which has personal value to them - intrinsic motivation.

Researchers (Billington, 2000; Moore, 2002) have demonstrated quality of andragogical factors to support adults to grow: a respectful class environment;

acknowledging their life achievements; intellectual freedom, self-directed learning, encouraging experimentation and creativity; fair treating; interaction promoted with instructor and between students; and, regular feedback from the instructor. Through his study with 60 men and women ages 37 to 48, Billington (2000) pointed self-directed learning as the most prominent and important andragogical factor. Knowles (1975, p. 18) described the self-directed learning as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating their learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

In a variety of fields, researchers connected, found and applied the application of Andragogy successfully. Maehl (2000) addressed the philosophical orientations of a number of adult educators and suggested that Knowles guided the andragogy in a quite humanistic way. Livingstone (2001) referred to Knowles' andragogy that emphasizes the active practical engagement of adult learners in the pursuit of knowledge or cultural change. Moore (2002) paid attention to the term ‘adult’ as referring to college students, undergraduates and beyond and described andragogy broadly as learner-focused education. Tisdell, Hanley, and Taylor (2000) contended that "... no discussion of approaches to teaching adults would be complete without the mentioning of *andragogy* ..." (p. 359), the approach developed by Knowles, who apparently grafted it with constructivism, and humanistic and cognitivist learning. Pinheiro (2001) reported that perceptions of multicultural students’ preferences as an American university for teaching-learning experiences is congruent with the andragogical principles. Roberson (2002) also provided an andragogical adult education perspective adapted in the multicultural world.

Despite all these controversial discussions related to adult education in Europe and U.S.A., andragogy is not quite well-known in Korea. On the one hand, Korean universities are struggling to improve students’ English communicative competence in the era of internationalization and are extending English education by intensifying English lecturing through major curricula as well as collegiate course of general English (Lee, 2014). On the other hand, Y-S Kim (2011) has claimed some of the drawbacks of the implicit adoption of English lecturing in major courses, such as the decline of class quality along with decreased students’ interest in major study due to the usage of limited English command and the increase of demanding English study rather than their major courses. Furthermore Hyoshin Lee (2014) contended that students are biased in studying English for employment and promotion, etc. rather than cultural awareness or improving major study.

3. English Study for Koreans

Some literature reviews commonly report that Asian students are passive learners and recipients of knowledge. They demonstrate Asian students are less autonomous, more dependent on authority figures, more obedient and conforming to rules and deadlines, and very little contribute to the functioning of class (Bradley & Bradley, 1984; Liu, 1998; Maley, 1984; Rao, 2001; Song, 1995). Samovar and Porter (1995) also contended that "Asians go to great lengths to preserve not only their own face but everyone else's face" (p. 230). However, EFL/ESL researchers (Cheng, 2000; Littlewood, 2001; Xiao, 2005) make a counter argument pointing out the claim as a stereotyped generalization and have discovered differing tendencies of Asian students. Littlewood (2001) points out that most students question the traditional, authority-based transmission mode of learning and argues that all students are eager to participate actively in exploring knowledge and working actively towards common goals. Cheng (2000) cleared the argument that "if Asian students are found in English class to be quieter than expected in certain circumstances, the causes are situation-specific rather than culturally pre-set" (p. 435).

As for Korean students who have not only acquired English under the stress of CSAT (College Scholastic Aptitude Test) in secondary schools, but also have taken required English classes in universities that became required after Korea's independence, have still concentrated on grammar-translation and cramming method of teaching in class (Kim, 2006). Kim (2006) and Lee (1995) pointed that English teaching in universities in 1980s appeared to be escaping from the grammar-translation method; though, it was still fettered by cramming teaching to prepare for official English tests like TOEIC (Test of English for International Communication) for obtaining jobs. Lee Hyoshin (1995), therefore, insisted that students' curriculum majoring in English as well as general English classes should include more practical English teaching which boost job efficiency and balance the functions of production and comprehension.

In principle, most Koreans agree that they are still eager to study English for either work or for traveling. Assuming that the primary objective of foreign language education is to communicate with native speakers, some researchers share the view that studying abroad provides strong impact for language development: to get intensive training environment socially as well as linguistically (Marriott, 1995; Regan, 1998) to take advantage of language learning. Subsequently, this recognition initiated the influx of native English speakers into English classes in schools in Korea and it obviously enhanced students' communicative motivation and lowered their affective filters. To be commensurated with this urgency, the Korean government made English a compulsory subject from the third grade of elementary school since 1997, instituted Team Teaching

of an NEST and an NNEST in English classrooms and English village establishments over the last two decades just to name a few.

Furthermore, a great deal of universities adopted standardized English scores as one of the graduation requirements (Lee & Shin, 2012). Undergraduates are spending an average 3.9 hours during the semester and 7.9 hours during vacation to study English (Kim Hisam, 2011). The status quo is closely related to the reality that Korean companies consider English communication skill as one of the primary conditions when they recruit and promote employees. Therefore, this study also examines how general adult Koreans feel burdened about utilizing English according to their ages. The discussion extends to those issues of current college students.

III. RESEARCH METHOD

1. Participants and Setting

Table 2 provides information about the 40 participants. 20 engineering major undergraduate students were pulled from a required course the university at which the researcher teaches in 2015. They are 10 female sophomores and 10 male students who have finished military service recently and are all in their early and mid-20s. Thus, they have been studying English for at least more than ten years at schools since they were the third graders in elementary school. Three of them had six months of living experience in English speaking countries while in secondary schools. Their average level of English proficiency was intermediate (average Toeic score was 560, ranging from 380 to 670).

Also, 20 persons[2] from different walks of life and age groups who had graduated from college in the recent past or quite a long time ago participated. Half of them had lived in English speaking countries for one to eight years. There were eight public officials from the government complex attending the conversation class after work. Foreign language programs such as English conversation, I-TEPS, Chinese or Spanish classes are being run at the government complex every week and many officials are taking the lessons between or after working hours. The researcher asked open-ended questions to public officials attending the English conversation class after work which the researcher had been involved for three months in 2014, carrying out the survey simultaneously. There were eight persons in the class and interviews were implemented

[2] These 20 participants who graduated from universities both short and long time ago are referred to as “adults” to differentiate from college students (CSs)

sometimes in depth individually and other times in a discussion style during break time, mainly about their histories and thoughts in terms of English learning. Questionnaires written in Korean were distributed directly or via e-mail to ask about their English learning activities from their secondary school through college along with their self-measurement about their own English skill in the respective aspect.

TABLE 2

Participants' Information

Subject	numbers	Gender	Occupation
CSs	20	M: 10 F: 10	college students
20s	6	M: 3, F: 3	a job seeker, 2 graduate students, 3 public officers
30s	4	M: 1, F: 3	a researcher, 3 public officers
40s	7	M: 2, F: 5	2 office clerks 2 public officers, 3 housewives
50s	3	M: 1, F: 2	a researcher, a housewife, a doctoral student and housewife

(CSs: College Students)

Two graduate students joined from an internship program at a research center in D-city. There were office clerks, a job seeker after college graduation, institute research staff, and housewives (Table 2). The housewives were in a weekly English bible study group; another was in her doctoral study of Korean archaism in her 50s. Other than six 20s and 20 CSs who started regular schooling of English since 3rd grade in elementary school, the rest of the 14 participants started studying English when they entered Middle school.

2. Procedures

Questionnaires and interviews consist of three parts: 1) English learning experience when in secondary schools and universities, 2) Self measurement on educational effect of English learning in secondary schools and universities, and 3) English skill awareness. It took more than seven months to collect all the questionnaires for the quantitative data since they were drawn sporadically from different quarters. When collecting questionnaires from adult participants, short or long interviews were accompanied individually or by group. Questionnaires for the 20 college students included open-ended questions that students could add their opinions freely. A month later, four out of them

were chosen for interviews. Interviews took 30 minutes at a time one by one at the researcher's office under the students' consent. The interviews were kept as casual as possible so as to help students feel free to talk about their thoughts on English learning experience and current activities for the language.

In regards to the opinion of the educational effect of English learning in the different school level, the possible answer questions follow the format of a four-level Likert scale (1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree). Also, the result comparison between CSs versus adults in their 20s-30s versus adults in their 40s-50s was examined to find any difference in opinions.

IV. RESULTS AND DISCUSSION

1. English Learning Experience

In order to explore how Korean CSs and adults perceive themselves as English communicators, the background of English learning history of CSs and adults is examined (Table 3-6). Since all 40 participants were educated or are currently studying in Korea, they were assumed to have been in the same English curriculum design although each generation has undergone seismic changes of educational environment within three decades.

TABLE 3

English learning experience in secondary schools

	CSs, n=20	adult 20s-30s, n=10	adult 40s-50s, n=10
English at school only	6(30%)	1(10%)	5(50%)
Private English learning	14(70%)	9(90%)	5(50%)

TABLE 4

Types of private English learning in secondary schools

	CSs, n=14	adult 20s-30s, n=9	adult 40s-50s, n=5
Learning book	2(14%)	1(11%)	1(20%)
Private English institutes	13(93%)	6(67%)	
Private lesson	4(29%)	3(33%)	4(80%)
Class on the Internet	1(7%)	2(22%)	

(The plural choice was allowed)

Most current college students (70%) and adults in their 20s and 30s (90%) had extracurricular English learning experience when in secondary schools, while half of adults in their 40s and 50s had engaged in out-of school English learning (Table 3). Some Ss marked two or three kinds of English study methods simultaneously, such as learning from books attending English institutes and Internet classes. Other than school English classes, 13 out of 14 CSs habitually went to private English institutes the most when they were secondary students. On the other hand, four out of five adults in their 40s and 50s (Table 4) answered that they took private lessons when they were secondary students in the 1970s and 1980s in Korea there limited out-of-school learning opportunities.

Table 5 demonstrates the CS participants' English learning experience when in university. Adults in their 40's and 50's speak about their past experience, however, the CS participants, since they are still in school, were asked to speak about their future study plans. Results show that they are more likely to pursue private English learning. Therefore, some CSs chose two kinds of study types along with self-study. Most of them showed high enthusiasm to study TOEIC English for careers after graduation. Two adults in their 40s-50s are high school graduates and five people out of eight were involved in out-of general English class at university, mostly focusing on English speaking or English conversation. One of them was practicing telephone English which is also training English speaking. On the other hand, no adults in their 40s-50s chose studying TOEIC as expected. Instead 40% of adults in their 20s-30s and 65% of CSs expressed their fixation to TOEIC (Table 6).

TABLE 5

English learning experience in university

	CSs, n=20 (+study plan)	adult 20s-30s, n=10	adult 40s-50s, n=8
English at school only	0(0%)	0(0%)	3(37.5%)
Private English Learning	20(100%)	10(100%)	5(62.5%)

TABLE 6

Types of private English learning in university

	CSs, n=20 (+study plan)	adult 20s-30s, n=10	adult 40s-50s, n=5
Telephone English		3(30%)	1(20%)
TOEIC institutes	13(65%)	4(40%)	
English conversation institutes	9(45%)	2(20%)	4(80%)
Class on the Internet		1(10%)	

2. Educational Effect of English Learning

Table 7 shows the means and standard deviation. They were also asked if they acknowledge the influence of regular and private English learning experience on their current English competence. Interestingly, all three groups express positivity about out-of school English learning than in-school learning. Attributing present English capability to private English study decreases with each age group as their age group increases. This attests to a higher reliance on private English study than public education in secondary schools for CSAT.

TABLE 7

Educational effect of English study in secondary school

	CSs			adult 20s-30s			adult 40s-50s		
	N	M	SD	N	M	SD	N	M	SD
In school	20	2.4	.995	10	2.2	.789	10	2.1	.738
Out-of school	14	2.71	.8	9	2.44	.68	5	2.43	.73

(1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree)

FIGURE 2

Educational effect of English study in secondary school

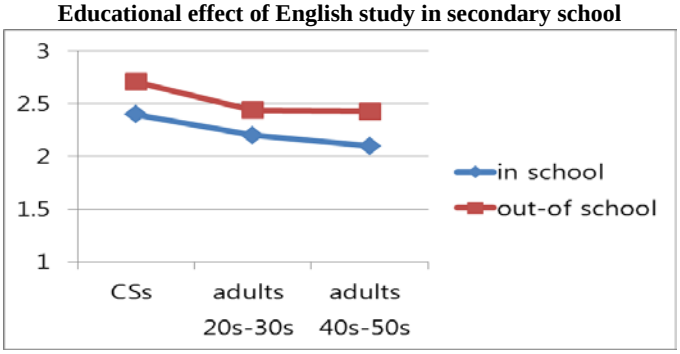
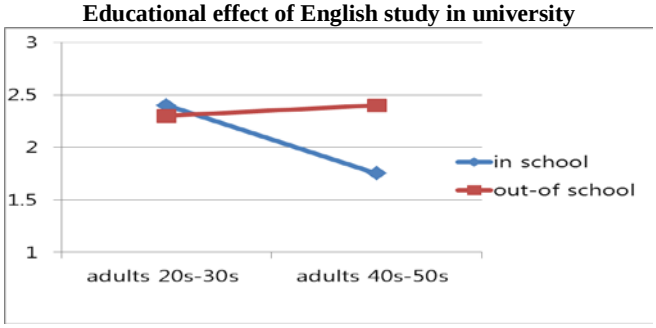


TABLE 8

Educational effect of English study in university

	adults 20s-30s			adults 40s-50s		
	N	M	SD	N	M	SD
In school	10	2.4	.66	8	1.75	.66
Out-of school	10	2.3	.64	5	2.4	1.02

FIGURE 3
Educational effect of English study in university



All adults in their 20s and 30s who had experienced private English study at universities acknowledged the contribution of in and out-of school English study. Similarly as 2.4 (60%) and 2.3 (57.5%) and this numerical mean value also corresponds with the one as 2.4 (60%) of out-of school English study as when adults 40s and 50s were in universities (Table 8). Meanwhile, adults 40s and 50s undervalued the in school English learning at university as 1.75 (43.8%) and the difference is shown in Figure 3. The different perception between generations toward English study at university seems to reflect a variety of efforts universities have developed recently and to achieve results in improving English education quality. It obviously displays its effectiveness compared to one, two, or three decades ago.

3. English Skill Awareness

What participants considered the most important ability for English proficiency did not reveal a big difference between ages (Table 9).

TABLE 9
Awareness of important skill of English

Most important skill	CSs, n=20	adult 20s-30s, n=10	adult 40s-50s, n=10
Listening	2(10%)		2(20%)
Speaking	15(75%)	10(100%)	8(80%)
Reading			1(10%)
Writing	1(5%)	2(20%)	2(20%)
Vocabulary	2(10%)		
Grammar			

(The plural choice was allowed)

Participants consistently appreciated speaking ability as the most important skill in using English and considered the person who speaks English fluently as the most competent person in English. Particularly all of the adults in their 20s and 30s chose the speaking skill as the number one skill, while a few of other group members mentioned listening and writing skills as the most important skill. As a matter of fact, most adults in their 20s and 30s are working and studying in graduate schools or government offices. They also gave reasons of speaking skill based on their life experiences, for example, "You should be able to express your thoughts and ideas in words," or "You are demanded to communicate in English in order to work with people from other countries."

In the meantime, two CSs chose vocabulary skill as the most important one which no other groups mentioned as a skill of priority, indicating they presumably cannot ignore the vocabulary capacity when taking the TOEIC. Some of the adults in their 40s and 50s chose all four skills and contend the significance of the integration of the four skills in utilizing English. Ironically, nobody from any group chose grammar as the most important skill.

TABLE 10
Purpose of current English study

Purposes	adults 20s-30s, n=10	adults 40s-50s, n=10
To enjoy	1(10%)	2(20%)
To travel	2(20%)	2(20%)
Needy in work	5(50%)	2(20%)
To acquire quality information		2(20%)
To be certified in English	2(20%)	
To get promotion		
Do not study English		2(20%)

In Table 10, participants revealed the reasons or purposes for consistent English study even after graduating universities and getting jobs. All CSs answered that they are studying English to obtain decent jobs after graduation. Hence, summaries of participants who graduated a long time ago and recently are included in the study. In the case of adults in their 20s and 30s: just enjoying studying English (10%), traveling abroad (20%), needed in work (50%) are the main reasons. No participants chose promotion as the main reason for studying English although a participant recognized it in her interview. The followings are discussions of the adults in their 20s and 30s in the interviews:

I studied in the U.S. after graduation and worked in a foreign company for several years.

> Then I transferred to this job, public officer. I know there are still more chances ahead in my future and English will be one of the very important conditions to challenge the opportunity. And I do not want to miss it (public officer, 35yrs).

> I used to live in U.S for two years in elementary school. When I got back to Korea, I found out the experience was giving me a lot of advantages in studying English in school. While other friends were struggling with English in Middle and High school, I think I could save much time (Graduate student, 25yrs).

> Basically, I study English to get a decent job soon. I got through most of private English study methods in life. I think I took advantage of private English study a lot (job seeker, 25yrs).

> I studied English for CSAT when in secondary school. I studied TOEIC and TOEFL in college. I think English ability is recognized as the objective criteria for Koreans these days. So I still cannot help studying English. (Graduate student, 27yrs)
> (Translated into English from the interviews in Korean)

Adults in their 20s and 30s emphasized strongly the andragogical point of view, quasi, "task-centered and they are motivated to learn in order to perform a task (task-challenge) that connects to real-life situations," and "understands the need to learn to perform a certain task" (Knowles, Holton & Swanson, p.3, 1998). Quite similarly, adults in their 40s and 50s also emphasized studying English in the andragogical angle. The reasons for studying English for this age group includes just enjoying studying English, traveling abroad, needy language in work, and directly acquiring quality information at the same rate as 20% respectively, whereas 20% of them confessed they never studied English after graduating from high school. Pertaining to this view, the adults in their 40s and 50s suggested the reasons for their English learning during the interview.

> I think we cannot deny that a great amount of information and knowledge is obtained fast and easily when you know the English language. This means a lot for us when we study anything in this country (public officer, 42yrs).

> I assume that we are studying English because the language is needed in every aspect in life. In my case, I enjoy learning new things and it is easier when I understand English. For example, if you are traveling to another country where the people do not speak English as their mother tongue, you can still communicate with them in English. I bet English gives you more than any other of the foreign languages you study (a housewife, 50yrs).

> When I went to U.S. at first, I was frustrated to use English in life. As time went by, however, the fact that I could use English and the experience that I could interact with foreigners gave me a big motivation. I got to enjoy using English more since then (a housewife, 47yrs).

> Using English gives us opportunities to get to know other cultures. I think that is the strongest point of learning English including all other benefits such as getting a better job or better status in work than those who do not have English. (a doctoral student, 51yrs). (Translated into English from the interview in Korean)

Korean adults in their 40s and 50s appeared to have divergent opinions from experience about their own English study pertaining to andragogic perspective. They showed strong inclination to intrinsic motivation in using and studying English through the readiness to perform life related tasks (Knowles, Holton & Swason, 1998). As such, their propensity for learning serves the crucial roles for the spontaneous learning. As a whole, both adult groups demonstrated their English study orientation as adults who find learning English which "has personal value to them - intrinsic motivation" (Knowles, Holton & Swanson, p.3, 1998).

V. CONCLUSION

Due to the social atmosphere of college oriented education in Korea, older learners have been neglected from the main stream of education and obligated to support their children's learning in the pedagogy focused world, not valuing their own learning desire. This research discussed the study of English of Korean CSs and adults: English study experience in and out-of school in secondary school and college, which English skills they value, and how they feel burdened by using English from different ages. Through the questionnaires and interviews, general adult Koreans revealed their attachment to English.

Adults in their 20s and 30s group showed the biggest reliance on private English learning out-of school in secondary schools impending CSAT, which has been intensifying these days. On the other hand, adults in their 40s and 50s undervalued the in-school English learning at university more than the younger age groups. It seems to reflect the achievement of recent college English education whose quality has improved through continuous endeavor.

Different from CSs who expressed high concern in terms of getting official TOEIC grade for getting jobs which is extrinsic motivation oriented, adults in their 20s and 30s

showed more of an andragogical point of view as being intrinsically motivated. As it were, adults in their 20s and 30s wanted to focus highly on task performance utilizing English. Likewise, adults in their 40s and 50s represent the andragogical angle in connection with the reason for their attachment to studying English. They agreed to enjoy more English study through getting new information, traveling abroad, and even sharing their joy with the language itself. Adult groups obviously demonstrated real life connection and personal motivation.

Participants commonly chose speaking ability as the most important skill in using English. They agreed that the person with fluent English speaking skill should be considered as the most competent person in utilizing English. Particularly 20s and 30s adults all consented that the speaking skill is the number one skill, while some CSs and 40s and 50s adults mentioned vocabulary, listening and writing skills as priorities. Nonetheless, the main purpose of the paper is not the dichotomy between the spheres, but how to nurture each domain. Not to mention the importance of language ability to live in such English speaking countries as U.S.A and UK as ESLs who could not uproot the influence of English as a language of power (Kachru, 1990) in their lives, more adults are required to be equipped with English competence for their career and overall lifestyle as well in this global world.

Understandably, it's hard to deny that English language education for adults tends to hold back their own for the sake of their children's English learning. The reality is, a large number of college graduates and office workers who are in the andragogy sphere are investing their time and money into studying English with a variety of aims. Eventually, educational consideration with further research on andragogical area is required to move pari passu with pedagogical English education to bring harmony between generations' learning need in Korea.

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Examples in: English
Applicable Languages: English
Applicable Levels: College & Adults

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