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Research on Comparing the Recognition of English Education and Policy of College Students of Three Eastern Asian Countries

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This study investigates how East Asian college students in Korea, Japan, and Taiwan respectively recognize their own country's English education and related policies. This study then analyzes the differences in responses of students from the three different countries by comparing and contrasting. In Asia, the value of the English language has become higher and more dominant than any other period in history. As a result, many Asian countries are not only investing a lot of their budget to support these nations to learn English but also to establish various English educational policies. 156 college students have been randomly selected and have voluntarily taken part in this research. The research used a questionnaire that included 10 questions regarding English education and policy. The results revealed that according to students' nationalities, there are obvious differences in how students recognize English education and policy. In contrast to Japanese and Taiwanese students, Korean students predominantly agreed on the most sustainable 4 items and rejected 4 others among 10 questions. Japanese students concurred to 4 of the items while Taiwanese students reject 6 items. Based on the results, Korean college students are more stressed due to English becoming more prevalent in Korean culture, economic, and education, etc., than students from the other two countries.

[English-only policy/East Asian English education and policy/college English/ English imperialism]

I. INTRODUCTION

In Asia, English is an international language and its role is very significant and necessary. Many Asian countries practice many different English education policies such

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as English early education, English immersion programs and English-only policies in order to help their citizens improve in English, which is to influence its supremacy in economics, culture and politics.

This goes against the idea that English is the symbol of economic authority and main method of political and cultural ideology in Asia. After World War II, the status of English has been extended as politics, economic and cultural effects of the United States have been more extensive, and this has caused many Asian countries to implement English without any sense of criticism and become the most utilized foreign language or official language in Asia. Therefore, it is exceptionally true that people recognize that being behind in their acquisition of English is being behind in globalization and internationalization. In Korea's case, according to the report of the Samsung Economic Research Institute (SERI) in 2006, it is defines as 'the nation's economic infrastructure', which insists that Korean's weak fluency in English brings about national opportunities lost.

In situations like this, it is the reality that dominant position and monopoly has been reproduced and infused without any criticism or obstacles in many Asian country classrooms. For example, many English learners might be recognized by native English speakers as "taken for granted" learners because of their lack of English skills (Brodkey, 1991). This will promote the logic that people recognize English learners as people who receive knowledge because of linguistic and cultural blocks and native English speaking teachers as knowledge deliverers. Moreover, in the English educating field, just like Phillipson (1992) mentioned, "Westernization and Americanization" can strengthen the concept that a language can be a great or terrible language, and can be for better or worse language than something (p. 58). In that sense, Ricento (1994) said we have to reconsider those problems that English gives obstacles when people read and write in their native language, English does not enable people to advance socially and economically, and English is not necessarily a part of daily life or even in the future.

Many scholars have said a lot of English educators promote English imperialism in the English education field of many Asian countries including South Korea (Auerbach, 1995; Kumaravadivelu, 2006; Pennycook, 1995; Roh, 2006). Japanese Scholar, Tusda Yukio (2002) who wrote "The dominant structure of English" presents many facts that the strengths of language ruled and discriminated the weaknesses of language in history. For example, this is true for Greece and Rome in the early times, France in the middle ages, and England and the United States in modern times, all have ruled politics and culture. Therefore Greek, Latin, French and English ruled as dominant languages, intensified discrimination and inequality. Furthermore it has been explained that it justified this relationship. The advantage of this structural relationship is that it will make it more undemanding by the governing dominant language to the governed, and

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also to regulate the language of the governed. This kind of domination will be more powerful as well as invoking a stronger urge to obtain into wealth and power. This tendency maintains the idea that it will be easier to control when the conscience solidaire among the ruled is weakened, and finally the governing will rule over the governed by a language because there will be two groups of people – people who learn a language and those who don't. In this vein, Phillipson (1992) warned not only about potential results to instigate cultural inequality between English and other languages but also Europe's imperial powers in justifying the indigenization and education of colonies when Eurocentric ideology is included in the contention of pure classes. In doing so, he utilized the terminology regarding linguistic imperialism or linguicism.

Phillipson (1992) mentioned the definition of English linguistic imperialism as "the dominance of English asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages (p. 47)". He also explained the cultural inequalities related to unequal intangible, spiritual or ideological properties such as attitudes and pedagogic principles. English linguistic imperialism is a subtype of linguicism. Linguicism which ensures the continued allowance of more resources, materials, and benefits to those who are proficient in English such as priority in teacher training and curriculum development (p. 55). He asserted that the core problem of imperialism's controversy is the underrating of a native language by the spread of colonialism in English. Modern times no longer has imperialism or colonialism, rather it's the time of democratic worldview. Also there's no longer the coercive relationship between a dominant language and a recessive language.

However, the power of English is wider than in the past and its effectiveness is greater than imperialistic times as a part of internationalization. According to Yukio (2002), the new foundation of communication is the rule of message that international English has. In other words, it is an indirect rule of language. He points out the fact that the world consents to movies from many English speaking countries including the United States, video, TV, radio, broadcasting, books, magazines, and the message of the internet. Therefore if you do not acquire English, non-English speaking countries might be excluded in the international communication stage, and have to succeed to be in the rule of the messages that English delivers.

With that effort, the imperialistic characteristic of English turned into an international language has spread out to non-English speaking countries. Today, the configuration of colonies in the past no longer exists but the new form of English's imperialism will be internationalized and will also cause the spread of an Americanized culture. The discrimination that transpired in the history of the imperialism and colonialism still continues to exist. This is apparent even when there is a gap between people who understand the message of English and those who do not. This results in the lack of

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communication and isolation between native English speakers and English learners from non-English speaking countries.

The three Asian countries in this research have a profound interest in English education and have extensively invested in the field of English education. They also recognize the power of the value of English they practice which is very structural and consist of a focused English education policy in order to preoccupy the leadership in politics and culture. The reason that Taiwan and Japan are selected for comparison and analysis with Korea is that they have a mutual policy and environment for English education. The first concern is that three countries do not use English as their first language, rather it is just their foreign language, and they did not choose English as their official language. Second, these countries have never been colonized as English-speaking countries in history. Conversely, these countries were chosen because of their affiliation regarding politics and cultural history especially in regards to English education and policy. This study researched the relations between English and sociocultural, political, and economic statutes as well as the recognition of English educational policy. This was achieved through comparing and analyzing the questionnaires from college students in the three countries under the influence of the power and governance of the English language.

In addition, the purpose of this essential comparative and analytical research is to see how extensively Korean college students are positively and negatively recognizing English education and its interrelated and fundamental policies, as well as how Japanese and Taiwanese college students recognize the extension of crucial English-only classes. A secondary purpose is to see how Korean college students feel about the overwhelming burden of English. Another equally and significant reason is to discern how the pressure and oppression in which Korean students feel compares to the other two countries.

II. BACKGROUND

Japan and Taiwan, especially Korea are among many countries of Asia are recognizing the importance of English and extending the function and utilization of English education and policy as a global language more than any other Asian nations (Butler & Iino, 2004; Butler, 2004, 2007, Carless, 2002, 2003, 2006; Igawa, 2007; Nunan, 2003; Su, 2006). In order to hire elites who are suitable for the globalization, each country requires the score through various English exams scrutinizing their English ability in social and education fields. Due to these reasons, it is true that English learners in Korea, Japan, and Taiwan need to learn and develop the skills and strategies to obtain the high score on English tests through serious study beyond their majors (Honna & Takeshita, 2005;

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McFarlane, 2010).

Such test-oriented English learning might cause results preferring the 'technical method' to find out right and wrong answers. For examples, Taiwanese university authorities recognize the significance of English conversations as the greatest aim and try to foster students' English speaking abilities. To achieve this aim, English exams should permit students to memorize English conversation sentences along with permitting acceptable answers to questions rather than focusing on the delivery of meaningful conversations. In other words, even English conversation classes in Taiwan universities give undue value to train in distinguishing right and wrong answers. This essentially means that it is the educational methodology which is responsible for not considering the functional usages of English (McFarlane, 2010).

The case of Japanese university students is not very different too. Test-oriented English teaching and learning led to a plethora of private institutions offering extra-curricular instruction such as English daily conversation, business English communication and university entrance exam preparation, and TOEFL & TOEIC (Berger, 2011). As a result, English is regarded as the subject for exam and many university teachers are concerned about the decline of the students' English abilities, especially English writing and speaking (Central Council for Education, 2008).

In Korea, the educational system also causes the competition to get higher scores on official English tests. Due to this situation, it is inevitable for Korean students to push limitless competition and spread out overheated English expectation. Consequently, our education, Byungmin Lee (2008) points out, always focuses on who find out fast and accurately the correct answer. He continues that the students who solved many predictable questions as well as do not make mistakes can survive in a fierce competition. This preoccupation with obtaining high scores requires college freshmen to select English as a necessary subject and to submit the score of TOEIC or TOEFL and other kinds of certified English tests to graduate from college.

In addition, three countries have tested the impact of globalization on English language policy through native English-speaking teachers and English early education (Qi, 2009; Berger, 2011). For examples, President Yongsam Kim government (1993~1998) gave first a slogan with 'Globalization' so that its logic behind politics gave birth to elementary English educational policy and President Daejung Kim government (1998~2003) initiated the discourse of "Informationization" and related it directly to English in order to survive in the world so that the recognition that English is necessary has formed in the mind of Koreans (Byungmin Lee, 2006). In addition, the Korean Ministry of Education created EPIK (English Program in Korea) in 1995 with the mission to "improve the English

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speaking abilities of Korean students and teachers, to develop cultural exchanges, and to reform English teaching methodologies in Korea (EPIK website, 2005)[1]". Furthermore, The Korean Ministry of Education required English as a compulsory subject from elementary school in 1997 toward globalization. Since then, English class hours per week has changed several times but teaching English from 3rd grade students did not change, (The Korea Ministry of Education, 2007).

In the case of Taiwan, Hsinchu City in the northern part of Taiwan, launched the first native English speaking teacher (NEST) program in 2001 (Luo, 2007). Unlike EPIK, NEST is sponsored by their respective city governments and non-state education agencies. As of 2007, ten out of twenty-five cities in Taiwan have implemented NEST programs, (Luo, 2007). Moreover, The Taiwan Ministry of Education introduced first English as compulsory subject from 5th grade in 2001 and next year extended this to 3rd grade. Taiwan local ministries of education voluntarily taught English class to 1st and 2nd grades (Su, 2006). Such English policy and education for globalization in Taiwan are historically based on "de-Chinaization, against Chinaisation of Taiwan", which promotes both indigenization and internationalization in Taiwan through language education policies aiming to concept of 'Footing in Taiwan, taking an international view' (Chen, 2006). In the case of Japan, the Japanese government has recruited native speakers of English through the Japan Exchange and Teaching Program, (JET) as well as promoting English education at the junior and senior high school levels in Japan (Crooks, 2001). The Japanese Ministry of Education, Culture, Sports, Science and Technology, (MEXT) formulated in July 2001 is a *Strategic Plan to Cultivate Japanese with English Abilities* in its effort to reform Japan's English Language Teaching arguing "…English abilities are important in terms of linking our country with the rest of the world, obtaining the world's understanding and trust, enhancing our international presence and further developing our nation (MEXT, 2003)". MEXT also assigned English as a compulsory subject for 3rd grade in elementary schools since 2002.

III. RESEARCH METHODS

1. Participants

Based on each country's demographic characteristics, Korean and Taiwanese females were 51.8%, 66.0% in response, and Japanese males were 58% in response. The response ratio differentiated by age is that Korean and Taiwan have 22 years old or older,

[1] http://www.epik.go.kr

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24 years old and 25 years old were each 33.9%, and 44.0% that answered the most, and Japan has 19 years old or older 21 years old or younger were 74.0% that answered the most. By response ratio of each grade, Korean students at 3rd year of college responded the most with 35.7%, Japanese and Taiwanese students at 4th year of college responded the most with 54.0% and 32.0%.

Therefore, females, 22 years old or older, 24 years old or younger and junior level students in Korea, male 19 years old or older, 21 years old or younger and senior level students in Japan, and female, 22 years old or older, 24 years old or younger, senior level students in Taiwan responded the most. Below is the chart with its demographic characteristics. Students were also varied in their academic majors such as language arts, computer sciences, journalism, and so on.

TABLE 1

Demographic Characteristics of the Participants

	division	Korea (n=56)		Japan (n=50)		Taiwan (n=50)	
		frequency (number of student)	Percentage (%)	frequency (number of student)	Percentage (%)	frequency (number of student)	Percentage (%)
Sex	Male	27	48.2	29	58.0	17	34.0
	Female	29	51.8	21	42.0	33	66.0
Age	Under 19	0	0.0	6	12.0	8	16.0
	Over 19 – Under 21	14	25.0	37	74.0	18	36.0
	Over 22 – Under 24	19	33.9	6	12.0	22	44.0
	Over 25 – Under 27	17	30.4	0	0.0	1	2.0
	Over 28 – Under 29	6	10.7	0	0.0	1	2.0
	over 30	0	0.0	1	2.0	0	0.0
Grade	Freshman	6	10.7	3	6.0	9	18.0
	Sophomore	17	30.4	9	18.0	14	28.0
	Junior	20	35.7	11	22.0	11	22.0
	Senior	13	23.2	27	54.0	16	32.0

2. Data Collection Procedures and Instruments

In Korean students' case, students who participated in the study were randomly selected from colleges in the Metropolitan area but they filled out the survey only if they wanted to volunteer. Japanese students from *Teikyo University* at Hachioji campus and Taiwanese students from *Ming Chuan University* were randomly selected as well but

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only students who volunteered answered the survey after checking their participation willingness.

Each survey was translated into Japanese and Taiwanese within Korea with the help of Japanese and Taiwanese students who had studied abroad in the Korean university. About 50 students from each country had participated and we tried to arrange a similar ratio of male and female students. The questionnaire is divided into 10 questions which is on a scale of 5 points (agree, if it's close to 1 point and disagrees, if it's close to 5)[2].

The resources collected for this research were made into encoding that put into statistics program PASW Statistics 18, and were analyzed by using frequency analysis and descriptive statistics techniques. In order to see general variances in recognition of each country's English education policy, we implemented a one-way analysis of variance (ANOVA).

IV. FINDINGS

1. Descriptive Statistics of Overall Recognition

If we look Table 2, there is an overall recognition of students from 3 Asian countries. First, you will see that Korean students responded with a strong disagreement as 3.98 that all classes including major and elective classes should be taught in English. The question of asking if adopting English as an official language is an important policy that should be practiced was answered with an average of 3.36, and question asking if students should never speak their first language during the lecture of a native English speaker averaged of 3.31. In other words, Korean students disagree with, and have negative recognition in adopting English as an official language in Korea, and English-only policy during English classes with native English speaking teachers.

In contrast, students responded that fluency in English will lead them to good positions and obtain a good job in society with an average of 1.81 which is the lowest grade of all 10 questions and shows the strongest agreement as well. This means that Korean students strongly believe they will socially and economically succeed in Korean society if they speak English appropriately.

Second, just like Korean students, Japanese students also responded that all classes including major and elective courses should be taught in English with an average of 3.20 points which is very high in conjunction with other questions then they answered that English rules sociocultural and political aspect of country with average of 2.88, that it

[2] ⑤ Strongly Disagree ④ Disagree ③ Neutral ② Agree ① Strongly Agree

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will be problematic to communicate with the native English speaking teacher during the lecture with an average of 2.86. Therefore, the extension of English-only elective courses, English language's rule over Society, culture and economics in Japan, and the difficulty when communicating with a native speaker is due to cultural differences that were negatively recognized compared to other questions.

On the other hand, getting a respectable position in society if you are fluent in English scored the lowest points with an average of 2.08, which means Japanese students think that if they are fluent in English, this skill will guide them in acquiring a good position or suitable job. This type of result is identical to Korean students.

Third, Taiwanese students answered with the highest level of points with an average of 3.37 on questions asking if they think they should adopt English as an official language as well as an important policy that should be practiced soon. Similarly, it was also shown that all classes including major and elective class should be taught in English which scored an average of 3.15. Interestingly, English-only classes was the most effective way to learn English in a short amount of time which was the next highest score with an average of 3.14. Once again, English as an official language, extension of elective English-only classes, and positive effect of English-only class in Taiwan were negatively recognized and disagreed with more often compared to other questions. In contrast, an average of 2.35 was the lowest mark on the question asking if English rules sociocultural and political aspect of a country and this means many Taiwanese students think that English rules over social, cultural and economic aspects.

Thus, the results of analysis on the recognition of each country's students' answers are as follows. First, Japanese students came to an agreement with the highest score of 2.42 to the question "Do you think a native English speaker is the ideal teacher when learning English?" then Korean students (2.96) and Taiwanese students (3.12). Japanese students preferred native English speakers compared to other country's students, and Korean and Taiwanese students do not categorically think that native English speakers are ideal English teachers. Second, Japanese students agreed more (2.62) than Korean (3.36) and Taiwanese students (3.37) on the question of "Do you think official English policy is an important policy that should be practiced soon?" However, strong disagreement of Korean and Taiwanese students over official English policy was very clear. Third, Korean students (1.87) agreed more than Taiwanese (2.88) in addition to Japanese students (2.35) on the question "Do you think English rules sociocultural and political aspect of your country?" and Taiwanese students answered that Taiwan is relatively less under control of English over social, cultural, and economic aspects. Fourth, Korean students (1.81) answered with the utmost agreement to the question "Do you think fluency in English will lead you to good positions and enable you to get a good job in your country?" compared to Japanese (2.08) and Taiwanese students (2.39). The results

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of this question shows that all students from three countries "Do you think English-only class is the most effective way to learn English in short amount of time?" compared to Korean (2.95) and Taiwanese students (3.14) and Korean and Taiwanese students showed negative recognition of English-only classes. Sixth, Korean students (3.98) agreed to the majority of the question "Do you think all classes including major and elective class should be taught in English?" compared to Japanese (3.20) and Taiwanese students (3.15). Students from the three countries all indicated a negative recognition on this question. Seventh, Japanese students (2.16) displayed the strongest agreement to the question "Do you think students should never speak their first language during native English speaker's class?" compared to Taiwanese (3.23) and Korean students (3.31) and Taiwanese and Korean students showed negative recognition on English-only policy. In other words, Korean and Taiwanese students typically allowed the use of their first language depending on the circumstances. Eighth, Japanese students (2.82) answered that their fear has declined when asked, "Do you think your fear for English has decreased through English-only-classes by native English speakers?" Compare this difference to Taiwanese students who achieved a small but more improved (2.90) and Korean students (3.11). In contrast, Korean students feel more fear compared to other countries' students. Ninth, Taiwanese students (3.08) develop less problems when communicating with the teacher according to the following question "Do you think it will be difficult to communicate with the native English speaking teacher during the lecture because of cultural difference?" compared to Japanese (2.86) and Korean students (2.76). That is to say, students from all three countries feel that occasionally, they have a difficult time communicating with their native English speaking teacher. Lastly, all students from these three countries positively recognize the question "Do you think learning English at an early age is more effective and speak fluently just like a native speaker?", and Korean students (2.31) more strongly believe the importance of learning language at an early age compared with Japanese (2.54) and Taiwanese students (3.02).

TABLE 2

Descriptive Statistics of Overall Recognition of English Education and Policy

	Division	Korea		Japan		Taiwan	
		average	SD	average	SD	average	SD
1	Do you think native an English speaker is the ideal teacher when learning English?	2.96	1.25	2.42	1.34	3.12	0.93
2	Do you think adopting English as an official language is an important policy that should be practiced soon?	3.36	1.27	2.62	1.26	3.37	0.97

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3	Do you think English rules sociocultural and political aspect of your country?	1.87	1.02	2.88	1.19	2.35	0.86
4	Do you think fluency in English will lead you to good positions and in obtaining a good job in your country?	1.81	1.09	2.08	1.19	2.39	0.98
5	Do you think an English-only class is the most effective way to learn English in a short amount of time?	2.95	1.22	2.32	1.04	3.14	0.89
6	Do you think all classes including major and elective classes should be taught in English?	3.98	1.15	3.20	1.31	3.15	1.03
7	Do you think students should never speak their first language during a native English speaker's class?	3.31	1.51	3.16	1.11	3.23	0.83
8	Do you think your fear for English has decreased through English-only-classes by native English speakers?	3.11	1.27	2.82	1.17	2.90	1.08
9	Do you think it will be hard to communicate with the native English speaking teacher during the lecture because of cultural differences?	2.76	1.12	2.86	1.21	3.08	0.76
10	Do you think learning English at an early age is more effective in being able to speak fluently just like a native speaker?	2.31	1.20	2.54	1.03	3.02	0.92

2. Comparison with Three Nations on English Education and Policy

1) Correlations

After researching correlations between the 10 questionnaires and each student's country, 7 out of 10 questionnaires showed relevant correlations for every student's nationality.

(1) An ideal English teacher is a native English speaker

The results show that there is a relevant difference amongst the three countries after analyzing each country's response to the question asking if native English speakers are the ideal English teacher when learning English ($F(2,151)=4.801$, $MSE=1.413$, $^{**}p= .01$). This means that the differences between students' recognition of the question, (Is an ideal English teacher a native English speaker?) is clear and shows a noteworthy connection according to each students' affiliated countries.

For example, the average of Japanese college students (2.42) was lower than the average of Korean students (2.96) and Taiwanese students (3.12) by each 0.54 and 0.70,

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so this means that Japanese students, more than the other students, reason that a native English speaker as an ideal English teacher and is the greatest out of all three countries. On the other hand, Taiwanese students did not agree that an ideal English teacher is a native English speaker. Moreover; their disagreement concerning the dependability of native English speaking teachers is not that high. In addition, this research utilizes Ducan's multiple range test, (DMRT) to identify differences among means. As the Post-Hoc test of ANOVA, it is the method which finds out a similar group as a bundle such as in the case of coming to the conclusion that there are differences among groups, (among three countries in the study) through ANOVA.

As a result, the average difference of a nations' recognition regarding this question is divided into two groups. The first group is Japan (2.4200) and the second is Korea (2.9636) along with Taiwan (3.1224), meaning that the recognition of Korean and Taiwanese students on an ideal English teacher is similar but far-removed from those of Japanese students.

TABLE 3

The Ideal English Teacher is a Native English Speaker

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Ideal English teacher is a native English speaker	Korea	2.96	1.25	4.801*	55		2.9636
	Japan	2.42	1.34		50	2.4200	
	Taiwan	3.12	0.93		49		3.1224
					Sig.	1	0.5

*p< .05, ** p< .01, ***p< .001

(2) Official English policy

After analyzing the result of each country's differences on the question asking if official English policy is an important policy that should be practiced soon (F (2,151) =6.748, MSE=1.390, **p= .001), there is indeed a significant difference.

That means the view of students on official English policy was very clear and showed a significant relation. For example, Taiwanese students were the highest with an average of 3.37, then Korean students with 3.36, and Japanese students with 2.62. Therefore, even though there's a minute difference with Korean students, it shows that Korean and Taiwanese students negatively view their country's official English policy but Japanese students view it positively. The results of Ducan's multiple range test show that average

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difference of nations' recognition regarding this question when divided into two groups. The first group is Japan (2.6200) and second is Korea (3.3636) and Taiwan (3.3673).

TABLE 4

Official English Policy

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Official English Policy	Korea	3.36	1.27	6.748**	55		3.3636
	Japan	2.62	1.26		50	2.6200	
	Taiwan	3.37	0.97		49		3.3673
					Sig.	1	0.987

*p< .05, ** p< .01, ***p< .001

(3) Control of English over social, cultural and economic aspects

The difference of each country's response to the question asking if English is controlling over their country's social, cultural and economic aspects (F (2,151) =12.501, MSE=1.063, ***p= .000) shows that it was indeed relevant. This means the view of students in control of English over social, cultural and economic aspects was clear and also showed an important significance. For example, Korean students (1.87) had remarkably low results compared to Taiwanese students (2.35) and Japanese students (2.88). We can interpret this to mean that Korean students understand seriously how control of English over social, cultural and economic aspects in their country and Japanese students feel less serious about it. However, it also shows that all students from three countries agree to this question. As the results of Ducan's multiple range tests, average difference of nations' recognition regarding this question divided into three groups (Korea, 1.8727; Japan, 2.8800; Taiwan, 2.3469).

TABLE 5

English's Control over Social, Cultural and Economic Aspects

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)			
					N	1	2	3
English's control over social, cultural and economic aspects	Korea	1.87	1.02	12.501***	55	1.8727		
	Japan	2.88	1.19		50		2.880	
	Taiwan	2.35	0.86		49			2.3469
					Sig.	1	1	1

*p< .05, ** p< .01, ***p< .001

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(4) Relationship between English and social success

The difference of each country's response to the question asking if fluency in English will lead them to good positions in society and acquire good jobs (F(2,151)=3.537, MSE=1.189, *p= .031) was relevant. This means, the differentiation of students' view on the question was well-defined and showed an important significance. For example, the tendency of Korean students (1.81) looking English as an important way to succeed was stronger than Japanese students (2.08) and Taiwanese students (2.39). Japanese and Taiwanese students also understand that fluency in English will get them good jobs and positions in society. The results of Ducan's multiple range tests present that average difference of nations' recognition regarding this question divided into two groups. The first group is Korea (1.8182) and Japan (2.0800) and the second is Japan (2.0800) and Taiwan (2.3878). Japan can be part of both groups since the mean of Japan is similar with Korea and Taiwan.

TABLE 6

Relationship between Social Achievement and English

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Relationship between social achievement and English	Korea	1.81	1.09	3.537*	55	1.8182	
	Japan	2.08	1.19		50	2.0800	2.0800
	Taiwan	2.39	0.98		49		2.3878
					Sig.	0.226	0.155

*p< .05, ** p< .01, ***p< .001

(5) The effectiveness of English-only class

The difference of each country's response to the question asking if English-only class is the way to learn English fast and effectively (F(2,151)=8.107, MSE=1.137, ***p< .001) was undeniably relevant. This means, difference of students' negative or positive views on the question was very clear and revealed important implications. For example, Japanese students (2.88) showed lower results compared to Korean (2.95) and Taiwanese students (3.14). This demonstrates that Japanese students prefer and positively think about English more often compared to the other two countries' students. On the other hand, Taiwanese students showed the highest result in that their view on English only class is negative. The results of Ducan's multiple range tests present the average difference of a nations' recognition regarding this question divided into two

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groups. The first group is Japan (2.3200). The second is Korea (2.9455) and Taiwan (3.1429).

TABLE 7

Effectiveness of English-only Classes

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Effectiveness of English-only class	Korea	2.95	1.22	8.107***	55		2.9455
	Japan	2.88	1.04		50	2.3200	
	Taiwan	3.14	0.89		49		3.1429
					Sig.	1	0.35

*p< .05, ** p< .01, ***p< .001

(6) Extension of English-only class in elective courses

The difference of each country's response to the question asking if not only major classes but also elective courses should be taught in English was relevant (F(2,151)=8.450, MSE=1.366, ***p< .001) This means the difference of students' views and recognition of extension on English-only class in elective courses was very clear and showed an important significance as well. Students from the three countries had negative recognition in general, but Korean students (3.98) showed the most obvious negative recognition, Japanese students (3.20) were next, then Taiwanese students (3.15). The results of Ducan's multiple range test presents the average differences between nations' recognition regarding this question divided into two groups. The first group is Korea (3.9818). The second is Japan (3.2000) and Taiwan (3.1458).

TABLE 8

Extension of English-only Classes in Elective Courses

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Extension of English-only class in elective courses	Korea	3.98	1.15	8.450***	55		3.9818
	Japan	3.20	1.31		50	3.2000	
	Taiwan	3.15	1.03		49	3.1458	
					Sig.	0.816	1

*p< .05, ** p< .01, ***p< .001

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(7) Forbidding using native language during English-only classes

The difference of each country's response to the question asking if students should never speak their first language during an English only class was not relevant (F(2,151)=.202, MSE=1.446, p= .817). However, Korean students showed the highest result with an average of 3.31, and Japanese students showed the lowest result with an average of 3.16. After analyzing the result, Korean students show significantly negative recognition on English-only policy along with Taiwanese students (3.23) who also showed a similar result. Considering carefully, three student groups revealed similar negative recognition on forbidding using native language during English-only class. In this question, three groups (Korea, 3.3091; Japan, 3.1600; Taiwan, 3.2292) did not display any difference of mean in Ducan's multiple range tests.

TABLE 9

Forbidding to Use Native Language during English-only Classes

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)	
					N	1
Forbidding to use native language during English-only class	Korea	3.31	1.51	0.202	55	3.3091
	Japan	3.16	1.11		50	3.1600
	Taiwan	3.23	0.83		49	3.2292
					Sig.	0.56

*p< .05, ** p< .01, ***p< .001

(8) Decline of fear during English-only classes

The difference of average of each country's response to the question asking if their fear of English is declining through English-only classes was not relevant (F(2,151)=.847, MSE=1.399, p= .431). However, Korean students showed the highest result with the average of 3.11, and next was Taiwanese students with the average of 2.90. Japanese students showed the lowest result with average of 2.82. This shows that Korea students recognize that their fear of English is not diminishing through English-only classes. In other words, Korean students fear more through English-only classes and have a more difficult time than Japanese and Taiwanese students. In this question, three groups, (Korea, 3.1091; Japan, 2.8200; Taiwan, 2.8980) did not display any differences of mean in Ducan's multiple range test, either.

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TABLE 10

Decline of Fear during English-only Classes

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)	
					N	1
Decline of fear during English-only class	Korea	3.11	1.27	0.847	55	3.1091
	Japan	2.82	1.17		50	2.82
	Taiwan	2.90	1.08		49	2.898
					Sig.	0.247

*p< .05, ** p< .01, ***p< .001

(9) Difficulty in communicating due to cultural difference

The average difference of each country's response to the question asking if communicating with a native English speaking teacher is because of cultural difference is challenging was not relevant (F(2,151)=1.224, MSE=1.110, p= .297). However, if we compare the averages of Korean students who showed the lowest result with the averages of 2.76, and Japanese students (2.86), and then Taiwanese students (3.08). This shows that the three student groups experience difficulties when communicating with the native English speaking teachers and it is because of such cultural difference. In this question, three groups (Korea, 2.7636; Japan, 2.8600; Taiwan, 3.0816) did not display any difference of mean in Ducan's multiple range tests.

TABLE 11

Difficulty in Communicating due to Cultural Difference

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)	
					N	1
Difficulty in communicating due to cultural difference	Korea	2.76	1.12	1.224	55	2.7636
	Japan	2.86	1.21		50	2.86
	Taiwan	3.08	0.76		49	3.0816
					Sig.	0.152

*p< .05, ** p< .01, ***p< .001

(10) Effectiveness of learning English at an early age

The average difference of each country's response to the question asking if learning English at an early age will help students learn English effectively and help them speak just like natives (F(2,151)=5.946, MSE=1.133, **p= .003) showed relevant difference. This means, depending on their nationality, students showed distinct difference on the

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recognition of effectiveness of learning English early and showed important implications. For example, Korean students (2.31) showed relatively low results compared to Japanese students (2.54) and Taiwanese students (3.02). It means that Korean students prefer the effectiveness of learning English at an early age more positively than students from the other 2 countries. It also shows that students need to learn English early in order to have a native accent and Japanese students showed similar results just like Korean students. On the other hand, Taiwanese students showed the highest result in that they have a negative recognition of it. The results of Ducan's multiple range tests present that average difference of nations' recognition regarding this question divided into two groups. The first group is Korean (2.3091) and Japan (2.5400). The second is Taiwan (3.0204).

TABLE 12

Effectiveness of Learning English at an Early Age

Item	Nationality	Mean	SD	F	Subset for alpha= .05 (Group)		
					N	1	2
Effectiveness of learning English at an early age	Korea	2.31	1.20	5.946**	55	2.3091	
	Japan	2.54	1.03		50	2.5400	
	Taiwan	3.02	0.92		49		3.0204
					Sig.	0.274	1

*p<.05, ** p<.01, ***p<.001

3. Differences of Three Groups' Mean on English Education and Policy

As shown in chart 13 below, several groups can be created according to the mean differences of the three Asian countries. First, Korean and Taiwanese students have similar recognition on questions 1 (Korea, 2.96; Taiwan, 3.12), 2 (Korea, 3.36; Taiwan, 3.37), and 5 (Korea, 2.95; Taiwan, 3.14). For examples, students of both countries have not considered native English speakers as the ideal teacher, English-only classes as the most effective way to learn English and English as an official language as an important policy that should be practiced soon than the recognitions of Japanese students (2.42, 2.62 and 2.32) on these questions.

Second, Korean and Japanese students have equivalent mean differences in questions 4 (Korea, 1.81; Japan, 2.08) and 10 (Korea, 2.31; Japan, 2.54). These two student groups believed that the fluency in English will them lead to decent positions and attaining a good job in their society but Korean students agree more than Japanese students. In addition, they showed somewhat positive recognition on question 6 that all classes

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including major and elective classes should be taught in English compared to Taiwanese students (3.02) who showed a neutral recognition.

Third, Taiwanese and Japanese students revealed analogous acknowledgment regarding question number 6 (Taiwan, 3.15; Japan, 3.20) and these two groups revealed somewhat a mean difference on question number 4 (Taiwan, 2.39; Japan, 2.08) even belonging to the same group. These two student groups surmise that having the ability to speak English fluently makes a job easier to obtain in their society.

TABLE 13

Summary of Average Groups on Mean Differences among Korea, Japan, and Taiwan

	Division	Group			
		Num. of group	1 group	2 group	3 group
1	Do you think a native English speaker is the ideal teacher when learning English?	2	Japan	Korea, Taiwan	
2	Do you think adopting English as an official language is an important policy that should be practiced soon?	2	Japan	Korea, Taiwan	
3	Do you think English rules the sociocultural and political aspect of your country?	3	Korea	Taiwan	Japan
4	Do you think fluency in English will lead you to good positions and get a good job in your country?	2	Korea, Japan	Taiwan	
5	Do you think an English-only class is the most effective way to learn English in a short amount of time?	2	Japan	Korea, Taiwan	
6	Do you think all classes including major and elective classes should be taught in English?	2	Taiwan, Japan	Korea	
7	Do you think students should never speak their first language during a native English speaker's class?	1	Korea, Japan, Taiwan		
8	Do you think your fear of English has decreased through English-only-classes by native English speakers?	1	Korea, Japan, Taiwan		
9	Do you think it will be hard to communicate with a native English speaking teacher during the lecture because of cultural differences?	1	Korea, Japan, Taiwan		
10	Do you think learning English at an early age is more effective in that they will be able to speak fluently just like a native speaker?	2	Korea, Japan	Taiwan	

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V. DISCUSSIONS

Comparison on different recognition of students from 3 eastern Asian countries is significantly worth its merit in many aspects and should be referred to when each country establishes English education policies in the future. In the case of Korean students, they agreed more often, 4 questions out of 10 compared to Taiwanese and Japanese students but they unreservedly disagreed to 4 other questions. In the case of Japanese students,' they agreed in regards to 4 questions compared to Korean and Taiwanese college students, and Taiwanese students who disagreed mainly to 6 questions compared to Korean and Japanese students. A Summary of each country's questionnaire results are below.

1. Result of Korean Students' Recognition on English Education and Policy

Korean students showed the lowest results out of 4 questions in that they positively agree compared to Taiwanese and Japanese students. First, Korean students understand that English has ruled their country's economic and cultural aspects. Korean students seriously think that English has inherent control over economic and cultural aspects of Korean society among the 3 Asian countries selected for this research. This means that English has been a great burden to Korean students and has oppressed them in so far that they need a new social atmosphere and policy that will help them overcome this effort. Second, the results show that Korean students strongly believe they will succeed socially and acquire a good job as long as they are fluent in English and what's more, English is essential in order to get a respectable job in Korea. Third, it shows that Korean students have more difficulty in communicating with native English speaking teachers because of cultural difference compared to Japanese and Taiwanese students. Therefore, it is essential that we to need develop and practice new cultural interchanges and interactions with native English-speaking teachers. Fourth, Korean students strongly think that learning English at an early age is effective and it will indeed help them speak comparatively well just like a native compared to Japanese and Taiwanese students. The reason that Korean students showed strong support for early English education is because they have too many burdens and pressures in learning English and this makes them think it would have been better if they learned English somewhat sooner. Ultimately, they will not have to worry about getting a good job and succeeding in Korean society.

Korean students also showed the highest results in 4 other questions where they negatively disagree compared to Japanese and Taiwanese students. First, they showed a

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similar result with Taiwanese students concerning English as an official language policy. However, Japanese students generally look at English as an official language policy with a positive opinion. Second, Korean students strongly disagree about the extension of English-only classes even to elective courses. In fact, the ratio of English-only lectures has been emphasized that it is the measure of how a school is internationalized when it comes to valuating 4 year colleges. This causes colleges to extend English-only classes thoughtlessly and in addition, requires students to take more English-only classes. Third, Korean students strongly disagree to the prohibition of their making use of their first language during English-only classes by native English speaking teachers. This was also a very similar result in Taiwan, but Japanese students positively recognized the prohibition of using their first language. Fourth, Korean students have more anxiety during English-only classes taught by native English speakers compared to Japanese and Taiwanese students.

2. Result of Japanese Students' Recognition on English Education and Policy

In the Japanese students' case, they did not have any maximum result of their questionnaire compared to the other 2 countries. Rather they showed a relatively low result in 4 questions, which is very positive compared to Korean and Taiwanese students. First, Japanese students recognized more distinctly that native English speaking teachers are the ideal English teacher compared to Korean and Taiwanese students. Second, Japanese students strongly agreed that English as an official language policy is a strategy that is very necessary to their country. This is in stark contrast to Korean and Taiwanese students who disagree to English as an official language policy. Third, Japanese strongly agree that they should not speak their first language during a native speaker's class. This too is very contradicting when compared to Korean and Taiwanese students. Fourth, Japanese students responded that their fear of English declines through English-only classes. This shows that they believe English-only classes are beneficial compared to Korean and Taiwanese students. As a result Japanese students did not show negative recognition or negative inclination compared to the questionnaire compared to Korean and Taiwanese students. Then again, they have a positive recognition, in fact, the most out of all three countries, about native English speaking teachers, English-only classes and English as an official language policy, and above all, they have a strong desire to accept these policies.

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3. Result of Taiwanese Students' Recognition on English Education and Policy

Taiwanese students did not have any lowest result in the questionnaire compared to Korean and Japanese students; rather they showed the highest result in 6 questions that Taiwanese students have relatively negative recognition and disagreement. First, Taiwanese students did not believe that the ideal English teacher is not a native speaker. Second, Taiwanese students did not respond that they need English as an official language policy. Third, these students believe that they will be socially successful in obtaining a good job in the future if they speak English fluently but this is less positive than Korean students. Fourth, they have a negative recognition on the effectiveness of English-only class compared to Japanese and Korean students. Fifth, Taiwanese students do not in truth, experience difficulty in communicating with native English speaking teachers compared to the other 2 countries. Lastly, Taiwanese students do not think that developing English education at an early age will lead them to fluency in English just like native speakers compared to Korean and Japanese students. According to the result, Taiwanese students have a significantly negative view on English education policy compared to Korean and Japanese students and they also have an aura of strong nationalism.

VI. CONCULSIONS AND SUGGESTIONS

Of these three eastern Asian countries, Korean students had the most serious recognition about the English education policy compared to the level of how Japanese and Taiwanese students recognize, and Korean students feel more pressure and burdens as well. Korean students will experience difficulty communicating with native English speaking teachers during English-only classes even though they must receive good grades in English class, take English-only classes which is extending gradually and gaining more knowledge through those classes in order to get a good job. This type of ideology has ruled over many aspects of Korean society. In order to escape from those burdens and pressures, people tend to have positive a view on English education at an early age with the expectation that they will speak English fluently akin to a native. However, they also have aggressive and negative attitudes toward English while they desperately accept the pressure of learning English. For example, Korean college students have a negative view on English as an official language policy, extension of English-only class to elective courses, and prohibition of English during English-only class. Moreover, they complain how they fear English after taking English-only classes.

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This defines English as the language of capitalism and is functioned as capitalistic logic that materializing everything. Therefore, there is a close relationship between the capitalism of English and the worldwide spread of English. According to Yoon (2002), it shows that Koreans desire to do the "conquest of English", which is kind of an aggressive method about the oppression because Koreans will want to possess that as long as the oppression of English existing. He insists that this desire to possess fluency in English and aggressive impulse both develops and causes frustration about English and a sense of achievement from learning English. These contradicting emotions (frustration and sense of achievement) will continually be repeated and the related joy and grief will alternate. However, he gives a warning that it's not us controlling over English but English controlling us.

Therefore, this research would like to give proposals and suggestions that follow English education and policy. First, if Korea's English education policy is a national benefit, diplomatic superiority and prior occupation in foreign global market, it is desirable to invest more money and time training appropriate specialist to enhance competitiveness rather than just having an ambiguous goal of improving every citizen's English skills.

Second, looking towards globalization, we need to thoroughly reconsider extending English-only classes in order to assert ourselves to appear in internationally good standing and gain Ivy League status for globalization. Many scholars point out that English-only, which purposes is to have global competitiveness interferes with 'studies' which is the most basic responsibility of a college student. Moreover, it warns that thoughtlessly extending English-only class will deepen the reliance of the West through excessive studies (Soon, 2000). Therefore, English-only classes should be used selectively and well. It is necessary to open the same class offered both in English and Korean and to open English-only classes which are offered 100% in English along with a dual language. Students will need to choose a class that fits their level.

Third, we need to have an alternative plan that will lessen the fear and difficulty of communication. It is necessary to open many employment opportunities for Korean Americans who immigrate to English speaking countries at an early age. Korean Americans are not only bilingual but they are also familiar with the culture so that they will play a positive role in bridge-building between Korea and the United States. If a lecturer of an English-only class is a native English speaker, it is necessary to open an instructional foundation that can incorporate Korean culture classes provided by state agencies in order to teach Korean students. It is possible to hire a native speaker who has completed Korean culture or language courses.

Fifth, rather than focusing on developing linguistic and practical abilities, we should aim to have an education combining the culture of English speaking countries and the

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local language. We can never separate a language and a culture and it is profoundly necessary to have combined education because language might be an important element in the culture where that language is used and it might be the leading and traditional at the same time (Brooks, 1964). If English is taught only for practical ability improvement, we might make mistakes in making language learners as socially 'disabled' (McLeod, 1976). Therefore, English education without culture education is meaningless and delivers a coreless education (Crawford-Lange and Lange, 1987; Roh, 2005).

Sixth, rather than being acclimating, it is also necessary to create a social atmosphere which permits productive criticism which makes available pressures and oppressions from learning English among Korean college students.

Seventh, we need to consider the historic origin of Koreans being obsessed over English in both society and the current institutional system.

Finally, this current study has two shortcomings which need future research. First, the number of college students needs to be increased for obtaining more effective results. Second, there is a lack of cultural and social background information in order to make known the differences among the responses of each student group. Therefore, future research needs to run parallel with qualitative research such as allowing interviews to be part of the research process.

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APPENDIX

Questionnaire

(1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

	Contents (Please check your opinion!)	1	2	3	4	5
1	영어를 배우기 위해서 가장 이상적인 영어교사는 영어권 국가의 원어민 교사라고 생각하는가? 英語を習うために最も理想的な英語教師は、英語圏の教師だと考えますか？ 你認為要學好英文，最好的英文教師都該是來自英語系國家的外籍教師? Do you think native English speaker is the ideal teacher when learning English?					
2	우리나라에 영어공용화는 언젠가는 반드시 실시되어야 하는 중요한 정책이라고 생각하는가? 日本で英語の公用化はいつかは必ず実施されなければならない重要な政策だと考えますか？ 你是否認為將來英文應該成為你所在的國家的官方語言? Do you think official English policy is an important policy that should be practiced soon?					

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3	영어가 우리나라의 많은 사회문화 및 경제적 영역을 지배하고 있다고 생각하는가? 英語が日本の多くの社会文化または経済を占めていると考えますか？ 你是否認為英文對於你所在的國家的文化、社會及經濟都有主要的影響? Do you think English rules sociocultural and political aspect of your country?					
4	우리나라에서 영어를 잘하면 사회적으로 좋은 위치에 올라서거나 좋은 직장을 구할 수 있다고 생각하는가? 日本で英語が出来れば社会的に良い位置に上がったり、良い職場に就くことが出来ると考えますか？ 你是否認為說一口流利的英文能讓你找到好的工作並獲得成功? Do you think fluency in English will lead you to good positions and get a good job in your country?					
5	원어민에 의한 English-only class (영어전용수업)는 영어를 가장 빨리 그리고 효과적으로 배울 수 있는 방법이라고 생각하는가? ネイティブスピーカーによる English-only class は英語を最も早く効果的に学ぶことが出来ると考えますか？ 你是否認為只有外籍老師授課的課程是學習英文最快且最有效的方式? Do you think English-only class is the most effective way to learn English in short amount of time?					
6	우리나라의 대학의 수업은 점차적으로 전공뿐만 아니라 교양과목까지도 모두 영어로 진행되어야 한다고 생각하는가? 日本の大学の授業は、徐々に専攻だけでなく教養科目まで全て英語で行わなければいけないと考えますか？ 你是否認為文學課程及系上主要課程都應該由外籍老師以英語授課? Do you think all classes including major and elective class should be taught in English?					
7	학생들이 원어민 강사의 수업 동안 학생들 자신들의 모국어를 절대로 사용해서는 안 된다고 생각하는가? 学生たちが、ネイティブの教師の授業を行う間、学生自身の母国語を使用することは良くないと考えますか？ 你是否認為學生在外籍老師上課的課堂上皆不使用自己的國語? Do you think students should never speak their first language during native English speaker's class?					
8	원어민 강사가 지도하는 영어전용수업을 통하여 영어의 두려움이 점점 줄어들고 있다고 생각하는가? ネイティブの教師が指導する英語専用クラスを通して、英語に対する不安感が徐々に減っていくと考えますか？ 你對英語的恐懼感是否經由外籍老師授課的全英語課程而有所降低? Do you think your fear for English has decreased through English-only-class by native English speakers?					
9	강의시간 동안 문화적 차이들로 인해 원어민 강사와의 소통이 어려워 질 수 있다고 생각하는가? 講義時間の中で文化的違いによって、ネイティブの教師と疎通が難しくなることがあると考えますか？ 你是否認為礙於文化的差異性，在課堂上與外籍教師溝通是困難的? Do you think it will be hard to communicate with the native English speaking teacher during the lecture?					
10	영어는 일찍 배우면 배울수록 보다 효과적으로 습득하여 원어민과 같은 영어실력을 구사할 수 있다고 생각하는가? 英語は早く学ぼうとするよりも、効果的に習得してネイティブのような英語の実力を駆使できると考えますか？ 你是否認為如果你能較早開始學習英語，你的英文程度將可以達到外國人的標準? Do you think learning English at an early age is more effective and speak fluently just like a native speaker?					

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Examples in: English
Applicable Languages: English
Applicable Levels: College or University

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