

Shared Identities: Our Interweaving Threads

EFL students' educational preferences in Korea and Japan

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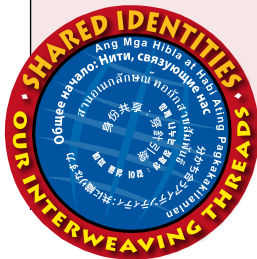
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This study invited 373 university students studying English in Korea and Japan to express their preferences concerning learning and teaching methods, and what they see as the principle problems in their educational environments. We invited comments directly from the students in response to the first set of results of the questionnaire to examine and reflect on the potential similarities and differences between those studying in Korea and Japan, males and females, and English and non-English majors. Educators can greatly improve their practice by allowing the most knowledgeable consumer—the students—to voice their opinions more.

本研究では韓国と日本の大学生373人の英語学習と英語教授法の嗜好調査を行い、更に、両国の大学生が認識する自国の英語学習環境上の問題点を指摘するよう要請した。集計した回答は調査回答者である大学生に提示され、二国間、性別、専攻分野別に回答の相違点が分析された。英語教育を身を持って経験し、豊富な知識を持つ消費者、つまり英語学習者の意見をより広く取り入れることで、教育者は自らの教育改善を促進することができる。

Student motivation is at risk when the learning preferences and expectations are in conflict with teacher practice, school curricula, and national educational policies. As educators, researchers, and policy-makers talk about the best ways to teach and learn, the voices of the students are often not



heard (Cook-Sather, 2006). Students are the ones who are most directly affected by the educational decision-making at all levels—classroom, institutional, state, and national—yet students have the least say in their own educational structures and institutions. They are shut-out. *Authorizing student perspectives* means allowing students the authority to critically discuss, confront, and shape the educational structures and institutions that affect them now and in the future. Authorizing student perspectives “recognizes and responds to the profound and unprecedented ways in which the world has changed and continues to change and the position students occupy in relation to this change” (Cook-Sather, 2002, pp. 3-4).

Underlying our belief in the importance of student perspectives is the fundamental notion implicit in the studies on student motivation, the *perceived value of the activity*: “The greater the value that individuals attach to the accomplishment of or involvement in an activity, the more highly motivated they will be both to engage in it initially, and later to put sustained effort into succeeding in the activity” (Williams & Burden, 1997, p. 125). Also regulating motivation is perceived self-efficacy, the belief in one’s ability to accomplish the activity “by shaping aspirations and the outcomes expected for one’s efforts” (Bandura, 1997, p. 335). Bandura (1986) also asserts that self-efficacy judgments can affect perceived value. In this study, we will compare the perceived values of EFL activities and their environments and the perceived self-efficacy of university students in Korea and Japan by authorizing their perspectives and listening to their voices about what motivates them. All student quotes given in this paper came from those who participated in the survey.

Background

English education in Korea

In 1992, the recommended official teaching methodology for EFL in Korea began to shift (see Appendix 1). The Ministry of Education (MOE) instituted a shift away from grammar-translation methodology toward communicative language teaching (CLT) by issuing in 1992 an educational policy called The Sixth National Curriculum for Middle Schools and for High Schools. This was the first curriculum endorsing CLT (Kwon, 2000). The influence of this policy was reflected in the national college entrance examinations incorporating a listening section in 1994 (Park, 1994), and mandating English as a compulsory subject at primary schools in 1997, with the focus on oral communication competence, starting at the third grade (Kwon, 2000). The current curriculum, in effect since 2003, is The Seventh National Curriculum and it requires English as the medium of instruction for high school teachers of English. In 2008, a plan was announced for teachers to conduct English classes in English from upper-grade primary schools through middle and high schools by 2012 (Korea Net, 2008).

Despite this institutionalized push toward CLT methodology, Korean scholars report resistance from the classroom. These scholars argue that CLT is at odds with cultural norms, traditional educational methods, and student values (Li, 1998; Liu, 1999). Traditionally, teachers are expected to be the source of all knowledge. However, students in CLT environments ask socio-linguistic questions that are beyond teachers’ knowledge, creating an embarrassing situation for the teacher. According to the beliefs of teachers, students are accustomed to traditional

methods and therefore CLT methodology does not meet student expectations. These are some of the noted reasons for teachers sticking with or reverting back to traditional methodology at primary and secondary schools (Li, 1998).

However, tertiary schools seem more inclined to be innovative in their approaches. Pusan National University adopted the first learner-centered, communication-oriented college English curriculum in 2000. Other universities followed suit, setting levels of English communicative competence as requirements for graduation. A recent survey of college students revealed that they favor CLT methodology and find it useful for their learning (Nam, 2005). Although the educational policies support CLT, there still exists a problem where the majority of English related courses are instructed in Korean only, with the exception of specific conversational courses instructed by native-speakers of English.

English education in Japan

A similar shift in Japan's EFL teaching methodology occurred first in 1994, and then in 1997. The Ministry of Education (which would later be changed to the Ministry of Education, Culture, Sports, Science, and Technology—MEXT) issued a national educational guideline called the Course of Study endorsing CLT (see Appendix 1). Encouragement from the federal government increased with a policy to “cultivate Japanese [people] with English abilities,” supported by the New Course of Study (MEXT, 2003) to place more educational focus on communicative English abilities. Influences of these policies can be seen in the national college entrance examination adopting a

listening section in 2006, and an official announcement in 2008 to make English a compulsory subject at primary schools in 2011 with a focus on oral communication (MEXT, 2008). Despite these encouragements to adopt CLT methods, some teachers who did give it a try reverted to the traditional methods because of strong external constraints (e.g., university entrance exams, school ranking, parent pressures) (Taguchi, 2005), difficulties due to their lack of socio-linguistic and classroom management skills (Sakui, 2004; Taguchi, 2002), and “peer resistance” and “poor resources” (Pacek, 1996).

However, Hood, Elwood, and Falout (2009) showed that students find CLT useful and prefer it to lecture-style classes, and the longer they experience such methodology, the more positive their attitudes become toward it. This corroborates Taguchi's (2006) conclusion that students need a transition period from one methodology to another, specifically grammar-translation in high school to CLT in college.

At the tertiary level, reform has been encouraged with government subsidies. MEXT-subsidized programs, such as the 21st Century Center of Excellence (COE) Programs (MEXT, 2002), Good Practice (MEXT, 2005), and Global COEs (MEXT, 2006) offer aid to colleges which adopt innovative curriculums to teach practical English according to the needs of students and society (MEXT, 2005). Many colleges are now racing to receive this financial aid by implementing innovative educational programs.

Across Korea and Japan

Clearly, CLT has been supported at the federal, state, and institutional level in Korea and Japan (policies are outlined in Appendix 1), yet in practice, teachers seem to have trouble implementing CLT methodology in the classroom and appear skeptical whether it is effective (reported teacher beliefs are outlined in Appendix 2). Educational reforms have taken place in a top-down manner, reflecting agendas of the two governments, but whether these educational policies reflect student needs and how students perceive their learning experiences is left largely uninvestigated.

Methods

Participants

From 373 total participants, 160 (42.90%) were from one university in Korea, 213 (57.10%) were from two universities in Japan, 184 (49.33%) were male, 152 (40.75%) were female, and 37 (9.92%) did not indicate their gender. Of the participants from Japan, 83 (22.25%) were English majors with 130 (34.85%) being Science majors.

Following Dewey's (1910) concept of reflective thinking with the four phases of experience, description, analysis, and intelligent action, we solicited comments from the students being surveyed regarding the results from the questionnaires. We believe the input from the subjects of the survey should extend beyond just the traditional input of information on a questionnaire to the process of analyzing the results in the spirit of empowering student voice. The learners were invited to view the statistical data, based on a 5-point Likert agreement scale. This addition to the process adds

authenticity to the conclusions made by the researchers and also through reflection, makes the process an educational experience for the students. Some of the comments offered by the students are included below in italics to augment the survey results. Comments by the Korean students are direct quotations in English and the comments from the Japanese students are direct or translated.

Results

Culture and gender differences illustrated in the data were generally insignificant (see Appendixes 3 and 4). In general females were slightly more motivated than males and English majors more motivated than Science majors about learning English.

Students majoring in English have higher motivation than those majoring in science.
(Japanese)

Self-efficacy and value towards learning English

When asked, "How good was your English education before university?" students were slightly negative illustrating a failure in the systems to excite and motivate the student. When asked, "How difficult is it for you to learn English?" they clearly responded that it was difficult, especially for Japanese students. Students said they liked answering questions in class, and speaking in English. This is a change from the traditional view of student resistance in the use of English in the classroom as reflected in the comments from the students.

It is quite surprising that some of Korean student like to speak English in class because we thought Korean students are very reluctant to speak English in class. Maybe I got this impression from my middle and high school experience. At the time, most of student begin humble because of the peer pressure. In addition they didn't want to make mistakes in front of the class. (Korean)

Comfort in ones abilities represents a sense of self-efficacy and is considered one of the major motivators in education. When asked "How comfortable would you be using English in a foreign country?" students generally reported they were uncomfortable but did enjoy using English outside of the classroom setting.

Korean people try hard to learn English and speak English with foreigner proudly. (Korean)

The motivation for students to use English is affected by the immediate situational environment and whether the use of English is expected or socially acceptable. Traditionally there have been strong social views regarding the everyday use of English in Korean and Japanese society. It is a positive sign for EFL studies that students of both cultures regardless of any traditional social bias, clearly enjoy learning English and as we will see, also enjoy integrating English into their everyday lives.

The think [sic] that I surprised is many students in [our university] have highly motivated! about 85% of people like to use English outside of English class and more than 92% of people like learning English!! This is wonderful!! Now I realized again

that I'm very happy to come to this university. (Japanese)

Students in both Japan and Korea clearly enjoy learning English, value receiving a good grade, and believe English is important in their future lives.

We want pass with good grade because we want to get good job. (Korean)

Korean students appear to be more influenced by their parent's desires. They are balancing the traditional Confucian roles of parent and child and their increasing sense of *self*.

Korean students have a stronger desire to please their parents than Japanese students. (Japanese).

Korean students tend to think their parents are so important as themselves. In Korea, parent's opinions are very powerful to their children and Korean parents have high expectation about their sons or daughters. (Korean)

We're not childs and we don't need to study English to make our parents happy. We study it for our future and job. (Korean)

Preferred learning styles of English

The three most reported preferred learning styles were watching media, listening to music and speaking, with reading and writing being less appealing. English majors reported the most favorable responses probably because they actively use English in their education. All students show an obvious desire to use English in their everyday lives and a

preference for teaching practices that recognize English as a language to be used in a social context rather than as merely an abstract set of rules for study.

Korean and Japanese student like to listen English music and watch English movies or TV shows. But it doesn't help to increase their English skills. They just enjoy it for fun. (Korean)

It seems that students prefer speaking and listening to reading and writing. (Japanese)

Preferred learning method/curriculum organization

The three learning methods/curriculum organization that students said they appreciated the most were “audiovisual style,” group projects, and class projects. Science majors showed a strong dislike for grammar exercises and individual work. Koreans tended to prefer individual work more than Japanese. It should be noted, however, that the appropriate use of any specific instructional method is dependant on the objectives of the learning process as well as the abilities and preference of the students. Even the most preferred general instructional method may be inappropriate given variables of a specific learning situation.

We have a saying in Japan that it's not scary to cross the street in crowds even against the traffic light. The data show that Japanese students like group activities. (Japanese)

Koreans don't get together with their group members. And they have less ability to cooperate with members. Korea is very a competitive country. (Korean)

Preferred quality of instructor

According to these data, one of the strongest motivators in learning is the personal characteristics of the instructor. Students of both countries confirmed the importance of having a friendly, knowledgeable teacher with a comfortable teaching style. Females are especially interested in a knowledgeable instructor. Japanese want a comfortable instructional style whereas Koreans consider this less important. We think that TESOL teacher training and workshops could better address EFL learner needs by teaching teachers to build good rapport with students and adjust to their social needs appropriately.

Both Korean and Japanese students demand good English ability from their English teachers. (Japanese)

Most significant problems in EFL education

Students were asked to identify the three most salient problems in EFL education from a list of 27 categories first identified in a survey done by Sewell (2006). The numbers given in Appendix 3 represent the percentage of students in the study who identified that item as one of the three most significant problems. The top three are presented because they were clearly the most common problems cited. Both nations' students identified “instruction is too grammar centered,” “focus on entrance exams,” and “no conversation practice” as the most salient problems in the EFL education system.

Korea's society need someone who graduate from great school. So student of Korea have to study for

entrancing great university instead of satisfying oneself. It is a sad reality. But we think that it will take longer to change Korea's society. (Korean)

We think English Education system from elementary school to high school is not practical. Most of university students can't speak well in English communication. Especially in high school it has too much focus on grammar to get a good grade. (Korean)

The English education in Japan starts with learning grammar and we spend our school life from JHS to college on learning grammar. I think the time teachers spend on teaching oral communication is extremely little compared with the time for grammar. (Japanese)

When the English classes are all about grammar and test preparation, and without practical elements, then it's just mechanical, monotonous work. (Japanese)

Highlights of the results

Students reported:

- enjoying English and wanting to use English more in the classroom and in their daily lives
- strongly believing that English is important for their future
- preferring watching and listening over reading and writing in English

- preferring classes instructed with audio-visual support
- valuing a friendly, knowledgeable instructor and a comfortable learning environment
- regretting the emphases on theory and examinations over the practical application of English, as the greatest problem in EFL education.

Discussion

Listening to our students' voice

The students in our surveys indicate that a curriculum utilizing group work and peer interaction generally motivates the student in the EFL learning environment as illustrated in their responses to questionnaire items G1—G8. Group projects in English classes also help the students learn how to work in a team, necessary in the business communities in both Korea and Japan. Peer review develops skills in synthesizing information from others and motivates students to develop their own English skills so that they might more effectively critique their own work or their peers.

These students say they want to learn English and want to use it inside and outside the classroom, as illustrated in their response to questionnaire items D1—E3. They want to apply their skills practically and actively, integrating them into their lives. Exercises and projects focused on application relevant to personal interests also create ownership and responsibility to develop and integrate English skills into their personal and professional lives.

Often opponents of CLT state that their students are more comfortable with traditional memorization and grammar exercises, and there may be some truth to this when students have little or no experience of CLT (Hood, Elwood, & Falout, 2009; Murphey, 2002; Murphey, Falout, Elwood, & Hood, 2009). Our students do not view the development of English skills as an academic exercise but rather as a practical tool they both want and need. This is juxtaposed with their responses in item J1—J3, showing that their perceptions of the major problem in EFL education is that the subject of English has been treated as an exercise in memorizing vocabulary and grammatical rules only to pass entrance exams. Students are still yearning for the kind of communicative language teaching proposed by their respective governments, to be fully realized in practice.

When language teaching for communication is not supplied by the public school system then students and their parents will look elsewhere to get what they want. This explains the thriving cram schools and private tutoring in Korea and Japan which creates a significant burden on the finances of students and their parents. Moreover, this disparity contributes to the departure of some of the most promising students, a “brain drain,” who migrate to countries where academic institutions can fill their needs. Students and educational policy makers in both countries seem to agree that more communicative and interactive English classes are better. Then why does this contradiction exist?

A plea to educational policymakers

While policy makers continue to formally support CLT practices, they also continue to allow a high stakes testing

system to drive and direct JHS and HS teachers toward teaching methods that teachers are convinced are best for passing HS and university entrance exams, grammar-based teaching for grammar-based exams. Teachers are being responsible to the goal of preparing students for entrance into good universities, something parents are aligned with. Obviously what needs changing in order to be congruent, are the exams. Policy makers should target changing the exams, not the teachers who are acting responsibly toward the practical goals of students and their parents.

In some parts of Malaysia and Hong Kong where oral tests have become part of the curriculum and entrance process, teachers have indeed changed their pedagogy (Murphey, 2009). If what policy makers want are more communicatively oriented teachers, then policy makers should direct their attention toward changing the exams for which teachers are preparing their students. We believe that no big change will occur without an over-arching policy statement revising the entrance exams to universities and high schools.

Were the policy makers to insist that entrance exams become more conversationally oriented or at least have a listening section on them this would be a tide-changing phenomenon for pedagogy. At present, in Japan only the Center Exam and a handful of universities and schools have listening sections on a few of their many tests. There are literally hundreds of English entrance exams in both Korea and Japan that have no listening. As our students are telling us, the exams, which are focused mostly on grammar, and lack areas of listening and communication, are driving the JHS and HS teaching methods, contrary to the policy

statements. The exam system is also driving the cram school industry to train students for non-practical skills. As one student aptly stated:

Current English classes around the world are diversified in teaching methods, and if teachers keep presenting the course in the same way, students will not want to study English. (Japanese)

Conclusion

Government educational goals and student requests for more CLT in both Japan and Korea are aligned, with the actual teaching methods in schools appearing as a mismatch. It was our intention to authorize the perspectives of our students by listening to their voices, and to encourage other teachers to do likewise with their students (Murphey, 2002; Murphey, Falout, Elwood, & Hood, 2009). Student beliefs and preferences can help instructors design EFL classrooms and programs that are more appropriate to learning English in today's post-secondary education environment. An effective strategy for implementing programs is simply involving students in such a survey so that students can contribute to the negotiation of their curriculums and syllabi to meet their needs, and to become more agentive and autonomous in their learning endeavors. Talk and interaction are not only the things students say they most want and need in their English learning, they may also be the royal road to better program design.

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Appendix 1

Educational policies for EFL in Korea and Japan

| English education in Korea | English education in Japan |
|--|--|
| <ul style="list-style-type: none"> • In 1992, The Sixth National Curriculum for Middle and High Schools was issued with a focus on improving oral communication ability. (The first CLT curriculum) • In 1994, listening test was incorporated into college entrance examinations. • In 1997, English became a compulsory subject at primary schools starting at the third grade. • In 2000, Pusan National University adopted the first learner-centered, communication-oriented English curriculum. • In 2003, The Seventh National Curriculum was issued, requiring high school teachers to use English as the medium of instruction to teach English. • In 2008, a plan was announced, requiring teachers to use English as the medium of instruction to teach English from primary through high school. | <ul style="list-style-type: none"> • In 1994, the Course of Study with focus on improving oral communication ability was issued. (The first CLT curriculum) • In 1997, the Course of Study with more heavy focus on communicative language teaching was issued. • In 2003, an action plan to “cultivate Japanese [people] with English abilities” was issued with much more focus on improving oral communication abilities. • In 2006, a listening test was incorporated into national college entrance examination. • In 2008, an announcement was made that English will be a compulsory subject at primary schools in 2011. |

Appendix 2

Teacher attitudes toward CLT in Korea and Japan

| What do Korean teachers say about teaching oral communication? | What do Japanese teachers say about teaching oral communication? |
|---|---|
| <p>Students don't like communicative language teaching because . . .</p> <ul style="list-style-type: none"> • It doesn't match the traditional role of teachers and students. • It doesn't match student's cultural norms, values, and expectations. • It threatens teachers' "face"—their sense of respect from the students. • It doesn't increase student's self-confidence and engagement in learning activities. | <p>Students don't like communicative language teaching because . . .</p> <ul style="list-style-type: none"> • Students find it useful but need a transit period to get used to the method. • Teachers can't use CLT due to peer pressure, entrance exams, poor English knowledge, and poor resources. |

Appendix 3

Results from the questionnaire

| General English confidence: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| A1) How good was your English education? | 2.63 | 2.82 | 2.92 | 2.59 | 2.58 | 3.18 | 2.74 |
| A2) How difficult is it for you to learn English? | 3.21 | 3.75 | 3.40 | 3.63 | 3.86 | 3.57 | 3.51 |
| Comfort with using English in class: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
| B1) Do you like answering questions in class? | 3.24 | 3.12 | 3.21 | 3.20 | 2.87 | 3.52 | 3.17 |
| B2) Do you like having to speak English in class? | 3.60 | 3.57 | 3.74 | 3.52 | 3.12 | 4.27 | 3.58 |
| Comfort with English abilities: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
| C1) How comfortable would you be using English in a foreign country? | 2.91 | 2.37 | 2.87 | 2.40 | 2.01 | 2.95 | 2.60 |
| C2) Do you like to use English outside of class? | 3.24 | 3.67 | 3.67 | 3.35 | 3.32 | 4.23 | 3.49 |
| C3) Do you like learning English? | 4.25 | 3.92 | 4.28 | 3.88 | 3.47 | 4.64 | 4.06 |

Note: Values in bold indicate a significant difference at the $p < .05$ level between the Korean and Japanese university groups, between genders, and between the Science and English majors groups in Japan.

| Importance of learning English in class: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| D1) Do you think it is more important to make friends? | 2.99 | 2.40 | 2.61 | 2.67 | 2.59 | 2.10 | 2.65 |
| D2) Do you think it is more important to have fun? | 2.89 | 3.40 | 2.86 | 3.54 | 3.78 | 2.82 | 3.18 |
| Importance of learning English in your life: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
| E1) Do you just want to pass the course? | 4.39 | 3.72 | 4.35 | 3.69 | 3.42 | 4.18 | 4.01 |
| E2) Is it important to make your parents happy? | 3.44 | 2.80 | 3.16 | 2.99 | 2.85 | 2.72 | 3.08 |
| E3) Do you think English is important for your future? | 4.85 | 4.62 | 4.82 | 4.65 | 4.52 | 4.76 | 4.72 |

| Preferred application of English: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
|---|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| F1) Reading English books or magazines | 3.61 | 3.21 | 3.53 | 3.21 | 2.87 | 3.73 | 3.38 |
| F2) Listening to English music | 4.15 | 4.45 | 4.41 | 4.23 | 4.33 | 4.63 | 4.32 |
| F3) Watching English movies or TV shows | 4.44 | 4.27 | 4.57 | 4.18 | 4.03 | 4.65 | 4.35 |
| F4) Writing English stories or emails | 3.11 | 3.00 | 3.42 | 2.76 | 2.47 | 3.83 | 3.04 |
| F5) Speaking in English with friends | 3.69 | 3.54 | 4.06 | 3.29 | 2.95 | 4.46 | 3.61 |

Note: Values in bold indicate a significant difference at the $p < .05$ level between the Korean and Japanese university groups, between genders, and between the Science and English majors groups in Japan.

| Preferred learning method: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| G1) Lecture style | 3.19 | 2.88 | 3.05 | 2.92 | 2.81 | 2.99 | 3.02 |
| G2) Audiovisual style | 3.71 | 3.76 | 3.84 | 3.68 | 3.65 | 3.94 | 3.74 |
| G3) Grammar exercises | 2.81 | 2.69 | 2.94 | 2.54 | 2.48 | 3.02 | 2.74 |
| G4) Individual projects | 2.96 | 2.72 | 2.91 | 2.77 | 2.43 | 3.18 | 2.82 |
| G5) Individual Presentations | 2.83 | 2.43 | 2.72 | 2.56 | 2.05 | 3.04 | 2.60 |
| G6) Group presentations | 2.94 | 3.62 | 3.19 | 3.56 | 3.48 | 3.84 | 3.33 |
| G7) Class projects | 2.81 | 3.62 | 3.17 | 3.42 | 3.48 | 3.84 | 3.27 |
| G8) Class presentations | 2.78 | 3.16 | 2.89 | 3.09 | 2.98 | 3.45 | 2.99 |
| Preference in instructor's abilities: | Korea total | Japan total | Fem. | Male | Sci. major | Eng. major | Ovral avg. |
| H1) How important is it to have a friendly teacher? | 4.57 | 4.79 | 4.70 | 4.75 | 4.77 | 4.82 | 4.69 |
| H2) How important is it to have a knowledgeable teacher? | 4.36 | 4.46 | 4.99 | 4.36 | 4.35 | 4.63 | 4.42 |
| H3) How important is it to have a comfortable teacher? | 4.33 | 4.71 | 4.51 | 4.62 | 4.71 | 4.72 | 4.55 |

| The most significant problems in EFL education: | Korea Total % | Japan Total % | Fem. % | Male % | Sci. major % | Eng. major % | Total avg. % |
|--|------------------------------|------------------------------|-------------------|-------------------|-----------------------------|-----------------------------|-----------------------------|
| J1) Instruction is too grammar centered. | 50.00 | 61.97 | 38.16 | 32.07 | 20.77 | 27.71 | 34.85 |
| J2) Classes focus on passing the university entrance exam. | 39.38 | 63.38 | 36.84 | 36.96 | 30.77 | 36.14 | 35.66 |
| J3) No conversation practice. | 40.63 | 61.97 | 35.53 | 34.24 | 26.15 | 37.35 | 34.85 |

Note: Values in bold indicate a significant difference at the $p < .05$ level between the Korean and Japanese university groups, between genders, and between the Science and English majors groups in Japan.

Appendix 4

Full questions as given in the questionnaire

General English confidence:

- A1) Out of 5 points, how good was your English education before university? (1=very bad, 5=very good)
- A2) Out of 5 points, how difficult is it for you to learn English? (1=very easy, 5=very important)

Comfort with using English in class:

- B1) Out of 5 points, do you like answering questions in class? (1=strongly dislike, 5=strongly like)
- B2) Out of 5 points, do you like having to speak English in class? (1=strongly dislike, 5=strongly like)

Comfort with English abilities:

- C1) Out of 5 points, how comfortable would you be using English in a foreign country? (1=I couldn't, 5=I would feel very comfortable)
- C2) Out of 5 points, do you like to use English outside of your English class? (1=strongly dislike, 5=strongly like)
- C3) Out of 5 points, do you like learning English? (1=strongly dislike, 5=strongly like)

Importance of learning English in class:

- D1) Out of 5 points, do you think it is more important to make friends in class than to get a good grade? (1=strongly disagree, 5=strongly agree)

- D2) Out of 5 points, do you think it is more important to have fun in class than to learn a lot of English? (1=strongly disagree, 5=strongly agree)

Importance of learning English in your life:

- E1) Out of five points, do you just want to pass the course or is it important to pass with a good grade? (1=just pass is enough, 5=I must pass with a good grade)
- E2) Out of 5 points, is it important to get a good grade in English to make your parents happy? (1=no, 5=I must get a good grade for my parents)
- E3) Out of 5 points, do you think English is important for your future life? (1=not important, 5=very important)

Preferred use of English (personal application): Give a grade out of 5 points for EACH different way of using English (1=strongly dislike doing this, 5=strongly like doing this)

- F1) Reading English books or magazines
- F2) Listening to English music
- F3) Watching English movies or TV shows
- F4) Writing English stories or emails
- F5) Speaking in English with friends

Preferred learning method: Give a grade out of 5 points for EACH teaching style (1=strongly dislike, 5=strongly like)

- G1) Lecture style
- G2) Audiovisual style

- G3) Grammar exercises
- G4) Individual projects
- G5) Individual Presentations
- G6) Group presentations
- G7) Class projects
- G8) Class presentations

Preference in instructor's abilities:

- H1) Out of 5 points, how important is it to have a friendly teacher? (1=not important, 5=very important)
- H2) Out of 5 points, how important is it to have a knowledgeable teacher? (1=not important, 5=very important)
- H3) Out of 5 points, how important is it to have a teacher that has a comfortable teaching style? (1=not important, 5=very important)

The most significant problems in EFL education: Check what you think are the 3 biggest problems with the English education system in [Korea or Japan] (including Middle School, High School, Private Academy, and College/ University)

- instruction is too grammar centered
- the system encourages memorization not integration
- teachers lack enough English ability
- teachers have poor pronunciation

- the English that is learnt is not practical
- teachers are not good at teaching the basics
- classes focus on passing the university entrance exam
- no listening practice in school
- the English education system is poorly organized
- students need to be placed by ability
- teachers don't care if students understand, they just keep teaching
- students feel no need to learn English
- high pressure classes; forcing students to learn English
- students need to go to private academies to learn enough English
- no conversation practice
- textbooks and materials are poor
- public schools don't have native-speakers
- teaching is stiff and boring
- there is a mismatch of learning and teaching styles
- students are lazy
- lessons are teacher fronted; class is like listening to a radio
- classes (blindly) follows the textbook
- lessons are listen and repeat only
- teachers only use [Korean or Japanese] in the classroom
- no pronunciation work
- no cultural education
- teachers give students too much trouble; students fear teachers.