

English Language Necessity: What it means for Korea and non-English speaking countries

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Submitted in January 2012 – Completed in June 2011

Keywords: South Korean public education, EFL, ELT, CLT, ELI, lingua franca, English language dominance, outsourced education, new world order of education, universities

Abstract:

It has long been asserted that the English language is imperialist, however, the overwhelming effect it has on Education has long reaching consequences for people worldwide. That is to say, since English language teaching (ELT) is so fundamental for the financial and academic development of individuals on a global scale, it ought to be proposed that government provided access to communicative ELT is necessary for genuine democratization to occur in any given state. Whether you are a university student, a professor, a doctor, a businessman or a mere company employee, English language education is becoming a requirement for people in all walks of life across the globe. For university graduates, merely to gain employment in a developed country like South Korea, English communicative proficiency is a key determiner of employability. What should be of essence is that if boards of education implement English language education for the sole purposes of preparing students for multiple choice based Standardized Aptitude Tests, with little focus on improving their collective “bona fide” communicative ability, then the same learners’ English language abilities will likely fail to bridge the gap between actual learner L2 communicative competence and the desired target L2 skills needed for success in an English mediated post-secondary educational environment. This paper proposes this phenomenon to be known as ‘The GPA Wall Hypothesis’.

Introduction:

The English language gained its international prominence due to the spread of the British Empire and it was later kept in this prominent position as a result of the economic power and cultural influence of the United States of America.

Consequently, learning/acquiring English has become a necessity for people in all walks of life. Essentially the need to learn English is based on reasons pertaining to education and economics for those that have already been through the ropes of the education system. Whether one is a regular schoolchild; a professor at a renowned university; a doctor waiting to be recognised by his peers or a businessman ready to reach beyond the borders of his homeland, a comprehensive ability to communicate in English is an essentiality that must not be overlooked.

After all, it is only through the medium of English that professors, researchers, scientists and doctors alike can have their articles published in the kind of academic journals that could have a much sought after positive impact on their lives and careers (see Jambor, 2009:b).

Students, who wish to enter the most prestigious universities and as a result end up being better off financially than those students that choose to enter lower ranked post-secondary institutions, must acquire a good command of English so that they can follow the soaring proportion of English mediated lectures at their respectively chosen top-notch universities.

English the New Lingua Franca

With approximately 95% of the worldwide academic output being made in English (MWS, 1998) and with 28% of all books around the globe published in English, with Chinese in distant second at 13.3% (Graddol in Zughoul, 2003), it should at least serve as an obvious indication that the English language has more academic power than any other language in the world and even possibly all other languages combined. Not only is it a necessity for scientists, researchers, doctors and professors to publish their research in English, it is also obligatory for businessmen engaged in cross border trading to possess a general knowledge of English in order to gain ample success in their fields/specialties (See Jambor, 2009:b).

English language education is a multibillion dollar business around the world. Children in non-English speaking countries are constantly being sent to private language institutes to learn the new Lingua Franca. Moreover, many are being sent to countries where English is the first official language so as to gain the kind of education that is often times difficult to attain in their homelands.

After all, parents know that if their children have good command over the English language, they will certainly have better chances at success, not only in entering the best universities which is expected to lead to attaining the highest level/paid positions on offer by companies/industries both domestically and abroad.

The South Korean Example

Taking South Korean university entrance requirements as an example, the selection of Korean students by South Korean universities is carried out by means of two distinct methods: Either based on students' (Collegiate Scholastic Ability Test) CSAT scores or based on a set of criteria determined uniquely by each university (see table 1).

Table 1: Methods of Entrance into South Korean Universities for Korean Students

Jeongshi – Entrance into University via K-SAT scores (CSAT in Korean is the <i>Sooneung</i> (수능): short for 대학 수학 능력 시험 which literally means College Studies Comprehension Ability Test- since 1994)	Sooshi – Entrance into University via individualized university entrance criteria
Since 1994	Since 1999
Once a year (After the CSAT test)	Multiple times a year
Universal evaluation criteria	Evaluation criteria set by each university
Evaluation by K-SAT	Evaluation by universities according to their own criteria
In especially the elite universities, for approximately half the students, 100% emphasis is put on their CSAT scores, while the other half enter on a 60-70% CSAT score and a 30-40% high school GPA average evaluation ratio basis, depending on the university.	Emphasis on high school grades, school awards, volunteering, student council work, ability in languages etc. (Certain universities put partial emphasis on student CSAT scores)
Evaluation during the course of one day (once a year)	Entrance test by universities several times a year, as well as ongoing evaluation throughout the years the student spends in high school
The focus is on students' abilities to solve problems quickly and correctly	The focus is on the students' abilities to communicate concepts and ideas clearly and

	effectively
The primary method of testing is based on a multiple choice format (Some listening involved in testing English language comprehension)	Multi-method testing (essay and interview - <i>both of which can be in a foreign language</i> , high school evaluations, etc.)
In case of students whose CSAT scores are exceptionally high, the sole emphasis is on their CSAT scores, while for students with lower CSAT scores have their high school grades taken into consideration in addition to their CSAT scores.	Emphasis is on wide-ranging evaluation criteria (that may include student CSAT scores if available)
In relation to students' CSAT scores, much less emphasis is put on their high school grades	Factors in the grades students receive in high school
Perceived to be based on a more objective method of evaluation therefore it is seen to be fair	Perceived to be based on more subjective methods of evaluation
Favours students in urban areas where the public schools offering the highest levels of education tend to be located and where private education is readily available	Favours students in rural areas where the schools offering the lowest levels of education are located and where private education is not readily available
Favours students who are good a short term memory retention with strong logical and analytical skills	Favours students with foreign language skills, creative potential, leadership skills, essay writing skills, communicative ability, intrinsic motivation etc.
- Korean, math, English, are the core requirement subjects, with 4 additional subjects chosen by the students according to either of requirements of the two test types (as indicated below). A second foreign language test is optional	Not applicable
<i>The two basic test types are:</i> a) Egwa - Science subjects based test (Students choose a maximum of 4 out of 8 additional subjects) b) Moongwa – Liberal art/Social studies subjects based test (Students choose a maximum of 4 out of 11 additional subjects)	While each university has its own distinct evaluation criteria, they all tend to make a general distinction between the evaluation methods in the case of students applying to science and liberal arts colleges.

The bottom line is that students who wish to enter a university through the method of **joongshi** must pass the English portion of the CSAT. The higher the scores students reach on the English portion of the test, the better their chances of entering a top-notch university.

Especially those students who choose to enter universities through the method of **sooshi** need to have sufficient English communicative potential. This is worthy of note since elite Korean universities are progressively more apt to use the **sooshi** method to select students for their elite programs. For instance, students hoping to enter the Department of International Studies through the method of **sooshi** at Korea University (KU) must pass an 8-minute English interview in order to be admitted into the program (See Table 1). The level of competition is staggering. Students with native-like skills expectedly have the most excellent chances in entering the program while those with sub-standard English abilities are for the most part barred from being accepted.

Table 2: KU-DIS Entrance Criteria (*Sooshi*)

Entrance Requirements (International Studies – Korea University)		
GPA Scores and Other	Oral Interview in English	Total
60%	40%	100%

(KU, 2009)

The biggest obstacle that Korean students face is the huge gap between the levels of English proficiency that the government run middle schools and high schools tend to cultivate with regard to their students and the standards of English often required by top-tier post-secondary institutions for admission purposes. At least in South Korea, the elite SKY universities (Seoul National, Korea and Yonsei Universities) offer a significant number of their undergraduate

courses in English (Korea at 34%; SNU at 15; Yonsei at 28.5% with a plan to increase to 35%). Pohang University of Science and Technology (POSTECH – the highest ranked Korean university according to Times Higher Education - Reuters 2010 World Ranking) and the Korea Institute of Science and Technology are currently offering 80% and 85% of their undergraduate courses in English respectively, with both universities planning to increase the ratios of all undergraduate courses taught in English to 100% across the board, in the upcoming years. Consequently, for any Korean student dreaming of studying at one of the SKY universities, POSTECH or KAIST, the basic requirement is his/her unfaltering dedication in pursuing a better than general competence in Academic English.

Fundamentally, a significant number of the students that enter KU at the freshman level find themselves lacking in the basic language skills necessary to attend and be able to learn as well as function in English mediated courses. As a Korea University lecturer of Academic English, it is my job to help these students attain the basic skills necessary to study at KU, where 45% of the courses are English mediated. Effectively, I can attest to the assertion that there is a huge gap between the average level of English ability Korean public education provides the ordinary high school student and the basic English competence necessary to study at any one of the elite Korean universities.

Overall, high school administrators in not only Korea but also in other non-English speaking countries must become increasingly conscious of the necessary English language skills students require at the university level and as a result facilitate the kind of learning environment in which learners can develop adequate levels of English competency needed to take part in English mediated lectures at the university level.

The GPA Wall Hypothesis

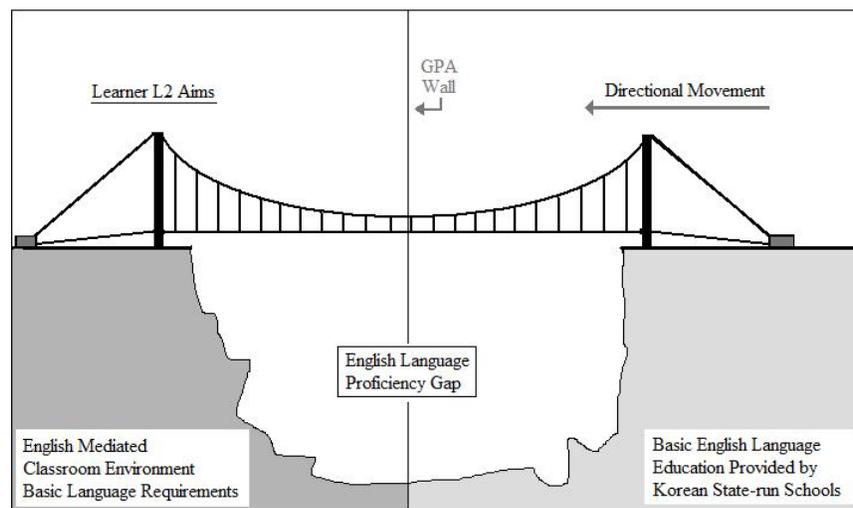
Within the scope of this paper, I hereby propose the establishment of the term; ‘The GPA Wall Hypothesis’, theorizing that students who are taught English as a foreign language for the sole purpose of getting higher Grade Point Averages (GPA) as well as higher scores on their Korean Scholastic Aptitude/Assessment Tests (SATs) will be more likely to fail in spanning the ‘English

Language Proficiency Gap' which is essentially the gap between the English proficiency that is learned/acquired in state run schools, and the English competency, both communicative and academic, needed by learners to succeed in English-mediated educational environments at the post-secondary level in South Korea.

The South Korean state-run system of education can, without a doubt, be charged with neglecting the development of learners' English proficiencies by focusing more on teaching students how to attain higher mean GPA scores and how to pick the correct answers on the English section of the multiple choice based national SAT, rather than on developing learners' true communicative potential by engaging them in real communicative language teaching (CLT) activities.

In the case of South Korea, the apparent English Language Proficiency Gap can easily be measured by the substandard student TOEFL test scores South Koreans are known to achieve (see TOEFL, 2007).

Figure 1: The GPA Wall Hypothesis



Fundamentally, the excessive focus on students' GPA scores and on preparing students for the CSATs lays the foundations for 'The GPA Wall Hypothesis' in the realm of South Korean

education. In the context of this hypothesis, the claim is made that Korean learners are able to cross the 'English Language Proficiency Gap' (Figure 1) only half of the way since they are inadequately equipped with the English language skills necessary to be successful in university programs where a substantial proportion of the courses are English mediated.

Taken as a whole, the hypothesis suggests that in terms of basic second language (L2) development, there needs to be less focus on student GPA scores as well as on the scores they attain on their CSATs, and there should be more focus on genuine communicative and academic English education that helps students develop in terms of the four skills (writing, reading, listening and speaking). In the main, students need holistic English education to help them accommodate to English mediated academic environments and to improve their performance levels there within.

Cause and Effect: English Language Imperialism

The new Lingua Franca, or the new global language, if you will, is none other than the English language. Hollywood and the American mass media and even the BBC, to some extent, have/had a good deal to do with this worldly phenomenon. Moreover, the American corporate investment in academic research from the 1970's exerted a significant English language based influence on the world of academia (see Noble, 1998). It is therefore English that now holds the most prominent position in the sphere of education, especially in the realm of higher education.

For further information on English Language Imperialism, please refer to the article 'English Language Imperialism: Points of Views' by Paul Z. Jambor (2007).

Linguistic Protectionism May Spell the Doom for Learners' Success at the University Level

For the purposes of this paper, the protection of minority languages is referred to as 'linguistic protectionism'. More specifically, the scope of linguistic protectionism examined by this paper is constrained to the spheres of middle school and high school education since they are the primary preparatory institutions for further studies at the postsecondary level.

At least in the case of South Korea, linguistic protectionism seems to be a common practice by teachers at the middle school and high school levels. That is, while having trained a selection of teachers from the Seoul Board of Education on how to teach English in English, it soon became evident that it is not so much the challenge of teaching Korean middle school and high school teachers the basic techniques necessary to implement a successful English-mediated English class that is the most daunting task, but rather the overwhelming challenge of convincing them of the concept that linguistic protectionism is a misguided practice in the second language classroom. That is to say, a considerable portion of the teachers in the course believed that English should only be taught to those students who plan on entering university. I for one consider this to be a totally absurd assertion. After all, due to the global socioeconomic and academic prominence of the English language, English proficiency may be the single most important commodity for an individual's career and intellectual advancement.

Table 3: Economically Inactive South Koreans According to Education Attained

Educational Attainment	2010. 08	2010. 09	2010. 10	2010. 11	2010. 12	2011. 01	2011. 02	2011. 03
Total	15,815	15,770	15,711	15,909	16,265	16,729	16,448	15,999
Total Males	5,351	5,377	5,303	5,370	5,495	5,742	5,570	5,351
Total Females	10,464	10,394	10,408	10,539	10,770	10,988	10,878	10,649
Primary school graduates	3,791	3,824	3,857	4,062	4,381	4,643	4,015	3,720
Middle school graduates	3,494	3,560	3,496	3,488	3,464	3,501	3,490	3,566
High school graduates	5,659	5,589	5,577	5,571	5,585	5,661	5,967	5,758
College, university graduates	2,871	2,799	2,782	2,789	2,835	2,925	2,975	2,956
College graduates	895	871	882	870	886	920	952	944
University graduates	1,976	1,928	1,900	1,919	1,949	2,005	2,024	2,012

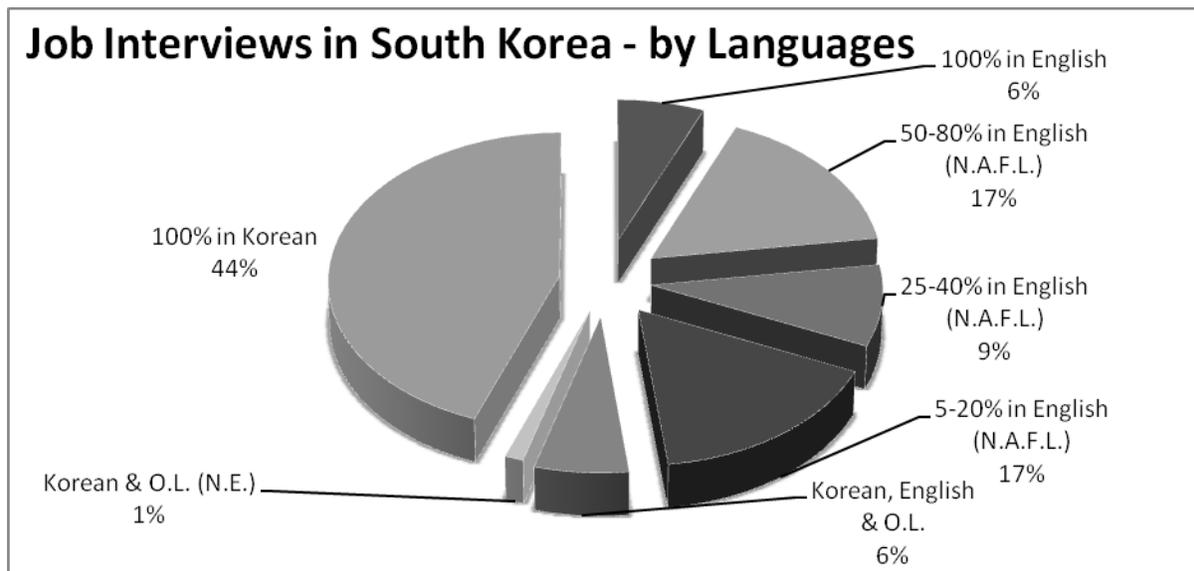
Unit X 1,000

(KOSIS, 2011)

According to the 'Employment Trends 2011' first quarter report by Statistics Korea, unemployed graduates of post-secondary institutions reached 2,975,000 people, the highest ever, in February 2011 (See Table 3).

Due to the record high unemployment rates of Korean university and college graduates during the first quarter of 2011, it is evident that they are finding it increasingly challenging to find work within South Korea. This should be of even greater concern, in view of the data in Figure 2 and Appendix 1, which definitively shows that a significant portion of interviews conducted by companies in South Korea are carried out, at least in part, in the English language. The data plainly shows, that while six percent of the job interviews are conducted 100% in English, nearly one in every four is carried out at least 50% or more in English. Additionally, 33% of the interviews are shown to be mediated 25% or more in English and approximately 55% are at least partially conducted in English. All things considered, because English is the medium that a sizeable portion of interviews are mediated in, the higher the graduates' English communicative competence, the better their chances of entering the Korean workforce.

Figure 2:



*No Additional Foreign Language (N.A.F.L.) (O.L.)

* No English (N.E.)

*Other Language

(Jambor & Sylvestre, 2004-2010)

Fundamentally, since the English language has been found to play an increasingly influential role in determining who moves up the ranks and who does not, within a given social hierarchy, it should be a basic requirement that all learners are provided with competitive levels of English education, essential for their educational and thus their economic successes. English should not only be the L2 of the elite. That is, state run schools should ensure that all children, including the underprivileged, can have the basic opportunities to learn English, for the motto ‘no child left behind’ (by Barbara Bush, USA) should not be taken lightly by any school board anywhere in the world. Basic English language competence should not be a luxury commodity for only the children of privileged parents who possess the monetary means necessary to provide their children with supplementary/private English language education/tutoring.

What is more, since a basic knowledge in the English language is becoming progressively more valuable as a commodity, teachers should not be tasked with deciding who learns English as an L2; at what levels and for what specific purposes. Effectively, there is no good reason why anyone should be deprived from attaining fair and equal opportunities in learning the new Lingua Franca in basic state run primary and secondary educational institutions.

Below Average National TOEFL Scores should be used to Measure General Success Rates

In the case of South Korea, “from 2004 to 2005, the TOEFL scores of Korean applicants ranked 93rd among 147 nations. And ... [in] September [of 2006], when a speaking section replaced the grammar component in the TOEFL exams, Korea’s rank dropped to 111th. In the speaking section, Korea ranked almost rock bottom, at 134th.” (English Chosun, May 2, 2007)

This means that South Korean students fell to the bottom 9% overall when it came to their conversational abilities. Should this not screech the gross neglect of state run education when it comes to English education in South Korea? Someone needs to be held accountable. The basic fundamentals of English education must change in countries where average TOEFL scores fall below 550 points.

Students must be given the necessary opportunities to practice English in real communicative settings which, for the purposes of this paper, stand for the kinds of classroom environments wherein learners can put the English language to authentic use in contexts which are not only interesting but also relevant to their lives.

By and large, EFL should not be taught like ESL. While children learning English as an L2 in countries where English is an official language have the basic opportunities to practice speaking English outside of the classroom, this basic opportunity does not exist quite to the same degree in countries where English is not spoken outside of the classroom. Therefore, depriving learners of the chances to use the L2 actively within the L2 classroom should be considered as acts of negligence by not only the teachers but also by the educational institutions that fail to provide learners with the basic opportunities to succeed in life.

Korean state-run schools can be charged with this act of negligence. Nonetheless, having taught English in Hungary from 1996 to 1999, I can conclusively make the claim that during the period of time I taught English in Hungary, that the schools operated by the Hungarian government could also be held responsible for neglecting to provide learners with ample opportunities to put the L2 to real communicative use in the English as a foreign language (EFL) classroom. I must admit that I too, as an English teacher, was guilty of this charge. However, having seen the negative results of such educational practices, I have since veered in a much more desirable direction and I will do my best to avoid the charge of neglecting my students' basic rights to actively use the L2 within the EFL classroom. Generally speaking, a true democracy cannot exist in nations wherein English education is not the basic right but rather the privilege of the elite.

Outsourced Education Caused by the Prominence of the English Language

Parents with the necessary financial means often send their children to be educated in countries where English is the main official language, so as to provide their children with better opportunities to learn English for the purposes of educational and professional advancements. Therefore, unless all state run educational institutions provide children with the basic English

schooling necessary for success, an ever increasing amount of education within the respective nation will be outsourced to countries where English is the main official language.

South Korea is one of the countries that fit the above mentioned profile. As a matter of fact, “the number of schoolchildren who head overseas to study has risen by 40,000 over the last five years, from 150,000 in 2001 to 190,000 in 2006” (English Chosun, May 2, 2007). On the whole;

South Koreans, anxious to ensure their offspring are well-schooled, spend around \$5 billion dollars a year to educate them abroad -- equivalent to nearly 20 percent of the annual total allocated to education by the government. And that does not include the money spent on overseas education. The number of schoolchildren who head overseas for study has risen by 40,000 over the last five years, from 150,000 in 2001 to 190,000 in 2006. (English Chosun, May 2, 2007)

An article by Reuters in Express India states it another way:

South Koreans, anxious to ensure their offspring are well-schooled, spend around \$5 billion dollars a year to educate them abroad -- equivalent to nearly 20 percent of the annual total allocated to education by the government. At more than 100,000, South Koreans outnumber any other foreign student group in the United States. And the spending at home on private education -- mostly to supplement daytime lessons at state school -- dwarfs that of most other countries. (Reuters in Express India, May 27, 2008).

All things considered, if South Korea was more successful at creating English immersion environments, within the L2 classroom, throughout its state run school system, it would not need to outsource such a significant portion of its education to the West. In effect, students could remain at home and get the necessary English education from local public schools. Not only would this ensure a decrease in the outflow of educational spending, it would also give more opportunities for students from low income families, that cannot afford the additional cost of

education in the USA for instance, in moving up in the ranks of their society by means of honest hard work rather than by the thickness of their parents' pocketbooks.

Not only could students at the elementary levels acquire the necessary levels of English communicative competence without having to study abroad, Koreans could ensure for themselves that enough of them speak English in order to improve their international Academic standing by better preparing students for English mediated classes at the university level in addition boosting the national academic output/citations index. This would invariably bring the ranks of domestic universities closer to par with the higher ranked foreign institutions as a result of the 32.5% weighing given to the citations per faculty and publications by the Times Higher Education – Reuters Thomson 2010 World Ranking Methodology (THE: Methodology, 2010).

As is already well known, China has by now overtaken the UK in scientific research output, with only the US ahead of China. In response to this, the UK based Times Higher Education promptly increased the citation indicator weighing from 20% to 32.5%, from the 2009 to 2010, in its methodology to ensure that British researchers retain some of their splendour in academia since their citation figures still exceed that of the Chinese. It is widely attested that the higher figures come as a result of the perceived “fact” that the British produce higher quality research papers. However, it may very well be the superior ability of the British to use their native tongue, the English language, in academic contexts. Overall, Asian universities must produce countermeasures to this tactic by attaining more professors/researchers who can produce work worthy of citations in order to gain more premier positions in terms of their world university rankings. All the same, for this to happen, the faculty of these universities must possess more outstanding English language skills to assist them with the wide-reaching circulation of their academic research. Essentially, Asian universities can either import outside talent or start becoming of assistance to national educational institutions in setting up working frameworks that help nurture local talent with well developed academic English language skills.

In the way of English language use at a Korean university, and not in the way of pure coincidence, POSTECH leaped ahead of all other Korean universities in the Times Higher Education – Reuters 2010 World Rankings (THE, 2010) in the very same year it proposed to

offer all of its undergraduate courses in the medium of English. This shows that English language power does play a highly determinant role in a university's international rankings.

When all is said and done, South Korea is not the only country outsourcing its education in sending its students to learn in English speaking academic environments. China is also known to follow this trend. While there are a significant number of Indian students enrolled in American universities as well, at least in India it is done for reasons other than English language education. After all, in India English is one of the official languages. Consequently, elite ideals of western education may be more at play in the case of India. Still, it must be attested that the dominant position of the English language had a significant role in creating the privileged status that universities in English speaking countries tend to enjoy.

Conclusion

It should by now be evident that English education ought to be a basic fundamental component of any national curriculum since a general competence in the English language is one of the most indispensable means to success for individuals in a wide range of academic spheres and professions.

No child must be left behind. No state run educational institution should be in the position to decide who should be and who should not be provided with basic levels of English language education. If this selective process is evident in any state run school, the administrators, curriculum designers and the teachers should all be charged with the gross neglect of their duties as government paid educators by failing to provide equal opportunities to all students. A country cannot be viewed as being truly democratic if there is even a hint of differentiation in the education provided to the various members in that particular society.

English education must be a basic human right and not a privilege, for it is equal opportunities in receiving the same level of education that make a country truly democratic. Moreover, any failure in providing ample English education to children uniformly will only lead to more of the country's education being outsourced to countries where English is the main official language.

Not to be taken lightly, boards and ministries of education must ensure that the building blocks necessary for the rise of 'The GPA Wall Hypothesis' are carefully removed from all secondary educational contexts in order to create equal opportunities for learners from a wide range of socioeconomic backgrounds.

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Appendices:

Appendix 1 Interviews Conducted by Korean Companies - Percentages by Languages

Date	Employer	% in Korean	% in English	% in Other	Interview Length in Minutes (Excluding Prep-time)	Comments
2004	Merit Burson Marsteller	Primarily in Korean	Basic Questions	0%	120	
2004	Lotte Department Store	20%	80%	0%	30	
2005.06	Leeno (Sales)	100%	0%	0%	60	
2006	Citigroup Global Markets Securities	50%	50%	0%	60	
2006	Chosun Ilbo	100%	0%	0%	20	
2006	Manjin Shipping Co.	0%	100%	0%	NA	
2006	Any Data (Research)	100%	0%	0%	60	
2006	Samsung Securities	0%	100%	0%	15	
2006	STX Energy	NA	At least basic questions	0%	20	One Native English Speaker as Interviewer
2006	STX Pan Ocean	60%	20%	20% (Chinese)	NA	Includes Group Discussion
2006	Korean Air (Stewardess)	Primarily in Korean	Basic Questions	0%	NA	
2006	UBS (Debt Capital Market)	50%	50%	0%	50	
2007	GSK summer Intern	70%	30%	0%	NA	
2007	SJ Fabric (General Office Work)	100%	0%	0%	30	
2007	Boeing Korea (Summer Internship)	60%	40%	0%	NA	
2007	Hyundai-KIA Motors	50%	15%	35%	30	

2007	UBS (Fixed Income Sales)	50%	50%	0%	30	
2007	Pourelle Cosmetic(International Sales)	50%	50%	0%	60	
2007	Hyundai Motors	75%	25%	0%	40	
2008	STX Pan Ocean	60%	20%	20% (Chinese)	NA	Includes Group Discussion
2008	UBS (Fixed Income Sales)	50%	50%	0%	30	
2008	Fashion Flying (General Office Work)	100%	0%	0%	30	
2008	IDG Ventures	0%	100%	0%	100	
2008	Asiana Airlines	Primarily in Koran	Intro in English	If major in another language; intro in that language	30-40	Debate and Interview
2008	Hyundai Motors	50%	50%	0%	NA	
2008	IBM Korea	50-60%	40-50%	0%	40-50	
2008	Samsung Networks	95%	5%	0%	45	
2008	UBS (Debt Capital Market)	50%	50%	0%	28	
2008	LGE Mobile Communication R&D Headquarter	Primarily in Koran	One question	0%	NA	
2008	Mizhuo Corporate Bank	50%	50%	0%	NA	
2009	Asset Plus Asset Management	85%	15%	0%	NA	
2009	Woori Bank	85%	15%	0%	NA	
2009	Cardland (Sales)	50%	50%	0%	120	1st Round 100% Kor; 2nd 100% Kor
2009	Hana Investment Bank Securities	80%	20%	0%	NA	
2009	BC Card	100%	0%	0%	60	
2009.09.30	Samsung Electronics (Finance/Accounting)	100%	0%	0%	55	
2009.10.	Daeyang Shipping	50%	50%	0%	40-50	1st Round 50%

08	Co. (International Logistics)					Kor/50% Eng; 2nd 100% Eng; 3rd 100% Kor
2009.10.08	Samsung Electronics (Sales & Marketing)	100%	0%	0%	50-60	
2009.10.15	Mirae Asset -Asset Management (Fund Manager)	0%	100%	0%	NA	
2009.10.27	Jassen (Sales)	100%	0%	0%	NA	
2009.10.27	Hanjin Shipping (Office Worker)	90%	10%	0%	40-50	Interview 80% Kor/20% Eng; Discussion 100% Kor
2009.10.29	LG Chem (Management)	70%	30%	0%	NA	1st Round 80% Kor/20% Eng; 2nd (Discussion) 100% Kor; 3rd 100% Eng
2009.10.29	LG CNS (SI Development 1st Round)	100%	0%	0%	NA	
2009.11.03	Shinhan Financial Investment (Stock Sales 1st Round)	100%	0%	0%	NA	
2009.11.03	Korean Air (Unspecified Position)	100%	0%	0%	50-60	
2009.11.05	Lotte Samgang (Product Development)	100%	0%	0%	NA	
2009.11.05	LIG Insurance (Corporate Sales)	100%	0%	0%	30-40	
2009.11.11	Seoul Milk (Product Control)	60%	40%	0%	40-50	1st Round 100% Kor; 2nd Mostly English (With Translation: Kor>Eng/Eng>Kor
2009	SK Telecom	NA	Eng test by third party	0%	NA	Testing of English Skills outsourced to third party
2009	Hyundai Motors	NA	At the least questions by native	0%	NA	One of two interviewers a native English speaker

			Eng speaker			
2009	Sangyong Motors (Management)	100%	0%	0%	30	
2009.11. 17	GS Shop (Human Resources)	100%	0%	0%	NA	
2009.11. 17	Hyundai Motors (Planning & Support in R&D)	100%	0%	0%	NA	
2009.11. 19	Shinhan Financial Investment (Stock Sales - 3rd Round)	100%	0%	0%	NA	
2009.11. 24	Seoul Milk (Product Control)	100%	0%	0%	NA	
2009.11. 24	LIG Insurance (Corporate Sales)	100%	0%	0%	NA	
2009.11. 25	Hyundai Motors (Planning & Support - 2nd Round)	0%	100%	0%	NA	
2009.11. 26	Shinhan Financial Investment (Stock Sales - 4th Round)	100%	0%	0%	NA	
2009.11. 26	Daesang (Marketing - Office Work)	100%	0%	0%	NA	
2009.11. 26	LG CNS (SI Development - 2nd Round)	100%	0%	0%	NA	
2010	Incheon Airport (Technician)	100%	0%	0%	60	
2010	Small & Medium Business Corporation (SBC) - Technician	100%	0%	0%	60	
2010	Any DATA (Sales)	40%	60%	0%	180+	Interview 100% Kor; 2nd Interview 100% Eng (Speaking); 3rd 100% Eng (Writing)
2010	E&J (Sales)	50%	50%	0%	60	1st Round 100% Kor; 2nd 100% Eng
2010	Kyung Hyang Newspaper (General Office Work)	100%	0%	0%	30	
2010.05. 04	Tongyang Securities (FICC Trading)	100%	0%	0%	NA	

2010.5.18	Lotte Duty Free (Sales Promotion)	70%	30%	0%	50-60	1st Round 100% Kor; 2nd 100% Eng; 3rd 100% Kor
2010.5.25	Dongbu Securities (Research)	100%	0%	0%	NA	
2010.5.27	Shinyoung Securities (Research)	100%	0%	0%	NA	
2010.11.16	Korean Air (General Personnel)	75-80%	20-25%	0%	40-50	Executive Interview in Korean (30+ mins); Eng Interview (10 mins)
No Date	Korea International Trade Association	40%	35%	25% (Chinese)	140 mins	Korean Essay; English Interpretation; Chinese Character Test
No Date	ITC (Sales)	100%	0%	0%	30-40	
No Date	Company Name Unavailable (C.N.U.) (General Office Work)	100%	0%	0%	30	
No Date	C.N.U. (Construction Company)	100%	0%	0%	60	
No Date	C.N.U. (CAD – Architectural Design)	100%	0%	0%	30	
No Date	C.N.U. (Japanese Company)	80%	0%	20%	NA	
No Date	C.N.U. (General Office Work)	Primarily in Korean	A few questions in English	0%	NA	Only a couple of questions in English
No Date	C.N.U. (General Office Work)	100%	0%	0%	60	
No Date	C.N.U. (Information Technology)	100%	0%	0%	NA	

(Jambor & Sylvestre, 2004-2010)

Approximately 73% of the data was collected by Peter Sylvestre via class surveys over a period of 7 years in his 'Job Hunting Skills Class' at Korea University, while roughly 27% of the data was collected by Paul Z. Jambor (with the help of research assistant Lee Eun-mi). Jambor then analyzed, organized and sorted through the assortment of raw data, selecting only the relevant bits, to produce the data set in its current chart form. (Only those interview reports that indicate the type of language use were included in the finalized data set. - Some respondents were uncomfortable with providing company names, therefore, the names of the companies are not revealed for 9% of the data set.)