English Language Learning Difficulty of Korean Students in a Philippine Multidisciplinary University

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This qualitative study analyzed the English language learning difficulties of 13 purposively chosen Korean students relative to their sociolinguistic competence, motivation in using the English language, and cultural factors. Interview responses were transcribed, categorized and thematised according to saliency, meaning and homogeneity. The findings of the study disclosed that, on the whole, while the subjects never had the opportunity to use the English language in Korea, they use it almost everywhere in the Philippines. Their difficulties exist both in daily conversation and in the academic setting. Such difficulties are attributable to both the subjects' and the Filipinos' different entry points in the learning and use of English. Despite cultural barriers in communication, however, the Koreans studying in the Philippines are instrumentally motivated to learn the English language.

Key words: English language, language learning difficulty, Koreans, Philippines

Introduction

International education has become a worldwide phenomenon. Universities around the world, for instance, continue to enroll a considerable number of foreign students in both the baccalaureate and graduate programs. In the United States, a large percentage of international students are Asian in origin (Yen & Stevens, 2004). As shown in previous studies, it is quite difficult for foreign students to adjust to a new environment due to several variables. These contextual variables include poor English and critical thinking skills, failure to participate in the collaborative learning mode (for example group discussions), differences in cultural communication, academic literacy styles and expectation of rote learning resulting in lack of independent learning initiatives (Hellsten & Prescott, 2004), among others.

While pursuing education abroad is a promising endeavor, adjustment and survival have always been prevailing problems. One of the major persistent difficulties of foreign students is the use of English. Studies have consistently identified that language learning difficulty stems from the triadic interplay of motivation (Niederhauser, 1997; Norris-Holt, 2001) cross-cultural understanding (Kim & Margolis, 2000) and sociolinguistic competence (Holmes & Brown as cited by Kim & Margolis, 2000).

In the Philippines, the phenomenal growth in the number of foreign students has been noted during the last three decades, with Middle Eastern students dominating the early 1980's. The Koreans had their turn in the early 1990's to the present. Like other foreign students, the Korean students have had very little English listening and speaking experience

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throughout their lives, despite having had six or more years of instruction in the English language (Kim & Margolis, 2000). Finch (2001) cited the difficulties of Korean students in speaking the English language due to lack of confidence and lack of effort. Motivation is a factor that explores why they lack confidence in speaking the language. Most of the students go to language institutes to learn more and to enhance their vocabulary. In his research, Shigematsu (2002) analyzed the problems of Korean students studying in foreign countries. Brislin (as cited by Shigematsu, 2002), identified cultural differences generating different expectations in Korean students which led to problems in human relations. He also cited the difficulties encountered by Korean students studying in the United States in regard to culture, experiences and ethnocentrism.

To date, little is known of the status of the language learning difficulties of Koreans studying in developing countries such as the Philippines. It is thus, the aim of this qualitative study to analyze why and how such learning difficulty is experienced by Koreans, besides the influence of both contextual and cultural variables. Specifically, this research involves Korean students studying in a multidisciplinary university where the number of these students has increasingly multiplied through the years.

Method

Study Site

As of School Year 2003-2004, Statistics of the Commission on Higher Education indicates that among the 2161 foreign students enrolled in the Philippines, 726 or 34% (CHED HESB, 2004) are Koreans, making them the largest group among the various nationalities. The paucity of extensive research conducted on foreign students and the increasing number of Korean students enrolled in Philippine higher education institutions need greater attention to respond to their needs and elicit a more responsive curricular structure.

In a multidisciplinary university, a myriad of opportunities for research and study exists with the influx of diverse languages, cultures, experiences and expertise. The University of X, a multidisciplinary university, is one of the four major universities in the Philippines. It is listed in the Asiaweek Survey of Top 50 universities and one of the top 500 universities in the Times Higher Education Supplement-Quacquarelli Symonds (THES-QS) World University Rankings. In School Year 2004-2005, Koreans enrolled in the university comprised 18% (49 out of 273) of the student population.

Subjects

Thirteen (13) Korean undergraduates representing various colleges and faculties of the University of X were purposively selected as subjects for this study. Of this number, 5 subjects are aged 16-18 yrs old, and the number of male and female students are almost equal, being 7 and 6, respectively. Four of them had been in the Philippines for almost 2 years. The most common reason of the subjects in choosing to migrate to the country is to finish their studies. However, when they are at home, here in the Philippines, most of them prefer to speak the Korean language instead of English. While almost all the subjects are now learning both English and Filipino, six are studying other foreign languages. In regard to their proficiency in the English language, compared to other students, 7 of them reported that they are fair in rating. When it comes to participation in learning activities in their class, 5 responded that they only participate sometimes, just 4 of them reported that they always participate in their class activities.

Data Collection Procedure

A *robotfoto* (a Dutch term which means a cartographic sketch for the subjects), purposively prepared by the researchers for this study, was used to gather information on the subjects' demographic profile.

The Korean students' English language learning difficulties were explored by conducting semi-structured interviews with English as the medium. Interview questions were semi-structured which enabled the subjects to speak freely about their ideas, views and experiences in the use of the English language. However, although the majority of the subjects of this research admitted their lack of English proficiency, efforts are being made to gradually learn the language. While the aide memoir (see Appendix) covers highlighted issues in the study, it served only as a basic checklist. The session itself was held in a comfortable atmosphere, thus eliciting natural responses from the subjects. Interview sessions were pursued at a time and place convenient to the Korean subjects and varied in length from thirty (30) to forty (40) minutes. They were audio-taped with the consent of the subjects, and later transcribed and analyzed.

Subsequent discussions focused on sociolinguistic competence, motivation and cultural factors affecting

language learning resulting in difficulties in learning the English language.

Data Analysis

For depth of understanding of the findings of the interview sessions, transcriptions of interview results were carefully analyzed, categorized and thematised according to saliency, meaning and homogeneity (Patton, 1990). The focus was on answers common among the subjects, which identified the difficulties of Korean undergraduates in English language learning.

Findings

Sociolinguistic Competence and Cultural Factors

The responses of a majority of the subjects revealed that while they never had the opportunity to use the English language in Korea, they use it almost everywhere in the Philippines. Hence, there is a great difference between their English language learning in Korea and the learning of that language in the Philippines, as indicated in the following statements:

"I have more opportunity to speak English than uh compared to Korea, uh I already told you even English class, I couldn't speak English. But here, I have many chance."

"...when I was in Korea, when I learned English I just only learned grammar not the speaking nor the listening, vocabularies—only grammar. But here, I

learned all the aspects, listening, reading, speaking, writing, it's really, really different."

In regard to communicating with teachers and other students in the university, the majority of the Korean subjects admitted that they encounter difficulties. Table 1 indicates the reasons of the subjects for these difficulties.

In general, the answers of the subjects showed speech difficulties such as different pronunciation, poor voice projection and different accent to difficulties in the use of the second language such as lack of fluency in English and code-switching. In their conversation with Filipino students, either the Korean subjects or the Filipinos possess the identified entry points considered as limitations. The following statements are some of the Koreans' reasons for the difficulties encountered in their conversation with other students:

"Uh sometimes difficult because uh sometimes they cannot understand what I'm saying and uh still in line of vocabularies...uh I'm saying it is uh mostly in pronouncing..pronunciation coz I'm still uh..im uh still on the process of learning English, so my English is not complete."

"...I need uh more deep words, but I don't know the deep words very difficult to explain my feelings and thinking...Most of my classmates don't use English in class classroom they only use Tagalog.."

"actually even in English for me is not that hard to communicate with others but when they cannot speak English fluently like they cannot speak well then it is hard for me to talk with them like I'm trying to speak

Table 1. *Why Conversation with Teachers and Other Students is Difficult*

Subjects' Entry Points	Filipino Students' Entry Points	Teachers' Entry Points	Other Factors
Different pronunciation	Code-switching	Different pronunciation	Cultural differences
Inability to understand what he says	Lack of fluency in English	Use of difficult words during conversations	
Limited vocabulary	Different pronunciation	Code-switching	
Errors in formulating sentences	Errors in formulating sentences	Different accent	
Trouble expressing oneself		Pacing during conversations, too fast	
Poor voice projection			

Taglish and then but it is hard."

On the other hand, most of the reasons given for the difficulty experienced by the Korean students in conversing with teachers are within the teachers' limitations. Failure of the subjects to understand the lesson is attributed to the teachers' unfamiliar pronunciation, use of difficult words, code-switching, and a fast rate of speach.

"Most of (the) professors use English, they speak in English only one or two professor(s) speak in Tagalog in the classroom. I'm really (having a) very very super duper hard time with the subject because I already have a lot of difficulties in English, how can I understand the teacher who speak in Tagalog."

"...teacher accent or...sometimes you know I feel like uhm...it's like I don't I don't uh listen, I don't uh study or something like this one...if uh...the teacher uh speaks in English like differently with compared to other professor uhm like like uh like...different accents, usually uh I mean difficult for me to, you know, understand, you know. No maybe, uh...lack of vocabulary".

Moreover, factors related to culture contribute to the subjects' problems; for example, the Korean and Filipino students' translations of words are mutually difficult for each other to comprehend. However, they unanimously shared the view that no specific elements of Korean culture or traditions affect their English proficiency level.

Although not all the Korean students agreed that communicating with their teachers is difficult, every one intimated that they found it difficult to understand their teachers' discussion of their lessons. An overview of their reasons for giving such answers are presented in Table 2.

Not only were the Korean subjects able to point out the flaws that their teachers exhibit and have to work on, but also the very methodologies the latter employ in the classroom which complicate the subjects' understanding of the lessons.

"...teachers can't fully use the English and sometimes they sometimes speak English, sometimes speak Tagalog..ahh..they speak mix the language so, yeah, it makes me uh...understand hard...it makes me hard to understand."

"...usually they teaches in Taglish..yeah when they speak Tagalog I really get don't understand...when ahh inside the class usually your professor don't speak fluently in English....(I also don't understand the lesson) when they are talk about their religion Catholic, actually I'm not Catholic, I am a Baptist."

"If she doesn't write the lecture on the board only she...speak! She use Taglish and faster!"

On the whole, the subjects gave several factors contributing to their difficulties in conversing with Filipino students and teachers and understanding teachers' discussions. Among these given factors, four (4) answers were most frequent, namely: code-switching, fluency, pronunciation and vocabulary.

However, despite the difficulties encountered by all the Korean subjects, they still manage to participate in class discussion. Three (3) of them were motivated by the advantages which class participation brings to their academic standing, while two subjects shared the view that developing their use of the English language was their key reason for participating. On the other hand, what is surprising are the factors given by eleven (11) Koreans which inhibit them from joining other students in class activities. Apparently, these obstacles are brought about by their own limitations as

Table 2. *Reasons Why Teachers' Discussions Are Difficult to Understand*

Teachers' Own Entry Points	Teachers' Methodologies
Code-switching	No handouts
Use of difficult words in discussions	Group activities
Inaccurate pronunciation	Purely lecture based learning
Lack of fluency in English	
Pacing during discussions; talks to fast	
Use of topics Koreans cannot relate to	

English language speakers as reflected by these comments:

> "...although I know the answer...you know ...something like..i find it difficult...because it's hard..it's hard you know..for me to express...what I thought...you know..."

Some subjects expressed, through these statements, the difficulty they experience when they cannot relate to the topics being discussed in class or when their classmates and teachers communicate in Filipino:

> "If the topic is local one, you know, I'm the Korean, I don't know your culture yet. Yeah, I try to understand your culture but everything is strange to me."

> "Actually, I don't want to join the discussion coz they use Tagalog in their discussion so I usually don't join them."

> "..the class activities are mainly group activities and the group mates are communicating in Filipino which is their language and... well, I'm not good in Tagalog. I have so hard time (with) that."

Surprisingly, even the behavior of the subjects' classmates is a hurdle in their participation in class:

> "When I'm asking, although some words I don't know though it's difficult and then...when they laugh like when I'm asking when some classmates laughing because I'm not good English.. yeah, it makes me shy."

The following is a partial transcription of an actual interview relative to the restrictions that one of the subjects needs to deal with when participating in class:

Interviewer: What limits you, what keeps you from reciting in class? Why don't you like reciting in class?

Subject: ...uh usually I don't

Interviewer: Uh, for example, the teacher asks some question and anybody can answer, but you don't want to answer...What are your reasons for not answering in class? What keeps you from reciting?

Subject: Others I cannot answer.......uh actually e-even I know the answer, never answer. (laughs)

Interviewer: Why?

Subject: Because if answer something uh if if I read something in the class, they—my classmates, they focus?

Interviewer: Come again? They would?

Subject: uh, focus to me.

Interviewer: ah, they would like—uh all eyes would be on you?

Subject: yeah, yeah.

Interviewer: okay.

Subject: Even uh they uh sleeping...they suddenly wake up and watch me.

Interviewer: Okay. Why is that? Why do they always watch you?

Subject: I think uh they see if I make uh mistakes.

Interviewer: ah, okay..so they're really watching, so that is the reason why you don't want to recite sometimes?

Subject: ah, yeah.

Motivation

When asked about what motivates them to speak the English language, six (6) of the subjects expressed their perception on their use of the language in terms of a career advantage, while five (5) of them shared the view that it is their only medium of communication with the Filipinos. Table 3 records the factors motivating the Korean subjects in the use of the English language.

Each of the subjects identified their fundamental reasons for speaking the English language. Categorizing the subjects' responses led to two (2) themes, namely:

Table 3. *Motivating Factors That Make Koreans Speak English language*

Conduit to the Filipino community	Passport to greener pastures
To communicate with friends	Get better job
For survival	Run one's own business
	English is *the* international language

1) *Conduit to the Filipino community* - Out of the thirteen (13) subjects, five (5) attributed their primary motivation in learning the English language to the reason that it is their basic medium of communication with Filipinos.

"I have to speak English because they don't understand Korean here in the Philippines"
"I can't survive without speaking English where else I have to speak Tagalog but it is easier for me to speak in English"

2) *Passport to greener pastures*- Six (6) of the Koreans, on the other hand, have their basic motivation founded on the financial and economic rewards they can gain from the use of the English language. Nonetheless, all the subjects unanimously intimated that there is a greater propensity for them to land good jobs or excel in the international arena if they have a good command of the English language.

"When I graduate I want to go to another country for I want to run my own business"
"for a better job, my future career"
"English is big opportunity for me to go everywhere in the world and I can easily get a job"

Discussion

This study indicates that Korean students who study in the Philippines experience difficulties in their English language learning. Difficulties lie in their use of the English language both in daily conversations and in academic settings. Interestingly, and consistent with previous studies, it indicates the extent to which language learning difficulty is shaped by the triadic interplay of sociolinguistic competence, motivation and cultural factors.

Sociolinguistic Competence

All the subjects shared the view that compared to Korea, where they never had the opportunity to practice using the English language, their exposure to a new setting required the regular use of the language almost anywhere. This observation can be attributed to the fact that Korean students have had very little English listening and speaking exposure throughout their lives, despite six or more, years of English

language instruction in their home country (Kim & Margolis, 2000). Regardless of how long the subjects have been using the English language or have been staying in the Philippines, it is imperative that they learn how to use the English language in a social context (Kim & Margolis, 2000). This brings about the concept of sociolinguistic competence which requires foreign language learners to develop mastery of a new set of social norms, attitudes, and mannerisms, such as norms for appropriate conversational feedback. Holmes and Brown (as cited in Kim & Margolis, 2000), for their part, posit that to become a successful foreign language speaker, besides learning the linguistic rules of a language (i.e., the semantic, grammatical, syntactic rules-descriptive-structural linguistics), there is need for the learner to experience the socialization process through efforts such as understanding the social norms, attitudes and mannerisms of the people speaking the target language. Sociolinguistic competence requires the ability to communicate in the target language. Adding to the Koreans' difficulty in learning the English language is their exposure to Filipino students who speak in their native tongue (or Tagalog) in their presence. As practiced by almost all Filipino students, speaking the English language takes place in relatively few instances, that is, when reciting in class or when required inside the classroom. Based on the Korean subjects' experiences, during group discussions, and more importantly, in everyday conversations, Filipino students talk in Filipino, thus isolating them.

Besides sharing their difficulties in the functional use of the English language, the Korean subjects point out several factors which contribute to these difficulties. From this array of factors, four (4) sub-delineated factors emerged. These are language alternation, fluency, vocabulary and pronunciation.

Besides the experience of the Korean subjects with Filipino students conversing in Filipino in front of them, there are instances when Filipinos commit language alternation. Language alternation, considered as a commonly observed phenomenon with bilingual speakers, is characterized by shifts to another language within or across sentence boundaries (Poplack as cited in Brice, n.d.). This tendency is classified into two types, namely: intersentential code-switching and code mixing (Boztepe, 2003; Brice, n.d.), both of which are common among Filipinos. While the former refers to language alternation across sentence boundaries, the latter, also called intersentential alternation, refers to language alternation within a sentence. Although regarded as a normal and common aspect of bilingualism (Brice, n.d.; Skiba, 1997), it creates a barrier when an interlocutor switches to a language foreign to the other party, as in the

case of the Filipinos when they code-switch or code mix when talking with or in front of Koreans.

Second, fluency is a language performance phenomenon integral to effective communication (Wood, 2004) which was also identified by the subjects as one of the factors contributing to their difficulties in comprehending Filipino students and teachers. While the term fluency, has been used to refer to a spate of various skills and speech characteristics and to describe written performance (Cucchiarini, Strik, & Boves, 2000), in this study, the use of the term is restricted to oral modality. Various researches show that fluency focus as mainly on temporal variables of speech such as speed, repairs, location of pauses and length of runs of fluent speech between pauses (Wood, 2004). One characteristic of fluent speech is automatization of elements of language (Wood, 2004). Automatic processing, as defined by Schmidt (as cited in Wood, 2004), means that when communicating, the speaker is fast and efficient, effortless, not limited by short-term memory, not under voluntary control, inflexible, and inaccessible to introspection.

Third, the Koreans also cited their lack of vocabulary as one of the factors leading to their difficulties in understanding their Filipino peers and teachers. Although the Koreans admit their vocabulary deficiency, it is significant to note that they often find their teachers making use of complex expressions or difficult words which they do not understand. Cho (1998) disclosed that one of the major complexities students encounter while studying abroad is the way language is used in the academic context. It may be that besides the fact that Filipino students and teachers make use of words foreign to the Koreans, the way lessons are taught by teachers in the Philippines is different from that in Korea.

Finally, as shown in this study, pronunciation played a role in the difficulties encountered by the Korean subjects in conversing with Filipino students and teachers and understanding class discussions. Entry points relative to pronunciation lie on the subjects, the Filipino students and their teachers speaking in the native language. Most educational systems concentrate on the science rather than the art of speaking, meaning they tend to favor fluency over accuracy (Yeon, n.d.), thus taking pronunciation for granted. However, pronunciation is a key element in the learning of oral skills in a second language (Macdonald, 2002) with several communication problems resulting from second language pronunciation errors (Yeon, n.d.). Since most teachers and Filipino students pronounce words in a different way, the Koreans experience difficulties in comprehending what they mean. The same is true on the part of Korean

subjects who are hardly understood by Filipino students and teachers because of their different pronunciation.

Cultural Factors

One of the motivating factors in learning a second language is culture (Kim & Margolis, 2000). Cultural differences, specifically differences in expectations concerning how acquaintances and friends behave, are the sources of human relations problems between foreign students and natives (Brislin as cited in Shigematsu, 2002). Considering the country's exposure to American colonizers for almost fifty (50) years, there is no doubt that American individualistic attitudes (Hofstede as cited in Yang & Choi, 2001) have truly influenced the Filipinos' sense of autonomy, individual identity, and emotional independence that gives rise to such cultural emphasis on self actualization or self realization and the expression of one's unique configuration or needs, rights and capacities (Triandis & Singelis as cited in Yang & Choi, 2001). This is the same reason why Filipino teachers generally prefer a student-centered approach to teaching, and Filipino students actively participate in class discussions, compared to their Korean counterparts. Korean culture plays a vital role in the difficulty of Korean students in making constructive criticisms and participating in open class discussions in the class (Ae-Han, 2002) which are practiced in Filipino classrooms. Additionally, the Korean students' neo-Confucian ideology (Walraven as cited in Armitage, 1999), which suggests a hierarchically structured relationship characterized by acceptance of the views and opinions of the teacher blindly (Armitage, 1999) is still evident. Finally, the thrust "in every language, that there is a gap between what is literally being said and what is meant" (Crozet & Liddiacoat as cited in Kim, 2002) is even more complex in the case of cross-cultural communication. Despite the fact that two people engaged in a conversation are both competent English users, language barriers cannot be fully avoided with the existence of cross-cultural differences that cannot be reconciled (Kim, 2002). This truism generally applies to the subjects of this study.

Motivation

Motivation, a vital factor in the success of second language learning (Norris-Holt, 2001; Kim & Margolis, 2000), is the learner's orientation in regard to the goal of learning the target language. Besides the English language being their basic link to the Filipino people, the Koreans also

intimated that their desire to be successful in the future is their major motivation for learning English. The former, considered as the first type of motivation, wherein the second language learner attributes his desire to learn the language to become familiar with or integrate into the target language community, is referred to as integrative motivation. The latter, on the other hand, which refers to the learner being motivated by economic or social rewards attainable through learning the target language, is called instrumental motivation.

Not only did more Korean subjects attribute their motivation to the instrumental type, but almost all of them expressed their perception that learning the English language is a good opportunity for them to be more successful in the future. Niederhauser (1997), for his part, claims that while many researchers acknowledged instrumental motivation as an important factor in second language learning, integrative motivation has been linked to its success.

One primary reason for Koreans being more instrumentally motivated is the fact that the Philippines cannot be fully considered as a target language community, since Filipinos, as aforementioned, use the Filipino language more frequently than English. Hence, communities which use the English language as their first language are considered as the target language community. Moreover, the lack of positive role models is one factor producing a negative effect on student motivation (Neiderhauser, 1997). Two of the subjects even shared the view that upon their arrival in the Philippines, they had high hopes that their use of the English language will improve, yet after encountering their Filipino peers' and teachers' constant use of the Filipino language in front of them, and the frequency of language alternations, their initial optimism dwindled. Research indicates that language learners are most successful when they firmly believe in their own capability of reaching a high level of performance (Norris-Holt, 2001). However, in the case of the Koreans, their hopes partly depend on the Filipino community, since most of them study in the Philippines in the hope of learning and even improving their use of the English language. Hence, if their expectations of the Filipinos in the use of the English language is not met, their own motivation may wane, thus risking their success in English language learning.

Conclusion

This study succeeded in its attempt to identify the English language learning difficulties of Korean students in a multidisciplinary university. Answers relative to their sociolinguistic competence in the Philippine context, motivation in using the English language, and cultural factors affecting these complexities are highlighted in the study.

While the subjects have barely had the opportunity to use the English language in Korea, they have to use it in the Philippine context. Yet, barriers in the subjects' communication with Filipinos and comprehension of their teachers' lessons hinder the development of their sociolinguistic skills. All of these obstacles are attributed to the Koreans' and the Filipinos' differing entry points in the use of the English language.

Differences between Korean and the Filipino cultures account for the subjects' difficulties, as translation of the Filipino language to the English language is not fully comprehended by Koreans and vice versa. Yet the Koreans never attributed any Korean cultural norms or traditions as contributing to the obstacles they encounter.

Interestingly, in regard to integrative and instrumental motivation in language learning, the latter explains why the Korean subjects place a great deal of emphasis on the role of language advancing their careers.

This research involved only a limited number of Korean subjects, but it yielded data that provided valid and valuable descriptions of how language learning is experienced by foreign students in an environment permeated by bilingualism. By implication, such descriptions and disclosures invite institutions of higher learning to rethink their current academic platforms in order and provide better support structures to students needing improvement in their language competence. Finally, this study can be expected to pave the way for other exploratory studies on foreign students' success stories relative to their language learning.

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Appendix

Aide Memoir

A. Sociolinguistic Competence

1. In Korea, when and where do you speak the English language?
2. Here in the Philippines, when and where do use the English language?
3. How difficult is communicating with other students?
4. What makes your conversation with them difficult?
5. How difficult is communicating with your teachers?
6. What makes your conversation with them difficult?
7. How difficult is understanding your teachers' discussions of lessons?
8. What makes their discussions difficult to understand?
9. What motivates you to participate in class discussions?
10. What limits you from participating in class activities?
11. What signals (verbal and non-verbal) do you use to communicate your needs and concerns to your teachers?
12. How do you rate your proficiency in the English language, compared with other students in your class?

B. Motivation

1. What makes you speak the English language?
2. How do you think can speaking the English language benefit you?
3. How important is it for you to become proficient in the English language?
4. How important is the English language to the Korean people?
5. How eager are you in learning the English language?
6. What do you do to practice your skills in using the English language?
7. What support or assistance do you get from the people around you in learning the English language?
8. What are your frustrations in using the English language?

C. Cultural Factors

1. What traditions in the Korean culture affect the way you develop your English language proficiency?
2. How does your learning of the English language here in the Philippines differ from that when you were in Korea?
3. What are your observations when Koreans use the English language?
4. What are your observations when Filipinos use the English language?