

English Language Teaching and Education in East Asia

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There is no doubt that the use of English and teaching of it has continued to spread in East Asia as the world becomes more interdependent in economic matters. For access to world knowledge and technology, English has been as the most powerful language today.

In this paper, we will investigate the past and present situation of EFL (i.e., English as a foreign language) teaching and education in the People's Republic of China (China), South Korea and the Republic of China (Taiwan).

Key Words : East Asia, English Language Teaching (ELT), the foreign trade, South Korea, People's Republic of China, Republic of China (Taiwan)

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1. Introduction

In general, East Asian countries are defined to consist of the following six countries: 1) Japan; 2) People's Republic of China; 3) Republic of China; 4) South Korea; 5) North Korea; 6) Mongolia (The Columbia Encyclopedia, Sixth Edition, 2007). As Kam (2004) states, there is no doubt that the use of English and teaching of it has continued to spread in East Asia as the world becomes more interdependent in economic matters. For access to world knowledge and technology, English has been as the most powerful language today. Besides Japan, among above-mentioned five countries, especially in People's Republic of China (hereafter, China), Republic of China (hereafter, Taiwan), and South Korea, English has been taught and studied a lot and passionately. In addition, these countries have promoted the foreign trade zealously and English has been used as a language for carrying on foreign trade (i.e., lingua franca).

In this paper, we will investigate the past and present situation of English language teaching (hereafter, ELT) and education in these three countries.

2. English Language Teaching and Education in People's Republic of China

2.1 The Development of ELT in China

Jim and Cortazzi (2004) describe that in the long history of education and learning in China, for example in the Confucian tradition, learning foreign language was hardly a feature: if anything, classical Chinese was itself a foreign language for many learners. In due course, in the 19th century, English had a clear role as a foreign language for access to education in the mission schools in China. At that time, there was little alternative modern schooling available. Throughout the early years of the 20th century, there was a continued, though ambiguous, emphasis on English, typified by well-known formula, "Chinese learning for fundamentals, Western learning for practice". This included learning and using English for science and technology, while still retaining a strong feeling of Chinese identity. In many ways, this is still the common orientation to English today. In post-1949 modern China, the fluctuating fortunes of ELT have been seen as a "barometer of modernization".

According to Honna (2002), English lost its key position as a main foreign language twice in China. First, during the 1950s, when the friendship treaty between China and Russia had been in vigor, Russian established the status of the main foreign language about for a decade. However, in the late 1950s, when the relationship between China and Russia grew away up,

English replaced Russian as the main foreign language, and audio-lingual influence, together with drills and substitution tables, became popular. Second, during the *Cultural Revolution* (1966-1976), ELT was disrupted as educational institutions were closed for long periods and many English teachers were vilified, persecuted, or sent to the countryside with other intellectuals.

However, by the late 1970s, English was again seen as important in the reform and modernization of the nation. Then, since the 1980s, the status of English as a main foreign language has been immovable.

2.2 English in the Educational System in China

According to Jim and Cortazzi (2002), new syllabuses for English in the middle junior school (i.e., lower secondary school) were introduced in 1977, 1982, and 1993 and for all levels of schooling (i.e., primary and secondary schools) in 2001. New syllabuses for *College English* were introduced in 1999 for non-English majors and in 2000 for English majors. These progressively emphasized communicative aspects of language learning. Before the foundation of the People's Republic of China in 1949, basic education in China¹ was extremely backward. In 1946, the peak year of educational development, the country had only 1,300 kindergartens, 289,000 primary schools and 4,266 secondary schools. With the adoption of the policy of reform and opening to the outside world in 1978, basic education entered a new era of progress. In 1985, the *Central Committee of the Chinese Communist Party* issued the *Decision on the Reform of the Educational Structure*, laying down the principle that local governments should be responsible for basic education. The new policy was an incentive for local governments, especially those of the counties and townships.

Since the promulgation of the *Compulsory Education Law of the People's Republic of China* in 1986, the 9-year compulsory education has been implemented by government at various levels and made significant progress. According to Jim and Cortazzi (2002), children in China start primary school at the age 6-7. Of the 130 million pupils enrolled at this level, tens of millions now learn English². In primary school, national textbooks are used. These have been published jointly with the international publisher *Longman* through the *United Nations Development Program*. ELT classes are large (i.e., the average class size is 32, but some classes can have 60 or more), but the textbooks encourage pair work and more active oral activities than those used previously. However, as Kawazoe (2005) states, ELT in China has traditionally made much of memorization and cram education. Thus, teacher-centered and book-based activities are still fairly dominant. Jim and Cortazzi (2002) describe that these

primary English textbooks and classes include the use of phonetics to teach pronunciation. In the increasing market orientation towards education, more parents are sending their children to private schools. English has become a key factor for these schools to attract more free-paying pupils. Some of these schools are now employing native English speakers to raise the level of ELT achievement.

Jim and Cortazzi (2002) point out that the examination prior to entering the junior middle school (i.e., lower secondary school) at the age of 12 or 13 was recently abolished as China consolidates the basic nine years compulsory education. For the 63 million pupils attending junior middle school, a foreign language is compulsory and the overriding majority learn English. New national textbooks, which were again published with *Longman*, emphasize the communicative aspect of learning English. Jim and Cortazzi (2002) say that, with an average class size of 52, there are clearly constraints on using the communicative method and an unsurprising tendency for lessons to be book-based and teacher-centered. However, Ootani et al. (2004) report that, in the English classes which they observed, teachers used Mandarin only when they explained difficult grammatical items and confirmed the meanings of English words. They used English mostly in their classes and tried to accomplish the *Communicative Language Teaching* in their classes. Moreover, Jim and Cortazzi (2002) also comment that it has become quite common to see pair work being used effectively, often for practicing textbook dialogues or developing reading and oral tasks.

According to Jim and Cortazzi (2002), over 34 million students pass the entrance examinations to enter senior middle school (i.e., upper secondary school) at the age of 15-16. The examination includes a compulsory foreign language, which is nearly always English. The newer textbooks at this level also adopt communicative principles and put greater emphasis on oral skills and cultural content, but in practice, grammar, reading comprehension, vocabulary and translation continue to be emphasized, typically in multiple-choice examination-preparation exercises. Honna (2002) also states that students study basic idioms and phrasal verbs in senior middle school. In English classes, not only developing a certain level of listening, speaking and writing but also the competence to read English sentences written in plain English by referring to dictionaries is emphasized. In addition to class work, students may spend long hours completing English homework, reviewing vocabulary and grammar notes, going over model examination exercises and memorizing texts at their home.

Jim and Cortazzi (2002) state that, in the important national examination to enter university, the role of English was significantly increased from 100 points in the early 1990s

and more recently to 150 points. Other subjects, except Chinese, receives 100 points or less. For more than 11 million students enrolled in over 1000 universities in China, English is the compulsory foreign language for most students. Again, a national curriculum and a few national textbooks are used for ELT. According to Lin (2002), public college English teaching aims at developing students' reading ability. To a certain degree, communicative skills in English such as listening and speaking are not given enough attention because reading is emphasized and grammar is mainly taught in Chinese. Classes are relatively large (more than 20 students) so the students seldom have a chance to speak. Through lack of funds, many universities lack language lab or multi-media facilities, thus, students' listening and oral English training is impaired. In order to expand their vocabulary, students spend much time reciting words, but they don't know how to use them correctly in practice. The aim was suitable when people in China depended on English material to learn about foreign countries and their cultures. She (2002) suggests that, however, nowadays, it is more important for students to improve their oral and listening ability.

2.3 The Future of ELT in China

According to Lin (2002), with the opening up of China, English language teaching has been getting more and more attention, especially since Beijing won the bid to hold the *2008 Olympic Games*. Apart from English language teaching in schools, other forms of English training courses have appeared across China (for example, the *Beijing New Oriental School* is the best and most famous privately-run English school for TOEFL and GRE tests). People are enthusiastic about learning English, and publications about English learning and English reading books have become more and more popular.

English is seen by many Chinese to reflect their professional learning and, as a world language, it is a bridge to their aspiration for the future.

3. English Language Teaching and Education in South Korea

3.1 The Development of ELT in South Korea

Shim and Baik (2004) state that, since the hosting of the *1986 Seoul Asian Games* and the *1988 Seoul Olympic Games*, it has been a belief shared by the majority of Koreans that acquiring knowledge of English is a crucial element in achieving success in a global world. In relation to this public consensus, past research (e.g., Baik, 1994, 1995; Choe, 1996; Sim and Baik, 2000 and so on) shows that English has always been considered as essential part of the

official language education curriculum in South Korea. Gotou (2005) also says that English has been the main foreign language in the foreign language education in South Korea. In the economic, political, social and diplomatic development since the 1960s, English has kept the most prestigious status as a foreign language. She (2005) points out that there are three different periods in the development of ELT in South Korea: 1) ELT became popular in the 1960s and 1970s; 2) A variety sorts of efforts were made in order to achieve the qualitative improvement of ELT in the 1980s; 3) The content of ELT was restructured radically in the 1990s.

In the following section, we will examine how ELT has been carried out in the educational system in South Korea.

3.2 English in the Educational System in South Korea

Yoo (2005) states that it is said that the influence of English in South Korea has become salient because of South Korea's strong dependency on the United States for international politics and economy since its independence in 1945 and the *Korean War* in the 1950s. English even enjoyed the status of an official language in government and business in South Korea during the presence of the United States troops from 1945 to 1949. The importance of English in South Korea is reflected in the language policy for foreign language education. Since the *Second National Education Curriculum* was proclaimed in 1963, English has been the first and primary foreign language. In the early 1990s, proliferating discourses of globalization have increased the importance of English as a *Global Language*. The *Kim Young Sam Administration* articulated a national globalization project, *Segyehwa*, the part of which is the promotion of English for national competitiveness through English education. Consequently, in 1994, the extra-curricular English education started for 4th, 5th, 6th graders in elementary school, and in 1997, English became a mandatory subject for 3rd graders in elementary school in the national educational curriculum. In 2001, with the launching of the seventh national education curriculum, *the Ministry of Education* recommended an English-only policy in English education for third and fourth graders in elementary school and seventh graders in junior high school with the policy affecting one higher grade each year.

Shim and Baik (2000) point out, the importance of English has been recognized in Korea ever since the Second *NEC* (i.e., National Educational Curricula) by designating English as the first foreign language and the only foreign language to be taught as a mandatory subject. However, the teaching methodology that was officially adopted by the government up to the

fifth NEC (1987-1992) had been based on a mixture of the grammar-translation method and the audio-lingual method. Thus ELT curriculum up to the fifth NEC was also composed of lists of grammatical structures to be taught at different levels of education. According to Shim and Baik (2000), it was only with the sixth NEC (1992-1997) that the ELT curriculum reelected a change in the methodology from emphasis on grammatical competence to an emphasis on communicative competence³.

Elementary school consists of grades one to six. Students learn subjects including, but not limited to, Korean, mathematics, science, social studies, language arts, fine arts, and music. Usually, the homeroom teacher covers most of the subjects; however, there are some specialized teachers in professions such as physical education and foreign languages, including English.

Igawa (2007) states that, currently, in the Korean school system, the third year of the elementary school (at the age of 9) is the time when English is introduced as a compulsory subject. Students in Grades 3-6 receive 1-2 hours of instruction per week, in Grades 7-9, 2-4 hours, and in Grades 10-12, 4 hours, respectively.

Shim and Baik also describe (2004) that, currently, according to the current NEC (seventh: 1997-2003), there is only one textbook for elementary education. This textbook was introduced to third and fourth graders in 2001 and to fifth graders and sixth graders in 2002. With this change of textbooks, the number of instruction hours for English has also been slightly changed. Before 2001, all elementary students were given two hours of English instruction a week. It is now one hour a week for third and four graders. Fifth and sixth graders, however, continue to get two hours of instruction a week. Igawa (2007) says that the age for introducing compulsory English was lowered from 13 to 9 in 1997 and that the plans to further lower the starting age to the first year (the age of 6) were announced in 2006 and will take effect in all Korean elementary schools by 2008.

Honna (2002) says that it has been pointed out that academic workload of the junior high school students in South Korea is very heavy. Although they have four English classes a week, the content of the textbooks which they have to study is 2.5 times as much as that of Japanese textbooks. Moreover, the vocabulary that they have to study is 1.5 times as much as the one which Japanese junior high school students study. Thus, we can say that the junior high school students are forced to study a great deal of content (i.e., English grammatical items, vocabulary and so on) in South Korea.

Senior high schools in South Korea teach students from first grade (age 15) to third grade (age 17), and students commonly graduate at age 18. A student may choose the class he

or she wishes to take for liberal arts. Senior high schools in Korea may also have subject specialty tracks. For example, university-bound students may choose to go to an academic science or foreign language specialty high school; while other students may choose a vocational track high school which emphasizes agriculture, commerce, or another technical curriculum. The art track is another popular route many aspiring artists take. It is not abnormal for many students to arrive home from school at midnight. The curriculum is rigorous, and many students attend private academies (i.e., cram schools in Japan). Senior high school is not strictly mandatory. However, according to the 2005 study of OECD member countries, some 97% of South Korea's young adults do complete senior high school. This was the highest percentage recorded in any country.

According to Shim and Baik (2004), another provision made by the seventh NEC is in extending the learning of higher-level English subject as elective courses in senior high schools in an effort to increase senior high school graduates' proficiency in English. Whereas the sixth NEC offered eleventh and twelfth grade senior high school students one advanced English course of four hours a week per year (a total of two courses), they can now take up to a total of five courses (i.e., English I, English II, English Conversation, English Reading, English Composition, with each course composed of four hours of class time per week a year) in the two years. In effect, the amount of possible English education was increased by 250%. Textbooks for these courses were reviewed in 2002 and made available for students in 2003. The total pages of the government-designated textbooks are over 300 pages, which is two times as much as those of authorized English textbook in Japan. Thus, as to English learning, we can state that the academic workload of Korean senior high school students is much more than that of Japanese senior high school students.

For tertiary level English education, Shim and Baik (2004) state that education, curriculum and textbooks decisions are made by the individual college or university. English is offered as a mandatory subject for all freshmen for one or two semesters depending on the students' major areas. However, it has only been in the last five to six years that college English educators have begun to realize that the type of English education that was being offered at universities was not sufficient to meet the needs of the students. Thus, there has been a sudden interest in *Practical English* for college students and, as a result, old textbooks (mostly classic reading materials) were discarded and *native speakers* were hired to teach from textbooks put out by major ESL/EFL publishers (i.e., *Longman*, *Prentice-Hall*, *Cambridge University Press* and so on). Emphasis was placed on conversational skills and all universities that claim to be among the top ranking have imposed a graduate requirement for

a minimum level of English proficiency that can be proven by a standardized test score (e.g., *TOEFL*, *TOEIC* and so on) before issuing a bachelor's degree.

3.3 The Future of ELT in South Korea

Shim and Baik (2004) expect that, as the world grows even closer, one may even project that the day may come in the next ten years that the Korean government seriously considers adopting English as the second official language. Already, the Korean government has approved the designation of *Jeju Island* as an international zone where foreign visitors can come and go without any entry visa. The *National Assembly* has announced that they will be passing a special bill to provide financial support for this project in 2002. When this bill is passed, it is expected that talks will begin about adopting English as an official language within this international zone. In the meantime, more Koreans will continue to study English as a world language.

4. English Language Teaching and Education in Republic of China

4.1 The Development of EFL Teaching in Republic of China

The current education system in Republic of China (i.e., Taiwan) is comprised of the following components: basic education, intermediate education, advanced education and returning education. Basic education includes kindergartens, national primary and national middle schools. Intermediate education includes vocational schools and senior high schools. Advanced education includes junior colleges, universities and graduate schools. Returning education refers to schools for continuing education and supplementary schools. The present education structure supports 22 years of formal study. Completion times are flexible, depending upon the needs of the students. Normally, the entire process requires 2 years of preschool education, 6 years of primary school, 3 years of junior high, 3 years of senior high school, 4-7 years of college or university, 1-4 years of a graduate school program, and 2-7 years of a doctoral degree program.

Chiou-Lan (2004) states that foreign language education in Taiwan means English education because English has traditionally been offered as the only required foreign language at different levels of schooling. At the secondary level, English is one of the school subjects for junior high school students, aged 13 to 15, and for senior high school students, aged 16 to 18. Offered as a required subject, it is allotted three to six hours per week depending on the students' years of study and their aptitude, with more hours allotted to

seniors who are preparing to go to general, rather than vocational, tracks of education. At the tertiary level, English was the only required foreign language course for first-year students until 1993, when the *Ministry of Education* in Taiwan mandated a policy to include other foreign language as additional options to fulfill the foreign language requirement.

4.2 English in the Educational System in Taiwan

Chiou-Lan (2004) points out that, since the lifting of *Martial Law* in Taiwan 1987, the central and local government started to support a multi-faceted language policy, which accelerated studies on children learning English. Honna (2002) states that English education became compulsory since fifth graders of the primary school in 2001 in Taiwan. Officially, it is determined that all the fifth graders have to study English two hours a week. However, in some parts of Taiwan, there is only one hour of English class a week and, in other parts of Taiwan, fifth graders study English no less than four hours a week. According to Honna (2002), the purpose of ELT in elementary school in Taiwan is as follows: 1) to develop the students' interest in English learning; 2) to teach the students how to study English autonomously; 3) to promote students' communicative competence, especially in terms of their phonetic competence. There are about 20 authorized textbooks.

Chiou-Lan (2004) says that the junior high school English curriculum in use was mandated in 1994. As this curriculum adopted the principles of communicative approach in teaching, it placed more emphasis on the students ability to communicate and express ideas in English. The goals of ELT in Taiwan are as follows: 1) to help the students develop basic language skills in listening, speaking, reading and writing; 2) to cultivate students' interests in learning English and develop correct learning habits and methods; 3) to promote students' understanding of local and foreign cultures. Up to the 2000 school year, junior high school textbooks had been developed by a committee appointed by the *National Institute for Complication and Translation* (NICT) and used nationwide following almost synchronized syllabus. The textbooks, though developed following communicative language teaching principles, still resembled a form-based, structure-oriented syllabus. As a result, the actual classroom practice and the instructional focus still relied heavily on accuracy-oriented and test-driven activities to promote rote learning on students.

Chiou-Lan (2004) states that the latest English curriculum benchmark for senior high school was set up in 1995 to begin a new era in the senior high school English education in Taiwan. According to Hanna (2002), in the senior high school in Taiwan, they have compulsory five English classes a week. Reading is a compulsory subject. Conversation,

listening, writing and grammar classes are optionally compulsory subjects. The purpose of a reading class is to promote students' four English skills (i.e., reading, writing, listening and speaking) through reading activities. Chiou-Lan (2004) says that the *1995 curriculum standards* put more emphasis on developing students' interest in learning English and helping them to form learning methods and attitudes to lay the foundation for independent learning. The senior high school curriculum adopts the communicative approach as the central guiding principles and emphasizes learner-centeredness, communicative functions of English language and learner strategies in language learning.

According to Chiou-Lan (2004), prior to 1993, English was a required course, called *Freshman English*, for first-year university students. At the same time, reading and translating works from literary anthologies was the most commonly adopted teaching method. In 1993, however, the Ministry of Education in Taiwan mandated that the eight-credit Freshman English course be replaced by a six-credit foreign language course and students should be free to choose any foreign language offered by their universities to fulfill this requirement. However, to implement this new policy, many universities have come up with contingency plans for various reasons. Some universities, believing in the importance of English, only allow the students with a certain level of English proficiency to opt for a foreign language other than English. Other universities either keep English as the only option as a result of not having enough other foreign language teachers or grant students total autonomy in their selection of any foreign language offered in-house. In 1997, the Ministry of Education lifted the requirement specified in 1993 and allowed universities to decide on the foreign language requirements, including credit hours and the content of these courses.

4.3 The Future of ELT in Taiwan

Chiou-Lan (2004) states that learning English is dubbed as a *whole-nation movement* in the 21st century in Taiwan. People young and old and from all walks of life have invested their time and money in becoming multi-lingual citizens in this global village. It is exciting to see government policies on language education become decentralized and changes implemented in time to reflect the need of society. Now that English education is under the spotlight in Taiwan, it is worth close attention and examination in order to see its future development.

5. The Future of ELT in Three East Asian Countries and Japan

According to Hani (2000), the symposium titled *Only English, Please: A Recipe for Asia's Growth in the 21st Century?*⁴ was attended by eight journalists from Japan, China, Singapore, Thailand, South Korea, Indonesia and the United States at the Japan Foundation Conference Hall in November, 2000. She (2000) stated that English, as the dominant language in the cyberspace, was becoming an indispensable communication tool for Asian people. And the increased use of English among nonnative speakers in Asian countries should make it more colorful as a world language. According to Hani (2000), Chan Yuen Ying, a professor and director of the journalism and media studies center at the *University of Hong Kong*, who took part to present views of the academic circles, said that although more non-English speakers were using the Internet, particularly in Asia, and the number of non-English web sites were increasing, she believed that English would remain the main language of the Internet. Ying also said that Asia's growth would depend on the full utilization of the Internet, and that those without the technology would be left behind. Moreover, Ying pointed out that using English was indispensable for Asian voices to be heard globally in this Internet age.

In this conference, Kwan Weng Kin pointed out that Japan was the only country in East Asia, where people still did not reckon that English was necessary. He noted that the Japanese government still appeared uncommitted on whether English should be adopted the second official language. Kwon said that, in South Korea, the ongoing discussion on making English an official second language had focused on two aspects: 1) that English was needed to bring the country into the global community; 2) the country must not lose its national identity. Moreover, Chan said that in China, people were aware that they needed to learn English to integrate the nation into the international community and to do business worldwide.

At the end of the one-day conference, panelists exchanged views on the prospects for how English would be used in their countries in the coming five years. Kwon said that more people were speaking English fluently in South Korea thanks to the improved education system. Chan predicted that Chinese people would become more proficient in English. She said that more people in major cities would be able to have conversations and offer services in English, and more young people educated overseas would return to work in the cities. Chongkittavorn Kavi of Thailand predicted that Japan would face psychological pressure when more Chinese people mastered English in the coming years and went overseas more frequently and

expressed themselves in English better than the Japanese did.

According to Richardson (2002), Japan's *Education Ministry* introduced measures in 2002 to improve the teaching of English following reports that other East Asian countries, including Japan's major rivals China and South Korea, were promoting English education in earnest. In China, the learn-English campaign started with President Jiang Zemin, whose ability to speak the language had improved to the point where he was able to chair in English the summit meeting of *APEC*, the Asia Pacific Economic Cooperation forum, in Shanghai, in October, 2001. Many schools in large Chinese cities were teaching English as early as the first year of primary school even though the course was not mandatory at that level. The country's two most prestigious universities, *Qinghua* and *Beijing University*, which had begun using American textbooks in their courses, planed to conduct lectures in English in disciplines such as economics, biology and information technology within the next couple of years. The *China Daily* newspaper group had launched an English-language weekly for secondary school students, in another step to promote the learning of English before the summer *Olympic Games* that Beijing would host in 2008. In Taiwan, English began to be taught from primary school in 2003. At that time (i.e., 2002), Taiwanese students started learning English in secondary school.

As these two articles pointed out, English language teaching and education in three East Asian countries (i.e., China, South Korea and Taiwan) has been heated up recently. The *Ministry of Education, Culture, Sports and Technology* (hereafter, the MEXT) of Japan released the original plan of the new Course of Study in February, 2008. In this plan, the MEXT announces that ELT will start at fifth grade in elementary school in 2011 in Japan. In order to overcome the enthusiasm in ELT in other three countries, Japanese government also have to further promote and improve ELT in all levels of schools (elementary, junior and senior high schools; colleges and universities) as soon as possible and have to develop Japanese EFL learners' EFL proficiency and communicative competence.

Notes.

1. Basic education in China includes pre-school education, primary education and regular secondary education.
2. Since 2005, English education became compulsory in primary school in China.
3. Communicative language teaching (i.e., CLT) has become an innovative way in the field of English education to promote *communicative competence* of language learners. The

paradigm of English education in South Korea is moving toward the notion of CLT. Since students in EFL (i.e., English as a foreign language) settings have trouble in practicing their communicative language learning experience outside the classrooms, some special efforts should be made to help students practice their communicative language learning in their everyday lives.

4. The conference invited Japanese freelance journalist Midori Hanabusa, Chongkittavorn Kavi of Thailand, executive editor of The Nation, Kwan Weng Kin, Tokyo bureau chief of Singapore's Straits Times, Kwon Chae Hyun, a staff reporter of South Korea's Dong-A Ilbo, and Widjajanto, Jakarta bureau chief of Tempo magazine of Indonesia. Yuko Aotani, the anchor of the "NHK World" bilingual program for overseas viewers, served as moderator. Kathryn Tolbert, a Tokyo correspondent of The Washington Post, attended the meeting as the sole native English-speaking panelist, and Chan Yuen Ying, a professor and director of the journalism and media studies center at the University of Hong Kong, took part to present views of the academic circles.

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