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가

**Kim, Sung Hye & Lim, Jayeon. (2013). The current state of college English education in Korea. *Modern English Education*, 14(2), 263-290.**

During the last several decades, a continuous effort has been made to revise the English education system in Korean schools. Despite its massive reform, the focus of the change has been limited to the realm of primary and secondary levels. Considering the increased importance of English in the globalized world, the reform needs to include the tertiary level of education. To this end, the study is set out to investigate the present state of college education in Korea by conducting focus group interviews and surveys to a group of administrators and professors in charge of college English programs in Korea. The results revealed that there was a discrepancy in the curriculum objectives, contents and their assessment methods. Secondly, a majority of the programs did not include any evaluation procedure to assess whether the students had met program goals upon completion. In cases where assessments were made, they often showed discrepancy with the objectives and contents of the courses. Thirdly, approximately 50% of the schools divided students according to their proficiency levels; yet a vast majority expressed a strong need for leveling in English classrooms. Lastly, most of the administrators and professors expressed difficulties in hiring and managing native English faculties and called for increased support. This study suggests that in order to English education programs at college levels to succeed, a continuous needs analysis and program evaluation should be a prerequisite.

[college English/general English program/  
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. J. Jeon(2010)

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 ' (Common European  
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Business English

가 Business English 가  
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(test effect)

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IV.

1.

1, 2, 3, 4, 36, 4, 36, 83.3%, 2, 3, 16.7%

1

	(N)		
4	83.3% (30 )	100%(4 )	80% (26 )
2,3	16.7% (6 )	0% (0 )	20% (6 )

274

14 38.9% 22 61.1%

2

(%)	(N=36)	(%)	(N=36)
19.4	7	5.6	2
11.1	4	5.6	2
8.3	3	2.8	1
5.6	2	2.8	1
19.4	7	2.8	1
5.6	2	11.1	4

2.

1)

(1)

3 가 2.9 4.8 5.9 , 2, 3 39 3 4 가 4 2, 3 가 39 4 2, 3 47.5 가 37.6 10

3

( :%)

4	2,3	/
(36)	(30)	(6) (6) (30)

( : )	2.9	3.1	1.7	2.8	2.9
( : )	4.8	5.4	2.0	5.0	4.8
( : )	5.9	6.7	2.3	5.8	5.9
( : )	38.9	38.9	39.0	47.5	37.6

(2)

4 ,  
 (50%) (47.2%)  
 4  
 6 1  
 30 16 4

4

( :%)

	4	2,3	/	
(36)	(30)	(6)	(6)	(30)
50.0	46.7	66.7	50.0	50.0
47.2	53.3	16.7	16.7	53.3
8.3	10.0	-	16.7	6.7
2.8	-	16.7	-	3.3
2.8	3.3	-	16.7	-

276

2)

(1)

5

4.9 , 5.1 , 5.8 , 45  
 , 4 , 2,3  
 .  
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5

( :%)

	4	2,3	/	
	(36)	(30)	(6)	(30)
( : )	4.9	5.2	3.2	4.9
( : )	5.1	5.7	2.2	5.0
( : )	5.8	6.5	2.2	5.8
( : )	44.8	46.1	39.0	45.4

(2)

6

“ (38.9%) ” 가 ,  
 “ (27.8%) ” “ (27.8%) ”  
 가  
 가 40% .

6

( :%)

	4	2,3	/	
	(36)	(30)	(6)	(30)
	38.9	43.3	16.7	36.7
	27.8	30.0	16.7	33.3

	27.8	23.3	50.0	16.7	30.0
	2.8	3.3	-	-	3.3
	2.8	3.3	-	-	3.3
	2.8	3.3	-	-	3.3

3)

7 가 “ (47.2%) ”  
 “ (25%) ” “ (25%) ” “  
 7  
 ( :%)

	4	2,3	/	
	(36)	(30)	(6)	(6)
	47.2	50.0	33.3	66.7
	25.0	30.0	-	-
	25.0	26.7	16.7	16.7
	8.3	3.3	33.3	-
	2.8	3.3	-	16.7
	2.8	-	16.7	-
				3.3

4)

· 4  
 2, 3  
 · 8  
 4 11 , 2, 3  
 1 , 4  
 11 8 가  
 8.1

278

1  
 2, 3  
 2 가  
 4 2, 3 2 가  
 가

8

( : )

	4	2,3	/		
	(36)	(30)	(6)	(6)	(30)
	9.4	11.0	1.3	4.5	10.3
	14.5	15.9	7.2	21.8	13.0
	6.9	8.1	0.7	0.5	8.1
	2.9	3.3	1.2	3.3	2.8

5)

(1)

가

“ ” “ ”

”

6)

(66.7%), (83.3%) 가 , (77.8%), (38.9%) 가

가

가 가 가 가

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가

7)

(1)

16.7% 4 1 가 2 3

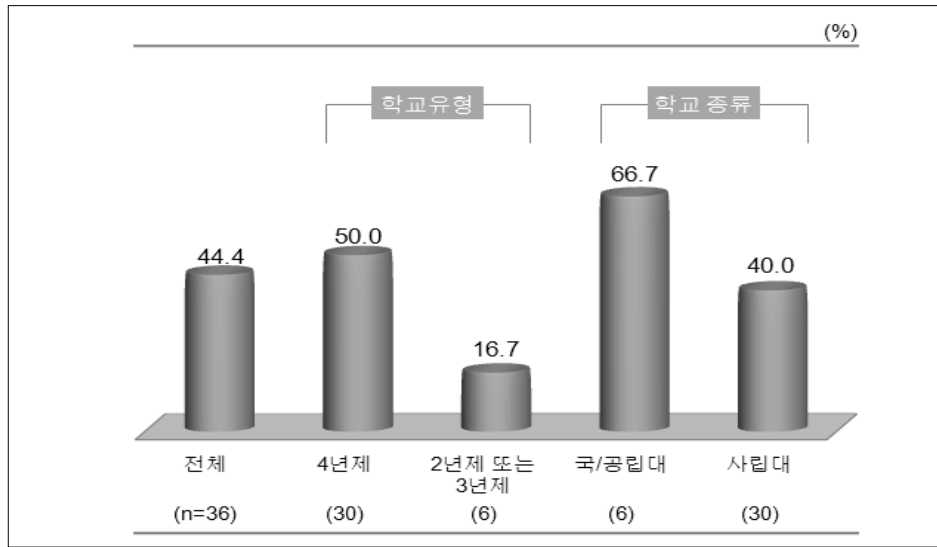
가

10

(68%)

가

가



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9

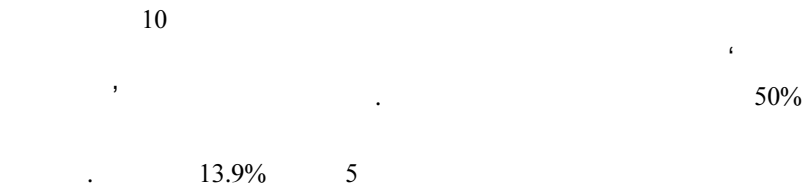
가

가	(%)	(N=16)
( )	68.8	11
(Versant )	12.5	2
	6.3	1
	6.3	1
SRI TEST	6.3	1
Criterion	6.3	1
	6.3	1
	6.3	1

(2)



(3)



가  
4

**10**

	(%)	(N=35)
	51.4	18
	14.3	5
	11.4	4
	5.7	2
	5.7	2
+	2.9	1
	2.9	1
	2.9	1
	2.9	1

(4)

47.2%가

80%

가  
11

**11**

가

가	(%)	(N=17)
( )	70.6	12
	29.4	5

	5.9	1
	5.9	1
	5.9	1
	5.9	1

(5)

14  
41.7% . 2,3  
4

가 , iBT-TOEFL 가가  
가

12  
가

가	(%)	(N=17)
( )	68.8	11
( )	31.3	5
iBT TOEFL	25.0	4
	6.3	1
	6.3	1
	6.3	1
	6.3	1

(6)

13

가 (69.4%)



(8) 15, 16,  
 17 ( ) “ (30.6%) ” “  
 (27.8%) ” .  
 “ (61.1%) ” “ (69.4%) ” ,  
 .

**15**

/ ( :%)	
	(N = 36)
	30.6
	27.8
	13.9
	5.6
	5.6
/	2.8
	2.8
/	2.8
+ TESOL	2.8

**16**

( :%)	
	(N = 36)
	69.4
	13.9
+ TESOL	2.8
	5.6

17

( :%)

	(N=36)
	61.1
	19.4
+	8.3
	2.8

16

1 1 6

. 1 1 2  
 1 6 . 2,3

(9)

19

. 가

“ (47.2%) ” “ (22.2%) ” “ (52.8%) ” “ (19.4%) ”

가

가

가

가

가 5,000

가

가

(10)

가  
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VI.

36

4 2, 3

가

가

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CEFR

가

가

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가





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**(Examples in): English**

가 (Applicable Languages): English

가 (Applicable Levels): Tertiary

가

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