



Pre-Service English Teachers' Academic Achievement and Perceptions Based on Their Admission Types: A Case Study of a National University in 2019

Yoo-Jean Lee

Kangwon National University

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ABSTRACT

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This study investigates pre-service English teachers' changes in academic achievement and perceptions depending on different admission types: rolling, comprehensive, and regular. Thirty-two freshmen in the English education department of a university participated in this study, and their GPA and TOEIC scores for two semesters were compared. Their perceptions of overall school life were explored through a survey questionnaire. The data were analyzed by paired *t*-tests, one-way ANOVAs, and two-way mixed ANOVAs. Although students in the three groups showed statistically significant differences only in their GPA in the second semester, those admitted via regular and comprehensive admissions, respectively, showed much improvement throughout the school year. However, the GPA of those admitted via regular admissions declined in the second semester. When considering students' perceptions, admission type was found to be an important factor which affected perception changes, particularly in terms of satisfaction with major, academic affairs, and motivation for the teaching profession. For those with rolling admissions, having close relationships with peers and faculty was a crucial factor which made them study harder and adjust to school life better. Yet, those with comprehensive admissions had concerns about their academic ability and lacked confidence. Meanwhile, those with regular admissions seemed to have less interest in the English subject and/or teaching because their choice of a major was made by their parents. Providing support to determine their career aptitude seemed to be imperative. Detailed discussions of what efforts should be made by a department to help students with different admission types and select competent students are included.

I. INTRODUCTION

Many students apply for and get into the school of education with strong desire and full of passion to become a teacher. However, due to declining birthrate and decrease in the school-age population, the need for teachers is constantly falling (J. Lim, 2011, 2019; S. H. Oh & J. R. Kim, 2018). Thus, the secondary school teacher recruitment exam is getting more competitive. This indi-

cates that another stumbling block; passing the secondary school teacher recruitment exam; is waiting for freshmen pre-service teachers who have been just freed from the pressures of the university admission. Every year, each department of the School of Education in the universities in Korea which is specialized for a certain subject (e.g., Korean language, English, Mathematics, Social Studies, etc.) accepts 20 to 35 new students on average. Particularly, in the English subject, the total of 275 public school

Yoo-Jean Lee (Professor)

English Education Department, College of Education Kangwon National University 1 Gangwondaehakgil, Chuncheon-si, Gangwon-do, 24341, Korea

Tel: (033) 250-6632 / Email: jinnie@kangwon.ac.kr

teachers in 2018, 268 in 2019, and 216 in 2020 have been selected nationwide (The competition rate was above 20:1 for those three consecutive years.). In other words, there is only a slim chance of passing the exam in order to become an English teacher since much less than a half of freshmen in the English education department of a university can grab an opportunity to become a public secondary school English teacher.

As one of the faculty members in the English education department at a national university in Korea, the researcher of this study noticed that freshmen in her department varied in terms of their performance on various courses, class participation, relationships with others, adaptability in the new environment, etc. even though they grew up and graduated from high schools in the same region. In addition, there were constant discussions in the department about adjusting the number of new students based on admission types. The researcher thus thought it would be important to look into different admission types and see whether freshmen who are admitted with different types would show similarities or differences in terms of their academic achievement and perceptions of aptitude, future career, and school/department/major satisfaction during the first year.

Much of the research have focused on different admission types and its relationship with students' academic achievement and/or adaptation to school life. They targeted at a large number of students with various majors and school years (B. N. Kim & E. G. Kim, 2015; J. T. Lim, M. G. Cho, & H. H. Kim, 2014; S. Oh, 2017; S. Park, S. Lee, & D. W. Jung, 2018; S.-Y. Park & J.-Y. Kim, 2018). They investigated how students' academic achievement would change, how they would adapt to school life, how much they are satisfied with school life, etc. depending on different admission types. The results of the research, however, were not consistent. Some, for example, found that those who were admitted via rolling admissions received higher GPA than those who were admitted via regular admissions; whereas others got opposite outcome. S.-Y. Park and J.-Y. Kim (2018) pointed out that this might have been attributed to the limited data. That is, data were collected from one university, indicating that no attention was given to a specific major/department, and thus differences among different major/departments were not compared. A couple of studies were found to have focused only on pre-service teachers in the school of education (T.-Y. Kim & K.-W. Cha, 2014; T.-Y. Kim & Y.-K. Kim, 2014). Yet, T.-Y. Kim and Y.-K. Kim (2014) simply looked into reasons of students' choosing the school of education and deciding to become secondary school teachers. In T.-Y. Kim and K.-W. Cha's (2014) study, students' learning attitude and academic performance were examined. Although their differences according to different admission types

were discussed, the focus was not given to a particular major or grade level. So far, studies which targeted only at English education major were rarely found. Therefore, in this study, the focus will be given specifically to freshmen majoring in English education, and their academic achievement during the first year as well as their perceptions towards their aptitude, school life, and future career will be examined since the researcher believed that more in-depth investigation into the first year students' characteristics according to different admission types would provide guidelines to faculty members and school officials in the recruitment of freshmen.¹ The following two research questions guided this study:

- 1) Do the first-year pre-service English teachers' changes in academic achievement during the school year vary according to different admission types?
- 2) Do the first-year pre-service English teachers' changes in perceptions of overall school life differ according to admission types? If so, how are their perception changes related with their choice of major?

II. LITERATURE REVIEW

1. University Admission Types and Students' Academic Performance

University admission officers are keen to choose students with a great deal of potential for successful academic performance. As there were higher demands of expertise and variety in selecting new students, the Korean Ministry of Education established admission officer system which focused not only on students' academic scores but also their non-academic activities in 2008 (H. W. Lee, H. Y. Lee, & E. J. Kim, 2019; S.-Y. Park & J.-Y. Kim, 2018). Later, in 2015, its name has been changed into comprehensive admissions. Since then, Korean universities have adopted three types of admissions: rolling, comprehensive, and regular. To be specific, the first rolling admissions put emphasis on students' high school grades and extracurricular activities. Next, the regular admissions take into account students scores on the College Scholastic Ability Test (CAST) the most. The last comprehensive admissions reflect on students' academic performance as well as their talents and ability by looking into "a portfolio of subject area interest, extracurricular activities, teacher recommendations and essays" (H. W. Lee et al., 2019, p. 2).

Much of attention was given to how these admission types affect students in terms of performing their academic work. J. M. Woo and D. W. Jung (2012) found that the

¹ Students at other grade levels (i.e., sophomores, juniors, and seniors) were mixed in terms of their types. Specifically, there were those who were continuing their study and those who returned to school after serving in the army, studying abroad, working, traveling, etc. This means that their admission year and selection criteria at the time of admission varied within the same grade level. Freshmen were therefore the only ones who were admitted based on the same admission policy for the year.

overall students did not show much difference during the first semester, but later those admitted via admission officer system greatly improved compared with others with regular admissions. In comparison, S.-Y. Park and J.-Y. Kim (2018) confirmed that even though students generally showed higher achievement as they advanced through school years, those who were admitted via comprehensive and rolling admissions showed much more improvement. In contrast, S. W. Lee and K. B. Park (2018) observed students with regular admissions performed much better at first, but no significant differences were found among those with different admission types over time. Similarly, in J. T. Lim et al.'s (2014) study, no differences were found after students became juniors. However, until then, those who were accepted via admission officer system showed the highest achievement. Although statistically significant differences were found in terms of different admissions types of students' academic achievements during one and/or two years in the previous studies, what they drew in common was that the more time students spent in school, the better their achievement levels were. In other words, the differences had been gradually decreased as they reach their senior year. Many of the previous studies established reliability by having a large number of students as participants, but they did not consider students' various majors which, in turn, failed to find out if the inconsistency of their results attributed not only to students' different admission types but also to their different majors.

One study was found which narrowed down the participants to the first and second year of pre-service teachers in the School of Education in one of the universities. T.-Y. Kim and K.-W. Cha (2014) compared students' changes in credits for major, teaching training, and liberal arts courses by semester. No statistically significant differences were observed among different admission types. They argued that investigating students' academic performance would be meaningful, but students' school life, career goals, etc. should be taken into account as well in order to explain any differences in their achievement regarding admission types. It is clear that rather than having a large number of participants, comparing their GPA, and simply reporting which admission type of students performs better than others, it would be crucial to consider their majors and relate their differences in academic achievement with their adaptability to school life, aptitude, future career, etc. as well.

2. Admission Types and Students' Perceptions of University Life

Much of attention has been devoted not only to students' academic performances but also to their adaptation to new school life and perceptions of aptitude or future career. J. T. Lim et al. (2014) found that students who were enrolled through admission officer system were satisfied with their school, major, and friends more than other types of admission. They also showed a low dropout rate. In S. Oh's (2017) study, freshmen with different admis-

sion types did not show much difference in terms of their academic achievement and class participation levels, but those who were admitted via comprehensive admissions maintained good relationships with friends and faculty members compared to other admission types. In addition, these students were much more satisfied with courses they registered and their campus life. S. Oh, however, noted that these results would not guarantee better students' success in the comprehensive admission type because universities have different evaluation indicators for comprehensive admissions. He thus pointed out that selecting students through this type of admission would not always be a better choice. He also stated that it would be necessary to consider types and characteristics of universities, colleges, and departments and then study what differences would be found among students who are enrolled via comprehensive admissions.

S.-Y. Park and J.-Y. Kim (2018) examined students' adaptability to their own learning process, class involvement, campus activities, social relationship, satisfaction with courses, instructors, and faculty members, and their sense of belongings. The results were similar to those of other studies. Students with comprehensive admissions showed higher level of adaptability, satisfaction, and sense of belongings. T. E. Shim (2019) investigated students' satisfaction level of university life more in depth. Those with rolling and comprehensive admissions showed higher level of satisfaction. They mentioned that they were satisfied because they liked their majors and curriculum, a good image of their school, academic affairs, etc. Additionally, they pointed out that they chose the major they liked and prepared during their high school years in order to be well-qualified for admission. In contrast, those with regular admissions reported that they selected the major according to their CSAT scores. Thus, many of them seemed to consider transferring to another school or re-taking the CAST.

Meanwhile, there are two studies which focused specifically on one college of a university. One was T.-Y. Kim and Y.-K. Kim's (2014) study. They involved students in the School of Education as participants. The main focus of the study was on the reasons why students chose their major and wanted to become a teacher. Those with comprehensive admissions had higher intrinsic motivation to choose their major. That is, many of them mentioned they liked teaching itself and thought they suited well with characteristics of the School of Education. Or, some said people around them including parents, relatives, and teachers recommended them to choose teaching as their career. However, many students with regular admissions mentioned their CAST score as the critical reason to select their major. Regarding the reasons to have a teaching job, whereas those with comprehensive admissions reported that their aptitude matched the teaching profession, and they would feel like rewarding to help students; those with regular admissions thought teaching job would be stable, giving more free time. Another study which focused on students who were enrolled in the School of Education ex-

plored their attitudes toward learning. T.-Y. Kim and K.-W. Cha (2014) found that those with rolling admissions had the highest anxiety of taking major subjects exams, whereas those with regular admissions had the lowest anxiety. While taking teaching training courses, those with comprehensive admissions had the highest level of self-efficacy. That is, they were confident and certain about understanding important concepts and catching up with classes. Finally, in the case of taking liberal arts courses, students with different admissions did not show any statistically significant differences. T.-Y. Kim and K.-W. Cha insisted that it would be important to help students with rolling and regular admissions enhance self-efficacy in teacher training classes by letting them look back encouraging and depressing or challenging moments and then setting goals and plans for successful learning.

So far, many researchers have put much effort to discover certain patterns or characteristics of different types of admissions so that they could develop and establish a better admission system and help future students adjust themselves well to campus life. However, their research results were not consistent because they did not take into account differences among various majors, colleges, and universities. Although there were a couple of studies (e.g., T.-Y. Kim & K.-W. Cha, 2014; T.-Y. Kim & Y.-K. Kim, 2014) which targeted at only those in one college, they focused merely on students' perceptions or academic performance. Moreover, they did not consider and report in details about the relationships between students' academic achievement and perceptions according to admission types. Therefore, through the present study, the researcher will observe how freshmen who are majoring in English education would perform in the first and second semester, how their perceptions would change, and what reasons can explain these changes.

III. METHOD

1. Participants

The total of 32 (12 male and 20 female) freshmen majoring in English in the school of education at one of the national universities in Korea participated in this study. They all entered the university in 2019 through different admission procedures: Ten were rolling, 9 were comprehensive, and 13 were regular admissions. They were taking an average of between 18 and 20 credit hours per semester.

2. Data Collection

First, students' academic achievement was calculated based on their TOEIC scores and GPA. Since a student's GPA included scores they gained not only in major (i.e., English education) subjects but also in teacher training and liberal arts subjects, his/her TOEIC score was taken into account to see how he or she performed in their major area. As TOEIC is a standardized test which measures one's English proficiency, the researcher thought that comparing students' TOEIC scores with their GAP and checking the degree of consistency between the two according to three admission types would be meaningful. Thus, students' first and second semester TOEIC scores were gathered. Also, their GPA during the two semesters was attained.

At the end of the fall semester in 2019, a survey questionnaire which consists of 12 questions was provided through *Naver Form* (see Appendix). Multiple-choice, Likert-scale, and open-ended questions were included. The survey asked about students' admission type, reason(s) to select their major and to become a teacher, and plan of preparing for the secondary school teacher recruitment exam. Additionally, their perception changes towards satisfaction with school life and aptitude in the teaching profession (or wish to become a teacher) were asked. The reason(s) why they were satisfied or dissatisfied with English Education department were asked as well. Finally, students wrote about positive or negative perception changes regarding study (learning), friends, department, school life, etc. if there were any. At the same time, they were asked to write about any ways of improvements or changes they expect from the department.

3. Data Analysis

In order to find answers to the first research question, one-way ANOVAs were administered by using SPSS Statistics to see if there would be statistically significant differences in students' TOEIC scores and GPA for the first and second semester, respectively, when considering three types of admissions. Then paired *t*-tests were performed to see whether there were statistically significant changes in students' TOEIC scores and GPA within each admission type between the first and second semester (Three students; one with rolling and the other two with regular admissions; were excluded from the *t*-tests procedure because they took time off from school after the first or second semester.). In spite of small sample size of this study, statistical analysis was used along with their mean differences, as it could serve as a reference for understanding of students' changes in their academic achievements.² When

² Rather than simply comparing students' mean differences, the researcher thought showing statistical results would be meaningful. It is because the student enrollment quota is constantly decreasing these days, and the total number of students in English education department will also decline more in the future. However, in order to find out how big the differences among different admissions groups would be, it is important to confirm if those differences would be statistically significant or not. For future research, if the sample size is smaller, applying nonparametric statistics, in which the data is not required to fit a normal distribution, can be considered.

applying one-way ANOVAs and paired *t*-tests to analyze students' GPA, significant level was set to .10 rather than .05 because there were small ranges in it (from 0 to 4.5).

For the second research question, students' responses to *Question 8* (including six paired sub-questions) were analyzed by using two-way mixed ANOVAs in order to find out if admission types affect students' perception changes between the first and second semester. Significant level was set to 1.0 for this analysis as well since there were small ranges in the Likert-scale questions (from 0 to 5).

In the meantime, particularly for *Sub-question 1-1* of *Question 8*, the reasons why students felt satisfied or dissatisfied with the department were presented to explain students' distinctive characteristics with each admission type. Besides, in relation to students' perception changes among three admission types, their responses to *Questions 2* through *7* which were concerned with reasons of selecting major and hoping/not hoping to become a teacher, and plans of preparing for the secondary school teacher recruitment exam, were analyzed and presented by numbers, percentages, and bar graphs.

Finally, among students' answers to the last two open-ended questions (i.e., *Questions 11* through *12*) those which show any peculiarities of each admission group were reported. (Their answers were written in Korean and were later translated into English by the researcher.)

IV. RESULTS AND DISCUSSION

1. The First-Year Pre-Service English Teachers' Changes in Academic Achievement

In order to understand if there were any changes in students' academic achievement during the school year, first year English pre-service teachers' GPA (4.5 is the highest) for the first and second semester was compared according to three types of admissions. Table 1 shows descriptive statistics of students' grades.

TABLE 1
Descriptive Statistics of Students' GPA for the First and Second Semester

Semester	Admi. Type	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error
First	Rolling	10	3.46	.63	.20
	Comprehensive	9	3.45	.66	.22
	Regular	13	3.15	.56	.15
	Total	32	3.33	.61	.11
Second	Rolling	9	3.62	.54	.18
	Comprehensive	9	3.53	1.02	.34
	Regular	11	2.74	.98	.30
	Total	29	3.26	.94	.18

When considering differences among three admission types of students, it was found that there were statistically significant differences among them, but only in the second semester as presented in Table 2 ($F = 3.10, p < .10$). This indicates that academic performance of students in the

three groups showed differences starting from the second semester. Additionally, as post hoc comparisons using the Tukey test revealed, statistically significant differences occurred at $p < 1.0$ only between rolling and regular admission groups.

TABLE 2
ANOVA Results for Three Admission Types of Students' GPA

GPA	Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
First semester	Between groups	.71	2	.35	.96	.39
	Within groups	10.69	29	.370		
	Total	11.40	31			
Second semester	Between groups	4.81	2	2.41	3.10	.06
	Within groups	20.16	26	.78		
	Total	24.97	28			

Note. The significance level was set to .10.

Although statistically significant differences were not observed when comparing the first and second semester GPA, each group of students' changes from the first to the second semester were explained based on mean differences. In the second semester, the overall students with rolling and comprehensive admissions gained higher GPA, but those with regular admissions attained even much lower GPA (i.e., 3.15 in the first and 2.74 in the second semester). Although those with comprehensive admissions received higher score in the second semester, there seemed to be a great gap among students in this group. That is, standard deviation for the second semester was 1.02, indicating that there was a 1.02-point gap between the one with the highest and the other with the lowest score. Surprisingly, students' GPA with regular admissions dropped from 3.15 to 2.74 even though this was not a statistically significant difference as shown in Table 3 ($t = -.62, p = .55$ for rolling admissions group; $t = -.40, p = .70$ for comprehensive admissions group; $t = 1.79, p = .11$ for regular admissions group).

TABLE 3
Paired Samples Statistics for GPA

	<i>MD</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1st semester rolling – 2nd semester rolling	-.10	.48	-.62	8	.55
1st semester comprehensive – 2nd semester comprehensive	-.08	.59	-.40	8	.70
1st semester regular – 2nd semester regular	.40	.75	1.79	10	.11

Note 1. One student from rolling admissions and two from regular admissions were excluded as they took a leave of absence from school.

Note 2. The significance level was set to .10.

The fact that students with rolling admissions maintained the highest GPA was different from many of the previous studies (e.g., J. T. Lim et al., 2014; S.-Y. Park & J.-Y. Kim, 2018) in which students with comprehensive admissions (or admission officer system) showed higher academic achievement.

Meanwhile, in addition to students' GPA, their TOEIC scores were compared among three admission groups, and the results are indicated in Table 4.

TABLE 4

Descriptive Statistics of Students' TOEIC Scores for the First and Second Semester

Semester	Admi. Type	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error
First	Rolling	10	637.00	144.28	45.63
	Comprehensive	9	537.22	81.32	27.11
	Regular	13	567.27	173.20	52.22
	Total	32	581.50	142.75	26.06
Second	Rolling	9	780.56	60.02	20.01
	Comprehensive	9	755.00	94.67	31.56
	Regular	11	720.00	152.41	45.96
	Total	29	749.66	112.02	20.80

Similar to the results gained from students' GPA, those with rolling admissions attained the highest score on the TOEIC. However, those who received the lowest TOEIC score was the ones with comprehensive admissions. Later, in the second semester, students with rolling admissions consistently received the highest score. Yet, surprisingly, students with comprehensive admissions gained even higher score than those with regular admissions. This might imply that these students with comprehensive admissions started to perform remarkably well particularly in their major area towards the end of the first school year, and they might have potential to show more improvement in the following year. Although no statistically significant differences were found among three types of admission groups (see Table 5) for the first and second semester TOEIC scores, respectively ($F = 1.27, p = .30$ for the first semester; $F = 72, p = .50$ for the second semester), significant differences were found when comparing students' first and second semester scores within each group (see Table 6) ($t = -3.40, p < .05$ for rolling admissions group; $t = -6.45, p < .05$ for comprehensive admissions group; $t = -4.00, p < .05$ for regular admissions group).

TABLE 5

ANOVA Results for Three Admission Types of Students' TOEIC Scores

TOEIC	Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
First semester	Between groups	50673.76	2	25336.88	1.27	.30
	Within groups	540233.74	27	20008.66		
	Total	590907.50	29			
Second semester	Between groups	18524.33	2	9262.17	.72	.50
	Within groups	332822.22	26	12800.86		
	Total	351346.55	28			

Note. The significance level was set to .10.

TABLE 6

Paired Samples Statistics for the TOEIC Scores

	<i>MD</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1st semester rolling – 2nd semester rolling	-112.78	99.41	-3.40	8	.01
1st semester comprehensive – 2nd semester comprehensive	-217.78	101.31	-6.45	8	.00
1st semester regular – 2nd semester regular	-160.56	120.30	-4.00	8	.00

Note 1. One student from rolling admissions and four from regular admissions were excluded as they took a leave of absence from school or missed the first semester test.

Note 2. The significance level was set to .10.

The key finding was that except for those with regular admissions, other admission types of students were gradually getting higher achievement from the first to the second semester. Particularly, those with rolling admissions maintained the highest scores during the school year. However, those with comprehensive and regular admissions, respectively, had great score gaps among the students within each group. In terms of students' performance on the TOEIC, which was related to their major area, English, all three groups showed statistically significant improvement, and particularly those with comprehensive admissions achieved the greater improvement than those with rolling admissions. Yet, for those with regular admissions, despite their great progress, there were big gaps among students' scores, indicating that higher and lower proficiency levels of students were mixed. Some possible reasons why students in each admissions group varied in terms of their academic performance will be discussed more in depth in the next section.

2. The First-Year Pre-Service English Teachers' Changes in Perceptions of Overall School Life

In the first part of this section, for what hopes and plans that 32 first-year students came to study in English Education department will be discussed. Then in the second part, how they perceive of their major, department, school, etc., how their thoughts would change throughout the school year, and whether any of their perception changes could be interpreted in relation with their hope and plans (which would be discussed in the first part) will be addressed.

1) Students' Choice of Major

Among 10, 9, and 13 students in rolling, comprehensive, and regular admissions groups, some similarities and differences were found. First, for the reason(s) why they chose English Education as their major, 8 (80%) and 7 (77.8%) in rolling and comprehensive admissions groups, respectively, reported that they basically liked teaching and desired to become a teacher. The second most mentioned reason (i.e., 3 and 2 in each group, respectively) was recommendations of their parents, relatives, or teacher(s). The third most mentioned reason (i.e., 1 and 2 in each group, respectively) was that they thought selecting English subject would guarantee more teaching jobs. In contrast, in regular admissions group, only one reported that s/he liked teaching. The majority of the students (i.e., 7; 53.8%) in this group mentioned that their parents recommended them, two said that they thought majoring in English subject would provide them with more opportunity to obtain a teaching profession, and one said that s/he simply chose his/her major based on his/her CSAT score. Students with rolling and comprehensive admissions generally seemed to have strong motivation and desire for teaching, whereas those with regular admissions tended to follow their parents' opinion.

This result is quite similar to that by T.-Y. Kim and Y.-K.

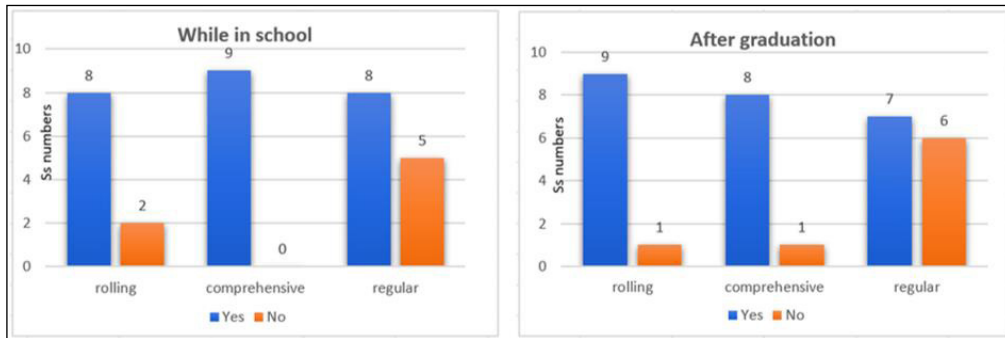


FIGURE 1 Students' Plan of Preparing for the Teacher Recruitment Exam

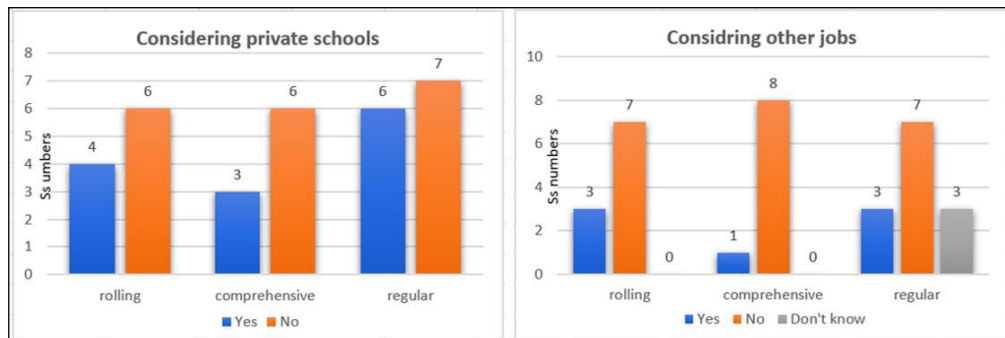


FIGURE 2 Students' Plan for Future Career

Kim (2014). They found that students with comprehensive admissions (or admission officer system) and rolling admissions had more of intrinsic motivation. However, different from this study, T.-Y. Kim and Y.-K. Kim confirmed that more than half of students with regular admissions had a tendency of compromising with reality by choosing their major based on the CSAT score. They argued that because these students applied for the university after receiving the CSAT results, they could not help considering the CSAT score in choosing their major.

Second, similarities and differences were found as well when considering reason(s) why students want to become an English teacher. More than 50% in rolling (6) and comprehensive (7) admissions groups stated that teaching suit their aptitude. Interestingly, one with rolling admissions wrote, "My life will be so happy and cheerful if I can become a teacher;" and another with comprehensive admissions wrote, "I think I am a born-teacher." On the contrary, 38.5% of students (5) in regular admissions group reported economic stability as the most important reason to become a teacher, and even 30.8% (4) mentioned they do not want to have a teaching profession. Although another 30.8% (4) stated that they cut out for teaching, most in this group referred to stability as a key reason rather than their interest or aptitude. Or, they were not certain about their future career and were thinking about something else rather than being a teacher.

T.-Y. Kim and Y.-K. Kim (2014) also found in their study that those with comprehensive and rolling admissions wished to become a teacher because they liked teaching, loved to help students, and wanted to contribute to the society. Although there were some who stated their

aptitude for teaching in regular admissions group, most considered stability very important.

Third, regarding students' plan for the future related with the teacher recruitment exam, there were similar responses between rolling and comprehensive admissions groups. As shown in Figure 1, 80% (8) of students with rolling, and 100% (9) of students with comprehensive admissions reported they would prepare for the exam while in school.

However, in regular admissions groups, 38.5% (5) of students mentioned they would not prepare for it. The rest of eight students seemed that they would try at least once as they chose English Education as their major. Meanwhile, almost all students in rolling and comprehensive groups said they will continue studying for the exam after graduation, indicating that they may re-take the exam if they fail to pass it for the first attempt. On the contrary, 46.2% (6) students with regular admissions said they would not continue challenge.

When students were asked if they would consider applying for a private secondary school, four and six in rolling and comprehensive admissions group, respectively, said they would do so (see Figure 2). This implies that they would not give up becoming a teacher. In comparison, for regular admissions group, six out of 13 (46.2%) expressed their positive opinion about applying for a private school. Yet, more than half (7) were negative about it.

Students were also asked if they were considering other jobs than being a teacher, and as indicated in Figure 2, the number of students who said 'Yes' were three for rolling and regular admissions groups and only one for comprehensive admissions group. However, those three with roll-

ing admissions stated that they would become a teacher in a private institute if they cannot get an opportunity to work as a teacher in a public school, whereas, another three with regular admissions mentioned that they would be a hotelier, policeman, and fashion designer, respectively. One with comprehensive admissions said s/he was thinking about getting a job in a public company. Generally, students with rolling and comprehensive admissions seemed to have a strong desire to have a teaching career, but those with regular admissions were looking for other jobs. Even three said they were not certain about their future.

In sum, many of the students enrolled via regular admissions chose English education as their major, being forced by their parents. Accordingly, they seemed to have less interest in teaching. Or, they might have not thought seriously about becoming a teacher, and thus they might not know if they have an aptitude for a teaching career yet. Conversely, the majority of students admitted via rolling and comprehensive admissions knew that they basically had interest or even talent in teaching. While preparing themselves for the university entry, they already had gained much experience of peer tutoring as well as mentoring young students. Thus, they seemed to be quite determined to live their life as a teacher.

2) Students' Perception Changes During the School Year Based on Admission Types

With this background information of students, how they would perceive of the department, major, academic affairs, school life, self-development, and aptitude/motivation for teaching between the first and second semester will be discussed in more details based on their admission types in the second part.

First, in terms of students' satisfaction with English education department (including their satisfaction with the department curriculum, faculty members, class procedure, and relationships with friends/faculty members), as shown in Table 7, those with rolling and comprehensive admissions became more positive by the end of the school year while those with regular admissions became slightly negative (i.e., $M = 3.39$, $SD = .87$ for the first semester; $M = 3.38$, $SD = .96$ for the second semester).

Among those who responded 'satisfied' or 'very satisfied' (i.e., who checked '4' or '5') to Sub-question 1-1 of Question 8, eight in rolling (80%) and comprehensive (88.9%) admissions groups, respectively, pointed out 'close relationship with friends' as the most critical factor which strongly influenced on them to feel full of satisfaction with the department. The second most mentioned reason for satisfaction (i.e., two for rolling and three for comprehensive) was a high level of their aptitude or interest in teaching. In contrast, only four out of 13 in regular admissions group (30.8%) mentioned about 'close relationship with friends.' Additionally, among those who answered 'dissatisfied' or 'very dissatisfied' (i.e., who checked '1' or '2') for Sub-question 1-1 of Question 8 in this group, four said that their aptitude and interest did not suit for teaching.

TABLE 7
Descriptive Statistics of Students' Perceptions in the First and Second Semester Based on Three Admissions Types

Perceptions (1st & 2nd semester)	Admission type	n	M	SD
Department satisfaction 1	Rolling	10	3.70	1.34
	Comprehensive	9	3.44	.73
	Regular	13	3.39	.87
Department satisfaction 2	Rolling	10	4.00	.82
	Comprehensive	9	3.78	.97
	Regular	13	3.38	.96
Major satisfaction 1	Rolling	10	3.90	1.20
	Comprehensive	9	3.89	.78
	Regular	13	3.23	.60
Major satisfaction 2	Rolling	10	3.80	1.14
	Comprehensive	9	3.56	1.13
	Regular	13	2.92	.76
Academic affairs satisfaction 1	Rolling	10	4.00	.82
	Comprehensive	9	3.78	.83
	Regular	13	3.15	.80
Academic affairs satisfaction 2	Rolling	10	4.00	.82
	Comprehensive	9	3.44	1.24
	Regular	13	2.92	.86
School life satisfaction 1	Rolling	10	3.90	1.20
	Comprehensive	9	3.67	.87
	Regular	13	3.20	1.01
School life satisfaction 2	Rolling	10	3.90	.57
	Comprehensive	9	3.78	.97
	Regular	13	3.31	1.18
Self-development satisfaction 1	Rolling	10	3.60	.84
	Comprehensive	9	3.67	.87
	Regular	13	3.31	.86
Self-development satisfaction 2	Rolling	10	3.70	.95
	Comprehensive	9	3.44	.88
	Regular	13	3.08	.76
Aptitude/motivation for teaching 1	Rolling	10	4.00	.94
	Comprehensive	9	3.78	1.09
	Regular	13	3.00	1.22
Aptitude/motivation for teaching 2	Rolling	10	3.90	1.10
	Comprehensive	9	3.78	.67
	Regular	13	3.00	1.16

Besides, two reported that they lacked academic ability, and one was worried about his/her personal relationship problems. In comparison, one noteworthy finding with comprehensive admissions group was that five out of nine (55.6%) were not confident about their academic ability. They were worried much about their ability to successfully follow the department curriculum without falling behind. As their GPA and TOEIC results were quite low compared with those in other groups in the first semester, they might have been sensitive to how capable they were in the department. By contrast, all students with rolling admissions reported that there was nothing unsatisfactory about the department.

J. T. Lim et al. (2014) argued in their study that students with admission officer system (or comprehensive admissions) were found to be much more satisfied with their department and major, whereas those with comprehensive admissions in this study were less satisfied compared with those with rolling admissions. However, some of the find-

ings in T.-Y. Kim and K.-W. Cha's (2014) study seemed to provide a plausible reason for worries that students with comprehensive admissions had. In their study, particularly those with rolling admissions had the highest (and those with comprehensive admissions had the second highest) level of anxiety for an exam. They were concerned much about how bad they would do on an exam compared with other students. They also felt nervous while taking an exam. However, one thing important to note here is that T.-Y. Kim and K.-W. Cha included only those with high aptitude in their major subject into what they referred to as 'rolling admissions group.' That is, students' high school records were not reflected in the university entry. Yet, when referring to 'rolling admissions' in most of the studies (including this study), it means that basically students' high school grades and extracurricular activities are considered most important. Thus, the worries that students with rolling admissions had in T.-Y. Kim and K.-W. Cha's study are more likely to be related to those that students with comprehensive admissions had in this study. As T.-Y. Kim and K.-W. Cha insisted, rolling group had a lower level of academic achievement compared with regular group, and this would have made them be more anxious about taking an exam. Since students with comprehensive admissions in this study showed the lowest academic performance in the first semester, it might have led them to think negatively about the department.

Second, in terms of students' satisfaction with their major, statistically significant differences were found among three admissions groups ($F(1, 3) = 2.63, p < .10$) as shown in Table 8.

The satisfaction level of students with rolling and comprehensive admissions had dropped from the first to the second semester (i.e., $M = 3.90, SD = 1.20$ in the first and $M = 3.80, SD = 1.14$ in the second semester for the former; $M = 3.89, SD = .78$ in the first and $M = 3.56, SD = 1.13$ in the second semester for the latter), and that of students with regular admissions had even dropped to 2.92. From what a couple of students with rolling admissions reported for *Question 11* (i.e., 'Are there any other things that have been changed positively or negatively related to studying, department, friends, school life, etc. while spending one year at this department?'), it can be inferred why they reported they were less satisfied with their major in the second semester. That is, they might have realized the fact that there were much fewer chances to become a teacher for English subject than they had expected even though their desire to have a teaching profession remained unchanged. Two students with comprehensive admissions also expressed much of their concern about their academic ability to perform well in the department and further for the teacher recruitment exam. In the case of students with regular admissions, their choice of major was largely affected by their parents. Additionally, one student said, "I think I am not good at English. But, I guess my desire to become a teacher grew bigger." Students in regular admissions group thus might have lacked interest in the English subject, but some might have become in favor of getting a teaching job.

TABLE 8
Summary Table for Two-Way Mixed ANOVA

	Source	Type III SS	df	MS	F	p
Between	Admission type	2.46	2	1.23	.87	.43
	Error	40.98	29	1.41		
Within	Depart. satisfaction	.70	1	.70	1.55	.22
	Depart. S.*Admi. type	.39	2	.19	.43	.65
	Error (Depart. S.)	13.05	29	.45		
Between	Admission type	7.99	2	4.00	2.63	.09
	Error	44.01	29	1.52		
Within	Major satisfaction	.95	1	.95	4.05	.05
	Major S.*Admi. type	.17	2	.083	.35	.71
	Error (Major S.)	6.84	29	.24		
Between	Admission Type	10.76	2	5.38	3.98	.03
	Error	39.24	29	1.35		
Within	Academic Affairs. satisfaction	.55	1	.55	2.24	.15
	Aca. Affairs S.*Admi. type	.28	2	.14	.58	.57
	Error (Academic Affairs S.)	7.15	29	.25		
Between	Admission type	4.91	2	2.46	1.50	.24
	Error	47.53	29	1.64		
Within	School life satisfaction	.06	1	.06	.16	.69
	School life S.*Admi. type	.03	2	.02	.04	.96
	Error (School Life S.)	10.91	29	.38		
Between	Admission type	2.72	2	1.36	1.13	.34
	Error	35.03	29	1.21		
Within	Self-development satisfaction	.22	1	.22	.85	.36
	Self-develop. S.*Admi. type	.37	2	.18	.72	.49
	Error (Self-Develop. S.)	7.38	29	.26		
Between	Apti./motivation for teaching	11.92	2	5.96	2.95	.07
	Error	58.56	29	2.02		
Within	Admission type	.02	1	.02	.07	.80
	Apti./motivation*Admi. type	.03	2	.02	.07	.94
	Error (Aptitude/motivation)	7.45	29	.26		

Note. The significance level was set to .10.

Third, regarding students' satisfaction with academic affairs, there were statistically significant differences among different admissions groups ($F(1, 3) = 3.98, p < .05$) (see Table 8). Students with rolling admissions constantly kept a very high level of satisfaction ($M = 4.00, SD = .82$) throughout the school year, whereas those with other types of admissions became less satisfied. Particularly, students with regular admissions had the lowest level of satisfaction in the first semester ($M = 3.15, SD = .80$), and it has dropped even lower to 2.92 in the second semester. One wrote in *Question 11* as follows: "I hope that those who are helping with the school website or facility problems to be a bit nicer. Many freshmen including me need some time to get used to the new school system and environment." Since students had to deal with many important things by themselves such as selecting and registering for courses, using a class network, etc., they might have needed help and support from the people in charge. Accordingly, those who felt they did not get enough help with work related to academic affairs might have marked 'unsatisfied' or 'very unsatisfied.'

Fourth, when considering students' satisfaction with school life (including their satisfaction with free time, club activities, and facilities in and around campus such

as health center, cafeteria, bookstore, etc.), those with rolling also kept the same level of satisfaction throughout the school year ($M = 3.90$, $SD = 1.20$ in the first semester; $M = 3.90$, $SD = .57$ in the second semester) as they did for academic affairs. Yet, the satisfaction level of those with two other types of admissions became slightly higher in the second semester even though that of those with regular admissions was relatively low ($M = 3.31$, $SD = 1.18$). As many of them tended to be unhappy about the department and major, they might have been looking for second-hand satisfaction outside the department. Nevertheless, admission type was not a critical factor which influenced on students' changes in perceptions of school life with a statistically significant amount ($F(1, 3) = 1.50$, $p = .24$).

Fifth, in terms of students' satisfaction with developing their ability and aptitude for the teaching profession, no statistically significant differences were observed according to different admission types ($F(1, 3) = 1.13$, $p = .34$). However, once again, the satisfaction level of those with regular admissions had dropped (from 3.31 to 3.08). As they were not in favor of or not certain about having English teaching job, they might not have felt satisfied with preparing themselves for a teacher. Those with comprehensive admissions also marked that they were less satisfied in the second semester ($M = 3.44$, $SD = .88$). Since they were concerned much about their academic performance, they seemed to feel not very confident about improving their ability to grow up as a teacher. In contrast, students with rolling admissions became more satisfied with their self-development ($M = 3.60$, $SD = .84$ in the first semester; $M = 3.70$, $SD = .95$ for rolling in the second semester).

Finally, the overall students with comprehensive and regular admissions maintained almost the same degree of desire to become a teacher ($M = 3.78$, $SD = 1.09$ in the first semester and $M = 3.78$, $SD = .67$ in the second semester for the former; $M = 3.00$, $SD = 1.22$ in the first semester and $M = 3.78$, $SD = 1.16$ in the second semester for the latter). However, those with rolling showed slightly lower degree of motivation in the second semester from 4.00 to 3.90. One in rolling admissions group stated in *Question 12* for the survey questionnaire (i.e., 'Write down something that you want and expect from the department or something that you think the department should be improved.') as follows: "I hope I can learn something more in-depth related to the major and prepare for the teacher recruitment exam starting from the first year." Another student said (in *Question 11*), "I realized that becoming a teacher of a public school is very competitive. I have to serve in the army soon and I am a little worried. What if it becomes more competitive when I take the teacher recruitment exam?" It seems that students with rolling admissions had a full of passion to study for the teacher recruitment exam. However, as they took mainly basic major courses during the first year, they strived for more. Additionally, a couple of male students not only in rolling but also in other types of admissions groups felt a little concerned about their leave of absence due to military service. These might have led

those with rolling admissions feel less certain about their aptitude and motivation for teaching. It was found that admission type was the significant factor which affected students' perception changes between the first and second semester ($F(1, 3) = 2.95$, $p < .10$).

In short, admission type was found to play an important role by influencing on the first-year students' changes in perceptions throughout the school year particularly in terms of their satisfaction with major and academic affairs, and degree of motivation to become a teacher. Whereas many previous studies ascertained more positive perceptions of students with comprehensive admissions (or admission officer system) compared to those with other types of admissions (T.-Y. Kim & K.-W. Cha, 2014; T.-Y. Kim & Y.-K. Kim, 2014; J. T. Lim et al., 2014; T. E. Shim, 2019); this study discovered much higher level of satisfaction or motivation from students with rolling admissions.

When considering these students' academic performance, the highest academic achievement was observed both in the first and second semester. They seemed to be fairly confident about their ability, and above all things, a close relationship with friends in the department was a critical factor which led them to keep relatively positive perceptions towards the department, academic affairs, school life, and self-development. This implies that if they have problems in personal relationships, their academic achievement and adjustment with school life might become unsuccessful. Indeed, one student in rolling admissions group took a leave of absence after the second semester as he had difficulties getting along with others and was getting much stress of joining the army. In comparison, students with comprehensive admissions had much of concern with their academic performance. Although they showed the highest improvement from the first to the second semester, their GPA and the TOEIC scores were lower than those with rolling admissions. In addition, they were still worried about their academic ability. This might have caused them to feel less satisfied particularly with their major, academic affairs, self-development for teaching profession. On the other hand, in regular admissions group, lower and higher level students were mixed. There were some who showed higher academic achievement but were not really into the major because their choice of major made by parents. T. E. Shim (2019) also found many of students with regular admissions had relatively negative perception, as their choice of major was affected by their CSAT scores. Additionally, she claimed that they were considering re-taking the CSAT. One student in this study, in fact, took time off from the school as she wanted to take the CSAT one more time and make her own choice. Meanwhile, there were also others who showed lower academic achievement. They mostly were admitted on the second or final round. The fact that they failed to get admitted to their first-choice university might have led them to show a lower level of satisfaction with the school, department, and major. However, one consolation was the fact that not all students with rolling admissions did not want to have teaching career. More than half of them wished to take the

teacher recruitment exam at least once. Also, one student mentioned that English subject would not be something that s/he was interested in, but s/he wanted to become a teacher.

Based on these findings, the following conclusions can be drawn. Particularly for rolling admissions, providing opportunity to interact and communicate with others in the department will help them concentrate more on their study. For those with comprehensive admissions, helping them with developing and using effective learning strategies and raising confidence will be needed. For students with regular admissions, taking appropriate actions based on their career interest rather than the teaching profession will be necessary. Different from other previous studies, this research ascertained much higher achievement and more positive perceptions from students with rolling, but not comprehensive admissions. This might indicate that reflecting on both students' high school grades and extracurricular activities to select new students consequently affected them positively to spend their university life successfully. This might not be applied to all other students with different majors, but it was true at least for English education major freshmen who participated in this study. However, this does not mean that students with other admission types would not be successful. As those with comprehensive admissions gradually showed much improvement throughout the school year, they might improve more in the following year and catch up with those with rolling admissions. Finally, if students with regular admissions who are likely to be lost in the school are given more attention by friends and faculty members, it would be possible to prevent their dropout and help them get more focused on their interest.

Overall, as it is important for all departments in the school of education as well as those in other schools in different universities to help their own students adapt to their new school life early and enhance their academic success continuously, they should figure out general characteristics of students with each admission type, pay attention to each student, and provide as much care and support as possible. Last but not the least, based on changing department circumstances, constant planning about adjusting the number of students for each admission type and selecting competent students would be required.

V. CONCLUSION

Several major findings were observed in this study. First, as to the first-year students' academic achievement, those who were enrolled via rolling admissions showed higher achievement during the two consecutive semesters. Although those with comprehensive admissions showed lower academic performance, they demonstrated greater improvement among the three groups, indicating that they have enormous potential for further academic growth. Students with regular admissions, however, varied greatly in terms of their academic performance, and their GPA had

even dropped in the second semester.

Second, as for students' perception changes as they are related to their academic achievement, it was found that admission types affected students' perceptions with a statistically significant amount particularly regarding their satisfaction with major, academic affairs, and aptitude or motivation for the teaching profession. For students with rolling admissions, good relationships with friends in the department was a great driving force for them to enjoy their school life and study harder. However, for those with comprehensive admissions, their concerns about academic performance and lack of confidence hindered them to get positive perceptions about major, academic affairs, and self-development. As many of the students with regular admissions, in comparison, had not made their own choice of major, they were not interested in becoming a teacher. Some even had no interest in the English subject. And others showed low academic achievement and were not into their major.

Based on these findings, several suggestions can be made as follows. First, providing constant support for those with rolling admissions to maintain a sense of belongings would be important as they felt secure and stable when having good ties with other people in the department. Additionally, helping them deepen their knowledge related with their major would be needed so that they can prepare for the teacher recruitment exam early. Encouraging them to study in small groups and providing guidance regularly might lead them to concentrate more on their studies by helping them develop special bond with their friends. Second, the fact that those with comprehensive admissions showed the greatest academic achievement may indicate that they have potential to develop themselves continuously. Yet, since they lacked confidence, guiding them to share their own effective learning strategies, letting them apply those strategies in studying for various subjects, and helping them improve weaknesses may be needed. Finally, for those with regular admissions who have interest in teaching, finding out whether they are really into English or other subjects would be the first thing that faculty members in the department should do. If they have interest in other areas, it might be better to help them transfer to another department or have a sub-or double-major. On the other hand, for those with regular admissions who do not have interest in the English subject or the teaching profession at all, helping them find their career aptitude (e.g., encouraging them to visit a counseling center on campus) would be needed. Besides, providing enough support and encouragement for those who lack academic ability would be required. Furthermore, helping them build a good relationship with their friends and faculty members would help them adjust to the campus life. Also, for those who are worried much about military service (not only for those with regular but also for those with rolling and comprehensive admissions), letting them get advice from seniors who are discharged from the army might be helpful. At the same time, providing much attention and support for returning students who completed

military service would be needed so that they can catch up with studies.

This study is different from others in analyzing freshmen depending on three different admission types nationwide in that it focused on one pre-service English teacher education program of a university. Nevertheless, it drew many specifics concerning students' academic performances and perceptions over two semester period. Though it might be difficult to generalize the findings, particularly with a small number of subjects (and with setting the level of significance to 1.0), it provides valuable ideas about how to guide freshmen with different routes in their university entry. For future research, it might be worthwhile to compare students with those at different grades to provide timely assistance or to observe the same students until their graduation to see their changes in academic achievement and perceptions towards overall school life. It might provide valuable information for faculty members and educational officers as well so that they can use the source for the university entrance exam in the coming years.

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APPENDIX

Survey Questionnaire

본 설문은 사범대 영어교육과 1학년에 재학 중인 여러분들의 대학생활과 교직에 대한 인식을 조사하기 위한 것입니다. 각 질문을 읽고 답해주세요. (옳거나 틀린 답은 없으니 솔직하게 답해주세요.)

1. 강원대학교 사범대 영어교육과 입학 당시 전형은 무엇인가요?
(1) 미래인재 (2) 교과우수 (3) 지역인재 (4) 농어촌 (5) 정시
2. 강원대학교 사범대 영어교육과에 지원하게 된 동기 (진학동기)는 무엇인가요? (1개 이상 선택 가능)
(1) 부모님 또는 다른 가족들의 권유로 (2) 친구/선후배 권유로
(3) 중고등학교 때 선생님(들)의 권유로 (4) 성적에 맞춰 지원할 수 있는 학과였기 때문
(5) 영어를 가르치는 것을 좋아했고 선생님이 되고 싶었기 때문
(6) 타과과 (국어, 사회, 윤리, 한문 등)에 비해 영어교과의 전망이 더 좋다고 생각해서
(7) 기타 (간략히 적어주세요):
3. 앞으로 선생님이 되고 싶은 이유는 무엇인가요? (1개 이상 선택 가능)
(1) 가르치는 것을 좋아하고 내 적성에 잘 맞기 때문
(2) 부모님이(또는 다른 가족들이) 내가 교사가 되기를 바라기 때문
(3) 경제적으로 안정된 직업이기 때문
(4) 교육에 헌신하려는 사명감을 지니고 있기 때문
(5) 원치 않음 (6) 기타:
4. 영어교육과 재학 중 (즉 4학년 졸업 전) 임용고사 준비를 할 예정인가요?
(1) 예 (2) 아니오 (3) 모르겠음 (4) 기타:
5. 졸업 후 임용고사를 준비할 예정인가요?
(1) 예 (2) 아니오 (3) 모르겠음 (4) 기타:
6. 임용고사를 통한 공립학교가 아닌 사립학교 지원도 고려하고 있나요?
(1) 예 (2) 아니오 (3) 모르겠음 (4) 기타:
7. 교사가 아닌 다른 직종을 희망하고 있나요?
(1) 예 (2) 아니오 (3) 모르겠음 (4) 기타:
8. 영어교육과 입학했을 당시와(즉 학기 초) 현재 각 항목에 대해 생각이 달라진 부분이 있는지 체크해주세요.
(1- '매우 불만족' 또는 '매우 낮음/적음', 5- '매우 만족' 또는 '매우 높음/큼')
(1-1) 학기 초 학과에 대한 만족도
(1-2) 현재 학과에 대한 만족도
(2-1) 학기 초 전공에 (영어교육) 대한 만족도
(2-2) 현재 전공에 대한 만족도
(3-1) 학기 초 학사행정에 대한 만족
(3-2) 현재 학사행정에 대한 만족
(4-1) 학기 초 캠퍼스 전반, 대학생활에 대한 만족(주변환경, 학교시설, 보건소, 동아리, 자유시간 확보 등)
(4-2) 현재 캠퍼스 전반, 대학생활에 대한 만족(주변환경, 학교시설, 보건소, 동아리, 자유시간 확보 등)
(5-1) 학기 초 본인의 소질, 적성 등 교사가 되기 위해 필요로 하는 능력 개발에 대한 만족
(5-2) 현재 본인의 소질, 적성 등 교사가 되기 위해 필요로 하는 능력 개발에 대한 만족
(6-1) 학기 초 교사에 대한 적성, 교사가 되고자 하는 마음
(6-2) 현재 교사에 대한 적성, 교사가 되고자 하는 마음

9. 8번의 (1-1)번에서 학과에 대해 만족스럽다고 답한 경우 (즉 '4' 또는 '5'를 체크한 경우), 어떤 부분에 있어 가장 만족스럽나요?
(1) 학과 교수진에 대한 만족 (2) 교과 내용 기대 충족
(3) 학우관계가 좋음 (4) 적성과 흥미에 잘 맞춤
(5) 본인의 학업능력에 대한 만족 (시험, 발표 등에 있어서의 좋은 평, 좋은 성적)
(6) 전망 있는 분야라는 점에서 만족
(7) 기타:
10. 8번의 (1-1)번에서 학과에 대해 불만족스럽다고 답한 경우 (즉 '1' 또는 '2'를 체크한 경우), 어떤 부분에 있어 가장 불만족스럽나요?
(1) 학과 교수진에 대한 불만족 (2) 교과 내용이 기대에 미치지 못함
(3) 학우관계가 좋지 못함(다른 친구들과 잘 어울리기가 어려움)
(4) 적성과 흥미에 맞지 않음
(5) 본인의 학업능력이 부족하다 생각됨 (시험, 발표 등에 있어서의 평가, 성적)
(6) 전망이 좋지 않아 보인다는 점에서 불만족
(7) 기타:
11. **대학교 사범대 영어교육과에 입학하여 현재까지 1년이란 시간을 보내면서 긍정 또는 부정적으로 생각이 바뀐 부분이 있나요? (학업, 학과, 친구들, 학교생활 등과 관련하여)
12. 앞으로 학과에 기대하는 바, 바라는 점, 개선되었으면 좋겠다는 점이 있으면 적어주세요.