The Effects of an Extracurricular English Program in the Improvement of College Students' Core Competencies

Myeong-Hee Seong[*]
Eulji University

Mee Hye Kang
Eulji University

Bo-Kyung Seo
Eulji University

This study examines the effects of a 2-week intensive English program based on the college students' perceptions of core competencies: English Communication Competency, Self-Directed Competency, Community Competency, and Knowledge and Information Literacy Competency. The program was non-credit and was held in January 2019 for first-year students who had chosen to attend a university in Korea in the upcoming semester. The data for this case study was collected through a questionnaire completed by 33 students and reflection papers from students and was analyzed quantitatively and qualitatively. The results showed that three competencies (English Communication Competency, Self-Directed Competency, and Knowledge and Information Literacy Competency) of the participants were improved after joining the English program. The results also revealed that Community Competency did not improve significantly after joining the program but showed a strong tendency. The results indicated that a short term English program is effective in the aspects of enhancing college students' core competencies. It is necessary to continuously monitor the effects of the program in the aspects of core competencies. The pedagogical implications and future directions of the study were discussed.

Keywords: college students' core-competencies, extracurricular English program, intensive English program

---

[*] First author: Myeong-Hee Seong, second author: Mee Hye Kang, corresponding author: Bo-Kyung Seo

1 Introduction

To date, a great amount of emphasis has been placed on competency-based learning in college education (Yoon, 2017). Also, as the world is facing rapid technological change and instantaneous availability of vast amounts of information, competency-based education is surging in popularity to foster competent individuals who can respond to a fast-changing society (Rychen & Salganik, 2003).

Such demand in education has led the Organization for Economic Co-operation and Development (OECD, 2005) to reconstruct the concept of competencies through DeSeCo (Defining and Selecting of Competence) Project. The project defined the core competencies which refer to a comprehensive concept encompassing knowledge, skills, and attitudes that anyone can apply to their own lives. In other words, the concept of competencies is not limited to a particular context such as school or the workplace, but they contribute to individuals to lead a successful life and a well-functioning society for the present and the future. Shortly, the approach was spread throughout the world and called for the importance of core competencies in college education.

With the emphasis on core competencies in the field of education, the approach also became widely accepted and brought attention to higher education in Korea. To reflect the significance of core competencies in college education, several tools were developed to assess core competencies of the college students such as the Advancement of College Education (ACE) program and the Project Enhancing the Universities' Educational Competency (PEUEC) (Park, Yun, & Jo, 2016). Moreover, Ministry of Education and Korea Research Institute for Vocational Education and Training have found a Korea Collegiate Essential Skills Assessment (K-CESA) program to measure college students' cognitive and non-cognitive competencies.

As 'core competencies' and 'competency-based curriculum' received heightened attention, extensive research have focused on core competencies in higher education. For example, Shon (2006) investigated a study to define competency in college education and Kim et al. (2009) conducted a case study to explore students' core competencies in higher education from professors' perspectives. Baik (2013) has analyzed the relationships and characteristics between college students' essential skills and students' related variables for directions toward the better general education in a university. He concluded that core competencies do not correlate with student's academic achievement; therefore, general education should be focused on competency-based achievement. Also, Lee and Lee (2012) proposed competency-based education as a new direction of general education through a case study of S Women's University. They asserted that competency-based education in a university setting should be based upon its development plan

and educational goals, and furthermore, the direction of education policy, demand analysis, and direct analysis. As a result, the study suggested implementing a basic-competency focused class for the first and second graders and a core-competency centered class for third and fourth graders.

Kim et al. (2009) explored the essential core competencies of S university students based on professors' perceptions. They discovered knowledge and skills in one's academic area, learning ability, creativity, logical thinking skills, interpersonal skills, leadership, and values and attitudes as the necessary core competencies among the participants. Moreover, they pointed out that creativity, values and attitudes, and logical thinking were necessary competencies to overcome the problems of university education caused by lack of creativity due to college entrance exam-oriented education and the prevalence of personal selfishness in society, but were the ones difficult to foster like leadership and interpersonal skills,in college education. They reasoned that this is due to the exam-driven education system and the lack of competency-based education.

Other notable studies on competencies are studies on the roles of liberal arts to develop core-competencies of undergraduate students (Lee & Lee, 2012; Yoon, 2013), studies on the core-competencies of university students based on individual traits (Baik, 2013; Hwang, Kwon, & Koh, 2015; Kang, Kim, Yoo, & Kim, 2014), studies on relationships and characteristics between core competencies and college students (Baik, 2013; Hwang, Kwon, & Koh, 2015), studies on ways to improve student's competencies through liberal arts program in college (Baik, 2013; Lee & Lee, 2012; Yoon, 2013). Lee, Kwak, Lee, Choi, and Lee (2012) proposed key competency factors that should be developed in each subject.

Earlier research on English education focused on the aspects of language skills such as listening, reading, writing and speaking. However, the latest research, conducted by Han, Kim, & Oh (2013) examined the development of English teaching and learning activities based on creativity techniques to enhance Korean EFL learners' creativity. According to the study, core competencies for English major were examined within the college, and the results showed that the main core competencies which should be raised for the students majoring in English were 'Communication Competency', and 'Understanding of English Culture'. It is also suggested that core competencies for both 'English Communication Competency' and 'Competency for Teaching English' are the main core competencies for the students majoring in English. Also, Park and Chung (2017) examined how non-subject educational programs affected core competencies based on a survey of perceptions and needs on those programs of K University students and suggested directions of non-subject education. Furthermore, Yoon (2013) has investigated the role of general English education to develop key competencies from a vocational perspective.

Much research has shown the effects of core competencies in college education. However, little attention has been paid on the effects of core competencies in English education and extracurricular English programs in particular. As there has been an increasing number of extracurricular programs running in universities in Korea, this study is designed to investigate the effects of core competencies in an intensive English program based on the college students' perceptions on core competencies as a case study on an extracurricular English program. Specifically, this study exhibits how the students' perceptions on their core competencies (English Communication Competency, Self-Directed Competency, Community Competency, Knowledge-Information Utilization Literacy Competency), which are defined as necessary core competencies for English from the 2015 revised English curriculum, are developed through the extracurricular program.

2 Literature Review

2.1 Concept of competencies

The concept of 'competencies', which was introduced in the United States from the beginning of the 1970s, was used in the meaning of the ability to successfully perform specific tasks in the job training field (Yoon, 2013). This concept, then, has been adopted into education for innovative educational reform from knowledge-based education to performance-based education in OECD countries through DeSeCo (Defining and Selecting of Competence) project. The project redefined the concept of core competencies that it includes key factors such as knowledge, skills and attitude for people to live in various situations, rather than in specific fields (OECD, 2005). Simply put, core competencies for an individual do not limit in particular areas, but they are necessary skills in other venues through one's life span (Yoon, 2013). According to the project, the reconceptualized competencies can be classified into three-categorization: interacting in socially heterogeneous groups; acting autonomously; using tools interactively.

In Korea, criticism has been raised in higher education that university education so far does not guarantee a successful life for an individual, and that school education needs to be reorganized to complement it and increase the competencies needed for a successful life of an individual. Thus, various proposals were put forward to reform the overall structure of the curriculum and make substantial changes in the classroom to develop students' competencies (Park, Yun, & Cho, 2016). That is to say; higher education should foster and develop competent individuals as the society is in demand of individuals who are more universal and competent as such people can solve their tasks and challenges faced in the various environments.

At a national level, K-CESA (Korea Collegiate Essential Skills Assessment), which was co-founded by Ministry of Education and Korea Research Institute for Vocational Education and Training, has been widely used to measure collegiate student's core competencies since 2010. In K-CESA (Ministry of Education & Korea Research Institute for Vocational Education and Training, 2015), core competencies are defined as 'a core and basic competency composed of attitude, knowledge and skills needed for outstanding job performance'. The competencies are categorized as a comprehensive concept comprised of non-cognitive traits such as attitude, awareness and cognitive traits such as skills and knowledge. The test is designed to measure six elements of core competencies; communication, overall thinking, resource and information use, self-management, interpersonal relationships, and global competency. Communication competencies include listening comprehension, discussion and moderation, reading, writing and speaking. Resource and information use skill is to examine the ability to collect, analyze and use of various information and technology. Global competency is to measure attitude to diverse culture, understanding of diversity, understanding and experience of globalization. Higher-order thinking competencies are problem-solving skills such as analytical, inferential, evaluative, alternative thinking. Self-management competency is to find out the ability of self-directed learning, goal-oriented planning and organization, personal, social and civic responsibility, and emotional self-control.

Kang, Heo, Jo, Shin, and Seo (2010) largely divide universal lifetime competencies which were defined by OECD (2005) into recognition, affection, and social and cultural areas. And information management, knowledge construction, knowledge utilization, problem solving and self-identity are included in the cognitive domain, self-value, self-directedness and self-accountability in the affection domain, and social participation, social receptivity, socialization and social fulfillment in the social and cultural areas domain.

So far, the national curriculum of South Korea has been revised a handful of times to reflect the emerging needs of a changing society, to face the era of globalization and knowledge-based society, and to accommodate different needs of individual learners and educators. According to the revision, the goals to produce a well-rounded individual include: an independent person who establishes one's identity and carves his or her future life, based on holistic growth and development; an ingenious person who creates new things by applying various ideas and exercising an indomitable spirit, built on basic knowledge skills; a redefined person who relishes and develops human cultures, grounded on cultural literacy and pluralistic values; a democratic citizen who interacts with the world with a sense of community and lives together with other people in the spirit of caring and sharing. To attain these goals, the revised curriculum identifies the key competencies as follows (Minister of Education, 2017):

a. Self-management competency – the ability to lead a self-directed life with personal identity and confidence, and with basic abilities and qualifications necessary for life and career;
b. Knowledge/information processing competency – the ability to process and utilize knowledge and information from diverse fields to solve problems in a rational way;
c. Creative thinking competency – the ability to create something novel by integrating knowledge, skills, and experiences from diverse professional fields on the basis of broad foundational knowledge;
d. Aesthetic-emotional competency – the ability to discover and appreciate the meaning and value of life, based on an empathetic understanding of other people and cultural sensitivities;
e. Communication competency – the ability to effectively express one's thoughts and feelings in various situations, and listen attentively to and respect other people's opinions;
f. Community competency – the ability to actively participate in community development with values and attitudes required for being a member of local, national, and global communities.

2.2 Core competencies in English education

The 2015 revised English curriculum aims to be an "education process that can nurture creative and fusion-type talent that future society demands." In this context, the 2015 revised English curriculum presents the core competencies of English course, or curriculum competencies, based on the core competencies of the general discussion of the curriculum, and the presentation of these curriculum competencies is a common characteristic of all primary and secondary schools, including English ones, and is one of the biggest changes in comparison to the existing curriculum. This trend extends to college English. Among the core competencies in the future society presented in the general discussion of the 2015 revised curriculum, English curriculums were selected as the total of four competencies: English Communication Competency (ECC), Self-Directed Competency (SDC), Community Competency (CC) and Knowledge and Information Literacy Competency (KILC). The specific details of each competency listed in the 2015 revised English curriculum are shown in Table 1.

Table 1. 2015 Revised Curriculum for Developing Competencies in English

Core Competencies	Definition
English Communication Competency	· Ability to communicate in English in everyday life and in a variety of situations · Includes English comprehension and English expressive skills

Self-Directed Competency	· Based on interest in English, the learners will be able to continue their learning in English. · Include interest in English, motivation for learning English, confidence in English ability, learning strategy, self-care and evaluation
Community Competency	· The ability to take an interest in the life of the community and participate in solving the problems facing the community based on its values and attitudes as a member of the local, national and global communities · Includes learning and tolerance, interpersonal skills, cultural identity, understanding and embracing of language and cultural diversity
Knowledge and Information Literacy Competency	· Ability to make proper use of information generated in English in a knowledge and information society · Includes information collection and analysis, media utilization, and information ethics

Thus, as core competencies are becoming one of the factors playing an important role in college education, it is worthwhile to probe into English courses in order to create English curriculum which can cultivate human resources equipped with the competencies. Accordingly, the research question was "What are the effects of an intensive English program in terms of core competencies: English Communication Competency, Self-Directed Competency, Community Competency, and Knowledge Information Utilization Literacy Competency?"

3 Research Method

3.1 Participants

The participants for this study were first-year students who had chosen to attend E. university in the upcoming semester and decided to participate on their own after seeing the university advertisement posted on the university website. There were a total of 33 students at the end of the 2018 program. All participants in this study were from different high school and are expected to enter the University. The students' anticipated college majors were: radiology, nursing, dental hygiene, clinical pathology, emergency medical service, optometry, biomedical engineering, and food and nutrition. Only one students had lived in an English speaking country. No students had never participated in an immersion English program.

Additionally, four native English speaking professors participated in the program. They were full-time faculty members at a university with

experience teaching students of all skill levels. All professors had experience in creating materials and teaching the four skills of reading, writing, listening, and speaking. The professors came from multiple countries with two from the USA, one from Ireland, and one from England.

3.2 Instruments

The student questionnaire (Appendix) consisted of 2 sections. The first section asked for biographical data and the second section was comprised of 13 items which were divided into four categories measuring their competencies on English Communication Competency, Self-Directed Competency, Community Competency, and Knowledge and Information Literacy Competency. The items were adopted from the report from Korea Council for University Education (2018). Students were asked to rate the extent to which they agreed with each statement on a five-point Likert-type scale. Ratings ranged from "strongly agree" to "strongly disagree." Participants were required to submit open-ended reflection papers written in Korean about the Program at the end of the program. To analyze the result of the survey, SAS(Statistical Analysis System) statistical analyses were performed. In order to analyze the reliability of the questionnaire measurement factors, Cronbach's alpha was verified. The Cronbach's alpha was 0.928726.

3.3 Procedure and data collection

Questionnaires were distributed to the students at the beginning and at the end of the extracurricular English program. The program was not only an intensive English language program, but also an introduction to University level classes to help incoming students acclimate to the University climate prior to the beginning of classes. The program was conducted for 2 weeks in January, 2019. The program comprises four 50-minute classes per day, starting at 1:00 p.m. and finishing at 5:00 p.m. as shown in Table 2 and Table 3. The first class of the program every day was Homeroom with the same professor, which needed three homeroom professors available each day, unlike regular English classes. The focus of Homeroom class was designed to improve four core competencies (English Communication Competency, Self-Directed Competency, Community Competency, and Knowledge and Information Literacy Competency) by encouraging the students to use English in a more relaxed and comfortable setting compared to the following three classes during their day. For this, professors used this time to work on group projects and do icebreaker activities to motivate and give students confidence in English learning. It was assumed that based on interest in English, the students will be able to work on their final group presentations and may develop Self-Directed Competency. These final group presentations required students to write a modern retelling of a popular fairy tale and present this to professors and all students on the final day, which may

develop students' Community Competency and Knowledge and Information Literacy Competency. Students made good use of Homeroom time to work on this final group presentation. Professors also used time during Homeroom class to go over speech tips and general presentation. Students had three more different classes before finishing for the day after Homeroom class to develop English Communication Competency. One professor focused on debating and held mini-debates each class. Another professor focused on screen English and movie analysis. Another professor focused on reading and discussing news using current events. Another professor focused on situational English that might arise when traveling.

Table 2. First Week of the Program

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00~ 1:50		Homeroom	Homeroom	Homeroom	Home-room
2:00~ 2:50	Opening Ceremony Orientation	Role-Play	Debate	Debate	Debate
3:00~ 3:50	Opening Ceremony Orientation	Situational English	Situational English	Screen English & Discussion	Reading English-News
4:00~ 4:50	Group Poster-Making Activity	Reading English News	Reading English News	Situational English	Screen English & Discussion

Table 3. Second Week of the Program

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00~ 1:50	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
2:00~ 2:50	Screen English & Discussion	Role-Play	Debating	Debating	Reading English-News
3:00~ 3:50	Situational English	Situational English	Situational English	Screen English & Discussion	Closing Presentations
4:00~ 4:50	Reading English News	Reading English News	Reading English News	Situational English	Closing Presentation

At the last day of the program, student-participants were required to submit their reflection papers.

4 Results and Discussion

The questionnaires were constructed to measure the four areas of core-competencies: English Communication Competency (ECC); Self-Directed Competency (SDC); Community Competency (CC); Knowledge and Information Literacy Competency (KILC). As shown in Table 4, it is evident that the students' overall core competencies were developed. The comparison of the average score of the pre and post tests showed the mean was significantly higher after participating in the program (pre: 3.5221, post: 3.9953).

Table 4. T-Test of Total Questions

Test	N	Mean	SD	t-Value	P value
Pre	33	3.5221	0.5102	-3.67	0.0005**
Post	33	3.9953	0.5360		

**p<.01

      In particular, the results (Table 5) display significant improvement of core competencies in the three categories: English Communication Competency (ECC); Self-Directed Competency (SDC); Knowledge and Information Literacy Competency (KILC). In the Community Competency (CC), the difference between the pre and post tests was only trivial but showed a strong tendency (pre mean: 3.6667, post mean: 4.0808).

Table 5. T-Test and Statistical Results of Each Category

No	Category	Test	Mean	SD	t-Value	P value
1	ECC	Pre	3.1212	0.6113	-4.24	0.000070**
		Post	3.7879	0.6657		
2	SDC	Pre	3.3712	0.6096	-3.33	0.001443**
		Post	3.8788	0.6285		
3	CC	Pre	3.9798	0.6452	-1.90	0.062487
		Post	4.2727	0.6093		
4	KIUC	Pre	3.6667	0.6236	-2.64	0.010431*
		Post	4.0808	0.6510		

*p<.05, **p<.01

      The three questions to measure English Communication Competency were; 'I have the knowledge and ability to read, write, listen and speak in English (No. 1).' 'I can communicate in English class (No. 2).' and 'I can deal with any problems that may arise from communicating in English during the English class (No. 3).' As shown below (Table 6), all of them demonstrate notable improvements after the program. This result echoed the results when participants were asked to submit reflection papers. One

respondent said, "At the beginning, I was worried about speaking English in class with professors but after the program, I have gained confidence, and my English skills have improved." Other similar responses were "My fear towards English has disappeared through the program." and "My confidence grew through the camp." It can be drawn that the students have acquired a high level of competency in confidence, in problem-solving and in the development of the language skills.

Table 6. Pre and Post Tests of English Communication Competency

No	Test	Mean	SD	t-Value	P value
1	Pre	3.0303	0.6840	-3.83	0.0003**
	Post	3.6970	0.7282		
2	Pre	3.2424	0.6139	-4.04	0.0001**
	Post	3.9091	0.7230		
3	Pre	3.0909	0.6784	-4.04	0.0001**
	Post	3.7576	0.6629		

**p<.01

Table 7 shows whether the Self-Directed Competency has improved or not. The four items made up to gauge the Self-Directed Competency were; 'I actively search for various strategies to study English (No. 4).' 'I always do my best and actively participate in the English class (No. 5).' 'I use and employ effective study strategies while studying English (No. 6).' and 'I consistently set up and carry out my English study plans after analyzing my study traits (No. 7).' According to the results, there were significant differences between the pre and post tests. In particular, the item No. 6 exhibited the highest development among all the items as the mean score jumped from 3.21 to 3.75. This result also reflects with the students' responses 'I learned how to study English.' The results imply that the program had positive influence in developing students' Self-Directed Competency.

Table 7. Pre and Post Tests of Self-Directed Competency

No	Test	Mean	SD	t-Value	P value
4	Pre	3.3030	0.7282	-2.91	0.0050**
	Post	3.8485	0.7953		
5	Pre	3.8182	0.6826	-2.65	0.0100**
	Post	4.2424	0.6139		
6	Pre	3.2121	0.6963	-3.06	0.0032**
	Post	3.7576	0.7513		
7	Pre	3.1515	1.0344	-2.21	0.0310*
	Post	3.6667	0.8539		

*p<.05, **p<.01

Table 8 demonstrates the development of Community Competency. The questions were; 'I think group work is important in English class (No. 8).' 'I actively participate in various group works during the English class (No. 9).' 'I understand and respect the diversity that exists in group work during the English class (No. 10).' Among the four items, only the item No. 9, 'I actively participate in various group works during the English class' presented notable enhancement after the program. The other two questions, 'I think group work is important in English class' and 'I understand and respect the diversity that exists in groups work during the English class' showed no significant differences between the pre-and post-the program. Although the Community Competency holds a low degree of means in comparison with other competencies, students have responded that they have developed Community Competency. Students said, "I was able to become close with my group members as we were put into many group works, such as role-plays and ice-breaking activities." "At the beginning, I didn't know how to prepare for the role-play, but as time went by, my group members and I put our heads together and completed our role-play successfully. This truly showed our teamwork." "Whenever I had difficulties or questions, my group members helped me to find the ways to solve the problems." And "Ice-breaking activities helped me to make new friends and to build teamwork." The results can draw an assumption that the students have found the program was meaningful and valuable to advance their community competence.

Table 8. Pre and Post Tests of Community Competency

No	Test	Mean	SD	t-Value	P value
8	Pre	4.1212	0.7398	-0.14	0.8894
	Post	4.1515	1.0038		
9	Pre	3.6667	0.7360	-3.49	0.0009**
	Post	4.2727	0.6742		
10	Pre	4.1515	0.7124	-1.44	0.1560
	Post	4.3939	0.6586		

*p<.05, **p<.01

The items in Table 9 were given to explore the improvement of the Knowledge and Information Literacy Competency. The questions were 'I collect and use a lot of information to study English during the English class (11).' 'I use information appropriately during the English class (12)' and 'I actively listen to and accept the information that is given during the English class (13).' The statistical results drew that the item No. 11 and 12 had a significant increase after the program as the mean score were 4.09 and 4.0 respectively. Before the program, the means for both items were 3.48 and 3.57. The item no.13 showed only marginal difference between the pre-and post-the program.

Table 9. Pre and Post Tests of Knowledge and Information Literacy
Competency

No	Test	Mean	SD	t-Value	P value
11	Pre	3.4848	0.7550	-3.33	0.0014**
	Post	4.0909	0.7230		
12	Pre	3.5758	0.7513	-2.43	0.0177*
	Post	4.0000	0.6614		
13	Pre	3.9394	0.7044	-1.22	0.2284
	Post	4.1515	0.7124		

*p<.05, **p<.01

5 Conclusion

The purpose of this study was to gain insight into the effectiveness of a
program tailored specifically for incoming freshman in the aspects of core
competencies development of college students. Based on the analysis of the
program we have concluded the following information regarding the core
competencies: English Communication Competency, Self-Directed
Competency, Community Competency, Knowledge Information Utilization
Literacy Competency, which are defined as necessary core competencies for
English from the 2015 revised English curriculum.

In support of immersion programs, our results showed that the
extracurricular program succeeded in enhancing the student's core
competencies. The findings imply that there were significant improvements
in three areas of competencies: English Communication Competency; Self-
Directed Competency; Knowledge and Information Literacy Competency.
Community Competency, which received the lowest attention, showed the
least developed competency among the assessed competencies.

Although this study highlights several important implications, it is
also limited in a few aspects. Firstly, the data were collected during short
period of time. Thus, a more longitudinal study is required in order to raise
the strength and validity of the findings. In addition, the number of
participants was too small. The current study recruited only 33 students to
provide the improvements of their core competencies, so with such a limited
pool, it may not be generalized to other learners. Finally, the number of
questionnaire questions was too small and not enough to measure the core
competencies for English in detail. Further, more empirical studies are
needed to validate the effect of extra curriculum programs in developing
students' core-competencies, since this study was based on the college
students' perceptions on core competencies. However, despite the limitations
of the study, it's meaningful to explore an extracurricular English program in

the aspect of the enhancement of core competencies, which have been strongly demanded in education these days.

References

Baik, P. G. (2013). A study on the relationships and characteristics between Korean collegiate essential skills and undergraduates' individual variant factors. *Korean Journal of General Education, 7*(3), 349-387.

DeSeCo. (2005). *The definition and selection of key competencies: Theoretical and conceptual foundation*. Retrieved March 25, 2019 from http://www.oecd.org.

Han, J. I., Kim, Y. S., & Oh, H. J. (2013). A study on the development of English teaching and learning activities based on creativity techniques to enhance Korean EFL learners' creativity. *Foreign Language Education, 20*(4), 175-210.

Hwang, K. S., Kwon, S. C., & Koh, B. J. (2015). Study on analysis of the core competencies collegiate students recognized - J University targets students. *Korean Journal of General Education, 9*(3), 131-162.

Kang, M., Heo, H., Jo, I., Shin, J., & Seo, J. (2010). "Developing an educational performance indicator for new millennium learners." *Journal of Research on Technology in Education, 43*(2), 157-170.

Kang, M. H., Kim, E. H., Yoo, Y. R., & Kim, B. K. (2014). Comparing the life core competency of Korean undergraduates by learners' characteristics. *Journal of Lifelong Learning Society, 10*(4), 61-84.

Kim, D. G., Oh, H. S., Song, Y. S., Koh, E. Y., Park S. M., & Jung, E. H. (2009). Exploring students' core competencies in higher education from professors' perspectives: A case study of Seoul National University (SNU). *Asian Journal of Education, 10*(2), 195-214.

Korean Council for University Education. (2018). *Standard curriculum revision for university-program in English.* RR - 2018 - 16 - 678.

Lee, K. H., Kwak, Y. S., Lee S. M., & Choi, J. S. (2012). *Design of the competencies-based national curriculum for the future society.* Seoul: Korea Institute for Curriculum and Evaluation. RRC 2012-4.

Lee, S. J., & Lee, S. J. (2012). A new direction of undergraduate general education: Through a case study of competence-based education. *Korean Journal of General Education, 6*(2), 11-42.

Minister of Education. (2017). *General commentary on the 2015 revised curriculum.* Sejong-si: Minister of Education.

Minister of Education & Korea Research Institute for Vocational Education and Training. (2015). *Korea collegiate essential skills assessment.* Sejong-si: Korea Research Institute for Vocational Education and Training.

OECD. (2005). *The definition and selection of key competencies (DeSeCo):*

Executive summary. Paris: OECD.

Park, C. N., & Chung, W. H. (2017). Study on the effects of non-subject educational programs influencing the core competency of university students: Focusing on the case of K University. *Korean Journal of General Education, 11*(1), 39~71.

Park, C. H., Yun, S. K., & Jo, I. He. (2016). The core competence for university education and students majoring a specific field: Focused on English major. *English Language & Literature Teaching, 22*(2), 147-165.

Rychen, D. S., & Salganik, L. H. (2003). *Key competencies for a successful life and a well-functioning societ*y. Cambridge, MA: Hogrefe & Huber Publishers.

Shon, M. H. (2006). Competence, and everydayness of practical knowledge as its practical foundation. *The Journal of Curriculum Studies, 24*(4), 1-25.

Yoon, H. G. (2013). The role of general education as 'key competencies' - Based on the case of Kyungnam University. *Korean Journal of General Education, 7*(6), 429-458.

Yoon, S. H. (2017). The necessity of digital citizenship education in college-level general education curriculums. *Korean Journal of General Education, 6*(11), 35-62.

Appendix

Questionnaire

No.	SD	NA	M	A	SA
1. I have the knowledge and ability to read, write, listen and speak in English.					
2. I can communicate in English without hesitation during the English class.					
3. I can deal with any problems that may arise from communicating in English during the English class					
4. I actively search for various strategies to study English effectively.					
5. I always do my best and actively participate in all activities during the English class					
6. I use and employ effective study strategies while studying English.					
7. I consistently set up and carry out my English study plans after analyzing my study traits.					
8. I think group work is important in English class.					

9. I actively participate in various group works during the English class.
10. I understand and respect the diversity that exists in groups work during the English class.
11. I collect and use a lot of information to study English during the English class.
12. I use information appropriately during the English class.
13. I actively listen to and accept the information that is given in English class.

*SD: Strongly Disagree, NA: Not agree, M: Mediocre, A: Agree, SA: Strongly Agree

Myeong- Hee Seong, Professor
Eulji University
553 Sanseongdaero, Sujeong-gu,
Seongnam-si, Gyeonggi-do,
13135 Korea
+82-31-740-7255
seong@eulji.ac.kr

Mee Hye Kang, Professor
Eulji University
553 Sanseongdaero, Sujeong-gu,
Seongnam-si, Gyeonggi-do,
13135 Korea
+82-31-740-7458
unipingu@gmail.com

Bo-Kyung Seo, Professor
Eulji University
553 Sanseongdaero, Sujeong-gu,
Seongnam-si, Gyeonggi-do,
13135 Korea
+82-31-740-7384
20160722@eulji.ac.kr