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교육학석사학위논문

Korean High School Students' Reading
Experiences in an Adapted Concept-Oriented
Reading Instruction Program in Korean EFL
Context

한국 EFL 환경에서 실시된
변형된 개념중심읽기(CORI)수업 프로그램에서의
고등학교 학생들의 영어읽기 경험

2016년 2월

서울대학교 대학원

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ABSTRACT

The present study is an attempt to adopt Concept-oriented Reading instruction (CORI) for teaching English in a Korean EFL context. While Guthrie's CORI was designed originally for English speaking students to aid their reading literacy, this study hopes to adapt it to meet the needs of Korean EFL learners.

With the awareness of the need to teach *reading for information* to Korea's EFL students, an adapted version of CORI program was implemented and examined in Chungdam High School, located in Gangnam area of Seoul.

Eight students participated in the adapted CORI program for two weeks, experiencing its motivational support techniques and being explicitly taught reading strategies. Results showed that advanced students, who had lived abroad or attended private English academies for an extended period of time, enjoyed the benefits of the CORI program most, exhibiting positive changes and improvement in reading behaviors. Mid or low level students seemed to struggle to fully follow the instructions, mostly due to language barriers. To lower the barriers, Korean-speaking English teachers are viewed by this study to be best suited to teach an adapted CORI course in Korea.

Overall, the present study found that the adapted CORI course is worth being introduced to the Korean EFL context as a supplementary instructional method of teaching English reading for Korean EFL students in order to encourage them to become life-long English readers.

Key Words: concept-oriented reading instruction, EFL reading instruction, reading
for information, concept goal, motivation support, reading strategy

Student Number: 2010-21471

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CHAPTER 1.

INTRODUCTION

The present study explores how eight Korean EFL high school students experience an adapted version of concept-oriented reading instruction originally designed and developed by John T. Guthrie (Guthrie et al., 1998, Guthrie, Anderson, Alao, & Rinehart, 1999) for English speaking students. This chapter first states the purpose of the study in section 1.1. Next, the research questions are presented in section 1.2. Lastly, in section 1.3, the organization of the thesis is explained.

1.1. The Purpose of the Study

In Korea, most English reading classes focus on teaching grammar and analyzing sentences. In-class activities may help students understand each discrete sentence and grammar point but not how the language flows. For instance, reading instructions are not intended to draw students' attention to the concepts of the passages and teachers do not try to build context for a reading. Often, teachers hand out a text and begin analysis right away. Instructions fail to engage students in reading let alone equip them with independent reading strategies. Few students, therefore, are raised to be independent life-long readers through school English reading curriculum.

Moreover, most Korean students do not experience English reading for the purpose of obtaining information. When asked about reasons, most students whom the researcher meets at school as a high school teacher say that they read English texts to get a good score or to improve their English speaking skills. Choi (2008) with his survey pointed out that many young Korean students are experiencing too much pressure from EFL tests and their impacts for their future college routs. Many students read only school textbooks and or literature that is related only to their English tests. Also, almost no student seeks supplementary reading texts for 'homework.' Students' read only what they are required or given to read at school. Even the few students who read more than school materials read for pleasure, not for information. In a Korean context, there have been many studies conducted on methods to boost reading for pleasure (Jeon, 2008; Kim & Hwang, 2006; Kweon & Kim, 2008; Park, 1999; Shin & Ahn, 2006). However, there have not been many suggestions for reading instructions and models on how to read informative texts. In short, English reading instructions may lead students to *learn to read* but fail to invite them to *read to learn* although some Korean students are ready and in need of it. Thus, the concept-oriented reading instruction (CORI) is worth being introduced as an instructional model for reading informative texts in English to teachers and students in Korea.

CORI is designed for the students who are native speakers of English (Stoller, 2004). So, it is necessary to alter the model to be suited for EFL students in Korea. Therefore, this study explores how Korean high school students experience an adapted model of CORI. For two weeks, twenty students are observed during an

adapted CORI program.

This study attempts to examine individual participants' experiences throughout the adapted CORI course. Also, both advantages and disadvantages of the adapted CORI for Korean EFL students are revealed to understand the feasibility of adapting CORI in a Korean context.

1.2. Research Questions

The present study was first designed to adapt Guthrie's (Guthrie et al., 1998, Guthrie et al., 1999) concept-oriented reading instruction (CORI) for Korean EFL students. As it was conducted, the study aimed to monitor Korean EFL students' experiences in the adapted CORI program. By studying these experiences, the advantages and disadvantages of the adapted CORI program were drawn out. The research questions were posed as follows:

1. What are the Korean high school students' reading behaviors during an adapted concept-oriented reading instruction program?
2. What changes do students experience towards reading in English during an adapted concept-oriented reading instruction program?

Through the journey of answering these questions, the meaningful findings concerning students' reading behaviors and changes would encourage the adapted CORI to be considered as a supplementary instructional method of teaching

English reading for some Korean EFL students.

1.3. Organization of the Thesis

The current study has five chapters. Chapter 1 provides the overview of the study by introducing the purpose, the research questions, and the organizations of the current study. Chapter 2 reviews relevant literature that builds theoretical backgrounds for the current study. Chapter 3 discusses methodology employed in the study including research design, participants, reading materials, researcher's position, procedures, data analysis and interpretation, and trustworthiness. Chapter 4 provides results in the pursuit of answering the research questions. Chapter 5 presents the conclusion of the study, pedagogical implications of the study and suggestions for the further research.

CHAPTER 2.

LITERATURE REVIEW

This chapter reviews literature relevant to the current study. Section 2.1 discusses Guthrie's (Guthrie et al., 1998, Guthrie et al., 1999) concept-oriented reading instruction (CORI) model that the present study is based on and section 2.2 deals with the adapted concept oriented reading instruction on which the current study researches. Last, section 2.3 presents previous studies on concept-oriented reading instruction in ESL and EFL context.

2.1. Concept-Oriented Reading Instruction

This section introduces the characteristics and principles of concept-oriented reading instruction in Section 2.1.1. Section 2.1.2 presents previous studies on concept-oriented reading instruction. Section 2.1.3 briefly deals with the relations between concept-oriented reading instruction and L2 reading instruction and then Section 2.1.4 specifically looks into the commonalities and differences between concept-oriented reading instruction and content-based language instruction.

2.1.1. Concept-Oriented Reading Instruction: Concept, Characteristics, and Principles

CORI is a relatively new approach designed by Dr. John T. Guthrie to teach

reading, writing and science in order to enhance literacy engagement (Guthrie, Van Meter, McCann & Wigfield, 1996). It is a reading instruction framework that combines strategic reading and scientific knowledge, providing motivational support.

CORI is an instructional framework where concept learning and reading development are combined (Stroller, 2004). The CORI curriculum integrates reading in language arts and concepts in science class (Guthrie et al., 1996). Literacy activities in CORI class are intended to engage students through the integration of motivational supports and “cognitive strategies” (Guthrie et al., 1996: 306). Swan (2003) summarized CORI with its nine major principles as the following paragraph.

The first principle of CORI is “learning and knowledge goals,” that is, “understanding the concepts,” The second is “real world- interaction,” which encourages students used their multiple senses. The third is “interesting texts” appealing to students. The fourth principle is “autonomy support,” with which students are given choices and controls over their learning. The fifth is “strategy instruction,” which is explicitly taught in class. The sixth is “collaboration support” intended for mutual learning and improvement among students. The seventh is “teacher involvement” as a facilitator and guide. The eighth is “evaluation for engagement” using various methods and materials. The last is “rewards and praise” with the focus on students’ efforts and progress.

When a CORI program is designed, reading engagement and comprehension are understood as the most important factors to be considered for instruction.

Reading engagement is nurtured in literacy activities by integrating conceptual knowledge in science, support for students' motivation, and social interaction (Guthrie et al., 1998).

Reading comprehension strategies such as inference, summarizing, and concept-mapping are explicitly taught throughout the course of CORI programs. Also, motivational support such as choice, collaboration, relevance, and success are provided while information texts are a primary tool. CORI is intended to equip students with reading strategies and motivation for reading so that they become life-long literacy learners. Here, engagement in reading is the key concept to help students become self-directed readers in the long run.

Guthrie et al. (2012) argued that CORI practices increased students' valuing, interest, social motivations, and self-efficacy for academic literacy. In their study, evidence showed that students improved in reading engagement and comprehension through instructional supports situated in CORI. Also, in the CORI context where reading strategies, scientific concepts and inquiry skills were taught with explicit support of the development of students' intrinsic motivation to read, students better used strategies, and showed higher understanding of the lesson contents than they did via traditional instruction (Guthrie et al., 1999).

2.1.2 Studies on Concept-Oriented Reading Instruction

Ever since 1993 when CORI was first developed by Guthrie, CORI's effects on reading comprehension and engagement have been investigated also with its

curricular framework being developed (Guthrie et al., 1996; Guthrie et al., 1998; Guthrie et al., 1999; Guthrie et al., 2007; Guthrie et al., 2012; Komiyama, R., 2005). Many empirical studies on CORI have proved CORI is a research-supported framework and among them two books stand out: *Concept-Oriented Reading Instruction* (Swan, 2003) and *Motivating reading comprehension: Concept-Oriented Reading Instruction* (Guthrie et al., 2004). Guthrie et al. (2004) explained theoretical backgrounds of CORI's teaching framework. One of the key premises was that CORI instructions support reading engagement through classroom contexts and motivational guidance. On the other hand, Swan (2003) gives a clear picture of CORI classroom in action. While planning the adapted CORI lessons, the researcher could benefit from the real-world observations provided by Swan.

A number of recent empirical studies on CORI classroom practices showed CORI improved students' reading comprehension for informative texts, comparing it to traditional instructions (Guthrie et al., 2013; Guthrie & Klauda, 2014). The current study renders the accounts supporting such results from Korean EFL students' experiences. In fact, ethnic backgrounds were dealt as important variables in CORI researches (e.g., Guthrie & Wigfield, 2009), and some studies done on specific ethnic groups (e.g., Ho & Gruthrie, 2013) urged further studies on students from different ethnic backgrounds. The current study makes a step forward in that it studied a specific ethnic group, the Korean students and it was done in an EFL context by adopting Guthrie's CORI with some adjustments.

2.1.3. Concept-Oriented Reading Instruction and L2 Reading Instruction

Mentioning Grabe and Stoller's (2002) research on L1 and L2 reading, Swan (2003) pointed that the major principles of CORI could play key roles in L2 reading development let alone L1 reading: both studies put emphasis on empowering students to step forward to be strategic readers, equipping students with motivation, and inviting extensive reading in class. When we look into the nine principles that Swan (2003) used for summarizing CORI as mentioned in section 2.1.1, this becomes clearer: in fact, all the nine principles, which are "learning and knowledge goals," "real world- interaction," "interesting texts" "autonomy support," "strategy instruction," "collaboration support," "teacher involvement," "evaluation for engagement," and "rewards and praise," are applicable to L2 class and would help L2 learners enhance their L2 reading competence, if applied properly in L2 context.

2.1.4. Concept-Oriented Reading Instruction and Content-based Language Instruction

Among many L2 instruction frameworks, content-based language instruction (CBI) is especially worth being examined in the comparison to CORI since it looks as one of the most similar L2 instruction approaches to CORI. CBI is an instructional approach that combines content learning for academic development

and language learning for second language development, that is, an approach intended for students to master both various concepts in content areas and English as their second language (Wesche & Skehan , 2002). Here, the major similarities between CORI and CBI can be seen: both are concept-driven and language-related. In fact, Stoller (2004: 261) claimed that CORI and L2 content-based instruction overlap.

CORI, which has major implications for second and foreign language content-based curricula, began with instructional principles for stimulating interest and motivation to read.(p.271)

He elaborated that research on CORI suggested, “support for successful content and language integration in L2/FL settings.” Yet, he acknowledged that CORI had rarely been discussed in L2 settings. Thus, the current study is significant as an attempt to see the interplay of CORI and L2 instruction and to provide empirical support for Stoller’s claim.

CORI and CBI, however, are two separate approaches with different roots. CORI is a reading instruction approach originally with no concerns about L2 learning and has been widely researched primarily in the first language context (e.g., Guthrie et al., 1996; Guthrie et al., 1998; Guthrie et al., 1999; Guthrie et al., 2007; Guthrie et al., 2012) while content-based instruction emerged as an instructional approach in language education for second language learners (Brinton, Snow, & Wesche, 1989). For example, in early studies on CORI, there

is no single comment or any consideration about L2 reading or learning (Guthrie et al., 1996; Guthrie et al., 1998; Guthrie et al., 1999).

Still, because of CORI's implications for L2 content-based learning, Stoller (2004) reviewed CORI as one of the curricular models for content-based language instruction, highlighting the overlapping aspects of CORI and L2 content-based instruction. L2 specialist Komiyama (2005) showed interest in CORI as an instructional approach applicable to L2 class. In fact, CORI renders many implications for the improvement of content-based language instruction in L2 context.

2.2. Adapted Concept-Oriented Reading Instruction

CORI was designed to enhance L1 reading, that is, to foster English speaking students to be independent readers in their native language with learning competence. It does not aim to help language learners to develop their L2 reading competence. CORI has widely been explored and experimented in L1 context (Guthrie et al., 1998, Guthrie, Anderson, Alao, & Rinehart, 1999; Guthrie, McRae, & Klauda, 2007; Guthrie, Taboada, & Coddington, 2007; Guthrie, Wigfield, & Perencevich, 2004; Swan, 2003; Wigfield & Guthrie, 2010), but not much in foreign language classrooms. Even in the same L1 context, the differences of ethnic backgrounds were found to have an impact on students' academic attitudes and values (Fuligni et al., 2005) and on students' motivation to read for information (Guthrie et al., 2012). Also, even in the American context,

the concerns about the gap in reading achievements between mainstream and minority students were known for many years (Au, 2002). It is worth examining classroom approaches for students' reading in the light of ethnic or language differences. For these reasons, it is meaningful to carry out CORI in an EFL context to see how it works as an approach to teach L2 reading. Due to language barriers, however, it was impossible to implement CORI just as it has been practiced in an L1 situation. In this study, we looked into a simplified, or adapted version of CORI to see how the instruction practice works in the Korean EFL context.

2.3. Previous Studies on Concept-Oriented Reading Instruction in ESL and EFL context

Since CORI has been researched mainly in L1 context but the current study is to see CORI in Korean EFL context, it is necessary to see what previous studies on CORI have been done in ESL/EFL context along with the studies in L1 context reviewed in Section 2.1.2.

Stoller (2004) pointed out that research on CORI led us to the following understanding: CORI can be successfully implemented in ESL/EFL context by integrating content instructions and language teaching. In fact, Komiyama (2005) mentioned in her review of Swan (2003) that she was very willing to apply CORI to her ESL class as she read the book.

There have been several meaningful research projects on CORI in ESL and

EFL contexts. First, there was an application project where CORI was adapted for the ESL reading curriculum at a secondary public school in Puerto Rico (Colón et al., 2008). Here, CORI was suggested as an innovative framework for teaching ESL students. Nation (2008) as well suggested CORI as an approach for teaching ESL reading. Moreover, the statistic research of Motallebzadeh and Ghaemi (2011) on EFL learners showed a correlation between reading proficiency and conceptual knowledge through CORI. Akkakoson (2012) determined that CORI combined with some other L1 reading comprehension methods has positive implications on L2 reading. Also, Azis, and Amri (2015) conducted an action research with CORI on Arab EFL students to see the effectiveness of using CORI strategies for L2 reading narrative texts and showed its positive effects.

As the previous studies show that CORI has positive effects on and meaningful implications for L2 reading, the current study looks into Korean EFL students' reading behaviors and changes they experience during the adapted program of CORI.

CHAPTER 3.

METHODOLOGY

This chapter describes the research methods implemented in the current study. Section 3.1 introduces the research design of the study along with the rationale. Section 3.2 provides information about the participants. Section 3.3 explains how and what reading materials are adopted while Section 3.4 presents the researcher's position. Section 3.5 discusses the data collecting procedures and Section 3.6 data analysis and interpretation. Lastly, Section 3.7 deals with how to obtain trustworthiness in the present study.

3.1. Research Design

This section explains the rationale for the research methods. It begins with the rationale for using the qualitative method in Section 3.1.1. Then, it moves on to the rationale for using the case study in Section 3.1.2. Section 3.1.3 presents a specific case study, the instrumental case study, employed in the study. Lastly, Section 3.1.4 explains the method applied in the study to describe the research process, the narrative inquiry.

3.1.1. Qualitative Study

According to Creswell (2007), qualitative research is implemented when

aiming to draw meaning from individuals' or groups' experiences in a particular setting. In other words, data are collected and analyzed in an inductive fashion and the researcher makes interpretations of the meaning of the data. Since this research aimed to look at Korean EFL students' experiences in adapted CORI classes and find answers to general questions from the particular data, qualitative research was best suited. Also, this method was best to understand the complexity in a CORI classroom where many aspects interacted in various ways.

3.1.2. Case Study

In the study, a case study is done based on qualitative data. Harling (2012) summarized a case study as a holistic inquiry that looks into a contemporary program, event, activity, or individual in its natural setting. To investigate an adapted CORI program in a Korean EFL setting, the program and participating students were examined from a holistic view. Yin (2014) defined a case study as “an appropriate way to answer broad research questions, by providing us with a thorough understanding of how the process develops in the case.” Thus, a case study format was employed in the current study in order to “provide a thorough understanding” of how the adapted CORI program was carried out and experienced by the participants.

3.1.3. Instrumental Case Study

Among the three kinds of case studies (intrinsic, instrumental, and collective) an instrumental case study is best suited for drawing a generalization out of a case (Stake, 2008). Thus, an instrumental case study method was implemented here as the study sought to provide general insights on an adapted CORI program's impact on language learners.

3.1.4. Narrative Inquiry

As the primary goal of the present study was to introduce CORI to Korea's English education context by exploring students' experiences, narrative inquiry was adopted. This method helped produce detailed expositions of the participants' experiences during an adapted CORI program. Josselson (2006) argued that narrative research provides insights, reflecting on "the complexity of human lives." In fact, there is a reason why narrative inquiry is widely used in educational studies: education is where personal and social stories are constructed and reconstructed (Clandinin & Connelly, 1990).

In this study, when the stories were told in a narrative fashion, the students' educational experiences could be described in details and thus, gave the researcher opportunities to make interpretations and draw meanings from the stories. Clandinin and Connelly (1990) pointed that a written document of narrative inquiry is a mutually constructed story of participants and researcher.

The readers are expected to see the arguments of the current study as a collaborated work in a given, specific setting. Thus, there is plenty of room to state and interpret the results of the current study from different perspectives. Nevertheless, it was still worthwhile looking into the adapted CORI classes in narrative inquiry to draw answers to the research questions and yield some points for the further study on CORI and related topics.

3.2. Participants

This section begins with the participants' overall information in Section 3.2.1. The Sections from 3.2.2 to 3.2.9 provide the accounts of each of the eight participants' detailed backgrounds.

3.2.1. Overall Information of Participants

Ten male students and ten female students participated in the adapted CORI program of the present study. They all were from the same school, Chungdam high school, located in the Gangnam district of Seoul. They were freshmen in high school (Grade 10 students). Most of the participants were highly motivated students: they all volunteered to take part in the study, knowing that they needed to take classes for two weeks before school started.

In the regular English curriculum, except for three of the male students, they all belong to the advanced classes (top third) where the researcher was in

charge. Seventeen students are from the researcher's regular classes at school. Two students are from the mid-level classes (middle third) and one is from the low level class (bottom third).

Eight out of the twenty students were examined more thoroughly than the other students with the need to investigate the research questions in a deeper and more concrete way. Also, the rest of the students fell into the categories of the eight focal students so that the eight would represent the other twelve students. Among the eight participants, seven were from the advance classes; their English scores and proficiency vary in the given range as seen in Table 3.2. Among them, five students had had experiences of living abroad where English is mainly spoken. Some of them were sent there purely for English education. This is because the school is located in Gangnam area where many parents are financially comfortable. In fact, many Koreans choose to take or send their kids to English speaking countries with a hope to help enhance their English competency. Accordingly, in this wealthy area, it is pretty common for high school students to have experienced living or traveling to English speaking countries.

The students with no abroad experience have studied English in privileged ways as well. For example, one student has studied English with a tutor who is a native speaker and another student who attended an English kindergarten and a private elementary school. Also, a few others have been taking English classes at several private institutes since elementary school. Note that the rest one participant, Student 3, was from the low-level class and has no abroad and little

private education experience.

The profile of the adapted CORI class is not typical in that most of them are relatively good at English and the majority has the abroad experiences. These students, however, could represent an advanced group who need to reach higher, more difficult levels of EFL study. Further, according to Harling (2012), an unusual case in an instrumental case may lead us to see “matters overlooked in a typical case.”

Students’ overall experiences of previous English education varied but there existed some commonality among them due to the school location. Table 3.2 summarizes the students’ English education. Their overseas’ experiences are stated as well as the English education experiences in the private sectors. It also shows their scores on the mid-term and the final English tests of their semester in high school. Numbers instead of names are used due to the privacy matters.

Though their backgrounds and profiles vary, the participants are self-motivated to learn English to the point that they came to school an hour early to take additional classes for no other benefit but education itself.

Table 3.2
Basic Information of the Participants

Students	Sex	Overseas experience		Private Education		English Score	
		Years	Ages	Years	Ages	Mid	Final
Student 1	M	4.5	4-5,12-15	1	15-16	87.20	80.70
Student 2	M	0		10	6-16	91.70	72.60
Student 3	M	0		0.5	16	16.90	12.40
Student 4	M	6	4-10	6	10-16	84.30	82.10
Student 5	F	0		10	7-16	98	84.70
Student 6	F	3	3-6	8	6,10-16	91.30	91.50
Student 7	F	2	7-9	0		95	96.60
Student 8	F	4.5	9-14	3	14-16	97.20	84.10

What was interesting about the participants' profile was that their overseas' experiences did not always correlate with their English scores. Many said that they were struggling with accuracy and grammar. Also, the age when they went abroad seemed to be crucial. Efforts made to maintain their English definitely played a key role for good scores. There were more things that could not be generalized in each participant's unique situation and their experiences. Thus, it was necessary to take a closer look at the individuals' overall English education experience as well as their reading history. Here are more detailed accounts of their backgrounds.

3.2.2. Student 1

Student 1 was one of the most fluent English speakers at school. He, however, couldn't get good scores on English tests. He was fluent but not necessarily accurate. He said he studied English because of the sense of responsibility: he studied it to get a good grade. He had felt that he was a "grade machine," since he came back to Korea one and a half years ago and thought he needed some help for the school's English tests.

He spent about 16 months in America from ages 4 to 5 and 3 years in Belgium from Grades 6 to 9. There, he was taught everything in English since he attended a prestigious international school. There, he read lots of novels and short stories required for language arts and English classes. Back in Korea, he mostly focused on getting good scores and took intensive classes at a private institute.

3.2.3. Student 2

Student 2 was the most commonly-found high school students in Gangnam area among the participants. He heavily depended on the private English education, which seemed to play a more dominant role than the English education provided at school. He started learning English at an English kindergarten where he went for two years.

From Grade 1 to Grade 8 (2nd year of middle school), he attended one of the

most famous English academies in Korea. There, he read children's books and answered comprehension check-up questions afterwards when in elementary school by going there three times a week. He spent 2 hours each day being taught in English. In middle school, he went to the institute twice a week, with each class lasting 4 hours. There, he was taught with American textbooks for literature, science, and history. After reading the textbooks, he was required to answer some questions and orally summarize the text. All the classes were done in English, except for grammar lessons.

In the middle of Grade 8, he quit the institute. From then to Grade 9, he went to another famous English academy instead. Now in the first year at high school, he takes private lessons from an English tutor to better prepare for the English tests.

He did not feel school helped him to improve English. He said, "Academies are perfect." He also mentioned the large difference between those who went to an English Academy and those who did not: he claimed that those with private English education were more advanced and far better prepared for school tests than those without such education. He said that he must have not been able to have the command of English that he had now without the help of private education. There were no books he read without help. But in middle school, he read *The Giver* in club activity time at school. In high school, he did not read English books except textbooks and test preparation books.

3.2.4. Student 3

Student 3 was one of only three participants not from the advanced classes of regular school curriculum. In fact, he was from the low level (bottom third) class. He represented struggling students in Korea who had difficulty studying even basic English. He strongly felt the need for good English skills for his future. Though he recently started to take classes at private institutes, he wasn't successful in improving his English. Now in high school, he only focused on grammar points and reading comprehension of the textbook. He never read or tried to read English books both inside and outside of school except for textbooks. When observing him, the researcher found he seemed to have no clue on how to study English. In fact, textbooks seemed to hinder his improvement since they were too difficult for him to handle. He said he was doing his best to improve English, memorizing vocabulary and taking some on-line courses on EBS, a free government funded educational website. From the researcher's viewpoint, he should start his English education over from the beginning; he had no foundation for achieving success at a high-school level, let alone the adapted CORI course. His experiences during the adapted CORI course gave insights on how the adapted CORI would help or would not help Korean EFL students who have a novice level of English.

3.2.5. Student 4

Student 4 spent six years in Hungary where he attended a prestigious international school for four years. Since he came back to Korea as a Grade 4 student, he has taken English classes at various academies. His English, however, was not much above that of average student at the school. He was one of the common cases of those who had lived in an English speaking country when they were young and lost the “nativeness” of their English later in their home country. His accent was still superb, but the accuracy and fluency of his English decreased since he returned to Korea, despite private English lessons.

3.2.6. Student 5

Student 5 was a highly motivated student with a goal to become a doctor. She had studied English very hard with a conviction that English was essential and that she had to read medical books written in English in the future. She also saw English as a means to communicate.

She had a great command of English. Although she had never lived or studied abroad, she had had many opportunities to learn English from native English speakers. She went to English kindergarten where she was exposed to English in an exclusive way. She went to an English academy where she learned English from native speakers throughout her elementary school time. Ever since she entered middle school, she had attended an academy where the classes are focusing on grammar, and reading.

She read *Charlie and the Chocolate Factory*, *Charlotte's Web*, and *Jame's*

Giant Peach in *English Reading Club* at middle school. Now in high school, she tried to build a habit of reading English books, and currently she was reading *Number the Stars*.

3.2.7. Student 6

Student 6 spent three years in America from age 3 to age 6. She did not actually have an opportunity to learn English there but got accustomed to English. When she came back, she went to English kindergarten. She had attended English academy, starting in elementary school and through to middle school. There she took classes for listening, reading, writing and vocabulary.

She constantly tried to read English books but was not always successful. She started to read picture books when she was in elementary school. As she reached grade 5 and 6, she read short grade books as well as short reading passages that were provided with questions intended to improve reader's English ability.

When she was in middle school, she relied on an English academy. There, she read short articles and summarized each of them. Her middle school required her to read English books and hand in reviews on them.

Now in high school, she does not read English books except for textbooks and test preparation books. She had many experiences where she tried to read unabridged books on her own since she felt the need but failed to understand the contents, which led her to give up on reading.

3.2.8. Student 7

Student 7 spent two full school years in Canada from the beginning of Grade 1 to the end of Grade 2. She was one of the most highly motivated students.

She was an avid reader and mostly read English books. She has read so many English books that she had lost count. In elementary school, she read *Junie B Jones*, *Arthur Chapter Books*, and *Magic Tree House*. In middle school, she read *A Little Princess*, *Anne of Green Gables*, *The Prince and the Pauper*, *Les Miserables*, and *The Call of the Wild*. This year when she was a Grade 1 student in high school, she read *The Good Earth*, *Five Little Peppers and How They Grew*, and *Pollyanna*.

While most other Korean students stopped reading when they entered high school, making excuses of not having enough time for reading, Student 18 continued this practice.

3.2.8. Student 8

Student 19 has been interested in English from childhood. She went to New Zealand to study English when she was 9 years old. She spent four and a half years there. In New Zealand, she learned English through school activities. She read many books at the school library. Ever since she came back to Korea in middle school, she has taken classes at an English academy and heavily

depended on the education there.

3.3 Reading Materials

Many different kinds of materials can be used in the adapted CORI program. In fact, all the available books, websites, magazines, and articles related to the teaching concept are eligible. It was important to equip the adapted CORI classes with a variety of interesting texts related to the topic. In fact, William (1986) pointed that intriguing reading materials were crucial, especially for foreign language reading. Swan (2003) suggested *interesting texts* as one of the most important principles of CORI. Dr. John T. Guthrie, the founder of CORI, provides CORI book lists on the CORI website (<http://www.cori.umd.edu/>).

On the concept this research chose, *Weather*, there are 22 books listed. See Appendix 1. When the researcher purchased books for the course, however, two books listed were not available. So, the researcher researched and bought other available books instead of the listed books.

The researcher visited many different off-line bookstores.. There, all the available books on *Weather* were purchased. She also ordered books from American websites while visiting and buying available books in English bookstores in Korea.

For choosing the reading materials, linguistic levels of the contents were carefully examined to provide appropriate books for Korean EFL students, considering their levels of English competence. Various levels of books, which

were originally for L1 students, were collected and prepared for the students (See Appendix 2). To note, ESL/EFL materials and simplified versions of authentic materials could be provided in the adapted CORI program to assist in overcoming large language barriers.

3.4. Researcher's Position

The researcher herself prepared, carried out, and observed CORI classes, altering them not only at the preparation stage but also at the spot when needed. She wrote lesson plans adapting it to the Korean context, prepared books and materials for the classes, organized the classes by recruiting students, taught ten lessons while observing them, and interviewed the participants. In fact, the researcher was an English teacher at the participants' school. In the regular English curriculum, the researcher was teaching all the participants but one when they signed up for the adapted CORI program. Since the researcher was teaching only the advanced classes, another teacher was teaching Student 4 who belonged to the lower-level class. Most participants interacted daily with the researcher and were familiar with her. Therefore, CORI classes and interviews had the positive and relaxed atmosphere based on the rapport between the participants and the researcher that they had built before the program started.

3.5. Procedures

This section starts with describing the preparation process of the current adapted concept-oriented reading instruction program in section 3.5.1. Next, section 3.5.2 introduces the recruiting process of the participants. Section 3.5.3 gives the description of the orientation session. In section 3.5.4, the actual adapted CORI lessons are introduced. Finally, data collection is discussed in section 3.5.5.

3.5.1. Preparation

First, the CORI teacher-training module for grades 7-8 written by John. T. Guthrie was purchased from an American website. The book was so detailed a guide that any teacher could lead CORI classes right away with it. It provided lesson plans, teaching suggestions, and handouts.

The researcher intensely examined various features of the module and got many ideas as to how to design and lead the adapted CORI program. She decided to follow the flow of the original CORI process but many aspects were tailored for her own lessons in the planning stage. CORI was initially designed for L1 students, those whose first language was English, in order to foster their reading development (Swan, 2003). The adapted CORI on the other hand, was aimed at language development as well as reading engagement. So, the original CORI curriculum needed to be adjusted for English learners. Before the current study, a pilot program was administered to better adapt the original CORI program for Korean EFL students. Through the pilot program, CORI lessons were reviewed

and revised for the actual adapted CORI program. Some activities such as further reading were reduced along with independent reading time and other activities such as vocabulary review were added. Also, expressive reading and whole class reading were both done to add extended learning time. Modeling and detailed explanations were provided, sometimes using Korean, both the students' and the researcher's native language.

3.5.2. Recruiting the Participants

After the IRB process was complete, an announcement was posted on the bulletin board of each Grade 1 classroom in Chungdam High School. The researcher also personally encouraged students to enroll the program. Knowing that they should come to school an hour earlier than usual for two weeks, twenty students volunteered to take the adapted CORI course.

The researcher provided information about the adapted CORI program both in English as follows and in Korean with the translated version of the following:

This study is about the adapted Concept-Oriented Reading Instruction(CORI). CORI is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. CORI started in Maryland university and the effects were proved. It, however, was designed for English speakers to gain independent reading and learning competence, not for English

learners to develop their English reading. This study is to adapt CORI for Korean students and to see the advantages and disadvantages of CORI in Korean context.

Also, when recruiting the participants, the researcher gave further information about the adapted CORI course on students' demands. With the given information, students volunteered to take the adapted CORI course.

3.5.3. Orientation of the Adapted Concept-oriented Reading Instruction Program

An orientation session was provided to the students in order to prepare them for the coming lessons. No one had ever heard of CORI before, so it was important for them to get some ideas as to what CORI was and what they would do in the adapted CORI classes. They were provided with a brief introduction of CORI and the adapted CORI lessons that they would take for the next two weeks.

Most of them had heard of *extensive reading* and they were familiar with it. Therefore, the following comparison was provided as a background: reading in CORI is mainly for information and knowledge while extensive reading is mainly for pleasure. In fact, Guthrie, Wigfield and You (2012) pointed out that the CORI program dealt with "content domains such as science and social studies". (p.601)

They were also informed that CORI was designed and had been developed

to boost reading behaviors of American students. They were also notified that the upcoming lessons were originally for Grade 7 to 8 American students while they were Grade 10, which could make them find the learning concept easy while finding reading materials difficult. Students became aware that for these reasons some adjustments would be made and that was why the program carried out was named *Adapted CORI*. The adjustments include easier materials, language practice activities for Korean EFL students such as vocabulary reviews, and instructions provided in Korean.

Their right to end participation in the study was clearly stated orally and in a written form. They were asked to sign an agreement form and get consent from their parents as well. They all understood they would be participating in 10 adapted CORI lessons and several interviews. They made a decision on whether they would let their interview be recorded or not. After some participants shared their expectations on the program, they all were guided to look through the books they would read throughout the program.

The pre-interview survey was passed out to them (See section 3.5.5.1) and the orientation was finished after a brief Q & A session where students demanded more information about the activities in which they would participate and the answers were given.

3.5.4. Adapted CORI Lessons

Ten lessons were conducted over two weeks. The researcher herself planned

the classes, referring to the Teacher's Module. Adjustments were made not only at the planning stage, but also throughout the whole process of the modified CORI program. At the beginning stage, changes were made for the lesson plans to better fit Korean EFL students, taking their command of English as a second language learner into consideration. At the learning stages, already altered CORI lessons were further adjusted when the students seemed to struggle with reading materials and get lost in the middle of the classroom activities. For example, in typical CORI lessons, students were encouraged to select books according to their levels. The Korean students, however, had little experience choosing learning materials on their own. In fact, they were lost when they were asked to decide what they would read and what they would learn from it. Some students complained they did not know what to do when they were given a choice. Also, they were not sure what they were learning while reading without a guide. Then, the teacher became actively involved in their choice of books and the reading itself, providing appropriate materials for each struggling student and explaining the contents explicitly either English or Korean, depending on the topics.

The lessons were carried out on the topic *weather*. Participating students read a variety of informative texts and instructions were given to help utilize reading comprehension strategies such as inference, summarizing, and concept-mapping. Each lesson focused on one or two aspects of motivational support: choice, collaboration, relevance, and success. For instance, to build relevance, hands-on experiences such as *wind walk* and weather observation were done before reading. In the first class, students all went outside of the classroom to

feel and examine the wind condition in pairs. During this *wind walk*, each pair discussed their guesses and findings. See Appendix 3 for the *wind walk* handout.

In the adapted CORI classes, especially the first few classes, students were led to build context by relating their experiences and background knowledge to the learning concept. Students seemed to be more motivated to read when such context was formed. Their experiences are stated in Section 4.

Students explored various texts with a concept to focus. To support this, a guide question was given each class, such as “*what is wind?*” To answer the question, each student read different texts of their choice according to their English levels and to the amount of background knowledge they had.

Many activities were carried out throughout the program. Students read weather poems in *Storm Coming (Baird)* explicitly with emphasis and expressions so that they understood the differences between reading and expressive reading. They also observed outside weather each time with a different focus such as wind, humidity, temperature, and precipitation. See Appendix 4 for the handout. After reading novels like *Electric Storm* and *Williwaw (Bodett)*, students wrote a fictional journal, using weather features and creating imaginary characters. In Section 4, a piece of writing of a student is shown. Students’ overall experiences during such tasks are discussed in Section 4.

3.5.5. Data Collection

The raw data for narration were collected throughout the whole process of

this research. This includes designing the program by adapting the original (Guthrie's) CORI program, writing lesson plans by adopting and altering original CORI lesson plans, conducting a pilot adapted CORI program, reviewing and revising the program, carrying out the adapted CORI program, keeping daily logs, interviewing participants, transcribing multiple interviews, collecting participants feedbacks and portfolios, and drawing meanings and making interpretations.

Dominant methods for data collection are stated in the following sections: in Section 3.5.1.1 with interviews, in Section 3.5.1.2 with daily logs of each lesson, and in Section 3.5.1.3 with participants' portfolios.

3.5.5.1. Interviews

Pre-, during-, and post-interviews were conducted to elicit students' attitudes and ideas towards the adapted CORI lessons and to see changes they experienced during the course. That was to see students' reading behaviors during the adapted CORI program. Interviews were done in each student's preferred language, either English or Korean. Some students chose English in one interview and Korean in another.

Pre interviews were done before the adapted CORI course began. Each student talked about his or her overall experiences of learning English. Questions about their reading experiences inside and outside of classroom were primarily dealt with in these interviews. These interviews helped the researcher understand

each student's reading levels and better plan the upcoming reading lessons. The following are the basic questions posed in the interview.

1. *Why do you study English?*
2. *Tell me about your experiences of learning English.*
3. *Tell me about your reading experiences in English at school.*
4. *Tell me about your experiences of English reading instructions.*
(What are the advantages and disadvantages of current English reading classes in school? What changes do you want in terms of reading instructions?)
5. *Tell me about your reading experiences in English outside of classroom.*

Though the above questions were structured beforehand, the interviews were conducted in a semi-structured fashion. Impromptu questions were posed whenever it would help the students elaborate on their answers.

During-interviews were done with little structure. After each class, conversations were between the students and the researcher about the class. They were conducted in various forms: sometimes formally, sometimes casually, and sometimes semi-formally. Size was different: sometimes one on one, sometimes in groups, and sometimes as a whole class. Places varied: in the hallway, in the school cafeteria, in the classroom or in the teacher's office.

Unstructured questions were asked about students' impressions about the lesson, what they learned, and advantages and disadvantages of the activities

they had experienced. The participants gave constructive feedback so that the teacher could improve the following lesson, with many ideas being shared. According to the constructivists, humans draw knowledge and meaning “from an interaction between their experiences and their ideas” (Brooks & Brooks, 1999).

After the two weeks of adapted CORI course, post interviews were conducted to draw students’ feedback about the lessons, understand their experiences, find the changes they had gone through, and elicit implications for the Korean EFL context. Like the pre-interviews, the post-interviews were done in semi-structured way with guiding questions. The following are the questions primarily posed in the interview, leading to further follow-up questions.

1. *Describe your overall experiences during the CORI lessons.*
2. *What do you think are the differences of the CORI program compared to English reading lessons you have experienced before at school?*
3. *What are the differences of your reading experiences during the CORI program compared to your past reading experiences?*
4. *What do you think are the advantages of the CORI program you have participated?*
5. *What do you think are the disadvantages of the CORI program you have participated?*
6. *How can the CORI program be improved?*
7. *If the CORI program is included in school English education curriculum, what benefits do you expect?*

8. *If the CORI program is included in school English education curriculum, what limitations do you expect?*

Through the interviews, students' attitudes and ideas toward CORI were better understood. The changes they experienced during the course were asked about and expressed. During the interviews, the researcher asked many impromptu questions to induce more detailed accounts on students' experiences regarding reading instructions and reading itself. Each interview was recorded and transcribed with participants' consent for further analysis. When no consent was obtained, detailed note-taking was done.

Participants had at least three interviews. The eight focal students each had more than five interviews. Among them, Student 18 had an interview every day as she drew the researcher's attention regarding her reading behaviors.

3.5.5.2. Daily Logs of Each Lesson

Daily logs were implemented to get qualitative data for the study. It was done through close observation. The researcher noted anything meaningful that occurred in each class. For instance, students' reading behaviors were closely observed, which demonstrated that active readers and poor readers showed different reading behaviors. The researcher wrote down the characteristics of each group: when individual reading time was given, active readers spent more time on a book and the poor readers go through many different books with little

focus. In groups, as Allington (1980) also observed, poor readers did not read as much as other readers and played the most passive role in groups. Also, classroom interactions were observed with great attention.

In fact, the first-hand observations of the adapted CORI classes were tracked everyday so that students' changes throughout the entire course could be fully known.

Daily note-taking of the class observation and meaningful comments from the students was done to more fully understand students' experiences during the adapted CORI program. Also, advantages and disadvantages of using adapted CORI in the Korean context were analyzed through the data gained here.

3.5.5.3. Participants' Portfolios

Each class, participants were asked to fill in handouts. See Appendix 3 to 5 as examples. They were adopted from the CORI Teacher's Training Module (McPeake & Guthrie, 2009). The materials were developed to help guide students to get engaged in reading. Throughout the course, each student collected his or her work and had a portfolio at the end of the adapted CORI course. This showed class performance and development throughout the course.

Students' portfolios were closely examined to draw meaningful data for the research. That was also used to know students' experiences and reading behaviors during the adapted CORI program and to find advantages and disadvantages of using CORI in the Korean EFL context.

3.6. Data Analysis and Interpretation

The present study adopted a qualitative data analysis approach. In particular, recursive abstraction was employed to analyze open-ended data obtained during the program by following the six steps Polkinghorne and Arnold (2014) suggested. This method worked especially well in analyzing interview data. First, interview questions were established and each participant's answers were recorded and then transcribed. But the answers of the participants who had not agreed to be recorded were written up on a note during the interviews. At this stage, interesting sentences or phrases were highlighted. Second, the highlighted data was grouped by question and put in a table. The third step was to rewrite the data in more concise language. This helped to extract meanings by making the data more manageable. In the next step, themes and categories emerged. After coding, the remaining responses of each participant were grouped. The groups and emergent themes were stated as major findings in the next chapter. By repeating the six steps stated above, interviewees' reactions to the adapted CORI program were examined in a more systematic manner and the findings were gathered, corrected or confirmed, and reconfirmed.

Other collected data were processed using the above method as well. For example, to make sense of student portfolios, meanings were drawn out of each student's work in the same repetitive manner as the interviews were processed. The portfolios were scanned, grouped, and studied following the six steps to see each student's experiences and engagements in classroom activities, especially

reading in English. Also, to see the changes students went through towards reading in English during the course, not only the portfolios but also their behaviors in the classroom were carefully examined. The class was observed every day and the daily logs about students' reading behaviors were written in detail and thoroughly inspected. The results of the data analysis were stated under categories to answer the research questions.

Through the process of data analysis, the eight focal subjects were centrally studied case by case. The researcher closely examined each student and made interpretations; all important findings are detailed in the following chapter.

3.7. Trustworthiness

Anfara, Brown and Mangione (2000) pointed that validity and reliability seems to be lacking in qualitative research. Gergen and Gergen (2000) also accused qualitative researchers of going away from scientific standards. To verify the current qualitative research, several methods were used to ensure the credibility and the trustworthiness of the findings.

First, the researcher followed Burns' (1994) suggestions to enhance reliability. She clearly outlined the reasons for the research and the research questions. Research assumptions and possible biases were stated as well as the researcher's perspectives on the questions. Data gathering procedures were explicated in great detail; categories that emerged during the procedures were highlighted for analysis.

To ensure validity, the researcher confirmed clarity with the students to avoid incorrect interpretations or misled inferences of students' experiences and remarks. When ambiguity arose, the researcher did not delay to ask questions and clarify accounts.

McCormick and James (1988) claimed that qualitative researches are ecologically valid, that is, valid for a specific group or place. The current study clearly stated the specific settings for the research, and therefore, obtained ecological validity. Also, the researcher tried to take a close look at the students' experiences in the given, natural settings. This method drew attention to reality, which made the current research more valid.

CHAPTER 4.

RESULTS

This chapter begins with students' reading behaviors before their participation in the current study in Section 4.1. Then, the results of the current study are discussed in an attempt to answer each research question in order. In Section 4.2, students' reading behaviors during the adapted concept oriented reading instruction (CORI) program are described. In Section 4.3, students' changes toward reading are presented, followed by the arguments about the adapted CORI program in Korean context in Section 4.4.

4.1. Students' Reading Behaviors Before the Adapted Concept-oriented Reading Instruction Program

This section is divided into two parts in order to demonstrate students' prior reading behaviors. In section 4.1.1, students' past reading experiences are discussed, and in section 4.1.2, students' present reading practices, unrelated to the current program, are presented.

4.1.1. Students' Past Reading Experiences

To better understand students' reading behaviors throughout the CORI course, students' past reading experiences are mentioned here first. When the

students were asked to discuss this topic in pre-interview, they shared not only English reading experiences but also their overall English learning history.

In terms of English exposure, the students could be divided into two groups. One was with overseas experiences and the other was with no such experiences. All the students in the former group had extensive reading experiences while they were abroad. Even Student 14, who was in America when she was only a little child (Years 3-6), has extensive reading experiences with children's books and graded readers books. Even after coming back to Korea, because of no or little language barriers, they continued to find it natural to read English books. For example, Student 1 read the following books after he came back to Korea: *Nothing to lose*, *Gone tomorrow*, *High calling*, *The 100 years old man who climbed out the window and disappeared*, and *Guns, germs, and steel*. On the other hand, the latter group's experiences were quite different from the former one. Here is an answer from Student 5 who has no overseas' experiences.

Interview Quote 1 (*Done in Korean and translated by the researcher*)

When I was in preschool and elementary school, I read children's books in English. The English kindergarten provided reading classes and put much emphasis on reading. All in my elementary school years, I went to an English academy, where I read English books with native English teachers. When I was in middle school, I read one or two English books of my choice each year. Now that I am in high school, I have actually read none in English. But I study preparation books for

English reading comprehension tests. I read texts in test preparation books and write answers. When I don't understand the text even after trying hard to translate it myself, I ask my father for help. (Student 5)

Korean students with no abroad experiences seemed to be dependent on English academies when studying English and when learning to read in English. Some of the students mentioned their experiences of going to English academies when asked about their experiences of learning English rather than talking about lessons at school. They tended to read English books when help was given. However, in middle school when their English academy's focus was moved from reading to grammar, or extensive reading to intensive reading, they began reading only textbooks. This is a common phenomenon among most Korean EFL students.

4.1.2. Students' Present Reading Practices

Most of the students had read none or few books in English ever since they got into high school. Now, they read English books neither for pleasure nor for information. Most students said they found no time to read books because they had to study for English tests. The following is Student 1's remark on the issue.

Interview Quote 2 (*Done in English*)

I used to read many books in Belgium because reading was important

there. Back in Korea, in middle school, I still read some books; I had spare time for it. But now I have no time for reading because I have so many subjects to study, including English. I feel the need of studying grammar and memorizing texts rather than reading books. The focus of English classes and tests is on grammar. I cannot have a good grade if I am not good at grammar. (Student 1)

Here is another interesting argument from Student 8.

Interview Quote 3 (*Done in English*)

When in New Zealand, I was required to read books like Romeo and Juliet and Macbeth and I read them on my own time. Since I was given enough time to read them, I knew what to do and I could schedule when to read them. If I needed help, I could search the Internet for supplementary materials. But in Korea, everything I need to cover is in the textbook and I have no need to look up for more. So it is uninteresting. (Student 8)

Her view was that in Korea neither English classes nor English textbooks invited her to read books other than textbooks while English curriculum in New Zealand did. In fact, in Korea, students learn about English, but do not learn English itself. Students do not seem to be improving English but getting knowledge about English in class. English is dealt just like one of many other

subjects that require much rote memorization.

While interviewing students about their reading experiences, an unfortunate conclusion came up: school doesn't encourage reading. Ironically, school reading curricula keep students from reading English books. The question is if the adapted concept-oriented reading instruction can help fix the situation.

4.2. Students' Reading Behaviors during the Adapted Concept-oriented Reading Instruction Program

Here, students' reading behaviors during the adapted CORI program are discussed in terms of purpose of participation (Section 4.2.1), participation itself (Section 4.2.2), students' reading behaviors in the light of motivation support (Section 4.2.3), development of reading strategies (Section 4.2.4), reading engagement (Section 4.2.5), and language barriers (Section 4.2.6).

4.2.1. Purpose of Participation

Since one's purpose to participate in the CORI program could have a great impact on their overall attitudes and experiences, it was asked when they enrolled the program.

When asked about the purpose of participation, Student 7 answered, "I want to explore a new way of learning. I love to learn more whenever I have a chance" Since this focal student was self-motivated from the beginning, she excelled and

achieved a lot throughout the course. She was truly an engaged reader as Guthrie (2001) defined engaged readers as mastery oriented, intrinsically motivated, and having self-efficacy. Her example showed how CORI worked well with engaged readers in the Korean EFL situation throughout the present study.

4.2.2. Participation

This section discusses students' participation in the program: section 4.2.2.1 deals with students' willingness to attend and section 4.2.2.2 describes task-attending behaviors.

4.2.2.1. Attendance: Willingness to Attend

Attendance is meaningful since it demonstrates the level of student participation and willingness in a voluntary course like this. Over the two weeks of the CORI program, the majority of the students, who were twenty students in total, came to class without any absence. Six students were absent for a few classes, ranging from one to three classes. Only one student dropped out of the course since she could not wake up early in the morning; failing to attend even one class. On the other hand, two students enrolled in the third class.

The students' willingness to come to school early amazed many other teachers, stating things such as "Coming to school early is the last thing our students want. They really want to learn in the course. What was the course

about?” The attendance itself showed students’ motivation and participation in that they would not show up if they were not interested. In fact, other than learning itself, there were no benefits such as scores or credits by attending the course. The following excerpts from the post-interviews provided more concrete evidence of students’ willingness and interests.

Interview Quote 4 (*Done in English*)

CORI was attractive as I could actively study and think about the given topic. Also, I enjoyed the chance to share my thoughts in class. In regular English classes, the teacher seemed to pass knowledge only.
(Student 7)

Interview Quote 5 (*Done in English*)

I really liked to come to CORI classes. ... Will you provide another round of CORI program? (Student 8)

Most students found the instructions new and refreshing to them.

Interview Quote 6 (*Done in English*)

It was a great chance to experience a new type of lessons. (Student 1)

In general, the adapted CORI program was viewed positively, and most participants showed their willingness to take such a course again if they had a

chance. This means students found it intriguing and academically enhanced at the end.

4.2.2.2. Task-attending Behaviors

When independent reading tasks were given, students' task-attending behaviors varied. According to Gabrell et al. (1981), on-task time in contextual reading was significantly different among poor and good readers. In the program, good readers actively read texts while poor readers seemed lost. Good readers avidly read books in independent reading time. They enjoyed topic-related reading and were willing to take the books to read at home. They spent more time on reading tasks than required.

On the other hand, Student 3, who was a relatively poor reader, expressed his disappointment in his reading abilities when asked to work on independent contextual reading.

Interview Quote 7 (Done in Korean and translated by the researcher)

I don't know whether I made a right decision to take this course. It seems unfitting to me. I feel like I'm not good enough to take it. It takes too much time for me to understand the texts. (During independence reading time, Student 3)

He often did not even attempt to read in self-reading time. However, he

showed better attention to teacher-directed reading and to the teacher's instructions. When his role was passive in reading, he felt more comfortable. While we can conclude poor readers do not gain as much from the adapted CORI program, we should not neglect the EFL context. His difficulties could be from language barriers: he did not have necessary linguistic abilities for independent reading in English. Those with poor English competence struggled more in the adapted CORI class. In fact, student 3 expressed his frustration and he found the class unhelpful. However, he still chose to come to class to the end of the program without absence. When asked, he said he did not know what it was, but he progressed in some way throughout the course.

Since the Korean EFL students were not used to reading and writing independently, they seemed to be lost when they were given independent tasks, especially when they were required to produce outcomes on their own.

Daily Log Excerpt 1

*When students were asked to write their own story using the concepts they've learned so far, they suddenly said they should research more and read more to understand the science concepts they had said they mastered.
(The researcher, 8th day)*

This could be because of Korea's educational context where students' role in class was to passively absorb what the teacher says. They were used to being spoon-fed with knowledge and did not usually take an active role in class. In

English reading classes, they were not expected to express their opinions or share their thoughts. Rather, they were supposed to listen to the teacher's explanations and take note of them.

In the adapted CORI class, however, students were required to be constructive; they first backed off but some of them eventually came with impressive outcomes. The following is one example of how students performed at the end of the adapted CORI course. It is Student 7's *Storm Chaser's Journal* (See Appendix 5). It is an excerpt from her portfolio: errors on spelling and grammar were not corrected.

Portfolio Excerpt 1

It was the year 1992, a day in the month of August. I was jumping up and down in excitement at the thought that my lifetime dream of going to disneyworld was finally coming true. In our rented car, Andy and I chatted excitedly about our plans on the way to our hotel.

The rain was totally pattering on the windows, producing dreamy effects. I smiled at the blurry landscape as I hummed a song in my heart. "Wait," Andy pointed ahead of us, his expression turning irony. "What is that?" The cool temperature which I normally liked suddenly seemed to turn ominous as I noticed a huge tornado way ahead of us. "Uh..it won't head this, will it?" I said uncertainly, "It's too far from us. It can't affect us." Just then, as if mother nature heard me and begged to differ, everything turned horrible. The rain came down faster; the winds

grew stronger, and suddenly, the train track that we'd been driving along lurched. It could be seen at the base of the tornado, the train tracker being wounded, up, getting sucked in. (Student 7, Portfolio)

In the writing, she used many weather words that she learned in the course. She adapted a writing style of *Electronic Storm* (See Appendix 2), a novel she read during the course. Her work showed how engaged she had been not only in class but also in reading itself. She had grown into a better independent reader and writer through the course.

4.2.3. Students' Reading Behaviors in the Light of Motivation Support

Motivational support such as choice, relevance, success, collaboration is important features of CORI class (Wigfield, 2004). In the light of each support feature, students' reading behaviors of the adapted CORI class are observed as follows.

4.2.3.1. Choice

One of the biggest merits Korean students found in the adapted CORI program was to have choices of books for reading in class. In Korea, students are rarely given a chance to choose books to read both in English and Korean class.

Textbooks and reading materials are usually set up even before students enroll. Although students' levels vary, their differences are not usually taken into consideration. All the students are supposed to cover the same books of the same level and the same amount of reading. So, some fail and some exceed. The participating students of the current research, therefore, found it very interesting to have a choice of books to read in class. To answer the same questions, the students read different books according to their levels and their own choice. According to Lee (2003), English reading curriculum in Korea provided too difficult materials for most students. In the adapted CORI, however, students could read materials optimal to their levels with the choices over what to read in class.

In the experiment interviews, Students 1, 2 and 7 mentioned having choices of books.

Interview Quote 8 (*Done in Korean and translated by the researcher*)

The CORI program helps students to learn what they want to learn. It is very different than formal information-based education in Korea.

(Student 1)

Interview Quote 9 (*Done in Korean and translated by the researcher*)

I like the way I read books of my choice in CORI class. It is new and interesting. (Student 2)

Interview Quote 10 (*Done in Korean and translated by the researcher*)

I felt more independent because I could work on my own choice of books.

(Student 5)

With the choice given, many students were empowered over their reading and learning. They said they were more relaxed in the adapted CORI class since they could read easy books.

Interview Quote 11 (*Done in Korean and translated by the researcher*)

I often feel frustrated and anxious in English class. But in CORI class, I do not feel stressed out because I know I can read easy books. (Student 6)

As we can infer from the comment of Gabrell et al. (1981) that good readers work on easy texts, easy materials are keys to becoming successful readers. The adapted CORI program provided a setting where students could choose and read easy materials.

However, having choices sometimes worked as a negative affective factor to some students. Since most Korean students have no experience of choosing their own books to read in class, many of them were perplexed when asked to choose a book. In the adapted CORI program, students chose books to read for answering questions that the teacher proposed for the day. In fact, in the adapted CORI course, many students found it difficult to skim through many books in order to choose a book with a suitable one. So, the teacher had to copy some of

the pages from different CORI books to provide them to the students, unlike the original lesson plans. Many students felt more secure when they had set materials to cover that day. This was because the Korean students were used to being spoon-fed with learning materials provided by teachers throughout their school years. From this point of view, Korean students are not fully ready for this kind of autonomy over their reading materials.

The students still found it new and impressive to have a choice, although they were not used to it and did not know how to properly use the choice at first. English teachers in Korea can implement it after preparing students by explaining why and how to choose reading materials on their own. Teachers should slowly invite Korean students into becoming active readers by gradually passing them responsibility and autonomy over their own reading and learning. In fact, overall, gradual preparation would be one of the most important considerations to consider when adapting CORI in a Korean EFL context.

4.2.3.2. Relevance

CORI instruction puts emphasis on relevance and hands-on experiences and contextual reading of relevant texts with a concept goal in CORI classes. They are discussed in sections 4.2.3.2.1 and 4.2.3.2.2 respectively.

4.2.3.2.1. Hands-on Experiences

Students reported that one of the biggest differences they experienced in the adapted CORI lessons was that they could relate their life experiences to the reading.

Interview Quote 12 (*Done in English*)

*CORI is more about experiences: reading related to life experiences
(Student 7)*

Interview Quote 13 (*Done in English*)

It helped me to think about the subject in a broader point of view. For example, when learning about weather, I thought about the things I read during CORI classes as I was walking around outside. Now I have much more interests in weather. (Student 7)

The adapted CORI encouraged students to relate their reading to their life experiences. It also provided hands-on experiences related to the concepts in class such as *wind walk* (Appendix 3).

Interview Quote 14 (*Done in English*)

During the wind walk, my partner and I could observe the weather together. And then we discussed the observation. This activity helped me to better understand the following lessons. (Student 7)

The activities students participated in during the adapted CORI program actually helped students personalize what they learned in class. Eventually students reported that they were motivated to read more about the learning concept and learned it by heart.

4.2.3.2.2. Contextual Reading with a Concept Goal

Allington (1977) claimed contextual reading helped students develop reading skills. In the adapted CORI lessons, to give more time to EFL students, the teacher posed a guiding question for students to answer through several classes while the original CORI class would pose a guiding question each day. The students tackled the question through reading various texts. The type of reading that students implemented in the process would be defined as *reading for information*.

In other Korean EFL reading courses, students usually go through many different materials that are not relevant to each other. On the other hand, in the adapted CORI course, the Korean students read a number of texts that were related to each other throughout the course. In fact, the students experienced contextual reading with a concept goal. They noticed and acknowledged this as a new way of reading instructions. The following interview excerpts indicated the acknowledgement.

Interview Quote 15 (*Done in Korean and translated by the researcher*)

The CORI course is new and different in a good way from the reading classes I've experienced so far. While I am thinking of one topic, I get to read various related texts to the topic. (Student 5)

Interview Quote 16 (*Done in English*)

CORI lessons explored one subject deeply. We were asked to read subject-related books and organize what we learned through charts and creative writing. (Student 7)

Since the reading contents were connected across time, students found it relevant and motivating. Guthrie et al. (2007) pointed that when past-learned content was not relevant to the current lesson, students had difficulties recalling what they had learned previously.

When asked to compare the adapted CORI with regular lessons, some students compared it not with English reading classes but with science classes concerning the concept goal.

Interview Quote 17 (*Done in English*)

Regular science classes revolve around a textbook. We do not focus on the topic or try to understand it in a deeper level. We only memorize what the textbook says. CORI, however, provides chances to explore various texts with the same topic so that we can focus on the topic and learn it by heart. (Student 7)

Interview Quote 18 (*Done in Korean and translated by the researcher*)

When I learn about science, I easily forget what I learn. I believe I will remember what I learned in the CORI classes because I did many activities and read many books concerning the learning concept. In fact, I learned from my experiences. (Student 6)

While the teacher put more emphasis in L2 reading, students focused on the science concept in class. While they were working on the concept goal, they both improved their understanding of the concept and were getting involved in reading. The concept goal helped students become more engaged readers. Also, provided with the concept goal, students practiced searching and reading informative texts in English. In fact, the adapted CORI helped the Korean EFL students “combine conceptual learning across [L2] reading and science” (Wigfield, 2004:10)

4.2.3.3. Success

Students build confidence through experiences of success (Schunk & Zimmerman, 1997). The adapted CORI provided the students with many opportunities to experience success.

Interview Quote 19 (*Done in Korean and translated by the researcher*)

The class helps me to talk in English about what I already knew. The contents seem new to me, though they are not, as they are dealt in English.
(Student 5)

Interview Quote 20 (*Done in Korean and translated by the researcher*)

Each class, I can find answers of science questions on my own. In the past, I learned about the English texts, but now I learn from the English texts. (Student 6)

For Korean EFL students, learning science concepts in English is already a valuable experience itself. On top of it, they completed various reading tasks. In particular, they answered guiding questions through independent reading. Most of them achieved because they could read texts of their choice, which guaranteed the proper materials for their levels. Though they read different texts according to their levels, they achieved the same goal: reading for information and finding answers. The adapted CORI lessons facilitated students' sense of success in L2 reading so that they could grow into independent readers and researchers.

Furthermore, Guthrie's CORI focuses on fostering English speaking students' reading engagement in their mother tongue, English. The adapted CORI aimed to engage ESL/EFL students in their second language reading. As Motallebzadeh (2011) pointed out, reading engagement was deeply related to academic growth, that is, continual experiences of academic success. Therefore, it was not so surprising that the adapted CORI had a significant impact on

students' sense of achievement and success. This would lead students to further academic growth.

However, it should also be noted that lower level students like student 3 could not experience this and expressed his frustration in the same context. It may lead students to enhance the sense of helplessness, comparing themselves with successful classmates.

4.2.3.4. Collaboration

In CORI, collaboration is about providing constructive social interactions in reading activities (Guthrie et al., 2007). In the adapted CORI course, students often read texts in pairs or small groups. Hands-on activities such as *wind walk* (Appendix 3) were done in pairs. The following are the comments from Student 4, and Student 8.

Interview Quote 21 (*Done in Korean and translated by the researcher*)

It was very fun to work with other students. (Student 4)

Interview Quote 22 (*Done in Korean and translated by the researcher*)

We were able to do the activities with friends and all the class. I found it similar to the reading instructions I've experienced in New Zealand other than the fact that reading was not concept-oriented there. (Student 8)

As Wigfield (2004) pointed out, students do not automatically interact. Teachers should provide scaffolding and a setting for interactions. In the adapted CORI course, the teacher paid more attention to those who were not confident in communicating in English. If necessary, the teacher gave explanations in Korean. She also helped them to try expressing their opinions in short phrases by eliciting their answers. As the students experienced various cooperative activities, they got more and more involved in collaborative work through the course. Here are the comments from Students 2 and 6.

Interview Quote 23 (*Done in Korean and translated by the researcher*)

At first, I did not know what and how to say in English. With the teacher's help, it was almost magical for me to express my thoughts in English: first in short phrases and later in full sentences. (Student 2)

Interview Quote 24 (*Done in Korean and translated by the researcher*)

At the beginning of the course I did not feel comfortable in talking in English and still do not. But I felt rewarded when I could do some group activities in English with my classmates. (Student 6)

Overall, the adapted CORI lessons enabled the EFL students to interact with each other and with the teacher in constructive reading activities.

4.2.4. Development of Reading Strategies

Grabe (2009) emphasized the importance of higher-level reading skills in English reading comprehension. Guthrie et al. (2007) also acknowledged reading strategies as crucial elements for students to be equipped with. However, most English reading classes in Korea do not help students to improve reading strategies. Teachers hardly deal with reading skills and do not provide enough practice concerning them. Rather, they focus on discrete grammar points.

Most of the students reported that they had learned useful reading strategies and practiced them in the adapted CORI class.

Interview Quote 25 (*Done in English*)

We read the passages together and read them again ourselves, highlighting and underlining main ideas and supporting details. We also detected new information we did not know. By doing so, I could understand and remember what I learned. Also, reading activities using charts helped me to have a big picture of the whole course. (Student 8)

Interview Quote 26 (*Done in Korean and translated by the researcher*)

The teacher asked me to highlight the main idea and the supporting details respectively in whole class reading time. By doing so, I learned how to find main ideas and supporting details when reading English texts. Now I feel confident even with long texts because I know what to focus and what to skim through. (Student 6)

In students' portfolios, their improvements were shown. As time went by, they became more accurate as to tackling important information and processing it. Students' work on the reading strategy worksheet also improved over time.

4.2.5. Reading Engagement

Based on Motallebzadeh's (2011) findings, successful reading takes engagement. In this aspect, the adapted CORI program provided the students with meaningful supports for successful reading. First, the lessons aided students set a clear reading goal. The participants acknowledged having a concept goal each class guided them into engaged reading. Their portfolios also showed that most students successfully answered guiding questions from reading relevant texts. Second, the adapted CORI promoted reading strategies, which played important roles to decide whether the readers were engaged or not (Guthrie et al., 2012). See Section 4.2.4 for students' comments on the reading strategy aspect. Motallebzadeh (2011) mentioned that good readers read more effectively, using advanced strategies to comprehend texts. The program taught such reading strategies expressively. In students' portfolios, it was clearly seen that they used tactics such as highlighting main ideas and supporting details. Third, students built confidence in reading, which helped them become engaged readers. In fact, motivation supports in CORI such as success, collaboration, and relevance were all designed to boost reading engagement. See section 4.2.3 for more details. As

Guthrie's CORI put much emphasis on engaged reading, the adapted CORI program provided many meaningful experiences, leading students into engaged reading. Here are some comments from the Students 5 and 7.

Interview Quote 27 (*Done in Korean and translated by the researcher*)

I enjoyed reading CORI books in class and outside class. Also, I feel more confident now about reading English books. (Student 5)

Interview Quote 28 (*Done in English*)

I have got more and more engaged in reading throughout the CORI program, because it posed good questions to tackle with reading materials of my choice. Also, I could build habits of finding necessary information for the answers while reading. (Student 7)

Like they witnessed, students showed improvement of their engagement in reading over time throughout the CORI course.

4.2.6. Language Barriers

Those with a better command of English found it easy to understand CORI lessons, read CORI books, and take part in the activities of the adapted CORI. For example, those with abroad experiences better expressed themselves in interactive CORI activities such as discussions and pair works. On the other hand,

regular students were not active in discussion due to language barriers. It was clear that students should be ready in terms of English proficiency to get benefits from the adapted CORI lessons. Some students also commented on this aspect.

Interview Quote 29 (*Done in English*)

I am afraid only those with good English command understand CORI lessons in case CORI is taught in regular curriculum. (Student 7)

Student 3 who had very low English proficiency struggled a lot due to the language barriers and expressed his frustration as follows.

Interview Quote 30 (*Done in Korean and translated by the researcher*)

I do not know if this is the right program for me. I have no clue at all. It seems like I need better English to follow the lessons. (Student 3)

It was true that students who had a novice level of English proficiency may not be able to enjoy the adapted CORI lessons. When reading authentic materials, no matter how easy they are, students need a certain level of English proficiency. Although they can choose the easiest materials, when the materials contain information on a particular science (or any other subject) concept, even the easiest words and sentences can be difficult for the average or below average Korean students, like Student 3.

As the adapted CORI lessons used authentic materials, students often came

across unfamiliar words. Though the adapted CORI program offered a range of books and students were encouraged to read easy books, students often encountered difficult words in their reading materials and handouts. No matter how good they were at English, it is still their second language. It was inevitable they experienced language barriers dealing with authentic materials that are intended for native English speakers. In the adapted CORI program of the current study, students could ask the bilingual teacher for interpretations when they could not understand reading materials or activity directions: when necessary, the teacher explained in Korean. Here is a student's account for the experience.

Interview Quote 31 (*Done in Korean and translated by the researcher*)

I often found unfamiliar words in reading materials in class. I felt relieved since I could ask the teacher for explanation in Korean. When I took classes of native English teacher, I found it more difficult and I was more anxious when I do not understand the text and the activities.

(Student 2)

To overcome the language barriers in the Korean EFL context, English speaking Korean teachers would be ideal as a guide and instructor. Student 8 also pointed it out sharply.

Interview Quote 32 (*Done in Korean and translated by the researcher*)

When a native English teacher leads a class, there are things I do not understand. I sometimes feel uncomfortable because of cultural differences. In CORI where the Korean teacher teaches us in English, when accurate directions are needed, the teacher explains them in Korean so that we can follow the directions and do not get lost. When I come across difficult words in reading materials, I can ask the teacher for explanation. I like the fact that we share the same culture so there is no cultural misunderstanding. (Student 2)

Out of his comments, we can infer that when a monolingual English teacher teaches the adapted CORI, students suffer from misunderstood directions, unfamiliar words, challenges of asking questions, and cultural differences. Therefore, in the Korean EFL situation where most students are not confident to communicate in English, bilingual English teachers who they can also communicate with in their native tongue would be better to reduce possible language barrier problems.

Also, by teaching them reading strategies on which CORI put much emphasis, students can be given opportunities to guess the meaning of an unfamiliar word from the context in the adapted CORI class. The adapted CORI teachers should consider how to maximize students' opportunities to develop reading strategies and minimize their anxiety about reading English materials.

4.3. Changes towards Reading during the Adapted

Concept-Oriented Reading Instruction Program

In this section, the topics of confidence and attitudes are discussed in Sections 4.3.1 and 4.3.2 respectively. Section 4.3.3 details students' changes in linguistic domains.

4.3.1. Confidence in Independent Reading

Park and Lee (2005) claimed that communication confidence and self-image of language potential were deeply related to Korean students' English performance. At school, Korean EFL students rarely have a chance to improve this self-image. English reading lessons deal with heavy loads of difficult texts with outdated traditional methods of sentence-level analyzing lectures involving lots of memorization. Many English teachers in Korea report that they use Grammar Translation Method to teaching reading passages. Students say that they often feel frustrated and overwhelmed by such instruction. Through experiencing success in reading easy materials in the adapted CORI program, however, students grew more confident reading in English. They were eventually nurtured to be independent English readers. Here are students' testimonies.

Interview Quote 33 (*Done in Korean and translated by the researcher*)

I felt confident when I read CORI books of my choice. Since I could choose a book, I read easy texts. Even with easy ones, I could learn a lot about science and I felt very good about it. (Student 5)

Interview Quote 34 (*Done in Korean and translated by the researcher*)

Now I feel like I can research in English and learn from English materials. (Student 6)

Interview Quote 35 (*Done in Korean and translated by the researcher*)

In CORI class, I could make use of English to search for information. Instead of learning English as a bundle of grammatical formulas, I could practice the use of real life English and read authentic books on my own. I felt proud of myself. (Student 8)

At the end of the program, most students reported that they had learned a lot and built a better self-image. Most importantly, they became potential independent readers through many successful experiences of learner autonomy and independent reading activities. The adapted CORI program allowed the learners to have autonomy over their reading, and empowered them with the guidance to successful reading performances.

4.3.2. Attitudes towards Reading Instructions

In Korea, English reading classes are not exactly reading classes. They are rather grammar lessons. They focus on isolated letters and sentence-level analysis. Thus, most Korean EFL students suppose reading classes are about

learning new words and grammatical points. The adapted CORI lessons were actually about reading books and learning new concepts in English. Korean EFL students found it new and great. As the program proceeded, their attitudes towards reading instructions became more and more positive. The following are the excerpts from the transcription of students' while-interview answers.

Interview Quote 36 (*Done in Korean and translated by the researcher*)

In CORI class, I learn both English and science materials in a better way. I thought reading classes were boring but now I find it fun and intriguing. I believe reading classes should be like CORI classes. (Student 6)

Interview Quote 37 (*Done in English*)

By choosing and reading various books on the topic weather, I not only get interested in reading lessons but also in English reading itself. (Student 5)

Interview Quote 38 (*Done in English*)

The class environment was very comfortable, so it helped me not to get nervous. (Student 8)

Five out of the eight participants said, "It is a new way of learning," while the others said that they experienced this kind of instruction while they were abroad. It makes sense that learning science concepts in English was new to most

of them. It was also new for them that in English reading they were actually “reading” English materials. It is ironic that in English reading classes, students almost never have a chance to read authentic materials independently. They only learn about grammar, vocabulary, and, at most, sentence or paragraph level analysis. There is no doubt that students find it boring and frustrating. Now that we realize Korean EFL students’ attitudes towards English reading change towards a positive direction when reading class becomes genuine, we should take the adapted CORI program into consideration when setting up English reading curricular, though we should not abruptly include it in the curricula.

4.3.3. Linguistic Domains

As byproducts of developing reading strategies, students improved their abilities in comprehending texts and finding main ideas by using context clues. Also, students showed noticeable improvement of vocabulary command thanks to the practice of learning vocabulary in context.

In students’ journals, it was seen that students utilized their creativity with learned information in CORI classes such as weather words, new sentence structures and writing style. Whether they were aware or not, their works in the portfolios showed clear signs of their growth in the linguistic domain such as the vocabulary command. Through the activities for vocabulary practices, students learned many new words on topic *weather*. Student 5 said as the following.

Interview Quote 39 (*Done in English*)

I could learn new words on weather by heart, because I came across them repeatedly throughout the CORI course. (Student 5)

See the page 54 for Student 7's journal that she wrote at the end of the course as another example. Her work showed that she not only learned new words and structures but also produced an impressive piece of writing with them. In fact, the participants reported that the adapted CORI curriculum encouraged them to combine what they learned with real-life skills such as writing a journal and leading a discussion. While observing students' discussion groups, the researcher was convinced many Korean EFL students were able to discuss in English if enough information was given and proper aids were provided because they showed significant improvement in discussion. At first, most of the students barely spoke and were lost, feeling awkward. They gradually got involved more and more in discussion with the help from the teacher and from the group members. By practicing newly learned vocabulary and, students showed gradual changes in their linguistic domain. Unlike the traditional classroom where students barely talk, the program generally provided student-centered activities, which led them to meaningful learning experiences and practices rather than continual memorization of linguistic items. Note this change, however, could have been possible because most of the students were already advanced in English: all they may have needed was a proper setting and some practice.

4.4. Adapted CORI program in Korean context

This section discusses the advantages (4.4.1) and limitations (4.4.2) of the adapted CORI in Korean context.

4.4.1. Advantages

In Korea, there is growing awareness about the need of *reading for information* in English. Kim (2008) claimed that Korean students reading in Korean shifts from *learning to read* to *reading to learn* around grade 2 of their school years. In L2 reading as well, there needs to be such transition sometime in their L2 learning process. The adapted CORI program could support students to take the step and provide necessary practices for *reading to learn* in English.

Also, the features of the adapted CORI program mentioned throughout section 4.2.3 explain its advantages in the Korean EFL context: the adapted CORI draws more engagement, participation, and motivation from Korean EFL students with hands-on experiences (relevance), student-centered learning process (choice), achieved goals (success), and peer help (collaboration) that they rarely experience in the traditional classroom. Korean EFL students, if showered with these innovative practices and educational experiences, would produce considerable achievements in L2 learning. Otherwise, they would at least be better prepared for L2 learning with reading skills and engagement. In fact, reading is one of the most fundamental requirements for any kind of learning, especially for language learning. The lack of genuine practice of

English reading hinders Korean EFL students' successful English learning. The CORI program, if adapted and implemented properly, would provide such practice, thus be expected to guide the students to successful English learning.

The adapted CORI guarantees an enriched environment to read a wider range of English materials. All the participants of the present program remarked that the school English curriculum does not encourage reading books other than textbooks. All twenty participants had no experience pursuing their own reading materials. They say that they have never thought of reading related books to better understand the textbooks. Here is what some said about the traditional English reading class.

Interview Quote 40 (*Done in Korean and translated by the researcher*)

In reading class, teachers just teach us grammar points and sentence structures of the text. They do not encourage us to understand the contents and underlying meanings. We analyze each sentence but do not understand the context deeply. I do not dislike it, but I also do not think that helps me a lot. (Student 2)

Interview Quote 41 (*Done in Korean and translated by the researcher*)

Reading classes are only about textbooks. We never think of reading more books other than textbooks. I read some English books in middle school, but now I have no time to read them, since I have to focus on textbooks, or tests. (Student 6)

In fact, one of the biggest advantages of the adapted CORI lessons in the Korean EFL context is that it can invite students to read more books in English other than textbooks. This will equip students with real skills that would benefit them throughout their entire life: finding the right English books for themselves, getting information in English, and researching to answer questions in English. Then, they will grow into life-long learners of English, who can teach themselves. Student 18 witnessed, “CORI class is much better than other reading classes because I can learn how to teach myself.”

4.4.2. Limitations of the Adapted CORI Program in Korean EFL context

One of the biggest concerns that should be considered when implementing the adapted CORI in Korean EFL context is how to assess students’ achievements, more accurately, how to give each student a score. Although there are class sets and team sets of books, which all students read, students read different texts of their choice individually according to their levels. In Korea, scores students get from English tests play a great role in college entrance evaluation and it takes a relative evaluation method, meaning students get a different score according to other students’ achievements. They compete for a better score. With the evaluation system, the adapted CORI is problematic since relative evaluation would not work in this framework.

Another concern is that students may not study because of a vague evaluation system. Korean students are used to relative evaluation in which they should compete with other students for a better score. This motivates some students to study hard to excel. When they have a choice of books to cover, however, they might choose easier books so that they can achieve more than with books suitable to their level. In fact, they may choose to stay at the same level for a long time. From Gambrell et al.(1981)'s points of view, however, this may not be a problem.

Unlike Guthrie et al.'s (1981) CORI in L1 context, the adapted CORI of the current study could face language barrier issues. In the current study, the students with a low proficiency in English were often lost in class and actually said they did not know what to do. On the other hand, some students wanted more challenging concepts and topics to cover. Their English proficiency, however, does not meet up with their intellectual levels. In other words, to read and understand some of difficult science concepts, most Korean EFL students' proficiency would be too low to read challenging texts in English that may be of greater interest to them than easier texts.

Also, Korean students may find it confusing because CORI is a very different framework that they have not experienced before in an English classroom. They are used to analyzing texts and memorizing isolated linguistic items in English reading classes. The way that the adapted CORI suggests, however, is the right direction for the future of Korean EFL education and should be considered seriously.

To overcome the limitations mentioned above, more research on CORI in a Korean EFL context should be done and further eligible suggestions should be made.

CHAPTER 5.

CONCLUSION

This study looked into eight Korean EFL students' experiences during an adapted concept-oriented reading instruction. Section 5.1 gives a summary of major findings of the current study. Section 5.2 suggests pedagogical implications of the current study in the Korean EFL context. Section 5.3 discusses limitations of the study, making suggestions for future research.

5.1. Summary of Major Findings

The purpose of the study was to observe Korean EFL students in an adapted concept-oriented instruction (CORI) program. That is, what reading behaviors twenty Korean EFL high school students showed during the adapted CORI program, what changes they experienced towards reading in English, and what advantages and disadvantages the adapted CORI program has in a Korean EFL context.

All the participants except for the one completed two weeks of the adapted CORI program, with each saying that they enjoyed it and felt it improved their English ability. Students' reading-task behaviors varied, dividing them into good and poor readers. While good readers avidly read books inside and outside the classroom, poor readers expressed disappointment in their reading abilities. Considering the EFL context, poor readers' difficulties may be due to language

barriers. Also, Korean EFL students struggled when the adapted CORI class required them to be active and constructive unlike the traditional class where their roles are mostly passive. Throughout the course, however, most of the participants became more and more involved in reading and some of them eventually produced impressive journals, which showed their achievements in the reading program.

The participants' reading behaviors were seen in the light of motivational support, such as choice, relevance, success, and collaboration, one of the most important features of the CORI framework. Many students felt empowered over their reading and learning in the adapted CORI class. They were relaxed in this class since they could read books of their choice. Furthermore, students were more involved in reading because they could relate their life experiences to the reading through hands-on activities and contextual reading of relevant texts with a concept goal. The activities students participated in during the adapted CORI program helped students personalize what they learned in class. The program also had a significant impact on students' sense of achievement and success by providing attainable goals. Lastly, the lessons enabled students to interact with each other and with the teacher in constructive reading activities. Overall, the Korean EFL students showed gradual improvement in language learning and reading in English with motivational support.

The teacher explicitly taught reading strategies and most of the students reported that they learned them and had a chance to practice them in the CORI class. Such improvements were seen in their portfolios.

Throughout the program, the students were nurtured to be independent

English readers, by building confidence in reading and having a more positive attitude towards English reading instructions.

As byproducts of developing reading strategies, students improved their abilities of comprehending texts and finding main ideas by using context clues. Also, students showed noticeable improvements of their vocabulary command thanks to the practice of learning vocabulary in context.

The adapted CORI curriculum encouraged the students to combine what they learned with real-life skills such as writing a journal and leading a discussion. It was also found that many Korean EFL students were able to discuss in English if enough information was given and proper aids were provided.

The advantages of the adapted CORI program were found as follows. First, the course draws more engagement, participation, and motivation from Korean EFL students with hands-on experiences (relevance), student-centered learning process (choice), achieved goals (success), and peer help (collaboration) that they rarely experience in the traditional classroom. Second, it guarantees an enriched environment for Korean EFL students to read a wider range of English materials. It invites students to read more books other than textbooks in English. Most importantly, the program can be adopted as an instruction model to equip Korean EFL student to *read for information* in English. There is an urgent need for Korean students to transition from *learning to read* to *reading to learn* in English.

5.2. Pedagogical Implications

In accordance with the major findings stated in section 5.1, the present study suggests several pedagogical implications for Korean EFL education.

First, the adapted CORI program best suits Korean students with highly advanced English proficiency, especially those with abroad experiences. Since there are a growing number of such students, their needs should not be neglected at school, especially in areas like Gangnam where the current study was conducted. Adapted CORI programs can be included at least in extra-curricular activities for advanced students to choose. It is clear that they need more challenging and encouraging programs to support their transition from *reading for pleasure* or *learning to read* to *reading for information* or *reading to learn*.

Second, the majority of Korean EFL students are not ready for adapted CORI programs. CORI, being developed for L1 students, requires certain English levels to read and understand challenging concepts as Komiyama (2005) observes, “CORI is an instructional framework intended for young, L1 readers with enough linguistic abilities to communicate with others about the conceptual themes explored in class. Such abilities, however, may rarely be the case with second/foreign (L2/FL) learners” (p.85). Even adapted versions of CORI are too challenging for most Korean EFL students without abroad experiences because of language barriers. So, it is premature to abruptly include the adapted CORI in English curriculums in Korean EFL.

Third, the adapted CORI program should be introduced to Korean EFL

students and educators. Most participants in the current study found CORI new and interesting. None of them had heard of it before. It is the same with English educators in Korea. CORI, if not the adapted CORI, is worth being introduced to invite the educators to take it into consideration for improving their teaching practices. The students should have a chance to know the CORI program along with extensive reading, so that, when they are ready, they can take the necessary step towards *reading for information* as a life-long reader and gain access to the beneficial resources that CORI provides.

In fact, it is almost impossible for Korean EFL students to be raised as life-long readers with the education currently provided at school. That is why many parents choose to send their kids abroad or to private academies for their English education. Public English education should be reformed to provide opportunities where students can grow as life-long readers. So far, extensive reading has only been mildly suggested in Korea. While extensive reading invites students to *read for pleasure* in English, CORI, when introduced properly, would invite students to *read for information* in English, which is a crucial skill in any area where they will work in the future. In a long run, the adapted CORI can be included in reading curriculum to supplement the conventional reading instructions at school.

5.3. Limitations of the Study and Suggestions for Future Research

Though the current study yields beneficial implications and suggestions to

improve Korean EFL reading pedagogy, it also has limitations. First, the qualitative method that the study implemented has the limitation itself as Gergen and Gergen (2000) suggests that qualitative researchers have tendency to be too positive and not very scientific. With the positive and hopeful ideas of CORI, the researcher may have viewed the whole process in too positive a way, which may have led her to neglect some negative experiences of the participants. Also, the period of two weeks may have been too brief to see meaningful changes of students' reading behaviors and habits, let alone the advantages and disadvantages of the program.

In addition, the results of the study cannot be generalized since the participants cannot represent all Korean EFL students. All the participants were volunteers to take the CORI course early in the morning. They are highly motivated students. Also, most participants were advanced, though some of them could be categorized in typical Korean EFL students' group. Moreover, most of them have had private education for the extended period of time and half of them have abroad experiences: it is because of the regional profiles, which makes it harder to generalize the results.

The limitations mentioned above yield suggestions for future studies. First, quantitative studies should be conducted using CORI in the Korean EFL context along with more qualitative studies for a longer period of time. Second, diverse contexts should be selected for future studies on the adapted CORI program. Third, more altered versions of the CORI curriculum should be developed for Korean EFL students. The current study adopted the original CORI lesson plans and

resources, altering them minimally. To benefit not only advanced students but also diverse levels of Korean EFL students, the adapted CORI itself should be brushed up and altered for improvements, taking various contexts and students into consideration.

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Appendix 1. List of Guthrie’s CORI Reading Materials

Set Type	Title	ISBN	Publisher
Class set	Scholastic Atlas of Weather	0439419026	Scholastic, Inc.
Class set	Storm Coming! Baird	1563978873	Boyd's Mill Press
Team set	DK Eye Wonder: Weather	0756603234	DK Publishing Inc.
Team set	Wild Weather, Harris	0753459116	Kingfisher (HM)
Team set	The Earth’s Weather, Harmon	1403470650	Heinemann
Team set	Precipitation, Sievert	073683737	Capstone press
Team set	Tornadoes, Allen	736805885	Capstone Press
Team set	Tornadoes, Orme	516253212	Scholastic
Team set	Hurricanes, Brennan	1582737274	Newbridge
Team set	Hurricanes, Chambers	516253204	Scholastic
Team set (SR)	Wind, Sievert	073683740	Capstone press
Team set (SR)	Simply Science Weather, Flanagan	0756500397	Compass Point Books
Team set (SR)	Wild Weather: Hurricane, Chambers	140340114	Heinemann Library
Team set (SR)	Wild Weather: Tornado, Chambers	140340116	Heinemann Library
Team set (SR)	Hurricanes, Olson	736843329	Capstone Press

Team set (SR)	Tornadoes, Olson	736843337	Capstone Press
Team set (SR)	Forecasting the Weather, Miles	1403465584	Heinemann Library
Team (narrative)	Night of the Twisters, Ruckman	064401766	Harper Trophy
Team (narrative)	The Great Storm, Rogers	0896724786	Texas Tech Press
Team (narrative)	Williwaw, Bodett	0613283635	Dell Yearling
Team (narrative)	MSB: Twister Trouble	0439204194	Scholastic
Team (narrative)	MSB: Electric Storm	0439314348	Scholastic

Appendix 2. List of the Adapted CORI Reading Materials

Set Type	Title	ISBN	Publisher
Class set	Storm Coming! Baird	1563978873	Boyd's Mill Press
Class set	Weather	978-0-7534-1437-8	Kingfisher
Team set	Tornadoes and Hurricanes	978-1-4333-3614-0	Time kids
Team set	Weather Watching	978-1-74089-726-6	MoonjinMedia
Team set	Weather	0-7534-1309-4	Kingfisher
Team set	Weather	978-0-7566-0323-6	DK
Team set	Twister Trouble	978-0-439-20419-4	Scholastic
Team set	The Great Storm	978-0-89672-720-5	The Lone Star Journals
Team set	Hurricanes	0-590-46378-0	Scholastic
Team set	Tornadoes	978-0-7368-6153-3	Bringstone
Team set	Weather	978-0-7548-1943-1	Lorenz Books
Team set	Extremes	978-89-539-2028-6	Weldon Owen
Team set	Electric Storm	978-0-439-31434-8	Scholastic
Team set	Why Volcanoes Erupt	978-89-539-3305-7	Weldon Owen
Team set	Weather Watching	978-89-539-2042-2	Moonjin Media

Team set	Williwaw	978-0-375-80687-2	Yearling
Team set	Science a Closer Look	978-89-6055-222-7	Mac Graw Hill
Team set	Hurricanes	978-0-06-11701-3	Harper Collins
Team set	Wild Windstorms	978-89-539-3255-5	Weldon Owen
Team set	Storm Coming	1-56397-887-3	Byds Mills Press
Team set	Science a Closer Look	978-89-6055-228-9	Macmillan
Team set	Weather	978-1-84236-762-9	Miles Kelly
Team set	Tornado	978-1-4-34-9590-7	Heinemann Raintree
Team set	Science a Closer Look	978-89-6055-234-0	Macmillan
Team set	Rain or Shine	978-89-539-2923-1	Moonjin Media
Team set	Nights of the Twisters	978-0-06-220176-0	Harper Collins
Team set	Weather Forecast	978-08249-6823-6	WilliamsonBooks

Appendix 3

Name: _____

Wind Walk



Observe:

How does wind change things in your environment?

Predict wind speed	Assess using the Beaufort Wind Scale
Wind Speed _____ mph	Wind Speed _____ mph
Write one or two words that describe the wind speed _____	Wind Description _____

Compare and contrast your data with other students' data. Discuss similarities and differences.

Question:

Write 2 questions you have about wind:

1. _____
2. _____

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Appendix 4

Weather Learning Log

Name: _____

How would <u>you</u> describe this weather condition today?	Wind	Temperature	Clouds	Precipitation	Air Pressure
How did meteorologists describe it? (use Internet, evening news, etc.)					
How did this weather condition affect you today? (clothes, activities, mood, etc.)					
Observe: How did this weather condition affect structures around you, if at all?					
Observe: How did this weather condition affect the landscape around you, if at all?					

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Appendix 5

Name: _____



Student Guidelines:
Storm Chaser's Journal

1. Browse CORI books for information about famous hurricanes and tornadoes (see chart *CORI Books with Information about Famous Hurricanes and Tornadoes*).
2. Choose one famous hurricane or tornado that interests you.

My choice: _____
3. Continue reading about your famous storm in CORI books, classroom books, library books, web resources, etc.
4. Write important information about your storm on the Storm Chaser Organizer as you read.
5. Add your own fictitious details to the organizer.
6. Use the information on the organizer to write a journal from the perspective of a storm chaser experiencing the famous storm.
7. Your Storm Chaser's Journal is realistic fiction (a story that revolves around real facts and events). Place emphasis on the fiction component of your story. Use your own creativity to add supporting details to the facts you learned about your famous storm.
8. Your journal should include information about the weather conditions you are learning about (wind, temperature, clouds, precipitation, air pressure).
9. Choose 10 interesting weather words to use in your writing.
10. Create a glossary of the 10 words you selected to use in your writing.
11. You can make your story interesting, suspenseful and exciting!

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국 문 초 록

본 연구는 한국의 EFL 환경에 맞게 개념중심의 영어읽기 수업(Concept-oriented Reading Instruction)을 변형, 적용해 보려는 시도였다. 본 연구에서 본래의 개념중심 영어읽기 수업을 변형한 이유는 이 수업이 본래 영어를 모국어로 쓰는 학생들의 읽기 능력 향상을 위해 고안되고 개발되어 왔기 때문이다.

한국의 EFL 환경에 ‘정보찾기를 위한 영어 읽기’ 를 가르치는 수업을 소개할 필요가 있다는 인식 하에, 서울 강남에 위치한 청담 고등학교에서 변형된 형태의 개념중심 읽기 프로그램이 실행, 관찰되었다. 이는, 변형된 개념중심 읽기 수업을, 한국 EFL 학생들에게 영어 읽기를 가르치기 위한 보완적인 교수법으로써 살펴보기 위함이었다.

스무명의 학생들이 2주간 변형된 개념중심 읽기 프로그램을 경험하였다. 학생들은 이 프로그램에서 변형된 개념중심 영어읽기(Adapted CORI)의 동기부여 요소들을 경험하고, 읽기 전략에 대한 명시적인 지도를 받았다. 외국 경험이 있거나 장기간 사교육을 받은 영어 우수 학생들이 이 프로그램을 통해 긍정적인 변화와 읽기 행동의 발전을 보여주었으며, 그들이 Adapted CORI 프로그램의 장점의 최대 수혜자라는 점이 드러났다. 중간, 혹은 낮은 수준의 영어 학습자들은 언어적인 장벽 때문에 어려움을 겪었다. 언어 장벽을 극복하기 위해, 한국인 영어 선생님들이 Adapted CORI 프로그램을 가르치는 데 가장 적합할 것으로 보였다.

전반적으로, 본 연구는 Adapted CORI 프로그램이 한국 EFL 환경에서 장기적인 영어 독자를 길러내기 위해, 기존의 영어읽기 지도 방법을 보완하는 프로그램으로서 소개될 가치가 있다는 결과를 보여주었다.

주요어: 개념중심 읽기 수업, EFL 읽기 지도, 정보를 위한 읽기, 개념 목표, 동기부여 요소, 읽기

전략

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