



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

교육학석사학위논문

Changes in EFL Learners' L2 Reading and Writing
Behavior through Collaborative Storybook Reading
and Reading-Journal Writing

협력 읽기와 독서일지 쓰기를 통한 외국어 학습자의
영어 읽기 및 쓰기 행동 변화

2017년 2월

서울대학교 대학원
외국어교육과 영어전공
하 지 현

Changes in EFL Learners' L2 Reading and Writing
Behavior through Collaborative Storybook Reading
and Reading-Journal Writing

by

JI HYUN HA

A Thesis Submitted to
the Department of Foreign Language Education
in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Education

At the
Graduate School of Seoul National University

February 2017

Changes in EFL Learners' L2 Reading and Writing
Behavior through Collaborative Storybook Reading
and Reading-Journal Writing

협력 읽기와 독서일지 쓰기를 통한 외국어 학습자의
영어 읽기 및 쓰기 행동 변화

지도교수 김진완

이 논문을 교육학 석사 학위논문으로 제출함
2016년 12월

서울대학교 대학원
외국어교육과 영어전공
하지현

하지현의 석사학위논문을 인준함
2017년 1월

위원장 _____

부위원장 _____

위원 _____

Changes in EFL Learners' L2 Reading and Writing
Behavior through Collaborative Storybook Reading
and Reading-Journal Writing

APPROVED BY THESIS COMMITTEE:

BYUNG-MIN LEE, COMMITTEE CHAIR

YOUNGSOON SO

JIN-WAN KIM

ABSTRACT

Reading has long been considered the most important language skill in the Korean EFL (English as a Foreign Language) context, but recently with the growth of information and communication technology worldwide, there seems to be a growing demand for writing as well. Language experts and practitioners have recognized the significance of developing both English reading and writing and attempted to devise effective and integrative English reading and writing instruction methods in the Korean EFL context. The purpose of this study was to examine the feasibility of collaborative storybook reading and reading-journal writing in the Korean EFL middle school context as a way to enhance students' reading and writing abilities. The study explored the behavioral and attitudinal changes in students' second language (L2) reading and writing while they participated in collaborative storybook reading and reading-journal writing activities.

A total of 28 seventh-grade EFL students participated in the study, and they read four English storybooks, carried out self-directed group book discussions, and wrote four reading journals while engaging in collaborative reading and reading-journal writing activities for four months. Students' collaborative group discussions, reading journals, semi-structured interview responses, and pre- and post-questionnaire results were analyzed qualitatively. Students' reading rate and writing amount were measured, their writing scores were scored by two raters, and all quantitative data were analyzed with paired samples T-tests.

The findings suggested that students showed positive changes in their L2 reading behavior, L2 writing behavior, and attitudes toward L2 reading and writing. Students

gradually acquired autonomy and reading habits, made use of a wide range and scope of reading skills, and became more critical and fluent readers. Students gained intrinsic motivation and autonomy for writing, learned to write more effectively following the writing process, and began to express themselves through written texts. Students' writing improved in terms of length, lexical complexity, content, organization, and language conventions. As for students' attitudes toward reading and writing experiences, students displayed heightened interest, self-confidence, and motivation in English reading and writing, found English reading and writing pleasant, and discovered important values in reading and writing.

The present study presented the possibility of implementing collaborative storybook reading and reading-journal writing as an instructional approach to reinforce reading-writing relations, learner autonomy and collaboration, and critical literacy. The overall findings of the study provide insights into the development of integrated English reading-writing instruction suitable for the Korean EFL context, especially in secondary schools, to help students become more autonomous, proficient, and critical readers and writers.

Key Words: reading behavior, writing behavior, reading and writing attitudes,
collaborative reading, reading-journal writing

Student Number: 2014-20900

TABLE OF CONTENTS

ABSTRACT.....	i
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	vi
LIST OF APPENDICES.....	vii
CHAPTER 1. INTRODUCTION.....	1
1.1. Purpose of the Study.....	1
1.2. Research Questions.....	4
1.1. Organization of the Thesis.....	5
CHAPTER 2. LITERATURE REVIEW.....	6
2.1. Reading-Writing Relations.....	6
2.1.1. Theories of Reading-Writing Relations.....	6
2.1.2. Previous Studies on Reading-Writing Relations.....	9
2.2. Collaborative Reading.....	11
2.2.1. Theories of Collaborative Reading.....	11
2.2.2. Previous Studies on Collaborative Reading.....	13
2.3. Reading-Journal Writing.....	15
2.3.1. Theories of Reading-Journal Writing.....	15
2.3.2. Previous Studies on Reading-Journal Writing.....	18
CHAPTER 3. METHODOLOGY.....	21
3.1. Participants.....	21

3.2. Materials	22
3.2.1. Diagnostic Test Materials	23
3.2.2. Pre- and Post-Questionnaires	24
3.2.3. Reading Materials	24
3.2.4. Reading Activity and Mini-Lesson Materials.....	26
3.2.5. Scoring Rubrics.....	27
3.2.6. Observation Notes and Interviews	29
3.3. Procedure	29
3.4. Data Collection and Analysis	32
3.4.1. Transcripts of Audio and Video Recordings	33
3.4.2. Students' Reading Journals	33
3.4.3. Pre- and Post-Questionnaires, Observation, and Interviews.....	35
CHAPTER 4. RESULTS AND DISCUSSION	36
4.1. Changes in Students' L2 Reading Behavior	36
4.1.1. Autonomy and Habit Formation	37
4.1.2. Reinforced Reading Skills	39
4.1.3. Achievement of Critical Reading	42
4.1.4. Reading Speed	45
4.2. Changes in Students' L2 Writing Behavior	47
4.2.1. Writing Motivation and Autonomy	47
4.2.2. Reinforced Process Writing	49
4.2.3. Self-Expression through Written Communication.....	51
4.2.4. Writing Product Itself	52
4.3. Changes in Students' Attitudes toward L2 Reading and Writing	61

4.3.1. Gained Interest, Confidence, and Motivation.....	61
4.3.2. Reading and Writing for Pleasure.....	63
4.3.3. Finding Values in Reading and Writing	64
CHAPTER 5. CONCLUSION.....	68
5.1. Summary of Major Findings.....	68
5.2. Pedagogical Implications.....	71
5.3. Limitations and Suggestions	73
REFERENCES.....	75
APPENDICES.....	83
ABSTRACT IN KOREAN	99

LIST OF TABLES

Table 3.1 Participants' Information	22
Table 3.2 Diagnostic Test Results	23
Table 3.3 The Study's Reading Materials	25
Table 3.4 Recommended Book List for Middle School Students	25
Table 3.5 Mini-Lesson Topics.....	26
Table 3.6 Reading Journal Rubric.....	28
Table 3.7 Timeline of the Study	30
Table 3.8 Steps for Implementing Literature Circles	32
Table 4.1 Reading Speed	46
Table 4.2 Length of Students' Writing	58
Table 4.3 Writing Scores	59
Table 4.4 Section Writing Scores.....	59
Table 4.5 Attitude Changes in L2 Reading and Writing	65
Table 4.6 T-test Results of Pre- and Post-Questionnaires	66

LIST OF APPENDICES

Appendix 1. Diagnostic Test.....	83
Appendix 2. Pre-Questionnaire	84
Appendix 3. Post-Questionnaire.....	85
Appendix 4. Literature Circles Role Sheet	86
Appendix 5. Reading Journal	90
Appendix 6. Mini-Lesson on Reading-Writing Activities	91
Appendix 7. Observation Note	93
Appendix 8. Guided Interview	94
Appendix 9. Samples of Students' Reading Activities	95
Appendix 10. Samples of Students' Writing	97

CHAPTER 1.

INTRODUCTION

The present study explores the behavioral and affective changes in Korean middle school students' English reading and writing while engaging in collaborative storybook reading and reading-journal writing. This chapter introduces the purpose and the organization of the study. Section 1.1 discusses the background and purpose of the study. Section 1.2 presents the research questions. Section 1.3 outlines the organization of the thesis.

1.1. Purpose of the Study

English education in Korea has been moving toward more student-centered, communicative, and skills-integrated learning. A great deal of effort has been made to develop students' communicative competence thanks to highly qualified teachers who are capable of teaching English in English and the increasing availability of authentic audiovisual materials. However, reading, a receptive skill required for further academic studies, remains the most emphasized skill among the four language skills in language learning in EFL (English as a Foreign Language) classrooms (Song, 2000). Hence, students get most of their language input from reading, and the teaching of listening, speaking, and writing is integrated with reading instruction (Ediger, 2001).

Despite its increasing importance, writing does not get much emphasis in EFL classrooms. Not much class time is allotted for writing in most secondary schools. What is more, many teachers are faced with a number of challenges when they actually implement writing instruction, such as school curricula focused on the CSAT (College Scholastic Aptitude Test), lack of preparation time and experience, lack of teaching materials and aids, large class sizes, and low student motivation (Kim, 2004). Due to all these barriers, students do not get enough opportunities to actually use English in a written communicative context in and out of class under the current educational circumstances. As a result, even the most advanced students do not feel confident about writing in English due to their lack of content knowledge, writing skills, and writing practice.

Writing is taking on a greater importance with the rapid development of Internet and information technology, and there seems to be an increasing need to develop students' reading and writing abilities simultaneously. Nowadays more and more students are asked to carry out written communications through e-mails, blogs, community websites, and SNSs (Social Network Services) as well as read a variety of texts written in English both online and offline. The 2009 revised National Curriculum was devised based upon these current trends and it aims to help students build their English reading and writing abilities (Ministry of Education Science and Technology, 2011). As a result, many researchers have been striving to find effective teaching approaches or techniques through which learners can develop their reading and writing skills at once. Therefore, teachers should prepare students to be able to utilize information from various English

texts of many different sources as well as to better interact with people around the world in a varied written communicative context.

Many language experts and scholars recognize the significance of writing instruction in relation to reading and suggest instructional approaches that reflect this. Theoretical and empirical research evidence on first language (L1) and second language (L2) learning supports the interactive relationship between reading and writing in that reading enhances students' writing (Grabe, 2003). Numerous studies have shown that teaching and learning of reading and writing can be integrated to their mutual benefit (Carson, 1990; Fitzgerald & Shanahan, 2000; Grabe, 2003). Reading can serve as scaffold, providing students with topics on which to write. L1 and ESL (English as a Second Language) studies suggest that using literary texts as reading materials offers a great deal of linguistic and cultural benefits (Day & Bamford, 1998; Spack, 1985; Vandrick, 1996). Moreover, keeping reading journals helps students enhance their reading and writing abilities (Ferris & Hedgcock, 1998; Gordon, 2000; Tompkins, 2004).

The effects of reading instruction in secondary schools have long been one of the most popular topics of second language learning research, and those studies have provided significant implications for practitioners and teachers in choosing proper teaching approaches and designing well-organized curricula that meet students' demands. Collaborative reading coupled with reading-journal writing is a good example of the integrated reading-writing approach, and according to research findings, students participating in these activities are able to enhance their reading and writing skills, improve their communication skills, gain self-confidence, and learn from each other (Carson, 1990; Choi & Sung, 2006; Ferris & Hedgcock, 1998; Lin, 2006; Lyutaya, 2011;

Spack, 1985; Vandrick, 1996; Yang, 2000). However, little EFL research has been conducted on literature-based integrated reading-writing instruction, especially at the secondary school levels. Accordingly, the current study will discuss the rationale for utilizing collaborative reading activities in the EFL middle school classroom in line with the previous studies and describe how to integrate writing instruction and practice with English storybook reading activities by using reading journals.

The purpose of this study is to examine whether collaborative reading and reading-journal writing affects EFL middle school students' L2 reading behavior, L2 writing behavior, and attitudes toward L2 reading and writing. The current study will contribute to English education in the Korean EFL context by presenting the feasibility of collaborative storybook reading and reading-journal writing in secondary schools.

1.2. Research Questions

The study aims to observe the changes in EFL middle school students' L2 reading and writing behavior after receiving instruction and practice on collaborative L2 storybook reading and reading-journal writing. The change in students' attitudes toward English reading and writing is also examined through students' pre- and post-survey results, semi-structured student interviews, and class observation. The research questions of the study are as follows:

1. How do collaborative storybook reading and reading-journal writing affect EFL students' L2 reading behavior?

2. How do collaborative storybook reading and reading-journal writing affect EFL students' L2 writing behavior?

3. How do collaborative storybook reading and reading-journal writing affect EFL students' attitudes toward L2 reading and writing?

1.3. Organization of the Thesis

The present study consists of five chapters. Chapter 1 introduces the background and purpose of the study and proposes the research questions. Chapter 2 presents an overview of theoretical and empirical studies on reading–writing relations, collaborative reading, and reading-journal writing. Chapter 3 explains the methodology in terms of participants, materials, procedures, and data collection and analysis. Chapter 4 presents the results of the study and discusses the research findings. Finally, chapter 5 concludes the study with the summary of the major findings and the pedagogical implications and provides some suggestions for further studies.

CHAPTER 2.

LITERATURE REVIEW

This chapter offers the theoretical background of the reading–writing relations and two practical tasks that can be employed to integrate reading and writing instruction: collaborative reading and reading-journal writing. Section 2.1 deals with reading-writing relations and integrative instruction. Section 2.2 presents collaborative reading as a way to foster reading–writing integration and instruction. Section 2.3 discusses reading-journal writing to integrate reading–writing skills.

2.1. Reading–Writing Relations

This section presents the literature reviews on reading–writing relations: theories of reading–writing relations in 2.1.1 and previous studies on reading–writing relations in 2.1.2.

2.1.1. Theories of Reading–Writing Relations

Scholars of both reading and writing have paid increasing attention to reading–writing relations over the years, as accumulating evidence has shown that the integration of reading and writing reinforced language learning and literacy skills development (Grabe, 2003). Many researchers have agreed on the close relationship between reading

and writing and focused on the interactive influence they have on each other. They have studied the interaction between reading and writing mainly in L1 learning contexts, but they also expanded their work into L2 learning contexts (Grabe, 2003; Hirvela, 2004; Tierney & Shanahan, 1991; Zamel, 1992).

The research on reading–writing relations can be divided into three major directions: shared processing and knowledge in reading and writing, reading and writing as interaction, and reading and writing to learn content (Shanahan & Tierney, 1990; Tierney & Shanahan, 1991). Reading and writing abilities are strongly correlated (correlation between .50 and .70) because they are built on the basis of similar knowledge and reasoning, cognitive processing, and contextual constraints. According to Stotsky (1983), better writers also tend to be better readers, suggesting beneficial crossover effects between reading and writing. Tierney and Shanahan (1991) pointed out that reading and writing can be seen as a dialogue between the audience and the author through the written text, which fosters both reading and writing skills. As a result, language learning can be done more efficiently and effectively if learners are provided with integrated learning of reading and writing rather than separate reading and writing instruction (Fitzgerald & Shanahan, 2000; Tierney & Shanahan, 1991).

Shanahan and Lomax (1986) suggested three models of reading–writing relations: the reading-to-writing, writing-to-reading, and interactive models. They found evidence that reading can lead to writing development, writing can lead to reading development, and the reading–writing relationship can change with the development of both reading and writing and reading and writing show interactive relations. Ferris and Hedgcock (1998) discussed the directionality in reading–writing relations, asserting that reading

should precede writing (directional hypothesis), common underlying processes operate in reading and writing (non-directional hypothesis), and reading and writing improve each other (bi-directional hypothesis). Similarly, Grabe (2003) proposed the following hypothesis regarding the directionality of reading–writing relations: Reading improves writing, writing improves reading, reading and writing improve each other, and there is no direct relationship. However, in the area of reading–writing relationships, researchers put greater emphasis on writing issues associated with reading–writing relations, examining reading in terms of its impact on writing or its uses for enhancing students’ performance on writing tasks.

Although scholars’ views of the reading–writing relations differ greatly, language experts generally agree that there is a strong bond between reading and writing and that reading and writing are interdependent, in that reading and writing should be integrated in the teaching of both skills in language education (Carson, 1990; Ferris & Hedgcock, 1998; Grabe, 2003). From a pedagogical perspective, these findings imply that language teachers should integrate the two rather than instruct reading and writing separately during reading–writing instruction. Students can then be empowered to carry out activities that combine reading and writing in the classroom context. Evidence indicates a strong need to provide integrated language learning environments, such as teaching specific skills like summarizing and writing a response to a reading. In line with these findings, a number of curricular approaches and instructional practices have been proposed and implemented in EAP (English for Academic Purposes) contexts, including a language-emphasis program, a reading-and-writing emphasis program, content-based instruction, and task-based instruction (Grabe, 2003).

2.1.2. Previous Studies on Reading–Writing Relations

Shanahan and Tierney (1990, 1991) presented three fundamental directions in L1 research on reading–writing relations: shared processing and knowledge resources in reading and writing, reading and writing as interaction, and reading and writing to learn content. Following their studies, many L1 studies have proved the positive relationship between reading and writing, especially in reading-to-writing relations. McGinley (1992) demonstrated that better readers are better able to collect, organize, and connect information in writing. Studies have shown that the use of relevant models of task assignments leads to better writing (Charney & Carlson, 1995; Smagorinsky, 1992), and that extensive reading indirectly leads to better writing (Elley, 1991). Rouet et al. (1997) insisted that expert readers integrate and use multiple texts in very different ways from novice students.

Having established the reciprocal interaction between reading and writing in L1 studies, researchers moved on to examining the relations of reading and writing in L2 learning contexts and also found convincing evidence for reading–writing relations. Cummins (1979, 1981) asserted that students need a reasonable L2 proficiency to allow the transfer of common literacy abilities. One of the major L2 studies on reading–writing relations was conducted by Carson, Carrell, Silberstein, Kroll, and Kuehn (1990). Carson et al. (1990) closely examined the L1 and L2 reading and writing abilities of Chinese and Japanese ESL learners to find the relationship across languages (L1 and L2) and across modalities (reading and writing). The findings suggested that reading and writing skills can transfer across languages, although the pattern differs, reading ability

transfers more easily than writing ability, and the reading–writing relationship varies across languages. Carrell (1991) showed that L2 proficiency is a far more powerful predictor of students’ reading performance than L1 proficiency. Johns and Mayes (1990) demonstrated that students with better L2 language proficiency wrote better summaries. Krashen (1984) provided evidence indicating that extensive reading, over time, leads to better writing abilities. Grabe and Kaplan (1996) found that extensive reading can work as input for writing and thus improve the L2 writing of both beginner and advanced learners. Tsang (1996) reported that an extensive reading group wrote significantly better essays with more content information compared to their non-participant peers.

Shim (2004) analyzed the data taken from 192 Korean EFL college students using the structural equation modeling approach to investigate the reading and writing connection and concluded that there is a meaningful correlation between reading and writing. He found that the reading and writing processes share some major factors, such as planning, aligning, drafting, and revising. Choi and Sung (2006) examined the reading–writing relationship in Korean EFL high school students. Among reading, writing, and reading-journal writing groups, the reading-journal writing group showed the most improvement in their writing scores, which supported the bi-directional hypothesis of reading–writing relations.

A number of theoretical and empirical studies have been, and are still being, carried out to support the idea of an interactive relationship between reading and writing in order to provide learners with integrated reading–writing instruction. Many studies have proved that teaching reading and writing together as a whole is effective in developing students’ language skills (Carson, 1990; Fitzgerald & Shanahan, 2000; Grabe, 2003).

However, few EFL studies have been conducted to support the notion of reading-writing relations, especially in the secondary school context. The present study attempts to support the idea that reading and writing instruction are positively related in the EFL context and suggest teaching implications for EFL secondary school teachers.

2.2. Collaborative Reading

This section deals with the literature reviews on collaborative reading: theories of collaborative reading in 2.2.1 and previous studies on collaborative reading in 2.2.2.

2.2.1. Theories of Collaborative Reading

Collaborative learning is a learning approach in which two or more people learn something together by actively engaging in social interaction (Dillenbourg, 1999). This learning approach is heavily rooted in Vygotsky's (1978) concept of the "zone of proximal development," the distance between a learner's current developmental level and potential developmental level with the guidance from more experienced peers or teachers. Learners are able to construct knowledge for themselves only by actively taking part in the learning process and constantly negotiating meaning with more knowledgeable others. Thus, learning takes place while working collaboratively with others. Reid, Forrestal, and Cook (1989) suggested five stages of collaborative learning: engagement, exploration, transformation, presentation, and reflection. Students engage in collaborative learning activities, explore and exchange information while working as a group, clarify and

synthesize shared ideas, present their findings to the whole class, and finally reflect on their progress in learning.

Collaborative learning is an umbrella term for a variety of educational approaches, and collaborative reading refers to reading done using the collaborative learning approach. Gillies and Ashman (2000) pointed out that combining collaborative learning with reading instruction offers students opportunities to communicate with peers, increases interaction and support, encourages the development of reading comprehension, and lowers anxiety. Collaborative reading engages students in student-centered group activities to read, discuss, and critique literature and while taking part in these activities students can enhance their ability to work together (Wood, Roser, & Martinez, 2001). Collaborative reading enables learners to improve their general understanding, have fun, build vocabulary and structural awareness, and promote confidence and motivation (Barnett, 1989; Day & Bamford, 1998; Krashen & Terrell, 1983). One of the most noticeable benefits of working in collaborative groups is that students can have peer support in the learning process (Lave & Wenger, 1991; Slavin, 1990); in other words, students are provided with scaffolded collaborative assistance (Vygotsky, 1978). Vygotsky (1986) also made a convincing argument that human activities and mental function are mediated by language and language acquisition is realized through a collaborative interactional process. Collaborative reading allows learners to actively take part in the meaning-making process by providing a facilitative environment. Thus, students can learn language most effectively by participating in collaborative discussions about literatures as collaborative work promotes meaningful learning, improves reading comprehension, and enhances communicative skills.

The current study applies collaborative reading using literature as reading literature together offers several benefits. Literature is enjoyable, interesting, and motivating, it stimulates students' cultural awareness, it promotes students' multidimensional and analytical thinking and writing, and it enhances students' creativity and writing ability (Vandrick, 1996, 1997). Using literature in writing classes has positive effects on students' language awareness, understanding, critical thinking, and engagement (Oster, 1989; Spack, 1985). There is a great potential in using literature in reading–writing classes, as reading a large amount and a wide range of literature facilitates language learning and reading tasks can integrate other language skills: students speak and listen when they discuss the texts in groups and write when they perform pre-, during-, and post-reading activities (Lyutaya, 2011).

2.2.2. Previous Studies on Collaborative Reading

There have been several research studies on the effects and feasibility of collaborative reading in L1 contexts (Daniels, 2002; Hollingsworth, Sherman, & Zaugra, 2007; McMahon & Raphael, 1997; Short, 1990; Spack, 1985; Vandrick, 1996). Collaborative reading has been found successful in improving students' reading comprehension and attitudes toward reading (Spack, 1985; Vandrick, 1996; Wood et al., 2001). Hollingsworth et al. (2007) demonstrated that collaborative learning can bring about improved reading comprehension in reading classes. Short (1990) noted that reading, writing, and sharing in peer groups allows students to internalize their own learning progress. Students can choose their own reading texts, reflect on their own reading, and share their common

interests, knowledge, and experiences by working in collaborative groups. McMahon and Raphael (1997) insisted that individuals' mental processing is guided by social interaction and that small group activities are powerful in internalizing the reading text. Daniels (2002) proposed a collaborative reading strategy named "Literature Circles" and proved its beneficial effects on student engagement and empowerment in reading. Following Daniels, many studies have proved the positive effects of implementing collaborative reading tasks on the improvement of overall reading comprehension (Brown, 2002; Farinacci, 1998), reading comprehension and motivation (Davis et al., 2001), active engagement in reading (Day, 2008), and meaning negotiation (Farinacci, 1998).

Related research has also been conducted on the effects and feasibility of collaborative reading in L2 contexts (Choi, 2003; Donato, 1994; Lin, 2006; Rha, 2002; Shim, 2009), and researchers have also found positive effects of collaborative reading in the ESL context mostly on reading comprehension, attitude, and behavior. Donato (1994) found positive evidence for novice French learners' scaffolding through working collaboratively on language tasks. Carrison and Ernst-Slavit (2005) discovered the merits of using collaborative reading groups in strengthening literacy skills, attitude, and confidence. Lin (2006) reported the improvement of reading comprehension among Chinese students learning English through collaboration. Rha (2002) argued that "literature discussion study" could be effectively implemented in the Korean EFL context. Choi (2003) found that Korean college students who were in collaborative reading groups used social strategies more frequently and could better translate complicated sentences compared to those reading through the grammar-translation method. Shim (2009) examined the effects of collaborative reading on EFL college students' reading comprehension and perception and

found that low-achieving students tended to take greater advantage of group collaboration than high-achieving students.

Traditionally, individual reading has been emphasized in L1 and L2 reading research; however, collaborative reading came to be more powerful and effective learning approach with the development of socio-constructivism followed by Vygotsky's (1978) influential study. Collaborative reading enables students to actively engage in their own learning process and to benefit from working together with peers. In order to effectively integrate reading and writing instruction, this study suggests collaborative reading as a viable task to facilitate improvement in students' L2 reading and writing.

2.3. Reading-Journal Writing

This section provides an overview of the literature on reading-journal writing: theories underlying reading-journal writing in 2.3.1 and previous studies on reading-journal writing in 2.3.2.

2.3.1. Theories of Reading-Journal Writing

Journal writing has been widely accepted as one of the most effective ways to improve learners' reading and writing (Cooper, 1997). Learners keep track of their own journal entries to reflect on their own thoughts and feelings and share their opinions with peers and teachers. Carrell (1994) insisted that students can engage in their own learning and become more autonomous and skilled writers through journal writing as journal

writing allows them to practice expressing their personal feelings and experiences through writing, without having to worry about the language forms. Richard-Amato (1996) refers to journal writing as an activity to express and share one's thoughts, feelings, experiences, and inquiries. According to him, journals can be categorized into response journals, dialogue journals, learning journals, reading journals, and coauthored reading journals. Similarly, Tompkins (2004) classified journals into personal journals, dialogue journals, reading journals, learning journals, double-entry journals, and simulated journals.

Tompkins (2003) also categorized writing into six different genres: descriptive writing (e.g., descriptive essays), expository writing (e.g., comparison essays and reports), journals and letters (e.g., reading journals and e-mails), narrative writing (e.g., short stories and personal narratives), persuasive writing (e.g., editorials and persuasive essays), and poetry writing (i.e., poems). The reading journal falls into the journals and letters category where students share their ideas, thoughts, and feelings with themselves and specific, known audiences. Tompkins (2004) further categorized journals into six different types according to purpose: personal (to keep track of one's own life experiences), dialogue (to share ideas and feelings with peers or teachers), reading (to respond to the reading text), learning (to keep track of one's own learning), double-entry (to record two different types of information in divided columns), and simulated journals (to be written from the characters' points-of-view). These journals are written for different purposes, and each type is distinctively effective in promoting interaction with peers and teachers by means of feedback.

Ferris and Hedgcock (1998) espoused reading-journal writing as it improves L2

students' writing fluency, critical thinking skills, and interaction with the text. Gordon (2000) argued that reading-response journals provide students with structure, freedom, enhanced comprehension, critical thinking, and confidence. Kern (2003) argued that students use reading-journal writing to show their thoughts and interpretations of the text as well as their reflections on their own reading processes. He pointed out five key elements that students include in their reading journals: (1) a full reference of the text, (2) the reason they chose it, (3) a summary of the text, (4) their personal response to the text, and (5) a reflection on the reading process (Kern, 2000). Vandrick (2003), an advocate of using literature in writing classes, emphasized the usefulness of the reading-response journal in writing instruction. According to Tompkins (2004), a reading journal (also known as a response journal, reading log, or reading diary) records students' responses to or reflections on the books they are reading, and it is widely used in language learning as a way to integrate reading and writing.

Researchers have proved that reading journals help learners to refine their understanding of the text, explore their ideas and feelings, gain control over their own reading process, and evaluate and share their reading experiences (Britton, 1970). The reading of literature, especially when it is combined with writing tasks (e.g., reading logs), helps students to arrive at a deeper understanding of reading strategies, literary elements, and the language. Students are inspired to offer their opinions, tell their own stories, and gain confidence as readers, writers, and learners through the connection with literature (Lyutaya, 2011).

2.3.2. Previous Studies on Reading-Journal Writing

Research studies have been conducted on the effects of reading-journal writing in L1 and ESL contexts (Hiew, 2010; McKay, 2001, Spack, 1985; Tsang, 1996; Wollman-Bonilla, 1989). Spack (1985) argued that keeping reading journals helps learners gain confidence in interpreting literary texts and writing their responses to the texts as they can form the habit of writing about literature after reading and get feedback from peers and teachers as well as read the literature in depth. McKay (2001) found two major benefits of writing reading-response journals and essays: expressing personal interpretation of the literature and learning to support personal opinions with relevant information. Wollman-Bonilla (1989)'s case study of three fourth-grade students showed reading journal to be a powerful tool in assessing and developing students' reading. Tsang (1996) examined a group of Cantonese-speaking students in Hong Kong who participated in three English programs: regular plus mathematics, regular plus extensive reading, and regular plus frequent writing practice. The results showed significant effects of the regular plus extensive reading program where students were given chances to read and keep reading journals. Hiew (2010)'s study suggested that literature-response journals helped Malaysian ESL students improve writing fluency.

A few empirical studies verified the effects of reading-journal writing on students' reading and writing in the Korean EFL context (Choi & Sung; 2006; Kim, 2004; Lee, 2012; Yang, 2000). Song (1997) investigated the effect of dialogue-journal writing on the writing quality, reading comprehension, and writing apprehension of Korean EFL college students and found that it improved students' writing quality. Yang (2000)

studied the effect of reading-journal writing on Korean EFL high school students' learning of English using graded readers and found that it produced meaningful improvement in not only reading speed and comprehension but also writing fluency and structural proficiency. Kim (2004) studied Korean high school students' reading-journal writing and found positive effects on developing writing fluency and accuracy. Choi and Sung (2006) examined the relationship between reading and writing ability in keeping reading journals and found improvements in reading and writing quality. Lee (2012)'s study proved that writing fluency could be enhanced through reading-journal writing, although it did not reveal significant improvement in high school students' reading and writing ability.

As shown in the research, keeping reading journals helps learners achieve a deeper understanding of literary texts, express their own interpretations and reflections, and reflect on their own reading process. The study results demonstrated the feasibility of implementing reading-journal writing not only in L1 and ESL classroom context but also in Korean EFL classroom contexts. This study will focus on the behavioral change in students' L2 reading and writing triggered by reading-journal writing coupled with collaborative reading.

In summary, extensive research has been conducted to verify the positive correlation between reading and writing to implement integrated reading-writing activities. In addition, studies on collaborative reading and reading-journal writing have proved that there actually are positive effects in implementing each of these tasks. However, few researchers have considered all of these matters simultaneously to observe the

behavioral and affective change of students in their English reading and writing. Therefore, the present study focuses on investigating changes in students' L2 reading and writing behavior and their attitudes toward L2 reading and writing after engaging in collaborative reading and reading-journal writing.

CHAPTER 3.

METHODOLOGY

This chapter provides the details of the methodology employed in the study. The study is based upon a mixed method approach that combines both qualitative and quantitative approaches to analyze data collected from participants (Creswell, 2003). Section 3.1 provides information on the participants. Section 3.2 discusses the materials used in the study. Section 3.3 uncovers the details of the procedures of the experiment. Section 3.4 explains data collection and analysis.

3.1. Participants

This study included 28 (15 female and 13 male) EFL students attending a co-ed middle school located in Songpagu, Seoul. The students were all seventh graders from 12 to 13 years old and they voluntarily took part in English book club activities advised and taught by the researcher. The participants had been learning English for four years in the EFL classroom context. Most had also learned English intensively in private institutions, and some of them had studied abroad for months to several years in English-speaking countries.

The participants were heterogeneous in terms of their proficiency levels; however, they were very interested in English and highly motivated to read English books, as they had joined the book club voluntarily. The participants had been studying English for 13

hours a week on average (ranging from 5 to 27 hours a week) and they perceived their proficiency levels as high intermediate in overall English proficiency, high intermediate in reading, and intermediate in writing. Most of the participants were focused on improving all four language skills: listening, speaking, reading, and writing. However, they were more confident in listening and speaking than reading and writing. The participants' general information is provided in Table 3.1.

Table 3.1 Participants' Information¹

N	Gender (F/M)	Age	Year of Study	Learning Time (Hrs/ Week	Perceived English Proficiency	Perceived Reading Proficiency	Perceived Writing Proficiency
28	15/13	12.3	7.4	13	High inter- mediate	High inter- mediate	Inter- mediate

3.2. Materials

This section uncovers the materials used in the current study: diagnostic test materials in 3.2.1, pre- and post-questionnaires in 3.2.2, reading materials in 3.2.3, reading activity and mini-lesson materials in 3.2.4, scoring rubrics in 3.2.5, and observation notes and interviews in 3.2.6.

¹ The results were based on the pre-questionnaire surveyed on the students before the treatment.

3.2.1. Diagnostic Test Materials

A diagnostic test was carried out to check participants' English reading and writing ability in general. To check students' reading speed and accuracy, a speed-reading test of a sixth-grade-level reading passage with three comprehension questions taken from <http://readingspeedtest.org> was administered (see Appendix 1). Reading speed was tested in terms of words per minute (WPM), while reading accuracy was tested in terms of percentage of correct answers (%). Students were asked to write a paragraph-length essay titled "My favorite trip" within 30 minutes (see Appendix 1). Students' writing ability was measured in terms of quantity (writing amount) and quality (writing scores). The quantity of students' writing was calculated as the total number of words, while the quality was measured by the mean scores graded on a holistic scoring rubric (5 points). The writing scores were calculated as the means of two raters (inter-rater reliability = .898). Table 3.2 offers the descriptive statistics of students' diagnostic test results on reading (reading speed and accuracy) and writing (writing amount and score).

Table 3.2 Diagnostic Test Results

	N	M	SD	Skewness	Kurtosis
Reading Speed (WPM)	28	209.03	96.43	1.157	2.578
Reading Accuracy (%)	28	97.57	8.92	-3.52	11.18
Writing Amount (No. of Words)	28	135.89	57.15	.087	-.551
Writing Scores (Points)	28	4.16	.90	-.723	-.473

3.2.2. Pre- and Post-Questionnaires

All the participants were surveyed on their general English learning experiences, English reading and writing experiences, and experiences of collaborative reading and reading-journal writing on a 5-point Likert scale. The questionnaires consisted of questions adapted from survey questions used in Choi and Sung (2006). Considering the participants' current English proficiency and their cognitive comprehension abilities, the questions were given in Korean instead of English.

The pre-questionnaire was composed of 20 questions in total. Six questions covered participants' general English learning experiences, seven covered participants' English reading experiences, and seven covered participants' English writing experiences (see Appendix 2).

The post-questionnaire consisted of 20 questions in total. Three of the questions covered experiences of collaborative reading and writing activities, and three covered general English learning experiences. Moreover, seven of the questions covered English reading experiences in relation to the collaborative reading and reading-journal writing, and seven covered English writing experiences related to the collaborative reading and reading-journal writing carried out in the study (see Appendix 3).

3.2.3. Reading Materials

The reading materials used in the present study were four English storybooks chosen from the Newbery Medal Winners and Honors and the Penguin Readers book series that fall into the Lexile ranges of 650 to 850 (Table 3.3).

Table 3.3 The Study's Reading Materials

No.	Title	Author	Pages	Lexile
1	<i>The Diary of a Young Girl</i> (Penguin Readers: Level 4)	Anne Frank	64	750
2	<i>A Long Walk to Water</i>	Linda Sue Park	128	720
3	<i>Number the Stars</i>	Lois Lowry	137	670
4	<i>Holes</i>	Louis Sachar	233	660

The first storybook was presented by the instructor, and three other storybooks were selected by students on their own. The first book was pre-selected by the instructor based on the grade level of the students, typical interests of middle school students, topics suited to the curriculum, and the recommended book list. The next three storybooks that students selected were chosen from the recommended book list provided by the instructor based upon students' interests and readability (McKay, 2001). This book list consisted of books chosen from reading lists of the United States public libraries to suit Korean intermediate EFL learners (Table 3.4).

Table 3.4 Recommended Book List for Middle School Students

No.	Title	Author	Lexile
1	<i>Holes</i>	Louis Sachar	660
2	<i>Number the Stars</i>	Lois Lowry	670
3	<i>Charlotte's Web</i>	E. B. White	680
4	<i>A Long Walk to Water</i>	Linda Sue Park	720
5	<i>A Wrinkle in Time</i>	Madeleine L'Engle	740
6	<i>The Diary of a Young Girl</i>	Anne Frank	750
7	<i>The Giver</i>	Lois Lowry	760
8	<i>Lord of the Flies</i>	William Golding	770
9	<i>Charlie and the Chocolate Factory</i>	Roald Dahl	810
10	<i>Tuesdays with Morrie</i>	Mitch Albom	830
11	<i>Frindle</i>	Andrew Clements	830
12	<i>Matilda</i>	Roald Dahl	840

3.2.4. Reading Activity and Mini-Lesson Materials

Participants were divided into groups of four and each group member was given an individual literature circle role sheet and asked to complete the role sheet while reading the book to facilitate participation in the reading discussions (Daniels, 1994, 2002). These role sheets helped students read the storybooks more thoroughly and collaboratively. Each group member was given the role of discussion leader, connector, summarizer, or illustrator, and switched to a new role with each storybook (see Appendix 4).

After finishing each book, students were asked to write a reading-journal to show their general understanding of the story; express their feelings toward the plot, characters, and events; and connect the story to their own lives. The format of the reading journal is given in the appendices (see Appendix 5).

Participants were given mini-lessons on collaborative reading activities and reading-journal writing to help them participate actively in collaborative reading and reading-journal writing (Appendix 6). The mini-lesson topics given to students regarding collaborative reading and reading-journal writing are shown in Table 3.5.

Table 3.5 Mini-Lesson Topics

Session	Topic	Book
1	<ul style="list-style-type: none">▪ Literature Circles: Role Description and Assignments▪ Reading-Journal Writing: Format	
2	<ul style="list-style-type: none">▪ Literature Circles: Role Description and Modeling▪ Reading-Journal Writing: How to Write a Reading Journal	# 1
3	<ul style="list-style-type: none">▪ Reading-Journal Writing: Journal Prompts and Possible Journal Entries	# 2
4	<ul style="list-style-type: none">▪ Literature Circles: How to Carry Out Book Discussions	# 3
5	<ul style="list-style-type: none">▪ Reading-Journal Writing: Practice Writing	# 4

3.2.5. Scoring Rubrics

Students' reading journals, the first through the last, were scored according to analytic (multiple-trait) scoring rubric in terms of content (understanding, critical response, and personal response), organization, and language conventions. Trait-based scoring is designed to delineate the specific topic and genre features of the task being judged (Hamp-Lyons, 1991). Multiple-trait scoring can provide separate scores for different writing features ensuring specific assessment tasks that are properly adapted to the context, purpose, and genre of the writing (Hyland, 2003).

A reading journal is a certain kind of writing and has peculiar features based on its genre. It includes not only the understanding of the literary text but also critical and personal response to the text. Thus, the rubric should be designed to consider the specific features of reading journal. The scoring rubric used in the present study was adapted from Quakertown Community School District (Quakertown, PA, USA) where reading journal rubrics have been extensively developed. The detailed rubric is presented in Table 3.6.

Table 3.6 Reading Journal Rubric

	CRITERIA	4	3	2	1
C O N T E N T	UNDER- STANDING	The student correctly recalls the important events, settings, and characters of the text, citing specific details.	The student correctly recalls the important events, settings, and characters of the text.	The student correctly recalls some important events, but does not describe the setting or refer to major characters.	The student misses important events, settings, and characters of the text.
	CRITICAL RESPONSE	The student makes judgments and states opinions using details from the text, other texts, and/or personal experiences.	The student makes judgments and states opinions using details from the text.	The student makes judgments or states an opinion without providing support from the text.	The student states an opinion that is unrelated to the text.
	PERSONAL RESPONSE	The student connects specific examples from the text to personal experiences, other texts, and/or background knowledge.	The student connects the text to personal experiences, other texts, and/or background knowledge.	The student makes connections that are fragmented, limited and/or not important to the text.	The student makes a personal comment that is unrelated to the text.
ORGANI-ZATION		The student shows effective use of organization with complete and clear beginning, middle, and end. Ideas are connected in a clear and consistent flow.	The student shows strong use of organization with clear beginning, middle, and end. Ideas are connected in a smooth flow.	The student shows some use of organization with beginning, middle, and end. Ideas are connected in some order.	The student shows limited use of organization with limited or no connection of ideas.
LANGUAGE/ CONVENTIONS		The student makes no major grammatical or spelling errors.	The student makes few major grammatical or spelling errors.	The student makes some major grammatical or spelling errors.	The student makes many major grammatical or spelling errors.

3.2.6. Observation Notes and Interviews

The instructor kept track of observation notes for every session to note tasks, materials, and activities employed for each session and important findings of students' performance on reading-writing activities and interaction patterns of group discussions. The teacher also made detailed comments on the instruction and things to consider for the next session (see Appendix 7).

16 participants were randomly chosen and had individual interviews in the first and the last sessions. The interview questions were devised based upon the teacher's observation and students' responses of the pre- and post-questionnaires (see Appendix 8). Each interviewee was required to respond to eight questions in total, and some additional follow-up questions were asked if needed. Students were asked to answer either in Korean or in English, but most of them responded in Korean. Students' responses were transcribed verbatim and later translated into English.

3.3. Procedure

The instruction was conducted for four months, from the fourth week of March to the third week of July 2016. Six sessions of a 3-hour reading circle class (45 minutes per 1-hour class) were allotted for English book club activities reading four different storybooks. The first book was selected by the instructor, and the next three books were chosen by the students from the recommended book list.

The participants took the diagnostic test on reading and writing, answered the pre-

questionnaire on their English reading and writing experiences, and had a mini-lesson on their tasks within the literature circles, their roles during the discussions, and how to write reading journals. Some of the participants were randomly selected and interviewed by the instructor as well (Session 1).

The participants were randomly assigned to groups of four and assigned discussion roles: discussion leader, connector, summarizer, or illustrator. Students were recommended to read the book individually at home and then read the book together in class. After reading independently or together, students completed the role sheets individually, had book discussions about the story within their groups, each focusing on the assigned role, had a whole class discussion, and finally wrote reading-journal entries. Students then switched to a new role with each new text (Sessions 2–5).

The participants answered post-questionnaires on their English reading and writing experiences. Some randomly selected participants were interviewed to obtain more detailed and in-depth data on the students’ perceptions on their reading-journal writing and literature reading and writing experiences (Session 6). Table 3.7 outlines the timeline of the current study.

Table 3.7 Timeline of the Study

Session	Task	Details
Session 1	Pretest, Pre-questionnaire, Interview, and Orientation	- Pretest: reading and writing diagnostic test - Pre-questionnaire & interview - Mini-lessons on reading circle activities and reading-journal writing
Session 2	1 st Book Reading <i>The Diary of a Young Girl: Level 4</i> (Anne Frank)	- Mini-lessons on reading circle activities and reading-journal writing - Reading within 1 st reading group - Writing 1 st reading journal

Session 3	2 nd Book Reading <i>A Long Walk to Water</i> (Linda Sue Park)	- Mini-lessons on reading-journal writing - Reading within 2 nd reading group (new roles assigned) - Writing 2 nd reading journal
Session 4	3 rd Book Reading <i>Number the Stars</i> (Lois Lowry)	- Mini-lessons on student-led reading discussions - Reading within 3 rd reading group (new roles assigned) - Writing 3 rd reading journal
Session 5	4 th Book Reading <i>Holes</i> (Louis Sachar)	- Practice writing reading journals - Reading within 4 th reading group (new roles assigned) - Writing 4 th reading journal
Session 6	Post-questionnaire and Interview	- Post-questionnaire & interview - Sharing reading-writing experiences

Literature circles, a teaching method that encourages students to read and discuss the books in groups, were adopted in this study. In literature circles, students choose their own reading materials, generate their own discussion questions, and initiate reading discussions (Cohen, 1983; Daniels, 1994; Short, 1990). Literature circles focus primarily on reading; but book sharing activities associated with literature circles require intensive listening, speaking, and writing practices. Students get together in small, student-led discussion groups to read stories, prepare for assigned tasks, and share ideas (Daniels, 2002). Each member prepares a certain task based on assigned roles, such as discussion leader, connector, summarizer, illustrator, and so on (Daniels, 1994). The discussion leader writes questions and leads the discussion, the connector finds connections between the reading materials and the outside world, the summarizer summarizes the reading passage, and the illustrator makes a graphic organizer or draws pictures. Learners can achieve autonomy, active engagement, and meaning making by taking part in these activities. In the implementation of reading activities, the steps shown in Table 3.8 were considered.

Table 3.8 Steps for Implementing Literature Circles

(adapted from Anderson and Corbett (2008))

Steps	Examples
Step 1: Book Selection	
Students select books	Let students choose top three out of recommended books
Group students	Put students in groups of four
Step 2: Role Selection & Modeling	
Teacher model roles	Discussion Leader, Connector, Summarizer, and Illustrator
Students select roles for books	Choose top three role preferences from the list
Teacher assigns student roles	Assign roles on the basis of student choice
Step 3: Reading	
Daily reading assigned	Determine proper amount of reading by students' levels
Step 4: Role sheet activities	
Implement role sheet activities	Have students carry out group discussions
Additional activities	Have students work on group projects (e.g., make character map, scrapbooks, etc.)
Step 5: Writing	
Write reading journals	Have students write reading journals

3.4. Data Collection and Analysis

To examine the three research questions, students were closely observed while they participated in collaborative storybook reading and reading-journal writing. They were also interviewed about their reading and writing experiences. Furthermore, their reading journals were analyzed to verify any noticeable changes with regard to their L2 reading and writing behavior.

3.4.1. Transcripts of Audio and Video Recordings

Each session was videotaped, and a randomly selected focus group discussion was recorded for each session for analysis. Discussion leaders were asked to record their groups' discussions. Then, the recordings were transcribed by the researcher for analysis. As it was difficult to carry out student-led group discussions in English only, students were given the choices between using Korean and English. Students' Korean discussions were translated into English by the instructor. However, many of the groups tried their best to carry out group discussions in English

Interviews were conducted in Session 1 and 6 on 16 randomly selected students. Semi-structured interviews were carried out and all of the interviews were audio-recorded with the participants' permission. The interview recordings were transcribed verbatim, and later translated into English for data analysis.

3.4.2. Students' Reading Journals

Students were asked to write reading response journals after finishing each book and the journals, including students' role sheets, were examined for analysis. Students' first through fourth reading journals were scored according to multiple-trait scoring (content, organization, and language conventions), mean number of words per text, and lexical frequency. These quantitative measures looked into students' progress as a whole. Students' reading journals were also analyzed qualitatively.

Students' four reading journals were analyzed to see if any progress had been made. Portfolio assessment helps students to see a direct relation between what they are taught and how they are assessed, and it provides students with more data on individual writing progress, enabling teachers to work on students' weaker areas (Brown & Hudson, 1998).

Writing fluency was chosen as a measure because the limited time available in the study made it very difficult to produce any measurable and positive improvement in the students' written grammar and syntax. However, improvements in writing fluency could be realized in this a limited amount of time.

Fluency activities refer to "saying or writing a steady flow of language for a short period of time without any self- or other correction at all" (Brown, 1994, p. 113). In this study, writing fluency was defined as the number of words produced in a text within 40 minutes. The number of words produced in each student's reading journal was counted, the results were summed up and averaged, and then they were compared with the average number of words for each of the next three reading journals to examine the improvement of writing fluency.

Students' journals, the first through the last, were scored according to multiple-trait analytic scoring. Trait-based scoring is designed to measure the specific topic and genre features of the task being judged (Hamp-Lyons, 1991). Multiple-trait scoring can provide separate scores for writing features, ensuring specific assessment tasks properly adapted to the context, purpose, and genre of the writing (Hyland, 2003).

3.4.3. Pre- and Post- Questionnaires, Observation, and Interviews

Students' pre- and post-questionnaires were collected and analyzed to see if there were any meaningful changes in students' attitudes toward L2 reading and writing. A paired samples T-tests were conducted to see if any prominent changes took place after the students took part in the reading–writing activities. The teacher wrote observational field notes to keep track of what actually happened, what students liked, what went well, what difficulties students had during the instruction. The detailed comments the teacher made were further investigated. Students underwent semi-structured interviews and were also asked to write comments on their reading and writing experiences. Students' interviews and summaries of students' comments on their experiences of collaborative reading activities and reading-journal writing were closely examined based on content analysis.

The data from students' collaborative reading activities, questionnaires, and interviews and teacher's observation underwent the qualitative data analysis process (Creswell, 2003). In this process, the researcher read through the transcript of students' group discussions, questionnaire and interview responses, class observation notes, and reading journals several times to find out any noticeable features that can reveal the changes in students' L2 reading and writing behavior or attitudes toward L2 reading and writing experiences. The researcher then classified the findings into certain categories to support the analysis. To complement the qualitative analysis, students' change in L2 reading and writing was also analyzed quantitatively with paired samples T-test using the IBM Statistical Package for the Social Science (SPSS) 12.0. The significant level was set at .05.

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter reports the results and discusses the findings on the research questions. Section 4.1 offers changes in students' L2 reading behavior while engaging in collaborative storybook reading and journal writing activities. Section 4.2 discusses students' changes in L2 writing behavior as regards to reading storybooks collaboratively and writing reading journals. Section 4.3 demonstrates changes in students' attitudes toward L2 reading and writing in relation to collaborative storybook reading and reading-journal writing experiences.

4.1. Changes in Students' L2 Reading Behavior

The first research question of the present study was how collaborative storybook reading and reading-journal writing affect EFL students' L2 reading behavior. By examining students' interview responses on their reading and writing experiences and instructor's class observational notes, behavioral changes in students' L2 reading were categorized into three major criteria: acquiring autonomy and habit formation (Section 4.1.1), having reinforced reading skills (Section 4.1.2), and achieving critical reading (Section 4.1.3). In addition, students' reading speed was measured to see whether there were any quantitative changes in students' reading (Section 4.1.4).

4.1.1. Autonomy and Habit Formation

Students gradually became more autonomous readers and began to form reading habits throughout the sessions of collaborative reading and reading-journal writing. When students were interviewed in the first session, only some students reported actively engage in L2 reading and writing, while most merely read English books and wrote reading journals when they were asked to do so. Before the instruction, some students even mentioned that they read books only because their parents or their teachers at private institutions forced them to, but after the instruction, students tended to read books for pleasure and write reading journals voluntarily in order to keep track of their own reading. As students became accustomed to L2 reading while reading four English storybooks and writing four journal entries, they began to expand their practice into habitual L2 reading in their daily lives. These findings were evidenced in the following students' interview responses in (1).

(1) <Students' Responses>

- Pre-Instruction

I wasn't passionate about reading books. (Student B, Interview)

I read books because my mom makes me read books.

(Student D, Interview)

I sometimes write book reports as I attend an English academy.

(Student E, Interview)

- Post-Instruction

I didn't really like reading books but I began to enjoy it and read more books than before. (Student B, Interview)

I occasionally read books because I want to. (Student D, Interview)

I write reading-journals after I read books. It's a natural thing for me now.

(Student E, Interview)

Students started to read English books they chose for themselves on an occasional basis. Most of the participants mentioned that they began to read more English books after taking part in the reading and writing activities. Students also seemed to acquire self-directed reading habits. As the sessions went on, students began to set their own goals for reading, focused their attention on reading comprehension, asked their peers and the instructor questions for better understanding, and even searched information online to gain a comprehensive understanding of the text. These were witnessed from students' reading. The following excerpt (2) was taken from the instructor's observational notes of the first and the last session.

(2) *<Instructor's Observation>*

- First Session

Students prepared assigned books and started reading books. They silently read books for one and a half hours and some students occasionally went out to use the toilet or drink water. When they finished reading books, they had book discussions in groups, each member carrying out one's own roles.

- Last Session

Students read most part of the book at home and had an hour to read in school. Students freely talked about the title, main characters, theme, and how their reading was at home. Then, they started reading, asked some questions to each other and to the instructor about the book while reading, and searched some information online to fully understand the book.

As shown in (2), students indicated positive changes in terms of developing learner autonomy. At first, students were quite distracted while reading on their own and needed much help and guidance from the teacher during the book discussion activities. However, students gradually replaced the teacher's assistance with their own or peer guidance in

order to comprehend the assigned reading and focused more on their own reading process, as Vygotsky (1978) noted that learners construct knowledge for themselves through constant meaning-making process. By the last session, students participated more enthusiastically in self-directed reading and book sharing, unlike in the first session. In addition, having their own book choice triggered them to be more active participants of the reading-writing activities. Compared to the first book, *The Diary of a Young Girl*, which was chosen by the instructor, students were more motivated to read the next three books that were their own choices—*A Long Walk to Water*, *Number the Stars*, and *Holes*.

To summarize, students gradually acquired the habit of reading English storybooks and began to take ownership of their own reading as they took part in collaborative reading groups. Students became intrinsically motivated to read English storybooks, especially the ones they chose on their own, and they developed a sense of responsibility in taking part in the book discussions. By the last session, students had become active and habitual readers of English, which was in line with the previous findings of the positive effects of collaborative reading on students' active engagement, motivation, interaction, and support (Day, 2008; Gillies & Ashman, 2000; Lave & Wenger, 1991; Oster, 1989; Short, 1990).

4.1.2. Reinforced Reading Skills

Students were not familiar with L2 reading skills at first but later they became accustomed to making use of L2 reading skills to help their understanding of the text as they made persistent effort to read and understand English storybooks, have book discussions, and write reading journals. In the first session, students utilized some reading

skills, such as underlining and looking up difficult words, reading for general ideas first and then reading for details, and summarizing the main idea. However, they evolved higher-level reading skills, such as anticipating and predicting before reading, deriving the meanings of words based on the context, using background knowledge and text structures to assist comprehension, and getting further information from other materials. These gradual changes were witnessed while students were reading the books as well as being revealed from students' interviews.

(3) <Students' Interviews>

I think I can better understand the storyline of the book because I can make use of my commonsense knowledge and the information of the book I searched on the Internet.

(Student F, Interview)

At first, it took a long while to read books because I had to look up most of the words in the book, but now I can guess the meaning of the words in the context after reading four English storybooks.

(Student G, Interview)

After reading four storybooks, I can somehow predict what will happen in the book by the book title and the book cover.

(Student H, Interview)

As shown in (3), students' interview responses indicated that the students gradually became more aware of the reading skills that they could apply when reading books and became more efficient readers. By the last session, they were capable of making use of all the resources available to them to fully understand English storybooks. Students' familiarization of reading skills was also witnessed while students were reading the books. Excerpt (4) was taken from the instructor's field notes.

(4) <Instructor's Observation>

- First Session

Students read books silently for one and a half hours, sometimes underlining unfamiliar words and looking up dictionaries using smart phones. As they had to perform discussion leader, summarizer, connector, and illustrator roles for the book discussion after reading, they focused on grasping the gist and reading for details.

- Last Session

As it is their fourth book discussion, students got accustomed and had better discussions sharing thoughts and feelings more confidently. Some students talked about the title and the book cover to predict the content. Some students searched for book profiles and summary online to get further information about the book. Students also used their background knowledge and contextual analysis to understand the book thoroughly.

As shown in (4), students naturally acquired different types of reading skills in the process of reading, having book discussions, and writing reading journals and began to adopt those acquired skills when they read books. Students utilized basic reading skills like skimming and scanning from the beginning, but they expanded their scope of reading little by little by putting higher-level reading skills to use. Students advanced to another phase in which they made use of all the background and contextual knowledge available.

Students seemed to successfully employ reading skills and strategies they had acquired while reading English storybooks over time. They began guessing the meanings of unfamiliar words from the context, predicting major conflicts and events in the story, and making the most of their background knowledge to help their understanding. Overall, students started to employ a variety of reading skills and strategies over time, supporting the results of previous studies on reading skill improvement through integrated reading-writing instruction (Carson, 1990; Fitzgerald & Shanahan, 2000; Shim, 2004).

4.1.3. Achievement of Critical Reading

Students started to read books more critically and connect the books to their own lives and other texts. In this study, students not only read books individually but also participated in literature circle activities in groups of four. After reading books, students carried out group discussions by sharing their thoughts and feelings on the story. While doing that, students started to demonstrate their understanding of major characters, plots, and conflicts, make connections, express their reading tastes and preferences, reflect on the reading, and notice aspects of genres. These were witnessed while students were reading and discussing books collaboratively in literature circles, and they were also revealed from students' interviews. The following excerpts (5) to (7) were taken from the transcript of students' literature circle activities carried out in English.

- (5) *A: What was going through your mind while you read this book?*
C: I was so sad because Anne didn't have freedom.
D: I just thought that wars should be avoided.
A: What was mainly discussed in the book?
C: Anne's life and her thoughts and feelings.
D: How Jews lived during the World War II.
B: I thought Nazi's mass killing was similar to Japanese occupation in Korea. Jews in this book went through harsh discrimination like us.
(Group 3, Reading Discussion 1)
- (6) *F: Would you sacrifice yourself to help your friend like Annemarie?*
E: I can't sacrifice myself, but I can help friends in difficult situations.
G: Annemarie is in particular situation like in war, so it's quite unique and she can sacrifice her life. We are in different situation.
H: I will have courage and responsibility to help my best friend out.
F: What connections did you find between the book and your life?

H: Like in this story, if I don't have any liberty, my life would be hard.
E: It will be difficult for me to live without a PC or smart phone.
F: Can you explain your graphic organizer for us?
G: I think friendship can be the key to freedom of Ellen, not just Ellen but other Jews, and it is made possible by bravery, determination, and willingness.

(Group 4, Reading Discussion 3)

- (7) *C: What part of the book did you like best?*
D: I liked the part that Stanley went out to the desert for his friend Zero. I was very touched by his courage.
B: I enjoyed reading the story of Stanley's great-great grandfather.
C: What do you think the meaning of the title is?
D: Medium to lead the story. It represents the friendship between Stanley and Zero. By digging holes they overcome the difficulties.
A: It's the friendship between them. By digging holes they got close.
C: I think the title Holes is some kind of key to overcome difficulties.
A: I thought of my own friendship with my best friend while reading. My friend and I got closer by helping each other with our homework. Friends help each other when in trouble.
B: Have you experienced any unfair situation in your life?
D: When we voted for the class captain in the first semester, there were more students from J school than S school, so that wasn't fair for me. I couldn't become the class captain.

(Group 3, Reading Discussion 4)

As shown in (5) to (7), students performed reading discussions to read storybooks collaboratively and critically. While students engaged in collaborative reading, they could share their own feelings and thoughts about the reading, express their own likes and dislikes about the characters, theme, ending, etc., and connect the reading to their own experiences and other books they had read before. Students became more confident not only in reading critically but also in expressing their own reflections.

In the first reading discussion, students only presented what they had prepared for their own roles and answered closed-ended questions. Extensive teacher intervention, such as initiating the discussion, helping students to take turns answering questions, asking students follow-up questions to fill in the long pauses, and summing up the discussion, was needed to assist the group discussion. However, as time went by, the students became more accustomed to the process and performed meaningful group discussions. Students came to be more fluent in leading and maintaining discussions by asking questions about the book and eliciting thoughts and experiences from other students. They also began to show agreement or disagreement with others' opinions and engage in debates with each other using supporting ideas. Thereby, students gradually became critical readers.

(8) *The most memorable activity for me was group reading activity. We summarized the story of the book and then talked about it, so I could fully understand the book. I made my own discussion questions and had Q & A time with group members. It was very effective.*

(Student A, Interview)

(9) *I enjoyed group discussion because it was kind of new experience for me, preparing roles and having discussions. I liked the role illustrator because I had to find the key points and express it through drawing.*

(Student B, Interview)

(10) *In reading circle activity, we shared what we prepared for each role. It was really fun to share our own ideas. And we were given different roles for each session, which was cool. It was really new to have this kind of activity. My group actively took part in the discussion.*

(Student C, Interview)

Excerpts (8) through (10) were students' reactions to collaborative reading from the students' interviews. Students commented that they could read the books more effectively, critically, and thoroughly by performing the assigned roles in the literature circles. They said they could express their own ideas and thoughts within the group and got the chance to make their own judgment by thinking on their own and listening to others' opinions as well. These practices helped them become more critical readers, supporting the previous studies on collaborative reading groups and reading-journal writing (Choi & Sung, 2006; Cooper, 1997; Ferris & Hedgcock, 1998; Reid et al., 1989; Yang, 2000).

4.1.4. Reading Speed

Reading speed is considered an important measure to monitor students' reading progress (Fuchs & Fuchs, 1992). Students' change in L2 reading speed was examined with paired samples T-test in this study to see whether learners achieve significantly faster reading rate while participating in collaborative storybook reading and reading-journal writing, and it was supported by the data. Students recorded how long it took them to read an equivalent-length page without overly difficult words from the first and the fourth books, and the reading rate was calculated in WPM. This was due to the difficulty of measuring the exact amount of time spent finishing a book as each student had own reading pace and reading was done not only in school but at home. The average reading speed increased by 24.04 WPM, which was statistically significant at the .05 level, as shown in Table 4.1.

Table 4.1 Reading Speed

	First reading	Fourth reading
Mean	293.46	317.5
Standard Deviation	115.23	107.55
t (2-tailed)	t = -2.074 (p = .048*)	

* p < .05

The above result implies that students can raise their L2 reading rates if they are motivated to read books that suit their interests. The increase in students' reading speed suggests that students have been accustomed to L2 reading as they participated in collaborative storybook reading and are going through the process of becoming fluent readers over four months.

To sum up, study participants underwent positive changes in their L2 reading behavior in terms of building learner autonomy and reading habits, utilizing a variety of reading skills and strategies, attaining critical and apprehensive reading, and becoming faster and more fluent readers. Students acknowledged their literary development, which, in turn, led them to participate more actively and cooperatively in their own reading process. These findings support the results of previous studies on collaborative reading and reading-journal writing, having positive effects on students' understanding, engagement, skill development, and critical thinking (Carson, 1990; Choi & Sung, 2006, Ferris & Hedgcock, 1998; Short, 1990; Spack, 1985; Vandrick, 1996; Yang, 2000).

4.2. Changes in Students' L2 Writing Behavior

The second research question involved students' behavioral changes in L2 writing while engaging in collaborative storybook reading and reading-journal writing. Behavioral changes in students' L2 writing were witnessed from the writing processes students undertook during the sessions, the information obtained from students' written products, students' reflections of writing in the interview, and the instructor's observational notes. Students indicated the following changes in their L2 writing behavior: fostering writing motivation and autonomy (Section 4.2.1), being aware and making use of process writing (Section 4.2.2), and empowering self-expression through written communication (Section 4.2.3). Students' writing products themselves were also closely looked into for further analysis (Section 4.2.4).

4.2.1. Writing Motivation and Autonomy

Students became more motivated and autonomous writers after taking part in the collaborative reading and reading-journal writing sessions. In the first session, only some students were motivated to write in the L2, as they considered writing the most challenging of the four language skills and the one in which they had the least experience. However, as the sessions went on, students began to consider L2 writing less challenging, seek their own purposes of writing, and initiated writing within a given time limit. They accessed to any information available for them to assist their writing and self-monitored their own writing. These were evidenced from students' interviews, as shown in (11).

(11) <Students' Response>

- Pre-Instruction

I sometimes write book reports as I attend an English academy.

(Student E, Interview)

To be honest, I didn't have much expectation about writing but to read books.

(Student K, Interview)

I do English writing as homework, but I don't really like it.

(Student N, Interview)

- Post-Instruction

I write reading-journals after I read books. It's a natural thing for me now.

(Student E, Interview)

I didn't really like writing in English but I came to enjoy it as I practiced journal writing.

(Student K, Interview)

I write reading journals after I read books. I found it helpful to put my thoughts and feelings into writing. It's a natural thing for me now.

(Student N, Interview)

The above student responses reveal that the students became intrinsically motivated to write in English and gradually gained writing autonomy. Before the sessions, many of the students who participated in the study did not have many opportunities to write anything in English in paragraph-length. Some students mentioned that they were not fond of writing in English and wrote book reports only because their parents or their teachers at private institutions forced them to. However, while keeping reading journals on a regular basis for four months, they began to write reading journals voluntarily in order to keep track of their own reading and came to be more autonomous and skilled writers, as Carrell (1994) and Spack (1985) argued in their studies.

4.2.2. Reinforced Process Writing

Students were not accustomed to process writing before the instruction, but later, they learned to effectively follow writing processes to help keep track of their own writing and improve their overall L2 writing. Students came to know the steps of planning, drafting, and revising and began to apply the steps in their own writing by undergoing a process of individual reading, organizing thoughts while preparing individual roles, sharing ideas through group discussion activities, writing reading journals individually, sharing reading journals and getting feedback from each other, and revising the journals. From the first session, students learned the process of writing and began to adopt the systematic writing process when they write their reading journals as the sessions progressed. These were witnessed while students were engaging in reading circle activities and writing reading journals, and they were also revealed from students' interviews.

(12) <Students' Interviews>

My writing is more structured than before because I learned the organization of the reading journal.

(Student C, Interview)

I think my writing improved because I acquired some writing skills. I make a brief outline before actual writing.

(Student G, Interview)

I thought writing was done when I finished the first draft, but now I know that's not the case. I should double-check spellings and grammar.

(Student I, Interview)

The above student interview responses in (12) indicated that students were becoming more aware of process writing and were actually writing reading journals following the

steps of process writing. They became capable of utilizing all the resources available to them when they write. The following excerpt (13) was taken from the instructor's observation notes.

(13) <Instructor's Observation>

- First Session

Students were instructed on how to write reading journals, including the format of a reading-journal, what should be included in the reading journal, and some of the entries that can be used in the journals. Students were also introduced to process writing and they experienced the basic planning-writing-revising stages.

- Last Session

Students became more accustomed to the writing processes and the format and content of the reading journal. They wrote reading journals with more confidence as their writing became more organized and structured with accumulated feedback from the previous sessions.

As shown in (13), students naturally acquired process-writing skills while engaging in book discussion activities and constant reading-journal writing. Students utilized basic writing skills, such as brainstorming, outlining, and proofreading, and they began to make use of all the background and contextual knowledge available. Students also showed change in the uptake of the feedback from peers or instructors. At first, they made corrections on grammatical errors, but as time passed, they began to acknowledge the importance of the structure and try to organize their thoughts into a more organized writing.

4.2.3. Self-Expression through Written Communication

Students began to express their own ideas and thoughts, offer their opinions and judgments, and connect with others through the written texts. Students demonstrated their understanding of major characters, plots, and conflicts, made connections between the reading and their lives or surroundings, and reflected on the reading with their own thoughts and feelings. With the spoken communication practice in groups, students could foster these realizations in the written communication in the form of reading journals, as shown in the following excerpts, (14) through (17).

(14) *I feel very sad that Anne and everyone was arrested only one year before the end of WW II. And I feel like wars should never happen ever again.*
(Student C, Reading Journal 1)

(15) *I think Anne is a brave girl. Even the war is happening, she always thought her positive mind. Her personality is very good. I like Anne's mind.*
(Student D, Reading Journal 1)

Excerpts (14) and (15) above were taken from student C and student D's first reading journals. Student C and student D did not demonstrate their thoughts and feelings in a comprehensive way as it was their first journal writing, but still, they displayed their own personal reactions to the reading and tried to connect the reading to their own experiences.

(16) *I believe that this book explains the fact that people follow other people who have authority regardless of the situation. I feel sad for Stanley because not only is he innocent, he wasn't given a lawyer thus he lost regardless of what he said. He suffers a lot at Camp Green Lake. This camp is supposed to be a correctional facility, not a force labor camp.*
(Student C, Reading Journal 4)

(17) *At first, author got me interested in main character's name, Stanley Yelnats. In this book, Stanley is actually innocent, but he went to Camp Green Lake because police thought Stanley stole the shoes. So, this book makes me think about the false judgment. In our life, we can see many people who go to jail, but among them are innocent person. So I hope the innocent shouldn't go to jail because they don't have any fault.*

(Student D, Reading Journal 4)

Excerpts (16) and (17) were taken from student C and student Ds' fourth reading journals, which had become more advanced due to practice. Student C and student D made bolder and more daring judgments based on their own logic and thoughts, conveyed more personal and critical responses to the reading, and offered more thorough comments of the reading through writing as they continuously took part in collaborative reading and reading-journal writing. Rosenblatt (1995) argued that a reading text is only meaningful when the reader goes through the reading and offers his or her own interpretation and insights. The participants of this study underwent meaningful reading-writing experiences by responding to the reading through collaborative book discussion and reading-journal writing.

4.2.4. Writing Product Itself

The writing product itself changed in terms of content, organization, and language conventions. Students gradually indicated changes in their writing content in terms of understanding, critical thinking, and personalization. They became more organized in writing the reading journals over time. They also made fewer errors in their fourth reading journals compared to their first reading journals. In their first reading journals, rather than

summarizing the story, most of the students merely listed a series of events that did not link together to form a cohesive whole. However, as the sessions continued, they learned how to summarize the stories and were able to write better summaries. These tendencies are depicted in (18) to (21) below.

(18) *Anne lives in a secret house with family. She doesn't know she eats old foods. After four years, Germans took Anne and his family and kill them (except his father). This is the summary of the book.*

(Student E, Reading Journal 1)

(19) *Anne's parents are dad and mother. Germany invaded Holland and the Franks run away to father's office building to survive. They spent time with the van Daans and Mr. Dussel. They are 8 people. They live in a narrow place. But they arrested to German.*

(Student F, Reading Journal 1)

As shown in (18) to (19), student E and student F, in their first reading journals, made a list of major events of the story based on their understanding of the text. Regardless of the content of the book, the length of their summaries, or the vocabulary use in their writing, the students showed limited understanding of the text, as they were not accustomed to reading storybooks in English and responding to what they had read in English.

(20) *This book is about Stanley who is under a curse and has bad things like he didn't do anything but he has to dig five feet deep and five feet wide holes. Stanley's friend Zero ran away but Stanley went after and found him. They ate onions and drank water and returned to the camp. Stanley's lawyer said Stanley is honest and Stanley went home.*

(Student E, Reading Journal 4)

(21) *There is one boy named Stanley Yelnats. He is under a curse that began with his great-great-grandfather and has since followed generations. Also, there is Zero, Stanley's friend. Yelnats falsely accused of stealing shoes. They are working together. They can have a break when they find a treasure. They are tired. They run away Green Lake because Zero is dangerous. They become free.*

(Student F, Reading Journal 4)

As shown in (20) to (21), student E and student F, in their fourth reading journals, became capable of recalling the important events and themes of the story and summarize the plot by quoting specific details in the story. Student E and student F began to have a comprehensive understanding of the text as they became accustomed to reading and responding to the literature. Considering the fact that the life story of Anne Frank is quite familiar to students than the story of Stanley Yelnats, the content of the story did not seem to have caused a great effect here.

Students showed improvement in their critical and personal responses as well. A comparison of the first and the last reading journals showed that the students made drastic changes. At first, they presented mere judgments or opinions, but they gradually added supporting ideas and details from the text, other related texts, or their experiences, as in (22) and (23) below.

(22) *I feel sorry for Anne Frank. I don't think I would be able to live under the same circumstances. I am amazed at Anne Frank's bravery and I would like to be like her at hard times. I could see that she is growing mentally, too. She has changed over the year. I would like to think like her and study like her.*

(Student G, Reading Journal 1)

(23) *It is amazing that friendship can achieve almost impossible. If I were Stanley, I would have chosen suicide instead of the hard work, the thirst, the life without hope. However, Stanley and Zero survived through it, living with hope. It reminds me of a saying "With a drop of sweat, impossible becomes I'm possible."*

(Student G, Reading Journal 4)

Students also became more organized in writing the reading journals. Even with the explicit instruction on the format and organization of the reading journal and the content of each part, their first reading journals were not well structured enough, but they became better in structuring their reading journals as the sessions continued. Such improvement in organization is shown in (24) and (25).

(24) *Today in my class I read a book called The Diary of a Young Girl. This book is about Anne Frank writing a diary during WWII through her point of view.*

<Introduction>

Anne Frank was a normal girl. She lived in Holland. Then when the Germans invaded, she and her family had to flee to her father's office building in order to survive. She then spent her time there with the Van Daans, Mr. Kleiman, and Peter. As time goes by, their food quality goes down due to shortening food supplies. They lived in the secret shelter from 1942 to August 1944. However, three days later they were arrested.

<Summary>

I feel very sad that Anne and everyone was arrested only one year before the end of WWII. And I feel like wars should never happen ever again.

<Reflection>

(Student C, Reading Journal 1)

In excerpt (24) above, Student C shows some use of organization with a beginning, middle, and end, as she received mini-lessons on the format of reading journals and

strategies for putting her ideas into writing. Despite the instruction on form, there is no clear-cut distinction between the parts, and her ideas are not smoothly connected. However, Student C made a great improvement in her fourth reading journal in terms of effective use of organization and consistent flow in the writing as shown in (25).

(25) *Do you believe in huge coincidences? I personally don't. Something like huge coincidence just seems unrealistic, yet they happen. This book is all about coincidences. If you like happy endings, and random coincidences, you will love this book.*

<Introduction>

Stanley was first misunderstood for stealing the shoes from a famous basketball player and was sent to the juvenile camp called Camp Green Lake. He had to dig holes with his new friends. But none of them knew the point of digging holes. It was revealed that the Warden was descendant of Charles and Linda Walker and was looking for the treasure of Kate Barlow who robbed Stanley's great grandfather. Eventually, Stanley found the treasure but the Warden tried to take it. Thankfully, Stanley's father discovered how to cure foot odor and hired a lawyer to get him out.

<Summary>

I believe that this book explains the fact that people follow other people who have authority regardless of the situation. I feel sad for Stanley because not only is he innocent, he wasn't given a lawyer thus he lost regardless of what he said. He suffers a lot at Camp Green Lake. This camp is supposed to be a correctional facility, not a force labor camp. This camp is far from the standards a juvenile camp should meet and I think the government would shut the camp down.

<Reflection>

(Student C, Reading Journal 4)

Students also revealed changes in their use of appropriate vocabulary and grammar as well as spelling and punctuation. At first, they did not pay much attention to using proper language and conventions, but as time passed, they focused more on using the right forms. Examples of the use of language conventions are shown in (26) to (29).

(26) *I, and other people, may have wrote a diary once in their life, however, I have found it hard to write it. ... She thinks about later people reading her diary and knowing that Jews hided.*

(Student I, Reading Journal 1)

(27) *A girl called Anne write a diary and this diary contain other people's lives, too. There is girl called Anne. ... Anne's family except father all died. So, her father made book with diary.*

(Student J, Reading Journal 1)

As shown in (26) and (27), student I and student J made major grammatical errors in their first reading journals. The students used the wrong verb tense, made errors in noun number and subject-verb agreement, omitted articles when needed, and had difficulty in distinguishing regular and irregular verbs.

(28) *One of the best books I have read! When I started reading this book, I couldn't stop reading it. The plot moving between past and present was very enthusiastic.*

(Student I, Reading Journal 4)

(29) *This book is about Stanley under a curse and has bad things like getting false accusation and going to camp and dig five feet wide and five feet deep hole a day.*

(Student J, Reading Journal 4)

As shown in (28) and (29), student I and student J, in their fourth reading journals, made progress in terms of ensuring subject-verb agreement and using the right verb tense, correct noun number, and correct articles with frequent writing practice and feedbacks while taking part in reading-journal writing.

Students' progress in writing was also measured quantitatively in terms of the writing amount and writing scores of the reading journals. The quantitative changes between the first and the fourth reading journals in terms of the total number of words and the writing scores are presented below.

Firstly, the quantitative change in students' writing was examined with paired samples T-test, calculating the average number of words of students' first and fourth reading journals. Table 4.2 shows the descriptive statistics of the change in the total number of words in students' writing.

Table 4.2 Length of Students' Writing

	First reading journal	Fourth reading journal
Sum	4914	5743
Mean	175.5	205.1
Standard Deviation	61.98	86.26
t (2-tailed)	t = -2.587 (p = .015*)	

* p < .05

As shown in Table 4.2, the length of students' writing increased after the instruction in terms of the total word counts. The average number of words in the fourth writing increased by 20% relative to that in the first writing, which was statistically significant ($t(28) = -2.587, p = .015 < .05$).

Secondly, the quantitative change in students' writing quality was examined using the means of the writing scores. Table 4.3 offers the descriptive statistics of total scores in the first and the fourth writing. Full scores of the writing were 20 points and the scores were calculated as the means of two raters (inter-rater reliability = .840).

Table 4.3 Writing Scores

	First reading journal	Fourth reading journal
Minimum	10	12
Maximum	17.5	19
Mean	13.27	15.52
Standard Deviation	2.33	2.08
t (2-tailed)	t = -9.751 (p = .000**)	

** p < .001

As shown in Table 4.3, the mean score in the fourth writing rose by 2.25 points. This result was statistically significant ($t(28) = -9.751, p = .000 < .001$), indicating the instruction had a positive effect on collaborative reading and reading-journal writing.

Table 4.4 Section Writing Scores

	Content									
	Under- standing		Critical Response		Personal Response		Organi- zation		Language/ Conventions	
	1	4	1	4	1	4	1	4	1	4
M	2.91	3.09	2.53	2.98	2.61	2.96	2.52	3.18	2.70	3.30
SD	.72	.68	.49	.69	.53	.41	.50	.43	.58	.60
t	t = -1.780 (p = .086)		t = -3.758 (p = .001*)		t = -3.731 (p = .001*)		t = -9.674 (p = .000**)		t = -5.109 (p = .000**)	

* p < .05, ** p < .001 (two-tailed)

The average section scores of students' writings are provided in Table 4.4. The full score of each section was four points. All scores in five sections increased after the instruction, which all proved to be statistically significant except for understanding. As

shown in Table 4.4, the average score gap between the first and the fourth writing was the highest in organization with a .66-point increase ($t(28) = -9.674, p = .000 < .001$). The second highest was in language/conventions with a .60-point increase ($t(28) = -5.109, p = .000 < .001$), and the lowest was in understanding with a .18-point increase ($t(28) = -1.780, p = .086 > .05$). The students showed improvement in all five sections and significant improvement in four sections (all but understanding) after collaborative reading and reading-journal writing. This result indicates that the instruction had a positive effect.

Students' reading-journal writing products themselves changed in terms of content, organization, and language conventions. Students gradually showed better understanding, critical thinking, and personalization of the content. They also wrote more organized reading journals and made fewer errors over time. Finally, the quantitative changes in students' writing in terms of writing amount and writing scores supported the positive effects of reading-journal writing.

To sum up, students obviously showed changes in their L2 writing behavior after participating in collaborative reading and reading-journal writing. They became more motivated and autonomous writers as the sessions went on, became aware of the writing process and actually made use of process writing, and came to express their ideas and thoughts through written communication. Students' writings improved in terms of content, organization, and language conventions. What is more, their positive behavioral changes in writing were also witnessed through quantitative measures (i.e., writing amount and writing scores). The findings were in line with previous research in that keeping reading-journals help learners become more motivated, expressive, and systemic in writing (Carrell, 1994; Lee, 2012; Lyutaya, 2011; Song, 1997; Spack, 1985; Yang, 2000).

4.3. Changes in Students' Attitudes toward L2 Reading and Writing

The third research question of the current study related to students' attitudinal change toward L2 reading and writing after collaborative storybook reading and reading-journal writing. Students who participated in the study displayed positive attitudes toward L2 reading and writing in the pre-questionnaires and maintained their position in the post-questionnaires. They were interested in English in general, were favorable toward reading English books and writing in English, and enthusiastic about putting more time and effort into L2 reading and writing. Students also displayed a distinct awareness of the need to practice L2 reading and writing, increased confidence in L2 reading and writing, and a strong desire to participate in L2 reading and writing. This tendency was evidenced in students' pre- and post-questionnaire results and students' interview responses.

4.3.1. Gained Interest, Confidence, and Motivation

Students became more interested and confident in L2 reading and writing after taking part in the sessions. Many of the students said that they found reading English books interesting and became more motivated to read English books. In the case of L2 writing, students were not very confident in writing in English at first, but they came to be more confident and excited to write in English as they practiced writing reading journals after reading the assigned books. The following excerpts (30) through (33) taken from student

interviews support the findings that students became more interested, motivated, and equipped to read and write in English after taking part in the reading and writing activities.

(30) *I had problems in reading before, so I didn't feel passionate, but now I got used to reading books and even started to enjoy them.*

(Student B, Interview)

(31) *By reading various genres of English books and debating, I got more confident in speaking and writing. I was not really into English but now I have more interest in English.*

(Student C, Interview)

(32) *English books were a bit difficult for me. However, this club offered me chances to read many English books. I found reading books more exciting than I thought and learned what others think about the book.*

(Student L, Interview)

(33) *Reading books and writing journals were not one of my hobbies, but I began to have interest in reading English books. Moreover, I think book discussions improved my English reading and writing skills.*

(Student M, Interview)

As shown in (30) to (33), students found reading English books and writing reading journals exciting and became more interested in English after participating in the experiment. Students were intrinsically motivated to learn English after reading books and keeping reading journals. They also gained confidence in reading English books, carrying out book discussions, and responding to literary texts in writing.

4.3.2. Reading and Writing for Pleasure

At first, students merely focused on finishing the entire book and writing the reading journal as an end project, but they gradually began to read the books and write journals for pleasure and read them more than once to get a better understanding of the text. Furthermore, they moved onto a higher reading level, in that they tried to reflect on their own reading rather than just aiming to understand the literal meanings of the books. Thus, they found joy in critical reading and writing.

(34) *When I first wrote my reading journal, I thought it was very tiring and boring. I admit that I did regret a bit joining this club in the beginning. I can't say that I completely enjoyed writing reading journals then, but I came to know over time that it was quite an exciting and fun job.*

(Student G, Interview)

(35) *Before joining this club, I wasn't very interested in reading English books. I just preferred Internet surfing or talking on the phone, but my thoughts changed as the meetings went on. I started to like reading books and discussing them with peers. Now, reading books became almost like my hobby. I came to enjoy reading books very much.*

(Student O, Interview)

As shown in (34) and (35), students found reading English books and writing reading journals enjoyable and came to read English books and write reading journals on their own even though they were not asked to do so. That is, they started to read and write autonomously and for pleasure. Some of the students mentioned that they formed a habit of reading at least one English book a month and writing a reading journal after reading each book.

4.3.3. Finding Values in Reading and Writing

By engaging in collaborative reading and reading-journal writing, students found values in reading and writing. They not only learned life lessons from the books but also learned to express their thoughts and feelings through the practice and through observing how others put their ideas derived from the books into language. They had more opportunities to practice both L2 reading and writing and became more capable readers and writers with the practice. These were mentioned in students' interviews in (36) through (38).

(36) *I have read many renowned English books. Though sometimes I didn't want to write journals, writing reading journals made me think deeper. As I read more books, I could also learn how to express my thoughts by looking at how the author expressed his or her ideas in the book.*

(Student A, Interview)

(37) *Reading always felt like a strenuous task. However, I found the value of the book in each of their stories. Every story contained different adventures, characters, and lessons. I could read diverse books and also think deeply through multiple discussions.*

(Student H, Interview)

(38) *I could read more English books than usual and learned great lessons. Especially, we could share our thoughts and personal values, so I believe that it made our time more precious.*

(Student P, Interview)

As shown in (36) to (38), students learned valuable life lessons from reading the assigned books and writing reading journals about them. Students also acknowledged the

value of reading books and writing journals to learn how to exchange self-expressions with others and appreciate literary texts that contain sociocultural beliefs and norms.

Table 4.5 summarizes students' attitude changes in reading and writing with regard to their responses from the interviews and the questionnaires. These findings are in line with the previous studies showing students' changes in awareness, confidence, and motivation (Gillies & Ashman, 2000; Krashen & Terrell, 1983; Lyutaya, 2011; Oster, 1989).

Table 4.5 Attitude Changes in L2 Reading and Writing

	Pre-Instruction	Post-Instruction
L2 Reading	<ul style="list-style-type: none"> - Had little confidence in L2 reading and was less motivated to practice L2 reading - Was not fond of L2 reading - Read limited kinds and genres of books - Read the text line by line focusing on completing the reading - Simply read the text to understand the literal meanings 	<ul style="list-style-type: none"> - Gained confidence in L2 reading and became more motivated to practice L2 reading - Became fond of L2 reading - Read various kinds and genres of books - Read the text more thoroughly to understand the content of the text - Not only understood the content but also connected the text with own reflections by having discussions
L2 Writing	<ul style="list-style-type: none"> - Had no confidence in L2 writing and felt stressed about what and how to write - Displayed little desire to practice L2 writing - Simply memorized and practiced new vocabulary - Focused mostly on the content when writing reading journals 	<ul style="list-style-type: none"> - Gained L2 writing confidence and knowledge of what to do after reading, writing reading journals about the book - Became aware of the need to practice L2 writing - Kept an eye on the use of vocabulary in the sentences - Focused on both grammar and content when writing reading journals

Students' pre- and post-questionnaire results also indicated that students constantly showed positive attitudes toward L2 reading and writing in general. They were very interested in L2 reading and writing, perceived the importance of L2 reading and writing, kept on reading and writing in the L2 on their own, frequently read English reading materials or reading books, and revealed a continuous desire to improve their own L2 reading and writing. Since the students who participated in this study were those who had voluntarily joined an English book club, most of them had favorable attitudes toward English reading and writing beforehand. Therefore, the paired samples t-test results did not show a significant change after the treatment. However, the students showed a meaningful change, in that they started writing in English more frequently after taking part in collaborative storybook reading and reading-journal writing. The t-test results are shown in Table 4.6.

Table 4.6 T-test Results of Pre- and Post-Questionnaires

Survey	Pre-survey		Post-survey		t-value	p-value
	M	SD	M	SD		
L2 Reading	4.34	.45	4.33	.72	.056	.956
L2 Writing	4.09	.56	4.23	.71	-1.228	.230

* $p < .05$ (two-tailed)

As shown in Table 4.6, students were very much interested in L2 reading from the beginning and maintained their interests, and they frequently read English books on their own. They were also interested in improving L2 writing and came to be more

autonomous and frequent writers (0.14-point increase). Reading the books together with peers and writing their book reflections helped them become more confident and capable L2 readers and writers. However, the results were not statistically significant because most of the participants were already interested and motivated in L2 reading and writing before receiving the instruction.

To summarize, students displayed behavioral and attitudinal changes in L2 reading and writing while they read English storybooks in collaboration and wrote reading journals. First, learners gained autonomy and formed reading habits, adopted diverse reading skills, and started to read the literary texts in a critical way. Second, students strengthened their intrinsic and integrative motivation, gradually became self-directed and independent writers following the writing process, and started to express themselves in writing. Finally, students became more interested, motivated, and confident in reading and writing, and they found the joy and values in reading the literature and writing about it in English.

CHAPTER 5.

CONCLUSION

This chapter concludes with the major findings and pedagogical implications of the present study. Section 5.1 summarizes the major findings and Section 5.2 presents pedagogical implications, while Section 5.3 discusses the limitations of the study and makes suggestions for further research.

5.1. Summary of Major Findings

The current study was designed to address the following questions: (1) How do collaborative storybook reading and reading-journal writing affect EFL students' L2 reading behavior? (2) How do collaborative storybook reading and reading-journal writing affect EFL students' L2 writing behavior? and (3) How do collaborative storybook reading and reading-journal writing affect EFL students' attitudes toward L2 reading and writing? The major findings of the study are summarized in this section.

With regard to the first research question, students' reading behavior was examined by comparing and contrasting their pre- and post-questionnaire results, analyzing their interview responses and the instructor's observations, and checking the transcripts of students' book discussions. Students displayed positive behavioral change in L2 reading after taking part in collaborative reading and reading journal writing. As students participated in literature circle activities while reading the four storybooks and wrote

reading journals after they finished reading, they gradually became more independent readers, developed reading skills, and finally achieved critical reading ability to some extent. Students formed their own reading habits and acquired autonomy in L2 reading, gradually replacing the teacher's help with their own or peer guidance. They also became accustomed to using a variety of reading skills to make use of their background knowledge and contextual information, which in turn assisted them in understanding of the texts. Finally, students were able to read books more critically by reflecting on their own reading, expressing their own thoughts and feelings, and making connections between the reading and their personal experiences.

In relation to the second research question, students' writing behavior was closely monitored by examining students' writing processes rather than just investigating their writing products, conducting interviews on students' journal-writing experiences, and going through the instructor's observation notes. Students showed changes in L2 writing behavior after engaging in collaborative reading and reading-journal writing. While reading the books together and keeping reading journals, students felt less stressed and became more motivated to write in English, learned to write reading journals by going through the process of planning, drafting, and revising, and began to express their identity and individuality through writing. Students' writing products themselves changed in terms of content, organization, and language conventions. Students' writing conveyed a better understanding of the content, contained critical ideas and thoughts about the reading, and delivered personalized responses to the reading text, began to be more organized, and used more appropriate vocabulary and grammar.

Finally, students' attitudes toward L2 reading and writing also changed after receiving

the integrated reading and writing instruction. Students gained more confidence in L2 reading and writing, perceived the importance of L2 reading and writing, became more motivated to read and write in English, formed habits of reading and writing in L2 voluntarily, and finally came to be more capable readers and writers with the practice. Although the results were not statistically significant, these tendencies were witnessed from the students' survey results, their interview responses, and class observation. These positive attitudes toward L2 reading and writing will encourage students to keep up with their continued reading and writing practices.

This study sought for the feasibility of integrated reading and writing instruction in EFL Korean middle schools and the possibility of implementing collaborative storybook reading and reading-journal writing as an instructional approach. This was because most of the previous studies were conducted in an ESL context (Carson et al., 1990; Davis et. al, 2001; Day, 2008; Lin, 2006; Tsang, 1996), and only few were conducted in an EFL context (Choi & Sung, 2006; Kim, 2004; Lee, 2012; Shim, 2009). The present study is in line with the previous attempts, and it provides some insights into English education in the Korean EFL context by adding some new elements to the implementation of the reading-writing instruction. These include applying literature circle activities to get students to read storybooks collaboratively or getting students to record reading journals to keep track of their own reading. The present study is of help in triggering the paradigm shift from teaching reading and writing in isolation to integrated instruction, and it provides a practical teaching tool for language teachers to implement reading-writing instruction using literary texts.

5.2. Pedagogical Implications

These days, students perceive the importance of both reading and writing with the development of information technology and the spread of Internet use. Reflecting these current trends and students' desire to learn both reading and writing, several pedagogical implications are drawn from the major findings of the study that students become more capable and autonomous L2 readers and writers by engaging in the reading–writing activities.

First, teaching and learning of L2 reading and writing should be integrated to facilitate more balanced and effective learning. Although a number of theoretical and empirical studies support the need to integrate reading and writing instruction, many language teachers follow the teaching cycle of teaching vocabulary, listening and speaking, reading, grammar, and a bit of writing, suggested in the teachers' guides. Considering current educational and sociocultural trends, students should be taught L2 reading and writing together to maximize the learning effect. Collaborative storybook reading and reading–journal writing has great potential as an approach to integrate instruction in EFL classrooms.

Second, integrated reading–writing instruction should be implemented in secondary schools. Despite the significance of L2 writing instruction, few secondary school teachers conduct writing instruction in their classes due to a variety of practical reasons, such as lack of preparation time or teaching materials (Kim, 2004). As a result, students start getting writing instruction from university or they rely on private institutions. However, students should be prepared to deliver their thoughts and ideas in English

through written communication in the near future due to increasing globalization and the ubiquity of e-mails or SNSs. Collaborative reading and reading-journal writing activities will help middle school and high school students improve both reading and writing skills.

Third, students should take a more active role in their own learning. English education in Korea is moving toward more student-centered learning, but teachers still choose the teaching materials (e.g., textbooks, classroom tasks and activities, assessment tools), and students are still not put in the center of learning and are excluded from the decision-making process. Collaborative storybook reading and reading-journal writing could help students make their own book choices, carry out book discussions on their own, and share their own thoughts, feelings, and experiences through reading journals, ultimately making them more empowered and autonomous readers and writers.

The present study proposed that collaborative storybook reading and reading-journal writing could be one alternative for English reading and writing instruction in Korea to help learners who have difficulties in reading and writing in English. With the introduction and adoption of the free semester in the seventh grade in middle schools, this approach can be of great help in fostering excellent L2 reading and writing.

5.3. Limitations and Suggestions

The limitations of the study suggest the following issues that need to be considered thoroughly in future research.

First, the research should be conducted over a longer period (at least a year) in order to examine the positive behavioral and attitudinal changes in L2 reading and writing caused by collaborative reading and reading-journal writing. The current research was conducted over a short period (18 class hours in four months) that was not long enough to observe students' behavioral and attitudinal changes of L2 reading and writing in depth. Therefore, further studies are needed to grasp the true nature of the changes in students' L2 reading and writing behavior.

Second, the participants in this study were all from the same school and shared similar educational backgrounds. Thus, there is a need for a more diverse population of participants for future research to ensure a balanced outcome. Moreover, the participants were motivated to read and write in English from the beginning, as they had all volunteered to join the English book club. Therefore, it cannot be concluded the participants' positive behavioral changes in L2 reading and writing were solely due to the reading and writing instruction. Further studies need to be conducted with unbiased samples to complement the current study in this regard.

Finally, this study employed literature circle activities as a tool for collaborative reading, and reading-journal writing as a tool for writing instruction. However, other tasks and activities have proven successful in the realization of collaborative reading, such as readers' theaters, and writing practice, such as writing letters, brochures, news articles, or

argumentative essays. Thus, future studies should adopt a variety of reading and writing tasks and activities that are proven to be successful to obtain a balanced view on the effects of reading and writing practices.

REFERENCES

- 교육과학기술부. (2011). 영어과 교육과정. 교육과학기술부 고시, 제2011-361호.
서울: 교육과학기술부.
- Anderson, P. L., & Corbett, L. (2008). Literature circles for students with learning disabilities. *Intervention in School and Clinic, 44*, 25–33.
- Barnett, M. (1989). Teaching reading strategies: How methodology affects course articulation. *Foreign Language Annuals, 21*, 109-121.
- Britton, J. (1970). *Language and learning*. London: Allen Lane.
- Brown, B. A. (2002). Literature circles in action in the middle school classroom. *ERIC Online Submission*.
- Brown, H. D. (1994). *Teaching by principles: An interaction approach to language pedagogy*. Upper Saddle River, NJ: Prentice Hall.
- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly, 32*(4), 653–675.
- Carrell, P. (1991). Second language reading: Reading ability or language proficiency. *Applied Linguistics, 12*, 159-179.
- Carrell, M. (1994). Journal writing as a learning and research tool in the adult classroom. *TESOL Journal, Autumn*, 19-22.
- Carrison, C., & Ernst-Slavit, G. (2005). From silence to a whisper to active participation: Using literature circles with ELL students. *Reading Horizons, 46*(2), 93.
- Carson, J. (1990). Reading-writing connections: Toward a description for second language learners. In B. Kroll (Ed.) *Second language writing: Research insights*

- for the classroom* (pp. 88-107). New York: Cambridge University Press.
- Carson, J., Carrell, P., Silberstein, S., Kroll, B., & Kuehn, P. (1990). Reading-writing relationships in first and second languages. *TESOL Quarterly*, 24, 245-266.
- Charney, D., & Carlson, R. A. (1995). Learning to write in a genre: What student writers take from model texts. *Research in the Teaching of English*, 29, 88-125.
- Choi, K. H. (2003). A study on the effects of socioaffective strategies on reading comprehension. *Pan Pacific Association of Applied Linguistics*, 7, 13-35.
- Choi, Y. H., & Sung, M. S. (2006). Reading and writing relations in Korean high school EFL students: Focused on English reading journal writing. *Foreign Language Education*, 13(1), 215-246.
- Cohen, R. (1983). Self-generated questions as an aid to reading comprehension. *The Reading Teacher*, 36, 770-775.
- Cooper, D. J. (1997). *Literacy: Helping children construct meaning* (Third Edition). Boston: Houghton Mifflin Company.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, CA: Sage Publications.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222-251.
- Cummins, J. (1981a). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics*, 2, 132-149.
- Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. Portland, ME: Stenhouse.
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.

- Davis, B. H., Resta, V., Davis, L. L., & Camacho, A. (2001). Novice teachers learn about literature circles through collaborative action research. *Journal of reading education, 26*(3), 1-6.
- Day, D. (2008). From skeptic to believer: One teacher's journey implementing literature circles. *Reading Horizons, 48*(3), 157.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.
- Dillenbourg P. (1999) What do you mean by collaborative learning?. In P. Dillenbourg (Ed.), *Collaborative-learning: Cognitive and Computational Approaches* (pp.1-19). Oxford: Elsevier.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language Research* (pp. 33-56). Norwood, NJ: Ablex Pub Corp.
- Ediger, A. (2001). Teaching children literacy skills in a second language. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 153-169). Boston: Heinle & Heinle.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effects of book-based programs. *Language Learning, 41*(3), 375-411.
- Farinacci, M. (1998). "We have so much to talk about": Implementing literature circles as an action-research project. *The Ohio Reading Teacher, 32*(2), 4-11.
- Ferris, D., & Hedgcock, J. (1998). *Teaching ESL composition: Purposes, process, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35*, 39-51.

- Fuchs, L. S. & Fuchs, D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21(1), 45-58.
- Gillies, R., & Ashman, A. (2000). The effects of cooperative learning on children with learning difficulties in the lower elementary school. *The Journal of Special Education*, 34(1), 19-27.
- Gordon, H. (2000). Using a reading response journal. *Teaching English in the Two Year College*, 28(1), 41-43.
- Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp.242-262). New York: Cambridge University Press.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. New York: Longman.
- Hamp-Lyons, L. (1991). *Assessing second language writing in academic contexts*. Norwood: Ablex Publishing Corporation.
- Hiew, W. (2010). The effectiveness of using literature response journal to improve students' writing fluency. *Journal of Arts Science & Commerce*. ISSN, 2229(4686), 4686.
- Hirvela, A. (2004). *Connecting Reading and writing in second language instruction*. The University of Michigan Press.
- Hollingsworth, A., Sherman, J., & Zaugra, C. (2007). *Increasing reading comprehension in first and second graders through cooperative learning*. Unpublished master's thesis. Saint Xavier University, Chicago, Illinois.
- Hyland, K. (2003). *Second Language Writing*. New York: Cambridge University Press.
- Johns, A., & Mayes, P. (1990). An analysis of summary protocols of university ESL

- students. *Applied Linguistics*, 11, 253-271.
- Kern, R. (2000). *Literacy and language teaching*. Oxford, UK: Oxford University Press.
- Kern, R. (2003). Literacy as a new organizing principle for foreign language education. In P. Patrikis (Ed.), *Reading between the lines: Perspectives on foreign language literacy* (pp. 40-59). New Haven: Yale University Press.
- Kim, K. A. (2004). *Effects of reading journal writing on writing proficiency*. Unpublished MA thesis. Korea University.
- Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Hayward, CA: Alemany Press.
- Krashen, S. (1984). *Writing: Research, theory and applications*. Beverly Hills: Laredo.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.
- Lee, J.-W. (2012). The effects of writing task types on EFL students' English writing performance. *English Language Teaching*, 24(1), 75-93.
- Lin, S-J. (2006). *The effects of literature circles on EFL learning of children in a bilingual class*. Unpublished master dissertation, Kaohsiung Normal University, Taiwan.
- Lytaya, T. (2011). Reading logs: Integrating extensive reading with writing tasks, *English Teaching Forum*, 49(1), 26-34.
- McGinley, W. (1992). The role of reading and writing while composing from sources. *Reading Research Quarterly*, 27(3), 226–249.
- McMahon, S., & Raphael, T. (1997). The book club program: Theoretical and research foundations. In S. McMahon, T. Raphael, V. Goatley, & L. Pardo (Eds.). *The book club connection* (pp. 3-25). New York: Teachers College, Columbia

University.

- McKay, S. (2001). Literature as content for ESL/EFL. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. (pp. 319-332). New York: Heinle and Heinle.
- Oster, J. (1989). Seeing with different eyes: Another view of literature in the ESL class. *TESOL Quarterly*, 23, 85-103.
- Reid, J., Forrester, P., & Cook, J. (1989). *Small group learning in the classroom*. Portsmouth, NH: Heineman.
- Rha, K-H. (2002). Reading miscue analysis for an English language learner's reading comprehension: A case study. *Journal of the Korea English Education Society*, 1(2), 63-74.
- Richard-Amato, P. A. (1996). *Making it happen: Interaction in the second language classroom*. New York: Longman.
- Rosenblatt, L. (1995). *Literature as exploration (Fifth edition)*. New York, NY: MLA of America.
- Rouet, J.-F., Favart, M., Britt, M.A. & Perfetti, C.A. (1997). Studying and using multiple documents in history: Effects of discipline expertise. *Cognition and Instruction*, 15(1), 85-106.
- Shanahan, T., & Lomax, R. G. (1986). An analysis and comparison of theoretical models of the reading–writing relationship. *Journal of Educational Psychology*, 78, 116–123.
- Shanahan, T., & Tierney, R. J. (1990). Reading–writing relationships: Three perspectives. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (Thirty-ninth Yearbook of the National

- Reading Conference, pp. 13–34). Chicago: National Reading Conference.
- Shim, J. W. (2004). Exploring reading and writing connection: A structural equation modeling approach. *English Teaching*, 59, 59-74.
- Shim, Y-S. (2009). Collaborative reading in a university EFL classroom. *English Language Teaching*, 21(4), 149-167.
- Short, K. G. (1990). Creating a community of learners. In K. G. Short & K. M. Pierce (Eds.), *Talking about books: Creating Literature Communities* (pp. 33-54). Portsmouth, NH: Heinemann.
- Slavin, R. E. (1990). Research on cooperative learning: Consensus and controversy. *Educational Leadership*, 47(4), 52-54.
- Smagorinsky, P. (1992). How reading model essays affect writers. In J. Irwin & M. Doye (Eds.), *Reading/writing connections* (pp. 160-176). Newark, DE: International Reading Association.
- Song, H. (2000). A study of the teaching of reading English as a foreign language in Korea. *The Journal of English Education*, 55, 367–388.
- Song, M. (1997). *The effect of dialogue journal writing on overall writing quality, reading comprehension, and writing apprehension of EFL college freshmen in Korea*. Unpublished dissertation. Indiana University of Pennsylvania.
- Spack, R. (1985). Literature, reading, writing, and ESL: Bridging the gaps. *TESOL Quarterly*, 19(4), 703-725.
- Stotsky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60(5), 627-642.
- Tierney, R. J., & Shanahan, T. (1991). Research on the reading–writing relationship: Interactions, transactions, and outcomes. In R. Barr, M. L. Kamil, P. Mosenthal,

- & P. D. Pearson (Eds.), *The handbook of reading research* (Vol. 2, pp. 246–280). New York: Longman.
- Tompkins, G. (2003). *Literacy for the 21st century: Teaching reading writing in pre-kindergarten through grade 4*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Tompkins, G. (2004). *Literacy in the middle grades: Teaching reading to fourth through eighth graders*. Boston: Pearson Education.
- Tsang, W. K. (1996). Comparing the effects of reading and writing on writing proficiency. *Applied Linguistics*, 17, 210-233.
- Vandrick, S. (1996). Issues in using multicultural literature in college ESL classes. *Journal of Second Language Writing*, 5, 253-269.
- Vandrick, S. (1997). Reading and responding to novels in the university ESL classroom. *The Journal of the Imagination in Language Learning*, 4, 104-107.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: Harvard University Press.
- Wollman-Bonilla, J. (1989). Reading journals: Invitations to participate in literature. *The Reading Teacher*, 43(2), 112-120.
- Wood, K., Roser, N., & Martinez, M. (2001). Collaborative literacy: Lessons learned from literature, *The Reading Teacher*, 55(2), 102-111.
- Yang, M. H. (2000). *Effects of reading-journal writing on English learning*. Unpublished MA thesis. Korea University.
- Zamel, V. (1992). Writing one's way into reading. *TESOL Quarterly*, 26, 465-485.

APPENDIX 1. Diagnostic Test

Reading Passage and Comprehension Questions

The Secret Garden by Frances Hodgson Burnett

When she opened her eyes in the morning it was because a young housemaid had come into her room to light the fire and was kneeling on the hearth-rug raking out the cinders noisily. Mary lay and watched her for a few moments and then began to look about the room. She had never seen a room at all like it and thought it curious and gloomy. The walls were covered with tapestry with a forest scene embroidered on it. There were fantastically dressed people under the trees and in the distance there was a glimpse of the turrets of a castle. There were hunters and horses and dogs and ladies. Mary felt as if she were in the forest with them. Out of a deep window she could see a great climbing stretch of land which seemed to have no trees on it, and to look rather like an endless, dull, purplish sea.

“What is that?” she said, pointing out of the window.

Answer these questions based on the passage you've just read.

1. Who came into Mary's room?
 Her mother
 A housemaid
 Her sister
2. What did Mary think of the room?
 It was bright and sunny
 It was very quiet
 It was curious and gloomy
3. What was embroidered on the wall tapestry?
 A sea with ships
 A forest scene with people and animals
 A colorful pattern

Get Results

Writing Task

My Favorite Trip

- 다음 사항을 포함하여 위 주제에 대한 한 편의 에세이를 작성하세요.
 - 자신이 여행한 장소(나라, 도시, 명소, 유적지 등)
 - 여행을 함께 한 사람(들)과 여행목적
 - 여행에서 한 일 세 가지, 좋았거나 인상 깊었던 점

1 _____

5 _____

10 _____

15 _____

APPENDIX 2. Pre-Questionnaire

ID : _____

본 설문지는 영어 읽기와 쓰기 전반적인 영어 학습경험에 대한 여러분의 의견을 참고하기 위한 것입니다. 여러분의 솔직한 의견을 성의껏 답변해주시기 바랍니다.

* 다음 설문을 잘 읽고 해당되는 내용에 V 표 해주기 바랍니다.

1. 나는 이제까지 영어를 ()년 ()개월 동안 배워왔다.
2. 나는 영어를 일주일에 총 ()시간 공부한다.
 - 2-1. 평소에 영어공부는 어떤 방법으로 하고 있나요? (복수 선택 가능)
 ①학교수업 ②자기주도학습 ③영어학원 ④개인/그룹과외 ⑤영어학습지 ⑥기타()
 - 2-2. 내가 중점적으로 공부하는 영역은 (①말하기②듣기③읽기④쓰기⑤모두)이다.
3. 나의 영어 실력은 (①상 ②중상 ③중 ④중하 ⑤하)이다.
 - 3-1. 나의 영어 읽기 실력은 (①상 ②중상 ③중 ④중하 ⑤하)이다.
 - 3-2. 나의 영어 쓰기 실력은 (①상 ②중상 ③중 ④중하 ⑤하)이다.
 - 3-3. 내가 가장 자신 있는 영역은 (①말하기 ②듣기 ③읽기 ④쓰기 ⑤ 모두)이다.

문항	요 소	문 항 내 용	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
4	영어 학습 경험	나는 영어 교과에 관심과 흥미가 많다.	①	②	③	④	⑤
5		나는 학교 영어 수업시간에 적극적으로 참여한다.	①	②	③	④	⑤
6		나는 영어 공부를 스스로 하려고 노력한다.	①	②	③	④	⑤
7	영어 읽기 경험	나는 영어 읽기에 관심과 흥미가 많다.	①	②	③	④	⑤
8		나는 영어 읽기를 배우는 것이 재미있다.	①	②	③	④	⑤
9		나는 영어 읽기가 중요하다고 생각한다.	①	②	③	④	⑤
10		나는 영어 읽기를 스스로 하려고 노력한다.	①	②	③	④	⑤
11		나는 영어로 된 글을 자주 읽는다.	①	②	③	④	⑤
12		나는 영어로 된 원서를 자주 읽는다.	①	②	③	④	⑤
13		나는 영어로 된 글을 잘 읽고 싶다.	①	②	③	④	⑤
14	영어 쓰기 경험	나는 영어 쓰기에 관심과 흥미가 많다.	①	②	③	④	⑤
15		나는 영어 쓰기를 배우는 것이 재미있다.	①	②	③	④	⑤
16		나는 영어 쓰기가 중요하다고 생각한다.	①	②	③	④	⑤
17		나는 영어 쓰기를 스스로 하려고 노력한다.	①	②	③	④	⑤
18		나는 영어 일기를 자주 쓴다.	①	②	③	④	⑤
19		나는 영어로 독서일지를 자주 쓴다.	①	②	③	④	⑤
20		나는 영어로 된 글을 잘 쓰고 싶다.	①	②	③	④	⑤

APPENDIX 3. Post-Questionnaire

ID : _____

본 설문지는 영어 읽기와 쓰기 그리고 전반적인 영어 학습 경험에 대한 여러분의 의견을 참고하기 위한 것입니다. 여러분의 솔직한 의견을 성의껏 답변해주시기 바랍니다.

* 다음 설문을 잘 읽고 해당되는 내용에 V 표 해주기 바랍니다.

1. 나는 이 수업을 통해 원서를 ()권 읽게 되었다.
책 제목은 ()이다.
2. 이 수업 활동 중 가장 좋았던 점은 무엇이었나요?
①원서개별읽기②원서모듬읽기③모듬활동④독서일지쓰기⑤쓰기워크숍⑥기타()
3. 이 수업 활동 중 가장 어려웠던 점은 무엇이었나요?
①원서개별읽기②원서모듬읽기③모듬활동④독서일지쓰기⑤쓰기워크숍⑥기타()

문항	요 소	문 항 내 용	전혀 그렇 지 않다	그렇 지 않다	보통 이다	그렇 다	매우 그렇 다
4	영어 학습 활동 경험	나는 영어 교과에 관심과 흥미가 높아졌다.	①	②	③	④	⑤
5		나는 영어수업시간에 적극적으로 참여하게 되었다.	①	②	③	④	⑤
6		나는 영어공부를 스스로 하려고 노력하게 되었다.	①	②	③	④	⑤
7	영어 읽기 활동 경험	나는 영어 읽기에 관심과 흥미가 높아졌다.	①	②	③	④	⑤
8		나는 영어 읽기를 배우는 것이 재미있어졌다.	①	②	③	④	⑤
9		나는 영어 읽기가 중요하다고 생각하게 되었다.	①	②	③	④	⑤
10		나는 영어 읽기를 스스로 하려고 노력하게 되었다.	①	②	③	④	⑤
11		나는 영어로 된 글을 자주 읽게 되었다.	①	②	③	④	⑤
12		나는 영어로 된 원서를 자주 읽게 되었다.	①	②	③	④	⑤
13		나는 영어로 된 글을 더 잘 읽고 싶어졌다.	①	②	③	④	⑤
14	영어 쓰기 활동 경험	나는 영어 쓰기에 관심과 흥미가 높아졌다.	①	②	③	④	⑤
15		나는 영어 쓰기를 배우는 것이 재미있어졌다.	①	②	③	④	⑤
16		나는 영어 쓰기가 중요하다고 생각하게 되었다.	①	②	③	④	⑤
17		나는 영어 쓰기를 스스로 하려고 노력하게 되었다.	①	②	③	④	⑤
18		나는 영어 일기를 자주 쓰게 되었다.	①	②	③	④	⑤
19		나는 영어로 독서일지를 자주 쓰게 되었다.	①	②	③	④	⑤
20		나는 영어로 된 글을 더 잘 쓰고 싶어졌다.	①	②	③	④	⑤

APPENDIX 4. Literature Circles Role Sheet

DISCUSSION LEADER¹

Name: _____

Group: _____

Book: _____

Date: _____

Discussion Leader: Your job is to develop a list of questions that your group might want to discuss about the assigned book. Don't worry about the small details: your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____

Sample questions:

What was going through your mind while you read this book?

What was mainly discussed in the book?

Can someone summarize briefly?

Did today's reading remind you of any real-life experiences?

What questions did you have when you finished the book?

What are the one or two most important ideas throughout the book?

¹ Adapted from Daniels (1994).

CONNECTOR²

Name: _____

Group: _____

Book: _____

Date: _____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here. whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors...

1. _____

2. _____

3. _____

4. _____

5. _____

² Adapted from Daniels (1994).

SUMMARIZER³

Name: _____

Group: _____

Book: _____

Date: _____

Summarizer: Your job is to prepare a brief summary of today's reading. The other members of your group will be counting on you to give a quick (one- or two-minute) statement that conveys the gist, the key points, the main highlights, the essence of today's reading assignment. If there are several main ideas or events to remember, you can use the numbered slots below.

Summary:

Key points:

1. _____
2. _____
3. _____

³ Adapted from Daniels (1994).

ILLUSTRATOR⁴

Name: _____

Group: _____

Book: _____

Date: _____

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, diagram, flow chart, timeline, mind map, or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay. You can even label things with words if that helps. Make your drawing on the other side of this sheet or on a separate sheet.

Presentation plan: When the Discussion director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the last word: tell them what your picture means, where it came from, or what it represents to you.

⁴ Adapted from Daniels (1994).

APPENDIX 5. Reading Journal

Title			
Author			
Date			
Student Reading Journal		Teacher Comments	
Orientation			
Plot/Summary			
Reflection/Personal Comments			
Impressive Quotes	Ratings		☆☆☆☆☆

APPENDIX 6. Mini-Lesson on Reading–Writing

Activities Literature Circles

▸ **Literature Circles (RC):** Students get together in small, student-led discussion groups to read stories, prepare for assigned tasks, and share ideas

▸ **Benefits:**

1. Better understanding of the book while sharing thoughts and feelings students had while reading the book
2. Enhanced student participation as each student has a role or a task to carry out while reading the book
3. Effective group discussion as students can actively participate sharing their roles

▸ **Roles:**

1. Discussion Leader: Prepares 3-4 discussion questions about the overall content or message of the book and carries out group discussion
2. Connector: Connects the book to his or her personal life, other books, current issues, or stories heard from others and talks about them
3. Summarizer: Summarizes the book and share key points of the book
4. Illustrator: Expresses the summary/reflection of the book though graphic Organizer (e.g. Draw a timeline of major events in Anne’s life)

▸ **Role Assignment:**

1. To promote everyone’ s active participation, everyone is assigned a new role for each class.
2. For each meeting, students need to prepare their own roles and carry out the group discussion.

Reading-Journal Writing

▸ What is a reading response journal?

A written response to the story you have read to express and share your thoughts, feelings, and experiences

▸ Format: Introduction - Body - (Conclusion)

1. Introduction

- Orientation (Hook/Attention Grabber)

- * Why you read this book
- * Interesting facts about the book: title, characters, theme, plot, etc.
- * Your first impression of the book and how it changed throughout the story
- * Your overall thoughts/feelings about the book
- * Comparison/contrast with another book you read
- * Connection to the current issues

2. Body

1) Plot/Summary

- * Main idea/theme of the book
- * Beginning/middle/end
- * Main characters, settings, problems and solutions
- * What happened in the story
- * Quote your favorite part/scene/character

2) Personal Comments/Reflection

- * Your feelings (likes and dislikes) about the events/characters
- * Your agreement or disagreement towards events/characters
- * Connection to your life
- * Comparison/contrast with another story

Possible Reading Response Journal Entries

1. This (character, place, event) reminds me of.....because.....
2. I like/dislike this part of the book because.....
3. The character I (like best, admire, dislike the most) is.....because.....
4. The setting of this story is important because.....
5. This book makes me think about...(an important social issue/problem)
6. A question I have about this book is.....because.....
7. When I read this part/chapter I felt.....because.....
8. After reading this section/page/chapter, I felt.....

APPENDIX 7. Observation Note

Class		Date	
Lesson Title		Lesson Objectives	
Instrument	Tasks	Materials	Teacher Talk
Participants' Performance	Reading-Writing Activity		Specific Performance
Things to Consider			

APPENDIX 8. Guided Interview

1. Why did you join this book club?
2. What expectations did you have when you joined the club?
3. What changes did you notice after taking part in this class?
 - 1) English reading
 - 2) English writing
 - 3) Overall English
 - 4) Perception change in reading and writing
 - 5) Perception change in overall English learning
4. Which activity was the most memorable or effective? And why?
(individual reading / collaborative reading / group discussions /
reading-journal writing / writing workshop)
5. Which role was the best for you in the group discussion? And why?
(discussion leader / connector / summarizer / illustrator)
6. What activity was effective in improving reading and writing?
7. How did you feel about the reading and writing activities in the class?
8. Is there anything that you want to say about the class? (e.g. likes or dislikes,
merits or demerits, improvements that need to be made, changes in attitudes)

APPENDIX 9. Samples of Students' Reading Activities

DISCUSSION LEADER¹

Name: _____
 Group: 4
 Book: A Long Walk To Water
 Date: 5/13

Discussion Leader: Your job is to develop a list of questions that your group might want to discuss about the assigned book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1. What would you do if you were Salva?
2. Would you help others? Why/Why not?
3. What do you think about the separation?
4. Have you ever been separated from your family? If so, what kind of emotion have you felt?

Sample questions:

- What was going through your mind while you read this book?
- How did you feel while reading the book?
- What was mainly discussed in the book?
- Can someone summarize briefly?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished the book?
- Did anything in the book surprise you?
- What are the one or two most important ideas throughout the book?

Predict some things you think will be talked about next.

Topic to be carried over to the next meeting: _____
 Assignment for the next meeting: _____

¹ Adapted from Daniels (1994).

CONNECTOR²

Name: _____
 Group: TWORI HTR
 Book: A Long Walk To Water
 Date: 5/13

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here; whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors...

1. From News, there are many 3rd news about African children in the story, there is sad life about Sudanese child Salva
2. In that story, the main character established the well to dig water and give it to people
3. People drink dirty water and some of them died
4. Some people in Korea are also poor, but they don't die.
5. There was a civil war in Sudan. Also in Korea, we are divided.

Topic to be carried over to the next meeting: _____
 Assignment for the next meeting: _____

SUMMARIZER²

Name: _____
 Group: 3
 Book: A long walk to water
 Date: 2016. 5. 13 (Fri)

Summarizer: Your job is to prepare a brief summary of today's reading. The other members of your group will be counting on you to give a quick (one- or two-minute) statement that conveys the gist, the key points, the main highlights, the essence of today's reading assignment. If there are several main ideas or events to remember, you can use the numbered slots below.

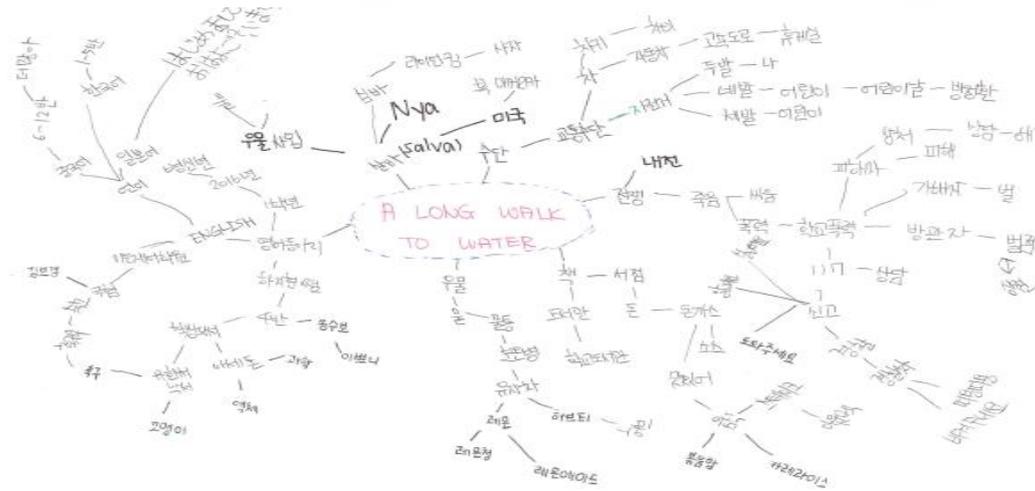
Summary:
 Separated from his family by war and forced to travel on foot through hundreds of miles of hostile territory, he survives starvation, animal attack, disease, and illness, leads a group of about 150 boys to safety in Kenya. Reluctant to forsake his mother, Salva respectfully leaves. English and continues on to college eventually he turns to his home region in southern Sudan to establish a foundation that installs deep-water wells to remake villages in dire need of clean water. This poignant story of Salva's life is told side-by-side with the story of Nya, a young girl who lives today in one of those villages.

Key points:
 1. The war happened
 2. adopted by other people
 3. Dig wells

Topic to be carried over to the next meeting: _____
 Assignment for the next meeting: _____

² Adapted from Daniels (1994).

Topic to be carried over to the next meeting: _____
 Assignment for the next meeting: _____



APPENDIX 10. Samples of Students' Writing

READING JOURNAL			
Title	The Diary of a young girl	Date	4/18 (Fri)
Author	Anne Frank	Student Reading Journal	
			Teacher Comments
<p>Orientation After I read this book. The diary of a Young girl. I felt very proud of Anne Frank and I want to follow her foot steps. This book is real human's life story just a real.</p> <p>Plot/Summary Anne Frank got a new diary from his Father. because that day was Anne's birthday. When Anne got that, she started to write down everything that she experience. Unfortunately, Frank family was Jews. Anne has to hide from German. That generation was horrible for Jews. Anne lives in hiding place. Also, there was bombing very often. But Anne has a hope and she likes Peter and they like each other. Unlucky, Anne was die.</p> <p>Reflection/Personal Comments I think Anne is a brave girl. Even the war is happening. She always thought ^{her} positive mind. Her personality is very good. I like Anne's mind.</p>			
Impressive Quotes			Ratings ☆☆☆☆☆

READING JOURNAL			
Title	Holes	Date	9/16 (Fri)
Author	Louis Sachar	Student Reading Journal	
			Teacher Comments
<p>Orientation Stanley Yelnats! Isn't ^{it} interesting? I am interesting in main character's name. Also, "Holes", the title of the book is actually very simple, but I thought it has some means in the title. That make me open the book at first.</p> <p>Plot/Summary Stanley Yelnats. is a boy. One day, in the sky, the shoe is falling down to the ground. Stanley got that shoe but police officer thought he steals that shoe so Stanley went to the police, and Camp Green Lake. In there, every day, digging holes exactly five feet wide and five feet deep. Some time, in the deep holes. He can found something like golden. They have to dig the holes because of the "Boss".</p> <p>Reflection/Personal Comments At first, author got me interested in main character's name, Stanley Yelnats. In this book, actually Stanley is innocent. but he went to the police, Camp Green Lake, because police thought Stanley stole the shoe. So, this book makes me think about the "fault". In our life, we can see many people who go to the police but in them, it could be innocent person. So I hope the innocent person must not go to the police because they don't have any fault.</p>			
Impressive Quotes			Ratings ☆☆☆☆☆

READING JOURNAL

Title	The Diary of a Young Girl	Author	Anne Frank	Date	4/8
Student Reading Journal					Teacher Comments
Orientation	Whenever I think of Anne Frank, I picture her smiling face. I have read this story so many times, but Anne's diary always give me hope and courage (as continued below)				bright
Plot/Summary	The time is 1942, during World War 2. Anne is a Jewish teenage girl, and she writes her secret diary for 2 years. 8 people lived in the secret place, called Anneke to hid from the Nazis. Anne is very honest in her diary. She writes about her love toward Peter, had relationships with her mother, life in the Anneke, and many more. Even though she's not allowed to go to school and hang outside, her dreams are wonderful. Anne was a young girl with divergent dreams. The Nazis couldn't kill her memory at least				
Reflection/Personal Comments	I really sympathy Anne's thoughts, as a teenage girl. How she feels love toward a boy, fights with her sister, and wanders among her life seems to be exactly the same with me, even though we're born in different countries! Anne is just a small girl, but brave and strong. Her story has made Anne's true mythic of people into sobs. Now her message of her diary had widely spread the world				
Impressive Quotes					Ratings ☆☆☆☆☆

READING JOURNAL

Title	HOLES	Author	LOUIS SACHAR	Date	7/15
Student Reading Journal					Teacher Comments
Orientation	Stanley Yelnets, is a teenager boy because of a family curse. He was forced to go to Camp Green Lake and dig holes even though he was innocent. However, as the story continues, Stanley starts to find out the truth and enjoy a wonderful adventure				who is very colorful
Plot/Summary	Stanley was accused of stealing a pair of sneakers that a famous baseball player had donated to the homeless. Stanley had to dig holes every day, and report to the counselor if anything special was found. Stanley meets a friend named Zero, and they become good friends together as Stanley teaches him letters. However, Zero runs away after hitting the counselor with a shovel, and Stanley also leaves the camp to find his friend. The two teens headed to the mountain, and then found a mysterious suitcase in the hole.				
Reflection/Personal Comments	In the past, Kate had buried treasures deep inside the ground. I liked the part when Stanley discovered a suitcase (which his name was written) and was released. I also found this book very interesting about the connection between the past and the present. It was also cool that everyone had a great time together when the story ends. I think this is a very interesting book to read.				
Impressive Quotes					Ratings ☆☆☆☆☆

국 문 초 록

영어 읽기는 우리나라의 EFL 상황에서 오랫동안 가장 중요한 언어기술로 인식되어 왔지만 최근 정보 통신 기술의 급속한 성장으로 인해 영어 쓰기의 필요성 또한 증대되고 있다. 언어 전문가 및 교수자는 영어 읽기와 쓰기 모두 중요함을 인식하고 한국 EFL 상황에 적합한 효과적이고 통합적인 영어 읽기-쓰기 교수법을 고안하기 위해 많은 노력을 기울이고 있다. 본 연구는 학습자들의 영어 읽기와 쓰기 실력을 동시에 향상시키기 위한 방법으로 우리나라 중학교 학습자들을 대상으로 협력 읽기와 독서일지 쓰기 수업의 실현 가능성을 연구하는 데 그 목적이 있다. 본 연구에서는 학습자들이 협력 읽기와 독서일지 쓰기 활동에 참여하면서 영어 읽기 및 쓰기에 있어 어떠한 행동 및 태도 변화를 보이는지 탐구하고자 한다.

본 연구에는 총 28명의 중학교 1학년 학생들이 참여하였으며, 실험에 참가한 학생들은 4개월에 걸쳐 4개의 영어 이야기 책을 읽고, 학습자 중심의 독서 토론을 진행하였고, 각각의 책에 대한 독서일지를 작성하였다. 학생들의 행동적, 정의적 변화를 알아보기로 모둠 독서토론, 독서일지, 개인적 인터뷰, 사전-사후 설문지 작성 결과를 질적으로 면밀하게 분석하였다. 또한 양적인 분석을 위해 학생들의 읽기 속도와 쓰기 분량을 측정하였고, 학생들의 독서일지를 두 명의 평가자가 채점하였으며, 모든 양적 자료는 대응 표본 t-테스트를 통해 분석하였다.

본 연구의 결과에 따르면 학생들은 긍정적인 영어 읽기 및 쓰기 행동 변화와 영어 읽기 및 쓰기에 대한 태도변화를 보였다. 영어 읽기 행동 변화와 관련해서 학생들은 점차 자율성과 읽기 습관을 형성하였고, 다양하고 폭넓은

영어 읽기 기술을 활용하게 되었으며, 유창하고 비판적인 읽기를 하게 되었다. 영어 쓰기 행동 변화와 관련해서 학생들은 내재적 동기와 쓰기 자율성을 갖게 되었고, 쓰기 과정을 따르는 보다 효과적인 쓰기를 학습하였으며, 텍스트를 통해 자신을 표현하기 시작하였다. 학습자들의 글은 분량, 어휘복잡성, 내용, 구성, 어법 면에서 개선되었다. 학습자들의 읽기 및 쓰기에 대한 태도 변화와 관련해서는 학습자들의 영어 읽기 및 쓰기에 대한 흥미, 자신감, 동기가 고조되었고, 영어 읽기 및 쓰기를 즐거운 활동으로 인식하게 되었으며, 영어 읽기 및 쓰기의 가치를 발견하게 되었다.

본 연구는 영어 학습에 있어 읽기-쓰기 관계, 학습자의 자율성과 협력, 비판적 리터러시를 강화하기 위한 교수-학습 방법으로서 협력 읽기와 독서일지 쓰기 적용가능성을 보여주었다. 본 연구는 중등 학습자들이 영어를 읽고 쓰는 데 있어 보다 독립적이고 능숙하며 비판적으로 사고할 수 있도록 한국 EFL 상황에 적합한 영어 읽기-쓰기 통합 지도법을 개발하는 데 시사점을 제시한다.

주요어: 읽기 행동, 쓰기 행동, 읽기 및 쓰기에 대한 태도, 협력 읽기,
독서일지 쓰기

학번: 2014-20900