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교육학석사학위논문

Korean EFL Middle School Teachers'  
Beliefs about L2 Reading Instruction  
and Their Teaching Practices

한국인 중학교 영어교사의  
제2언어 읽기교수에 대한 신념과 교수행위

2016년 8월

서울대학교 대학원

외국어교육과 영어전공

유 성 은



# Korean EFL Middle School Teachers' Beliefs about L2 Reading Instruction and Their Teaching Practices

by  
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Beliefs about L2 Reading Instruction  
and Their Teaching Practices

APPROVED BY THESIS COMMITTEE:

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# ABSTRACT

Since the work of Nespor (1987), the significance of teachers' beliefs in education has been of great interest to many educational researchers in various areas such as science, mathematics, literature, history, as well as in the teaching of first and second or foreign language over the last three decades (Kagan, 1992; Borg, 2003). A crucial reason for this interest is due to the relationship between teachers' beliefs and their instructional practices (Borg, 2003). Although there have been numerous studies on teachers' beliefs, only a few studies have focused on the beliefs of in-service teachers with an in-depth case study especially in the context of teaching and learning English as a Foreign Language.

The present case study investigated Korean EFL teachers' beliefs about their L2 reading instruction in relation to their teaching practices in Korean middle schools in order to gain understanding of the interactive relationship between teachers' beliefs and their teaching practices. To explore this issue, two research questions have been addressed: (a) what beliefs Korean EFL teachers' hold on L2 reading instruction and (b) how their beliefs are related to their instructional practices.

For this purpose, three Korean EFL teachers who differ in their teaching experiences were selected as participants. To explore the participants' beliefs

about L2 reading instruction and their teaching practices, the study adopted the methodology of qualitative case study encompassing observations, interviews and document data such as students' textbooks and worksheets. The audio record data were all transcribed and then analyzed deductively and inductively as suggested by Lincoln and Guba (1985).

The findings of the study are as follows. First, three teachers deal with their ideal beliefs and context-specific beliefs differently according to the amount of their teaching experience. Second, all three teachers' classroom-specific beliefs were more closely related to their classroom practices. Third, the major sources of beliefs for experienced teachers were teaching experience and a novice teacher's sources of beliefs were professional coursework and her teaching context. Fourth, teachers' L2 reading instruction showed similarities such as intensive approach, sentence-by-sentence translation, and emphasis on vocabulary and structural knowledge. Finally, influencing factors of teachers' practices were contextual factors, schooling experience, and personal reading experience.

Key Words: teacher belief, L2 reading instruction, teacher instructional practice, Korean EFL classroom, the relationship between belief and practice, foreign language teaching

Student Number: 2010-21465

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# LIST OF ABBREVIATIONS

The following abbreviations are used in this thesis:

|      |  |
|------|--|
| CSAT | College Scholastic Aptitude Test           |
| CLT  | Communicative Language Teaching            |
| EAP  | English for Academic Purpose               |
| EFL  | English as a Foreign Language              |
| ESL  | English as a Second Language               |
| L1   | First Language                             |
| L2   | Second Language                            |
| NEAT | National English Ability Test              |
| RSPS | Reader Self-Perception Scale               |
| TEE  | Teaching English in English                |
| TORP | Theoretical Orientation to Reading Profile |
| TEFL | Teaching English as a Foreign Language     |

Conventions for extracts from observations:

|       |  |
|-------|--|
| ( )   | indicates people's behavior  |
| ...   | indicates pauses   |
| (...) | indicates omitted material   |
| (( )) | indicates additions or explanations inserted in an extract by the researcher |

# **CHAPTER 1**

## **INTRODUCTION**

The present study discusses Korean English-as-a-foreign-language (EFL) teachers' beliefs about their reading instruction in relation to their teaching practices in the middle school. This chapter describes the context of the study in section 1.1, the purpose of the study and research questions in section 1.2, and the organization of the thesis in section 1.3.

### **1.1 The Context of the Study**

In information technological era, reading in English has become essential as a vast amount of information is transferred through the internet where most of the information is presented in the form of English written text. To be able to access valuable information that enriches our lives, there seems to be increasing demands for acquiring general English reading skills and abilities even in South Korea where English is taught as a foreign language. Reading in English, however, is not an unfamiliar topic in Korean English language educational context since reading had long been a focus of Korean English classrooms for many years. It still is the main practice of English classrooms in most of the Korean high schools where

students study English to prepare for Korean College Scholastic Aptitude Test (CSAT). While reading has been the major focus of English language teaching in the secondary schools, the changing wind of language teaching approach in the 1990s has affected the teaching practice of the elementary school to focus on speaking with the introduction of English as a compulsory subject in 1997. Based on the 7<sup>th</sup> national curriculum, teaching practices of English in Korean English language classrooms have been greatly influenced by Communicative Language Teaching (CLT) which emphasizes communication in English (Ministry of Education, promulgation 1997-15). Focus on oral language, nevertheless, resulted in comparatively less attention on written language in language teaching especially in primary school level where reading in English was postponed for the later stage of language learning. Recently, the call for more practice on second language (L2) reading in the elementary school level has been reflected in English textbooks based on the newly Revised National English Curriculum of 2008 (Ministry of Education, Science and Technology, promulgation 2008-160).

Drastic social and educational change in Korean English education in the 1990s with the WTO (World Trade Organization) agreement, which opened up Korea's educational market, and introduction of the College Scholastic Ability Test, the 6<sup>th</sup> National Curriculum, and English language teaching in the elementary schools have been driving forces of change in the way of teaching from teaching

grammar and translation to teaching for communication (Kwon, 1997; 2000).

In order to foster the positive change, the Ministry of Education in Korea strived to improve English education by hiring approximately 8,500 native English-speaking teachers and approximately 6,200 Korean English conversation instructors according to the information presented on the government website<sup>1</sup>. In addition, in-service teacher training programs have been emphasized to promote teaching English in English (TEE). These efforts to secure competent English teachers have been made based on the idea that teachers are the keys to implement successful communicative English classes.

Along with the idea that teachers are important to bring changes in the classroom, teachers' beliefs have been of great interest with the shift of educational research focus from teachers' behavior to teachers' cognition since it is thought to be related with their instructional practices which can affect students' performances (Kagan, 1992; Borg, 2003).

Within the context of experiencing drastic social and educational change, the present study explored the relationship between Korean EFL middle school teachers' beliefs about reading instruction and their instructional practices within the regular English classrooms in Korea.

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<sup>1</sup> The above data was achieved from the homepage of the Ministry of Education: <http://english.go.kr/english.html>.

## **1.2 The Purpose of the Study**

As been mentioned above, reading in English has become crucial and inevitable. However, there has been comparatively little research conducted so far regarding beginning L2 reading in Korea (Park, 2011; Lee, 2010; Lee, 2011). Related previous research investigated L2 reading developments of elementary level English learners, and they provide insights for processes of L2 reading development. However, studies that investigated or explored Korean English learners' reading in classroom context is very rare. Since research done without the consideration of the actual teaching and learning context can be misleading or may be too distant from what is actually happening inside the classrooms, research on reading in the classroom context is necessary to be able to gain informative results that are directly applicable. Thus, there is a need for the research which investigates inside the actual reading classrooms to understand what is going on in the English reading classrooms in Korea.

What happens in the reading classroom is complex since there exist interactions between teacher, students, reading activity and other variables, all of which contribute to the learning outcome of the students in a particular reading class. Therefore, not only the learning process itself but also the participants of the learning environment are important. Among them, a teacher who guides all the

way through the learning process by providing specific content and particular teaching methods in the particular classroom is believed to be influential since the teacher's belief will affect his or her educational decisions (Woods, 1996). Accordingly, students' reading classroom experience will vary in reference to what his or her teacher' beliefs on reading instruction are.

Therefore, this study aims to explore teachers' beliefs in L2 reading instruction, which is one of the language skill areas, especially in the regular classroom context. With an aim to explore the relationship between Korean EFL middle school teachers' beliefs about reading instruction and their instructional practices within the regular classroom context, this study addresses two major research questions.

1. What are Korean EFL middle school teachers' beliefs about L2 reading instruction?
2. How are Korean EFL middle school teachers' beliefs related to their instructional practices of L2 reading within classroom contexts?

### **1.3 Organization of the Thesis**

The organization of the thesis is presented as follows. Chapter 2 reviews previous literature on teachers' beliefs related to reading instruction of English texts both in L1 and ESL/EFL contexts. Chapter 3 describes the research design of the thesis, and explains what kinds of data were collected and how these data were analyzed. Chapter 4 provides findings through the analysis of the participant teachers' beliefs on L2 reading and Chapter 5 suggests findings of the study regarding characteristics of three teachers' teaching practices. In Chapter 6, findings of the study are discussed. Finally, Chapter 7 summarizes the major findings of the research and offers pedagogical implications, limitations of the study, and suggestions for the future research.

# **CHAPTER 2**

## **LITERATURE REVIEW**

This chapter provides the review of the literature on the related topics of the present study. The definitions of Teachers' beliefs are presented in section 2.1. Relationships between teachers' beliefs and practices are introduced in section 2.2.

In the following the section 2.3, explanations for the inconsistencies between beliefs and practices are discussed. Teachers' Beliefs about Reading in L1 Context and Teachers' Beliefs about Reading in ESL/EFL Context are demonstrated in section 2.4 and section 2.5, respectively.

### **2.1 The Definitions of Teachers' Beliefs**

Teachers' belief is a difficult concept to grasp because its nature is vague, implicit and situated (Wideen et al., 1998). This means that belief is difficult to investigate or not easy to access directly because it is not observable. In addition, it can be defined in various ways depending on the context being studied and the orientation of the research. For these reasons, there seems to be no shared understanding of the term. Thus, Pajares (1992) even labeled teachers' beliefs as a "messy construct" in his review on the teachers' beliefs noting that many

researchers have used various terms to refer to teachers' belief, and they defined and described the concept in various ways. Borg (2003) has listed those different terms representing the same concept 'teacher cognition' used by researchers in his review article on teacher cognition: personal pedagogical systems, pedagogic principles, theories for practice, routines, conceptions of practice, pedagogical knowledge, personal practical knowledge, and many more (Borg, 1998c; Breen et al., 2001; Burns, 1996; Crookes & Arakaki, 1999; Freeman, 1993; Gatbonton, 2000; Golombek, 1998; Johnson, 1992, as cited in Borg, 2003).

As suggested above, teachers' beliefs have been defined in various ways in many different research and studies. Not only this definitional issue presents a problem in the study of teachers' beliefs, but also different views over the relationship of beliefs and knowledge bring another difficulty in defining teachers' beliefs. To elaborate, belief and knowledge are considered the same by some researchers (Kagan, 1990; Borg, 2003) while they are viewed as different concepts by others (Nesper, 1987; Calderhead, 1996). Nesper (1987) tried to conceptualize belief by building a model of 'belief systems' and stated that 'existential presumption', 'alternativity', 'affective and evaluative loading', and 'episodic structure' are the four features that can be used to distinguish beliefs from knowledge. Although it is still arguable whether it is possible to separate those two concepts, most of the recent research concludes that their distinction is "blurry"

and that they are “inextricably intertwined” (Grossman, Wilson & Shulman, 1989, p.31; Verloop et al., 2001, p.446). Roehler, Duffy, Herrmann, Conley, and Johnson (1988) even asserts, from the perspective of cognitive psychology, that it is not only teachers’ belief that affects teachers decisions in the classroom, but teachers’ declarative, procedural, and situational knowledge interacts with one another and influences teachers’ practices. Due to these difficulties and problems in defining the concept of teachers’ beliefs, Borg (2003) uses ‘teacher cognition’ as an inclusive term to refer to teachers’ cognitive dimension of teaching including teachers’ knowledge, beliefs, and thought. He also presents a framework which represents the four aspects of teachers’ lives where teacher cognition plays a crucial role. This schematic conceptualization that can be used as a reference to the questions in the research of teacher cognition includes teachers’ early experience of schooling as students, their professional coursework, contextual factors, and classroom practice (Borg, 1997).

In particular, Harste and Burke (1977) defined teachers’ beliefs about reading as “theoretical orientation in reading as particular knowledge and belief systems held about reading” or “the philosophical principles that guide teachers in their decision-making”. In this research, definition of teachers’ beliefs about reading proposed by Harste and Burke (1977) will be used since their definition seems to be along the line with Borg’s (2003) definition of teacher cognition, which

embraces teachers' knowledge, belief, and thought. Another reason is that they have proposed a definition specifically on the teachers' beliefs about reading.

## **2.2 Relationships between Teachers' Beliefs and Practices**

Teachers' beliefs have been investigated from the 1980s with the shift of educational research focus from teachers' behavior to teachers' cognition. Most of the research that investigated the relationships between teachers' beliefs and their instructional practices focused on whether teachers' beliefs were consistent or inconsistent with their instructional practices. The results of these research studies which aim for the simplistic understanding of teachers' beliefs related to their instructional practices have shown contradictory findings.

Numerous studies on teachers' beliefs have shown that teachers' beliefs have influence over their teaching practice (Agee, 2004; Fang, 1996; Harste & Burke, 1977; Johnson, 1992; Pajares, 1992; Richardson, 1996). For instance, in the field of reading, Harste and Burke (1997) supported the consistent relationship between the teachers' beliefs and their behaviors in classroom by concluding that "despite atheoretical statements, teachers are theoretical in their instructional approach to reading" (p.32). Deford (1985) also suggested that teachers' theoretical orientations match with their classroom practices. She developed the Deford

Theoretical Orientation to Reading Profile (TORP) which shows a strong relationship between the TORP scores and the predictions of teachers' beliefs about reading instruction.

On the contrary, some of the studies have also found cases of inconsistencies between teachers' beliefs and their instructional practices (Bryan, 2003; Duffy, 1982; Duffy & Anderson, 1984; Hoffman & Kugle, 1982; Muchmore, 2001; Rex & Nelson, 2004). These studies made a contribution to extending researchers' interest in beliefs into the question of the origins of beliefs and the reasons for the inconsistencies between teachers' beliefs and their practices (Richardson, 1996). Thus, this empirical study intends to have a closer look at the relationship between in-service teachers' beliefs and their instructional practice.

### **2.3 Explanations for the Inconsistencies between Beliefs and Practices**

According to the current research body of belief studies, possible reasons for inconsistencies between beliefs and practices are claimed to be consciousness, connectedness, context, and research methodology.

First, consciousness accounts for the inconsistencies between beliefs and practices since a particular belief may not be able to influence his or her instructional practice if an individual is not conscious about that particular belief

(Rokeach, 1968). In addition, Green (1971) argues that it is possible for an individual to continue to hold two contrary beliefs without causing tension when those beliefs are not examined against each other.

Secondly, connectedness explains why inconsistencies between beliefs and practices can occur. Rokeach (1968) defined connectedness as “the more a given belief is functionally connected or in communication with other beliefs, the more implications and consequences it has for other beliefs and, therefore, the more central the belief” (p.5). According to Green (1971), some beliefs (core beliefs) are more stable because they are connected with other beliefs within the belief system and more unaffected by changing circumstances than other beliefs (peripheral beliefs). Ernest (1989) also suggested that weak connection of a teacher’s stated beliefs to other beliefs of that person can explain the inconsistencies between the beliefs and the practice. The study of Phipps and Borg (2009) strengthens this explanation. Their work found that teachers followed practical knowledge or beliefs which they gained through experience rather than theoretical knowledge when their different beliefs conflicted with each other.

The third explanation for the inconsistencies between teachers’ beliefs and their teaching practice is the particular educational context where teachers work. Context is considered to be one of the most influencing factors on teachers’ beliefs and their practice (Ernest, 1989; Fang, 1996). For example, Duffy and Anderson's

(1984) four-year study on teachers' beliefs about reading reported that the relationship between teachers' beliefs and their instructional practices is not strong although there is some congruence, mainly due to the complex instructional context of the classrooms. According to Ernest (1989), educational contexts such as expectations of others, curriculum, texts, and the system of assessments can cause mismatches in teachers' beliefs and practice. In addition, educational policy can influence teachers' practices since it causes teachers to pay greater attention to tested content and to spend less time on non-tested content or subjects (Clarke et al., 2003; Diamond & Spillane, 2004).

Finally, poor data collection methodology can explain the reasons of inconsistencies between beliefs and teaching practices. Many researchers note that using paper and pencil questionnaires to investigate teachers' beliefs is inappropriate since it is difficult to identify beliefs (Duffy, 1982; Hoffman & Kugle, 1982; Munby, 1984; Richardson, Anders, Tidwell, & Lloyd, 1991). Therefore, Hoffman and Kugle (1982) suggested using more reasonable research methodology like focused interviews in order to gain better understanding of teachers' beliefs that are situational instead of using a multiple choice instrument (TORP) after they found through their research that teacher's theoretical orientations towards reading were not closely related to their classroom behaviors.

In this study, efforts have been made to eliminate factors such as poor data

collection methodology that could cause inconsistencies between teachers' belief and their practices by applying multiple data collection methods such as interviews, observations, and also by collecting document data.

## **2.4 Teachers' Beliefs about Reading in L1 Context**

Much research has been conducted in L1 context compared to the amount of research in ESL/ EFL context and the majority of these studies have focused only on the consistency issue when investigating the relationship between teachers' beliefs and their teaching practice (Duffy, 1982; Muchmore, 2001; Munby, 1984; Richardson, 1996) rather than exploring the reasons that bring such consistencies or inconsistencies. Some of the research suggest positive relationship between the teachers' beliefs and their practices (Hollings-worth, 1989; Munby, 1984), which means that teachers' practice in the classroom will be executed based on the teachers' belief. The others argue that teachers' belief and conception are irrelevant to their teaching practice in reading classrooms (Duffy, 1981; Hoffman and Kugle, 1982). As it is in the field of many other belief studies, contradictory literature concerning the relationship of in-service teachers' theoretical belief and their teaching practice also exists in the field of reading.

In addition, most of these research studies examine pre-service teachers'

beliefs rather than in-service teachers' beliefs. Scharlach (2005) and Asselin's (2000) studies are the cases that have focused on pre-service teachers' beliefs about reading that highlighted the affective aspect of teachers' belief on their students' performances and their reading instruction. For instance, Scharlach's study (2005) explored six education major elementary pre-service teachers' beliefs about teaching struggling readers. The result of the study suggests that teachers who have beliefs that they can and are responsible for teaching all their students to read could bring the success of the readers, while teachers who are negative about their efficacy and responsibility tend to cause inconsiderate or irresponsible teaching behavior when dealing with students labeled as disabled in reading, resulting in passive readers in the end.

Studying beliefs of pre-service teachers could provide implications for the teacher education programs to improve them for the better. However, the findings of these studies can neither provide adequate understanding of what in-service teachers believe or give explanations for how and why they decided to give such instructional practice. Therefore, studies of in-service teachers' educational beliefs and their instructional practices focusing not only on the result of whether the relationship is consistent or inconsistent but also the reasons behind the relationship are necessary to fill this research gap.

## **2.5 Teachers' Beliefs about Reading in ESL/EFL Context**

In contrast to the amount of research conducted in L1 context, little research has been done in ESL/EFL contexts on the teachers' beliefs and practices of reading instruction. Among the five related studies, two studies have been conducted in ESL context, and the other three studies in EFL context. Borg (2003) in his review article on teacher cognition suggests that studies on teachers' beliefs are "substantively, conceptually, and methodologically diverse" (p. 104). Therefore, it is not easy to find overlapping elements or distinctive differences between each study. In this section, thus, each study will be described including the information such as the places where the study took place, the methods of the research, the type and the number of participants, the level of the students that the participating teachers teach, and its brief research focus.

In ESL context, Johnson (1992) studied in-service teacher's theoretical beliefs about second language teaching and learning in terms of literacy in the United States. An Ideal Instructional Protocol, a Lesson Plan Analysis Task, and a Beliefs Inventory had been developed to measure 30 ESL teachers' theoretical beliefs about their methodological approach in teaching reading, resulting in the consistency as for the majority of the teachers. Class observation of the 3 selected teachers' instruction also suggests that teachers are consistent with their theoretical

beliefs in teaching.

Next research conducted by Kajinga (2006) explored 3 high school and 6 college teachers' beliefs about the role of extensive reading in ESL context in Grahamstown, South Africa through semi-structured interviews with 6 Caucasian participating teachers and 3 African in-service teachers. The study found that all teachers, in spite of their ethnic background, had strong beliefs about the value of extensive reading, and teachers' sources of this belief were identified; the role of home environment, that of school and library, and that of formal training.

In EFL context, Tercanlioglu (2001) investigated 132 pre-service EFL teachers' views of themselves as readers and future reading teachers in Turkey. To answer the posed questions, Reader Self-Perception Scale (RSPS) developed by Henk and Melnick (1995) was utilized. The participant of the research was all full-time third or fourth year undergraduates studying in Teaching English as a Foreign Language (TEFL) program at a university in Turkey, whose first language was Turkish, and who wished to teach English in secondary schools. The result of the study shows that the pre-service teachers believed that they have to be good readers to be able to teach reading well to their future students, though they viewed themselves as not confident readers and were not pleased to teach reading.

Güler (2007) also used quantitative method to investigate 95 in-service teachers' beliefs about teaching reading at Anadolu University School of Foreign

Languages in Turkey. A form of questionnaire was created to measure what EFL teachers' beliefs are about teaching reading and to find out whether teachers' beliefs would be different in relevance to their previous teaching experience. This study is significant in that it created a useful questionnaire to measure EFL teachers' beliefs in reading.

The most recent research by Kuzborska (2011), on the other hand, explored eight English for Academic Purpose (EAP) teachers' beliefs in-depth about advanced learners' reading instruction in Lithuanian university context by observing each teacher's classes and conducting interviews. The relationship between eight teachers' beliefs about reading instruction and their practices were analyzed. This is a rare study, which qualitatively explored teachers' belief in the actual reading classroom in EFL context.

So far, the studies on teachers' beliefs about reading have been overlooked. As been suggested by Borg (2003), little work has been done on the teachers' beliefs in EFL contexts and qualitative research is scarce. In order to implement the findings of research data, however, information on the actual classroom environment is crucial since the application of theory to practice is not mere application of the theory in the classroom. It is echoed in the educational review of Pajares (1992) that "seeing educational beliefs as detached from and unconnected to a broader belief system, for example, is ill-advised and probably unproductive"

(p.326). Multiple variables including teachers' working environment has to be considered. Therefore, this study which explores Korean EFL teachers' beliefs about reading instruction and their teaching practice in the actual classroom context is needed to fill the research gap presented above. In addition, it is believed to provide in-depth understanding of the reading classroom specifically in the Korean middle school context.



# **CHAPTER 3**

## **METHODOLOGY**

This chapter illustrates the research methods regarding research design of the study and data information. In the section 3.1, research design of the present study is presented discussing why a case study is best suited to explore the research questions. It also provides information on the participants, school contexts and the reasons for selecting a certain class for observation. Section 3.2 reports the data collection method such as observations, interviews and document data. Finally, section 3.3 describes how data were analysed

### **3.1 Research Design**

This section describes why a case study was implemented in this research (3.1.1), where this research took place (3.1.2), who the participating teachers were (3.1.3), and how their classes were selected (3.1.4).

#### **3.1.1 Rationale for the Use of a Case Study**

This study was conducted as a case study rather than implementing a questionnaire since belief is a concept that can be well understood within the

contexts and environments. In addition, teachers' beliefs need to be explored and studied at actual classrooms since schools are places where 'ill-structured problems' occur (Nespor, 1987). 'Ill-structured problems' refer to the problems that have vague, inconsistent or unrelated goals and, at the same time, do not have a certain set of procedures to achieve the goals. Therefore, studies without investigating what teachers think, believe and know in the actual teaching and learning context where teachers' beliefs are affected by the environment will only provide a part of the overall picture and would be considerably limited to provide meaningful implications. This justifies the reason for employing the form of a case study rather than that of questionnaire in this research.

### **3.1.2 School Contexts**

The site of for this study was two different girls-only middle schools located in the same district of Seoul metropolitan area in South Korea. Both schools were given pseudonyms. Daehan Girls' Middle School is a research school serving approximately seven hundred students and it has twenty four classes in total. All students of Daehan Girls' Middle School are provided with five different proficiency levels for their English classes according to their mid-term or final exam scores in English subject and students' preferences. On the contrary, Seoul

Girls' Middle School is a private school consisting of fifteen classes of three different grade levels. According to the school curriculum, it does not provide differentiated instruction for the first and the second year students, but only the third year English classes were divided into two different proficiency levels according to the sum of students' test scores on English and Math. Therefore, it can be said that differentiated instruction was not provided at this school in a strict sense. These schools were chosen for the purpose of the current research in order to provide more rich and insightful information about those teachers who work under the similar and, at the same time, different contexts.

### **3.1.3 Participants**

Two of the three female English language teachers from Seoul Girls' Middle School holding a first-level teacher certificate and one of the three teachers Daehan Girls' Middle School holding a second-level teacher certificate voluntarily participated in this study. All the participants were given pseudonyms in this study.

Ms. Kim is a 46-year-old female English teacher who teaches both the first and the second year students at Daehan Girls' Middle School. She majored in English education at one of the prestigious universities in Korea and achieved a master's degree at the same university graduate school. Even after becoming a public

school teacher, she continued her studies and completed her Doctorial courses in the same field of study. With nineteen years of teaching experience, she is an author of a published middle school textbook and a competent and enthusiastic teacher who continually pursues in self-development.

Ms. Park is a 52-year-old female teacher in her early 50s and has taught at Seoul Middle School since 1985 for more than twenty seven years. Even though she liked learning English and majored in the English literature, she did not dream to be an English teacher when she was young. It is due to the reason that the idea of becoming a teacher for a living did not fascinate her since close people around her including her father, brother and cousins were all teachers. She, however, found her talent and the joy of teaching students when she was given a chance to teach at the current middle school. At the moment, Ms. Park is instructing second year middle school students and in charge of the whole English education department in her school.

Ms. Lee is a 26-year-old novice English teacher<sup>2</sup> who has just started her professional career. She taught high school students before as an instructor for less than two months, and has taught third year middle school students at Seoul Middle School over two months for now. She spent her high school years in China

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<sup>2</sup> Accoring to Farrell, novice teachers are “teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution” (2009, p.182).

attending a British International School and majored in English education at a university in Seoul. Since she has just started teaching, she is learning how to manage a class and trying to find out what students want from her class and what she can do to meet their needs. The information of the participant teachers are summarized in Table 3.1.

**Table 3.1**  
**Information of the Participant Teachers**

| Teacher  | Sex | Age | Teaching experience | Qualifications   | Current teaching grade            | Semester studied               |
|----------|-----|-----|---------------------|--|-----------------------------------|--------------------------------|
| Ms. Kim  | F   | 46  | 19 years            | BA English Education<br>MA English Education<br>Completed PhD course | 1 <sup>st</sup> & 2 <sup>nd</sup> | 1 <sup>st</sup> semester, 2012 |
| Ms. Park | F   | 52  | 27 years            | BA English Literature  | 2 <sup>nd</sup>                   | 1 <sup>st</sup> semester, 2012 |
| Ms. Lee  | F   | 25  | 1 year              | BA English Education   | 3 <sup>rd</sup>                   | 1 <sup>st</sup> semester, 2012 |

### 3.1.4 Class Selection

As for the class selection for the observation, it was determined mainly based on the recommendation of the teachers and the convenience of the researcher.

In case of Ms. Kim, she was in charge of teaching four different groups of

classes. Among those groups, two groups were the first graders and the other two groups were second graders. Since the school she worked at divided English classes into five different levels according to students' English proficiency, she was to teach two groups of students with different levels of proficiency even among the same grade. Two different classes, one class of the second proficiency level first graders and one class of the fourth proficiency level of second graders, were selected to be observed since monitoring those two different classes, which were taught different contents and differ in terms of proficiency level, would yield more meaningful and in-depth insight regarding her belief in reading instruction. In addition, it was convenient for the researcher to observe those classes since both classes were scheduled on the same day.

On the other hand, only one class of Ms. Park and one of Ms. Lee were decided to be observed since they were each teaching the same grade level students and the proficiency level of the students did not affect their teaching greatly. Teachers chose the class they wished to open to the researcher considering their timetable and the schedule of the school events.

## **3.2 Data Collection**

The principle of ‘triangulation’ was used to verify validity and reliability issue (Denzin, 1978). Formal interviews, informal interviews and comments made by the teachers during the class hour were collected for teacher report data and transcripts of audio recordings of reading classes, fieldnotes, document data related to students’ activities were collected for the observational data.

### **3.2.1 Observations**

To obtain information on each teacher’s teaching practices, at least one classroom for each teacher was selected to be observed from May 2012 to June 2012. Ms. Kim opened up two classes which differed in their proficiency levels, and also allowed the researcher to observe lessons not only about reading but also about listening and speaking or grammar. In case of Ms. Park and Ms. Lee, one class for each teacher was observed and they allowed the researcher to observe only the lessons about reading part of the class textbooks. As a result, the researcher observed twelve lessons of Ms. Kim, two lessons of Ms. Park, and two lessons of Ms. Lee, which lasted for 45 minutes each. All lessons were audio-recorded and were analyzed later. After each lesson, questions that needed to be clearly answered by the teachers were generated through the observation recording

data, and they were used for unstructured interviews afterwards. Three teachers' class observation schedule is shown in Table 3.2.

**Table 3.2**  
**Class Observations**

| Ms. Kim (12 times)    |           |           | Ms. Park (twice)     |           | Ms. Lee (twice)      |           |
|-----------------------|-----------|-----------|----------------------|-----------|----------------------|-----------|
| Date                  | Class-1   | Class-2   | Date                 | Class     | Date                 | Class     |
| June 4 <sup>th</sup>  | -         | Writing   | May 17 <sup>th</sup> | Reading 1 | May 16 <sup>th</sup> | Reading 1 |
| June 7 <sup>th</sup>  | Warm up   | Wrap up   | May 22 <sup>nd</sup> | Reading 2 | May 17 <sup>th</sup> | Reading 2 |
|                       | Listening | Listening |                      |           |                      |           |
| June 11 <sup>th</sup> | Listening | Listening |                      |           |                      |           |
| June 13 <sup>th</sup> | Grammar   | Reading 1 |                      |           |                      |           |
| June 14 <sup>th</sup> | Grammar   | Reading 2 |                      |           |                      |           |
| June 18 <sup>th</sup> | -         | Reading 3 |                      |           |                      |           |
|                       |           | Grammar   |                      |           |                      |           |
| June 21 <sup>st</sup> | Reading   | Grammar   |                      |           |                      |           |
|                       |           | Writing   |                      |           |                      |           |

### 3.2.2 Interviews

Two semi-structured interviews were conducted with each participant teacher in Korean for approximately 20 to 50 minutes.

First semi-structured interview was conducted prior to the first class observation to gather participants' personal background information, their past and present experiences related to schooling, teacher education, classroom experiences, their thoughts on reading in English, and their reading classrooms and students

(See Appendix 2 for the first semi-structured interview questions).

Another semi-structured interview was held to collect data on the participants' beliefs about reading instruction in Korean. It was to find out what teachers think about their actual English reading classes, beliefs on their ideal English reading classes, and the contextual factors that influenced their teaching practices in the actual classrooms (See Appendix 3 for the second semi-structured interview questions).

In addition to the semi-structured interviews, unstructured interviews were conducted at each teacher's free time, usually before and after the class, based on the researcher's fieldnotes in order to gain additional information about each teacher's classroom behaviors or classroom activities. In the process, audio-stimulated recall was sometimes implemented which aided "a participants' recall of his thought processes at the time of that behavior" (Calderhead, 1981, p.212). As shown in Table 3.3, semi-structured and unstructured interviews were held on the given dates.

**Table 3.3**

**Interview Procedure**

| Ms. Kim       |                            | Ms. Park     |                            | Ms. Lee      |                            |
|---------------|----------------------------|--------------|----------------------------|--------------|----------------------------|
| Date          | Interview                  | Date         | Interview                  | Date         | Interview                  |
| May 30, 2012  | Semi-structured 1 (35mins) | May 11, 2012 | Semi-structured 1 (25mins) | May 15, 2012 | Semi-structured 1 (21mins) |
| June 7, 2012  | Unstructured 1 (8mins)     | May 22, 2012 | Unstructured 1 (35mins)    | May 17, 2012 | Unstructured 1 (35mins)    |
| June 14, 2012 | Unstructured 2 (17mins)    | May 25, 2012 | Semi-structured 2 (40mins) | May 23, 2012 | Semi-structured 2 (35mins) |
| June 21, 2012 | Semi-structured 2 (50mins) |              |                            |              |                            |

**3.2.3 Document Data**

Document data were collected in various forms to provide further information on the actual practice of teaching reading. They were syllabi, textbooks, activity worksheets distributed during the class, and students’ notes taken during the class hours. These data provided additional information on the teachers’ instructional practices and helped the researcher to see what they were trying to teach in their classes.

**3.3 Data Analysis**

Data achieved through observations in class and interviews with the teachers, collected documents related to each teacher’s reading classes, and researcher’s

fieldnotes and journals were all analyzed by both deductive and inductive ways as suggested by Lincoln and Guba (1985) to find out the themes. A theme functions as a way to categorize a set of data into "an implicit topic that organizes a group of repeating ideas" (Auerbach & Silverstein, 2003, p.38)

Based on the previous literature on teachers' teaching practice, teaching practice observed in the classroom was categorized into themes. In the process of categorizing the themes of collected data, holistic coding was used. Holistic coding is used "to grasp basic themes or issues in the data by absorbing them as a whole (the coder as 'lumper') rather than by analyzing them line by line (the coder as 'splitter')" (Dey, 1993, p. 104). It was selected as a coding method in this research since it is a time-saving method for studies with various types or massive amounts of data (Saldaña, 2015).

After initial codes were established based on the previous literature and several overviewing of the data by the researcher through the deductive way of data analysis approach, the same data was analyzed again inductively to include the data that do not belong to the pre-existing categories. The analysis provided three major themes of three participating teachers. There were (a) each teacher's ideal and context-specific beliefs about reading instruction in terms of its definition, learning process, and assessment, (b) the sources of their beliefs, and (c) the affecting factors to their beliefs.



## **CHAPTER 4**

### **Three Teachers' Beliefs on L2 Reading Instruction**

This chapter describes and discusses the findings of the study regarding the teachers' ideal or theoretical beliefs, and classroom specific beliefs regarding reading in English as a foreign language focusing on the definition, learning process, and assessment of reading with the sources of beliefs through the analysis of interviews, observations, and documents. Each participating teacher's case will be discussed separately.

#### **4.1 Ms. Kim's Beliefs on L2 Reading Instruction**

In this section, Ms. Kim's beliefs on instruction for reading in English as a foreign language in the classroom context are described in detail in terms of what her purpose of reading is (4.1.1), how she understands the learning process of reading (4.1.2), and how difficult it is to assess reading proficiency of each student in the current school context (4.1.3).

### **4.1.1 Reading in Classroom is to Learn Linguistic Knowledge**

Ms. Kim believes reading in general is an activity which is performed to extract information from the written text whether the information is academic, scientific or emotional. However, she defines reading in English in classroom context is not only to get information from the text but also to learn English knowledge about vocabulary, phrases, text structures and so on to comprehend the information from the given text in a shorter period of time.

#### **Interview Quote 1**

So reading in general is to comprehend written text and acquire information, the ultimate purpose of reading in a classroom context is not about acquiring new information. I've been involved in publishing English textbooks. The chapter on Family Day is actually written by myself. In this case, you do want to tell your students on the importance of a family, why you need to be together with your family and such values, but since this is an English textbook, these family values are not the sole purpose of reading in this case. The goal is to read English written text and by reading these English texts, kids learn how to read and understand English phrases, vocabulary and so on. (Ms. Kim, Interview 2)

When comparing those two purposes of reading activity, extracting information and learning linguistic knowledge, she seemed to emphasize the latter in the classroom context.

### **4.1.2 Levels of Proficiency Decide Learning Processes of Reading**

Ms. Kim ideally believes that a student can learn to read better if the student

extensively reads a large number of books appropriate for his or her own proficiency level. When she was asked how she would teach a student to read better, she assumed that she was teaching her own child and answered that she would prepare many understandable texts and let him or her to read a lot so that he or she could move on to the next reading proficiency level. In addition, she also suggested that she would have her child to read various kinds of texts in her own language to broaden her child's common knowledge.

Interview Quote 2

If I teach one student how to read and imagine that one student is my child at home... how would I teach my own child? I think I will find very easy texts and have my child read and understand them. Step by step, I will provide her with higher level of English texts and make her read a lot. I think that's the only way. If there is another way, maybe I will make her read other textbooks, especially written in Korean so that her common knowledge can expand. I think this is very important as well. More and more I teach and I realize reading well in English is not simply determined by the proficiency of English itself. (Ms. Kim, Interview 2)

When it comes to the classroom context, she believes reading has to be learned through different stepping processes according to the proficiency levels of learners. She asserted based on her twenty-year-teaching experience that focusing on the bottom-up process of reading seemed to be more appropriate for the beginning level readers and emphasizing the top-down process of reading with more advanced level readers seemed to work better.

#### Interview Quote 3

I think there are differences depending on the level of proficiency. For those with some level of understanding of English phrases, top-down approach would be more appropriate and time-saving than bottom-up approach. But this approach doesn't work with beginners. And they don't get better by just practices. You know, we call it "writing a novel." Some students make up stories using their limited English vocabulary, but we cannot expect them to continue on this way. English reading classes are not design to bolster imagination of students. That's just not its goal. (Ms. Kim, Interview 2)

She was aware that teaching students meanings of the words, structures of the sentences is not giving her students an authentic reading experience in a sense but more of the enhancement of their language skills. However, she has experienced that her reading class did not work well when she taught her class focusing on the meaning of the text. Instead of understanding the text as it was written, her students made up a different, false story with the words they knew. Therefore, Ms. Kim concluded that middle school students have to focus on learning language skills from reading the text in the given textbook because they often lack automatic recognition skills, vocabulary and structural knowledge to read the given text fluently and precisely. She believes that this step is necessary to help the learners to be fluent readers in the future.

### **4.1.3 There is No True Sense of Reading Assessment in Classroom**

Ms. Kim feels that she is actually not testing individual students' reading abilities under the current education system and cannot do so for educational and

practical reasons.

She believes that teachers should not evaluate students' reading abilities using the texts in the textbooks that students already have studied and even memorized if teachers were to assess students' reading proficiency. She thinks that the reading proficiency test has to be carried out with texts that students never have read before. However, even the reading texts presented in mid-term or final English exams in Korean middle schools are the texts that students have already studied in class. Therefore, she concludes that there is no true sense of reading assessment at the moment.

#### Interview Quote 4

There is no reading assessment. Even if we do, it should not be done with reading texts from the textbooks. It must be from outside the textbooks. In this sense, we are not really doing any reading tests. Current texts used for English exams have already been exposed to students, explained and studied thoroughly during class, so using texts which is already been exposed to the students for English exams cannot measure English reading proficiency of students... On the other hand, using entirely new texts that students are completely unaware of has its own problem. Students must be graded and ranked accordingly in Korea and it is so controversial to use completely new text for English reading exams due to the question of fairness. (Ms. Kim, Interview 2)

To specify, she argues that assessing students with totally new texts can arouse a problem of fairness in education. Since students are given test scores and it affects whether they will be accepted to the higher education system or not, how to evaluate students in Korea is a big issue. According to her, that is the reason why teachers follow the guidelines of the Education Department of the Korean

Government and one of those guidelines is that students must be tested based on what they have learned in schools.

Another reason she believes that she cannot assess students' actual reading proficiency is due to the practicability of the reading tests. In order to explain why evaluating students' reading proficiency is difficult, she brought up general assessment problem and compared reading assessment to speaking assessment. She assumed that school teachers were assessing students' speaking abilities as in NEAT (National English Ability Test). In NEAT, three markers assess recordings of each student's answer to a question with an established assessment system. If school tries to follow and assess each student's speaking proficiency as in NEAT, having all students to record their speech would take a while and to have the recordings assessed by three teachers would take a year since teachers should also teach classes and take care of administrative works given to them at the same time.

## **4.2 Ms. Park's Beliefs on L2 Reading Instruction**

In this section, Ms. Park's beliefs on instruction for reading in English as a foreign language in classroom context are described in detail in terms of her definitions of reading in English in classroom context (4.2.1), her views on the learning process of reading (4.2.2), her understanding of how reading assessment

has to be done (4.2.3).

#### **4.2.1 Classroom Reading is Getting a Taste of Reading in General**

Ms. Park describes reading in general as ‘happiness’. When she was asked what reading meant for her, she answered she really enjoys reading and reading brings her joy because reading can enrich her life.

##### **Interview Quote 1**

Happiness. Providing diverse imaginations. Experience what others have lived, indirect experience. It’s the same as telling my kids to read a lot. Increase imagination and creativity. Happiness.. spending an entire day without cooking, just eat what’s provided and read books – then I’ll be extremely happy. I wish I could go to a hotel for a few days and order room service and then just read books – this and that. I hope I can do that some day. (Ms. Park, Structured Interview 2)

She believes reading in classroom context can work as a stepping stone for the learners to have interest in other cultures and to facilitate students’ career or studies in the future because the reading materials in school textbooks are samplers of different genres or contents that enables learners to learn how to speak in English and acknowledge grammatical rules of English, and at the same time, encourages learners to read longer texts.

##### **Interview Quote 2**

Getting a taste of it. By learning at school, you want to make your students to read longer passages. Reading at school is usually positioned at the level of students – short. You do some talking and learn grammar. You have to do everything but short.

Textbooks are designed to teach and touch upon many diverse things succinctly. So after learning from textbooks, each student needs to go deeper. That's what textbooks are for. To get students interested in English. If someone gets interested in English enough then they might even go and read an English book and get interested in foreign cultures. (Ms. Park, Structured Interview 2)

#### **4.2.2 Fun and Interesting Texts can Enable Students to Read Better**

In case of Ms. Park, she wants to teach her students reading in English with the reading materials of their own choice. She believes students will read on their own only when they are interested in what they are reading. By enabling students to continue reading on their own, she thinks that students will naturally learn how to read better.

##### **Interview Quote 3**

Go bring a book they want to read. I don't know. Maybe sharing at least in Korean what they liked about the book, quotes that they got impressed by? Maybe if interesting enough, they might share books and read each other's book. The purpose is to make them read. Read on their own will. Same with my kids. Moms shouldn't bring books to their kids. They won't read. They should choose on their own. What they themselves want to read. Go ahead and buy collected works of all kinds and see what happens. I made a huge mistake with my kid. I bought all kinds of collected works and he reads none. Maybe he would pick one and just read that over and over. Why the hell did I buy him all those collected works... should I read them myself? Well, I got over it now. If he likes music then I go buy him books related to music. Time to time I take him to a bookstore and let him pick ones he wants. That's the best. (Ms. Park, Interview 2)

In the context of Korean middle school English classrooms, however, Ms. Park believes that Korean middle school students have to know large amount of vocabulary and the structures of the English sentences to read well in English in

the first place. She often finds her students having hard time understanding long and complex English sentences. Hence, she thinks that students will learn better if they were given short and grammatically simple English sentences.

#### Interview Quote 4

Well, it's English. So vocabulary first. Most students lack vocabulary. They don't have it. For those, it's probably better to understand English in terms of Korean rather than by English grammar. The longer the sentence, the students get confused, so you want to explain a phrase by a phrase. Students often say they get lost when grammar is covered. So you want simple things as English texts, maybe some cartoons or very simple conversations. Things that the students like. How should I say it? Not long passages, short and funny at the same time. Little by little. You must get their attention first. They are just not interested in English texts in the first place. (Ms. Park, Interview 2)

In addition, she emphasizes the importance of interesting contents of the texts. For her, fun is the most important criteria to enable her students to read better. She believes providing those simplified English sentences with interesting contexts such as cartoons will help the learners in the early stage of reading to become more fluent readers.

### **4.2.3 Reading Aloud can Show How Well Students can Read**

Ms. Park hesitated to state what she thinks about the assessment of reading saying that she does not know what to say. Thinking hard for a while, she gave her opinion on how to assess reading.

She believes that ideal reading assessment has to be able to check how much a

person understands about the text given. She gave examples of ways to check one's comprehension; asking for the topic of the text, telling where a paragraph starts and ends, asking for the plausible conclusion, distinguishing whether the given information is true or false and finding which part has the wrong information (Interview 2, line 1-4).

As for the possible way to know if a student understands the text in classroom context, she mentions that reading aloud could be one of the ways to check students' understanding of the text (Interview 2, line 5-9). Her view is closely related with the type of speaking assessment her students are taking at her school. Students are to memorize a reading text of each lesson and recite a certain part in front of their teacher. Through the process of performing speaking assessment by reciting the reading text, she has experienced that students who could read well can speak or read with pauses between the meaning phrases with a proper intonation of English (Interview 2, line 10-15).

### **4.3 Ms. Lee's Beliefs on L2 Reading Instruction**

In this section, Ms. Lee's beliefs on instruction for reading in English as a foreign language in classroom context are described in detail in terms of her definition of reading in English in classroom context (4.3.1), learning process of

reading (4.3.2), and her thoughts on reading assessment (4.3.3).

#### **4.3.1 Its Purpose is to accept the content and to Learn Linguistic Knowledge**

Ms. Lee defined reading in general as ‘a conversation between the writer and the reader’ borrowing the term from the literature as she learned in the professional coursework at university (Interview 2, line 1-3). She believes that reading is an activity to understand the intention of the writer and to interpret the meaning of the text from the reader’s point of view. However, her interactive view of reading activity becomes very passive when it comes to the reading in classroom context. She states that reading in classroom context is accepting the content itself from the given text.

##### **Interview Quote 1**

Reading during class is just accepting the content. Each chapter’s central information is key and a source for new vocabulary. Every passage from the textbook is appropriate text for students as assigned by the Ministry of Education and we call it 1+one ((i+1)) vocabulary. It’s not that difficult and use words that students can learn with appropriate efforts, and as they read they can learn grammar, new vocabulary, and new sentence structure. It’s such learning progress. So I don’t see it that difficult. (Ms. Lee, Interview 2)

Instead of comparing the ideas of writer with the readers’, students in the classroom contexts are given texts which has nothing to argue because they are already proven to be suitable for the students in terms of content and linguistic

difficulty. In short, she points out that reading is a process of learning new words, grammar, and sentence structures.

### **4.3.2 Vocabulary is Fundamental and Repeated Reading is Crucial**

Not only Ms. Kim and Ms. Park but also Ms. Lee finds vocabulary learning and acknowledging the English sentence structures are crucial for students to read better. In case of Ms. Lee, however, she states that she considers vocabulary most important and the importance of vocabulary in reading cannot be stressed more either in an ideal reading lesson or in a lesson under the current classroom context. She argues that acquiring lots of vocabulary before reading is fundamental<sup>3</sup> in reading because students can read a new text when they know at least about more than eighty percents of the words in the text, and only then learning how to read can take place.

When talking about her ideal reading classes, she listed what she could do more in addition to her current reading class. She mentioned after reading activities such as reading aloud, question and answer, summarizing, jigsaw activities, and order arrangement of the text. She also wanted to expand the

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<sup>3</sup> According to Nation (2006), a 8,000–9,000 word-family vocabulary is needed to understand a written text with 98% as the ideal coverage. Ms. Lee's view on the importance of vocabulary knowledge for reading comprehension is supported by many research studies (Anderson & Cheng, 1999; Grabe, 2009; Ricketts, Nation, & Bishop, 2007).

reading through writing activities. In addition, she also wanted to model how she reads to her students by telling and showing her students what is happening in her mind during reading.

Interview Quote 2

I would teach them lots of vocabulary. Vocabulary learning first and then go over passages briefly first then make students pronounce them (read aloud) and time to time add some questions and in the end do summary. Maybe do jigsaw activity using the same passage. Maybe do order arrangement. If there is only one student, then I want to do reading in connection with writing. I want to show them how I actually read. Pick some words, pick some grammatical expressions, show them how to interpret passages pointing out subject and verbs one by one. (Ms. Lee, Interview 2)

In other words, Ms. Lee believes that students could benefit from thinking aloud, which is modeling the cognitive processes of reading comprehension, performing various types of comprehension check-up activities and participating in post-reading activities that expands reading to writing.

For the learning process of reading in classroom context, she believes that reading the same passage over and over again can help the learners to acquire the new words and grammatical knowledge they need, which will lead her students to read better in the future. Furthermore, she thinks that students' reading abilities will improve if they are provided with passages at their appropriate proficiency level and continually provided with more difficult ones.

#### Interview Quote 3

Repetition. It's very important read the same passage over and over. Start from easy ones and move to difficult ones step by step. After mastering easy ones and then gradually improving Korean and English skills together and present passages with increasing level of difficulty step by step. (Ms. Lee, Interview 2)

Ms. Lee's ideal and context-specific views on the learning process of reading as well as her views on its purpose do not differ much. She suggests that vocabulary learning is a prerequisite in both ideal reading and classroom reading. She thinks that using think aloud, doing various types of comprehension check-up activities and expanding reading to writing would help students to read better if they were possible in her class. However, she thinks repeated reading with texts of increasing difficulty is the plausible learning process of reading in the current classroom.

### **4.3.3 It is Impossible to Evaluate Each Student's Reading Proficiency**

Assessment of reading was a topic that Ms. Lee has never thought about before. She did not have to be concerned about the issue because her school gives performance tests on speaking and listening but not on reading. In addition, she did not feel the need to assess reading since her students were good at understanding and translating English texts in their textbooks due to the prior learning through the private education (Interview 2, line 4-9).

When asked how she knows that individual students understand the given text, she said that students were assessed of their reading proficiency through mid-term or final examination. She finds it impossible to evaluate individual student's reading proficiency with more than thirty students in one class (Interview 2, line 10-15).



# **CHAPTER 5**

## **Characteristics of Three Teachers' L2 Reading Classes**

This chapter describes and discusses the findings of the study regarding the relationship between their beliefs on reading instruction and their instructional practices revealing the characteristics of each teacher's instructional practices in their regular reading classes. Through the process, additional reading beliefs were derived from observation and those beliefs are also described with the factors that influence their beliefs.

### **5.1 Characteristics of Ms. Kim's Reading Classes**

Ms. Kim's English classroom was equipped with a computer and a TV so that students could see what was on the computer through the TV that had a big screen. Students' desks were heading towards the teacher and there was a blackboard and a lecture desk at the front of the classroom. It was her own English classroom and students came to her classroom when they had English classes. The observed classes which Ms. Kim taught were the second highest proficiency level first graders and the fourth highest proficiency level second graders. For the class

observation, five lessons for the first graders and seven lessons for the second graders were open to the research. Among those lessons, four lessons were carried out regarding a certain text with a pre-reading activity and post-reading activities. The textbook used in her class was published by Chunjae Publishing Company and she was teaching ‘Lesson 4 Family Day’ for the first graders and ‘Lesson 4 Time for Fun’ for the second graders.

Based on the observation, Ms. Kim’s reading class can be characterized as following; intensive approach to reading instruction (5.1.1), grammar-focused instruction (5.1.2) and learning by doing (5.1.3). Each characteristic will be illustrated in detail with examples of classroom script excerpts with the beliefs underneath each activity.

### **5.1.1 Intensive Approach in Reading Instruction**

Instruction on reading can be carried out through intensive approach and extensive approach (Aebersold & Field, 1997; Nuttall, 1996). Ms. Kim suggests that it would be ideal to teach reading through extensive approach, but she believes that it is practical to teach students reading through intensive approach in the classroom context. She provides four reasons why she thinks intensive approach works better in the classroom context; the need for covering English textbooks in

classroom hours (Interview 2, line1), her own experience of unconstructive extensive reading class for the lower level students (Interview 2, line 2-13), laborious class preparation (Interview 2, line 14-19), and the curriculum of English subject (Interview 2, line 20-27).

Ms. Kim from time to time asks her students to read extensively by letting them to choose books they want to read. However, she said she could only try extensive approach when students and teachers are comparatively free from the pressure of covering textbooks such as after the mid-term or final examinations. She asserted that extensive reading cannot take place in the regular classroom hours because she is expected to cover the contents from textbooks. In addition, she has experienced that lower level students were not interested in English books and did not even try to read the very first page of the books when left on their own. She reported that extensive reading was possible only for a limited number of students who belong to the advanced level class in her middle school. She also said that she is short of time to prepare for the well organized, extensive reading class that provides each student reading materials which are suitable to read considering their proficiency level. Finally, she claimed that the standards of achievement in reading as written in the curriculum of the English subject in middle school does not suggest teachers to teach students to read as we do when we read in our own language. The curriculum states that middle school English

teachers should help students to learn the basics of reading and to enable them to be able to follow what they are expected to learn in high school reading classes. She believes that reading classes in the middle school work as one of the steps to read fluently in English.

### **5.1.2 Separation of Grammar Teaching and Reading Instruction**

In Ms. Kim's class with the first-year second highest level of students, she decided to teach her students grammar parts of the textbook even though grammar parts are presented in the textbook after the reading part. She believes that students cannot fully understand the given text in the reading part of the textbook if they read it before they learn the grammar first, which prevalently appears in the reading material. The linguistic knowledge students need to know in this case was 'present progressive'. Table 5.1 shows classroom activities in Ms. Kim's reading lessons for the 1<sup>st</sup> year students.

**Table 5.1****Classroom Activities in Ms. Kim's Reading Lessons for the 1<sup>st</sup> Year Students**

| Observation | 3 <sup>rd</sup>  | 4 <sup>th</sup>  | 5 <sup>th</sup>   |
|-------------|--|--|---|
| Date        | June 13 <sup>th</sup>  | June 14 <sup>th</sup>  | June 21 <sup>st</sup>   |
| Textbook    | Forms in Action  | Forms in Action  | Reading   |
| Phase1      | 'present progressive'<br>Explanation<br>Handout<br>Speaking<br>(Spot the Difference)   | Review<br>Song Activity focusing<br>on<br>'present progressive'                        | Pre-reading<br>Introducing the topic<br>(story, question and<br>answer)<br>Listening the text<br>Vocabulary                         |
| Phase2      | 'Negative present<br>progressive'<br>Explanation<br>Handout<br>Speaking (Picture cues) | 'Negative present<br>progressive'<br>Explanation<br>Exercises<br>Speaking (Simon Says) | While-reading<br>Reading aloud<br>(After the CD, pair, class)<br>Translation  |
| Phase3      | Review   | Review<br>Textbook Exercises   | Post-reading<br>Textbook 'After you<br>read'<br>Activity book<br>Group Activity<br>(Setting a family rule)<br>Supplementary reading |

She perceives that reading texts in English textbooks in Korean middle schools does not work for the learning of reading skills due to the fact that the purpose of providing the text is not to achieve information. It is rather provided to have students to learn the grammatical knowledge in context.

Interview Quote 5

So reading in general is about understanding the content and acquiring information, reading in class on the other hand is not about acquiring information. I have worked on textbooks myself and the chapter on Family Day is written by myself. In this case, I do want to tell my students about the importance of family and such things regarding Family Day, but since this is an English book, that cannot be the whole purpose. The real purpose lies in reading English written text so I hope that students learn phrases, master new vocabulary, and then understand the structure of passage and so on. (Ms. Kim, Structured Interview 2)

In addition to her own understanding of the purpose and the use of the reading material in the textbook, a contextual factor also affects her class to be focused on the teaching of linguistic knowledge instead of the content of text in her reading class.

Interview Quote 6

Those texts in English textbooks do not function well for reading texts. So many students come to class already having studied the material especially those in high level classes. They read what they have already studied thoroughly in tuition schools. What can these students learn from these texts? So English reading class in Korea, especially in Korea, reading is not the main focus, it just doesn't work, but then teachers cannot ignore textbooks so we, teachers, try to provide other linguistic knowledge using English textbooks besides reading. (Ms. Kim, Interview 2)

She asserted that reading text in English textbook does not work as a reading text at all in most of her English classrooms because her students already have mastered the text by studying those texts before the class through tutoring or at academies. Therefore, she believes that reading activities taught with the current Korean middle school English textbooks cannot work as authentic reading materials, and that is the reason why most Korean English teachers including

herself focus on teaching linguistic knowledge about English, grammar, from the reading texts in the English textbooks.

Ms. Kim's understanding of the purpose and the use of the reading materials in the textbook is actually very precise since the practice of teaching grammar with reading texts resulted from the type of reading materials in the current middle school English textbooks. These reading materials have been designed to be used for the teaching and the learning of the grammar and vocabulary. Utilization of the reading material for the grammar and vocabulary teaching is the result of the grammar-translation method which prioritizes learning the target language through reading materials rather than grasping the meaning from the given text.

However, she decided to separate grammar teaching from her reading instruction by teaching it ahead in a separate class. In her reading class, she focused more on the meaning of the reading text and tried to expand it through the text related writing or presentation.

### **Observation Excerpt 1. Ms. Kim's Reading Instruction (June 21<sup>st</sup>)**

T: 이제 여러분이 뭐를 할 거냐면 여러분이 가족이 될 거예요. 네 명 씩. 한명은 mom, 한 명은 dad, 한 명은 son, 한 명은 daughter. 나름의 역할을 정해서 나름의 입장이 반영된 family rule을 만들 거예요. family day의 날짜가 있어야겠죠? 그리고 Family rule. 많이 말고 딱 4개만 만드세요. 창의적으로 만들어보세요. 큰 글씨로 장에 하나의 룰을 적으세요. 마커를 나눠 줄 거예요.

*Now the thing you are going to do, you will be a family. Four in a group. One person will be a mom, another will be a dad, another will be a son and the other will be a daughter. You will be given roles and will make family rules that represent your point of view. There needs to be a date for your family day. And family rules. You don't need to make many rules, just make four*

*of them. Be creative. Write in big letters. One rule on a piece of paper. Markers will be distributed.*

(Students discuss and write down their family rules in groups.)

T: 발표를 해 볼 거예요. 발표를 하는 방법은요, 한 사람 앞으로 나와서 쓴 종이를 보여주세요. Our family day is 이틀테면 Wednesday. We have four rules. Number one, number two, number three. 이런 식으로 발표하면 되겠어요. 여러분, 보면서 혹시 문장이 틀린 데가 있으면 고쳐주는 거예요.

*Now let's have presentations. In order to give a presentation, one person will come to the front and hold up their writing paper. Our family day is, for example, Wednesday. We have four rules. Number one, number two, number three. You could present as I have shown. Everyone, if there is any grammatical errors, try to fix them.*

S: Our family day is on Tuesdays. We have four rules. Don't study or work a lot. Talk to each other. Go jogging together. Give each other small presents.

T: 아주 잘 했어요. 이 중에 뭐가 제일 마음에 들어요?

*Well done. Which rule do you like most?*

S: 공부하지 마라.

*Do not study.*

T: 나도 그게 제일 마음에 들어요.

*I also like it most.*

(Another group comes up to the front.)

S: Our family day is before the test. Do not study. Watch TV. Do not fight. Play all night.

Ss: 헐..

*Wow..*

T: Family day가 after test이면 어떨까?

*How about having a family day after tests?*

Under the contextual constraints that students are quite familiar with the text to be taught before the actual class through private learning outside of the school, she decided to expand her reading class by intergrating writing. She was aware that the type of the texts in Korean English textbooks was designed to teach for language so she reorganized her English textbook by changing the teaching order of reading and grammar in order to stop her from teaching grammar and to focus on teaching reading in her reading class.

### 5.1.3 Learning by Doing

Most of Ms. Kim's classes embedded various and lots of activities and her students actively participated in those activities. Even though reading is a receptive skill, she did not fail to engage students in expressing and confirming their understanding of the text. In her class with the second year students, she designed her class to play a game 'Bananagram' as an after-reading activity since the text was about how to play the game. Related classroom activities in Ms. Kim's reading lessons for the 2<sup>nd</sup> year students are shown in Table 5.2.

**Table 5.2**

**Classroom Activities in Ms. Kim's Reading Lessons for the 2<sup>nd</sup> Year Students**

| Observation | 4 <sup>th</sup>   | 5 <sup>th</sup>   | 6 <sup>th</sup>                        |
|-------------|---|---|--|
| Date        | June 13 <sup>th</sup>   | June 14 <sup>th</sup>   | June 18 <sup>th</sup>                  |
| Textbook    | Reading 1   | Reading 2   | Reading 3                              |
| Phase1      | Pre-reading<br>Introducing the topic<br>(discussing various<br>games)<br>Motivation<br>Vocabulary<br>Listening the text on CD | Review<br>(focusing on content)<br>Vocabulary<br>Listening the text on CD                             | Review<br>(focusing on content)        |
| Phase2      | While-reading<br>Reading aloud<br>(After the CD,<br>volunteers)<br>Checking understanding<br>Translation                      | Reading aloud<br>(After the CD,<br>volunteers)<br>Explaining the meaning<br>of the text with examples | Playing the game<br>introduced in text |

|        |                            |                           |                           |
|--------|----------------------------|---------------------------|---------------------------|
| Phase3 | Post-reading               |                           |                           |
|        | Explaining key expressions | Printout (Translation)    | Textbook 'After you read' |
|        | Printout                   | Textbook 'After you read' | Textbook 'Form in Action' |
|        |                            | Activity book             |                           |

When she just started teaching, she did not believe in the need of involving activities in her class since she herself was a student who did not enjoy playing games or participating in activities. However, she realized through her long period of teaching experience that all of her students learn differently and most of them enjoy their classes and learn better when they learn by doing. In line with her belief of how students can learn better, playing the actual game as an after reading activity was in order to engage students in a fun activity to help her to check her students' understanding of the given text.

#### Interview Quote 7

I might transfer a lot more information by talking to my students, but how they actually learn well is a completely different matter, I think. If I say ten things but they learn one out of the ten, and if I deliver two things by doing activities and they actually learn one of the two then I feel like the latter is much more effective. Fun things last long I think so that's why I think we do activities whether it is speaking or something else. In case of Bananagram, it was done to check students' understanding of the reading text. (Ms. Kim, Unstructured interview 2)

However, how she taught her second-year students to read did not seem to be quite different from other teachers. In the process, she first taught words, checked students' understanding of the text by translating the text sentence by sentence.

She explained that her second year classes were given using the grammar-translation method because her students' English proficiency was comparatively low.

### Observation Excerpt 2. Ms. Kim's Reading Instruction (June 13<sup>th</sup>)

T: 그 다음에 When there are 5-6 players, each player takes 15 tiles from the bag.<sup>4</sup> 어떻게 한테요? 5-6명이 게임을 할 때는?

*After that, When there are 5-6 players, each player takes 15 tiles from the bag. What do you do? When 5 to 6 players play the game?*

Ss: 15씩 타일을 가져와요.

*Bring 15 tiles each.*

T: 각각의 선수들은 15개의 타일을 가져옵니다. Now let's play the game. 이제 게임을 시작합니다. When a play says go, all players start to make words with their tiles. when. -할 때, 뭐 할 때? 한 선수가 says. 뭐라고 말하면?

*Each player takes 15 tiles from the bag. Now let's play the game. Now let's play the game. When a play says go, all players start to make words with their tiles. when. It means when. Doing what? A player says. Saying what?*

S: go

T: go는 무슨 뜻이죠?

*go. What does it mean?*

S: 시작.

*Start.*

T: 한 선수가 go라고 말할 때, all players start to make words with their tiles. 자, start 아까 뭐라고 그랬지?

*When a play says go, all players start to make words with their tiles. Now, start. What did you say it meant?*

Ss: 시작하다.

*Start.*

T: 그럼 start to make 그럼 뭐야?

*Then, what does start to make mean?*

S: 만들기 시작한다.

*Start to make.*

T: 만들기 시작해. 누가? All players

*Start to make. Who? All players*

S: 선수들

*Players.*

---

<sup>4</sup> The underlined words, phrases and sentences indicate parts of the reading text that Ms. Kim read aloud.

T: 모든 선수들은 만들기 시작합니다. 뭘 만들어요? Words  
*All players start to make. Make what? Words.*

S: 단어를.

*Words.*

T: with. 뭘 가지고?

*With. With what?*

S: tiles.

T: 가지고 있는 21개의 타일을 가지고 단어를 만들기 시작하는거죠.  
*They start to make words with 21 tiles they have.*

She thinks that the best way to teach her students reading is to let them read the text on their own first and then playing the game based on their own understanding. Yet, her understanding of her students' proficiency level and their tendency caused her to decide to change her way of teaching reading.

#### Interview Quote 8

So it's good to actually perform what's in the textbook as we read it. Handing out game packs to students and read it and if they finished reading it then we do what it says without interpreting instructions in Korean. That'll be great. You can learn by doing. I really think this will be great. I think I could do it this way with my advanced level class. But these students are in the regular level class. In this case, as I hand out game packs, the text is gone out of their mind. This may even happen in my advanced level class. Kids in the regular level class want to just play with game packs but do not want to connect with the text. (Ms. Kim, Unstructured interview 2)

Instead of suggesting students to explore the text by themselves and learn by trial and error, she explained the meaning of the text and used the activity to reinforce students to remember what they have read. From her explanation of how she designs her class, we can find that the proficiency level of the learners is one of the most important keys that dictate the approach Ms. Kim takes in her reading

classes.

## **5.2. Characteristics of Ms. Park's Reading Classes**

The teaching environment Ms. Park was in was similar to Ms. Kim's. The difference was that students stayed in their homeroom and Ms. Park visited their classrooms to give lessons to her students. She was teaching mixed proficiency level second grade students.

The researcher could observe two consecutive reading classes and the text she taught at the time of research was about how to make a card for Parents' Day. The textbook used in class was published by Chunjae Publishing Company and the lesson in study was 'Lesson 4 Open Up Your Heart'.

Ms. Park's reading class showed three distinctive characteristics, which could be labeled as intensive approach in reading instruction (5.2.1), translation focused instruction (5.2.2) and memorization of the text (5.2.3). Detailed description of her English reading classes which include examples of classroom script excerpts will be illustrated in each section. Table 5.3 shows classroom activities in Ms. Park's two reading lessons.

**Table 5.3**

**Classroom Activities in Ms. Park's Reading Lessons**

| Observation | 1 <sup>st</sup>   | 2 <sup>nd</sup>   |
|-------------|---|---|
| Date        | May 17 <sup>th</sup>  | May 22 <sup>nd</sup>  |
| Textbook    | Reading 1   | Reading 2   |
| Phase1      | Pre-reading<br>Introducing the topic<br>(explaining the meaning of the title)<br>Motivation<br>Vocabulary<br>Listening the text on CD | Checking students' supplies for<br>making a card  |
| Phase2      | While-reading<br>Discussing the meaning of the text in<br>groups<br>Translation (by students)<br>Explanation on expressions in text   | Post-reading Activity<br>Making a Card<br>(following teacher's direction along<br>with the teacher's explanation on<br>expressions in text) |
| Phase3      | Post-reading<br>Listening the text on CD<br>Reading aloud (Class)<br>Homework<br>Reading aloud (Along the CD)                         | Building up sentences<br>Question and answer (content)<br>Reading aloud (Class)<br>Memorizing the sentences                                 |

**5.2.1 Intensive Approach in Reading Instruction**

Ms. Park believes that reading extensively is ideally the best way for the students to learn how to read. However, she used intensive approach in her reading classes. She suggests assessment and private education as issues that hinder her from designing her reading classes through extensive approach.

#### Interview Quote 5

If there's no official evaluation, then I will do it my way. But we have to take exams and there's even university entrance exam. That's why. Only if there's no official evaluation... college exam, high school exam, school exam....because of these, we have to teach common things. Why can't we teach them according to students' abilities currently... it's all because of common exams for everyone... oh well.... The biggest assumption is no personal tuitions. Use what's being taught at school, purely at school and then when students show different performances, give grades accordingly. But then even that's not true, students from poor families may never have experienced personal tuition and never been taught English then those kids even though they can will get discouraged even from the very beginning and because of that perform poorly. This pattern happens over and over and the gap between those from poor families and rich families get bigger and bigger, so this kind of big assumption is misplaced from the very beginning. (Ms. Park, Interview 2)

She asserted that unless she had to assess her students with the same exam paper, she can teach her students reading through extensive approach. She brought up the proficiency level teaching as an example to support what she believes. She said that teachers cannot use different teaching materials for different proficiency level students even though they are dividing classes according to students' proficiency level due to the fact that students have to take the same content of examination. She explained that assessment has to be performed in the same manner to all students because it affects students' result of the higher level education entrance exam. In addition, she considered it not fair to assess students with what they have not learned from school. She worried that students who are not privileged to receive additional private education outside of school can suffer from bigger educational gap if students are allowed to be taught and assessed differently. Therefore, even though she believes that having her students to use

different materials which are suitable for their own proficiency level can help students to learn better, she does not follow her ideal teaching belief because it causes a problem in assessment and brings up an issue of fairness.

### 5.2.2 Translation Focused Instruction

Ms. Park's reading classes are heavily focused on the translation of the text. In the pre-reading stage, she checked whether students knew the meanings of the several key words and phrases in the given text. In this activity, she asked her students to give the meaning of the words in Korean and if they could not answer, she told them the meaning of the words in Korean. After checking new words and expressions, students were given some time to discuss the meaning of the text in groups. When students were given time, they were busy trying to translate the text sentence by sentence because they knew that they would soon be translating each sentence afterwards as a class.

#### Observation Excerpt 3. Ms. Park's Reading Instruction (May 17<sup>th</sup>)

T: 27번은 누구야?

*Who is number 27?*

Ss: Minju wants to make a special present for her parents, but she doesn't know what to make.

T: 조금 기네.

*It's a bit long.*

S27: 민지는 부모님을 위한 특별한 선물을 만들었어요.

*Minju had made a special present for her parents,*

T: 만들었어? Wants to make인데? 만들고 싶다. 그러나...

*Had made? It's wants to make. Wants to make. But...*

S27: 그러나 민지를 뭘 만들지를...

*But Minju... what to make...*

T: 뭘 만들지를 모른다지. 그렇지? 엄마한테 아빠한테. 무슨 선물? special present.

*It's doesn't know what to make. Right? To her mom and dad. What present? special present.*

S27: 특별한 선물

*Special present.*

T: what to make

Ss: 무엇을 만들지를

*What to make*

T: doesn't know

Ss: 모른다

*Doesn't know.*

T: 그 다음 7번 누구야, 7번. 응. 해석해.

*Next, who is number 7? Yes. Translate it.*

Ss: She searches the Internet for an idea and finds a good one.

T: 무슨 뜻일까요?

*What does it mean?*

S7: 그녀는 아이디어를 얻기 위해 인터넷을 조사해본 결과 참신한 것이 있었다.

*She found a creative one as a result of searching the Internet in order to have an idea.*

T: 참 잘 했어요. 해석이 참 참신해요.

*Good job. Your translation was very creative.*

Ss: (laughters)

T: 참신하다기 보단 good one 그럼 뭐야?

*Rather than creative, good one. What does it mean?*

Ss: 좋은

*good*

T: one이 뭐야?

*What does one mean?*

Ss: 하나

*one*

T: 뭐 하나? 어떤 거 하나?

*What one? What thing is one?*

Ss: 아이디어 하나

*One idea.*

T: 그렇지. idea가 앞에 있잖아요. idea가 앞에 나왔는데 또 똑같이 good idea하지 말고 뭐라고 한다? One. 영어는 대명사가 발달한 언어예요. 그래서 Tony, Jane 한 다음에 계속 Tony, Jane하지 않고 어떻게 해요? He, she. 애도 마찬가지로. Idea를 계속 반복하지 말고 one.

*Right. We can find idea from the previous sentence. Because we have the expression idea already in the previous sentence, we don't say good idea. Instead we say what? One. English is a language with prevalent use of pronouns. So, after saying Tony, Jane, we don't say Tony, Jane, but we say what? He, she. This one is the same. We do not repeat idea, but use one instead.*

A great deal of research suggests that teachers' beliefs are shaped or influenced by their prior learning experience as a student during schooling (Borg, 2003; Holt-Reynolds, 1992; Lortie & Clement, 1975; Richardson, 1996). In case of Ms. Park who majored in English literature, it seemed that her reading instruction was influenced by the schooling experience of her university literature classes. She recalled how literature lectures in her university was given and said that exact translation was very important in her English literature classes since slight misunderstanding of the text can make huge difference in meaning and result in misunderstanding of the overall texts.

Interview Quote 6

((My professor)) had us read poems and look for words. (...) Particularly, I reckon he gave us paragraphs in case of novels. In groups, then, we gather around and translated taking turns. Professor supervised us next to us. We did not finish a novel in a semester. Accurate translation was important. Little difference in translation can mean something else. (Ms. Park, Interview 1)

How she managed her current reading class was very similar to how her university professor gave lectures to her. As her professors did, she was used to expect students to translate English to Korean following the correct word order of each language.

When she was asked what she usually does when she finds a text too difficult to read, she recalled a moment reading 'Beloved' written by Toni Morrison, a

novel which received the Pulitzer Prize.

Interview Quote 7

I look for Korean translations. I see why it's so hard to translate. If you don't know that culture, even if you read explanations for translations, you don't understand it. Even if you do, you wonder why this is important. So, it's important to know cultural aspects as well. (Ms. Park, Interview 1)

She said that she looked up the translated text of the literature when she cannot understand a certain part of the text. She herself finds translation as a solution for understanding a text when she faces a problem in reading in English. Her way of teaching her students how to read focusing on translation seems to stem from her schooling experience in university and her own reading habit.

### **5.2.3 Memorization of the Text**

In her second reading class, Ms. Park spared quite a lot of time for making Parents' Day card according to the steps suggested in the textbook as an after reading activity. On the surface, Ms. Park's and Ms. Kim's classes seemed to be similar since both of their classes provided an opportunity for the students to follow the written direction by actually doing the work on their own.

#### Observation Excerpt 4. Ms. Park's Reading Instruction (May 22<sup>nd</sup>)

T: 3번으로 가겠습니다. 다같이 읽습니다. 시작.

*Now move on to number three. Let's read together. Off you go.*

S: Fold the big heart along the dotted red line and fold the small hearts along the dotted blue lines away from you.

T: 요거는 지금 and로 두 문장이 연결되어 있어요. and 앞에 사선을 그으세요. 첫 번째 문장 어떻게 하라고 그랬어요? Fold가 뭐야?

*This sentence uses and to connect two sentences. Separate them with a slash before and. What did the first sentence asked us to do? What is fold?*

S: 접는 것

*Folding.*

T: 그래요. 이번엔 접는 거예요. 근데 접는데 점선이 보이네. 요 큰 하트 보여요? 큰 하트에 있는 점선 색깔이 뭐예요?

*Yes. This time it's folding. By the way, there are dotted lines for folding. Do you see this big heart? What is the color of the dotted line on the big heart?*

S: 주황색

*Orange.*

T: 그럼 그 밑에 있는 조그만 하트들의 점선 색깔이 뭐예요?

*Then, what are the color of the dotted lines on the small haerts below?*

S: 파란색

*Blue.*

T: 그럼 영어로 빨간 점선 영어로 해봐.

*Then, tell me dotted red line in English.*

S: red dotted line

T: 니 네 마음대로 만들지 말고, 책에 있는 거 봐.

*Do not make up on your own. Look how it is written in the book.*

S: the dotted red line

T: 그럼 파란 점선 영어로

*Then how do we say dotted blue line?*

S: the dotted blue lines

T: 근데 여기는 왜 the dotted blue line이 아니고 blue lines예요? 두 개예요. 하트가 두 개. 지금 오리고 하면서 선생님 말을 좀 들어줘야 해요. and 앞에 있는 문장의 처음 단어가 fold예요.

*By the way, why is it written blue lines not the dotted blue line? There are two lines. Two hearts. You need to listen what I say scissoring. The first word in the sentence before and is fold.*

However, those two teachers' activities differ in the purposes of the activities.

Unlike Ms. Kim who designed her class to play the game in the textbook solely for

the purpose of enhancing students' understanding of the text, Ms. Park let her

students to make the card believing that they will be able to memorize the text better while doing the activity and she also wanted to check whether students have memorize the text well for their speaking performance test.

Interview Quote 8

Actually that was the most confusing part. Make it quick and memorize the main passages. I often provide meaning phrases in Korean. If one sentence has three meaning phrases, then I often repeat the last meaning phrase several times... I instruct the students to do lots of memorization this time and that's why it took so long. I told them to memorize the passages after the first class. Memorize eight steps and as you do it, say what it is that you are doing... but then it didn't work. I tell my students to speak whatever that's come up in their mind. Outside or in class, see and read, listen, speak it out loud. (Ms. Park, Unstructured interview 2)

Ms. Park's goal in her English class is communication. Therefore, she lets her students to read out loud or listen and repeat reading texts to enhance conversation ability of her students. In her class, reading texts were taught not only for the enhancement of students' reading abilities but also for their speaking abilities and it seemed speaking was more of the focus.

Interview Quote 9

Three English classes per week. that's just not enough. In terms of hours, it's really unrealistic. But then to get better at English, you want your students to speak more, read more, and as you read, you memorize and then you can evaluate your students in various ways. Personalized like question bank, prepare your own answers, we are in a situation that we can only conduct speaking performance test in this way. What's in the textbook appears on exams. If you memorize these exemplary sentences, you will say them. I tell them to memorize meaning phrases. Fold it outside and you can memorize in one phrase then you can use them at any time in your own English writing. For tests and speaking tests, students just memorize over and over. For speaking tests, as I listen to students, some do say things as they understand while some just say what they memorized. Those students basically show no connection. (Ms. Park, Unstructured interview 2)

Another reason for the heavy focus of her class on the memorization of the reading texts was related to the type of speaking assessment the school was taking. For the speaking performance assessment, students were to memorize certain reading texts and recite it in front of a teacher. She believes that this type of speaking assessment helps students to learn how to speak better in the future.

Since this memorized reading aloud influences students' exam scores, students take it seriously and this affects students' decision on what is important and what has to be done. At the same time, teachers' perception on what has to be taught and how it has to be delivered is strengthened through students' reaction to the given task.

### **5.3. Characteristics of Ms. Lee's Reading Classes**

Ms. Lee's teaching environment was not different from Ms. Kim's or Ms. Park's. Since Ms. Lee was teaching at the same school with Ms. Park, her students also studied in their regular classrooms. The only difference was that the third year students were given proficiency level differentiated instruction according to the sum of the students' test scores on English and Math.

Two consecutive reading classes were observed by the researcher and the textbook used in class was published by Chunjae Publishing Company. The lesson

taught by Ms. Lee at the time of study was ‘Lesson 4 Magic Science Tricks’.

Table 5.4 shows the classroom activities in Ms. Lee’s reading lessons.

Ms. Lee’s reading class showed three distinctive characteristics, which could be labeled as intensive approach in reading instruction (5.3.1), grammar-translation focused instruction (5.3.2) and planning of lessons for the easier classroom management (5.3.3). Detailed description of her English reading class which includes examples of classroom script excerpts will be illustrated in each section. Below is the table of classroom activities in Ms. Lee’s two reading lessons.

**Table 5.4**

**Classroom Activities in Ms. Lee’s Reading Lessons**

| Observation | 1 <sup>st</sup>  | 2 <sup>nd</sup>  |
|-------------|--|--|
| Date        | May 16 <sup>th</sup>   | May 17 <sup>th</sup>   |
| Textbook    | Reading 1  | Reading 2  |
| Phase1      | Pre-reading<br>Listening the text on CD<br>Reading aloud (Along the CD)  | Review (content, grammar)<br>Listening the text on CD  |
| Phase2      | While-reading<br>Discussing the meaning of the text in groups<br>Translation of the text<br>Teaching of grammar  | Reading aloud (Along the CD)<br>Explaining key expressions   |
| Phase3      | Post-reading<br>Conducting the experiment introduced in text<br>Printout 1(Content)<br>Printout 2 (Grammar)<br>Supplementary Video (on a magical experiment) | Textbook ‘Do you understand?’ (content)<br>Printout 1 (content, grammar)<br>Printout 2 (Translation) |

### **5.3.1 Intensive Approach in Reading Instruction**

Unlike Ms. Kim and Ms. Park whose teaching experience affects their beliefs in turn, Ms. Lee has just started to teach at the current school so she was trying her best to adjust herself to the culture of the school and to be in good terms with the students she was teaching. She confessed that she does not know much about reading instruction, and she is trying to find out what works in the classroom and what does not. Therefore, her beliefs are weak and show inconsistencies.

Compared to Ms. Kim and Ms. Park whose approaches to reading instruction showed a huge gap between their ideal reading lessons and their current reading lessons, Ms. Lee's ideal reading lessons and her current classroom reading lessons did not show striking difference in the approach of reading instruction. She believes that students learn to read better through intensive approach. Ms. Lee thinks that repeated reading can help the process of learning. She thinks that vocabulary and sentence structure is the basics to understand the written language.

The reading approach Ms. Lee takes seems to be heavily affected by the contextual factors like the type of the performance assessment and her understanding of the students she teaches. At Seoul Girls' Middle School, students have to memorize reading parts of the school English textbook and recite one of them in front of their teacher as a speaking performance test. Ms. Lee does not

understands why reading texts are used for speaking assessment, but feels that it somehow helps students to prepare for the mid-term and final exams.

Interview Quote 4

Yes, it does help. For students preparing for exams, it does help to get prepared for the exams. Probably not that helpful for acquiring basic English knowledge, I mean it could help. Lots of input, lots of stuff to read with their own eyes repeatedly, memorize English sentences over and over, the fact that they do this indicates that without these practices, they will not do it. (Ms. Lee, Structured interview 2)

At the same time, she considers her students as passive learners who are not willing to study on their own so she believes that the speaking performance assessment forces her students to study English by reading the texts repeatedly in the course of memorizing the reading texts.

### **5.3.2 Grammar-Translation Focused Instruction**

Ms. Lee's class is also focused on the teaching of grammar points of the given text and the translation of each sentence. The class she wants to have is more of the meaning focused instruction, but she says that she decided to deliver her reading class in the way her co-teachers do.

## Observation Excerpt 5. Ms. Lee's Reading Instruction (May 16<sup>th</sup>)

- T: 1번. Race Against Gravity. Gravity가 무슨 뜻이죠?  
*Student number 1. Race Against Gravity. What does gravity mean?*
- S: 중력.  
*Gravity.*
- T: 중력. 그죠. against는?  
*Gravity. Right. What is against?*
- S: 반하여  
*Against.*
- T: 그렇지. -에 반대하여 -에 거스르는. 그럼 race는 무슨 뜻입니까?  
*Right. Against. Then, what does race mean?*
- S: 경주  
*Race.*
- T: 그럼 이거 해석 어떻게 해요?  
*Then how do you translate this sentence?*
- S: 중력을 거스르는 경주.  
*Race Against Gravity.*
- T: 맞아. 중력을 거스르는 경주라는 뜻을 가진 magic에 관한 이야기가 나올꺼야. 자 봅시다. You need a dollar bill. 준비물이 필요해. 어떤 준비물이 필요해?  
*You are right. A story about magic, Race Against Gravity, will be introduced. Let's have a look. You need a dollar bill. We need to prepare things. What do we need to prepare?*
- S: 1달러.  
*One dallar bill.*
- T: 1달러짜리 지폐가 필요한 거야. 이것만 있으면 돼. Here's what you do. 자, 너가 해야 할 것. 첫번째로, Ask for a volunteer from your friends. ask for은 무슨 뜻이냐?  
*You need one dallar bill. You just need this. Here's what you do. Now, what you need to do. First, Ask for a volunteer from your friends. What does ask for mean?*
- S: 요청하다.  
*Ask.*
- T: 그죠. 요청하다라는 뜻을 가졌는데 여기서 해석하기 편하게 찾는다. 찾아라 정도로 해석하시면 됩니다. 너의 친구 중에서 지원자 한 명을 찾으시오. Have the volunteer rest his arm on the table. 자, 이 문장 조별로 같이 풀면서 해석하기 조금 어려웠을꺼야. 자, 애들아. Have는 보통 알고 있는 단어 뜻이 뭐죠?  
*Right. It means asking here you translate it find for the smooth traslation. Find a volunteer among your friends. Have the volunteer rest his arm on the table. This might have caused you trouble for translation. Everyone. What is the meaning of have you know?*
- S: 가지다.  
*Possess.*
- T: 가지다란 뜻을 가지고 있는데 여기서 가지다란 뜻이 아니예요.  
*It usually have the meaning possess, but here it does not mean that.*
- S: 만들어라.  
*Force something*
- T: 그죠. 사역동사야. (칠관필기) 자, 애들아. 사역의 의미가 뭐야? 사역.  
*Right. It's a causative verb. (Writes it on the board.) Guys, What does causative mean?*

*Causative.*

S: 시키다.

*Causing someone to do something.*

T: 어떤 것을 뭐뭐 하게 만드는 거야. 사역이라는 뜻 안에 뭐뭐하게 만드는 이라는 의미를 가지고 있어요. 근데 사역동사 영어에서 크게 세 가지 정도가 나오죠?

*Right. Causing someone to do something. Causative means that. Then, What are the three causative verbs?*

S: make

T: 또 뭐 있어? What else?

S: let

T: 그리고? And?

S: have

T: 교과서에 나온 have까지. 대표적으로 이 세가지가 가장 많이 쓰인다. 근데 애들아, 사역동사에서는 형태가 굉장히 중요해. 사역동사, 목적어, 목적어를 보충해주는 말이 나와야 하는데, 그 동사의 형태가 뭘까요?

*Have on the textbook is also included. Those three words are used most. When using causative verbs, its form is very important. Causative verb, objective, followed by object complement. What would be the verb form of object complement?*

S: 원형

*Basic form .*

T: 그럼 애들아 보자. Have the volunteer rest his arm. 여기서 목적어 뭐 나왔어요?

*Then, everybody. Have the volunteer rest his arm. What is the objective in this sentence?*

S: volunteer

T: the volunteer 지원자, 동사원형은?

*the volunteer. the volunteer. The basic form?*

S: rest

T: 그렇죠. Rest는 동사로 ‘놓다’의 의미를 가졌어. 자, 그럼 해석해 보자. Have the volunteer rest his arm on the table. 이라고 그랬어. 우선, 사역동사, 목적어, 동사원형의 꼴을 가지고 있고요. 목적어 the volunteer 나왔고, rest는 뭐다? 동사원형이다. 자, 목적어를 동사원형하게 시키다라는 문장이야. 한 번 해석해 보자. 지원자를 어떻게 한다?

*Right. Verb Rest means 'put'. Then, let's translate. Have the volunteer rest his arm on the table. First, This sentence has a structure of causative verb, objective, basic verb form. The objective was the volunteer. What is rest? Basic verb form. Now, it is a sentence that means to have the object of the sentence to do the objective complement. Let's translate. What do we do with the volunteer?*

S: 책상 위에 그의 팔을 놓게 한다.

*Have the volunteer rest his arm on the table.*

At the beginning of her teaching, she once tried to have her students to read on their own and summarize the given text. However, she stopped teaching reading English texts focusing on meaning because she feared that her teaching style

would not work since her students felt pressured to follow her reading lessons. Therefore, she decided to follow the safest way of teaching which is to do what her co-teachers do.

#### Interview Quote 5

Actually that's how I tried in the beginning. But they found it very difficult. It won't be that difficult if we had started practicing it from the very first year, but then our first year students were taught by GT method and then suddenly get exposed to different learning method in their third year. That's very difficult. Even the length of passages increase geometrically and with a different learning practice, it's become very difficult and confusing for my students. So I tend to stick to the same learning methods in the first and second year. I do some active activities with my students for speaking and listening. There were many students who found it very hard after the mid-term exam, so I realized I shouldn't change my learning method too much. I mean it's okay for the first years and is not for the third years. They might even give up on English subject if this continues. (Ms. Lee, unstructured interview 1)

In addition, she believes that it is better to give the kind of instruction her students expect from her. When she conducted a survey at the beginning of the semester, the aspect which her students wanted her to focus on in reading class turned out to be grammar. She also agrees to some extent that students need to learn them since students can possibly solve most of the reading parts related questions only when they have enough linguistic knowledge.

#### Interview Quote 6

I ran a survey in the beginning of the academic term on a small piece of paper asking what is the one most area of insufficiency in their English – listening, reading, grammar, or vocabulary. It turned out over 70 percent of students said grammar. In their first and second year, they were taught a very simple grammar – subject, verbs, but my students wanted much more than that from school. You do need to know lots of grammar to understand the passages in the textbook and most test questions are derived from the

passages asking to find the right grammatical usage, so learning grammar is actually very important maybe with exception of filling blanks or order arrangement questions. And I find that the students actually concentrate very well when I teach grammar. (Ms. Lee, unstructured interview 1)

What her students wanted from her was sentence by sentence translation and more of the grammar teaching and she finds the reason why her students want grammar-translation reading class is because students are used to it, and the assessments or exams that students are to take ask for the information on linguistic knowledge or translation of the meaning.

However, Nuttall (1996) argues that reading class has to be distinguished from the class to learn language since reading class and language class differs in terms of the class objectives, learning and teaching procedures, and the types of the reading texts. It seems that grammar-translation method in teaching how to read is in odd contrast to the communicative approach Korean English education is taking at the moment in other language skills.

Since Ms. Lee is a novice teacher, she is experiencing trial and error and building up her own style of teaching reading classes. In the meantime, it seems that her reading instruction is heavily affected by her co-teachers' way of teaching and the learner's needs rather than her own beliefs. It suggests that a new way of teaching different from already established one is not so easily changeable if it is not easy to facilitate or supported by influential others around the believer even

though one believes that the new practice is more desirable and educational.

### **5.3.3 Planning of Lessons for the Easier Classroom Management**

Ms. Lee's reading class was mostly run by how she understood about her students. She had her own reward system to motivate and to engage her students in class. In addition, she planned her lesson in a way that she could ensure them to run smoothly during her class hours.

According to her description, her students had higher academic achievement scores compare to the schools nearby and most of them already know what they are going to learn in class through private education. Therefore, she found it difficult to engage students who were not interested in learning in her classroom activities.

#### **Interview Quote 7**

Playing games and participating in class activities... it has become a positive reinforcement and helped to run class smoothly. You are not supposed to give out stickers, but for English, Korean, math classes they are important subjects and students find it often very hard and in this school, most students receive a good deal of private education. Actually the majority of the students had already learned chapters 1 to 3. They were not interested in English class initially. But by adopting sticker system, I think the class was invigorated. This is not high school. It's still middle school. So I shouldn't let my students lose interest in class. (Ms. Park, Interview 1)

In order to motivate her students and to have them get interested in what they are supposed to do in class, she decided to reward her students when they collect

certain amount of stickers. She believes that the reward system works well in her class and it brought positive change in students' attitudes for participation in any kind of activities she does in class.

One thing in her class that was different from other teachers was the use of a video clip related to the content of her class. Interestingly, it was used at the end of the class instead of the beginning of her class.

#### Interview Quote 8

For video clips, in Gannet's seven steps, in order to motivate, you first run a review then show video clips to motivate students. There can be such a class, and like yesterday when things didn't go as planned, I show them video clips so I gather as many video clips as I can initially so that there's no free time. You know that classroom management is quite important. I want to show them video clips that's closely related to what was taught in class. Right before and after lunch, it's very hard for students to concentrate in class. It's actually an achievement I think. But if I show those clips at the beginning of class, they will get excited and find it amusing but then it becomes very difficult to continue on with class session, so I played those clips later. (Ms. Park, Unstructured interview 1)

When she was asked why she used the video clip at the end of her lesson, the reasons she gave were all related to the classroom management. She states that classroom management is important. First, she believes that video clip is a good material for time management. Second, she thinks it works as a reward for the students who paid attention to her lesson regardless of the difficult class hours such as before or after lunch, or after P.E. class. Finally, she wanted to prevent herself being in a situation that she could not control her students from chatting

continually about what they had seen resulting in a delay of her scheduled lesson plan.

As for Ms. Lee who is a novice teacher, classroom management is something that she is working on at the moment in order to provide her students a successful learning environment by enabling her to execute proper instructions as she has planned. Thus, finding a way to manage classroom more easily works as one of the affecting factors in planning and conducting Ms. Lee's classroom practices.

## **CHAPTER 6**

### **SUMMARY and DISCUSSION**

This study explored the relationship of three EFL middle school teachers' beliefs on L2 reading and their instructional practices within the classroom context. This chapter summarizes and discusses findings of the study. Analysis of each teacher's beliefs and practices are summarized in Table 6.1, Table 6.2, and Table 6.3 respectively.

Ms. Kim was conscious about holding two contrasting beliefs; ideal beliefs and classroom context-specific beliefs regarding reading instruction. She was sure that her ideal reading beliefs would not work in classroom reading instruction context. Her context-specific beliefs were more closely related to other beliefs that were derived through classroom observations and her classroom practice generally followed her classroom context-specific beliefs. Ms. Kim's claimed sources of beliefs were her teaching experience and teaching context. According to Borg (2006), contextual factors can influence practice by modifying teachers' beliefs. In addition, classroom experience, which is the result of the interaction between beliefs and contextual factors, can also influence beliefs. It implies that Ms. Kim's beliefs are greatly affected by contextual factors which affect her teaching practices or modifies her teaching beliefs resulting in building a stronger belief

system. Influencing factors of her practices were policy-related contextual factors, teacher related contextual factors, and student related contextual factors.

**Table 6.1**

**Summary of Ms. Kim’s Beliefs and Practices**

| Aspect                           | Theme  |
|----------------------------------|--|
| Sources of Beliefs               | Teaching experience<br>Teaching context (fairness issue, practicability, the number of students, proficiency level of students)  |
| Theoretical or Ideal Beliefs     | Purpose of reading is to extract information.<br>Students can learn to read better if they extensively read large amount of books.<br>Background knowledge is important.<br>Assessment should be performed with new texts that have not been dealt with.   |
| Context-specific Beliefs         | Purpose of reading is to learn linguistic knowledge of English.<br>Learners of different reading proficiency level have to be taught with different learning processes.<br>Most of the middle school students need to focus more on learning language skills from the reading texts in the given textbook.<br>There is no school reading assessment at the moment.<br>It is impossible to implement true sense of reading assessment in school.      |
| Characteristics of Practices     | Intensive approach in reading instruction<br>Separation of teaching grammar from the reading lessons<br>Learning by doing  |
| Derived Beliefs from Observation | Teachers need to cover the English textbook in class hours.<br>It is not possible to have extensive reading classes with lower level students.<br>It takes too much time to prepare for well organized extensive reading class.<br>Achievement of reading level in middle school is not so high.<br>English texts are written to teach certain target language.<br>Students learn better by using what they have learned through related activities. |
| Influencing Factors              | Policy related contextual factors (need for covering English textbook, reading text written for the improvement of language skills, achievement level suggested in English subject curriculum by the government)<br>Teacher related contextual factors (laborious class preparation)<br>Student related contextual factors (proficiency level of the students, students’ tendency, prior learning of students through private education)             |

Ms. Park also had two contrasting ideal beliefs and context-specific beliefs about reading instruction. Unlike Ms. Kim who was sure that her context-specific beliefs are more effective for students' learning, Ms. Park had a conflict between her ideal belief about reading instruction and contextual factors. She believed that extensive approach in reading instruction is better for the learners but could not give instructional practices according to her belief due to the constraints such as assessment and private education.

Her case also showed that the same instructional practice can be done for different reasons according to what each teacher believes in. Similar kind of after-reading activities were used for the purpose of memorization of the text for Ms. Park when Ms. Kim used it for the better understanding of the text. Influencing factors of Ms. Park's practice was schooling experience in university, her personal reading experience, and school related contextual factors. Among them, prior language learning experience as a student is usually acknowledged as one of the most influencing sources of beliefs (Borg, 2003; Holt-Reynolds, 1992; Lortie & Clement, 1975; Richardson, 1996), but it was not found to be a source of belief in case of Ms. Park because she did not state any beliefs about reading instruction related to her language learning experience. However, it was found to be the most influencing factor which affected her class. Bailey et al (1996) brought up the term "apprenticeship of observation" coined by Dan Lortie (Lortie, 1975) and suggested

that level of conscious awareness on our past learning experience can be one of the ways to break the cycle of current teaching practices. Thus, it is likely that the real innovative change in teachers' instructional practices can start from acknowledging how and for what reasons they are teaching and what affects their decisions.

**Table 6.2**

**Summary of Ms. Park's Beliefs and Practices**

| Aspect                           | Theme  |
|----------------------------------|--|
| Sources of Beliefs               | Teaching experience<br>Teaching practice (performance assessment)  |
| Theoretical or Ideal Beliefs     | Reading brings joy and enriches life.<br>Students need to be able to choose what they want to read.<br>Interest is the driving force of having students to continue reading.<br>Students will naturally learn how to read better if they keep reading.<br>Reading assesment has to be able to check text comprehension.  |
| Context-specific Beliefs         | Reading enables learners to learn how to speak in English and acknowledge grammatical rules of English.<br>Reading in classroom can encourage learners to read longer texts.<br>Large amount of vocabulary and the knowledge on the structures of the English sentences are fundamental to read well in English.<br>Short and grammatically simple English sentences help students in learning.<br>Fun is the most important criteria in learning reading.<br>Reading aloud is one of the ways to check students' understanding of the text. |
| Characteristics of Practices     | Intensive reading approach<br>Translation focused instruction<br>Memorization of the text  |
| Derived Beliefs from Observation | Extensive approach of reading instruction is not possible in classroom context.<br>Different teaching materials should be used for different proficiency level students.<br>Communication is the goal of English class.<br>Memorizing reading text helps students to speak better in the future.   |

|                     |  |
|---------------------|--|
| Influencing Factors | Schooling experience in university<br>Personal experience (reading habit)<br>School related contextual factors (Speaking performance assessment) |
| Constraints         | System of assessment (same assessment for all students)<br>Private education (issue of fairness)   |

Unlike the other two teachers, Ms. Lee's ideal beliefs and context-specific beliefs did not show contrasting differences. Her theoretical or ideal beliefs about English reading instruction showed inconsistency between its purpose and learning process and some beliefs were weak. Her belief on the purpose of reading views reading as an active process in which readers construct a meaning based on her prior knowledge and experience. However, her view on the learning process of reading emphasizes only the bottom-up process of reading considering the readers as passive participants in the reading activity. Ms. Lee claimed sources of beliefs were professional coursework and her teaching context and her teaching practices were more closely related to her context-specific beliefs. Influencing factors of her beliefs were student-related contextual factors, school-related contextual factors, and teacher-related contextual factors. Among them, classroom management was a unique factor that affected Ms. Lee's beliefs and practices and her derived beliefs from observation showed that her instructional practices and beliefs were affected enormously by student related factors.

**Table 6.3**

**Summary of Ms. Lee's Beliefs and Practices**

| Aspect                           | Theme  |
|----------------------------------|--|
| Sources of Beliefs               | Professional coursework<br>Teaching context (the number of students)   |
| Theoretical or Ideal Beliefs     | Purpose of reading is to understand the intention of the writer and to interpret the meaning of the text.<br>Knowledge on vocabulary and English sentence structures are crucial.<br>Think aloud is a good way to teach reading.<br>Doing various types of comprehension check-up activities is helpful for learning how to read.<br>Expanding reading to writing can facilitate students' reading experience. |
| Context-specific Beliefs         | Purpose of reading is to learn new words, grammar, and sentence structures.<br>Vocabulary learning is a prerequisite.<br>Repeated reading can help the learners to acquire the new words and grammatical knowledge.<br>Basal readers can help students learn to read.<br>It is impossible to evaluate individual student's reading proficiency in classroom context.   |
| Characteristics of Practices     | Intensive approach to reading<br>Grammar-translation focused instruction<br>Planning of lessons for the easier classroom management  |
| Derived Beliefs from Observation | Memorizing reading texts help students to prepare for the mid-term and final exams.<br>Students need to learn grammar to have good exam score.<br>Students want sentence by sentence translation and grammar teaching.<br>Reward brings about students' participation.<br>Students should not lose interest in class.<br>Classroom management is important.  |
| Influencing Factors              | Student related contextual factors (characteristic of students, students' expectation, prior learning through private education)<br>School related contextual factors (type of the speaking performance assessment, co-teachers' way of teaching)<br>Teacher related contextual factors (classroom management)   |

# **CHAPTER 7**

## **CONCLUSION**

The purpose of the present study is to explore three Korean EFL middle school teachers' beliefs about reading instruction and their classroom practices. Two research questions were suggested and collected data through interviews and class observations were analysed qualitatively. This chapter provides the summary of the major findings in section 5.1 and discusses pedagogical implication in section 5.2. Finally, limitations of the study and suggestions for future research are suggested in section 5.3.

### **7.1 Summary of the Major Findings**

This study shows interesting findings on the relationship of teachers' beliefs and practices. First, how three teachers deal with their ideal beliefs and context-specific beliefs show different aspects. In the case of Ms. Kim who is sure that her ideal belief is not suitable for her reading class followed her classroom context-specific beliefs when giving reading instruction without any conflicts. However, Ms. Park who had two contrasting ideal beliefs and context-specific beliefs had a conflict between her ideal beliefs about reading instruction and contextual factors.

Ms. Lee who just started teaching also showed no conflicts at the time of study because she decided to abandon her belief about teaching reading and to adopt reading practices of her co-teachers when faced with certain contextual factors.

Second, all three teachers could articulate ideal beliefs and classroom-specific beliefs separately and their classroom-specific beliefs were more closely related to the other beliefs and their classroom practices. Thus, classroom practice generally followed their classroom context-specific beliefs. Teachers' ideal or theoretical beliefs showed less connection with other beliefs.

Third, the major sources of beliefs for teachers with much teaching experience was teaching experience and novice teacher's sources of beliefs were professional coursework and her teaching context.

Fourth, all teachers gave reading instruction through intensive approach and used sentence-by-sentence translation as a method of instruction. More emphasis was on vocabulary and structural knowledge than on understanding the meaning of the text.

Finally, influencing factors of teachers' practices were policy-related contextual factors, school-related contextual factors, teacher-related contextual factors, student-related contextual factors, schooling experience, and personal reading experience.

## **7.2 Pedagogical Implications**

This study explored three Korean EFL teachers' beliefs on reading instruction within Korean middle school English language classrooms and how those individual Korean EFL teachers practice teaching in reading classes. Therefore, it is expected to provide an in-depth understanding of Korean EFL teachers' beliefs on reading instruction and their teaching practice to the researchers and teachers who are interested in the actual classroom, or to those teachers who are in the similar classroom context with the teachers introduced in the study. Furthermore, it is hoped to bridge the gap between reading research and the actual reading classroom in Korean English educational context.

Particularly, each teacher's ideal reading instruction on reading and the context-specific beliefs in classroom context was presented separately to show which beliefs are more closely connected with other beliefs and affect teachers' practice in this study. Furthermore, it provided additional data of teachers' beliefs on their ideal reading instruction to show that teachers can have inconsistent beliefs simultaneously possibly explaining the inconsistencies that have been reported previously in other studies. By describing teachers' ideal and situational beliefs at the same time, this research is expected to suggest what has to be done to change teachers' beliefs on the reading instruction to a more desirable one at the

current Korean middle school English reading classrooms.

This study on the teachers' beliefs is also expected to play a crucial role in the teacher education program since teachers' beliefs work as a filter to decide whether to adopt and how to implement new practices, methodology, and curriculum. It becomes more important if the teacher is not aware of her beliefs. After reviewing conceptual change literature, Kagan (1992) concluded that teacher education program has to encourage teachers to make their preexisting personal beliefs explicit to promote belief change among teachers regarding that the change in teachers' practice can start from teachers' beliefs. As shown in the case of Ms. Park, one's previous schooling experience could vastly affect how the person teaches at the moment by establishing unawarable beliefs regardless of the way of teaching is desirable or not. Therefore, it is suggested to encourage changes in beliefs and the changes in practice by making what teachers think and believe clear.

In addition, teacher education programs are needed to provide effective teacher training programs that are relevant and applicable for classroom teaching. All three participant teachers agreed that what they have learned about L2 reading in their course work in university was too general and was not closely related to their teaching context. Teachers who receive teacher education programs reported that teacher education programs generally helped them to be more competent teachers but were not effective in a sense that they were irrelevant and not directly

applicable in their classroom (JuKim, 2009).

Even if this research does not represent all English teachers' beliefs about reading instruction in Korea, it serves as a first step to bring a change in teachers' beliefs by describing participating teachers' beliefs in reading and how and for what reasons those teachers provide instructions in their classes.

### **7.3 Limitations of the Study and Suggestions for the Further Research**

The present study has a couple of limitations and suggestions for the future research regarding the number of participants and the limited number of class observations. Firstly, only three teachers participated in the current research study. In order to have a generalizable understanding of teachers' beliefs about reading instruction, future research with larger groups of participants are needed.

Secondly, only a few numbers of reading class observations were possible for the current research. It was not possible to observe teachers' classes for longer periods of time since teachers in the field in general were reluctant to open their classes to the researcher worrying that they might feel as if they were being scrutinized. It is expected that more observations would yield more interesting data revealing more information on the complex relationship between teachers' beliefs and practices.

For the further research, research on how novice teachers' beliefs change over time would yield meaningful results. According to the current research that described beliefs of experienced teachers and a novice teacher, novice teachers' beliefs are heavily influenced by contextual factors while teaching experience is the main source of experienced teachers' beliefs. It is expected that the kinds of beliefs novice teachers happen to hold in a given teaching context will be reinforced with growing teaching experience.

Moreover, it is often argued that if theoretical orientation majorly affects how teachers give practices during language instruction, teachers can affect classroom practice by ensuring that teachers develop a theoretical orientation. However, the current study shows that teachers' theoretical beliefs do not affect teachers' practices much, and they are much more influenced by contextual factors. Therefore, a new research that could suggest ways to change teachers' beliefs on a certain context is needed.

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# APPENDICES

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## APPENDIX 1

### 연구 자료수집 동의서

본 연구자는 교사의 읽기교수에 대한 신념과 관련하여 석사과정 논문 작성을 위한 연구과정 중에 있습니다. 연구 주제와 관련하여 학교 현장에서 선생님들의 수업을 직접 관찰하고 선생님들의 읽기교수에 대한 인식에 대해 연구하고자 합니다.

영어담당 선생님들의 수업을 관찰, 기록, 녹음할 예정이며, 공식적인 면담과 더불어 필요에 따라 수업과 관련하여 수업 진후에 비공식적인 면담을 가질 수 있습니다. 또한 수업과 관련하여 사용되었던 인쇄 자료, 수업 계획서 등의 자료들이 연구의 목적으로 수집될 것입니다.

연구 과정 중에 수집될 모든 자료는 연구의 목적으로만 사용되며 이후 폐기될 것입니다. 또한 신원보호를 위해 학교명이나 교사의 실명은 사용되지 않을 것입니다. 본 연구에 참여하길 원치 않으시는 경우, 동의서에 서명하지 않으실 수 있으며 혹 연구 도중에 연구에 참여하길 원하지 않으신다면 수집된 자료는 폐기될 것을 알려드립니다. 연구와 관련하여 더 궁금하신 사항이 있으실 경우, 아래의 연락처로 연락 주시기 바랍니다.

본 연구에 참여하는 것을 허락하시는 경우, 다음에 서명하여 주십시오.

본인 \_\_\_\_\_은 연구자 유성은이 교사의 읽기교수에 대한 신념과 관련하여 논문 작성의 목적으로 수업을 참관하는 것을 허락하는 바이며, 수업참관 및 면담을 통해 수집되는 모든 자료가 연구의 목적으로 사용되는 것에 동의합니다.

○○○ 중학교 \_\_\_\_\_ (인)

## APPENDIX 2

### 1<sup>st</sup> Semi-structured Interview Questions

First interview with the research participants aims to collect their personal background information, their past and present experiences in learning or teaching English, and their thoughts on reading in English. (schooling, teacher education, classroom experiences, prior experiences as language learner...)

1. Can you tell me about yourself briefly?
2. Can you tell me how you became an English teacher?
3. How long have you taught your students English?
4. How would you describe the English education in reading you have received?
5. Have you ever studied or been taught on reading in English as a foreign language? Can you think of any theories or techniques you have heard of or you are practicing in your class?
6. What is your experience as a student teacher? How did the teacher who supervised you taught reading in English in class? How did you teach reading in English then?
7. What kind of teacher training programs have you attended since you became a teacher? Do you remember any programs related to teaching reading in English?
8. How often and how much do you read both in Korean and in English?
9. How did you happen to read in English?
10. When do you find reading in English is difficult?
11. What do you want to improve to read better in English?
12. Which grade and proficiency level of students are you teaching at the moment?
13. How would you describe your students?
14. How would you define reading in English?
15. How do you teach each language skills (speaking, listening, reading, writing) in your class?  
Can you name them in the order of the length of time you spend for each language skills?
16. How do you usually teach reading parts in the English textbook? What kind of activities do you usually do?

## APPENDIX 3

### 2<sup>nd</sup> Semi-structured Interview Questions

Second interview was conducted to find out what teachers think about their own English reading classes in reality, beliefs on their ideal English reading classes, and the contextual factors that hinder their ideal beliefs to actually take place in their reading classrooms.

1. How do you define reading in English in classroom context?
2. What are the characteristics of the students who are good at reading?
3. What might affect the students to read well in English?
4. What are your thoughts on the ideal reading class?
5. How can we help a poor reader to read better in English?
6. Why are the reasons students find reading in English difficult?
7. Do you believe teaching can help students to read better? How should we teach them?
8. What are the differences between the reading in general and reading in classroom context?
9. Have you ever tried different methods or activities when teaching reading in English compared to the classes I have observed? What are your thoughts on that experience?
10. What are the challenges or difficulties that you face when you are teaching reading in class?
11. What is the focus of your class when teaching English? Can you elaborate them comparing the language skills (speaking, listening, reading, and writing)?
12. How different is teaching reading from teaching other language skills? What make you think they are different in terms of evaluation, the clarity of goals and etc?
13. How do you evaluate reading? Do you have performance tests or do you have any other way to evaluate the reading ability?
14. What do you think is the best way to evaluate reading?
15. What makes it difficult to teach your students reading in English in the ideal way that you believe in?
16. If there are no contextual hindrances or constraints, how would you teach your students reading in English?

## APPENDIX 4

### INTERVIEW QUOTES (Ms. Kim)

#### Interview Quotes in Chapter 4.1.

##### Interview Quote 1

그러니까 일반적인 읽기가 내용 파악이라면, 정보를 얻는 것이라면, 수업에서의 읽기는 궁극적인 목적은 저는 정보파악이 아니라는 생각이 들어요. 교과서를 제가 작업을 해봤지만. Family Day 같은 경우는 또 제가 쓴 과네요. 이런 경우 보려면, 가족의 날 이래서 애들한테 가족의 소중함, 함께 해야 하는 것, 이런 것을 이야기해 주고 싶기는 하지만, 그래도 영어책이기 때문에 그거 전체가 목적은 아니잖아요. 영어로 된 글을 보는 거에 목적이 있기 때문에 저는 그 텍스트를 통해서 애들이 구문도 익히고, 어휘도 익히고 그 다음 조금 더 나아가면 글의 구성 익히고, 그런 거잖아요. (Ms. Kim, Interview 2)

##### Interview Quote 2

만약에 내가 한 명을 가르친다면, 읽기를 가르친다면, 우리 아이를, 집에 있는 우리 아이를 가르친다면 내가 어떻게 가르칠까라는 생각을 해보면 그런 생각이 들더라고요. 저는 아주 쉬운 텍스트들을 찾아가지고, 개가 이해할 수 있게끔 해서 단계를 조금 조금 높여 가면서 훈련을 많이 시키겠어요. 그것 밖에는 방법이 없지 않나. 그리고 만약에 또 한가지 방법이 있다면, 이제 영어 외적인 방법이 있다면, 다른 책도 많이 읽혀야죠. 한국어로 된. 한국어로 된 다양한 종류의 텍스트를 읽혀서 애의 상식을 넓혀놔야 할 것 같아요. 상식을 많이 넓혀놓고. 그건 굉장히 중요한 것 같아요. 보면 볼수록 영어가 영어 독해가 영어만의 문제가 아니구나 라는 생각을.. (Ms. Kim, Interview 2)

##### Interview Quote 3

저는 수준에 따른 차이가 있을 것 같아요. 단계. 그러니까 어느 정도 아이들이 영어 구문에 대한 베이스가 다져진 아이들이라면, 하나씩 찾아 올라가는 것 보다는 전체적으로 내려오는 그런 것을 많이 하는 것이 시간도 덜 걸리고 아이들에게.. 낭비되는 것이 없을 것 같고, 더 좋을 것 같아요. 수업을 나갈 때는. 그런데 초기 학습자나 구문에 대한 이해가 낮은 아이들 같은 경우에는 안되는 거죠. 전체적으로. 그리고 또 훈련을 한다고 해서 나아지는 것 같진 않아요. 그런 경우는 대체로, 우리가 소설 쓴다고 하잖아요. 단어 몇 개 가지고 자기네들이 스스로 이야기를 만들어 내더라고요, 그런 아이들은. 제가 시켜보니까. 그런 아이들에게 자꾸 만들어내게 할 수는 없잖아요. 상상력을 키워주는 교육이 아니기 때문에. (Ms. Kim, Interview 2)

##### Interview Quote 4

읽기 평가는 따로 없죠. 그런데 만약에 읽기 평가를 만약에 한다면, 교과서의 지문

가지고 하면 안되죠. 새로운 걸 가지고 와야 한다는 거잖아요. 그런 의미에서 말한다면, 우리는 읽기 평가를 안 한다고 봐야 해요. 한번도 본적이 없는 글을 읽어 내야지 그걸 읽은 거지. 선생님이 다 가르쳐주고, 수업시간에 다 했고, 선행학습 다 한 것을 가져다가 시험을 보는 것은 사실 읽기 평가는 아니죠. (...) 그렇다고 또 학교가 아예 또 새로운 것을 갖다가 넣어서 또 읽기 평가를 하기는 힘들어요. 왜냐면 어쨌든 애들을 서열화 시켜야 하는 거고, 지금 애네들 등급을 매겨야 하는데. 그런 지문들이 모두에게 공평한 질문일까? 논란의 여지가 너무 많기 때문에 이게 그걸 중고등학교에서 못하고 있죠. (Ms. Kim, Interview 2)

#### Interview Quote 5

그러니까 일반적인 읽기가 내용 파악이라면, 정보를 얻는 것이라면, 수업에서의 읽기는 궁극적인 목적은 저는 정보파악이 아니라는 생각이 들어요. 교과서를 제가 작업을 해봤지만. Family Day 같은 경우는 또 제가 쓴 과네요. 이런 경우 보면은, 가족의 날 이래서 애들한테 가족의 소중함, 함께 해야 하는 것, 이런 것을 이야기해 주고 싶기는 하지만, 그래도 영어책이기 때문에 그거 전체가 목적은 아니잖아요. 영어로 된 글을 보는 거에 목적이 있기 때문에 저는 그 텍스트를 통해서 애들이 구문도 익히고, 어휘도 익히고 그 다음 조금 더 나아가면 글의 구성 익히고, 그런 거잖아요. (Ms. Kim, Interview 2)

#### Interview Quote 6

근데 교과서 텍스트라는 것은 사실은 리딩 텍스트로 작용하지 않아요, 왜냐면 이미 선행학습, 학원을 통해 사교육을 통해서 애들이 내용을 이미 알고 온 애들이 너무 많기 때문에, 특히 상반 애들은 그렇잖아요. 그게 그 아이들에게 무슨 리딩의 자료예요. 정보 다 얻었는데. 거기서 뭔가 얻어 갈수 있을까요? 그래서 어떤 의미에서 수업상황에서의 리딩은, 특히 우리나라 같은 경우에는, 그 리딩 자체만으로는 가능하지 않고, 현실적으로 맞지도 않고, 그렇다면 그걸 또 그러니까 다 아니까 넘어 갈 수도 없고, 이제 교사들은 그걸 통해서 다른 거, 언어지식을 조금 더 가르쳐주고 싶어하는 거죠. (Ms. Kim, Interview 2)

#### Interview Quote 7

내가 애들한테 말로 해서 애들한테 훨씬 더 많은 것을 전달할 수는 있죠. 그건 전달의 문제인 거고. 아이들이 학습하는 것은 다른 문제인 것 같아요. 내가 ((말로)) 10개를 전달했을 때, 애네가 한 개를 학습했다면, 2개를 전달했는데 액티비티를 했다면 1개를 ((학습))했거나 좀 더 많이 ((학습))했다고 생각이 드는 거예요. 그래서 왜 사람들에게 관심을 불러 일으키잖아요. 재미있게 한 것은 오래 가잖아요. 그래서 우리가 액티비티를 한다는 생각을 제가 하거든요. 뭐 스피킹이건 뭐든지 다. 근데 이제 Banagram 같은 경우는 일단은 리딩 텍스트의 내용이해를 점검해 보는 것이 커요. (Ms. Kim, Unstructured interview 2)

### Interview Quote 8

그래서 인제 좋은 방법은 이 텍스트를 읽으면서 같이 해봐라 하는 게 짤 좋거든요. 게임 팩을 하나씩 나눠주고, 읽어보고, 읽었지? 그럼 이렇게 해볼래? 해석 안 해주고. 그렇게 가면 참 좋겠어요. 행동을 통해서 내용이 이런 내용이었구나 이해하고 알 수 있잖아요. 그렇게 하면 좋을 것 같아. 제가 이 수업을 상반을 데리고 한다면, 그렇게도 진행할 수 있겠다는 생각도 들어요. 근데 애네들은 하반이잖아요. 하반은 타일을 나눠 주는 순간 텍스트는 날아갑니다. 요건 상반도 조금 걱정이 되요. 자기네들끼리 그런걸 해보고 싶어하지. 책하고 연결시키려고 하지 않아요. 애들은. (Ms. Kim, Unstructured interview 2)

### 2nd Interview Quotes

- 1 정규 수업시간에는 교과서를 해야 하기 때문에 안 되는데, 뭐 시험 끝나고
- 2 쉬운 책들이 학교에 제가 구해놓은 것들이 많이 있거든요,
- 3 그걸 아이들에게 나눠줘요, 무작위로. 인제 골라가게 해요.
- 4 골라가게 한 다음에 사전도 마음껏 볼 수 있게.
- 5 모르는 단어 찾을 수 있게 그렇게 하고, 리뷰를 간단하게 쓰게 하는
- 6 읽기 활동을 몇 번 해봤어요. 그것도 잘 하는 애들 데리고 하는 거죠.
- 7 근데, 하반 아이들 시키면 아예 안 봐요. 보질 않기 때문에 그래도 의욕이 있는
- 8 상반 애들을 데리고 쉬운 교재를 책 조그마한 것. penguin readers 같은 거.
- 9 되게 쉬운 거, 한 시간에 볼 수 있는 것들을 가져다가 북 리뷰를 시켜봤더니
- 10 음.. 그래도 생각보다는 많은 수의 아이들이 그 글을 이해해서 영어가 맞던
- 11 틀리던 간에 우리말로 쓰게 해 봤어요, 우리말로도 쓰게 해보고, 영어로도 쓰게
- 12 해 봤는데, 어쨌든 애네가 이 책을 이해했구나 라고 느끼는 아이들이
- 13 그래도 3분의 1은 됐던 것 같아요. 최상반 이야기입니다.
- 14 Material을 잘 찾아가지고, 애네가 요 단계에서 단계별로 맞춰 주는 것은 굉장히
- 15 어려운 일이지는 한데 그래도 불가능 한 것은 아니기 때문에 그런 노력을
- 16 노력을 만약에 제가.. 학교 수업은 그렇게 접근을 못해요. 일단은 제가 그
- 17 감당할 수가 없고, 수업 준비 시간을. 그렇게 한 시간 수업하려면 아마 제가 10
- 18 시간 일해야 될 거예요, 아이들에게 그런 자료를 준비해서 해주려고 하려면은.
- 19 그건 이제 확일적으로 가능하지 않은데, 그런 생각을 해요.
- 20 우리는 교육과정이라는 것이 있잖아요. 교육과정에 보면 성취 수준이라는 것이
- 21 있어요. 사실은 중학교 단계에서의 읽기의 성취 수준은 그렇게 높지 않아요....
- 22 제 생각에 중학교 단계에서의 성취수준은 교육과정에서 제시한 거는 우리가
- 23 말하는 일반적인 읽기 수업은 아니에요. 왜냐면 교육과정이 단계적으로 되어
- 24 있기 때문에, 초등학교에서는 이만큼 하는 것이고, 중학교에서는 이만큼 하는
- 25 것이 때문에 애들이 완벽한 읽기를 하도록 되어있지는 않아요. 사실은 그죠?
- 26 중간 과정이기 때문에. 가장 큰 원인은 그런 거 아니겠어요? 가르쳐야
- 27 할 내용이 있다는 거? 이만큼은 우리가 해줘야 하지 않나. 그런 거겠죠?

## APPENDIX 5

### INTERVIEW QUOTES (Ms. Park)

#### Interview Quotes in Chapter 4.2.

##### Interview Quote 1

행복함이지. 다양한 상상력을 주고. 내고 못 살아본 거, 남이 살아본 것도 경험하고. 간접 경험도하고. 똑같은거지. 우리 애들 책 많이 읽어라 하는거. 상상력 창의력 높여주고. 행복하지. 그냥 너 하루 종일 밥도하지 말고, 해주는거 먹으면서 책만 읽어 그러면 나는 너무 행복할 것 같아. 내 생각에는 그냥 몇 일 호텔 같은 데에 가서 룸서비스 시켜서, 이책 읽었다 저 책 읽었다, 그런 것 좀 해봤으면 좋겠어. (Ms. Park, Interview 2)

##### Interview Quote 2

맛보기지 뭐. 학교에서 배우는거는. 그걸 통해서 긴 글을 읽고 싶어하는 마음이 생기게 하고. 읽기라는게 애들 수준에 맞춰서 짧게 나오면서 어차피 말하기도 하고, 문법도 배우는 거니까. 다 골고루 해줘야 하기 때문에. 간략하게. 많은 걸 가르쳐주려고 다양한 읽기 자료, 읽기의 내용 그 시니 뭐니 조금씩 건드려주는 그런 상태인 것 같아. 교과서는. 그걸 통해서 자기가 좀 더 심화 시켜야지. 그런 걸 해주는 것 같아. 그걸 통해서 영어에 대한 관심이 좀 높아지면 하다못해 자기가 어느 과를 가던지 원서를 보게 되고 하나까. 수단도 될 수 있고, 그걸 통해서 외국 문화에 대해서 관심을 가지게 될 수도 있고. (Ms. Park, Interview 2)

##### Interview Quote 3

자기가 좋아하는 책 사가지고 와서 읽게 하고. 잘 모르겠어요 그러면 해주고. 읽고 난 다음에 우리말로라도 인제 좋았던 점, 감명 깊은 구절. 이런걸 서로 공유하고. 이러면 듣고 저 책 재미있겠다 하고 책을 서로 돌려볼 수도 있고 (...) 읽는게 목적이니까, 읽게 하는게. 스스로 읽어야지. 우리 책도 그렇잖아. 엄마가 책 사다 주면 안된다니까. 애가 고르게 해야지. 잔뜩 전집 사다 줘봐. 내가 우리 애 실패한거야. 짝 사놨더니 하나도 안 읽어. 그리고 자기가 좋아하는 것 만, 하루에 똑 같은 것만 계속 반복해서 봐. 저걸 왜 사줬나. 나라도 읽을까 하다가, 최근에 마음을 비웠어. 음악을 좋아해? 그래? 음악가((관련된 책을)) 짝 ((사주고)). 가끔 데리고 나가서 골라. 하고 사주고. 그게 젤 좋지. (Ms. Park, Interview 2)

##### Interview Quote 4

영어니까 일단 단어. 어휘력이 부족해. 어휘력이 없어. 그리고 그런 애들에게 필요한게 아무래도 한국식 어순으로 된 해석하는 방법을 붙여주면 좀 더 접근하기 쉽지 않을까 싶기도 하고. 문장이 길어지면 길어질수록 애들이 헤깔려 하나까 문장을 끊어 주면서, 구조적 설명을 해주면서. 애들이 문법이 나오면 갑자기 머리 속이 하얘진데, 그래서 결국은 찝막찝막한 애들 수준에 맞는 만화 커트라든가, 진짜 단순한 대화라든가. 애들 좋아하는 내용으로 해서, 뭐라고 할까. 긴 글이 아니라

짧게 재밌게, 짤막짤막하게 해주면. 일단 관심 끄는 것부터 해야지. 우선 관심이 없다가. (Ms. Park, Interview 2)

#### Interview Quote 5

평가만 안 하면 마음대로 하지. 시험을 보니까. 대입이 있잖아. 그래서 그런 거지. 평가만 없으면 돼. 대입, 고입, 학교시험. 왜냐면 공통적으로 가르칠 수 밖에 없잖아. 지금 수준별 하는 것이 왜 안 되는데. 시험을 공통적으로 봐야 하잖아. (...) 그러니까 그런 거는 대전제로 사교육 다 빼라. 학교에서 가르치는 순수한걸 가지고 애들이 수준차이가 났을 때, 수준별로 해서 줄 수는 있지만. 그렇지 않은데. 부모 잘못 만나가지고 사교육시장 한번도 가본적도 없고, 영어 한 번도 배워본 적 없으면 할 수 있는데도 지레 못하고 정서적으로 환경적으로 안돼서 결과가 나빠지는 상황에서 점점 갭이 커지는데 거기다가 그렇게 형평을 해주면 안되지. (Ms. Park, Interview 2)

#### Interview Quote 6

((교수님이)) 시 같은 거 읽고 단어도 찾아보게 하고 (...) 특히 소설은 단락을 쫓던 것 같아. 조별로 여기까지 해. 그럼 모여가지고 돌아가면서 해석하고. 선생님이 옆에서 알려주고. 소설도 한 권을 한 학기에 다 끝내지도 못했어. 정확한 해석이 중요했거든. 조금만 잘못 해석해도 다른 의미로 읽히니까. (Ms. Park, Interview 1)

#### Interview Quote 7

한글 책 찾는다니까. 번역을 하는 게 그렇게 힘들겠구나 싶더라고. 그 문화를 모르면. 해석을 해도 왜 이렇게 썼지 이해가 안 되는 거야. 파악이 되더라도, 왜 이렇게 중요하지. (...) 그런 문화도 좀 알아야 이해가 되겠더라고. (Ms. Park, Interview 1)

#### Interview Quote 8

사실은 그게 진짜 애매했어. 만들기는 빨리 하고, 본문을 좀 확 외워버리게. 내가 우리말로 자꾸 의미단락을 줘. 한 문장에 의미단락이 세 개면, 마지막 의미단락을 두 세번 반복하고, ((backward formation)) 문장을 외우게 하는 걸 많이 시켜서 요번에 애 때문에 너무 많은 시간이 걸린 거야. 그 전 날 첫 시간 끝나고, 내용을 좀 외워와라 라고 했잖아. 과정 8 단계를 외워봐. 만들면서 자신이 하는 활동이 무엇인지 나왔으면 했는데 그게 안 되는 거지. (...) 애들이 그걸 하면서 머릿속으로라도 입 밖으로라도 의사소통이 기본이다. 자꾸 말을 해라. 밖에 나가도 영어 상황도 아니고, 교실 상황에서도 보고 읽든, 듣고 따라 하든, 무조건 입 밖으로 내라고 하거든. (Ms. Park, Unstructured interview 2)

#### Interview Quote 9

주당 세 시간 교실에서 영어를.. 안 되는 거거든. 시간수로 따지면 정말 형편없는 거기 때문에. 그래도 좀 하려면 자꾸 말을 하려고, 자꾸 읽고, 읽다 보면 외워지고. 그래서 애들한테 말하기 평가도 다양하게 할 수 있는데, 자기화 시켜서 문제은행처럼, 자기 답변을 준비해 오고, 말하기 평가할 때 뽑기로 자기가 준비한 말이 뭘 해도 그런 식으로 밖에 할 수가 없는 상황인데, 교과서니까 시험에 나오는 거고. 일단은 애라도 외우면 밖으로 나올 거 아냐. 의미단락을 외우라고 하거든. 바깥쪽으로 접어라 하나의 단락으로 외우면 언제 영작을 할 때도 언제든 사용할 수

있으니까. (...) 시험이나 말하기 시험이니까 줄줄 외우고 난리가 났어. 또 ((말하기 시험을 볼 때,)) 듣다 보면 뜻을 생각하면서 애가 하는 구나 ((하는 애))가 있고, 뭔가 말하는지를 알아야 뒤가 연결이 돼서 나오는데 꼭 막혀. (Ms. Park, Unstructured interview 2)

### 2nd Interview Quotes

- 1 내용을 파악하는 거니까 주제를 묻는다거나, 단락을 나눠보라고 하거나,
- 2 결론을 내리라고거나, 맞는지 틀리는지 틀리면 어디가 틀리는지 그렇게 해서
- 3 내용파악 시키는 거지. 내용을 얼마나 알고 있나?
- 4 그렇게 ((읽기를 평가))할 수 있을 것 같은데.
- 5 읽기를 잘한다는 관점을 어디에 뒀야 하느냐는 건데, 해석 잘하고,
- 6 뭐 그런걸로 따지자면 문법 공부 많이 하고, 그런 애들이 아무래도
- 7 빨리 따라가고, 또 회화고 뭐 요즘 거의 외국인처럼 애가 유학 같다왔나 싶을
- 8 정도로 아주 영어를 제대로 발음이며, 아주 자연스럽게 나와.
- 9 그런 애들이 아무래도 읽기를 잘 하겠지.
- 10 그렇지. 그래서 내가 의미단락을 사선으로 끊으라고 하는게 주어동사,
- 11 나는 어떨다. 끊고, 나는 좋아해 다음에 는 뭘? 재는 몰라 뭘?
- 12 생각하면서 읽어라 들어라. 뭐 말을 해라. 하면서 좀 끊어주지.
- 13 근데, 듣다보면 알잖아. 인토내이션이 없고, 인토내이션이 있는 애가 있고,
- 14 없는 애가 있는 애는 벌써 많이 안 읽어봤고, 이해 잘 안되는 거고.
- 15 그런걸로 들리지.

## APPENDIX 6

### INTERVIEW QUOTES (Ms. Lee)

#### Interview Quotes in Chapter 4.3.

##### Interview Quote 1

수업 상황에서의 읽기는 그냥 content ((내용))를 받아들이는 것 같아요. 각각의 과에서의 중심내용이 핵심이 되고, 어휘가 나올 수 있는 근원이 되고, 교과서에서 나와 있는 모든 글들은 모두 교과부에서 정한 아이들에게 적합한 글들이기 때문에 좀 더 건전한 정보를 그들이 받아들일 수 있는 어휘, 1+one ((i+1))이라고 하잖아요. 그렇게 너무 어렵지도 않고, 적당하게 조금만 노력하면 배울 수 있는 어휘를 사용해가지고, 애들이 리딩을 하면서 grammar도 익힐 수 있고, 새로운 어휘도 배울 수 있고, 새로운 문맥구조도 익힐 수 있고, 그런 배워나가는 과정이라고 생각해요. 그래서 그렇게 어렵게 생각하지는 않아요. (Ms. Lee, Interview 2)

##### Interview Quote 2

기본적으로 어휘 학습을 많이 시킬 것 같아요. (...) 먼저 어휘 학습부터 시키고 나서 대략적으로 훑어 보고 발음시키고, 발음 같은 것도 좀 보고, 중간중간 wh-question 같은 거 필요한 경우에는 넣고, 마지막에는 summary같은 거 시키고 해서 같은 passage를 가지고 jigsaw activity 같은 거. 순서 맞추기 같은 거를 해볼 의향도 있고. 한 명이라면, 읽기를 가지고 writing을 연결시켜서 해보고 싶은 마음도 있고 (...) 제가 직접 읽기를 제 자신이 하는 것처럼 읽기를 하는 모습을 보여주고 싶어요. 단어 같은 거 몇 개 짚어 주고, 문법표현 같은 거 짚어주고 나서, passage를 어떻게 해석하는지를 주어, 동사 끊어서 해석해 주고 싶어요. 하나 하나 이해 시키면서. (Ms. Lee, Interview 2)

##### Interview Quote 3

반복. 반복해서 같은 passage를 계속해서 읽는 것이 되게 중요한 거 같아요. 쉬운 것부터 어려운 것을 단계별로 집중적으로 해준 다음에 쉬운 것을 습득을 하고 나서 점차적으로 나의 언어실력과 영어실력이 같이 성장을 하면서 단계별로 passage를 제시하는 것이 좋은 것 같아요. (Ms. Lee, Interview 2)

##### Interview quote 4

아무래도 도움이 되죠. 사실 시험 준비를 하는 애들한테, 시험을 위해서는 도움이 되는 것 같아요. 기본적인 영어 지식을 위해서 도움이 막 된다는 것 보다. 물론 도움이 좀 될 수는 있겠지만은, 영어를 많은 input이 들어가고, 많이 자기 눈으로 읽게, 반복적으로 영어 문장을 곱씹으면서 외운다는 거 자체가 사실 자기가 그런 거를 던져주지 않으면 안 하는 애들이잖아요. (Ms. Lee, Interview 2)

#### Interview Quote 5

그런데 실제로 처음부터 그런 식으로 시도를 했었어요. 그런데 너무 힘들어 하더라구요. 왜냐면 3학년 정도, 1학년부터 그렇게 시작을 하면 문제가 아닌데, 1학년 때부터 완전히 GT 방식으로 배운 아이들이 3학년 때부터 갑자기, 안 그래도 본문 지문 내용도 기아급수적으로 늘어나는데 그런 식으로 너무 다른 방식으로 하다보니까 힘든거죠. 미치는거죠. 그래서 웬만하면은 1,2 학년 때 배웠던 선생님들께서 교수하셨던 방법의 틀에서 많이 벗어나지 않고, 저 같은 경우는 스피킹이나 리스닝 부분에서 애들이랑 활동 같은 거 active하게 많이 하는 편이고. 이번 중간고사 끝나고서 힘들어하는 아이들이 몇 명 있어가지고, 그래서 너무 바꾸면 안되겠다. 내가 너무 많이 교수법을 바꾸면 안되겠다는 생각을, 차라리 1학년이면 괜찮은데 3학년인 경우는 이러다가 정말 영어 포기하겠구나 싶어서 많이 안 바꾸려고 하고 있어요. (Ms. Lee, Unstructured interview 1)

#### Interview Quote 6

애들이.. 제가 처음에 학기 초에 설문조사를 하나 했어요, 작은 쪽지에다가. 너희가 부족하다고 생각하는 영어의 파트가 어디냐고 리스닝이나, 리딩이나, 문법이나, 어휘나, 써보라고. 그랬더니 거짓말 안하고 70% 이상의 학생들이 다 문법이라고 썼어요. 1학년부터 2학년부터 주어 동사, 정말 간단한 문법만 배웠지, 애들 같은 경우는 문법 같은 측면을 다뤄주길 원하더라구요, 학교에서. 그래서 아무래도 본문 같은 경우는 문법을 많이 알아야 하는 부분이고, 또 시험 문제 출제 같은 경우도 본문에서 거의 문법을 활용해서 내는 문제가 대부분이기 때문에 사실 순서 맞추기 그런 거나 blank 제외하고는 다 문법을 사용해서 애들이 좀 알아야 하는 부분이 있어서 웬만하면 문법을.. 그리고 애들이 굉장히 집중을 잘 하더라구요. 문법을 해주면... (Ms. Lee, Unstructured interview 1)

#### Interview Quote 7

게임을 하거나 어떤 수업 활동에 참여시키던지 굉장히 많이 긍정적인 강화가 되가지고 수업을 원활하게 진행하는데 도움이 많이 된 것 같아요. (...) 스티커가 사실 그게 주가 되면 안되지만은, 국영수 같은 경우에는 주요 과목이고, 애들이 너무 힘들어 하는 과목이고, 사실 학교 말고, 여기 같은 경우는 사교육을 굉장히 많이 받은 애들이기 때문에 선행학습 같은 경우도 사실, 1단원부터 3단원까지 다 선행학습을 마치고 온 애들이 대다수였어요. 처음에는 진짜 수업에는 관심이 없었거든요. 근데 스티커를 도입함으로써 좀 활력을 불어 넣어준 것 같고. 이게 고등학교 수업이 아니고, 중학교 수업이니까 애들이 우선 애들이 흥미를 잃게 하지는 말아야겠다. (Ms. Lee, Interview 1)

#### Interview Quote 8

동영상 같은 경우는 처음에는 가네의 7가지 단계에서는 동기 유발을 시키려면 처음에 리뷰하고 나서 동영상 같은 것을 보여줌으로서 학생들의 동기유발을 시킨다고 하잖아요. 그런 수업이 있을 수 있고, 또 어제 같은 경우는, 제가 생각한 수업에서 시간이 붕 뜬 경우, 동영상 같은 거를 미리 많이 찾아놔요. 그래서 시간이

웬만하면은 붓 뜨지 않게 하려고. 선생님도 아시다시피 classroom management가 중요하잖아요. 조금이라도 수업이랑 관련된 애들에게 보여주고 싶고, 점심시간 전후나 체육시간 전후에 애들이 너무 힘들어하기 때문에 사실 수업 시간에 집중한 것 만으로도 대단한 거거든요. (...) 근데 제가 그 동영상을 수업 전에 보여줬으면 분명히 떠들었을 거예요. 신기하다 해서. 그런 상황에서 본문 수업을 나가는 것은 힘들기 때문에 나중에 보여줬죠. (Ms. Lee, Unstructured interview 1)

## 2nd Interview Quotes

- 1 학교에서 많이 배웠잖아요, 독서라는 것도 작가랑 나와 독자간의 대화라고.
- 2 저는 그렇게 생각을 하거든요. 쓴 사람의 의도를 파악하는거.
- 3 그래서 쓴 사람과 대화를 하면서 읽는 것.
- 4 사실 평소에 읽기를 어떻게 평가할지에 대해 생각해 본 적이 없어요.
- 5 그 부분에 대해서 제가 별로 고민을 하지 않았던게 저희 학교 애들이 선행이
- 6 매우 잘 되어 있는 편이에요.
- 7 그래서 영어교과서 수준의 해석이라던지 이해도가 굉장히 빠른 편이라서
- 8 말하기나 듣기는 어떻게 하면 좋을지는 많이 생각해 보았는데
- 9 읽기는 미처 생각해보지 않았네요.
- 10 사실은 한 반에 30명이 넘어요. 인원도 많고 해서 읽기 평가를...
- 11 따로 평가를 하는 것은 사실 무리잖아요.
- 12 아이들에게 자료를 주고, 문제를 주면 그걸 맞춰보는 수준이지
- 13 아이들을 개별적으로 평가하는 것은 시험을 통해서만 하지
- 14 개별적으로는 안하고 있고요. ...
- 15 읽기 평가는 이렇게 일대다의 수업에서는 불가능 한 것 같아요.

## APPENDIX 7

### CLASSROOM ACTIVITY WORKSHEET (Ms. Kim)

From Ms. Kim's second year reading class on Lesson 4, June 14<sup>th</sup>

(1) Add one or more tiles to the word and make a new word.

단어에 하나 이상의 타일을 \_\_\_\_\_ 새 단어를 만들어라.

(2) Try to make more words \_\_\_\_\_ you cannot make any new words with your tiles.

여러분이 가진 타일로 새 단어를 만들 수 없을 때까지 더 많은 단어를 만들려고 노력해라.

(3) 4. When you have no more tiles \_\_\_\_\_ \_\_\_\_\_, you say "Thanks," and takes \_\_\_\_\_ new tile from the bag.

4. 여러분이 게임할 타일을 더 이상 가지고 있지 않을 때는 "고마워"라고 말하고 주머니에서 타일 1개를 가져간다.

(4) All the other players also \_\_\_\_\_ a new tile.

다른 모든 선수들도 또한 새 타일을 가져간다.

## APPENDIX 8

### CLASSROOM ACTIVITY WORKSHEET (Ms. Lee)

From Ms. Lee's third year reading class on Lesson 4, May 16<sup>th</sup>

#### 1. The Race Against Gravity( )

☞You need :a dollar bill ( )

☞Here's what you do: ( )

Ask for a volunteer from your friends. ( )

Have the volunteer rest his arm on the table, with his open hand over the edge.

( )

You hold the dollar bill between his parted fingers and thumb.

( )

Make sure that half the bill is held above his hand.

( )

Tell the volunteer to grab the bill as it falls.

( )

But DO NOT announce when you will let it go.

( )

No one has been able to catch the dollar bill yet.

( )

☞Do you know why it works? ( )

Gravity causes falling objects to move faster and faster as they fall.

( )

The dollar bill is pulled through the volunteer's fingers in about 1/8 of a second.

( )

No one can grab the dollar bill that quickly.

( )

The eyes, brain, and fingers must all get the message that the bill is falling before the person can grab it.

( )

By that time the bill is gone.

( )

## APPENDIX 9

### CLASSROOM ACTIVITY WORKSHEET (Ms. Lee)

From Ms. Lee's third year reading class on Lesson 4, May 16<sup>th</sup>

#### Lesson 4. 목적격 보어의 이해

목적격보어(목적어 보충설명)가 될 수 있는 것은 명사, 형용사, 분사, 준동사이다.

##### 1. 명사인 경우

make, choose, elect, name, call 등 + 목적어(O) + 명사(OC)

They made their son a doctor.

We chose him the president.

They named the dog Boksil.

##### 2. 형용사나 분사인 경우

make, keep, leave, find 등 + 목적어(O) + 형용사/분사(OC)

The song made me happy.

We found the door closed.

I found the thief running to the car.

##### 3. 동사원형인 경우

|                                |  |
|--------------------------------|--|
| 사역동사(have, let, make 등)        | They <u>made</u> me <b>wait</b> for hours. |
| 지각동사(see, hear, smell, feel 등) | I <u>heard</u> him <b>open</b> the door.   |

##### 4. to 부정사인 경우

요청, 명령, 기대(ask, tell, order, want 등)

He asked me **to turn off** the radio.

##### 5. 동사원형 또는 to부정사인 경우

준사역동사(help)

He helped me **do** my homework.(= to do)

##### 6. 분사인 경우

|                     |  |
|---------------------|--|
| 지각동사 → 현재분사(능동, 진행) | I <u>saw</u> the thief <b>running</b> .  |
| 지각/사역동사 → 과거분사(수동)  | I <u>had</u> the watch <b>repaired</b> . |

## 국 문 초 록

1987년 Nespor의 연구를 시작으로 과학, 수학, 문학, 역사 및 모국어와 제2언어 혹은 외국어의 교수와 같은 다양한 분야에서 교사의 신념은 지난 30년간 많은 교육학자들의 관심의 대상이 되어왔다. 그와 같은 관심의 중요한 원인은 교사의 신념과 교수행위의 관계에서 비롯된다. 그 동안 교사의 신념에 대한 수많은 연구가 행해져 왔음에도 영어를 외국어로 사용하는 맥락에서 현직교사를 대상으로한 면밀한 사례연구는 거의 이루어지지 않았다.

본 사례연구는 교사의 신념과 교수행위, 그리고 상황적 요인의 상호적인 관계에 대한 이해를 얻고자 하는 목적으로 한국 중학교의 영어교실 상황에서 한국인 영어교사의 영어 읽기 교수에 대한 신념과 실제 교수행위와의 연관성을 조사하였다.

이와 같은 주제를 탐구하기 위하여 본 연구는 다음과 같은 두 개의 연구 문제를 설정하였다: (1) 한국의 영어 교사들이 지니고 있는 영어 읽기 교수에 대한 신념은 무엇인가? (2) 교사들의 신념은 그들의 교수행위와 어떻게 연관되어 있는가?

이와 같은 목적을 위해 교수경험에 차이가 있는 3명의 한국인 영어교과 담당 교사들이 연구에 참여하였다. 연구 참여 교사들의 읽기 교수에 대한 신념과 그들의 교수행위의 관계를 탐구하기 위하여 본 연구는 질적 사

레연구의 방법을 채택하였으며, 수업관찰, 인터뷰, 학생들의 교과서와 수업 자료를 연구자료로 수집하였다. 음성 녹음된 자료들은 모두 전사하여 기존의 문헌을 바탕으로 Lincoln과 Guba (1985)가 제시한 바에 따라 귀납적으로 분류함과 동시에 나머지 자료들은 연역적으로 분류하였다.

이에 따른 연구 결과는 세 명의 교사가 자신의 이상적인 신념과 특정 상황적 신념을 다루는 데에 있어 다른 양상을 보임을 나타낸다. 또한 교사들의 수업 관련 신념이 교사들의 이상적인 신념보다 교수행위와 더 밀접한 관련이 있음을 보여준다. 수업 경험이 많은 교사들의 경우 수업 경험 자체가 신념의 근원이 되며, 수업 경험이 거의 없는 교사의 경우 전공수업과 교수상황이 신념의 근원으로 나타났다. 교사들은 읽기 수업에 있어서 정독적 접근법과 문장단위의 해석, 단어와 문장구조적 지식등을 강조하는 공통적인 특징을 보였다. 더불어, 상황적 요인, 교육 경험, 개인적 읽기 경험 등이 교사의 교수행위에 영향을 미치는 요인으로 나타났다.

주요어: 교사 신념, 외국어 읽기 교수, 교수 행위, 한국의 영어 교실, 교사의 신념과 교수 행위의 관계, 외국어 교수

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