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Effects of Summarizing Instruction on
Korean High School Students'
English Reading Comprehension

요약하기 수업이 한국 고등학교 학생들의
영어 독해에 미치는 영향

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English Reading Comprehension

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ABSTRACT

Notwithstanding a great amount of time spent on English reading, Korean high school students seem to have a lot of trouble working out English reading comprehension questions. This may be due to their lack of ability to assess the degree of significance of text segments in relation to main ideas in a reading passage, namely “sensitivity to fine gradation of importance” (Hidi & Anderson, 1986). Summarizing has been of increasing importance to L1 researchers as a way to enhance this cognitive skill; however, it has not much transferred to ESL (English as a Second Language) or EFL (English as a Foreign Language) classrooms. The present study thus proposed the need to incorporate a summarizing instruction into English classes, and investigated how the summarizing instruction affects Korean EFL students’ cognitive processes, especially in reading.

A total of 104 Korean high school students in the 12th grade participated in this study. The present study employed both introspective and retrospective measures to examine the learners’ reading comprehension processes, using questionnaires as well as think-aloud protocols. The students responded to reading strategy checklists shortly after solving each of the ten reading comprehension questions before and after the summary instruction. Nine representative students voluntarily participated in think-aloud protocols. In addition, the instructional effect was examined not only for learners’ different proficiency levels but for different types of reading questions. The same type of

reading comprehension test as the pre-test was used to measure changes in the students' performances after summarizing instruction.

The study found that summary writing instruction had a significant effect on the use of meta-cognitive strategies compared to that of task-oriented and cognitive strategies. Specifically, summary instruction turned out to be effective in heightening awareness of the discourse structure and directing the students' attention to key sentences. Think-aloud protocols revealed the students' decreased use of inefficient strategies (e.g., 'translating only what the reader knows' and 'selecting the answer with uncertainty') and increased use of desirable strategies (e.g., 'predicting', 'goal-setting', and 'detecting key words or sentences'). Summary instruction was the most effective in the intermediate proficiency group with regard to the awareness of meta-cognitive strategies.

Regarding the reading comprehension question types, the summary instruction group showed the most distinctive improvements in their strategy use both in the questions pertaining to the top-down *macro-* and *integrative* processing and in the questions relating to *drawing inferences*. The group was also found to outperform the control group in the standardized reading test.

The present study shows the need to pay more attention to summarizing instruction in EFL reading classes. It is because summary writing offers an integrative training by combining reading and writing, reduces a sense of fear in English writing, and enhances students' thinking ability especially in meta-cognition. Well-designed summary instruction can enable EFL students to be "constructively responsive readers" by improving their reading (Pressley &

Afflerbach, 1995).

Key Words: summarizing instruction, summary, L2 reading comprehension process, L2 writing, meta-cognitive strategies, discourse structure

Student Number: 2010-21464

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CHAPTER 1

INTRODUCTION

The present study attempts to investigate how summarizing instruction affects English reading comprehension processes of Korean high school students in the 12th grade. The first section of this chapter introduces the purpose of the current study. The next section provides the research questions. The last section lays out the organization of the thesis.

1.1 Purpose of the Study

Given the Korean situation where what goes on in the classroom is largely dictated by what happens in the public examination halls (Fullilove, 1992), teaching English reading in high school classes has been greatly affected by the English section of the College Scholastic Ability Test (henceforth CSAT).

The positive and intended washback (Bachman & Palmer, 1996) of the CSAT is expected to bring students one step closer to acquiring the characteristics of good readers. According to Duke and Pearson (2002), good readers are *active* readers. They typically read with a purpose, noting the text structure and searching for text sections pertaining to their reading goals. They also frequently construct and revise summaries of what they have read. Learning summary

writing based on what they read may help students to equip themselves with these characteristics. However, Korean English classes have not placed much emphasis on English writing. Considering that 23 out of 45 questions in the CSAT English section are reading comprehension questions,¹ including 4 indirect writing questions, it is no wonder teaching reading always overrides teaching writing. Korean English reading classes have directly reflected what Nunan (1999) maintained: “An enormous amount of time, money, and effort is spent teaching reading... [and] it is probably true to say that more time is spent teaching reading than any other skill” (p. 249). However, despite the time spent studying English reading in public schools, which amounts to almost 10 years, Korean high school students have a lot of trouble solving the CSAT English reading comprehension questions. That may be partly because they lack “the sensitivity to fine gradation of importance” (Brown & Day, 1983) which requires cognitive skills such as distinguishing main ideas from supporting details and discerning the structure of the text.

One effective reading strategy to improve such cognitive skills is summarization. According to Cordero-Ponce (2000), the process of summarization directs reader’s attention to the central information of the text and provides the reader with “a conceptual framework that facilitates memory and

¹ Under the 2013 CSAT format, test takers choose between an easier *A* version and a more difficult *B* version for the English section. However, due to concerns that students taking the *A* test are at a disadvantage in gaining admission to colleges, the Ministry of Education decided to cancel the dual-exam scheme and revert to the previous system in 2014. Moreover, the number of reading comprehension questions is announced to be increased to 28, while that of listening comprehension questions is to be reduced to 17 in 2014.

comprehension” (p. 330) as a comprehension fostering activity. In spite of its importance, most Korean high school students consider summarizing as an unnecessarily challenging task beyond their capacity. It is ascribed to the fact that they are accustomed to the traditional instructions on English reading which merely focus on word-for-word translation. They tend to find the pre-fixed correct answers, without reflective or critical thinking. In this way, English reading classes in Korea have not taken the very nature of reading into account. Reading is such a complicated cognitive process similar to that of writing in that both the reader and the writer have to construct and interpret meaning from the text.

In addition, the uniformed order of high school English textbook activities – listening, speaking, reading, and writing – indicates the possibility that textbook writers consider writing skills difficult to learn and the students can learn lastly compared to any other language skill. The same held true when Zamel (1992) pointed out, “when written assignments are included in reading textbooks, they invariably appear at the ends of units or chapters, thus reinforcing the notion that writing is done as a final activity after the text has been read, analyzed, worked through, rather than used as a means for understanding the text” (p. 468). It is because we have neglected the plain truth that when we mention *literary skill or literacy*, it includes writing as well as reading. Reading in conjunction with writing enhances literacy as parallel processes in which “the activities of readers are congruent to or mirror images of the activities of writers” (Farahzad &

Emam, 2010, p. 596).

Therefore, the present study suggests incorporation of writing into English reading classes, not viewing writing as the final activity subordinated by preceding reading but as a facilitative activity for both finding and making connections to figure out what the text conveys to the reader and why. Among several genres which connect reading and writing, the present study focuses on summary specifically because teaching summary is considered an effective and integrative training of both reading and writing. According to Johns and Mayes (1990), summary skills for combining reading and writing are crucial to success in the academic field. It is attributed to the processes involved in the production of a suitable summary, which requires deeper cognitive processes such as analysis and synthesis in order to condense significant facts.

While much research on summarization has been conducted in L1 contexts, studies on summary writing in *English as a Foreign Language* (EFL) contexts are still in the early stage (Oh, 2002). A few studies have been conducted with Korean university students to use summaries for testing the participants' reading comprehension and to see whether students plagiarize or not (Joh, 2000; Kim, 1998a, 1998b, 2001; Prochaska & Moon, 2004). However, there has been no research on the effectiveness of summary instruction on high school students' cognitive processes of reading comprehension.

In Korea, it was announced that the National English Ability Test, which examines four language skills in a direct and integrated way, will be executed in

the near future. In order to prevent the craze of looking to private education for the preparation of the direct writing test, English teachers should be aware of integrated teaching for both reading and writing. Teaching English reading must not be limited to teaching reading skills only. In this sense, teaching summary is supposed to play a bridging role between reading and writing. It is necessary to develop a summarizing skill as an important component of reading comprehension. Therefore, instructions for promoting students' effective use of summary strategy are assumed to meet dual purposes: improving their general ability to comprehend and summarize text as well as leading to better outcomes in the reading comprehension test. Since summary writing plays a significant role in building up students' reading comprehension processes,² it is anticipated that students' proficiency levels differently influence its instructional effect. It is also presumable that distinct reading comprehension question types³ may differently affect its instructional effect on reading comprehension processes.

In this regard, the purpose of the present study is to characterize the effects of summarizing instruction on reading comprehension from various aspects. It is of importance to pay more attention to incorporating summary writing into Korean

² According to Irwin (2007), if readers consciously select *comprehension processes* to achieve specific reading purposes, we can call those processes *strategies*. Thus, in the present study, the terms *processes* and *strategies* are used interchangeably because students intentionally choose certain reading processes to attain what the specific reading comprehension question asks them to do.

³ It is assumed that different test items measure different component skills of reading, which include word recognition, vocabulary knowledge, grammar knowledge, discourse awareness, inferencing, comprehension monitoring, fluency, practice in extended reading, and motivation to read (Grabe, 2002). Actually, the Korea Institute for Curriculum and Evaluation (2007), which is in charge of the CSAT, announced that the intended purpose of the foreign language (English) section is to measure component skills and technique of reading comprehension.

L2 reading classes where the associative learning of both reading and writing has stayed out of the limelight.

1.2 Research Questions

The present study aims to examine the effect of summary instruction on students' cognitive reading processes. To this end, the following research questions were posed for the study.

- 1) Does summary instruction affect high school students' cognitive processes in reading?
- 2) Is there any significant difference in high school students' cognitive processes in reading according to their proficiency levels after summary instruction?
- 3) Do different types of reading comprehension questions differentially affect the degree to which summary instruction influences high school students' use of reading strategies?
- 4) Does summary instruction affect high school students' performance on the English reading comprehension test?

1.3 Organization of the Thesis

The organization of the thesis is as follows: Chapter 1 discusses the purpose of the study, introducing the necessity and significance of the present study along with the research questions. Chapter 2 reviews previous literature on summary writing and reading comprehension, providing a theoretical background to the present research. In Chapter 3, research methodology is described. In Chapter 4, results on students' development of reading comprehension processes are reported and discussed. Finally, Chapter 5 summarizes major findings and presents pedagogical implications, limitations of the study, and concluding remarks.

CHAPTER 2

REVIEW OF LITERATURE

As this study focuses on the transfer effect of summary writing on reading comprehension, this chapter presents a review of previous studies in relation to this issue. Section 2.1 introduces the definitions of summary writing in order to clarify what *summarizing* refers to. Section 2.2 explores how summary writing can play a bridging role between reading and writing as a useful strategy. Section 2.3 deals with summary writing instruction by reviewing summarization rules and tasks, including the factors that affect summarizing.

2.1 Definitions of Summary Writing

Generally, *summarizing* is referred to as a conscious cognitive activity of making a brief statement or account of the main points in the text. However, the definitions of a summary vary from researcher to researcher. For example, Rumelhart (1977) contended that recalling and summarizing of stories can be understood in the figurative way: the level of summarizing is determined by the amount of detail required and by the amount of information dominated by the nodes at the bottom of the tree. The structure of the summary is realized in the

model by cutting the tree to remove the nodes below the chosen level, thereby reducing details and redundancies. McNulty (1981) maintained that “a summary is a condensed version, in one’s own words, of the writing of someone else, a condensation that reproduces the thought, emphasis, and tone of the original. It abstracts all the significant facts of the original – overall thesis, main points, important supporting details” (p. 49).

According to Hidi and Anderson (1986), as a writing genre, the production of a summary based on an existing text is fundamentally distinct from the average composing task. Summary writers are concerned not with how to generate a new content but with what to include and eliminate from the original text, considering what combinations or transformations of ideas make sense. Summarizers must also monitor the accuracy of output against the original material.

In this context, during summarization, *a text model of reading comprehension* is built by the reader developing main ideas on the text (Grabe & Stoller, 2002). It makes how summarizing occurs similar to how reading comprehension occurs. Grabe (2003) explained that when clause-level meaning units are formed, they are added to a growing network of ideas. As the reader continues to process text information, new meanings are continually added and those ideas which form usable linkages to other information begin to be seen as the main ideas of the text, remaining more active in the network. On the other hand, ideas that no longer support connecting inferences lose their activity and fade from the network.

Summarizing is like putting this invisible reading comprehension process into words so that learners can see what they picked up or did not pick up as a main idea, which operates as a self-monitoring technique for their reading. That is a way how summarizing can be included in higher-level reading processes.

In addition, summarizing is considered an interactive process between a reader and a target text, especially drawing on one's own background knowledge through which a new text is invented (Kamhi-Stein, 1995). This *situation model of reader interpretation* is built on and around the emerging text model (Grabe, 2003) Thus, summary is the optimal way to render students precious opportunities to experience both text- and situation-model of reading comprehension. It is clearly of significance to confirm that students are able to summarize the materials they read in school (Hidi & Anderson, 1986).

2.2 Reading Comprehension and Summarization

In order to summarize, the essential prerequisite is to comprehend the reading text first. In this way, summary activity naturally guides students to read more closely to draw out the gist. Studies on the transfer effect of summary writing on reading comprehension revealed that students who received summarizing instruction had better reading comprehension. For example, Joh (2000) discovered that since summary writing requires both comprehending the whole text content and focusing on the main ideas, the implied intention, and the

mood, some college students who performed a summary writing task after reading an expository text comprehended and recalled better. Furthermore, the summarization process becomes a valuable assessment tool to monitor students' progress toward the acquisition of second language reading comprehension skills (Corbeil, 2000). Thus, it is expected that summarization can play an effective role in the learners' reading processes as a useful strategy.

2.2.1. Reading Comprehension Processes

According to Grabe and Stoller (2002), there are two building blocks of reading fluency and comprehension as components of reading abilities. One is related to lower-level processes: lexical access, syntactic parsing, semantic proposition formation, and working memory activation. The other involves higher-level processes: a text model of comprehension, a situation model of reader interpretation, background knowledge use, inference, and executive control processes. Irwin (1986) suggested a model of what is actually happening when a reader comprehends. He claimed that there are five types of reading processes as shown in Table 2.1⁴. First, "macro-processes" relate to understanding the whole content of the text by being aware of organizational

⁴ In the latest edition of Irwin (2007), the terms used for reading processes in his early study (1986) were replaced with easier terms. For example, "macro-processes" was substituted with "understanding the whole", "integrative processes" with "connecting sentences", "elaborative processes" with "elaboration", "meta-cognitive processes" with "metacognition : selecting, evaluating, and regulating", and "micro-processes" with "decoding and chunking". The concepts those terms refer to are exactly the same. The present study followed the terms suggested in the early study because they are shorter and more concise.

patterns, which assist readers in selecting important idea units to construct their own summary effectively. Second, “integrative processes” entail connecting sentences by comprehending the coherent relationships between clauses and sentences by means of pronoun references, or slot-filling inferences. Through explicit or implicit connectives which carry *causal, chronological, contrastive, or conditional* meanings, the clausal or sentential relationships can be inferred. Third, “elaborative processes” are concerned with making inferences, integrating the information of text with prior knowledge, forming vivid mental images and affective responses, which facilitate recall and add to the enjoyment of reading. Fourth, “meta-cognitive processes” activate metacognition in which selection, evaluation, and regulations of strategies occur. For example, readers make metacognitive decisions in the selection of reading strategies to accommodate to their purpose for reading. They can also employ *comprehension monitoring* to appraise their ongoing comprehension processes and to remedy their comprehension problems (Collins & Smith, 1980). Lastly, “micro-processes” operate when readers chunk the words into meaningful phrases based on automatic word identification processes (i.e., decoding).

TABLE 2.1
Reading Comprehension Processes (Irwin, 1986, p.4)

Macro- processes	Organizing the story, grammar knowledge, summarizing, understanding organizational patterns in expository materials
Integrative processes	Understanding anaphora, understanding connectives, slot-filling inferences
Elaborative processes	Making predictions, prior knowledge integration, mental imagery, higher-level thinking process (application, analysis, synthesis, evaluation), affective responses
Meta-cognitive processes	Comprehension monitoring, study skills, adjusting strategies
Micro- processes	Chunking, word recognition, micro selection

2.2.2. Summarization as a Reading Strategy

Barnett (1988) defined reading strategies as the mental operations by which readers approach text effectively and make sense of what they read. He employed summarization as one of the post-reading comprehension activities to

obtain the gist of a text. Since summary is considered as an effective tool for understanding, organizing, and remembering information from text, summarization is one of the most significant reading strategies available to the students in studying and understanding a text effectively.

Summarization is a useful reading strategy in that it helps readers to improve their sensitivity to the text structures, which makes them retain content longer. Armbruster et al. (1987) demonstrated that sensitivity to the organization of ideas in the text is related to comprehension and memory. Readers' awareness of textual structure is of particular importance as it can efficiently draw on the structure or organization as a resource for comprehension and memory. Identifying structurally important text elements is required in determining what is to be kept and what is to be eliminated in summaries (Oh, 2007). Summarization is perhaps the most significant and encompassing of all reading strategies available to learners for effective studying and comprehension (Cordero-Ponce, 2000). In order to acquire the cognitive ability of being aware of text structure, a certain level of cognitive activity must be activated. As summarization requires a higher level of cognitive operations, younger students who are less developed in cognition have difficulty producing written summaries of expository text (Brown & Day, 1983; Taylor, 1986; Winograd, 1984). Byun (2008) suggested that while skilled readers have greater awareness and use the author's higher-order text structure, novice readers often fail to use the text's top level structure.

2.2.3. Relationship Between Reading and Writing

The earliest discussion on the relationship between reading and writing dates back to Krashen (1984), who argued that extensive reading leads to a better writing. Since then, reading to write and writing to read began to be considered the two facilitative strategies for instruction in L2 literacy classrooms. Connecting these two skills can facilitate deeper reading comprehension since they are interactive and interrelated. Hudson (2007) revealed that a combination of reading and writing instruction can be effective because the two skills can reinforce and accelerate the learning of content, the development of literary skills, and the acquisition of language abilities (Grabe, 2003).

Most importantly, writing to read serves as a technique which changes the goals of teachers' instruction from helping students answer comprehension-check questions correctly to encouraging students to have a meaningful interaction with written text, and to leading students to experience reading as a composing process. That is, readers can carry on 'a mental conversation' with the text as they interact with what the writer has created.

As far as *interlingual aspects* of writing and reading are concerned, L2 research on this issue can be traced back to the 1980s when the Interdependence Hypothesis and the Language Threshold Hypothesis emerged (Johns & Mayes, 1990). The former suggests that literary skills transfer from L1 to L2 interdependently, whereas the latter argues against supportive transfer until a

certain variable level of L2 proficiency is attained (Farahzad & Emam, 2010).

When it comes to ‘summary writing to read’, the Language Threshold Hypothesis is more feasible because aforementioned studies demonstrate that language proficiency exerts a crucial influence on producing well-crafted summaries (Han, 2005). Thus, the researcher selected high school students as participants whose proficiency levels crossed the linguistic threshold necessary to complete the basic summary.

2.3 Summary Writing Instruction

Summary writing instruction has shown three major trends (Hidi & Anderson, 1986). One has been the conveyance of a set of rules to be applied to a text for the purpose of summarization. These rules are frequently based on the work of Brown and Day (1983). Another emphasis has been on the use of summarization, or the locating of main ideas, as a way of processing text to monitor and ensure comprehension (Palininscar, 1985; Roehler & Duffy, 1984). The other has focused on teaching school textbook content using summarization to ensure that content is learned (Mamiran & Katims, 1985).

In addition, summarization instruction has been proven to have transfer effects on reading. In pursuit of using summarization training to overcome comprehension deficits in poor readers (Paris, Corss, & Lipson, 1984), summarization training has been offered for transfer effects on reading

comprehension. Some studies (e.g., McNeil & Donant, 1972) also indicated that summarization training can transfer to general reading comprehension, as long as the instruction is thorough and explicit. Rinehart et al. (1986) reported a transfer effect of summarization training on reading comprehension and message retention, based on the previous studies: first, teachers provided an explicit instruction to students so that they could learn the technique thoroughly, and ensured that subjects used the technique on their own materials, and provided specific instruction in the training on how to transfer the technique to reading comprehension.

In L2 contexts, Cordero-Ponce's (2000) study revealed that summarizing instruction provided college intermediate-level students learning French as a foreign language with "a compensatory knowledge source" (p.343) which helped them to comprehend a text better. Thus, summarizing can reduce students' cognitive load accompanied by reading in a foreign language. In a Korean EFL context, Joh (2000) incorporated summarization in college reading classes as a post-reading activity, and revealed the students' substantial improvement in both reading and writing skills.

It is also noteworthy that summary cannot be produced by an automatic process, immediately followed by comprehension or recall, but by a deliberate process (Brown, Day, & Jones, 1984). This may imply that an instruction on summary writing is necessitated. It is supported by Guido and Corwell's (1987) claim that summary writing is not a skill that can be developed naturally through

trial-and-error but by explicit instruction. Therefore, well-designed explicit summarizing instruction can be helpful in students overcoming the problems of language unfamiliarity and limited working memory.

2.3.1. Summarization Rules and Tasks

Many studies have been conducted on how to teach summary efficiently in terms of summarization rules. The rules or processes of summarizing, which are also called strategies, were proposed by many researchers. Kintsch and Van Dijk (1978) and Brown and Day (1983) put much emphasis on teaching students ‘summarization rules’ explicitly and leading students to apply these rules into practice. Kintsch and Van Dijk (1978) laid the groundwork for a summary model with four macro-rules: deletion, generalization, integration, and construction. Brown and Day (1983) identified six basic rules of summarization by retouching the Kintsch and Vandijk’s generalization rule. Two of the six rules involve the deletion of unnecessary material. A summarizer should obviously delete materials that are trivial and redundant, although important. Two other rules of summarization involve the substitution of a superordinate term for a list of items or actions. The other rules relate to presenting a summary of a main constituent unit of text, the paragraph. One is to select a topic sentence. The other is to invent one’s own if there is no topic sentence. These rule-applied idea units can be the criteria to teach and evaluate the quality of a summary by analyzing the

frequencies of using those rules.

Ko (2009) presented a series of tasks as part of a summary lesson module to enhance summarizing skills and strategies. Two of them are ‘a genre analysis task’ and ‘selecting the best summary task’ with which students can make strategies needed in the process of writing summary on their own. Students need to internalize the structure of particular genre (summary) in order to reproduce it appropriately while reading. In this regard, ‘a genre analysis task’ can play a supportive role in pre-reading activity by helping learners to understand different features of a summary discourse. Especially for high school students who might have not been taught how to write summary in English, this task can give them a guideline of how summaries are organized, which ultimately provides students with much rhetorical knowledge needed. Students have a chance to check their understanding on the requirements of good summary in a less challenging situation by means of “a selecting the best summary task” before summary writing.

Kim and Park (2001) suggested an instructional model using summarization tasks in a reading classroom. The impetus of the study was based on the 7th National English Curriculum which emphasizes the improvements of higher-order thinking ability that can be attained by analysis, synthesis, evaluation, creativity, and logical or problem-solving skills. With this rationale, Kim and Park (2001) asserted that learners should actively participate in summarizing process. The *SQ3R* strategy is incorporated into reading classes to draw out the

‘objectively, completely, accurately, and in balance’ written summary. This model of teaching reading is shown in Table 2.2 as a desirable model to enhance students’ higher-order thinking.

TABLE 2.2

A Model of Teaching Reading with a Summary Task Based on SQ3R

Stage(SQ3R)	Objectives	Activities
Pre-Reading (Survey)	- Understand the purpose of reading	- Explaining the purpose of reading
	- Provoke motivation	- Finding out the topic sentence
	- Activate background knowledge - Figure out the outline of text organization	- Comprehending the text structure
While-Reading (Question)	- Provide the direction for reading - Focus on the important concepts selected	- Completing the tree diagram and semantic map
While-Reading (Read)	Actively participate in reading	- Underlining or highlighting important points from what students have just read
After-Reading (Recite)	Check the comprehension	- Planning the summary - Summary activity (small group activity)

	- Organize information from text	- Checking the tree diagram and
After-Reading	- Integrate with other language	semantic map
(Review)	skills	- Presenting and discussing the
		summary that students made

2.3.2. Factors That Affect Summarizing

There are general factors affecting summarization, which include characteristics of the original material, the procedures of summary task, developmental differences in summarization strategies, sensitivity to importance, and selection and creation of topic sentences (Hidi & Anderson, 1986). Oh (2002) divided the affecting factors into five categories: reading ability, writing ability in summarizing, cognitive operation in summarizing, an awareness of the summarizing task, and texts. Kirkland and Saunders (1991) reported that there are both external and internal constraints of summarizing because summary is a highly complex and recursive reading-writing activity. External constraints comprise factors such as the purpose, the audience of the assignment, features of the assignment itself, discourse community conventions, the nature of the material to be summarized, time constraints, and the working environment. Internal constraints consist of factors such as L2 proficiency, content schemata, affect, formal schemata, cognitive skills, and meta-cognitive skills. This may imply that instructional efforts need to be directed at helping students to enhance

skills pertaining to internal factors as well as external factors.

As for internal constraints, L2 proficiency is a crucial factor which affects the L2 summarizing processes and products. Clarke (1980) addressed the short circuit hypothesis⁵ and found the limited transfer of L1 proficiency to L2. This research underscored the significance of L2 proficiency which can prevent L1 readers from transferring their L1 reading skills to the target language. This is in tandem with language threshold hypothesis. Students should first attain a certain level of L2 proficiency to cope with the overwhelming cognitive load imposed by L2 reading (Kirkland & Saunders, 1991). According to Johns (1985), the ‘underprepared’ low-level students focused on “sentence-level reproductions” rather than on “combinations of idea units or macro-propositions” when summarizing (p. 495). They lacked the meta-cognitive skills, which belong to one component of internal constraints. The skills are significant in that they enable readers to build meanings on a macro-level, based on the careful monitoring of their reading (Palinscar, 1984). Therefore, teachers need to equip students with L2 proficiency that goes beyond the threshold level, together with meta-cognitive skills. This ultimately leads students to active readers who can be constructively engaged in L2 reading.

As shown in the previous studies, there have been numerous studies that examined summarization in L1 and little attention was paid to L2. Moreover,

In 1979, Clarke first introduced the notion of L2 “language threshold”, or limited control over the language, which is the “short circuits” transfer of reading ability acquired in L1 to L2 (Taillerfer, 1996).

most researchers studied with college students. Therefore, this study aims to examine the effects of summarizing instruction on high school students' reading comprehension. The incorporation of summary tasks into reading instruction is expected to effectively activate central cognitive operations of summarization such as deletion (omission of irrelevant information), generalization (subsumption of details into higher level categories), and construction (integration of details into topic sentences) (Kintsch & Van Dijk, 1978). Therefore, writing a summary as a post-reading exercise can be helpful in learners developing reading comprehension processes.

CHAPTER 3.

METHODOLOGY

The present study investigated how summarizing instruction affects high school students' cognitive processes involved in reading to answer the reading comprehension questions. To this end, the present study employed both introspective and retrospective measures to examine the participants' reading comprehension processes. This chapter describes the methodological approach and research design for the present study. It begins with the description of participants and instruments, followed by the procedures and methods for data collection and analysis.

3.1. Participants

This study involved 104 high school students of 3 classes in the 12th grade from *English II* reading classes at a high school in Gyeonggi Province in South Korea. Based on their English scores on a nationally administered mock CSAT test in March, subjects' proficiency levels were divided into three by percentile groups - high, intermediate, and low proficiency level. Table 3.1 illustrates means and standard deviations for raw scores of the English test by proficiency levels.

TABLE 3.1**Descriptive Statistics of Students' Scores on the English Test by Levels**

Level	N	Raw score*	
		Mean	SD
High	36	89.83	4.72
Intermediate	32	77.16	3.27
Low	36	63.47	7.85
Total	104	76.68	12.42

*Maximum Possible Raw Score was 100.

TABLE 3.2**Scores of Students Participating in the Think-aloud Protocol**

Level	Participants	Raw Score*	Percentile
			Rank
High	A	100	99.41
	B	93	94.58
	C	89	91.97
Intermediate	D	81	82.56
	E	79	80.29
	F	73	73.09
Low	G	68	66.71
	H	64	61.42

*Maximum Possible Raw Score was 100

As for think-aloud protocols, nine representative students participated in this study, three students from each of the three proficiency groups. One low-level participant was excluded from the analysis because her strategy was restricted to “word-solving”, failing to grasp the “main meaning lines” (Hosenfeld, 1977). She completely lacked the conceptual framework for understanding, so she kept failing in storing what she read into working memory and showed a high frequency of ineffective strategies. Thus, eight students participated in a think-aloud phase, as shown in Table 3.2. In addition, to examine the effect of summary instruction on reading comprehension test performance, the control group which did not receive summary instruction consisted of 102 students of 3 classes. Both the control and experimental groups were in the science track and attended *English II* reading classes.

3.2. Instruments

The present study used three kinds of instruments before and after the summary instruction: reading comprehension tests, think-aloud protocols, and reading comprehension (RC) strategy checklists. This section explains the details of each instrument.

3.2.1. Reading Comprehension Test

Reading Comprehension Test (RCT) was twice employed to measure changes in the students' performances after summarizing instruction. The pre-RCT was administered in May as a mid-term exam, and the post-RCT in July as a final exam. Each test was comprised of 16 multiple-choice questions whose format was based on the CSAT. The types of reading comprehension questions included *universal* questions that ask about the main idea of the whole passage and *specific* questions pertaining to the details from the passage. *Inference* questions which require readers to understand what is implied and *grammar* or *vocabulary-in-context* questions were also contained. Each question answered correctly was worth the points presented in the bracket at the end of the question-stem. (See Appendices 5 and 6 for the full items of RCT).

3.2.2. Materials for Think-aloud Protocols

Think-aloud protocols enabled readers to arrive at personal descriptions of their online reading processes involved in answering comprehension questions (Harri-Augstein & Thomas, 1984). The researcher chose six questions to explore how students handled different types of questions and the questions were developed upon the CSAT format. These questions were based on the reading comprehension question (henceforth RCQ) types which were classified by Irwin (1986) and Anderson (1991), as demonstrated in Table 3.3.

TABLE 3.3**RCQs for a Think-aloud Protocol**

Question	Rubrics	Irwin	Anderson
1	What is the main idea of the passage?	Macro-processing	Understanding the Main Idea
2	Fill in the blank with the word which best suits the passage.	Integrative-processing	Drawing Inferences
3	Choose the best summary for the passage.	Macro-processing	Understanding the Main Idea
4	Which of the following best describes the main character's feeling?	Elaborative-processing	Drawing Inferences
5	Which of the following refers to a different object/person?	Integrative-processing	Understanding Direct Statement
6	Which of the following underlined words is not suitable for the passage?	Micro-processing	Understanding Direct Statement

3.2.3. Reading Comprehension Strategy Checklist

The RC strategy checklist was used to investigate the extent to which summary instruction influenced students' use of RC strategies. 10 RCQs were presented on the left side of the checklist, with their responding questionnaires on the right side. Each of the 10 RCQs has 11 following questionnaire items.

3.2.3.1. Reading Strategy Questionnaire

Each questionnaire consisted of 11 statements, each of which used a five-point Likert-type scale ranging from 1 (“Never or almost never used”) to 5 (“Always or almost always used”). Reading strategies for questionnaires were based on the data of the prior think-aloud protocol which identified the strategies high school students usually resorted to when they solved RCQs. An example of the questionnaire items is illustrated below (See Appendices 1 and 2 for the full items of the questionnaires).

** Read the items below and mark the degree to which you used strategies while solving the question on the left side.*

3. I tried to identify the key sentence and chose the answer by remembering the gist of the whole text.

6. I paid attention to logical connectives so that I could grasp the structure of the text.

① Never or almost never used ② Generally not used

③ Sometimes used ④ Usually used ⑤ Always or almost always used

FIGURE 3.1

An Example of the Questionnaire Items

Each strategy in the checklist was described in Korean in order for Korean students to comprehend what was stated without difficulty and hesitation. The items of reading strategy checklist can be categorized into three strategy groups: task-oriented, meta-cognitive, and cognitive strategies.

Questions 1, 4, and 5 are viewed as *task-oriented* strategies. These examples involve eliminating alternatives to get answers, relying on guess because they failed to find the right answer, scanning for the part that the question requires, and reading the text mainly by matching the words given in alternatives to the words in the text. In this case, the bigger number they choose, the more students regard RCQs as questions that mainly require problem-solving processes. Questions 2, 3, and 6 are grouped into *meta-cognitive* strategies, which are related to higher order executive skills. Questions 2 and 3 are concerned with how much students attended to key words and sentences, and question 6 asks about how much students were aware of discourse organizations. These questions can represent some aspects of meta-cognitive strategies. Moreover, questions from 7 to 11, which ask scanning (7), skimming (8), rereading (9), integrating new information with prior knowledge (10), and paraphrasing (11), can be classified into *cognitive* strategies.

3.2.3.2. Reading Comprehension Questions for Reading Strategy Checklist

The rubric for each of 10 reading comprehension questions is described in Table 3.4. In order to explore the differential effect of summary instruction on the use of RC strategies according to the different types of RCQs, reading comprehension questions of reading strategy checklists were classified based on the constructs established by two studies: one follows Irwin (1986), and the other follows Anderson (1991).

TABLE 3.4
Rubrics of RCQs for Reading Strategy Checklist

Question Number	Rubrics
1	What is the main purpose of this passage?
2	Which of the following refers to a different object/person?
3	Rearrange the paragraphs in the correct order.
4	What is the best title/main idea of the passage?
5	Which of the following is true/false according to the passage?
6	Fill in the blank with the word which best suits the passage.
7	Which of the following best describes the main character's feeling?
8	Which of following best summarizes the passage?
9	Which of the following underlined words is not suitable for the passage?
10	Select the most appropriate logical connectives.

As shown in Table 3.5, RCQs were classified according to the criteria established by Irwin (1986) as previously presented in Table 2.1. (See Appendices 1 and 2 for examples of each question type.) In addition to Irwin's reading comprehension processes, the RCQs were grouped into clusters according to the types of reading skills such as understanding main ideas, understanding direct statements, or making direct inferences about the given text (Anderson, 1991).

TABLE 3.5
RCQs Classified by RC Processes (Irwin, 1986)

Reading Process Required		Question Number
Top-down	Macro	1, 3, 4, 8
	Integrative	2, 6, 10
	Elaborative	5, 7
Bottom-up	Micro	9

TABLE 3.6
RCQs Classified by Reading Skills (Anderson, 1991)

Reading Skills Measured	Question Number
Understanding the Main Idea	1, 4, 8
Understanding Direct Statements	2, 5, 9
Drawing Inferences	3, 6, 7, 10

As Table 3.6 presents the classification of RCQs by Anderson (1991), the questions, designed to examine whether test-takers can grab the main idea, can be categorized into *understanding the main idea*. Examples of this question type include finding out the purpose of the passage being conveyed, the best title of the passage, and selecting the most suitable summary sentences.

On the other hand, *understanding direct statements* requires specific comprehension by asking the reader to find the referent of anaphor, identify the truth or falsity of specific propositions explicitly mentioned in the passage, or find the best suited lexicons. Questions that require *drawing inferences* ask readers to make an inference by collecting implicated information throughout the passage. Examples of this question type include arranging the scrambled passages in the correct order, filling in the blanks, guessing the main character's emotional state, or selecting suitable connectives within context. Students often have difficulty tackling these questions, since it is required for them to dig deep to find the implied meaning.

3.2.4. Reading Materials for Summary Instruction

Considering that most of the CSAT reading comprehension question items are made up of one paragraph, the current study supposed that summary practices for short paragraph-length passages may be conducive to the development of cognitive skills necessary to comprehend English texts in the

CSAT. According to Kirkland and Saunders (1991), the nature of the material to be summarized is really important in summarization as an external constraint. Since the length of the original text is short, the length of summaries can be constrained to one or two sentences. The rationale for this is that putting the constraints of length on summary can be more effective by forcing students to reach higher levels of cognitive processing (Brown, Day, & Jones, 1983).

Because the subjects were 12th graders in Korea, who were supposed to take university entrance exam in November, the textbook used in English class was replaced with *Suneung Teukgang* published by Educational Broadcasting System (EBS). It was because the education ministry announced that about 70 percent of the 2014 CSAT questions must reflect the contents of the EBS books in a bid to curb private education costs. The RCQ types faithfully follow the format of the English section in the CSAT. Thus, most questions were based on one-paragraph reading passages. When necessary, the reading materials were complemented by adding the preceding and following paragraphs of the original text from which the question is derived in order to offer the full context. It is because one paragraph is sometimes not long enough to make a complete summarization (See Appendix 8 for a sample reading material).

3.3 Procedures

The overall procedures of data collection were composed of three phases: pre-intervention, intervention (summarizing instruction), and post-intervention. To tap into the readers' internal cognitive processes while reading, both introspective and retrospective methods were used. As a retrospective method, which is off-line, questionnaires made up of reading comprehension strategy checklists were used. In addition, as an additional introspective method, a think-aloud protocol, in which on-line verbal reports data can provide insightful evidence into what the students actually did while reading, was employed. Those two methods were adopted because they proved compensatory in examining reading processes of L2 readers (Lee & Oxford, 2007). A mid-term exam administrated in May was used as a pre-reading comprehension test. The pre think-aloud protocol revealed what kind of reading strategies students frequently employed to solve the RCQs. Based on this data, essential reading strategies for reading strategy checklist were suggested for this study.

The experimental group received twenty 50-minute instructions over the course of regular *English II* classes. After the instructional session, post-reading comprehension test was administrated as a final exam, followed by a post think-aloud and reading strategy checklist. The overall procedure of the present study is displayed in Figure 3.2.

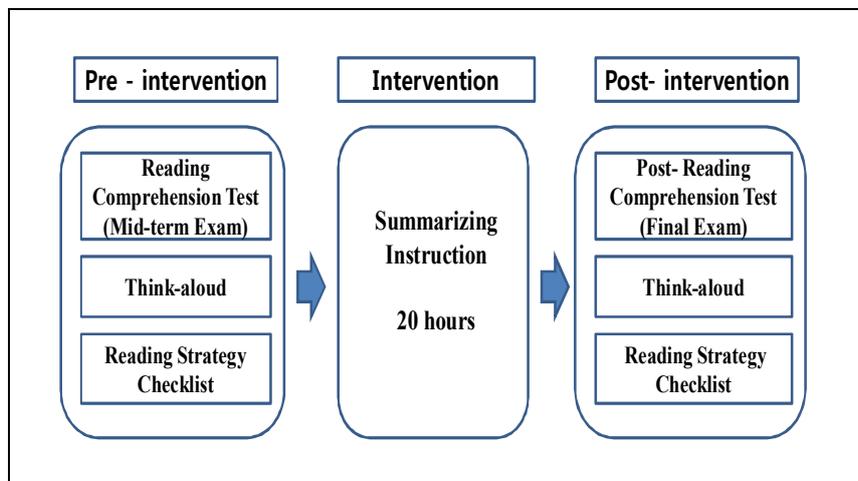


FIGURE 3.2

Overall Research Procedure

3.3.1. Reading Comprehension Test

The results of the English reading comprehension tests in the mid-term and the final exams were analyzed to investigate the effects of summary instruction on the reading comprehension test. A set of repeated measures ANCOVA for both reading comprehension scores from the mid-term and final exams was conducted to see whether there was any significant effect of summary instruction on the reading comprehension scores. Mid-term scores were controlled as covariate. In this way, preexisting differences between two groups were adjusted.

3.3.2. Think-Aloud Tasks

Think-aloud tasks as a form of verbal reports were designed to see how students were processing text and how they were dealing with the ambiguity when faced with the part they failed to comprehend clearly. A think-aloud protocol is worthwhile as an introspective report because it provides a direct view of the reader's mental activity, a kind of window into those processes which are usually hidden (Block, 1986). The transcription of recorded files was then analyzed to see which reading strategies students used to get the answers. The teacher's modeling by reading aloud to the class preceded the students' performance to scaffold their practices. The purpose of this phase of data collection was to have the participants verbalize the strategies utilized while reading and answering the comprehension questions during a reading comprehension test. In regard to the analysis of 'think-aloud' protocols, a coding scheme is presented in Table 3.7 which is adapted from Lee and Oxford (2007) who also employed an adapted coding scheme from items in the *Reading SILL Checklist*⁶. Among 18 strategies, strategies from 14 to 18 can be described as 'ineffective reading strategies'.

⁶ The *SILL* represents the Strategy Inventory for Language Learning, which is designed to gather information on how students of a foreign or second language go about learning that language. Items in various forms of the *SILL* were based on the strategy system of Oxford (1990).

TABLE 3.7
An Adapted Coding Scheme Based on
Lee and Oxford (2007) and *Reading SILL*

	Strategies	Definitions
S1	goal-setting	Constructing a goal for reading
S2	skimming	Reading the given text very quickly to get a general impression
S3	activating prior knowledge	Searching for what the reader already knows about the topic
S4	translating	Translating English into Korean
S5	guessing sentences	Understanding what the reader reads without translating it word-for-word into Korean
S6	skipping	Moving to the next sentences without trying to
S7	guessing words	Making guesses on what the given word means based on the context
S8	repeat reading	Repeating words or sentences because only partial understanding of text has been accomplished or to retain the meaning in working memory
S9	predicting	Hypothesizing the content coming up next
S10	pausing	Pausing to reflect on text or pausing because faced with difficulties
S11	text-structure through connectives	Noticing the structure of text usually by cohesive devices

S12	detecting key word or sentence	Finding out important words and thesis statement to grab the gist
S13	summarizing	Making summarization of the sentences either in English or in Korean
S14	mistranslating	Translating in a wrong way without realizing it
S15	translating only what they know	Translating only the part they know and skip the rest of it
S16	misidentifying a word	Mistaking a word for another word
S17	eliminating seemingly wrong alternatives	Getting answers by removing seemingly implausible answers merely based on the contents of alternatives
S18	select the answer with uncertainty	Selecting the answer without certainty because of failure to understand fully

3.3.3. Reading Strategy Checklist

To explore students' reading processes, each participant was asked to respond to the RC strategy checklist immediately after they found the answer to each of ten RCQs. After reading each statement, students were asked to select the frequency with which they used the reading strategy specified in the statement. In addition, the data was analyzed according to three proficiency levels (high, intermediate, and low) to examine which proficiency group showed the most

improvement in the use of RC strategies after summary instruction.

3.3.4. Summary Instruction

The 7th National Curriculum emphasizes the development of higher-order thinking such as analysis, synthesis, evaluation, application, and problem solving. A summarizing activity can be optimal to foster such higher mental functions, which implies that it needs to be incorporated into the regular reading classes. The overall instructional procedure followed what Kim and Park (2001) suggested as a model of teaching procedure based on SQ3R, as presented in Table 2.2. The framework of five instructional stages (Irwin, 2005), EMTA (i.e., *explanation, modeling, transferring, and application*), was also employed. At the first class of summary instruction, the summarizing rule sheet based on Brown and Day (1983) and Lee (2010) was distributed together with an explicit explanation of the rules (See Appendix 9). In applying each rule, the instructor demonstrated her own thinking processes to help students to clarify what kind of cognitive or meta-cognitive processes are involved (Kirkland & Saunders, 1991). Then, the responsibility of handling summarizing tasks was transferred from a teacher to students, that is, from “teacher-directed application” to their own “independent practice” (Baumann, 1984). For example, those who had difficulty in writing a proper summary were supported by a sample summary. It contained blanks which should be filled out with key words. The number of blanks gradually increased in

order for students to progress beyond controlled writing (See Appendix 10 for a sample worksheet for summarizing practices). Teachers' monitoring and feedbacks on summary were constantly provided to help students to gain autonomy in using these rules. As preparatory and scaffolding activities for summary writing, worksheets for the word clouds and graphic organizers were used to build up students' top-down skills in relation to making succinct condensation of the content.

The word clouds, called *Wordle*⁷, which gives prominence to important words appearing more frequently in the text, were used to make students aware of important words, which helped them to make a coherent summary with ease. This was an anticipatory activity in which students were given a chance to relate new words or concepts to the main topic of their reading. An example of *Wordle* activity is presented in Figure 3.3.

A graphic organizer was used as a facilitative map for understanding. Its layout was adjusted according to the discourse structures and genres of texts. To aid the process of completing the graphic organizer, common signal words for organizational patterns were introduced (See Appendix 11).

After students filled out the graphic organizer, they came up with summary sentences. Graphic organizers promoted the active interaction with the text in the process of creating a visual structure on their own, which facilitated their

⁷ It is easy to generate "word clouds" by using an online program posted on the website, www.wordle.net. After the reading material for teaching is copied and pasted, the program creates "word clouds" with a lot of options for layouts or designs provided.

summarization. Figure 3.4 shows an example of graphic organizer.

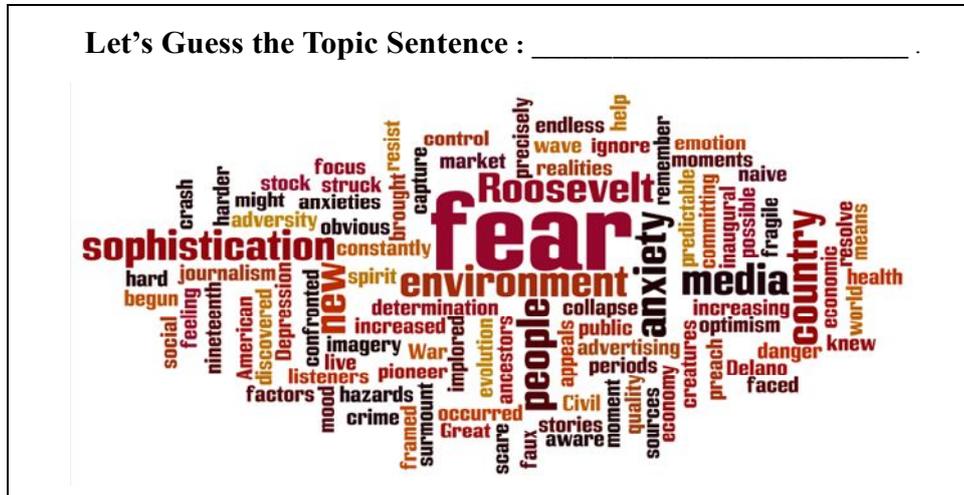


FIGURE 3.3

A Sample of *Wordle* Activity

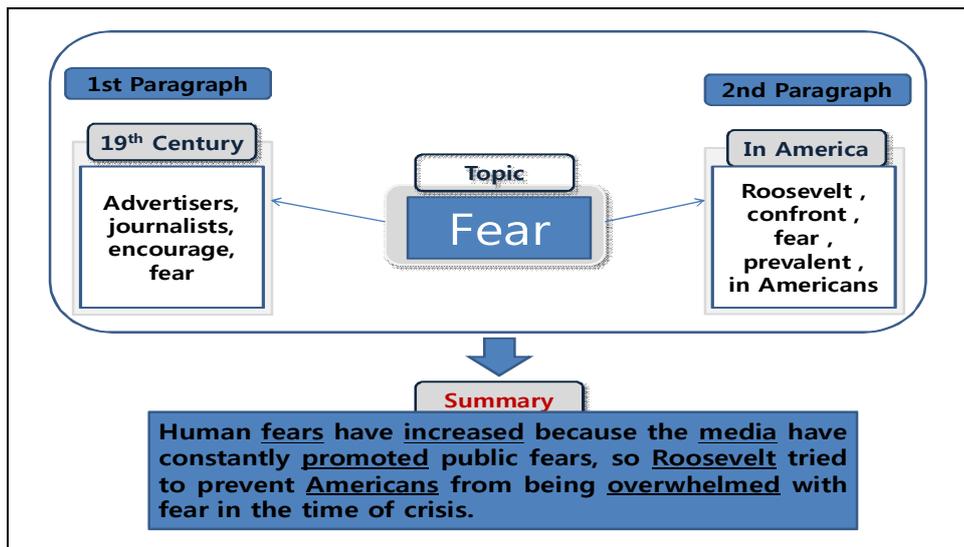


FIGURE 3.4

A Sample Graphic Organizer

The overall procedure of the instructional sessions is presented in Table 3.8. (See Appendix 7 for the detailed lesson plan of the sample class).

TABLE 3.8

A Procedure of Teaching Reading with a Summary Task

Procedure	Objectives	Activities
Pre-Reading (Survey)	<ul style="list-style-type: none"> - Understand the purpose of reading by identifying what the question asks - Brainstorm students by eliciting some thoughts about the topic - Try to guess the topic sentence through prominent words indicated by the <i>Wordle</i> worksheet 	<ul style="list-style-type: none"> - Saying words related to the topic as many as possible - Guessing the topic sentence by noticing important words through <i>Wordle</i> activity - Taking a glance of the text structure
While-Reading (Question, Read)	<ul style="list-style-type: none"> - Provide students with the direction for reading based on RCQs and guide students to fill out the graphic organizer - Focus on the important concepts selected 	<ul style="list-style-type: none"> - Underlining or highlighting important points while reading - Finding out the topic sentence - Completing the graphic organizer

After- Reading (Recite)	Check the comprehension through summary writing	<ul style="list-style-type: none"> - Planning the summary by evaluating, selecting, and integrating information with a help of the semantic map - Summary activity (small group activity) -Teacher's feedback on summary
After- Reading (Review)	<ul style="list-style-type: none"> - Introduce <i>TKS</i> activity to recall the text better - Organize information from the text 	<ul style="list-style-type: none"> - Taking turns presenting the final summary and discussing which group made the best summary

There were two main activities in the Wrap-up stage. The first was a group presentation, and the other was the *TKS* (Topic - Key point - Summary) pyramid introduced at the end of the class to make students recall the text better⁸. From the second week of May to the last week of June, 20 periods worth of English classes followed the instructional procedures mentioned above.

⁸ The *TKS* is the activity developed by the researcher. It has the shape of inversed pyramid to show the condensed summarization after introducing 'topic' and 'key points' at the end of the pyramid. This activity facilitates the crystallization of key concepts on the text by providing students with a visualized form of main ideas. See the appendix 12 for the example of the *TKS*.

3.4 Data Analysis

Several types of data analysis were performed, providing both qualitative and quantitative results to achieve the objectives of the present study. The results of the *Reading Comprehension Strategy Checklists* conducted before and after the summary instruction were analyzed using Paired Samples t-tests to examine the differences between pre- and post use of reading strategies. A repeated-measures ANOVA was performed to examine the effects of summary instruction both within and between the three proficiency groups, followed by paired t-tests for a closer inspection of within-group comparisons. An ANCOVA (Analysis of Covariance) was used to examine the effect of summary writing instruction on the test results. SPSS (Statistical Package for Social Studies) PASW Statistics 18.0 was used as a main statistical program for the analyses. The statistical alpha level was set at .05 in all statistical analyses.

CHAPTER 4

RESULTS AND DISCUSSION

The present study seeks to characterize the effects of summary writing instruction on high school students' reading processes from various angles. Section 4.1 presents the descriptive statistics for the changed use of RC strategies after summary instruction, and the result from think-aloud protocols is offered. Section 4.2 offers findings pertaining to the effect of summary instruction according to proficiency groups. Section 4.3 reports on the effects of summary instruction based on two different criteria of RCQ classification. Section 4.4 shows the effect of summary instruction on students' reading comprehension test performances.

4.1 Effects of Summary Instruction on Cognitive Processes in Reading

This section provides the findings regarding the first research question - to what extent summary instruction affects high school students' cognitive processes in reading, by examining the changed use of RC strategies, followed by the detailed findings on each RS type. Table 4.1 shows the statistical description of Paired Samples t-tests conducted on the results of pre- and post *reading strategy*

checklists in terms of three different RS types – task-oriented, meta-cognitive, and cognitive strategies.

TABLE 4.1
Differences in Reported Use of Reading Strategies
by Three Types of Reading Strategies

Pair		Mean*	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Task-oriented	Pre	2.46	104	.417						
	Post	2.52	104	.440	.068	.416	.041	1.679	103	.096
Meta-cognitive	Pre	2.49	104	.520						
	Post	2.72	104	.527	.232	.521	.051	4.537	103	.000
Cognitive	Pre	2.20	104	.376						
	Post	2.18	104	.371	-.022	.429	.042	-.512	103	.610

*Minimum possible score = 1, Maximum possible score = 5

As shown in Table 4.1, the Paired Samples t-tests revealed a statistically significant effect ($p=.000$) in the use of meta-cognitive strategies, the mean of which increased from 2.49 to 2.72 on 5-point Likert-type scales. The use of task-oriented strategies increased, and that of cognitive strategies decreased, but they are not statistically significant. Figure 4.1 graphically displays the mean

differences between pre-test and post-test according to the RS types. Overall, meta-cognitive strategies, which require higher order executive skills, entailing selective attention to key words and sentences, and noticing the organization of written discourse, manifested a meaningful improvement after receiving summary instruction.

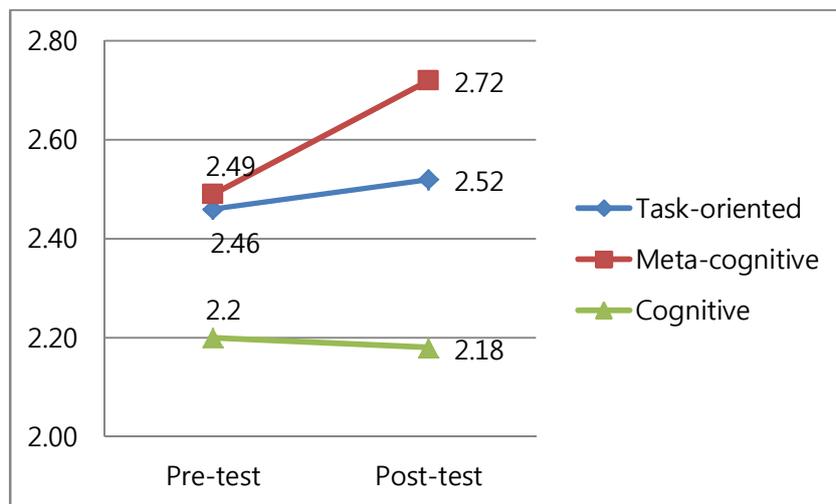


FIGURE 4.1

Mean Differences Between Pre-test and Post-test by RS Types

It is of interest that the increase in meta-cognitive strategies accompanied the slight decrease in cognitive strategies, which led the present study to look more closely at the results in terms of each RS category in order to attain an in-depth view on the change of strategy use after summary instruction.

4.1.1. Effects on Meta-cognitive Strategy Use

One of the salient results of the present study is the positive effect of summary instruction on meta-cognitive strategy use, which deserves further explanation on specific components subsumed under ‘meta-cognitive strategy’ category.

TABLE 4.2
Meta-cognitive Strategies

	Question Number in RS Checklist	Content
Meta-cognitive 1	Q 2	Selective attention to key words and guessing the unknown words through context
Meta-cognitive 2	Q 3	Maintaining directed attention to key sentence during task execution
Meta-cognitive 3	Q 6	Awareness of discourse organization by focusing on connectives

Meta-cognitive strategies examined in the present study, as shown in Table 4.2, are concerned with the executive control mechanism, which requires attentional processing by directing attentional resources to key words and

sentences, and discourse structure. These are what expert readers use when paying conscious attention to linkages among main ideas in a text. Especially the strategy of ‘guessing the unknown words through context’ (Meta-cognitive 1) can represent one aspect of metacognitive awareness as readers expand the use of linguistic information at a metalinguistic level to deal with their reading difficulties caused by words they do not know (Grabe, 2002).

TABLE 4.3
Differences in Reported Use of Meta-cognitive Strategies

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Meta-cognitive 1	Pre	2.73	104	.573						
	Post	2.86	104	.585	.127	.665	.065	1.948	103	.054
Meta-cognitive 2	Pre	2.44	104	.582						
	Post	2.67	104	.648	.230	.605	.059	3.871	103	.000
Meta-cognitive 3	Pre	2.31	104	.629						
	Post	2.65	104	.647	.338	.689	.068	5.011	103	.000

A Paired Samples t-test was performed on each of three pre- and post meta-cognitive strategies. As presented in Table 4.3, the result showed that there were significant instructional effects in Meta-cognitive strategies 2 and 3 ($p < .05$).

However, as to Meta-cognitive 1, some improvement was observed after summary instruction, but it was not statistically significant although the significance level (0.054) was close to 0.05. This result indicates that summary instruction exerted a positive effect on meta-cognitive awareness of learners as a whole, and specifically in the maintenance of directed attention to key sentence and the awareness of discourse structure. In order for the readers to have a coherent representation of what the text is about, these two higher-level meta-cognitive skills are crucial to successful reading. It is the high-level processing that leads readers to devote attentional resources not to peripheral ideas, which often results in time-consuming process, but to central ideas. As Brown, Armbruster, and Baker (1986) asserted, “metacognition plays a vital role in reading” (p. 49). Particularly, it becomes of more importance in solving reading comprehension questions within strict time constraints. Therefore, summary instruction proved instructionally significant as it facilitates high-level processing, by enabling students to focus on important idea units with peripheral information suppressed, and by noticing the discourse organization with the help of cohesive devices such as logical connectives.

4.1.2. Effects on Task-oriented Strategy Use

As noted above, the overall use of task-oriented strategies was not significantly improved after summary instruction. However, because it is

possible for each task-oriented strategy to take on a significant meaning, inspection on sub-components under ‘task-oriented strategy’ was undertaken.

TABLE 4.4
Task-oriented Strategies

Question Number in RS Checklist	Content
Task-oriented 1	Q 1 Selecting answer by eliminating unreasonable alternatives
Task-oriented 2	Q 4 Guessing the answer due to the time constraint
Task-oriented 3	Q 5 Reading the text mainly by matching the words presented in alternatives to words in text

Table 4.4 illustrates the content of each task-oriented strategy. These three strategies were included in the RS checklist, because in the first think-aloud protocol these strategies were frequently identified while students dealt with reading comprehension questions. These strategies occur in a specific task such as taking a multiple-choice reading comprehension test. That is why these strategies were called ‘Task-oriented’ strategies in the present study.

TABLE 4.5
Differences in Reported Use of Task-oriented Strategies

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Task-oriented 1	Pre	2.69	104	.609						
	Post	2.98	104	.681	.297	.709	.070	4.271	103	.000
Task-oriented 2	Pre	2.37	104	.602						
	Post	2.34	104	.696	-.031	.590	.058	-.549	103	.584
Task-oriented 3	Pre	2.40	104	.632						
	Post	2.25	104	.653	-.151	.640	.063	-2.405	103	.018

A Paired Samples t-test was performed on each pair of pre- and post task-oriented strategies as shown in Table 4.5. Except for Task-oriented 2, statistically significant changes were shown in the use of Task-oriented strategies 1 and 3 ($p < .05$). The use of Task-oriented 1 of eliminating alternatives to find the answer increased. It is attributed to the multiple-choice exam setting in which it was inevitable to judge alternatives right or wrong to remove distractors and students had practiced it to attain better test scores. As to Task-oriented 3, matching the words presented in alternatives to those in the text, which occurred with extraordinary frequency among students in low proficiency level, was significantly reduced. Although the drop of Task-oriented 2 use was not

statistically significant with the significance level ($p=.582$), it is notable that the tendency to rely on Task-oriented 2 of basing their behavior on random guessing, which is not desirable, diminished slightly after summary instruction.

This result indicates that even though summary instruction had been provided for students to direct themselves toward the text to grasp the gist, it could not help preventing students from showing task-oriented propensity, which is prevalent among Korean students who get to the answer by focusing on options. However, a summary instruction did reduce the general dependence on an alternative-based reading behavior in which students resorted more to what was provided with alternatives not to what they comprehended from the text.

4.1.3. Effects on Cognitive Strategy Use

Reading comprehension questions require readers to utilize cognitive resources because cognitive strategies operate directly on incoming information and manipulate them to enhance comprehension. As Table 4.6 shows, among many components subsumed under ‘cognitive strategy’, five strategies - scanning, skimming, rereading, using background knowledge, and paraphrasing - were employed in the RS checklist.

TABLE 4.6
Cognitive Strategies

Question Number in RS Checklist	Content
Cognitive 1	Q 7 Scanning
Cognitive 2	Q 8 Skimming
Cognitive 3	Q 9 Rereading
Cognitive 4	Q 10 Integrating new ideas with the prior knowledge
Cognitive 5	Q11 Paraphrasing to facilitate understanding

TABLE 4.7
Differences in Reported Use of Cognitive Strategies

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Cognitive 1	Pre	2.34	104	.603	-.139	.649	.064	-2.191	103	.031
	Post	2.20	104	.687						
Cognitive 2	Pre	2.44	104	.765	-.010	.797	.078	-.123	103	.902
	Post	2.43	104	.717						
Cognitive 3	Pre	1.75	104	.420	.154	.563	.055	2.787	103	.006
	Post	1.91	104	.597						
Cognitive 4	Pre	2.55	104	.977	-.225	1.149	.113	-1.997	103	.048
	Post	2.33	104	.823						
Cognitive 5	Pre	1.91	104	.592	.113	.686	.067	1.672	103	.098
	Post	2.02	104	.708						

As displayed in Table 4.7, statistically significant decreases were shown both in Cognitive 1 and in Cognitive 4, and improvement in Cognitive 3. In other words, concerning Cognitive 1 (scanning), and Cognitive 4 (using background knowledge), the reduction of RS use was observed after summary instruction, while students showed a considerably increased use of Cognitive 3 (rereading). This could imply that the time students spent on each reading was reduced through summary writing training, allowing certain time left for repetitively reading necessary parts. To summarize the content succinctly, students might need to process the propositions recursively at the whole-text level. This “rereading” strategy could also be carried out when students addressed other strategies such as reconfirming main ideas which were not explicitly presented.

As to Cognitive 1, students were less likely to use a “scanning” strategy to locate specifically required information. This result is assumed to be attributable to the increased use of meta-cognitive strategies. When students showed the propensity to see a big picture of text, they would be likely to refrain from focusing on specific idea units. In addition, the decreased outcome in the use of background knowledge seems to contradict the statement that successful comprehension is achieved through the integrative interaction of extracted text information and a reader’s prior knowledge (Koda, 2005). However, the decrease in the use of prior knowledge does not necessarily mean that students’ reading comprehension ability has declined. As Clapham (1996) and Hale (1988) demonstrated, background knowledge has relatively little reliable impact on

general language proficiency measures involving non-specialized texts. In fact, the text provided in this study to solve reading comprehension questions did not require special knowledge to answer the questions, and students could comprehend text-based information without difficulty with the help of other cognitive strategies than their prior knowledge. Thus, it is not an undesirable attempt to focus more on information drawn from a text than from their background knowledge when solving RC questions. Rather, it could be an appropriate approach from the perspective of EFL readers who are at a developmental stage (i.e., interlanguage) and thus have relatively limited resources for reading in English compared to reading in their mother tongue. The results demonstrated that the students who abandoned the use of some inefficient strategies tended to increase the use of another complementary strategy. This may be partly because an inclination to resort to Task-oriented strategies (i.e., *problem-solving techniques*) naturally disappeared, provided that the students' comprehension ability was strengthened. Instead, students activated their metacognition and cognition to understand how a text is structured (Meta-cognitive 3), focused on key sentences (Meta-cognitive 2), and reread (Cognitive 3) to confirm their comprehension of the gist of the text.

4.1.4. Effects on Reading Comprehension: Think-aloud Protocols

What the results of the RS questionnaire showed was the mere change in the frequency of strategy use and it may not show why students used a specific RS at the specific points in reading. For example, some students used the “rereading” strategy to confirm and choose an answer, and others used the same strategy to eliminate implausible options. In addition, when students were given a questionnaire, they would be bound within the choices that the research offered, which may have a limitation in examining what the readers truly think.

The verbal reports offered insightful evidence into what the students actually did while answering reading comprehension questions. The data of think-alouds provided complementary information about the students’ changes in cognitive reading processes. Besides, “searches and struggles for meaning, which are the core of reading comprehension”, are usually hidden from outside, and can be revealed through think-alouds (Block, 1986, p. 463).

In respect to the coding scheme for the analysis of think-aloud data, ineffective behaviors other than effective ones, such as “mistranslating” and “misidentifying a word”, were also included. That was because those ineffective behaviors were observed as much as effective strategies while students read. Based on 18 strategies, the data attained from pre- and post think-aloud protocols was transcribed and analyzed as shown in Table 4.8. Then a Paired Samples t-test

was conducted on pre- and post think-aloud results to examine the significant changes.

Among 18 pairs, the results of 10 pairs which showed statistically significant changes are presented in Table 4.9. The results indicate that students showed meaningful improvements in the use of goal-setting, guessing sentences, predicting, noticing text-structure, detecting key words or sentences, and summarizing strategies. In addition, students showed decreased use of ineffective strategies such as translating only what they know and selecting the answer with uncertainty. In line with this result, the frequency of skipping and pausing also decreased significantly.

Regarding “goal-setting”, students became more aware of the purpose of reading in relation to what the RCQ requests. For example, if the RCQ asked students to find out the appropriate title, students kept it in mind from the very outset of reading, and activated an evaluating process by which they consistently tried to detect main points matching reading purposes, by focusing on key words and thesis statement while putting less focus on trivial details.

TABLE 4.8
Strategies from Think-aloud Protocols

Code	Reading	Pre Think-aloud		Post Think-aloud	
	Comprehension Strategies	Frequency	Percentage	Frequency	Percentage
		(N)	(%)	(N)	(%)
S1	Goal-setting	22	1.79	53	4.32
S2	Skimming	70	5.68	72	5.86
S3	Activating PK	11	0.89	30	2.44
S4	Translating	347	28.17	338	27.52
S5	Guessing sentences	39	3.17	54	4.40
S6	Skipping	154	12.50	111	9.04
S7	Guessing words	38	3.08	39	3.18
S8	Repeated reading	52	4.22	61	4.97
S9	Predicting	5	0.41	45	3.66
S10	Pausing	173	14.04	103	8.39
S11	Noticing text structure	8	0.65	62	5.05
S12	Detecting key words or sentences	20	1.62	48	3.91
S13	Summarizing	28	2.27	43	3.50
S14	Mistranslating	44	3.57	33	2.69
S15	Translating only what the reader knows	115	9.33	52	4.23
S16	Misidentifying a word	70	5.68	50	4.07
S17	Eliminating seemingly implausible alternatives	25	2.03	26	2.12
S18	Select the answer with uncertainty	11	0.89	8	0.65
Total		1232	100	1228	100

TABLE 4.9

Differences in Reported Use of Strategies from Think-aloud Protocols

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Think S1	Pre	5.88	8	0.354	3.500	1.773	.627	5.584	7	.001
	Post	2.38	8	1.923						
Think S5	Pre	6.75	8	4.496	2.875	2.800	.990	2.904	7	.023
	Post	3.88	8	3.720						
Think S6	Pre	12.13	8	5.463	-3.750	3.615	1.278	-2.934	7	.022
	Post	15.88	8	5.111						
Think S9	Pre	5.13	8	4.016	4.500	3.464	1.225	3.674	7	.008
	Post	0.63	8	0.916						
Think S10	Pre	6.50	8	4.629	-7.625	3.815	1.349	-5.653	7	.001
	Post	14.13	8	3.796						
Think S11	Pre	7.25	8	1.389	6.250	1.389	.491	12.729	7	.000
	Post	1.00	8	0.000						
Think S12	Pre	5.88	8	4.224	4.000	3.505	1.239	3.228	7	.014
	Post	1.88	8	1.126						
Think S13	Pre	5.38	8	2.387	2.000	2.204	.779	2.567	7	.037
	Post	3.38	8	0.744						
Think S15	Pre	4.75	8	5.007	-6.750	2.053	.726	-9.300	7	.000
	Post	11.50	8	6.141						
Think S18	Pre	0.50	8	0.756	-2.250	1.282	.453	-4.965	7	.002
	Post	2.75	8	1.035						

In regard to “guessing sentences”, in which students understood what they read without translating it word-for-word into their mother tongue and read only English sentences, students showed improvement. Students seemed to understand and hold the meaning of what they read into their working memory as interpreted in English. As to “predicting”, students anticipated what would follow in the subsequent part of the text by noticing some crucial clues, by constantly thinking ahead and verifying his or her predictions. For example, one high-proficiency reader noticed the first sentence starting with “most people think”, and then predicted what content is about to come. Based on her previous experience with passages starting with “what most people think”, she recognized that the public misconception about a topic which is widespread but false was being introduced. She then predicted the truth would follow after adversative conjunctions such as ‘however’. Concerning “noticing text-structure”, students showed sensitivity to the role of connectives to lead the text processing. For example, even a low proficiency student whose use of strategy was limited to word-level processing confidently enunciated the meaning of connectives. High-proficiency students seemed to make a mental graphic organizer about the whole structure of the text (i.e., visual representations of text information) such as *cause/effect*, *compare/contrast*, and *main ideas/supporting details* by noticing cohesive devices. The examples of cohesive devices students consciously recognized are *however*, *in conclusion*, *at last*, *eventually*, *after all*, *rarely*, *normally*, *at first*, *often*, *further*, and *firstly*. They paid special attention to those

signal words to map out the whole structure.

Concerning “detecting key words or sentences”, students often made an initial guess for key words by looking over alternatives, in which main concepts repetitively appeared. As to “summarizing”, students were much more likely to sum up what they read after summary instruction, mostly in Korean, to confirm their understanding. In this way students were more likely to retain key information. Even when they misidentified some words, it did not impede the whole comprehension process because those wrongly interpreted words faded into peripheral information.

In the pre think-aloud, “skipping” was the third most frequently used strategy, following “translating” and “pausing”. When students encountered challenging sentences, they paused for a moment to decide whether to skip or not and usually skipped to the next sentences without reflecting on this part again. With the decrease of “skipping”, the occurrence of “pausing” also decreased significantly. What is more, the use of ineffective strategies of “translating only what they know” and “selecting the answer with uncertainty” significantly decreased, which suggests that students’ overall ability to employ strategic reading was improved. This result implies that summary instruction had an effect on raising students’ awareness of what it means to be a strategic reader.

4.2 Effects on Reading Processes According to Learners' Proficiencies

The results obtained from the RS checklists were re-analyzed according to different proficiency groups as it was hypothesized that there would be some meaningful differences in the use of RC strategies according to students' language proficiencies. Table 4.10 shows the results of repeated measures ANOVA for the change between pre- and post result in RS use across three different proficiency groups by the types of RS – task-oriented, meta-cognitive, and cognitive strategies.

TABLE 4.10
ANOVA Summary Table for Pre- and Post RS Use
Across Proficiency Groups

1) Task-oriented Strategies

	Source	SS	df	MS	F	Sig.
Between subjects effects	Proficiency Levels	3.906	2	1.953	7.880	.001
	Errors	25.036	101	.248		
	Time	.268	1	.268	3.122	.080
Within subjects effects	Time *					
	Proficiency Groups	.226	2	.113	1.312	.274
	Errors	8.682	101	.086		

2) Meta-cognitive Strategies

	Source	SS	df	MS	F	Sig.
Between subjects effects	Proficiency					
	Levels	.450	2	.225	.540	.584
	Errors	42.054	101	.416		
	Time	2.838	1	2.838	20.879	.000
Within subjects effects	Time *					
	Proficiency	.253	2	.126	.929	.398
	Groups					
	Errors	13.729	101	.136		

3) Cognitive Strategies

	Source	SS	df	MS	F	Sig.
Between subjects effects	Proficiency					
	Levels	.013	2	.007	.035	.965
	Errors	19.261	101	.191		
	Time	.028	1	.028	.309	.580
Within subjects effects	Time *					
	Proficiency	.356	2	.178	1.965	.146
	Groups					
	Errors	9.138	101	.090		

As summarized in Table 4.10, as for the effects of within-subject groups, the significant effect was obtained only for time – the improved performance from the pretest to posttest – in the use of meta-cognitive strategies across proficiency

groups. It led the closer inspection into the use of meta-cognitive strategies between different proficiency groups to be operated as shown in Tables 4.11 and 4.12.

TABLE 4.11
Descriptive Statistics for Meta-cognitive Strategy Use

	Proficiency Groups	Mean	SD	N
Pre-test	High	2.56	.540	36
	Intermediate	2.51	.536	32
	Low	2.41	.489	36
	Total	2.49	.520	104
Post-test	High	2.70	.475	36
	Intermediate	2.80	.576	32
	Low	2.69	.539	36
	Total	2.73	.527	104

Table 4.11 describes the statistics for meta-cognitive strategy use by proficiency levels, and Figure 4.2 graphically shows the tendency of mean differences between pre- and post test. In the intermediate proficiency group, students showed the most improvement in the mean of meta-cognitive strategy use from 2.51 to 2.80 on the 1-to-5 scale. With a similar slope, students in the low proficiency group also showed the improvement at the lower starting point 2.41 than the intermediate group. Among the three groups, the high proficiency

group improved the least.

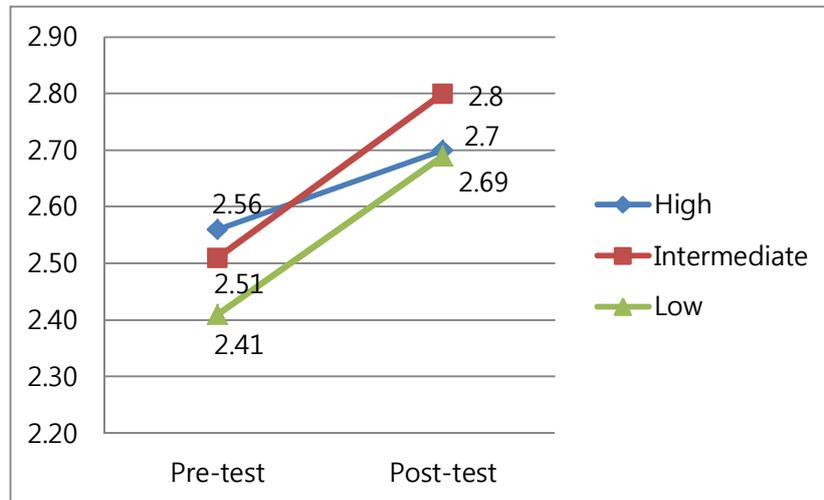


FIGURE 4.2

**Mean Differences in the Use of Meta-cognitive Strategies
Between Pre-test and Post-test by Proficiency Levels**

Notwithstanding this finding, the ANOVA failed to show the significant interaction effects of summary instruction between time and proficiency groups. This may be attributed to the disadvantage of Likert-type scale. It only offers five options from 1 to 5, the range of which is not wide enough to show the discriminative instructional effects between different proficiency groups. Therefore, a further within-group analysis using paired t-tests was employed to explore change from the pre-test to the post-test for each proficiency group. The

results from this additional analysis are summarized in Table 4.12.

TABLE 4.12
Differences in Reported Use of Reading Strategies According to Proficiency Levels

Proficiency Level	RS Pair (Post-Pre)	Mean		Paired Differences			t	df	Sig.
		Pre	Post	Mean	SD	SE			
High	Task-oriented	2.301	2.304	.003	.3881	.0647	.047	35	.963
	Meta-cognitive	2.559	2.695	.136	.5432	.0905	1.507	35	.141
	Cognitive	2.225	2.131	-.094	.4030	.0672	-1.398	35	.171
Intermediate	Task-oriented	2.513	2.675	.163	.3803	.0672	2.422	31	.021
	Meta-cognitive	2.513	2.803	.290	.4548	.0804	3.607	31	.001
	Cognitive	2.231	2.164	-.067	.4400	.0778	-.860	31	.396
Low	Task-oriented	2.562	2.612	.050	.4663	.0777	.643	35	.524
	Meta-cognitive	2.410	2.685	.276	.5534	.0922	2.987	35	.005
	Cognitive	2.144	2.235	.091	.4340	.0723	1.260	35	.216

The Paired Samples t-tests found significant effects of summary instruction on the use of both task-oriented and meta-cognitive strategies in the intermediate proficiency group and its effect on the use of meta-cognitive strategies in the low

proficiency group. To the contrary, high proficiency group showed no significant results.

It is noteworthy that summary instruction exerted a strong influence on students in the low proficiency group regarding the use of meta-cognitive strategies. This effect suggests that those low-level students, who are generally less motivated and often marginalized in English classes, could enhance their awareness of text structure and discourse organization, if a careful scaffolding of summary instruction is provided.

Summary writing instruction proved to be most efficient for intermediate-level students, who outperformed high-level students in the use of every RS type at the posttest. Actually, it was the intermediate proficiency group that made zealous efforts to make up for what they lacked in English reading through the summarizing processes offered in the classrooms. It appeared that they realized how to use summarization to their own benefits as a self-directed method to monitor their comprehension and retain text messages. In particular, they developed an awareness of text structure by recognizing how coherence is signaled in texts and how significant idea units are linked effectively.

Thus, the closer inspection into the changing tendency of RS use secured the positive evidence that the intermediate and low proficiency group students became accustomed to perceiving organizational patterns and recognizing macro-propositions through the summary practices.

4.3 Effects on Reading Comprehension Processes According to Reading Comprehension Question Types

The present study investigated the effects of summary instruction on the students' reading comprehension processes in terms of RCQ types. This attempt was based on the common belief that various aspects of reading (e.g., reading skills, reading processes) can be measured by distinct test items.

First, in accordance with the research on reading comprehension processes conducted by Irwin (1986), RCQs were classified and the changes in RS use after summary instruction was examined. Likewise, following the general way to classify RCQs by reading skills (Anderson, 1991), RCQs were divided once again and the use of RS was re-examined.

4.3.1. Effects on Reading Comprehension Questions Divided by Reading Comprehension Processes

As presented earlier in Table 3.5, RCQs were classified according to the criteria established by Irwin (1986). Table 4.13 shows the contents of RCQs under each category and Table 4.14 presents the result attained by Paired Samples t-tests.

TABLE 4.13
Taxonomy for RCQs by Reading Comprehension Processes

Code	Reading Process Required	RC Question Number	What Each RC Question Asks
Irwin P1	Macro- Process	Q 1, 3, 4, 8	Finding the author's purpose, rearranging the paragraphs in the correct order, finding the appropriate title, choosing the best summary for the passage
Irwin P2	Integrative Process	Q 2, 6, 10	Selecting the option that has the different referent, choosing the word which best suits into the blank, finding suitable logical connectives
Irwin P3	Elaborative Process	Q 5, 7	Determining correctness of direct statement, identifying the main character's feeling
Irwin P4	Micro- Process	Q 9	Vocabulary

TABLE 4.14
Paired Samples T-tests Statistics by Irwin's RCQ Classification

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Irwin P1	Pre	2.42	104	.400	.087	.408	.040	2.187	103	.031
	Post	2.51	104	.365						
Irwin P2	Pre	2.38	104	.392	.086	.404	.040	2.170	103	.032
	Post	2.46	104	.392						
Irwin P3	Pre	2.23	104	.406	-.023	.426	.042	-.548	103	.585
	Post	2.21	104	.425						
Irwin P4	Pre	2.23	104	.489	.159	.627	.061	2.578	103	.011
	Post	2.38	104	.535						

Minimum possible score = 1, Maximum possible score = 5

As presented in Table 4.14, in the question types Irwin P1, Irwin P2, and Irwin P4, students showed significantly improved results. In other words, according to Irwin's classifying standards, summary instruction had a positive effect on RS use of RCQ groups that require macro, integrative, and micro reading comprehension processes.

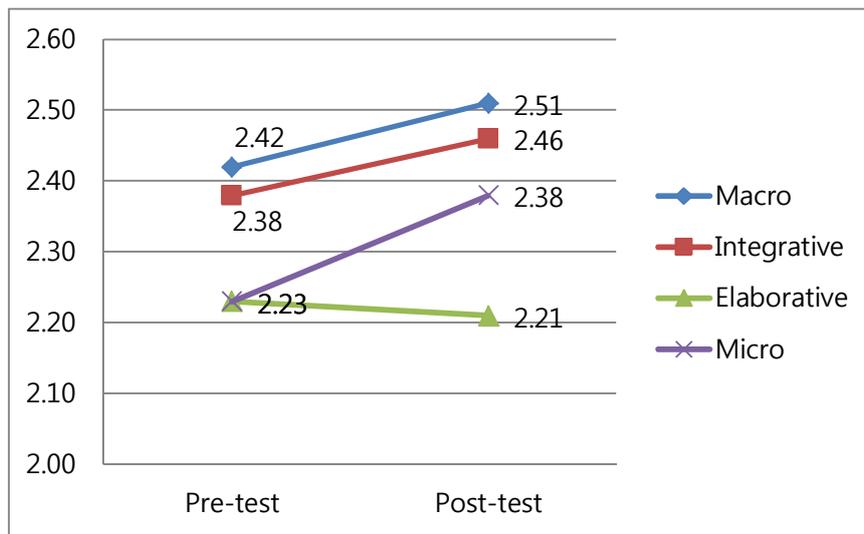


FIGURE 4.3

**Mean Differences Between Pre-test and Post-test
by 4 RCQ Types (Irwin, 1984)**

Figure 4.3 graphically displays the differences in the use of RS between pre- and post test by 4 RCQ types. On the par with the results presented in section 4.1, which revealed the significant improvement in using meta-cognitive strategies, it is in the Macro-processing RCQs that students showed the most improved strategy use after summary instruction. Its mean score increased from 2.42 to 2.51 with the significant level of $p=.031$. Likewise, improved strategy use was observed both in the Integrative and the Micro processing RCQ types. It is only in the Elaborative question type that students' use of RS did not improve, but rather diminished. What can account for the decreased result in Elaborative RCQs?

The RCQs which require elaborative processes, including selecting the true statements and identifying the main character's feeling, are considered relatively easy to process because this RCQ type does not require readers to go beyond what is stated. Especially for RCQ 7, which asks the overall feelings of the main character, students usually detect the general atmosphere after quickly skimming the text and focusing on some words that apparently reveal the character's emotional state.

The increased RS use in the Micro-processing RCQ was mostly due to the increase of S1 (Task-oriented strategy), not to the increase of S2 (meta-cognitive strategy) and S3 (cognitive strategy) use. This does not seem to give meaningful pedagogical implications because the original purpose of summary instruction was not to promote temporary test-taking skills, but to strengthen the long-lasting reading abilities.

With each of four Irwin's RCQ types, every RS type (task-oriented, Meta-cognitive, cognitive strategy) was paired to examine whether a significant relationship exists between a certain question type and a RS type.

TABLE 4.15
Differences in Reported Use of Reading Strategies
by Irwin's Question Types and Reading Strategy Types

Pair		Mean	N	SD	Paired Differences			t	Df	Sig.
					Mean	SD	SE			
Irwin P1-S2	Pre	32.66	104	6.960	4.827	8.731	.856	5.638	103	.000
	Post	37.49	104	7.928						
Irwin P2-S1	Pre	23.54	104	4.411	1.933	4.799	.471	4.107	103	.000
	Post	25.47	104	4.317						
Irwin P2-S2	Pre	21.91	104	5.244	2.221	5.468	.536	4.142	103	.000
	Post	24.13	104	5.550						
Irwin P4-S1	Pre	6.47	104	2.062	1.500	2.776	.272	5.510	103	.000
	Post	7.97	104	2.245						

S1 = Task-oriented Strategies, S2 = Meta-cognitive Strategies, S3 = Cognitive Strategies

Paired Samples t-tests, conducted on the pairs between four Irwin question types and three strategy types, brought forth the results of 12 pairs. Among them, statistically significant pairs were collected to see the corresponding relationship between reading question types and strategy types as revealed in Table 4.15. Of particular concern is that the relationship between Irwin P1 (Macro-processing questions) and the improvement of S2 (Meta-cognitive strategy) was significantly improved. Concerning Irwin P2 (Integrative processing questions), the use of both

S1 (Task-oriented) and S2 (Meta-cognitive) showed statistically significant improvement. In addition, regarding Irwin P3 (elaborative questions), the use of all strategies was decreased. When it comes to Micro-processing reading comprehension questions (Irwin P4), which ask about the appropriateness of vocabulary use, the use of S1 (Task-oriented strategy) was increased. This result indicates that as to micro-processing RCQs, students failed to attain more improved use of meta-cognitive and cognitive strategies, which resulted in more dependence on alternatives (Task-oriented strategy).

Therefore, when it comes to relatively easy RCQs such as elaborative questions that require relatively less cognitive load, students were less likely to use reading strategies, while meta-cognitive strategies played an important role in solving Macro-processing and Integrative Processing questions, which often ask students to go beyond what is stated and read for deeper meanings by requiring complex thinking processes such as inferencing, or making summarization. However, summary instruction turned out ineffective for the micro-processing question such as a vocabulary question, which implies that it is necessary for teaching vocabulary to be implemented supplementally in addition to summary instruction.

4.3.2. Effects on Reading Comprehension Questions Divided by Reading Comprehension Skills

Another criterion classifying reading comprehension questions was applied to the results of the RS checklists. The RCQs were categorized according to the types of reading skills intended to be measured – namely understanding main ideas, understanding direct statement, and drawing inferences (Anderson, 1991). Table 4.16 illustrates which RCQs are grouped into each of the three reading skills.

TABLE 4.16
RCQs Classified by Reading Skills (Anderson, 1991)

Question types	Reading Skills Measured	Question Number
Ander P1	Understanding Main Ideas	1, 4, 8
Ander P2	Understanding Direct Statement	2, 5, 9
Ander P3	Drawing Inferences	3, 6, 7, 10

The result presented in Table 4.17 is graphically displayed in Figure 4.4. According to the taxonomy for RCQ classification which is generally used by examiners and was referenced by Anderson (1991), the most salient improvement was manifested in Drawing Inferences (Ander P3) questions. Inferential questions, which ask readers to rearrange the paragraphs in order, fill in the blanks with suitable words or clauses, identify the main character's feeling, and

select proper logical connectives within a context, often demand ‘higher-level’ processes. These items, which measure cognitive skills and reasoning ability, might seem challenging for students as the information required is not explicitly stated in the text. In this regard, among four inferential questions, RCQ 7 was ruled out from this category. As revealed by Section 4.2.1, students considered the “feeling” question so easy that they just skimmed the whole passage and grasped the general feelings by some prominent word meanings.

TABLE 4.17
Paired Samples t-tests Statistics by Anderson’s RCQ Classification

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Ander p1	Pre	2.44	104	.422	.048	.431	.042	1.148	103	.254
	Post	2.49	104	.379						
Ander p2	Pre	2.28	104	.363	-.032	.383	.038	-.843	103	.401
	Post	2.25	104	.386						
Ander p3	Pre	2.33	104	.391	.168	.416	.041	4.108	103	.000
	Post	2.50	104	.393						

Minimum possible score = 1, Maximum possible score = 5

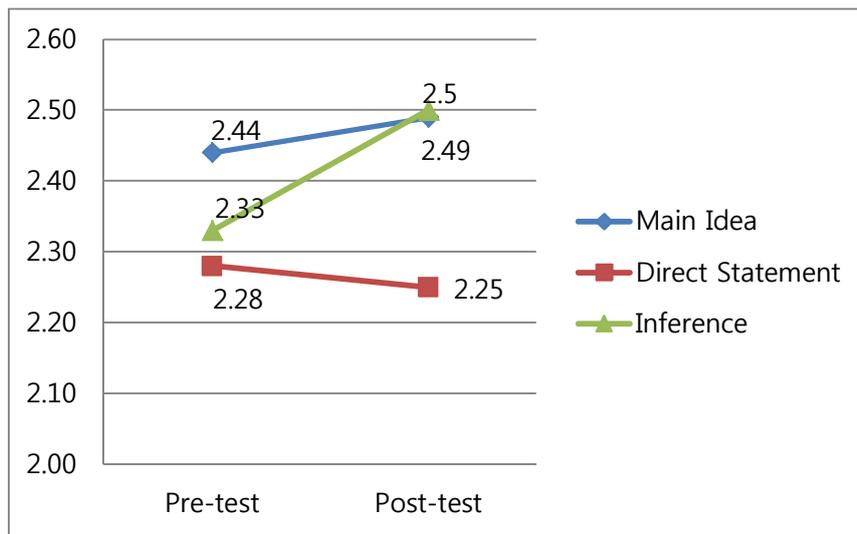


FIGURE 4.4

Mean Differences Between Pre-test and Post-test by 3 RCQ types

Thus, when the result was adjusted by removing RCQ 7 from Ander P3, a more meaningful result was obtained. Table 4.18 shows an improved result ($t = 4.664$) compared to the result in Table 4.17 ($t = 4.108$).

TABLE 4.18

Adjusted Result of Ander P3 without RCQ7

Pair	Mean	N	SD	Paired Differences			t	df	Sig.	
				Mean	SD	SE				
Ander	Pre	2.397	104	.402						
P3_Re	Post	2.589	104	.402	.192	.420	.041	4.664	103	.000

TABLE 4.19
Differences in Reported Use of Reading Strategies
by Anderson’s Question Types

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
Ander P1-S1	Pre	21.93	104	4.438						
	Post	20.76	104	5.104	-1.173	4.986	.489	-2.399	103	.018
Ander P1-S2	Pre	24.66	104	5.540						
	Post	28.08	104	6.069	3.413	6.884	.675	5.057	103	.000
Ander P2-S1	Pre	22.39	104	4.040						
	Post	23.88	104	4.198	1.481	4.758	.467	3.174	103	.002
Ander P2-S3	Pre	32.47	104	5.966						
	Post	30.52	104	6.627	-1.952	7.566	.742	-2.631	103	.010
Ander P3-S1	Pre	29.36	104	5.699						
	Post	31.11	104	6.031	1.750	6.195	.608	2.881	103	.005
Ander P3-S2	Pre	29.76	104	6.754						
	Post	33.88	104	7.024	4.115	7.03	.689	5.970	103	.000

S1 = Task-oriented Strategies, S2 = Meta-cognitive Strategies, S3 = Cognitive Strategies

In regard to Ander P1, questions that call for ‘understanding the main idea’, the use of task-oriented strategy (S1) showed a statistically significant decrease. This implies that before students received summary instruction, they attached

more weight to task-oriented strategies without fully attempting to comprehend the text and just relied on what was given by alternatives. However, after students were provided with a summary instruction, their way to process reading material was more desirably geared to the purpose with which the RCQs are designed. In the mean time, the use of meta-cognitive strategy (S2) was shown to be increased for Ander P1. This suggests that students became more conscious of the key sentence and text structure to abstract the main points.

Regarding Ander P2, which requires literal interpretation, students used the task-oriented strategy more and the cognitive strategy less. This means that students strategically solved these relatively easy questions based on alternatives, because this worked for most of the time. In particular, for the questions that asked for selecting true statements, students were likely to read the text based on the options. Students may have found it unnecessary to extend their resources all the way to meta-cognitive level, when they consider RCQs are easy enough to be solved with their low level processing. Lastly, for Ander P3 of drawing inference questions, students showed an increased use of Task-oriented strategies and Meta-cognitive strategies. Table 4.20 shows the adjusted result of Ander P3 without RCQ 7 and the use of meta-cognitive strategy (S2), which shows more increased use of RS with $t = 6.413$ compared to $t = 5.970$ in Table 4.19.

From the analysis based on Anderson's taxonomy, the change in the use of cognitive strategies was not significantly displayed, except for Ander P2 of understanding direct statements, in which students showed rather a decreased use

of cognitive strategies.

TABLE 4.20
Adjusted Result of Ander P3 without RCQ7 with S2

Pair		Mean	N	SD	Paired Differences			t	df	Sig.
					Mean	SD	SE			
AnderP3	Pre	2.57	104	0.61						
					.407	.647	.063	6.413	103	.000
RE-S2	Post	2.98	104	0.65						

Therefore, the results from both Irwin and Anderson's classifications demonstrate that there was a significant improvement in the use of meta-cognitive strategies in Irwin P1 of Macro-processing and Irwin P2 of Integrative-processing questions and Anderson P1 of drawing inferences. In respect to cognitive strategy use, no significant result was attained.

4.4 Effects of Summary Instruction on Reading Comprehension Test Performance

Since summary instruction was provided to seniors in a Korean high school who were preparing for the upcoming university entrance exam, classroom instruction centered on how to improve students' performance on the test. To examine the effects of summary writing instruction on reading comprehension

test performance, the result of final exam from 104 students of 3 classes who belonged to the experimental group with summary instruction, and that from 102 students of 3 classes who had not received summary instruction were compared.

Compared to the scores of the mid-term exam, the improvement in the final exam was revealed through ANCOVA (Analysis of Covariance). The scores of mid-term RCT was controlled as covariate. Table 4.21 shows the descriptive statistics for Group 1 which represents an experimental group and Group 2 which represents a control group.

TABLE 4.21

Descriptive Statistics

Group	Mean	SD	N
1	49.639	24.451	104
2	36.403	15.412	102
Total	43.085	21.480	206

As shown in Table 4.22, the result from ‘Group’ source presents the significant probability $p=.002$ ($p<.05$). Thus, the result indicates that summary instruction had statistically significant effects on RCT performance. The experimental students performed significantly better than the control students. This finding of significant difference is remarkable since summary instruction proved to be effective not only in enhancing students’ awareness of meta-cognitive strategies, but also in yielding superior performance on the

standardized reading test.

TABLE 4.22
ANCOVA Summary Table for Between-subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9872.134	2	4936.067	11.828	.000
Intercept	25867.911	1	25867.911	61.985	.000
Mid-term	849.955	1	849.955	2.037	.155
Group	4200.199	1	4200.199	10.065	.002
Error	84716.482	203	417.323		
Total	476997.720	206			
Corrected Total	94588.616	205			

Dependent Variable: Final Exam, R Squared = .104 (Adjusted R Squared = .096)

CHAPTER 5

CONCLUSION

This research started with the assumption that summarization can play an effective role in developing learners' reading comprehension processes. This chapter provides a summary of major findings and discusses pedagogical implications as to how the result of the present study can be applied to EFL educational settings for improvement of language teaching and learning, especially in the field of reading. Then, the limitations based on the research design and suggestions for future research are presented. The chapter ends with brief concluding remarks.

5.1 Summary of Major Findings

The present study investigated the effectiveness of summary writing instruction on students' reading comprehension processes in terms of students' perceptions and their test results. In specific, this study addressed three research questions: first, the effect of summary instruction on high school students' cognitive processes in reading and second, the effect on their use of RS across three different proficiency levels; third, the effect of summary instruction on high school students' use of reading strategies depending on different types of reading

comprehension questions; and lastly, the effect of summary instruction on RCT performance. A summary of major findings in regard to the research questions follows.

First, summary instruction had a positive effect on the use of meta-cognitive strategies. Specifically, summary instruction proved to be effective in enhancing awareness on discourse structure and in directing attention to key sentences while reading. This study revealed the useful insights into the effects of summary instruction on reading comprehension through think-aloud protocols by discovering a decreased use of inefficient strategies such as ‘translating only what they know’ and ‘selecting the answer with uncertainty’. In addition, the use of desirable strategies of reading such as ‘predicting’ the upcoming content with the help of cohesive devices, ‘goal-setting’, and ‘detecting key words or sentences’ significantly increased.

Second, when Paired Samples t-tests within proficiency groups were performed, summary instruction proved to be most effective for intermediate level students who showed remarkably enhanced awareness of meta-cognitive strategies.

Third, summary instruction was effective in improving students’ use of reading strategies in RCQ types which require ‘top-down macro- and integrative processing’ and in RCQ types which require ‘inferential skills’. Thus, summary writing training facilitated more effective and active use of reading strategies when students encountered reading questions that demanded higher-level

processes.

Lastly, summary instruction was conducive to improving students' performance in reading comprehension tests, which indicates that qualitative improvement in students' reading comprehension processes accompanied quantitative advancements in the scores of reading comprehension test.

To sum up, summary instruction exerted a significant effect on learners' meta-cognitive awareness while reading, and contributed to relinquishing students' dependence on alternatives by allowing students to look into the text and find key words and sentences. This suggests that summarizing training helped students to become strategic readers with the selectional attention on important ideas to get the gist of the passage.

5.2 Pedagogical Implications

The findings of the present study carry some pedagogical implications to teaching English reading in the Korean situation. First, summary writing gave learners an integrative training, enabling students to acquire both reading and writing skills, because they must 'get into' and comprehend the text first to generate an acceptable summary. Second, summary teaching can reduce a sense of fear and inhibition towards writing. Since many Korean students have little confidence in writing (Kwan, 2007), the given reading text for summary writing can serve as a sample text so that students can be less hesitant in starting to write.

Therefore, summary writing plays a bridging role in connecting reading to writing in preparation for the direct writing test of the National English Ability Test. Third, this study suggested that reading materials commonly used in English classes are suitable for modeling and practicing the processes involved in summary writing. Thus, teachers should not feel overloaded in preparing teaching materials for summary instruction. Lastly, summary writing can strengthen students' thinking ability, specifically in metacognition. To complete a summary writing, students should go through the meta-cognitive processes (Kirkland & Saunders, 1991). According to Kwan (2007), students usually undergo six cognitive processes while summarizing - understanding the individual information, establishing the relationship between ideas, checking the text structure, recalling the content, and selecting the information that should be in the summary. If the instructor plays a role as a facilitator by constantly checking students' cognitive development, it is expected to have positive effects on students' reading comprehension, ultimately contributing to the success not only in the CSAT English test but also in other subjects by enhancing students' cognitive abilities.

5.3 Limitations and Suggestions for Future Research

There are several limitations to the current study. First, the findings from one particular high school may not be generalizable to entire Korean EFL students. Second, students were divided into three proficiency levels based on their scores

on the English section of a mock CSAT test. However, the result of the test might not reflect their actual English proficiency because the test was administered only once. This may explain why the differences between the different proficiency groups were not statistically significant in this study. In order to validate students' proficiency, different measures of reading comprehension such as recall protocols or cloze tests can also be implemented. Third, in this study, summary instruction was provided based on relatively short reading passages drawn from reading comprehension question items. This may be related to the unique Korean situation where preparation of the CSAT is a top priority for students in the 12th grade. Thus, future research is needed to study with other graders who have enough time to explore longer reading texts and summarize them into their own words during class hours. Finally, much longer teaching intervention is needed. A 20-hour summary instruction is not sufficient for students to truly internalize summarizing rules and apply these skills to many other types of texts. According to Grabe and Stoller (2002), instruction must be long term because becoming a strategic reader takes years. Thus, extending implementation of summary instruction to a semester or a year on a continual basis can bring about more fruitful results in nurturing students into good readers from a long-term perspective. In addition, different designs of summary instruction need to be provided depending on various genres of the texts in future research.

5.4 Concluding Remarks

In spite of the limitations mentioned above, the present study is significant in that it provided critical issues related to Korean public English reading classes. In Korea, private education costs for English reading grow outrageously to compensate for what is provided by public education. The present study attempted to offer insights into how summary writing instruction plays its role in heightening students' cognitive abilities in reading. In addition, summary training offered in a public school was found to contribute to greater performance on the standardized reading test.

Writing a summary after reading requires an additional and deliberate operation that should be learned; thus, teachers cannot expect students to use summarizing skills without any explicit instructions. Teachers need to take an approach of identifying what disadvantages students have while reading and take the measures to guide students into strategic reading. Summary instruction can be a recommended measure for this.

The present study revealed that summary practice plays a facilitative role in developing students' meta-cognitive strategies. More specifically, students who know how a text is structured have a better understanding of what information comes next, or what ideas they are expected to look for. In this way, students are guided to become "constructively responsive" readers (Pressley & Afflerbach, 1995).

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APPENDIX 1. Pre Reading Strategy Checklist

<p>※ 1번 뒤에 문항을 풀면서 문항마다 자신이 사용한 전략의 정도를 표시하십시오.</p> <p>1. 선행지에서 오답을 제거하면서 답을 찾았다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>3. 지문에서 주제문(key sentence)을 찾고, 전지거문의 요지를 파악하고 기억하여 답을 골랐다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>4. 문제의 답을 찾을 수 없어서 추측하여(guess) 썼었다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 전지거문의 지문을 비교했다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>6. 접두사 등 글의 논리적 연결어는 통해 글의 구조(인과, 비교/대조, 예시, 저사, 문제해결)를 파악하고 문제를 풀었다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p> <p>9. 지문의 내용이 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다. ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)</p> <p>10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다. ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(지문 먼저 읽음)</p> <p>11. 반복되고, 유의어를 통해 마케 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다. ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함</p>	<p>3학년 _____반 _____원 성명 _____</p> <p>Time limit for 1 Question : 1 min 30 sec 맞은 개수 : / 10</p> <p>1. 다음 글의 목적으로 가장 적절한 것은?</p> <p>This is an official notice from KGM, the largest manufacturer of digital cameras in the world, regarding the rules of KGM's Big World Competition. First, anyone over the age of 18 is eligible, with the exception of professional photographers. Second, all photographs must be taken using a KGM camera. Third, the size of your image file cannot exceed 100 megabytes. Finally, entries must be uploaded to our website no later than July 25, 2011. Failure to comply with any of the above rules will disqualify the entry. A list of winners will be posted on the website on August 15, and all winning pictures will be displayed at the KGM gallery for a period of one year.</p> <p>① 전문 사진작가를 모집하려고 ② 혁신형 카메라의 성능을 설명하려고 ③ 사진 촬영 시 주의사항을 전달하려고 ④ 사진 콘테스트 참가 시 유의사항을 안내하려고 ⑤ 카메라 회사의 고객 지원 프로그램을 홍보하려고</p>
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2. 밑줄 친 부분이 가리키는 대상이 나뉘지 않거나 다른 것은?

Lantin decided on a necklace which had been one of his wife's favorites. ㉠It must be worth at least seven or eight francs he thought, because for an imitation piece the workmanship was very good. He put it in his pocket and went looking for a reliable-looking jeweler. At length he saw ㉡one and went in, a little ashamed of selling something so worthless. "Monsieur," he said to the dealer, "I'd like you to value ㉢this piece for me if you'd be so kind." The man took ㉣the article, examined it, turned it over, weighed it, and took up a magnifying glass to look at it more closely. Lantin was a little embarrassed by all this ceremony and was about to say, "Look, I'm pretty sure it's got no value at all," when the jeweler announced: "Monsieur, I'd put it at between 12,000 and 15,000 francs. However, I could not purchase ㉤this from you without knowing its exact provenance." *provenance: 출처

※ 2번 뒤에 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전제지문의 요지를 파악하고 기억하여 답을 골랐다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 사용안함(1회 읽음) 거의 사용안함(부분적으로 1번 더 읽음) 보통 사용함(2회 읽음) 많이 사용함(3회 읽음) 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 사용안함(문제 먼저 읽음) 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함
11. 반복되고, 유의어를 통해 바깥 말라기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 사용안함 거의 사용안함 조금 사용함 많이 사용함 매우 적극적으로 사용함

3. 들어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

My family moved to a two-story house. One day, my husband and I discovered that when our kids were in a certain section of the basement, the sounds of their playing floated up through the heating vent into our room.

- (A) I was shocked. It hadn't occurred to me that they could overhear us just as well as we could overhear them, though this was obvious as soon as they mentioned it.
- (B) As I was reading on the couch near that vent, I was astonished by how clearly I could hear every word they were saying. For a few minutes, I listened intently. But then I felt sneaky.
- (C) So when they scrambled up the stairs, demanding lunch, I told them the secret. I thought they'd be surprised, but they weren't. They just shrugged their shoulders. "We know," they said. "We hear you and Daddy talking, too."

- ① (A) - (C) - (B) ② (B) - (A) - (C)
 ③ (B) - (C) - (A) ④ (C) - (A) - (B)
 ⑤ (C) - (B) - (A)

※ 3번 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 경도를 표시하십시오.

1. 신역지에서 오답률 제거하면서 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 보트는 이베가 나올 때 문맥을 통해 추측했다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentences)을 찾고, 전체지문의 요지를 파악하고 기억하여 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문계의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 전체지와 지문을 비교했다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문계를 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문계에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
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8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 버디에 버디에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ① 사용안함(1회 읽음) ② 거의 사용안함(부분적으로 1번 더 읽음) ③ 보통 사용함(2회 읽음)
 ④ 많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 파악한 뒤, 배경지식의 도움을 받아 답을 골랐다.
 ① 사용안함(문맥 먼저 읽음) ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함

4. 다음 글의 제목으로 가장 적절한 것은?

Some people work long hours even at very high levels of income. Have they got their priorities right? Most people would agree that at a low level of income, an increase in income is likely to improve your quality of life, even if it means longer working hours. At this level, even if you have to work longer in your factory, higher income is likely to bring a higher overall quality of life by improving your health through better food, heating, hygiene and healthcare and by reducing the physical demands of household work through more household appliances. However, above a certain level of income, the relative value of material consumption in relation to leisure time is diminished, so earning a higher income at the cost of working longer hours may reduce the quality of your life.

- ① Does Working More Always Pay?
- ② Happier People Work Harder
- ③ Equal Pay for Equal Work
- ④ Consume Less, Save More
- ⑤ How Does Income Affect Health?

※ 4번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
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3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
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 ①사용안함 ②거의 사용안함 ③조금 사용함 ④조금 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
11. 반복되고, 유의어를 통해 바깥 말라기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

5. Gregorio Dati에 관한 다음 글의 내용과 일치하는 것은?

Gregorio Dati was a successful merchant of Florence, who entered into many profitable partnerships dealing in wool, silk, and other merchandise. His career, however, especially early on, knew the vicissitudes characteristic of Renaissance business. For example, while he was en route to Spain as his enterprise's traveling partner, a role typical for young men, pirates robbed him of all his goods, including a consignment of pearls, and of his own clothes. His recovery from such losses followed in part from four successive marriages. Later in life, he was honored to serve a number of posts in the city government. Over the years he wrote a "diary," actually an occasional record in which he kept accounts of his commercial and family life. Men of his kind pioneered this form of writing about the public and private self.

- ① Florence 상인으로서 성공하여 부했다.
- ② Spain으로 가는 길에 자신의 옷을 제외한 모든 것을 약탈당했다.
- ③ 네 번의 잇따른 결혼으로 경제적 손실을 입었다.
- ④ 인생 후반에 시 장부에서 다수의 직책을 맡았다.
- ⑤ 자신의 가족생활을 매일 기록한 일기를 썼다.

* vicissitudes: 파란만장
 ** consignment: 위탁판매물

※ 5인 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정조사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제를 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

6. 다음 글의 빈칸에 들어갈 말로 가장 적절한 것은?

Some people tend to be late as a general rule, whether they are busy or not. To stop being late, all one has to do is change the motivation by deciding that in all circumstances being on time is going to have first priority over any other consideration. Presto! You will never have to run for a plane or miss an appointment again. As a lifelong latecomer, that is how I cured myself. Having made the decision that _____ was now of major importance, I found that answers came automatically to such questions as "Can I squeeze in one more errand before the dentist?" or "Do I have to leave for the airport now?" The answers are always no, and yes. Choosing to be on time will make your life enormously easier, and that of your family, friends, and colleagues as well.

- ① harmony ② precision ③ promptness
- ④ consistency ⑤ thriftiness

※ 6번 투해 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전치지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

7. 다음 글의 분위기로 가장 적절한 것은?

The wail of farm machinery had fallen silent, and in the space it left I could hear the low gossip of hens, the lower throat singing of turkeys, and the varied sounds of birds in the trees. Up on the green, green shoulder of hill rising to the west I could see a small group of cattle grazing, and, below them on a gentler slope, several dozen chickens wandering down to the meadow. Laid before me was, I realized, a scene of almost classical rural beauty—the meadows dotted with contented animals, the woods in the background, a twisting stream threading through it all—spoiled only by the fact that I couldn't just lie here on this springy meadow admiring it for the rest of the afternoon.

- ㉠ busy and noisy
- ㉡ urgent and thrilling
- ㉢ festive and joyful
- ㉣ gloomy and miserable
- ㉤ pastoral and peaceful

※ 7번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문단을 통해 추측했다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전지자문의 요지를 파악하고 기억하여 답을 골랐다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 골랐다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ㉠사용안함(1회 읽음) ㉡거의 사용안함(부분적으로 1번 더 읽음) ㉢보통 사용함(2회 읽음) ㉣많이 사용함(3회 읽음) ㉤매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 배경지식의 도움을 받아 답을 골랐다.
 ㉠사용안함(문제 먼저 읽음) ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ㉠사용안함 ㉡거의 사용안함 ㉢조금 사용함 ㉣많이 사용함 ㉤매우 적극적으로 사용함

8. 다음 글의 내용을 한 문장으로 요약하고자 한다. 밑줄 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

In one study, people were put one at a time in a pressure chamber and told that the pressure would slowly be increased to that of a sixty-foot dive. While inside the pressure chamber, the subject was asked to perform two simple visual tasks. One task was to respond to blinking lights in the center of the subject's visual field, and the other involved responding to blinking lights in his peripheral, or side vision. As expected, each of the subjects inside the pressure chamber showed all the usual signs of panic—racing pulse and elevated blood pressure. These symptoms affected performance in a very distinct way. Although the people in the pressure chamber performed just as well as control subjects in an ordinary room did on the central visual task, those in the pressure room were twice as likely to miss the lights in their peripheral vision.

This experiment showed that when the level of (A) got high, the range of vision became (B).

- | | |
|---------------|------------|
| (A) | (B) |
| ① anxiety | ① wider |
| ② anxiety | ② narrower |
| ③ curiosity | ③ wider |
| ④ curiosity | ④ narrower |
| ⑤ proficiency | ⑤ narrower |

※ 8번 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 경도를 표시하십시오.

1. 신역지에서 오답률 제거하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르면 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정답사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 배경지식의 도움을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

9. 다음 글의 밑줄 친 부분 중, 문맥상 남관의 쓰임이 적절하지 않은 것은?

Over the course of the past forty years, no country on earth has cut its alcohol consumption more than France. While consumption of beer and spirits has stayed basically steady in France, the per capita consumption of alcohol from wine ① fell from 20 liters in 1962 to about 8 in 2001. One reason for the dwindling wine consumption is the ② acceleration of the French meal. In 1978, the average French meal lasted 82 minutes. ③ Plenty of time for half a bottle, if not a whole bottle. Today, the average French meal has been slashed down to 38 minutes. Wine is a ④ victim of the disappearance of the leisurely meal. It is not the target of the change, but the decline in wine consumption is a ⑤ cause of the emergence of the faster, more modern, on-the-go lifestyle.

* spirits: 독한 술

※ 9번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전제지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(문제 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

10. 다음 글의 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것은?

There are situations in which the differences between experts and the public reflect a genuine conflict of values. (A) _____, experts often measure risks by the number of lives lost, while the public tends to draw finer distinctions between "good deaths" and "bad deaths," or between random accidental fatalities and deaths that occur in the course of voluntary activities such as skiing. These legitimate distinctions are often ignored in statistics that merely count cases. The public may have a richer conception of risks than the experts do. (B) _____, the view cannot be maintained that experts' opinions should be accepted without question when they conflict with the opinions of other citizens. When experts and the public disagree on their priorities, each side must respect the insights and intelligence of the other.

- (A)
- ① For example
 - ② For example
 - ③ For example
 - ④ However
 - ⑤ However
- (B)
- ① Consequently
 - ② In contrast
 - ③ In addition
 - ④ In addition
 - ⑤ Consequently

* 10번 독해 문항을 풀면서 문항마다 자신이 사용한 전략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전치지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제를 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
11. 반복되고, 유의어를 통해 바깥 말라기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

APPENDIX 2. Post Reading Strategy Checklist

Post Reading Comprehension Test (학기말 영어 특혜 평가)

3학년 ____반 ____원 상명 _____

Time limit for 1 Question : 1 min 30 sec
 맞은 개수 : / 10

1. 다음 글의 목적으로 가장 적절한 것은?

As a hard-working and loyal employee of the ABC Company for the past seven years, I, Madeline Knox, wish to offer a rebuttal to the Satisfactory rating I received on my most recent quarterly performance evaluation, and I wish to appeal the rating. When I worked in District #3 for the company prior to my reassignment to District #2 six months ago, my managerial and customer service skills were always rated Excellent. They have not changed. I can only guess that a lack of the proper amount of time needed to observe my skills and abilities was probably the main factor in my receiving a lower evaluation than I deserve from my current supervisor and store manager. I certainly am not criticizing my store manager or anyone else personally. I simply want to set the record straight so that my loyal and faithful service to the company can continue. *rebuttal 반박, 반증

- ① 업무평가 제도 폐지를 건의하려고
- ② 새로운 업무 배치에 대해 항의하려고
- ③ 업무 환경 개선 방침에 대해 호소하려고
- ④ 본인의 새 업무에 책임자임을 피력하려고
- ⑤ 업무평가 등급을 변경해 줄 것을 요청하려고

* 1번 뒤에 문항을 풀면서 문항마다 자신이 사용한 전략의 정도를 표시하십시오.

1. 선행지에서 오답을 제거하면서 답을 찾았다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전지거문의 요지를 파악하고 기억하여 답을 골랐다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 썼었다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 전지거문의 지문을 비교했다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
6. 접두사 등 글의 논리적 연결어는 통해 글의 구조(인과, 비교대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머리에 들어오지 않아, 의미 파악을 위해 2회 이상 읽었다.
 - ① 사용안함(1회 읽음) ② 거의 사용안함(2회 이상 읽음) ③ 보통 사용함(2회 읽음) ④ 많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 - ① 사용안함(문제 먼저 읽음) ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함(지문 먼저 읽음)
11. 반복되고, 유의어를 통해 마케 밑줄기(parenphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 - ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함

2. 밑줄 친 부분이 가리키는 대상이 나머지 넷과 다른 것은?

Organic farmers grow crops that are no less plagued by pests than those of conventional farmers. It is true that they are far more likely than conventional farmers to practice environmentally beneficial forms of biological control, and that ①they are also more likely to sensibly diversify their crops to reduce infestation. However, organic farmers have no choice but to rely on chemicals as necessary supplements to ②their operations. With pests often consuming up to 40 percent of the crops grown in the United States, ③they do so as a matter of course. ④They might refer to these substances as "botanical extracts" or "biorationals." But according to Ned Groth, a senior scientist at Consumers Union, these toxins "are not necessarily less worrisome because ⑤they are natural."

"infestation" 질병, 만연 **biorational 생물학적 합리 살충제 (식물에는 무해하고 해충만 죽이는 살충제)

※ 2번 뒤에 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(언파, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

3. 들어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

To produce the distinctive sounds of laughter, we make use of a number of muscles that control our breathing and vocal apparatus. The normal human breathing cycle consists of inspiration, inspiration pause, expiration, and expiration pause.

- (A) This is followed by a sustained sequence of repeated, rapid, and shallow expirations, which, when accompanied by phonation, produce the "ha-ha-ha" of laughter. By the end of this expiratory laugh bout, the lungs reach the air volume remaining in the lungs after maximal expiration.
- (B) Regardless of where the person happens to be in this cycle, laughter typically begins with an initial forced exhalation, which brings the lung volume down to around functional residual capacity (i.e., the volume that remains after a normal expiration).
- (C) Thus, laughter typically occurs at a low lung volume, forcing out more air from the lungs than occurs during normal breathing. Following a laughter bout, a quick inhalation occurs, filling the lungs once again to normal capacity. Another laughter bout may then follow. *laugh bout 웃음 환파량

- ① (A)-(C)-(B) ② (B)-(A)-(C) ③ (B)-(C)-(A)
 ④ (C)-(A)-(B) ⑤ (C)-(B)-(A)

※ 3번 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 경도를 표시하십시오.

1. 신역지에서 오답률 제거하면서 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 보트는 이렇
 가 나올 때 문맥을 통해 추측했다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전체지문의 요지를 파악하고 기억하여 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문계의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 전역지와 지문을 비교했다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 문구들의 논리적 연결어를 통해 글의 구조(인과, 비교대조, 예시, 서사, 문제해결)를
 파악했고 문계를 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 버디에 버디에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ① 사용안함(1회 읽음) ② 거의 사용안함(부분적으로 1번 더 읽음) ③ 보통 사용함(2회 읽음)
 ④ 많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 살펴본 뒤, 배경지식의 도움을 받아 답을 골랐다.
 ① 사용안함(문제를 먼저 읽음) ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답
 을 골랐다.
 ① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함

4. 다음 글의 주제문 가장 적절한 것은?

Since the days when fairy tales were first told, people have been looking for a way to spin straw into gold. Unfortunately, this impulse remains alive in some of today's fundraising activities. Don't allow your charitable organization to be trapped into this kind of fairy-tale thinking. Until your organization understands that its success will depend, in large part, on your fundraising efforts, you'll be spinning your wheels rather than spinning gold. Investing in fundraising should never mean investing only in activities that will produce immediate results. A successful fundraising program must budget for the future, with plans for such things as donor recruitment, relationship cultivation, and fund management. These activities may not yield the immediate payback, but they will provide a solid foundation for the rest of your fundraising structure.

- ① the general purposes of a fundraising organization
- ② the process of establishing a fundraising foundation
- ③ the advantages and disadvantages of investing in gold
- ④ the need for long-term planning in fundraising activities
- ⑤ the opportunities to support local charitable organization

※ 4번 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바깥 말라기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

5. Bearded seals에 관한 다음 문의 내용과 일치하지 않는 것은?

Bearded seals are a pack ice species. Generally, they are found in ice-filled waters throughout the year. They are known to come ashore to rest, particularly at the time of peak molting in midsummer. Bearded seals are not deep divers; they feed in shallow, often coastal, areas and hence normally are not required to dive to depths more than 100 m. Pups dive to much greater depths up to 450 m during their first year, but older, experienced animals remain in shallow water where most of their benthic prey resides. Most dives are less than 10 minutes in duration, although they can dive for up to 20-25 minutes. Bearded seals eat a wide variety of different types of prey, but they are predominantly benthic feeders, eating clams, shrimps, crabs, squid, fishes, and a variety of other small prey that they find near, on, or in the ocean floor. They can search soft-bottom sediment using their whiskers to find hidden prey that they get at using a combination of water jetting and suction.

* molting 털갈이 **benthic 해저의

- ① 얼음이 떠다니는 바다에서 발견된다.
- ② 한여름 털갈이 시기에 해안가로 올라온다.
- ③ 새끼들은 첫 해 동안 450미터 깊이까지 잠수한다.
- ④ 장수포를 지속할 수 있는 최장 시간은 10분 미만이다.
- ⑤ 수염을 사용하여 부드러운 바닷물의 퇴적물을 뒤진다.

※ 5번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 경도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르면 어가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정답사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제를 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

6. 다음 글의 빈칸에 들어갈 말로 가장 적절한 것은?

Unlike science, technology did not have to wait on the specific discoveries, concepts, and mathematical equations of the past five hundred years. Indeed, that is precisely why in many respects the China of 1500 seemed more advanced than its European or Middle Eastern counterparts. One can fashion perfectly functional (even exquisite) clocks, gunpowder, compasses, or medical treatments even in the absence of convincing scientific theories or well-controlled experiments. Once science has taken off, however, _____ it is barely conceivable that we could have nuclear power plants, supersonic airplanes, computers, or a medley of effective medical and surgical interventions in the absence of the sciences of our epoch. Those societies that lack science must either remain deprived of technological innovations or simply copy them from societies that have developed them.

- ① it is backed up by technology
- ② it has its own path of evolution
- ③ it becomes politically motivated
- ④ its link to technology becomes much tighter
- ⑤ competition among countries becomes fiercer

※ 6번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 빈칸에서 오답을 제거하면서 답을 골랐다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전지문의 요지를 파악하고 기억하고 답을 골랐다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 - ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 핵심지식의 도음을 받아 답을 골랐다.
 - ①사용안함(문제를 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(여문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(paraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 - ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

7. 다음 문에 드러난 Lucky의 심정으로 가장 적절한 것은?

Today's science class was special for Lucky. Ms. McBeam read a thin book to the fifth grade about Charles Darwin, the scientist Lucky most admired. The totally amazing thing about Charles Darwin was how much he and Lucky were alike. For instance, in the book there was a part where Charles Darwin found two interesting beetles. To capture them, all he had was his hands, so he popped it into his mouth! That was exactly found a third interesting beetle, so he popped it into his mouth! That was exactly something Lucky would do. Then Ms. McBeam showed pictures of polar bears in the snow and explained that Charles Darwin figured out that animals survive by adapting to their environment. At that exact moment, Lucky realized, finally and surprisingly, why her hair and eyes and skin were all sandy-colored! Charles Darwin had a very good point. She, Lucky, was perfectly adapted to her environment, the northern Mojave Desert.

- ① afraid
- ② determined
- ③ excited
- ④ gloomy
- ⑤ liberated

※ 7번 문제 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전치지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 문의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

8. 다음 글의 내용을 한 문장으로 요약하고자 한다. 밑줄 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

William Ellsworth Hoy, also known as "Dummy" Hoy, was the first deaf baseball player to make the major leagues. On June 19, 1889, as a center fielder with the Washington Senators, Hoy set a major-league record by throwing out three base runners at home plate in one game. However, he is more famous for another moving story. Because of his deafness, he couldn't understand whether the delivery just pitched was a strike or a ball. To help "Dummy" Hoy overcome his disadvantage, his coaches and teammates developed an advanced system of hand gestures. Soon, umpires agreed to make exaggerated gestures to be sure that Hoy knew their calls. Although not recognized in baseball's Hall of Fame, his legacy has been a major part of each and every baseball game played to this day.
*throw out (타자-주자를) 송구하여 아웃시키다

The (A) _____ in baseball were introduced to help a (B) _____ player named William Ellsworth Hoy.

- | | |
|--------------------|----------|
| (A) | (B) |
| ① modern rules | wounded |
| ② modern rules | disabled |
| ③ great awards | retired |
| ④ physical signals | retired |
| ⑤ physical signals | disabled |

※ 8면 특별 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

- 선택지에서 오답을 제거하면서 답을 골랐다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 전략적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 지문에서 주제문(key sentence)을 찾고, 주제문의 요지를 파악하고 기억하여 답을 골랐다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 정속사 등 글의 논리적 연결어는 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 지문의 내용이 머릿에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
① 사용안함(1회 읽음) ② 거의 사용안함(부분적으로 1번 더 읽음) ③ 보통 사용함(2회 읽음) ④ 많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
- 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
① 사용안함(문제 먼저 읽음) ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함
- 반복되고, 유의어를 통해 바꿔 바꿔 읽기(geraphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
① 사용안함 ② 거의 사용안함 ③ 조금 사용함 ④ 많이 사용함 ⑤ 매우 적극적으로 사용함

9. 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

There are two ①distinct reactions to failure, which we call the helpless and mastery-oriented patterns. Martin Seligman and Steven Maier first identified helpless responses in animals. In their research, some animals ②failed to leave a painful situation because they believed, erroneously, that the circumstances were beyond their control. They used the term "helpless" to describe some students' view of failure — the view that once failure occurs, the situation is ③under their control and nothing can be done. They later extended the helpless response to include all the reactions these students show when they meet failure: plunging expectations, ④negative emotions, lower persistence, and deteriorating performance. On the other hand, we can use the term "mastery-oriented" to refer to the ⑤strong response to failure because here students remain focused on achieving mastery in spite of their present difficulties.

※ 9번 뒤에 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정속사 등 글의 논리적 연결어를 통해 글의 구조(인과, 비교/대조, 예시, 서사, 문제해결)를 파악하고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 느낌을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 머리에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
 ①사용안함(1회 읽음) ②거의 사용안함(부분적으로 1번 더 읽음) ③보통 사용함(2회 읽음) ④많이 사용함(3회 읽음) ⑤ 매우 적극적으로 사용함(4회 이상 읽음)
10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(어문 먼저 읽음)
11. 반복되고, 유의어를 통해 바깥 말라기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

10. 다음 글의 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것은?

People tend to generate counterfactual thoughts when they have experienced negative outcomes. When such an outcome is preceded by unusual events, people are especially likely to undo the event mentally through counterfactual reasoning. (A) _____, if you have done badly on a test and the reason you failed to study was that you had to take your roommate to the hospital, you might be more likely to think "if only" than if you simply ran out of time. When constructing their "if only" thoughts, people typically do not introduce unlikely antecedent events, called "uphill changes." Thus, for example, in thinking through how you might have studied more, the idea that the day could have been extended by 10 additional hours is not likely to occur to you. (B) _____, you might think, "if only I had studied earlier" or "if only I hadn't had to take my roommate to the hospital." These changes are termed "downhill changes" because they delete unlikely antecedent events. *counterfactual thought 이미 일어난 일에 대한 반대적 가정

- (A) ① Similarly
 ② In contrast
 ③ For example
 ④ In contrast
 ⑤ For example
- (B) ① Moreover
 ② Therefore
 ③ On the other hand
 ④ On the other hand
 ⑤ Moreover

※ 10번 독해 문항을 풀면서 문항마다 자신이 사용한 책략의 정도를 표시하십시오.

1. 신역지에서 오답률 계기하면서 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
2. 전체적으로 지문을 훑어보고, 중심 단어(key word)를 확인하여 답을 골랐고, 모르는 어휘가 나올 때 문맥을 통해 추측했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
3. 지문에서 주제문(key sentence)을 찾고, 전자지문의 요지를 파악하고 기억하여 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
4. 문제의 답을 찾을 수 없어서 추측하여(guess) 적었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
5. 첫 문장을 통해서 내용을 대충 파악하고, 문제를 읽고 나서 선택지와 지문을 비교했다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
6. 정답사 등 글의 논리적 연결어를 통해 글의 구조(언파, 비교/대조, 예시, 서사, 문제해결)를 파악했고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
7. 문제에서 요구하는 부분을 지문에서 찾아내어 그 부분만 읽고 문제를 풀었다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
8. 시간 제약으로 지문을 훑어보고, 글의 전체적인 그림을 통해 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함
9. 지문의 내용이 머릿에 들어오지 않아 의미 파악을 위해 2회 이상 읽었다.
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10. 문제를 읽기 전에 지문의 내용을 꼼꼼히 읽은 후, 해당지식의 도음을 받아 답을 골랐다.
 ①사용안함(문제 먼저 읽음) ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함(문제 먼저 읽음)
11. 반복되고, 유의어를 통해 바꿔 말하기(garaphrase)가 된 부분을 중심으로 문제를 읽고 답을 골랐다.
 ①사용안함 ②거의 사용안함 ③조금 사용함 ④많이 사용함 ⑤ 매우 적극적으로 사용함

APPENDIX 3. Pre Think-aloud Questions

Pre Think-aloud Questions~!

3학년 ()반 ()번 이름:

* 다음 문항들을 읽고, 풀면서 머릿속에 생각나는 모든 것들을 자연스럽게 말하면서 녹음해 주세요.

1번. 다음 글의 주제로 가장 적절한 것은?

What we think about, and how we think, can never be completely determined by any single source of information.

Still, sheer repetition of ideological themes sends ideas deep into individual and collective consciousness.

Commercial advertisers, for instance, depend on such repetition.

One of the primary objectives of the advertising business is to determine the optimum frequency of message repetition so as not to waste money while achieving the maximum persuasive impact.

Teachers, parents, and others with motives that are quite different from advertisers' also depend on repetition of key information to achieve their goals.

Producers of the famous American children's television show Sesame Street, for instance, use constant repetition to teach the alphabet and other basic lessons.

The idea is to saturate your human subjects —potential consumers, students, children, whomever — with information you want them to retain.

- ① the role of repetition in controlling the human mind
- ② complexity of information technology in modern society
- ③ critical elements of TV commercial advertising
- ④ different sales approaches to different target groups
- ⑤ impact of information sources on the decision making process

2번. 다음 글의 빈칸에 들어갈 말로 가장 적절한 것은?

The reluctance of the Chinese to perform surgery is completely understandable in light of their views about harmony and relationships.

Health was dependent on the balance of forces in the body and the relationships between its parts.

And there were, and are for many East Asians today, relationships between every part of the body and almost every other part.

To get a feel for this _____, look at a modern acupuncturist's view of the relations between the surface of the ear and the epidermis and skeleton.

An equally complex network describes the relations between the ear and each of the internal organs.

The notion that the removal of a malfunctioning or diseased part of the body could be beneficial, without attending to its relations to other parts of the body, would have been too simple-minded for the Chinese to contemplate.

- ① huge power shift
- ② emphasis on people's spirits
- ③ vast web of interconnections
- ④ harmony with nature and food
- ⑤ simplification of medical care

3번. 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

Introduction of new equipment into the home necessarily changes the living space and how it is used.

So when a family brings home its first TV set, the domestic space and its meanings change.

When my parents bought their first TV set in the early 1950s in the United States, for example, they placed it at the end of the rectangular living room in the front part of the house.

But from the point of view of my parents, the television became an unwanted intrusion on family life within a few years.

My mother insisted that we add a small room to the house especially for TV viewing — the "TV room."

Placing the TV set out of the way restored the living room to its original purpose — for reading and relaxing without distraction, and as a setting to entertain guests.

When you bring new equipment into the house, it may change the original _____ (A) _____ of the place where it is set in as well as _____ (B) _____.

- (A)
- ① function
 - ② image
 - ③ function
 - ④ image
 - ⑤ design
- (B)
- ① family life
 - ② home economics
 - ③ power dynamics
 - ④ family life
 - ⑤ home economics

4번. 다음 글에 드러난 'I'의 심경으로 가장 적절한 것은?

Today I participated in community service work in a garden area.

What was great to see there was that most of the students barely took 20 minutes to finish their lunch.

After lunch the mowing students divided up their areas for the rest of the day, and the shrubby students decided to finish another area towards the back of the garden.

The students in charge of the vegetables got right back to work, and I found myself starting weeding again with the girls.

We planted about 30 smaller flowers together and felt really good when we looked at the work from a distance.

The hard work I put in the five hours was there, and I felt elated.

I had no idea that I was in for such a meaningful experience through gardening.

I realized that when people work hard together for a common goal, great work is accomplished.

- ① proud and satisfied
- ② calm and relieved
- ③ worried and concerned
- ④ ashamed and humiliated
- ⑤ frustrated and disappointed

5번. 밑줄 친 부분이 가리키는 대상이 나머지 셋과 다른 것은?

I know a healthy, happy, beautiful baby who has never slept the average sixteen hours that babies are supposed to need.

①She is now between three and four years of age, and has never gone to sleep before nine or half past nine at night.

Her mother regularly put the baby to bed at seven o'clock.

②She practiced all the usual devices for enticing a baby to sleep. Sometimes she was left alone, sometimes she had gentle lullabies sung to her.

But this particular baby played and enjoyed herself until between nine and nine-thirty, when she quietly dropped off to sleep.

③She awoke as early as the average baby wakes, happy and refreshed, and her mother finally learned that there is no sleeping rule without exceptions, whether applied to infants or adults.

6번. 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

Over the course of the past forty years, no country on earth has cut its alcohol consumption more than France.

While consumption of beer and spirits has stayed basically steady in France, the per capita consumption of alcohol from wine fell from 20 liters in 1962 to about 8 in 2001.

One reason for the dwindling wine consumption is the acceleration of the French meal.

In 1978, the average French meal lasted 82 minutes. Plenty of time for half a bottle, if not a whole bottle.

Today, the average French meal has been slashed down to 38 minutes. Wine is a victim of the disappearance of the leisurely meal.

It is not the target of the change, but the decline in wine consumption is a cause of the emergence of the faster, more modern, on-the-go lifestyle.
* spirits: 푸안 술

*** 정말 수고 많았습니다. 감사합니다.

APPENDIX 4. Post Think-aloud Questions

Post Think-aloud Questions~!

※ 다음 문항들을 읽고, 풀면서 머릿속에 생각나는 모든 것들을 자연스럽게
말하면서 녹음해 주세요.

3학년 ()반 ()번 이름:

1번. 다음 글의 주제로 가장 적절한 것은?

In most Western cultures, messages usually concern ideas presented in a logical, linear sequence.

The speaker tries to say what is meant through precise wording, and the content of the language is more objective than personal along the continuum of personal and objective messages.

This communication style is termed low-context because the actual words are more important than who is receiving the message, how the words are said, or the nonverbal actions that accompany them.

On the other hand, in cultures with a high-context communication style, most of the meaning of a message is found in the context, not in the words.

In fact, the wording used may be vague or incomplete. The content of the language is more personal than objective, dependent on the relationship between speaker and listener. Attitudes and feelings are more important in the conversation than thoughts.

- ① the influence of language on culture
- ② the power of using positive language
- ③ importance of mutual communication skills
- ④ differences in communication by social contexts
- ⑤ successful nonverbal communication in Western culture

2번. 다음 글의 빈칸에 들어갈 말로 가장 적절한 것은?

Most experts consider allergies to be abnormal immune reactions to harmless substances such as pollen or peanuts.

A handful of researchers, however, now propose a fundamentally different theory of allergies.

In a paper published in Nature, Medzhitov and his colleagues argue that allergies came about to protect us from potentially toxic substances in the environment or in food. In other words, they _____

"How do you defend against something you inhale that you don't want? You make mucus. You get a runny nose, you sneeze, or you cough.

Or if it's on your skin, by inducing itching, you avoid it or you try to remove it by scratching it," Medzhitov explains.

Likewise, if you ingest something allergenic, your body might react with vomiting.

*mucus (코 등에서 나오는) 점액

- ① have evolved for a reason
- ② are the result of inheritance
- ③ tend to recur upon reexposure
- ④ can be severe and life-threatening
- ⑤ can't be controlled with medicines

3번. 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

By the 1850s England was losing its predominance and beginning to be overtaken as an industrial economy, first by the United States and then by Germany.

It is generally accepted that neither economics nor technology was the major reason. The main cause was social. Economically and financially, England remained the great power until the World War I.

Technologically it held its own throughout the nineteenth century. Synthetic dyestuffs, the first products of the modern chemical industry, were invented in England, and so was the steam turbine.

But England did not accept the technologist socially. He never became a gentleman. The English built first-rate engineering schools in India but almost none at home.

No other country so honored the scientist as Britain and, indeed, Britain retained leadership in physics throughout the nineteenth century. But the technologist remained a tradesman.

*synthetic dyestuffs 합성 염료

England was (A) _____ in an industrial economy by the United States and Germany because the technologist remained a social (B) _____.

- (A) (B)
- ① followed inferior
 - ② followed leader
 - ③ surpassed inferior
 - ④ surpassed leader
 - ⑤ surpassed example

4번. 다음 글에 드러난 1의 심경으로 가장 적절한 것은?

I staggered to my feet again. The candle had fallen from my hand, and was lost in the stream, but I had two others in my pocket.

I got one of them ready, and drew out my box of matches to light it. Only then did I realize my position.

The box had been soaked in my fall into the river. It was impossible to strike the matches. A cold hand seemed to close round my heart as I realized my position.

The darkness was opaque and horrible. I put my hands up to my face as if to press off something solid.

I stood still, and by an effort I steadied myself. I tried to reconstruct in my mind a map of the floor of the cavern as I had last seen it.

Alas! The bearings which had impressed themselves upon my mind were high on the wall, and not to be found by touch.

*bearing 위치, 방향

- ① relaxed
- ② grateful
- ③ ashamed
- ④ confident
- ⑤ desperate

5번. 밑줄친 she[She]가 가리키는 대상이 나머지 셋과 다른 것은?

At first, Halina found the thought of war rather exciting, and at night,

①she dreamed of herself as a Polish heroine, vanquishing the enemy and carrying out great deeds of bravery. However, as August wore on, her parents started looking more and more serious.

②She started listening to the radio with them, and began to realize that her happy fantasies did not bear much relation to reality.

At the end of August, her father was called to his company, and from her mother's sad expression, ③she knew it was not a social visit. "What is going on, Mama?" ④she asked.

Eugenia, Halina's mother, smiled at her, and after looking around to see, she said, "He thinks there will be a war between Germany and Poland."

⑤She stood up, her face paling as she did, "Oh, Halina, if there is a war, he will have to leave us to go and lead his company. He will have to go." She sat down again, with tears in her eyes.

*vanquish (전쟁에서) 완파하다

6. 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것을 고르시오.

People may ①misrepresent themselves to interviewers when asked for their opinions or questioned about the products they use.

Because of this potential source of distortion, some consumer psychologists believe that it is not ②fruitful to ask persons directly for their reactions or attitudes.

They contend that the direct question being asked may not ③correspond to what the respondents actually heard.

For example, by asking what brand of beverage a person drinks, we are, in effect, asking what kind of person he or she is. The respondent may not feel that consumer researchers are asking merely about beverage ④preference.

Rather, they are really asking: "Do you drink the cheap stuff or the expensive, high-status, snob-appeal brand?" Critics of the survey method say that we cannot uncover true human motivations and feelings by asking direct questions that allow the respondents to ⑤reveal their feelings.

*정말 감사합니다. 수고 많으셨습니다.

APPENDIX 5. Pre Reading Comprehension Test

1. 다음 글의 주제로 가장 적절한 것은? [3.2점]

Every time we approach a problem, we bring to bear assumptions that limit our ability to conceive fresh solutions, but brilliant thinkers are always aware of the assumptions and are always happy to confront them. There is a story told about a northern pike. A pike was put into an aquarium, which had a glass screen dividing it. In the other half from the pike there were many small fish. The pike tried repeatedly to eat the fish but each time hit the glass screen. The screen was eventually removed, but the pike did not attack the little fish. It had learned that trying to eat the little fish was useless and painful, so it stopped trying. We often suffer from this 'pike syndrome,' in which early experience conditions us into wrong assumptions about similar but different situations.

- ① Ignorance is bliss.
- ② Speak of the devil.
- ③ Once bitten, twice shy.
- ④ A big fish in a small pond.
- ⑤ Experience makes even fools wise.

2. 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은? [3.2점]

Now, the Internet makes available instant information on truck capabilities and potential loads.

Long-distance trucking, which is the transport of goods between metro areas, has benefited from the improved matching that follows lower search costs. (①) A truck that has delivered its load needs to find another load for its journey back to home base, rather than return empty. (②) This used to mean the trucker or the dispatching office had to make a lot of telephone calls. (③) Entrepreneurs have set up password-access websites to provide the information, to which truckers and companies with goods to ship can subscribe for a monthly fee. (④) Trucks now rarely have to return home with an empty trailer. (⑤) Productivity gains of twenty percent or more have been reported.

3. 다음 글에서 필자가 주장하는 바로 가장 적절한 것은? [3.6점]

Because of the uneven distribution of health care, doctors, and medicines around the world, many preventable and curable diseases go untreated. When the average life expectancy in countries is in the 30s, we know that medical help is not available for common medical problems. For example, dehydration from diarrhea caused by water-borne diseases such as cholera, blindness caused by vitamin A deficiency, malaria caused by infected mosquitoes, and other preventable diseases are unnecessary afflictions in today's world. Yet many nations in the Global South have few physicians per capita. For instance, in Malawi, there is one doctor for every 100,000 people, in Ethiopia and Niger, three doctors for every 100,000 citizens, and in Mali, four doctors per 100,000 citizens. The few doctors in these countries are located mostly in urban areas.

- ① Communicable diseases are a growing burden on rich and poor countries alike.
- ② Making inroads against afflictions requires an unprecedented degree of global cooperation.
- ③ The expertise of the global health community has dramatically increased access to quality care and medicines.
- ④ Fighting disease in developing countries where infrastructure to deliver treatments is often lacking, still poses challenges.
- ⑤ Dealing with diseases that disproportionately affect the poorer regions of the world is key to addressing global environmental changes.

[4~5] 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

4. [3.3점]

The use of *heroine* and *executrix* as referring to a hero or executor who is female ① illustrates what Douglas Hofstadter calls "the slippery slope" of meaning. In his book *Metamagical Themas*, Hofstadter shows ② diagrammatically how the slippery slope works. A triangle represents the idea of, let's say, a heroic person. At one base angle of this triangle is the word *heroine*, representing the female heroic person. At the other base angle is the word *hero*, representing the male heroic person. And at the apex is the generic word, again *hero*, ③ excluding both. But because the *hero* at the apex and the *hero* at one base angle are ④ identical in name, their separate meanings slip back and forth along one side of the triangle, the slippery slope. The meanings blend and absorb each other. They bond together on the slope. And *heroine*, at the other base angle, remains ⑤ outside that bond.

5. [3.4점]
Residential locations show social ①status. As in a house the working parts lie concealed in the basement, so in a city the industrial and commercial base hugs the water's edge; and private homes rise in prestige with ②altitude. The rich and powerful not only own more real estate than the less privileged, they also command more ③visual space. Their position is made evident to outsiders by the superior location of their ④dwellings; and from their residence the rich are reassured of their position in life each time they look out the window and see the world at their feet. Again, there are ⑤illustrations around the world. A well-known one is Rio de Janeiro, where luxury high-rise buildings seek the convenience and attraction of the beach while the huts of the poor cling to the steep slopes of the hills.

[6~7] 다음 글의 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것을 고르시오.

6. [3.3점]
People are sometimes resistant to the idea of introducing rituals because they believe that ritualistic behavior may detract from spontaneity or creativity — especially when it comes to interpersonal rituals such as a regular date with one's spouse, or artistic rituals such as painting. ____ (A) ____, if we do not ritualize activities — whether working out in the gym, spending time with our family, or reading for pleasure — we often don't get to them, and rather than being spontaneous, we become reactive (to others' demands on our time and energy). In an overall structured, ritualized life, we certainly don't need to have each hour of the day accounted for and can thus leave time for spontaneous behavior; more importantly, we can integrate spontaneity into a ritual, as, ____ (B) ____, deciding spontaneously where we go on the ritualized date. The most creative individuals have rituals that they follow. Paradoxically, the routine frees them up to be creative and spontaneous.

*spontaneity 즉흥적임

- | (A) | | (B) |
|------------|-------|-------------|
| ① Thus | ..... | in short |
| ② Thus | ..... | otherwise |
| ③ Likewise | ..... | for example |
| ④ However | ..... | otherwise |
| ⑤ However | ..... | for example |

7. [3.4점]
As a form of mobility, travel is an integral component of the human experience. There are a number of different conceptions of travel used in the leisure and recreation fields, with the concept changing over time. Since 1990, the concept of travel has become increasingly important in sociology and human geography. Different levels of mobility have led to distinct cultures of travel consumption. It is also recognized that, because of communication technology, it is possible to have access to different cultures and landscapes without requiring physical mobility. ____ (A) ____, virtual mobility and travel is growing in importance both as a form of recreational activity and as a means of promotion by places seeking to attract visitors. ____ (B) ____, the consumption of travel services cannot be separated from the social and economic relations in which they are embedded.

- | (A) | | (B) |
|----------------|-------|--------------|
| ① Rather | ..... | Still |
| ② Consequently | ..... | Briefly |
| ③ Similarly | ..... | Additionally |
| ④ Instead | ..... | Besides |
| ⑤ Subsequently | ..... | Accordingly |

8. 다음 글의 요지로 가장 적절한 것은? [3.6점]

Wood is a material that is widely acknowledged to be environmentally friendly. It has been welcome as an alternative material for a long time in building houses instead of cement or bricks. However, it is not always easy to evaluate the relative merits of one particular material such as wood over another. Many species of tree are now endangered, including mahogany and teak, and deforestation, particularly in tropical rainforests, has had a severe impact both on local communities and on indigenous plants and wildlife. Where wood is harvested, then transported halfway across the globe, the associated energy costs are high, causing a negative impact on the environment. What is more, where wood is treated with chemicals to improve fire- and pest-resistance, its healthful properties are compromised.

- ① It appears that most of tropical timber is being harvested like a non-renewable resource.
- ② There are considerable advantages of wood-based building materials that are not all directly quantifiable.
- ③ Modification of wood with environmentally friendly chemicals to improve decay resistance can be used.
- ④ Wood-based building materials are easily disposed of or recycled, and are derived from a renewable resource.
- ⑤ Unclear are the advantages that wood building materials have over steel and concrete within the context of environmental performance.

[9~11] 다음 글의 빈칸에 들어갈 말로 가장 적절한 것을 고르시오.

9. [3.5점]

Some people become angry or start a fight in order to create distance between themselves and another person. Let's say you and your partner have been spending a great deal of time together. You are beginning to feel a bit bothered and pressured. Instead of admitting this to yourself and explaining to your partner that you need a little space, you start a fight or get angry with him for some small thing he has done. That way you feel justified in walking out. When he calls later, you tell him you think it is better if you take a few days off from seeing each other since you are not getting along. In reality, you wanted to _____ .

- ① be left alone ② regulate your emotions
- ③ attract his attention ④ be drawn closer to him
- ⑤ maintain your reputation

10. [3.5점]

Free competition, which was the watchword of nineteenth-century liberalism, had undoubtedly much to be said in its favour. It increased the wealth of the nations, and it accelerated the transition from handicrafts to machine industry; it tended to remove artificial injustices and realised Napoleon's ideal of opening careers to talent. It left, however, one great injustice uncorrected — the injustice _____. In a world of free competition the man whom Nature has made energetic and astute grows rich, while the man whose merits are of a less competitive kind remains poor. The result is that the gentle and contemplative types remain without power, and that those who acquire power believe that their success is due to their virtues. The underdog remains, therefore, without any champions possessing the kind of ability that leads to success.

- ① due to unfair institutional basis
- ② owing to unequal moral criteria
- ③ thanks to strong ethical prejudice
- ④ on account of equitable opportunity
- ⑤ resulted from uneven natural capacity

11. [3.5점]

We live in a world of visual stimuli, and television news with its ever present background visuals has transformed the ways we see political leaders. Roger Masters introduced the term *visual quotes* to describe the video clips or photographs that serve as background to television stories about political leaders. When viewers "watch" a TV newscast about a political leader, their attention is drawn more to the visual images than to what is being said. Many news watchers assume that brief video segments are merely background to the real story, but in truth they _____. In earlier times, citizens learned their political news through exposure to pamphlets and newspapers. Information previously arrived by words; now it comes via pixels.

*pixel 픽셀, 화소(畫素)

- ① influence people to watch TV programs more often
- ② connect people's background knowledge to the content
- ③ help to generate public opinion against the government
- ④ have great influence on people's consciousness and memory
- ⑤ play a secondary role in expanding people's political participation

12. 다음 (A)~(E) 중 어법상 틀린 것끼리 묶인 것은? [3.6점]

Perhaps some will say that animals have some inherent value, only less than we have. However, attempts to defend this view can (A)be shown to lack rational justification. What could be the basis of (B)our having more inherent value than animals? Their lack of reason, or autonomy, or intellect? Only if we are willing to make the same judgment in the case of humans (C)which are similarly deficient. But it is not true that such humans — the retarded child, for example, or the mentally handicapped — have less inherent value than you or I. Neither, then, (D)we can rationally sustain the view that animals like them in being the experiencing subjects of a life have less inherent value. All who have inherent value have it (E)equally, whether they be human animals or not.

- ① (A)-(C) ② (A)-(D) ③ (B)-(E)
- ④ (C)-(D) ⑤ (C)-(E)

13. 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? [3.7점]

Amy, the student who was skeptical about the benefits of sitting closer to the front of class, ①deciding to try it once or twice. To her own surprise, she found that she did not get bored during class. She reported having thought to herself, "Well, if I'm this close I may as well take notes," which she ②had done only occasionally before. When she could not get a few important points, she found that the fellow second-rowers on both ③sides of her had, and both did not hesitate to help her fill the gaps in her own notes. After two weeks of trying the second row, she was asking a question in class, ④surprised by herself. While still feeling somewhat uncertain about how much devoted she was to ⑤being a student, she felt she could not go wrong by continuing to sit toward the front.

[14~15] 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A)와 (B)에 들어갈 말로 가장 적절한 것을 고르시오.

14. [3.7점]

Many people lack a clear image of their bodies, and do not take very good care of themselves. You'd think people would have a fairly accurate picture of their own bodies. After all, who is more familiar with our bodies than ourselves? Each day, we spend an unaccountable amount of time receiving messages from our bodies, bathing and grooming ourselves. But we have blind spots as well, so that our body image only approximates rather than coincides with reality. A major reason is that our bodies are constantly changing, and there is a time lag in bringing our body images up to date. Each of us tends to hold on to more or less outdated body images, such as the aging man who has difficulty recognizing the wrinkles in his face, his thinning hair, or his sagging waistline.



We have difficulties in perceiving a(n) (A) image of our body, because there is a(n) (B) in updating our body images.

- | (A) | | (B) |
|-----------------|-------|-------------|
| ① ideal | ..... | progress |
| ② sheer | ..... | balance |
| ③ positive | ..... | error |
| ④ authentic | ..... | delay |
| ⑤ comprehensive | ..... | coincidence |

15. [3.8점]

In the 1960s, I helped a client get a very broad patent on a laser pumped by a chemical reaction explosion. We were very pleased with this patent. However, it was so advanced at the time that the technology behind it is just now being implemented in connection with the Star Wars defense effort. Unfortunately, the patent expired in the meantime. The same goes for the computer mouse, the patent for which expired in 1980, just before the concept became popular, and the rollerblade skates, the patent for which expired in 1985, just before the rollerblade craze started. A survey found that major innovations like the telephone, radio, dishwasher, color TV, microwave oven, VCR, computer, and cell phone took an average of 11.4 years to be owned by 25% of all U.S. households. The moral? Even if you have a great invention, make sure it can be commercially implemented within the seventeen-year patent period.



Not every invention can have a chance of gaining (A), and how long it would take for the innovation to be (B) should be taken into consideration.

- | | (A) | | (B) |
|---|------------|-------|----------------|
| ① | profits | ..... | patented |
| ② | profits | ..... | commercialized |
| ③ | patent | ..... | manufactured |
| ④ | patent | ..... | merchandised |
| ⑤ | popularity | ..... | patented |

16. 다음 글의 제목으로 가장 적절한 것은? [3.7점]

In experiments, we are interested in overall differences between the various conditions. Suppose we find that participants randomly assigned to be alone help a victim more quickly than participants assigned to groups of two or four bystanders. Before concluding that the number of bystanders influenced the speed of helping, we must first ask if this difference is "real" or is merely a "chance" finding. Because our data are based only on a particular sample of people in each condition, how do we know that similar results would have occurred if we had tested other samples? Perhaps, the participants we tested were not truly representative of the populations from which they were drawn. Perhaps, despite random assignment, participants assigned to be alone happened by chance to have more highly altruistic personalities than those in the other conditions, and this is the reason they helped more quickly.

- ① Invisible Power of Crowd
- ② Tolerable Margin of Error
- ③ Caution against Hasty Generalization
- ④ Human Beings : Egoistic or Altruistic?
- ⑤ How to Involve Bystanders in Helping Victims

APPENDIX 6. Post Reading Comprehension Test

1. 다음 글에서 전체 흐름과 관계 있는 문장은? [3.5점]

Make a greater effort to understand the other person's point of view or motives. In an interesting study, participants in a conflict were asked to provide narratives about their anger experiences. Angry people nearly always insisted that the other person's behavior was wrong, while their own was justified. They described the offenders' actions as unreasonable, arbitrary, selfish, and even malicious. ①The offenders did not see their actions in this way at all, and offered coherent and reasonable explanations of their motivation and behavior. ②Descriptions of the incidents were entirely different depending on the given situation; when, where, how, and why. ③The individuals who had been angered described the incidents in long-term contexts, with few extenuating circumstances. ④The offenders held a much more favorable view toward things. ⑤Although acknowledging that they had done wrong, the offenders minimized the severity of the incidents. In their view, the angry incidents were time-limited, with happy endings.

[2~3] 다음 글의 밑줄 친 부분 중, 어법상 틀린 것을 고르시오.

2. [3.6점]

The first thing that has to be looked squarely in the face is procrastination. And it is half-brother to indecision. I think that more time is wasted, more headaches caused, and more opportunities missed by indecision than by any other time-consuming ①habit. There's an anecdote about the farmer who hired a man to sort his potato crop. The job was to place the large potatoes in one pile, the medium in ②another, and the small in a third. After some hours, the hired man decided to quit the job. He was as exhausted as if he ③had been digging ditches all day. The farmer asked ④whether the work was too hard for him. The hired man's answer was, "No. But the decisions are killing me!" I'll assure you of this — you're far better off making mistakes than never ⑤make decisions. I believe that most procrastinations are due to the fear of making a decision.

3. [3.8점]

One fascinating thing about Ardent Amazons is ①that as more and more women take up careers that require physical force, women's average strength is likely to increase. Since the late 1960s, men have improved their record marathon times by three minutes — but women have improved theirs by *thirty-one minutes*. ②Depriving for so long, in significant numbers, of access to intense physical training, women (and men) have taken ③it as a God-given fact that women are smaller, weaker, and slower than men. But more women are taking physical training and are becoming stronger. For some time, men have been able to sort ④themselves out on the basis of physical strength. Women are only now getting that opportunity, and millions of women who would never have run a real race or ⑤tested their physical abilities are starting to get that chance. This is going to continue to narrow the physical differences between the genders.

[4~6] 다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것을 고르시오.

4. [3.7점]

Earthquakes can ①devastate rigidly constructed buildings. However, damage-control technology largely attributed to Japanese and U.S. engineers has made structures less ②vulnerable to nature's assaults. Using machines that simulate earthquakes, scientists study the effects of quakes on tall buildings, bridges, nuclear power plants, gas tanks, oil pipelines, and even household equipment such as refrigerators and ranges. What they learn helps engineers build structures that absorb and ③weaken a quake's destructive energy. The Osaka World Trade Center Building in Tokyo, for example, uses a computer-directed sliding weight to shift the structure's center of gravity when the Earth ④vibrates or the wind rises. To ⑤aggravate shock, another method uses alternating layers of steel and rubber between a building's base and foundation.

5. [3.6점]
 Sometimes speakers have a problem with putting pause to their speeches. They're ①reluctant to give an interval of time. They think that stopping might look like they are ②immature. It's difficult to realize that silence is as ③persuasive as fluency. It compels the audience to stop and think. When you keep on delivering a message, the audience is busy receiving it, and you're both moving at quite a pace. Therefore it is ④significant for audience to be given a pause in which to consider what you have just said. Not only for ⑤rush into the one-way change but to be able to think on their own instead of running with you.

6. [3.5점]
 Increasingly, regular people — not just soldiers and public servants — are living ①apart from their spouses, too. Mostly they are dual-career couples who can't, or don't want to, ②sustain both of their professional lives just because one has to, or can, take a job or get a degree somewhere else. Forty years ago, such a decision would have been ③unimaginable. Women earned so little, there was such serious stigma attached to women living alone, and travel was so expensive that if a husband had to ④relocate, the wife pretty much always went along. But now that women make more, nearly 30 percent of American households are people living alone, and air travel is relatively cheap — commuter marriage is just one of the many ways that dual-earning couples are ⑤resolving their life's work.

7. 다음 글의 제목으로 가장 적절한 것은? [3.6점]
 Liberal democracy relies upon direct participation by individuals, and from this viewpoint, our democracy is endangered by a lack of participation. The resolution of such a crisis may in a small way restrict some personal liberties, but it is in the interests of society as a whole. We compel people to wear safety belts when riding in a vehicle. Likewise, we should not be afraid to do the same in the case of voting. We definitely need this kind of measure in that low participation rates are doubly dangerous. They mean not only that there is a general lack of interest in political issues and decisions but that our politicians are not representative of the population as a whole. Since the poor and disadvantaged are far less likely to vote than any other group, they can easily be ignored by mainstream politicians.

① The True Definition of Liberal Democracy
 ② Inequality of the Poor and Underprivileged
 ③ The Necessity of Implementing Compulsory Voting
 ④ How to Respect Individual Liberty in Democratic Society
 ⑤ The Importance of Educating the Youth for Political Participation

[8~11] 다음 글의 빈칸에 들어갈 말로 가장 적절한 것을 고르시오.
 8. [3.6점]
 An economist once compared investing in stocks to the popular "beauty" contest of his time, in which contest competitors were asked to pick the six prettiest faces from a hundred photographs. The prize was awarded to the competitor whose choices came closest to the average preferences of all of the competitors as a group. Of course, to win such a competition one should not pick the faces one thinks are prettiest. Instead, one should pick the faces that one thinks others are likely to think the prettiest. But even that strategy is not the best, for certainly others are employing it, too. It would be better yet to pick the faces that one thinks others are most likely to think that others think are the prettiest. Or maybe one should even go a step or two further in this thinking. Considering investments in the same framework, most part of stock investment is driven not by investors expecting the actual profitability of investment on their own but by _____.

- ① buying stocks on impulse without a broker
- ② asking for stock investment experts' advice
- ③ looking for stocks that have been badly beaten down
- ④ attempting to forecast what other people in the market will do
- ⑤ examining each stock more in depth with their own techniques

9. [3.5점]
 Archaeologists know that different social classes existed in ancient civilizations through evidence of laws and other written documents, as well as archaeological features including dwelling size and location. Social stratification is also revealed by burial customs. Graves excavated at early Neolithic sites are simple holes dug in the ground, containing few grave goods. Grave goods consist of objects like utensils and personal possessions, symbolically placed in the grave for the deceased person's use in the afterlife. Early Neolithic grave sites _____. Graves excavated in civilizations, by contrast, vary widely in size, mode of burial, and the number and variety of grave goods. This reflects a stratified society, divided into social classes. The graves of important people contain various artifacts made from precious materials and the remains of servants who were evidently killed to serve their master in the afterlife.

- ① reveal false belief that leads to unnecessary sacrifices
- ② show that upper-class people showed off their prosperity
- ③ prove non-hierarchical societies through their little variation
- ④ attract people who desperately search for historic valuables
- ⑤ help archaeologists maintain that civilizations started from the era

10. [3.6점]
 Man differs from the lower animals because he preserves his past experiences. What happened in the past is lived again in memory. About what goes on today hangs a cloud of thoughts concerning similar things undergone in bygone days. With other animals, an experience perishes as it happens, and each new doing or suffering stands alone. But man lives in a world where each occurrence is charged with echoes and reminiscences of what has gone before, where each event is a reminder of other things. Hence he lives not, like the beasts of the field, in a world of merely physical things, but in a world of signs and symbols. A flame is not merely something which warms or burns, but is a symbol of the enduring life of the household, of the abiding source of cheer, nourishment and shelter to which man returns from his casual wanderings. Instead of being a quick fork of fire which may sting and hurt, it is the hearth at which one worships and for which one fights. And all this which marks the difference between brutality and humanity, between culture and merely physical nature, is because man

- ① preserves and remembers what he has gone through
- ② takes every chance to add new meanings to the flame
- ③ makes it possible to imagine by using signs and symbols
- ④ goes around in circles forgetting what he has done before
- ⑤ bears the time in mind when he lived a brutal life, close to nature

11. [3.6점]
 There was a time in the United States when people owned slaves, when women were not allowed to vote, and when children worked long hours for shockingly low pay in unhealthy conditions. But small groups of abolitionists, suffragettes, and child welfare advocates saw things more clearly than their peers and worked tirelessly to change public opinion about each of these issues. The views of the broader public were changed in each case, and minority opinion became the opinion of the majority. Examples such as these remind us that although conformity pressures can be powerful, majority opinion does not always prevail. Not only can conformity pressure be resisted, but minority voices can be heard sufficiently clearly that

- ① they can potentially influence the election results
- ② innocent people can be easily misled by a few extremists
- ③ the minority belief is threatened by the mainstream culture
- ④ people's strong position on particular matters can be modified
- ⑤ the entire group of people cannot tell the real from the false

12. 다음 (A)~(E) 중 어법상 틀린 것끼리 묶인 것은? [3.6점]
 Elizabeth Gibson was walking down a street on Manhattan's Upper West Side and spied a piece of art (A)wedgeed between two garbage bags. She was tempted to walk away, but then she stopped (B)reflecting about the art. It had a cheap frame and was too big for her crammed apartment. But she felt it was so overpowering. After having a real debate with (C)herself, Gibson took it home, where she hung it on her wall. Years later she discovered that the painting was "Three People", which the celebrated 20th-century Mexican artist Rufino Tamayo (D)had been painted. The painting had been stolen and later discarded. (E)Had Gibson come along twenty minutes later, it would have already been picked up by garbage collectors. Instead, the painting was returned to the original owners and auctioned by Sotheby's for over a million dollars.

- ① (A)-(C) ② (A)-(E) ③ (B)-(C)
- ④ (B)-(D) ⑤ (D)-(E)

13. 다음 글에서 필자가 주장하는 바로 가장 적절한 것은? [3.5점]
 The idea behind requirements, both for general education and majors, is that on their own students will not get a broad enough or deep enough education. They might specialize too narrowly or skim the surface too much. But remember that requirements are only trying to ensure a minimum of breadth and depth. There is no reason why you should merely fulfill requirements. Feel free to go beyond the official requirements — take extra courses in your major or overfulfill distribution requirements. Don't assume that wise social planners have manufactured these requirements to produce the perfect education; they have not. Requirements are there (hopefully) to correct some of students' biases in course selection — their tendency to stick with the familiar and easy — not to ensure that everyone gets what they need. Only you know the answer to that question, and requirements are at best an imperfect guide.

- ① Dare to take extra courses beyond the requirements.
- ② Don't be partial in course selection according to your taste.
- ③ Stick to fulfill distribution requirements as an ideal guideline.
- ④ Consider the interconnectedness between requirements and extra courses.
- ⑤ Don't be afraid to skip requirements as they just ensure a minimum guideline.

[14~15] 다음 글의 내용과 일치하지 않는 것을 고르시오.

14. [3.8점]

In World War I, the British government found itself desperately short of wood, and much of the British woodland was felled during this time. Tree-planting programs, such as one in the Highlands of Scotland, were therefore set up after the war. Pine seedlings grown in pots of soil sterilized by humans died within two or three years of being planted in the ground. Experiments showed that seedlings planted in natural soil survived. Scientists discovered that these surviving seedlings had associations between fungi and plant roots. The fungi in these associations play an essential role in nutrient uptake and may help to protect plants against soil pathogens. The lesson learned was that without the fungi colonizing the pine seedlings' roots, the trees would not survive in the Highlands.

- ① During World War I, it was perceived that Britain had insufficient timber resources.
- ② The Highlands of Scotland were designated as the lands for felling by the government after the war.
- ③ The life expectancy of trees can vary depending on whether the soil they are in is sterilized or not.
- ④ The fungi that inhabit the soil are beneficial to pine trees' absorption of nutrition.
- ⑤ It is assumed that the fungi in soil keep plants from catching diseases.

15. [3.8점]

Evolutionary psychologists hypothesize that the human mind is equipped with many different evolved psychological mechanisms. Instead of viewing the mind as containing a single all-purpose "problem-solver", evolutionary psychologists view the mind in roughly the way we view the body. We know the body does not contain a *single* anatomical mechanism to deal with the body's journey through the world. Rather, it contains *different* mechanisms to confront different problems: a liver to filter out toxins, lungs to take in oxygen, antibodies to fight off bacteria and viruses, and so on. It's true that each mechanism is profoundly limited in what it can do, but this cost is more than offset by the benefits. With only one task to complete, each system should be able to do it efficiently, economically, and quite reliably. And even if other systems became inoperative, most other systems should remain functional.

- ① Evolutionary psychologists argue that the human mind has a structure similar to that of body.
- ② There is no singular multipurpose system in human body.
- ③ Human body consists of many specialized mechanisms like a liver, lungs, and immune systems.
- ④ The disadvantage caused by the restricted function of each mechanism outweighs the benefits.
- ⑤ Whether one mechanism shuts down or not, the others still function well.

16. 다음 글의 빈칸 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

[3.7점]

No wise person will marry for beauty mainly. It may exercise a powerful attraction in the first place, but it is found to be of comparatively little consequence afterwards. Not that the beauty of the person is to be underestimated, for, other things being equal, handsomeness of form and beauty of features are the outward manifestations of health. (A) , to marry a handsome figure without character, fine features unbeautified by sentiment or good nature, is the most miserable of mistakes. As even the finest landscape, seen repeatedly, becomes tedious, so does the most beautiful face, if a beautiful nature doesn't shine through it. The beauty of today becomes commonplace tomorrow; whereas goodness, displayed through the most ordinary features, is perennially lovely. (B) , this kind of beauty improves with age, and time does not destroy it, but rather ripens it.

- | | (A) | | (B) |
|---|-------------|-------|--------------|
| ① | However | ..... | Furthermore |
| ② | Likewise | ..... | Instead |
| ③ | For example | ..... | Consequently |
| ④ | However | | Conversely |
| ⑤ | Likewise | | Nevertheless |

APPENDIX 7. Sample Class Lesson Plan

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I. Introduction

1. Date : May, 24th, 2013
2. Period : 6th (14:20~16:10)
3. Profile of Class
 - 1> Number of students : 37 (24 Boys, 13 Girls)
 - 2> English proficiency level : mixed level (▷ See 영어 성적 조사 on page 4)
4. Teaching Material : 수능특강 28강, 심리, 대인 관계
Class Areas Covered : Listening, reading, writing, and speaking.
5. Goal

The goal is for students to get a chance to see how the original text is modified in 수능특강 textbook and to comprehend it. To strengthen the ability to guess the meaning of vocabulary through context, students will be given the definitions of some difficult words and find out what definition goes with which word in the text through a 'VOCA Golden Bell' game. In addition, students can develop their reading skills with the practice of summarizing the whole passage into one sentence, a brief statement or account of the main points in the text. The process of summarization can focus students' attention on the central information of the text and provide them with a conceptual framework that facilitates memory and comprehension as a comprehension fostering activity. As much as possible, the activities will be introduced in English so that students can at least first try to make themselves understood in English.

6. Points

Students are given points for the purpose of improving students' participation by bringing students into constructive competition. Points are given for original responses. No points are taken off for grammar or incorrect answers except for the grammatical questions. We learn from each other, so explanations gleaned from teacher corrections benefit the whole class. They may acquire individual points for their own responses. They get group points for group activities. They compete for points among groups. In this way students are motivated by participating in an interactive activity.

II. Teaching Plan

- Unit Theme** : Building reading skills through listening, speaking, and writing activities.
- Lesson Topic** : Humans' Fearful Attitudes
- Objectives** : Students will be able to...
 - understand the original text from which the question at $\frac{\text{어려서부터}}{\text{어려서부터}}$ is derived.
 - find out key words and main sentences after listening to and skimming the given text.
 - guess the meanings of words through the context.
 - summarize the whole text into one sentence.

4. Teaching Aids

- Computer
- Projection TV
- Handouts
- Power point
- Props

5. Teaching Procedure (50minutes)

Steps	Procedure (Time)	Teacher	Class Activities	Students	Aids
I N T R O D U C T I O N	Greetings & Brainstorming (8min)	<ul style="list-style-type: none"> ▶ Greet each other. introduce the title of the lesson elicit some thoughts about the topic "psychology", "emotion" from Ss let Students read Learning objectives aloud 	<ul style="list-style-type: none"> read the title of the lesson say words related to 'emotion' as many as possible read the objectives of the lesson 		PPT
	Motivation & Warm up Activity (8min)	<ul style="list-style-type: none"> motivate Ss about what to learn today through pictures and video clips let Ss listen to the sound file of the given text and write down words they hear as many as possible 	<ul style="list-style-type: none"> watch the video clip and guess what's going to learn the Group which comes up with the most words will get the points. 		PPT

Steps	Procedure (Time)	Class Activities		Aids
		Teacher	Students	
D R Y V E R L O P M E N T	Core Activity Guess the topic sentence & Vocabulary Game (5min)	<ul style="list-style-type: none"> distribute 'Wordle' handouts, which will help students remember and focus the word they heard and guess the topic sentence distribute handouts of 'the original text' and the meanings of some difficult words and checks Ss' understanding of vocabulary through 'Voca Golden Bell' game 	<ul style="list-style-type: none"> try to guess the topic sentence through the important words indicated with big letters participate in the 'Voca Golden Bell' game. 	PPT
	Core Activity RCQs and Grammar Point (15min)	<ul style="list-style-type: none"> let Ss read the text one more time and shows them RCQs(Reading Comprehension Questions) and let them find the answers for 5 minutes and fill out the graphic organizers facilitate and monitors Ss when participating focus on the grammatical point of 'preposition' followed by relative pronoun' and explain why the preposition 'of' should precede the relative pronoun 'which'. 	<ul style="list-style-type: none"> try to read carefully to find the right answers to the reading comprehension questions understand the usage of grammar 	PPT
C O N S O L I D A T I O N	Wrap-up Activity English Jeopardy Game (12min)	<ul style="list-style-type: none"> make Ss write the summarized sentence as a group activity and lets one student from each group present in front of the class. the group with the best summary will be give some points. introduce the jeopardy game and present the rule as a wrap-up activity 	<ul style="list-style-type: none"> try to come up with the best summary by reducing details and redundancies and present the summary participate in the jeopardy game 	PPT
	Assignment & Prediction (3 min)	<ul style="list-style-type: none"> tell students they will learn question 3 on page 3 in the next class in line with the topic 'emotion' 	<ul style="list-style-type: none"> have interest in the next class 	PPT

III. 학습자 환경 분석

1. 학습자 환경 분석의 목적
 효과적인 수업을 위한 교수법의 개선방향을 모색하고, 학습자의 영어 학습동향을 추적·파악할 수 있는 학습방법을 발견하기 위한 목적으로 학습자 환경 분석을 실시한다.

2. 학급 현황

대상 학급	인원수	성별
3학년 3반	37명	남 : 24 여 : 13

3. 영어 성적 분석

가. 2013학년도 1학기 중간고사

점수	90 ~ 100	81 ~ 90	71 ~ 80	61 ~ 70	51 ~ 60	50 이하	계
학생수	7	8	10	5	4	3	37
비율(%)	19%	21%	28%	14%	10%	8%	100

나. 2013학년도 전국연합학력평가 (2013.4.11 시행)

등급	1	2	3	4	5	6	계
학생수	3	5	11	8	9	1	37
비율(%)	8%	14%	29%	22%	24%	3%	100

4. 학습 실태 조사

가. 영어 교과에 대한 흥미도

항목	매우 그렇다	다재로 그렇다	보통이다	대체로 그렇다	전혀 그렇다	계
학생수	2	14	13	3	5	37
비율(%)	5%	38%	35%	8%	14%	100

나. 영어 공부의 필요성

항목	매우 그렇다	다재로 그렇다	보통이다	대체로 그렇다	전혀 그렇다	계
학생수	7	17	7	4	2	37
비율(%)	19%	47%	19%	10%	5%	100

나. 가장 자신 있는 영역

영역	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	계
학생수	16	1	15	0	4	1	37
비율(%)	43%	3%	41%	0%	11%	2%	100

다. 가장 어려운 영역

영역	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	계
학생수	5	3	5	1	11	12	37
비율(%)	14%	8%	14%	2%	30%	32%	100

라. 가장 효과적인 학습방법

수업방식	교사 중심의 강의식 수업	토론식 수업	발표식 수업	시청각 자료 활용 수업	기타	계
학생수	14	6	2	13	2	37
비율(%)	38%	17%	5%	35%	5%	100

마. 영어 공부 시간

시간(일주일)	매일(10시간 이상)	3~4번(6~9시간)	1~2번(1~5시간)	시합기간에만	계
학생수	8	13	15	1	37
비율(%)	22%	35%	41%	2%	100

바. 영어 독해시 가장 어려운 요소

항목	어휘	문법(구문구조)	글의 핵심내용 파악	어려운 주제	계
학생수	14	6	12	5	37
비율(%)	38%	16%	32%	14%	100

사. 영어 요약문 쓰기 수업의 필요성

항목	매우 그렇다	다재로 그렇다	보통이다	대체로 그렇다	전혀 그렇다	계
학생수	7	17	7	4	2	37
비율(%)	19%	46%	19%	11%	5%	100

5. 학급 실태 분석

관점	분석	시사점
영어능력수준	수업대상인 8학년 일반 학생들은 내신과 모의고사에서 수준별 차이가 크게 나타나는 학급이다. 학생들은 대개 영어 과목에 대한 흥미를 어느 정도 가지고 있고, 중요성을 실감하고 있다. 읽기 (reading) 영역에 대한 선호도가 가장 큰 반면, 쓰기(writing) 영역에서는 큰 어려움을 느끼고 있다. 이는 평소 수능대비 문제 풀이를 통해 영어수업에서 읽기를 강조함으로써 이에 비해 쓰기의 중요성을 간과되어 있음을 보여준다. 단순의 학생들의 과사 학습의 과잉의 수반으로 존재하는 시형감각들을 이용하여 보아는 귀를 만족시키는 즐거운 수업을 원하는 모습도 볼 수 있다.	하위권 학생들의 기초 영어 능력 향상을 위하여 기본적인 영문법 교육을 강화 하고, 영어 과목에 대한 자신감과 흥미를 높일 수 있도록 지속적인 지도가 요구된다. 모의평가에서 좋은 성적을 거두기 위해서는 평소 영어지문을 많이 접하고 문제 유형별 Reading Skill을 갖추도록 한다.
영어 과목 흥미도		학생들의 수동적인 수업 태도를 변화시키기 위하여 수업 방식의 다양화를 모색 하고, 영어과목의 4가지 영역(듣기, 말하기, 읽기, 쓰기)에 대한 통합적 교육을 지향하여 학생들의 흥미를 영어 능력 향상을 위해 노력하여야한다. 또한, 영어 과목에서 가장 취약한 영역으로 들릴 수 있는 쓰기 학습을 강화할 필요로 보인다. 전반적인 어휘, 문법 교육이 필요하다.
영어 능력 수업 향상 방안	영어 문제 시 가장 어려운 요소로 어휘와 문법 학습을 꼽았으며, 문법 학습은 선행학습이 없는 것으로 조사되었는데, 이는 영어 학습의 기초가 되는 어휘와 문법 학습이 부족한 상태에서 문법 학습을 시도하는 것은 학습 효과를 높일 수 없다. 따라서 어휘와 문법 학습을 강화하여 영어 능력 향상을 도모할 필요가 있다.	과학중점 반 학생들에게 영어는 부차적 과목으로 지부되어, 공부할 필요가 없을 정도로 접근하는 경우 난이도 있는 영자 자료를 접할 수 없다. 학생들의 흥미를 높이기 위하여 다양한 학습 자료를 제공하고, 학생들의 흥미를 높이기 위하여 다양한 학습 자료를 제공하고, 학생들의 흥미를 높이기 위하여 다양한 학습 자료를 제공한다.

IV. 교수 학습 자료
1. 학생 설문 조사지

학생이해를 위한 설문지
본 설문지는 영어교과 학습 활동에 대한 학생들의 관심과 이해도를 파악하여 좀 더 효과적인 교수-학습이 이루어지도록 하기 위한 것입니다. 내용을 잘 읽고 자신이 해당한다고 생각되는 빈도에 표시를 해주시기 바랍니다.

- 1) 영어 교과에 흥미가 있습니까?
 ① 매우 그렇다 ② 대체로 그렇다 ③ 보통이다
 ④ 대체로 그렇지 않다 ⑤ 전혀 그렇지 않다
- 2) 영어 교과에 일상 생활에 있어 꼭 필요하다고 생각하십니까?
 ① 매우 그렇다 ② 대체로 그렇다 ③ 보통이다
 ④ 대체로 그렇지 않다 ⑤ 전혀 그렇지 않다
- 4) 영어에 있어 자신이 가장 자신 있는 영역은 무엇입니까?
 ① Listening (듣기) ② Speaking (말하기) ③ Reading (읽기)
 ④ Writing (쓰기) ⑤ Grammar (문법) ⑥ Vocabulary (어휘)
- 5) 영어에 있어 자신이 가장 취약한 영역은 무엇이라고 생각하십니까?
 ① Listening (듣기) ② Speaking (말하기) ③ Reading (읽기)
 ④ Writing (쓰기) ⑤ Grammar (문법) ⑥ Vocabulary (어휘)
- 6) 3학년 영어 수업의 효과를 높이기 위해 가장 좋은 방법이 무엇이라고 생각하십니까?
 ① 강의식 수업 ② 토론식 수업 ③ 발표식 수업
 ④ 시청각자료를 이용한 수업 ⑤ 기타 ()
- 7) 영어 공부에 투자하는 시간은 어느 정도입니까?
 ① 매일 한시간(일주일에 10시간 이상) ② 일주일에 3-4번 한시간(일주일에 6-9시간)
 ③ 일주일에 1-2번 한시간(일주일에 1-5시간) ④ 아무도 안하고 새학기 수업만 한다
 ⑤ 전혀 하지 않는다.
- 8) 영어로 글을 읽을 때 가장 어려운 요소는 무엇입니까?
 ① 어휘 ② 문법(구문과어) ③ 글의 맥락 내용 파악 ④ 어려운 주제
- 9) 특별 시 이전을 고려해 볼 때 영어 요약을 쓰기 수업이 필요하다고 생각하십니까?
 ① 매우 그렇다 ② 대체로 그렇다 ③ 보통이다
 ④ 대체로 그렇지 않다 ⑤ 전혀 그렇지 않다

APPENDIX 8.

Reading Material for Summary Instruction

2. Reading Material

Title : The _____ Attitude

In the evolution of fear, a decisive moment occurred in the nineteenth century when people in advertising and journalism discovered that if they framed their stories and appeals with fear, they could capture our attention. It is an emotion we find hard to resist or control, and so they constantly shifted our focus to new possible sources of anxiety: the latest health scare, the new crime wave, a social faux pas¹⁾ we might be committing, and endless hazards in the environment of which we were not aware. With the increasing sophistication of the media and the visceral quality of the imagery, they have been able to give us the feeling that we are fragile creatures in an environment full of danger—even though we live in a world infinitely safer and more predictable than anything our ancestors knew. With their help, our anxieties have only increased.

This is precisely what Franklin Delano Roosevelt confronted when he took office in 1933. The Great Depression that had begun with the stock market crash of 1929 was now at its worst. But what struck Roosevelt was not the actual economic factors but the mood of the public. It seemed to him that people were not only more fearful than necessary but that their fears were making it harder to surmount adversity. In his inaugural address to the country, he said that he would not ignore such obvious realities as the collapse of the economy and that he would not preach a naive optimism. But he implored his listeners to remember that the country had faced worse things in its past, periods such as the Civil War. What had brought us out of such moments was our pioneer spirit, our determination and resolve. This is what it means to be an American.

1) faux pas : 실례, 무례

APPENDIX 9.

Sample Summary Rule Handout

Six Basic Rules of Summarization

Rule 1. (Deletion of unnecessary or trivial material) 사소하거나 불필요한 부분은 삭제한다.

It was a bitter cold morning. It was so cold that Ryan had to wear gloves and a scarf. He usually walks to school, but he decided to take a bus instead.
-> Ryan went to school by bus, because it was very cold.

Rule 2. (Deletion of redundant material, although it is important) 반복되는 부분은 삭제한다.

Anthony couldn't get a sleep easily, because the noise was very loud. It was so loud that he tosses around on his bed for more than an hour before he finally got into sleep.
-> The loud noise made it hard for Anthony to get sleep.

Rule 3. Substitution of a superordinate term for a list of items. (구체적인 항목이 나열될 때는 상위어로 통합한다)

The boy was playing with toy trucks, balls and his favorite Teddy bear.
-> The boy was playing with his toys.

Rule 4. Substitute of a superordinate event for a list of actions. (구체적인 행동이 나열될 때는 상위어로 통합한다)

Robbie went into the library, looked around for a while, picked up some novels and checked them out. -> Robbie borrowed some books from the library.

Rule 5. Selection of a topic sentence, if one is available.

How to find a topic sentence (TS)?

* **Before examples** : the main idea is probably located before the examples. Examples are not usually the main idea but they help you find it.

* **Main idea signal words** : These are words that point to the main idea.
The point is/ Obviously/ Overall/ In reality/ In general/ The main point is/
The truth is/ above all

* **Concluding signal words** : These are words that signal a summary idea.
In conclusion/ Therefore/ So/ Thus/ Finally/ To summarize/ Consequently

Rule 6. Invention of a topic sentence if none is available.

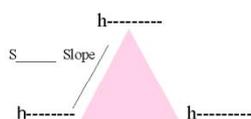
APPENDIX 10.

Sample Worksheet for Summary Practice

- After you read the passage (수능특강 3강 5번), answer to each question.

The use of heroine and executrix as referring to a hero or executor who is female illustrates what Douglas Hofstadter calls "the slippery slope" of meaning. In his book *Metamagical Themas*, Hofstadter shows diagrammatically how the slippery slope works. A triangle represents the idea of, let's say, a heroic person. At one base angle of this triangle is the word heroine, representing the female heroic person. At the other base angle is the word hero, representing the male heroic person. And at the apex is the generic word, again hero, encompassing both. But because the hero at the apex and the hero at one base angle are identical in name, their separate meanings slip back and forth along one side of the triangle, the slippery slope. The meanings blend and absorb each other. They bond together on the slope. And heroine, at the other base angle, remains outside that bond.

- 1) Find out key words by filling out the blanks below.



- 1) What is the main topic? Gender _____ by using _____ against women
- 2) Find out and underline TS (Topic Sentence).
- 3) Let's summarize the passage in one sentence.

A.

The use of _____-marked _____ resulted in gender _____ by making women _____.

B.

The use of _____ resulted in _____ by _____.

C.

The gender _____ was caused because _____.

APPENDIX 11.

Sample Handout for Signals of Organizational Patterns

10 Terms for Signal Words to Indicate Organizational Patterns

1. Time order/ chronological order/process order

first, second, next, thirdly, fourth, then, last, finally, now, later, after, afterward, at last, at that time, before, during, immediately, presently, shortly, since, until, while

2. spatial order

all prepositions of place such as above, below, over, next to, under, near, beside, beyond, inside, outside, within, without, opposite,

3. examples

for example, once, for instance, such as, including, to illustrate, as an illustration

4. order of importance / emphatic order

most of all, best of all, most important, indeed, in fact, truly, certainly, without a doubt, undoubtedly

5. classification

kinds of, sorts of, types, classes, categories

6. cause and effect

because, thus, so, as a result, therefore, results in, leads to, because of, since, consequently, as a consequence, accordingly, may be due to

7. contrast

but, yet, in contrast, however, on the other hand, nevertheless, nonetheless, while, whereas, contrary to, although, instead, still, despite, even though, in spite of, conversely

8. definition

is, are, means, can be defined as, the same as, like

9. thesis and proof

it is widely known, it is believed, I believe, my theory is, the reason is, there is evidence, evidently, as proof

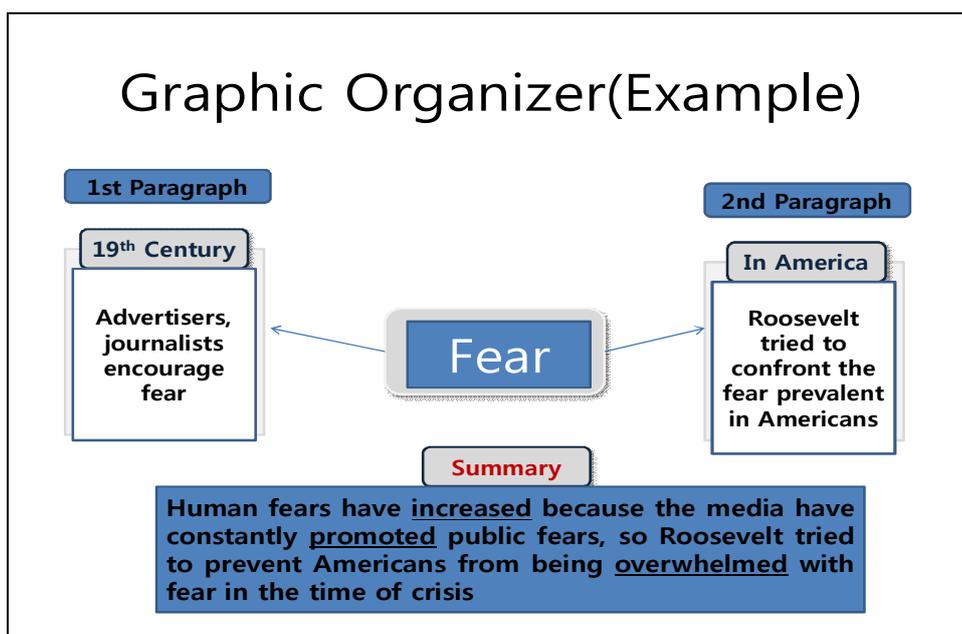
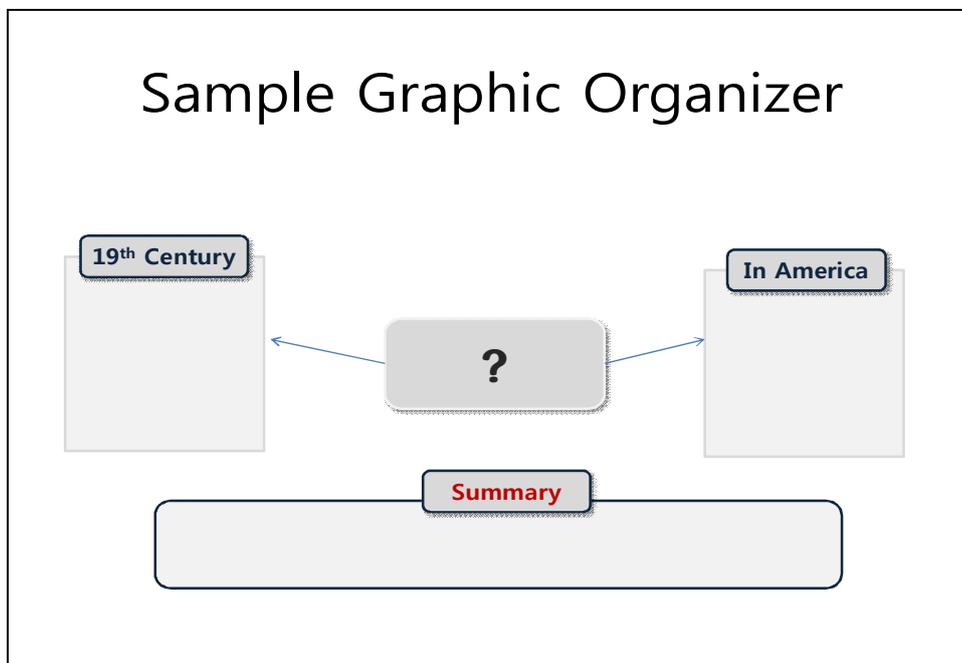
10. problem and solution

the problem is, a difficulty is, one solution, clearly, obviously, to solve

from <http://quizlet.com>

APPENDIX 12.

Sample Graphic Organizer, *Wordle*, *TKS* Activity



국문초록

한국 고등학생들이 영어 독해를 위해 많은 시간을 할애함에도 불구하고, 상당수의 학생들은 영어 독해 문항들을 해결하는데 어려움을 겪고 있다. 이러한 현상은 학생들이 독해 지문에서 주제와 관련하여 지문의 중요한 부분들을 평가하는 능력, 즉 ‘중요성의 정도에 대한 민감성’ (Hidi & Anderson, 1986)이 부족한 것에서 기인한다. 이러한 인지 능력을 향상시키는 방법으로 ‘요약문 쓰기’가 L1 연구자들 사이에서 활발히 연구된 바 있으나, EFL과 ESL 교실로 그 중요성이 전이되어 현장에서 제대로 실행되지는 않았다.

따라서 본 연구의 목적은 영어 요약문 쓰기 활동을 실제 영어 수업에 통합 시키는 것을 제안하고, 요약문 수업이 한국 EFL 학생들의 영어 독해 과정 중 일어나는 인지과정에 어떻게 영향을 미치는지를 연구하는 데에 있다. 이를 위해 104명의 고등학교 3학년 학생들을 대상으로 학습자들의 읽기 독해 과정을 조사하기 위한 내성(內省)적 방법인 생각 말하기(think-aloud)와 회고(回顧)적 방법인 설문지를 이용한 사전, 사후 실험을 실시하였다. 학생들은 요약문 수업을 실시하기 전과 실시한 후에 각각 10개의 독해 문항들을 풀고 나서 바로 *reading strategy checklists*에 응답하였으며, 그 중 9명의 학생들이 ‘생각말하기’에 자발적으로 참여하였다. 학습자 수준과 독해 문항 유형에 따른 요약문 수업의 교수 효과를 검증하였으며, 읽기능력 향상도 측정을 위해 사전, 사후 독해 평가를 시행하였다. 이러한 실험을 통해 나타난 영어 요약문 쓰기의 학습 효과는 다음과 같다.

첫째, 요약문 쓰기 수업은 학생들의 초인지 전략의 사용에서 긍정적인 효

과를 나타냈다. 특히 요약문 수업은 텍스트의 담화 구조에 대한 인식을 증가시켰고, 지문을 읽고 핵심 문장을 선별하는데 효과적이었다. ‘생각말하기’ 방법은 요약문 쓰기 수업이 ‘아는 부분만 단편적으로 번역하기’, ‘확신 없이 정답 고르기’ 와 같은 비효율적인 전략들의 사용을 감소시킨 반면, ‘예측하기’, ‘읽기 목표 설정’ ‘주요 단어와 문장 찾아내기’ 와 같은 바람직한 전략들의 증가된 사용을 밝혀냈다. 둘째, 요약문 쓰기 수업은 초인지 전략에 뛰어난 향상을 보였던 중위권 학생들에게 가장 효과적이었다. 셋째, 요약문 쓰기 수업은 영어 독해 문장 유형 중, 하향식의 거시적이고 통합적인 읽기 처리 과정을 요구하는 문항들과 추론적 이해력을 요구하는 문항들의 해결에 가장 두드러진 향상을 보여주었다. 마지막으로, 요약문 쓰기 처치를 받은 집단은 통제 집단에 비해 영어 독해 시험에서 좋은 성과를 거둔 것이 확인되었다.

본 연구는 EFL 독해 수업에 관해 다음과 같은 교육적 의미를 지닌다. 요약문 쓰기 수업은 영어 읽기와 쓰기를 통합시키는 훈련을 통해 영어 쓰기에 대한 두려움을 줄여주며, 초인지적 과정을 활성화 하여 학생들의 사고 능력을 강화시킨다. 따라서 학생들의 영어 독해 능력의 향상과 학업성과의 효율적 발전을 위하여 학습자에게 잘 계획된 요약문 수업을 제공할 것을 제안한다.

주요어: 요약하기 수업, 요약문, 영어 독해 과정, 영어 쓰기, 초인지적 전략,

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