

\*

\*\*

**Kang, Joo-Ran & Kim, Hae-Dong. (2016). Analysis of visual materials in Korean high school English textbooks and learners' responses. *Modern English Education*, 17(1), 159-181.**

This study aims to analyze different types of visual materials in Korean high school English textbooks and to check learners' responses toward them. For the analysis, a total of 2,959 visual materials from eight different textbooks were checked. The identification of types of visual materials was based on the presence or the absence of pedagogic function. The results of the analysis reveal that over two-thirds of the visual materials (71%) were used purely for decoration or additional non-linguistic information, and the reading part covered the majority (44%). To check learners' self-reported usefulness and interest in types of visual materials, a questionnaire survey was carried out. A total of 130 Korean high school students took part in the survey. The results showed that pedagogic illustrations were more interesting and more useful than decorative illustrations. Pedagogic illustrations used for listening activities were regarded as the most useful among the illustrations designed for skill activities in the textbooks. Based on the analysis, it is suggested that teachers should choose a textbook using more pedagogic visual materials and textbook developers should make an attempt to exclude unnecessary decorative visual materials, especially when selecting and developing textbooks for high school learners in Korea.

[visual materials/illustrations/textbooks/learners' preferences/materials design/  
/ / / / ]

\*  
\*\*

1 : , :

I.

(Hill, 2013; Wright, 1974).

”(  
 , 2015, p. 238)  
가

I 8

(2005)

2009

I  
(replication study)

I 8

I

가

가

가

가

가

가

가

가

가

II.

1.

Joiner(1974)

Wright(1974)

Savignon(1983)

(Hill, 2013).

가

가

Duchastel(1980)

가

가

Levin(1981)

Levie Lents(1982)

가

Wright(1989)

가

,

Hewings(1991)

가

가

Hill(2013)

가

가

(Early, 1991)

가

가

(Peeck, 1993),

(Tomlinson, 1998)

2.

가

EFL

가

EFL

3

Hill(2013)

53.4%

가

Romney

Bell(2012)

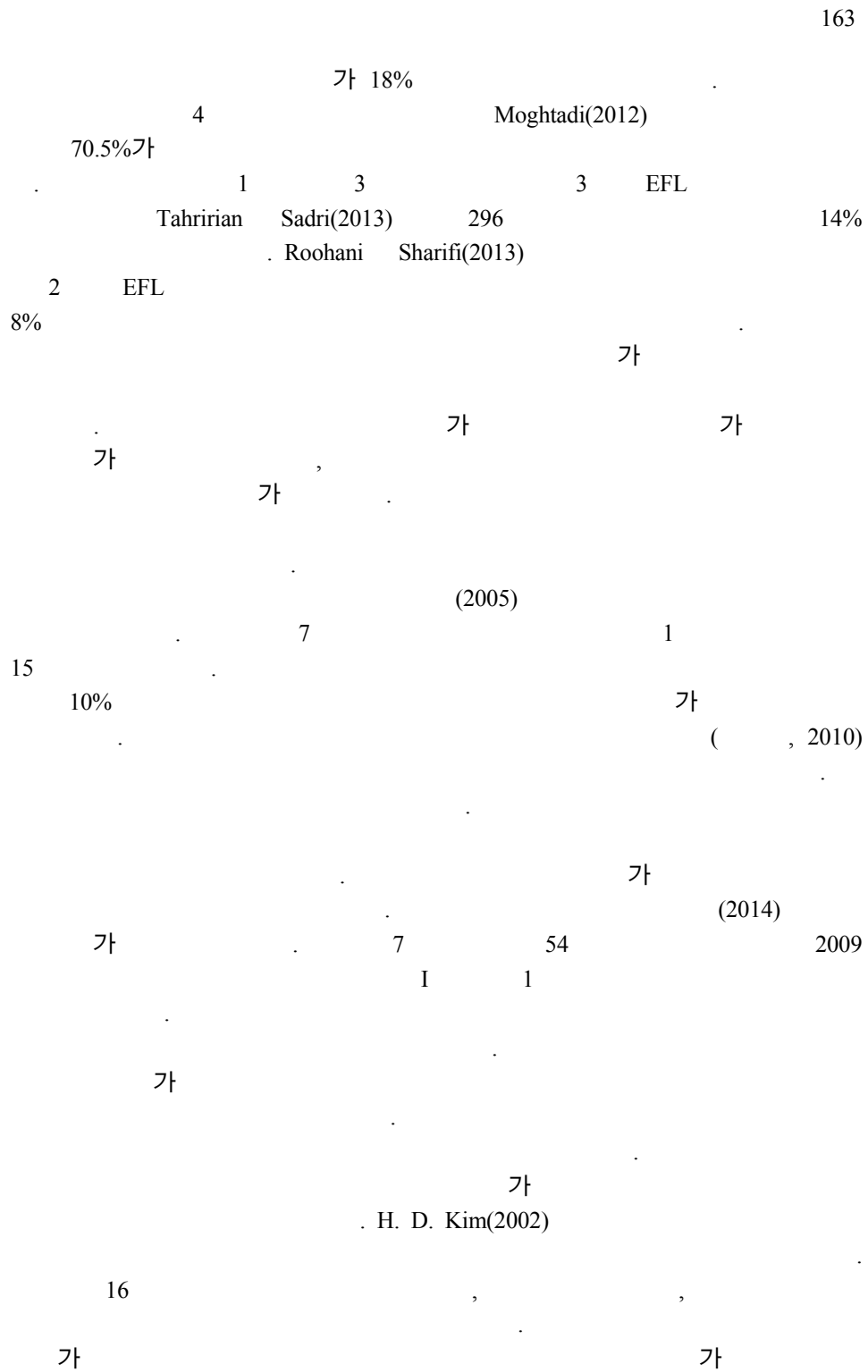
EFL

27%

73%

EFL

Romney(2012)



1) 2009 I 8

가?

2) 2009 I

가?

가

가

가

가

가

가

가

가

가

III.

1.

2009

I 8

가  
 , A- ( 11 , 2013), B- ( 5 , 2013), C- ( 6 , 2013), D- ( , , 2013), E- ( 12 , 2013), F- ( 13 , 2013), G- ( 7 , 2013), H- ( 10 , 2013)

H. D. Kim(2002)

가 가 가 (additive) 가

가 가 가

15 가 4 가 11

12 Hill(2013) EFL 가

166

8 I

2

8

2,959

가

1

10

80

201

가

1

1

가

	가 1(%)	가 1 가 2(%)	가 2 (%)	(%)
12	100.0	97.5	97.5	98.3
15	97.6	98.8	96.4	97.6
	98.8	97.6	98.8	98.4
	99.0	97.8	97.6	98.1

가

98%,

98%

97%,

가

가

가 8

2.

1

130

A

가

140

136

6

130

( 1 )

20

3가

5



5

	가	가	10
	4	가	
Cronbach's alpha	0.92		

3.

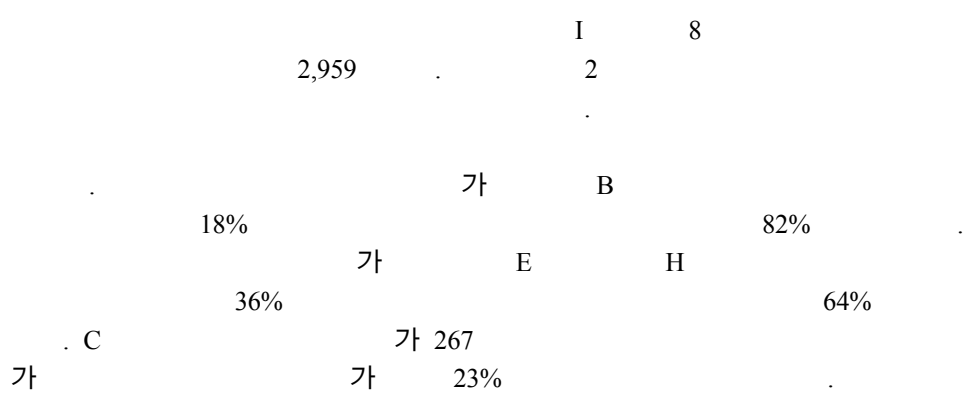
SPSS 18.0

t-

Pearson *r*

#### IV.

1.



2

I			
	( )	( )	( )
A	277(68.4)	128(31.6)	405(100.0)
B	351(81.6)	79(18.4)	430(100.0)
C	205(76.8)	62(23.2)	267(100.0)
D	275(71.2)	111(28.8)	386(100.0)
E	262(63.9)	148(36.1)	410(100.0)
F	265(69.2)	118(30.8)	383(100.0)
G	251(76.3)	78(23.7)	329(100.0)
H	223(63.9)	126(36.1)	349(100.0)
	2109(71.3)	850(28.7)	2959(100.0)

8 I 가 2,109 71.3%  
 , 850 28.7%  
 54.2% 45.8% ( , , 2005)

가  
 가  
 가  
 가  
 가

2009 I 가  
 가

3  
 가  
 가 2,060 69.6%  
 가 276 9.3%  
 가 191 6.5%  
 165 5.6%  
 115 3.9%

가

3

I

	A	B	C	D	E	F	G	H	( )	(%)
	271	313	205	275	257	265	251	223	2,060	69.6
	5	0	0	0	5	0	0	0	10	0.3
	1	38	0	0	0	0	0	0	39	1.3
	0	0	0	0	0	0	0	0	0	0.0
	0	4	0	0	0	0	0	0	4	0.1
	22	38	24	25	20	4	26	6	165	5.6
	6	0	0	0	0	0	0	0	6	0.2
	1	0	0	0	0	0	0	0	1	0.0
	0	0	0	0	0	0	0	0	0	0.0
	30	22	23	41	52	70	17	21	276	9.3
	10	4	1	4	4	1	0	0	24	0.8
	19	0	1	3	46	18	3	25	115	3.9
	1	7	0	0	3	0	0	0	11	0.4
	22	1	11	36	23	20	20	58	191	6.5
	17	3	2	2	0	5	12	16	57	1.9
	405	430	267	386	410	383	329	349	2,959	100.0

가

가

(Hill, 2013),

가

A  
가

B

, E

가, F

가, H

가

가



가

5

5

I

A	179	405	2.26	210	4	190	1	405	141	57	14	73	120	405
B	208	430	2.06	74	5	327	24	430	159	63	63	64	81	430
C	182	267	1.46	101	0	166	0	267	150	9	21	11	76	267
D	154	386	2.50	98	0	283	5	386	205	47	37	27	70	386
E	180	410	2.27	73	3	316	8	410	211	22	32	26	119	410
F	181	383	2.11	130	0	248	5	383	144	35	37	57	110	383
G	208	329	1.58	96	7	223	3	329	97	35	42	46	109	329
H	169	349	2.06	103	0	244	2	349	125	57	26	24	117	349
	183	370	2.03	885	19	1,997	58	2,959	1,232	325	272	328	802	2,959

I

8

2.03

가

C

1.46

가

D

2.50

가 1.58

G

1.04

8

가

1

가

15

(2005)

1.75

2009

I

8

가

0.28

가

가 가

2015

I

( , 2015)

904

29.5%

2,055 69.5%

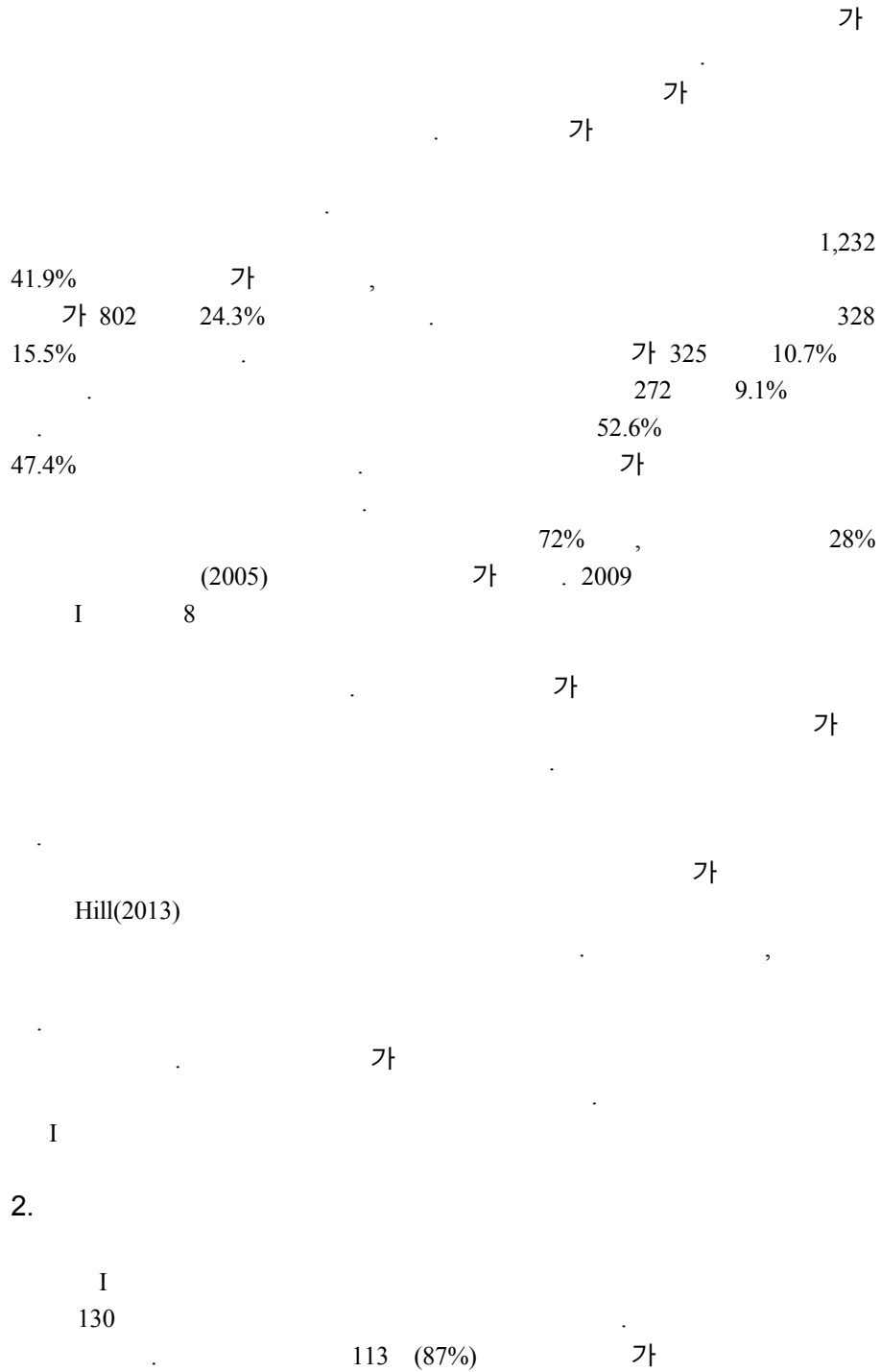
A

53% 47%

2

(2005)

64.8% 35.2%



가 115 (88%) 가  
 가 108 (83%)  
 가 60 (46%), 가 70 (54%)  
 가 82 (63%), 가 48 (37%)  
 6  
 가 t-  
 6

<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
3.07	.61	2.74	.59	5.49	.00*	2.81	.69	2.36	.73	6.90	.00*
3.03	.54	2.66	.64	5.87	.00*	2.84	.64	2.45	.67	2.72	.01*
3.02	.53	2.84	.69	6.99	.00*	2.84	.69	2.35	.80	6.78	.00*
2.95	.61	2.69	.65	4.48	.00*	2.61	.72	2.47	.73	2.25	.03*
2.93	.52	2.88	.54	1.18	.24	2.82	.62	2.72	.71	1.88	.06

\**p*<.05

가 3.07 가  
 4  
 가  
 가  
 가  
 2.84  
 가  
*p*<.05  
 가 가  
 가

Kim(2002)

가

가

가

7

Pearson

가

가

가

7

---



---

1.00																				
<b>.51</b>	1.00																			
.09	.15	1.00																		
.06	.47	<b>.56</b>	1.00																	
.24	.19	.28	.33	1.00																
.08	.46	.20	.58	<b>.59</b>	1.00															
.06	.19	.45	.43	.58	.39	1.00														
.04	.37	.28	.57	.46	.62	<b>.67</b>	1.00													
.20	.29	.37	.31	.47	.29	.54	.49	1.00												
.10	.49	.29	.56	.36	.59	.36	.61	<b>.61</b>	1.00											

---

가

0.51

가

0.56

7

가

가

가



V.

2009	I	8	
가	I	8	2,959
		2,109(71.3%)	
		850(28.7%)	
	가	2,060	67%
	가	가	
1,315(44%)	가		491(17%)
			가
	I	가	
	가		
가			가

(Hill,

2013; Romney, 2012)

가 ,  
 , ( , , 2014;  
 , 2005)  
 가  
 가  
 가 , 가 가 2  
 가  
 I I  
 가  
 가  
 가

- (2010).  
 , 28(2), 109-133.
- (2015). 2015  
 :  
 , Les Timmermans. (2013). *I.* :  
 , Judy Yin. (2013). *I.* :  
 . (2014). *I*  
 , 14(9), 622-633.  
 . (2014). , 14(1), 225-242.  
 . (2005).  
 11(1), 99-118.  
 . (2013). *I.* :  
 . (2013). *I.* :  
 , Tae Hee Lee. (2013). *I.*  
 :  
 . (2013). *I.* :  
 . (2013). *I.*  
 :  
 . (2013). *I.* :  
 Duchastel, P. C. (1980). Research on illustrations in text: Issues and perspectives. *ECTJ*, 28(4), 283-287.
- Early, M. (1991). Using wordless picture books to promote second language learning. *ELT Journal*, 45, 245-251.
- Hewings, M. (1991). The interpretation of illustrations in ELT materials. *ELT Journal*, 45, 237-244.
- Hill, D. (2013). The visual elements in EFL coursebooks. In B. Tomlinson (Ed.), *Developing materials for language teaching* (2nd ed.) (pp. 157-166). London: Continuum.
- Joiner, E. G. (1974). Evaluating the cultural content of foreign-language texts. *The Modern Language Journal*, 58, 242-244.
- Kim, Hae-Dong. (2002). The effect of illustrations on English language learners' interest. *Foreign Languages Education*, 9(2), 173-199.

- Levie, W. H., & Lentz, R. (1982). Effects of text illustrations: A review of research. *ECTJ*, 30(4), 195-232.
- Levin, J. R. (1981). On functions of pictures in prose 1. In F. J. Pirozzolo & M. C. Wittrock (Eds.), *Neuropsychological and cognitive processes in reading* (pp. 203-228). New York: Academic Press.
- Moghtadi, L. (2012). Visual elements used in Iran EFL high school textbooks. *International Journal of Foreign Language Teaching and Research*, 1(1), 45-56.
- Peeck, J. (1993). Increasing picture effects in learning from illustrated text. *Learning and Instruction*, 3, 227-238.
- Romney, C. (2012). Images in ELT textbooks: Are they just decoration? In A. Stewart & N. Sonda (Eds.), *JALT 2011 Conference Proceedings* (pp. 392-398), Tokyo, Japan: JALT.
- Romney, C., & Bell, L. (2012). The role of graphics in business English textbooks. In K. Bradford-Watts, R. Chartrand, & E. Skier (Eds.), *2011 Pan-SIG Conference Proceedings* (pp. 210-219), Matsumoto, Japan: JALT.
- Roohani, A., & Sharifi, M. (2015). Evaluating visual elements in two EFL textbooks. *Indonesian Journal of Applied Linguistics*, 4(2), 68-77.
- Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addison-Wesley.
- Tahririan, M. H., & Sadri, E. (2013). Analysis of images in Iranian high school EFL course books. *Iranian Journal of Applied Linguistics*, 16(2), 137-160.
- Tomlinson, B. (1998). Seeing what they mean: Helping L2 readers to visualise. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 265-278). Cambridge: Cambridge University Press.
- Wright, A. (1974). Audio-visual materials in language teaching. In J. P. B. Allen & S. P. Corder (Eds.), *Techniques in applied linguistics* (pp. 255-278). Oxford: Oxford University Press.
- Wright, A. (1989). *Pictures for language learning*. Cambridge: Cambridge University Press.

: \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_  
v  
. ( 20 )

1. 가 ?
2. ?
3. ?
4. ?
5. ?
- 6.


. ( )<sup>1</sup>

Listen and choose. What is mom's advice? ( )

㉠ "Buy things on sale."  
㉡ "Buy what you need."



대화를 듣고, Wilson의 전당포가 있는 건물읍 고르시오.



<sup>1</sup> 6 ~10

180

7.

. ( )

8.

. ( )

9.

. ( )

10.

. ( )

III.

11.

가

?

12.

가

?

13.

가

?

14.

가

?

15.

가

?

16.

가

?

17.

가

?

18.

가

?

19.

가

?

20.

가

?

(Examples in): English

가 (Applicable Languages): English

가 (Applicable Levels): Secondary

02450 107  
Tel: 010-7656-1910  
Email: dreamingagain4me@gmail.com

02450 107  
Tel: 010-8448-3715  
Email: khd@hufs.ac.kr

Received 16 December 2015  
Revised 26 January 2016  
Accepted 17 February 2016