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Kim, Na Yeun & Kim, Sung-Yeon. (2016). Using graphic organizers as pre-reading activities: Its effects on Korean middle school students' reading skills, strategies, and attitudes. *Modern English Education*, 17(1), 183-203.

This study examined the effects of graphic organizers on middle school students' L2 reading skills, reading strategies, and their attitudes. Two classes of students were divided into an experimental group and a control group. Both groups learned Unit 8 through 10 in their textbooks for eight weeks (a total of 24 sessions). They received reading instruction for Unit 8 (Sessions 4-8), Unit 9 (Sessions 12-16), and Unit 10 (Sessions 20-24). The students in the experimental group performed graphic organizer tasks in their 4th, 12th, and 20th lesson whereas the students in the control group received teacher-led reading instruction, focusing on vocabulary, grammar, and translation. After completing each unit, the students took a reading test related to the reading passage in the unit, and at the end of the study they responded to a set of questionnaires. The two groups were compared in terms of their reading skills, strategies, and affective attitudes. The study found significant differences between the two groups only in learner interest in L2 reading: the graphic organizer group found to be more interested in English reading, compared to the other group.

[English reading/graphic organizer/reading skills/reading strategies/attitudes/
/ / / /]

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1 : , :

I.

Carrell(1985) EFL

가

EFL

(Rivers, 1969).

가

21

가
(, 2013).

(, 2014).

, , 2014).

(comprehension check-up)

가

(test-taking strategy)

(input)

(productive skill)

가

(Miller & George, 1992; Rafik-

Galera, 2005).

(Lee, 2002).

가

(Hyland, 2003; McCarthy, 2001;

Scardamalia & Bereiter, 1986).

(, , 2011; Darch & Eaves,

1986; Jiang & Grabe, 2007).

가

II.

1.

Ausubel(1968)

(networks)

. Darch Eaves(1986)

, Fountas Pinnell(2001)

가

(2010)

가

가

Robinson(1998)

(concept map),

(flow chart),

(tree diagram),

(matrix)

(cause and effect)

(chain),

(time line), 가

(grid)

(, 2013).

Ausubel(1968)

가

Pierce, 1992).

(, , 2011; Tinzmann, Jones, & 가

(Winn, 1988).

, 가

(Grossen &

Carnine, 1992; Jiang & Grabe, 2007; Tang, 1992).

EFL

2.

(2000)

가

(integrated learning activity)

가 (2013; , 2012; , 2007; , 2010; , (2013).

(2010) 5

8

가

(2013)

4

) (3가

가

가

가

(,)

가

... 187

(2007),

가

(2012)

3 , 4

(2007)

2

96

가

가

가

(2012)

60

가

가

가

3가
가

(, ,) -

가

(2013)

39

(2 , 1)

(mechanics)

가

가

(2013), (2010)

가 (, 2012)
(, 2013)가

(2012)
(2013)

가

(, 2007; , 2010)

가

가

가

III.

1.

1)

가?

2)

가?

3)

가?

4)

가?

2.

M 2 46 .

(intermediate) A, B, C 2 B 가

2 (n=23) 2 (n=23) B

2 가

, ,

3.

2 , ,

1)

C 2 8~10

가 .

8 (Got a Minute?)

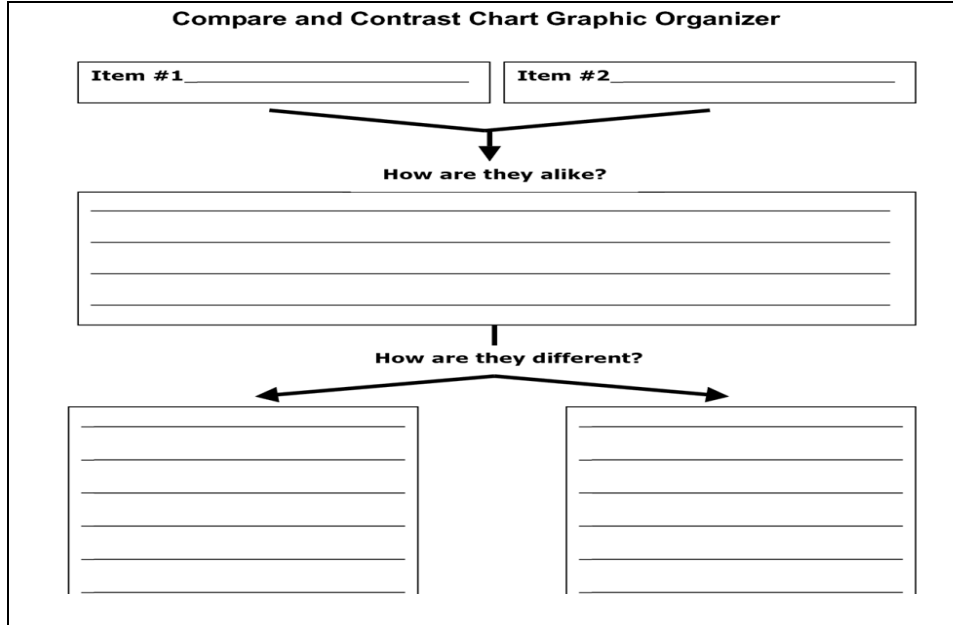
Get a Laugh!) 9 (Small Ideas, Big Help!) ,

(Let's Get Along with Numbers) , , 10

2)

1 . (www.eduplace.com; www.thinkport.org)

2 , .



1

(-)

1

8

, 9

(cause & effect)

가

. 10

(character map)가

가

가

(problem-solution)

3)

가

가

가

가

가

10

4)

(6) (1), (14),

1

	3	6, 15, 17
	3	18~20
	14	1~5, 7~14, 16
	1	1
	1	2
	1	3
	1	4
	1	5

가 (, , ,) 가 5

가 2 가 5

, 7 .

, 4 ,

2

	2	1, 9
	3	7~8, 10
	3	2, 11~12
가	4	3~6
	1	1
	1	2
	1	3
	1	4

“ ”(5) 5 (Likert) “ ”(1)

4.

2014 가 (10) (12) 8

192

, M 2
 가 2 가 2
 23 가 (n=23) 가
 가 (n=23)
 8
 , 가
 ,
 12, 20 45 , 4,
 10
 30
 (5).
 3 가 (8, 16, 24)
 가 10 가 3
 가
 2 가

3

(

)
 (, , , ,), (14),
 (6)
), (5) (7
), ()
 4 , 8 10 12
 ,

IV.

1.

가
 , 3 가 가 (30)
 t (22.83) (20.65) ($t(44)=1.82,$
 $p=0.076$).

가
 가
 ($t(44)=1.52, p=0.137$).

(2007) (2007) 가
 (2007)
 가
 가 , 24
 3

가 , 가

2.

(4) .

4

1.		GO	2.65
		NGO	3.09
5.		GO	2.91
		NGO	2.26
8.		GO	3.43
		NGO	3.09
11.	가 가	GO	2.83
		NGO	3.04
13.		GO	2.35
		NGO	2.83
14.		GO	3.00
		NGO	2.78
16.	가 가	GO	3.74
		NGO	3.39

* GO: (), NGO:

4 (14) 가

가

가

”(GO: 3.35, Non GO: 3.22), “

”(GO: 3.09, Non

GO: 2.96), “
2.96, Non GO: 2.91), “

”(GO:

”(GO: 3.00, Non GO: 3.04)

“
 ”(GO: 3.96, Non GO: 3.83), “
 ”(GO: 2.04, Non GO: 2.00), “
 ”(GO: 3.17, Non GO: 3.13)

가
 가
 가
 가
 (Strategy-Based Instruction, SBI)가
 가
 가
 가

가 3

3.

(
)
 5 t 가

($t(44)=2.66, p=0.015$).

“ 가 ”(GO: 3.0,
 Non GO: 2.7), “ ”(GO: 2.65, Non GO: 2.0),
 “ ”(GO: 2.26, Non
 GO: 1.91)

가
 (, 2007; , 2010).

5

			t	p
2.64	.40	.4348	2.664	.015
2.20	.67			

196

가

($t(44)=1.705, p=0.095$).

가

가

”(GO: 2.83, Non GO: 2.43), “

가

”(GO: 2.87, Non GO: 2.35), “

가

”(GO: 2.57, Non GO:

2.39)

가

4.

가 가

6

가

가

가

6

2.	3.73
3.	3.78
4.	3.86
5.	3.91
6.	3.86
11.	3.82
12.	3.78

(pre-reading activity)

가

가

7

1.		3.69
7.		3.60
8.	가	3.60
9.	가	3.73
10.		3.56

가

가
(7)

가

()

“(n=6), “가”(n=6), “가”(n=4)
“(n=2), “가”(n=1), “가”(n=1)

(, 2010; , 2011; Grossen & Carmine, 1992; Tinzmann, Jones, & Pierce, 1992).

6

“(n=5)

, , 가
1 .

가 가

V.

, , , 2
2 , . ,

8 (24) 2 3 (8-10)
4, 12, 20

가 , 가가
8, 16, 24

가 가 ,

가 가 가

(2007) 가

가 3
24 4, 12, 20

, 가 가 .
가 가 ,

가

가

2012; , 2007; , 2010).
가

(, ,

가

가

, 가 . 8
24 가 3
가

가

가

(, , 2011; Grossen & Carnine, 1992;
Tinzmann, Jones, & Pierce, 1992).

가

가

가

(, , 2014).

. (2000).

, 12(2), 109-127.

, (2014).

, 15(3), 241-262.

. (2013).

, 19(4), 31-54.

. (2014).

, 15(2), 91-112.

, (2012).

, 18(4), 281-304.

. (2007).

, (2010).

가

- (2010). , 61, 89-131.
- (2010).
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Reading Reflection

Class _____ No. _____ Name _____

1. 그래픽 조직자(학습지)를 활용한 후 읽기 습관의 변화
 → 혼자서 하면 대중하고 했는지 안했는지 표시가 나지 않아 열심히 하지 않게 되었는데 학습지주하면 더집중이
2. 글감(본문)에 대한 이해 되는 것 같다.
 → 글의 구조가 눈에 더 잘 들어온다.
3. 그래픽 조직자 활동의 좋았던 점
 → 학습지 전에는 영어 읽기가 어렵다고 생각되었는데 후에 조금더 쉬어졌다.
4. 그래픽 조직자 활동의 아쉬웠던 점
 → 좋은 점이 더 많고 딱히 아쉬운 점이 없다.

(Examples in): English

가 (Applicable Languages): English

가 (Applicable Level): Primary, secondary, tertiary

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