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Kim, Sung Hye. (2016). Analysis of student responses to constructed response items in English of the National Assessment of Educational Achievement. *Modern English Education*, 17(3), 245-262.

The present study aims at analyzing student responses to constructed response items in order to obtain detailed information on academic achievement and to draw suggestions for enhancing curriculum, teaching, and learning. The data is compiled of students' responses to constructed response items on the National Assessment of Educational Achievement (NAEA) from 2010 to 2014. The responses of around 7,000 to 8,000 students from sample-based testing schools regarding two constructed response items (one item from speaking and the other from writing) were analyzed. The responses were classified based on their content and then analyzed in relation to achievement level. According to the analysis results, detailed information regarding the characteristics of students' educational achievement from each achievement level was obtained. Most of the students had difficulties in using formulaic expressions such as 'what about' and 'how about' by considering grammar, meaning, and context. In addition, low-advanced and proficient level students understood the content but were unable to speak and write correctly. It is shown that basic and below-basic level students did not understand basic vocabulary and sentence structures to determine the main ideas of a text or dialog.

[constructed response items/English writing/vocabulary learning/
/ /]

* 가 가 (, , , 2015) .

I.

가 . 가 가 가 가
 . 가가 .
 ,
 (, 2011) (, 2012; , 2013) 가 가
 가 가
 ,
 ,
 , 가
 , . ,

II.

1.

(
), (가
), ()
 (, 2010). 가
 가 가 가
 . 가 2009 (, 2009; , 2011) 2013 가

가 가 247

(20-40%) 「 가 」

(2011.12.13) , 가 가

(2011), , (2015)

(2012), (2013)

가

가 가 가

81 (2010) 2009 1 5

(95%), 가

105 (2015) 19

(2014) , , ,

60.78%, 62.5%

가 (2010), (2012), (2015)

가 가

가 가 가

2. 가

가 가 2010

2014 2007 가 가

, 4 , 17 , 2) 6 (34 (11

),¹ 40 . 1 , 5

¹ 가 .

가 가 249

2010 가 30 가 ,

2014 가)

1 (2012 4)

1 (2014 5) . 2012 4

가

. 2014 5 가 가

가 ,

가

2 . 5 가 ,

5(1), 5(2) .

2

-	가	가	()
2012-	4		6,798
2014-	5(1)		7,796
2014-	5(2)		7,796

가 50

가 50

가 10 가

IV.

1. 2012

4

2012

4

,

,

가

1)

가

“

.”

Shelly

가

【서답형 4】 다음 대화문을 읽고, 두 빈칸에 각각 알맞은 영어 단어를 쓰시오

W : What do you want to do this summer?
 M : I want to learn how to play badminton.
 W : That sounds great.
 M : Why don't you learn with me?
 W : Good idea. How should we start? Should we take group lessons?
 M : Wait a minute. I heard that Shelly is really good at playing badminton.
 W : You mean the girl with long hair who doesn't talk very much?
 M : Right. _____ asking Shelly to teach us?
 W : Well, maybe. Could you ask her about it?
 M : Sure. I'll see her in class tomorrow. I'll ask her then.

1 2012

4

me?' 'Why don't you learn with , 'asking'

“ ”

about it?' 'Well, maybe. Could you ask her

가 가

251

‘Are you asking’

2) 가

29.66% 가 ,
 0.55 가 70.65%
 24.48% (69.16%) 0 4 2
 2.35% 2 2012 4 70% 가 4 ,
 0 . 2

3

2012	4	가
(%)	29.66	
	0.55	
(%)	70.65	13.06
	0	0.56
	1	0.07
(%)	69.16	0.00
	2	2.35
	3	0.00
	4	28.48

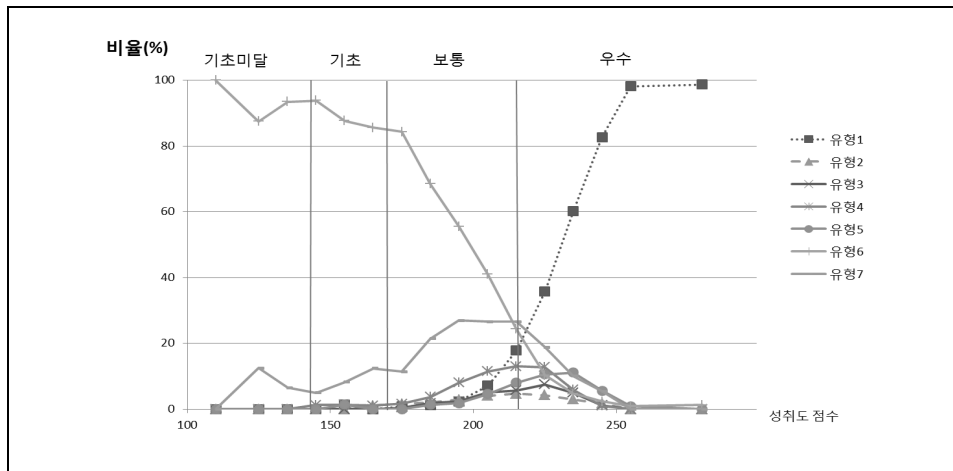
3)

2012 4
 7 4 ,
 2 . 3 (2- 5)

4

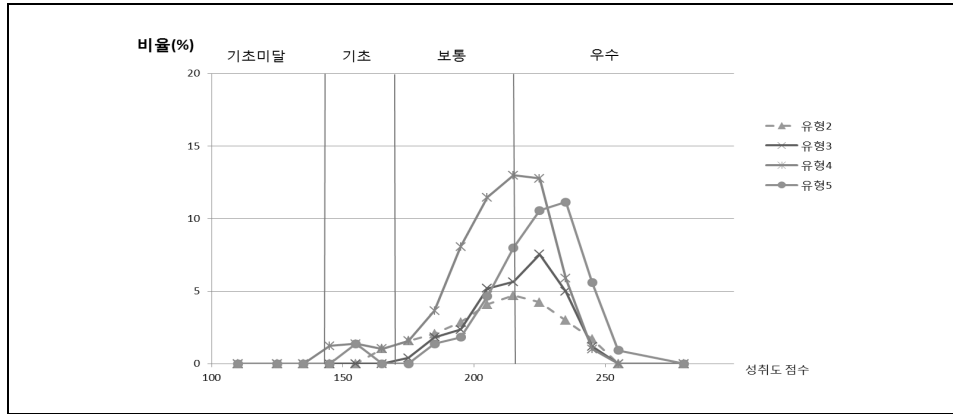
2012 4 :

		(%)		
1:	How about	1,810	1,959	28.82
	What about	149		
2:	Are you	129	217	3.19
	Do you	88		
3: 가	May I	138	283	4.16
	Can I	110		
	Could I	35		
4:	Could you	283	553	8.13
	Would you	151		
	Can you	119		
	Shall we	206		
5:	Should we	47	418	6.15
	Can we	21		
	Could we	21		
	Why not	26		
	Why don't	97		
6:		2,100	2,100	30.89
7:	-	1,268	1,268	18.65
		6798	6,798	100



2 2012

4 :



3 2012 4 : (2-5)

1 'How about, What about'
 . 1 , ,
 28.82% . 'how
 about', 'what about' ' ,
 (formulaic expression) .
 가 'asking'
 . ,
 'I heard that Shelly is really
 good at playing badminton.' 'Shelly 가
 ()?'
 . 'You mean the girl
 with long hair who doesn't talk very much?' 'Right'
 가 'what about' 'how
 about' , '... ()?'
 'how'
 2- 5 2 , , 2
 . ' 가
 (Are you, Do you).
 3 'Could you
 (May I, Can I, Could I)

ask her about it?’

가 .

4

(Could you, Would you, Can you)

.

5

(Shall we, Should

we, Can we, Could we, Why not, Why don't)

가 . ‘Should we’

가 ‘Shall we’
‘Could you’

가 .

‘Shall we’

6

30.89%가

7 가

1-20

18.65%가

가

가

가 .

(You mean the girl with long hair who doesn't talk very much?)

가

가 . ‘_____ asking Shelly to teach us?’

‘What about’

‘Well,

Maybe’

‘minimal

pair’

가

‘what about, how about’

(Lewis, 1993).

Martinez(2013)

“

가

”

, , ,

(binomial expressions)

, L1

(Frequency-Transparency Framework)

2. 2014

5

1)

【서답형 5】 다음 글을 읽고, 필자가 주장하는 내용이 되도록 빈칸 (1)과 (2)에 알맞은 말을 본문에서 찾아 각각 한 단어로 쓰시오.

Money often appears as a key need for people. People with money are more likely to be happy than people who have very little money, but provided you have about the average amount of money compared to people around you, you are likely to be as happy as anyone who has millions or billions. The key issue is who you compare yourself with, and whether you genuinely believe you are making the most of yourself. So, if you compare yourself only with millionaires, you will probably not be happy. But if you compare yourself with people around you, you will find that your income is about the same as theirs. If you enjoy the work you are doing, then you are far more likely to be happy than if you are trying desperately to get a job which pays more money.



To be happy, do not (1) _____ yourself with people who earn much more than you do. Try to (2) _____ the work you are doing.

4 2014

5

‘()’

가

2

(1) ‘ (compare)’, (2) ‘ (enjoy)’가

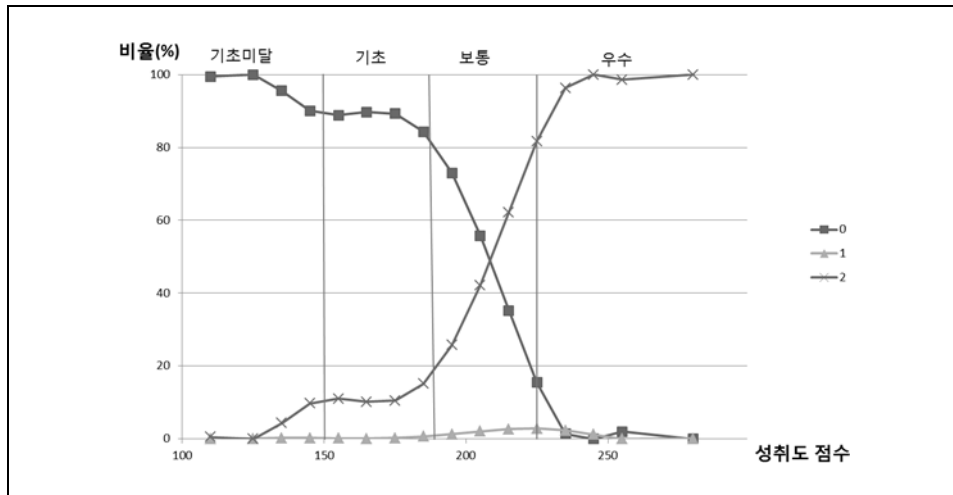
2) 가

5

2014 (, , 5 가 , 2015, p. 104)

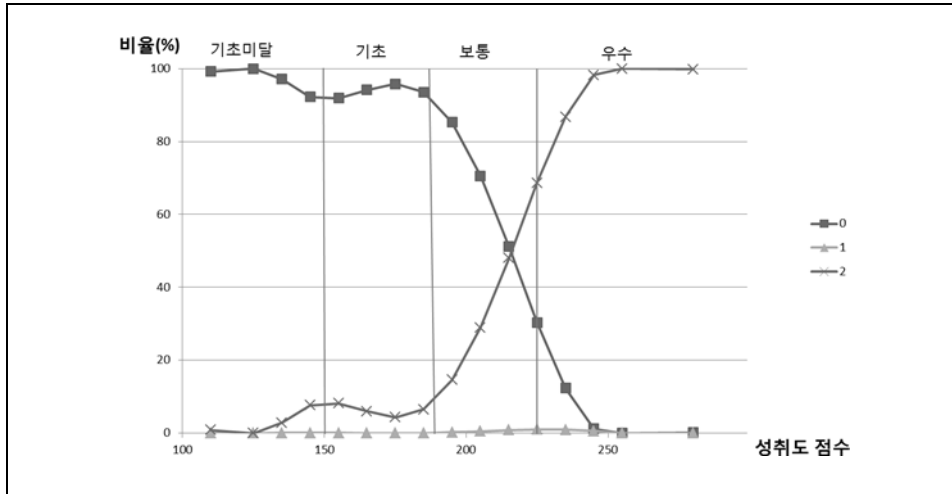
()					
(%)	55.07				
	0.70				
(%)	94.58	44.62	8.89	0.59	
	0	1	2	3	4
(%)	35.38	0.83	17.14	1.44	45.21

55.07% , 0.70
 94.58%
 4
 0
 45.21%, 35.38% 가
 2 , 3 , 1



5 2014

5-(1) :



6 2014

5-(2) :

2014

5

5,

6

. 5-(1)

,

2

, 65%

, 1

0

0

가

. 5-(2)

,

2

, 1

65%

2

. 5-(1)

0

0

가

,

5-(1)

5-(2)

5-(1)

'compare'

5-(2)

.

5-(2)

'enjoy'

'compare'

'enjoy'

.

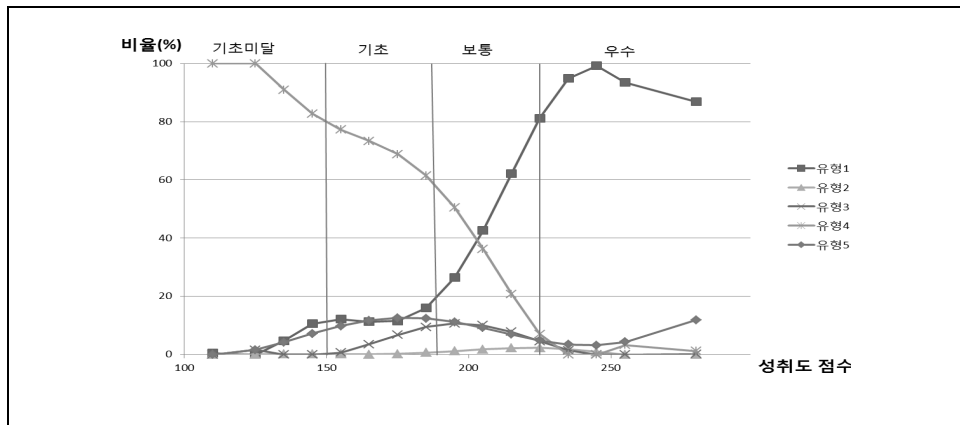
3)

2014 5
 . 5-(1) 5
 . 6 ,
 7 .

6

2014 5-(1) :

		(%)		
1:	compare	4,639	4,639	60.21
2: compare	compared	120	120	1.54
	money	290		3.72
3: 가 50	provided	58	454	0.74
	provide	50		0.64
	happy	56		0.72
4:		2,021	2,021	25.92
5:	-	562	562	7.21
		7,796	7,796	100



7 2014

5-(1):

1 'compare' . 1
 60.21%가 ,
 . 2 'compare' 가 'compared'
 1.54% .
 3 가 가 50 454 .
 3 'provided' 가 .

1 'enjoy' 1
50%가 ,

2 'get, find, believe' 가
'try to' 'the work' ' ,
'get, find' 'believe'

가

'enjoy'
3 'trying desperately' 'desperately'
'desperate' 가 ,

4 , 26.26%가 5
10

V.

가 가

1 1 7,000

가 , 가

'formulaic expression'

'formulaic expression'

'corpus'

'formulaic expression'

가 (2013). -

가 (2010). 가 : 가

가 (2014). 가 , 7(1), 31-56.

가 (2011). 가

가 (2015). 가 (RRE 2015-12-2). : 가

가 (2015). 2014 가 가 : (ORM 2015-45-5). : 가

가 (2015). 가

가 (2011). () (CRC 2011-12). : 가

Lewis, M. (1993). *The lexical approach*. Hove: Language Teaching Publications.

Martinez, R. (2013). A framework for the inclusion of multi-word expressions in ELT. *ELT journal*, 67(2), 184-198.

(Examples in): English
 가 (Applicable Languages): English
 가 (Applicable Levels): Secondary

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