PRE-READING ACTIVITIES FOR HIGH SCHOOL ENGLISH

CLASSES IN KOREA

A MASTER’S PROJECT PRESENTED BY

MINJUNG KIM

TO THE LINGUISTICS DEPARTMENT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS

WITH A LANGUAGE TEACHING SPECIALIZATION

UNIVERSITY OF OREGON

August 16, 2013
UNIVERSITY OF OREGON

DEPARTMENT OF LINGUISTICS, COLLEGE OF ARTS AND SCIENCES

MASTER’S PROJECT APPROVAL FORM

August 16, 2013

The examining committee appointed by the Department of Linguistics for the Master’s
Project submitted by

MINJUNG KIM

has read this Master’s Project and determined that it satisfactorily fulfills the program
requirement for the degree of Master of Arts.

Project title: Pre-reading activities for high school English classes in Korea

Project Advisor:  

Dr. Sandra Johns

(Committee Chair)

Committee Member:  

Dr. Tonya Mildon

(Committee Member)

Department Chair:  

Dr. Scott Delancey

(Department of Linguistics, Chair)
ABSTRACT

Title: Pre-reading activities for high school English classes in Korea

Author: Minjung Kim

Committee Chair: Dr. Sandra B Jeffs

Committee Member: Dr. Tonya R Mildon

Program: Language Teaching Specialization, Department of Linguistics

Reading is the most focused skill in EFL classes in Korean high schools because of the College Scholastic Ability Test (CSAT), which mainly consists of reading and listening comprehension. High school students who are sitting the exam have a strong extrinsic motivation to improve their reading skills. However, their intrinsic motivation for learning English is low. As a method of improving current English instruction in Korea, there have been attempts to teach communicative competence through Communicative Language Teaching. However, it has not brought about any significant change since it does not reflect students’ immediate need to improve their reading comprehension ability. In order to make a meaningful change in Korean EFL classes, efforts should be directed toward making the learning process enjoyable, and full consideration should be given to improving reading comprehension as well.

This portfolio aims to develop pre-reading activities through small groups as an applicable and realistic method to improve current English reading instruction. Pre-reading is a strategy which builds background knowledge of a reading text and helps readers comprehend the reading text and make it meaningful to them. When students find meaningful connections between themselves and the reading texts, they are more willing
to read. This process can be accelerated by group work because it is based on interaction between learners, which makes students active learners engaged in learning.
# TABLE OF CONTENTS

Table of Contents .................................................................................................................. iii

Chapter I: Introduction ......................................................................................................... 1

Chapter II: Literature Review ............................................................................................... 5  
*English language reading instruction in Korean high school* ........................................ 5  
*Korean EFL learners’ L2 reading Motivation* ................................................................... 7  
**Intrinsic and Extrinsic motivation** ................................................................................. 8  
**Self-determination** ........................................................................................................ 9  
**Resultative motivation** ................................................................................................. 10  
*Pre-reading activities in Korean EFL reading instruction* ............................................. 11  
**Foreign language reading approach** ............................................................................ 12  
**Schema theory** .............................................................................................................. 13  
**The benefits of pre-reading activities** ........................................................................... 14  
**Pre-reading activities** .................................................................................................. 15  
**Cooperative group work** ............................................................................................. 16

Chapter III: Needs Analysis ................................................................................................. 21  
*Method I. Paper survey of high school students in Korea* ............................................. 21  
**Participants** .................................................................................................................. 21  
**Instruments** ................................................................................................................ 22  
**Procedures** .................................................................................................................. 22  
**Results and Discussion** ............................................................................................... 22  
*Method II. Online survey for high school teachers in Korea* ......................................... 29  
**Participants** .................................................................................................................. 29  
**Instruments** ................................................................................................................ 29  
**Procedures** ................................................................................................................ 30  
**Results and Discussion** ............................................................................................... 30  
*Method III. Face to face interviews with ESL reading teachers* ..................................... 37  
**Participants** .................................................................................................................. 37  
**Instruments** ................................................................................................................ 38  
**Procedures** ................................................................................................................ 38  
**Results and Discussion** ............................................................................................... 38  
*Method IV. Analysis of English textbooks used in Korean high schools* ..................... 40  
**Subjects** ....................................................................................................................... 40  
**Instruments** ................................................................................................................ 41  
**Procedures** ................................................................................................................ 41  
**Results and Discussion** ............................................................................................... 41

Chapter IV: Overview of Portfolio ...................................................................................... 46  
*Project Rationale* ............................................................................................................ 46  
*Teaching Approaches* ..................................................................................................... 48  
*Portfolio Criteria* ............................................................................................................ 50  
*Explanation of Organization of Portfolio* ....................................................................... 52  
**Framework of activities** .............................................................................................. 52  
**Guideline for teachers** ............................................................................................... 55
CHAPTER I: INTRODUCTION

Reading is the most valued skill in English language classes in Korean high school since reading comprehension ability is crucial for college entrance. Admission to a good college is important to high school students due to the socially held belief that entering a prestigious college guarantees a better life. Therefore, high school students have strong extrinsic motivation toward improving their reading skills. However, their intrinsic motivation is low, and many students feel that reading is a tedious burden that they must carry.

The failure of eliciting students’ interest in Korean EFL classes can be attributed to intensive reading instruction based on grammar-translation method and teacher-centered instruction. Korean English reading instruction is performed in the way that a teacher explains grammar and vocabulary knowledge in the reading texts and translates sentences. It is also inclined to the intensive bottom-up reading process which emphasizes analyzing sentence structure and grammar (Kim, 2010). Even though some variations exist depending on the type of school, teaching reading comprehension based on grammar and vocabulary is dominant in general English classes in Korean high schools. Students’ demotivation in English reading is also aggravated by lecture-based reading instruction, which is prevalent in Korean high schools due to large-class environments and institutional constraints. In teacher-centered reading classes, students receive knowledge from the teacher and take a passive role.

Due to the critical reflection on the current English reading education in Korean high schools related to students’ learning motivation, the claim that a reading class should
be designed to promote students’ interest and engagement has been actively discussed. In accordance with the prevalence of Communicative Language Teaching (CLT) and its promising effects on learners’ motivation in English education fields, efforts have been attempted to adopt CLT methods to Korean EFL classes. English textbooks for high school students have been revised to reflect students’ interests, and their contents and formats have become more CLT oriented. However, these efforts have not been successful in bringing a broad change to English language classes in Korea. Even though the national consensus on the goal of English education is heading towards CLT, the subjects of education are reluctant to accept the change because of the gap between their immediate learning goal and the CLT approach. Korean students’ personal goal is to get a high score on the College Scholastic Ability Test (CSAT), and even though the CLT approach enables learners to retain knowledge longer than teacher-centered lectures its efficiency and practicality in attaining good test scores are not immediately observable. Therefore, both teachers and students tend to think CLT is optimal but unrealistic. To bring a substantial change, a more realistic and practical approach reflecting Korean EFL contexts should be suggested.

One such practical approach would be to teach pre-reading strategies through group work in English language reading classes in Korea. Pre-reading is one of the reading strategies that is adopted to enhance reading comprehension by activating students’ schemata and connecting pre-existing knowledge to new information (Mihara, 2011). Stimulating schemata gives a positive influence on students’ reading motivation since readers become more involved in reading when a reading text is relevant to them (Guthrie, Klauda, & Ho, 2013). Pre-reading activities have not been emphasized in

Chapter I: Introduction
English reading lessons in Korea due to the prevalence of bottom-up reading instruction whose focus is more on analyzing linguistic components than the meaning of the text. However, to be a successful reader, students need to use not only the bottom-up process but also the top-down process (Grabe, 1991). Therefore, it is suggested that teachers should consider the positive effects of activating students' schemata on reading comprehension and their reading motivation (Song, 2000).

Moreover, pre-reading can be effectively integrated with CLT methods in the way to enhance students' interests. Korean students tend to think CLT based activities are time consuming. Likewise, teachers may feel overwhelmed by adopting CLT methods, since they have a hard schedule teaching the required reading materials (Park, Chang, & Paek, 2012). However, as the name indicates, pre-reading activities are performed before the main reading and allows for the reading to become more meaningful to learners within a relatively short amount of time.

Among various CLT methods, small group works can be effectively integrated with pre-reading activities to enhance students' participation in Korean EFL classes where 40 students of mixed language ability study together. Macgregor, Cooper, Smith, and Robinson (2002) show that grouping enables the teacher to manage class time more effectively, allocate more attention to each student, and overcome the physical limitation derived from a large-sized class.

The purpose of this project is to develop pre-reading materials for small groups to enhance Korean EFL learners' motivation to read English texts and to improve their reading comprehension. Materials are designed around the frequently introduced topics in English textbooks for Korean high school students. The next chapter will start with the

Chapter I: Introduction
review of literature related to Korean learners’ reading motivation and pre-reading instruction in Korean EFL classes. A needs analysis of Korean high school students and English teachers in Korea and the U.S. follows in Chapter 3. The last Chapter presents a collection of pre-reading activities developed based on literature review and a needs analysis.
CHAPTER II: LITERATURE REVIEW

The literature review is a theoretical support for this project in order to develop pre-reading activities for Korean EFL high school students. It begins with an introduction of English language reading instruction in Korean high schools to provide the foundation of the necessity of the project. Then Korean students’ L2 reading motivation is discussed in terms of the current English instruction in Korean high schools. The next two sections discuss pre-reading activity as an effective reading instruction method to increase students’ reading motivation and suggest its classroom applications.

*English language reading instruction in Korean high school*

English language reading instruction in Korean high school has been highly affected by assessments for college entrance. There are two assessments that heavily influence English reading instruction in Korean EFL classes: School Achievement Test and College Scholastic Ability Test (CSAT).

Intensive reading instruction with a bottom-up approach is mainly used in Korean high school English language classes because school achievement tests are based on the syllabus-content approach. Intensive reading refers to understanding the literal meaning of texts by analyzing particular linguistic features, grammatical forms, and other structures (Brown, 2007). A syllabus-content approach means that the final achievement test should be limited to those contents that have been taught and indicated in the course syllabus (Hughes, 2003). Since high school GPA is crucial for college entrance in Korea, school achievement tests are constrained in the way that test items should be what students have encountered during lessons and in the textbook, to make it fair. Therefore,
students feel secure when they learn every element of each sentence in the reading texts, and teachers also feel obliged to teach the textbook in detail and depth. A Korean English language teacher interviewed by Shin (2012) said that she feels pressure to teach everything in reading texts to protect the best interests of students. Under this circumstance, intensive reading instruction, which focuses on sentence components, is inevitably the most widely used approach in Korean EFL reading classes. However, excessive emphasis on the ability to understand the literal meaning of the text by analyzing sentences could mislead students to regard English reading as a means to developing linguistic knowledge. Even though learning grammar knowledge and sentence structure is the foundation for understanding reading texts, many students can develop the misconception that reading texts are a tool to learn grammar rules. Therefore, they are not likely to be curious about the contents of the reading texts, which in turn may decrease students’ interest in English reading (Song, 2000).

The College Scholastic Ability Test (CSAT) is another factor which influences English language reading instruction in Korean high schools. To high school students, CSAT is one of the strongest extrinsic motivations for learning English. The English section in CSAT consists of listening and reading comprehension, but reading comprehension questions have more impact on students’ scores. These questions are all multiple choices, and they assess how efficiently students find the right answer after reading English texts within a limited time. Students have to use their linguistic knowledge and reading skills to attain a high score on CSAT. Therefore, reading education in Korean high school places the most emphasis on improving students’ ability to solve problems effectively and efficiently within given time period. To achieve this
specific goal, teaching students how to analyze reading texts has been the main focus of English reading instruction in Korean EFL classes. As a negative washback of the test, only the test skills and reading strategies related to CSAT have been emphasized when instructing reading, regardless of students’ interests (Shin, 2008; Suh, 2012).

Reading instruction in Korean high school is highly related to CSAT; therefore, the efficiency of reading instruction for test preparation is regarded as crucial. Teacher-centered lecture is one of the most frequently chosen forms of instruction in Korean high school EFL classes because of the institutional constraints and, teachers’ and students’ constraints. Shin (2012) states that English teachers typically have forty mixed-language-ability students in the same class and must assess them with the same test. Therefore, teachers are faced with a challenging schedule as they have to teach all of the syllabus content to students of different proficiency level. Under this situation, teacher-centered lecture has been the preferred method to teach English reading and reinforced.

*Korean EFL learners’ L2 reading Motivation*

As stated above, English language reading instruction in Korean high school is not designed in a way that enhances students’ interests but rather in a way that satisfies students’ extrinsic needs. The importance of students’ active role has been neglected in Korean EFL classes, so English reading instruction has failed to enhance students’ engagement in learning. Alyousef (2005) notes a similar issue, stating that most research on reading has not placed sufficient emphasis on the readers’ motivation and engagement in reading, even though they have potent influence on successful reading. Guthrie et al. (2004) state that “engaged reading is based on motivational and cognitive characteristics of the reader…who is intrinsically motivated, builds knowledge, uses cognitive...
strategies” (p.404). Therefore, it is necessary for English language teachers to consider how to synthesize learners’ intrinsic motivation, engagement, and their use of cognitive strategies in designing a reading lesson.

**Intrinsic and Extrinsic motivation**

Intrinsic and extrinsic motivation refer to “a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself” (Brown, 2007, p. 88).

Intrinsic motivation refers to the motivation driven by internal rewards, such as pleasure, self-actualization, and satisfaction of curiosity. The driving force behind behavior is internally focused and inherent. By contrast, extrinsic motivation refers to the performance of an activity driven or facilitated by external rewards such as prize, grade, praise, and money. The rewards exist outside of the individual (Brown, 2007). Among two types of motivation, the beneficial and long-term effects of intrinsic motivation on language learning have been acknowledged by many researchers (Deci & Ryan, 1985). Brown (2007) also supports the influential effect of intrinsic motivation over extrinsic motivation by stating that except the positive feedback which increases students’ self-determination, “no other externally administered set of rewards has a lasting effect” (p.89). However, different from these theories, current reading instruction in Korea has not been successful in inducing students’ intrinsic motivation. Its focus is placed on short-term motivation, not reflecting long-term motivation. Thus, it is essential for English language teachers in Korea to think of ways to shift students’ major focus from extrinsic motivation to intrinsic motivation.

Chapter II: Literature Review
Self-determination

Intrinsic motivation is also closely related to one of the most influential motivations for learning a new language, self-determination. According to Noels (2001), "intrinsic motivation is the most highly self-determined type of motivation" (p. 110). Self-determination has been highlighted as an important factor for successful language learning. "To be self-determining means to experience a sense of choice in initiating and regulating one’s own actions" (Deci, Connell & Ryan, 1989, p. 580). Intrinsically self-determined learners are willing to study English reading for its own sake. They perform classroom tasks and read texts because they enjoy them, not because they expect external rewards. Deci et al. also indicates the pedagogical importance of self-determination explaining that language teachers should think of creating a condition in which people can motivate themselves instead of focusing on how people can motivate others. Intrinsic self-determination overlaps with the concept of autonomy, which is one of the utmost goals of language teaching. According to Brown (2007), autonomous learners are able to continue learning a foreign language for its successful mastery outside of language classes. To increase self-determination by activating intrinsic motivation can lead to successful language learning.

In addition to intrinsic motivation, extrinsic motivation is correlated with self-determination, but the degree of correlation is determined on the continuum of internalization of learning. Noels (2001) explains three extrinsic regulations related to self-determination: external regulation, introjected regulation, and identified regulation. The least self-determined form of extrinsic motivation is external regulation, which denotes that alongside internal needs, behaviors of people are regulated by external

Chapter II: Literature Review
sources as well, such as a tangible reward or punishment. Introjected regulation means that individuals' acts arise from the pressure that they have internalized, whether it is to avoid feeling guilty or to achieve self-satisfaction. Identified regulation means that people perform certain tasks since they personally value these tasks and the achievement of these tasks is meaningful for them to build self-esteem (Noels, 2001). Korean high school learners' motivation tends to be more weighted toward extrinsic self-determination than intrinsic self-determination, since English reading instruction is highly related to an external factor, a high stake exam. A survey about Korean students' interest in learning English showed that Korean students start to dislike learning English and lose confidence in it since middle school when test-related reading instruction starts. When external factors take control over the internal pleasure of learning, intrinsic motivation starts to decrease. Moreover, this exam is a norm-referenced test which decides the positions of test takers by comparing a student's score against the scores of other students (Hughes, 2003). Thus, Korean students are easily regulated by test scores rather than internalizing the value of learning. Therefore, how to move the learners' motivation along the continuum from externally self-determined to internally self-determined should be considered important to enhance students' active learning in Korean EFL classes.

**Resultative motivation**

It is intrinsic motivation that ultimately promotes successful learning, but extrinsic motivation cannot be neglected in Korean EFL classes because students' utmost interest is placed on improving reading comprehension skills to achieve high test scores. Blank (2000) questioned how language teachers can increase students' interest in learning the language, while at the same time leading them to achieve their academic
goals. He states that “interest and achievement goals can happen simultaneously; in fact, they are maximized simultaneously, so we don’t have to compromise one for the sake of the other”. Intrinsic and achievement motivation do not contradict each other. Instead, they are recursive and enforce each other. Ellis (1997) took notice of this type of motivation and explains that motivation can be both the cause and the result of L2 achievement and named it as resultative motivation. Dörnyei (1998) shows that intrinsic motivation leads to a successful achievement, and the positive feedback that follows achievement encourages learners to pursue another goal and become intrinsically motivated. Harter and Connel (1984) also assert that learners’ successful learning experiences and improved learning elicit intrinsic motivation, in turn, promoting successful achievement by encouraging learners. Thus, language classes in which learners’ achievement and intrinsic motivation create a synergetic effect can promote successful L2 learning.

Some of the current problems of Korean EFL reading instruction have been discussed in terms of students’ motivation in this strand. Since Korean EFL students have their own agenda of achieving high scores in the tests in learning English reading, it is crucial to reflect their immediate needs and intrinsic motivation in developing reading instruction. The next strand discusses a possible method to increase students’ internalization of L2 reading and to synthesize intrinsic and extrinsic motivation in Korean EFL reading classes.

*Pre-reading activities in Korean EFL reading instruction*

Pre-reading activities can provide promising results to Korean EFL classes in terms of students’ intrinsic and extrinsic motivation. In this section, pre-reading activities
will be introduced through the perspectives of the reading approach and the schemata theory. Then in the following section, implications of pre-reading activities in Korean EFL classes will be discussed.

**Foreign language reading approach**

The traditional view of second language reading emphasized the linguistic comprehension of reading texts. Lexis, sentence structure and text formation were thought to be key elements to comprehend the meaning of texts. In this view, meaning is assumed to exist in the texts. Therefore, failure to comprehend the reading texts is conceived to be caused by lack of linguistic knowledge (Carrell & Eisterhold, 1983).

However, reading theory has shifted to the view that reading is an active process, which requires readers to select the linguistic knowledge and previous experiences that they think are needed to interpret the texts (Alyousef, 2005). Widdowson (1979) states that the studies of reading have represented it as a reasoning activity whereby the reader creates meaning on the basis of textual clues (Cited in Ajideh, 2003). Goodman (1967, 1970) also explains that reading is a “psycho-linguistic guessing game,” which means that meaning of the texts is created as the readers draw their previous knowledge as well as linguistic competence in response to the written text. Rather than the readers understanding meaning inherent in the texts, the readers are creating meaning from their background or schematic knowledge. Reading instruction based on this theory has been widely applied to L2 language classes, and it still remains an important guideline for L2 reading instruction (Alyousef, 2005; Grabe, 1991; Mihara, 2011).

In more recent theories, reading is regarded as an interactive process. Interactive process can be interpreted in two different ways. Reading is an interaction between
readers and reading texts. Readers interpret texts using their background knowledge and the selected data from reading texts. Moreover, reading is an interaction of many cognitive reading skills. This refers to L2 reading requiring both automatic decoding skills and interpretation skills (MacCardle, Scarborough, & Catts, 2001; Morales, 2010). According to Grabe (1991), readers dynamically interact with texts using top-down processing (activating schemata) to predict the meaning of the text and bottom-up processing (automatic identification of letters) to understand the text and assess whether their prediction is correct or to be modified. Many researchers agree on the importance of top-down and bottom up processes and their balance in L2 reading comprehension (Eskey & Grabe, 1988; Morales, 2010).

However, Korean reading instruction in high schools has a tendency to focus on bottom-up processing. Even though CSAT requires top-down processing as well as bottom-up processing, intensive reading instruction through a grammar-translation teaching method has accelerated the teaching of automatic identification of letters and decoding skills. Therefore, in Korean EFL classes, teachers’ efforts need to be intensified to integrate top-down processing into English reading instruction.

**Schema theory**

Considering that reading is the process of discovering the meaning by readers, students’ background knowledge is thought to be important in comprehending reading texts. Background knowledge is what an individual has accumulated over a lifetime. It is also called schemata (Carrell, 1984). Anderson and Pearson explain that a reader’s schemata are the knowledge that helps readers understand texts and remember ideas by providing relevant information (1984). They also claim that readers should activate their
schemata to comprehend the meaning of texts because they provide accurate interpretation of contents given in the texts. Navarro (2008) cites the six functions of schemata introduced by Anderson and Pichert (1978): "it provides scaffolding for incorporating text, facilitates a reader’s ability to decide where to pay close attention, helps make inferences, provides a guide to search for memory, aids in editing and summarizing, and help produce hypotheses about information that is missing" (p. 4).

As stated above, schemata play an important role to comprehend reading texts. Greater background knowledge enables greater reading comprehension (Anderson & Pearson, 1984). Carrell (1984) states that "an ESL reader’s failure to activate an appropriate schema during reading may result in various degrees of non-comprehension" (p. 333). Considering the influential effects of schemata in the reading process, it is necessary for language teachers to think of how to effectively activate schemata (Mercuri & Rea, 2006).

The benefits of pre-reading activities

Pre-reading is the reading strategy undertaken to activate the schema before reading (Pearson-Casanvae, 1984). The rationale behind pre-reading lies on understanding how stored information in the memory is retrieved when needed (Pearson-Casanvae, 1984). It is rare that readers cannot understand texts because of not having knowledge related to concepts in the text. More often, readers’ lack of reading comprehension is caused by them not being aware of what they already know about the topic and how to relate their knowledge (Langer, 1981). Pre-reading helps learners be aware of their prior knowledge and learn how to use it to effectively comprehend reading materials.
Ringler and Weber (1984) call pre-reading activities enabling activities, because they provide a reader with necessary background to organize activities and to comprehend the material. They say that pre-reading activities elicit prior knowledge, build background and focus attention (Cited in Ajideh, 2003). Once students successfully activate their schemata related to the topic, they are more likely to correctly infer and predict the contents of reading materials.

Pre-reading strategies can satisfy two major needs of Korean EFL students: to improve their reading comprehension and to be engaged in English reading. Chastain (1988) asserts that the purpose of pre-reading activities is to prepare learners to read texts and increase their reading motivation. Students can comprehend reading texts more efficiently once their schema is well developed through pre-reading activities. Moreover, pre-reading stimulates readers' curiosity about reading texts. When learners feel familiar with a reading topic, both reading comprehension and motivation are increased (Guthrie et al., 2013).

Furthermore, as explained in the resultative motivation theory, students' successful experience of reading comprehension through pre-reading strategies can enhance their intrinsic motivation, such as self-actualization, confidence, and efficacy (Guthrie et al., 2004). Intrinsic motivation and achievement are recursive, therefore; when they feel satisfied with their reading comprehension, they are more willing to read English reading texts.

**Pre-reading activities**

Nuttall (1996) states that it is effective to provide top-down tasks as pre-reading activities to encourage students to attain general information about reading texts. Various
top-down pre-reading activities have been studied and suggested by many researchers. Among much research, the activities suggested by Carrell (1984) have been widely studied. He introduces twelve pre-reading activities, which are “viewing movies, slides, pictures, field trips, demonstrations, real-life experiences, class discussions or debates, plays, skits, and other role-play activities, teacher-, text-, student-generated predictions about the text, text previewing, introduction and discussion of special vocabulary to be encountered in the text, key word/ key concept association activities, and even prior reading of related texts”. He adds that any classroom applications created from theory cannot be perfect and exhaustive. Similarly, these pre-reading activities are only some examples of possible classroom applications. They can be integrated with other kinds of activities and modified depending on classes.

Taglieber et al. (1988) studied three pre-reading strategies, which are pictorial context, pre-questioning, and vocabulary pre-teaching. They found that the first two strategies help learners make predictions about reading texts and increase the retention of the reading texts. Pre-teaching vocabulary also aids students to comprehend a reading text better, not being impeded by unfamiliar words while reading a text. However, to make vocabulary instruction successful, vocabulary should be introduced in a way that activates students’ preexisting knowledge about it.

Cooperative group work

Pre-reading activity has the potential to bring positive effects on students’ reading comprehension skills and intrinsic motivation. To successfully apply pre-reading activities to Korean EFL classes, how to apply pre-reading activities should be considered as well. As described in the first section, English language reading instruction
in Korean high school, a teacher-fronted lecturing has been prevalent in English class in Korean high school due to large-class environments and institutional constraints. In a large class, it is difficult to monitor or guarantee individual students' learning. Students are inclined to remain passive since the responsibility of being an active learner is on the individual student's choice in teacher-centered lessons. To increase individual learners' participation and intrinsic motivation, it is important to build a cooperative language learning environment. McCafferty et al. (2006) point out positive interdependence and individual accountability as the core of cooperative learning activities. In cooperative learning, students should be more responsible for their learning and rely on their peers, moving away from being entirely dependent on teachers. Rogers (1979) stresses that positive interpersonal relations and interdependence satisfy the higher needs of human beings which are closely related to intrinsic motivation, such as the need to understand and the need to realize one's potential (cited in Macafferty et al., 2006). Dörnyei (2001) also states that cooperative learning environments have positive influence on students' self-esteem, self-confidence, and attitude toward learning. Moreover, various cooperative learning techniques have been widely studied and valued in the L2 field (ibid).

Olsen and Kagan (1992) explain that cooperative learning is based on group activities in which learning is promoted by exchange of information between learners. Then each learner is not only responsible for his or her own learning but also motivated to increase others' learning. The California Department of Education also states that the most effective method of cooperative learning includes small and heterogeneous groups of four or five members working together to achieve a task. According to these definitions, a small group is a major platform to accomplish cooperative learning since it
provides learners with a specific setting in which learners interact with other students to accomplish successful learning. Regarding the definition of a small group, there are various opinions. However, the generally accepted number of students in a small group ranges from two to five or six. Pair work is also accepted as the smallest group (MaCafferty et al., 2006).

The benefits of a small group have been examined from various perspectives: (1) classroom setting, (2) student’s interaction, and (3) affective filter, (4) learner’s responsibility and autonomy (Brown, 2007). Brown states that each student in a classroom has his or her own unique learning needs and ability. Small groups enable students to set and achieve their individual goals and help the teacher recognize individual learners’ differences more effectively than a whole class lecture. Macgregor et al. (2002) assert that grouping enables a teacher to manage class time more effectively and allocate more attention to each student.

Regarding students’ interaction, they address that the quality of students’ learning is also increased since students monitor and evaluate their understanding by interacting with other students and explaining what they know. Long (1996) states that interaction fosters acquisition when a communication problem arises and learners are engaged in negotiating for meaning. The interactional modifications arising help to make input comprehensible, provide corrective feedback, and push learners to modify their own output in uptake. By completing many tasks and having negotiation of meaning between other students, they practice English naturally. Moreover, students also develop wider perspectives by interacting with others. Freeman and Freeman addresses “when students work collaboratively, diversity is an asset to be celebrated since the varied experiences,
knowledge, and interests students in each group bring to the task at hand add to the potential for learning” (cited in McCafferty et al., 2006, p.59).

Related to affective climate in language classes, students feel less anxiety in communicating within a small group than within a whole class context. Barnes (1973) uses the term “audience effect” in L2 learning. It indicates the pressure that students feel when speaking L2 in front of the teacher and other classmates. They are anxious about their performance and afraid of being judged by other people, so they tend to speak less and remain passive in L2 classes. However, within a small group, they feel less pressure and have lower anxiety in producing L2, because a small group provides an intimate and supportive environment. Lastly, students are held accountable for their work since they should work as a group. A group provides a sense of belonging and accountability, both of which urge each member to voluntarily complete his or her duty. Moreover, students can build autonomy since group work often makes them work by themselves without the teacher’s immediate observation (Dörnyei, 2001). Cooperative group work also enables students to manage their own work in accordance with their interests (McCafferty et al., 2006). Taking into consideration that autonomy is a powerful driving force in accelerating intrinsic motivation, the utilization of group work could bring successful results in EFL classes in Korean high school.

This review has outlined the theoretical framework of the implication of pre-reading activities specifically for English reading instruction in Korean high school. Pre-reading activities using small group formations are applicable to Korean EFL reading classes and ultimately contribute to enhance L2 reading motivation. In the following

Chapter II: Literature Review
chapter, essential data for this project will be analyzed to meet the needs of students and teachers.
CHAPTER III: NEEDS ANALYSIS

The purpose for this data collection is to obtain information to support for the project which is to develop useful pre-reading activities for Korean EFL high school students. The data collection is conducted through four different methods. The first one is a paper survey targeted at Korean high school students. The second one is the online survey focused on EFL teachers working at Korean high schools. Next, it includes interviews of ESL teachers in the USA. Lastly, the analysis of frequently chosen English textbooks in Korean high school will be included to identify what needs to be supplemented. The information about survey participants, the survey instruments, and the procedures of each data collection methods will be explained. Moreover, the collected data results will be analyzed from various perspectives, such as L2 reading instruction, learners’ L2 motivation and applicable teaching methods.

Method 1. Paper survey of high school students in Korea

Participants

One hundred high school students attending a co-education high school in Korea answered the survey. Their overall English proficiency level ranges from high beginner to intermediate according to the test results of a national achievement test. In general they demonstrate higher proficiency in reading and listening than speaking and writing. It is estimated that the majority of them want to enter a university and prepare for CSAT (College Scholastic Ability Test) since they attend an academic high school. The English section of the test consists of reading and listening comprehension questions around seventy percent of which are reading comprehension questions. Therefore, students are
inclined to improve reading comprehension among four language skills in studying the English language.

**Instruments**

The paper survey distributed to the students includes 20 items, which are divided into three major parts: Asking for biodata information, their English learning experiences including proficiency level, motivation, learning preference and attitude towards English reading, and their preferred learning style in English classes. The questions are written in Korean for survey takers’ better understanding to receive reliable data. The questions are also composed of multiple choices and the Likert-type scale to increase survey participation by lowering cognitive burden of survey takers.

**Procedures**

The web-based survey created using Qualtrics Software was emailed to English teachers working at Korean high school. The survey was printed out and distributed to the students in three to four English classes. The survey was expected to take less than 15 minutes during class. After students completed the survey, the collected survey was analyzed in detail.

**Results and Discussion**

The survey was distributed to one hundred Korean high school students, and all of them responded. In order to recognize target learners’ learning motivation, which was reviewed as an essential factor in Korean EFL classes in chapter 2, they were first requested to choose the main reason for learning English language. As can be seen in Figure 1, seventy seven percent of participants answered that they are learning English
language to enter a prestigious university and have well-established careers in the future. On the other hand, nine percent of participants answered that they are learning English to communicate with people from other cultures, and only two participants responded that they are learning English for its own sake. From the data, students’ learning motivation is highly driven by extrinsic motivation rather than intrinsic motivation.

<table>
<thead>
<tr>
<th>Why do you learn English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2% Entering university and having good careers</td>
</tr>
<tr>
<td>5% Communicating with foreigners</td>
</tr>
<tr>
<td>9% Being forced by parents and teachers</td>
</tr>
<tr>
<td>10% Interested in American culture</td>
</tr>
<tr>
<td>10% Other</td>
</tr>
</tbody>
</table>

Figure 1: Students’ reasons for studying English Reason to study English

In order to ascertain the importance of reading instruction in Korean public high schools, all participants were given the question about which language skill they study the most. Ninety one percent of participants responded that reading is what they study the most, and fifty five percent addressed the reason for studying reading is the high percentage of reading comprehension questions in CSAT. That English classes mostly consisting of reading instruction is the second biggest reason to study English reading which was responded by twenty three percent of participants. From the data, it can be

Chapter III: Needs Analysis
estimated that students’ English reading motivation is similar to their overall English learning motivation.

Regarding students’ learning motivation, specifically English reading, all the participants were asked about their attitude towards English reading. Different from the expectation that it would be of little interest to the majority of the students, around half of the participants responded that they neither like nor dislike English reading. Then around twenty percent of the participants responded that they dislike learning English reading, and only eight students really detest learning it.

![How much do you like English reading?](chart)

**Figure 2: English reading motivation (%)**

Students’ reluctance to learn English reading is mainly caused by the pressure of taking a high stake exam. This result is promising, since many students remain neutral.

Chapter III: Needs Analysis
towards learning English reading, so with appropriate supports given, many of them would be more positive about learning it. Moreover, the reason why students hate learning English reading is only focused on one factor, CSAT, so the solution would be to help students find the pleasure of learning English reading apart from exams and tests.

Then to identify how to motivate students to study English reading, all participants were asked when they feel encouraged to keep studying. They were asked to choose one among four options as seen in Figure 2 below. Fifty three percent of participants answered that they were motivated to practice English reading skills when they achieved good scores in exams.

![What encourages you to study English reading?](image)

**Figure 3: Features encouraging students (%)**

This refers to the fact that CSAT is a cause of what both motivates and demotivates students to learn English reading. This result again supports the previous data related to students’ overall motivation in learning English. Students’ English reading

Chapter III: Needs Analysis
motivation is enhanced by an external source, an exam. However, the following two features that encourage students to study English reading are more driven by internally valued motivation. One-fifth of participants answered that they are encouraged to study when they felt interested in learning itself and felt a sense of achievement after understanding challenging texts.

The English learning and reading motivation of students has been discussed so far, but this data analysis is to develop actual reading activities, so it is essential to analyze how students are learning English reading. To collect more data about it, the participants received questions about their use of specific reading skills: vocabulary, grammar, a sentence translation, identifying a main idea, predicting, and reading strategies. Among six options, half of the participants selected vocabulary and identifying a main idea as the most important reading skills. On the other hand, vocabulary was selected as the least favorite and confident skill by sixty six percent of students. This data explains that many students think vocabulary is important to improve their reading comprehension, but they hate to learn it and are less confident of it. Another skill that was chosen as the least favorite was grammar. The majority of students think grammar is neither important to improve reading comprehension nor boring to study. From this data, vocabulary and grammar are two main reasons to decrease students’ learning interests and motivation.

More closely looking at the data related to the target skill of this project, prediction, which is the major part of pre-reading activities, fifty two participants answered that they are confident of predicting the contents of reading texts, and thirty seven students selected it as their most favorite reading skill to study. However, only five
participants thought that prediction is the most important reading skill. Since the given question to the participants was to choose the two most important reading techniques, the participants might think prediction is important but not so much as other skills. Therefore, the data cannot be interpreted that the prediction is regarded as an unnecessary skill by Korean high school students. However, since the number of the students who chose prediction as an important reading skill was significantly low, in designing pre-reading activities, the efforts will be done to introduce the importance of pre-reading and making a prediction to improve reading comprehension.

Moreover, regarding the effectiveness of pre-reading activities, more than ninety percent of the participants agreed that when the topic of reading texts are either familiar to them or interesting to them, they feel it is easier to understand them. Therefore, to develop pre-reading activities should be in a way to increase students’ interests in reading texts and aid students to effectively predict the contents of reading texts.

Next, the questions were given to the participants regarding their preference of reading materials and classroom activities. These questions are to reflect students’ needs in deciding topics, formats, techniques and resources of pre-reading materials which this project aims at. In response to the question, around eighty students answered that they like video and audio materials, and seventy students like to learn cultural resources. Comparing to learning these visual and cultural resources, students are less positive about role-plays and hands-on activities.

The participants were lastly asked about their preferred classroom formation. First, they chose their most favorite formation, and then the least favorite one. This information is gathered to create pre-reading activities that satisfy target learners’ needs and enhance
the use of the activities. As can be seen from Figure 3 below, among four options: individual work, pair work, small group activity, and a whole class activity - three options were chosen as the most preferred formation by a similar number of the participants, except pair work. Small group formation was ranked first, and the percentage of students who chose it as the least favorite activity was relatively lower than those of individual work and a whole class activity.

![Bar chart showing preferred classroom formation](chart.png)

**Figure 4: Students’ preferred classroom formation (%)**

To identify students’ attitude toward small group activities, students were asked to express their opinions about several statements related to small group formation. Students held a positive view of a small group formation overall. Around sixty percent of the
participants agreed that small group activities enable them to actively participate in the
class and activate more creative ideas by interacting with other students. What is
promising about using small group formation is that students’ participation is not
couraged by exams and test scores. When asked to respond whether they participate in
group activities because of test scores, only eighteen students answered that they
participate in group activities only when their participation is assessed. Over fifty percent
of the participants disagreed with the statement. It indicates that small group formation
can be used to enhance students’ participation driven by intrinsic motivation.

*Method II. Online survey for high school teachers in Korea*

**Participants**

Eighteen English teachers working at academic high schools in Korea completed
the survey. They all have experiences of teaching English reading to high school
students. Their years of teaching experience vary from three years to over twenty years.
The purpose for the data collection is to analyze teachers’ needs and motivation in
English reading instruction and consult on pedagogical challenges that teachers have
while teaching English reading.

**Instruments**

The online survey consisting of twelve questions was conducted with the English
teachers in Korea. The survey is made up of multiple choices, yes/no questions, Likert-
type scale, and open-ended questions. The questionnaire mainly consists of two parts.
The first part is related to English reading instruction and pre-reading activities. This is to
gather information about English teachers’ preferred reading instruction, their beliefs in

Chapter III: Needs Analysis
effective L2 reading, and their attitudes toward pre-reading activities. The second part is about their use of classroom activities and group work during the classes. It includes questions asking challenges that English teachers face while giving English reading instruction in EFL teaching contexts.

**Procedures**

The link to the online survey was created using *Qualtrics software* and emailed to eighteen English teachers working at Korean high schools, and all of them participated in the survey. The survey was expected to take around thirty minutes. The survey was sent to the English teachers working at six different schools to receive unbiased data, which was not limited to a specific school’s situation.

**Results and Discussion**

Eighteen Korean teachers who have taught English in Korean secondary schools participated in the survey. The majority of teachers’ teaching experience ranges from over five years and less than fifteen years of teaching in public middle schools or high schools. Participants’ responses are analyzed in three different dimensions: English reading instruction, their use of pre-reading activities, and classroom dynamics. The first part of this data analysis is to indicate how English reading instruction is conducted and what teachers need. The second section is to collect information of what this project aims at. The data analysis is conducted in a way that helps develop applicable pre-reading activities satisfying teachers’ needs. The last section includes the analysis of class dynamics and teachers’ opinions about various class formations related to students’ motivation.

Chapter III: Needs Analysis
All participants responded that they teach reading the most among the four language skills. Related to their reading instruction, they were asked what reading skills they teach to students among grammar, vocabulary, sentence translation and reading strategies. As shown in Figure 5, the most frequently taught skill is vocabulary. Sixteen teachers out of eighteen answered that they always teach vocabulary in their reading classes. The next frequently taught skill is how to translate English to Korean. Grammar is also frequently taught. Comparing to these skills, reading strategies are less distinctively taught, but thirteen teachers responded that they include reading strategy instruction in their lessons either always or often. It presents that all participants teach vocabulary, sentence translation, grammar and reading strategies more or less in their English reading classes.

| How often do you teach the following skills in English reading instruction? |
|---------------------------------|----------------|
| Grammar                        |               |
| Vocabulary                     |               |
| Sentence translation           |               |
| Reading strategies             |               |

- Always  
- Often  
- Sometimes  
- Rarely

Figure 5: Skills that taught in English reading instruction

Chapter III: Needs Analysis
However, the skills that teachers think students need to learn to improve their reading comprehension are more focused on vocabulary and reading strategies than grammar. Fourteen teachers thought that students need to learn vocabulary following by reading strategy. Only two teachers chose grammar. From this and the previous question, it is noticed that vocabulary is what teachers think is important and actually spend substantial time on it. However, reading strategies are less taught than teachers think it should be taught and grammar is more taught than they think it should be. The reason lying behind this result can be found from teachers’ written responses about the challenges they feel. Six participants out of thirteen addressed that a class with mixed proficiency levels of students causes hardship for them to give decent reading instruction. Four of them directly pointed out grammar explanations are inevitable in teaching different levels of students, since some of the students hardly understand anything without detailed line by line explanation. However, it should be given full consideration that the majority of students selected grammar as the least favorite skill to learn, and a small number of teachers and students believe grammar is the most crucial skill in improving reading comprehension. Therefore, in designing teaching activities, the efforts should be conducted to narrow the gap between what teachers believe that students need to learn and what teachers actually teach because of institutional constraints.

The majority of participants are positive about the effectiveness of pre-reading activities. Sixteen participants agreed with the statement that pre-reading activities help students comprehend reading texts. Fifteen teachers also thought that they increase students’ interests in reading texts. No participant agreed that pre-reading activities are
time consuming. This result indicates that the majority of teachers regard pre-reading activities as effective techniques for learners’ better understanding of reading texts.

<table>
<thead>
<tr>
<th>What is your opinion about pre-reading activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>They help students comprehend reading texts</td>
</tr>
<tr>
<td>They increase students’ interest in reading texts.</td>
</tr>
<tr>
<td>They are time consuming</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
</tbody>
</table>

Figure 6: Teachers’ attitude toward pre-reading activity

To collect more elaborate information, specific use of pre-reading activities is asked of the participants. Fifteen participants out of eighteen responded that they use pre-reading activities in their reading classes. According to the data result, vocabulary is the most frequently taught pre-reading activity, followed by previewing reading texts, activating students’ schemata, and showing various visual materials related to reading texts. However, semantic mapping and discussion are rarely conducted in English reading instruction in Korean high schools, even though they are widely known pre-reading activities.
What pre-reading activities do you use?

Discussion
Semantic mapping
Showing resources related to reading texts
Activating schema
Previewing
Vocabulary

0 5 10 15

Figure 7: Frequently used pre-reading activities

The participants who responded that they do not use pre-reading activities were also asked the reasons why they do not include them. Two participants attributed not using pre-reading activities to the lack of class time, and one participant addressed the insufficient amount of good pre-reading resources.

Next, three questions were asked of the participants to evaluate reading activities in English textbooks: format, contents, and amount. Among three options such as good, proper, unsatisfactory, thirteen teachers answered that English textbooks provide proper format of pre-reading activities. However, no participant thought that the format of pre-reading activities is good. Along with the format, fourteen participants reported that the contents are proper, but no one thought that it was interesting as well. Moreover, eight participants thought the amount of them are unsatisfactory.
In accordance with the evaluation of pre-reading activities in English textbooks, participants answered about their use of these activities in their reading classes. A similar number of participants, around eight to nine out of fifteen, answered that they frequently either use or modify existing pre-reading activities in English textbooks. The participants lean slightly more towards using pre-reading activities in English textbooks than developing their own activities, but the gap is not significant. This result presents that significant number of teachers who use pre-reading activities use activities in English textbooks. However, the majority of participants are not totally satisfied with the format and contents of what English textbooks provide teachers with, thinking they are neither great nor bad. Moreover, half of the participants thought the amount of pre-reading activities are not enough. Therefore, the efforts to develop or supplement pre-reading activities in English textbooks will be useful to lower teachers’ workloads.

Lastly, questions about class dynamics were given to the participants in order to gather necessary information to develop an applicable and effective teaching product based on current Korean EFL learning environment. Participants were asked to rank the order of the following five class formations according to the frequency of their use: teacher-centered lecture, individual work, pair work, small group, and whole class discussion. As can be seen from Figure 7 below, a teacher-centered lecture was chosen by the most teachers. The popularity of teacher-centered lectures is the only distinctive feature among the five of them.
Since this product aims at using small groups, questions related particularly to small group activities were given to the participants. Fifteen teachers agreed that small group activities could enhance students’ learning motivation by building a cooperative learning environment. However, in response to the question regarding applying small group activities, fifteen participants out of eighteen answered that they feel difficulties in applying small group activities to their reading classes. Around half of the participants addressed the issue that the following factors impede their use of small group activities, which are class management, large number of the students, and students with mixed language proficiency. Moreover, what’s remarkable about the responses of participants is that even though the majority of participants believed that cooperative learning based on
small groups can enhance students’ participation in English reading classes, they are questioning about the practicality of using a small group formation in Korean EFL classes. More than eleven participants agreed that a teacher-centered lecture is more practical than a small group formation, and it is more important to help students achieve their academic goals than to make an interactive English class in Korean high schools. The responses present the dilemma the teachers face which is what looks ideal is not always practical and applicable. The majority of teachers think small group activities are effective to enhance students’ motivation, but they are passive in applying them. However, considering the data that finds students’ attitude toward small group activities as positive, it is crucial for teachers to think of utilizing small group activities to foster students’ learning motivation.

Method III. Face to face interviews with ESL reading teachers.

Participants

Two instructors working at American English Institute at University of Oregon agreed to be interviewed. Both of them had over fifteen years of teaching experience in both ESL and EFL contexts. They have taught English language to various groups of students under the different teaching conditions including the large number of the students in one class in Japan and Korea. They have applied different teaching techniques to satisfy the needs of learners according to their learning context and situations. They are currently teaching English reading, writing and grammar classes to international students.
Instruments

The interview consisted of twelve questions about their preferred reading instruction, their use of pre-reading activities, and their attitudes toward pre-reading activities in English reading instruction. Moreover, they were asked to share about the effective teaching approach in the EFL setting and their use of group work and group formation in English reading instruction.

Procedures

I was introduced to two ESL instructors who were willing to participate in the interview. Each interview was conducted in the instructor’s office and lasted less than thirty minutes. Their responses were audio-recorded with their permission.

Results and Discussion

The goal of this project is to develop pre-reading activities using small group formation in order to enhance students’ interests in English reading. One of the sub-goals of this project is to apply CLT (Communicative language teaching) appropriately to Korean EFL reading classes. Therefore, to gather information about how English reading is conducted in ESL contexts will provide meaningful perspectives in developing this project, since CLT is used more in ESL contexts. The questions that were given to instructors focus on their use of pre-reading activities and small groups in reading instruction. Since both instructors have been teaching English reading in ESL contexts and have several years of teaching experiences in Korea or Japan, the interviews with them were great resources for the project.
In response to the use of pre-reading activities in reading classes, both of them answered that they use them before introducing reading texts. They agreed with the importance of providing students with proper pre-reading activities since they foster students’ interests and understanding of the reading texts. Both instructors said that pre-reading enables students to activate their schema, which makes it easier for students to understand and familiarize themselves with the contents of reading texts. One instructor noted that the reading process is more complicated if students have not thought about the topic of reading texts.

Then they shared how they use pre-reading activities in their reading classes. Both of them have students preview reading texts as pre-reading activities. The rationale lying behind it is that previewing promotes students to think of what they know about the topic of reading texts and what they expect to read. By doing this process, they are able to connect their previous knowledge to reading texts. They also explained that teaching key vocabulary before reading helps students comprehend a text. One instructor pointed out that the lack of vocabulary impedes students’ reading comprehension, which leads them to lose their interest in reading.

In addition to the positive effect of pre-reading on reading comprehension, interviewees were positive about the relation of pre-reading to intrinsic motivation. One instructor pointed out what makes students interested in reading is the topic of reading texts. He added that pre-reading encourages students to be more willing to read texts and learn about them. The other instructor agreed that once students make a connection with reading texts, they are more curious about the contents of them.
When asked the use of small groups in reading classes, both of them agreed that small groups are effectively integrated with discussion before and after reading in order to increase students’ reading comprehension. As the advantage of small groups in reading classes, they addressed that they foster students’ creative thinking. Once students are put into groups and led to discuss reading texts, they should think more about the topic, which makes the information that they share become stronger. Then one instructor described some methods to use group formation in EFL contexts such as randomly formed groups by numbering students and pre-decided groups according to their language proficiency, interests and personality. He advised that it is important to make students be ready for group activities by scaffolding tasks. What lowers students’ affective filter is to expose them to easy and nonthreatening activities first and to more challenging ones.

*Method IV. Analysis of English textbooks used in Korean high schools*

**Subjects**

Textbook analysis is crucial to identify existing needs. Four commonly used English textbooks in Korean high school are analyzed. All of the books have the same title, ‘High school English’. The first one is published by Neungryuel, the second published by Chunjae, the next published by Geumseung, and the last one published by Doosan. They are all composed of twelve units and provide teachers’ manuals and students’ workbooks. They are all written by textbook experts, high school teachers, professors and native speakers.
Instruments

The topics of reading materials and textbook activities in the four English textbooks were analyzed according to the textbook rubric. The textbook rubric was designed to evaluate Korean English textbooks focusing on the crucial part of the project, reading texts and preceding pre-reading activities.

Procedures

Four English textbooks were chosen based on the publisher and the frequency of use in English classes in Korean high schools. The textbook analysis checklist was developed by consulting and referring to Standards-based textbook evaluation guide created by an ESL textbook evaluation checklist (Mieckley, 2005). This textbook analysis gives focused attention to what is related to the project: topics of reading texts, pre-reading activities, and attractiveness of them. Topics of reading texts are analyzed from perspectives of variety, appropriateness, and familiarity of them to target learners to develop pre-reading materials. The analysis of reading activities is to identify what needs to be developed to improve learners’ L2 reading motivation. The attractiveness of the pre-reading activities is analyzed to design the formats of the materials which learners and teachers feel familiar with and are attracted to.

Results and Discussion

Beginning with the analysis of topics in the textbooks, the contents of reading texts in each textbook are all different, but all share similar topics and genres. The topics of textbooks seem to be chosen reflecting students’ interests, the goals of English education, and what is estimated that the age groups of students in high school should
learn. The commonly selected topics are future goals, self-esteem, culture, travel, food, a piece of literature, health, science, and technology, helping others, social relationships, and an environmental issue. Topics like future goals, self-esteem, social relationships, and technology are related to students' lives. Moreover, culture, travel and food can be categorized into a cultural aspect, which is one of the national goals of that English education aims at in Korea. Lastly, all of the topics are age appropriate and give positive influences on students’ cognitive knowledge and their inner maturity. For example, topics like future goals and self-esteem make students think of their lives and themselves, and the topics related to environment and society expand their perspectives. The genres of texts varies from a personal essay, to explanatory writing, a persuasive essay, a short story, a script, and a magazine article, all of which match with the topics of the texts. Since the reading texts are age appropriate and include substantial genres of English writing, I will develop the pre-reading activities around the common topics of reading texts in four English textbooks for Korean high school students.

Regarding pre-reading activities, all four textbooks include one page of pre-reading activity per unit. Each unit of the four textbooks begins with three to four pages of listening and speaking activities, and then a pre-reading activity follows before a reading text. Even though listening and speaking activities share the same theme with a reading text, they are not directly related to a reading text since the focus of them is limited to have students practice target communicative language functions. Therefore, it is estimated that one page of pre-reading activities is provided in each unit, which seems to be hardly enough for teachers to make learners engage into a reading text. In response to the question about the amount of pre-reading activities in English textbooks, half of the

Chapter III: Needs Analysis
teachers who participated in the survey thought that they are insufficient. Thus, more pre-
reading activities should be developed to increase the use of pre-reading activities in
English textbooks.

In addition to the insufficient amount of pre-reading activities, the format and
variety of activities in four textbooks need to be improved. Each textbook has its own
features, but all four of them have similar weaknesses. First, the pre-reading activities per
each unit are not coherent with each other. One page of a pre-reading section includes
two or three activities, but each task exists for its own sake. Since the pre-reading
activities provided for the same reading text are not connected to each other, it looks
challenging for teachers to effectively activate students’ background knowledge about a
reading text using these tasks. Next, the variety of activities and stimuli in textbooks are
not diverse. Each textbook has only two or three types of pre-reading activities, which
seems to be rather simple to satisfy various needs of students. Moreover, the materials or
stimuli of activities are not attractive since little authentic materials are introduced, and
the kinds of materials are limited to pictures and written texts. Considering the survey
result that students prefer authentic video and audio materials, it is important to include
these resources to satisfy students’ preferences. Moreover, the efforts to develop
diversified pre-reading activities will be helpful for teachers to foster students’
engagement in English reading classes.
### The evaluation of pre-reading activities in high school English textbooks

<table>
<thead>
<tr>
<th>Title</th>
<th>Pre-reading activity</th>
<th>Strengths</th>
<th>What can be improved of pre-reading activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school English published by Doosan</td>
<td>One page per each unit Generally one to two pre-reading tasks are provided per each unit. * Getting background information from a survey chart, multiple questions, and pictures. * Answering questions which activate students' background knowledge about the topic of a following reading text. * Predicting contents or genre of reading texts by picture stimuli</td>
<td>*Tasks are simple and visually attracting. *Materials are related to a reading text. *Tasks in each unit are more related to each other than those in other textbooks</td>
<td>*Activities are not designed to activate students' interaction. *Pre-reading activities are too simple to properly activate students' background knowledge. *Lack of authentic materials. *No vocabulary related tasks</td>
</tr>
<tr>
<td>High school English published by Guemsung</td>
<td>One page per each unit Three pre-reading tasks are provided per each unit. * Vocabulary learning * Learning reading skills * Answering questions which activate students' background knowledge about the topic of a following reading text. * Filling in a chart</td>
<td>*Activities to make students think of key vocabulary and concepts of a following reading text are provided. * Materials are related to a reading text</td>
<td>*Activities are not designed to activate students' interaction. *Tasks are not related with each other. *Similar types of pre-reading activities regardless the topic of reading texts. *Lack of authentic materials and visual aids</td>
</tr>
<tr>
<td>High school English published by Neungryul</td>
<td>One page per each unit Generally one to two pre-reading tasks are provided per each unit. * Filling in a chart * Making a prediction about a reading text using textual cues.</td>
<td>*Various types of pre-reading activities *Materials are related to a reading text. *Some authentic materials are provided.</td>
<td>*Tasks are not related with each other. *Not enough authentic materials. *Some tasks are more individual work oriented than group work. *No vocabulary related tasks</td>
</tr>
</tbody>
</table>

Chapter III: Needs Analysis
* Playing a board game which has questions related to a reading text
* Answering questions which activate students’ background knowledge about the topic of a following reading text.
* Predicting contents or genre of reading texts by picture stimuli

| High school English published by Chunjae | One page per each unit Generally one to two pre-reading tasks are provided per each unit. * Answering questions which activate students’ background knowledge about the topic of a following reading text. * Predicting contents or genre of reading texts by picture stimuli | *Materials are related to a reading text. *Activities could be applicable to individuals and various formations of groups. *Tasks are not related with each other. * Similar types of pre-reading activities regardless the topic of reading texts. *Stimuli of activities are not attractive because of many written texts but lack of authentic materials and visual aids. *No vocabulary related tasks |
CHAPTER IV: OVERVIEW OF PORTFOLIO

This chapter is an overview of my teaching portfolio developed for English reading instruction in Korean high schools. The overview includes my rationale for developing this project, as well as the teaching approach, portfolio criteria, and the organization of portfolio. The portfolio and the rationale behind it reflect the data analysis conducted in the previous chapter and correspond with the theories discussed in chapter 2.

*Project Rationale*

Efforts to develop a practical methodology to teach English reading in a way that enhances students’ interests have not received much attention compared to the large allocation of time devoted to instructing reading English in EFL lessons in Korea. A more practical approach to make some changes to English education is to discover how to improve current reading instruction in order to satisfy both students’ immediate needs and their intrinsic learning motivation. Given the necessity of developing English reading instruction in Korea, this project aims to develop pre-reading activities for Korean high school students. Pre-reading activities enable teachers to design more varied reading activities and effectively enhance students’ interest in learning English reading.

This portfolio includes various types of pre-reading activities. Many teachers who participated in the survey pointed out that English textbooks do not provide enough pre-reading activities. Therefore, more diverse activities are needed to stimulate students’ background knowledge and their motivation to learn. Carrell (1984) claims that various combinations of pre-reading activities could elicit positive outcomes because there is no single perfect pre-reading activity. This project is designed to integrate various pre-reading activities. In the previous
chapter we saw that students tend to prefer certain types of pre-reading activities such as activating background knowledge by watching visual materials and previewing reading texts. However, this portfolio includes not only students’ preferred activities, but also less preferred activities such as role-plays and hands-on activities. The reason that students are less positive about these activities seems to be affective filter and the unfamiliarity of these tasks as pre-reading activities. However, this unfamiliarity makes pre-reading activities diverse and innovative. Moreover, a variety of learning experiences can enlarge students’ learning repertoire (McCafferty et al., 2006).

Next, the pre-reading activities in this project are introduced through various mediums to effectively increase students’ interest. As explained in chapter 2, students’ intrinsic motivation plays a key role in making students engage with reading texts (Guthrie, 2004). Well-chosen or developed stimuli and materials based on students’ needs could attract their attention and increase their curiosity about the reading texts. However, given that each student has different interests and intelligence, it is important to diversify stimuli to satisfy various types of learners.

The practicality and applicability of a pre-reading activity to Korean EFL classes is very important. The pre-reading activities in this project are all feasible for classroom applications. In terms of practicality, the classroom applications of pre-reading activities can be varied and flexible because they are not directly related to tests and exams. As stated in chapter 2, a school achievement test is a high-stakes exam, so students’ major focus during the lesson cannot be separated from the concerns and worries about whether what they learn during the class will be in a school test or not. However, pre-reading activities could be introduced to students separately from tests and exams since they are used to effectively present reading texts. There are no fixed materials that teachers have to cover for pre-reading activities; therefore, teachers have more
freedom to adapt their teaching techniques and methods when designing pre-reading activities. Moreover, teachers can control the duration of time taken for pre-reading activities. It can be either a short activity or a longer activity depending on the topic of reading texts and students' interest.

As discussed above, designing pre-reading activities that reflect students’ needs could bring meaningful changes to English reading instruction in Korea. However, just developing pre-reading activities is not enough. We have to consider how to effectively deliver them in actual classes. The following section discusses a specific teaching approach that will be applied to the activities of the project.

*Teaching Approaches*

The teaching activities and materials are designed based on a cooperative learning approach, and small groups will be used as the main teaching technique. The reason for applying this approach is that cooperative learning through small groups is an applicable and reliable teaching method which might solve some deficiencies in Korean English classes. Moreover, cooperative learning based on group work makes it possible to integrate listening and speaking skills with reading, so that students can build communicative competence.

Cooperative learning builds an environment in which students work together and help each other by sharing information (Brown, 2007). It also effectively enhances an individual learner’s participation, which should be considered important in teaching large classes in Korean high schools. LoCastro (2001) states that ideal language classes should not have more than twelve to fifteen students. However, English classes in Korean high schools generally have more than thirty-five students. Therefore, an individual student’s has few opportunities to speak and interact with the teacher. In this learning environment, students’ motivation to learn is difficult to
increase because their learning cannot be reinforced by teachers’ attention and their own successful learning experiences. The teachers who participated in the survey in chapter 3 spoke about the challenges of teaching English reading to large classes with mixed proficiency levels of students.

In designing materials, I hope to suggest small group work as a solution to this physically challenging learning situation where one teacher is in charge of over thirty students. As a tool to enable cooperative learning, small groups can be effectively utilized in language classes. Students can share the teacher’s role and thereby be an asset to foster other students’ learning (Olsen and Kagan, 1992). According to Brown (2007), students aid each other by working cooperatively in pairs or groups, and once they feel self-confidence to use English, they can develop a feeling of self-reward. He also suggests that teachers assign students a lot of interactive work and optimize the use of pair work and small group work to enhance students’ opportunities to communicate in English. Dörnyei and Murphey (2003) argue that “success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom” (p. 4). As addressed in the theories above, the educational effectiveness of small groups in L2 classes is multifarious. The activities in this portfolio are therefore designed to maximize the students’ participation through small group activities.

Small groups foster students’ improvement over a whole language, rather than a single skill. A recent trend in teaching English aims to integrate the four language skills (listening, speaking, reading and writing), or at least two or more skills, in curriculum design since it promotes learning English in a meaningful and natural way (Brown, 2007). In the same vein, Hinkel (2006) notes that the pragmatic goal of L2 learning emphasizes meaningful
communication and communicative competence through “integrated and dynamic multi-skill instructional models” (p. 113). Small group activities are effective at integrating communicative skills because they bring about plenty of interaction between students, which requires speaking and listening skills. Students have to communicate with each other and share their ideas to accomplish group tasks. Following the recent L2 education trend, small group activities will be used in this project to integrate listening and speaking with reading skills in developing pre-reading activities. Moreover, the materials are designed to provide students with opportunities to practice natural English through meaningful tasks.

Finally, what is to be considered in applying cooperative learning models is that a group learning activity is dependent on a socially structured exchange of information between learners (Brown, 2007). In other words, how much a small group fosters students’ learning opportunities and increases their learning motivation depends on the degree of interaction between the learners. Therefore, when designing small group activities, it is important to consider how to effectively induce students’ interaction. McCafferty et al. (2006) suggest several methods, among which the following are critical in this project: 1) Use tasks that are motivating to students; 2) Give different information and equipment to each member; 3) Randomly call upon group members to present their group’s answer; 4) Have each group member take responsibility for at least one part of the group work; and 5) Design the activities to “promote equal participation” of group members (p. 43).

**Portfolio Criteria**

The rationale and major teaching approach of the portfolio have already been discussed. In designing actual activities, it is integral to formulate the specific principles which they are based on. The following criteria adhere to the collection of examples in chapter 5:

Chapter IV: Overview of Portfolio
A pre-reading activity is designed to effectively introduce a reading text in a way that activates students’ background knowledge and increases their interest.

Pre-reading activities will be integrated with the contents and genre of reading texts.

Types of activities should be varied depending on each student’s different interests. The particular activity that interests a student varies depending on his or her intelligence. Therefore, students’ different intelligences should be considered when designing activities.

Activities should be provided in different mediums in order to increase students’ curiosity and interest. Similar to the previous point, various types of stimuli and materials could satisfy different learners.

Activities should not be overwhelming lest students lose interest in the reading text. The purpose of pre-reading activities is to effectively introduce a reading text to students. Therefore, the activities in this project are developed not to challenge students but to encourage them to participate in the activities themselves. The activities are structured in such a way that any student can participate regardless of their language proficiency.

Activities should be scaffolded to increase students’ participation in group activities if students are intimidated by difficult tasks.

Activities are designed to increase intergroup dependence and each member’s accountability to the group.

- Both intergroup competition and cooperative group tasks are used to encourage students to devote themselves to their group.
Pre-reading activities for high school English classes in Korea

Each student is assigned a role when doing a group activity. Each group has a variety of roles so that every group member makes some contribution to their group.

*Explanation of Organization of Portfolio*

**Framework of activities**

This teaching portfolio is designed around the themes in reading texts that commonly appear in four English textbooks for Korean high school students. The basic frame of activities used for this portfolio is based on the pre-reading activities suggested by Carrell (1984). Activities suggested by different researchers (Swaffar et al., 1991; Taglieber et al., 1988) are also integrated to create the frame of pre-reading activities (Figure 9). Carrell suggests twelve activities which were introduced in chapter 2, and I categorize them into four groups by assembling similar activities: 1) previewing, 2) vocabulary, 3) questioning, and 4) role-play. As stimuli, various video and audio aids, demonstration and reading texts are used and all activities include small group discussion and interaction.

![Diagram of pre-reading activities](image)

*Figure 9: Framework of pre-reading activities*

Chapter IV: Overview of Portfolio
This project includes eight sample activities with accompanying materials, two of which are distributed to present four different pre-reading skills.

Activity 1-2: Previewing
Activity 3-4: Vocabulary instruction
Activity 5-6: Questioning
Activity 7-8: Role-play

Previewing refers to the skill of predicting what is in the text using textual cues, such as titles or pictures. It enables students to guess the reading contents by skimming and scanning. Chia (2001) states that previewing activates top-down processing; using several stimuli in a text readers can make a proper guess about a reading text (cited in Ajideh, 2003). Two activities in the project are designed to mainly teach how to preview a reading text from pictorial and textual cues. Previewing appears to be one of the most preferred and familiar reading strategies for Korean high school students. According to the students' survey in chapter 3, it is more or less applied across all activities.

Next, vocabulary instruction in this project is designed to stimulate students' background knowledge. According to Carrell (1984), teaching vocabulary is closely related to building students' schemata since it gives new information about reading texts. New vocabulary combines with students' background knowledge and enlarges it. However, merely presenting a list of new words does not effectively activate students' schemata. To make pre-reading vocabulary instruction successful, students should have a way to associate new vocabulary with their preexisting knowledge, and it should also be integrated with other pre-reading activities (Carrell, 1984). Moreover, students should have plenty of opportunities to practice new words in meaningful contexts. According to Carrell (1984), the more students encounter new words in
written contexts and have the chance to practice them orally, the more they are aware of the
meaning and use of those words. Therefore, the vocabulary instruction in this project will be
designed to expand students’ schemata and the retention of new words.

Questioning is another effective way of making a prediction about a reading text and
enhancing schemata. Ajideh (2003) states that, traditionally comprehension questions follow a
reading text, but in more recent materials, questions often precede a reading text as scanning and
skimming tasks. As he explains, many textbooks include questions before a reading text, which
can be used for group discussion and pair work to activate students’ background knowledge. He
also explains that questions may be generated by the teacher and students before the reading task
(p.9). A teacher can provide students with questions or ask students to generate questions
through a group discussion or other group activity. The activities in this project use the
questioning methods discussed above to help students predict a reading text through questioning
and answering.

Lastly, a role-play is given as a pre-reading activity in the project. Role plays have been
widely used as an effective method to increase students’ use of language in L2 classes and they
are acknowledged to provide enjoyable and entertaining learning experiences (Hadley, 2000).
Even though role-plays as a pre-reading activity have not been widely studied, considering the
effectiveness of a role-play activity to improve L2 learning generally, they could also elicit
positive outcomes in L2 reading instruction. For example, role-plays can be used to reinforce the
memorization of key vocabulary in a reading text by providing students with an opportunity to
practice new words in conversation. Moreover, role plays related to a reading text may leave
students with a positive impression about that reading text by giving them an enjoyable learning
experience.
The reason for dividing pre-reading activities into four groups is to present materials which focus on different pre-reading skills. I would like to illustrate how four well-known pre-reading activities can be integrated with cooperative learning techniques. This integration is developed in a way that enhances students’ interaction and positively influences their learning motivation. Therefore, even though activities are divided into four different groups, all activities somewhat overlap because various combinations of pre-reading activities could bring optimal results (Carrell, 1984).

**Guideline for teachers**

- **Organization of activities**
  
The portfolio includes eight sample activities for eight reading texts. Each activity consists of one main task and a scaffolding or follow-up task. The main activity for each unit presents one of the key strategies that was introduced in the previous section. A scaffolding task or follow-up task supplements the main task. Therefore, scaffolding and follow-up tasks are modified depending on the lesson. The specific procedures of how to apply each activity to a real lesson are explained in detail. Then the accompanying materials for each activity are introduced. Reading texts for the activities are included in the appendices in order to demonstrate how each activity is designed to introduce a related reading text.

- **Application**
  
The activities can be applied to different reading texts. One of the important goals of this project is to introduce pre-reading activities that teachers can easily apply to their reading classes. However, it is impossible to develop one representative set of pre-reading activities for all high school English classes in Korea since various English textbooks are used in different schools. Therefore, this portfolio develops pre-reading activities for eight reading texts whose topics and...
genres are frequently included in English textbooks for high school students. It enables teachers
to more effectively and conveniently modify and apply the activities to their reading classes.
Even though each activity is developed around a specific reading text, teachers could apply the
procedures of the activities to different reading texts. Some activities can be generally used
regardless of reading texts, and some of them are appropriate to a specific genre or topic of a
reading text.
CHAPTER V: PORTFOLIO COLLECTION

This chapter consists of an overview and a collection of activities and accompanying materials. Eight different pre-reading activities around the different themes will be presented. The activities are designed for high school students whose proficiency ranges from beginner to intermediate. The selection of activities and materials are developed to merge different proficiency levels of students through cooperative learning for high school students.

*Overview of activities*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Text title and genre</th>
<th>Focused strategies</th>
<th>Peripheral strategies</th>
<th>Stimuli</th>
<th>Group formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Martha’s Bread - A piece of literature</td>
<td>Previewing</td>
<td>Vocabulary</td>
<td>Pictures</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>2</td>
<td>Secret tactics of supermarket - News article</td>
<td>Previewing</td>
<td>Vocabulary Discussion</td>
<td>Video clip / Pictures</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>3</td>
<td>How to manage stress - Magazine article</td>
<td>Vocabulary</td>
<td>Previewing Discussion</td>
<td>Video clip / Vocabulary cards</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>4</td>
<td>Polar bear on thin ice - Science magazine article</td>
<td>Vocabulary</td>
<td>Previewing Discussion</td>
<td>Video clip</td>
<td>Pair Small (4 / 5)</td>
</tr>
<tr>
<td>5</td>
<td>Self esteem - Personal journal</td>
<td>Questioning</td>
<td>Prediction Discussion</td>
<td>Music</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>6</td>
<td>Famous museums - Blog writing</td>
<td>Questioning</td>
<td>Skimming Scanning</td>
<td>Video clip/ Brochure</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>7</td>
<td>Charlie and the Chocolate factory - Movie Script</td>
<td>Role-play</td>
<td>Previewing</td>
<td>Movie clip / Card games</td>
<td>Small (4 / 5)</td>
</tr>
<tr>
<td>8</td>
<td>My vision - Explanatory writing</td>
<td>Role-play</td>
<td>Questioning Discussion</td>
<td>Psychology test/ RIASEC test</td>
<td>Pair Small (4 / 5)</td>
</tr>
</tbody>
</table>

Chapter V: Portfolio Collection
Collection of Activities and Materials

Rationale of activities 1-2

The following two activities aim to teach students how to predict a reading text using a previewing strategy. Two different methods of previewing strategy are used for each activity. Previewing the story of a reading text using picture cues is a focused skill for the first activity. Since a reading text is a short story with a simple plot, it is not challenging for students to predict the story based on the visual cues of the story. For the second activity, predicting a reading text from textual cues such as pictures, words, and sentences is introduced.

Sample Pre-Reading Activity 1.

Title: Martha’s bread (From High School English published by Doosan)

The summary of a reading text

Miss Martha worked at a small bakery. A young man often came to her bakery and bought two loaves of dried bread. She felt sorry for him. One day she spread some butter inside the bread and gave the bread to the young man. She thought that he might be thankful to her, but she was misunderstood. The guy rushed into her bakery and yelled that she ruined his drawing. He is an architect. He bought the dry bread to erase the pencil lines of his drawing, not to eat it. The buttered bread ruined his drawing.

Key strategy: Previewing

Main activity: The main activity is to predict the events of the story using picture cues. A jigsaw grouping is used for this activity. The jigsaw includes two groupings, an expert group and a home group. The first activity assigned to each expert group is to observe one picture of an event in the reading text in order to describe it to their home group members later. After completing the first task, students gather in their home groups and describe the pictures that they saw. Then group members guess the storyline of the reading text based on shared information. This jigsaw activity encourages each member’s accountability since every member needs to accomplish
his/her role to complete the group task. This activity also effectively increases students’ curiosity about the reading text since they will want to check whether their predictions are correct or not. Even if their prediction is different from the actual story, students might have fun coming up with a creative story.

**Goals:**
* SWBAT predict the story of a reading text by pictorial contexts.
* SWBAT build a positive attitude toward a reading text by participating in small groups.

**Stimuli:** Pictures

**Preparation time for materials:** 20 min

**Procedures**

Scaffolding activity: Learning descriptive vocabulary (15min)

- T shows a picture of people and writes down several guided questions on the board to help Ss describe the picture. For example, “What are they doing? Where are they?”
- Students are randomly selected to describe the picture. T writes the words that Ss use on the board and they go over them together.
- Ss are in pairs. T gives two different pictures to each pair. Each partner has a different picture.
- Each pair sits back to back. One student describes the picture to the partner. The partner listens to the description and draws the picture. After drawing, they compare the original picture with their drawings. Then they switch roles and do the same activity.
- T asks Ss whether their drawing and original picture look similar or totally different and calls on some students to share their drawings.

Main activity: Predicting a story using pictorial cues through a Jigsaw group activity (30min)

- T divides students into five groups (Expert group).
- T gives each group a different picture describing the reading text and some guided questions. T makes sure that each student is held accountable for describing the picture to his/her future group members without the picture.
- T puts Ss into their home groups. T asks each group to assign a number to each member. Students with the same number sit together.
Pre-reading activities for high school English classes in Korea  60

➢ T asks each group member to describe the picture that he/she saw to the rest of their group in turn. Each group should predict the story of the reading text based on the shared information.
➢ T introduces different roles to Ss: painter 1 & 2, recorder 1 & 2 and a presenter. Each member takes one of the roles.
➢ T gives each group a blank storyboard. T provides either a large size storyboard or separate pieces of paper so that every member can work on their roles at the same time. Painters draw the pictures that the group members described and recorders write the story.
➢ The presenter for each group tells their predicted version of the story to other groups.

Materials 1.

Scaffolding Activity
Directions: You are going to describe the picture to your partner. Be careful not to show it to your partner. Try to describe it as specifically as possible so that your partner can draw a similar picture to yours.
Main activity

1. **Directions:** Each group will have one of the pictures below. Look at the picture carefully and answer the questions with your group members. Then try to remember the picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Question</th>
</tr>
</thead>
</table>
| A       | Where are they?  
|         | Who are they?  
|         | What are they doing?  
|         | What is he asking for? |
| B       | Where is she?  
|         | Who is she?  
|         | What is she thinking? |
| C       | Who is she?  
|         | Who is she thinking of? |
| D       | Where are they?  
|         | Who are they?  
|         | What are they doing?  
|         | What is he asking for? |
| E       | Who are they?  
|         | What are they doing |

Chapter V: Portfolio Collection
2. **Directions:** Make a storyboard. Write a story line of the reading text based on the pictures that each group member saw.

- Each student takes one of five roles: Painter 1 or 2, Recorder 1 or 2, or Presenter. Painters are in charge of drawing the pictures that each group member describes, and the recorders describe each scene with three to five key phrases. The presenter presents his/her group’s predicted story.

<table>
<thead>
<tr>
<th>Draw the story</th>
<th>Describe the scene with three key phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Pre-reading Activity 2

Title: Secret tactics in the Supermarket  (From High School English published by Doosan)

Summary of the text:

Supermarkets use several marketing tactics to increase their customers' purchases, such as displaying goods in a way to appeal to customers, playing different types of music at different times, and appealing to the senses.

Key strategy: Previewing

Main activity: The main activity is designed so that students predict the subheadings of a text after reading some sentences from a passage. It is expected that students will learn how to use textual cues to understand a reading text. The scaffolding activity could be modified into a shorter version, for example showing a video clip with top-down listening questions.

Goals: * SWBAT perform a decision-making task through active discussion with their group members after watching a video clip.
* SWBAT correctly predict the gist of a reading text from textual cues.

Stimuli: YouTube video (http://www.youtube.com/watch?v=RjgkQ6bq7aE) / Pictures

Preparation time for materials: 30 min

Procedures

Scaffolding activity: Recognize the marketing strategies of supermarkets (30min)

- T plays a video clip about supermarket psychology and asks general comprehension questions.
- T gives the layout of a supermarket and pictures of products to each group. (See worksheet 1 and 2 below.)
- Each group discusses where to display each item in the supermarket. Ss cut the pictures of products and attach them somewhere in the layout of the supermarket. (See worksheet 3).
- T designates each group to one section on the layout of a supermarket. Each group should explain why they put a certain product in a particular section. For example, if a
group decided to display snacks in their section, they should justify why they chose to do that. T randomly chooses who is going to present in each group.
➢ T randomly calls upon a student in each group to present their group’s decision. Other groups are encouraged to share their choices if they have different opinions after listening to each group’s presentation.

Main activity: Previewing a reading text (20min)
➢ T tells Ss that they are going to predict a reading text using textual cues.
➢ T puts Ss into pairs.
➢ T gives Ss a worksheet in which they have to guess the subheadings of the reading text. T gives Ss three sentences to help them make a prediction (see worksheet 4). T checks answers with the whole class.

Materials 2.
Directions: This is the layout of a supermarket. As we saw in the video clip, every supermarket has its own tactics to attract customers. Every detail in a supermarket is carefully planned to increase the customer's purchases. Based on the video clip and your own experiences, decide where you display the merchandise below.
1. The layout of a supermarket (Figure 1)

![Supermarket Layout Diagram](http://thefunambulist.net/2012/11/11/weaponized-architecture-architecture-for-profits-optimization-the-supermarkets-layout/)

Chapter V: Portfolio Collection
2. The lists of goods in supermarkets

Cut the pictures below and attach them to the layout of a supermarket.

| Fresh fruits and vegetables | Fresh fruits and vegetables |
| Coffee section              | Chocolate, Candy, Gum, Magazines |
| Milk, Cheese, Eggs          | Paper towels                  |
| Snacks                      | Soda                           |

*Brand sign post: A section for one specific brand.*

Wine/ Beer /Liquor
Main activity

Direction: Read the sentences in the newspaper and complete the title.

1) D_________ P____U____S

1) Our eyes naturally scan store shelves from left to right.
2) Cheaper items are placed nearer the floor, on the top shelves, or to our left.
3) One trick supermarkets use is to display more expensive items at eye level and on our right.

2) THE DAILY NEWS

Using ________

1) They use this to increase their sales.
2) You may wonder why supermarkets use different types of this at different times.
3) Supermarkets often play slow and peaceful music on weekday mornings, but they play fast and lively this on weekend afternoons.

Created by adapting High school English published by Doosan.

Chapter V: Portfolio Collection
Rationale of activities 3-4

The following two activities introduce pre-reading vocabulary instruction through cooperative learning. Vocabulary plays a key role in understanding a reading text. Learning too much vocabulary before reading texts might hinder students developing reading skills, but learning the proper amount of vocabulary facilitates reading comprehension. To make pre-reading vocabulary instruction successful, students should have enough opportunities to practice new words in meaningful contexts.

Sample Pre-reading Activity 3.

Title: How to manage stress (From High School English published by Chunjae)

Summary of the text:
The reading passage is an adapted news article. It explains the mental and physical causes of stress and the effect of stress on people. Then it introduces specific methods to deal with stress in daily life.

Key strategy: Vocabulary

Main activity: The reading text gives information on how to manage stress. It is divided into several paragraphs, each of which explains a different method to deal with stress. Since each paragraph has a specific topic and related vocabulary, it should be possible for students to predict each paragraph from the key vocabulary. As a method of activating vocabulary knowledge, intergroup competition is used for a main activity. Each group will have to guess the contents of the reading text using vocabulary clues. To complete the task, each group should collect the cards on which key vocabulary words are written. Students can get the card by collaboratively learning and teaching key vocabulary to group members. Through the learning process, vocabulary retention occurs.
Goals: SWBAT correctly predict the gist of a reading text from key vocabulary.

* SWBAT understand the key vocabulary from a reading text by interacting with the teacher and other students.
* SWABT increase interdependence and individual accountability by participating in intergroup competition.

Stimuli: Vocabulary cards/YouTube video (http://www.youtube.com/watch?v=hnpQrMqDoqE)

Preparation time for materials: 20 min

Procedures:

Main activity: Guessing a topic sentence using vocabulary clues (30min)

➢ T divides Ss into groups of four. T explains that Ss are going to guess the theme of today’s reading text using vocabulary clues.

➢ T picks key words from a reading text and makes vocabulary cards on which four words are written. Each group picks one card.

➢ T explains that they are going to play a vocabulary game which involves collecting vocabulary cards. The cards will be useful for completing the main task, which is to predict the contents of the reading text, so each group is encouraged to collect as many cards as possible.

➢ Each group first checks the words that they have. T has each group think of the definition of the words as well as synonyms or antonyms.

➢ T asks questions. If a group gives a correct answer, T gives a word card.

<table>
<thead>
<tr>
<th>Vocabulary Game Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me a synonym of one word on your card.</td>
</tr>
<tr>
<td>2. Make a sentence using one of the words that you have.</td>
</tr>
<tr>
<td>3. Tell me an antonym of one word on your card.</td>
</tr>
<tr>
<td>4. Tell me anything that praises your teacher using at least one word on your card.</td>
</tr>
</tbody>
</table>

➢ T gives each group a main task worksheet which contains several questions about the reading text.

➢ Each group answers the questions using the vocabulary cards that they gather.

➢ The group who has the most correct answers is the winner.
➢ One member of each group comes to the blackboard and writes the words that they gather. T goes over these words with Ss.

Follow-up activity: Predict key features of a reading text watching a video clip(20min)

➢ T explains that they are going to think of how to manage stress.
➢ T first shows a video clip about managing stress.
➢ T gives a big piece of paper or small whiteboard to each group. Each group writes a method of managing stress based on the information from the video and the key words on the blackboard.
➢ Each group takes turns and presents one method. T encourages every member to participate in presenting their method. Any group that fails to present when it is their turn is out of the game. The group that lasts the longest wins.
Materials 3.

Main activity: Vocabulary Cards

A

Verb
Challenge
Release
Control
Accept

A

Verb
Recognize
Accept
Prevent
Limit

A

Verb
Affect
Take Care
of
Deal with
Manage

A

Noun
Disaster
War
Death
Exercise

A

Noun
Country scene
Priority
Relaxation
Impact

A

Noun
Time out
Pleasure
Quality
Stress

J

Adjective
Dull
Upset
Nervous
Physical

J

Adjective
Daily
Professional
Impossible
Wrong

J

Adjective
Mental
Stressful
Serious
Natural
Reading Quiz.

**Direction:** Guess the right answers for the questions. You can use the words that your group collected or any other words that you know.

1. Can you guess the title of the reading text?
   **Answer:** How to [blank] Stress

2. List some sources of stress
   **Answer:**

3. Fill in the blank with an appropriate word.
   **Answer:** While you can’t live completely free of stress, you can [blank] much of it as well as limit its impact.

4. Fill in the blank with an appropriate word.
   **Answer:** Running, walking, or swimming are some of the activities you might try to release stress. Try these [blank] exercise regularly.

5. This is one way of releasing stress. What is it about?
   
   If a problem is beyond your control and cannot be changed at the moment, don’t fight the situation. Learn to accept the situation and work to change it little by little.
   **Answer:** Know your [blank]

6. Fill in the blank with an appropriate word.
   **Answer:** If you are stressed out, take a [blank] from your worries. Forget about winning. Take some time and find activities that give you pleasure.
Sample Pre-reading Activity 4.

**Title:** Polar bear on thin ice (From *High School English* published by Geumsung)

**Summary of a text:**

The reading passage is an adapted news article. It explains the danger that polar bears are now facing because of global warming. The average temperature in the Canadian Arctic has gone up by 4°C in the last 50 years. This is causing the polar bear to lose its habitat.

**Key strategy:** Vocabulary

**Main activity:** The reading text is explaining an environmental issue. Since the genre of the text is a science news article, it includes some words that are essential for readers to understand if they are to successfully read the text. Therefore, the main activity is designed to pre-teach these words before reading the text. Instead of explicitly teaching vocabulary, a teacher makes students understand the meaning of key words by visualizing them. The teacher gives each group a set of pictures illustrating key words and makes the students match the pictures with right words. Students need to interact with each other to guess the meaning of the words by looking at the pictures. By talking about the words and pictures, students are able to memorize the words more naturally. As a follow-up activity, the teacher provides some questions that facilitate the students' use of the words that they learned.

**Goals:**

* SWBAT predict the contents of a reading text using key vocabulary in pairs.
* SWBAT visualize key words and understand the meaning of them through active interaction with other students.

**Stimuli:** Pictures / YouTube video (http://www.youtube.com/watch?v=Kv9v9ALV3yk)

**Preparation time for materials:** 20 min

**Procedures:**

Main activity: Guess the meaning of key vocabulary (10min)

- T plays a YouTube video—*Polar bear on thin ice*—in order to activate students' background knowledge. (http://www.youtube.com/watch?v=Kv9v9ALV3yk)
 ➢ T puts Ss into groups of four.
 ➢ T gives Ss a list of words chosen from the reading text and pictures illustrating those words.
 ➢ Ss match the word to the right picture.
 ➢ T checks the answer with Ss.

Follow-up activity (10min)
 ➢ Ss are placed in pairs.
 ➢ T gives Ss two pictures showing the danger of the polar bear and related questions.
 ➢ Ss answer the questions in pairs. They are encouraged to use the words that they learned in the previous activity.
 ➢ T randomly chooses a pair to share their ideas.
Material 4.

Main activity

Direction: Look at the words and pictures below. Each picture illustrates one word. Match the picture with the right word and write down the word in the blank space above each picture.

Polar bear / Arctic / Endangered / Global warming / Seal / Extinct / Optimistic / Come into contact with

Meet up with and learn about someone or something.
**Follow-up Activity**

**Direction:** Look at the pictures below and answer the questions.

1. Which polar bear looks happier? Why do you think so?

2. Where do you think the main habitat of the polar bear is?

3. How does global warming affect the lives of the polar bear?

4. What do you think will happen if global warming continues?

5. Think about a good title for each picture.
Rationale of activities 5-6

The following two activities aim to activate students’ background knowledge about a reading text through questions. Questions could provoke students’ critical thinking skills and guide them in predicting a reading text. The questions can be generated by both a teacher and students. Activity 5 is designed to make students predict the topic of a reading text by answering the questions that the teacher provides. The questions are made to increase students’ curiosity about a reading text and facilitate their understanding of it. Activity 6 introduces a pre-reading activity using student-generated questions. Students’ schemata will be expanded by making questions about a reading text since it requires students to imagine the reading text.

Sample Pre-reading Activity 5.

**Title:** Self-esteem (From High School English published by Neungryul)

**Summary of the reading text**

It is a story about two students who successfully overcome dissatisfaction with themselves and gain self-esteem. It gives the message that every person is special.

**Key strategy:** Questioning

**Main activity:** The main activity is to elicit the topic of the reading text from students by answering questions related to the text. A piece of music played with various instruments is used as a stimulus. The teacher gives questions that help students notice how the music is related to the topic of the text. The questions are designed to explain the key concept that each instrument should be appreciated because its uniqueness makes the music sound diverse and beautiful. Likewise, everyone has his/her own beauty, which should be valued. Students will be engaged with the reading text if they discover the topic by themselves by answering the questions. Moreover, introducing the topic implicitly by using music could increase students’ curiosity about the reading text.
Goals: * SWBAT effectively activate background knowledge related to a reading text before reading it by interacting with the teacher and other students.
  * SWBAT build a positive attitude about a reading text by participating in small group activities.

Stimuli: Music (Forest: composed by Yuki Guramoto)

Preparation time for materials: 20 min

Procedures:
Main activity: Eliciting the topic of a reading text with questions (10min)

➢ T plays the music and asks Ss what instruments they can recognize. T gives a worksheet to Ss (see main activity worksheet).
➢ Ss are placed in pairs. Ss discuss the questions related to the music on the worksheet in pairs.
➢ After pair discussion, T asks Ss what makes the music sound beautiful. T scaffolds the question to reach the point that different instruments have different sounds, which makes the music diverse and beautiful. Then T connects this idea to human beings.
➢ T helps Ss elicit the topic of a reading text: Being different is not bad. Difference makes us special.

Follow up activity: Writing good things about each other (10min)

➢ T divides Ss into groups of four and gives each student a card.
➢ Each student writes their name on the card and gives it to the person sitting to their right.
➢ Ss see the name on the card and write one positive thing about that person. Then they pass it onto the person sitting to their right. They do the same thing until they get their own cards back.
➢ T asks Ss to share what comments they have received from their group members.
Materials 5

Main activity

1. Listen to the music and circle the musical instruments that you can hear. Then share your answer with your partner.

2. Read the following statements and decide whether you agree or disagree with them. Then share your opinion with your partner.

   1. The violin sounds prettier than the piano.
   2. Different instruments make music diverse and beautiful.

3. Can you guess the topic of today’s lesson? You can guess it from the previous activity. Think of the topic with your partner.
Materials 5

Main activity

1. Listen to the music and circle the musical instruments that you can hear. Then share your answer with your partner.

2. Read the following statements and decide whether you agree or disagree with them. Then share your opinion with your partner.
   
   1. The violin sounds prettier than the piano.
   
   2. Different instruments make music diverse and beautiful.

3. Can you guess the topic of today’s lesson? You can guess it from the previous activity. Think of the topic with your partner.
Follow up activity

Directions: You are going to write one good thing about your friends. First, write down your name on the note below, then give your worksheet to the person who is sitting on your right. You are going to receive a worksheet from the group member sitting on your left. Once you have his/her worksheet, write one positive thing about that person. After you finishing, pass the worksheet to the person on your right. Continue the same procedure until you get your worksheet back.

Name:

You are special, because,

1. What do you feel after reading the comments that your friends gave to you?

2. Why do you think it is important to have self-esteem?
Sample Pre-reading Activity 6.

Topic: A trip to famous museums in Europe. (From High school English published by Doosan)

Summary of the text

It is a blog piece which gives information about two famous museums in Europe – the British museum and the Orsay museum. The piece includes their opening hours, exhibitions and history.

Key Strategy: Questioning

Main activity: The main activity is designed to help students learn about the reading text by asking and answering questions. It uses an intergroup competition, which increases students’ interdependence among group members as they try to win the competition. Each group forms questions using a brochure from a famous museum and asks another group their questions. The group who gets the most correct answers wins the game, so students are encouraged to write challenging questions. Students’ schemata should be actively stimulated since they need to read the brochure carefully and think critically to form questions.

Goals: * After reading the museum brochure, SWBAT make questions which ask about specific information in the brochure.

* SWBAT scan or skim a museum brochure and find proper information within a short amount of time.

Stimuli: Museum Brochure

Preparation time for materials: 20 min

Procedures:

Scaffolding activity: Activating background knowledge (5min)

➢ T shows the pictures of two famous artworks. T asks Ss where they can see them. T explains that they are exhibited in the British museum and the Orsay museum respectively.
Main activity: Making questions using a museum brochure. (20min)

- T divides SS into an even number of groups consisting of four or five students each.
- T explains that the class will be divided into two teams: the British museum team and the Orsay team. T puts the same numbers of groups on each team.
- T distributes two museum brochures (from the British museum and the Orsay museum). The British museum team has the brochure from the British museum, and vice versa.
- T explains the main task. Each group makes up a quiz based on the brochure and then exchanges quizzes with a group on the opposite team. Then, each group answers the quiz they received. To win the game Ss should make a challenging quiz for the other team.
- T numbers the groups in each team. For example, if there are four groups in the British museum team, T numbers the groups one through four.
- The groups with the same number in each team exchange their brochures and quiz. T gives Ss five minutes to answer the other group's quiz. After five minutes, each group exchanges quizzes again and scores the other team's answers. The team which has the most winning groups wins the game.
Materials 6

Main activity: Forming Questions

The British Museum

The British Museum has one of the world's largest and most comprehensive collections of antiquities from the Classical world, with over 100,000 objects. These mostly range in date from the beginning of the Greek Bronze Age (about 3200 BC) to the reign of the Roman Emperor Constantine I in the 4th century AD.

Admission and opening times
Free, open daily, 10:00 ~ 17:30
The museum opens daily except for 1 January, and 24, 25, 26 December

Egyptian Mummy
Rooms 62 and 63 contain objects connected with funerary practice in ancient Egypt including mummies, coffins and other tomb artefacts.

Mold Gold cape
1900-1600 BC
One of the finest examples of prehistoric sheet-gold working

Rosetta Stone
An inscribed stone found near Rosetta on the western mouth of Nile in 1799.

Colossal bust of Ramesses II, the 'Younger Memnon' (1250 BC)
**Orsay Museum**

**Opening times**
9:30am to 6pm
9:30am to 9:45pm on Thursday
Closed on Mondays.

**Access**
- Entrance €5
- Reduced €3
- Admission free without ticket
- Members €10
- Members' ticket with ticket applies

**Admission tickets**
- Museum ticket €9
- Exhibition ticket €12
- Free
- Everyone on first Sunday of the month

---

**Vincent Van Gogh**

*Starry Night over the Rhone (September 1888)*
The night sky and the effects of light at night provided the subject for some of his more famous paintings, including *Cafe Terrace at Night*.

---

**Star Dancer (Edgar Degas)**
Hand-painted oil painting reproduction, *Star Dancer (On Stage)* from Edgar Degas was known as one of his most famous artwork.

---

Claude Monet (1840-1926) *Blue Water Lilies*
Between 1916 and 1919
Oil on canvas
Rationale of activities 7-8

The following two activities include a role-play to enhance students' interest in a reading text. Role-play is more widely used for speaking and listening skills as it provides students with some practice of communicative language functions, but it can be integrated with reading as well. In the following activities role-play is used as a stimulus to encourage students to read a particular reading text and not as a tool to practice speaking. Since a role-play provides students with fun experiences and facilitates their active participation, it can effectively engage students into pre-reading activities.

Sample Pre-reading Activity 7

Title: Charlie and the Chocolate Factory (From High school English published by Guemsung)

Summary of the reading text

The reading text is excerpts from a movie script, Charlie and the Chocolate Factory. Willy Wonka decides to allow five children to enter his chocolate factory. He hides five golden tickets underneath the wrapper of five of his chocolate bars. Charlie wins the last golden ticket and visits Wonka's factory with four other children.

Key strategies: Role-play

Main activity: The main activity is designed to make students act out some lines of the movie script. As the reading text includes actual lines from a movie, giving students a chance to do a role-play is expected to increase their interest in the reading text. A simple and controlled role-play appears to be appropriate as a pre-reading activity because students have not read the text or learned key vocabulary yet. Therefore, instead of having students actually perform the play, the
activity is designed to make each student read a line out loud and put appropriate emotion into their reading.

Goals: * SWBAT predict the general storylines of the movie, *Charlie and the Chocolate Factory* after watching a movie trailer.

* SWBAT perform some lines of a movie script putting appropriate emotion into them.

Stimuli: YouTube video (http://www.youtube.com/watch?v=jyB4s9eox2o) / Card games

Preparation time for materials: 30 min

Procedures

Scaffolding activity: Let’s predict the storyline of *Charlie and the Chocolate Factory*. (25min)

- T plays a movie trailer of *Charlie and the Chocolate Factory*. T puts Ss into groups of four.
- T prepares six pictures of various movie scenes and their summaries. Each group matches the pictures with the right summaries and arranges them in time order. T randomly calls upon a student to present their group work.

Main activity: Let’s act. (10min)

- Ss stay in the same groups.
- T shows the pictures of the main characters and asks about their personalities. T explains the personality and emotion adjectives related to each character.
- T prepares a deck of cards. On the front side is a picture of one of the characters in the movie. On the back side, there is a line that the character says and an adjective describing an emotion.
- T gives a set of cards to each group. Ss put the cards facing picture-side up.
- A group member picks a card. He/she silently reads the line and the emotion word on the card. Then he/she acts out the line putting the emotion into it. The other group members should guess what emotion the person is expressing. Each member takes a turn to perform.
**Materials 7.**

**Scaffolding Activity:** Let’s predict the storyline of Charlie and the chocolate factory.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>Willy Wonka decides to allow five children to visit his chocolate factory.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>Willy Wonka hides five golden tickets under the wrapper of five of his chocolate Wonka bars. Charlie wins the last golden ticket.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>Five children who won the golden tickets are invited to Willy Wonka’s chocolate factory.</td>
</tr>
</tbody>
</table>

Chapter V: Portfolio Collection
A fat boy, Augustus, falls into a chocolate river because he does not listen to Willy Wonka’s warning.

A spoiled girl, Veruca naggs her parents to buy Willy Wonka’s squirrels. Even though Willy Wonka refuses to sell them, she does not listen to him and tries to take them.

Charlie was the child who stays the longest. Willy Wonka suggests that he gives his chocolate factory to Charlie.
Main Activity: Let’s act! (Front Side)
<table>
<thead>
<tr>
<th>Feeling: Excited</th>
<th>Feeling: Depressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Mom! Dad! I found it! The last golden</td>
<td>&quot;I know, but I only get one chocolate bar</td>
</tr>
<tr>
<td>ticket! I can visit Willy Wonka’s Chocolate</td>
<td>a year, for my birthday.</td>
</tr>
<tr>
<td>factory!“</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling: Confident</th>
<th>Feeling: Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;You should care, because I will win the</td>
<td>&quot;Then I am not going. I wouldn’t give up</td>
</tr>
<tr>
<td>special prize at the end.”&quot;</td>
<td>my family for anything. Not for all the</td>
</tr>
<tr>
<td></td>
<td>chocolate in the world.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling: Careless / Indifferent</th>
<th>Feeling: Desperate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Oh, they are not for sale. She can’t have</td>
<td>&quot;Are you crazy? I’d give him $500 for that</td>
</tr>
<tr>
<td>one.”</td>
<td>ticket. You want to sell me your ticket for</td>
</tr>
<tr>
<td></td>
<td>$500, young man?&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling: Irritated</th>
<th>Feeling: Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;But I don’t want any old squirrel. I want</td>
<td>&quot;Can you imagine Augustus-flavored,</td>
</tr>
<tr>
<td>a trained one.”</td>
<td>chocolate-coated Gloop? Ew, no one</td>
</tr>
<tr>
<td></td>
<td>would buy it.”</td>
</tr>
</tbody>
</table>
Sample Pre-reading Activity 8.

Title: My vision (From *High school English* published by Neungryul)

Summary of the text

*It is important for high school students to start thinking of their vision. To do this, they should think about their identity, passion, aptitude, and interests.*

**Key Strategy:** Role-play

**Main activity:** The main activity is to make students ask and answer questions about their future career in pairs. The purpose of the activity is to give students a chance to think of a future dream and what they need to do to achieve that dream, which is the topic of the reading text. As a stimulus for an interview role-play, a job aptitude test will be given to students. It will provide students with background information related to their personalities and possible careers. Two tasks are suggested for the entire activity, but, depending on the class, the first scaffolding activity can be omitted.

**Goals:** * SWBAT talk about their aptitude and future careers after taking a job aptitude test.  
  * SWAT perform an interview role play in pairs based on the test that they take.

**Stimuli:** YouTube video (http://www.youtube.com/watch?v=FVM-vZ7oD7g) / RIASEC tests

**Preparation time for materials:** 40 min

**Procedure**

**Scaffolding activity:** Listening activity (25min)

- T shows a scene of the movie, *Billy Elliot*, and lets Ss think about the scene by themselves.
- T pairs Ss up and lets them discuss what they think the scene is about.
- T asks Ss to share their ideas with the whole class.
- T gives a dictation worksheet on which the script of the scene is written with some blanks.
- T plays the scene 2-3 times, and Ss fill in the blanks.
T encourages Ss to guess the answers using context or their background knowledge if they did not hear.

T checks the answers with the whole class.

T asks Ss how they feel after watching the movie scene. T asks Ss if they can guess the topic of the reading text.

Main activity: Job aptitude test and interview role play (40min)

T introduces the next activity. Ss are going to take a job aptitude test (RIASEC). T explains how this test is part of the reading text for this unit and is related to students’ lives.

T sticks six people’s pictures on the blackboard. Each of the people represents six different personality types. T does not explain the personality types yet.

T explains that students are going to find out where they belong among the six personality types after taking a test.

T puts Ss into groups of four. T planned the groups before the lesson in order for each group to have a student with high language proficiency. T hands out the RIASEC test and explains it briefly. (RIASEC test is a kind of job aptitude test which consists of six categories, R.I.A.S.E.C. Each category contains seven questions. People answer questions for each section and count the number that they answered “yes” to. The section with the highest score represents that person’s distinctive aptitude.)

Ss take the test. T tells Ss to ask their group members questions about any unfamiliar words and phrases.

T explains how to interpret the test results (both personality and recommended career for each category).

T asks Ss to choose one job and imagine that they have that job. T gives a hypothetical situation: Ss are going to have an interview in which they will explain what they have done to achieve their dream. Ss should prepare what they are going to say (see interview worksheet below).

Ss are placed in pairs. Each S interviews his/her partner.
➤ T randomly calls upon several pairs and makes them perform their interview role-play for the class.

➤ T wraps up the activity by asking Ss what they have learned from the activity. T scaffolds the question to elicit the topic of the next reading text and the fact that Ss should think of their future dreams and the way to achieve them.
Materials 8

Scaffolding activity

Direction: Watch the video clip and fill in the blank. You can discuss the answers with your partner.

Billy, can you tell us why you first became 1) i______?

Don’t know, it’s just ...

Well, was there any particular aspect of the ballet which caught your 2) i______?

The 3) d______.

Yes, well, we have a very enthusiastic letter from Mrs. Wilkinson, and she has told us.....of your personal circumstances. Mr. Elliot. are you a fan of the ballet?

I wouldn't exactly say I was an expert.

You do realize that all pupils must attain the highest standards, not just in ballet but in their ordinary academic work. No child can succeed without the 100 percent 4) s______ of their family.

Yes. Yes, of course.
Just one last question... Can I ask you, Billy... What does it feel like when you're dancing?

Don't know. Sort of feels good. It's sort of stiff and that, but once I get going, then I like, 5) f______ everything and sort of disappear.

Like I feel a change in me, whole body. Like there's a 6) f______ in me body. I just there flying like a 7) b______. Like Electricity.

Answer key

1) interested 2) imagination 3) dancing, 4) support 5) forget 6) fire 7) bird

Let's discuss: What do you feel after watching this scene? Do you have anything that makes you really happy? Talk with your partner.
Main activity: RIASEC test

**What is your RIASEC?**

Mark a check mark by each of the statements below if you like to do the activity or have an interest in the activity.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total all of the statements and write that number below</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself to be athletic</td>
<td>R</td>
</tr>
<tr>
<td>I am a nature lover</td>
<td></td>
</tr>
<tr>
<td>I am curious about the physical world (nature, space, living things)</td>
<td></td>
</tr>
<tr>
<td>I am independent</td>
<td></td>
</tr>
<tr>
<td>I like to fix things</td>
<td></td>
</tr>
<tr>
<td>I like to use my hands (plant a garden, help with fixing up the house)</td>
<td></td>
</tr>
<tr>
<td>I enjoy exercising</td>
<td></td>
</tr>
<tr>
<td>I like to save money</td>
<td></td>
</tr>
<tr>
<td>I like to work until the job gets done</td>
<td></td>
</tr>
<tr>
<td>I like working on my own</td>
<td></td>
</tr>
<tr>
<td>I am very cautious and careful</td>
<td>I</td>
</tr>
<tr>
<td>I am curious about everything</td>
<td></td>
</tr>
<tr>
<td>I can do complex calculations</td>
<td></td>
</tr>
<tr>
<td>I like to solve math problems</td>
<td></td>
</tr>
<tr>
<td>I like to use computers</td>
<td></td>
</tr>
<tr>
<td>I like to read books all the time</td>
<td></td>
</tr>
<tr>
<td>I like collecting things (rocks, stamps, coins)</td>
<td></td>
</tr>
<tr>
<td>I like crossword puzzles</td>
<td></td>
</tr>
<tr>
<td>I like science class or science subjects</td>
<td></td>
</tr>
<tr>
<td>I like to be challenged</td>
<td></td>
</tr>
<tr>
<td>I am very creative</td>
<td>A</td>
</tr>
<tr>
<td>I like to draw and paint</td>
<td></td>
</tr>
<tr>
<td>I can play a musical instrument</td>
<td></td>
</tr>
<tr>
<td>I like designing my own clothing or wearing exciting fashions</td>
<td></td>
</tr>
<tr>
<td>I like to read fiction, plays and poetry</td>
<td></td>
</tr>
<tr>
<td>I like art and crafts</td>
<td></td>
</tr>
<tr>
<td>I attend lots of movies</td>
<td></td>
</tr>
<tr>
<td>I like to take pictures of everything (birds, people, landmarks)</td>
<td></td>
</tr>
<tr>
<td>I enjoy learning a foreign language</td>
<td></td>
</tr>
<tr>
<td>I like to sing, act and dance</td>
<td></td>
</tr>
<tr>
<td>I am very friendly</td>
<td>S</td>
</tr>
<tr>
<td>I like tutoring or teaching others</td>
<td></td>
</tr>
<tr>
<td>I like talking in front of people</td>
<td></td>
</tr>
<tr>
<td>I work well with classmates and friends</td>
<td></td>
</tr>
<tr>
<td>I enjoy leading discussions</td>
<td></td>
</tr>
<tr>
<td>I like helping people with problems</td>
<td></td>
</tr>
<tr>
<td>I play team sports</td>
<td></td>
</tr>
<tr>
<td>I like going to parties</td>
<td></td>
</tr>
<tr>
<td>I like making new friends</td>
<td></td>
</tr>
<tr>
<td>I like working with social groups at my church</td>
<td></td>
</tr>
<tr>
<td>I like learning about money</td>
<td>E</td>
</tr>
<tr>
<td>I enjoy selling products (school candy drives, church fundraisers)</td>
<td></td>
</tr>
<tr>
<td>I consider myself to be popular in school</td>
<td></td>
</tr>
<tr>
<td>I like to lead groups and discussions</td>
<td></td>
</tr>
<tr>
<td>I am often elected to officer positions in groups or clubs</td>
<td></td>
</tr>
<tr>
<td>I like having power and leadership</td>
<td></td>
</tr>
<tr>
<td>I want to own a small business</td>
<td></td>
</tr>
<tr>
<td>I like to save money</td>
<td></td>
</tr>
<tr>
<td>I like to work until the job gets done</td>
<td></td>
</tr>
<tr>
<td>I like taking risks and engaging in new adventures</td>
<td></td>
</tr>
</tbody>
</table>

Chapter V: Portfolio Collection
<table>
<thead>
<tr>
<th></th>
<th>What types of people belong to?</th>
<th>Characteristic</th>
<th>Recommended jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Realistic</strong></td>
<td>People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.</td>
<td>Aircraft Mechanic Engineer, Baker/Chef / Engineer, Electrician/Painter</td>
<td></td>
</tr>
<tr>
<td><strong>Investigative</strong></td>
<td>People who like to observe, learn, investigate, analyze, evaluate or solve problems.</td>
<td>Scientist /Dentist, Geologist / Pharmacist, Physician Software</td>
<td></td>
</tr>
<tr>
<td><strong>Artistic</strong></td>
<td>People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.</td>
<td>Actor/Actress /Dancer, Copywriter/ Drama, Teacher Graphic, Designer, Architect/ Photographer Reporter</td>
<td></td>
</tr>
<tr>
<td><strong>Skiliable</strong></td>
<td>People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.</td>
<td>City Manager/ Professor, High School teacher, Librarian/Detective, Social Worker, School Counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Enterprising</strong></td>
<td>People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.</td>
<td>Buyer /Business Owner, Flight Attendant, Hotel Manager, Lobbyist /Stockbroker</td>
<td></td>
</tr>
<tr>
<td><strong>Conventional</strong></td>
<td>People who like to work with data, have numerical ability, carry out tasks in detail or follow through on others' instructions</td>
<td>Bank Teller / Cashier, Legal Secretary, Typist / Teacher, Librarian Auditor</td>
<td></td>
</tr>
</tbody>
</table>
Main activity: Interpreting RIASEC

Interview worksheet

1. **Direction**: Choose one career that you would like to have in your future.

**Situation**: Today is July 4, 2030. You have accomplished your dream and you now have the career that you had dreamed of. You are going to have an interview in one hour. The interviewer gave you this list of interview questions. Read the questions and prepare for the interview.

<table>
<thead>
<tr>
<th>Questions</th>
<th>How are you going to answer? Take simple notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your job?</td>
<td></td>
</tr>
<tr>
<td>2. What efforts have you made to achieve your dream?</td>
<td></td>
</tr>
<tr>
<td>3. What do you think is the most important factor that helped you achieve your dream?</td>
<td></td>
</tr>
</tbody>
</table>

2. **Directions**: Make a pair with the student who is sitting next to you. You are going to do an interview role-play. One person takes the role of interviewer and interviews the other person using the questions above.
CHAPTER VI: CONCLUSION

Lopsided English instruction which focuses on reading has been blamed for unsuccessful English education in Korean secondary schools. Specifically, students' demotivation in English classes and their lack of communicative competence have been regarded as a result of reading-focused instruction in Korea. As a method of solving these problems, CLT has been promoted. However, this is a thin argument which does not reflect the Korean EFL context. Improving English reading comprehension has been valued because of a high-stakes national exam which is crucially influential for students' future study and careers. English lessons in Korea cannot exist separately from reading instruction unless the format of the entrance exam changes. Given these circumstances, arguing about the necessity of teaching communicative skills in English classes is meaningless and does not contribute to any significant change. What should be considered important is finding a more feasible and realistic way to develop English reading instruction in Korea. Since improving English reading comprehension ability is one of the most crucial motivations for students learning English, efforts should be made to create a more meaningful and enjoyable learning process, which includes full consideration of improving reading comprehension skills as well.

This project suggested the development of pre-reading activities for English classes in Korean high schools. Even though pre-reading strategies have a positive influence on students' reading comprehension and intrinsic motivation, such strategies have not been actively taught in their reading classes. Moreover, pre-reading activities in English textbooks appear to be insufficient to satisfy students' interests and needs. Developing various pre-reading activities will therefore encourage teachers to more effectively apply pre-reading activities to reading.
instructions, which in turn facilitates a more positive attitude on the part of the students toward learning English texts from the textbooks.

To develop effective pre-reading materials, small group activities were designed. Small groups enable cooperative language learning environments in which students are more engaged with learning. They also increase their cognitive thinking skills by active interaction with other students. Moreover, it motivates students to practice communicative language functions, which have been highlighted as a worthy goal for Korean English education. Since students' active engagement is a key factor in making small group activities successful, several methods to maximize students' interaction and encourage their participation were devised here. Considering students' needs, four key strategies were used as a framework for developing the portfolio and to make the collection of activities diverse. Three well-known pre-reading techniques--previewing, pre-reading vocabulary instruction, and questioning--were included to suggest how they can be integrated into small group activities and other strategies. Role-plays which are typically more popular as speaking activities, are also included to suggest a technique which incorporates speaking into reading instruction. All of the techniques overlap somehow in terms of enhancing students' interest and participation. In addition to the diversified activities, the stimuli and medium of activities are also differentiated enough to stimulate different students' intelligences and interests. Authentic video clips, pictures, music, and reading materials are included along with contrived materials for language learners.

Small group activities are structured in a way that encourages an individual student's participation. Intergroup competition and cooperative group work are designed to make students feel accountable by stimulating interdependence and camaraderie. Students feel encouraged to participate in group work when their role is valued, and they believe that they are capable of

Chapter VI: Conclusion
performing their roles. Therefore, the activities are designed not to intimidate students. When applying a new teaching method, the feasibility of it should be considered. No matter how great that method might be, if it is not realistic to the Korean Education setting, it is of no use. As discussed in the previous chapters, teaching pre-reading strategies through cooperative language teaching is positive in terms of class applications. It could also contribute to overcoming some challenges that current reading instruction in Korean high schools are facing.

*Project Limitations*

Students' answers to some of the questions which they seemed to be uncertain of are inconsistent. Some students do not have enough experience working in small groups during English classes, so their answers about small group activities conflict with their answers to other, similar questions. Moreover, students are in fact unfamiliar with pre-reading strategies since the pre-reading stage is rarely explained to students. For this reason, I did not analyze what students think about pre-reading strategies.

Another limitation of the project is that the collected data about students are limited to one specific group. The participants in the survey do not represent the target learners because they all attend the same high school and are taught by the same teacher. Therefore, their needs might be different from other groups' needs.

*Future Investigations*

The importance of pre-reading strategies was actively studied several decades ago, but only a small amount of research has been conducted recently in this field. Moreover, teaching bottom-up reading strategies, as well as strategies for decoding language and information, appear to be better studied than top-down reading processes such as pre-reading strategies.

Chapter VI: Conclusion
Despite this trend of reading instruction in L2 teaching, English reading instruction in Korean high schools still needs to involve even more top-down approaches because intensive reading instruction which focuses on decoding sentence structure has long dominated English classes. More research is needed to develop pre-reading activities which take into account the specific situation of English language education in Korea. In terms of the classroom applications of pre-reading strategies, it is necessary to study new teaching techniques which could be appropriate for modern English language education in Korea.

Lastly, new editions of English textbooks were introduced in Korea this year, but this project used the previous editions of English textbooks. It has been only four months since the new textbooks were introduced, so the majority of the teachers who participated in the survey have not yet used new textbooks. Therefore, future research on the new English textbooks is necessary.
REFERENCES


Guthrie, J., Wigfield, A., Barbosa, P., Perencevich, C., Taboada, A., Davis, M., Scafidi, N., &
Tonks, S. (2004). Increasing reading comprehension and engagement through
concept-oriented reading instruction. *Journal of Educational Psychology*, 96(3), 403–
423.


children’s academic achievement and their self-perceptions of competence, control, and
motivational orientation*. Greenwich, CT: JAI Press.


Press.

Kim, K.J. (2010). Reading motivation in two languages: An examination of EFL college
students in Korea. *Reading and Writing*, 24 (8), 861-881.

156.


Ritchie and T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp.413-468).

preventing children’s reading difficulties. *Learning Disabilities Research & Practice*,
16, 230-239.


References


MATERIALS REFERENCES


APPENDIX A: INSTRUMENTS FROM NEEDS ANALYSIS

Method I. Survey questions for Korean high school students

Q1. 영어를 배우지 얼마나 되었습니까? (How long have you studied English?)

Q2. 다음 중 영어 공부를 하는 가장 큰 이유를 하나만 써주세요. (Which of the followings best describes the reason that you learn English? Choose one)

1) 유명한 대학에 진학하여 좋은 직업을 갖기 위해
   (I want to enter a good university to get a good job in the future.)
2) 외국인과 의사소통을 하기 위해서
   (I want to communicate with foreigners either in person or through on-line.)
3) 부모님과 선생님이 계속 영어를 배우라고 시켜서
   (Parents and teachers force me to study.)
4) 영어 공부가 재미있고 미국 문화에 관심이 있어서
   (Learning English is fun and interesting.)
5) 영어를 잘하면 독특해 보여서 (I want to look smart.)
6) 기타 개인적인 이유 (My personal reasons.)

Q3. 다음 네 가지 영어 스킬 중 무엇을 가장 많이 학습하나요? (What do you study the most among four main skills in English?)
1) 영어 읽기 (Reading)
2) 영어 말하기 (Listening)
3) 영어 쓰기 (Speaking)
4) 영어 독해 (Writing)

Q4. 위 문항에서 "영어독해"를 선택한 사항만 답해 주세요. 영어독해를 가장 많이 학습하는 이유를 하나만 선택해 주세요. (If you choose 'reading' for the previous question, why do you study reading the most? Choose one)
1) 선생님이 수업시간에 주로 영어독해를 가르치서서
   (Teachers usually teach reading in the English classes.)
2) 수능 외국어 영역에서 독해 문제가 많이 출제 되어서
   (College entrance exam includes reading comprehension questions the most.)
3) 영어 독해가 맘에 듣기, 듣기, 쓰기보다 공부하기 쉬워서
   (Reading is easy to study)
4) 기타 의견 (My personal reasons)

Q5. 영어 독해 학습을 즐겨 하실니까? (Do you enjoy studying reading in English?)
1) Yes
2) No

Appendix A: Instruments from Needs Analysis
Q6. 위 문항에서 “줄지 않다”를 선택한 학생만 응답해 주세요. 만약 독해 학습이 줄지 않다면 그 이유는 무엇인지 하나만 꼽아주세요.
(If you say no to the previous question, why you don’t like it?)
1) 영어 교과서에 나오는 자문이 너무 어렵다.
   (Reading texts in the English textbooks are difficult to understand)
2) 영어 교과서에 나오는 자문이 너무 재미없다.
   (The contents of reading texts are not interesting.)
3) 시험 때문에 공부를 하기 때문에 그냥 싫다.
   (I am forced to study English texts because of school tests.)
4) 기타 의견 (Other.)

Q7. 영어 독해 학습을 할 때 주로 어떤 것을 공부하시나요? 가장 많이 하는 활동 두 가지를 꼽아 주세요. (When you study English reading texts, what do you study the most? Choose top two.)
1) 어휘 (Vocabulary)
2) 문법 (Grammar)
3) 문장 해석 (Sentence translation)
4) 독해 자문 읽기 전 무슨 내용인지 추측하기 (Prediction)
5) 자문의 전반적인 내용 파악 (General contents of the reading texts)
6) 독해 전략 (Reading strategies)

Q8. 다음 글을 읽고 해당하는 영역에 표시하세요. (Read the following statements in the left column and choose the language functions.)

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Translation</th>
<th>Understanding main idea</th>
<th>predicting</th>
<th>Reading strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>영어독해에서 가장 중요하다고 생각하는 기술은?</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>What do you think is the most important to comprehend English reading texts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>가장 자신 있는 영역은?</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>What are you confident of?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>가장 좋아하는 학습?</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>What do you like learning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>가장 싫어하는 학습?</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>What do you hate learning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
Q9. 다음 두 문장을 읽고 해당하는 영역에 표시 해 주세요. (What is your opinion about these statements?)

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>득해 기분이 나化进程 임속한 주제면 더 쉽게 이해된다.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I am familiar with the topic, I can comprehend the reading text better.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>득해 지식에 흥미를 느끼면, 읽기 활동이 더 수월해지고 재미있다.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I am interested in the topic of the reading text, I’m more willing to read it.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q10. 다음 학습 자료나 활동에 대한 흥미도는 어떻게니까? (What is your preference about following materials?)

<table>
<thead>
<tr>
<th></th>
<th>Like Very Much</th>
<th>Neither Like nor Dislike</th>
<th>Dislike Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>비디오나 오디오 자료</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and audio materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>시각자료</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>학생들이 무엇인가를 직접 만드는 활동</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand-on activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>역할극 Role play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>미국 문화와 관련된 자료</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture related materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q11. 다음 교실 내 활동 중 가장 좋아하는 것 순서대로 고르세요. (Number the following in order of your preferred learning format. 1= highest preference”)

1. 혼자 하는 활동 (Individual work)
2. 작과 함께 하는 활동 (Pair work)
3. 그룹활동 (Small group work)
4. 반 전체가 함께 하는 활동 (Whole class work together)

Appendix A: Instruments from Needs Analysis
Q12. 다음 문장을 읽고 해당되는 곳에 표시 하세요. (Answer the following statement.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like group works because I can be an active learner.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I can come up with a better idea interacting with groups members</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I take part in group activities when they are related to my grades</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I cannot concentrate on studying in small groups since I want to chat or play with group members.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel uncomfortable working with other students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Not all of group members participate in group work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q13. 영어 독해 학습에 가장 흥미를 느낄 때는 언제입니까? (When are you motivated to study English? Choose top two)
1) 선생님이 칭찬했을 때 (When a teacher praises me)
2) 시험에서 높은 점수를 받았을 때 (When I get a high grade in the test)
3) 영어 수업이 재밌었을 때 (When an English lesson is fun and interesting)
4) 어려운 독해 지문을 이해했을 때 (When I understand a difficult reading text)
5) 기타 (Others)
**Method II. Survey questions for Korean English Teachers**

Q1. How long have you been teaching English?
1) more than 15 years
2) 10-14 years
3) 5-9 years
4) less than five years

Q2. Among 4 main skills in English, what do you teach the most?
1) Listening
2) Speaking
3) Reading
4) Writing

Q3. What is the most challenging in teaching English reading? Please give your opinion.

Q4. How often do you teach the following skills in English reading instruction?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Sentence</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>translation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
Q5. What do you think Korean students need to learn to improve reading comprehension skill?
1) Vocabulary knowledge
2) Grammar knowledge
3) Reading strategies
4) Others (answer: __________)

Q6. Do you use pre-reading activities in your English reading class?
1) Yes
2) No

Q7. What is your opinion about pre-reading activities in general?

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>They help students comprehend the reading texts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They increase students' interest in reading texts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>They are time consuming.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q8. If you use pre-reading activities, what kinds of pre-reading activities do you use in your English reading class?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Vocabulary</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Previewing (scan the title and pictures of the reading text, etc)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Activating previous experience's related to the topic of reading texts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Semantic mapping</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Showing various materials related to the reading texts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
Q9. If you use pre-reading activities, what sources do you use?

<table>
<thead>
<tr>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading activities in English Textbook</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Modify pre-reading activities in English textbook</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Develop your own activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q10. What do you think of the in the English textbook you use?

<table>
<thead>
<tr>
<th>Format</th>
<th>Contents</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading Activities</td>
<td>Good</td>
<td>Proper</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q11. If you do not use any pre-reading activity in your English reading class, what's the reason that you do not use it?
1) The ineffectiveness of pre-reading activity
2) Lack of class time
3) Hard to find good pre-reading activities
4) Others

Q12. What teaching methods do you use in English reading classes? Please rank them in order. (Most 1 / Least: 5)

Teacher-centered lecture
Whole class discussion
Individual work
Pair work
Small group work

Q13. Do you feel any difficulties in applying small group activities to your English reading class?
1) Yes
2) No

Q14. What makes it difficult for you to apply small group activities to English reading classes?
1) Classroom management
2) Time constraints
3) Mixed language ability students in the same class
4) Large number of the students
5) other

Appendix A: Instruments from Needs Analysis
Q15. Answer the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is practical to use a teacher-centered lecture in EFL classes in Korean high schools.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cooperative learning based on small groups can enhance students' participation in English reading classes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It is more important to help students to achieve their academic goal than to make an interactive English lesson in Korean high school.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
Method III. Interview questions for ESL reading teachers

Q1. How long have you been teaching English?
Q2. What do you think makes students interested in English reading?
Q3. What do you focus on the most when you are teaching reading texts?
Q4. When do you use top-down approach and when do you use bottom-up approach?
Q5. Which approach do you use more, top-approach or bottom-up approach when you teach reading texts?
Q6. Do you use pre-reading activities?
   ✓ If you use pre-reading activities, what kinds of pre-reading activities have you used?
   ✓ How much time is reasonable to spend on a pre-reading activity?
Q7. What are some advantages and disadvantages of using pre-reading activities?
Q8. Do you think pre-reading activities help students improve reading comprehension? Why or why not?
Q9. Do you think pre-reading activities have positive effects on students' intrinsic motivation? (Do they help students be more willing to read?)
Method IV. Korean English Textbooks Evaluation Checklist

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>Totally lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The content of reading texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Is the topic relevant to Korean EFL high school students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do the reading texts help learners learn about the target language culture?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Does the reading content contain real-life issues that challenge the reader to think critically about his/her worldview?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do the text selections include various literary genres?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Reading Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Does it include pre-reading activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are pre-reading activities sufficient?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do pre-reading activities allow learners to personalize the topic of reading texts or provide their own meaning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do pre-reading activities are designed in the way to enhance students' interests?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do pre-reading activities include authentic materials?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are various types of pre-reading activities provided in the way of activating different intelligences?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are four language skills integrated into pre-reading activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Are there interactive pre-reading activities that require students to participate in group works or pair work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Are pre-reading activities designed flexible and adaptable to be used in different educational settings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Instruments from Needs Analysis
### III. Attractiveness of the reading texts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the visual imagery of reading texts appealing?</td>
</tr>
<tr>
<td>2</td>
<td>Are the illustrations simple and close to the text that they add to its meaning rather than detracting from it?</td>
</tr>
<tr>
<td>3</td>
<td>Does the text look interesting enough that students will enjoy reading it?</td>
</tr>
</tbody>
</table>

APPENDIX B: LESSON PLANS

Lesson 1 (Activity 4)

Lesson Title: Polar Bears on Thin Ice / Duration: 50 minutes

Objectives

Terminal objectives
1. SWBAT predict the contents of the reading text using key vocabulary in pairs.
2. SWBAT visualize the key words and understand the meaning of them through active interaction with other students.
3. SWBAT preview the reading text by answering top-down questions about the reading text.

Enabling objectives
SWBAT build positive attitude toward a reading text by participating in small group activities.

Materials and Equipment
Pictures / Youtube video (http://www.youtube.com/watch?v=Kv9v9ALV3yk) /
Worksheet

Procedures

[Pre-reading activity]
A) Main activity (10 minutes)
1. T plays a Youtube video --Polar bear on thin ice -- to activate students’ background knowledge. Polar bear on thin ice (http://www.youtube.com/watch?v=Kv9v9ALV3yk)
2. T puts Ss into groups of four.
3. T gives Ss a list of words chosen from the reading text and pictures illustrating those words.
4. Ss match the word to the right picture. T checks the answer with Ss.
B) Follow-up activity (10 minutes)
1. Ss are placed in pairs.
2. T gives Ss two pictures showing the danger of the polar bear and related questions.
3. Ss answer the questions in pairs. They are encouraged to use the words that they learned in the previous activity.
4. T randomly chooses a pair to share their idea.
5. T asks Ss whether they can guess the contents of a reading text that they are going to read. T calls upon several students to present their prediction.
6. T has Ss open the book and read the title together. T asks Ss whether their prediction is correct or not.

[Introducing a reading text]
A) Jigsaw Reading (15 minutes)
1. T organizes the group consisting of mixed proficiency levels of the students. Each group should include a student with higher proficiency in English.
2. Cut the text into 4 parts and label them as A, B, C, and D according to the order.
3. Distribute 4 reading strips to each group and let each member have one strip.
4. Intergroup competition will be used to check Ss’ reading comprehension. Ss are going to take a quiz about a reading text that they read. The quiz includes questions from across the whole text, so each student should understand his/her strip to answer the questions and win the group competition.
5. Every student skims the strip. Students with higher language proficiency are encouraged to help lower level of the students.
6. Each group member explains the strip to their group members.

B) Inter-group competition (13 minutes)
1. Give a white board to each group.
2. T reads the questions out loud. Ss listen to questions and write down the answers for the questions on the board.
3. T gives thirty seconds to one minute to write the answers depending on the question.
Each group raises their board at the same time, and T checks the answer.
4. The group which gets the most correct answers becomes a winner.

[Closing – 2minutes]
T wraps up the lesson addressing what Ss are going to learn in a next lesson.
Lesson 2 (Activity 5)

Lesson Title: Self-Esteem / Duration: 50 minutes

Objectives

Terminal objectives
1. SWBAT effectively activate background knowledge related to the reading text before reading it by interacting with the teacher and other students.
2. SWBAT comprehend the general contents of the reading text by answering scanning and skimming questions.

Enabling objectives
SWBAT build positive attitude toward a reading text by participating in small group activities.

Materials and Equipment
Music (Forest by Yuki Guramoto) / Worksheet / Quiz

Procedures

[Pre-reading activity]
A) Main activity (5 minutes)
1. T plays the music and asks Ss what instruments they can recognize.
2. T asks what makes the music sound beautiful.
   (Different instruments have different sounds. / Can we tell one instrument is better than the others? )
3. Elicit theme: Being different is not bad. /Difference makes us special.

B) Follow-up activity (10 minutes)
1. T divides Ss into groups of four.
2. T gives a card to each student. Each student writes their name on the card and gives it to the person sitting to their right.
3. Ss see the name on the card and write one positive thing about that person. Then pass it onto the person sitting to their right. They do the same thing until they get their own cards back.
4. T asks Ss to share what comment they have received.
5. T asks Ss what they learn and feel from the activity. T wraps up the activity indicating the topic of a reading text; everyone has his/her own specialty and uniqueness.

[Introducing a reading text]

A) Whole class activity (10minutes)
1. T plays an audio file of a reading text and makes Ss listen to it without looking at the text.
2. T gives some top-down questions asking the gist of a reading text.
3. T checks the answers as a whole class discussion.
4. T lets Ss open the book and read out loud the title and subtitles of a reading text together. T asks Ss whether their prediction of a reading text seems to be correct or not.

B) Group activity: Quiz Race (23minutes)
1. T regroups Ss. T divides the whole class into four groups.
2. T explains that Ss are going to do a race to answer the quiz about the reading text.
   - T gives reading guide questions to help students comprehend the reading text.
   - Ss skim and scan the reading text to find the answers for the questions for ten minutes. Ss are encouraged to work together with their group members.
   - T attaches the quiz paper on the blackboard. T puts four pieces of the quiz paper, and each group is designated to one of them.
   - Each student takes turns and comes to the board to write the answers. Each member has one minute to write the answers. After one minute, T lets the other member come to the front.
   - After the last runners in each group finish their turns, T scores all the papers.
   - The group who gets the most correct answers will win the race.
3. T goes over the answers for the quiz as a whole class.

[Closing – 2minutes]
T wraps up the lesson addressing what Ss are going to learn in a next lesson.

Appendix B: Lesson Plans
APPENDIX C: ADDITIONAL SAMPLE MATERIALS

Sample Lesson 1 (Activity 4)

B) Inter-group competition

**Direction:** Listen to the question carefully and write a correct answer on the white board.

*(Sample questions)*

- **도전! Golden Bell***

  - How do polar bears use their body fat?
  - They use their body fat to stay alive during the winter.

- **What will happen to the polar bears, if the climate continues to get warmer**
  - They will be endangered. (might be extinct).

- **What does earlier warming mean to polar bears?**
  - It means a lot less time for polar bears to use ice to hunt animals.
Lesson 2 (Activity 5)

B) Group activity: Quiz race

Teacher’s note: Students can practice skimming and scanning strategies while preparing for the quiz race since they should understand the reading passage allocated to them within limited amount of time. Moreover, while doing a race, they are encouraged to skim or scan the questions to answer the questions as fast as possible.

Direction: Each member has one minute to write the answer for the questions. Scan the questions and try to write as many answers as you can. The more you write correct answers, the higher chances of winning your group have.

Group name: __________________ Score: __________________

Q1. What did Melissa worry when she knew she had Down’s syndrome?

Q2. What did Melissa realize after listening to her mother’s advice?

Q3. Who does she study with in special classes?

Q4. What was her goal in middle school?
   A) To join a soccer team   B) To attend in regular English class by 10th grade
   C) To make many friends   D) To get a good score in a math exam

Q5. According to the text, who is Seho?

   A) [Image]
   B) [Image]
   C) [Image]
   D) [Image]

Q6. How does Seho look?

Q8. What writing subject did a teacher give to students?
   A) What we wish to change about ourselves.
   B) What we liked about each other.
   C) What we wanted each other to do.
   D) What we can do to build friendship

Q9. Which is not written on Seho’s paper?
   A) You have a nice smile
   B) You are kind and smart.
   C) What we wanted each other to do.
   D) You are hot-tempered.

Appendix C: Additional Sample Materials
APPENDIX D: READING TEXTS FOR ACTIVITIES

Reading Text for Activity 1

Title: Martha’s bread (O. Henry)

Miss Martha Meacham kept the little bakery on the corner. It was the one where the bell tinkles when the door opens.

Two or three times a week, the same customer would come in. Martha became interested in him. He was a handsome man with glasses. His clothes were old, but looked neat and had very good manners. He would often chat with Martha. HE seemed to like Martha’s cheerful conversation.

He always bought two loaves of old, dry bread. Fresh bread was five cents a loaf. Dry ones were two loaves for five cents. He never ordered anything but dry bread. Never a cake, never a pie, only hard, dry bread! When Martha sat down to eat her soft bread and tea, she would sigh, “If I married him, I would make a tasty meal for him every day.” Martha’s hear was warm and kind.

Once, Martha saw a red and brown stain on his fingers. She was sure that he was a poor artist. He probably lived in a small apartment, where he painted pictures and ate dry bread. In order to test her idea about his job, she brought in a painting and set it against the wall behind the bread counter.

Two days later, the customer came in.
“Two loaves of dry bread, please.”
“Okay,” Martha said, smiling at him.
“You have a nice picture here.” He said while she was wrapping up the bread.
“I admire art and paintings.” She said cheerfully. “Do you think it’s a good picture? I bought it at a sale.”
“The balance.” Said the customer, “is not so good, but it’s still a fine picture.”
He took his bread and hurried out.
“Yes, he must be an artist.” She thought. “How gentle his eyes were behind his glasses! It’s very sad that he can judge a picture at a glance, but still has to eat dry bread! But artists often have to wait before they are recognized.”
“I wish I could help him.” Martha often said to herself. But she knew the pride of artist.
“I must be careful not to hurt his pride,” thought Martha.
One day, the customer came in as usual, put his money on the counter, and ordered his dry bread.

While Martha was reaching for the bread, there was a loud noise from outside. The customer hurried to the door to look. Suddenly, Martha saw the opportunity. She had a pound of fresh butter behind the counter. With a bread knife, Martha cut a large slice of butter, put it in the loaves, and pressed them tight.

When he was gone with the bread, after an unusually pleasant chat, Martha smiled to herself. For a long time that day, she thought about him. She imagined the scene when he discovered her little present. “Will he think of the hand that placed the butter there as he eats?” Martha blushed. She took out her best silk dress and put it on. She looked pretty and charming in it.

The front door bell tinkled violently. Somebody came in, making a great deal of noise. Martha hurried to the front. Two men were standing there. One was a young man and the other was her artist. The artist’s face was very red. He shook his hands violently at Martha.

“You fool!” he shouted loudly. “You have ruined me,” he cried, his eyes burning with anger.

“Come on,” the young man said, “you’ve said enough.” He took the angry artist out and came back.

“I think you should know why he was so upset,” said the young man. “He’s an architect. I work in the same office with him. He’s been working hard for three months. Drawing a plan for a new city hall. It is a prize competition. He finished drawing the lines yesterday. He always makes his drawing in pencil first. When it’s done, he erases the pencil lines with dry bread, which is better than rubber erasers. For that, he’s been buying the bread here. Well, today the butter in the bread spoiled his drawing completely.”

Martha went into the back room. She quietly took off the pretty silk dress and put on the old brown one she used to wear.

Source: High school English published by Doosan

Appendix D: Reading texts for activities
Reading Text for Activity 2

Title: Secret tactics in the supermarket

Have you ever walked into the supermarket to buy two items and instead walked out with more than a dozen? You might think it is a coincidence. But it probably isn’t. Every detail of the supermarket is carefully planned to make you spend more money. Here are some of the most common ways supermarket gets you fill your cart and come out with an empty wallet.

Displaying Products

One trick supermarkets use is displaying more expensive items at eye level and on the right. Because we read from left to right, our eyes naturally scan store shelves from left to right. The eye stops on the more expensive items on the right. This makes shoppers more likely to buy them. Cheaper items, on the other hand, are displayed nearer to the floor, on the top shelves, or toward the left. The next time you visit a supermarket, stop and see where cheaper items such as flour and sugar are placed.

Using Music

Supermarkets often play slow and peaceful music on weekday mornings, but they play fast and lively music on weekend afternoons. They use music to increase their sales. You might wonder why they use different types of music at different times. On weekday mornings, there are usually fewer customers in the stores, so supermarkets want their customers to stay longer in the shops and make impulse purchases. On weekend afternoons, on the other hand, the stores are crowded, and supermarkets want their customers to buy things more quickly and leave.

Keeping the Shoppers Moving

In order to make shoppers move around the store, supermarkets also put commonly purchased items such as milk, eggs, and fruits a long way apart. While moving around the different parts of the store to get those items, shoppers may buy unnecessary items. In addition, supermarkets rearrange the store every few months. They do this to make shoppers go up and down every aisle to find what they want. While they are looking, they may buy other items that are not on their shopping lists. The longer shoppers stay in the store, the more money they might spend on something else.

Appealing to the Senses

One tactic supermarkets often use is attracting customers with the smell of freshly baked bread from the in-store bakery. The smell of warm bread makes people feel hungry. When you feel hungry while shopping, you are more likely to buy additional items. In addition, they use
different lighting for different products to make them look more appealing. Bright blue lighting, for example, is often used to show off the color and freshness of vegetables. Drinks, often an unplanned purchase, may have dramatic lighting behind them to suggest a nightclub atmosphere. Supermarkets appeal to your sense of touch as well. You can hold and feel foods such as fruit and vegetables instead of just looking at them through plastic wrap. Supermarkets also appeal to your sense of taste by offering free samples to persuade you to buy more products.

The next time you are in the supermarket, see how many examples of these “supermarket secrets” you can find. If you are aware of such supermarket tactics, you can develop a shopping strategy. This can help you save time and money as well as prevent you from making impulse purchase. Here are some examples.

1. Observe product placement
More expensive items are usually placed at eye level, within easy reach. Less expensive items are placed high or low. Rather than just pick up the items placed at eye level or on the right, find other items and compare the prices.

2. Avoid shopping on weekday mornings
If you go to a supermarket on a weekday mornings, you may stay longer and buy unnecessary items. Remember that slow music can encourage leisurely shopping.

3. Make a shopping list
Write down what you need before you shop. A shopping list not only reminds you of what you need, but will also keep you from buying items you don’t need.

4. Eat before you shop
Hungry shoppers are more likely to make impulse purchases, especially ready-to-eat and snack items. If you arrive on an empty stomach, stop by the in-store bakery and eat first before starting your shopping.

Source: *High school English* published by Doosan
Reading Text for Activity 3

Title: How to manage Stress

You need stress in your life! Does that surprise you? Maybe does, but it is quite true. Without stress, life would be dull. Stress adds flavor, challenge, and opportunity to life. Too much stress, however, can seriously affect your physical and mental health. A major challenge in today’s stressful world is to learn how to manage stress.

What causes too much stress in our lives? We often think of natural disasters, war, and death as sources of stress. However, according to psychologist Wayne Weiten, daily things cause stress: too much homework, nagging parent, fighting with friends, having no free time, and worrying about the future.

While you can’t live completely free of stress, you can prevent much of it as well as limit its impact. By recognizing the early signs and doing something about them, you can improve the quality of your life. Here are some suggestions for ways to manage stress.

Try Physical Activity

When you are nervous, angry, or upset, release the pressure through exercise or physical activity. Running, walking, or swimming are some of the activities you might try. Physical exercise will relax you and make you smile. Remember, your body and your mind work together.

Know Your Limits

If a problem is beyond your control and cannot be changed at the moment, don’t fight the situation. Learn to accept the situation and work to change it little by little.

Take Care of Yourself

You are special. Get enough rest and eat well. If you are tired or hungry, it will be too difficult to deal with stress.

Make Time for Fun

Schedule time for both work and play. Play is important to your health; you need a break from your daily activities to just relax and have fun.
Check Off Your Tasks

Trying to take care of everything at once can seem impossible, and, as a result, you may not complete anything. Instead, make a list of things you have to do, then give priority to the most important ones and do those first.

Create a Quiet Scene

A quiet country scene can take you out of a stressful situation. You can dream about the country scene, or paint it mentally. Change the scene by reading a good book or listening to beautiful music to create a sense of peace.

Admit You Can Be Wrong

Do other people upset you – particularly when they don’t do things your way? Try working together instead of fighting: it’s better than fighting and always being “right.” A little give-and-take on both sides will make you both feel more comfortable.

Sometimes take a time-out from your worries. Find activities that give you pleasure and that are good for your mental and physical health. Forget about always winning. Focus on relaxation, enjoyment, and health. If you manage stress in these ways, you can actually make it work for you instead of against you.

Source: High school English published by Chunjae
Reading Text for Activity 4

Title: Polar bears on thin ice

We often worry about the effects of global warming on humans. However, we are not the only species on the earth affected by it. A recent UN report on global warming predicted that 30% of the earth’s species will be extinct by the end of this century if current global warming is not stopped. Let’s take a look at one such example, way up north in the Canadian Arctic.

These polar bears are standing on pieces of broken ice. Their sad-looking faces are a perfect symbol of the danger of global warming. The world’s average temperature was around 14.0 °C in 1940, but it was 14.3°C in 2000. Even worse, the average temperature in the Canadian Arctic has one up by 4°C in the last 50 years. This is causing the polar bears to lose their habitat. The ice is critical for the polar bears because that is where they catch seals. Seals need air to breathe. To do this, they use holes in the ice to breathe in air between periods of swimming underwater. Polar bears wait for the seals at the surface and catch them when they come up for air.

Researchers found that the warmer temperatures were causing the ice to break up. These days the ice breaks up about three weeks earlier than it did 30 years ago. That means polar bears have had their main hunting period cut by up to 24 days.

“The earlier warming means a lot less time for polar bears to use the ice to hunt animals and build up their energy,” said Dr. Ian Stirling from the Canadian Wildlife Service. As a result, hungry polar bears go to shore weeks earlier than usual. Once on land, they are coming into contact with people more often. This makes people think that their population is increasing. According to a report, the opposite is true; their numbers have dropped by around 25% in the past twenty years to about 25,000.

Polar bears can weigh up to 1,700 pound. They use their body fat to stay alive during the winter. “They take in 70–80% of the energy they will use in a year between April and the ice breakup in the middle of July,” Dr. Stirling said. “If they feed for a shorter period of time, they’re going to build up less fat.” Scientists have noticed that the bears, especially females, are now much thinner, so they have trouble swimming longer distances. “Soon,” Dr. Stirling says, “polar bears may become extinct. It’s hard to be optimistic when you look at the big picture.” Polar bears clearly not endangered right now. But if the climate continues to get warmer, their future doesn’t look bright.

Source: High school English published by Guemsung.

Appendix D: Reading texts for activities
**Reading Text for Activity 5**

**Title: Self-esteem**

I'm Happy Just the Way I Am!

I wish I were taller, prettier, stronger, smarter ..." You may have felt this way at times. This is because everyone dreams of being better in some way or another. However, you don't need to try too hard to change your looks or the way you act in order to feel good about yourself. You just need to change the way you think of yourself.

So don't compare yourself with others or put yourself down for being different. It will just lead to a negative image about yourself. Here, two people tell us how they changed their thinking from "I wish I were different" to "I'm happy just the way I am."

**Episode I: Know me before you judge me**

When my mother first told me that I had Down’s Syndrome, I worried what other people might think. Would they think I’m not as smart as they are or that I look different and talk strangely? All of these worries disappeared, though, when I talked to my Mom one day. She asked me, “Have you ever met anyone who didn’t like you because you have Down’s Syndrome?” The answer surely was “no.” Of course it is difficult to accept the fact that I’m different, but that doesn’t change who I am. Now I know that having Down’s Syndrome is what makes me “me.” I’m proud of who I am. I’m a hard worker, a good person, and I care about my friends.

Even though I have this condition, my life is a lot like yours. I read books and watch TV. I listen to music with my friends. I think about my future, like how I’ll earn a living and who I’ll marry. I get along with my sisters except when they take my CDs without asking!

Some of my classes are in regular classes, and others are in special classes with kids who have physical disabilities. I have a person who helps me with harder classes, such as math. It really helps, but I also challenge myself to do well. For example, my goal in middle school was to be in a regular English class by 10th grade. That’s exactly what happened this year!

It’s true that I don’t learn some things as fast as other people. No matter how hard a task may be, though, that doesn’t stop me from trying. I know that if I work really hard and be myself, then I can do almost anything. I can’t change the fact that I have Down’s Syndrome, but maybe I can change the way people think of me. My message to people is this: Please judge me as a whole person, not just the person you see. Treat me with respect, and accept me for who I am. Most importantly, just be my friend.

Appendix D: Reading texts for activities
Episode II: Ordinary but special

I am quite ordinary. I have no unique characteristics or talents. My appearance and school grades are just average. In addition, I’m not very sociable, so I don’t have many friends. In the past, I sometimes hated myself for being ordinary.

Then, one day, our teacher divided us into groups of four each and had us write down what we liked about each other. My group consisted of Minji, a really pretty girl; Jeongran, who always gets the best grades; Yunsu, the best runner in our class; and me. As you can imagine, I felt terribly out of place in the group. After we finished, the teacher collected the papers and handed each one back to the person it belonged to. I was really surprised when I read what the others had to say about me. Because I’m so ordinary, I thought no one would have anything nice to write about me, but my friends wrote many good points that I never even realized about myself. They showed me that no matter how ordinary one might feel, everyone is special in his or her own unique way.

Source: High school English published by Neungryul
Reading Text for Activity 6

Title: A trip to famous museums in Europe

The British Museum

I left the guesthouse early in the morning and went to the museum by "tube." In London, the subway id called the tube. It was easy to see why it is called that. It really looks like a tube!

The British Museum is one of the world’s greatest museums of human history and culture, and there were many things to see. Luckily, I knew what I wanted to see first. I saw the ancient Egyptian collection, which is one of the largest in the world. It was thrilling to see so many big statues and mummies without going to Egypt. I even saw the mummy of Cleopatra. I was really excited, but I later learned that it was just the mummy of a girl named Cleopatra not the famous Cleopatra we know. No wonder it wasn’t that beautiful. At the same time, it is odd that so many of the items on display are stolen objects. The British Museum got most of them during the peak of the British Empire. Recently, many countries have been trying to get their national treasures back. One famous case is the Rosetta Stone. In 2003, the Egyptian government demanded its return. I’m interested in the outcome of this case, since it Will set an example for other similar cases. Looking at all those wonderful things displayed in the museum, I couldn’t help thinking about our national treasures in other foreign museums.

The Orsay Museum

I love Impressionist paintings, and the place where I wanted to visit most in Paris was the Orsay Museum. The Orsay Museum is famous for its Impressionist paintings and it was exciting just to think that I would soon see so many famous paintings. Unlike my visits to other museums, I went to the Orsay alone. My friends were all tired from the previous day’s trip to the Louvre. I didn’t mind going there alone. In fact, I was happy since I would be able to have some quite time alone in the museum. The first thing that impressed me about the museum was its unique architecture- in the past, it was a railway station. It was easy to imagine people running to catch their trains. What a collection it has! I saw paintings by Van Gogh, Degas, and Pissarro, to name a few. I liked every painting, but my favorite was Vincent Van Gogh’s Starry Night over the Rhone. The Orsay Museum is not as big as the Louvre. But for people like me who likes Impressionist paintings, there is no place like it in the world.

Appendix D: Reading texts for activities
My Favorite Paintings in the Orsay

Vincent Van Gogh’s Starry Night over the Rhone.

The night sky was the subject for many of van Gogh’s paintings. In this painting, the sky is lit up by the Great Bear, and there are two lovers walking on the bank of the river. Very romantic. My favorite!!

Edgar Degas's The Dancer on Stage

Unlike Monet or Manet, Degas was not influenced by natural sunlight. Instead, he was interested in the artificial light of the theater. This painting, I think, is the best example of Degas as an Impressionist. The pastel color gives the painting the feeling of a butterfly wing.

Camille Pissarro's White Frost

This painting shows Pissarro’s interest in rural life very well. In the painting, he expresses the harshness of the winter cold.

Source: High school English published by Doosan
Reading Text for Activity 7

Title: Charlie and the Chocolate Factory

Narrator: This is a story of an ordinary little boy named Charlie Bucket. He was not faster or stronger or cleverer than other children. His family was not rich or powerful or well-connected. In fact, they barely had enough to eat. Charlie Bucket was the luckiest boy in the entire world. He just didn’t know it yet.

Scene 2

Willy Wonk: (voice only) Dear people of the world. I, Willy Wonk, have decided to allow five children to visit my factory this year. In addition, one of these children shall receive a special prize beyond anything you could ever imagine.

Reporter: (on TV) Five golden tickets have been hidden underneath the ordinary wrapping paper of five ordinary Wonk bars. The bars may be anywhere, in any shop, in any street, in any town, in any country in the world. (in Charlie’s home)

Joe: Wouldn’t it be something. Charlie, to open a bar of candy and find a golden ticket inside?

Charlie: I know, but I only get one bar a year, for my birthday.

Mrs. Bucket: Well, it’s your birthday next week.

Josephine: You have as much chance as anybody does.

George: The kids who are going to find the golden tickets are the ones who can afford to buy candy bars every day. Our Charlie gets one a year. He doesn’t have a chance.

Joe: Everyone has a chance, Charlie.

Scene 3

Charlie’s family does their best to give him a chance, but both times they buy him a chocolate bar, there’s no golden ticket inside. Watching four children from around the world get golden tickets on TV. Charlie loses heart. One day on his way home Charlie picks up a one-dollar bill on a snow-covered road, rushes to a store, and buys a chocolate bar. What do you think will happen next?

Shop owner: It’s a golden ticket! You found Wonk’s last golden ticket. In my shop, too!

Male Customer: Listen. I’ll but it from you. I’ll give you $5o and a new bicycle.

Appendix D: Reading texts for activities
Female Customer: Are you crazy? I’d give him $500 for that ticket. You want to sell me your ticket for $500, young man?

Store owner: That’s enough of that. Leave the kid alone. (to Charlie) Listen. Don’t let anyone have it. Take it straight home, you understand?

Charlie: Thank you. (running into his house) Mom! Dad! I found it! The last golden ticket! It’s mine!

Scene 4

The five children, each accompanied by one parent, start to look around the chocolate factory with Willy Wonk and see all the secrets and magic of his factory. Unlike Charlie, the other four children are very spoiled. What will happen to them as a result of their behavior?

(in the Nut Room where specially trained squirrels are cracking nuts)

Veruca: Daddy, I want a squirrel. Get me one of those squirrels. I want one.

Veruca’s Father: Veruca, dear, you have many marvelous pets.

Veruca: All I’ve got at home is one pony and two dogs and four cats and six bunny rabbits and two parakeets and three canaries and a green parrot and a turtle and a silly old hamster. I want a squirrel!

Veruca’s Father: All right, pet. Daddy will get you a squirrel as soon as he possibly can.

Veruca: But I don’t want any old squirrel, I want a trained squirrel.

Veruca’s Father: Very well. Mr. Wonka, how much do you want for one of these squirrels?

Name your price.

Willy Wonka: Oh, they’re not for sale. She can’t have one.

Veruca: Daddy.

Willy Wonka: (imitating Veruca’s Father) I’m sorry, darling. Mr. Wonka’s being unreasonable.

Veruca: If you won’t get me a squirrel, I’ll get one myself.

She jumps over a railing and runs toward the squirrels. When she tries to grab one in her hands, the other angry squirrels rush over to her, hold her tight, and throw her into the trash hole.

Source: *High school English* published by Guemsung.

Appendix D: Reading texts for activities
Reading Text for Activity 8

Title: Finding My Voice

“What do you want to be when you grow up? If someone asks you this question, some of you may answer, “I have no idea.” However, as you’re in high school, it’s time to start thinking about your future. How should you go about this? The key is to find your voice. I am not talking about your speaking or singing voice. I am talking about finding out what you were born to do. Imagine three circles. The place where these three circles meet represents your voice. Think about this as you start planning what college you want to attend, what subjects you want to major in, what jobs you want to have and so on.

All three circles are important: Passion, talent and need. You may love music (passion) and even be good at it (talent), but you’ve also got to find a way to make a living from it (need). For example, even though you have passion and talent in music, the chances of becoming a rock star are one in ten thousands. So don’t be too sure about that. You could, however, earn a living by teaching music or writing music for TV ads and films. Likewise you don’t want to end up in a career that pays well (need) but does not make you happy (passion) or make use of your special abilities (talent).

Here are some activities that can help you find that special voice of yours.

Explore Broadly

“Survey a wide filed, but cultivate many small ones.” You won’t know if you enjoy doing something until you try it. So, while in high school, have lots of different interests and read as many books as you can. There is such a wide variety of clubs to join and fields to read bout. Circle the ones what interest you. Look around. Sometimes just one experience can lead to a new dream.

Watch out for “Happy Accident”

Happy accidents often help us discover our dreams. When I first tried out for the soccer team at my high school, I wanted to be a striker. However, the team needed a goalkeeper, and the coach chose me. I didn’t like the idea at first, but it turned out to be the right position for me. Later, I got a scholarship to play the soccer at a famous university. While I was there, I took an English course with a really great teacher. She recognized my talent in writing and later got me to write books. So, by becoming a goalkeeper, I got a scholarship, met that great teacher, and

Appendix D: Reading texts for activities
experience many other wonderful things. So watch out for “happy accidents” and for people who see something in you what you don’t see in yourself. Many times, a problem you come across can open the door to a bright future.

Develop the Amazing Power of the Human Mind.

Did you notice the sentence you just read had some misspellings? Yet, you could still read it without a problem This is because the human mind does not read every letter by itself, but each word as a whole. Isn’t that amazing? Your mind has such extraordinary power. Don’t waste it. Educate it. I hope you’ll make your best effort even when you don’t feel like it, and prepare yourself for a great career by finding out what you were born to do. If you have been on the low road, jump up to the high road today. Sure, you may have some catching up to do, but, as they say, it’s better late than never! “Your education is like the safety net at the circus. Even if you fall from a high place, it will be there to catch you.

Source: High school English published by Neungryu