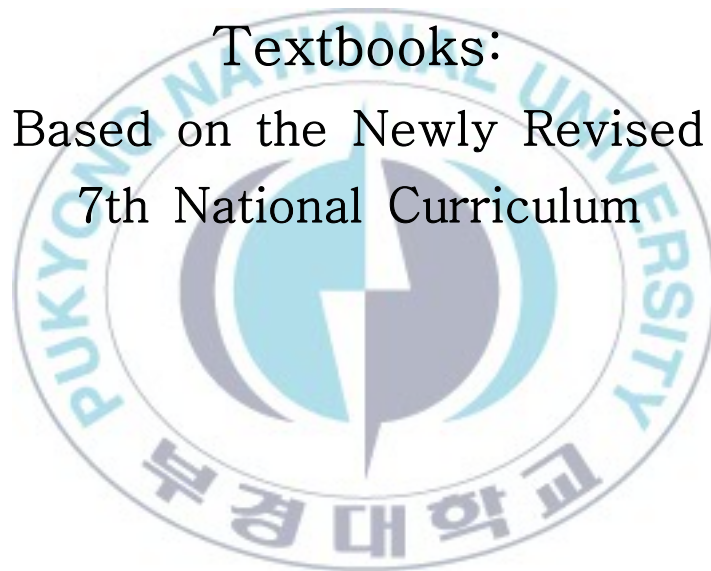Thesis for the Degree of Master of Education

An Analysis of Reading Strategies in Korean Middle School English Textbooks:
Based on the Newly Revised 7th National Curriculum

by

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Graduate School of Education

Pukyong National University

August 2010

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Advisor: Prof. Mae-Ran Park

by

Chang Hwan Sung

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Abstract

This study aims to analyze whether the new middle school second year English textbooks for the newly revised 7th National Curriculum are designed appropriately to help students use effective reading strategies. To accomplish the reading goals of the curriculum, students are required to use proper and effective reading strategies.

Specific research questions are as follows: First, do English textbooks properly induce students to use reading strategies in terms of the distribution of the strategy use? Second, what are the differences of the strategy use suggested among textbooks? Third, do English textbooks offer appropriate reading strategies in each reading stage (Before, During, and After-reading)?

For this study, 4 middle school English textbooks were randomly selected and analyzed through the criteria of the needed reading strategies for accomplishing the reading goals of the newly revised 7th National Curriculum. Furthermore, to evaluate textbooks, thirteen different types of reading strategies were adopted on the basis of the reading goals of the curriculum. The reading goals require students to develop not only an

ability to find out specific facts while reading passages, but also to develop a wide range of abilities such as understanding a general idea, writer's intention, and inferring next stories of given texts. Therefore, to help students accomplish the reading goals, the 13 strategies should be suggested evenly through activities and questions in reading sections.

On the basis of the findings from the textbook analysis, the distribution of the strategy use in each textbook shows that strategy use focused on limited strategies among the thirteen different types of strategies. The activities and questions in reading sections of the textbooks concentrated on inducing students to use scanning strategy for specific information on reading texts. Consequently, the other strategies were not distributed evenly across the activities and questions. Even though a variety of text types based on different topics were presented in reading parts of the textbooks, but as for the strategy use, it appeared that the strategy use patterns were not very different depending on the text type and topic. To give students various kinds of reading materials and activities and to encourage the actual use of specific strategies suitable for different circumstances can help them to be strategic readers. It would also be helpful to raise the students' awareness of their strategy use and to become efficient readers.

In conclusion, this study found that the 13 strategies were not suggested proportionally in the new middle school textbooks. The most widely used strategy was "Scanning the text for specific information." However, other strategies, such as "Identifying the purpose in reading" and "Inferring links and connections between events, ideas" were rarely suggested in the textbooks. Therefore, to achieve the reading goals of the newly revised 7th National Curriculum, English textbooks should be designed to induce students to use the appropriate strategies suitable for various reading

contexts.

Considering the importance of effective strategy use, English textbooks should encourage students to use various and proper reading strategies to accomplish the reading goals of the curriculum. Therefore, materials to be used for secondary English education in Korea should be designed sufficiently for that purpose.

중학교 영어교과서의 읽기 전략 분석:

7차 개정 교육과정을 중심으로

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요   약

본 논문은 7차 개정 교육과정에 따른 중학교 2학년 영어교과서가 학습자의 읽기 전략을 신장시키는데 도움이 되고 있는지 분석하고자 한다. 즉, 7차 개정 교육과정에서 제시하고 있는 읽기의 성취목표를 달성하기 위해서는, 학생들의 효과적인 읽기 전략이 요구 되는데, 이를 교과서 읽기 학습에서 적절히 제시하고 있는지 파악하고자 한다.

본 연구의 연구문제는 다음과 같다. 첫째, 전략 사용의 분포 측면에서, 영어 교과서가 학생들의 읽기 전략사용을 적절히 유도하고 있는가? 둘째, 교과서 간에 제시된 읽기 전략들의 차이점은 무엇인가? 셋째, 읽기 활동의 단계별(읽기 전, 중, 후 활동)로 적절한 전략이 제시되고 있는가?

본 연구를 위해 현행 중학교 2학교 영어 교과서 중 4권을 무작위로 추출하였으며, 7차 개정 교육과정의 읽기 성취 목표를 달성하기 위해 요구되는 13가지 읽기 전략들을 기준으로 하여 분석하였다.

읽기의 성취기준의 달성을 위해 요구되는 학습자의 읽기 전략은 텍스트에서 특정 정보를 찾아내는 능력뿐만 아니라, 텍스트의 주제를 파악하고, 작가의 의도를 알아내고, 또한 주어진 텍스트 이후의 이야기까지도 유추해 내는 능력이 필요하다. 그러므로 읽기 성취목표 달성을 위한 13가지 읽기 전략들이 균형 있게 제시되어져야 한다. 하지만, 각 교과서에 사용된 읽기 전략의 분표는 특정 전략에 치우쳐 있었다. 교과서 읽기 부분의 활동과 질문들은 특정 정보를 찾아내는 활동에 중점을 두고 있었다. 결과적으로, 다른 전략들은 적절히 제시되지 못하

고 있었다. 다채로운 주제로 이루어진 다양한 형태의 텍스트가 제시되고 있었지만, 읽기 전략의 측면에서는, 텍스트의 종류나 주제에 관계없이 특정 정보를 찾아내는 활동에 편중되어 있었다.

결론적으로, 본 연구는 13가지 전략들이 교과서 내에서 적절히 제시되지 못하였음을 발견하였다. 가장 빈번하게 제시된 전략은 특정 정보를 찾아내는 스캐닝 전략이었다. 반면, 글의 목적 파악하거나 사건의 전후를 유추하는 등의 전략은 거의 제시되지 않았다. 그러므로 7차 개정 교육과정의 읽기 목표 달성을 위해서는, 다양한 글의 종류에 맞는 적절한 전략들이 균형 있게 제시되어져야 할 것이다. 효과적인 읽기 전략의 중요성을 감안한다면, 교과서를 포함한 읽기 학습 자료들은 그 목적에 맞게 구성되고 제작되어져야 할 것이다.

Ⅰ. Introduction

This study aims to analyze whether the new middle school second year English textbooks for the newly revised 7th National Curriculum are designed appropriately to help students use effective reading strategies. In this chapter, the purpose of the study is discussed in Section 1.1, followed by the research questions in Section 1.2 and the organization of the study in Section 1.3, respectively.

1.1　Purpose of the study

As members of an information-flooded society, we come into constant contact with different societies and cultures, directly and indirectly. A substantial portion of these contacts is made through printed materials in English. Therefore, English reading is an important medium of international communication and a means of getting new information in printed materials. In order to keep up with the fast pace at which the world is changing and the enormous quantity of information being produced in written materials, one needs to read extensively and actively.

However, according to Song (2006), many Korean students are more familiar with traditional methods of teaching reading which include line-by-line translation, explanation of syntactic structure, and

some comprehension check-ups usually using the questions given in the textbooks and exercise books for the College Scholastic Ability Test. Consequently, students heavily depend on intensive reading in and out of English classes. As a result, when they are given a book or longer texts written in English, they are likely to be overwhelmed and even give up reading. Therefore, students should learn how to read effectively with proper reading strategies.

In order to adjust students to various types of reading situations outside the classroom, as well as in the classroom, learning how to use reading strategies is crucial in English reading. It is believed that students equipped with proper strategies can cope with various reading situations. To this aims, teachers should have students use proper reading strategies while reading texts, and textbooks should be designed in that way.

In Korea, where most English teachers are non-native speakers, the importance of textbooks cannot be over emphasized. No matter how many various teaching materials are available, in reality, reading in the classroom relies heavily on the textbooks. Thus, analysis of textbooks is one of the most essential and requisite tasks of studies about teaching reading. So far, almost no studies of reading in new textbooks have been published, and the task of analyzing the reading section of secondary English textbooks is urgently needed.

Therefore, this research will examine if the new English textbooks for the second grade middle school students would suggest effective reading strategies. This study hopes to focus not on what strategies

students use but on what strategies the textbooks induce students to use.

To accomplish the reading goals of the curriculum, students are required to use proper and effective reading strategies. Considering the importance of English textbooks in secondary education, this study would provide very meaningful and practical information for secondary English teachers as well as researchers in the field.

1.2 Research Questions

This study will analyze the new English textbooks for the second grade middle school students which were published for the newly revised 7th National Curriculum. The English curriculum suggests the reading goals, so the textbooks should be properly designed to have students use effective reading strategies to achieve those goals. Therefore, the key concern of this thesis is whether the new textbooks are properly designed to have students use effective reading strategies for accomplishing the reading goals of the newly revised 7th National Curriculum.

Specific research questions are as follows:

(1) Do English textbooks properly induce students to use reading strategies in terms of the distribution of the strategy use?

(2) What are the differences of the strategy use suggested among

textbooks?

(3) Do English textbooks offer appropriate reading strategies in each reading stage (Before, During, and After-reading)?

1.3 Organization of the study

This thesis consists of five chapters. Chapter 1 presents the purpose of this study, the research questions, and the organization of this thesis. Chapter 2 deals with the theoretical background: definition of reading, reading processes, and reading stages. Learning strategies, reading strategies, and the reading goals of the curriculum are also presented. Chapter 3 is devoted to source textbooks of analysis, development of analysis criteria, data analysis, and limitations. Chapter 4 discusses the results of analysis with regard to the research questions. Chapter 5 briefly summarizes the conclusion of the thesis and offers implications of the study.

Ⅱ. Theoretical Background

2.1 Definition of Reading

Our understanding of reading, both in terms of theory and practice, has changed considerably in the past 40 years. In the mid to late 1960s, reading was seen as little more than a reinforcement for oral language instruction (Grabe, 1991). Under the influence of audio-lingualism, most efforts to teach reading were centered on the use of reading to examine grammar and vocabulary, or to practice pronunciation (Silberstein, 1987). However, as psycholinguistic and schema/interactive models of reading were proposed, the old view of reading was challenged by them. Reading was not considered as a passive process, a skill more or less automatically acquired following oral language proficiency, any more.

According to the "psycholinguistic model of reading" of Goodman (1967), reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner, but a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, of refined as reading progresses.

Concurring with Goodman's arguments, Loew (1984) further argued that reading is a psycholinguistic process in which a reader uses a variety of skills to infer the writer's intended meaning and the reader's knowledge of phonics, linguistic skills, knowledge about the surrounding world, and, above all, problem-solving strategies.

Consequently, reading in not a simple oral representation of printed materials, but a very complex process involving students' comprehension, interpretation, and thinking skills.

2.2 Reading Processes

In order to understand how the reading process actually develops when readers attempt to comprehend a text, particularly in L2 reading, three reading processes in general have been modeled and represented: bottom-up approaches, top-down approaches, and interactive approaches (Aebersold & Field, 1997; Grabe, 1991; Nuttall, 2000)

In the bottom-up approaches, readers build up the meaning of texts from the smallest units to larger units. Meaning is understood through the analysis of individual parts of the language. Consequently, readers process the language in a serial manner. Eskey (1988) argues that L2 readers resort to bottom-up processes more than L1 readers because their limited linguistic ability makes it

difficult to use the contextual cues which L1 readers employ. In this model, "readers are passive decoders of sequential graphic-phonemic-syntactic semantic systems, in that order" (Alderson, 2005).

On the other hand, top-down approaches emphasize the importance of a reader's background knowledge (cultural, syntactic, linguistic, historical, etc.) which he or she already possesses. Based on their knowledge, readers bring their expectations, assumptions, and questions to the text (Grabe & Stoller, 2001). They attempt to provide their background knowledge to make sense of the text persistently, and as long as they succeed in understanding the meaning of the text, they will keep reading. In this model, readers are not passive identifiers of letters and words but active constructors of their own knowledge.

However, in interactive approaches which are the most recent reading model, bottom-up and top-down process are mobilized either alternatively or simultaneously. Readers employ sometimes bottom-up approaches, other times top-down approaches, depending on the text type, the readers' background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading (Aebersold & Field, 1997).

Carrell (1989) points out that a foreign language group at lower proficiency levels uses more bottom-up processing strategies, and an advanced level group uses top-down strategies. The pendulum swings between bottom-up and top-down approaches where both

approaches are used to complement each other whenever learners read. Sometimes one approach predominates, sometimes the other. However, both are needed (Nuttall, 2000). Though normally unconscious processes, both can be adopted as conscious strategies by a reader who is approaching a difficult text. Furthermore, in many cases, efficient readers use interactive approaches in reading process.

2.3 Reading Stages

In general, when teaching reading, teachers often subdivide their technique into before, during and after reading phases because they are intended to guide students to comprehend more effectively through reading tasks. With respect to reading tasks, reading instructions involve matching student background to the content and organization of the text, guiding students in discerning and understanding the text′s meaning, and providing opportunities for students to use the new information in a variety of ways (Neal & Langer, 1992). Neal and Langer (1992) state that instructors are responsible for promoting interaction between students and textbook information and for enabling the students′ comprehension processes that define successful reading of expository material.

To do this, teachers require a paradigm that provides instructional options according to the needs of their subject matter and their

pupils, and that specifies the teachers' responsibilities at each phase of guiding students' reading (Neal & Langer, 1992).

The main purpose of "before-reading" is to build and activate students' background knowledge on topics or concepts contained in the reading materials. Activation of relevant knowledge is fundamental to comprehension. If appropriate background knowledge cannot be assumed, knowledge building activities should be provided.

Before reading activities serve to set the purpose for reading, arouse students' curiosity, and motivate them to read. At this phase, teachers have to spend time introducing a topic, encouraging skimming, scanning, predicting and activating schemata. Through these reading activities, students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

Another reading phase, during-reading, is for facilitating comprehension and focusing attention on particular themes, issues, characters, or events. Furthermore, teachers provide activities that will prompt students to react to ideas, events, or characters or to identify what they find interesting or meaningful. In other words, teachers at this stage want to enhance the interactions between the students and the text.

In after-reading, students are encouraged to reflect on some aspect of the text, such as characters, important ideas or events, themes, issues, or concepts. Many activities facilitate analysis and synthesis of ideas and encourage students to create something new from what

they have learned. Some provide a vehicle for integration of prior knowledge and new information and promote the extension of students' comprehension beyond the text itself by helping students make connections across texts, and authors to their own lives. The activities facilitate the organization of ideas and provide a structure for meaningful discussion in which all students may share their ideas and interpretations (Neal & Langer, 1992).

Flippo (2003) points out questioning as an important instructional and assessment tool and indicates several roles of questioning in three different categories: before, during, and after reading questions. First of all, questions asked before reading can help set a purpose for the reading, make predictions, and make use of readers' own background knowledge and schemata to anticipate the reading. Secondly, questions asked during reading help students make important connections and can help the teacher assess students' abilities to assimilate and use relevant information in the reading. Finally, questions asked after reading can assess students' recognition and recall of important information and ideas and also help students summarize and explain their rationales (Flippo, 2003). Consequently, Flippo argues that integrating questioning with instruction can encourage students' active thinking and strategies while reading texts.

2.4 Learning Strategies

2.4.1 Definition of learning strategies

Oxford (1990) suggested that we should know the meaning of the basic term "strategy" to understand learning strategies. This word comes from the ancient Greek term 'strategia' meaning generalship or the art of war. The strategy concept, without its aggressive and competitive trappings, has become influential in education where it has taken on a new meaning. One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information (Oxford, 1990).

2.4.2 Classification of learning strategies

There are two classifying approaches to language learning strategies. One classification proposed by O'Mally and Chamot (1990) is based upon information process theory. Depending on the level or type of processing involved, they differentiate learning strategies into three categories as shown in TABLE 1. Metacognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. Cognitive strategies

operate directly on incoming information, manipulating it in ways that enhance learning. Social/affective strategies represent a broad grouping that involves either interaction with another person or control over affect (O'Mally & Chamot, 1990).

TABLE 1

Learning Strategies (O'Malley & Chamot, 1990)

LEARNING STRATEGY	DESCRIPTION
Meta-cognitive Strategies	
Advance Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractions
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-Management	Understanding the conditions that help one learn and arranging for the presence of those conditions
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task
Self-Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, of for appropriateness related to the setting or to the people who are present
Delayed Production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension
Self-Evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy
Cognitive Strategies	

Repetition	Imitation a language model, including overt practice and silent rehearsal
Resourcing	Using target language reference materials
Translation	Using the first language as a base for understanding and/or producing the second language
Grouping	Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes
Note Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing
Deduction	Consciously applying rules to produce or understand the second language
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations
Auditory Representation	Retention of the sound or a similar sound for a word, phrase, or longer language sequence
Key word	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word
Contextualization	Placing a word or phrase in a meaningful language sequence
Elaboration	Relating new information to other concepts in memory
Transfer	Using previously acquired linguistic and/or

	conceptual knowledge to facilitate a new language learning task
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information

Socio-affective Strategies

Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples

While this classification is useful from a pedagogical perspective, it focuses on cognitive and metacognitive strategies and relatively neglected social/affective strategies which are believed to play a crucial role in language learning (Lee, 1994).

The second classification was proposed by Oxford (1990). She outlined a host of learning strategies that have been successful among learners. Her classification, the Strategy Inventory for Language Learning (SILL), is both comprehensive and practical. The SILL is considered to have internal validity and reliability. According to Oxford (1990), strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, compensation under the direct class; meta-cognitive, affective, and social under the indirect class) as shown in TABLE 2.

TABLE 2

Oxford's (1990) Strategy Classification System

Direct strategies: Memory, Cognitive, and Compensation Strategies		
1. Memory strategies	A. Creating metal linkages	1. Grouping
		2. Associating/elaborating
		3. Placing new words into a context
	B. Applying images and sounds	1. Using imagery
		2. Semantic mapping
		3. Using key words
		4. Representing sounds in memory
	C. Reviewing well	1. Structured viewing
	D. Employing action	1. Using physical response or sensation
		2. Using mechanical techniques
2. Cognitive strategies	A. Practicing	1. Repeating
		2. Formally practicing with sounds and writing system.
		3. Recognizing and using formulas and patterns
		4. Recombining
		5. Practicing naturalistically
	B. Receiving and sending messages	1. Getting the idea quickly
		2. Using resources for receiving and sending messages
	C. Analyzing and reasoning	1. Reasoning deductively
		2. Analyzing expressions
		3. Analyzing contrastively(across language)
		4. Translating
		5. Transferring
	D. Creating structure for input and output	1. Taking notes
		2. Summarizing
		3. Highlighting

	A. Guessing intelligently	1. Using linguistic clues
		2. Using other clues
3. Compensa -tion strategies	B. Overcoming limitation in speaking and writing	1. Switching to the mother tongue
		2. Getting help
		3. Using mime or gesture
		4. Avoiding communication partially or totally
		5. Selecting the topic
		6. Adjusting or approximating the message
		7. Coining words
		8. Using a circumlocution or synonym

Indirect strategies: Meta-cognitive, Affective, and Social Strategies		
1. Metacogni -tive strategies	A. Centering your learning	1. Overviewing and linking with already known materials
		2. Paying attention
		3. Delaying speech production to focus on listening
	B. Arranging and planning your learning	1. Finding out about language learning
		2. Organizing
		3. Setting goals and objectives
		4. Identifying the purpose of a language task
	C. Evaluating your learning	1. Self-monitoring
		2. Self-evaluating
2. Affective strategies	A. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation
		2. Using music
		3. Using laughter
	B. Encouraging yourself	1. Making positive statements
		2. Taking risks wisely

	C. Taking your emotional temperature	3. Rewarding yourself
		1. Listening to your body
		2. Using a checklist
		3. Writing a language learning diary
		4. Discussing your feelings with someone else
3. Social strategies	A. Asking questions	1. Asking for clarification or verification
		2. Asking for correction
	B. Cooperating with others	1. Cooperating with others
		2. Cooperating with proficient users of the new language
	C. Empathizing with others	1. Developing cultural understanding
		2. Becoming aware of others' thoughts and feelings

2.5 Reading strategies

For most second language learners who are already literate in another language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Brown (2007, pp. 366-371) suggested 10 strategies as below, each of which can be practically applied to English classroom techniques.

(1) Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in

reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

(2) Use graphemic rules and patterns to aid in bottom-up decoding.

In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities.

(3) Use efficient silent reading techniques for improving fluency.

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate-to-advanced level students need not be speed readers, but you can help them increase reading rate and comprehension efficiency by teaching a few silent reading rules:

- ◦ You don't need to "pronounce" each word to yourself
- ◦ Try to visually perceive more than one word at a time, preferably phrases.
- ◦ Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

(4) Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly

some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passages by giving them 30 seconds to look through a few pages of material, close their books, and then tell you what they learned.

(5) Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

(6) Use semantic mapping or clustering.

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

(7) Guess when you aren't certain.

This is an extremely broad category. Learners can use guessing to their advantage to do the following:

- guess the meaning of a word
- guess a grammatical relationship (e.g., a pronoun reference)
- guess a discourse relationship

◦ infer implied meaning ("between the lines")

　　◦ guess about a cultural reference

　　◦ guess content messages

You can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

(8) Analyze vocabulary.

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

　　◦ Look for prefixes (co-, inter-, un-, etc.) that may give clues.

　　◦ Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.

　　◦ Look for roots that are familiar.

　　◦ Look for grammatical contexts that may signal information.

　　◦ Look at the semantic context (topic) for clues.

(9) Distinguish between literal and implied meanings

This required the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

(10) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear

comprehension of such markers can greatly enhance learners' reading efficiency.

Grabe and Stoller (2001) also place emphasis on developing students' reading ability by applying effective strategies such as previewing, predicting, summarizing, learning new words, using context, recognizing text organization, generating appropriate questions about the text, clarifying text meaning, and repairing miscomprehension. On the other hand, Oxford (1990) argues that metacognitive strategies are an essential skill for successful language learning.

In short, considering the key role of strategies in reading, reading instruction should include developing students' ability to bring all elements of reading strategies and use them effectively according to the purpose of reading.

2.6 The Reading Goals of the Newly Revised 7th National English Curriculum

The national curricula that govern the content and method of English teaching is one of the most influential things in improving language teaching. Korea's national curricula are revised every five or six years. From 1945 to 2004, the Korean government has accomplished seven national curricula based on a variety of English

learning and teaching theory. The 7th National Curriculum were newly revised to compensate some defect and present new directions of English education in 2006. In secondary education, the integrated and readjusted accomplishment criteria were presented for each grade. In particular, the reading goals (the accomplishment criteria) of the second grade of middle school were introduced in this thesis as shown in TABLE 3 below.

TABLE 3

The Reading Goals of the Newly Revised 7th National Curriculum

The Reading Goals (The Accomplishment Criteria)	Details
1. Read and Understand short texts including pictures or diagrams.	A. Activate students' previous knowledge, B. Use bottom-up and top-down process while reading texts, C. Find out the needed information in texts including pictures or diagrams,
2. Understand the procedures and methods after reading instructions.	A. Infer links between events and logical connections, ideas, etc,
3. find out the theme or main idea of texts which have general topics.	A. Understand a writer's main idea, B. Find out main words or sentenses which contain a writer's intention or opinion,
4. Find out a writer's intention of familiar texts	A. Distinguish between literal and implied meanings, B. Infer intended meaning of a text by using one's own schema and experiences
5. Find out specific information of a text	A. Scan the text for specific informaion, B. Find out specific informaion without reading through the whole text,
6. Infer next stories of a given text.	A. Infer main flow of a text, B. Infer links and connections between events, ;deduce cause and effects,
7. Compare conflicting ideas	A. Understand discourse markers to infer relationships among ideas, B. Find out similarities and differences of conflicting ideas by using semantic mapping or clustering,

Ⅲ. Method

This thesis attempts to analyze the reading strategies used in the new textbooks. For this study, 4 middle school English textbooks were randomly selected and analyzed using the criteria of the needed reading strategies for accomplishing the reading goals of the newly revised 7th National Curriculum. Furthermore, to evaluate textbooks, proper criteria of reading strategies were developed on the basis of the reading goals of the curriculum.

3.1 Subjects of Analysis

Korean middle school textbooks usually separate the reading texts from listening, speaking, writing parts. In this study, since the reading strategies are the main concern, only the main reading parts which have before, during, after-reading activities were analyzed. The textbooks were renamed with letters from the English alphabet. The sources for the textbooks are shown below in TABLE 4.

TABLE 4

Source Textbooks

	Authors	Publisher	Analyzed Parts	Publication Date
A	Kwon, O. R. et al.	Kumsung	Warm up, Let's read, Read and respond, & On your own (Lesson 1~11)	March 1, 2010
B	Kim, I. D. et al.	Kyohaksa	Before you read, Read and think, After you read, & Test yourself (Lesson 1~12)	March 1, 2010
C	Jang, Y. H. et al.	Neungyule	Read and Review & Self-check (Lesson 1~10)	March 1, 2010
D	Lee, B. M. et al.	Doosan	Read & think, After you read, & Check up (Lesson 1~12)	March 1, 2010

Nuttall (1996) indicates that questioning is not only a way for teachers to check students' understanding of the text, but also for students to be aware of their difficulties and apply efficient reading strategies to a difficult text.

The questions and activities in a text can direct the readers to pay specific attention to analyzing the linguistic system and to draw the correct interpretation of the text grounded on the meanings form the

linguistic analysis (Bialystok, 1999). In addition, the questions induce the students to develop reading strategies and skills while a student is attacking them in order to understand the text (McGrath, 1999; Nuttall, 1996). The students is able to manipulate diverse skills and strategies in order to satisfy specific goals in reading through analysis of the linguistic knowledge and control over attention (Bialystok, 2001).

Therefore, in this thesis, the questions and activities of the reading parts in the textbooks were mainly used for the analysis.

3.2 Development of Analysis Criteria

To evaluate textbooks, proper criteria are essential. In previous research studies, Oxford′s model (1990) of reading strategies is usually adopted as criteria to evaluate English textbooks. However, some of those criteria seem to be inappropriate for evaluating textbooks. Oxford (1990) emphasized the meta-cognitive aspect of reading strategies, but those strategies may not be easily evaluated in textbooks.

This study will analyze whether the new English textbooks are helpful to encourage students to use effective reading strategies. Therefore, before evaluation criteria are built up, the reading goals of the newly revised 7th National Curriculum should be considered. If

the reading strategies used in new textbooks are well designed for accomplishing the reading goals of the curriculum, we may conclude that the textbooks are helpful to have students develop effective reading strategies. Therefore, first of all, the reading goals of the curriculum and the proper strategies for that are developed as follows:

The first reading goal of the curriculum is "read and understand short texts including pictures or diagrams." To achieve the goal effectively, students should use reading strategies as shown in FIGURE 1. In this thesis, reading strategies proposed by Brown (2007) were mainly used as criteria since those match up well with the reading goals of the curriculum.

FIGURE 1

The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
1. Read and Understand short texts including pictures or diagrams.	○ Activate students' previous knowledge. ○ Use bottom-up and top-down process while reading texts. ○ Find out the needed information in texts including pictures or diagrams.

Reading Strategies for accomplishing the reading goals
○ Infer context that is not explicit by using background knowledge. (☞ Macroskills) ○ Scan the text for specific information (☞ Macroskills) 　- Scanning is important in dealing with genres like schedules, manuals, forms, etc.

The second reading goal is "understanding the procedures and methods after reading instructions." To achieve the goal, student should be encouraged to infer links and connections between events, ideas. etc. More specific details are shown in FIGURE 2.

FIGURE 2

The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
2. Understand the procedures and methods after reading instructions.	○ Infer links between events and logical connections, ideas, etc.

Reading Strategies for accomplishing the reading goals
○ Infer links and connections between events, ideas, etc.; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification (☞ Macroskills)

The third reading goal is "finding out the theme or main idea of texts which have general topics." Skimming the text for main ideas is useful strategy for that. More details are shown in FIGURE 3.

FIGURE 3
The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
3. find out the theme or main idea of texts which have general topics.	○ understand a writer's main idea. ○ find out main words or sentences which contain a writer's intention or opinion.

Reading Strategies for accomplishing the reading goals

○ Skim the text for main ideas (☞ Macroskills)
 	
 ○ Use efficient silent reading techniques for improving fluency. (☞ Macroskills)
   – Try to visually perceive more than one word at a time, preferably phrases
   – Unless a word is absolutely crucial to global understanding, skip over it
     and try to infer its meaning from its context

The fourth reading goal is "finding out a writer's intention of familiar texts." To accomplish the goal, students should use effective strategies shown in FIGURE 4.

FIGURE 4

The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
4. Find out a writer's intention of familiar texts	○ Distinguish between literal and implied meanings. ○ Infer intended meaning of a text by using one's own schema and experiences

Reading Strategies for accomplishing the reading goals

○ Use graphemic rules and patterns to aid in bottom-up decoding (☞ Microskills)
   − Recognize grammatical word classes(nouns, verbs, etc.), systems(e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
   − Recognize that a particular meaning may be expressed in different grammatical forms.
 	
 ○ Distinguish between literal and implied meanings (☞ Macroskills)
   − this requires the application of sophisticted top-down processing skills.
   − Implied meaning usually has to be derived from processing pragmatic information
 	
 ○ Identify the purpose in reading (☞ Macroskills)
   − Efficient reading consists of clearly identifying the purpose in reading something.

The fifth goal is "finding out specific information of a text." To achieve the goal, students should have reading strategies such as scanning, and bottom-up skills as suggested in FIGURE 5.

FIGURE 5
The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
5. Find out specific information of a text	○ Scan the text for specific informaion. ○ Find out specific informaion without reading through the whole text.

Reading Strategies for accomplishing the reading goals

○ Analyze vocabulary (☞ Microskills)
   - Look at the semantic context for clues
   - Look for grammatical contexts that may signal information
   - Look for prefixes/suffixes/roots that may give clues
 	
 ○ Scan the text for specific information (☞ Macroskills)
   - The purpose of scanning is to extract specific information without reading through the whole text.

The sixth reading goal is "inferring next stories of a given text." The reading strategies such as inferring links and connections between ideas and guessing what you are not certain of context must be employed to accomplish the reading goal as in FIGURE 6.

FIGURE 6
The Reading Strategies for Accomplishing the Reading Goals

The Reading Goals (The Accomplishment Criteria)	Details
6. Infer next stories of a given text.	○ Infer main flow of a text. ○ Infer links and connections between events, ;deduce cause and effects.

Reading Strategies for accomplishing the reading goals
○ Infer links and connections between events, ideas, etc.;deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification (☞ Macroskills) ○ Guess when you are not certain(Compensation strategies) (☞ Macroskills) 　- Language-based clues include word analysis, word associations, and textual structure. 　- Nonlinguistic clues come from context, situation, and other schemata.

The last goal is "comparing conflicting ideas." To get the goal, students should understand discourse markers and use semantic mapping or clustering. The details are shown in FIGURE 7.

FIGURE 7

The Reading Strategies for Accomplishing the Reading Goals

In short, the needed reading strategies to accomplish the reading goals of the curriculum are summarized as shown in TABLE 4. Each strategy was marked as Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 13. They would be the appropriate criteria to analyze the textbooks.

TABLE 5

The Reading Strategies for Accomplishing the Reading Goals

Reading Strategies for Accomplishing the Reading Goals	
Strategy 1. (Analyzing vocabulary)	1. Analyze vocabulary. - Look at the semantic context for clues - Look for prefixes/suffixes/roots that may give clues
Strategy 2. (Word classes)	2. Recognize grammatical word classes(nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
Strategy 3. (Particular meaning)	3. Recognize that a particular meaning may be expressed in different grammatical forms.
Strategy 4. (Skimming)	4. Skim the text for main ideas.
Strategy 5. (Scanning)	5. Scan the text for specific information.
Strategy 6. (Fluency)	6. Use efficient silent reading techniques for improving fluency.
Strategy 7. (Identifying the purpose)	7. Identify the purpose in reading.
Strategy 8. (Inferring context)	8. Infer context that is not explicit by using background knowledge.
Strategy 9. (Inferring links)	9. Infer links and connections between events, ideas, etc.
Strategy 10. (Implied meanings)	10. Distinguish between literal and implied meanings.
Strategy 11. (Compensation)	11. Guess when you are not certain(Compensation strategies).
Strategy 12. (Discourse markers)	12. Capitalize on discourse markers to process relationships.
Strategy 13. (Semantic mapping)	13. Use semantic mapping or clutering.

3.3 Data Analysis

Descriptive statistics were mainly employed to analyze the data. Even though the frequency itself is not the most crucial indicator to assess the textbooks in terms of the reading strategy use, the 13 reading strategies developed above should be suggested in the textbooks evenly. Therefore, the frequency and proportion are used as measures to evaluate the proper distribution and use of the needed reading strategies to help students achieve the reading goals of the newly revised 7th National Curriculum.

3.4 Limitations

The limitations of this study are as belows:
First, only four out of fourteen textbooks were used for analysis, so the findings of this study may not be generalized to all textbooks. Second, the reading strategies use can not be detected explicitly, so the frequency of the strategy use was inferred by the researcher through analyzing questions and activities in the textbooks. In that sense, a subjective point of view was not entirely excluded in this study.

Ⅳ. Results and Discussion

This chapter offers the research results and discusses the findings. Section 4.1 provides the analysis of the reading strategy use in each textbook. Section 4.2 deals with the comparative analysis of strategy use in Textbooks A, B, C, and D. Section 4.3 is related to the analysis of strategy use in each reading stage. The analysis of the results will progress along with the explanation of each table.

4.1 Analysis of Reading Strategy Use in Each Textbook

In this section, reading parts of each textbook are analyzed in terms of the distribution of the strategy use. Each table which contains the specific frequency and portion of the strategy use is presented with a chart in order to get the general characteristics easily.
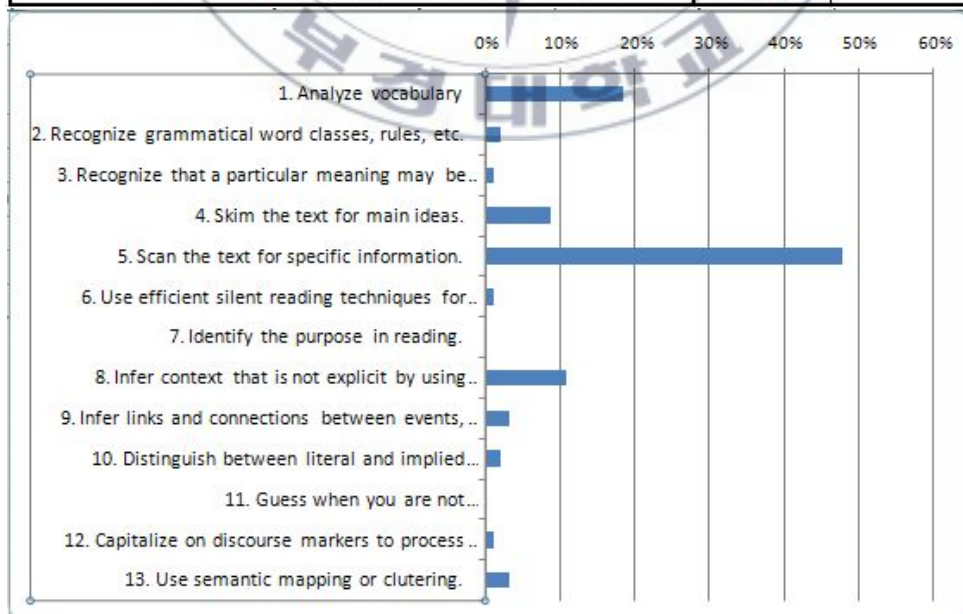
4.1.1 Textbook A

TABLE 6 offers the result of an analysis of the reading strategies suggested in Textbook A. The overall results reveal that the strategy use in Textbook A was focused on limited strategies among the thirteen different types of strategies. The most frequently suggested reading strategy was "Strategy 5: Scanning (Frequency: 44)" followed by "Strategy 1: Analyzing vocabulary (F: 17)." The proportion of Strategy 5: Scanning in Textbook A took up 48% of the total. However, strategy 6: Fluency (F: 1, P: 1%), Strategy 7: Identify the purpose (F: 0, P: 0%) were rarely induced in Textbook A. In particular, Strategy 7: Identifying Purpose and Strategy 11: Compensation were not suggested in Textbook A. Therefore, the strategy use in Textbook A had the tendency to concentrate on the limited strategies such as Strategy 5: Scanning and Strategy 1: Analyzing vocabulary.

TABLE 6

Analysis of Strategy Use in Textbook A

Strategies	A	
	frequency	portion(%)

1. Analyze vocabulary
  – Look at the semantic context for clues
  – Look for prefixes/suffixes/roots that may give clues
	17	**18%**

2. Recognize grammatical word classes(nouns, verbs, etc.),
  systems(e.g., tense, agreement, pluralization),
  patterns, rules, and elliptical forms.
	2	2%

3. Recognize that a particular meaning may be expressed in different grammatical forms.	1	1%
4. Skim the text for main ideas.	8	9%
5. Scan the text for specific information.	**44**	**48%**
6. Use efficient silent reading techniques for improving fluency.	1	1%
7. Identify the purpose in reading.	0	0%
8. Infer context that is not explicit by using background **knowledge.**	**10**	**11%**
9. Infer links and connections between events, ideas, etc.	3	3%
10. Distinguish between literal and implied meanings.	2	2%
11. Guess when you are not certain(Compensation strategies).	0	0%
12. Capitalize on discourse markers to process relationships.	1	1%
13. Use semantic mapping or clutering.	3	3%
SUM	92	

In Textbook A, the reading strategy of analyzing vocabulary is suggested in a direct way by showing new words as shown in FIGURE 8.

FIGURE 8

Example of Strategy 1: Analyzing Vocabulary (Textbook A, p. 30)
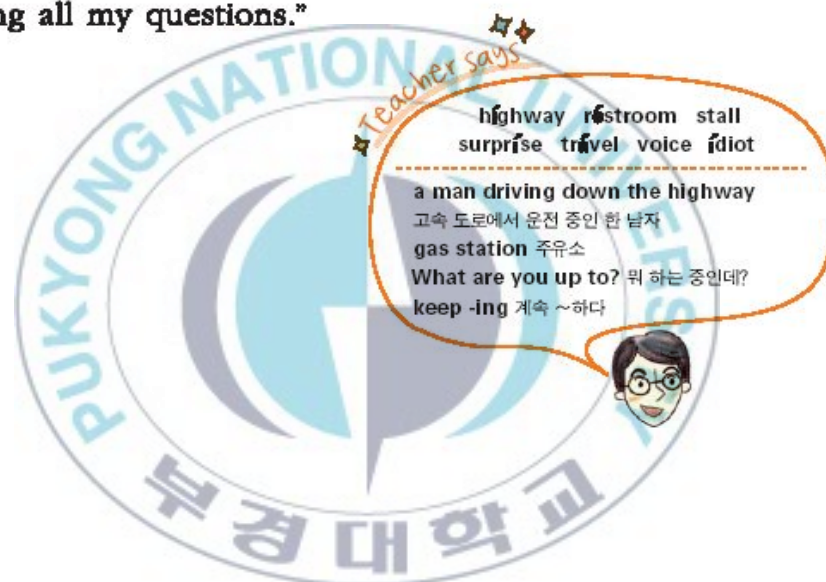
In Textbook A, the reading strategy of recognizing grammatical word classes is suggested as shown in FIGURE 9. Without knowing the grammatical classes of each word, It would be hard to answer the question correctly. Therefore, students must be induced to use the strategy for recognizing the grammatical word classes to solve the question.

FIGURE 9

Example of strategy 2: Word Classes (Textbook A, p. 51)
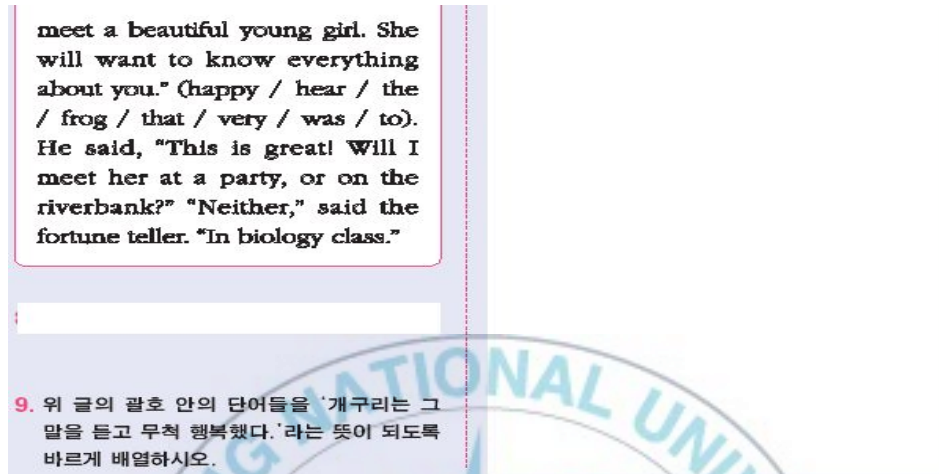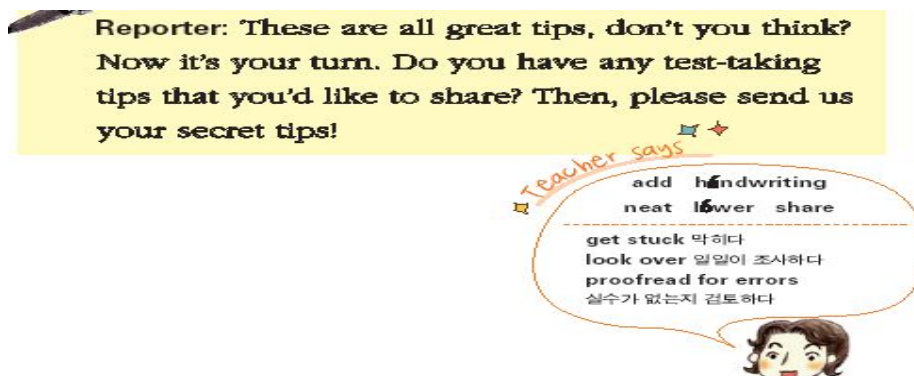

> meet a beautiful young girl. She
> will want to know everything
> about you." (happy / hear / the
> / frog / that / very / was / to).
> He said, "This is great! Will I
> meet her at a party, or on the
> riverbank?" "Neither," said the
> fortune teller. "In biology class."

9. 위 글의 괄호 안의 단어들을 '개구리는 그
말을 듣고 무척 행복했다.'라는 뜻이 되도록
바르게 배열하시오.

In Textbook A, the reading strategy of recognizing that a particular meaning may be expressed in different grammatical forms is hardly suggested. Those vocabulary-related micro-skills could be instructed by the teacher in lessons. However, with Textbook A, the teacher's role might be more important to teach more effective micro-skills for students.

FIGURE 10

Example of Strategy 3: Particular Meaning (Textbook A, p. 44)

> Reporter: These are all great tips, don't you think?
> Now it's your turn. Do you have any test-taking
> tips that you'd like to share? Then, please send us
> your secret tips!
>
> Teacher says
> add handwriting
> neat lower share
> get stuck 막히다
> look over 일일이 조사하다
> proofread for errors
> 실수가 없는지 검토하다

The reading strategy for Skimming the text for main ideas is suggested as below, but skimming strategy is suggested only about 8 times through questions in Textbook A.

FIGURE 11

Example of Strategy 4: Skimming (Textbook A, p. 175)
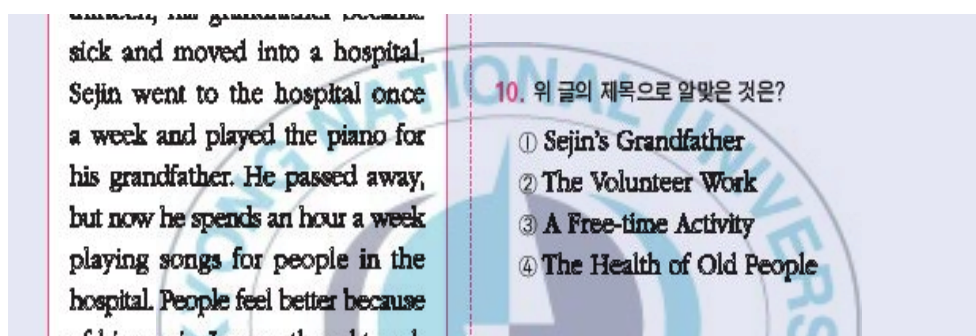
Scanning the text for specific information is the most often induced strategy in Textbook A. 48 percent of the reading strategies use was scanning strategy. The example of Strategy 5: Scanning is shown as in FIGURE 12.

FIGURE 12

Example of Strategy 5: Scanning (Textbook A, p. 77)

READ AND RESPOND

A. 본문의 내용과 일치하도록 각 음식과 그 기원에 관련된 정보를 연결해 봅시다.

English cooks   Germans   1377

a bitter drink

the Mayans

round and flat bread
with cheese on it

Hamburg   Persia

B. 문장이 본문의 내용과 일치하면 T, 일치하지 않으면 F에 ✔표 하고, T인 문장 앞에 주어진 철자로 단어를 만들어 마지막 문장을 완성해 봅시다.

T F

1. **O** Curry isn't originally from India. ☐☐

2. **G** The English learned about curry from Indians in the 1600s. ☐☐

3. **D** The Persians ate pizza before the Italians. ☐☐

4. **R** The word 'hamburger' comes from an American city. ☐☐

5. **O** The first chocolate drink was taken to Europe by the Spanish. ☐☐

6. **F** The first chocolate was not sweet candy. ☐☐

→ Now we know the stories behind our favorite _____.

By combining listening activities with reading, it helps students to use efficient silent reading techniques for improving fluency as shown in FIGURE 13.

FIGURE 13

Example of Strategy 6: Fluency (Textbook A, p. 155)

The strategy of inferring context by using background knowledge was suggested through warm up activities in the before-reading stage. Those activities might be good for motivation as shown in FIGURE 14.

FIGURE 14

Example of Strategy 8: Inferring Context (Textbook A, p. 9)

Inferring links and connections between events, ideas, etc is the ninth strategy criterion in this study. The strategy was suggested only three times in Textbook A. A typical question is shown below in FIGURE 15.

FIGURE 15

Example of Strategy 9: Inferring Links (Textbook A, p. 137)

Distinguishing between literal and implied meanings is the 10th strategy criterion in this study. the strategy was induced only 2 times in Textbook A. In FIGURE 16, useful expression like "Let's keep this only between us", which has implied meaning, was explained explicitly. At the same time, Discourse marker (Strategy 12) such as "on the other hand" also was described directly.

FIGURE 16

Example of Strategy 10: Implied Meaning (Textbook A, p. 15)
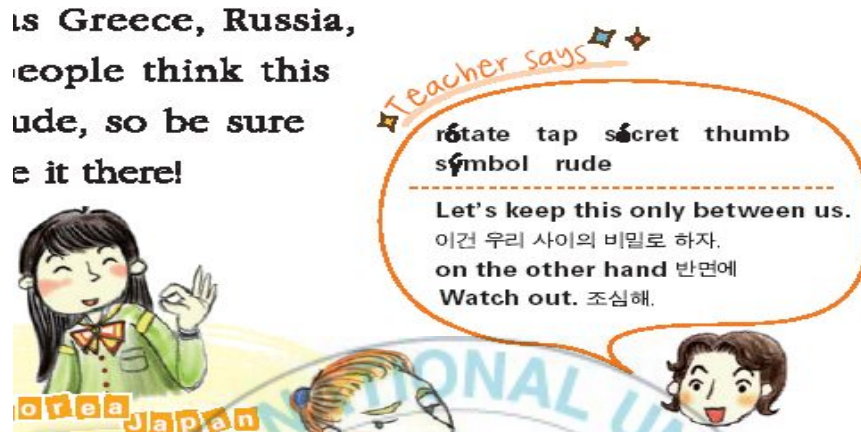
Strategy 13: Semantic Mapping, or grouping ideas into meaningful clusters, helps students to provide some order to the chaos. As shown in FIGURE 17, the strategy 13 could be induced by strategy 5: Scanning. In Textbook A, the strategy 13 was introduced only 3 times.

FIGURE 17

Example of Strategy 13: Semantic Mapping (Textbook A, p. 63)

4.1.2 Textbook B

TABLE 7 offers the results of the analysis of the reading strategies suggested in Textbook B.   Among the reading strategies, the most frequently used strategy was ″Strategy 5: Scanning (Frequency: 46, Proportion: 43%),″ followed by ″Strategy 8: Inferring context (F: 18, P: 17%).   The proportion of Strategy 5: Scanning in Textbook B accounted for 43% of the total.   However, Strategy 7: Identifying the Purpose (F: 2, P: 2%) and Strategy 9: Inferring links (F: 2, P: 2%) were rarely induced in Textbook B.   Thus, the result suggests that the strategy use in Textbook B are not enough to induce students to use the needed strategies efficiently.   In short, the strategies were not distributed evenly across questions and activities in Textbook B.

TABLE 7

Analysis of Strategy Use in Textbook B

Strategies	B	
	frequency	portion(%)
1. Analyze vocabulary 　**– Look at the semantic context for clues** 　**– Look for prefixes/suffixes/roots that may give clues**	16	15%
2. Recognize grammatical word classes(nouns, verbs, etc.), 　systems(e.g., tense, agreement, pluralization), 　patterns, rules, and elliptical forms.	0	0%
3. Recognize that a particular meaning may be expressed 　in different grammatical forms.	0	0%
4. Skim the text for main ideas.	10	9%
5. Scan the text for specific information.	46	43%
6. Use efficient silent reading techniques for improving fluency.	4	4%
7. Identify the purpose in reading.	2	2%
8. Infer context that is not explicit by using background 　knowledge.	18	17%
9. Infer links and connections between events, ideas, etc.	2	2%
10. Distinguish between literal and implied meanings.	0	0%
11. Guess when you are not certain(Compensation strategies).	6	6%
12. Capitalize on discourse markers to process relationships.	0	0%
13. Use semantic mapping or clutering.	3	3%
SUM	107	
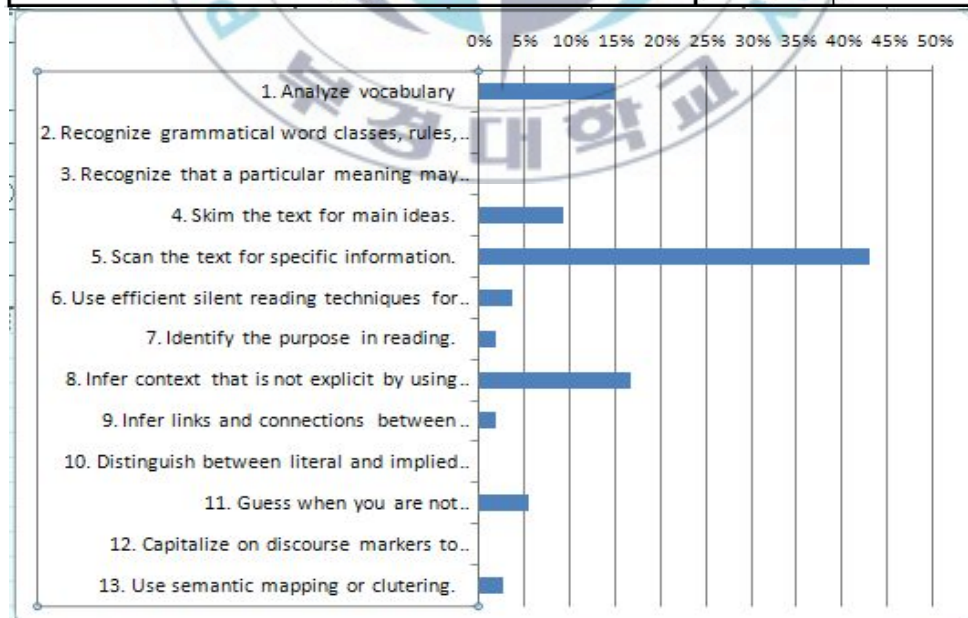
In Textbook B, Strategy 5: Scanning was suggested 46 times. The proportion of this strategy was 43% of the total. FIGURE 18 shows a typical type of question related to the strategy.

FIGURE 18

Example of Strategy 5: Scanning (Textbook B, p. 75)
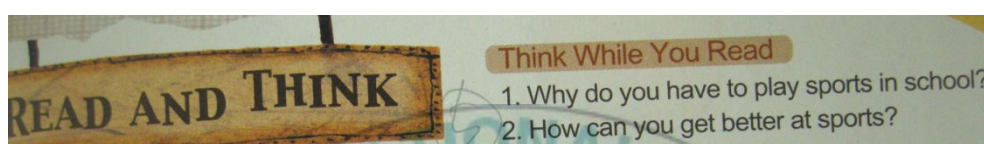
The distribution of Strategy 7: Identifying purpose was 2% of the total. As shown in FIGURE 19, through the question, the writer's intention was asked.

FIGURE 19

Example of Strategy 7: Identifying purpose (Textbook B, p. 45)
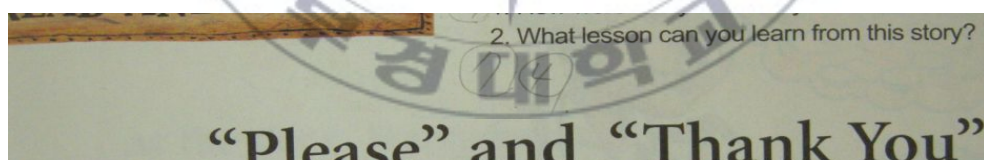
In Textbook B, "Strategy 8: Inferring Context" was induced in an interesting way, as shown example below. It gives students a good motivation as well as a chance to infer the text by using background knowledge.

FIGURE 20

Example of Strategy 8: Inferring Context (Textbook B, p. 164)
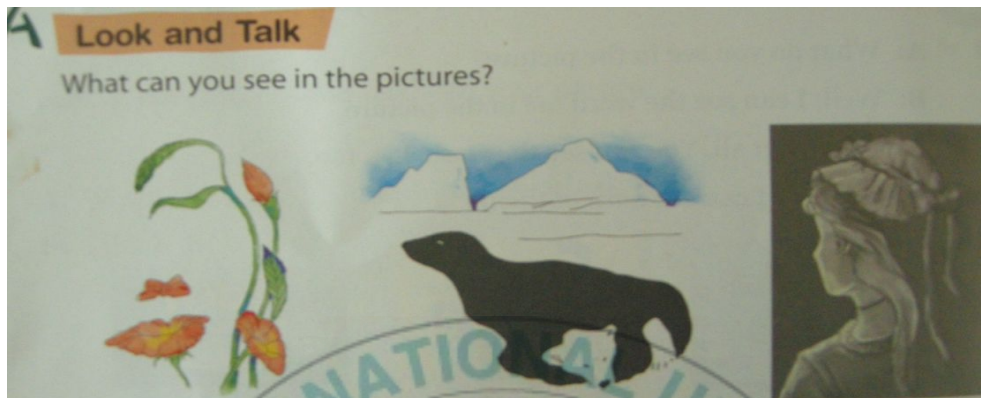
Strategy 9: Inferring Links was induced only twice in Textbook B even though it suggested typical questions for the strategy 9 as shown in FIGURE 21.

FIGURE 21

Example of Strategy 9: Inferring Links (Textbook B, p. 187)

다음 문단을 알맞은 순서대로 배열해 봅시다.

(A) He needed to get paid, so he sang a song. The piano player sang in public for the very first time. Everybody was delighted to hear his beautiful song.

(B) The manager shouted to him, "Hey! If you want your pay, sing a song. The customer requests you to sing."

(C) One night, a customer went to the manager and said, "I want the piano player to sing."

(   ) → (   ) → (   )

As shown in FIGURE 22, Strategy 11: Compensation was well suggested in Textbook B. Students might be encouraged to guess the meaning of unknown words by using clues in context.

FIGURE 22

Example of Strategy 11: Compensation (Textbook B, p. 44)

The example below is a good example of Strategy 13: Semantic Mapping. The strategy is usually suggested with Strategy 5: Scanning. Students could learn how to summarize efficiently a long string of ideas or events through the activity.

FIGURE 23

Example of Strategy 13: Semantic Mapping (Textbook B, p. 34)

4.1.3 Textbook C

TABLE 8 shows the specific frequency and proportion of the strategy use in Textbooks C. The reading activities were mainly distributed to Strategy 5: Scanning, Strategy 1: Analyzing vocabulary, and Strategy 2: Word Classes with the percentage of 45, 14, 13, respectively. The sum of three strategy is 72% of the total. On the other hand, Strategy 7: Identifying purpose, Strategy 10: Implied meanings, Strategy 11: Compensation, and Strategy 12: Discourse markers were not suggested in Textbook C. The results of the analysis reveal that the textbooks have a tendency to induce only several strategies such as scanning and analyzing vocabulary.

TABLE 8

Analysis of Strategy Use in Textbook C

Strategies	C	
	frequency	portion(%)
1. Analyze vocabulary **– Look at the semantic context for clues** **– Look for prefixes/suffixes/roots that may give clues**	**10**	**14%**

2. Recognize grammatical word classes(nouns, verbs, etc.),
   systems(e.g., tense, agreement, pluralization),
   patterns, rules, and elliptical forms.
	9	13%

3. Recognize that a particular meaning may be expressed in different grammatical forms.	2	3%
4. Skim the text for main ideas.	6	8%
5. Scan the text for specific information.	**32**	**45%**
6. Use efficient silent reading techniques for improving fluency.	1	1%
7. Identify the purpose in reading.	0	0%
8. Infer context that is not explicit by using background knowledge.	7	10%
9. Infer links and connections between events, ideas, etc.	2	3%
10. Distinguish between literal and implied meanings.	0	0%
11. Guess when you are not certain(Compensation strategies).	0	0%
12. Capitalize on discourse markers to process relationships.	0	0%
13. Use semantic mapping or clutering.	2	3%
SUM	71	

Students may have a chance to guess the meaning of compound words through looking for roots that are familiar for them. The example below could be a good activity for inducing students to use strategy 1: Analyzing vocabulary.

FIGURE 24

Example of Strategy 1: Analyzing Vocabulary (Textbook C, p. 14)
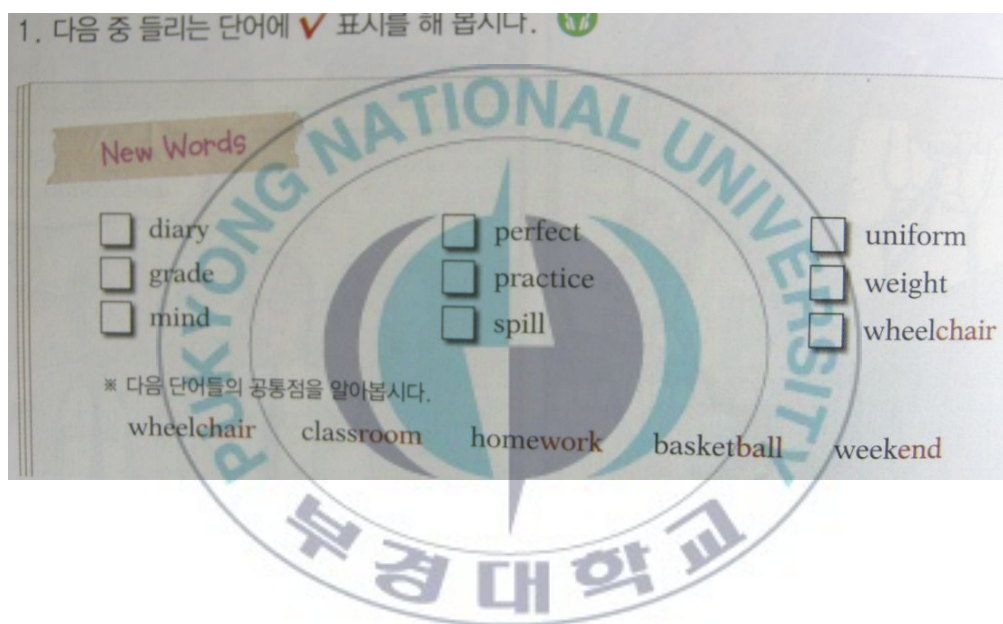
As shown in FIGURE 25, Strategy 6: Fluency was suggested directly through direction in the given activity. The activity can help students increase reading rate and comprehension efficiency.

FIGURE 25
Example of Strategy 6: Fluency (Textbook C, p. 14)
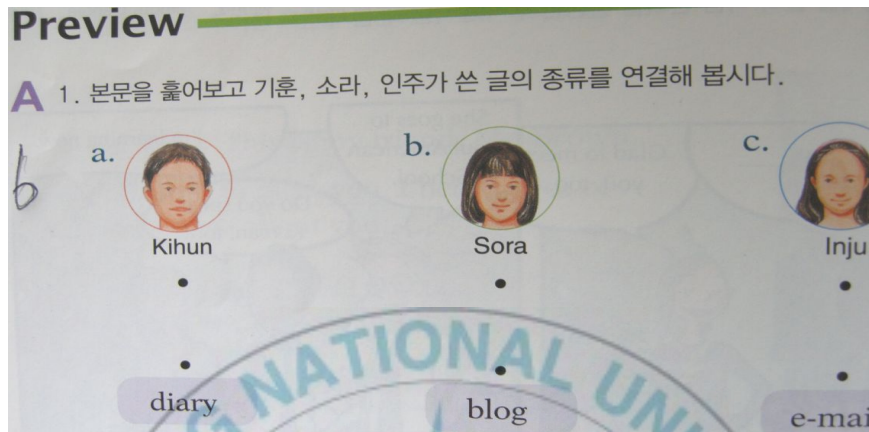
Strategy 9: Inferring Links is shown in FIGURE 26 below. This activity urges students to read rapidly and infer connection between events. In textbook C, the strategy was suggested twice.

FIGURE 26
Example of Strategy 9: Inferring Links (Textbook C, p. 50)
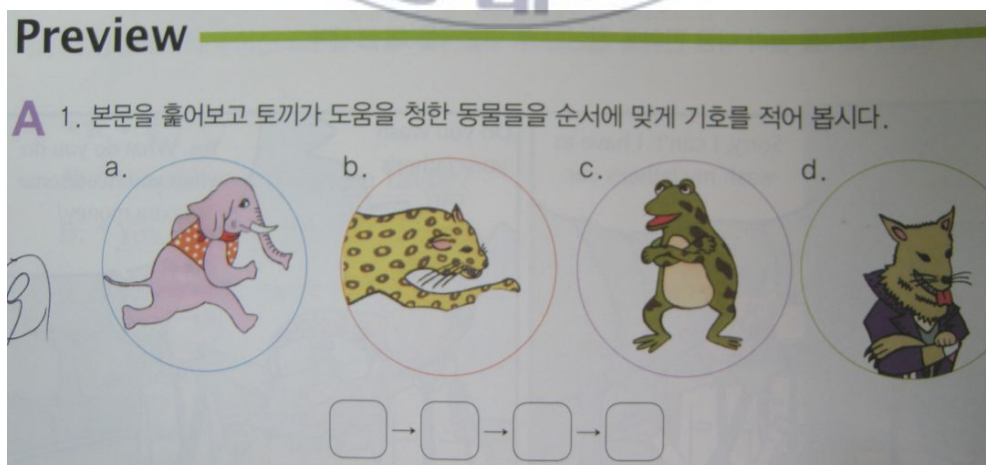
4.1.4 Textbook D

TABLE 9 shows the result of analysis of the reading strategies suggested in Textbook D. Among the reading strategies, the most frequently used strategy was "Strategy 5: Scanning (Frequency: 80, Proportion: 66%)," However, Strategy 4: Skimming (F: 3, P: 2%) and Strategy 7: Identifying the Purpose (F: 0, P: 0%) were rarely introduced in Textbook D. This means that students might be encouraged mostly to find out the specific information while reading a text. As a result, students may be discouraged from taking advantage of being able to predict the purpose of the passage and the main topic.
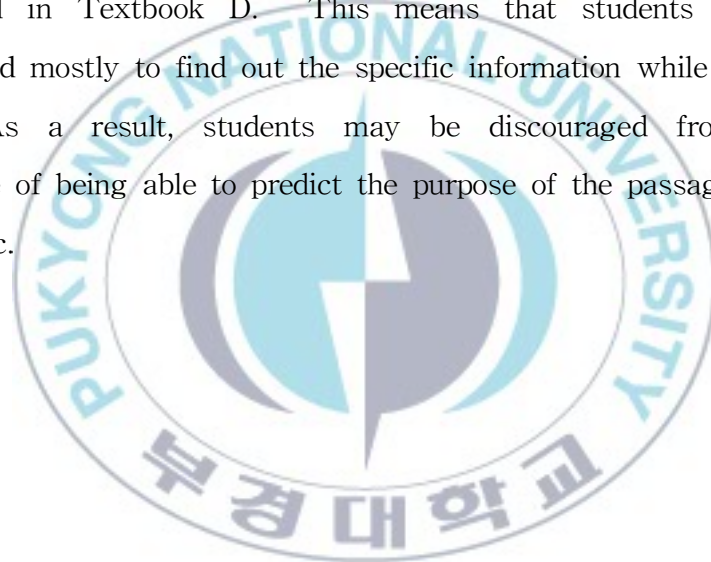
TABLE 9

Analysis of Strategy Use in Textbook D

Strategies	D	
	frequency	portion(%)
1. Analyze vocabulary - Look at the semantic context for clues - Look for prefixes/suffixes/roots that may give clues	6	5%
2. Recognize grammatical word classes(nouns, verbs, etc.), systems(e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.	3	2%
3. Recognize that a particular meaning may be expressed in different grammatical forms.	2	2%
4. Skim the text for main ideas.	3	2%
5. Scan the text for specific information.	**80**	**66%**
6. Use efficient silent reading techniques for improving fluency.	0	0%
7. Identify the purpose in reading.	0	0%
8. Infer context that is not explicit by using background knowledge.	11	9%
9. Infer links and connections between events, ideas, etc.	9	7%
10. Distinguish between literal and implied meanings.	3	2%
11. Guess when you are not certain(Compensation strategies).	2	2%
12. Capitalize on discourse markers to process relationships.	0	0%
13. Use semantic mapping or clutering.	2	2%
SUM	121	
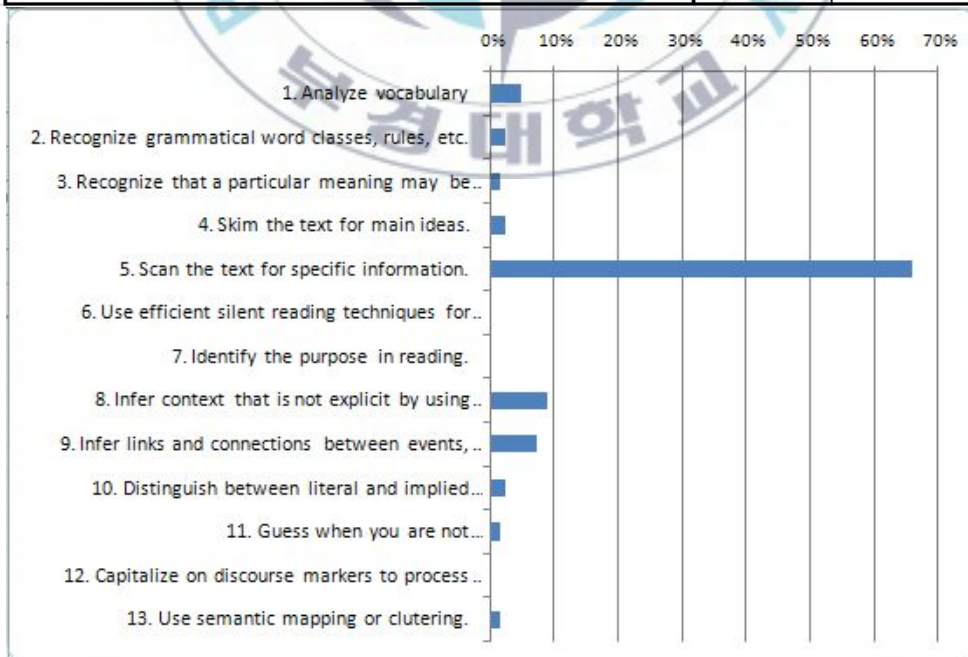
Strategy 2: Word Classes was suggested in Textbook D as shown in FIGURE 27. Through the activity, students are encouraged to use their grammatical knowledge (Strategy 2) as well as Strategy 4: skimming.

FIGURE 27
Example of Strategy 2: Word Classes (Textbook D, p. 53)
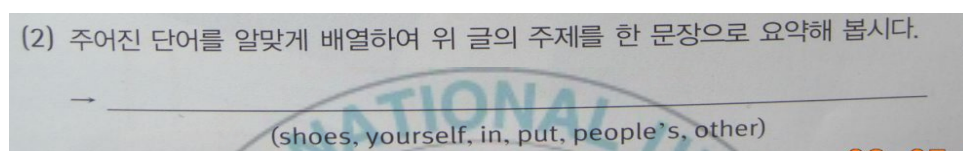
The example below shows a typical question to induce students to use strategy 4: Skimming. The proportion of Strategy 4 was only 2% of the total.

FIGURE 28
Example of Strategy 4: Skimming (Textbook D, p. 53)
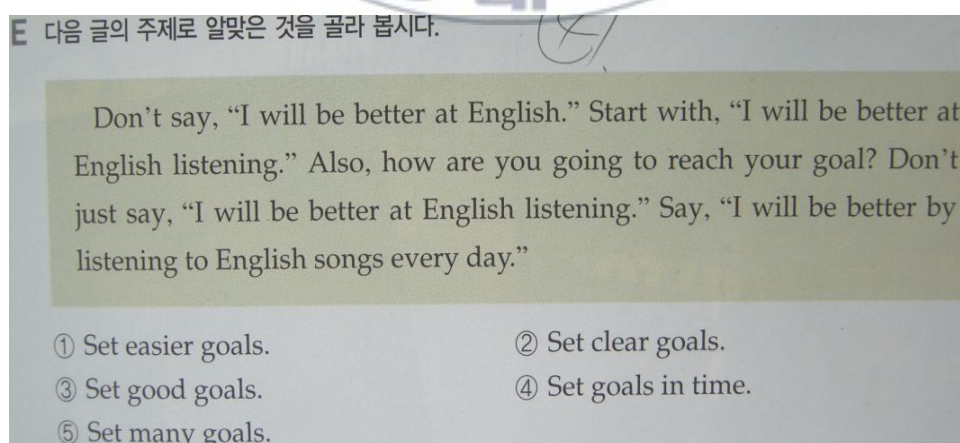
FIGURE 29 shows typical true or false questions used to induce students to use strategy 5: Scanning. Textbook D focused on the strategy 5: Scanning. The strategy took up 66% of the total.

FIGURE 29
Example of Strategy 5: Scanning (Textbook D, p. 64)
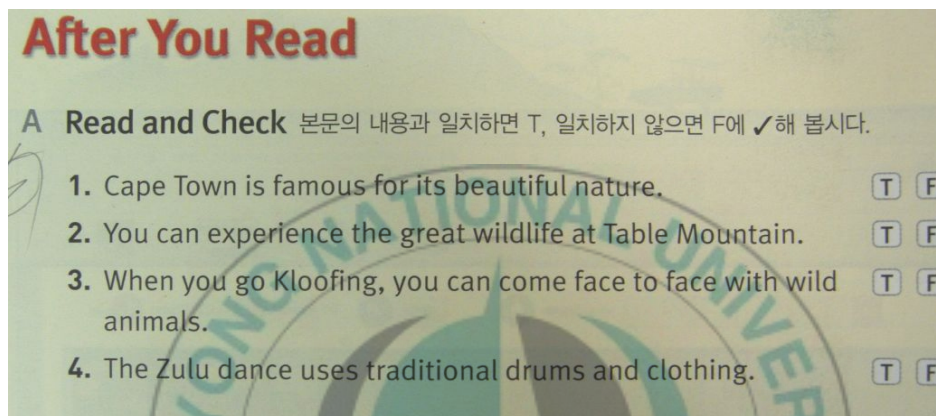
Strategy 10: Implied meaning is shown in FIGURE 30. This question makes students distinguish between literal and implied meaning of that phrase.

FIGURE 30
Example of Strategy 10: Implied Meaning (Textbook D, p. 33)
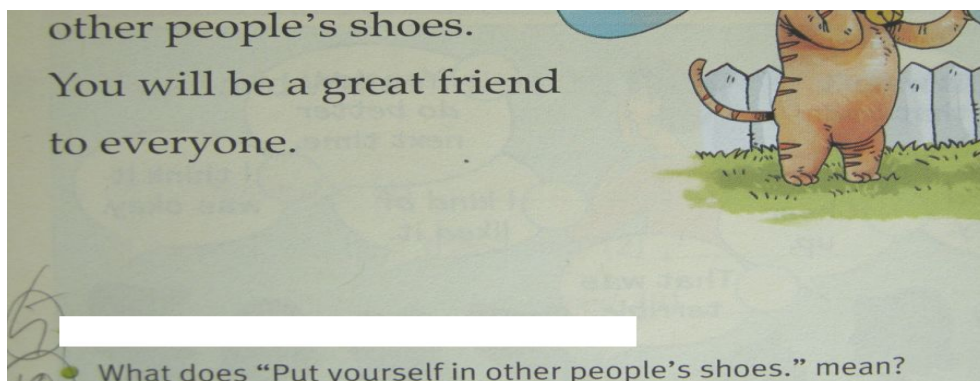
4.2 Comparative Analysis of Strategy Use among Textbooks

As shown in TABLE 10 and FIGURE 31, the distribution of the strategy use among textbooks A, B, C, and D reveals quite similar patterns. The strategy use in the textbooks shows a strong tendency to focus on Strategy 5: Scanning. On the other hand, Strategy 6: Fluency and Strategy 7: Identifying Purpose are rarely suggested.

TABLE 10
The Strategy Use in Each Textbook

Strategies	Textbook A		Textbook B		Textbook C		Textbook D		Mean	
	F	P	F	P	F	P	F	P	F	P
Strategy 1. (Analyzing vocabulary)	17	18%	16	15%	10	14%	6	5%	12	13%
Strategy 2. (Word classes)	2	2%	0	0%	9	13%	3	2%	4	4%
Strategy 3. (Particular meaning)	1	1%	0	0%	2	3%	2	2%	1	1%
Strategy 4. (Skimming)	8	9%	10	9%	6	8%	3	2%	7	7%
Strategy 5. (Scanning)	44	48%	46	43%	32	45%	80	66%	51	52%
Strategy 6. (Fluency)	1	1%	4	4%	1	1%	0	0%	2	2%
Strategy 7. (Identifying purpose)	0	0%	2	2%	0	0%	0	0%	1	1%
Strategy 8. (Inferring context)	10	11%	18	17%	7	10%	11	9%	12	12%
Strategy 9. (Inferring links)	3	3%	2	2%	2	3%	9	7%	4	4%
Strategy 10. (Implied meanings)	2	2%	0	0%	0	0%	3	2%	1	1%
Strategy 11. (Compensation)	0	0%	6	6%	0	0%	2	2%	2	2%
Strategy 12. (Discourse markers)	1	1%	0	0%	0	0%	0	0%	0	0%
Strategy 13. (Semantic mapping)	3	3%	3	3%	2	3%	2	2%	3	3%
SUM	92		107		71		121		98	100%

FIGURE 31

Distribution Graph of the Strategy Use in Each Textbook
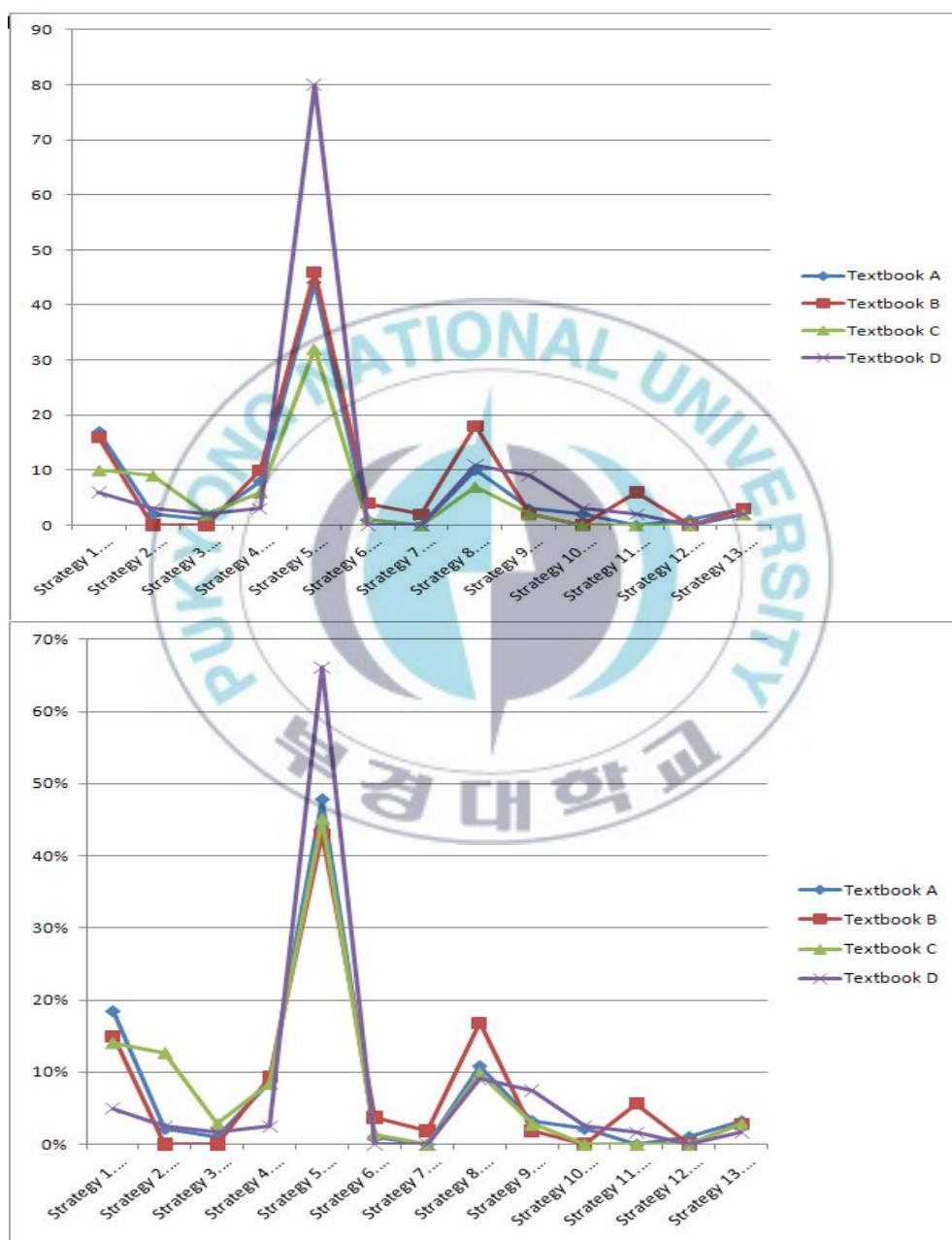
As shown in TABLE 10 and FIGURE 31, Textbook A, B, and C show a similar distribution of Strategy 4: Skimming, but Textbook D suggests only three times (Portion: 2%). Because Textbook D mainly focused on Strategy 5: Scanning, the other strategies were induced relatively less frequently. The proportion of Strategy 5: Scanning in Textbook D took up 66% of the total, and its proportion in Textbook D was the highest among Textbook A, B, C, and D. As a result, the other strategies such as strategy 1: Analyzing Vocabulary, Strategy 4: Skimming, Strategy 6: Fluency, Strategy 7: Identifying Purpose, and Strategy 12: Discourse markers in Textbook D shows the lowest proportion among Textbooks A, B, C, and D.

Strategy 6: Fluency and Strategy 7: Identifying purpose are rarely suggested in Textbooks A, C, and D. In Textbook B, the strategies introduced relatively often than the other textbooks and The proportion of the two strategies accounts for 6% of the total.

In short, there are no significant differences in the distribution of the strategy use among Textbook A, B, C, and D. The activities and questions in reading sections of the textbooks concentrated on inducing students to use scanning strategy for specific information on reading texts. Consequently, the other strategies were not distributed evenly across the activities and questions.

4.3 Analysis of Strategy Use in Reading Stages

TABLE 11 and FIGURE 32 show the analysis of the strategy use in each reading stage. As shown in TABLE 11, on the whole, the portion of the strategy use in the before, during, and after-stages was 22%, 37%, 40%, respectively. Generally, the frequency of the strategy use increased in the before, during, and after-reading stage, respectively. However, Textbooks C and D showed a little different pattern. Textbook C had the same proportion of the strategy use in the before and after-reading stages as 41%, and Textbook D induced 50% of the strategies in the during-reading stage.

To put it concretely, in Textbook A, the distribution of the strategy use in the before, during, and after-reading stages was 12%, 41%, 47%, respectively. The strategy use in the before reading stages was the lowest among Textbooks A, B, C, and D. On the other hand, the strategy use in the after-reading stage was the highest among the textbooks. The distribution of the strategy use in Textbook B was 24% in the before-reading stage, 33% in the during-reading stege, and 43% in the after-reading stage. The frequency of the strategy use increased as the stages were progressed.

TABLE 11

The Strategy Use in Each Reading Stage

Textbook	Before-rading		During-reading		After-reading		SUM	
	Frequency	Portion(%)	Frequency	Portion(%)	Frequency	Portion(%)	Frequency	Portion(%)
Textbook A	11	12%	38	41%	43	47%	92	100%
Textbook B	26	24%	35	33%	46	43%	107	100%
Textbook C	29	41%	13	18%	29	41%	71	100%
Textbook D	21	17%	60	50%	40	33%	121	100%
SUM	87	22%	146	37%	158	40%	391	100%

FIGURE 32

The Portion Graph of the Strategy Use in Each Reading Stage

TABLE 12 and FIGURE 33 provide the distribution of the strategy use in the before-reading stage. The most frequently suggested strategy in the stage was Strategy 8: Inferring context. Strategy 8 is inferring context that is not explicit by using background knowledge. The textbooks must introduced strategy 8 to activate students' background knowledge on reading text and motivate them.

The main purpose of "before reading" is to build and activate students' background knowledge on topics or concepts contained in the reading material (Neal & Langer, 1992). Neal and Langer (1992) pointed out that before-reading activities serve to set the purpose for reading, arousing student curiosity, and motivate them to read. At this phase, teachers have to spend time introducing a topic, encouraging skimming, scanning, predicting and activating schemata. Through theses reading activities, students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage (Neal & Langer, 1992). Flippo (2003) also pointed out questions asked before reading can help set a purpose for the reading, make prediction, and make use of reader's own background knowledge and schemata to anticipate the reading.

The most widely used strategies in "before-reading stage" were Strategy 8: Inferring Context (Frequency: 46, Proportion: 53%), Strategy 1: Analyzing Vocabulary (F: 14, P: 16%). On the other hand, the least used strategies were Strategy 7: Identifying purpose, Strategy 10: Implied meanings, and Strategy 12: Discourse markers. Those strategies were not suggested in the before-reading stage at

all. Only 2 to 3 strategies were introduced in Textbooks A and B. On the other hand, Textbooks C and D suggested several strategies such as Strategy 1, 2, 4, and 5 as well as Strategy 8: Inferring context.

To sum up, the textbooks activate students' background knowledge and motivate them by using Strategy 8, whereas they did not suggest strategy 7: Identifying Purpose which is helpful to have them guess the purpose for reading.
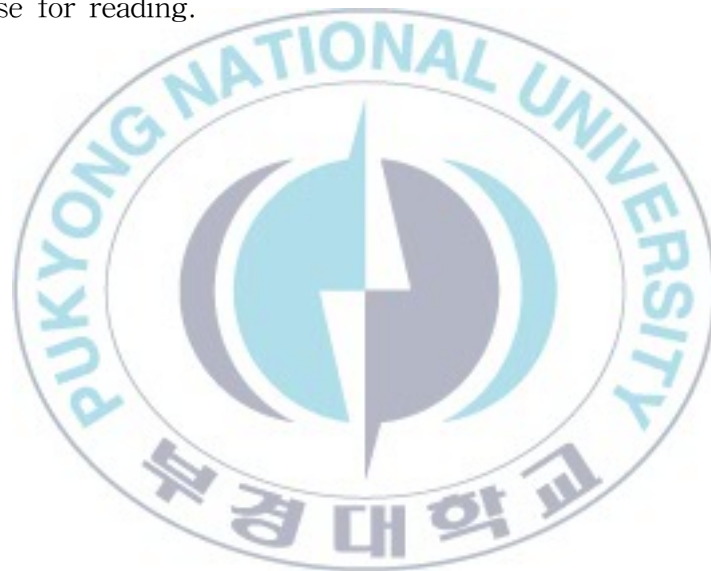
TABLE 12

The Strategy Use in the Before-Reading Stage

strategies	Textbook A		Textbook B		Textbook C		Textbook D		SUM	
	F	P	F	P	F	P	F	P	F	P
Strategy 1. (Analyzing vocabulary)			2	8%	8	28%	4	19%	14	16%
Strategy 2. (Word classes)					8	28%	1	5%	9	10%
Strategy 3. (Particular meaning)							1	5%	1	1%
Strategy 4. (Skimming)							1	5%	1	1%
Strategy 5. (Scanning)					3	10%	1	5%	4	5%
Strategy 6. (Fluency)					1	3%			1	1%
Strategy 7. (Identifying purpose)									0	0%
Strategy 8. **(Inferring context)**	**10**	**91%**	**18**	**69%**	**7**	**24%**	**11**	**52%**	**46**	**53%**
Strategy 9. (Inferring links)					1	3%			1	1%
Strategy 10. (Implied meanings)									0	0%
Strategy 11. (Compensation)			5	19%			2	10%	7	8%
Strategy 12. (Discourse markers)									0	0%
Strategy 13. (Semantic mapping)	1	9%	1	4%	1	3%			3	3%
SUM	11	100%	26	100%	29	100%	21	100%	87	100%

FIGURE 33

The Distribution of the Strategy Use in the Before-Reading Stage

TABLE 13 and FIGURE 34 show the distribution of the strategy use in the during-reading stage. The most frequently suggested strategy in the during-reading stage was Strategy 5: Scanning. Strategy 5 involves Scanning the text for specific information. The textbooks must introduce strategy 5 to facilitate students' comprehension focusing on specific information which is important in reading texts. However, other useful strategies were not suggested in the during-reading stage as shown in FIGURE 34.

The during-reading stage is for facilitating comprehension and focusing attention on particular themes, issues, characters, or events. Furthermore, teachers provide activities that will prompt students to react to ideas, events, or characters or to identify what they find interesting or meaningful. In other words, teachers in this stage want to enhance the interactions between the students and the text (Neal & Langer, 1992). Flippo (2003) also pointed out questions asked the during-reading stage helps students make important connections and can help the teacher assess students' abilities to assimilate and use relevant information in the reading.

To do this, Textbooks A and B mainly suggested Strategy 1: Analyzing vocabulary and Strategy 5: Scanning. Textbooks C and D focused on Strategy 5: Scanning. As cited above, Strategy 4: Skimming, Strategy 6: Fluency, and Strategy 7: Identifying purpose might be needed to prompt students to react to ideas, events, or characters and to enhance the interactions between the students and the text. However, those needed strategies were rarely induced.

TABLE 13

The Strategy Use in the During-Reading Stage

strategies	Textbook A		Textbook B		Textbook C		Textbook D		SUM	
	F	P	F	P	F	P	F	P	F	P
Strategy 1. (Analyzing vocabulary)	14	37%	7	20%					21	14%
Strategy 2. (Word classes)									0	0%
Strategy 3. (Particular meaning)	1	3%							1	1%
Strategy 4. (Skimming)	2	5%	3	9%	3	23%			8	5%
Strategy 5. (Scanning)	18	47%	22	63%	10	77%	56	93%	106	73%
Strategy 6. (Fluency)									0	0%
Strategy 7. (Identifying purpose)			2	6%					2	1%
Strategy 8. **(Inferring context)**									0	0%
Strategy 9. (Inferring links)									0	0%
Strategy 10. (Implied meanings)	2	5%					3	5%	5	3%
Strategy 11. (Compensation)			1	3%					1	1%
Strategy 12. (Discourse markers)	1	3%							1	1%
Strategy 13. (Semantic mapping)							1	2%	1	1%
SUM	38		35		13		60		146	100%

FIGURE 34

The Distribution of the Strategy Use in the During-Reading Stage

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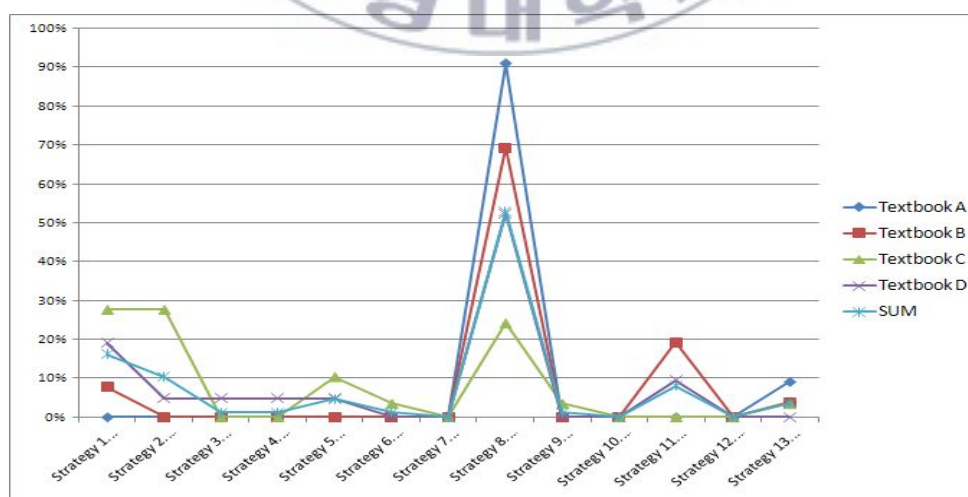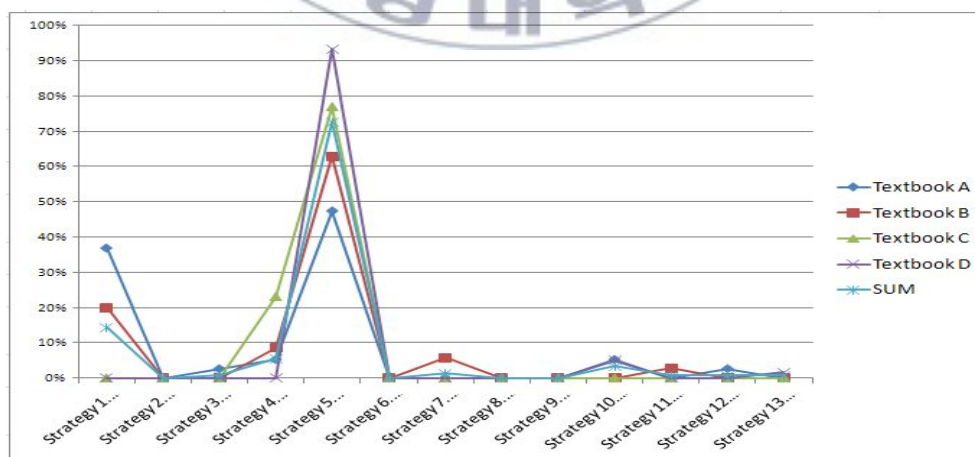TABLE 14 and FIGURE 35 indicate the distribution of the strategy use in the after-reading stage. The most frequently suggested strategy in the stage was Strategy 5: Scanning. Strategy 5 is Scanning the text for specific information. The textbooks must introduce strategy 5 to facilitate students' comprehension focusing on specific information which is important in reading texts. However, other strategies such as Strategy 7: Identifying purpose, Strategy 10: Implied meanings, Strategy 11: Compensation, and Strategy 12: Discourse markers were not suggested in the stage at all.

In the after-reading stage, students are encouraged to reflect on some aspects of the text, such as characters, important ideas or events, themes, issues, or concepts. Many activities facilitate analysis and synthesis of ideas and encourage students to create something new from what they have learned. Some provide a vehicle for integration of prior knowledge and new information and promote the extension of students' comprehension beyond the text itself by helping students make connections across texts, and authors to their own lives. The activities facilitate the organization of ideas and provide a structure for meaningful discussion in which all students may share their ideas and interpretations (Neal & Langer, 1992). Flippo (2003) also pointed out that questions asked in the after-reading stage can assess students' recognition and recall of important information and ideas and thus help students summarize and explain their rationales.

As mentioned above, the aims of the after-reading activities are a

little different from the during-reading, as stated above.   However, even though Strategy 9: Inferring links (F: 15, P: 9%) and Strategy 13: Semantic mapping (F: 6, P: 4%) were suggested in the after-reading stage, the overall distribution of the strategy use in the stage shows very similar pattern with the during-reading activities.   That means useful strategies for facilitating analysis and synthesis of ideas or events were not suggested in a balanced way.

TABLE 14

The Strategy Use in the After-Reading Stage

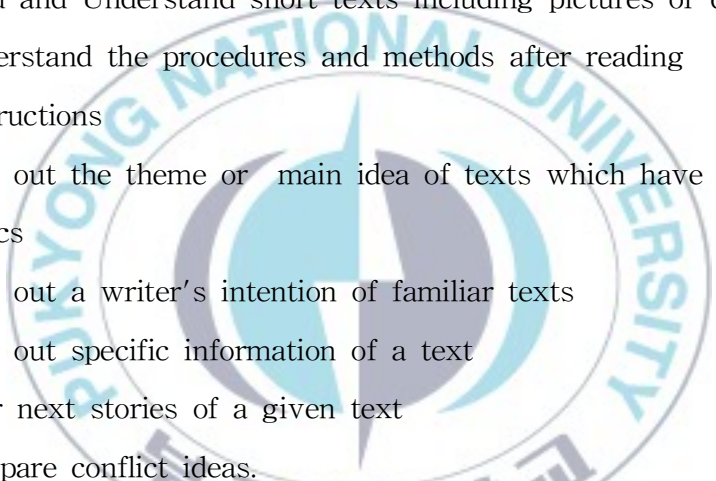| strategies	Textbook A		Textbook B		Textbook C		Textbook D		SUM	
	F	P	F	P	F	P	F	P	F	P
Strategy 1. (Analyzing vocabulary)	**3**	**7%**	**7**	**15%**	**2**	**7%**	**2**	**5%**	**14**	**9%**
Strategy 2. (Word classes)	2	5%			1	3%	2	5%	5	3%
Strategy 3. (Particular meaning)					2	7%	1	3%	3	2%
Strategy 4. (Skimming)	6	14%	7	15%	3	10%	2	5%	18	11%
Strategy 5. (Scanning)	**26**	**60%**	**24**	**52%**	**19**	**66%**	**23**	**58%**	**92**	**58%**
Strategy 6. (Fluency)	1	2%	4	9%					5	3%
Strategy 7. (Identifying purpose)									0	0%
Strategy 8. (Inferring context)									0	0%
Strategy 9. (Inferring links)	**3**	**7%**	**2**	**4%**	**1**	**3%**	**9**	**23%**	**15**	**9%**
Strategy 10. (Implied meanings)									0	0%
Strategy 11. (Compensation)									0	0%
Strategy 12. (Discourse markers)									0	0%
Strategy 13. (Semantic mapping)	2	5%	2	4%	1	3%	1	3%	6	4%
SUM	43		46		29		40		158	100%

FIGURE 35

The Distribution of the Strategy Use in the After-Reading Stage
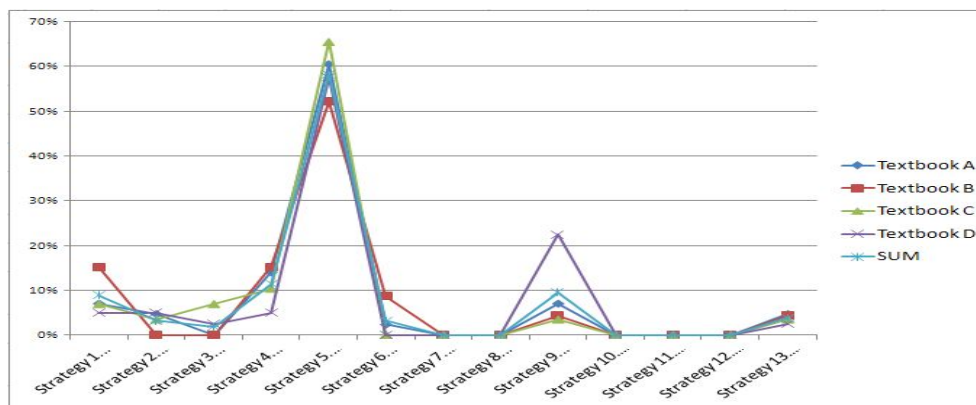
For eliciting more meaningful interpretations from the result of the analysis, it is worthwhile mentioning the reading goals in the newly revised 7th national English curriculum. According to the Ministry of Education (2006), the curriculum puts an emphasis on self-managed reading for middle school second year students regarding the development of literacy. Here are the general goals of reading.

(1) Read and Understand short texts including pictures or diagrams
(2) Understand the procedures and methods after reading instructions
(3) Find out the theme or main idea of texts which have general topics
(4) Find out a writer's intention of familiar texts
(5) Find out specific information of a text
(6) Infer next stories of a given text
(7) Compare conflict ideas.

The reading goals require students to develop not only an ability to find out specific facts while reading passages but a wide range of abilities such as understanding a general idea, writer's intention, and inferring next stories of given texts. Therefore, to help students accomplish the reading goals, the 13 strategies should be suggested evenly through activities and questions in reading sections.

However, the results of the analysis of strategy use in the textbooks indicate that strategy 5: Scanning accounted for almost half

of the proportion of strategy use. Consequently, the other strategies were seldom suggested in the textbooks. That means the textbooks may not be good enough to encourage students to use proper strategies for various reading situations.

The strategy use in each reading stage showed a little different pattern. In the before-reading stage, the textbooks motivate students to read and activate their background knowledge by introducing activities related to Strategy 8: Inferring context using background knowledge. Strategy 5: Scanning was mainly suggested in the during and after-reading stages. In the after-reading stage, relatively various strategies were suggested to facilitate students' comprehension.
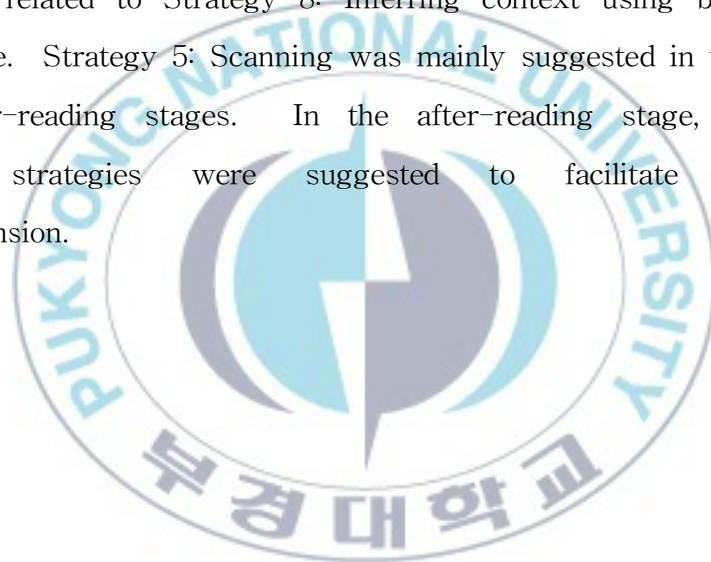
Ⅴ. Conclusion

This study aims to analyze whether or not the new middle school second year English textbooks for the newly revised 7th National Curriculum are designed appropriately to help students use effective reading strategies. Three research questions were formulated to find out the use of reading strategies in the middle school English textbooks. In this chapter, the results of three research questions are summarized and overall implications are discussed.

First, the distribution of the strategy use in each textbook shows that strategy use focused on limited strategies among the thirteen different types of strategies. In textbook A, the most frequently suggested reading strategy was "Strategy 5: Scanning (Frequency: 44)" followed by "Strategy 1: Analyzing vocabulary (F: 17)." The proportion of Strategy 5: Scanning in textbook A took up 48% of the total. However, strategy 6: Fluency (F: 1, P: 1%), Strategy 7: Identify the purpose (F: 0, P: 0%) were rarely induced. In Textbook B, the most frequently used strategy was "Strategy 5: Scanning (Frequency: 46, Proportion: 43%)," followed by "Strategy 8: Inferring context (F: 18, P: 17%). The proportion of Strategy 5: Scanning in textbook B accounted for 43% of the total. However, Strategy 7: Identifying the Purpose (F: 2, P: 2%) and Strategy 9: Inferring links (F: 2, P: 2%) were rarely induced. In Textbook C, the reading

activities were mainly distributed to Strategy 5: Scanning, Strategy 1: Analyzing vocabulary, and Strategy 2: Word Classes with the percentage of 45, 14, 13, respectively. The sum of three strategies is 72% of the total. On the other hand, Strategy 7: Identifying purpose, Strategy 10: Implied meanings, Strategy 11: Compensation, and Strategy 12: Discourse markers were not suggested in Textbook C. In Textbook D, the most frequently used strategy was "Strategy 5: Scanning (Frequency: 80, Proportion: 66%)," However, Strategy 4: Skimming (F: 3, P: 2%) and Strategy 7: Identifying the Purpose (F: 0, P: 0%) were rarely introduced.

Second, comparative analysis of strategy use in each textbook reveals that there are no significant differences in the distribution of the strategy use among Textbooks A, B, C, and D. The activities and questions in reading sections of the textbooks concentrated on inducing students to use the scanning strategy for specific information on reading texts. Consequently, the other strategies were not distributed evenly across the activities and questions.

Third, the analysis of the strategy use in each reading stage shows a little different pattern. In the before-reading stage, the textbooks motivate students to read and activate their background knowledge by introducing activities related to Strategy 8: Inferring context using background knowledge. Strategy 5: Scanning was mainly suggested in the during and after-reading stages. In the after-reading stage, relatively various strategies were suggested to facilitate students' comprehension.

The findings in Thompson and Rubin (1996) show that strategy-based instruction could improve reading comprehension significantly in a longitudinal experimental study. Brown (2007) suggested that efficient reading consists of clearly identifying the purpose in reading something (Refer to Strategy 7: Identifying purpose). By doing so, one knows what he/she is looking for and can weed out potential distracting information. Teachers can help learners to guess by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them (Refer to Strategy 11: Compensation). Brown (2007) also suggested that many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency (Refer to Strategy 12: Discourse markers). However, Strategies 7, 11, and 12 were rarely suggested in the textbooks.

A variety of text types based on different topics were presented in reading parts of the textbooks. However, as for the strategy use, it appeared that the strategy use patterns were not very different from the text types and topics. To give students various kinds of reading materials and activities and to encourage the actual use of specific strategies suitable for different circumstances can help them to be strategic readers. It would also be helpful to raise the students' awareness of their strategy use and to become efficient readers.

In conclusion, this study found that the 13 strategies were not

suggested proportionally in the new middle school textbooks. The most widely used strategy was "Scanning the text for specific information." However, other strategies, such as "Identifying the purpose in reading" and "Inferring links and connections between events, ideas" were rarely suggested in the textbooks. Therefore, to achieve the reading goals of the newly revised 7th National Curriculum, English textbooks should be designed to induce students to use the appropriate strategies suitable for various reading contexts.

Considering the importance of effective strategy use, English textbooks should encourage students to use various and proper reading strategies to accomplish the reading goals of the curriculum. Therefore, materials to be used for English education in Korea should be designed sufficiently for that purpose.

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