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The Impact of High-stakes Exams on Teachers and Students:  
A Washback Study of the University Entrance Exam at the Secondary  
School level in South Korea

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## ABSTRACT

The notion that tests have a strong influence on teaching and learning is referred to as 'washback' or 'backwash'. Questioning the assumption that washback occurs automatically, without the basis of empirical research, studies have been conducted in various contexts of English teaching and learning. No research, however, on the washback effect of tests within the Korean English as a Foreign Language (EFL) context has been carried out. The present study was designed to examine the washback effect of the College Scholastic Ability Test (CSAT), a university entrance exam, on EFL teaching and learning in Korean secondary schools.

This study first investigates the relationships among the curriculum, the school textbooks, and the CSAT – (1) the relationship between the curriculum and the textbooks and (2) the relationship between the curriculum and the CSAT. Second, this study examines if a washback effect from the CSAT exists. This study further discerns the nature of washback and the variable(s) influenced by the washback effect. The results indicate that the curriculum corresponds to the textbooks, while the CSAT does not represent the curriculum, and that there is a negative washback effect of the CSAT on EFL teaching and learning. The variable(s) influenced by the washback effect are negative attitudes that the participants of the study have toward the test.

## RÉSUMÉ

Le concept de 'washback' ou 'backwash' réfère à l'influence qu'ont les examens sur l'enseignement et sur l'apprentissage. En remettant en question la présumée manifestation automatique du 'washback' et du peu de support empirique, quelques études ont été menées en contexte d'enseignement et d'apprentissage de l'anglais langue étrangère (ALÉ). Toutefois, en Corée, aucune recherche n'a été effectuée pour investiguer les effets du 'washback' sur l'ALÉ. Cette étude a été conçue afin d'examiner le 'washback' du test d'habiletés du collège Scholastic (CSAT) ; un examen d'entrée à l'université sur l'enseignement et l'apprentissage de l'ALÉ dans les écoles secondaires coréennes.

Cette étude fait d'abord l'investigation des relations entre le programme, les manuels scolaire et le CSAT – (1) la relation entre le programme et les manuels scolaires – (2) la relation entre le programme et le CSAT. Ensuite, cette étude examine le 'washback' du CSAT sur l'enseignement et l'apprentissage. Elle détermine la nature du 'washback' ainsi que les variables qui l'influencent. Les résultats démontrent que le programme correspond aux manuels scolaires, toutefois ils démontrent aussi que le CSAT ne serait pas représentatif du programme enseigné. L'enseignement et l'apprentissage de l'ALÉ sont influencés négativement par le CSAT. Selon les résultats, il apparaît que les variables influencées par le 'washback' sont les attitudes négatives des participants envers l'examen (CSAT)

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## **CHAPTER 1. INTRODUCTION**

Testing has been used for decades, but concern about its influence has recently increased. With this increased concern, the influence of tests has been officially termed as ‘washback’ or ‘backwash’ (Biggs, 1995), and used as a synonym for ‘impact’ in the field of language testing. Washback appears a concern in education in general. This thesis, however, will focus on washback specifically in language education.

As a former English as Foreign Language (EFL) teacher, I am concerned about and interested in the influence of tests, as there appears to be tests in every educational context, and more globally, in every society. Just a few examples are placement tests for conversation courses, matriculation tests in educational contexts and job interview tests in the working place.

Shohamy (1993) stresses the consequences that tests embody, describing tests as powerful “devices for controlling and manipulating educational systems” (p. 2). On the other hand, Madaus (1988) divides tests into two types in the light of whether tests have power: high-stakes and low-stakes tests. The former is defined as “those whose results are seen – rightly or wrongly – by students, teachers, administrators, parents, or the general public, as being used to make important decisions that immediately and directly affect them” (p. 87). And the latter, a low-stakes test is described as “one which is perceived as not having important rewards or sanctions tied directly to test performance” (p. 88).

With reference to the influence of these two types of tests, high-stakes and low-stakes, it is common to assert that high-stakes tests have a major impact on teaching and learning and low-stakes tests create no or little effect in teaching and learning. Some researchers have questioned the assertion that washback is assumed to just occur



automatically, or is believed to exist without any evidence based on empirical research. They have conducted research concerning washback in various contexts of teaching and learning over the world.

For example, Shohamy (1993) carried out a washback study in an Israeli context, Watanabe (1996) focused on the context of Japanese EFL, Cheng (1997) conducted research within the context of secondary school exams in Hong Kong, and Turner (2001b) is presently researching the impact of provincial English as a Second Language (ESL) exams at the secondary level in Quebec, Canada. However, no empirical research on the washback effect of tests within the Korean EFL context has been reported on, to date. Furthermore, very little consideration about the washback effect has been taken into account in the area of testing and evaluation in second language education in South Korea. I am thus motivated to conduct empirical research on washback within the context of South Korea.

I, as a researcher, began my research by raising questions about the existence of washback, ‘Is it true that every test has a washback effect on teaching and learning in South Korea?’, ‘How can we be so sure that tests have power over the educational system in South Korea?’, ‘How can we prove it?’, and ‘Is there any evidence that we can provide?’. Then, I narrowed down the tests to a particular test, the CSAT (the College Scholastic Ability Test) and examined the existence of a washback effect of the test on secondary schools in South Korea.

Chapter 1 presents an introduction to the present study. Chapter 2 discusses a review of the literature on washback studies. I compile the definitions and nature of washback commonly mentioned in the literature to verify its concept. Although various concepts of washback have been established, the term ‘washback’ still remains very complex. I discuss the relationship between testing and teaching/learning presented in

the literature, since washback studies look at the relationship between them. I then review the literature on empirical washback studies.

Chapter 3 deals with the research questions and the methodology of the present study. To examine the washback effect of the CSAT, it is necessary to first look at the relationships between the test and teaching/learning. Chapter 4 thus analyzes and compares the CSAT, the curriculum, and the textbooks. I describe the curriculum and the textbooks, and compare them in order to investigate the relationship between them. Then, I analyze the CSAT and compare the curriculum and the CSAT in order to examine the relationship between the two.

Chapter 5 examines, through questionnaires and interviews, whether there is a washback effect from the CSAT. I first present the results from the questionnaires and interviews. I then discuss the results of Chapter 4 and 5 in order to answer the research questions raised in Chapter 3. Finally, Chapter 6 concludes the findings of the study along with the implications of the study and suggestions for further research.

## **CHAPTER 2. REVIEW OF THE LITERATURE**

### **THE DEFINITIONS OF WASHBACK**

The term ‘washback’ is frequently referred to as “the effects of tests on teaching and learning” (Wall, 1997, p. 291). There are many ways to define ‘washback’ ranging from a narrow view to a much broader one. According to the arguments made by Bachman and Palmer (1996), the washback effect of tests operates at two levels: the micro level, which means the effect of tests on teachers and individual students in classroom settings, and the macro level, which refers to the effect of tests on the educational system and society as a whole.

Buck (1988) outlines ‘washback’ on the micro level. He describes it as the effect of a test on what teachers and students do in classrooms. Pearson (1988) examines the micro view of teaching and learning that might be influenced by examinations. He points out that public examinations affect the attitudes, behaviors, and motivation of teachers, students, and parents.

Alderson and Wall (1993) also restrict the use of the term ‘washback’ to classroom behavior of teachers and students and explain that “tests are held to be powerful determiners of what happens in classrooms” (p. 117). Messik (1996) paraphrases the concept of washback, proposed by Alderson and Wall (1993), as “the extent to which the introduction and use of a test influence language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241)

Pierce (1992), on the other hand, uses the term ‘washback’ on the macro level to indicate “the impact of a test on classroom pedagogy, curriculum development, and

educational policy” (p. 687). Cohen (1994) also views the macro aspects of washback with regard to “how assessment instruments affect educational practices and beliefs” (p. 41).

However, the following comments on the term, ‘washback’ cover both the micro level and the macro level. Biggs (1995) uses the term, ‘washback’ to indicate that testing drives not only curriculum, but also teaching methods and students’ approaches to learning. Shohamy, Donita-Schmidt, and Ferman (1996) explain that “the power and authority of tests enable policy-makers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results – administrators, teachers, and students” (p. 299). Cheng (1997, 1999) defines washback as an intended direction and function of curriculum change by means of a change of public examinations on aspects of teaching and learning.

In general, Bailey (1996) outlines the definition of washback as follows:

- 1) washback is defined as the influence of testing on teaching and learning;
- 2) it is widely held to exist and to be important; but
- 3) relatively little empirical research has been done to document its exact nature or mechanisms by which it works (p. 259)

In the present study, washback is defined as the effect of tests on teaching and learning in classroom settings, which focuses on the meaning of washback at the micro level.

## **THE NATURE OF WASHBACK**

The nature of washback is divided into two categories: negative and positive. Negative washback is commonly described as the phenomenon in which teachers drop curriculum and teach toward tests. To explain situations of negative washback, Wall

(1997) describes ‘principles’ that Madaus (1988) presents about the impact of testing as follows:

The power of tests is a perceptual phenomenon, the higher the stakes attached to a test the more it will distort the teaching process, past exam papers eventually become the teaching curriculum, teachers adjust their teaching to fit the form of exam questions, test results become the major goal of schooling, and the agencies which set or control examinations eventually assume control over the curriculum (p. 292).

Fish (1988) discovers that “teachers reacted negatively to pressure created by public displays of classroom scores” (as cited in Cheng, 2000, p. 9). Buck (1992) expresses his opinion about the negative effects of tests on teaching when he states that “it seems likely that translation tests could have very negative washback indeed, and lead to activities which would not be beneficial to second language learners” (p. 141; as cited in Watanabe, 1996, p. 319). However, his opinion is criticized as mere self-report without results of systemic empirical research (see Watanabe, 1996). Smith (1991) also points out that high-stakes testing has an influence on teachers both directly and negatively. In order to explain ‘negative washback’, Alderson and Wall (1993) cite Vernon’s (1956, p. 166) comment that teachers tend to ignore subjects and activities which are not directly related to passing the exam so that “examinations distort the curriculum” (p. 115).

On the other hand, some researchers view washback in a positive way and believe that it is desirable in that it can bring about beneficial changes in language teaching through changing examinations (Morris, 1972; Davies, 1985; Swain, 1985; Alderson, 1986; Pearson, 1988; Crooks, 1988). Morris (1972) considers that examinations are necessary to ensure the implementation of new curricula. Davies (1985) takes the view that a good test should be “an obedient servant of teaching; and this is especially true in

the case of achievement testing” (as cited in Cheng, 2000, p. 9). Swain (1985) recommends that those who design tests ‘work for washback’, while Alderson (1986) claims that curriculum innovations should be encouraged through innovations in language testing. Pearson (1988) considers that

good tests will be more or less directly usable as teaching-learning activities. Similarly, good teaching-learning tasks will be more or less directly usable for testing purposes, even though practical or financial constraints limit the possibilities (p. 107; cited in Alderson & Wall, 1993).

Crooks (1988) discusses the influence that evaluation activities in class can have on students, proposing possible situations in that testing can have a positive effect on them as follows:

Teachers stress the need for ‘deep learning’ rather than ‘surface learning’, use evaluation to assist students rather than to judge them, use feedback to focus students’ attention on their progress, set high but attainable standards, and select evaluation tasks to suit the goals being assessed (as cited in Wall, 1997, p. 292).

However, rather than just describing the possible situations that trigger negative or positive washback, some researchers have gone one step further to consider implications for how to promote positive washback. According to Hughes (1989), backwash – washback can be harmful or beneficial; however, “if testing always had a beneficial backwash on teaching, it would have a much better reputation amongst teachers” (p. 2). For this reason, he suggests seven ways to achieve beneficial backwash:

1. Test the abilities whose development you want to encourage.
2. Sample widely and unpredictably.
3. Use direct testing.
4. Make testing criterion-referenced.
5. Base achievement tests on objectives.
6. Ensure test is known and understood by students and teachers.
7. When necessary, provide assistance to teachers.

Bailey (1996) also suggests some factors, which might promote beneficial washback from the literature, such as language learning goals, authenticity, learner autonomy and self-assessment, and detailed score reporting.

## **THE RELATIONSHIP BETWEEN TESTING AND TEACHING/LEARNING IN THE LIGHT OF WASHBACK**

Shohamy (1993) comments on four types of terms commonly used to discuss the connection between testing and teaching/learning. The ‘washback effect’ (Kirkland, 1971; Hughes, 1989; Alderson and Wall, 1993) refers to the influence that testing has on teaching and learning. ‘Measurement driven instruction (MDI)’ (Frederickson, 1984; Popham, 1987; Bracey, 1987; Shepard, 1993) refers to the notion that tests should drive teaching and hence learning. ‘Curriculum alignment’ (Linn, 1983; Madaus, 1988; Smith, 1991; Haladyna, Nolan and Haas, 1991; Shepard, 1991 and 1993) focuses on the connection between testing and curriculum, that is, “by introducing a new test with desirable components, curriculum is modified toward these new components” (personal comments by Turner, 2001). ‘Systemic validity’ (Morrow, 1986; Frederikson and Collins, 1989) refers to “the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning” (Shohamy, 1993, p. 4). These four terms closely describe the relationship between testing and teaching/learning, although they all refer to different aspects of the same ‘phenomenon’ – the effect of a test on teaching learning. In the present section, I discuss how the relationship appears in the literature according to the above four terms.

With regard to the term ‘washback effect’, Kirkland (1971) stresses the consequences of the test effects and proves through a review of the literature that tests

have influence on students, parents, and teachers, and even on society. Alderson and Wall (1993) ask whether “washback is a concept to be taken seriously, or simply a metaphor which is useful in that it encourages us to explore the role of tests in learning and the relationship between teaching and testing” (p. 121). In addition, they state that if it is a concept to be taken seriously, it needs to be critically examined, and if it is a metaphor, it still requires further investigation. This implies that they also take into consideration the consequences of washback regardless of whether it is a metaphor or a serious concept.

The term ‘MDI’ creates rather conflicting arguments. Popham (1987) has coined and claimed the merits of it. According to him, MDI occurs when a high-stakes test of educational achievement affects the instructional program which prepares students for the test, and hence the high-stakes test “serves as a powerful *curricular magnet*” (p. 680). He then claims that MDI is “the most cost-effective way of improving the quality of public education” (p. 679). He also suggests five criteria to bring about beneficial effects of MDI: criterion-referenced tests, defensible content, a manageable number of instructional targets, instructional illumination, and instructional support.

On the other hand, Bracey (1987) and Shepard (1993) disagree fundamentally with MDI. Bracey (1987) argues that:

MDI... has many interrelated and pernicious effects on curriculum and instruction – and on learning. With regard to the curriculum, MDI fragments it, narrows it, deflects it, trivializes it, and causes it to stagnate. With regard to instruction and learning, MDI has similar effects; in addition, MDI exacerbates the problems of the teacher-centered classroom, in which 70% of instructional time is taken by teacher talk (p. 684).

In a reply to Cizek, who criticizes Shepard’s (1991) article “Psychometricians’ Beliefs About Learning”, Shepard (1993) also claims that “MDI – that is, *forcing*



*instructional change* by means of a high-stake external test – is a mistaken notion regardless of how authentic the examination appears to be... Therefore, ... teaching to any test instead of a curriculum framework can misdirect instructional effort” (pp. 12-13).

The term ‘curriculum alignment’ has negative connotations. Madaus (1988) is concerned that testing narrows the curriculum:

In recent years, it seems that the aims of education, the business of our schools, and the goals of educational reform are addressed not so much in terms of curriculum – the courses of study that are followed – as they are in terms of standardized tests. It is testing, not the “official” stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned (p. 83).

Smith (1991) makes a related point to the aspect of ‘curriculum alignment’ in a qualitative study, which investigates the effect of external testing in elementary schools. It is found from classroom observations that testing programs reduce the instructional time available, narrow the curriculum and modes of instruction, and reduce teachers’ ability to adapt or create.

Haladyna, Nolen, and Haas (1991) use the term ‘test score pollution’, stating that standardized achievement test scores are used

to group students for instruction, evaluate and modify school district curricular, plan instruction, diagnose achievement deficits, place students into special programs (e.g., gifted, handicapped), and help parents understand the general achievement levels of their children (p. 2).

This considerable use of the test scores has created pressure to raise test scores which in turn has generated practices which pollute the inferences made from the scores.

Shepard (1993) also points out that the pressure to raise test scores causes negative effects of misdirected instruction. She further argues that testing reform can

have a positive effect on teaching and learning only if it stops the negative effects of misdirected instruction. That is to say, that new testing programs through the reform can re-create harmful effects on teaching and learning although they may have a certain improvement on teaching and learning.

Finally, the term ‘systemic validity’ is introduced by Frederikson and Collins (1989) as follows:

A systemically valid test is one that induces in the education system curricular and instructional changes that foster the development of the cognitive skills that the test is designed to measure (p. 27).

Earlier than Frederiksen and Collins, Morrow (1986) terms ‘washback validity’ as the quality of the relationship between testing and teaching. He states that “the first validity criterion...for [any] examinations would be a measure of how far the intended washback effect was actually being met in practice” (p. 6). The notion of ‘systemic validity’ and ‘washback validity’ infers that good tests will bring about desirable or beneficial washback; and conversely, poor tests will bring about negative washback. In other words, this implies that a test’s validity should be measured by the degree to which it has a positive or negative influence on teaching.

In addition, Frederikson and Collins (1989) claim that “evidence for systemic validity would be an improvement in [the tested] skills after the test has been in place within the educational system for a period of time” (p. 27). This indicates that they maintain the view that tests are to provide ‘levers for change’, as explained by Pearson (1988). That is, in the normal order of the education system, tests are used at the end of the instructional process to assess the learning achievement; however, from Pearson’s (1988) perspective, the tests are introduced before the instructional process in order to improve teaching and learning. In Asia, regarding the testing-teaching relationship, it is

believed that tests have been used to improve educational quality and have been powerful, low-cost means of influencing what is taught and learned in school (Heyneman & Ransom 1990). Likewise in Asia, certain washback effects are anticipated and planned for whenever tests are revised or new tests are introduced.

Such an example can be found in Cheng's (1997) study, which focused on the Hong Kong EFL teaching. Cheng states that "the Hong Kong educational system is characterized as an examination-led system where what goes on in the classroom is largely dictated by what happens in the public examination halls" (p. 38). She further claims that any changes in the Hong Kong educational system would be made as a result of an adjustment to a particular test: a change in the test should occur first in order to facilitate improvement in teaching and learning.

The Matriculation English Test (MET; the reformed English test for entrance to all universities in China) is another example that undoubtedly shows the existence of washback effects on the teaching of English throughout China. Four years after the implementation of the reformed MET, Li (1990) did a survey to examine whether or not teachers and administrators realized the need for change and they initiated changes in their curriculum to promote changes in the teaching situation. It is reported that there have been changes in what is taught and all ELT instruction is MET-oriented.

On the other hand, unlike the above notion of correlation between washback quality and test quality, argued by Morrow (1986) and Frederikson and Collins (1989), Alderson and Wall (1993) point out that if it exists, washback "is likely to be a complex phenomenon which cannot be related directly to a test's validity" (p. 116). That is, negative washback may result from good, properly developed tests and positive washback from poor, insufficient tests due to other things that are done or not done in the educational system. They thus take into account other forces which "exist within society,

education, and schools that might prevent washback from appearing, or that might affect the nature of washback” (p. 116). For example, cultural/social values and the educational system might also influence washback quality, in addition to the quality of the tests.

Following his suggestion of a unified validity concept, Messick (1989) argues that when a test is designed to make inferences about a certain construct (i.e., the ability of a test taker in some domain), the inferences made from the test should derive from the interpretation of test scores as well as other social factors.

Messick (1996) further puts washback within the consequential aspect of construct validity and describes that:

Washback is only one form of testing consequence that needs to be weighed in evaluating validity, and testing consequences are only one aspect of construct validity needing to be addressed. Neither testing consequences in general nor washback in particular can stand alone as a standard of validity (p. 242).

According to him, to establish test validity, one should not depend on washback with all its complexity and other variables, and should avoid construct under-representation and construct irrelevancies.

Overall, the relationship between testing and teaching/learning is complicated, as can be seen above in the counter-arguments between Popham (1987) versus Bracey (1987) and Shepard (1993) or between Morrow (1986) and Frederiksen and Collins (1989) versus Alderson and Wall (1993) and Messick (1996). Furthermore, Bachman and Palmer (1996) note that washback is a complex phenomenon and “should be evaluated with reference to the contextual variables of society’s goals and values, the educational system in which the test is used, and the potential outcomes of its use” (p. 35). Therefore, one reminder is that we should consider the particular context in which a particular test

takes place in order to examine washback effects of a test on teaching and learning.

### **RESEARCH ON WASHBACK**

Alderson and Wall (1993) propose 15 possible hypotheses regarding washback from their review of the literature on language testing and their own experience of discussing with teachers about their teaching and testing:

1. A test will influence teaching.
2. A test will influence learning.
3. A test will influence what teachers teach; and
4. A test will influence how teachers teach; and by extension from (2) above,
5. A test will influence what learners learn; and
6. A test will influence how learners learn.
7. A test will influence the rate and sequence of teaching; and
8. A test will influence the rate and sequence of learning.
9. A test will influence the degree and depth of teaching; and
10. A test will influence the degree and depth of learning.
11. A test will influence attitudes to the content, method, etc. of teaching and learning.
12. Tests that have important consequences will have washback; and conversely,
13. Tests that do not have important consequences will have no washback.
14. Tests will have washback on all learners and teachers.
15. Tests will have washback effects for some learners and some teachers, but not for others (pp. 120-121).

Bailey (1996) quotes Hughes' ideas (1993) to illustrate the mechanisms by which washback works in the context of teaching and learning.

The trichotomy of participants, process and product allows us to construct a basic model of backwash. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect

the learning outcomes, the product of that work (p. 2; as cited in Bailey, 1996).

According to Hughes, participants refer to students, classroom teachers, administrators, material developers, and publishers, “whose perceptions and attitudes towards their work may be affected by a test”. Process is defined as “any actions taken by the participants which may contribute to the process of learning”. Product indicates “what is learned (facts, skills, etc.) and the quality of the learning (fluency, etc.)”. Of these, he stresses the consequences of participants’ perceptions of tests in examining the washback effect (p. 2; as cited in Bailey, 1996).

In addition, Bailey (1996) combines Alderson and Wall’s washback hypotheses with Hughes’ three components to examine how washback works, dividing them into two areas: washback to the learners and washback to the programme. That is, Bailey extracts the students from the participants above, proposed by Hughes, in order to discuss the processes involved in washback. Bailey puts information provided regarding the students and five statements of Alderson and Wall’s (1993) washback hypotheses (numbers 2, 5, 6, 8, and 10) into the area ‘washback to the learners’. Furthermore, Bailey places information provided regarding teachers, administrators, curriculum developers, and counselors and six of Alderson and Wall’s hypotheses (numbers 1, 3, 4, 7, 9, and 11) into the area ‘washback to the programme’. In her later monograph, Bailey (1999) again divides the two into three areas: test-takers and washback, language teachers and washback, and other participants in washback processes.

The remaining of this section discusses empirical research on washback according to the areas, divided by Bailey (1996): language teachers and test-takers – students.

In his study of teachers’ beliefs about the influence of testing on the classroom practices, Madaus (1988) compares the content of the actual tests and the content of tests

in the textbook in order to examine whether or not both reflect what the curriculum says. It is found that both fail to measure what the curriculum indicates that students should be able to know and do at certain levels.

Haas, Haladyna, and Nolen (1989) conduct research into the effects of external testing on teachers in junior high schools. They collect data through questionnaires and teacher interviews. It is revealed from the study that teachers believe the test scores are “routinely inappropriately used” (p. 8) to evaluate teachers and that such inappropriate uses have harmful effects on their teaching.

In a qualitative study about the effect of external testing in elementary schools in Arizona, Smith (1991) reports that teachers have negative feelings such as great anxiety, shame, and embarrassment related to their students’ test results and believe that the test scores are used against them, despite the perceived invalidity of the scores.

Wall and Alderson (1993) investigate the impact of a secondary-school English examination in Sri Lanka on language teaching. In order to determine whether the exam has an effect on teaching, they focus on the relationship between the exam and the textbook, that is, whether the exam is intended to reinforce the textbook. Over a period of three years, Wall and Alderson and a team of local teachers, who act as observers, visit and observe classrooms in five different areas of the country. After classroom observations, they interview the teachers observed. The findings from the study indicate that the exam impacts on *what* teachers teach but not on *how* they teach. However, Wall and Alderson conclude that “the supposition of washback as currently formulated is an oversimplified account of the relationship between tests and teaching” (p. 41), and suggest that testers should “guard against oversimplified beliefs that ‘good’ tests will automatically have ‘good’ impact” (p. 68).

Watanabe (1996) observes the classroom practice of two different English exam-

preparation classes taught by two experienced teachers: one of each teacher's exam-preparation classes is grammar-translation oriented and the other is not. From the classroom observations, it is found that translation-oriented university entrance examinations do not influence the two teachers in the same way, that is, the exams induce washback on one teacher, but not on the other. Watanabe, however, addresses teacher factors, such as teachers' educational background, personal beliefs, and teaching experience, that might trigger or prevent washback from occurring, and concludes that such factors may outweigh the effect of the entrance exams.

The studies stated above include information provided by teachers, in which only teachers' views and beliefs are considered but do not encompass student views and beliefs. However, the research conducted in Israel by Shohamy, Donitsa-Schmidt, and Ferman (1996) on the long-term washback effect includes both teacher and student perceptions. Through document analysis, questionnaires, and interviews with teachers, students, and language inspectors, they investigate the long-term impact of two national tests that have been implemented in the late 1980's. One is Arabic as a second language (ASL) and the other is English as a foreign language (EFL). Results show that there are different washback patterns for the two tests: whereas the impact of the EFL test, which is a high-stake test, has increased, the washback effect of the ASL test, which is a low-stake test, has significantly decreased over the years.

Alderson and Hamp-Lyons (1996), in a washback study of TOEFL preparation courses in the United States, also consider both teacher as well as student views. They compare TOEFL preparation classes and non-TOEFL preparation classes by the same teachers as well as the teachers' behaviors in both types of classes through the use of three kinds of instruments: student interviews, teacher interviews, and classroom observations. This study shows that the TOEFL test affects both what and how teachers



teach, but the degree and kind of influence vary from teacher to teacher. It is thus concluded that the washback of TOEFL does not result from the TOEFL test itself, but from administrators, material writers, and teachers.

In addition, Cheng's (1997) study embodies both teacher and student opinions. She uses questionnaires for teachers and students, teacher interviews, and classroom observations to examine how the revised Hong Kong Certificate of Education Examination (HKCEE) influences secondary school teaching. She reports that the exam has the most 'intensive' washback effect on the contents of teaching so that fast changes occur in teaching materials, which is due largely to the commercial characteristics of the Hong Kong society.

Cheng (1998, 1999) conducts a follow-up study that focuses on how the revised HKCEE influences secondary school teaching. She (1998) reports the impact of the exam change on student perceptions and attitudes toward their learning. The findings from the questionnaires indicate that although more teaching and learning activities are similar to the exam activities over two years, in which the follow-up study is conducted, student perceptions and attitudes toward the aspects of the exam remain unchanged. Cheng (1999) also reports washback on teacher perceptions and actions by observing three teachers over the two years. After observing the teachers' oral lessons, she discusses each teacher's classroom activities in detail and concludes that the interaction pattern of each teacher's teaching in the classroom do not reveal significant change.

In her literature review of washback studies, Bailey (1999) questions "the extent to which the students' views are independent of, or influenced by, their teachers' views" (p. 16). Despite the final consequences, however, relatively little literature like the three different studies discussed above (Shohamy et al., 1996; Alderson and Hamp-Lyons, 1996; Cheng, 1997, 1998, and 1999) focuses on both teacher and student views

concerning the effects of tests on teaching and learning. Therefore, more studies are needed on student views and student accounts of the washback effect on their learning.

This chapter has reviewed the literature on (a) the definitions of washback, (b) the nature of washback, (c) the relationship between testing and teaching/learning in the light of washback, and (d) empirical research on washback. The next chapter describes the research questions and the methodology of the study.

## CHAPTER 3. RESEARCH QUESTIONS AND METHODOLOGY

### PURPOSE AND RESEARCH QUESTIONS

Studies relating to the washback effect have been carried out in various contexts of teaching and learning (Shohamy, 1993; Watanabe, 1996; Cheng, 1997, Turner, 2001b). This is due to the necessary investigation of the particular educational context in which the test takes place in order to evaluate the impact of a test in an educational context. Cheng (2000) points out the consequences of the education phenomenon in washback studies, and further stresses that “whether the washback effect is positive or negative will largely depend on *how it works* and *within which educational contexts*” (p. 12). Therefore, it is important to be aware of its consequences and to investigate this education phenomenon in various contexts. For this reason, I turn to a case study of a Korean context.

The purpose of the study is to investigate whether or not there is a washback effect from the CSAT (the College Scholastic Ability Test) on the teaching and learning of EFL in Korean secondary schools. Because a washback study observes the relationship between testing and the curriculum, it is worthwhile to examine the CSAT and the curriculum as a first step in order to investigate whether or not the test represents the curriculum. It is, further, conceivable to examine the textbooks, since they are used as a medium of implementing the curriculum.

Thus, the initial questions of this study are divided into two phases: (1) The relationship between the curriculum and the textbooks – What are the characteristics of the curriculum? To what extent do the textbooks correspond to the curriculum? (2) The

relationship between the CSAT and the curriculum – What are the characteristics of the CSAT? Does the CSAT represent the curriculum?

The next step is to identify if there appears to be a washback effect, and to discern the major variable(s) that may be influenced by this effect. The main research questions of this study are therefore as follows:

- (1) Does the CSAT affect EFL teaching and learning in Korean secondary schools?
- (2) If yes,
  - What is the nature of the relationship between the test and teaching/learning?
  - What is(are) the variable(s) influenced by the washback effect?

Most of the research on washback deals only with teacher viewpoints.

Consideration of student viewpoints is essential because they are the key participants directly affected by the phenomenon. In the present study, the main attempt is to closely examine secondary EFL teacher and student perceptions of the washback effect of the CSAT.

Students tend to be influenced by their teachers in terms of the relationship between teaching and learning; nevertheless, student views may be different from, or independent of, their teachers'. For this reason, I focused on both teacher and student perceptions, and compared both of them in order to look at how differently they think and feel about the CSAT and the teaching and learning.

Before discussing the research methodology, I will present a description of the context of South Korea in this chapter.

## **THE CONTEXT OF SOUTH KOREA**

### **1. EDUCATIONAL SYSTEM**

In Korea, an academic year consists of two semesters. The first one begins on March 1<sup>st</sup> and ends on August 31<sup>st</sup>, and the second is from September 1<sup>st</sup> to the end of February of the following year. There are three school vacations during the year: summer, winter, and spring. The summer vacation is from approximately mid-July to the end of August; winter is from mid-December to around the end of January; and spring from mid-February to the end of February.

Preschool education is not yet compulsory, but elementary school is a compulsory six-year program consisting of grades one to six. Secondary school has two cycles: The first cycle, called middle school, is made up of a three-year course. The second is high school, which takes another three years to complete.

There are two main types of high school: vocational and general. The former aims at providing appropriate education for students with special ability in certain fields ranging from agriculture, engineering, and business, to maritime activity. The latter centers on preparations for entering universities. Whereas the general high school pursues studies that are focused on humanities, social sciences, and natural sciences, the vocational school program consists of approximately 40-60 percent drawn from the same courses offered by the general high school, with the remaining portion being vocational courses.

Students who apply for high school are admitted only on the basis of middle school records. At the end of three years of high school, however, both groups of students, vocational high school students and general high school students, have to take a

public examination to enter universities. The Korean Ministry of Education (ME) developed the public examination and is responsible for administering it. The title and the content of the public examination were changed in 1994. The new test is called the College Scholastic Ability Test (CSAT), which is similar to the Scholastic Aptitude Test (SAT) in the United States in that it is administered to all students on the national level at fixed times every year. The characteristics of the CSAT are described in detail in Chapter 4.

Since most high school students today, both general and vocational, wish to go on to institutions of higher learning, the number of students who take the CSAT has increased every year. According to the Ministry of Education (2001), the ratio of high school graduates who took the CSAT in the year 2000 was 83.9 percent from general high schools and 41.9 percent from vocational high schools, with a total of 54.8 percent of those students proceeding on to universities.

In Korea there is a hierarchy of universities, and there is fierce competition to enter the high-ranking institutions. Although the high school records of students are required, the results of the CSAT are the main criteria for university admission. Therefore, students must attempt to achieve the highest score possible in the CSAT, because only the top-ranking students are accepted into the prestigious universities. It is commonly believed that people who graduate from these elite universities are guaranteed better jobs as well as future career advancements. In order to better their chances for university acceptance, most of the current secondary students, middle school students as well as high school students, are eager to go to extracurricular institutions after school or have private tutoring in preparation for the CSAT. Even high school graduates who are unable to immediately enter the universities tend to study an additional year to take the following year's CSAT.

## **2. THE ROLE OF ENGLISH IN SOUTH KOREA**

English is the preferred foreign language to learn in South Korea. As the world has been globalized, it has become a tool in Korea for political and diplomatic purposes and for international trade with the wider world. It is also a mandatory subject in secondary schools. The CSAT contains an English section and students who want to enter universities must take this section in the test. Their grades, especially in English, play an important role in determining whether they will be allowed to enter the universities.

University students must also study English to get better employment. In their recruitment procedures, more and more enterprises tend to prefer people who speak English fluently. As an example of this trend, the Test of English for International Communication (TOEIC), administered by the Educational Testing Service (ETS), is the most authoritative test used by enterprises when they recruit employees. Most of the students at the undergraduate level sit in the library, preparing for the TOEIC rather than studying their own majors. Some of the students even take a year off from their schools and go overseas to study English and improve their TOEIC scores. As Bailey (1999) stated, South Korea has become a major consumer of the TOEIC.

Furthermore, an increasing number of students in elementary schools are leaving their native-country and going to English-speaking countries so that they are exposed to this language during the 'critical period'. The Korean government has two concerns in this matter: such students may lose their first language, Korean, as well as their personal/cultural Korean identities due to over-exposure to foreign cultures during this influential period of their lives; and they may not improve learning in subject areas other than English. In the end, the Korean government believes that it must discover

alternatives to its citizens going overseas in order to learn English.

In early 1994, the Korean government announced a new policy with reference to EFL teaching. Under the previous policy, students were not taught English until after they entered middle schools. In the new policy, the ME announced their decision to teach English in elementary schools and publish a new curriculum, the 6<sup>th</sup> national curriculum, to be implemented in 1997. The new policy included guidelines for implementation of the new test, the CSAT, which would be changed, as the curriculum is implemented.

## **METHODOLOGY**

### **1. PARTICIPANTS**

An attempt was made to choose both vocational and general high schools, so that the impact that the CSAT might have on teaching and learning could be observed regardless of the school type. Usually all schools in Korea, not only public but also private, follow the guidelines of the curriculum provided and regulated by the ME. The administration of the schools is under control of the ME. I focused on three public high schools: two general and one vocational, which were located in Pusan, the second biggest city in South Korea. One of the two general schools was for boys and the other for girls. The vocational school was for girls. The participants in the study were (1) 120 students from six English classes in their last year of high school, and (2) the six respective EFL teachers. Both groups are described in Table 1.



**Table 1. Participants in the Study**

	Type of School	Participants
School I	General	Teacher A (Male) – 20 female students
	High School	Teacher B (Female) – 20 female students
School II	General	Teacher C (Male) – 20 male students
	High School	Teacher D (Female) – 20 male students
School III	Vocational	Teacher E (Male) – 20 female students
	High School	Teacher F (Female) – 20 female students

Whereas School I was reputed for a high ratio of student acceptance at prestigious universities, School II was known for a high ratio of student acceptance at intermediate-ranking universities. School III had a reputation for a high ratio of student acceptance at low-ranking universities as opposed to intermediate. The above-referred-to schools were chosen to ensure that results of this study take into account the academic stereotypes, which exist within the Korean school system. The data were collected in the second semester in 2002.

### **Teachers**

Three male and three female EFL teachers in three different public schools – two teachers from each school – were involved in the study. Their experience in teaching the last year students varied from two to six years. They ranged in age from late twenties to early fifties. They all earned their teaching certificates through the English teaching license program as undergraduates at their respective universities in Korea.

Four teachers are in general high schools, and they have been teaching the last year students of high school with approximately thirty-five to forty students per class.

The time allotment for English instruction is four fifty-minute classes per week.

The remaining two teachers are in a vocational high school, and they have been teaching the last year students with approximately thirty students in a class. The time allotment for English instruction is two fifty-minute classes per week. More detailed information about the teachers is given along with the results of the study in Chapter 5.

### **Students**

One hundred and twenty students in their last year of high school participated in the study. They are the students whom the teacher participants have been teaching throughout the school year 2001-2002.

Among them, eighty students were studying in general high schools. Forty of them were males and 40 were females. The rest, 40 students, were females studying in a vocational high school.

## **2. INSTRUMENTS**

This study was designed to combine qualitative and quantitative research methods. It used three types of instruments: analysis of the CSAT, written questionnaires for teachers and students, and follow-up interviews with teachers.

In the present study, the analysis of the CSAT necessitated examination of the curriculum and the textbooks for the purpose of comparing the relationship between them. Thus, the test paper as well as the curriculum and the textbooks were used as part of the data for the analysis.

The written questionnaires provided both teacher and student data. The teacher questionnaire was supplemented with follow-up interviews. Question content was based on the literature review and my own EFL teaching experience in Korea. In order to construct unbiased questions for this study, in June 2001 I conducted a pilot study with

two EFL instructors teaching students who were in their last year of high school: one was from a general high school for boys, and the other from a vocational high school for girls. Some questions were modified due to the data generated in the pilot study. As a final check to determine the clarity of the questions, the final questionnaire was proofread by my research assistant who then administered the questionnaire to teachers and students.

The questions covered both teacher and student reactions toward the CSAT and viewpoints about their teaching and learning. The student questionnaire asked whether or not students were aware of what the CSAT was like and how they studied for it, and what they felt about it. To better understand how they felt about learning EFL and the CSAT, the questionnaire began by asking whether or not they had gone overseas to study English and whether they had had private tutoring in preparation for the CSAT. The teacher questionnaire mainly asked whether or not teachers noticed the characteristics of the CSAT and how they taught and felt about the CSAT. Before the main questions, they were asked for their personal information, such as educational background, EFL teaching experience, their teaching environment, and their experience in the EFL teacher-training program.

While formulating the teacher and the student questionnaires, I intended to compare the opinions of both groups concerning the CSAT, and therefore divided the questions into the same categories for both groups. Sometimes, the questions were exactly the same for both groups; *awareness of the CSAT* and *attitudes toward the CSAT and the textbook*. Other times, vocabulary was different. For example, *teaching* was asked about on the teacher questionnaire and *learning* on the student questionnaire. Both questionnaires were compatible with each other for analysis purposes.

Both questionnaires included four point Likert-scale items, 'yes' or 'no' response items, and open-ended items. Questions asking about attitudes toward the CSAT and the

textbook were scaled according to degree of agreement, from ‘strongly disagree’ to ‘strongly agree’. Questions concerning teaching and learning and awareness of the curriculum and the CSAT mainly consisted of a ‘yes’ or ‘no’ response format. The student questionnaire was prepared in the mother tongue, Korean. The teacher questionnaire was presented in English. However, the teachers were encouraged to answer the questions either in English or in Korean. The questionnaires can be found in Appendix A. The English version of the student questionnaires is also included in Appendix A.

As Wall and Alderson (1993) mentioned, it is important to complement the questionnaire responses with teacher interviews in order to obtain detailed insights. For this reason, follow-up interviews were planned and held with the teacher participants. The interviews were conducted in Korean.

### **3. PROCEDURE**

Several preliminary steps, as part of this research, had to be taken before actually investigating the washback effect of the CSAT through questionnaires and interviews. These steps were the analyses of the curriculum, the textbooks, and the CSAT.

Therefore, gathering the curriculum, the textbooks that the participants were currently using, and the CSAT version administered in 2001 formed part of the process of the data collection. It is to be noted that the CSAT was revised in 1994. Therefore, the test only varies each year by administering different versions. The curriculum guidelines and the test paper were available on the Internet, and I first downloaded them from the websites concerned (See Appendix C for the CSAT. The curriculum guidelines are approximately 50 pages and can be obtained from the website. For this website, see “References”, Ministry of Education, 1996). Next, I asked the teacher participants to

send me the textbooks they were using in their teaching.

Collection of the questionnaire data occurred in February 2002. Appropriate ethical procedures were followed (see Appendix B for a copy of the Ethical Certificate from the Faculty of Education at McGill University). Since the student participants were 18 years old, the parental consent was sought. All participants, including the parents of the student participants, were informed about the nature, purpose, procedures, risks, and benefits of the research through written consent forms. The students were assured that participation in the research was voluntary. They were also assured that any information gathered from them would remain confidential and would be used only for the purpose of this study.

The focus of this study was the context of South Korea and all participants resided within this country throughout this study. As I was living in Canada, a research assistant living in Korea assisted in part of the data collection so as to assure data confidentiality. The research assistant administered the teacher as well as the student questionnaires. Before she received both questionnaires, she was informed about the procedure for data collection by telephone. She was also given written instructions about administration along with the questionnaires. She distributed the questionnaires to the students and the teachers prior to the administration in an effort to give them time to think about the questions. She administered the student questionnaire in class. At the same time, the teachers answered the questionnaire in the teachers' room. After both questionnaires were completed, they were collected and sent to me by the research assistant. The follow-up interviews were held with the teacher participants after the teacher questionnaires were returned. The interviews were carried out over the telephone by the researcher using a semi-structured format and the content was organized systemically based on the teacher questionnaire.

While preparing the interview questions, I perused the questionnaire responses to discern what the most salient and problematic issues were so that I could ask for more detailed explanations. The interviews lasted approximately one hour each, and were tape-recorded and transcribed for later analysis. During the interviews, the teachers were allowed to elaborate so that I could clarify vague statements as well as probe beyond the answers to the prepared questions. The teachers were also free to comment on what most concerned them about their teaching.

#### **4. DATA ANALYSIS**

The data analysis began with a description of the curriculum. The curriculum examined in this study does not always state what the main elements are; therefore, I identified the main elements of the curriculum and delineated the most distinctive features. I did this based on my experience as a former EFL high school teacher in Korea and my knowledge gained in curriculum studies during my master's degree at McGill University. I examined the 6<sup>th</sup> national curriculum, which refers to the whole curriculum for the subject of English, and the English curriculum for high school – for the last year of high school students.

First, I described approaches used in the 6<sup>th</sup> national curriculum, its nature, and its main principle. Then, I summarized the main characteristics of the curriculum that the ME announced. Next, I studied the English curriculum for high school across four areas: goals and objectives, content, skills to be developed, and methodology recommended. I used the Ministry document, *Explanation of the English Curriculum for High School* (Ministry of Education, 1996), which is written in Korean, as the main source to describe the English curriculum for high school – for the last year of high school students.

In the next step, the textbooks were analyzed. The textbook analysis was

conducted on the basis of a checklist for evaluation of coursebooks proposed by Cunningsworth (1995). From the analysis, I analyzed how the textbook was organized, its goals and objectives, content, skills, and methodology, and compared them to the curriculum according to the above four areas, excluding how it was organized.

Then, the CSAT, which was downloaded from the Internet, was analyzed. This was a description of the CSAT and its characteristics. I described the purpose and the characteristics of the CSAT that the ME announced. To verify ambiguous statements in the announcement, I used Kim's (1998) study on evaluation of the CSAT. I then analyzed the CSAT on the basis of 'A framework of language test characteristics', suggested by Bachman and Palmer (1996)

Through comparing the data obtained from the analyses of the test and the curriculum, I determined if the test represented the curriculum.

Next, both teacher and student questionnaire responses were examined through the application of frequency counts, and presented in percentages using Excel 2002 (Version 10). I calculated a total answer for each question across the student questionnaires in order to identify a total student response. I also looked at the totals for each class and then for each type of school. As for the teacher questionnaire, I followed the same procedure as I did in the student questionnaire. I then compared the student answer to each question with the corresponding teacher answer in order to examine the similarities and differences across responses.

Interview data along with the questionnaire responses were looked at from two different angles: first, to see if each teacher appears to be affected by the test, and secondly, for each category presented in the questionnaire, to see if there is a specific washback effect in each category, such as content of teaching, method of teaching, or ways of assessment.

After reading through the questionnaire data and the interview data to identify salient features, I combined and reorganized categories according to the common features found. A list of the categories is provided with the results of the study in Chapter 5. The results are presented according to each category. The comparison of answers across both questionnaires is presented along with tables, and the interview data are described to confirm the results in the teacher questionnaire or to support their opinions which differ from the student opinions.

This chapter has described the purpose of the study and the research questions, the context of South Korea, the participants in the study, the instruments used, the procedures of the data collection, and the methods of data analysis. Before reporting the results from the questionnaire data and the interview data, the next chapter presents the results from analyzing the curriculum, the textbooks, and the CSAT.



## **CHAPTER 4. RELATIONSHIPS AMONG THE CURRICULUM, THE TEXTBOOKS, AND THE CSAT**

### **INTRODUCTION**

To answer the initial questions raised in Chapter 3, this chapter looks closely at the relationships among the curriculum, the textbooks, and the CSAT – (1) *the relationship between the curriculum and the textbooks*, and (2) *the relationship between the CSAT and the curriculum*.

Below, I first describe the curriculum and analyze the textbooks. It is commonly believed that the textbooks reflect the philosophy of the curriculum, for establishing the guidelines of the textbook design is considered to be part of developing a curriculum. The analysis of the textbooks is thus needed to probe the belief.

Then, I compare both the curriculum and the textbooks to examine (1) above, the relationship between the two. In the examination of the relationship between the two, four areas serve as main criteria: goals and objectives, content, skills to be developed, and methodology recommended.

Next, I analyze the CSAT and compare both the CSAT and the curriculum to determine (2) above the relationship between the two, that is, whether the CSAT represents the curriculum. In determining the relationship between the two, three areas serve as main criteria: goals, content, and skills to be developed. This determination is crucial when characterizing the nature of the washback effect in the event that the presence of washback is confirmed in the study.

This chapter is useful to better understand in what way and why the participants responded to the washback effect.

## THE CURRICULUM

In the present study, the 6<sup>th</sup> national curriculum serves as a guide for the English curriculum for high school in order to understand the general philosophy of the curriculum. The 6<sup>th</sup> national curriculum, which refers to the whole curriculum for the subject of English, was implemented in 1997. As a result of the changes made to the curriculum, there was a noticeable increase in the awareness of the role of English in South Korea. That is, English began to be taught as a regular subject in elementary schools for the first time, and the development of communicative language ability was emphasized in secondary schools.

In describing the 6<sup>th</sup> national curriculum, approaches used, its nature, and its main principle are in turn considered. Then, the main characteristics of the curriculum are summarized. In describing the English curriculum for high school – for the last year of high school students, four areas are considered: goals and objectives, content, skills to be developed, and methodology recommended.

The Ministry document, *Explanation of the English Curriculum for High School* (Ministry of Education, 1996), which is written in Korean, serves as the main source to describe the English curriculum for high school – for the last year of high school students.

The 6<sup>th</sup> national curriculum uses a humanistic approach in which active student involvement in learning is encouraged, and the nature of the curriculum is communicative. That is, the curriculum considers language as a means of communication. The main principle of the curriculum is to develop student communicative competence. In the curriculum, thus, EFL teaching attempts “to develop learners’ communicative competence in English through meaningful drills and communicative activities, such as games, with the aid of audio-visual equipment”

(Development Committee, 1992, p. 180; cited from Defeng Li, 1998).

The most distinguishing feature of the 6<sup>th</sup> national curriculum from the previous one is that a grammatical or structural syllabus is gradually converted into notional-functional syllabuses in which the language content is arranged according to the meanings a learner needs to express through language, and the functions for which the learner will use the language. However, since South Korea is an EFL context unlike an ESL context with the enriched target language environment, the 6<sup>th</sup> national curriculum is indeed organized on the basis of the structural-functional syllabus, that is, ‘mixed syllabuses’, which are defined as “a mixture of two or more types of syllabuses” (Brown, 1995; p. 12). In other words, due to lack of target language use in Korea, notional-functional syllabuses are supplemented by a structural syllabus, and the teaching of grammatical items and structures is more reduced than the previous one.

The main characteristics of the 6<sup>th</sup> national curriculum can be summed up as follows:

- (1) The 6<sup>th</sup> national curriculum leads to student-centered learning; it encourages students to play active roles in language learning.
- (2) The 6<sup>th</sup> national curriculum uses a process-oriented approach rather than a product-oriented one; it changes rote-memorization learning to cognitive learning, and uses a fluency-oriented approach rather than an accuracy-oriented one.
- (3) The 6<sup>th</sup> national curriculum requires practicality in the development of student communicative competence; it introduces communicative language learning into EFL teaching.
- (4) The 6<sup>th</sup> national curriculum places an emphasis on validity in the assessment of student learning; it develops various evaluation tools and methods to assess the progress of student achievement, and utilizes the results of the evaluation to improve

the quality of instruction.

- (5) The 6<sup>th</sup> national curriculum meets social and national requirements, such as cultural exchange, development of diplomatic relationships, and economic cooperation between nations.

The English curriculum for high school (hereafter, the curriculum) has two primary goals: to enable students to communicate in English with foreigners, in the academic context and in daily life, the latter, to understand foreign cultures, as well as Korean culture, and introduce Korean characteristics to the world. The curriculum categorizes these general goals into four specific objectives as follow: (1) students should be able to comprehend basic academic information and discourse about daily life in authentic oral and written English; (2) students should be able to appropriately express actual and potential situations in which they are involved in oral and written English; (3) students should be able to understand foreign cultures; (4) students should be able to better understand the Korean culture and introduce it to the world.

The content of the curriculum is mainly designed according to a functional syllabus along with topics. One of the main concerns of the curriculum is to develop student cognitive skills through various tasks such as identifying the main points from spoken or written language, making inferences from a reading passage, rephrasing or summarizing, intensive or extensive reading, and controlled or free writing. To achieve these tasks, the curriculum encourages teachers to cover four language skills; however, it emphasizes integrating the four skills, not just teaching them separately.

For the purpose of providing students opportunities to integrate various information and materials across academic as well as general topics and to extend their knowledge of the topics, the curriculum includes many content topics, from everyday life to serious social issues including literature and history: for example, different types of

love, manners, overpopulation, pollution, drain of natural resources, traffic matters, racism and discrimination, inequality, international conflict, and the welfare system.

The curriculum takes teaching methodology into consideration. It discourages using a grammatical syllabus because such a syllabus does not help in developing communicative competence. Other than the syllabus, the curriculum suggests communicative language teaching and notional-functional approaches as well as many teaching methods such as the audio-lingual approach, total physical response method, suggestopedia, natural method, and community language learning. However, it is noted that teachers can adapt the methods appropriate to their present teaching situations insofar as they provide as many communicative activities as possible in class which lead to student-centered learning. In using these methods, communicative functions are divided into two skills: receptive skills and productive skills. Receptive skills consist of listening and reading, and productive skills contain speaking and writing. It is suggested that receptive skills are first taught, and productive skills are later taught within the range of content learned through the receptive skills. In other words, students are taught in the order of listening, reading, speaking, and writing. It is also stated that both receptive and productive skills should be developed equally.

### **THE TEXTBOOKS**

The Korean Ministry of Education (ME) is responsible for the publication and distribution of school textbooks, even though private companies are commissioned by the ME to publish them. There are eight sets of English textbooks available to high schools, and each school must choose its textbooks from this selection with the agreement of its EFL teachers. According to the ME (1996), in comparison to the previous ones, these textbooks include not only reading and writing lessons, but also

more listening and speaking activities. All eight sets of English textbooks contain audiotapes. The English textbooks are distributed to students; the audiotapes are available only to teachers, but students can purchase them.

In the present study, two sets of textbooks that the participants are currently using are analyzed on the basis of a checklist for evaluation of coursebooks proposed by Cunningsworth (1995). Cunningsworth suggests eight categories to be considered on the checklist: aims and approaches, design and organization, language content, skills, topic, methodology, teachers' book, and practical considerations. As Cunningsworth (1995) mentioned, since it is necessary that we identify our own priorities and decide on a manageable list of the most important criteria for practical purposes, the present study considers five categories modified from the eight categories: organization, goals and objectives, content, skills, and methodology.

One of the two sets of textbooks is 'English II' published by Kumsung Co. It was used by the participants in School I. The other is 'English II' published by Sisayoungasa Co., which was used by the participants in School II and III. Within the categories, the organization of the textbook is first described to provide a global view of how the textbook is designed, and then the remaining four categories (as mentioned at the beginning of this chapter) are considered to examine if the textbook corresponds to the curriculum.

### ***English II published by Kumsung Co.***

There are 14 units in the textbook (see Appendix D for textbook examples). The time allocated to each unit is not specified. Each unit simply consists of seven sections: 'Listen', 'Read', 'Comprehension', 'Word Study', 'Speak', 'Write', 'Exercise I', and 'Exercise II'. Also, there is some material for rapid reading and an 'Appendices' section

at the end of the textbook.

The first 'Listen' section provides the target expressions of a unit as well as an opportunity to practice speaking using the target expressions. It also includes listening comprehension questions such as identifying the main idea after listening to tapes.

The next section, 'Read', begins with pre-reading questions relevant to the reading passages that follow. These questions allow students to read for general understanding. In the 'Comprehension' section, preceded by the 'Read', students are asked if they have understood what they read along with specific questions such as finding what a specific word in a reading passage refers to. The 'Word Study' section shows various usages of words presented in the reading passages, and the word family.

In the 'Speak' section, students are encouraged to practice speaking using the learned target expressions. For the speaking activity, this section also provides one dialogue, which occurs between two persons, and asks students to do role-play in pairs. However, the dialogue does not allow students to apply, or extend, the situation to their own situation. It does, though, contain target expressions and gives students an opportunity to practice them. Students thus may read aloud with the dialogue, but do not role-play.

The 'Write' section prepares students to translate Korean to English using the learned structures across a unit. It also allows students to attempt in-depth learning of language forms presented in a unit such as conversion of the sentences.

In the last two sections, 'Exercise I' and 'Exercise II', students are given opportunities to practice all the four language skills. The 'Exercise II' section, especially, encourages students to do controlled as well as free writing with given topics, which are relevant to the topic of a unit.

The 'Appendices' section includes new words, listening tape scripts, and answers

to exercises across the all units.

This textbook provides opportunities to achieve the goals of the curriculum, which are to enable students to communicate in English with foreigners in an academic context and daily life, and to understand foreign cultures as well as Korean culture, introducing Korean culture characteristics to the world. It allows students to have conversation in a given situation in the ‘Speak’ and ‘Exercises’ sections, and to have discussions about the given topics in written format in the ‘Exercises’ section. It also provides students with opportunities to think about and gain confidence in the Korean culture. Examples of culture awareness can be found in units 6 and 12. Unit 6 consists of a Korean poet’s biography along with his poem. Students can better understand Korean history and gain confidence with Korean literature from this unit. In unit 12, ‘Tradition and Modernization’, students can think about Korean tradition and how it is similar to western cultures.

The content of the textbook is organized according to topics and is sequenced in the order as described above. It covers various topics such as the history of Britain, famous Korean poetry, parts of a novel by a foreign author, and debates on the issue of nuclear power plants and environmental problems. The content matches the suggested content of the curriculum, which asserts that students should be given opportunities to integrate various information and materials across academic as well as general topics in order to extend their knowledge of the topics. In terms of linguistic content, grammar structures are implicitly presented in the context of the textbook. The textbook also shows how to take part in conversation and how to structure a piece of extended writing. It uses about 800 new words, of which the quantity and range are set by the ME. However, there is no section for pronunciation practice in this textbook.

As can be seen in the title of each section, this textbook is designed to use the



four language skills in order to achieve tasks. That is, the textbook allows students to improve communicative language ability not only by covering all four-language skills but also by integrating the four. This goal is explained in the curriculum.

With regards to methodology, the textbook uses the communicative language teaching approach. The principle of the textbook shows that it focuses on a fluency-oriented approach rather than an accuracy-oriented; this too is mentioned in the curriculum.

***English II published by Sisayoungasa Co.***

There are 13 units in this textbook, and the time allotted for each unit is 10 fifty-minute classes (see Appendix D for textbook examples). Each unit is comprised of 12 sections and is sequenced in the following order: ‘Listen Practice’, ‘Mini Dialogue’, ‘The Body’, ‘Conversation Drill’, ‘Reading Comprehension’, ‘Listening Comprehension’, ‘Speaking Practice’, ‘Writing Practice’, ‘Let’s Take a Break’, ‘Role-Play’, ‘Further Study’, and ‘Exercise’. ‘Overall Checkup’ comes after unit 3, 7, 10, and 13. There is also an ‘Appendices’ section at the end of the textbook.

The first two sections, ‘Listen Practice’ and ‘Mini Dialogue’, provide the target structures and expressions to be taught across the unit. In these sections, students listen to and repeat the target structures and expressions from the audiotapes.

‘The Body’ section includes reading passages, the title of which corresponds to that of a unit. In the ‘Reading Comprehension’ section, true or false and wh-questions are given in order to check whether students have understood the reading passages in ‘The Body’ section.

The ‘Reading Comprehension’ section is relevant to the topic of a unit, but the next section, ‘Listening Comprehension’, is not related at all. Moreover, it does not

include the learned target expressions. Its content is mainly about daily life, and its questions relate to the pictures in the textbook or identify the main topic or situation.

Opportunities for speaking practice are provided in the sections, ‘Conversation Drill’, ‘Speaking Practice’, and ‘Role-Play’. Unlike what is indicated in the title of the section, these three sections do not engage students in any real conversation because discourse in these sections is unnatural and scripted. In addition, interaction between interlocutors does not occur in these sections because the tasks are either to repeat structures presented in the unit or to substitute parts of phrases within the example sentences, and the answers are already given in the textbook. Nevertheless, through the tasks, students can use what they have learned and extend their knowledge of the topic presented in the unit.

In the ‘Writing Practice’ section, there are various writing activities. Students dictate what they hear from the tapes or their teachers. Sometimes, students are asked to summarize the learned reading passages by rephrasing sentences, to take a memo after reading a short conversation, to make up their own resume for future job employment, or to translate from Korean to English using the learned structures. Students also have an opportunity to write short essays with given topics, which are related to the topic of the unit.

The ‘Let’s Take a Break’ section includes good models, which can be used in real conversation such as at a restaurant, making an appointment, agreement and disagreement, or in responding to a sign board in the street and onto a classified ad found in a newspaper.

The ‘Further Study’ covers all the language forms presented in a unit, divided into several subcategories: Pronunciation, Stress, and Pause, Word Power (Usage of Words in Context), Useful Expressions, and Structure Review.

The 'Exercise' section provides students with opportunities for in-depth learning of the language forms presented in the unit, such as conversion of the sentence using the learned structures. It sometimes checks whether students comprehend the reading passages given by asking questions such as identifying the main idea or suitable title to the passages; however, the reading passages given in the 'Exercise' section are not the ones presented in 'The Body' section.

The 'Overall Checkup' section allows students to do extensive reading. Students are asked to find the best title or summary for the passages they read or to fill in the blank with the most suitable word after reading passages. The common feature with this section is that all tasks are in multiple-choice format.

The 'Appendices' section at the end of the textbook includes listening tape scripts, answers to reading comprehension, writing practice, exercises, and an overall checkup for the all units, useful expressions across the units, and a mini dictionary (new words).

This textbook achieves two major goals of the curriculum: to improve communicative language ability and to be aware of various cultures including the Korean culture. The former is achieved by providing opportunities for communication activities across a unit. For example, in the three sections, 'Conversation Drill', 'Speaking Practice', and 'Role-Play', students have opportunities to do communicative activities albeit a somewhat artificial discourse.

The latter, culture education, is achieved by including various social and cultural values in the reading passages. Students are exposed to different cultures through the reading. For example, unit 4, 'Marriage Customs in Africa', shows how the African culture is in terms of marriage. It is specified as the rationale for choosing the topic at the beginning of the unit, so that students can understand and discuss cultural traditions and background different from their own culture.

The textbook also satisfies the curriculum in terms of content. It deals with various genres such as dramas, novels, essays, and articles in a newspaper. Students are given opportunities to think extensively and have better knowledge about topics presented in the textbook. It covers the structuring and conventions of language use at the sentence level. Unlike English II published by Kumsung Co., there is material for pronunciation work such as pronunciation, stress, liaison, and intonation. According to Chun (1988), intonation is considered as a powerful tool for international cues such as interrupting, negotiating a turn, changing the subject, concluding an argument, and so forth.

This textbook uses the four language skills, and allows students to practice all the skills across each unit. Students can improve the four skills equally through practice.

With regards to methodology, the textbook is written from the communicative language teaching approach. It also uses the functional-notional approach. One example using this approach can be found in the 'Let's Take a Break' section. Various situations and notions are presented in the section, such as being at the bank, expressing thanks, getting a medical diagnosis, and conference expressions. These two kinds of approaches are recommended by the curriculum.

### **COMPARING THE TWO TEXTBOOKS AND THE CURRICULUM: SUMMARY**

The overall picture of how the two textbooks are organized shows slightly different features between them. That is to say, English II published by Sisayoungasa Co. has a strong emphasis on writing practice. It contains many different writing activities such as summarizing the learned reading passages by rephrasing sentences, taking a memo, writing a short essay, and so forth. It also includes pronunciation work.

On the other hand, English II published by Kumsung Co. does not include

pronunciation work. It, however, is well organized in terms of the four language skills. The four skills are well integrated within the unit.

After examining the two textbooks in detail, it can be stated that both are designed to teach the four language skills in the following specific order: listening, reading, speaking, and writing. The curriculum also recommends that teachers emphasize these skills according to this specific order.

When comparing the two textbooks to the curriculum, they satisfy the goals and objectives of the curriculum and include the content of the curriculum adequately. The textbooks also cover all the skills to be developed: listening, reading, speaking, and writing, which is explained in the curriculum. Finally, the textbooks use methodology recommended by the curriculum such as communicative language teaching. Thus, the two textbooks successfully reflect the philosophy of the curriculum. By returning to the first initial question about the relationship between the curriculum and the textbooks, it is concluded that the textbooks correspond to the curriculum. They reflect what the ME has set out in the curriculum guidelines. Therefore, the curriculum can be considered interchangeably with the textbooks in examining the relationship between the curriculum and the CSAT, so that it can be stated as the curriculum/textbooks.

Next, an analysis of the CSAT is needed to see if the CSAT represents the curriculum. Firstly, the purpose and characteristics of the CSAT revised in 1994 that the ME announced are described. To verify vague statements in this announcement, a study conducted to evaluate the CSAT in 1998 and funded by the ME, is used to describe the characteristics of the CSAT. Next, the CSAT is analyzed according to 'A framework of language task characteristics', suggested by Bachman and Palmer (1996). After the CSAT is analyzed, it is determined whether the CSAT represents the curriculum. In determining this, the followings are mainly considered: how well the CSAT measures

student achievement of goals, how appropriately the CSAT content reflects that of the curriculum, and whether the CSAT measures the skills put forth in the curriculum.

Judging from the above conclusion in terms of the relationship between the curriculum and the textbooks, it can be noted that the CSAT represents the curriculum if the test contains the same content and/or task types as the textbooks, since the curriculum is represented by the textbooks.

### **THE CSAT**

Unlike in Japan, where each university produces its own entrance examination, it is the ME in Korea that develops and administers a university entrance examination, the CSAT. The ME modified the content of the CSAT in 1994 to reflect the curriculum guidelines. The ME attempted to develop the English section of the CSAT (hereafter, the CSAT will refer to the English section of the CSAT) to include the types of questions that evaluate student cognitive skills, and not rote-memorization.

The purpose of the CSAT is twofold: First, it is used to measure student academic English competence which is required to complete courses offered in universities. Second, the purpose is to evaluate the degree to which students achieve what is indicated in the curriculum. In other words, the CSAT is a proficiency test, like the Test of English as a Foreign Language (TOEFL), for it measures student ability to use English in an academic setting. For example, it measures whether or not students can read and comprehend articles or journals written in English, ones that are relevant to their future majors but require very general knowledge of them. The CSAT is also an achievement test, for it measures how much students have learned from a particular instructional program, based on the curriculum (i.e., high school curriculum).

According to a study conducted by Kim (1998), the ME has described the

characteristics of the CSAT as follows:

- (1) to evaluate the four language skills, listening, speaking, reading and writing, based on the curriculum
- (2) to focus on comprehension of information presented by units on phrase, discourse, or sentence, rather than rote memorization of vocabulary or grammatical knowledge
- (3) to emphasize fluency in English in a real-life domain, to measure the student's ability to achieve his goals through various and creative learning strategies, and to suggest effective learning strategies
- (4) to directly evaluate receptive skills, *listening and reading*, and to indirectly evaluate productive skills, *speaking and writing*, in order to gradually transfer the student's interpreting from receptive realization in listening and reading to productive realization in speaking and writing.

In the field of language testing, Bachman and Palmer are frequently referred to. Bachman and Palmer (1996) point out that their framework of language task characteristics is useful for describing the characteristics of test tasks, and "as a means for assessing reliability" (p. 47). I found their model pertinent to this study because it provides a clear and detailed picture of the characteristics of a test, and serves as criteria to measure the relationship between a test and the curriculum relevant to such a test. I will thus describe the characteristics of the CSAT according to their framework, which consists of five task facets: the setting of the test, the test rubric, the input, the expected response, and the relationship between input and response. To help understand what each facet indicates, I will explain the components of each facet using the concepts that Bachman and Palmer (1996) present in their framework. After the explanation of each facet, I will discuss the components as applied to the CSAT.

First, *the facets of the setting* (Bachman and Palmer, 1996) refer to the physical

environment in which testing takes place, such as the location, the noise level, temperature, humidity, seating conditions, lighting, and materials or equipment provided. They also refer to participants and the time of testing, that is, who the test takers are, who administers the test, and when the test is administered. Once the completed CSAT application forms are registered, these persons are informed of the locations in which the CSAT will take place. Usually the locations are public schools close to their residences. On the test day, those who are not taking the test have no class and schools, excluding those used for test administration, are closed. Even business hours are delayed in order for the test takers to not be late in arriving at the test locations. While the listening comprehension test task is administered, planes are not allowed to land or take off, since noise from the planes may interrupt the test administration. The areas in which the CSAT takes place are non-distracting, and have very low noise level. The CSAT is usually carried out in November, at the beginning of winter. However, the temperature and humidity inside are comfortable. As for the seating conditions, each test taker has an individual desk and chair; lighting is bright. With regard to the materials or equipment provided, the test takers bring their registration form for the CSAT. The markers for the computer OMR card are provided, and the test takers use them on the test paper. Other than the markers, they can bring their own pens, pencils, and erasers.

The test takers are students in their last year of high school and high school graduates who could not enter the universities in the previous year. People involved in administering the CSAT are teachers who are currently teaching in schools. They are appointed as invigilators by the ME and are paid for supervising the test. These teachers are unlikely to be familiar to the test takers. In addition, the test takers do not know each other, because the groups are made up of test takers from different schools in every test location. The English section of the CSAT is administered in the afternoon. Prior to the



English section, they take three different sections, which are science, mathematics, and Korean language. Normally students can be quite tired by the time the English section is administered.

Second, *the test rubric facets* (Bachman and Palmer, 1996) are characterized as instructions and structure of the test, time allotment, and scoring method. Components of the test instructions are the language and the channel in which the instructions are presented, and specification of procedures and tasks. All instructions of the CSAT are presented in the test takers' native language, Korean. Parts of the spoken language test tasks, listening and speaking tests, are explained through both aural and visual instructions. However, parts of the written language test tasks, reading and writing tests, are explained only through visual instructions. Procedures are clearly and briefly explained, but no examples are given. Explanations are provided one at time, but, if necessary, they are linked to particular parts of the test. For instance, when one reading passage covers two questions, the procedures are linked together and specified explicitly for the questions.

Components of the test structure are the number of tasks, salience of tasks, sequence of tasks, relative importance of task, and number of tasks per part. The description of the CSAT structure is summarized in Table 2.

Table 2. Description of the CSAT Structure

Part	Task Type	No. of Tasks	Time Allowed	Score Distribution	
I. Listening & Speaking Tasks	Multiple- choice questions	17 questions	20 minutes	1 (point): 3 (question)	
				1.5 (point): 9 (question)	
				2 (point): 5 (question)	
				Sub-total	26.5 (point)
II. Reading & Writing Tasks	Multiple- choice questions	31 passages; 33 questions	50 minutes	1 (point): 2 (question)	
				1.5 (point): 21 (question)	
				2 (point): 10 (question)	
				Sub-total	53.5 (point)
		50 questions	70 minutes	80 points	

This test is organized in two components: spoken language and written language aspects. Listening and speaking test tasks are combined in the spoken language aspects, and reading and writing test tasks are in the written language aspects. The spoken and written components are clearly distinguished through instructions. However, as indicated in Table 2, the task types are the same, multiple-choice questions. These task types may not be appropriate for measuring the different areas of language ability, for speaking and writing abilities are tested through multiple-choice questions.

The sequence of the test components is fixed; the reading and writing test tasks are followed by the listening and speaking test tasks. Furthermore, to relieve the test taker's nervousness, the questions are arranged from easy to difficult.

The scoring method includes three components: criteria for correctness, procedures for scoring the response, and explicitness of criteria and procedures. The scoring method of the CSAT is differentiated into three categories within a range of 1, 1.5, and 2 points, depending not on the degree of difficulty, but on the degree of eliciting the test takers' cognitive skills. For example, questions assessing the relatively simple

cognitive skills of the test takers, such as multiple-choice tests of vocabulary or grammatical knowledge, are awarded 1 point; and ones assessing their ability to make inferences from a reading passage are given 2 points. However, it is from score distribution rather than from the number of tasks or the times allowed that the test takers can notice that all parts are equally important. The test is timed, because the test score may be affected by how quickly the test taker completes the whole task.

Scoring criteria are essentially the same for all items in the task: points are awarded if answers are correct and no points are given for an incorrect answer. Scoring procedures require that the answer sheets completed by the test takers be collected by the test administrators, and that the responses on the answer sheets be scored through the computer by the authorities concerned. Prior to the administration of the test, the test takers are explicitly informed about these criteria and procedures.

Third, *the input facets* (Bachman and Palmer, 1996) look at the format in which input is presented and the nature of the language that is used in the input. The format includes channel, form, language, length, type, degree of ‘speededness’, and vehicle in which input is delivered. The main channel of input presentation in the CSAT is visual, but, if necessary, it is presented in both visual and aural format. For example, in the listening comprehension task, some questions require choosing the suitable answer from the given chart or picture after listening to the information (one example of these questions can be found in Appendix C, question no. 9). The form of input presentation is language, and the presented language is the target language, English.

In terms of input length, the spoken language and the written language test tasks are similar. If one reading passage covers two questions, its length is approximately 200 words. Otherwise, the length in both test tasks is usually less than 100 words.

The type of input is formulated as an item for each question, because the test

consists of multiple-choice questions. The degree of ‘speededness’ is high, as shown in Table 2. Since each task has a time limit, the test takers have to process the input information as quickly as possible. In the listening comprehension task of the CSAT, the vehicle of input delivery is reproduced, which is done through audiotape.

The nature of the language used in the input refers to both language and topical characteristics. Language is used to provide the test taker with the ability to create and interpret information or discourse presented in the input. Language characteristics show how the language is organized. These characteristics are divided into two categories: organizational and pragmatic characteristics. The former, organizational characteristics include grammatical and textual aspects. Components of the grammatical aspects are vocabulary, morphology, syntax, phonology, and graphology. Components of the textual aspects are cohesion and rhetorical or conversational organization. The latter, pragmatic characteristics include functional and sociolinguistic aspects. Components of the functional aspects are ideational, manipulative, heuristic, and imaginative functions (see Bachman and Palmer, 1996 for detailed definitions).

Topical characteristics show in what type the information is presented, such as academic, personal, and technical. The nature of language used in the CSAT is described in Table 3.

Table 3. The Nature of Language Input of the CSAT

<b>Language Characteristics</b>	
<i>Organizational characteristics</i>	
Grammatical	- Vocabulary: broad range of general vocabulary.
	- Morphology and syntax: broad range of organized structures.
Textual	- Cohesion: cohesive, with a broad range of cohesive devices.
	- Rhetorical: relatively broad range of artificial conversation
<i>Pragmatic characteristics</i>	
Functional	- Ideational and manipulative
Sociolinguistic	- Standard English
	- Register: formal
	- Natural: unnatural
	- Cultural references and figurative language: minimal
<b>Topical Characteristics</b>	broad range of topics

Fourth, *facets of the expected response* (Bachman and Palmer, 1996) look at the format in which a response is produced and the nature of the language that is used in the response. The format and the nature of language are described through the same characteristics proposed in *the facets of the input*. It is not necessary to describe all the characteristics, because the characteristics of the response are somewhat redundant in the case of the CSAT, which only consists of multiple-choice tasks. The type of response does, though, need to be considered. Bachman and Palmer (1996) distinguished three kinds of responses: limited production, extended production, and selected. The limited production response asks for a single word or phrase. This type of response can be found in a task of short completion items. The extended production response requires language that is longer than a single sentence or utterance. One example of this response type task is free composition. The selected response asks the test taker to select one response from more than two given. This response type is for multiple-choice tasks. All tasks on the CSAT are selected response type.

Finally, *facets of the relationship between input and response* (Bachman and Palmer, 1996) consider reactivity, scope of relationship, and directness of relationship.

The reactivity indicates “the extent to which the input or the response directly affects subsequent input and response” (Bachman and Palmer, 1996; p. 55). With reference to reactivity, there are three types of test tasks: reciprocal, non-reciprocal, and adaptive. There are two distinctive features to determine the three types of test tasks: feedback and interaction between language users. Reciprocal test tasks have both feedback and interactions and non-reciprocal tasks have neither of the two. In adaptive test tasks, however, the feedback is involved, but the latter is not. Judging from the distinctive features above, the CSAT is a non-reciprocal test task, because it is not necessary to give feedback and to have interaction between two language users in a multiple-choice test like the CSAT.

The scope of relationship means “the amount or range of input that must be processed in order for the test taker or language user to respond as expected” (Bachman and Palmer, 1996; p. 55). The amount of input that the CSAT requires the test takers to process ranges from broad to narrow. In the CSAT, the broad scope test tasks consist of selecting the best title for a reading passage, finding a main idea in the entire reading passage, and making inferences from a reading passage, or from utterances in the case of listening comprehension test tasks. Some questions require the scanning of a table or chart extracted from a newspaper or an article, and choosing a correct answer in a multiple-choice grammar item, all of which fall into the narrow scope test tasks.

The directness of relationship refers to “the degree to which the expected response can be based primarily on information in the input, or whether the test taker or language user must also rely on information in the context or in his own topical knowledge” (Bachman and Palmer, 1996; p. 56). In the CSAT, the degree of the relationship is mostly direct, since most of the responses are included in the information provided in the input.

## COMPARING THE CSAT TO THE CURRICULUM/TEXTBOOKS

As revealed above in the comparison of the two textbooks and the curriculum, the textbooks reflect the curriculum. Therefore, when comparing the CSAT to the curriculum, the textbooks can be regarded as the curriculum. That is, comparing the CSAT to the curriculum infers comparing the CSAT to the textbooks. The remaining of this section will compare the CSAT to the curriculum/textbooks using the three areas: goals, contents, and skills.

The CSAT does not satisfy the goals of the curriculum. There is no task which requires students to communicate in English with foreigners on the CSAT. Through the multiple-choice tasks on the CSAT, communicative activities cannot be carried out. In addition, there is also no task related to culture components on the test. It is claimed in the curriculum that awareness of cultures should be included in EFL teaching. However, there is no opportunity to display culture awareness on the CSAT.

With reference to the content areas, it is necessary to compare the CSAT and the curriculum/textbooks based on the five facets, presented by Bachman and Palmer (1996), for the purpose of providing more specific evidence about the relationship between them. Among the five facets, however, the first two facets, *the test setting and rubrics* are excluded, since these are appropriate for describing testing situations such as physical circumstances, test instructions, and scoring method rather than comparing the test and the curriculum/textbooks concerning the content areas. For this reason, the remaining three facets are considered in the comparison: *the input, the expected response, and the relationship between input and response*.

First, in *the input facets*, the CSAT does not reflect the curriculum/textbooks. Their characteristics are different in the format, more specifically in the input type. The

CSAT has only a series of multiple-choice items, but the curriculum/textbooks include both multiple-choice items as well as limited production and extended production tasks. The CSAT, however, is similar to the curriculum/textbooks in the nature of the language used in the input. They both cover a relatively broad range of language and topical characteristics. Especially in terms of the topical characteristics, the content areas of the CSAT match the curriculum/textbooks for the most part. The CSAT includes many topics such as traffic matters, scientific explanations of the human body or of space, environmental problems, travel, and stories explaining the origin of postcards or chopsticks. In addition, questions accompanying the reading passages are used to appropriately elicit student cognitive skills such as identifying the main topics or points from spoken or written language, making inferences from a reading passage, and finding the best title for the reading passages. These types of questions also appear in the textbooks.

On the other hand, in *the expected response facets*, the CSAT does not correspond to the curriculum/textbooks. The most salient difference between the two is found in the format. This difference affects the nature of the language used in the response of the tasks. That is to say, all tasks on the CSAT are selected response type, because the CSAT consists of multiple-choice questions. The curriculum/textbooks, however, cover all three types of responses: limited production, extended production, and selected. For example, the textbooks include multiple-choice tasks as well as limited production such as short completion tasks and extended production such as free composition. Subsequently, the curriculum/textbooks require a variety in the nature of the language to be used in the response of the tasks, whereas the CSAT does not because all responses are selected.

Finally, the CSAT does not adequately match the curriculum/textbooks in *the*



*facets of the relationship between input and response.* Concerning the three components of the facets, both the CSAT and the curriculum/textbooks are similar on the first one: the scope of relationship. They both include tasks which require the amount of input necessary to process for the responses, ranging from broad to narrow. Nevertheless, they are different in terms of the second and third components of the facets: reactivity and directness of relationship. The reactivity is very much involved in the curriculum/textbooks, since they include reciprocal tasks, which require both feedback and interaction. The CSAT, however, is a non-reciprocal test task. In addition, the CSAT includes only direct test tasks, in which (according to Bachman and Palmer, 1996) the response can be based on information in the input, whereas the curriculum/textbooks contain direct as well as indirect tasks, in which (according to Bachman and Palmer, 1996) the response can be based on information in the context or in the student's topical knowledge.

The CSAT does not measure all the skills mentioned by the curriculum. The curriculum encourages teaching the four language skills, divided into receptive and productive skills. The CSAT should therefore evaluate the four language skills in accordance with the curriculum, in that the ME has announced that the CSAT evaluates the four language skills, and uses a direct method for receptive skills and an indirect method for productive skills. Moreover, one of the two test purposes is to evaluate the extent to which students achieve what is presented in the curriculum. The CSAT, however, does not achieve this purpose. It measures only receptive skills, *listening and reading*. There is no evidence that the CSAT measures productive skills, *speaking and writing*. Therefore, the ME's claim of testing the four skills appears unjustified.

In closing, it has been shown that the CSAT does not reflect the goals of the curriculum/textbooks nor measure the four skills. Furthermore, the CSAT does not

satisfy the curriculum/textbooks in the broad sense of the content areas, although it contains many topics and questions to develop cognitive skills, which the curriculum mentions. As specified above, it is considered that the CSAT represents the curriculum in some points because it contains one of the same input and response types within the content areas as the textbooks. Nevertheless, it is not true that the CSAT reflects the curriculum, since it once again does not achieve the goals of the curriculum, which is most important in the relationship between the CSAT and the curriculum. Therefore, by answering the second initial question about the relationship between the CSAT and the curriculum, it is determined that the CSAT does not represent the curriculum.

This chapter analyzed and described the curriculum, the textbooks, and the CSAT in order to understand the relationships among them. The next chapter presents and discusses the results from the questionnaire data and the interview data.

## **CHAPTER 5. PRESENTATION AND DISCUSSION OF THE RESULTS**

### **INTRODUCTION**

This present study of washback focuses on the relationship between the curriculum and the CSAT, and Chapter 4 provided a global description of this relationship. In this chapter, participant perceptions concerning this relationship as well as any washback effects will be presented and discussed. Chapter 4 also serves as evidence when making an inference from the findings of Chapter 5, especially when characterizing the nature of the washback effect.

The results from the questionnaires and the interviews are presented. I first triangulated the questionnaire data and the interview data and generated 12 categories. Each category includes the triangulated data. An overview of category representation in the questionnaires by items is presented in Table 4. The presentation of the results follows and is reported according to the categories. All quotes are translated from Korean. Both the original and the English translation are included in text. Then, I discuss the research questions of this study, based on the results in Chapter 4 and 5.

### **OVERVIEW OF THE RESULTS**

From both the questionnaire and the interview data, the following categories were generated.

1. Awareness of the curriculum as addressed by teachers
2. Attitudes toward the textbooks as reported by teachers and students
3. The degree to which the textbooks correspond to the curriculum as perceived by

teachers

4. Awareness of the CSAT as reported by teachers and students
5. Attitudes toward the CSAT as reported by teachers and students
6. The degree to which the CSAT represents the curriculum as addressed by teachers
7. The degree to which teachers and students perceive the quality of the CSAT
8. Roles which the CSAT plays, and its importance as perceived by teachers and students
9. Impact of the CSAT on teaching and learning as perceived by teachers and students
10. Views concerning teaching as reported by teachers
  - (1) what to teach
  - (2) how to teach
  - (3) how to assess students' learning
11. Views concerning learning as reported by students
  - (1) awareness of their teachers' teaching
  - (2) their own learning strategies
12. Impact of other factors on teaching and learning as perceived by teachers and students

An overview of category representation in the questionnaires is presented in Table 4 (see teacher and student questionnaires in Appendix A).

Table 4. The Relation between Categories and Numbers of Items on the Questionnaires

Category	Number of items*
1. Awareness of the curriculum	TQ (items 1, 2)
2. Attitudes toward the textbooks	TQ (items 17, 19, 20) SQ (items 13, 14, 15)
3. The degree to which the textbooks correspond to the curriculum	TQ (item 18)
4. Awareness of the CSAT	TQ (items 3, 4, 5) SQ (items 1, 2, 3)
5. Attitudes toward the CSAT	TQ (items 13, 14, 15, 16) SQ (items 8, 9, 11, & open-ended)
6. The degree to which the CSAT represents the curriculum	TQ (items 6 & open-ended)
7. The degree to which teachers and students perceive quality of the CSAT	TQ (item 7) SQ (item 4)
8. Roles which the CSAT plays, and its importance	TQ (items 8, 9, 10, 12) SQ (items 5, 6, 7, 10, 12)
9. Impact of the CSAT on teaching and learning	TQ (items 48, 49, & open-ended) SQ (items 34 & open-ended)
10. Views concerning teaching	TQ (items 21 to 43)
1) what to teach	(items 21 to 27)
2) how to teach	(items 28 to 36)
3) how to assess students' learning	(items 37 to 43)
11. Views concerning learning	SQ (items 16 to 33)
1) awareness of their teachers' teaching	(items 16 to 23, & 33)
2) their own learning strategies	(items 24 to 32)
12. Impact of other factors on teaching and learning	TQ (items 44, 45, 46, 47, & open-ended) SQ (open-ended)

\* TQ refers to the teacher questionnaire and SQ means the student questionnaire.

## PRESENTATION OF THE RESULTS

Before presenting the results, some further background information about the teacher participants is given in Table 5. Other information about the teachers such as their specialty and interest is described in the below category entitled, 'Impact of Other Factors on Teaching and Learning'.

Table 5. Background Information of the Participants

Teacher (n = 6)

Name	Age	Teaching experience (teaching of last year students)	Degree	Major
A	30's	12 (2 years)	M.A	EFL education
B	30's	11 (4 years)	M.A	EFL education
C	50's	20 (6 years)	B.A	English Literature
D	20's	5 (2 years)	M.A	EFL education
E	30's	6 (2 years)	B.ED	EFL education
F	40's	11 (3 years)	M.A	English Literature

Student (n = 6) 21.7% went overseas to study English

70.8% had private tutoring in preparation for the CSAT

### *1. Awareness of the Curriculum:*

According to the questionnaires (see Table 4), all six teachers know the overall philosophy of the curriculum and understand its goals and objectives adequately. Five of the teachers report having had an in-service teacher program relevant to the curriculum. Only one of the five teachers follows the curriculum guidelines in his teaching, but he comments in the questionnaire that he only follows some parts of the guidelines, that is, the parts he can manage to teach in terms of practicality.

Regarding the issue of practicality, the interviews reveal that all of the six

teachers are somewhat skeptical about how to apply the curriculum to their classes although they realize that students need to improve their communicative competence and they are willing to use methods that the curriculum encourages.

They think that “what the curriculum said is too unrealistic to be put into practice”, and insist on revising it. As an example, they point out that its goals are too high for students to achieve. One of the six teachers (Teacher B) is quoted as stating:

“I have some doubt if the ME has recognized and considered what is English language ability of students in communication when they set the goals and objectives of the curriculum.... I don't think students can achieve the goals by the end of secondary school.” (English translation)

“교육부가 교육과정 제정시 학생들의 영어의사소통능력이 어떠한지 제대로 파악했는지 의심스럽습니다. 제 생각으로는 고등학교 교육과정이 끝날 때까지 학생들이 그 학습목표를 달성하지 못하리라고 봅니다.” (Original Korean)

Furthermore, they complain that the curriculum guidelines do not provide a concrete explanation of how to implement communicative language teaching (CLT) and enough supplementary materials. They also claim that they have difficulty in bringing CLT into classrooms under the present teaching situation, as another teacher of the six (Teacher A) mentioned that:

“According to the curriculum guidelines, we teachers have to get students involved in as many communicative activities as possible, leading to student-centered learning. I do really want to bring these activities into my class as much as possible... I'm teaching both second-year and the last-year students. The way I teach both groups of the students is different. In the second-year class, I try to do the communicative activities through games and interesting movie scripts, and my students like getting involved in the activities. However, I barely do these activities in class for the last-year students because they don't want to. Some students... well... most of the students prefer studying individually doing practice tests for the CSAT, rather than doing group activities.” (English

translation)

“교육과정지침서에 따르면, 교사들은 학생들로 하여금 가능한 한 많은 의사소통활동에 참여하게 하여, 학생 중심의 학습이 이루어질 수 있도록 해야 합니다. 저 역시 수업시간이 이러한 의사소통활동을 가능한 한 많이 하기를 원합니다... 저는 지금 고2와 고3 학생들을 담당하고 있는데, 수업진행방법이 다릅니다. 2학년 수업시간에는, 게임이나 흥미있는 영화대본으로 의사소통활동을 하는데, 학생들도 이러한 활동에 참여하는 것을 흥미로워 합니다. 하지만, 3학년 수업시간에는, 학생들이 원치 않기 때문에 이러한 활동은 거의 하지 않습니다. 일부 학생들... 글썄요... 대부분의 학생들은 이러한 활동보다는 그냥 개인적으로 수능대비문제집풀이를 선호합니다.” (Original Korean)

## 2. Attitudes Toward the Textbooks:

Teachers have relatively positive attitudes toward the textbooks. According to the teacher interviews, four of the teachers report that topics in the textbooks are varied and appealing to students, and they can easily adapt many interesting topics related to the textbooks. However, one of the four teachers (Teacher D) added that contents of the textbooks are not current by saying that:

“Contents in the textbook are very old-fashioned. For example, the title of Unit 6 is “An American College Student”. Its source is a book published in 1974. I think college life in those days is quite different from today. Social values and goals of life have changed a lot as times have changed.... Well, I feel a generation gap between me and my students. Whenever I tell them about my college life, they seem aloof and they can’t get the picture of what it was like... Then, in 1974? It was way behind the time. They can’t even imagine the time. They weren’t even born then...”

“ 교과서 내용이 다소 진부한 것들이 많이 있습니다. 예를 들어, 6과 제목이 “ 미국대학교 학생” 으로, 1974년에 출판된 책에서 출처한 것입니다. 그 당시의 대학생들은 지금과는 많이 다르다고 봅니다. 세월이 흐르면서 사회가치관이나 삶의 목표도 많이 바뀌었다고 봅니다... 글썄요, 제 경우만 보더라도 학생들과의 세대차를 많이 느낍니다. 제가 다니던 대학시절에 대해 이야기할 때면 학생들은 거의 공허한 표정을 지으며 그 시절이 어떠한지 그림도 못 그리는 눈치입니다. 그런데, 1974년? 정말 오래 전 이야기입니다. 학생들은 거의 그 시간을 상상조차 하지 않습니다. 그 시절에 태어나지도 안았으니깐 말이죠.”



Generally, teachers report that the textbooks include many “desirable activities” that enable them to use CLT and these activities are appropriate in helping to develop student cognitive skills. When specifically asked to give examples for the activities, they point out the ‘Writing’ practice section such as writing short essays and free composition.

On the other hand, student responses show a different picture: they comment that the contents of the textbooks are boring and that the reading passages in each unit are too long.

With regard to the textbook components, four of the teachers strongly disagree or disagree in the questionnaires that the textbook provides many practice tests for the CSAT. And, five of the teachers do not think that their students can achieve high scores on the CSAT if they teach the whole textbook, claiming that they need other supplementary materials, such as the practice kit of the past CSAT or the reading comprehension practice kit.

Student questionnaires confirm the above: 85% of students strongly disagree or disagree with the amount of practice tests for the CSAT in the textbook, and 74.2% think that studying the whole textbook does not guarantee high scores on the CSAT.

### *3. The Degree to Which the Textbooks Correspond to the Curriculum:*

In the questionnaires, five of the teachers strongly agree or agree that the textbooks cover what the curriculum guidelines indicate. From the interviews, it is found that teachers believe that the textbooks cover the four language skills and are organized to develop student communicative competence. One of the five teachers (Teacher F) said,

“Although the contents of the textbook are too large to cover due to the necessary time-consuming preparation for the CSAT, the textbook itself reflects what the curriculum guidelines said. It deals with the four language skills and includes many activities to enable students to use the four skills”

“ 비록 교과서 내용이 너무 방대해서 수능준비관계로 수업시간에 다 다루기는 힘들지만, 교과서 자체는 교육과정을 그대로 반영하고 있습니다. 교과서 내에서는 4 skills을 모두 다루고 있고, 학생들이 이 4 skills을 모두 활용할 수 있도록 많은 activities을 포함하고 있습니다”

#### 4. Awareness of the CSAT:

As can be seen in Table 6, all six teachers are knowledgeable about the CSAT.

Before the interviews, a question raised from the student responses is why all the student participants do not know about skills tested on the CSAT and its purpose. In the data collection, it was assumed that the students knew about the test, because they had already taken it. The interviews give insight into why the students do not know about them. The teachers report that they informed their students of the question format of the CSAT at the very beginning of the school year; however, most of the teachers declare that they did not explicitly tell their students about the skills tested on the test and its purpose, for they think it is not necessary to inform their students because it does not help the students in preparing for the CSAT. Furthermore, they do not even agree that the four language skills are tested on the CSAT.

Table 6. Awareness of the CSAT as Perceived by Teachers and Students

	Teacher (n = 6)	Student (n = 120)
Format of the CSAT	6 persons (100%)	120 persons (100%)
Skills tested on the CSAT	6 persons (100%)	93 persons (77.5%)
The purpose of the CSAT	6 persons (100%)	85 persons (70.8%)

Student responses in the questionnaires thus reflect this picture: all the students are aware of what the CSAT is like, which refers to the format of questions on the CSAT; however, only 77.5% of students know what skills are tested on the CSAT, and 70.8%

understand its purpose.

#### 5. Attitudes toward the CSAT:

Based on teacher and student questionnaires, the overall picture of attitudes toward the CSAT is that both groups express negative feelings about the test. Evidence can be found in answer to a question asking if they feel pressured and anxious about the CSAT (see Table 4). Tables 7, 8, and 9 show responses to the same question by the whole group of participants, and then each group separately by school.

Table 7. Pressure and Anxiety of the CSAT as Reported by Teachers and Students (Total)

	Agree	Strongly Agree	Combined
Teacher (n = 6)	4 persons (66.7%)	1 person (16.7%)	5 persons (83.3%)
Student (n = 120)	47 persons (39.2%)	65 persons (54.2%)	112 persons (93.3%)

Table 8. Pressure and Anxiety of the CSAT as Reported by Teachers: n = 6 (Type of School)

	Agree	Strongly Agree	Combined
General (n = 4)	3 persons (75%)	-	3 persons (75%)
Vocational (n = 2)	1 person (50%)	1 person (50%)	2 persons (100%)
Total	4 persons (66.7%)	1 person (16.7%)	5 persons (83.3%)

Table 9. Pressure and Anxiety of the CSAT as Reported by Students: n = 120 (Type of School)

	Agree	Strongly Agree	Combined
General (n = 80)	25 persons (31.3%)	49 persons (61.3%)	74 persons (92.5%)
Vocational (n = 40)	22 persons (55%)	16 persons (40%)	38 persons (95%)
Total	47 persons (39.2%)	65 persons (54.2%)	112 persons (93.3%)

As indicated in Table 7, 93.3% of students and 83.3% of teachers strongly agree or agree that they feel pressure and anxiety related to the test results. Table 9 shows that both general and vocational students experience a lot of pressure and anxiety about the test although the ratio of vocational students is slightly higher than that of the general students. Teacher questionnaires presented in Table 8 reflect a similar picture to those of the students. From the teacher interviews, one of the five teachers (Teacher D) said,

“The CSAT creates a lot of pressure on teachers because the education of secondary school is focussed on helping students achieve the highest score possible while, the goals of the curriculum are generally ignored.... The students are also a source of pressure with their fierce desire to have the teachers focus solely on a “high score getting method”....”

“수능은 교사들에게 많은 중압감을 안겨 줍니다. 중등교육이 교과과정의 목표를 무시한 채 학생들의 수능고득점 취득에만 열을 올리고 있습니다... 학생들도 교사들이 “고득점 취득방법”에 중점을 두기만을 간절히 바라고 있기 때문에 그들의 바람 또한 중압감으로 다가옵니다.”

As other evidence, in answer to a question asking whether they like being tested on their knowledge (see Table 4), 67.5% of students answered that they strongly disagree or disagree with it. A common reaction is that they want to study English in an enjoyable manner by watching movies or reading novels for pleasure, not just for the CSAT. In teacher questionnaires, they are asked whether they enjoy teaching toward the CSAT. The results show 66.7% of teachers strongly disagree or disagree that they enjoy the teaching of the practice tests in preparation for the test. One of the teachers (Teacher A), who strongly disagreed with it, replied in the interviews:

“I don’t like teaching the practice tests for the CSAT.... Actually, I hate teaching it because it makes students feel bored, and sometimes they doze off during my

instructions of it...Whenever they do that, I feel like I'm not good at teaching and I even feel frustrated about teaching..."

“저는 수능대비연습문제집 풀이로 수업이 이루어 지는 것을 원치 않습니다.... 솔직히, 아주 싫습니다. 왜냐면, 학생들은 수능문제집 풀이하는 동안 지겨워 하고 때때로 꾸벅꾸벅 졸기도 합니다. 그런 모습을 볼 때마다 가르치는 일에 제 자신이 너무 서툴다는 느낌도 들고, 심지어 가르치는 일에 회의가 들 때도 있고 좌절감도 느끼곤 합니다...”

Furthermore, five of the teachers strongly agree or agree that the CSAT is contradictory to their teaching philosophies. The reason that four of the five teachers give is that they believe the test is of low quality. They believe that the actual interaction between interlocutors and feedback about written and/or oral utterances play important roles in language learning. It is unfortunate, then, that the CSAT does not require this interaction and feedback.

#### *6. If the CSAT Represents the Curriculum:*

In the questionnaires, four teachers disagree that the CSAT reflects the goals and objectives of the curriculum. Furthermore, teacher interviews confirmed the following: all six teachers perceived that the CSAT does not represent the curriculum. Two of these teachers answered as agreeing with it in the questionnaires. However, the interviews show that the two teachers also think that the CSAT does not represent the curriculum. One of the two teachers (Teacher F) said,

“..... At some point, the CSAT includes what the curriculum pursues. For example, the CSAT measures listening and reading skills, which are parts of the curriculum. And, in terms of the relationship between the CSAT and the curriculum, compared with the previous university entrance exam [the test which was implemented before the new test, the CSAT], the CSAT matches the curriculum more. Generally speaking, however, the CSAT doesn't represent all the curriculum said.”

“ ... 어떤 점에선 수능이 교육과정이 추구하는 것을 포함하고 있기는 합니다. 예를 들면, 수능은 교과과정의 일부인 listening과 reading skills을 평가합니다. 그리고, 수능과 교과과정의 관계에 관한 한 [수능이전의] 학력고사와 비교한다면, 수능이 교과과정에 훨씬 더 부합합니다. 하지만, 일반적으로 말해서 수능은 교육과정이 언급한 것을 모두 반영하고 있지는 않습니다.”

The other teacher (Teacher C) also replied similarly,

“They said that questions of the CSAT are based to assess students’ communicative competence. I don’t entirely agree with it.... How can we tell questions for speaking test from ones for listening in the spoken language parts on the CSAT? Well, personally, I can’t tell.... In addition, they [students] realize these communicative activities [the curriculum guidelines encourage] are not necessary to prepare for the CSAT. Actually, I, myself, don’t even think these are effective to prepare them for the CSAT.”

“ 흔히 수능이 학생들의 의사소통능력을 평가하는데 그 근거를 둔다고 들 하지만, 저는 전적으로 그 말에 동의하지 않습니다.... Spoken language parts에서 speaking과 listening test를 어떻게 구별할 수 있겠습니까? 개인적으로 저는 구별할 수가 없겠는데요... 게다가, 학생들은 [교육과정이 권장하는] 이러한 의사소통활동이 수능대비에 필요하지 않다고 인식합니다. 실제로, 저 자신도 이러한 것들이 학생들의 수능대비에 효과적이라고 생각하지 않습니다.”

#### 7. The Degree of the Test Quality as Perceived by Teachers and Students:

Both teacher and student questionnaires ask about the test quality in terms of validity (see Table 4). In addition, the teacher interviews generate serious discussion about the issue of test quality. The results from the questionnaires are presented in Table 10.

Table 10. Validity of the CSAT as Perceived by Teachers and Students

	Strongly Disagree	Disagree	Combined
Teacher (n = 6)	1 person (16.7%)	4 persons (66.7%)	5 persons (83.3%)
Student (n = 120)	29 persons (24.2%)	74 persons (61.7%)	103 persons (85.8%)

As indicated in Table 10, 85.8% of students and 83.3% of teachers strongly disagree or disagree that the CSAT is valid to evaluate student communicative competence. This refers to the fact that both groups have doubts concerning test validity. Based on both teacher and student comments in the questionnaires, what is largely addressed is the format of the test: multiple-choice items. One of the teachers (Teacher E) states in the interviews,

“I doubt if multiple-choice tests like the CSAT can really measure students’ ability to communicate in English... For example, how can we evaluate speaking or writing skills with multiple-choice questions?”

“수능과 같은 선다형 문제로 학생들의 영어의사소통능력을 어떻게 평가할 수 있는지 의심스럽습니다... 예를 들어, speaking이나 writing skills을 선다형 문제로 어떻게 평가할 수 있겠습니까?”

The teacher furthers his argument by adding that:

“... even the listening test task is too short and simple to precisely judge the level of students’ listening comprehension ability...”

“... 심지어 듣기문제도 너무 짧고 단순해서 학생들의 듣기능력수준을 정확하게 판단할 수가 없다고 생각합니다.”

In addition, when asked whether the CSAT must change, the answers are shown in Table 11.

Table 11. Change in the CSAT as Reported by Teachers and Students

	Agree	Strongly Agree	Combined
Teacher (n = 6)	3 persons (50%)	3 persons (50%)	6 persons (100%)
Student (n = 120)	55 persons (45.8%)	46 persons (38.3%)	101 persons (84.2%)

Table 11 shows that 84.2% of students and 100% of teachers strongly agree or agree that the CSAT must change in some ways. A common reason given by the students is that there are not many items related to everyday life situations in the contents of the CSAT. In the questionnaires, one teacher criticizes the reading passages, claiming that students tend to answer the questions without reading the passages because the questions are very easy to answer, and that questions themselves are so explicit and obvious. The teacher thus suggests that the passages should be easier to read and questions for the passages should be more difficult than presently. Another teacher suggests that the results of the CSAT should carry less weight and that student oral proficiency and writing ability in English should be considered in the criteria for university admission.

#### *8. Roles and Importance of the CSAT:*

In order to make an inference about the CSAT's importance, this category asks about the perceived roles that the CSAT plays. There are four items from the questionnaires considered in this category: it motivates students to study English, it forces students to learn English more, it enriches knowledge of English language, and it improves proficiency in English (see Table 4). It was decided to combine the first two items due to the similarity of their content which was confirmed in the frequency counts across the two items. This is presented in Table 12 and 13.



Table 12. Roles of the CSAT: Motivates and Forces Students to Study as Perceived by Teachers (n = 6)

		[Motivates]	
		Disagree/Strongly D	Agree/Strongly A
[Forces]	Disagree/Strongly D	1 person	
	Agree/Strongly A	1 person	4 persons (66.7%)

Table 13. Roles of the CSAT: Motivates and Forces Students to Study as Perceived by Students (n = 120)

		[Motivates]	
		Disagree/Strongly D	Agree/Strongly A
[Forces]	Disagree/Strongly D	13 person	19 persons
	Agree/Strongly A	17 person	71 persons (59.2%)

Table 14 derived from Table 12 and 13 shows that 66.7% of teachers and 59.2% of students consider the CSAT as motivating and forcing students to study English.

Table 14. Roles of the CSAT: Motivates and Forces Students to Study as Perceived by Teachers and Students

	Strongly Agree or Agree
Teacher (n = 6)	4 persons (66.7%)
Student (n = 120)	71 persons (59.2%)

From the results of the third item, it is found that 66.7% of teachers agree that the CSAT enriches knowledge of English language, and 55% of students strongly agree or

agree with this. In terms of the 4<sup>th</sup> item, the results show that 66.7% of teachers agree that the CSAT improves student proficiency in English, and 65% of students strongly agree or agree with it.

Based on the above results, it is possible to make the inference that both teachers and students view the CSAT as important. Teacher interviews support this inference by emphasizing the continuation of the CSAT, not its abandonment. In the questionnaires, 90.8% of students answer that they would like to continue studying English, even if they do not have to take the CSAT. This, partially, reflects the importance of English in the present situation of South Korea (as described in Chapter 3). That is, they must study English after they enter universities for future job employment, not to mention for entering universities. The CSAT can give ‘instrumental’ motivation to study English; it is regarded as important.

#### *9. Impact of the CSAT on Teaching and Learning*

This category is designed to directly ask teachers and students if the CSAT affects their teaching and learning. The results are presented in Table 15.

Table 15. Impact of the CSAT on Teaching and Learning as Perceived by Teachers and Students

	Agree	Strongly Agree	Combined
Teacher (n = 6)	4 persons (66.7%)	1 person (16.7%)	5 persons (83.3%)
Student (n = 120)	66 persons (55%)	35 persons (29.2%)	101 persons (84.2%)

Table 15 shows that 83.3% of teachers strongly agree or agree that the CSAT has the most influence on their own teaching, and 84.2% of students strongly agree or agree that it has the most influence on their own learning.

Furthermore, when teachers were asked about the scope of the test effect, 100%

of teachers strongly agree or agree that the test has a great influence on EFL teaching and learning in secondary schools as well as on the whole educational system. One of the teachers adds in the interviews that the test causes “educational chaos” across the nation by describing the teaching situation in South Korea. That is, most students are cramming for the test in private preparatory institutions after school and teachers have no choice but to teach for the test, ignoring the curriculum, in order to help their students in preparation for the test.

In answer to a further question asked about how the CSAT affects their teaching and learning, the 83.3% of teachers (see Table 15) report that the test has a negative effect on their teaching. They explain that this is because they cannot teach what they want to teach based on their teaching philosophies, rather they have to teach test-taking skills for the CSAT. Students also view its effect as negative because it lacks ‘integrative’ motivation. Integrative motivation, based on personal interest, infers learning a language for communication with foreigners who speak that language. In a sense, students are compelled to learn English only for the CSAT, even though they would prefer to learn it for communication based on interest.

The following two categories, ‘views concerning teaching’ and ‘views concerning learning’ (see Table 4) are designed to discern where the washback effect of the test specifically exists.

#### *10. Views Concerning Teaching:*

##### *(1) What to Teach*

Three elements are mainly considered in the category of ‘what to teach’ (see Table 4): the parts of the textbook taught, other materials used excluding the textbooks, and skill areas taught.

Based on the questionnaires, all six teachers answered that they do not teach the

entire textbook, but there was a slight difference between each type of school (i.e., vocational, general) in terms of portions of the textbook taught. That is, both groups of teachers skip over most of the speaking and writing activities in the textbook such as ‘speak’ ‘role-play’, and ‘writing practice’ sections, for they think these parts are not relevant to the CSAT.

However, all general school teachers cover the whole listening and reading parts whereas all vocational school teachers do not teach the whole listening and reading parts in class. The interview responses explain the reason for the difference. The vocational school teachers pointed out that they absolutely lack the time allotment for English instruction in their school. One of the vocational school teachers (Teacher F) said,

“General schools have four English classes in a week, but vocational schools have only two. Nevertheless, we have to use the same textbook taught in general schools. Thus, we vocational school teachers can’t help dropping several units of the textbook.”

“ 인문계 고등학교는 일주일에 영어수업 시 수가 4시간이지만, 실업계 고등학교는 단 2시간뿐 입니다. 그럼에도 불구하고 우리학교는 인문계 고등학교와 같은 교과서를 사용 합니다. 그리하여, 우리 실업계 고등학교 교사들은 하는 수 없이 교과서의 몇 단원을 외면할 수 밖에 없는 실정입니다.”

However, both groups of teachers finished their teaching from the textbooks by the end of the first semester, even though they are designed for one academic year.

With regard to other materials used, both groups of teachers use supplementary materials such as past exam papers and commercial exam preparation books. In terms of the latter, there are books and kits for both listening and reading. Both vocational and general schools, with the agreement of their EFL teachers, asked their students to purchase the materials at the beginning of the school year.

According to the interviews, all general school teachers teach both the textbooks

and the commercial exam preparation books, designed for both listening and reading practices, in the first semester. From the beginning of the second semester, they continue to teach the commercial publications, and also start to use the past exam papers. On the other hand, all vocational school teachers teach the textbook along with the commercial exam preparation books only for listening practice in the first semester. From the second semester, however, they start to utilize the past exam papers instead of the textbooks, and they teach the commercial publications for both listening and reading practices.

In addition, five teachers (3 from general schools and 2 from vocational schools) give extra classes to their students, relevant to preparation for the CSAT. In the extra classes, they sometimes provide their students with opportunities to take mock exams for the CSAT. The interviews revealed that both types of schools administer mock exams for the entire CSAT, including the English section, regularly four or five times in an academic year. They purchase the mock exams published by private publishers. The exams are administered during regular class hours. Both vocational and general teachers review the mock exam papers in the extra classes as well.

Teachers were asked to rank language skill areas that they teach most in class. Their responses are presented in Table 16.

Table 16. Skill Areas that Teachers Spend Most Time on in Class (n = 6)

l	1	2	3	4	5	6	Converted *	Rank*
Reading	6 (persons)	-	-	-	-	-	6 (points)	1
Writing	-	-	1	-	2	3	31 (points)	6
Listening	-	4	-	2	-	-	16 (points)	2
Speaking	-	-	2	1	1	2	27 (points)	5
Grammar	-	1	-	3	1	1	25 (points)	4
Vocabulary	-	1	3	-	2	-	21 (points)	3

\* 'Converted' refers to the total points of the number of rank multiplied by the persons, and rank is set according to converted points with less points indicating higher rankings.

As Table 16 demonstrates, reading is the skill area that teachers spend the most amount of time teaching. All six teachers ranked it as number 1. Listening is the second, vocabulary is third, and next grammar, then speaking and writing in turn are ranked as lowest. From the interviews, it is revealed that they ranked the last two skills the lowest because they were asked to do so in the questionnaires, even though they barely taught speaking and writing in class. Although there is no change in the ranking over time, five of the teachers responded that the areas taught most in class change slightly as the CSAT approaches.

To summarize, parts of the textbooks are taught, those which relate to the CSAT. Commercial materials, specifically designed for the test, are used in the classroom. Furthermore, attention is mainly given to listening and reading skills. These findings provide evidence that the teaching content corresponds to content on the CSAT. It appears, then, that the CSAT has an influence on what is taught.

## (2) *How to Teach*

The ‘how to teach’ category (see Table 4) is designed to ask about three elements: teaching methods used, activities in class, and lesson plans.

According to the questionnaire responses, five of the teachers answered that they are aware of their teaching methods, and that they feel their teaching methods help students prepare for the CSAT.

In the questionnaires, all six teachers do not specify and name methods they use. In the interviews, when they were asked if they use the grammar-translation method, they report using it. One of the teachers (Teacher C) comments that grammar is taught inductively, using metalanguage terms, by saying that:

“My students already learned the entire grammar of English over the two years of high school. Moreover, we do not have enough time for ‘deductive teaching of grammar’, which means teaching grammar within a context rather than ..... I thus simply explain grammatical structures of the sentences using grammatical terms whenever I happen to look at sentences, which need grammatical explanation, in the textbook or materials. I usually teach how to figure out ‘subject’, ‘verb’, ‘subject-verb agreement’, and ‘usage of participles’, and how to correct errors in sentences.”

“ 학생들은 고등학교 1, 2학년 때 이미 영어문법을 모두 배운데다가, 문맥 속에서 귀납법 식으로 문법을 가르치기에는 시간이 너무 부족합니다... 따라서, 교과서나 보충교재 안에서 문법설명이 필요한 문장이 나올 때마다 간단하게 설명만하고 넘어갑니다. 대개 ‘주어’, ‘동사’, ‘수의 일치’, ‘분사용법’ 등을 구별하는 방법과 문장 안의 틀린 부분을 바르게 고치는 방법 등을 가르칩니다.”

The teacher added that she gives these grammatical lessons specifically for the purpose of preparing students for the CSAT.

When asked if they use the methods suggested by the *Teacher's Manual* from the curriculum, five teachers answer ‘no’ and only one teacher answers ‘yes’. Common

reactions are that the *Teacher's Manual* does not provide “sufficient advice” on teaching methods, it does not give “specific examples”, which are appropriate to the teaching of each language skill, and there is only a brief explanation of the teaching methods, such as CLT, audio-lingual, and suggestopedia.

Five teachers think, however, that the methods they use help students to prepare for the CSAT. They do not change their teaching methods regardless of the exam preparation, reasoning that they already use the methods that are appropriate to preparation for the CSAT. Whereas the one teacher, who answered ‘yes’, changes his teaching methods as the CSAT approaches, reasoning that parts of his teaching methods do not help students in preparation for the CSAT, and that he wants to teach toward the test more intensively.

The salient feature found in the questionnaires and interviews is that all six teachers concentrate mainly on listening and reading with an emphasis on English structure across all of their lessons. Classroom activities and lesson plans are thus presented on the basis of the two areas, reading and listening.

In the case of reading lessons, common activities in class are reading aloud and translation of reading passages, and sometimes skimming or scanning for general comprehension. Five of the teachers answer that they do not change the activities although the CSAT is approaching. However, lesson plans are slightly different, depending on which materials they use – the textbooks and commercial exam preparation books or the past exam papers. When teaching the textbooks and commercial exam preparation books, the lesson plans of all six teachers are relatively similar:

- (1) Give background information about the topic of each textbook unit or of each passage in the commercial books in order to elicit student attention, if appropriate, with pre-reading questions.



- (2) Introduce new vocabulary and difficult sentences.
- (3) Let students skim for general comprehension (If it is the case that teachers have asked students to prepare a passage before coming to the classroom, this stage would be omitted due to time limited in class).
- (4) Read the entire passage aloud and let students listen and repeat/ let three or four students (each student for each paragraph) read the entire passage aloud and let the rest of the students listen and repeat.
- (5) Translate sentence by sentence and explain the grammatical structure of sentences, if appropriate, with the ‘further study’ section in the textbooks whenever the sentences that need grammatical explanation appear in the passage.
- (6) Ask students if they have understood what they read, using the comprehension questions in the textbooks/ using questions that they make, modify, or adapt from the materials that resemble those that have appeared on the past CSAT.
- (7) Check the answers with the whole class.
- (8) Help the students become aware of how to deal with the types of questions for the CSAT.

When using past exam papers, the lesson plans of all the six teachers are also similar. They partially execute procedures of the actual CSAT. For example, teachers let students read a passage and answer the given questions for the passage by themselves. While the students are doing this, the teachers time with a stopwatch in an effort to practise rapid reading, which is necessary on the actual CSAT. The teachers do not deal with the essential vocabulary and read aloud and translate the passage until they provide the students with an opportunity to practise the rapid reading. Next, they ask the students to give their answers in order to find out whether they are right or wrong. Finally, they check the answers with the whole class and suggest possible strategies about how to quickly solve the types of questions for the actual CSAT.

In the case of listening lessons, common activities in class are “gist listening” and “inference recognition”. As warm-up activities, “auditory sentence completion” and

“picture recognition” are normally used. These activities are not changed over the academic year. There is not a large difference in the plans between the textbooks and the commercial exam preparation books and the past exam papers. In the warm-up stage, teachers let students write down what they hear from the tape, or have them choose simple pictures that correspond to the listening. In the next stage, the teachers let the students listen to the tape and answer the given questions without giving any prompts before listening, reasoning that they train the students in preparation for the actual CSAT. After that, they ask the students to give their answers, and then they check the answers with the whole class. Next, they explain the essential vocabulary and translate the listening tape scripts, which are printed in the back of the book. Finally, they suggest strategies about how to deal with the types of questions for the actual CSAT.

As revealed above, classroom activities focus only on reading and listening, which have historically appeared on the CSAT. As can be seen in the lesson plans, test-taking strategy is taught at the end of every lesson, and the lessons are very teacher-centered, which the curriculum states to avoid and replace with student-centered lessons. There is, consequently, an apparent impact of the CSAT on teaching methods.

### *(3) How to Assess*

The ‘how to assess’ category (see Table 4) examines three elements in terms of ‘internal’ classroom testing: evaluation methods used, content of the tests, and the types of questions on the tests.

Based on the questionnaires, four of the teachers use only multiple-choice test tasks to evaluate student learning and two teachers use not only multiple-choice tests but also alternatives such as oral proficiency tests and diaries. These two teachers add that 10% of the test is dedicated to alternatives. In the interviews, when the two teachers are asked about the marking criteria for the alternatives, they answer that they develop their

own criteria appropriate to the level of their students' ability and they inform their students of the criteria before the test.

In the case of multiple-choice test tasks, all six teachers focus on the content of the textbooks, as well as supplementary materials covered in class, rather than the content of the past CSAT when they write the 'internal' tests for their students. Five of the teachers report modifying question types in their 'internal' tests to correspond to those of the CSAT although they take all the passages straight from the textbooks and supplementary materials. They create questions such as making inferences or identifying a main idea from a reading passage or from utterances spoken, which have frequently appeared on the CSAT. One of the five teachers (Teacher B) stated,

"I usually take reading passages from what I taught in class...some parts from the textbook and others from the supplementary materials, but I change or make up questions similar to the types of questions on the CSAT."

" 주로 수업시간에 다루었던 독해본문내용을 그대로 출제합니다... 일부는 교과서 내에서, 그리고 나머지 일부는 보충교재에서 출제합니다만 독해본문에 따른 문제는 수능 유형과 비슷하게 수정하거나 직접 출제합니다."

Most teachers comment that performance assessments are, theoretically, very effective ways to evaluate student learning, but that they are not appropriate for evaluating student learning especially for the last year students of high school.

Generally speaking, most of the teachers create 'internal' tests with much attention to the reading and listening content that they covered in class. The types of questions that the teachers design for the 'internal' tests greatly resemble those historically presented on the CSAT. Thus, it appears that assessment is influenced by the CSAT.

### *11. Views Concerning Learning:*

This category (see Table 4) is designed to understand how aware students are of their teachers' instruction and of their own learning strategies. In terms of their teachers' teaching, students are mainly asked about the two categories, 'what to teach' and 'how to teach', which are also considered in the teacher questionnaires. Specifically, they are asked about three elements: 'parts of the textbooks learned' and 'skill areas learned' within the category of 'what to teach'; and 'activities in class' within the category of 'how to teach'. The results show that student responses reflect a similar picture to teacher responses.

For example, 82.5% of students answer that they do not learn the entire textbook, and 85.8% of students think that their teachers skip over part of the textbooks. The 85.8% add that speaking and writing parts are skipped. Furthermore, 87.5% of students mention that their teachers give extra classes besides regular school hours. Common reaction is that although they have listening as well as reading lessons in extra classes, the students expect more listening lessons because they cannot manage to do listening practice alone.

When asked to rank the language skill areas they learn most in class, in general students also give similar answers to the teachers: reading and listening in turn are reported as the skill areas they learn most in class. The following rank is grammar and vocabulary. Interestingly, not all of them rank speaking and writing: some students give question marks '?' in the skills and some leave them blank. The teacher interviews explain this: as revealed above, teachers barely teach the two skills.

Finally, students do not specify the activities they do in class. They simply report doing listening and reading exercises, and 79.2% of students answer that these activities are not changed regardless of the exam preparation period.

With regards to learning strategies, students are asked about four aspects: their own time spent on preparation for the CSAT, what they study to prepare for the CSAT and the 'internal' classroom testing, and skill areas they study most on their own.

The results show that 92.5% of students indicate self-study (i.e., studying on their own) for the CSAT and 66.7% of students spend one to seven hours per week on self-study. Furthermore, 84.2% of students answer that their own time and effort invested in preparation for the CSAT increased as it approached.

To prepare for the CSAT, 69.2% of students report studying on their own using past exam papers and/or the CSAT practice kit. Common answers to a question asking what is the best way to prepare for the CSAT are: doing timed rapid reading using the practice kit, and doing listening practice every day using the tape from commercial publications. On the other hand, to prepare for the 'internal' tests, 86.7% of students review what they learned in class, focusing on the textbooks.

As reported by students, skill areas they spend studying on their own most were ranked. Table 17, 18, and 19 present these results.

Table 17. Skill Areas that Students Spend Most of Their Time Studying: n = 120 (Total)

I	1	2	3	4	5	6	Converted *	Rank*
Reading	84 (persons)	28	7	1	-	-	165 (points)	1
Writing	-	-	13	14	12	81	641 (points)	6
Listening	-	-	37	59	18	6	473 (points)	4
Speaking	-	-	-	16	76	28	612 (points)	5
Grammar	-	29	53	21	12	5	391 (points)	3
Vocabulary	36	63	10	9	2	-	238 (points)	2

\* 'Converted' refers to the total points of the number of rank multiplied by the persons, and rank is set according to converted points with less points indicating higher rankings.

Table 18. Skill Areas that General Students Spend Most of Their Time Studying: n = 80

(Type of school)

I	1	2	3	4	5	6	Converted *	Rank*
Reading	71 (persons)	3	5	1	-	-	96 (points)	1
Writing	-	-	10	9	5	56	427 (points)	6
Listening	-	-	29	40	10	1	303 (points)	4
Speaking	-	-	-	8	54	18	410 (points)	5
Grammar	-	20	32	14	9	5	267 (points)	3
Vocabulary	9	57	4	8	2	-	177 (points)	2

\* 'Converted' refers to the total points of the number of rank multiplied by the persons, and rank is set according to converted points with less points indicating higher rankings.

Table 19. Skill Areas that Vocational Students Spend Most of Their Time Studying: n = 40 (Type of school)

l	1	2	3	4	5	6	Converted *	Rank*
Reading	13 (persons)	25	2	-	-	-	69 (points)	2
Writing	-	-	3	5	7	25	214 (points)	6
Listening	-	4	8	19	8	5	170 (points)	4
Speaking	-	-	-	8	22	10	202 (points)	5
Grammar	-	9	21	7	3	-	124 (points)	3
Vocabulary	27	6	6	1	-	-	61 (points)	1

\* 'Converted' refers to the total points of the number of rank multiplied by the persons, and rank is set according to converted points with less points indicating higher rankings.

Table 17 shows that reading is the skill area that both groups of students, general and vocational, spend most of their time studying on alone with vocabulary coming as second. As can be seen in Table 18 and 19, however, the rank by the vocational students contrasts to that of the general students in the comparison of each type of school, that is, vocational students spend the most amount of time studying vocabulary on their own. In the teacher interviews, the vocational teachers explain that their students feel they lack vocabulary so they focus on vocabulary more than other skills.

From the results above, students appear relatively aware of their teachers' teaching, and their own learning strategies quite resemble what is done in class. Furthermore, according to the student questionnaires, 65% of students strongly agree or agree that their teachers' instruction has an influence on their own learning. Therefore, it can be stated that student views are influenced by their teachers.

## 12. *Impact of Other Factors on Teaching and Learning*

With regard to teaching, four factors are considered in this category (see Table 4): teaching experience, teacher beliefs about language teaching and learning, teacher personality, and student needs. In the interviews, however, teachers added the other factors and commented on what concerns them in their teaching. The results from the questionnaires are shown in Table 20.

Table 20. Impact of Other Factors on Teaching as Reported by Teachers (n = 6)

	Agree	Strongly Agree	Combined
Teaching experience	4 persons (66.7%)	2 persons (33.3%)	6 persons (100%)
Teacher beliefs	1 person (16.7%)	-	1 person (16.7%)
Personality	4 persons (66.7%)	1 person (16.7%)	5 persons (83.3%)
Student needs	5 persons (83.3%)	-	5 persons (83.3%)

As indicated in Table 20, 100% and 83.3% of teachers respectively answer that their teaching experience and personality affect their teaching, and 83.3% agree that their student needs are reflected in their teaching. Interestingly, only 16.7% agree that their beliefs about language teaching and learning are reflected in their teaching. This 16.7%, the one who reported agreeing about effect of belief on teaching, is Teacher C.

To further identify teacher beliefs about language teaching and learning, analysis and inferences of interview data were made. With reference to Table 5, which investigates background information of the teacher participants, Teacher A has a M.A in EFL education. He is interested in the issue of ‘integrative’ motivation. That is, he believes that successful language learning can be achieved only if the learners want to learn the language in order to converse with foreigners who speak it, so what teachers



should do is to make them get interested in learning activities.

Teacher B has finished her postgraduate studies in Education. She is interested in self-assessment. She thinks that performance assessments are very effective in facilitating and evaluating student language learning.

Teacher C has a B.A in English literature. He likes to read Shakespearean plays, so he sometimes encourages his students to read the plays for the goal of improving their reading skills. He believes that students should read literature written in English as much as possible in order to improve their English. There is an inference to be drawn from his interview: his instruction seems to be based on reading comprehension rather than communicative language teaching approach.

Teacher D has a M.A in EFL education. She believes that the best way to learn a language is to be exposed to the language as much as possible. She comments that she wants to recommend her students to watch English movies, but that in reality, this is especially not possible for the last year students of high school.

Teacher E has a B.ED in EFL education. He is pursuing a M.ED in the field of education technology. He is interested in language learning through mass media, such as the Internet and Network education.

Finally, Teacher F has a M.A in English literature. Her specialty is Shakespearean plays and she is presently pursuing a doctoral degree in this field. She thinks that scholars of English literature want to go back and live in the days when the literature was produced, interacting with the people in the literature. As such, in language learning, she believes that students have opportunities to interact with native English speakers as much as possible. She is interested in the whole social tradition and culture of the target language. She believes that any language does not exist independently of its original culture.

Even though only one teacher (16.7%) believes that his beliefs affect his teaching, examining the data further helps to understand the potential effect of beliefs on teaching. That is, it is revealed from the data why their beliefs are not reflected in their current teaching. As Teacher D commented, if they wish that their students succeed on the CSAT, it is almost impossible to allow their beliefs to affect their teaching in reality.

On the other hand, students are asked to think about other factors that affect their learning. Factors commonly mentioned are future jobs, parent expectations, and self-image. For example, 44.2% of students indicate future jobs, 31.7% parent expectations, and 17.5% self-image.

## **SUMMARY AND DISCUSSION OF THE RESULTS**

In sum, although they are aware of the curriculum, teachers are leery to apply it to the classrooms in terms of practicality. Teachers and students have different opinions about the textbooks. The teachers perceive that the textbooks reflect the philosophy of the curriculum, and they react positively to the textbooks, whereas the students do not have positive attitudes. Both groups, however, consider that the textbooks are not enough to prepare them for the CSAT because they do not provide many practice tests.

With reference to awareness of the CSAT, all the teachers know about the format of the CSAT, its purpose, and skills tested. However, most of them do not inform their students about the latter two specifically, reasoning that the information does not help the students in preparation for the test. Consequently, almost a quarter of the students are not sure about the CSAT's purpose and the skills tested.

Both teachers and students have negative attitudes toward the CSAT. They feel pressured and anxious about the test. Teachers do not like teaching to the test, and students do not like being tested. Both groups also think that the CSAT must change in

some ways. Furthermore, the teachers perceive that the CSAT is not in alignment with the goals and the objectives of the curriculum.

To summarize teacher perceptions concerning the relationships among the curriculum, the textbooks, and the CSAT, teachers believe that the textbooks correspond to the curriculum. However, they believe that the CSAT does not represent all that the curriculum mentions.

Both teachers and students denounce the test quality in terms of validity, because they believe that the CSAT is not, in fact, evaluating students' communicative competence, but rather general comprehension. However, they view the CSAT as important, since it stimulates studying English.

Turning now to the issue of impact of the CSAT, both teachers and students perceive that it has a negative impact on their teaching and learning. Specifically, teaching content, methodology, and ways of assessment focus on preparing students for the CSAT. Teachers use commercial materials designed to practise the test, teach test-taking skills, and design 'internal' classroom tests with similar question types as on the CSAT. In terms of learning, students are well aware of their teachers' instruction in class and their own learning strategies reflect what is done in class, so that student learning appears affected by their teachers' teaching.

There are three other factors reflected in the teaching: teaching experience, personality, and student needs. Interestingly, teacher beliefs are not reflected in their teaching. On the other hand, students list the other factors that affect their learning in the following order: future job, parent expectations, and self-image.

The first main research question posed in the study asked if the CSAT affected EFL teaching and learning in Korean secondary schools. The results from questionnaires and interviews suggest that it does affect the teaching and learning. Specifically, the

CSAT affects what to teach, how to teach, and how to assess in terms of teaching. The CSAT also affects student learning such as time spent on preparation for the CSAT, skill areas they study, and learning strategies.

The next question asked what was the nature of the relationship between the test and teaching and learning, and hence the curriculum. Before answering the question, it is necessary to recall the initial questions about the relationships among the curriculum, the textbooks, and the CSAT, which are examined in Chapter 4. According to the results in Chapter 4, the textbooks correspond to the curriculum, but the CSAT does not represent the curriculum properly. Here the textbooks are to be considered as a criterion to characterize the nature of the relationship between the test and curriculum, because the results in Chapter 4 demonstrate that the textbooks reflect the curriculum. It can be then assumed that the nature of washback is characterized as negative if teachers do not teach the whole textbook and teach toward the CSAT. In other words, that the textbooks corresponding to the curriculum are not properly taught in class implies that the curriculum is ignored or narrowed.

In the present study, data from questionnaires and interviews reveal that teachers skip over parts of the textbooks, which are not directly related to the CSAT, and teach toward the test, using other materials such as listening and reading practice kits for the CSAT. Therefore, it appears that there is a 'narrowing of the curriculum' (Madaus, 1988; Smith, 1991) or 'distorting of the curriculum' (Vernon, 1956) so that there is a 'negative' washback effect of the CSAT on teaching and learning. The results of the questionnaires also support this. Both teachers and students report that the test has a negative effect on their teaching and learning.

The last main research question asked what were the variables influenced by the washback effect. That is, what does the negative washback effect of the CSAT affect? It

affects the attitudes toward the CSAT that teachers and students have. As revealed above, teachers and students express negative feelings by pinpointing test anxiety and pressure to raise test scores. Teachers do not like teaching to the test, ignoring the curriculum, and students also do not like studying for the test as well as being tested on their knowledge only concerning the CSAT content.

I then raise the question of what causes ‘this phenomenon’, which indicates that the CSAT has a negative effect on teaching and learning, and then further causes teachers and students to have negative attitudes toward the test. As Alderson and Wall (1993) mentioned, it seems to make sense that we explore what causes this phenomenon after confirming the presence of washback and identifying its nature. In the case of the present study, it might be due to test quality perceived by the teachers and students. They criticize the quality of the CSAT in terms of validity. It would be somewhat difficult to determine that test quality is the prime causative factor of this phenomenon, since there exist other forces within society, education, and schools that might affect this phenomenon, as claimed by Alderson and Wall (1993). Judging from the teachers’ point of view, however, test quality might be what they regard as one of the main factors. Therefore, it could be assumed that test quality is a contributing factor to the phenomenon.

Then, what is the evidence that test quality could cause this phenomenon? We can find the evidence from the results of the category, ‘Attitudes toward the CSAT’. Teachers regard the test as contradictory to their respective teaching philosophies. They point out its low quality as the reason behind their beliefs.

With regard to the quality of the CSAT, I ask myself about the question raised by Bachman and Palmer (1996), “How useful is this particular test for its intended purpose(s)?” (p. 17). More specifically, in terms of construct validity, “To what extent

does the test task reflect the construct definition?” (p. 141). According to the results from analyzing the characteristics of the CSAT, its intended purpose is dual: a proficiency and achievement test. I thus ask the question regarding the degree of the correspondence between the CSAT and its purpose, ‘To what extent does the multiple-choice test task reflect the construct that might be defined as ‘the ability to communicate in English’?

The answer can be found from the results of the category, ‘The degree of the test quality perceived’. The results show that teachers criticize the validity of the CSAT, arguing that multiple-choice questions like those on the CSAT cannot measure students’ communication ability in English. From the argument, therefore, we can make an inference about the construct validity of the CSAT. That is, interpretation of the CSAT scores can be relatively unsatisfactory, in that the CSAT does not reflect the construct definition.

From the student questionnaires, we can also make an inference about another quality of the CSAT, other than construct validity. Students address the issue of authenticity. According to Bachman and Palmer (1996), authenticity is defined as “the degree of correspondence of the characteristics of a given language test task to the features of a TLU (Target Language Use) task” (p. 23). The students point out that the content of the CSAT does not include many items related to daily life situations. This implies that the characteristics of the CSAT do not correspond to the features of the “real-life domain”, which is a type of the TLU domains named by Bachman and Palmer (1996, p. 44). Judging from student perception of test quality, thus, the CSAT is relatively less authentic.

The next question I ask is how teachers behave in accordance with test quality. The results provide evidence that teachers do not explicitly inform their students about

the skills tested on the CSAT, since they think it will not help the students in preparing for the test. In addition, they do not even agree that the test measures the four language skills. As a result, students are not informed about these issues.

Chapter 2 described Alderson and Wall's (1993) argument about the relation between a washback effect and a test's validity. They argue that washback "is likely to be a complex phenomenon which cannot be related directly to a test's validity" (p. 116). However, Messik (1996) mentions that "washback appears to depend on a number of important factors in the educational system in addition to the validity of the tests" (p. 245). Furthermore, Cheng (1997) points out that every particular educational context in which a test is administrated is different and of importance to a washback investigation, so that the particular educational context should be first considered in any washback investigation. In the case of the South Korean educational system, this study has provided evidence showing that washback is related to test validity, and even further, to test quality.

Because it has been claimed that certain qualities of the CSAT caused a negative washback, it must then be asked, how could this present situation be improved? In my opinion, the CSAT should be reformed and revised to reestablish its authenticity and validity. Presently, a conflict exists between the CSAT characteristics and both the features of the TLU domain and the construct definition – the ability to communicate in English. To resolve the conflict, attention should be given to how the CSAT is matched with the TLU domain features and the construct definition. This issue will be more explicitly discussed in the section, 'Implications of the Study', in Chapter 6, because it is pertinent to many other Asian countries and their EFL programs as well as to the particularly context of Korean EFL teaching and learning. Furthermore, Chapter 6 includes the limitations of and contributions to the study and suggestions for further

research.



## **CHAPTER 6. CONCLUSIONS**

This chapter revisits the findings of the study, discusses implications and limitations, and gives suggestions for further research.

The present study was designed to examine whether a washback effect from the CSAT exists. As reported in Chapter 1, the presence of washback is commonly believed, but evidence through empirical research is lacking. The findings of this study confirm the belief that there is a washback effect from the CSAT on EFL teaching and learning in secondary schools, and the nature of washback is characterized as negative. The findings even further confirm that the variable(s) influenced by the washback effect are negative attitudes that the participants of the study have toward the test.

On the basis of these findings, one can realize the power of the CSAT over EFL teaching and learning in secondary schools of South Korea. To raise test scores, teachers teach toward the test, ignoring the curriculum, and students study only for the test. Subsequently, feelings of pressure and anxiety about the test are generated among them. One can also infer from the findings of the study, that this phenomenon results from the low quality of the test. That is, the CSAT does not reflect the curriculum and therefore it is not valid. Earlier in Chapter 2, Smith (1991) claimed that high-stakes testing influences teachers directly and negatively. As such, the CSAT as a high-stakes test does appear to affect teaching and learning negatively, and is demonstrated in teacher and student negative feelings about the test.

### **IMPLICATIONS OF THE STUDY**

Once negative washback is observed in a study, it is necessary to consider how to bring about desirable washback, or at least, how to reduce or avoid the negative

washback. Some researchers suggest several ways for beneficial washback to be encouraged (Hughes, 1989; Bailey, 1996). As Cheng (2000) mentioned earlier in Chapter 3, however, the washback effects of tests tend to depend on the educational systems. Based on the literature, thus, this study suggests two ways to bring about desirable washback, which are both appropriate to the Korean educational system and may also prove helpful to the EFL educational systems of other Asian countries.

The first is that the CSAT should reflect the language learning goals of the curriculum. As one participant of the study reports, the goals of the curriculum are too high for students to achieve, that is, what the curriculum pursues is not realistic. As revealed in Chapter 4, the CSAT does not achieve its intended purposes; to serve as a proficiency and achievement test. Moreover, it does not represent the curriculum. Therefore, in order to bring about desirable washback, both the curriculum designers and the test developers need to consider the correspondence between the curriculum and the CSAT. That is, the curriculum designers should establish goals appropriate to the level of student ability, and the test designers should reflect the goals of the curriculum in the CSAT in order to assess student achievement of the curriculum.

The second is to use ‘direct testing’, suggested by Hughes (1989). According to Hughes, direct testing requires students “to perform precisely the skill which we wish to measure” (p. 15). In other words, if we want to know how well students can speak a language, we should let them speak the language. If we want to know how well they can write compositions, we should let them write compositions in the tests. Hughes further suggests that direct testing is useful to measure the productive skills, *speaking and writing*.

The ME announces that the CSAT measures the four language skills. That is, the CSAT directly evaluates the receptive skills, *listening and reading* and indirectly

evaluates the productive skills, *speaking and writing*. However, the findings in Chapter 4 show that there is no evidence that the CSAT measures the productive skills, *speaking and writing*, in the multiple-choice items. Furthermore, the teacher participants of the study do not think that the CSAT measures the four language skills. Therefore, the test developers need to take into consideration the suggestion of using ‘direct testing’ such as compositions and oral interviews. Through these kinds of tests, students are asked to produce written and/or oral discourses. One reminder, however, is that the test developers should consider constructing reliable and valid rating scales when they design the tests.

With reference to rating scales, Turner and Upshur (1996) developed EBB scales, defined as a scale that is “**empirically** derived, requires **binary** choices by raters, and defines the **boundaries** between score levels” (pp. 60-61). These scales were developed for speaking tests such as story retell. They found these scales very accurate and recommended using this type of scale in assessing high-stakes tests. It is thus helpful to consider these scales when designing high-stakes tests with productive skill tasks (see Turner, 2001a for a scale development report).

## LIMITATIONS AND CONTRIBUTIONS OF THE STUDY

There remain several limitations to the present study. First of all, the instruments used limited my data collection. I used three instruments: written questionnaires, interviews, and analyses of documents. Recently, to investigate washback, many studies suggest the use of multiple data through questionnaires, interviews, and observations (Wall and Alderson, 1993; Sturman, 1996; Alderson and Hamp-Lyons, 1996; Cheng, 1997). Sturman (1996) explained the value of using both qualitative data (written open-ended comments) and quantitative data in his washback study. In particular, Wall and

Alderson (1993) noted that observational data were important, but raised many questions concerning 'why', like 'why teachers do what they do in class' or 'why tests may not have the impact that is asserted'. They emphasized that classroom observations, interviews, and questionnaires necessarily complement each other. Moreover, Morrow (1986) claimed that "in essence an examination of washback validity would take testing researchers into the classroom in order to observe the effect of their tests in action" (p. 6).

I conducted the study based merely on written questionnaires and interviews, however not on classroom observations, due to constraints regarding access to the classroom. That is, the participants of the study resided in South Korea whereas I was in Canada, so that I could not make classroom observations. Indeed, it sometimes happens that what teachers report they usually do is not the same as what they actually do in the classroom. A study including classroom observations will contribute further to the present study.

Second, the number of the participants is small in this study. They are six EFL teachers and 120 students in the last year of high school. The small number of participants can be a factor that affects 'internal validity'. Particularly, when data obtained from the six teachers are interpreted as quantitative such as percentage (%), the effects of individual variability are magnified in the small number of the participants, so that the results might be distorted. This needs to be considered when interpreting the results.

Third, I did not interview the student participants. Collection of the questionnaire data occurred in February. The academic year ends in February. By the time the questionnaire data were returned, the students had already left schools after graduation. Even if the questionnaires were collected earlier than February, or even before the CSAT, I could not interview the students, since doing interviews before the CSAT could

interrupt their learning. As a result, when I had questions raised concerning student responses in the questionnaires, I had to ask their teachers, who were involved in the study, to explain why the students answered the way they did in the questionnaires. This study is designed to compare both teacher and student opinions and to look at whether there are similarities or differences between them. However, the comparison might be somewhat biased, since my understanding of the student answers, sometimes, depended on their teachers' explanations.

Despite its limitations, this study has begun to investigate the washback effect of the CSAT in the context of South Korea, on which no empirical research has been reported. Moreover, this study has analyzed the curriculum, the textbooks, and the CSAT to examine the relationships among them. These analyses have been useful to better understand the educational context of South Korea based on the results of the relationships. Therefore, this study can also be useful for those who look to do future research concerning washback within the Korean context.

#### **SUGGESTIONS FOR FURTHER RESEARCH**

There remains much that is unexamined in the study; most importantly, teacher beliefs about language teaching and learning. The findings of the study show that teachers consider the CSAT as contradictory to their teaching philosophies and that their beliefs about language teaching and learning are not reflected in their teaching. In the end, they have to teach toward the test. If, on the other hand, they were able to teach the way they wanted on the basis of their teaching philosophies, and if the curriculum and the CSAT coincided with their philosophies, then results in such a study might be different. A positive washback effect might be observed in the study. It is thus conceivable that teacher beliefs may be a factor in bringing about desirable washback.

## **CLOSING REMARKS**

After examining the washback effect of the CSAT on EFL teaching and learning in South Korean secondary schools, it was observed that the CSAT, like many high-stakes tests, affects teaching and learning directly and negatively (Smith, 1991). A high-stakes test like the CSAT can have power over the educational system (Shohamy, 1993). Therefore, a system could work toward positive washback. For example, the CSAT which is powerful could serve as a lever for change (Pearson, 1988). An effort should be made to redesign the CSAT to serve as a lever for desirable change.

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## **APPENDIX A. QUESTIONNAIRES**

## **Teacher Questionnaire (Original English Version)**

### Teacher Questionnaire

*In the study entitled "A Washback Study of the University Entrance Examination in Secondary Schools in South Korea", the teacher questionnaire will provide information about teachers' reactions toward the university entrance examination (hereafter, CSAT) and viewpoints of their teaching. (On the questions, the CSAT refers to the English section of the CSAT).*

***Answer the questions as best you can. If there are any questions you do not understand, please ask for help. You can withdraw from this study at any time if you think you can not continue.***

**[Personal information]**

1. Name : \_\_\_\_\_
  2. Age : ☐ 20-29    ☐ 30-39    ☐ 40-49    ☐ 50-59    ☐ over 60
  3. Sex : ☐ Male    ☐ Female
  4. School : \_\_\_\_\_
  5. Educational Background : ☐ B.Ed    ☐ B.A    ☐ M.Ed    ☐ M.A  
☐ Other, Specify \_\_\_\_\_
  6. How long have you been an English teacher? \_\_\_\_\_
  7. How many years have you taught students in their last year of high school? \_\_\_\_\_
  8. How many classes do you have a week? \_\_\_\_\_
  9. How many students are there per class? \_\_\_\_\_
  10. How many students do you currently teach? \_\_\_\_\_
  11. Have you ever had an EFL teacher-training program, non-funded (i.e., with your own payment) or funded by the Korean government? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
- IF YES,** tell me briefly about the course description. \_\_\_\_\_
- \_\_\_\_\_
12. Have you ever had an in-service teacher education program relevant to the curriculum? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

\*\*\*\*\*

**Directions :** There are a variety of response formats to the following questions.

- Some questions require that you read statements and then decide if you:  
(1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree.
- Some questions require simply a (Y) yes or (N) no response.
- Some questions require a check (✓) mark.
- Some questions require a ranking.
- Some questions also require short written answers.

**[Awareness of the curriculum and the CSAT]**

1. Do you know what the overall philosophy of the curriculum is? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
2. Do you follow the curriculum guidelines when you teach? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
 

Give reasons: \_\_\_\_\_

\_\_\_\_\_
3. Do you know what the CSAT is like? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
4. Do you know what skills are tested on the CSAT? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
5. Check what you think the purpose(s) of the CSAT is (are).
 

(1) to choose prospective students \_\_\_\_\_

(2) to evaluate students' academic competence \_\_\_\_\_

(3) to evaluate students' rote-memorization skill \_\_\_\_\_

(4) other, specify \_\_\_\_\_

**[Attitude toward the CSAT]**

6. The CSAT reflects the goals and objectives of the curriculum.
 

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

Give reasons: \_\_\_\_\_

\_\_\_\_\_
7. The CSAT is valid to evaluate students' communicative competence that the curriculum encourages. (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 

Give reasons: \_\_\_\_\_

\_\_\_\_\_
8. The CSAT enriches students' knowledge of English language.
 

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

Give reasons: \_\_\_\_\_

\_\_\_\_\_

9. The CSAT improves students' proficiency in English.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

10. The CSAT would motivate students to study English.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

11. My students should adjust their learning strategies to the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

How? \_\_\_\_\_  
\_\_\_\_\_

12. The CSAT forces my students to study English harder

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

13. I enjoy the teaching of the practice tests in preparation for the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

14. I feel pressured about the CSAT when I teach.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

15. I think the CSAT is contrary to my teaching philosophy.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

16. The CSAT must change in some ways.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

**[Attitude toward the textbook]**

17. Which textbook do you use? \_\_\_\_\_

18. The textbook covers what the curriculum guideline said.



(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

19. The textbook provides many practice tests for the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

20. If I teach the whole textbook, then my students can achieve high scores on the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

➤ Do you have any comments to add concerning relations between the curriculum and the CSAT? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### [TEACHING]

#### [Content of teaching] : what to teach

21. Do you teach the whole textbook? (Y)\_\_\_\_ (N)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

22. Do you modify the content of the textbook due to the CSAT? (Y)\_\_\_\_ (N)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

23. Do you skip over part of the textbook? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, what part do you skip over in the textbook? \_\_\_\_\_  
\_\_\_\_\_

**Why?** \_\_\_\_\_  
\_\_\_\_\_

24. Do you use other materials? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, what are they? \_\_\_\_\_  
\_\_\_\_\_

What skills do you intend to develop with the materials? \_\_\_\_\_

---

25. Which areas did you teach most in class? (Rank the skills)

- (1) reading \_\_\_\_\_  
 (2) writing \_\_\_\_\_  
 (3) listening \_\_\_\_\_  
 (4) speaking \_\_\_\_\_  
 (5) grammar \_\_\_\_\_  
 (6) vocabulary \_\_\_\_\_

26. Did you change them as the CSAT approached? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

**IF YES**, how did you change them? (Rank the skills)

- (1) reading \_\_\_\_\_  
 (2) writing \_\_\_\_\_  
 (3) listening \_\_\_\_\_  
 (4) speaking \_\_\_\_\_  
 (5) grammar \_\_\_\_\_  
 (6) vocabulary \_\_\_\_\_

27. Do you give extra classes to your students, besides regular school hours?

(Y)\_\_\_\_\_ (N)\_\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

**IF YES**, what kinds of lessons do you give? (e.g., do you give grammar lessons or listening lessons?, etc) \_\_\_\_\_  
 \_\_\_\_\_

What materials do you use? \_\_\_\_\_  
 \_\_\_\_\_

**[Methodology of teaching]: how to teach**

28. Are you concerned about the methods you use to teach English? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

29. What methods do you use? \_\_\_\_\_  
 \_\_\_\_\_

30. Are the methods you use suggested by the *Teacher's guide* from the curriculum?

(Y)\_\_\_\_\_ (N)\_\_\_\_\_

31. Do you feel the methods you use help students prepare for the CSAT?

(Y)\_\_\_\_\_ (N)\_\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

32. Did you change your teaching methods as the CSAT approached? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, how did you change? \_\_\_\_\_  
 \_\_\_\_\_

33. Tell me briefly about what activities you did in class. (e.g., reading aloud, role-play, and so on) \_\_\_\_\_  
 \_\_\_\_\_

34. Did you change the activities as the CSAT approached? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, how and why? \_\_\_\_\_  
 \_\_\_\_\_

35. Do you have any pattern for the lessons in class? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, what is your pattern? \_\_\_\_\_  
 \_\_\_\_\_

36. Did you change the pattern as the CSAT approached? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES**, how did you change it? \_\_\_\_\_  
 \_\_\_\_\_

### **[Ways of assessing] : how to assess students**

37. When you make up 'internal' tests for your students, what do you focus on? (e.g., do you focus on the content of the textbooks you covered in class, or the content of the past examination papers—the practice kit of the past CSAT) \_\_\_\_\_  
 \_\_\_\_\_

38. Do you modify the content of the test due to the CSAT? (e.g., if the CSAT has a question about finding the key word from the passage, you include the question in your own test.) (Y)\_\_\_\_ (N)\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

39. What are the criteria for the test? (e.g., in evaluating listening ability, do you make your own criteria for that? Or do you adopt the marking criteria used by the past CSAT?) \_\_\_\_\_  
 \_\_\_\_\_

40. Do you explain the criteria to your students? (i.e., do you let them know the criteria before the test?) (Y)\_\_\_\_ (N)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

41. What kind of test format do you use to evaluate your students' learning? (e.g., multiple-choice tests or alternatives, for example, performance assessments, such as essay writing, communicative pair-work tasks, role-play tests, group discussions, composition tests, cloze tests, oral proficiency interviews, portfolios, diaries, self-assessment, and so on) \_\_\_\_\_  
\_\_\_\_\_

**Why do you use this format?** \_\_\_\_\_  
\_\_\_\_\_

42. Does the format you use appear frequently on the CSAT? (Y)\_\_\_\_ (N)\_\_\_\_

43. Do you have any comments to add in terms of ways of assessing? (e.g., if you use multiple-choice tests or performance assessments, how appropriately do you use them to your students? Or do you think what you use are valid to evaluate your students' learning? Or is there anything to change?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **[General Views on Your Teaching]**

44. My teaching experience is reflected in my current teaching.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

45. My beliefs about language teaching and learning are reflected in my current teaching.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

46. My personality is reflected in my current teaching.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

47. What my students need is reflected in my current teaching

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

48. I think the CSAT has the most influence on my own teaching.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

49. I believe the CSAT has a great influence on EFL teaching and learning in secondary schools and even on the whole education system. (1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

.....

- (1) If you think the CSAT affects your teaching, please comment on how the CSAT affects your teaching (i.e., negatively/positively).

(2) What are other factors that affect your teaching?

- If you don't think so, please comment on why the CSAT doesn't affect your teaching, and what are *the other factors*, except teaching experience, beliefs, and personality, that affect and reflect your current teaching.

*Thank you very much for your participation.* □

**Student Questionnaire (Original Korean Version)**

### 학생들

이 설문조사는 "대학수학능력시험이 응시응답에 미치는 영향력"에 관한 연구결과를 위한 자료 수집 방법으로, 대학수학능력시험에 대한 학생들의 반응과 학습방법과 관한 정보를 제공해 줄 것입니다. (여기서 언급되는 대학수학능력시험은 외국어영역 부분만을 가리킵니다.)

여러분의 진지한 답변을 기대합니다. 질문과 관련하여 이해가 되지 않는 부분이 있다면, 응시서에 기재된 주소로 문의하시기 바랍니다. 아울러, 여러문제서는 질문에 답하기를 원하지 않으면 언제든지 중단하실 수 있으며, 그로 인하여 어떠한 불이익도 받지 않음것임을 명시하여 드립니다.

### [여러분의 개인 정보에 관한 질문]

1. 나이 : \_\_\_\_\_

2. 성별 : ☐ 남 ☐ 여

3. 학교 : \_\_\_\_\_

4. 영어교사명 : \_\_\_\_\_

5. 영주권에 영주시수는 얼마나 됩니까? \_\_\_\_\_

6. 해외에서 영어연수를 받은 적이 있습니까? (예) \_\_\_\_\_ (아니오) \_\_\_\_\_

7. 대학수학능력시험 (이하, 수능) 대비를 위해 과외수업이나 사설학원에 다닌 적이 있습니까? (예) \_\_\_\_\_ (아니오) \_\_\_\_\_

\*\*\*\*\*

방법: 아래 질문들에 대한 답변방식이 다양합니다.

- 일부는 여러문제서 질문을 읽고, 그렇다고 생각되는 곳에 (1)전적으로 동의하지 않는다(강한부정), (2)동의하지 않는다(부정), (3)동의한다(긍정), (4)전적으로 동의한다(강한긍정) 표시하십시오.
- 일부는 (예) 와 (아니오)에 표시하십시오.
- 일부는 ☐ 라에 (예) 표시하십시오.
- 일부는 빈칸에 수위를 표시하십시오.
- 일부는 간단한 문장으로 답하십시오.

### [수학능력시험에 대한 인식]

1. 수능시험의 출제영향을 받고 계십니까? (아니오) \_\_\_\_\_ (예) \_\_\_\_\_

2. 수능이 학생들의 어떠한 skill 을 테스트하는지 알고 계십니까?

(예) \_\_\_\_\_ (아니오) \_\_\_\_\_

3. 수능의 목적이 무엇이라고 생각하십니까? (아래번호에 표시하십시오.)

①장래성있고 우수한 학생선발 \_\_\_\_\_

②학생들의 학문적 수학능력 평가 \_\_\_\_\_

③학생들의 단순암기능력 평가 \_\_\_\_\_

④기타 \_\_\_\_\_ (자세히 적어주십시오) \_\_\_\_\_

#### [수학능력시험에 대한 태도]

4. 수능은 나의 의사소통능력(communicative competence)를 평가하기에 적당(valid)하다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

5. 수능은 나의 영어에 대한 지식을 넓히는데 기여한다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

6. 수능은 나의 영어실력(proficiency)을 향상시켜준다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

7. 수능은 나의 학습의욕에 대한 동기(motivation)를 유발시켜준다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

8. 내가 가지고 있는 지식에 대해 테스트받는 것을 좋아한다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

9. 수능에 대한 걱정과 증압감을 가지고 있다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

10. 수능은 나의 영어 학습의 강도를 심화시킨다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_



왜 그렇게 생각하십니까? \_\_\_\_\_

11. 수능은 어떤 점에서 일부 개선되어야 한다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

12. 만약 수능시험을 치지 않는다면, 여러분께서는 어떻게 하시겠습니까?

(아래번호에 표시하십시오.)

①영어공부를 계속할 것이다. \_\_\_\_\_

②영어공부를 더이상 하지 않을 것이다. \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

#### [교과서에 대한 태도]

13. 어느 교과서를 사용하십니까? \_\_\_\_\_

14. 사용하고 있는 교과서에는 수능대비를 위한 연습문제들이 많이 있다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

15. 교과서 전체범위를 모두 공부한다면, 수능에서 좋은 점수를 받을 수 있다.

(1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_

왜 그렇게 생각하십니까? \_\_\_\_\_

➤ 수능시험과 관련하여 더 심층있는 토론을 원하는 부분이 있다면 말씀해 주십시오.

\_\_\_\_\_

#### [학습활동과 관련하여]

16. 교과서 전체범위를 다 배웁니까? (예)\_\_\_\_\_ (아니오)\_\_\_\_\_

17. 수업시간에 교과서내용이 수능에 적당하도록 수정되어집니까?

(예)\_\_\_\_\_ (아니오)\_\_\_\_\_

18. 교과서내용중에서 수업시간에 다루어지지 않는 부분이 있습니까?

(예)\_\_\_\_\_ (아니오)\_\_\_\_\_

있다면, 어느 부분입니까? \_\_\_\_\_

19. 수업시간에 어느 부분을 가장 중점적으로 배웁니까? (아래번호에 순위를 표시하십시오.)

- ①reading \_\_\_\_\_
- ②writing \_\_\_\_\_
- ③listening \_\_\_\_\_
- ④speaking \_\_\_\_\_
- ⑤grammar \_\_\_\_\_
- ⑥vocabulary \_\_\_\_\_

20. 19 번과 관련하여 수능시험이 다가옴에 따라 달라진 부분이 있습니까?

(예)\_\_\_\_\_ (아니오)\_\_\_\_\_

있다면, 어떻게 달라졌습니까? (아래번호에 순위를 표시하십시오.)

- ①reading \_\_\_\_\_
- ②writing \_\_\_\_\_
- ③listening \_\_\_\_\_
- ④speaking \_\_\_\_\_
- ⑤grammar \_\_\_\_\_
- ⑥vocabulary \_\_\_\_\_

21. 수업시간에 어떤 activities 가 이루어지는지 간략하게 말씀해 주십시오.

(예를들면, reading aloud 나 role-play 등) \_\_\_\_\_

22. 21 번과 관련하여 수능이 다가옴에 따라 수업시간에 이루어지는 activities 에 변화가 생겼습니까? (예)\_\_\_\_\_ (아니오)\_\_\_\_\_

변화가 있다면, 어떻게 바뀌었는지 말씀해 주십시오. \_\_\_\_\_

23. 정규영어수업시간외에 보충수업이 있습니까? (예)\_\_\_\_\_ (아니오)\_\_\_\_\_

있다면, 어떤 수업이 이루어 집니까? (예를들면, 문법수업이나, 듣기평가수업, 등) \_\_\_\_\_

어떤종류의 수업을 기대합니까? (어떤 수업이 이루어 지기를 기대합니까?)\_\_\_\_\_

24. 개인적으로 공부할 때, 어느 부분에 가장 많은 시간을 보냅니까? (아래번호에 순위를 표시하십시오.)

- ①reading \_\_\_\_\_
- ②writing \_\_\_\_\_
- ③listening \_\_\_\_\_
- ④speaking \_\_\_\_\_
- ⑤grammar \_\_\_\_\_
- ⑥vocabulary \_\_\_\_\_

25. 24 번과 관련하여 수능이 다가옴에 따라 달라진 부분이 있습니까?  
(예) \_\_\_\_\_ (아니오) \_\_\_\_\_

있다면, 어떻게 바뀌었습니까? (아래번호에 순위를 표시하십시오.)

- ①reading \_\_\_\_\_
- ②writing \_\_\_\_\_
- ③listening \_\_\_\_\_
- ④speaking \_\_\_\_\_
- ⑤grammar \_\_\_\_\_
- ⑥vocabulary \_\_\_\_\_

26. 여러분의 선생님이 과제를 부여하지 않더라도 수능과 관련하여 혼자 영어공부를 하십니까? (예) \_\_\_\_\_ (아니오) \_\_\_\_\_  
이유를 설명해 주세요. \_\_\_\_\_

27. 여러분은 수능을 대비하여 일주일에 몇시간 정도 혼자 영어공부를 하십니까?  
☐ 0 시간   ☐ 1-7 시간   ☐ 8-14 시간   ☐ 15-21 시간   ☐ 22 시간이상

28. 수능이 다가옴에 따라 시험준비에 투자하는 노력과 시간이 증가했다.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

29. 수능을 대비하여 혼자 무엇을 공부하십니까? (아래번호에 표시하십시오.)

- ① 수업시간에 배운 것을 복습한다. \_\_\_\_\_
- ② 과거수능기출문제를 공부한다. \_\_\_\_\_
- ③ ①번과 ②번 모두를 공부한다. \_\_\_\_\_
- ④ 기타 \_\_\_\_\_ (자세히 적어주십시오.) \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

30. 여러분은 수능에 적당한 학습전략을 세웠습니까?

(예) \_\_\_\_\_ (아니오) \_\_\_\_\_

학습전략이 있다면, 무엇입니까? (예를들면, fast reading 을 위해 timer 로 제한시간을 정해놓고 문제를 풀거나, 듣기평가에 대비하여 영어듣기방송을 자주 듣는다. 등) \_\_\_\_\_

31. 여러분은 수능대비를 위한 가장 좋은 방법이 무엇이라고 생각하십니까? (예를 들면, 수업시간에 배운 것을 중심으로 부족한 부분(즉, reading comprehension 향상을 위해 영자신문기사나 짧은 에세이를 읽는등)은 혼자 보충한다거나, 학교수업외에 과외수업이나 사설학원에 가서 공부한다, 등)

32. 교내시험을 대비하여 여러분은 무엇을 공부하십니까?

① 수업시간에 배운 교과서를 본다. \_\_\_\_\_

② 과거수능기출문제집을 공부한다. \_\_\_\_\_

③ ①번과 ②번 모두를 공부한다. \_\_\_\_\_

④ 기타 \_\_\_\_\_ (자세히 적어주십시오) \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

33. 영어선생님이 가르치는 것이 나의 학습에 영향을 미친다.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

34. 수능이 나의 학습에 가장 많은 영향을 미친다.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

이유를 설명해 주세요. \_\_\_\_\_

.....

\*\*\*\*\*

- (1) 수능이 여러분의 학습에 영향을 미쳤다면, 그 영향력이 어떠한지를 말씀해 주십시오. (예를 들면, 부정적인가, 긍정적이고 바람직한가, 등)

(2) 그 밖에 여러분의 학습에 영향을 미치는 요인은 무엇입니까? (예를 들면, 장애직업, 부모님의 걱정, 친구들과의 경쟁의식, 흥미, 등)

- 수능이 여러분의 학습에 영향을 미치지 않았다면, 왜 그러한지 말씀해 주십시오. 그리고 여러분의 학습에 영향을 미치는 요인들은 어떠한 것들인지 말씀해 주십시오.

**설문조사에 참여해 주셔서 대단히 감사합니다!! ☺**

### **Student Questionnaire (Translation from Korean)**

### **Student Questionnaire (Translation from Korean)**

*In the study entitled "A Washback Study of the University Entrance Examination in Secondary Schools in South Korea", the student questionnaire will provide information about students' reactions toward the university entrance examination (hereafter, CSAT) and viewpoints of their learning. (On the questions, the CSAT refers to the English section of the CSAT).*

***Answer the questions as best you can. If there are any questions you do not understand, please ask for help. You can withdraw from this study at any time if you think you can not continue.***

#### **[Personal information]**

1. Age : \_\_\_\_\_
2. Sex : ☐ Male ☐ Female
3. School : \_\_\_\_\_
4. English Teacher's Name : \_\_\_\_\_
5. How many English classes do you have a week? \_\_\_\_\_
6. Did you ever go overseas to study English? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
- IF YES, where and how long did you study there? \_\_\_\_\_
7. Have you ever had private tutoring in preparation for the CSAT? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

\*\*\*\*\*

**Directions :** There are a variety of response formats to the following questions.

- Some questions require that you read statements and then decide if you: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree.
- Some questions require simply a (Y) yes or (N) no response.
- Some questions require a check (✓) mark.
- Some questions require a ranking.
- Some questions also require short written answers.

**[Awareness of the CSAT]**

1. Do you know what the CSAT is like? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
2. Do you know what skills are tested on the CSAT? (Y)\_\_\_\_\_ (N)\_\_\_\_\_
3. Check what you think the purpose(s) of the CSAT is(are).
  - (1) to choose prospective students \_\_\_\_\_
  - (2) to evaluate students' academic competence \_\_\_\_\_
  - (3) to evaluate students' rote-memorization skill \_\_\_\_\_
  - (4) other, specify \_\_\_\_\_

**[Attitude toward the CSAT]**

4. The CSAT is valid to evaluate my communicative competence.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
5. The CSAT enriches knowledge of English language.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
6. The CSAT improves my proficiency in English.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
7. The CSAT motivates me to study English.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
8. I like being tested on my knowledge.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
9. I feel pressure and anxiety about the CSAT.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_
 Give reasons: \_\_\_\_\_  
 \_\_\_\_\_
10. The CSAT forces me to learn more English.
  - (1)\_\_\_\_\_ (2)\_\_\_\_\_ (3)\_\_\_\_\_ (4)\_\_\_\_\_



Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

11. The CSAT must change in some ways.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

12. If you don't have to take the CSAT, what would you do? (Check the following statement)

(1) I would like to continue studying English. \_\_\_\_\_

(2) I would not study English any more. \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_

**[Attitude toward the textbook]**

13. Which textbook do you use? \_\_\_\_\_

14. The textbook provides many practice tests for the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

15. If I study the whole textbook, then I can achieve high scores on the CSAT.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_  
 \_\_\_\_\_

➤ Do you have any comments to add regarding the CSAT, or the textbook? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**[LEARNING]**

16. Do you learn the whole textbook? (Y)\_\_\_\_ (N)\_\_\_\_

17. Is the content of the textbook modified because of the CSAT? (Y)\_\_\_\_ (N)\_\_\_\_

18. Does your teacher skip over part of the textbook? (Y)\_\_\_\_ (N)\_\_\_\_

**IF YES,** what part does he or she skip over in the textbook? \_\_\_\_\_  
 \_\_\_\_\_

19. Which areas did you learn most in class? (Rank the skills)

- (1) reading \_\_\_\_\_
- (2) writing \_\_\_\_\_
- (3) listening \_\_\_\_\_
- (4) speaking \_\_\_\_\_
- (5) grammar \_\_\_\_\_
- (6) vocabulary \_\_\_\_\_

20. Did they change as the CSAT approached? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

**IF YES**, how did they change? (Rank the skills)

- (1) reading \_\_\_\_\_
- (2) writing \_\_\_\_\_
- (3) listening \_\_\_\_\_
- (4) speaking \_\_\_\_\_
- (5) grammar \_\_\_\_\_
- (6) vocabulary \_\_\_\_\_

21. Tell me briefly about what activities you usually did in class. (e.g., reading aloud, role-play, and so on) \_\_\_\_\_

22. Did the activities you did in class change as the CSAT approached? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

**IF YES**, how? \_\_\_\_\_

23. Does your teacher give extra classes besides regular school hours? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

**IF YES**, what kinds of lessons does he or she give? (e.g., grammar lessons? Or listening comprehension lessons? etc.) \_\_\_\_\_

What kinds of lessons do you expect more from him or her? (i.e., what kinds of lessons do you need?) \_\_\_\_\_

24. Which areas did you spend the most time on your own studying? (Rank the skills)

- (1) reading \_\_\_\_\_
- (2) writing \_\_\_\_\_
- (3) listening \_\_\_\_\_
- (4) speaking \_\_\_\_\_
- (5) grammar \_\_\_\_\_
- (6) vocabulary \_\_\_\_\_

25. Did you change them as the CSAT approached? (Y)\_\_\_\_\_ (N)\_\_\_\_\_

**IF YES**, how did you change them? (Rank the skills)

- (1) reading \_\_\_\_\_
- (2) writing \_\_\_\_\_
- (3) listening \_\_\_\_\_
- (4) speaking \_\_\_\_\_
- (5) grammar \_\_\_\_\_
- (6) vocabulary \_\_\_\_\_

26. Do you often have self-study, relevant to the CSAT, not assigned by the teacher?

(Y) \_\_\_\_\_ (N) \_\_\_\_\_

Why or why not? \_\_\_\_\_  
\_\_\_\_\_

27. How much time do you usually spend on self-study to prepare for the CSAT in a week?

☐ 0h   ☐ 1h-7h   ☐ 8h-14h   ☐ 15h-21h   ☐ over 22h

28. The time and effort I invested in preparation for the CSAT increased as the CSAT approached. (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

Give reasons: \_\_\_\_\_  
\_\_\_\_\_

29. What do you study on your own to prepare for the CSAT? (Check the following statement)

- (1) I study the textbook my teacher taught in class. \_\_\_\_\_
- (2) I study the past exam papers or the CSAT practice kit. \_\_\_\_\_
- (3) I study both (1) and (2). \_\_\_\_\_
- (4) Other, Specify \_\_\_\_\_

**Why?** \_\_\_\_\_  
\_\_\_\_\_

30. Did you adjust your learning strategies appropriate to the CSAT?

(Y) \_\_\_\_\_ (N) \_\_\_\_\_

**IF YES**, what are they? \_\_\_\_\_  
\_\_\_\_\_

31. What do you think the best way of preparing for the CSAT is?

\_\_\_\_\_  
\_\_\_\_\_

32. What do you study to prepare for the 'internal' test that your teacher makes up? (Check the following statement)

- (1) I review what I learned in class, focusing on the textbook. \_\_\_\_\_
- (2) I study the past exam papers like the practice kit of the past CSAT. \_\_\_\_\_

(3) I study both (1) and (2). \_\_\_\_\_

(4) Other, Specify \_\_\_\_\_

Why? \_\_\_\_\_

33. I think my teacher's teaching toward the CSAT has an influence on my learning.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_

34. I think the CSAT has the most influence on my learning.

(1)\_\_\_\_ (2)\_\_\_\_ (3)\_\_\_\_ (4)\_\_\_\_

Give reasons: \_\_\_\_\_

.....

➤ (1) If you think the CSAT affects your learning, please comment on how the CSAT affects your learning (i.e., negatively/positively).

(2) What are other factors that affect your learning? (i.e., future job, parent concern, peer competition, interest, and so on)

➤ If you don't think so, please comment on why the CSAT doesn't affect your learning, and what are other factors that affect your learning?

*Thank you very much for your participation.* □

## **APPENDIX B. ETHICAL CERTIFICATE**

**CERTIFICATE OF ETHICAL ACCEPTABILITY FOR  
FUNDED AND NON FUNDED RESEARCH INVOLVING HUMANS**

The Faculty of Education Ethics Review Committee consists of 6 members appointed by the Faculty of Education Nominating Committee, an appointed member from the community and the Associate Dean (Academic Programs, Graduate Studies and Research) who is the Chair of this Ethics Review Board .

The undersigned considered the application for certification of the ethical acceptability of the project entitled:

A Washback Study of the University Entrance Examinations in Secondary Schools  
in South Korea

as proposed by:

Applicant's Name Hee-Jeong Hwang

Supervisor's Name CAROLYN E. TURNER

Applicant's Signature Hee-Jeong Hwang

Supervisor's Signature Carolyn E. Turner

Degree / Program / Course M.A / Integrated Studies Granting Agency \_\_\_\_\_  
(S.I.E.)

The application is considered to be:

A Full Review \_\_\_\_\_

An Expedited Review ✓

A Renewal for an Approved Project \_\_\_\_\_

A Departmental Level Review \_\_\_\_\_  
Signature of Chair / Designate

The review committee considers the research procedures and practices as explained by the applicant in this application, to be acceptable on ethical grounds.

1. Prof. Ron Stringer  
Dept of Educational and Counselling Psychology

\_\_\_\_\_  
Signature / date

2. Prof. Ron Morris  
Department of Culture & Values

\_\_\_\_\_  
Signature / date

3. Prof. René Turcotte  
Department of Physical Education

\_\_\_\_\_  
Signature / date

7. Member of the Community

\_\_\_\_\_  
Signature / date

4. Prof. Ada Sinacore  
Department of Educational and Counselling Psychology

Ada Sinacore  
Signature / date

5. Prof. Brian Alters  
Department of Educational Studies

Brian Alters  
Signature / date

6. Prof. Kevin McDonough  
Department of Culture and Values in Education

Kevin McDonough  
Signature / date

Mary H. Maguire Ph. D.  
Chair of the Faculty of Education Ethics Review Committee  
Associate Dean (Academic Programs, Graduate Studies and Research)  
Faculty of Education, Room 230  
Tels: (514) 398-7039/398-2183 Fax: (514) 398-1527

Mary H. Maguire Dec. 13, 2002  
Signature / date

(Updated June 2001)

## **APPENDIX C. THE CSAT PAPERS**

# 제 4 교시      외 국 어 (영 어) 영 역

공	통	성명		수험번호					
---	---	----	--	------	--	--	--	--	--

**홀수형**      **1**

- 먼저 문제지에 성명과 수험 번호를 정확히 기입하십시오.
- 답안지에 수험 번호, 응시 계열, 문형, 답을 표기할 때에는 반드시 '수험생이 지켜야 할 일'에 따라 표기하십시오.
- 문항에 따라 배점이 다르니, 각 물음의 끝에 표시된 배점을 참고하십시오. 1점과 2점 문항에만 점수가 표시되어 있고, 나머지는 모두 1.5점씩입니다.

1번부터 17번까지는 듣고 답하는 문제입니다. 방송을 잘 듣고 답을 하기 바랍니다. 듣는 내용은 한 번만 방송됩니다.

1. 대화를 듣고, 남자가 찾는 농구 선수를 고르시오. [1점]



2. 대화를 듣고, 두 사람의 관계를 가장 잘 나타낸 것을 고르시오.

- |            |             |
|------------|-------------|
| ① 배우와 관객   | ② 운동 선수와 감독 |
| ③ 연기자과 매니저 | ④ 아나운서와 제작자 |
| ⑤ 조종사와 승무원 |             |

3. 대화를 듣고, 여자가 지불해야 할 액수를 고르시오. [1점]

- ① \$3      ② \$6      ③ \$9      ④ \$10      ⑤ \$12

4. 대화를 듣고, 남자가 선물하려는 것을 고르시오. [2점]

- |       |       |       |
|-------|-------|-------|
| ① 음반  | ② 장미  | ③ 사진첩 |
| ④ 소설책 | ⑤ 입장권 |       |

5. 대화를 듣고, 두 사람이 만나기로 한 목적을 고르시오.

- ① to design a contest poster
- ② to hand in an application
- ③ to practice a sport
- ④ to prepare for a competition
- ⑤ to purchase a musical instrument

6. 다음을 듣고, 남자가 무엇을 하고 있는지 고르시오. [2점]

- |            |            |
|------------|------------|
| ① 학교 안내    | ② 졸업식 축하   |
| ③ 시상식 진행   | ④ 신임 교사 소개 |
| ⑤ 수상 소감 발표 |            |

7. 대화를 듣고, 여자가 불쾌해 한 이유를 고르시오.

- ① 버스가 너무 붐비서
- ② 버스가 늦게 도착해서
- ③ 직장 동료가 협조하지 않아서
- ④ 할머니에게 꾸중을 들어서
- ⑤ 점원이 사치기를 해서

8. 대화를 듣고, 두 사람이 대화하는 장소를 고르시오.

- |        |       |      |
|--------|-------|------|
| ① 전시회장 | ② 사무실 | ③ 극장 |
| ④ 연주회장 | ⑤ 사진관 |      |

9. 다음을 듣고, 아래 표를 참고하여 어느 방송 프로그램의 일부인지 고르시오.

Thursday	October 11
TV PROGRAMS	
① 17:00	Culture: Asian Food
② 17:30	Sports: World Youth Soccer
③ 19:30	Special Report: Child Labor
④ 20:10	World Weather
⑤ 20:15	Movie: Lion King

10. 대화를 듣고, 두 사람이 토요일에 할 일을 고르시오.

- |         |         |
|---------|---------|
| ① 민속 놀이 | ② 집안 청소 |
| ③ 음식 요리 | ④ 여행 준비 |
| ⑤ 시내 관광 |         |

11. 대화를 듣고, 남자의 심경을 가장 잘 나타낸 것을 고르시오.

- |             |              |
|-------------|--------------|
| ① delighted | ② frightened |
| ③ lonely    | ④ relaxed    |
| ⑤ worried   |              |





다음 글에 나타난 'I'의 현재 심경으로 가장 적절한 것은?

I feel a cold, light northern wind play upon my face. This wind, which has traveled from the North Pole toward which I am going, gives me a taste of the icy climate. I used to think that the North Pole was the seat of frost and snow. But because the sun is always visible, it presents itself to my imagination as a land of beauty and wonder. Despite my earlier fear of danger and death that I might face, this wind of promise delights me. And it awakens my imagination that I may walk on land that so few have ever visited before.

- ① fearful      ② lonely      ③ indifferent  
④ nervous      ⑤ pleased

21. 다음은 인터뷰의 일부이다. 빈칸 (A)와 (B)에 들어갈 말을 <보기>에서 골라 짝지은 것 중, 가장 적절한 것은? [2점]

Dan: \_\_\_\_\_ (A)

Kay: Well, after my parents passed away, I lived with my grandparents. My grandfather was a diving coach and he encouraged me. Diving was something I always wanted to do. Grandfather was always there when I needed him.

Dan: \_\_\_\_\_ (B)

Kay: Hmm. I'd say it's staying modest. Everybody is always saying, "You're great," and it's easy to start believing them. But there are a lot of great divers out there. So I've got to keep practicing to improve my diving skills.

<보 기>

- a. Why did your parents encourage you to go into diving?  
b. Tell us about how you got started with diving.  
c. I wonder if you've ever regretted becoming a diver.  
d. What's the hardest part about being a famous diver?

- (A) (B)  
① a ---- d  
② b ---- c  
③ b ---- d  
④ c ---- b  
⑤ d ---- c

22. 밑줄 친 Where are we?의 의미로 알한 사람이 의도한 뜻과 동료가 이해한 뜻을 가장 잘 짝지은 것은?

Two violinists were playing a piece at Carnegie Hall before a large audience. In the middle of the piece, one of the two, allowing his mind to wander for a moment, lost his place. Desperately, he tried to listen to his partner while continuing to play. Finally, he had no choice but to lean toward his partner and whisper out of the corner of his mouth, "Where are we?" And his partner, continuing to play, calmly said, "In Carnegie Hall."

알한 사람이 의도한 뜻

동료가 이해한 뜻

- ① 어디 연주해? .... 어디로 가야해?  
② 어디 연주해? .... 여기가 어디야?  
③ 어디로 가야해? .... 어디 연주해?  
④ 어디로 가야해? .... 여기가 어디야?  
⑤ 여기가 어디야? .... 연주회장이 어디야?

[23~27] 다음 글을 읽고, 빈칸에 가장 적절한 것을 고르시오.

23. We simply do not have the technology to travel to the nearest star in a human lifetime. Will this change? Yes and no. Humans are learning how to travel faster and farther. But like all beings in the universe, we face a speed limit, the speed of light, which is about 300,000 kilometers per second. Today our spaceships are only capable of less than one percent the speed of light. \_\_\_\_\_, we explore the universe by observing it with all kinds of telescopes.

- ① Because of this      ② For this purpose  
③ In comparison to this      ④ In this manner  
⑤ At the beginning of this

24. People are accustomed to using blankets to make themselves warm. So they are surprised to see blankets used to keep ice cold and to prevent it from melting. Expecting that a blanket will always make something warm, they think that it must warm ice, too. But what a blanket always does is to prevent heat from passing through one side of it to the other. Thus, it keeps the heat of the body from passing into the colder \_\_\_\_\_ surrounding it, and it keeps the heat of the air from passing into the colder ice. [2점]

- ① air      ② ice      ③ ground  
④ blanket      ⑤ stone

People all around the world spend an average of 1.1 hours on the road each day. Thousands of people are killed, and hundreds of thousands injured each day in car accidents. We are pumping huge quantities of CO<sub>2</sub> into the atmosphere, almost one-third of which comes from cars. We know that this gas causes a greenhouse effect. Our roads are crowded no matter how many we build, and building them destroys nature. Huge amounts of space are given over to parking lots rather than to trees and birds. Thus, we know of many ways in which car use is \_\_\_\_\_.

- ① expensive but helpful
- ② expensive but unavoidable
- ③ limited but effective
- ④ cheap and convenient
- ⑤ costly and harmful

26. It is a human trait to try to \_\_\_\_\_ the things we find in the world. But the world does not always seem to be made for this. As a result, we are often confused by fuzzy edges. There are borderline cases that fit partly into one category and partly into another. This is especially true when we attempt to define life. There are things in the world that cannot clearly be called either living or non-living. One example is the virus—a particle that can be stored like chemicals in a bottle but, when inside a living cell, can reproduce more of itself. Although viruses can reproduce, they do not exhibit most of the other characteristics of life. [2점]

\*particle: 입자, 물질의 극히 작은 구성 부분

- ① judge and name                      ② define and classify
- ③ question and explain              ④ store and reproduce
- ⑤ arrange and exhibit

27. An eighteenth-century scholar said, "Water, which is essential for life, costs nothing. On the other hand, diamonds, which are essential for nothing, cost a lot." Unfortunately, the world has changed considerably since that remark was made. What was true over two hundred years ago is certainly no longer the case. What is still true, however, is a writer's comment, "\_\_\_\_\_". That is, we ignore it when we have it—unless we have too much of it, of course. Once there is a threat to its supply, however, water can quickly become the only thing that matters. We know only too well that, without it, there can be no life.

- ① Still waters run deep.
- ② It never rains but it pours.
- ③ It's the nature of water to run downhill.
- ④ Water is best but diamonds shine like stars.
- ⑤ When the well's dry, we know the worth of water.

28. 다음 글을 쓴 목적으로 가장 적절한 것은? [1점]

As a result of the economy, there aren't many jobs available right now. But don't be discouraged because there are some things you can try. Have you considered taking night classes to train for another kind of job? Many workers learn new skills while keeping their regular jobs. Another possibility is looking for a different type of job in your present company. Finally, even if there are no other jobs around, be sure to relax. Take time out to do things you enjoy after work in order to reduce the stress you experience during your workday.

- ① 칭찬하려고                      ② 질책하려고                      ③ 사과하려고
- ④ 문의하려고                      ⑤ 조언하려고

29. 'I'가 박물관에서 겪은 일에 관한 설명 중, 다음 글의 내용과 일치하지 않는 것은? [2점]

Last Friday afternoon my sister and I were visiting a museum. We became so interested in the mummies that we lost track of the time. Suddenly, the lights in the room dimmed twice and then went out. I couldn't see anything. Then I had visions of mummies coming toward us with cold, dead hands. Out of the dark came a vague voice, "Who's there?" I couldn't talk. Neither could my sister. All at once, the lights came on. An attendant was hurrying toward us. He looked angry as he led us out of the museum, saying, "We closed fifteen minutes ago!"

\*mummy: 미이라

- ① 갑자기 어둠 속에 갇혔다.                      ② 무서운 환영을 보았다.
- ③ 어둠 속에서 목소리를 들었다.                      ④ 큰 소리로 비명을 질렀다.
- ⑤ 해관 시간을 잊었다.

30. 각 네모 안에서 어떻게 맞은 표현을 골라 짝지은 것으로 가장 적절한 것은?

When you attempt to do something and fail, you have to ask (A) you / yourself why you have failed to do what you intended. (B) Answer / Answering this question in a new, unexpected way is the essential creative act. (C) It / They will improve your chances of succeeding next time.

- | (A)        | (B)            | (C)       |
|------------|----------------|-----------|
| ① you      | ---- Answer    | ---- It   |
| ② you      | ---- Answering | ---- They |
| ③ yourself | ---- Answer    | ---- They |
| ④ yourself | ---- Answering | ---- It   |
| ⑤ yourself | ---- Answering | ---- They |

31. 다음 글에서 밑줄 친 부분 중, 어법상 틀린 것은? [2점]

Former U.S. President Jimmy Carter, who promotes Habitat for Humanity, has toured various countries since 1994. In the summer of 2001, he has visited Asan, Korea, to participate in a house-building project. It was part of Habitat for Humanity International's campaign to build houses for homeless people. He worked along with volunteers for the program, which is named after him—the Jimmy Carter Work Project 2001.

32. 젓가락에 관한 설명 중, 다음 글의 내용과 일치하는 것은?

Chopsticks were developed about 5,000 years ago in China. People cooked their food in large pots, and hasty eaters then broke tiny branches off trees to pick out the hot food. By 400 B.C., food was chopped into small pieces so it could be cooked quickly. The pieces of food were small enough that knives were not needed at the dinner table. People were advised to use chopsticks instead of knives at the table because knives would remind them of killing animals. By A.D. 500, chopstick use had spread to other countries.

- ① 초기에는 동물의 뼈로 만들었다.
- ② 뜨거운 음식을 잡는 데 사용하였다.
- ③ 한때 왕족과 귀족들만 사용하였다.
- ④ 고기 요리를 대접할 때 사용하였다.
- ⑤ 사냥 도구로도 사용하였다.

[33~34] 다음 글의 제목으로 가장 적절한 것을 고르시오.

33. Each of us has probably wanted to live another life, even if only for a brief time. It is not a matter of being dissatisfied with our own lives, but it is more a curiosity about the road not traveled. Of course, one way of satisfying this curiosity is through travel. Just as we may dream of being an actor on a stage, travel allows us to experience a different world. Whether we dream of sitting in a cafe in Paris or on the back of an elephant in Southeast Asia, travel gives us the chance to do things we have only imagined.

- ① Life After Death
- ② What Is Travel For?
- ③ Traveling Asian Countries
- ④ How Can We Travel Safely?
- ⑤ Tourist Attractions in Europe

34. Ethics begins with our being conscious that we choose how we behave. For instance, we can either tell the truth or tell a lie. These two possibilities are presented to us as options. We are capable of doing either one because we can control our actions. A stone, however, does not face these kinds of options because it cannot distinguish between different courses of action. A stone can behave only in the way an outside force makes it behave. Unlike a stone, a person can start an action by himself or herself. The difference, then, is that a stone is not conscious of possibilities, whereas human beings are conscious that they face genuine alternatives.

[2점]

- ① How to Present Alternatives
- ② Influences of Outside Forces
- ③ Differences in Valuable Stones
- ④ Being Human: Awareness of Choice
- ⑤ Opposing Forces: Human Beings and Nature

35. 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

Koreans tend to have one job for their whole life.

A professor of business studied employment patterns in Korea and the United States. (①) She described in her book some important differences. (②) Among them, she paid particular attention to the number of years a person stays with a job. (③) When they are young, they go to work for a company, and they stay with that company. (④) In the United States, people move from one company to another. (⑤) They change jobs very frequently.

36. 주어진 문장 다음에 이어질 글의 순서로 가장 적절한 것은?

We have the good fortune to live in a democracy.

- (A) Without this freedom, the decision-makers may make our lives difficult because they wouldn't know what we think.
- (B) We should, therefore, be ready to fight for the right to tell the truth whenever it is threatened.
- (C) But what does democracy mean to us if we don't have the freedom to tell the truth?

- ① (A) - (B) - (C)
- ② (A) - (C) - (B)
- ③ (B) - (C) - (A)
- ④ (C) - (A) - (B)
- ⑤ (C) - (B) - (A)

37~38] 다음 글의 주제로 가장 적절한 것을 고르시오.

37. Poetry moves us to sympathize with the emotions of the poet himself or with those of the persons whom his imagination has created. We witness their struggles, triumphs and failures. We feel their loves and losses, their joys and sorrows, hopes and fears, somewhat as if they were our own. Though we sometimes suffer along with their anxieties and sorrows, we receive a pleasure from the experience. Poetry provides us with what is missing in our own lives—the experience of imaginative pleasure. That is why we appreciate poetry in everyday life.

- ① 시 감상의 증거물                      ② 시 창작의 요령
- ③ 시 창작의 중요성                      ④ 시적 상상력의 중요성
- ⑤ 시 습작의 증거물과 어려움

38. Will cyber schools replace traditional schools some day? In spite of their problems, traditional classrooms hold many advantages over online classes. First of all, traditional classrooms are a place where students may relate to one another face to face. That is, a keyboard will never be able to replace the warmth of a handshake, or a monitor the smile of another student. In traditional schools, students may also take part in team sports, club activities, and school festivals—choices not available to students who learn through computers.

- ① demand for online classes
- ② advantages of cyber schools
- ③ benefits of traditional schools
- ④ origins of computer use in schools
- ⑤ limitations of face-to-face interaction

39. 다음 글이 주는 분위기로 가장 알맞은 것은?

Chichikov was returning home from the party on horseback. In the dead silence of midnight, he could even hear a watchdog barking from the opposite shore of the river. No signs of life occurred near him but the sound of insects. All the ghost stories that he had heard in the evening now returned to his memory. Approaching the tree in which many soldiers had been hanged, he thought he saw something white floating in the middle of the tree. The night grew darker and the mist began to spread around him.

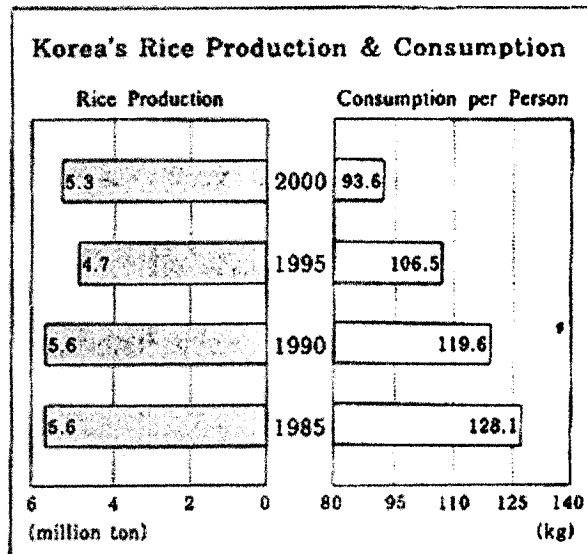
- ㄱ sad                                      ② peaceful
- ③ scary                                    ④ festive
- ⑤ romantic

40. 다음 글 바로 앞에 올 수 있는 내용으로 가장 적절한 것은?

You can see and feel exactly what this teenage girl is going through. I can remember feeling very frustrated and confused sometimes in my teens. I can also remember my emotions swinging from one extreme to another. So, for example, I would get incredibly mad about something, usually something silly. Then I would get mad at myself about being so angry, and then get mad again about what made me angry. I seemed to have absolutely no control over these feelings.

- ① 필자의 여성관
- ② 필자의 노년기
- ③ 필자의 기억 상실
- ④ 소녀의 정서적 방황
- ⑤ 소녀의 성공담

41. 다음은 우리 나라의 쌀 총생산량과 1인당 소비량을 나타낸 표이다. 표의 내용과 일치하지 않는 것은?



- ① The amount of rice produced in 1990 matched the production in 1985.
- ② The year 2000 recorded the least amount of rice produced in Korea.
- ③ The consumption of rice per person steadily decreased over the 15-year period.
- ④ The average Korean consumed over 10kg less rice in 1995 than in 1990.
- ⑤ Despite the increase in rice production between 1995 and 2000, the consumption per person dropped.

다음 글에서 밑줄이 주창하는 바로 가장 적절한 것은? [2점]

The number of hunting accidents has increased sharply this year. The victims were mostly hunters and hikers who were mistaken for game. Questions have arisen from victims and their families about who is responsible for these avoidable accidents. They blame police for not taking proper measures. In fact, police do issue permits to qualified hunters and advise hikers to wear bright, colorful clothing during hunting season. Of course, police should issue some additional warnings or take other preventive actions. It is the victims themselves, however, who are responsible for guaranteeing their own safety. They should not risk their own lives in deep forests when they are alone in plain clothes.

- ① 불법 사냥을 해서는 안 된다.
- ② 각종 사냥 대화를 폐기해야 한다.
- ③ 피해자 보상 대책을 마련해야 한다.
- ④ 행락철에는 사냥을 금지해야 한다.
- ⑤ 사냥 사고는 각자 예방해야 한다.

43. 다음 글의 내용을 한 문장으로 나타내고자 한다. 빈칸 (A)와 (B)에 가장 적절한 것끼리 짝지은 것은? [2점]

Research was done to examine the difference in taste between bread with standard and reduced salt content. Three types of bread were prepared, the same in all respects except for salt content. One loaf contained the usual amount, one loaf 10% less, and one 20% less. Sixty people were asked if they could tell any differences in taste. They had to guess which loaf contained the usual amount of salt, 10% less, or 20% less. The result showed that only 30% of the guesses were correct, which is not different from what would be expected by chance.



The \_\_\_\_\_ (A) \_\_\_\_\_ of bread is not necessarily \_\_\_\_\_ (B) \_\_\_\_\_ the salt content in the bread.

- | (A)     | (B)                      |
|---------|--------------------------|
| ① price | ---- affected by         |
| price   | ---- related to          |
| ③ sales | ---- as important as     |
| ④ taste | ---- dependent upon      |
| ⑤ taste | ---- more important than |

44. 다음 글에서 전제 흐름과 관계 없는 문장은? [1점]

In stores, every item is marked. Clothes have a price tag on them. Shoes usually have a price tag on the bottom. ① Sometimes, products will be on sale. ② They will tell you where you should pay. ③ If they are, a large sign nearby will tell you. ④ The sign may say something like "15% Off," or "Reduced 20%," or "Half Price." ⑤ In that case, you must figure out what the sale price is.

[45~46] 다음 글의 요지로 가장 적절한 것을 고르시오.

45. Babies experience anxiety when they see strangers. Children aged 2 through 6 show anxiety about things not based in reality such as ghosts. Kids aged 7 through 12 often fear real situations that may happen to them, such as injuries or accidents. As a child grows, fears may disappear. For example, a child who couldn't sleep with the light off at age 5 may enjoy a ghost story years later. And some fears may extend only to one kind, as in the example of the child who wants to pet a lion at the zoo but wouldn't dream of petting the neighbor's dog.

- ① 두려움은 나이에 따라 변한다.
- ② 불면증은 불안감에서 생긴다.
- ③ 정서 불안은 사고의 원인이 된다.
- ④ 아동기의 경험은 평생 기억에 남는다.
- ⑤ 공포 영화는 정서적 안정을 방해한다.

46. The post-cold war world is a very different place. Power is moving from Western countries to other areas of the world. Global politics, as a result, has become more complex, involving countries from many civilizations. In this new world, both differences and similarities in culture determine partners and enemies. These factors have caused political and economic differences among countries. Moreover, these differences often cause local conflicts to grow into larger wars. Thus, the most important issue facing these countries is understanding the differences among cultures.

- ① 탈냉전 시대에는 문화적 차이가 소멸된다.
- ② 국제 권력이 서양에서 동양으로 이동하고 있다.
- ③ 국제 정치에서 문화 차이의 이해가 중요하다.
- ④ 국제 사회에서 국가 간의 분쟁은 필연적이다.
- ⑤ 문명 간 충돌이 전쟁의 원인이 될 수는 없다.

[47~48] 다음 글을 읽고, 물음에 답하시오.

(A)

Among the banners and signs, one would normally expect a lot of singing, chanting and cheering. Tonight, however, people are unusually quiet and their flags strangely still. There is so much to be won and lost for fans on both sides that one can sense an enormous tension. There is only a matter of four or five minutes before the final whistle. Soon we will find out who is going to be named champion and who will have to train harder next season.

(B)

Delight hangs in the air tonight for what is a very special occasion. Overnight, fans slept outside the stadium to make certain they could get tickets. Now, the sounds of guitars and drums are pouring out of the stadium, and the lines stretch as far as the eye can see. Expectations are high for what will be the group's first live appearance in years. Their passion assures that these fans remain loyal. When they finally walk onto the stage, the crowd will go wild.

47. 첫글 (A)와 (B)가 묘사하는 행사를 바르게 짝지은 것은?

(A)

(B)

- |         |      |       |
|---------|------|-------|
| ① 음악 공연 | ---- | 운동 경기 |
| ② 음악 공연 | ---- | 선거 유세 |
| ③ 운동 경기 | ---- | 선거 유세 |
| ④ 운동 경기 | ---- | 음악 공연 |
| ⑤ 선거 유세 | ---- | 음악 공연 |

48. 첫글 (A)의 밑줄 친 tension에 상응하는 것을 (B)에서 찾을 때, 가장 적절한 것은?

- ① occasion  
② tickets  
③ sounds  
④ expectations  
⑤ appearance

[49~50] 다음 글을 읽고, 물음에 답하시오.

I was an art student. Everybody told me I had a talent for painting. Tempted by fame, I told my art professor that I wanted to leave university to go to Paris, the home of many well-known artists.

"Jim," Professor Turner said, "I believe you've mastered the basic skills of painting, but there are many more things you need to learn about art and life. If you finish your studies at university, I will teach you all that you need."

I didn't listen to him, however, choosing the possibility of fame instead. Professor Turner said, "You're making a mistake, Jim, and perhaps some day you'll regret your decision."

I went to Paris anyway. I was sure I'd become a famous artist quickly. Overconfident of my skills, I didn't work hard and too frequently went to the movies and to parties with my friends. One of them, who painted for art's sake alone, told me that I should work harder and quit painting for money. Ignoring his advice, I wasted my time and continued to paint what I thought was popular. Gradually, however, people lost interest in my paintings. I became penniless and finally stopped painting. Now I am working in an office but I still think about my art. All my life, I'll regret not taking my teacher's advice seriously.

49. Jim에 관한 설명 중, 첫글의 내용과 일치하지 않는 것은? [2점]

- ① He was once expected to be a good painter.  
② He went to Paris after getting his university degree.  
③ He was too sure of his ability in painting.  
④ In Paris, he painted for money rather than for art's sake.  
⑤ Now he is making a living as an office worker.

50. 밑줄 친 my teacher's advice의 내용으로 가장 적절한 것은?

- ① 화가로서의 소망을 더 쌓아라.  
② 귀국해서 후학 양성에 힘써라.  
③ 자신의 개성을 최대한 살려라.  
④ 대중 예술에 집착하지 말라.  
⑤ 파리에서 화가로 성공하라.

• 확인 사항

- 문제지와 답안지의 해당란을 정확히 기입(표기)했는지 확인하시오.  
○ 문제지는 답안지와 함께 제출합니다. 답안지의 크기가 끝나면 답안지는 오른쪽, 문제지는 왼쪽에 놓으시오.

## **APPENDIX D. THE TEXTBOOK EXAMPLES**

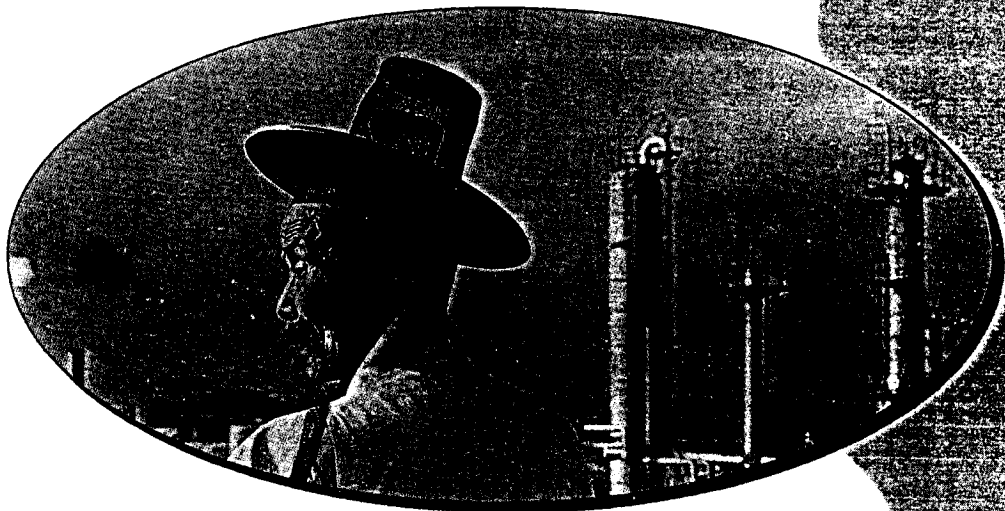


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## LESSON

12

# Tradition and Modernization



### Unit Focus

- 글의 형식 : 전통과 현대화의 조화에 대한 논설문
- 소재 : 우리의 문화적 특성과 외국 문화의 유입

### ■ Functions

- 허락 Would you mind if I touch them ?
- 비교 The design is certainly superior to that of any national costume that I have seen so far.
- 칭찬 You look marvelous in those clothes.



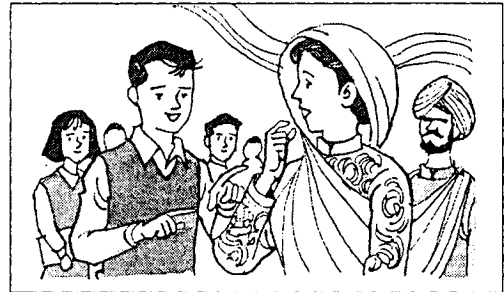
## LISTEN

**A.** 주어진 단어를 참고하여 대화를 잘 듣고 요지를 말하십시오.

**1** 허락 구하기

A : touch/ clothes

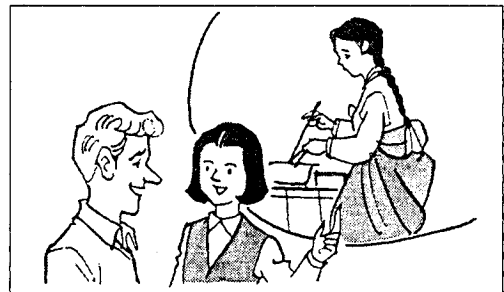
B : certainly



**2** 비교하기

A : design/ superior/  
costume

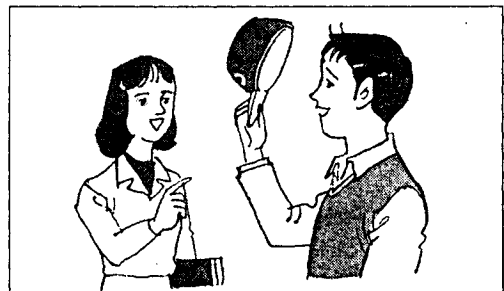
B : elegant/ functional



**3** 칭찬하기

A : marvelous/ red cap

B : thank/ try



superior [sju(:)pi(:)əriər] elegant [éləgənt]

**B.** 주어진 단어를 참고하여 대화를 잘 듣고 질문에 답하십시오.

Mary : beautiful/ clothes/ called

Yu-mi: hanbok/ clothes

Mary : graceful and elegant/ every day

Yu-mi: convenient/ work

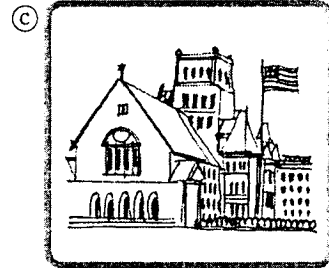
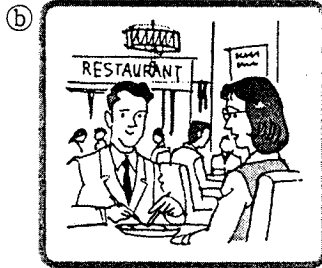
1. 두 사람은 무엇에 대해 이야기하고 있습니까?

- Ⓐ Traditional Korean clothes
- Ⓑ The beauty of Korea
- Ⓒ Winter clothing

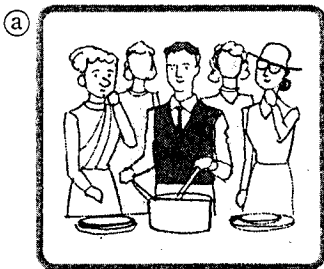
2. 대화의 뒤 부분에서 Yu-mi는 무엇을 강조하는가?

- Ⓐ 실용성
- Ⓑ 경제성
- Ⓒ 미적 감각

**C.** 녹음 내용에 해당하는 그림을 고르시오.



**D.** 녹음 내용과 일치하는 그림을 고르시오.





## READ

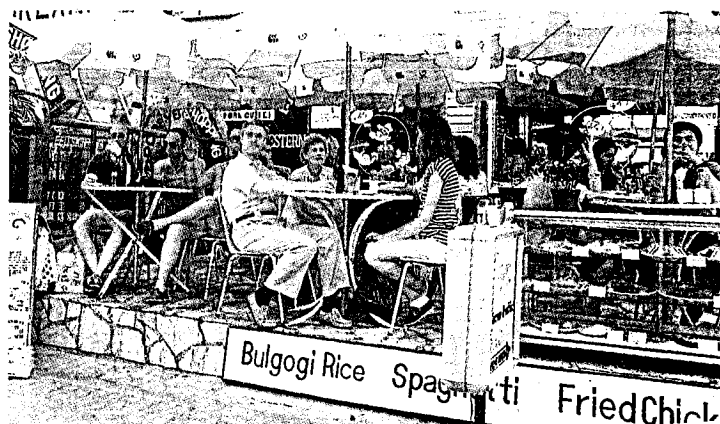
### Pre-reading Questions

이 글은 전통과 현대화에 관한 것입니다. 다음 소제목에 맞는 단락을 찾아봅시다.

1. 한국 사회의 서구화 경향
2. 현대화와 동일시되는 서구화
3. 현대화가 한국 사회에 끼친 영향
4. 서양의 장인 정신
5. 선비 정신과 책임감

### 1

On the streets in most Korean cities we come across many young people whose appearance and behavior look indistinguishable from those of American or European youngsters. They wear jeans, often  
 5 deliberately torn, and a hairstyle that often makes tradition-valuing conservatives grimace. Many western-style convenience stores are open around the clock with goods from all over the world. Fast-food restaurants are everywhere as more and more young people



Fast-food restaurants

indistinguishable [ɪndɪstɪŋɡwɪʃəbl]    jean [dʒiːn]    deliberately [dɪlɪbəreɪtli]    grimace [ɡrɪməs]

2. come across = happen to meet 「(우연히) 마주치다」    6. convenience store 「편의점」  
 7. around the clock = all day and night 「24시간 내내」

favor pizzas and hamburgers over traditional foods. There are other signs of westernization in many areas of our society.

## 2

Westernization is, as some cultural critics point out, a by-product of industrial modernization since the modern form of industry evolved in Europe. America became more industrialized, so modernization brought with it many American characteristics, both good and undesirable. No wonder that some people equate modernization with Americanization. In the course of this process, traditional values and concepts clash with new ones. In countries like Korea, which used to be called the hermit kingdom, the modernization concept of creative talents and freedom is substituted for its old values like frugality and respect for the old.

## 3

Modernization is a contrasting concept to tradition. In order for a society to be modernized many changes are inevitable. These changes include physical ones, such as new means of communication and transportation, new food and housing. These physical changes require new mentalities, such as efficiency and productivity. Material success is often favored over spiritual values. Often the ends are

pizza [pɪtsə]	hamburger [hæmbə:rgər]	westernization [wɛstərnɪzɪʃən]	by-product
[baɪprɒdʌkt]	modernization [mɒdərnɪzɪʃən]	industrialize [ɪndʌstriəlàɪz]	undesirable
[ʌndɪzàɪərəbl]	equate [ɪkwéɪt]	Americanization [əməɪkənɪzɪʃən]	clash [klæʃ]
[hə:rmɪt]	frugality [fru:gæləti]	modernize [mɒdərnaɪz]	hermit
			mentality [mentæləti]
productivity [prɒdʌktɪvəti]			

1. favor *A* over *B* 「B보다 A를 좋아하다」 4. point out 「지적하다」 8. equate *A* with *B* 「A와 B를 동일시하다」 12. substitute *A* for *B* 「B를 A로 대체하다」 13. respect for the old 「웃어른 공경, 경로」 15. contrasting concept 「상반되는 개념」 17. new means of communication 「새로운 통신 수단」

㉔ (It is) No wonder that....=It is natural that....=... may well....

considered to justify the means. What is left is harsh competitiveness and thoughtless commercialism, and the traditional values of cooperation and responsibility seem to be declining. The Korean economic miracle is often attributed to the hard work, creative talents, and competitiveness of the diligent Koreans. Also the idea of free trade has helped the competitive and hardworking Koreans to surpass some other nations which once provided economic assistance to Korea.

## 4

- 10 Modernization has brought many nice and convenient things to Korea, together with many undesirable signs which the 'modernly' developed countries are plagued with. Violence and crimes are on the increase, for one thing. For the focus on material success has produced not only the materially successful but those unsuccessful



Modernization is a contrasting concept to tradition.

justify [dʒʌstəfaɪ] commercialism [kəməˈɜːrʃəlɪzəm] attribute [ətrɪbjʊt] diligent [dɪlɪdʒənt]  
surpass [sərpæəs] assistance [əˈsɪstəns] violence [vaɪələns] unsuccessful [ʌnsəkseɪsəl]

1. harsh competitiveness 「치열한 경쟁」 2. thoughtless commercialism 「무분별한 상업주의」  
4. economic miracle 「기적적인 경제 성장」 6. free trade 「자유 무역」 11. together with  
= along with 「~와 함께」 12. be plagued with 「~으로 괴로워하다」 on the increase =  
increasing

① What is left = All that is left

② The traditional values... seem to be declining.

= It seems that the traditional values... are declining.

③ For(=Because) the focus on.... \*for는 독립된 문장을 이끌기도 함.

who have been alienated from the course of modern benefits. The successful want to become more successful, often justifying their means by the ends that they achieve. The new values of freedom, creative talents, competitiveness and commercialism have come to regard many of our traditional values as hindrances. The spirit of *seonbi*, which used to be the spiritual mainstay for our ancestors' lives, has come to be considered archaic and unfit for modern society. In fact many undesirable symptoms arise in the course of modernization without finding alternative values to support it spiritually.

## 5

In Europe, where industrial modernization evolved, there is a tradition of craftsmanship which values responsibility. A craftsman is not only a highly skilled person but a person who takes pride in



Craftsmanship in Europe

the quality of his products, a person who is responsible for what he does and says. The European sense of freedom therefore had as its basis a sense of responsibility. This traditional European thinking remains in all areas, in social life as well as in economic activities. America imported from Europe not only a modern economy but also the value of responsibility contained in the concept of freedom and creative talents.

alienate [éiljənèit] hindrance [híndrəns] mainstay [méinstèi] archaic [ɑːrkéiik] arise [əˈraiz]  
alternative [ɔːltəːvənətiv] craftsmanship [kræftsmənʃɪp] craftsman [kræftsmən]  
import [impɔːrt]

4. come to.... 「~하게 되다」 5. regard A as B = consider A B 17. European sense of freedom 「유럽인들이 의미하는 자유」 24. be contained in 「~에 포함되다」



## 6

But is responsibility only a European value? It is, as was pointed out, part of the *seonbi* spirit which we have somehow considered as an indication of inefficiency. The *seonbis* were strictly responsible for what they said and did. Part of a man's traditional value was, literally translated, "A man's words are as heavy as gold." Lack of responsibility results in many terrible disasters. Excessive egoism of motorists results in chronic traffic jams. Why don't we learn from our *seonbi* ancestors and still push on economic modernization? This reconciliation can actually be achieved very harmoniously, since it was in our tradition as well as in the original form of the modernization movement in Europe. Modernization in the sense of westernization is not entirely wrong if only we can look beyond torn jeans and hamburgers.

indication [ɪndəˈkeɪʃən]    inefficiency [ɪnɪfɪˈʃənsi]    literally [lɪtərəli]    translate [trænsleɪt]  
egoism [iːˈɡoʊɪzəm]    motorist [məʊtərɪst]    chronic [krɒnɪk]    reconciliation [rɪkənsɪliˈeɪʃən]  
harmoniously [hɑːrˈmɒniəsli]

6. lack of responsibility 「책임감의 결여」    7. result in = cause, lead to    8. traffic jam  
「교통 체증」    9. push on 「힘차게 나아가다」    13. look beyond 「~보다 멀리(깊이) 보다」

㉔ (if it is) literally translated

㉕ not entirely wrong 「완전히 잘못된 것은 아닌」 <부분부정>

## COMPREHENSION

A. 다음은 어느 단락에 관한 내용인지 알아보시오.

1. Industrial modernization was based on the craftsman's responsibility in the Western society.
2. Modernization has brought many troubles as well.
3. There are signs of westernization in many areas of Korean society.
4. We should keep our traditional virtue to enjoy our modernization.

B. 본문의 내용과 일치하는 것을 고르고, 그 근거가 어느 단락에 있는지 찾으시오.

1. Freedom had its basis in the sense of responsibility in the Western society.
2. *Seonbis* considered responsibility a very important thing in their lives.
3. Korean economic achievements were the result of the *seonbi* spirit.
4. Physical changes such as new food and housing require spiritual changes.

C. 본문을 다시 읽으면서 다음 사항을 연구하시오.

1. those(p. 206 - l. 4)가 가리키는 말을 본문의 단어를 이용하여 쓰시오.
2. it(p. 209 - l. 9)이 가리키는 단어를 본문에서 골라 쓰시오.
3. what he does and says(p. 209 - l. 16)를 두 단어로 쓰시오.
4. this reconciliation(p. 210 - l. 9)이 의미하는 것을 우리말로 간단히 설명하시오.

D. 본문의 내용에 맞게 (가)와 (나)를 연결하시오.

(가)

(나)

- |                                |  |
|--------------------------------|--|
| 1. modernization               | ㉠ responsibility                               |
| 2. tradition of craftsmanship  | ㉡ hard work and creative talents               |
| 3. westernization              | ㉢ competitiveness and commercialism            |
| 4. the Korean economic miracle | ㉣ convenience stores and fast-food restaurants |

## WORD STUDY

### A Words

- |   |  |
|---|--|
| <p>1. <i>fashion</i><br/><i>fashionable</i></p>     | <p><i>Fashions</i> have changed rapidly in recent years.<br/>Golden knives and forks were <i>fashionable</i> among the royal families.</p>   |
| <p>2. <i>efficiency</i><br/><i>inefficiency</i></p> | <p>Our traffic <i>efficiency</i> would improve if we used this new intersection.<br/>Due to the <i>inefficiency</i> of the fridge, the food in it was either frozen or went bad.</p> |
| <p>3. <i>produce</i><br/><i>productivity</i></p>    | <p>We <i>produce</i> over 1,000 cameras a day.<br/>This system has led to high <i>productivity</i>.</p>  |
| <p>4. <i>usual</i><br/><i>unusual</i></p>           | <p>Heavy rain is <i>usual</i> in the jungle.<br/>Hunger is an <i>unusual</i> feeling nowadays.</p>   |
| <p>5. <i>-ion</i></p>                               | <p><i>Modernization</i> must not be confused with <i>industrialization</i>.<br/><i>Westernization</i> seems to be progressing too rapidly.</p>                                       |

### B Do It Yourself

<Noun>	<Verb>	<Adjective>
assistance	<u>1</u>	<u>2</u>
violence	<u>3</u>	<u>4</u>
mentality		<u>5</u>
modernization	<u>6</u>	modern
<u>7</u>	import	

- A** 1. in recent years 「최근에」      3. A lead to high productivity 「A로 인해 생산성이 높아지다」



## SPEAK

**Functional Practice** 의사 소통 기능을 여러 내용으로 말해 봅시다.

1. 허락 구하기

Would you mind if I observe your orphanage?  
 reveal your survey  
 treat you to an ice cream

2. 상대방 칭찬하기

You look wonderful in your new casual jacket.  
 very smart with your silk hat on  
 so beautiful in your white skirt

3. 비교하기

The beauty of hanbok is superior to that of any other.  
 the scenery  
 the precious jewel

**Dialogue** 짝을 이루어 대화해 봅시다.

*Today is Chuseok, so Mi-na is wearing Korean traditional clothes.*

Mary : You look so marvelous in those clothes. What are they called ?

Mi-na : We call them *hanbok*, which mean traditional Korean clothes.

Mary : Would you mind if I touch them ?

Mi-na : No, not at all. I'm glad you like them.

Mary : They feel light, soft and warm. Why don't you wear them every day ?

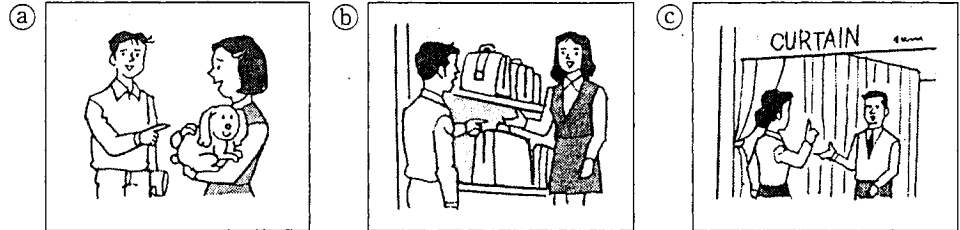
Mi-na : They're not convenient to wear when we work. So we wear them on special days like *Chuseok* and New Year's Day.

Mary : They're graceful and attractive. The design is certainly superior to that of any national costume that I have seen so far.

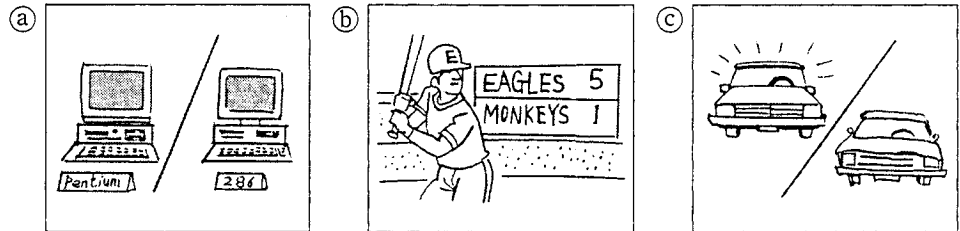
Mi-na : Thank you for your compliment.

**Functional Communication** 그림을 이용하여 대화해 봅시다.

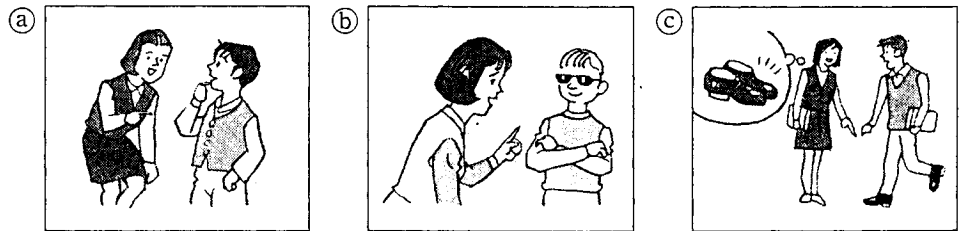
- 1** A: *Would you mind if I touch this...?*  
B: No problem. Go ahead.



- 2** A: *... is superior to....*  
B: That's what I wanted to say.



- 3** A: *You look so marvelous in....*  
B: Thank you.



..... Sounds in Use .....

[st] + [p] → [sp] / [st] + [b] → [sb]

Most people hate something just because they don't know it.



## WRITE

Ⓐ 보기와 같이 문장을 바꾸어 쓰시오.

보기

Modernization needed its own values rather than traditional ones.

→ Modernization *substitutes* its own values *for* traditional ones.

1. We put oranges where there should be apples.
2. Many offices installed computers throwing away many old business machines like typewriters and adding machines.
3. In the final game the team used a new player instead of the star player who was ill.
4. Many people began to throw away their bicycles and buy automobiles.

Ⓑ 보기와 같이 문장을 바꾸어 쓰시오.

보기

Lack of responsibility results in many terrible problems.

→ Many terrible problems *result from* lack of responsibility.


1. The accident resulted in the injury of 20 passengers.
2. Modernization resulted in many nice and convenient things in Korea.
3. The tradition of craftsmanship resulted in high quality products.
4. The war resulted in the death of the ten thousand persons from many countries.

Ⓐ substitute A for B 「B 대신 A를 쓰다, A가 B를 대신하다」

Ⓑ A result in B → B result from A


③ 예문을 참고하여 우리말을 영어로 옮기시오.

1. Capitalism is competition-oriented.

 현대 사회는 생산 지향적이다.


\_\_\_\_\_.

2. Freedom and equality can progress in harmony.

 전통과 현대화는 조화롭게 발전해 나갈 수 있다.


\_\_\_\_\_.

3. Modern industry has replaced manual workers with machines.

 현대화는 많은 전통적인 가치를 그 자체의 가치로 대체해 놓았다.

\_\_\_\_\_.

4. Traditional societies did not seem to prize freedom.

 현대 사회는 정신적인 가치를 소중히 여기지 않는 듯하다.


\_\_\_\_\_.

④ C에서 연습한 문장으로 다음 문단을 완성하십시오.

It seems that modernization destroys many traditional values. Or at least we can say that \_\_\_\_\_ such as economic success and competitiveness. \_\_\_\_\_, creating a spiritual emptiness. Graceful living and inner satisfaction seem to be far from the modern man's goal. Certainly \_\_\_\_\_. It is important, however, that \_\_\_\_\_.

③ 1. 생산 지향적 : production-oriented 3. 그 자체의 가치 : one's own values 4. 현대 사회 : modern society 소중히 하다 : prize

## EXERCISES I

**A**  다음 대화를 듣고 질문에 영어로 답하십시오.


*Su-mi* : Which do you like better, \_\_\_\_\_ ?

*Peter* : I don't know \_\_\_\_\_. So \_\_\_\_\_.

*Su-mi* : Many people hate things \_\_\_\_\_.

*Peter* : Every culture has \_\_\_\_\_.

1. What does Peter think about Oriental art ?
2. According to Su-mi, why do many people hate certain things ?

**B**  발음 기호를 참고하여 천천히 말할 때와 정상적인 속도로 말할 때를 듣고 받아 쓰시오.

1. Would you mind if I \_\_\_\_\_ ?


[tʌtʃ ðem]

[tʌtʃəm]

2. Thank you \_\_\_\_\_ compliment.

[fɔːr juər]

[fərjər]

**C**  다음을 듣고 문단을 완성하십시오.

Modernization has brought many unwelcome symptoms as well as \_\_\_\_\_. Many people suffer from \_\_\_\_\_. Many people consider material success their one and only objective. \_\_\_\_\_. They tend to justify their means by the ends that they try to achieve. They think of our traditional values as hindrances. The spirit of *seonbi* has come \_\_\_\_\_ and unfit for modern times.

**C** suffer from 「~으로 고통받다」



**D** 빈 칸에 알맞은 단어를 쓰시오. (필요하면 어형을 바꾸시오.)

grimace	hermit	efficiency	symptom	plague	mainstay
---------	--------	------------	---------	--------	----------

1. When the doctor touched the wound, she made a(n) \_\_\_\_\_ of pain.
2. A(n) \_\_\_\_\_ is a person who lives alone thinking and praying.
3. Agriculture is still the \_\_\_\_\_ of the country's economy.
4. Please stop \_\_\_\_\_ me with your endless questions.
5. The patient shows all the \_\_\_\_\_ of the terrible disease.


**E** 주어진 철자로 시작하는 단어를 문맥에 맞게 쓰시오.

Among the philosophical thoughts that come from the West, there is one that can be b1 to young Koreans, the concept of self-determination. This comes from the belief that a person ought to know himself and he should have res2 for his own 'self'. Unfortunately this c3 has been misunderstood. To many young Koreans, its meaning is misinterpreted as the 'me-first' value. In addition, materialistic profit is considered to be the measure of s4 while responsibility is no longer so highly valued. Many people enjoy their selfish freedom without considering their responsibilities.


---

**E** philosophical thought 「철학 사상」    self-determination 「자기 결정」    me-first 「자기 중  
심의」

## EXERCISES II

**A**  다음을 듣고 질문에 영어로 답하시오.

1. What is the meaning of culture in its common use?
2. According to the speaker, what is the definition of culture?

**B**  [가]와 [나]의 표현을 활용하여 대화를 해 봅시다.

[가] 비교하기	I think ... is superior to.... I think ... is better than....
[나] 상대방 의견에 대한 찬성, 반대, 회피	That's what I wanted to say. I couldn't agree more. I don't agree with that. I'd better not say about it.

**보기**

A : *I think traditional Korean clothing is superior to any other national costume.*

B : *I couldn't agree more.*

**대화내용**

- traditional Korean food/ any other food
- the quality of this car/ any other car
- natural remedies/ western style medicine

**C** 다음 글을 읽고 30자 내외의 우리말로 요약하시오.

Not long ago, many Western doctors laughed at the suggestion that they might learn something from traditional Oriental medicine. But many people in the West are now beginning to look for more natural

**B** couldn't agree more 「전적으로 동의한다」

remedies for their illnesses. Often they turn to the old wisdom of the East. There are some doctors in Britain who offer their patients an Oriental medical treatment. An Indian company which produces natural medicine has recently sold some to Germany and Yugoslavia. The World Health Organization (WHO) encourages countries not to rely too greatly on Western medicine. Experts from the WHO have decided that the time has come to study Eastern medicine very carefully and to decide, by carefully controlled scientific experiments, what good these medicine might do.

**D** 빈 칸에 traditional과 modern의 대조되는 예를 간단히 써 넣으시오.

	traditional	modern
physical		
spiritual		

**E** D를 참고하여 Modernization and Tradition을 제목으로 영작하시오.

**English published by Sisayoungasa Co.**

## LESSON 7

# Romeo and Juliet: A Tragedy

### LISTENING PRACTICE



A. *Let's listen:*

B. *Let's listen again:*

- ① Shakespeare's plays  
That many?  
for all time
- ② have an influence on  
Quite the opposite!  
That's surprising!
- ③ To be or not to be  
I know a couple.  
smell as sweet
- ④ No, not yet.  
Definitely!  
in the end

#### ■ 단원 설정 취지

이 과에서는 영국의 대문호 William Shakespeare의 *Romeo and Juliet*을 감상합니다. 라이벌 가문 출신의 두 젊은 남녀의 사랑과 번뇌, 그리고 그 비극적인 종말을 읽고, 오늘날의 사랑관, 가족관, 사회관과 비교하여 독후감을 이야기해 봅시다.

#### ■ 주요 문형 및 표현

She was none other than Juliet.  
Romeo, unable to hold back, shouted out.  
By that silverly moon I swear....  
..., making every excuse he can think of.  
Now was the hour that....

# MINI DIALOG

## A

 Let's listen and repeat:

How did the citizens respond to the accident?



Mr. Lee was **mournful** over the people killed.  
Han-su was **stunned** by the scene of destruction.  
John was **startled** to hear the news report.

**mournful**  
[mó:ɹnfəl]  
**stun** [stʌn]  
**destruction**  
[distrʌkʃən]  
**startle** [stá:ɹtl]

**reluctant**  
[riláktənt]

**Romeo**  
[róumiðu]  
**Tybalt** [tíbəlt]  
**challenge**  
[tʃæləndʒ]  
**duel** [djú:əl]  
**inclination**  
[inklinéiʃən]  
**vain** [veɪn]  
**Juliet** [dʒú:liət]

Are you going to major in medicine, Jane?

No. Father wants me to, but I **am reluctant** to study it.  
I'm **making every excuse** I can think of.

What happened when Romeo met Tybalt on the street?

Tybalt **challenged** Romeo to a duel.  
But Romeo **had no inclination** to fight.  
He tried **in vain** to stop the fight.

Who was the girl that Romeo loved?

She was **none other than** Juliet, an angel of a girl.

What will you be doing in two years' time?



I'll be studying in college.



### 표현 연구

**Are you going to major in ~?** - 당신은 ~을 전공하려고 합니까?

**He tried in vain to stop the fight.** - 그는 싸움을 말리려고 했지만 헛수고였다.

**She was none other than Juliet.** - 그녀는 다름아닌 줄리엣이었다.

### 참고 사항

• **duel** 「귀족 간의 결투」

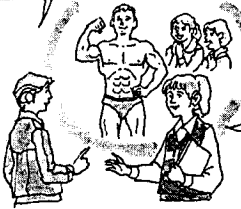
요즈음에는 두 사람 간의 결투를 모두 **duel**이라고 하지만 원래는 사전에 합의된 결투를 일컬었다. 19세기까지도 유럽 귀족 사회에서는 명예가 걸린 문제가 있을 때, 어느 한 쪽이 다른 쪽에게 **duel**을 신청하면 시간과 장소를 정해 입회인 출석하에 목숨을 걸고 싸웠다.

# MINI DIALOG

## B

 Let's listen and repeat:

What do the girl students think about John?



Mary is **impressed** by his athletic skills.  
Jenny is **captivated** by his good looks.  
Having learned that he has bad grades,  
they are disappointed.

**impress**  
[imprés]  
**captivate**  
[kæptivèit]  
**disappoint**  
[disəpɔɪnt]

What happened one night in Verona?

Romeo, **learning** that Rosaline would attend, decided to  
go to the party.

**All of a sudden**, he noticed an enchanting girl.  
*on a sudden.*

**enchanting**  
[intʃæntɪŋ]

Was Romeo's attention caught by Juliet?

Yes. He could **scarcely** believe his eyes.

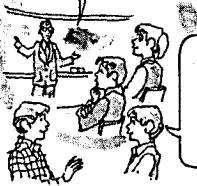
**scarcely**  
[skɛərsli(:)]

The priest gave Juliet the drug, didn't he?

Yes, but he didn't **mean** to cause trouble.

**priest** [pri:st]  
**drug** [drʌ(:)g]

How did the students enjoy the lecture?



**To her surprise**, Jane found it fascinating.  
**To his disappointment**, Tom was bored by it.  
**To her regret**, Anne was not able to attend.

**lecture** [lɛktʃə]

**fascinating**  
[fæsinèitɪŋ]

### 표현 연구

**What do the girl students think about John?** - 여학

생들은 존에 대해 어떻게 생각하는가?

**Mary is impressed by....** - 메리는 그의 운동 솜씨에  
감탄했다.

**all of a sudden** - 갑자기.

**He could scarcely...** - 그는 거의 ...할 수 없었다.

**He didn't mean to...** - 그는 ...할 의도가 아니었다.

### 참고 사항

• <to+소유격+명사>

to 다음에 감정을 나타내는 명사가 오면 「...하게  
도」라는 부사구가 된다.

**to her surprise** - 놀랍게도.

**to his disappointment** - 실망스럽게도.

**to her regret** - 유감스럽게도.

**to my embarrassment** - 당혹스럽게도.

# LESSON 7

## Romeo and Juliet: A Tragedy

William  
Shakespeare

[wɪljəm ʃeɪkspɪər]

comedy

[kəmədi(:)]

William Shakespeare

*Shakespeare wrote many tragedies, comedies and historical plays. He wrote them 400 years ago, but they are still widely read because he was a writer not of one age but for all time.*

### 1

Verona [vəˈrɒnə]

aristocratic

[əˈrɪstəkrætɪk]

Capulet [kæpjulət]

Montague

[mɒntəɡju:]



William Shakespeare

Long ago in the city of Verona, there lived two aristocratic families, the Capulets and the Montagues. These two families had detested each other for a long time. Whenever members or servants of one family met those

quarrel

[kwɔː(ɪ)rəl]

of the other on the streets, they would <sup>abuse - humiliate</sup> insult each other, and their quarrels often ended in bloody fights.

Rosaline

[rɒzəlɪn]

anguish [æŋɡwɪʃ]

deject [dɪdʒekt]

Romeo, the only son of Lord Montague, fell in love with a girl of the Capulets named Rosaline. But to his great anguish, she did not return his love. This made Romeo feel <sup>20) = agony, pain, suffering, torment</sup> dejected. His friends

#### 내용 연구

<sup>3</sup>are still widely read - 지금도 널리 읽히고 있다.

<sup>4</sup>a writer not of one age but for all time - 한 시대의 작가가 아니라 영원한 작가.

<sup>10</sup>Whenever... met those of the other - 한 가족의 식구나 하인들이 다른 가족의 식구나 하인들을 만날 때면 언제나. those = members or servants.

<sup>13</sup>ended in bloody fights - 결국 피비린내 나는 싸움으로 끝났다.

<sup>15</sup>fall in love with ~ ~와 사랑하게 되다.

#### 참고 사항

• William Shakespeare (1564-1616)

영국의 극작가, 시인. 영국이 한때 인도와도 바꿀 수 없다고 자랑하던 대문호. 「햄릿」, 「맥베드」, 「오셀로」, 「리어 왕」 등의 비극과, 「베니스의 상인」, 「한여름 밤의 꿈」 등의 희극을 비롯한 37편의 희곡을 썼으며, 다수의 시집도 펴냈다.





felt pity and advised him to look for love elsewhere, but it was impossible for him to love anyone else.

It happened that one evening, Lord Capulet gave a party. Of course, none of the Montagues were invited. But Romeo, learning that Rosaline would be among the guests, decided to put on a mask and go to the party with two of his friends. According to the custom of the time, the men would wear masks so that the women could have fun guessing with whom they were dancing.

mask [mæsk]

#### 내용 연구

<sup>1</sup>*advised him to look for love elsewhere* - 다른 곳에서 사랑을 찾으라고 그에게 권고했다.

<sup>4</sup>*It happened that...* - ...한 일이 일어났다.

<sup>5</sup>*none of... were invited* - 몬테규 집안 사람은 아무도 초대받지 못했다.

<sup>10</sup>*so that the women could have....* - 여자들이 자기  
가 누구와 춤추고 있는지 추측하면서 즐거워할 수 있도록.

#### 참고 사항

• Lord의 여러 가지 뜻

〈...장, 장관〉 the Lord Chamberlain (궁내 장관)

〈...경〉 Lord Kitchener (키치너 경)

〈...주교〉 Lord Bishop of ~ (~주교)

〈상원의원 (pl.)〉 the House of Lords (상원)

〈조물주〉 Lord, have mercy upon us. (주여, 우리를  
불쌍히 여기소서.)

〈호칭〉 my Lord (각하)

## 2

Romeo and his friends were able to enter the big ballroom without being recognized. The dancing had already begun. Romeo looked around to find Rosaline, but all of a sudden his attention was caught by a girl even more beautiful than Rosaline. He could scarcely believe his eyes. She looked as fair as a May rose.

Romeo walked up to the enchanting young lady, took her hand in his, and began to dance with her. He told her that as soon as he had seen her, he had fallen in love with her. The girl was impressed by Romeo's charming manner and handsome appearance, and found herself also falling in love. They both felt deep passion at once.

Later the young lady was called away to her mother, and Romeo learned that she was none other than Juliet, the only daughter of Lord Capulet, his enemy. Juliet was captivated by the good-looking young man who had won her heart. She asked her nurse who he was. "His name is Romeo. He is a Montague," her nurse answered.

charming  
[tʃɑːrmiŋ]  
appearance  
[əpi(ː)rəns]  
passion [pæʃən]

## 내용 연구

- <sup>2</sup> *without being recognized* - 신분이 탄로나지 않고.  
<sup>4</sup> *his attention was caught by ~* - ~가 그의 주의를 끌었다.  
<sup>7</sup> *looked as fair as a May rose* - 5월의 장미처럼 아름답다.  
<sup>8</sup> *walked up to....* - 매혹적인 젊은 숙녀에게 다가갔다.  
<sup>14</sup> *feel deep passion* - 깊은 애정을 느끼다.  
<sup>16</sup> *be called away to ~* - ~에게로 불러가다.

## 참고 사항

- *fall in love*와 *make love*  
*love*는 동사로도 쓰이고 명사로도 쓰인다. 동사 *love*는 우리말의 「사랑하다」와 같은 뜻이다. 그런데 명사 *love*를 써서 「사랑하다」라고 할 때 무심코 *make love*라는 표현을 쓰는 사람이 있는데, 이것은 「키스, 포옹, 성교」 등 육체적 사랑을 의미하므로 주의해야 한다. 「반하다, 사랑하게 되다」에 해당되는 표현은 *fall in love*이다.

## 3

The party broke up at midnight. Romeo left the house with his friends. But he felt he could not depart without seeing Juliet once again. On the way home, he slipped away from his company and hurried back to Juliet's house. He climbed over the high wall, got into the garden, and stood under the shade of a tree.

**midnight**  
[mɪdnɑɪt]

**depart** [dɪpɑːrt]

**slip** [slɪp]

**shade** [ʃeɪd]

Meanwhile, Juliet was back in her room upstairs. She was mournful over the irony of her fate, that she had fallen in love with a Montague. She came out onto the balcony which looked down onto the garden. The moon was shining and everything was silent. Here, in the silvery moonlight, stood Juliet, an angel of a girl.

**irony** [aɪrəni(:)]

**fate** [feɪt]

**balcony**  
[bælkəni(:)]

**silvery** [sɪlvəri(:)]

"Ah!" she sighed, and began to say to herself: "Oh, Romeo! Why are you Romeo? What is in a name? A rose by any other name would smell as sweet. Oh, my Romeo! Throw away your name, and take me!" Romeo, unable to hold back any longer, shouted out: "Call me Love, not Romeo!" Startled to hear a man's voice, Juliet shouted back, "Who's there?" "Romeo," he replied,

**unable** [ʌnəbəl]

## 내용 연구

<sup>1</sup> *The party broke up....* - 파티는 자정에 끝났다.

<sup>2</sup> *on the way home* - 집에 돌아가는 길에.

<sup>3</sup> *be mournful over* ~~~에 대해 한탄하다.

<sup>4</sup> *What is in a name?* - 이름에 무슨 의미가 있는가?

<sup>5</sup> *A rose... would smell as sweet.* - 이름이야 무엇이건 장미라면 그만큼 감미로운 향기가 날텐데.

<sup>6</sup> *Throw away your name...* - 이름을 벗어 던지고.

<sup>7</sup> *unable to hold back...* - 더 이상 참을 수 없어서

## 참고 사항

• *A rose by any other name would...*

「a+명사」가 가정을 나타내는 경우이다.

*A true friend would not do such a thing.*

(진정한 친구라면 그런 짓은 하지 않을 것이다.)

*A well-bred man would have acted differently.*

(가정 교육을 잘 받은 사람이라면 다른 식으로 행동했을 것이다.)

stepping out from the shade into the moonlight.

## 4

*Juliet:* How did you come here, tell me, and why?  
Are you not afraid of my people?

*Romeo:* No, I am not. I would rather be killed  
than live without your love.

5



confession  
[kən'fɛʃən]

*Juliet:* You overheard my confession of love. I  
love you. I love you from the bottom of my  
heart.

swear [swear]

*Romeo:* By that silver moon I swear....

wax [wæks]

*Juliet:* Don't swear by the moon. It waxes and 10

wane [weɪn]

wanes.

## 내용 연구

\* *would rather be killed than live without ~ - ~이*  
없이 사느니 차라리 죽겠다.

\* *overhear one's confession of love* - 사랑의 고백을  
엿듣다.

\* *love ~ from the bottom of one's heart* - 진심을 다  
해 ~를 사랑하다.

\* *By that silver moon I swear...* - 저 은빛 달님에게  
...을 맹세합니다.

<sup>10</sup> *It waxes and wanes.* - 달은 차면 기울어진다.

## 참고 사항

• love가 만드는 표현들

love story - 연애 소설. love letter - 연애 편지.

love affair - 연애 (사건). first love - 첫사랑.

love game/set - (정구) 영패 게임/세트

win/lose one's love - 사랑을 얻다/잃다.

be in love with one's work - 일에 애착을 가지다.

Romeo: What shall I swear by?

Juliet: Do not swear at all. It is too rash, too

rash [ræʃ]

sudden to swear anything now. Let's say

good night for the present. This bud of love

bud [bʌ(:)d]

5 may prove to be a beautiful flower when we  
next meet. Till then, good night, Romeo!

Romeo: Oh, must you leave me so soon?

Juliet: Yes, I must. What do you want to have?

Romeo: The exchange of a vow of love with you.

exchange

[ɪksʃeɪndʒ]

10 Juliet: I gave it to you before you requested it.

vow [vaʊ]

Yet I wish to give it again. My love is as

deep and boundless as the sea. If your love

boundless

[bəʊndləs] 무한한

(= not limited).

is true, and you mean to marry me, I will put

my future in your hands. Tomorrow, I will

15 send a messenger to you to hear your word,

and to fix the time and place for our

marriage.

Romeo: Send your nurse at nine in the morning.

Juliet: I will not fail. It seems like many years

20 till then. Now it is almost morning. Parting

is such sweet sorrow. I must say goodnight

sorrow [sɔ:(r)rou]

for the last time. Romeo! Good night!

Romeo: Sleep well. Good night, sweet lady!

#### 내용 연구

<sup>1</sup>Let's say good night.... - 작별을 합시다.

<sup>11</sup>... is as deep and boundless as the sea. - 내 사랑은  
바다처럼 깊고 끝이 없습니다.

<sup>13</sup>put one's future in one's hands - ~의 장래를 ...  
에게 맡기다.

<sup>20</sup>Parting is such sweet sorrow. - 헤어지는 것은 정  
말 감미로운 슬픔입니다.

<sup>22</sup>for the last time - 마지막으로.

#### 참고 사항

• 무얼 걸고 맹세하나?

우리는 「목숨을 걸고, 자신의 명예를 걸고」 맹세를  
한다. 반면에, 서양 사람들은 자기 이외의 다른 믿고  
의지할 수 있는 Heaven, God, the Bible, the sun, the  
moon 등을 걸고 맹세하는 경향이 있다.

swear by God/the sun (신/해에게 맹세하다).

swear on the Bible (성경에 손을 얹고 맹세하다).

## 5

The next day, Romeo and Juliet were secretly married in a church. The priest was willing to help them in the hope that the marriage might create peace between the rival families. After the marriage, the young couple parted with tears and kisses. Juliet returned to her home, and Romeo headed for his.

gang [gæŋ]

stab [stæ(:)b]

fury [fjú(:)ri(:)]

sword [sɔ:rd]

dispute [dispjú:t]

harshly [há:rʃli(:)]

defend [difénd]

consideration

[kənsidəréiʃən]

banish [bæniʃ]

On the way, Romeo saw his friends fighting with Tybalt, Juliet's cousin, and his gang. On seeing Romeo, Tybalt challenged him to a duel, but Romeo had no inclination to fight. He tried in vain to stop the fight, but a friend of his was stabbed and fell. Romeo, in a sudden burst of fury, drew his sword and killed Tybalt.

The news of this dispute brought a crowd of people to the scene. Soon afterwards, the Prince of Verona himself arrived. Lady Capulet asked the Prince to punish Romeo harshly, not knowing that he was her daughter's husband. Lady Montague defended Romeo. The Prince, after due consideration, settled the case by banishing Romeo to the city of Mantua. He was ordered to

## 내용 연구

<sup>3</sup> *be willing to help* ~ - 기꺼이 ~를 돕다.

<sup>10</sup> *challenge one to a duel* - 결투를 신청하다.

<sup>11</sup> *have no inclination to...* - ...할 의사가 없다.

<sup>12</sup> *in a sudden burst of fury* - 갑자기 화가 치밀어 올라.

<sup>15</sup> *The news of ~ brought a crowd of people....* - ~의 소식을 듣고 많은 사람들이 현장으로 왔다.

<sup>21</sup> *settled the case by banishing Romeo* - 로미오를 추방함으로써 사건을 해결했다.

## 참고 사항

• <on+-ing>

on이나 upon 다음에 ~ing가 오면 「~하자마자」의 뜻이 된다. 절로 바꾸면 as soon as 와 같다.

*On hearing the news, Kate burst into tears.*

(그 소식을 듣자 케이트는 울음을 터뜨렸다.)

*On arriving at the terminal, he called Mary.*

(터미널에 도착 즉시 그는 메리에게 전화를 했다.)

leave within twenty-four hours.

That night, Romeo came to stay with Juliet. They were reluctant to part, but before daybreak Romeo had to say good-bye to Juliet and start for Mantua.

## 6

In the morning, Juliet's parents informed her that she would marry Count Paris in two days' time. Juliet opposed the marriage, making every excuse she could think of, but her parents ignored her desperate pleas. Juliet was at a loss. She went to the priest to ask for his advice. The priest gave her a drug. "This will make you sleep for forty-two hours," he said. "Drink it the night before the wedding day. They will assume you are dead, and take your body to the church. Romeo and I will be there by the time you wake up."

Things progressed as planned. On the morning of the wedding day, Juliet was found dead. The entire household wept, but they could not wake her up. A joyous wedding had given

**inform** [infɔ:rm]

**oppose** [əpəuz]

**ignore** [ignɔ:r]

**plea** [pli(:)]

**assume** [əsju:m]

**progress** [prágres]

**joyous** [dʒɔiəs]

### 내용 연구

<sup>9</sup>*be reluctant to...* - ...하기를 꺼리다.

<sup>8</sup>*making every excuse she could think of* - 그녀가 생각할 수 있는 모든 핑계를 대면서.

<sup>10</sup>*be at a loss* - 난처해 하다, 어찌할 바를 모르다.

<sup>14</sup>*They will assume you are dead* - 그들은 네가 죽은 것으로 생각할 것이다.

<sup>16</sup>*by the time you wake up* - 네가 깨어날 때쯤에는.

<sup>18</sup>*Things progressed as planned.* - 일은 계획대로

되어 갔다.

### 참고 사항

• 목적지를 나타내는 **for**

출발을 나타내는 **start, leave, head, depart** 등 동사 다음의 **for**는 목적지를 나타낸다.

*My brother left for New York.*

(내 동생은 뉴욕을 향해 떠났다).

*They headed for school.* (그들은 학교로 향했다).

funeral [fjʊːnərəl]

place to a black funeral, and, with everyone in tears, Juliet was carried to the church.

delay [dɪleɪ]

Now the priest sent a letter to Romeo, but the messenger was delayed and could not get to Mantua in time. But ill news travels fast.

hasten [heɪsən]

Romeo's servant hastened to Mantua and told him that Juliet was dead. Stunned by the news, Romeo cried, "Then I will lie beside her tonight."

## 7

poison [pɔɪzən]

Romeo, half mad with sorrow, bought some poison and hurried to the church where his wife was lying. He was breaking open the door, when he heard a voice behind him calling, "Stop!" It was Paris. They fought and Paris was killed. Then Romeo held Juliet in his arms and kissed her cold lips. Thinking she was dead, he drank the poison and died beside his dear Juliet.

awaken [əweɪkən]

Now was the hour that Juliet should awaken. Having learned that his letter had never reached Romeo, the priest came alone to Juliet. He was shocked to find the bodies of Romeo and Paris. Just then Juliet was slowly waking up

## 내용 연구

<sup>1</sup>*give place to ~ - ~에게 자리를/지위를 물려 준다.*

<sup>1</sup>*with everyone in tears* - 모든 사람이 눈물을 흘리는 가운데.

<sup>4</sup>*get to ~ in time* - ~에 제시간에 도착하다.

<sup>7</sup>*Stunned by the news* - 그 소식에 정신이 반쯤 나가.

<sup>11</sup>*break open the door* - 문을 부수어 열다.

<sup>17</sup>*Now was the hour that Juliet should awaken.* - 줄리엣이 깨어나야 하는 시간이었다.

## 참고 사항

• 색깔과 분위기

사람에 따라 각 색깔이 주는 분위기가 다를 수 있지만, 몇 가지 색깔은 거의 일정한 분위기를 나타낸다.

a black funeral - 암울한 장례식.

a white Christmas - 눈 내리는 크리스마스.

green old age - 정정한 노년.

rosy future - 밝은 장래.



from her long sleep. She opened her eyes and saw the priest. "Where is Romeo?" she asked. The priest was about to answer when he heard the commotion of people coming. So he had to go  
5 and hide.

**commotion**  
[kə'moʊʃən]

Then Juliet saw that Romeo was dead beside her with a poison cup in his hand. She knew at once that Romeo had drunk poison, taking her for dead. She kissed his still warm lips. Then she  
10 drew Romeo's sword, thrust it into her heart, and  
breathed her last.

**thrust** [θɹʌst]

Over the dead bodies of their children, the Capulets and the Montagues clasped hands, vowing to put an end to their long feud, and to  
15 have statues made in memory of the two young lovers.

**clasp** [klæsp]

**feud** [fju:d]

(Adapted)

#### 내용 연구

<sup>3</sup>*be about to* - 막 ...하려고 하다.

<sup>4</sup>*the commotion of people coming* - 사람들이 다가 오는 소란스런 소리.

<sup>7</sup>*with a poison cup in his hand* - 독이 든 잔을 손에 든 채.

<sup>8</sup>*taking her for dead* - 그녀가 죽은 줄로 알고.

<sup>11</sup>*breathe one's last* - 숨을 거두다, 죽다.

<sup>14</sup>*vow to put an end to ~ ~* - ~을 끝내기로 맹세하다.

#### 참고 사항

• 「죽다」를 뜻하는 말들

「죽다」를 나타내는 가장 흔한 말은 *die*지만 이것을 점잖고 완곡하게 표현한 것이 본문의 *breathe one's last*이다. 이와 비슷한 완곡 어법으로, *return to one's creator* (창조주에게로 돌아가다), *come to nothing* (무(無)가 되다), *go to one's last home* (무덤으로 가다) 등이 있다.

## CONVERSATION DRILL

## Talking about Shakespeare's Hometown

Did you enjoy your stay in Stratford, Su-mi?

Oh, yes. It's a beautiful town. It's full of lovely thatched houses.



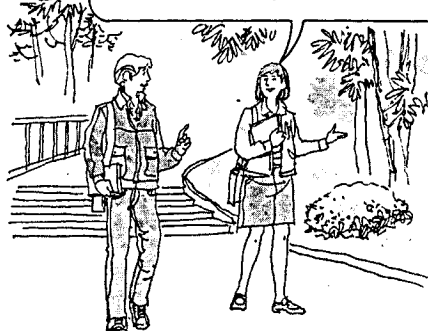
Did you go to the theater there?

Yes. There was a performance of *Romeo and Juliet*.



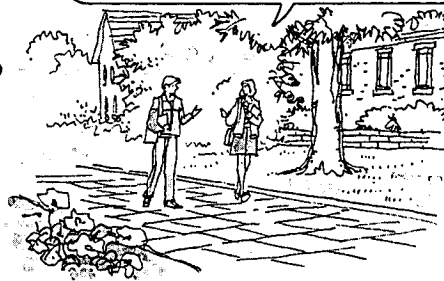
What was it like?

It was wonderful. The actors were so talented. Their voices and movements were perfect.



You're so lucky. I do envy you.

Yes. It was a great experience to see a Shakespeare play in Shakespeare's hometown.



## 어구 연구

**Stratford** [strætʃfərd] 셰익스피어의 고향.

**thatched house** - 초가집.

**envy** [ɛnvi(:)] v. 부러워하다.

## 표현 연구

**Did you enjoy your stay in ~?** - ~에 머무는 동안에

즐거웠니?

**There was a performance of...** - 「로미오와 줄리엣」의 공연이 있었다.

**What was it like?** - 그 공연은 어땠니?

**I do envy you.** - 네가 정말 부럽다.

**It was a great experience to...** - ...한 것은 정말 좋은 경험이었어.

# READING COMPREHENSION



**A.** 본문의 내용과 맞게 다음 WH-question에 대답하십시오.

1. **How** did Romeo manage to go to the Capulets' party?
2. **When** and **where** did Romeo and Juliet get married?
3. **Why** was Romeo banished from the city of Verona?
4. **Who** gave Juliet a drug? How long would she sleep?
5. **What** happened to their parents at the end of the play?

**B.** 본문의 내용과 맞으면 T에, 틀리면 F에 ○표 하십시오.

1. At first, Juliet didn't know Romeo was a Montague. T/F
2. Romeo was afraid of Juliet's father. T/F
3. Juliet was given a drug which killed her. T/F
4. The priest's letter did not reach Romeo in time. T/F
5. Romeo killed himself with his sword. T/F

**C.** 본문의 내용과 맞는 답을 골라 보십시오.

1. Romeo and Juliet fell in love immediately.
  - (a) Juliet was the first girl Romeo ever loved.
  - (b) The couple waited a few days before getting married.
  - (c) A priest helped them to arrange their secret wedding.
  - (d) The young lovers never spent a night together.
2. Their love had tragic consequences.
  - (a) Juliet was found dead before she could marry Romeo.
  - (b) In his sorrow, Romeo died by drinking poison.
  - (c) The priest helped the lovers to kill themselves.
  - (d) Their families hated each other even more than before.

**A.**

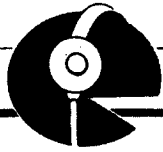
1. 137쪽 6행 참조.
2. 142쪽 1행 참조.
3. 142쪽 8-22행 참조.
4. 143쪽 11행 참조.
5. 145쪽 12행 참조.

**B.**

1. 138쪽 21행 참조.
2. 140쪽 2-6행 참조.
3. 143쪽 11행 참조.
4. 144쪽 3행 참조.
5. 144쪽 15행 참조.

**C.**

1. *immediately* - (보자마자) 즉시.  
*a few days before getting married* - 결혼하기 전 며칠 동안.
2. *have tragic consequences* - 비극적인 결과를 맞다.  
*in one's sorrow* - 슬픔에 겨워.  
*kill oneself* - 자살하다.



## LISTENING COMPREHENSION

※ 테이프의 대화를 듣고 물음에 알맞은 답을 골라 보시다.



1. (a) in the classroom (b) on the playground  
(c) on the street (d) in the library  
(e) in the department store
2. (a) visit the library (b) borrow some books  
(c) return a book (d) read Shakespeare's poems  
(e) see Shakespeare's plays
3. (a) Shakespeare's poems (b) a story book  
(c) a collection of poems (d) a library  
(e) Shakespeare's plays

### ● 듣기 연구 도서관에서

*What are you doing here?* - are가 아주 약하게 들린다.

*return the book one borrowed* - 빌린 책을 반납하다.

*a collection of Shakespeare's poems* - 셰

익스피어 시선집.

*Stories in poem form* - 시 형식의 이야기들.

*as good as his plays* - 그의 희곡들이나 마찬가지로 훌륭한.

## SPEAKING PRACTICE

※ *Let's practice speaking:*

1. It was impossible for Jane to spare time for the cinema.

difficult solve the problem

quite uncommon be sleepy in class

2. I would rather exercise than watch television.

have raw fish have raw meat

find a job go to college

3. Aren't you afraid of my people?

wild animals

mice

4. Let's say good night for the present.

stop the discussion

call it a day

5. I'll leave my future in your hands.

the decision

this problem

1. *spare time for* - ~  
에 시간을 할애하다.

2. *exercise*와 *watch*에  
강세를 둔다.

4. *Let's call it a day* -  
오늘은 이만 하자.

5. *leave ~ in one's  
hands* - ~을 누구에  
게 맡기다.

● *Let's talk our future plans* ●

A: What will you be doing in two years' time?

B: I'll be studying at college.

A: How about in ten years' time?

B: I'll be pursuing my dream career.

● 말하기 연구 **장래 계획**

*What will you be doing in...?* - 너  
는 ...년 후에 무얼 하고 있을까?  
*in two years' time* - 2년 후.

*study at college* - 대학에 다니다.

*pursue one's dream career* - 이상  
적인 직업을 찾다.

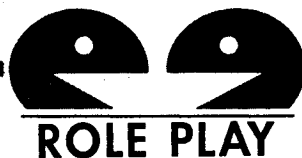


## WRITING PRACTICE

**본문 요약** 이 과의 본문 내용을 영문 한 페이지로 요약해 봅시다.

### Your Summary of *Romeo and Juliet*:

[illegible]



## ROLE PLAY

※ 아래와 같이 학교 연극부 행사에 관해 이야기해 봅시다.

Which play is the drama club producing this semester?

A Midsummer Night's Dream by Shakespeare.

(Hamlet / Macbeth)

I don't know that one. Is it a tragedy?

Oh, no. It's a romantic comedy.

(Yes. It is about a kingdom of fairies/  
an unhappy prince / a Scottish king).

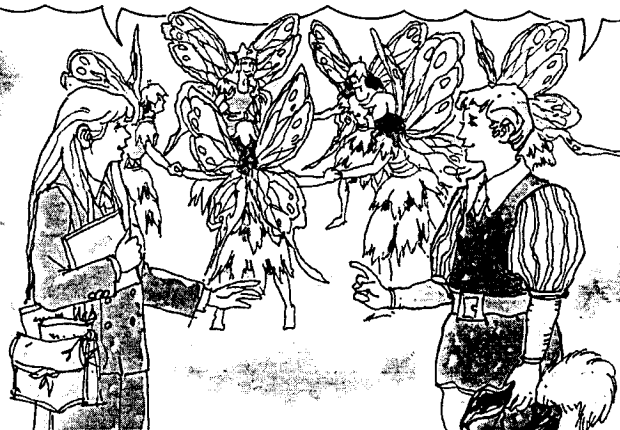
It sounds amusing. Is it a popular play?

It sure is. It's one of Shakespeare's best loved  
works.

When does the play open?

Our first night is next Friday. Will you come?

Of course! I love romantic comedies/tragedies!



### 어구 연구

**midsummer** [midsámər] **Hamlet** [háemlæt]

**Macbeth** [mækbéθ] **fairy** [fé(:)ri(:)] 요정.

**Scottish** [skátij] a. 스코틀랜드의.

**this semester** - 이번 학기에.

**the first night** - (연극의) 첫날, 첫 공연(상연).

### 표현 연구

**It sounds amusing.** - 재미있을 것 같구나.

**Is it a popular play?** - 그거 인기있는 연극이니?

**It sure is.** - 물론이야.

**When does the play open?** - 그 연극은 언제 개막되지?

# LET'S TAKE A BREAK

## ▶ 회의 영어 표현

*What are our plans for ~? - ~의 예정이 어떻게 됩니까?*

### agenda

[ədʒɛndə] 의사 일정.

*the first item on the agenda* - 회의의 첫 안건/의제.

*The motion is carried.* - 동의를 가결되었습니다.

*take a ten-minute break* - 십분간 휴식을 갖다.

*close the meeting* - 폐회하다.

## ▶ 참고 표현들

*I think it's about time to ...* - ...할 시간이 다 된 것 같습니다.

## CONFERENCE EXPRESSIONS

Good morning, everyone.  
I'd like to welcome you all to the last meeting of our class.  
Let's begin the meeting now.

The first item on the agenda is...

O. K. The motion is carried.  
Chin-suk will be talking with us first.

Do you have a question, Min-ho?  
How about you Mi-suk?

We are going to take a ten-minute break.

We will close the meeting.  
Thank you, everyone.

What are our plans for this meeting, Mr. Chairman?



## ▶ Other Conference Expressions

(I think) it's about time to start. (개회)

I would like to open the meeting. (개회)

We have gathered today to discuss the problem of...

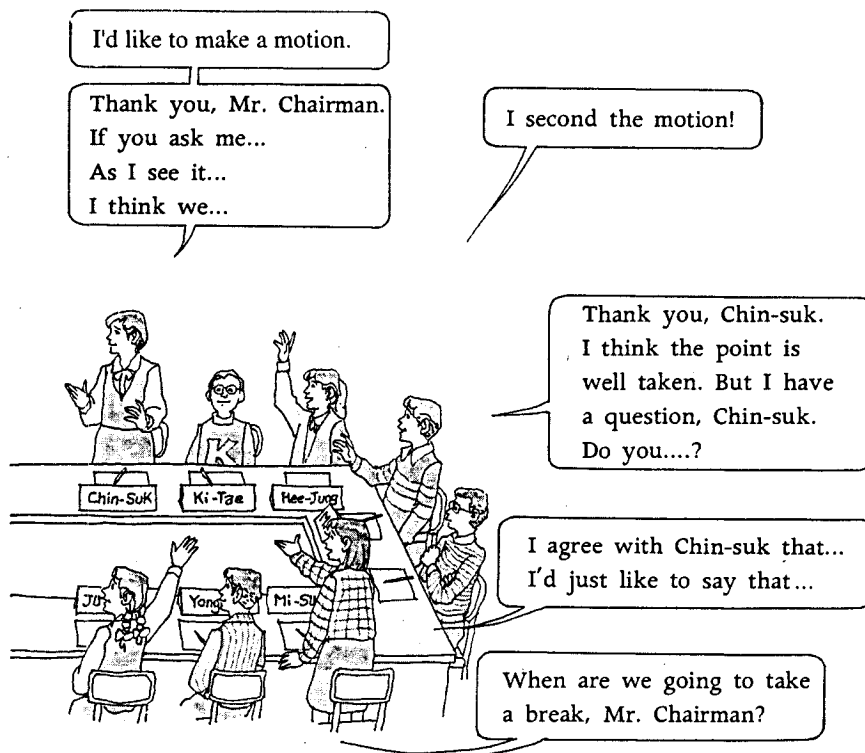
(회의 목적)

I would like to start with... (의제 소개)

The first speech will be given by... (발표자 소개)



**A PROVERB** | Beauty is in the eye of the beholder.  
 제 눈에 안경이다.



**beholder**  
 [bihouldər]

*make a motion* - 동의/발의하다.

*second the motion* - 동의를 제청하다.

*As I see it* - 제가 알고 있는.

*the point is well taken* - 말씀의 핵심은 잘 알겠습니다.

I'd like to invite comments/questions on this subject.

(의견 유도)

Mi-suk, your time is almost over. (시간 독촉)

Since we are pressed for time, please make your comment brief.

That's very interesting, Min-ja, but I think we ought to hear from other friends. (발언 종료 유도)

I must bring this meeting to an end here. (폐회)

*I'd like to invite comments on this subject* - 이 문제에 대한 의견들을 말씀해 주십시오.  
*Since we are pressed for time* - 시간이 촉박하므로.

*bring ~ to an end* - ~을 끝내다.

## FURTHER STUDY

### A. 듣고 따라 합시다

[ju:]

▶ 처음에는 혀를 중앙에 놓고 약하게 [i]음을 내는 것처럼 하다가 입을 오므리고 혀를 긴장시켜 [u:]로 마무리한다.

▶ <형용사+형용사+명사>일때, 명사를 강하게 발음한다.

▶ <동사+부사+전치사+명사>에서는 부사와 명사를 강하게 말한다.

▶ could have가 연음이 될 때 [h]음은 들리지 않는다.

### B.

1. 틀리기 쉬운 철자들.  
<단모음+자음>으로 끝나는 동사들은 본사가 될 때 끝자음을 겹쳐 쓴다.

2.

END

v.i. 끝나다.

v.t. 끝내다.

n. 끝:한계, 목적.

end in ~ - ~으로 끝나다.

end up... - 마지막에...한 상태에 이른다.

There is no end to ~ - ~에는 한계가 없다.

### A. Pronunciation, Stress, Liaison, and Intonation

/u/    fury    funeral    excuse    human

/ue/    due    rescue    /eau/    beauty

op-póse    de-tést    de-párt    ex-chángo

ig-nóre    as-súme    re-lúc-tant    en-chán-ting

the enchanting yóung lady    come out onto the balcony

the gòod-looking yòung mán    lòok dówn ònto the gárdén

could have [kud hæv] ⇒ [ku-dæv]

put on a [put an ə] ⇒ [pu-dá-nə]

How did you come here, tell me, and why?

### B. Word Power

#### 1. Watch Your Spelling

stabbed    stunned    regretted    slipped

swear    appearance    hasten    sword

#### 2. Words in Context

All is well that ends well.

The long discussion ended in a decision.

If you drink and drive, you'll end up in jail.

At last Jim and Tom ended their quarrel.

The end of the game was quite exciting.

They got married at the end of July.

There is no end to his patience.

The end justifies the means.

**C. Useful Expression**

1. **all of a sudden** (= suddenly, unexpectedly)  
All of a sudden, an idea flashed upon me.  
All of a sudden, I dropped the plate and it broke.
2. **catch one's attention** (= attract/draw one's attention)  
 I'm trying to catch the clerk's attention.  
Julie's attention was caught by the yellow skirt.
3. **none other than** (= no one else but)  
 The gentleman was none other than the colonel.  
 He who helped the couple was none other than the priest.
4. **make an excuse** (= excuse/justify oneself, defend)  
 Stop making excuses! I know why you are so late.  
 Tom made a poor excuse, but Eric made no excuses.
5. **be reluctant to** (= be unwilling to)  
 Susan is reluctant to mention Fred's name.  
 John was reluctant to go to the cemetery.

**D. Structure Review**

1. **To his great anguish**, Rosaline did not return his love.  
*To my regret*, she didn't call me.  
*To her surprise*, Jim buy her a bunch of flowers.
2. Romeo, **unable to hold back any longer**, shouted out.  
 Romeo, *half mad with sorrow*, hurry back to Verona.  
 Fred, *sick with the flu*, go home early.

**C.**

1. *flashed upon me* -  
 내 머리 속에 섬광 처  
 럼 떠오르다.
3. *none other than ~*  
 - 다름아닌 ~.
4. *make an excuse* -  
 핑계를 대다, 변명하  
 다.
5. *be reluctant to...* -  
 ...하기를 꺼리다.

**D.**

1. <to+소유격+명사>  
*To his great anguish* -  
 대단히 안타깝게도.  
*a bunch of flowers* -  
 꽃 한 다발.
2. *half mad with*  
*sorrow* - 슬픔으로  
 반쯤 정신이 나가서.  
*sick with the flu* - 독감  
 으로 몸이 아파서.

## EXERCISES

**A.**

hardly, scarcely, barely  
 ly는 「거의 ...하지 않다」라고 부정할 때 쓰인다.

**B.**

간접의문문의 어순은  
 <의문사+주어+동사>

**C.**

<to+소유격+감정을 나타내는 명사>

**A.** Answer the questions by using the given words.

Ex. Can you believe his story? / hardly  
 ⇒ I can hardly believe his story.

1. Can you see that bird in the tree? / scarcely
2. Can your little brother read and write? / hardly
3. Do you resemble your mother? / barely
4. Do you have time to eat lunch with me? / scarcely
5. Is there any water in the bottle? / hardly

**B.** Change the following as shown in the example.

Ex. "Who is he?" Juliet asked her nurse.  
 ⇒ Juliet asked her nurse who he was.

1. "Who drew these orchids on this screen?" Mark asked me.
2. "Who is the man behind you?" I asked Jim.
3. "What do you call the powder of wheat?" he asked me.
4. "Did you receive a photo copy of it?" I asked him.
5. "Why do you want to be a potter?" they asked me.

**C.** Rewrite the following using the given words.

Ex. She didn't return his love. / to his great regret  
 ⇒ To his great regret, she didn't return his love.

1. I can't accept your kind invitation. / to my great regret
2. Her son was against the marriage. / to her deep anguish

3. The president visited her house. / to her great surprise
4. I took the children to the park. / to their great delight
5. Every student passed the exam. / to my satisfaction

**D.** *Make sentences using the given words.*

Ex. He entered the ballroom. / not recognized

⇒ He entered the ballroom **without being recognized.**

1. He survived the car accident. / not injured
2. He hid himself for a time. / not found
3. He was released by the police. / not punished
4. Romeo climbed over the wall. / not noticed
5. The thief walked around the town. / not caught

**D.**

<without being+p.p>

- ...하지 않고.

## OVERALL CHECKUP II

For rapid reading

### A. Circle "True" or "False":

It has never been easy for parents and children to understand each other completely. You can create harmony in your family if you explain your opinions calmly and sensibly. At the same time, try to look at your problems from your parents' point of view. When you become a parent, you will probably give your children the same advice that your parents are now giving you. And you will probably try to persuade them with the same reasons, and in almost the same words.

\* *sensibly* - 분별있게.    *point of view* - 관점.

- |  |     |
|--|-----|
| (a) The parent/child relationship is often difficult.          | T/F |
| (b) You can do nothing to improve the relationship.            | T/F |
| (c) The opinions of your parents have no value.                | T/F |
| (d) When children grow up, they share their parents' opinions. | T/F |
| (e) Your parents are probably right, after all.                | T/F |

### B. Fill in the blank with the best answer:

One of the main reasons for Shakespeare's world-wide appeal is the number and variety of characters he created. They include people from all walks of life, from kings and queens to beggars and fools. Shakespeare understood his characters very well, presented them clearly, and wrote dialog that sounded natural. \_\_\_\_\_, for many readers of Shakespeare's plays, heroes and heroines like Romeo and Juliet seem as real as true historical characters.

\* *appeal* - 인기, 매력.    *character* - 인물.    *walk of life* - 신분, 직업.

- |                      |                     |
|----------------------|---------------------|
| (a) As a result      | (b) At that time    |
| (c) In spite of this | (d) Apart from that |
| (e) Nevertheless     |                     |

**C. Choose the wrong ending for the following sentence:**

What is a "good" college education, at the beginning of the 21st century? First, since international communication is all-important, it should include the study of foreign languages, particularly English. College students ought to have a basic understanding of modern science, and but they shouldn't ignore books of history and literature. They should also have some knowledge of the social sciences, such as philosophy and psychology, which deal with human relations and human problems. Finally, all college graduates should be familiar with computers and modern information systems, since they will play an important role in the future.

\* all-important - 긴요한.      social science - 사회 과학.  
graduate - 졸업생.

In this paragraph, college students are advised \_\_\_\_\_.

- (a) to study philosophy and psychology
- (b) to study in a foreign country
- (c) to read books about history and literature
- (d) to study foreign languages and cultures
- (e) to be familiar with computers

**D. Choose the best answer for the following question:**

John received a letter from his girlfriend, Mary, who lived far away. She wrote, "I am very sorry, but I have a new boyfriend. You have a photograph of me. Please send it back, so I can give it to my new boyfriend." At first, John was angry, then he had an idea. He asked his friends for pictures of women: aunts, sisters, girlfriends, mothers and cousins. He put all the pictures in a big box and sent the box to Mary, with a letter. The letter said, "Please take your picture. I can't remember which one you are."

What did John want in this story?

- (a) happiness      (b) revenge      (c) contentment
- (d) separation      (e) freedom