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Developing the Appropriate Vocabulary Size For Extensive Reading in Korean EFL Contexts*

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This paper provides the appropriate size of vocabulary and a word list for Korean English learners to practice extensive reading in school contexts. This study suggests 4,000 words that include 3,000 words from the current middle and high school textbooks and 1,000 content words from elementary school subject matters and core cultural knowledge to make extensive reading successful in Korean school contexts. The study adds to the national word list 1,000 words of core content words from elementary subjects because despite their importance for comprehension they are often omitted from the national list which simply selects words based on the criterion of range and frequency. To examine the validity of 4,000 words for extensive reading for Korean students, the study consulted with several English educational professionals to testify the efficiency of the word list and drew positive results from them. Also, the study examined the text coverage of the word list for the reading materials exposed to Korean students – school English textbooks in Korea, American elementary textbooks, and graded reader series – and acquired positive results from them as well. The reading materials showed at least 95% text coverage, which many scholars agree for an appropriate vocabulary size for L2 learners.

[extensive reading/vocabulary list/core word]

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I. INTRODUCTION

It is a prevalent idea that extensive reading can enhance learners' reading ability and motivate them to be better readers in every aspect of English study (Cho & Krashen, 1994). Extensive reading in Korea, however, has not been working very well. One of the most apparent problems is the gap between the level of learner's cognition and that of their vocabulary ability. When students choose a book for extensive reading, they have no idea of which book is right for their reading level. They often find that if the content of a book is appropriate for them, its vocabulary level is too high or if the book suits their vocabulary level, its content level is much lower than their cognitive ability (Choi, Kim, Lee, Hong, & Cho, 2012).

In order to solve this dilemma, it is needed to expand Korean learners' vocabulary size and change the curricular word list accordingly. The national English curriculum of Korea, which was developed based on Nation's *Most Frequent Word List* (2001) Coxhead's *Academic Word List* (Coxhead, 1998) West's *General Service List* (West, 1953), American National Corpus (www.americancorpus.org), and British National Corpus (www.natcorp.ox.ac.uk), lists 2,315 words and recommends 75% of the words (1,790 words) should be acquired by tenth grade (Ministry of Education, 2007). It is argued, however, that 8,000 to 9,000 word families are needed to have 98% coverage of a text for native speakers of English (Nation, 2006). Even L2 learners need to know 5,000 word-family vocabularies to have 95% comprehension for written texts (Laufer, 1989; Liu & Nation, 1985; Nation & Waring, 1997). The size of vocabulary in the national English curriculum of Korea is relatively small compared to that suggested in the above studies. In this context, there have been continuous academic voices to expand the curricular vocabulary size of Korea to realize textbook authenticity and to optimize an extensive reading environment (Choi, 2010; Lee, 2004).

Since the national curriculum prescribes merely around 2,000 words, the word list of 5,000 or 8,000 words is impossible in Korean EFL setting. In what way and to which extent can the vocabulary size be enlarged? To seek an answer for these questions, this study has analyzed the existing national curriculum word list and complemented it by adding a new sector of content-word list to facilitate extensive reading in EFL contexts.

As for the curricular word list, with 2,315 word families of the government-presented vocabulary list being the database, the study analyzed phonics teaching materials and related articles and consulted with educational experts to stack about 700 words onto the list, which add up to 3,000 words approximately. On the other hand, with the assumption that students can read in a meaningful and efficient way when equipped with content knowledge in subject matters and cultural understanding, the study analyzed both Korean and American elementary textbooks and consulted domestic and foreign culture-

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themed dictionaries and glossaries, extracting core vocabularies to make a list of around 1,000 content words. The 1,000 words of core content words are supplemented to the national list because they are often left out from the word list in strict criteria of range and frequency even though they are critical in reading comprehension. As a result, this study suggests the 4,000 word list comprising of 3,000 curricular words and 1,000 core vocabularies hoping that the enlarged vocabulary size will promote a better understanding in extensive reading for EFL students.

II. LITERATURE REVIEW

When it comes to reading, learners inevitably face a very complicate question: Which and how many words they should learn. As for the question of "which words should be learned," the first thing to be considered is known as the word frequency. Since in no case can a reader know all the words in written texts, the high-frequency words should be first considered (Coxhead, 2006). A variety of studies and experiments have been done to tackle this issue so far. The *General Service List* (GSL) (West, 1953) is one of such resources, which lists about two thousands of the most useful words in English and gives information about the relative frequency of their various meaning senses (Richards, 2000).

Frequency lists of general language, however, do not indicate the specialized vocabulary of a particular field, such as auto mechanics. If reading material contains many words that are common in academic texts, a different mode of frequency count should be developed, and a specialized corpus is needed. One of the most well-known specialized lists is the *Academic Word List* (Coxhead, 1998). It consists of 570 word families that are not included in the most frequent 2,000 words of English but occur reasonably frequently over a very wide range of academic texts. Table 1 below shows how the *Academic Word List* plays a key role in enhancing text coverage.

TABLE 1

Text Type and Text Coverage by the Most Frequent 2000 Words of English and *Academic Word List* in Four Different Kinds of Texts (Nation, 2001)

Levels	Conversation	Fiction	Newspaper	Academic Text
1st 1000	84.3%	82.3%	75.6%	73.5%
2nd 1000	6%	5.1%	4.7%	4.6%
Academic	1.9%	1.7%	3.9%	8.5%
Others	7.8%	10.9%	15.7%	13,3%

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Adding the academic vocabulary to the high-frequency words changes the coverage of the academic text from 78.1% to 86.6%. In other words, within a vocabulary list of 2,000 words itself, approximately one word in every five will be unknown. Within a vocabulary of 2,000 words plus the *Academic Word List*, approximately one word in every ten will be unknown. This is a very significant change (Nation, 2001).

Another important frequency count is known as Ward's *Technical Word List* (Ward, 1999). Ward created a list of frequent words from an engineering corpus and then applied the list to an independent set of engineering texts for learners who have clear specialized goals right from the early stages of their study. He found that 2,000 word - family vocabulary was sufficient to provide over 95% coverage of the texts.

With each list proven effective in enhancing text coverage in respectively specialized studies, this study concluded that it would be ideal for the three representative word list - General Service List, Academic Word List and Technical Word List – to be the database for the birth of the new vocabulary list for Korean EFL learners.

When it comes to the question of "how many words," a lot of research has also been done to suggest an appropriate vocabulary size. There are well over 54,000 word families in English, and educated adult native speakers are considered to know around 20,000 of these word families. Nation (1993) analyzed several English novels and newspapers to figure out the size of vocabulary for comprehension of English written texts in his study. He finalized a vocabulary size of around 8,000 to 9,000 words for reading comprehension, even though he did not explicitly mention the targeted subject, native speakers or ESL learners. As mentioned above, according to Laufer (1989), Liu and Nation (1985), and Nation and Waring (1997), L2 learners need to know at least 5,000 word-family vocabulary to have 95% comprehension for written texts. At least 95% coverage of text is needed to guess unknown words from context for comprehension.

To scale the ideal size of vocabulary for EFL learners, it is worthwhile to look into the vocabulary schemes of some ESL and EFL countries in their English textbooks. Seo (2007) compared the vocabulary schemes of Korean and Singaporean English textbooks in elementary school as in Table 2.

TABLE 2

Type, Token, and Lexical Variation in Korean and Singaporean English Textbook (Seo, 2007)

	Korea	Singapore
Type	837	5698
Token	15883	74105
Lexical Variation	5.26	7.68

*Lexical Variation = (Type/Token) x100 b

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As Table 2 shows, Singaporean English textbooks have 6.8 times more type and 4.6 times more token than Korean English textbooks. The lexical variation of Singaporean English textbooks is also higher than that of Korean English textbooks. It means that Singaporean English textbooks have more diverse token than Korean English textbooks and that in Korean English textbooks words are more repeatedly presented with varying forms than in Singaporean textbooks. In this respect, Seo concluded that the vocabulary size of Singaporean English textbooks is larger and more diverse than that of Korean English textbooks.

As for the vocabulary size of EFL countries, China lists 3,300 words and 360 idiomatic phrases in its national curriculum as a requisite for student learners to master until they complete high school courses, which is larger than the Korean national word list. The Taiwan national curriculum provides 1,200-2,000 words for middle school students compared to 1,340 words of Korean middle school students (Busan Metropolitan City of Education, 2009).

In both ESL and EFL cases, the Korean national English curriculum offers the smaller vocabulary size for each grader compared to other ESL and EFL countries. The vocabulary size of Korea should be expanded to help students to have at least 95 % of text coverage and have few problems in experiencing extensive reading. To that end, this study develops an expanded vocabulary list that consists of 4,000 head words which cover 3,000 words of the word list provided by the national curriculum and the core vocabulary of 1,000 words from elementary school subjects and cultural knowledge.

III. METHODS

1. Participants

To do the survey for this research, a total of 200 teacher and 305 student respondents were recruited. The teacher respondents were chosen from a university graduate school including both alumni and current graduate students. The student respondents were made up of middle and high school attendants nationwide, chosen by quota sampling according to grade and city size of their residence.

With the survey results by e-mail from the respondents above and the reference to the existing representative word lists worldwide[1], this study developed a list of 4,000

[1] *Academic Word List* (Coxhead, 1998), *General Service List* (West, 1953), and *Technical Word List* (Ward, 1999).

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words and then to validate the new word list, piloted with graded readers, English textbooks in Korea, elementary textbooks of the U. S, and Korean SAT texts so that it can reach the desired text coverage to guarantee the effective extensive reading.

TABLE 3
Participant Characteristics

Total Participant	Position (number/percent)	Gender (number/percent)
Teacher (n=200)	High school: 65(32.5%) Middle school: 78(39%) Elementary school: 57(28.5%)	Male: 27(13.5%) Female: 173(86.5%)
Student (n=305)	High school: 176(57.7%) Middle school: 129(42.3%)	Male: 92(31.1%) Female: 213(69.8%)

2. Procedures

To develop the new vocabulary list, the first step was to do need analysis and reconstruct the size and content of the list. So we did survey in the form of questionnaire for the English teachers and students. Reflecting their needs on the new vocabulary list, we reformatted the vocabulary list consisting of two main sectors: One is national curricular word sector and the other is core word one, by which we mean a pool of content words for the easy acquisition of background knowledge. For national curricular word sector, we made the national curricular word a starting point and then analyzed five top-selling middle and high school textbooks and graded readers on the market to reach the 3,000-word list. For the core word sector, we analyzed Korean and American elementary textbooks, existing word lists, and several culture dictionaries.

Second, we made a revision of the current vocabulary level system. The Department of Education and Science suggested 10- level system starting from the 3rd grade of elementary school. However, it is widely common that students start to learn English from their kindergarten or even pre-kindergarten stage. To reflect such a shifting trend of English education in Korea, we included the 1st and 2nd grades of elementary school, resulting in the12-level system.

Though the Ministry of Education, Science, and Technology proposed the total number of each level, it did not present the word list for each level. In this context, our next task was to allot the developed 4,000 words for the updated twelve levels. We reflected the 7th and the revised 7th curricular textbooks and their vocabularies and then consulted with several educational experts to make word list for each grade from 1 to 12.

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For the added two levels (level 1 and 2), we made a list of words for those levels mainly consisting of phonics words, guided by educational experts.

TABLE 4
Composition of Developed Vocabulary List

Sector	Sources	Number
Curricular Word	National Curricular Word List High/Middle school textbook Graded Readers	3,000
Core Word	Korean/American Elementary Textbook Existing Word List Culture Dictionary	1,000
	Total	4,000

3. Instruments

To identify the needs for extensive reading, the teacher and student survey was conducted in the form of questionnaire respectively. As for the teacher survey, questionnaires for 200 teachers were sent through e-mail and 119 teachers replied, with its response rate being 59.5 %. As for the student survey, 305 students responded, marking the 100% response rate.

To measure the ideal vocabulary size for Korean learners, researchers investigated vocabulary lists of all the materials reliable for the task. For the curricular word, researchers consulted with the word list of the national curriculum, the vocabulary size of several graded readers, and Korean middle school and high school English textbooks. For the core word, a thorough investigation was done on materials such as Korean and American elementary textbooks, the Academic Word List, and the terminology of culture dictionary.

The Ministry of Education, Science and Technology of Korea presents 1,790 words and recommends 75% of the words should be studied through each grade (Revised 7th English Curriculum, 2007). The basic word list is developed with the help of Nation's Most Frequent Word List, Academic Word List, General Service List, American National Corpus, and British Nation Corpus (Revised 7th English Curriculum, 2007). The table below shows how the total number of words are allotted and recommended to cover for each grade.

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TABLE 5
The Number of Words for Each Grade (Revised 7th English Curriculum, 2007)

Grade	New Words	Cumulative Words
3rd	110	110
4th	120	230
5th	130	360
6th	140	500
7th	170	670
8th	280	960
9th	390	1,340
10th	450	1,790

* Words for 11th, 12th grade are not listed on the curriculum.

A graded reader is a series of books ranked by grade level, reader level, or level of text difficulty. Graded readers are used by learners at specific stages of their learning to practice reading and to gain reading fluency. One of the most recognized schemes is O reader series which consists of six levels. The highest level has the vocabulary size of 2,500 words. P reader series also has 6 levels. The highest level of the series has 3,000 words. The graded reader scheme with the largest vocabulary is C reader series which amounts to 3,800 words. The following table shows the number of words of the most well-known graded reader series.

TABLE 6
Vocabulary Size of Five Leading Graded Reader Series

Grade / Readers / Level	O	P	M	C	H
starter	250	200	300	250	350
1	400	300	600	400	450
2	700	600	1,100	800	600
3	1,000	1,200	1,400	1,300	800
4	1,400	1,700	1,600	1,900	1,000
5	1,800	2,300	2,200	2,800	
6	2,500	3,000		3,800	

To add up 1,000 core vocabularies to the new vocabulary list for in Korean EFL contexts, this study analyzed seven subject textbooks. The subjects include Mathematics, Korean language, Social studies, Physical Education, Music, Fine Arts, and Science. The rationale for including elementary subject vocabulary is that any teaching should build on the previous experience of the learner, as they take into account the learners' existing knowledge of the subject matter and of the academic environment as well as their second

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language knowledge (Brinton, D. M., Snow, M. A., & Wesche, M., 2003). Also, we looked over the glossaries of Korean and American textbook and culture-related dictionaries and glossaries.

As for the need analysis on the survey, frequency analysis was done to identify the needs of teachers and students. When it comes to the validity test, three English teachers in the course of doctor's degree and 2 institutional directors with proven amount of field experiences were asked to evaluate the developed words list. Next, we examined the text coverage of our word list for the reading materials exposed or available for Korean students.

IV. RESULTS

1. Survey Analysis

During the period from March 14, 2010 to April 25, 2010 the survey was done for Korean English teachers and students in Korea to identify their needs on the vocabulary size and extensive reading as a whole. The questionnaire consists of 16 items, but a few items are adopted here which are related to the general sketch of Korean English reading contexts and the appropriate vocabulary size for extensive reading. The results are as follows:

TABLE 7

Reading Barriers

Group / Reading Barrier	Teachers		Students	
	Frequency (N)	Proportion (%)	Frequency (N)	Proportion (%)
Vocabulary	98	82	209	68
Grammar	3	3	55	18
Sentence Length (Sentence Complexity)	7	6	16	5
Background Knowledge	11	9	25	8

Teachers surveyed said that the most influential factor in obstructing extensive reading would be vocabulary (82%), followed by background knowledge (9%), sentence length (6%), and grammar (3%). Students said that the most influential factor was vocabulary for English extensive reading (68%). The 2nd most influential factor for them was grammar (18%). Background knowledge and length of sentence were rather trivial factors for them to read (8% and 5% respectively).

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TABLE 8

Appropriateness of Current Vocabulary Size

Group / Appropriateness	Teachers		Students	
	Frequency (N)	Proportion (%)	Frequency (N)	Proportion (%)
Very Appropriate	2	1.7	25	8.1
Appropriate	25	21	167	54.8
Not Appropriate	83	69.7	92	30.2
Not Appropriate at All	9	7.6	21	6.9

As for the appropriateness of current vocabulary size, 77.3 % of them are not satisfied with the current vocabulary size whereas only 22.7of them said that it was suitable for English extensive reading. On the contrary, students' response to this question showed the opposite result. 62.9% of the students said "yes" while only 37.1% of them said that it was not suitable.

TABLE 9

Responses for the Ideal Vocabulary Size

Group / Vocabulary Size	Teachers		Students	
	Frequency (N)	Proportion (%)	Frequency (N)	Proportion (%)
2,001 – 3,000	9	7.6	51	16.8
3,001 – 4,000	38	31.9	90	29.6
4,001 – 5,000	44	37	43	14.2
5,001 – 6,000	25	21	90	29.6
Others	3	2.5	30	9.8

As for teachers, 37% of them said that 4,000-5,000 words are needed for the effective extensive reading. 32% said that students should know 3,000-4,000 words while 21% of them regarding 5,000-6,000 words appropriate and 8% of them thinking 2,000-3,000 words the proper size. As for students, 29.6% of students said that they need 3,000–4,000 words while another 29.6% thinks the size of 5,000-6,000 most suitable. 17% of them said that the size of 2,000-3,000 is appropriate while 14% of them assuming 4,000–5,000 words as the ideal scope.

In addition to these numeric responses, teachers made some comments and suggestions about extensive reading. Most teachers strongly agreed that extensive reading program in school contexts is desperately needed to develop students' reading competence. They pinpointed that they lack the information on how to select a book to

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match student's interest and their language levels. They do not have any idea on how to make reading materials suitable for each student's level or grade.

2. Developed Vocabulary List

Reflecting the data from need analysis and consulting with the existing word lists worldwide, a new vocabulary list tailored for the extensive reading was developed and its result is as follows.

TABLE 10

Developed Vocabulary List

level	1	3	4	7	9	10	12
	ant	butter	apron	goal	bundle	addiction	axis
	apple	cucumber	battery	media	control	altitude	canal
	bat	lens	duet	orchestra	cube	aptitude	combustion
	bed	natural	fat	order	ecosystem	distinguish	ethnic
	book	net	keyboard	percent	pollute	liver	evacuate
	box	onion	kilogram	pyramid	nitrogen	logical	fatigue
	cap	radio	nail	scale	outlet	marble	hemisphere
	cat	thank	plastic	side	planet	portable	refugee
	desk	tell	solid	square	soil	urine	reptile
	grass	wool	software	symphony	series	volcano	probability
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3. Validation

The validity test for the developed vocabulary list went under two separate but complementary routes: one for the evaluation and consulting from English educational experts and the other for the application to and manifestation from four different dimensions of reading materials

1) Validity test by evaluators

To validate the suggested vocabulary list, five English educational professionals were recruited for the evaluation. The result is as follows:

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TABLE 11

Evaluation Result of the Developed Vocabulary List

Criteria	Total	Average	Standard Deviation
Suitability for Extensive Reading	22	4.4	0.547723
Suitability for reading Graded Readers	22	4.4	0.547723
Coverage for Korea English Curricular Words	25	5.0	0
Coverage for Core Words	23	4.6	0.547723
Appropriateness of Level labeling	24	4.8	0.447214

For the validation of the developed vocabulary list, evaluation sheets designed on the basis of the Likert scale were given to 5 educational professionals asking them to evaluate based on five respective criteria from extensive reading suitability to appropriateness of level labeling. It showed the average point varying from 4.4 to 5.0, proving applicability and efficiency of the developed vocabulary list.

To identify and prove adequate levels of inter-rater reliability of evaluators participated, we conducted and interpreted an internal consistency reliability analysis through Cronbach's alpha and the result showed 0.91, which demonstrates the internal reliability of the evaluation among five educational professional evaluators.

2) Validity test by text coverage

To validate the developed vocabulary list we testified the application to and manifestation from four different kinds of reading materials such as Korean SAT texts, English curricular textbooks, graded readers, and authentic materials for first language learners. The results are as follows:

TABLE 12

Text Coverage by the Developed Vocabulary List in Four Different Kinds of Texts

Text Type / Vocabulary Size	Korean SAT	English Textbooks	Graded Readers	Authentic Materials
National Curricular Words	98.4%	92.7%	86.1%	62.3%
Core Words	0.3%	5.1%	10.2%	9.6%
Total	98.7%	97.8%	96.3%	71.8%.

As shown in the table 12, the developed vocabulary list shows quite large text coverage for four different texts, supporting the practicability of the final product of this study in an affirmative way.

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As for the Korean SAT texts and Korean English textbooks, it lingers around 95% only with national curricular word dimension as the study imagined. So it shows little increase of text coverage even when equipped with core words (from 98.4 to 98.7 and from 92.7 to 97.8 respectively). In terms of graded readers, it shows 86.1% of text coverage, still a meaningful figure of result, but when coupled with core words, it easily leaps over the threshold of 95% and finally into the stage of 96.3%, which means that any reader with proper background knowledge can enjoy extensive reading activities. Lastly for the authentic material section, it shows 62.3% with national curricular words and 71.8% with core words attached each. This is a kind of limitation EFL learners should acknowledge and seek ways to manage through it because those materials inevitably deal with ideas and concepts that only locals can understand and relish. Even so, that figure of 71.8% is more than enough any enthusiastic ESL learner could try to immerse himself into the waters of authentic material reading under the proper guidance of any equally enthusiastic instructor.

V. CONCLUSION

The main purpose of this study is to develop a word list for extensive reading for Korean EFL students. To carry out the research, the adaptability of current vocabulary list suggested by National Curriculum was examined through questionnaire survey with teachers and students in each school level. Based on the need analysis from that survey, we landed on the conclusion that the current vocabulary list should be expanded and reconstructed for the efficient English education. For the expansion of vocabulary, we analyzed materials level in the form of public and private textbooks from phonics teaching level to high school to reach the pool of 3,000 curricular words and also made a reference for Korean and American elementary textbooks, culture dictionaries, and world-acknowledged vocabulary lists such as Academic Word List to reach the pool of 1,000 core words.

To testify the workability of the developed list, five English education professionals were invited to rate its appropriateness and suitability in the form of survey sheet and they presented us with encouraging evaluation results. On the other hand, we testified its validity by measuring text coverage for four different kinds of reading materials from Korean SAT texts to authentic materials for first language learners to render us satisfying grade of adaptability.

There have been some research and academic voices including ours to expand words in the government English curriculum to embrace the authenticity of textbooks (Kim &

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Jeong, 1999, Hwang, 2003). So if we are to seal our project with those satisfying results mentioned above and stay feeling fulfilled there, it could be just one of those repetitive voices unheard. In this respect, with our developed vocabulary list passing the validity test and proving to be implementable for all teaching materials and educational fields, our goal is not just to present it to teachers and students but to make it operate on all teaching levels for the efficiency of extensive reading through helping students equipped with improved reading ability.

To achieve it, we'd like to make a few suggestions for all the English teachers and the personnel dedicated currently to English education. First, the proper and practicable extensive reading program should be implemented at all the English classrooms, based on all the teaching staffs' recognition and enthusiasm for the agenda. Second, desirable extensive reading materials tailored for Korean students should be developed and published, following successive studies and researches on its production. Last but not least, the format of current English test practiced by organizations for English education, with Koreans SAT at the head of the list, should be refocused to adjust to enhancement of students' reading abilities and language abilities further. When those three suggestions are truly appreciated and fully operated in all levels of institutions for English education, it could be the time for us to manifest of our sheer goal of this research and share the relish of its fruits with all the workforces working on the hotspots of English education.

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APPENDIX

<어휘 수 관련 교사용 설문지>

안녕하십니까?

이 설문은 최근 다독에 대한 관심이 확대됨에 따라 한국과 같은 EFL 상황에서 다독을 보다 효율적으로 수행하기 위한 방안으로서 한국형 독서지수(EFL Lexile)를 개발하기 위해 실시하는 것입니다. 독서지수란 영어 도서의 난이도를 측정하여 학생들의 수준별 독서를 가능케 하는 도구를 말합니다. 여러분의 솔직한 답변이 우리나라에 적합한 독서지수를 개발하는데 도움이 되기를 바랍니다. 여러분께서 작성해 주신 본 설문지는 오직 연구 목적으로만 사용될 것을 약속 드립니다. 감사합니다

한국형 독서지수 개발 연구팀 일동

※ 1-3 번은 기초 질문입니다. 해당 번호에 하나만 체크(V) 해주시기 바랍니다.

1. 현재 재직 중인 학교는 어디입니까?
   ① 초등학교 ( ) ② 중학교 ( ) ③ 고등학교 ( )
2. 재직 중인 학교의 소재지는 어디입니까?
   ① 대도시 ( ) ② 중소도시 ( ) ③ 농산어촌 ( )
3. 영어를 언제부터 배우기 시작했습니까?
   ① 유치원 이전 ( ) ② 유치원 ( ) ③ 초등 1,2 학년 ( )
   ④ 초등 3 학년 ( ) ⑤ 중학교 ( )

※ 4-8 번은 현재 우리나라 독서 실태에 관해서입니다. 해당 번호에 하나만 체크(V) 해주시기 바랍니다.

4. 학생들이 교과서 외에 영어 독서를 얼마나 자주 한다고 생각하십니까?
   ① 매우 자주 ( ) ② 자주 ( ) ③ 가끔 ( ) ④ 전혀 안 한다 ( )
5. 학생들이 교과서 외에 영어 독서를 한다면, 주로 어떤 책을 읽습니까?
   ① 우화, 신화 ( ) ② 소설 ( ) ③ 잡지,신문 ( )
   ④ 그림책, 만화 ( ) ⑤ 기타 ( )
6. 학생들에게 어떤 영어 도서를 추천해 주십니까?
   ① 베스트셀러 ( )
   ② 고전 및 교양 도서 ( )
   ③ 학생의 영어 수준에 맞는 도서 ( )
   ④ 학생의 흥미 및 적성에 맞는 도서 ( )
   ⑤ 기타 ( )
7. 영어 다독 프로그램을 운영해 본 적이 있습니까?
   ① 있다 ( ) ② 없다 ( )
8. 영어 다독 프로그램이 개발된다면 한국의 영어교육에 어느 정도 기여한다고 생각하십니까?
   ①매우 그렇다 ( ) ②그렇다 ( ) ③그렇지 않다 ( ) ④전혀 그렇지 않다 ( )

교보문고 KYOBO Book Centre

※ 9-16 번은 독서지수와 관련된 질문입니다. 해당 번호에 하나만 체크(V) 해주시기 바랍니다.

9. 학생들이 다독을 할 때 무엇이 가장 큰 영향을 미친다고 생각하십니까?
① 어휘지식 ( ) ② 문법지식 ( ) ③ 문장 길이 ( )
④ 배경지식(스키마) ( ) ⑤ 기타 ( )

10. 현 교육과정에서 제시하는 어휘 수(고 3, 3000 단어)가 영어 다독을 하는 데 적절하다고 생각하십니까?
①매우 그렇다 ( ) ②그렇다 ( ) ③ 그렇지 않다 ( )
④전혀 그렇지 않다 ( )

11. 우리나라와 같은 EFL 상황에서 효과적인 영어 다독을 위한 적절한 어휘 수는 얼마입니까?
① 2000 - 3000 ( ) ② 3000 - 4000 ( ) ③ 4000 - 5000 ( )
④ 5000 - 6000 ( ) ⑤ 기타 ( )

12. 실제 현장에서 영어 다독이 잘 이루어지지 않는다면 그 이유는?
① 학생들의 수준에 맞는 책을 고르기가 어렵다 ( )
② 다독 프로그램과 교수법이 보급되어 있지 않다 ( )
③ 학생들이 진학 및 입시준비를 해야 한다 ( )
④ 장서 및 도서관이 부족하다 ( )
⑤ 기타 ( )

13. 영어 다독 지도 시 학생의 수준을 어느 정도 고려하십니까?
① 많이 고려한다 ( ) ② 고려하는 편이다 ( )
③ 중요하게 생각하지 않는다 ( )

14. 영어 도서 선택 지도는 어떻게 하십니까?
① 흥미와 관심이 있는 소재의 책을 고르도록 한다 ( )
② 처음 몇 장을 읽어 보고 결정하도록 한다 ( )
③ 책의 수준 표시를 참고하도록 한다 ( )
④ 고전 혹은 베스트셀러를 읽도록 한다 ( )
⑤ 아동,청소년,성인용으로 구분하고 연령별 도서를 읽도록 한다 ( )

15. 다독 지도 시 학생의 수준 및 도서 수준을 측정하는 도구를 사용해 본 적이 있습니까?
① 있다 ( ) ② 없다 ( )

16. 한국형 독서지수 개발에 관한 의문이나 제안이 있으면, 간단히 적어 주십시오.

교보문고 KYOBO Book Centre

<어휘 수 관련 학생용 설문지>

안녕하십니까?

이 설문은 최근 영어 독서에 대한 관심이 높아짐에 따라 우리나라에서의 영어 독서를 보다 효율적으로 수행하기 위한 독서지수 개발을 목적으로 실시하는 것입니다. 독서지수란 영어 도서의 난이도를 측정하여 학생들의 수준별 독서를 가능케 하는 도구를 말합니다. 여러분의 솔직한 답변이 우리나라에 적합한 독서지수를 개발하는 데 도움이 되기를 바랍니다. 여러분께서 작성해 주신 본 설문지는 오직 연구 목적으로만 사용될 것을 약속 드립니다. 감사합니다.

한국형 독서지수 개발 연구팀 일동

※ 1-3 번은 기초 질문입니다. 해당 번호에 하나만 체크(V) 해주시기 바랍니다.

1. 현재 재학 중인 학교는 어디입니까?
   ① 초등학교 ( ) ② 중학교 ( ) ③ 고등학교 ( )
2. 재학 중인 학교의 소재지는 어디입니까?
   ① 대도시 ( ) ② 중소도시 ( ) ③ 농산어촌 ( )
3. 영어를 언제부터 배우기 시작했습니까?
   ① 유치원 이전 ( ) ② 유치원 ( ) ③ 초등 1,2 학년 ( )
   ④ 초등 3 학년 ( ) ⑤ 중학교 ( )

※ 4-8 번은 영어 독서에 관한 질문입니다. 해당 번호에 하나만 체크(V) 해주시기 바랍니다.

4. 교과서 외에 영어 독서를 얼마나 자주 합니까?
   ① 매우 자주 ( ) ② 자주 ( ) ③ 가끔 ( ) ④ 전혀 안 한다 ( )
5. 교과서 외에 영어 독서를 한다면, 주로 어떤 책을 읽습니까?
   ① 우화, 신화 ( ) ② 소설 ( ) ③ 잡지,신문 ( )
   ④ 그림책, 만화 ( ) ⑤ 기타 ( )
6. 영어 도서를 고르는 기준은 무엇입니까?
   ① 베스트셀러 ( )
   ② 고전 및 교양 도서 ( )
   ③ 자신의 영어 수준에 맞는 도서 ( )
   ④ 자신의 흥미 및 적성에 맞는 도서 ( )
   ⑤ 기타 ( )
7. 영어 독서(영어 다독) 프로그램에 참여해 본 적이 있습니까?
   ① 있다 ( ) ② 없다 ( )
8. 영어독서(영어다독) 프로그램이 개발된다면 영어교육에 도움이 된다고 생각하십니까?
   ① 매우 그렇다( )
   ②그렇다( ) ③그렇지 않다( ) ④전혀 그렇지 않다 ( )

교보문고 KYOBO Book Centre

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9. 영어 독서(영어 다독)를 할 때 무엇이 가장 큰 영향을 미친다고 생각하십니까?
①단어( ) ②문법( ) ③문장 길이( ) ④ 배경지식 ( ) ⑤기타 ( )

10. 우리나라 교육과정에 따르면 고3이 알아야 할 단어 수가 약 3,000 개입니다. 이 정도가 영어 독서에 적절하다고 생각합니까?
①매우 그렇다( ) ② 그렇다( ) ③ 그렇지 않다 ( )
④전혀 그렇지 않다 ( )

11. 영어 독서(영어 다독)를 잘 하려면 어느 정도 어휘를 알아야 하겠습니까?
① 2000 단어 ( ) ② 3000 단어 ( ) ③ 4000 단어 ( )
④ 5000 단어 ( ) ⑤ 기타 ( )

12. 영어 독서(영어 다독)가 잘 이루어지지 않는다면 그 이유는 무엇입니까?
① 수준에 맞는 책을 고르기가 어렵다 ( )
② 학교에 영어 독서 프로그램이 없다 ( )
③ 진학 및 입시준비를 해야 한다 ( )
④ 영어 도서 및 도서관이 부족하다 ( )
⑤ 기타 ( )

13. 영어 독서(영어 다독)를 할 때 자신의 수준을 고려합니까?
① 많이 고려한다( ) ②고려하는 편이다 ( ) ③고려하지 않는다 ( )

14. 영어 도서 선택은 어떻게 합니까?
① 흥미와 관심이 있는 소재의 책을 고른다 ( )
② 처음 몇 장을 읽어 보고 결정한다 ( )
③ 책의 수준 표시를 보고 고른다 ( )
④ 고전 혹은 베스트셀러를 읽는다 ( )
⑤ 아동용, 청소년용, 성인용으로 구분하고 연령별도서를 읽는다 ( )

15. 여러분의 영어 독서 수준을 알아보는 시험을 치른 적이 있습니까?
① 있다 ( ) ② 없다 ( )

16. 독서지수 개발에 관해 궁금한 점이나 하고 싶은 말이 있으면 적어 주세요.

<개발도서목록 타당도 검사지>

평가기준	5	4	3	2	1
다독 활동에 적합하다					
Graded Readers 읽기 활동에 적합하다					
기존 교육과정 어휘가 충분히 반영되었다.					
중핵 어휘가 충분히 반영되었다.					
수준별 어휘배치가 적절하다					

교보문고 KYOBO Book Centre

Exampls in : English
Applicable Languages: English
Applicable levels: primary and secondary levels

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