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Effective Models of English Team Teaching in Korean Middle Schools

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This study investigates effective models of team teaching in Korean middle school classrooms based upon a questionnaire survey and two English listening tests. The data from 349 first year middle school students from 3 different middle schools were collected and compared between team teaching (TT) types in terms of participants' background language learning methods and their opinions about TT. The findings of the present study indicate that students appear to have different opinions about TT according to the TT types. Also the results of the English listening tests between students who took TT and those who didn't take TT show significant differences between TT groups. This study gives both native English teachers (NETs) and Korean English teachers (KETs) the perspectives about effective TT type and the opportunities that both types of teachers could reconsider their TT in order to develop students' English communicative competence more successfully.

[team teaching/effective models/KET/NET]

I. INTRODUCTION

The national focus on testing, in general, has created an environment of studying English as a subject rather than as a language. In turn, this has led to a focus on teacher-centered classrooms and students' passive learning in Korea until the mid eighties. The necessity of high communicative competence in the global era, however, is widely accepted and English education has gone through considerable changes for the past two decades. Educational goals and approaches have been reshaped for enhancing communicative competence and a lot of innovations have been implemented in English Language Teaching (ELT) contexts (Park, 2008). English has been implemented as a compulsory subject from the third grade of elementary school since 1997. There was a

movement that attempted to start English education focusing on oral fluency at an earlier stage starting from the first grade of elementary school. Also Team Teaching (TT) of a Korean English Teacher (KET) and a Native English Teacher (NET) and immersion education have been continuously drawn social attention.

Brown (2000) states that "Communication is not merely an event, something that happens; it is functional, purposive, and designed to bring about some effect on the environment of hearers and speakers" (p. 248). In accordance with Brown's statement, the Korean government has emphasized the need for substantial development of students' abilities in listening and speaking English interactively in international encounters. In this context, the Ministry of Education announced that 2,850 native English teachers would be deployed to all elementary and middle schools until 2010. According to one of the officers of EPIK (English Programs in Korea), 3,800 NETs are already teaching English in Korean schools as of November, 2007.

For this reason, more than any known English language teaching method, TT as the base for immersion education has gained tremendous support and created high expectations among English teachers and students in Korea. Until now, many have thought the best way to achieve English competence was to study English in English speaking countries and through private lessons to supplement the perceived inadequate formal school language curriculum. Through TT, employing both a KET and a NET as a team, students are now getting additional opportunities to be exposed to authentic English language and culture.

This study discusses and identifies how Korean middle school students acknowledge the effectiveness of TT in English language classrooms. This research also attempts to clarify what type of TT class works better in improving students' communicative competence based on the results of two national English listening tests. The research was conducted over seven months from March to September, 2008.

II. BACKGROUND of TT in KOREA

Buckely (2000) provides a definition of Team Teaching (TT): TT involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn (p. 4). Quinn and Kanter (1984) define team teaching as simply team work between two qualified instructors who, together, make presentations to an audience.

To foster higher listening and speaking ability in students, classroom English (CE) and the Teaching of English Through English (TETE) were strongly recommended in schools in Korea. However, it was not easy for Korean English teachers to satisfy the level of requirement of the target language and culture. To make matters worse, ironically, the English class hours in middle school have diminished by 25% in the 7th National English

Curriculum (NEC) compared with those of the 6th NEC in spite of the emphasis on improving students' speaking ability (Pae, 2002 in Im & Kim, 2007). Also, students, who were barely exposed to learning environments full of active and spontaneous activities, tend to be passive and afraid of expressing themselves in front of others in English. However, some EFL/ESL researchers (Cheng, 2000; Littlewood, 2001; Xiao, 2005) have stated different views. Littlewood (2001) points out that most students question the traditional authority-based, transmission mode of learning and contends that all students are eager to participate actively in exploring knowledge and working actively towards common goals. Cheng (in Xiao, 2006) argues that if Asian students are found in English class to be quieter than expected in certain circumstances, the causes are situation-specific rather than culturally pre-set (2000, p. 435). It appears to be related to the lack of students' confidence in the target language observable as nervousness, shyness, and anxiety related to a fear of making mistakes (Im & Kim, 2007).

Large class sizes of up to forty-five students, and multi-leveled classes are additional problems in current English classes in Korea. LoCastro (1989) claimed in his self-report that having a large class prevented teachers from doing what they wanted to do to help learners make progress in developing their language proficiency. Moreover, many linguists emphasized the role of meaningful interactions in promoting proficiency in the target language. Krashen (1982) strongly stressed the importance of learners' interactions with the language. Later, Long's interaction hypothesis (1996) and Swain's output hypothesis (1985) attempted to conceptualize the need for learners to negotiate comprehensible input and the role of their own output in their language development. Considering the role of teachers, Vygotsky (1978) emphasizes the importance of the zone of proximal development, and the teacher's role in scaffolding and reconceptualizing learners' output to push not only language development but also cognitive gains.

Im & Kim (2007) described the origination of TT which encourages meaningful English interactions in schools in Korea. Started in 1992, native English speakers via the Fulbright Foundation Network in U.S.A. started to experience Korean culture and assist Korean English Teachers (KETs) in English classes. With the extension of the EPIK (English Program In Korea) program from 1996, NETs (Native English Teachers) started to come to Korea with two purposes: teaching KETs' English conversation training in a training center and assisting KETs in English classes such as team teaching in a regular English class (Chung et al., 1999). These NETs have been recruited from the U.S.A., Canada, the U.K., Australia, New Zealand, and Ireland. Out of these various adaptations of TT, the focus of this study is TT by a NET and a KET in EFL situations in Korea in order to improve middle School students' English communicative competence.

As the focus of English education in Korea shifted toward the more realistic goals of effective communication with English speaking people and having an understanding of

Western culture, more NETs are being invited to the English education arena in Korea. Regarding TT, issues of teaching methodology and teaching contents require attention. Maroney (1995) contends that TT established on the basis of deep understanding and communication about TT can provide different models of TT as options for class. In traditional TT, both a KET and a NET share the responsibility of planning class instruction and contents.

TABLE 1

Teacher Actions during TT

Teacher A's role	Teacher B's role
Lecturing	Modeling notetaking on the board to help students process lecture information
Taking roll	Collecting and reviewing the homework
Passing out papers	Reviewing directions; Modeling the problem
Giving instructions orally	Writing down instructions on board
Checking the whole class' understanding	Checking the partial groups' understanding
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, using proximity control for behavior management
Providing a large group instruction	Circulating, using proximity control for behavior management
Running last minute copies	Reviewing homework; providing test-taking strategy
Re-teaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities
Explaining new concept	Conducting roleplay or modeling concept; Asking clarifying questions
Considering modification needs	Considering enrichment opportunities

(Murawski & Dieker, 2004)

While one teacher assumes the responsibility for introducing the content to the students, the other provides follow-up instructional activities on related topics or practice using study skills in complementary or supportive TT instruction. In parallel TT, the class is divided into two groups and each teacher provides instruction on the same content to smaller groups of students.

There are more TT types that should be considered: Differentiated Split class TT or Alternate Teaching; splitting the class according to Ss' level; the Monitoring Teacher where one teacher assumes the responsibility for class wide instruction, the other teacher circulates the room and monitors student achievement and behavior; or Station Teaching, in which the classroom is divided into various teaching centers - teachers are in particular stations, with students' leaders at the other stations. Each type of TT has its own strengths and drawbacks. Therefore, both teachers should be flexible, adapting to various TT styles. Also both teachers need to properly delegate the position of two teachers in the classroom, arrangement of the students, and the distribution of the teaching materials (see table 1, Murawski & Dieker, 2004).

III. METHODOLOGY

1. Participants

The participants of this study were 349 first year middle school students from three different middle schools in Daejeon. They have studied English as a foreign language for about five years. In this study which was conducted from March to September 2008, different classes of four patterns of TT and KET only classes were compared and the effectiveness of TT of a NET and a KET was identified.

TABLE 2

Distribution of Class Type

research method	TT types for each research				
questionnaire	KN	NK	NKP	NNG	KO
two English listening tests	KN	NK	NKP	KO2	

Their level of English is regarded as being above average when compared to other

middle school students in the city[1]. Three TT types, two KET leading-NET supporting classes (KN); two NET leading-KET supporting classes (NK); two NET leading-KET's passive supporting classes (NKP), were chosen. Also NET leading but not getting along well with the students (NNG) and two classes of a KET only (KO) without any NET in classes, were adopted from downtown area of which level of English was regarded as the lowest in the city. Like many KET only classes, in KO classes, most of teaching was carried out in Korean with some English directions which were directly translated into Korean according to the students' comprehension. NNG was implemented since the researcher heard the KET in the school worry about her co-teaching partner not mixing well with her students.

TABLE 3

The First English Listening Test's Descriptive Statistical Analysis

	N	Mean	SD	Std. error
KN	71	15.94	3.202	.380
NK	72	16.39	2.924	.345
NKP	63	16.32	3.079	.388
KO2	73	16.34	3.906	.457
total	279	16.25	3.296	.197

TABLE 4

ANOVA Analysis for the First English Listening Test

	d.f.	SS	F	p.
Between groups	3	2.987	.273	.845
Within groups	275	10.949		
Total	278			

To keep the fair comparison of the two tests between groups, I chose the KO2 (KET only in class) group instead of the NNG and KO group which showed significantly lower English skill than NK, KN, and NKP groups. The first English listening test confirmed that four groups, KN, NK, NKP, and KO2, were homogeneous with the mean score of each group shown in table 3. According to the result of ANOVA in table 4, the groups didn't

[1] Official paper (2008. 7.18) from western local office of education in Daejeon announces the results of middle school students' standardized test in the first semester, 2008. The test results were compared between two different local areas in terms of five subjects, Korean language, math, social study, science and English. They indicate a difference as large as 14/100 point in English proficiency level between the students of eastern and western parts of the city, which is a larger difference than in other subjects.

show significant difference between TT types on the first English listening test, either (F=0.273, p=0.845).

2. Instruments

To determine the samples' Language Learning (LL) background, a survey was conducted. Each student in four types of TT and KO was asked to indicate their opinion as Yes/No questionnaires, written in Korean, consist of two categories: one is about whether students are taking any extra English lesson and their opinion about that. The other part of the questionnaire solicits about students' opinion about TT. In the part of the opinion about TT, the KO group was not asked to answer. The results of the questionnaire were collected to compare and analyze between the TT types.

To measure the students' English listening ability development through TT, the result samples of two times of English listening tests developed by 15 district offices of Education to measure students' English communicative competence and conducted twice a year, were collected. The first English listening test conducted on April 8th, was used as the pre-test, and the second one on September 17th, 2008 was used as the post-test. The results of listening tests were compared between TT patterns.

The results show that there are some differences between TT types in test results and opinions about TT. The results of the questionnaire and English listening tests were statistically analyzed based on the Analysis of Variance (ANOVA). Team teaching types were independent variables and the test results were dependent variables. All the analysis was done using SPSS 12.0 software scale at the 95% reliability level.

IV. RESULTS AND DISCUSSION

1. Participants' Background of LL opinion

FIGURE 1

Students' English Learning Method and Opinion



(a) KN, NK, and NKP types	(b) NNG and KO types
85% with additional English study	53% with additional English study
15% without additional English study	47% without additional English study

As indicated in Table 5, many students were taking additional English lessons after school. Out of all participants, 73% of the students responded they are taking any kind of extra English lesson. For questions # 1, 2, and 3, 85% students of three TT types (Figure 1 (a)), KN, NK, and NKP answered that they were taking at least one kind of additional English lessons after school, while 53% students of NNG and KO said they were studying English at any private institute out of school (Figure 1 (b)).

Only 1.5% of NNG and 5.8% of KO students study English with private tutors in table 5, while 11-22% of KN, NK and NKP students study English with them. It appears to show that some social issues are related to English Education in Korea these days. That is, income levels of students' parents influence their opportunities to study English and determine their job opportunities in their future. Therefore, private English education is regarded as one of the causes of inequalities within Korean society in the long run.

TABLE 5

Participants' Background LL Method and Opinion

Questions	class type	Yes (%)	No (%)
1. I study English at a private institute other than studying English at school.	KN	68.5	31.5
	NK	65.7	34.3
	NKP	62.5	37.5
	NNG	40.0	60.0
	KO	43.5	66.5
2. I study English with a private tutor other than studying English at school.	KN	20.5	79.5
	NK	11.1	88.9
	NKP	22.2	77.8
	NNG	1.5	98.5
	KO	5.8	94.2
3. I study English with self study paper other than studying English at school.	KN	17.8	82.2
	NK	20.0	80.0
	NKP	18.1	81.9
	NNG	12.5	87.5
	KO	23.2	76.8

4. I think my extracurricular study is more helpful for my English ability than studying English at school.	KN	53.4	46.6
	NK	71.4	28.6
	NKP	59.7	40.3
	NNG	43.1	56.9
	KO	42.0	58.0

More than a half of KN and almost 60% of NKP answered they thought additional English study was more helpful for their English ability than studying English at school, while 71.4% students of NK answered yes. NK seemed to rely on the additional English study more than any other group. It reflects the samples' dependence on the additional English study especially for higher grades on English subject. On the contrary, they didn't seem to expect much about the TT class in terms of getting higher score of English subject. Also, nearly 60% of NNG and KO students answered that they didn't think additional English study was more helpful than studying English at school. This shows their separation from the private English study; their weaker dependence on the additional English study; and it also can be explained by their parents' lower income level.

2. Participants' Opinion about TT

Table 6 indicates how each pattern of students differently perceives TT. In this part, opinion about TT class was not collected from the KO group because they didn't use TT at school. 50-55% of KN, NK, and NNG said that they thought studying English at school with a NET was more helpful for their English communicative competence than additional English study. About 75% of students of each pattern other than the NNG group answered they wished TT classes were held more than once a week, but with 10% fewer students than the other patterns, the NNG group said they wished TT classes were held more than once a week. The NNG students showed their less positive attitude about the TT class.

TABLE 6

Participants' Opinion about TT

Questions	class type	Yes (%)	No (%)
5. I think studying English at school with a NET is more helpful for my English communicative competence than extra-curricular study.	KN	50.7	49.3
	NK	52.9	47.1
	NKP	47.2	52.8
	NNG	55.4	46.6
6. I wish more TT classes than once a week.	KN	76.7	23.3
	NK	73.3	26.7
	NKP	77.8	22.2

	NNG	64.6	35.4
	KN	50.7	49.3
7. I expect my English will be improved a lot	NK	48.6	51.4
through English classes with NET.	NKP	44.4	55.6
	NNG	40.0	60.0

Generally, students didn't have much expectation to improve their English through TT in question 7. Half of KN students answered that they expected their English would improve a lot through English classes with NET. However, NNG group showed the lowest expectation about TT as 40%. This NNG group's lower enthusiasm than other patterns about TT in question number 6 and 7 implies the importance of rapport between the teacher and students. Students' lower expectation about TT caused by the negative relationship with the NET need to be fixed because it may have something to do with the students' lower interest of English communication. This is the same context with the contention of Kim and Im (2008), "If students do not respect their teachers in Korea, teaching is unlikely to have a significant educational effect (p, 87)." Therefore trust and respect should be embedded between teachers and students for more active and spontaneous participation by students.

TABLE 7

Cross Tabs for Students' Opinion about TT #8

question	TT type		yes	no	total
	KN	frequency	42	31	73
		%	57.53	42.47	100.00
		total %	15.00	11.07	26.07
	NK	frequency	40	30	70
		%	57.14	42.86	100.00
		total %	14.29	10.71	25.00
8. I think we need KET's	NKP	frequency	40	32	72
explanation when we		%	55.56	44.44	100.00
don't understand what		total %	14.29	11.43	25.71
the NET's saying.	NNG	frequency	44	21	65
		%	67.69	32.31	100.00
		total %	15.71	7.50	23.21
	total	frequency	166	114	280
		%	59.29	40.71	100.00
		total %	59.29	40.71	100.00

TABLE 8

Chi-Square Test on Students' Opinion about #8

	value	df	p (2-tailed test)
Pearson Chi-Square	2.544	3	0.467
number of cases	280		

The next three questions - number 8, 9, and 10 - are asking students their opinions about the degree of KET's engagement in TT class. 57% students of KN, NK, 56% NKP students and 68% NNG students answered that they needed a KET's explanation when they couldn't understand what the NET was saying in class. It shows that students think KET's active facilitation with their first language benefits them in TT class. The NNG students, in particular, indicated that they depended on the KET's explanation when they didn't understand what the NET was saying. This result shows not only the students' lack of communicative ability, but their reliance on KET. At the Pearson Chi-square test on question # 8 in table. 7, opinion difference between groups didn't show the significant differences (0.467 > 0.05) at the 95% reliability level.

TABLE 9

Cross Tabs for Students' Opinion about TT #9

Question	Type		Yes	No	Total
9. I think the KET's English class which s/he speaks suitable Korean and English at the same time is more effective.	KN	frequency	24	49	73
		%	32.88	67.12	100.00
		total %	8.57	17.50	26.07
	NK	frequency	24	46	70
		%	34.29	65.71	100.00
		total %	8.57	16.43	25.00
	NKP	frequency	17	55	72
		%	23.61	76.39	100.00
		total %	6.07	19.64	25.71
	NNG	frequency	44	21	65
		%	67.69	32.31	100.00
		total %	15.71	7.50	23.21
	total	frequency	109	171	280
		%	38.93	61.07	100.00
		total %	38.93	61.07	100.00

According to table 9 for question number 9, 33% of KN and NK students answered that

they preferred the KET's English class where s/he speaks suitable Korean and English at the same time. 68% of NNG students which is a lot more than expected, answered that they preferred the KET's English class without any NET which s/he speaks suitable Korean and English at the same time. They seemed to prefer to have a KET instead of a NET who they didn't get along well with. Also this shows a big difference from the NKP students' response. More than 75% of NKP students answered that they didn't think the KET's English class which s/he speaks suitable Korean and English at the same time is more effective. It indicates that students' confidence in KET's English communicative competence should be accomplished first. At the Chi-square test on question # 9 in table. 10, students showed the significant difference (0.000 < 0.05) between NKP and NNG groups at the 95% reliability level.

In table 11, 63% of KN and NKP students didn't agree that it's better to have only a NET in class without a KET although it takes time to understand his/her sayings. The highest number of students out of the four groups, 44% of NK, answered that they think it's better to have only a NET in class without a KET. NK students seemed to challenge themselves to improve their communicative confidence through TT more than any other group. However, the least, 28% of NNG students, answered that it's better to have only a NET in class without a KET although it takes time to understand his/her sayings. These responses indicate that students of TT class tend to think they benefit from the TT classes which are balanced between a NET's versus a KET's role and teachers versus students.

TABLE 10

Chi-Square Test on Students Opinion about #9

	value	df	p (2-tailed test)
Pearson Chi-Square	31.485(a)	3	.000
number of cases	280		

TABLE 11

Cross Tabs for Students' Opinion about TT #10

Question	Type	frequency	Yes	No	Total
10. I think it's better to have only a NET in class without a KET although it takes time to understand his/her sayings.	KN	%	27	46	73
		total %	36.99	63.01	100.00
		frequency	9.64	16.43	26.07
	NK	%	31	39	70
		total %	44.29	55.71	100.00
		frequency	11.07	13.93	25.00
	NKP	%	27	45	72

		total %	37.50	62.50	100.00
		frequency	9.64	16.07	25.71
	NNG	%	18	47	65
		total %	27.69	72.31	100.00
		frequency	6.43	16.79	23.21
	total	%	103	177	280
		total %	36.79	63.21	100.00
			36.79	63.21	100.00

According to the Pearson Chi-square test on question # 10 in table 12, opinion difference between groups was not significant (0.259 > 0.05) at the 95% reliability level.

TABLE 12

Chi-Square Test on Students' Opinion about #10

	value	d.f.	p (2-tailed test)
Pearson Chi-Square	4.022	3	0.259
number of cases	280		

3. The results of English listening tests

All four groups were homogeneous at the first English listening test as shown in table 3 and 4. According to the result of second listening test in table 13, however, the mean score of the test varied from 15.73 to 16.69. ANOVA analysis for the second English listening test in table 14 indicates that there is significant difference (0.034/0.037) between groups.

TABLE 13

The Second English listening Test's Descriptive Statistical Analysis

	N	Mean	SD	Std. error
KN	71	16.50	2.706	0.315
NK	72	16.69	2.614	0.308
NKP	63	15.73	2.963	0.373
KO2	73	15.77	3.066	0.359
total	282	16.19	2.857	0.170

TABLE 14

ANOVA Analysis for the Second English Listening Test

			d.f.	SS	F	p
in-groups	joined		3	17.269	2.142	0.095
	linear	not weighted	1	36.422	4.517	0.034
		weighted	1	35.275	4.375	0.037
		deviation	2	8.266	1.025	0.360
intra-groups			278	8.0620		
total			281			

To compare the test results between the first and second English listening test as pre-test and post-test, 4 types of TT classes were employed as independent variables and the results of both tests were dependent variables through LSD least significant difference (LSD). The result of the second English listening test was compared in table 15. In the table, "I-J" shows the mean difference between class type I and class types J, and '*' indicates that there is significant difference between class types.

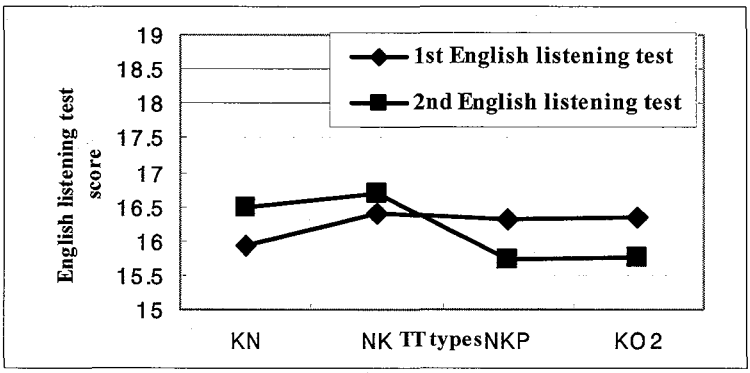
TABLE 15

Multi-Comparison of Second English Listening Test

(I) TT type	(J) TT types	Md (I-J)	SD	Sig.
	NK	-.194	.470	.679
KN	NKP	.770	.487	.115
	KO2	.733	.468	.119
	KN	.194	.470	.679
NK	NKP	.964(*)	.490	.050
	KO2	.927	.472	.050
	KN	-.770	.487	.115
NKP	NK	-.964(*)	.490	.050
	KO2	-.037	.488	.940
	KN	-.733	.468	.119
KO2	NK	-.927	.472	.050
	NKP	.037	.488	.940

FIGURE 2

The Result of the First and Second English Listening Tests



As shown in table 15, the results of KN and NK groups indicated stable development. Differing from the result of the first listening test shown as homogeneous, NKP group couldn't follow KN group development and lagged behind NK group showing the larger difference as the significant difference 0.050= 0.05. In the case of KO2 group which is not conducting TT showed also significant difference 0.050 = 0.050 from NK group which was analyzed at the 95% reliability level.

The change of test results between TT groups and non TT group KO2, is shown in figure 2. The second English listening test result of each group in figure 2 shows the stable development different from NKP and KO2 group. The KO2 group's decline proves the necessity of TT implementation in English classes of Korean middle schools. These results indicate that active facilitating of a KET and a NET for the TT counter part in classes plays a critical role for students to improve their English communicative competence and English listening ability.

V. CONCLUSION

This study investigates the students' opinion about TT and determines the effective types of TT that can develop students' English communicative competence in practical Korean middle school classrooms. The survey data from 349 first year middle school students based upon a questionnaire survey and the results of 279 students' two English listening tests from three different middle schools were collected and compared. The findings of the present study are as follows:

First, the environment of English study influences the students' opinion about studying English. The amount of private English lesson and students' opinion on studying English

varied depending on the income levels of their parents. Also, the students, engaged in each team teaching type, showed differing opinions on team teaching.

Second, the results of the English listening test between the students who took team teaching and those who didn't showed significant difference. Team teaching classes between a NET leading class with a KET's active support and a leading class with a KET's passive support showed significant difference in second English listening test after practicing the TT class. The significantly different results of the listening tests indicate that not only TT practicing classes, but especially in the balanced co-operation between both teachers, is the most efficient in developing students' English listening skill.

Finally, NET leading classes with the KET's active facilitation showed the highest improvement in the English listening test than any other TT types. Also the highest and lowest scoring TT types showed the significant difference in both test results.

These significantly different results of the English listening test among NET leading classes, KET leading classes, KET only (No NET) classes and NKP classes, indicate that TT practicing classes, especially in the balanced co-operation between both teachers, is the most efficient to develop Korean middle school students' English listening competence. Also, NET or KET leading classes can be more effective when TT partners facilitate each other's role more actively in the class.

Finally, some limitations should be acknowledged in this study. Due to students' large amount of additional English study out of school, the result of the English listening test might not be caused all by TT types. Also, to make the students' recognition more accountable, additional research about other factors of the traits of Korean students' belief, language confidence, and strategy must be added.

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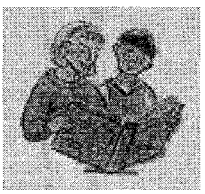
APPENDIX A

first English Listening Test

제 1 회 전국 15 개 시도 교육청 공동 주관 영어듣기능력 평가(중 1)

2008. 4. 8 (화) 시행

1. 다음을 듣고, 그림을 바르게 설명하는 것을 고르시오.



① ② ③ ④

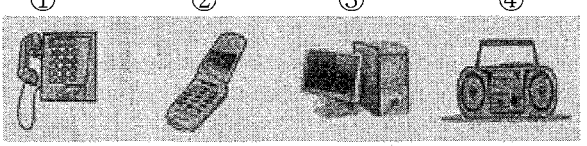
2. 대화를 듣고, 두 사람이 보고 있는 표지판을 고르시오.

① ② ③ ④

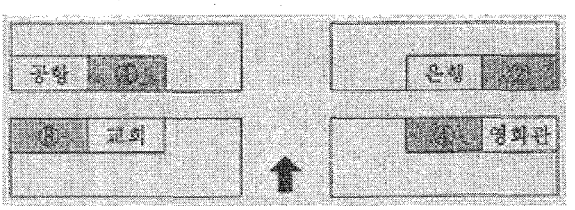


3. 다음을 듣고, this 에 해당하는 것을 고르시오.

① ② ③ ④



4. 대화를 듣고, 여자가 가려고 하는 장소를 고르시오.



5. 대화를 듣고, 여자의 장래 희망을 고르시오.

① 작가 ② 교사 ③ 과학자 ④ 여행 안내원

6. 다음을 듣고, 두 사람의 대화가 **어색한** 것을 고르시오.

① ② ③ ④

7. 대화를 듣고, 버스가 도착할 시각을 고르시오.

① 5:20 ② 5:30 ③ 5:40 ④ 5:50

8. 대화를 듣고, 남자가 전화를 건 목적을 고르시오.

① 안부를 물으려고 ② 파티에 초대하려고
③ 진료 예약을 하려고 ④ 파티 불참을 알리려고

9. 다음을 듣고, 대화가 이루어지는 장소를 고르시오.

① 공항 ② 기차역 ③ 우체국 ④ 도서관

10. 대화를 듣고, 여자가 원하는 것을 고르시오.

① milk ② juice ③ water ④ coffee

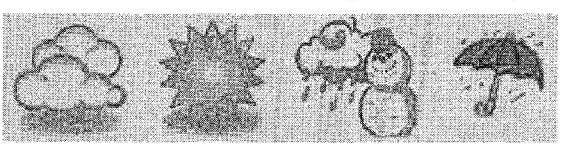
11. 대화를 듣고, 여자가 지불해야 할 금액을 고르시오.

MENU			
Cake		Drinks	
Cheese cake	$5.50	Milk	$1.50
Chocolate cake	$4.00	Apple juice	$2.00

① $5.50 ② $6.00 ③ $7.00 ④ $7.50

12. 다음을 듣고, 내일 날씨로 알맞은 것을 고르시오.

① ② ③ ④



13. 대화를 듣고, 남자의 현재 기분으로 가장 알맞은 것을 고르시오.

① 외롭다 ② 지겹다 ③ 행복하다 ④ 걱정스럽다

14. 대화를 듣고, 두 사람의 관계로 알맞은 것을 고르시오.

① 어머니-아들 ② 교사-학생
③ 점원-손님 ④ 의사-환자

15. 대화를 듣고, 여자가 London 에 머무를 기간을 고르시오.

① one day ② three days ③ seven days ④ ten days

16. 다음을 듣고, '나'는 무엇인지 고르시오.

① tiger ② rabbit ③ monkey ④ elephant

17. 대화를 듣고, 남자가 음악회에 갈 수 없는 이유를 고르시오.

① 친구와 약속이 있어서 ② 심부름을 가야 하기 때문에
③ 지난 주에 갔다 왔기 때문에 ④ 시험공부를 해야 하기 때문에

18. 대화를 듣고, 이어지는 질문에 알맞은 답을 고르시오.

① spring ② summer ③ fall ④ winter

[19-20] 대화를 듣고, 남자의 마지막 말에 이어질 여자의 응답으로 가장 알맞은 것을 고르시오.

19.
① I'll buy it. ② I don't like brown.
③ Here's your change. ④ How long will it take?

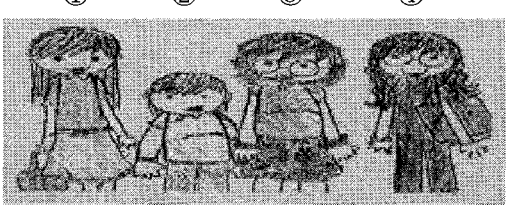
20.
① Sounds good. ② Sorry, you can't.
③ What a surprise! ④ Sorry, I'm so late.

APPENDIX B
Second English Listening Test

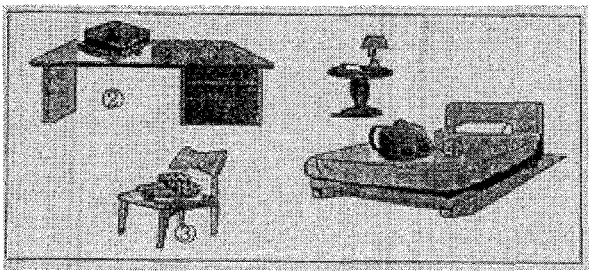
제 2 회 전국 15 개 시도 교육청 공동 주관 영어듣기능력 평가(중 1)
2008. 9. 17 (수) 시행

1. 대화를 듣고, 그림에서 Sara 의 어머니를 고르시오.

① ② ③ ④

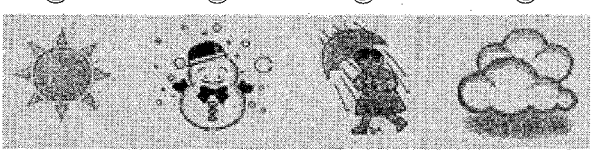


2. 대화를 듣고, 열쇠가 있는 곳을 고르시오.



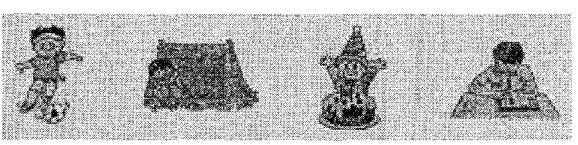
3. 다음을 듣고, 오늘 오후 날씨로 알맞은 것을 고르시오.

① ② ③ ④



4. 다음을 듣고, Peter 가 지난 주말에 한 일이 <u>아닌</u> 것을 고르시오.

① ② ③ ④



5. 대화를 듣고, 남자가 지불해야 할 금액을 고르시오.

① $10 ② $16 ③ $22 ④ $26

6. 다음 들려주는 질문에 가장 알맞은 응답을 고르시오.

① ② ③ ④

7. 대화를 듣고, 두 사람이 내일 만나기로 한 시각을 고르시오.

① 12:00 ② 12:30 ③ 2:00 ④ 2:30

8. 다음을 듣고, 두 사람의 대화가 **<u>어색한</u>** 것을 고르시오.

① ② ③ ④

9. 대화를 듣고, 남자가 가려고 하는 곳을 고르시오.

① 도서관 ② 전시관 ③ 경찰서 ④ 병원

10. 대화를 듣고, Alex 가 수학을 좋아하는 이유를 고르시오.

① 수학을 잘 해서 ② 수학자가 되고 싶어서
③ 수학 선생님이 좋아서 ④ 여자 친구가 수학 반에 있어서

11. 대화를 듣고, 여자의 마지막 말의 의도로 가장 알맞은 것을 고르시오.

① 요청 ② 사과 ③ 격려 ④ 꾸중

12. 다음을 듣고, 미나에 대해 알 수 **없는** 것을 고르시오.

① 나이 ② 사는 곳 ③ 취미 ④ 장래희망

13. 대화를 듣고, 남자가 전화를 건 목적을 고르시오.

① 파티에 초대하려고 ② 쇼핑을 같이 하려고
③ 배드민턴을 같이 치려고 ④ 친구에게 안부를 전하려고

14. 대화를 듣고, 두 사람의 관계로 가장 알맞은 것을 고르시오.

① 교사-학생 ② 의사-환자 ③ 여행사-고객 ④ 종업원-손님

15. 대화를 듣고, 남자가 여름 방학 중에 한 일이 **아닌** 것을 고르시오.

① 수영 ② 등산 ③ 관광 ④ 승마

[16-17] 다음을 듣고, 무엇에 관한 내용인지 고르시오.

16.

① 요리법 ② 청소하는 방법
③ 공부하는 방법 ④ 도자기 만드는 방법

17.

① 가전제품 광고 ② 교감선생님 소개
③ 에너지 절약 당부 ④ 체육관 이용시간 안내

18. 다음을 듣고, 아들의 최근 행동에 대한 여자의 심경을 고르시오.

① 걱정스럽다 ② 자랑스럽다 ③ 만족스럽다 ④ 외롭다

[19-20] 대화를 듣고, 남자의 마지막 말에 이어질 여자의 응답으로 가장 알맞은 것을 고르시오.

19.
① That's too bad.
② That's a good idea.
③ I'm glad you like it.
④ I'm afraid you can't.

20.
① It's September.
② It's Wednesday.
③ It's on Channel 3.
④ It's at 7 in the evening.

Examples in: English
Applicable language: English
Applicable Levels: Secondary

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