

**KOREAN L2 WRITERS' PREVIOUS WRITING EXPERIENCE:
L1 LITERACY DEVELOPMENT IN SCHOOL**

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ABSTRACT

Contrastive rhetoric studies have explored how language and culture influence the rhetorical organization of second language (L2) writing through text analysis. In recent years, contrastive rhetoric has begun to investigate social contexts surrounding the production of written texts as potential sources of differences between texts written by native English speakers and L2 writing. Since writing is usually learned through formal education in school, L2 learners' schemata for the organization of written discourse are very much likely to be developed throughout schooling in their mother tongue and the schemata might affect the process and product of L2 writing later on. The purpose of this study is to investigate Korean L2 writers' previous writing experiences in school in their mother tongue in order to better understand their current knowledge about writing and how their prior knowledge and experiences would affect L2 writing. To those ends, a questionnaire was administered to a total of 251 high school 11th graders in Korea. The main topics of the questionnaire included student perceptions of instruction practices in terms of reading and writing, text types, writing processes, and assessment criteria. Implications of the findings obtained from the questionnaire for L2 writing pedagogy at the post-secondary level are discussed.

INTRODUCTION

Writing seems to be one of the biggest challenges that many international students whose first language (L1) is not English face throughout their academic lives in higher education in the U.S. because writing is one of the criteria used to measure progress and make major academic decisions (Leki, 2007). Case studies of international students in American university settings and literacy autobiographies written by well-known non-native researchers in second language (L2) writing also reveal how difficult it is for non-native English-speaking (NNES) students to write in English despite their time and effort invested in writing and high English language test scores (Belcher & Connor, 2001; Connor, 1999; Leki, 2007; Spack, 1997).

Many L2 writers, even those who possess adequate sentence-level knowledge of grammar and vocabulary, have difficulties writing well-organized essays just as Kaplan found in his L2 writing classes (Kaplan, 1966). This is how contrastive rhetoric (CR) started as an inquiry into this issue: written discourse beyond the sentence level or organization patterns of written texts. Kaplan's study was valuable in that it was the first attempt to look into L2 texts to find out why NNES students write with a "written accent" at the discourse level (Matsuda, 2003, p. 23). After a careful examination of essays written by L2 writers, Kaplan (1966, 1987) reported that different cultures and languages have their preferred ways of organizing texts and those culture-specific rhetorical preferences transfer to L2 writing making L2 texts look different from L1 texts written by native English speakers. Although CR has contributed to L2 writing research and pedagogy, it has also been criticized for overlooking other potential sources of the observed differences in L2 writing, including cognitive, linguistic, developmental, social, political, and educational factors (Hamp-Lyons, 2003; Kachru, 1995; Kubota, 1998; Kubota & Lehner, 2004; Mohan & Lo, 1985; Spack, 1997; Zamel, 1997). CR scholars also indicated the need for studying both texts and contextual factors to fully understand L2 writing (Connor, 1996, 2004, 2008; Matsuda, 1997; Ostler, 2002).

In recent years, CR has expanded its approaches to exploring sources of differences in rhetorical organization to go beyond the original tools: text analysis and culture. In terms of methodologies, more CR studies started to employ a variety of techniques such as surveys, observations, and interviews in order to address various contextual factors surrounding L2 texts as final products (Connor, 1996, 2002, 2003, 2008; Matsuda, 1997; Moreno, 2008; Ostler, 2002). As for cultural influence on writing, instead of drawing on the static view of culture that most previous CR research employed, several studies have tapped into more tangible variables, such as L2 learners' social and educational backgrounds and previous writing experiences, considering the uniqueness of writing skills that are nurtured and taught in school or society (Carson, 1992; Kobayashi & Rinnert, 2002; Liebman, 1988, 1992; LoCastro, 2008; Mohan & Lo, 1985; Uysal, 2008).

There has also been research on L1 and L2 texts written by Korean students (for studies on L1 and L2 texts written by Korean students, see Cho, 1999; Choi, 1988; Eggington, 1987; Hinds, 1990; Kaplan, 1966; Scarcella, 1984). However, as Ortega (2004) points out, little attention has been given to their L1 literacy education backgrounds to better understand potential sources of textual differences. Thus, one purpose of the present study is to investigate Korean L2 writers' previous writing experience and literacy education throughout their schooling.

L2 Writing Pedagogy and Contrastive Rhetoric

As shown in previous research comparing L1 and L2 writing, L2 writing is different from L1 writing in many ways (Silva, 1993). Today this finding is well acknowledged and addressed by L2 educators and researchers. For example, L2 writing courses are offered at most colleges and universities where NNES students are enrolled, and materials are developed to meet the needs of L2 writers. Empirical research as well has explored various areas such as texts, the writing process, participants involved in writing, and the context of L2 writing to better understand the

distinct nature of L2 writing and to improve L2 writing pedagogy (for a review of L2 writing findings in the last 25 years, see Leki, Cumming, & Silva, 2008).

This endeavor of researchers and educators might come from the motivation and understanding that the ultimate goal of teachers and researchers is to help students to be successful in their academic lives in which writing is a high-stake skill. In higher education students are often required to demonstrate their knowledge and understanding through various forms of academic writing, including short essays, book reviews, reports, term papers, exams, theses, and dissertations. As vividly illustrated in longitudinal case studies (Leki, 2007; Spack, 1997), many NNES students seem to have a hard time dealing with different genres, conventions, and topics they are not familiar with. Although writing centers and courses assist NNES students, it appears to require more than taking writing classes for two semesters or getting feedback from tutors to fill the gap between L1 and L2 writing (Matsuda, 2003). Why is it that even graduate students who have high English test scores struggle to produce coherent texts in English?

As mentioned above, contrastive rhetoric started as a field of study in applied linguistics with Kaplan's (1966) attempt to find answers to that same question. His study was motivated by his observation that advanced NNES students who had "mastered" English grammar and vocabulary could not write coherent paragraphs (p. 15). After an examination of about 600 English essays written by international students, he posited that different cultures and languages have different ways of organizing ideas in written discourse, as shown in the famous illustration of five distinct paragraph organization patterns (i.e., English, Semitic, Oriental, Romance, and Russian). Thus, L2 learners' problems with paragraph organization are caused by the negative transfer of their L1 rhetorical patterns to L2 writing. The assumption of CR is that culture is the main source of the observed organizational differences in L2 texts.

CR has significantly contributed to the L2 writing field in two ways. First, it drew L2 educators' attention to L2 writing at the discourse level and, second, it brought up the issue of

different audience expectations about rhetorical patterns as a potential source of problems in L2 texts (Casanave, 2004; Connor, 1996, 2002, 2003, 2008; Leki, 1991; Ostler, 2002).

On the other hand, CR has been severely criticized for its methodology and static view of culture as a deterministic and geopolitical entity. Most CR research since Kaplan's 1966 study has employed text analysis as a main research technique to trace cultural influence on L2 texts. Regarding text analysis of L2 writing, Mohan and Lo (1985) problematized using L2 texts to find culture-specific rhetorical patterns. They reported that the lack of organization in Chinese L2 writers' texts should be viewed as a developmental problem, not as L1 negative transfer. Today, many CR studies analyze L1 texts written by native speakers rather than L2 texts by learners of English. But CR has been continuously criticized for resorting exclusively to text analysis to find cultural influence, ignoring sociocultural and educational contexts or the writing process. In recent years, more studies take contextual factors into consideration along with text analysis. For example, L2 writers' social and educational backgrounds and past writing experiences are investigated using both qualitative and quantitative methodologies, including surveys, observations, interviews, and so on (Connor, 1996, 2002, 2003, 2008; Ostler, 2002; Polio, 2003).

The way culture is assumed in CR has also been criticized (Kubota, 1998; Mauranen, 2001; Spack, 1997; Zamel, 1997). Both Zamel and Spack brought up the issue of defining culture properly. They claimed that CR stereotypes students into certain images and that culture is fluid, ever-changing. Kubota argued that CR's approach to culture is essentializing and orientaling. For example, in many CR studies L2 writers from East Asian countries are portrayed as members of a culturally homogenous group whose writing is characterized as indirect, implicit, and inductive rather than as individuals with different writing experiences and styles. Mauranen (2001) pointed out that CR simplifies cultures and emphasizes differences more than similarities.

Atkinson (1999, 2004) said culture is such an extremely complex notion that CR needs a better conceptualization of it by accepting a postmodern view of culture. Indeed, it seems

difficult to define culture especially in this globalized world in which traditional cultural boundaries are becoming blurred with constant exchange of ideas or information among different countries through technology. As Atkinson pointed out, even within a society, different disciplines have different ideas of good writing and rhetorical patterns may not be explained solely in terms of traditional national culture. Rather, texts might be viewed as products of interactions among various small cultures within a big culture (Holliday, 1999).

L1 Writing Instruction in School: What do L2 Writers Bring to the Classroom?

Responding to the criticisms of the limited research techniques and the changing concept of culture, some, not many, CR researchers have begun to go beyond text analysis and to look into cultural, educational, and social contexts. Scarcella (1984), for instance, suggested that more research on L2 writers' culture and L1 literacy background should be done in order for CR researchers to better understand findings of text analysis.

Writing is usually taught in school in most societies, whereas other language skills are acquired in natural settings without formal education (Grabe & Kaplan, 1989; Leki, 1991, 1992). In other words, schooling plays a key role in the development of writing skills in L1. Thus, it is likely that students develop schemata for writing through L1 literacy instruction in school and bring the knowledge to the L2 writing classroom. In this regard, a careful description of L1 literacy instructional practices might be a more tangible variable affecting the process and product of L2 writing than the traditional notion of culture. This insight is especially relevant to Korean L2 writers in that writing at the discourse level is not taught in English classes. Thus, the schemata for writing developed in Korean language arts classes might be the only resources Korean L2 writers use when it comes to writing in the L2.

Findings of previous research seem to provide implications for teachers and researchers but also to benefit students: students in the research developed meta-knowledge about writing by reflecting on and comparing L1 and L2 writing, and came to see their writing problems not as

solely an individual deficiency or being unprepared (Carson, 1992; Kobayashi & Rinnert, 2002; Liebman, 1988, 1992; Liebman-Klein, 1986; Mohan & Lo, 1985; Uysal, 2008).

In terms of L1 literacy instruction in school in general, Liebman-Klein (1986) reported that most of the mixed L1 background respondents in her survey had learned similar things to those emphasized in English writing whereas Eggington (1987) and Hinds (1987) reported that students in Korea and Japan received little instruction in writing in their L1.

Liebman (1992) reported that different text types were emphasized throughout schooling in different countries (e.g., expressive writing in Japan and transactional in Arab countries) and suggested L2 teachers needed to understand students' backgrounds to teach more effectively. Similarly, Carson (1992) showed how L1 literacy learning experiences may affect literacy acquisition in the L2 writing classroom: students from different L1 literacy backgrounds have different expectations of writing instruction and preferred learning strategies in L2 writing classes. She suggested that opinion essays might be difficult for both Chinese and Japanese students because of the Confucian tradition that puts more value on conforming to bigger society rather than individualism. Uysal (2008) compared the survey results and text analyses of 18 Turkish college students in an EFL context and reported that educational background played an important role in L2 writing processes and products. Similarly, LoCastro's (2008) ethnographic study investigated Mexican students' educational environment to better understand their writing practices. Data was collected from multiple sources, including textbook analyses, participatory observations, and questionnaires along with text analyses.

One of the largest-scale studies investigating L1 writing instruction in Japanese high schools is Kobayashi and Rinnert (2002). They administered a questionnaire involving 389 high school students and interviews with 21 university students in Japan. They reported that reading is more emphasized than writing in Japanese classrooms in preparation of the standardized, multiple-choice college entrance exam. Yet, contrary to the assumption that Japanese students receive little training in essay writing at school, many high schools were offering specialized essay

writing courses for college entrance exams outside of regular language arts classes. This study showed that writing needs and criteria for good writing constantly change in any society and that instructional practices in school reflect those changes and needs of social contexts. If L2 writing teachers at the college level are well aware of their prospective students' previous experiences, they would benefit in many ways. As discussed previously, research on L1 literacy development in school benefits teachers, researchers and students; however, most of the previous research findings are more or less general discussions about historical, cultural backgrounds of L2 writers, coming from surveys consisting of general questions, except the study of Kobayashi and Rinnert (2002) and moreover, no research has been conducted with Korean L2 writers.

Korean L2 Writers

Previous studies. Not many studies have analyzed Korean L2 writers' texts compared to numerous studies conducted on texts written by Japanese and Chinese L2 writers. Some anecdotal writing styles of Korean L2 writers reported in Kaplan's (1966) study are indirectness, holding main ideas until the end of essays, and digression from the main idea. Scarcella (1984) reported that non-native speakers, including Korean L2 writers, showed a significant difference in orienting readers in their English expository essays from their American counterparts. The Korean students in her study, like the other Asian students, stated the thesis implicitly using repetition, paraphrases, and explanations.

Similarly, Eggington (1987) reported that Korean students receive little instruction in writing in their mother tongue and that *ki-sung-chon-kyul*, a traditional Korean rhetorical pattern for argumentation, causes the typical indirectness in English essays written by Korean students. Argumentative essays written by Korean writers in their L1 and L2 in Choi's (1988) study also exhibited the indirectness (i.e., not articulating the main idea until the end of the essay) found in previous studies. Choi reported that some of the Korean participants did not follow the claim, justification, and conclusion argument structure that was found in all of the essays written by the

NES participants. An essay written in Korean in Hinds's (1990) study showed "delayed introduction of purpose", which makes the essay incoherent, thus difficult for native English-speaking (NES) readers to understand (p. 98). More recently, Cho (1999) reported clear differences between NES writers and Korean writers in the textual organization of expository essays. Most essays written by Korean subjects in their L1 demonstrated either the traditional Korean rhetoric pattern of *ki-sung-chon-kyul* or its variation which omits the *chon* stage. Inductive, indirect styles along with digression, and the absence of thesis statements were consistently found as well. Cho argues that different societies had different preferences in organizing texts due to deeply rooted social, philosophical, and educational factors.

Even though the number of studies reviewed above is extremely small and the findings are not comparable, Korean students' writing behavior in both L1 and L2 can be summarized as follows: (a) reluctance to express one's opinion, (b) inductiveness (e.g., delayed introduction of purpose, the absence of thesis statements, holding main ideas until the end of essays, etc.), (c) digression (as shown in the traditional *ki-seung-chon-kyul* pattern), and (d) little instruction in L1 writing.

L1 writing instruction practices in Korean high school. There have been some drastic changes in the most recent National Curriculum (Korean Ministry of Education, 2007). For one, writing has been incorporated as one of the six components of Korean language arts: listening, speaking, reading, writing, grammar, and literature. The most notable change in the curriculum is that it emphasizes the audience or reader's expectations in writing and views writing as a process rather than a product. Table 1 shows the types of texts selected for the writing section in school textbooks from grade 1 through grade 10 under the current National Curriculum (Korean Ministry of Education, 2007). But there is some discrepancy between the government guidelines and classroom practices in teaching writing. For example, some teachers teach grammar or mechanics rather than engaging students in writing, giving feedback, and asking for revision;

some consider writing as an optional activity after reading; and others believe that reading and writing are inseparable, and students will eventually learn writing skills through reading.

Table 1

Text Types in the Korean National Curriculum

Grades	<u>Text types</u>			
	Information	Persuasion	Social interaction	Personal feelings
1	Introduction	Giving opinions	None	Picture diaries
2	Summary	Asking	Memos	Diaries
3	Explanation	Giving opinions	Complimenting	Reflections
4	Summary	Making a suggestion	Correspondence	Picture books
5	News reports	Agreeing or disagreeing	Apologizing	Stories
6	Explanation	Speech /Recommendation	Congratulating	Travel narratives
7	Explanation/Reports	Recommendation/Complaint	Consolation	Personal essays
8	Summary Class Newsletters	Giving opinions	Text messaging /Email/ On-line chatting	Autobiography
9	Advertisements	Reasoning/Evaluation	Giving an advice	Visuals
10	Biography/Interpretation	Critique	Official greetings	Literary criticism

The Purpose of the Study

L2 writing is a complex process involving various factors such as the writer, the writing process, sociocultural contexts, the text as a final product, and so on. CR has studied mostly texts, the final products, to find out why L2 texts differ from those written by native speakers. In CR research, culture is viewed as the main source of the difference. However, culture is a complex notion to define and it might be dangerous to base a study on an uncertain concept. Thus, increasingly more CR researchers look into more concrete evidence than culture to explain rhetorical differences.

As shown in previous studies, it is important for L2 educators to know their students sociocultural and educational backgrounds and previous writing experiences for effective teaching and learning. Writing is mostly learned in school, unlike other language skills. Thus, rather than to trace abstract cultural influence on L2 writing, it might be more reasonable to investigate L1 literacy development throughout schooling to understand what L2 writers bring to the writing classroom. Since little research has investigated L1 literacy development in Korea,

the purpose of this study is to investigate instructional practices in Korean language arts classes through a questionnaire with the following research questions:

1. What are instructional practices in Korean language arts classes with regard to writing in the following areas: (a) reading and writing, (b) text types, (c) writing processes, and (d) assessment criteria?
2. Are there any noticeable instructional practices that L2 writing educators at the post-secondary level need to know?

METHOD

Participants

A total of 274 high school 11th graders answered the questionnaire. Twenty-three respondents were excluded from the study because twenty of them did not complete the questionnaire and three students had lived in English-speaking countries for more than six months. The final data used for analysis came from 251 participants, of whom 161 (64%) were females and 90 (36%) were males. They were recruited from the same school and represented those students with no missing values. Most of the students had reached 17 years of age and had learned Korean language arts for 11 years, since elementary school, by the time the questionnaire was administered. The students had learned English as a school subject for nine years since third grade.

Questionnaire Development

The pilot study. The first draft of the questionnaire was adapted from Kobayashi and Rinnert's (2001) study and piloted in fall 2007 with 109 high school 11th graders in Seoul, Korea. The data gathered from the questionnaire containing 47 Likert-scale question items and seven open-ended questions was analyzed both quantitatively and qualitatively. Principal components

analysis (PCA) was conducted to explore the underlying patterns in the questionnaire (Brown, 2001). After running PCA several times with different numbers of components to get the clearest pattern without any complex items, a five-factor solution was chosen. The scree plot also supported the five factor analysis.

Based on the PCA, a final version of the questionnaire was developed. Some items were dropped because they did not seem to work with the Korean students in the pilot study, given that they either yielded low mean scores or did not load on any factor. Some of the eliminated items were focus on handwriting, neatness, and spelling, writing poems or novels, and individual conferences with teacher. Answers to open-ended questions led to slight modifications as well. Finally, interviews with a Korean language arts teacher, conducted on the Internet through MSN messenger in October, 2008, also helped refine the original questionnaire in modifying or discarding bad items.

The questionnaire. The final version of the questionnaire comprised a total of 39 closed-ended items organized into four subsections: reading and writing; text types; writing processes; and assessment criteria. Seven check-list types of questions and open-ended questions were included. The open-ended items consisted of student *other comments* for each of the four subscales of the closed-ended items, together with types of teacher feedback, frequency of short/longer pieces of writing, writing in other subject matters, and writing instruction inside/outside of school (see Appendix A for an English translation of the questionnaire).

Procedure

After the research was approved by the Human Subjects Committee at the University of Hawaii, the researcher contacted a high school in Ilsan, Korea and got consent from the school principal. Then all the materials (including the questionnaire and letters to the principal, teachers, and students) were e-mailed to the school. The questionnaire was administered to 274 eleventh graders during a regular homeroom class period in November, 2008. It took approximately 30

minutes for students to complete the questionnaire. A total of 274 copies of the questionnaires were mailed to the researcher and the final complete set of 251 respondents was analyzed.

RESULTS

The results of this study will be presented in two main sections: the responses to Likert-scale items and the responses to open-ended items. The quantitative data from Likert-scale items will be presented in the following order: descriptive statistics, reliability estimates, and principal component analyses. The qualitative data from open-ended items will be described in terms of the subsections that correspond to sections of the questionnaire as follows: student *other comments* for each of the four subsets of closed-ended questionnaires (reading and writing, types of writing at different grade levels, the writing process, and assessment criteria), types of teacher feedback, amount of writing, writing in other subject matters, and writing instruction inside/outside of school.

Descriptive Statistics

The descriptive statistics for the responses of 251 students are shown in Tables 2, 3, 4, and 5 in order from the highest mean to the lowest. Columns in the tables show the mean (or arithmetic average), the mode (the most common choice), the standard deviation (*SD*, which is a measure of the average dispersion of responses away from the mean), the lowest response (Min), and the highest response (Max). In addition, the percentage of students who responded with each of the values on the Likert scale are given in the last four columns, ranging from 0 (Never) to 3 (Often).

Reading and writing. In order to investigate how literacy is taught in Korean language arts classes, nine general questions about reading and writing were asked. As Table 2 shows, the two activities that the students are most frequently engaged in are reading/learning structures and language features of modern literary works and old/middle classics with high means of 2.31 and

2.28, respectively. The most common choice for both items is 3 (Often): Forty-six percent of the 251 students said they learn text structures and language features of modern literary works and forty-three percent answered they learn text structures and language features of old/middle classics. Aspects of writing that were sometimes taught included considering authors' purposes and perspectives, evaluating content, and learning grammar and mechanics. Finally, activities related to writing texts such as learning how to organize texts and writing various types of texts are perceived as rarely taught.

Table 2

Reading and Writing Activities: Responses to Questions 1-9 (N=251)

Rank	Items	Mean	Mode	SD	Min	Max	0	1	2	3
1	Read/learn text structures and language features of modern literary works	2.31	3	0.74	0	3	2%	12%	41%	46%
2	Read/learn text structures and language features of old/middle classics	2.28	3	0.73	0	3	1%	14%	42%	43%
3	Learn to read texts realizing an author's purpose, perspective, and context	1.82	2	0.83	0	3	4%	32%	41%	23%
4	Learn to analyze/evaluate the content of reading	1.62	1	0.87	0	3	8%	41%	33%	18%
5	Learn grammar and mechanics	1.60	2	0.63	0	3	2%	43%	49%	6%
6	Learn new vocabulary	1.47	1	0.66	0	3	3%	54%	37%	7%
7	Read/learn text structures and language features of nonliterary genres	1.44	1	0.83	0	3	11%	45%	33%	11%
8	Learn how to organize texts	1.03	1	0.70	0	3	20%	59%	19%	2%
9	Write various types of texts	0.86	1	0.71	0	3	31%	53%	13%	2%

Text types. Table 3 shows the types of texts that students usually write in Korean language arts classes from grade 1 to grade 11. Journals seem to be the most frequently written genre in Korean schools with a mean score of 2.02 (note that 2 means sometimes on the Likert scale in the questionnaire). The mean scores of the other text types range from 0.51 to 1.79. Book reports, argumentative essay, summary, report, news report, and personal letter seem to be written once in a while with means ranging from 1.41 to 1.79. Text types that are rarely written include critique, travel narrative, reflection, explanation, and biography (autobiography) with very low mean scores ranging from .51 to 1.00.

Table 3

Text Types: Responses to Questions 10-21 (N=251)

Rank	Items	Mean	Mode	SD	Min	Max	0	1	2	3
1	Journal (Diary)	2.02	3	0.92	0	3	6%	24%	33%	37%
2	Book report	1.79	2	0.81	0	3	4%	33%	42%	20%
3	Argumentative essay	1.52	1	0.84	0	3	11%	39%	39%	12%
4	Summary	1.50	1	0.77	0	3	8%	45%	38%	10%
5	Report	1.50	1	0.90	0	3	14%	36%	36%	14%
6	News report (Class newsletter)	1.47	1	0.68	0	3	5%	49%	41%	6%
7	Letter	1.41	1	0.76	0	3	6%	59%	24%	11%
8	Critique	1.00	1	0.76	0	3	26%	50%	22%	2%
9	Travel narrative	0.81	1	0.70	0	3	34%	53%	12%	2%
10	Reflection	0.75	0	0.81	0	3	45%	39%	13%	4%
11	Explanation	0.67	1	0.67	0	3	44%	45%	10%	0%
12	Biography (Autobiography)	0.51	0	0.61	0	3	55%	40%	5%	0%

Writing processes. As presented in Table 4, all nine items in this subscale have substantially lower means than those in the other three subscales (Note that all nine items are positively skewed with a mode of 1 (Rarely)).

Table 4

Writing Processes: Responses to Questions 22-30 (N=251)

Rank	Items	Mean	Mode	SD	Min	Max	0	1	2	3
1	Identifying the audience and purposes of texts before writing	1.49	1	0.8	0	3	9%	44%	37%	10%
2	How to revise (content, organization, editing, etc)	1.47	1	0.76	0	3	7%	49%	35%	10%
3	How to organize ideas	1.45	1	0.78	0	3	10%	43%	39%	8%
4	How to write appropriately for the intended audience and purposes	1.37	1	0.77	0	3	12%	47%	35%	7%
5	How to write a paragraph	1.29	1	0.77	0	3	12%	54%	26%	8%
6	How to choose appropriate words or expressions	1.28	1	0.76	0	3	14%	51%	30%	6%
7	Self/Peer feedback	1.27	1	0.73	0	3	11%	55%	28%	5%
8	How to generate ideas	1.23	1	0.75	0	3	14%	53%	27%	5%
9	How to connect paragraphs using transitional devices	1.19	1	0.69	0	3	12%	63%	22%	4%

Identifying the audience and purposes of texts before writing is ranked first followed by revising (content, organization, editing, etc) and organizing ideas. The next three items are all related to actual writing: How to write appropriately for the intended audience and purposes, how to write a paragraph, and how to choose appropriate words or expressions. Self/peer feedback, how to generate ideas, and how to connect paragraphs using transitional devices seem to be rarely taught in Korean language arts classes in grades 1 through 11.

Assessment criteria. As shown in Table 5, more than 90% of the respondents answered that formulating one's own opinions (persuasiveness) and clarity of main ideas are the important criteria in assessment. Ability to express personal impressions/feelings, logical organization of

content, accuracy of information presented in content, accuracy in language use (grammar and word choices), and ability to write for the audience and purposes are perceived as moderately important. Effective use of stylistic strategies (e.g., imagery, metaphor, emphasis) and using information from outside sources (Citations) are perceived least important with low means and modes.

Table 5

Assessment Criteria: Responses to Questions 31-39 (N=251)

Rank	Items	Mean	Mode	SD	Min	Max	0	1	2	3
1	Formulating one's own opinions (persuasiveness)	2.53	3	0.67	0	3	0%	9%	29%	62%
2	Clarity of main ideas	2.52	3	0.64	0	3	1%	6%	35%	59%
3	Ability to express personal impressions/feelings	2.39	3	0.69	0	3	0%	10%	39%	51%
4	Logical organization of content	2.17	2	0.69	0	3	0%	16%	51%	33%
5	Accuracy of information presented in content	2.03	2	0.69	0	3	0%	22%	53%	25%
6	Accuracy in language use (grammar and word choices)	1.94	2	0.78	0	3	2%	28%	44%	26%
7	Ability to write for the audience and purposes	1.92	2	0.78	0	3	2%	29%	44%	25%
8	Effective use of stylistic strategies (e.g., imagery, metaphor, emphasis)	1.77	2	0.74	0	3	2%	36%	45%	17%
9	Using information from outside sources (Citations)	1.43	1	0.92	0	3	15%	43%	27%	15%

Reliability Estimates

Since the questionnaire had four distinct subsets, the reliability of each of the subsets was calculated separately rather than calculating the reliability for the whole questionnaire items (Brown, 2001). As presented in Table 6, the internal-consistency reliability for both the original four subsets and for the five factors identified after running principal components analysis was estimated using Cronbach alpha coefficients. The reliability for the four subscales was measured first and then the reliability for the five factors was measured in the same way after deciding the number of factors. The Cronbach alpha coefficients for the four subsets ranged from .657 (Reading and writing) to .805 (Text types). Reliability for the five factors was moderately satisfactory ranging from .659 (Writing processes) to .766 (Reading skills for exams) except for factor 5 (Accuracy). The low reliability (.481) of factor 5 might be explained in part as the result of the small number ($k=3$) of the items in the factor. If there had been as many items as in the other factors, higher reliability might have been obtained.

Table 6

The Cronbach Alpha for the Four Subscales and the Five Factors after Factor Analysis (N=251)

Subsets / Factors	Number of items	Cronbach alpha
Reading and writing	9	.657
Text types	12	.805
Writing processes	9	.780
Assessment criteria	9	.709
Factor 1 (Text types)	8	.741
Factor 2 (Knowledge of textual organization and audience)	5	.659
Factor 3 (Assessment criteria)	7	.701
Factor 4 (Reading skills for college entrance exams)	3	.766
Factor 5 (Accuracy)	3	.481

Principal Components Analysis (PCA)

In addition to reliability estimates, principal components analysis (PCA) was conducted to explore and verify the convergence and to find patterns in students' responses on the questionnaire (Brown, 2001). Table 7 sets out the results of the PCA analysis (see Table 8 for the same result sorted by loadings from high to low without crossloading). Five components were extracted, based on Eigen values over 1.00 and on the scree plot shown in *Figure 1*. Component loadings of .40 and above were chosen as the criterion for interpretation. After performing PCA with a Varimax rotation (with Kaiser normalization) four times, setting the number of components extracted at four, five, six, and seven (Costello & Osborne, 2005), five components were extracted.

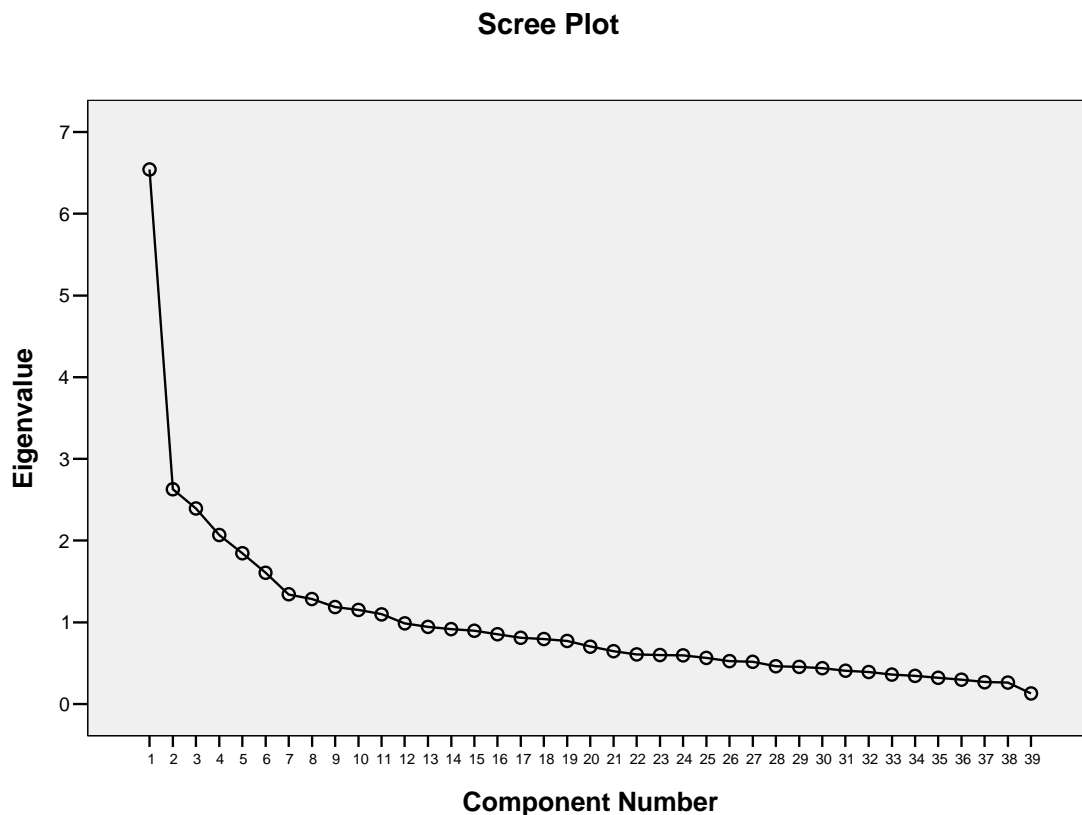


Figure 1. Scree Plot for the PCA Analysis

As shown in Tables 7 and 8, items with component loadings of .40 and above (shown in bold-faced italics with asterisks) were chosen as the criterion for interpretation; but items with loadings below .40 or complex loadings (i.e., variables with loadings of .32 and above on two or more components) were all eliminated. The remaining 26 items accounted for 40% of the variance (see the column of communalities (h^2) in Table 7). Communalities (h^2) indicate the proportion of variance the analysis was able to account for in each variable. For example, the first communality for question number 1 (Q01) indicates the proportion was .162, which can be interpreted as a percent by moving the decimal point two places to the right. Thus 16.2% of the variance in question 1 was accounted for in this five-component analysis. The communalities for the thirty-nine questions range from .162 (Q1) to .759 (Q5), meaning that the percentage of variance accounted for in each questions by this analysis ranges from a low of 16.1% to a high of

75.9%. The figures at the bottom of the table give the proportion of variance in the overall solution accounted for each component: Component 1 accounts for 10.7 percent of the variance in this solution.

As presented in Table 7, two subscales (reading and writing and writing processes) show complex patterns with some variables that load highly on two or more components at the same time. Among 9 items in the reading and writing subsection only 3 items load on component 4 while two items (3 and 9) load to component 2 and item 2 loads on component 5. The three remaining items do not load on any of the 5 components. Similarly, the writing processes subsection is complex in that only 3 items load on component 2. Items 22, 26, and 27 are crossloaders while items 29 and 30 load on component 1 and component 5, respectively. Item 23 does not load on any component.

Two other subsections (text types and assessment criteria) have some crossloaders but show relatively consistent patterns. All 12 items load on component 1 although 4 items are crossloaders. In the assessment criteria section almost all items, except 1 crossloader and 1 item loading on component 5, load on component 3.

Table 7
Five Component Analysis with Varimax Rotation

Items Statement	1	2	3	4	5	h^2
Q1 Learn new vocabulary	.200	.202	-.072	.024	.274	0.162
Q2 Learn grammar	-.008	.250	-.061	.143	.443*	0.283
Q3 Learn how to organize texts	.181	.552*	-.035	-.014	.079	0.345
Q4 Read/understand the organization and meaning of old/middle literary works	-.003	.041	-.048	.857*	.065	0.743
Q5 Read/understand the organization and meaning of modern literary works	.053	.019	-.065	.867*	.016	0.759
Q6 Read/learn text structures and language features of nonliterary genres	.087	.367*	-.078	.195	-.077	0.192
Q7 Develop an understanding of the author's purposes, perspectives, and the context	.010	.159	.178	.582*	.083	0.403
Q8 Learn to analyze/evaluate the content of reading	.172	.238	.166	.348	-.001	0.235
Q9 Write various types of texts for different audience, purpose, and function	.111	.504*	.045	-.139	.080	0.294
Q10 Journals (Diaries)	.482*	-.149	-.028	.030	.488*	0.494
Q11 Letter	.420*	.086	.032	-.215	.382*	0.377
Q12 Book report	.649*	-.144	-.004	.107	.360*	0.583
Q13 Travel narratives	.507*	.115	.154	-.095	-.016	0.303
Q14 Explanation	.566*	.312	.095	-.116	-.222	0.489
Q15 Biography (Autobiography)	.474*	.118	.163	-.071	.073	0.276
Q16 News report (Class newsletter)	.578*	-.022	-.045	.225	.007	0.387
Q17 Summary	.504*	.207	.046	.202	.114	0.353
Q18 Report	.605*	.136	-.009	.120	.168	0.427
Q19 Critique	.533*	.330	.096	-.024	-.241	0.461
Q20 Reflection	.483*	.220	.094	-.006	.053	0.293
Q21 Argumentative essay	.609*	.224	.050	.182	-.154	0.480
Q22 Identifying the audience and purposes of texts before writing	.337	.404*	.043	.244	-.034	0.339
Q23 How to generate ideas	.322	.383*	.065	.082	.023	0.262
Q24 How to organize ideas	.176	.524*	.062	.293	-.076	0.401
Q25 How to write a paragraph	.185	.601*	.101	.283	.022	0.486
Q26 How to connect paragraphs using transitional devices	.108	.605*	.124	.108	.341	0.521
Q27 How to choose appropriate words or expressions	.028	.677*	.066	-.036	.342	0.582
Q28 How to write with audience and purpose in mind	.130	.558*	.173	-.012	.193	0.396
Q29 Self/Peer evaluation and feedback	.414*	.163	.038	-.018	.161	0.226
Q30 How to revise (e.g., spelling, content, organization, register)	.162	.196	.034	.114	.629*	0.474
Q31 Accuracy in language use(e.g., grammar and word choices)	-.050	.020	.251	-.072	.511*	0.332
Q32 Clarity of main ideas	.069	-.054	.601*	.155	.064	0.397
Q33 Ability to express personal impressions well	.075	.166	.578*	.128	-.172	0.413
Q34 Logical organization of content	.132	-.096	.598*	.056	.047	0.390
Q35 Accuracy of information included in content	.018	.099	.604*	-.077	-.037	0.382
Q36 Persuasiveness	.184	.033	.560*	.206	-.127	0.407
Q37 Effective use of stylistic strategies (e.g., imagery, metaphor, emphasis)	-.028	.110	.449*	-.020	.412*	0.385
Q38 Ability to write for the intended audience and purposes	.067	.015	.613*	-.070	.175	0.416
Q39 Using information from outside sources (Citations)	-.035	.160	.501*	-.153	.153	0.325
% of variance explained by each component	0.107	0.091	0.073	0.068	0.057	0.397

* = Loadings over .40; **bold** = highest loadings for each variable

Extraction method: Principal Components Analysis

Rotation method: Varimax with Kaiser Normalization

Table 8

Five Component Analysis with Varimax Rotation Sorted by Loadings from High to Low

Components	Loading
Component 1 “Text types”	
Q21 Argumentative essay	.609*
Q18 Report	.605*
Q16 News report (Class newsletter)	.578*
Q14 Explanation	.566*
Q13 Travel narratives	.507*
Q17 Summary	.504*
Q20 Reflection	.483*
Q15 Biography (Autobiography)	.474*
Q29 Self/Peer evaluation and feedback	.414*
Component 2 “Knowledge of textual organization and audience”	
Q25 How to write a paragraph	.601*
Q28 How to write with audience and purpose in mind	.558*
Q3 Learn how to organize texts	.552*
Q24 How to organize ideas	.524*
Q9 Write various types of texts for different audience, purpose, and function	.504*
Component 3 “Assessment criteria”	
Q38 Ability to write for the intended audience and purposes	.613*
Q35 Accuracy of information included in content	.604*
Q32 Clarity of main ideas	.601*
Q34 Logical organization of content	.598*
Q33 Ability to express personal impressions well	.578*
Q36 Persuasiveness	.560*
Q39 Using information from outside sources (Citations)	.501*
Component 4 “Reading skills for college entrance exams”	
Q5 Read/understand the organization and meaning of modern literary works	.867*
Q4 Read/understand the organization and meaning of old/middle literary works	.857*
Q7 Develop an understanding of the author’s purposes, perspectives, and the context	.582*
Component 5 “Accuracy”	
Q30 How to revise (e.g., spelling, content, organization, register)	.629*
Q31 Accuracy in language use (e.g., grammar and word choices)	.511*
Q2 Learn grammar	.443*

* = Loadings over .40; **bold** = highest loadings for each variable without crossloading

Extraction method: Principal Components Analysis

Rotation method: Varimax with Kaiser Normalization

As Table 8 shows, items 13, 14, 15, 16, 17, 18, 20, 21, and 29 load moderately on component 1 (with loadings of .414 to .609). It would be reasonable to label component 1 as “Text types” component. Similarly, items 3, 9, 24, 25, and 28 load moderately on component 2 (with loadings of .504 to .601). Component 2 might be labeled as “Knowledge of textual organization and audience.” Items 32, 33, 34, 35, 36, 38, and 39 load moderately on component 3 (with loadings

of .501 to .613) and are labeled as “Assessment criteria.” Based on the loadings of .582 to .867 for questions 4, 5, and 7, component 4 can be labeled something like “Reading skills for college entrance exams.” It is interesting in this component that items 4 and 5 have the highest loadings of .857 and .867 in this data. Finally, component 5 could be labeled as “accuracy” based on the loadings of .443 to .629 for items 2, 30, and 31. Combined with the reliability results reported above, these patterns indicate that the students were probably taking the questionnaire seriously and the results are moderately systematic.

Student Other Comments on the Four Subsets of Closed-ended Items

Reading and writing (Literacy). A total of 39 students (16 % of the 251 sample) commented on reading and writing. Some of them added some reading and writing activities that were not provided on the questionnaire: ‘tips for college entrance essay exams’, ‘making class newsletter’, ‘reading literary works of their choice’, and ‘keeping small-group diaries’. Three respondents expressed their wish to learn more about grammar. Fifteen students mentioned few opportunities to write: ‘no opportunity to write’, ‘no composition’, and ‘learning about writing without actual writing’. *Other comments* on reading included: ‘two much emphasis on literature’, ‘reading only for exams’, and ‘no real reading’.

Text types. A total of 41 respondents (16%) commented on the text types. Eighteen respondents said that they had written such text types that were not on the questionnaire as ‘newspaper reviews’, ‘free writing on given topics’, ‘speech scripts’, ‘poetry’, ‘advertisement’, and ‘short stories’. Four respondents mentioned that some types, for example, diaries and letters, were assigned more often as homework than as class activities. The rest of the comments are as follows: ‘Diaries and letters are easy to write, but reports and travel narratives are difficult to write’, ‘I didn’t get any feedback on my writing from the teacher’, and ‘Writing is supposed to be emphasized more in high school rather than in elementary school.’

Types of writing at different grade levels. A total of 201 students (80%) responded to the elementary school section and 197 (78%) students to the middle school section. Only 61 (24%) students responded to the high school section. As shown in Table 9, diaries and book reports appear to be the two most frequently written text types at the elementary school level. In middle school, book reports, reports, class newsletters, and summaries are the most familiar types to the respondents. Similarly, reports, class newsletters, argumentative essays, and summaries are frequently written in high school. In terms of the number of text types that students learn, there is not so much difference among the three grade levels with eight types in elementary school, 10 in middle school, and nine in high school.

Table 9

Types of Writing at Different Grade Levels

Rank	Elementary school		Middle school		High school	
	Text types	Percentage	Text types	Percentage	Text types	Percentage
1	Journals (Diaries)	67%	Book reports	35%	Reports	26%
2	Book reports	20%	Reports	16%	Class newsletters	19%
3	Letters	8%	Class newsletters	13%	Argumentative essays	16%
4	Summaries	2%	Summaries	11%	Summaries	12%
5	Travel narratives	1%	Letters	7%	Book reports	9%
6	Poems	1%	Argumentative essays	6%	Critiques	8%
7	Biography (Autobiography)/ Explanations	1%	Journals/travel narratives/critiques/ explanations	12%	Letters/ Diaries/ Explanations	10%

Writing Processes. Only five students responded to this section. Two students said that they learned ‘grammar’ and ‘strategies for writing an interesting introduction’. The rest three respondents said that they did not learn anything about writing processes in Korean language arts classes.

Assessment criteria. A total of 23 students wrote additional assessment criteria such as ‘neat handwriting’, ‘meeting page limit requirements’, ‘meeting due dates’, ‘creativity’, ‘originality’, ‘making persuasive arguments with appropriate examples’, and ‘plagiarism’.

Types of Teacher Feedback

In this section, the students were allowed to choose all options that applied (note the difference between the total number of participants in this section and that of the comments in

Table 10). Of the 532 comments made by 204 students, 213 (40%) were final grades, followed by credit/non-credit type of feedback (24%). Comments on content, direct error correction, and overall comments on strengths and/or weaknesses do not seem to be major types of teacher feedback in Korean language arts classes. Some of the student comments in the *Other* category are as follows:

Teachers usually don't give comments on students' writing. (Participant 47)

Teachers are more concerned about the deadline than the quality of writing.

(Participant 69)

I wish I had more detailed comments on my writing than letter grades or scores.

(Participant 102)

Table 10

Types of Teacher Feedback

Rank	Teacher feedback	Number of responses	Percentage
1	Final grades (Letters, scores, percentages, etc.)	211	40%
2	Credit/Non-credit	128	24%
3	Comments on content	101	19%
4	Direct error correction	52	9%
5	Overall comments on strengths and/or weaknesses	40	8%
Total		532	100%

Amount of Writing

Tables 11 and 12 show the overall patterns in the frequency of writing, regardless of length. The average number of short writing pieces (less than 2 pages) each school year in elementary school is much greater than that in high school: 160 (65%) respondents answered that they wrote more than 3 pieces of short writing in elementary school whereas only 33 (13%) did for grade 10 and 24 (10%) for grade 11 (see Table 11). Similarly, as shown in Table 12, the average number of longer pieces of writing (more than 3 pages) in elementary school is much bigger than that in high school: 114 respondents (46%) answered that they did more than 3 pieces of longer writing in elementary school whereas most of the respondents do not seem to write anything longer than 3 pages during regular classes in grades 10 and 11 (notice more than half of the respondents

chose 'Never' for grades 10 and 11, 144 (58%) and 168 (68%) respectively). Tables 11 and 12 show that writing is not an important class activity in grade 11. Notice that the number of the respondents who chose 'never' for each grade level considerably increases from elementary to high school 11th grade.

Table 11

Short Pieces of Writing: Response to Question 42 (N=247)

Grade level	Never	1-2 pieces	3-4 pieces	More than 5 pieces	Total
Elementary school	9	78	58	102	247
Middle school	18	106	84	39	247
High school (Grade 10)	88	126	29	4	247
High school (Grade 11)	124	101	18	4	247

Table 12

Longer Pieces of Writing: Response to Question 43 (N=247)

Grade level	Never	1-2 pieces	3-4 pieces	More than 5 pieces	Total
Elementary school	42	91	54	60	247
Middle school	51	119	54	23	247
High school (Grade 10)	144	87	11	5	247
High school (Grade 11)	168	67	8	4	247

Writing in Other Subject Matters

A total of 151 participants responded they had more writing assignments from other classes than Korean language arts classes. The subjects include math, social studies, science, geography, Korean history, world history, home economics, music, arts, English, Japanese, and philosophy. The text types of homework assignments included book reports, summaries, reports based on the information collected from outside sources, and expositions on a given topic. The respondents perceived that the purpose of the homework assignments was to engage them in the content areas or to check their understanding of the content.

Writing Instruction Inside/Outside School

As shown in Table 13, 24 % of the students answered that they had taken special writing classes called *nonsul bochung suop* in school offered during vacations. Forty-two percent said that they learned essay writing outside school either at cram schools, *hagwon*, or with tutors. The students commented that the course contents of the special writing classes in school and in cram schools are more or less the same (see Table 13 for the content of classes).

Table 13

Writing Instruction Inside and Outside of School (N=244)

	Inside school	Outside of school
No	186 (76%)	142(58%)
Yes	58 (24%)	102(42%)
Classes	Extracurricular classes for essay writing	Cram schools/tutoring
Content of classes	<ul style="list-style-type: none"> ● Practice essay writing on topics from the college entrance exams ● How to write logically ● Paragraph organization ● Grammar and vocabulary ● Editing/Peer review 	<ul style="list-style-type: none"> ● How to write well for the specific readers/ audiences ● How to write logically ● Essay writing on a given topic ● How to express my opinions clearly

DISCUSSION

In this section the findings from the present study will be discussed as follows: (a) instructional practices in Korean language arts classes in terms of reading and writing, text types, writing processes, and assessment criteria, and (b) whether there are any noticeable instructional practices regarding writing that L2 writing educators at the post-secondary level need to know.

Students' Perceptions of Korean Language Arts Classes

Reading and writing. The results in the previous section show that reading literature is much more emphasized than writing in Korean language arts classes. The two predominant class activities are related to reading, not writing: learning textual structure and language features of old and modern Korean literature such as poetry, novel, short story, drama, and nonfiction and

learning reading skills for interpreting the author's purpose and main ideas of texts. Both literature and critical reading skills are important to get high scores on college entrance exams, the Korean Scholastic Aptitude Test (KSAT) called *sooneung shihum*. The KSAT is a standardized multiple-choice exam and consists of five major sections: verbal (language arts), mathematics, social studies and science, English, and foreign languages. The verbal section is made up of two subsections, a listening section and a reading section, with varying types of reading comprehension questions, including grammar, language usage, and questions about short and long reading passages, but does not have a writing section. Perhaps it makes more sense for both teachers and students to spend more time reading than writing.

These reading-oriented classroom practices are shown in the PCA, too: literature and critical reading skills are grouped in the same component labeled "Reading skills for college entrance exams" (see Table 8 for the PCA results). It is interesting, however, that nonliterary genres such as summaries, news reports, essays, reports, and research papers, are not an important part of reading activity; rather, they are frequently assigned as writing homework without instruction or guidelines. As one student put it, 'diaries and letters are easy to write, but reports and travel narratives are difficult. I don't know how to write them'. Perhaps students need instruction on nonliterary genres in order to write those texts.

As for writing, the students have few opportunities to generate texts, except diaries (journals) and rarely learn specific writing skills such as text organization. Even though the students have little experience of writing, they can still develop schemata for writing through reading. In the case of the students in the present study, it is likely that they have acquired knowledge about the language and organization of literary genres but know little about nonliterary genres.

With regard to academic writing at the post-secondary level, if the students transfer their knowledge about literary genres and experience of composing personal writing to academic writing in both L1 and L2, they would probably have difficulties dealing with academic writing demands in terms of organization, textual structures, language features, among others. For

example, a recent survey conducted in Korea reports that many Korean college students use the same language, tone, and organization in their academic writing as those for personal writing (Hwang, 2005). Previous research findings also indicate that literary genres are not the typical types of texts required at colleges and universities (Horowitz, 1986; Melzer, 2003). Considering the importance of writing at the post-secondary level, this lack of schemata for academic genres can be a serious disadvantage to students in their academic lives. Therefore, university writing courses, both in L1 and L2, need to familiarize the students with textual structures and language features of nonliterary genres so that they can develop enough schemata for those texts to handle academic writing.

Text types. The results show that the students have done little writing in Korean language arts classes although they have been exposed to various types of texts. The only text type that the students reported as writing sometimes is a diary; the other text types are rarely written. Book reports, argumentative essays, summaries, and reports are written more often than others. Only eighteen students added in the *other* comments section of the questionnaire some other text types that are not included on the questionnaire, such as newspaper reviews, free expressive writing, speech scripts, poetry, advertisements, and short stories. All those text types except argumentative essays are usually assigned as homework and the purpose of the assignments is to either police students, i.e., checking whether students did assigned reading or have students practice sentence-level accuracy.

The PCA shows a different picture from the descriptive statistics: Argumentative essay is the highest loading item on component 1 (Text types). The result indicates that L1 argumentative essay is the most important text type for the students in this study and reflects a recent change in college entrance exams: Many prestigious universities require their in-house essay writing exams as part of admission requirements. Now argumentative essays seem to be taught explicitly in school in both Korean language arts classes and extracurricular writing classes, *nonsul bochung suop*. Of the 251 respondents in the study, 58 (24%) said they took extracurricular writing

courses offered in school during vacations to learn argumentative L1 essay writing and 102 (42%) answered that they took writing courses in cram schools, *hagwon*. A Korean language arts teacher interviewed for this study also reported that she provided tips for writing clear, logical argumentative L1 essays in her regular classes as well as in specialized classes. This is an interesting finding compared to previous research findings that Asian students, including Korean students, do not receive explicit writing instruction and have little experience with argumentative essays (Carson, 1992; Eggington, 1987; Hinds, 1990; Liebman, 1992).

Writing processes. The students appear to think that they have learned little about the writing process as shown in the much lower mean scores of the nine closed-ended items in this subscale than those of the other subscales. Only five students had anything to add in the *other* comments section of the questionnaire related to the writing process. Three of them pointed out that they could not remember learning anything about the process in their Korean language arts classes. This lack of instruction on the writing process may be caused by the underlying assumption among teachers and students that writing expertise is not something to be accomplished through training. Moreover, writing is seen as generating a text as a final product for homework or grades once or twice a semester. Writing as a product approach seems to make the teacher and students concerned more about accuracy than fluency or improvement in the whole process of writing. Table 4 clearly shows that classroom instructions are more focused on accuracy, such as grammar and editing, than the process, such as writing multiple drafts, giving and receiving feedback from peers and the teacher, revision, etc. This product-oriented approach to writing is also found in the types of teacher feedback on student writing: most of the comments reported (e.g., final grades, credit/non-credit, and error correction) are directly related to final grades rather than for revision or multiple drafts.

The aforementioned lack of writing experience is also shown in the low mean scores of the two items directly related to producing texts, especially argumentative essays: how to generate ideas and how to connect paragraphs using transitional devices. Even though the students

occasionally write diaries, book reports, summaries, and reports, generating ideas and making coherent organization are not necessary skills in composing such texts. However, as more universities require essay exams as part of entrance exams each year, more high school students show interest in essay writing and take writing courses in and outside of school to prepare themselves for the university essay exams. The PCA reveals students' interest in essay writing: three items regarding paragraph and text organization and two items regarding the audience and purpose (see Table 8 for component 2 labeled "Knowledge of textual organization and audience"). This is an important change in the attitude toward writing, although the awareness of the audience, purpose, and logical organization does not necessarily guarantee improvement in text quality (Casanave, 2004).

Assessment criteria. The descriptive statistics show that the two most important criteria for the teacher are persuasiveness of arguments and clarity of the main idea. The next important criterion, ability to express personal impressions and feelings, reflects instructional practices that are focused on literature and personal writing. The least important criterion is how to use outside sources (citations). Considering high school students do not write research papers (note that of the 247 who responded to the amount of writing item, 168 (66%) students reported they never wrote anything longer than three pages in grade 11), there is no need to teach or learn using outside sources properly to avoid plagiarism.

The results from the PCA show similar pattern in that 'Ability to write for the intended audience and purposes', 'Accuracy of information included in content', and 'Clarity of main ideas' load heavily on component three (i.e., 'Assessment criteria'). This pattern makes sense because most of the writings the students have done in high school are informative writing, such as reports, class newsletters, and summaries. The other items that load moderately on this component include 'Logical organization of content', 'Ability to express personal impressions well', 'Persuasiveness', and 'Using information from outside sources'. It is interesting that the students seem to view citation as a matter of accuracy rather than a way of adding authority to

their writing by using outside sources or giving credits to other people's ideas. In sum, the result gives a nice picture of Korean language arts classes: interest in essay writing due to college entrance exams, emphasis on personal writing, and concern for accuracy.

Writing experiences outside Korean language arts classes. The qualitative data from the *other* comments sections and the open-ended items suggest that the students want more opportunities to write and have a practical need for learning how to write argumentative writing. However, as shown in Table 9, most of the writing is assigned as homework without any clear guidelines or instruction. Also, the purpose of teacher feedback is not to improve writing in subsequent drafts, but to correct mistakes in grammar and mechanics. Some students may want more detailed feedback to improve their writing as a student mentioned.

Although regular Korean language arts classes do not seem to provide what the students need due to many constraints such as large class size, test-driven curriculum, and teacher training, 58 students (24 % out of the 244 respondents who answered the question about specialized essay writing classes inside and outside of school) have received special training for argumentative essay writing in school. Also, cram schools seem to offer specialized courses. Essay writing competitions held by the local education board in the area where this study was conducted may trigger this interest in essay writing inside and outside of school.

Noticeable Instructional Practices in Korean Language Arts Classes

In this section, six findings of this study that L2 writing educators at the post-secondary level might find interesting will be presented. Implications of the findings for L2 writing pedagogy will be discussed in the next section.

First, reading old and modern literature is the predominant activity in literacy education; writing, however, is not considered important because the KSAT verbal section measures listening and reading, not writing. Perhaps this lack of immediacy is the reason for little emphasis on writing in the Korean language arts classes. The high school students in this study

have received little instruction on writing in general and had few opportunities to write various types of texts except personal writing, such as diaries.

Second, in regard with text types for reading, nonliterary genres are not taught whereas literary genres are explicitly taught in terms of textual structures and language features along with reading skills to understand the content. Nonliterary types of texts, such as reports, summaries, book reviews, reactions, and short essays, are assigned as writing homework. Thus, the students seem to deal with such writing demands just by doing without instruction or careful guidelines. If this finding is valid, it is likely that Korean high school students develop schemata for literature and personal writing and use those schemata when they write mostly nonliterary academic genres in college and university settings.

Third, little instruction seems to be provided on the writing process. The students seem to know the overall writing process from planning to generating texts to revising drafts. But they are not familiar with peer feedback, how to write a paragraph, how to generate ideas, and how to connect paragraphs using transition words and phrases. Thus, it is likely that they have difficulty generating ideas at the beginning stage of writing or their ideas might be shallow. In terms of textual organization, their essays may not look logical because each paragraph is not well-organized with thesis statement and supporting ideas and overall essays may not be coherent due to inappropriate use of transition words. Also, they may not feel comfortable giving and receiving peer feedback and think that revision is editing at the sentence level, such as correcting grammar mistakes and word choices, rather than improving texts at the discourse level, such as organization and coherence.

Fourth, despite the lack of knowledge about the writing process, the students are aware of envisioning the audience at the planning stage of writing. Writing for different audience expectations is emphasized in high school textbooks even though the teacher might be the only real audience for high school students (Casanave, 2004).

Fifth, as for assessment criteria, two criteria are noteworthy: persuasiveness as the most important criterion and using outside sources as the least important criterion. It is interesting that both students and teachers seem to value persuasiveness and clarity of main ideas because the two are only indirectly related to the genres that the students frequently read and write (e.g., literature and personal writing). It is in argumentative essays that persuasiveness and clear argumentation play important roles. Also interesting is the finding that using outside sources properly is out of the question in Korean language arts classes. As presented previously, the students rarely write anything longer than three pages, let alone research papers in which citation is a necessary skill. Although several students made comments on plagiarism in the assessment criteria section, most high school students are not familiar with plagiarism. They probably need to learn about several issues regarding plagiarism: intellectual property, academic integrity, how to use the language and ideas of other people properly, citation skills, and so on.

Finally, argumentative essay writing is explicitly taught in school in both Korean language arts classes and specialized extracurricular classes. Essay writing is taught outside school as well, in cram schools or with private tutors. A recent change in college entrance exams seems to lie at the very heart of this unusual interest in argumentative essay writing inside and outside of school.

CONCLUSION

This study is designed to describe Korean high school students' L1 writing experiences in school to better understand their knowledge about writing developed throughout formal schooling. The more L2 writing researchers and teachers know about their Korean students' educational backgrounds, the better decisions they can make in the classroom. Just as small pieces of puzzles within a big picture, it is hoped that this study can help L2 educators and students to better understand L2 writing (Polio, 2003).

Limitations and Suggestions for Future Studies

In interpreting the results of this study, it is important to recognize some limitations in using a self-report questionnaire. First, the results may not reveal the whole picture of instructional practices in Korean language arts classes without other sources of information such as teachers' perceptions or classroom observation (Brown, 2001).

Also, the questionnaire used in this study needs to be improved in order to get better results in future studies. The questionnaire was adapted from Kobayashi and Rinnert (2002) after a pilot study with a similar population to those in the main study. Several questions need to be modified to get a better percentage of variance explained in PCA. For example, the respondents had to remember what they had experienced in elementary school to answer most of the questions in the questionnaire.

Lastly, as many researchers in CR studies suggest, the results of this study should be interpreted without making stereotypes and overgeneralization because the sampling was not random or representative of the full population of high school students in Korea. It is not clear whether the writing instruction that the participants have received represent the average Korean language arts classes. Thus, for an improvement in the future, questionnaires need to be administered to a representative, random (stratified) sample of high school students in the country, including different geographical areas, different socioeconomic-level schools (public, private, high-achievement, vocational, etc.)

Implications

Although the findings of this study may not provide a clear cut description of Korean L2 writers, some of the findings might help L2 educators expand their understanding of L2 writing and improve English writing pedagogy (Connor, 2002; Silva, 1993). Implications for English writing pedagogy at the college level are discussed below.

First, the findings suggest that Korean L2 writers are not familiar with nonliterary genres in terms of textual structures and language features. Considering that most of the academic writing is nonliterary genres, lack of schemata for such genres can be a serious disadvantage in their academic lives. Thus, L2 writing instructors need to teach different textual structures and language features of academic genres explicitly using various strategies, including sample texts and class discussions, or, at least, they need to provide students with ample opportunities to read a variety of academic genres so that they can develop schemata for academic writing (Hyon, 1996; Johns, 2003; Swales & Lindemann, 2002). Also, L2 writing teachers who are aware of CR approaches are likely to raise students' awareness of textual organization (Leki, 1991; Casanve, 2004). More direct instruction and guide on textual organization expected in the academia would benefit L2 writers, as shown in Oi and Kamimura (1995) and Yoshimura (2002).

Second, Korean students will benefit from learning specific strategies and skills in the following areas: generating ideas, paragraph organization, coherence, peer feedback, and revision. L2 instructors need to provide detailed instruction on those areas, e.g., strategies to generate ideas, how to organize a logical paragraph with a thesis statement and supporting ideas, how to make texts coherent by using transition words and phrases, and how to use peer feedback to revise drafts. Coherence seems to be the area to which L2 instructors pay more attention than the others because, as discussed previously, Korean students know the importance of envisioning the audience before writing, but they rarely learn how to organize texts to meet the expectations of different audiences. Their awareness of audience expectations may not be useful without specific skills or strategies to make texts coherent (Hyland, 1999).

Third, there seems to be a clear need for teaching Korean L2 writers how to use outside sources properly in academic writing. L2 writing instructors should teach strategies to avoid plagiarism and familiarize students with important issues regarding plagiarism, such as intellectual property, academic integrity, how to use the language and ideas of other people properly, citation skills, and so on.

Lastly, L2 writing instructors need to develop lessons on the basis of Korean L2 writers' experience with argumentative essay writing in their L1. The results suggest that recent high school graduates seem to be more familiar with argumentative essay writing than earlier generations in that audience expectations and persuasiveness are emphasized as important concepts in language arts classes and explicit instruction on essay writing is provided inside and outside of school in recent years. That is, if their English language proficiency level reaches a certain high level, their English essays might not show those typical patterns of Asian argumentative styles reported in previous CR research.

As Cumming (1989) pointed out, L1 experiences are not necessarily considered as negative transfer to L2 acquisition, but as resources for writing teachers to draw on when designing a course or developing a teaching method. If writing teachers are aware of their students' previous writing experiences, they can build on the students' knowledge rather than teaching from scratch and help L2 writers make a smooth transition into academic writing (Carson, 1998). Also, it is good to know on the part of L2 writers that observed differences in L2 texts are not caused by only personal unpreparedness but by various other sources, such as L1 educational background and previous writing experience.

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APPENDIX A

The Korean high school students' perceptions of L1 writing instruction questionnaire**(Translated from the Korean version)**

Dear students,

You are invited to consider participating in a study about Korean high school students' perceptions of L1 literacy instruction practices. The purpose of this study is to investigate how Korean students learn reading and writing in their first language at school and the influence of their learning experiences on the literacy development in English. Understanding second language learners' educational backgrounds is an important part of English education, and I am interested in exploring Korean students' perceptions of their own learning experiences. The questionnaire below is part of the study.

You should know that the questionnaire is totally **anonymous**. This means no one will know what you wrote on the questionnaire. And when the results of the study are reported, everyone's answers will be grouped together so no one can trace your answers back to you. You should also know that your involvement in this study is completely **voluntary**, which means you can skip questions or stop doing the questionnaire at any time. You should also know that both your relationship with your Korean language arts teacher and your **grades** in that class will **NOT** be affected by whether you choose to take the questionnaire or not. If you choose not to participate, please sit quietly and occupy yourself while your classmates respond.

The questionnaire will ask questions about your experiences in learning reading and writing in your Korean language arts classes throughout schooling. It should take you about 20 minutes to complete.

If you are interested in seeing the results of this questionnaire, please contact the researcher at taeyoung@hawaii.edu. Thank you very much for your participation.

Sincerely,

Taeyoung Kim

Department of Second Language Studies
University of Hawaii at Manoa
Email: taeyoung@hawaii.edu

(Print your name)

(Signature)

(Date)

High school students' perception of L1 writing instruction questionnaire

Adapted from Kobayashi & Rinnert (2001)

Hello students! This questionnaire is part of a study exploring L1 writing instruction practices in elementary and secondary education in Korea. It should take about 15 minutes to answer all questions and the results will remain completely confidential and anonymous. Please do not put your name on the questionnaire. Thank you very much.

A. Background Information

Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
Have you ever lived/studied abroad?	<input type="checkbox"/> No <input type="checkbox"/> Yes (Please specify): ____ (month)/ ____ (year) ~ ____ (month)/ ____ (year)
What kind(s) of writing do you usually do? (Check all that apply)	<input type="checkbox"/> Journals/diaries <input type="checkbox"/> Email <input type="checkbox"/> Blog <input type="checkbox"/> Text messages <input type="checkbox"/> Messenger <input type="checkbox"/> Memos <input type="checkbox"/> Other (Please specify): _____

B. Reading and writing

How often did you do the following activities in your Korean language arts classes? (Please choose one)

0: Never 1: Rarely 2: Sometimes 3: Often

1	Learn new vocabulary	0	1	2	3
2	Learn grammar and mechanics	0	1	2	3
3	Learn how to organize texts	0	1	2	3
4	Read/learn text structures and language features of old/middle classics	0	1	2	3
5	Read/learn text structures and language features of modern literary works	0	1	2	3
6	Read/learn text structures and language features of nonliterary genres	0	1	2	3
7	Develop an understanding of the author's purposes, perspectives, and the context	0	1	2	3
8	Learn to analyze/evaluate the content of reading	0	1	2	3
9	Write various types of texts for different audience, purpose, and function	0	1	2	3
Other (Please specify):					

C. Types of writing

How often did you do the following kinds of writing in your Korean language arts classes?

0: Never 1: Rarely 2: Sometimes 3: Often

10. Journals (Diaries)	0	1	2	3
11. Letters	0	1	2	3
12. Book reports	0	1	2	3
13. Travel narratives	0	1	2	3
14. Explanations	0	1	2	3
15. Biography (Autobiography)	0	1	2	3
16. News reports (Class newsletters)	0	1	2	3
17. Summaries	0	1	2	3
18. Reports	0	1	2	3
19. Critiques				
20. Reflections				
21. Argumentative essays				
Other (Please specify):				

What type of writing did you do most frequently in each of the following schools?		
Elementary school	Middle school	High school

D. Writing processes

How often did you receive instruction on the following areas in your Korean language arts classes?

0: Never 1: Rarely 2: Sometimes 3: Often

22. Identifying the audience and purposes of texts before writing	0	1	2	3
23. How to generate ideas (e.g., observation, interview, discussion)	0	1	2	3
24. How to organize ideas	0	1	2	3
25. How to write a paragraph (e.g., a topic sentence and supporting ideas)	0	1	2	3
26. How to connect paragraphs using transition devices	0	1	2	3
27. How to choose appropriate words or phrases	0	1	2	3
28. How to write appropriately for the intended audience and purposes	0	1	2	3
29. Self/Peer feedback	0	1	2	3
30. How to revise (e.g., content, organization, spelling, editing)	0	1	2	3
Other (Please specify):				

E. Assessment criteria

How important do you think the following features were in assessment?

0: Not at all important 1: Not very 2: Moderately 3: Very important

31. Accuracy in language use (e.g., grammar and word choices)	0 1 2 3
32. Clarity of main ideas	0 1 2 3
33. Ability to express personal impressions/feelings	0 1 2 3
34. Logical organization of content	0 1 2 3
35. Accuracy of information presented in content	0 1 2 3
36. Formulating one's own opinions (Persuasiveness)	0 1 2 3
37. Effective use of stylistic strategies (e.g., imagery, metaphor, emphasis)	0 1 2 3
38. Ability to write for the intended audience and purposes	0 1 2 3
39. Using information from outside sources (Citations)	0 1 2 3
Other (Please specify):	

Which feature do <u>YOU</u> think is most important in assessing writing?
Please specify:

40. What type(s) of comments did you receive from your Korean language arts teachers? (Check all that apply)

- Grades or marks
- Corrective feedback on word choices, grammar, punctuation, etc.
- Comments on the content
- Comments on overall strengths or weaknesses
- Other (Please specify):

41. Do you think writing plays an important role in college entrance exam or academic success in college?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
Why (Please specify):	Why (Please specify):

42. How many pieces of short writing (less than 3 pages) a year on average did you do in your Korean language arts classes?

Elementary	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
Middle	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
10 th grade	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
11 th grade	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more

43. How many pieces of longer writing (more than 3 pages) a year on average did you do in your Korean language arts classes?

Elementary	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
Middle	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
10 th grade	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more
11 th grade	<input type="checkbox"/> None	<input type="checkbox"/> 1~2	<input type="checkbox"/> 3~4	<input type="checkbox"/> 5 or more

44. Please specify the types of writing you have done in subject courses other than your Korean language arts classes (e.g. social studies, science, English).

Subject	Grade	Topic/Content	Number of pages

45. Did you receive instruction on writing in any other classes in your schools other than Korean classes? (e.g., an extracurricular writing class)

<input type="checkbox"/> No	<input type="checkbox"/> Yes (Please specify)
Name of the class(es):	
Please specify what you learned:	

54. Did you receive instruction on writing outside of school? (e.g., cram schools)

<input type="checkbox"/> No	<input type="checkbox"/> Yes (Please specify)
Where:	
Please specify what you learned:	

Thank you very much for your participation.

APPENDIX B: The Korean high school students' perceptions of L1 writing instruction

Questionnaire (The Korean version)

학생 동의서

(ASSENT FORM TRANSLATED IN KOREAN)

한국 고등학생의 모국어 읽기, 쓰기 경험에 대한 인식 조사

연구자 : 김태영

지도 교수 : Dr. Lourdes Ortega

하와이 주립대학교 제 2 언어연구학과

무어홀 570, 1890 East-West Road Honolulu, HI 96815, USA

연구의 목적

이 연구의 목적은 한국고등학생의 모국어 읽기와 쓰기 경험을 조사하여 영어쓰기 교육을 발전시키는데 있습니다

연구 방법

여러분이 연구에 참여하기로 동의하신다면, 모국어 읽기와 쓰기에 관련된 설문지를 하게 됩니다.

여러분의 권리

비밀보장

이 연구에서 수집한 자료는 절대적으로 비밀이 보장되며, 여러분에 설문지에는 부작위로 번호가 매겨져서 여러분의 신분이 노출될 가능성이 전혀 없습니다. 또한 설문 참여여부가 성적과 전혀 상관없음을 분명히 알려드리고자 합니다.

질문할 권리

설문에 대하여 언제든지 연구자에게 (taeyoung@hawaii.edu) 연락주시면 답변해드리겠습니다.

언제든지 설문을 중단할 권리

여러분의 어떤 불이익 없이 언제든지 설문을 중단하고, 본인의 설문지 파기를 요구할 수 있습니다.

기대 효과

이 연구의 참여함으로써 여러분의 모국어 읽기 쓰기 경험에 대한 솔직한 답변은 영어쓰기 교육을 발전시키는데 중요한 자료로 활용됩니다.

위험요소

이 연구에는 위험한 요소가 없습니다.

서명

나는 위 사실을 읽었기 때문에, 이 연구에 대한 궁금증이 풀렸으며, 어떤 불이익 없이 언제든지 참여를 중단할 수 있다는 사실을 잘 알고 있습니다

나는 나의 권리를 충분히 이해하고 이 연구에 참여할 것을 동의합니다. 만약 질문이나 불만이 있을 경우 아래 기관에 연락을 할 것입니다.

Committee on Human Studies (DHS),
University of Hawaii,
2540 Maile Way, Honolulu, HI 96822.
Phone: (808)956-5007

(이름)

서명)

(날짜)

초,중,고등학교 "국어 쓰기교육"에 대한 학생설문지

(국어: 생활국어, 국어, 작문, 문학, 문법, 독서를 모두 포함)



학생 여러분 안녕하세요!
 설문조사에 참여해주셔서 감사드립니다. 이 설문지의 목적은 초,중,고등학교 국어수업시간에 **읽기**와 **쓰기**영역을 어떻게 배우는지 알아보려는 것입니다. 여러분의 평소 국어수업시간을 생각하면서 솔직하게 대답해주시면 됩니다. 설문조사에 필요한 시간은 약 20 분이며, 참여해주셔서 다시 한 번 감사드립니다.

※ 여러분에게 해당되는 내용을 골라 안에 표를 해주세요. ▣

성 별	<input type="checkbox"/> 남 <input type="checkbox"/> 여
해외거주경험	<input type="checkbox"/> 없다 <input type="checkbox"/> 있다 (____년 ____월 ~ ____년 ____월)
평소 자주 쓰는 글을 모두 고르세요.	<input type="checkbox"/> 일기 <input type="checkbox"/> 이메일 <input type="checkbox"/> 블로그 <input type="checkbox"/> 메신저 <input type="checkbox"/> 수첩에 메모 <input type="checkbox"/> 기타: _____

※ 질문을 읽고 <예>와 같이 0, 1, 2, 3 중에서 **하나만** 선택하여 숫자에 ○표시를 해 주세요.

<예>

0	1	2	<input checked="" type="radio"/> 3
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【 읽기와 쓰기 】 초,중,고등학교 국어수업시간에 아래 학습활동을 **얼마나 많이** 해보았습니까?

0: 전혀 하지 않았다 1: 가끔 2: 자주 3: 대단히 자주

1. 어휘 배우기 (고유어, 한자어, 외래어 등)	0	1	2	3
2. 국어 지식 배우기 (문법, 낱말형성, 문장구조)	0	1	2	3
3. 짜임새 있게 글을 구성하는 방법 배우기	0	1	2	3
4. 고전문학작품의 구조와 특성 이해하고 감상하기 (시, 소설, 가사 등)	0	1	2	3
5. 현대문학작품 읽고 글의 구조와 특성 이해하기 (시, 소설, 수필, 희곡 등)	0	1	2	3
6. 비문학적 글을 읽고 형식과 특성 이해하기 (설명문, 논설문, 기사문 등)	0	1	2	3
7. 글쓴이의 의도, 관점, 맥락을 고려하면서 글을 읽는 방법 배우기	0	1	2	3
8. 글의 내용을 분석하거나 평가하기	0	1	2	3
9. 글의 목적, 특성, 예상독자를 고려하여 실제로 글을 써보기	0	1	2	3
▶ 그 밖에 다른 활동을 한 것이 있으면 써 주세요(읽기/쓰기에 대한 자신의 의견을 써 주셔도 좋습니다)				

【 쓰기 유형 】 초, 중, 고등학교 국어수업시간에 학습활동이나 숙제로 아래에 있는 글을 얼마나 많이 써보았습니까?

0: 전혀 하지 않았다 1: 가끔 2: 자주 3: 대단히 자주

10. 일기	0	1	2	3
11. 편지	0	1	2	3
12. (독서) 감상문	0	1	2	3
13. 기행문	0	1	2	3
14. 설명문	0	1	2	3
15. 전기 또는 자서전	0	1	2	3
16. 기사문 (학급신문 등)	0	1	2	3
17. 요약하는 글	0	1	2	3
18. 보고서	0	1	2	3
19. 평가 (비평)하는 글	0	1	2	3
20. 수필	0	1	2	3
21. 자신의 의견을 주장하는 글	0	1	2	3
▶ 그 밖에 다른 유형의 글을 써 본적이 있으면 써주세요. (쓰기유형에 대한 자신의 의견을 써 주셔도 좋습니다)				
▶ 초, 중, 고등학교에서 특별히 많이 쓴 글은 무엇이었나요? (위에 있는 글의 유형을 참고해도 좋습니다)				
초등학교	중학교	고등학교		

【 쓰기 과정 】 초, 중, 고등학교 국어시간에 아래에 있는 쓰기과정에 대하여 얼마나 많이 배웠습니까?

0: 전혀 하지 않았다 1: 가끔 2: 자주 3: 대단히 자주

22. 글을 쓰기 전에 글의 목적, 주제, 예상독자에 대하여 생각해보기	0	1	2	3
23. 쓸 내용을 마련하는 방법 (조사, 면담, 토론, 관찰 등)	0	1	2	3
24. 쓸 내용을 효과적으로 조직하는 방법 (중심내용과 세부내용, 서론/본론/결론 등)	0	1	2	3
25. 문단을 구성하는 방법 (주제문장을 쓰고 구체적인 예를 들기 등)	0	1	2	3
26. 문단을 짜임새 있게 연결하는 방법 (지시어/접속어 사용법 등)	0	1	2	3
27. 적절한 단어와 표현을 사용하는 방법	0	1	2	3
28. 글의 목적, 주제, 예상독자를 고려하여 효과적으로 쓰는 방법	0	1	2	3
29. 자기가 쓴 글이나 친구들의 글을 평가하는 방법	0	1	2	3
30. 고쳐 쓰기 (맞춤법, 내용 수정 등)	0	1	2	3
▶ 그 밖에 다른 지도를 받은 것이 있으면 자유롭게 주세요. (글쓰기 과정에 대하여 자신의 의견을 써 주셔도 좋습니다)				

【 평가 기준 】 여러분이 쓴 글을 국어선생님이 평가하실 때 다음 기준이 얼마나 중요하다고 생각합니까?

0: 전혀 중요하지 않다 1: 약간 중요 2: 중요 3: 매우 중요

31. 정확한 국어지식 (문법, 단어, 맞춤법 등)	0	1	2	3
32. 주제를 명확하게 표현하는 능력	0	1	2	3
33. 자신의 느낌이나 감상을 표현하는 능력	0	1	2	3
34. 내용을 논리적으로 조직하는 능력	0	1	2	3
35. 내용에 포함되어 있는 사실과 정보의 정확성	0	1	2	3
36. 자신의 의견을 분명하게 표현하는 능력	0	1	2	3
37. 효과적인 표현전략 (비유, 강조) 사용 능력	0	1	2	3
38. 예상독자와 목적을 고려하여 적절하게 표현하는 능력	0	1	2	3
39. 다른 사람의 글을 인용할 때 출처를 정확하게 밝히는 것	0	1	2	3
▶ 그 밖에 다른 평가기준이 있으면 써 주세요.				
▶ 학생 여러분이 생각하는 가장 중요한 평가기준은 무엇입니까?				

40. 국어 선생님의 평가는 주로 어떤 형태였습니까?
(해당 사항을 모두 고르세요)

- 제출 또는 미제출만 확인
- 점수 또는 등급
(예: A, B, C / 수, 우, 미, 양, 가 / 70, 80, 90, 100점 등)
- 틀린 곳을 수정 (어휘, 문법, 구두점 등)
- 글 내용에 대한 평가
- 전체적인 장점 또는 단점을 짚막하게 평가
- 기타: _____
(그 밖에 다른 유형의 평가를 받아 본적이 있으면 써 주세요)

41. 여러분은 앞으로의 대학진학이나 학업에 글쓰기 능력이 중요하다고 생각합니까? 그 이유는 무엇입니까?

<input type="checkbox"/> 중요하다	<input type="checkbox"/> 중요하지 않다
이유:	이유:

42. 국어시간에 학습활동이나 숙제로 **짧은 글(원고지 5장 이하)**을 **1년**에 평균 몇 편정도 써보았습니까? (글의 종류는 상관없음)

초등학교	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
중학교	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
고교 1학년	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
고교 2학년	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상

43. 국어시간에 학습활동이나 숙제로 **긴 글(원고지 6장 이상)**을 **1년**에 평균 몇 편정도 써보았습니까? (글의 종류는 상관없음)

초등학교	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
중학교	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
고교 1학년	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상
고교 2학년	<input type="checkbox"/> 쓴 적 없다	<input type="checkbox"/> 1~2 편	<input type="checkbox"/> 3~4 편	<input type="checkbox"/> 5 편 이상

44. 초, 중, 고등학교에서 **국어시간 이외에** 숙제나 학습활동으로 글쓰기를 해 본 과목에 대하여 써주십시오.

과목	학년	내용	분량 (원고지/A4 쪽수)

45. 국어수업시간 이외에 **학교에서** 쓰기 지도를 받은 적이 있습니까? (예: 보충수업, 특기적성, 계발활동 등)

<input type="checkbox"/> 없다 <input type="checkbox"/> 있다 (내용을 아래에 써 주세요)
어떤 시간에:
배운 내용:

46. **학교 밖에서** 쓰기 지도를 받은 적이 있습니까? (예: 학원, 과외 등)

<input type="checkbox"/> 없다 <input type="checkbox"/> 있다 (장소와 내용을 아래에 써 주세요)
장소:
배운 내용:

참여해주셔서 대단히 감사합니다.

* 설문에 대하여 궁금한 사항이 있으시면 아래 연락처로 문의하여 주시기 바랍니다.

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