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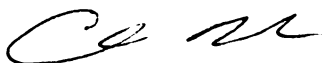
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ANALYSIS OF WRITING ACTIVITIES IN KOREAN ENGLISH TEXTBOOKS

By

Moon-Jeung Chang

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ABSTRACT

ANALYSIS OF WRITING ACTIVITIES IN KOREAN ENGLISH TEXTBOOKS

By

Moon-Jeung Chang

This study adopted textbook analysis, teacher and student surveys, classroom observations, and teacher interviews to understand Korean English writing education. The results of textbook analysis showed a mismatch between the guidelines of the National Curriculum and writing activities in terms of length, open-endedness, and use of group work. Surveys revealed students' and teachers' dissatisfaction with topics and a range of writing activities. In interviews, teachers cited the gap in students' proficiency levels, level-inappropriate activities, and unmotivated students as difficulties they encounter in teaching writing. Teacher-centered classroom atmospheres and the common practice of skipping writing sections in textbooks were observed in classrooms. This study concludes that better alignment among the National Curriculum, the College Scholastic Ability Test, textbooks, and teacher and student views about English writing could actually bring positive change to English writing education in Korea.

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1. Introduction

1.1. Purpose of this study

A classroom teacher gives an English grammar lecture in Korean while fifty to sixty students quietly listen to him and mechanically copy the blackboard. This used to be a description of a typical English classroom in Korea. The introduction of the sixth and seventh National Curriculums, which emphasize students' communicative language skills and learning process, brought what may be seen as a positive change to Korean English education.

First, the focus of classroom instruction moved from exclusive grammar teaching to a more communication-centered one. Many speaking activities, including songs, chants, games, and role plays, were introduced and studies have found teachers' and students' positive reactions to this change. Y.S. Lyoo (2002) reported that 91% of elementary school English teachers thought these activities enhanced students' motivation. Similarly, Lee et al. (2001) claimed that first year middle school students who participated in communicative activities showed increased interest in English. Listening, which was not a major part of classroom instruction, also has come to be stressed upon being included in the College Scholastic Ability Test (E.G. Lee, 2003).

Second, the introduction of new National Curriculums brought change in textbooks. The authors use more visual aids, including colorful pictures and charts, and adopt various topics, such as the Internet, computer games, and sports, which may stimulate students' interest (D.J. Kawk, 2002). Hwang (2002) also noted the improvement in textbook design in terms of appearance and inclusion of diverse teaching materials and tasks for students.

Third, the number of students per class has decreased as well. As of 2000, the average elementary, middle, and high school were reported to have 35.8, 38, and 42.7 students per classroom, respectively. These have decreased from 41.4, 50.2, and 52.55 in 1990 (Ministry of Education, 2002).

Despite all of these positive changes, some studies reported writing was still often neglected in classroom settings. In interviews with middle and high school students, Kim and Joo (2001) found that most of the writing sections in textbooks were skipped in the classroom. Kwak and Sung (2001) also noted most of the English class time was spent for reading and listening activities. H.J. Kim (2001) criticized classroom situations where reading and writing were taught in traditional ways, unlike speaking and listening, which were taught by communicative methods. Many have blamed textbooks for creating decreased interest in writing in English classrooms (M.J. Lyoo, 1998; Yun, 1996; and Seo, 2002). These studies, however, evaluated textbooks without considering the human elements in education: learners and teachers; thus they left other factors that may hinder or improve English writing education in Korea untouched.

In this study, writing activities in the fifteen English textbooks currently used in Korea are analyzed and compared with the results from teacher and student surveys, classroom observations, and in-depth teacher interviews. The importance of this type of triangulation has been supported by the claims of various scholars. Cowles (1976) noted the practice of textbook evaluation that lacks consideration of the real classroom situation could cause problems, and he recommended the use of interviews with teachers and students in selecting textbooks. Harklau (2002) also noted the need to adopt self-report, such as interviews, to overcome the limitation of classroom recording to capture text-

based interactions. The employment of multiple methodologies in the present study will not only increase the credibility of the results but also provide a more complete picture of Korean English writing education.

1.2 Research questions

The present study attempts to answer the four following research questions about English writing education in Korea.

1. What types of writing activities are provided in Korean English textbooks?
2. What is the underlying writing theory (or pedagogical approach) adopted in Korean English textbooks?
3. How do Korean English teachers and students view writing and evaluate writing activities in Korean English textbooks?
4. How are the writing sections of Korean English textbooks implemented in real classroom situations?

A content analysis was conducted to answer questions one and two. Two elementary, nine middle, and four high school textbooks were coded according to five categories: length of writing, topic, activity type, open-endedness, and use of group work. Question three was answered by conducting teacher and student surveys and with data from teacher interviews. Fifty-four English teachers and eighty students in middle and high school participated in the surveys and commented on their textbooks and English writing. Question four was addressed by observing six teachers' classes and interviewing them about their classes and textbooks. By answering these questions, this study is expected to

serve as a sound starting point in locating the potential underlying problems and their sources in English writing education in Korea and to find possible solutions.

2. Background literature

2.1. Textbooks in language classrooms

A textbook plays a major role in language teaching and learning. For teachers, it lessens the burden of developing materials from scratch. It also functions as a syllabus, helping novice teachers' class preparation. For learners, textbooks generally provide rich and level-appropriate language input and helpful study tips they need to acquire a language.

Various scholars have noted the importance of language learning and teaching textbooks and suggested sets of guidelines¹ which teachers should consider in selecting the best textbooks for themselves and their students. To name a few, Byrd (2001) emphasized the fit among the textbook and the curriculum, the students, and the teachers. J. Brown (1997) stressed the usefulness of tasks in real situations, and Lake (1997) noted the possibility of "learner training" as an important factor in textbook selection. Others provided more detailed criteria for textbook selection or evaluation. Hyland (2003) proposed eight criteria including aims and approach, bibliographic features, design, organization, content, methodology, usability, and overall quality. Ansary and Babaii (2002) recommended teachers consider various features of their textbooks related to approach, content presentation, physical make-up, and administrative concerns.

¹ When presenting these guidelines, some used checklists (Cowles, 1976; Rivers, 1981; Williams, 1983; Cunningsworth, 1984; Dougill, 1987; Sheldon, 1988; Lake, 1997; J. Brown, 1997; Byrd, 2001) and others used graphic presentations (Tucker, 1978; Chambers, 1997; Ansary and Babaii, 2002).

Despite the positive roles of textbooks in language classrooms, there have been anti-textbook arguments. Swales (1980) referred to textbooks for English for Specific Purposes courses as “problem[s]”, citing their inadequacy to fulfill the diverse needs in language classrooms. Similarly, Allwright (1981) pointed out the limitations of materials in English classrooms. In his analysis, which revealed the complexity of classroom management problems, he noted a necessarily limited role for teaching materials in terms of covering goals in language learning, deciding learning content, managing language learning, and guidance in language learning. Sheldon (1988) also listed common theoretical and practical problems of English textbooks, such as a failure to describe level of target learners, a mismatch between textbooks and teachers’ needs, lack of cultural sensitivity, and unsystematic selection of vocabulary. More recently, Robinson (1991) criticized the practice of textbook selection based on practical considerations, such as cost, rather than on pedagogic features of the textbooks.

In a model of the dynamic interaction among teacher, materials, and learners in a language classroom (adopted from Allwright, 1981), Hutchinson and Torres (1994) countered the anti-textbook argument in English education. They claimed that a textbook is an important means of satisfying diverse needs of learners, teachers, and other stakeholders in English education. In their argument for textbooks, they noted that textbooks can serve as “guides” for students which enable them to learn a language more effectively and as “facilitating tools” for teachers for classroom interaction and management. They also argued that textbooks can serve as effective agents of change. Since the textbook can introduce changes gradually within a structured framework, it provides support that relieves teachers from other burdens, such as responsibility for

introducing curricular changes, and provides guidance for teachers in implementing these changes in the classroom. Their explanation about the role of textbooks can be directly related to the Korean situation.

Textbooks in Korean English classrooms are more than a syllabus or a source of language input; they directly reflect the National Curriculum, which every level of educational institutions is required to follow. They also function as a main resource for students preparing for the College Scholastic Ability Test, which has an English section² including questions that can be answered by students who have studied their textbooks well. The vocabulary used in the test is also from the current textbooks. Therefore, English textbooks can act as guides for students. In addition, the introduction of a new National Curriculum in 2000³ brought a major change in each English classroom, placing the huge burden of implementing it on teachers; thus textbooks, which reflect the changes brought by the new National Curriculum, can act as facilitating tools for teachers in dealing with changes.

Due to their important role in English education, textbooks have become one of the most popular topics of educational research in Korea. Many studies have attempted to analyze or evaluate English textbooks from various angles; some have focused on the general qualities of the textbooks (Shin, 2000; Y. M. Kim, 2000; Hahn, 2001; D.J. Kwak, 2002) and others on the specific sections or language skills in textbooks (listening and speaking: Y. T. Kim, 1992; E.J. Kim, 2001; listening: Cha and Hong, 2002). None of them, however, has covered the whole range of public education in Korea (middle school: Shin, 2000; Hahn, 2001; D.J. Kwak, 2002; Y.T. Kim, 1992; E.J. Kim, 2001, high school: Y.M.

² The level of English section of the College Scholastic Ability Test is supposed to be that of High School English (textbook used for 1st year high school students).

³ The seventh National Curriculum was published in 1997, but it has been implemented only since 2000.

Kim, 2000; Cha and Hong, 2002) nor has considered other elements of English classrooms, including learners and teachers.

The textbook analysis this study takes is based on Byrd's (2001) recommendation in which the fit among the textbook and the curriculum, the students, and the teachers was considered in textbook selection and evaluation. This approach may solve some problems of the previous studies, which lacked evaluation from teachers' or students' viewpoints. It is also expected to add valuable information for curriculum revision.

Rather than simply taking an anti-textbook or pro-textbook position, this study depicts what English textbooks look like, how they fit with the new National Curriculum, how they are actually implemented in classrooms, and how they are viewed by their ultimate users, teachers and students. By conducting this study, the role of textbooks in this time of change and the potential problems that hinder the implementation of these changes are also expected to be revealed.

2.2. Writing education in EFL settings

Writing has been generally known to have a consolidating effect on one's language learning, providing opportunities to review grammar and vocabulary. Other various merits have been acknowledged by many researchers as well. Byrne (1984) noted that writing can satisfy different learning styles and needs and provide tangible evidence of students' progress in language. Rivers (1981) emphasized writing can make heuristic and cooperative learning possible and develop problem solving skills, benefiting from students' L1 literacy. Tribble (1996) argued that writing can allow teachers to focus on accuracy and give students opportunities for creative language use. He added that writing

in L2 can bring a positive effect on L1 writing development as well. More recently, Harklau (2002) claimed that writing can facilitate students' language acquisition process by serving as a mnemonic strategy, fulfilling analytic purposes, and making self-paced language learning possible.

Various scholars have studied writing education and among them extensive studies have focused on similarities and differences between L1 and L2 writing (Hirose, 2003; Zainuddin et al., 2003; Larios. et al., 2001; Silva, 1993). The effect of EFL vs. ESL settings in writing education, however, has not received enough scholarly interest. Writing education in EFL and ESL settings cannot but differ from each other, given the differences in students, teachers, materials, and other external factors including society.

The consumers in English education, students, have different goals and needs in learning English writing. Muncie (2002: 182) noted:

The vast majority of students in state EFL [EFL settings] are not seeking to enter an English-language discourse community, and will probably never need to produce a written English text for anyone but their teacher.

Teachers in EFL settings also vastly differ from those in ESL settings. The majority of EFL teachers are non-native English speakers with various educational backgrounds that emphasize different responsibilities and roles as teachers. The classroom environment, including class size and teaching equipment, in which they teach, is different as well.

As for materials, due to widespread access to the Internet, collecting interesting and level-appropriate authentic materials in EFL settings has become less difficult. However, the difference can be found in one of the major materials used in language classrooms. textbooks. Many of the textbooks published and used in EFL settings are written by non-

native English speakers, unlike in ESL settings. It is also common to find textbooks covering all of the four language skills in one volume.

The last factor, the society, also reveals the different status of English in EFL and ESL settings. As Tribble (1996) noted, even though English is used as a medium for international communication, each setting has a unique status for English, forming different attitudes toward English education.

In order to have a more complete picture of writing education in a particular EFL setting, Korea, this study will consider the four factors, students, teachers, materials (textbooks), and the National Curriculum, which make Korean English writing education different from that of an ESL setting.

2.3. English education in Korea

English is taught in Korea as a foreign language. The difference between English and other foreign languages⁴ is its inclusion in the College Scholastic Ability Test as a major subject which all university bound students must take. Other foreign languages are available as elective courses; thus students may elect not to take them according to their preference. Currently, English education in Korea starts from the third grade. Students from grades three to ten take English as a “Common Required Course” and students in grades 11 to 12 take “Elective English Courses” according to their interests and career goals. Thus, *Elementary School English* (grade 3-6), *Middle School English* (grade 7-9), and *High School English* (grade 10) are the basic English courses every student must take and *English 1*, *English 2*, *English Composition*, *English Conversation*, and *English*

⁴ German, French, Spanish, Chinese, Japanese, Russian, and Arabic are the elective foreign language courses in Korea.

Reading are electives.

English classrooms in Korea consist of students who are relatively homogenous in terms of L1, age, and cultural background. They study English with somewhat similar needs and goals as well. In general, students view English as a subject rather than a communication tool due to its limited use in daily life and its inclusion in the College Scholastic Ability Test. The expected role of teachers in English classrooms is, therefore, an instructor who can prepare students to take the test and score high rather than make them proficient English users. The following three sections summarize these characteristics of Korean English education reflected in the National Curriculum, the College Scholastic Ability Test, textbooks, and writing education.

2.3.1. National Curriculum and the College Scholastic Ability Test

Two factors that have a major influence on English classrooms in Korea are the National Curriculum and the College Scholastic Ability Test. So far seven National Curriculums have been issued in Korea. Each of them has provided fundamental guidelines for English education, such as goals and objectives in teaching and learning English, content, teaching methods, and evaluation guidelines, which have had a direct effect on classroom instruction and textbook development.

The goal of elementary school English education listed in the 7th National Curriculum is to develop students' ability to understand and use basic English used in everyday conversation, focusing on oral communication. Middle and high school English aims at keeping students' interest and motivation in learning English high and improving basic English communication skills in both accuracy and fluency.

The 7th National Curriculum recommends that the content of English classes include both perception and production skills, thus making gradual improvement in students' four language skills possible. It also lists guidelines for topics, cultural tips, language use, vocabulary, and the length of sentences⁵ that will be introduced in English classrooms.

In terms of teaching methods, the 7th National Curriculum emphasizes “task-based,” “level-sensitive” English education. In order to provide students differential education to meet their individual differences, “level-sensitive” English teaching adopts “deepening activities” and “remedial activities.”⁶ In “deepening activities”, students get more challenging extra activities, and in “remedial activities”, students who do not meet the basic learning objectives get additional practice to review the language items of the lesson before they move on to the next lesson.

For evaluation, the 7th National Curriculum discourages the use of paper tests for elementary school students. In order to lessen students' stress, numerical evaluation is discouraged and instead descriptive evaluation of students' participation, attitude, and communicative ability is encouraged. For middle and high school students rather than a discrete evaluation, an integrated one that evaluates all of the four language skills in terms of communication is advised.

There are several changes that the 7th National Curriculum has brought to English education in Korea. The number of instructional hours of English education in public elementary schools has decreased. 3rd and 4th grade students take one 40-minute English class weekly down from two 40-minute English classes weekly under the 6th National

⁵ The National Curriculum recommends English sentences introduced in the 3rd and 4th grades have fewer than seven words and nine words for the 5th and 6th grade sentences.

⁶ They are roughly equivalent to American gifted and remedial programs.

Curriculum. Instructional hours for older students remain the same. For 5th and 6th students, English is taught for two 40-minute classes per week. 7th and 8th graders have three 45-minute English classes a week and 9th graders learn English in four 45-minute classes. 10th graders must take four 50-minute English classes per week.

The new National Curriculum also aims at moving the focus of classroom interaction from grammatical features to communication activities. It has been said that English education in Korea focuses on the grammatical features of English without regard for its communicative and cultural functions (Evans, 1980). More recently, Li (2001) noted the predominance of text-centered and grammar-centered practices hinder the introduction of the communicative approach in Korean English education. The 7th National Curriculum emphasizes communicative activities in which students' language learning process is closely observed and considered. It also encourages teachers to teach English through English. This change is reflected in the following goals of English education⁷ listed in the 7th National Curriculum.

To develop students' basic communicative ability with which they can understand and use everyday English and to make a ground for learning from other cultures to develop ours and introducing our culture to the world

- a. To raise students' interest and confidence in English and to raise basic communicative ability.
- b. To naturally communicate on the general and everyday life related topics
- c. To re-discover our culture and to develop sound viewpoints of life by understanding other cultures.

(Curriculum for foreign language, 1997:29)

This study will examine whether the guidelines and changes that the new National Curriculum has brought are actually implemented in actual Korean English classrooms or not.

⁷ They are translated from Korean into English by the researcher.

Another important factor in Korean English education is the College Scholastic Ability Test. English is a part of the College Scholastic Ability Test, which almost all high school students take to continue their study at the university level⁸. The test was developed and has been implemented by Korea Institute of Curriculum and Evaluation since 1993. Every November, third year high school students, or those who have equivalent academic ability take the test, which includes the following five sections: Verbal (Korean), Mathematics and Inquiry, Natural Science Inquiry, Social Studies Inquiry, and Foreign Language (English). After the results of the test become available in December, teachers help students to decide which universities they can apply to. The score from the test plays a major role in university entrance admissions; thus it has become one of the most important issues for both students and teachers.

E. G. Lee (2003) summarizes the following characteristics of the English section of the College Scholastic Ability Test. First, it focuses on listening and reading. Second, it avoids discrete point grammar tests and stresses the conveyance of meaning and grasp of the content of passages presented in paragraphs or dialogues. Third, it emphasizes fluency over accuracy. Fourth, it aims at testing students' problem solving skills. Lee expects these characteristics of the test will bring improvement in students' listening skills and shift of teaching methodology from grammar translation methods to a communicative approach. He adds that the format of the College Scholastic Ability Test will change students' concepts of English study from language knowledge learning to a communication tool.

⁸ 37% of university freshmen are selected based on other criteria: recommendation from principals or teachers, high school GPA, graduation from vocational schools, residence in agricultural or fishing regions, etc. (Korean Council for University Education, 2004)

Despite these potential positive effects of the College Scholastic Ability Test on English classrooms, there are several noticeable problems it has caused. The consistent format of questions used in the test makes students emphasize test taking skills and lead them to believe scoring high in the test is more important than learning the problem solving skills it aims at. The gap between what is taught in classrooms and what is tested in the College Scholastic Ability Test has been reported as well (Lym, 2003). In addition, the emphases on fluency over accuracy has resulted in a problem of lower accuracy of English usage by students as shown in the low scores of grammar questions in 2003 test (E.G. Lee, 2003). Most recently, Kwan (2004) blamed the format of the College Scholastic Ability Test for causing Korean students' low English writing ability.

Scoring high in the College Scholastic Ability Test and getting into a good university is one of the major goals of students in Korea; thus its influence on classroom instruction is indisputable. The present study considers the College Scholastic Ability Test and the National Curriculum, as factors that have a potential effect on English writing education and examines its influence by conducting surveys, classroom observations, and teacher interviews.

2.3.2. English Textbooks in Korea

The Korean government publishes standardized elementary English textbooks. fifteen private publishing companies publish *Middle School English*, and another fifteen⁹ publish *High School English*. Korean English language textbooks have been written by a group of experienced teachers and university professors. Some textbooks are coauthored

⁹ Eight publishing companies publish both middle and high school textbooks: Kyohak, Hyundai, Jungang, Kumsung, Daehan, Chunjae, Doosan, and Jihak.

by native speakers of English¹⁰ but none was written by native speakers alone. After being approved by the Korean Ministry of Education, the textbooks become available for classroom use.

In general, English textbooks currently used in Korea adopt various visual materials, such as pictures, maps, and diagrams. The reading passages are from various sources. Some are from the Internet and others from print sources written by both Korean and English native speakers. Readings contain diverse topics, some for teaching cultures of English speaking countries and others about Korean culture, school, and family life.

In terms of the general structure of the textbooks, each lesson consists of specific sections for listening, speaking, reading, and writing. Elementary school English textbooks universally consist of 16 lessons and middle and high school textbooks comprised 12 lessons, each of which include additional sections such as, “Grammar in action (Doosan),” “Culture Tip (Hankook Kyoyook Media)”, and “Vocabulary (Kumsung)”. Reflecting a recommendation of the 7th National Curriculum, “level-sensitive English education”, all textbooks include sections for students who did not fulfill each lesson’s objectives such as “Self-study (Hankook Kyoyook Media)” and “Additional Practice (Kumsung)”. They also include more challenging sections like “Level-up (Hankook Kyoyook Media)” and “Deeper Study (Kumsung).” The length of textbooks varies according to school level and the publishing companies. The average length of the textbooks is 136, 276, and 318 pages for elementary, middle, and high school textbooks respectively.

¹⁰ Middle school textbooks co-authored by native speakers of English:
Doosan, Chunjae, Didindol, Kyohak, Saehan
High school textbooks co-authored by native speakers of English:
Kumsung, Nunglyul, Bubmun, Sisa, Kyohak, Chunjae

Various additional teaching materials accompany English textbooks. CD Roms and picture cards for both students and teachers are provided for elementary school English textbooks. Middle and high school English textbooks come packaged with cassette tapes. This study will focus on the textbooks themselves excluding complementary materials accompanying textbooks.

2.3.3. English writing education in Korea

In Korea, English writing is introduced in the 5th grade. Until the 10th grade, writing is presented as a part of one lesson which usually comes after the listening, speaking, and reading sections. In 11th and 12th grades, students can choose *English composition* as an elective and study it for one year. Unlike other electives, such as *English 1* and *English 2*¹¹, only one textbook¹² is used for *English composition*.

In the introduction to the textbooks, many authors noted the importance of integrating the four language skills. For example, authors of *Kumsung High School English* claimed their textbook is developed to enhance students' ability to communicate and exchange information via both written and spoken language by maximizing opportunities for students to listen, speak, read, and write in English. They also noted their writing section is aimed at developing students' ability to write in paragraph length English. Authors of *Jihak Middle School English* also noted the need for students to learn reading and writing as an integral part of language ability. *Doosan Middle School English* textbook developers stressed the importance of integrated development of the four language skills as well.

¹¹ Eight publishing companies publish *English 1* and *English 2*:

Kumsung, Jungang, Hankook Kyoyook Media, Sisa, Bupmoonsa, Jihak, Doosan, and Daehan.

¹² Only one publishing company, Nunglyool, publishes *English composition*.

Their assertions about the integrated development of the four language skills have been countered by Kim and Joo (2001) and Kwak and Sung (2001) in which the lack of writing education in actual classroom situations is reported. Oh (2004) claimed the limited English class time per week, large class size, and lack of students' interest and motivation are causing problems in English writing education in Korea. Studying in an EFL setting, Korean students may have fewer reasons to write and need to write fewer types of writing in English unless they want to work in international business or study abroad. The limited amount of writing sections of the textbooks, and hours assigned in teaching writing can be counted as other obstacles. The format of the College Scholastic Ability Test, which includes 55 five-option multiple choice items testing mainly students' reading and listening skills, may drive many students away from taking *English Composition* as an elective.

Until teachers and students are asked about their difficulties in learning or teaching English writing, and actual classrooms in which writing education is implemented are observed, the points mentioned in this chapter may remain as mere assumptions. For this reason, this study will look into English writing education in Korea by analyzing writing activities in textbooks, surveying teachers and students on writing education and their textbooks, observing classrooms, and interviewing teachers.

3. Research methodology

3.1. Surveys

Surveys have been used as a major data collection tool in many studies due to their convenience of implementation and ease of collecting large data sets. Scott et al. (1995)

used an attitude survey to understand teachers' conceptions of writing, and Caudery (1995) used surveys through the Internet to check teachers' perceptions of a "process approach." Pennington et al. (1997) also surveyed teachers about their opinions about the ideal and actual situation of writing education. In this study, student surveys were also conducted to include students' opinions about English writing education, which have generally been neglected in previous research. Considering the National Curriculum, which emphasizes oral English skills in elementary school¹³, and the relatively limited cognitive capacity of elementary school students, this survey focused on middle and high school students and teachers.

3.1.1. Survey development

The purpose of this survey was to understand the views of English teachers and students on writing education and the writing activities of textbooks in Korea. Two versions of the surveys were created, one for students and one for teachers. (See Appendices A and B) At the beginning of both the student and teacher surveys, respondents were informed of the purpose of the study and asked to write their age, school level (teaching/learning), and gender.

The survey used for both students and teachers consisted of two sections: English writing instruction and textbook evaluation. The student survey contained 10 and 2 questions in the two sections; for a total of 12 questions. The teacher survey also contained two sections and included 18 and 4 items in each section. The survey format included open-ended questions, Likert-type ranking scales, and yes/no questions. It was

¹³ The National Curriculum says, "Elementary school English aims at developing students' ability to understand and use basic English used in everyday conversation focusing on spoken English." (p.28)

designed to take no longer than 30 minutes to finish. The information collected in the surveys was treated as frequency data, and the results are reported by percentage.

3.1.2. Data collection

In September 2003, 60 teacher surveys were sent to the alumni club of Pusan National University's English Education Department; Fifty-four teachers returned their surveys making a 90 percent return rate. Of these teachers, 16 of them were middle school teachers (7 males and 9 females) and 38 of them were high school teachers (19 males and 19 females). With regard to their teaching experience, it varied greatly. The average teaching experience was 12.3 years for high school teachers, ranging from one to thirty two years, and that of middle school teachers was nine years, ranging from one to twenty-five years.

For the students' surveys, two teachers (one middle and one high school teacher) who participated in the teacher survey also gave permission to survey their students. The students' survey was conducted in late October 2003, and 41 female first-year middle school students and 39 male first-year high school students completed the questionnaire.

3.2 Textbook analysis

3.2.1 Textbook selection

The target of the textbook analysis of this study is the two Elementary school English textbooks (grade 5 and 6) and the thirteen middle and high school English textbooks¹⁴ used by the 54 English teachers who participated in teachers' survey. Table 1 summarizes the textbooks analyzed in this study.

¹⁴ Nine *Middle School English* (grade 7-9) and four *High School English* (grade 10) textbooks are analyzed.

Table 1. List of textbooks analyzed in this study

Publisher	Title	Author(s)	Grade	Chap. No.	Total Page
MOE ¹⁵	Elementary School English 5		5	16	136
MOE	Elementary School English 6		6	16	136
Ji-Hak Sa	Middle School English 1	Sung Hae Lee	7	12	262
	Middle School English 2		8	12	279
	Middle School English 3		9	12	287
	High School English	Mang Sung Lee	10	12	319
Doo san	Middle School English 1	Yong Woe Chang	7	12	256
	Middle School English 2		8	12	264
	Middle School English 3		9	12	296
Chunjae	Middle School English 1	Byung Min Lee	7	12	254
	Middle School English 2		8	12	263
	Middle School English 3		9	12	302
Kumsung	High School English	Duk Gi Kim	10	12	311
Nunglyul	High School English	Chan Sung Lee	10	12	318
Han Kuk Kyoyuk Media	High School English	Hong Soo Lee	10	12	319

Typically, Korean English textbooks include specific sections for writing, such as “Let’s Write” (Doosan), “Write” (Kumsung), and “Write It” (Nunglyool). Most of the textbooks, however, introduce writing activities in other sections aiming at the integrated development of the four language skills. Therefore, writing activities, both in writing sections and in other sections of the textbooks, are the target of analysis in this study.

3.2.2 Writing activity coding

Writing activities in this study mean activities in which students need to encode any unit of language in written format according to instructions given by textbooks; thus they include both writing as written modality and composition. The writing activities that were

¹⁵ MOE stands for Ministry of Education.

analyzed in this study met all of the following criteria: First, multiple choice questions and simple matching activities were excluded. Second, activities which were not listed in the writing activity sections and that did not clearly mention whether students need to answer in written or oral language were excluded. Third, writing activities which were listed in the appendix were excluded from the analysis. Lastly, if one activity consisted of several mini-activities which were in the same format, it was counted as one activity.

There have been various attempts to classify writing activities. To name a few, Rivers (1981) mentioned copying, reproduction, recombination, guided writing, and free writing as main writing tasks. D. Brown (2001) classified writing according to the degree of communication: imitative, intensive, self-writing, display-writing, and real writing. Olshtain (2002) classified writing activities as initial writing skills (letter/word recognition and discrimination), production (spelling, punctuation, and capitalization) and more communicative tasks (writing lists, messages, diary, and school assignments).

In this study, a more detailed classification was adopted to not only depict writing activities in Korean English textbooks but also compare them with the guidelines given by the 7th National Curriculum¹⁶. In order to do that, each writing activities in the 15 Korean English textbooks were coded on the basis of the following subcategories: length of writing, topics, task types, openness of answers, and use of group work.

The first classification criterion to be evaluated is the length of writing which students are asked to produce. The seventh National Curriculum emphasizes students' ability to write paragraphs expressing their ideas on general topics and advises avoiding sentence level translation. Length was included as a variable under the assumption that shorter written products are often requested in grammar drills or vocabulary practices not

¹⁶ See Appendix C for objectives of English writing education listed in the National Curriculum.

in actual composition. The length of writing in this study was further divided into letter/letters, words/phrases, sentence, and sentences or longer as explained below.

1. Letter/letters

Ex) Please fill in the blank with the appropriate letters and complete a word.

⇒ It was a very hot day, and after lunch everyone was very sl__py.

Middle School English 2 (p.18) Doosan

2. Words/phrases

Ex) Please complete the following sentence by writing either one, it, or those.

⇒ I needed a computer, so my parents bought _____ for me.

High School English (p.53) Kumsung

3. Sentence:

Ex) Please combine two sentences into one.

The man went back to Tim's house. He left his umbrella in Tim's house.

⇒

Middle School English 3(p.65) Doosan

4. Sentences or longer (including paragraphs):

Ex) Please write about your day.

⇒

High School English (p.73) Hankuk Kyoyuk Media

Second, the topics of writing activities were compared with those listed in the seventh National Curriculum. It suggests the following 17 topics¹⁷ to be included in the textbooks.

1. personal life
2. family and living
3. school and friends
4. neighbors and social relationship
5. habit, health, and sports
6. hobbies, leisure, and travel
7. animals, plants, seasons, and weather
8. foreign culture
9. Korean culture
10. morality, rules, public good
11. environment, volunteering, community
12. politics, economics, history, geography, science, telecommunication, space, ocean, and expedition
13. art and literature
14. diligence, frugality, careers

¹⁷ These are translated from Korean into English by the researcher.

15. equality(man/woman), human right, and democracy

16. topics to raise rational thought and sound mind

17. topics to develop patriotism and national security

(*Curriculum for foreign language*, 1997:50)

Considering the potential effect of interesting topics on students' motivation in learning English writing skills, the result of this analysis was compared with the students' surveys, in which students evaluated writing activities in their textbooks.

Third, types of writing activities were described. What students are asked to write were classified into the following categories: correction, translation, combining, answering comprehension questions, copying (simple/complex), conversion, completion (word/table¹⁸/sentence/dialogue/paragraph), and extended writing (guided/free¹⁹ writing).

In this coding scheme, correction is an activity in which students correct grammar, spelling, and punctuation errors. Translation includes both English-Korean and Korean-English translation, and combining means sentence-combining activity where students are given two sentences and asked to combine them into one. Answering comprehension questions are post-listening or post-reading activities in which students answer questions about the content of the reading or listening. Conversion is a writing activity where students change sentences into another forms according to a certain grammar rule.

Copying activities were divided into two types: simple copying and complex copying. Unlike simple copying, complex copying activities require students to select the best answer among the given choices and then copy it. What makes it different from sentence completion is that the latter requires students to change the form of the given

¹⁸ It includes chart, graph, and memo completion.

¹⁹ In this study, free writing is an activity where nothing or only one topic is provided to help students: it is slightly different from a "freewriting activity" in which students explore their ideas by writing whatever they want without worrying about grammar or structure.

choices and then write them down to complete a sentence. In that sense, sentence completion is more challenging than complex copying.

Extended writing, which includes both guided writing and free writing, is a category where students produce more than sentence-level writing. If one or more of the following is provided, the activity is grouped as guided writing: title, sentence(s), expressions, words, information to include, models, styles, and outlines. Free writing is an activity where nothing or only one topic is provided to help students. Examples of these writing activities are presented in Table 2.

Table 2. Writing activity types and examples

No.	Activity types		Example and source
1	Correction		Please read the following sentences and correct them. What happened for America? ⇒ <i>Middle School English 2</i> (p.209) Doosan
2	Translation		Choose one old Korean saying and translate it into English. ⇒ <i>High School English</i> (p.102) Nunglyul
3	Sentence combining		Please combine the following two sentences into one. She is beautiful. Do you think so? ⇒ <i>Middle School English 1</i> (p.196) Chunjae
4	Answering comprehension questions		Read the following article and write the answer. Who wrote this letter? ⇒ <i>Middle School English 1</i> (p.224) Jihaksa
5	Conversion		Please change the sentence according to the instruction. Sujin has finished the riddle book. (Change it to a question.) ⇒ <i>Middle School English 2</i> (p.84) Didimdol
6	Copy	a. simple	Copy the following cursive letters. ⇒ <i>Middle School English 1</i> (p.19) Jihaksa
		b. complex	Fill in the blanks with the words in the box. I want to become a ___ English teacher. To improve my ___, I memorize new words every day... <div style="border: 1px solid black; padding: 2px; display: inline-block;">converse, dialogue, information, successful, fluent...</div> <i>High School English</i> (p.26) Kumsung

Table 2 (cont'd)

7	Completion	a. word	Add one letter and make a complete word. ⇒ Concer_ <i>Middle School English 2</i> (p.80) Doosan								
		b. table	Look at your friends and complete the following table. <table><tr><td>Happy</td><td>Tired</td><td>Nice</td><td>Unhappy</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <i>Middle School English 2</i> (p.25) Doosan	Happy	Tired	Nice	Unhappy				
		Happy	Tired	Nice	Unhappy						
		c. sentence	Please complete the sentence using the given words. (as if/everything/he/see) ⇒ The man talked _____. <i>High School English</i> (p.69) Ji Hak								
d. dialogue	Complete the dialogue and practice with your partner. A: How's Sumi doing? B: _____ A: Say hello to her. B: _____ <i>Middle School English 2</i> (p.17) Doosan										
e. paragraph	Fill in the blank and complete the summary. ⇒ The name Philip comes from the Bible. It means _____. The name was very popular in Europe a long time ago... <i>High School English</i> (p.47) Kumsung										
8	Extended writing	a. guided	Read the below example and write your own passage introducing Korea using the given expressions. Hint)The Land of Morning Calm/Its green-colored mountains are beautiful across the country./Its people are warm-hearted. ⇒ <i>Middle School English 3</i> (p.202) Jihak								
		b. free	Write an entry in your diary. ⇒ <i>Middle School English 2</i> (p.75) Doosan								

Fourth, the openness of answers was also considered. Open-ended questions have a variety of possible answers, thus they make students discover their ideas while answering the questions. Close-ended questions, however, have only a limited number of possible answers confined to certain content or grammatical forms. Since the latter mainly focus on students' linguistic knowledge, they should be distinguished from the open-ended activities.

Open-ended writing

Ex) Complete the following table with your own daily schedule and talk about it.

⇒ *High School English* (p.28) Kumsung

Close-ended writing

Ex) Please rewrite the sentence as in the example.

Why is this happening to me? → I don't know why this is happening to me.

⇒ Why is he so down? → I don't know

Middle School English 3 (p.82) Chonjae

Fifth, whether the writing activities require students to work individually or cooperatively was recorded. The seventh National Curriculum advises adopting various group or pair work in the classrooms. It says, "Together with individual work, lots of small group work should be used to help students to experience power of collaborative work.(p. 22)" It also adds, "Use various individual, pair, group, whole class activities to make student-centered classrooms (p. 47)." This study examined how these guidelines are reflected in the textbooks.

Individual work:

Ex) Write the appropriate answer to each question.

What's your favorite subject? ⇒

Middle School English 1 (p.227) Jungang

Pair work

Ex) Write about roles of male and female in this society and compare it with your partner.

⇒

Middle School English 3 (p.122) Doosan

Group work

Ex) Work in groups to make a sign which will be posted on the school cafeteria.

⇒

High School English (p.61) Kumsung

Textbook analysis using the above-mentioned five criteria will not only show the types of writing activities in the textbooks but also reveal the underlying writing pedagogy that the textbooks are based on. Whether the textbooks emphasize linguistic accuracy of the final product or the writing process will be checked by adopting the categories like open-endedness and grouping.

In addition, unlike previous attempts to analyze writing activities in textbooks, several additional steps were taken to guarantee the objectiveness of the study. First, coding was invented to establish reliable categorization across textbooks. Second, by having a second coder code two randomly selected textbooks independently and reporting the reliability²⁰ of coding, objectivity was approximated.

3.3. Classroom observations

Classroom observation has been often used in writing research. Cumming (1992), Riazi and Actal (1996), and Weissberg (1994) observed writing classrooms to understand the practice of teaching writing. In this study, six classrooms were observed to provide a better picture of English writing education in Korea by providing information about real classroom situations and implementations of writing activities across school levels.

3.3.1. Participants

As a method of triangulation of the teacher and student survey of this study and to see actual classroom situations, six English classes (one elementary, three middle, and two high schools) were observed. Four middle and high school teachers who volunteered their classrooms were graduates of Pusan National University's English Education Department. One female teacher volunteered to be observed after watching another teacher in her school participate in this study. In order to recruit elementary school teachers, an email recruiting participants was sent to the English teacher's club, "Busan Elementary English Teachers." One female elementary school teacher agreed to open her

²⁰ Interrater agreement was 91.04% and 89.94% for the middle school textbook and high school textbook respectively.

classes. The basic information about the teachers including their gender, teaching experience, school level they teach, and the textbooks they use is summarized in Table 3.

Table 3. Participants in classroom observations

Teacher	Gender	School level	Teaching experience ²¹	Textbooks
A	Female	Elementary 5 th	5 years	MOE
B	Female	Middle 2 nd	3 years	Jihak
C	Male	Middle 1 st	5 years	Jihak
D	Male	Middle 2 nd	2 years	Doosan
E	Female	High 1 st	16 years	Nunglyool
F	Male	High 1 st	7 years	Nunglyool

3.3.2. Procedure

The date and time of each classroom observation was determined by the teachers. The schedule of the observations is presented in Table 4.

Table 4. Class observation schedule

Teacher	School level	1 st Observation	2 nd Observation	2 nd observation Time
A	Elementary 5 th	Dec 8, 2003	Dec 11, 2003	10:40-11:20
B	Middle 2 nd	Dec 16, 2003	Dec 17, 2003	10:25-11:10
C	Middle 1 st	Dec 6, 2003	Dec 8, 2003	2:55-3:40
D	Middle 2 nd	Dec 17, 2003	Dec 18, 2003	9:10-9:55
E	High 1 st	Dec 23, 2003	Dec 24, 2003	12:50-1:40
F	High 1 st	Dec 15, 2003	Dec 16, 2003	9:20-10:10

²¹ None of these teachers has experienced in ESL programs or professional development programs overseas.

Normally, in Korea, students stay in their homeroom and teachers move from class to class with the exception of music, PE, or art classes, in which students need to go to the specific classrooms or the playground. All of the six classrooms observed were equipped with a blackboard, a TV, a computer, and a VCR. Two middle school teachers carried a cassette player to the classrooms.

Before the actual observation started, the teachers were informed of the general purpose of the study, analysis of textbook activities, but were not told that the main focus was on writing. To avoid possible teachers' resistance against a possible evaluation of their teaching, they were told that the focus of the observation was on the textbook, not on their teaching or students' learning. The observer's effect on both teaching and learning was reduced by observing two class sessions of the same class and using the data from only the second observation in this study.

In this study, non-participant observations were conducted where the researcher sat quietly in the corner of the back of the classroom trying to be as unobtrusive as possible. Some of the students, especially the high school students, showed interest in the presence of the researcher at the first observation, but their interest faded by the second observation.

During the observations, detailed field notes on the classroom interactions and the use of textbooks were taken. The teachers' dependence on their textbooks was checked by looking at whether the teachers added or skipped any activities in their textbooks. The classroom interactions in teaching and learning writing activities were also noted. The use of group work in teaching writing activities was examined by counting the number of individual, pair, or group activities.

The role of teachers in writing activities was considered in the observations and has been studied by various researchers. Tribble (1996) noted that teachers in writing classes should act as an audience, assistant, evaluator, and examiner. Bello (1997) argued that writing teachers need to not only provide learners opportunities to write but also help them to find their own voices. Campbell (1998) emphasized the role of teachers, vigilantly observing individual students and addressing their various writing processes. The role of Korean English teachers in teaching English writing was expected to be revealed through the classroom observations. In addition, the information collected in observations was used as a basis for the interviews with teachers.

3.4 Teacher interviews

Interviews have been adopted in many studies as a main research tool to collect data from writing teachers. Cumming (2003) interviewed teachers to gather information about their practice of teaching writing, and Shi and Cumming (1995) used teacher interviews to show different ideas of teachers about L2 writing instruction. In this study, interviews were adopted not only to provide more information about writing education in Korea, but also to alleviate teachers' resistance to the researcher's observation of their classes. The resistance from teachers due to the possibility of implicit and explicit evaluation of teaching noted by Polio (1996) is expected to be lowered by providing teachers an opportunity to explain why they did certain things in class.

3.4.1. Participants

The participants of the teacher interviews were the six teachers who volunteered their classes for classroom observation and two additional academic high school teachers

who were originally asked to open their classrooms. Unlike the original plan, the observations of these two teachers were not conducted because they had already finished their textbooks, and they were doing reading activities using other books. In order to grasp a more complete picture of English writing education, interviews with these two academic high school teachers were still included in this study. Interviews with the six teachers were conducted right after the second observation of their classes. The date and time of the two additional interviews are summarized in Table 5.

Table 5. Two academic high school teacher interviews

Teacher	Gender	Experience	Level	Date	Time
G	Male	5 years	High 1 st	Dec 16, 2003	7:00-8:10 pm
H	Male	10 years	High 1 st	Dec 23, 2003	10:00-10:55 am

3.4.2. Procedure

The interviews were conducted in the teachers' lounge where only the teacher and the researcher were present, and each interview took about one hour. In order to make the teachers feel comfortable talking with the researcher, each interview began with general questions on their daily schedule and their students; then it moved on to the more specific questions about English writing instruction and textbook evaluation. Questions regarding whether the observed class was unusual or not were asked to make sure that the class observed was typical. Each interview was conducted as a guided one following the topics presented below.

Teacher Interview topics

- A. Personal information (teaching experience)
- B. Observed class period
 - Difference from regular class periods
 - Reasons for doing certain activities in certain ways
- C. Views on general English education in Korea
 - Changes in English education after the implementation of the 7th national curriculum
 - Problems in English education in Korea (possible solutions)
 - Difficulties they have in teaching English
 - Students' motivation and views of learning English
- D. Writing education
 - Amount of class time
 - Assessment
 - Activities (Open-ended/close-ended writing activities)
 - Reasonable length of writing
 - Difficulties in teaching writing
 - Students' motivation in learning English writing
 - Problems of English writing activities in textbooks
- E. Textbook use and evaluation
 - Use of textbooks
 - Problems and merits of textbooks
 - Suggestions for textbook improvement

Other questions were added to elicit more information from teachers when appropriate.

Interviews were audio recorded with teacher consent. Each interview was conducted and transcribed in Korean then translated into English for reporting.

4. Analysis and results

4.1 Surveys

4.1.1. Teacher survey

The first part of the teachers' survey focused on the teachers' perception of the four language skills and practice of English writing education in classroom situations. Teachers ranked the four language skills according to their relative importance, amount of class time allotted, and confidence in teaching in questions 1 through 3. According to the

surveys, reading was viewed not only as the most important language skill, but also the one on which the most class time is spent. Teachers also said they are most confident in teaching reading to students. The results are summarized in Tables 6²² and 7.

Table 6. Teachers' survey: language skills ranked highest

	Most important %		Most time %		Most confident %	
	Mid	High	Mid	High	Mid	High
Listening	25	31.58	18.75	2.63	6.25	0
Speaking	37.5	21.05	25	0	6.25	2.63
Reading	25	39.48	56.25	97.37	87.5	97.37
Writing	12.5	7.89	0	0	0	0
Total	100	100	100	100	100	100

Note: "Mid" stands for middle school and "High" stands for high school

Table 7. Teachers' survey: language skills ranked lowest

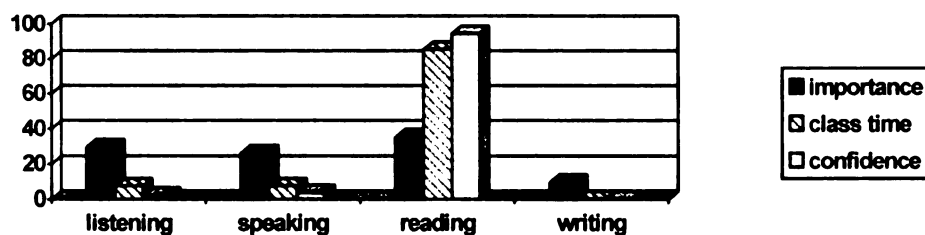
	Least important %		Least time %		Least confident %	
	Mid	High	Mid	High	Mid	High
Listening	18.75	5.26	18.75	0	25	7.89
Speaking	6.25	10.53	0	36.84	12.5	26.32
Reading	12.5	5.26	12.5	0	6.25	0
Writing	62.5	78.95	68.75	63.16	56.25	65.79
Total	100	100	100	100	100	100

Although there was some variation in the rankings, in general, teachers evaluated reading most positively and writing most negatively on all three factors. Nine of the teachers who ranked reading as the most important skill, counted the format of the College Scholastic Ability Test and its usefulness in an EFL setting as the reasons why reading is so important. The respondents justified their ranking, reporting that "students

²² Tables 6 to 27 report percentages rather than raw numbers.

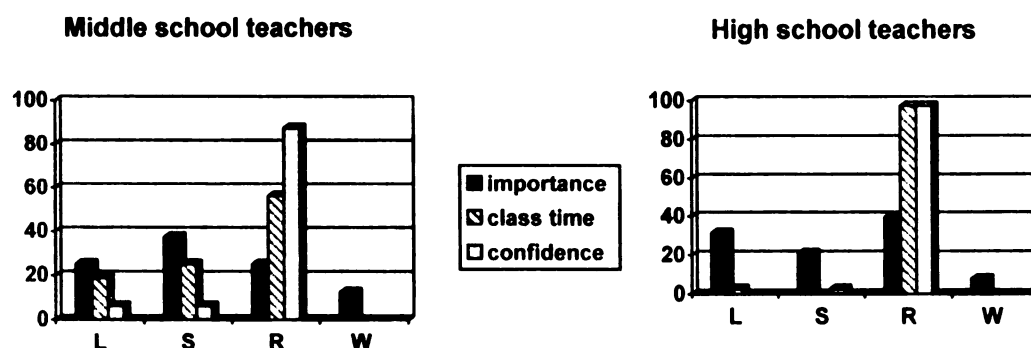
need to study reading to get into a good university” and “students need to be able to read English information provided on the Internet”. The results for questions 1 through 3 are illustrated in Figure 1.

Figure 1. Teachers’ perceptions of the four language skills



The tendency to favor reading over other language skills is obvious from Figure 1. To examine whether experiences differed by grade level, post hoc analyses were conducted, separating middle school and high school teachers’ and students’ responses. Indeed, teachers’ perceptions of the four language skills did differ when the data were separated for middle school versus high school teachers.

Figure 2. Middle vs. high school teachers’ perceptions of the four language skills



Note: L – listening, S – speaking, R – reading, W – writing

As illustrated in Figure 2, the emphasis on reading is most pronounced in high school teachers' reports.

Question 4 asked teachers about the reason why their students learn English writing skills. The choice "in order to communicate with other people" was the most popular answer, followed by "in order to learn how to think critically." Table 8 presents the results of this question.

Table 8. Teachers' survey: students' reason to learn English writing

Reasons ²³	Good grade	Good univ.	Communication	Think critically	Other
Middle	31.25%	6.25%	43.75%	18.75%	0
High	10.52%	26.32%	31.58%	28.95%	2.63%
Total	16.67%	20.37%	35.17%	25.92%	2.63%

Unlike middle school teachers, many high school teachers (26.32%) chose "in order to enter a good university" as the primary reason for students to learn English writing. This might be a natural response, since they teach students who are often concerned about getting into a good university. However, the answer seems odd considering the format of the College Scholastic Ability Test, which does not test students' writing ability directly.

Questions 5 through 15 were designed to understand teachers' practices in teaching writing by asking whether each of the following plays a major part in their classrooms. These questions were expected to reveal not only how they actually teach English writing but also their philosophies in teaching writing. The results are summarized in Table 9.

²³ Good grade: to get a good grade on school exams
 Good univ.: to get into a good university
 Communication: to communicate with others
 Think critically: to develop ability to think critically

Table 9. Teachers' survey: practice of teaching English writing

School Level	Middle School %		High School %		Total %	
Answer	Yes	No	Yes	No	Yes	No
5. Discussing characteristics of WL ²⁴	37.5	62.5	60.53	39.47	53.7	46.3
6. Writing more than a paragraph	18.75	81.25	31.58	68.42	27.78	72.22
7. Teaching writing process	18.75	81.25	13.16	86.84	14.81	85.19
8. Writing multiple drafts	12.5	87.5	10.53	89.47	11.11	88.89
9. Revising drafts ²⁵	56.25	43.75	23.68	76.32	33.33	66.67
10. Providing real audience	56.25	43.75	15.79	84.21	27.78	72.22
11. Writing assignment	75	25	55.26	44.74	61.11	38.89
12. Using peer review	6.25	93.75	7.89	92.11	7.41	92.59
13. Adding other writing activities	25	75	13.16	86.84	16.67	83.33
14. Writing test	50	50	13.16	86.84	24.07	75.93
15. Providing feedback	43.75	56.25	15.79	84.21	24.07	75.93

As seen in the above table, most teachers neither teach the writing process to their students nor ask them to write multiple drafts. Few, four out of fifty-four (7.41%), reported that they have used peer review in the classroom and nine (16.67%) answered that they have adopted other writing activities not listed in the textbooks.

For question 11, 61% of teachers responded that they do provide writing assignments. "Answering writing exercises in the textbooks" was the most common assignment for middle school students (41.67%) and writing an English diary (33.33%) was the second most popular answer. Eleven high school teachers answered that they made students write a short essay (52.38%). Writing a letter (19.05%), a summary (14.29%), a future plan (9.52%), and a self-introduction (4.76%) were reported as other

²⁴ WL stands for written language.

²⁵ The answers in this question are inconsistent in that, only 11.11% of teachers answered they require students to write multiple drafts.

assignments given to high school students.

Question 16 asked teachers to choose the most effective class organization in teaching students English writing.

Table 10. Teachers' survey: the most effective class organization

	Group work	Pair work	Individual work	Whole class	Total
Middle school	31.25%	25%	31.25%	12.5%	100%
High school	36.84%	15.79%	42.11%	5.26%	100%
Total	35.18%	18.52%	38.89%	7.41%	100%

As illustrated in Table 10, 29 teachers chose group or pair work (53.7%) and 21 teachers (38.89%) said individual activities work most effectively in classroom situation.

For question 17, which asked teachers about the obstacles in teaching English writing, 15 teachers (25.43%) chose "lack of time". The second most popular answer was "lack of students' interest" (16.95%). Interestingly, all four of the high school teachers interviewed cited the format of the College Scholastic Ability Test as the most important obstacle in English writing education, yet only 16% of the survey respondents answered that way. This may be because most respondents chose to write only one obstacle and some of the obstacles they wrote are not independent. For example, since only the reading and listening abilities of the students are tested on the College Scholastic Ability Test, students, especially high school students, might not be interested in learning English writing.

Table 11. Teachers' survey: obstacles in teaching writing

Obstacles	Middle School	High School	Total
Lack of time	18.75%	27.9%	25.43%
Lack of students' interest	6.25%	20.93%	16.95%
Large class size	25%	6.98%	11.86%
Format of College Scholastic Ability Test	0	16.28%	11.86%
Lack of students' ability	18.75%	6.98%	10.17%
Lack of teachers' ability	12.5%	9.3%	10.17%
Textbook problems	6.25%	6.98%	6.78%
Different linguistic system	12.5%	0	3.39%
Difficulty in evaluation	0	4.65%	3.39%
Total	100%	100% ²⁶	100%

For an additional response, six teachers mentioned “lack of teachers’ ability” as an obstacle in writing education. This can be understood by looking at question 3, in which 34 teachers (63%) reported writing is their least confident teaching skill.

Question 18 asked teachers about their knowledge of a “process-oriented approach” and a “product-oriented approach” in teaching writing. Forty-three teachers (79.63%) answered that they are not familiar with these terms. Among the 11 teachers who answered that they know these concepts, eight reported that the writing sections of their textbooks are based on a “product-oriented approach” and three answered that they reflect a “process-oriented approach”.

The second section of the teachers’ survey was focused on evaluation of writing activities in their textbooks. To the question which asked whether they participate in textbook selection, 38 teachers (70.37%) answered that they do (9 middle school, 29 high school teachers) and 16 teachers (29.63%) said they do not (7 middle, 9 high school teachers). They also reported that when they select textbooks, they consider level

²⁶ Three teachers listed two obstacles and one gave three.

appropriateness (23.68%), students' interest (21.05%), content and topics (15.79%), reading (13.16%), speaking (5.26%), balanced focus on the four skills (10.53%), teaching ease (7.89%), and practical skills (2.63%).

In question 2 of the second section, teachers evaluated writing activities in their textbooks in terms of level appropriateness, interesting activities, activity diversity, topics, students' needs, and objectives of the National Curriculum using a Likert-type ranking scale. The results are summarized in Table 12.

Table 12²⁷. Teachers' survey: evaluation of writing activities in their textbooks

Category	Middle school %				High school %				Total %			
	A	N	D	SD	A	N	D	SD	A	N	D	SD
Level	50	18.75	31.25	0	42.11	28.95	21.05	7.89	44.44	25.93	24.07	5.56
Interest	43.75	31.25	25	0	15.79	23.68	44.74	15.79	24.07	25.93	38.89	11.11
Diversity	31.25	31.25	37.5	0	31.58	13.16	39.47	15.79	31.48	18.52	38.89	11.11
Topic	37.50	31.25	31.25	0	18.42	15.79	52.63	13.16	24.07	20.37	46.30	9.26
Need	18.75	31.25	43.75	6.25	23.68	21.05	44.74	10.53	22.22	24.08	44.44	9.26
Objectives	18.75	56.25	25	0	31.58	26.31	31.58	10.53	27.78	35.18	29.63	7.41
Total	33.33	33.33	32.29	1.04	27.19	21.49	39.04	12.28	29.01	25	37.04	8.95

Note: SA: strongly agree, A: agree, N: neither agree nor disagree, D: disagree, SD: strongly disagree

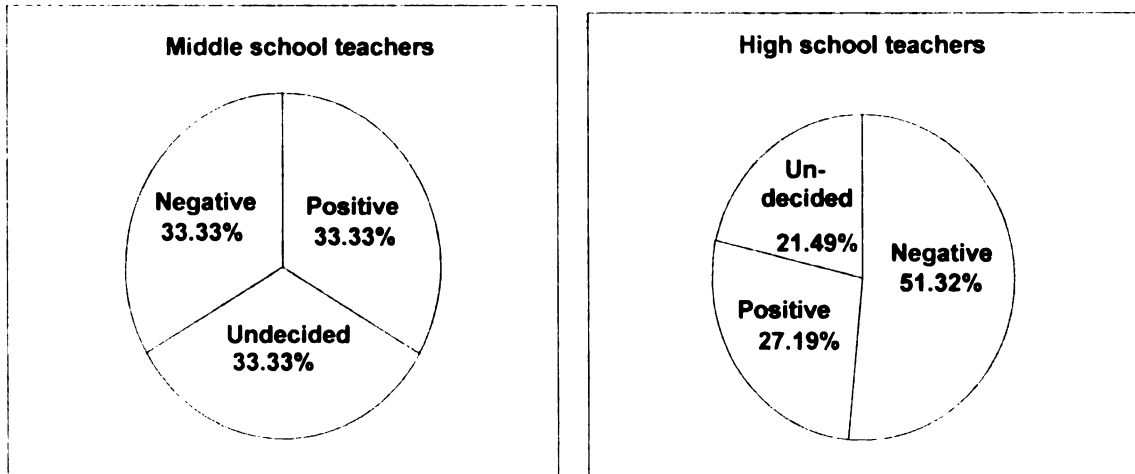
As shown in Table 12, teachers had problems with boring writing topics (55.56%) and uninteresting activities (50%) in their textbooks. Fifty-four percent of the teachers answered writing activities in the textbooks could not fulfill students' needs to learn English writing.

Figure 3 illustrates different patterns of middle versus high school teachers' evaluation of writing activities in their textbooks. "Positive" evaluation in these charts

²⁷ There was no "SA" response in the teachers' survey; thus Table 12 does not include "SA" column.

includes “Strongly Agree” and “Agree” responses from the survey; “Negative” evaluation includes “Strongly Disagree” and “Disagree”; “Undecided” represents neutral responses.

Figure 3. Teachers’ survey: evaluation of writing activities



As shown in Figure 3, in general, high school teachers evaluated textbooks more negatively than their middle school counterparts. While more than 50 percent of high school teachers evaluated writing activities in their textbooks negatively, only 33% of middle school teachers evaluated theirs the same way.

In order to see different patterns of evaluation according to the different textbooks, the survey results were reformulated according to textbook (three middle and four high school textbooks) in Table 13.

Table 13. Teachers' survey: evaluation of the different textbooks

a. Middle school textbooks

Category	Middle D %						Middle C %						Middle J %					
	SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD	
Level	0	40	20	40	0		0	40	40	20	0		0	66.7	0	33.3	0	
Interest	0	40	20	40	0		0	60	20	20	0		0	33.3	50	16.7	0	
Diversity	0	40	40	20	0		0	40	40	20	0		0	0	33.3	66.7	0	
Topic	0	40	40	20	0		0	40	20	40	0		0	33.3	33.3	33.3	0	
Need	0	20	40	40	0		0	0	60	20	20		0	33.3	0	66.7	0	
Objectives	0	20	80	0	0		0	20	40	40	0		0	16.7	50	33.3	0	
Total	0	33.3	40	26.7	0		0	33.3	36.7	26.7	3.3		0	30.5	27.8	41.7	0	

b. High school textbooks

Category	High J %						High N %						High M %						High K %					
	SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD	
Level	0	50	16.7	33.3	0		0	41.2	23.5	25	10.3		0	66.7	16.7	0	16.7		0	22.2	55.7	22.2	0	
	Interest	0	0	16.7	83.3	0		0	23.5	17.7	42.9	15.9		0	16.7	50	16.7		0	11.1	22.2	44.4	22.2	
Diversity	0	16.7	16.7	50	16.7		0	29.4	11.8	39.3	19.5		0	16.7	0	83.3	0		0	55.6	22.2	11.1	11.1	
	Topic	0	16.7	16.7	66.6	0		0	23.5	17.6	46.4	12.5		0	16.7	0	66.6	16.7		11.1	22.2	55.6	11.1	
Need	0	16.7	50	16.7	16.7		0	29.4	11.8	50	8.8		0	16.7	33.3	33.3	16.7		0	22.2	11.1	55.6	11.1	
	Objectives	0	50	16.7	33.3	0		0	23.5	23.5	42.9	7.1		0	16.7	33.3	33.3	16.7		44.4	33.3	11.1	11.1	
Total	0	25	22.2	47.2	5.6		0	28.7	17.8	41.1	12.4		0	25	22.2	38.9	13.9		0	27.8	27.8	33.3	11.1	

Note: SA: strongly agree, A: agree, N: neither agree nor disagree, D: disagree, SD: strongly disagree

Except textbook J, there were almost an equal number of middle school teachers who evaluated their textbook positively and negatively. In textbook J, teachers expressed their dissatisfaction about the diversity of writing activities in their textbook. In the high school case, a more obvious pattern was found. Across the textbooks, all of them were evaluated negatively. The number of negative evaluations, “D” and “SD”, was almost twice that of positive evaluations, “A” and “SA”, for all of the high school textbooks.

In response to the last question of this survey, “What do you think should be added or changed in the textbooks’ writing sections?”, middle school teachers mentioned more diverse and interesting activities (5), more guidance for students (2), different textbook structure (2), and change of the format of the College Scholastic Ability Test (2). Similarly, high school teachers said more interesting writing topics (5), easier writing activities (2), more essays or reports (7), and an emphasis on the writing process (2) are necessary to improve English writing activities in the textbooks.

4.1.2. Student survey

Forty-one female first-year middle school students and 39 male first-year academic high school students participated in this survey. Questions 1 through 4 were designed to see how students view writing and writing classes. Students ranked the four language skills according to their relative importance, amount of class time, confidence, and enjoyability. As shown in the following table, writing was viewed as the least important, confident, and enjoyable skill by both middle and high school students. The results are summarized in Tables 14 and 15.

Table 14. Students' survey: language skills ranked highest

Category	Most important %		Most time %		Most confident %		Most fun	
	Mid	High	Mid	High	Mid	High	Mid	High
Listening	24.39	30.77	60.98	5.13	41.46	12.82	41.46	17.95
Speaking	60.97	64.10	9.75	2.56	17.07	2.56	24.39	35.9
Reading	7.32	5.13	21.95	64.1	34.15	79.49	26.83	41.02
Writing	7.32	0	7.32	28.21	7.32	5.13	7.32	5.13
Total	100	100	100	100	100	100	100	100

Table 15. Students' survey: language skills ranked lowest

Category	Most important %		Most time %		Most confident %		Most fun %	
	Mid	High	Mid	High	Mid	High	Mid	High
Listening	19.51	7.69	12.2	28.21	14.64	17.95	19.51	12.82
Speaking	2.44	10.26	36.58	51.28	31.7	43.59	7.32	20.51
Reading	14.64	20.51	21.95	0	12.2	2.56	12.2	2.57
Writing	63.41	61.54	29.27	20.51	41.46	35.9	60.97	64.1
Total	100	100	100	100	100	100	100	100

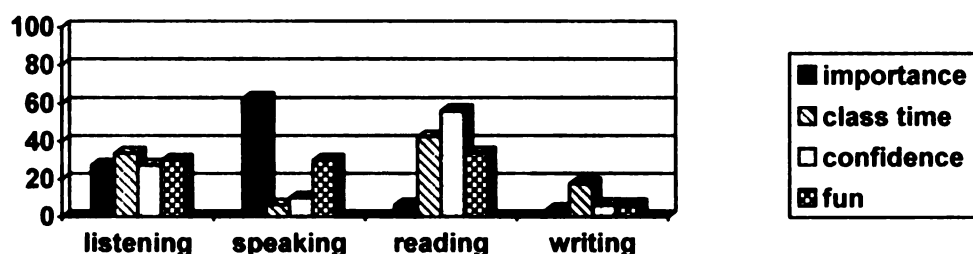
Note: "Mid" stands for middle school and "High" stands for high school

Compared to their teachers, students tend to have a more balanced view of the four language skills in the context of relative importance, amount of class time, confidence, and enjoyability. Speaking was evaluated as the most important language skill by both middle school and high school students, 60.97% and 64.10% respectively. However, unlike the middle school students, who ranked listening as their most confident (41.46%) and enjoyable (41.46%) skill, high school students chose reading over listening (79.49% for confidence and 41.02% for enjoyability).

The reported amount of class time for learning each skill at school was different in middle school and high school students' responses. Twenty-five middle school students (60.98%) answered most of the class time is spent learning listening skills and 25 high school students (64.10%) said reading is the main part of classroom instruction. Again,

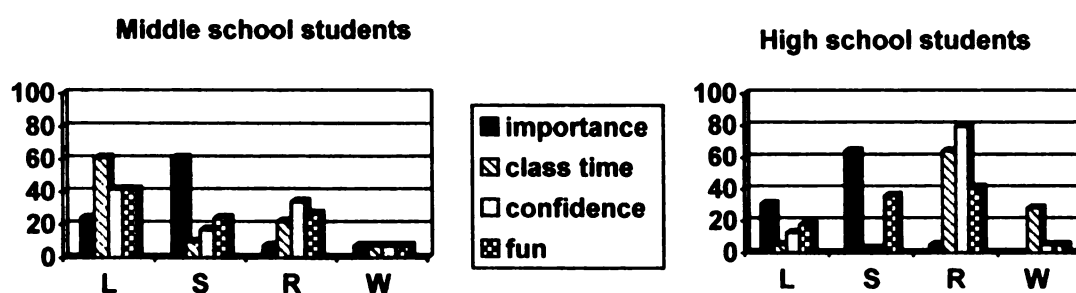
the pattern of high school students' answers can be understood by looking at their current situation, where they need to develop their reading skills most urgently due to the format of the College Scholastic Ability Test. The results of questions 1 through 4 are illustrated in Figure 4.

Figure 4. Students' perceptions of the four language skills



When post hoc analysis was conducted, separating middle school and high school students' responses, a different pattern was found in their perceptions of the four language skills. As in Figure 5, similar to their teachers, high school students emphasized reading over other skills. Middle school students tended to equally favor the four language skills but they still rank writing very low.

Figure 5. Middle vs. high school students' perceptions of the four language skills



Note: L -- listening, S -- speaking, R -- reading, W -- writing

The results of question 5, which asked students about their reasons to learn English writing, are summarized in Table 16. Thirty students (37.5%) answered that they learn writing to get into a good university²⁸, 23 (28.75%) to communicate with others, and 18 (22.5%) to get a good grade on school exams. One student chose “to get a better job in the future” as a reason to learn English writing.

Table 16. Students’ survey: reasons to learn English writing

	Good grade	Good univ.	Communication	Think critically	Other
Middle school	26.83%	26.83%	34.15%	9.75%	2.44%
High school	17.95%	48.72%	23.08%	10.25%	0%
Total	22.5%	37.5%	28.75%	10%	25%

Question 6 asked students’ preference of individual vs. group or pair activities. As illustrated in Table 17, group work (46.25%) was the most popular activity for both middle (36.59%) and high school students (56.41%). Fifteen students (18.75%) answered they prefer individual work and 16 (20%) favor whole class activity.

Table 17. Students’ survey: preference of individual versus group activities

	Group work	Pair work	Individual work	Whole class	Total
Middle school	36.59%	26.83%	14.63%	21.95%	100%
High school	56.41%	2.56%	23.08%	17.95%	100%
Total	46.25%	15%	18.75%	20%	100%

In this survey, students reported that they did not learn about differences between written and spoken English. Seventy-three out of 80 students (91.25%²⁹) answered they

²⁸ This data is surprising considering the format of the College Scholastic Ability Test, which does not directly test students’ writing ability.

²⁹ This is surprising in that, 53.7% of the teachers answered they discuss the characteristics of written language in their classes.

have never learned the characteristics of both written and spoken language; thus they do not know how these two language formats differ. Table 18 is a summary of this question.

Table 18. Students' survey: difference between written and spoken language

Answer	Middle School	High school	Total
Yes	14.63%	2.56%	8.75%
No	85.37%	97.44%	91.25%
Total	100%	100%	100%

Among the seven students who answered that they know the difference, three mentioned “spoken language is more fun”, “Spoken language is easy to learn”, and “Spoken language has a dialect but not written English” as the differences.

About the question that asked whether they have written longer than a paragraph in English, 41.25% of the students reported that they have.

Table 19. Students' survey: experience of writing longer than a paragraph

Answer	Middle school	High school	Total
Yes	58.54%	23.08%	41.25%
No	41.46%	76.92%	58.75%
Total	100%	100%	100%

Unlike middle school students, about 77% of high school students answered that they have not written a paragraph length English writing. This may be explained by the common practice of high school English education which often skips the majority of writing activities in textbooks, as reported in the classroom observations and teacher interviews of this study.

In question 9, students listed what they think is the most important thing in English writing. “Correct grammar (35%)” was the most popular answer for middle school students (39.02%) and “good expressions” was cited as the most important thing in good English writing by high school students (35.90%). Around 28% of students selected “well-constructed structures.”

Table 20. Students’ survey: most important thing in good writing

	Middle School	High School	Total
Grammar	39.02%	30.77%	35%
Expression ³⁰	26.83%	35.90%	31.25%
Structure	29.27%	25.64%	27.5%
Content	4.88%	7.69%	6.25%
Total	100%	100%	100%

As presented in Table 20, only five students (6.25%) considered the content of writing as most important.

Table 21 illustrates difficulties that students reported to have when they write in English.

Table 21. Students’ survey: difficulties in English writing

Obstacles	Middle School	High School	Total
Grammar and word order	48.78%	63.63%	57.29%
Shortage of vocabulary	39.02%	25.45%	31.25%
Topic unfamiliarity	9.76%	3.65%	6.25%
Others	2.44%	7.27%	5.21%
Total	100%	100% ³¹	100%

³⁰ This includes tone, vocabulary, and appropriateness of word choice.

³¹ 14 high school students listed two difficulties and one student gave three.

As shown in Table 21, both middle and high school students cited “poor grammar knowledge (57.29%)” and “lack of vocabulary (31.25%)” as the main factors causing difficulties in English writing. Two students mentioned “lack of practice opportunities” and three other students counted “anxiety” as an inhibiting factor.

In the second section of the survey, students were asked to evaluate the writing activities in the textbooks they use according to the following four categories: level appropriateness, interesting activities, diverse activities, and interesting topics. The results are summarized in Table 22.

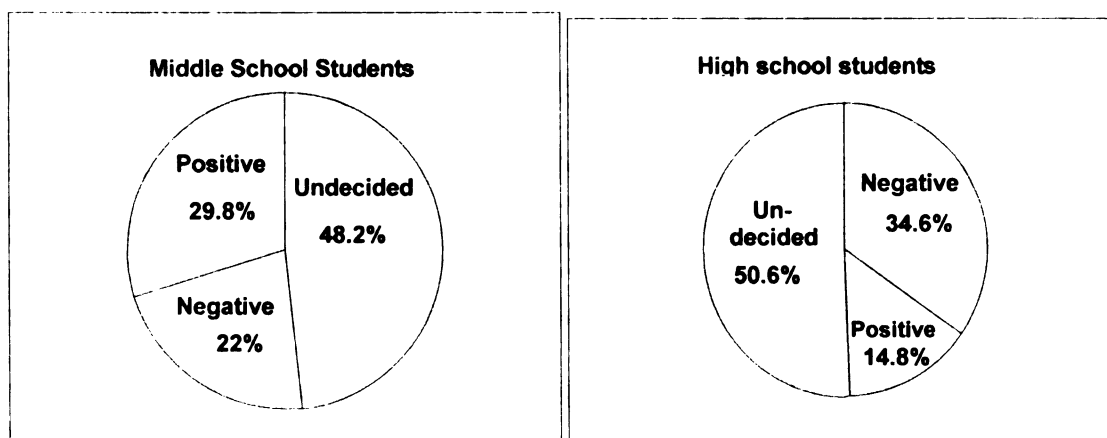
Table 22. Students’ survey: evaluation of writing activities

	Middle school %					High school %					Total %				
	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD
Level	7.3	39	44	9.8	0	0	10.3	66.7	23.1	0	3.8	25	55	16.3	0
Interest	2.4	17.1	53.7	12.2	14.6	0	12.8	43.6	41	2.6	1.3	15	48.8	26.3	8.8
Diversity	0	34.2	41.5	19.5	4.9	0	12.8	48.7	23.1	15.4	0	23.8	45	21.3	10
Topic	0	19.5	53.7	17.1	9.8	2.6	20.5	43.6	33.3	0	1.3	20	48.8	25	5
Total	2.4	27.4	48.2	14.6	7.3	0.6	14.1	50.6	30.1	4.5	1.6	20.9	49.4	22.2	5.9

Note: SA - strongly agree, A - agree, N - neither agree nor disagree, D - disagree, SD - strongly disagree

Generally speaking, middle school students evaluated their textbooks more positively than high school students. The pie charts in Figure 6 provide easy comparison of the answers from middle school students and high school students. In particular, high school students complained about the boring activities (43.59%) and lack of diverse writing activities (38.46%) in their textbooks.

Figure 6. Students' survey: evaluation of writing activities



The last question of this survey asked students to provide suggestions to improve their textbooks. Middle school students wanted more games or group work (15), writing activities on current social issues (5), and real writing activities (4). High school students hope to have more group work (8), interesting topics for teens (11), current social issues (12), and real writing activities (4). Some wanted new teaching methods (2) and more class time for writing (2).

In sum, both teachers and students considered writing as the most difficult, the least enjoyable, and the least confident language skill. Writing was also reported to be dealt with least during the class. In terms of textbook evaluation, high school teachers and students evaluated the writing activities in their textbooks more negatively than their counterparts in middle school. Lack of diversity in activity types and uninteresting writing topics were the two major complaints reported from the surveys.

4.2 Textbook analysis

Writing activities in the 15 textbooks were coded according to the five categories: length of writing, topics, activity types, openness of answers, and use of group work. The total number of writing activities was 2019, which includes 101 activities in the two elementary school textbooks, 1216 from the nine middle school textbooks, and 702 in the four high school textbooks. Middle school textbooks had a similar number of writing activities, which went up slightly in the higher grade levels. The total number of writing activities in three middle school textbooks from publisher D was 400 and that of textbooks from publishers C and J were 422 and 394 respectively. Unlike the middle school textbooks, which contain similar numbers of writing activities, the number of writing activities in the high school textbooks varied according to the publishing companies. Textbook J had almost twice as many activities as textbook M (223 vs. 118).

In order to check the reliability of coding, a second coder coded two randomly selected textbooks individually: second year middle school textbook D and High school textbook K. For the middle school textbook, there was 97.01% agreement for length of writing, 78.36% for topics, 90.30% for activity type, 94.03% for openness, and 95.52% for use of group work. In terms of the high school textbook, agreement was 89.57% for length of writing, 80.37% for topic, 93.87% for activity type, 87.73% for openness, and 98.16% for use of group work. Since the agreement on every category could be considered high, no further discussion or re-coding was conducted.

The first coding category was the length of writing that students are asked to produce. “Words/phrases” was the most common across school levels (55.72%), followed by “sentence” (23.92%). In middle school textbooks, the number of “sentence and

longer” activities went up as the grade level increased. However, the percentage of “sentence and longer” activities was lower in high school textbooks (14.39%) than in middle school textbooks (18.10%). Compared to other middle school textbooks, textbooks from publisher D had 31 “letter/letters” length activities (7.75%) and textbooks from publisher J had 103 “sentence and longer” length activities (26.14%). The results of writing activity analysis on length of writing are summarized in Table 23.

Table 23. Textbook analysis: length of writing

Length	Elementary %		Middle %									High %				Total
	5 th	6 th	D1	D2	D3	C1	C2	C3	J1	J2	J3	J	N	M	K	
Letter	38.1	0	9.6	5.2	8.5	3.6	0.7	2	1.6	0.9	0.7	0.4	1	7.6	1.2	3.7
Words	59.5	44.1	54.4	50.8	51.3	62.3	59	52.7	34.9	46.5	41.4	67.3	62.6	69.5	64.4	55.7
Sentence	0	44.1	22.8	31.3	14.5	26.1	26.9	31.3	37.3	26.7	29.6	18.8	18.7	8.5	22.1	23.9
Longer	0	10.1	11.4	11.9	25.7	8	13.4	13.3	25.4	25	27.6	13.5	17.7	13.6	12.3	16.2
Others	2.4	1.7	1.8	0.8	0	0	0	0.7	0.8	0.9	0.7	0	0	0.8	0	0.5
Total%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 24 is a summary of the topics adopted in the textbooks. As shown below, “family and living” and “school and friends” were the most popular topics across all school levels. 26.55% of total writing activities were about family/living and school/friends. Out of 2019 activities, 599 (29.66%) did not have topics specified. Compared to other topics, equality/democracy (0.35%), rational thought (0.40%), and patriotism/security (0.69%) were less popular in all of the textbooks. Only two high school textbooks, N and M, included writing activities related with patriotism/security.

Table 24. Textbook analysis: writing topics

Topic	Elementary %		Middle %									High %				Total
	5 th	6 th	D1	D2	D3	C1	C2	C3	J1	J2	J3	J	N	M	K	
Personal life	0	3.39	1.75	6.72	3.95	6.52	3.73	3.33	3.97	3.45	0	2.24	7.57	2.54	0.61	3.52
Family/living	4.76	27.12	11.40	12.68	11.18	11.59	14.93	8.68	40.47	16.38	9.87	4.04	8.58	20.35	7.36	12.93
School/friends	0	25.42	22.81	14.93	14.47	13.04	3.73	9.33	17.46	10.34	15.78	8.97	17.16	9.32	19.63	13.62
Neighbor/social	0	0	1.75	2.24	0	1.45	1.49	1.33	0	4.31	1.32	0.45	1.01	0	0	1.04
Habit/health/sports	9.52	6.78	1.75	2.98	0	14.49	0	2	6.35	0.86	11.84	13.9	1.01	0.85	1.23	4.95
Hobby/leisure/trip	14.29	11.87	0.88	2.98	5.92	7.25	10.45	0.67	7.94	11.21	3.95	3.59	4.04	10.17	6.14	5.89
Animal/plants/season	2.38	6.78	2.64	4.48	2.63	9.42	4.48	6.67	5.56	9.48	0.66	7.16	0	0	7.98	4.71
Foreign culture	0	1.69	0.88	0.75	1.32	1.46	1.48	9.33	0	0.86	2.63	3.59	0.51	5.93	5.52	2.63
Korean culture	0	0	4.39	2.24	2.63	0	0.75	0	0.79	4.31	5.92	2.24	6.56	0.85	0	2.33
Moral/rule	0	0	5.26	2.98	7.24	1.46	2.24	8	3.97	1.72	3.95	2.24	4.04	0	2.45	3.36
Environment/volunteer	0	0	1.75	0.75	1.97	3.62	0.75	1.33	0	6.03	6.58	3.14	4.04	11.86	6.14	3.47
Academic fields	0	0	2.64	4.48	13.16	5.07	5.22	12	0	4.31	7.24	4.04	14.65	8.47	9.2	6.93
Art/literature	0	0	1.75	2.24	3.29	0	0	2	0	0.87	5.92	1.35	2.53	11.02	0	2.18
Diligence/frugality/career	0	0	0	0	0	0.72	6.72	0	0	0.87	0.66	2.24	1.01	6.78	0	1.34
Equality/democracy	0	0	0.88	0	0	0	0	0	0	0	3.28	0	0.51	0	0	0.35
Rational thought	0	0	0	0	0	0.72	1.49	1.33	0	0	1.32	0	0.51	0	0	0.40
Patriotism	0	0	0	0	0	0	0	0	0	0	0	0	3.54	5.93	0	0.69
None	69.05	16.95	39.47	39.55	32.24	23.19	42.54	34	13.49	25	19.08	40.81	22.73	5.93	33.74	29.66
Total %	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note: Academic fields include politics, economics, history, geography, science, telecommunication, space, ocean, and expedition.

The third category was the activity types. Among the 14 activity types shown in Table 2 in chapter 3.2.2, sentence completion and table completion were the most frequently introduced writing activities. As presented in Table 25, 454 (22.5%) sentence completion activities and 292 (14.46%) table completion activities were introduced in the 15 textbooks. In elementary school textbooks, simple copying (28.71%) was the most frequent activity followed by sentence completion (18.81%). One noticeable difference between middle and high school textbooks was found in the dialogue completion and free writing activities. Dialogue completion was almost twice as common in the middle school textbooks (11.35%) as in the high school textbooks (6.27%). Eighteen free writing activities were included in the middle school textbooks from publishers D and C but only one free writing activity was found in the all of the high school textbooks.

Differences in individual textbooks were also found. Middle school textbook D had much less sentence combining, correction, conversion and answering comprehension questions compared to the other two textbooks. Instead, it had 29 word completion (7.25%), 74 dialogue completion (18.5%), and 49 guided writing activities (12.25%). Middle school textbook C had 60 table completion (14.22%), 119 sentence completion (28.2%), 27 correction (6.4%), and 45 answering comprehension questions (10.66%). In high school textbooks, less difference among individual textbooks was found. Unlike J and N, where sentence completion was the most frequent activity (26.91% and 32.83% respectively), textbook had table completion (33.89%) and textbook K had complex copying (19.63%) as their most popular activities.

Table 25. Textbook analysis: activity types

Activity types		Elementary %		Middle %										High %				Total %
		5 th	6 th	D1	D2	D3	C1	C2	C3	J1	J2	J3	J	N	M	K		
Copy	Simple	45.25	16.95	2.63	0	0	0.72	0	0	1.59	0	0	0	0	0	0	1.73	
	Complex	11.9	11.86	15.79	12.69	8.55	10.14	7.46	7.33	17.46	12.07	9.21	9.87	16.66	12.71	19.63	12.23	
Completion	Word	26.19	0	7.89	5.22	8.55	2.9	0	2	0	0.86	0.66	0.45	1.01	6.78	0.61	3.02	
	Table	4.76	5.08	13.16	9.7	9.21	19.57	13.43	10	13.49	12.93	10.53	10.31	22.73	33.89	17.79	14.46	
	Sentence	0	32.20	15.79	29.85	14.47	23.91	36.57	24.67	19.05	24.14	14.47	26.91	32.83	11.02	14.72	22.5	
	Dialogue	0	11.86	19.3	20.15	16.45	5.07	3.73	4	12.7	7.76	13.82	8.97	3.03	11.02	3.07	9.36	
	paragraph	0	10.2	6.14	4.48	7.89	11.6	5.97	7.33	7.14	9.48	11.85	8.52	2.02	7.63	2.45	6.93	
Translation		0	0	0.88	0.75	1.33	0	0.75	0.67	0	0	1.97	0.45	1.01	0	0	0.60	
Sentence combining		0	0	0	0	0	0.72	2.24	2	0	1.72	5.26	2.24	1.01	0	5.52	1.63	
Correction		0	1.69	1.75	1.48	0	3.62	4.48	10.67	2.38	3.45	5.92	4.93	3.03	2.54	9.82	4.16	
Conversion		0	0	0	0.75	1.97	0	2.24	8.67	0.79	4.31	9.21	7.17	0.51	0	7.98	3.47	
Extended Writing	Guided	0	3.39	7.02	10.45	17.76	4.35	7.46	6.66	14.29	14.66	9.21	9.87	13.13	11.02	11.66	10.2	
	Free	0	0	1.75	0.75	3.95	1.46	2.24	2.66	0	0	0	0	0	0.85	0	0.94	
Answering		0	1.69	3.51	1.49	5.26	12.32	11.19	8.67	9.52	6.9	7.89	8.52	2.02	1.69	1.23	5.90	
Others		11.9	5.08	4.39	2.24	4.61	3.62	2.24	4.67	1.59	1.72	0	1.79	1.01	0.85	5.52	2.87	
Total %		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Note: Answering means "answering comprehension questions"

Table 26 illustrates the results of analysis of the open-endedness of writing activities. Across all school levels, close-ended writing activities were the majority (72.2%), 84.75%, 69.62%, and 73.48% of writing activities in the elementary, middle, and high school textbooks were close-ended questions. Middle school textbooks from publisher D included more open-ended activities (39%) than the other two companies (25.83% and 25.63%). Among high school textbooks, textbook N had more open-ended activities (37.88%) than textbook J, which had only 33 open-ended writing activities (14.80%).

Table 26. Textbook analysis: open-endedness

Open- ness	Elementary %		Middle %									High %			Total	
	5 th	6 th	D1	D2	D3	C1	C2	C3	J1	J2	J3	J	N	M		K
Open	11.9	18.6	37.7	37.3	41.5	26.1	27.6	24	32.5	30.2	16.5	14.8	37.9	33.1	20.3	27.8
Close	88.1	81.4	62.3	62.7	58.5	73.9	72.4	76	67.5	69.8	83.5	85.2	62.1	66.9	79.7	72.2
Total %	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

The classification of individual and group writing activities is presented in Table 27. Out of 2019 activities, 1515 (75%) were individual writing activities. More specifically, 91.35%, 71.68%, and 78.75% of writing activities were supposed to be done by individual students in elementary, middle, and high school. Among middle school textbooks, textbook C showed the highest rate of individual activity (85.07%), followed by textbook J (66.75%). Textbook N had more group activities (29.30%) than other high school textbooks. The results are summarized in Table 27.

Table 27. Textbook analysis: use of group work

Grouping		Elementary %		Middle %									High %				Total
		5 th	6 th	D1	D2	D3	C1	C2	C3	J1	J2	J3	J	N	M	K	
Individual	Group	92.9	89.8	63.2	59.7	67.1	84.1	86.6	84.7	61.9	68.1	69.7	76.2	70.7	82.2	85.9	75
	Work	7.1	10.2	31.6	23.1	27.6	14.5	9.7	12	34.1	30.2	30.3	18	23.7	16.1	9.2	20.5
Total %	Group	0	0	5.2	17.2	5.3	1.4	3.7	3.3	4	1.7	0	5.8	5.6	1.7	4.9	4.5
	Pair	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

In this paper, five coding categories were introduced to depict Korean English language textbooks. In terms of length of writing that students are asked to produce, “words/phrases” was most common across school levels (55.72%), followed by “sentence” (23.92%). Analysis of the second category, writing topic, revealed that “family and living (12.93%)” and “school and friends (13.62%)” were the most popular topics across all school levels. Sentence completion (22.5%) and table completion (14.46%) were the most frequently introduced writing activities in all of the middle school and high school textbooks. As for the openness of the activities, 84.75%, 69.62%, and 73.48% of writing activities in the elementary, middle, and high school textbooks were close-ended questions. Many more individual activities (1515) than group work (504) were found in the textbooks analyzed.

These findings suggest the Korean English language textbooks used in this study do not reflect the recommendations of the 7th National Curriculum well. The 7th National Curriculum emphasizes students’ ability to write paragraphs expressing their ideas. However, 59.39% of writing activities in the textbooks analyzed ask students to write less than a sentence. Lack of open-ended activities, which help students to discover their ideas, and too much emphasis on close-ended activities, which mainly focus on students’ linguistic knowledge, not only are against the recommendation given by the National Curriculum but also may hinder students’ development of well-balanced writing abilities in the long run. Considering the 7th National Curriculum, which emphasizes the importance of group activities, more cooperative writing activities are necessary in textbooks.

4.3 Classroom observations

The observations focused mainly on 1) teachers' dependence on their textbooks, 2) classroom interaction during writing activities, and 3) role of teachers in writing activities. In the observations, most of the teachers, especially those who work with younger students, taught all of the writing activities in their textbooks without skipping them. All of the elementary and middle school teachers covered all the writing activities and added extra writing activities as needed.

In teacher A's elementary school classroom, she taught both of the two writing activities from the lesson, following the order presented in the textbook. Then she added two writing activities, "Air writing" and "Guess what and fill in the blank", providing more practice opportunities for students after they learned new words from each lesson and making students be more involved in writing activities. In "Guess what and fill in the blank," students made three questions where they omitted one letter from a word, for example, sun_y. They switched their notebooks with their partners and solved the problems. In both of the activities she added, students followed the instructions smoothly even though the instruction was given in English. Teacher A later commented that these two activities are classroom routines.

The same pattern was found in the middle school classrooms. After covering the writing activities in his textbook, "Write and make a story" and "Did you know", teacher D added another writing activity, "I need your help," in which students wrote their problems and worries in their own words and asked their classmates for some advice. Teacher C used a pop quiz as an additional writing activity. After covering the usage of "and" and "but" through the writing activity, "Let's write," in the textbook, he made

students solve ten questions, each of which had one blank that should be filled with either “and” or “but”. In teacher B’s class, a writing assignment was given. She introduced a new expression, “instead of,” and had students practice its usage through the writing activity listed in the “Let’s write” section in the textbook. At the end of the class, she directed students to make three sentences using “instead of” as homework.

In the two high school classroom observations, however, a somewhat different pattern in use of textbooks in teaching writing was found. In teacher E’s class, when she taught the writing activity in the textbook where students were asked to convert sentences using “who can say...” she answered the questions herself and then she had her students copy the answers written on the blackboard. As an additional writing activity, she wrote down the answers for reading questions in the textbooks and made her students copy them down.

Unlike other teachers in the observations, high school teacher F’s class did not include any writing activities from the textbook. Instead, he used a teacher-made worksheet for teaching students writing. In his worksheet, 20 vocabulary questions in which students translate Korean words into English were presented. As he explained in the interview, he always skips the writing activities in the textbook due to the inappropriateness of the level. What were common in the two high school classrooms were: 1) the teachers wrote the answers on the blackboard and made the students copy them, and 2) the teachers checked their students’ textbooks to see whether they followed the teachers’ instructions or not. Therefore, both high school classrooms had a strong teacher-centered atmosphere.

The second focus of the observations was on the classroom interaction. Classroom interactions during the class were coded as 1) teacher-student interaction, 2) student-student interaction, and 3) teacher-students (whole class) interaction. Since no video or audio recording was conducted, types of writing activities, either group, pair, or individual work, were recorded in the researcher's field notes.

Both elementary and middle school teachers used either group or pair work in teaching writing activities. In elementary school teacher Teacher A's class, students sat in groups when the class started. They worked either in groups or pairs when directed by their teacher. As a form of group work, the teacher made her students brainstorm words which belong to four categories: writing utensils, colors, body parts, and animals. She also introduced pair work, "Guess what and fill in the blank".

Teacher B used pair work when teaching her middle school students the usage of a new language item, "instead of". Students worked with their partners to combine two sentences presented in the textbook. Later in the interview, the teacher explained, "I use pair work a lot.... Even if the activities are somewhat difficult for their level, they accomplish it together. I think it is good. Even though the class can get noisy, I think it's worth it." Teacher C used pair work to teach coordinators "and" and "but". In the "Let's Write" section of the textbook, students were asked to combine two words with either "and" or "but". The teacher had his students work cooperatively to answer the questions. Teacher D also had his students sit in groups and solve questions in the writing activity, "Write and make a story." He introduced group competition when checking the answers and kept track of scores for each group. After the class, he checked each group's score and gave a corresponding number of stickers to students.

Unlike elementary and middle school classrooms, no pair or group work was introduced in the two high school classrooms; thus, there was no specific student-student interaction. In teacher F's class, students were directed to work individually to solve questions on the worksheet. He called on individual students to check their answers (teacher-student interaction), but mainly the classroom interaction was teacher-centered teacher-students interaction. The same pattern was found in teacher E's classroom. Since she did not use any cooperative activities, students worked individually copying down the answers of the writing activities.

The role of teachers in each writing activity was another focus of the class observations. In all of the six classrooms observed, the role of teachers was mainly instructor. They introduced new language items and explained each of them; then they directed students to do writing activities where students practiced the newly-learned language items. The teachers were the only decision makers in terms of activity selection, leaving students' needs or opinions in choosing activities or topics unreflected. This was most obvious in the two high school classrooms. The teachers provided instruction for each activity but then gave the answers themselves. What the students had to do was copy the answers written on the blackboard.

The role of teachers as assistant was limited in all of the classrooms as well. While students were involved in writing activities, teachers A and D walked around the class checking whether students were on task or not. Teacher B provided individual instruction while other students were working on the activities. However, she couldn't help more than three students due to the time constraint. There was no evidence of other roles of writing teachers, such as audience, evaluator, and facilitator who helps students to find

their own voices and to address their diverse writing processes, in the observed class sessions.

In the observations, several big differences between high school and younger students' classrooms were found. The dependence on textbooks in teaching writing was high in elementary and middle school classrooms but not in high schools. The classroom atmosphere in the lower grade levels was more student-centered. The role of the teachers, however, was primarily instructor across all school levels.

4.4 Teacher interviews

One of the main purposes of conducting teacher interviews was to provide opportunities for the teachers to explain what they did in their classrooms. Teacher A explained the "Air writing", which worked very smoothly in the observed session, was a routine in her elementary school class. She said, "I use a writing routine called 'Air writing'.... Every time a new word is introduced, after I teach it to students, I ask them to spell the word out in the air. Kids like it too." Teacher D also explained the reason why he introduced additional writing activities in his middle school classroom. To the question asking about his intention in introducing a new writing activity, where students wrote their worries and problems and got a classmate's advice, he said, "I think students don't have to write in full sentences. Even though they write only one word, I think it means something. Cause they use English for communication. I try to use activities like that as often as possible."

High school teacher Teacher F explained why he did not use writing activities from the textbook this way: "They are too difficult. Besides, if I test writing, students' grades

would drastically drop. To compete with other students to get into a college, my students need to get a good score. That's why I do not teach writing activities which will not be included in the tests." Teacher E explained the reason why she had to provide answers to her high school students for writing activities herself, rather than asking them for answers. She said it is because of the low academic ability of her students: "Students cannot follow. I have to answer all the questions myself. Maybe, it is my problem because I do not have good skills to teach English writing to students (laugh)."

The interviews also were aimed at eliciting teachers' answers about the three topics, difficulties in teaching writing, textbook evaluation, and suggestions for textbook improvement. The gap in students' proficiency levels³² was one of the major difficulties the teachers encountered in teaching writing. Teacher A said, "The gap in proficiency of [elementary school] students is the biggest problem. Some of my students cannot even write the alphabet and some can write in paragraphs." The same was noted by middle school teacher Teacher D. He mentioned, "Some students bring authentic English books and ask questions but some don't even know the alphabet."

Another obstacle in teaching writing was the students' lack of interest in learning English writing. All of the teachers agreed writing was not their students' favorite activity. Teacher A said, "Compared to other language skills, writing is considered hard by students. Especially, boys hate it." Teacher D also commented on his middle school students' low motivation in learning writing. He explained, "They think it [writing] is difficult and they just don't want to write." Teacher E described her high school students

³² The overdependence on private English education in Korea, which has resulted in huge proficiency gaps between students, has been reported ("52% of two to three year old Korean children receive private English education," 2004; "Mothers need to be decisive," 2003). Kwan (2003) also reported 44.58% of the middle and high school teachers he surveyed think their students are taking private English tutoring.

this way: “They do listening and speaking a bit. But they hate reading and writing. They don’t write even when they are told to.”

About the suggestions for textbooks, the teachers had specific requests. Teacher A answered, “I wish my textbook would have phonics sections which can help students read and write better. And more interesting topics and activities that can attract students should be added.” Teacher C requested more grammar-focused writing activities in his middle school textbook. He said, “I wish the textbook would include sections for grammar teaching. Due to the emphasis on the communicative skills, grammar has come to be neglected in English classrooms. But I do believe it is important to teach grammar. So, more writing activities which are combined with grammar instruction should be included in the textbook.”

Teachers E, D, and B wanted to have students’ writing workbooks or good teachers’ resource books. Middle school teacher Teacher B said, “I wish the publishing companies would make a separate writing book or at least a workbook where students can practice writing....” Teacher D also said, “... I need more practical aids like various handouts or workbooks that I can use in classrooms.” Teacher E noted the need for level-appropriate textbooks or workbooks together with teachers’ books: “What I really think the government [and publishing companies] should do is to develop level appropriate textbooks and workbooks.... Even though we have the same textbooks, if three different levels of teachers’ books were provided, that would solve many problems.” The other high school teacher Teacher F also said, “... sharing material developed by teachers’ groups would be more helpful to teachers. Handouts and worksheets for students would be necessary.”

In terms of textbook evaluation, the elementary and middle school teachers evaluated their textbooks positively and said they teach almost all of the activities listed in the textbooks. Teacher A said, "I think it [the elementary school textbook] is quite well made. The difficulty level is suitable and the amount that teachers teach is appropriate." Teacher D also noted the improvement of the activities in his middle school textbook. He said, "The activities have improved a lot. More interesting and diverse activities are added. More activities mean more options for teachers". Teacher C commented on positive changes in the textbooks of the 7th National Curriculum. He said, "Compared to the textbooks of the 6th National Curriculum, I think most of the sections of the current textbook are well made. The speaking sections, especially, are interesting and well arranged."

Unlike the elementary and middle school teachers, high school teachers evaluated their textbooks somewhat negatively, citing reasons of inappropriate difficulty level and irrelevancy to the College Scholastic Ability Test. Teacher E said, "... the reading sections are way too difficult and long." She also added that the reason why she usually skips the "Write it" section of the textbook was simply because the students cannot follow. Teacher F also commented on the level inappropriate activities which are irrelevant to the College Scholastic Ability Test. He said, "Writing activities are too difficult for students," and "As long as the College Scholastic Ability Test persists, any changes in the textbooks may be meaningless. We have to teach students what they need, meaning, if their goal is getting into a college then we have to make them score high in the test."

One interesting finding from the interviews was the teachers' negative attitude toward seminars given by Korean professors. Teacher D said, "Rather than seminars and

workshops, I need more practical aids...” Teacher F also preferred more practical aids, such as handouts and worksheets. He said “I hate seminars or talks given by professors or so-called experts. They don’t know what’s going on in actual classrooms...” Other teachers requested English classes for teachers themselves or seminars given by experienced teachers. Teacher C wished for English language classes for teachers given by native speakers of English. He said, “I wish for native speaker teachers who can teach us, teachers, correct English usage...” Teacher B said, “I wish teachers who had a lot of experience would share their knowledge and teaching experience with us.”

In the additional interviews with two academic high school teachers, the following two characteristics were found. First, they finished textbooks much earlier than vocational high schools, where chapters 11 and 8³³ of their textbooks were covered during the observations. In interviews with three academic high school teachers, S. K. Kim (1994) found that the teachers finished their textbooks early, and during the 12th grade year, they made students practice only test taking skills. Two academic high school teachers interviewed in the present study also shared a similar story. Teacher G explained he had to finish the textbook early to make his students ready to compete with students from other schools. He said, “We need to make our students get ready to take the College Scholastic Ability Test. Since our students have to compete with students in other schools, we should do the same things that other school teachers do. I even heard some private school English teachers do not cover their textbooks at all... In fact, teaching textbooks thoroughly does not really help students score higher in the College Scholastic Ability Test. (laugh) It’s true!” Teacher H also said he finished the textbook in the first semester, adding that it happens in every academic high school.

³³ Each textbook has 12 chapters in total.

Second, unlike other teachers interviewed, the two academic high school teachers stressed the importance of other classroom activities, noting that textbooks had a minimal effect on their classrooms and students. Teacher H said, “I focus on the reading section of the textbook and skip other sections then I use other books focusing on reading skills.” He cited the format of the College Scholastic Ability Test for this practice. Teacher G noted, “The catch in the guidelines [of the 7th National Curriculum] is that there are more than 15 textbooks published by different publishing companies... Since we choose only one textbook out of 15, we cannot cover all the vocabulary that will show up in the College Scholastic Ability Test. Besides, the reading passages of the exam do not come from textbooks. In the textbook, all the reading passages are long, like three or four pages. But the reading passages in the exam are very short, I think they are about three to four paragraphs long. That’s why so many schools and cram schools don’t consider textbooks important teaching material.”

Students’ low motivation in learning English writing was cited as a major factor that hinders writing education in academic high school classrooms as well. Teacher G said, “Students are very practical. Since writing is not included in the College Scholastic Ability Test, they don’t study it at all. They think it is a waste of time. So, if I teach writing in my class, not only the students and parents but also my principal would feel upset. Therefore, I blame the College Scholastic Ability Test, which does not test writing at all.”

To sum up, the teachers viewed the proficiency gaps between students, lack of students’ motivation, and the format of the College Scholastic Ability test as the main difficulties in teaching English writing in their classrooms. In terms of textbook

evaluation, compared to the elementary and middle school teachers, the two vocational high school teachers evaluated their textbooks more negatively, giving the reasons of level inappropriate activities and irrelevance to the College Scholastic Ability Test. Teachers also had various requests for their textbooks, such as more grammar-related writing activities, workbooks, handouts, and good teachers' books. They preferred seminars given by English native speakers or teachers with experience rather than Korean professors. The additional interviews with two academic high school teachers revealed the practice of skipping sections other than reading and listening, and finishing textbooks early to allow time to teach students test taking skills as preparation for the College Scholastic Ability test.

5. Conclusion and recommendations

The present study addressed the following four research questions:

1. What types of writing activities are provided in Korean English textbooks?
2. What is the underlying writing theory (or pedagogical approach) adopted in Korean English textbooks?
3. How do Korean English teachers and students view writing and evaluate writing activities in Korean English textbooks?
4. How are the writing sections of Korean English textbooks implemented in real classroom situations?

The first two research questions were answered by conducting a content analysis of Korean English language textbooks. An analysis of the writing activities in the fifteen

textbooks revealed the following characteristics: “Words/phrases” (55.72%) was the most common length that students were asked to produce. “School life and friends” was the writing topic most frequently given (13.62%). Sentence completion (22.49%) was the most common activity type, followed by table completion (14.46%), complex copying activities (12.23%), and guided writing (10.20%). There were only 19 (0.94%) free writing activities across all school levels. In particular, the four high school textbooks included only one free writing activity. In terms of the open-endedness of writing activities and use of group work, close-ended activities (72.16%) and individual work (75.04%) were observed most often.

The second research question asks: “What is the underlying writing theory (or pedagogical approach) adopted in Korean English textbooks?” The findings from the first research question led to the conclusion that Korean English textbooks put an emphasis on final written product. There was little focus on the students’ writing processes and fluency. Words/phrase length writing, where students complete sentences or tables with new vocabulary or grammar items, comprised the majority of writing activities performed by students. In addition, close-ended and individual writing activities in the textbooks focused on linguistic accuracy rather than fluency; the latter can only be developed by an exploration of ideas in open-ended activities and with peer intervention during cooperative learning. It is doubtful whether such short, close-ended, and individual writing activities can develop students’ actual writing abilities with which they can communicate with others and learn about other cultures, as the National Curriculum suggests.

Surveys were adopted to answer the third research question, which examines teachers' and students' views about English writing education and writing activities in their textbooks. Both middle and high school teachers and students considered writing to be their most difficult and least enjoyable language skill and writing was the one about which they were least confident. They also reported that the least amount of class time is spent teaching and learning writing skills. In terms of textbook evaluation, more high school teachers (51.32%) evaluated their textbooks negatively than their middle school counterparts (33.33%) did. They complained about uninteresting activities and boring writing topics. High school teachers also pointed out the lack of diversity in activities (55.26%) as being a problem of the textbooks. Similarly, high school students evaluated their textbooks more negatively than middle school students on the same criteria.

The last research question, "How are the writing sections of Korean English textbooks implemented in real classroom situations?", was answered by classroom observations and teacher interviews. In general, teachers played the role of instructor across school levels. However, their dependence on textbooks and use of group work in teaching English writing varied between high school and younger students' classrooms. A more student-centered classroom atmosphere and a stronger dependence on textbooks in teaching writing were found in the elementary and middle school classroom observations. In addition, unlike elementary and middle school teachers, who covered all the writing activities and added extra activities, one vocational high school teacher skipped all writing activities while the other vocational high school teacher used them rarely. When she did, she answered the questions herself. The interviews with the two academic high school teachers revealed a common practice of skipping textbook sections other than

reading and listening, and finishing textbooks early to allow time to teach test-taking skills.

The purpose of this study was to get a better picture of English writing education in Korea by conducting textbook analyses, surveys, class observations, and teacher interviews. This was based on the belief that a real picture of writing education can be depicted only when the dynamic interaction of the major educational elements in real classroom situations is considered.

Textbook analysis in this study revealed the problems of the unrealistic English education policy. Comparing the guidelines given by the National Curriculum with the actual textbook activities and classroom implementation, a mismatch between real classroom situations and the national policy was revealed. The National Curriculum recommends both the use of various types of group work and a student-centered classroom atmosphere. It also stresses the use of English as a communication tool, but its recommendations are not well reflected in the textbooks and classrooms.

In the surveys of this study, both teachers' and students' views on writing education and their needs and problems related with writing activities in their textbooks were revealed. Teachers complained about uninteresting writing topics and a lack of range in writing activities. Students were reported to prefer group or pair work when learning writing. Surveys also showed unsuccessful implementation of the objectives of English writing education given by the 7th National Curriculum, which includes making students write longer than a paragraph. 77 % of high school students answered that they never have written English in paragraphs.

Classroom observations in this study disclosed a teacher-centered classroom atmosphere in Korean English classrooms and improved upon the problems of the previous textbook analyses, which disregarded the flexible use of textbooks in classrooms, adopting or skipping activities to maximize the effect of classroom instruction. In all of the classes observed, teachers were the only decision makers in activity selection, acting mainly as instructor. All the way up to middle school classrooms, students worked either individually or cooperatively to solve writing questions provided in the textbooks or by teachers. In the two vocational high school cases, however, students passively copied down the answers given by their teachers, which was explained as a common practice due to their low academic ability in the teacher interviews.

In teacher interviews, the difficulties teachers have in their classrooms were uncovered. Elementary and middle school teachers mentioned the gap in the proficiency levels of students as the major difficulty they routinely encounter. High school teachers were struggling with level-inappropriate writing activities and unmotivated students whose immediate concerns are centered on the College Scholastic Ability Test. They argued the objectives of English writing education listed in the National Curriculum cannot be achieved as long as the current format of the English test in the College Scholastic Ability Test, which does not directly test writing, remains unchanged. They also reported their desire to teach open-ended and communicative writing activities in their classrooms but are discouraged by their students' lack of ability.

Despite the positive effects of writing on learning, such as satisfying students' diverse learning styles and facilitating their language acquisition process, English writing has been unreasonably neglected in Korean English classrooms. The results of this

phenomenon were recently reported by Kwan (2004). He found that Korean high school students' writing abilities were far lower than those of Japanese and Chinese students, whereas their listening and reading skills were stronger than the other two on the GTEC³⁴. In the writing section of the test, Korean students scored an average of 52.1³⁵ which was much lower than the Japanese (84.8) and the Chinese (84.2) students. Kwan blamed the format of the current Korean College Scholastic Ability Test for this result and suggested its revision. However, the change of the College Scholastic Ability Test alone may not bring a solution for this situation. Relevant changes in the National Curriculum, the College Scholastic Ability Test, textbooks, and the views of teachers and students would provide a solution which can actually bring a positive change to this situation based on the findings of the current study.

This study suggests several implications for English writing education in Korea. First, the National Curriculum and the actual classroom situations need to be more aligned. Teachers need to be involved in design of the National Curriculum so that levels, needs, and goals of students as well as the pedagogical stances of teachers can be reflected in the National Curriculum. In addition, various in service support for teachers to implement the National Curriculum should be provided. However, the most important barrier to the implementation of the National Curriculum may be students' low motivation for learning to write in English, largely driven by the format of the College Scholastic Ability Test. Therefore, the College Scholastic Ability Test, which has a huge influence on both teachers³⁶ and students, especially in high school, also should be adjusted to

³⁴ It is an English test developed in Japan. In Kwan's report, 14,000 high school students' scores (5,100 Korean, 4,500 Chinese, and 4,400 Japanese) were compared.

³⁵ The perfect score for this section was 160.

³⁶ In Kwan (2003), 60% of the middle and high school teachers admitted the influence of the College

include a writing test, thus making the integrated development of the four language skills possible and avoiding the practice of skipping writing sections in English textbooks.

Second, textbook developers need to develop level-appropriate writing activities that are interesting and diverse in terms of topic and group work, reflecting the needs and interests of textbook users, teachers and students. They also need to develop various open-ended group activities in which students produce more than sentence-level writing and can develop their actual writing skills.

Third, and most importantly, both teachers and students need to shift their views on English writing. Students need to change their views on writing from a difficult and unenjoyable language skill that they seldom use into a necessary and effective way of communication with which they can explore their ideas and communicate with people in other parts of the world in a web-based society. Teachers, who carry the burden of implementation of the new National Curriculum, need to make a choice that can satisfy not only their students' practical and immediate needs but also their own pedagogical philosophies. They also need to recognize that ignoring writing and covering only what students will be tested on in the current version of the College Scholastic Ability Test will not make their students competent English users. Additionally, they should be better prepared for teaching English writing by more thorough teacher education and professional development programs. Only when these changes in all five major factors in Korean English education are made, will English textbooks serve as guides for students, facilitating tools for teachers, and effective agents of change successfully.

This study improves upon various problems of previous studies on textbook analysis and evaluation by reflecting on various factors involved in English education and triangulating through surveys, classroom observations, and interviews. There are, however, a few caveats in this study. Convenience sampling for teachers' and students' surveys may limit the generalization of the results to other situations. The student surveys, which were completed by two intact classes, may not represent the range of middle and high school students, who may have different backgrounds and goals in learning English, especially English writing. In addition, due to the small number of sample textbooks, the results should be interpreted with caution.

As follow-up research, studies with a larger subject group using random sampling, and analysis of all 50 of the textbooks that are currently used in Korea are recommended. Longitudinal studies of Korean students' English writing experiences are also necessary. These studies are expected to provide meaningful insight into English writing education in Korea.

APPENDICES

Appendix A

Teacher survey

Age: _____ Gender: _____ Male/ _____ Female Teaching experience: _____ years
School level: _____ Elementary school/ _____ Middle school/ _____ High school

English writing instruction

1. Among 4 language skills, which do you think should be emphasized more?

Please order them according to the relative importance.

1: least important – 4: most important

_____ Listening _____ Speaking _____ Reading _____ Writing

Please specify your answer.

2. Please number each skill according to the amount of actual class time you spend in teaching it.

1: least time – 4: most time

_____ Listening _____ Speaking _____ Reading _____ Writing

Please explain why you do that.

3. Which skill do you think you teach with most confidence?

1: least confidence – 4: most confidence

_____ Listening _____ Speaking _____ Reading _____ Writing

4. What do you think is your students' reason to learn English writing?

Please choose the most relative answer.

_____ to get a good grade in school exam

_____ to get into a good university

_____ to communicate with others

_____ to develop ability to think critically

_____ other (please specify _____)

5. Do you discuss the characteristics of written language with your students?

_____ Yes _____ No

6. Do you make your students write more than a paragraph length English writing?

_____ Yes _____ No

If no, please explain the reason.

7. Do you teach students writing process i.e., planning, drafting, revising, and editing?

_____ Yes _____ No

8. Do you make your students write multi drafts?

_____ Yes _____ No

9. Do you make them revise their works?

_____ Yes _____ No

If yes, do you provide guidelines of revision to your students?

_____ Yes _____ No

If yes, what are the guidelines?

10. Do you provide a real audience other than you?

_____ Yes _____ No

11. Do you give writing assignments to your students?

_____ Yes _____ No

If yes, what kinds of assignments do you give?

12. Have you ever used a peer review or workshop?

_____ Yes _____ No

If yes, what were the good points and bad points about it?

13. Do you add other writing activities in your class?

_____ Yes _____ No

If yes, what are they?

14. Do you test students' writing skills?

_____ Yes _____ No

If yes,

a) how often?

b) in what format?

c) criteria for evaluation?

d) general response from students?

15. Do you provide feedback to your students' writing?

_____ Yes _____ No

If yes, a) what do you mainly comment on?

b) What format of feedback do you use?

c) Do you ask them to rewrite the paper?

16. Which activities do you think more effective in teaching students English writing?

_____ Group work _____ Pair work _____ Individual work _____ Whole class

Why do you think that way?

17. What would be the most serious obstacle to teach English writing in your class?

18. Are you familiar with product-oriented approach and process-oriented approach in English writing education?

_____ Yes _____ No

If yes, a) what are the main differences between them?

b) which of the two do you think your writing class is based on?

_____ Product-oriented approach _____ Process-oriented approach

Textbook evaluation

1. Do you participate in the textbook selection process?

_____ Yes _____ No

If yes, on what do you focus most?

2. How would you evaluate writing activities in the textbook that you are using?

Please circle the closest answer.

a) Writing activities in the textbook are level appropriate

strongly agree agree neither agree disagree strongly disagree
nor disagree

b) Writing activities in the textbook are interesting.

strongly agree agree neither agree disagree strongly disagree
nor disagree

c) Writing activities in the textbook are diverse.

strongly agree agree neither agree disagree strongly disagree
nor disagree

d) Writing activities in the textbook have proper and interesting topics.

strongly agree agree neither agree disagree strongly disagree
nor disagree

e) Writing activities in the textbook can fulfill students' need in learning English writing.

strongly agree agree neither agree disagree strongly disagree
nor disagree

f) Writing activities in the textbook can lead students to accomplish the objectives listed in the national curriculum.

strongly agree agree neither agree disagree strongly disagree
nor disagree

3. What do you think is the background writing approach of the textbook?

_____ Product-oriented approach _____ Process-oriented approach

Please explain why you think that way.

4. What do you think should be added or changed in the textbooks' writing sections?

Appendix B

Student survey

This survey is conducted to better understand the English writing education in Korea. This consists of two sections: English writing instruction and textbook evaluation. There are no 'right' or 'wrong' answers to these questions and I am interested in your personal opinion. Your participation will guarantee the success of this study. Thank you very much for your help.

Age: _____ Gender: _____ Male/ _____ Female

Please read and answer the following questions accordingly.

English writing instruction

1. Among 4 language skills, which do you think should be emphasized more?

Please order them according to the relative importance.

1: least important – 4: most important

_____ Listening _____ Speaking _____ Reading _____ Writing

2. Please rank these categories from most to least in which is addressed in English classes.

1: least time – 4: most time

_____ Listening _____ Speaking _____ Reading _____ Writing

3. Which skill are you most confident?

1: least confidence – 4: most confidence

____ Listening ____ Speaking ____ Reading ____ Writing

4. Which activities do you enjoy most?

1: least enjoyable – 4: most enjoyable

____ Listening ____ Speaking ____ Reading ____ Writing

5. Which of the following categories do you feel is the most important reason for you to learn English writing?

____ to get a good grade in school exam

____ to get into a good university

____ to communicate with others

____ to develop ability to think critically

____ other (please specify _____)

6. Which activities do you like most in learning English?

____ Group work ____ Pair work ____ Individual work ____ Whole class

7. Do you know the difference between written language and spoken language?

____ Yes ____ No

If yes, please briefly explain the difference.

8. Have you ever written a passage longer than a paragraph in English?

____ Yes ____ No

If yes, please briefly explain the steps you took when writing it.

Ex) brainstorming—writing—revising

9. What do you think is the most important thing in writing?

____ correct grammar

____ good expressions

____ coherent structure

____ content/idea

____ others (please specify _____)

10. What are the difficulties you encounter when writing in English?

Textbook evaluation

1. How would you think about the writing activities in the textbook you are using? Please circle the closest answer.

a) Writing activities in the textbook are

too easy easy neither easy nor difficult difficult too difficult

b) Writing activities in the textbook are

very interesting interesting so-so boring too boring

c) Textbook provides a range of writing activities.

strongly agree agree neither agree disagree strongly disagree
nor disagree

d) Writing activities in the textbook have interesting topics.
strongly agree agree neither agree disagree strongly disagree
nor disagree

2. Do you have any suggestions on how the textbook's writing activities can be improved?

Appendix C

Objectives of English writing education for grade 5 to 10 in the 7th national curriculum
(Translated by the researcher)

Grade 5

SWBAT write upper/lower case letters of the alphabet
SWBAT write or copy words they have learned
SWBAT write words that correspond realia or objects in the pictures
SWBAT write words they hear
SWBAT type words they have learned

Grade 6

SWBAT write easy and simple words
SWBAT write phrases or sentences they have learned
SWBAT correctly write upper/lower case letters of the alphabet and use correct punctuation (period and question mark)
SWBAT describe a picture or an object following models
SWBAT write simple and easy thank you notes or birthday cards

Grade 7 –a

SWBAT dictate sentences they have learned
SWBAT write answers to personal questions
SWBAT correctly punctuate sentences (comma, quotation mark, exclamation mark)
SWBAT write in cursive
SWBAT describe pictures or graphs about everyday life
SWBAT write answers to questions about family

Grade 7-b

SWBAT write about everyday life using simple and easy language
SWBAT write answers to questions about everyday life
SWBAT summarize what they read in one or two sentences
SWBAT complete a sentence
SWBAT correct spelling, punctuation, and grammar errors in short sentences
SWBAT describe a picture or an object in writing

Grade 8- a

SWBAT write a diary in simple sentences
SWBAT write a passage introducing themselves or their family
SWBAT complete a sentence using given words
SWBAT rewrite a story by changing characters and verb tense
SWBAT write questions which may elicit given answers after reading a simple dialogue

SWBAT write a plot of a story by looking at pictures which describe what they have learned

Grade 8-b

SWBAT write a simple passage about daily life

SWBAT write a simple letter that includes their hobby, school life, and family

SWBAT write how they feel when looking at an object or a picture

SWBAT correct capitalization, spelling, and grammar errors in a short passage

SWBAT reorder mixed sentences and summarize the content

Grade 9 a

SWBAT write a diary about what they think and feel in everyday life

SWBAT write a simple and basic passage on a general topic

SWBAT summarize what they have heard

SWBAT use correct punctuation(colon, semi colon, and hyphen)

SWBAT complete a short passage by adding a last sentence

SWBAT dictate a simple passage on a general topic

Grade 9 b

SWBAT rewrite a passage after hearing to what they have learned in their own wording

SWBAT write a passage about a general topic with simple language

SWBAT write the thesis statement of a reading passage

SWBAT expand sentences by adding information

SWBAT dictate a controversial dialogue distinguishing the pros and cons

Grade 10 a

SWBAT summarize what they have heard

SWBAT write about their ideas on a general topic

SWBAT write a thesis statement of a passage on a general topic

SWBAT rewrite a sentence or a paragraph following examples

SWBAT fill out forms used in everyday life

SWBAT write a creative passage about what they have learned

Grade 10 b

SWBAT write a logical passage on a general topic

SWBAT take telephone messages and memos, and write simple questions

SWBAT write about past experiences and future plans

SWBAT write a simple resume

SWBAT logically write about their opinion on a general topic

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