The Interactive Behaviors and Perceptions of Korean English Language Learners in Collaborative Strategic Reading

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The Interactive Behaviors and Perceptions of Korean English Language Learners in Collaborative Strategic Reading

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Dedication

To Beloved Mother and Father

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Abstract

The Interactive Behaviors and Perceptions of Korean English Language Learners on Collaborative Strategic Reading

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This study described how three English language learners from Korean cultural backgrounds in first grade (7 years old) learned and interacted by applying Collaborative Strategic Reading to their reading comprehension instruction. This article also reported the perceptions of three Korean English language learners in cultural aspects of group work. The theoretical framework of Collaborative Strategic Reading relied on reciprocal teaching and cooperative learning. As an instrumental intervention and strategy, this method has been formed to help English language learners and students with reading disabilities improve their ability to comprehend texts. Before examining the impact of Collaborative Strategic Reading, this research focused on the nature of collaborative importance in multicultural consideration by providing students with opportunities to develop more collaborative abilities.

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Chapter 1

Introduction

The demographics of public school students have been dramatically heterogeneous (Klingner, Vaughn, & Schumm, 1998) since the 1990s. For example, from 1993-94 to 2006-07, the percentage of minority (non-White) students enrolled public pre-kindergarten through secondary school rose from 34.6 % (15,046,114 among 43,464,916[1]) to 44.4 % (21,904,510 among 49,298,945). The rate of increase was different based on race/ethnicity groups: Hispanic students made the highest increase by 7.6 % (from 12.6 to 20.2 %); the numbers of Asian/Pacific Islander students increased by 1.0 % (from 3.6 to 4.6 %); and African American and American Indian/Alaskan Native students increased less than 1.0 % (from 16.5 to 16.8 % and from 1.1 to 1.2 %, respectively)[2].

Moreover, the amount of Asian students enrolled in school (public and private) was various depending on ethnic groups. In 2007, out of 58,545,191 students in preschool through grade 12, 3.9 % (2,311,815) was Asian students[3]. Noticeably, the percentage of Chinese (489,331; 0.8 %[4]) and Asian Indian (455,683; 0.8 %) was higher than other Asian groups, such as Filipino (381,934; 0.7 %), Vietnamese (295,336; 0.5 %), and Korean (238,680; 0.4 %). 0.1 % of Japanese students (73,807) were also included within U. S. school-age population in 2007.

The National Assessment of Educational Progress (NAEP) at grades 4 and 8 (2007) reflected that students' performance level has improved in reading

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[1] U. S. totals include the 50 states and the Districts of Columbia.

[2] Source: U. S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1993-94 v.1b and 2006-07 v.1a.

[3] Source: U.S. Census Bureau, 2007 American Community Survey.

achievement. The percentage of 4th graders' reading performance that is at or above the basic level increased from 62% in 1992 to 67% in 2007, and that of 8th graders also increased from 69% to 74%, respectively. Since 1992, African American and Asian/Pacific Islander fourth-grade students made greater strides (11 and 16 %, respectively) than White students (6 %). On the other hand, Asian/Pacific Islander and American Indian/Alaska Native eighth-grade students showed no significant change over the last 15 years in terms of their reading results.

According to the No Child Left Behind (NCLB; Public Law No. 107-110, 115 Stat. 1452, 2002) Act, states have to reduce the number of students in grades 1 to 3 who are reading below grade level, and all third through eight grade public school students are expected to read at least on their grade level by the year 2014 (U. S. Department of Education, 2005). In the policy guidance of elementary and secondary education, *Raising Achievement: A New Path for No Child Left Behind,* U. S. Department of Education (2005) reported that schools and districts were required to monitor Adequate Yearly Progress (AYP) of all students, including ELLs. Since reading is a performance indicator, schools have to demonstrate students' AYP in reading.

With the NCLB, *Reading First* programs provided the guidelines for students' achievement in reading (U. S. Department of Education, 2002). The *Reading First* programs target students from kindergarten to third grade. The office of elementary and secondary education in the U.S. Department of Education (2002) also stated that funds for the *Reading First* programs can be used for the following purposes: reading curricula and materials on the five important components of reading instruction; professional support for teachers focusing on the application of

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[4] Numbers exclude Taiwanese students.

scientifically based reading programs and teaching skills for students with reading difficulty; and assessment and prevention of early reading difficulties.

These federally funded *Reading First* programs are based on the report of the National Reading Panel (2000), which includes five essential elements of reading instruction for native English speakers: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading does not take place when the subcomponent skills are performed one at a time; rather, reading is a holistic performance which needs integrated efforts of all elements (Anderson, Hiebert, Scott, & Wilkinson, 1985), and teachers should apply this holistic view to provide "culturally responsive literacy instruction" (Klingner, Sorrells, & Barrera, 2007).

Harper, Jong, and Platt (2008), however, have criticized the practices of *Reading First* programs. Harper et al. pointed out that *Reading First* programs accepted the recommendations of the National Reading Panel without considering their use for ELLs. Specifically, they stated that the National Reading Panel's literature review did not include the research on reading instruction for ELLs. Therefore, the exclusion of ELL populations in the research on children's reading performance may have led to their failure to understand groups of native English speakers and ELLs.

Furthermore, the Nation's Report Card Reading 2007 showed that there had been less ELL participants in NAEP. In 2004, accommodations on the modified assessment were allowed so that fewer students were excluded (Perie, Moran, & Lutkus, 2005). For instance, about 14 to 19 percent of students of ages 9, 13 and 17 were identified in reading and math classes as ELLs or students with disabilities (SD). These students showed a 7 to 8 percent exclusion rate on the non-modified assessment. With the modified assessment permitted, ELLs' participation rate dropped to 4 to 5 percent in their reading assessment. Despite these efforts, ELLs who

received English instruction in reading or math for less than three school years, including 2004, and who could not demonstrate retention of what they had learned in English without an accommodation or adaptation were still excluded.

More and more educators have started to point out the over-generalized nature of reading instruction for all students. Harper et al. (2008) mentioned that the *Reading First* programs put the emphasis on decoding skills and preventive methods. They criticized that conclusions of the National Reading Panel exaggerated the importance of phonics instruction as effective reading instruction for all students, including ELLs. Thus, Harper et al. (2008) argued that the report of the National Reading Panel did not reveal substantial differences between first and second language reading instruction according to students' socio-cultural and linguistic diversity.

Nonetheless, it is clear that ELLs require substantially different instruction in reading, and especially reading comprehension. Basically, reading comprehension includes both the process of identifying and pronouncing letters, words, and sentences and knowledge about texts and related information (Anderson et al., 1985). Based on the concepts of reading comprehension, one aspect of reading comprehension instruction for ELLs must account for differences between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).

CALP demands that more cognitive language skills be used in the school than BICS does (Aukerman, 2007). While students demonstrate good interpersonal communication skills, they may need more time to attain the cognitive and academic language proficiency that is required for mastery of literacy skills (Cummins, 1981a, 1981b). Cummins (2000) argued that the distinction between BICS and CALP reflected different levels of language development even among native English

speakers. He also argued that when CALP developed in their native language, it was easier to transfer that knowledge to a second language.

THE STATEMENT OF PROBLEM

Despite research that has highlighted the importance of the alphabetic principle, which enhances word-level decoding and reading (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998), many students who had acquired these word-level skills still showed difficulty in reading comprehension tests (Klingner & Vaughn, 1996; Vaughn, Klingner, & Bryant, 2001). Unfortunately, few or no studies have been conducted on reading for ELLs, and in particular, ELLs of Korean decent/heritage. No study has been conducted to analyze how these children interact and work together using intervention based on collaboration of pairs or groups.

My research will focus on describing how ELLs from Korean culture learn and interact by applying Collaborative Strategic Reading (CSR), a special type of reading comprehension instruction. As an instrumental intervention and strategy, the CSR method has been formed to help ELLs and students with reading disabilities improve their ability to comprehend texts. Furthermore, my study will investigate the cultural aspects of CSR by focusing on students' experiences and understanding of collaborative learning. For these reasons, before examining the impact of CSR, this research will focus on the nature of collaborative importance in multicultural settings.

Purpose of the Study

By applying Collaborative Strategic Reading (CSR) to the reading comprehension instruction of three English language learners (ELLs) from Korean cultural backgrounds in first grade (7 years old), this study described how students interacted in a CSR group. This study also reported the perceptions of three Korean

English language learners (KELLs) about their group work in the multicultural perspective.

RESEARCH QUESTIONS

The research questions were as follows:

1. How do three KELLs interact with each other through the *preview* CSR strategies in a CSR group?
2. How do three KELLs interact with each other through the *click* and *clunk* CSR strategies in a CSR group?
3. What percentage of utterances in a group was devoted to response through the Korean language, and what was the nature of this discourse?
4. How do three KELLs perceive their cooperative learning experiences in a CSR group?

TERMINOLOGY

The federal government (NCLB Act of 2001) defines "limited English proficient" (LEP) people as follows:

(a) who is aged 3 through 21;

(b) who is enrolled or preparing to enroll in an elementary school or secondary school;

(c) who was not born in the United States or whose native language is a language other than English; who is a Native American or Asian Native, or native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

The term "ELL" refers to LEP. LaCelle-Peterson and Rivera (1994) discouraged the use of the term "LEP," and suggested "ELL" instead, due to the negative connotations of "LEP."

In addition, the report of the National Reading Panel in 2000 described five essential reading instruction components:

"Phonemic awareness" is the ability to manipulate the sounds or phonemes in spoken words. This type of awareness also allows children to think about words when they compose sounds, and it helps them to read and spell.

"Phonics" is knowledge about how letters are linked to sounds to form letter-sound correspondences. According to the national Reading Panel report, phonics instruction contributes to children's development of reading comprehension. Students get opportunities to decode regularly spelled words and to read irregularly spelled words.

"Fluency" is the ability to read words with accuracy, rapidity and efficiency. Fluency promotes reading and comprehension. Word recognition practice is suggested for the development of reading fluency. Despite the importance of reading proficiency, instruction of reading fluency is often ignored.

"Comprehension" is the act of understanding the meaning of written words. It includes an interaction between the text and the reader. Comprehension is influenced by the reader's previous background knowledge and experiences.

"Vocabulary" is the understanding of words' meaning. Children learn vocabulary before they learn to read text. Vocabulary ability can be matched with students'

repertoire of oral vocabulary. Vocabulary instruction enhances the development of comprehension skills.

Last, “culture” is a shared system and the dynamic process of behaviors, values, attitudes, beliefs, and norms. It gives significance both individuals and indigenous groups. “Culture” can influence obviously to one’s speech, clothing, and foods; it also invisibly affects one’s life within their perception and beliefs (Arvizu, Snyder, & Espinosa, 1980).

SUMMARY

Overall, with the NCLB Act of 2001, reading has been emphasized in schools. With the national goal of the *Reading First* initiative, schools are providing the *Reading First* program for students who encounter difficulty in reading. This scientifically based reading program includes five important reading components: phonemic awareness, phonics, fluency, comprehension, and vocabulary. My research dealt with reading comprehension for culturally and linguistically diverse students and Korean students in particular. More importantly, this study discovered how KELLs reacted in the collaborative learning contexts and how they understood the CSR group work.

Chapter 2

Literature Review

INTRODUCTION

In this chapter, I provided a literature review on CSR. I discussed the main issues related to CSR, from its purposes to theoretical frameworks and research. Implemented as a reading comprehension strategy, CSR was designed to accommodate struggling readers, students with disabilities, and ELL students.

The Purpose of Collaborative Strategic Reading

Klingner and Vaughn (2000) described three educational purposes of CSR: (a) meeting the learning needs of culturally and linguistically diverse students, including English-language learners and students with learning disabilities; (b) providing an instructional practice that strengthens comprehension skills from text; and (c) providing strategies that facilitate peer-mediated instruction.

THE BACKGROUND KNOWLEDGE OF COLLABORATIVE STRATEGIC READING

For reading comprehension instruction, researchers have suggested Collaborative Strategic Reading (CSR). CSR is based on both reciprocal reading comprehension strategy (Palincsar & Brown, 1984; Klingner & Vaughn, 1996) and cooperative learning (Johnson & John, 1989, 1999).

Theoretical Framework

Two bodies of literature provided the theoretical framework for this study: reciprocal teaching and cooperative learning.

Reciprocal teaching

Reciprocal teaching is an instructional strategy in which an adult teacher and students take turns leading a conversation to understand the text. During this procedure, the assigned teacher, an adult or a student, summarizes the content, asks question concerning the main ideas, clarifies any misunderstandings of contexts, and predicts future events or contents (Palincsar & Brown, 1984).

In the scaffolding model of reciprocal teaching, teachers' roles are to model four strategies (i.e., summarizing, asking, clarifying, and predicting) by facilitating students to adopt expert roles. In this process, teachers gradually fade out as the students take over their own learning skills and transfer the control of teaching to students (Brown & Ferrara, 1985). Moreover, this interaction between students and a facilitator (teacher or student) forms the zone of proximal development, in which each student acquires new learning skills at their own rate (Vygotsky, 1978).

From the social constructivist perspective, academic discourse among students is the key to improving productivity in the classroom. Vygotsky (1978) stated that a high-level of social interaction within small groups promoted students' academic achievement and the degree of their cognitive thoughts. This active communication among peers can lead to higher-order thinking by supporting individual's conceptual learning (Cohen, 1994).

Furthermore, in the reciprocal teaching, each student gets enough opportunities to be the expert in the reciprocal teaching skills according to their level of comprehension competence (Brown & Palincsar, 1985). Young children (Garner, 1981) and slow readers with reading difficulties (Brown & Day, 1983), in particular, need a relatively longer time to master the reciprocal teaching skills.

Reciprocal teaching also advocates that peer and cross-age tutoring can help both tutors and tutees by improving their comprehension skills (Brown & Palincsar,

1985). In the research, tutors did not need to be experts like the teachers were; rather, they were competent enough to model four activities of reciprocal teaching. Through peer-tutoring, the tutors got satisfaction by helping tutees, and tutees received comprehensible input from peer-tutors (Brown & Palincsar, 1985). Moreover, peer-tutoring also provides positive social results for both groups. Especially in a "multiethnic" group, people were able to become much friendlier towards people from different ethnic and racial backgrounds (Cohen, 1982).

To prove the effectiveness of reciprocal teaching, Palincsar and Brown (1984) researched heterogeneous elementary classrooms. Reciprocal teaching was effective with students who could decode but could not comprehend text; however, as Klingner et al. (1998) mentioned, the reciprocal teaching strategy focused more on teacher-facilitated groups than student-centered cooperative learning groups.

Cooperative learning

Cohen (1994) defined "cooperative learning" as students working together in a small group where everyone takes part in a collaborative task that has been assigned for each one. In cooperative learning, students are expected to accomplish their task without the direct and immediate supervision of their teacher. In this process, students share responsibilities of their roles by actively joining in teamwork (Cohen, 1986).

There are three types of cooperative learning: formal cooperative learning, informal cooperative learning, and cooperative base groups (Johnson & Johnson, 1999). Formal cooperative learning groups last from one class period to several weeks. In these groups, students are to be actively involved in a group project with an organized structure (Johnson & Johnson, 1999): Group Investigation (Sharan & Hertz-Lazarowitz, 1980); Student Team Learning (Slavin, 1980); Team-Assisted Individualization (Slavin, 1983); Jigsaw (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978); and Jigsaw III (Gonzalez & Guerrero, 1983). Informal cooperative learning

groups last from a few minutes to an hour. Cooperative base groups gather over the course of a semester and last until the students graduate.

For culturally diverse students in heterogeneous classrooms, cooperative learning is a promising instructional method (Slavin, 1983; Kagan, 1986). In the cooperative setting, teachers can equally distribute their expectations and pay more attention to groups than individuals. In addition, Kagan (1986) also concluded that cooperative classroom structures equalized the status of high and low achievers, namely language majority and minority groups, respectively. Thus, equal status among students promoted friendships across diverse racial groups in the collaborative learning setting.

The cooperative learning gives ELL students more opportunities to interact with each other in a student-centered environment. Cohen and Kulik (1981) revealed that the rate of communication among students, including LEP students, increased in cooperatively structured classrooms. In addition, Garcia, E. (1994) added that peer-mediated instruction provided chances to communicate about academic issues with a low level of anxiety. The open atmosphere that encourages people to converse without any requirements for accuracy was found to promote positive classroom participation by increasing English as Second Language (ESL) students' motivation to learn (Long & Porter, 1985).

The cooperative learning method has been helpful to students with special needs in particular. Stevens, Madden, Slavin, and Farnish (1987) reported that special education and remedial reading students in Cooperative Integrated Reading and Composition (CIRC) classrooms have received higher scores on the standardized reading tests than those of control groups with whole-class instruction and published-language art programs. Madden and Slavin (1983) showed that the barriers of

interaction among students with and without academic difficulty could be overcome through cooperative learning and relationships.

Overall, in the cooperative learning process, the roles of teachers are very different from those of traditional teacher-centered instruction. Students did not need to get direct supervision and corrections from a teacher; instead they reported their final outcomes to the teacher (Cohen, 1994). The cooperative instruction was more effective than teacher-led classrooms in facilitating students' language use (Long & Porter, 1985).

RELATED RESEARCH ON COLLABORATIVE STRATEGIC READING

Studies have shown that students with learning disabilities had improved their achievements in reading comprehension through CSR (Kim et al. 2006; Klingner et al., 1998; Klingner & Vaughn, 1996, 2000; Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004; Vaughn & Bryant, 2002). Klingner et al. (1998) have investigated the effectiveness of CSR in the five heterogeneous fourth-grade classrooms. The research demonstrated that students in CSR intervention not only earned greater scores on reading comprehension, but also demonstrated the same degree of content knowledge understanding as students who received traditional teacher-led lessons. With the help of CSR, Chinese-speaking English learners with learning disabilities also improved in content learning and English acquisition as well as reading comprehension (Chang & Shimizu, 1997).

CSR instruction makes it possible for students to interact actively with other LD and ELL students. When students applied CSR intervention, their participation in group discussion significantly increased compared to the traditional teacher-led classrooms (Chang & Shimizu, 1997; Klingner et al., 1998). Studies support this increased level of interaction between students and showed that native language support from bilingual peers, through cooperative learning, helped ELL students get

actively involved in reading comprehension groups (Cohen, 1986; Klingner & Vaughn, 2000).

CSR offers a peer-mediated learning instruction that can be used effectively in the general education classroom (Vaughn et al., 2001). Peer-mediated instruction increases the chances of direct interactions for ELLs through contextual cues, such as prompts, at the instructional level (Saenz, Fuchs, L., & Fuchs, D., 2005). Such learning is accomplished more easily by understanding the language of their peers than the more formal language that is spoken by adults (Gersten, Fuchs, L. Williams, & Baker, 2001).

Even if CSR is peer-mediated instruction, teachers' functions are in fact important in the process of implementing CSR. Teachers should be aware of whether or not every student takes part in group work actively and equally. Some students may be neglected unintentionally since they are not as active as others in their groups (Jacob, Rottenberg, Patrick, & Wheeler, 1996). Teachers can also watch individual and group progress by proving support for students who need assistance (Klingner & Vaughn, 1999).

Another study on fifth grade bilingual students also showed tendencies to help others and ELL peers through CSR instruction (Klingner & Vaughn, 2000). Students learn from each other by giving and receiving help, by recognizing and resolving contradictions between their own and other students' perspectives, and by internalizing problem-solving processes and strategies that emerge during group work (Brown & Palincsar, 1989; Web & Palincsar, 1996). Although groups had different styles of helping behaviors based on their personalities and skills, students helped each other by checking comprehension, elaborating, and proving feedback on academic content (Klingner & Vaughn, 2000).

In order to implement CSR intervention, it is important that both teachers and students take time to master CSR strategies (Vaughn et al., 2001). When learners employ CSR strategies for academic subject areas, students take more time to utilize CSR (Bryant et al., 2000). Moreover, the learning processes of ESL readers depends on the use of strategies and the length of time that students spend (Fitzgerald, 1995). Since bilingual students struggle with problems they have as second-language learners, such as unknown words and transitions of language (Jimenez, Garcia, G. E., & Pearson, 1996), they seem to use the given reading strategies less often, and become slower (Fitzgerald, 1995). For this reason, teachers should make sure that students comprehend the CSR strategies before actual implementation.

Lastly, researches on CSR suggest that it should not be the only instructional method; rather, CSR strategy must be used with other ESL strategies (Klingner & Vaughn, 2000). While teaching the reading strategy, follow-up activities can be applied to reinforce key vocabulary and concepts for ELLs. These follow-up activities include using bilingual dictionaries, overhead transparencies, and games or quizzes (Klingner & Vaughn, 1999). In addition to this, computer-assisted CSR can be used to improve the quality of questions which students generate on their own (Kim, et al., 2006).

Cognitive Issues

Reading requires multiple brain functions and activates specific areas of the brain. For example, Moats and Farrell (2005) stated that students with language-based reading disabilities had neural abnormalities in the language areas of the left hemisphere. Specifically, the Broca's area (interior frontal gyrus) relates to articulation and word analysis; the Parieto-temporal is correlated with the ability of word analysis; and the Occipito-temporal affects word formation (Carreker & Birsh, 2005). In order to read texts, readers should activate the brain by utilizing the reading

skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000) all together (Anderson et al., 1985).

Moreover, students' performance of reading, particularly reading comprehension, relates to the readers' cognitive styles (field-dependent/independent) (Vivaldo-Lima, 1997). Vivaldo-Lima (1997) noted the significant correlation between the field dependent / field independent cognitive style and reading comprehension both in L1 and L2. Jamieson (1992) differentiated the characteristics of field dependent and field independent people. For instance, field dependent individuals learn texts with social content better than field independent individuals. Notably, those students enjoy getting support from teachers and perform better on structured than unstructured tasks. Moreover, these students are influenced by interpersonal and social factors. In the aspect of L2 acquisition, field dependent learners perform better when they acquire language by interacting with other native speakers (Jamieson, 1992).

On the contrary, field independent individuals have different aptitudes for their learning. Field independent people know how to organize material. They work better without the teacher's help, they prefer to solve problems alone, and they find internal motivation by relying on independent learning activities (Jamieson, 1992).

Moreover, strategic instruction, such as CSR, requires metacognitive abilities. To implement these strategies, readers should know how to apply their strategic information and knowledge (Klingner et al., 2007b) to their reading comprehension. Due to the importance of metacognition capacity, teachers should ensure that students are fully practiced in CSR strategies before implementing CSR strategies for research purposes.

Cultural Issues

More importantly, from the sociocultural approach, the actions of English language learners can be discussed within the context of their culture (Kramsch, 1983, 1993). The actions of human beings have distinct practical and theoretical aspects (Harre, 1993). Their social practices and activities are the results of a combination of theory and practice (Mohan, 2001). Theory is important to understanding an actual activity, yet practice is also vital to its successful operation (Mohan, 1987).

For second language learners, language learning and practice is influenced by their individual and cultural traits. Even when second language learners leave their native language community, they are likely to preserve their native cultural practices of perceiving, believing, evaluating, and acting (Kramsch, 1993). Indeed, Xu and Drame (2008) claimed that children from diverse cultural and linguistic backgrounds came to school with various expectations and behaviors that relate to their home culture. When the cultural norm of ELL students is significantly different from that of school and native speakers of English, then students may face conflicts between their expectations (Xu & Drame, 2008) and social identifies (Liang, 2004; Ros i Sole, 2007).

Language identity also reflects the dynamic relationship between first and second language cultures (Ros i Sole, 2007). Since culture is inherited, socially transferred, and communicated in language, even the language choice must be discussed in the context of culture and interactions within the culture (Kramsch, 1993). For example, sometimes Korean and English bilingual or even English-dominant speakers use the Korean term of kinship to address their elder family members rather than following the American style of calling each other by name (Chung, 2006). Sohn (1986) claimed that Americans were more egalitarian and individualistic than Koreans, and Koreans were more hierarchical and collectivistic

than Americans. In this way, the hierarchy-based Confucianism culture is apparent in the Korean language (Chung, 2006).

Moreover, culturally influenced language behavior and practices can rebut the presumption related to language learning. Despite the effectiveness of cooperative learning in second language instruction, the practice of ELL students can be different from that observed in previous studies. For example, in the study of Chinese students' perceptions of cooperative learning and their interactions during the English as a second language (ESL) classes, students demonstrated dilemmatic reactions of liking and disliking working in groups (Liang, 2004). Since Chinese students' native language culture is based on collectivism, contradictory outcomes might have been created by cooperative learning, which requires engagement in individual tasks (Liang, 2004).

In order for the instruction to be culturally and linguistically relevant, teachers should make accommodations based on students' culture and linguistic proficiency (Ortiz & Garcia, S. B., 1990). For some ELL students, instruction only entails the enrichment of existing English skills (Ortiz & Garcia, S. B., 1990); however, other ELL students need teachers' intensive guidance about how to interact in group work (Fuchs et al., 1997).

To practice CSR, instructional accommodation can be used to activate group activities. CSR learning logs can provide students the time necessary to prepare their responses and thoughts (Klingner, Vaughn, & Boardman, 2007). By considering students' preferences (Ortiz & Garcia, S. B., 1990), teachers can also combine cooperative works with individual works (Sorrells, 2008, 2009). Moreover, in a preview strategy, given sufficient strategy training in integrating new knowledge and prior knowledge, ELL students can facilitate their new ideas (Brown & Palincsar, 1985). Before, by using *click and clunk* or *wrap-up* strategies, teachers can promote

students' helping behaviors (Webb, Farivar, & Mastergeorge, 2002) by using multiple representations, modeling the problem solving process, and translating unfamiliar vocabulary into familiar words with specific examples (Vedder, 1985). In this way, strategies of sheltered instruction, including students' participation in the lesson planning process, incorporation of background knowledge, activation of contextual knowledge, and meaningful introduction of important vocabulary (Pray & Monhardt, 2009), can be combined with CSR.

In conclusion, second language acquisition and learning should be regarded in the sociocultural context (Kramsch, 1993). The effectiveness of group work can vary depending on the variety of cultural backgrounds within the group. Some ESL students may be unfamiliar with cooperative learning regardless of its strategic characteristics (Liang, 2004). Other students may feel more comfortable interacting with students from similar first language backgrounds than their peers of mixed language backgrounds (Long & Porter, 1985).

SUMMARY

To sum, CSR is based both on reciprocal reading and cooperative learning. According to several studies, CSR is effective both for students with learning disabilities and English Language Learners. CSR can be practiced in four steps: *preview*, *click and clunk*, *get the gist*, and *wrap-up*. Through these four processes, CSR will enhance students' reading comprehension and allow students to cooperate with each other.

Table 1 Related Research on Collaborative Strategic Reading

Author (Year)	Title/purpose	Research design	Measure	Number of participants	Language/ Disability	Racial/ Ethnicity	Finding
Lysynchuk, L. M., Pressley, M., & Vye, N. J. (1990)	Reciprocal teaching improves standardized reading comprehension performance in poor comprehenders	Quasi-experimental	Pre-post test	72 in grades 4 and 7	Reading difficulties		Better collection of data than previous research. Students improved reading comprehension through reciprocal teaching.
Klingner, J. K. & Vaughn, S. (1996)	Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language	Experimental (randomly assigned)	Pre-post test	26 in grades 7 and 8	Native Spanish/ LD and ESL	Hispanic	No statistically significant differences between groups were found. Initial reading ability and oral language proficiency were important. Students continued to exhibit improvement even when the researcher provided minimal support.
Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998)	Collaborative Strategic Reading during social studies in heterogeneous fourth-grade classrooms	Quasi-experimental Descriptive	Pre-post test	85 in 4th grade	LD and ESL	Hispanic, white, black, Asian and/or American	CSR Students improved their discussion of academic content. No significant difference in the mean change scores was found.

Klingner, J. K. & Vaughn, S. (2000)	The helping behaviors of fifth graders while using Collaborative Strategic Reading during ESL content classes	Ex post facto	Pre-post test	37 in 5th grade	Spanish/ LD and low achieving (LA)	Hispanic	Students demonstrated effective helping behaviors with bilingual peers. The method of providing assistance and the level of support are important. Students who gave assistance also benefited themselves.
Vaughn, S. & Bryant, D. P. (2002)	Reading comprehension interventions that enhance outcomes for English language learners with LD	Quasi-experimental	Pre-post test	171 in grades 3 and 6	ELL/ reading disabilities and LA		Students with and without disabilities improved in accuracy of oral reading and fluency. Intensive instruction of struggling students did not show statistically significant results between the experimental and comparison groups.
Klingner, J. K., Vaughn, S. Arguelles, M. E., Hughes, M. T., Leftwich, S. A. (2004)	Collaborative Strategic Reading: "real-world" lessons from classroom teachers	Quasi-experimental	Pre-post test	211 in 5th grade	LA and LD	Most Hispanic	CSR students showed greater gains on the Gates-MacGinities. Teaching experiences and educational coursework influenced students' performance
Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005)	Peer-Assisted Learning Strategies for English language learners with learning disabilities	Quasi-experimental Survey	Pre-post test	132 in grades 3 to 6	Native Spanish/ LD and ELL	Hispanic	Peer-assisted learning strategies promoted the reading comprehension of ELLs with and without LD in bilingual education classrooms.

Kim, A., Vaughn, S., Klingner, J. K., Woodruff, A. L., Reutebuch, C. K., & Kouzekanani, K. (2006)	Improving the reading comprehension of middle school students with disabilities through computer-assisted Collaborative Strategic Reading	Quasi-experimental Interview	Pre-post test	34 in grades 6 to 8	LD and Reading difficulties	African American, Hispanic, and European American	Students significantly improved their reading comprehension, the quality of student-generated questions, and effective instruction of comprehension strategies through technology.

Chapter 3

Method

INTRODUCTION

In this chapter, I discussed methods and described the process of implementing CSR through my research. I discussed the participants, research design, data analysis, results, limitations, and implications of the research.

Significance of the Study

This study explored how the CSR instructional method helped culturally and linguistically diverse students who might have otherwise encountered difficulty in reading comprehension. The ability to collaborate with one another on reading comprehension problems promoted students' achievement in helping behaviors and reading comprehension. The study placed particular emphasis on KELLs. Three Korean English language learners in grade 1 (7 years old) participated in this study. It is likely that when KELL students know how to cooperate with peers and comprehend reading materials together, they will apply these collaborative skills to other academic fields. Through the application of this learning strategy, KELLs had more chances to learn reading comprehension by supporting one another and to communicate with their fellows in the small-group setting. This classroom structure improved overall environmental comfort for ELL students as compared to the whole-classroom instruction.

PARTICIPANTS

Students

The participants included three KELL students who currently take English as a second language (ESL) class at their public elementary school. Based on familiarity with a Korean students' community at the University of Texas at Austin (UT), I asked by phone or in person at parents' convenience if the parents and children were willing to participate in the study. At first, four KELL students agreed to participate; ultimately, however one second grade student decided not to participate. As a result, three students were included in the study. The students selected, observed, and interviewed were in the first grade. Of the three students, two were male and one was female. The participants ranged in age from six to seven years. All of them attended the same public elementary school in Austin and took the same ESL class in the school. Moreover, two male students were in the same general classroom.

The students selected to participate met the following criteria: (a) were of Korean decent/heritage, (b) at the time of the study, were receiving special language program instruction in an ESL class, (c) were in grades 1 and 2, and (d) provided parent and self-consent to participate in the study. They were similar to each other in terms of their length of stay in the U. S., which was about five years. All students were born in South Korea. They were Korean and English bilingual speakers, yet their primary language was English. The participants learned English in school; most of the time, they spoke English at school. In addition, the participants' parents were native Korean speakers, and the parents usually spoke Korean to their children. All participants were therefore between

two cultures and thus were relatively familiar with the American culture and language not only with the Korean culture and language. To maintain confidentiality, pseudonyms were used to refer to the participants in the study. Table 2 provides demographic data on the student participants involved in this study.

Table 2 Students Demographic Data

Student Number	Age	Gender	Grade	Ethnicity	Scio-economic Status	Language Dominance at School	Language Dominance at Home	Special Language Program
Student 1 (Minhyuk)	7	M	1	Korean	Middle (no free lunch)	English	English	ESL
Student 2 (Junyoung)	7	M	1	Korean	Middle (no free lunch)	English	Korean	ESL
Student 3 (Hyunjoo)	7	F	1	Korean	Middle (no free lunch)	English	Korean	ESL

Teacher

I was the teacher who participated in the study and was the main investigator of the research. I had been teaching for about eight years. For about six years, I taught elementary students English and Korean at private institutions while I was an undergraduate student in Seoul. I also worked in a public elementary school and a daycare center as a special education teacher for several months. My highest degree was the Bachelor of Arts in both special education and English language and literature. I was also certified as both a special education elementary teacher and a secondary English education teacher in Seoul, South Korea. Currently, I am a graduate student at UT and a Korean bilingual teacher at a Korean school in Austin. I teach students in grades 2 and 3. I also work at a child development center on the campus as a morning assistant or a floater.

Before conducting the study, I trained myself by studying related research on CSR and teaching CSR strategies for my second and third grade students, who were similar in terms of cultural and linguistic backgrounds to the participants of this study. Moreover, for the interview protocol, I asked the interview questions to the same age groups of students as a pilot study, and modified the contents and the level of questions as a result. Table 3 provides demographic data on me as the teacher involved in the study.

Researcher as an insider of the study

I wished to conduct the study as a participant of the CSR group. Since I involved in the study as a teacher and a group leader, I could directly observe the context from the insider's perspective. Thorne (2008) found that as an insider of a descriptive analysis

effort, the researcher could get into the contextual information in a straightforward manner. Notably, since the participants in the study came from the same ethnicity and shared ideas by belonging to the same Korean community, I could comprehend students' behaviors and linguistic habits based not only on their ages and genders but also the culture. Moreover, by being familiar and together with the subjects, I could establish rapport with students in order to provide a natural and comfortable context for young kids throughout the CSR sessions.

Table 3 Teacher Demographic Data

Teacher number	Total Years Teaching	Years Teaching ELLs	Highest Degree Earned	Certification	Certified Language	Ethnicity
CSR Teacher 1	8	2	BA	Special Education (elementary)/ English Education (secondary)	Korean	Korean

SETTING AND LESSON PLAN

I conducted the study in a public library and at a student's home. The 30-minute lessons were given 12 times for 4 weeks. I and three other KELLs involved in the CSR instruction as a group. I interacted with the KELLs while I was observing their interactive behaviors and their discourses.

For the activities that occurred before the reading practice, I provided sensory instruction and a group mind map activity with prediction cards. At first, I presented at least one type of text-related material to motivate the participants. Through the sensory

experience, students had opportunities to guess the topic of the day. Next, the CSR group decided the roles as a *prediction, clunk, gist,* and *wrap-up* expert. Each expert got their cue cards to be prepared to ask one another questions. Then, I gave three KELLs a group mind map to brainstorm their prediction both verbally and in writing. Before and while participants took part in the group mind map, the *prediction* expert asked questions about prediction so that participants could brainstorm their ideas according to each question. After students completed their group mind map activity, they presented what they had written and drawn. In the next step, participants got one story and a blank learning log. They were supposed to write the title and write or draw at least one prediction about the topic as a self-review practice.

While reading the stories, I used read-aloud instruction, and students helped each other find the meanings of challenging words with *clunk* cards. I took expository texts (i.e., science) for children in grade 1 from *Nonfiction Reading Comprehension* (Housel, 2002) and *Read Naturally: Sequenced Level 1.0*. Usually, one story was composed of 115 words. The students rotated their reading in the group by reading sentence by sentence. After reading a whole passage, students found three familiar (*click*) words and wrote them on their learning log. They also found three challenging (*clunk*) words and highlighted the word in the story. The *clunk* expert asked questions to prompt peers to work together to find the definition of the words.

After reading stories, students found a *gist* and summarized the story in their learning logs. During this session, the *gist* expert asked questions to help their friends find the main idea of the story. The students were advised to write their gist in a sentence using less than ten words. After three KELLs shared their gist, they also wrote a

summary in two sentences, including topics. Finally, students shared their answers and reviewed the story.

INSTRUCTIONAL ACCOMMODATIONS FOR COLLABORATIVE STRATEGIC READING

Table 4 summarizes how I applied instructional accommodations for CSR by adapting and studying researches on "culturally responsive CSR (Sorrells, 2008, 2009)," "culturally response literacy instruction (Klingner et al., 2007a)," and CSR instruction for ELL populations (Kim et al., 2006; Klingner et al., 1998; Klingner et al., 2004; Klingner & Vaughn,1998, 1999, 2000).

Sensory Experiences

I provided three KELL students with sensory experiences. Depending on the topic, the teacher encouraged participants to use their senses, such as sight, hearing, taste, smell, and touch. Moreillon (2007) observed that sensory experiences are remarkably powerful and can easily become unforgettable memories. The teacher helped prepare the students to read using sensory experiences. For example, the teacher showed students authentic objects and visual representations before the KELLs read a new story or even its title. When the topic was about "deer" and "chewing the cud," the teacher presented a picture of deer family and a real plant. By watching the visual presentation and tasting and touching the plant, the students could guess what today's topic would be. Through this sensory experience, the students' interest toward the topic was stimulated and they focused their attention on the reading.

Group Mind Map

After using their senses to gain motivation and guess the topic of the story, students had opportunities to brainstorm through drawing a group mind map (appendix E). Mind map is called "mental maps, concept maps, concept clusters, concept diagrams, and webs" (Peterson & Snyder, 1998). I provided the form of mind map to help the group utilize cognitive ability, generate creative ideas by sharing ideas, and participate actively (Peterson & Snyder, 1998). I encouraged students to use their freshly acquired sensory memories. Through the experiences of visualizing what they had learned via sensory experiences, students could facilitate their background knowledge. Since students approached the text with diverse emotions, personalities, and experiences (Rosenblatt, 1978), I helped the group mind map activity to serve as a scaffold between students' pre-established knowledge and potential learning (Vygotsky, 1978). By utilizing and revising their information (Moreillon, 2007), students were able to transact their understanding into schemas, a mental structure of information storage (McGee & Richgels, 1996), for the next step of reading.

Cue Cards

I used cue cards (appendix B) to prompt students' participation and motivation to ask questions. In the previous research, only *clunk* cards were used to promote students' helping behavior for challenging words (Klingner & Vaughn, 2000). In this study, four types of cue cards (*prediction*, *clunk*, *gist*, and *wrap-up*) were used. Cards for the different strategies also had distinctive colors (*prediction*—blue, *clunk*—yellow, *gist*—green, and *wrap-up*—pink) in order to prevent visual confusion. According to Joseph and

Hunter (2001), students' cognitive profiles might affect the use of self-regulatory strategy by cue cards. Considering students' planning attitudes towards problem solving and their degree of cognitive preparation, I provided differentiated reinforcement. For a student who could systematically use the cue cards suitable for the purpose of the study, I allowed the student to use cue cards alone without repeated verbal or physical prompts. For students who needed intensive directions, I provided additional verbal and physical prompts to facilitate the consistent use of the cue cards.

Learning Log

I used an adapted form of a learning log (appendix D), which had been designed originally by Kingner and Vaughn (1998, 1999, 2000). I provided the learning log to the three KELLs as a supplemental aid for sequential instruction of reading. The students followed the teacher's directions and monitored themselves by referring to the numbered subtitles and directions of the learning log. There were five self-directions: "Write a prediction," "Write your click words," "Write your clunk words," "Write a gist," and "Write a summary."

Table 4 Instructional Accommodations for CSR

	CSR	CSR for Young KELLs
Setting	o CSR instruction is usually used to be students-led cooperative learning groups in large classrooms (Klingner et al., 1998) as the Tier 1 model of Response to Intervention (RTI). o Students rotate the roles of CSR such as leader, clunk expert, gist expert, announcer, encourager (Klingner & Vaughn, 1998, 1999, 2000). o A learning log enables students to record their learning and provides time to prepare their ideas (Klingner et al, 2007b).	o This study of CSR for young KELLs was designed to be teacher-facilitated cooperative learning in a small group setting. o I participated in the CSR group as its group leader and prompted students' understanding and participation. o Students rotated four roles of *prediction*, *clunk*, *gist*, and *wrap-up* expert according to the four CSR strategies of *preview*, *click and clunk*, *get the gist*, and *wrap-up* (Klingner & Vaughn, 1998, 1999, 2000. o Students were allowed to draw a picture for their prediction, and a learning log was used as an aid to sequence the steps of CSR instruction.
	Before reading: *prediction*	
Procedures of Instruction	o Students brainstorm and read the titles and headings to predict what the passage might be about and recall what students already know about the topic (Klingner et al., 1998).	o Students used their senses of sight, hearing, taste, smell, and touch (Moreillon, 2007) to acquire stimulation and were pre-taught key concepts to link with their prior knowledge (Sorrells, 2009). o Students brainstormed through group mind map—a mental map (Peterson & Snyder, 1998)—by sharing ideas together. o Students applied *prediction* cue cards to facilitate their self-regulatory questions (Joseph & Hunter, 2001). o I facilitated students' cultural and text-related background knowledge (Sorrells, 2009) by connecting texts to readers (Moreillon, 2007) as the group leader in the CSR group.

Procedures of Instruction	During reading 1: *click and clunk*	
	o Students use fix-up strategies to identify difficult words and concepts (Klingner et al., 1998). o Students no longer depend on cue cards when they are familiar with their roles (Klingner & Vaughn, 2000)	o Students found three familiar words and shared their meanings. Through this *click* activity, they were able to enrich their lexicon capacity through their verbal expressions. o Students highlighted three challenging words to revisit efficiently the context which included the *clunk* words. o Students used and referred to *clunk* cue cards as a problem-solving agenda even after they knew their responsibilities. o Instead of using a fix-up strategy of finding "prefix and suffix" of difficult words (Kingner & Vaughn, 1998, 1999, 2000), students learned a helping strategy by asking friends or the teacher about unfamiliar words.
	During reading 2: *get the gist*	
	o Students restate important ideas (Klingner et al., 1998) and find a gist, an important idea about *who* or *wha*t in 10 or less than 10 words (Klingner et al., 2007b).	o Students referred to *gist* cue cards as a self-monitoring scaffold even after they became familiar with their roles. o Additionally, I asked students the titles of passages by including topical words in their gist.
	After reading: *wrap-up*	
	o Students summarize what they have learned and ask questions (Klingner et al., 1998).	o Students used *wrap-up* cue cards and a learning log as a supplemental tool of sequential instruction. o Students were encouraged to write a summary of at least two sentences.

RESEARCH DESIGN

The research design of the study was an ethnographic design. An ethnographic design can be interpreted as an analytic description or reconstruction of cultural aspects and groups of people under the culture (Spradley & McCurdy, 1972). Ethnographic research is also described as qualitative research, which attempts to derive experiential knowledge within human acts and experiences (Thorne, 2008). Specifically, ethnographic research relies on phenomenological, empirical, holistic, and multiple approaches (Goetz & LeCompte, 1984). These traits of ethnography represent the interpretive description of qualitative research.

Moreover, ethnographers investigate the specific and general aspects of groups of people (Goetz & LeCompte, 1984). Goetz and LeCompte (1984) cited that ethnographic researchers tried to describe the features of variables and phenomena, develop conceptual dimensions, discern the relations among the phenomena, or analyze constructs in various settings. Through these systematic analogies, theoretical accounts could be induced, explicated, and verified (Goetz & LeCompte, 1984).

Notably, educational ethnography was used in this study. Goetz and LeCompte (1984) stated that educational ethnography addressed research on enculturation and acculturation from anthropology, socialization and institutionalized education from sociology, sociocultural learning and cognition, and human development from psychology. Educational ethnography deals with both the concepts of ethnography and ethnology, and the comparative analysis of various units.

This study into the interactive behaviors and perceptions of KELL students in CSR belonged to the category of educational ethnography. By applying the educational

ethnographic design, the researcher could examine the human behaviors and the inquiry procedures of the study (Goetz & LeCompte, 1984). In this study, therefore, I used direct observation to decode students' interactive behaviors while students took reading comprehension lessons via the CSR method. I also interviewed the young children in grade 1 about the meanings of their behaviors by ensuring their culture-based responses (Thorne, 2008).

Trustworthiness

Reliability refers to the replicability of research findings while researchers use the same methods as previous study (Goetz & LeCompte, 1984). First, relative to internal reliability, I used field notes, recordings of interviews, and other raw data, such as students' learning logs, which provided credible information for the study (Bossert, 1979). I also took four observations, relying on the same checklists and including the same observation questions. In addition, the same mechanical recording devices were used throughout the study to maintain the consistency of the work (Goetz & LeCompte, 1984). For example, I recorded the dialogues of students both in CSR lessons and in the interviews using the same recorder.

Relative to external reliability, in ethnographic research, it is hard for researchers to obtain the same information since their social positions within the group are different (Wax, 1971). When the researcher remains outside of the group, the social relationship between the researcher and the participants (Sieber, 1981) is hard to formulate. However, in this study, I took part in the group of participants by developing friendships and

providing access to specific knowledge while limiting access to other unnecessary information (Goetz & LeCompte, 1984).

Threats to the Reliability

Due to the nature of ethnography, many scholars have concluded that ethnographic research seriously lacks the credibility in terms of reliability (Goetz & LeCompte, 1984). Namely, if researchers try to control the conditions as in experimental research, the natural phenomena can be distorted by impeding the constructs of the qualitative research (Goetz & LeCompte). In this study, only one researcher investigated the study. The lack of multiple researchers and peer examination might have exacerbated the internal reliability of the study (Goetz & LeCompte). In addition, the research data can be different depending on the social context within which data are collected (Ogbu, 1974). Since the data for this study were taken from two different social settings—the library and one of the children's homes—the findings, including participants' behaviors and responses may have been influenced by social conditions and thus hindered external reliability.

Validity

In the traditional view of validity, validity is considered measures that are aimed to examine the reality and truth through accurate and objective approaches (Saukko, 2005). Ethnographic research has particular strength in the area of internal validity through its data collection and analysis methods (Denzin, 1978). In this study, I acquired the data by spending four weeks with the participants. During the research period, I

observed the participants' reality based on continual data analysis by ensuring the truth of data (Goetz & LeCompte, 1984). In addition, informant observation was conducted at natural settings such as the local library—which the participants usually visited—and at one of the participants' homes, where all members had visited and which was located near each other's houses. Those natural setting could provide opportunities to reflect the reality of the participants' life more accurately than experimental laboratories (Goetz & LeCompte, 1984). The young children's group interview was also taken relying on students' individual empirical dimensions (Goetz & LeCompte, 1984). The use of self-monitoring in ethnographic research also supported the continual inquiries and evaluations of both the researcher and students (Goetz & LeCompte, 1984).

Qualitative research, such as educational ethnographic research, does not have a meaningful sample even if it used in random selection due to the nature of the research. In the respect of external validity, the specific selection of participants can represent the constructs of the research demonstrating the reality of the group, culture, or setting (Goetz & LeCompte, 1984). In this research, for the selection of sample, I chose individuals from distinctive cultural, linguistic, educational, and age backgrounds. For example, all three participants belonged to the Korean culture and heritage, spoke English and Korean (even if there were differences in their levels of language preference and dominant language in each language), were taking ESL classes at school, and were first grade students.

Saukko (2005) also suggested a new perspective on validity in the field of cultural studies. Contrary to the concepts of traditional validity, Saukko (2005) claimed that three validities—contextual, dialogic, and self-reflexive inquiries—can combine as

multidimensional frames. Among the three validities, this study supported dialogic and self-reflexive validities. In this research, I played interactive roles with the three KELL students. By being involved in the process of constructing the reality as one of cooperative group members, I could share emotions and embody participants' understanding about the study (Denzin, 1997). Furthermore, because the study, like qualitative research, requires intense intimate experiences (Saukko, 2005), self-reflexive awareness—namely my understanding of the participants and the young students' understanding of themselves—was discussed under the social discourse (Atkinson & Silverman, 1997), such as authoritative and internally persuasive discourse among the researcher versus participants, participants versus participants, and participants' inner voices (Bakhtin, 1981).

Threats to the Validity

First, for the internal validity, a longer study should have been undertaken. This study was done during twelve sessions. These limited periods of research could affect the process of data collection and analysis. Since the quality of ethnographic research is based on the understanding and observing the phenomena of participants, more stable and credible data might have been collected had the research been conducted over a longer period than four weeks.

To strengthen external validity, the young ELL students' interactive behaviors through CSR learning should be compared and contrasted along with other relevant dimensions of the same phenomena (Wolcott, 1973). However, no research was available that had the same construct criterion as the present research. Due to the lack of research

on the same populations, settings, and times, it was hard to use the same definitions and meanings of terms and constructs (Cook & Campbell, 1979). That is, due to the lack of examination of cross-groups and the nature of the idiosyncratic use of data analysis of qualitative research, this study fails to validate the construct validity.

Moreover, importantly, this study could not validate the history effects (Goetz & LeCompte, 1984) and contextual validity (Saukko, 2005). Bakhtin (1981) criticized the kinds of psychology studies that were not historically contextualized. He pointed out that the one's consciousness cannot be eliminated from time and social life; rather, one's outer words changed to inner voices by interacting through historically significant human acts. In order to interpret the self-reflexive consciousness of the political issues (Saukko, 2005), which were not described in this study, contextual validity should have been argued.

Research Questions

Four research questions were used to guide the study and the data analyses: how the three KELLs interacted with each other through a *preview* CSR strategy in a CSR group; how the three KELLs interacted with each other through the *click and clunk* CSR strategies in a CSR group; what percentage of utterances in a group was devoted to response through the Korean language, and what the nature of this discourse was; how the three KELLs perceived their cooperative learning experiences in a CSR group.

PROCEDURE

Learning Collaborative Strategic Reading Strategies

First, the students had opportunities to learn and practice CSR strategies for six lessons, with sessions lasting 30 minutes each. During the time of CSR instruction, I explained the meaning of *preview*, *click and clunk*, *get the gist*, and *wrap-up* strategies and demonstrated how the KELL students could employ the four CSR strategies. To trigger students' attention during discussions, CSR cue cards, (Klingner & Vaughn, 1998, 1999) were provided, and students were given sufficient time to practice the cards. Along with my demonstrations on how to use cue cards and feedback to the students' individual use of such cards (Joseph & Hunter, 2001), students learned the four CSR strategies. Klingner and Vaughn (1988, 1999, 2000) provided the four CSR strategies for CSR group work.

The *preview* strategy helped students scan the text to gather background knowledge and make predictions about the text. Students' interest could be stimulated with a question about the text that they were about to read. The Students could expand their knowledge based on the information given by their peers.

Click and clunk, the self-monitoring strategy, was employed during reading. When students clicked, they realized familiar words or concepts they already knew. When students clunked, however, they made up meanings for words or concepts that they did not understand and which were necessary for understanding the reading material.

The *get the gist* strategy was also practiced during the reading session. This strategy helped students identify the most significant information from the material they

had just read. The gist was expressed in less than ten words, giving the main idea of the text without detailed information.

Wrap-up occurred after reading had been completed. Students learned to wrap up by identifying the questions that I and/or other students have asked after a reading passage. The wrap-up strategy taught students how to acknowledge the most critical ideas of the story, and it aided them in understanding and remembering what they had learned.

In addition, the learning log (Klingner & Vaughn, 1998, 1999) was used as a supplemental tool to provide students time and space to memo and express their ideas and opinions. Students filled out each learning log by following my directions and monitoring oneself according to the sequenced flow of CSR strategies (*preview*, *click and clunk*, *get the gist*, and *wrap up*) before, during, and after reading the text.

Implementing Collaborative Strategic Reading

After students learned how to use CSR strategies, three KELLs implemented the CSR strategies (*preview*, *click and clunk*, *get the gist*, and *wrap up*). Specifically, I collected data during six sessions from the observation of cooperative behaviors, while students implemented *preview* and *click and clunk* CSR strategies. During this phase, students' interactions were recorded on audiotape (Klingner & Vaughn, 2000). Before teaching how to implement CSR, the teacher confirmed if students who had not experienced working in a cooperative learning group had mastered the CSR strategies and were familiar with the group work (Klingner & Vaughn, 1999). When students became confident with small-group work, they learned to implement CSR strategies with my guidance (Klingner & Vaughn, 1999). More importantly, in consideration of

participants' grade (1) and their cultural and linguistic diversity, I tried to guide students more frequently and consciously motivated their participation. Saville-Troike (1984) and Vaughn et al. (2001) pointed out that when the curriculum was highly structured and the teacher provided specific direction during the lesson, students' collaborative interaction was better facilitated.

During this phase, students received their collaborative roles within a small group. Every student was asked to actively participate and encourage other students. While students were applying CSR strategies, they still used cue cards (Klingner & Vaughn, 1998, 1999) to promote independent problem-solving (Joseph & Hunter, 2001) of interactive behaviors, rather than relying on teacher-directed cooperative learning. Three KELLs were assigned three CSR roles among four CSR roles and all students rotated through the roles (Klingner & Vaughn, 2000). At any time, students could ask questions to me. The roles of the learning group were as follows (adapted from Klingner & Vaughn, 1998, 1999, 2000):

- *Prediction* expert— this person kept three *prediction* cards as cue cards and applied them to help peers generate ideas on the topic.
- *Clunk* expert—this person kept four *clunk* cards as cue cards and applied them when peers struggled with difficult words.
- *Gist* expert—this person kept three *gist* cards as cue cards and helped group members to develop a gist, which included main ideas.
- *Wrap-up* expert—this person kept two *wrap-up* cards as cue cards and asked peers what they had learned and if they had any additional questions.

During the application of CSR instruction, I acted as a group leader and a teacher,

facilitating the cooperative learning group by introducing the steps of what to read next.

Students' Reflection on Collaborative Strategic Reading

Three KELLs were asked questions regarding their understanding of collaborative learning in a CSR group. Through this group interview, participants were given the opportunity to reflect their understanding of the CSR instruction and attitudes toward social interaction in the cooperative learning group.

DATA COLLECTION AND ANALYSIS

The first data came from observations of a cooperative learning group, which focused on students' interactive behaviors. Other data were conducted from an analysis of participants' utterances during the CSR implementation. The final data were collected from group interviews with three participants on the last day of lessons. Data collection procedures dependent on research questions are presented in Table 5. Moreover, the data analysis of collected data followed the qualitative (ethnographic) inquiry (Wolcott, 1994). Throughout the process of the data analysis, field notes, in addition to previously mentioned data, were used as supplemental information.

Teacher's Observation

By following an ethnographic research design, this study incorporated participant observation among three types of traditional observations: participant observation, reactive observation, and nonreactive observation (Angrosino, 2005). The distinctive difference between participant observation and the other two observations is the relationship between the researcher and the participants (Angrosino, 2005). Through

participant observation, I could form rapport with my students (Angrosino, 2005) by belonging to the group as a participant, or insider of the group.

Moreover, beyond the role of being a member of the group, I tried to respond to contextual identities of participants and socially constructed powers related to their young age (first grade), gender (two boys-one girl), and cultural and linguistic diversity as Korean and English bilingual speakers.

In this way, I observed three KELLs' cooperative behaviors while students implemented CSR for their reading comprehension. Especially, I observed a total of four times throughout the research. The observation of students' behavior showed how individual KELLs reacted and helped each other to comprehend reading materials. I used the observation checklists of cooperative behaviors (appendix A). The checklist form is attached.

Specifically, in order to observe the three KELLs' interactive behaviors through the *preview* strategies, three *prediction* cue cards, a group mind-map diagram, and observation checklists were used. The cue cards included the following questions: what students already knew about the topic, what students predicted or imagined about the story, and what students knew about Korean words or sentences related to the topic. In addition, four interactive behaviors such as brainstorming (Klingner & Vaughn, 1998, 1999, 2000), verbal usages of Korean language, prediction (Klingner & Vaughn, 1998, 1999, 2000), and use of cognitive academic language (Cummins, 1981b) were used as the criterion of observation before reading.

Furthermore, in order to observe the three KELLs' interactive behaviors through the *click and clunk* strategies, four clunk cue cards and observation checklists were used.

The cue cards included the following questions: if students could reread the sentence and find key ideas; if students could reread the parts of the sentence before and after difficult words; if students could ask friends or a teacher for the meaning of unfamiliar words; and if students could break the word apart and find the meaning of each part. Moreover, six interactive behaviors such as checking with peers, translation, definition, rephrasing, feedback (Klingner & Vaughn, 2000), and the use of cognitive academic language (Cummins, 1981b) were used as the criterion of observation during reading.

Finally, I wrote brief field notes of the CSR lessons (Klingner & Vaughn, 2000). The notes gave opportunities for me to reflect upon the CSR lessons and conduct self-evaluation as a participant and a teacher. I also kept notes about participants' behaviors and significant events, which might have affected the lesson of the day.

Audio-Recording

For two weeks, after students learned four CSR strategies (*preview*, *click and clunk*, *get the gist*, and *wrap up*), I audio taped collaborative learning lessons. After one lesson was completed, I reviewed the recorded files to figure out the nature and contents of participants' dialogues. I transcribed and analyzed ten-minute length utterances from one session. I took two conversational samples that lasted twenty minutes in total on two different days. Each sample data included the utterances of the three KELL students and me, who participated as a teacher (and a group leader). Through the data analysis of the utterances, the percentage of utterances in a group devoted to responding in Korean was examined; I distinguished the percentage of Korean utterances of three students from that of me.

In this process, I transcribed and examined twenty-minute length dialogues (two samples). Furthermore, due to the ethical considerations related to privacy and confidentiality, I asked the permission of the use of audio recording from participants' parents and obtained assent from participants (Fontana & Frey, 2007). In order to protect participants' personal records, the researcher removed the audio files after reviewing and transcribing some parts of them. Both parents' consent and children's assent forms (appendix H) in English and Korean were attached.

Interview

In the qualitative research, interviews have been the tools for the primary information relating to certain phenomena (Thorne, 2008). Even if children's responses to an interviewer's questions may reflect simply the temporary thinking of the moment in context, interviews acted as mediation, looking for participants' subjective knowledge (Thorne, 2008). To remain as an encourager and neutral facilitator, I was cautioned not to dominate the interview process and to keep some amount of humility about undiscovered facts in the limited time and place (Thorne, 2008).

Moreover, this study used the group interview. The group interview is a data-gathering skill, which is based on the systematic questioning of several individuals at one time (Fontana & Frey, 2005). Especially, this group interview was the interview of a "focus group," which Merton, Fiske, and Kendall (1956) coined to refer to specified interviews after conducting research. Through this group interview, I, the interviewer, partially directed the interview and interacted with the interviewees by providing both structured (pre-arranged, appendix C) and unstructured (open-ended) questions (Fontana

& Frey, 2005). At the end of the study, I asked participants several questions about their cultural and linguistic backgrounds. I also asked questions about how young KELL students felt about their group work. This group interview lasted approximately thirty minutes and was audio recorded.

Table 5 Research Questions and Data Collection

Questions	Data Collection Procedures
1. How do three KELLs interact with each other through a *preview* CSR strategy in a CSR group?	Observation
2. How do three KELLs interact with each other through the *click and clunk* CSR strategies in a CSR group?	Observation
3. What percentage of utterances in a group was devoted to response through the Korean language, and what was the nature of this discourse?	Observation, audio-recording
4. How do three KELLs perceive their cooperative learning experiences in a CSR group?	Interview, audio-recording

Chapter 4

Results

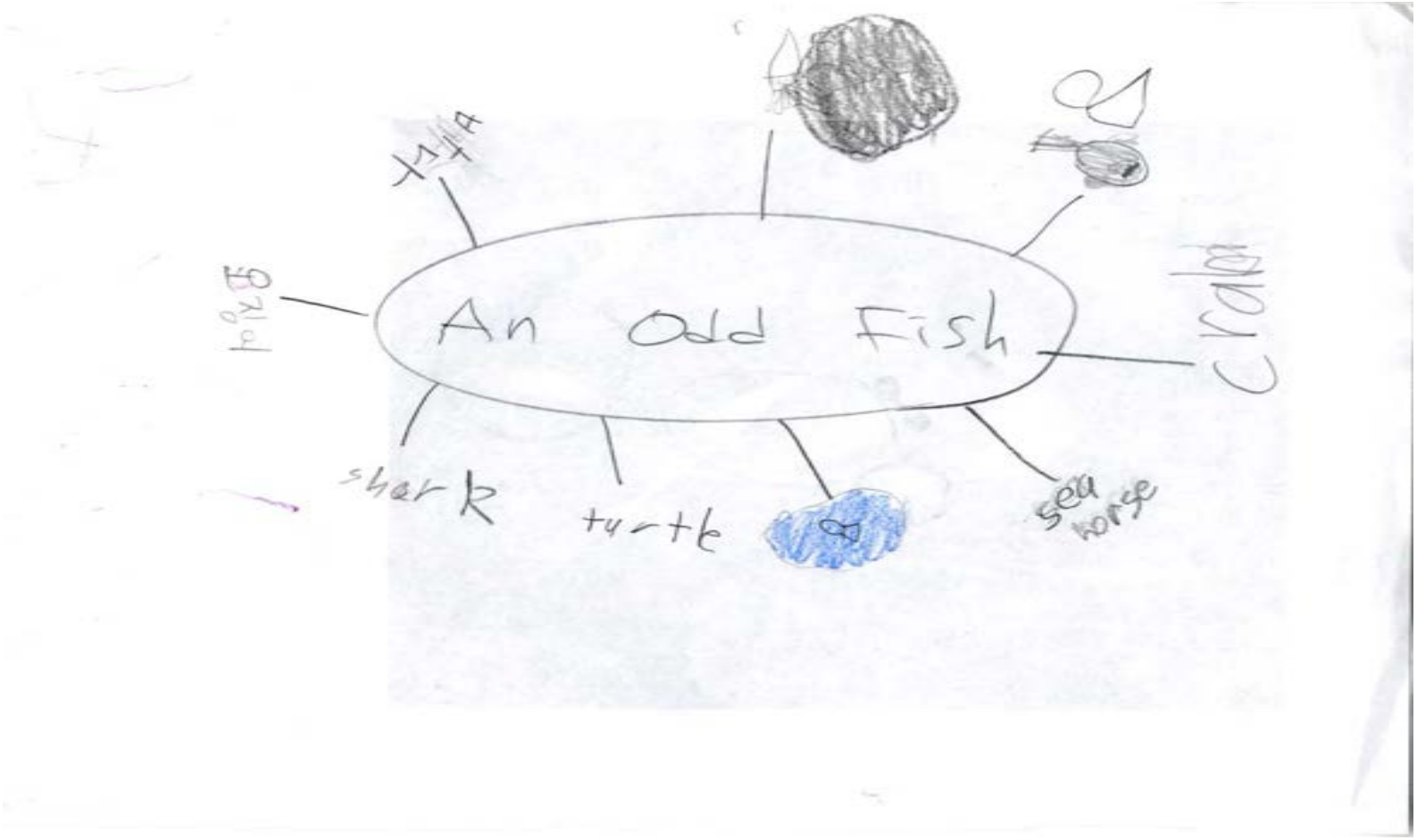
INTRODUCTION

In this chapter, I described the findings through observation, audio-recording, and interview in the CSR group. Specifically, I discussed KELLs' interactive behaviors through the *preview* and *click and clunk* strategies, utterances of Korean language in a group, and KELLs' perceptions on group work.

INTERACTIVE BEHAVIORS THROUGH THE *PREVIEW* STRATEGIES

For the brainstorming of the topic, three KELL students were actively involved in the process of brainstorming, using the group mind map activity. Before students worked on the group mind map, they had gathered broad ideas about the topic through sensory experiences such as visual representation (pictures and authentic objects), touching presented objects, and tasting them if applicable for the topic. Minhyuk, Junyoung, and Hyunjoo rotated the role of the *prediction* expert and asked questions about brainstorming by using cue cards. A predictor person randomly picked up *prediction* cue cards and asked questions such as what students already knew about the topic, what students predicted or imagined about the story, and what students knew about Korean words or sentences related to the topic. Figure 1 provides the sample of group mind map and shows how young KELLs applied the group mind map while they were predicting words about a story, "An Odd Fish (appendix F, sample 1)"

Figure 1 Group Mind Map



Depending on the topics, the KELLs responded differently. Even if every story was an expository topic to inform or describe other topics, readers' familiarity with the topics and their background knowledge seemed to affect students' types of participation in the preview activities. For example, students freely participated in the prediction activity by taking part in discussion when the topic was "Water (appendix F, sample 2)."

Teacher: What's today's topic?

Hyunjoo: Water.

Minhyuk: Water.

Teacher: What else?

Minhyuk: Different water.

Teacher: Very good! Different types of water.

Teacher: Where do you use water in your life?

Junyoung: Drinking, washing, brushing.

Teacher: How do you use water?

Minhyuk: Flushing faucet.

For an expository science-related topic, such as "Chewing the Cud (appendix F, sample 3)," however, participants made less frequent, self-motivated answers for prediction questions.

Teacher: What do you know about the topic?

Minhyuk: Umm.

Junyoung: Umm.

Hyunjoo: (Silent).

Teacher: Can you tell today's topic?

Teacher: Hyunjoo, can you read today's topic?

Hyunjoo: Chewing the cud.

In the aspect of Korean language use, students only used Korean words when they were asked a question about Korean words or sentences related to the topic. For the question relating to Korean language, Hyunjoo could clearly talk and write Korean words on the topic. Hyunjoo answered regarding Korean words by raising her hand when asked questions to tell any Korean words about the topic. She also helped Minhyuk and Junyoung to write Korean words during the group mind map activity. Her actions were quite noticeable considering her responses to other prediction questions. Many times, she participated in prediction activities when the teacher prompted students to talk.

Moreover, all three KELLs demonstrated a lack of cognitive academic language use in the aspect of vocabulary. For example, students could not understand the meaning of some of the vocabulary of prediction cards. Minhyuk, who could speak English significantly better than Korean, and Junyoung, who could speak both English and Korean, did not get the meaning of "reread" and "prediction". Between those two words, students found more difficulty in understanding the meaning of "prediction". Students' response could represent their lack of experience in the use of the word "prediction" at their home or school, and young participants seemed not to be accustomed to using academic vocabulary for their reading.

Teacher: Do you remember what "predict" is?

Minhyuk: I forgot.

Teacher: Is there anyone who remembers what "predict" or "imagine" is?

Teacher: What is "imagine"?"

Junyoung: Imagine is imagine.

While students brainstormed and predicted topics and stories, I helped students as a teacher and a group leader. To promote conversations and group participations, I provided procedural directions as a reminder of the role of the prediction expert. I prompted the *prediction* expert to ask questions to others using cue cards. I also assisted the *prediction* expert by prompting quiet students to answer to *prediction* expert's questions.

Teacher: Junyoung, can you read the next card?

Junyoung: What do you already know about the topic?

Teacher: Hyunjoo?

Hyunjoo: Glass of water.

Minhyuk: Glass of water and shower.

Between the teacher-facilitated prediction activity and the *prediction* expert-directed cooperative learning activity with cue cards, children participated more frequently when I was involved during the prediction activity and assisted the *prediction* expert. When I did not intervene at all, the cooperative group lost attention and their answers were simpler and shorter than the other case. When I interrupted the group activity by generating additional questions and linking students' ideas to the story, participants paid more attention and their answers became longer than the previous case. For instance, when the topic was "Apple (appendix F, sample 4)", I kept asking questions as to whether students had only seen a red-colored apple before. In that question, students actively raised their hands and wished to express their opinions by saying that there were yellow, green, and orange-colored apples around them.

In conclusion, the KELLs predicted stories by taking part in the group mind map activity and applying *prediction* cue cards. Students demonstrated different interactive behaviors depending on the degree of familiarities with topics. During the prediction activity, students used some Korean words; Most Korean utterances were responses to the question of finding any Korean words related to the topic. Students showed frequent participations when the teacher facilitated questions by connecting their prior knowledge.

INTERACTIVE BEHAVIORS THROUGH THE *CLICK AND CLUNK* STRATEGIES

During the reading, the KELL students applied *click and clunk* strategies by using the learning log and *clunk* cue cards. Noticeably, students voluntarily provided corrective feedback to each other when the reader faced difficulty in pronunciation and decoding words. For example, while students were reading "Chewing the Cud," Minhyuk interrupted Junyoung's reading when Junyoung made verbal mistakes and hesitated in pronouncing challenging words. In this case, Minhyuk represented correct pronunciation and Junyoung copied Minjyuk's pronunciation.

Junyoung: "Then it brings up the stored food, or gud."

Minhuk: No, it's not "gud." It's "cud."

Junyoung: "Cud."

When students were accustomed to the procedure of CSR instruction and the sequential group activity, students' participation became more voluntary and natural than before. After KELL students read a story aloud and rotated reading by each sentence, they knew how to answer for the sequential direction of the learning log. Since three KELLs were familiar with the procedures of the CSR instruction, they often checked

each other to see what others had for their click and clunk words in their learning log.

For the *click* strategy, regardless of topic, students easily found and wrote three familiar words. This activity of *click* words provided opportunities to share each individual's words and to be confident readers by sharing easy words together. Sometimes, when one student' *click* words were another students *clunk* words, the student who knew the *clunk* words helped the other students to understand the words

On the contrary, for the *clunk* strategy, students showed different interactive behaviors. The levels of stories and readers' familiarity to the vocabulary affected KELLs' interactive modes during *clunk* activities. For instance, when stories were easy to understand, like "Apple", "Farms", and "Water", three KELLs only shared *click* words and found no struggle in understanding the stories. At this time, students did not use *clunk* strategies, since there were no *clunk* words, and students voluntarily tried to go to the next step, finding a gist and writing a summary. On the contrary, for stories such as "An Odd Fish" and "Chewing the Cud", which included several difficult words and required scientific knowledge, students spent a lot of time finding the meaning of *clunk* words like "snout", "cud", and "chewing".

Generally, participants could not distinguish which cue cards would be suitable for certain *clunk* words. Many times, students picked up *clunk* cards randomly without thinking of any correlation between questioned *clunk* words and the four *clunk* strategies. When it was suggested that students think one more time before selecting *clunk* cards to ask peers considering adequate clunk strategies, KELLs often used the card of asking friends or a teacher instead of using other cards such as rereading sentences, rereading before and after the difficult words, or breaking the word apart.

During the reading via helping each other with their *clunk* words, there was no translation of English words to Korean words. During the whole reading comprehension activity by CSR, students did not voluntarily express Korean words to ask questions or answer peers' questions about the meaning of their challenging words.

Interestingly, in order to help peers to understand the meaning of their *clunk* words, KELLs liked using body language, rephrasing, and feedback instead of telling the definition of the words using cognitive, academic language.

Junyoung: What's "stomach"?"

Hyunjoo: It's kind of belly.

Minhyuk: (He pointed to his stomach).

Junyoung: The food goes into my stomach. (He also pointed to his stomach).

Minhyuk: That's right.

Moreover, young KELLs often used self-talking as one of their *clunk* strategies. For example, when Minhyuk had a *clunk* word such as "cud", he created his own sentence like "people eat cud." Minhyuk, who was familiar with farm-related culture and words, developed his own sentence and practiced the word to understand the meaning even if no one asked him questions. When Minhyuk said his sentence, he looked at the teacher so that his action could be interpreted as waiting for confirmation or corrective feedback. The previous student's (Junyoung's) action of pointing to his own stomach also could be understood as the same intention (self-talking/self-learning) as held by Minjyuk. When Junyoung pointed to his stomach, Junyoung was looking at Minhyuk and the teacher. Through pointing to his own stomach, Junyoung received feedback from them.

Some of KELLs' attitudes towards *clunk* activities represented Korean culture-

based learning behaviors. For instance, young KELLs expected to get answers directly from me rather asking their peers. Even if students helped other friends to find the meaning of difficult words, like the above case of Minhyuk and Junyoung, they were likely to get confirmation or approval from me for their trials. These learning styles indicated the young KELLs' aptitude of reliance on the teacher regardless of collaborative learning context.

Throughout the *clunk* activities, the KELLs still demonstrated the lack of cognitive academic language use. Their lack of readiness of reading and low vocabulary knowledge could be related to their lack of experiences of reading and learning vocabulary due to their young age (7 years old) and bilingual contexts surrounding them at home and school. Particularly, the students showed difficulty in understanding the vocabulary of *clunk* cards. For instance, they did not know the meaning of "reread", "prediction", "portion", and "break". Some students even kept asking the meaning of "portion" several times. Their frequency of cognitive academic language use reduced a lot when participants read expository non-fiction stories with several *clunk* words. When students read difficult topics with several challenging words, their conversation was frequently broken to find the meaning of vocabulary within their level of understanding.

While students applied *clunk* strategies for difficult words, my main role was to prompt their intention to rethink the challenging words and provide answers for their questions. Namely, my responses to everyone's *clunk* words could be summarized in three ways. I first reinforced a *clunk* expert to repeat *clunk* cards and tried to find any suitable cards for certain *clunk* words. Next, I asked questions using suitable *clunk* strategies for the specific words. Last, I provided the meaning of the words verbally

and/or with physical expressions and confirmed if the reader understood the meaning by allowing him/her to retell his/her *clunk* words to me and other friends.

As a result, KELLs' interactive behaviors during *click and clunk* activities were various depending on topics. For familiar topics, students shared familiar words confidently by applying *click* strategy, and they voluntarily tried to find a gist. For topics with several challenging words, students used *clunk* strategies to find the meaning of those words. Noticeably, all the KELLs could not distinguish *clunk* strategies by randomly picking up cards or selecting the cue card of asking friends or a teacher. The use of vocabulary indicated lots of BICS with less use of words related to CALP.

UTTERANCES OF KOREAN LANGUAGE IN A GROUP

The percentage of utterances in a group that was devoted to response through the Korean language (table 6) was very low. The two samples were taken during the *prediction* activities since no Korean utterance was found, while students read stories by applying *clunk* strategies. Two samples of utterances (ten-minutes in length, respectively) of the beginning part of lessons were analyzed. According to the data analysis, the percentage of Korean utterance was various: Hyunjoo showed 12% (2 utterances out of 17); the teacher made 6% (7 utterances out of 110); Junyoung demonstrated 3% (1 utterance out of 38); and Minhyuk made 2% (1 utterance out of 43).

Table 6 Utterances Devoted to Korean and English

Language of utterance	Participants			
	Student 1 (Minhyuk)	**Student 2 (Junyoung)**	**Student 3 (Hyunjoo)**	**CSR Teacher 1**
All utterances	43	38	17	110
Korean				
No.	1	1	2	7
% of all utterances	2	3	12	6
English				
No.	42	37	15	103
% of all utterances	98	97	88	94

In the aspect of the nature of discourses, the CSR group dominantly used English to generate their self-developed questions and answers to their peers. Participants only used Korean words when they listened to one prediction question of telling any Korean words or sentences related to the topics. Interestingly, there were different responses related to the use of Korean words among Minhyuk, Junyoung, and Hyunjoo. When participants heard that question, Minhyuk and Junyoung usually kept quiet or said that they did not know.

Throughout the CSR class, Minhyuk actively participated by raising his hand to answer questions in the group. He liked to talk and shared ideas with his peers; yet, for one prediction question of telling any Korean words or sentences related to the topic, he usually remained silent. On the contrary, Hyunjoo, who kept generally passive during prediction activities, demonstrated active participation when she was asked questions of talking about any Korean words related to specific topics. The following example, “An Odd Fish,” shows Hyunjoo’s attitudes toward questions about Korean words. This is

relatively active action for her since she was likely to answer only when the teacher specifically called her name.

Teacher: Do you know any Korean words related to the topic?

Hyunjoo: 바다 (Bada).

"Sea."

Teacher: 바다 (Bada)? What else?

"Sea?"

Hyunjoo: 오징어 (Ojingeo).

"Squid."

Teacher: Does anyone know any other Korean words about the topic?

Teacher: Minhyuk?

Minhyuk: No. Fish.

For the use of Korean words, there was a slight difference in Minhyuk's response, depending on topics. Even though Minjyuk did not tell any Korean words related to the topic of "An Odd Fish", he participated voluntarily when he knew any Korean words related to the topic of "Water".

Junyoung: What do you know about Korean words or sentences related to the topic?

Teacher: 얘들아 (Yaedeula), do you know any word in Korean? What is water?

"Children,"

Hyunjoo: 물 (Mul).

"Water."

Minhyuk: Me, me, me. 물 (Mul).

"Water."

In the aspects of teacher's utterances, I also mainly spoke English. Even though I also used few Korean utterances, similar to the participants, there was noticeable difference between those of me and participants. My Korean utterances were self-generated directions or questions; rather, students used Korean utterances to response to a question, which was regarding expected Korean words. Specifically, most of the time, I used Korean at the beginning of the CSR instruction to gather participants' attention.

Teacher: 선생님이 뭐 갖고 왔지 (Seon-saeng-nim-i mueo gat-go wat-ji)?

"What did the teacher bring?"

Junyoung: Animal deer.

Minhyuk: Deer.

I also used the Korean language to prompt students to answer the prediction question of speaking any Korean words related to the topic. The following example of "Farms (appendix F, sample 5)" shows how I used Korean utterances to promote students' participation.

Teacher: "Farms"와 관련된 한국말에 뭐가 있나요

("Farms"wa gwan-ryeon-doen han-guk-mal-e mueo-ga it-na-yo)?

"What do you know about Korean words related to "Farm"?"

Hyunjoo: 소 (So).

"Cow."

Junyoung: 개 (Gae)

"Dog."

Therefore, the group mainly used English utterances throughout the CSR practice. Participants did not make any Korean utterance during c*lick* activities, yet students spoke some Korean utterances during *prediction* activities. Specifically kids' Korean utterances were almost answers for the prediction question about Korean words related to the topic. My Korean utterances were composed of sequential instruction to gather students' attention and start CSR activities at the beginning of the lesson. I also made Korean words to prompt students to respond to the question related to Korean words.

KOREAN ENGLISH LANGUAGE LEARNERS' PERCEPTIONS ON GROUP WORK

At the first impression of the interview, young KELLs seemed not to be familiar with the interview situation. The KELLs in grade 1 enjoyed the interview time by talking and listening to each other's ideas. Sometimes, I gave children verbal prompts to make them pay attention to the interview.

First, young KELLs' family backgrounds and conversational styles were different. This became apparent when I asked them how long they had stayed in U.S.A. and which language they used while they were communicating with their parents. Minhyuk said he lived in the U.S.A. for approximately five years. Before coming to Austin, he had lived in another state. Minhyuk also said that he normally used English with his parents and he knew very few Korean words. Junyoung said that he also lived in the U.S.A. for about five years from time he was two years old. Junyoung had gone through a preschool before he went to elementary school. He used Korean with his

parents and usually communicated in English with his older brother. Last, Hyunjoo said she did not know how long she has lived in the U.S.A., and she added that she spoke Korean with her parents and English with her older sister at home. Hyunjoo also went to Korean school on every Saturday and learned Korean language.

In addition, although the participants had different educational histories related to reading, they liked reading books (especially chapters) alone. When I asked the young children about what they preferred either reading alone or reading together by helping each other, all three kids' responses were similar. Minhyuk said that even though he had had a lot of experience reading at school, he usually read books alone. Junyoung said he had learned to read at preschool, and many times he read books alone. Hyunjoo learned to read at home and school, both in Korean and English. For her, cooperative reading as a group was a new experience and she also read books alone.

When I asked the young KELLs questions about their likes and dislikes relating to cooperative learning in a CSR group, they showed somewhat various responses. Minhyuk and Hyunjoo showed unclear responses by saying, "I don't know," while Junyoung said he liked the reading.

Teacher: Did you like helping each other while you were reading?

Minhyuk: I don't know.

Teacher: Then, what part did you like or dislike during our reading?

Minhyuk: I don't know. I don't like reading.

Teacher: Okay, Minjyuk. What about Junyoung? Did you like working with your friends while you were reading?

Junyoung: I liked reading the story.

Teacher: You did? What about Hyunjoo? Did you enjoy reading together by helping each other?

Hyunjoo: I don't know.

Despite kids' non-decisive attitude towards their likes and dislikes regarding their cooperative learning work, young KELLs showed clear responses when the interviewer asked questions about specific activities of CSR instruction. Students replied that they liked the prediction activity better than reading stories with challenging words by *clunk* cards. Participants also answered that the group mind map activity was very fun.

Teacher: What do you like about prediction and clunk cards?

Hyunjoo: Prediction is easy.

Teacher: Were *clunk* cards difficult?

Minhyuk: Yes.

Hyunjoo: (Nodding her head).

Teacher: What about the group mind map? (She showed a sample of group mind map work). Did you like helping each other with this?

Junyoung: Fun.

Hyunjoo: It's fine.

Overall, some KELLs' preference of reading alone and non-decisive attitude towards their likes and dislikes regarding their cooperative learning work could be interpreted in the cultural perspective of Korean culture and young kids' culture. Regardless of contexts such as at home or school, students liked to read books alone like many other Korean students who were not accustomed to read books in a cooperative setting at home and school. More importantly, their non-decisive reactions represented

their lack or experience of cooperative learning for their reading activities. Kids seemed not to answer clearly because they actually did not know whether they liked or disliked the cooperative work.

SUMMARY

To sum, the results of observing and analyzing the KELLs' interactive behaviors through the *preview* and *click and clunk* strategies, utterances of Korean language in a group, and their perceptions on CSR group work demonstrated how students' interactive behaviors and learning are culturally constructed. In addition to the cultural perspective towards their behaviors and perceptions, findings additionally supported the importance of individual differences among subjects from indigenous culture; young participants showed different attitudes and learning styles in the CSR group.

Chapter 5

Discussion

This study's results demonstrated how previously established instruction, in particular CSR, could be applied and understood for young ELL students from Korean heritage and culture. Their interactive behaviors while they were implementing *preview* and *click and clunk* strategies were specifically described and analyzed from the viewpoint of an insider of the group, the teacher. Throughout the CSR application, cue cards prompted students' self-monitoring behaviors and the questions of the group. The use of cue cards during CSR application gave students opportunities to be reminded of cognitive academic language use and scaffolding techniques for ways to ask questions for prediction and for solving difficult words. The cue cards could assist students' metacognition skills of managing their cognitive activities and evaluating their performance (Gersten et al., 2001; Kolligian & Sternberg, 1987).

Students interactively participated in the prediction activity, especially when the topic was familiar for them and included easy words. Moreover, during reading the texts, participants' interactions of applying *clunk* strategies, such as asking questions, increased when the passage included several challenging words; if the passage was easy to understand with no difficult words, students easily found their *click* words and shared their word confidently. When students dealt with easy texts, however, they did not demonstrate of the use of *clunk* strategies; rather, they could find the gist and summarize the story more quickly and independently.

The three KELLs enjoyed the prediction activities more than the clunk activities. They said clunk cards were difficult to understand while the prediction cards were easy. Notably, all three participants said they liked the group mind map activities. During these group mind map activities, the students worked together by writing, drawing, asking, and helping each other. They could freely express what they already knew. Interestingly, Hyunjoo took part in the group work of prediction to express her knowledge related to Korean words.

The group primarily used English and only used Korean utterances when they were asked questions about Korean words related to the topic during prediction activity. The data also showed how the teacher's utterances of Korean language were mainly related to the procedural instruction to prompt students' attention and generate students' responses associated with the specific questions related to Korean words.

IMPLICATIONS

These results reflected that there were inter-differences even within a group that shared the cultural and linguistic background of Korean heritage. The students showed different degrees and types of interactions. As a result, the three KELLs' interactive behaviors and their various perceptions of CSR offered several implications on the factors of their behaviors and perceptions; thus, sociocultural, internal, and instructional factors can be considered.

The sociocultural factors include students' degree of acculturation to American culture and language (Schumann, 1978) as well as their cognitive development of academic language in both their first language (L1), Korean, and second language (L2),

English (Cummins, 1981a, 1981b). Students come to school and learn differently due to their diverse cultural backgrounds, which are not deficit (Klingner et al., 2007). For ELL students, learning a new language should be understood within the process of learning new culture (Schumann, 1978). William (1994) explained that language learners cannot wear a language like an "overcoat." In order to be fluent speakers of the target language, learners should fully understand the culture of target language by considering language as an "observable behavior" of its culture or a routine-based subconscious phenomenon (William, 1994). For example, participants' awareness of American culture might have affected their English language acquisition and learning. Namely, the degree of acculturation from Korean culture, such as hierarchic relations according to sex, age, and social status at the family and community levels (Chung, 2006) should be discussed in the process of learning English.

In addition, because bilingual students may not be exposed to the full range of literacy experiences by using primary discourses in the family and secondary discourses in schools (Brisk & Harrington, 2007), their English language learning should be understood in the context of different development between BICS and CALP (Cummins, 1981a, 1981b). Cummins (1981a) argued that students take at least 5-7 years to acquire content area related academic English even if they only need 1-2 years to acquire conversational English skills. In this study, the participants were students in grade 1; therefore, they may not have developed fully the cognitive academic knowledge and vocabulary needed for reading comprehension in both English and Korean.

The internal factors include each participant's motivation (Schumann, 1978), learning styles of field dependence and field independence (Witkin, Moore, Goodenough,

& Cox, 1977), and personality. For instance, the motivation to learn the English language and reading comprehension in this study might affect students' behaviors and attitudes. Moreover, students' individual learning styles relative to field dependence and independence can influence their performance. Witkin et al. (1977) observed that field independent students liked to solve problems independently; however, field dependent students were likely to acquire language by interacting with others. When teachers know individuals' cognitive learning styles, they might provide a more suitable learning environment, such as group work for field dependent learners and independent problem-solving tasks for field independent learners (James, 1992). By understanding learners' traits regarding learning styles, teachers might meet individuals' needs for opportunities to learn. Sometimes, learners' learning habits and attitudes relate to their personality. For example, teachers mush determine whether students respond passively because they are shy or intimidated by speaking in front of unfamiliar people (Klingner, Vaughn, & Boardman, 2007) because they are field independent students, or simply because they really do not understand the task for other reasons.

Last, instructional factors include the level of difficulty of the texts (Gersten et al., 2001), background knowledge about topics and vocabulary (Anderson et al., 1985; Gersten et al., 2001), and the proficiency of CSR strategies (Klingner & Vaughn, 1999). Especially for expository texts, students need to know the strategies of description, sequential knowledge, and text-related problem solving skills (Gersten et al., 2001). When the level of texts is challenging, the students' degree of understanding and interactive behaviors can vary. Furthermore, readers' background knowledge about the topic and vocabulary can significantly promote or hinder their reading comprehension

(Gersten et al., 2001). Due to the importance of vocabulary knowledge, reading instruction for ELL students needs to include vocabulary instruction for their reading comprehension instruction. Finally, Anderson et al. (1985) stated that "skilled readers" knew how to apply their reading strategies. Klingner and Vaughn (1999) also posited that students needed to undergo sufficient practice before they applied CSR strategies. In order to promote students' self-motivated, cooperative behaviors for their reading comprehension, their full understanding of and proficiency in the use of CSR strategies is a prerequisite.

LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

This study suggested several debatable issues. Notably, reliability issues were observed and only one researcher was involved in this study. To increase the reliability of the study, other researchers should have participated in the process of observation and data analysis. In addition, the students' interactive behaviors and task persistence might have been influenced by outside noise at the library and by family members' sudden intrusion at home.

In addition, problems in validity were noted. Children needed to have more practice before they applied CSR strategies with cue cards for data collection. To correspond more with the model of ethnographic research as a qualitative research, the study period should be extended beyond 12 sessions. The researcher needed more time to establish rapport with the participants by sharing ideas and understanding. Moreover, in order to obtain results that were more accurate, the study should be recorded by a camera. Even though the researcher referred to observation checklists, researcher's field notes,

and audio recording, she could not measure all of the body language and gestures of participants. As a teamwork process, the researchers should help each other record and analyze the data. In this way, to determine a more accurate percentage of utterances devoted to the Korean language, an increased length of the sample discourse should have been analyzed. In future research, the researcher should cover the entire discourse of every session to increase the accuracy of the outcomes. Finally, the researcher should have recruited more participants who were at least in grade 3. Notably, previous studies on CSR were based on participants aged 10 or older. Since students were young (grade 1) and rarely had experience with reading comprehension activity, it was hard for the researcher to apply the cooperative reading comprehension strategies for the participants.

CONCLUSION

This study demonstrates how young ELLs from the Korean culture and background interact using cooperative learning by CSR and perceive the reading activity in a CSR group. For educators and researchers who teach or study ELLs, this study can broaden their understanding not only of the significance of strategic reading such as CSR but also the learners' sociocultural and personality diversity.

Appendix A

Observation Checklist of Cooperative Behaviors

Name:_____ Grade: _____

5	4	3	2	1	NA
Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not applicable

Procedures of Instruction	Comprehension Strategies	Target Behaviors	Date			
Before reading	Preview	Is the student able to brainstorm about the topic?				
		Is the student able to verbally express him- or herself about the topic related to his or her home culture?				
		Can the student predict what she/he will learn about the topic?				
		Can the students understand and express cognitive academic language (vocabulary)?				
During reading	click and clunk	Does the student check with a group or an individual to determine whether someone has a clunk?				
		Can the student translate English into Korean or Korean into English?				
		Can the student define the meaning of words?				
		Is the student able to add or rephrase another student's explanations?				
		Can the student provide any positive or corrective feedback?				
		Can the students understand and express cognitive academic language (vocabulary)?				

Accommodation:

1. Students are allowed to communicate in both Korean and English.
2. Students can use CSR cue cards to prompt ideas and information.

<Adapted from Klingner & Vaughn, 1998, 1999, 2000>

Appendix B

CSR Cue Cards

PREDICTION CARDS

Prediction Card 1

What do you **already know** about the topic?
중심 내용에 관하여 이미 알고 있는 것이 무엇인가요?

Prediction Card 2

What do you **predict** or **imagine** about the story?
이야기의 내용을 상상하여 이야기할 수 있나요?

Prediction Card 3

What do you know about **Korean words** or **sentences** related to the topic?
중심 내용과 관련된 한글 단어나 문장을 이야기할 수 있나요?

<Adapted from Klingner & Vaughn, 1998, 1999, 2000>

***CLUNK* CARDS**

Clunk Card 1

Can you **reread** the **sentence** and find key ideas?
문장을 다시 읽어 보고
중심 생각을 찾을 수 있나요?

Clunk Card 2

Can you **reread** the portion of the sentences **before** and **after difficult words**?
어려운 단어의 앞과 뒤
문장을 다시 읽을 수 있나요?

Clunk Card 3

Can you **ask** your **friends** or **teacher** for the meaning of unfamiliar words?
어려운 단어의 뜻을
친구들이나 선생님께
여쭤 볼 수 있나요?

Clunk Card 4

Can you **break** the **word apart** and find the meaning of each part?
어려운 낱말을 작은 부분으로
나누어서 각각의 뜻을 찾아서
말할 수 있나요?

<Adapted from Klingner & Vaughn, 1998, 1999, 2000>

***GIST* CARDS**

Gist Card 1

Who is the most **important person?**
중심 인물이 누구인가요?

Gist Card 2

What is the most **important event?**
가장 중요한 사건이 무엇인가요?

Gist Card 3

What is the **main idea** of the story?
이야기의 중심 생각이 무엇인가요?

<Adapted from Klingner & Vaughn, 1998, 1999, 2000>

***WRAP-UP* CARDS**

Wrap up Card 1 What did you **learn**? 무엇을 배웠나요?	*Wrap up* Card 2 Do you have any **questions**? 질문있나요?

<Adapted from Klingner & Vaughn, 1998, 1999, 2000>

Appendix C

Group Interview Questions for Young Children

I want to hear from all of you, so if you want to answer, please do. There is no right or wrong answer. Your thoughts are very important.

1. Tell me a little bit about your family. For example, do you speak English or Korean with your parents? If you have brothers and sisters, do you speak English or Korean with them?
2. Tell me about yourself. Did you learn to read at home or at school before we did our reading activity? If yes, did you enjoy it?
3. Did you like working with your friends while you were reading? If yes, what part did you like?
4. This will be the last question. If you had a choice of working by yourself or with your friends, which would you prefer and why?

Appendix D

Learning Log

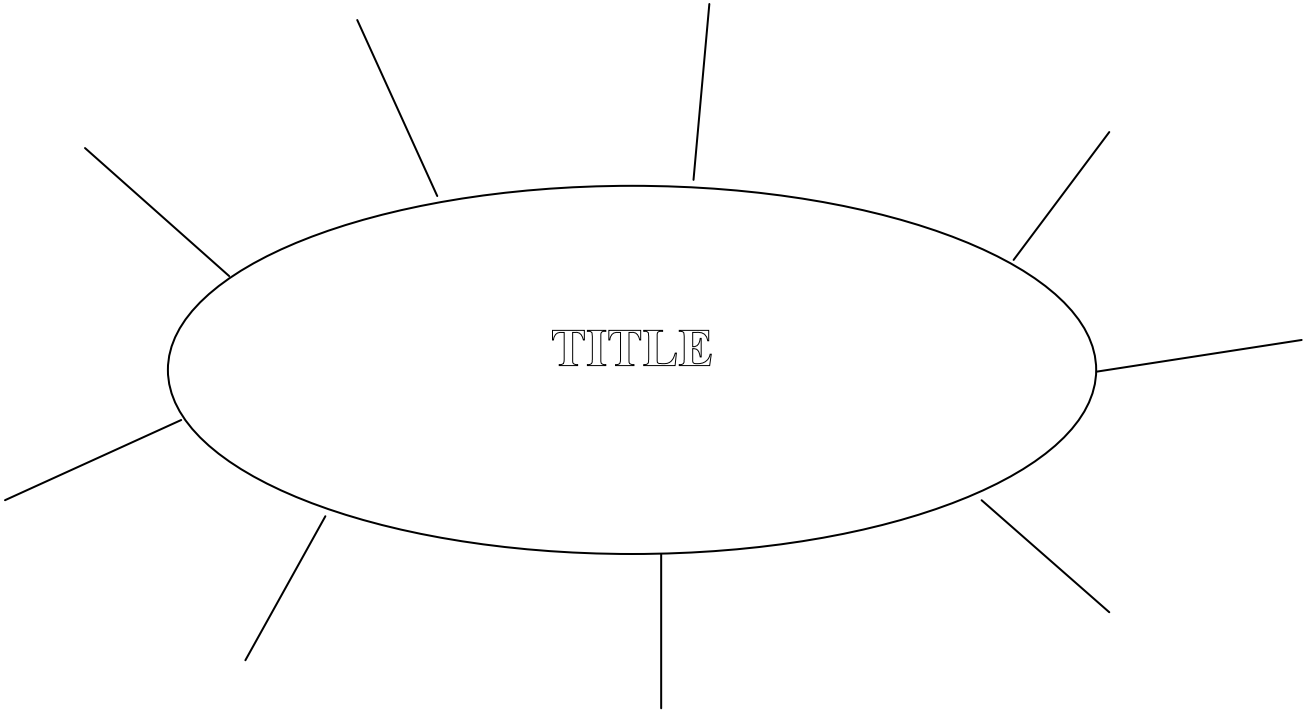
Title 제목: _____

1. Write or draw your prediction 예측하여 글을 쓰거나 그림을 그리세요.	
2. Write your *click* words. 아는 단어를 쓰세요. _____ _____ _____	3. Write your *clunk* words. 모르는 단어를 쓰세요. _____ _____ _____
4. Write a gist. 중심생각을 열 자 이내로 쓰세요. _____	
5. Wrap up (Write a summary). 이야기를 요약하여 쓰세요 _____ _____	

<Adapted from Klingner & Vaughn, 1999>

Appendix E

Group Mind Map



Appendix F

Sample Stories

 # SAMPLE 1 "AN ODD FISH"

A seahorse does not swim like other fish do. It moves through the water like a rocking horse. Its head looks like a horse's head. It uses its long snout to suck up food.

The seahorse has a hard body that feels like bones. It can wrap its tail around a piece of seaweed. It hides there so that sea turtles and sharks do not find it.

A male seahorse gives birth to the babies! The female puts her eggs into his pouch. He carries the eggs for six weeks. Then the little babies pop out and swim away.

 # SAMPLE 2 "WATER"

You know that there is more water than land on Earth. But did you know that there are two kinds of water? There is fresh water. And there is salt water. There is lots more salt water than fresh water on Earth. Salt water is in the sea. We cannot drink it. It would make us ill. But most sea animals must stay in salt water. If they are put in fresh water, they die.

Lakes and rivers hold fresh water. Rain, snow, and ice are forms of fresh water. Many animals and all plants and people need fresh water. Without water there could be no life on Earth.

 # SAMPLE 3 "CHEWING THE CUD"

A deer is afraid when it is in an open field. It thinks that other animals might attack it. So it tears off big pieces of leaves and branches from bushes. But it does not chew them. It swallows them whole!

This food gets stored in a special part of the deer's stomach. When the deer is back in the woods, it feels safer. Then it brings up the stored food, or cud. The deer chews the cud. Chewing the cud breaks the food into little pieces. Then the deer's body can use it.

< *Nonfiction Reading Comprehension* and *Read Naturally: Sequenced Level 1.0*.>

 # SAMPLE 4 "APPLE"

Apples grow on trees. The trees can grow on an apple farm. The tree can grow in a yard too. We pick apples off the trees. We pick apples when they are ripe. Some apples are green. Some apples are red. Some apples are yellow. Apples are good to eat. We eat them in cakes. We eat them in pies. We drink apple juice. Apples are good for you.

 # SAMPLE 5 "FARMS"

We need food to live. Farms give us food. Apples and oranges grow on farms. Beans and carrots grow on farms too. Some animals give us food. Some of these animals live on farms. Cows live on farms. They give us meat and milk. Chickens live on farms. They give us meat and eggs. Cats and dogs live on farms too. Some farm animals live in barns. Barns are houses for animals.

< *Nonfiction Reading Comprehension* and *Read Naturally: Sequenced Level 1.0*.>

Appendix G

Two Samples of Utterances

SAMPLE 1:

M: What is that?/

T: That is recorder./

M: Can I record?/

T: That is my record./

M: Can I record?/

T: Later./ I will let you record later/

T: 선생님 뭐 갖고 왔지?/

J: Animal deer./

M: Animal./

H: deer./1

T: I also had another./

T: What is this?/

M: That is so awesome./

J: That is so cute./

M: Oh my God!/

J: Awesome./

M: Chop up./

T: Do you remember which cards we had before?/

T: Who didn’t use prediction card?/

T: Minhyuk, did you use this?/

M: I want to use clunk cards./

J: I think… /

T: Did you use?/

H: yes./

T: You only had two cards./

T: Did you use this (pointing one card)?/

J: I used fashi./

T: Which cards do we use first?/

M: I use prediction./

T: What's next card?/

H: Clunk card./3

M: Clunk card./

J: Clunk card./

T: What's next the clunk cards?/

M: Gist card./

H: Gist card./4

J: Gist card./

T: What's next gist cards?/

M: wrap up./

J: wrap up card./

H: Wrap up cards./

J: I need more water./

T: What is today’s topic?/

T: I brought something for you today./

T: Do you know the first card?/

J: Can I go restroom?/

M Can I go restroom, too?/

T: Who want to go first?/

T: 준호..화장실 가고 싶어요?/

J: I need more water./

T: What do you already know about the topic?/

M: Um./

J: Um./

T: Do you remember how you wrote about your idea here?/

T: What is the topic today?/

T: Can you tell what you already know about the topic?/

J: Did you flush (looking at Minhyuk)?/

M: It is not possible to flush the facet./

T : It’s mine./

J: Can I have it (picking up the teacher’s marker)?/

T: Do you remember my question?/

T: Can you use your pen, Junyoung./

T: Hyunjoo, can you read today’s topic?/

H: Chewing the cud./

T: What is the chewing?/

M: Ta tat a./

T: What is the cud?/

J: Cud is this (picking up vegetable)./

T: Maybe or maybe not./

M: Deer./

J: Deer./

T: It’s similar./ Deer eats cud./ Cud is partially digested and chewed food by animals like deer./

T: 준호야 우리 공부할게요./

T: Who want to talk about prediction?/

T: Do you remember what predict is?/

M: I forgot./

T: Is there anyone who remember what prediction or imagine is?/

T: What is imagine?/

M: Imagine is imagine./

T: Junho, do you know what prediction is?/

T: What does pre mean?/

M: prediction./

H: Pre?/

H: Prereading./

J: Reread./

SAMPLE 2

T: Can you clean up the table?/

T: I brought new paper./

T: Be prepared to study./

M: Dirty water, clean water./

J: Ice water, clean water./

H: Water, regular water./

T: What do you think about these?/

T: How do you distinguish between two bottles of water?/

T: Hyunjoo, what's different between this water and that water?/

H: (Her voice was not clear)./

T: Why don't you taste it?/

M: one is salty./

T: What about the color?/

M: Darker./

T: Are you mixing together?/

T: Can you guess how the color will be changed?/

T: Do you think the color will be…?/

M: Darker./

T: Is it still water?/

T: Do you think it is still water?/

M: yes./

J: yes./

T: Pay attention to me./

T: Junhoo, sit on your chair./

T: 자리에 앉자./

T: What's today's topic?/

H: Water./

M: Water./

T: What else?/

M: Different water./

T: Very good./

T: Where do you use water in your life?/

J: Drinking, washing, Brushing./

T: How do you use water?/

M: Flushing facet./

T: Everyone, you told the right answers./

T: Today we talk about….?/

H: water./

J: Can I pass it out?/

T: Today I brought color pens and pencils./

J: I want blue, blue./

T: 선생님이 줄게요./

T: Don't break the pencil./

T: Just take one color./

T: That is my marker./

J: I want to try it./

T: Next time I will let you use it./

T: Let’s have only one color pen and pencil./

J: I don’t want./

M: I want sharper./

T: That is my marker./

M: Give me, Minhyuk./

M: I want to try it./

T: You can use it later./

T: Who didn’t use prediction cards?/

J: Me./

M: Me./

H: I did use this one./

M: I use clunk card./

J: This is the only one I didn’t use./

T: Hey./

T: Let’s use this./

T: Junyoung./

T: Do you remember the first prediction card?/

M: About water./

T: Junyoung, can you read a prediction card?/

J: What do you already know about the topic?/

T: Hyunjoo?/

H: Glass of water./

M: Glass of water and Shower./

T: Can you pick up one prediction card and read it?/

J: where is other cards?/

T: Right now, we only have three cards for the prediction./

J: What do you already know about the topic?/

T: Think about water./

T: What do you already know about the topic?/

M: About water./

T: You said we can use water for drinking and washing./

M: Showering.

T: Ok./

T: Junyoung, can you use next card?/

J: What do you predict or imagine about the topic?/

T: Hyunjoo?/

H: Glass of water./

M: Glass of water and Shower./

T: Can you use the last card?/

J: What do you know about the Korean words or sentences related to the topic?/

T: 얘들아.. /

T: Do you know any words in Korean?/

T: What is water in Korean?/

H: 물./

M: Me, me, me./

M: 물./

T: 또?/

J: 물./

T: What about the salty water?/

H: 소금물./

T: And what else?/

T: What Korean words can you think about related to the topic?/

T: Anyone?/

T: We don’t make messy on the table./

J: I know./

T: Are these all about the water?/

T: Does anyone want to comment more?/

M: (shaking his head.)/

J: (shaking his head.)/

T: Very good, everyone./

T: let’s pick up… /

J: I want blue./

M: I had one./

T: I have paper here./

T: Junyoung, Can you pass the map?/

T: Thank you./

J: Can I draw a picture?/

T: You can draw a picture./

J: I want blue pen./

M: I will draw a glass of water./

T: Great./

J: Can I write?/

T: You can either write or draw a picture./

T: Hyunjoo..?/

T: You may ask each other for the work./

Appendix H

Title: The Interactive Behaviors and Perceptions of Korean English Language Learners on Collaborative Strategic Reading
Principal investigator: Mikyung Shin (512-992-3267 / shin.mikyung@gmail.com)
Faculty Supervisor: Dr. Sorrells (512-475-6547 / mccray.audrey@mail.utexas.edu)

Parental Consent Form for the Participation of Children

CONSENT FORM

The Interactive Behaviors and Perceptions of Korean English Language Learners on Collaborative Strategic Reading

Your permission is requested to allow your child to participate in a research study. This form provides you with information about the study. The individual in charge of this research will also describe this study to you and answer any questions you might have. Please read the information below and feel free to ask questions before deciding whether or not to participate. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time, and your refusal will not impact any current or future relationships with UT Austin or participating sites. To cease participation, simply tell the researcher you wish to stop. The researcher will provide you with a copy of this consent for your records.

The purpose of this study:

- This study will explore how Korean English Language Learners (KELLs) in grades 1 and 2 (6-8 years old) respond to each other by applying Collaborative Strategic Reading (CSR). From multicultural perspectives, this research will also examine how KELLs from diverse cultural and linguistic backgrounds understand and perceive four CSR strategies: preview, click and clunk, get the gist, and wrap up.

If you agree to allow your child to participate in this study, the researcher will ask your child to do the following things:

- Phase 1 (three weeks): Learn CSR strategies (preview, click and clunk, get the gist, and wrap up)

  _____
  Signature of Parent(s) or Legal Guardian
- Phase 2 (three weeks): Implement CSR strategies (audio recorded)

  _____
  Signature of Parent(s) or Legal Guardian
- Phase 3 (one-time interview): Be interviewed about his or her perception of group work (audio recorded)

  _____
  Signature of Parent(s) or Legal Guardian

Total estimated time to participate:

- This research will be gathered during after-school hours. One session will consist of a 30-minute lesson, and two sessions will be taken per week for six weeks (for a total of six hours).

Risks of being in the study:

- This intervention may involve risks that are currently unforeseeable. If you wish to discuss the information above or any other risks your child may experience, you may ask questions now or call the Principal Investigator listed on the front page of this form.

Benefits of being in the study:
- The child will gain reading comprehension skills and collaborative learning methods in a small group.

Compensation:
- Children's books will be provided at the end of this study. There will be no compensation if the child decides not to continue participating in the study.

Confidentiality and Privacy Protections:
- All data will be placed in a secure cabinet and locked.
- In order to protect participants' privacy and confidentiality, the researcher will assign pseudonyms to each participant.
- The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate your child with his or her information or with your participation in any study.
- Authorized persons from The University of Texas at Austin and members of the Institutional Review Board have the legal right to review your child's research records and will protect the confidentiality of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a research subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.
- Participants will choose the days and times of the observations and interview.
- Participants will be given notice at least 24 hours prior to the researcher's arrival at the Howson Branch of the Austin public library (2500 Exposition Blvd, Austin, TX 78703; 512-472-3584) where your child will be observed and interviewed. You will bring your child to and pick him or her up from the Howson Branch of the Austin public library. The researcher will not show up unannounced. You should remain in the room with the researcher at all times during the study.
- State law requires the reporting of child or elder abuse to relevant agencies, such as Child Protective Services or the Texas Department of Family and Protective Services.

Contacts and Questions:
- If you have any questions now about the study, please let me know. If you have questions later, want additional information, or wish to withdraw your child's participation, call the researchers conducting the study. Their names, phone numbers, and e-mail addresses are listed at the top of this page. If you have questions about your child's rights as a research participant, complaints, concerns, or questions about the research, please contact **Jody Jensen, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects** at (512) 232-2685 or the Office of Research Support at (512) 471-8871. You may also email at orsc@uts.cc.utexas.edu.

You may keep the copy of this consent form.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study, simply tell me. You may discontinue his or her participation at any time.

_____
Printed Name of child

_____ _____
Signature of Parent(s) or Legal Guardian Date

_____ _____
Signature of Investigator Date

Assent Form for Child Between the Ages of 7 and 12

ASSENT FORM

The Interactive Behaviors and Perceptions of Korean English Language Learners on Collaborative Strategic Reading

I agree to be in a study about reading comprehension strategies. This study was explained to my (mother/father/parents/guardian) and (he/she/they) said that I could be in it. The only people who will know about what I say and do in the study will be the people in charge of the study.

In the study I will learn reading comprehension strategies such as Cooperative Strategic Reading (CSR). I will be taught four reading comprehension strategies: preview, click and clunk, get the gist, and wrap up. I will also be asked questions about how I felt and what I learned through this reading comprehension study on CSR.

Writing my name on this page means that I read the page or it was read to me and that I agree to be in the study. I know what will happen to me. If I decide to quit the study, all I have to do is tell the person in charge that I want to stop.

_____ _____
Child's Signature Date

_____ _____
Signature of Researcher Date

연구자: 신미경 (512-992-3267 / shin.mikyung@gmail.com)
교수님: Dr. Sorrells (512-475-6547 / mccray.audrey@mail.utexas.edu)

아동의 연구조사 참여를 위한 학부모 동의서 양식

동의서

협력적 읽기 전략에 대한 한국인 영어 학습자의 상호작용행동 및 인식

안녕하십니까? 저는 텍사스 어스틴 대학교 특수교육과 석사과정에 있는 신미경입니다. 본 연구 조사는 석사 졸업 논문을 위한 것입니다.

다음은 귀하의 자녀가 본 연구조사에 참여하기에 앞서 학부모의 동의서에 대한 내용입니다. 본 연구자는 귀하에게 연구에 대한 설명을 할 것이며 귀하의 질문에 대한 대답을 할 것입니다. 질문이 있으시면 참여를 결정하시기 전에 문의를 주시기 바랍니다. 그리고 참여 중 어느때라도 그만 두실 수 있으며 그에 앞서 연구자에게 말씀에 주시길 바랍니다.

연구 목적:

- 본 연구 논문은 협력적 읽기 전략을 통한 초등 1 또는 2 학년 한국인 영어 학습자 (6-8 살)의 상호작용 행동을 관찰하기 위한 것입니다. 또한, 본 조사는 다문화적인 관점에서 다양한 문화 및 언어적인 배경을 지닌 한국인 영어 학습자가 4 가지 협력적 읽기 전략(예측하기, 어휘의 의미 찾기, 중심생각 찾기, 요약하기)을 어떻게 이해하는지를 보고 할 것입니다.

연구 조사 중 아동이 수행하는 역할:

- 1 단계로 협력적 읽기 전략 (예측하기, 어휘의 의미 찾기, 중심생각 찾기, 요약하기)을 3 주간 배우기

  _____
  (부모 혹은 법적 보조인 서명)
- 2 단계로 협력적 읽기 전략을 사용하여 3 주간 읽기 이해 활동에 참여하며, 대화 내용은 녹음될 것임

  _____
  (부모 혹은 법적 보조인 서명)
- 3 단계로 협력적 읽기 전략에 대한 질문에 응하며, 대답은 녹음될 것임

  _____
  (부모 혹은 법적 보조인 서명)

아동이 참여할 총 예상 시간:

- 본 연구는 방과 후 시간에 이루어 질 예정입니다. 한 수업은 30분씩 진행될 것이며, 일 주일에 두번씩 6주간 (총 6시간) 계속될 것입니다.

연구 조사에 대한 위험 부담:

- 본 연구는 현재 어떠한 위험 요소도 보이고 있지 않습니다. 차후 연구 상 발생할 수 있는 위험 요소에 대한 질문이 있으시면 본 연구자에게 연락주시길 바랍니다.

연구 조사를 통한 이점:

- 아동은 소그룹 내에서 이루어지는 읽기 이해 전략 및 협동적 학습 방법을 습득할 것입니다.

연구 조사 후 사례:

- 아동은 어린이 동화책을 마지막 날에 선물로 받게 될 것입니다. 만약 아동이 연구 중 참여를 중지한다면 어떠한 사례도 받지 않게 될 것입니다.

비밀 및 사생활 보장:

- 모든 자료는 녹음될 예정이며, 정보는 안전한 장소에 비밀로 보관될 것입니다.
- 연구자는 참여자의 사생활 및 비밀 보장을 위하여 가명을 사용할 것입니다.
- 차후에 본 연구 자료가 다른 연구자에 의해 사용되어질지라도 개인적인 정보는 공개되지 않을 것입니다.
- 텍사스 어스틴 대학의 Institutional Review Board는 법적으로 자녀의 연구에 관한 기록을 볼 수있는 권리를 가지고 있으며 아동에 관한 모든 자료를 비밀로 보장할 것입니다.
- 참여자는 관찰 및 면접을 위한 날짜 및 시간을 결정할 권리가 있습니다.
- 참여자는 Howson Branch of the Austin public library (2500 Exposition Blvd, Austin, TX 78703 / 512-472-3584)에서 관찰 및 질의 문답 연구가 이루어지기 24시간 전 통보를 받을 것입니다. 귀하께서는 Howson Branch of the Austin public library로 아동을 인솔해주시기 바랍니다. 연구자는 공지없이는 연구를 수행하지 않을 것입니다.
- 텍사스 주 정부 법은 아동 혹은 노인 학대 사례를 Child Protective Services 또는 the Texas Department of Family and Protective Services에 보고할 것을 의무화하고 있습니다.

연락처 및 질문:

- 질문이 있으시면 지금 본 연구자에게 문의를 주시길 바랍니다. 만약 아동의 권리 (연구 참여자, 불만, 걱정)나 연구에 대한 문의가 있으시면**Jody Jensen, Ph.D. (텍사스 어스틴 Institutional Review Board 총 책임자)**에게 연락주시길 바랍니다.
- 연구자: 신미경 (512-992-3267 / shin.mikyung@gmail.com)
- 사람을 주제로 한 연구에 대한 권리 보장 기관 연락처: 512-232-2685
- 연구 보조를 위한 기관 연락처: 512-471-8871 / orsc@uts.cc.utexas.edu

귀하께서는 본 동의서를 복사하셔서 보관하실 수 있습니다.

_____
Printed Name of child
(아동 이름)

_____ _____
Signature of Parent(s) or Legal Guardian Date
(부모 혹은 법적 보조인 서명) (날짜)

_____ _____
Signature of Investigator Date
(연구자 서명) (날짜)

7세부터 12세 아동을 위한 동의서 약식

동의서

협력적 읽기 전략에 대한 한국인 영어 학습자의 상호작용행동 및 인식

나는 읽기 이해 교수전략 연구에 임할 것을 동의합니다. 본 연구는
(어머니/아버지/부모님/보호자)에 의해 나에게 설명되었으며
(어머니/아버지/부모님/보호자)는 내가 참여하는 것을 허락하셨습니다. 나에 대한 모든 정보는 본 연구 관계자만 가지고 있을 수 있습니다.

“본 연구에서 나는 협력적 읽기 전략으로 불리는 읽기 이해 전략을 학습할 것입니다. 나는 본 조사 논문에서 4가지 교수 전략 (예측하기, 어휘의 의미 찾기, 중생각 찾기, 요약하기)을 배울 것입니다. 또한, 나는 협력적 읽기 전략을 통한 읽기 이해 연구에 대한 질문(느낀점 및 배운점)에 응할 것입니다.”

_____ _____
Child's Signature Date
(아동 서명) (날짜)

_____ _____
Signature of Researcher Date
(연구자 서명) (날짜)

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