

A Reflection on the Education of Acceptance of Novels through Systemical Review

Lee, In Wha KICE (first author)

Jeong, Jin Seok KICE (corresponding author)

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I. Introduction

This research aims to understand the research trend and provide constructive suggestions by systematically synthesizing the proposed results of existing papers on education for acceptance of novels and classifying them into groups, with the systemical review as a research tool.

There have not been many meta analyses on the studies accumulated over the past years in the research of literature education. In short, a consultation or an agreement on the guidelines for classifying and analysing the studies has not been made yet. While it allows a variety of analyses and uses of the studies, evaluating the studies and seeking new research methodologies in conformity with the criteria can be difficult. In other words, the existing studies are sorted and inherited according to the specific purposes of newly planned researches (Kim et al., 2014: 394). If an attempt to form a new discourse and seek educational contents and methods is made along with the practice of metastudy, it will be helpful for understanding the flow of education in microscopical perspective and providing the research guidelines.

Although the absence of explicit agreement and consultation has

been pointed out, we do not believe researchers' conceptual framework in terms of analysing and referencing preceding research is being absent as well. The purpose of this study lies in proposing a discussion topic to the field by presenting analysis guidelines for the research of education of novel interpretation, as such guidelines have been implicitly or individually and discretely presented so far. In addition, we expect the productive criticism will follow.

The classification framework for categories of studies developed by education curriculum was used in this study. Being a part of the educational system related to theories and fields as well as members of community and surroundings, the literature of education curriculum forms the foundation of educational activities and thus deserves a reference (Lee & Hong, 2008). According to '2011 Education Curriculum of Korean Language based on the Revised Education Curriculum of 2009', literature of education curriculum includes the aim, knowledge, acceptance, attitude, teaching and learning methodology, and evaluation (Ministry of Education and Science Technology, 2012). Accordingly, in addition to categorizing the study analysis, this research is designed to take the approach of the aim, knowledge, acceptance, attitude, teaching and learning methodology, and evaluation, with an emphasis on the distinctiveness of study of literature and to embrace all fields related to novel interpretation education by taking teaching material into consideration as well.¹

1 The framework for the categories of literature is as follows (Ministry of Education, *Science and Technology*, 2012: 6).

In Reality		
<ul style="list-style-type: none"> •Diverse branches of literature <ul style="list-style-type: none"> - Poem (Poetry), Novel (Prose), Drama, Essay, Criticism •Diverse media and literature 		
Knowledge	Acceptance and Production	Attitude
<ul style="list-style-type: none"> •The nature and qualities of literature •The branches of literature •The context of literary works 	<ul style="list-style-type: none"> •Understanding and interpretation of works •Appreciation of works •Criticism and communication of works •Composition of works 	<ul style="list-style-type: none"> •The value and importance of literature •Interest in literature •Practising literature

In brief, this study aims to (1) understand general characteristics of domestic studies relevant to education of acceptance of novels, (2) clarify categorical tendency of education of acceptance of novels, and (3) offer suggestions for the direction of future education on acceptance of novels.

II. Methodology of systemical review

In this study, systemical review is carried out for studies on acceptance including reading, comprehension, interpretation, criticism, and appreciation. This study is designed by adopting the research methodology suggested in 『(NECA) *Manual for Systemical Review*』 (Kim et al., 2011), and it was proceeded in the order of searching studies, sorting and evaluating the quality of studies, abstracting resources, and analysing data.

1. Search of studies

The period of searching ran from September 16th to October 2nd, 2014. Under the two researchers' agreement, the articles listed in the KCI were searched using Korean database RISS (www.riss.kr), KISS (kiss.kstudy.com), and DBpia (www.dbpia.co.kr). There were no restrictions on the publication period.

The 'keyword search' and 'title search' were used along with the

As indicated in the table above, knowledge, acceptance and production, and attitude are managed as a whole. The diverse strands of literature and media serve the basis for knowledge, acceptance and production, and attitude of literature education. Therefore, all categories in the table of system of education curriculum except for 'in reality' are used as the classification framework for studies in this paper. As the research on education of acceptance of novels is the target of analysis in this study, the term 'acceptance and production' has been changed to 'acceptance'. The text types of the reality will be dealt at the section where the overall education trends are discussed.

'search within results' and 'detailed search' options for the search of studies. When searching using 'keyword search', 'novel education' was typed in as a keyword and from the given results, 'acceptance' was searched. The same procedure was repeated for 'understanding', 'reading', 'interpretation', 'criticism', and 'appreciation' in order. Then using detailed search, keyword was set as the search category and 'novel education'-AND-'acceptance' was searched. The same was repeated for 'understanding', 'reading', 'interpretation', 'criticism', and 'appreciation' in order. Next, for 'title search', 'novel education' was first searched and 'acceptance' was searched from the given results. The same procedure was repeated for 'understanding', 'reading', 'interpretation', 'criticism', and 'appreciation' in order. Finally, keyword was set as the search category in detailed search before searching 'novel education'-AND-'acceptance'. In such way, 'understanding', 'reading', 'interpretation', 'criticism', and 'appreciation' were searched in order.²

As a result, a total of 612 studies were found. From this first set of studies, the sorting process began.

2. Sorting and quality evaluation of studies

To finalize the studies for analysis from the first set of data, the studies were sorted and evaluated for their quality. After independently reviewing the studies, the two researchers found common ground on their disagreements after exhaustive discussions. The procedure for sorting the studies for analysis is provided below.

2 Search words were selected under two criteria. We intended to include ideas related to acceptance as well as terms used in education curriculum. As a result, the terms 'acceptance, understanding, interpretation, appreciation, and criticism', which are included in the table of system of education curriculum were selected, and 'reading' was added to this list. The term 'communication' was excluded as it may yield an ambiguous interpretation and as it would get included in searches for other terms.

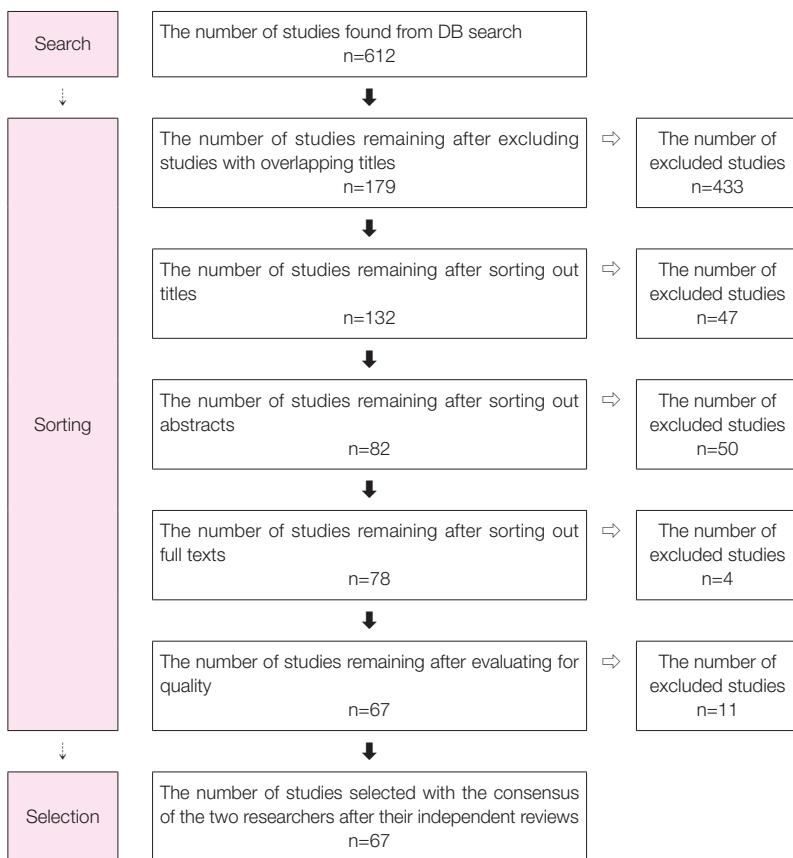


Figure1. PRISMA flow chart

The procedure of selection and quality evaluation of studies is as follows. First, with 433 overlapping studies excluded from the total of 612, 179 studies were selected. Second, after reviewing the titles, abstracts, and full texts, 47 studies, 50 studies, and 4 studies have been excluded respectively, leaving 78 studies. By sorting out studies related to education of creative work, Korean language, Chinese writing, English, a second foreign language, Christian, sports literature, Korean literature, literary criticism on authors, and literary criticism, the scope of data ranged from studies on novel education to acceptance.

Third, the two researchers independently reviewed 78 studies based on their nature as educational papers, novelty of the studies, and appropriacy of research methodology in an effort to exclude studies failing to satisfy any of such criteria. As a result, the two researchers mutually finalized the selection of 67 studies to be analyzed.

3. Data analysis and outcomes

The data analysis was carried out in the following procedure.

First, using the classification framework for education categories (aim, knowledge, acceptance, attitude, teaching and learning methodology, teaching material, evaluation) extracted from the literature of education curriculum, the two researchers classified 67 studies. Second, the education trend of each category was analysed by studying the classified studies in detail. The researchers elaborated the analysis results by repeating the process of sharing the review results and referring to the texts.

By examining the appropriacy and validity of procedure and methodology of searching as well as sorting, quality evaluation and data analysis of studies, the significance of this research concluded from reviewing the potential and limitations of systematical review is drawn as a conclusion.

III. Analysis Results

1. General characteristics of analyzed studies

The table 1 shows the finalized selection of studies for analysis in this research.³

3 The studies in Table 1 are listed in the alphabetical order of authors' names. As the studies are published in Korean language, their basic information is indicated in Korean.

Table 1. List of studies of education of acceptance of novels

No.	Author	Publication year	Article title	Journal (Volume/ Issue)
1	고정혜	2012	중층적 현실 인식을 위한 소설 감상 교육 The Recognition of Multi-Reality through Novel Education	새국어교육 (93)
2	권혁래	2009	대학 교양수업에서 <구운몽> 읽기와 소설교육 Reading Guwunmong for college students and novel education	새국어교육 (83)
3	김경애	2010	토론식 학습법을 활용한 소설 텍스트의 읽기 교육 방안 연구 A study on the method of reading out novel text with discussion	새국어교육 (84)
4	김근호	2007	소설교육의 실천적 지표에 대한 반성적 고찰 A critical reflection on the practical indicator of novel education	국어교육학 연구 (30)
5	김근호	2013	이태준 소설의 서사 윤리와 소설교육 The narrative ethics of Lee, Tae Jun's novels and novel education	현대소설연구 (54)
6	김동환	2007	문학교육의 관점에서 본 소설 읽기 방법의 재검토 The reflective approach to the <Buckwheat-blossom Time> in the textbooks	문학교육학 (22)
7	김동환	2009	소설교육에서의 "시점" 개념에 대한 반성적 고찰 A reflective study on the concept of "point of view" in novel education	문학교육학 (30)
8	김동환	2010	소설과 매체 서사 교육의 상호작용적 방법의 모색 A research for the interactional method between the novel and the media-narrative education	국어교육학 연구 (37)
9	김동환	2012	비 동시대적 소설 텍스트의 독서교육 The reading education of non-contemporary novel text	국어교육 (50)
10	김미영	2005	패러디를 활용한 소설교육의 방법 A study on the method of novel education using parody	한국문학이론과 비평 (36)
11	김미영	2005	현대소설에 나타난 장애인물의 교육적 의미 고찰 A consideration on the educational meaning of characters with disability in the modern novel	한국언어문화 (27)

Yet, as the article titles symbolically present the topic of the studies, their English titles are indicated in case they are given in the articles. The asterisk next to the article titles signifies that the researchers translated Korean titles into English as their English titles were not searchable.

12	김미영	2009	작중인물을 통한 성장소설 교육의 방법 A method of growth novels education through character	한국문학이론과 비평 (45)
13	김상욱	1992	신비평과 소설교육의 방법의 재검토 Review of new criticism and the method of novel education	국어교육 (79)
14	김성진	2005	인물 중심의 장편 소설 감상 교육 연구 The Study on the Education of Novel Appreciation Focused on the Character	국어교육 (118)
15	김성진	2008	소설교육에서 해석의 다양성 문제 재론 A study on the diversity of interpretations in novel education	우리말글 (42)
16	김영주	2011	독서 문화 텍스트 구성과 소설 교육 Reading culture text construction and novel education	새국어교육 (89)
17	김영희 로금숙	2011	담화식 읽기를 활용한 소설 텍스트 교육방안* Teaching methodology for novel texts using reading in discourse context*	중국조선어문 (175)
18	김용성 이대규	2002	소설 교육과 텍스트 해석* Education of novels and interpretation of text*	한국사상과 문화 (18)
19	김원희	2010	문학 교육을 위한 강경애 『인간문제』의 인지론적 연구 Recognitive study on Kyung-ae Kang's "Human Problems" for literacy education	한국문학이론과 비평 (49)
20	김원희	2010	문학 교육을 위한 백신애 소설세계의 인지론적 연구 Cognitive study on the world of Baeg Sin-ae's novels in terms of literary education	현대문학이론 연구 (41)
21	김종호	2013	황순원 소설의 "플롯" 분석과 소설교육 Teaching the novel through an analysis of the plot of Hwang, Sun-won's novel	한국문예비평 연구 (41)
22	김혜영	2010	문체 중심 소설 읽기교육의 방향 A style-centered direction of novel education	독서연구 (24)
23	김혜영	2011	인간 이해를 위한 소설교육의 방향 The direction of novel education for understanding human beings	문학교육학 (36)
24	나정연	2011	읽기와 쓰기를 중심으로 살펴본 소설 교육 연구 Focusing on reading and writing, education discussed novel	한국어문교육 (9)
25	노지승	2010	전후 소설에 나타난 남성 정체성의 문제와 문학교육적 함의 On the male identification and its meaning of literary education	문학교육학 (33)

26	류덕제	1998	소설 텍스트의 해석과 국어 교육* The interpretation of novel texts and education of Korean language*	한국초등국어 교육 (14)
27	박기범	2005	소설과 영화를 통한 서사 교육 The study on the education of narratives through novel and film	국어교과교육 연구 (10)
28	박기범	2008	시점-서술 교육의 반성과 개선 방향 Reflection and proposal on education of viewpoint-narration of novel	국어교육학 연구 (31)
29	서보영	2014	고전소설 변용을 통한 문화적 문식성 교육 연구 A study on the cultural-literacy education through adaptation of classical novel	국어교육연구 (33)
30	서유경	2009	소통적 관점에서 본 <금방울진>읽기 교육 연구 A study on the education of reading Kumbangul-cheon from the communicational view	독서연구 (21)
31	서유경	2010	사색남정기의 정서 읽기 교육 연구 A study on the education of emotional reading in Sassinamjeonggi	고전문학과 교육 (20)
32	선주원	2002	대화적 관점에서의 소설교육 교수-학습 전략 연구 A study on the strategies of novel teaching instruction in dialogic perspective	국어교육학 연구 (14)
33	선주원	2004	담론 주체의 타자성 읽기와 소설교육 The otherness reading of discourse-subject and novel teaching	현대문학의 연구 (22)
34	선주원	2005	크로노토프를 활용한 타자 인식과 소설교육 The other recognition and novel teaching using the chronotope	국어교육 (116)
35	선주원	2008	대학생의 텍스트 해석의 타당성과 소설교육 The validity of a university student's text interpretation and novel teaching	문학교육학 (25)
36	선주원	2012	비판적 사고를 강조한 소설 읽기에 대한 중학생의 태도 분석 연구 The study on the middle school students literary attitude about novel reading emphasizing critical thinking	청람어문교육 (45)
37	선주원	2012	소설의 환상성 읽기를 통한 소설교육의 가능성 고찰 A examination of a possibility in a novel teaching through reading the fantasy of novel	새국어교육 (92)
38	선주원	2012	작중인물의 욕망 이해에 초점을 둔 소설교육 내용 연구 A study on the novel teaching focused understanding about a character's desire	문학교육학 (38)
39	선주원	2013	소설 해석의 세 가지 방법에 따른 소설교육의 내용 구안 The content scheme of novel teaching through three method of a novel interpretation	새국어교육 (95)

40	선주원	2013	에로스적 욕망에 의한 플롯 읽기를 통한 소설 텍스트 해석 연구 A study on the interpretation of the novel text through a plot reading by a erotic desire	문학교육학 (41)
41	선주원	2014	숨은 화자와의 서사적 소통을 통한 소설 텍스트 해석과 소설교육 Novel teaching and interpretation of novel text through narrative communication with hidden narrator	청람어문교육 (50)
42	선주원	2014	자전적 성장소설을 활용한 서사적 윤리 실천을 위한 소설교육 The novel teaching for narrative ethics practice utilizing the autobiographical growth novel	학습자중심 교과교육연구 (14/1)
43	송기섭	2011	소설교육의 세 요소와 분석적 이해 Three elements of novel education and analytic understanding	어문연구 (67)
44	우신영	2010	가치탐구활동으로서의 소설교육 Novel education as value inquiry activity	새국어교육 (86)
45	우신영	2013	소설텍스트 해석 교육 내용 연구 A study on the contents of novel interpretation education	문학교육학 (42)
46	우한용	1994	리얼리즘 소설의 문학교육적 해석* The literary educational interpretation of realism novels*	국어국문학 (112)
47	원자경	2011	소설텍스트의 읽기능력 신장을 위한 질문 전략 연구 The study of questioning strategy for developing the ability to read literary text	독서연구 (25)
48	이병찬	2009	고전소설 교육의 전제와 실제 Presupposition and practice of teaching classic novel-focussed on <Guwoonmong> and <Choonhyangjeon>	반교어문연구 (27)
49	이상일	2012	고전소설의 인물 비평 교육 연구 서설 An introduction to character criticism education in Korean classical novels	국어교육학 연구 (44)
50	이승복 김한성	2010	연암소설 교육의 반성과 과제* The reflection and task of Yeonam's novel education*	인문과학연구 (23)
51	이인화	2013	문학토론에서 소설 해석의 양상에 관한 연구 A study on the aspects of literary discussion	새국어교육 (94)
52	이종섭	2009	소설과 영화를 통한 상상력 신장 교육의 한 방법 A study on the method enhancing imagination through the novel and the film	국어교육학 연구 (35)

53	임환모	2013	심미적 소통행위로서의 소설교육에 대하여 A study on novel of education as an act of aesthetic communication	국어교과교육 연구 (22)
54	정연희	2006	서술자, 시점을 통한 소설 감상 교육의 필요성과 방법 The Necessity and Method of Education in Novel -Literature competence through Narrator-focalization	어문논집 (53)
55	정원술	2014	전문(全文) 읽기를 통한 과정중심의 소설교육 A study on process-based novel education through reading full text	한국어문교육 (15)
56	정재림 이남호	2014	'거리'를 활용한 소설감상교육 The comprehension of distance and educational coaching novel appreciation	우리문학연구 (42)
57	정재림 이남호	2014	소설교육에서 "해석의 적절성"에 대한 고찰 The appropriateness of text interpretation in novel education	어문논집 (71)
58	정진석	2014	소설 읽기의 윤리와 소설교육의 실천 방향 A study on ethics for reading novels and practical directions in novel education	국어교육연구 (55)
59	정진석	2014	소설 해석에서 독자 역할의 중층 구도와 소통 방식 연구 A study on the reader's role and communication modes in interpreting novel	문학교육학 (43)
60	조경덕	2013	대학 교양 교육으로서 남북한 소설 읽기와 글쓰기 Reading the North and South Korea short story and writing in college general education	국제어문 (57)
61	조현일	2013	미적 동일시의 유형과 소설교육 Types of aesthetic identification and the education of novels	우리어문연구 (47)
62	조현일	2013	미적 향유를 위한 소설교육 Education of novel for aesthetic enjoyment	새국어교육 (96)
63	최인자	2009	타자 지향의 서사 윤리와 소설교육 Novel educational understanding of the narrative ethics	독서연구 (22)
64	최인자	2011	소설 화자의 맥락적 이해와 윤리적 반응 형성을 위한 소설 교육 A study on the teaching method of the contextual understanding of narrator and the ethical response in the novel education	독서연구 (25)
65	최진형	2010	고전 소설 교육의 문제점과 개선방안 Problems and improving plans on education of classical novels	인문과학연구 (13)
66	최현주	2005	한국 현대 성장소설의 문학교육적 함의와 해석 A connotation and interpretation on education of the Korean modern growth novel	현대문학이론 연구 (25)

67	황혜진	2005	문화적 문식성 교육을 위한 고전소설과 영상변용물의 비교 연구 A comparative study of the classic novel and the modern transformation of it for the cultural literacy education	국어교육 (116)
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1) The status of publication by year

Regarding the studies on education of acceptance of novels examined in this research, 3 studies (4.68%) were published in 2000, 9 (13.43%) in 2005, 24 (35.82%) from 2006 to 2010, and 31 (46.26%) after 2011. Given this flow, studies on acceptance of novels have rapidly grown in their volume since the mid-2000.

2) The subject of education for acceptance of novel

Considering the age of the subjects and the level of schools, the subjects in the studies are classified into children, primary school students, middle and high school students, undergraduate students, and adults. None of the studies were targeted at children (0%) while 20 aimed at primary school students (19.23%), 43 at middle and high school students (41.34%), 21 at undergraduate students (21.21%), and 2 at adults (2.02%). The target was not specified in 18 of them (17.3%). Based on this flow, novel education seems to be secondary-school-students-oriented as they are under institutional implementations.

3) Texts for analysis

The texts to be analyzed included 11 classical novels (15.94%) and 55 modern novels (76.38%) while 2 (2.89%) had no target text and 4 (5.79%) of them were classified as others.⁴ The studies without target texts were based on theories, and most of the texts classified as others were adaptations of novels into media texts. Given the dispersion of texts for analysis, the emphasis has been placed on the modern novels in education of acceptance of novels.

4 Studies employing more than one text for analysis were double counted.

4) Research methodology

In terms of research methodology, 42 studies (55.26%) analyzed novels while 8 studies (10.95%) analyzed learners' discourse or writing. There was one case (1.36%) where qualitative research or participant observation was carried out while 17 (22.36%) of them analyzed education curricula and textbooks and 8 studies (10.95%) investigated criticism or theories.⁵ Based on the dispersion of research methodologies, a majority of studies were focused on analyzing works while the number of studies based on learners or literature classrooms was relatively low.

2. The categorical trend of education of acceptance of novels⁶

1) Aim

Table 2. List of studies in relation to aim

No.	Author	Publication year	Article title
4	김근호	2007	A critical reflection on the practical indicator of novel education
23	김혜영	2011	The direction of novel education for understanding human beings

Two studies were about aim. In paper 4, education curriculum was seen as the medium point for theories and practices, and it examined the aim of novel education in macroscopic perspective through the review of education curriculum. The loss of the characteristics of literature education within education of Korean language and the division of acceptance and production were criticized in this paper. In

5 Studies employing more than one research methodology were double counted.

6 While reviewing the full texts, studies which belong to more than two categories simultaneously were found. In such case, a comprehensive review was made of the awareness of the question and research methodology of the study in order to find a more appropriate category to include them.

the process of criticizing the contemporary education curriculum, the criticism for the overall novel education was directed at the way aims are set up in education of acceptance of novels. In 23, the essence of education is sought from the essence of novels so as to establish it as the aim of education for acceptance of novels. In addition to viewing the value of literature education to be ‘independence’ and ‘understanding otherness’, understanding human being is seen as the key in acceptance of novels.

In studies conducted regarding the aim, an analysis was made on abstract documents such as macroscopic discourse or education curriculum rather than specific genre or text. Such research has just set off starting the late-2000.

2) Knowledge

Table 3. List of studies in relation to knowledge

No.	Author	Publication year	Article title
15	김성진	2008	A study on the diversity of interpretations in novel education
35	선주원	2008	The validity of a university student's text interpretation and novel teaching
39	선주원	2013	The content scheme of novel teaching through three method of a novel interpretation
57	정재림 · 이남호	2014	The appropriateness of text interpretation in novel education

Discussion on knowledge can be generally divided into two strands. First is related to the features ‘the better interpretation’ should have. Papers 15, 35, and 57 belong to this category. The diversity, appropriacy and validity of interpretation can be accounted as the criteria for judging the value of results of acceptance. In such studies, a theoretical review is made on what qualifies as an appropriate and valid interpretation and which qualities make interpretations appropriate and valid among various interpretations. Paper 28 belongs in

this category, and this study exemplifies a Korean novel for the introduction of the theory of Abbott, H. Porter.

Studies related to knowledge generally takes a theoretical approach with education curriculum or literary works as their subsidiary resources. In studies related to the qualities of interpretation, diversity, validity, and appropriacy are pointed out as the essence of a qualifying interpretation. The tendency to link diversity and appropriacy is repetitively shown in papers 15 and 57. In addition, current studies are taking a theoretical approach of interpretation that is adopted from foreign researchers, and thus domestic researchers' own investigation is yet to be developed.

3) Acceptance

Table 4. List of studies in relation to acceptance

No.	Author	Publication year	Article title
1	고정혜	2012	The Recognition of Multi-Reality through Novel Education
5	김근호	2013	The narrative ethics of Lee, Tae Jun's novels and novel education
9	김동환	2012	The reading education of non-contemporary novel text
11	김미영	2005	A consideration on the educational meaning of characters with disability in the modern novel
14	김성진	2005	The Study on the Education of Novel Appreciation Focused on the Character
18	김용성 이대규	2002	Education of novels and interpretation of text*
19	김원희	2010	Recognitive study on Kyung-ae Kang's "Human Problems" for literacy education
20	김원희	2010	Cognitive study on the world of Baeg Sin-ae's novels in terms of literary education
21	김종호	2013	Teaching the novel through an analysis of the plot of Hwang, Sun-won's novel
22	김혜영	2010	A style-centered direction of novel education
24	나정연	2011	Focusing on reading and writing, education discussed novel

25	노지승	2010	On the male identification and its meaning of literary education
26	류덕제	1998	The interpretation of novel texts and education of Korean language*
27	박기범	2005	The study on the education of narratives through novel and film
28	박기범	2008	Reflection and proposal on education of viewpoint-narration of novel
29	서보영	2014	A study on the cultural-literacy education through adaptation of classical novel
30	서유경	2009	A study on the education of reading Kumbangul-cheon from the communicational view
31	서유경	2010	A study on the education of emotional reading in Sassinamjeonggi
33	선주원	2004	The otherness reading of discourse-subject and novel teaching
34	선주원	2005	The other recognition and novel teaching using the chronotope
37	선주원	2012	A examination of a possibility in a novel teaching through reading the fantasy of novel
38	선주원	2012	A study on the novel teaching focused understanding about a character's desire
40	선주원	2013	A study on the interpretation of the novel text through a plot reading by a erotic desire
41	선주원	2014	Novel teaching and interpretation of novel text through narrative communication with hidden narrator
42	선주원	2014	The novel teaching for narrative ethics practice utilizing the autobiographical growth novel
43	송기섭	2011	Three elements of novel education and analytic understanding
44	우신영	2010	Novel education as value inquiry activity
45	우신영	2013	A study on the contents of novel interpretation education
46	우한용	1994	The literary educational interpretation of realism novels*
49	이상일	2012	An introduction to character criticism education in Korean classical novels
51	이인화	2013	A study on the aspects of literary discussion
52	이종섭	2009	A study on the method enhancing imagination through the novel and the film
53	임환모	2013	A study on novel of education as an act of aesthetic communication

54	정연희	2006	The Necessity and Method of Education in Novel -Literature competence through Narrator-focalization
56	정재림 이남호	2014	The comprehension of distance and educational coaching novel appreciation
59	정진석	2014	A study on the reader's role and communication modes in interpreting novel
61	조현일	2013	Types of aesthetic identification and the education of novels
62	조현일	2013	Education of novel for aesthetic enjoyment
63	최인자	2009	Novel educational understanding of the narrative ethics
64	최인자	2011	A study on the teaching method of the contextual understanding of narrator and the ethical response in the novel education
67	황혜진	2005	A comparative study of the classic novel and the modern transformation of it for the cultural literacy education

The studies on acceptance outnumbers the studies of other categories. Based on the number of the studies, they can be classified into the following groups. The first group includes studies of ethics of novel acceptance. Papers 5, 11, 24, 33, 34, 42, 44, 63, and 64 present ways to ethically accept novels and the reality of ethical reading of novels. The works of particular authors that are judged to illustrate the ethics of novels (5) were intensively analyzed and the ethical understanding of the components of novels such as Chronotope (34) or Unreliable narrator (64) were studied. Other studies (24, 33, 64) that emphasized on the diversity of life and the ethical acceptance of others with the notion of 'otherness' as their main focus form their own flow as well.

In the second group, studies of acceptance methodologies focusing on the specific features of novels are classified. The studies examined the key elements of texts in accepting novels. The researchers were especially interested in plots, characters, points of view, distances, and writing styles.

The third group includes studies emphasizing the importance of descriptive communication when accepting novels. Papers 30,

41, 51, 53, and 59 provide methods of acceptance by taking diverse approaches to the structure of descriptive communication between readers and texts. Among these studies, 30 and 59 deserve particular attention. In 30, the levels of communication were studied from the perspectives of internal communication of novels, external communication of novels, and learners' communication in the setting of teaching and learning. Paper 59 showed the diverse positions readers may take in terms of descriptive communication by expanding the idea of temporal-individual reading to that of repetitive-communal. In 51, the aspects of literary discussion were analyzed to investigate the principles of acceptance of novels in communication.

Fourth, some studies looked into the acceptance of specific texts. Paper 9 examined non-contemporary novels which are dealt with the age temporally distant from current learners while paper 25 studied Korean postwar novels. Paper 37 sought ways to accept fantasy novels, and paper 46 reviewed realism novels.

Fifth, some studies explored the role of adapted text (parody text) in acceptance of novels. Paper 29 and 67 showed that comprehending classical novels and their adaptations into modern media texts in parallel fosters the readers' understanding of the original works and their development of cultural literacy. In 27 and 52, analysing modern novels and their adapted media texts facilitated the development of understanding of different kinds of texts.

Sixth, some studies dealt with appreciation of novels. Papers 61 and 62 were written in regard to aesthetic enjoyment. These studies began by criticizing existing research on education of acceptance of novel, which have emphasized understanding and interpretation. Paper 61 classified aesthetic identification and presented which types learners may make use of in particular situations when accepting novels. In 62, the ideas of empathy and aesthetic co-experience were explored.

Besides, paper 1 emphasized one's awareness of the reality through novels while 18 interpreted Cheong Jun Lee's <The Snowy

Road> using Eco’s semiotics, and 19 and 20 used ‘perceptual research’ as their research methodology. Paper 26 emphasized the correlation between interpretation of novel and writing, 31 dealt with emotion education, and 45 looked into methods and maxim for interpretation.

Given the research trend as above, research about acceptance includes studies with ideological intentions for novel acceptance such as ethics and communication as well as studies focusing on elements of text or genre.

4) Attitude

Table 5. List of studies in relation to attitude

No.	Author	Publication year	Article title
36	선주원	2012	The study on the middle school students literary attitude about novel reading emphasizing critical thinking
58	정진석	2014	A study on ethics for reading novels and practical directions in novel education

The size of research on attitude accumulated is not large enough for its trend to be analyzed. Instead, a brief review will be given on two selected studies. Paper 36, with ‘attitude’ as a part of its title, maintained that novel reading, which encourages critical thinking, brings positive influence on middle school students’ attitude toward novel classes and reading novels. Paper 58 studied the ethics of novel reading under the premise that novel education should be about learners’ characterization. The value of these two studies, especially with such shortage of studies on attitude, should not be underestimated, yet further discussion on attitude including the significance and importance of literature, interests and practising as a part of education seems necessary.

5) Teaching and learning methodologies

Table 6. List of studies in relation to teaching and learning methodology

No.	Author	Publication year	Article title
2	권혁래	2009	Reading Guwunmong for college students and novel education
3	김경애	2010	A study on the method of reading out novel text with discussion
8	김동환	2010	A research for the interactional method between the novel and the media-narrative education
10	김미영	2005	A study on the method of novel education using parody
12	김미영	2009	A method of growth novels education through character
13	김상욱	1992	Review of new criticism and the method of novel education
16	김영주	2011	Reading culture text construction and novel education
17	김영희 로금숙	2011	Teaching methodology for novel texts using reading in discourse context*
32	선주원	2002	A study on the strategies of novel teaching instruction in dialogic perspective
47	원자경	2011	The study of questioning strategy for developing the ability to read literary text
50	이승복 김한성	2010	The reflection and task of Yeonam's novel education*
55	정원술	2014	A study on process-based novel education through reading full text
60	조경덕	2013	Reading the North and South Korea short story and writing in college general education

There are 14 studies on teaching and learning methodology. Papers 2, 3, 16, 17, 32, 47, and 60 sought specific activities. In papers 2, 3, 17, and 60, debate on literature between learners and learners and between learners and instructors was deemed a major teaching and learning methodology. Paper 3, targeted at middle school students, and papers 2 and 60, aimed at undergraduate students, all emphasized the importance of learners' debates on novels. In papers 16 and 32, writing a newspaper was claimed to be an effective teaching

and learning methodology. They pointed out how writing a newspaper can be a way of deepening understanding for learners and a way of checking on their acceptance of novels for researchers. Paper 47 sought strategies of making questions that can draw learners' responses in classes.

Next, papers 13, 50, and 55 drew implications by examining existing education methods. Papers 50 and 55 presented ways to mend flaws of methodologies of current education of acceptance of novels by analysing textbooks. Paper 13 has its own significance in a way it drew education methodologies through a review on theories. It proposed a way of developing relationship between notion and understanding of works by critically looking into the influence of New Criticism which has a profound effect on literature research and education.

Papers 8 and 10 proposed the use of intertextuality as an education methodology for acceptance of novels. In paper 10, reading parody novels and doing discussions were suggested as a way for readers to enjoy novels while paper 8 focused on how media description and novels share the principles of description and showed that media language education can be achieved while studying novels. In addition, there are 12 other studies seeking teaching and learning methodologies that can be used when accepting the specific genre called growth novel.

The studies on teaching and learning methodology have been explored from diverse perspectives. There are cases where the activities for learners were specified and others where ideas on restrictions in teaching and learning were given. Some studies gave a critical review on theories while others developed theories for new teaching and learning methodology. The diversity of levels and methods of practice in terms of teaching and learning methodology seems to have contributed to the diversity of research as well.

6) Teaching material

Table 7. List of studies in relation to teaching material

No.	Author	Publication year	Article title
6	김동환	2007	The reflective approach to the <Buckwheat-blossom Time> in the textbooks
7	김동환	2009	A reflective study on the concept of "point of view" in novel education
48	이병찬	2009	Presupposition and practice of teaching classic novel-focussed on <Guwoonmong> and <Choonhyangjeon>
65	최진형	2010	Problems and improving plans on education of classical novels
66	최현주	2005	A connotation and interpretation on education of the Korean modern growth novel

Five studies were written in regard to teaching material. Full-fledged discussions on teaching material were made in papers 6, 48, and 65. Papers 6 and 48 reviewed how novels are used as class materials and taught in real classrooms by each examining <Buckwheat-blossom Time> and <Guwoonmong> included in textbooks. Paper 65 diachronically reviewed <Heungbujjeon> from the textbooks of the first to seventh Curriculum and offered constructive suggestions. Papers 7 and 66 each presented a critical review on how textbooks deal with 'point of view' and 'growth novels' and provided implications for literature education.

The abovementioned discussions share the similarities in that they all analysed textbooks developed under seventh Curriculum and that 'textbooks' were exclusively discussed among other categories.

7) Evaluation

Although the evaluation of the results of acceptance of novels was referred to in the studies of other categories, no study dealt with the topic exhaustively.

IV. Suggestions and Conclusion

This research was conducted to introduce database for better-balanced and constructive research for education of acceptance of novels by analysing studies on education of acceptance of novels through systemic review. Based on analysis results of chapter 3, we'd like to make a proposal for education of acceptance of novels.

Several characteristics were found from analysis of the general features of studies. First, the number of related studies has increased substantially since mid-2000. This transition from text-oriented research of literature education to research with emphasis on the balance between text variables and reader variables seems to be a positive movement. However, in terms of the subjects and analysis texts for novel acceptance, the focus has been biased towards middle school students and modern novels and thus needs to be reconsidered. Education for acceptance is not about having learners of certain age learn particular kind of texts. Taking diverse kinds of learners and texts into consideration will foster the development of acceptance education as well as literature education. The bias of subjects and texts of education is associated with the trend of research methodology. In general, the studies analysed novels or education curriculum and textbooks. Nevertheless, further research should incorporate qualitative research, participant observation, and the analysis of learners' discourse or writing samples. Along with such effort, a theoretical investigation would solidify the foundation of education of novel acceptance.

A review on each category yielded the following points for discussion.

First, a greater effort for a more detailed investigation and practice is needed for setting up the education purpose, as asserted for years in the field of novel education (literature education). It has been a while since the ideological aims of narrative teaching, such as self-knowledge, discovery and creation of world, and intensification of

thinking skills, was declared (Woo et al., 2001: 29-33). Nevertheless, there should be a theoretical and practical examination on whether these aims can be achieved sincerely through education, which novels can help readers achieve such goals, and what the true purpose of novel education should be for learners.

Second, there is a need for research on knowledge that learners should have for acceptance of novels. The discussion on knowledge accounts for 5.97% only. The lack of discussion on knowledge of literature within literature education seems to have led to the limited amount of research for acceptance of novels. While one might expect the research on knowledge of literature will eventually affect education of acceptance of novels, defining knowledge required for learners to have for their acceptance of novels in microscopic perspective would also highly contribute to the formation of knowledge of literature.

Third, 42 studies on acceptance proposed in chapter 3 account for 62% of the total studies. As can be seen from the table of the system of education curriculum, a number of studies are classified in this category which includes understanding and interpretation, appreciation, criticism and communication. Ample discussion regarding acceptance of novels has been carried out with diverse approaches of analysis. However, there are cases where the same notion is being used differently among the studies, and researchers will have to make an agreement on this issue. 'Appreciation' can be taken as an example. While 'appreciation' is used as a subordinate concept to acceptance in education curriculum, it was interchangeably used with acceptance, understanding, and interpretation in papers 1, 14, 54, and in papers 61 and 62, appreciation was used to signify the special notion of aesthetic enjoyment. For research to develop qualitatively as well as quantitatively as one stream of education, finding a way to reach a consensus on the thematic roles of basic concepts related to novel acceptance seems worth consideration.

Fourth, in terms of teaching and learning methodology, we sug-

gest that research methodology be diversified to design methods and verify their effects. In general, debate on literature has been considered the most effective teaching and learning methodology while other studies proposed other methodologies such as writing a newspaper, questioning, and adapting. As a way of helping enhancing learners' prestige, encouraging communication within literature classroom is desirable. Other teaching and learning methodologies have their own significance as supplements for student-centered teaching and learning activities. However, a verification on the effects and limitations of various teaching and learning methodologies has not been made yet. Empirically showing how each teaching and learning methodology is suitable for particular subjects or texts would be an asset for both research and classrooms.

Fifth, the areas of attitude, teaching material, and evaluation need to be further addressed. Future studies on the value, importance, interests and practising of attitude in terms of education curriculum are in need. Studies on teaching material have emphasized 'textbooks' taught under institutional implementations. In one strand, the research on textbooks needs to focus on diversified textbooks and in the other strand, the perspectives should be broadened. If teaching material is considered 'a physical object to be the basis of the practice of curriculum education' (Kim, 2008: 8), its spectrum becomes quite wide. It is especially true in today's society with the development of various kinds of media. Researchers' interest in various teaching materials besides textbooks taught in and out of literature classrooms will lead to various research outcomes. Lastly, research on evaluation is definitely required. That none of the 67 studies can be classified as evaluation research shows that researchers' self-reflection is needed.

To sum up, in this study, the flow and trend of education of acceptance of novels are analyzed through systematical review about education of acceptance of novels. Based on the analysis results, suggestions for novel (acceptance) education are also provided. Such suggestions may not seem new-found. However, this research is sig-

nificant as it objectifies the presumptions and generally accepted ideas while offering implications for researchers of novel education including us. As a result, we hope this study can help flourish the research of novel education, form new discourse for novel education, and establish the research guidelines for researchers.

Finally, the limitations of this study will be examined. In this study, 'novel education' was the main keyword in the search of studies. In the preliminary stage of checking the data before the actual searching, a number of studies of interpretation or interpretation education which included literature education or description education as a part of their titles or keywords were found. In case of broadening the scope of title or keyword search to include literature education or description education, there was an expected risk factor of having genres other than novels included in the results, affecting the number of samples and the analysis. We decided that limiting the analysis to the studies directly involved in novel education would help us examine them in detail. In addition, the approach of systematical review that was taken in this study is focused on the classification framework developed from education curriculum. This framework is stable, but conservative in that education curriculum is a part of the current educational system and the foundation of current educational activities. Newer frameworks and more intensified examinations are required in regard to the depths and surfaces of novel education in further studies.

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ABSTRACT

A Reflection on the Education of Acceptance of Novels through Systemical Review

Lee, In Wha · Jeong, Jin Seok

This study aims to systematically collect and organize studies relevant to education of acceptance of novels with the method of systemical review and to understand the trend in education of acceptance of novel research in addition to offering constructive suggestions. In this research, a total of 67 studies were finalized for analysis from three kinds of search DB. The categories for analysis of studies (aim, knowledge, acceptance, attitude, teaching and learning methodology, teaching material, evaluation) were set based on the education curriculum system.

The basic tendency of studies is as follows: the research on education of acceptance of novels, which gained popularity starting latter half of 2000, is centered around middle school students and modern novel texts. Common research methodologies employed were analysis of novels and analysis of education curriculum and textbooks.

The characteristics of each category of studies are as follows. The research on the aim, knowledge, attitude, and evaluation is still in its preliminary stage and thus needs to get into stride in future. Accounting for a great portion, research on education of acceptance has been carried out with an ideological orientation on one hand and with its focus on the novel texts themselves on the other hand. The research on teaching and learning methodology has been conducted at various levels including activities, discipline, and theories while the education on teaching material has been textbook-oriented.

As such analysis results show the current status of education of ac-

ceptance of novels, it can serve as the basis for systematically reviewing and developing education of acceptance of novels.

KEYWORDS systemnical review, literary education, novel education, acceptance, understanding, reading, interpretation, criticism, appreciation