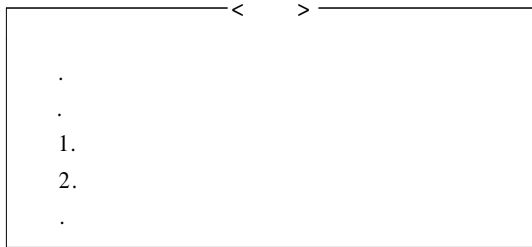


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‘ (balanced)’

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(Anderson & Pearson, 1984; Garner,

1987; Pressley, Borkowski, & Schneider, 1987), 90

(Turner & Paris,

1995; Gambrell, 1996; Baker & Wigfield, 1999).

(Whole language)

(Phonics)

(Balanced Reading Instruction)

(Baumann, 1997; Blair-Larsen & Williams, 1999; Henk,

Moore, Marinak, & Tomasetti, 2000; Dillon, O'Brien & Heilman, 2000). Cassidy & Wenrich(1999) 1997 1998 ,
 가
 ,
 가 1) ,
 (< 1>), 1998
 1997 가
 가 (family literacy),
 (linguistic diversity), (volunteer tutoring) .

1) (International Reading Association: IRA)

9 , 25
 가 가 .

Richard Allington, University of Albany-SUNY, New York; Marino Alvarez, Tennessee State University; Donna E. Alvermann, University of Georgia; Kathryn H. Au, University of Hawaii; Betsy Baker, Columbia Public Schools, Missouri; John Elkins, University of Queensland, Australia; Alan E. Farstrup, International Reading Association, Delaware; James V. Hoffman, University of Texas-Austin; Kathleen S. Jongsma, Northside Independent School District, Texas; Barbara Kapinus, formerly Council of Chief State School Officers, District of Columbia; John W. Logan, Northbrook School District 27, Illinois; Dolores B. Malcolm, St. Louis Public Schools, Missouri; Susan B. Neuman, Temple University, Pennsylvania; Nancy Padak, Kent State University, Ohio; P. David Pearson, Michigan State University; John J. Pikulski, University of Delaware; Timothy Rasinski, Kent State University, Ohio; John E. Readence, University of Nevada, Las Vegas; David Reinking, University of Heartland Area Education Agency, Iowa; Robert B. Ruddell, University of California at Berkeley; Terry S. Salinger, American Institute of Research, District of Columbia; John Shapiro, University of British Columbia; and Dorothy Strickland, Rutgers University, New Jersey.

100%	(Balanced Reading Instruction)
75%	(Early Intervention) (Direct Instruction) (Phonics) (Phonemic Awareness) (Volunteer Tutoring)
50%	(Constructivism) (Emergent Literacy) 2 가 (ESL) (Family Literacy) (Motivation) (Reading Recovery) (Skill Instruction) (Spelling)
50%	(Basal Readers) (Comprehension) (Linguistic Diversity) (Literature-based Instruction) 가 (Portfolio Assessment) (Process Writing) (Reader Engagement) (Strategy Instruction) (Whole-class Instruction) (Whole Language) / (Word Knowledge/Vocabulary)

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2)

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 .
 75%
 (Direct Instruction)³⁾, (Early Intervention)⁴⁾,
 (Phonemic Awareness)⁵⁾, (Phonics)⁶⁾,
 (Volunteer Tutoring)⁷⁾, 50%
 (Constructivism)⁸⁾,
 (Emergent Literacy)⁹⁾, 2 (English as a second
 language: ESL)¹⁰⁾, 가 (Family Literacy)¹¹⁾, (Motivation)¹²⁾,

-
- 3) (Direct Instruction): (explicit),
 (step-by-step) 가 .
 - 4) (Early Intervention):
 가 1 : 1 - .
 - 5) (Phonemic Awareness): (spoken language)
 (phonemes) (recognize), (segment), (manipulate)
 가
 (MaGuinness, McGuinness, & Donohue, 1995).
 - 6) (Phonics):
 (Routman, 1996)
 (Phonics) .
 - 7) (Volunteer tutoring): 1997 ,
 ,
 America Reads 1997
 (Hoff, 1997).
 - 8) (Constructivism): (1952) (1962)
 , ,
 - 9) (emergent literacy): 1 5-6 ,
 ,
 - 10) 2 (English as a second language): 2
 3가 ,
 (Freeman & Freeman, 1993). , 2

(Reading Recovery)¹³⁾, (Skills instruction)¹⁴⁾,
(Spelling)¹⁵⁾ .

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, 가 .

,

(Fitzerald, 1994).

(Ernst & Richard, 1995).

11) 가 (Family literacy): 가

가

12) (Motivation):

(National Reading Research Center:
NRRC) (Guthrie et al., 1996; Wigfield &
Guthrie, 1995; Wigfield, Wilde, Baker, Fernandez-Fein, & Scher, 1996),

13) (Reading Recovery): 1

가 (intervention program)
(Clay, 1993)

14) (Skill Instruction):

(phonics movement) (Adams & Bruke,
1995; Collins, 1997a).

15) (Spelling): “back to basic movement(
가)”

(temporary spelling) (invented spelling)
(conventional spelling)

1. (Balanced Reading Instruction)

1) 가 가 (Chall, 1998; Goodman, 1998; Strickland, 1998; Henk et al., 2000).

'America read program'(1997)

3 가 National Research Council (Snow, Burns & Griffin, 1998), 1998 National Assessment of Educational Progress 16), 1980 (state) 17)가 1994 가(National Assessment of Educational Project Test) (Routman, 1996), National Assessment of Educational

16) 38% 4 , 26% 8 , 23% 12 (Reutzel, 1999).

17) 4가 (skill) (ponemic wareness), (phonics), (decoding skills) (teaching) 가(assessment) (early intervention program)

Progress

(Allington & Cunningham, 1996)

가 가

(Braunger & Lewis, 1998).

‘ 가

?’

.

20

(pedagogy)

가

가

(Phonics)

(Whole

language)

“

(Reading War)”

(pendulum)

가

(Balanced Reading

Instruction)

2)

가?

(Phonics)

,

1990

.

1993

7가

(Blair-Larsen & Williams, 1999).

- 가 ,
- (open reading activity time) ,
- 가 가
- 가 ,
- 가 가 , (authentic) 가
- 가

가 , , 가
 가
 가

가

가

3)

① (literacy)

(Flood & Lapp, 1995; Reinking, 1995; Leu, 1997).

Reinking(1995)

“ (post-typographic world)”

(electronic context)

(Brufee, 1986; Gavelek & Raphael, 1996; Langer, 1991; Wells & Chang-Wells, 1992).

“

” (Gavelek & Raphael,

1996),

“ ”

(Gavelek & Raphael, 1996).

(Langer, 1991).

②

(Flexibility)

Spiegel(1999)

가

가

(decision-making model)

가

가

4)

‘ (how)’ 가 가 ‘

(what)’ 가

5가

(Strickland, 1998).

• (skill)

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가

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(process-orientation way)

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	,
	(Shared Reading)
	K-W-L, Mapping, Brainstorming, DRTA, Anticipation guide, Story impression, Guided writing, Summarization

< 2 >

Henk(2000) < 2 >

6가

가

<ul style="list-style-type: none"> ● ● ● ● <p>가</p>

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가

가

가 가 ,
(word wall)

<ul style="list-style-type: none">● ,●●●●●●● <p>가</p>

가 K-W-L ,
Web, Anticipation guides .

<ul style="list-style-type: none">● 가●●●●●

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(, ,)

(comprehension monitoring)

(fix-up strategies)

(,)

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<ul style="list-style-type: none">●● (retelling)●●●●

(retell)

(, , 가)
가

<ul style="list-style-type: none">●●●●● <p>(scaffolding)</p>

가

(scaffolding)

<ul style="list-style-type: none">●● (authenticity)●●●● /● (thematic instruction)

(authentic)

(open-ended question)

(, , ,)

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 (authentic) 가가
 , 가 .

<ul style="list-style-type: none"> ● ● ● ● ● ● ● <p style="text-align: right;">가</p>

2.

1980

(Anderson & Pearson, 1984; Garner, 1987; Pressley, Borkowski, & Schneider, 1987), 1990
 (cognition) (knowledge acquisition)
 (motivation) (social interaction)

(Brandt, 1990; Csikszentmihaly, 1991; Turner & Paris, 1995; Gambrell, 1996; Guthrie & Wigfield, 1997; Baker & Wigfield, 1999).

1)

가

(word recognition) (comprehension)
 1980 1990

(Barr, Kamil, Mosenthal, Pearson, 1991; Pearson, Barr, Kamil, & Mosenthal, 1984; Ruddell, Ruddell, & Singer, 1994). 가

(motivation) Baker Wigfield(1999) 가 (engagement perspective)

“ ” Baker (1999)

가, 가

(Bandura, 1997; Eccles, Wigfield, & Schiefele, 1998; Pintrich & Schunk, 1996; Wigfield, Eccles, & Rodriguez, 1998).

Gambrell(1996) (National Reading Research Center) 4 (Literacy Motivation Project) (Oldfather, 1993; Ruddell, 1995; Turner, 1995; Turnal & Paris, 1995) 6가



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가

. 가

가 (Lundberg & Linnakyla, 1993).

, 가

(explicit)

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가 가

가

가

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ㄱ. (authentic) 가
ㄴ. 가

가 ,
가 .

ㄷ. 가
가

가 .

ㄹ. (collaboration) .

ㅁ.

ㅂ. , .

2) 18)

가

(1) (Early Intervention Program)

가

(“intervention”)
가

(Reading Recovery) 1 1 1970
Mary Clay (Pinnell, DeFord, &
Lyons, 1988) , ,
80 . 40 6,000 가
20% 1

, 60 (12) , 30 , 1 5
5가

• : / 10

가 10

• :

가

• :

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가
가

● : ,가

“ ”

(2) (Volunteer tutoring)
1997 ‘America Read Challenge’ 가
(literacy problem) ‘

3

가

(volunteer)

(tutoring)

가

2.75 billion dollar 100

3

(Wasik, 1998).

가(reading specialist)가
(tutor) 가

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1.5-2

가

20 가 (pedagogy) (Phonics)

(Whole language) ‘ (Reading War)

(pendulum)

가

(interdisciplinary)

가 ,

(Adams, 1990; Au Carroll, & Scheu, 1998; Clay, 1993; Freppon & Dahl, 1998; Heilman, Blair, & Rupley, 1998).

80 가

90

(balance)

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(Whole language)
 (Phonics)
 (Balanced Reading Instruction)

<Abstract>

**Current trends in reading education and implications for
Korean language education**

Kang, Hyejeen

The current interest in reading 'balanced' is an outgrowth of the research of the 1980s that emphasized cognitive aspects of reading such as prior knowledge and strategic behaviors. Researchers and theorists have emphasized the importance of 'balancing' both effective and cognitive aspects of reading development as well as 'balancing' both Phonics and Whole language. With this background, the reading research of 1990 has begun to focus on a more comprehensive and balanced view of reading that includes an emphasis on motivation and social interaction, as well as cognition and knowledge acquisition.

This paper focused on the current trends in reading education in the U.S. and suggested some implications for Korean language education.