Build Up New

박현수 영어교육론 Ⅲ 기출문제

박현수 편저

Guideline for Pre-service Teachers

2011~2023학년도 기출문항 분석

QMG 박문각

친애하는 예비 교사 여러분, 여러분을 열렬히 응원하는 박현수입니다.

Build-up Ⅲ의 시작에서 제가 삶에서 중요한 지표로 삼고 있는 글귀를 나누고자 합니다. 다음의 글귀는 제가 가고자 하는 길에서 저에게 무한한 용기와 인내를 갖게 해주는 마법의 한마디입니다. 그 마법이 여러분에게도, 여러분의 삶에도 녹아내리기 바랍니다.

좋은 마침이 있어야 새로운 시작이 있습니다.
There have to be good endings for there to be new beginnings.

늘 우리는 새로운 시작을 꿈꿉니다. 하지만 우리가 꿈꾸는 새로운 시작은 지금 여러분이 서 있는 그 자리에 좋은 마침이 있어야 가능합니다. 좋은 마침을 위해 여러분은 오늘도 당당하게 자신을 마주하며 또박또박 하루 속으로 걸어가시기 바랍니다. 좋은 하루의 마침은 또 다른 좋은 하루의 시작으로 이어져 여러분의 꿈으로 열릴 것입니다.

너무 힘들어 여기까지인가 그만 등 돌리고 싶을 때, 힘든 게 아니라 간절하지 않은 것입니다.
When I feel that's enough, it's not too hard, and want to turn back, it' not that it's hard, it's that I'm not in earnest.

끝날 것 같지 않은 임용을 준비하면서 이미 여러분 중 누군가는 겪었을 테고, 어느 누군가는 겪고 있을 테고, 다른 누군가는 겪을 슬럼프라는 늪에서 여러분이 가고자 하는 그 길에 대한 간절함을 생각해 보십시오.

그 간절함이 끝없어 보이는 그 슬럼프로부터 여러분을 구할 것입니다. 우리는 사실 삶의 최종 목적지에서 지금을 바라본다면 현재의 고통과 어려움은 신비한 계획 속의 어느 지점을 통과하고 있는 것인지 모릅니다. 또한, 여러분이 겪는 현재의 고통과 어려움은 여러분의 뿌리 속 자양분이 되어 훗날 제자들 앞에서 보다 당당한 모습의 여러분을 만들어 줄 것이며, 지혜가 가득한 성숙한 어른의 모습으로, 그들의 신뢰가 가득한 멘토로, 그 자체가 될 것이라 자신합니다.

여러분이 지금 지나는 이 길을 좀 더 당당하고 기쁘게 마주하실 수 있도록, 그리고 여러분의 간절함이 꿈을 실현시킬 수 있도록 New Build-up Ⅲ와 함께 박현수가 도와드리도록 하겠습니다.

임용 시기의 중간 점검에 해당하는 5~6월은 영어교육론의 기본적인 이해와 주요 교실지도에 대한 원리를 이해한 후, 실전 기출문제를 토대로 key concepts에 대한 재확인은 물론 data processing 및 direction analysis에 대한 훈련을 하여 정확한 답안쓰기에 주력을 해야 할 때입니다.

2023년 New Build-up Ⅲ는 Part Ⅰ과 Part Ⅱ로 이루어져 있으며, Part I은 2014~2023년에 이르는 서답형 기출문제를 통해 1~4월에 진행한 기본이론 및 실전 수업원리를 다시 한번 점검할 수 있도록 주제별 묶음으로 정리해 놓았습니다. 또한, Part Ⅱ는 논술형 문항 data를 수록해 실전 수업의 whole picture를 그려보고 영어 교수 및 학습상 발생할 수 있는 여러 가지 문제점과 issue에 대해 고찰할 수 있도록 하였습니다.

이번 2023년 New Build-up Ⅲ 개정에 애써주신 박옥진 선생님과 변영경 선생님, 함초롬, 유다현 선임 연구원과 유채원 연구원에게 감사를 전하며, 교정지 작업에 애써준 조교 명주, 정곤, 은정, 다은, 유진, 그리고 지우에게 고마움을 전합니다. 또한, 새로운 가정 속에서 한껏 에네지 넘치는 송은우 선생님, 더 강력하고 응집력 있는 팀을 만들어 주시는 유희태 선생님 그리고 앤드류 선생님과 한 팀으로 올 한 해도 힘차게 보낼 수 있음에 무한한 감사를 드립니다. 한 해 한 해 쌓아둔 서로 간의 신뢰와 배려로 2023년도 우리 제자들의 꿈을 가뿐히 이뤄 나갈 수 있길 기원해 봅니다. 아울러 꼼꼼한 편집으로 2023년 Build-up Ⅲ를 반짝반짝 다듬어 주신 변수경 편집위원에게도 마음 깊은 감사를 전합니다.

마지막으로 한결같은 사랑으로 늘 지지해주고 응원해주는 사랑하는 가족이 있기에 오늘 하루도 최선을 다할 수 있는 박현수가 될 수 있음에 진정 감사합니다.

여러분의 6월이 되길
박현수

2024학년도 대비 영어교육론 시험 전략

2023년 대비 중등 임용시험에서 영어교육론은 2022년 중등 임용시험보다 1문항이 더 출제되어 11문항(총 23문항 총 40점)으로, 역대 최대 출제 영역이 되었다. 이것은 중등 임용시험의 정체성에 따라 영어 교사의 필수 자질인 how to teach에 대한 자필평가의 중요성이 반영된 것으로 판단된다. 전체적인 출제 항목을 보면 2022년 개정 교육과정의 주요 개념들이 반영되어 보다 생동감 있고 학생 중심의 수업으로 진행하기 위한 교사의 역량 강화가 가장 큰 특징으로 분석된다. 따라서 각 출제 항목 안에서 교사의 역량에 따른 학생들의 자율성이 극대화되는 실제적인 교실 수업 data가 주를 이루고 있으며, 또한 디지털 리터러시 역량을 키우고자 하는 교실 수업 방향에 맞춰 교실 내 수업활동뿐 아니라 평가에 적용하는 사례로 computerized adaptive testing이 출제되었다.

A형과 B형의 문항 유형에서 살펴봤듯이, 2023년 기출은 현재 진행되는 교실 수업 방향을 가늠할 수 있는 주요 교육론 개념들을 실제 교실 지도와 연결하여 구체적이고 다각적인 임용 지원자들의 how to teach에 대한 역량을 간접적으로 측정하기 위한 의도가 명확히 보인다. 따라서, 2024년 중등 임용의 방향 역시 현재 진행되는 교실 지도 중심으로 national curriculum의 개정인 2022년 개정 교육과정의 주요 과제에 따른 교실 지도에 대한 whole picture를 그려보고 그 안에서의 주요 교육론 개념들에 대한 정리가 반드시 이루어져야 할 것이다.

‒ A형 문항

A형 문항들의 출제 항목을 중심으로 살펴보자면, 기입형으로 언어 습득 과정(U-shaped learning) 중 교실 수업에서 흔히 보이는 과잉일반화 오류에 대한 현상으로 backsliding과 대규모의 교실 수업에서 학생 개개인에 맞춰 평가를 진행할 수 있는 computerized adaptive testing 등 2문항이 출제되었다. 서술형으로는 textbook adaptation의 사례와 group work에서 개인의 역할 및 reading comprehension을 보다 효과적으로 이해하는 도구인 graphic organizer에 대한 문항, 학생들의 언어 발달 상황에 따른 학습자 언어의 구체적 특징에 관한 문항, 그리고 문화 지도와 병행된 언어 지도에 대한 원리 및 분석 등 총 6문항이 출제되었다.

2023학년도 기출 **전공A 기입형 ❶**

Read the conversation and follow the directions. [2 points]

(Ms. Kim, a new teacher, and Mr. Song, a head teacher, are discussing Ms. Kim's concerns about her student's writing performance.)

T1: Ms. Kim, did the process-oriented evaluation in your writing class go well this semester?

T2: I'm still making comments to students, but there is something I'm worried about.

T1: What is it?

T2: I'm afraid that one of my students is making more errors now than he was at the beginning of the semester.

T1: He got worse as the semester went on?

T2: Yes. He turned in the writing assignment. However, there were so many errors in his writing.

T1: What kinds of errors?

T2: Unlike the beginning of the semester, now he has problems with irregular verbs.

T1: Can you give me an example?

T2: When the semester began, he wrote words like "drank," "wore," and "heard" without errors. Now I am seeing errors like "drinked," "weared," and "heared." He is suddenly treating irregular verbs like regular verbs.

T1: Hmm. Now that I think about it, he is probably progressing!

T2: What are you talking about?

T1: Well, according to U-shaped course of development, he is starting to understand the rules of the past tense.

T2: Oh, I see.

Note: T1 = Mr. Song, T2 = Ms. Kim

Fill in the blank with the ONE most appropriate word.

In the above conversation, Ms. Kim's student seems to regress, making errors with irregular verbs that he used to use correctly, due to overgeneralization. This phenomenon is commonly called _____, in which the learner seems to have grasped a rule or principle but then moves from a correct form to an incorrect form.

모범답안 Backsliding

– B형 문항

B형의 문항들을 분석해보자면, 교실 지도에서 교사의 역량 강화 및 학습자 중심 수업과 관련된 내용이 문항의 공통적인 특징이며, 그 예로 기입형 1문항으로 action research, 서술형 문항으로 classroom observation(reflective teaching)와 사지선다형 문제 개발과 관련된 문항 등 2문항이 교사의 역량 강화를 위한 문항으로 출제되었으며, 학습 과정 및 평가에 관련된 서술형 문항들로는 writing 첨삭으로 content 와 organization에 대한 1문항, 어휘 지도에서 concordancer를 사용하여 진행되는 수업 과정 1문항이 출제되어 총 5문항이 출제되었다.

2023학년도 기출 | **전공B 서술형 ⑪**

Read the passages in <A> and <B>, and follow the directions. [4 points]

A

A high school English teacher, Mr. Choi, wanted to learn how to write selected-response items (e.g., multiple-choice items) more efficiently. He wrote several items before the workshop began, and found some of them were flawed according to the guidelines he learned during the workshop. The following are some of the guidelines along with examples of flawed items.

> **General Guidelines for Writing Selected-response Items**
>
> ① Make certain that there is only one, clearly correct answer.
> ② State both the stem and the options as simply and directly as possible.
> ③ Present a single clearly formulated problem to avoid mixed content.
> ④ Avoid negative wording whenever possible. If it is absolutely necessary to use a negative stem, highlight the negative word.

Item 1
My forehead itches every day during the summer. Using sunscreen hasn't helped much. I think I'd better go to the _____ to get my skin checked.

    a. dentist
    b. optometrist
    c. pediatrician
→ d. dermatologist

Item 2
Where did Henry go after the party last night?

    a. Yes, he did.
    b. Because he was tired.
→ c. To Kate's place for another party.
 ? d. He went home around eleven o'clock.

Item 3
I never knew where _____.

    a. had the boys gone
→ b. the boys had gone
    c. the boys have gone
    d. have the boys gone

Item 4

According to the passage, which of the following is not true?

    a. My sister likes outdoor sports.

    b. My brother is busy with his plans.

→ c. My sister and I often do everything together.

    d. My brother is more energetic and outgoing than I.

<div align="right">Note: '→' indicates the key; '?' indicates a possible answer.</div>

B

    After the workshop, to improve the quality of the items, the teacher revised some items according to the guidelines. The following are the revised items.

Item 1

I think I'd better go to the _____ to get my skin checked.

    a. dentist

    b. optometrist

    c. pediatrician

→ d. dermatologist

Item 2

Where did Henry go after the party last night?

    a. Yes, he did.

    b. Because he was tired.

    c. It was about eleven o'clock.

→ d. To Kate's place for another party.

Item 3

I never knew _____.

    a. where had the boys gone

→ b. where the boys had gone

    c. the boys where had gone

    d. the boys had gone where

Item 4

According to the passage, which of the following is NOT true?

    a. My sister likes outdoor sports.

    b. My brother is busy with his plans.

→ c. My sister and I often do everything together.

    d. My brother is more energetic and outgoing than I.

Based on <A>, identify the ONE most appropriately revised item in <B> according to guideline ②, and the ONE most appropriately revised item according to guideline ③. Then, explain each of the items with evidence from <A> and <B>.

모범답안   Item 1 in <B> is appropriately revised based on guideline ② in that the original complicated stem is changed into a simple and direct one sentence. Also, following guideline ③, Item 3 in <B> presents a clear single problem about an 'indirect question' by changing tenses in the original options into the same past perfect 'had gone'.
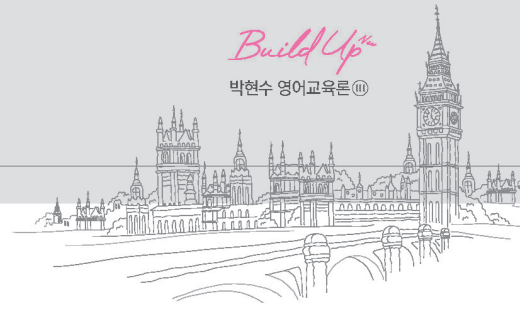
Contents

차례

Part
01

**Topic별
문항정리**

Part
02

기출지문
분석

Topic별 문항정리

Second Language Acquisition – Theoretical Background

01 **Read the conversation and follow the directions.** [2 points] 2023 전공A 1번

(Ms. Kim, a new teacher, and Mr. Song, a head teacher, are discussing Ms. Kim's concerns about her student's writing performance.)

T1 : Ms. Kim, did the process-oriented evaluation in your writing class go well this semester?

T2 : I'm still making comments to students, but there is something I'm worried about.

T1 : What is it?

T2 : I'm afraid that one of my students is making more errors now than he was at the beginning of the semester.

T1 : He got worse as the semester went on?

T2 : Yes. He turned in the writing assignment. However, there were so many errors in his writing.

T1 : What kinds of errors?

T2 : Unlike the beginning of the semester, now he has problems with irregular verbs.

T1 : Can you give me an example?

T2 : When the semester began, he wrote words like "drank," "wore," and "heard" without errors. Now I am seeing errors like "drinked," "weared," and "heared." He is suddenly treating irregular verbs like regular verbs.

T1 : Hmm. Now that I think about it, he is probably progressing!

T2 : What are you talking about?

T1 : Well, according to U-shaped course of development, he is starting to understand the rules of the past tense.

T2 : Oh, I see.

<div align="right">T1=Mr. Song, T2=Ms. Kim</div>

Fill in the blank with the ONE most appropriate word.

> In the above conversation, Ms. Kim's student seems to regress, making errors with irregular verbs that he used to use correctly, due to overgeneralization. This phenomenon is commonly called _____, in which the learner seems to have grasped a rule or principle but then moves from a correct form to an incorrect form.

Your Answer _____

1. Topic : The learning phenomenon

2. Focus

성공적인 학습자들이 겪는 여러 가지 학습 현상 중에서 목표언어의 규칙을 습득해 나가는 과정을 흔히 U–shaped learning이라 일컫는다. 그 과정 안에서 보이는 overgeneralization의 예와 backsliding 현상에 대한 이해를 하고 있는가?

3. Three phases of U-shaped learning

Children overgeneralize in the early phases of acquisition, meaning that they **apply the regular rules of grammar to irregular nouns and verbs.** Overgeneralization leads to forms which we sometimes hear in the speech of young children such as *goed, eated, foots*, and *fishes*.

This process is often described as consisting of three phases:

Phase 1 : The child uses the correct past tense of go, for instance, but does not relate this past-tense *went* to present-tense *go*. Rather, *went* is treated as a separate lexical item.

Phase 2 : The child constructs a rule for forming the past tense and begins to overgeneralize this rule to irregular forms such as go (resulting in forms such as goed).

Phase 3 : The child learns that there are (many) exceptions to this rule and acquires the ability to apply this rule selectively.

Note that from the observer's or parents' perspectives, this development is 'U-shaped' that is, children can appear to be decreasing rather than increasing in their accuracy of past-tense use as they enter phase 2. However, this apparent '**backsliding**' is an important sign of linguistic development.

4. Keyword list

process-oriented evaluation, U-shaped course(learning, behavior), overgeneralization, backsliding

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Answer | Backsliding

02 Read the passage in <A> and the conversation in <B>, and follow the directions. [4 points] 2023 전공A 10번

A

Second language learners pass through a predictable sequence of development. Since the early 1990's, some research has investigated the acquisition of pragmatic abilities in the L2. 'Requesting' is one of the pragmatic features that has received attention. In a review of studies on the acquisition of requests in English, six stages of development were suggested.

Stage	Characteristics	Example
1	Using body language or gestures	*Sir (pointing to the pencil). Teacher (holding the paper).*
2	Using verbless expressions	*A paper. / More time.*
3	Using imperative verbs	*Give me. / Give me a paper.*
4	Using 'Can I have _____?' as a formulaic expression	*Can I have some candy?*
5	Using 'can' with a range of verbs, not just with 'have'	*Can you pass me the book?*
6	Using indirect requests	*I want more cookies.*

B

(Students are doing a problem-solving task in groups. S1 plays the role of moderator in the activity.)

S1: We have to find some ways to make the environment more sustainable. Suhee, what's your opinion?

S2: I'm sorry, but nothing comes to mind now. I need more time to think.

S1: Okay. Tell us if you're ready. Minho, how about you? Can you share your ideas with us?

S3: We should use one-time products as less as possible.

S1: Hold on, Minho. What does 'one-time products' mean? Can I have some examples?

S3: Well, paper cups, plastic bags...

S2: Ah, I see. You mean 'disposable products', right?

S3: Yes.

S1: Minho, I like your idea.

S2: I'm ready. Driving electronic cars reduces air pollution.

S3: Sounds great.

S1: Now I think we have enough opinions for the presentation. Suhee, can you speak for us in the presentation session?

S2: I'm afraid not. Minho can do better than me.

S3: Umm. Okay. I'll take the speaker role. I'll do my best.

S2: Thanks, Minho. I'll write the presentation script for you.

S1: Wow, thank you.

S=student

Based on <A>, identify the developmental stages where S1 and S2 are, respectively. Then, explain your answers with evidence from <B>.

Your Answer

문항분석

1. Topic : Learner language (Interlanguage)

2. Focus

　2언어 학습자들의 중간언어 발달 단계에 대한 이해를 점검하는 문항으로, 특히 'requesting'에 관한 화용론적인 능력에 대한 발달 단계를 토대로 담화 안에서 각 학생들의 중간언어 발달 단계에 대한 분석을 요구하고 있다.

3. Frequency of strategies used by students

- Direct imperative : *please*
- Performative : *I'm asking you to*
- Implicit performative : *I want to ask to*
- Obligation statement : *you should*
- Want statement : *I want you to*
- Indirect preparatory questions : *could you*
- Suggestions : *How about*
- Permissions : *May I*
- Mitigated preparatory : *I'm wondering if you could*
- Mitigated wants : *I'd appreciate it if you could*
- Non−conventional indirect strong hint : *my pen just quit. I need a pen.*
- Mild hint : *can you guess what I want?*

4. Keyword list

　pragmatic ability, predictable sequence

모범답안

While S1 belongs to Stage 5, S2 is in Stage 6 as the developmental stage. S1 uses 'can' with various verbs such as 'share' or 'speak' for requests. On the other hand, S2 uses indirect requests like "I need more time to think". (or "Minho can do better than me.").

Part

02

기출지문분석

Chapter 01 2019학년도 기출지문분석

1. Topic : How to promote student learning (Writing and speaking)

2. Focus

쓰기 활동과 말하기 활동 중에 교사의 재량으로 학습을 더 증진시킬 수 있는 방법을 제시하고, 이 방법들 중 수업에 적절히 반영된 것과 반영되지 않은 것을 고른 뒤 주어진 자료에서 각각의 증거를 찾아본다.

3. Classroom Data 2019 전공B 8번

A

Mr. Kim and Ms. Jo, English teachers, attended a workshop for language teachers where they both gained a lot of useful information to promote student learning. Below is part of the information from the workshop.

Teachers need to...

⑴ keep in mind that their course goals and/or procedures can be modified.

⑵ offer students a variety of learning strategies to develop learner autonomy.

⑶ involve students in self-/peer-evaluation instead of evaluating them alone.

⑷ assess students frequently throughout the semester.

B

(Below are the two teachers' reflections after the workshop.)

Mr. Kim's reflection

To develop English writing abilities, my students engaged in writing activities. I simply assumed that paragraph writing would be enough for my students. However, I realized that I should change the initial course goal after assessing my students' first classroom writings. Their writing abilities were well above my expectations so I changed the goal set earlier and included essays. Since I believe that one-shot assessment at the end of the course is not effective for enhancing student learning, I carried out assessment periodically over the whole course period. I also believe assessment should be objective and that students' self-assessments are rather subjective in some ways. So, I did all the periodic assessments by myself, not asking students to evaluate their own work.

Ms. Jo's reflection

In my class, students were expected to develop debating skills in English. I organized my lesson in this way: brief mini-lectures, short video presentations to provide content for debating practice, followed by small group debating practice. I taught a range of learning strategies so that my students could become independent language learners utilizing those strategies whenever needed. For improving students' oral skills, I thought that arranging assessments multiple times, not just once, would be better. So I carried out assessments every two weeks during my instructional period. Based on the results of the assessments, I noticed that strictly following the lesson procedure was rather challenging to my students. However, I kept the same procedure over the course period since I believe maintaining consistency is crucial in order not to confuse students.

🔔 How to promote student's autonomy

(1) Begin new learning tasks with opportunities for students to ask questions and get help from their teacher or peers if they are having difficulty understanding the concepts.

(2) Provide students with meaningful choices consistent with learning objectives (e.g., what relevant topics they want to study) and exercises that encourage self-monitoring of their comprehension (e.g., becoming aware of their understanding of the materials) and tracking their learning progress (e.g., keeping track of their learning progress in a journal).

(3) Use specific praise that tells students what they did well and for which learning processes and skills they are being praised.

(4) Involve students in setting objectives and participating in decisions about how to individualize objectives in line with curriculum standards, plus individual and collective student interests and choices.

(5) In small group discussions, students can share their personal interests and then see how these fit with the teacher's list. By helping students define their personal learning goals and objectives, teachers can guide students to see whether these are consistent not only with their own interests but also how they can be aligned with curriculum standards and expectations.

(6) Appeal to student interest and curiosity by introducing the unfamiliar through the familiar.

(7) Reward success with praise and model how students can monitor their own progress and success with self-reward strategies.