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Kang, Hoo Dong. (2016). Action research trends analysis of English education in Korea. *English Teaching*, 71(2), 111-139.

The purpose of this study is to analyze the characteristics of action research in the field of English education in Korea from 2001 to 2015 across 36 masters/doctoral theses and 21 articles from journals. The researcher specifically focuses on the following criteria: purpose, theme, methodology, differences between such characteristics across action research published in journals to that published in dissertations. According to the results, the number of action research dissertations has increased in recent years and the study suggests the number of action research continue its upward trend; action research in Korea has been more prevalent at the primary school level rather than at the secondary and university levels; and the proportion of mixed method in English education was much higher than that of the mixed research in education with a 43% mixed method proportion accompanied by 55% of qualitative research. The study concludes that action research in English education in Korea will become a more meaningful and feasible tool for practitioners' inquiries, as it provides graduate students with applied experience in their current demanding school environment and writing assignments such as their thesis and research papers. The author suggests that the aforementioned factors enlarge the existential meaning of current graduate schools in Korea.

Key words: (action research), (teacher as researcher), (teacher research), (trend analysis), (English educational action research)

1.

(action research) ,

(Richards & Farrell,

2005).

(field research)

가

(Burgess, 1984)

가

Lewin(1946)

가 (Zeichner, 2008),

가

가가

가

가

Lewin(1946)

가

가

“
(self-reflective)

가

가

”(Carr & Kemmis, 1986, p. 162)

가

(data)

(, 2008; Hodgkinson, 1957).

가

(teacher researcher)

가

(O'Brien, 1998).

(Freire, 1982).

가

가

가

가

가
가

, 가 ,

가

가

가

가

가

가

가

가

2001

2015

15

가

2.

2.1. , ELT

가

1940

(1946)

MIT

Kurt Lewin

(planning), (participative group) (action),

Lewin(1946) (fact-finding)

3

(1953)

Corey

가가 가(evaluate)

가

Kemmis(1986)

(practices)

Carr

가 (Burns, 2005).

(self-reflective) 가

가 가

1989

(Brisbane)

1

가

가 (, 2006).

가

가

가

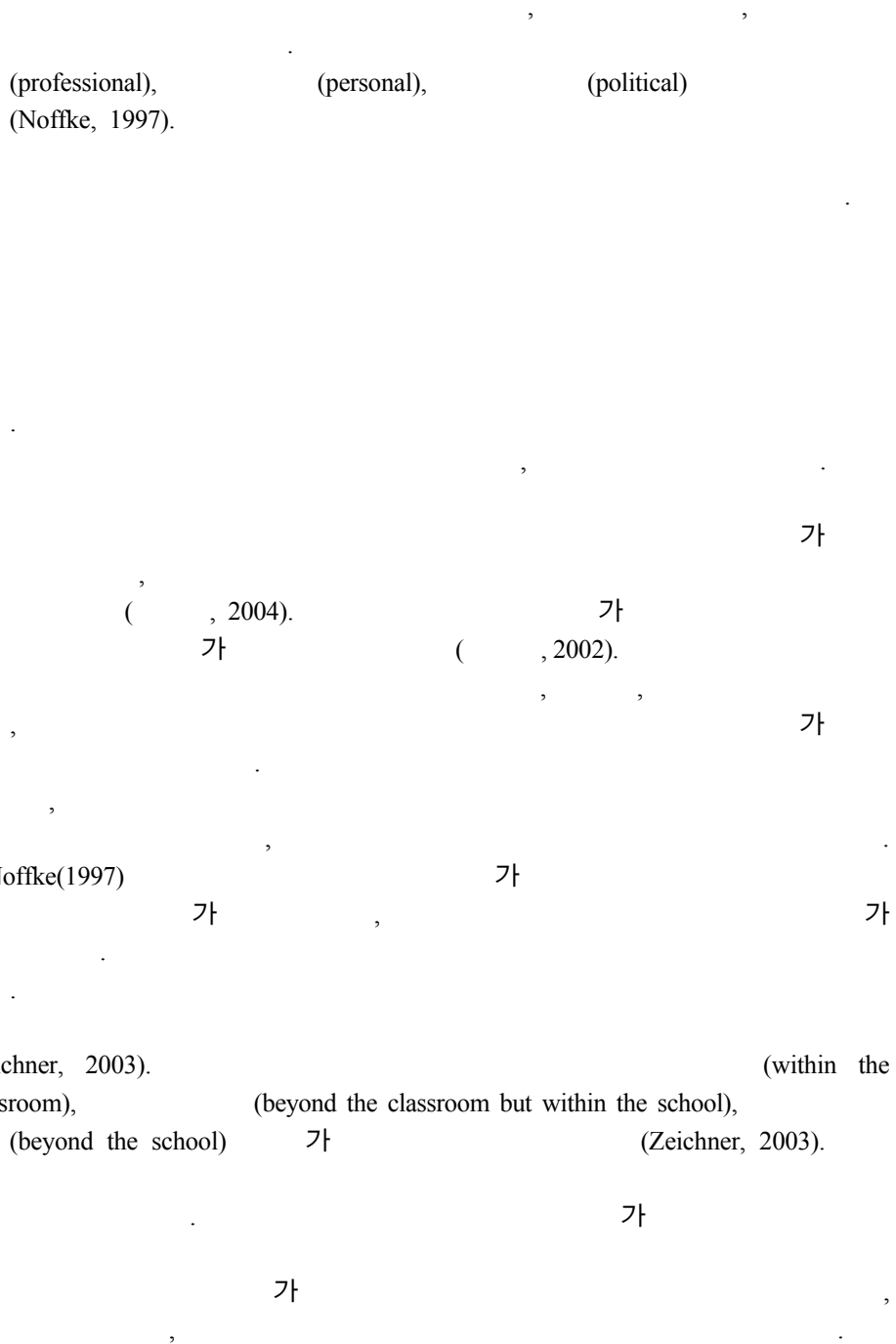
1990

가

(

, 1998; , 1998). (2011)
 1998 ‘ ’가
 .
 (2011)가
 , ,
 , 가가 가
 , 가 가
 가 가
 가가 가
 ‘ (involved)’
 ‘ (participatory)’
 ELT
 1980 Allwright(1988), Day(1990), Long(1983), van
 Lier(1988) 가
 가 (classroom-centered
 research)가 가 가
 (course designer)(Nunan, 1985), (teacher as
 curriculum developer)(Nunan, 1987), (teacher as researcher)(Nunan, 1989)
 가 가
 (observation),
 가
 ELT Wallace(1998) Burns(1999)가
 ‘ (action research)’
 (Burns, 2005).
 ELT
 . Wallace(1998) “
 ” . Burns(1999)
 , 가
 , ,
 .
 , 가
 , 가
 , 가
 (bottom-up approach)
 , 가 (Burns, 1999).

2.2.



가

가

가

가

가

(Anderson, Herr, & Nihlen, 2007; Calhoun, 1994; Keiny, 1993; Sagor, 2000).

가

가

가

(Eisner, 1985) . McKeman(2008)
(situational knowledge)

(prompt cards), (journal) , /
(Pyo, 2005), /
(, 2010; Jong & Jung, 2015),
(, 2010)
가

가

가

가

가

3.

3.1.

- 1. 가?
- 2. 가?
- 3. 가?
- 4. 가?

3.2.

2001 2015 15
KERIS(),
, ‘ ’, ‘ ’, ‘ ’, ‘ ’, ‘ ’,
, ‘ ’, ‘ ’, ‘ ’, ‘action research,’ ‘reflective research’

57

3.3. 가

가 , ‘ ’, ‘ ’
가 ‘ ’,
(1999), 14 (1999), (2004), Choi(2009),
Yang(2009), Jong Jung(2015),
가가 가

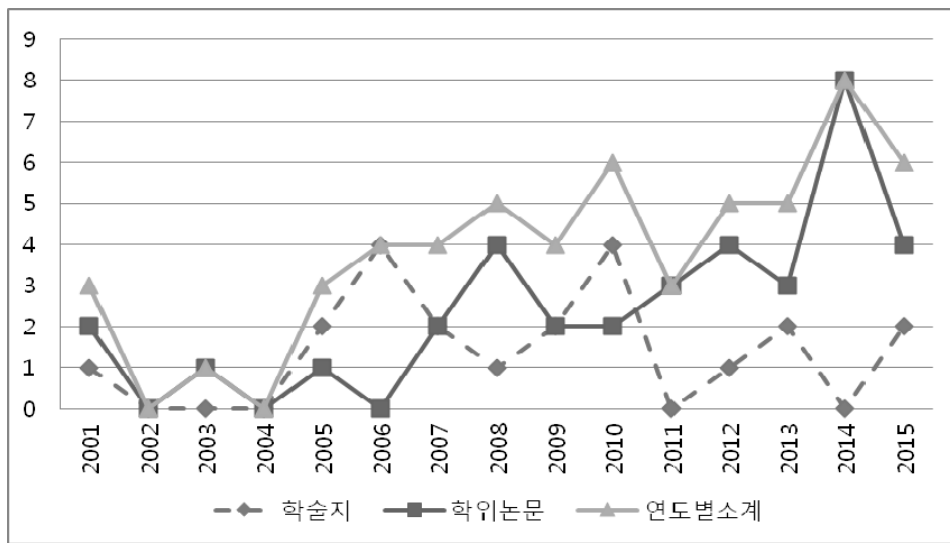
가 , 가

1 2001 2015

1

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15 ^b		
	1				2	4	2	1	2	4		1	2		2	21	57
a	2		1		1		2	4	2	2	3	4 ^a	3	8	4	36	

1



2001 2015 21

가 가 가

2012 1

가 2015

가 (2010)

가

2

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	(%)
	3	0	1	0	2	4	2	4	1	5	1	4	4	6	4	41 (72)
	0	0	0	0	1	0	1	1	1	1	1	0	1	2	1	10 (18)
	0	0	0	0	0	0	1	0	2	0	1	1	0	0	1	6 (11)
	3	0	1	0	3	4	4	5	4	6	3	5	5	8	6	57 (100)

가

(2005)

가

가

(2007)

가

3

								(%)
	1	20	5	1	4	9	1	41 (72)
	0	4	4	0	0	2	0	10 (18)
	0	2	2	1	1	0	0	6 (11)
(%)	1(2)	26(46)	11(20)	2(4)	5(9)	11(19)	1(2)	57 (100)

가
(, 2015),

(, 2009),

(, 2012)

3
 57 가 26 (46%)
 20% () 11
 19% (5) 9% , (11)
 (2%) 1

4.3.

Zeichner(2003)
 (within the classroom), (beyond the classroom but within the school), (beyond the school) 가
 4

4

		(%)
	28	47 (82)
	12	
	4	
	3	
가	2	8 (14)
	4	
	1	
/	1	
	1	2 (4)
	1	
		57(100)

4 , ' ,
 57 47 (82%) 가 ' ,
 8 14% ' ,
 2 4% 가 (82%)
 ' , 5
 가 가
 47 가 28 (60%)
 12 26% , 4 (9%),
 3 (6%)

가

5

		()	(%)
	:	(2001), (2008),	10 28(60)
	:	(2008), (2014), (2008),	
	:	(2014), (2015), (2014),	
	:	(2015), (2015)	
	:	(2001), (2007), (2010), (2015)	4
	:	(2009), (2010), (2011), (2013),	5
	:	(2013)	
	:	(2008), (2012)	2
	:	Pyo, K.(2005), (2015), (2014)	3
	:	(2007), (2011), (2014), 가 (2014)	4
	:	(2006), Kim, Y. S. (2007),	4 12(26)
	:	(2010), (2014)	
	:	Chang & Song (2001), (2006), (2003),	7
	:	(2013), Ahn, K. (2010), (2010), (2012)	
	:	Kang, D.-M. (2009)	1
	:	Pyo, K.(2006)	4 4(9)
	:	Jung & Chang (2006)	
	:	(2008)	
	:	(2014)	
	:	(2009), (2011)	3 3(6)
	:	(2013)	

5

(2001)

(2008)

(2008)

(2014)

(2008)

9

2014; , , 2015),
(),

(, 2015), (post-reading)
(, , 2015)
(, 2001),
(, 2007), (, 2010),
(, 2015)
(2011),
(2010),
(2013),
(2013) 가 (2009)
(, 2008;
, 2012) 가
(Pyo, 2005)가 ,
(2014), (2015) 가
(2007) ,
TEE ,
(2011) ,
가 (2014) 가
(2014) 가
, (2006), Kim, Y. S. (2007), , (2010), (2014)
, Chang Song(2001),

(2012) (2006), (2003), (2013), Ahn(2010), (2010),
 가 Kang(2009) 가 Ahn(2010) Vygotsky
 가 (2009) 가
 (2011) (2013) Kim, M. (2010)
 가 (, 2008),
 Pyo(2006)가 가
 가 Jung Chang(2006)
 6 (2014)

6

가	2005	가	2	8
	2012			
	2007		4	
	2009			
	2010			
	2013			
	2005		1	
	2012		1	
	2012		2	2
	2015			

57 14%,
 4% . , 가
 (2005) 가
 가) 4 (2 1 (2012) , 2 ,
 가 3 가
 가 3 가
 (, 2013), (, 2009)가 .
 , 2007) (, , 2010;
 (, 2005) , 4 가
 가 가
 (, 2012) .
 , (, 2015)가 .
 가 ,
 , 가
 가 (, 2012) .

4.4.

36
 가
 7
 21 가 12 57% 9 43%
 가
 가 2 2001 2015
 1 4

7

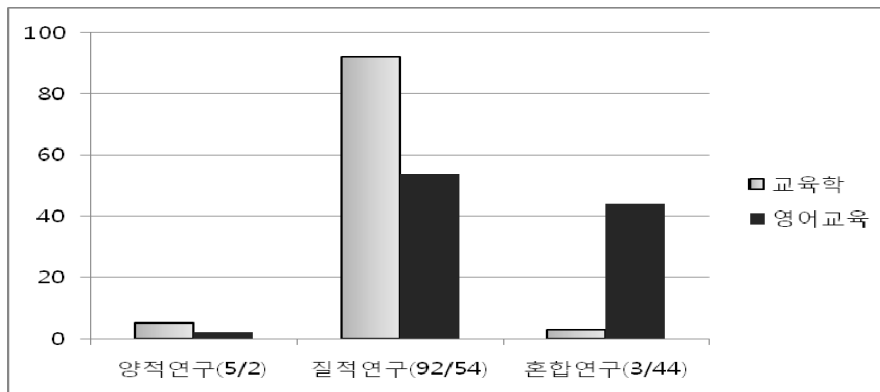
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15		
		1		2		2	1	1	2		1	2			12	21
1					3				2			1		2	9	

8

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	(%)
1															1 (2)
		2		3	3	3	1	2	2	3	3	5	3	1	31 (54)
2							1	4	1	4	1	2	0	5	25 (44)
3	0	2	0	3	3	4	5	3	6	4	5	5	8	6	57(100)

8
 58 가 31 가 54%
 25 44%
 Chang Song(2001)
 가 , 가
 2
 (2011)
 2000 2010
 77
 77 (2011) 92%(71) 가
 2 3%
 5% (4)

54% . 57
 44% 25 .
 2% 1 .
 31 .
 2



가

가

가

2

2

1

가

“

.” (OO

, OO, 2015

11 12)

“
가

, OO, 2015 11 17)

가
.” (OO

“

12 2)

.” (OO

가
, OO, 2015

가 가

“

OO, 2015 12 3)

.” (OO

“

15)

가 가 가
가 .” (OO , OO, 2016 1

가
Hodgkinson, 1957)

가(, 2008;

가

가

5.

가

2001 2015 15

57 21 36

가 가 2 가

2014 2 가 2008 2 3-5

8

1

가 가 (72%) (18%),

(6%) 가 (46%) (19%),

(20%), (9%) 1 (2%)

(82%) 가

가 가 (60%). (14%),

(4%) (54%)가 가

(2%) (44%)가

가

가 2011 2014

가

가

가

가

가

가

가

가

가

(Choi, 2009),

가

가

1

2

가

가

가

가

가

가

- , (2011). (action research) .
, 12(3), 197-224.
- * . (2012).
, 24(1), 117-143.
- * . (2001). : *Action research*
- * . (2008).
- * . (2005).
- * . (2014).
- * , (2010).
: , 65(4), 373-402.
- * . (2010).
- * . (2014). *I*
:
- * . (2011). : 6 .
- * . (2015).
- * . (2008). *가* :
- * , (2010).
, 16(1), 31-63.
- * , (2015).
, 22(1), 177-205.
- * , (2013).
, 12(1), 29-55.
- . (2004). :
, 24(6), 235-255.
- * . (2007).
, 33(2), 187-210.
- * . (2012).

- . (2004). :
, 10(2), 97-125.
- * . (2015). : ‘
- * . (2014). 5
- * . (2009).
- . (2002).
(), (pp. 25-28). :
- . (2008). :
, 9(1), 95-132.
- . (2006).
, 24(2), 87-109.
- * . (2005). 가 :
, 4(1), 83-112.
- * , . (2006).
, 23(1), 27-49.
- * . (2014). 가
- * . (2014).
- * . (2012).
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- * . (2003).
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- * . (2008).

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- (1998). :
- * · (2010). : , 16(3), 147-179.
- (1999). , 5(2), 225-270.
- * · (2011). ,
- * · (2014). .
- * · (2015). : , 27(1), 111-135.
- * · (2012).
- * · (2014). ,
- * · (2007).
- * · (2015).
- * · (2008).
- * · (2009). I
- * · (2013). 가 , 29(2), 357-386.
- * · (2007). :
- * · (2013).
- * · (2015).
- * 가 · (2014).

- * . (2013). : , *I*(1), 102-141.
- * . (2008). , *20*(2), 243-272.
- * . (2010).
.
(1998). , , ,
, *16*(2), 371-399.
- * . (2012).
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- * . (2009). , *16*(2), 103-129.
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가 (Applicable levels): (All)

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