



Spring 2010 Sookmyung Women's University Masters Degree of TESOL

Teaching Portfolio



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Kim Hyo Myin
Curriculum Vitae

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Education

Mar. 2007-Present MA in TESOL, Sookmyung Women's University
Mar. 1999-Feb. 2004 BA in Art, Industrial Design, [REDACTED] University
Feb. 2001-Aug. 2001 Chinese Language Academic Course, HANS Foreign Language Center
Mar. 1997-Feb. 1999 Dept. of English, [REDACTED] High School

Employment

Aug. 2009- Currently Korea Military Specialist, American Greetings
Feb. 2009-Aug. 2009 Teaching Assistant, Sookmyung TESOL MA
Feb. 2005-Feb. 2007 English Instructor, Dobong welfare center
Jan. 2003-Feb. 2005 Freelancing translator (Seminars & Forums)
Dec. 2002-Jan. 2003 Teaching Assistant, DEEP 9 Kyunghee & Sisa English Program
Feb. 2001-Jan. 2008 English instructor, HANS Dalian Chinese Language Center
Dec. 1999-Jan. 2000 Teaching Assistant, DEEP 5 Kyunghee & Sisa English Program
Jul. 1999-Aug. 1999 NGO DAILY English reporter

Special Activities

Feb. 2010 Chief Editor for Issues in EFL Vol. 8. No. 1
Apr. 2003 Future forest member for Korea & China, Broadcasted by SBS
Jul. 2002 Volunteer translator in Chinese & English at Korea-Japan WorldCup
Jul. 2001 English translator for Korea & Japan (Josun Tongshinsa)
Aug. 1999 Volunteer translator in English at International Theater/Dance Festival

Awards

Aug. 2002 [REDACTED] University Academic Scholarship
Dec. 2002 [REDACTED] Overseas Studies Scholarship Program, Design management NY

Teaching Philosophy

I believe that...

- Being a good teacher is being a mentor for each student

A good teacher should have certain experiences that can help, empower, inform and guide another people, by giving their time and expertise to the student. A teacher is not someone who knows all the answers, but rather a person who can help the student find the answers from the student's view point. Teachers should be active listeners to find out their strengths and weaknesses in learning.

- Students with goals have the motivation to learn

There is an old saying that "you could take a horse near the lake but you can't force it to drink the water." Intrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Even with the best studying environment, students who are not internally motivated will not want to learn. On the other hand, the ones who have clear goals will seek for knowledge, and will have the desire to continue this for their entire lives. It is very important to have a reason to learn and as a teacher, it is our responsibility to help set these goals. Looking upon my life, there were simply two roads lying ahead of me. One is enjoying my life of what I am doing, and the other is just living life as is. When people enjoy what they do, they intend to do it no matter what and try to find the enjoyment within the process.

- Language learning should not be stressful

According to Krashen's affective filter (1981), Anxiety, self-doubt, boredom - these negative emotions interferes with effective process of language learning. Teachers should spend some time discovering their students' interest and provide a low anxiety environment while giving them the content to practice meaningfully to help boost up their self-esteem. Swain (1993) mentioned that in order to have output, the students need to be receiving meaningful input, which means that they should be building knowledge from their previous knowledge, with interaction

with other peers using authentic materials.

- Teachers need to help develop student's strengths and learning strategies.

Each student is like a customer with different needs. They all need to achieve knowledge but they do not achieve it in the same process. Knowing what strengths students have can help teachers design the class to their needs. In the long run, students can develop their learning strategies which can guide them to their goals.



ENGLISH LEARNING

Survey to find out students' interest and proficiency

Major (전공): Year (학년): Age (나이): ____

안녕하세요 **GEP** 학생 여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사 결과는 수업활동과 자료를 구성하는 데에만 참고할 것입니다.

1. Which word below best describes your personality in general?

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해주시시오.

Introverted β-----1-----2-----3-----4-----5-----à **Extroverted**
(내성적) 매우내성적 내성적인편 중간 외향적인편 매우외향적 (외향적)

2. Briefly describe your English learning experience. 자신의 영어학습 경험을 적어주세요.

In school (학교교육) **How long?** (기간)

Private tutoring (과외) **How long?** (기간)

Studying English in a language institute (영어학원경험) **How long?** (기간)

Living abroad (해외체류경험) **Where?** (장소) **How long?** (기간)

Having foreign friends (외국인친구와의교제) **Describe** (설명):

Other experience (기타경험):

3. What do you do with English? Where? Where? 영어를 어디서 주로 어떤 용도로 용합니까?

(해당란에 표시하고 설명)

() **studying where/ what/why**

() **chatting where /how**

() **working** (아르바이트) **where/how**

() **meeting people where/how**

() **club activity where/what/how**

() **Others**

4. How many hours do you use English per week? 일주일에 몇 시간 정도 영어를 사용하십니까?

() **never** () **less than 3 hours** () **3 - 6 hours** () **6 - 9 hours** () **more than 10 hours**

5. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received. 정규시험을 보신 적이 있다면, 점수를 적어주세요.

MATE TOEIC TOEFL TEPS IELTS SEPT Other test: ()

Score: () () () () () () () ()

6. Have you ever studied English conversation? 영어회화 수업해보신 적 있습니까?
Yes/ No (circle one) If yes, what did you learn? 있다면 수업 내용을 간단히 써주세요.

7. Which of these have you ever done in English? (Check all that apply) 다음 중 어떤 것을 영어로 해보셨나요? (해당 사항을 모두 체크해 주세요.)

Debating ___ **Presentations** ___ **Role play** ___ **Interview** ___ **Narration** ___

Other: _____

8. What are your plans for the future? What job would you like?

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

9. Do you plan on using English in the future? or Do you want to use English in the future? 앞으로 영어를 사용할 계획이 있거나 그리고 싶은 마음이 있습니까? 있다면 구체적으로.

10. What parts of English do you have the most confidence in? Rank the following in order (1=most confidence, 8=least confidence)

어떤 영어 영역에 가장 자신이 있습니까? 자신있는 순서대로(1=가장 자신있음, 8=가장 자신없음).

Vocabulary () **Grammar** () **Reading** () **Pronunciation** () **Speaking** ()

Listening () **Writing** () **Test preparation** ()

11. What expectations do you have in the GEP class during this semester?

이번 학기 **GEP** 수업에 기대하는 것은 무엇입니까? 구체적으로 생각해서 적어주세요.

12. What are the things that you would like to do in this GEP class?

GEP 수업에서 특별히 했으면 하는 것을 고르세요. 여러 개 골라도 좋습니다.

() **grammar practice** () **games/fun activities**() **pronunciation drills**

() **role play/skits(역할극)** () **dialogue practice** () **using audio tapes**

() **vocabulary activities** () **watching videos or movie clips**

() **discussions** () **using Internet materials**

13. What kinds of topics are you interested in? (order of importance)

관심 있는 주제를 골라보세요. (좋아하는 순서대로)

language learning (), study abroad (), jobs & career (), grades (),
holiday & travel (), celebrities (), shopping (), diet (), food(cooking) (), fashion
(), friends (), dating/relationships (), family (), sports (), politics (),
social issues (), games (), technology (), movies (), cartoons (), art (),
music (), others

14. Is English your friend or enemy? 영어는 당신의 친구입니까, 적입니까?

Friend β-----1-----2-----3-----4-----5-----à Enemy

15. I think I am good at English. 나는 영어를 잘한다고 생각한다.

(1=정말 그렇다, 5=전혀 그렇지 않다.)

1 (strongly agree)-----2-----3-----4-----5 (strongly disagree)

16. How would you rate your English reading proficiency? 영어 읽기능력이 어느 정도라고
생각하시나요?

(e.g. novice 하, intermediate 중, advanced 상)

17. How would you rate your English speaking proficiency? 영어 능력이 어느 정도라고
생각하시나요?

(e.g. novice 하, intermediate 중, advanced 상)

18. Do you have any concerns or fears about this class? 이 수업 담당 선생님께 하고 싶은
말,

수업에 대한 어떤 걱정거리나 고민거리가 있으면 적어주세요.

<The lesson plans were based on this survey results>

Survey Results

1. Which word below best describes your personality in general?

Introverted→Extroverted (1→5)

1→two 2→four 3→ten 4→seven 5→two

2. English learning experience?

In school→ 25 (2yrs to 12 yrs)

Study abroad→7 (one in Malaysia, Thailand, Macao for 7yrs/ one in China for 2 yrs/
one in USA for 1 year/ one HK, Germany for 6 months/one in Germany for 6 months/
one in Australia for 3 months/ one in USA for 3 months)

Private tutor & Institute →21

3. What do you do with English?

Study→20 chatting online→5 working→2 meeting people→4 other→1

4. How many hours do you use English per week?

Never→7 less than 3 hrs→13 3~6 hrs→3

6~9 hrs→1 More than 10 hrs→1

5. Have you ever taken any standardized exams?

Toeic : 5 (700-885) Teps: 3 (711-803) MATE: 1 (S-MM/ W-MH)

TOEFL: 1 (109) other: CET, toeic speaking

6. Have you ever studied English conversation?

Yes→14 No→10 N/A→1

7. Which of these have you ever done in English?

Debating: 6 Presentations:12 Role Play: 9 Interviews: 7 Narration: 1

8. What job would you like?

Office worker/ international lawyer/ accountant/ PhD/ flight attendant/ marketing/
advertisement// teacher/ therapist/ interpreter/ government official/ doctor/ CEO

9. Do you plan on using English in the future?

Yes→19 No→1 N/A→5

10. What parts of English do you have the most confidence in?

Vocabulary→4 Speaking→3 Listening→4 Reading→4 Grammar→3

Writing→1 Pronunciation→0 Test preparation→0

11. What expectations do you have in the GEP class during this semester?

Confident / improve / fun / prepare Mate / grade / English skill

12. What are the things that you would like to do in this GEP class?

Grammar practice→3 games/fun activities→16 pronunciation drills→11 role

play/ skits→7 dialogue practice→ 9 using audio tapes →3

Vocabulary activities→6 watching videos or movie clips→16

discussions → 9 using internet materials → 4

13. What kinds of topics are you interested in?

Travel (16), food (13), study abroad (10), music (9), movies (9), friends (9), shopping (8),

jobs and career (8) art (7), family (7), fashion (6), language learning (6) campus (5),

celebrities (5), cartoon (4), social issues (4), dating (4), leisure (3), sport (3), holidays (3)

14. Is English your friend or enemy?

Friend→Enemy (1→5)

1→3 2→3 3→7 4→10 5→2

15. I think I am good at English.

strongly agree→strongly disagree (1→5)

1→0 2→3 3→4 4→8 5→10

16. How would you rate your English reading proficiency?

rudimentary→8 moderate→15 commanding→2

17. How would you rate your English speaking proficiency?

rudimentary→13 moderate→9 commanding→1

18. Do you have any concerns or fears about this class?

-want to gain confidence in English→1

-want to improve English skill→6

-worry about their poor English skill→8

-willing to study hard in this class→6

-can't understand professor due to the speed of English,,please slow down→4

-happy to study in this class,,, it is fun→2

-want to get a good grade→3

-want intensive feedback→1

Lesson Plan – Week 4

(Final Draft – Mar. 9th.)

Theme	Dating_ Beginning Relationship
Function	Describing people and things / noun phrases and adjectives
Language From	I like..., I want to..., I'd like to..., I'd like him to be..., I wish... He / She / It has ..., He / She / It looks like ...

Main Activities

Time	Activities
7:50 – 8:00 (10 min)	Homework check Feedback about Speaking Assignment Review
8:00 – 8:15 (15 min)	<u>Who Do You Like?</u> The Class Leaders will post photos of famous person (men, celebrities) on the desks. Students will make groups by their choices of the photos. Students will discuss the reasons of why they selected the person. The spokesperson will present the groups opinion of the reasons with a poster.
8:15 – 8:35 (20 min)	<u>Pick Up My Friend!</u> Within pairs, student A will pick up a photo of a person and give descriptions to student B. Student B will draw by listening to descriptions of student A. After finishing their drawing, students will post their photos with drawings. All the students will vote to the best drawings and the three winning team will get candy.
8:35 – 9:15 (40 min)	<u>Asking Matchmaker</u> Each student will get one Matchmaker's or Lady's card. Matchmaker's card has the descriptions of the man she can introduce and lady's card has the descriptions of the ideal man. Ladies need to find a Matchmaker who has the man she wants by asking Matchmakers and Matchmakers also need to find a lady who is matching with the man she/he has. The first three couples will get the awards and they will describe the man together.

9:15 – 9:30 (15 min)	<u>Break Time</u>	
9:30 – 10:00 (30 min)	<u>Best or Worst Places for date</u> One student from each group will pick two pictures of the places. They could decide which place is better than the other. They will describe the features of the location following the directions provided. They will make a poster and one or two spokesperson will present.	
10:00 – 10:25 (25 min)	<u>Being Ms. Hitch!</u> Each group will be a dating counselor they need to choose a dating place for the client. Each group is given a photo of a man. They need to decide a suitable place to date. When selecting the place, Ss need to consider the man’s feature And explain why they think the place is suitable for the date. One spokesperson from each group will present their discussion at the end.	
10:25 – 10:30 (5 min)	<p><u>Speaking Assignment</u></p> <p>Enjoy Making your own Mangatar! Your close friend Mia told you that she found very fun web page that you can make your own Mangatar. You can choose different features of your Mangatar and download it. As your close friend is suggesting you to play with it and wants to hear your responses about it.</p> <p><u>Process</u></p> <ol style="list-style-type: none"> 1. Make your Mangatar : www.faceyourmanga.com 2. Create your own Mangatar for Free. 3. Post your Mangatar on Ning. 4. Describe your Mangatar on Voxopop. <p>You are on the phone to talk to Mia about your Mangatar. You:</p>	

1. Activity 1: Who Do You Prefer?

Goal	Recalling the words from reading assignment
Skills	Listening and speaking
Control	Partial / Guided
Time	15 minutes
Materials	Photos of people

Procedure

Class work

The class leaders will post photos of famous people (athletes, celebrities) on the wall. Students will make groups by their choices of the photos.

Group work

Students will discuss the reasons of why they selected the person.

In group, they will make a poster about the person they choose.

They need to appeal that the person is very attractive.

The spokesperson will present the groups opinion with their poster.

At the end, students will vote to the poster they like.

During this group work students can recall the words from reading assignment and also use the language while they are discussing and describing the person.



2. Activity 2: Pick Up My Friend!

Goal	a. Recalling the words from reading assignment b. Students can describe and understand the descriptions of a person.
Skills	Listening and speaking
Control	Partial / Guided
Time	20 minutes
Materials	Stickers of face, papers

Procedure

Pair work

1. Within pairs, student A will pick up a photo of a person
2. Student A will give descriptions to student B.
3. Student B will draw by listening to the descriptions of student A.
4. After finishing their drawing, students will post their photos with drawings.
5. All the students will vote to the best drawings.
6. The three winning team will get candy.



3. Activity 3: Asking Matchmaker

Goal	a. Students can ask and answer about a person b. Students can describe a person with his/her appearances and characters
Skills	Listening and speaking
Control	Partial / Guided
Time	40 minutes
Materials	Cards which have descriptions of a man

Procedure

Class work

1. Each student will get one Matchmaker's or Lady's card.
2. Match maker's card has the descriptions of the man she can introduce and Lady's card has the descriptions of the ideal man.
3. Ladies need to find a Matchmaker who has the man she wants by asking matchmakers and matchmaker who also need to find a lady who is matching with the man she/he has.
4. The first three couples will get the awards and they will describe the man together.

Sample

Matchmaker I know a person who ... <ul style="list-style-type: none">- Has dark eyes- Is tall- Likes to play soccer- Likes to enjoy watching movie- Can play guitar- Likes to cook- Has silver hair- Likes to ride bike	Lady I'd like him to be ... <ul style="list-style-type: none">- Has silver hair- Has dark eyes- Likes to cook- Likes to enjoy watching movie- Can play guitar- Likes to play soccer- Likes to ride bike- Is tall
--	---



4. Activity 3: Best or Worst Places for date

Goal	Students can describe the places with proper adjectives
Skills	Listening and speaking
Control	Partial / Guided
Time	30 minutes
Materials	Whiteboard, photos of places, paper, tapes, markers, basket, candies

Procedure



Class work

After the break, students will be grouped by the colors of candy.
Sit with the group members

Group work

1. One student from each group will pick two pictures of the places.
2. They could decide which place is better than the other.
3. They will describe the features of the location and why they picked the place.
4. They will make a poster and one spokesperson will present.

Sample

Best		Worst	
	Features		Features
			



5. Activity 4: Being Ms. Hitch!

Goal	Students can describe the person and places with proper adjectives
Skills	Listening and speaking
Control	Partial / Guided
Time	25 minutes
Materials	Whiteboard, posters of places from Activity 3, photos of men, paper, tapes, markers, basket, candies

Group work

1. Each group will be a dating counselor they need to choose a dating place for the client.
2. Each group is given a photo of a man.
3. They need to decide a suitable place to date.
When selecting the place, Ss need to consider the man's feature
And explain why they think the place is suitable for the date.
4. One spokesperson from each group will present their discussion at the end.



6. Speaking Assignment

Speaking Assignment

Enjoy Making your own Mangatar!

Your close friend Mia told you that she found very fun web page that you can make your own Mangatar.

You can choose different features of your Mangatar and download it.

As your close friend is suggesting you to play with it and wants to hear your responses about it.

Process

1. Make your Mangatar : www.faceyourmanga.com
2. Create your own Mangatar for Free.
3. Post your Mangatar on Ning.
4. Describe your Mangatar on Voxopop.

You are on the phone to talk to Mia about your Mangatar.

You: _____



Reflective journal 1

The topic of this week was dating, which was familiar for most of the students. By selecting a topic that they are used to and also have interest in was a big plus. Most of the students were willing to talk, even low level students seemed to enjoy the class which made me feel less nervous. However there were some details and instructions that we forgot to explain. For the pick up my friend, we were going to give them a prompt like “your friend from Canada is going to come to Korea but you are not able to pick him/her up due to your work. So, you asked your other friend to pick him/her up instead. Please describe your Canadian friend.” This idea was brought from Stephen’s LEGO activity where one person describes and the other shapes /draws from what the partner says. Even though we didn’t have the prompt, they did an excellent job of describing and drawing. Our group had to hand out a lot of materials during the activity and handing out, collecting them seemed to take some time. When doing the matchmaker card activity, we announced that there should be at least 3 features to match the person however, some people misunderstood the directions even though we went through the PPT files together. From this week’s teaching I felt that even though you plan your lesson, you are going to face some situations that requires interactive decisions. Since these are not able to plan in advance, we as teachers need be prepared for different situations. One way to be prepared is to experience diversely however, this is easier said than done.

Lesson Plan – Week 12

(Final Draft – May 18th.)

Theme	Issues in SOOKMYUNG (Campus Issues)
Function	Discussing / Contrasting: using organization of advantages and disadvantages neutrally
Language Form	Contrasting Terms: on the other hand, however, in spite of, nevertheless, even though, while, despite, although,...

Main Activities

Time	Activities	Materials
7:50 – 8:00 (10 min)	Homework check Feedback about Speaking Assignment	
8:00 – 8:15 (15 min)	<u>O / X quiz</u> The class in whole will be listening to the O/X questions from the class leaders. The questions are related to the contents from former classes, reading assignment, and some small questions that can warm up the class. The students will have to decide whether if it is true or not and run to the side that they think is correct.	PPT Slide Candy Rope
8:15 – 8:35 (15 min)	<u>Graphic Organizer</u> Students are going to receive sets of sentences of advantages and disadvantages. They need to sort them to the correct places (They will be receiving 3 sets). Big siblings from each group will be giving feedback for each group (*There is no presentation in front of the class – this activity is only done in groups).	Sentence strips
8:35 – 9:15 (45 min)	<u>Issues in SOOKMYUNG (Developing opinion)</u> Each group will be receiving different prompts which are collected from debating board in school web page that will guide them on how to develop their opinion. After discussing in groups, they need to pick 2 presenters to go to different groups and present (a modification of the jigsaw activity, one goes clockwise, the other goes counter clockwise).	Prompts

<p>9:15 – 9:30 (15 min)</p>	<p><u>Break Time</u></p>	
<p>9:30 – 10:25 (55 min)</p>	<p><u>Women’s University in Korea.</u> Each group will pick a card. Groups which picked “A” card will discuss advantages and groups with “D” card will discuss disadvantages of women’s university. Each group needs to find two different As or Ds and write those on the strips. Post the strips on the board and if another group already post the same idea than they cant’ post the idea, they need to think of other ideas. After posting all of their strips, each group will discuss As and Ds of women’s university and prepare presentation. After each group’s presentation, Ss will evaluate and explain their evaluation with reasons.</p>	
<p>10:25 – 10:30 (5 min)</p>	<p><u>Speaking Assignment</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><Announcement – Freshmen life in the NEW Dormitory> SMU just finished constructing the dormitory which has facilities and spaces. It has different types of room. Students can choose the room type. They can use computer lab, refreshing room, gym, etc. inside the dorm. Also, there is a kitchen they can cook and eat together. The dorm is very cozy and convenient. Thus, SMU decided for all Freshmen to live in the dorm for their first year in SMU. Hope you enjoy your dorm life!</p> </div> <p>All freshmen must live in the new dorm for their first year. SMU is promoting this new policy now. Contrast Adv. and Dis. of living in the dorm for freshmen’s first year. (1 min 20 sec)</p>	

2. Activity 1: O / X quiz

Goal	Recalling the information from previous lessons and reading assignment
Skills	Listening
Control	Partial / Guided
Time	15 minutes
Materials	Long string

Procedure

Class work

The class leaders will read short questions (total 30) related to previous lessons or homework. If the student thinks that the statement is correct, they will run to the “O”, if not run to the “X”. Students who are standing in the right side will get candy. The big siblings will help hold up the long string in order to prevent students moving to the other side after their decision was made.

Example:

1. A comedy, horror, action, sci-fi documentary, and animation are types of movie genre. (O)
2. The first movie that used special effects is “Avatar”. (O)
3. The palace of Versailles was built as a symbolic achievement of the loss of king Louis’s wife. (X)
4. An Essay (Statement of Purpose) is a brief and focused essay about one's career or research goals, and is frequently required for applicants to universities, graduate schools, and professional schools. (O)
5. A fact is a statement that can be proven as objective reality. (O)
6. An opinion is someone’s view, or belief, or way of thinking about something. (O)
7. “it is snowing.” is an opinion. (X)
8. “김대중 is better president than 이명박.” is a fact. (X)
9. “Mt. Everest is higher than Mt. 한라.” is an opinion. (X)
10. “Time is more important than money.” is an opinion. (O)

2. Activity 2: Using the Metaphor

Goal	c. Recalling the structure from the reading assignment d. Students can distinguish between topic sentence and supporting sentences.
Skills	Listening and speaking
Control	Partial / Guided
Time	20 minutes
Materials	2 sets of short prompts for each groups, 2 house pictures (diagram organizer)

Procedure

Group work

Students will be receiving two sets of opinion that are cut into strips.

1. They need to sort out the sentences according to each opinion.
2. After sorting out into one opinion, they need to choose whether that sentence is a topic sentence, supporting sentences, or the conclusion.
3. When they think they are finished, they will paste it on the picture and explain why to their big siblings in each group. Big siblings need to give feedback for each group.
 - Please note that there will be no presentation with the whole group for this activity.

Example:

Advantages & Disadvantages of using various sources of energy: Using 'Wind'	
Advantages	Disadvantages
Wind is free and will not run out so the cost is in building the wind turbine.	We can only use windmills in areas where there is a lot of wind. Sometimes there may be days where there is little wind.
Wind power generation does not create greenhouse gases.	We need a lot of turbines to make a lot of electricity.
There are very few safety risks with wind turbines.	Some people don't like the way wind turbines look, they think they spoil the countryside.

3. Activity 3: Issues in SOOKMYUNG

Goal	Students will have a chance to learn the process of making a discussion by developing their opinion
Skills	Listening and speaking
Control	Partial / Guided
Time	40 minutes
Materials	Each group will receive different prompts

Procedure

Class work

1. Each group will receive different prompts that have steps for collecting their information to express their opinion in a formal way. They need to develop a metaphor and use evidences to support their ideas. (10 min)
2. After collecting their ideas, they need to pick 2 presenters to move to other groups. Before going to other groups they will practice their presentation in front of their group and receive feedback from the group. (10 min)
3. After practicing in their group, one person will go clockwise, and the other will go counter clockwise and present in front of other groups (similar to jigsaw activity). Each group will be listening to 2 different presentations. (15 min)
4. Big siblings will give feedback on their presentation. (5 min)

Example: Issues about the running cafeteria in school. The company was changed and students think about advantages and disadvantages by following questions.



4. Activity 4: Women's University in Korea

Goal	Students will develop their ideas of the topic following with neutral facts to support the opinion
Skills	Listening and speaking
Control	Partial / Guided
Time	55 minutes
Materials	Whiteboard, pro/con selection card

Group work

1. Each group will pick a card.
2. Groups which picked "A" card will discuss advantages and groups with "D" card will discuss disadvantages of women's university.
3. Each group needs to find two different As or Ds and write those on the strips.
4. Post the strips on the board and if another group already post the same idea than they cant' post the idea, they need to think of other ideas.
5. After posting all of their strips, each group will discuss As and Ds of women's university and prepare presentation.
6. After each group's presentation, Ss will evaluate and explain their evaluation with reasons.



5. Speaking Assignment

Speaking Assignment

Below is an announcement from SMU.

<Announcement – Freshmen life in the NEW Dormitory>

SMU just finished constructing NEW and Fancy dormitory which is equipped with facilities and spaces that support students' campus life.

It has different types of room. Students can choose either single bed or double bed.

They can use computer lab, refreshing room, gym, etc. inside the dorm. Also, there is a kitchen they can cook and eat together.

The dorm is very cozy and convenient. Thus, SMU decided for all Freshmen to live in the dorm for their first year in Sookmyung.

Hope you enjoy your dorm life!

Following this announcement, all freshmen must live in the new dorm for their first year. SMU is promoting this new policy now. Contrast advantages and disadvantages of living in the dorm for freshmen's first year. (1 min 20 sec)

You:

Reflective journal 2

For week 12, our group's topic was about campus issues and discussing about advantages and disadvantages. We started off by OX quizzes of topics related to previous classes. We prepared 30 questions but only presented 20 of them, since the questions were easy, and the questions were prepared for them on PPT so the students were able to guess them easier. I personally think that this should be done oral since the questions were too easy. We were supposed to give out candies for this first activity, but started out to a disaster. We were not expecting so many students to stay alive.

For the second and third activities, we tried out a different structure of presentation by not having small presentations in front of class but having group presentations which gave the big siblings a huge load, but also gave the students the opportunity to talk more and get related in class. However, we were going to send both students at the same time, one student clockwise, and the other counter clockwise but since we had enough time, we sent them one at a time which would give the big siblings confusions because right before the class, we explained that the little siblings are going to go at the same time, and presenting in different groups. We used a graphic organizer throughout the class to give them a clear view how to organize their ideas and talk neutral about their topic but I noticed that they tried to give their opinion in the conclusion. We should be clear that this is not giving opinion, but supporting the advantages and disadvantages neutrally.

Overall, I could tell that the students' language proficiency and presentation skills improved much more than the first month. And I would like to thank the big siblings for their huge effort on giving feedback on the activities, and I think that this wouldn't be successful without their help.

One thing that came up in mind is that does the action research treatment have a big influence on the class? Two groups are focusing on presentation skills and I think because of this, the students are trying to structure their language. And if this is true, I think that the teacher's beliefs do really matter in conducting a class.

GEP Class Evaluation

GEP Student Questionnaire

Circle the appropriate response:

본인이 해당되는 답에 동그라미 해주세요.

1. What is your class rank in school?

현재 몇 학년에 재학 중입니까?

Freshman
1학년

Sophomore
2학년

Junior
3학년

Senior
4학년

2. How would you describe your class attendance?

본인의 GEP 수업출석사항에 표시하세요.

0-1 absences
0-1회 결석

2-6 absences
2-6회 결석

More than 6 absences
6회 이상 결석

Check the appropriate response:

해당되는 곳에 체크표시 해주세요.

1= strongly disagree. 2= disagree. 3=neutral. 4=agree. 5=strongly agree.
1= 매우 그렇지 않다. 2=그렇지 않다. 3=보통이다. 4=그렇다. 5=매우 그렇다.

	평가문항	1	2	3	4	5
1	I have participated in this class actively. 나는 이 수업에 적극적으로 참여하였다.					
2	The syllabus adequately explains the course objectives and grading procedures. 수업 계획서에는 강의 목표 및 평가과정에 관한 정보가 명확히 제시되었다.					
3	The materials of this course were helpful for understanding the classes. 수업자료, 학습자료는 강의를 이해하는 데 도움이 되었습니까?					
4	Classes were managed well (class environment, make-up after class cancelation, etc.).					

	이 수업은 관리가 잘 되었다. (학습 환경 및 분위기, 휴강 및 보강 등)					
5	Teachers taught the class with enthusiasm based on theoretical foundations. 교수는 학문적 이해를 바탕으로 열성적으로 강의 하였다.					
6	The difficulty level of the course was appropriate. 강의의 난이도는 적절하였다.					
7	The course followed the syllabus (or changed to a better content). 강의는 수업 계획서 대로 (혹은 변화가 있더라도 더 나은 방향으로) 진행되었다.					
8	The reading assignments contributed to understanding of the subjects/contents. 읽기과제는 강의 내용을 이해하는 데 도움이 되었다.					
9	The speaking assignments contributed to understanding of the subjects/contents. 말하기과제는 강의 내용을 이해하는 데 도움이 되었다.					
10	I checked the feedback from my big sibling and professor for my speaking assignments. 나는 나의 말하기과제에 대한 Big Sibling과 교수님의 feedback을 꼭 체크하였다.					

11	The method and procedure of the test/evaluation was fair and reasonable. 성적 평가 방식 및 절차는 공정하고 합리적이었다.					
12	I am satisfied with this course and I want to recommend this course to others. 이 강의에 대해 전반적으로 만족하며, 동기나 후배에게도 추천하고 싶다.					
13	The teachers conveyed the contents of the class in English sufficiently and properly. 교수는 강의 내용을 영어로 충분히 전달하였다.					
14	This course helped me to get used to using English. 본 강의를 통해 영어와 친숙해졌다.					
15	The class format (lecture, discussion, seminar presentations, etc.) contributed to learning experience. 수업의 형태(설명, 토론, 발표 등등)는 학습에 도움이 되었다.					

1= very low. 2= low. 3=neutral. 4=high. 5=very high.
 1= 매우 낮음. 2=낮음. 3=보통이다. 4=높음. 5=매우 높음.

	평가문항	1	2	3	4	5
1	Overall, I rank this course's quality 전반적으로 수업의 질을 어떻게 평가하십니까?					
2	Overall, I rank the instructors 전반적으로 강사(들)에 대해 어떻게 평가하십니까?					

Please respond to the following, either in Korean or in English.

다음의 질문을 한글 또는 영어로 자유롭게 답해주세요.

- In this course, I learned 이 수업을 통해 어떤 것을 배웠습니까?

- Comment on any positive / impressive part of the class.
이 강의에서 좋았거나 인상 깊었던 점이 있다면 자유롭게 적어주십시오.

- Comment on any negative / improvement needed part of the class.
이 강의에서 아쉬웠거나 개선할 점이 있다면 자유롭게 적어주십시오.

Thank you!

HOW TO IMPROVE PRESENTATION OF THE STUDENTS

How to improve presentation of the Students

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Abstract

In this action research, students' presentations were inspected in terms of the organization of the presentations in GEP class. The target groups are 4 to 6 presenters in the last activity in which students were required to make a bigger type of presentation for the given topic. The research question was how to improve our students' presentation skills and two treatments, tips for transition words and organization of presentation, were implemented through week 6, 9 and 10. Data was collected by checklist and videotape and transcripts were made while observing the presentations in the videotapes. When transition words were presented in week 6, students displayed a great use of the given words in their presentation and when the expected organization of presentation was guided in week 9, they structured their presentation with introduction, body and conclusion. Eventually, in week 10, it was demonstrated that students performed their presentation effectively both using the transition words and organizing their presentation well. Consequently, this action research found that when students were provided with the tips for presentation skills, they planned and conducted the presentation better in terms of organization.

1. Introduction

Presentation skills can be very important for university students to develop their speaking skills as well as preparing job interviews. Thus, student's presentation in the classroom becomes an important element in delivering positive learning experiences. The reason to examine the structure of their presentation was because problems have been discovered, which GEP students did not even make a full sentence at times and seemingly did not know how to organize their speech properly in their presentation. Thus, the goal was set to help students organize their presentation by giving tips for presentation skills. In order to accomplish the established goal, researchers brought up two kinds of treatments. The first treatment was that class leaders gave some tips with transition words for their effective speech. Also, the second treatment was that class leaders provided an instruction on how to structure their presentation with introduction, body, and conclusion. Then, with these two treatments, students were expected to be aware of their structure of the presentation, so that they could overall make a better presentation than before. To collect data, presenter's speech was recorded for the last activity and transcribed to check if transition words and organization were employed and developed in their speech or not. Accordingly, this research explored the improvement of students' presentation in the classroom from the beginning to the end of semester to see their difference or improvement in terms of treatment by the teachers. Therefore, this paper displays the enhancement of students' presentation before and after the treatment.

2. Theoretical Background

One of the most important aspects of presentation includes effective presentation skills (Baker and Thompson, 2004). Shaw (2001) argues that teaching college students presentation skills is one of the innovative instructional methods.

In addition, According Aziz (1998) that training managers are clued up when it comes to the need for presentation training and its benefits, yet those who are most in need of this help are still missing out. This article argues that spoken communications must be trained. Landsberger (2001) discusses that organizing and presenting classroom projects can be helpful for the students for them to improve their presentation. Miles(2004) argues that oral presentation are becoming a more important part of language teaching, especially in the university environment. Hence, this research will investigate whether presentation of students can be developed in terms of use of the transition words and organization.

3. Methodology

3.1 Class information

This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class involve the students in a variety of discussion and presentation related tasks focussed on meaning and purpose. The tasks in this class are loosely arranged according to the MATE. This class, however, should not be seen merely as a MATE development course, but also go beyond the scope of the MATE. The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing communicative competence. As a result, in this class the students will be generating large amounts of language which will be closely monitored so that helpful feedback can be provided.

Specifically, students were engaged in fun or physical activities in the first session of the class which took an hour, and then they were guided to do a bigger and more formal type of presentations in the second session. Thus, in order to collect more reliable and valid data for their presentation skills, this research focused only on the last

presentations and so, among students, whoever it might be, the six presenters in the last activity were the main target people to be recorded and observed closely. However, it should be noted that while this research was conducted, there were not always six presenters but four at one time because of lack of class time at the end.

3.2. Participants

Participants were class leaders who guided GEP class and students in the class. Class leaders consisted of nine graduate students of TESOL MA program in Sookmyung Women's University, and for the class leaders, this course was their practicum under the supervisor, professor, Stephen P. van Vlack. They were divided by four groups, so two or three graduate students as a group cooperatively planned and led the class each week with the theme and function set up by needs analysis. As this research explored four-week period of GEP class, all four groups took turns to teach the class and fully or partially to involve in the actions that were implemented for this research.

Basically, 23 students were in this class and they were freshmen through seniors in Sookmyung Women's University. Their English proficiency varied from Rudimentary High to Moderate High in MATE test (Appendix A), determined by their first interview in week 2. In the first place, they seemingly expected to learn English in teacher-centered classroom which they might be accustomed to from their middle and high school. Nevertheless, as time went by, they well adjusted to the flow of the class which required student-centered learning through a pair or a group work and by means of an informal or a formal speech in the class.

3.3 Materials

Two treatments were conducted through week 6, 7 and 9 and two main materials were utilized for the treatments. As the first treatment, the class leaders instructed

students to be aware of transitional words and how to use them effectively so as to make their presentation more formal and organized. The class leaders presented categorized transitional words through PPT slide show and also provided students with handouts with the useful words (Appendix B). Also, as the second treatment, the class leaders displayed the expected organization of a presentation and what to mention in each section such as opening, body and closing (Appendix C). Then, students were asked to use a note pad to write down key words for each section. Lastly, when the class leaders led the class in week 9, they simply mentioned both the transitional words and the expected organization of a presentation before the activity through PPT slide show. Thus, students were reminded of the structure and useful words for their presentation.

In each week, a checklist (Appendix D) was used to count how many sentences or transitional words students employed for their better presentation. There were three categories such as none, some, all and two sections like transitional words and organization. Moreover, all the last presentations were videotaped so as to be transcribed.

3.4 Procedures

Above all, a problem was indentified in week 4 when students' presentations were transcribed, which students could not make an organized presentation. Thus, as the problem was observed, one action research question was brought up such as how we could improve students' presentation skill in terms of the organization. Then, two treatments were established to find a solution for the question; first is teaching students transitional words, and second is instructing students the expected organization of a presentation using opening, body and closing.

First, in week 6, Group 3 as class leaders of the week demonstrated the transitional words before the last activity, and provided students with the handout of the

words. After that, due to the lack of class time, only three presenters gave their speech and so their three presentations were transcribed for the checklist. Second, in week 9, Group 1 showed students the expected organization of a presentation and then only four presenters made their presentation because the class ran out of time. Therefore, researchers transcribed only the four presentations to find out what differences made in students' outcomes. Third, in week 10, Group 2 reminded students of the transitional words and the expected organization of a presentation. Then, using videotape and transcripts, the last data was collected to see how students were influenced by the two treatments over three weeks of teaching. All the transcripts for each are presented in Appendix E.

4. Findings

The research question was in what ways teachers could develop students' presentation skill in terms of the organization. In order to answer the question, this research implemented two action treatments and determined the findings by means of checklists. Since two treatments were provided as explained ahead, the findings from each treatment will be illustrated separately in this section.

4. 1. Transition Words

While a problem was specified until week 4, researchers discovered that students did not make use of any transition words even though the transition words were essential to make a well-structured speech. As seen in Figure 1, presenters in week 4 rarely utilized transition words and although S1, S2, and S5 were reported to use one transition word, it was a very basic level of transition words such as "first", and "and then." Thus, researchers concluded that students did not have any knowledge about how to organize their speech effectively, and so the first thing they should learn was transition words.

Hence, transition words (Appendix B) were presented by class leaders through PPT slide show in week 6 and distributed as handouts so that students could refer to the words in their talk.

Because the use of transition words were guided and emphasized both explicitly and implicitly, it is shown in Figure 1 that students made effort to put the words in their presentation. Depending on their level, the number of transition words they used and how appropriately they used the words varied depending on the speaker's proficient level, but it should be pointed out that once students learned the words, the number of their transition words drastically went up. It resulted in making their presentation organized in a way compared to the presentations in week 4.

Furthermore, from week 6 through week 10, students continually performed their presentation using transition words and so it represents that their consciousness on the words were raised by the consistent but different approaches between weeks. As an illustration, in week 9 and 10, class leaders reminded students of using transition words covertly. In other words, class leaders did not provide any handout of the words or present the PPT slide, but when the expected organization of presentation, the second treatment, was demonstrated, some of the transition words were placed in the body to make students notice it by themselves. Also, particularly in week 10, both the two treatment were stressed only verbally without any visual materials during the direction of last activity. Consequently, students seemed to persistently benefit from their learning on how to organize their presentation with transition words once it was taught in the class.

Treatment	Transition Words					
	Presentation					
Presenters	S1(G1)	S2(G2)	S3(G3)	S4(G4)	S5(G5)	S6(G6)
Week4	1	1	0	0	1	x
Week6	6	4	4	2	3	5
Week9	4	4	3	3		
Week10	3	2	5	1	4	4

Figure 1. Checklist for transition words

4.2. The Organization of Presentation

Although students accomplished the task to use transition words in their presentation, researchers still found the problem which students simply had the body part in their presentation, but did not have any opening and closing parts. That is, as seen in Figure 2 and transcripts, students made the main part of their speech, but did not greet audience, introduce themselves or give their thesis statement in opening. Also, right after they finished their presentation, they usually went back to their seat without any closing such as summarizing or expressing appreciation etc. until week 6 when they were not taught anything about an overall organization of presentation. Thus, the expected organization of presentation (Appendix C) was presented to students in week 9 so that students could perform their presentation in a professional way.

Once the class leaders instructed three components of organization for presentation to students, they carried out all the parts such as opening, body and closing and so developed their speech skills effectively. For instance, in week 9, when students were asked to make their opening and closing in their presentation, all the presenters endeavored to perform introduction by saying “ I am (presenter’s name),” “I will

introduce...,” and “I would like to...” and moreover tried to conclude their speech by asking for questions, saying thank you for listening or expressing wishes. In week 10, as well, students were shown to make the better-structured presentation compared to ones in week 4 and 6 because they introduced their topic of the survey as opening, reported the results of collecting data as body, and then concluded their speech using transition words such as in conclusion and to sum up, or by saying thank you.

Treatment	Organization															
	Introduction						Body					Conclusion				
Presenters	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Week4	x	x	x	x	x	o	o	o	o	o	o	o	x	x	x	x
Week6	x	x	x	x	o	o	o	o	o	o	o	x	x	x	x	o
Week9	o	o	o	o			o	o	o	o		o	o	o	o	
Week10	o	o	o	o	o	o	o	o	o	o	o	o	o	o	x	o

Figure 2. Checklist for organization of presentation

5. Discussion

Basically, students benefit from the tips given as treatments for this action research so that they advanced their presentations skills in terms of their use of transition words and the overall organization of presentation. However, two elements should be taken into consideration to make it more worth in the long run.

First, even though students showed an improvement in their presentation skills using more numbers of transition words, when closely investigated in transcripts, students need to learn more about the appropriate use of transition words. In week 6, when the

transition words were overtly taught both verbally and visually, students made use of the words more appropriately than any other time by placing the words in the right spots. Nonetheless, in week 9 and 10, when the words were guided implicitly and reminded only verbally, students seemed to be still conscious of using the words but the words were used and placed here and there. Thus, it implies that if there is no such material or input pointing out the transition words, they might not reinforce their skill on the words and do not know how to manipulate them effectively.

Having thought of the efficient use of the tips for presentation skills, teachers should make effort to raise their consciousness on both the transition words and the organization of presentation. If the tips are provided explicitly over and over, students might fall into boredom with the repetitive instruction. Thus, teachers need to implicitly guide them to use their learned presentation skills through the tasks. Moreover, teachers should take a long term view on reinforcing students' presentation skills with more tips not merely for the organization but also for the attitude, body gesture, and posture etc. Eventually, students can acknowledge how to make their presentation more professional and logical by manipulating expressions and managing their speech. .

6. Conclusion

Presentation skills are very important elements for students not only their school but also job preparation for their future. In this global society, students also need to be equipped with English presentation skills of their careers. However, presentation needs to require a lot of element skills such as organization, eye contacts, contents, techniques, and attitudes. In this research, the researchers tried to focus on organization and transitions words covertly and overtly through the speaking course to the university students.

Most of the students didn't use organization and transition words before the treatment by the teachers however after they was taught how to organize and use the transition words effectively, they showed improvement to be organized their presentation better than before. Students used more transition words of their presentation after the treatments so they could present more effectively. In addition, they tried to use opening and conclusion of their presentation so that their presentation can be delivered more formally than before.

By teaching presentation skills can be very beneficial for the students to be developed their presentation so that they can be good presenters not only at school but also their jobs after they graduate. It has to be considered how and what language teachers to teach in various ways to be developed their presentation skills and to be taught in their language class.

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Appendix A

MATE Assessment Criteria

Assessment Criteria (MATE Proficiency Guidelines) by Sub-Level

Proficiency Level	Global Tasks and Functions	Context/ <i>Content</i>	Accuracy	Text Type
Expert	<i>Discuss topics extensively</i> <i>Support opinions</i> <i>Hypothesize</i> <i>Deal with unfamiliar topics</i>	Most formal and informal settings / <i>Large number of general topics and some special fields and areas of interest.</i>	No patterns of errors Errors never interfere with communication Errors never distract listener	Extended discourse Logically connected paragraphs
Expert Emerging	Make effective comparisons Deal with an unanticipated complication. Narrate and describe	Most informal and some formal settings / <i>Topics of personal and varied general interest.</i>	Understood without difficulty by all native speakers. Few patterns of errors	Lengthy, well structured paragraphs
Commanding High – Mid	Make comparisons Narrating and describing in all major tenses Elaborate and complain Can speak generally	Most informal and limited formal settings / <i>Topics of personal and general interest.</i>	Discourse might be reminiscent of the first language, but they are still readily understood	Paragraphs
Commanding Low	Give a brief summary Give a set of instructions Narrate in all major time frames Able to summarize, make simple comparisons	Most informal but rarely formal settings / <i>Topics of personal and some general interest.</i>	Some errors, but they generally do not interfere with comprehension.	Paragraphs
Commanding Emerging	Some signs of narration, description Able to converse with relative ease on simple topics	Most informal settings / <i>Topics of personal interest and daily activities.</i>	Generally well understood, but still some L1 interference in code-switching, direct translation.	Sentences
Moderate High – Mid	Initiate, maintain, and close a conversation by manipulating simple language Give a simple description	Wide variety of informal settings / <i>Predictable topics related to personal interest, familiar topics.</i>	Understood with some repetition, self-correction of errors.	Sentences

Proficiency Level	Global Tasks and Functions	Context/ <i>Content</i>	Accuracy	Text Type
Moderate Low	Limited creation with language Limited to survival functions Give basic autobiographical information	<i>A variety of informal settings / Predictable, familiar topics related to daily activities.</i>	Self-correction of errors Filled with hesitancy and inaccuracies, but can generally be understood.	Sentences
Moderate Emerging	Some communicative ability. Able to ask a limited number of questions and give statements on learned material.	Some informal settings / <i>Able to reuse memorized forms in variety of simple situations.</i>	Strong first language interference in pronunciation, syntax, and vocabulary causes frequent errors	Individual words and phrases
Rudimentary High	Minimal communicative ability. Able to ask and answer some simple, memorized questions	Some informal settings / <i>Simple topics about self or learned situations.</i>	Pronunciation errors and frequent pauses limit comprehension very often.	Individual words and phrases
Rudimentary Mid	Severely limited communication with memorized formulaic material. Can introduce themselves, exchange greetings, answer simple questions.	Limited informal settings / <i>Some aspects of daily life. Extremely limited vocabulary.</i>	Often unintelligible due to faulty pronunciation.	Individual words and phrases

Appendix B

Transitional Words

Purpose	Transitional Expression
To add and to list	Furthermore, Additionally, In addition, Moreover, and, also, besides, what is more, First, Second, Finally, etc.
To give an example	for example, as a case in point, as an illustration, for instance, in particular
To show a result	as a result, because of this, consequently, hence, so, thus, for this reason, therefore, and so, as a consequence
To contrast	On the other hand, However, although, in contrast, be that as it may, but, even though, whereas, nevertheless, on the contrary, yet
To compare	also, both, neither nor, in the same way, as well, likewise, similarly
To give a reason	because, for, since, as
To summarize	finally, lastly, in other words, on the whole, to sum up, all in all, in brief

To place in time

after a while, at last, at present, immediately,
afterward, briefly, soon, currently, during, finally,
first, second etc. , next, gradually, in the future,
later, meanwhile, eventually, recently, suddenly,
then

To locate

above, beside, beyond, below, here, next to, inside,
outside, farther, nearby, on the far side, opposite,
to the east/west etc.

Appendix C

The expected organization of a presentation

Organization of presentation

Opening	<p>Greeting / Introducing your team and yourself, Stating your topic sentence.</p> <ul style="list-style-type: none">- I would like to talk about...- From now on, I am going to present...
Body	<p>Reciting your itinerary in time order with reasons,</p> <ul style="list-style-type: none">- First, at _____, travellers are going to...- The reason we chose this attraction is that...- Then, around _____, travellers plan to ...- This place is attracting because...- Next, by _____, ...- We found this place interesting because...
Closing	<p>Wrap-up – These are the reasons why, As I said before, in this sense, all in all, For these reasons...</p> <p>Appreciating – Thank you for listening.</p> <p>Asking questions Any questions? Do you have any question?</p>

Appendix D

Checklist

Treatment	Organization															Transition Words						
	Introduction						Body					Conclusion				Presentation						
Presenters	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S6
Week4																						
Week6																						
Week9																						
Week10																						

Appendix E

Transcripts of Week 4 by Presenters

G-1

We Choose this guy, This guy name... This guy's name Papa Jack, he's Pilipinos, Pilipino. And actually we really really hard to choose, because he is the tallest guy, even though his height is 117, 170, and his age is 28 so it's good and family background is Japanese, and she is Japanese so they can understand each other. And most of all, his major was is Artist, his job is Artist so they can go gallery, and they can have conversation each other and and she says she sometimes drinking and smoking, he says he also social drinker So they can sometimes drink and have...talk to each other. Thank you.

G-2

Ah...He can make the Japanese girl happy, and in everyday life. And then, his income, he may be rich and then he make the the girl life support and then the last one he is very tall, and we think they are very much... We choose sporting as a suitable place because he is a recreation, he can teach the girl how to...how to play the bowling, and the second one he is very physically active, he can make the hum...atmosphere happy...hum...and that's all. Thank you.

G-3

He's from United Kingdom and I...hum...we heard that many United Kingdom's men like Japanese women so...we can choose this men. He had a, he has a income and occupation is very stable. and he has also many pets, and he has also drinking and smoking. And he said willing to travel distance is...he said willing to travel any distance so we choose this guy.

G-4

He...he live in Spain, so he and she live far away but he's handsome so she satisfied. Hum...He likes dynamic people hum...and she is artist but most artist life is dynamic so he likes her. And he want...want to meet people around the world. So she live in Japan...

he likes her. And...He is not smoking but she sometimes smoke but she could quite, quit. And we choose date place boxing match, because he likes dynamic and they cheer together, they cheer together.

G-5

We select 'just cute' and we choose the best place...café. The reason is, first they live Philippine and Japan...two countries are near in near angry. The place...and café is wonderful place to conversation. And he is optimistic and friendly and but sometimes smoking. He and he and he is sometimes smoking. And his income is proper, compared with her. Hum...That...That's it. Thank you.

Transcripts of Week 6 by Presenters

G-1

At the first picture, when doctor Simson walked into the street, in front of mens, his friends her... listened his another friend whos now and opened the fence.

The next picture, we let the dog beet the Bart Simson.

After that, Bart Simson decides to revenge, so he let his best friend maying the bad boy's house. After that, he also heard, listened his sign on the phone.

Next he also opened the fence and let the dog bit the bad bad boy.

Finally, the bad boy was in the hospital.

G-2

First, Snoopy was walking around Lucy.

Second, still Snoopy is staring Lucy's apple bag, apple's bag.

And Lucy surprised and asked "you again?" and Snoopy thought "I'm still starving."

Enter, Lucy yelled "Charley tell, Charley Brown! Tell your dogs to get away from me."

Then, Charley, "if you will share whatever you are eating, I will give you two apples for you."

As a result, Lucy shared her apples with Snoopy.

G-3

The two guys are playing to harm Bart in the cartoon, with bees.

The next one, and they are watching what Bart is doing. Bart and the...

Next one, and the Bart is trying to open the cabinet and their...in the cabinet, there's a hunny bee's room. So he...

Next one, So he they...quickly run away. And bees are chasing him. And the second, the next one?

Unfortunately, the bees changed the direction to the bad guys and finally they got attacked.

And he called the phone, our attack has, was successful, but to us.

G-4

Chur...ecredably...soon Mike said...because he thinks that he is to smart, small to play baseball game.

Then, Charley threw the ball. And Charley said, throw the ball back to me. The little boy said "no." And the little boy said to the children, if you want to take the ball, run to the stadium. So children run.

As a result, the little boy play baseball together.

G-5

The title is digging dad. The cat is dead and the dad want to dig a hole to burry it. And he digs it very hard. Unfortunately, the water came out and the dad flies away because the water came out from the floor. And at that time the cat comes back to life and it...The cat is very angry because the man wanted to bury. So the cat tried to bury him. And the son is laughing at his father.

G-6

Hi, we're group 4, and the title for our comic is "I hit you."

The boy is about to throw the red ball. And his dog, snoopy is looking at him .When he was about to throw the ball, he actually snatched it and he actually hold the ball with his mouth. The boy unfortunately didn't see his ball go anywhere, so he felt very strange. So he, therefore he felt very sad, and he felt very uncomfortable.

Suddenly, Snoopy, hit his, Snoopy threw the ball behind the boy's back. "Bonk"

That day, the boy came home and told his sister about the story how he got hit when he threw the ball in front of him, but the ball came behind him. And if you see, Snoopy there he's giggling.

That's the whole story. That's why the title is "I hit you."

Transcripts of Week 9 by Presenter

G-1

S1. We are the best tour guide about the Capetown in South Africa. Thank you for meeting us and we would like to talk about our tour schedule. Listen carefully.

S2. Hi, I'll introduce the schedule for you guys, and I'm the expert of the Capetown in.. so I'll introduce the famous spot and the schedule for you.

At first, you have to wait in in Hotel lobby, before seven thirty, because we have to pick up you guys to the first spot, you know, look at this, Robin island is far from the big coast maybe 7 km away, so we have to take the cruise so you can enjoy the breakfast, breakfast buffet in that cruise.

And the Robin island is the represent... of the freedom in Capetown because Neslon Mandelia, Neslon Mandelia tried to tried to escape this island but he drawn in this island.

So we take the one hours, about one hour in here...

Next place is Green Point stadium. We will leave here and We get here about one o'clock.

So we have...we have...We have lunch in here. Because You know, many green points are good for health, and...It took...it will took... it will took the Olympic? Olympic in

here so you have it's Worldcup, so we can, you can previewing the Worldcup in here.

And the surf place is here. Sea point, we will arrive here about 3 o'clock and it's really good, It has really good scenery. And also many people in South Africa has second house or apartment in here because this has really beautiful scenery and beach and many

swimming pool so it's very famous.

And the last, our last destination of our tour is going to be table mountain. About 5 am, so, we are arrive here 5 am, because it's the last part of our schedule. We you can go up to the table mountain by a cable car, so you have to, you don't have to climb up that. So you have, you finally you go to table mountain and look around the places, you can saw around before the time, you can end the schedule in table mountain with twilights.

Thank you for my schedule, and the next closing ment?

S1: Are you interesting about our tour schedule? And do you have a question? I hope you can choose us. Thank you for our listen, listening.

G-2

Welcome to Cape town! (clap clap) I'm your tour guide Lee Jung hyun, and I'll...let me introduce our schedule. I'll pick you up at 6:00 am in the morning. I know it's tough schedule but we cannot miss the beautiful sun light in Clifftone. Clifftone is the top ten, the most beautiful beach in the world, selected by the discovery travel channel, in 2003, and 2004. And we have some we'll have some breakfast there and we will have some, we will do some swimming or surfing there in the morning until lunch and afternoon, we'll move to Moon point and Moon point. Moon point is the name of Moon point is from the French war, anchoring ground, and it was for break, making a break water. But it was, it was canceled, because the French people make another battery next to moon point. And after lunch, we will move to downtown and have some shopping. And about 5 pm, we will move to the Devil's peak. There is a some really interesting legend about Devil's peak. Some guy who's name is Van Hongs, lived there. There was his favorite place to smoking. And one day, he went to smoking, but there was other person on the his seat. And they began to competition in smoking, and and and... suddenly the wind blows and

the head of the another man took off and he was a devil. The devil was angry because her, his...because he lose, because of the angry, he was lose. So, he killed caption Van Hongs, and there are lots of clouds in the Devil's peak because of the smoking. And next to the Devil's peak, there is castle of goodhock. There is a some legend too, legend too. Once there lived a lady in gray, and she was a ghost. And government found some bones of women's and it was lady in gray's. So after that the ghost didn't came up. And we have our...this have our... this is our schedule, and we have some temas, tema. In the morning we will just have in, and have see the beautiful, ah, dynamic Capetown, and we, in the afternoon, we move to the devil's peak and we can enjoy the mysterious cape town. And thank you for listening, and watch your belongings.

G-3

I would like to take about the interesting place, Rome.

First, my name, we are going to go to Papabazillica of St. Peters. Papabazillilca was the largest church ever built. This place, st. Peter's was cristpied, and burred. When go there, dresscode in Bazillica is very strict. Long sleeves, no short.

Next, we visiting Castel San Angelo at 1 pm. This is located of the travel liver built by the empear, Hardriang, As for himself. And he cass which is now a museum. I'll give 2 hours.

Last but not least, we will be visiting the bees and passion an passionable street, Via Condoti.

Which is the word most famous designer, designer boutique. Such as 루이비통, 구찌 프라다 샤넬, and 페레가모.

At 4 pm, there is also a famous café established in 1760. Designer Valentino was against

mac Donald opening near the Spanish step. Because of the noise and disgusting order that Mac Donald would bring. However, despite of his protest, Mac Donald did open there.

From this one day trip, you could enjoy the history and the modern side of Rome.

Any question?

G-4

Hi guys, we're going to go to Beijing so... I forgot to introduce... OK, Hi, I'm Gulim. I would like to introduce most attractive city, Beijing, so...Just in day, you guys can go around Asian times and modern times in Beijing. So, going to tell about our travel schedule.

In the morning, you will go to the Great wall. So you guys already know the great wall. So, but have you heard about the legend of the Great wall? It is very sad. One woman waited her husband, but her husband who is, who was worker for the greatwall, so her husband has died she cried night and, day and night. Finally the Great wall broke down because of her. It is very sad story, you guys. Anyways, so if you go to great wall, never disappointed, very great place.

Anyway, next...At 1 pm, we will go to Beijing stadium. In the noon, it's time fill for the symbol of China in modern times. So you guys already know the 2008 Beijing Olympic, so Korean maybe never forget that year. Because Korean... no, no, no...We got lots of gold medal in this Olympic so if you go this place, we can fill the passion of the day, and the magnificent of China and passion for the day.

And then... at 3 pm, so... next we will go to 798 art zone so, have you ever heard about this place?

This place is very famous for modern art, so if you go there you guys can watch the great modern art work and you can buy the great work very cheap.

So it's time for eat lunch. So, yeah, very late.

We are going to eat the Beijing Duck, famous place

And then, we will go to Hutong for our night visiting.

Hutong is...wait...sorry...I'm so sorry...Hutong where is traditional country, yet residence so, if you go there, you guys...the traditional transportation, if we go this place, we can go around by traditional transportation.

Thank you for listening.

Transcripts of Week 10 by Presenter

G-1

Hi! Our members asked to you if your boss or employer uhm...

So, first question is "Do you like your employees?" This graph... this pie-graph can show likeness of your employees. So most of them say "No" and and just 4 people say "Yes".

And next is... this bar-graph show "Reasons of fire" really asked what kind of reason do you want to fire. So Y axis is personal reasoning.. reason and this is... X axis is number.

So the highest reason is 'lie'. If I were late what I told lie.. no...no... And then second reason is 'lazy'... and then reason is 'always act negative'. Non-achievement is last... lowest.

So, last question is what way to you let them know.

Most people say "speaking directly", and some funny answer is remove the desk in the morning.

Thank you. Sorry.

G-2

The topic is "Job can change our future most".

And we met 21 people in this class. And in the graph X axis is indicate the number of

person, and Y axis is indicate the job. And our graph had 7 bars. And... As you can see from this purple bar, and... then this black bar... uh.... people think that IT and Scientist can change our future most.

On the other hand, people think that the business and Government officer can change our future least.

And in conclusion, people anticipate that science field people have more power to change our future than literature field.

G-3

Our survey is about new jobs in 20 years.

Our first question is “ Which job will appear in 20 years”

As the result, many students, 10 out of 18 voted for Space tour conductor.

And second possible job, student said, is Space tour conductor. Uh... sorry...

First Fresh air seller, and second Space tour conductor.

And pet therapist can be in the future. Thank you.

G-4

Hello. We asked the student, what kind of jobs...What is the jobs from a film and drama appeals you.

Many students answered a variety of jobs from drama and movie.

A lawyer and designing jobs are most popular from movies and drama.

The movies are “검사 프린세스”, “결혼 못하는 남자”, “개인의 취향”, second is the doctor from “산부인과”, “해바라기”, “하얀거탑”, “Grey’s anatomy”.

Followed by spy and working service field and car-racer, king, jazz pianist, and so on from a variety of movie and drama.

G-5

We research about first.. uh...

As you can see, first... uh... first graph is a pie-graph represent people's expectation salary per year.

We researched 27 person. So people think... uh.. 54% think... person think...50 million won per year is... they average salary employer and 42 percent people think 20 million won per year is average salary employer.

And next chart represent which people get the higher salary in Korea.

And Y axis is number of people and X axis is kind of job. So, most of people doctor is.. doctor is the higher salary in Korea.

And second people think CEO and lawyer and entertainer is the highest salary in Korea.

And next chart... this is... represent people think the average salary amount in Korea is proper.

Uh.. X axis represent number of people, X axis is the agreement.

Most of people think they don't agree about they earn average salary.

So, to sum up most people think 50 million won. But they don't agree...

G-6

This graph show the result for the statement.

“When you meet a future husband, his job is the important factor?”

20 out of 24 choose agree of strongly agree, 10 people choose agree, 3 people choose Neutral.

‘And their reason first personality and second person, one people didn't buy answer.

Person to disagree her reason was future husband personality is more important.

To sum up, most people think that future husband's job is very important.

Attention everyone, the second one is “ What is your ideal husband’s job?”

Y axis showed the different kind of jobs, and Y axis showed the number of students.

Um... 9 students choose lawyer as their husband, nearly 35% of students choose lawyer.

And 54% of students said doesn’t matter anyway, he is rich.

And it’s 3 people choose Gov. officer and other job.

Other job is artist, Bob time job, I don’t know why.

And the lowest is... Ah.... It’s 2 students choose promising company business man and ster like 박지성... no.. no... 박지성... 비 or 조인성.

And lowest is athlete like 박지성.

As this chart showed our student prefer man who is very rich like lawyer, Gov. officer.

On the other hand, we can see there is no people choose doctor.Is it!

So, from this fact, we can see, they consider other things a little bit.

Thank you. And I when you guys... meet a husband who is rich, handsome and have personality.

Certification / Award



Letter of recommendation



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

TESOL MA Program

May 29, 2010

To whom it may concern,

It is a great pleasure to write a recommendation for a student as diligent and thoughtful in her approach to teaching as Ms. Hyomyin Kim. Despite her rather diverse background and wealth of experience in teaching Hyomyin showed great development in her time here in the Sookmyung TESOL MA program. Based on this it is clear that she has the background, intelligence, and, energy to effectively handle any situation with which she is confronted.

I have known Ms. Kim since 2007 when she entered the TESOL MA program at Sookmyung Women's University. She was a student in several of my classes during her time in the MA including the final semester Practicum class and I was always very pleased with her performance both as a student and a teacher. In addition, Hyomyin has served the program in many other ways, being deeply involved in several aspects of the program. Based on her professionalism, diligence, and warm personality in the classroom, she was hand-picked to serve as our departmental assistant. She also later served as the Editor-in-Chief of our departmental academic publication. Among all the students in the program Ms. Kim has stood out for her diligence and level of devotion. She was a very eager student, determined to improve her knowledge and skills in teaching. Once more, the excellent skills she brought to bear in the classroom as a student carried over into her own teaching in her final semester Practicum class.

Although Ms. Kim was a very good student throughout the program, it was during her Practicum course that Ms. Kim really pulled everything together. Despite her extremely busy work and school schedule, she showed herself to be an effective class leader and a great collaborator. She showed a high level of creativity and innovation in her lesson planning and was very effective in running both her group and the class itself. She came up with interesting and effective ways of introducing content and engaging the students with excellent materials. These skills, taken together, allowed her to excel in the Practicum for this semester and showed her to be a person who takes full advantage of the knowledge she has acquired both in her experience and in the MA program.

Based on her performance in my classes and particularly in the Practicum class, I am sure Ms. Kim has excellent skills, knowledge, and professionalism as an English instructor and beyond. The expertise she has acquired in the Sookmyung TESOL MA, in addition to her various experiences serve not only to make her an excellent English teacher, but clearly show her ability to manage and lead. I, therefore, have no qualms in recommending her most highly in your application process.

Yours truly,

A handwritten signature in black ink, appearing to read 'Stephen P. van Vlack'.

Stephen P. van Vlack (Ph.D.)

Assistant Professor, Graduate School of TESOL

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