

Teaching Portfolio

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Masters Degree TESOL

Table of Contents

1. Introduction

2. Personal Information

2.1 Teaching Philosophy

2.2 Resume

2.3 Certificates

3. Teaching Practices in GEP II course

3.1 Introduction to GEP II course

3.2 Syllabus of GEP II course

3.3 Student needs survey questionnaire

3.4 Student needs survey result

3.5 GEP teaching: Week 2

3.6 Reflective journal: Week 2

3.7 GEP teaching: Week 6

3.8 Reflective journal: Week 6

3.9 GEP teaching: Week 10

3.10 Reflective journal: Week 10

3.11 GEP teaching: Week 14

4. Action Research:

Effective ways to scaffold students' vocabulary use through in-class activity

5. Epilogue

1. Introduction

This portfolio is designed to show my development as a qualified English teacher through the practicum course of Sookmyung Women's University TESOL MA course. This includes my teaching philosophy, resume and a list of my certificates as my personal information. I also have included the introduction of GEP course, my lesson plans and teaching materials in GEP course, students' work samples as the examples of my professional teaching experience. Lastly, action research paper to investigate how to activate the students' vocabulary through in-class activity has been included. This portfolio shows the whole process of learning and teaching in TESOL practicum.

2. Personal Information

In this section, I tried to reveal my personal experiences to be a qualified English teacher. I dreamed of becoming an English teacher in my school days, and majored in English education department. Then, I've worked at the public secondary school in Seoul, Korea since 1992. My teaching experience is about 20 years except the maternity leave. Through the description of my teaching philosophy, resume, and a list of certificates, I believe that I can show myself as an experienced and qualified teacher who tries to develop teaching methodologies and techniques continuously.

2.1 Teaching philosophy

2.2 Resume

2.3 Certificates

2.1 Teaching Philosophy

For me, language is a way of thinking. It is a tool to communicate with each other and to understand others. Therefore, learning a foreign language means to learn a different way of thinking system and to gain a view of the target language and its culture. My goal as an EFL teacher is to help my students learn English in more communicative ways so that they can become autonomous learners and further, become active users of English.

I believe the value of the interactive and communicative approach in language learning. Foreign languages are not easy to teach because communication and understanding must be the primary goals which accompany learning of difficult grammar and a huge amount of lexis. Therefore, to reach the ultimate goals of language learning, as a language teacher, I try to teach in interactive and communicative ways. We know well that it is not enough to receive input in order to learn a foreign language. Interaction is crucial in foreign language learning, and so too is authentic context. As a teacher, I have witnessed that many students have benefited from contextualized activities, in particular those with realistic situations that underline the development of aptitudes and skills applicable in the real world. For this reason, I try to make things relevant and keep things in context. It is always easier for my students to learn and remember new things when they are linked to something familiar. Therefore, I try as much as possible to keep things in context, use examples that are relevant to the students, and personalize the material through interaction.

I believe students should take the responsibility for their own learning. It is students who should take ownership of their learning. Ultimately, I think the job of teaching is rather ironic—it is to make teachers unnecessary. That is, students need to know that learning takes time and it only begins in the classroom, and that the classroom provides only the skeleton for acquiring basic knowledge and skills. To put flesh and blood on it is their job, not the teacher's. When leaving the classroom, they should be successful outside the classroom, not to mention in class. Furthermore, as self-reliant thinkers, eventually they can reach an intellectual place without the teacher's help. For this, I am always looking for new ways to get students to explore the target language, a vital step towards more fluent communication.

Besides, I believe the power of the teacher's enthusiasm. By showing my love of teaching, I firmly believe I can arouse the intellectual curiosity that resides within my students. For this, I try to be dynamic, entertaining, and motivating in class. I think it's really hard to teach a foreign language by sitting at the desk or standing at one spot with the monotonous tone during the whole class period. Moving around in the class and keeping eye contacts constantly make students more attentive and give a certain dynamic to the class. Although I am not entertainer but a teacher, I think teaching can be more effective and give more motivation in an entertaining way. There is no doubt that motivating is one of the most important factors linked to success in foreign language teaching. If students are motivated and interested, not only will they do well in class, but also they can move into new territory of interest easily from their pre-existing interests so that they can also benefit from learning even beyond the classroom environment.

I believe teaching itself is a learning activity. I am certain that teachers learn more than students by teaching. As a teacher I learn from new pedagogies, my colleagues, and most of all, from my students. For this reason, I always try to be humbled by a great store of knowledge I do not know yet, not to be afraid of getting feedback from my fellow teachers, and to modify parts of the course to take into account students' comments. By doing so, I can create for my students a unique and customized learning experience. Moreover, I believe that teaching and learning involve reflection and action which are the keys to improving, because without the reflection on the teaching practice, I cannot know their strengths and weaknesses and without actions based on the reflection, I cannot improve my teaching practices.

Teaching and learning English in the EFL situation is not an easy job. However, if teachers try to improve their teaching through their practice and create an atmosphere of communication, and if students are more responsible for their learning and try to be more active users of English, I believe, teaching and learning English would be a lot more successful and far easier.

2.2 Resume

Qualification summary

I have been teaching English – mostly reading and writing – at secondary schools in Korea since March, 1992. As an EFL teacher, I always try to help students learn English in communicative ways and become autonomous learners and active users of English. Along with teaching at school, I also have taken part in various projects such as teaching online writing class for advanced students, coordinating English camps which are kind of English immersion programs, or publishing resource books and referential books for teachers and students.

Education

Sep. 2010 – (expected graduation) Aug. 2011
Sookmyung Women's University, Korea
Graduate School of TESOL, MA in TESOL

Jan. 2011 – Feb. 2011
The New Language Educators Project, New Jersey, USA
International Internship program (100 hours)

July 2009 – Dec. 2009
ICELT (In-service Certificate in English Language Teaching) program of British Council
affiliated with University of Cambridge (450 hours)

July 2008 – Aug. 2008
University of Chichester, England
Program for Korean Secondary School English teachers (100 hours)

Mar. 2008 – July 2008
Sookmyung Women's University, Korea
SMU TESOL, Korea

IJETTP (Intensive In-service English Teacher Training Program) (717 hours)
Mar. 1987 - Feb. 1991

Korea National University of Education, Korea
German Education major / English Education minor, BA in Education

Certificates & Awards

Mar. 2012	Certificate of MATE (Multimedia Assisted Test of English) Rater
Sep. 2011	Certificate of NEAT (National English Ability Test) Rater of KICE (Korea Institute for Curriculum and Evaluation)
Sep. 2010	Master Certificate of Teaching English in English of SMOE (Seoul Metropolitan Office of Education)
Feb. 2010	Ace Certificate of Teaching English in English of SMOE
May 2010	ICELT (In-service Certificate in English Language Teaching) of University of Cambridge
July 2008	SMU TESOL Certificate
Dec. 2004	Awarded for Citations as a Good Teacher by Dongjak District Office of Education
Aug. 2002	1 st Class Certificate of English Teacher of SMOE
Feb. 1992	2 nd Class Certificate of German / English Teacher of SOME

Teaching Experience

Mar. 2010 – present	Work as an English teacher at Keumcheon High School <ul style="list-style-type: none">• have been teaching seniors English reading and writing 4 times a week• have been keeping a fun English class where students learn English through fun games and activities once a month
Mar. 2009 – Feb. 2010	Worked as an English teacher at Namsung Middle School <ul style="list-style-type: none">• taught juniors and seniors four skills of English – mainly focused on reading and grammar• held a board game class where students practiced some basic English patterns through the games once a month
Mar. 2003 – Feb. 2008	Worked as an English teacher at Bongwon Middle School <ul style="list-style-type: none">• taught freshmen and seniors four skills of English• co-taught English conversation with a native teacher once a week.• held a board game class where students practiced some basic English patterns through the games once a month
Sep. 1997 – Feb. 2003	Worked as an English Teacher at Munchang Middle School <ul style="list-style-type: none">• taught freshmen and seniors four skills of English• held a craft class of artificial bouquets and mobiles once a month
Sep. 1995 – Aug. 1997	Worked as an English Teacher at Youngdeungpo Middle School <ul style="list-style-type: none">• taught freshmen and seniors four skills of English
Mar. 1992 – Aug. 1995	Worked as a German Teacher at Gaepo High School <ul style="list-style-type: none">• taught freshmen German

Other Work Experience

- Mar. 2011 – Feb. 2012 **Worked as a guidance counselor at Keumcheon District Office**
- regularly counseled students living in Keumcheon District Office about their problems related to their studying
 - regularly offered students living in Keumcheon District Office information on universities and requirements for the application
- Apr. 2010 – Nov. 2010 **Worked as an essay writing teacher of the online English program for advanced students offered by SOME**
- managed an online writing class for 12 high school students
 - gave feedback on the student's drafts in tandem with an automatic evaluating system *My Access* and helped them revise their drafts
- Jan. 2010 **Worked as a judge for hiring newly-qualified teachers of SMOE**
- evaluated lesson plans of the newly-qualified English teachers and their microteaching as a judge
- Jan. 2010 **Worked as a coordinator of Winter English Camp held by Dongjak District Office of Education**
- planned and coordinated an English camp for middle school students in Dongjak District Office of Education
 - managed 12 native teachers and developed customized materials for the camp
- Jan. 2009 **Worked as a coordinator of Winter English Camp held by Dongjak District Office of Education**
- planned and coordinated an English camp for middle school students in Dongjak District Office of Education
 - developed questionnaires for diagnostic and placement tests for the camp applicants
 - managed 16 native teachers and developed customized materials for the camp

Publications

- Mar. 2012 Co-published *Referential Book for Teachers of Middle School English 3* and *Resource Book for Teachers of Middle School English 3* published by Chenjae
- Feb. 2010 Co-published a book *The Activity Book for Slow Students* published by Dongjak District Office of Education
- Sep. 2009 Co-published a grammar book *Concept* for middle school students published by Shinsago
- Mar. 2005 – Sep. 2006 Co-published textbook series *중학영어듣기 (Listening for middle school students)* for EBS (Educational Broadcasting System) radio programs

Skills

Computer skills

upper-intermediate level

Language skills

Korean – native language

English - upper-intermediate level

German - intermediate level

Fields of Interest

Material development

Resource books for teachers

Work books for students

Teaching and Testing Writing

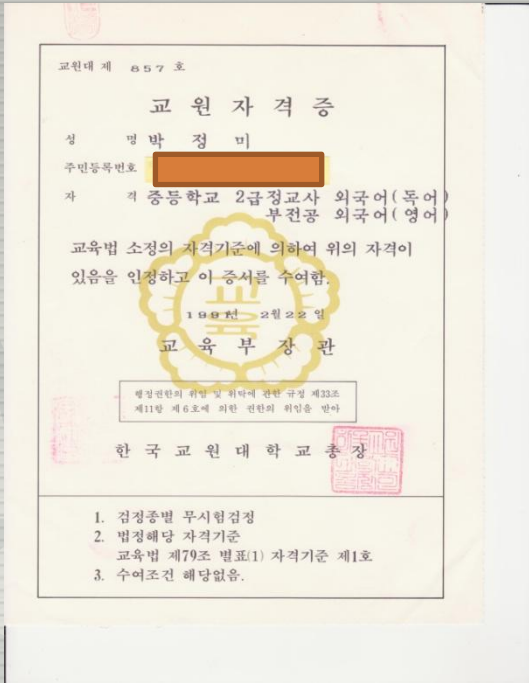
Process writing

Creative writing

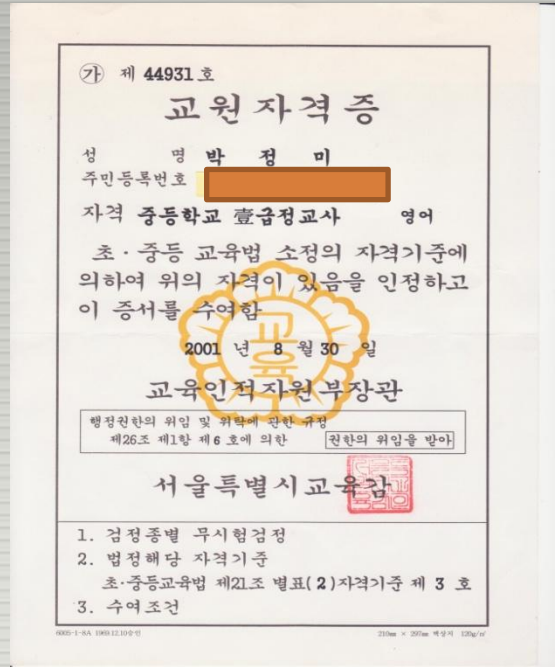
International Exchange

Online and Offline exchange of culture and global issues

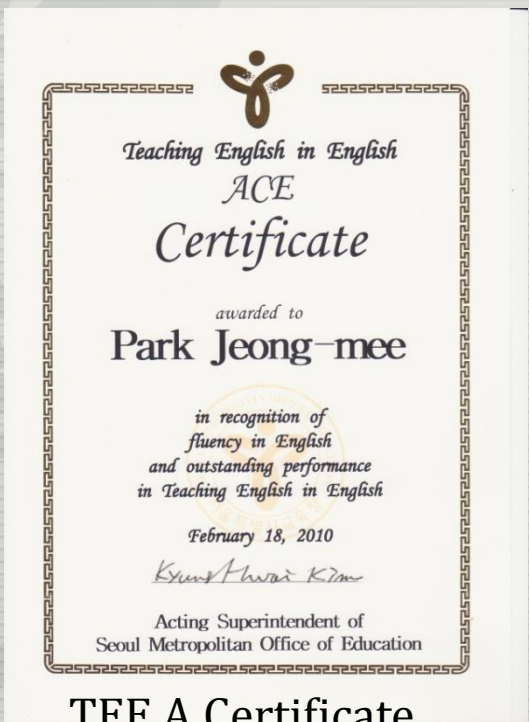
2.3 Certificates



Second Class Certificate of English Teacher



First Class Certificate of English Teacher



TEE A Certificate of English Teacher



TEE M Certificate of English Teacher



ICELT Certificate
(Cambridge Uni.)



SMU TESOL Certificate



MATE Rater Certificate
(Sookmyung Women's Uni.)

3. Teaching Practices in GEP II course

In this section, I'll show my teaching experiences in GEP II course at Sookmyung Women's University. First, I'll introduce the GEP II course and its syllabus which focused on improving speaking skill. Then, lesson plans and teaching materials will be displayed with pictures, my reflective journals and student's sample work. While planning and administering lessons, I made an effort to make students have more chances to practice writing under the context of integrating 4 language skills which are speaking, listening, reading and writing.

- 3.1 Introduction to GEP II course
- 3.2 Syllabus to GEP II course
- 3.3 Student needs survey questionnaire
- 3.4 Student needs survey result
- 3.5 GEP teaching: Week 2
- 3.6 Reflective journal: Week 2
- 3.7 GEP teaching: Week 6
- 3.8 Reflective journal: Week 6
- 3.9 GEP teaching: Week 10
- 3.10 Reflective journal: Week 10
- 3.11 GEP teaching: Week 14
- 3.12 Student's work sample

3.1 Introduction to GEP II course

English Discussion and Presentation (영어토론과발표) Policy - Spring 2012

Overview: This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of Discussion and Presentation related tasks focussed on meaning and purpose. The tasks we will be doing in the class are loosely arranged according to the MATE. This class, however, should not be seen merely as a MATE development course as we will be doing things that go beyond the scope of the MATE. In general, the course should keep students busy speaking both in and out of the class and students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability. 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.

Objectives: The main objective of the English Discussion and Presentation course is to give the students an opportunity to develop skills and strategies for increasing their global speaking proficiency in English. This goal, in effect, will also help the students to build the skills necessary for attaining an acceptable score on the MATE speaking test. Both of these goals will be achieved through both in and out of class practice and development. The focus here will be on the skills of discussion and presentation, but it should be acknowledged that other skills, such as reading, will also be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on speaking/discussion skills which will, based on such exposure, undoubtedly improve.

Texts and Materials: There is NO textbook for this class. Students will be given handouts each week from the 'special' teachers who are responsible for teaching during that week. Do NOT buy any textbook. You must, however, buy a very good folder to hold all the papers that you will be getting during the course. There will be a lot of handouts and printouts. You will need to keep these printouts to review for the exams so make sure you hold onto them. In effect, all the printouts and handouts taken together will be our textbook. Additional Materials: Students will also be supplied with supplemental reading texts and homework files for printout each week. The texts will come in the form of files proved online to the student one week in advance and will be given as homework. Students will also be given many handouts during the class. Students are expected to keep all these various handouts in a folder that they should bring to class each week.

Methodology

English Only: The working language of this class is English. This means all official aspects of the course including all assignments, presentations, and in-class discussion will be conducted in English only. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

Classroom: In this class we are going to use a task-based, flexible grouping approach. This means that students need to work together to perform a series of connected tasks during the course of each class session. Nobody does anything alone and nothing is just over and done with. Everything we do in class leads into something else. This means that everyone needs to work with her ever-changing group members in order to get the assigned tasks done as well as possible. Your group members are relying on you, just as you rely on them. Students in this class need to cooperate with others and work hard. We will not have very much lecturing or teacher-fronted activities here. Students in this class learn by doing. Be ready for that. You should be busy and engaged during the entire class session. Remember students, as always, the degree of success or failure in the classroom is based on the amount of effort you put into your work and how much you prepare and are willing to try. So, please come with lots of energy and a spirit for fun and adventure. Don't be scared to talk and make a lot of noise. Discuss a lot!

Attendance: In this class there is no such thing as an excused absence. Students are expected to attend all scheduled classes. The nature of this class makes absences particularly problematic. When one student is missing her whole group suffers. Also, because in this class students learn by doing it is very hard to make up for missed in-class work. Two or more absences, therefore, will result in a significantly lowered final grade. Four absences result in automatic failure. If you are going to be absent and know it beforehand, make sure you contact the principle instructor (Professor van Vlack) as far in advance as possible so that the work can be made up.

Web Page: There is a special webpage used for this class. The purpose of the webpage is primarily to introduce, explain and allow homework assignments to be given and managed. Students must check the webpage on a regular basis to keep up with what is going on in the class and to download and work on the assignments. The web page address is: <http://www.udveksling.com/practicumgep>. It is also possible to enter this page through the instructor's general homepage (<http://www.udveksling.com>) and from there just click Practicum/GEP in the blue menu box on the upper right side.

Big Siblings: This class is very special because we have 'big siblings' (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be placed into a group led by one big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her creation of English. Under normal circumstances, students will sit with their big siblings in groups and work together with them. The big siblings are there to help. We hope that each GEP student will form a special bond with her big sister or brother as well as her group members. Learning is much more fun and potentially meaningful when one does it with others.

Assignments: Each week there will be two different types of assignments related to the work we have been doing during the week in class. The assignments will cover both reading and speaking. The reading assignments will be given to students one week before the class they are intended to be used while the speaking assignments will be given after each class. Students will do their speaking assignments on the special voice board for this class. On-line Voice Board: A major part of the assignments for this class is for students to develop speaking skills via an on-line voice board. Each GEP student is required to go to the voice board each week to record a speech on a specific topic worked on in the class that week. Students can access the voice board via the Practicum/GEP web page. These speaking assignments mirror, to a certain extent, the tasks found on the MATE Speaking Test. Each student will get feedback on the board both from her big sibling and the course instructor, so this is an exciting and important part of the course.

Sample Tests: In this class each student will be asked to take a mock MATE Speaking Test three times. The mock speaking test will take the form of a one-on-one interview formatted according to the MATE speaking test. The first mock MATE test will be used to establish a base speaking level for the student. Following that, mock MATE tests are to be given as part of both the midterm and final exams. Students' grades will be determined based, in part, on how and how much their sample test scores change; that is, improve. Thus, students who enter the course with higher proficiency, as reflected in the initial mock test score, will not necessarily get a higher grade in the course. Improvement must be shown.

GMATE: The GMATE is also a requirement in this class. The GMATE is a short version of the regular MATE. All students are required to take this at the end of the semester. Freshman and sophomore students who fail this test will automatically fail the class. In this class the GMATE should present no problem for the students. We will have everyone very well prepared for the test through both what we cover in class and the mock MATE tests.

Grades: Final grades will be based on performance in the following categories.

Class Participation 35%

Assignments 35%

Improvement 10%

Midterm Exam 10%

Final Exam 10%

Instructor - Stephen van Vlack

Office - Haengpa Faculty Building 206

Tel. - 2077-7761

E-mail - vxvlack@gmail.com

Homepage - <http://www.udveksling.com>

3.2 Syllabus of GEP II course

Week 1; March 8 Introduction to the course, persons and materials involved.

*Group 1 teaches GEP - ICE BREAKING ACTIVITIES

In this the first week of class we are going to try to get to know each other through the medium of English and some basic speaking and listening tasks. We are going to focus on the simple functions related to introductions and personal information embedded within the forms of highly formulaic presentations of information. We will do by engaging in a series of icebreaking tasks. It should be fun.

Homework: Make sure you get all the necessary materials. Go to the Practicum/GEP webpage and checkout the voice board where you will be able to find your assignments and do your on-line speaking homework. Do the first speaking assignment.

Week 2; March 15 MATE Speaking - Task 1

Student Survey / Mock Speaking Test (Preliminary test) / Little Sister groups formed

*Group 2 teaches GEP – GROUP BONDING

This week we take care of some basic administrative tasks designed to make the class better. We will first take a needs survey and then take the first of three mock MATE speaking tests. Then the student will be placed in groups and given time to bond with the group mates and big sister. Following that we will do some work, dealing at first with shorter, more personal, highly contextualized, and less formal areas of personal speaking.

Homework: To be announced on the homework board.

Week 3; March 22 MATE Speaking - Task 2

*Group 3 teaches GEP - 1st time

This week we take a quick look at discussion about highly personal and familiar topics for the purpose of informing and giving advice. The level of formality is again, rather low, as we will be practicing basic interactional functions as they are used between peers. Students should get a good feel for the basics of interactional language. This will make it easier for the future lessons to unfold as student will be better equipped to help each other in English.

Homework: To be announced on the homework board.

Week 4; March 29 MATE Speaking- Task 3

**Group 4 teaches GEP – 1st time – 1st Videotape

This week we turn our attention to the basic function of description, starting with the concrete. We will limit our descriptions to people and things. This will be a fairly simple type of describing to inform for a variety of possible situations. The linguistic focus will be on noun phrases and adjectives.

Homework: To be announced on the homework board.

Week 5; April 5 MATE Speaking- Task 4

****Group 1 teaches GEP – 2nd time – 1st VIDEOTAPE**

This will be the first week in which the students are expected to create longer more structured pieces of discourse. To do so we continue with the function of description, but this time we will be describing processes. Instead of focusing on nouns and adjectives, our linguistic will be on verb phrases and adverbs.

Homework: To be announced on the homework board.

Week 6; April 12 MATE Speaking- Task 3/4

****Group 2 teaches GEP – 2nd time- 1st VIDEOTAPE**

This week we continue what we did over the last two weeks by staying in the general function area of description, but focus on framing our ideas and linking the points together into one cohesive unit. We will not only be describing (more formally) but will be speaking to inform as well, all in nice paragraph-like packages. We will be looking at describing personal routines.

Homework: To be announced on the homework board.

Week 7; April 19 MATE Speaking- Task 5

****Group 3 teaches GEP – 2nd time - 1st VIDEOTAPE**

This week we make our first exploration into narration and as such our focus will be on developing nice connectors for enhancing fluency. The trick here is to accurately describe while retaining comprehensibility and suitable accuracy and much of this is achieved through careful organization.

Homework: Prepare diligently for the Midterm Exam.

Week 8; April 26 Midterm Exam

***Group 4 teaches GEP - MIDTERM EXAM**

After the midterm we will take some time to engage in a little review by doing some fun communicative speaking practice.

Homework: To be announced on the homework board.

Week 9; May 3 MATE Speaking- Task 5

****Group 1 teaches GEP – 3rd time – 2nd VIDEOTAPE**

This week, we return to the genre of narration, which we started before the midterm. The difference here is that the speaking needs to be much more formal as well as longer and more carefully structured in paragraphs.

Homework: To be announced on the homework board.

Week 10; May 10 MATE Speaking- Task 6

****Group 2 teaches GEP – 3rd time – 2nd VIDEOTAPE**

This week we jump into speaking about and formally describing abstract entities like graphs and surveys, one of the simplest of the abstract genres for students. By dealing with a simpler genre we will be able to focus on many of the specific form issues that we may not have been able to sufficiently deal with in the past few weeks.

Homework: To be announced on the homework board.

Week 11; May 17 MATE Speaking- Task 8

****Group 3 teaches GEP – 3rd time - 2nd VIDEOTAPE**

While much of what we have been doing in this course to date involves reporting information of some sort, this week we start to work with more formal and abstract types of reporting. This week is, therefore, important as a transition to the abstract from the concrete and is also because it is stereotypical of task 8 of the MATE Speaking Test. We will, be focusing on giving opinions, but rather on more familiar, less formal topic areas.

Homework: To be announced on the homework board.

Week 12; May 24 MATE Speaking- Task 7

****Group 4 teaches GEP – 2nd time – 2nd VIDEOTAPE**

This week we will be looking at discussing using the organizational technique of advantages and disadvantages. The trick here is being able to carefully and comprehensibly build connections between two events. Doing this requires both the use of specific grammatical structures on the micro level as well as specific macro level structures.

Homework: To be announced on the homework board.

Week 13; May 31 MATE Speaking- Task 8

****Group 1 teaches GEP – 4th time – 3rd VIDEOTAPE**

This week we return to the type of speaking we did in weeks 4 through 6, but instead of focusing on being accurate in our descriptions we focus instead on giving well-supported opinions. The most important element here is in the organization of the information to be presented along the simple lines of introduce and then explain. Supporting opinions effectively is key here.

Homework: To be announced on the homework board.

Week 14; June 7 MATE Speaking- Task 5/8

****Group 2 teaches GEP – 4th time – 3rd VIDEOTAPE**

This week we take a final look at speaking in a well-structured opinion paragraph by focusing on news events, a somewhat familiar topic area. This type of speaking is generally found on task 8 of the MATE Speaking Test and as such is seen as being a very fitting, if somewhat difficult, final speaking task for this course.

Homework: Prepare for the final.

Week 15; June 14 Final Exam

***Group 3 teaches GEP - FINAL EXAM**

Let's have a little party or do something fun after the final exam.

Good bye and have a great summer vacation - You deserve it!

3.3 Student needs survey questionnaire

STUDENT SURVEY

Major (전공): _____ Year (학년): _____ Age (나이): _ _

In order to provide you with more effective and satisfying GEP class this semester, we would like to ask you few questions through this survey. Please answer the following questions. The result of this survey will only be used for the preparation of this class.

안녕하세요 벤블랙 교수님의 GEP 학생여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분들의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사결과는 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 ←-----1-----2-----3-----4-----5-----→ Extroverted
(내성적) 매우내성적 내성적인편 중간 외향적인편 매우외향적 (외향적)

2. Briefly describe your English learning experience.

자신의 영어학습 경험을 적어주시시오.

In school (학교교육) How many years? (기간/년)

Private tutoring (과외) How many months? (기간/월)

In a language institute (영어학원경험) How many months? (기간/월)

Living abroad (해외체류경험) Where? How many months? (장소, 기간/월)

Having foreign friends (외국인친구와의교제) How many months? (기간/월)

3. What do you do with English? How many hours do you use it per week?

영어를 어떤 용도로 얼마나 사용합니까? (해당 칸에 표시하십시오)

Purpose (용도)

Studying (학업)

Working (업무)

Socializing (사교)

Hours / per week (주당 시간)

4. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

정규시험을 보신 적이 있다면, 점수를 적어주시시오.

Name of the test (MATE, TOEIC, TOEFL, etc.)

Score

5. What are your plans for the future? What job would you like to have?

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

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

어떤 영어 영역에 가장 자신이 있습니까? 자신 있는 순서대로 번호를 적으십시오.

(1=가장 자신있음, 8=가장 자신없음).

Vocabulary () Reading () Speaking () Writing ()

Grammar () Pronunciation () Listening () Test preparation ()

7. What types of English learning tasks would you like to do in this GEP class? Rank the following in order (1=most preferred, 10=least preferred)

GEP 수업에서 특별히 했으면 하는 영어 학습 형태는 무엇입니까? 선호도에 따라 1부터 10까지 번호를 매겨주십시오. (1=가장 선호, 10=덜 선호)

Storytelling () Pronunciation () Describing () Role play ()

Discussions () Vocabulary () Individual presentation ()

Giving opinions () Group presentation () Listening ()

8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)

GEP 수업에서 다루었으면 하는 수업재료는 무엇입니까? 1부터 7까지 좋아하는 순서대로 번호를 매기십시오. (1:가장 선호, 7:덜 선호)

Internet () Movie clips () Pictures () Cartoons () Video ()

Audio tapes () Graphs ()

9. What kinds of topics are you interested in? Pick the top 5.

가장 관심 있는 주제 5 가지를 골라주십시오.

Culture difference () Study abroad () Jobs & Career () Superstition ()

Travel () Celebrities () Shopping () Leisure activities ()

Food /cooking () Fashion () Friends () Dating/relationships ()

Family () Sports () Holidays () Social issues ()

Movies () Technology () Art/ Music ()

10. How would you rate your English proficiency? Circle the appropriate rate.

당신의 영어 능력이 정도라고 생각하십니까? (적절한 문항에 동그라미 치십시오.)

Reading	rudimentary 하	moderate 중	commanding 상
Speaking	rudimentary 하	moderate 중	commanding 상
Writing	rudimentary 하	moderate 중	commanding 상
Listening	rudimentary 하	moderate 중	commanding 상

11. How confident do you feel speaking English? Check the scale below.

당신은 영어 말하기에 얼마나 자신감이 있으십니까? 아래 해당하는 곳에 체크해주세요.

Very low ----- Low----- Average----- High----- Very high

12. Which part of English speaking skills do you feel the most confident and least confident? Write 'M' for the most and 'L' for the least.

특히 말하기의 어느 부분에서 가장 자신이 있거나 가장 자신이 없습니까? 자신이 있는 곳에 'M', 자신이 없는 곳에 'L'이라고 쓰세요.

Pronunciation () Vocabulary () Grammar () Fluency () Intonation ()

13. How easy do you feel listening to English? Check the scales below.

당신에게 영어 듣기는 쉬운 편입니까? 아래 해당하는 곳에 표시해 주세요.

Very low ----- Low----- Average----- High----- Very high

14. How friendly are you with English? Check the best description below.

당신에게 영어는 얼마나 친숙한가요? 아래 해당하는 곳에 표시해 주세요.

English is my closest friend. ()

English is just a friend who I need to work with. ()

English is an annoying friend who I don't like hanging out with too much. ()

English is an enemy who always attacks me. ()

15. What do you think is the best way to learn English?

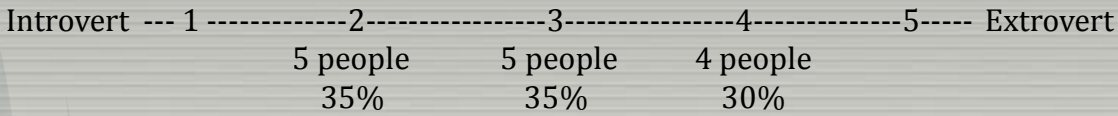
영어를 가장 잘 배울 수 있는 방법에 무엇이라고 생각하십니까?

16. Do you have any concerns about this class?

이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주세요.

3.4 Student needs survey result

1. Which word best describe your personality in general?



2. Briefly describe your English learning experience

School	No answer: 2 people 1 year: 1 person (7%) 4 years: 1 person (7%) 6 years: 2 people (14%) 8 years: 1 person (7%) 9 years: 2 people (14%) 12years: 2 people (14%), 14years: 2 people (14%) 15years: 1 person (7%)
Private tutoring	No experience: 7 people 5 months : 1 person (7%) 6 months : 1 person (7%) 2 years: 2 people (14%) 3 years : 2 people (14%) 5 years : 1 person (7%)
Language institute	No experience: 5 people 3 months : 2 people (14%) 1 year: 3 people (21%) 3 years: 3 people (21%) 5 years: 1 person (7%)
Living abroad	No experience: 1 person 1 month in Europe: 1 person (7%) 1 month (not mention specific place): 9 people (63%) 1 month in New York: 1 person (7%) 3 months in New York: 1 person (7%) 13 months in London: 1 person (7%)
Having foreign friends	No experience: 11 people 1 year; 1 person (7%) 2-3 months: 2 people (14%)

3. What do you do with English? How many hours do you use it per week?

purpose	studying	working	socializing
hours	2 hours: 2 people (14%) 3 hours: 3 people (21%) 4 hours: 1 person (7%) 5 hours: 1 person (7%) 7 hours: 1 person (7%)		

4. Have you ever taken any standardized exams?

TOEIC	Approximate 800 (scores): 2 people (14%)
TOEIC SPEAKING	Level 6 : 1 person (7 %)
IELT	5 people (35%)

5. What are your plans for the future? What job would you like to have?

Embassy: 1 person

Department store staff: 1 person

Cook or restaurant staff: 1 person

Graduate school: 2 people

Travel agent: 1 person

Designer: 1 person

Interpreter: 1 person

Teacher: 1 person

Apparel employer: 1 person

Painter: 1 person

Prosecutor: 1 person

Studying abroad: 2 people

6. What part of English skills do you have the most/ least confidence?

skills	Voca	Reading	Speaking	Writing	Grammar	Pronunciation	Listening	Test	
Most confidence	1		6	1	1	3		3	
	2	1	2	3	1	1	1	3	2
	3	2	1	1		4	2	2	1
	4	2	3			2	5	2	2
	5	3	1		5		1	1	2
Least confidence	6	3	1		4				5
	7	1		4	3		3	2	
	8			4		3	2		1

7. What types of English tasks would you like to do in this GEP class?

Type	Story telling	describing	Discussion	individual presentation	Group presentation	pronunciation	Role play	Voca	giving opinions	Listening
most preferred	1	1	4	1		3	2	1	1	2
	2	2	2	1	1	2	1	1	2	2
	3	4	2				2	4	1	
	4	1	4	1	1		3			3
	5	2	1	3		1	1		1	4
	6		3	1			1	2	1	5
Least preferred	7	1	1	1	1	2	1	1	2	1
	8	1	1	1	1	2	3	2		
	9	1			4	3	2		2	1
	10		1	1	4	3		1	1	1

8. What types of materials would you like to use in GEP class?

Type	internet	video	movie clips	Audio tapes	pictures	graphs	cartoons
most preferred	1	1	2	7		1	1
	2	2	5	4	1		4
	3	2	1	1	1	3	1
	4	1	4		1	4	2
	5	2	1	1	1	5	2
least preferred	6	2			9	1	4
	7	4			1		8

9. What kinds of topics are you interested in?

4	Culture	0	Study abroad	2	Jobs
2	Superstition	10	Travel	1	Celebrities
3	Shopping	3	Leisure	1	Food/Cooking
2	Fashion	2	Friends	4	Dating/Relationship
0	Family	3	Sports	1	Holidays
4	Social issues	7	Movies	1	Technology
8	Art/Music				

10. How would you rate your English proficiency?

Reading	rudimentary	4	moderate	10	commanding	0
Speaking	rudimentary	9	moderate	5	commanding	0
Writing	rudimentary	10	moderate	4	commanding	0
Listening	rudimentary	4	moderate	10	commanding	0

11. How confident do you feel speaking English?

very low	low	average	high	very high
3	5	6	0	0

12. Which part of English speaking skills do you feel the most confident and least confident?

	pronunciation	vocabulary	grammar	fluency	intonation
most confident	7	1	3	1	2
least confident	4	8	9	11	6

13. How easy do you feel listening to English?

very low	low	average	high	very high
1	3	6	4	0

14. How friendly are you with English?

1	English is my closest friend.
8	English is just a friend who I need to work with.
4	English is an annoying friend who I don't like hanging out with too much.
1	English is an enemy who always attacks me.

15. What do you think is the best way to learn English?

communication with foreigners
watching movies
reading books
practicing a lot
listening to songs
studying abroad
using visuals in class
restoring students' confidence
making more effort
having open-minded
studying vocabulary and grammar
writing a lot
overcoming fear

16. Do you have any concerns about this class?

I feel ashamed because I don't speak English well..
I want to know how to practice English.
My English is very poor.
I don't like English.
It's hard to understand English.
I expect lots of activities.
I lack of confidence.
Speaking assignment is very hard to understand.
I don't know the meaning of words.
I hope class starts a little bit earlier..

3.5 GEP teaching: Week 2

Theme: Group bonding and presentation

Time	Task
7:50~8:10	Class introduction
8:10~9:00	Interviewing students
9: 10~9:40	Making group posters
9: 40~10:10	Presentation

<Reading homework>

<Presentation>

Presentation is the practice of showing and explaining the content of a topic to an audience or learner. Although individuals most often think of presentations in a business context, there are countless occasions when that is not the case. Presentations come in nearly as many forms as there are life situations. For example, a nonprofit organization presents the need for a capital fund-raising campaign to benefit the victims of a recent tragedy; a school district superintendent presents a program to parents about the introduction of foreign-language instruction in the elementary schools; an artist demonstrates decorative painting techniques to a group of interior designers; a horticulturist shows garden club members or homeowners how they might use native plants in the suburban landscape; a police officer addresses a neighborhood association about initiating a safety program.

Visual aids provide several ways to communicate with an audience during a presentation. They can supplement speeches and improve the success rate of the presentation. Thus, it is recommended that presenters prepare them well in advance, edit and proof them. In addition, it's important to keep them neat and clean. Examples of visual aids include posters, videos, people, photographs and models.

<How to make a successful poster>

Posters have become one of the most important vehicles for presenting work at conferences. A successful poster conveys a clear message by high-impact visual information and minimal text. A good poster enables the readers to grasp the message in a short time, e.g. less than a minute.

Posters communicate a message aimed at a specific market or audience for many reasons and purposes. Whether it's to attract the attention of passers-by or announce an event or program, posters can be inexpensive to create and easy to display. Perfect design skills are not necessary. A little imagination and a focus on the main message will produce a successful effort.

Use a pencil to write the main message on the poster, starting with the heading and then adding two or three more lines of information. Write in large letters so that it can be easily seen and read from a distance.

Using the wide-nib ink markers, slowly write over the pencil writings. Writing in different ink colors is more attractive, but all black is acceptable. If necessary, add thickness to the lettering with the pens to make them stand out and easy to read.

Secure the poster to a metal sign holder with clear packing tape and insert into the ground if it is to be posted outdoors. It can also be taped to a wall or window.

<The Seven Steps to a Striking and Successful Presentation>

A good presentation requires pizzazz and needs to be compelling enough to motivate the audience into a well informed decision. If you follow these seven guidelines you should have no problem giving your presentation that extra edge.

First, have a relevant point to your presentation. Most presentations fail from lack of structure or approach. The presentation cannot be cookie-cutter and the same from person to person. People are different as, in theory, should be your presentation. It should appeal to everyone.

Second, create a rapport between yourself and your audience. Explain why you should be there, try to make a comfortable atmosphere, and don't be overly exaggerated..

The third piece of advice is get to the point fast. Time is money and people do not enjoy feeling as if their time is being wasted. This is on you to be prepared, know your key points and learn how to make them quickly. Do not be afraid to practice on friends or in front of a mirror.

Fourth on the list of guidelines is to be animated! Be lively, show your audience that you have energy and you care. Change up your hand movements and vary your voice inflection some. Being monotone and stationary is a recipe to have your audience lose their interest in you and what you have to say.

This fifth point goes without saying - use showmanship. Remember to grab your audience's attention. Showmanship can go a long way and demonstrate character and faith in what it is you are trying to say. Using a physical demonstration is the sixth point to always remember. Use visuals properly. Excellent Visuals have the highest impact. For example, a picture is worth a thousand words. Well, not necessarily. A good picture to be used in an oral presentation is easy to read (large lettering, good contrast), explains itself (clear title, preferably a conclusion too), contains only relevant information, and does not contain jargon or difficult codes that the audience needs to translate.

And finally, number seven, believe in yourself. You have to walk into that presentation with your head held high and know you are a winner. Without sounding trite, others can see a failure far off and probably won't care to deal with them. You're only a failure if you believe you are one. Conduct that presentation with a sense of worth and a commanding presence.

< Vocabulary checks >

Match words with their meaning properly.

- | | |
|------------------------|--|
| Q1. rapport (e) | (a) the activeness of an energetic personality |
| Q2. pizzazz (a) | (b) give lifelike qualities to or make lively |
| Q3. animate (b) | (c) repeated too often; overfamiliar through overuse |
| Q4. horticulturist (f) | (d) specialized technical terminology characteristic of a particular subject |
| Q5. inflection (g) | (e) a relationship of mutual understanding or trust and agreement between people |
| Q6. jargon (d) | (f) an expert in the science of cultivating plants (fruit or flowers or vegetables or ornamental plants) |
| Q7. trite (c) | (g) a manner of speaking in which the loudness or pitch or tone of the voice is modified |

Choose and write one of the given words for the blanks.

victim occasion edge relevant compelling stationary grab appeal

- Q8. The idea of the vacation appeals to me.
- Q9. In 24 cases, the relevant authorities rectified their wrongful practices.
- Q10. She always chooses the right style according to occasion and location
- Q11. The exchange rate has remained stationary.
- Q12. He grabbed the second spot at the contest last year.
- Q13. Small baby turtles often fall victims to their predators right after hatching.

< Comprehension checks >

Answer the following questions.

Q14. What is presentation?

Presentation is the practice of showing and explaining the content of a topic to an audience or learner.

Q15. Are presentations used only in the field of business?

No, they aren't. Presentations are used in many fields of life situations.

Q16. How can visuals be useful in presentations?

They can supplement speeches and improve the success rate of the presentation.

Q17. According to the passage, which of followings can be a good poster for the presentation? Check the box.

- a) a poster made by a famous artist
- b) a poster which conveys too much information in detail
- c) an inexpensive poster to create
- d) a poster which contains a clear meaning with a minimum of text
- e) a big and unique poster with striking pictures and no text

Q18. Choose all the good presenters in terms of successful presentation. Check the box.

- Ms. Park was beating around the bushes for a long time during her presentation.
 - Mr. Van Vlack, an expert on language teaching, frequently used technical terms and difficult codes during the presentation.
 - Mrs. Johnson gave a presentation succinctly. During the presentation, when necessary, she changed voice volume and intonation. Sometimes she used gestures as well.
 - Miss Kim stood tall and walked with confidence to the front of the room. She also smiled and made eye contact with the audience. She looked comfortable and confident during the presentation.
 - Mr. Bean used visuals to enhance his presentation because he thought visuals would be the icing on the cake.
 - Mrs. Lee customized her presentation based on the background information of the audience and approached them properly during her presentation.
 - Mr. McNeil kept saying with a gentle but monotonous tone to make a comfortable atmosphere.

<Speaking Homework>

여러분의 친구 수지는 다음 학기에 GEP SPEAKING 수업에 참여할 계획을 가지고 있습니다. 그래서 이번 학기 GEP SPEAKING 수업에 대해 알고 싶어 합니다. 수지에게 여러분의 GEP Speaking class 전반적 구성과 여러분이 속한 그룹/그룹원 에 관해 소개하세요. 주어진 시간은 1분 30초 입니다.

Suji, one of your friends, has the plan to take a GEP class next semester, so she really wants to know about your GEP Speaking class. For her, present about your GEP Speaking class and your group and group members for one and a half minutes.

3.6 Reflective Journal: Week 2

General description

There were three main things in week 2: interviewing, grouping, and presentation. The class started to introduce class stuff and moved into making groups. We, big sisters, met our little sisters and greeted and had a small talk with them for a while. Next, we interviewed each of them for around 15 minutes. Then, we had a break. After the break, all of us gathered in the groups and decided on the group name and made a group poster. Then, groups of students presented themselves using the poster they made. The class was over with announcing new homework and collecting reading homework they already did.

Reflection

It was still a small class. Several students missed the class and one of them was my sisters. So, I could meet only one student of the two. Jihyun was very nice but way of shy. Interviewing her was a good experience to me. As an English teacher, I have had many chances to give my students speaking tests and to listen to their oral responses. But in most cases, the student's responses are quite short, so I cannot enjoy them. However, interviewing Jihyun was different. She tried to keep saying in English and to continue the conversation. She managed to deliver what she wanted to tell. She also responded well to my questions but she often made errors in using pronouns and tense. Generally her oral proficiency didn't sound high-leveled enough to reach Moderate Mid, but I could feel her sincerity. In my opinion, the small talk with her just before the interview played an important role in breaking ice and in establishing a rapport with her.

Deciding our group name was demanding. Since there are only two indecisive people including myself in our group, it took time. Making poster was hurriedly finished because Jihyun needed time to practice presentation. While practicing presentation, I found her making some errors so I corrected her. However, I didn't employ various ways of correcting; I should have corrected her in many ways such as echoing or recasting her statements.

While presenting our group, I intentionally pushed her present our group. I minimize my role in presenting, because I thought Jihyun should have more opportunities to English. But reflecting out team's presentation, I realized that we had missed something. Listening to other group's presentation was fun. Each team showed creative ideas for the presentation and I could know the students of this class better.

Future Impact

In fact, I met my student first and interacted with her personally in this class, so this class made me think about how I can keep a good relation with her and how I can help her. There could be many ways to help her, but what caught my eyes was error correction. From now on I think about effective ways of error correction and from next class I will try to motivate my students to be engaged in the task actively and I will try to correct them naturally in various ways when finding some errors in their utterance.

3.7 GEP Teaching: Week 6

Theme: Date

Function: Describing clothes , places, actions and daily routines.

Class Objectives: By the end of this class, students will be better able to describe clothes, places, actions, and daily routines.

Final Task: Students will describe their ideal date routines and present it to the whole class.

Time	Activity	Materials
8:00-8:20	What to wear	Pictures, Bell, Glue
8:20-8:40	Where to go	Bingo board, Pictures, Bells
8:40-9:00	What to do	Reading article, Worksheet, Scissors, Glue
9:15-9:40	Matchmaking	Information cards, Tape, Worksheet
9:40-10:20	Ideal date plan	Worksheet, Magic markers Pictures (actions and places) Scissors & Glue



Activity 1: What to wear for a first date (20 min)

Description: In groups, students take turns and describe people. One teacher at the back of the classroom shows a figure to S1. She delivers what she saw to S2. S2 is asked to pick up the figure from a number of figures and paste it on the worksheet. Then S3 describes and S1 identify and S2 describes and S3 identify. The group that picks up all right figures first wins the game and will be prized.

Goals:

Ss will be able to describe clothes or fashion style.

Materials:

Pictures (Appendix 1)

Worksheet 1.2

Glue

Procedures:

1. Hand out a worksheet and have students practice how to describe what one wears for 4 minutes.
2. Hand out a worksheet and glue to each group.
3. Ss in groups decide number.
4. No. 1 student goes to the teacher at the back, and look at the picture of a person. She comes back to her group and describes what she saw to No. 2 student.
5. No. 2 student goes and identifies the right picture from the pile of the figures based on their understanding and paste the picture on the worksheet with glue.
6. Repeat the procedure until No.3 student identifies a picture and paste it on the worksheet.
**No.1 student → No.2 student → No.3 student → No.1 student → No.2 student → No.3 student
(Describe) (Identify) (Describe) (Identify) (Describe) (Identify)**
7. The group that completes the task first rings a bell and gets a prize.

*** Big Sisters in groups of three should be No.3 students and join the activity.**

*** Big Sisters in groups of four help students in groups.**

Activity 2: Where to meet (20 min)

Description: Ss get a Bingo board and a place. Then Ss meet each other and ask the other students to describe the place they have. According to their description, they notice the place and can cross out the place in their bingo board. When someone makes one line Bingo by crossing all the pictures in a row, she comes to the front and rings the bell. She will be prized.

Goals:

Ss will be able to describe places

Materials:

Bingo board (Appendix 2)

Pictures (Appendix 2)

Presents

Bells

Procedures:

1. Hand out one picture of place to each student (Ss must not show it to others).
2. Hand out one Bingo board to each student
3. Ss gather together and ask others to describe the place they have.
4. Ss notice the place and cross it out on the board.
5. As soon as one student finishes one line of Bingo, she who rings a bell In front of the classroom within the time limit will be prized.

Big Sisters join the activity.

Activity 3: What to do (20 min)

Description: Ss in groups choose the best and worst place for the first date, based on the reading homework article. They discuss and describe good or bad features of the actions. Two groups gather in pairs and present it in turns.

Goals:

Ss will be able to describe actions and places.

Materials:

Worksheet (Appendix 3)

Reading article

Procedures:

1. Hand out a worksheet to each group.
2. Ss in groups talk about the best/ worst action for the first date using reading article.
3. Two groups gather in pairs and in turns, describe good/ bad features of the actions or places each other.

(presentation pairs)

Shinhye ↔ Annie

Saemi ↔ Hannah

Tracy ↔ Izzy

Big Sisters join the activity.

Activity 4: Matchmaking (25 min)

Description:

In groups, each student walks around the classroom and finds some information of ten singles. With the information, groups of students are supposed to decide who can be good couples, regarding age, backgrounds, and hobby. Students are also asked to support their decisions with rationales. Then they are required to choose the best couple.

Goals:

Ss will be able to read short passages and understand one's personal information. Considering the information, groups of students can match make couples and explain why they are good couples.

Materials:

Information cards on the wall (Appendix 5)

Heart shaped sticker

Worksheet (Appendix 4)

Procedures:

1. Put some information cards on the wall of the classroom.
2. Have groups of students walk around the classroom and gather information on ten singles. (Information includes hobbies, jobs, and personality traits.)
3. Based on the information students get, they match make couples.
4. Put one sticker in the cell of the two people
5. Students choose the best couple and put more than two stickers for them.
6. Students share their best couple with the whole class.

* **Big Sisters in groups of three** join the activity.

* **Big Sisters in groups of four** help the students.

Activity 5: Daily routines of the best couple (40 min)

Description:

In groups, students imagine daily routines for the best couple in the previous activity and make a poster showing the routines with some visuals<appendix 6, 7>. Then, they present the routines to the whole class.

Goals:

Ss will be able to describe daily routines, including information on people, places and actions.

Materials:

Worksheet

Pictures (Appendix 8: Actions, Transportation, Places, and Food)

Magic markers

Scissors & glue

Prize

Sticker

Procedures:

1. Distribute one worksheet to each group.
2. Ss plan an ideal date routine for the best couple in the previous activity.
3. (Ss can pick some visuals from the pile of pictures at the back of the classroom)
4. Ss well prepare for the presentation.
5. Ss present their ideal date to the whole class.
6. The presentation should describe the couple's clothes, places, and actions at a certain time.
Whole class votes for the best date routine. (It will be prized)

Big Sisters help students prepare for the presentation.

<Appendix 1: Activity 1 – Pictures>

Talk about what the figures wear for 4 minutes. The first one is an example.



She is wearing a white top, a short black cardigan, and blue jeans. Her style looks very casual and practical.



Blouse/ skirt / dressy casual / feminine



Jacket / pants / little formal



Suit dress/business formal/ classic



Jacket / dress/ formal



Sweat shirt/ top/ pants / casual



flannel shirt / pants or jeans/ casual



Blazor / T-shirt / pants / modern



Blazor / dress shirt/ tie / pants / formal

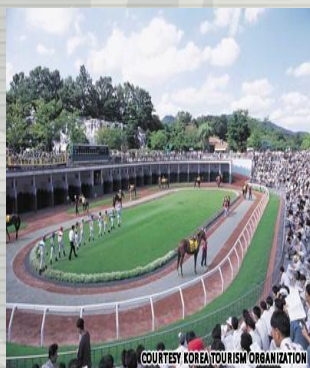
<Worksheet for activity 1>

Listen to the description of your member and choose the right picture. Attach the picture in the worksheet.

1st description No. 1 → No.2	2nd description No. 2 → No.3	3rd description No. 3 → No.1

<Appendix 2: Activity 2 - Bingo board & Pictures>

When you describe, you have to describe more than three features.



<Appendix 3: Activity 3 – Worksheet-A4 sized>

Choose one best and worst place or action for the 1st date. Paste the picture in the column below and describe its good or bad features. Then you are supposed to present your selection to your partner group.

Shinhye --- Annie / Saemi - - - Hannah / Tracy --- Izzy

	Action	Features
Best		
Worst		

<Visuals for choosing best and worst place for the first date>



<Appendix 4: Activity 4 – Worksheet-B4sized>

	Sue	Julie	Jenny	Ingrid	Emma
Tony					
Paul					
David					
Martin					
Edward					

<Appendix 5: Activity 4 - Matchmaking information>

Tony is a young doctor who often works long hours at the hospital. He is a quiet and thoughtful person.

Paul enjoys many sports such as football, basketball, and mountain climbing. He works for a small company. He would like a wife, but not children.

David has an important job at the bank. His family is quite rich, so David is used to good clothes and expensive holidays.

Martin has a job as a gardener but he thinks his work is boring. In his spare time he paints, and enjoys reading poetry.

Edward is studying business at college. He talks a lot, and is very confident (in fact some people think he is a bit bossy).

Sue works at a restaurant. She enjoys her job because she likes talking to people. But she also wants to get married and have a child.

Julie owns a bookshop and is often very busy. Although she is young, the workers respect her, and she is very generous to them.

Jenny is studying chemical engineering at a top university. She loves going to restaurants, watching movies, and travelling.

Ingrid is a shy girl who works at a nearby factory. She's an excellent piano player, and usually plays for at least an hour every day.

Emma is a pretty girl who dreams of becoming a movie actress. She enjoys shopping, especially with her friends.

3.8 Reflective Journal: Week 6

1. General description

Under the theme of date and relationship, this lesson was chained with five sub-activities. The first activity was aimed at describing one's clothes and fashion style. For this aim, students had several minutes to practice describing one's clothes with their big sisters and then, they had a game where they described and identified different people. The second one was targeted at describing places. For this activity, students got a picture of place key words for describing the place written on it and a Bingo sheet which contained 9 places. In this activity, students were asked to mingle with each other and make one line of Bingo through describing places whose picture they had. After that, the third activity was carried, under the goal of describing good or bad features about actions or places. After these three activities, student had a 10 minute long break and then the fourth activity was continued. It was a 'matchmaking' activity where students got information of ten singles from the information card on the wall and did matchmaking based on their job, hobbies and backgrounds. Actually the activity was intended as a pre-activity for the last activity which asked students to plan an ideal date and to describe daily routines including describing time, clothes of the involved couple, place, and actions using sentence connectors. During the activity, students chose figures, set the time for certain actions, planned a nice course for the couple and presented it to the whole class.

2. Reflection

2.1 Related to my little sisters

Even though I couldn't contact my little sisters directly because I had to host the lesson, I checked the speaking homework of Jihyun and gave oral feedback. As usual, she completed hers quite well but she also revealed some weaknesses. I encouraged her to speak faster so that she could improve fluency while speaking. I also mentioned that she needed to give more detailed description in the middle of the process, since her speaking contained a good introduction but in the middle she tended to skip some important parts. The other little sister Seyeon missed class because she had broken one of the ribs and I couldn't listen to her speaking homework on the website, so I couldn't check whether she was struggling with the online homework or face-to-face class. I hope I could meet her next class.

2.2 Related to the lesson

While preparing this lesson, as a host teacher, I set up two personal goals. One was timing and the other was giving clear and easy instruction. In terms of timing, I could say this lesson was half success and half failure. In that I started this lesson at 8 o'clock and ended at 20 past 10, and that the two major activities Activity 4 and 5 had enough time to be completed, I could say I achieved the first goal. However, I couldn't help admitting that Activity 1 and 2 was done quite in a hurry so I had to fill out the unexpected time gap with my anecdote. This could be good in a sense that I could make comfortable mood to share students' experience about their own date with each other and attracted their attention and motivation. Yet, if the time had been used for increasing students' interaction or the target language, it would have been more meaningful.

In terms of giving instruction, I tried to give clear and simple instructions. For this, I used lots of visuals and short sentences, check students' understanding rather than pushing students to jump directly into the tasks, and always gave students a model. In my opinion, it

worked well. Students seemed to understand how to do the assigned tasks without big difficulties.

Despite the fact that I have achieved my two personal goals, this lesson left me something to be addressed. First, it was the first task-based lesson for me. I was a very novice teacher in the task-based approaches. So I couldn't deny that I was very confused about how much pre-information was enough for the success of tasks. In GEP class, students are supposed to get information for the tasks through reading homework. However, it was difficult for me to decide whether the reading homework should be designed for giving background knowledge or only for providing key vocabulary items or language patterns. In case of giving vital lexis, reading would be very easy while in case of giving background, it would be more likely to include a fairly good number of difficult words.

Second, this lesson made me think of co-teaching. Everybody has different minds. It can go for GEP co-teaching, I guess. The most difficult part of planning lesson was not planning itself but arranging roles and opinions with the other co-teacher. It was really hard to keep the balance in cooperation. In addition, it also caused misunderstanding while teaching and assisting the other teacher. For example, in Activity 4, I insisted students not hold the worksheet and copy the sentences directly from the information cards, following the original plan, whereas the other teacher allowed them to do that. Just like this, whenever some changes happened at the spot by the main teacher of the task, it made all the participants confused. Besides, co-teaching made it hard to keep consistency in teaching. For example, if the other co-teacher read the written instruction on power point slides or conveyed vague information on the tasks which was opposite my principle, there was no room to intervene her in class, unless co-teachers should rehearse teaching in advance, which is not impossible in reality. Of course, there must surely be some advantages of co-teaching. For instance, lesson could be full of better ideas, and refined from the different angle or approaches of teaching. However, if the lesson is directed mainly by one host teacher and only assisted by another teacher, I guess, each teacher would be more responsible for teaching, and be more active in planning and revising lessons. In addition, the lesson would be more consistent and more systematic.

3. What I learned

Even though I am an experienced teacher, teaching GEP class was a good and new experience, in the sense that it was a task-based class which I have never ever tried before in my teaching practice, that it was co-teaching class, and that I had several competent and very helpful big sisters. Thus, for me, teaching GEP class in reality was not a matter of teaching but of designing. In fact, it was not the host teachers but the big sisters not that played the key roles in managing tasks. All the main host teacher has to do is design the well-organized class, prepare for efficient stuff needed for the tasks, and motivate students to be engaged in the task eagerly. In this sense, I learned that the host teachers should well-design reading homework as prep for the in-class tasks is in order for students who did homework to activate their schema and be ready for them with less time and effort. Moreover, I also learned that in the task-based class, the host teachers should try to manage class effectively through clear instruction, modeling, and comprehension check-ups rather than depending on the big sister. Otherwise, students wouldn't listen to the main teachers anymore and would be more dependent on their big sisters, expecting they would explain and paraphrase what they have to do once again.

3.9 GEP Teaching: Week 10

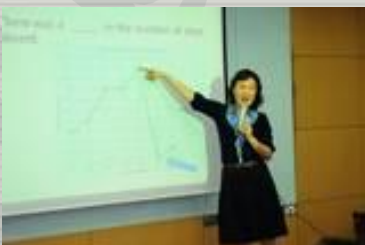
Theme: Shopping

Function: Describing visual aids

Class Objectives: By the end of this class, students will be better able to describe visual aids

Final Task: Students will do a survey and present the result using proper graphs.

Time	Activity	Materilas
8:00-8:20	Gold Bell Quiz Matching (Group work)	White Board Board markers Worksheet Sentence strips
8:20-8:40	As many cards as you can (Group work)	Graphs cards 6 bells
8:40-9:00	Let me know what you have (Pair work)	Worksheets Graphs Rulers & Compasses
9:10-9:40	Survey (Group work)	Worksheet
9:40-10:20	Statistics and Presentation (Group work / Whole class work)	Worksheet Compasses & Ruler



Golden Bell Quiz (Pre-presenting key words : 10 minutes)

Description: In groups, Ss look at the quiz about key words and write down the answer on the board.

Goals: Ss can activate their pre-knowledge through the quiz, focus on the key words, and be encouraged to use them during all the in-class activities.

Materials:

Quiz slides(Appendix: Action research treatment)

White board

Board markers

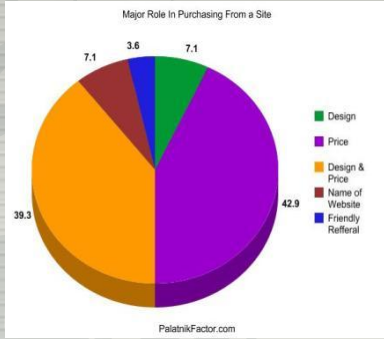
Procedures:

1. Using the Power Point slides, T gives 10 quizzes about the key words one by one.
2. Groups of students read the quiz and find the answer.
3. All groups write the answer down the white board and show it at the same time.
4. Check the answer.

*** Big Sisters neither join the activity, nor give any cues or help.**

<Appendix 1-1: Quiz Questions

This **pie chart** shows the major role in purchasing from a site.



This **table** represents the proportion of income adults and children spent on 4 common items.

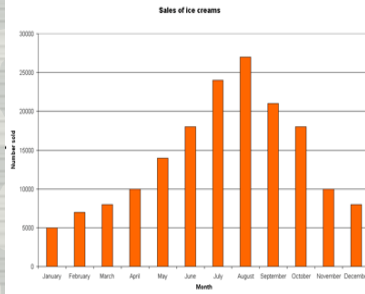
The proportion of income adults and children spent on 4 common items in the UK in 1998

	food	electronic equipment	music	videos
adults	25%	5%	5%	1%
men	14%	10%	5%	2%
women	39%	1%	5%	0.5%
children	10%	23%	39%	12%
boys	9%	18%	38%	18%
girls	11%	5%	40%	17%

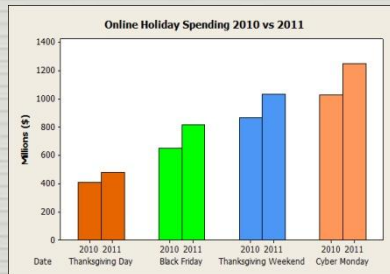
There was a **dip** in the number of days absent.



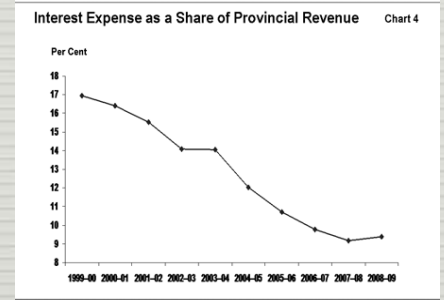
The ice cream sales reached their **peak** in August.



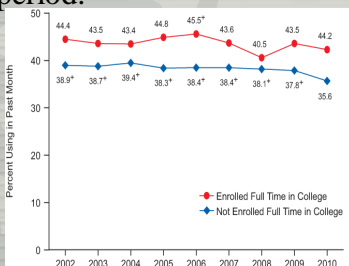
This **bar chart** describes online holiday shopping between 2010 and 2011.



Interest Expenses fell **steadily**.



Not enrolled full time in college was **stable** during the time period.



This graph shows happiness **fluctuated** wildly over the time period.



The **line graph** depicts holiday industry sales increases.



Activity 1: Matching (10 min)

Description: In groups, Ss get a set of sentence strips and a worksheet a dozen of visuals on it. Ss read the sentence strips one by one and identify which visual aid is the most proper for it.

Goals: Ss will be able to notice the characteristics of different abstract visual aids.

Materials:

Worksheet (Appendix 1)

Sentence strips

Glue

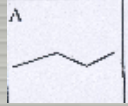
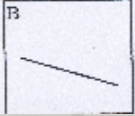
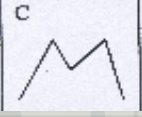
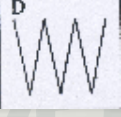
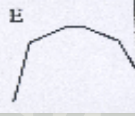
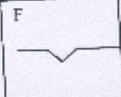
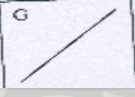
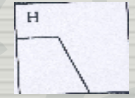
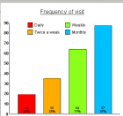


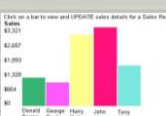
Procedures:

- 1 Hand out a worksheet and a set of sentence strips.
- 2 Have Ss look through the visuals on the worksheet.
- 3 Ss read sentence strips one by one and match the sentence with the proper visual.

*** Big Sisters do not join the activity but encourage students to participate in it.**

<Appendix 1-2: worksheet-B4 size>

Match the following graphs and charts with proper statements.

	graph	statement
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		

<Appendix 1-3: sentence strips>

1	There was a peak in customer numbers.
2	Customer numbers were erratic.
3	Numbers fell steadily.
4	There was a steep rise in customer numbers.
5	There was a slight dip in customer numbers.
6	Customer numbers fluctuated wildly.
7	Customer numbers plunged.
8	Customer numbers fluctuated slightly.
9	There was a slight gap between the most popular item and the second one.
10	A quarter of the interviewees consisted of the second largest group.
11	More than a half of the interviewees showed the same action or opinion.
12	Four items were compared.

Activity 2: As many cards as you can (20 min)

Description: With the same kind of two graph cards in two different colors, pile up one set of the cards faced down in the middle of a desk and spread the other faced up out on the desk. Give the numbers to Ss. In groups, in turns, one student picks a card from the cards piled up and describes it. The person among the others who presses a bell first can choose the answer from the cards spread out. The person who gets the most cards within the time limit will win the game.

Goals: Ss will be able to describe graphs.

Materials:

Graphs cards (Appendix 2)

Reading HW

Bells

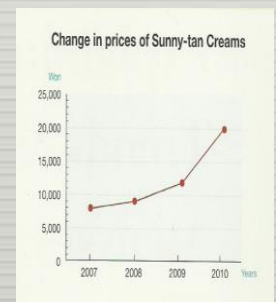
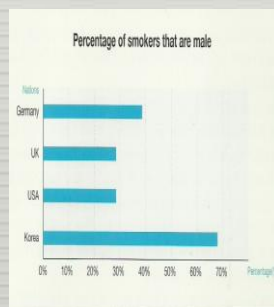
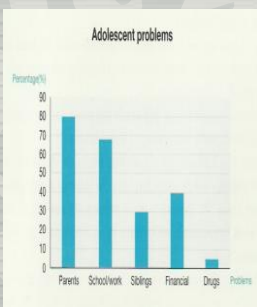
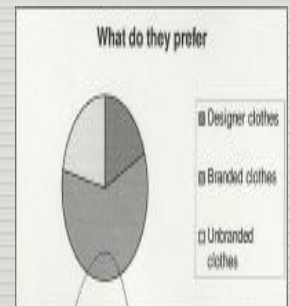
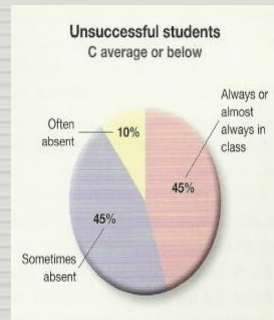
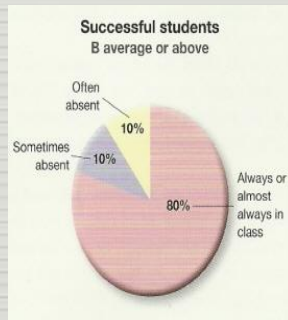
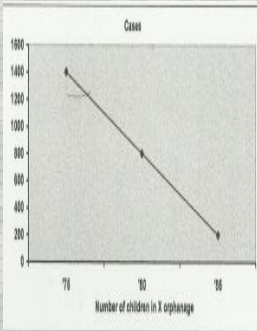
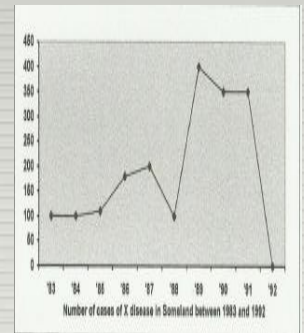
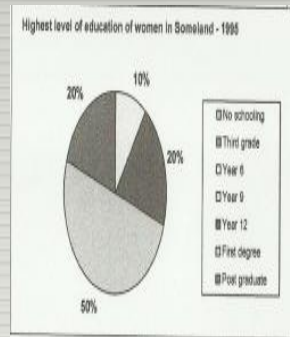
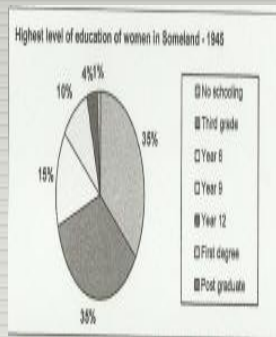
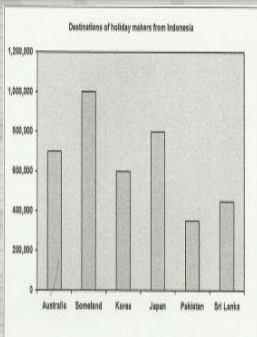
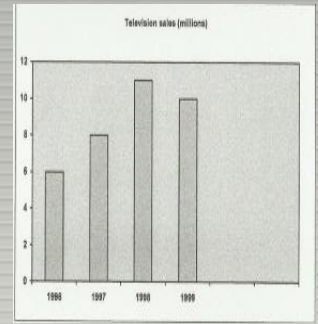
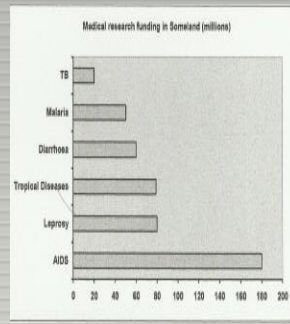
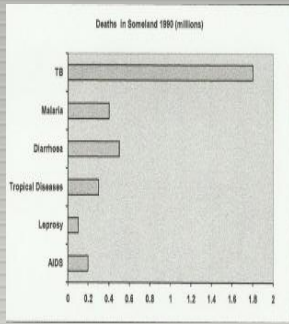
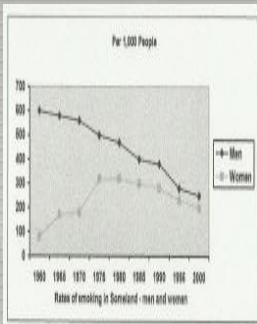
Presents

Procedures:

1. Hand out the same kind of graph cards to each group. They are two sets in two different colors.
2. Teacher shows how to do this game with Big Sisters.
3. Let Ss pile up one set of cards in red faced down in the middle of a desk and spread the other set in yellow faced up out on the desk.
4. Give the numbers to Ss.
5. In groups, taking turns, one student picks a card from the piled red cards and describes it. **(Ss can not say the title of graphs and are not allowed to show it to others. If they do, they will lose their turns.)**
6. The person among the others who knows the answer presses a bell first can choose right one from the spread yellow cards.
7. Ss can use the reading HW if they don't know how to describe graphs.
8. The person who gets the most cards in groups within the time limit will get a prize. (Six people will be awarded.)

Big Sisters help little sisters and manage the activity.

<Appendix: Activity 2: As many cards as you can>



Activity 3: Let me know what you have (20 min)

Description:

In groups, two people in each group are one team. With a worksheet and two different kinds of graphs, taking turns, team A describes Graph A to team B and team B draws the graph or a pie chart for it. The group who draws the right graph or a pie chart correctly within the time limit will get a prize

Goals:

Ss will be able to describe graphs and draw them correctly.

Materials:

Worksheets (Appendix 3-1)

Graph A and B (Appendix 3-2)

Colored markers

Rulers

Compasses

Presents

Pencils

Procedures:

1. Divide a group into two teams by giving numbers to Ss like 1,2,3, and 4.
(S1s and 2s are Team A and S 3s and 4s are Team B)

2. Hand out a worksheet, two different kinds of graphs, colored markers, rulers, compasses, and pencils to each team.

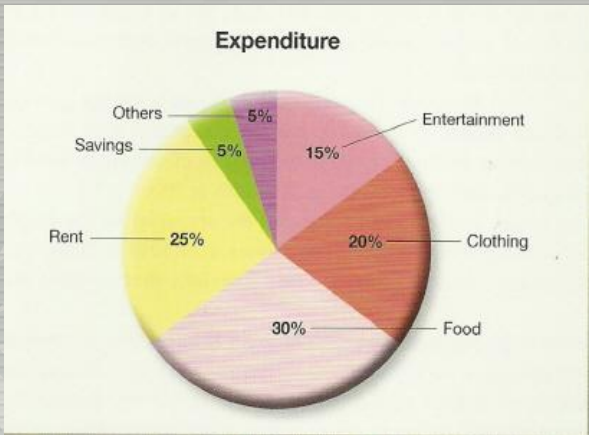
3. In groups, taking turns, Team A describes Graph A to Team B. Team B draws the right graph or a pie chart for it with colored markers, rulers, pencils, and compasses.

4. The group who draws the very graph or a pie chart correctly within the time limit will get a present.

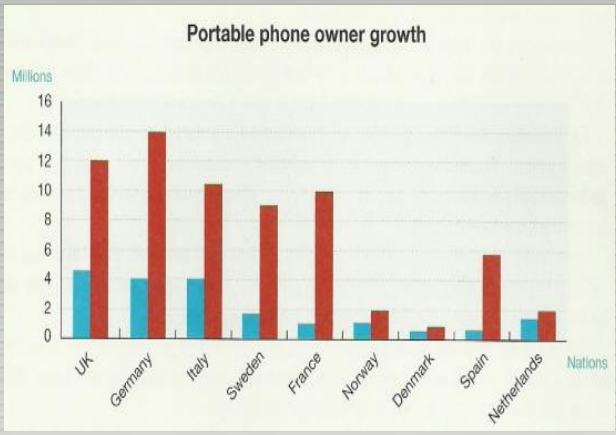
A Big Sister who has two little sisters is one team.

<Appendix: Activity 3-1: Let me know what you have>

<< Graph A >>



<< Graph B >>



Activity 4: Survey (30 min)

Description: Each group gets an item randomly: everyday bag, jeans, cosmetics, music CD, book, and sneakers. Ss in a group talk together and decide what they want to know in the survey. Then, Ss make three questions. (To help them, some questions are already on the worksheet. They can choose from the list or make their own ones.) All students mingle with each other, do the survey, and get the result.

Goals: Ss will be able to make their own interview questions and do a survey.

Materials:

name tag (Appendix: 4-1)
questionnaire (Appendix: 4-2)
worksheet (Appendix: 4-3)

Procedures:

1. Hand out a name tag and have Ss write their name and ages on it and then put it on.
To differentiate age ranges of the interviewees, T controls Ss' age. For example,
Student A uses her own age (23 years old → 23 years old)
Student B states her age plus ten years (23 years old → 33 years old)
Student C states her age plus twenty years (23 years old → 43 years old)
2. Hand out a worksheet and allot one survey item.
3. Have Ss make at least than three questions and complete their survey sheets.
4. hey can choose three of the given questions or make their own questions.
5. Ss meet their classmates and do a survey about the question each student chose.

*** Big Sisters with two students join the activity.**

*** Big Sisters with three students encourage students to participate in the activity.**

<Appendix 4-3: worksheet -A4 size>

Your survey item:

In groups, make three survey questions. (You can choose three questions from the question box.)

Complete your survey sheet.

All students meet the classmates as many as possible and get information.

Question		Your question	Your question	Your question
Student	Name			
	age			
Chahee				
Sora				
Seyeon				
Jihyun Park				
Gunhee				
Jungsoon				
Carol				
Jungrim				
Maria				
Youngeun				
Zaya				
Jiyeon				
Jihyun				
Hyunji				
Haena				
Phuong				
Seungah				

How often do you shop (your item)?	once a week / twice a month / three times a year
Where do you shop (your item)?	Online (which cyber mall) / offline (which store)
How much do you usually spend for (your item)?	
What is most important in purchasing (your item)?	brand name / price / color / design / quality
How do you usually pay for (your item)?	cash / credit card / check / wiring
How often are you satisfied with (your item)?	always / mostly / frequently / half and half / sometimes / hardly ever / never
What time of a day do you usually shop (your item)?	morning / lunch time / afternoon / evening / night
How often do you leave a shop with an unintended (your item)?	once a week / twice a month / three times a year
Do you prefer to shop (your item) at a cyber mall?	
Why do you do (your item) at a cyber mall?	cheap/ variety of selection/quick delivery/save time

Activity 5: Statistics and Presentation

Description: Each group organizes the result of the survey of the previous activity and presents it to the whole class using some visual aids.

Goals: Students will be able to gather statistics from the survey, draw graphs or charts based on them, and present the results to the class.

Materials:

- Markers, Paper(A3)
- Worksheet (A3, Appendix 5)
- Compasses
- Ruler

Procedures:

1. Hand out a paper for gathering statistics from the survey to each group.
2. Have Ss gather statistics from the survey.
3. Hand out worksheet, markers, worksheet, compasses, and ruler to each group.
4. Have Ss draw graphs based on the survey.
5. Let Ss present the results to the class.

*** Big Sisters join the activity.**

3.10 Reflective journal : Week 10

1. General description

The topic of this lesson was shopping. With this topic, students were engaged in five different activities. However, more focuses were put on describing visual aids and the topic shopping just played as a vehicle for it. Overall, the first half was a game-like class and the other half was a real survey and presentation the result of the survey using the visual aids.

2. Reflection

2.1 Little sister.

The main thing with my little sister was giving feedback on their second interview as a speaking test and giving advice on how they could improve their speaking ability. In case of Jihyun, since she has showed a pattern of errors in function words and tense, she needs to be more aware of them and she should also speak a little faster to sound fluent. On the other hand, Seoyeon urgently needs to practice making a full sentence.

2.2 Reflection

My team led this lesson. Before the lesson, I personally set up a goal: I would give instruction very short and clearly so that Big sisters don't have to repeat giving instruction again and at the same time, I could increase direct interaction with the whole students. In this respect, I think, generally I reached the goal.

The first activity was *Golden Bell Quiz* and *Matching*. *Golden Bell Quiz* was designed to pre-teach several keys words for describing various kinds of graphs. The quiz format was quite popular among majority of the students, so I didn't need to spend lots of time explaining its basic rules and procedures. During this game, I managed the class in a little teacher centered way and I tried to elicit the awareness of the key words by explaining and rephrasing the meanings of the difficult words so that students could consciously use them during the whole class. After this game, I moved onto the activity of *Matching* which was carried in the student-centered way. In the task, students were asked to match twelve visuals to twelve statements correctly. This task looked so simply on the surface level, in that most students were used to this kind of task. However, the task was not easy at all because there were some confusing statements and some difficult words. Students had to think over the statement with time, comparing the given graphs.

The next activity was a card game. For this activity, two sets of card were prepared. One was displayed on the desk and the other was put face down in the middle of the desk. One participant was asked to pick up one card and describe it in turns. Meanwhile the others were supposed to choose the right visuals according to the description they heard. To gain as many pairs of graph cards, students had to listen to the description well and at the same time, they had to pay attention to the features of the cards on the desk. Most of students seemed to be engaged in this task. However, as time went by, they started to break the rules of the game: to tell the type of graph and the title of the graph. They began their description with the type of the graph, so when fewer graphs were remained, students could catch the correct graph only by hearing the graph type. Though, most students actively took part in this activity and had fun in describing and identifying graphs.

The third activity was drawing graphs. For this task, two students were gathered in a pair and got different graphs. The two students took turns in describing what they had and they were also asked to draw a correct graph of their partner's based on their understanding. To complete this task, students had to know some typical words such as *x axis*, *y axis*, *scale*, or *legend*, so students who didn't do reading homework might have had some difficulties, even though all the graphs were in the reading homework and the same graphs were used all the time repeatedly during the class.

After the break, the second part of the class was begun with a survey. It was, in fact, the prerequisite for the statistics and presentation using the visual aids which was the final task of this lesson and also an authentic and meaningful use of the language function of describing visual aids. For the survey, I manipulated the interviewee's age and asked them to use the fake age during the survey so that they could get different information and compare the result based on the ages. After that, each group got a survey item and was asked to make its own questionnaire. For help them, I provided a question box many available questions in it and at the same time, I encouraged them to make their own questions, too. After finishing the questionnaire, they did a survey, meeting as many classmates as they could.

And then, they collected all the information each group members gathered and classified it. Bar graph, pie chart, and flow chart were employed for the presentation. Mostly, two students in pairs drew their visuals and prepared for the final presentation. Statistics and drawing graphs turned out quite demanding for the most students, thus it took more time than expected and Big sisters looked very busy helping their little sisters. So, as a leading teacher I walked around the classroom and helped mainly the pairs which consisted of only students. At the very end, students presented what they surveyed. Most of them structured their presentation well. They started how many people they interviewed, what they surveyed, and what they concluded through this survey. However, not a few students wrote their script on the back side of the presentation paper and read it, not telling it.

Reflecting on this lesson, even though I lead the lesson, I could find something to be addressed. First, the graphs should be much clearer. Some bar graphs compared two things but there was no legend so in the third activity, some students were very confused, not know what the two different colored bar meant and how to describe them without the legend. Second, there was logical problem on relating the topic and the language function: the topic was shopping and the language function was describing graphs, so the leading teachers should link them well but it was so difficult to do that. The only way I found out was using the graphs related to shopping. However, it was not easy to find the interesting shopping related results, either. Third, homework was difficult. To make students be ready for the five activities, homework should offer lots of words which are used for describing trend and patterns. It also should show students how to describe it, and ask them to draw graphs according to the description. To satisfy all of these, homework became longer and harder. From here, I came to have a question whether lower level students could be ready for the lesson only by doing the homework. Since this week's lesson had a specialized function of describing graphs which requires quite technical words and phrases, I think, to some extents, the leading teacher should have taught how to describe in class. However, in the task-based approach, within the time constraint, it was quite difficult to scaffold students enough to accomplish the final goal only though the sequenced activities. Though, I think, this lesson was designed well based on the difficulty level, prompts were well prepared, and managed well without big difficulties.

3.11 GEP Teaching: Week 14

Theme: Sales

Function: Convincing

Class Objectives: By the end of this class, students will be better able to convince others with well-supported reasons

Final Task: Students will convince others to buy their products.

Time	Activity	Materilas
8:00-8:25	You were a buyer. Why did you buy? (Group work, Survey)	Worksheet Paper (B4 size)
8:25-8:40	You are a seller. How will you sell? (Group work, Matching using cards)	12 Word cards 12 Sentence cards
8:40-9:10	Be a Shopping Host (Group work)	Informercial(Snuggie) Worksheet Product pictures
9:25-10:20	Live Debate (Group work)	Worksheet Product pictures



Activity 1: You were a buyer. Why did you buy? (25 min)

Description: In two groups paired up, with a worksheet, Ss survey what people bought recently and which techniques of sales made you buy them. After survey, Ss present the result of the survey focusing on the techniques of sales.

Goals: Ss will know the importance of effective selling techniques by their own experiences.

Materials:

Worksheet (Appendix 1)

Paper (B4 size)

Marker

Procedures:

1. Pair up two groups into one team.
2. Give the numbers to students like 1, 2, 3, 4, 5, and 6.
3. Give roles to students like # 1 and 2 are writers, # 3 and 4 are presenters, and # 5 and 6 are material managers.
4. Hand out worksheets, a paper (B 4 size), and a board marker to material managers of each team.
5. With a worksheet, in one team, students survey what people bought recently and which techniques of sales made people buy them.
6. Have the writers record the techniques on the paper using a board marker.
7. Have the presenters show the results of the survey.

Activity 2: You are a seller. How will you sell? (15 min)

Description: In groups, put the word cards in green face down on the left side of a desk and the sentence cards in red face down on the right side of the desk, taking turns, students pick one card from the green cards and another card from the red cards with reading them aloud. If two cards match, Ss can get them. The person who gets the most cards within the time limit will win the game and get a prize.

Goals: Ss will be able to know persuasive techniques to get people to buy.

Materials:

Word cards in green (Appendix 2-1)

Sentence cards in red (Appendix 2-2)

Procedures:

1. Hand out 12 green cards and 12 red cards to each group.
2. Put the green cards face down on the left side of a desk and the red cards face down on the right side of the desk.
3. Give the numbers to students like 1, 2, and 3.
4. In groups, taking turns, students pick one card from the green cards and another one from the red cards and have them read two cards aloud.
5. If two cards match, students can get them.
(Students can use reading HW.)
6. The person who gets the most cards within the time limit will win the game and get a prize.

Activity 3: Be a Shopping Host (30 min)

Description: Ss watch an infomercial of “Snuggie” and get a gist of the strategies to convince people. Based on the “Snuggie” infomercial, groups of students make their own infomercial. Then, Ss present their infomercial to the partner group. After the presentation, the partner group decides on whether they want to buy the product or not, and gives their opinion on the infomercial.

Goals: Ss will be able to convince people to buy the product, by making their own infomercials.

Materials:

Video clip (Youtube)

Product picture(Appendix 3-2)

Worksheet (Appendix 3-1, 3-3, 3-4)

Procedures:

1. Ss watch a video clip of the infomercial “Snuggie” and get a gist of what an infomercial is, using a worksheet (Appendix 3-1).
2. Ss get their own product (Appendix 3-2) and a worksheet (Appendix 3-3)
3. Ss make a plan for their infomercial using a worksheet (Appendix 3-3)
4. Two groups are paired and present their own infomercial to their partner group.
5. Ss get a worksheet for evaluation (Appendix 3-4)
6. After listening to the infomercial of the partner group, Ss decide on whether they want to buy the product or not. In either case, Ss have to give their opinion why they want to do so.

Activity 4: Live Debate (55 min)

Description: In groups of 4, Ss get an item, plan for the debate to convince people to buy it, and join the live debate.

Goals: Ss will join a live debate and convince people to buy their item with well-supported reasons.

Materials:

Worksheet (Appendix 4-1, Appendix 4-2, Appendix 4-3)

Procedures:

1. Ss get their own product to sell (Appendix 4-1)
 - A group: expensive night cream (Estee lauder)
 - B group: full set of low-priced cosmetics (The faceshop)
 - C group: lap-top
 - D group: desk-top
 - E group: 7-day-long package tour in Europe
 - F group: 1-month-long individual backpack tour in Europe
 - G group: comfortable flat shoes
 - H group: fancy high-hill shoes
2. Ss get a worksheet (Appendix 4-2) and list some advantages and disadvantages of their own item.
3. Select some good points of their item and make strategies to persuade the others in order to sell their item.
4. Teacher introduces the basic process of the debate.
 - Group A: Introducing their item, stating why ones should buy it using supporting opinions (2 min)
 - Group B: Introducing their item, stating why ones should buy it using supporting opinions (2min)

 - Group A: Countering Group B's arguments (1 min)
 - Group B: Defending (1 min)

 - Group B: Countering Group A's arguments (1 min)
 - Group A: Defending (1 min)

 - Group A: Concluding (2 min)
 - Group B: Concluding (2 min)
5. Groups of Ss decide the roles in the debate and prepare for it.
6. Divide groups into two and have 4 groups of Ss join the debate respectively.
(A, B, C, and D makes one group and E, F, G, and H makes another one.)
7. While Group A(E) and B(F) debate, Group C(G) and D(H) should be the customers and after the debate, they should decide whose item they want to buy. (Appendix 4-3)
8. Take turns. Group C(G) and D(H) join the debate. While the debate, Group A(E) and B(F) should be the customers and after the debate, they should decide whose item they want to buy. (Appendix 4-3)
Groups of Ss give feedback on their performance.

4. Action Research

Effective ways to scaffold students' vocabulary use through in-class activity

1. Introduction

This action research on the effective ways to scaffold GEP students' vocabulary use through in-class techniques was conducted by Hannah Choi, Jeongmee Park, Annie Park, and Izzy Lee, the teachers-in-training in the practicum course at Sookmyung Women's University Graduate School of TESOL. Our role as a teacher were to design lesson plans in listening and speaking instruction to prepare undergraduate GEP (General English Program) students to take the speaking section of the MATE (Media Assisted Test of English) which consists of eight tasks and to teach the lesson plans we designed. In GEP class, we were in charge of a group consisting of two students. Our roles as a facilitator were to help students with in-class tasks and to provide feedback on speaking homework. The GEP students were undergraduate students at Sookmyung Women's University who were mostly juniors and seniors. There were 17 students in the class. They chose to take the GEP to prepare for the speaking section of the MATE which was one of the qualifications for graduation. We met them every Thursday from 7:50pm to 10:20pm. The students were given reading homework a week prior to each class so that they could prepare for the lesson regarding as well as the teachers could make use of class time effectively. From class observation, we noticed that not many students used the target language items of the lesson while engaging in the tasks. We wonder how we might scaffold GEP students' vocabulary use for in-class tasks by using in-class techniques.

2. Area of Interest

Towards beginning of the semester, my classmates and I noticed that not many students used the target language items of the lesson when engaging in the tasks even though they were exposed to those language items by completing the reading homework for the GEP class. In the reading homework, form-focused exercises focusing on raising students' awareness of lexical items and particular grammatical structures related to target functions were provided as well as background knowledge for the following week's theme. By doing the reading homework, the students could practice using the target language items for the following week appropriately in context with interaction between themselves and the materials. The problem was that the students did not use most of the target language items they have learned through the reading homework while engaging in in-class speaking tasks. Consequently, it has been a concern for the GEP teachers to devise in-class techniques to scaffold GEP students' vocabulary use more effectively.

As a way of scaffolding GEP students' vocabulary use, we devised a series of four different treatments consisting of three warm-up activities and one in-class reminder technique. We collected data in the form of observations and surveys to ascertain which treatments were effective and which were not. The data was collected systematically. Based on its analysis, we are able to come up with some recommendations to promote students' vocabulary use while engaging in in-class tasks.

3. Literature Review

Vocabulary is central to language and of critical importance to the typical language learners (Zimmerman, 1997). Learning a foreign language involves learning of a large number of words. Lewis (1993) remarks that learning vocabulary is the core task in SLA, and any language skills cannot exist without vocabulary. According to him, words are the currency of communication and a robust vocabulary improves all areas of communication. Laufer (1997) asserts that no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wider range of meaning, communication in a L2 just cannot happen in any meaningful way. Therefore, a large vocabulary is necessary in every stage of language learning. In a word, the importance of vocabulary to the learner is second to none. Though, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items.

Many linguists have done a great deal of research about English vocabulary learning with incidental and intentional methods. Loewen (2005) argues that incidental focusing on form is more effective to learn vocabulary rather than learning vocabulary focusing on form. The former means that learners learn vocabulary because of communicative needs and the latter shows that learners gain vocabulary only through vocabulary itself in form, sound or translated meaning then learners communicate with it. Laufer, B. and Hulstijn, J. (2001) concludes that most vocabulary items are acquired incidentally, that is, as a by-product of the learner being engaged in a listening, reading, speaking or writing activity.

Studies about the activities of incidental method also have been researched. Elley (1989) thinks that story-telling is a good way for learners to learn English vocabulary as an input exposure which is a significant way of incidental vocabulary learning. Nation (2001) gives the scope of incidental activities in classroom such as retelling, ranking, and so on. He also does some studies on learning vocabulary through speaking. Zimmerman (1997) conducts a study on the impact of interactive vocabulary teaching in vocabulary knowledge. Lightbown and Spada (1999) do studies about feedbacks from teacher-student interaction in classroom for English vocabulary learning, and from the research, they confirm that the recasts and repetition are the better ones.

There are some studies on vocabulary teaching based on task-based instructions. Newton (1999) conducts a study where he divides communicative tasks into pre-task, in-task, and post-task and then concludes that communication tasks can be a productive site for vocabulary expansion. According to him, in such tasks, learners meet language in ways that encourage the construction of multiple associations between old and new knowledge in their lexical systems. Through tasks, teachers have a number of options for enhancing attention to vocabulary, options which they must choose between in light of the particular constraints of person, place, and time operating in their classrooms. Skehan (1996) puts more emphasis on pre-teaching vocabulary during pre-tasks, in that it can give learners a first chance to meet new words, thereby equipping them with the language they need, and reducing the 'processing load' of doing the task. If the task contains important words for the learners, then any time spent in pre-teaching them is well spent, having its pay off in more productive word use in task performance.

As for structure and sequencing of vocabulary teaching in class, there are compelling arguments to engage students in pre-task activities. For Skehan (1998), these activities can introduce new language forms, increase the chances that restructuring will occur, raise awareness of language structure, and bring to consciousness certain aspects of the L2 that may need to be reactivated. The task itself can have different stages, each of them related to the next, but it is important that all incorporated activities maintain the salience of form-meaning links. Samuda (2001) proposes the following sequence: (a) input data (b) operation on input and

(c) consolidation and reflection. Similarly, Willis's (1996) model includes: (a) a pre-task phase, whose purpose is to introduce learners to the topic and task, and expose them to authentic input data; (b) a task cycle in which learners perform the task, followed by a planning stage where they prepare and draft a public rehearsal; and (c) a language focus phase. These models of extended structure of task implementation seem to be more appropriate for the classroom.

In terms of the types of vocabulary presentation techniques, Gairns and Redman (1986) suggest the three types: visual techniques, verbal explanation, and use of dictionaries. Uberman (1998) elaborates these types by means of games, believing games are not only fun but help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. The presentation of new vocabulary is classified according to verbal and visual techniques following Gairns and Redman's classification. Among visual techniques are flashcards, photographs and pictures, wall charts, blackboard drawings, word pictures, incongruous visuals, realia, mime, and gesture. Students can label pictures or objects or perform an action. Verbal techniques consist of using illustrative situations, descriptions, synonyms and antonyms, scales, and, as described by Nation (1990), using various forms of definition: definition by demonstration (visual definition), definition by abstraction, contextual definitions, and definition by translation. Allen and Valette (1972) also suggest the use of categories-organizing words into sets, subclasses and subcategories often aided by visual presentation. Those learners who are more autonomous can make use of other techniques such as asking others to explain the meaning of an unknown item, guessing from context or using either of a variety of dictionaries.

4. Treatment Schedule and Treatment Description

Week 10 The Golden Bell Quiz Game

The quiz game was based on the target language items of the lesson that were contained in the reading homework, for example expressions for describing graphs. It is a group game. Each group will get a small whiteboard and a board marker. Teachers will call out questions with graphs to students. Then, students have to discuss with group members to come up with the correct answers. After class, students will fill out a simple survey on how helpful the game is. Big sisters will observe students' performance and write their reflective journal.

Week 11 In-class reminder (Sandwich Board)

From the beginning of the class, two leading teachers will be wearing a sandwich board that has target language items of the lesson in the front and back. Students will be already exposed to those target language items through the reading homework. Through the class, two leading teachers will walk around with the sandwich board and encourage students to use the target language items. After class, students will fill out a simple survey on how helpful the sandwich board is. Big sisters will observe students' performance and write their reflective journal.

Week 12 Using a graphic organizer (mind-map)

Each group will get a big blank mindmap. In groups, students will discuss to fill out the mindmap with the target language items of the lesson by referring to their reading homework. Students will refer to the mindmap while doing the in-class tasks throughout the class. After class, students will fill out a simple survey on how helpful the game is. Big sisters will observe students' performance and write their reflective journal.

Week 13. Vocabulary Quiz

Teacher will show the target language items of the lesson on the power point slides for a second one at a time. Students will jot down the words while looking at the slides. After seeing all the target language items, students will answer the three definition target vocabulary quiz. After class, students will fill out a simple survey on how helpful the pre-quiz is; and also have one more three target vocabulary quiz that were mostly used during the class. Big sisters will observe students' performance and write their reflective journal.

5. Data Collection

The first treatment was a Golden Bell game. At the beginning of the class, as a pre-task a quiz-game was given to the groups of students. The quiz-game included 9 questions in which the most frequently-used words or phrases for the graph description were covered. As a group game, students could share their ideas and concluded the best words or phrases. After that, their meanings and usages were introduced through providing examples or paraphrasing. The succeeding tasks were designed for the students to use the words and phrases in authentic situations so that they could practice the target language enough to use them actively. At the end of the class, a survey was administered to the students and big sisters to gather information. The survey had two questions: one is asking whether the pre-task was useful; and the other is asking in which activity the vocabulary learned through the pre-task is most helpful.

The second treatment was using a *Sandwich board*. From the beginning of the class, two teachers wore a sandwich board which is made up of two big sheets of thick construction paper. On one side, eight target language items for expressing giving opinions were provided. On the other side, five target language items for expressing giving reasons were provided. The target language items were presented in the reading homework beforehand. The teachers walked around the classroom wearing a sandwich board during class time so that the students could see the target language items and use them when engaging in the tasks. At the end of the class period, a student survey was administered to the students to gather information about the effectiveness of the treatment.

The third treatment was using a *Mind Map*. At the beginning of the class, students were given the mind map with the words strips. The mind map consists of two parts, Comparison and Contrast. All of the words can be categorized to 'Comparison' and 'Contrast'. All the words were presented in their reading materials before and given as strips to attach on the mind map using glues. They are asked to fill out their mind map through attaching words strips onto each category. After they fill out the mind map, they were asked to use words in the mind map when there did the speaking activities in class for giving opinions. At the end of the class, a survey was administered to the students to gather information. The survey had three questions including one asking about usefulness, two asking the right usage of the linking words on their mind map.

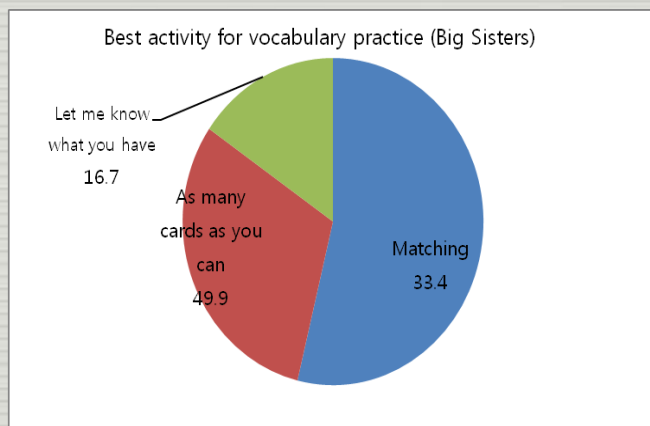
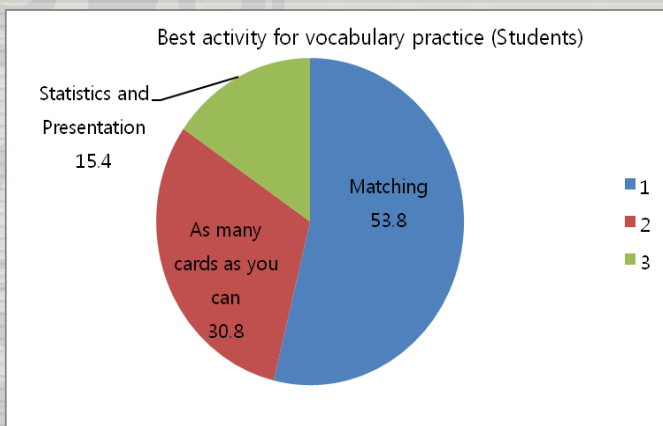
The last treatment was a *Vocabulary Quiz*. At the beginning of the class, the words of target language item, which were titles of jobs, were flashed to students through the power point slides. Students could jot down the words as they saw them. Then, students were given a three definition questions, and had to write the correct job title for them. The definitions in the quiz were also directly pulled out from the reading homework. At the end of the class, a survey was administered to students to gather the information on whether the pre-quiz was helpful. In addition, they took another definition quiz of three questions based on the job titles that was most frequently used during the classroom.

6. Data Analysis

6.1 Golden Bell Quiz Game

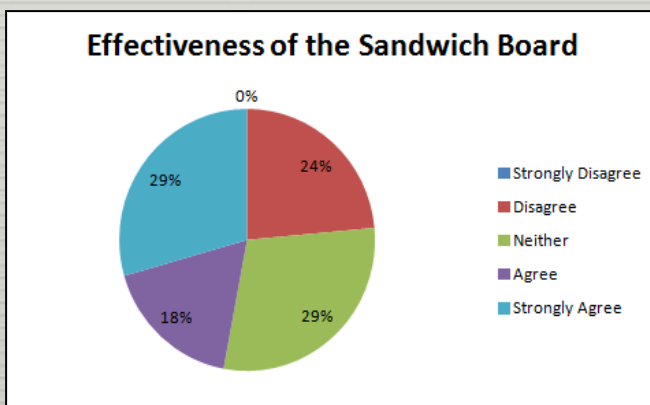
The data collected from the teacher and student surveys of the treatment #1 revealed that there was no one who thought the treatment was not helpful. First, most students answered positively. Out of 13 students, 9 students said that the treatment was helpful and the other 4 students said that it was very helpful. Also, the big sisters who led the group showed the similar responses. Out of 6, one showed the neutral response, four answered it was helpful and one thought it was very helpful.

Moreover, about the question asking in which activity the vocabulary learned through the pre-task is most helpful, most of students named three activities out of four. 7 students thought that they benefited from vocabulary learning of the pre-task in the first activity *Matching*, 4 students answered that they used the vocabulary in the second activity *As many cards as you can*, while 2 showed their opinion that they got the most help in the final task *Statistics and Presentation*. The responses of the big sisters were almost the same. Two thought vocabulary learning was beneficial in the activity *Matching*, three answered the activity *As many cards as you can* offered most chances to use the vocabulary they learned through the pre-task, and one thought the third activity *Let me know what you have* was the best activity where students used the vocabulary.



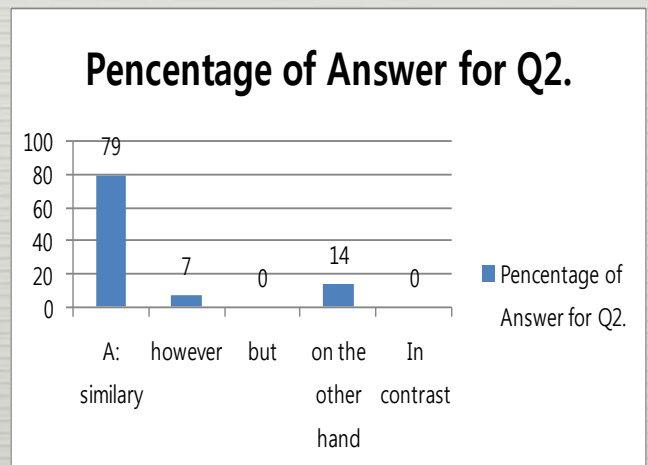
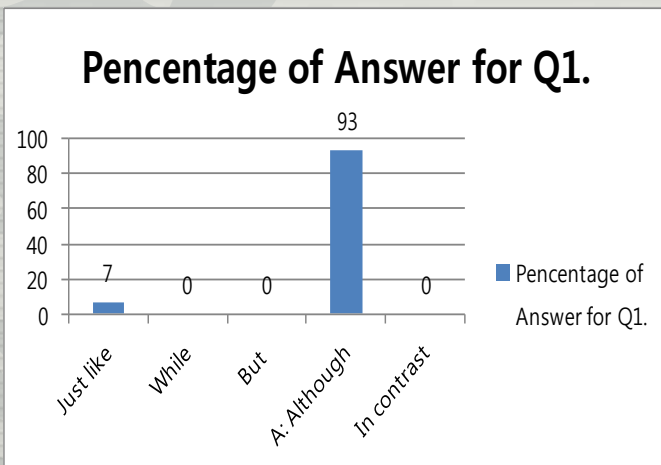
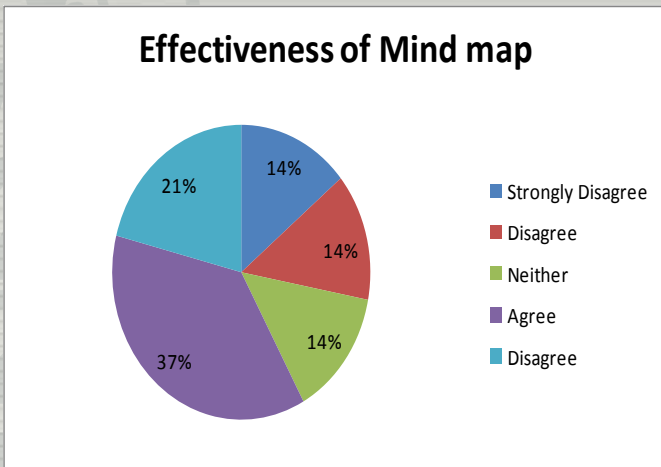
6.2 Sandwich Board

The survey of the treatment #2 asked questions of: Do you think the sandwich board helped you use the key words while doing the activities in class? The data analysis findings for treatment #2 revealed that of the 17 students who were surveyed 5 students answered 'strongly agree' and 3 students answered 'agree'. On the other hand, 5 out of 17 students answered 'neither' and 4 out of 17 students answered 'disagree'.



6.3 Mind map

In the treatment # 3, students answered to the survey with three questions. The first question is asking their opinion about whether the treatment was useful. 1. Do you think the mind map activity helped you use the key words while doing the activities in class? The data analysis findings for treatment revealed that of the 13 students who were surveyed, 3 students answered 'strongly agree' and 4 students answered 'agree'. On the other hand, each 2 students answered 'neither', 'disagree', and 'Strongly disagree'. The second and third questions asked the proper usage of linking words in the sentence. They were asked to choose the most proper one for blank in the sentence. For the second question which was to choose 'Although', 12 students answered the right one. 1 student answered as 'Just like'. For the third question which was to choose 'similarly', 10 students answered that, 2 students answered 'on the other hand' while 1 student answered 'however'.

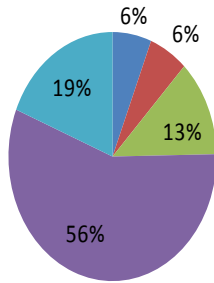


6.4 Vocabulary Quiz

For the treatment # 4, a survey and two vocabulary quizzes were conducted. First, for the survey, students were asked whether a pre-quiz, performed in the beginning of the class, was helpful to be aware and also learn the target language items. As a result, out of total of 16 students, 3 students strongly agreed, 9 students agreed, 2 students answered neutral, 1 student disagreed and last one student strongly disagreed.

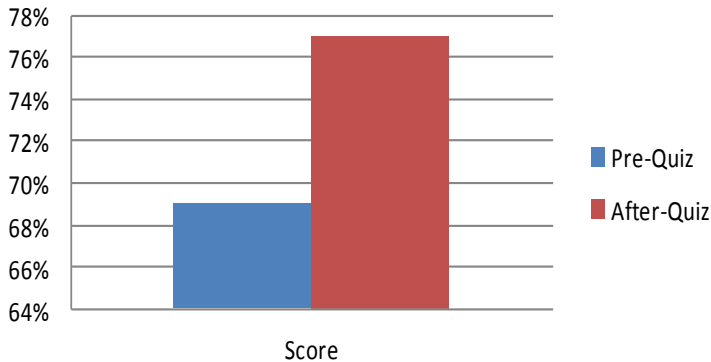
Effectiveness of Vocabulary Quiz

Strongly Disagree Disagree Neutral Agree Strongly Agree



Secondly, in order to check on how much students learned the target language items through the reading homework and the in-class tasks, two quizzes: one in the beginning (pre-quiz) and the other in the end of the class (after-quiz), were conducted. For the pre-quiz, students received three randomly picked definition questions from the reading homework and for the after-quiz, students received three definition questions that were in the reading homework and also frequently used during the class. As a result, the overall score on pre-quiz was 69% and the overall quiz on after-quiz was 77%. In all, there was no big difference between the results of two quizzes, however, students did perform bit better on the after-quiz.

The Result of Pre and After-Quiz



7. Discussion

This study was developed to find out the effective ways to scaffold GEP students' vocabulary use through in-class techniques. In order to promote more scaffolding to happen, four kinds of methods were employed; one was to *Golden Bell* to check up the words that students studied in their reading materials through doing quiz using the board as a group, the second was *sandwich board* which used board which had words on them in a class. Students were asked to use the words seeing the board in a class. The third one was *Mind map* which asked students to fill out the map with the word strips at the beginning of a class and asked them to use it for the activities. The last one was *Vocabulary Quiz* to test how much they learned from the reading homework and also the in-class tasks.

The data were obtained by asking a few survey questions to the students-teachers after each method.

The finding shows that overall students responded to each activity and tried to make use of the words through method. Overall, the pre-task *Golden Bell* was effective. It seems that pre-presenting several key words through the collaborative game activates the student's receptive vocabulary so that they can use it actively in the following tasks during the lesson. Based on this, it can be inferred that a game-like warm up activity can be very effective to draw students' attention and to encourage the students to activate their dormant vocabulary items into active use of them. The reason why it could be successful was related to the task types. The language function of describing visual aids requires students to use specific vocabulary items rather than a specific language patterns.

The sandwich board contained target language items for expressing giving opinions and reasons. We observed many students seemed not to look at the target expressions on the sandwich board. We thought it might be because the target expressions for giving opinions and reasons were too easy for university students who might have learned English more than 6 years in school. They probably have lots of passive vocabulary. They may all think the target language was easy. We thought that the sandwich board was effective when doing Task #2 which was directly linked to the target expressions on the board. The students should choose one of the provided expressions and give their opinions during the task. Other than Task #2 which was a controlled one, most of the students used only one expression, 'I think that... because' during the entire class. We thought it might be because we should have designed more controlled tasks for the students to have opportunities to practice using various expressions in different contexts.

Mind map proved to be useful and effective to scaffold students' vocabulary use doing the given tasks in class to the certain extent. The mind map contained linking words that students studied with their reading material and they could take a look at the map whenever they wanted during a class. We observed that students seemed not to use the mind map very often as we expected. They focused on the tasks so much and there was no specific setting in the given task to use the linking words. Big sisters seemed to keep asking students to make use of the mind map, but it didn't happen a lot until the last presentation task. Maybe students knew the words in the mind map and didn't have to take a look at that. Also, they seemed not to have the exact usage of words because there were few students who answered wrong ones for the survey. All the speaking activities given to them during a class, didn't mention that they had to use the linking words. Instead, leading teachers and big sisters kept asking students to use the words from the mind map. Students might have tried more to use the linking words on the map if they were asked clearly in the activities.

The *Vocabulary Quiz* was based on the job titles and its definitions. According to the student survey result, the *Vocabulary Quiz* was useful in scaffolding vocabulary to students. However, even though this treatment might have set students to be aware of the target language items, and more than half of the student said that it was helpful, there were students who disliked this treatment because it was a quiz, which students do not enjoy too much. Moreover, in overall, the result of both pre- and after- quiz was not too great, but as students received bit higher overall score on the after-quiz. Therefore, it can be suggested that combination of exposure of target language items through both the reading homework and usage during in-class tasks enhance student's grab of words.

8. Recommendations

In general, in addition to introducing the target language items of each lesson in the homework, a close relationship between in-class tasks and target language items provides more effective vocabulary scaffolding to the students.

First of all, conducting a pre-task of target language items in the beginning of the class was an effective way to review and remind students of the target language items of the lesson. It seem to be helpful to guide and let students be aware of the focus of the lesson from the start. Among the four pre-task treatments, students seem to show most enthusiastic attitude toward the Golden Bell Quiz that is well-known game to students. In other words, fun and engaging game-like activity seem to show great effective in reviewing the target language items from the homework and also lower the students' affective filter, which make them ready to participate.

Secondly, method of reminding target language items throughout the class through visuals led students to be aware and refer to them more often during the class. However, it would be more effective if task itself had closer relationship with the target language items like through the more controlled tasks for the students to have opportunities to practice using various expressions in different contexts. Even though a use of target language items were imbedded in all in-class tasks, we thought at least of one of more controlled task would enhanced student's learning.

Finally, there can be many different ways to conduct a pre-task and in-class reminder of the target language items. It would be more effective for teachers to plan such activities according to the student's learning style, and also according to the types of target language items. In some lessons, a chunk or phrase can be a target language items, whereas other lessons' have vocabulary as their target language items. Therefore, different approaches in planning such a scaffolding activity could be required. Teachers should carefully plan activities based on the types and usage of the target language items.

9. Conclusion

The result of this action research is somewhat different and same from what was expected before actualizing method. Students worked pretty well with their words when they did the pre-task for the vocabulary from their reading materials as we expected. They responded Golden bell quiz the most as the effective way for scaffolding which was different from our expectation. It is because there were some factored that affected the finding. Students needed more controlled activity than we expected. The method itself needed more attention about the type of words. If the method for scaffolding vocabulary contains more controlled activity to foster students to use target language more, and the activity is matched with the target words, more effective scaffolding would be expected.

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5. Epilogue

Even though taking Sookmyung TESOL MA course was a long journey, there is no doubt that I could be a more qualified English teacher through this course. It helped me to have eyes for foreign language acquisition. It also encouraged me to teach English by developing my skills in planning, revising lesson plans, developing materials and resources, and conducting action research. Moreover, it presented me valuable time to reflect my own teaching practices through regular and critical reflections. During the GEP course, especially, I could share experiences, teaching philosophy, techniques, and ideas for effective teaching with other colleagues. All those things were precious experiences for me. As a result, I became more confident about myself with my teaching. At the same time, I realized the needs for continual reflection on my teaching and constant efforts for improving myself.