

Professional Teaching Portfolio

Graduate School of TESOL Sookmyung Women's University

**2013
Choi Chang Hee**



SOOKMYUNG WOMEN'S UNIVERSITY

Table of Contents

Introduction

I. Personal Information

1. Teaching Philosophy
2. Resume
3. Degree and Certificates

II. Professional Development

1. Needs analysis
2. Reflective Journals
3. Lesson plans
4. Communication- report cards, Parents letter
5. Pictures of the class
6. Overview of Practicum course
7. Pictures from Practicum course
8. Descriptions of courses that I took in M.A.

III. Action Research

1. Introduction
2. Intervention
3. Overall findings and Discussion
4. Conclusion
5. References
6. Appendix

Epilogue

Introduction

This teaching portfolio is designed to show my development and accomplishments as an English teacher through the teaching experience and Sookmyung Women's University TESOL MA course. This portfolio is composed of three parts; personal information, professional developments, and action research project. Personal information section includes teaching philosophy, resume, degree and certificates. Professional developments section includes lesson Plans, reflective journals, communication with parents (letter to parents, report cards), pictures of the class, overview of Practicum course, pictures from Practicum course, and descriptions of courses that I took in M.A. in order to show my professional development as a language teacher. Finally, the action research paper investigating how phonics-based activities that address students' different learning styles can improve students' decoding skill is presented.

[Table of Contents](#)

I. Personal Information

[1. Teaching Philosophy](#)

[2. Resume](#)

[3. Degree and Certificates](#)

[Table of Contents](#)

1. Teaching Philosophy

I have eight beliefs regarding making young learners' learning effective. These beliefs are established from my teaching experience of young learners. I will present these beliefs which form the foundation of my teaching.

First, I believe that praise makes young learners' learning more effective. "Good job", "Well done", and "Excellent" These are the phrases I often use to praise my young learners. Praise is an important factor which makes students get motivated and therefore involved in the class more and result in better performance, as Behavioral learning perspectives suggest that children will actively work in order to gain recognition and do the things they enjoy. Children will learn from observation what behavior is rewarded and use these ideas to gain their own rewards. To make this work well, the teacher needs to build good relationships and trust with students. If students like the teacher, they will be more likely to behave better and participate in the class more to get compliments from the teacher. Therefore learning can occur more effectively.

Second, I believe having knowledge of the developmental features of young children such as Cognitive, Physical, Language, and Social/Emotional aspects can make young learners' learning more effective. As an English teacher, having good teaching skills and high language proficiency is a very important quality the language teacher should be equipped with. But for the teacher of young learners, the knowledge of the developmental features of young children could be more important and plays a significant part when teaching young learners. I have seen teachers who have high language proficiency and good teaching skills have a hard time teaching kids since

[Table of Contents](#)

they don't have this knowledge and therefore fail to deal with the situations which hinder students' learning.

Third, to make learning more effective, I believe that teachers should understand children as individuals who have thoughts that in some ways can be similar to adults. We sometimes think they are young and don't see the need to consider much about their feelings. Therefore, we sometimes overlook their emotions. But if their feelings are hurt in the process of learning, effective learning cannot occur. So as teachers, we need to see the situation where the problem occurs and the students' feelings are hurt then we need to try to solve the problem. If the problem occurs between students, then the teacher needs to mediate between them.

Fourth, I believe that teachers need to vary the types of activities to satisfy each student's learning style. Activity based learning recognizes that young children are physical, tactile and use all their senses. It aims to teach language and address a child's linguistic intelligence while at the same time, developing a child's other intelligences (Gardner, 1988). Activities can be physical games for the kinesthetic learning style students and can be reading storybooks for the visual learning style and also listening to songs for the auditory learning style. Since the young learners have short attention span, these activities should be interesting and enjoyable.

Fifth, I believe that Peer-Assisted learning (PAL) also plays an important role in making learning effective. PAL has been defined by Henning et al (2006) as the process of gaining knowledge, understanding, or skills among students at the same or different skill levels through instruction and/or experience. Sociocultural learning theory provides a theoretical foundation for the use of PAL. The theory indicates the importance of optimal amounts of peer interaction, or scaffolding, for more difficult activities so the student will be challenged and fall within the Zone of Proximal

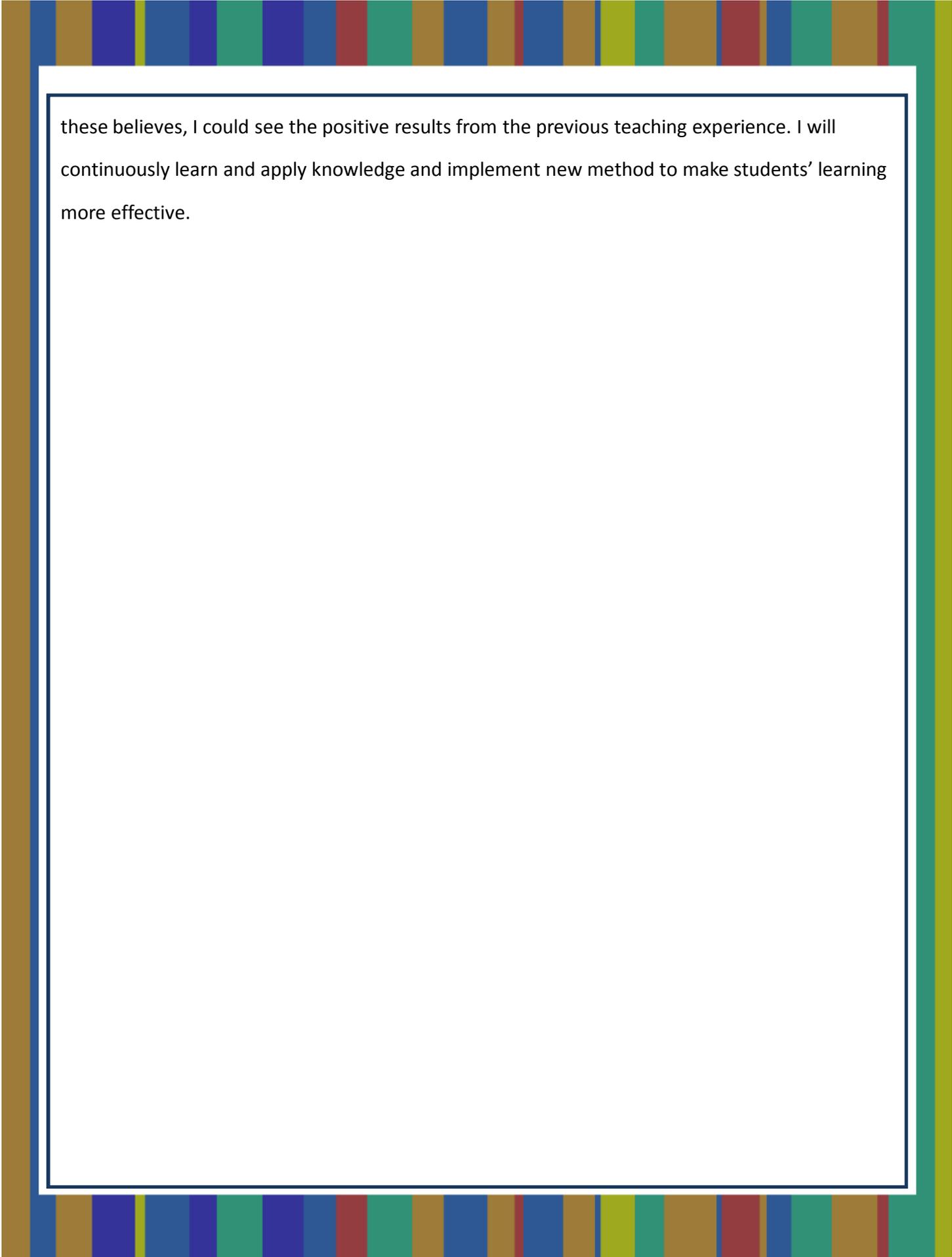
Development (ZPD) (Vygotsky, 1978). When I teach mixed level classes, I put low level students with the high level students in pairs to work together. Then the high level students scaffold the low level students, and by helping low level students, high level students can also have benefit by reinforcing their own learning. Teachers also need to provide much support, scaffolding students' learning by monitoring carefully when students need help and providing just enough assistance to foster students' progress.

Sixth, I believe the running language should be English during the class but sometimes we should be able to speak L1 in some situations, for instance to help students' understanding. I've worked at an institute where L1 is not allowed to be spoken. The rationale behind this rule is that we need to make environment like L1 to make immersion occur. This rationale is understandable. But there is a limit sometimes when explaining some concepts and details because students are not able to understand the English since their proficiency is low. Besides if the teachers speak English all the time, the teacher will fail to build close relationship with the students.

Seventh, I believe that teacher needs to set the daily routines so the class can be predictable to students. As Behaviorist theory mandates a structured classroom routine, students must be familiar with this routine. This familiarity creates a comfort zone for students that encourage higher achievement.

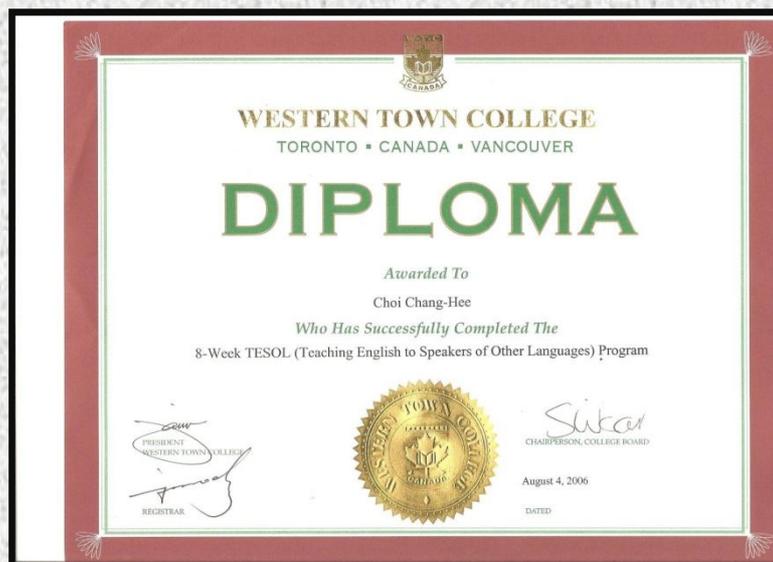
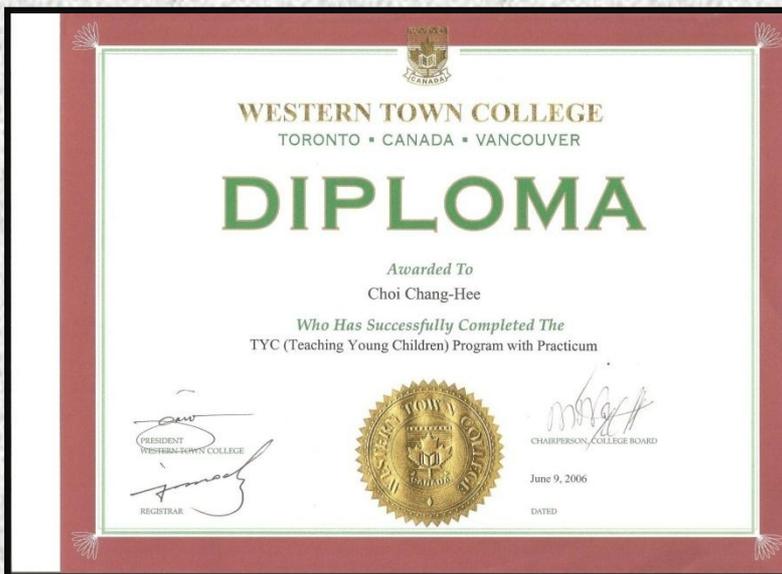
Eighth, I believe the repetition is also a good method to make learning part of students' long-term memory. As Behaviorist theory encourages the repeating of a behavior, during the class, various review and repetition activities are necessary.

These are beliefs that I have in mind when teaching my young learners. Working on these



these believes, I could see the positive results from the previous teaching experience. I will continuously learn and apply knowledge and implement new method to make students' learning more effective.

3. Degree and Certificates



[Table of Contents](#)

No. 991

Sookmyung Women's University

Graduate School of TESOL

CHOI CHANGHEE

최창희

국제 어린이 영어교사 자격증

위 사람은 숙명여자대학교 TESOL 프로그램에서 제공하는 국제 어린이 영어교사 자격증 과정을 성공적으로 이수하였기에 이 자격증을 수여합니다.

교육기간 : 2010. 7. 29-2010. 12. 16
원광교육과정 : YL-TESOL



숙명여자대학교

TESOL대학원 원장 김 안 근



Dr. Ankeun Kim
Dean, Graduate School of TESOL

Ankeun Kim

총장 한 영 실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

Certificate of YL-TESOL

This is to certify that the above-mentioned person has successfully completed the YL-TESOL (TESOL for Young Learners) program and has the qualifications necessary to work with Young Learners.

Duration of the Training : July 29, 2010-December 16, 2010
Specialization : YL-TESOL

II. Professional Development

1. Needs analysis

2. Reflective Journals

3. Lesson plans

4. Communication- report card,
Parents letter

5. Pictures of the class

6. Overview of Practicum course

7. Pictures form M.A. course

8. Descriptions of courses that I took
in M.A.

[Table of Contents](#)

1. Needs analysis

For the action research, I designed “Needs analysis” which aims to draw information on learners’ learning style, favorite topic, learning experience, goal of learning English and also perceived language proficiency. Since my students are seven years old, I put many images associated with words and sentences to make students understand each question better and also to make students interested and focused in each item.

[Table of Contents](#)

2. Reflective Journals

I included two reflective journals which were written after the first and third interventions during the action research project. In the journal, I reflected on the lessons in terms of what went well and what went bad, areas of improvement, students' reaction, and rational in planning various activities.

[Table of Contents](#)

➤ **First intervention**

Activities I planned

The objectives of activities were first, “Students will be able to identify alphabet letters and say names of 26 alphabet letters and their sounds.” And second, “Students will be able to sing “This is what the letters say” song. I planned 20 min. - 25min. intervention for three activities. First, I with students reviewed “Letterland” characters’ names and their sounds with the action trick. When I did reviewing with the students, I separated the each letter from each “Letterland” character cards to show that the “Letterland” characters stands for alphabet letters. Second, I planned the “Pointing to the letter” activity. In the activity, one student came up to the board and pointed to the letter as hearing to the teacher saying letter names and also letter sounds. And I made one student a little teacher and say the letter names and also sounds for the next student to point. And lastly, I planned “This is what the letters say” song activity and had students sing along with “Letterland” action trick.

Why I planned these activities (rationale)

In the lesson, first activity was reviewing letter names and sounds. I planned the reviewing activity since I found out that two boys don’t know most of the letter names and their sounds and even the two girls who showed good performance on the letter names and sounds still showed confusion on few letter names and sounds from the assessment. And I separated the letter from the “Letterland” character and told students each letter’s letter name since students know letters by “Letterland” character name. By doing this activity I expected students to learn letter names explicitly and also each “Letterland” character stands for each letter. I had students



do the action as saying the sound for the kinesthetic learner who likes to learn through physical movement according to VARK Model (Fleming, 2001). Fleming (2001) defines learning style as “an individual’s characteristics and preferred ways of gathering, organizing, and thinking about information. I also consider Clark & Paivio’s Dual Coding Theory(1991) when using the action trick with the sound. As far as learning is concerned, several researchers have been interested in how multimodality (the co-occurrence of several modalities) can reinforce memorization. Clark & Paivio’s Dual Coding Theory (1991) suggests that learning is reinforced when both verbal and non-verbal modalities co-occur. Baddeley (1990) also argues that coding a piece of information through different modalities has an impact on memorization because it leaves more traces in the memory system.

I planned the “Pointing to the letter” activity since I think students need practices of identifying the letter and saying names and sounds through several repetitions. According to Paul (2003:58), songs can add feeling and rhythm to a flat learning process and make it more fun. It helps children remember easily, and draw children more deeply into the lesson. So I planned Song activity for the auditory learner who likes to learn things through listening.

According to Kennedy (2006, p. 479) *Repetition* is necessary but it requires *novelty* with regard to instructional design (which should incorporate all five language processes—observation, listening, speaking, reading, and writing—and utilize a variety of methods and approaches). So I planned these three different activities for students to learn each letter names and their corresponding sounds through several repetitions. I think repetition is very important at the presentation stage, but too much repetition can lead to student boredom. Kennedy (2006, p.479) also identifies several implications of brain research for the language teacher, highlighting the importance of engaging many senses and an enriched environment.

What I learned (students' reaction, what went well and went bad, plan for the next intervention)

Throughout the activities all students showed good participation overall therefore I think the lesson went well. But since this is second time to videotape, this videotaping affects them a little bit. One girl K.M who is a shy girl seemed shyer and act a bit differently. Whenever students get distracted I used TPR (Asher, 2009) to get students focused, so I could keep their attention on the activities. On the other hand there is a need of improvement in the lesson. I could get students more participated by having students find and put the letters in order instead of me putting the alphabets in order.

Through the observation while doing the activity, I found out overall, three students except for one boy, Y.W seem to know almost all letters' sound and letter names. When I did the assessment on alphabet knowledge and letter sound correspondence few weeks ago, two boys showed lack of this knowledge but this time the other boy, M.J showed big improvement on identifying alphabet letters and saying the letter names and sounds though he showed some confusion. So I think I need to make decision on whether I plan the activity on alphabet knowledge and letter sound correspondence through other activities or move to the decoding activity. Since the decoding CVC words needs prerequisite knowledge of letter names and sounds I wanted to plan more activities on the letter names and sounds through various activities considering different learning styles. I think I need to set the benchmark of moving to the next step, decoding. So Next time I will assess students again using assessment on alphabet knowledge and letter sound correspondence and decide whether I move to the lessons on the decoding. And if the result of assessment result shows that more than one boy don't reach the benchmark, I will plan one or two more interventions on this. I also found out my direction was not clear so that students didn't know how to do the activity well. I actually knew that teacher's

modeling is important when giving direction to the student but I didn't really model properly. So I think that I failed to connect the knowledge into practice. Next time when giving the direction I will do modeling clearly so that students understand what they are required to do. Since I wasn't able to play the song for the auditory learner and also the repetitions are important for the young learner, I will play "This is what the letters say" song and sing that song with the students again in the next intervention.

Issues

There were two issues that I couldn't expect during the class. One is the sound problem and the other is the visit of the homeroom teacher. Regarding the sound, I couldn't play the song for the activity. I teach students in the same classroom in the morning and when I taught the students in that class in the morning the sound from the computer was ok. But when I tried to play the song for the extra English class for the intervention, I couldn't play the sound. It was really frustrating since I was planning to play the song for the activity variation and also for the auditory learners. So instead of listening to the song we sang a song together. Next time I will check the sound before the class starts. And the other issue was unexpected visit of homeroom teacher. I actually got permission from the principal so the principals know that I am going to videotape the class. But I didn't tell homeroom teacher about videotaping since she usually doesn't come to the class while I am teaching. But she suddenly came and I was disconcerted. She just came by and stayed a little bit and left. I think I need to tell homeroom teacher the reason of videotaping and also notice her permission I got from the principal.

➤ **Third intervention**

Teaching context and the reason for planning interventions on CVC decoding skill

I think that I need to state the reason for planning interventions on decoding skills explicitly since I felt that I failed to address these clearly. Regarding teaching context, I am teaching literacy to my focus students in the extra class and teaching them diagraph such as “ch”, “sh”, and “ng” in the regular class. The literacy program I use in the extra class doesn’t contain enough decoding practice, even though the CVC words come up often while reading the story book. And I also found out students with good knowledge of letter sound correspondence couldn’t decode words from conducting phonics assessment. And I am not teaching students decoding skills explicitly in any classes since these are not in the syllabus. Therefore I concluded that students need extra help in decoding the basic CVC words through the well organized lessons. I expect that interventions I plan can help students in the literacy class where they need to read the simple story books. And as planning interventions on decoding skills, I consider their learning style to keep and raise their engagement into the activities so that the learning can be more effective. And since they are young learners, who have short attention span, I plan to use various activities to keep students’ involvement throughout the lessons.

Activities I planned

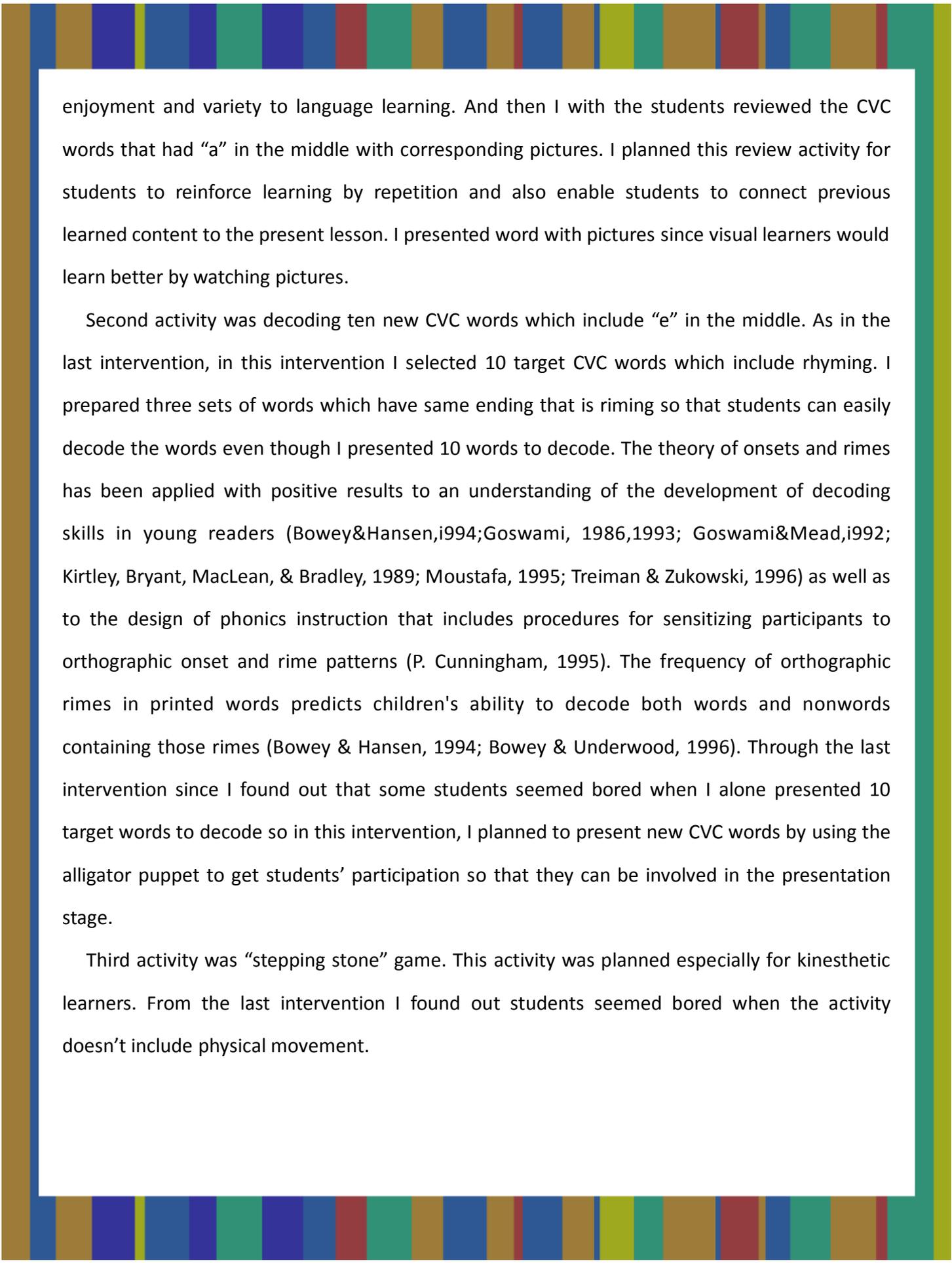
The objectives of activities were “Students will be able to decode printed CVC words that include short vowel “e”, and “Students will be able to identify the meaning of the target words”. I planned a 25min. intervention for three activities.

First, I with students reviewed a song, “This is what the letters say” with the action trick and reviewed 10 CVC words that students learned in the second intervention. Second, I presented 10 target CVC words that students learned in the second intervention. Second, I presented 10 target CVC words using letter cards, a finger pointer and an alligator puppet. 10 target CVC words were hen, pen, men, ten, jet, net, vet, wed, red, and bed. I put the letter cards on the

floor and presented each letter using the alligator puppet. I had students close the eyes and I put one letter in the alligator's mouth and had students open the eyes then told students that the alligator ate the letter and students needed to take the letter out of the alligator's mouth. I put "e" letter in the middle and had each student come front and take the letter out and say the sound and put the letter on the board next to the letter "e". I then had students blend two sounds which make the ending sound of the word. Then I had a student put the first letter and had students say the onset sound and the ending sound several times faster and faster and eventually blend the first sound and ending sound of the word. After decoding, I presented CVC word cards with the corresponding picture cards on the board. In the third activity, I planned the stepping stone game. I put 10 target words on the floor and I told students that they will cross the river by stepping on the word stepping stone. In pair, one student decoded the word and the other student as listening to a partner decoding the word stepped on the corresponding stepping stone.

Why I planned these activities (rationale), what I did differently

In the lesson, first activity was reviewing a "This is what the letters say" song with an action trick and reviewing previously learned CVC words. Since in the last intervention (second) I found out two children, Kristina and Y.W didn't participate well in the song activity in this time I planned a part in the song activity that needs individual participation. Before the song reviewing, I told student that I would point at each student at a time and the student that I pointed should stand up and sing a song with the action trick. Students sang a song two times; first all together and second one student in turn at a time. Dublin (1974) points out that, "Songs can be utilized as presentation contexts, as reinforcement material, and as vehicles through which to teach all language skills". Hulquist (1984) suggests songs can be effective in allowing students to practice a previously studied, contrasting structure along with a new structure as well as adding



enjoyment and variety to language learning. And then I with the students reviewed the CVC words that had “a” in the middle with corresponding pictures. I planned this review activity for students to reinforce learning by repetition and also enable students to connect previous learned content to the present lesson. I presented word with pictures since visual learners would learn better by watching pictures.

Second activity was decoding ten new CVC words which include “e” in the middle. As in the last intervention, in this intervention I selected 10 target CVC words which include rhyming. I prepared three sets of words which have same ending that is riming so that students can easily decode the words even though I presented 10 words to decode. The theory of onsets and rimes has been applied with positive results to an understanding of the development of decoding skills in young readers (Bowey&Hansen,i994;Goswami, 1986,1993; Goswami&Mead,i992; Kirtley, Bryant, MacLean, & Bradley, 1989; Moustafa, 1995; Treiman & Zukowski, 1996) as well as to the design of phonics instruction that includes procedures for sensitizing participants to orthographic onset and rime patterns (P. Cunningham, 1995). The frequency of orthographic rimes in printed words predicts children's ability to decode both words and nonwords containing those rimes (Bowey & Hansen, 1994; Bowey & Underwood, 1996). Through the last intervention since I found out that some students seemed bored when I alone presented 10 target words to decode so in this intervention, I planned to present new CVC words by using the alligator puppet to get students’ participation so that they can be involved in the presentation stage.

Third activity was “stepping stone” game. This activity was planned especially for kinesthetic learners. From the last intervention I found out students seemed bored when the activity doesn’t include physical movement.

What I learned

(students' reaction, what went well and went bad, plan for the next intervention)

In terms of song activity, Kristina and Y.W seemed more engaged in the song activity than they did in the last intervention since they knew that they would be pointed by the teacher to sing individually. This fact drew more attention from Y.W and K.M and they were both engaged in the song activity but while Y.W participated in song activity well, K.M didn't participate when she was pointed to sing individually. But After that, she said that she wanted to try one more time. This meant that even though she didn't perform when it's her turn, she was also engaged in the activity.

When I did the needs analysis I didn't really find out strong tendency of each category in learning styles from four students. They overall answered that they enjoy the most activities such as watching, listening, reading and also physical games. But from the first and second intervention, I found out Kristina and Y.W aren't really auditory learners by observing that they didn't show good participation in the song activity. But since I thought that students especially Y.W needed to review the sound of letters to warm up before the main decoding activity, I planned the song review activity again but in a different way. I think this activity went well since I found out from the watching the video that all the students were well engaged in the activity. But even though they were told to stand up and sing when I pointed at them, they didn't and I let them as they did. So in the next intervention since involving individual participation worked well, I will have each student stand up and sing a song as they are pointed as I originally planned.

Regarding the activity of presenting new 10 CVC words with an alligator puppet, I think this activity went well. By using the alligator puppet, I was able to get students' active participation and students were all involved in to the activity.

In the reviewing previously learned CVC words, all students except for Y.W, seemed to know all

the words they learned in the last intervention. But I wasn't really able to identify how much individual students learned because I had all the students decode the words as a whole when I presented words and I gave hints quickly when they showed confusion. So in the next intervention when I review previously learned materials I will have each student decode words and give students time to think before I say the word.

Regarding stepping stone activity, I could see that all the students at this age are well engaged with physical activities. All the students participated well in the activity with high level of interest and performed very well except for one boy, Y.W. When he showed confusion as stepping on the word stepping stone, I gave hint to him because he didn't seem to know the words that his partner decoded. Then M.J complained about me giving hint to him. After listening to complaint from M.J, Y.W said that he is not good at English and he cannot do well. From this, I thought that I need to build confidence in him by praising him more whenever possible and giving him more practices.

I found out through the three interventions one girl K.M showed sensitive response when I set up videotaping. Whenever I placed the camera with the tripod, she said that this is an alien and she seemed distracted by knowing that she was being videotaped. She therefore sometimes went closer to the camera during the lessons and glanced at the camera sometimes and also made a funny face toward the camera.

3. Lesson plans

I included two lesson plans of the first and third interventions during the action research project. These lesson plans have purpose to find out how phonics-based activities that address students' different learning styles can improve students' decoding skill.

[Table of Contents](#)

➤ First intervention

Students: four seven-year-olds

Instructional Objective(s):

Students will be able to say and identify names of 26 alphabet letters and their sounds.

Students will be able to sing “This is what the letters say” song

- Materials and Resources:**
1. Song-“This is what the letters say” song
 2. Letterland letter character cards and letter cards
 3. Finger pointer

Lesson Activities:

Procedure	Time
<p>Introduction: Daily routines</p> <ol style="list-style-type: none">1. Weather- Sing a weather song, “Look out the window” Song - Mommy finger, mommy finger where are you? Here I am here I am how do you do Look out the window, look out the window, how’s the weather today? It is sunny. It is sunny It is sunny today.2. Days- Chant, “days of the week” Chant –Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Today is Wednesday, Today is Wednesday.3. Greeting - The teacher asks students their feelings. T: “How are you?” Ss: “I am happy.”	3min.
<p>Body:</p> <ol style="list-style-type: none">1. Review the Letterland character names and their sounds with each letter character’s action. - Teacher shows Letterland character cards and asks students names of Letterland character and corresponding sound with the action. e.g., action - Character name of “a” is “Annie Apple” and its action is putting hands in front of mouth cupping and open your mouth big like you are eating an imaginary apple.	10min.

Procedure	Time
<p>-The teacher separates the letter cards from Letterland character cards. And by presenting letters, the teacher asks students letter names. The teacher has students say the alphabet names and their corresponding sounds several times.</p> <p>- The teacher and the students “ABC” song and put the alphabet letter cards in order.</p> <p>2. Do the “Pointing to the letter” activity with the Finger pointer.</p> <p>- The teacher gives direction to the students on how to do the activity.</p> <p>-The teacher has one student come up to the board and points to the letter using the Finger pointer as hearing letter names and sounds.</p> <p>-The teacher makes each student a little teacher in turn and has the little teacher say the letter names and also sounds to next student who is to point to the letter with the Finger pointer.</p>	5min.
<p>3. Sing a “This is what the letters say” song.</p> <p>-The teacher plays a song” and has students listen to the song.</p> <p>- The teacher with the students sings a song with the Letterland characters’ actions.</p>	5min.
<p>Closure:</p> <p>Goodbye song –Bye-bye, see you again. Hope to see you soon.</p> <p>Bye-bye, see you again. Hope to see you soon.</p>	2min.

➤ Third intervention

Students: four seven-year-olds

Instructional Objective(s):

- Students will be able to decode printed CVC words that include short vowel “e”.
- Students will be able to identify the meaning of the target words.

Materials and Resources: 1. Song-“This is what the letters say” song

2. Alphabet letter cards
3. Finger pointer
4. Alligator puppet
5. 10 CVC word cards and corresponding picture cards

Lesson Activities:

Procedure	Time
Introduction: Daily routines 1. Weather- Sing a weather song, “Look out the window” 2. Days- Chant, “days of the week” 3. Greeting - The teacher asks students their feelings. T: “How are you?” Ss: “I am happy.”	3min.
Body: 1. Review previously learned materials -Review a song, “This is what the letters say” with the action trick. While singing a song, only the student who is pointed with the finger pointer stands up and sings a song. -Review the CVC words: hat, bat, ram, jam, fan, man, cap, map, bag, tag that students preciously learned.	5min.
2. Decode target CVC words that include short vowel “e”. - 10 target CVC words: hen, pen, men, ten, jet, net, vet, wed, red, bed - The teacher presents letter “e” card and put it on the board and has students say the sound /e/.	7min.

Procedure

Time

- The teacher presents other letter “ n” and put it after “e” and has students say the sound /n /.
- The teacher has students say the sound /e/, /n/ together.
- Then the teacher presents the letter “p” and put it before “e” and has students decode the word “pen”.
- The teacher points at the letters with finger pointer as students say the sound of each letter from the first letter to the last one.
(present all the target words this way-when presenting the letter the teacher uses a alligator puppet)
- The teacher displays all the target words and their corresponding pictures on the board.

3. Students step on the word card as listening to a partner decoding the word.

- The teacher puts 10 target words on the floor. The teacher tells students that students will cross the river by stepping on the word stepping stone.
- The teacher put students in pair and one student decodes the word and the other student as listening to a partner should step on the corresponding stepping stone.

Closure:

- Review the target words.
- Goodbye song –Bye-bye, see you again. Hope to see you soon.
Bye-bye, see you again. Hope to see you soon.

5min.

3min.

4. Communication

In this section, I included one report card and one parents letter I wrote to parents to show how I communicate with parents. I report students' weaknesses and strengths and describe how I address students' weaknesses and advise how their parents can deal with these area. I also inform parents with the course and regular homework so that parents can be aware of what their children are required to do in the course.

[Table of Contents](#)

✓ Report card

Student Report Card											
Seon Kyung Kindergarten English Class											
Class : 6 - 7 yrs.			Time : 2:00 - 6:00			Student : Clara 문서진					
Teacher : Debbie, Niell			Date : July 26			Period : mar. 6 -July 26					
Evaluation											
Category	Grade										
	Excellent		Good		Average		Needs Improvement				
Speaking	*										
Reading	*										
Writing (writing simple sentences & hand-writing)	*										
Listening	*										
Attitude	Participation	*									
	Attention	*									
Teacher's Comment											
<p>Clara has been a really good student. She always pays attention to the class and has big enthusiasm to learn English. She always tries to be a good student without getting distracted and sits properly all the time. She is always eager to answer teacher's questions and answers them correctly since she understands and absorbs most of what has been presented. Her speaking, listening, reading, and writing has been improved a lot and is among the best in the class.</p> <p>서진이는 아주 모범적인 학생입니다. 항상 흐트러짐 없이 똑바로 앉아서 수업에 참여하며 열정적으로 영어를 배웁니다. 한결같이 노력하는 모습이 보이는 기특한 학생입니다. 선생님의 질문에 또 적극적으로 대답하며, 수업내용을 잘 이해하고 배우기 때문에 대답도 틀림없이 맞게 합니다. 서진이는 4가지 영역 모두에서 골고루 꾸준히 실력을 키워나가며 아주 좋은 수행 능력을 보여주었습니다.</p>											

5. Pictures of the class

In this section, I included pictures of the class which I conducted the action research. This class is the extra English class in the regular kindergarten and consists of four students. The photos were taken while students were doing various phonics-based activities.





During the third intervention-
presenting CVC words
with the alligator
puppet

During the fifth
intervention-presenting
target words with the
letter necklace





During the third
intervention-
stepping stone game

During the fourth
intervention-
Matching the word with
the corresponding
picture



6. Overview of Practicum course

I included the syllabus in the practicum course of M.A.in Sookmyung graduate university. The practicum course consists of practicum 1 and 2. I included a Syllabus of practicum 1 since the action research is done under two Professors' careful guide during this course. Besides through this course I have not only learned knowledge but also became a reflective teacher who can actually apply those knowledge into practice to make improvement.

[Table of Contents](#)

✓ Syllabus

Diane Rozells
Sookmyung Women's University
Graduate School of TESOL
Practicum I
Syllabus - Spring 2013

Week 1 –March 7

Introductions to the course, to the materials, instructor, assignments, and everything else.

Review Winter Reading Project (rough draft) –Action Research

Doing a needs analysis

This week we are going to focus on getting the participants to design A background survey/needs analysis with the students they are going to use for the Action research project.

This will involve going over the basic theories and ideas of a needs analysis as well as the specific questions and format each will be implementing.

Homework: Investigate and bring to class a variety of different assessment schemes that can be used with the students in the Action Research group.
Finish Winter Reading Project write up.

Week 2 –March 14

Winter Reading Project due

Diagnostic of students

This week we will be focusing on devising ways of measuring the proficiency or individual skill areas of the students. We will be discussing different ways of trying to measure the level of the students in English across different age groups and for different skill areas. Ultimately, participants will be devising ways of measuring the target skill areas of their students in order to be able to build a comprehensive profile of what they can and cannot do with English.

Homework: Investigate and bring to class examples of different types of case studies for both the action research group as a whole and some individual students in the group.

Week 3 –March 21

Case studies of students

This week we will focus on guiding the participants through the process of developing case studies for their students as a group and as individuals. Doing case studies involves integrating a range of different information to come up with a detailed profile of a group or a student geared toward a goal.

Homework: Individual participants will be given areas for which they are responsible for finding information that they are going to distribute and present to rest of the group.

Action Research proposals

Weeks 4 –5 (March 21-28)

Action Research Proposal discussion

Planning for the class - Approaches to teaching

Teaching skill areas

Types of practice

Modes of practice

Management issues

Lesson Planning

These two weeks, taking the information gathered during the first three weeks coupled with the classroom observations, we begin to devise some basic planning for the interventions. These two weeks will cover the initial planning sessions for the action research project. A range of topics will be covered and discussed during the class. These topics link back to the comprehensive exam questions and provide a background framework for the different interventions the participants might be thinking about for their own Action Research projects.

Homework: Over the next seven weeks the participants will be responsible for finding materials that will be used in their teaching/interventions according to the Action Research project. This includes also find materials that provide theoretical justifications for the materials and approaches that they seek to try out in the Action Research classroom.

Weeks 6 –12 (April 4 – May 23)

Class observation period

Issues in the classroom

Teacher issues

Student issues

Materials issues

Environmental issues

Action + Reflection

During these weeks we will run through a continuous cycle of planning, observation and reflection. During these weeks the Practicum 1 and practicum 2 classes will blend together more strongly although the main focal differences remain. In this Practicum 1 class participants will mostly be working on further planning for their Action Research class in reaction to the observations made.

Homework: Participants will write up a rough draft of a 1200 word report on the overall results of the Action Research project.

Week 13 – May 30

Overall reflection of Action Research process

Report the results of your action research treatments

Group discussion of Action Research Projects

This week we will go over the perceived results of the Action Research projects. We will be discussing this as a class both formally and informally. Participants should be ready to inform the class what they think the results of their project are and how this relates to effective language teaching as well as language learning.

Homework: Participants should prepare for a ten-minute formal Power Point presentation of their Action Research reports.

Week 14 – June 6

Action Research Project Presentations (Ten minute presentations)

This week the participants will each give a formal ten-minute Power Point report summarizing their Action Research project. This is to be followed by a Q and A session in which the group can give comments designed to help them revise their reports.

Homework: Finish making any final revisions to the Action Research reports.

Week 15 – June 13

Action Research project due

Discuss any issues still unresolved about the portfolios.

Homework: Make any last minute changes to the portfolio.

7. Pictures from practicum course



During the class discussion



During the presentation

[Table of Contents](#)

8. Descriptions of courses that I took in M.A.

I included the descriptions of the courses that I took in M.A. to show that I studied various areas of TESOL. I took “Teaching Reading”, “Teaching Writing”, “Teaching Listening”, “Testing and Evaluation”, “Internet Based Language Teaching”, “Techniques in Working with 12s and Under”, and “Practicum 1,2” courses.

[Table of Contents](#)

Language teaching methodology

The courses offered in this stream cover a wide range of different skill areas. The purpose of these courses is to allow teachers to develop a certain amount of expertise in the teaching of a specific skill area. These courses endeavor to introduce central issues and practices related to central skill areas of English language teaching.

Teaching Writing This three-hour-per-week course is designed to provide students with instruction in the foundations of English composition and how to teach writing/composition in the English language. In addition to focusing on skills development, the classroom will endeavor to serve, as always, as a model environment for the student teachers. This course has two main objectives: to get the students to be better writers of English; and to get them to be better teachers of writing. By the end of the course all students must be able to write a well-formed paragraph/essay complete with a topic sentence (thesis statement), and well organized supporting statements. Students should also be able to take the materials they are using in their schools and create effective exercises for the development of writing skills from them.

Teaching Reading This three-hour-per-week course is designed to provide students with a full account of the phenomenon of literacy from the point of view of reading. Rather than just focusing on teaching techniques students receive instruction in the development of literacy, both as a physical/cognitive achievement and a social phenomenon as well as going over practical teaching techniques. Following this, the course will be divided into two main sections; the background and practical teaching concerns. This is important because reading is often seen as the most relevant and useful of the four skills in the EFL classroom. Any practicing foreign language teacher needs to be well-versed in the background and techniques of reading.

**Teaching
Listening**

In this three-hour-per-week course participants learn about the development and enhancement of listening skills in a foreign language. Students are subjected first to a brief review of the psychological underpinnings of the skills related to listening. Based on that we go over and discuss some of the most efficient and effective ways of developing listening. How listening is to be integrated with other skills as well as developing lesson plans inclusive of listening also forms an important part of this course.

Evaluation and Materials Development

This stream offers courses which revolve around the central issue of language learning/teaching materials. General practices as well as some of the more modern and specific approaches in the development of effective materials for language teaching are discussed using hands on approaches and practices. Importantly, in these courses student also learn how to evaluate materials for adaptation and improved teaching efficacy.

**Testing
and
Evaluation**

Studies practical aspects of language testing: examines purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and reviews a number of English tests all over the world. Possibly studies the planning, writing, and administration of tests, (basic descriptive statistics, and test analysis). Re-visits reliability and validity concepts over the semester and tests of English language teachers and oral proficiency will be used as example contexts.

Young Learners

This stream offers courses which center around the extremely relevant issue of teaching English to young learners from a wide variety of angles. The courses offered in this stream cover many different areas specifically related to the teaching of young learners from practical issues of materials development and classroom management to more theoretical issues like child psychology and linguistic development. Students who take the courses in this stream develop a highly specified expertise in the teaching of English to young learners.

Techniques in Working with 12s and Under

This module studies useful techniques and methods that support young learners (12s and under) to learn English as a foreign language in a Korean setting. In this module, early childhood education theories and ESL/EFL acquisition theories will be reviewed as to understand the rationales for using the activities that have been widely applied in young learners' language lessons. Story-telling, story reading, story making, drama activities, songs and chants, phonics, games, and others will be explored and studied in terms of how these can be used to maximize language learning of young English language learners.

CALL

The CALL stream is designed to provide TESOL professionals the knowledge and skills necessary to efficiently and effectively integrate technology into practice. In order to provide such knowledge and skills, the CALL stream approaches CALL pedagogy from multiple perspectives. For example, some courses are offered to help students acquire the theoretical foundations for efficacious CALL use. In addition to theoretical courses, other classes have strong foci on hands-on practices and applications. While students have options to take these courses, additional CALL classes aimed at current issues and research are also provided. In sum, the CALL stream offers a variety of courses from multiple perspectives in order to supply students the technological know-how they will need as TESOL professionals.

**Internet
Based
Language
Teaching**

This course provides a mixture of computer assisted language learning (CALL) practice and theory. While students in this class will be exposed to and discuss aspects of CALL theory, opportunities will be given to explore, critique, and apply various Internet technologies to practice. By combining both theory and practice, this course aims to supply language teachers with necessary knowledge and tools to successfully integrate technology into their classrooms.

Practicum

Practicum I

This four and one half hour-per-week course has two main components. The first of these is the teaching component. Students teach, under the guidance of a TESOL MA faculty member, an undergraduate course as a part of the General English Program (GEP). The second of these is the design component. Students will be using the different elements of the GEP-produced textbook as a partial guide in designing materials which will work in the GEP class that the students are teaching. As the course goes on students will be creating and adding a whole range of different MATE-related tasks to the GEP repertoire. The final component of this class revolves around evaluation and revision. Here students and their instructor will be collectively evaluating the lesson plans designed by the Practicum students in groups prior to the GEP class. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire TESOL MA program.

Practicum 2

This three-hour-per-week course has two main components. The first of these is the reflective component. Videos taken during the teaching of the GEP course will be used to reflect on own individual teaching practices as well as on elements of in-class language learning. Reflection is one of the key elements of further developing teaching skills in in-service teachers and as such is used as a way of getting teachers to develop skills which enable them to become more autonomous in their own development as teachers. The second component of this class revolves around the design and creation of a teaching portfolio. Here students will be working individually and in small groups to create a portfolio which highlights their skills and achievements as teachers. An important part of this portfolio which will link both components of the course will be an action research project which the students will be doing in pairs. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire TESOL MA program.

Comprehensive Exams

Students who choose the Practicum option are required to take and pass three different comprehensive exams. These are written exams which cover three different essential areas within the field of TESOL: Language Teaching Methodology, Materials and Course Design, and Second Language Learning Theories. These exams cover specific aspects from many of the different courses offered in the MA. Students are typically organized for more effective, group-based studying. The exams generally occur at the end of each semester.

III. Action Research

1. Introduction

1.1 Development of research focus

1.1.1 Class observation

1.1.2 Phonics assessment

1.1.3 Needs Analysis

1.2 Focus of the action research

2. Intervention

2.1 Data collection

2.2 Overview of six interventions

2.3 Activities that accommodate VARK learning styles

2.4 Description of six interventions

2.4.1 First intervention

2.4.2 Second intervention

2.4.3 Third intervention

2.4.4 Fourth intervention

2.4.5 Fifth intervention

2.4.6 Sixth intervention

[Table of Contents](#)

3. Overall findings and Discussion

4. Conclusion

5. References

6. Appendix

1. Introduction

I teach English to kindergartners in a regular kindergarten. In the kindergarten I work at, there are regular English classes and extra English classes. All students attend regular English class and only the students who register for the extra English class attend that class. And the class I conducted the action research is an extra English class. In the regular class, I teach students phonics using computer program called 'Letterland'. The letters in 'Letterland' are associated with various characters such as animals, fruits or things. My students are not learning the level 1, which aims to teach each letter character and its sound but learning level 2, which aims to teach digraphs. So since they didn't learn level 1, I reviewed each character with its sounds with students shortly through six lessons in the regular English class. But even though students learned the characters and sound, they couldn't get firm knowledge of phonics since there was little class time spent on learning level 1. And since the letters are associated with characters, they learn letters by character name, which actually make students remember letters and sound more easily, but they don't know the letter names well. So I also wanted to separate concept of each letter from the characters so that students learn letter names separate from the character names.

1.1 Development of research focus

1.1.1 Class observation

Through my class observation for first two weeks, I found out that the class consists of mixed level of students and some students didn't seem to have basic knowledge of language such as phonics (association of sounds with written symbols) which is the basis of literacy. And also they

[Table of Contents](#)

didn't seem to know how to decode simple words. In the regular English class, I teach them diagraph such as "ch", "sh", and "ng" and in the extra English class, I teach them literacy. This means in the syllabus there is no instructions on teaching the each letter name and sound and also simple decoding skill. Besides the literacy program I use in the extra class doesn't contain enough decoding practice, even though the CVC words come up often while reading the story book. The problem I found was that students lack basic phonics skill such as letter sound correspondence and also basic CVC decoding skill even though they required to read the story book in the extra class.

1.1.2 Phonics assessment

Since the goal of the class is to teach literacy, I thought that if I give students extra practices on the basic phonics skill, this will facilitate students' learning in the literacy class. Therefore other than my class observation, I wanted to assess emergent and early literacy such as letter knowledge, and letter-sound relationships via phonics assessment to explicitly find out whether students are in the need of these instructions and if they do, to plan interventions to improve phonics knowledge. Therefore I conducted the phonics assessment called "Core Phonics Survey". There are several parts in the assessments and I used the parts which assess the letter name knowledge (uppercase and lowercase), letter-sound relationship and decoding. About five minutes were spent to assess one student.

From the assessment, I clearly found out each student's phonics knowledge. Two girls showed good knowledge of letter names and letter-sound relationship except for few consonant sounds including long vowel sounds that they showed confusion. However, Even though they know the single sound of each letter, they failed to read simple CVC (consonant -vowel-consonant) words. In the case of the boys, they didn't have knowledge of most letter names and their sounds.

1.1.3 Needs Analysis

For the effective intervention, I also designed the needs analysis which aims to draw information on learners' learning style, favorite topic, learning experience, goal of learning English and also perceived language proficiency. Since my students are seven years old, I put many images associated with words and sentences to make students understand each question better and also to make students interested and focused in each item. The result showed that students like various activities such as singing, watching, listening, and also kinesthetic games.

1.2 Focus of the action research

Based on class observation, needs analysis and phonics assessment, I determined that students need extra help in decoding the basic CVC words through the well organized lessons. I consider their learning style to keep and raise their engagement into the activities so that the learning can be more effective. And since they are young learners, who have short attention span, I plan to use various types of activities such as physical games, watching video, writing, and singing to keep students' involvement throughout the lessons. Since the goal of the class is to equip students with the ability to read and understand the simple story book without support the lessons on basic phonics skills that are letter-sound correspondence and CVC (consonant- vowel-consonant) decoding ability will help students follow the class with much more confidence. Therefore the research question is "How can phonics-based activities that address students' different learning styles improve students' decoding skill?"

2. Intervention

2.1 Data collection

I collected data in several different ways. First at the beginning and end of the research project I conducted a phonics assessment called “Core Phonics Survey” with each student to assess alphabet knowledge and letter-sound correspondence and also CVC words decoding. There are several parts in the assessments and I used the parts which assess the letter name knowledge (uppercase and lowercase), letter-sound relationship and decoding. About five minutes were spent to assess each student.

For the effective intervention, I also designed the needs analysis which aims to draw information on learners’ learning style, favorite topic, learning experience, goal of learning English and also language proficiency. This needs analysis can be found in needs analysis section in this portfolio.

Additionally, I wrote reflective journals on six interventions as I observed the students during various activities. In the journal, I reflected on the lessons in terms of what went well and what went bad and areas of improvement and students’ reaction and rational in planning activities. This data collection tool can be found in “reflective journal section in this portfolio. And I also wrote lesson plans for each intervention and this can be found in “lesson plan” section.

Finally, I used assessment on CVC words decoding which I created to assess students’ ability to decode words that they learned through six interventions and I conducted survey to find out whether students’ preference towards activities influence on their performance. The CVC assessment and survey sheet can be found in appendix A, B respectively.

[Table of Contents](#)

2.2 Overview of six interventions

First intervention

Objectives	<ul style="list-style-type: none">-Students will be able to say and identify names of 26 alphabet letters and their sounds.-Students will be able to sing a song, "This is what the letters say"
Activities	<ol style="list-style-type: none">1. Review the alphabet letter names and their sounds with the action trick2. Pointing to the letter as listening to other students saying the letter and sounds3. Learn a song, "This is what the letters say"

Second intervention

Objectives	<ul style="list-style-type: none">- Students will be able to decode printed CVC words that include short vowel "a", and understand that words are made up of sequences of individual sounds.-Students will be able to identify the meaning of the target words.
Activities	<ol style="list-style-type: none">1. Review the alphabet letter names and their sounds with the action trick and song, "This is what the letters say"2. Decode target CVC words that include short vowel "a"<ul style="list-style-type: none">-Target CVC words: hat, bat, ram, jam, fan, man, cap, map, bag, tag3. Matching game - Students in turn read the word card and match the word with corresponding picture.

Third intervention

Objectives	<ul style="list-style-type: none">-Students will be able to decode printed CVC words that include short vowel "e".-Students will be able to identify the meaning of the target words.
Activities	<ol style="list-style-type: none">1. Review words that include short vowel "a"2. Decode target CVC words that include short vowel "e"<ul style="list-style-type: none">- 10 target CVC words: hen, pen, men, ten, jet, net, vet, wed, red, bed3. Stepping stone game - Students step on the word card as listening to other student decode the word.

Fourth intervention

Objectives -Students will be able to decode printed CVC words that include short vowel "i".
-Students will be able to identify the meaning of the target words.

Activities

1. Review words that include short vowel "e"
2. Decode target CVC words that include short vowel "i"
- 10 target CVC words: mix, six, hit, sit, hip, lip, bin, pin, pig, big
3. "Word hunt" game – Students in pair find 10 target words that other pair hid in the class and put them next to the corresponding picture cards on the board and decodes all the words they found.

Fifth intervention

Objectives -Students will be able to decode printed CVC words that include short vowel "o".
-Students will be able to identify the meaning of the target words.

Activities

1. Review words that include short vowel "i"
2. Decode target CVC words that include short vowel "o"
- 10 target CVC words: box, fox, mop, cop, top, dog, log, fog, hot, dot
3. Bingo Game – students in pair are given 4*4 grid bingo board and 20 word cards. Students in pair put 16 word cards on the bingo board and play the game by calling out the words in turn and marking the words that other pair calls out.

Sixth intervention

Objectives -Students will be able to decode printed CVC words that include short vowel "u".
-Students will be able to identify the meaning of the target words.

Activities

1. Review words that include short vowel "o"
2. Decode target CVC words that include short vowel "u"
-10 target CVC words : box, fox, mop, cop, top, dog, log, fog, hot, dot
3. Students find and circle the target words in the story and decode them.
4. Writing words from the board and decode them

2.3 Activities in the interventions that accommodate VARK learning styles

Visual	-picture cards -alphabet cards	-word cards - storybook
Aural	-songs	
Read/ Write	-reading the simple storybook - writing the word on the board -Bingo game - matching game	
Kinesthetic	-Stepping stone game -Word hunt game -matching game	-alligator puppet -letter necklace

2.4 Description of six interventions

I planned six interventions from teaching letter names, letter-sound correspondence and to decoding CVC words through various activities considering their learning styles.

2.4.1 First intervention

Rationale for the activities

In the lesson, first activity was reviewing letter names and sounds. I planned the reviewing activity since I found out that two boys don't know most of the letter names and their sounds and even the two girls who showed good performance on the letter names and sounds still showed confusion on few letter names and sounds from the assessment. And I separated the letter from the "Letterland" character and told students each letter's letter name since students know letters by "Letterland" character name. By doing this activity I expected students learn letter names explicitly and also each "Letterland" character stands for each letter. I had students do the action as saying the sound for the kinesthetic learner who likes to learn through physical movement according to VARK Model (Fleming, 2001). Fleming (2001) defines learning style as "an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. I also consider Clark & Paivio's Dual Coding Theory (1991) when using the action trick with the sound. As far as learning is concerned, several researchers have been interested in how multimodality (the co-occurrence of several modalities) can reinforce memorization. Clark & Paivio's Dual Coding Theory (1991) suggests that learning is reinforced when both verbal and non-verbal modalities co-occur. Baddeley (1990) also argues that coding a piece of information through different modalities has an impact on memorization because it leaves more traces in the memory system.

I planned the “Pointing to the letter” activity since I think students need practices of identifying the letter and saying names and sounds through several repetitions. According to Paul (2003:58), songs can add feeling and rhythm to a flat learning process and make it more fun. It helps children remember easily, and draw children more deeply into the lesson. So I planned song activity for the auditory learner who likes to learn things through listening.

According to Kennedy (2006, p. 479) *Repetition* is necessary but it requires *novelty* with regard to instructional design (which should incorporate all five language processes—observation, listening, speaking, reading, and writing—and utilize a variety of methods and approaches). So I planned these three different activities for students to learn each letter names and their corresponding sounds through several repetitions. I think repetition is very important at the presentation stage, but too much repetition can lead to student boredom. Kennedy (2006, p. 479) also identifies several implications of brain research for the language teacher, highlighting the importance of engaging many senses and an enriched environment.

Reflection

Through the observation while doing the activity, I found out overall, three students except for one boy, Y.W seem to know almost all letters’ sound and letter names. So I decided to move on to the decoding activity in the next intervention.

2.4.2 Second intervention

Rationale for the activities

In the lesson, first activity was reviewing letter names and their sounds and then I had students sing a “what the letters say” song which students learned in the last lesson to connect previous learned content to the present lesson and also to reinforce learning by repetition. I had students do the action as saying the sound for the kinesthetic learner who likes to learn through physical movement as in VARK Model (Fleming, 2001).

In the second activity, I with students decode 10 target words using letter cards and finger pointer. I planned this activity for the visual learner who likes to learn things through watching pictures, videos etc. as in VARK Model (Fleming, 2001). 10 target CVC words were hat, bat, ram, jam, fan, man, cap, map, bag, tag. I put “a” letter in the middle and put the last letter after “a” and had students blend two sounds which make the ending sound of the word. Then I put the first letter and had students say the onset sound and the ending sound several times faster and faster and eventually blend the first sound and ending sound of the word. I prepared five sets of words; each set has same ending which is riming so that students can easily decode the words even though I presented 10 words to decode. The theory of onsets and rimes has been applied with positive results to an understanding of the development of decoding skills in young readers (Bowey&Hansen,i994;Goswami, 1986,1993; Goswami&Mead,i992; Kirtley, Bryant, MacLean, & Bradley, 1989; Moustafa, 1995; Treiman & Zukowski, 1996) as well as to the design of phonics instruction that includes procedures for sensitizing participants to orthographic onset and rime patterns (P. Cunningham, 1995). The frequency of orthographic rimes in printed words predicts children's ability to decode both words and nonwords containing those rimes (Bowey & Hansen, 1994; Bowey & Underwood, 1996).

I planned the matching game as a third activity for the visual learner and also kinesthetic learner. I think repetition is very important at the presentation stage, but too much repetition can lead to student boredom. So as Kennedy (2006, p. 479) states that *Repetition* is necessary but it requires *novelty* with regard to instructional design (which should incorporate all five language processes—observation, listening, speaking, reading, and writing—and utilize a variety of methods and approaches), I planned these three different activities.

Reflection

I think I'd better present letter cards with a more interesting material to keep students engaged in the activity. So I will use a puppet in the next intervention when presenting new words.

2.4.3 Third intervention

Rationale for the activities

In the lesson, first activity was reviewing a “This is what the letters say” song with an action trick and reviewing previously learned CVC words. Since in the last intervention (second) I found out two children, K.M and Y.W didn’t participate well in the song activity in this time I planned a part in the song activity that needs individual participation. Dublin (1974) points out that, “Songs can be utilized as presentation contexts, as reinforcement material, and as vehicles through which to teach all language skills”. Hulquist (1984) suggests songs can be effective in allowing students to practice a previously studied, contrasting structure along with a new structure as well as adding enjoyment and variety to language learning. And then I with the students reviewed the CVC words that had “a” in the middle with corresponding pictures. I planned this review activity for students to reinforce learning by repetition and also enable students to connect previous learned content to the present lesson. I presented word with pictures since visual learners would learn better by watching pictures.

Second activity was decoding ten new CVC words which include “e” in the middle. As in the last intervention, in this intervention I selected 10 target CVC words which include rhyming. I prepared three sets of words which have same ending that is riming so that students can easily decode the words even though I presented 10 words to decode. Through the last intervention since I found out that some students seemed bored when I alone presented 10 target words to decode so in this intervention, I planned to present new CVC words by using the alligator puppet to get students’ participation so that they can be involved in the presentation stage.

Third activity was “stepping stone” game. This activity was planned especially for kinesthetic learners. From the last intervention I found out students seemed bored when the activity doesn’t include physical movement.

Reflection

Since I thought that students especially Y.W needed to review the sound of letters to warm up before the main decoding activity, I planned the song review activity again but in a different way.

In the reviewing previously learned CVC words, all students except for Y.W, seemed to know all the words they learned in the last intervention. But I wasn't really able to identify how much individual students learned because I had all the students decode the words as a whole when I presented words and I gave hints quickly when they showed confusion. So in the next intervention when I review previously learned materials I will have each student decode words and give students time to think before I say the word.

Regarding stepping stone activity, I could see that all the students at this age are well engaged with physical activities. All the students participated well in the activity with high level of interest and performed very well except for one boy, Y.W. When he showed confusion as stepping on the word stepping stone, I gave hint to him because he didn't seem to know the words that his partner decoded. Then M.J complained about me giving hint to him. After listening to complaint from M.J, Y.W said that he is not good at English and he cannot do well. From this, I thought that I need to build confidence in him by praising him more whenever possible and giving him more practices.

2.4.4 Fourth intervention

Rationale for the activities

I with the students reviewed the CVC words that had "e" in the middle with corresponding pictures. I planned this review activity for students to reinforce learning by repetition. I presented word with pictures to remind students with the meaning of each word to make learning more meaningful and also for visual learners who enjoys learning by watching pictures.

Second activity was decoding ten new CVC words which include "i" in the middle. As in the last intervention, in this intervention I selected 10 target CVC words which include rhyming. I

prepared four sets of words which have same ending that is riming so that students can easily decode the words even though I presented 10 words to decode. Since I found out that students are well engaged and well respond to the lesson when I presented 10 target words with the alligator puppet, I used the alligator puppet again to present 10 new words.

Third activity was “Word hunt” game. This activity was planned for all students as well as for kinesthetic learners since from three interventions, I found out all students seemed very well engaged in the activity when the activity include physical movement.

Reflection

I found that drawing individual participation raise affective filter of Y.W as in the first song activity. Individual participation made him unconfident and possibly made him uncomfortable. Krashen (1985) argued that affective learning will occur when the affective filter is weak. When the learner is in such an affective state as highly motivated, self-confident and at ease, the filter will be weak and allow in plenty of input, which means a positive attitude toward learning and the optimum state of language learning are present. On the contrary, the filter will become stronger when the learner is haunted with low motivation, lack of self-confidence and high anxiety. In that case, the learner is not ready for language acquisition or learning. The Affective Filter Hypothesis suggests that an ideal teacher should be capable of providing a classroom atmosphere conducive to motivating, encouraging his students and lessening their anxiety if there’s any. Anxiety, associated with negative feelings, such as upset, tension, frustration, self-doubt and fear, would impede language learning (Larsen-Freeman, 2000). Therefore, I think I need to minimize the amount of anxiety and lower affective filter in Y.W for successful language learning by doing the activity all together rather than drawing individual participation.

2.4.5 Fifth intervention

Rationale for the activities

Since I found out that students were well engaged and well responded to the lesson when I presented 10 target words with the alligator puppet, I planned to use alligator puppet again to present some of the new target words. But I also anticipated that students might lose their interest in alligator puppet since I already presented target words with an alligator puppet twice (in 3th and 4th interventions). So I prepared new material, “letter necklace” for the presenting new target words. This activity also draws individual participation which can engage students’ attention same as in using the alligator puppet. “Bingo” game activity was planned for the students who like to learn by reading and writing. But for this time I only conducted game including reading component by preparing the word card instead of having students to write. And for further activity I am planning to have students write words instead of providing the word cards. Since I found out that drawing individual participation higher affective filter in Y.W, I planned the bingo game as pair activity to minimize the amount of anxiety of Y.W for successful language learning.

Reflection

Regarding the activity of presenting new 10 CVC words, as I anticipated, when students saw the alligator puppet again some students showed the negative reaction to using the alligator puppet by asking me why I brought the alligator puppet again. So I told students that I would use other material for the activity. When I presented “letter necklace” they showed high interest. But when I asked K.M to come to the front for the activity, she hid behind the board and said she didn’t want to participate in the activity even though she also showed high interest in the material. So instead of K.M, I participated in the activity and I had her help me to find the letter I need so she also participated in the activity in this way. But when I asked a help from K.M to find a letter and put the letter for Y.W, she said, “No” and she said she didn’t like putting the letter for boys. But as we got more engaged in the activity, she agreed to help boys too. I think that if I force her to help boys or attend in the activity she wouldn’t even participate any of these. So

overall this activity worked well by drawing students' engagement and also keeping student's involvement at the presentation stage.

In terms of "Bingo game", this game drew students' attention on the word, which addresses the objectives of the lesson well, and I was able to get students' active participation and students were all well involved in to the activity.

2.4.6 Sixth intervention

Rationale for the activities

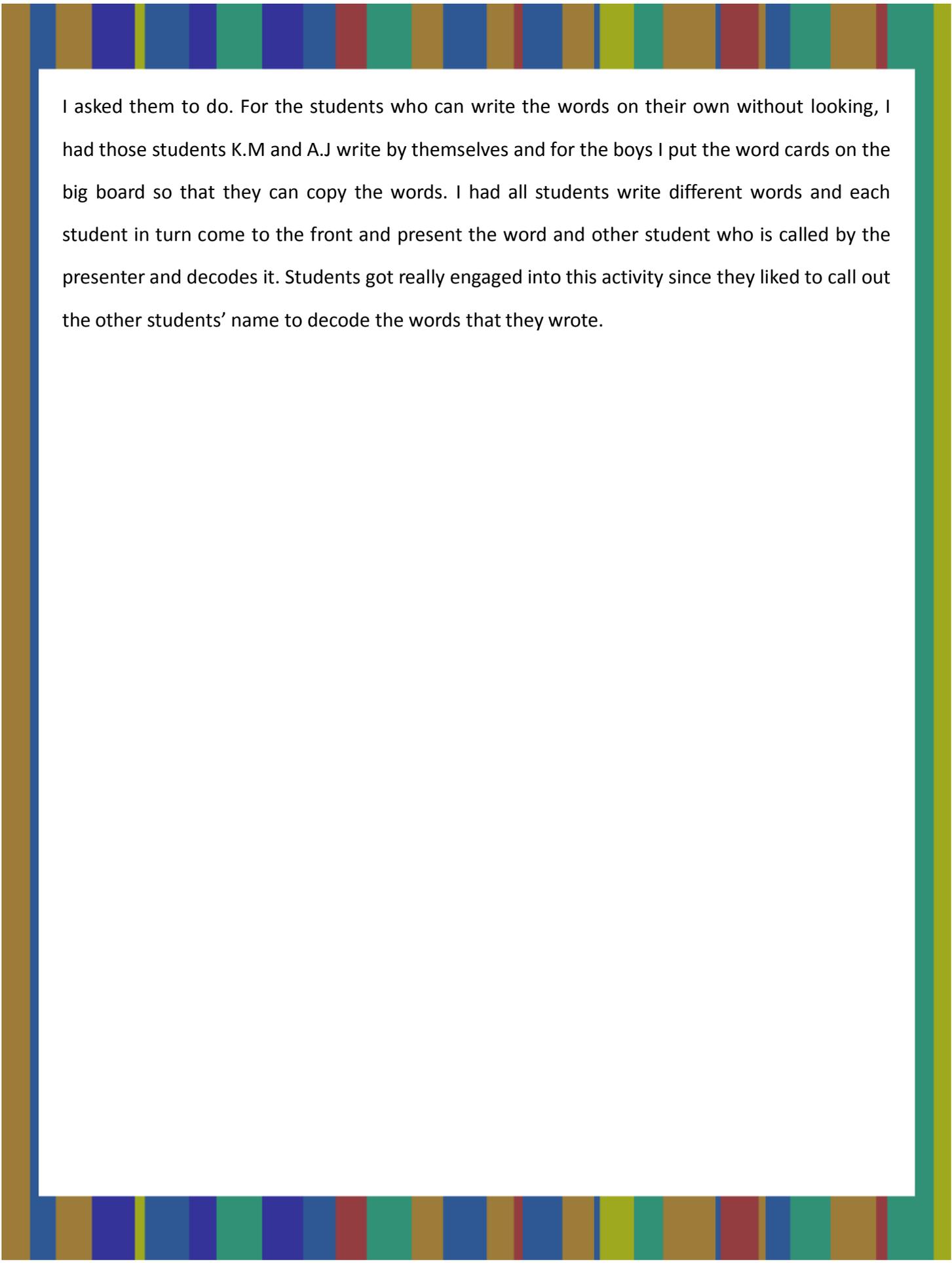
As a warm up, I planned a review activity. I with the students reviewed the CVC words that have "a", "e", "i", "o" in the middle with corresponding pictures. I planned this review activity for students to reinforce learning by repetition. I presented word with pictures to remind students with the meaning of each word to make learning more meaningful and also for visual learners who enjoys learning by watching pictures.

Second activity was decoding ten new CVC words which include "u" in the middle. As in the previous interventions, in this intervention I selected 10 target CVC words which include riming. Since I found out that students were well engaged and well responded to "letter necklace" activity, I planned to use this again to present new target words.

Third activity was "Finding words" in the story and fourth was writing the words on the individual white board. These activities were planned for the students who like to learn by reading and writing.

Reflection

In terms of "finding target words in the story" activity, students first individually tried to find out the target words in the story and then in pair they checked their answers. Students helped each other to find out words. And regarding the "writing the words on the white board" activity, students seemed to like this activity since they told me that they want to write more words than



I asked them to do. For the students who can write the words on their own without looking, I had those students K.M and A.J write by themselves and for the boys I put the word cards on the big board so that they can copy the words. I had all students write different words and each student in turn come to the front and present the word and other student who is called by the presenter and decodes it. Students got really engaged into this activity since they liked to call out the other students' name to decode the words that they wrote.

3. Overall findings and discussion

The research focus was to improve students' CVC decoding skills through phonics-based activities that address students' different learning styles. Through the lessons, I addressed four different learning style in VARK model and the categories in this model are Visual, Aural, read/write and kinesthetic.

I conducted six lessons in the intervention stage. First lesson was on the letter-sound correspondence and second to sixth lessons were on the decoding 10 CVC words which has short vowel "a", "e", "i", "o", "u" in the middle respectively. Overall the intervention was successful in terms of students' improvement on decoding simple CVC words. This was proven by the assessment that I conducted along with my observation in the class. To find out the students' improvement on the decoding skill, I conducted the assessment on the 50 CVC words students have learned after the intervention stage. The result is shown in Figure 1 below.

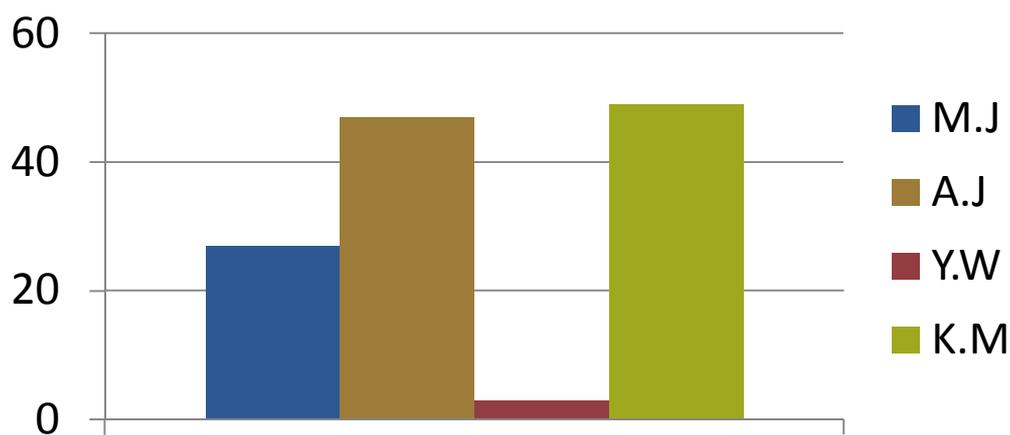


Figure 1. Number of words students decoded on the assessment after intervention stage

I had students one by one decode the word I pointed at. Two girls, K.M and A.J showed good performance on decoding. K.M could decode almost all the words except for only one and A.J also could decode almost all words except for three words. This was big improvement compared to their ability at the beginning. When I conducted the assessment on decoding at the beginning of the intervention, they could decode only the words that they has been exposed to a lot so that they could recognize few easy words by sight, which means that they were lack of decoding skill. In the case of M.J, he could read 27 words out of 50. This was also big improvement in him since at the beginning of the intervention stage he didn't even have firm knowledge of letter sound correspondence. But in the case of Y.W, whose proficiency is lower than these three students showed no gain in the assessment on the decoding. He only read three words "sun", "fox" and "box". He could recognize it by sight since he has been exposed to these words a lot. This means that there was no gain in decoding skill. I attributed this result to Y.W's lack of letter-sound correspondence which forms the basis of the decoding skill. And the reason of the poor performance is partially I think because of the font and size of the words and number of the words on the assessment also possibly made him got confused. For Y.W I did the phonics assessment on the letter-sound correspondence, and he showed also good improvement in this assessment. The result of the phonics assessment is shown in Figure 2.

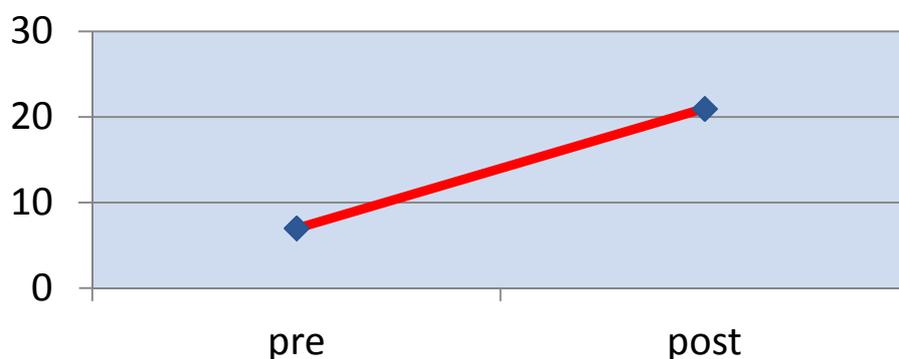


Figure 2. Number of letters' sound Y.W could say as looking at each letter

I think in his case he was actually no knowledge of the letter sound correspondence which made different starting point compared to M.J. Since M.J had some amount of knowledge of letter-sound correspondence, he could process decoding more efficiently than Y.W. Figure 3. showed that Students' performance on decoding was influenced by prior knowledge of letter-sound correspondence they had.

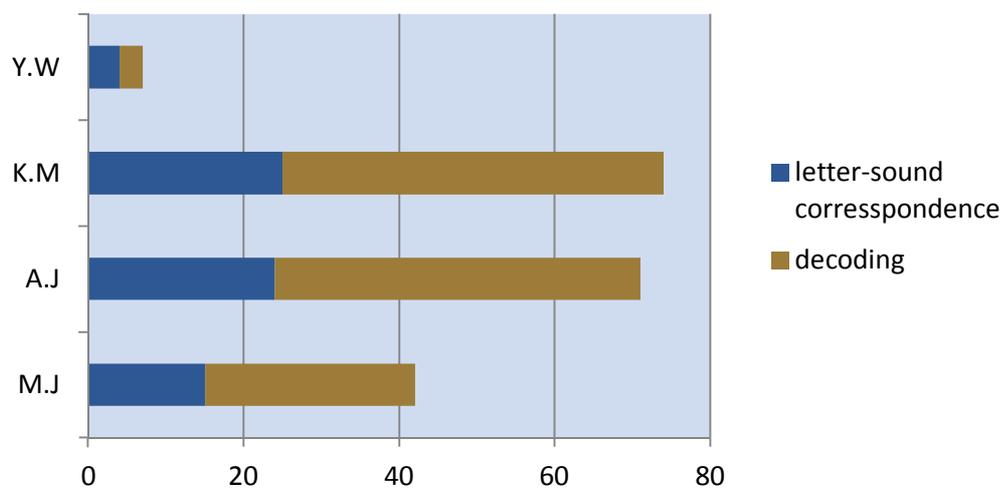


Figure 3. Relationship between letter-sound correspondence and decoding skill

And in the case of Y.W other than the lack of prior knowledge of the letter-sound correspondence one other factor influenced on him negatively in learning to decode. That was anxiety which in turn raise affective filter. As the serial lesson went I think he found out that he was at lower level compared to other three students. And the other three students also found out that Y.W was obviously lower level than them. This fact made him have passive attitude and lose confidence in learning. I sometimes could observe him saying that he doesn't know well so he couldn't do well. I think the small class made this difference in level more obvious for students to notice. I tried to give Y.W more confidence by encouraging him and also make others know that practicing is more important than knowing more, however this effort didn't work well. After the intervention stage, he was grouped with other students of his level and he was actually

more actively engaged in the activities and actively answered to questions with right answers.

Regarding addressing students' learning style and students' engagement through the activities, I think this was fairly successful since I could observe them well involved in the lessons overall. From the research cycle I found out three main points. First, students overall were well engaged in activities which involved physical movements. And second, students showed high interest and involvement in the activity or the material with the novelty. And third, affective filter also had a big influence on engagement in the activity. Regarding the first point, this finding was a bit different from the answer from students on the needs analysis. Even though students answered in the needs analysis that they liked specific type of activity better than the physical activity, during the activity regardless of these answers on the assessment they all got well engaged in the physical activity. Regarding the second point, novelty, I also found out that overall, if the activity was new to students then they got easily involved in the activity even though the activity didn't involve much physical movement or address their learning style. When I presented the letters with the alligator puppet first time students liked the activity and enjoyed a lot and until second time it was successful to keep students engaged but in the third time they saw the alligator puppet, they said that they didn't want to meet alligator again, so I changed the alligator puppet with other material and they got engaged well. From this, I found out that the novelty is the good and important when using the materials and planning activities for little kids. So for the little students the materials should be various to keep students interested in. As for the affective filter, when doing the activity, students sometimes didn't get involved in the activity much because of this emotion factor such as Y.W's anxiety on performance and K.M's shyness and also negative feeling towards boys. These made them sometimes not to be involved in the activity well. With the careful observation of the students, I found out that I need to make an effort to get them engaged in the activities not by forcing them but by encouraging and understanding them.

I wanted to find out the relation between their performance and the activity that they liked. I hypothesized that if they liked the activity then they would gain more improvement in the words decoding because learning would be reinforced by the activity they enjoyed. So I conducted the survey on students' preference in the activity they participated in.

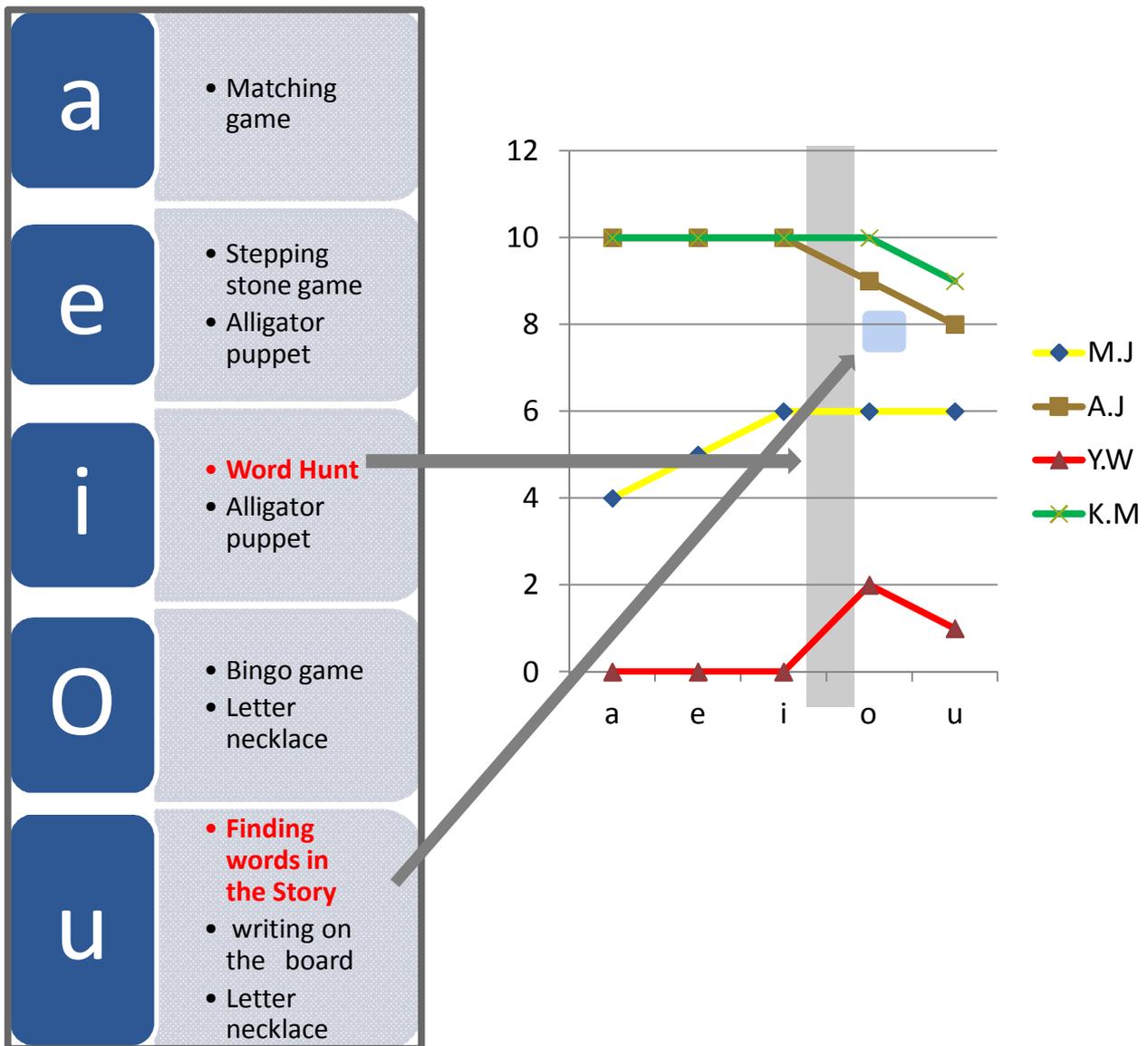
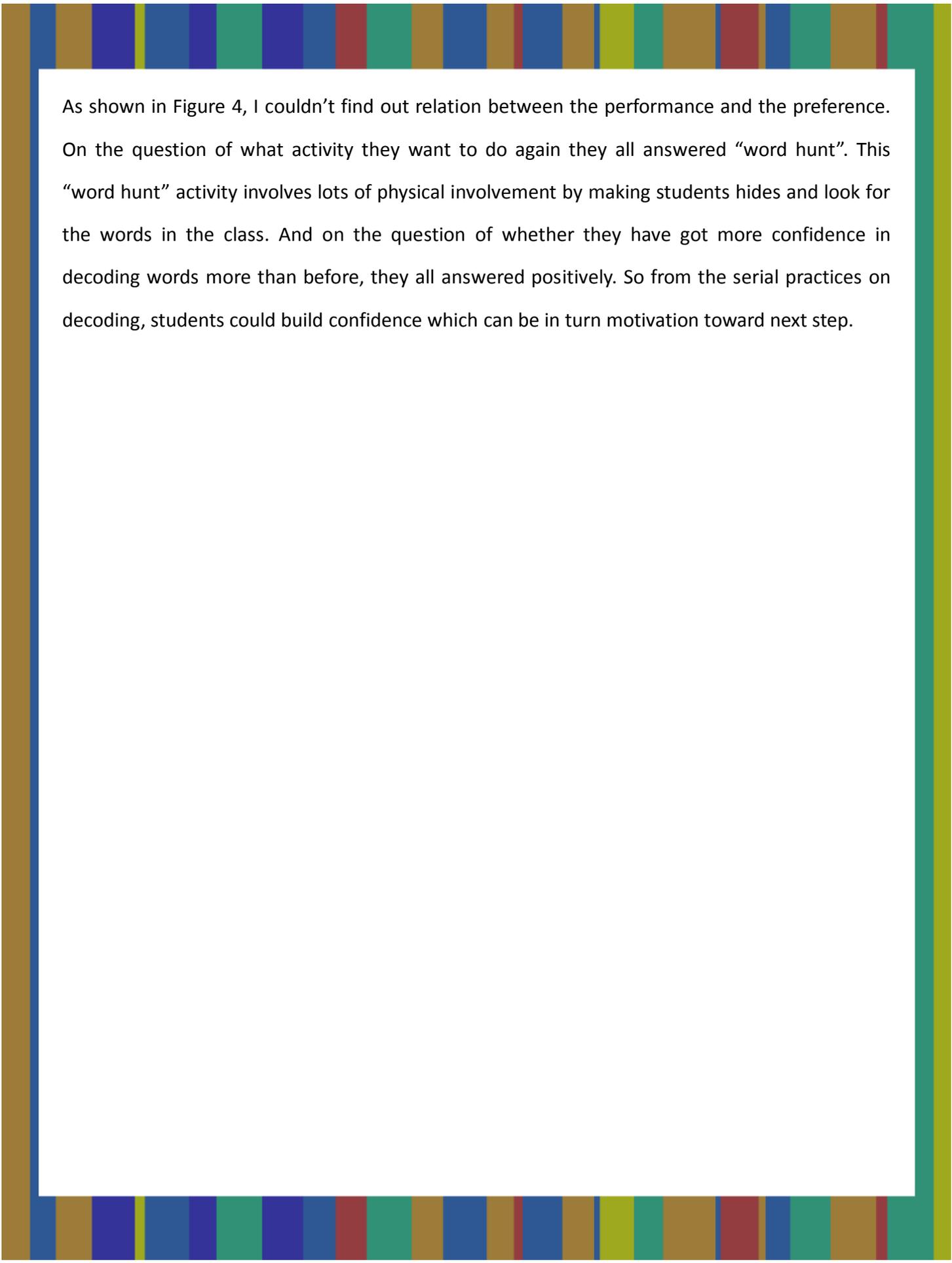


Figure 4. Relation between performance on decoding and preference towards activity



As shown in Figure 4, I couldn't find out relation between the performance and the preference. On the question of what activity they want to do again they all answered "word hunt". This "word hunt" activity involves lots of physical involvement by making students hides and look for the words in the class. And on the question of whether they have got more confidence in decoding words more than before, they all answered positively. So from the serial practices on decoding, students could build confidence which can be in turn motivation toward next step.

4. Conclusion

Overall, the decoding lesson was successful since it led to improvement in all students. But based on the prior knowledge of letter-sound correspondence, gains were different among students. So I concluded that firm knowledge of letter-sound correspondence is prerequisite for learning decoding skill. And also engaging students through variety of activities which addressed students' learning style was successful overall, but there were other factors which influenced on students' involvement besides students' learning style. Those are affective filter, materials and activities with the novelty and physical involvement. With the consideration of these along with the students' learning style, lesson on decoding skills will go more successfully with the young learners.

[Table of Contents](#)

5. References

Adams, M. J. (1990). *Beginning to read: the new phonics in context*. London: Heineman.

Baddeley, Alan (1990). *Human memory: Theory and practice*. East Sussex: Lawrence Erlbaum Associates Ltd. Publishers.

Bowey, J.A., & Hansen, J. (1994). The development of orthographic rimes as units of word recognition. *Journal of Experimental Child Psychology*, 58, 465-488.

Bowey, J.A., & Underwood, N. (1996). Further evidence that orthographic rime usage in nonword reading increases with word-level reading proficiency. *Journal of Experimental Child Psychology*, 63, 526-562.

Chall, J. S. (1967). *Learning to read: The great debate*. New York: McGraw-Hill. Watson, C., & Willows, D. M. (1995). Information-processing patterns in specific reading disability. *Journal of Learning Disabilities*, 28, 216—231.

Clark, M.J M. & Allan Paivio (1991). Dual Coding Theory and Education. *Educational Psychology Review*, 3 (3), 149-210.

Cunningham, P.M. (1995). *Phonics they use: Words for reading and writing* (2nd ed.). New York: HarperCollins.

Fleming, N. D. (2001). *Teaching and learning styles: VARK strategies*. Christchurch, New Zealand: N.D. Fleming.

Johnston, R. (1992). Methods of teaching reading: the debate continues. *Support for Learning*, 7, 92–102.

Kennedy, T. J. (In press, 2006). Making content connections online via the GLOBE Program. In E. Hanson-Smith & S. Rilling (Eds.), *Computers in the Language Classroom: From Theory to Practice*. TESOL Publication

Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.

Larsen-Freeman, D. & Long, M. H. (2000). *An Introduction to Second Language Acquisition Research*. Shanghai: Shanghai Foreign Language Education Press.

[Table of Contents](#)

6. Appendix

CVC words assessment

Name : _____

a	e	i	o	u
hat	hen	mix	box	hug
bat	pen	six	fox	mug
ram	men	hit	mop	rug
jam	ten	sit	cop	run
fan	jet	hip	top	bun
man	net	lip	dog	sun
cap	vet	bin	log	cut
map	wed	pin	fog	nut
bag	red	pig	hot	rub
tag	bed	big	dot	tub

Total : _____ /50

Appendix A
CVC words assessment

Appendix B
Survey after interventions

Survey

Name : _____

1. Which activity did you like? (어떤 활동이 재미있었나요?)

- Number from 1 to 8 in the yellow circle based on your preference. (좋아하는 순서대로 노란 동그라미 안에 1부터 8까지 번호를 쓰세요.)

- Circle the face that best describes how much you like. (얼마나 그 활동이 좋았는지 표현하는 얼굴에 동그라미 하세요.)

① Word Hunt (단어 숨기고 찾기 활동) _____ ●

② Stepping stone (징검다리 건너는 활동) _____ ●

③ Singing (노래 부르는 활동) _____ ●

④ Alligator puppet (악어 인형으로 단어 배우는 활동) _____ ●

⑤ Letter necklace (목걸이로 단어 배우는 활동) _____ ●

⑥ Finding words in the story (동화에서 단어 찾아서 동그라미 하는 활동) _____ ●

⑦ Bingo (빙고) _____ ●

⑧ Writing on the board (단어 쓰기 활동) _____ ●

2. Which activity did you like the most? (가장 재미있었던 활동은 무엇 인가요?) _____

3. Which activity did you not like most? (가장 재미없었던 활동은 무엇 인가요?) _____

4. Which activity do you want to do again? (다시 해보고 싶은 활동은 무엇 인가요?) _____

5. Do you have more confidence than before in decoding words? (예전보다 단어 읽기에 더 자신감이 생겼나요?) _____

Epilogue

Through TESOL M.A. course in sookmyung, I have grown a lot professionally as a teacher. This course was challenging for me, however with the persistence and consistency I completed this course so I could learn valuable theories and knowledge from professors who were dedicated to the course. I really appreciate professors who lead me to become a better teacher and I also want to compliment myself for consistent effort that I put into this course. I will try to apply various approaches, methods, and techniques that I learned through the course into the practices to continuously make improvement .

[Table of Contents](#)