

Blooming
a Flower of TESOL

Graduate School of TESOL
Spring 2014
Dongwon Park

*IF YOU FEEL LOST, DISAPPOINTED, HESITANT, OR WEAK, RETURN TO YOURSELF, TO WHO YOU ARE,
HERE AND NOW AND WHEN YOU GET THERE, YOU WILL DISCOVER YOURSELF,
LIKE A LOTUS FLOWER IN FULL BLOOM, EVEN IN A MUDDY POND, BEAUTIFUL AND STRONG.*

MASARU EMOTO

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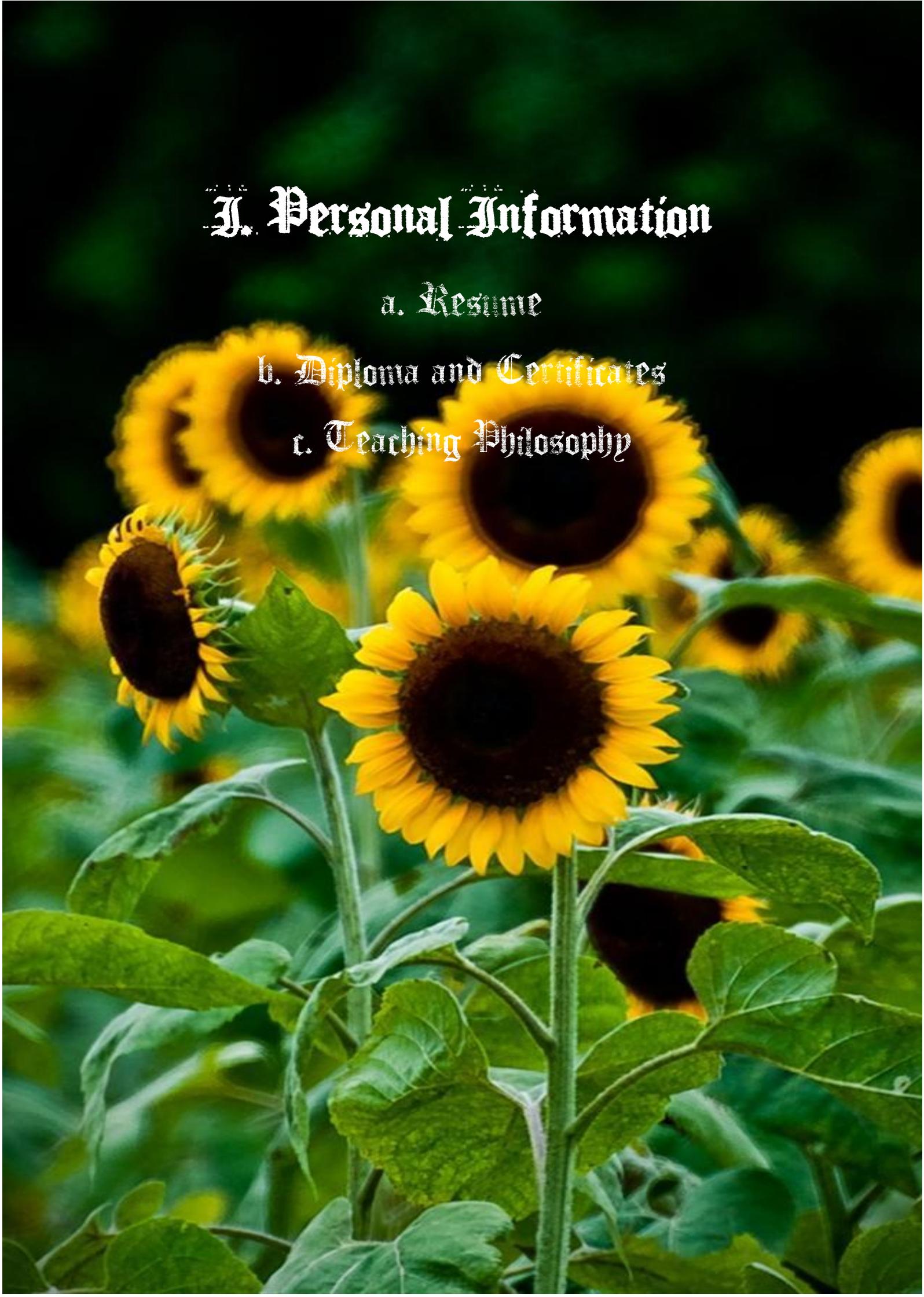
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EPILOGUE

Introduction

After spending almost 7 years teaching English to adults, I felt like my teaching was not going anymore; I sometimes felt weak, helpless, or even lost. I had to make a very difficult decision regarding whether I would stay in the field or find something else. I quit the job that I enjoyed a lot to find what I really want and traveled for about two months. While traveling, I talked to my family and friends, met various types of people, and experienced things that I had never done. When I came back, I recalled what I had experienced in my trip and found that I still wanted to be in the teaching field. However, I did not want to be where I used to be. I needed something to challenge myself and move forward, so I decided to get a degree on TESOL. I felt the necessity of study to step up and bloom my own flower in this field. While studying at MA TESOL, I have had a chance to work as a teacher as well as a teacher trainer training new teachers and evaluating all the teachers on a monthly basis. This experience now shows me where I want to go from where I am. When I had an interview for this degree program, the interviewer asked me what I want to do after I graduate. I remember I answered that I want to be a professional training and educating English teachers. When I said that, I was not sure what I was saying, but now I can clearly say that I do want to be someone who helps other teachers to be better ones. The courses I have taken during my master's program has given me the ideas and experiences what kind of skills, attitudes, knowledge, and attributes a good, effective should have, and it has helped me what I can or should do when I educate teachers. This portfolio will present what I have developed and accomplished and prove how much I am ready to be a teacher educator.

A field of sunflowers with green leaves and yellow petals. The text is overlaid on the image in a white, gothic-style font. The background is a soft-focus field of sunflowers.

I. Personal Information

a. Resume

b. Diploma and Certificates

c. Teaching Philosophy

Resume

E-MAIL LDSFA1@GMAIL.COM

DONGWON PARK

EDUCATION

Sep 2012 – Aug 2014 (Expected Graduation) **Sookmyung Graduate School of TESOL** Seoul, Korea
A master's degree in TESOL

Aug 2009 – Dec 2009 **Sookmyung Graduate School of TESOL** Seoul, Korea
Graduate Certificate in TESOL

- Studied theories and practiced applications for listening, reading, speaking, and writing using teaching methods and techniques
- Obtained skills of making lesson plans which will help students develop communicative language skills
- Gained knowledge of the second language acquisition theories compared to the first language acquisition
- Experienced how to apply SLA theories into language teaching methods through oral tests, presentations, essays, and student teaching project
- Learned the relationship between language and culture and how to build communicative competence through understanding that relationship
- Practiced and produced academic skills of writing

Jan 2001 – Apr 2002 / Apr 2004 – Jun 2006 **Brigham Young University-Hawaii** HI, USA
Bachelor of Science in Information Systems

- Gained practical knowledge on programming, networking, and database management along with basic economics, accounting, business law, and business leadership management courses
- Maintained GPA of 3.59 out of 4.0 and obtained Honor of Cum Laude
- Completed EIL (English as an International Language) required for all international students and have minor in EIL
- Produced excellent compositions in all required English classes and GE classes

WORK EXPERIENCE

Oct 2012 – Present **Union & EC Language Cube Pangyo Branch** Sunnam, Korea
English Teacher and Teacher Trainer

- Work as a bilingual teacher of Language Cube in Pangyo Branch
- Mainly teach 1 on 1 regular tutorial classes
- Work as a head trainer in the R&T department training new teachers regarding the specialized Language Cube teaching procedures and systems
- Conduct video evaluation sessions in monthly basis to observe how teachers do in class and give feedback
- Retrain teachers based on the video evaluation, feedback, and comments from branch managers and students when requested

Feb 2008 – Jun 2009 / Sep 2010 – Feb 2012 **Pagoda Direct English Samsung / Gangnam Branches** Seoul, Korea
English Teacher

- Worked as a bilingual teacher of Direct English in Samsung and Gangnam branches
- Mainly taught 1 on 1 regular tutorial classes 8 hours a day
- Also specialized in job interview courses and OPIC test prep courses

- Taught two month course group writing lessons with maximum of 10 novice and intermediate level students and other group conversation classes
- Managed about 50 students and their personal studies by giving and checking their homework, monitoring and reporting their progress daily and monthly
- Maintained perfect scores in monthly student-teacher evaluations

Feb 2010 – Aug 2010

Jungchul Jongro Branch

Seoul, Korea

English Teacher

- Taught CNN and Screen intensive listening course with average of 25 students each class
- Watched short video clips of movies or dramas three times a week in class, studied vocabulary of the day, listened and repeated lines together to help students gain listening skills as well as learn useful words, expressions, and idioms
- Watched up-to-date news clips two days a week mainly from CNN and BBC related to world economy, social issues, health, technology, etc and helped students get used to listening to news in English by repeating scripts together
- Prepared my own class materials everyday by recording and editing video clips and writing scripts and vocabulary study guides

July 2007 – January 2008

English Channel Gangnam Branch

Seoul, Korea

English Teacher

- Taught regular 1:1 courses as a full-time bilingual teacher
- Worked together in pairs with one native teacher. Gave feedback each other about students and discussed their studies, homework, and progress to find appropriate ways to help them
- Managed students as a homeroom teacher to check attendance, homework, progress test, etc
- Filled out daily, weekly, and monthly student files to report to the branch manager

INTERESTS AND ACTIVITIES

Sep 2004 – Jun 2006

Brigham Young University-Hawaii

HI, USA

BYUH Concert Choir

- Learned how to develop my talents by performing in many different concerts and events
- Performed regular concerts every semester in school and joint performances with various other choirs
- Had a concert of Handel's Messiah in December 2004 at BYUH Auditorium and many other concerts
- Participated in BYUH Concert Choir NYC Tour from May 31-June 6, 2006 and had a concert of Mozart Requiem at Carnegie Hall, NY
- Participated in talent donation and other volunteer services for school and the community

Diploma and Certificates

Brigham Young University Hawaii

Brigham Young University Hawaii, on recommendation of the University Faculty and on authorization of the President and Board of Trustees, has conferred on

Dongwon Park

the degree of

Bachelor of Science

Cum Laude

with all the Rights, Privileges and Honors thereunto appertaining.

Dated the twenty-fourth day of June, in the year of our Lord

Two thousand six and of the University the fifty-first.

[Signature]
President of the Board of Trustees



[Signature]
President, Brigham Young University Hawaii



제 5043호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Dongwon Park

박동원

국제영어교사자격증

Certificate of TESOL

위 사람은 국제영어교사 교육과정의 기준에 의거한 숙명여자대학교와 미국 메릴랜드대학교 (UMBC)의 공동협력 과정인 SMU- TESOL 프로그램을 성공적으로 이수하였으므로 TESOL 영어교사 자격증을 수여합니다.

This is to certify that the above-mentioned person has successfully completed the TESOL Program offered by SMU in cooperation with the University of Maryland, Baltimore County, U.S.A. and is duly awarded the Certificate of Teaching English to Speakers of Other Languages.

교육기간: 2009. 7. 30 ~ 2009. 12. 17

Duration of the Training : July 30, 2009 ~ December 17, 2009

전공교육과정: TESOL

Specialization : TESOL

2009년 12월 17일

December 17, 2009

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선 혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한 영 실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

NO. 14-R1-007

MATE
MATERIALS ASSOCIATED TRAINING EDUCATION CENTER

CERTIFICATE OF COMPLETION

This is to certify that

Dongwon Park

*has completed a MATE 16 hour Rater Training Workshop at
Sookmyung Women's University*

Completion Date
9th February 2014

Chung Shun-ah

Dean of General Education Institute



Teaching Philosophy

During the last seven years, I have met a lot of students who have struggled with learning English and improving their language communication skills. I have taught only university students and adults in private institutes, and they have come to class not just to perform well or get higher scores in English tests but rather to improve their English communication skills. Whenever I hear their biggest obstacles in L2 learning, there have been some common issues among my students. First, they have this general stereotype of learning English being boring and a headache. Second, they simply think they need to study grammar in detail to improve their over English proficiency level. Third, even though they often say they come to private institutes to spend extra money and time to study English, they simply do not open their mouth or feel very awkward to do so. Personally, I have thought about these issues and tried to help my students to become more motivated and understand what the real meaning of learning English is. As a teacher, my ultimate goal of teaching English is to remind or show students that they learn English to use it with authentic contexts and tasks and motivate students by understanding each of them and which of their affordances would be helpful.

Through the graduate school courses I have taken, I have been able to learn various types of teaching methods and their effects, and I have two theories that I would personally like to use in my own classes, Ecological linguistics and TBLT (Ellis, 2003; Nunan, 2004). Knowing our students' learning environments and affordances and providing the environment where students can be motivated and encouraged will make my teaching more effective and efficient. Another way to help students get motivated and encouraged is to give tasks in authentic situations that they can communicate in the target language. I believe that these two teaching methods will be helpful for adult students in Korea to get rid of fears stereotypes of English learning.

In order to help students understand that they learn English to use it, first as a teacher it is important to know who they are and what kind of linguistic affordances they have to make them more active and engaged in L2 learning. According to Van Lier (2000), language has to be understood as relations of thought, action, or power rather than as objects like words, sentences, or rules. It is saying that meaning is conveyed or made through not only language itself but also a speaker and listener's actions, gestures, and so on. Van Lier also compared language learning as living in the jungle. Instead of owning the language, they have to live in it. The learning environment, especially the second language learning environment, is something learners cannot simply own, but that environment can provide chances to participate in activities and interact with the language and others which will eventually make them learn and live in it.

By understanding students' language learning environment and affordances that they currently have, it is possible to know what I can do more to help them learn effectively. It means knowing their motivation of learning English or taking a class will give me ideas to make lessons more interesting and encouraging. The more I know about them, the better I can teach and become effective. In order to get students' background and English learning environments, it is necessary to conduct a detailed needs analysis and in-class observation. By knowing what kind of language learning and using environments each student has, I will be able to find out what is needed for each of them. Along with a detailed background survey, in-class observation will be required to see how much they are willing to participate in learning L2.

I also try to provide tasks using the target language in class so that they can learn the use of authentic language. One of the comments I often give to my students is they need to understand the true reason of learning English. In most cases, adult students try to learn English because they need it in their own lives; English is not learned for getting good scores anymore. They need it for their career and personal lives, so I often remind them that they learn English to actually use and communicate with others. Therefore, I would like to try task-based language teaching to my own classes (Ellis, 2003; Nunan, 2004). I have tried some lessons with different tasks for students to experience authentic situations and practice the target language. However, these classes were just the supplements or extra lessons to my main classes. Of course in the Korean language teaching environment, it is often not easy to try this due to time limit, lack of out-of-class exposure, and so on. However, I strongly believe that this method will be more motivating and encouraging for those students who have lost interests in learning English but still need to do.

The L2 teaching environment in Korea has changed, but there are still a lot more to try to improve ourselves as teachers. Therefore, I propose an action research including a detailed background survey and in-class student observation which will give me ideas to fully understand them. By understanding what each student has had and done to learn L2 and why motivates them and how much they are motivated to learn English now, I will be able to find better and more effective ways to teach them.



III. Achievement

a. Journal Contribution

b. Curricula and Materials Development

Journal Contribution

Fall 2013 Issues in EFL Vol. 9 No. 2

Issues in EFL

Ecological Linguistics in CALL and Language Learning

Dongwon Park

This research investigates how various environmental factors affect learners' second language acquisition. Based on van Lier's (2010) ecological perspective, ecological linguistics' main idea is to study and consider the relationships of elements in the surrounding environment and the interactions among them. In this paper six different studies are reviewed that show various types of affordances and how they effectively motivate second language learners. The following literature is reviewed according to these three research questions: 1) What aspects of the theory were focused upon in the study; 2) How were these aspects evident in task design and data analysis; and 3) How do the results impact classroom practice? Kim & Kim (2013) showed how the same environment can be perceived differently according to each participant's affordances constructed with different background, personality, interest, and goals. Ryu (2013) researched the possibility of language learning during and after online game play. Berglund (2009) researched the influence of tools and task design in language learning. Rama, Black, van Es, and Warschauer (2012) investigated how each person with different gaming and language abilities responded to affordances. Thorne, Fischer, & Lu (2012) studied linguistic complexity using quests and the external websites of an online game. Lastly, Wong and Looi (2010) presented authentic and social mobile learning activities to promote learners' active participation in learning. The studies are compared and discussed to see what can be done and how we can effectively use the idea of ecological linguistics in our own classes.

1. Introduction

One of the biggest issues of Computer Assisted Language Learning (CALL) is how we can use computer technology to make second language (L2) learners more actively involved in communication. Since the purpose of learning language is to make meaning and communicate with others who have different mother tongues, computer technology has the potential to provide different environments of language learning unlike the traditional classroom setting. With the development of information technology from the late 20th century, views of L2 learning started to change as tools of communication and ways of teaching and learning it have changed as well. Regarding L2 teaching and learning, one of the biggest advantages of this particular technology is that it has enabled people to communicate easily with others at a distance regardless of time, and learners have a virtual environment in which to learn the L2 outside of the classroom. Linguists have reaffirmed that interaction is one of the most important and influential points in the process of language learning, and they have observed and proved this through a lot of research and numerous studies.

In the Internet-Based Language Teaching course two semesters ago, one of the topics was the idea of social interaction playing an important role in effective L2 teaching and how it can be actually implemented in and outside of the classroom. Last semester, the focus was how CALL can be integrated with sociocultural theory, ecological linguistics, task-based language learning, and others. Coming up with some ideas to make learners interact with each other during activities with computers other than giving comments or replying to someone else's postings has been quite challenging. However, especially after reading the ecological linguistics related articles and studies this semester, I have developed a better understanding of the computer assisted environment and other elements that could also make interaction possible. In particular, if we use and consider more

elements, task designs can be more effective, and therefore language learning will be more efficient. Therefore, this paper will focus on the theory of ecological linguistics.

The main idea of ecological linguistics is to study and consider the relationships of elements in the surrounding environment and the interaction among them (van Lier, 2010). That is, the interaction in L2 learning is not only between learners; it can be even more than that. According to van Lier (2000), learners are in an environment full of potential meanings, and the environment provides them with opportunities for meaningful action. It is a place where “the active learner engages in meaning-making activities together with others” (p. 252). This meaningful interaction in SLA can motivate learners to perform further actions and eventually allow learning. In this paper, six different studies are introduced showing various types of environments and how they are perceived by different learners.

First, this paper will briefly introduce the theory of ecological linguistics. Second, six studies related to the theory will be reviewed according to the following research questions: 1) what aspects of the theory were focused upon in the study; 2) how were these aspects evident in task design and data analysis; and, 3) how do the results impact classroom practice? Lastly, it will discuss how the six studies relate to the theory and research questions and what more can be done using this information.

2. Ecological Linguistics and SLA

The idea of an ecological perspective on language learning is quite different from the traditional perspective. Traditional language learning was “a one-way direction of information, innovation or improvement” (van Lier, 2003, p. 62). Teachers provided rules, learners took notes and memorized, rule-based written tests were given, and students never had any chances to have real conversations where they could use what they had learned. Ecological linguistics, however, is all about relationships between the various elements of a classroom, or “the totality of relationships of an organism with all other organisms with which it comes into contact” (van Lier, 2004a, p. 3). That is, interaction in language learning is not only with teachers or other learners, but it is also with the environment around them. Van Lier’s (2004b) study also found the following:

An ecological perspective is at its core a world view, a way of being and acting in the world that has an impact on how we conduct our lives, how we relate to others and to the environment, and of course also, how we conceive of teaching and learning. (p. 86)

The influence of the relationship with the environment can vary depending on the environment itself and learners and their background. That is, interaction is not always positive; it can be negative as well. However as a teacher, designing appropriate tasks is one of the most important responsibilities in making interaction more productive, and by understanding the environment surrounding an organism, which is here an L2 learner, effective task design is possible.

When discussing the relationship between a learner and their environment, the first thing we need to understand is affordances. Gibson (1979) claimed that “affordances refer to reciprocal relationships between an organism and particular features of its environment” (as cited in Darhower, 2008, p. 49). An ecological perspective on language learning explains how an organism and the environment work together to make learners interact, and affordances are what an organism can do or use within the environment in order to make interaction and communication possible (ibid.). Using the various affordances available in their environment, learners can construct meaning. Van Lier (2004b) gave different types of affordances as in the following:

The direct affordances refer to such things as prosodic features (rhythm, voice quality, intonation, stress, etc.); gestures, facial expressions, posture, eye gaze, etc.; turn-taking signals, hesitations, repetitions, etc.; all of these in a variety of synchronized combinations.

Indirect affordances are of a social and cognitive nature: remembered practices, familiarity with cultural artifacts, conversational and situational logic, etc. (p. 90)

In SLA, the organism is usually the L2 learner, and the feature can be anything in the environment. Ziglari (2008) claimed that the teacher should understand L2 learners’ needs and choose appropriate materials so that they can perceive some aspects of these materials that can fit into their knowledge

and interact with the environment. Not all affordances are meaningful and good for L2 learning, but depending on how an individual learner perceives these affordances, language learning can occur. The environment given during L2 learning provides different opportunities for learning, and, with rich affordances from the environment, it will be possible “to structure the learner’s activities and participation so that access is available and engagement encouraged” (van Lier, 2000, p. 253).

3. Literature Review

3.1 Kim & Kim (2013)

A study by Kim and Kim (2013) showed that a single environment can be perceived differently according to each participant’s affordances, constructed with different backgrounds, personalities, interests, and goals. They recruited two pairs of university students, who were all taking the same English requirement course. The two courses were both general education requirements that had the same task-based curriculum designed to improve English speaking and listening skills. In this particular study, the focus was how learners use different affordances even though they are in the same environment, and in order to analyze how participants perceived affordances, they were asked to write two narratives about their life history and their English learning history prior to the start of the study. Through several interview sessions, further questions were asked in relation to participants’ narratives, and researchers observed how and if participants perceived class activities differently.

Concerning affordances, Kim and Kim (2013) stated that “the same environment and purpose could be interpreted differently to the individual learners, thereby leading to different activities” (p. 149). For example, even though these affordances were not intentionally designed to be in classroom activities, two of the participants were more actively involved in class activities compared to the other two who were much more negative. Even though the reason for active participation was not the same, they both constructed meaningful affordances. This was possible because they both had personal goals and specific reasons to take these courses, rather than just as a graduation requirement. On the other hand, there was no personal goal for the other two participants, so they showed less active participation and a negative attitude. Kim (2010) claimed that “L2 learning goals are of direct relation to the construction of affordance” (as cited in Kim & Kim, 2013, p. 149). Each participant had a different background, personality, interests, and goals, so this was why they constructed different affordances and showed different participation and attitudes toward the curriculum, activities, and teachers.

In regard to this paper’s third research question, the study showed that providing a meaningful environment and accepting and respecting personal differences need to be considered for classroom practice, as this will promote learners’ agency, participation, and make classroom practice more efficient. Clearly, it is not easy to make the environment meaningful for each student in one class, but Kim and Kim (2013) suggest that “giving choices ... [which] would be more beneficial to FL learners, in assisting them to transform their environment into affordances” (p. 151). How teachers design tasks to give choices needs to be considered more, but at least transforming the environment into their own, meaningful affordances can encourage learners to willingly participate more, and result in effective classroom practice.

3.2 Ryu (2013)

Ryu’s (2013) study indicates that language learning is clearly possible while playing games as well as after game play in an online game community. The game used in the study was called Civilization (Civ), and the study was also conducted at one of the unofficial fan-based websites, Civfanatics.com (CFC). Six non-native English-speaking participants were recruited using certain criteria related to interest and engagement in language, language background, current level, and game participation. Researchers observed participants’ asynchronous computer-mediated communications (ACMCs) throughout the research period to find how they interacted. E-mail interviews were held as well to see their participation in language learning beyond-game culture,

and to investigate language learning during game play and the relationship between English learning during game play and beyond-game culture.

Ryu (2013) focused on the aspect of balance and relationship of the two different environments (game play and beyond-game culture) to see how game users are able to utilize different types of affordances when learning the L2. Instead of only focusing on what participants can learn during game play, the study also did deep research on what language learning related activities can be done after playing the game. While playing the game in English, there were some repeated game and history related words and phrases which acted as linguistic affordances for participants to learn. Ryu (2013) also claimed that “[f]rom ecological perspectives, game play could serve as a trigger to encourage game players to participate in the activity of language learning through and beyond game culture” (p.293). That is, other affordances from what they experienced during game play led participants to CFC to interact with other players and discuss things related to the game and skills in English. English learning was not the main purpose of playing the game, but the environment and affordances allowed participants to learn English through interaction and activities with other players. In the case of game play, there was not a lot of direct interaction with other players, but rather, learners paid attention to repeated words or phrases just because they wanted to win the game. On the other hand, after game play, learners had chances to actually interact with other players, and especially intermediate and advanced learners were able to develop the target language. Lantolf and Thorne (2006) stated that when players discussed, debated, or collaborated with other players to win a game, learners could develop language from this participation (as cited in Ryu, 2013). According to interviews with two participants, neither was aware of their language learning until after they analyzed their own practices. Because the affordances fully encouraged them to actively participate, it caused language learning. Two different, but interrelated, environment scans work together to promote learner participation and interaction.

Since language learning during game play is somewhat limited, extended practices should be designed to complement this limitation by providing chances to expand what learners learn during the game. If learners are not satisfied with what they have learned during game play, beyond-game culture can give them other chances to expand their learning. In return, “[t]he expanded experience in beyond-game culture also influenced English learning while playing games” (Ryu, 2013, p. 297). If possible, there should be many types of after-game sessions designed in ways that learners desire. For example, it may be better to give learners various options for after-game sessions, and since they can choose what they want, learner participation will be higher, which will eventually cause more language learning. One of the most important features of this study was that the environment and affordances were provided based on what learners were interested in. This naturally led them to voluntary active participation and interaction. If this is considered in classroom practice and task design, it will attract learners’ willing participation.

3.3 Berglund (2009)

Berglund’s (2009) study emphasized the influence of tools and task design in language learning using a multimodal desktop video conferencing environment. It used a video conference tool called Flash Meeting to analyze learner participation and feedback strategies from an ecological perspective. It did not contain information on participants and how they were recruited other than that they were five Swedish students who were non-native English speakers. Discussion questions related to cultural studies were provided before each session which required participants to search for information online. Flash Meeting has both voice and text interaction. It allows participants to broadcast through voice interaction one at a time, and they line up until the current broadcasting finishes to say their comments. However, text chatting is always available. To show interaction other than voice and text, emoticons and a Vote function were made available, and researchers used thumbnail images of participants smiling as another way of showing interaction. These functions are important because they were later used to analyze participants’ interaction and feedback strategies. There was no teacher involvement in sessions, but sessions were recorded and

transcribed. Most data collection and analysis in the study was done with sessions 1 and 5.

This study focused on affordances promoting participation and feedback, causing interaction, and enabling language learning. The functions of Flash Meeting provided different types of real-time feedback, and this resulted in participation, which then enabled language learning (Berglund, 2009). However, the results showed that this tool's real-time feedback functions were limited due to difficulties experienced with waiting turns, not having motivation to give feedback, or not knowing whether other participants were paying attention or not. Participation rates also showed different patterns because "the patterns found in the student interaction analyzed here relate ... also to previous experiences and personal speaking styles" (Berglund, 2009, p. 202). Nevertheless, language learning is still possible in this environment because "it is possible to foster an affirmative social climate" (Berglund, 2009, p. 204). This was why the study linked interaction, even with limited affordances and environment, to language learning.

In order to design tasks or activities like this, teacher involvement should be reconsidered. One thing that was missing in the study was that there was no teacher involvement during sessions because the study wanted to provide fully student-centered discussions, and it seemed there were difficulties, especially with conversational feedback. Mostly, participants experienced these difficulties due to technical problems with the tool functions. However, another more important reason for the difficulties was that there were no rules to follow or people in control. If these kinds of problems occur continuously, affordances that had good relationships between learners and the environment can become less effective. Therefore, instead of leaving it all up to participants, there should be basic rules given or at least a little bit of teacher involvement to get over difficulties. As a suggestion, it is better to let teachers login to the session, remind them of basic rules to follow, and remain invisible during the session. However, if participants experience technical difficulties or are confused, teachers can interrupt and straighten things up so that the discussion can continue to flow smoothly. It might also be helpful to give some assignments which reflect individual learners' own participation and feedback they provided while chatting to and commenting on each other. Using recorded video conferences or chatting transcripts, learners can notice what they have done during the session and reflect on what they can do next time with some suggestions or comments from other participants.

3.4 Rama, Black, van Es, & Warschauer (2012)

Rama, Black, van Es, and Warschauer (2012) focused on the key affordances in an online gaming environment and how these affordances can promote L2 learning and socialization. Over a seven-week period six L2 learners of Spanish were asked to play World of Warcraft (WoW) in Spanish. Though there were no particular tasks for participants to do, they were asked to post their text chat logs and write journal entries after playing the games and have interviews with the researchers. Among these six participants, this study mainly focused on two students who were specially chosen because their language and game playing skills were contrastive; one was a novice Spanish learner but an expert game player, and the other was an advanced Spanish learner but a novice gamer. They wanted to see how people with different gaming and language abilities might respond to the affordances.

Rama et al. (2012) mainly focused on the influence of affordances in ecological linguistics: particularly forming safe language learning spaces, emphasizing communicative competence in the environment, and promoting collaborative action. The participants were required to join a guild, which is a smaller group of players who can share and learn game mechanics through private chat channels. Rama et al. described a guild as "an engaging, low anxiety setting ... to explore the Spanish language version of the game" and claimed that they can "afford opportunities for learners of varying levels to collaboratively use language to accomplish tasks and teach and learn from each other in a safe environment" (p. 330). In regards to communicative competence, especially with one novice Spanish participant, it was clearly shown that communicative competence had developed after playing the game and participating in a guild in Spanish. At the very beginning, the participant made short utterances like greetings and expressions of appreciation for interaction. However, in

this unique environment, communication was essential to build relationships with other guild members, and made the participant engage more and develop communicative competence after a certain period.

Since there were no particular tasks designed and provided for the participants in the study, teachers have to consider what kind of tasks should be given before implementing this game with a real language class. Rama et al. (2012) suggested that participation in the online game environment, especially with a guild, enables learners to engage and interact more in the target language and give them confidence and perceived competence. However, since most chatting happens during game play, there might be some limitations such as interrupted chatting and using non-standard language with many errors. Therefore, it may be better to design in-class tasks as a follow-up, for instance, using text chat logs and sharing their experiences. As a peer or small group activity, learners can analyze their chat logs and share their experiences of using the target language; it is a kind of in-class guild, only sharing their language learning experience instead of game mechanics. This way, learners will be able to perceive what more needs to be done next time and become more motivated as well.

3.5 Thorne, Fischer, & Lu (2012)

Thorne, Fischer, and Lu's (2012) study also used World of Warcraft (WoW), but focused on linguistic complexity using external websites. The study looked at the way participants complete quests and how they use external websites. There were a total of 64 Dutch and American participants who were all playing the game in English, and most Dutch participants were advanced English speakers. Thorne et al. introduced three external websites related to WoW where most game players get information about the game, its quests, strategy, items, lore, background and history. The goal of this research was to "accurately and objectively assess the complexity of texts that gamers most frequently engage with" (p. 287). That is, by looking at the language used in external websites before, after, and during the game play, the researchers wanted to find out what kind of language the game players can engage with.

Thorne et al. (2012) used quest texts and external websites as affordances of ecological linguistics even though they did not clearly mention it in the study. WoW gives the players quests, which are like tasks to complete during the game play, and most gamers use external websites to learn and share information about quests. The sentence types of text quests vary, and the results showed that among these types the simplest and most complex sentences were most frequent. This implies that WoW presents an environment where not only simple but also highly complex input is provided. The researchers proposed that "external websites function as keystone species within WoW's broader semiotic ecology" (Thorne et al., 2012, p. 296). That is, these external websites can be ecological affordances, and they may provide highly complex input to game players.

However, this particular study did not present anything in regards to language learning with complexity of quest texts. The only thing they mentioned was input through the websites and quest texts. The question is what does it have to do with language learning? How did this input actually work to improve the Dutch participants' English development? What can the teachers do with text quests for L2 learning? It is even hard to think about how quest texts and their complexity can be used when designing language learning tasks and practices. It is clear that external websites provide input opportunities and interaction for L2 English game players, but it is quite tough to think about what quest texts can do for L2 learners other than simply providing input. It may be possible to use them in form-focused tasks, but it is still very difficult to come up with other ideas or tasks to utilize this input. This study showed what kind of input WoW provided as language learning affordances, but there was a lack of explanation about how this input promoted learners' L2 development.

3.6 Wong & Looi (2010)

Wong and Looi (2010) uniquely used mobile devices in their study, focusing on authentic and social mobile learning activities to promote learners' active participation in learning. Wong and Looi (2010) emphasized that they did not use mobile devices to deliver learning content only; they

used the devices after delivering content to give learners opportunities to go out and personally experience real-life usage of the content or make their own creations using it. Wong and Looi conducted two studies: one for learning English prepositions and another for Chinese idioms. Both studies were conducted with classes of Primary students in Singapore, where English is used in public schools. However, learners come from homes with different language backgrounds; mostly Chinese-Singaporean homes and some English speaking homes.

Wong and Looi (2010) tried these two studies with two different age groups: Primary 2 and Primary 5. One study, based on English prepositions, was conducted with the second graders by asking them to take photos as a group illustrating six prepositions already learned in class and make sentences on a worksheet describing the pictures they took. After this activity, learners get together and share their photos and sentences followed by another worksheet activity to complete a story by filling in the gaps with prepositions, and some of their work sheets were chosen to be shared. The other study, which used Chinese idioms, was done with the fifth graders, and this particular study included four activities. Activity 1 was in-class contextual idiom learning, where each idiom was presented and contextual learning activities were conducted. The aim of this activity was noticing, motivating, and preparing learners for subsequent activities. Activity 2 was out-of-class, contextual, independent sentence making. Learners had to take pictures and make sentences containing the idioms to describe the pictures, and post them on a class wiki page. Activity 3 was also out-of-class learning, online-based peer learning. Learners were asked to visit other peers' postings and give comments, feedback, or corrections. The last activity was in-class consolidation; they gathered in class and had small group discussions talking about student-made sentences.

The study provided learners with a surrounding environment and mobile devices as affordances to make them actively participate in meaning-making activities, as Lai, Yang, Chen, Ho, and Chan (2007) suggested (as cited in Wong & Looi, 2010). In order to complete the activities, learners had to take photos of their surroundings, which eventually made them notice the language content. In addition, by requiring them to come up with their own sentences to describe their pictures, learners were encouraged to generate the language forms they learned, which enabled them to use forms properly in authentic situations. Another effective affordance presented here was sharing their photos and sentences with others. The study was specifically designed to have this certain task so that learners had chances to share their work either in class or online, and could help each other to improve and reflect upon their work and what more could be done to use them properly and accurately (Wong & Looi).

Now, the concern is how these studies can be applied when designing classroom practices. Overall, the strong point of these two studies by Wong and Looi (2010) is that they provided participants with opportunities to notice the content they had learned in the authentic environment. Through noticing, understanding of language content can be enhanced. In addition, making sentences collaboratively and sharing them with other students enables communication. However, there may be some anticipated difficulties. The class time is not long enough to go through the whole process in one class. It might be hard to manage learners depending on their age or the environment, but with older students, it is much easier to design follow-up activities outside of the classroom and short, in-class review sessions, because consolidation with students in class as the very last part of the activities is essential. Concerning all of the above, class practices should be designed depending not only on which tools to use, but also on class conditions.

4. Discussion and the Future

Among the six studies above, the most common idea regarding the environment was that affordances can work differently depending on a learner's life history, L2 background, personality, and his or her surroundings. Even though learners are in the same environment, what makes affordances more meaningful is different according to each learner (Kim & Kim, 2013). However, a lack of understanding by learners can discourage them and their language learning as well. Some studies showed the importance of researching and understanding each learner and background. Since these studies were intentionally designed to have analyzed results to support their arguments,

research on students was held. However, in real classroom settings, this is not normally done, and is often impossible to do. Nonetheless, background research has to be tried because it will give better understanding of which environments and affordances will be beneficial for learners. Once it is done, designing curricula and activities will be a lot easier as well.

For example, in Ryu's (2013) study, it was possible to see that there was a high level of participation. Of course, they recruited participants who had played the game in question regularly and who volunteered to participate. However, it still proved that the environment and affordances of what they had originally been interested in could encourage more participation in interaction and language learning. Rama et al. (2012) showed a particular learner who was highly motivated and actively participated. It was possible without much background research because this participant was fully motivated to share his advanced game skills with his guild members even though his L2 Spanish was not sufficient at the beginning. On the other hand, Kim and Kim's (2013) study indicated that the same curriculum that did not consider learners' background or interests caused some learners not to participate or show interest. Therefore, in order to make the environment and affordances more meaningful in real classroom situations, at least basic research on each learner has to be implemented.

The idea of giving choices to construct meaningful affordances and make learning efficient was also eye-catching. In order to make interaction more significant, curricula or activities have to be interesting and attractive, for example by giving learners options. Kim and Kim's (2013) study was the only one that mentioned this idea, but this can still be applied to the other two studies and actual classroom settings. For instance, as in Ryu's (2013) study, learners can have the option to choose those after-game activities which look most interesting to them, or as in Berglund's (2009) study, where teachers let learners choose discussion topics and do research themselves in pairs or groups. Rama et al. (2012) let participants join some guilds where they provided a setting with authentic L2 social interaction for successful participation and interaction. Wong and Looi (2010) did not give learners any choices to make, but taking pictures outside of the classroom using the surrounding environment was different from what they had done before, so learners did tasks with great excitement. Overall, participation rates can be higher, and interaction can be more meaningful because they were allowed to choose or do something they wanted or were at least willing to do.

Following the importance of understanding learners and their background as discussed above, I think I need to do this with my own students; my current teaching environment is perfect for this. I am currently teaching 1-on-1 classes in a private institute, and the biggest advantage of this environment is that I can fully focus on one student for thirty minutes or an hour. Of course, the class curriculum is mostly pre-designed, and I have to follow it; however, there still is some time to work on personalized tasks. Therefore, this is what I want to do with my own students. There is a new student called Mr. X who has recently registered in an intermediate level regular tutorial class. He is currently working as an engineer at a major automobile company in Korea. Even before he started to work in the automobile industry, he has always been interested in cars, he said. In the very first class, during ice-breaking, I asked him what his hobbies were, and he answered reading automobile magazines and watching Top Gear, a famous British TV show about cars. Now, I think I can use this environment and affordances to design personal activities for him. If a topic is something a learner loves, it is easy to encourage them to try an activity outside the classroom. First of all, more detailed research will be needed on his interests such as where he gets the latest updates on automobiles and the industry, which particular cars or car models he likes and why, and so on. Based on the research, I can design a CALL activity using technology he is familiar with. However, while designing an activity there is one thing that has to be considered in choosing technology: does this technology provide the environment and appropriate affordances with enough interaction? This question can be answered with the idea that "language and thought emerge ... through ... engagement in human activity, both with physical objects and artifacts (tools), and with social, historical, and cultural practices (signs)" (van Lier, 2000, p. 254). It is important to remind learners why interaction in language learning is essential. On top of that, having a specific goal when doing this activity could encourage him more. Once an activity is implemented, there needs to be

continuous follow up and some challenges like an in-class discussion or presentation. Or, instead of choosing something a learner is already familiar with, we can encourage them to choose something new. This plan may look unrealistic or too idealistic, and it might be too much work, however, what is significant here is a learner can understand the idea of learning language as being something not difficult or expensive; it rather can be done through the things that he or she likes.

From an ecological linguistics perspective, most of these six studies were looking for relationships and processes rather than products and outcomes and the quality of the given environment and learning opportunities (van Lier, 2003). The studies reviewed in this paper wanted to see how language learning emerges given different affordances and environments, and some of them clearly showed what van Lier (2003) pointed out. Whether the productions and outcomes of activities were accurate or not was not very important; rather, the main focus was whether learners had enough interaction and got motivated or not.

Then, the next thing to consider is how this can be done in actual classroom settings. There are three key points I have come up with after summarizing the six studies for designing an ideal teaching task: giving choices, noticing language content, and reflecting /consolidating. This is seen best in Ryu (2013) and Rama et al. (2012) because the tools used in the studies were things that some learners already enjoyed without any L2 learning purpose, so when they participated in the studies, they showed high rates of participation. If learners can choose the environment and affordances of what they want or are interested in, it will definitely motivate them to actively participate. In regards to noticing, it has already been clearly discussed in Lai and Li (2011) that noticing occurred within a technological environment. Wong and Looi (2010) also designed a task for noticing language content in authentic environments which have salient text input, and learners had chances to notice and interact at the same time during the task. Lastly, reflection and consolidation is required because there must be some time to reflect upon what learners have done so that they can have meaningful affordances (Wong & Looi, 2010). Except for giving choices, the other two points are better done with peers or in groups to enhance learning. Designing a task using all three key points will not be easy, but in the future, this should be tried and implemented to see how interaction with other learners and the chosen environment can promote and enhance L2 learning.

5. Conclusion

Ecological linguistics is about the relationship between learners and the environment surrounding them, and affordances are used to make this relationship possible. The six studies showed that an ecological perspective in language learning plays an important role, and the environment and affordances can vary based on learners and their background. They concluded that depending on how curricula and activities are designed, learning can be efficient or boring, and the environment and affordances can make it beneficial. Therefore, understanding the environment and affordances and researching learners and their backgrounds is necessary for constructing meaningful affordances and making activities effective.

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Curricula and Materials Development

English Idioms behind TV Commercials

1. Introduction

This material is designed to teach English idioms using TV commercials and psychology behind them. When learners have higher competence in English skills, they would like to learn something more useful such as idiomatic expressions so that they can actually use when having conversations in English. Therefore, we decided to make an English idiom material for high school students and adults who have higher English proficiency level. However, one thing we have tried strive for was that it has to be fun to do yet educational, thought-provoking, and encouraging participation. Quite a lot of ESL idiom materials look the same and even boring. In order to get learners' attention at the beginning of each lesson, we decided to use TV advertisements and draw main themes from there which is quite a new idea. We would also like them to learn something new other than idioms such as different psychological facts behind TV commercials through lessons and have them think more deeply, so we put some activities that will be educational and thought-provoking focusing on subjects. In addition, learners learn more when they collaborate with others. Instead of teachers giving everything, learners learn from each other. Therefore, in order to promote participation, we designed most of the activities to work in pairs or groups. As we have gone through a few modifications, we have tried hard to achieve our goal.

The objectives of this particular unit in this material is that students will be able to understand idioms about love and jealousy, understand psychological facts behind the commercial, speak and write using the target items properly in context, and do the collaborative work. Our target age is high school students and adults who have intermediate mid to advanced low. In this final paper, there will be underpinning theories used to design the material and activities, analyze existing materials and reflect findings, present pilot testing and peer evaluation and reflection, and finally introduce our material, teachers' guide and other sources for teachers to use.

2. Theoretical Review

In our material, we applied Vygotsky's (1978) constructivism, Guilford's (1959) divergent production, Gardner's (1999) multiple intelligence theory, and content-based instruction. Vygotsky said that "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)" (Vygotsky, 1978, p. 57). This idea has been known as Vygotsky's social constructivism. As he contended in his social interactions theory, the social interactions have the power in influencing the most important cognitive capability (Zabihi, Rezazadeh, & Dastjerdi, 2013). His theory was found useful in second language acquisition (SLA) studies as well. In SLA, for example, the model of the zone of proximal development (ZPD), one of his constructivist ideas, can be applied in the following situation. Students recognize some tricky facts to understand in a school environment. With the help of the more advanced students or the more knowledgeable teachers, they understand the idea. When they review or study them individually, they finally attain the knowledge on their own. The idea of social constructivism has been applied in most of our exercises of the material. We have created the material encouraging a lot of Classroom Interaction (CI) in order to form social context for each student. Most of the exercises are at their best when they are conducted in pair or group work. There are a lot of discussion sections, where group members have a chance to discuss with peers before communicate with the teacher – "the knowledgeable".

Numerous tasks are collaborative requiring creative productions. Creative tasks are said to be very effective for learning. According to Guilford (1959), divergent production – Guilford's term for creative thinking – is critical in learning. Divergent thinking induces creative generation of

multiple answers instead of one set answer to a set problem (Ottó, 1998). Our tasks require divergent thinking by giving them tasks such as writing narrative continuing the commercial they have seen, changing song lyrics, making commercials and so on.

We also employed Gardner's (1999) Multiple Intelligence Theory (MIT) into our activities. MIT is an increasingly popular approach, which categorizes a number of different learning styles. MIT has played an important role in cognitive science, and it was devised attempting to understand the better ways to adopt individual differences in the classroom environment. Gardner identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences (Gilakjani, 2011). Our material utilize visual-spatial, interpersonal, the musical-rhythmic, and the bodily-kinaesthetic in the least. As it can be seen at the first sight, the material has been designed attractively especially because it is enclosed with appealing commercial photos. Since the learners will be warmed up for idioms with commercials in every chapter, the material can be said that it is also friendly to visual and auditory learners. Activities such as drawing pictures for their made-up sentences and role-play are kinaesthetic. For the task of changing song lyrics, which will be included in different chapters, it will accompany a lot of listening music; this can be categorized into the musical-rhythmic. Jigsaw activity and other collaborative tasks are interpersonal.

Content-Based Instruction is an approach in language education, which instructors teach second-language learners a subject in the target language. Learners are exposed to L2 as they learn the intriguing content (Grabe & Stoller, 1997). How we implied CBI in our material is that our curriculum is bound under psychology behind the commercials, where the book focuses on idioms each chapter. Learners will be given enough practices to associate new idioms with the content – psychology and commercial.

3. Task Modification

According to Nunan (1989), a task has to have a form and a function combined. With form recollecting and manipulating, learners will be able to use vocabulary and expressions presented at the beginning of the lesson while working on both tasks. And by providing them real-life issues to discuss and act it out, they will be able to practice meaning processing. In order to give learners a sense of completeness, as Nunan's theory contends, students have to present their activities so that they can bring out their completed output. The followings are our modified activities replacing the dialogue and role play.

I. Modified Step 6

Put your students into pairs and tell them that you would like to write an argument between the man and the woman about one of the issues that happen frequently between couples. Choose one issue and which side you want to take. Write three argument sentences with supporting ideas that defend your opinion using agreement / disagreement vocabulary we learned at the beginning of our class.

Dutch pay: Agree vs. Disagree
Replying messages / answering the phone immediately: Agree vs. Disagree
Have to be on time on a date: Agree vs. Disagree
Playing too much online / mobile games: Agree vs. Disagree
Spending too much time / money drinking with their friends: Agree vs. Disagree

Argument Issues

II. Modified Step 7

Two pairs that have chosen the same issue will come to the front of the class. Each pair presents their arguments with the supporting ideas. After both pairs presenting, they have a three-minute free discussion defending and objecting each other's opinions. Before they start to present and discuss, they have to be alarmed that other students will vote which pair's arguments are more agreeable after the free discussion. When the time is up, ask the whole class to vote which side is more persuasive by raising their hands.

III. How We Applied the Modifying Facts to Our Material

As emphasized above task modification, the material needs to have both forms and functions to knowledge to be practiced and applied. The functioning part should be able to make learners to recollect and manipulate previously learned target language. Our target language was eight idioms related to the emotions of love and jealousy. The material provided three exercises for students to practice, such as meaning categorizing, filling in the blanks, and writing personalized sentences using the target language. With enough of practices done, it finally gives students the task of creative writing in a pair which involves employing target language learned in context. At the same time, the process of doing the task collaboratively enforces the learners to do the negotiation and meaning-making with the other partner. Then, as Nunan's (1989) theory contends, we complete the activity by acting them out; we have students to stand up and walk around to share their completed tasks with other teams and have them presented other teams stories in the class.

In the listening activity modification, we highlighted better physical realization aiding students' comprehension and interests. Also, rather than 'dealing with information', 'selective listening', 'listening for main ideas', and 'listening for details', which all are rather passive, we modified into 'alternative listening' and 'interactive listening' having them to be engaged more actively. Our material does not particularly contain sole listening section. However, most activities include group or pair discussions. Telling partners personalized story related to the lesson's topic and the final task section incorporate both 'interactive listening' and 'alternative listening'.

IV. Up Close 3

This unit mainly deals with talking about future events and dreams. The book warms this lesson up by listening to introduction of several people and their various jobs. By the end of lesson, at stage 6, learners listen to materials in context of the target culture. The book explains that it is common for university students to move out, which attempts to activate their background knowledge. There is a pre-listening activity, which seems to apply one of Rost's (1991) perception skills 'using knowledge of the world'. However, the prediction question - which accompanied by a plain, boring and clueless picture- may not intrigue any interests of the learners. This activity would not grab the students' attention even from its physical realization. I would modify this activity into more familiar contexts by replacing the pictures and questions.

I would use a movie poster or any capture from the movie *Reality Bites* as the reference photo for the pre-listening stage. Then, instead of providing artificially-made conversation sources, I would utilize short clips from the movie where the senior university friends discuss their plans for future. (This movie was especially chosen because the characters in the movie are all senior university students who worry about their uncertain future.) The first and second listening questions may be modified appropriately according to the materials to be used. Lastly, I would modify the last "Follow Up" activity into an interview activity, since learners can get involved deeply using 'attentive listening' and 'interactive listening' skills. For wrapping up the lesson, each person will have to present what they found about their partner through the interview activity. The following is an example picture for the activity from the movie *Reality Bites*.

V. Q: Skills for Success 2 Listening and Speaking

In this lesson, it is hard to tell what the language focus is, but the listening activities can be used to practice 'interactive listening'. The current listening activity in this lesson can be categorized into White's (1998) 'dealing with information' and Rost's (1991) 'selective listening'. Activities such as 'listening for main ideas' and 'listening for details' are already quite effective for learners to focus on gist and certain information. However, if these activities have more interactive aspects, they will be more effective.



For Listen for Main Ideas, each person in a pair will listen to a different speech or

conversation. The teacher will ask them to listen carefully and try to figure out the main idea and share what they hear with their partner. (What they hear will be different but share the same topic.) Then, these questions will be asked: What is the main idea of two speeches or conversations? For Listen for Details, instead of simple comprehension questions, the instructor would provide questions that can be answered using information from the both sides.

For wrapping up, I would put an additional stage that deals with Solving Problems. In this step, students will listen to the other speech or conversation that their partner listened. Then, using information in both sides, they need to find solutions to the questions given (and present if possible).

VI. English Firsthand 2_Listening 1 and 2

Language focus of this lesson is words expressing feelings. As in the preview, learners get to learn various vocabulary for the feelings people like and dislike. After this, its main listening activity is simple such as filling in the blanks and answering the questions using information given while listening. The activity itself is interesting, and it looks like it can be categorized into White's (1998) 'interacting with a speaker' by listening and checking each person's feelings. However, it does not really allow learners to interact with a speaker; instead, it seems that this activity is rather simple selective listening. Therefore, it might be a lot more effective to present this activity with additional tasks to make them interact with a speaker and their partners.

After learners complete Listening 1 & 2, students will know how each person in listening feels and the reasons. Then, with their partners or group members, students will discuss to find solutions to make them feel differently according to the reasons. This might not be a listening activity, but it will lead them to use information from what they listen and eventually practice to use other words of feelings in the vocabulary list.

4. Pilot Testing, Peer Evaluation, and Reflection

I. Pilot Testing

a. Methodology

1) Participants and Procedure

This material was pilot tested with a total of 91 second year high school students in Seoul. Their English proficiency level is varied from intermediate low to advanced low. The participants were in three different classes, and it was tested in three 75-minute regular English conversation classes. In this case, instead of handing out the actual material, the teacher used PPT slides and the commercial video clip to show, and the teacher also used lesson plans to conduct the class.

2) Evaluation Criteria and Data Collection

After each class session, students had to fill out a short student evaluation criteria form with some comments to add. Evaluation data was divided into quantitative data and qualitative data. The criteria had four questions asking what they thought about the class, whether it was interesting, if they would like to continuously have this kind of lesson, and whether they can remember and use the idioms learned in class. Students had to choose between 1 to 5 where 1 is Not Satisfactory and 5 is Satisfactory. In addition, there was a space to put their comments or suggestions regarding the lesson.

b. Data Analysis

Overall, students were satisfied with the pilot lesson; students answered average of 3.33 out of 5 for those four questions. Including Neutral and Satisfactory, over 81% of students answered positive about the lesson. And, there were some student comments regarding what they had in the lesson. One of the students answered as following:

"I enjoyed it since it was an active class and made everyone participate. I was fun yet educational at the same time, and I was able to obtain energy from it. I would like to learn expressions that we can use daily."

It was such a positive comment from a student who fully enjoyed and seemed to understand the intention of this material and lesson. However, not all comments were positive. There was one student who provided somewhat negative comments:

“Honestly, it was a bit difficult for me. I’m not good at speaking or listening. However, the theme of the lesson was quite interesting. I would like to have this kind of less, but I’m not sure if I can do better.”

Because there was a mixed level of students in one classroom, some students had felt that they were not able to participate as much as they wanted to. [Refer to Appendix A]

II. Peer Evaluation

a. Methodology

1) Participants and Procedure

This material was evaluated by a total of 16 different peers: nine native Korean speaking teachers, five native English speaking teachers, one native English speaker working as an ESL materials developer in England, and one native Korean speaker who has a Master’s Degree in TESOL. Most of the teachers are currently teaching English either in public high school or private institutes for adults, and these teachers have two to six years of teaching experience here in Korea. Out of 16 peers, there are 12 close peers and four distant peers. This material including two lesson plans, commercial video clip, and evaluation criteria were sent out to 16 peers via email to get their evaluation and suggestions.

2) Evaluation Criteria and Data Collection

Data collected for this study was divided into 1) quantitative one: average score in the evaluation criteria and 2) qualitative one: written comments and suggestions. The evaluation criteria included questions regarding the material’s objective, topics and contents, exercises and activities, language and multimedia sources used, layout and design, future use, and comments, advice, and suggestions. Peers were asked to select the numbers between 1 and 5 to show their agreement on each question: 1 is Strongly Disagree or Very Poor and 5 is Strongly Agree or Excellent. And, we also asked them to write any comments, advice, or suggestions if they have. It took about two weeks to collect all the data from them.

b. Data Analysis

First of all, the average score of our material was 4.12 out of 5, and when we covered this score into a percentage, it was 82.24 percent. According to our evaluation criteria, this number represents that overall our material is quite effective and attractive to use for L2 teaching. One of the subcategories that earned the highest score was Multimedia Sources Used. Peers commented that how this material approaches the main theme and idioms was quite interesting because we used an interesting TV commercial and the psychological facts behind it. Some of them commented that this commercial was appealing and motivating. [Refer to Appendix A]

III. Gap between Evaluation and Pilot Testing and Reflection

Among the comments and suggestions in the evaluation, there are several ideas that we had to reconsider or reflect upon. Overall, there were two common ideas from most of the peers: the overall level of the unit being too difficult and the appropriateness of the commercial and idioms for high school students.

First of all, the peers especially those that are teaching adults and the experts who looked at our material and presentation at the final presentation had the same comments about the difficulty of the main theme. The target age level of this material is high school students and adults, and some of the peers and experts commented that the theme of love and jealousy and related idioms might be too difficult for high school students.

“This theme, love and jealousy, is potentially difficult for those at the younger end of the high school to adult range. It is quite plausible that in a group of 15 – 18 year olds that none of them have relevant experiences, but perhaps more likely that they have but are uncomfortable talking about them.”

This comment was completely understandable, and it was what we worried at the beginning. At the first stage of designing our material, the idioms that we chose were too difficult to understand or use for the students in that particular age or proficiency level, so we had to switch them into easier ones

which are the current idioms the unit has. Some of the idioms that the unit has now are still quite new to them, but we thought that high school students are capable of understanding these idioms and psychological facts and completing tasks. In addition, some activities in the unit were also considered to be too difficult. Peers pointed out that especially the very last activity of making a story using five idioms seemed too difficult to complete. However, when we actually tested the material and lesson plans with high school students, everything went smoothly. There was a time-related issue since we had to finish one lesson in 75 minutes which was a bit tight, so we modified our lesson plan to one 100-minute class. Other than that, understanding the cover image, commercial, and psychological facts was not very difficult with them. Therefore, we have decided not to change the difficulty level of the theme or tasks.

We have also made some modifications with one of the activities and teachers' guide. When there were stick figures in Idiom Practice C drawing pictures, students got distracted with those stick figures, so instead of writing sentences they just spent time drawing pictures. In addition, one of the peers commented to get rid of those pre-drawn images because they might limit the students' ideas. Due to these problems, we have decided to leave them blank. Another modification we have made was in the teachers' guide. Even though there is an appendix page at the end of each unit with the idioms, meanings, and sample sentences, it might not be enough for learners' to understand. During the pilot testing, the teacher forgot to explain the meanings of idioms, and most students got confused with the meanings of the idioms. And, one of the peers suggested adding L1 reference to speed up comprehension. This idea was understandable, and we felt that teachers might need this reference, so we decided to add L1 reference and more sample sentences in teachers' guide.

One more quite important issue that brought up from Korean peers was regarding the appropriateness of the commercial and psychological facts. According to Korean peers, they thought the commercial and the main theme were in appropriate for teenagers. Another comment was that it might be a sensitive subject for some kids from single-parent families. There is a possibility of getting offended by teachers or the lesson. It might be because we chose the commercial first and then try to derive the theme from there. At the presentation, Amy Lee who is Senior Regional Campaign Executive from Pearson and Longman gave us a very important comment which would be the cause of this issue and is something we need to always remember. She told us not to use commercials first and decide themes; it has to be the opposite. She said we always have to remember when we choose commercials we need to decide which subject or topic we are going to deal with first and then look for advertisements that go with our theme, not vice versa. Because we were excited to find a fun commercial and not remember what kind of issues it might have, we have got these kinds of issues now. We were not able to change the main theme or commercial, but we now know that what has to come first.

5. Material, Teachers' Guide, and Other Sources for Teachers to Use

1. Material

As mentioned above, most of the activities and tasks in this particular material were designed to work in pairs or groups to learn from each other and promote participation. One unit of our material consists of six pages including a cover page and appendix for idioms. From the cover page, learners start their idiom learning. Here, learners can activate their schema by looking at the image and find out what this image implies. It is connected to the main theme and the commercial of the unit; therefore, it needs to be covered. While watching the advertisement of the unit, again learners need to find the common things between the cover image and commercial. Here, teachers would introduce what the main theme is according to what learners have inferred and introduce psychological facts of the unit. And, it goes into questions that ask about personal experiences related to the main theme. From then on, there are three idiom activities to help them learn and practice using idioms of the unit. At the very end, learners have a final task which will be varied depending on themes and commercials in other units. The purpose of having this final task in each unit is to give them an opportunity to comprehensively use the target items and things they have learned in that particular unit. At the end of each unit, there is an appendix page that learners can

refer to whenever they need to remind the meanings of idioms.

II. Teachers' Guide

Our teachers' guide's main goal is to provide instructors some kind of guidelines or good models so they can refer to them or modify according to their needs. One of the main focuses of this teachers' guide is to make it possible to do lessons without the actual material. We have added images of each page in a unit with some guidelines, so teachers can still conduct lessons without looking at the material. We have included sample lesson schedules to help them manage class time at the beginning of each unit. Mostly, we recommend teachers to cover one unit in two lessons due to time issues. Another key point is to give suggestions or options they can use in their own classes. This teachers' guide is not a must but rather a suggestion. We tried to offer the best options so that teachers can use them and modify them however they want. There are answers of Idiom Practices A and B, and the definitions of idioms were modified with L1 explanations just in case they might need. In addition, there are two more sample sentences with each idiom which are not in the actual material as well.

III. Other Sources for Teachers to Use

In each unit, there will be one commercial video clip and two more PPT files provided in a CD-ROM. Between two PPT files, one is a power point version of the material, and the other one is an idiom PPT file with images associated with the meanings of idioms and sample sentences. Both of them are provided for teachers to use as classroom materials. Here is the link of Unit 1's commercial: <http://youtu.be/zLt3twJ1AHQ>

Reference

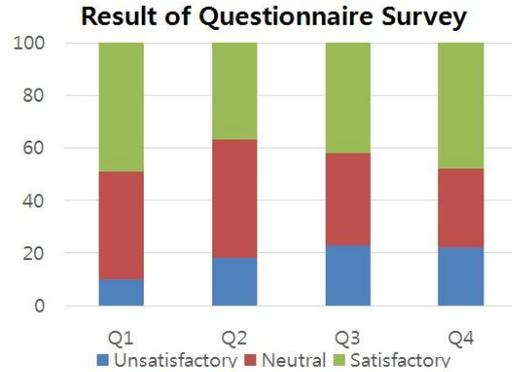
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Appendix A

Results_Pilot Testing

오늘 수업에 대한 여러분의 의견을 주세요. (1 = 불만족 5 = 매우 만족)

Q1. 오늘 수업 수준에 대해 어떻게 생각하십니까?	3.48
Q2. 오늘 수업이 흥미로웠습니까?	3.31
Q3. 이런 종류의 수업이 있다면 계속 받길 원하십니까?	3.21
Q4. 오늘 배운 숙어들이 잘 습득이 되어서 다음에도 사용할 수 있을 것 같습니까?	3.33



Q5. Comments

"활동적이면서 모두의 참여를 유도하는 수업이라 즐겁다. 게다가 함께 교육적인 효과도 있어 에너지를 얻고 가는 수업이었다. 앞으로도 일상적으로 쓰이는 말을 배울 수 있으면 좋겠다."

"동영상이 재미있었다." "매우 좋았다."

"숙어가 너무 비슷해서 애매. 좀 더 확실하게 떨어지는 숙어를 배우고 싶다. 기왕이면 수능에 나오는 숙어면 좋겠다."

"솔직히 제게는 어려운 감이 있네요. 전 speaking, listening이 되지 않아서. 주제 되게 재미있고 흥미로웠어요. 이런 종류의 수업을 받길 원하지만 다음에 잘 사용할 자신은 없어요."

Results_Peer Evaluation

Close and Distant Peer Evaluation Results

(1 Very poor - 5 Excellent)



	Close Peers	Distant Peers	Total Average
Average Score	4.48	3.76	4.12
Total Percentage	89.71	74.77	82.24

Final Material



CH1. FIGHT FOR KISSES

Look at the picture above.

Share some ideas on what this picture is trying to say.



WARM UP

1. Let's watch a commercial for men's razors from Wilkinson Sword.

While watching the video, try to find some common things with the picture on the cover page.

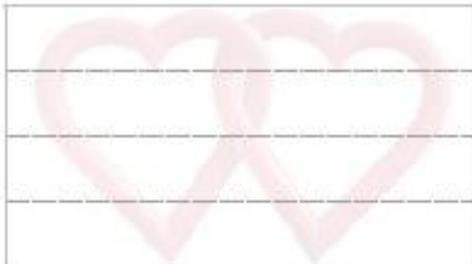
2. Tell us about your experience of the time you felt jealous or love for someone in any kind of relationship.

IDIOM PRACTICES

A Categorize the following idioms in the correct box.

- green with envy
- have a crush (on someone)
- only have eyes (for someone)
- eat one's heart out
- the love of someone's life
- does not have a jealous bone in one's body
- green-eyed monster
- patch up a relationship (with someone)

LOVE



JEALOUSY



Psychology In This Chapter

The First Met But Old Enemy, Father and Son

There is an old myth about competition between fathers and sons for the mother's love and attention. Sigmund Freud, the founding father of psychoanalysis, came up with the theory called "Oedipus Complex".

Oedipus Complex occurs during a new born of 3-6, where a male child yearns for his mother's love and rejects the nurturing of his father. Oedipus Complex involves wish-fulfilling fantasies of the death of his father, replacing his place with himself. However, boys end up abandoning their wishes out of fear of castration by the vengeful father. Nevertheless, the modern West tends to shun this theory.

B

Fill in the blanks with the appropriate idioms. The captured images will help you guess the idioms. When you are done, please check the answers with your partner or group members.

When Jake saw Lisa's crush on another boy,
he turned into _____.



I am the most handsome person,
and she will _____ for me.



I really didn't _____
before, but I think I have one now.



She has always been _____,
but it seems that she's in love with someone else.



I'm jealous and _____
whenever they are together.



It's tough to _____ on a boy
when the boy doesn't feel the same way you do.



Don't _____ baby!
I won my wife back!



I did my best to _____ with my
wife, and I finally regained my love.



C

Choose FOUR idioms (two from each category) and write sentences using them. You can use your personal experience to write sentences. Then, draw pictures that describe the sentences that you write. Share your sentences and drawings with your partner or group members.

have a crush (on someone)

doesn't have a jealous bone in one's body

green with envy

only have eyes (for someone)

patch up a relationship (with someone)

green-eyed monster

eat one's heart out

the love of one's life

TASK: COMPLETE THE COMMERCIAL



The commercial ends open-ended. Imagine what would happen after the story, then write a narrative story. You should write more than five idioms learned in this chapter. Space is given for you to use freely.

A large, empty, rounded rectangular box intended for writing a narrative story.

WHAT DO THEY MEAN?

IDIOMS IN CHAPTER 1

Have a crush (on someone)

: When you have a crush on someone, it means you have developed a strong desire for that person.

Paul had a crush on Sophie since first grade.

Only have eyes (for someone)

: when you say that you only have eyes for someone, you love that person exclusively and you are not tempted by others

He only has eyes for his wife.

Patch up a relationship (with someone)

: repair a broken relationship

I'm trying to patch up my relationship with my first love.

The love of one's life

: When you say that someone is the love of my life, it means you want to spend the rest of your life with that person and will never stop loving no matter what comes in your way.

He is the love of my life and has taught me so much about myself and the world.

Green-eyed monster

: jealousy, envy

She felt the green-eyed monster taking over.

Eat one's heart out

: to suffer from envy or jealousy

She has been eating her heart out over that jerk ever since he ran away with her best friend.

Doesn't have a jealous bone in one's body

: something that you say in order to emphasize that someone is not jealous

He doesn't have a jealous bone in his body.

Green with envy

: appearing jealous or envious

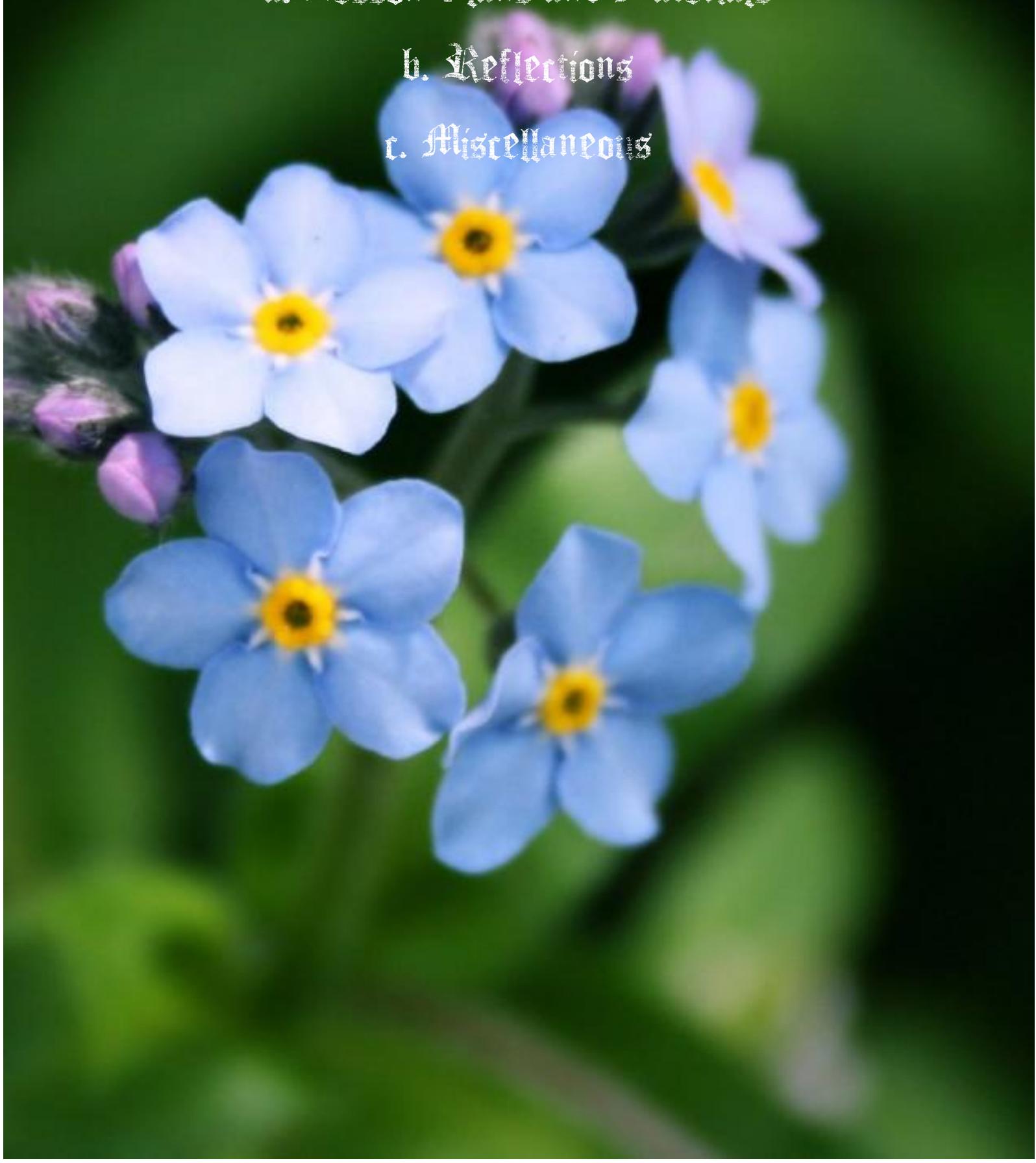
Bill was green with envy that I won first place

I. Classroom Practices

a. Lesson Plans and Materials

b. Reflections

c. Miscellaneous



Lesson Plan 1

Dongwon Park & Soo Kim

April 15, 2014

GEP Group 1_Week 7 Lesson Plan

Topic: Movies

Function: Linking essays and presentations through narratives

Objectives: Students will be able to

- learn the basic process and content of a narrative by doing their reading homework and writing in class
- practice how to find necessary information while reading to prepare writing a narrative
- practice writing a narrative using 5 Ws and giving a critique
- have explicit corrective feedback by big sisters regarding their writings to learn how to revise and improve accuracy.
- do a self-assessment on vocabulary using to see how much vocabulary they learn and use

Week 7 Lesson Plan

Process & Time	Activity Description	Interaction
Warm-up 7:50pm – 8:00 pm (10 min.)	Homework Check-up – Big sisters give their little sisters' writing homework back and provide any feedback regarding their homework Reminders – Remind Ss that they will have to try to use the given vocabulary list when writing in class – Also remind them that this week they will self-edit their own writings and peer-edit other groups' writings like what they got last week from their big sisters	T → S
Vocabulary Check 8:00 pm – 8:05 pm (5 min.)	Reading Homework Vocabulary Review – Distribute the vocabulary list and ask Ss to take out their reading homework – Tell Ss that they will go over the list of vocabulary with their big sisters	T → S
Writing a Narrative 8:05 pm – 8:10 pm (5 min.)	How to Write a Narrative – Introduce what a narrative writing is – Explain what it should include (characters, setting, problem, problem solution or conclusion) and introduce WHs – Tell Ss that the verb tenses used in a narrative – Show a sample narrative – Ask comprehension questions to Ss about a narrative – Briefly remind Ss about the form of a paragraph (topic sentence, supporting ideas, and conclusion)	T → S
Activity 1 8:10 pm – 8:30 pm (20 min.)	The Five Ws – Pair up Ss – Distribute a movie plot summary of a movie, a worksheet with the five Ws to each pair – Ask Ss to read the plot summary and fill out the worksheet – Have each pair present what information they find (characters, setting, problems, and conclusion)	S → S

Material 1

Plot Summary for “The Maid” (2011)

Set in Mississippi during the 1960s, Skeeter Phelan is a southern society girl who returns from college determined to become a writer, but turns her friends' lives upside down when she decides to interview the black women who have spent their lives taking care of prominent southern families. Aibileen, Skeeter's best friend's housekeeper, is the first to open up to the dismay of her friends in the tight-knit black community. Despite Skeeter's life-long friendships hanging in the balance, she and Aibileen continue their collaboration and soon more maids come forward to tell their stories. As it turns out, they have a lot to say. Along the way, unlikely friendships are forged and a new sisterhood emerges, but not before everyone in town has a thing or two to say themselves when they become unwittingly and unwillingly caught up in the changing times.

(www.imdb.com)

Plot Summary for “Salt” (2010)

Evelyn Salt is a CIA agent and highly respected by all, including her boss, Ted Winter. Out of the blue, a Russian spy walks into their offices and offers a vital piece of information: the President of Russia will be assassinated during his forthcoming visit to New York City to attend the funeral of the recently deceased U.S. Vice President. The name of the assassin: Evelyn Salt. Concerned about the safety of her husband, who she cannot contact, she goes on the run. Winter refuses to accept that she is a mole or a double agent but her actions begin to raise doubts. Salt's efforts to prove her innocence only serve to cast doubt on her motives, as the hunt to uncover the truth behind her identity continues and the question remains: "Who is Salt?"

(www.imdb.com)

Please write in complete sentences.

The 5 WH's	
WHO are the characters?	
WHEN does the movie take place?	
WHERE does the movie take place?	
WHAT happens in the movie?	
WHY is there a problem?	

Please write in complete sentences.

The 5 WH's	
WHO are the characters?	
WHEN does the movie take place?	
WHERE does the movie take place?	
WHAT happens in the movie?	
WHY is there a problem?	

Script 1: Cinderella



Script 2: Thumbelina



Cinderella Play Script

Characters : Narrator, Cinderella, Stepsister 1, Stepsister 2, Fairy godmother, Guest 1, Guest 2, Prince

Scene 1 (at Cinderella's home)

Narrator: Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.

Stepsister 1: Did you clean the kitchen?

Cinderella: Yes, I did.

Stepsister 2: Did you polish my shoes?

Cinderella: Yes, I did.

Stepsister 1: Did you iron my clothes?

Cinderella: Yes, I did.

Stepsister 2: And...did you make breakfast?

Cinderella: Yes, breakfast is ready.

Narrator: The evil stepsisters made Cinderella do all the hard work.

Cinderella: (calling out) Stepsisters! A letter from the royal palace has arrived for you.

Stepsister 1: (fighting) Give it to me! I want to open it.

Stepsister 2: (fighting) No! I want to open it.

Stepsister 1 & 2: (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.

Cinderella: (crying sadly) I wish I could go, too.

Narrator: The night of the ball arrived.

Stepsister 1: (laughing) Ha, ha! We are going to have a great time at the ball.

1
Cinderella

Stepsister 2: (laughing) Have a great night working, Cinderella.

Narrator: After the evil stepsisters had left, suddenly, a fairy appeared.

Cinderella: Oh my! Who are you?

Fairy godmother: I'm your fairy godmother, beautiful Cinderella. I am here to help you go to the ball tonight.

Narrator: The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.

Cinderella: Wow! It's so beautiful.

Narrator: On her feet were sparkling glass slippers.

Cinderella: Oh, I love them!

Narrator: The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.

Cinderella: What a lovely coach and handsome horses.

Fairy godmother: You are ready now, my dear. Have fun tonight, but be back by midnight, or else!

Cinderella: Okay, fairy godmother! Thank you.

Scene 2 (at the ball)

Narrator: At the ball, everyone wondered who the beautiful princess was.

Guest 1 (lady): Who is that beautiful princess?

Guest 2 (man): I've never seen such a beautiful woman in my life!

Stepsister 1: Oh no! The Prince is going to dance with her.

Stepsister 2: This is not fair! He was meant to dance with me.

2
Cinderella

Thumbelina Play Script

Mole: (kicking the bird) Stupid bird!

Thumbelina: Don't do that. Please!

Mole: It's okay. He's already dead.

Thumbelina: (kissing the bird) Poor bird... Thank you for singing so sweetly last summer.

Narrator: Thumbelina made a blanket and covered the swallow.

Thumbelina: It will keep you warm.

Swallow: (moving) Mmmmm!

Thumbelina: Oh my! You are alive! But your wing is torn.

Narrator: Thumbelina nursed the swallow better until springtime.

Scene 3 (underground & outdoors)

Narrator: It was springtime now. The swallow was almost strong enough to leave.

Swallow: Thank you, but I must go soon. What will you do, Thumbelina?

Thumbelina: (sadly) I must stay here. The fieldmouse is planning my wedding to the miserable mole.

Swallow: Well, good luck, Thumbelina. Good bye.

Narrator: The day before her wedding, Thumbelina took a long, last look at the outside world.

Thumbelina: I'll miss this beautiful land and blue sky.

Narrator: Thumbelina would live underground from then on. But just then, the swallow saw her and flew down.

Swallow: Dear Thumbelina, do come with me!

3
Thumbelina

Thumbelina: Okay, I will.

Narrator: Thumbelina climbed onto the swallow's back. They flew over fields, seas, and mountains.

Thumbelina: Thank you for saving me, Swallow!

Swallow: You'll be safe here, Thumbelina.

Narrator: Thumbelina and the swallow landed in the swallow's snug nest. Thumbelina was safe and happy at last.



3
Thumbelina

3.5. Movie Critique by _____

3.5. Movie critique					
Movie Title:					
STAR RATING	☆ 1 star	☆ 2 stars	☆ 3 stars	☆ 4 stars	☆ 5 stars
What did you like about the movie?	1.				
What did you dislike about the movie?	1.				

Lesson Plan 2

Dongwon Park & Soo Kim
 May 27, 2014
 GEP Group 1_Week 13 Lesson Plan

Topic: Food

Function: Writing an Opinion Essay

Objectives: Students will be able to

- learn what an opinion essay is.
- practice how to write an essay stating opinions of writers.
- practicing how to make a good outline to write an essay.
- practice finding and writing good supporting sentences and reasons.

Week 13 Lesson Plan

Process & Time	Activity Description	Interaction
Warm-up 7:50pm – 8:00 pm (10 min.)	* <i>Greet little sisters in your group and from the teaching groups</i> Homework Check-up – Big sisters give their little sisters’ writing homework back and provide any feedback regarding their homework	T → S
Reading HW Q&A 8:00 pm – 8:05 pm (5 min.)	Reading Homework Q&A – Give some time to students to ask questions they had about reading homework to their Big Sisters. These questions can be related to questions, writing, or vocabulary from the homework.	T → S
Introduction 8:05 pm – 8:10 pm (5 min.)	Introduction to Today’s Lesson – Lesson topic, goal, agenda	T → S
Opinion Body Paragraph Structure 8:10 pm – 8:20 pm (10 min.)	Opinion Body Paragraph Structure – Today’s essay structure (3 paragraph essay) *What should be in the introduction, body, and conclusion *Explaining opinion body paragraph structure (5 min.) – Reading through an opinion paragraph together on big screen, and finding and highlighting important sentences as a whole class (5 min.) *Opinion, 3 Reasons, Supporting Sentences	T → S
The Reason Tteokbokki Market 8:20 pm – 8:40 pm (20 min.)	The Reason Tteokbokki Market (Group work) – Welcome to SHESbokki and SNAWS Tteokbokki where the currency are reasons. – There will be a handout with a list of six different opinions. As a group, they will be given time to brainstorm and think of reasons for each opinion. (10 min.) – Tteokbokki time! SHESbokki and SNAWS Tteokbokki will open for business. – Each opinion will be shown on the screen, and each group has to tell the class their reason to buy a cup of tteokbokki and fries. – Professor van Vlack will choose the best reason for each opinion, and the chosen group will get one cup of tteokbokki from both SHESbokki and SNAWS Tteokbokki. (10 min.)	S → S T → S S → T S → S

	<ul style="list-style-type: none"> – Remind Ss that as they enjoy eating tteokbokki they have to discuss what they like about each tteokbokki. 	
Support Your Reasons 8:40 pm – 9:05 pm (25 min.)	Support Your Reasons (Pair work) <ul style="list-style-type: none"> – Briefly go over the different types of supporting sentences that can be written for further explaining reasons. (5 min.) – Explain the context: SHESbboki or SNAWS Tteokbokki would like students to advertise their business by writing an opinion essay on their blogs. – Each pair in a group will choose to either write for SHESbokki or SNAWS Tteokbokki depending on their opinion (which they think is better). – If they think SHESbokki is better, the SHESbokki ahjuma Soo will give an outline for them to fill out. If they think SNAWS Tteokbokki is better, the SNAWS Tteokbokki ahjuma Dongwon will give an outline for them to fill out. – The outline will have all of the other parts filled out except the body paragraph outline portion blank. (5 min.) – Students, in pairs, will brainstorm and fill in their outlines with 3 reasons and at least 2 supporting sentences per reason. (15 min.) 	T → S S → S T → S S → S
BREAK (5 minutes) 9:00pm – 9:05pm		
INTRO to 3-Reasons Auction 9:05 pm – 9:15 pm (10 min.)	INTRO to 3-Reasons Auction (Group work) <ul style="list-style-type: none"> – Show students a map of campus on Naver maps – Ask them to guess what the question for our next opinion paragraph might be. – Reveal the question! The question of the opinion paragraph is “Which restaurant, café, or fast food store has the best food on the Sookmyung Women’s University campus?” (4 min.) – As a group, they should decide which restaurant/café/fast food is the best place to eat on campus. It can even be the convenience store if they want to. (2 min.) – After they decide the best place, Ss will get a list of reasons prepared by Soo and Dongwon. Some reasons on the list are bad, and some are good. Some reasons are much better than others. These reasons will include atmosphere, pricing, variety of food, etc to help the students with what type of reason sentences they can write. – They have to read and see if they want to use any of these reasons for their essay. They have to use at least one reason and no more than two. (3 min.) – Now, Soo and Dongwon will pronounce that there will be an auction to buy reason sentences that they choose or want to use. – Each group has to buy the reasons they choose. They may use these supporting sentences in their final big writing activity, and if they want, they can modify them. They will write supporting sentences to further explain their reason sentences on their own. (1 min.) 	T → S S → T S → S S → S S → S T → S
3-Reasons Auction 9:15 pm – 9:30 pm (15 min.)	3-Reasons Auction (Whole class) <ul style="list-style-type: none"> – Each group will get 10,000 won to participate in bidding – Start the bidding for supporting sentences – Each reason will be shown on the screen and see how many groups want to buy this sentence. If there is only one group 	T → S S → T

	wishing to buy, they automatically get it. If there are more than two groups wishing to buy, the auction starts. The base is 1,000 won and will go up by 1,000 won.	
BIG WRITING ACTIVITY 9:30 pm – 10:20 pm (50 min.)	<p>BIG WRITING ACTIVITY (<i>Group work / Pair work</i>)</p> <p><u>Part 1. Fill out basic outline with information that they have (<i>Group work</i>) (10 min.)</u></p> <p>– On the outline, fill out the question, “Which restaurant, café, or fast food store has the best food on the Sookmyung Women’s University campus?”, the opinion that they have, and have students place their reason sentences from strongest to weakest. If they only buy 1-2 reason sentences, make up 1-2 more reason sentences (each opinion paragraph should have THREE reason sentences).</p> <p><u>Part 2. Brainstorm and write supporting sentences (<i>Pair work</i>) (15 min.)</u></p> <p>– In pairs, write up 1-2 supporting sentences per one reason</p> <p><u>Part 3. Write the body paragraph (<i>Group work</i>) (10 min.)</u></p> <p>– Put all of the sentences together into a paragraph</p> <p><u>Part 4. Write introduction and conclusion paragraphs (<i>Pair work</i>) (10 min.)</u></p> <p>– In pairs, write a conclusion paragraph (1 pair) and introduction paragraph (1 pair)</p> <p><u>Part 5. Finalizing the essay (<i>Group work</i>) (5 min.)</u></p> <p>– Put the paragraphs together as an essay</p>	S → S
Survey 10:20 pm – 10:25 pm (5 min.)	Vocabulary/Time Management Survey – Ss will have to answer two different surveys regarding vocabulary and time management	
Writing Homework 10:25 pm – 10:30 pm (5 min.)	Writing Homework - SHESbokki & SNAWS Tteokbokki Blog – Based on the outline they did earlier in the class, they will individually write out opinion essays on their blogs for either SHESbokki & SNAWS Ddukbokki	T → S

Opinions and Reasons

What could be the best reason of each opinion below?

Discuss with your group members. Please, give us **fun, creative reasons** because it will give you a chance to taste **super yummy tteokbokki!!**

1. I'd prefer McDonald over Burger King because...
2. Many people think it is better to have Korean style breakfast than American Breakfast because ...
3. Studies suggested that boiling is better than scrambling when cooking eggs because ...
4. I prefer Jajangmyeon to Jjamppong because ...
5. Personally, I would like to have my steak cooked well done because ...
6. According to WHO, watching TV while you eat is an unhealthy behavior because ...

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5. Personally, I would like to have my steak cooked well done because ...
6. According to WHO, watching TV while you eat is an unhealthy behavior because ...

Opinion Essay Outline

Opinion Question

“Which restaurant, café, or fast food store has the best food in Chungpa-dong and why?”

Best Place: _____

Attention Getter:

Introduction
Paragraph

Thesis Statement:

Topic Sentence:

Body Paragraph

Reason 1

Reason 2

Reason 3

Supporting Idea /
Example

Supporting Idea /
Example

Supporting Idea /
Example

Conclusion:

Conclusion
Paragraph

Reflection 1

Week 7 Reflection

This week, our lesson was about writing a narrative and the theme was movies. Because we wanted to focus on teaching how to write a narrative using 5 W's and the past tense, our first task was related to 5 W's. Students had to read a movie plot summary with their partners and find 5 W's of that movie. The second activity was transferring a script of a movie into a narrative using 5 W's and the past tense. After the break, our final task was to write students' own movie narratives after listening different music. Last week during the video evaluation, we discussed a lot of issues experienced in class, so we have tried to improve those problems by using a timer, having a vocabulary review session, reminding students about the importance of using vocabulary and doing the self and peer feedback, introducing the lesson agenda and activity objectives.

What Worked Well

Overall, we were able to see students feel a lot more comfortable with doing group works and they even did well without big sisters' much help. It was impressing that they got fully involved in each activity and did not expect their big sisters to write sentences for them. Compared to the results of Needs Analysis at the beginning of the semester, students know how to work together. We also have found that starting the class with providing important reminders and the vocabulary review session makes them pay attention and focus more as the class begins instead of going straight into an activity. In addition, with the agenda and objectives, students were able to expect what to come next which helped them enjoy activities. This week, again we have found the importance of using a timer for the time management. At first, we thought using a timer might give students some pressure in regard to completing their work, but that kind of pressure really made them use their time wisely instead of going on and on with one thing. At the end of each activity, we had to provide one or two more minutes to finalize their work, but it did not hurt our time management. In addition, we distributed all the materials and worksheets to big sisters before the class started, so we were able to save time for handing out things.

What Did Not Work

Again, we have notice that when giving a reading task we really need to be careful in choose what to read. Well, Soo and I wanted to find authentic plot summaries, but it was not easy to find a good summary with all 5 W's. However, anyways, our plot summaries were a bit difficult for students to understand, and there were new words they did not get to study in their reading homework or the vocabulary review session, so this confused students a lot. Due to these issues, students ended up spending too much time to read and understand plot summaries. Some of them were even translating each sentence to understand. We should have made sure the level of reading passages again, or we could have connected this activity with our reading homework so that students have enough chances to practice before the class. Another thing that did not work well this week was about using the vocabulary list. Even though we emphasized the importance of using it at the beginning of the lesson and had the vocabulary review session, we were not able to see a lot of students actually using it during the class. We think it was because vocabulary on the list was not really usable for our activities even though these words are still very essential to learn. Soo and I should have had more communication with Hyosung and Jihyun when choosing vocabulary.

What Could Be Done Next Time

We have discussed on Thursday regarding the vocabulary list issue, and we really felt the necessity of good communication between the teaching group and the vocabulary action research group. Because the vocabulary AR group chooses a list of vocabulary every week, they should know what kind of activities are in a lesson plan so that they can choose the words that can be learned and used more and effectively in class.

Reflection 2

Week 13 Reflection

Soo and I taught the class this week focusing on an opinion essay with the theme of food and cooking. Students first had to review their reading homework since it was very closely related to our tasks and activities of the day. After this, we showed them an essay similar to the one in their reading homework as of a hook to connect reading homework and the lesson and asked them to find out the important sentences of the essay such as a thesis statement, topic sentence, reasons, and supporting ideas. Soo and I then gave out a list containing different opinions, and students were asked to read and discuss to come up with some good reasons for the opinions. They had to give us fun but good reasons so that they could buy some tteokbokki from two different stores. When they got tteokbokki from two different stores, they had to taste it and choose one of them to fill out an outline stating their opinions with good reasons and supporting ideas. Later, we used these outlines for their writing homework. After the break, we showed them a question to choose one best place to eat around the campus and got them ready for an auction to buy good reasons for their big writing activity. They were allowed to buy two reasons through the auction and add their own reasons to the outline. Students then were asked to complete their outlines and write an opinion essay about the best place to eat around the campus.

What Worked Well

Since we had some comments regarding the difficulty of reading homework and the lesson, we shortened reading homework and included some fun activities to the lesson plan such as tteokbokki stores and auction. We were able to see students actively participating in activities and tasks. Even though opinion essay writing was not an easy task, they were able to complete each task successfully. Especially, we had to focus on putting good reasons to support their opinions; we designed reading homework and in-class tasks to focus on choosing and deciding good reasons. Because they did the similar tasks in their reading homework, in-class tasks were not something completely new to them which made them encouraged more to participate.

I also noticed that some big sisters used Korean during the class. Since last class was quite difficult and challenging, we did not want them to be worn out this week, so I think some big sisters used L1 to help them lower their affective filter. I even used Korean when I tried to explain some ideas to Bomi and Jisu. I first explained in English, but they did not catch what I was saying, so I switched to Korean and explained it again which made them understand my ideas clearly and reorganize their ideas. Using L1 in class is something that can make things better, but I personally think that, since these students are all adults and capable of understanding most of our explanation in English, we need to explain things in the target language first and use L1 if necessary instead of using L1 straight away.

What Did Not Work

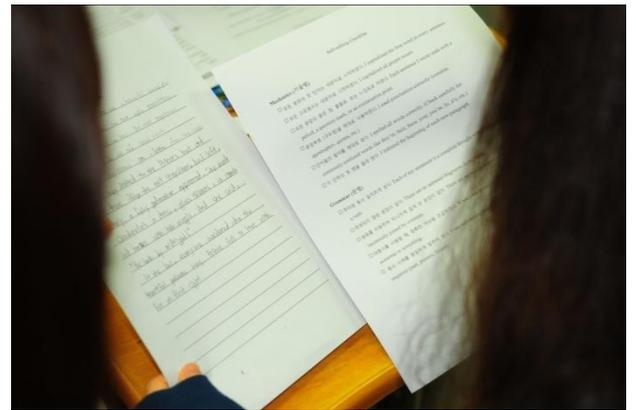
This week, we did not experience any major problems during the lesson, but we had some minor issues such as the projector, tteokbokki stores, and so on. The projector was on and off throughout the whole class time, so Soo and I had to explain things without our PPT. Even though we were not prepared for this kind of problem, things worked well without being interrupted too much. In addition, there were other random issues happened with our tteokbokki, so we did not have enough time to prepare our tteokbokki stores before the class time starts. When we got to do the reason-tteokbokki activity, I had to lead the lesson while Soo was distributing tteokbokki which was not our original plan.

What Could Be Done Next Time

It was the last lesson for Soo and me, but we have learned a lot of things though this experience of GEP class: preparing well-organized lesson plans, giving appropriate contexts, dealing with students with various levels and random situations, and so on. Whether we were the leading teachers or facilitators, we have experienced difficulties and challenges to grow. I will remember what we have done when I teach my own students.

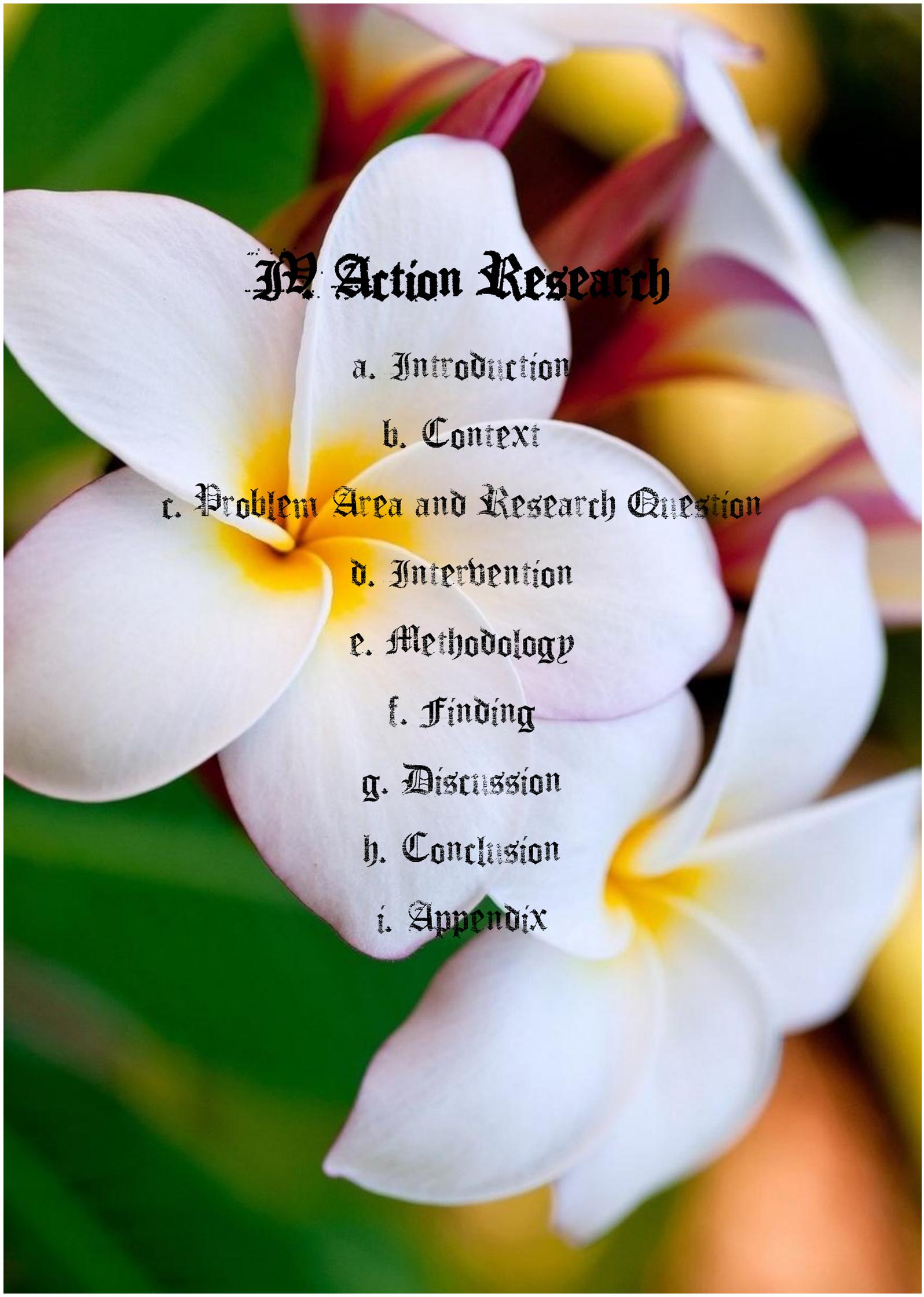
Miscellaneous

Classroom Pictures



Classroom Pictures





M. Action Research

a. Introduction

b. Context

c. Problem Area and Research Question

d. Intervention

e. Methodology

f. Finding

g. Discussion

h. Conclusion

i. Appendix

**Students' Perceptions
on Corrective Feedback in Group Writing Class**

Requirement of Sookmyung Women's University

M.A. TESOL Program

Action Research Paper

Spring 2014

Dong Won Park

Bom E Kim

Introduction

There are many roles for a teacher which can be done in class to enhance the learning of the students. One of the teachers' roles is to provide feedback on the students' outcome whenever the students make errors and guide them to use the language in appropriate ways. Making errors are important component in learning language, and they must be corrected in order to help the students to learn the target language accurately (Selinker, 1972 & 1992). Through providing corrective feedback, the students can be aware of their mistakes and have opportunities to amend them and prevent them from making the same errors. The study of Chandler (2003) asserted that learners like direct type of feedback which is explicit feedback (as cited in Shirazi & Shekarabi, 2013). This can be seen in Asian countries, especially in Korea, where the language is focused more on the form, not on the meaning. Not only for the Asian students, but also the ones from other countries who are learning English as a second language have strong belief and preference on learning grammar and having direct corrections or feedback by their teachers (Schulz, 2001). However, Yoshida (2008) stated that teachers' choices of CF types have not been explored from the teachers' point of view, and neither has learners' preference of CF types" (p. 78). Some of the previous studies show that teachers most frequently used recasts, where the teachers reformulate the utterance without indicating the errors, as corrective feedback (Lyster & Ranta, 1997; Moroishi, 2001; Panova & Lyster, 2002). Providing implicit feedbacks can give the students opportunities to think about their errors which showed the effectiveness in language learning (Russell & Spada, 2006; Aljaafreh & Lantolf, 1994). In addition, most of highly achieving students prefer to have enough time to think over their mistakes.

Most Korean students do not have chances to write in English or get corrective feedback from someone else, and the students' perception about getting explicit and implicit feedback is quite different. As mentioned previously, because the main focus of English study in Korea is to get a good score on a test or pass it to enter university, get a job, or get promoted. In this kind of language classrooms, they normally do not have chances to produce anything especially writing in the target language; therefore, students are very used to being receptive in a language classroom. Even if they have done English writing before, it is not very common to have any type of corrective feedback for their writing or they may have had only explicit types of feedback such as direct explanation. In order to make their learning effective, it is essential to know how the students see or receive different types of corrective feedback first.

Context

This action research is done in one of women's universities in Seoul, Korea. The number of the experiment population was 18 students with the age range of 20 to 30 years old. Out of those 18

students, 11 students were seniors who are about to graduate, three freshmen and three sophomores. The students' majors are varied since this particular course is a GE requirement. The class's subject was 'English writing and reading', and this is a pre-requisite course for G-MATE which is an English proficiency test in writing and speaking which they have to pass in order to graduate. Needs analysis was conducted in the second week of the semester to get information about the students' background and their interests. Each lesson was designed with a theme based on the students' interests. Most of the students studied the language in school and language institutions with an average of 3 hours of study every day. According to the result of needs analysis, majority of the students answered that listening and reading skills, which were receptive skills, are the top two skills that the students feel confident in learning a language. However, the students think overall they still have low proficiency in English.

The class was led by six graduate students taking practicum courses. The students were divided into groups of three, and each graduate student was assigned to each group. The graduate students were called as 'big sisters' just to make the learners less pressured and to make positive studying environment. Big sisters had different roles as teachers and facilitators. This was a 160-minute-long class which was held every Tuesday evening. Since it was an evening class, most of the students were coming from their work or it was the last class. Every week, the students were given reading homework before class as preview and writing homework after the class as review. The class usually started with giving feedback on their homework. To provide free-writing opportunities to lower their affective filter regarding English writing, the students were asked to write on the on-line writing board three times a week; they can write about anything without concerning about grammar mistakes. All the activities or tasks in a lesson were connected each other to promote English writing with different themes and functions. The results of needs analysis showed that learners were frustrated with English writing and group work as well, so the big sisters carefully designed lessons to lessen learners' fear about writing by putting them in pairs or groups to work together.

Problem Area

One of the main goals of this GEP class is to help students pass G-MATE in order to graduate, and as teachers and facilitators we have responsibilities to help students improve their reading and writing skills. We provided lessons and tasks based on G-MATE test questions so that they have enough chances to practice or experience these types of questions before they take the actual test. Since G-MATE is a writing test, we as facilitators also needed to provide corrective feedback regarding their writing during the class. Learning how to write using appropriate formats was essential in this class, but learning how to write accurately was also important in order to get them

to achieve higher scores. According to needs analysis, the students answered that they were not confident in English writing or grammar. In addition, the first diagnostic test results proved that their level of English writing is moderate low which means they surely were not good at writing or grammar even after spending at least six years of learning grammar. In fact during the first five weeks of the semester, we experienced difficulty in finishing the class in time which meant there was no time to give any types of corrective feedback to improve their accuracy. After the midterm, the professor and big sisters felt the necessity for covering accuracy in writing. We observed that just like any other typical Korean students, our students also expected or wanted to have lessons which they would not have to actively participate. They wanted to listen to the teachers' lectures and do small activities with clear answers given. In addition, based on the observation from the first few weeks, it seemed that the students were not used to having any kinds of revisions or corrective feedback.

In order to improve the accuracy of their writing and make their learning effective, we realized that it was necessary to give some kind of corrective feedback on their writing. Swain (1991) added the importance of having corrective feedback by saying that "if students are given insufficient feedback or no feedback regarding the extent to which their messages have successfully (accurately, appropriately, and coherently) been conveyed, output may not serve these roles" (p. 98). Like what Swain stated, corrective feedback is required in English writing and its development. However, as we observed, they had not had or were not getting any corrective feedback before or during this course, so first it was important for us to know how they receive different types of feedback which may affect their L2 development. Regarding this, here is our research question:

1. How do students perceive different types of corrective feedback given to their own writing?

For the first five weeks of the GEP class, as teachers and big sisters we realized that the students had not had much experience in receiving corrective feedback except maybe some direct corrections from teachers previously. By knowing the effectiveness of corrective feedback on language learning, in this particular research, we would like to survey how the students perceive different types of corrective feedback and how we could use this information to make their language learning more effective.

Intervention

For our research, we used peer corrective feedback given by big sisters and other students with a student survey at the end of the intervention period. During the intervention period, the students were asked to do both self-revision and give peer corrective feedback to each other following the teachers' demonstrations. The six week intervention was divided into three major parts depending

on three types of corrective feedback: explicit, explicit with indicators, and implicit. When there was a new type of corrective feedback introduced, it was done by the big sisters first as a model or demonstration to show the students how to do it, and then we let the students give peer corrective feedback in the following week. This was to see how students perceive each type of corrective feedback or how they feel about it. In order to do this in class, we needed all four groups of big sisters' help who were not the leading teachers that week because we needed to set aside some time for feedback. In addition to the survey and reflections, we also provided a checklist for self-revision and asked the students to do it every time before they had corrective feedback and do it themselves as the last step of their writing homework procedure. Guénette (2012) stated that “For learners to truly benefit from CF, they must be held accountable for revising or rewriting their texts” (p. 123). The main reason of providing explicit or implicit corrective feedback is to help learners eventually notice and correct their own errors. By providing them opportunities to give and receive corrective feedback to or from others as models and guidance, it will eventually help them be responsible of their own writing and improve it (Ellis, 2009) (see Appendix II).

Table 1 below was the six week plan of our action research regarding types of feedback given each week and the writing homework, with survey scheduled at the end. During the six week intervention, week 8 was the midterm week for students where we did not actually have a class. Therefore, we skipped the intervention for week 8.

<i>Weeks</i>	<i>Action Plan</i>	
Week 6	Corrective Feedback – Explicit	<i>Writing homework as a pre-test</i>
Week 7	Peer-Editing – Explicit	
Week 9	Corrective Feedback – Explicit with indicator	
Week 10	Peer-Editing – Explicit with indicator	
Week 11	Corrective Feedback – Implicit	
Week 12	Peer-Editing – Implicit	<i>Student survey</i> <i>Writing homework as a post-test</i>

Table 1. Six week intervention plan

By providing the model of doing the corrective feedback, the students were able to do the given task each week. Every week before they have corrective feedback, the students were given a time to do self-revision with the guidelines in order to assist themselves to have a feedback of their own. Brandl (1995) showed that high achievers are independent learners who tries to find the answers to their errors themselves and understanding why they committed the mistake are important for them. Through self-revision, the learners can practice to be independent learners. The self-revision guideline had two parts; mechanics and grammar (see Appendix II). Mechanics is for the structure of the writing which is important in G-MATE, and grammar is for the accuracy of the writing.

We planned to begin with explicit feedback because Korean students are more familiar with explicit corrective feedback. Not only for the familiarity of types, but also explicit corrective feedback can promote ‘noticing’ which is essential for learning (Schmidt, 1990). According to Carroll and Swain (1993), explicit feedback is defined as “any feedback that overtly states that a learner’s output was not part of the language-to-be-learned” and implicit feedback as “... such things as confirmation checks, failure to understand, and request for clarification (because learners must infer that the form of their utterance is responsible for the interlocutor’s comprehension problems)” (as cited in Russell & Spada, 2006, p. 137). To begin with more familiar types and more focused form types to unfamiliar and independent learning type of feedback, we designed explicit to implicit corrective feedback. In giving feedback, we concentrated on five criteria of grammar: Verb tense, Subject-verb agreement, preposition, article, and punctuation. For explicit feedback, we directly wrote the correct form. For explicit with indicators, we used ‘v’ for verb tense, ‘sv’ for Subject-verb agreement, ‘prep’ for preposition, ‘art’ for article, and ‘p’ for punctuation. In giving the indicators, we underlined the verb tense and subject-verb agreement, and circled for preposition, article, and punctuation (see appendix I.A). For the implicit feedback, we only used underlining and circling the words to indicate the errors (see appendix I. B).

Methodology

First of all in order to see how students perceive different types of corrective feedback, we conducted a student survey at the end of the intervention period. The first part of this survey contained questions regarding how they felt about giving and receiving corrective feedback from other students or big sisters and also about self-editing. In the second part, we asked the students to write their own thoughts about their perceptions focusing on three different types of feedback. We used this survey results as our quantitative data and found out how they perceived corrective feedback. Second, we also used the big sisters’ weekly reflections as observation data to see how they actually did during the class with giving and receiving feedback. Even though they answered the survey, how they felt might be different from what they actually did in class. Therefore, we carefully reviewed the weekly reflections by the big sisters who led their own groups and observed their students. We also collected Week 6 and Week 13 writing homework to see their improvement in English writing and its accuracy. Even though students were not given any corrective feedback for their homework besides the professor’s corrections, we wanted to see how they have improved their own writing regarding accuracy. Originally, we were supposed to collect week 12 writing homework results, but there were only few students who actually turned in their homework, so we chose to use Week 13 writing homework to compare it with Week 6 homework.

Finding

To gather the results of intervention, we had three different methods used: a student survey about students' preferences and awareness of giving and receiving corrective feedback, reflections as classroom observation from the big sisters who actually taught and interacted with students, and writing homework for Week 6 and Week 13 to check their progress and improvement in accuracy.

I. Student Survey

After the intervention period, we had a survey for qualitative data of the students' preferences and awareness regarding corrective feedback. It was designed in Korean, and we allowed students to write some of the answers in Korean to hear more honest answers. The first part of the survey was three Yes / No questions regarding their experience of writing in English, having any kind of corrective feedback, and if they had done self-editing on their own.

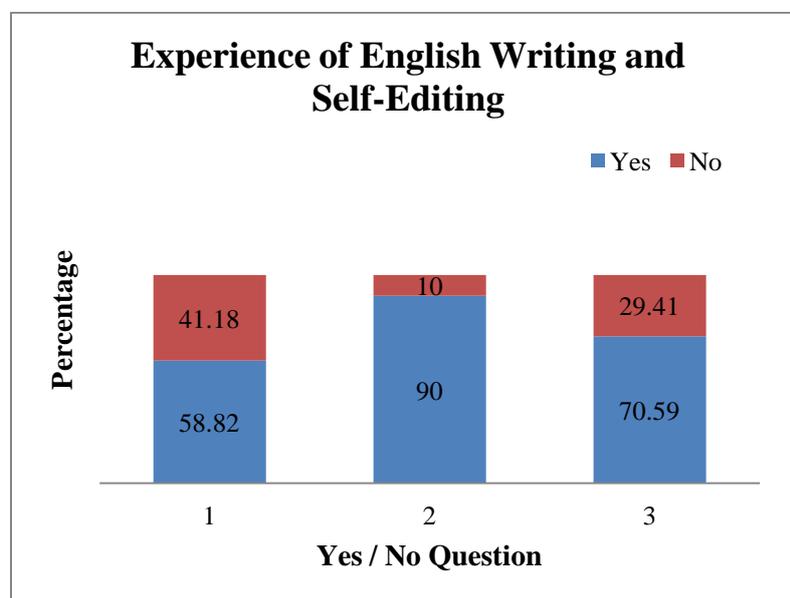


Figure 1. Usage of the corrective feedback

Question 1 was asking whether they had done any kind of English writing longer than a paragraph prior to this particular course, and if yes, in Question 2 we asked them if they had received any kind of reviewing or revision from others. According to Figure 1, more than half of students had experience in English writing longer than a paragraph before taking this course, and almost all students experienced revisions from others. We also asked in Question 3 if they had tried to use the self-editing checklist to review their writing homework. During the intervention, approximately 70 percent of students used the self-revision checklist when they were doing their writing homework.

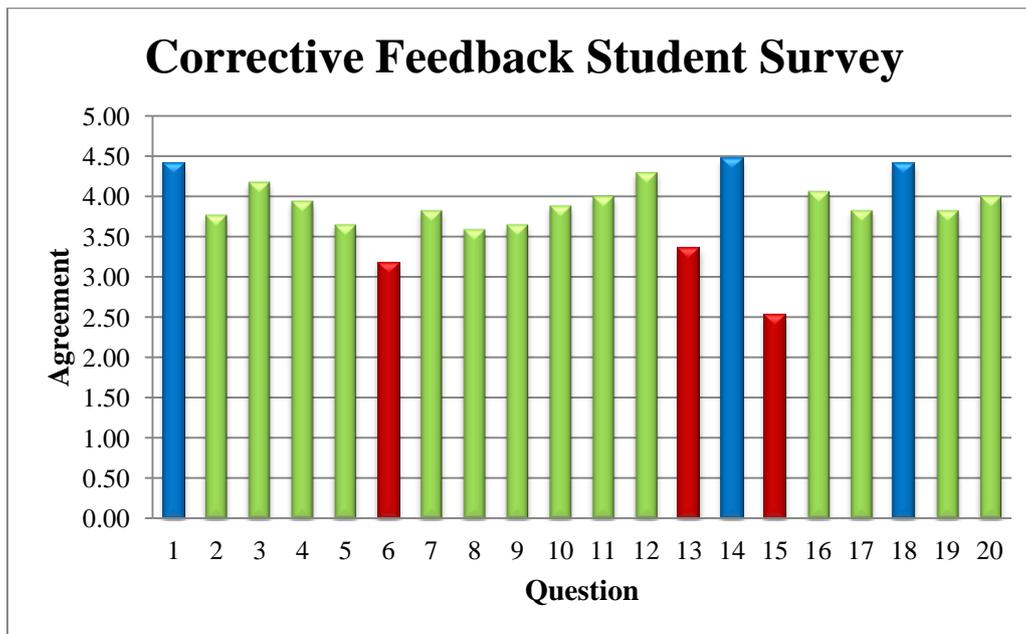


Figure 2. Agreements of corrective feedback questions

This figure 2 has the answers of 20 questions that show how strongly students agreed or disagreed on each statement about corrective feedback. It shows that most students agreed with questions 1, 14, and 18, whereas only few students agreed with statements 6, 13, and 15. Question 1 was whether they thought their writing improved as they did self-editing or had someone revised their writing, and Question 14 was about their preference to have comments and feedback from the professor or big sisters instead of other students. Question 18 was their belief about accepting revision and corrective feedback as one of the steps to go through when writing. Most of students strongly agreed that their writing has improved when there was revision whether it was self-revision or revised by someone else, and they strongly agreed that revising is one of the steps that they have to do when writing. It also shows that the students prefer having feedback from the professor or big sisters instead of other students.

On the other hand, in Question 15 we asked whether they preferred self-editing to peer-editing, and the students answered that they prefer peer-editing instead of self-revision. Interestingly, Question 13 asked them whether they can trust their classmates' feedback as well as the professor and big sisters' feedback, and they answered that they do not trust their classmates' correction; they prefer to have corrective feedback from the professor or big sisters instead of other students. Regarding Question 6, whether they would like to have more chances to read and revise other students' work more, the students were not fully negative about this, but it is not positive either.

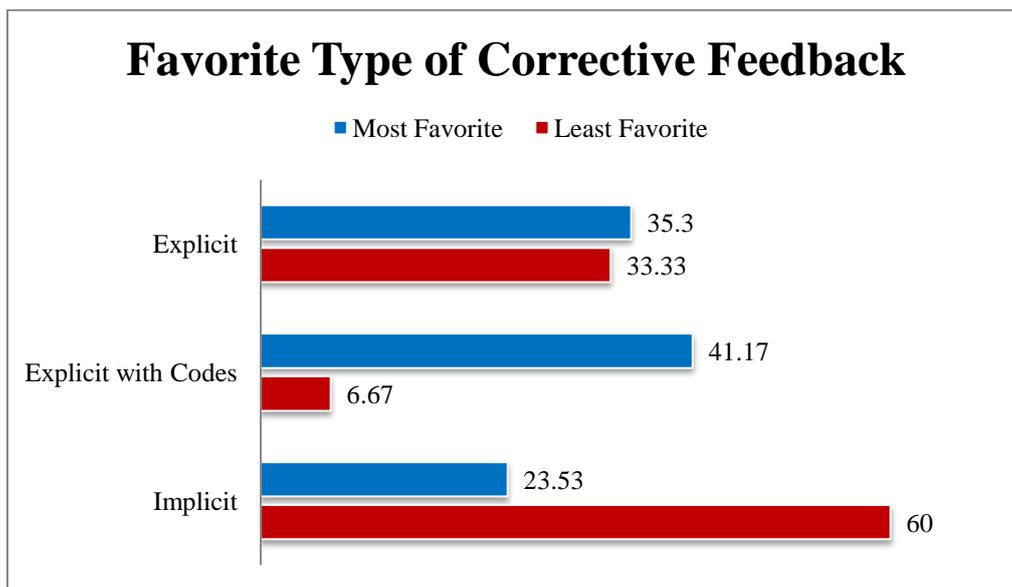
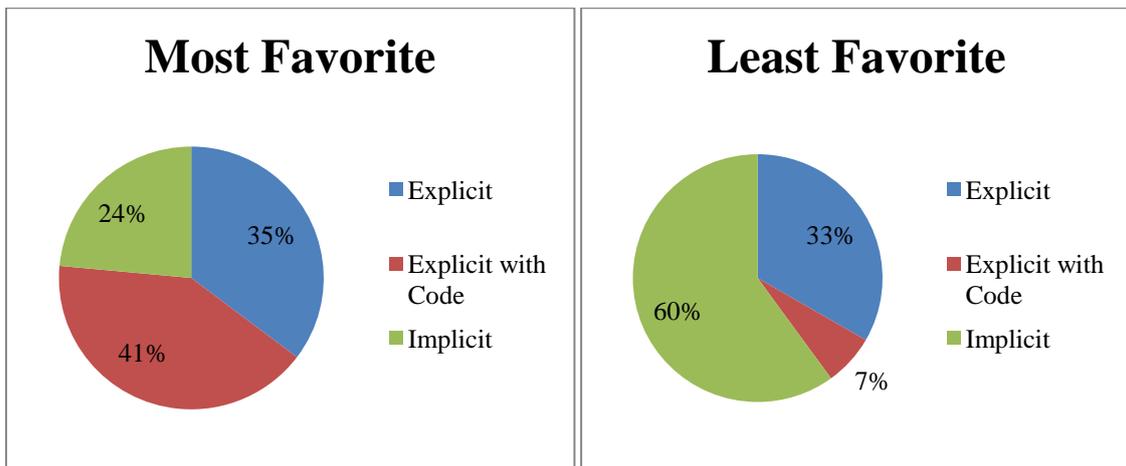


Figure 3. Most and least favorite type of corrective feedback

In the second part of the survey, we asked the students to rank the three types of feedback according to their preference and asked them to give us reasons why they chose that particular feedback as their favorite. Figure 3 shows that 41% of the students liked explicit feedback with codes among three types of feedback. Majority of students who chose this as most favorite stated that they needed hints to find the correct answers as their reason. They stated that it provides hints and direction to correct the errors, and these hints led them to actively take part in the learning process by correcting errors themselves. Those who chose explicit feedback stated that they prefer to have clear and direct feedback because they are unsure of the right answers. The students that chose implicit feedback answered that they could not learn more with explicit feedback because it only gives a direct answer which does not allow them to think. They also mentioned that explicit feedback with codes made them more confused because of the codes; they would rather find the right answers by themselves. On the other hand, for the least favorite feedback, 60% of students ranked implicit feedback as their least favorite because they at least needed some kind of guidelines or direction to find the right answers. Since they make certain grammar errors, students wanted to know why they are wrong or what to correct.

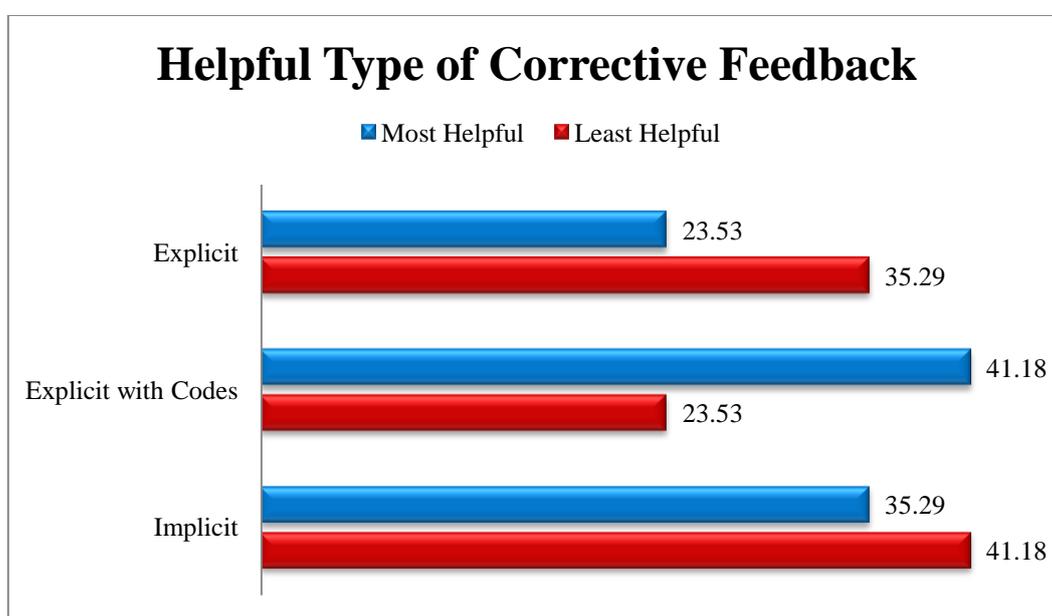
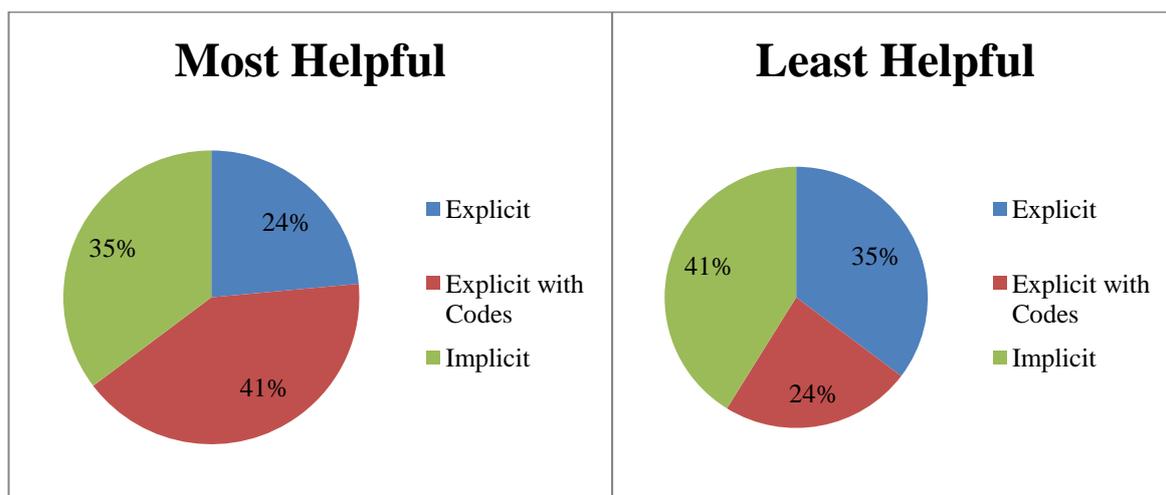


Figure 4. Most and least helpful type of corrective feedback

Along with their favorite type of feedback, we also asked which one they think is most helpful or not. One of the main reasons why we distinguished the most favorite type of feedback and helpful one is to see what they like may not be the one they think is helpful. As mentioned earlier, Korean students still prefer to be receptive in language learning classroom. Needs survey of this course showed that they think they are good at receptive skills such as listening and reading and feel burdensome about doing group works. However, even though they prefer to be receptive, they might have different perception about which feedback is more helpful; it may not be their favorite type of one, but if they still think it is helpful which means we as teachers should be able to lead them to have their learning more effective by challenging them to do what is not their favorite.

Figure 4 shows that 41% of the students chose explicit feedback with codes as the most helpful one, and the least helpful is implicit corrective feedback. One of the reasons that they chose the explicit feedback with codes is that it is less vague than implicit feedback and allows them to actively correct errors without someone else's help. By having hints, students can figure out what is

wrong and how to make corrections. However, we still need to look at the percentage of the students who chose implicit feedback as most helpful. Even though the majority of students chose implicit feedback as their least favorite, they still chose the same one as the second most helpful feedback.

Through this survey, we realized that the students strongly agreed that they need some kind of revision or feedback in order to write well in English and improve their writing habits and skills. However, the students do not prefer having implicit corrective feedback, and they do not prefer self-editing or peer corrective feedback from other students because they do not trust their classmates' skills or their own. Although they neither trust their classmates nor themselves, through revision, they were able to fix their errors and learn words or grammar by correcting the errors. Regarding this, we will discuss more about it in the further section.

II. Observation through reflections

Prior to receiving and giving corrective feedback, we encouraged students to do self-editing first during and after the class with a self-editing checklist. According to Diab (2011), writers who have engaged in self-editing notice more errors than write who have engaged in peer-editing. Therefore, we provided a self-editing checklist and designated some time during the class to have students do self-editing so that they could be ready to read others' writing and give corrective feedback. We also encouraged students to do self-editing when doing their writing so that they can be trained outside of the classroom. Based on the observations from the big sisters, we found that self-revision was helpful at the beginning stages for better awareness of their writing. One of big sisters' reflections found the following:

Self-revision went very well and I believe that this will help students tremendously. However I feel more explanation and introduction was needed on this before students were asked to revise, as this will be something we will be doing in every class and will be encouraging them to do outside of class.

Also, another sister stated on her reflection:

In addition, doing the editing worked well too. Although there was some confusion in explaining the checklist form, I saw students realizing their mistakes using the self-editing checklist.

Since students were not used to do self-revision, students were confused at first but were eventually able to revise their own writing. Also, when they were doing self-revision, students were able to find their grammar errors in their work. Having a checklist helped students to go over their writing and be aware of the errors. Without much help of the big sisters, they were able to find and correct errors themselves. This could be seen in one of the reflections by one big sister.

First, I thought their sentences would have a lot of mistakes, but surprisingly they discussed and helped each other use correct grammar and were adept with the self-revision as well. Once they clearly understood what it was and the importance, they did the self-editing effortlessly, and there were not a lot of things for me to correct.

In this reflection, explaining the purpose or the importance of doing self-editing was effective for making revision more efficient.

Along with self-revision, we proceeded with corrective feedback. Before we let students do peer-revision, big sisters always modeled each type of corrective feedback first so that students could have ideas regarding what to do and how it works. For peer-revision, students performed a lot better than what we first expected. Peer-editing provided opportunities to read others' work, and this helped students learn more about grammar or active their knowledge on grammar and reflect it on their own writing. One of the big sisters noticed following:

Not just writing, but having to critique other's work was also a good idea because that made students more aware of their own mistakes. When students had peer-editing, my little sisters were discussing the corrections of other groups. Although some errors were minute, having a discussion about their mistakes helped them to realize their mistakes and learn from that discussion.

Also another big sister stated that

I agree on your comment regarding reading other group's work and peer-editing. So far, we have let students read other groups' work and just give stickers to their favorites. However, asking them to critique made them think and discuss more, and like what you've said, reading others' work can also help them improve their own writing as well.

Most students were able to do well in revising their writing explicitly and implicitly. Students became used to have self-revision with the checklist, peer-revision, and corrective feedback. For the implicit corrective feedback and peer-revision, students were able to work well with revising their writing. This was stated on one of the reflections as following:

Another interesting point was to see how well students can understand our implicit corrective feedback. This week, our action research intervention was to give them implicit corrective feedback, so big sisters had to either underline or circle the mistakes in their groups' writing and let little sisters figure out what they needed to correct. Surprisingly, as we went over each feedback, I did not have to explain a lot; they just saw my marks and fixed mistakes. I just reminded them how much they already know and the importance of revising their work because they are completely capable of finding and correcting their mistakes.

Through the reflections of the big sisters, we found that students were able to find their errors and be aware of grammar when they were writing.

III. Writing Homework Results

We collected Week 6 and Week 13 homework to see if the students have made any development in writing accuracy, and the results were not something that we expected. Week 6 homework was to write a description paragraph about making Easter eggs. The students already experienced making Easter eggs in class, so they had to write a paragraph based on their experience. The students' paragraphs had the average of 6-7 sentences, and the major errors were about articles / noun markers or some verb choices. For example, they mostly had a hard time using a correct article appropriately. They either did not include any articles or got confused with 'a' and 'the'. Compared to that, Week 13 homework is much longer which is a three paragraph long essay, and due to its length, it usually contains more errors than a paragraph. Interestingly, after about six weeks from Week 6, the students mostly made the same mistakes, noun markers. Most students who turned in Week 13 homework had a hard time choosing correct articles, and some of them had subject / verb agreement errors. With this result, it is hard to tell whether they have improved their accuracy or not since these two different writings were hard to simply compare to see the achievement.

Discussion

Regarding corrective feedback, the students are quite positive about receiving feedback. Through this six week experience, they have realized that it is helpful for their writing as well as an essential part of the writing process. Based on the reflections of big sisters, the students' attitudes towards corrective feedback have changed positively and somewhat become confident about receiving it. However, the students still feel uncomfortable with or have difficulty doing self-editing or giving feedback to other students. Related to this, the students also trust feedback from the professor or big sisters rather than other students in the class. In addition, they strongly prefer more explicit form of feedback which they believe is more helpful. We are going to talk about these three main perceptions we have found in the research to see what they prove and what we can do as teachers.

I. Students' Perception on Self-editing

According to the survey results, the students were frustrated with self-editing even though they understood the importance of it. Based on Question 15 in Part A and Questions 1 and 2 in Part B, we can tell that the students did not feel comfortable correcting their own work. Question 1 and 2 in Part B were asking them whether they would like to self-correct their own work and whether they have found it helpful or not. In Question 2, the result shows that the students perceived the

usefulness of self-correction. They said the self-editing checklist helped them what to look at and what to correct; therefore, it is helpful. However, in Question 1 most students still answered that they would not prefer self-editing; they would rather have someone else do it for them. Ellis (2009) showed that explicit feedback is clearly desirable if learners do not know the correct forms or are not capable of self-correcting. Sul and Kim (2013) also proved that the students usually prefer metalinguistic feedback which tells them the locations of errors, correct answers, and explicit explanation, and it is because the students have tendency to rely on someone more dependable instead of doing it themselves.

The interesting point we have found in the survey which is a bit different from Ellis or Sul and Kim is that our students did not want to have self-editing because they believe that they are not capable of doing it themselves. Majority of them who answered they would rather have corrective feedback from someone else answered that their proficiency or competence level is not high enough to do this or simply it is still too difficult for them. However, what big sisters observed during the class time was different from what the students said. According to the reflections by big sisters, they were capable of doing it because they still had enough knowledge about it. What big sisters observed in class was that they were able to do it without someone else's help; although there were some errors that they missed, we still saw them doing it a lot better than what we originally expected. This shows that the students do not trust their own knowledge of English and ability of doing it since they have never done this kind of editing themselves before or had not much experience in being engaged in active language using and learning. Due to this reason, they also answered that it is difficult to find things to say about other students' work. In one of the survey questions, we asked them how they felt about giving feedback to others, more than half of the students answered that it is hard to find things to comments about in other students' writing. This is closely related to earlier comments saying that they do not think their knowledge is not enough to correct others' work. Therefore, they do not feel comfortable doing it for others either.

II. Students' Preference in Having Feedback from Dependable Person

Another noticeable point in the results of this research is that the students prefer feedback from someone who they think is more dependable than other classmates. Only few students answered that they trust other classmates' comments and feedback, and compared to that, majority of them answered that they would rather have feedback from the professor or big sisters. Zhang's (1995) study also showed the similar results. The participants of Zhang's study preferred teacher feedback to peer feedback since they did not trust their classmates' English competence and though their peers were not as qualified as their teachers (as cited in Arslan, 2014). Nelson and Carson (1998) also stated that their students liked to have teacher comments and corrections rather than

peers' because they believed that teachers' feedback would lead them to greater improvement (as cited in Arslan, 2014).

It seemed that our own participants had the similar perception about peers' corrective feedback. As discussed earlier, the students prefer getting corrective feedback from others, but those others are rather the professor or big sisters, not their classmates. Since they believe that their own proficiency level is not high enough, they think their peers are similar to them. Therefore, they think that it is better to have more qualified people such as the professor or big sisters correct their work instead of unqualified ones and believe that they would learn more only from a dependable person's feedback. However, other studies such as Tsui & Ng, (2000), Berg (1999), and Storch (2005) indicated the positive side of peer corrective feedback. They argued that peer feedback can help students identify strengths and weaknesses each other, encourage crucial reasoning, and produce better texts (as cited in Arslan, 2014). Arslan (2014) suggested that "participants ... were able to improve their writing skill while giving peer feedback rather than receiving peer feedback" (p. 145). Teachers' feedback and peers' feedback are not a 'one or the other' issue. It is a teacher's responsibility to give more interactive and collaborative writing tasks and decide what kind of corrective feedback is more effective depending on situations.

III. Students' Perception on Explicit and Implicit Feedback

In Part B of the survey, we can see the students' difference perception between the most favorite type of feedback and the most helpful one. Question 5 in Part B of the survey asked the students to rank them in order of their preference and give us reasons. The following question was to rank them in order of most helpful feedback to them and give us reasons. First of all, the result of Question 5 in Part B shows that the students prefer feedback that provides more detailed, explicit comments or at least some hints. The students who chose explicit feedback with codes answered that these codes suggested or showed them what to work on or made them think one more time. The ones who chose explicit feedback commented that they can trust someone else's clear correction instead of doing it themselves or do not know the correct answers anyways even with the codes due to their lack of knowledge, so they answered they preferred explicit corrections and explanation. On the other hand, implicit feedback was the least favorite one. The students commented that they could not figure out what is exactly wrong. From this, we can possibly say that since they had to correct errors themselves without any hints they think it was too much for them.

However, the result about the most helpful feedback is different from their favorite one. Students chose explicit feedback with codes and implicit feedback as the most helpful ones which are quite noticeable. Even though they answered that they did not prefer to have implicit feedback, they noticed that it would eventually help them. The students who answered implicit feedback as

most helpful stated that they believe that by actively participating in error correction without someone else's help, they learn more compared to being passive. As the previous studies mentioned, students are still receptive in language learning do not trust themselves to correct errors; therefore, they prefer explicit corrective feedback by more dependable people.

However, some studies have different opinions regarding explicit and implicit feedback. Bitchener, Young, and Cameron (2005) mentioned that implicit feedback is more effective the explicit ones in helping learners' development in writing accuracy. On the other hand, Ellis (2009) argued that explicit feedback with codes does not prove to help learners achieve greater accuracy and are not more effective than other types of corrective feedback. Brandl (1995) also argued that learners' achievement has not significant impact according to different types of corrective feedback. All these studies presented different opinions about the effectiveness of different corrective feedback, but on the other side of it, we can tell that different types of feedback have different effectiveness. Gu énette (2012) defined explicit and implicit corrective feedback as following:

Direct corrections do not lead the learners to think about the language, but they may help those who are not yet proficient enough to self-correct as they model what is acceptable in the second language. Indirect corrections, on the other hand, push the learners to question their hypotheses about the language, but they may also lead to frustration. Yet as the tutors discovered through their experience, both strategies can and should be used. (p. 121)

Like how Gu énette suggested at the end of this quote, it is necessary to consider using both strategies depending on learners' needs not just because they like it or think it is helpful.

Conclusion

This action research focused on the students' perception on corrective feedback to see how they perceive and what the teachers can do to make their language learning more effective. Overall, the students prefer to be receptive by having explicit feedback from more dependable people instead of self-editing or peer-editing from other classmates. They fully aware of the importance of revision as one of the essential steps in writing and have also noticed the effectiveness of giving and receiving corrective feedback. Even though students are still somewhat receptive in regard of receiving corrective feedback, they perceived that having less explicit feedback will eventually help them improve their own writing and accuracy. As we can see their view of giving and receiving corrective feedback has changed positively, it is necessary to encourage students to do more revision.

There were some limitations to see how effective each type of corrective feedback is due to homework issues. We wanted to see how this kind of corrective feedback can affect the students' writing and its accuracy by collecting their homework from Week 6 and Week 12. However, there

were only 5 of them handed in their homework in the last week of the intervention period, so we had to wait another week to get their homework. After collecting homework in the following week, we did not still have enough homework to compare. Out of 18 students, we only had 8 of them turned both Week 6 and Week 13 homework. Therefore, it was hard to tell the progress of the students. In addition, giving writing homework was quite different to compare the achievement. Week 6 writing homework was a paragraph long one, but Week 13 was a three-paragraph essay which was much longer and contained more errors. We decided not to use this homework to use it as proof of the students' achievement since it is not credible.

For a future research, we first suggest to have a longer intervention period to give students more time to get used to getting and giving corrective feedback. Within six weeks' time, we had to cover all three of them, and the students got only three chances to do it themselves. Towards to the end of the period, they got used to it more compared to the first week, but still it was not enough to make them become fully confident or believe the need of it. It caused the unclear result of effectiveness of corrective feedback and its achievement. Another suggestion is to have fixed groups to try different types of corrective feedback. Due to the nature of this particular GEP class, we had different members in each group every week, so we had all the students try all different types of feedback. It would be better to have controlled and experimental groups or at least take turns to experience types of feedback in a better setting instead of mixing it all together and have them tried all within a short period of time.

Even though there were limitations and unexpected results, this action research still suggested us that any type of corrective feedback is necessary especially for this kind of class. Since the students in this class have to take G-MATE Writing to pass the class or graduate, revising their own work or getting feedback from someone is a must. There is no definite answer when deciding which type of feedback will be given, but it is essential to know what the students prefer to understand what could lower their affective filter in giving and receiving corrective feedback and what would be helpful depending on their needs.

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Appendix I

Peer and Corrective Review Criteria

Part A. Explicit with indicator and grammar code

Criteria	Codes	Examples
동사의 시제 Verb Tense	v.	Past tense / present tense / future tense
주어와 동사 수일치 Subject-verb agreements	sv.	Singular / plural +s
전치사 Preposition	prep.	Of / for / in / before / after / at / into / by ...
관사 Articles	art.	A / an / the
구두법 Punctuation	p.	. , ; ? ! ' ' " " () [] ...

Part B. Implicit (Indicator only)

Criteria	Codes	Examples
Verb Tense	Underline	Past tense / present tense / future tense
Subject-verb agreements	Underline	Singular / plural
Preposition	Circle	
Articles	Circle	
Punctuation	Circle	

*Bitchener, Young, & Cameron. (2005); Ellis, Loewen, & Erlam. (2006);
Russell & Spada (2006)*

Appendix II
Self-Editing Checklist

Mechanics

- I capitalized the first word in every sentence.
- I capitalized all proper nouns.
- Each sentence I wrote ends with a period, a question mark, or an exclamation point.
- I used punctuation correctly (commas, apostrophes, quotes, etc.).
- I spelled all words correctly. (Check carefully for commonly confused words like they're, their, there; your, you're; its, it's; etc.)
- I indented the beginning of each new paragraph.

Grammar

- Each of my sentences is a complete thought with a subject and a verb.
- There are no sentence fragments in my work.
- There are no run-on sentences that are incorrectly joined by commas.
- Subjects and verbs agree in number (singular subject, singular verb; plural subject, plural verb).
- When I use pronouns, they clearly refer to someone or something.
- I use verb tenses consistently unless a change is required (past, present, future).

Appendix III

Student Evaluation Survey Part A

본 설문지는 '영어 읽기와 쓰기' 수업시간에 여러분들의 영어 작문에 대해 다른 학생들 및 Big sister들에게 받은 검토 (review) 및 수정 (editing and revising)과 관련하여 여러분들의 의견을 조사하고자 합니다. 이 설문지의 결과는 TESOL 대학원 석사과정의 리서치 자료로만 활용되며, 학생 여러분들의 해당 수업 성적과는 아무런 관련이 없습니다 (이름이나 학번, 그룹 이름은 적지 않아도 됩니다). 여러분의 솔직한 의견을 기술했다면 감사하겠습니다.

Part A. 다음 각 항목에 대해 각자 얼마나 동의하는지 혹은 동의하지 않는지 표시해 주십시오.

매우 그렇다	그렇다	보통이다	그렇지 않다	전혀 그렇지 않다	
5	4	3	2	1	
이 수업을 듣기 전에 (한 단락 (paragraph) 이상의) 영작문을 해 볼 적이 있다.					Yes / No
영작문을 해 볼 적이 있다면, 누구에게든, 혹은 어떤 방식으로든, 자신이 쓴 글에 대해 검토나 수정을 받은 적이 있다.					Yes / No
지난 6주 동안 Writing 숙제 할 때, self-revision checklist를 사용해서 스스로 직접 검토 및 수정을 해 볼 적이 있다.					Yes / No
1. 작문한 것을 검토하고 (스스로) 수정 하는 것, 또는 (누군가로부터) 수정을 받는 작업은 내 작문실력 향상에 도움이 된다고 생각한다.					5 4 3 2 1
2. 내가 쓴 글을 두 명 이상의 다른 사람에게 검토 및 수정을 받는 것을 선호한다.					5 4 3 2 1
3. 내가 쓴 글을 여러 번 검토하고 수정 하는 것 (혹은 수정 받는 것)이 훨씬 도움이 된다고 생각한다.					5 4 3 2 1
4. 다른 사람이 쓴 글을 읽어보는 것은 내 작문에 도움이 된다.					5 4 3 2 1
5. 다른 사람의 글을 검토 및 수정 하는 것은 내 작문에 도움이 된다.					5 4 3 2 1
6. 다른 사람이 쓴 글을 더 많이 읽고, 수정 해 보고 싶다.					5 4 3 2 1
7. 다른 사람이 쓴 글을 수정할 때, 주어진 체크리스트가 도움이 되었다.					5 4 3 2 1
8. 내가 수정 해 준 내용이 그 사람의 작문에 도움이 될 것이라고 생각한다.					5 4 3 2 1
9. 다른 사람이 쓴 글에 대해 수정 할 부분을 찾아 고치는 것이 어렵거나 부담스럽다.					5 4 3 2 1
10. 나는 내가 쓴 글에 대해 다른 사람의 수정을 받는 것이 좋다.					5 4 3 2 1
11. 내 작문을 다른 사람이 더 많이, 더 자세하게 수정을 해 주었으면 좋겠다.					5 4 3 2 1
12. 내가 쓴 글을 두 명 이상의 다른 사람에게 검토 및 수정을 받았으면 좋겠다.					5 4 3 2 1
13. 교수님이나 big sister가 아닌 다른 학생들이 내 글을 읽고 수정 해 주는 내용을 신뢰할 수 있다.					5 4 3 2 1
14. 다른 학생들이 내 글을 수정 해 주는 것 보단, big sister나 교수님이 검토 및 수정 해 주는 것을 선호한다.					5 4 3 2 1
15. 다른 사람(다른 학생, 교수님, big sisters)이 내 글을 읽고 수정 해 주는 것 보단, 내 스스로가 직접 내 글을 수정하는 것(self-editing)을 선호한다.					5 4 3 2 1
16. 지금까지 다른 학생들 및 big sister, 혹은 교수님으로부터 수정 받은 부분들을 보고, 내가 주로 어떤 실수를 하는지 알게 되었다.					5 4 3 2 1
17. 작문 할 때, 한 번 혹은 반복적으로 수정 받은 부분은 다음 작문 시에 혹은 검토 및 수정 할 때 좀 더 신경을 쓴다.					5 4 3 2 1
18. 영작문에 대해 수정 및 검토를 하는 것은 글을 쓰는 전체 과정에서 반드시 거쳐야 하는 과정이라고 생각한다.					5 4 3 2 1
19. 나는 앞으로도 영어로 작문을 할 때 스스로 수정 작업(self-editing)을 할 것이다.					5 4 3 2 1
20. 앞으로 영작문을 할 때, 주변에 다른 누군가로부터 검토 및 수정 작업을 받을 것이다.					5 4 3 2 1

Student Evaluation Survey Part B

Part B. 아래 항목들에 서술형으로 대답해 주시기 바랍니다. 우리말로 작성해도 상관 없습니다.	
1. 스스로 자신의 글을 수정하는 것(self-editing)을 선호 하나요? 아니면, 다른 사람이 읽고 수정해 주는 것(peer-editing)을 선호 하나요? 이유도 같이 적어주세요.	
2. 스스로 자신이 쓴 글을 다시 읽고 수정하는 것(self-editing)은 어떤 점이 도움이 되었나요? 도움이 되지 않았다면, 이유는?	
3. 지난 6주 동안, 수업시간에 여러분이 작성한 글에 대해 big sister 혹은 다른 학생들로부터 검토 및 수정을 받는 작업에 대해 어떻게 느꼈나요?	
4. 다른 학생들이 쓴 글을 읽어 보고 검토 및 수정을 하는 것의 장점은 무엇이라고 생각 하나요? 혹은, 단점은 무엇이 있나요?	
5. 지난 6주 동안, 세 가지 다른 방식으로 작문에 대한 수정 및 검토가 이루어졌습니다. 아래 세 가지 방법 중 가장 선호하는 순서대로 1, 2, 3으로 번호를 매겨주세요. (1이 가장 선호하는 방법, 3이 가장 덜 선호하는 방법)	
(a) 직접적인 수정을 받는 방법 (틀린 부분을 직접 고쳐주는 방법)	
(b) 수정해야 하는 부분에 정해진 코드 (v., sv., prep., art., and p.)를 사용해 어떤 종류의 문법 사항을 수정해야 하는지만 알려주고 스스로 고치는 방법	
(c) 수정해야 하는 부분만 표시(밑줄, 등그라미) 해 주면 직접 어떤 문법 사항이 잘못 되었는지 찾아내서 수정 하는 방법	
가장 선호하는 방법을 선택한 이유는?	
6. 이번에는 아래 세 가지 방법 중에 본인에게 가장 도움이 되었다고 생각되는 순서대로 1, 2, 3으로 번호를 매겨주세요. (1이 가장 도움이 많이 될 방법, 3이 가장 덜 도움이 될 방법)	
(a) 직접적인 수정을 받는 방법 (틀린 부분을 직접 고쳐주는 방법)	
(b) 수정해야 하는 부분에 정해진 코드 (v., sv., prep., art., and p.)를 사용해 어떤 종류의 문법 사항을 수정해야 하는지만 알려주고 스스로 고치는 방법	
(c) 수정해야 하는 부분만 표시(밑줄, 등그라미) 해 주면 직접 어떤 문법 사항이 잘못 되었는지 찾아내서 수정 하는 방법	
가장 도움이 많이 되었다고 생각하는 방법을 선택한 이유는?	
7. 이 수업에서는 명문법과 관련된 검토 및 수정만 진행하였습니다. 만약, 앞으로는 여러분의 영작문에 대한 검토 및 수정을 받을 수 있다면 문법 이외에 어떤 부분에 대한 검토 및 수정을 받기를 원하십니까? (예를 들어, 내용, 구조, 의견 등등)	

Appendix III

Results of Student Evaluation Survey Part A

This survey is to hear what you think in regards of your writings and self- and peer-corrective feedback that you have got from your big sisters and other students during this class. The result of this survey will ONLY be used as action research data for MA TESOL and not affect your grade, so please answer honestly (You are not required to write your name, student ID number, or group name). We would love to hear your honest opinions.

Part A. Please indicate whether you agree or disagree each of the following statements.

Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree	
5	4	3	2	1	
I have done any kind of English writing (longer than a paragraph) before taking this class.				Yes 58.82%	No 41.18%
If yes, I have received any type of reviewing or revisions from anyone.				Yes 90.00%	No 10.00%
When doing my writing homework last six weeks, I have tried to use the self-revision checklist to revise my own writing.				Yes 70.59%	No 29.41%
1. My writing improves if I do revisions myself or have someone revise my writing.				4.41	
2. I prefer to have my work revised by more than two people.				3.76	
3. Revising my work (self and peer) and writing several drafts is really helpful for my writing.				4.18	
4. It is useful to read other people's work.				3.94	
5. Reviewing and revising other students' work help my own writing.				3.65	
6. I would like to have more chances to read and revise other students' work more.				3.18	
7. When revising others' work, the given checklist is helpful.				3.82	
8. My classmates probably found my comments useful when revising their work.				3.59	
9. It is difficult to find things to say about my classmates' writing.				3.65	
10. I enjoy receiving my other students' comments on my writing.				3.88	
11. I prefer to have more people read my work and have more detailed feedback.				4.00	
12. I would like to have more than two people review my writing.				4.29	
13. I can trust my classmates' feedback as well as my professor or big sisters.				3.35	
14. I prefer to have comments and feedback from the professor or big sisters instead of other students.				4.47	
15. I prefer self-revision to peer-editing or getting feedback by my professor or big sisters.				2.53	
16. My classmates', big sisters', or professor's corrections show me what kind of mistakes I usually make.				4.06	
17. When writing or revising my work, I try to be careful with the mistakes that have been pointed out or corrected repeatedly.				3.82	
18. I believe that revising is one of the steps that I must go through when writing.				4.41	
19. From now on, I'm going to self-edit my own writing.				3.82	
20. From now on, I'm going to have my work reviewed or revised by someone.				4.00	

Result of Student Evaluation Survey Part B

Part B. Please write full answers to the following questions. You may write in Korean if you wish.

1. Would you like to self-revise your own work or have someone else revise your writing and why?		
2. Have you found it helpful to revise your own writing? What has been helpful and why? If not, then why not?		
3. How did you feel about getting your work revised by your big sisters or other students during last six weeks?		
4. What do you think is the pros and cons of reading and revising other students' work?		
5. During last six weeks, corrective feedback has given in three different ways. Among three ways below, rank them in order of your preference. (1 is the most preferable and 3 least preferable.)		
	<i>Most</i>	<i>Least</i>
(a) Explicit corrective feedback (correcting mistakes directly)	35.30%	33.33%
(b) Explicit corrective feedback with codes only (v., sv., prep., art., and p.). You were supposed to interpret the codes and correct mistakes yourself.	41.17%	6.67%
(c) Implicit corrective feedback with indicators only (underline and circle). You had to figure kinds of mistakes and correct them on your own.	23.53%	60.00%
Why is it your favorite?		
6. This time, rank them in order of most helpful feedback to you. (1 is the most helpful and 3 least helpful.)		
	<i>Most</i>	<i>Least</i>
(a) Explicit corrective feedback (correcting mistakes directly)	23.53%	35.29%
(b) Explicit corrective feedback with codes only (v., sv., prep., art., and p.). You were supposed to interpret the codes and correct mistakes yourself.	41.18%	23.53%
(c) Implicit corrective feedback with indicators only (underline and circle). You had to figure kinds of mistakes and correct them on your own.	35.29%	41.18%
Why do you think it is most helpful to you?		
7. In this class, we only have only dealt with grammar related mistakes. If you can receive further revision from someone in the future, what kind of feedback or comment would you like to have other than grammar? (For example, contents, structure, ideas, and so on)		



The EFD

Tell me and I forget,
teach me and I may remember,
involve me and I learn.

Benjamin Franklin