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Park, Erin

Graduate School of TESOL at Sookmyung University

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Prologue





Prologue

I dreamt long ago to be an English teacher. It was my high school year; there was a very strict and solemn figure standing with his arm folding, with his face already turned to red due to students' laziness. As long as I remember, he often boasted that he spent only 3 or 4 hours per night, which meant that not only he worked hard, but he was very strict to himself. I cannot say he was a great teacher with all his temper; whenever his students did not do their work, he got upset and punished them with a long pole he took out of a mop. He made those irresponsible students stand in front of the classroom and started spanking them with the mop. I could not only hear the sound of the cruelty but also see all the dust spreading from the students' bottom. I did not like him but his scary figure made me study but those qualities was not enough for me to be motivated with English learning. When I came back to school as a sophomore, he and the school provided us with a book consisting of daily conversation. We were asked to memorize them as a part of homework and recited them and perform those dialogues in the classroom just like it was real. It got me right away; though it was hard to memorize each line, but the recitation and performance made his students reinforce the learned language meaningful and acquired. Since then English had been my favorite subject; my desire to communicate well with other people speaking English for business or travel purposes even more has encouraged me to acquire the language. My experience speaks all; when learning is meaningful, the learners are highly motivated. My job as a teacher should be motivating learners by providing them with meaningful context as well as prompting their constant interests; therefore, they can reach their goals in the end.





Introductory Information

Resume

Philosophy of Education





Erin Park

E-mail Address: erinp247@gmail.com/Telephone No.: (010) 2051-6756

SUMMARY OF QUALIFICATION

- 10 years of experience teaching ESL students
- Certified in TESL from University of British Columbia, Canada
- MA in TESOL

EDUCATION

March 2010-Expected to
graduated in Feb., 2002

September 2000-April 2005

September 1996-April 2000

Sookmyung University, Seoul, Korea

MA in TESOL

U of British Columbia, Vancouver, Canada

Bachelor's degree in Economics

Capilano College, Vancouver, Canada

Diploma in Academic Studies (Commerce)





WORK EXPERIENCE/TEACHING ENGLISH

September 2011- Present

Jungkyung High School, Seoul, Korea

Teaching 1st and 3rd year English

September 2011-December 2011

Practice Teaching at Sookmyung University

September 2004-April 2005

Practice Teaching at U. of British Columbia

February 2000-August 2007

Private Tutor for ESL students, Canada

Tutoring grade 6 to 12 students in Vancouver

WORK EXPERIENCE/OTHER FIELDS

January 2008-July 2011

Essen Co., Ltd., Seoul, Korea

Overseas Business / Director

- Managing and supervising international operations

Kolon International Corporation, Korea

International Financing / Assistant Dealer

- Dealing Korean won/ US \$ & assisting chief dealer

- Domestic financing and managing accounts and relationship with bankers

November 1984-July 1995





CERTIFICATION & AWARDS

- The Employee of the Year 2000
- TESL Certificate

Kolon Int'l Corp, Seoul, Korea
University of British Columbia, Canada

PUBLICATION

- “Designing a Useful English Grammar Test for High School Students,”
Fall 2010 Issues in EFL, vol.8 No.2, Issues in EFL

SKILLS AND CAPABILITIES

Computer: MS Office for Windows (Word, Excel, and Power Point)

Languages: Fluent like native speakers in English

Communication and Interpersonal: Open-minded, challenging, ethical, hard working, and team building.

SPECIAL INTERESTS AND ACTIVITIES

Interests: Hiking, rock climbing, singing, and water painting

Activities: Member of choir at Bethel Church, Jamsil





Though we humans have much more potential, we do use only 2 percent of our potential brainpower. Then we should do more and better than what we are doing now. My goal as a teacher is to help our students to pull out every possible effort they can make in learning, to let go of their curiosities in learning process, and to prompt to find their own ways to succeed in learning and therefore in their lives at the end. Being a facilitator is an important role to a teacher.

My goal as a teacher is not to make a way for students but let them find their own ways. Too much interruption and instruction must not be involved but letting the students explore their own learning curiosities and guide them into a right way is my job to do. Therefore, learning must be more authentic and meaningful for them.

Being a risk taker is another important quality for a teacher. Teachers are often guided to teach certain element for their students but often the instructed curriculums are not relevant to our students. Just following the curriculum is not enough to foster our students' motivation and passion to learn. Listening to and trying to understand our students should enable me to provide my students with better and richer learning opportunities.





Being a teacher with sincere love and respect is also important. These days students are often left alone because their parents are too busy, which has caused the students unstable in their mind. Therefore, many of our students are having problems building up of their identities and values. Since they are the ones who lead our future, they have to be healthy in mind and body. Teachers should act as a caregiver so that our students can feel they are being loved and respected and they can take pride in them.

Further more, teachers should not stop learning. We should provide ourselves with opportunities for continual learning and therefore growth. As a continual learner, I should be able to transfer fast developing knowledge and ideas to my precious students. I should be aware of and sensitive to my students' needs all the time; therefore, I will be the one who always strive to be the best teacher I can be.





TEACHING PRACTICE

Overview of Practicum
Lesson Plan
Pictures of Classroom Activities
Student Work
Reflective Journal
Assessment





Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL/General English Program
GEP II - Writing and Reading (영어쓰기와읽기)
Policy - Fall 2011

This a special class conducted together with the Graduate School of TESOL. Read below to find out just how special this class is.

Overview

This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of reading, writing, and presentation related activities focused on meaning and purpose. These activities, as contained in the handouts and homework assignments provided each week, are generally arranged according to the requirements of the MATE. This class, however, should not be seen merely as a MATE development course, as we will be doing things that go well beyond the scope of the MATE. In general, the course should keep each student busy using English both in and out of the class. Students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability.





The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing students' English skills. As a result, in this class, each student will be generating large amounts of meaningful, purposeful language which will be closely monitored. Each student will be given help and feedback on a continual basis.

Objectives

The primary objective of the Writing and Reading course is to give the students an opportunity to develop skills and strategies for global writing proficiency in English. This course, in effect, will also focus on developing the skills necessary for attaining an acceptable score on the GMATE Writing Test and will be linking reading with writing skills. All of these goals will be achieved through both in and out of class practice and development. The focus here will be on the skills of writing and reading, but it should be acknowledged that other skills will necessarily be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on reading, speaking, and listening skills which will, based on such exposure and practice, undoubtedly improve.





Texts and Materials

There is NO textbook for this class. Students will be given handouts each week from the ‘special’ teachers who are responsible for teaching during that week. **Do not buy any textbook.** You must, however, buy a very good folder to hold all the papers which you will be getting during the course and there will be A LOT of handouts. You will need these handouts to review for the exams so make sure you hold onto them. In effect, all the handouts and the homework taken together will be our textbook.

Additional Materials

In addition to the handouts the students will also be supplied with additional reading materials each week. These reading materials will be posted up in the homework assignment board of a website specifically designed for this class. Students are expected to go to the website each week to download and printout the reading materials/homework assignments.





English Only

Students are very strongly encouraged to conduct all course work in English. We endeavor to create a special environment in the classroom wherein students feel comfortable (despite the photographing and videotaping) to speak and generally use as much English as possible. Please take advantage of the special environment in this class and try to use English as much and as effectively as you can. Students' L1 (Korean or Chinese, etc.) is a valuable tool for learning, however our focus here is to practice English, Therefore, unnecessary use of Korean will result in a lower participation grade.

Classroom

In this class we are going to use a task-based, flexible grouping approach. This means that students need to work together to perform a series of connected tasks during the course of each class session. **Nobody does anything alone and nothing is just over and done with. Everything we do in class leads into something else. This means that everyone needs to** work with her ever-changing group members in order to get the assigned tasks done as well as possible. Your group members are relying on you just as you rely on them. Students in this class need to cooperate with others and work hard. We will not have very much lecturing or teacher fronted activities here. Students in this class learn by doing. **Be ready for that. You should be** busy and engaged during the entire class session.





Attendance

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

Web Page

There is a special web page used only for this class. The purpose of the web page is primarily to introduce, explain and allow homework assignments to be given and managed. There are many different features of the web page and students should explore all of them. Students must check the web page on a regular basis to keep up with what is going on in the class and to get and work on the homework assignments. The web page address is:
<http://www.udveksling.com/practicumgep>





Big Siblings

This class is very special because we have `big siblings` (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be given a big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her creation of English. Whenever possible, students will sit with their big siblings in groups and work with them. The big siblings are there to help. We hope that each GEP student will form a special bond with her big sister or brother. Have fun with them and let them help you.

Assignments

Each week there will be homework assignments. This semester the assignments will cover both reading and writing. There are three different types of homework assignments in this class: reading, writing, and the writing board. The reading assignments will be given to students one week before the class they are intended to be used. So, for example, the week 3 reading homework assignment will be posted into the homework assignment board the day after we have finished our week 2 class. The purpose of the reading assignment is to prepare students for the class to come. It is a preview of the writing forms, vocabulary, themes, etc. that we will be using in class. The writing homework is a MATE-styled formal writing assignment that





follows the goals and objectives (activities) done in class. So, for example, the week 3 writing homework will appear in the homework assignment board the day after the week 3 class is over and will ask student to compose a formal piece of writing based on what was done in class. All formal writing assignments must be typed and handed in to the principal instructor n the day they are due. Additionally, there is a special writing on-line journal writing assignment which is explained below.

On-Line Writing Journal

An important part of the assignments for this class is for students to keep an on-line writing journal. The writing Journal will start after week 2, when students are assigned to groups. Each GEP II student is required to write to her group mates at least three (3) times per week via a special web board which can be accessed through the Practicum/GEP webpage or directly through the following URL

(<http://www.activeboard.com/forum.spark?forumID=30695&subForumID=55268>). These writings should be informal, personal and should focus on basic communication in written form. The writing is expected to be informal and interesting. It is intended to be fun. Share your thoughts, feelings, and aspirations with your fellow students.





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Sample Tests

In this class each student will be asked to take a sample MATE Writing Test in class three times. The first sample test (week 2) will be used to establish a base level for the student. Following that sample tests are to be given as part of both the midterm and final exams. Students grades will be determined based, in part, on how and how much their sample test scores change; that is, for the better. Thus, students who enter the course with a higher test score than others will not necessarily get a higher grade in the course.





Lesson Plan- Descriptive Writing

Sookmyung Women's University

Group 5 (Erin Park & Jeryung Im)
September 29, 2011

Title: Writing Descriptive Emails

Topic: Study Abroad

Objectives: Students will be able to

- Write sentences to describe people, places, and objects.
- Write a short descriptive paragraph.

Lesson Plan

Time	Process	Activity	Materials
7:50~8:00 (10 mins)	Assignment Check-up	Review reading & writing assignments	Assignment
8:00~8:20 (20 mins)	Activity 1	<Which One is Yours?- Describing Objects> Students make a list of adjectives to describe the picture of backpack or suitcase, and make a descriptive sentence.	<ul style="list-style-type: none">• pictures of backpack / suitcase• Sticky tapes





Lesson Plan I

8:20~8:40 (20 mins)	Activity 2	<Meet My Drama 101 Class!- Describing People> Two groups make a pair. One group describes a picture while not showing it to the other group. The other group draws the picture by listening to the description, and then compares the picture and drawing.	<ul style="list-style-type: none">• pictures of people• drawing paper & color pens
8:40~8:50 (10 mins) Break			
8:50~9:15 (25 mins)	Activity 3	<My Favorite Birthday Present-Describing Objects> Students write descriptive sentences about ethnic souvenirs, which are put in paper bags so they cannot be seen to the others. The others listen to the description and guess the items described. Then revise.	<ul style="list-style-type: none">• 16 souvenir items• paper bags
9:15~9:20 (5 mins)	Activity 4	<My Dorm Room- Describing Place> Students put pieces of sentences together to make a paragraph.	<ul style="list-style-type: none">• Strips of sentences• glue
9:20~10:20 (60mins)	Activity 5	<Whose Room Is This?- Describing Place> Students write a descriptive paragraph of one dorm room they pick as a group.	<ul style="list-style-type: none">• Pictures of dorm rooms
10:20~10:30 (10mins)	Wrap-up	Announce the result of vote in activity 2 and reward Writing assignment and closing	<ul style="list-style-type: none">• Prize• PPT





My story of studying abroad

- Name: Soon
- Nationality: Korean
- Relation: friend
- She's attending C University in USA for a short period.
- She's telling you her story of studying abroad.



* Activity 1- Which one is yours?



When Soon arrived at the airport in USA, she couldn't find her luggage. She needed to ask for airport staff to find her baggage.

a. Objectives

- Students will be able to use adjectives to describe a suitcase or backpack.
- Students will be able to write a descriptive sentence.





- b. Time: 8:00~8:20(20 mins)
- c. Class Structure: Group; a group with 3 or 4 people
- d. Big Sister's Role: Facilitator
- e. Materials Needed: Pictures of suitcase or backpack, graphic organizer, pens or pencils, and paper.
- f. Procedure

Time	Procedure
2 mins	<ul style="list-style-type: none">- Explain the situation and the task.- Provide each group with a picture of suitcase or backpack (among four) to describe.
5 mins	<ul style="list-style-type: none">- Let the students brainstorm to describe the bag using as many adjective as possible . (with graphic organizer)
5 mins	<ul style="list-style-type: none">- Have each group write the best sentence describing the bag using adjectives.
8 mins	<ul style="list-style-type: none">- Have one student from each group read the sentence in front of the class, and the other students pick the picture of bag described and choose one best description.





*** Activity 2- Meet my Drama 101 class!**

When Soon entered the Drama 101 class for the first time, she was shocked to see strange looking classmates. However, they became her special friends and now she wants to introduce them to you.



- a. Objectives: Students will be able to describe people using descriptive words.
- b. Time: 8:20~8:40 (20mins)
- c. Class Structure: Group; 2 groups are paired
- d. Big Sister's Role: Facilitator
- e. Materials Needed: Pictures of people both on paper and PPT, pens or pencils, drawing paper, and color pens





Time	Procedure
2 mins	<ul style="list-style-type: none">- Explain the situation and the task.- Pair 2 groups to work and provide each group with one picture of Soon's friend.
10 mins	<ul style="list-style-type: none">- Have each group write a description of the picture in 3-5 sentences.- Let each group choose one person to read the description to the students in the other group.
5 mins	<ul style="list-style-type: none">- Get the explainer to go to the other group and read the description.- Have the students in the other group listen to the description and draw a picture.
3 mins	<ul style="list-style-type: none">- Ask the explainer to show the picture to the other group members and let them compare it with the drawing.- Have students display their picture, description and drawing on the wall.

p.s. During the break, students are expected to take a look at their work posted on the wall and vote for the best description by sticking a heart sticker under the other students' work. They are not allowed to vote for themselves.





* Activity 3- My Favorite Birthday Present!

Soon threw her 23rd birthday party a month ago. She got very unique and ethnic crafts as birthday presents from her friends who are from all over the world. She wants to share the memory with you.



- a. Objectives: Students will be able to extend their descriptive sentences using different senses of descriptive words and phrases.
- b. Time: 8:50~9:15 (25mins)
- c. Class Structure: 2 big groups (each group with 4 small groups)
- d. Big Sister's Role: Facilitator.
Please stress that the students must be as detailed as possible, but that they cannot actually name the object. They can tell its shape, size, color, weight, and possibly what it is used for, but no name!
- d. Big Sister's Role: Facilitator
- e. Materials Needed: Pictures of people both on paper and PPT, pens or pencils, drawing paper, and color pens





Lesson Plan I -continued

Time	Procedure
2 mins	<ul style="list-style-type: none">- Explain the situation and the task.- Divide the class into 2 teams with 4 groups each, put 8 bags on a table in front of each team, and let each group choose one bag containing a souvenir.
4 mins	<ul style="list-style-type: none">- Let students look into the bag and notice details of attributes.- Ask each group to brainstorm ideas
5 mins	<ul style="list-style-type: none">- Have students write a description in 5-7 sentences.
2 mins	<ul style="list-style-type: none">- Collect the paper bags and display them with others on a table at the center of each team.- Have students put their writing in a pile on a desk
7 mins	<ul style="list-style-type: none">- Ask one student from a small group to pick one writing piece from the pile and read it aloud to the other students in the group.- Have the other students pick the item described. If the student picks correct object, reward the group that wrote the description (The reward will be given at the end of the class)- Continue until one writing from each group has been read.
5 mins	<ul style="list-style-type: none">- Let students to revise their sentences after they compare the real objects with the drawings.





*** Activity 4- My dorm room**

Soon wrote about her dorm room in a paragraph and sent it to you. Accidentally, your mother put her letter in paper cutter machine. You finally figure out each sentence but they are still in wrong order.



- a. Objectives: Students will be able to describe a place using descriptive words and prepositional phrases showing directions and locations.
- b. Time: 9:15~9:20 (5mins)
- c. Class Structure: Group
- d. Big Sister's Role: Facilitator
- e. Materials Needed: Strips of sentences in envelopes, a sheet of paper showing a paragraph format, glue, answer presented on PPT.





Video Tapes of Lesson Taught

Time	Procedure
1 min	<ul style="list-style-type: none">- Explain the situation and the task.- Provide each group with an envelope containing strips of sentences describing a dorm room.
3 mins	<ul style="list-style-type: none">- Tell students to put the sentences together to make a paragraph and ask them to glue the sentences in right order on a provided worksheet.- Underline the words or phrases to show locations or directions.
1 min	<ul style="list-style-type: none">- Let students check the answer presented on PPT





*** Activity 5- My dorm room**

You should remember Soon's unique friends. She showed the pictures of their dorm rooms, too.



- a. Objectives: Students will be able to write a descriptive paragraph.
- b. Time: 9:20~10:20 (60mins)
- c. Class Structure: Group
- d. Big Sister's Role: Facilitator
- d. Materials Needed: Pictures of dorm rooms on sheets of paper and PPT, graphic organizer, pens or pencils, and a check list for peer editing





Time	Procedure
3 mins	<ul style="list-style-type: none">- Explain the situation and the task.- Have each group pick one dorm room picture, which is folded and unseen.- Let students name the room connecting with the friend in Activity 2. Ex) Katie's room
7 mins	<ul style="list-style-type: none">- Let students brainstorm ideas as a group using graphic organizer.
18 mins	<ul style="list-style-type: none">- Have students to write a descriptive paragraph using a provided guide.
20 mins	<ul style="list-style-type: none">- Ask each group to present their work in front of the class.- Shows the dorm room pictures on PPT slide after each group's presentation.
7 mins	<ul style="list-style-type: none">- Provide students with a check list for peer editing and ask them to do edit their peer's writing.
5 mins	<ul style="list-style-type: none">- Let students display their work on the wall and wrap the activity.





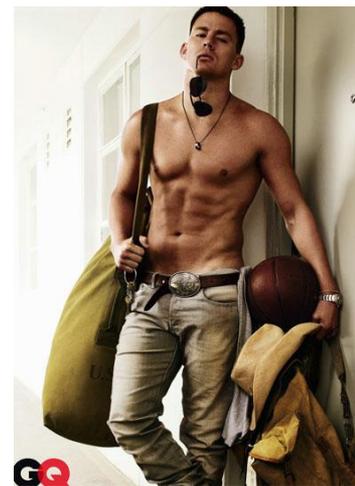
Writing Assignment

At Incheon International Airport, your friend is about to meet an American friend David you met at university while you were studying. Your friend has asked you to write an e-mail to describe the friend so that your Korean friend recognizes the American friend easily. Please use as many details and adjectives as possible.

Good Luck!

당신의 미국대학 친구인 David가 한국을 방문하고자 합니다. 당신은 한국에 있는 베스트 프렌드에게 David의 escort를 부탁하여 David을 곧 인천공항에서 만나게 될 것입니다. 당신의 친구가 David을 쉽게 알아 볼 수 있도록 David를 묘사하는 이 메일을 쓰시오. David의 얼굴, 몸, 패션 스타일 등등 자세히 묘사하십시오.

Here's a picture of the American Friend.





For detailed reading homework please look at the web below

<http://erinpark.pbworks.com/w/page/48962834/FrontPage>

Show-not-Tell

Next week (Sep. 29), we will learn how to write ***descriptive writing***. We all use descriptive writing, though we may not know it. A radio host uses description when she/he creates a report on a new gardening program in schools. You use description when you talk about your sister's bad haircut. Your parents use description when they describe the horrible punishments they will inflict on you if you don't take the garbage out.

Purpose of Descriptive Writing

- Describe the ***senses***
- Give ***impressions***
- Use ***literary devices*** (show-not-tell and figurative language) to enhance our writing.

1. THE *Senses*

When you look around a crowded room, feel the soft wool in a winter hat, smell the scent of roses on a warm spring day, or taste dumpling in a Chinese restaurant, you are using your senses. In descriptive writing, it is essential to describe the senses. Describe the object of your descriptive writing so that the reader can **touch** it, **taste** it, **hear** it, **see** it, and **SMELL** it.

2. GIVING *Impressions*

When we write descriptively, we want to give the reader an impression of our object. For instance, if we are writing about a spooky castle, we want to give the reader the impression that it is spooky. Detail is great, but sometimes there can be too much of it. For example, somebody just looking at a castle is not going to know exactly how many rooms it has or how far away a stable is. Here is the ***overly*** detailed example:





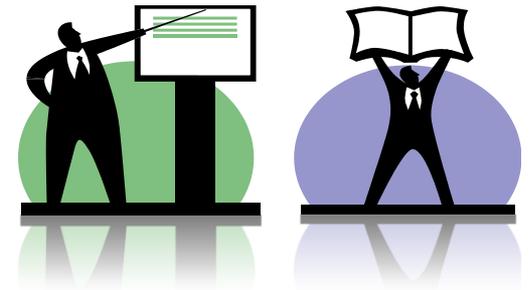
Lesson Plan-Writing Statistics

Title: Describing graphs

Topic: Shopping

Objectives:

- to practice language useful in statistical writing
- to interpret graphs and use varied vocabulary
- to transfer information from illustration to text



Lesson Plan at Glance

Time	Process	Activity	Materials
7:50~8:05 (15 mins)	Assignment Check-up	Review reading & writing assignments	• assignment
8:05~8:10 (5 mins)	Introduction	Introduce the topic and objectives of the lesson	• PPT
8:10~8:20 (10 mins)	Activity 1	<Life, Full of Graphs> Students watch a video clip and answer few questions about the graphs.	• video clip • question sheet





Lesson Plan II - continued

8:20~8:30 (10 mins)	Activity 2	<Matching Graphs with Explanations> Students read short descriptions and match them with graphs.	<ul style="list-style-type: none">• graphs• description sheet
8:30~8:50 (20 mins)	Activity 3	<Information Gap> Students write a short description for a graph and read the description to other students and other students listen to the description and draw a graph.	<ul style="list-style-type: none">• 2 sets of graphs• worksheet
8:50~9:00 (10 mins) Break			
9:00~10:20 (80 mins)	Activity 4	<Survey on Shopping Habits> Students create survey questions on shopping habits, get the survey results, write a report and present it to the class.	<ul style="list-style-type: none">• worksheets• lap top
10:20~10:30 (10 mins)	Wrap-up	<Writing Homework> Teachers assign writing homework and wrap up the class.	<ul style="list-style-type: none">• PPT-HW direction





*** Activity 1- Life, Full of Graphs**

a. Objectives

- to notice how graphs can be used in daily life
- to review vocabulary items and graph terms given in reading homework

b. Time: 8:10~8:20 (10 mins)

c. Class Structure: Group

d. Big Sister's Role: Facilitator

e. Materials Needed: A video clip, question sheets, and pens or pencils.

f. Procedure

Time	Procedure
1 min	- Provide the students with a question sheet and explain their task to do
2 mins	- Let the students watch a video clip
2 mins	- Have the students answer the questions
2 mins	- Let the students check the answers
3 mins	- Ask the students to answer a survey



**•Activity 2- Matching graphs with explanations**

a. Objectives:

- to recognize the expressions showing the trends
- to understand reports for graphs

b. Time: 8:20~8:30 (10 mins)

c. Class Structure: in pairs

d. Big Sister's Role: Facilitator

e. Materials Needed: A set of 8 graphs and explanations to match

f. Procedure



Time	Procedure
1 mins	<ul style="list-style-type: none">- Pair up 2 students to work with- Provide students with a set of graphs and a worksheet
7 mins	<ul style="list-style-type: none">- Have the students read sentences and then match them to the graphs.
2 mins	<ul style="list-style-type: none">- Check the answers





•Activity 3- Information Gap

a. Objectives:

- to be able to describe a graph in several sentences
- to understand a graph description and draw a graph based on listening

b. Time: 8:30~8:50 (20 mins)

c. Class Structure: in pairs

d. Big Sister's Role: Facilitator.

e. Material Needed: graphs to describe

Time	Procedure
2 mins	- Assign 4 groups as A and another 4 groups as B - Pair up two students to work with & provide the students with worksheets
7 mins	- Have the paired-up students brainstorm about the graph provided and write a description for the graph
8 mins	- Ask two students in each group to move to the other group and read their graph description to the other members - Let the listeners draw a graph based on their listening
3 mins	- Compare the graph drawn by listening with the actual graph described by another student





*** Activity 4- Survey on Shopping Habits**

- a. Objectives: to be able to report the data they collect in a written form with a graph.
- b. Time: 9:00~10:20 (80 mins)
- c. Class Structure: Group
- d. Big Sister's Role: Facilitator
- e. Materials Needed: a lap top for each group, worksheets for brainstorming and survey.
- f. Procedure

Time	Procedure
2 min	- Teacher explains overall task to the students - Provide each group with sheets of paper for brainstorming and the survey
10 mins	- Have the students brainstorm on the survey question and let them come up with a survey question





Lesson Plan II - continued

Time	Procedure
15 mins	<ul style="list-style-type: none">- Tell the students to pick one student who will survey and another student who will present their result.- Let the students survey the other group members
3 mins	<ul style="list-style-type: none">- Have the students decide a type of graph they will use to report the survey question and report their decision to the teacher.
25 mins	<ul style="list-style-type: none">- Have the students use Excel to draw a graph, and write one paragraph report- Get the students to send email the graph and writing file.
25 mins	<ul style="list-style-type: none">- Ask each group to present their result in the class.



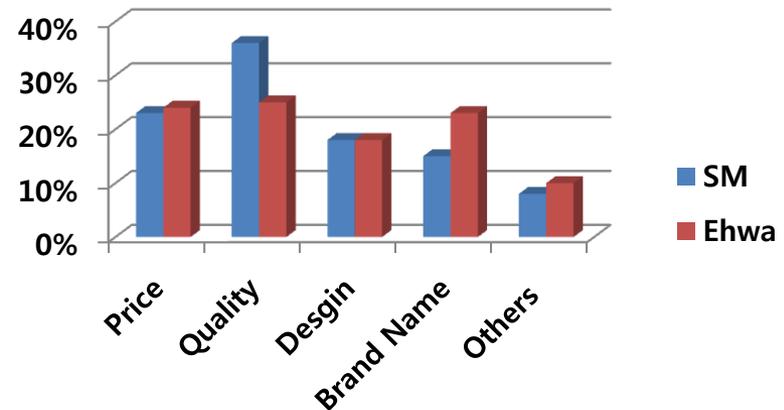


Writing assignments

다음은 숙명여대와 이화여대 학생들의 쇼핑에서 가장 중요시하는 부분을 조사하여 비교한 표와 그래프이다. 다음을 보고 **Shopping Habit**을 비교한 보고서를 쓰시오

Q. What do you regard the most important elements when you shop?

	SM	Ehwa
Price	23%	24%
Quality	36%	25%
Design	18%	18%
Brand Name	15%	23%
Others	8%	10%





Lesson Plan II – Reading HW

For detailed reading homework please go to
<http://erinpark.pbworks.com/w/page/48962834/FrontPage>



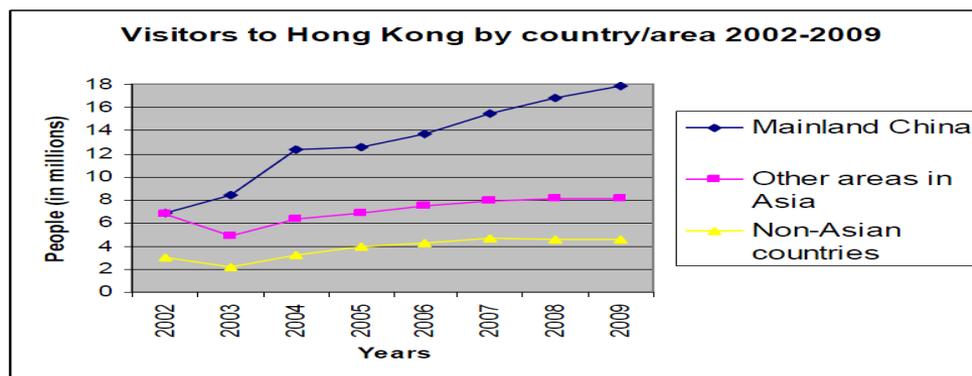
Writing Graph Description



For the SMU-MATE writing test, you are required to complete three writing tasks. You are probably already familiar with how to write an informing email, a descriptive paragraph and a narrative paragraph, but less familiar with the format and content of a report. So Let's

look at examples of **graphs** descriptions, and then break it down into steps so you can practice writing your own graph description reports for MATE Task 2 practice. Here goes an example of Task 2 and sample report:

☞ 다음의 그래프에 나타난 정보를 바탕으로 조사 결과를 체계적인 글로 써보시오.





Pictures of Classroom Activities

Week #5 Descriptive Writing





Pictures of Classroom Activities

Week #10 Writing Statistics





Pictures of Classroom Activities

Photos with My Little Sisters, Hyo-won, Ji-hyun, and Min-kyung





Week #6 Writing a Narrative Paragraph

Activity 4 Group: 1

Write your paragraph

Huge Crush on a Girl

Have you ever done hand standing to get attention from a girl who you fancy?
Yes I have.

While I was walking around the park, I saw a girl caught on my radar. She was so adorable, I did a hand stand. I thought we were making hot eye contact. However she looked so hungry. I rushed to a candy store. Then I bought a lollipop for her. I felt so excited until I found some jerk flirting to my angel. Then I over her there conversation and I got shocked. They said "Best in mopping 21" It was CF. In the end, I gave my lollipop to a dog with broken heart...

Week #14 Persuasive Essay Writing

Name: (TJQJF)

Title: OTC drugs selling should be permitted in supermarket

~~Since~~ ~~lots~~ a lot of the people complains the current inconvenience in drugs only sold in pharmacies we ~~strongly~~ agree that OTC drugs should be sold in supermarkets or any other place for time convenience and economical benefits.

First of all, OTC drugs sold in supermarkets or any other place offers time convenience in case of emergency. According to KIHASA 61.4% of people responded that they faced inconvenience in buying drugs for emergency at night or in holidays. Therefore, an easier access to OTC drugs in supermarket will solve this problem.

Secondly, by purchasing OTC drugs through Supermarket customers can gain more economical benefits by avoiding price bubbles caused by commercial contracts of medical drugs and less ~~choice~~ choice options in pharmacy. Customers have right to compare the prices without any intentionally biased recommendation of pharmacists who's holding hands with certain drug companies.

Overall, ~~OTC drugs~~ ^{It is necessary} to sell OTC drugs at Supermarkets or in other place than pharmacy to offer time convenience and economical benefits to the patients.





Week #12 Comparison and Contrast Essay

-New post-

Comparison and Contrast Essay
Angels and Devils 0811394 정민경

There has been a big controversy among the consumers in regards of purchasing Samsung Galaxy or I phone 4S , the two big competitive items in electronic market. We're now going to compare and contrast I phone 4S versus Samsung Galaxy note spec by spec to provide an overall analysis.

First of all , they share common functions in battery, touch system and internet access. They both have rechargeable batteries just like any other mobile phones. Also, they both demonstrate full touch system that provides convenience for the users. More than that, They both have WI-Fi Internet functions that allows the users to connect online frequently, when they need to.

Second, the big differences lie in their size of screen, weight and memory capacity. While Samsung Galaxy note offers a wider screen of 82.95mm iphone is only limited to 58.6 mm. As it is larger in size, Galaxy weighs 38g more. I phone provides more choices in choosing the capacities of memory and it can hold up to maximum 64 GB. On the other hand, Samsung can afford up to 32GB.

Overall, despite of their similarities in chargeable batteries, wi-fi functions and full touch system, Galaxy and I phone displays differences in the size of the screen , weight and memory capacities. Customers who prefer larger screen and do not consider much about the large capacity of memory, Galaxy is recommended. However for those thinking of the lighter weight and more choices of memory capacity, I phone is suitable.

June's Writing

-New post-

Welcome to newly advance mobile technology world!

Galaxy and iPhone! Those are hot issue items these days! Are you still considering which one to buy? Then, why don't you refer this article which is comparing and contrasting these two hot items? We will show you clearly what similarities they have, and what different strengths they have.

This is diamond cut diamond! Galaxy and iPhone S2 both have same camera pixels, 8MP. This is revolution of camera in smartphone! The price is also similar. Apple put this fabulous smart phone on the market with 1000dollar. Likewise, Samsung is providing this newly advanced galaxy for 960000 won, which is similar price with iPhone S2 including tax.

This match is unforeseeable! They have their own strengths in different aspect! Galaxy is focusing on the wide and large LCD, 146.85x82.95x9.65mm! It's really big size for smartphone which is almost similar with Galaxy note. However, iPhone is focusing on the portability so its size is smaller than galaxy which is 140.35x75x10.55mm. In addition to this, the performance of the battery is another difference. iPhone is providing more improved battery performance with advanced technology A5 chip and iOS5! In contrast, it is rather disappointing that Galaxy S2 is still using same battery with previous version of model, Galaxy S which is standard battery, Li-on 2,500mAh. This match is not finished yet! Who do you think the winner of this smart war? It depends on the people's perspective and interesting. Those have some similarities like price or camera pixels, but they also have different strengths. The war has just begun and no one can foresee the winner of this war!





Reflective Journal Week #6

Over all, the lesson was great. I felt how well and hard the group prepared for the lesson. Especially, I liked the activity packet prepared for every activity. I hope all the students in GEP have noticed how hard the teachers prepare for each class and appreciate our hard work and efforts.

The theme was dating, which was authentic for the girls and made them learn narrative writing more fun and interesting.

The lesson started with a memory game for the review of vocabulary items the students learned while they were doing reading homework. It was a simple but very effective way to review materials. However, I wonder whether the vocabulary items were actually used by the students in their writing, which we the teachers must seriously consider how to engage the reading homework to the classroom activities. The second Q&A activity was good; the students moved around and got to know more of each other while asking questions and answering in the past progressive tense. However, I was expecting that all the answers would result in a good narrative. The teachers' focus might be the use of the past progressive tense. That's why the answer did not come out as a good narrative. If the questions were planned to make a good narrative, it should have been better.





Reflective Journal

The third activity was a miming. It was another chance to practice past progressive tense, which was linguistic goal. Big sisters were given 8 strips of phrases and the students were supposed to act out without saying anything when a big sister showed a strip. Some were easy but some were not; the difficult ones made the activity more fun. The problem popped up from the given strips. We had only 8 strips, the same phrases for all the groups, and we were supposed to use only 4, which I did not realize. Since the students were quick to answer, I used 6 strips. When the other team took a turn miming, they realized that they had the exactly same phrases as my group. Quickly they lost interest of miming the same actions and my little sisters instantly knew the other group had the same phrases and answered easily. The same phrases that every group shared caused another problem. The students were overheard what other groups were doing and got it quickly. If the teachers had prepared more and different phrases, it should have been much better.

In the forth activity, the students wrote a narrative as a group for a provided comic strip, and the comic provided a good ways of scaffolding. The comic was simple but contains every element the students were supposed to include in their narrative writing such as setting, main characters, conflict, etc. After writing, the students exchanged their writing with another group for a peer editing. In peer editing, I noticed that the girls in my group started to be aware of the format of a paragraph, grammar, and use of concrete words. I was happy to see the students' awareness of the important elements in their writing.





The teachers' efforts put into the class has shown a progress within the students. In the last activity, an individual was required to write her own narrative after a brainstorming together. It was a good chance to practice their own writing since they had learned how to write a narrative step by step. It was a good wrap-up activity. They seemed to enjoy their own writing.

The teachers' hard work and a lot of preparation made a success for the class. The teacher students set up the clear goals for the lessons and carried out their plan well with clear instruction. Their efforts to create an optimal learning situation enabled the students to reach the final goal in the end, which is writing a narrative paragraph.





Reflective Journal Week #10

The class went better than we, JR and I, expected. The topic for the lesson was graph and the objectives were to practice useful language in statistical writing, to interpret graphs and use varied vocabulary, and to transfer information from illustration to text. Since the topic was dry and most of the GEP students were not familiar with it, we worried a lot about whether the lesson could go well. However, over all the GEP students were excellent to carry out all the tasks.

The very first activity was an introduction of the topic and review of the vocabulary items needed to describe graphs. The students were informed on the Reading Homework Board to watch a video clip at home in order for them to complete the task easier. The task had 6 questions to answer; the students were supposed to listen carefully to the conversation to figure out the answers. JR and I thought it would not be too difficult to complete the task because we expected that most of the students would watch the video at home and doing the reading homework itself would help them. However, the student seemed to have difficulties with it. Una suggested that we should pause the clip time to time to allow the students to figure out the answers, and pausing helped the students to find the answers. Actually, JR and I planned to let the students read the questions before the task,





but we failed to do it. I guess we simply forgot to mention it. That must have been the main reason to make the task a bit more difficult. We, teachers, always plan carefully but often forget things all of sudden; a very small thing could ruin things where we least expect. We should be much more careful to give instructions so that we may not ruin our lesson due to a small mistake.

The second task was to read descriptions and match them with graphs. The task seemed simple, but the students needed to notice every change. They were quick to finish the task. In the third activity, the students worked in pair. First, they were asked to write a description for a graph and then to read it to a student in another group. Once again, we thought drawing a graph based on listening might be very hard, but the students did it perfectly. The last project was a student survey on shopping habit. At first, they seemed to struggle a bit to come up with good survey questions. However, as soon as they had their questions, it went well though they needed more time to finish writing. JR and I concerned a lot about how to help the students scaffold on the activity. We decided to provide some example survey questions that could enable the students to come up with right questions for their choice of graphs such as bar/line graphs or pie chart. I guess it helped them in a way to think of right questions for their choices of graphs. In the end, the students' descriptions were all great and they looked happy with their findings. Most of all, letting the students move around to collect data worked well and it was very quick. I am still amazed with the fact that we could finish the lesson earlier than we planned.





All of the students did great job and especially the big sisters were really great to facilitate so that the lesson could go well.

I was thinking about the reasons why and how the students could do well on most of the tasks. One could be due to the reading homework which was aimed for the students to manipulate also practice the vocabulary items needed to describe graphs. The students must also have done the homework carefully since describing graph was not familiar with them and they could have noticed the importance of graph in MATE test. In addition, the students' writing skill must have been improved a lot while we teachers have not really noticed it.





Reflective Journal #Week 13

The lesson was well staged as the activities moved on to the final task smoothly; it started with a video clip introducing happiness of life and then showed smooth progress from the first activity to the final activity. The lesson plan was designed to state an opinion of what makes happy life. First, the students thought of important elements of life through the activities such as finding Mr. Right and writing about a dream job, and finally they wrote an individual essay about happy life. Overall the lesson was well planned with a clear purpose which was writing an opinion essay.

The first part of the lesson was an introduction; the use of video clip was clever enough to draw attention of the students and let the students think of the important values to make their life happy. Even though the clip was a bit childish, it had its points to make.

It should be important for all people to think of the elements of happiness. The first activity was to think of the essential things needed for happy life; the students talked about what could make a happy life, chose one important thing for their lives, and shared their ideas with other students who had similar ideas about happy life with three reasons. Since the students were asked to think and talk about their lives, it was an authentic and meaningful activity. The students shared their thoughts and later on talked about what they had in common.





The interaction with others not only encouraged the students to produce their own languages but also scaffold the ways to state their opinions by listening to others.

The second activity was the most exciting one since the students were asked to find Mr. Right for their teacher, Joo-young. The students read the profiles of 5 male candidates for a match-making and decided a person as the best man for the teacher. The purpose of the activity was to write an opinion paragraph with firm supporting details. Since the topic was real, it was not only authentic but also meaningful because they were also interested in finding their own Mr. Right. However, their attention was easily scattered as the students talked about which candidate might be their choice for a blind date. I thought that no topic can be perfect; sometimes teachers should forgo things as we take advantages of one thing.

As the lesson went on, the change of the topic from finding Mr. Right to finding a job was natural since a spouse and a job are regarded as vital parts of our lives. As a group the students brainstormed important factors for a job and then wrote a paragraph stating opinions why the factors are important. Again the topic was authentic and meaningful for the students who are mostly seniors looking for a job. Even though writing an opinion essay seemed hard, the authentic material must have made the task easier due to the meaningfulness of the topic, which is one crucial thing for teachers to think of all the time when it comes to designing lesson plans.





The last activity was to write an opinion essay stating two other necessary elements for a happy life. First, the students were given 5 minutes to come up with a well planned outline then 20 minutes to write an essay with two body paragraphs. The time limit was controlled strictly by the teachers, which is necessary for the students to get accustomed to the real test, MATE. At first it seemed that the students could not finish with the writing, but most of the students were able to have 4 paragraphs, including introduction, two body paragraphs, and conclusion. After the first draft which was an individual writing, they did self-editing and peer-editing, which were great for the students to look at all the fundamental things for writing. In addition, the peer-editing was very useful; it activated ZPD and helped them scaffold each other further to improve their writing in both forms and contents.

Overall the lesson was well organized and went well. It was very authentic and meaningful as all the students shared the common interests, the important elements for a happy life. Furthermore, it was good to witness the students managing the time limit well; the students seemed to be getting used to writing an essay within the time limit, which will in fact affect their performance and score. I had a feeling that I might release the burden that I must help the students improve their writing as well as the writing score for MATE.





Reflective Journal #14

Since the goal of the lesson was persuasive writing, it seemed difficult for the students to handle, but it was one of the most exciting lessons we have had so far. The teachers managed the goals by bringing in fun activities and authentic topics such as Apples to Apples, Convincing the big sister, and Live Debate, but there were still little things to get improved.

The first activity was a speaking activity called Apples to Apples; in the game the students were in the situation where they had to come up with the most convincing answers with the phrases written on the cards in order to persuade a judge. It was almost impossible to think of rational answers with the phrases, but the person who came up with most creative but still convincing answers became a winner. The students were very creative to persuade the judge though they had nonsense words to get matched with the given topic. It was fun to carry out the activity; most of all it was an excellent activity to activate the students' prior knowledge to the goal of the lesson, persuasion. However, the time was too short for the students to get warmed up because the group leaders spent some time explaining how to play the game again even though the teachers already told the class how to play the game. I was not sure whether it was due to the teachers' unclear instruction or the students' unfamiliarity with the game. Yet the teachers should have spent more time explaining the game or demonstrating as a way of scaffolding should have been done for the students' better performance.





The second activity put the students in a bit more serious situation; in the second activity the students worked in pair and collaborated to convince a big sister. The big sisters were a student, salesperson, etc and the students were supposed to convince the big sisters to change their attitudes. As the first activity activated the students' prior knowledge, it was also good to activate their knowledge and to build more from it. While the students worked in pair, they not only thought of rational ideas to change others' behaviors or attitude but also they must have been able to negotiate meanings through the interaction. While they enjoyed the activity, they became involved more in the lesson.

The third and fourth activity was all about debate. The students were given two different authentic topics, Smartphone and OTC drugs. First, the students as a group brainstormed their issues and then read two articles to make an outline for a persuasive essay. The students had an opportunity to write an essay individually within the limited time so that they would get used to the real exam situation. In addition, the tasks carried out in the third activity were in line with the next activity, debate. In the fourth activity, the students debated to persuade their classmates to change their mind in the end. Since the topic was related to the real world and their interests, they seemed eager to do the activity. The students asked little help from their big sisters, which may indicate they have grown to be more independent writers. It was good to see them working with little help from others.

To sum up, the lesson went well with well planned activities. With teachers' a lot of efforts put into the lesson and good progress toward the final activity, the persuasive writing became easier for the students to execute.





Grades

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

- Class Participation 30%
- Assignments 30%
- Writing Journal 10%
- Midterm Exam 10%
- Final Exam 10%
- Improvement (MATE) 10%

<< Grading Policy for GEP Courses >>

- Grade on a Curve Percentage:
- Student Enrolled 20 & over:
 - A+, A0, A- : Maximum 35%
 - B+, B0, B- : Maximum 35%
 - C+, C0, C- & D+, D0, D- : Maximum 50%
 - F : As many as are necessary.





ACTION RESEARCH

Connecting Reading Homework
to In-class Activities





Effective Ways to Connect the GEP II Reading Homework to In-class Task-based Activities.

Erin Park
Una Wilson

1. Introduction

This action research on the effective ways of connecting GEP II reading homework to in-class task-based activities was conducted by Una Wilson and Erin Park, the teachers-in-training in the practicum course at the Sookmyung Women's University Graduate School of TESOL. The practicum candidates' roles were as teachers and facilitators. As teachers, we designed and refined lesson plans in reading and writing instruction to prepare undergraduate GEP students to take the writing section of the MATE (Media Assisted Test of English). As facilitators, we were each in charge of a group consisting of three students, our main duties being to help students with reading homework assignments and in-class writing activities and provide feedback on writing assignments. The GEP (General English Program) students were undergraduate students at Sookmyung University, and the class consisted of 28 students who were mostly seniors and whose majors varied. The students were required to take the MATE as one of the qualifications for graduation and a requirement was to attain a specific level in the final test. The students met once a week, every Thursday from 7:50 to 10:30. The students were given reading homework a week prior to each lesson as a way to increase instruction time and to let students prepare for each week's lesson. Early in the semester, we noticed a lack of congruency between the reading homework content and the language and content needed for in-class learning. We wondered how we might make the homework more meaningful by linking it more effectively to in-class activities.





2. Area of Interest

Planning and assigning homework are considered a major responsibility and challenge for all teachers. Homework is designed to review, practice, or drill material that has been learned at school or to be learned in advance for the following classes (Hong & Milgram, 2000). The reading homework for the GEP class falls into the latter category; it is designed to arm the students with necessary information so that they can subsequently apply the assumed learned knowledge in the reading homework to class activities. In that sense, the reading homework is regarded as a crucial element of our GEP reading and writing course as a means of enabling the students to not only succeed in improving their global writing skills but also to get desired scores in the MATE.

Towards the beginning of the semester, my classmate and I noticed that while the reading homework did provide reading comprehension and vocabulary practice exercises as well as background knowledge for the following week's theme, it did not assist or 'scaffold' the students effectively for in-class activities and tasks. We learned that the homework could be more advantageously utilized as a means of providing extra instruction for our lessons mainly as a way of explaining the elements of good writing (outlining, elements of an essay etc.), letting students manipulate useful vocabulary and by providing examples of 'good' writing. Consequently, it has been a concern for the GEP teachers to devise more effective connections between the reading homework and in-class speaking and writing activities. The weekly homework (Appendix A) we designed was 14 pages long on average and was composed of background knowledge of the topic, some grammar instruction, vocabulary items related to the topic and information regarding the format of various genres of writing, i.e. the elements of narrative paragraphs, full-length essays etc.





As a way of making more effective connections between homework and class work, we devised a series of four different treatments consisting of 3 in class, game-like, warm-up activities to review vocabulary and background knowledge and 1 in-class reminder technique. We collected data in the form of observations and surveys to ascertain which treatments were effective and which were not. The data was collected systematically and based on its analysis we are able to put forth several recommendations that will prove useful as ways to better design the GEP reading homework and to more effectively connect it to tasks done in the classroom.

3. Literature Review

Homework in a general sense is a type of out of class learning (Hong & Milgram, 2000) that is planned and assigned by teachers to review, practice, and drill material that has been learned at school. Often overlooked, however, is homework assigned with the purpose of preparing in advance material to be covered in subsequent classes, which is what we strove to provide our GEP students every week. There are several advantages to this type of homework assignment.

First of all, reading-assignments in particular provide teachers and students with additional instruction and learning time. Teachers can “develop a number of schema-building exercises that serve to introduce the topic, set context and introduce some of the key vocabulary and expressions that students will need in order to complete tasks (Nunan, 2004). As part of the GEP reading homework, we provided readings in background knowledge and devised several vocabulary and grammar exercises that would develop students’ knowledge prior to instruction and at the same time provide some scaffolding in the form of schema-building and modeling for the students (Walqui, 2006).





Action Research - continued

In addition, learners can take advantage of becoming familiar with content prior to instruction and can ideally have less to process cognitively during class activities. Homework as a previewing or preparation technique can prime students to learn material better when it is subsequently covered in class or to gain background knowledge on a unit or lesson of study so that they are better informed and can ideally participate more actively in class discussion and activities (Jha, 2006). In our task-based GEP lessons, the reading homework could be seen as a part of the pre-task phase that allowed the students to perform tasks in class in ways that promote acquisition. According to Ellis (2003), students can concentrate on linguistic factors in the pre-task phase so as to reduce cognitive demand while performing during the in-task phase. This can be accomplished by providing similar tasks or models in the homework, or activating schemata through background reading. The reading homework we assigned was ideal for letting students become familiar with vocabulary and expressions that would be useful during oral and written interaction in the class thus reducing the cognitive load placed on them while produce meaningful as well as syntactically correct language (Ellis, 2003).

Finally, connecting the homework to in class activities provides students with repetition of material. Frequent encounters of linguistic items are crucial to second language development because they facilitate the retention of meaning and contribute to deeper processing that leads to automaticity (Beck, 2008). Similarly, Mitchel and Myles (2004) stated that through repeated activation, words, sequences, and knowledge become automatic and stored in long-term memory.

Our action research topic, Effective ways to connect GEP reading homework to in-class task-based activities, is grounded in the above-described purpose of homework as a previewing and preparation technique.





4. Treatment Schedule:

We devised a scheme of four in-class treatments. Each was designed as a means of observing how effectively it connected information in the reading homework to in-class activities.

<i>Treatment</i>	<i>Description</i>
#1 Memory Card Game October 6	This game was based on the reading homework vocabulary, grammar and narrative writing elements. Students had to turn two cards over at a time to find pairs of words with the same meanings. Big sisters all made their observations of the activity in the online reflective journal
#2 The Golden Bell Quiz Game October 13	The quiz game was based on the reading whose theme was the history of Halloween. Students had to make quiz questions about the reading. As questions were called out students had to check the homework to find the correct answers. Big sisters completed a survey at the end of class.
#2 Golden Bell Quiz Game November 3	The “How I Met Your Mother” video clip that students will view in the homework will be repeated in class. Students will immediately fill out surveys on how helpful the previewing at home was for completing task #1 in class.
#4 In-class reminders November 10	The reminders to refer to the homework were given to students at various times during the class while doing describing and outlining activities. Reminders such as “ <i>This would be a good time to check the vocabulary provided in the homework.</i> ” or “ <i>Please take out your homework and use the expressions given.</i> ” were announced to the whole class and to individual students by the classroom teachers as well as the big sister group leaders. Both big sisters and students completed survey forms at the end of the lesson.





5. Data Collection

The data for this action research was collected systematically over a period of several weeks in the fall semester of 2011 and was collected via teacher observations gleaned from our online reflective teaching journal and from the results of both student and teacher surveys. (Appendix C). The surveys asked for opinions on the specific treatments themselves as well as on general opinions about students' completion of the homework and the usefulness and meaningfulness of the homework overall.

The first treatment was the *Memory Card Game* that allowed students to review vocabulary and grammar content from the homework and as such helped them recall it for use in later class activities. We collected big sister observations from the online reflection board. In addition, random observations that the big sisters made throughout the semester in the reflective journal writing board that pertained to our action research topic were also noted and will be included in our discussion. (see Section 6)

The second treatment, the *Golden Bell Quiz Game*, saw students make a series of questions, the answers to which would be found in the reading homework. The teachers fronting the class collected the questions and chose five that were used to quiz the students' background knowledge from the reading homework, the theme of which was Halloween. Both big sister and student surveys were administered at the end of the class period.

The third treatment, Video Clip Preview, embedded a video clip that would be viewed in class, into the reading homework itself. The objective of this treatment was to provide students with a chance to preview in-class material at home in the hope that they would better be able to complete the post-viewing comprehension sheet. The post-treatment student survey was administered directly after the treatment instead of at the end of class.





The fourth and final treatment was *In-class Verbal Reminders*. Both the big sister group leaders and the two teachers fronting the class periodically reminded students throughout the whole lesson to consult the reading homework as a vocabulary and writing format (outlining) resource. The big sisters and students completed survey forms at the end of the lesson.

6. Data Analysis

6.1 Memory Card Game

An analysis of the online reflective journals revealed that most big sisters thought the *Memory Card Game* was an effective way for students to review and also connect reading homework vocabulary and background knowledge to in-class activities. The following are excerpts from the big sisters' observations of treatment #1.

"This card game was good because my little sisters could bring back their reading assignment and recall useful vocabulary for dating one more time." **Juyoung**

S's could reflect on their own reading assignment which led them to learn the words by heart." **Mikyung**

This was a simple but effective way for S's to review materials from the reading homework." **Erin**





S's could warm up, activate background knowledge and the activity was a review of the reading homework.
ShinHye

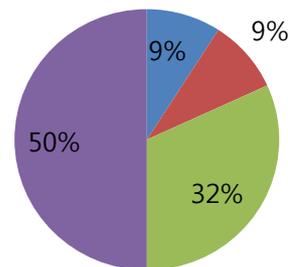
“One of my students, Garam, did her homework well and wanted to show (prove) her vocabulary learning to herself.” Sooyeon

6.2 Golden Bell Quiz Game.

The data collected from the teacher and student surveys revealed that, for the most part, students referred to the homework during the activity, with 50% of the students *referring frequently* and 32% *referring sometimes* to make the questions and find answers to the Golden Bell Quiz.

Frequency of Referring to HW in Treatment #2

■ Never ■ Hardly ■ sometimes ■ Frequently

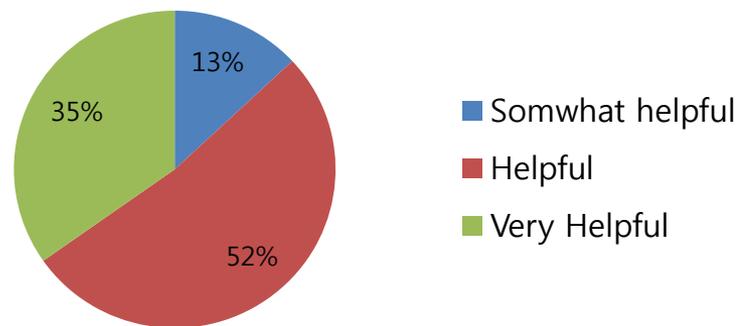




6.3 Video Clip preview

The data analysis findings for treatment #3 revealed that of the 23 students who were surveyed only 10 watched the video as a part of the homework assignment. However, of those 10 students, 70 % found the post-viewing comprehension exercise easier to complete, in spite of the fact that the big sisters observed that the students didn't refer to the HW during the activity and most thought the exercise was difficult to complete. The reasons for this will be discussed in the following section 7.

Helpfulness of HW in Treatment #3

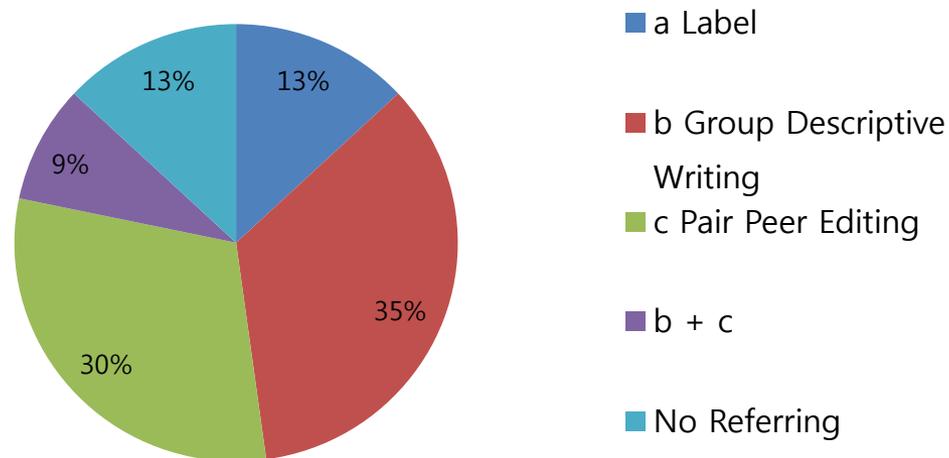




6.4 In-class verbal reminders.

According to the surveys, the students noticed the big sisters and teachers reminding them to check the homework during class time; of 23 students surveyed all answered 'yes' they did notice the reminders. Furthermore, 20 out of 23 answered that the reminders resulted in their checking the homework more often than usual. The students referred to the homework mostly during writing activities done in pairs and groups.

Which activities prompted HW referral in Treatment #4





6.5 General Findings

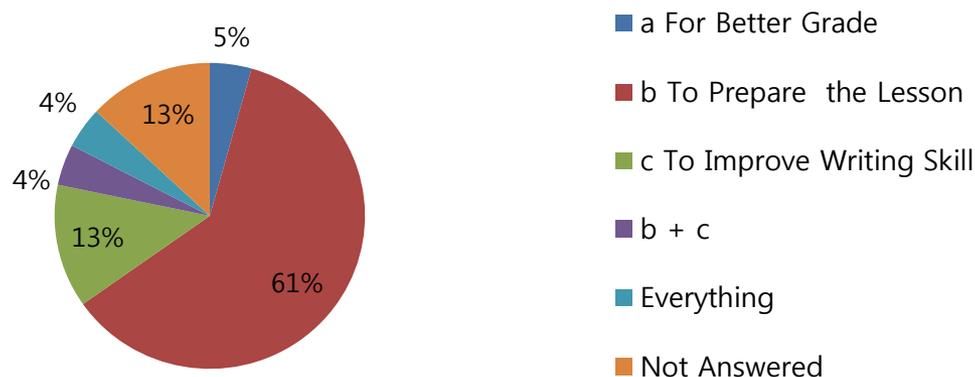
In addition to the specific survey questions related to each action research treatment, we also posed several questions to ascertain opinions about the GEP reading homework in general. This provided us with interesting insights into the topic of reading homework and can prove useful to present and future GEP practicum teachers when designing homework assignments.

6.5.1 Most importantly, it was discovered that nearly all students realized the important connection between completing the reading homework and subsequent enhanced in-class performance. Treatment #3's post-task survey revealed that 19 out of 23 students, (83%), found the homework helpful and 22 out of 23 (96%) students surveyed after treatment #4 towards the end of the semester replied that the reading homework was helpful. Of those, most (15 out of 22 or 68%) said it was helpful as a way to prepare for the following lesson. In addition, 3 said it was useful because it helped improve their writing skills and only 1 student connected the homework completion to the achievement of a higher grade.





Reasons S's think the HW is Helpful



6.5.2 In addition, from the results of both teacher and student surveys, it was found that students did refer to their homework during class mostly during two types of activities:

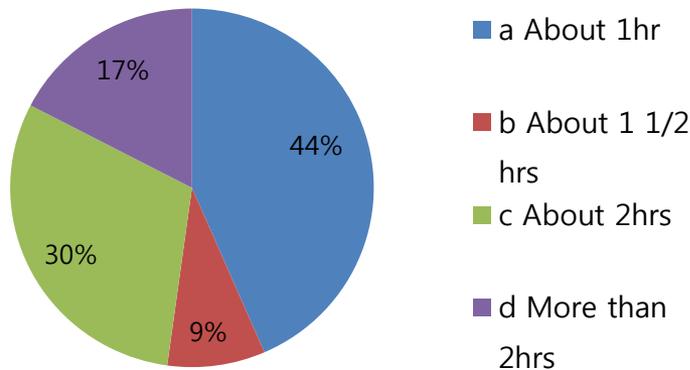
1. Activities that required the use of task-specific vocabulary and expressions such as Week 10's graph and chart description tasks. In this case, 12 out of 23 referred to the homework for this activity and 7 out of 23 found it very helpful for writing in-class graph and chart descriptions. 7 out of 8 big sisters commented that the students referred to the homework during class and mostly for activity #3, in which they had to write a paragraph-length graph description.
2. Students seemed to refer most to the reading homework during pair work activities such as the above-mentioned graph description task.



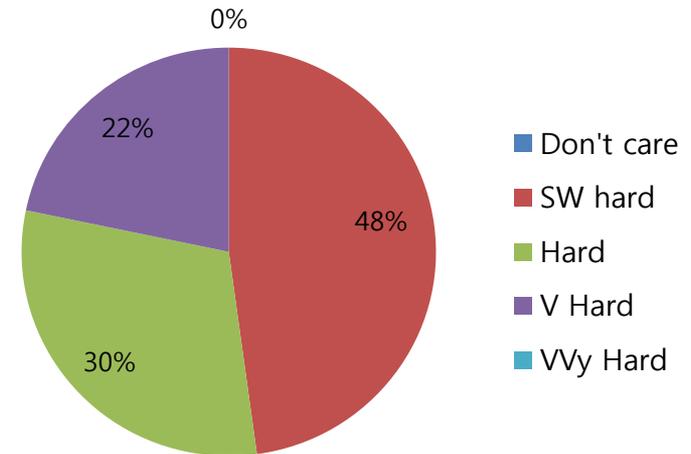


6.5.3 Finally, with regard to the effort students put into completing the assignment, it was revealed that most students did complete the homework, some worked 'somewhat hard' and the others worked 'hard and somewhat hard'. Only 5 out of 23 students worked 'very hard' on the assignment. 10 only spent 1 hour to complete it whereas the rest spent about 2 hours.

Hours Spent on HW



Student's Attitude toward HW



The data analysis results from the surveys and observations provided interesting insights, which will be discussed in the following section.





7. Discussion

7.1 Treatment #1 proved effective in connecting the homework to in-class work in that the students could directly review the vocabulary and grammar points they had studied/read about prior to class. They also had fun playing the game and when some groups finished early they played it a second time. As most teachers know, the fact that students have manipulated language once, as in reading it or performing various exercises, does not mean that they know it well enough to use it actively in performance tasks. This game allowed for repetition of material worked on at home, an important factor in the deep processing of language (Beck, 2008). A quick review game at the beginning of class is a good warm-up activity that relaxes the students and puts them in a positive frame of mind for the rest of the class. It also played an affective role in letting students feel positive about having remembered the vocabulary learned at home, as attested to by Garam in that she was proud to show that she had learned the vocabulary well. Furthermore, the content of the card game was useful in subsequent activities.

7.2 While treatment #2, the quiz game, proved to be connected to the reading homework, the converse was not true. The homework consisted mostly of background knowledge reading about Halloween and the treatment was for students to use that content to create questions for the class quiz. In this respect it was well connected yet it lacked an overall connection to the rest of the class's tasks. It would have been better if the homework included more vocabulary or narrative writing instructive elements to help students with the ultimate writing task of describing their Halloween festival experience.





7.3 Treatment # 3, watching the video clip as part of the homework assignment was expected to be an effective activity in that it was to prepare students with some vocabulary and background knowledge about describing graphs, which was the purpose of the writing class that week. Not many students watched it at home yet of the ones who watched it, they commented that the ensuing exercise was easier to complete. This however, was in contrast to the big sisters' comments that the activity was hard to complete. This could have been due to several factors. First, most students hadn't watched the video and of those who did, just because they had watched the video twice did not mean they had internalized all the vocabulary contained in it; the video needed to be played more often with clear directions as to what students should listen for each time. Secondly, it was difficult to see the exercise sheet during the activity because most of the lights were out. In spite of this, the concept of previewing a video that contains pertinent, task-appropriate vocabulary as a means of connecting in-class work to a homework assignment is an effective one that could be adapted to better suit in-class work.

7.4 The final treatment, to remind students throughout the lesson to refer to their homework for assistance was an effective way to verbally scaffold students. Throughout the semester the big sisters have been challenged to find the right amount and type of assistance or scaffolding to provide their students. Instead of directly providing the correct answer to a student's query, reminding the students to refer to their homework for an apt expression or suitable vocabulary item is one way of scaffolding the learners. It helps them to become more independent learners as well as increasing their store of language knowledge. The data analysis showed that most students noticed and followed through on the reminders from both the teachers fronting the class and the big sister group leaders thus making it an effective way to connect in and out of class work.





8. Recommendations

8.1 In general, we recommend keeping the following in mind when designing reading homework and planning class activities.

- a) First of all, short, fun and engaging game-like activities were an effective way to review homework material and lower the students' affective filter so they were ready to participate. This was also a way for students to demonstrate in a relaxed manner what they had learned at home. Vocabulary matching games, video-clip viewing and short class interview sessions seem to work best. In addition, designing other class activities in which the reading homework contents could be utilized is an obviously effective connection as well. For example, in the lesson on narrative paragraph writing, the reading homework contained an example of a narrative as well as a list of essential elements for that genre of writing. This proved useful for the students while writing their stories in class.

- b) Secondly, reminders seem to be an effective way to get students to refer more often to the homework during class. Of course this only makes sense if there is information contained in it that can be utilized meaningfully in class. One observation we made was that active vocabulary knowledge was lacking for many of the writing tasks and students referred to the homework mainly to check for lexical items. While it is impossible to foresee every word that might be needed, this highlights the importance of providing more useful vocabulary input and exercises in the reading homework so students are armed with a store of words that can be applied to in class speaking and writing thus enabling them to make more effective use of classroom time instead of spending time checking dictionaries or asking for appropriate words for their writing.





c) Thirdly, most students found the homework helpful overall and they for the most part worked 'hard' on the homework and appreciated the connection between its contents and the tasks that would subsequently be performed in class. They also considered it most helpful for preparing for class and improving their writing skills and not simply as a means of getting a better grade. Therefore the onus is on us as teachers to do two things. First of all, make meaningful connections between homework and the subsequent lesson's activities and tasks. This means providing useful and meaningful vocabulary, expressions, models, examples and background knowledge in the homework. Secondly, ensure that reading homework content can actually be utilized as a means of scaffolding for both enabling tasks as well as for the final larger writing or speaking task i.e. the objectives of the lesson.

d) Finally, the data analysis revealed some interesting points that would provide fodder for further action research, such as *The students referred to the homework mostly during pair work activities*. Why was this? And in what ways can this fact be utilized in the design of GEP homework and lessons? Another revelation was that *the students' needed the most help with and referred to the homework mostly for vocabulary assistance*. Possible action research would be how to better prepare students' active vocabulary knowledge through the reading homework. Finally, the data showed that some students did not complete the homework, for example they did not watch the video clip. It would be interesting to know just why this was so.





9. Conclusion

This action research data analysis provided us with useful information regarding the issues surrounding the GEP reading homework. In order to be effective the reading homework needs to be connected to in-class activities and vice versa. This means designing homework that can be useful to the students in their attempts to complete in class tasks yet also planning activities in which students can use the homework content as a scaffolding mechanism to help them more effectively complete classroom tasks. Students seem to appreciate the reading homework as a way to prepare for class and as such it behooves us as teachers to rise to that challenge and provide our students with meaningful and useful homework.

10. References

- Beck, I., McKeown, M., & Kucan, L. (2008). *Creating robust vocabulary*. New York: Guilford Press.
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10. Appendices (see them at <http://erinpark.pbworks.com/w/page/48962834/FrontPage>)

- A. Sample of GEP Reading Homework
- B. Treatment #1 Materials
- C. Surveys





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Professional Qualities

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The University of British Columbia
Vancouver, Canada

The Chancellor of The University of British Columbia
with the approval of the Senate upon the recommendation of

The Faculty of Arts

has conferred the degree of
Bachelor of Arts

on

Yong-Seum Erin Park

In Witness Whereof and by the authority duly committed
to us we have hereunto set our hand and seal

May 2005



Bria J. Silber Registrar

Chancellor

President

Dean





*In recognition of the successful completion
of the required program of studies*

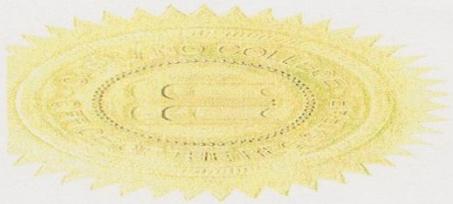
Yong-Geum Park

has been granted a Diploma in the

Academic Studies Program

*Given at North Vancouver
British Columbia, Canada*

This 25th day of May, 2000



[Signature]
College Board

[Signature]
Registrar





Degree

THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education



Department of Language
and Literacy Education

Yong-geum Erin Park

has been granted the

Teaching English as a Second Language
Certificate

Yong-geum Erin Park has successfully completed a 6-credit course in Applied Linguistics for Teachers (LLED 489) and a 6-credit course in TESL Methodology (LLED 478, Introduction to Teaching English as a Second Language) for a total of 156 hours of instruction, plus a 20-hour supervised teaching practicum. These are university transfer credits.

Lee Gunderson, Head

April 27, 2005





Designing a Useful English Grammar Test for High School Students

Erin Park

TESOL 1st semester

An achievement test is necessary since teachers want to know how well their students understand the materials they teach and how well they execute their duties as teachers. There is no best test for all, but by considering the test usefulness suggested by Bachman and Palmer (1996), we can develop a test as good as it can be. The qualities of usefulness are reliability, construct validity, authenticity, interactivity, impact, and practicality. Reliability refers to consistency of measurement and construct validity refers to the extent to which people can interpret a given test score as an indicator of the abilities or constructs that people want to measure. Authenticity is the degree to which a given language test's tasks' characteristics correspond to a TLU task's features. Interactiveness is the extent and type of involvement of the test taker's individual characteristics in accomplishing a test task. Impact can be defined broadly in terms of the various ways a test's use affects society, an educational system, and the individuals within them. Practicality is the relationship between the resources that will be required in design, development, and use of the test and the resources that will be available for these activities. These qualities can easily describe a good language test's usefulness.





1. Introduction

The purpose of the test is to decide whether the teacher should review the subject that she/he has taught in class or move on the next topic. The students and the teacher meet twice a week, and the instructional time is 50 minutes per class. The students were previously taught other simple tenses such as simple and progressive tenses in past, present, and future. The students are highly motivated to work hard and they usually spend about 1 hour to work on their assignment per instruction. The class is instructed mostly in English and the students try to speak only English though sometimes they need to be explained things in Korean. To meet the purpose of the test, the test takers should show well understanding of the grammatical knowledge they have learned. In reading and comprehension, students are given sentences on various, typical topics with multiple choices to fill in the blanks in questions. For the next task, the test takers are given a set of information on a famous Korean pop singer “Rain” to write short answers by using the Perfect and Perfect Progressive Tenses. Finally, the test takers will talk about themselves; at the same time, they must show the right use of grammar knowledge while speaking. The test also promotes the test takers to use the grammatical knowledge. The test result will provide the teacher to decide whether to review the material taught in the class or move on to the next topic.

2. Test usefulness

According to Bachman and Palmer (1996), a test's usefulness can be determined by considering the following measurements qualities of the test: reliability, construct validity, authenticity, interactivity, impact, and practicality. These qualities can easily describe a good language test's usefulness.





The term *reliability* refers to consistency of measurement. Elaborately, they go on to say that a reliable test score is consistent across different characteristics of the testing situation. Moreover, if test scores are inconsistent, they provide no information about the ability being measured. The term *construct validity* refers to the extent to which people can interpret a given test score as an indicator of the abilities or constructs that people want to measure. Bachman and Palmer (1996) defined *authenticity* as the degree to which a given language test's tasks' characteristics correspond to a TLU task's features. Authenticity relates a test's task to the domain of generalization to which we want our scores' interpretations to be generalized. It potentially affects test takers' perceptions of the test and their performance. *Interactiveness* is the extent and type of involvement of the test taker's individual characteristics in accomplishing a test task. Following questions "Does the test motivate students?" "Is the language used in the test's questions and instructions appropriate for the students' level?" "Do the test's items represent the language used in the classroom, as well as the target language?" represent the crucial elements that affect a test's interactiveness. *Impact* can be defined broadly in terms of the various ways a test's use affects society, an educational system, and the individuals within them. In general terms, a test operates at the macro level of a societal educational system while corresponding to individuals, i.e., test takers, at the micro level. "*Practicality* is the relationship between the resources that will be required in design, development, and use of the test and the resources that will be available for these activities" (Bachman and Palmer, 1996). They illustrated that this quality is unlike the others because it focuses on how the test is conducted. Moreover, Bachman and Palmer (1996) classified the addressed resources into three types: human resources, material resources, and time. Based on this definition, practicality can be measured by the availability of the resources required to develop and conduct the test. Therefore, our judgment of the language test is whether it is practical or impractical.





Since the test is an achievement test based on the material students learn in their classroom, the test satisfies its *validity* and students must be able to perform tasks similar to tasks practiced in the class, which will satisfy its *authenticity*. However, the test does not satisfy *interactiveness* since the test does not require students' background knowledge for the test; rather all information to perform the tasks is provided. For this test, interactiveness is irrelevant. To improve the *reliability* of the test, single criterion scoring is adopted for each of the tasks. For *impact*, there is positive backwash because students are encouraged to prepare language for the test that is useful beyond the testing situation. Thus, the test has *practicality* that it can be administered to a large number of students within a reasonable time period with limited human and material resources. In addition to the six usefulness of test, the test *motivate* students to review and practice all course material in groups before the test and discourages rote memorization, and the scoring system gives individual students meaningful *feedback* on various aspects of their performance.

3. Organization of the paper

First, I present the testing format and general instructions of the test and then, I present and describe each test task. Each test task will contain the following sub points: (1) the construct to be measured; (2) the actual test task; (3) the scoring criteria and scoring method; (4) an evaluation of usefulness; and (5) possible revisions to task. After describing and evaluating each task I provide final comments in the conclusion.





4. Testing format & General instruction

4.1 Testing format

At least one class period before the test is to be administered, a scoring sheet is distributed to each student. The scoring sheet has 3 sets of single criterion to measure students' ability to use the grammar in context, and it shows the scores the students will get for each right question. The students are instructed to bring the scoring sheet with them to the test.

On the day of the test, the students come into their classroom that is familiar and comfortable. Thus the test environment such as lighting and noise levels is made sure not to distract students while they are taking the test. For the third task, speaking about themselves using perfect and perfect progressive test, students will meet the teacher after they finish the test. During the speaking test, the teacher scores each student individually and tries to participate as little as possible. To make sure reliability and fairness, the speaking test is recorded and later the teacher writes down the students' words on the scoring sheet to make sure reliability. The completed scoring sheets are returned to the students during the next class meeting with grades and individual comments as appropriate.





4.2 General Instructions

In general, this test is to measure students' grammatical knowledge on perfect and perfect progressive tenses taught in the classroom. If students show well understanding of the knowledge over all, they will move on to an advanced subject, otherwise they will need to review the materials.

Part	Task type	# of tasks	Time allowed	Points
I. Reading & Comprehension	Multiple-choice	20 questions	20 minutes	40
II. Writing	Short answer	10 questions	20 minutes	40
III. Speaking	Prompt	4 sentences	10 minutes	20
Total			50 minutes	100





5. Test tasks

5.1 Task I

5.1.1 Construct

The ability to recognize perfect and perfect progressive tenses (present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive) in the contexts.

5.1.2 Instruction

You will have 20 multiple-choice questions. There is only one right answer for each question and each question has worth 2 points. You can either check or circle the right answer on the test sheet. If you finish Part I and wish to do the next parts, you can proceed to the following parts.

Example)

I am reading a book now. I started to read the book 30 minutes ago.

I _____ a book for 30 minutes.

- ① have read ② have been reading ③ had read

The right answer: ②





5.1.3 Actual task

Maria knows James. They met 2 years ago.

They _____ each other for 2 years.

- ① had known ② have known ③ have been knowing

1. Phil will graduate from Harvard University in June. He is coming back to Korea in July. By the time he comes back to Korea, He _____ away from home for more than 7 years.

- ① had been ② has been ③ will have been

2. Amy has great talent in singing. She is studying in Milan, Italy. By the time she graduate from Verdi, she an excellent singer.

- ① will have become ② has become ③ had become

3. Kevin _____ his homework until his teacher came into the classroom.

- ① hasn't finished ② had not finished ③ has not been finished.

4. My mother _____ a cake in years. She always buys one at the bakery.

- ① hasn't baked ② had not baked ③ will not have baked

5. Emma's daughter _____ the violin since 2:00. It's 4:00 now.

- ① had practiced ② has been practicing ③ will have practiced.

6. David likes to listen to music. Over the last two months, he _____ many songs on his computer.

- ① had downloaded ② has downloaded ③ has been downloaded





7. The weather ____ especially warm and sunny lately.
① has been ② had been ③ will have been
8. Samsung Computers ____ many different MP3 since 2002.
① had produced ② has been producing ③ had been producing
9. Jason ____ on the soccer team for 8 years by the time he graduates.
① had played ② has played ③ will have played.
10. My patents ____ a member of the mountaineering club since 1985.
① had been ② has been ③ have been
11. ____ the new book Samuel Rodger yet? It's really exciting.
① Had you read ② have you read ③ have you been reading
12. Peter ____ in New York for 5 years, but now he lives in Seoul.
① has lived ② had lived ③ will have lived
13. Kate _____ any good movies lately.
① had not seen ② has not seen ③ has not been seeing.
14. The plane to Berlin ____ by the time we arrived at the airport.
① had left ② has left ③ will have left.





15. Before he goes on a date tonight, he ___ his homework.
① had finished ② has finished ③ will have finished
16. Since Karen got a 50% on her test, her parents ___ happy about that.
① had not been ② have not been ③ will have not been
17. By the time Janice retires in this November, she ___ at school for 37 years
① will have taught ② has taught ③ had been teaching
18. David ___ to Everland Amusement Park 7 times so far.
① had been ② has been ③ will have been
19. Henry ___ the movie twice when Jane asked him to go to see the movie.
① had seen ② had been seen ③ has seen

5.1.4 Scoring method and Criterion

Part I: Single Criterion		
Rightly used verb tenses in context.	Right	2 points each
	Wrong	0 point each





5.1.5 Answer Key/ Rubric

To determine how useful the task was, I evaluated it in terms of six qualities Bachman and Palmer suggested. First, in order to decide how reliable the task was, I considered the task setting, instructions, and scoring. To improve the reliability of the task, I made sure the setting was quiet and comfortable without any other distractions. Just in case students did not understand the instruction written in English only, I provided an example to make sure all the students understand what to do. The scoring method is single criterion and the key is defined, so scoring should be reliable.

5.1.6 Evaluation of usefulness

Part I.							
Question 1	2	Question 6	2	Question 1	3	Question 16	3
Question 2	3	Question 7	2	Question 12	1	Question 17	2
Question 3	1	Question 8	1	Question 13	2	Question 18	1
Question 4	2	Question 9	2	Question 14	2	Question 19	2
Question 5	1	Question 10	3	Question 15	1	Question 20	1
Each right answer is worth 2points (total 40 points)							





Considering interactiveness, it is not relevant since students are not required any background knowledge but grammatical knowledge. The aim for the task is to test language ability only, and it is not interactive.

While my task lacks interactiveness, it does have high validity. I aimed to measure students' abilities to recognize and to use the right tenses in provided contexts. By testing students' ability of the grammatical knowledge on this task, it meets the purpose of my test – to move on to the next advanced topic or review the material – and thus, my test is useful regarding impact.

Regarding authenticity, my task is very authentic because the test not only measures the students' grammatical knowledge but questions are related to their real life issues. In addition, the task is also practical; it was easy to make questions and did not take too much time to complete the task. Therefore, I did not need to get any assistance from other people.

5.1.7 Potential Revisions to Task

For this task, I provided the question on the back of the task whether the time allowed for the task was enough to complete. I also added that if students answered is 'No', then asked them how many minutes they may need more. Three out of four students answered that they needed more time, which was specified 5 more minutes. Therefore, I should modify the time; I should allow 5 more minutes for the test or reduce the number of questions for the task.





5.2 Task II

5.2.1 Construct

Use of perfect and perfect progressive tenses, *present perfect*, *past perfect*, *future perfect*, *present perfect progressive*, *past perfect progressive*, and *future perfect progressive*.

5.2.2 Instruction

Part II

Look at the time line of events in the singer Rain's life. Complete the sentences in the paragraph. Use *present perfect*, *past perfect*, and *future perfect*, or *present perfect progressive*, *past perfect progressive*, and *future perfect progressive form of the verb in parentheses*. Each question is worth 4 points. If you are finished with the test, you can leave the room quietly but wait outside for the next task.

1982	Rain is born in Seoul, Korea.
1988	Rain gets his first "Walkman" and gets interest in singing and dancing.
1998	Rain makes a debut as a member of dancing group "Fan Club."
2000	Rain graduates from Anyang High School of Art.
2002	Rain makes a his solo debut through his first album "Bad Guy." 2003 Rain wins a grand prize in acting at KBS Awards.
2004	Rain graduates from Kyunghee University.
2006	Rain is chosen as one of the 100 most influential people in the world by TIME magazine.
2008	Rain releases 5 th album "Rainism."





2010 Rain is chosen as one of the most potential stars in Asia at Green Planet Movie Awards. Rain releases his recent album “Back to the Basic” and is being active in Korea, and Rain is chosen again as one of the 100 most influential people in the world by TIME magazine.

Example) Rain (live) has lived in Seoul ever since he was born.

5.2.3 Actual task

Rain is an unusual man with an amazing career. He (sing) ⁽¹⁾ _____ since he was a little boy listening and dancing to music played by his first music player “Walkman.” He (get) ⁽²⁾ _____ his interest in singing and dancing even before he entered Anyang High School of Art. Rain (release) ⁽³⁾ _____ 6 solo albums since he made a solo debut in 2002 and he (be) ⁽⁴⁾ _____ a central figure in singing and dancing since that time. By the time he graduated from Kyunghee University in 2004, he (release) ⁽⁵⁾ _____ his 3rd solo albums. Because of his hard work and effort, Rain (earn) ⁽⁶⁾ _____ world-wide reputation ever since he started his career. He (win) ⁽⁷⁾ _____ a lot of prizes not only in singing but also acting. He felt that Asia was too small for him so that he went to the U.S.A. to start his career in acting and singing. Since then He (succeed) ⁽⁸⁾ _____ in his career in the U.S.A. He was chosen as one of the most influential people in the world by TIME magazine in 2006. It is most likely that his name will be on the list again at the end of 2011. By the time his name is on the list again in 2011, he (make) ⁽⁹⁾ _____ it 3 times. He came back to Korea and resumed his career in Korea when he released his latest album “Back to Basic” in April, 2010. He (stay) ⁽¹⁰⁾ _____ in Korea since last April.





5.2.4 Scoring Criteria

5.2.6 Evaluation of Usefulness

To make sure usefulness of the task, I examined it in terms of six qualities of test usefulness. To evaluate the reliability of the task, I considered the task setting, instructions, and scoring. For reliability, I made sure the setting where students took the test as comfortable as possible and that there was not any distraction. Therefore, this must have improved the reliability of the task. Since the instruction is written in English only, I provided an example to make the test takers understand the instructions well. The scoring method is single criterion and the key is defined, so scoring should be reliable.

5.2.5 Answer Key/Rubric

Part II: Single Criterion		
Rightly used verb tenses in context.	Right	4 points each
	Wrong	0 point each





5.2.5 Answer Key/Rubric

Part II			
Question 1	has been singing or has sung	Question 6	has earn
Question 2	had got	Question 7	has won
Question 3	has released	Question 8	has succeeded
Question 4	has been	Question 9	will have made
Question 5	had released	Question 10	has stayed or has been staying
Each right answer is worth 4 points (total 40 points)			

5.2.6 Evaluation of Usefulness

To make sure usefulness of the task, I examined it in terms of six qualities of test usefulness. To evaluate the reliability of the task, I considered the task setting, instructions, and scoring. For reliability, I made sure the setting where students took the test as comfortable as possible and that there was not any distraction. Therefore, this must have improved the reliability of the task. Since the instruction is written in English only, I provided an example to make the test takers understand the instructions well. The scoring method is single criterion and the key is defined, so scoring should be reliable.





The task is not interactive since the task does not require students' background knowledge. The task is to see how well students can apply their learned grammatical knowledge within the contexts. Necessary information is provided for the test takers to determine the right tenses that can be used in the contexts.

My task lacks interactivity, but it does have high validity. I aimed to measure students' abilities to use of right tenses within the contexts. By measuring use of right tenses on this task, it meets the purpose of my test – to move on to another topic or review the materials – and thus, my test is useful regarding impact.

Regarding authenticity, my task is authentic since the task is to produce the right tenses within the contexts by applying their grammatical knowledge the students learned in their classroom. The task is practical as well; the information on the singer "Rain" was readily available on the Internet both in Korean and English. Thus it did not take me too much time to create questions for the task and I did not need to get any help from other human resource available.

5.2.7 Potential Revisions to Task

For this task, I asked students how hard the task was. All of the students answered that it was difficult, though all the questions were the subjects that they had learned in the classroom and the topic for the task was interesting. Since I had wanted to measure the student's level of mastery on the material more precisely, I wanted to give more questions but I gave them 10 questions only. However, three of four students still felt that they needed more time. Therefore, I need to modify the task; I would shorten the number of questions or bring much easier topic to ease their feeling about the task.





5.3 Task III

5.3.1 Construct

Use of perfect and perfect progressive tenses, *present perfect*, *past perfect*, *future perfect*, *present perfect progressive*, *past perfect progressive*, and *future perfect progressive*.

5.3.2 Instruction

Part III

Use *present*, *past*, *future* and *perfect* or *past*, *present*, and *future perfect progressive* form of the verb to speak about yourself. You are required to speak only 4 sentences and each sentence is worth 5 points. You cannot use the same tense twice, i.e. you must use 4 different tenses (4 out of the 6 tenses, *present perfect*, *past perfect*, *future perfect*, *past perfect progressive*, *present perfect progressive*, and *future perfect progressive*) to write to get whole scores. If you use the same tense twice, only one sentence will be graded.

Example) I have been studying in the library for 2 hours.

5.3.3 Scoring Criteria

Part III: Single Criterion

Part III: Single Criterion		
Rightly used verb tenses in context.	Right	5 points each
	Wrong	0 point each





5.3.4 Answer Key/Rubric

Part III			
Levels of ability/mastery		Description	
0	None	Evidence of poor knowledge of syntax	
		Range	Zero
		Accuracy	Poor accuracy
5	Complete	Evidence of complete knowledge of syntax	
		Range	No evidence of restrictions in range
		Accuracy	Evidence of complete control
For example: Wrong: I have been knowing Erin for 5 years. Right: I have known Erin for 5 years.			
Each right sentence is worth 5 points. (total 20 points)			





5.3.5 *Evaluation of Usefulness*

To determine how useful the task was, I examined the task by looking at Bachman and Palmer's six qualities for test usefulness. First, to make sure the reliability of the task, I considered the task setting, instructions, and scoring. I made sure the setting was quiet and there were not other distractions. So, this must have improved the reliability of the task. Since the task is speaking, without recording of students' speech, it may not be reliable. To avoid this problem, I recorded their speech on a tape recorder and wrote down what they had said on a piece of paper which would be handed out with students' score. Since the scoring method is single criterion and the key is defined, the scoring must be reliable.

In concern with interactiveness, the task is not very interactive. First, the task did not require any background knowledge but only the information on themselves and the proper grammatical knowledge to talk about themselves. I should say interactiveness is not relevant for this task. Second, though the task is speaking, it is only one way of speaking; it did not require any other people to respond.

The task lacks interactiveness, but it has high validity. The purpose of the task is to measure the students' use of grammatical ability not only in the classroom but also out of classroom environment. Since production should be the most difficult part for any ESL students, the high score on the task means that the students are ready to move on the next topic and able to use the knowledge in their real life. Otherwise, they need to review. Therefore, it should meet the purpose of my test - whether to move on the next topic or to review - and thus, my test is useful regarding impact.





Regarding authenticity, the task is authentic because the students need to apply the grammar they learned to talk about themselves, which is their real life. The task is also practical; I did not need to find any resource to make up the task and did not have to contact a test writer to create this test task, either.

5.3.6 Potential Revisions to Task

For this task, I interviewed the test takers whether the environment was comfortable. All of the students answered “Yes.” However, they added that their emotions were not as comfortable as the physical setting since they were supposed to talk to the teacher. To make the students more comfortable, I may make the task as a role-play with their peers.

6. Conclusion

I have considered all the six qualities of the test usefulness as much as possible to develop the test. With all my effort, there are not many things to be revised. I will not revise the length of each task but allow more time for the first and second task. I feel that the more questions are given for the tasks, the more precise result I will get to measure the students’ ability.





Although the aim for the test is to measure the students' ability to understand the grammatical knowledge they learned in the classroom, I tried to make it more practical and real. Therefore, I added the speaking task, which is production that any ESL students must feel the most difficult. However, the task may not be suitable for a large number of students since it takes too much time and effort to evaluate. Thus, use of the test for a large number of test takers should not be so practical, either. However, if resources such human resource, money, and time are readily available, it should not be problematic.

This test will be used to infer how well the students understand the grammar taught in the classroom and how much effort the teacher put into making students understand. The result will be used to make a decision whether the test takers should move on to the next subject or review the materials.

Reference

Bachman, Lyle F. and Palmer, Adrian S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press





Epilogue





"Success is not final, failure is not fatal: it is the courage to continue that counts."
-Winston Churchill-

Now I am dreaming of much bigger one; the TESOL Program at Sookmyung has encourage me to dream even bigger. Thanks to Professor Stephen van Vlack and the TESOL Practicum Program, I have been well trained as much better teacher with not only the teaching practice but also pedagogical knowledge of English teaching. I truly appreciate all his efforts and hard work. I still vividly remember him coming to the auditorium every day to encourage his students for the comprehensive exams and late at night waiting outside for all his practicum students until the comprehensive exam finished. Such a small deed he makes tells well how great professor and person he is.

