



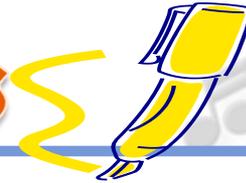
Professional Teaching Portfolio

Haewon Cho

Sookmyung TESOL Masters'



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Introduction



This teaching portfolio contains my work from Practicum course at Sookmyung TESOL MA program in Spring 2011. I worked with five other colleagues to develop and teach lessons throughout the semester for the undergrad students' speaking class. From this experience, I firmly believe that I can teach my students in a more productive way. Throughout this teaching portfolio, I tried to show my work around GEP students and how I tried to adapt theories to my own lessons.



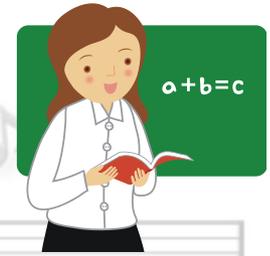
Part I Personal and Professional Information



This part shows about myself as a young learner's teacher. My interest in young learners was shown throughout this section. My personal experience of schooling in Canada has greatly affected my teaching styles and through the Sookmyung GEP program, I could apply some of my beliefs in teaching to help students to achieve their goals.



Teaching Philosophy



My own ESL experience

As an ESL learner twenty years ago, I was very fortunate to be surrounded by such great teachers and now I want to share my experience as a learner which influenced my own teaching in Korea.

I studied some English before coming to Canada however the way I was taught in Korea and in Canada were considerably different. I had to adapt to a new teaching style in Canada where there were a lot of discussion and opinion based questions were asked instead of rote memorization of vocabulary words. It was too different, and only now I could fully understand my teachers back in Canada and I beyond doubt want to create a similar and authentic atmosphere that native Canadian students went through in their schooling years.

Teachers touch students' lives deeply. Especially for young children, teachers play great role in developing who they are now and what they want to become of later. As an English teacher, one has to remember that not only language teaching per se, but also he/she needs to develop a strong bond with the students as well. It is true that our situation in Korea (EFL) is quite different from ESL situations and I somehow need to find a balance between those two and utilize what I learned from Canada to employ in my situation.

My interest in teaching children

Teaching children is incredibly rewarding and enjoyable. New activities such as chants, drama activities and games can be introduced without major concerns regarding rejection because children are naturally energetic, curious and fearless. Korean traditional school teaching method (teacher lecturing in front of the class while students sit and listen) does not work with young English learners. Children need to speak and interact actively with each other. I would like to develop a lesson where children are self-motivated (joy of accomplishment) not only externally motivated (candy rewards). Preparing a fun and dynamic lesson will be a gratifying experience for me and I am sure it would be an enjoyable time for children also. Since young children have different learning styles from that of adults' these are needed to be kept in mind that I need to have an understanding of how children think and learn and skills and knowledge in spoken English is to be used to pick up children's interests and use them for language teaching (Cameron, 2003).

Motivation

Students who actively participate in the learning process will be motivated to learn more. I believe in encouraging students to take responsibility for their own learning and to develop a pride for their own work. In the long term, intrinsic motivation will foster students' passion for learning than external motivation. Moreover students will be more motivated if they can transfer the knowledge learned from the classroom into the real world. Students need real life communicative goals within the course.

Classroom Environment

I believe in creating a sense of community within the classroom and making positive relationships between students and the teacher. Students need to be put in a safe and comfortable environment where they can share and gain new knowledge. Students learn the best when they are encouraged in an enthusiastic environment. Teachers need to develop not only a disciplined but also a warm relationship between the teacher and the students. Teachers should know how to meet the needs of students in their daily life to develop the essential relationship between them.

Inspiration

I believe the teacher must be a role model for students. To be inspirational, the teacher must be equipped with an effective curriculum, great classroom management skills, constant communication with their parents and persistent motivation for students. The teacher needs to scaffold students to reach their limit but yet knows when to stop and wait for students to try on their own. A successful teaching eventually makes the teacher to be satisfied with his/her job profession and by doing so this will create a strong connection between the teacher and the students.

Reference

Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*. 57, 2, 105-112.

Resume

Haewon Cho

010-7749-3005, haewon_cho@yahoo.com
Dalbit Mael, DeokYangGu, GoyangSi, KyungGiDo

Objective

Looking to work for a student-centered kindergarten where I can effectively use my theoretical knowledge and also practically employ my experience to create a motivating and enthusiastic learning environment.

Qualifications summary

- Speak and write English and Korean fluently
- Highly self-motivated and goal oriented
- Great with children; enjoy working around children
- Great computer skills; MS word, MS Excel, MS Power point and AutoCAD

Education

2009-Present

Sookmyung Women's University

Seoul, Korea

Graduate School of TESOL, Masters

2010

Sookmyung Women's University

Seoul, Korea

TESOL Workshop Certificate

-Engaging Interactive Technology in Content Areas: Decisions, Decisions

2009

Sookmyung Women's University

Seoul, Korea

YL TESOL Certificate Program

2009

Sookmyung Women's University

Seoul, Korea

TESOL Workshop Certificate

-Games and Activities for the Language Classroom

2002-2004

Northern Alberta Institute of Technology

Alberta, Canada

Interior Design Technology, Diploma

1999-2002

University of Alberta

Alberta, Canada

General Science, BSc

Teaching Experience

2008-Present

Private English Teacher

English Teacher for Kindergarten and Elementary students

Specialized in phonics teaching and storybook based teaching

2008

Conversation Teacher

At Hwajung Talkingclub

Taught speaking mainly

Taught using games and activities

Taught with various hands on activities including art and crafts

2007

Writing Teacher

At Daechi English

Taught reading and writing

Taught writing journals based on short story books

Taught content-based reading and writing

2001-2003

General English Teacher

Volunteered at University of Alberta Students' Union

Taught English for newcomers to Canada

Hosted programs for newcomers to Canada

Other Experience

2005-2006

Worked as a Junior Interior Design Technologist at Merit Kitchen and Interiors in Alberta, Canada

2000-2002

Volunteered at Gift shop and Patient Services at University of Alberta Hospital

REFERENCES ARE AVAILABLE UPON REQUEST

Certificates



NO. 11-R1-012

MATE

Multimedia Assisted Test of English

CERTIFICATE OF COMPLETION

This is to certify that

Haewon Cho

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

Completion Date

27 February 2011

Dean of General Education Institute



제 631호



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

CHO HAEWON

어린이 영어교사 전문가 자격증

위 사람은 숙명여자대학교 TESOL
프로그램에서 제공하는 어린이 영어교사
전문가 과정을 성공적으로 이수하고, 어린이
영어교사로서의 능력을 갖추었으므로
YL-TESOL 자격증을 수여합니다.

교육기간: 2009. 1. 29 ~ 6. 19

전공교육과정 : YL-TESOL

2009년 6월 19일

Certificate of YL-TESOL

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

Duration of the Training : January 29, 2009 ~ June 19, 2009

Specialization : YL-TESOL

June 19, 2009

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한영실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

제 398호



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

HAEWON CHO 조해원

TESOL Workshop Certificate

This is to certify that the above-mentioned person has successfully completed the workshop entitled

Games and Activities for the Language Classroom

(18 hours) offered by the SMU-TESOL Program.

Teaching English to Speakers of Other Languages

Duration : March 7 ~ April 11, 2009

April 11, 2009

Sunhae Hwang

Sunhae Hwang, Ph.D

Dean, Graduate School of TESOL



숙명여자대학교 TESOL대학원

GRADUATE SCHOOL OF TESOL, SOOKMYUNG WOMEN'S UNIVERSITY



제 402 호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Cho, Heawon 조해원

TESOL Workshop Certificate

This is to certify that the above-mentioned person has successfully completed the workshop entitled ***Engaging Interactive Technology in Content Areas : Decisions, Decisions*** (18 hours) offered by the SMU-TESOL Program.

Duration : March 13 ~ April 17, 2010

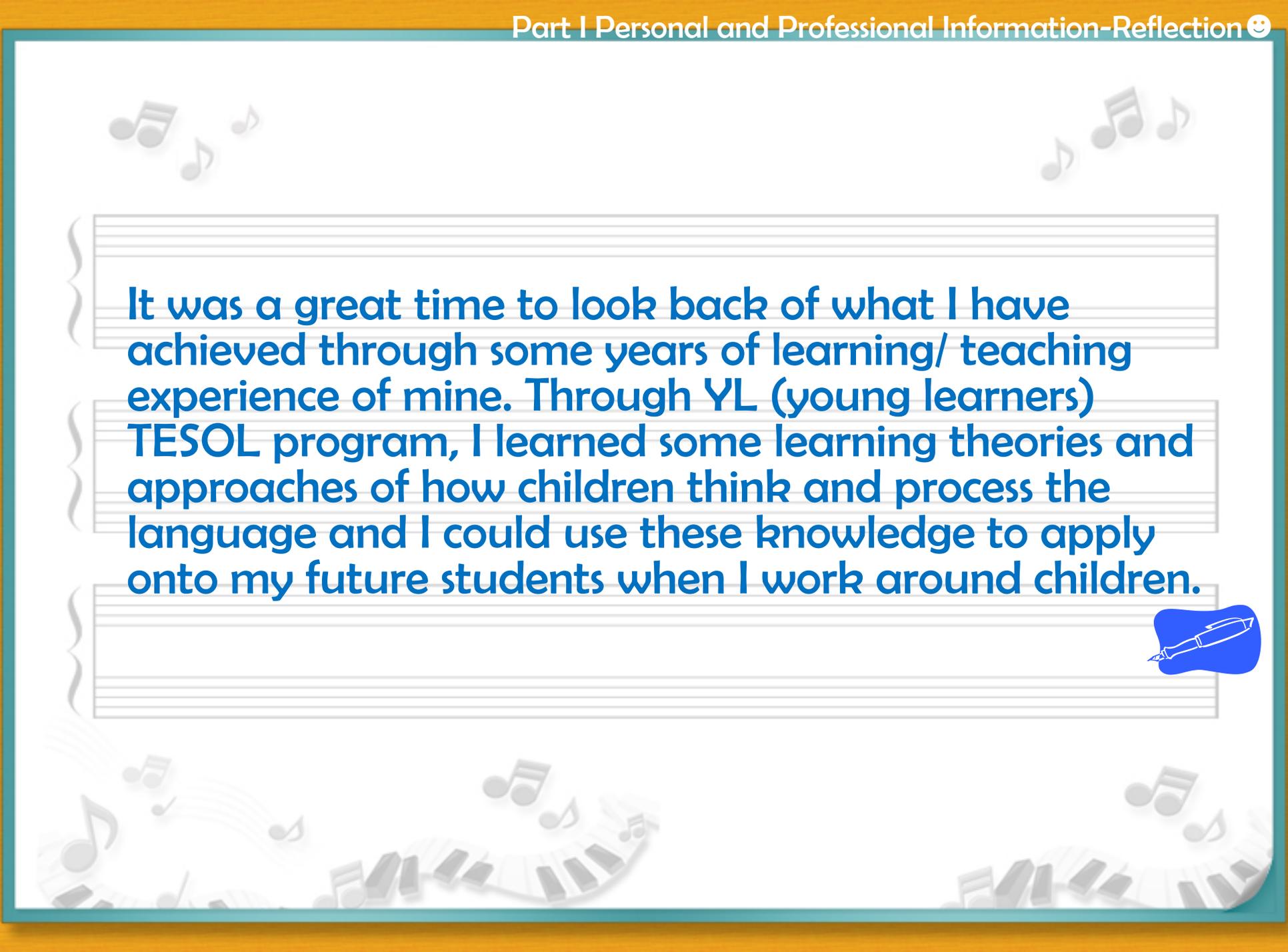
April 17, 2010

Sunhae Hwang

Sunhae Hwang, Ph.D
Dean, Graduate School of TESOL



숙명여자대학교 TESOL대학원
GRADUATE SCHOOL OF TESOL, SOOKMYUNG WOMEN'S UNIVERSITY

The background of the slide features a light blue and white color scheme. At the top, there are several musical notes floating. At the bottom, there is a stylized illustration of a piano keyboard with musical notes rising from it. The text is centered on a white background that resembles a sheet of music with five-line staves.

It was a great time to look back of what I have achieved through some years of learning/ teaching experience of mine. Through YL (young learners) TESOL program, I learned some learning theories and approaches of how children think and process the language and I could use these knowledge to apply onto my future students when I work around children.



Part II Teaching Practices

Teaching GEP students at Sookmyung MA course was a great opportunity for me to work with Sookmyung Women's University students and to plan and try out in a real classroom setting was a very rewarding experience for me as well. I tried to develop lesson plans to create a communicative atmosphere for GEP students to practice their speaking in English in a comfortable environment.



An Overview of Practicum

Hyunjeong Nam

Sookmyung Women's University

Graduate School of TESOL

Practicum I

Policy - Spring 2011

(The Practicums are to be seen as two classes which are tightly bound to each other. What occurs in the excitement and anxiety of Practicum I will have a profound affect on what is done in the warm, comfortable surroundings of Practicum II and visa versa both for that week and the following weeks. For that reason, it is necessary for students to think of the two as simply one course with two integrated and complementary components).

Overview: This three-hour-per-week course has two main components. The first of these is the design component. We will be using the different elements of the SMU-MATE as a partial guide in designing materials we think will work in the GEP class that we will handle this semester (영어도론과발표). As the course develops we will be creating and adding a whole range of different MATE-related tasks to the GEP repertoire. The second component of this class revolves around evaluation and revision. Here we will be collectively evaluating the lesson plans designed by the Practicum students in groups prior to the GEP class. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire graduate program.

Objectives: This objective of the Practicum I course is to give the students an opportunity to design and evaluate practical curriculum design and classroom teaching techniques in a low stress, controlled environment based on critical concern and caring. Basically what we want to do in this class is have the students develop and evaluate practical techniques based on innovative theories and models. The focus here will be on developing and evaluating lesson plans for the GEP class sessions based on the components and design features of the MATE coupled with accepted principles of speaking/discussion and presentation development. By the end of the course, students should have a complete repertoire of classroom behaviors based on theories and the elements suited to their own individual personalities.

[All of us are acutely aware that the Practicum students also need to study for their comprehensive exams, scheduled to occur towards the middle of June. The Practicum courses have, therefore, been designed as a kind of practical introduction to and review for the exams. While we will not have time to specifically review for the exams during this class, we will be touching on many aspects of the exams in our daily work in both Practicum courses. The exam will and should always be in the back of all our minds as we plan, evaluate, and discuss things.]

Texts and Materials

-MATE Rater Training Handbook

Winter Reading

-Harmer, Jeremy. (2007). *The Practice of English Language Teaching with DVD* (4th Edition). Harlow: Pearson Education.

Additional Materials: Students must bring to each class a large and strong folder to hold any papers that the instructor and other students give out. There will be a lot of handouts provided mostly from the students in the class.

Methodology

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

Our official policy regarding the language issue in the GEP class is as follows:

TESOL students are to speak only English. You are to act as role models and group leaders and speaking only English is an important aspect of that. At the same time however, you are free to respond in English to Korean. Encourage the students to use as much English as they can, but do not punish them for using Korean. If a student needs to use Korean to get her point across then listen and respond appropriately in English. It is our goal to create a facilitative environment where students feel comfortable taking risks and the language policy is an important way of supporting that goal.

Classroom: The scheduled class sessions are broken into two phases. For the first hour and three quarters or so, from 6:00 to 7:45 there will be Practicum I wherein we will meet formally to discuss the planning and execution of our GEP lessons. Remember students, you are also reflective teachers, you have to be critical of what you see and hear. There is no one right way of teaching. All of you will need to speak out and offer lucid opinion on the design and potential performance of the lesson plans. Leave your egos and inhibitions at home and set your brain and energy level on *high*.

Following the Practicum I sessions, from 7:50 to 10:30, there will be the GEP class. Each GEP class will be planned and fronted by one group of TESOL Practicum students in turns. Each teaching group consists of two or three TESOL Practicum students and they are expected to work together in both planning and teaching. This means co-teaching, not dividing and conquering. The Practicum students will take turns planning for each full class session. All Practicum students in their role as group leaders are expected to stay for the entire class session to help their group. As we start videotaping (Week 4), I will be videotaping the first half of the lesson the first time and then the second half for the second time. When I am not videotaping I will be actively helping in the class as an extra facilitator.

Practicum teaching groups will develop and present their lesson plans in class first two weeks before they are slated to be taught. Copies should be made for **all** Practicum students as well as the instructor. Following the full-class critique of the lesson plan, the group responsible will revise their plan and present it again the following week, one week before it is to be taught. This, then, gives the group one week to make a final revision of their plan. Finally, on the day they are to teach, the group will quickly brief the Practicum group on what will happen that day and what they are expected to do as big siblings.

In addition to taking turns planning and running class sessions, in the classroom the Practicum students are expected to facilitate in all matters of classroom management by fulfilling the roles set up for them as big sisters and brothers. This is an extremely important part of the Practicum and students are expected to put at least as much effort into their little sister groups as in running the class when their turns come. You will be doing this every week and how you conduct yourself in these groups has a profound effect on the entire atmosphere/running of the class.

Attendance: As the GEP meetings will occur on the same day of the classes, students are expected to attend all scheduled classes and on time. Everything everyone does or does not do in this Practicum semester affects everyone else. If a student is absent someone else has to take care of her/his little sisters and this puts a strain on everyone. It is, therefore, imperative that students try very hard not to miss any classes. Also, coming late puts a strain on the group as well because we need everyone present so that everyone always has a clear idea of what is going on in the GEP class for that day. Absences and lateness hurt the whole group so try hard not to do either.

Website: A special page has been added to my website specifically devoted to the GEP class. This special page will help us to manage the GEP class. To get to the special page just go to the blue box on the right of my website and click Practicum/GEP. The page is rather simple and composed mainly of links to boards holding information the GEP students need for the class. It is the responsibility of each and every Practicum student to help maintain the website by adding information related to the classes they are fronting. This means posting reading homework assignments prior to the class they will teach, speaking homework after the class and the answers to reading homework assignments, as well as other relevant information.

Assignments: The assignments Practicum I students are expected to complete follow the tenor of the GEP class. Thus, there are assignments in two major areas. The first of these involves lesson planning. Each pair will need to write up and teach at least three different lessons. The other assignment revolves around interaction with little sisters. Since the GEP course this semester focuses on speaking/discussion and presentations this means that Practicum students are expected to complete speaking homework assignments on-line each week. We have created and linked a special speaking board to the Graduate School of TESOL - Practicum/GEP Website for this purpose. You will need to go to this board on a regular basis and provide feedback on your little sisters speaking performance. Your feedback should be honest but not harsh and is better framed in the MATE assessment criteria.

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

Attitude	15%
Cooperation	15%
Class Participation	20%
GEP Preparation	25%
GEP Performance	25%

Instructor - Hyunjeong Nam

Tel. - 010-3270-2512

E-mail - namh@tcd.ie

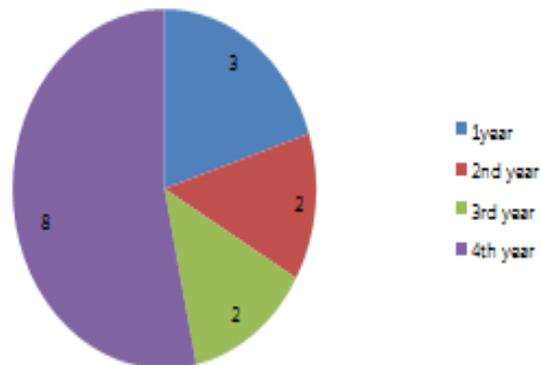
Homepage- <http://practicum2.weebly.com/>

Student needs Survey

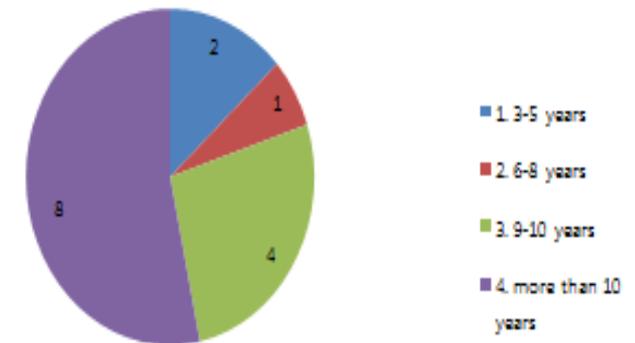
What is your major?

Korean literature.	1
English literature.	1
Chinese.	1
History and culture.	1
Political science.	1
Clothes and textile.	1
Multimedia Science.	1
Business.	1
Visual arts.	7
total.	15

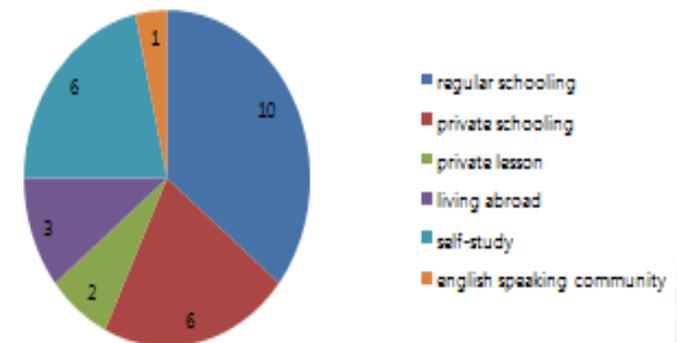
What year are you in?



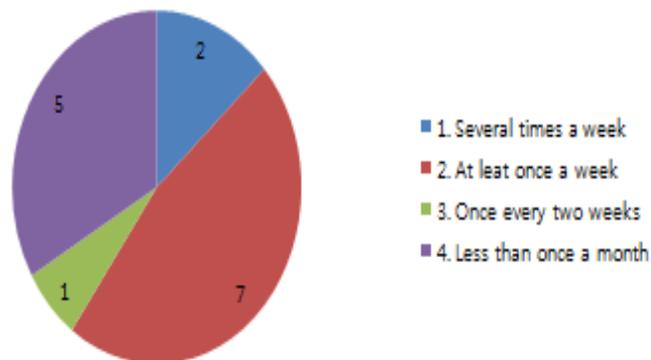
1. How long have you learned English?



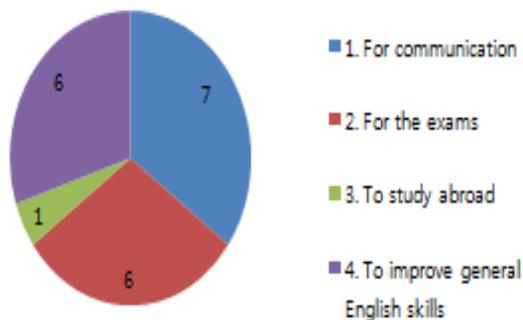
2. How to learn English?



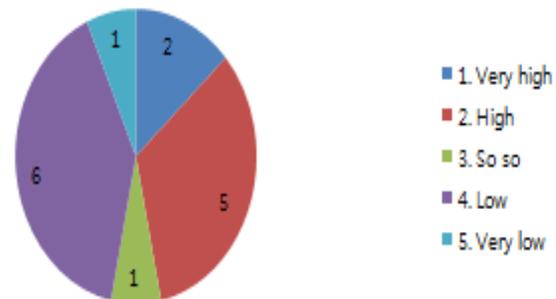
3. How often use English?



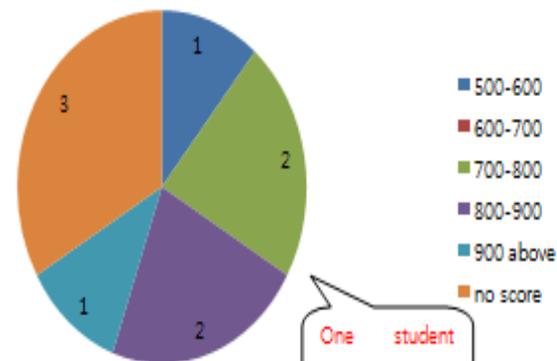
4. For what purpose have you learned English?



5. How to rank general degree of interest in English?

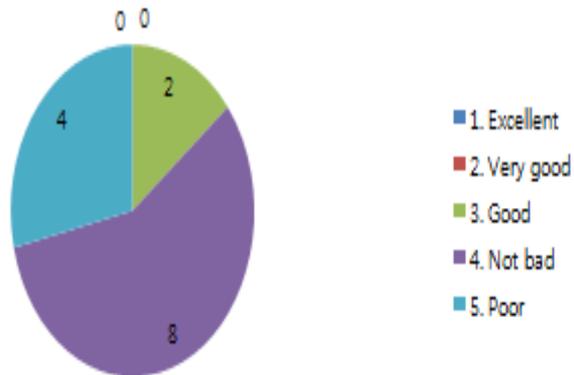


6. Toeic score

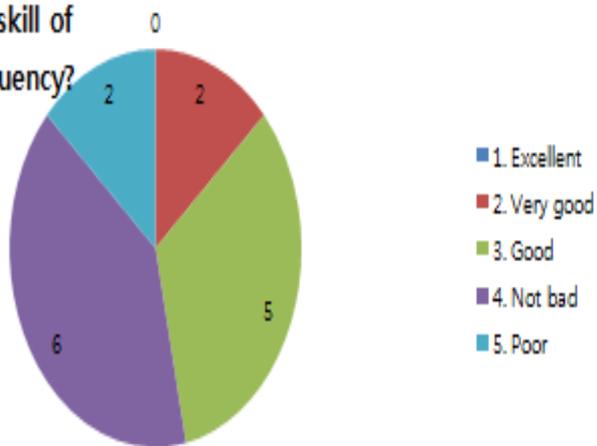


One student got 882 on teps.

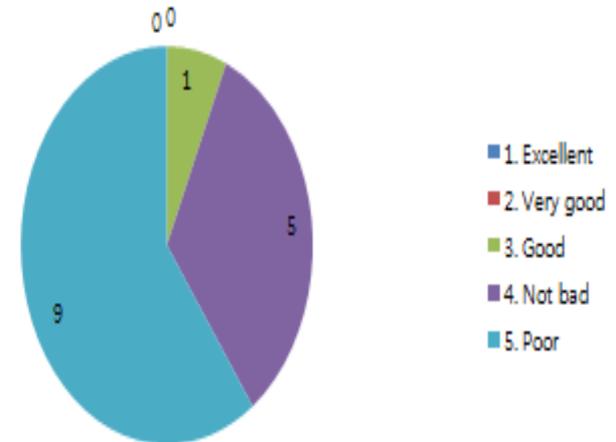
7. Perception of the overall English proficiency of yours?



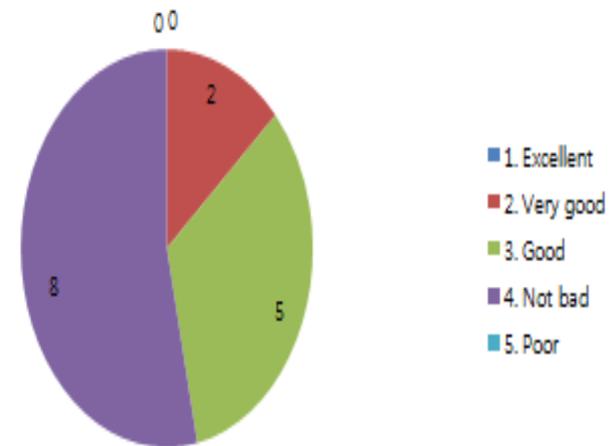
8. Perception of each language skill of yours in fluency?



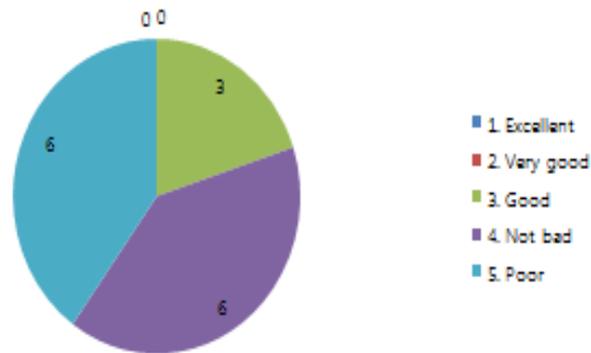
8-2. Speaking



8-3. Reading

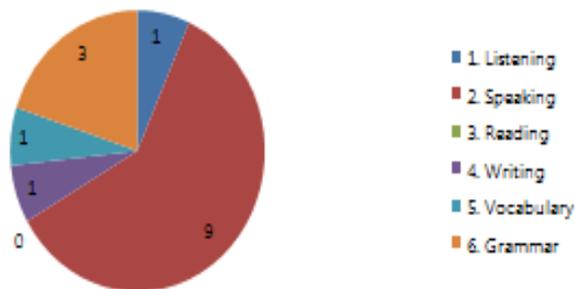


8-4. Writing



9. Most difficult to improve? and Why?

(multi answers)



(Why) Speaking .

- no chance of using (5 students' answer).
- have no confidence.
- hard to make proper sentences due to difficult grammar.
- can't think of proper words in some situations.

(Why) Writing .

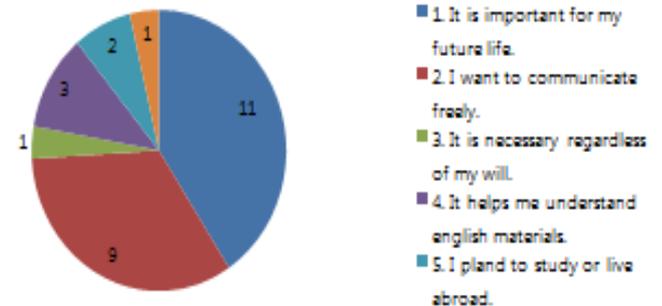
- It needs all skills of four. Difficult to write formal writing.

(Why) Vocabulary .

- It is basic. (?) .
- (Why) Grammar .
- Too complicated .
- Difficult grammar makes speaking hard .
- Have no basic skills .

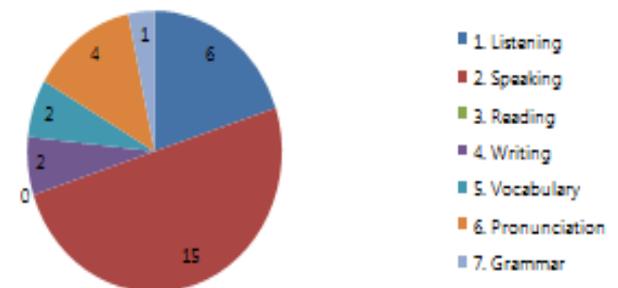
10. Why do you learn English?

(multiple answers)



11. Specific interest of English?

(multiple answers)

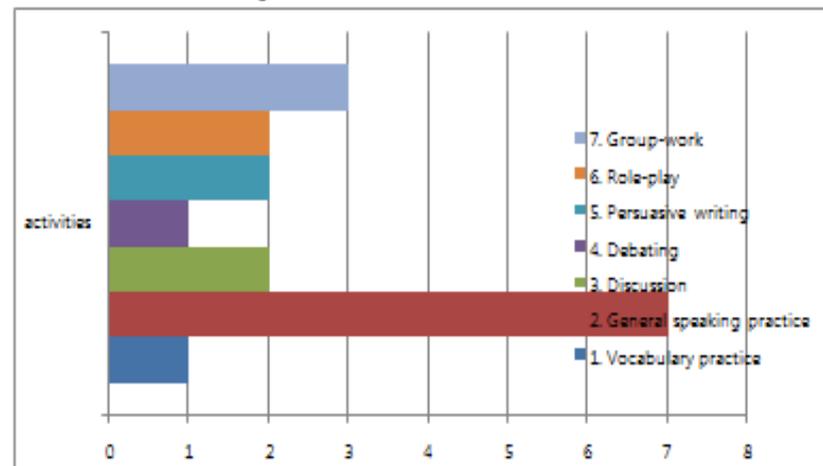


12. Interesting Topics ↴

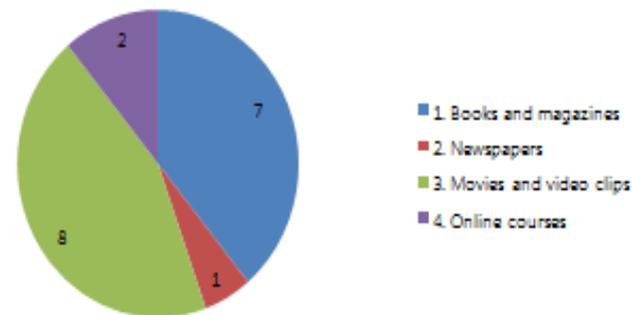
travel ,	10 ,
culture ,	9 ,
art ,	8 ,
entertainment ,	7 ,
hobby ,	6 ,
fashion ,	5 ,
literature ,	4 ,
career ,	4 ,
health ,	3 ,
food ,	3 ,
economics ,	2 ,
dating & marriage ,	2 ,
social studies ,	2 ,
nature ,	2 ,
investment ,	2 ,
finance ,	1 ,
childcare ,	1 ,
science ,	1 ,

Etc. ,
Game, music ,

13. Which activity likes best? ↴



14. Favorite learning tool? ↴



15. What do you expect to learn? ↴

improve speaking skills ,	6
have more chances to use English ,	3
want to be fluent English speaking ,	2
improve pronunciation ,	1
want this class to be fun ,	1
sharing ideas through debate or presentation ,	1

16. Any suggestions? ↴

- make it fun ,
- give many chances to use English ,
- not too much homework ,
- sometimes I can't understand the lesson ,

↴

Lesson Plan

Lesson Plan (Group 2)

March 31, 2011

Student profile

- 1) Age: University students
- 2) Proficiency: Rudimentary to Moderate
- 3) Number of students: 16
- 4) Time of class: 2 hours and 15 minutes
- 5) Theme: Food
- 6) Language Function: **Description of a series of pictures** (Task 4)

Objectives

At the end of the class, students will be able to describe food recipes in a series of pictures using the simple present tense.

Time: 2 hrs
15min

Assignment		Small group	15 min
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check			
Introduction		Whole class	5 min
Warm-up	Brainstorm	Small group	5 min
Activity 1	Watching a video clip	Whole class	5 min
Task 1	Cooking competition	Small group/whole class	25 min
	Tasting	Whole class	10 min
	Clean-up & Break Time	Whole class	15 min
Post-break Activity 2	Game & Quiz	Whole class	15 min
Task 2	Virtual cooking	Small group/	20 min
	Presentation	Whole class	10 min
	Review	Small class	5 min
Wrap-up			5 min

A. Brainstorming (5 min)

1. Students are given a few minutes to recall where, including foreign places, they have been to thus far.
2. Then, they are encouraged to think further, and recall what kinds of food they have tried there.
3. When finished thinking, they talk to the group members.

Expected role of big siblings: please, help them to describe things in detail
ex) ingredients, taste, shape, price etc

B. Watching a video clip (5 min)

1. Students watch two video clips about cooking. They run about one minute each, and hopefully instill high anticipation in the students about the next task, actual cooking.

<http://www.youtube.com/watch?v=zs5WiddD7i0>

<http://www.youtube.com/watch?v=jcHt29II6UA>

2. Then, students are encouraged to recall all the cooking actions from those clips, and review those expressions in small groups.

Expected role of big siblings: please, help them to practice action verbs.

C. Cooking Competition (Task 1) (25 min)

1. Students will cook one of the four recipes from the reading assignment. At the beginning of the cooking session, students will be watching another video clip about how to cook the dish they are about to cook on the spot.

<http://www.youtube.com/watch?v=zhp35udbkIg>

2. Then, they will be provided with the same number and kinds of

ingredients except one main ingredient (each group gets a different main ingredient). They, as groups, will decide on what ingredients (including spices) to use and in what amounts etc. They may use their own discretion not necessarily having to use the all ingredients provided. The main ingredient, however, must be included in their work. The cooking will be taking place at the back of the classroom.

Expected role of big siblings: Please, try to use those cooking-related action verbs as much as you could. Additionally, make sure that students understand and use those verbs and expressions appropriately during cooking, please.

D. Assessment & Tasting (10 min)

1. When done cooking, they will be assessed based on taste, shape and cooperation skill. The judges will be big siblings. Only first prize will be granted. After that, every group tastes their own and others' dishes. It will be fun to try guessing what ingredients other groups actually used while tasting. When other groups come to taste, one group at a time, each group describes how to cook their work (since there are four groups, and each group is usually made up of three members, each member will get to describe at least once).

E. Clean-up & Break (15 min)

1. Everyone helps to clean up, and gets a break.

F. Game & Quiz (15 min)

1. They will be given quiz questions about food in general. Most of the questions should easily be answered with common sense. Each group needs to act quickly to win a chance to answer first. The quiz will go on until we collect enough points to determine the ranking from one to four (on the assumption that we have four groups). The ranking matters here since they will get to choose ingredient cards in order of rank.
2. Other games will also be played in diversity such as rock paper scissors, arm wrestling, rolling a die etc in order to provide each team with diverse chances to win enough ingredient cards. The beauty of this activity is unpredictability (or contingency). Unlike the quiz above, students have to choose ingredient cards which remain turned over. Therefore, they do not know what ingredients they will obtain. Plus, some of the cards will include not a real ingredient but something else.

Expected role of big siblings: Please, try to help your little sisters to

participate in the quiz and games in an enthusiastic way. Please, restrain yourselves from giving them direct answers.

G. Virtual Cooking (20 min)

1. In this task, students are encouraged to come up with their own dish using those ingredients they earn from the previous games and quiz. The point of this game is to use as much creativity as possible. They might not win ingredients they need, but they can still whip up a great dish. They also need to give it a great name. They may choose not to use some of the ingredients they earn at their own discretion. They work on it as groups first with their big siblings.
2. Each group is given a poster-sized piece of paper because they are going to create something like a poster. The poster should include a name of the dish, the ingredients used and pictures of cooking action verbs.

Expected role of big siblings: Please, help them to create a good name for the dish and decorate the poster.

H. Presentation (10 min)

1. When done making a poster, each group will stand up from their seats and make a group presentation. They need to describe the dish they invent in detail. They need to explain how they come up with the name, what ingredients are included, and how to cook it using appropriate action verbs. Since this is a group presentation, every member needs to participate in the presentation.

I. Review (5 min)

1. As a wrap-up activity, each student will be given a series of pictures in order. Then, she will describe how to cook the dish. Other members will guess what dish she is trying to describe. Everybody takes turns with different dishes.

Expected role of big siblings: Please, check whether your siblings are familiarized with those verbs and expressions.

Materials to be prepared

1. Game:
photos of < countries (flags), food, dishes and other game materials>,
magnet,

quiz questions,
ingredient cards,
die

2. Cooking:
cooking materials (diverse) & spices
plastic gloves,
plates,
utensils,
paper tissues
etc

3. Poster-making:
Glue
sticky tapes
poster-sized paper

Speaking assignment: 집에 외국인 친구가 놀러왔습니다. 본인이 가장 자신있게 요리할 수 있는 음식을 하나 골라서, 친

구에게

- 1) 음식에 대한 간단한 소개, 2) 조리과정을 영어로 묘사하세요

Reading Assignment

Name _____ Student ID _____

Tuna Rice ball..

Ingredients..

1 pack of Seasoning salt with sesame seeds..

1 can of tuna (chicken breast, kimchi or spam can be used as a substitute)..

2 cups of white rice..

6 Tbs. rice vinegar..

1 tsp sugar..

1 dash salt..

1 Tbs. mayonnaise..

(Tbs. = table spoon; tsp= teaspoon)..



1) Drain 3/4 of oil from the can and remove the lid..



2) Add some salt, vinegar and sugar to warm rice. Mix well..



3) Create a half ball of rice and add squeeze some mayo..



4) Fold in some tuna and squeeze in some more mayo on top of it..



5) Cover the half ball with some rice and make a ball..



6) Roll in seasoning salt with sesame seeds..



7) Enjoy when warm..

Name _____

Student ID _____

Whelk noodle salad.**Ingredients.**

1/2 onion or green onion of your choice.

1 cucumber.

1/2 carrot.

1 can of whelk.

Sauce.

Noodle.

1) Cut vegetables in long stick-shaped sizes.2) Prepare salad dressing with a little bit of juice from the can of whelk and add spicy sauce. Stir well.3) Cook noodles in a large pot of boiling salted water until just tender. Drain in a colander and rinse under cold water until cool.3) In a large bowl, mix together all the ingredients except for the noodles. Stir in some sauce until it tastes a bit strong.4) Cover the well mixed ingredients with cooked noodles. Mix well.5) Serve at room-temperature or chilled.

Name _____ Student ID _____

Crabmeat and egg salad sandwich.

Ingredients.

3 eggs ..

5 crab meat sticks..

3 slices of cheese..

3 Tbs. mayonnaise..

1 tsp. mustard..

Bread..

And some vegetables of your choice..



1) Boil eggs and let them cool in cold water for few minutes and then peel the eggs..



2) Hand shred some cheese and crab sticks..

3) Chop the eggs with a fork and add in other ingredients such as cheese, crab sticks and chopped vegetables of your choice..



4) Mix eggs and vegetables in a large bowl. Adjust ingredient amounts if necessary to make an even mix..



5) Add egg salad mix and cover with other slice of bread..



6) Enjoy..

Name _____ Student ID _____

Plain yogurt Potato Salad Recipe.**Ingredients.**

- 2 potatoes ..
- 1/2 carrot..
- 1/2 cucumber ..
- 1 plain yogurt ..
- 2 TBS. mayonnaise ..
- 1 TBS. sugar ..
- 1 slice of cheese ..
- 1 can of kernel corn..



1) Cut the potatoes and carrots in bite-sized pieces..



2) Cook the potatoes and carrots in boiling water for 40 minutes or until they are tender. Drain and cool..



3) Chop the cucumber in small pieces and pour in a can of kernel corn into a large bowl..



4) In a large bowl, mix together the potatoes, carrot, chopped cucumber, mayo and sugar. Cut a slice of cheese into small pieces and add those in as well..



5) Use a fork to mash the potatoes. Stir the mixture until well blended..



6) Chill for at least 5 minutes to eat. Enjoy..

Class Pictures on March. 31st

Making Rice balls!



Reflective Journals

Thu, 10 Mar 2011 21:04:49

For lesson 2, JongSik and I prepared few games to play before students were assigned to big siblings. The games we prepared did not follow a certain theme or a topic and they were mainly for ice breaking and also for making students feel comfortable using English before they started their first Mate mock up interview. Since there were four groups, other practicum students could join each group and help them out however it was hard for me to keep track of all students and check to see if one student felt left out. Most of all, timing was the issue for lesson 2. We miscalculated the time, and students could only spend 10 min for poster making. Few students complained that they needed more time to finish their posters. The last part of the lesson was designated for mock up interview and since it was my first time also, I had some problem setting up recording device. (my voice was louder than the students') I felt that I need to make more clear interview questions so that when my little sisters do not understand the question I can simply switch and give them another one to answer.

♪ **Thu, 31 Mar 2011 22:30:32**

♪ Yesterday was our (Mr. Lee and Haewon) teaching day and the theme was about food. Since we had to develop our lesson plan based on Task 4 of MATE, Mr. Lee and I could only come up with activities about the process of preparing some dish (due to our lack of creativity). Firstly, students had to brainstorm about variety of food that they've tried overseas (or within Korea) and we hoped this would activate their memory based on the theme, FOOD, and perhaps to visualize the cooking verbs from the reading assignment. Next, students watched two short video clips about making food and we tried to select something to vividly show them the action verbs that they'll eventually use when cooking on their own. After watching the clips, students made their own food. I noticed that most of the students tried to use the cooking verbs when they were cooking and they were a great help with cleaning up as well. Of course, big siblings were guiding students to use certain verbs while making their own food. Next activity was a group-based game activity where students can answer with their common knowledge about food. The points that they gained here were used in the next activity which was to create their own dish using the picture ingredient cards that they earned. Lastly, students were to review those cooking verbs in pairs using the picture cards (4 recipes per group- so different food for each member) to describe how they cook the dish and the person next to you had to guess what her partner was actually describing. The purpose of this activity was to review/recycle the cooking vocabulary words.

The timing was a big concern for Mr. Lee and I so while one of us was teaching the class, the other member checked the time and wrote the expected finishing time on the piece of paper for the other member to notice. Sometimes we had to cut the activity short even though students were enjoying the activity a lot. I found that since we did not make students to come up to the front when presenting, they were more relaxed and thus spoke more. Mr. Lee and I were worried about losing control of the time and leaving students in chaos but thankfully everything went smoothly w/o any major problems. Although we arrived early, we did not have an access to a computer in the classroom, and we had to make some changes just before the class started. Next time, we should proofread few times more and perhaps show it to big siblings for precaution. One more thing about the last review activity, it was my fault that I couldn't deliver more clear direction on how to do the last review, since some students and even some big siblings almost showed their food pictures to their partners and the goal of this activity was to guess what the other person's food was. If time permits, before our class begins, to go over the ppt with big siblings will be a great help for students and for us as well.

♪ **Sat, 14 May 2011 23:23:45**

♪ Our lesson was about Jobs and Work. The language function was about giving opinions on familiar topics. The class started by asking students to relate their current knowledge to the class topic. Students were asked to give opinions on the question "Choose three jobs you would like to have in the near future." They were to discuss in small groups and share their ideas with others around them. I think this made students to lightly step into the topic and also share their own life history (although briefly) but not in a too serious way. After that our first activity was about a job advertisement. Students were given a newspaper-like classified section where several jobs were found and they needed to match those jobs with the applicants with brief description. Here students were given with 8 job openings with 8 applicants and maybe students had to spend too much time reading the ad itself before they got to discuss with other group members. I thought by handing out enough job advertising sheets to the group, they would have more time discussing about it but actually students ended up reading and trying to figure out alone by themselves and not discussing with others actively as Mr. Lee and I thought originally. Maybe I should have handed only one sheet per group to boost students' participation in reading and discussing about the topic. Next, after the discussion was finished, students were to match some of the job applicants with the random photos on the overhead slide and this short activity was supposed to be fun and draw students' interest to actively discussing about the features of the job applicants and their description given on the sheet. However this actually dragged a class a little and was not really interesting to draw students' attention. Next activity was about a topic manny. Watching a video clip from a sitcom "friends" was supposed to introduce the idea about a manny but few students seemed to be bored and the ones who laughed during the clip were big siblings and some students only. Then they were to discuss about the topic whether it would be okay to hire a male nanny for their daughters and after they actually needed to make an advertisement looking for a nanny for their own children. Discussion went smooth I thought, and students made awesome posters about hiring a nanny. but when students needed to prepare for the presentation, I did not explain fully about what to say during the presentation so there were some confusion I thought. In some groups , students at first thought they just needed to point out what the qualifications were for the nanny that they wanted, but what I meant for them to present was whether they prefer a male nanny or a female nanny and the reason why. After a brief break time, students had some time ranking work motivators which they already studied in their reading assignment. They needed to select 4 work motivators and discuss why those motivators were selected out of 10 others and come up with three supporting ideas. Our original plan was to make one of the students from each group a secretary and designate that person to write down opinions from their group members and later that can be used to present to the whole class. However we omitted that role and let students freely discuss about the work motivator that they chose. The last activity was a job interview. We tried to group students based on their proficiency and allowed them to choose their own identity and qualifications that they want. The interview was done with 3 big siblings in separate rooms. I felt bad about making big siblings read too much before hand and I thought I gave too much responsibility on big siblings to run the interview smoothly. Mr. Lee, Soohyun and I were interviewees as our students and I only got to stay with Jungeun's room. Jungeun did a fantastic job in making students feel comfortable to talk about themselves and discuss about the questions given to them. Mr. Lee and I could not have done it without our big siblings' big help. Thank you.

In general, the class went okay according to the plan, but maybe more interesting topic could have been better for the task 8.

Teaching Pictures





Feedback from Students

It was nice meet you
Actually we had a great time
to talk about "Guy" today :)
Take care ~
Contact me on Facebook
Sooyeon Shim ♡

Comments from some of our GEP students

-Ella-
기쁘게 뵈었습니다!
강아지 이야기는 정말 재미있고
또, 김민정 씨의 노래도 정말 좋았어요!
앞으로 더 많은 수업 부탁드립니다!
사랑합니다!
Ella

Hi I'm Jeewon
(You look like Tang-wei (Chinese actress))

안녕하세요 선생님!!
말도 안되는 내 영어를
좀 가르쳐 주시길 부탁드립니다.
아이폰 카톡 - @sooyeonshim

Teacher,
I am better.
It was happy to meet you.
And I was very happy to
listen your class. I hope we have chance
to meet in the future.
Teacher ♡ This is Ji-young!
It was really lucky to know you.
I was really interesting and happy to have
a time with you ♡ Thank you!
- Ji-young -

Haewon ♡

to. Hae won!!
감사합니다!!
Thanks for your teaching!!

안녕하세요 선생님!
강아지 이야기 정말 재미있고
선생님의 수업이 정말
재미있고 유익합니다!
앞으로 더 많은 수업
부탁드립니다!
(민정 씨 노래도)
Haewon Teacher!!
강아지 이야기는 정말
재미있고 유익합니다!
앞으로 더 많은 수업
부탁드립니다!
- Haewon -
Thank you ! I love U!!
- Haewon -



Teaching G.E.P. students was very rewarding and also it was a learning process for me as well. Through the lessons, I attempted to connect the theories that I learned from previous MA classes to the actual class settings. Students' active participation and my colleagues' great co-teaching effort made the lessons run smoothly.



Part III Action Research



This section dealt with the action research which was carried out by myself and two other colleagues of Jongsik Lee and Soyun Kim. Our interest area was based on students' pronunciation. The main focus was not to make our students to produce the native-like pronunciations but rather they can make the understandable pronunciations. So that our students can make intelligible pronunciation and do not result in confusion or failure in communication.



Korean L2 learners' improvement in pronunciation through teacher-guided correction and E-learning tool

Jongsik Lee, Soyun Kim, Haewon Cho

Introduction

The action research was carried out by Jong-sik Lee, Soyun Kim and Haewon Cho, teachers-in-training in practicum course at Sookmyung TESOL MA Program. The Practicum course is one of the two selectable but required options for completing MA program. The Practicum course is to train practicum candidates, both pre-service and in-service teachers, and to develop teaching skills on the basis of theory and practice through a cycle of planning, designing, and evaluating lesson plans.

Practicum candidates mainly take two roles in GEP (General English Program). One role is to facilitate the class as a group leader, or 'Big Sibling'. Each graduate student is in charge of a group of three to four GEP undergraduate students. The work of a big sibling involves helping with the students' reading assignments, answering to questions and encouraging students to participate in the activities

during the class, and providing feedback on speaking assignments and so on. The other main role of practicum candidates in GEP is teaching. Practicum candidates are grouped into lecturing pairs at the beginning of the semester, and each pair collaborates on everything from lesson planning to teaching in the system of co-teaching. Every week, a new pair is in charge of teaching, and the rest of big siblings work as group leader and support the teaching pair in GEP.

The subjects of the research are thirteen students in GEP in the spring semester of 2011 at Sookmyung Women's University. They vary in age, grade, major, English proficiency, and nationality (twelve Korean students and one Chinese exchange student). The class meets on Thursday night from 7:50 to 10:30 starting in March till mid June. The class entails group discussion and presentation, and all the language functions of in-class activities are geared towards Multimedia Assisted Test of English Speaking Test (MATE), the required English exam for all Sookmyung Women's University students.



Identification of Interest or Problem Area

The problem that we have identified through a survey and class observation is that students have difficulties in pronouncing certain sounds, and their incorrect pronunciations often lead to misunderstanding and possibly communication failure. In addition, the results of the student needs survey, conducted at the beginning of the semester, are convincing enough to make us believe that the majority of the students need extra assistance with their pronunciations so that they can improve their communication skills.

The importance of pronunciation has gained more ground ever since the communicative approach emerged (Harmer, 2007). It has been suggested that a learner's pronunciation in a target language should be exposed in parallel to speaking practices in order to effectively communicate (Otlowski, 1998). Even though some may claim that students can obtain acceptable pronunciation in the course of their studies, teaching pronunciation itself helps students not only be aware of different sounds and sound features, but also improve their speaking (Harmer, 2007). In

addition, teaching pronunciation also helps students overcome the problems derived from the differences in speech pattern and pronunciation rules between their first and second language (Yoon & Lee, 2009). What is more, there are several individual sounds which non-English native speakers, especially Korean L2 learners, find hard to pronounce such as /f/, /l/, /r/, /b/, /v/, /θ/, or /z/ (Rubrecht, 2007).

Based on GEP students' needs and interests, the main concern of this action research is understandable and acceptable pronunciations for communication, rather than the native-like or perfect (Harmer, 2007). In other words, what we are examining is whether the student's pronunciation may lead to misinterpretation or contradiction of the message that one tries to establish. (Jenkins, 2002)

Research Question

Would students improve pronunciation through teacher-guided correction and speaking practice using a voice-based e-learning tool on a weekly basis?



Description of the Research Process

Administered treatments

In search of an answer to the research question, we administered several solutions as follows: firstly, we, big siblings, both the researchers and the rest, paid close attention to students' pronunciations by checking their speaking assignments on a weekly basis, and left comments on each student. Secondly, big siblings gave a ten-minute pronunciation session in small groups at the beginning of every class. For this, we listened to every student's speaking assignment on a weekly basis, pinpointed commonly mispronounced or challenging sounds, and reviewed those with students in class. Thirdly, students were encouraged to mark some difficult-to-pronounce words from reading homework and ask for help of big siblings and the professor in times of need in class. Fourthly, students were provided with audio-visual sources such as pronunciation-focused websites so that they can be exposed to the correct and authentic pronunciation. As Acton (1997) suggests, it seems to improve

students' comprehension and intelligibility by concentrating on how and where sounds are produced in the mouth, and where words should be stressed.

Data Collection

Based on the initial observation, the list of sounds (or phonemes), mostly consonants, which students had most troubles with, was selected as follows: /f/ vs. /p/, /b/ vs. /v/, /l/, vs. /r/, /θ / vs. /s/, and other frequently mispronounced vowel sounds such as /oI/, or /oU/. Those sounds were also carefully listened to by big siblings in the class on a regular basis. Additionally, speaking assignments and two interviews from the midterm and final exam were thoroughly reviewed for those sounds. In this action research, the frequency and pattern of mispronounced sounds in the course of the semester were mainly observed and counted.

Data Analysis

From week 5, we kept track of the students' speaking assignments and analyzed them in order to find some patterns of students' improvement in pronunciation and



see if the treatments implemented were effective. First, we focused on the sounds that may lead to misunderstanding or communication failure. Second, we also analyzed the sounds that learners found difficult to pronounce. From week 9, students showed a great improvement in their pronunciation and there weren't many pronunciation errors to correct. To help the students further with their pronunciation, we added other pronunciations that students struggled to pronounce even though they were comprehensible and assisted students to practice them on a weekly basis.

When analyzing the data, we separated the weekly speaking assignments from the midterm and final interviews for two reasons. First, the length and complexity of the task given to the students were different. Secondly, the setting in which students produced utterances were different. When doing their speaking assignments, students had some time to prepare before starting to record what to say so they felt more comfortable. Moreover, they were able to record as many times as they wanted, and that helped to lower their affective filter. However, during the interviews,

students were under much more pressure since they had no preparation time, and they were encouraged to answer on the spot.

Table 1: Pronunciation errors from speaking assignments

Weeks	Number of Problematic Words					Total
	f, p	b, v	l, r	th, s	vowels	
Week 5	1	0	2	1	2	6
Week 6	2	0	2	0	1	5
Week 8	0	0	2	1	1	4
Week 9	0	1	0	1	2	4
Week 10	1	0	0	0	2	3
Week 11	0	0	1	0	1	2
Week 12	0	0	0	1	1	1
Week 13	0	0	1	0	0	1

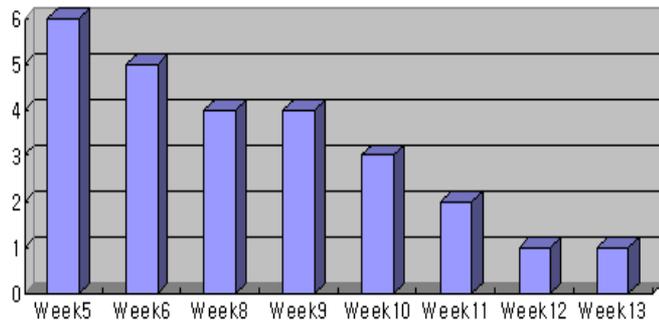


Figure 1: Pronunciation errors from speaking assignments

As Table 1 and Figure 1 show, the number of errors on the target phonemes gradually decreased from week 5 to week 13. Students made fewer pronunciation errors that resulted in different meaning through teacher-guided correction and speaking practice using a voice-based e-learning tool on a weekly basis.

Table 2: Ranking of the most frequent errors

Sounds	Number of problematic words
l, r	7
f, p	4
th, s	4
b, v	1

As Table 2 and graph 2 show, the errors of the target pronunciation that the students produced the most was the words with 'l', 'r' sounds such as 'rice'/'lice' and

'room'/'loom'. The second most frequent errors were the words with /θ /, /s/ sounds and /f/, /p/, sounds such as 'thought'/'sought' and 'pour'/'four'.

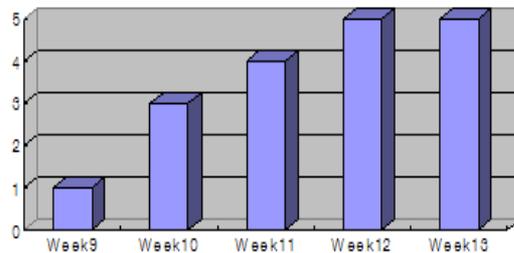


Figure 2: Number of problematic words that students found difficult to pronounce

Figure 2 shows that the number of problematic words that students struggled to pronounce increased as weeks went by throughout the semester. There were an increasing number of problematic words observed as lessons introduced more unfamiliar words with more linguistically and cognitively demanding topics and tasks each week.

Table 3: Pronunciation errors from interviews

Weeks	Number of Problematic Words					Total
	f, p	b, v	l, r	th, s	vowels	
Midterm	0	1	3	1	2	7
Final	2	0	1	0	1	4

Table 3 shows the number of pronunciation errors from the two interviews from midterm and final exam. Students made fewer pronunciation errors that could result

in misunderstanding in communication in their final exam when compared to their midterm one.

Discussion and Implication

Considering that there have been concerns about teacher corrections in terms of learners' affect, classroom management, and teaching (Ancker, 2000), the feedback given to the learners during the class in the present research was neither constant nor explicit correction. Firstly, constant correction might develop some mind barriers in students, and they could be intimidated by their making any mistakes and perhaps they might lose interest in speaking or in studying English. Secondly, it was too much work for the teacher and it would take too long to correct every mistake made by students. Thirdly, the students could not process all the corrections and they might get confused and eventually forget the corrections made by the teacher. The feedback of students' error should be given in a way to lower their affective filter

since explicit error correction is closely related to students' motivation and their confidence in speaking as well (Ancker, 2000).

As seen in the data analysis, students' pronunciation errors of the target phonemes decreased over time through teacher-guided correction. It seems to have benefited students' pronunciation by helping them notice such tricky and challenging phonemes. In addition, since the pronunciation-guide was conducted in the form of a small group of two or three, students were able to be paid more attention to, and given direct modeling. In addition, such correction was provided on a sentence level within an appropriate context, and that seems to help students notice the differences both in meaning and pronunciation. For instance, 'I like to *feel* relaxed' vs. 'I like to *peel* an apple'. Moreover, the customized comments on speaking assignments from big siblings and the professor for each student also might have helped them recognize the problematic pronunciation.

In addition, those positive findings also have been supported by the result of a survey conducted at the last class of GEP program. The survey was given in order to



find out how big and little siblings felt about the effectiveness of the treatments over pronunciation improvement. Big siblings (six out of six) commented that a ten-minute pronunciation seemed the most effective and useful for helping students with pronunciation. In addition, little siblings, six out of thirteen, agreed that the session was helpful and beneficial. According to their comments, the session was good because it was conducted in a face-to-face and comfortable manner. In addition, the feedback was provided immediately in times of need, and that helped realize correct pronunciations in a clear way. Five little siblings, on the other hand, considered speaking assignments to be the most useful. They said that customized feedback from both the professor and big siblings helped to understand what to do in order to improve their overall speaking skills. A few little siblings also mentioned that it seemed beneficial to record and listen to their own voice over and over in terms of improving pronunciation.

Another beneficial tool was an online pronunciation-focused website, *Ugoeigo.com*. Students were encouraged to visit the website as often as possible

since such online tools provide authentic pronunciation. Especially, the website displays several examples with actual lip and tongue movements in both audio and video file formats. Two little siblings considered this online tool to be the most effective.

In spite of several encouraging findings, there are still some limitations in this action research. Firstly, we stressed on the pronunciation errors with consonant sounds only. It would have been better and more systematic, therefore, if we had categorized pronunciation errors with vowel sounds into our research. In addition, due to time constraints and methodological difficulties, intonation and accent were left out of the research focus even though intonation may be one of the most problematic areas in pronunciation (Jeremy, 2007). Lastly, it would have been more helpful and effective if students had been exposed to authentic pronunciations through online tools introduced within the class on a regular basis. Even though big siblings have recommended visiting the pronunciation-focused website, students were given the freedom to go and see the site in a voluntary way.



Despite the fact that this research was conducted in less than a semester time period with a small number of subjects, the findings were encouraging. In order to obtain more objective and reliable data, however, a follow-up study with more number of subjects in a longer time frame should be recommended. It is highly hoped that this action research will help both practicing teachers and teacher candidates for better pronunciation instruction in the classroom.

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Appendix A

Pronunciation errors observed in speaking assignments

1 st pronunciation correction Week 5 (April 7 th)	
Sounds	Problematic Words
f, p	pour/four

b, v	
l, r	rice/lice, break/black
th, s	thing/sing
vowels	salt/sort, boil/bowl

2 nd pronunciation correction Week 6 (April 14 th)	
Sounds	Problematic Words
f, p	feel/peel, far/par
b, v	
l, r	lamp/ramp, room/loom



th, s	
vowels	bitch/beach

3 rd pronunciation correction Week 8 (April 28 th)	
Sounds	Problematic Words
f, p	
b, v	
l, r	arrive/alive, walk/work
th, s	thought/sought
vowels	cold/called

4 th pronunciation correction Week 9 (May 7 th)	
Sounds	Problematic Words
f, p	
b, v	very/berry
l, r	
th, s	thinking/seeking
vowels	break/brick, result/reset
difficulties	university

5 th pronunciation correction Week 10 (May 12 th)



Sounds	Problematic Words
f, p	four/pho
b, v	
l, r	
th, s	
vowels	now/no, fourth/forth
difficulties	graph, decreases, increases

6th pronunciation correction
Week 11 (May 19th)

Sounds	Problematic Words
f, p	

b, v	
l, r	reason/lesson
th, s	
vowels	choose/choice
difficulties	motivators, concentrate, reality, variable

7th pronunciation correction
Week 12 (May 26th)

Sounds	Problematic Words
f, p	
b, v	
l, r	



th, s	things/sings
vowels	
difficulties	explain, reason, comparison, shopping, recommend

8th pronunciation correction
Week 13 (June 2nd)

Sounds	Problematic Words
f, p	
b, v	
l, r	healing/ hearing
th, s	
vowels	

difficulties	appearance, therapy, surgery, opinion, confidence
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Appendix B

Pronunciation errors observed in mid-term and final interviews

Mid-term interview
Week 7 (April 21st)

Sounds	Problematic Words
f, p	
b, v	
l, r	room/loom, roast/lost, rice/lice
th, s	think/sink
vowels	out/ought, tall/toll



Final Interview Week 14 (June 11 th)	
Sounds	Problematic Words
f, p	fashion/passion, ferries/Paris
b, v	
l, r	rude/lude
th, s	
vowels	bought/boat

Appendix C

Survey (for 6 big siblings)

1. After 14 weeks of GEP course, do you feel that your little siblings are motivated to speak more (and less intimidated by their pronunciation errors) in class activities compared to the beginning of the course?

A. Yes (6) B. No (0)

2. After 14 weeks of GEP course, do you think their pronunciation skills have improved?

A. Yes (5) ? (1) B. No (0)

3. After 14 weeks of GEP course, which method do you think was the most helpful in their pronunciation correction?

- A. 10 min pronunciation practice with big siblings during the homework check time (5)
 B. Comments left by Dr. Nam and big siblings for their speaking assignment (1)
 C. Online tool (UGOEIGO website) (0)

Appendix D

Survey (for 13 little siblings)

1. After 14 weeks of GEP course, do you think your pronunciation has improved?

A. Yes (13) B. No (0)

2. If so, what helped you the most in your pronunciation correction?

- A. 10 min pronunciation practice with big siblings during the homework check time (6)
- B. Comments left by Dr. Nam and big siblings for their speaking assignment (5)

C. Online tool (UGOEIGO website) (2)

3. Why/how did it help you to practice/correct your pronunciation? Please write in detail.

(Below are students' comments marked in blue)

- We can practice pronunciation face-to-face
- We can receive feedback right away
- Face-to-face practice helped my pronunciation
- 10 minute pronunciation practice was helpful because it was face-to-face and helped me my weakness and problems
- Repetitive practice
- Practice similar pronunciation sounds
- Comfortable atmosphere
- In a natural atmosphere, I can speak to others
- Listen to my feedback
- Speaking homework and website
- Teacher comments on my pronunciation one-by-one in detail
- Only English in class
- Recording my voice for speaking homework was helpful



Reflection

Our G.E.P. students enjoyed learning from me and my colleagues as it was very gratifying experience for me. Especially I was glad that I got to share my stories with my little siblings and had chance to get to know them better. In such a short period of time, we got so close and I was so happy to help them as a big sister. Some days might have been more interesting than others, however every single lesson was memorable and precious for me.

