

Professional Teaching Portfolio

Graduate School of Tesol
Sookmyung Women's University

HeeDoug, Jang

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I. Introduction

This portfolio is designed to show my professional teaching growth as a qualified English teacher.

Teaching philosophy, resume and certificates are included as my personal information. I also have included two teaching plans as the examples of my professional teaching experience and reflective journals. At the end of the portfolio, action research paper to investigate the effect of teaching reading strategies on improving reading comprehension and general reading proficiency has been included.

II. Personal Information

1. Teaching Philosophy

According to sociocultural theory, learning occurs when learners work together with a caregiver who provides an environment and tools for the learner until an action can be accomplished alone (Vygotsky, 1978). This space between what learners are able to accomplish with the help of another peer or expert and what they can eventually accomplish alone is known as the zone of proximal development (ZPD) (Vygotsky, 1978). Applied to L2 learning, the ZPD can even be established between learners who scaffold one another to develop the skills to eventually move from being dependent to independent learners (Donato, 1994). Another important aspect of sociocultural theory is that students are their own best teachers and can rely on their previous knowledge and experience of the world as they collaborate with each other in order to improve the learning environment and move beyond their current level of mastery. Collaboration and not competition, then becomes the main focus of the learning environment. Students collaborate with each other to solve problems, scaffold and create solutions, all facilitated by the teacher.

I think the ultimate goal of teaching is to guide a student into becoming an independent learner and make him/her a critical thinker through helping each other in the process of learning, not thinking of peers as competitive partners. I strongly believe that learning happens through collaboration and learners play a role as active participants through interaction, and learn better through a teacher who provides scaffolding. First of all, teachers should play a role as a facilitator and to promote students' collaboration, not a controller, giving students confidence and compliments. A Korean proverb says, "compliments make a whale dance because it is very pleased with being given compliments." Learners are like blind people because they don't know what path they have to follow. Golden Retriever dogs help the blind to walk and not to fall down on the road and become a close friend with them. The blind depend thoroughly on the dog. They build up trust with each other. I think teaching reflects this process. I want to increase students' confidence in English through their collaboration. In order to raise students' motivation, for example, I will teach English, depending my students' interests at any given moment. I wanted to be a sports' reporter when I went to university even though my major was English education.

I have had continuous interests in sporting areas including team sports and individual sports and those events related with sports to be held such as summer, and winter Olympics and the World Cup, World Base Ball. If I offer students those interesting materials, it will increase students' motivation, confidence to learn English. And dramas and music can be very effective. Students can learn English in a fun way and in authentic situations. An English proverb says, "Practice makes perfect." I will make students have many chances to practice English communication through various interactions. I will teach, using the following process; I will teach the English learners a language point such as a rule or a definition, and then to ensure that the English learners fully understand it, we will learn how to apply it in a real life English context. Through practice and application, students can accomplish English proficiency automatically. I will offer students fun materials, but challengeable and comprehensible ones.

In conclusion, I have the strong belief that students are active participants in their own learning and they can learn English more effectively through collaboration. As a teacher, I should put myself into students' shoes. Then I can understand them better and teach them better.

2. Resume

EDUCATION AND TRAINING

- √ MA in TESOL, Sookmyung Women's University, expected graduation, 8/2013
- √ SMU-TESOL Sookmyung Women's University, 6/2011
- √ Bachelors of Arts in English Education, Inha University, 8/2000
- √ Korea Institute for Curriculum and Evaluation, NEAT Rater Training 12/2012
- √ Sookmyung Women's University, Mate Rater Training, 2/2012
- √ Korea Institute for Curriculum and Evaluation, NEAT Training for Secondary School English Teachers , 7/2011
- √ Gyeonggi-do Office of Education, Computer Information Technology Qualification Training , 11/2008
- √ Korean National Commission for UNESCO, Korea-Australia English Teachers' Camp for Global Understanding , 1/2007

- √ Gyeonggi-do Office of Education, English Training for Qualification of First Degree English Teacher , 8/2005
- √ Intensive for Foreign Language Education, Intensive English Course Training for Secondary School English Teachers , 2/2004
- √ Korea National University of Education , English Training for Secondary School English Teachers, 7/2002

PROFESSIONAL EXPERIENCE

- √ **Jungwang High School**, Siheung, Gyeonggi-do, 3/2013 - present
 - Instructed English classes, grade three; classroom sizes ranged from 35 to 40 students
 - Designed, presented, and graded examinations
 - Prepared lesson plans and classroom materials
- √ **Jungheung High School**, Bucheon, Gyeonggi-do, 3/2007 – 2/2013
 - Instructed English classes, grades one through three; classroom sizes ranged from 25 to 45 students
 - Designed, presented, and graded examinations
 - Prepared lesson plans and classroom materials

- Team teaching with a native speaker
- Key member of team responsible for textbook selection and curriculum development
- Counseled students when adjustment and academic problems arose and met with parents
- Designed and organized school curriculum in Department of School Affairs
- Key member of the college entrance examination administration and implementation

√ **Jungwon High School**, Bucheon, Gyeonggi-do, 3/2002 – 2/2007

- Instructed English classes, grades one through three; classroom sizes ranged from 25 to 45 students
- Designed, presented, and graded examinations
- Prepared lesson plans and classroom materials
- Team teaching with a native speaker
- Key member of team responsible for textbook selection and curriculum development

- Counseled students when adjustment and academic problems arose and met with parents
- Designed and organized school curriculum in Department of School Affairs
- Key member of the college entrance examination administration and implementation

√ **Kwak's Language Institute**

- Instructed English classes for children from the age of 7 to 13 years
- Team teaching with native speakers

√ **Special Project**

- Gyeonggi-do Office of Education, Participated in teaching/learning study for foreign language model school

Certificates

- √ NEAT Rater Certificate. (2012)
- √ Mate Rater Training Certificate. (2012)
- √ SMU-TESOL Certificate. (2011)
- √ Computer Information Technology Certificate, Gyeonggi-do Office of Education. (2008)
- √ 1st Degree English Teacher, Gyeonggi-do Office of Education. (2005)

Awards

- √ 1st prize, Korean College Entrance Examination Administration and Implementation, Gyeonggi-do Office of Education. (2011)

3. Certificates

NO. 12-R2-0016

MATE

Multimedia Assisted Test of English

CERTIFICATE OF COMPLETION

This is to certify that

Hee Doug Jang

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

Completion Date

2nd September 2012



Dean of General Education Institute



Sookmyung Women's University

Graduate School of TESOL

JANG, HEE DUG

장희덕

국제영어교사 자격증

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

교육기간 : 2011.02.07~2011.06.23
전공교육과정: TESOL

숙명여자대학교



TESOL대학원 원장 김 안 근



Dr. Ankeun Kim
Dean, Graduate School of TESOL

Ankeun Kim

총장 한 영 실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

Certificate of SMU- TESOL

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

Duration of the Training February 7, 2011~June 23, 2011
Specialization : TESOL

Sookmyung Women's University



인하대 제 7594 호

교원자격증

성 명 장희덕

주민등록번호

자격 **중등2급정교사** 외국어(영어)
 초·중등교육법 소정의 자격기준에
 의하여 위의 자격이 있음을 인정하고
 이 증서를 수여함.

2000년 8월 24일

교육부장관

행정권한의 위임 및 위탁에 관한 규정
 제24조 제1항 제1호에 의한 권한의 위탁을 받아

인하대학교 총장



1. 검정종별 무시험 검정
2. 법정해당 자격기준
초·중등교육법 제21조 별표 [2] 자격기준제 1 호
3. 수여조건 해당없음.

나 제 36541호

교원 자격증

성명 장희덕
주민등록번호

자격 중등학교 정교사(1급) 영어

초·중등교육법 소정의 자격기준에
의하여 위의 자격이 있음을 인정하고
이 증서를 수여함

2005년 8월 31일

교육인적자원부장관

행정권한의 위임 및 위탁에 관한 규정
제26조 제1항 제 6 호에 의한 권한의 위임을 받아

경기도교육감 

- | | |
|----------------|---------------------|
| 1. 검정종별 | 무시험검정 |
| 2. 법정 해당 자격 기준 | |
| 초·중등교육법 제 21 조 | 별표 (2) 자격기준 제 3 호 |
| 3. 수여조건 | 해당없음 |

III. Professional development and class teaching

1. TESOL MA Courses for professional development

1) Computer Mediated Language Teaching (Fall, 2011)

This course explores current learning theories underlying computer mediated communication (CMC) and its uses in practical settings. This exploration is built around ideas related to instructional conversation and the affordances offered in synchronous and asynchronous environments. The course is designed to prepare pre-service and in-service teachers with the theoretical knowledge and practical know-how to use CMC in their teaching practices.

2) Discourse Analysis (Fall, 2011)

The course is designed to provide students with a course in the development or enhancement of knowledge related to the teaching of speaking, by looking at speaking from a discourse perspective. Discourse analysis studies the relationship between language and the

Contexts in which language is used. The course is developed into two major sections. In the first part of the course, students look at the nature of speaking from a discourse perspective, that is the perspective of context, trying to determine what speaking entails, how it is organized and what effects it. In the second part of the course, what students have learned in the first part looking at practical ways of making speaking work in the EFL classroom is operationalized.

3) Teaching Listening (Spring, 2012)

The course is designed to provide the development or enhancement of knowledge related to the teaching of listening, by looking at listening in a comprehensive manner. Students learn listening by looking at the nature of listening from the psycholinguistic perspective of language processing, trying to determine how people go about decoding and understanding language on a variety of levels.

4) Teaching Reading (Spring, 2012)

The course is designed to learn various theories related to the teaching of reading and practice micro-teaching in English reading. Students apply what they learn about reading theories to the real teaching.

5) Internet-based language teaching (Fall, 2012)

This course explores the application of internet tools for language learning and teaching. Some of these tools include: wikis, micro blogs, virtual worlds, social networks, and podcasts. In the course, we examine how technology is utilized to teach discrete skills and engage students in participatory, socially-based exchanges. The course has two goals; first, to develop teachers' technological literacy skills, and second, to provide theoretical clarity between technology and its implementation.

6) Special Needs in ELT Classrooms

This course focuses on understanding and supporting learners who are suffering from learning and surviving in the regular educational system. This module explores various types of problems these learners may have and why those problems exist in them, and how these are shown in their behaviors and attitudes toward learning in the current educational system. In this course, we will study some areas in Socio Psychology in order to understand and support learners with psychological problems that are originated from the social issues such as family problems and peer pressures. Gifted education will also be studied expecting that some of the problems of those learners may be caused by their talents and gifts. Concept of creativity will be applied in developing teaching methods and techniques for these learners.

7) Practicum I (Spring, 2013)

This objective of the Practicum I course is to give the students an opportunity to evaluate, design, and implement elements of practical curriculum design and interaction into their teaching situations.

Basically what we want to do in this class is have the students develop and evaluate classroom techniques and approaches based on innovative theories and models that they should have learned about in the MA program. The focus here will be on evaluating and enhancing their teaching situations based on accepted principles of language learning and linguistic development. In addition, the emphasis will be on getting the participants to integrate more productive and meaningful language practice onto their preexisting teaching situations. By the end of the course, students should have clearer ideas about how to critically analyze their own classroom environments and initiate positive changes into those environments. In addition, they will have well-developed knowledge of how to do an Action Research project.

8) Practicum II (Spring, 2013)

The key objective of the Practicum II course is to give the students an opportunity to reflect on and evaluate their performance in the classroom as well as their professionalism as teachers in a low stress environment based on critical concern and caring. Basically what we will do in the class is to have the students reflect on their roles and performances as English teachers in the foreign language classroom. We do this through the writing of reflective journals, making presentations, the creation of a portfolio and videotaping the participants' performance in the classroom.

We will be watching and analyzing the videos taken by the participants in their own teaching environments to determine the reality between the teachers' perceptions as recorded in the reflective journals and the reality of the classroom as shown in the videos. The goal, then, for the Practicum students is to develop an awareness of their own skills in the classroom. This awareness will be further heightened by the creation of a high-quality teaching portfolio.

9) Pre MA courses (TESOL Certificate Course – Spring, 2011)

- (1) Methodology I
- (2) Methodology II
- (3) Second Language Acquisition
- (4) Intercultural Communication
- (5) Academic Writing

2. Introduction of the Class

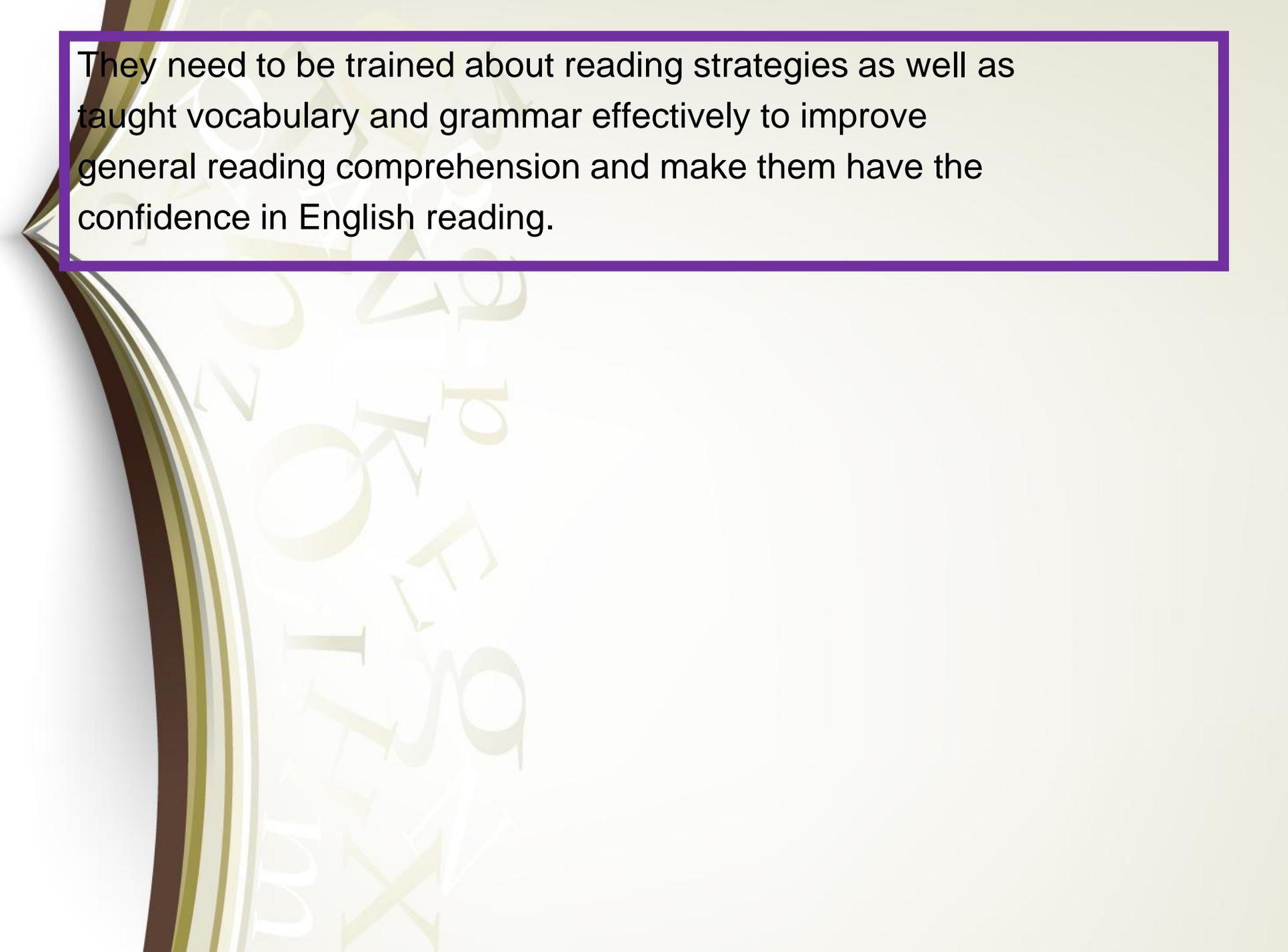
I teach mainly English reading to 40 male students who are in their third-year of high school. English score on K-SAT plays a very important role in getting into some reputable colleges. In other words, without getting a good score on English test, students cannot dream of entering good colleges. All the students in my class have learned English since the third year of elementary school, which means they have been experiencing English for ten years. Some students have longer experiences than 10 years in English. Many students still go to hagwon for learning English and have private tutoring. However, most of the students in my class have low English proficiency, especially when it comes to reading proficiency. Low reading proficiency usually tends to cause students' low motivation and passive participation in the reading class. And they are more likely to prefer bottom-up processes than top-down processes in trying to understand the text. In addition, they tend to think that their low reading proficiency is because of the lack of vocabulary and grammatical knowledge.

They always try to analyze every sentence into the smallest parts to understand, but they always have difficulty in comprehending English text. And 100% of the students use word lists and try to memorize as many as possible, simply translating English into Korean without any contexts to help them guess the unknown words.

As a result, they cannot apply their word knowledge into the text and get confused about what it means. Students asked me some difficult parts they could not understand while teaching reading in class. I wrote a few sentences on the board and wanted any volunteer to explain what those sentences mean to the rest of the students. He came to the front and tried to explain. However, he failed to explain. He knew all the words in the sentences. He tried to translate those sentences into Korean with his word knowledge, but he couldn't.

Vocabulary is a key in language learning. And for EFL learners, the ability to analyze structures is necessary. However, those two reasons are not enough to explain students' low reading proficiency.

When students' knowledge is strong and they are given easy text and goals, students can apply their usual skills. In contrast, when their knowledge is sketchy, texts are difficult, and reading tasks are complex, more strategic reading is required.

The image features a decorative background with a purple-bordered box in the upper left corner. The background is light beige with faint, scattered letters in a serif font. On the left side, there is a curved, layered graphic element in shades of brown and gold, resembling a book's spine or a stylized letter 'C'.

They need to be trained about reading strategies as well as taught vocabulary and grammar effectively to improve general reading comprehension and make them have the confidence in English reading.

3. The Result of Needs Analysis

1. English Learning Experience

- In school – 10 years
- Private tutoring – two months to eight years
- In a language institute- three months to eight years
- Living abroad-one student just stayed for 5 weeks.
- Having foreign friends-two students had foreign friends(one for one month, the other for four months)

2. How many hours do you study English per week?

- Less than 5 hours – 12 students
- 5 – 10 hours – 15 students
- 11 – 15 hours – one student
- More than 15 hours – one student

3. Why are you learning English?

- Because English is only taught and tested in school.
- Because English is an international language.
- The interest about various languages
- For travel in the future.
- Benefits in a company or a college.
- To study abroad in the future.
- To communicate with foreign people.
- Because English is necessary.
- Because English proficiency means the ability to study.
- To play online computer games with foreign people.
- For better jobs
- To score high on the test and get into good colleges.
- Cultural interests

4. What parts of English do you have the most confidence in among vocabulary, grammar, reading, pronunciation, speaking, listening, writing, test preparation?

- The most confident top 3 parts – (1) reading (2) listening (3) vocabulary
- The least confident 3 parts – (1) speaking (2) grammar (3) pronunciation

5. What expectations do you have in English class this semester?

- To Learn English through pop songs.
- To improve English proficiency and score high on English test.
- To get used to English pronunciation and accent
- To increase students' motivation & participation in English, not just reading the text and checking just grammar stuff.
- Participation in the class might be good, but in reality it will be very hard to implement participative class in classrooms.
- To improve general reading/listening proficiency for the test.
- To improve reading speed
- Humorous and interesting class.

6. What kinds of topics are you interested in? (choose ten topics out of 20)

- Movies-30 students (2) Art/music-25 students (2) Travel-25 students (2) Friends-25 students Holiday-25 students 6) Fashion-24 students (7) Sports-23 students (7) Food(cooking)-23 students (9) Family-20 students (10) Shopping-17 students (11) Social issues-16 students (12) Jobs and Career-14 students (13) Dating/relationships-13 students (14) Culture difference-10 students (15) Leisure activity-9 students (16) Technology-8 students (17) Celebrities-7 students (18) Study abroad-4 students (19) superstition- 2 students

7. I think I am good at English

- Agree -3 students
- In the middle-8 students
- Disagree-13 students
- Strongly disagree-10 students

8. How would you rate your English listening proficiency?

- High-3 students
- Mid-18 students
- Low-12 students

9. What makes listening difficult?(chunking, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress/rhythm/intonation, interaction)

- Colloquial language-19 students
- Rate of delivery-16 students
- Chunking-13 students
- Reduced forms-12 students

10. Why do you think English listening is difficult?

- The lack of word knowledge.
- Linking sounds and the speed of the delivery rate
- Pronunciation
- Nervousness while listening.
- Everything

11. How would you rate your English reading proficiency?

- High-3 students
- Mid-22 students
- Low-9 students

12. Describe your reading procedure.

- Read the units of the meaning
- Read the text, guessing what difficult words mean in the context.
- Try to figure out the main idea.
- Read aloud, looking for a word with English Dictionary.
- Underline the sentences that are difficult to understand with highlighters.
- Find the subject/verb/objectives, try to analyze sentences and underline, translate English into Korean

13. What makes you difficult when you read in English?

- Vocabulary
- Grammar
- Sentence structures (different from Korean ones)
- Slow reading ability
- The difficulty of the link between contents
- Very hard to apply memorized words to the English reading because a word has many meanings
- Prepositions
- The difficulty of word guessing

14. Describe how to build your vocabulary.

- Memorize lists of words
- Try to write a sentence, using words.
- Through the context.
- Vocabulary book
- Association : for example, about abolish, I try to memorize like abolish all the schools.
- Make word-categories

15. Do you have any concerns about this class?

- Want to know how to build vocabulary well.
- One word has many different kinds of meanings, so hard to memorize all the meanings.
- I focus on key words to get the main idea for reading, but always I lack time to solve all the passages.
- I hate English, what should I do?
- Want to learn about free talking.
- English dramas and pop songs can be helpful to prepare for the test?
- The use of smart tools such as smart phones in the class
- Want to study English, but don't know how to start studying English.

How will the diagnostic test be useful?

It will be very helpful in terms of providing valuable aspects to consider for teaching. Many students have low motivation in learning English. Like answered in the survey, students just tend to think of English as compulsory subject in school. They lack internal motivation to learn English. I need to increase students' motivation, for example by mentioning some necessities and benefits about English. And students have the confidence in reading, listening the most compared to other skills such as vocabulary, grammar, pronunciation, speaking writing, test preparation. The reason they have the confidence in reading, listening is clear, which is related to college entrance English test, which consists of 22 listening questions and 23 reading questions. Most of the time in English class is spent on reading and listening. And students are not confident in speaking, grammar, and writing, which are not that important for college entrance English test and not taught much in school. One surprising thing was that students felt difficult in grammar part. I thought the opposite. I need to maintain the balance among 4 skills even though reading and listening is more focused.

And I came to know students' expectations about the class and some topics they like, which will be very important to meet students' needs in the class. Most students responded their listening and reading proficiency as intermediate and beginners, which will be one of considerations in my class when I choose supplementary materials. And I got the information about how they read English and how they listen to English, and how they build their vocabulary, and what makes reading/listening difficult them, which will be very good sources to improve class teaching.

4. Students' Diagnostic Test

1. What I did for the test

The purpose of the test was to diagnosing students' general reading/vocabulary proficiency and analyze their strengths and weaknesses. The test included vocabulary inference in the context, grammar in the context, finding the main idea/the topic/the purpose of the paragraphs, filling in the blanks, summarizing, linking words, understanding specific details, the flow/logical order of the sentences in the paragraph, analyzing graphs and reading a little lengthy passage. Each paragraph has 150 to 200 words, and a little long demanding paragraphs have 300 to 400 words. The survey was related with what types of questions were difficult and relatively easy while testing, and also I wanted to understand students' word guessing strategies, that is, how they try to figure out when they face difficult words in the reading passage.

2. What I found through the test result and the survey

The average score was 42.2 out of 100. I have 40 students in the class. Four students among them are job trainees. They were absent for job training. I tested 36 students. The result of the test was like the following; less than 20(2 students-5.5%), 20 to 40(16 students-44.4%), 40 to 60(15 students-41.6%), 60 to 80(2 students-5.5%), more than 80(1 student-3%). According to the result, in general, students' reading proficiency was very low. The total of less than 60 out of 100 was 91.5%, which means their English reading proficiency is very low. The test was for the third-year students across the country. Among question types they took during the test, students answered grammar in the context as the most difficult(66% among respondents), and vocabulary inference in the context as the second difficult(50% among respondents), and filling in the blanks as the third difficult(47.2%), 300 to 400 word passage as the fourth difficult(36%). On the other hand, visual type questions such as graphs were ranked as the easiest(51%), and the atmosphere of the passage(how the speaker feels) as the second(43%), and finding the main idea/topic/title/purpose as the third(37%).

According to the survey right after the test, 51% of the students answered “I just ignored them” about the question “how do you try to understand when you find words you don’t understand?” and 25% of the students answered “I try to understand in the context.” Other ways of guessing through word forms(suffix/prefix), word origin and so on were included.

3. How will be the result useful and important?

According to the results, about 92% of the students have low proficiency in English reading, which is very useful information in deciding ways to teach them. They have somewhat the confidence in visual types of information transition related reading, finding the main idea/topic/title/purpose of the reading, how the speaker feels, because students don’t need to read accurately. while students have some weaknesses in finding whether grammatical things are correct or not, inferring the appropriate vocabulary in the context, and filling in the blanks because those types of questions require students to read accurately and connect each sentence logically to understand. Most students tend to answer when they are asked the question about “what problems do you have in English reading?” like the following: I can’t just interpret.

It seems that they feel lacking vocabulary and grammatical knowledge to understand, reading in English. They also feel difficult in some abstract topics such as science, philosophy, social issues, and some specialized topics because they lack background knowledge. Most students are visual types. Therefore, visual aids might help them improve reading proficiency and build vocabulary. And I need to activate students' background knowledge when they learn about somewhat abstract topics before reading to make them understand more easily. I also need to increase students' confidence in what they feel difficult about such as grammar in the context, vocabulary inference, filling in the blanks. Especially, vocabulary and grammar are two major parts that students think of as very essential components in English reading, which are that it seems that students think those two parts are like the structures of the building.

5. Teaching Reading Strategy 1

Lesson Plan

► Objectives:

1. Students will be able to recognize and understand four common patterns such as listing, sequence (chronological order, steps in a process), comparison-contrast, and cause-effect through modeling.
2. Students will be able to find some important signal words and decide what the pattern is, doing group activity with their own group.

► Teaching Steps:

1. Introduction : Greetings / Grouping(four members each group) / Introduction of what they will learn in the class
2. Teaching & Learning stage :
 - 1) Students will be introduced four common patterns such as listing of related ideas or examples, sequence, comparison-contrast, and cause-effect and exactly what each pattern is.
 - 2) A teacher will present students four examples (four different paragraphs) of each pattern through ppt and students will focus on some signal words for each pattern and understand and recognize what patterns each paragraph belongs to.

Listing signal words : a few, several, numerous, the main, other, many, a variety, for example, another, in addition, besides, first, second, third, last

Sequence signal words : first, next, last, after, at last, finally, before, while, at the same time, dates, years, times of the day, seasons

Comparison and Contrast : however, but, unlike, on the other hand, in contrast, while, although, conversely, instead, yet, rather, different from, more than, less than, both, in the same way, as, also, in common

Cause and Effect

- 3) Then, students will do group work with worksheets. Students will be given four different paragraphs and students will have to decide what the pattern is among listing, sequence, comparison-contrast, cause-effect. Students also will have to find the main idea and some signal words and examples.
- 4) A teacher will check what they performed as a whole.
- 5) Application with EBS reading book : chapter 6 zoom in paragraph, students will decide what the pattern of the paragraph is and find some signal words and examples.
- 6) **Closing** : the introduction of the next lesson

Worksheet

In each paragraph below, there is a different pattern. Within your group, decide what the pattern is. (listing, sequence, comparison-contrast, cause-effect)

In Russia, there is a strong tradition of learning foreign languages. This has led to the development of specialized foreign language schools. In many ways, these schools are similar to other Russian public schools. They are comparable in one very important way: the students do not have to pay for their education. The schools also teach similar subjects. However, their differences are quite noticeable. One major difference is that most of the school subjects are taught in a foreign language (French, German, or English). Second, the students are different. Unlike the students in regular Russian language schools, students are selected to attend these schools. Quite often they come from families with higher levels of education. The greatest difference lies in the language abilities of the students. In contrast to other Russian Children, they learn to express themselves fluently in a foreign language.

• Pattern :

• Main idea :

• Signal words Examples

• No matter where you travel by plane, the process is usually the same. You arrive at the airport at least an hour before the plane is scheduled to leave. Right away, you show your tickets and your passport to the agent. You get a seat assignment and check your suitcases. Then, you go to the gate where you will board your plane. As you walk there, you may stop to buy magazines and candy or make a last-minute telephone call. When you arrive at the gate, your carry-on bags are examined by a special x-ray machine. You must also walk through a metal-detector. Finally, an agent announces that it is time to board your plane, and you are on your way.

• Pattern :

• Main idea :

• Signal words Examples

Communicating by e-mail is becoming increasingly popular for many reasons. First, it is a popular way to send messages among people who do not like to use the telephone. Second, it is useful for sending suggestions or requests. The person who receives them has time to think about their response. Also, e-mail messages always look the same, no matter who sends them. This means you don't have to worry about the quality of your letter paper. Furthermore, e-mail messages are uniform. They give no clues to the sender's age, gender, race, or physical condition. In addition, they do not give away the sender's feelings or emotional condition.

- Pattern :
- Main idea :
- Signal words Examples
-
-
-
-
-
-

In some poor countries, over twenty percent of the children die in their first year of life. One reason for this is the lack of medical care and medicines. Many children die from diseases that could easily be prevented with the right medicines or the right care. Another cause of death among children is the food. It often is not clean or fresh and can make children very sick. Milk is a very important source of vitamins and minerals. Getting enough food is another problem. When children are weak from lack of food, they die more easily from diseases. And finally dirty water also kills many children every year. Because of water shortages, people often are forced to drink water from dirty rivers or lakes. This water may carry serious diseases, or it may contain harmful chemicals from pollution.

- Pattern :
- Main idea :
-
-
-
-

6. Reflection

1) What worked well :

- Time management : I set the time limit when they did group activity. I had students notice how many minutes they had during group work by telling them how many minutes left to finish. Therefore, students tried to speed up their group work.
- Group work : I made a group of four, depending on students' score in the midterm examination. I assigned one leader student within each group because I expected the leader who is a little high level student to lead the group activity and I thought that they could help other members within their own group. While doing group work with pattern paper, I could see some good things from the leader because I could see some things such as the leader played a center role, collecting and sharing some ideas from other group members and helped other group members on the work. Some groups were very active in doing group work, talking to each other and sharing some ideas.
- Recognizing different types of patterns and application : Students could understand common different types of patterns. Students also could some signal words in the paragraph and use them in order to understand what the paragraph is about. Finally students could apply it to their real reading book. I think understanding different types of patterns will help students understand English reading more deeply.
- Visual emphasis with red colored signal words : When I present ppt, I emphasized some important signal words with the red colored words to make students notice them easily, which could help students understand what the pattern is by seeing those signal words in the modeling stage.

2) What did not work well :

- The overall control of the class when they did group activity : I had to do multiple roles at the same time such as recording video and helping students when they asked me some questions. I was quite busy walking around to warn some lazy students to do their work. As a result, the class was distractive. When students did group activity, I wanted to record their performance close. When I also moved from one group to another, I felt uncomfortable, going back and forth in a small space. When they did group activity, some groups were very active, sharing and talking about different types of patterns of organization, which was what I expected. However, some groups did not concentrate on their work. Anyway, training session about patterns of organization and applying to the real book were worth doing.

7. Teaching Reading Strategy 2

1. Objectives:

- 1) Students will be able to practice guessing the meaning of the word from the context of the sentences and the grammatical structure of the sentence.
- 2) Students will be able to apply their guessing strategies to the paragraphs.

2. Introduction of the lesson

- I got some information about which ways students use when they find a word they don't know while reading and explained why guessing strategies are necessary and effective like the following.

- What do you usually do when you come to a word you don't know in your reading?

- Look it up in the dictionary
- Ask your teacher?
- Ask another student or a friend?
- Try to guess what it means?

If you answered a, b, or c, then you are not reading as effectively and efficiently as you could be. In fact, the best strategy for dealing with an unknown word is to try to guess what it means. This strategy

- Is fast because you don't interrupt your reading.
- Helps your comprehension because you stay focused on the general sense of what -you are reading.
- Helps build vocabulary because you are more likely to remember the words.
- Allows you to enjoy your reading more because you don't have to stop often.

3. The Body of the lesson

- I prepared three activities in order to have students practice guessing the unknown vocabulary. Before starting the first activity, I had students remember some rules that they should keep in mind while doing three activities. The first one is about guessing meaning from the context of the sentences. The second one is about trying to guess the meaning, looking at the grammatical structure of the sentence and then deciding what the grammatical function of the word is. The last one is to apply what they practiced through activity 1, 2 to the paragraphs which have longer passages. I modeled each activity as a whole in order for students to understand what to do in each activity, and then students participated in each activity.

3. Closing

Guessing meaning from context in sentences

- Giving some rules for students to follow
- -Do not use a dictionary
- -Do not talk about the vocabulary with other students until you have tried to make a guess on your own and everyone else has finished.
- -Do not try to translate the unknown words into your own language. Instead, you should try to describe them or give words with similar meanings in English.

Activity 1

In each of the following items, there is a word you may not know. Guess the meaning of the word from the context of the sentences.

1. What does “ravenous” mean?

Could I have a piece of bread? I missed breakfast and I’m simply ravenous. The poor horse was ravenous and it ate the leaves and bark off the trees.

2. What does “flippers” mean?

We were all surprised to see how fast Johnny was swimming. Then we saw that he was wearing flippers. With my flippers on my feet, I felt like a fish. I had never swum so fast and so far!

3. What does “dike” mean?

After so much rain, the river flowed over the dike and into the fields. People in this area began building dikes many centuries ago. It was the only way to keep the sea out of their villages.

4. What does “squall” mean?

The squall arrived so suddenly that we all got wet when we ran home from the beach. When they saw the squall coming, the sailors took down the sail and headed for the port.

5. What does “rugged” mean?

Susan and her husband led a rugged life in the Alaskan mountains, with no electricity and no running water. The young man’s face was rugged, but his smile was friendly and the children soon forgot their fears.

Using grammar to guess word meaning

In each of the following sentences, there is one word that you probably don’t know. Look at the grammatical structure of the sentence and decide whether the word is a noun, verb, adjective, or adverb. Then guess the meaning.

Example: The news that John was resigning from his job surprised us all. We simply couldn’t fathom why he wanted to leave now that the company was finally doing so well.

Activity 2

In each of the following sentences, there is one word you probably do not know. Look at the grammatical structure of the sentence and decide what the grammatical function of the word is. Then try to guess the meaning.

1. What's all that ruckus? Dad called to us. If you can't be quiet you will all go to bed with no supper?

- Grammatical function of ruckus:
- Approximate meaning:

2. We have to buckle down if you want to get this finished by the end of the month.

- Grammatical function of ruckus:
- Approximate meaning:

3. The strange bulge under Timmy's blanket frightened him for a moment until he realized it was his teddy bear.

- Grammatical function of ruckus:
- Approximate meaning:

Activity 3

In the paragraph below, one word has been replaced with a nonsense word. Working with another student, try to guess what that nonsense word means. If you do not know the exact meaning in English, try to describe it. Read the whole paragraph first.

1. What do you think "zop" means?

In Paris it is wise to get yourself a zop as soon as possible. It is very easy to get lost if you leave the main streets. You can buy zops in the train station, but they are not complete. Better zops can be found in the bookstores. These have more details and they show all the named streets.

2. What do you think "zap" means?

Everyone who visits Russia should first get a zap. If you come by train you must already have a zap. You will not be allowed to enter at all without one. Travelers without zaps will be sent back where they came from. Zaps are given on the spot if you arrive by plane or by car. However, you may have to wait a long time for one. This can be avoided by getting a zap before you leave.

3. What do you think "zip" means?

Nobody wants a zip near their home. First of all, the usually do not smell very pleasant. If the wind is from the right direction, you may get that smell at home. Zips attract lots of insects, such as flies and mosquitoes. Animals such as rats and mice often come to live in the neighborhood too. A nearby zip may also mean you will have noisy trucks on your street all day. And finally, the most serious problem with zips is that they may pollute the drinking water. This does not always happen. But sometimes, the garbage has dangerous chemicals in it. Then when it rains, the chemicals enter the water underground and make it unsafe to drink.

4. What do you think “zep” means?

In the United States and in many European countries, there is a serious problem. What should be done with the garbage? There is no more room for garbage dumps. It is not possible to burn garbage, because that pollutes the air. So the governments are looking for ways to reduce the amount of garbage that is produced. One way to do this is to zep as much as possible. Not all kinds of garbage can be zeped, of course. The easiest things to zep are probably glass and paper. However, one can also zep many kinds of metal and plastic. Many cities now require people to zep these materials. The people must put them separately from the garbage. Then special trucks take them away and bring them to private companies. These companies will buy them and use them again.

8. Reflection

1) What worked well:

Before doing some activities about guessing the meaning of the word from the context of the sentences and the grammatical structure of the sentence, I had students know some rules to keep in mind during those activities such as “do not use a dictionary”, “Do not talk about the vocabulary with other students until you have tried to make a guess on your own”, “do not try to translate the unknown words into your own language. In general, students kept those rules quite well throughout the class even though some students did not remember to keep the rules. In addition to that, students are getting better about discussing in pairs and I could see students try to guess the meaning of the word even though they sometimes adhered to what they have done with the vocabulary, which is to look it up in a dictionary right after they find some difficult words. And I came to realize that I underestimated their guessing ability in the reading. Students did quite well on the guessing of the meaning and they could use the context and grammar to guess the meaning of the word quite well. Students will have mid-term examination from next week Tuesday, which means they are focusing on the preparation of the test, but students enjoyed even though the contents were not related with mid-term examination.

2) What did not worked well:

The problem I faced in the class again was some factors such as some distractive, sleepy, and lazy students who don't show any interests about what we are doing. Walking around and observing whether they are doing well or not, I had to spend much time to let students concentrate on what they have to do because of a big class size. For me, time management matters because it usually takes more time than I expect for one activity planned. I spent about five minutes to introduce what students will do in the class. And then, I dealt with two activities among three. The last activity was designed to practice guessing the meaning of the word in the paragraph. I will finish it next Monday. Monday will be the only time when I can teach next week because of the examination for four days. I should have tried to reduce sharing time more, but I think it was not much because I made just four students write the meaning of the word on the board and explain in front of other students, which took just about ten minutes. When I asked students to present or do something similar with it, they just wanted to be passive many times during the class. Therefore, I picked students to do that, not voluntarily.

3. What I have to consider for the next class:

- I need to manage class time well in order to finish all the things that I plan.
- I should find some ways to make lazy, distractive students concentrate on some given activities because they make me spend valuable time for the class, resulting in the lack of class time.
- I have thought that students need some additional reading materials to improve students' reading strategies except for ebs reading book and I need to provide students with some more additional reading materials.
- Students have never been taught reading strategies. I need to model reading strategies to let students know them and apply in the real reading.

III. Action Research

1. Introduction

This action research on improving reading comprehension through strategic reading was conducted by HeeDoug, Jang, a teacher in training in the practicum course at Sookmyung Women's University Graduate School of TESOL. I as a teacher teach mainly English reading to 40 male students who are in their third-year of high school. All the students in my class have learned English since the third year of elementary school, which means they have been experiencing English for ten years. Some students have longer experiences than 10 years in English. Many students still go to hagwon for learning English and have private tutoring. However, most of the students in my class have low English proficiency, especially when it comes to reading proficiency. Low reading proficiency usually tends to cause students' low motivation and passive participation in the reading class. And they are more likely to prefer bottom-up processes than top-down processes in trying to understand the text. In addition, they tend to think that their low reading proficiency is because of the lack of vocabulary and grammatical knowledge.

They always try to analyze every sentence into the smallest part to understand, but they always have difficulty in comprehending English text. And almost 100% of the students use word lists and try to memorize as many as possible, simply translating English into Korean without any contexts to help them guess the unknown words.

As a result, they cannot apply their word knowledge into the text and get confused about what it means. Vocabulary is a key in language learning. And for EFL learners, the ability to analyze structures is also necessary. However, those two reasons are not enough to explain students' low reading proficiency.

When students' knowledge is strong and they are given easy text and goals, students can apply their usual skills. In contrast, when their knowledge is sketchy, texts are difficult, and reading tasks are complex, more strategic reading is required. They need to be trained about reading strategies as well as taught vocabulary and grammar effectively to improve general reading comprehension and make them have the confidence in English reading. In this action research, I want to examine the effect of reading strategies teaching on improving English reading comprehension and reading proficiency.

Specifically, I want to focus on how reading strategies have an influence on improving reading comprehension, including predicting/anticipating that helps bring up students' past knowledge of the topic, skimming about what the passage is about, scanning related to find a specific piece of information, guessing unknown words, understanding the main ideas, inferring things that are not stated in the text, understanding text organization, and summarizing.

2. Interventions

2.1 The first intervention

The first intervention was to find some key words and predict what the paragraph is about with the key words and what the content will be, activating students' background knowledge about the topic.

2.1.1 Rationale

The reading book I teach students, which is EBS *sunungtukang*, has no distinguishing features of the text such as the title, subheadings, and illustrations to determine or at least hypothesize the general topic of the reading, relevant vocabulary, and possible challenges.

The purpose of the first intervention was to predict what the paragraph is about through some key words in the paragraph, and then activate students' background knowledge about the topic to help students comprehend the paragraph later. All the paragraphs in EBS reading book have just 150 to 200 words which are extracted partially, which makes students feel difficult in understanding. Therefore, predicting and activating students' background knowledge about the topic by using the technique such as discussion will help students understand the paragraphs that have limited contents and contexts.

Also, predicting before students read can make a big difference. Students can get some ideas about what they will read. That way, students will begin to process the information far more quickly. Students will also be able to follow the writer's ideas better. As a result, students will find that later they save reading time and gain comprehension efficiently

2.1.2 Result

Figure 1.1

I have used predicting strategy before.

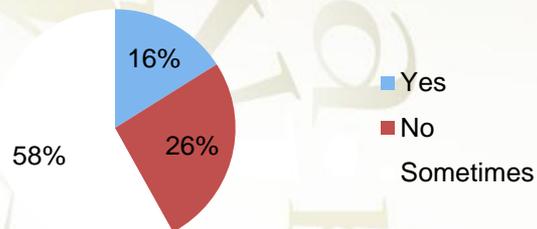


Figure 1.2

Predicting is helpful and effective in comprehending a paragraph and improving reading proficiency.

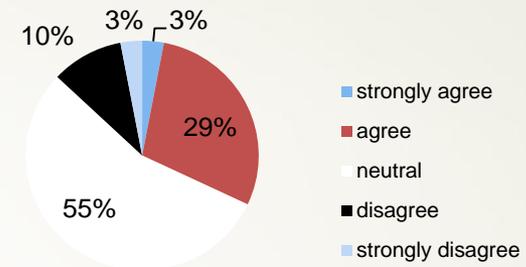
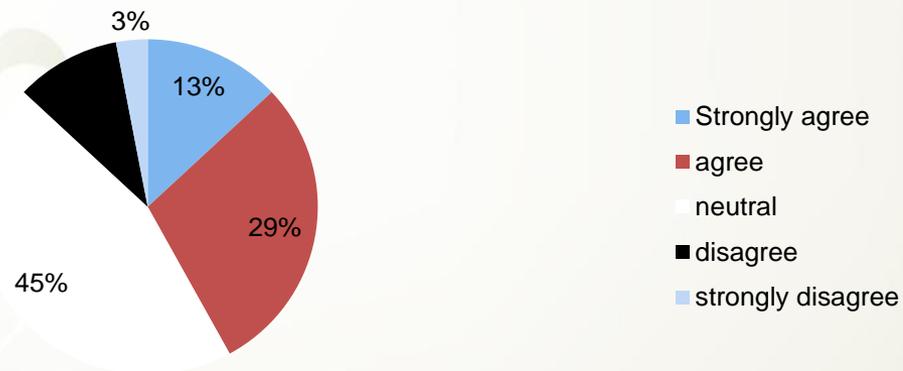


Figure 1.3

I think I will try to predict the content before reading.



Prereading instruction including predicting helps students access background information that can facilitate subsequent reading, provides specific information needed for successful comprehension, stimulates student interest, sets up student expectations, and models strategies that students can later use on their own. Figure 1.1 shows how many students have used predicting before. 74% students have used predicting, which means most students what predicting is about before this training session. However, 26% students answered they have never used predicting, which made me surprised. Therefore, students needed to be introduced and trained predicting strategy to help them improve reading. Figure 1.2 presents the percentage of how helpful and effective predicting before reading is in comprehending a paragraph and improving reading proficiency. The figure 1.2 depicts that the percentage of students who strongly agree and agree was approximately 32%. On the other hand, the percentage of students who strongly disagree and disagree was 13%. The percentage of students who answered as neutral was 55%, which means it could be both positive and negative. But I think that neutral might mean to be closer to being positive because students are somehow aware of predicting in their consciousness.

Neutral students need to be pushed more to use predicting as one of reading strategies. 87% of students including strongly agree, agree and neutral answered that predicting is helpful and effective in improving reading proficiency.

Figure 1.3 shows students' attitude about whether students will use predicting strategy or not. The result seems quite positive because the percentage of students who answered strongly agree, agree, and neutral is 87%, which means most students think of using predicting as being positive.

2.1.3 Conclusion

It seems that most students tend to think positively about the effectiveness and the helpfulness of predicting strategy in comprehending a paragraph and improving reading proficiency. The main purpose of predicting is to help students comprehend better while reading by getting the general idea easily. Predicting is closely related with getting the general idea. In other words, predicting might scaffold "getting the gist". Therefore, the next intervention will be getting the gist-finding some key words, topic sentence and inferring the main idea, using predicting strategy to help students comprehend better.

2.2 The second intervention

The second intervention was to get the gist-finding some key words, topic/topic sentence in a paragraph and inferring the main idea of the paragraph” as the second intervention.

2.2.1 Rationale

Students learn to get the gist by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students’ understanding and memory of what they have learned. When teaching students to get the gist, teacher should prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then teacher need to ask them to tell in their own words the most important idea about the person, place, or thing and teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details. For example, students are asked to think about the passage they have just read and to write down the most important person, place, or thing in the sentence. Then individual students are called on to obtain their responses.

Other students are asked which answer is best and why. Then students are asked to work alone or in pairs to write the gist. Then students are asked to read their gist aloud.

2.2.2 Result

Figure 2.1

I have used "getting the gist" before.

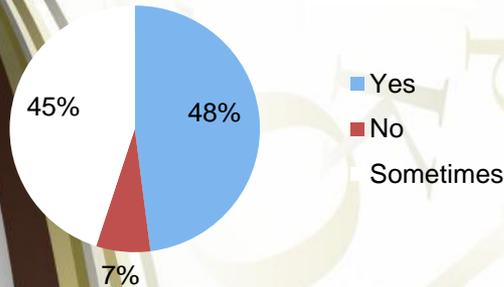


Figure 2.2

"Getting the gist" related activities are helpful and effective in comprehending a paragraph and improving reading proficiency.

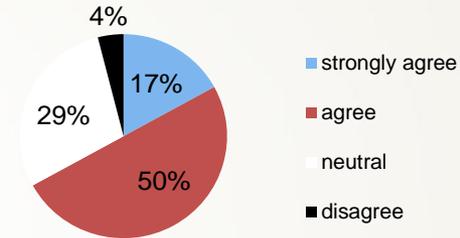


Figure 2.3

I think I will try to use "getting the gist" related strategies.



“Getting the gist” strategy is very useful in solving some similar types of questions such as finding the title, the main idea, inferring the author’s idea, filling in the blanks, and summarizing on college entrance English test. In short, it can help solve those types of questions.

According to the result of Figure 2.1, only 7% of all students have never used “getting the gist” before, which means most students are accustomed to using that strategy. The purpose of reading is to understand the author’s ideas effectively.

Figure 2.2 shows the percentage of students who think positively about the effectiveness and the helpfulness of “getting the gist” related activities is approximately 96% even though different results can be made according to how you interpret neutral, which means almost all the students think that “getting the gist” related strategies are very helpful and effective for them.

When you look at figure 2.3, you can see that most students-97% including strongly agree, agree, neutral- have positive attitudes of keeping using those strategies.

2.2.3 Conclusion

Overall, almost all students thought that “getting the gist” related strategies are helpful and effective in improving their reading comprehension. However, students felt difficult in understanding the author’s idea about a paragraph exactly when they found some unknown words in the paragraph even though they understood what the paragraph is about roughly. Therefore, students will need to be taught how to guess unknown words through the context or grammatical structures, which will help students to understand the author’s idea about a paragraph more clearly and better.

2.3 The third intervention

The third intervention was to guess unknown words.

2.3.1 Rationale

There is overwhelming evidence that vocabulary knowledge is closely related to reading abilities (Schoonen, Hulstijn, Bossers 1998). Students need to recognize a large number of words automatically if they are to be fluent readers. One of the strategies most often discussed in the literature is guessing word meaning from context.

Making the transition to independent learning can be easier and more efficient if teachers help students learn to recognize clues to guessing word meaning from context. This strategy is a key vocabulary learning skill for dealing with low-frequency vocabulary, particularly in reading authentic texts.

Factors that affect the likelihood of success in inferencing include a context rich enough to provide adequate clues to guess a word's meaning. It is clear that background knowledge about the topic and the culture greatly aid inferencing and retention by providing schema for incorporating the new word with information already known, but even without such a background learners can become skilled in guessing. The key is to learn what clues to look for and where to find them.

Another way context can help students guess meaning is by giving some information about the grammar. When students find a word they do not know, it will tell them about the function of the word-as a noun, verb, pronoun, adjective, or adverb, etc if they look at the grammatical structure of the sentence. Then students come to have a much narrower range of choices for guessing the meaning.

Through needs analysis, I came to know that students have difficulties in comprehending the paragraphs because of some words they don't know while reading and the lack of vocabulary. Therefore, I think that the third intervention will help students improve reading comprehension.

2.3.2 Result

Figure 3.1

I have used word guessing strategy before.



Figure 3.2

Word guessing is helpful and effective in comprehending a paragraph and improving reading proficiency.

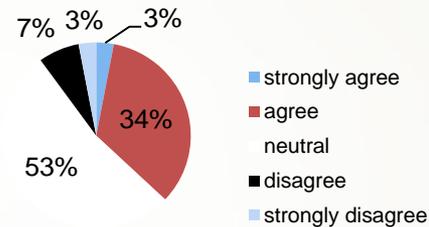


Figure 3.3

I think I will try to guess unknown words.



A lot of vocabulary is learned through context incidentally even though it is a slow and time-consuming process. And, students also can use some information about English grammar to guess the meaning of a word.

Figure 3.1 presents that about 81% students have used word guessing before. However, most of them did not know how to guess some difficult words effectively which are found in the reading and what things they should use in a paragraph to guess a word's meaning.

Figure 3.2 shows that the most percentage is on neutral as 53%, which can be positive or negative. If those neutral students are pushed to use word guessing, it will be helpful in making students guess unknown words effectively. Except for 10% students of disagree and strongly disagree, 90% students tend to think that word guessing is helpful and effective.

When it comes to students' attitude about using word guessing strategy without looking it up in English dictionary, it seems that many students are quite sure that they will use it.

2.3.3. Conclusion

The negative percentage about the effectiveness and students' attitude to use word guessing is less than 10%, which means that 90% students think word guessing is helpful and effective in improving their reading proficiency and understanding. It is true that word guessing helps students understand the message more clearly the author wants to deliver in a paragraph. But students always say that they lack time when they read paragraphs and solve some given questions, trying to guess all the words they don't know. Students don't need to guess even all unnecessary words to get the main idea of a paragraph. Instead, they should skip some unknown words, reading without translating word-for-word. Therefore, skimming and scanning to come as the next intervention will help students in those aspects.

2.4 The fourth intervention

The fourth intervention was scanning and skimming.

2.4.1 Rationale

Perhaps the two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist.

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. Teacher can train students to skim passages by giving them, say, 30 seconds to look through reading materials.

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential.

In my class, students' reading speed is very slow. Therefore, students feel difficult in solving all types of reading questions every time they take the English reading test. Skimming and scanning will help students read faster and choose the best appropriate answer, especially when solving some questions related with understanding the general ideas of a paragraph and choosing what is correct or incorrect based on a given paragraph. Through skimming and scanning, students will be able to save their testing time and invest more time on more difficult parts.

2.4.2 Result

Figure 4.1

I have used scanning and skimming before.

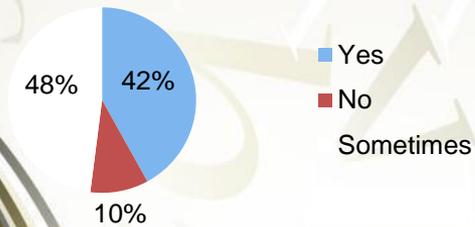


Figure 4.2

Scanning and skimming are helpful and effective in making you read faster, saving reading time and improving reading.

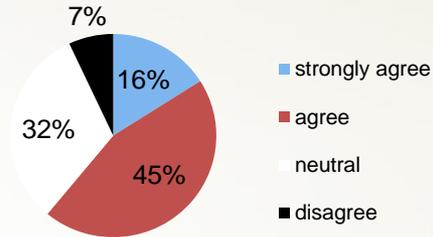


Figure 4.3

I think I will try to use scanning and skimming.



Students don't need to guess even all unnecessary words to get the main idea of a paragraph. Instead, they should skip some unknown words, reading without translating word-for-word. Therefore, skimming and scanning help students in those aspects.

Figure 4.1 presents that the percentage of students who have used scanning and skimming is approximately 90%. On the other hand, 10% students have never used them. Students have used skimming and scanning mainly to save reading time for easy paragraphs and use the time for more difficult ones. Most students were very familiar with skimming and scanning before the introduction of these strategies.

Figure 4.2 shows that the percentage of students who disagree about "scanning and skimming are helpful and effective in making you read faster, saving reading time and improving reading proficiency" is approximately 7%, which means 93% students think that scanning and skimming are very helpful and effective in reading.

Figure 4.3 shows students' attitude about the chances of using skimming and scanning when students were asked about how they think about whether or not use scanning and skimming in the near future while reading. 3% students responded they will not use skimming and scanning

guess students who answered strongly disagree might be very low level students in English and respond without thinking carefully. Almost all the students seem to think that scanning and skimming are effective to use in the reading.

2.4.3 Conclusion

Overall, skimming and scanning seem to be very effective and helpful in improving students' reading comprehension and proficiency when seen through what I observed from students' activities during the class and through each result of students' surveys. However, during the class, I also observed from the lesson that students could not skim and scan effectively and fast. Students had some difficulties in using skimming and scanning. In other words, they did not know what clues they had to use for effective/fast skimming and scanning. So, the next intervention will be related to text-pattern recognition, which is the strategy of looking for discourse markers throughout the text because recognizing text patterns and discourse markers will help students skim and scan effectively.

2.5 The fifth intervention

The fifth intervention was about four common patterns of organization & signal words - (listing of related ideas or examples, sequence, comparison/contrast, cause/effect) .

2.5.1 Rationale

Students are expected to learn new information from difficult texts. It is important that L2 learners do not become confused by the larger organization of the texts and features of different genres. A consistent effort to guide students to see the ways that texts are structured will help them build stronger comprehension skills. Activities that focus specifically on the ways in which discourse is organized and on specific aspects of text structure such as transition phrases, words that signal patterns of text organization are often part of exercises that emphasize careful reading. Some of these activities use graphic organizers. The main goal of graphic representations is to assist students in comprehending difficult texts. By using graphic organizers, students are able to see the key information in a text, the organization of text information, the ways that information is structured, and relationships among ideas presented in a text or a portion of a text.

Graphic organizers are sometimes generic; at other times, they are tied to specific patterns of text organization such as listing of related ideas or examples, sequence, comparison/contrast, cause/effect. The first pattern for this intervention was listing, in which the writer's main idea is stated in the form of a generalization. The second one was sequence, in which the writer's main idea includes a series-events or steps that follow one after another. The third one was comparison/contrast, in which the writer's main idea explains similarities and/or differences. The last one was cause/effect. When the main idea is that one event or action causes another, authors use the cause/effect pattern. Activities such as things mentioned above are effective means to help students improve their reading comprehension.

2.5.2 Result

Figure 5.1

I have used patterns of organization before.

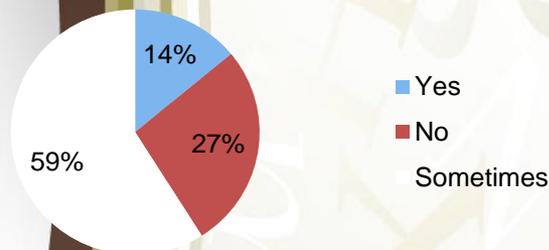


Figure 5.2

Knowing and applying patterns of organization to paragraphs is helpful and effective in comprehending and improving reading proficiency.

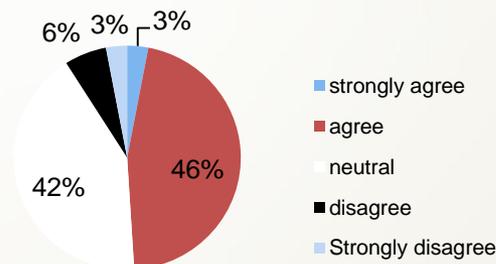


Figure 5.3

I think I will try to use patterns of organization when reading a paragraph.



Text-pattern recognition is the strategy of looking for discourse markers throughout the text. These can help the reader orient her/himself to the argument structure and intertextual relationships. This includes looking for discourse markers such as: enumerators (in the first place, second), chronological markers (at first, later, then), contrast indicators (however, on the other hand), or summarizers (thus, in conclusion, finally).

The above Figure 5.1 shows how many students have used patterns of organization. 27% students did not know about patterns of organization, which means many students did not use this strategy relatively, compared to other reading strategies.

According to Figure 5.2, only 9 % students don't think that knowing and applying patterns of organization is helpful and effective in comprehending a paragraph and improving reading proficiency. As a result, it is seen in Figure 5.3 that most students, 94% including strongly agree, agree, and neutral, answered they will use patterns of organization when they read.

2.5.3 Conclusion

It can be concluded that teaching patterns of organization and discourse markers influenced students on the effect of improving reading proficiency and their attitude toward using it positively. It is clear that analyzing some patterns through finding some discourse markers helps students understand the author's idea while reading a paragraph. If students have one more opportunity to make sure what they have understood in a paragraph, it will be very a helpful and effective way to improve their reading comprehension, which will be summarizing. Therefore, the next intervention will be summarizing.

2.6 The sixth intervention

The sixth intervention was about summarizing.

2.6.1 Rationale

Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text. There are some reasons to summarize. The first reason is to make sure students have understood something. The second one is to explain the sense of a passage to someone else. The third one is to review texts for examinations. A good summary includes the main ideas and the major supporting details. On the other hand, it does not include minor details, repeated details, or the reader's opinions. Teaching and learning summarizing will help students make sure their understanding and clarify unclear, difficult, or unfamiliar aspects of a text, or a paragraph. These aspects may include awkward sentence or structure, unfamiliar vocabulary, unclear references, or obscure concepts. The intervention here focused on summarizing paragraphs mainly because students' reading book is made up of paragraph types.

2.6.2 Result

Figure 6.1

I have used summarizing before.

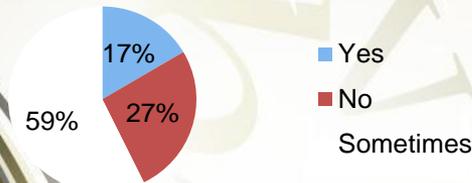


Figure 6.2

Summarizing is helpful and effective in comprehending a paragraph better and improving reading proficiency.

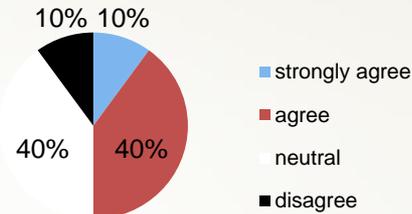


Figure 6.3

I think I will try to summarize to make sure that I understand what I read.



Summarizing is the retelling of the important parts of a paragraph in a much shorter form. The purpose of summarizing is to make sure what students have understood.

According to Figure 6.1, approximately a third of students have not used summarizing before. Most students who have not used summarizing might be low level students.

Figure 6.2 shows that 90% of students thinks positively about the helpfulness and the effectiveness of summarizing on improving their reading comprehension. To summarize, students should use different reading strategies such as finding the main idea. In other words, summarizing is a integral strategy with which students should use with different types of reading strategies.

Figure 6.3 presents that half of students are very positive about the chances to use summarizing. And 44% students of neutral need to be pushed to make them use summarizing to make sure what they have understood. Only 6% of students are negative about the use of summarizing.

2.6.3 Conclusion

Overall, students tend to think positively about summarizing. However, I could observe they had difficulties in summarizing a paragraph because they had to come up with the appropriate words and expressions as well as the grammatical ability to build sentence structures.

To summarize, students were very good at finding the topic sentence, but they had difficulties a lot in summarizing with their own words, which is related with paraphrasing. Students will need to practice paraphrasing to summarize, using some key words in a paragraph.

3. Overall Conclusion

Figure 6.1

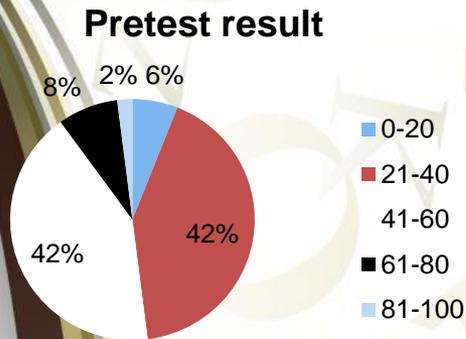


Figure 6.2

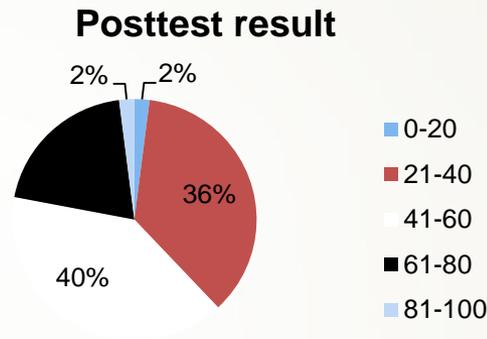


Figure 6.3

Rank three reading strategies from the most helpful to the least helpful.



Overall, it seems that six interventions are helpful and effective in that they make students comprehend a paragraph better and improving reading proficiency. When you compare pretest with posttest, you can see some notable differences. First, the percentage of students who scored 0 to 20 and 21 to 40 decreased from 6% to 2% and from 42% to 36% respectively, which means low level students benefited from six interventions. The biggest notable difference is the percentage of students who scored 61 to 80 in pretest and posttest. The percentage increased from 8% to 20%, which is to increase more two and a half times in posttest than pretest. The increase from 8% to 20% in the 61-80 score range must mean that intermediate middle or intermediate high level students benefited from the interventions. The percentage of 81 to 100 is the same as 2%. I might come to conclusion that low level students and intermediate students benefited more from teaching reading strategies, that is, six interventions such as predicting, getting the gist, guessing unknown words, skimming & scanning, patterns of organization, and summarizing than high level students. Figure 5.3 shows the rankings of reading strategies students might think the most helpful. Students ranked “getting the gist” related strategies as the most helpful, word guessing as the second, and scanning & skimming as the third.

V. Epilogue

It must be no doubt that I could be a better English teacher through TESOL MA course. It encouraged me to teach students with new viewpoints related to English teaching. It seemed to be a long journey to finish, but I came to have many theoretical backgrounds about English, which helped me to be a better teacher. Without MA courses I have taken, I would not have more confidence in English teaching. Especially, Practicum I & II made me realize how important a teacher is in the class and videotaping real teaching was very helpful, reflecting on teaching.



Thank you

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