



# TEACHING PORTFOLIO

SOOKMYUNG WOMEN'S UNIVERSITY  
MA TESOL 2013 Spring  
Hojin CHOI



**A path from learning to teaching**  
A path from learning to teaching

# INTRODUCTION

This portfolio has been assembled as a way for me to reflect on what I have learned and accomplished in the Sookmyung Women's University MA TESOL practicum course. In this practicum course, I found out a various theoretical and practical background of teaching with wonderful enriching experience under the mentorship of Professor Stephen van Vlack and Diane Rozells.

I enrolled in this course of study to learn more about how languages are learned and how to become a more effective teacher in second language classroom. I realize that my teaching practices had developed while I was attending this practicum course.

This portfolio will demonstrate how I have grown over the past two and half years as a teacher and also student, from completing SMU TESOL to finally obtaining Masters Degree in TESOL. Thank you to all the professors and classmates for making my professionals experience at Sookmyung Women's University enjoyable and full of meaning.

*Hojin Choi*  
Aug. 2013

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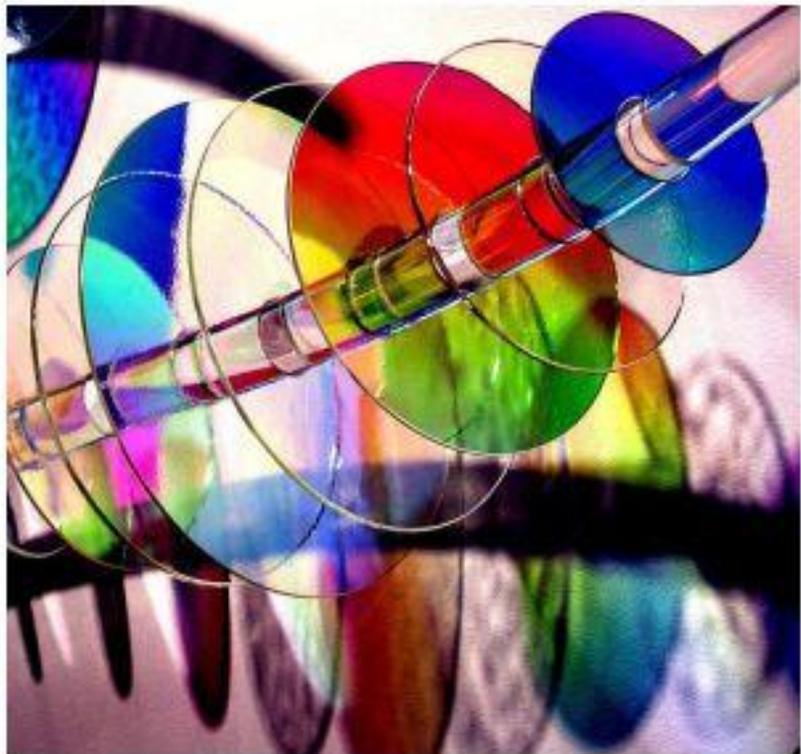
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# *I. Personal Information*

**Curriculum Vitae**

**Diplomas and Certificates**



# Hojin CHOI

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## Qualifications

MA in TESOL Sookmyung Women's University (Expected graduation, Aug. 2013)

2 years of work experience teaching English

## Education

Sep. 2011 – Aug. 2013 (Expected graduation)

Sookmyung Women's University, Seoul

MA in TESOL

Mar, 1994 – Feb. 1999

Hanyang University, Seoul

BA in French Language and Literature

## Work Experience

**Feb. 2012 – Present      English Translator and Editor, DOOPEDIA (Doosan Corp.), Seoul**

- Translator of internet website dictionary (in NAVER) for users
- Collect information about famous places in the world (e.g. Cataluña, Fuji Mountain) and translate English into Korean for internet users

**Mar. 2012 – Mar. 2013      Teaching Assistant, Sookmyung Women's University, Seoul**

- Teaching assistant for MA TESOL students
- Managed and assisted class environment (e.g. uploaded important information about classes, communication between administrative officers and MA, and arrange class schedule / events)

**Oct. 2011 – June. 2012      English Tutor, Olympus Korea Co., Ltd. Seoul**

- Private English tutor for executive officers such as board of directors
- Taught speaking, writing, listening and reading for business purposes

**Jun. 2011 – Sep. 2011      ESL Instructor, Seoul English Camp, Seoul**

- English instructor for elementary and middle school students at the summer camp
- Taught speaking, writing, listening and reading for primary schools
- Designed lesson plans for the summer camp (e.g. Environmental Class, Creative Poet Class,
- Held various summer camp events (such as English drama classes)

### **Relevant Experience**

**Mar. 2012 – Mar. 2013**

**Organizer, Sookmyung Women's University, Seoul**

- Managed and organized MA TESOL Symposium (Spring 2012, and Fall 2012)

**Apr. 1999 – Jun. 2011**

**Project Manager, DURR Korea Inc., Seoul**

- Project manager for international global environment exhibition (e.g. ENVEX, ENTECH)
  - Took charge of whole marketing strategies and publicity
  - Created English catalogs and booklets for global markets
  - Presented company's new environmental product at exhibition
- A project manager for global projects with Hyundai Motors Cooperation
- Worked as a manager for Koreans and Americans to translate and support
- Key user of SAP program

### **Certificates**

Sep. 2011 – Feb. 2012 SMU TESOL certificate awarded by Sookmyung Women's University

Mar. 2002 Computer application ability Level 3 certificate

Jun. 2002 Word processor ability Level 2 certificate

### **Awards**

Jun. 2011 Honor Award SMU TESOL

Jun. 2006 Heinz DURR award for excellent sales marketer

### **Skills**

- Fluent in Korean and English
- Proficient in Microsoft Word, Excel, PowerPoint
- Good at communication, team building and networking

### **References**

Available upon request

# Sookmyung Women's University

Graduate School of TESOL

## CHOI HO JIN

최호진

### 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

### 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

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*

# Sookmyung Women's University

2011 Spring

## SMU- TESOL

### HONOR AWARD

to

## CHOI HO JIN

*in recognition of outstanding student leadership.*



Dr. Ankeun Kim  
Dean, Graduate School of TESOL

*Ankeun Kim*

Dr. Youngsil Han  
President, Sookmyung Women's University

*youngsil Han*

# II. Approaches to Learning

**2013 Spring Practicum**

**2011~2012 MA course  
introduction**



Diane Rozells  
Sookmyung Women's University  
Graduate School of TESOL

**Practicum I**  
Policy - Spring 2013

Overview: This three-hour-per-week course has as its main component the running of a detailed Action Research project to be conducted individually (or in some cases pairs) by the Practicum participants within one of the teaching settings to which they might have access. Generally, participants will be doing the Action research project within their own teaching setting. For those who are not currently teaching a setting will be provided them. In the course, participants will be guided through a detailed Action Research project that requires them to reflect critically on their own teaching situations and implement substantive changes to their own teaching situation. In doing so participants will get a chance to critically reflect on their own teaching situation and will also find ways of enhancing their own teaching.

Objectives: 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 pre-existing 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.

*All of us are acutely aware that the Practicum participants also need to prepare for their comprehensive exams, scheduled to occur towards the beginning of June (maybe the 13<sup>th</sup> and 14<sup>th</sup>). Both Practicum courses have, therefore, been designed as a kind of practical review for the exams. While we will not have much time to overtly 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

-Richards, J. and C. Lockhart. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.  
ISBN: 0-521-45803-X

In addition to this text a range of other materials will be made available to the students each week. Students will also be responsible for finding appropriate support materials for their teaching endeavors.

Winter Reading

-Bullock, A. and P. Hawk. (2009). *Developing a teaching portfolio* (3rd Edition). Upper Saddle River, NJ.: 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 1 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.

Classroom: The approaches used in the classroom will vary over the duration of the semester. In the first few weeks of the semester there will be more lecturing and instructor-led group discussion. After this initial stage the class will more often involve more group work in which students will be working in small groups on developing ideas for their own classroom teaching environments. There will also be informal student presentations and whole class discussions on what the participants have been doing in their own teaching environments and class discussions on topics introduced by both professors and participants.

Attendance: As with all the courses in the Sookmyung TESOL MA, students are expected to attend all scheduled classes. As the name of the course would imply, this is a course based on practice and presentation revolving around the participants. The outcome of the classes is based on the level of participant activity in the class and attendance is the minimal basis for activity. Hence, it is imperative that students attend all classes and be ready to participate as prescribed.

Assignments: The assignments for this Practicum 1 class generally involve making/revising teaching plans and materials as well as making presentations on what occurred in relation to those revisions and plans in the teaching environment. This is a class in which the whole group works together to help the individual participants plan out what they will do with their action research. Exactly what they do and how is up to the individual so there is a high degree of autonomy in this endeavor. In this class participants are expected to go out and find the materials, both actual teaching materials and theoretical justifications for their actions/treatments/interventions in the actions research project. Based on this idea the participants will be doing research out of class and in the class period bringing what they have found and sharing it with the other students as they work in groups.

This type of preparation for class is seen as providing a way for the participants to prepare effectively for their class teaching in relation to the Action Research project while at the same time, work on aspects of the Action Research report in addition to preparing overtly for the comprehensive exams. In effect, the better the students prepare for the Practicum 1 class the more help they are going to be able to get from their fellow Practicum participants and the more they are helping themselves and their fellow classmates move forward on impending course/graduation requirements. Bear this in mind.

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

|                     |     |
|---------------------|-----|
| Attitude            | 20% |
| Class Participation | 30% |
| Assignments         | 25% |

Action Research Report            25%

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Office -        Suryeon Faculty Building 402  
Tel. -          (02) 2077-7820  
E-mail -        [diane.rozells@gmail.com](mailto:diane.rozells@gmail.com)

Diane Rozells  
Sookmyung Women's University  
Graduate School of TESOL

## **Practicum I**

Syllabus - Spring 2013

### Week 1 – March 7

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

Review Winter Reading Project (rough draft) – Action Research

Doing a needs analysis

This week we are going to focus on getting the participants to design A background survey/needs analysis with the students they are going to use for the Action research project. This will involve going over the basic theories and ideas of a needs analysis as well as the specific questions and format each will be implementing.

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

Finish Winter Reading Project write up.

### Week 2 – March 14

Winter Reading Project due

Diagnostic of students

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

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

### Week 3 – March 21

Case studies of students

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

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

Action Research proposals

### Weeks 4 – 5 (March 21-28)

Action Research Proposal discussion

Planning for the class

Approaches to teaching

- Teaching skill areas
- Types of practice
- Modes of practice
- Management issues
- Lesson Planning

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

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

### Weeks 6 – 12 (April 4 – May 23)

Class observation period

- Issues in the classroom
- Teacher issues
- Student issues
- Materials issues
- Environmental issues

Action + Reflection

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

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

### Week 13 – May 30

Overall reflection of Action Research process

Report the results of your action research treatments

Group discussion of Action Research Projects

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

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

### Week 14 – June 6 (Holiday – class to be rescheduled)

Action Research Project Presentations (Ten minute presentations)

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

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

### Week 15 – June 13

Action Research project due

Discuss any issues still unresolved about the portfolios.

Homework: Make any last minute changes to the portfolio.

Diane Rozells  
Sookmyung Women's University  
Graduate School of TESOL

## Practicum II

Policy - Spring 2013

Overview: This three-hour-per-week course has two main components. The first of these is the reflective component. We will be using the reflective journals and videos taken during the teaching of the participants' courses to reflect on our own individual teaching practices as well as on elements of in-class language learning. Reflection is one of the key elements for further developing teaching skills in in-service teachers and as such is used as a way of getting teachers to develop skills which enable them to become more autonomous in their own development as teachers. The second component of this class revolves around the design and creation of a teaching portfolio. Here we will be working individually and in groups to create a portfolio that highlights our training, skills, and achievements as teachers. An important part of this portfolio, which will be handled for the most part in the sister course (Practicum I), will be an action research project. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire TESOL MA program.

Objectives: 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 want to do in this class is have the students reflect on their roles and performances as English teachers in the foreign language classroom. We will be doing this through the writing of reflective journals, making presentations, the creation of a portfolio and videotaping the participants' performance in the classroom. Video, unlike journal entries, does not lie. 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.

### Texts and Materials

#### Main Texts

-Bullock, A. and P. Hawk. (2009). *Developing a teaching portfolio* (3rd Edition). Upper Saddle River, NJ.: Pearson Education.

-Constantino, P. and M. DeLorenzo with C. Tirrel-Corbin. (2009). *Developing a professional teaching portfolio* (3<sup>rd</sup> Edition). Upper Saddle River, NJ.: Pearson Education.

ISBN-13: 978-0-205-60857-7

ISBN-10: 0-205-60857-4

#### Winter Reading

-Burns, A. (2010). *Doing action research in English language teaching: A guide for Practitioners*. New York/London: Routledge.

Diane Rozells  
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Graduate School of TESOL

Practicum II

Syllabus  
Spring 2013

Week 1 – March 4

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

Go over classroom observation techniques (handout).

Homework: Read Richards and Lockhart (1996), Chapters 1 and 2.  
Finish first draft of teaching philosophy.

Week 2 – March 11

Richards and Lockhart (1996), Chapters 1 and 2

Teachers' beliefs

Teaching philosophy

Go over the results of the needs survey

Go over and discuss teaching philosophies

Homework: Read Bullock and Hawk (2005), Chapters 1 and 2.

Read Constantino and DeLorenzo with Tirrel-Corbin (2009), Chapters 1 and 2.

Write up resume (rough draft).

Week 3 – March 18

Bullock and Hawk (2005), Chapters 1 and 2

Constantino and DeLorenzo with Tirrel-Corbin (2009), Chapters 1 and 2

Portfolios and standards

Go over and discuss resumes

Go over diagnostics of students

Homework: Read Bullock and Hawk (2005), Chapter 3.

Read Richards and Lockhart (1996), Chapters 4 and 5.

Week 4 – March 25

Bullock and Hawk (2005), Chapter 3

Reflection

Richards and Lockhart (1996), Chapters 4 and 5

Teacher roles and decisions

Go over case studies

Homework: Read Constantino and DeLorenzo with Tirrel-Corbin (2009), Chapters 3 and 4.

Read Bullock and Hawk (2005), Chapter 4.

Revise and finish resume and teaching philosophy (final draft)

### Week 5 – April 1

Constantino and DeLorenzo with Tirrel-Corbin (2009), Chapters 3 and 4  
Bullock and Hawk (2005), Chapter 4

Electronic portfolios

Getting started on portfolios

Final versions of teaching philosophies and resumes due

Homework: Write up initial portfolio planning report.

### Week 6 – April 8

Go over and discuss initial portfolio plans

Initial portfolio planning report due

Peer-Review teaching philosophies

Homework: Read Richards and Lockhart (1996), Chapter 6.

### Week 7 – April 15

Richards and Lockhart (1996), Chapter 6

The structure of language lessons

Critical thinking and problem-solving

Homework: Read Richards and Lockhart (1996), Chapter 7.

### Week 8 – April 22

Richards and Lockhart (1996), Chapter 7

Interaction

Academic Integrity, Writing a research paper, Library search skills

Write-up the second movement of the Action Research due

Homework: Read Bullock and Hawk (2005), Chapter 5.

Read Constantino et al. (2009), Chapter 7.

### Week 9 – April 29

Bullock and Hawk (2005), Chapter 5

Constantino et al. (2009), Chapter 7

Portfolio documentation

Examples of portfolio entries

Sample portfolios

Academic integrity, writing a research paper, and library search skills

Homework: Read Richards and Lockhart (1996), Chapters 8 and 9.

Prepare interim portfolio reports.

### Week 10 – May 6

Richards and Lockhart (1996), Chapters 8 and 9  
Language learning activities  
Language use in the classroom  
Interim Portfolio reports due and presentations (five minute presentations)  
Homework: Read Constantino et al. Chapter 6

Week 11 – May 13  
Constantino et al. (2009) Chapter 6  
Portfolio evaluation  
Using your portfolios  
Homework: Catch your breath.

Week 12 – May 20  
Presentation skills  
APA Style and research writing  
Homework: Read Bullock and Hawk (2005), Chapter 8.

Week 13 - May 27  
Bullock and Hawk (2005), Chapter 8  
Electronic portfolios  
Homework: Work on making E-portfolios to upload on the MA website.

Week 14 – June 3  
Comprehensive exams preparation day.  
Homework: Get ready for comprehensive exams.

Week 15 – June 10  
Presentations of E-portfolios (ten minute presentations)  
Homework: Finish making binder portfolios including your Action Research project as part of the portfolio.

Week 16 – June 17  
Course wind-up and review  
Binder portfolios due and share your binder portfolios with others

Get excited about graduation!!

Additional Materials: Students must bring to each class a folder to hold any papers that the instructor and other students give out. There will be a lot of handouts. You may need to save these for your portfolios. Take good care of them.

### Methodology

English Only: The working language of this Practicum 2 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.

Classroom: This class is about reflection on both a small classroom and a large professional scale. As such we will be engaging in small group and class discussions. Students will be sharing their reflection journals with others and we will be reviewing classroom performance and environmental aspects together. The Practicum 2 classroom, therefore, will be an area for reflection, cooperation, and self-discovery. Leave your egos and inhibitions at home and set your brain and energy level on *high*. Remember the end goal is for the participants to reflect on themselves as teachers and their classroom situation. This is a collective effort and we need to be willing to help others as well as accept criticism/help from others. This will be a discussion-based class with the focus of the discussion being the participants themselves. Be ready for this.

Attendance: Students are expected to attend all scheduled classes and on time. Absences cannot be tolerated in a class like this where we all have to work so closely together. Always one student's absence will adversely affect her/his classmates and partners. If you are going to be absent and know it beforehand, make sure you contact the instructor as well as your group-mates as far in advance as possible. More than 2 absences, excused or otherwise, will result in automatic failure.

### Assignments

Practicum II students are expected to write reflective journals each week in addition to making presentations in class as well as preparing materials for the portfolio.

#### Reflective Journals

Students are expected to be conducting interventions and revisions to their regular lesson plans for their classes each week. These will be spearheaded out of the Practicum I class but will be reported on in the Practicum II class. Reflective journals are to be posted each week on the special web board set up for this purpose (<http://pracreflect.activeboard.com/f572373/pracreflect/>) by Monday 10:00 am, the morning of the day on which they are to be discussed. Students should also submit hard copies of those assignments for comments by the instructor. The number of reflective journals will depend on the number of time the participants meet her or his students but shall not exceed three reports per week. Basically, participants are expected to write up a report for each meeting they have with the student group. Following the first five weeks of general observation and reflection, these journals should address the issues related to the interventions and plans the participants have devised as part of their ongoing action research project.

## Presentations

After the initial observation period the participants will be presenting every second week the reflections and other data they have collected from their class as part of the action research project. Participants should record their action research class sessions on video. The videos should be edited and used to present their ongoing action research to the class. The presentations should last about 15 minutes and feature edited video clips and commentary on what has been happening in the class with a focus on specific issues.

## Portfolio

Other assignments given during the course of the semester will relate to the portfolio. In the beginning of the semester there will be several short assignments designed to heighten the participants' sense of self as a teacher. Doing all these weekly assignments will ultimately help the students on their final project – the portfolio. As the semester continues the work on the journal will cross over to the work that is being done in Practicum I with the development of materials. In any case, during the duration of the semester the participants will be scaffolded through the process of creating their own teaching portfolio.

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

|                     |     |
|---------------------|-----|
| Reflective Attitude | 25% |
| Class Participation | 20% |
| Assignments         | 25% |
| Portfolio (overall) | 30% |

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Office - Suryeon Faculty Building 402  
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Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL  
Discourse Analysis (Teaching Speaking)

Course Policy (Fall 2011)

Overview: This three-hour-per-week 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. Despite the somewhat theoretical title of the course, we will be going over some practical concerns about how to deal with developing the skill of speaking to EFL students, particularly in the Korean EFL classroom. As speaking is a very complicated and multifaceted skill we will take a quick look at several of the different aspects considered to be a part of the skill of speaking, with a focus on helping our students build speaking skills from the perspective of functions and contexts. In this way, this course will be a practically-minded overview of the macroskill of speaking and how we as teachers can best deal with and develop the microskills our students need to be better speakers of English.

Objectives: The most basic objective of this course is to provide the ever-developing teachers with both knowledge and skills so that they might be better teachers of English with a focus on the spoken language. In order to do this, however, students must understand what speaking is, what it is composed of, and what affects its use. For this reason the course will be developed into two major sections. In the first part of the course we will be looking 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 class we will try to operationalize what we have learned in the first part looking at practical ways of making speaking work in the EFL classroom. By the end of the course the students will have improved their skill in being to teach spoken English but will also have a firm background in the underpinnings of speaking competence in language.

Texts

Primary Texts:

-Bailey, K. (2005). *Practical English language teaching: Speaking*. Boston: McGraw-Hill. ISBN 007-124750-5

This is a very practical book which introduces some basic ideas about teaching speaking in a highly accessible way, focusing on differences in proficiency levels. This will be used together with Nation and Newton (2009)

-Folse, K. (2006). *The art of teaching speaking*. The University of Michigan Press. ISBN 0-4720-3165-1

This will be the summer reading text for this course. The book approaches the issue of teaching speaking from a pedagogical as well as research point-of-view. Based on this students can develop ideas related not only to the what but also the why of teaching speaking.

-Nation, I.S.P. and J. Newton. (2009). *Teaching EFL/ESL listening and speaking*. New York: Routledge. ISBN10: 0-415-98970-1

This is a practically-minded book which focuses on the practice of teaching speaking. It offers some excellent suggestions and covers some of the major concerns. We will be using this to complement

Bailey (2005) and the two will be used in tandem.

-Riggenbach, Heidi. (1999). *Discourse analysis in the language classroom: Volume 1. The spoken language*. Ann Arbor: The University of Michigan Press. ISBN 0-472-08541-7

This is a short book full of sample activities and exercises related to spoken English discourse and revolves around the idea of trying to get our students to do discourse analysis themselves. As such, it is a very useful tool for us in this class and beyond. Students are expected to get many ideas from its plethora of suggestions.

#### Additional Texts:

In addition to this books listed above, there are other books that we will be using in the class. We will only be using parts of these books, or will be looking at them quickly, thus they are listed as additional. In the case when only a small portion of a book is to be used, that small part will be made available in the form of a reading packet which will be made available before the start of the class.

-Blundell, J., J. Higgins, and N. Middlemiss. (1982). *Function in English*. Oxford: Oxford University Press.

-Celce-Murcia, M. and E. Olshtain. (2000). *Discourse and context in language teaching*. Cambridge: CUP.

-Cornbleet, S. and R. Carter. (2001). *The language of speech and writing*. London: Routledge.

-Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.

-McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: CUP.

-Zwier, L and A. Hughes. (2003). *Essential functions for conversation*. Selangor: Asia-Pacific Press Holdings. ISBN 962-328-017-3

#### Methodology

English Only: Students are strongly to conduct all course work in English. This means all writing, note-taking, and discussion should be in English. As this is an international setting, we should follow international standards of language use. Be mindful of how you use your language so as not to offend or make other uncomfortable. People who are found to be linguistically insensitive or exclusionary will find this reflected in their course grade.

Classroom: In the classroom, there will be both direct lecturing and more discussion-oriented activities. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. There are no clear-cut answers to any of these concerns. The students need to come up with their own ideas and develop further questions. In order to do this you need to do the reading. In this class, students will also be preparing materials which they need to show to the other members of the class. Make sure you stay on top of the assignment so you can function well in the class. Please, always come prepared or you will be lost and of marginal use in class.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence.

Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible.

### Assignments

**Homework:** The most important homework for this class is to do the reading every week and be ready to fully participate in class. In order to ensure this and to improve the students writing ability, there will be written homework assigned. These written assignment will dominate in the beginning of the class. Later in the course the assignments will shift and will entail more materials development than more formal academic writing. Be sure to check the website each week for the homework assignments.

**Presentations:** Each student will be asked to give at least one presentation during the course. Presentations will be done centered around materials the students have made. The number of presentations and the configurations of groups will depend on the number of students in the class. Information will be given on this after the course begins and will be uploaded, as needed, into the website in a timely fashion.

### Projects

**Midterm:** The Mid-term will be due in the tenth week of class (November 4). It will be a written paper following three basic options. It generally seen as a rough draft of what will be done for the final project. No problems!!

**Final Project:** This will be where you get to show creatively how you can use the knowledge acquired in this course in a more practical sense. Basically, this will be a rewrite with further development on some aspect of teaching/developing speaking skills. It should be fun and enjoyable. You will be given more specific details later as to the different options. The due date for the final will be announced at a later date.

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

|               |     |
|---------------|-----|
| Assignments   | 35% |
| Participation | 25% |
| Presentation  | 10% |
| Midterm       | 10% |
| Final Project | 20% |

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P.S. There will also be a complimentary website for this class. I will be posting notes and summaries each week, so make sure you go and look at it. The address is:  
<http://www.udveksling.com>

Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL

## The History of the English Language (English and Globalization)

Course Policy - Spring 2012

Overview: Languages are not benign and they do not lead natural, unaffected lives. Languages exist through the will and intent of the people who speak them or wish to speak them. Never has this been truer than for English in the current world. English is, for better or worse, the language of globalization with the US and UK wearing the face and, at least formerly, cutting the cloth of globalization. This makes dealing with English as a learner, and even more, teaching English a political, social, and even cognitive issue. As teachers of English in the expanding circle all of us, therefore, need to come to terms with issues related to globalization.

This three-hour-per-week course is designed to give students an opportunity to explore various aspects of English as a global language. We will be looking at English and globalization from several different perspectives: historical, political, cultural and pedagogical. In this way, students will get a well-rounded perspective on how language has affected globalization, the effects that globalization have had on English in particular, and what this means for us as users and teachers of English. We will examine the spread of English across the globe and how and why this feat was achieved, thus launching English in its current position as a global language. Once more, we will be looking at English and globalization from political, social and pedagogical views. From all this we will try to analyze how we as the principle purveyors of English in this country can responsibly deal with English linguistically, socially, and politically. Based on this, by the end of this class, students should have a good idea of their own place in this globalized world as individuals and English teachers endeavoring to develop global minds.

Objectives: This course will cover four main aspects. First students will deal with history by looking at the spread of English, coming to understand how such events ensue. Through this, students will come to understand how English has permeated South Korean society. Following that, we will take a look at linguistic/political issues in several different countries in the form of case studies. This will give students an idea of some of the possible issues that will inevitably arise here in South Korea regarding English. We will then be looking deeper into the social (cultural) aspects of globalization. The last thing we will be looking at is how we can deal with the current and future situation as teachers of English. In order to achieve these goals we will move the students through four basic stages. In the first stage students will discuss the need for multilingualism in a global world. In the second stage the linguistic, political and social (cultural) side of multilingualism will be discussed. In the final stage, discussions of local pedagogical situations in relation to English and globalization will be discussed. By moving to these three stages it is hoped that students will truly develop a more balanced, realistic, and more informed view of English in its global context.

## Texts

### Winter Reading

Graddol, D. (2006). *English next*. British Council.

This available as a free PDF at <http://www.britishcouncil.org/learning-research-english-next.pdf>

### Primary Texts:

Canagarajah, A. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.

ISBN: 0-19-442154-6

Crystal, David. (2003). *English as a Global Language* (2nd edition). Cambridge:

Cambridge University Press.

ISBN: 0-521-53032-6

Schaules, J. (2007). *Deep culture: The hidden challenges of global living*. Clevedon: Multilingual Matters.

ISBN: 978-1-84769-016-6

Sonntag, Selma. (2003). *The local politics of global English*. Lanham, MD.: Lexington.

ISBN: 0-7391-0598-1

### Additional Materials:

The teacher will be providing students with handouts on a regular basis. In order to hold all these handouts, the students must buy a strong folder. These handouts are to be brought to each class session unless otherwise stated.

## Methodology

English Only: The working language of this international classroom is English. As a result, students are expected to conduct all course work in English. This means all writing assignments and in-class discussion should be in English.

Classroom: In the classroom, we will try to get as far away from direct lecturing and rote memorization as possible. We will be covering a rather large amount of diverse information in this class. The focus in this class will be on practice and feedback in integrating this information. Students will often be asked to demonstrate what they have learned. Please, always come prepared or you will be lost in class.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact your teacher as far in advance as possible.

## Assignments

Focus Questions: There will be regular homework in the form of focus questions assigned based on the reading. Students will need to check the website several days before the class to see what the homework is for each week's reading. Most of these assignments will involve answering certain questions about the reading material and is due on the day we are scheduled to cover the reading. In addition, there will also be other small assignments and group projects from time to time.

Projects: During this class, students will be expected to do at least two smaller projects. Whether these projects will be done alone or in groups will be up to the students depending on the size of the class. The first of these projects will be a country case study and the second will be a globalization index project. More specific information will be made available after the course begins.

### Projects

Midterm: The Mid-term is due in the ninth week of class (May 2<sup>nd</sup>). The midterm is the initial product of what will become the Final Project. Students will be given several options to choose from based on their own interests. More specific information will be given about this after the course begins.

Final Project: The final project will be a revised and extended version of the midterm paper in which the students are expected to demonstrate their familiarity with at least one of the issues presented in this class. It is tentatively scheduled to be due on June 16<sup>th</sup>.

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

|               |     |
|---------------|-----|
| Participation | 25% |
| Assignments   | 25% |
| Projects      | 15% |
| Midterm       | 10% |
| Final Project | 25% |

### Important Notes

-Late assignments will not be accepted for marks and missed in class work cannot be made up. If, however, you know in advance that you will be late or absent make sure you contact the teacher and maybe something can be worked out.

-The penalty for plagiarism and cheating is automatic failure. Don't try it.

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Office Hours: Monday = 14:00 - 15:00  
Wednesday = 14:00 - 15:00 and 17:00 – 18:00  
Friday = 17:00 - 18:00  
or by appointment  
or whenever

Make sure you come by my office frequently. I am often there, so just stop by whenever you have a free minute or have something that is bothering you.

There is a complementary website for this course. You must go there each week to get the homework assignments and class notes as well as any other important information. The address is: <http://www.udveksling.com>  
This is a special tool for you to use. Make sure you use it. If you are having problems accessing the website or the information on it come and see me.

### Supplementary References

Below please find a list of some supplementary resources related to the topic of English and globalization which you might find interesting.

Bailey, R. (1991). *Images of English*. Ann Arbor: The University of Michigan Press.

Burns, A. and C. Coffin. (eds.) (2001). *Analysing English in a global context*. London: Routledge.

Gramley, S. (2001). *The vocabulary of world English*. London: Arnold.

Kachru, B. (1986). *The alchemy of English*. Urbana: University of Illinois Press.

Kachru, B. (ed.) (1992). *The other tongue: English across cultures* (2<sup>nd</sup> edition). Urbana: University of Illinois Press.

Kirkpatrick, A. (2007). *World Englishes*. Cambridge: Cambridge University Press.

Maier, C. (ed.) (2003). *The politics of English as a world language*. Amsterdam: Rodopi.

Maurais, J. and M. Morris. (eds.) (2003). *Languages in a globalising world*. Cambridge: Cambridge University Press.

Murata, K. and J. Jenkins (eds.). (2009). *Global English in Asian contexts: Current and future debates*. New York: Palgrave Macmillan.

Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.

Spring, J. (2009). *Globalization of education: An introduction*. New York: Routledge.

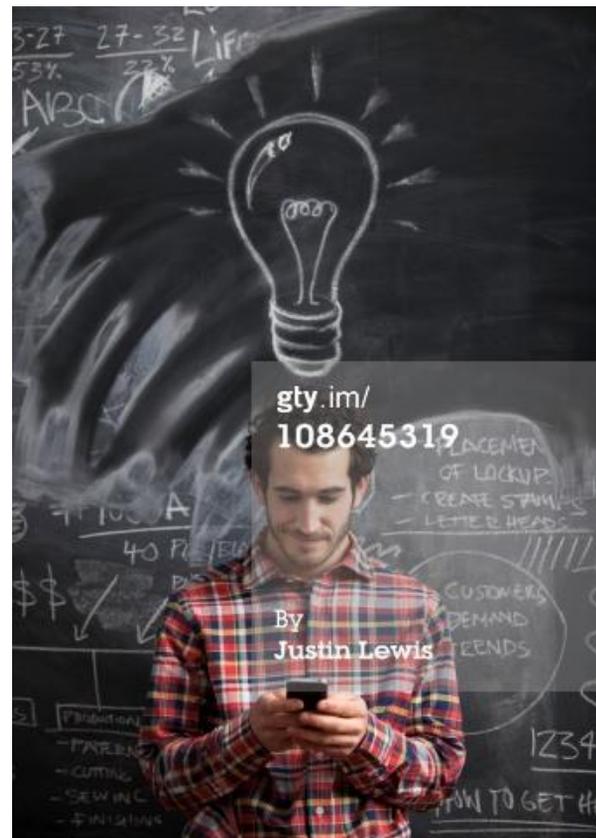
Svartvik, J. and G. Leech. (2006). *English: One tongue, many voices*. New York: Palgrave MacMillan.

Tam, K. and T. Weiss. (eds.) (2004). *English and globalization: Perspectives from Hong Kong and mainland China*. Hong Kong: Chinese University Press.

Weiss, R. and P. Trudgill. (2002). *Alternative histories of English*. London: Routledge.

# III. Findings from Learning

Writing essay and reflections



# Final Paper for 'History of English'

## Recent trends for English language education in East Asia: English elitism in China and South Korea

### 1. Introduction

By the beginning of the nineteenth century, Britain had become the world's leading industrial and trading nation. It was deemed the great turning point that the Industrial Revolution was the first call for radical movement of English as a world language (McKay and Bokhorst-Heng, 2008, p18). Since the Industrial Revolution, this preceded the new technology; it allowed the stronger economics to arise. Access to the new knowledge was opened to introduce English as a lingua franca. The medium of a great deal of the world's knowledge is English of course. Also, The United States, since World War II, is considered to be a hegemonic power, because of its military and economic power. According to Sonntag (2003), the notion of hegemony has been widely used for some time now to describe the hierarchy of power among states. The resulting 'economic imperialism' and power game between Western communities brought a fresh dimension to the balance of linguistic power. 'Access to knowledge' now became 'access to knowledge about how to get financial backing'. If the metaphor 'money talks' has any meaning at all, those were the days when it was shouting loudly – and the language in which it was shouting was chiefly English (Crystal, 2003, p 83).

Owing to this economic imperialism, it is certain that English became a medium as a global language. Although the dominance of English in what Kachru (1986) refers to as the Inner Circle and the Outer Circle has no doubt contributed immensely to the diffusion and power of English (Phillipson, 1992), it is nonetheless the ever-accelerating spread of the language in the Expanding Circle that has made English a truly international language (McKay, 2012). Among these Expanding Circle countries/regions, relatively monolingual and populous East Asian countries such as China, Japan and South Korea – play an important role in the rapid and global spread of English because of their English elitism and the great incursions that English has made into their educational systems (Choi and Lee, 2008, p 18). Furthermore highlighting the importance of globalization during 21<sup>st</sup> century, these countries have to face the sociolinguistic consequences of the use of English as a restricted of a code of communication that has rapidly become a symbol of power, authority, and elitism (Kachru, 1986). Associating power with language, the control of knowledge and the prestige a language, English language education fever is widely spread in East Asian countries (Park, 2009, p 2; Kubota, 1998, p 301; Seth, 2002, p 19).

In this paper, I present an importance and accelerate spreading of English language education in East Asian countries with sociocultural and educational trends. First, I review recent importance trends and developments in English language education in East Asian countries.

Lastly, I conclude the paper with diverse policy recommendations for English language education in East Asia and other Expanding Circle countries, where English is taught and learnt as a foreign language.

## **2. English language education in China**

### ***2.1 Recent trends and movements in English language education***

Among three East Asian countries, China has the largest power and scale of English language education and global status because of the huge and diverse population in their social system (Wang and Gao, 2008, p 384). Since the late 1970s when China started to open up and reform the society, English language education has been high on the central government's modernization agenda (Hu, 2005). Massive resources from public and private have been invested in English language education industry (Niu and Wolff, 2003, p 10). Twenty-first century, demand for English proficiency has extremely increased and efforts have been stepped up to expand English language education and improve its quality (A.E. He 2001).

The expansion of English language education in the past 10 years or so has occurred mainly three sectors of China's educational system. First, on 18 January 2001, the Ministry of Education (MOE) issued a mandate on the compulsory provision of English formal primary English instruction. One estimate from Bao (2004, p22), 70% of primary schools run at the city and county levels and 30% of primary schools run at the township level complied with the mandate in 2004, with at least 50 million primary students taking at least four periods of English instruction per week.

Second, in company with wide spread in the primary English education, higher education sector has also been preparing and expanding in English learning. MOE (2001) issued directions from minister to improve the quality of undergraduate courses, within three years 5-10% of program offered by tertiary institutions be operated by English. Their long-term goal was to have at least 20% of undergraduate program conducted in English (Wang, 2006). Driven by these policy initiatives, Chinese universities, especially the top-tier ones, were vying to offer courses conducted in English (Huang, 2004; Zheng, 2004).

Third, apart from the expansion of English education in the public sectors, there has been a fast-expanding private English education sector in China as well. Capitalizing on more and more peoples' demands for multilingualism, there are numerous private kindergartens, English institution for older and adult learners (Feng, 2005; Hu, 2007). Zhang (2003) reported that there were 1000 English language centers in Shanghai alone. According to Jian (2003), the largest private English language school in China – the New Oriental School in Beijing – had an annual income of 25 million US dollars in 2001. An estimated based on the national Educational Development Statistical Bulletin and published in *China Daily* (N. He, 2010) puts the market value of English training in China at a staggering 3.3 billion US dollars.

## ***2.2 Ideological foundation of English learning***

Last decade, English proficiency is regarded as an important role for China's revitalization and integration into the world system as a globalization (Wallerstein, 2004). One official reason for English language education is viewed as a public good (Hu and Alsagoff, 2002, p 367) that is essential and important to China's modernization and increasing participation in globalised cultural, economic and political gestures. Following recent English syllabus for junior secondary education explain:

In the modern world of today, scientific progress, represented by developments in information technology, advances by leaps and bounds. The informatization of social life and the globalization of economic activities have made foreign languages, English in particular, an increasingly important tool to facilitate China's opening up and interaction with other countries (MOE 2000, p 1)

The latest English curriculum of higher learning stress that to develop student's English competence is a strategic move to 'meet the national and societal demands for talented personnel in the new era' and to 'respond to our country's need for social development and international communication' (MOE 2007, p 24). Relation between English learning and national development, policy also shows English learning as a process of cultural superiority and intellectual elite for individual learners (MOE 2003, p 1).

According to Pan (2009, p 78), English language education have been driven in large measure by self-vested interests and the widespread sociocultural perception of English proficiency as the most valorized symbolic capital. In other words, English proficiency has acquired the important role of gate keeping access, opportunity, status and power. It has become a highly valorized form with strong exchange value in China (McKay, 2012, p 5). English is the language of the indicator for social and economic prestige. Also, Hu (2009) describes how the various stakeholders capitalize on the English language education to keep their position of distinction, to reinforce their interest through promoting in English-medium instruction as a prestigious form of English language education. Thus, there are ideological foundations of English language education that are deeply related in self-interests.

## **3. English language education in South Korea**

### ***3.1 Recent trends and movements in English language education***

Many of the recent developments in English language education in South Korea parallel those in China (McKay, 2012).

As same as China, South Korea is devoted to English language education since the Korean economy is on the road to progress. Especially, young learners are now required to start learning English at a younger age depending on parents' hope to give their children a head start in English learning. In fact, the South Korean government keeps lowering the age of learning English, so that as of 2011 English language education starts from the third grade (Choi & Lee, 2008).

Along with an increasing emphasis on starting English early has come the promotion of English immersion classroom. The Ministry of Education, Science and Technology (MEST) is promoting a Teaching English through English (TETE) policy which establishes English as the main language of communication between students and instructors (Kim, 2002).

Not only do young South Koreans start English learning at an early age in their school, but there are also more opportunities for private English tutoring in South Korea. In 2006, South Korean parents spent over 20 trillion won or approximately 20 billion US dollars a year on private education – three times more than the amount spent in Japan (Chun & Choi, 2006) – over half of it on English language education through private lessons such as cram school (*hagwon*), private tutoring (*Kwaoe*), English camp and language training abroad (*haewoe yonsu*). South Korea is one of th few countries that is promoting the relatively new idea of 'English Villages' where life in an English-speaking environment is stimulated with everything from English-speaking post offices to English-speaking doctors and nurses. Once young and old South Korean learners visit this village, they have the opportunity to interact all day long with native speakers of English (Song, 2011).

South Korea has also unique frenzy of study aboard, for the purpose of English acquisition. According to the Ministry of Education and Human Resources Department, in 2010, more than 35,000 elementary and secondary students went to study abroad for a full academic year, half of them being elementary students. This is the same situation for old and adult Korean speakers, more and more people went abroad for short-term language training in English-speaking countries. This trend has not stopped and many young children to be sent abroad, either with no parent or with only their mother, *girogi appa* in Korean, 'a wild goose father', whose husband stays in South Korea to earn money and support their family. Children have also been swept in this sad frenzy and this problem has been decade-long major social concern in South Korea (Park, 2009).

### ***3.2 Ideological foundation of English learning***

There are three major reasons for the recent interest in learning English in South Korea (Park, 2009). Government policies, social and economic changes and the increased influence of communicative teaching methods. The South Korean government has implemented a variety of programs to encourage English learning. They added a listening component to th KSAT English test (Choi, 2008), a core part of the national college entrance examination, which was closely tied to an English-immersion classroom trend in higher education (Choi & Lee 2008).

Social and economic also fuelled an interest in English learning. Based on Park (2009), ever since South Korean financial crisis of 1997 made Koreans realize how much English was valued. These findings supports that economic changes spawned by globalization and it also led many South Koreans and government to perceive the role of English proficiency is the critical in the world society as a resource. As a public good, English language education is essential for South Korea to compete successfully in a global economy community.

These governmental, social and educational factors clearly contributed to the recent 'English frenzy' in South Korea, others consider more ideological reasons. Song (2011), reflects on why this 'obsession' or 'frenzy' has come into South Korea now, leading some to advocate English as the sole or one of the official languages of South Korea. Song (2011, 36) argues that:

English language education must be recognized as part and parcel of the primary 'mechanism of elimination' designed, under cover of meritocracy, to conserve the established social order in South Korea. Thus, English has been 'conveniently' recruited, in the name of globalization, to reproduce and rationalize the 'hierarchy of power relations'.

Song points out that South Korea is basically a monolingual community and most South Koreans are rarely in contact with someone who speaks another language in their daily life. Song explains that the reason for promoting English is not a practical one but rather 'impersonal bilingualism', that is, 'the use of English is for appealing to the public's positive feelings, not for practical communication' (Song, 2011, p 37). Not only English learning at an early age, but many adults wants to require English language for many good jobs, although in fact English is rarely used on these jobs. Song (2011) argues that knowledge of English in South Korea is 'one of the mechanisms for maintaining or sustaining inequality as it is already structured in South Korea' (p 43). South Korea hierarchical structure of power relations is far more rigid and less changeable than in many other developed countries. Furthermore, the hierarchy of power relations is sustained largely through the medium of education. Students who excel academically are able to enter one of the first-class universities and ultimately gain access to the world of the elite. One of the primary factors in gaining access to a first-class university is K-SAT, with English language education in South Korea has been focused on an array of high-stakes standardized EFL tests, the K-SAT English test in particular, which are gate keepers of successful graduation and employment for many good jobs.

According to Seth (2002), noting that traditionally South Korea has always been concerned with the pursuit of formal education as a way of 'achieving status and power' and as a 'means of self-cultivation'.

In a similar vein, Park (2009) explained that 'education is seen as the most powerful means to achieve upward mobility and economic prosperity, and many South Korean parents believe that they can help their children succeed by emphasizing, and even imposing, education for their children' (p. 50).

Song (2011) argues that this elitism 'is more apparent than real in South Korea (much more so than in other countries), since in reality educational attainment depends on how far parents' wallets can go to meet the cost of children's "good education" (p. 45). While highlighting the importance of the role of elitism in South Korea's English frenzy, as well as the interest of South Korea's economic elite to preserve the social order, Song (2011) does recognize the importance of globalization in the spread of English. As he says (p.48):

Globalization is real and here to stay. English is inextricably interwoven with globalization, because it is the language of the major drivers of globalization... However, globalization is not the only cause for the importance of English and, at least in South Korea, it is not as much a cause as it has been widely claimed to be. When English in South Korea is discussed, the ideology merit operating in South Korean society and what it does should not be lost sight of.

#### **4. Current issues in English education**

In the overview of English education in South Korea and China reveals some trends and issues. One trend is the constant lowering of the starting age for English language education. In China, the starting age has been changed from Junior Secondary 1 to Primary 5 to Primary 3 in the national curriculum for primary schools. This trend of early start of English is based on assumptions that there are some critical period for foreign language learning and that younger learners are faster and superior to older ones (Park, 2009, p 54). However, recent reviews (Scovel, 2000, p 120) showed that younger learners do not have a global advantage over older ones and that 'age differences reflect differences in the situation of learning rather than in the capacity to learn' (Marinova-Todd, Marshall, and Snow, 2000, p8). From this point of view, the policy decisions on the starting age for foreign language education need to take into account a large number of contextual and resource factors (Hu, 2012, p 8).

Another problem is the role of English proficiency is merely a gate keeping in the society. In those countries, English is a fundamental component of assessments tool such as high school and university entrance examination (Butler & Lino, 2005, p 28). Outside of the classroom, English is the key for elite person and also indicator for elitism in the society such as school and workplace. In Japan and South Korea, many companies require the employee's scores on standardized international tests such as TOEFL and TOEIC (Butler & Lino, 2005, p 30).

Such phenomena in educational, professional and social life definitely have contributed to the dominance of English competence as cultural and symbolic capital, bring the social inequality and create English-knowing elitism.

## **5. Recommendation for policy and strategies**

Earlier overview and discussion of English language education in South Korea and China have shown criticisms about ineffectiveness. However, there are no perfect methodology therefore when it works well in one country do not guarantee in another country. The teaching with sensitive to the social, cultural and historical context, it can lead appropriate and effective methodology, values pedagogical choices that are grounded in a solid understanding of various macro and micro contexts and promise to foster a socially sensitive pedagogy (McKay and Bokhort-Heng, 2008).

Also, main problem is that English language education has been treated mainly as an issue by the government of China, South Korea and many other East Asian countries. However, it can be argued that because it is characterized as a public good in all these countries, it is mandatory for a public policy perspective on policy-making regarding English language education. In order to reduce English elitism, the policy-making to be guided by some principles such as distributive justice addresses the issue of fairness and requires that the sharing of costs and transfers resulting from the implementation of a policy initiative (e.g. English medium instruction in China) be provided for.

Lastly, in the perspective of sociocultural problems arising from the gate keeping role of English proficiency, English should not be a made part of assessments and university entrance examinations, especially China, Japan and South Korea or other countries that resemble these East Asian countries. This policy can determine and go a long way towards change the various forms of educational inequality and English elitism. Also, English tests should not be used in the workplace to make hiring or promotion for jobs that occur negative feeling for English learning. The better policy will contribute to a diminishing its current position as a foreign tongue of social and economic prestige, and the equitable enjoyment of social and economic opportunities.

# *IV. A View for Teaching*

## **Philosophy of Teaching**



## Teaching Philosophy

Learning language is a way to interact with people from other countries and to learn about different cultures in the world. To raise intercultural communicative competence, it is a fundamental requirement to learning English as global language. As a language teacher, I have a duty to help and support students according to their individual strengths and needs with intercultural communicative competence. In order to do this, there are some key elements to elicit learners' language learning demands.

First, Students learn well when they construct their own knowledge through exploration and discussion in the classroom. Usually, students are naturally curious and intrigued by the world around them. Teacher use students' curiosity as an intellectual tool explores students' own learning process. It allows students to be more active, participant, responsible for their output. In my language classroom, the group discussion is an essential part and it helped students' participation and it offers an opportunity to express the knowledge through their language skills. In order to do that, it is very important that learners feel the classroom is a safe place to express their idea without fear. Learners flourish in a positive atmosphere and teachers' aim is to foster optimistic and encouraging atmosphere to exchange their idea freely and to take risk making mistakes.

Second, engaging learner appropriate and meaningful tasks is an effective means of managing a classroom. The task-based language teaching (TBLT) proposes that the primary unit for both designing a language program and for planning individual lessons should be a 'task'. According to Skehan (1998), it must satisfy the following criteria:

- 1) 'Meaning' (which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
- 2) 'Goal' (that needs to be worked towards)
- 3) 'Outcome-evaluated' activity
- 4) 'Real-world' relationship in the activity.

## Teaching Philosophy

To make the task effectively, teacher find out learners' interest and needs. By analyzing their survey, questionnaire, and assignment, teacher figure out each learners' strengths and needs. When teacher provide a proper task to them and let them work with a purpose, the classroom run smoothly even without teachers' discipline.

In a nutshell, I believe that students learn best when they build knowledge by themselves. Piaget (1954) constructivism as a theory of human development, teachers look for and value the students' points of view. Understanding the learners' points of view helps the teacher determine where and how instruction can facilitate learning. Teacher adapt curriculum to challenge learners' suppositions. The opportunity to reflect on one's present beliefs, conceptualizations facilitates cognitive growth. When teachers design lessons that elicit learners to confront their initial suppositions, teacher maximize of student learning. Thus, I am language teacher and also learner, my goal is to set appropriate environment through collaborative task it reflect reality based problem solving. For example, I designed lesson plan about environments and the real-world learning environments and engage learners in meaningful activities (e.g. making a kite using recycled paper, eco bag activity with used clothes) in the summer camp. When learners witness their own successes and the success of others generating their conclusions to self-posed problems, they develop a vision of themselves as players in language learning.

### <References>

Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.

Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 286-

# *V. An Approach to Teach*

## **Teaching Context**

- Contextualizing teaching  
(Learner Profile/Needs Analysis)

## **Preparation 1: Lesson Plans**

- Week 9
- Week 11

## **Preparation 2: Materials**

- Week 9
- Week 11

## **Presentation files and Lesson DVD**

## **Learner Evaluation**

- Speaking Evaluation  
(Speaking Board 'VOXOPOP')
- Writing Evaluation  
(Writing Board 'PROBORAD')

# Teaching Context

## Class profile and results of need analysis

### Introduction

Needless to say, learning English play a major role in Korean educational environment. Korean government and school highly focus on English language learning but still there are many conferences on English language learners and teacher about how to develop English learners' ability in and outside of classroom. The bulk of discussion dealt with learners' speaking fluency and it is already rising as prominent issues in English language education. With an emphasis on communicative competence in English learning, speaking fluency considered as a major role in English education. However, most of Korean students put more stress on Korean Scholastic Aptitude Test (KSAT); it includes and focuses on skills in reading and listening and they had little opportunity to raise their communication skills through speaking lesson. According to Swain (1998), the act of producing language (speaking and writing) constitutes, under certain circumstances, part of the process of second language learning. Furthermore, the processes involved in producing language can be quite different than those involved in comprehending language (Clark & Clark, 1977). In this reason, many Korean undergraduate students struggle with speaking even some of them are proficient at reading and listening.

In 'Integrated English' spring course of 2013 at Sookmyung women's university, it is required class and students should enroll this course to complete their semester. The objectives and goals of this class are to improve their English proficiency and academic skills at the same time. My role in this class is to watch and observe students' behavior and reaction and also help students to interact each other well. The purpose of this case study is to identify the struggles of students who proficient at reading and listening with speaking fluency and determine strategies for intervention of successful speaking strategies for them and teachers.

## Students Description

There are 21 students in this course and most of students have English language major and few of them (4) has different major such as Chinese language, and library & information science major. Nearly 90% of students live with their parents and family and only 30% of students stay outside of Seoul. 40% of students are sophomore and junior who did not pass this course last semester and the rest of them (60%) freshman students. From elementary to high school, over 10 years, they have given tremendous information and lessons about English learning including school and private institutions. Some of students already knew each other with same major before they have met in the classroom.

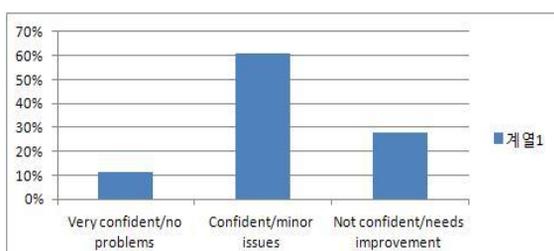
## Learning survey

Learning survey is a measuring and observation instrument designed to assess their awareness of English language learning. It will help to identify students' weakness as well as strength in their English ability. Owing to add and drop period in school, 3 out of 21 students were absent the class and 18 students filled out the learning survey. There were 19 questionnaires they have to write it down and 9 of 19 questions are open-ended question.

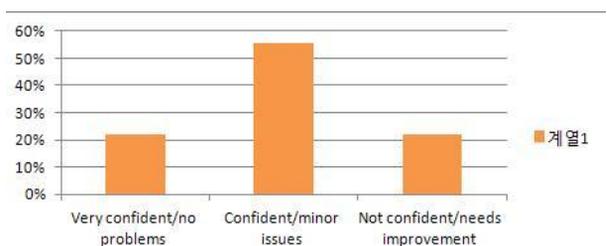
## The results and discussions

More than 60% of students have overseas experience with English speaking countries such as U.S.A, New Zealand, Canada and several South East Asian countries. The period varied from one month to more than two year. Although their long and wide background knowledge of English language through educational system, still most of students are afraid of producing English language (Speaking and Writing) as you can see the follow chart.

How would you rate your listening skills in English?

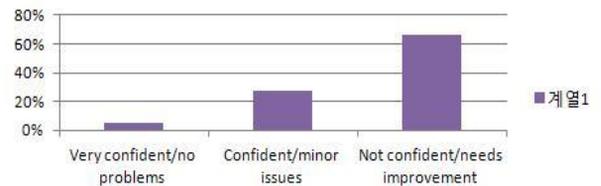
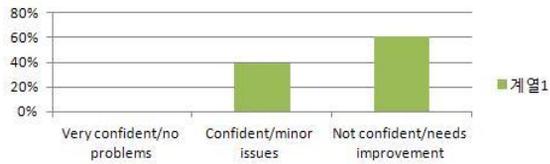


How would you rate your reading skills in English?



How would you rate your writing skills in English?

How would you rate your speaking skills in English?



**What are some of the goals you want to achieve in this course? Or, what are your expectations?**

Improve basic English skills (especially speaking) 70%, Learn more formal and sophisticated English (23%), Confidence about English (6%), Make a good friend (6%)

Furthermore, the additional above question said they strongly want to improve their speaking skills, especially fluency and clarity. Although there are great deal of effort is put into English language learning, students needs more chance to have input. Krashen (1981) emphasizes that the second language learners have "to be open to this input so it can be utilized for acquisition" (p. 5). Recently, English language learning environment in Korea has improved so that learners can find more opportunity to obtain input; however, it is still not enough compared to studying aboard to acquire the language. In regard to this matter, the classroom environment needs more authentic and meaningful input that it is so interesting learner forgets that it is in another language (Krashen, 2011, p. 17). For further action research, I will more focus on using technology such as YOUTUBE, TWITTER inside and outside of the classroom to raise their interest and also give the opportunity to improve their input (writing and speaking).

## References

- Clark, H., & Clark, E. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Barce.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Kreashen, S. (2011). The compelling input. *The English connection: A publication of KOTRESOL*, 15 (3).
- Swain, M. (1998). Focus on form through conscious reflection. *Focus on form in classroom second language acquisition* (p. 64-81). Cambridge: Cambridge University Press.

# Student Survey

Integrated English  
Learning Survey

Name Da-yeon Jung  
ID 1116603

\*Your answers will not affect your course grade.

1. What is your major? Chinese Language & Literature

1a. If *English* is your major, which areas are you interested in? Rank the following in order of preference.

     Literature         Linguistics         Translation         Other                     

2. List all other courses you have enrolled in for spring 2013 (in Korean or English).

동양국의 문화와 사회, 동양국의 회화, 동양의 고전 문학, 동양문화의 이해,  
번역입문, 동양명사, 여권발급신청.

3. Which best describes your personality in general? (circle one)

-----1-----2-----**3**-----4-----5-----  
Very introverted      Introverted      In between      Extroverted      Very extroverted

4. Is English your friend or enemy? (circle one)

Friend-----**1**-----2-----3-----4-----5-----Enemy

5. Do you have any overseas experience? If 'no', skip to question 6. If 'yes', list each country, length of stay and purpose below (use the back of the paper if necessary):

| Country       | Length of stay (e.g. 2 weeks) | Purpose of visit (e.g. Summer camp) |
|---------------|-------------------------------|-------------------------------------|
| China         | 4 weeks                       | Travel                              |
| United States | 3 weeks                       | Travel.                             |
|               |                               |                                     |
|               |                               |                                     |

12. How do you feel about being corrected in your use of English? And how would you like to be corrected?

I don't care about the Grammar and if communication is possible each other, that's enough.

13. Describe your reading procedure for reading course texts (e.g. highlight, use a dictionary, take notes, write questions, etc.)

I checked the words that I don't know and find it from dictionary. Then write down the meaning of the word in Korean. This is for studying but when I read novel, I don't find it much. I mean I just understand the whole text meaning.

14. Describe one or two presentations (individual or group) in English or Korean that you have done.

I had a presentation at this year Orientation.  
I make a presentation about my major, professors and three academies.

15. Describe how you take notes in class. Additionally, what do you do with your notes outside of class?

I take notes just right on the book. Usually I study again when I have no class. So I write down almost with notes all the things that I need to understand.

Needs Analysis Questionnaire  
2013 Spring Semester

Course title    Integrated English  
Student Name    Dayeon

1. Please read the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you.

|  |  |  |  |
|--|--|--|--|
| 1. When I try to concentrate...        | I grow distracted by clutter or movement, and I notice things around me other people don't notice. | I get distracted by sounds, and I attempt to control the amount and type of noise around me. | I become distracted by commotion, and I tend to retreat inside myself.     |
| 2. When I visualize...                 | I see vivid, detailed pictures in my thoughts.   | I think in voices and sounds.  | I see images in my thoughts that involve movement.                         |
| 3. When I talk with others...          | I find it difficult to listen for very long.   | I enjoy listening, or I get impatient to talk myself.  | I gesture and communicate with my hands.                                   |
| 4. When I contact people...            | I prefer face-to-face meetings.  | I prefer speaking by telephone for serious conversations.                                    | I prefer to interact while walking or participating in some activity.      |
| 5. When I see an acquaintance...       | I forget names but remember faces, and I tend to replay where we met for the first time.           | I know people's names and I can usually quote what we discussed.                             | I remember what we did together and I may almost "feel" our time together. |
| 6. When I relax...                     | I watch TV, see a play, visit an exhibit, or go to a movie.  | I listen to the radio, play music, read, or talk with a friend.                              | I play sports, make crafts, or build something with my hands.              |
| 7. When I read...                      | I like descriptive examples and I may pause to imagine the scene.                                  | I enjoy the narrative most and I can almost "hear" the characters talk.                      | I prefer action-oriented stories, but I do not often read for pleasure.    |
| 8. When I spell...                     | I envision the word in my mind or imagine what the word looks like when written.                   | I sound out the word, sometimes aloud, and tend to recall rules about letter order.          | I get a feel for the word by writing it out or pretending to type it.      |
| 9. When I do something new...          | I seek out demonstrations, pictures, or diagrams.  | I want verbal and written instructions, and to talk it over with someone else.               | I jump right in to try it, keep trying, and try different approaches.      |
| 10. When I assemble an object...       | I look at the picture first and then, maybe, read the directions.                                  | I read the directions, or I talk aloud as I work.  | I usually ignore the directions and figure it out as I go along.           |
| 11. When I interpret someone's mood... | I examine facial expressions.  | I rely on listening to tone of voice.  | I focus on body language.  |
| 12. When I teach other people...       | I show them.   | I tell them, write it out, or I ask them a series of questions.                              | I demonstrate how it is done and then ask them to try.                     |
| <b>Total</b>                           | Visual: <u>4</u>   | Auditory: <u>5</u>   | Tactile/Kinesthetic: <u>3</u>  |

## Needs Analysis Questionnaire

2013 Spring Semester

### 2. What are things that you would like to do in this course?

(Rank the following in order of preference)

|                      |        |                       |        |                              |        |
|----------------------|--------|-----------------------|--------|------------------------------|--------|
| Grammar practice     | ( 13 ) | Using Audio Tapes     | ( 5 )  | Watching Videos /Movie Clips | ( 2 )  |
| Games/Fun Activities | ( 3 )  | Vocabulary Activities | ( 9 )  | Discussions                  | ( 1 )  |
| Pronunciation Drills | ( 7 )  | Writing Resume        | ( 11 ) | Using Internet Materials     | ( 6 )  |
| Story Writing        | ( 12 ) | Writing E-mails       | ( 8 )  | Writing Business Documents   | ( 10 ) |
| Role Play/Skits      | ( 4 )  |                       |        |                              |        |

### 3. What kind of topics are you interested in?

(Rank the following in order of preference)

|                   |        |                    |        |                      |        |
|-------------------|--------|--------------------|--------|----------------------|--------|
| Language learning | ( 14 ) | Celebrities        | ( 17 ) | Friends              | ( 10 ) |
| Study abroad      | ( 21 ) | Shopping           | ( 9 )  | Relationships/Dating | ( 11 ) |
| Jobs & career     | ( 15 ) | Leisure activities | ( 8 )  | Family               | ( 18 ) |
| Campus life       | ( 1 )  | Food (Cooking)     | ( 7 )  | Sports               | ( 19 ) |
| Travel            | ( 2 )  | Fashion            | ( 5 )  | Holidays             | ( 13 ) |
| Social issues     | ( 3 )  | Movies             | ( 6 )  | Music                | ( 12 ) |
| Games             | ( 22 ) | Cartoons           | ( 20 ) | Others               | ( 23 ) |
| Technology        | ( 16 ) | Art                | ( 4 )  |                      |        |

### 4. What kind of skills are you interested in the following area? (Circle the one)

Listening

Acknowledging  
Interpreting

Restating  
Summarizing

Reflecting  
Other

Speaking

Turn Taking  
Intonation

Pronunciation  
Functions

Fluency  
Other

Reading

Skimming  
Predicting

Scanning  
Visualizing

Determining Purpose  
Other

Writing

Brainstorming  
Planning

Free Writing  
Paragraph Structuring

Peer Editing  
Other

### 6. Why are you learning English? Please list three reasons.

First, I like learning English.

Second, I have to get a job.

Third, Someday, I want to travel alone.

# Lesson Plans

## WEEK 9 Lesson Plan

### Rationale for the class

Students learnt how to create a story and analyze it such as characters, setting and theme for last class. In this lesson students create their own movie plot based on four elements of plot summary – exposition, rising actions, climax, and resolution – after listen to assigned music. After that, they will have a discussion about each others': exchange some useful ideas to make a good movie plot.

### Objectives

- To help students understand what are important elements to create a story
- To develop students' speaking skills about asking and answering questions after reading each others' story (e.g.: Why do you choose this man as a main character / this place, this period of time for your story? Because...)

### Procedure of lesson

#### **Review (3 minutes)**

- Introduce the topic about create a story. Write the discussion points on the board such as *what do we need to create a story?* Review 4 elements of story (Characters, setting, theme, and plot –exposition, rising actions, climax, and resolution)

#### **Listen music (7 minutes)**

- After short discussion about 4 elements of story as a whole class, introduce movie plot activity and distribute handout. Assign number to groups. Using their mobile phones they go to the course website and listen to their assigned music.

#### **Individual brainstorm (5 minutes)**

- Students will listen to assigned music and brainstorm some ideas individually (i.e., genre, and setting). Give them a few minutes to listen and re-listen.  
(<http://iespring.weebly.com/music-files.html>)

#### **Group work (25 minutes)**

- As a group, they share the ideas and re-listen to music as necessary. I will need to mention the music should suit their climax (it can be the movie's theme song). Flesh out movie plot (characters, setting, plot, and theme) as a group. During this, the author will explain the readers and they should ask questions to the author. After that they write the plot following the plot pyramid (exposition, rising action, climax, and resolution).

#### **Wrap-up: Presentation (7~8 minutes)**

- When students finish, the presenter of each group stand up and read aloud (7 minutes).
- If time allows, they will choose the best group and discuss the reasons.

# Week 11 Lesson Plan

## Rationale for this class

The topic of previous lesson was 'Economy' (basic concept & system of economy) and students have idea about how the cost of goods will be decided in the market. In this lesson, the student should sell some inventions to potential customer and each group is given one useless product. They'll need to make a commercial poster and present to convince the audience that it is a good product. Nunan (1985) suggests the activities can be graded according to the cognitive and performance demands made upon the learner. In this activity, the learner to undertake activities which make progressively more demands upon them, moving from comprehension based activities to controlled production activities, and finally ones which require the learner to engage in real communicative interaction i.e. persuade the potential customer and sell their inventions.

## Objectives

- To help students understand what are important elements to sell product (e.g.: who is your potential customer, what kind of changes or benefits will they get)
- To develop students' writing and speaking skills about selling product (e.g.: Explain the features/benefits such as describing a situation/scenario)

## Procedure of lesson

### ***Warm-up activity: Selling product (5 minutes)***

- Write the discussion points on the board such as 'What are the most important elements when you sell product'. After short discussion between T and Ss as a whole about two elements in selling goods and they will share the idea i.e. 'customer' and 'change from the products'.

### ***Group activity 1: First draft of 'commercial poster' (7 minutes)***

- Each group is given one 'useless invention' picture and one paper (A4) from teacher. Students will see this and brainstorm some ideas individually (e.g. benefits / features of the inventions) and share their idea as a group. They will write 3~4 benefits and features down on the paper as their first draft of poster.

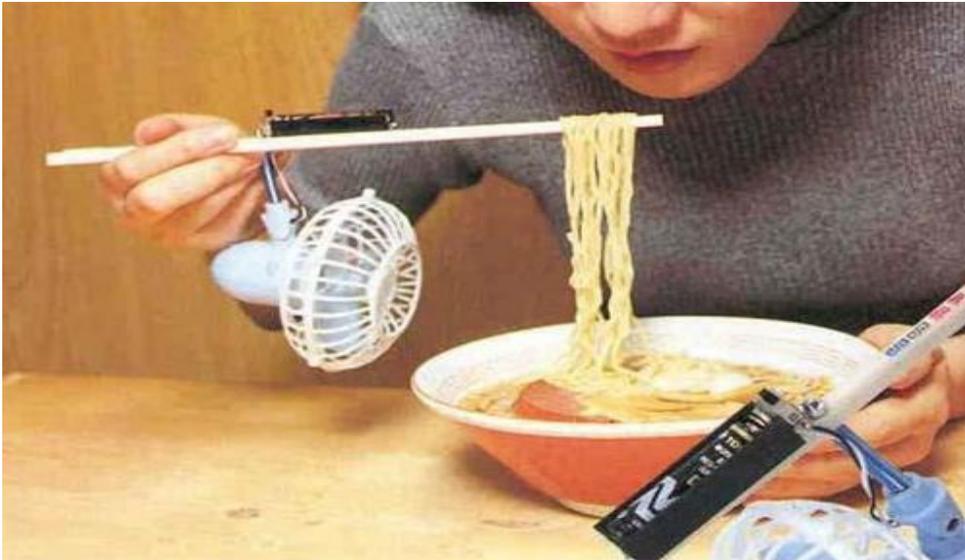
### ***Group activity 2: 'Commercial poster' (15 minutes)***

- Based on their first draft, they flesh out their poster (benefits / features, name, and slogan). During this, each group member will play a potential customer for each other so they can ask questions to each other to explain and also persuade them that it is a good product. After this, they have to create commercial poster (A3 paper) with pictures, drawings with bullet point nicely as well.

### ***Wrap-up: Presentation (15 minutes)***

- When students finish, the presenter of each group stand up and show/explain their poster in front of the class.

# Materials

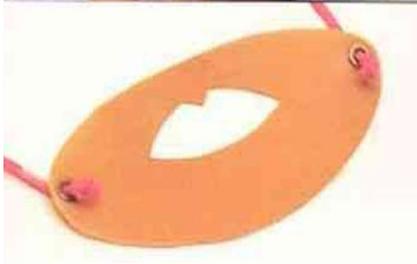


**!! Noodle  
Fan !!**

**Eat Comfortably,  
Live Comfortably**

- ***No more burnt tongue!***
- ***Busy students, save time and energy!***
  - ***Noodle Fan cools your hot noodles instantly with its powerful fan action. No more waiting to cool it down!***
  - ***Noodle Fan does the work, so you don't have to! Use the extra energy you gained to do better on homework assignments!***

# Materials



# Evaluation

## Speaking evaluation through VOXOPOP website



> Go to this talkgroup

> Explore more talkgroups



### Integrated English

(Group 1 Mon 3-5, Wed 3-4)

78 members  
Private Group  
You're a member

### Week 5 Eateries near Sookmyung G1

20 36 min Started by davkim Play All Stop Record a message

|   |   |   |  |   |
|---|---|---|--|---|
| <b>davkim</b><br>1 min 14 sec<br>2 mths ago<br><br>Make sure to listen to the previous speaker and suggest a place that | <b>G1Dayeon</b><br>1 min 51 sec<br>2 mths ago<br> | <b>G1 Milan</b><br>2 min 52 sec<br>2 mths ago<br> | <b>G1 Jiwon</b><br>1 min 0 sec<br>2 mths ago<br> | <b>G1Kwak</b><br>0 min 59 sec<br>2 mths ago<br> |
|---|---|---|--|---|



Keywords: week 5 eateries near sookmyung

Add to Watchlist SHRE RSS iTunes

# Evaluation

## Writing evaluation through PROBORAD website

Page 1 of 2 » Jump to page 1 Go search bookmark reply share print

|  |   |
|--|---|
| <p><b>Author</b></p> <p><b>David</b><br/>Administrator<br/>★★★★★<br/>member is offline</p> <p>Joined: Feb 2013<br/>Gender: Male<br/>Posts: 12<br/>Karma: 0<br/>[ Exalt   Smite ]</p> | <p><b>Topic: Week 5 Share your recipe! (Read 114 times)</b></p> <hr/> <p><b>Week 5 Share your recipe!</b><br/>« Thread Started on Apr 2, 2013, 11:10pm »</p> <hr/> <p>For this week's writing assignment, choose a dish that you like and know how to cook and provide instructions on how to cook your dish. There should be at least 7 steps involved.</p> <p>Things to pay attention to in your writing:</p> <ol style="list-style-type: none"><li>1) Include a topic sentence</li><li>2) Use sentence connectors to add cohesion (see pp. 177-179)</li><li>3) Check verb tense</li></ol> <p>Report to Mod - Link to Post - Back to Top Logged</p>   |
| <p><b>g1dayeon</b><br/>New Member<br/>member is offline</p> <p>Joined: Mar 2013<br/>Gender: Female<br/>Posts: 4<br/>Karma: 0<br/>[ Exalt   Smite ]</p>                               | <p><b>Re: Week 5 Share your recipe!</b><br/>« Reply #1 on Apr 3, 2013, 9:26am »</p> <hr/> <p>&lt;How to cook cheese cake without an oven &gt;</p> <p>First, buy 400g of cream cheese, 250g sugar, 150ml whipping cream, three eggs and two cups of flower. Next, separate the egg yolk from the white and whip the white one for 15 minutes until it changed like meringue. Afterwards, mix cream cheese with a half of sugar and flower on a bowl. After, whip the whipping cream for 15 minutes until it changed like meringue. Then, mix the whole ingredients and put the last half of sugar properly on the bowl. Last, put this bowl into an electric rice cooker and push the keeping rice button. It's different with each electric rice cooker, you have to keep it for 80minutes. Finally, put out the cheese cake and slice it.</p> <p>This picture is a cheese cake that I made before!</p>  <p>Attachment: 201303161812411024x768.jpg (313.5 KB)</p> <p>Report to Mod - Link to Post - Back to Top Logged</p> |
| <p><b>g1seoyoung</b><br/>New Member</p>  | <p><b>Re: Week 5 Share your recipe!</b><br/>« Reply #2 on Apr 4, 2013, 10:45am »</p>  |

# <Evaluation sheet>

Student # : \_\_\_\_\_

Name : \_\_\_\_\_

1. Cooperates and helps others (e.g. clarifies bankers instructions to other players)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
2. Is productive and involved in game (e.g. produces speech, initiates, asks questions, answers to other players)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
3. Is a good listener (e.g. does not interrupts others players utterances, makes eye contact, stays in focused)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
4. Shows positive attitude (e.g. smiles, laughs)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
5. Appears to be confident (e.g. makes eye contact, speaks clearly and loudly)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
6. Indicates comprehension (e.g. nods, follows instructions)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
7. Stays in focused (e.g. does not look at the ceiling or cell phone)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
8. Does not need repetition or clarification before instructions on the board are followed  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No
9. Conveys meaning and thoughts in full and precise sentences (not in several words)  
Yes 5 ----- 4 ----- 3 ----- 2 ----- 1 No

**Total :** \_\_\_\_\_ /45

# Students' Work

Hanjoewon

Week 10: Part 3 (Group work) Write a summary of your movie.

T 7

TITLE John's secret

|  |                                 |
|--|---------------------------------|
| CAST: Actor / Actress (Name): <u>조혜준</u> | Name (Character): <u>John</u>   |
| Actor / Actress (Name): <u>박지현</u>       | Name (Character): <u>David</u>  |
| Actor / Actress (Name): <u>김성민</u>       | Name (Character): <u>Robert</u> |

GENRE: action, crime drama,

THEME: Use your competence in good way.

PLOT SUMMARY:

① Exposition: John is a <sup>my</sup> university student who major in computer science and good at hacking. <sup>but nobody knows that.</sup> He lives in dormitory and his roommate is David. David always stay in the room. Their professor is Robert, who is very famous with security. <sup>and playing computer games</sup>

② Rising action: Before mid-term, John try to steal mid-term exam, so try to hacking Robert's computer. Accidentally he discovered government's confidential security information. So he steal it to make money. Come back to his room, he read that David look at him

③ Climax: At the midnight, John wake-up because David make him to. David threat John to give the information David was spy from Russia. David try to shoot John. John give information to Robert. John is panic, so tell Robert everything.

④ Resolution: Robert call somewhere, and all agents <sup>(FBI, CIA, NYPD...)</sup> chasing after David. John use his skill to find David, and succeed. David go to the prison. John worked with Robert about security.

+ team 6

Bome, Yoojin, Injeong

T 6

Week 10: Part 3 (Group work) Write a summary of your movie.

TITLE \_\_\_\_\_

CAST: Actor / Actress (Name):

Name (Character): David

Actor / Actress (Name):

Name (Character): Joseph

Actor / Actress (Name):

Name (Character): Michael

Actress (Name):

Name (Character): Stella

GENRE: Action, Romance

THEME: Students should focus on their work / Friendship.

PLOT SUMMARY: 1980, Chicago, there are 3 high school boys. They are trouble makers. David, who has parents divorced, is introspective and alone. Joseph is a drug addict and he is lethargic and dependent. Michael is violent and hot-tempered. One day, a rich boy in the school loses his wallet and teachers doubt the three but they didn't steal it. They got angry and ran to a bar together. At the bar, they meet Stella, a gorgeous girl. At the same time, all of them fall in love with her on first sight. She dates them all but the boys didn't know it. Each of them thought that the girl was his. However they find out the truth. And the boys fight with each other to get the girl. But while they fight, she fled with their money. After knowing that, they realize that their friendship is the most important thing because they have nothing left but their friendship. So they try to recover their friendship which is valuable for them.

Group 5.

Sewng-hee. Jiyeon

T

Week 10: Part 3 (Group work) Write a summary of your movie.

TITLE: Love Story In Yonsei

CAST: Actor / Actress (Name): 정용화

Name (Character): 민호

Actor / Actress (Name): 박신혜

Name (Character): 은영

Actor / Actress (Name): 김은희

Name (Character): 세경

GENRE: romance, comedy

THEME: "Heart is through the", "The sincerity to lead", "There's a lid for every pot"

PLOT SUMMARY: university, 2013, Seoul, March.

은영 went to school. she prepared to go to school and expected about university life. she was late for class and when she entered to the class she falled down. when she turned her head up, she found a handsome who laughed at her so she was very embarrassed.

After class, 은영 and 민호 met at cafe again and 은영 was disgraced again. One day she join a club and met the boy again, Actually, he was a leader of this club. she opologized him and they borame intimate.

By the way, one of the club members who is so pretty also like 민호, and her name is 세경. 세경 envied 은영

세경 dashed to 민호 actively, but 민호 rejected 세경. 은영 misunderstand they like each other, so she abstain her mind and kept at distance to 민호.

민호 was so sad and one day proposed to 은영 when they are drinking

They became a couple.

Week 10: Part 3 (Group work) Write a summary of your movie.

T /

TITLE \_\_\_\_\_

|  |                             |
|--|-----------------------------|
| CAST: Actor / Actress (Name):<br>Juno Arjoun | Name (Character):<br>Julia  |
| Actor / Actress (Name):<br>Gis-su            | Name (Character):<br>Robert |
| Actor / Actress (Name):                      | Name (Character):           |

GENRE: Drama, Romance

THEME:

PLOT SUMMARY:

There is a woman named Julia. She fought with her husband and went to the bar in Hanoi. On that day there was a saxophone performance. Julia enjoyed to listen to jazz. She especially liked the performance that day, so she waited the player <sup>Robert</sup> to finish to have conversation. They sat together and found out they had many common things.

While they were talking they fell in love. Suddenly Julia's phone rang. It was her husband calling, and he screamed to come back home. However, she hung up the phone, because she didn't want to go back to reality.

So, she made a suggestion to Robert to run away. Robert was surprised at that moment but agreed on it.

They promised at an airport on next early morning.

# Students' work

Week 10: Part 3 (Group work) Write a summary of your movie.

T 2

TITLE \_\_\_\_\_

|                                    |                         |
|------------------------------------|-------------------------|
| CAST: Actor / Actress (Name): Rain | Name (Character): Tom   |
| Actor / Actress (Name): Kim Taehee | Name (Character): Sally |
| Actor / Actress (Name):            | Name (Character):       |

GENRE: Sci-fi, Romance.

THEME:

PLOT SUMMARY:

Exposition: Tom and Sally are famous couple researcher. They studied about stem cell, but failed. <sup>They say,</sup> They read report about saturn squirrel. So, they move to saturn for study

Rising actions: At saturn, they find squirrel and decide to study about it. They put the squirrel in the cage. Tom studies about squirrel, fur, gene, cell, ect. He only cares about squirrel all day. Sally cooks to get attention of Tom, but Tom ignores her. Sally get angry, and she doesn't feed the squirrel.

Climax, Resolution: Squirrel

Week 10: Part 3 (Group work) Write a summary of your movie.

TITLE \_\_\_\_\_

|                               |     |                   |               |
|-------------------------------|-----|-------------------|---------------|
| CAST: Actor / Actress (Name): | 성동일 | Name (Character): | 성혁. (coach)   |
| Acto / Actress (Name):        | 김수현 | Name (Character): | 김간지. (runner) |
| Actor / Actress (Name):       | 유아인 | Name (Character): | 유상혁 (rival)   |

GENRE: drama

THEME: Overcome the obstacles and achieve the goal

PLOT SUMMARY: 성혁 coach is training his student in a

In 2001, Seoul, there is ex highschool named 한성 in Seoul  
 성혁 ~~is a~~ <sup>is a</sup> PE teacher and he's responsible for training students  
 who will run for marathon. 유상혁 ~~is~~ <sup>was</sup> one of the best runners  
 in the school. But 김간지 ~~is~~, the new member gets all the attention  
 for his <sup>great</sup> competence. One day, 성혁 recommends 김간지 and 유상혁 to  
 participate in the 서울마라톤 competition. On the D-day, 유상혁 starts  
 to worry about ~~being the winner because of 김간지~~ <sup>being defeated by 김간지</sup>. So he puts diarrhea  
 medicine in the 김간지's bottle of water. After drinking water,  
 he feels strange but he thinks that's because of nervousness.  
 The <sup>race</sup> competition starts 김간지 and 유상혁 ~~became the leading member~~ <sup>take the lead.</sup>  
 Suddenly, 김간지 feels pain in the stomach. So he can't show  
 his optimal competence. 김간지 wants to give up but he tries to  
 finish the race. Meanwhile 유상혁 runs ahead of 김간지.  
 Eventually, 김간지 wins a come from behind story.

# DIRT

T5 : JiRoon  
Bohwa

# Protector



Slogan

CLEAN USE  
CLEAN MIND

## FEATURES

1. Major **PURPOSE** : Protect your phone from dirt. uncleanness
2. Main **TARGET** : Artists. factory laborers who treats dirty things
3. ETC : prevent fingerprint water  
useful when we don't have tissue



# Versatile tissue

Don't be embarrassed,  
your friend tissue is here.

- When you have nosebleed during class.
- When you touch sticky things walking the street carrying with both hands.
- When you are shy in front of people.
- When sunlight is too strong
- It can be recycled by rolling (environmental friendly)
- When your face sweats
- When your eye makeup is spread
- When you wash your face outside without a towel

# Student Survey

## <Student Survey>

Please indicate your agreement or disagreement on each of the following statements on a scale from 1 to 4 (1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree).

다음의 진술에서 1번부터 4번까지 범위 내에서 의견을 선택해 주세요. (1=정말 그렇다, 2=그렇다, 3=그렇지 않다, 4=정말 그렇지 않다)

|    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | Usually, I like participating in small group activities in English classes.<br>나는 대체로 영어시간의 소규모 그룹활동에 참가하는 것을 좋아한다                                       | ① | 2 | 3 | 4 |
| 2  | In today's group activities, I could learn a lot from my peers.<br>나는 이번 시간 그룹활동에서, 구성원으로부터 많은 것을 배울 수 있었다   | ① | 2 | 3 | 4 |
| 3  | In today's group activities, I am confident that I was able to help my peers in group activities.<br>나는 이번 시간 그룹활동에서, 내가 구성원들을 잘 도왔다고 생각한다.              | ① | 2 | 3 | 4 |
| 4  | In today's group activities, I am confident that my peers helped me in these activities.<br>나는 이번 시간 그룹활동에서, 구성원들이 나를 잘 도와줬다고 생각한다.                      | ① | 2 | 3 | 4 |
| 5  | In today's group activities, I got enough opportunities to speak.<br>나는 이번 시간 그룹활동에서, 말할 기회가 충분히 있었다.  | ① | 2 | 3 | 4 |
| 6  | In today's group activities, I felt I was able to say what I wanted to express well.<br>나는 이번 시간 그룹활동에서, 표현하고자 하는 것을 영어로 잘 표현했다고 느꼈다.                    | 1 | ② | 3 | 4 |
| 7  | In today's group activities, I felt uncomfortable with someone correcting my English mistakes.<br>나는 이번 시간 그룹활동에서, 내 (영어) 실수를 다른 사람이 고쳐주었을 때 불편했다.       | 1 | 2 | 3 | ④ |
| 8  | In group activities, I feel uncomfortable if someone who can speak English better than me is in my group.<br>그룹활동 시, 나보다 영어를 잘 하는 사람과 있는 것이 불편하다.        | 1 | 2 | 3 | ④ |
| 9  | In group activities, I feel more comfortable and confident using English when I am with someone I know.<br>그룹 활동 시, 아는 사람과 영어를 할 때 더 편하고 자신감 있게 말할 수 있다. | 1 | ② | 3 | 4 |
| 10 | What do you think about today's group activities? 이번 시간 그룹 활동에서 느낀 점을 써 주세요. (한글로)<br>생각보다 외산인들이 어려웠고 가끔 영어로 표현하고 싶은 아이디어는 부족해서                          |   |   |   |   |

### <수업 참여도 설문지>

다음의 진술에서 1번부터 4번까지 범위 내에서 의견을 선택해 주세요. (1=정말 그렇다, 2=그렇다, 3=아니다, 4=전혀 아니다)

| 번호   | 질문   | 정말<br>그렇다 | 그렇다 | 아니다 | 전혀<br>아니다. |
|--|--|-----------|-----|-----|------------|
| 1  | 그룹 활동 시, activity (제품 포스터 만들기, 영화 대본쓰기 등)가 얼마나 흥미로운가에 따라 내 그룹활동의 참여도가 달라졌다.      | 1         | 2   | 3   | 4          |
| 2  | 그룹 활동 시, 사전에 많은 정보 (activity 미리 시연해보기, 관련 글/단어 읽어보기 등)를 습득하는 것이 그룹활동에 매우 도움이 된다. | 1         | 2   | 3   | 4          |
| 3  | 통합영어 시간의 전반적인 그룹활동을 뒤돌아 봤을 때, activity가 흥미롭고 영어 능력향상에 직접적인 도움을 주었다고 생각한다.        | 1         | 2   | 3   | 4          |
| 4  | 조원들과 그룹활동 중 교사의 질문이나 조원이 결과물을 만들어 내는 데 가이드가 되었다고 생각한다.                           | 1         | 2   | 3   | 4          |
| 5  | 통합영어 시간의 전반적인 그룹활동 뒤돌아 봤을 때, 조원들과 내가 잘 맞고 나를 잘 도와줬다고 생각한다.                       | 1         | 2   | 3   | 4          |
| 6  | 통합영어 시간의 전반적인 그룹활동을 뒤돌아 봤을 때, 나에게 말할 기회가 충분히 있었다고 생각한다.                          | 1         | 2   | 3   | 4          |
| 7  | 그룹 활동 시, 나보다 영어를 더 잘하고 activity를 이끌어 주는 사람과 있으면 영어를 더 잘 안 하게 되고 소극적이 된다.         | 1         | 2   | 3   | 4          |
| 8  | 그룹 활동 시, 나와 비슷한 수준의 영어 실력을 가진 조원과 함께 activity를 할 때 더 적극적으로 참여하고 자신감이 생긴다.        | 1         | 2   | 3   | 4          |
| 9  | 같은 그룹으로 한 학기 동안 활동하는 것이 영어 실력향상에 도움이 된다고 생각한다.                                   | 1         | 2   | 3   | 4          |
| 10   | 다양한 그룹으로 한 학기 동안 활동하는 것이 영어 실력향상에 도움이 된다고 생각한다.                                  | 1         | 2   | 3   | 4          |
| 수업에 대한 의견(그룹활동, 교수들의 수업방식, 수업자료 기타 등등)이나 느낀 점을 자유롭게 써 주세요. (한글로) |  |           |     |     |            |

# *VI. Findings from Teaching*

## **Review of Semester**

- 2013 Integrated English

## **Reflection Journals**

- Week 10

- Week 11

## **Action Research**

- Group Dynamics in  
Second Language  
Classroom

Sookmyung Women's University  
School of English  
통합영어 (**Integrated English**)  
Spring 2013

Overview:

Integrated English is a three-hour-per-week course designed for students to improve their English proficiency and academic skills. In this context, integration encompasses two facets: integration of language skills and integration of language and content. Taking on a learner-centered approach to classroom instruction, there is a strong emphasis on student involvement and peer collaboration. In effect, students are expected to be actively involved employing English as the medium in completing various individual and group tasks.

Note: It is assumed that students are concurrently taking the GEP writing course.

Objectives:

There are three equally important objectives in this course: to have students use English to improve their English language proficiency, to develop and practice learning strategies to enhance their academic skills, and to survey various academic fields through authentic introductory readings and reading-based discussions and projects.

Methodology:

All coursework must be conducted in English, including in-class tasks. Use of L1 (Korean) will negatively affect your participation score. Classroom instruction will involve minimal lecturing from the course instructor. Students are expected to carry out individual and group tasks/projects, such as discussions, presentations and peer teaching.

Attendance:

Students are expected to attend all classes. All absences (including excused absences with documentation) will affect your course grade. Arriving more than 10 minutes late will count as being late; being late twice will count as one absence. Students themselves are responsible for all material covered and assigned in class during their absence. Please notify the instructor ahead of time if you know you are going to be absent.

Assignments:

These regularly assigned tasks will be speaking- and writing-based, some of which will involve collaboration with peers. They need to be completed (and turned in) by the indicated due dates. Late assignments will be penalized. A group grade will be given for pair/group assignments.

Cornell Notes Project:

This project will involve following a systematic approach to note-taking for students' content courses. The goals of this project are to reinforce the content being learned and develop higher-order thinking skills through its use. Photocopies of students' notes will be collected and assessed regularly.

Lexical Notebook Project:

This project throughout the semester will involve maintaining a notebook for vocabulary learning. Students' notebooks will be collected at the midpoint and end of the term for assessment.

# Reflective Journals

## WEEK 10 REFLECTIONS

### What I did

The intervention what I planned was

- 1) Giving them questions and modeling properly to check their understanding
- 2) Assign specific role for each person in one group and take responsible
- 3) Distribute handout with more detailed directions and roles they will do their activity
- 4) Wait until they have some moments to answer the questions

### What worked well

In previous lesson, I realized that I was giving them answers easily and also it lead them dependence on teacher. It is so easy to calling a teacher when they want to solve the problem. So, especially early on when their group work starts, it is important not to answer question – at least not at first. Instead, I waited them for 5-10 seconds before they answer and asked the other group members how they would approach the question or give some hints to elaborate their answers.

During group work, I tried to circulate and listen to my students as many as possible. This class, 4 students were absent so I have to check more carefully when they are doing their task. One of group, there was only one student so I have to look this student to check her understanding the concepts to prevent confusing herself alone. As results, she has done this task alone and the final output was quite good. The movie plot was well-organized with detailed ending.

There was a check list for EDITOR of each group and it helped them what they should do in their group (see attached list). In the beginning of task, they fell silent when I approached and listened to their discussion. I asked them some questions such as which one is speaker, editor and writer, do you think what is your movie title will be. I think it release their intense little bit and soon they are familiar with their group format again

### What didn't work well

In the classroom, I realized it is very hard to engage all of group members to tasks effectively. That is the reason I assigned the role for each members of group and distributed them handout with detailed questions and directions. For this reason, I choose the lowest one for each group as a writer because the writer should play a leading role to write their movie plot and also give ideas that make their stories more interestingly.

It might lead them to engage this task more actively and acquire them the power in the group dynamics. Also I chose the highest one as an editor because they had enough chance to express their idea in previous lesson.

Also, they should check their story has flow and coherence in every stage (exposition, rising actions, climax, and resolutions) with reasonable explanations and it also give them opportunity to reflect their writing more objectively. Lastly, at the end of the class, the speaker of each group should present their final output in front of class.

However, when I walked by and listened to their discussion, most of writer hesitated to write as a leading role on account of their proficiency level and shame. They were afraid of making mistakes and moreover, many editor of each group intervened while I asked questions to the writer. The most important role in this activity was the writer so I elicit writers' background knowledge first (e.g. Why the couples fall in love in the bar? How they can know each other well?) but whenever they were reluctant to explain or answer the question, the editor quickly interposed herself between me and the writer. I tried to let the writer speak in front of them and asked questions directly to them but it did not work out well.

### **What I will do**

For next lesson, I will design my lesson plan more diverse content of task and it might help a lower level students to engage more. The diverse content may boost their ideas and it might prevent dominating conversation from some high level students. The lower level student can scaffold their ideas using by their background knowledge and they distribute to a certain extent in various way. I hope that it can lead their participation actively also take some responsible for their group works as well.

# Reflective Journals

## WEEK 11 Reflections

### Rationale for the class

The topic of previous lesson was 'Economy' (basic concept & system of economy) and students have idea about how the cost of goods will be decided in the market. In this lesson, the student should sell some inventions to potential customer and each group is given one useless product. They'll need to make a commercial poster and present to convince the audience that it is a good product. Nunan (1985) suggests the activities can be graded according to the cognitive and performance demands made upon the learner. In this activity, the learner to undertake activities which make progressively more demands upon them, moving from comprehension based activities to controlled production activities, and finally ones which require the learner to engage in real communicative interaction i.e. persuade the potential customer and sell their inventions.

### What I did

The main intervention for this class as follows:

- ▶ *Giving clear directions and also modeling.*
- ▶ *Assign role for each member of the group but more focus on collaborative work rather than individual work*
- ▶ *Making posters for group work to make students active in the activity by presenting them with decision-making activities (e.g. drawing a diagram, picture in poster)*

### What worked well

#### ***Giving clear direction and modeling***

The role of the teacher in the class is to provide correct model to set tasks and also clear direction. In this lesson, I paid attention more to giving direction right because there was some missing information when I watched previous video presentation. Clear and well-explained direction is the key element to make activities reasonable also successful and it lead them on the right track.

In the lesson, I explained the concept of 'selling and buying' in economy system to elicit their schema from their previous lesson. Also, I put some personal episode from my high school experience to persuade them 'noodle fan' is a good invention. It gave them a way to personalize this invention and also idea about what kind of person will be their potential customer as well.

### ***Assigned role as collaborative work***

In previous lesson, I was focused on assigning roles and there was a check list for EDI TOR of each group and it helped them what they should do in their group. However, emphasizing assigned role for the each group member sometimes can be obstacles to elaborate their ideas as a group. In group work, it gives students the opportunity to learn from and teach each other. When I was obsessed the specific role while they are doing their task, once they have finished with their role, some editors or presenters were indifferent to other group member's idea. To stop this cycle, I assigned their role in the beginning of the class and explain them the role as just medium to collect their ideas and they can freely help and asking each other regardless of their role. During a activity, I circulated and watched their group work and found out they make their poster with active participation no matter what their roles are. As I already told them in the beginning of the class, the main objectives in 'Integrated English' class is to raise their communicative competence and also develop their learning skills with cooperative learning.

### ***Making posters***

According to Nunan (1985), activities which focus on meaning are designed to get learners to process the content of the text through the various types of non-linguistic and linguistic responses they might make to the text. In this lesson, I designed poster activity to make students active in the process by presenting them with decision-making activities. For example, one lower level student who is not good at initiating conversation and negotiating meaning was excellent performer to draw their poster images and writing slogan with prominent supporting roles (see follow images 1). Even one lower level student, her role was leading and planning their poster without hesitation (see follow image 2).

### **What didn't work well and What should I do**

In some group, there was still power hierarchy and one member dominated their work process. I really was trying to help a learner who is the passive, shy and lower level students. I have to find my own way helping learners to discover what ways of learning work best for them. It also implies learners discovering other ways of learning from other learners in the class. In order to raise their production skills, I should help learners not to be so much concerned with accuracy that they do not develop the capacity of fluency. In particular, to develop their paraphrasing ability, their willingness to ask for help and their use of gestures and other devices to keep on talking.

### **<Reference>**

**Nunan, D.** (1989). *Designing Tasks for the Communicative Classroom*. Cambridge:Cambridge University Press.

# Action Research

## Introduction

In 'Integrated English' spring course of 2013 at Sookmyung women's university, it is required class and students should enroll this course to complete their semester. The objectives and goals of this class are to improve their English proficiency and academic skills at the same time. As an assistant teacher, my role in this class is to watch and observe students' behavior and reaction and also help students to interact each other well. The purpose of this action research is to identify the struggles of students who proficient at reading and listening with speaking fluency and determine strategies for intervention of successful speaking strategies for them and teachers.

Most of Korean students put more stress on Korean Scholastic Aptitude Test (KSAT); it includes and focuses on skills in reading and listening and they had little opportunity to raise their communication skills through speaking lesson. According to Swain (1998), the act of producing language (speaking and writing) constitutes, under certain circumstances, part of the process of second language learning. Furthermore, the processes involved in producing language can be quite different than those involved in comprehending language. In this reason, many Korean undergraduate students struggle with speaking even some of them are proficient at reading and listening.

Group work is one pedagogical strategy that promotes participant and interaction. It offers a deeper and more active learning process, and it also provides instructors with valuable presentation which students understand particular topic or concepts. In order to make effective group work the teacher should realize how classroom interaction greatly influences on group dynamics. Classroom interactions are the fuel for learning. The students produce and enhance motivation to learn other languages and cultures and to interact with speakers of the language. Between individuals, these processes can bring about cooperation that enhances the work of both, or they can result in disruption and disaffection. Research has shown that cohesive, well-functioning groups works can be the source of enhanced confidence and it frequently devise more and better solutions than the most advanced individual. Working together in groups also gives students the opportunity to learn from and teach each other. The students often learn better from each other than they do from a teacher (Barkley et al., 2005, p. 16-20).

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## **Interventions for group dynamics**

### *Heterogeneous Group Formation*

Week 6, the first intervention for the group dynamics is group formation. Based on observation and needs analysis from students, the group formation was formed by me because the teacher selection can be useful for grouping students. I consider selecting groups heterogeneously with varying strengths and skill levels, personality, and attitudes in classroom. There are 21 students in this course and most of students have English language major and few of them (4) has different major such as Chinese language, and library & information science major. 7 groups of three students and the group consist of those who are academically challenging, personally problematic, and relatively higher level. For the first week of intervention, I realized that they need more time to process of orientation. There was a hesitant participation, and the search for meaning; it is a time of exploration. Most of them were trying to find personal tasks that they partially redefine themselves as group members rather than individuals. Some may seek to organize the others however, I could see others sit quietly and observe and also some others could seem to be working hard at establishing warm relationships with others, managing their uncertainties through friendly behavior.

### *Permanent Group Setting*

Week 7, for second intervention, the students will keep in same group on every Wednesday class at the end of the semester. The reason why I made the permanent group is they need a room "gelling process" to get into a one group. This permanent group setting reinforces their partnership and basic characteristics and foundations become firmly established in early days. Indeed, during the first few sessions, the group develops a definite structure that continues for a long time.

For example, one of student in GROUP 1 was the leader in this group three times in a row and nobody remonstrated with her and followed her with no discontent. In a language class, they must use the target language for the first time in front of their peers. This can develop their anxiety, frustration, and potential engagement (Dörnyei, 1998). For example, one of student of GROUP 5, she is lower level student and her personality is not sociable so she almost did not express her ideas and feeling during the activity. Before class, I tried to talk to her and elicit her participation with casual conversation. It was very slow but she was able to speak to me about herself however, as soon as the activity starts it was obvious that she was nervous and trying to avoid her peer's interaction. There is some process of group formatting such as attraction, identification with other group members, friendship, and acceptance. These processes are important during group activity because it represents whether they will be accepted by the other group members or not. It will takes more time to get these things done in all 7 groups. I will more focus on develop creative task to engage them more actively. The teacher role in the group work is facilitating group process and teacher can take practical steps such as 'icebreakers' and 'warm-up activities'. In order to promote peer relation with activities, I will use more pair work, role play which encourages contact and interaction among students. Furthermore, let them discuss and accept by the learners not the teacher's intervene during their activity. I realized that I gave the answers for the question too easily and it raises their dependence on me with unconsciousness.

### **General aims of my action research**

Most of learners spent relatively little time in the actual classroom, I wanted to find out if teaching them strategies to learn English effectively from group work and identifying group dynamics were a reasonable method of helping them to produce output of English with their participations and autonomy.

- How group work as a focused interaction learning environment that provides tools to facilitate their participation in classroom
- How group dynamics (e.g., interpersonal relations such as outcasts, sociometric stars, and cliques also internal status hierarchy) influenced on learners behaviors

## Reviewing current practice

In preliminary observation, I wanted to identify a group dynamic for the action research. I thus observed how the learners see themselves as a group member. As an observer and helper of this class, I found some problem through their needs analysis, interviews and observations

- 1) *Some students are good at English speaking and writing but they are too shy to speak in front of the class.*
- 2) *Many students spoke English quite well when they are in groups however, it is usually irrelevant conversation (e.g. chat about exam, personal things)*

As regard these problems, I decided to carry on the following changes as follows.

### Stage 1: Making groups

In previous class, the students did not have fixed group for their activity. **Week 6**, my first intervention of this action research was that I made a heterogeneous group formation based on learners' characters (e.g. grades, personality, and proficiency) and also new seating arrangement for new group. Total 7 groups of 3 persons and they have to perform the activity while the action research goes on. Each three members of groups consist of various levels of English such as low, intermediate, high according to their surveys and results of assignments.

I observed students while I was circulating the classroom. The class activity was telling a story by using picture card in group. They were new to each other so there was some hesitation when they come up some idea individually. When they were in high school, they were usually good at rote-learning but they are not used to communicative activities such as group work tasks. To raise their interaction between group members, I have to give them appropriate conditions such as initial attraction bonds, acceptance. According to Ehrman & Dörnyei (1998), a lack of communication is a major obstacle to group development. Individuals who come together must communicate and interact for the group to function, and therefore the foundations of interpersonal trust should be created as early as possible. Although real cohesion among students takes time to develop, attraction and acceptance begin to take effect even in the early stages of group development. For this reasons, I will keep the same group formation at the end of this semester.

Another problem in this class, there was no time for representing a group story in front of the class. I will suggest installing timer program to professor and playing it when students do activity in classroom. I feel often it is not easy to say 'time is up' when professor encourages students' interaction. However, unfortunately, time constraints have limited their ability to complete the task or activity on time. As an observer and helper, I have more focus on time management for students.

## **Stage 2: Developing group**

**In week 7**, learners will take midterm exam for next week and they had do lots of studying. Unfortunately, many students do not know how to prepare for their first exam in university. In this lesson students had a discussion, found out some useful theory from their textbook and applied it to their answer for mock midterm test question. According to previous lesson, they need some time to take their place in their own group. Surprisingly, there were already the status hierarchy and it is clear evidence that someone's position in the group has extensive consequences for the person's behavior toward others, evaluations of performance and communications within the group. When I observed their activity there were highly-status people who enjoyed greatly their performance and they are more influential, and initiate their conversations as well. Cohen (1994) said, higher-status members are also more likely to criticize, command, or interrupt others, and are, in contrast, often evaluated more positively and seen as more competent than people with lower status. Clearly, I saw there was already hierarchy in each group and the rest of the member positively listened higher-status members' messages or comments. To prevent them from dominating activity during classroom, my second intervention was asking questions to the rest of lower status members as many as possible (e.g. why S3 think this theories match with these statements? Could you tell me what some examples of this theory are?).

After they received my advice, they seemed to be comfortable to discuss each other because they finally did know what they have to do in group discussion. It was not easy to engage all members to group discussion. Some of higher-status member showed some anxiety when lower-status member did not express their idea immediately.

With regard to time management, I installed timer application on my mobile phone and send some signal to the professor. It is quite efficient way to control time and also helping learners to complete their tasks in time.

**In week 9**, Students learnt how to create a story and analyze it such as characters, setting and theme for last class. In this lesson students create their own movie plot based on four elements of plot summary – exposition, rising actions, climax, and resolution – after listen to assigned music. After that, they will have a discussion about each others': exchange some useful ideas to make a good movie plot.

In class, my third intervention was I should pay attention more to giving direction right because there is some missing information when I watched my previous video presentation. Clear and well-explained direction is the key element to make activities reasonable and it lead them on the right track. Giving clear directions and modeling to check their understanding was good intervention however, I was obsessed with time management and sometimes I jumped into next phase without questions and modeling. This is the clear evidence I do not have much experience and have to prepare my lesson more carefully and thoroughly according to step by step.

In addition, student-centered class is one of the main goals of my action research however I usually spent too much time on explaining answers (e.g. giving examples for the questions) to students. Giving them answers easily is not only the major problem, but also it gives more dependence on teacher and they feel it is not bad to calling a teacher when you want to know the answer. I have to use more strategies to scaffold their knowledge and their participation during their activity. Next time, I should more focus on learner-learner interaction and it foster second language learning because peers can be concurrently experts and novices. According to Vygotsky (1978), peers working within the ZPD of each other can support learning through questioning, proposing possible solution, disagreeing, repeating and managing activities / behaviors themselves.

**In week 10**, In this lesson, I more focus on learner-learner interaction and it foster second language learning because peers can be concurrently experts and novices. I implemented a group movie plot writing task in the previous class and I wanted to give students a role to complete their movie plot based mainly on contents of previous lesson. I believed that by using role strategies, they could have a chance to come up creative ideas and assisting others with constructive feedback.

The fourth intervention what I used in the classroom was giving specific roles to all members of groups. In the classroom, I realized it is very hard to engage all of group members to tasks effectively. That is the reason I assigned specific role for each members of group and distributed them handout with detailed questions and directions.

For this reason, I choose the lowest one for each group as a writer because the writer should play a leading role to write their movie plot and also give ideas that make their stories more interestingly. It might lead them to engage this task more actively and acquire them the power in the group dynamics. Also I chose the highest one as an editor because they had enough chance to express their idea in previous lesson. Also, they should check their story has flow and coherence in every stage (exposition, rising actions, climax, and resolutions) with reasonable explanations and it also give them opportunity to reflect their writing more objectively. Lastly, at the end of the class, the speaker of each group should present their final output in front of class.

However, when I walked by and listened to their discussion, most of writer hesitated to write as a leading role on account of their proficiency level and shame. They were afraid of making mistakes and moreover, many editor of each group intervened while I asked questions to the writer. The most important role in this activity was the writer so I elicit writers' background knowledge first (e.g. Why the couples fall in love in the bar? How they can know each other well?) but whenever they were reluctant to explain or answer the question, the editor quickly interposed herself between me and the writer. I tried to let the writer speak in front of them and asked questions directly to them but it did not work out well

Also, I realized that I was giving them answers easily and also it lead them dependence on teacher. It is so easy to calling a teacher when they want to solve the problem. So, especially early on when their group work starts, it is important not to answer question – at least not at first. Instead, I waited them for 5-10 seconds before they answer and asked the other group members how they would approach the question or give some hints to elaborate their answers.

**In week 11**, the topic of previous lesson was 'Economy' (basic concept & system of economy) and students have idea about how the cost of goods will be decided in the market. In this lesson, the student should sell some inventions to potential customer and each group is given one useless product. They'll need to make a commercial poster and present to convince the audience that it is a good product.

Nunan (1985) suggests the activities can be graded according to the cognitive and performance demands made upon the learner.

In this activity, the learner to undertake activities which make progressively more demands upon them, moving from comprehension based activities to controlled production activities, and finally ones which require the learner to engage in real communicative interaction i.e. persuade the potential customer and sell their inventions.

My fifth intervention for this lesson, assigning roles as collaborative work and also making a group poster. In previous lesson, I was focused on assigning roles and there was a check list for EDITOR of each group and it helped them what they should do in their group. However, emphasizing assigned role for the each group member sometimes can be obstacles to elaborate their ideas as a group. In group work, it gives students the opportunity to learn from and teach each other. When I was obsessed the specific role while they are doing their task, once they have finished with their role, some editors or presenters were indifferent to other group member's idea. To stop this cycle, I assigned their role in the beginning of the class and explain them the role as just medium to collect their ideas and they can freely help and asking each other regardless of their role. During activity, I circulated and watched their group work and found out they make their poster with active participation no matter what their roles are. As I already told them in the beginning of the class, the main objectives in 'Integrated English' class is to raise their communicative competence and also develop their learning skills with cooperative learning.

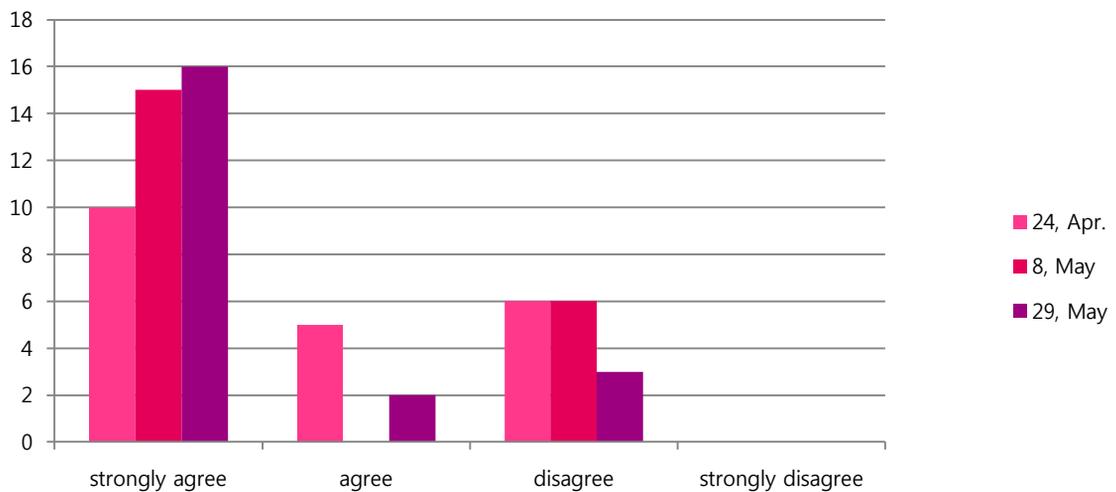
According to Nunan (1985), activities which focus on meaning are designed to get learners to process the content of the text through the various types of non-linguistic and linguistic responses they might make to the text. In this lesson, I designed poster activity to make students active in the process by presenting them with decision-making activities. For example, one lower level student who is not good at initiating conversation and negotiating meaning was excellent performer to draw their poster images and writing slogan with prominent supporting roles. Even one lower level student, her role was leading and planning their poster without hesitation.

## Findings

The description of the stages above has highlighted certain findings to emerge from this study, particularly in relation to the group works and group dynamics during the task and how these were addressed. Here, though, I want to focus specifically on the language proficiency and its influence on group dynamics (such as hierarchy) during the study.

I analyzed learners' survey question and answer:

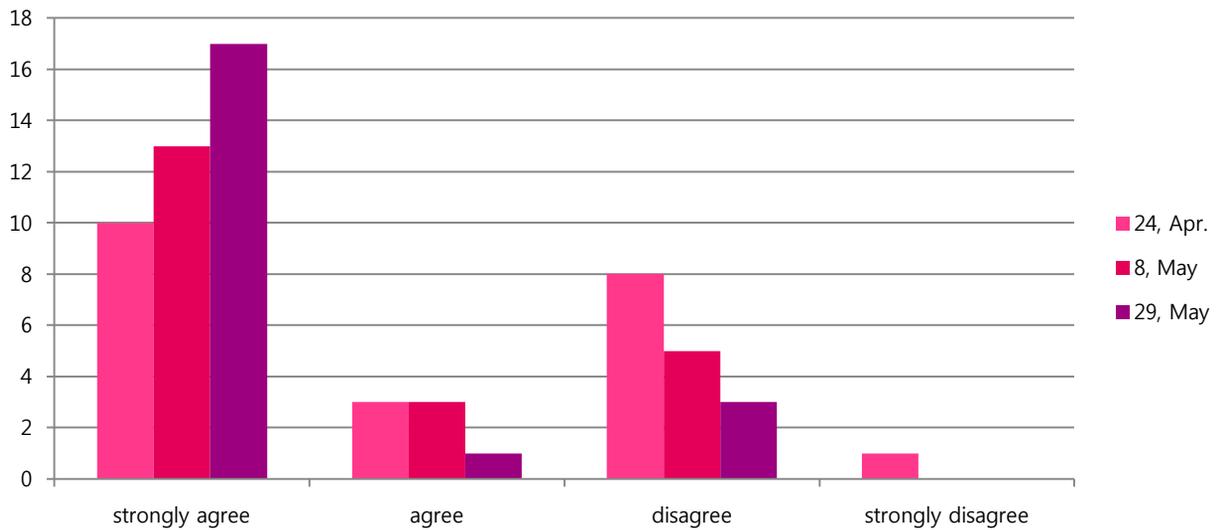
Q1) 'I speak English less if someone who can speak English better than me'



This figures shows that learners under-estimated their ability most frequently in 29, May of this study and that the number is the highest and this is the evidence that during this study the learners anxiety became worse at assessing themselves. However, 3 of them answered also 'disagree' for the question and it can be the good sign of their anxiety and also confidence

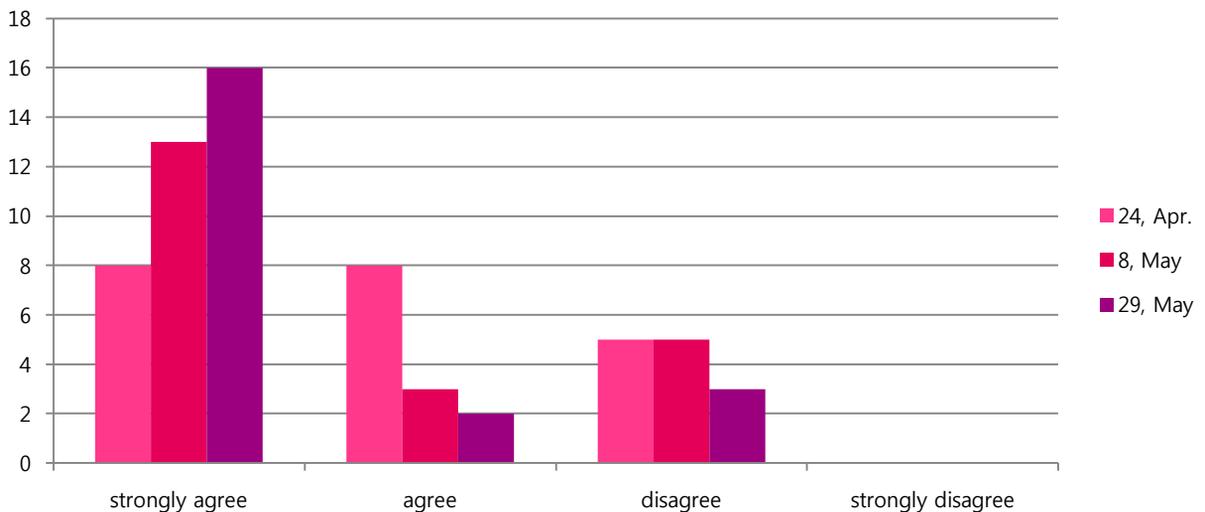
Q2) I speak English more if someone who can speak English as same level as me.

Q2) I speak English more if someone who can speak English as same level as me.



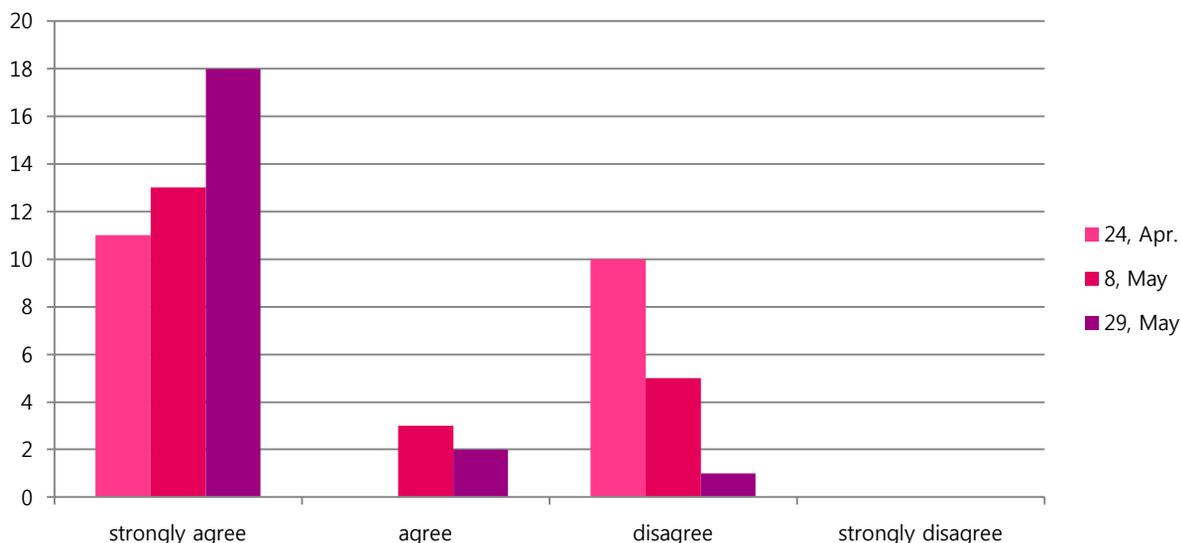
At the start of the study, most learners speak little and hesitate when they have some questions. Also, some learners gave the answers for the question in very short words (one or two). But after time goes by, they found out their peer has same anxiety and they were able to speak longer, especially in same level students, more complex and complete sentences more. These findings provide further evidence that the learners strongly affected by peers' speaking or writing proficiency even they spent a lot of time in semester.

Q3) I think teacher talk (directions, modeling) is a good way to elaborate ideas in group work.



As you can see the chart, the teacher talk is critical and essential for their group work also their group dynamics. After detailed and well-designed modeling for task, the learners' output increased and they had clear view what they should do in their group work. It also helped their interaction between peers. The finding is here quite clear; learners tended to affect their interaction and overall performance according to teacher talk.

Q4) Motivation and participation increase when the task and activity is more relevant to me.



This figures shows that the importance of learners' needs analysis and teacher should know what their needs and what should they learn from courses. For example, learner F said that doing a questionnaire after class was her favorite activity because she wanted to find out about her own views and self-assessment for the current classes. She evaluated herself during interviews, questionnaire and also activity and this is why the teacher use their data when they create their tasks. If the teacher can create their task more relevant to their learners, they developed their ability whiled they are doing the task with motivation for the real-world purpose.

## Discussion

At the start of this study I identified two issues which seemed to work effective classroom environment: group work (task) and group dynamics. I addressed these in Stage 1 of this project by providing same group formation and Stage 2 developing group.

However, these changes did not produce very positive results as most learners reduce their group anxiety and their performance. Questionnaires suggested a number of reasons for this: lack of understanding of the group members, lack of experience of problem solving with group, and fear of negative consequences (from peers, teachers). I would suggest that cultural factors were partly responsible for learners' fears, and a number of researchers have noted that it can be difficult in educational contexts where learners and teacher expect high performance and may react negatively when this is not the case (Harris, 1997; Smith, 2000).

At Stage 2, I was focus on well-planned teacher talk (instruction, modeling) and support them to safe environment where the learner speak freely without hesitation. It seemed effective as learners' interaction of their group work but they need more comfort environment.

Overall, my learners' performance did improve as we worked through the different stages of this study. The different factors described above and which I introduced at each stage and weeks of the study combined to promote this improvement. However, the learners' anxiety problem still in the classroom and it surely will influence on their proficiency, motivation, behavior and participation to learn English. I believe, through this action research study, they improved their proficiency however, there are still problem about peer competition and anxiety in the classroom. If the teacher spend more time in the classroom focusing on these issues and providing adequate time to make the learners' more participate and interact each other, they can develop their performance and also attitude for learning English as well. Doing this study has allowed me to explore ways of using many techniques more effectively with my learners.



**Memoirs of classroom...**  
MEMOIRS OF CLASSROOM...







