

Language Learning,
the Growth into a Well-Rooted

Tree



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Since I have to teach GEP class students in Sookmyung Women's University, I would like to document my own professional development as a teacher. GEP writing class held once a week for two and a half hour to improve undergraduate students' writing skill through various activities we prepare. As I have the portfolio, I had chance to reflect my work. I had never document a course to see what I did. It was meaningful work even though it was a tough job to complete.

To show my professional development, I would like to introduce myself as a teacher in the chapter one, personal background. For the next, I will go over the GEP classes I taught with Ivy, who was my partner for the semester. The chapter will be included lesson plans, assignments we gave, photos, and reflection journal. In addition, during the course, I put my efforts to action research about vocabulary with Jihyun. It was about finding the effective vocabulary strategy for writing course. For the last, I would like to mention my future plan as a teacher. I will tell my dream school and life with students.



I. Personal Background

In this chapter, I would like to show my personal background as a teacher. It will be included my resume to tell my education background and experiences. Also, I talk about my teaching philosophy using metaphor of tree. I have been the picture since I started teaching kids. Lastly, I would like to display my certificate that I have gotten so far, and photos of my classes in elementary schools I have been teaching.



1. Resume

Hyo Sung, Yoon

Email: sophia2063@naver.com / Phone: 010-9453-1590

Objective

To obtain a teaching position that will enable me to teach younger children based on what I have learned from two TESOL courses, the MA TESOL program and my strong belief in children's learning.

Summary of Qualifications

- Have over four years experience in teaching elementary school students.
- Have an open mind to new teaching methods and approaches.
- Always cooperate with native teachers to improve class together.
- Familiar with TESOL-related textbooks and literature.

Education

MA TESOL	Mar 2012 – (Expecting) Aug 2014
<ul style="list-style-type: none">• Sookmyung Women's University in Seoul	
YL TESOL Certificate	Aug 2011 – Dec 2011
<ul style="list-style-type: none">• Sookmyung Women's University in Seoul	
Y-TESOL Certificate	Sep 2010 – Dec 2010
<ul style="list-style-type: none">• Konkuk University in Seoul	
Complete Language Course	Jan 2008 – Aug 2008
<ul style="list-style-type: none">• English Language Institute at the University of Florida, USA	
Bachelor of Arts	Mar 2004 – Feb 2010
<ul style="list-style-type: none">• Kwangwoon University in Seoul• Major: Journalism• Minor: Bachelor of English Literature	

Experience

English Teacher	Mar 2014 - Present
Seoul Danghyun Elementary School	
<ul style="list-style-type: none">• Teaching English to elementary school students	
English Teacher	Aug 2012 – Feb 2014
Uijeongbu Jangam Elementary School	
<ul style="list-style-type: none">• Taught English to elementary school students	
Part Time English Teacher	Mar 2012 – July 2012
SukSuk Readers Language Institute in Seoul	
<ul style="list-style-type: none">• Taught English to elementary school students	
English Teacher	Sep 2010 – Feb 2012
E-bo Young Talking Club in Uijeongbu	
<ul style="list-style-type: none">• Taught English to elementary and middle school students	

English Teacher

Jan 2010 – Jun 2010

James Ruse English Institute in Uijeongbu

- Taught English to elementary school students

Part time – Data Processor

Jan 2009 – Sep 2010

Neungyule Education in Seoul

- Uploaded Online Content



2. Teaching philosophy

Language Learning, the Growth into a Well-Rooted Tree

A seed takes a long time to be a tree with roots, leaves, trunk, branches and fruits. As it faces rain, snow, wind, and sometimes storms, it becomes a bigger tree. If a tree is fallen down by a storm, it would be rotten and become a soil in the ground eventually. I believe that language learning is the same as becoming a tree. Language learners want to be trees that have solid roots and give fruits. However, they have to deal with many difficulties until they become successful language learners. It is a long journey.

As trees handle all the difficulties by themselves, learners should endure hard times while they are learning a language. In other words, learners should try to learn independently rather than depending on someone all the time. In some days, they will be a teacher to themselves. For being their own teachers, they should not be afraid of learning English. If learners are afraid of English, they will never be teachers for themselves. They will give up themselves at some point. Until learners become successful learners, however, they need some helps; they cannot do all by themselves from A to Z. They need teachers and the teachers should be guides of their journeys until they can stand up without being scared of difficulties.

First of all, learners should be independent in learning a language. They cannot have teachers forever; someday, they need to learn by themselves mostly. According to Holec (1981) a definition of autonomy is that a learner takes responsible for his or her own learning. However, Korean English learners are addicted to private teachers. They do not seem like accomplishing anything on their own ways. From kindergarten to even getting a job, they are looking for someone help their job done better. It is same as an adult who would not stand up without mom's help. I believe that learners should have some space to learn by themselves with experience in many different ways of learning. Also, Holec (1981) mentioned that autonomous learners should decide what they should do in learning on their own.

Secondly, students must make mistakes, lose some important points of learning a language, or go to a wrong path. However, because learning a language is not the same as stepping the steps, there are many different ways to get it done. Therefore, they are okay to make mistakes. They can go into the longest path. If they are afraid of getting wrong and are worried that they do not have someone to hold their hands all the time, they cannot stand by themselves in the life-long journey of learning a language. I have seen so many students who are afraid of showing their mistakes and being alone while they are doing a task. Most

of them do not like English, neither enjoying learning it. They want to avoid the situation. I feel sorry for them. I became an English teacher because of them.

While I am learning English, no teachers have picked my every mistake so I can enjoy use the language. I believe that my teachers gave me enough space to experience the language and many things on my own way. It means that I try to have my students lower their affective filters (Krashen, 1985) for acquiring more language in my classroom. I believe that if they are too intimidated, they cannot learn anything. Therefore, I try to encourage my students speaking more, even though they make mistakes. I always tell them they can make mistakes because you are not native English speakers, so it's not shameful. They do not need to be perfect at this point. It is their time to have a solid, sound and strong root of learning English. Only through making mistakes they can make good ones. However, if they grow their own roots weak, they cannot have their trunks, branches, or leaves. They need guidance, of course, but at the same time, they have to practice learning on their own.

English is a subject that learners have to make mistakes and reflect their own language use someday. They might make mistakes for over ten years. However, I believe that there must be a certain point that the learner would recognize his or her language and self-correct them. Both learners and teachers wait until that time trying not to interrupt by teaching. I hope all of my students to be well-rooted trees of English some day.

References

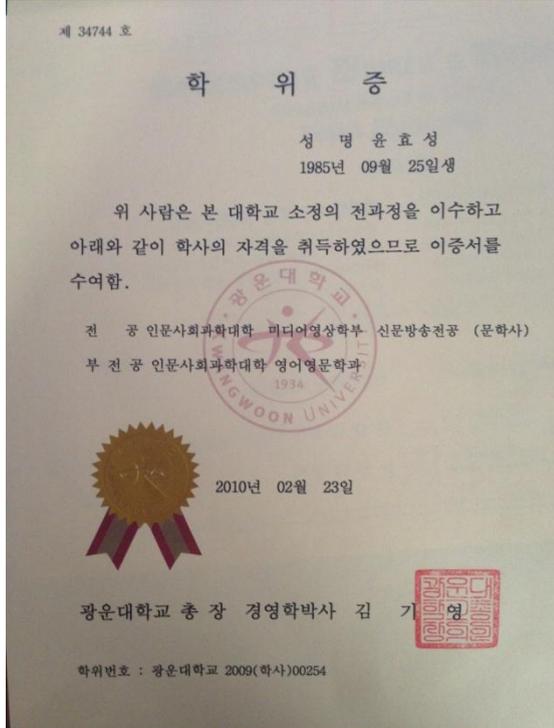
Holec, H. (1981). *Autonomy in Foreign Language Learning*. Oxford: OUP.

Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.



3. Certificates

Bachelor of Arts Majored in Communication in Kwangwoon University



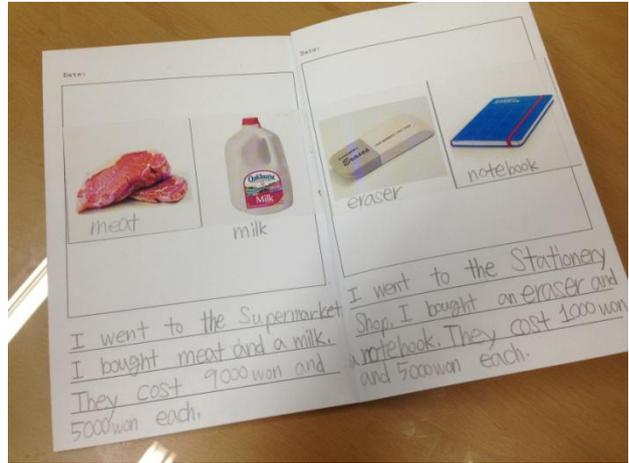
YL TESOL in Sookmyung Women's University







4. Photos from teaching classes





II. GEP Practicum

In this chapter, I include all I used for GEP courses. Especially, I put materials of three teaching lessons. There are not only lesson plans, but also assignment I made with Ivy, photos taken during classes, and reflection journal I wrote. It will show my work for GEP courses for a semester. Even though I taught three lessons, it was so much helpful to see my progress on planning, managing class as well as teaching writing.



1. Lesson plan 1

Week 5: TRAVEL +Descriptive Writing

Objectives

1. Students will be able to ask close-end question for explaining landmarks while they do “What Am I?” activity.
2. Students will be able to describe pictures.
3. Students will be able to make a brochure of a city including information of food, landmarks, activities, and weather of the city.
4. Students will be able to read brochures and take notes about the information they get.

Materials

PPT, Worksheet, Paper for brochure, glue sticks, markers, Pictures to describe, paper for drawing

Students

18 GEP students

Time

Tuesday, April 1st

PM 7:50 – 10:30 (150 min)

Reading Assignment

Due: Tuesday, April 1st

Content: Complete the dialogs

Writing Assignment

Due: Tuesday, April 8th

Content: Write a complaint postcard and a positive feedback card

Time/Activity/Description	Group	Materials	Big Sister's Role
7:50-8:00 (10 min) [Introduction] - Check Ss homework	Whole Class		- give feedbacks about assignments
8:00-8:20(20 min) [Warm-Up Activity] "I'm a World Genius!" - Divide into 2 big groups (total four different groups) - Ss will choose 2 people to come up front and ask questions - Each person will ask questions to the rest of member about a landmark in the world - The rest of the member will see a picture and answer Yes / No / Maybe to the person in front of them - Each person can ask questions in 2 minutes	Ivy – 2 groups Hyosung – 2 groups	- PPT - Pictures - Online stop watch - question sheet	- Big sisters will put up the picture toward the members who answer the questions - check out the time in front - count how many answers each team gets right
8:20-8:50 (30 min) [Activity 1] Information Gap Activity - Ss will describe a picture and other Ss will draw picture of it - Target sentences (10 min) 1. Whole class (5min) - One student come to the front and describe a picture to the class - Other Ss will draw a picture listening to her - When describing is done, show the picture and have them check what's missing 2. In groups (5 min) - In each group, choose one student who describe a picture - other members will draw a picture 3. Partners (10min) - Have partners and do the same thing. 4. Presentation (5 min) Post up the pictures and vote the best pictures among them	Whole Class 3 groups Partners	PPT (target sentences) 1 pic, paper 3 pic, paper 4 pic, paper tape stickers	- Big sisters will make sure that appropriate students will describe a picture to the members - Each students have 5 minutes to describe to the partners - Make sure that little sisters use target sentences and describe general to specific
8:50-9:05 (15 min) [Break]			
9:05-10:05 (60 min) [Activity 2] City Brochure - Ss will make a brochure of a city including information of food, landmark, activities, weather and so on - Ss choose a city for a brochure - Ss search information about the city such as famous food, famous place to visit, weather, activities to do, and so on - Ss will make brochure of the city in 3-4 pages	3 groups	PPT (sample brochure) 3 laptops paper glue sticks markers Seoul Busan Gangneung Jeonju	- Each group can choose a city from what we picked beforehand or a city they are familiar with - Format is not fixed but famous place, food, weather, activities to do are mandatory - Pictures should be drawn by hands - Information should be in paragraphs NOT LISTS!!!
10:05-10:25 (20 min) [Presentation] Information Gap - Ss put the brochures each desk - Ss have worksheet to fill the information	Individual	Worksheet	- give roles to present to the class beforehand

<ul style="list-style-type: none">- Ss will walk around the classroom, fill in the chart with the information that they get from each brochure (3 min each)- Each group will present their brochure to the class- Ss will check their worksheet (3 min each)	Whole class +groups		
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Reading Assignment

Reading Homework for Week 5, Due on April 1, 2014

Name: _____

Group: _____

Task 1: At the Airport



Can you match the following words to the numbers in the Picture?



Airplane



Carry-on bag



Check-in counter



Carous el



Arrivals/Departure Board



Metal Detector

Here are some more words connected to the Airport. Explain the meaning in your own words.

Baggage claim area (n) _____

To board (v) _____

Boarding pass (n) _____

Customs (n) _____

Customs inspector (n) _____

Duty-free shop (n) _____

Flight (n) _____

Gate (n) _____

To land (v) _____

To take off (v) _____

1. Check in

Can you put the correct sentences on the right into the correct boxes in the dialogue?



Kim goes to the check-in counter.



Kim shows her mileage club card.



Kim puts her luggage on the scale.



The airline agent asks Kim about her luggage.



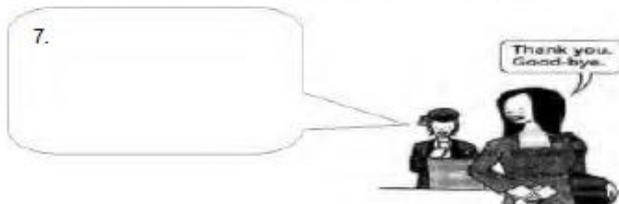
Kim gets a luggage ID tag.



Kim chooses a seat.



Kim receives her boarding pass.



The airline agent points Kim in the right direction.

Do you have any luggage to check? Please put it on this scale

Would you like a window or an aisle seat?

Here is my mileage card.

Gate 15 is down the hall to the left.

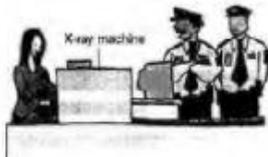
Did you pack your own suitcase? Have you left it unattended since you packed it?

Good morning. Can I see your passport and ticket, please?

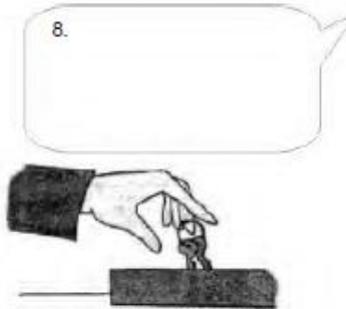
Here is your boarding pass. Your boarding time is 10am.

2. Security

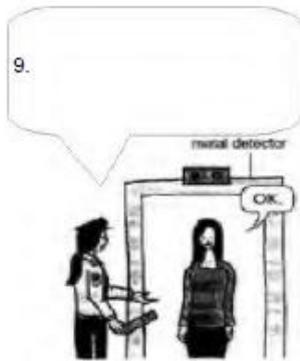
Can you put the correct sentences on the right into the correct boxes in the dialogue?



Kim puts her bag through the X-ray machine.



Kim puts her keys in the tray.



Kim walks through the metal detector.



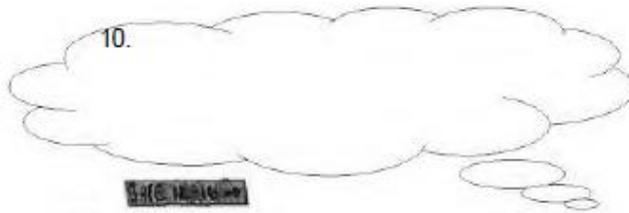
Kim heads for immigration.

Please empty your pockets.

Please step this way ma'am.

3. Boarding

Can you put the correct sentences on the right into the correct boxes in the dialogue?



Kim hurries to the gate.



Kim checks her boarding pass.



Kim gives her boarding pass to the airline agent.



Kim gets on the plane.



Kim buckles her seat belt.

Boarding pass please.

We will now begin boarding rows 20-40.

Ladies and gentlemen, Korean Air Flight A536 to London is now ready for boarding. Please proceed to Gate 15 at this time.

4. The Flight

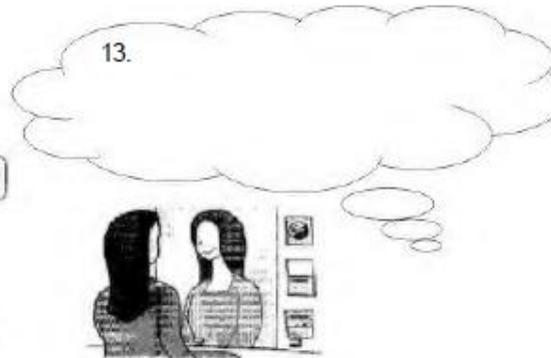
Can you put the correct sentences on the right into the correct boxes in the dialogue?



The flight attendants serve drinks.



Kim pulls down her tray table.



Kim hears the captain's announcement.



The man puts his seat back up.

Sir, please put up your seat and tray table for landing.

This is your captain speaking. We are experiencing some turbulence. Please return to your seats and fasten your seatbelts.

5. Immigration

Can you put the correct sentences on the right into the correct boxes in the dialogue?



Kim steps up to the immigration desk.



Kim hands her passport and card to the officer.

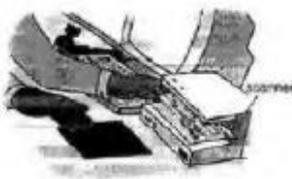
All right. You may proceed to the baggage claim area.

I flew in from Seoul.

What is the purpose of your visit?

Where are you coming from?

15.



The officer scans the arrival card.

16.



He looks at Kim's passport.

17.



The officer continues to ask her questions.



The officer enters some information into the computer.

18.



The officer stamps Kim's passport.

6. Lost Luggage

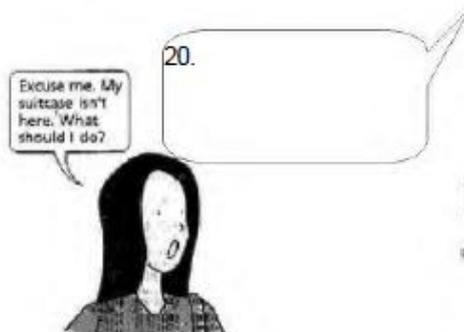
Can you put the correct sentences on the bottom into the correct boxes in the dialogue?



Kim goes to the baggage claim area.



The airport attendant points to carousel 3.



Kim realizes her luggage is lost.



Kim reports her lost luggage.



Kim hands over her baggage claim ticket.



Kim describes her suitcase.



Kim fills out a form.



Kim gives the form back.

You can pick up your luggage at carousel 3.

You'll have to go to the baggage claim office.

Do you have your baggage ticket?

Task 2: Print out a copy of this article. Then circle the *nouns* and underline the *adjectives*.

Lonely Planet's best value travel destinations for 2014

by TOM HALL · 28 October 2013

When times are tight we suggest you travel more, not less – but pick carefully. This is where your wallet will smile at the memories for years to come.

Greek Islands



View of Navaqio Beach, also known as Shipwreck Cove, on Zakynthos Island. Image by Dave Porter Peterborough Uk / Photolibary / Getty Images.

Greece has had a tough few years, with harsh austerity measures, soaring unemployment and demonstrations hitting the world's headlines. For a place that thrives on tourists – whether the kind that parties on sun burnt islands or hoovers up ancient culture – this is bad news. But Greece still does what it's done brilliantly for generations. What's missing are visitor numbers from previous years, and prices

have come down in an attempt to woo them back. Combined with the chance to explore Greece's more popular sights with fewer visitors, this means that in 2014 it offers remarkable value.

Portugal



Making a splash on one of Portugal's surf-friendly shores. Image by SayLuliiiis, CC BY-SA 2.0.

Each year the British Post Office surveys the prices in European holiday resorts. The most recent edition names Albufeira in the Algarve as the cheapest option for a summer family holiday. The Algarve in high summer may not be to everyone's taste, but it shows that Portugal is great for the budget-conscious. There are excellent deals elsewhere too. Lisbon has wonderful coffee and sweet treats for a few euros, and you can ride cheap trams around to your heart's content. Portugal is also, for Europeans, a superb place to surf without having to fork out the airfare to the sport's traditional heartlands.

Fiji



Swimming in crystal-clear waters in Fiji. Image by Island Effects / E+ / Getty Images.

A South Pacific island destination on a value travel list? Yes, Fiji may just be the most affordable slice of paradise. The Yasawas and the Mamanucas are home to the unusual phenomenon of island resorts aimed at backpackers. While it's not as cheap as Southeast Asia, the value here is in bringing the South Pacific within reach of mid-range travellers. Combine some island-hopping by daily catamaran with public buses around Viti Levu, Fiji's 'mainland', and get almost as much Polynesia as possible for not all of your money.

Mexico

Ignore the headlines about budget-busting resorts and savor the value of a visit to Mexico. Grab a good-value flight and try to avoid periods such as US school holidays. Travelers who explore off the established trail will find Mexico hugely rewarding. North of Puerto Vallarta, laid-back beach towns such as



El Castillo at Tulum, Mexico. Image by Aaron Logan. CC BY 2.0.

Chacala offer guesthouse rooms for US\$40, and the relaxed ambience is its own reward. Good value can be had even in the tourist heartland of the Yucatán Peninsula. Cheap bus trips to Mérida and Tulum provide all the Mayan wonders you can muster at a fraction of the cost of Cancún-based tours. Look for cabañas, huts with a palm-thatched roof, most often found at beach destinations.

Palawan, the Philippines



A boat ride around dramatic limestone cliffs in Palawan. Image by Jerick Parrone. CC BY-SA 2.0.

Jungle rivers, limestone cliffs and awesome beaches – Palawan's no secret, but it certainly rewards those who visit. This mix, combined with stand-out attractions such as Puerto Princesa Subterranean River National Park and the Bacuit Archipelago (all available at a competitive price), makes it a great-value pick for old Asia hands and novices alike. A journey on from Palawan leads to the Calamian Islands where apparently Alex Garland saw the strip of sand that inspired *The Beach*. Watch out for the May to October monsoon: it brings heavy rain, usually in the afternoon.

Task 3: Label the following e-mail. Choose the words from the word bank below.

Carbon Copy	Subject	Greeting
Recipient	Message Body	Closing

The image shows a screenshot of an email client window titled "Ancient Greece Question". The email header includes "To: Zach Siegel" (labeled 1), "Cc: Richard (ryan (democracyprep.org))" (circled in red), and "Subject: Ancient Greece Question" (labeled 3). The body of the email starts with "Dear Mr. Siegel," (circled in red), followed by a blank line (labeled 4), the main text "I wanted to write you to let you know that I'm really enjoying the history material we've been studying, especially Greek myths. I do have one question though - do Greek people still believe in Zeus today? Thanks for your help with this.", another blank line (labeled 5), and the closing "Best, Djeneba Sy" (circled in red). A label 2 points to the recipient's name in the header, and a label 6 points to the closing signature.

Subject: a short description of your mail

Greeting (required): All words start with capitals, use comma at the end

Recipient: contains the address of the receiver

Closing (required): use either Thanks, Best, Regards, then a comma, and then your name on the line below

Carbon copy (Cc): used to copy your message to someone else

Message Body: contains your message and the purpose of your mail

Writing Assignment

You have received an email from Maria an English teacher in Chile. In the letter she explains that she and a group of her students are planning to visit South Korea this spring. They want to see a variety of historical, cultural, natural, and recreational sites, so they want to visit Jeju, Busan, or Jeonju. Write a response to her by giving her and her students a thorough description of what to see and do in one of the sites. Be sure to suggest places they want to visit. Write at least 8 sentences in email format.

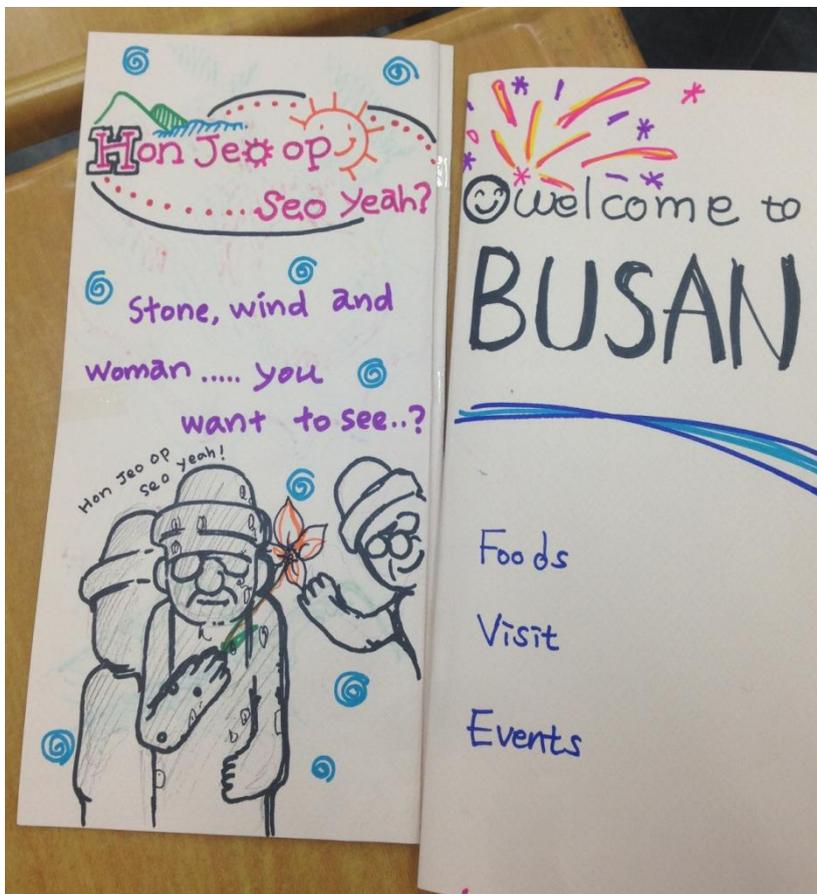
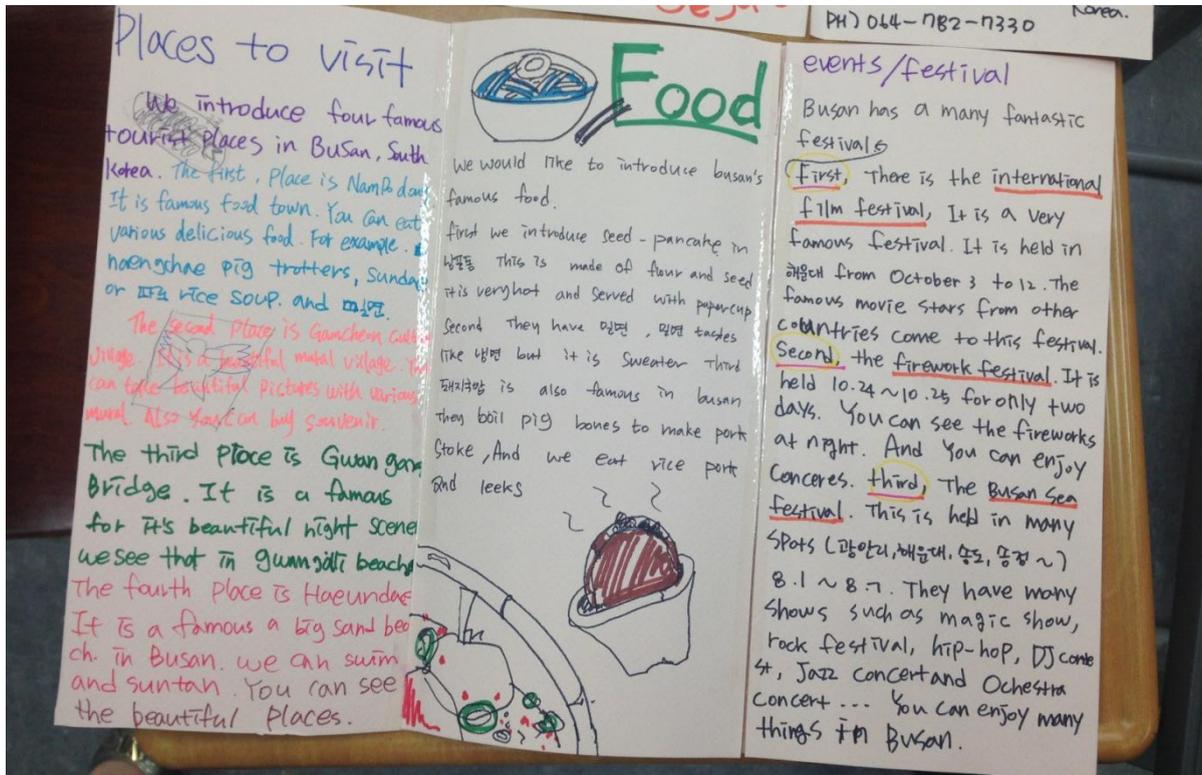
당신은 칠레의 영어선생님인 마리아에게서 메일을 받았습니다. 그녀는 학생들과 함께 이번 봄에 한국에 방문할 예정이라고 합니다. 그들은 제주, 부산, 전주 중에서 역사적, 문화적, 자연적이고 즐길 수 있는 곳을 가고 싶어 합니다. 그녀와 학생들에게 줄 답변을 생각해보세요. 한 도시와 그곳에서 어떤 것을 할지 선정하여 설명하는 답변을 해주어야 합니다. 그들이 가고 싶고 해보고 싶어하는 것을 추천해주어야 한다는 것을 잊지 마세요. 이메일 양식으로 8 문장으로 써보세요.

Suggestion

You can use the information you got from the brochures. Also, you may want to mention your personal experiences if you have visited the place you choose to describe. You might also want to mention what the students should bring on their trip.

수업시간에 만든 브로셔에서 얻은 정보를 사용해도 좋습니다. 또는 개인적으로 방문했던 경험을 써도 좋습니다. 학생들이 여행에 가져오면 좋을 것을 말해줄 수도 있습니다.

Class Photos and Outcomes





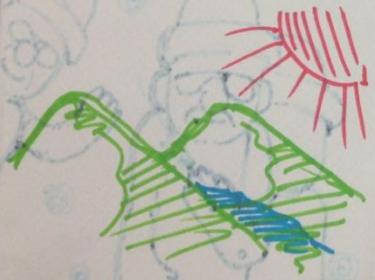
You can experience whole different world in Jeju-Island

First, there is Halla Mountain which was made by volcano activity. It is the highest mountain in South Korea. There is the big lake called Baeknokdam on the top of the mountain. You can hike the road called Dulle-gil to get to the top.

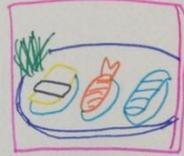
Seongsan Ilchulbong Peak is also amazing. It looks like a bowl and it is located in Eastside of Jeju. There is the famous place to see the sun rise.

Last thing you should do is walking around Olle road. There are many roads around Jeju-Island for slow walking to see the beautiful landscape of Jeju.

Welcome to Jeju ♡



Food in Jeju.



1. Sushi

- chewy, soft, pure ☺
- sufficient protein
- low cholesterol

recommended Restaurant!

★ Daepo ★ PH) 064-738-1380
adress: Daepo-dong, Seogwipo-si, Jeju-do, Korea.

2. Black pork

- chewy, delicious



★ 흑돼지 ★

adress: 367-1064, Ojo-ri, Seongsan-eup, Seogwipo-si, Jeju-do, Korea.
PH) 064-782-7330

Reflection Week 5

- Class Description

I was the leading group this week. The topic was travel. We did three things in the lesson. Firstly, for warming up, we had students ask yes or no questions about landmarks in the world. For the second activity, they described pictures with topic sentence. Lastly, they were pretended participating Korea World Travel Fair and making brochure of a city in Korea. They read all the brochures and fill in their charts for writing assignments.

- What worked well

We tried to make sure not to be hurry for every activity. We used a stop watch and finished activity ahead of time we planned. It was because we always had short time for the last activity. We did not want to give too much time to the first two activities. Therefore, we could do almost everything we planned at first in time without hurry. In addition, making brochure went well. Students seemed like it. While we prepared it, we thought that it would be a little difficult to them from searching to writing a paragraph. However, we made sure to big sisters to give roles. They did good job for that. They made pretty good outcomes anyway.

- What didn't work

The second activity, describing pictures, was hard for them. We found that they cannot say a full sentence. They almost listed things from the pictures. We firstly told them describing should be general to specific but not too much details. Some students looked into too many details and some thought too general so they did not have enough things to talk about.

- What can do better

It is very important to learn how to describe things. We should teach them how to organize sentences well first and then how to describe things general to specific. I hope that they can say and write sentences with a subject and a verb properly.



3. Lesson plan 2

Week 11: Family + Opinion Essay (3 paragraphs)

Objectives

1. Students will be able to write synonyms and transitional words in paragraphs.
2. Students will be able to write a paragraph with good structure form.
3. Students will be able to write a good topic sentence.
4. Students will be able to write a 3 paragraph opinion essay.

Materials

PPT, Worksheets, glue sticks

Students

18 GEP students

Time

Tuesday, May 13th

PM 7:50 – 10:30 (150 min)

Reading Assignment

Due: Tuesday, April 13th

Content: Vocabulary (synonyms), Transitional words, Opinion Essay outline

Writing Assignment

Due: Tuesday, April 20th

Content: Who is the most interesting person in your family? Why?

Time/Activity/Description	Group	Materials	Big Sister's Role
7:50-8:00 (10 min) [Introduction] - Check Ss homework	Whole Class		- give feedbacks about assignments
8:00-8:05(5 min) [Vocabulary Review] - T hand out vocabulary list - Ss go over the list and ask any questions to big sisters - BS ask comprehension questions properly	Group	Vocab list (18)	- answer LS's questions - ask comprehension questions about vocabulary
8:05-8:15 (10 min) [Structure Review] Learn the structure of 3 paragraph essay - Ss read through the reading assignment passage again - Put each sentence into a outline form (structure) considering attention getter, thesis, topic sentence, and details	Group	Reading (cut) Outline wkst	
8:15-8:25 (10 min) [Topic sentence Review] Learn how to write a better topic sentence - After T explains what is topic sentence and thesis statement	Group	wkst	- help LS with comprehension questions when they struggle find either topic sentence or thesis statement
8:25-8:35 (10 min) [Hook] Think about this Family! Answer the question and link to the opinion essay Question: Why is their family special? - Ss take notes while watching the video. Sound is omitted so students could predict without thinking of the language. - T plays the video twice	Individual	Video: The Family Characters' photos	- let them think whatever they come up with
8:35-8:50 (15 min) [Pre-Writing] Brainstorming Think about the topic to write - Ss answer the question: Why is their family special? - Ss use the brainstorming worksheet with other guide questions so they can think of more reasons.	Group	Brainstorming Worksheet	
8:50-9:00 (10 min) [Pre-Writing] Outlining Specify the idea into outline form - Ss will write the information they brainstormed in an outline form and fill out the Opinion Essay Outline	Group	Opinion Essay Outline Worksheet	- help LS with the outline for the reading passage we reviewed together when they are confused with what are topic sentences and thesis statement
9:00-9:10 (10 min) [Break]			
9:10-9:25 (15 min) [Writing] Body Paragraph 9:25-9:40 (15 min) Conclusion paragraph 9:40-9:50 (10 min) Introduction paragraph	Group	PPT of Guidelines	- Remind Ss to use vocabulary list

9:50-9:55 (5 min) [Post-Writing] Word-Check - Ss will check their words choices according to the word list	Group		
9:55-10:05 (10 min) [Post-Writing] Corrective Feedback - Big sisters give corrective feedback in implicit way			- give implicit corrective feedback
10:10-10:15 (5 min) [Post-Writing] Final Draft Ss will write a final draft	Group		
10:15-10:20 (5min) [Presentation] - Ss watch the video again with sound - Each group presents their thesis statement and topic sentences - Choose one group that writes closest points to the video - Give prize to the group	Group		
10:20-10:25 (5 min) [Vocabulary Assessment] - Ss do vocabulary assessment checking their learning of vocabulary and actual use in class	Individual	Vocabulary assessment	

Reading Assignment

Week 11 Vocabulary: Synonyms (동의어)

Synonym: 동의어를 많이 알아놓으면 글을 쓸 때 같은 단어를 반복하지 않게 되기 때문에 지루하지 않고 조금 더 흥미롭고 읽고 싶은 글을 쓸 수 있게 됩니다. 동의어 / 반의어를 찾는 방법은 표 아래 사이트에서 참고하세요.

- Look at the words and words in sentences, highlight the words in sentence!

	Vocabulary	Word in sentence
First	Firstly	Firstly, you need to think about what you need.
	First of all	First of all, you need to think about what you need.
	To begin with	To begin with, you need to think about what you need.
Addition	As well as	She has taught English for 6 years. As well as, he had worked as a nurse for 2 years.
	Besides	She has taught English for 6 years. Besides, She had worked as a nurse for 2 years.
	Moreover	She has taught English for 6 years. Moreover, She had worked as a nurse for 2 years.
	In addition	She has taught English for 6 years. In addition, She had worked as a nurse for 2 years.
	Furthermore	She has taught English for 6 years. Furthermore, She had worked as a nurse for 2 years.
Consequence	Additionally	She has taught English for 6 years. Additionally, She had worked as a nurse for 2 years.
	as a result	Nick didn't tell the truth. As a result, he couldn't get the job back.
	consequently	Nick didn't tell the truth. Consequently, he couldn't get the job back.
	for this reason	Nick didn't tell the truth. For this reason, he couldn't get the job back.
	Therefore	Nick didn't tell the truth. Therefore, he couldn't get the job back.
Summarizing	Thus	Nick didn't tell the truth. Thus, he couldn't get the job back.
	In conclusion In conclusion, the government should protect this area for the animals.
	To sum up To sum up, the government should protect this area for the animals.
	All things considered All things considered, the government should protect this area for the animals.
I think that	In summary In summary, the government should protect this area for the animals.
	In my opinion,	In my opinion, family should live together.
	I believe that	I believe that family should live together.
	Personally,	Personally, family should together.
	I consider that	I consider that family should live together.

<http://thesaurus.com/>

<http://www.collinsdictionary.com/english-thesaurus>

<http://www.merriam-webster.com/thesaurus/>

3. Read the passage again, and fill in the outline.

Topic

1. Introduction

A. Attention Getter-

B. Thesis -

C. Supporting sentences -

2. Point 1 -

A. Supporting idea -

B. Supporting idea -

3. Point 2

A. Supporting idea

B. Supporting idea

3. Point 3

A. Supporting idea

B. Supporting idea

4. Conclusion

A. Summing up

B. Final opinion

3. Read the passage again, and fill in the outline.

Topic

1. Introduction

A. Attention Getter-

B. Thesis -

C. Supporting sentences -

2. Point 1 -

A. Supporting idea -

B. Supporting idea -

3. Point 2

A. Supporting idea

B. Supporting idea

3. Point 3

A. Supporting idea

B. Supporting idea

4. Conclusion

A. Summing up

B. Final opinion

Writing Assignment

Week 11 Writing Assignment

Q: Who is the most interesting person in your family? Why?

Write a 3 paragraph opinion essay after fill in the outline format for pre-writing. (Hand-write the outline format after printing it out.)

Topic

Attention Getter:

Thesis:

Point 1

Point 2

Point 3

Support/examples

Support/examples

Support/examples

Conclusion

Self-editing Checklist

mechanics (기술법)

- 모든 문장의 첫 단어는 대문자로 시작하였다. I capitalized the first word in every sentence.
- 모든 고유명사는 대문자로 시작하였다. I capitalized all proper nouns.
- 모든 문장의 끝은 점, 물음표, 또는 느낌표로 마쳤다. Each sentence I wrote ends with a period, a question mark, or an exclamation point.
- 문장부호 (구두법)을 제대로 사용하였다. I used punctuation correctly (commas, apostrophes, quotes, etc.).
- 단어들의 철자를 제대로 썼다. I spelled all words correctly. (Check carefully for commonly confused words like they're, their, there; your, you're; its, it's; etc.)
- 각 단락의 첫 행을 들여 썼다. I indented the beginning of each new paragraph.

Grammar (문법)

- 주어와 동사 일치하게 썼다. Each of my sentences is a complete thought with a subject and a verb.
- 완성되지 않은 문장이 없다. There are no sentence fragments in my work.
- 쉼표를 이용하여 지나치게 길게 쓴 문장이 없다. There are no run-on sentences that are incorrectly joined by commas.
- 대명사를 사용할 때, 정확한 대상을 언급하였다. When I use pronouns, they clearly refer to someone or something.
- 동사 시제를 동일하게 맞추어 썼다. I use verb tenses consistently unless a change is required (past, present, future).

Class Photos and Outcomes

I. Introduction

Have you ever seen this family? The mother can make a bomb. The daughter beats a boy with a tennis racket. ^{Moreover,} the son steals his friend's things, ^{so} this family is unique. There are three reasons that make this family special.

They are special. ¹ Because they are not friendly. They ~~are~~ ^{don't have} ~~always~~ ^{no} smile, and they ~~are~~ all have a gun. Furthermore, they use ^{firearms} ~~stab~~ ^{to} kill ~~to~~ sb. ^{and} they are very cold-hearted. Second, they are not a real family. Their purpose of living together is for a special mission, ² so they steal something and ^{murder} ~~kill~~ people. Third, they have super powers. The mother can make a bomb. The daughter has a strong strength. The son has four hands, so he can ^{swipe} ~~steal~~ in the blink of an eye. The father has a highly intelligent brain. Therefore, he ~~make~~ ^{setup} a plan.

All things considered, they're special ³ because they're a criminal family. They're not friendly, ^{they're} not a real family, and they have super powers.

Final Draft

Why is the Manzoni family special?

The Blake family is not normal. They are former mafia ^{members} that are being chased by the mafia and killers. ~~His~~ Father was a mafia member. ~~Secondly~~ ^{Moreover} mother was a killer. ~~Lastly~~ ^{Moreover} children learned how to be ~~the~~ ^{Likewise, the} criminals. These are reasons why they are special but not in a good way.

I. Body Paragraph

Blake family is not normal.

First of all, ~~the~~ ^{the} father was ~~a~~ ^{the} mafia. He is hiding now ~~because~~ because the mafia pointed guns at him. For this reason, he is getting old quickly. However, he still attacks ~~the~~ ^{the} people who find him. Next, ~~the~~ ^{the} mother was a killer. She is alcoholic. In addition, she blew ~~the~~ ^{the} the store because she was angry and drunken. Despite this, she does not feel guilt. Finally, ~~children~~ ^{at that time} children learned how to be criminals. They have lots of problems in school. To illustrate, ~~the~~ ^{the} daughter hit the boy who flirted her until the ~~lacket~~ ^{lacket} broken. Moreover, ~~the~~ ^{the} son steals money from his friends.

In conclusion, this family is violent. Even though they are not mafia or killers any more.

^{still} They shoot guns, hit ~~people~~ and rob people with ~~any~~ ^{no} guilt: ~~but~~ without conscience.

As we have seen, the family faces a huge problem. How do they 'escape' this crisis?

Reflection Week 11

- Class Description

It was the first week of writing a 3 paragraph essay. The topic was family and writing should be an opinion essay. For warming up, we did review for vocabulary, structure, and topic sentence. Before starting to write an essay, we watched a movie trailer to think about the reasons why the family is special. To write an essay, we went through from brainstorming to revision.

- What worked well

The one worked well was giving a good model of a 3 paragraph essay. Since it was the first time to write an essay, they did not know how it is well-organized or what they need to put in each paragraph. During structure review session, we gave a passage from reading assignment, and students put each sentence in outline form to see the structure. Through this activity, they could see not only the structure but also good sentences in essay. Therefore, they could look over while they did not know how to write good sentence or what kind of sentence to write for the essay.

- What didn't work

Time did not work well this week especially during warming up activities. We did three different review during warming up; vocabulary, structure, and topic sentence. They are all what we needed to go over this week. However, the structure review took too much time than we expected, we did not have enough time for topic sentence review. For this reason, we decided to go over only 3 questions for recognizing whether a topic sentence or supporting detail and one writing topic sentence. Big sisters told us that it should have skipped because we were hurry and it did not give much time to do well enough. In addition, we left some time while writing an essay even though we minimized time for it. Since we did not expect that structure review was that much helpful to them and needed more time than we expected, we should have manage time wisely.

- What can do better

Time management is the issue. In other word, it is related to decision making during class. Unexpected things will be happen anytime. Therefore, either we can prepare some expected events beforehand, or we should think wisely and make decision during class.



5. Lesson Plan 3

Week 14: Leisure + Persuasive Essay

Objectives

1. Students will be able to write a three paragraph persuasive essay.
2. Students will be able to write a good hook in an introduction paragraph.

Materials

PPT, scratch paper, outline form worksheet, writing worksheet, cutters, glue sticks, scotch tape, stickers, presents, B4 paper

Students

18 GEP students

Time

Tuesday, June 3rd

PM 7:50 – 10:30 (150 min)

Reading Assignment

Due: Tuesday, June 3rd

Content: Persuasive essay outline, reading about leisure and inventions

Time/Activity/Description	Group	Materials	Big Sister's Role
7:50-8:00 (10 min) [Introduction] - Check Ss homework	Whole Class		- give feedbacks about assignments
8:00-8:05 (5min) [Structure Review] Persuasive Essay - T introduces what is a persuasive essay and purposes of writing it - T explains outline of persuasive essay - Ss review their reading assignment about the outline that they did	Whole class	PPT	- give feedbacks on the outlining that Ss did for their reading assignment
8:05-8:20 (15 min) [Structure Review] Attention Getter Learn the structure of 3 paragraph essay - T explains how to write a good attention getter in an introduction paragraph - Ss find the attention getter in the reading passage from the reading assignment - Write an attention getter of the essay again and share it with the class	Groups	Scratch paper	- if LS feel difficulties, BS ask questions to think
8:20- 8:35 (15 min) [Content Introduction] Invention advertisement 1. Inventions (10 min) - Review the inventions that Ss read in their reading assignment - T go through each invention briefly and check Ss' understanding - Ss might share their idea of using the inventions which leisure 2. Leisure (5 min) - T asks one person from each group comes to the front - Each person picks a card of leisure - The leisure is that each team will write about	Whole class	PPT	
8:35-9:00 (35 min) [Pre-Writing] 1. Brainstorming (15 min) - Each team thinks about which invention will be good to use for the leisure that they chose - Think about 3 reasons also 2. Outlining (20 min) - Fill in the outline with key words - Must have three things * Attention Getter * Thesis statement * Three reasons	Group	Scratch paper Outline form	- show the sample essay if LS have difficult time to come up with attention getter, thesis statement or any other features of essay
8:35-8:50 (15 min) [Pre-Writing] Brainstorming Think about the topic to write - Ss answer the question: Why is their family special?			

- Ss use the brainstorming worksheet with other guide questions so they can think of more reasons.			
9:00-9:10 (10 min) [Break]			
9:00-9:10 (10 min) [Break]			
9:10-9:55 (45 min) [Writing] 1. Body paragraph (20 min) - Ss write a body paragraph with three reasons why it is helpful for the leisure - Ss should have good supporting details 2. Conclusion (15 min) - Ss write a conclusion paragraph - make sure to summarize the reasons and rephrase thesis statement 3. Introduction (10 min) - Ss write an introduction paragraph	Group	Writing Worksheet	
9:55-10:05 (10 min) [Post-Writing] - Revise grammar, spelling, transitional words, and any other mistakes - Cut the paragraphs that Ss write and glue them in an essay		Cutters, Glue sticks	
10:05-10:25 (20 min) [Advertisement] 1. Making an advertisement (15 min) - Each team makes an advertisement or a poster for selling the invention to the campers in magazines 2. Vote for the best advertisement (5 min) - Ss put a sticker on the best advertisement or poster - The best team gets a present!		B4 paper Scotch tape Stickers presents	
10:25-10:30 (5 min) [Final Announcement]			

Reading Assignment

A. Persuasive Essay

What is a persuasive/argument essay?

A **persuasive essay** is an essay used to convince a reader about a particular idea or focus, usually one that you believe in

Parts of Persuasive Essay

1. The Introduction

- I Start with an **amazing hook**. Your hook is a first sentence that draws the reader in. Your hook can be a question or a quotation, a fact or an anecdote, a definition or a humorous sketch. As long as it makes the reader want to continue reading, or sets the stage, you've done your job.

Types of Hooks or Grabbers

1. *Question*. (Have you ever considered how many books we'd read if it were not for television?)
2. *Quotation*: (Benjamin Franklin once said , "Leisure is the time for doing something useful. This leisure the diligent person will obtain the lazy one never")
3. *Anecdote/short story*: An anecdote can provide an amusing and attention-getting opening if it is short and to the point.
4. *Statistic or Fact*: Sometimes a statistic or fact will add emphasis or interest to your topic. It may be wise to include the item's authoritative source.
5. *Definition*: (The Meriam Webster's Dictionary defines leisure as enjoyable activities that you do when you are not working.)
6. *Exaggeration or Outrageous Statement*. (The whole world stopped during the launch of the latest iPhone.)

- I Don't slack on your **thesis statement**. Your thesis statement is a short summary of what you're arguing for.

It's usually one sentence, and it's near the end of your introductory paragraph. Make your thesis a combination of your most persuasive arguments, or a single powerful argument, for the best effect.

2. The Body Paragraph

This includes a topic sentence for the 3 main points or reasons of your argument and 2 to 3 supporting details of the main reasons.

3. The Conclusion

As a general rule, it's a good idea to restate each of your main points and end the whole paper with a probing thought. If it's something your reader won't easily forget, your essay will have a more lasting impression.

Task 1. Read the following essay and fill out the outline on the next page.

Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

There are a lot of good reasons why everyone should read for pleasure. The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

Persuasive Essay Writing Outline

Goal: Everyone should read a book for pleasure.

Introduction		
Attention Getter: _____		
Thesis Statement: _____		

↓

Body Paragraph		
Topic Sentence: _____		
Point 1:	Point 2:	Point 3:
↓	↓	↓
Support/Examples: 1. _____ _____ 2. _____ _____	Support/Examples: 1. _____ _____ 2. _____ _____	Support/Examples: 1. _____ _____ 2. _____ _____

↓

Conclusion		
Summing Up		
Final Opinion		

B. Leisure

What is leisure?

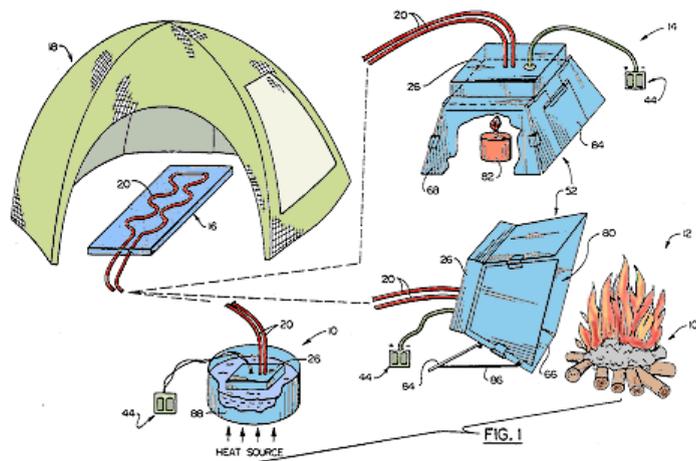
An enjoyable activity that serves a purpose, either for fun or for relaxation without thoughts of duties or obligation.

Examples: reading, going to the movies, camping, playing sports, throwing a party, etc.

Task 2. Read the following real inventions. Highlight the attention getter or hook in each reading. Write what kind of leisure this could be used.

Camp Comfort

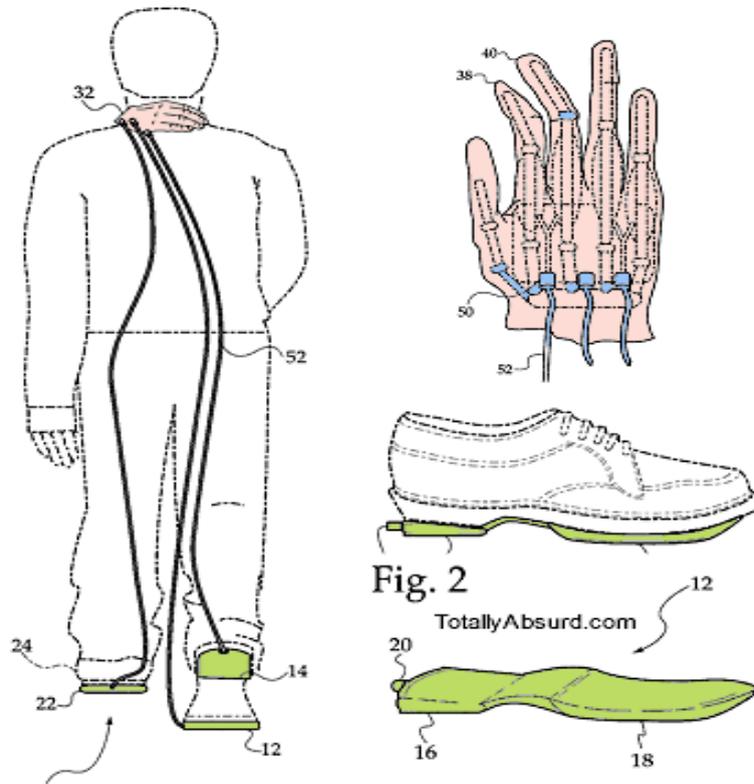
USA Patent Issued In 1991



Ahhh, the fun of camping. Fresh air, open space, the cold hard ground and ants in your pants! Well we can't keep the ants at bay but we can help warm up your sleeping surface with the heartwarming Camp Comfort bed warmer. Oh sure, you *could* heat up your tent with a propane heater but open flames and combustible material are not a good mix. So our hot minded inventor ran some rubber tubing through foam padding and hooked it up to an enclosed water container. The water container has folding reflectors that channel a fire's heat straight to your bed and a small battery operated pump system keeps the hot water circulating all night long. Camp Comfort is not a bad idea if you like camping, but if our Bed & Breakfast isn't serving blueberry pancakes for breakfast, well, that's our idea of roughing it.

For what kind of leisure could this be used? _____

Cyborg Massage
US Patent Issued In 2002



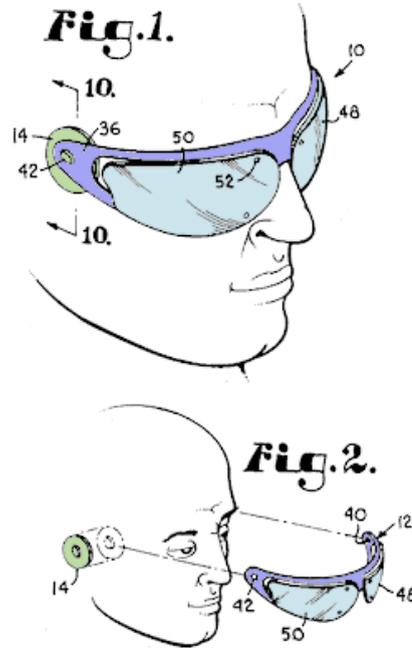
Hey, we can all use a little pampering, and with the Cyborg Massage System, you can get a hands-free neck massage while you are walking! Or at least, make that free of human hands! Your Cyborg Massage Hand is powered by the air bladders and pumps located in the special shoes you are wearing. As you walk, the pressure on your toe and heel bladders trigger the fingers on this creepy mechanical hand to squeeze and release, squeeze and release, squeeze and release.

We're not sure if your futuristic Terminator hand will give a great massage or not, but remember, *no jumping* or the extra pressure may just squeeze the bejesus out of you!

For what kind of leisure could this be used? _____

Earless Eyewear

US Patent Issued In 1998



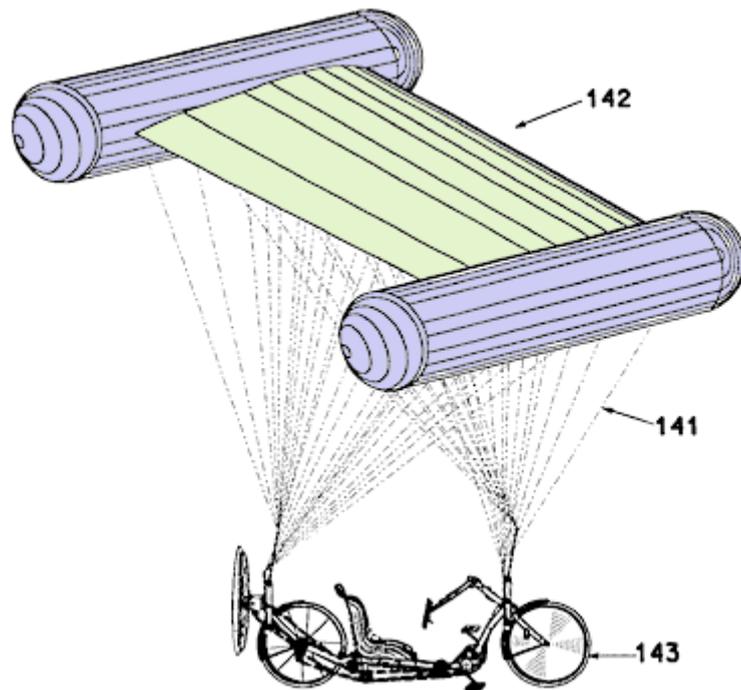
What's the downside to glasses? Temples. You know, the piece of the frame that clips over your ears. Pressure on your ears can give you a headache, the hinges often become loose and your glasses can fly off during sporting activities. So what's a better way to keep your glasses on your face while eliminating those common annoyances? Magnets! Yep, you heard right my friend, Magnets.

To use your new Earless Eyewear, simply peel back the protective backing and stick a round self- adhesive magnet on to each side of your head. The EE frames contain internal magnet loving metal that holds fast to your new cranial magnet system. What happens if you are wearing EE sunglasses and you walk into a darkened room? Just pull the glasses frame away from your head magnets and they come right off... the glasses frames, that is. You'll still be wearing your Frankenteinian magnetic disks, which are now ideal for storing paper clips and safety pins.

For what kind of leisure could this be used? _____

Flying Bike

US Patent Issued In 2003

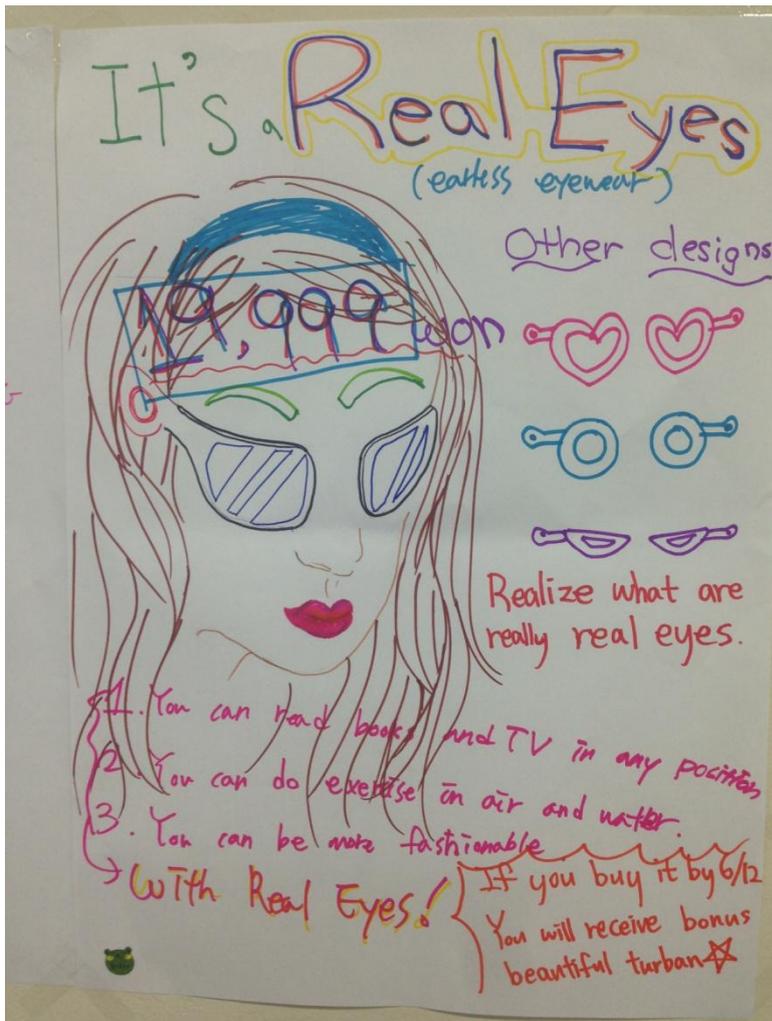
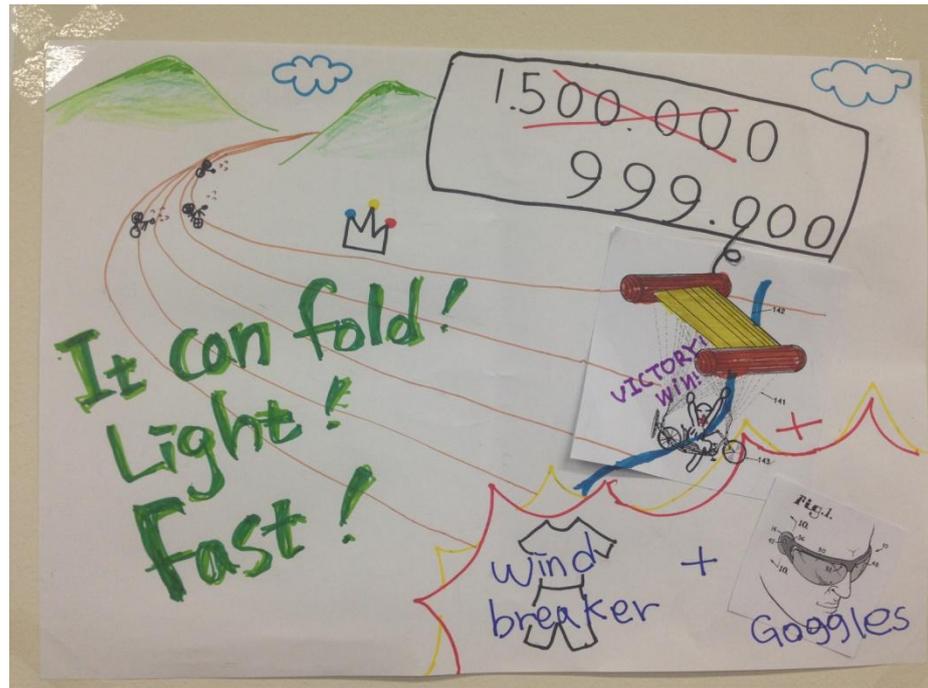


Let's face it, traffic is getting worse all over. Slow moving freeways feel like narrow parking lots and commutes are getting long and longer. But wait, there is a solution... be the first on your block to own your very own Flying Bike! Take to the airways and bypass all of those clogged roads and jammed expressways by pedaling your way to flying freedom. This low slung, slow-speed machine features what looks like a child's giant car seat (buckle up!) and a big fan mounted aft. Lift is provided by a huge gas inflatable wing that gently pulls you into the atmosphere with the mere force of forward motion. And when you get tired of pedaling, the inventor actually suggests you could mount a rocket on this mean machine for some fierce propulsion. Hold on tight, it's going to be a wild ride!

For what kind of leisure could this be used? _____

Class Photos and Outcomes





Reflection Week 14

- Class Description

This is the last week of teaching for the course. The topic was leisure and we needed to write a persuasive essay.

- What worked well

We used a TV commercial for giving context to students. It was funny video and also good to give them a model to make an advertisement. We played two times. Firstly, they just watched the video and secondly, they had to remember the reasons why they should buy the product called snuggie. Therefore, they could have some chance the purpose of the advertisement and persuasion.

- What didn't work

On lesson planning stage, we might not think much about time. We constantly changed time plan during the class. We needed more time on structure reviews, so we gave more time on that part. Therefore, we took some time off from writing stages. We asked groups to combine introduction and conclusion paragraph into one activity as divide into two teams in groups. Eventually, we did all the activities on time, but we must be hurry at some points and took some things out.

- What can do better

We did not prepare any vocabulary list because we finished the intervention. We thought that the students can use the words that we had given so far. However, topic is to sell a product. They must need some words to use for the particular essay. We just ignored it. If they have a word list, they could write better sentences in their essays.



III. Action Research

The Effective Teaching Vocabulary to improve Writing Skills for University Students

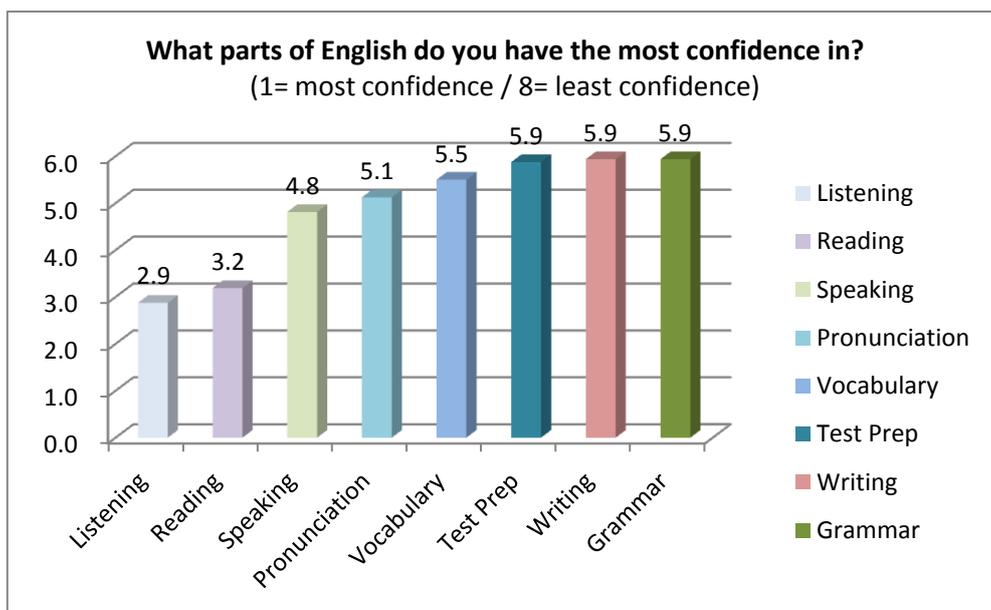
In this chapter, I will present what I did for the action research and what I found during the intervention. It was about teaching vocabulary in a writing course. I worked with Jihyun and we put so much effort to make this intervention work. It was challenging, but at the same time I could focus on one particular skill to make improvement from the students as well as writing skills. It will tell what worked well and what can do better in the future.



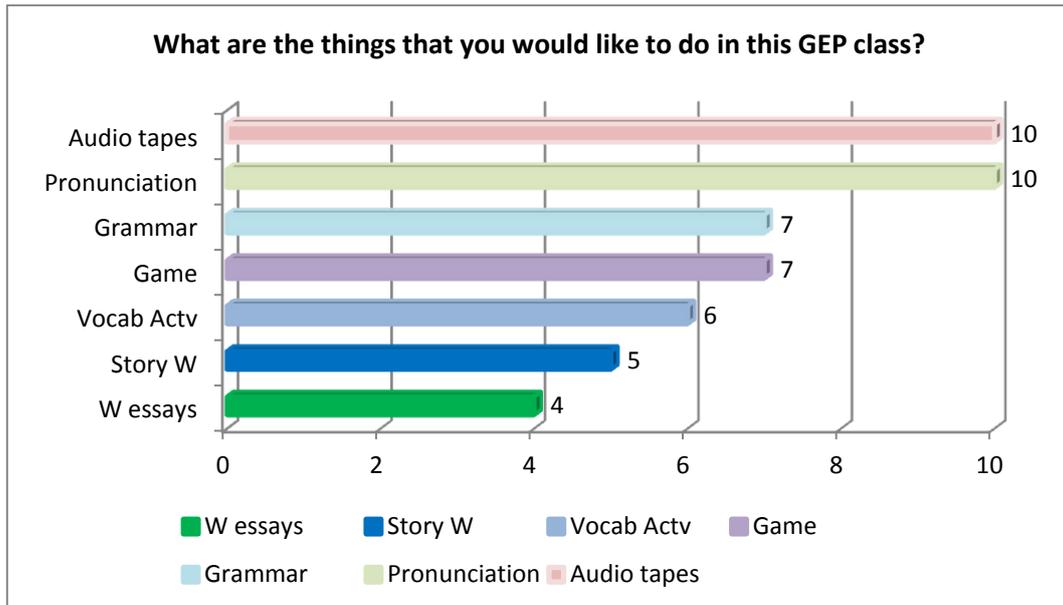
1. Introduction

Koreans do many things for learning English vocabulary: having vocabulary books, keeping vocabulary journal and memorizing them. Probably we are the most enthusiastic people to learn more English words in the world. However, unfortunately, we are not the best English speakers or writer not as much as we try. Koreans have difficulties in speaking and writing even though we memorize many words during our English learning lives. In addition, many learners mention that vocabulary is the problem of their speaking and writing skills. In other words, they recognize that they need to learn more vocabulary to speak and write what they want to express.

GEP students feel the same. According to the student's survey that they did on the first week of GEP class, they feel confident in their listening and reading. However, they are not confident in their vocabulary even compare to speaking and pronunciation which are the weakest skills among Koreans.



On the other hand, they expect listening activity using audio tapes and pronunciation practices the most. Only one third students answered that they want vocabulary activities in GEP class. It means that even though they realize that they are not good at using vocabulary, they do not know the importance of vocabulary for improving their English skills.



Based on the issue that we found about vocabulary of the students, we hope to find the answer of the research question throughout the intervention. The question is; **How to build vocabulary skill effectively for university students in writing course?**

To acquire vocabulary, students use strategies. As we mentioned before, many Korean students memorize words. It is called “Rote memorization (p. 26, Anderson, 1999).” However, there are many other strategies to use for learning vocabulary effectively.

First of all, students can use context as clues for learning new words. According to Mehta (2009), context helps learners to understand situation clearer. In addition, context highlights the meaning of the word. Artley (1943) explains the reason why context helps situation clearer. It is because the text is the outcome of the author who intends the words. In other words, it is “the meaning intended by the author (p. 73).” It is also important to understand new words because the reader and the writer share the past experience each other (Artley, 1943). Therefore, using context is one of the most powerful strategies for learning vocabulary.

Word structure analysis skills help learners to acquire new words easily. These skills encourage learners to know roots, prefixes, and suffixes of word. Nation (1990) mentioned that in order to analyze word structure, learners should learn how to break words into their parts, and learn what meanings of prefixes and suffix are. It will help learners to figure out the meaning of new word.

Lastly, synonyms may be used to help the student to understand the different shade of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student’s vocabulary bank and provide alternative words instantly (Mehta, 2009). Learning synonyms of a word, which learner already has known, may be easier to acquire the target word than learning non-synonyms.



2. Intervention

To answer the research question we will use three different vocabulary strategies for the students. Firstly, we are going to use context clue strategy. Students will meet new vocabulary in the reading passages and have to guess the meaning of new words in the context or from the given example sentences, synonyms, or antonyms. The target words will be connected with activities in class encouraging using them.

Secondly, word structure analysis strategy would be used. In the reading assignment, students can learn prefixes, suffixes and roots. With the given charts, students will guess the meaning of the word and understand how to break down words into their parts. In class, students will write a paragraph using given words.

For the last intervention, students will learn synonyms related to the theme and function that they will learn. Students will learn synonyms through the reading homework as a preparation before coming to class and be encouraged to using synonyms in class while they are writing rather using the same words over and over. They will categorize vocabulary with same or similar meaning and learn how to use them appropriately in writing.

2.1 Overall Intervention Plan for six weeks

Week	Strategy	Exercise in Reading assignment	Exercise in lesson
W6-7	Context clues	Guessing the meaning of the words from the context	Write a paragraph using given words
W9-10	Word analysis skill	Provide the list of Prefix, suffix, root - guessing the meaning of the word (according to the chart) - choose the right definition of the word (multiple choice)	
W11-12	Synonyms	Provide the list of synonyms - Finding the words in the list - Finding repeatedly used words and change to another word using thesaurus	

2.2 Vocabulary Self-Assessment

Words	I knew the meaning and usage of the word <u>before</u> the lesson.	I learned the meaning and usage of the word <u>through reading assignment.</u>	I tried to use this word in <u>speaking sentences.</u>	I tried to use this word in <u>writing sentences.</u>
	나는 이 단어의 뜻이나 쓰임새를 숙제를 하기 전에 이미 알고 있었다.	나는 이 단어를 이번 리딩 숙제를 통해서 배웠다.	나는 이 단어를 말하는 문장에서 쓰려고 노력했다.	나는 이 단어를 작문하는 문장에서 쓰려고 노력했다.



3. Methodology

The data was collected by vocabulary assessment, survey from little sisters and reflection journal from big sisters.

We made a vocabulary list within 20 words for every lesson to encourage students to using the words during the lesson. Before students came to the class, they needed to look through the vocabulary in their reading assignment. They did different kinds of exercise to use the strategies. During the lessons, they were encouraged to using the words. At the end of the class, students were asked to check on the vocabulary assessment which was about how many vocabulary they already knew before the class, learned the meaning or usage through the lesson and used the vocabulary in speaking sentences or writing sentences during the lesson.

After interventions for 6 weeks, students had a survey with 11 questions. The questions are to find out the most helpful strategy, connection between reading homework and lesson, teacher's role of using vocabulary and relationship between checklists and trying to use vocabulary or improvement.

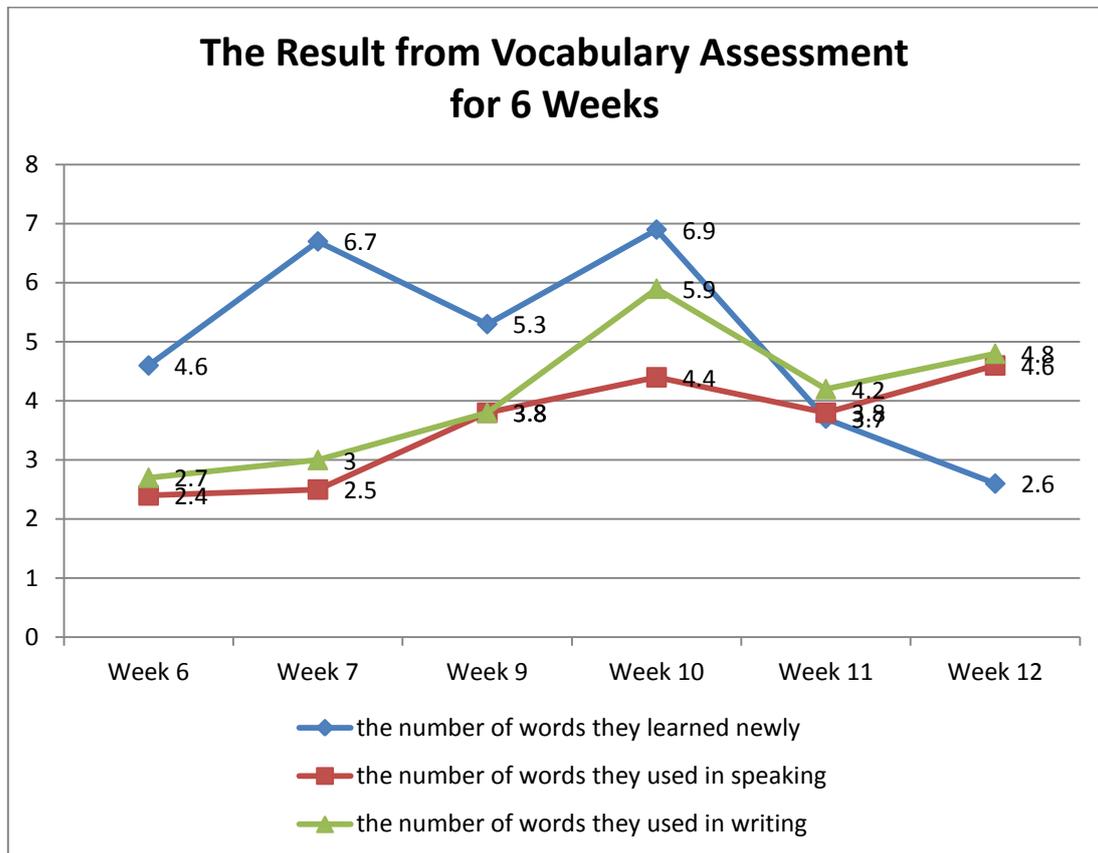
The last methodology we used for data collection is reflection journals. They were written by other MA TESOL students who taught GEP class with us. We wrote reflection journals every week about what we did in the lesson, what went well, what did not go well, and what we can do better next time. It helped to see other people's view on the lesson.



4. Results

From six weeks intervention, we had three different vocabulary strategies for GEP course. In general, the average number of target words that students used in class was increased for six weeks. Each week we gave students about twenty words to learn. After the

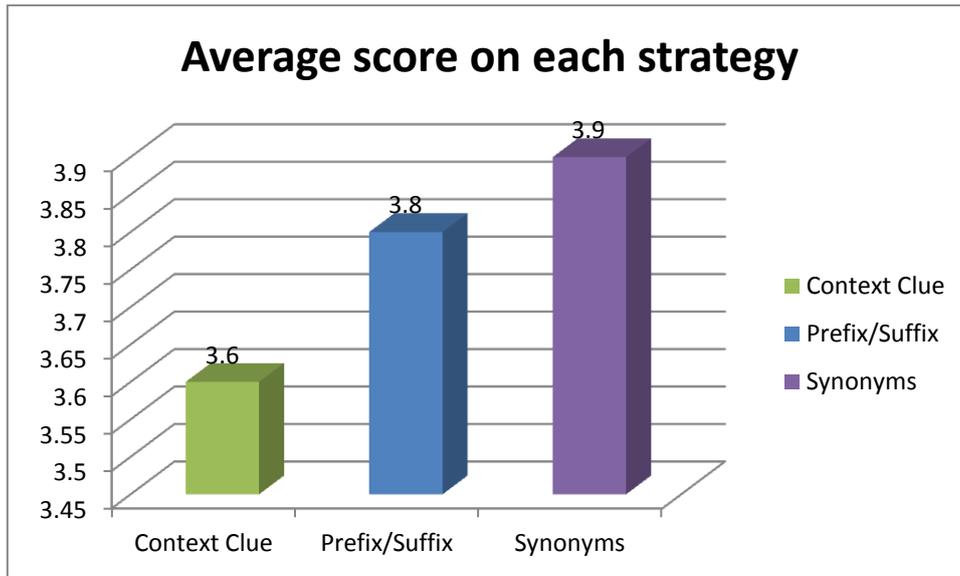
each lesson, we had them to do vocabulary assessment that asks how many words that they newly learned, and whether used them in speaking and writing. Through this assessment, we could see their improvement on using the target words in class. On the first week of intervention, they used only average 2.4 words in speaking and 2.7 words in writing during the class. However, it was increased by average 4.6 in speaking and 4.8 in writing on the last week of intervention.



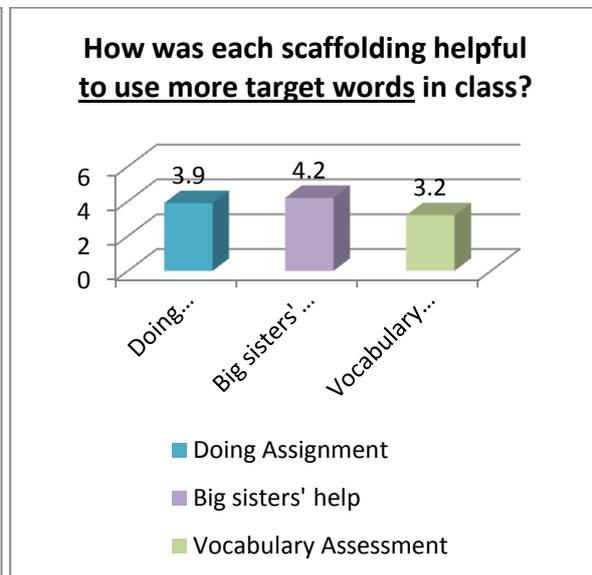
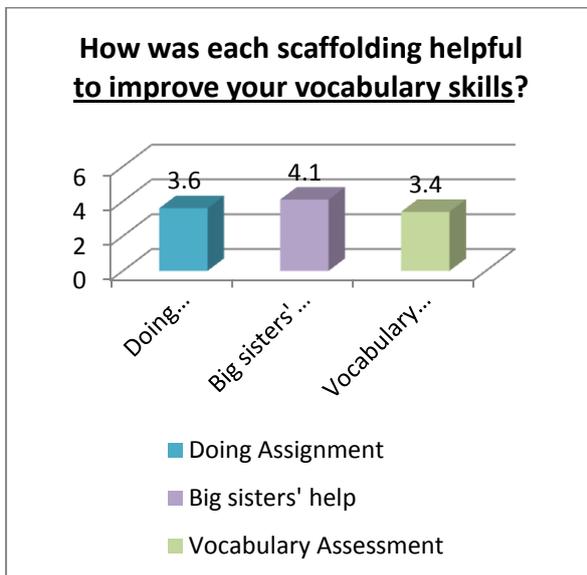
Especially, on week 10, students used the most words both for speaking and writing. They used average 5.9 words in speaking. Also, they used 4.4 words for writing in average. The strategy they used was prefix and suffix and the activities were related to describe graphs.

According to the assessment, every second week of each strategy, students used more words than the first week. We used context clue for week 6 and 7, prefix and suffix for week 9 and 10, and synonyms for the last two weeks.

We did survey after the intervention was finished. We would like to see the strategy and scaffolding that are the most helpful to them. According to the survey, the most helpful strategy was synonyms. Students gave 1 point if they think the strategy was not useful and 5 points for most useful. The result shows that students think that using synonyms is the most helpful strategy. Secondly, they answered analyzing word strategy is beneficial.



Furthermore, we asked about the most helpful scaffolding for improving their vocabulary skills and for using more words in class. They answered that big sister’s help was the most helpful both to improve their vocabulary skills and to use more words during activities. Also, they answered doing assignments also helped their vocabulary skills and using the words.



5. Discussion

We found three positive outcomes from this action research. First, the number of vocabulary that students used in speaking and writing during the class had been increased. Since it is writing class and students were asked to write a paragraph or an essay

in each class, the number of vocabulary they used in writing was higher than speaking. Lesson plans, which included activities students could practice vocabulary, and reading homework as preparation before class were well connected to each other so that students could use more vocabulary each week. According to the survey, students answered that previewing vocabulary through reading homework also affects to use them in writing and speaking. Especially in Week 10, according to assessment, the number of vocabulary they learned, they used in speaking, and they used in writing were highest than any other weeks. This is because the theme and function of the week and vocabulary that was chosen based on vocabulary strategy of the week which was word structure. The objective of the lesson of week 10 was describing and analyzing a graph about music and they were given 20 words they could use for describing a graph such as 'sharply', 'steadily' or 'dramatically'. There were also several opportunities they could practice to explain several graphs using different vocabulary. In conclusion, well-connected lesson with reading assignment helped students use more words.

The second positive outcome is big sisters' encouragement during the classes was helpful to use vocabulary in activities. From the survey, students answered that they tried to use given vocabulary in production and big sisters' encouragement was efficient. When students are focused on writing about their thoughts or opinions, they were usually struggle how to exactly translate what they think in English. As encouraging them to have a look over the vocabulary list, they had started not obsessing translation Korean into English. Rather, they tried to express their ideas using target words.

The most effective strategy was using synonyms in the last 2 weeks. It was shown in qualitative and quantitative as well. The number of vocabulary students used in speaking and especially in writing had been increased in the last 2 weeks and students answered that it was easier than the other strategy to learn new vocabulary and use them in writing. They answered that they could learn and practice different vocabulary which have similar meanings in different activities. Therefore, they could avoid writing same words over and over in one essay. It made their writing richer. In addition, it helped students to use more words in activities. According to Webb(2007), if vocabulary knowledge gained from knowing words may facilitate the future learning of their synonyms, unknown words may become easier to learn as a person's vocabulary develops. The result also indicates that students selected synonyms for the easiest to use and learn in Webb(2007)'s research.



6. Conclusion

We taught students with three different strategies for learning vocabulary and encouraged them to using in speaking and writing sentences. The result showed that students used vocabulary they encountered in reading homework more than the first week of the intervention. Students answered that reading homework and big sisters' encouragement were helpful for them to use vocabulary. The most effective strategy was

synonyms among three strategies.

All things considered, teacher should make a good connection with lesson plan including different activities to use the words and homework to preview the words. In addition, teacher should choose the vocabulary that they will teach carefully based on the theme and function of the lesson, and strategy that they will use to learn vocabulary. If three of them are well connected strongly throughout the course, it would be easier for students to internalize what they learned.

6.1 Limitation

We also had a limitation during this intervention. Even though we chose vocabulary, we could not have enough time to teach them in class. We had 140 minutes for one lesson, but it was short for teaching the structures, activating their motivations, and writing something. We had vocabulary review sessions from the second week of the intervention, however, it was only 5-10 minutes and only to answer the questions from little sisters. Even though the time limitation to give a lecture, the big sisters understood the importance of teaching vocabulary strategies, and did great jobs in their groups. Since big sisters encouraged them well, little sisters answered that they had helps from big sisters to improve their vocabulary skills.

6.2 Suggestion: Context clue strategy with words have multiple meanings

The first vocabulary strategy we gave to little sisters was context clue. It was more connected to reading assignment. Students had an opportunity to guess the meaning of new words through context. However, the words were new to them and beyond their level, they could not use them easily. According to Dongwon's reflection on week 7, she reported as follows:

...Another thing that did not work well this week was about using the vocabulary list. Even though we emphasized the importance of using it at the beginning of the lesson and had the vocabulary review session, we were not able to see a lot of students actually using it during the class. We think it was because vocabulary on the list was not really usable for our activities even though these words are still very essential to learn. ...

The vocabulary we had on the week was, for example, portray, heist, plot, flee, and so on. Regarding the topic of the week, movies, some vocabulary are not easy to speak or write in the activities. Therefore, the average words that they used were 2.5 for speaking and 3 for writing.

Thus, we would give students words that have multiple meanings for context clue strategy instead of difficult new words to them. For example, the word 'run' has multiple meanings. They might do not know some meanings of the word. We can give the word as one of the target words for guessing the meaning in context.

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Appendix A: Need Analysis questionnaire

STUDENT SURVEY

Major (전공): _____ Year (학년): _____ Age (나이): _____

안녕하세요 뱅블랙 교수님의 English Writing and Reading 학생여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분들의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사결과는 수업활동과 자료를 구성하는 데에만 참고할 것입니다.

1. Which word below best describes your personality in general?

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해주시요.

Introverted ←-----1-----2-----3-----4-----5-----→ Extroverted

(내성적) 매우내성적 내성적인편 중간 외향적인편 매우외향적 (외향적)

2. Briefly describe your English learning experience. 자신의 영어학습 경험을 적어주세요.

_____ In school (학교교육) How long? (기간) _____

_____ Private tutoring (과외) How long? (기간) _____

_____ Studying English in a language institute (영어학원경험) How long? (기간) _____

_____ Living abroad (해외체류경험) Where? (장소) _____ How long?(기간) _____

_____ Having foreign friends (외국인친구와의교제) Describe (설명): _____

Other experience (기타경험): _____

3. What do you do with English? Where? 영어를 어디서 주로 어떤 용도로 사용합니까?(해당란에 표시하고 설명)

() studying(공부/학습) where/what/why _____

() chatting(채팅) where/how _____

() working(아르바이트/직장) where/how _____

() meeting people(친목) where/how _____

() club activity(동아리,모임) where/what/how _____

Others(그 외) _____

4. How many hours do you use English per week? 일주일에 몇 시간 정도 영어를 사용 하십니까?

() never () less than 3 hours () 3-6 hours () 6-9 hours () more than 10 hours

전혀 사용하지 않는다. 3시간 이하 3-6시간 6-9시간 10시간 이상

5. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received. 정규시험을 보신 적이 있다면, 시험을 선택하고 점수를 적어주세요.

MATE TOEIC TOEFL TEPS IELTS SEPT Other test (그 외): ()
 Score: () () () () () () 점수: ()

6. Have you ever studied English? If you have, what kinds of skills have you studied? 영어학습을 위한 수업을 들은 적 있습니까? 있다면 어떤 스킬을 배우거나 사용했나요?

Listening: Yes No (circle one) If yes what skills did you learn? (Check the box)

- Restating (들은 것을 자신의 언어로 고쳐 말하기)
- Reflecting (들은 것을 경험에 비추어 생각해 보기)
- Interpreting (해석/번역) Summarizing (요약하기)
- other (그 외) _____

Speaking: Yes No (circle one) If yes what skills did you learn?

- Turn Taking (번갈아 가며 말하기) Pronunciation (발음) Fluency (유창성)
- Intonation (억양) Functions (상황에 맞는 발화)
- other _____

Reading: Yes No (circle one) If yes what skills did you learn?

- Skimming (훑어 읽으며 글의 전반적인 주제를 파악하기)
- Scanning (원하는 정보를 빨리 찾아내어 읽기) Determining Purpose (글의 목적 파악하기)
- Predicting (내용 추측하기) Visualizing (도표/시각화하기)
- other _____

Writing: Yes No (circle one) If yes what skills did you learn?

- Brainstorming (자유롭게 자기 생각을 제시) Free Writing (자유작문)
- Peer Editing (동료와 첨삭 주고받기)
- Planning (개요 짜기) Paragraph Structuring (문단구성)
- other _____

7. Which of these have you done in English? (Check all that apply) 다음 중 어떤 것을 영어로 해보셨나요? (해당 사항을 모두 체크해 주세요. 수업시간 내, 외 모두 해당합니다.)

- Debating (토론) ___ Presentations (프리젠테이션/발표) ___ Role Play (역할극) ___
- Interviews (인터뷰) ___ Narration (나레이션/서술) ___ Online chatting (온라인 채팅) ___
- Writing Essays (리포트/에세이 쓰기) ___ Writing Email (이메일 쓰기) ___
- Other: _____

8. What are your plans for the future? What job would you like?

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

9. Why are you learning English? Please, list three reasons.

영어를 배우는 이유를 세가지 써주세요.

10. What parts of English do you have the most confidence in? Rank the following in order (1=most confidence, 8=least confidence)

어떤 영어 영역에 가장 자신이 있습니까? 자신 있는 순서대로 (1=가장 자신있음, 8=가장 자신없음).

Vocabulary () Grammar () Reading () Pronunciation ()

Speaking () Listening () Writing () Test preparation 영어시험대비 ()

11. What expectations do you have in the GEP class this semester?

이번 학기 GEP 수업에 기대하는 것은 무엇입니까? 구체적으로 생각해서 적어주세요.

12. What are the things that you would like to do in this GEP class? Number them according to your preference (e.g. 1 = most preferred)

GEP 수업에서 특별히 했으면 하는 것을 고르세요. 여러 개 골라도 좋습니다.

() grammar practice (문법) () games/fun activities (게임/활동)

() pronunciation drills (발음연습) () role play/skits(역할극)

() using audio tapes (듣기연습) () vocabulary activities (단어관련활동)

() watching videos or movie clips (비디오/영화 클립 보기)

() discussions (토론) () using Internet materials (인터넷 자료 활용하기)

() story writing (이야기 쓰기) () writing poetry (시 쓰기)

() writing emails (이메일 쓰기) () writing essays (리포트/에세이 쓰기)

() writing a resume (영어이력서 쓰기) () writing business documents (업무관련 작문)

() others _____

13. What kinds of topics are you interested in? (order of importance)

관심 있는 주제를 골라보세요. (좋아하는 순서대로 번호를 매겨주세요.)

- | | | |
|-----------------------------------|--------------------------|-----------------------------|
| language learning 언어학습 () | study abroad 해외에서 공부 () | |
| jobs & career 직장/업무관련 () | campus life 대학생활 () | travel 여행 (), |
| celebrities 유명인사 () | shopping 쇼핑 () | leisure activities 여가활동 () |
| food(cooking) 음식/요리() | fashion 패션 () | friends 친구관계 () |
| dating/relationships 데이트/연애관계 () | family 가족 () | sports 스포츠 () |
| holidays 휴가/휴일 () | social issues 사회이슈 () | games 게임 () |
| technology 기술 () | movies 영화 () | cartoons 만화 () |
| art 예술 () | music 음악 () | others _____ |

14. Is English your friend or enemy? 영어는 당신의 친구입니까, 적입니까?

Friend ←-----1-----2-----3-----4-----5-----→ Enemy
 친구 친구 관계 적

15. I think I am good at English. 나는 영어를 잘한다고 생각한다.

(1=정말 그렇다, 5=전혀 그렇지 않다.)

1 (strongly agree)-----2-----3-----4-----5 (strongly disagree)

16. How would you rate your English reading proficiency? 당신의 영어 독해 능력이 정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

17. How would you rate your current English speaking proficiency? 당신의 영어 회화 실력이 어느정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

18. How would you rate your current English writing proficiency? 당신의 영어 쓰기 실력이 어느정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

19. Do you have any concerns about this class?

이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주세요.

Appendix B: Vocabulary List for 6 weeks

Week 6	Week 7	Week 9	Week 10	Week 11	Week 12
Context clue		Prefix/suffix		Synonyms	
Easter	plot	unbelievable	increase	firstly	both
holiday	accept	adaptable	expand	first of all	although
fall on	flee	qualification	improvement	to begin with	similarly
symbol	score	realistic	decrease	as well as	unlike
was born	release	practical	decline	besides	on the contrary
enjoy	disappear	respectful	growth	moreover	on the other hand
celebrate	arrest	reliable	decision	in addition	even though
full moon	head off	thoughtful	inspiration	furthermore	differ from
dawn	heist	negotiable	stabilize	additionally	like
crucifixion	critique	substitute	recovery	as a result	yet
bunny	impressive	prepare	sharply	consequently	alike
decorate	provide	punctual	slightly	for this reason	despite
death	portray	honorable	steadily	therefore	similar to
associate	reminder	moralistic	dramatically	thus	difference between
include	synopsis	energetic	suddenly	in conclusion	likewise
attend	expand	uncontrollable	steeply	to sum up	prefer
similar	considerable	cooperate	gradually	all things considered	there are differences between
grown up	recall	optimistic	gently	in summary	there are similarities between
official	abandon	responsible		in my opinion,	the advantage of
custom	receive	sensational		I believe that	the disadvantage of

Appendix C: Reading Assignments

Week 6 Reading Assignment

Reading 1. Happy Easter !

Easter is considered a religious holiday by many people. In addition to being celebrated in churches, a lot of people enjoy Easter at home. Easter always falls on the first Sunday after the full moon on or after the spring equinox. This means that Easter always falls between March 22 and April 25.

Does this make you wonder about the Easter Bunny and Easter eggs? The Easter Bunny is said to be named after the ancient goddess Eostra, the goddess of spring. Many baby animals are born in the spring and rabbits have lots of babies!

Eggs are another symbol of spring and new life. In the 1700s, German immigrants to America brought a story of a rabbit that laid eggs and hid them for children. That's the Easter Bunny!

Sweets are also associated with Easter. This tradition is said to have started with Hot Cross Buns, baked pretzels, and finally chocolate. In the 1800s, chocolate in the shape of an egg became the new Easter treat. In the 1930s, jelly beans were added to the Easter favorites list and in 1954 marshmallow Peeps became an iconic Easter candy experience.

We sure love our Easter candy. Americans devour 16 billion jellybeans every Easter! We buy more than 700 million Peeps! Approximately 200 million chocolate eggs are sold at Easter time each year. That's a lot of candy!



[13-18] Sentence Completion

Use the vocabulary words to complete the sentences below.

13. The date for Easter is decided by finding the first Sunday after the first _____ after March 21.
14. _____ are favorite flowers used to decorate for Easter and are shaped like _____.
15. Easter is primarily a holiday celebrating the _____ of Jesus from the dead.
16. Many baby animals, such as _____ and _____, are born in the spring.
17. People decorate their homes with lilies because it represents _____ and _____ life.
18. Many people color Easter eggs because eggs remind people of _____ and _____ life.

[19-28] Here are some words from Reading 1. Read the sentences including red marked words in the passage.

Guess the meaning through the sentences or context. Then complete each sentence.

<Words for Question.13-20>

congregation / celebrate / full moon / resurrection / dawn /
crucifixion / pastor / decorate / bunny / lily (plural. lilies)

19. In ancient times, officials killed criminals by _____.
20. In Christianity, Jesus' death and _____ is the central event.
21. The greenhouse was filled with the strong fragrance of _____.
22. There's a _____ tonight.
23. " _____ " is a pet name for a rabbit
24. The bathroom is _____d in green and yellow.
25. We always _____ our wedding anniversary by going out to dinner.
26. A farmer's day begins at _____.

[27-28] Write the right words for each definition.

27. (noun.) A religious leader in certain Protestant Churches

: _____

28. (noun.) A group of people who have come together in a religious building for worship and prayer: _____

Topic: Movies

Instructions:

Read the descriptions about movies below. The highlighted words are vocabulary words. Please try to guess what these words mean based on context clues.

Movie Plot Summary #1:

In the Kingdom of Arendelle, Princess Elsa has the power of freezing and creating ice and snow, and her younger sister Anna loves to play with her. When Elsa accidentally hits Anna on the head with her gift and almost kills her, their parents bring them to trolls that save Anna's life and make her forget the ability of her sister. Elsa returns to the castle and maintain herself recluse in her room with fear of hurting Anna with her increasing power. Their parents die when their ship sinks in the ocean and three years later, the coronation of Elsa forces her to open the gates of her castle to celebrate with the people. Anna meets Prince Hans in the party and she immediately falls in love with him and decides to marry him. But Elsa does not **accept** the marriage and loses control of her powers freezing Arendelle. Elsa **flees** to the mountain and Anna teams up with the peasant Kristoff and his reindeer Sven and with the snowman Olaf to seek out Elsa. They find Elsa in her icy castle and she accidentally hits Anna in the heart; now only true love can save her sister from death.

<http://www.imdb.com>

Fill in the blank using highlighted words from the passage.

1. When you _____ from something or someone, it means that you are trying to run away from them.
2. When you _____ to something that you have been offered, you are saying yes to it or are agreeing to take it.
3. The _____ of a film, novel, or play is the connected series of events which make up the story.

Movie Plot Summary #2:

Popie, Yenicall, Chewingum and Zampano are a team of professional thieves in South Korea. After they **score** a valuable antique vase, they hear from Macao Park in which he proposes a highly lucrative new job in Macau. Meanwhile, Pepsee is **released** from prison on a special pardon. A few years back Macao Park, Pepsee and Popie worked together as a crew. Macao Park and Pepsee were also in a romantic relationship. Then, while stealing gold bars, Macao Park's cable snapped in an elevator shaft and he **disappeared** with the gold bars. Pepsee was **arrested** shortly afterwards.

Now, Popie, Yenicall, Chewingum and Zampano **head** off to Hong Kong to work with Macao Park. What Macao Park doesn't know is that Pepsee is also coming with them. In Hong Kong, a separate crew awaits for the Korean thieves. The four Hong Kong thieves consist of Chen, Andrew, Julie, and Johnny. When the Hong Kong and Korean teams finally meet, tension rises immediately between the two groups. Macao Park then enters the meeting and lays out the plan. Their goal is to steal the "Tear of Sun" diamond. The diamond itself is currently in the possession of ruthless **criminal** Wei Yong. Furthermore, the diamond is stashed safely in the suite room of a Macau casino & resort. Macao Park also lays another bombshell. He can easily sell the "Tear of Sun" diamond for \$20 million dollars. Now the two teams work together in what will surely turn out to be the **heist** of their lives, but the 10 thieves all have their own agendas.

(<http://asianwiki.com>)

Here are some words from the passage. Choose the word has same meaning in the passage.

4. score

- a. points b. get c. twenty

5. release

- a. publish b. escape c. set free

6. disappear

- a. vanish b. pass c. melt

7. arrest

- a. engage b. catch c. end

8. head

- a. go b. front c. principle

9. heist

- a. victim b. thief c. plan for crime

Movie Critique:

The visuals for this movie are **impressive**. The story line is enjoyable and it leaves you appreciating your place on Earth. The characters also provide some good laughs. It was one of the better 'space' movies. However, as a geek (I know, I know it's a movie) the orbits are all wrong for some of the events to even remotely take place. So if you know anything about space travel, as usual, suspend disbelief for the moment. It, at least, stayed largely true to the no sounds in space thing and **provides** some good lessons about linear and angular momentum. The fact I even get to bring this up means I give the filmmakers some serious props... I wouldn't go so far as some of the reviews where they say the movie is creating a whole "new genre". The reviewers and movie makers just never realized, until now, what us geeks knew all along... space is much more awesome and frightening if you **portray** it more realistically. Hopefully, the movie also provides a good **reminder** about how special this little rock is and how unforgivable the rest of the universe is. Let's try and keep our planet that way! At least I was reminded of this when I left the theater.

<http://www.imdb.com>

Fill in the blank using highlighted words from the passage.

10. The musical I saw last night was _____. The staging was wonderful!
11. I like to read other people's _____s after I read a book. I enjoy reading their opinions on the story.
12. The movie _____ space in such an exciting way. I never knew science could be so fun and interesting. (Write it in past tense)
13. This hospital has a commitment to _____ low-cost medical care to senior citizens.
14. We wrote down a memo as a _____ so we wouldn't forget to buy presents.

Movie Synopsis:

The film tells the story of two students who meet in an introductory architecture class and fall in love. Fifteen years later, the girl tracks down her first love to seek his help in building her dream house. In the present day, architect Lee Seung-min is approached by Yang Seo-yeon, whom he knew at college some 17 years ago, to design a new house for her on the site of her 30-year-old family home on Jeju island. Seung-min reluctantly agrees but can't come up with a design that pleases her. In the end, they decide to renovate and **expand** the existing house, and he and Seo-yeon spend a **considerable** amount of time together down in Jeju, to the growing annoyance of his fiancée Eun-chaе, with whom he is soon to be married and move to the US. As Seo-yeon cares for her dying father and Seung-min learns more about what became of Seo-yeon in the intervening years, he **recalls** their initial meeting at college in the early 1990s.

Seung-min and Seo-yeon had lived in the same neighborhood in Seoul and attended the same architecture class. He remembers her liking rich student Jae-wook, his inability to declare his attraction to her, and the times being coached by his best friend, Nab-ddeuk, in how to get girls. Hoping to confess his feelings to her at the perfect timing, Seung-min asks Seo-yeon to meet him at the abandoned house they frequent on the first day that it snows that coming winter. But one night he catches Jae-wook and a drunk Seo-yeon entering her house together. Fearing the worst, he ends his friendship with Seo-yeon due to his pain of believing she had chosen Jae-wook. The first day of snow arrives, and Seo-yeon is left waiting in the **abandoned** house alone. Heartbroken, she leaves behind her portable CD player with a CD of her favorite artist.

Seo-yeon in the present day **receives** that very same CD player and CD from Seung-min, meaning that he actually went to the house later and remembered their promise. But despite the bitter-sweetness of their first love, in the end, Seung-min still chooses his fiancée Eun-chaе and flies with her to America, while Seo-yeon sits in the house he built for her, listening to the CD.

<http://en.wikipedia.org>

Fill in the blank using highlighted words from the passage.

15. How many Christmas cards did you _____ last year from your family?
16. We need to _____ our house because we need extra space for storage.
17. I cannot _____ any part of the story. I haven't read that book in years!
18. Someone set fire to a building and the damage to the building was _____.
19. A _____ is a summary of a longer piece of writing or work.
20. I found a few _____ puppies on the street. I took them to animal shelter to try and find them a home.

Vocabulary: Jobs

Prefix & Suffix (접두사 & 접미사)

Prefix 접두사	Word	Suffix 접미사	Word
er /or, ist, (직업을 나타내는 접미사)	plumber, performer, babysitter, chimney sweeper, trimmer, producer, register, cashier translator, inspector journalist, pharmacist, therapist, gumologist, archeologist	-able / ible (can)	adaptable, controllable, negotiable, responsible, admirable, reliable, honorable
pre (before)	prepare, preserve, previous, predict, premature	-ful (full of)	powerful, thoughtful, respectful
co (together)	cooperate, coordinate, coworker	-ic (adjective)	energetic, sympathetic, optimistic, realistic, moralistic
un (not)	uncontrollable, unbelievable unhappy	-al (adjective)	professional, national, punctual, sensational, optional, practical
sub (under)	subordinate, subway, submarine, substitute	-ion (noun)	qualification, profession, punctuation, cooperation

[1] Fill in the blanks with the correct words from the word bank.

substitute	prepare	punctual	translator	pharmacist
energetic	uncontrollable	cooperate	optimistic	responsible

1. She works as a _____ for the government.
2. The nurses _____ the patient for surgery.
3. Each child is _____ for his or her own belongings.
4. She has been reliable and _____ so the company wants to hire her as a junior assistant position.
5. The two groups agreed to _____ with each other.
6. Kevin came on as a _____ during Lisa's maternity leave.
7. He has an _____ view of the company's future.

8. For the more _____ people, we offer windsurfing and diving..
9. Susie has an _____ temper. It made her fired last week.
10. We had to wait for the _____ to make up her prescription.

[2] Match the word with the definition.

- | | | | |
|------------------|---|---|--|
| 1. babysitter | • | • | to say that an event or action will happen in the future |
| 2. predict | • | • | accepting things as they are in fact and not making decisions based on unlikely hopes for the future |
| 3. therapist | • | • | someone who takes care of your baby or child while you are out |
| 4. qualification | • | • | an ability, characteristic, or experience that makes you suitable for a particular job or activity |
| 5. realistic | • | • | someone whose job is to treat a particular type of mental or physical illness or disability |
-
- | | | | |
|----------------|---|---|---|
| 6. practical | • | • | showing admiration for someone or something |
| 7. respectful | • | • | carefully considering things |
| 8. reliable | • | • | able to be discussed or changed in order to reach an agreement |
| 9. thoughtful | • | • | Something or someone that is reliable can be trusted or believed because they work or behave well in the way you expect |
| 10. negotiable | • | • | relating to experience, real situations, or actions rather than ideas or imagination |

Prefix & Suffix (접두사 & 접미사)

Prefix 접두사	Word	Suffix 접미사	Word
in- (in)	increase, involve, insight, inspiration, infraction, innate	-th (noun)	growth, health, stealth, truth, birth, breath
ex- (outside)	external, export, exotic, expand, expel, explode, exposition	-ion (noun)	reduction, action, decision, division, attention, emission, inspiration
im- (opposite)	improvement, imperfect, immoral, impossible, impure, impartial, improper	-ize (verb)	stabilize, realize, idealize, memorize, standardize
de- (down / away)	decrease, decline, deduct, deficiency, degrade, dependable	-y (noun)	recovery, honesty, difficulty, delivery
		-ly (adverb)	sharply, slightly, steadily, dramatically, suddenly, steeply, gradually, gently

[1] Fill in the blanks with the correct words from the word bank.

steeply	stabilize	increase	improvement	expand
dramatically	recovery	suddenly	insight	reduction

- The book gives us fascinating _____s into life in Mexico.
- There are no plans to _____ the local airport.
- Prices have increased _____ in the last few years.
- This is a great _____ on your previous work.
- Doctors _____d the patient's condition.
- The population has _____d from 1.2 million to 1.8 million.
- The economy is showing signs of _____.
- Stock prices fell _____ today.
- There has been some _____ in unemployment.
- I _____ realized what I had to do.

[2] Match the word with the definition.

- | | | | |
|-------------|---|---|---|
| 1. decrease | • | • | an increase in the number, amount, or size of something |
| 2. expand | • | • | to become or make something become smaller in size, number, etc |
| 3. steadily | • | • | to increase in size, range, or amount : to become bigger |
| 4. growth | • | • | not steep or sharp |
| 5. gently | • | • | not changing as time passes
not increasing or decreasing |
-
- | | | | |
|-----------------|---|---|---|
| 6. stabilize | • | • | to become stable or to make (something) stable
to stop quickly changing, increasing, getting worse, etc. |
| 7. increase | • | • | the act or process of making something better |
| 8. recovery | • | • | in a very small amount or degree : a little |
| 9. slightly | • | • | to become larger or greater in size, amount, number, etc |
| 10. improvement | • | • | the act or process of becoming healthy after an illness or injury |

Week 11 Reading Assignment

Week 11 Vocabulary: Synonyms (동의어)

Synonym: 동의어를 많이 알아놓으면 글을 쓸 때 같은 단어를 반복하지 않게 되기 때문에 지루하지 않고 조금 더 흥미롭고 읽고 싶은 글을 쓸 수 있게 됩니다. 동의어 / 반의어를 찾는 방법은 표 아래 사이트에서 참고하세요.

- Look at the words and words in sentences, **highlight** the words in sentence!

	Vocabulary	Word in sentence
First	Firstly	Firstly, you need to think about what you need.
	First of all	First of all, you need to think about what you need.
	To begin with	To begin with, you need to think about what you need.
Addition	As well as	She has taught English for 6 years. As well as, he had worked as a nurse for 2 years.
	Besides	She has taught English for 6 years. Besides, She had worked as a nurse for 2 years.
	Moreover	She has taught English for 6 years. Moreover, She had worked as a nurse for 2 years.
	In addition	She has taught English for 6 years. In addition, She had worked as a nurse for 2 years.
	Furthermore	She has taught English for 6 years. Furthermore, She had worked as a nurse for 2 years.
Consequence	as a result	Nick didn't tell the truth. As a result, he couldn't get the job back.
	consequently	Nick didn't tell the truth. Consequently, he couldn't get the job back.
	for this reason	Nick didn't tell the truth. For this reason, he couldn't get the job back.
	Therefore	Nick didn't tell the truth. Therefore, he couldn't get the job back.
	Thus	Nick didn't tell the truth. Thus, he couldn't get the job back.
Summarizing	In conclusion In conclusion, the government should protect this area for the animals.
	To sum up To sum up, the government should protect this area for the animals.
	All things considered All things considered, the government should protect this area for the animals.
	In summary In summary, the government should protect this area for the animals.
I think that	In my opinion,	In my opinion, family should live together.
	I believe that	I believe that family should live together.
	Personally,	Personally, family should together.
	I consider that	I consider that family should live together.

<http://thesaurus.com/>

<http://www.collinsdictionary.com/english-thesaurus>

<http://www.merriam-webster.com/thesaurus/>

[1] The following vocabulary in red italics is for compare and contrast writing.

If a red italics part is for compare, write the red italics part in the blank next to 'compare' of vocabulary chart below. If it is for contrast, write in 'contrast' blank of vocabulary chart.

(빨간 기울임꼴 부분만 쓰면 됩니다. 1~15 번까지 표시된 단어들을 사용하여

아래 vocabulary chart 를 완성하세요)

1. *Both* pizza *and* pasta are delicious.
2. *Although* the car is old, it still runs well.
3. *Similarly*, vegetable is healthy food.
4. He is active, *unlike* his brother.
5. He is rich. *On the contrary*, she is poor.
6. A duck can barely fly. *On the other hand*, an eagle can fly high.
7. *Even though* she is popular, she is not happy.
8. English *differ from* French in many ways.
9. This phone is *like* that one.
10. She seems happy, *yet* she is worried.
11. This one and that one are *alike*.
12. *Despite* the bad weather, we enjoyed the day.
13. This phone is *similar to* that one.
14. One *difference between* my sister and me is that we are both active.
15. *Likewise*, dogs are friendly.

Vocabulary chart

Function	Vocabulary
Compare	1. 2. 3. 4. 5. 6.
Contrast	1. 2. 3. 4. 5. 6. 7. 8. 9.

[2] Here are useful expressions. Make your own sentences with your own ideas.

16. I *prefer* _____ *to* _____ because _____
 _____.

17. *There are* several *differences between* _____ *and* _____
 _____.

18. *There are* some *similarities between* _____ *and* _____
 _____.

19. *The advantages of* _____ are _____
 _____.

20. *The disadvantages of* _____ are _____
 _____.

Appendix D: Vocabulary Assessment Format

Vocabulary Assessment

Week 11

	Word	I knew the meaning and usage of the word <u>before</u> the lesson. 나는 이 단어의 뜻이나 쓰임새를 숙제를 하기 전에 이미 알고 있었다.	I learned the meaning and usage of the word <u>through</u> reading assignment. 나는 이 단어를 이번 리딩 숙제를 통해서 배웠다.	I tried to use this word in <u>speaking</u> sentences. 나는 이 단어를 말하는 문장에서 쓰려고 노력했다.	I tried to use this word in <u>writing</u> sentences. 나는 이 단어를 작문하는 문장에서 쓰려고 노력했다.
1	firstly				
2	first of all				
3	to begin with				
4	as well as				
5	besides				
6	moreover				
7	in addition				
8	furthermore				
9	additionally				
10	as a result				
11	consequently				
12	for this reason				
13	therefore				
14	thus				
15	in conclusion				
16	to sum up				
17	all things considered				
18	in summary				
19	in my opinion,				
20	I believe that				

Appendix E: Survey

Survey – Vocabulary Intervention

1. 아래 표에는 지난 6주 동안 읽기 숙제에서 중점적으로 다루어졌던 단어학습 방법들입니다. 다음 세가지 단어학습방법 중 가장 도움이 되었던 방법에 3, 가장 적게 도움이 되었던 방법에 1로 순위를 매기고 이유를 써 주세요.

The following chart shows the strategies that we introduced in the last six weeks to learn vocabulary. How effective was each strategy for improving your vocabulary skill? Rank those strategies 3 as very effective to 1 as not effective and write reasons.

Intervention	Ranking	Reasons (이유)
Context clues 문맥에서 추측하기		
Prefix / Suffix 접두사, 접미사		
Synonyms / Transitional Words 동의어, 접속사, 접속 부사 등		

2. 지난 6주 간 다루어 진 단어학습방법들이 얼마나 도움이 되었는지 점수를 매겨 주세요.

How helpful was each strategy for improving your vocabulary skill? (1=not helpful at all, 5=very helpful)

Intervention	Score
Context clues 문맥에서 추측하기	1 (전혀 도움되지 않았다)----2-----3-----4-----5 (정말 도움이 되었다)
Prefix / Suffix 접두사, 접미사	1 (전혀 도움되지 않았다)----2-----3-----4-----5 (정말 도움이 되었다)
Synonyms / Transitional Words 동의어, 접속사, 접속 부사 등	1 (전혀 도움되지 않았다)----2-----3-----4-----5 (정말 도움이 되었다)

3. 나는 단어 리스트에 있는 단어를 수업시간 중 말하고 쓰려고 노력하였다.

I tried to speak and write the vocabulary from the vocabulary list in class.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

4. 읽기 숙제의 단어 관련 문제를 푼 것이 나의 단어 실력 향상에 도움을 주었다.

Vocabulary questions in reading assignments were helpful to improve my vocabulary skill.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

5. 읽기 숙제의 단어 관련 문제를 푼 것이 수업시간 중 더 많은 단어를 말하고 쓸 수 있게 도움을 주었다.

Vocabulary questions in reading assignments were helpful to speak and write the vocabulary in class.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

6. 수업 시간 중 Big Sister들이 단어를 사용하도록 권하고 격려하는 태도가 나의 단어 실력 향상에 도움을 주었다.

Big sisters' encouragement of using vocabulary was helpful to improve my vocabulary skill.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

7. 수업 시간 중 Big sister들이 단어를 사용하도록 권하고 격려하는 태도가 수업시간 중 더 많은 단어를 말하고 쓸 수 있게 도움을 주었다.

Big sisters' encouragement of using vocabulary was helpful to speak and write the vocabulary in class.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

8. 수업 마지막에 한 단어 평가지가 나의 단어 실력 향상에 도움을 주었다.

Vocabulary assessment at the end of the class was helpful to improve my vocabulary skill.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

9. 수업 마지막에 한 단어 평가지가 수업시간 중 더 많은 단어를 말하고 쓸 수 있게 도움을 주었다.

Vocabulary assessment at the end of the class was helpful to speak and write the vocabulary in class.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

10. 단어 리스트에 있는 단어를 수업시간 중 말하고 쓴 것이 나의 단어 실력 향상에 도움이 되었다.

Speaking and writing vocabulary from the vocabulary list were helpful to improve my vocabulary skill.

(1= 전혀 그렇지 않다., 5= 정말 그렇다.)

1 (strongly disagree)-----2-----3-----4-----5 (strongly agree)

11. 영어 작문을 할 때 도움이 될 것 같은 단어학습 방법이 있거나 더 정확히 배우고 싶은 단어학습 방법이 있다면 적어 주세요.

Please write down any vocabulary strategy you would think helpful or you would like to learn more about later.



IV. My Professional Future Plan

In this chapter, I would like to mention about my future plan as a teacher. I have been teaching kids for four years now, and the experiences are for my big future plan that I am going to talk about this chapter.



IV. My Professional Future Plan



I had already mentioned about my philosophy of teaching English. I hope my students become well-rooted trees for preparing when they have to learn by themselves. My dream as a teacher is not only teaching English well to students. I have bigger dreams of my life.

My dream is establishing my own school. The school will teach English and Korean, however, teaching languages is not the priority that I would like to have. The school would teach other things that are important to improve for living the lives when they are out of school. Based on what I believe on education in general, I would like to live my life with kids who must be grown up as well-rooted trees. I had three beliefs on education: eco-friendly, diversity and critical thinking.

Firstly, kids need to learn the importance of environment. We live on the earth.



However, we do not teach students enough about how to protect the earth. As a member of the world, and the earth, I believe that kids should learn how to be eco-friendly people. I could have a garden with kids to

grow plants together. Then, they will learn science, history, and practical science easier than using textbooks. Also, they will realize the importance of environment, too.

In addition, I believe that kids should be educated in diversity. As the world changed into a global, we need to interact with others well no matter what color the other people have, what religion they believe, what language they speak, or what kind of handicap they have.



However, especially Korean education system, we have not learned anything about it enough. We could not

experience any diversity in school or out of school in appropriate ways. We face so many problems between other cultures, religions, and races. Kids who have not learned how to deal with those things in school, they would learn bad examples from out of school. Since my future school will teach both English and Korean, I would invite divergent students and families. Students will learn much more in this system than the class that just tells what they have to do.

Lastly, I will teach them how to ask good questions and how to think critically. It will help kids to make better decisions. Many people have difficulties on making decision in their



lives. However, it is one of the important things we have to do throughout our lives. Especially, eastern culture has encouraged students not to ask too many questions. We have been taught from reading books, memorize things, but not by asking questions. However, if kids do not know how to ask good

questions, they cannot think much or get much information that they need to decide something. They might just follow someone's decision without their wills such as moms, teachers, or friends. However, as I mentioned, living life is all about making decisions. They need to think critically to make their own decisions and to have responsible for their decisions. I believe that it is one way to lead them as independent people with making better decisions. Then, they will overcome any difficulties that they will meet in their lives.

To achieve all three things, students must learn languages Korean and English. Of

course, I will teach the kids' mother tongue, which would be their father's or mother's language from divergent family. Only from learning languages, they can express themselves well, and learn more than any others. I also certain that this portfolio will back up my beliefs and show my one of my steps to build the school I want. I hope I could set up my school with these beliefs, and my students become well-rooted trees in the world.



