

Professional Teaching Portfolio

Hyunjeong (Hannah) Kim
Sookmyung TESOL Masters' program

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1. INTRODUCTION

This teaching portfolio mainly concerns a general overview of Practicum course of Sookmyung TESOL MA program in fall 2010. It was an reading and writing course, and we tried to make it a student-centered and task-based class as much as possible so that the students can be ready for the real life situation. I have tried to apply various theories and approaches I studied in TESOL MA program to my own teaching. I believe I become an excellent facilitator who can provide students with a better way to acquire a second/foreign language.

2. PERSONAL BACKGROUND

This section introduces myself. Previously an artist, I found a crucial role of English in people's life and started teaching career as an English teacher. Through this Sookmyung TESOL MA program, I established a goal to become a good mentor and facilitator who take effort providing creative ways to learn English.

Resume

Kim, Hyunjeong

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1601-106 Inwangsan Hyundai Apt. Hongje-dong Seodaemun-gu Seoul

Career Objective

An English teacher mainly teaching elementary students. Teach in content-based and function-based classroom so that they can produce and practice to interact more and better.

Education

- Sookmyung Women's University, Seoul Korea (Mar.2009 ~ Feb. 2011)
Graduate school of TESOL, Masters (Feb. 2011)

Courses taken include:

- ① Teaching Reading: planned an extensive reading classroom
 - ② English for Specific Purposes: conducted a research of genre analysis
 - ③ Teaching Grammar: planned various activities related to lexical approach
 - ④ Techniques of 12 Years & Under: researched various methods to improve reading comprehension
 - ⑤ Teaching Writing: planned a process writing classroom
 - ⑥ Principles of Testing: designed a speaking test for elementary students
- Sookmyung Women's University, Seoul Korea (Aug. 2008 ~ Dec. 2008)
SMU TESOL Certificate Program
 - Ontario College of Art and Design, Toronto ON (Sep.2005 ~ Jun.2008)
Graphic Design major, BDesign (Jun.2008)
 - Ewha Womans University, Seoul Korea (Mar.1999 ~ Feb.2005)
Painting and Printmaking major, BFA
Information Design major, BDesign

Work Experience

- YBM Engloo (English institute for elementary students)in Seoul (May 2008 ~ present)

English Teacher:

- ①Writing Class: teach process writing (essay, letter, book report, and journal writing)
guide keeping English diary and teach vocabulary
- ②Speaking Class: preparing JET speaking test
- ③Teach listening, speaking, reading, vocabulary and basic grammar
- ④Guide reading English story books

- ELT Education, Winter English camp for kids in Sookmyung Univ. (Dec. 2009 ~Jan. 2010)

English Teacher:

- ①Taught listening, speaking, reading and writing
- ②Guided keeping English diary
- ③Directed English musical “Gingerbread man” and “Ali Baba and the four thieves”

- Kid’s summer art camp, Mosaic Art Studio in Toronto (Jul.~ Aug. 2006): Art teacher

- Kid’s summer art camp, Mosaic Art Studio in Toronto (Jul.~ Aug. 2005): Art teacher

- Chohyung Art Academy in Seoul (Jan.~ Jun. 04): Drawing and painting teacher

- Identity design: Poster, Brochure, T-shirts, Banner, and Programme

Musical Festival of Korean Christian Community ‘Just the Way You Are’ (Sep. 2007)

- Yaedalm Art Class, Yaedalm Presbyterian Church of Canada (Jan.~ Dec. 07): Art teacher

- Identity design: Poster, Brochure, T-shirts, Banner, and Programme

Musical Festival of Korean Christian Community ‘A Tale of A Little Giant’ (Sep. 2006)

Activities

- President of Student Union: Sookmyung TESOL MA program (Mar.2010 ~ Dec. 2010)
- Copy Editor: Students journal 'Issues in EFL vol. 8' (Mar. 2010 ~ Aug. 2010)
- Graduation Exhibition, Ontario College of Art and Design "Tour de Force" (May 2007)
- Graduation Exhibition, Ewha Womans University (Nov. 2004)
- Students Group Exhibition 'Mayday 04', Seoul Korea (May 2004)
- Students Group Exhibition 'Mayday 03', Seoul Korea (May 2003)

Interests

- English storybook writing
- Curriculum development
- Designing content-based class with English and art

Skills

- Computer: MS Word, MS Power Point, Adobe PDF, Adobe Photoshop, Adobe Illustrator, Macromedia Flash

References available upon request

Teaching Philosophy

As an EFL (English as a Foreign Language) learner, I have had many English teachers. They influenced not only my linguistic knowledge, but also my attitude toward English. At first, English was just one of the school subjects. However, with some English teachers' help, I could actively play with the language. Since that time, I have enjoyed English a lot and had much broader idea about the world. As Henry Adams said in the book *Tuesdays with Morrie*, "A teacher effects eternity; he can never tell where his influence stops." I hope I can be a teacher who has positive effects to the students' language learning.

I believe teacher's view of English greatly affects students. Therefore, I try to teach English as an international language. Often, I ask them the country they want to travel the most and bring materials about the country. Still most materials and textbooks that I can get are based on American English. However, at least, students in my class have chances to listen different accents of English and learn different vocabulary, so that they can communicate with various people from different places. Most of my students do not experience a foreign country. However, they are open minded and very much interested about international issues and cultures. By learning this international language, not just an American English, I want them to have an idea of globalism and prepare their future as interculturably communicable Korean.

My next consideration is student-centered teaching. The two questions I ask myself during the class are that whether they are enjoying the lesson and whether they are learning what they suppose to learn. I believe, student centered class is the answer for these questions. Therefore, I try to bring tasks that can be fun and motivating the students. When they engage the task, they have options to choose. For example, when we learn about stories, students bring their favorite story books and tell their friends about it. I also want to have a friendly relationship with them. Once they become close enough, they do not afraid making mistakes, express themselves more, and motivated to engage into the tasks. Moreover, I try hard to monitor each student's work and performance during the class to check their learning. There is always a goal to accomplish, and students who do not achieve the goal have to review it after the class. This takes a lot of effort for the teacher, but I do not want to give up anyone.

~continued

The final belief of mine is function-based teaching. Korean students learn English mostly from textbooks. Textbooks are necessary, but have limitations providing authentic context and function-based language. Therefore, I try hard to bring authentic materials that involve language used for various functions such as suggesting or requesting. From the materials, students can notice how the vocabulary or structures they learned are used in real situation. Therefore, in my class students send emails, or call in English to me. They also make posters and advertisement for the whole students in the institute. Since we are in EFL situation, it is a challenge to provide an authentic context for every language function. However, I found it is a great fun to create possible situations for the students to use appropriate language. The authentic tasks do motivate students a lot. Moreover, I found out that they remember the language they used more than just language structures from mechanical pattern-drills.

Before being an English teacher, I was a painter and graphic designer. I liked to do creative works. It may seem different from teaching; however, after teaching two years, I learned that teaching is very much a creative work. In every class, I try to create the best environment for the students to learn language. My ideal classroom is student-centered, enjoyable, and authentic place. Also, it is where students can learn functional language. I feel fulfilling when I imagine my students become a good English user and influence internationally. I will never know when and where my influence stops.

Certificate of TESOL



제4644 호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Kim, Hyunjeong

김현정

국제영어교사자격증

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

교육기간: 2008. 7. 31 ~ 12. 18

전공교육과정: TESOL

2008년 12월 18일

숙명여자대학교

Certificate of TESOL

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

Duration of the Training : July 31, 2008 ~ December 18, 2008

Specialization : TESOL

December 18, 2008

Sookmyung Women's University

TESOL대학원 원장 황 선 혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한 영 실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

Certificate of MATE Rater



3. TEACHING PRACTICES

One cannot deny that creating an effective lesson plan is the key to effective teaching. We cannot, however, ignore the fact that teacher reflection also plays a critical role in developing teaching skills. The lesson plans and materials I prepared for my lesson, and the reflective journals will bridge the gap between theory and practice in teaching.

The Practicum/GEP course combines two programs into one, TESOL MA and General English Program of Sookmyung. It is the best opportunity for both the teachers in TESOL MA and students in GEP to experience communicative language teaching which is a new approach to them.

An Overview of Practicum

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

Practicum I
Policy - Fall 2010

Introduction

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

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

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

An Overview of GEP

Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL/General English Program
GEP II - Writing and Reading (영어쓰기와읽기)
Policy - Fall 2010

Overview: This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of reading, writing, and presentation related activities focused on meaning and purpose. These activities, as contained in the handouts and homework assignments provided each week, are loosely arranged according to the requirements of the MATE. This class, however, should not be seen merely as a MATE development course, as we will be doing things that go well beyond the scope of the MATE. In general, the course should keep each student busy using English both in and out of the class. Students are going to need to be both energetic and positive in performing the prescribed tasks to the best of their ability. The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing communicative competence. As a result, in this class, each student will be generating large amounts of language which will be closely monitored. Each student will be given help and feedback on a continual basis.

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

Texts and Materials

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

3.> (1) An Overview of GEP

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

Methodology

English Only: Students are very strongly encouraged to conduct all course work in English. We endeavor to create a special environment in the classroom wherein students feel comfortable (despite the photographing and videotaping) to speak and generally use as much English as possible. Please take advantage of the special environment in this class and try to use English all the time. Unnecessary use of Korean will result in a lower participation grade.

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

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

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

3.> (1) An Overview of GEP

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

Assignments: Each week there will be homework assignments. This semester the assignments will cover both reading and writing. There are three different types of homework assignments in this class: reading, writing, and the writing board. The reading assignments will be given to students one week before the class they are intended to be used. So, for example, the week 10 reading homework assignment will be posted into the homework assignment board the day after we have finished our week 9 class. The purpose of the reading assignment is to prepare students for the class to come. It is a preview of the writing forms, vocabulary, themes, etc. that we will be using in class. The writing homework is a MATE-styled formal writing assignment that follows the goals and objectives (activities) done in class. So, for example, the week 9 writing homework will appear in the homework assignment board the day after the week 9 class is over and will ask student to compose a formal piece of writing based on what was done in class. Additionally, there is a special writing on-line journal writing assignment which is explained below.

On-Line Writing Journal: An important part of the assignments for this class is for students to keep an on-line writing journal. The writing Journal will start after week 2, when students are assigned to groups. Each GEP II student is required to write to her group mates at least three times per week via a special web board which can be accessed through the Practicum/GEP webpage or directly through the following URL (<http://www.activeboard.com/forum.spark?forumID=30695&subForumID=55268>). These writing should be personal and should focus on basic communication in written form. The writing is expected to be informal and interesting. It is intended to be fun.

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

Lesson Plan

Lesson Plan (Group 3)

Topic: Fashion
November 11th 2010

Student profile

- 1) Age: university students
- 2) Proficiency: various
- 3) Number of students: 27
- 4) Time of class: 2 hours and 30 minutes
- 5) Type of class: writing integrated with reading, speaking and listening

Objectives

- 1) At the end of the class, students should be able to write an essay with a proper format.
- 2) At the end of the class, students should be able to give their opinion about fashion using various vocabulary.

Time: 2 hrs 30min

Reading assignment	Studying fashion-related vocabulary and essay form, and answering comprehension questions.	10 min
Activity 1.	Outlining: Students brainstorm and make outline with a given topic, 'fashion for company workers.'	15 min
Activity 2.	Vocabulary game: Finding appropriate adjectives for peer's fashion items	15 min
Activity 3.	Giving an opinion: Completing an essay by writing a body paragraph	30 min
Break Time		10 min
Activity 4.	Writing an essay: Writing a whole essay to give opinion about appropriate dress code of a fashion company.	40 min
Present with the picture of their own office style		20 min
Writing assignment	Writing an essay to a fashion magazine <Star> for a promoting event	

Step1. Checking Reading Assignment

1. Function: Asking and answering
2. Time: 10 min.
3. Objectives: Students are able to identify the structure of an essay (introduction, body, and conclusion) and review vocabulary related to the topic, fashion.
4. Procedure: Students share their answers in a group (w/ big sibling).

Step2. Activity 1: Outlining

1. Function: organizing thoughts
2. Goals: Students should be able to brainstorm, categorize and organize their thought about a given topic.
3. Time: 15 min.
4. Materials: brainstorming-outline handout
5. Procedure:
 - 1) Teacher initiates the class by showing them the process of writing an essay and presenting models.
 - 2) Teacher gives a topic which is 'fashion for a company worker.'
 - 3) As a group, students brainstorm ideas.
 - 4) Among the ideas, they make a thesis sentence and fill in the outline chart.
 - 5) Teacher posts the outlines on the wall and summarize their thesis sentences.
6. **Big siblings:** help students generating as many ideas as they can.

Step 3. Activity 2: Vocabulary game

1. Goals: Students should be able to learn and be familiar with fashion related vocabulary and describing adjectives.
2. Time: 15 min
3. Material: stickers with description words
4. Procedure:
 - 1) Teacher gives out stickers with various description words to each group.
 - 2) First, they stick the appropriate description words to their group member's fashion items such as shoes, scarf, pants or top.
 - 3) When the have stickers left, then they have to look for any items that matches with the words. They cannot stick same sticker more than once on the same items
 - 4) The fastest group who sticks all the stickers wins the game and gets a prize.
5. **Big siblings:** help students with finding unknown words from homework, or explain the words more.

Step 4. Activity 3: Giving opinion

1. Function: presenting opinion about an issue.
2. Goals: Students should be able to express their opinion in a paragraph form.
3. Time: 30 min
4. Materials: handouts with four choices of introductions and conclusions
5. Procedure:
 - 1) Teacher introduces the situation.

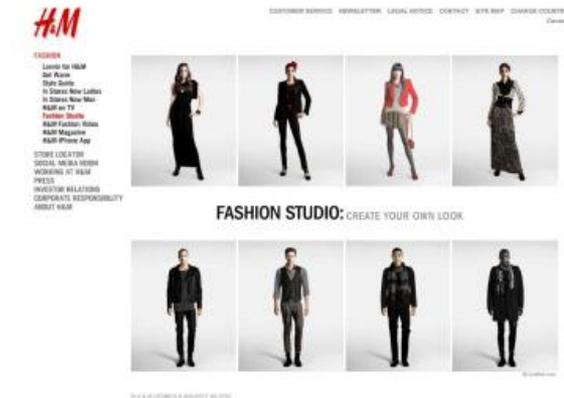
They are the newly employed workers in a world-wide clothing store, H&M. In main office of H&M, every worker has to wear formal suit, and some workers do not agree the dress code of this company. They think they should wear whatever they want because they are the people who deal with the latest fashion. Therefore, they want to lobby the boss of the company and change the rule. The company gives four options for the workers to choose: full professional attire everyday, suits with a casual Friday, specified dress code, or complete freedom.
 - 2) Each group chooses an option they are supporting.
 - 3) They receive handout upon which an introduction with thesis and conclusion has been pre-formulated.
 - 4) Students make an outline according to the given thesis and then write the body paragraph of the essay.
 - 5) After writing the paragraph, each group will post their essay on the wall under the section they are supporting. The class can see which opinion gets the most support.
6. **Big siblings:** help students collaborate and every student participates in writing.

Step 5. Activity 4: Writing an essay

1. Function: presenting personal opinion.
2. Goals: Students should be able to express their opinion in an essay form.
3. Time: 40 min
4. Materials: brainstorming-outline handout, paper for essay, seven computers
5. Procedure:
 - 1) Now, the boss of H&M wants every employee's opinion about the company dress code. Each group needs to hand in a sample dress code design for the company and the reason why they want the style in the company. They will use the online fashion studio for styling their office look.

Online Fashion Studio:

http://www.hm.com/ca/fashion/fashionstudio_fashionstudio.nhtml



- 2) Together, they choose clothes and accessories. While they coordinating, they also gather ideas why they choose the style.
- 3) When finishing coordinating, they save the picture as a jpg file and send it to the main computer for presenting.
- 4) Then they make an outline for an essay. And write the first draft together.
- 5) Each group present with the picture of their model.
6. **Big siblings:** help students collaborate and each student participates in writing.

Materials and Students' Work

Activity 2: Vocabulary Game

STICKERS: Words for Vocabulary Game:

floppy	paired	conservative	knee-length
cozy	chic	impossibly skinny	draped
fabulous	classic	modern	ripped
baggy	neutral	asymmetrical	multi-colored



3.> (3) Materials and Students' Work

Specified Dress Code

This week, around our office, there has been quite a lot of discussion about the clothes that we are required to wear to work. I disagree that wearing full professional attire to our offices is the best decision for a company that mixes business people with creative, artistic people. I believe that a dress code that mandates a minimum level of appropriate attire but still allows workers to show their individuality would be the most effective policy.

Horizontal lines for writing.

For these reasons, I believe that a flexible dress code would satisfy the need for professionalism and creative expression. Because this is a fashion company, we need to assure that all members of our team are comfortable in order to have the most productive workplace.

Complete Freedom

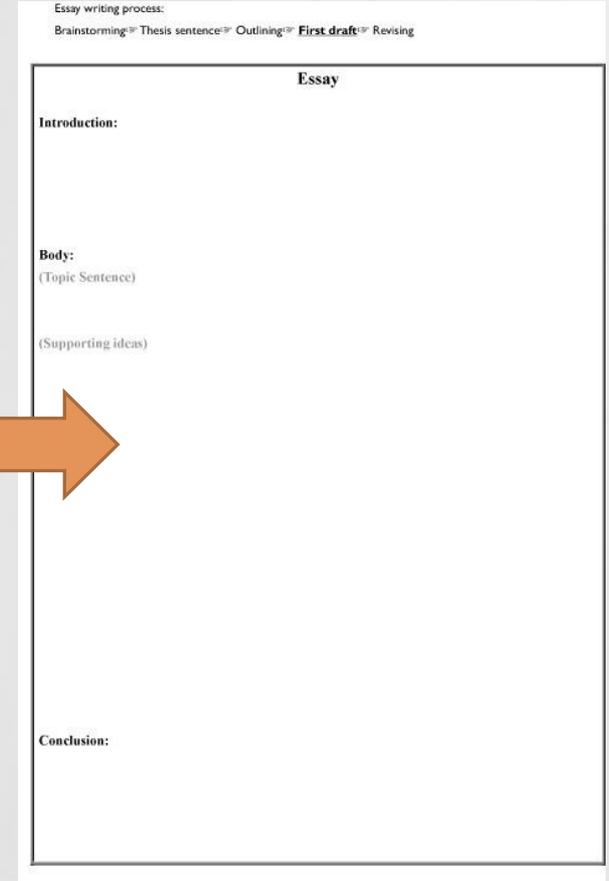
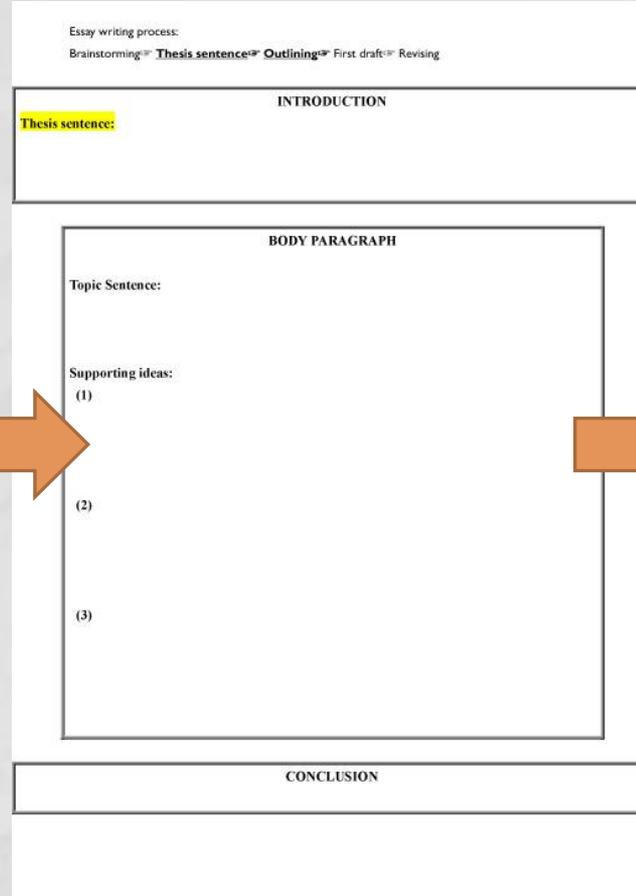
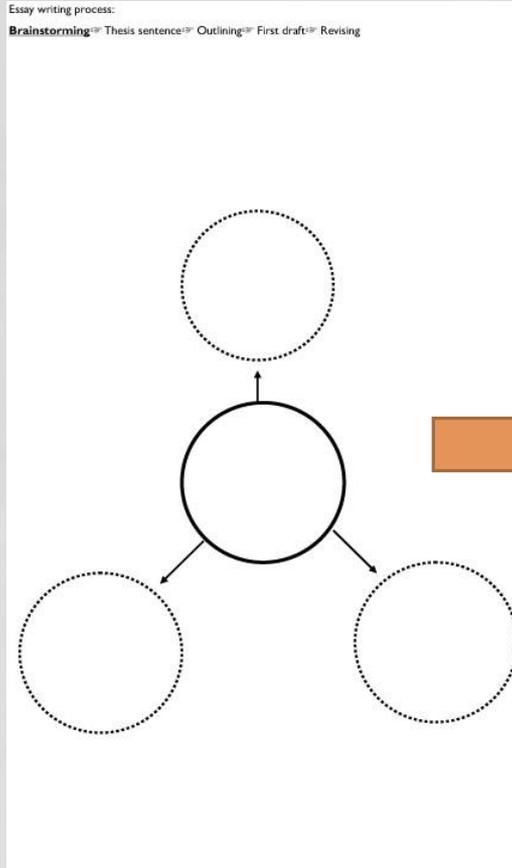
This week, around our office, there has been quite a lot of discussion about the clothes that we are required to wear to work. I completely disagree that wearing full professional attire to our offices is the best decision for a fashion company. I believe that if our employees are not allowed to creatively express themselves through fashion, we will fall behind other companies that do not restrict their employees' creative expression.

Horizontal lines for writing.

To conclude, I believe that anything less than full creative expression through fashion, will suppress creative impulses that will keep our company at the forefront of the retail marketplace. The fashion employees do not tell the business employees about business, so the business employees should not be able to tell the fashion employees about fashion.

3.> (3) Materials and Students' Work

Activity 4: Process of Writing an Essay



3.> (3) Materials and Students' Work

Essay writing process:

Brainstorming → **Thesis sentence** → **Outlining** → First draft → Revising

INTRODUCTION

Thesis sentence:

H&M office's dress code should be professional but also allow freedom to show an individual's creativity, as well.

BODY PARAGRAPH

Topic Sentence:

This is a casual but not too discourteous outfit for an office worker.

Supporting ideas:

- (1) wears jeans which make her feel more comfortable.
 - fit well on her.
 - not baggy or ripped jeans.

- (2) wears lovely blouse which is quite formal.
 - more formal than a T-shirt.
 - beige is calm and cozy color.

- (3) Wears a black jacket which has tassels.
 - tassels make her black jacket not too boring.

CONCLUSION

Essay writing process:

Brainstorming → Thesis sentence → Outlining → **First draft** → Revising

Essay

Introduction:

H&M is a world-wide clothing company which leads global fashion trend. Therefore, employees of H&M disagree with wearing conservative outfits every day. H&M office's dress code should be professional but also allow freedom to show an individual's creativity, as well.

Body paragraph:

(Topic Sentence)

This is a casual but acceptable outfit for an office worker.

(Supporting ideas)

①The model wears jeans which make her feel more comfortable. Most people think jeans are too casual for a work place. However, this one is not baggy or ripped but fits on her perfectly. It looks very chic. ②She wears a lovely dotted blouse on top. It is more formal than a T-shirt. Also, the color beige makes her look calm and cozy. ③Finally, she wears a simple black jacket. Black is a professional color but the tassels give it some pizzazz.

Conclusion:

The jeans, blouses and jacket that this model wears are not overly formal. The model shows a good sense of fashion in her office look by wearing comfortable jeans, a dotted blouse, and tasseled jacket.

3.> (3) Materials and Students' Work

Online Fashion Studio: <http://www.hm.com/ca/fashion/fashionstudio> fashionstudio.nhtml

H&M CUSTOMER SERVICE NEWSLETTER LEGAL NOTICE CONTACT SITE MAP CHANGE COUNTRY Canada

FASHION
 Lamin for H&M
 Get Warm
 Style Guide
 In Stores Now Ladies
 In Stores Now Men
 H&M on TV
 Fashion Studio
 H&M Fashion Video
 H&M Magazine
 H&M iPhone App

STORE LOCATOR
 SOCIAL MEDIA ROOM
 WORKING AT H&M
 PRESS
 INVESTOR RELATIONS
 CORPORATE RESPONSIBILITY
 ABOUT H&M

FASHION STUDIO: CREATE YOUR OWN LOOK

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H&M CUSTOMER SERVICE NEWSLETTER LEGAL NOTICE CONTACT SITE MAP CHANGE COUNTRY Canada

FASHION
 Lamin for H&M
 Get Warm
 Style Guide
 In Stores Now Ladies
 In Stores Now Men
 H&M on TV
 Fashion Studio
 H&M Fashion Video
 H&M Magazine
 H&M iPhone App

STORE LOCATOR
 SOCIAL MEDIA ROOM
 WORKING AT H&M
 PRESS
 INVESTOR RELATIONS
 CORPORATE RESPONSIBILITY
 ABOUT H&M

FASHION STUDIO

LADIES
 MEN

START STYLING MODEL/SET HELP

SHOW ALL

COATS & JACKETS
 SWEATERS & KNITWEAR
 TOPS & SHIRTS
 DRESSES
 SKIRTS
 PANTS
 JEANS
 SHORTS
 SWIMWEAR
 UNDERWEAR
 SOCKS & TIGHTS
 SHOES
 BAGS
 ACCESSORIES

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H&M CUSTOMER SERVICE NEWSLETTER LEGAL NOTICE CONTACT SITE MAP CHANGE COUNTRY Canada

FASHION
 Lamin for H&M
 Get Warm
 Style Guide
 In Stores Now Ladies
 In Stores Now Men
 H&M on TV
 Fashion Studio
 H&M Fashion Video
 H&M Magazine
 H&M iPhone App

STORE LOCATOR
 SOCIAL MEDIA ROOM
 WORKING AT H&M
 PRESS
 INVESTOR RELATIONS
 CORPORATE RESPONSIBILITY
 ABOUT H&M

FASHION STUDIO

LADIES
 MEN

START STYLING MODEL/SET HELP

SHOW ALL

COATS & JACKETS
 SWEATERS & KNITWEAR
 TOPS & SHIRTS
 DRESSES
 SKIRTS
 PANTS
 JEANS
 SHORTS
 SWIMWEAR
 UNDERWEAR
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SAVE TO DESKTOP:
 Save the look on your computer.
 SAVE

SHARE ON FACEBOOK:
 Post your look on your facebook profile page.
 SHARE

SHARE ON TWITTER:
 Post your look as is to tweet on the bar.
 SHARE

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3.> (3) Materials and Students' Work

Activity 4: Writing an Opinion Essay



DESIGN TEAM ROLES

Team Leader: Big sibling: Monitoring

Chief Designer: responsible for presentation

Chief Manager: responsible for writing an essay

Project Manager: responsible for making an outline

Designer: responsible for computer work

Everybody brainstorm and make sentences together!

3.> (3) Materials and Students' Work

Activity 4: Presenting the Essay



Writing Homework

Writing Homework Due on November 18, 2010

STARS <The Best and Worst Fashion of Korea>

An English fashion magazine <Stars> is promoting an event. This event is to gather opinions about Korean celebrities' award ceremony fashion. To participate, choose the best and worst dresser from the pictures below and write a four paragraph essay (1 introduction, 2 bodies, and 1 conclusion) why you think each person is the best or worst dresser. Essays that have a clear thesis sentence with reasonable supporting ideas will get prizes and the essays will be published in following month's issue.

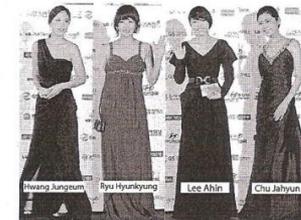
영어 패션 잡지 <스타>에서 이벤트를 실시합니다. 이 이벤트는 한국 스타들의 시상식 패션에 대한 독자들의 의견을 모으기 위해 진행됩니다. 참여하시려면 먼저 아래의 사진들 중 베스트와 워스트 드레서를 한명씩 뽑아주시고, 그 이유에 대해 4문단의 에세이(서론 1문단, 본론문단 2개, 결론문단 1개) 형식으로 써서 제출해 주세요. 명확한 주제문과 뒷받침하는 문장으로 써주신 독자에게는 상금이 주어지고, 에세이는 다음달 잡지에 게재됩니다.



Writing Homework Due on November 18, 2010

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An English fashion magazine <Stars> is promoting an event. This event is to gather opinions about Korean celebrities' award ceremony fashion. To participate, choose the best and worst dresser from the pictures below and write a four paragraph essay (1 introduction, 2 bodies, and 1 conclusion) why you think each person is the best or worst dresser. Essays that have a clear thesis sentence with reasonable supporting ideas will get prizes and the essays will be published in following month's issue.



STARS <The Best and Worst Fashion of Korea>

Introduction:
 In dresses of the same color 'black', Lee Minjung and Lee Ahin shows definite differences in sense of dress. *Intro?*

Body 1:
 Lee Minjung ^{is the} occupies a best dresser
 First of all, Lee Minjung wears black dress. It emphasizes her white skin.
 Second, She black dress is in elegance style. It is fairly matching with her own image.
 Flutter style of the dress cover her chubby legs.
 Lastly, She matches some accessories for getting rid of the simple from only black dress.

Body 2:
 Lee Ahin occupies a worst dresser
 First, She has a wide shoulder but her dress makes her shoulder wider.
 In addition her Long sleeve cause her arm look shorter.

Conclusion:
 They are in similar style but a tiny difference can cause people look better or worse.

Only 2 tests same words
More detail needed ✓/3
 5/6

PPT Slide

FASHION

November 11, 2010

1. OUTLINING

- Complete the outline with your group members

Business Appropriate Attire

- There is a new dress code for your job, and Kim is here to tell you about it.
- Watch the [video](#)
- Listen for the topic (what is it about) and the thesis (what are they saying about it), and write them down
- Listen for details that support the thesis, and write them down, because you will need to dress differently tomorrow.

2. VOCABULARY GAME

1. Get 16 stickers of describing words
2. Put the word sticker to the appropriate fashion items in your group.
3. If you still have stickers left after finishing labeling in your group go to the other group and put stickers.
4. You cannot put stickers on the item which already got the same word.
5. The first team rings the bell .

2. VOCABULARY GAME

floppy	paired	conservative	knee-length
cozy	chic	impossibly skinny	draped
fabulous	classic	modern	ripped
baggy	neutral	asymmetrical	multi-colored



3.WHAT TO WEAR AT OFFICE?

- Get a topic and thesis statement
- Create an outline
- Follow the outline to make 1st draft
- Revise

3.WHAT TO WEAR AT OFFICE?

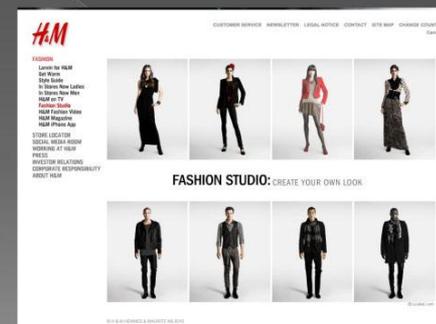
They are the newly employed worker in a world-wide clothing store, H&M. In the main office of H&M, every worker has to wear formal suit, and some workers do not agree with the dress code of this company. They think they should wear whatever they want because they are the people who deal with the latest fashion. Therefore, they want to lobby the boss of the company and change the rule. The company gives four options for the workers to choose:

- full professional attire everyday
- suits with a casual Friday
- specified dress code
- complete freedom

4.THE BEST OFFICE LOOK

1. Go to the assigned room and get computer.
2. Go to [H&M's online fashion studio](#).
3. Make your team's own office style.
4. Discuss and brainstorm about the style.
5. Make an outline.
6. Write a clear **topic sentence** of the body paragraph.
7. Write a clear **thesis sentence** of the essay.
8. Write the first draft of your essay.

4.THE BEST OFFICE LOOK



Reflection

Reflective Journal Week 11

Date: November 11, 2010

The topic of week ten was 'fashion' and the lesson was designed to guide them to write an opinion essay. This was the first class that dealt with essay form of writing instead of paragraph form. Therefore, the format of academic essay was explained in the reading homework. It also explained about thesis statement, topic sentences and supporting details.

The lesson started with outlining activity which guided the students to organize ideas in a proper essay form. They were introduced to the specific topic of the day, the best office style. Then, they watched a movie clip about how to wear as a business woman and took a note. They used the note to make an outline. The students seemed they don't understand fully when they first watched the video. However, they started to catch a lot of details after watching it for the second time. It is true that the video was in a serious tone with some of too professional vocabulary for the students to understand easily. In the first activity, they were not ready to listen to that serious language. Therefore, maybe it would be better to put this activity later when the students' brains were more activated. Moreover, I noticed some students confused about the difference between thesis statement and the topic sentences. We could pay more attention to the structure of an essay and teach it overly at the beginning of the activity since it was the first time for them to write an English academic essay.

The second activity was a vocabulary game. It was a quick simple game which could be done as the first activity, as well. Students received sixteen stickers of describing words and had to put the stickers onto the proper fashion items that they were wearing. Students had a lot of fun standing and mingle around to find the items to put stickers. The vocabulary was from their reading homework and students had a time to remind the vocabulary in this game. The third activity was writing a body paragraph of an essay. Basically, teachers introduced a certain context. The students were employees in a fashion company H&M and they were to give opinions about their office look. Teacher gave four options which were full-suits, full- suits with a casual Friday, specified dress code, and complete freedom. As a group they received four pieces of paper on which the options were and each option had an introduction with a fair thesis statement and a conclusion. Therefore, the students could read them and write a body paragraph that fits well with the introduction

~continued

and conclusion. I believed they were well scaffolded in this activity. Only one thing that made it less interesting was that every group chose the option of casual Friday except the two students from group Dream Fighters. Our first plan was to see which option got the most support, but we had to change the plan and made them present the essay in front.

Students finally write a whole essay in the last activity. Within the same context, students pretended that they were fashion designers in H&M and received a mission to design the best office look for H&M employees. They went to other classrooms to access the H&M site for online fashion studio. It was from the official H&M homepage and allowed people to coordinate a model with H&M clothes and accessories. This site was useful because it provided plenty of current fashion items and it was easy to save their design into the computer. Students had a lot of fun trying many different fashion items and find the best style. Then, they had to write an essay about it. When they wrote, they were assigned different roles among a designer, a chief designer, a project manager, and a chief manager. Each of them had a role such as doing computer work, presenting, writing outline, and writing essay. The titles of the role gave a good feeling that they are the actual fashion design team in a company. However, big siblings still had to monitor if they all participate in generating ideas or sentences. This time, they wrote an essay with only one body paragraph. However, I believe they needed more scaffolding in formatting process. I had a feeling that many of them are not familiar with writing thesis and topic sentences. Moreover, I noticed not many students listened the presentation carefully. Therefore, it would be better if we had a chance to share other groups' essay and review the structure of them.

After the lesson, I had a concern about students' organization of essay even though we taught them how to make an outline before writing an essay. Therefore, I put a brief explanation about the difference between thesis statement and topic sentence with the writing homework. For writing homework, they have to write an essay with two body paragraphs and they are scaffolded with an outline sheet. I hope the students learn something about how to write an academic essay.

Assessment

The assessment of the GEP is done with MATE (Multimedia Assisted Test of English) writing. The GEP students took this test three times through out the course. The first test is done in the beginning of the course to diagnosis the students' English writing proficiency . The result was used to group the 28 students into nine groups of three (by the end of the course two students dropped). Grouping was important since most of the class activities were group works. The mid-term was done in the seventh week of the course. Students had a reading test and MATE as a writing test. They took the final exam in the last week of the course. Both mid-term and final are to assess the students' improvement and they did show improvement in the MATE scores as the table and graph present next page.

MATE scores criteria

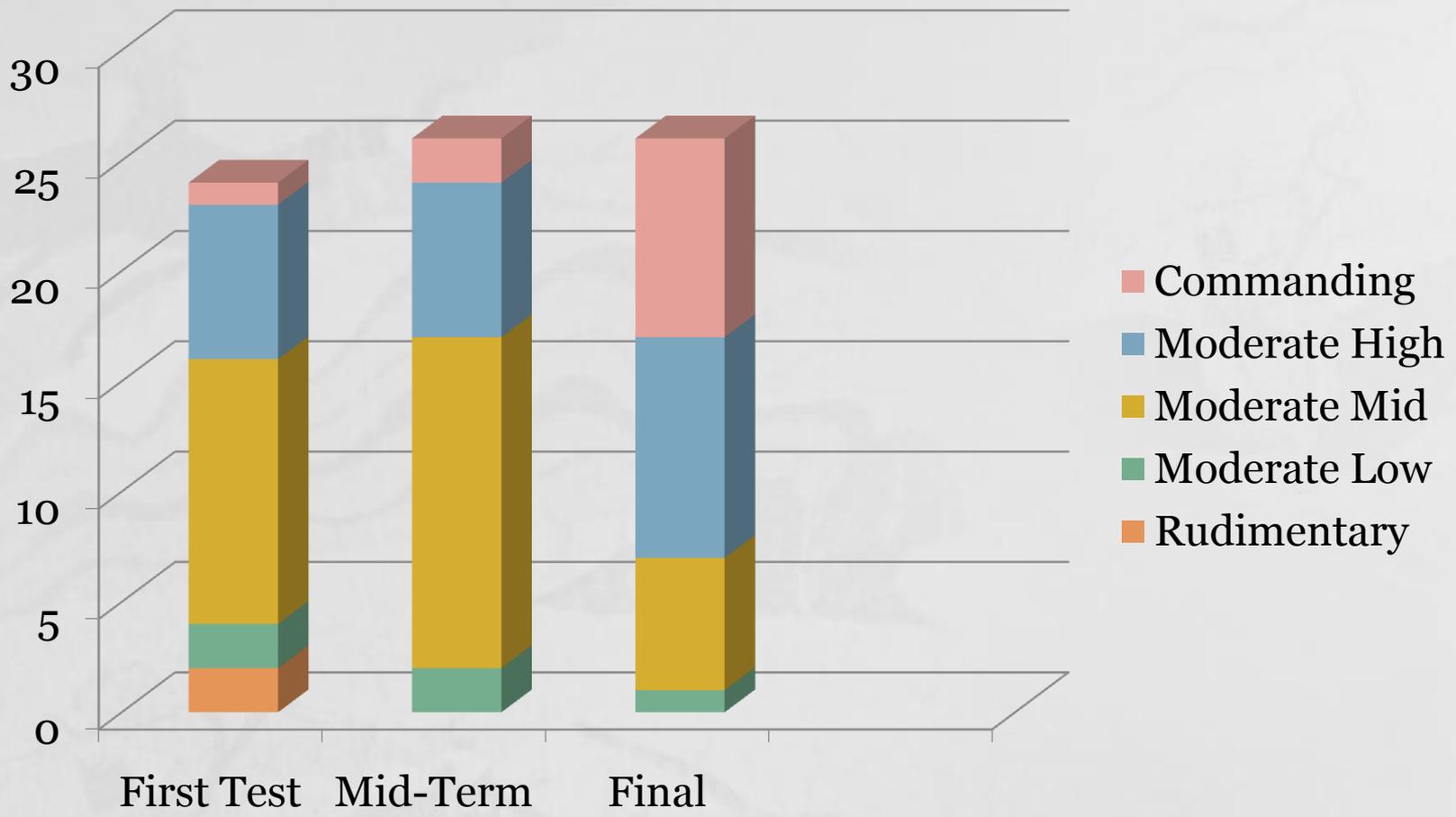
Rudimentary		Moderate		Commanding
Rud	Low (ML)	Mid (MM)	High (MH)	Com
0-18	18-30	30-42	42-54	54-69

3.> (6) Assessment

	First Test	Mid-Term	Final Test
1	MM35	MM37	MH45
2		MM40	MH58
3	COM66	COM64	COM69
4	MH37	MM40	MH54
5	MM37	MM44	MH50
6	ML24	MM38	MH46
7	MH50	MH50	COM63
8	MM43	MM40	MM44
9	MM38	MM43	MH46
10	MM35	MM39	MH45
11	MM35	MM39	MH47
12	MM40	MM41	MH57
13	MH53	MH58	COM64

	Firs Test	Mid-Term	Final Test
14	MM43	MM39	MM42
15	RUD10	ML18	ML
16		MM34	MM42
17	RUD12	ML23	MM38
18	ML27	MM38	MM43
19	MM37	MM39	MH55
20	MH58	MH49	COM65
21	MH55	MH57	COM70
22	MM39	MH58	COM64
23	MH53	COM65	COM66
24	MM43	MM40	MM42
25	MH56	MH48	COM61
26	MH57	MH46	COM62

3.> (6) Assessment



4. ACTION RESEARCH

The action research begins with the question of “How can we promote awareness of the target language structures and improve students’ grammar accuracy in CLT (Communicative Language Teaching)?” Among the writing skills concerning grammatical accuracy, sentence structure was found to be one of the students’ biggest concerns. The research suggests the most effective way to help learners to build grammatically acceptable sentences.

Action Research

How to improve grammar accuracy in Communicative Language Teaching Classes?

Content

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2. Identification of Interest or Problem Area.....	1
3. Implementing.....	4
4. Analysis of the Data.....	4
5. Limitation and Discussion.....	5
6. Reference.....	11

1. Introduction

This action research is conducted in GEP (General English Program) Writing course of Sookmyung Womans University in 2010. There are 9 co-teachers (big siblings) who are in the TESOL Maters program and in practicum course and 28 university students whose majors vary. The students' language levels are also different from rudimentary to commending according to the MATE (Multimedia Assisted Test of English) writing test criteria. Few of them have overseas experience; however, most of them have studied English through Korean public school program.

2. Identification of Interest or Problem Area

We conducted this action research with the question of if communicative language teaching (CLT) can reduce students' grammatical errors regarding writing sentence level. The GEP course is designed based on CLT approach which emphasizes interactions and functions of a language, but does not promote forms or grammatical accuracy. However, from the first lesson of the GEP class, students showed significant grammatical errors in their sentences. Moreover, we also found out that students hesitated to write because they worried about grammar accuracy of their sentences.

The reason why this question took our attention was that explicit teaching of grammar is one of popular ways to learn English grammar in Korea even though it has a lot of disadvantages. Explicit grammar lesson or grammar translation method is understood as one of normal teaching methods in English classes in Korea. As Pekoz (2008,) said there are some problems associated with grammar teaching in general. The problems are such as:

1. Direct grammar instruction is still very common.
2. Contextual instructional techniques are not readily accessible to practitioners.
3. In most cases grammar instruction is not integrated into the four skills but given in isolation.
4. Mostly it is teachers that formulate the grammar rules. Grammar rules will be clearer and be remembered better when students formulate them themselves (inductive learning) than when teachers formulate them (deductive learning).

5. Learners need repeated input of a grammar item. Just one grammar presentation is not enough.
6. Learners should not be overwhelmed with linguistic terminology.
7. Grammar should be taught in digestible segments bearing the cognitive process in mind.

There are limitations in this traditional grammar teaching which is form-focused and accuracy – based teaching. Therefore, students often have lack the knowledge how to use their language in certain situations. On the other hand, communicative language teaching is more focusing on functions and fluency of the language (Tran and Han, n/d). Then, is there any way to improve grammar accuracy in CLT class? In order to find that out, we have to review the characters of CLT first.

In a CLT classroom the teacher pays more attention to enable students to work with the target language during the lessons and communicate in it by the end of it. The following is the typical procedure of a grammar lesson.

1. The teacher uses visual aids to present the grammar structure to be taught.
2. Students deduce the meaning, the form and the use of it.
3. The teacher checks students understanding by asking yes/no questions focusing on form, meaning and use.
4. The teacher gets students to practice the structure through Repetition and Substitution Drills, Word Prompts, and Picture Prompts. The teacher tries to provide maximum practice within controlled, but realistic and contextualized frameworks and be build students' confidence in using the new language.
5. The teacher provides students with opportunities to use new language in a freer, more creative way. The teacher creates activities in which students can integrate new language with the previously learnt language and apply what they have learned to talk about their real life activities (Tran and Han, n/d).

What makes Communicative Language Teaching lesson different from the traditional teaching is that the teacher tries to make the language use in the lessons realistic and practical. The teacher creates real or like-real situation in which the language can be used. During the CLT lesson, the teacher often plays the important role of facilitator who facilitates activities to work with the target language (Tran and Han, n/d).

4. Action Research

How to improve grammar accuracy in CLT Classes

This GEP Writing course is a function-based and task-based class. Each of GEP class has to be designed based on a topic which provides it a function to write. The students have to complete given tasks collaborating with their group members or as individual work. In the class students have a lot of chances to write for fluency but not much for grammar accuracy. However, I noticed that the students have lack of grammar when they were doing writing activities in GEP classes. The students' accuracy need to be improved while they work on their tasks. We, therefore, wonder whether the students' grammar accuracy can be improved in this GEP class without explicit teaching of grammar features or not. Our research question is "How to improve awareness of the target structure and improve grammar accuracy in Communicative Language Teaching?"

3. Implementing

The GEP students have to take MATE writing test three times, at the beginning, mid-term, and final period of the course. The result of the test will be used to evaluate their success in the course. The criteria for Mate Writing test include several components for accuracy part, such as spelling and punctuation, vocabulary, and grammar (rules of English morphology and syntax). However, we only focus on two particular grammatical points, sentence structure and verb forms after observing the students writing for the first two weeks. GEP students showed their lack of ability to control sentence structure; moreover, verbs were where the most of the errors occur.

For the first two weeks, students seem to have lack of confidence in writing. They hesitated writing worrying about whether their sentence is grammatically accurate or not. We also could find various grammar errors in their writings. Therefore, we decided to monitor if the CLT way of teaching can be beneficial for the GEP students to reduce their grammatical errors regarding writing. During this time, we, as co-teachers, gave students tips, advice, and answers while peer-reviewing or individual reviewing based on the writing. After five weeks, the first half of the semester, we give the students explicit treatment to get them focus on their errors in writings. We teach students grammar overtly using explanation, pointing errors that they made while class reviewed their homework back from professor.

3.1 Grammar teaching in CLT

The GEP course does provide various methods to focus the form of the students' sentences. Students can be helped from 1) the professor and big siblings, 2) their peers and 3) the reading homework which is form-focused. First, students can receive professor's feedback for their reading and writing homework each week. Big siblings discuss the professor's feedback with the students and give more feedback on their writing activity in class. During the class time, there will be some peer review activities as well. When peer reviewing, students receive other's writing and try to understand it. Once there is miscommunication or they cannot catch the meaning, they can ask to the big siblings. This making meaning process will help them to study proper form. Also, when they notice grammar errors from their peer's writing and revise them, it is more likely to be learned. Moreover, once they receive their revised writing back, they can also check their accuracy and learn from their feedback. Lastly, the reading homework can be designed to pre-teach vocabulary and key sentence structures in advance of the class. When designing reading homework, big siblings want to provide them a lot of inputs. Students have to read several model paragraphs and answer form-focused questions. The questions include vocabulary, sentence structure, and useful expressions. These inputs allow the students have schema when they take the lesson. Moreover, during the activities, students can practice the sentence structure several times.

3.2 Explicit Teaching of Grammar

Our solution, however, is more explicit and direct teaching of the grammar based on the students' own sentences. It was conducted with six students who were assigned in our groups. We observed their writings in class and writing homework and selected particular grammar error patterns. They made quite various types of errors which include articles, tenses, inappropriate prepositions, subject-verb agreement, and wrong sentence structures. Among those grammar points, we chose to observe sentence structure and verb forms. There are two periods of time that we can teach them grammar explicitly, in the beginning of the lesson, and during individual writing activity. In the beginning of the class, each group has ten minutes of time to discuss about the homework and ask questions. During this time, firstly, we highlighted the target errors on their writing homework, so that they can notice them. Then, we asked them to correct the

4. Action Research

How to improve grammar accuracy in CLT Classes

errors by themselves. Some errors they can correct as soon as they notice them while others they have difficulty correcting. In the latter cases, we provide explanation using grammatical terms. Moreover, whenever there is a chance to write individually, we gave them feedbacks on the two grammatical points and discuss better ways to express what they intended to write. This grammar teaching is explicit as well as meaningful because we used the students' own writing text which they need to complete.

4. Analysis of the Data

We keep track of the students writing to see how much their accuracy is improved in the two grammar areas. In order to do that, we collect students' writing homework from each week and analyze them. The reason we chose to analyze their writing homework is because it is the only evidence of the students' individual writing, so that we can see each students' improvement with the result.

We focused on two major error patterns in students writing among various kinds of errors. They are inappropriate sentence structure and usage of verbs. Inappropriate sentences appeared with unskillful use of transition words and punctuations and run-on sentences. Incorrect usage of verb appeared with inexpert use of tense, collocation and subject-verb agreement.

Their example sentences are such as;

- 1) Transition words : cause usually girls prefer romantic movies.
- 2) Punctuations: Second. There is no place for consistency.
- 3) Run-on sentences: We planned to go a foreign land and we thought about many places then we decide to go Egypt.
- 4) Tense: Lee MinJung wears black dress for that night.
- 5) Collocation: It's not quite fit for me.
- 6) Subject-verb agreement: It don't need a legal penalty.

Table : Verb errors & Structure errors based on themes

Theme 1	Ice Break	
Ss / errors	Verb errors	Structure errors
1	3	4
2	3	3
3	1	3
4	2	4
5	3	3
6	n/a	n/a
total	12	17
mean	2.4	3.4

Theme 2	movie	
Ss / errors	Verb errors	Structure errors
1	4	4
2	4	3
3	7	4
4	2	3
5	2	8
6	n/a	n/a
total	19	22
mean	3.8	4.4

Theme 3	well being	
Ss / errors	Verb errors	Structure errors
1	n/a	n/a
2	n/a	n/a
3	n/a	n/a
4	3	3
5	2	8
6	n/a	n/a
total	5	11
mean	2.5	5.5

Theme 6	Halloween	
Ss / errors	Verb errors	Structure errors
1	1	9
2	7	4
3	5	7
4	5	1
5	3	1
6	2	1
total	23	23
mean	3.83333333	3.8333333333

Theme 7	job interview	
Ss / errors	Verb errors	Structure errors
1	no errors	1
2	no errors	1
3	no errors	4
4	5	no errors
5	2	3
6	no errors	no errors
	7	9
mean	3.5	2.25

Theme 8	Social issue-graph	
Ss / errors	Verb errors	Structure errors
1	no errors	no errors
2	1	4
3	2	5
4	1	1
5	6	no errors
6	n/a	n/a
total	10	10
mean	2.5	3.3333333333

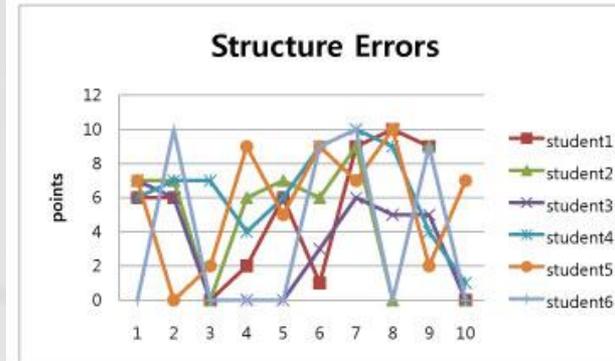
4. Action Research How to improve grammar accuracy in CLT Classes

Theme 4	Campus life	
Ss / errors	Verb errors	Structure errors
1	1	8
2	5	4
3	n/a	n/a
4	no errors	4
5	1	5
6	n/a	n/a
total	7	21
mean	2.3333333	5.25

Theme 9	fashion	
Ss / errors	Verb errors	Structure errors
1	no errors	1
2	no errors	1
3	5	5
4	3	6
5	6	8
6	n/a	n/a
total	14	21
mean	4.6666667	4.2

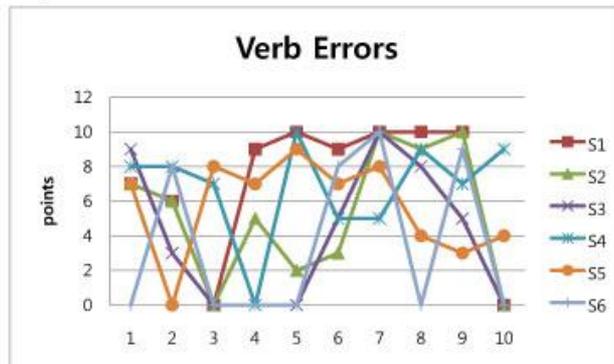
Theme 5	Travel	
Ss / errors	Verb errors	Structure errors
1	no errors	4
2	8	3
3	n/a	n/a
4	no errors	4
5	1	5
6	n/a	n/a
total	9	16
mean	4.5	4

Theme10	food	
Ss / errors	Verb errors	Structure errors
1	n/a	n/a
2	n/a	n/a
3	n/a	n/a
4	1	9
5	6	3
6	n/a	n/a
total	7	12
mean	3.5	6



errors	0	1	2	3	4	5	6	7	8	9	n.a: not bring homework
points	10	9	8	7	6	5	4	3	2	1	0

Graph: Verb errors & Structure errors based on themes



As above table and graph shows, in macro scope analysis, it is hard to find consistence patterns of result from both uncontrolled classes which are previous five classes and controlled classes which are following five classes. In micro scope analysis, cases of each students shows following aspects;

- Student 1: both verb and structure errors were decreased.
- Student 2: both verb and structure errors were decreased.
- Student 3: verb errors were uneven and structure errors were consistent.
- Student 4: structure errors were increased.
- Student 5: verb errors were increased and structure errors were uneven.
- Student 6: not applicable

4. Action Research

How to improve grammar accuracy in CLT Classes

5. Limitation and Discussions

5.1 Limitation

The analysis of the data does not show certain characteristics about the improvement of students' grammar skills throughout the course. Few students improved in each area but it is hard to say the students have generally improved. There are some limitations to both implicit and explicit grammar teaching.

First of all, during the first half of the course, implicit grammar teaching was done. However, students often did not notice the grammar structure from the provided source. The largest amount of input was the reading text in homework once a week. The reading homework provides vocabulary and comprehension questions, and some exercises to practice sentence structures. However, this may not be sufficient for the students to notice sentence patterns and grammar rules. Also, it is hard to expect them to gain grammar skills only with the help of input. They should notice and internalize the inputs and produce them in meaningful ways.

Moreover, the students were not motivated from the structural feedback. There were several peer-review activities in the formal half of the classes. However, this is done as a group work. Students exchanged their group writing and read it together to give feedback on grammar, content and writing format. When they were assigned to give feedback as a group work, they did not become responsible to the result and did not make a lot of effort. Therefore, the peer-review activity did not showed up as effective as what we thought. Also the students did not pay much attention to the feedback from the professor. They were more interested in the grade of their writing but did not try to fix their errors when they were not asked to do.

During the latter half of the course, we give the student explicit teaching on the grammatical points, sentence structure, and verb forms. The biggest challenge of the teaching was the limitation of time. We only had ten minutes in each lesson to figure out the errors in their writing homework, let them make corrections and provide explanations about it. Moreover, in the beginning of the lesson, it was hard for the students to focus on accuracy matters. It was usually busy time getting ready for the actual lesson. If there was sufficient time for explicit teaching, we could try visuals, games, and other more controlling exercises to support their comprehension.

5.2 Discussion

As the analysis of the data shows, there is no visible improvement about the students' grammar skills throughout the course. Even though the data were not found to be statically significant, it shows two cases, students one and four, who considerably improved. The result of this research tells that more carefully designed teaching of grammar is needed to improve students' grammatical competence.

When there is a chance to design a writing class based on CLT in the future, more careful and flexible plan is required to consider the students' accuracy of the target language. In order to do that, implicit and explicit teaching should be integrated together. Teachers need to focus on the context of the language. Students can experience using the language with correct form while they are doing meaningful activities. In GEP course, we worked mostly as a group collaborating and interacting each other, and the activities were meaningful like writing a thank you letter, a magazine article, or making an advertisement. Moreover, teachers can design more student-centered evaluation activities such as self- or peer reviewing to help them notice their grammatical errors. When conducting self- or peer reviewing, teachers can provide them carefully designed criteria which they can consult with. Individual revising is necessary in which the students are more responsible to their writings and notice their weakness.

The class should involve not only student- centered and open-ended activity, but also teacher centered, structural-focused explanation and controlling activities. The students need some time to sit and receive linguistic knowledge from teacher. Teachers can give knowledge of grammar structures and appropriate forms of writings using this time. Moreover, they can constantly remind them these structural items to help them notice what they have learned. In EFL (English as a Foreign Language) situation like Korea, it is hard for the students to receive enough input to internalize the language and use accurately. Therefore, teachers need to be flexible using both communicative, meaningful way of teaching and explicit, direct teaching of grammar structures.

5. EPILOGUE

Concluding this teaching portfolio, I include some pictures of students working in the class. On the first day of the course, I heard one student saying, “ One of my friend who took this course last semester recommended me. She said she was so happy in every class and I am curious what made her so happy.” Every time I prepare lessons, I asked myself if it can make them happy.

I believe one of the important elements of a teacher is love because teaching and learning is based on the relationship.

Class Pictures 1



Class Pictures 2



Notes from Students

<p>Rilakkuma™ Bonjour! Comment allez-vous?</p> <p>Dear Adorable Big sister "hyung Jeong" Hi, Today is the last time to see in class!! Oh no...I'm already so sad! I've been rely on you than you feel. I'll really miss you from time to time we share address of homepage we can keep in touch forever!! hahaha Love ya and be happy always bless you mi-ryung</p>  <p><small>© SAN-X CO., LTD. ALL RIGHTS RESERVED. A Licensing Programme of RM™</small></p>	<p>Rilakkuma™ Bonjour! Comment allez-vous?</p> <p>♡ Hyunjeong teacher: It's so nice to meet you. I remember that we have met on the street twice. et-ot. You are so friendly to talk to me. Thank you for teaching us in this semester. Happy everyday! Good luck.</p> <p>From fish JAEIG</p>  <p><small>© SAN-X CO., LTD. ALL RIGHTS RESERVED. A Licensing Programme of RM™</small></p>	<p>Rilakkuma™ Bonjour! Comment allez-vous?</p> <p>Thanks for your helping!! Sorry I was not good student. but I really enjoyed this class. You will be their best teacher.</p> <p>- JAEIG</p>  <p><small>© SAN-X CO., LTD. ALL RIGHTS RESERVED. A Licensing Programme of RM™</small></p>
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