

# Professional Teaching Portfolio

Graduate School of TESOL  
Sookmyung Women's University

Spring, 2012

Izzy Lee



# Index

## I. Professional Background

- Teaching Philosophy
- Resume
- Certificate

## II. Professional Development

- Practicum Overview
- Lesson Materials
- Reflection

## III. Action Research

- Introduction
- Literature Review
- Methodology
- Data collection
- Discussion and Implications



# Professional Documents

1. Teaching Philosophy
2. Resume
3. Degrees and Certificates
4. Awards



## Teaching Philosophy

When I started learning English during my childhood, I was curious about everything for that language. The whole new sound, intonation, structure of the language attracted this 12-year-old girl a lot at that time. I fell in love with 'newness' right away and started practicing it. I started listening, speaking, reading and a little bit of writing. Speaking was the most attractive skill to me who has always been very outgoing, talkative and fond of being with others. English, the language itself was the gate and connection to another world to me. To communicate and express my idea in a more flexible way that I wanted, I needed more vocabulary and expressions to use. To gather information that I needed was the motivation for acquiring the language.

I, as a teacher, who has been working in middle school for 5 years, want my students to acquire and learn English for their interest and own motivation. That would lead them to have their own needs to acquire more vocabulary, practice more listening and speaking, and try to be exposed to more reading passages by themselves. They would try to acquire the language with their own will and needs and this would bring better proficiency. For English class to be done in this way, students' active participation in class is a necessity.

My whole goals for language teaching are based on Communicative Language Teaching. Students' aim for learning English should be on using the language in a communicative way, not for taking a test or exams. The common goal of students is to gain a good score on the exam, not to acquire language and make use of them in real life. That is the point that I want to change as a teacher. What they need to focus on is the actual skills that they can gain proper amount of four skills and



use them in their daily life. That's why they need to participate in all the activities necessary for gaining four skills during a class. I try to combine four skills in my English class for that reason. Although there has been difficulty because of large class size, I try to give my students opportunities to make use of the expressions and grammar that they learned through class. I do this because I believe that students learn best when they actually do and use what they learned. That's why I try to do my English class with project-based approach. Students are asked to make up their project with their group members or individually. They make a brochure, music video, posters and etc. during or after class. I found out that students really liked these activities to express their own idea and talents on the project.

I especially care about low-level students when they are engaged in the group work. Students who have low level felt happy when they could contribute their ideas and ability to make something for their group project. They were enthusiastic about doing the play like 'reader's theater' more than ever. They were asked to make their own script based on the expressions from the textbook and do the play with the group members. That class was really active and filled with energy. Also I try to make my students use expressions from the textbook. It is because I used the textbook basically for my class. I usually don't change the content, but I try to approach them in a different way. Based on the content from the textbook, I make up my own project or activity like a role-play. I want my students to feel that learning English broadens their view and opportunity for knowing something different from their own. To do that, I'll try my best to make my class interesting and done in a communicative way with many interesting activities.



For communicate teaching to be successful, I believe active scaffolding and supportive atmosphere are key. I always try to encourage my students to make their own output through speaking and writing without hesitation, not worrying about their grammatical errors. Once they try to make their own, I try to give them correct feedback through asking questions or eliciting implicit thoughts from students. That takes more than to give them direct feedback, but that doesn't hinder their active participation and raise their affective filter, which might affect the class in negative way.

In summary, I believe students need to have plenty of opportunities to make their own output with real purpose in given situation as well as acquire comprehension through their teacher and proper materials. For that to happen, the teacher needs to offer them communicative tasks of which language can be used in meaningful way. They also should receive proper scaffolding to activate their ZPD at the most and supportive and encouraging atmosphere by their teacher to lead them to communicate in and out of class to be an autonomous learner. Therefore, I, as a language teacher, will try to offer the materials, tasks, and all the support to my students.

# Resume

## Jieun Lee

010-4612-2899, (032)851-0561, Incheon City  
bluewindyday@hanmail.net

### Summary of Qualification

- MA TESOL Sookmyung Women's University (Expected graduation, Aug, 2012.).
- 4 years combined teaching experience in public middle school
- Lesson Plan Award (2011), British Council

### Education

- Sookmyung Women's University, TESOL major, MA (Expected graduation date Aug 2012).
- Gongju National University, English Education, Bachelor (2002-2006).
- Gongju National University, Ethics Education, Bachelor (2002-2006).

### Teaching Experience

Teacher, Shinsong Middle School, Incheon City, Korea.

[Spring, 2008~present]

As English teacher at Shinsong Middle School, public school located in Incheon City, I have been teaching 8<sup>th</sup> or 9<sup>th</sup> grade students. I am in charge of English lesson combined with 4 skills for students as well as vocabulary, essay and debate competition held in school.

Instructor, Kim Jae Kyu Police Private School, Gwangju city, Korea.

[Spring~Summer, 2006]

As part of Private School, which educates students who would take an exam to be police, I was in charge of teaching grammar to students. I provided intensive two-month grammar course to students from spring to summer.

English Tutor, Gongju City, Korea. [2002~2005]

During the university time, I worked as an English tutor for 5 students from middle and high school. I tried to offer tutoring geared to their level and interests. I usually focus on Korean SAT and exams done in their school for better academic records.

Vice President, Incheon English Education Association, Incheon city, Korea. [Spring, 2012~present]



## Additional Experience

Have been working with collecting teaching materials from teachers in Yeonsugu. Plan English camp held during the summer vacation for middle school students of Incheon.

Head teacher of Connecting Classroom of Incheon Group 1, Incheon city, Korea.  
[2011~present]

Have been working in school visit for sister schools in Taiwan and managing project and form for schools. Connecting Classroom is a program that is supported by British Council and Incheon City Education Bureau for student to have international exchange program with students in other countries.

Coordinator for Connecting Classroom in Shinsong Middle School, Incheon city, Korea. [2010~present]

Have been coordinating project and activities for CC students in Shinsong Middle School. I offer class for doing projects with students and have done activities for my student to communicate with students in Taiwan through online and offline.

Researcher for Lesson plan which combines Creativity and Humanism of Foundation for Creativity and Humanism, Sookmyung University, Seoul city, Korea.  
[Spring~Summer, 2011]

Worked with researchers and professor, Namjun Kang, from Sookmyung University, being in charge of surveys, research, making lesson plan and microteaching with the plan for middle school students.

Presenter of SMU TESOL Symposium, Sookmyung University, Seoul city, Korea.

[Summer, 2011]

My presentation fell under the subject of '*Lesson plan using process drama for including creativity and humanism on lesson*'.

Presenter of Educational forum for Creativity and Humanism, KAIST, Daejun city, Korea. [Spring, 2011]

My presentation fell under the subject of '*Lesson plan which combines Creativity and Humanism*' to English teacher from middle and high school all over the country.

Presenter of Educational forum by Microsoft, Microsoft, Phuket City, Thailand.  
[Spring, 2011]

Being invited to Educational forum held by Micro Soft branches for Asia and Pacific to do presentation fell under the subject of '*Lesson plan about Climate change*' to English teachers and Microsoft staffs from Asia and Pacific.



English Camp Instructor, Incheon city Education Bureau, Incheon city, Korea.  
[Summer, 2010]

Made up lesson plan for reader's theater geared to level of middle school students, being in charge of doing lesson according to that for final performance.

Attendant of TEE(Teaching English in English) training program for English teacher, Inha University, Incheon city, Korea. [Summer, 2009]

Took TEE training program offered for English teacher, which was held for 2 weeks, making up lesson plans and received the lecture for activities and project for English class.

Reporter of Frontier, English journal for the university of Gongju, Gongju University, Gongju city, Korea.

[2002~2003]

Published English journal for the university of Gongju for two years as reporter for Frontier, English journal of that.



### Certificates

- MATE Rater Training Certificate. (2012)
- SMU TESOL Certificate.(2010)
- 1<sup>st</sup> Degree English Teacher, Incheon city Education Bureau, Incheon city, Korea. (2011)
- 2<sup>nd</sup> Degree English Teacher, Gongju National University, Gongju city, Korea. (2006)

### Publications

Lesson plans combined with Creativity and Humanism with Sookmyung University and Foundation for Creativity and Humanism, Foundation for Creativity and Humanism. (Summer, 2011)

Lesson plans for English camp held by Incheon city Education Bureau, Incheon city Education Bureau. (Summer, 2010)

### Awards

2nd prize, Lesson Plan Department, British Council (2011)

### Skills

-Korean: Mother tongue

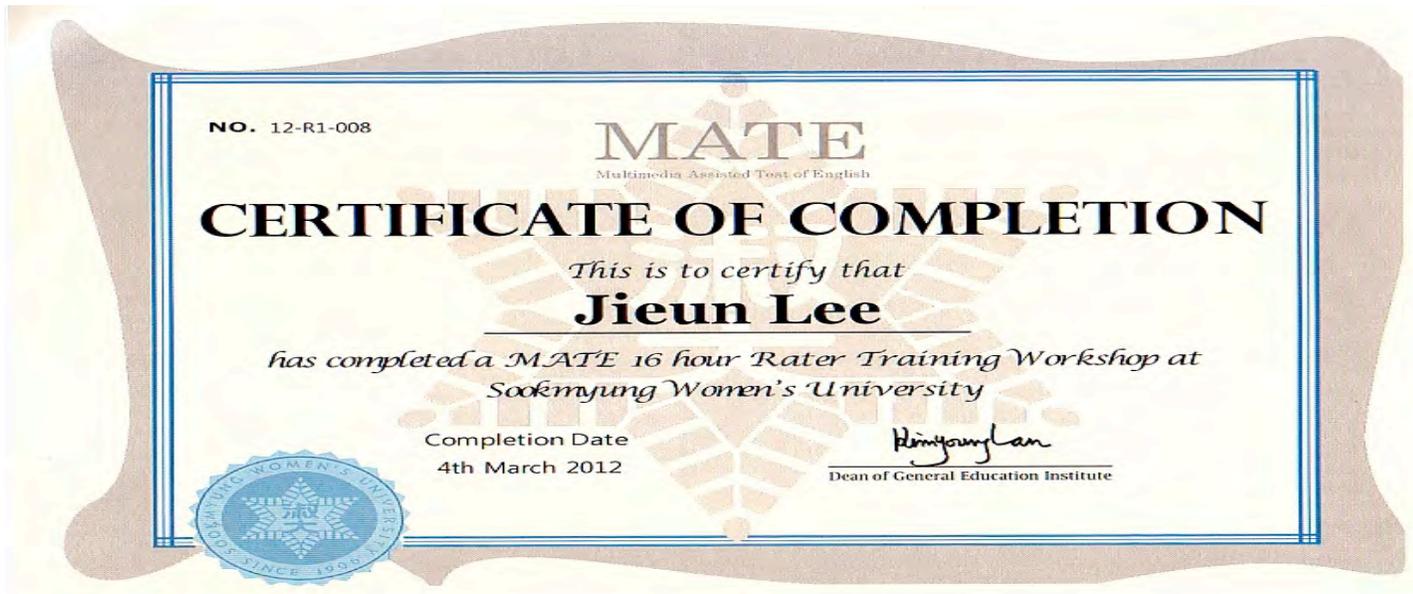
-English: Highly Proficient in productive receptive skills

-Computer: Certification for Computer Utility by National Information Center

Photos



# Certificates & Awards



No. 5202





# Connecting Classrooms

In recognition of excellence  
in the national competition  
**“Better Community Better Life”**

We hereby certify that

**Lee Jieun**

who is a teacher of Shinsong Middle School  
won second prize in the category of lesson plan.

**National Level: Korea**

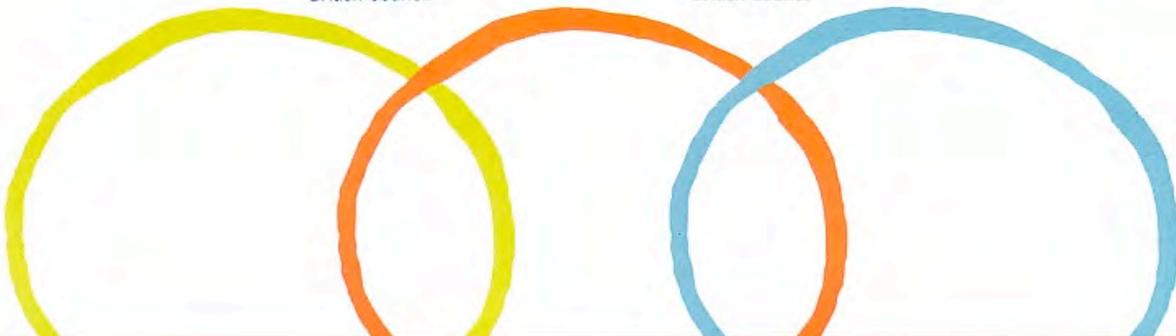
5 April 2011

A handwritten signature in blue ink, appearing to read "Roland Davies".

**Roland Davies**  
Country Director, Korea  
British Council

A handwritten signature in blue ink, appearing to read "David Mathias".

**David Mathias**  
East Asia Regional School Projects Manager  
British Council



# 위 축 장

소 속 : 신송중학교  
직 위 : 교 사  
성 명 : 이 지 은

귀하를 인천광역시동부교육청  
여름영어체험캠프 지도교사로  
위촉합니다.

2010. 7. 19.

인천광역시동부교육청교육장 김 진 석



# Professional Development

## Professional Development

1. Practicum Overview
2. Lessons and Materials
3. Reflection



# Practicum Overview

## Graduate School of TESOL/General English Program GEP II -Speaking and Reading

This is a special class conducted together with undergraduate and the Graduate School of TESOL.

For graduate students, the objective of the course is to give them an opportunity to design their own lesson plan using the all theoretical backgrounds that they had acquired from SMU, information about learners through Needs Analysis and observation through the semester. The focus is also on the reflective and flexible attitude that they can have after designing and conducting class with class.

For undergraduate students, the course provides them with a plenty of opportunity to make their comprehensible output through speaking and reading. They are given the materials considering their interests and needs which leads them to have more motivation. They are also given individualized feedback which helps them to notice their current level and gaps.



# Sample Lessons

## 1. Ice-breaking

### Ice-breaking Games

1. Whole-group games
  - 1) Hot Potato (8min)
  - 2) Are you a doggy type person? Or cat type person? (8min)
  - 3) Speed-date (10min)
  - 4) Find Someone Who (10 min)

-----break-----

2. Group Games (50min)
  - 1) Only Body Talks (10min)
  - 2) Guess who (10min)
  - 3) Name Grid (10min)
  - 4) 20 Things in the Box (10min)
    - ⇒ Prize Time
3. Whole-group game
  - 1) Line up (5min)



## Ice-breaking Games

### 1. Whole-group games

#### 1) Hot Potato (8min)

- Students will make a big circle together and one of them will have the hot potato box.
- While the music is played students have to pass the box around and when the music is stopped the person who holds the box needs to pick one of the strips of paper from the box and do whatever the strip says. (The strips contain many different types of yoga positions.)

#### 2) Are you a doggy type person? Or cat type person? (8min)

- To show a video clip of cute dog and cat (1min)
- To explain about dog and cat typed person with PPT (dog and cat pics)

Explanation: The doggy type means a person who is quite outgoing and fond of being with others. They like to be with someone else and express their emotions especially affection to others. They have difficulty being alone. On the other hand, a cat type person can be said someone who can be said quite cocky. They don't get along with people who they don't know very well. They take time to be close with others and don't care about being alone. Sometimes, they don't show their emotion at all to others. (2min)

- To ask Ss to think about their personality and draw a dog or cat on their nametag and write their names (2min)
- To ask SS to introduce their name and the type of their personality that they chose with reasons to their partner (3min)

#### 3) Speed-date (10min)

- To show a video clip of speed date from movie or drama (1min)
- To explain Ss that they would do the speed date
  - To ask students to be seated on the given chairs  
They would be seated in two rows. (3min)
  - To make sure that Ss have their own theme to talk with their partner



- To explain that Ss talk for one minute to their partner about given theme and questions (family, pet, boyfriend, school life) (1min)
- To explain that Ss in one row would move their seat after each one-minute (5min)

4) Find Someone Who (10 min)

The students have to find someone who matches with a statement. When they find someone, they write the person's name next to the statement. Students cannot write the same person's name more than once.

Find someone who	names
Has lived in more than four cities	
Has more than three siblings	
Can drink more than 1 bottle of Soju	
Has the same shoe size as you	
Has traveled to more than 5 countries	
Lost more than 10kg	
Can speak more than three languages	
Has gotten a tattoo	

-----break-----

2. Group Games

Students are divided into the group of 5-6 members. Big sisters are going to be the leaders for each game and they stay in their own game center. The students go around each game center and play different ice breaking games with their group members. The students get 10 minutes for each game. Teacher shows the time on the screen to let students manage the time better.

1) Only Body Talks (Big sister-이정남)

- Big sister explains the game rule. (2 min)
- Big sister tells a word to the all group members and each of them has to come up with a motion that goes with the word.

The words: ice cream, coffee, flower, Taekwondo, soccer, table tennis, baseball, volleyball, monkey, pig,

rabbit, teacher, snowman, bird, Harry Porter, happy, sad, angry

- When the big sister counts 3, all the members show their own motion.
- If the motions match, they get points. (8 min)

Number of people who match their motions	Points
2	1
3	2
4	3
more than 4	4

2) Guess who (Big sister- 강신혜)

- Big sister explains the game rule. (2 min)
- All of the group members take turns to be the leader. Each leader sees the picture of celebrities or famous cartoon characters around the world. Other members ask only Yes/No questions to guess who's in the picture. (8 min)

The celebrities + characters: Cinderella, Shrek, Barack Obama, Michael Jackson, Steve Jobs, Girls' generation, Big Bang, Dr. van Vlack, Peter Pan, Angelina Jolie, David Beckham, Homer Simpson, Tom & Jerry, Spiderman, Hello Kitty, Superman, Pooh, Casper

- When the students get the correct answer they get 1 point.

3) Name Grid (Big sisters- 박정미, Annie)

- Big sisters explain the game rule. (2 min)
- Students need paper and pens. Ask them to draw a grid on which they write their first names. Give each group five minutes to write down as many words (two letters or more) that they can make only using the letters in their names. Letters do not have to adjoin each other in the grid. (5 min)

H	A	N	A	H		
I	N	A	H			
A	N	N	I	E		
J	U	N	G	N	A	M

Ex)

S	I	N	H	Y	E	
J	U	N	G	M	I	

the possible words: in, me, am, hi, jug, sin, gym, mean, high

- When the time is up the group members adds up the score.

Number of letters	points
2	0.5
3	1
4	2
5	3
More than 5	4

4) 20 Things in the Box (Big sisters- 최하나, 성인아)

- Big sisters explain the game rule. (1 min)
- The students look at the 20 items for 30 seconds and write down what they can remember. If they don't remember all of the items, they can get more chances but will get less score.

Number of trials	points
1	5
2	4
3	3
4	2
More than 4	1

=> After 4 games are finished, students are going to count all the points that they've got from 4 different

games and they have to add up. The team who got the most points gets the prize.

### 3. Whole-group Game

Ask the whole students to form a new line in order of...

-Birthdays from January through to December

-Their hand size from the smallest to biggest

# WEEK 1. ICE- BREAKING

GROUP 1. SAEMI HAN, JIEUN LEE

## HOT POTATOES

How to play?



Students will make a big circle together and one of them will have the hot potato box.

While the music is played students have to pass the box around and when the music is stopped the person who holds the box needs to pick one of the strips of paper from the box and do whatever the strip says.

## DOG TYPE? CAT TYPE?



### Dog person

Quite outgoing and fond of being with others. They like to be with someone else and express their emotions especially affection to others. They have difficulty being alone.



## DOG TYPE? CAT TYPE?

### cat person

Don't get along with people who they don't know very well. They take time to be close with others and don't care about being alone. Sometimes, they don't show their emotion at all to others.



## MAKE YOUR NAME TAG



Draw a dog or cat on your nametag and write your names and Introduce it !!

## SPEED DATE



## HOW TO PLAY SPEED DATE?



Exchange the given question and talk with your partner for one minute.

## HOW TO PLAY SPEED DATE?



One person moves to next seat and continue talking.

## FIND SOMEONE WHO..



## GROUP GAMES



Only Body Talks



Guess Who



Name Grid



20 things in the box

## LINE UP

Birthday from  
Jan. to Dec.



Hand size



THE END. THANKS.

# Classroom Pictures



## Reflection

The aim of the first week was 'ice breaking' to make students feel less nervous and have motivation for speaking in English. The overall aim was fulfilled although there were some students who felt nervous especially when they did the whole class activity like hot potatoes. The whole lesson was divided into group work for hot potatoes, naming (dog, cat person), speed dating, group work, and the whole activity (lining up). I believe students felt interesting for activities done during the class although some were not familiar with them. While preparing the class, I was worried about speed dating and cat, dog person because I thought student might have difficulty understanding the concept and format of the activity. I tried to find proper video clip to show what speed dating and some clips to show features of dog and cat. It was quite not easy to find PROPER ones, so I decided to go with PPT file and made up with pictures and some animations. I think those materials and activities worked well compared to my expectation. Overall activities seemed to activate students' interest and curiosity for speaking class which we wanted. Students and teachers connected well and made up some connection between them which would help speaking class later. However, I personally, felt that the direction for speed dating was not so smooth as we wanted. Although they did all the activities, I had to keep saying 'move to your right' whenever the bell rang. If they had understood the direction very well, they would have moved by themselves when they heard the bell. Also, I found out that we should be careful about topic that we choose for speaking. Especially for speed dating, some students were reluctant to talk about some specific topics which are quite personal like family. The final thing that I want to improve more next time is the flexibility to the size of the class. Fortunately, the first class was quite different from regular class, so only slight change to plan worked well as we decided not to use the seats or make smaller groups than we thought. However, we would need more flexibility to activate our plans better.

## 2. Easter

# Easter!

### Lesson plan for

Week 5 Lesson (April, 5<sup>th</sup>)

Theme: Holidays (focused on Easter)

Function: Describing procedure and process

Class Objectives: Students will be able to understand the simple process or procedure and explain them to others.

Time	Activity		Description
8:00~8:15 (15min)	Easter Candy Making	5min	Read the instruction for your Easter candy.
		5min	Make your Easter candy.
		5min	Explain how you made Easter candy to your friends.
8:15~8:50 (35min)	Easter Egg Decoration	10 min	Get your friend's egg decorating mission.
		5min	Explain it to your friend.
		15min	Do your mission (Decorate 3 eggs.)
		5min	Explain to your friend what your mission was.
8:50~9:10 (20min)	BREAK TIME (1. Decorate one more egg! 2. Clean up! 3. Enjoy your break!)		
9:10~10:20 (70min)	Egg Basket Project	10min	Complete the procedure for your egg basket.
		10min	Make the egg basket.
		10min	Make a poster to explain the steps for your basket.
		15min	Get ready for the presentation.
		25min	Presentation

\*If we don't have enough time, we'll skip the last part of Easter Egg Decoration.

#### Task 1. Easter Candy Making

Description:

Ss will make simple Easter candy with their partners and explain the procedure to their group members.

Time: 15 minutes

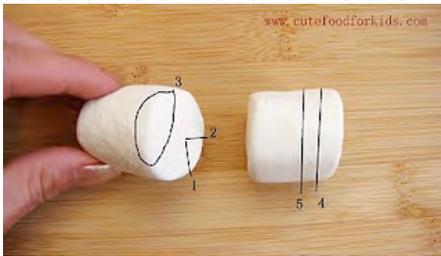
Procedures:

1. Ss choose their partner in their own group.
2. They get the instruction for making Easter candy
3. They make Easter candy with their partners.
4. They explain how they made it to the other group members.

### Easter Candy 1. Marshmallow Bunny

#### Directions

1. Cut the marshmallows like this.



2. Place the ears on the bunny. (Use some whipping cream to attach the ears.)



3. Add face and tail, then decorate your bunny.



**Easter Candy 2.**  
Marshmallow Chick

*Directions*

1. Press a jelly bean in the middle of the marshmallow. It should stick if you shove it in hard enough.
2. Draw eyes and wings with the pen.
3. Add a little frosting on top then add the toothpick legs.



**Task 2. Easter Egg Decoration**

10min	1) Get your friend's mission.
5min	2) Explain it to your friend.
15min	3) Do your mission.
5min	4) Explain to your friend what your mission was.

**1) Get your friend's mission.**

Description: Ss will go to each different room and get the information how to decorate the egg for their friends. They need to memorize the materials and procedures to explain them to their friends.

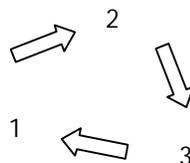
Time: 10 minutes

Procedure:

1. Designate for whom each student will explain the procedure. There will be 3 different ways to decorate the eggs.
  2. Each student will go to the special room to get the information how to decorate the egg for their friends.
  3. Ss will learn and memorize the materials and procedures to explain them to their friends. They are allowed to jot down the key words.
- ★ Big sisters will be in each room to explain the procedures.

(All the big sisters are both instructors and participants.- MAKE SURE THAT YOU GET YOUR OWN NUMBER WHEN YOU DECIDE WHO GETS WHAT NUMBER!)

- Room 1: Glitter eggs- Jungmee
- Room 2: Pearly eggs- Hannah, Shinhye
- Room 3: Golden eggs- Annie
- Room 4: Tie Dye eggs- Tracey, Inah



**2) Explain it to your friend.**

Description: Ss need to explain procedures to their friends.

- If you have 4 members, 1<->2, 3<->4
- If you have 3 members,

Time: 5 minutes

**3) Do your mission.**

Description: After Ss listen to the procedures for their eggs, they need to start decorating their eggs according to their mission. Each student will decorate 3-4 eggs. (4 members: 4 eggs, 3 members: 3 eggs)

Time: 15 minutes

Procedure:

1. Ss decorate their eggs following the procedure that they've got.
2. Ss are recommended to ask the questions to their friends to confirm the procedures while they are decoration the eggs.
- 3.

**4) Explain to your friend what your mission was.**

Description: When Ss finished decorating their eggs, they need to explain the procedure to the friend. (not the same one who gave them the mission.)

- If you have 4 members, 1<->3, 2<->4
- If you have 3 members, except the big sisters, the two students will explain to the group members.

Time: 5 minutes

**Task 3. Egg Basket Project**

Egg Basket Project	10min	Complete the procedures for your egg basket.
	10min	Make the egg basket.
	10min	Make a poster to explain the steps for your basket.
	15min	Get ready for the presentation.
	25min	Presentation

**1) Complete the procedure for your egg basket**

Description: Ss read the scrambled procedure for their egg baskets from the wall and write it down in order.

Time: 10 minutes

Procedure:

1. Ss decide who is going to be the secretary.
2. Except the secretary, everyone runs to the wall to see the scrambled procedures for their egg basket.
3. They read each step, memorize it and tell the secretary.
4. Secretary writes it down.
5. When they got all the steps, they unscramble the steps and complete the procedures for your egg basket.
6. When they're finished, the big sisters will check the answers.

## **2) Make the egg basket**

Description: Ss will make the egg baskets following the procedure.

Time: 10 minutes

## **3) Make a poster to explain the steps for your basket**

Description: After Ss finished making the egg baskets they will make a poster to explain the procedures to others.

Time: 10 minutes

## **4) Get ready for the presentation of your poster**

Description: Ss make a plan for the presentation.

Time: 15 minutes

Procedure:

1. Ss will watch a short video clip to understand the presentation they need to do later.

<http://www.youtube.com/watch?v=N7H7ZayXRyA>

2. They need to make a plan for the presentation. (They will make samples to show each steps.)

## **5) Presentation**

Description: Ss will do the presentation to others to explain how to make the egg baskets. They will pretend that they are TV presenters for 'a craft show for children'.

Time: 25 minutes

Sinhye's G <-> Annie's G	Inah's G <-> Tracey's G	Jungmee's G <-> Hannah's G
--------------------------	-------------------------	----------------------------

## Easter Egg Basket 1. - 박정미, 박지현, 최서연

### Directions:

1. Remove 1 panel of the milk carton and save it for the handle
2. Staple the open spout closed
3. Using the construction paper, cover the sides of the milk carton.
4. Punch a hole in the center of the spout ridge and insert the pipe cleaners for bunny whiskers
5. Glue the googly eyes in place
6. Make Bunny's ears using the construction paper and staple them to the basket.
7. For the handle, trim the extra side piece of the carton and cover it with construction paper and glue in place; staple it to the basket



## Easter Egg Basket 2. - 성인아, 김지현, 김정림 + 자아

### Directions:

1. Cut template on dotted line and draw onto foam.
2. Cut the shapes.
3. Slot tabs into the slits.
4. Secure the tabs in place with hot glue.
5. Glue the bunny to the side.
6. Decorate the basket!



### Easter Egg Basket 3. - Annie, 고헌지, 송해나

Directions:

1. Cut a shopping or gift bag so that it is 6 to 8 inches tall.



2. For ribbon handles, punch a hole on either side about an inch down from top edge of bag.
3. Thread the ribbon through holes and knot each end on the outside of the bag.
4. Glue the ribbon around the bag.
5. Make a flower using tissue paper and glue it on the bag.
6. Put some of the tissue paper inside of the bag.

### Easter Egg Basket 4. — Tracey, 나건희, 윤정순 + 최지현



Directions:

1. Use the masking tape or painters tape to cover the cut edge of the soda bottle.
2. Glue rickrack around the bottle on top of or just below the tape.
3. Cut egg shapes from craft foam and glue them to the inside of the bottle.
4. Punch two holes across from each other near the top edge of the bottle
5. Thread one end of the pipe cleaner through each hole and twist to keep in place. Put Easter grass into your basket and you are done.

## Easter Egg Basket 5. — 강신혜, 한채희, 유소라 + 강영은

### Directions:

1. Take your egg carton and cut off a section with four eggs.
2. Next take two colorful pipe cleaners and wind their ends together to make one long pipe cleaner.
3. Punch two holes on opposite sides of the basket.
4. Thread the ends of the pipe cleaner you made through the holes bending the pipe cleaner into the shape of a handle.
5. Decorate the basket.
6. Add Easter grass to your basket and add your decorated eggs!



## Easter Egg Basket 6. 최하나, 프영, 한승아 + 백지연

### Directions:

1. Break twigs into small pieces.
2. Squash down the sides of a brown paper bag.
3. Pour a small puddle of tacky glue onto a paper plate.
4. Dip each twig into the glue and stick it to the bag.
5. Let the glue dry completely before filling the nest.



# Special Lesson for Easter

Group 1. Izzy Lee, Saemi Han



## Index

- Grouping
- Task 1: Easter Candy Making
- Task 2: Easter Egg Decoration
- Break time
- Task 3: Egg Basket Making
- Task 4: Presentation

## Grouping

- Each of you will be given a number, please remember that because you are going to use the number through all the activities today.



## Task 1. Easter Candy Making

Make Easter candy with your partner and explain the procedure to your group members after that.

## Task 1. Easter Candy Making

- Procedures:
  1. Students No. 1,2 – Easter Candy One. (Bunny) Students No. 3,4 – Easter Candy Two. (Chick)
  2. Get the instruction for making Easter candy.
  3. Make Easter Candy.
  4. Explain how you made it to other group members. (5min)  
(No.1-No.3) (No.2-No.4)

## Task 2. Easter Egg Decoration

The whole procedure

- 1) Get your friend's mission.
- 2) Explain it to your friend.
- 3) Do your mission.
- 4) Explain to your friend what your mission was.

## Task 2. Easter Egg Decoration

- 1) Get your friend's mission.
- Description: Ss will go to each different room and get the information how to decorate the egg for their friends. They need to memorize the materials and procedures to explain them to their friends.
- Time: 10 minutes

## Task 2. Easter Egg Decoration

- Designate for whom each student will explain the procedure. There will be 3 different ways to decorate the eggs.
- Each student will go to the special room to get the information how to decorate the egg for their friends.
- Ss will learn and memorize the materials and procedures to explain them to their friends. They are allowed to jot down the key words.

## Task 2. Easter Egg Decoration

- Room 1: Glitter eggs- Jungmee
- Room 2: Pearly eggs- Hannah, Shinhye
- Room 3: Golden eggs- Annie
- Room 4: Tie Dye eggs- Tracey, Inah

## Task 2. Easter Egg Decoration

- 2) Description: Ss need to explain procedures to their friends. (Time: 6min)
- If you have 4 members, 1<->2, 3<->4
- If you have 3 members,



## Task 2. Easter Egg Decoration

- 3) Do your mission. (15min)
- Description: After Ss listen to the procedures for their eggs, they need to start decorating their eggs according to their mission. Each student will decorate 3-4 eggs. (4 members: 4 eggs, 3 members: 3 eggs)
- Ss decorate their eggs following the procedure that they've got.

## Task 2. Easter Egg Decoration

- When Ss finished decorating their eggs, they need to explain the procedure to the friend. (not the same one who gave them the mission.)
- If you have 4 members, 1<->3, 2<->4
- If you have 3 members, except the big sisters, the two students will explain to the group members.

## Task 3. Egg Basket Making

- 1) Complete the procedure for your egg basket as a group.
- 2) Make the egg basket.



- Ss read the scrambled procedure for their egg baskets from the wall and write it down in order. (10min)
- Ss decide who is going to be the secretary.
- Except the secretary, everyone runs to the wall to see the scrambled procedures for their egg basket.
- They read each step, memorize it and tell the secretary.
- Secretary writes it down.
- When they got all the steps, they unscramble the steps and complete the procedures for your egg basket.
- When they're finished, the big sisters will check the answers.



## Task 4. Presentation

- Get ready for the presentation of your poster  
<http://www.youtube.com/watch?v=N7H7ZayXRyA>
- Make a poster to explain the steps for your basket. (10min)
- Get ready for the presentation of your poster. (20min)
- -Detailed script would be necessary.

## Presentation (15min)

- Pretend that you are TV presenters for 'a craft show for children'.

- Shinhye's G –Annie's G
- Inah's G-Tracey's G
- Jungmee's G-Hannah's G





[ READING 1 ]

Read the passage and match new words with pictures and meanings related to them.

## Did You Know? Facts & Figures About the Holiday of Easter



*Did you know* that religion historians believe that the holiday of Easter originated with the **pagan festival of Eastre**, a Saxon celebration of spring and fertility? The April holiday included a number of the same springtime rituals and symbols that today feature in Christianity's celebration of Easter. Included among these are the rabbit and the egg, both ancient Pagan symbols of fertility.

*Did you know* that thousands of Christian pilgrims converge on Jerusalem every year to **celebrate** the Holy Week of Easter? On **Palm Sunday**, pilgrims march through the Holy City, waving palm branches and retracing the steps of Jesus as he made his triumphal entrance into Jerusalem. Then, five days later, pilgrims walk solemnly along the fourteen Stations of the Cross, reenacting Jesus' procession toward his crucifixion.

*Did you know* that Ash Wednesday gets its name from the practice of **painting** ashes on the forehead as a sign of repentance? The movable holiday, which falls anytime between February 4 and March 10, is the first day of the **Lenten Period**. The ashes are saved from the burning of the previous year's Palm Sunday palm branches.

*Did you know* that in **Russia, Easter** eggs are **dyed** on Holy Thursday? The traditional method involves **boiling** the eggs in a mixture of onion **peels** and silk scraps. Russian Easter eggs are

thoughts to possess magic powers, including bringing prosperity and warding off evil spirits.

*Did you know* that in **Greece**, children and adults alike play an egg cracking game called tsougrisma on Easter? Players attempt to **crack** their eggs against their friend's egg; the last person with an un-cracked egg is considered the lucky one. The Greeks traditionally dye their eggs red, symbolizing the blood and passion of Christ.

*Did you know* that the trumpet shape of the **Easter Lily** is considered symbolic of the heralding of Jesus on his triumphant entry into Jerusalem? Biblical scholars also tell us that lilies may have grown in the Garden of Gethsemane, where Judas betrayed Jesus.

*Did you know* that in many Catholic churches, **Good Friday** services begin at precisely 3 o'clock? This is the time that Jesus is believed to have died on the Cross. Good Friday is a solemn day of prayer, repentance and, in some churches, **fasting** in commemoration of Jesus' death. Catholics, Greek and Russian Orthodox, and many Protestants celebrate Good Friday.

*Did you know* that Americans eat more candy at Easter than at any other holiday besides Halloween? An average of seven billion pounds of candy is consumed over Easter weekend. Sales of Easter candy top nearly \$2 billion; in contrast, just over \$1 billion of candy is sold for Valentine's Day.

*Did you know* that over one billion Easter eggs are **hunted** every year in America? The most popular (or at least the most televised) **Easter egg hunt** is the one held at the White House. President Hayes hosted the first White House egg hunt in 1878, launching a tradition that has continued to this day. President and First Lady Obama will sponsor their first Easter egg hunt on April 13, 2009. The event -- themed as "Let's Go Play" -- is intended to encourage America's youngsters to lead active, healthy lives. Tickets can be downloaded from the White House website beginning Thursday, March 26, 2009.

*Did you know* that ham is the most commonly served meat at Easter dinners in America? The tradition has its roots in Northern Europe, where, in the days before refrigeration, hogs were slaughtered in the fall. They were then cured for seven months and ready to eat just in time for Easter. If you aren't a fan of the other white meat, turkey and lamb are also popular choices for Easter dinner.

paint	(a)		<p>■ You change colour of hair or clothes by soaking it in a special liquid.</p>
-------	-----	---	--

dye	(b)		<ul style="list-style-type: none"> <li>■ you do something enjoyable because of a special occasion or to mark someone's success.</li> </ul>
celebrate	(c)		<ul style="list-style-type: none"> <li>■ You eat no food for a period of time, usually for either religious or medical reasons, or as a protest.</li> </ul>
fast	(d)		<ul style="list-style-type: none"> <li>■ Skins of a fruit such as a lemon or an apple</li> </ul>
egg hunt	(e)		<ul style="list-style-type: none"> <li>■ Something is cooked in boiling water.</li> </ul>
crack	(f)		<ul style="list-style-type: none"> <li>■ Something becomes slightly damaged, with lines appearing on its surface.</li> </ul>
peel	(g)		<ul style="list-style-type: none"> <li>■ A common festive activity held on Easter for children to run around and find; this may also be a contest to see who can collect the most eggs.</li> </ul>
boil	(h)		<ul style="list-style-type: none"> <li>■ You produce a picture of it using paint.</li> </ul>

## [ READING 2 ]

Unscramble the sentences according to right order.



## Easter Egg Game

Eggs play an important part in Easter sports. The Romans celebrated the Easter season by running races on an oval track and giving eggs as prizes. Two traditional Easter egg games are the Easter Egg Hunt and the Easter Egg Roll.

On Easter morning the children of the house join in a search to locate the eggs that the Easter Bunny had hidden while they were asleep. The searching might continue through out the house with the older children helping the youngest. Sometimes prizes of candy are awaiting the child finding the most eggs.

(A) The eggs are hidden in public places and the children of the community are invited to find the eggs. (B) The rules of this game are to see who can roll an egg the greatest distance or can make the roll without breaking it, usually down a grassy hillside or slope. (C) Secondly, Easter egg hunts can be part of a community's celebration of holiday.

Maybe the most famous egg rolling takes place on the White House Lawn. Hundreds of children come with baskets filled with brightly decorated eggs and roll them down the famous lawn, hoping the President of the United States is watching the fun.

Answer: (       )- (       )-(       )

[ **READING 3** ]

Read over the passage about sentence connectors.

Linking Words

## Sentence connectors

Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Sentence connectors perform different functions and are placed at the beginning of a sentence. They are used to introduce, order, contrast, sequence ideas, theory, data etc. The following table lists useful connectors.

### Useful sentence connectors

Fill the categories of sentence connectors with the given words.

( ) Firstly, secondly, thirdly etc Next, last, finally In addition Furthermore Also At present / presently	( ) Most / more importantly Most significantly Above all Primarily It is essential / essentially
( ) However On the other hand On the contrary By (in) comparison In contrast	( ) As a result As a consequence Therefore Thus Consequently Hence
( ) Similarly Likewise Also	( ) The cause of The reason for

( Result, Logical / sequential order, Order of importance, Reason  
, Comparison, Contrast

**[ READING 4 ]**

Fill the gaps with the given sentence connectors.

## How to Make Your Own Easter Baskets



Easter baskets are the traditional Easter gift from parent or grandparent to child. Store-bought versions of these baskets are usually overpriced wicker handled baskets stuffed with "Easter grass" filler and some small toys and sugary sweets. By making your own baskets at home, you can save money and create a truly personal gift without all the messy filler.

### Basket Ideas

The first step in making your own Easter basket is finding a suitable basket. ( a ), start by thinking out of the box - or the basket! While a wicker or woven basket is fine, there's no reason to limit yourself. What about a bathroom caddy, filled with hair products, little clips and a new lip gloss? How about a sand pail, filled with outside toys like bubbles, a sand shovel and sidewalk chalk?

Let your imagination run wild. From a printed gift bag to a ceramic planter to a plastic mixing bowl, anything can serve as your "basket". You can also make your own Easter baskets.

The woven basket is a simple and child-friendly craft. Save

the plastic mesh-like containers used to store strawberries or mushrooms at the grocery store. Wash and dry thoroughly. Then, using different colored ribbons or narrowly cut strips of paper, weave them in and out of the holes in the basket. Attach each end by tucking it in and applying a drop of glue (a hot glue gun works great for this).

Even simpler is the square paper basket. Cut a perfect square about 10"x10" out of a piece of poster board or construction paper. Reserve the remaining section to make the handle. Fold over each corner to form an edge, and staple together. Once all four corners are stapled, cut a one-inch strip out of the matching paper and affix with a stapler on either side of the basket. If your kids feel like decorating, give them the square (before folding and stapling) along with crayons, markers, stickers, glitter and glue. Their creation is sure to be dazzling and much more appealing than a generic store-bought basket.

### Fillings

( b ) you are making your own baskets, there is no need to stick to the same, boring chocolate candies and little plastic toys. Think about your child (or the basket recipient) and tailor your basket to his or her interests.

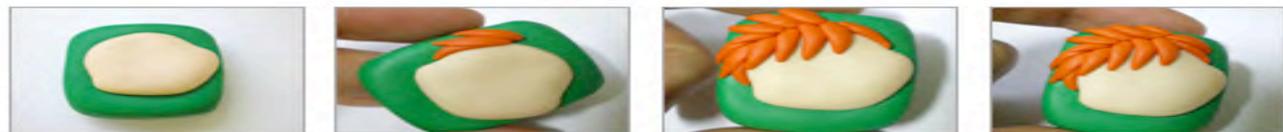
Is your son really into horses? Go the dollar store and pick up some horse stickers, a horse-themed coloring book and box of new crayons, a horse stuffed animal and a DVD about horses. If you can't find horse-friendly chocolate, try including some candied apples and baby carrots - favorite horse treats!

What if your daughter has just started ballet? Include a new pair of ballet slippers and some sweet ballet clips for her hair. Maybe make her a tutu, an quick and easy craft with a spool of toile and a hot glue gun. Wrap it all up in a new pink backpack - aka "basket" - that she can use to carry her ballet wear to class.

Since, However, As a result, Above all, In addition, Firstly, Secondly

당신은 6 살짜리 여조카(캐나다-한국 혼혈)가 있는 대학생입니다. 조카를 돌보면서 같이 찰흙으로 캐릭터를 만들어보고자 합니다. 설명서와 사진을 보고 영어만 사용할 줄 아는 조카에게 찰흙으로 캐릭터를 만들어내는 과정을 2 분 정도 sentence connectors 를 사용하여 설명하시오.

You have a nephew, a 6 year-old girl who wants to make a face of animation character. She speaks only English, so you have to explain the process of making it in English using the picture of process. Explain how to make a face of animation character in English for 2 minutes. Make sure you have to use sentence connectors while you explain them.



지우개 바탕이 될 원하는 색의 점토를 사각형으로 만들어 놓습니다  
 엄갈형을 잡아서 붙여준 뒤 포노의 헤어스타일을 잘 생각해서 붙여주세요  
 헤어스타일은 왼쪽에서 오른쪽으로, 아랫부분을 먼저 붙인 후 윗부분을 붙여주세요



적당한 위치에 흰색 점토를 붙여넣고 최대한 작게 검은 눈동자를 붙여주세요  
 살색 점토를 조금만 원으로 만들어 크를 표현해주세요  
 도구를 이용하여 입은 살짝 구멍을 내주세요  
 다홍색(주황색+빨간색) 점토로 포노의 몸을 만들어 붙여준 뒤 흰색 점토를 배 부분에 붙여  
 주면 간단한 포노 지우개 완성입니다!!





## Reflections

### 1. General Description

The aim of class was to make students explain the procedure of making Easter candy, eggs, and baskets using the linking words that they learned through reading homework. Students were asked to make Easter candy and explain the procedure about that to their partner. After that, they listed to their partner's mission about dying Easter eggs. They were supposed to dye and make their Easter egg according to the direction given by their partner. After they watched the authentic TV show about Egg basket making, they were supposed to memorize the procedure of making it as a group. One student from each group was pointed as a secretary to write down what group members memorized about the procedure. They had to unscramble the procedure after that to make Easter basket using the procedure description. The last activity that they had to do was to make up the presentation in the format of TV show. They were asked to be presenters in TV show to make a presentation to another group which was paired with them. I think students were pretty excited to do class about Easter because they really liked the activity which was for making cute stuffs. Also, I heard that it was the first time for most of students to be involved in the activity about Easter. Therefore, the fact that they really enjoyed the class relieved my pair, who prepared the class.

### 2. Reflections

#### 1) Little Sisters:

My little sisters had to move to other group last week because I was in charge of leading the whole class. I tried to let them know I cared about them before the lesson started and talk with them while doing the activity. Jiyeon really enjoyed the class, wearing the bunny costume as I had expected. Also, Jihyun tried to do her best to enjoy the class. I was quite relieved to see them enjoy the class.

## 2) Class

Good thing about the class was that students really liked the topic and enjoyed themselves during the class. It was really good to give them chance to experience something about Easter because language learning is fostered when it meets with learning culture. They had opportunity to use linking words to explain the procedure about making something, which was good. Also, they could have actual material that they made during the class. However, to give them chance to experience that asked for a lot of preparation. It was the first time for even me to be involved in something about Easter. I was busy preparing the materials and I was almost out of my mind to give clear and neat direction to students, which was weak point about last lesson. Also, time management was a problem, because all activities needed more time than we expected. We expected that it would need a lot of time for making something, so we prepared only three main activities. Still, it wasn't helpful for time management. We had to get rid of some activities like explaining procedure to partners and making posters. It was not bad to remove some activities, but to keep changing timing about all activities might bring confusion to students. I think last class would be remembered the busiest and most messy class for me.

## 3. Future Impact

Clear directions for the process of class are one of the most important features that the good lesson has. For last lesson, I think the clear directions were not good enough because the teachers in charge of the class were too busy to take care of all things including directing, leading the class and preparing the materials for a class. This class wasn't in so disaster because topic itself was interesting enough for to be interesting class. However, I'll try my best to do many rehearsals especially with unfamiliar topic for the class for flow of the class.

### 3. Cultural Difference



Theme: Cultural Differences

Function: Giving opinions with support

Class Objectives: Ss will be able to give supportive reasons and details for their opinion.

	Time	Activity	Description
1	8:00-8:10 (10min)	Mind Map	Action Research Treatment Ss will make a mind map using the words about comparison and contrast from the reading materials.
2	8:10-8:20 (10min)	A Man from England, a Woman from Korea	Ss will discuss the reason for each situation that Western men and Korean women have <b>misunderstanding during their date.</b>
3	8:20-8:35 (15min)	When to propose	Ss will give proper reason for a right timing for proposal to the man. They will find the strips missing the keywords given to them. They will tell their reasons with more details that they added using the linking words.
4	8:35-9:00 (25min)	Making the wedding plan	Carl and Saemi are going to make a plan for their wedding. They need to decide 5 different things for their wedding. The groups are going to be divided into 2 groups; Carl group and Saemi group. The students are going to get the basic ideas what Carl and Saemi want. Each group needs to think about the supports for their opinion. After they have a group talk, the groups will be paired and have a discussion.
Break (9:00~9:10)			
5	9:10-9:40 (30min)	After Wedding	Each group gets one topic that they need to discuss with and make role play about it. The topic has cultural issues and the students have to assign roles as a wife, a husband, a husband's friend, a mother in law or a father in law.
6	9:40-10:20 (40min)	Role Play	The students come up on the stage and do the role play based on what they prepared from task 5. They need to have well-organized supports to give their opinions.

## Task 1. Mind-map

Description: (Related to Action Research: abt scaffolding for vocabulary)

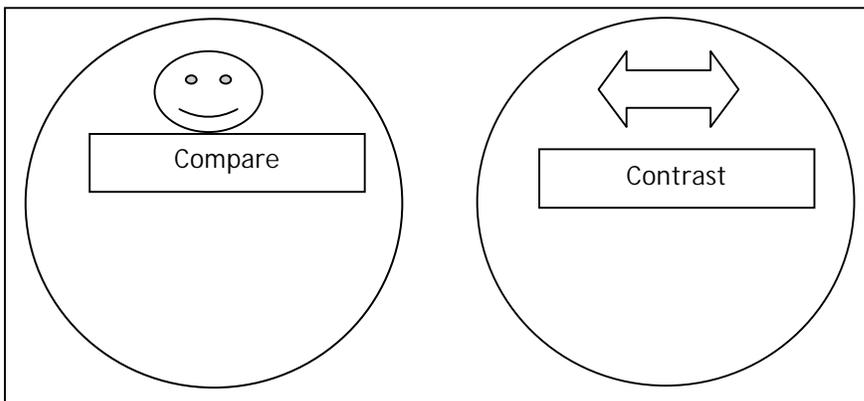
Ss will make a mind map using the words about comparison and contrast from the reading materials.

Time: 10 min

Procedures:

1. Students are given the mind map to fill with the words that they learned from reading materials.
2. They fill the mind map with the given words strips.
3. They use this as index for presenting during the whole class.

Mind-map



Words Strips

<ul style="list-style-type: none"> <li>• Similarly</li> <li>• Likewise</li> <li>• Also</li> <li>• Like</li> <li>• Just as</li> <li>• Just like</li> <li>• Similar to</li> <li>• Same as</li> <li>• Compare</li> <li>• compare(d) to / with</li> <li>• Not only...but also</li> </ul>	<ul style="list-style-type: none"> <li>• However</li> <li>• Nevertheless</li> <li>• Nonetheless</li> <li>• Still</li> <li>• Although / even though</li> <li>• Though</li> <li>• But</li> <li>• Yet</li> <li>• Despite / in spite of</li> <li>• In contrast (to) / in comparison</li> <li>• While</li> <li>• Whereas</li> <li>• On the other hand</li> </ul>
--	---

Task 2. A Man from England, a Woman from Korea

Description:

Ss will discuss about each situation which shows the misunderstanding between an English man and a Korean woman.

Time: 10 min

Procedures:

1. Ss are given worksheet which talks about the situation that an English man and a Korean woman have misunderstanding due to cultural difference.
2. Ss discuss to find the reason which seems to be the most proper for them with their group members.
3. Ss present the reason for each situation to the paired group using the mind map.



Table # 1.

Situation 1.	Saemi gets shocked whenever Carl calls other women 'Darling'. He uses that word for most of the women that he knows.
Saemi's side	I get shocked because...
Carl's side	It's hard for me to understand Saemi because...

Table # 2.

Situation 2.	Carl gets confused sometimes when Saemi does □□ (act charming).
Saemi's side	I don't know why he gets confused with my □□ because...
Carl's side	I get confused because...

Table # 3.

Situation 3.	Saemi gets annoyed when Carl stops her from adjusting her make up or hair in public like the subway.
Carl's side	I stop her because....
Saemi's side	I get annoyed because...

Table # 4.

Situation 3.	Carl doesn't understand Saemi who insists that she should go to work even when she's very sick.
Carl's side	I don't know why she goes to work because...
Saemi's side	In Korea...



Task 3. When to propose?

Description:

Ss will give proper reason for a right timing for proposal to Carl. They will match the sentences given to them with the missing key words. They will tell their reasons with more details that they added using the linking words to their paired group.

Time: 15 min

Procedures:

1. Ss are given the situation of deciding a right timing for proposal. (Propose before asking the parents VS Propose after asking the parents)
2. Ss are given the sentence missing some key words which express the reason for timing of proposal.
3. Ss match the sentence with the missing words with their group members.
4. Ss categorize the sentences into before or after section.
5. Ss make up suggestion for Karl about when to propose with the sentence that they matched with the key word, adding more details using the linking words.
6. Ss tell their suggestion to their big sis who acts like Karl.

Sentence strips

Before
She would feel more romantic when you propose to her out of blue.
She should be prepared before she talks to her parents about marriage.
You can't be sure whether she's going to accept your proposal anyway.
You should propose to her when she doesn't expect you to.

After
She would be more relieved to accept your proposal when her parents agree on your marriage.
You want to make sure that her parents make an agreement on your marriage before you propose.
Her parents would be annoyed when they find out that you proposed to her even before they say 'yes'.
It's really important in Korea to receive agreement from older people before you do something.

#### Task 4. Making the Wedding Plan

##### Description:

Carl and Saemi are going to make a plan for their wedding. They need to decide 5 different things for their wedding. The groups are going to be divided into 2 groups; Carl group and Saemi group. The students are going to get the basic ideas what Carl and Saemi want. Each group needs to think about the supports for their opinion. After they have a group talk, the groups will be paired and have a discussion.

##### Materials:

- 6 sheets of worksheet (Appendix 1)
- 2 Masks (Saemi, Carl)

Time: 25 min

##### Procedures:

1. Students get 5 different topics about wedding planning.
2. Students need to write down 2 different supports for each opinion.
3. Students need to practice the discussion.
4. The groups will be paired and have a discussion about the topics.

##### Topics:

1. Who pays for the wedding?  
Groom: Bride's side, Bride: Groom's side
2. Will you have stag night/ hen party?  
Groom: Sure! Bride: Never!
3. Are we going to meet our friends and treat them when we give out invitations?  
Groom: No. not necessary. Bride: Yes. Everyone does it!
4. How long do you want our wedding ceremony to last?  
Groom: All day long because I want to have a long after party.  
Bride: Two hours is enough including an after party.
5. How many people do you want to invite to our wedding?  
Groom: Only close people, 70 people would be the maximum.  
Bride: All the people that we know should be invited.

### Task 5. After Wedding

#### Description:

Each group gets one topic that they need to discuss with and make role play about it. The topic has cultural issues and the students have to assign roles as a wife, a husband, a husband's friend, a mother in law or a father in law.

#### Materials:

- 6 different situation cards (Appendix 2)
- 18 sheets of worksheet (Appendix 3)

Time: 30 min

#### Procedures:

1. Each group gets a topic and situation. (food, furnishing, friends, money, privacy from mother in law, husband's roles- appendix 1)
2. The students discuss about it and make a role play script.
3. They get a role each as a wife, a husband, a mother in law or a father in law.
4. They practice their role play.

### Task 6. Role Play

#### Description:

The students come up on the stage and do the role play based on what they prepared from task 5. They need to have well-organized supports to give their opinions.

#### Materials:

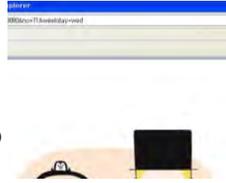
- Role play necklaces (Saemi, Carl, Saemi's mom, Saemi's Dad, Carl's friend)

Time: 40 min

#### Procedures:

1. Each group comes up on a stage and show the role play.
2. The audiences need to fill out the feedback sheet while they are watching the role play.

<CULTURE>  
CULTURAL  
DIFFERENCES



IZZY & SAEMI



TODAY'S LESSON

1. Mind Map
2. A Man from England, a Woman from Korea
3. When to propose?
4. Making the wedding plan
5. After Wedding
6. Role Play

1. MIND MAP



mind-map  
use: (Related to Action Research: abt scaffolding for vocabulary)  
make a mind map using the words about comparison and contrast from the reader  
use:

- Similarly
- Likewise
- Also
- Like
- Just as
- Just like
- Similar to
- Same as
- Compare
- compare(d) to / with
- Not only...but also
- However
- Nevertheless
- Nonetheless
- Still
- Although / even though
- Though
- But
- Yet
- Despite / in spite of
- In contrast (to) / in comparison
- While
- Whereas
- On the other hand
- On the contrary

2. A MAN FROM ENGLAND,  
A WOMAN FROM KOREA



Situation 1. **Saemi gets shocked whenever Carl calls other women 'Darling'. He uses that word for most of the women that he knows.**  
Saemi's side I get shocked because...  
Carl's side It's hard for me to understand Saemi because...

Situation 2. **Carl gets confused sometimes when Saemi does 애교 (act charming).**  
Saemi's side I don't know why he gets confused with my 애교 because...  
Carl's side I get confused because...

Situation 3. **Saemi gets annoyed when Carl stops her from adjusting her make up or hair in public like the subway.**  
Carl's side I stop her because...  
Saemi's side I get annoyed because...

Situation 4. **Carl doesn't understand Saemi who insists that she should go to work even when she's very sick.**  
Carl's side I don't know why she goes to work because...  
Saemi's side In Korea...

ANSWERS



Situation 1. (Darling)

It's common in England for a man to call a woman 'darling', even though the woman is not the man's girlfriend or wife.

Situation 2. (Aegyo)

Doing Aegyo seems cute in Korea, but in Western countries, it maybe perceived to be a little childish and weird.

ANSWERS



Situation 3. (In Public)

Western people hesitate to adjust their make up or hair in public. When they have to do that, they go to a restroom. So, when they see someone doing that, it would be strange to them.

Situation 4. (Sick day)

Koreans usually think that they should go to work even though they are sick because they think it shows their work ethic. However, western people think it's not proper to go to work when they are sick because they think it's better to rest for theirs' and others' health.

### 3. WHEN TO PROPOSE?

:getting a permission from Saemi's parents

BEFORE? AFTER?

You want to make sure that her parents _____ on your marriage before you propose.
She should be _____ before she talks to her parents about marriage.
You should propose to her when she doesn't _____ you to.
She would be more relieved to accept your proposal when her parents _____ on your marriage.
Her parents would be _____ when they find out that you proposed to her even before they say 'yes'.
She would feel more romantic when you propose to her _____.
It's really important in Korea to receive _____ from older people before you do something.
You can't be sure whether she's going to _____ your proposal anyway.

1. Match the missing words.
2. Find 4 appropriate reasons for your opinion.
3. Add your supports.
4. Present your opinion to the other group.



### 4. MAKING THE WEDDING PLAN

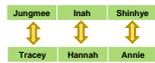
<http://www.youtube.com/watch?v=AZajuBJ9k-A>



### 4. MAKING THE WEDDING PLAN



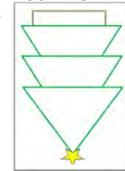
1. The groups:  
**Carl: Tracey, Hannah, Annie**  
**Saemi: Jungmee, Inah, Shinhye**
2. Find 2 different supports for each opinion.
3. Practice the discussion.
4. Discuss about the topics.



### 5. AFTER WEDDING



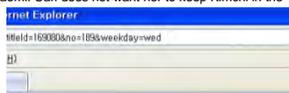
1. Each group gets a certain situation.
2. The students need to take a role.
3. Write down the reasons that can support your opinion.



### 6. ROLE PLAY

#### Situation 1. (Food)

Carl and Saemi started their married life. One day, Saemi got Kimchi from her mom and brought it home. Saemi put the Kimchi tub in the refrigerator. The next morning, Carl opened the refrigerator and smelled a strong Kimchi smell. He got some milk and had it with some cereal but the milk smelled like Kimchi. After he had Kimchi flavored cereal for several days, Carl decided to talk about this to Saemi. Carl does not want her to keep Kimchi in the refrigerator anymore.



### 6. ROLE PLAY

#### Situation 2. (Furnishing)

Carl and Saemi bought lots of furniture for their new house but not a bed. When they were looking around for the furniture, Saemi argued that she prefers Korean style bedding instead of a mattress and a bed. Carl respected her decision so they didn't buy a bed. However, after 2 weeks, Carl started missing a bed. Carl felt uncomfortable to sleep on the thin bedding and didn't want to fold and unfold it everyday. Carl wants to talk to Saemi about this.



## 6. ROLE PLAY

### Situation 3. (Friends)

Carl has many female friends in Korea. Jenny helped Carl out when he came to Korea for the first time. Sumi worked with him in the same classroom as his assistant. Jinnie was the next door neighbor who helped him when he was looking for a good mart, dry cleaning, and restaurants. Carl is keeping a good relationship with all of them and he likes to hang out with them. Saemi does not like this. Recently Jenny broke up with her boyfriend and rang to Carl several times to talk about it. They talked on the phone for a long time and Carl went out to meet her. Saemi is really upset with the fact that Carl still meets his female friends even after the marriage. Saemi is ready to talk about it.



## 6. ROLE PLAY

### Situation 4. (Money)

Carl and Saemi used to manage their money separately before they got married. After they got married Saemi expects to control Carl's money by herself just like many Korean wives do. One day, Saemi told Carl to put all of his money into her bank account and he can get pocket money from her every week. Carl was so embarrassed by this suggestion. He thinks they still need to manage money separately.



## 6. ROLE PLAY

### Situation 5. (Privacy)

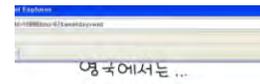
One day, Carl and Saemi were enjoying their relaxing weekend. When they were watching TV, suddenly they heard the sound of someone pressing the door password. Carl was very surprised. He thought it was a thief but a few seconds later Saemi's mom walked in. She brought some rice cakes and plum juice to share. After they enjoyed them, Saemi's mom left the place and Carl asked Saemi how she knew the password. Saemi said she told it to her mom to allow her to visit their house whenever she wants. Carl thought it's an invasion of privacy. Saemi doesn't understand why Carl is so upset.



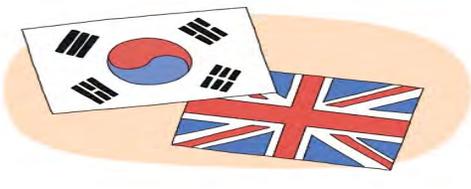
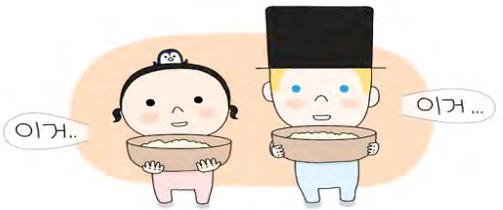
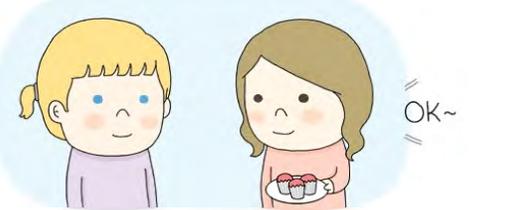
## 6. ROLE PLAY

### Situation 6. (Husband's Role)

Carl and Saemi visited Saemi's parents' house for New Year's Day. Saemi's mom was preparing lots of food and she looked really busy. Carl offered to help out but Saemi's dad shouted at Carl to stop. He said men shouldn't go near the kitchen. Carl came back and sat down with him, but Carl didn't feel comfortable. Later, the traditional ceremony started, but Carl found out that women were not allowed to join for the ceremony. Carl thought this was unfair.



Reading 1. Read the cartoon and fill the blanks of summary using the words from the cartoon.

 <p>Cultural Difference between Korea and England</p>	 <p>1. Giving an offer</p>
 <p>In Korea, when somebody offers something,</p>	 <p>Though one says “No, thanks.”,</p>
 <p>it's more polite to ask one more time.</p>	 <p>Usually, asking one more time works.</p>
 <p>However, in England,</p>	 <p>If someone says, “No.”</p>
 <p>That really means ‘No’.</p>	<p>It could be very confusing when people try to understand real intention of Korean especially in ( ) ( ). ( ) ( ) they want to accept and offer right away, they usually say “ ( ) ” at the beginning. It is because they think it's more( ).</p>

**Reading 2. The following column was written by a man from South Africa. Read it and answer the questions.****'Bbuing Bbuing' Culture**

Wherever I go these days, whether it be a coffee shop, work or the subway, I hear someone saying "bbuing bbuing". I look around and see women making fists by their faces and trying to look cute. When a girl is truly trying to act cute in a social situation I feel kind of awkward. I have been trying to find out why I feel so strange around these acts of 'cuteness' and why it is socially acceptable in Korea. The first idea that struck me as odd is that we don't have a single word for 'all things that are cute' or 'adults trying to act cute' in English. This is because 'cute things' are typically associated with babies or animals in the West. Another use of 'cute' is descriptive, so when a woman says: "That guy is cute" it means "that guy is attractive but not overtly handsome". When a Korean girl refers to "cuteness" she is usually referring to 'aegyo', a specifically Korean concept. 'Aegyo', much like the Japanese word 'kawaii', refers to things that are cute or the concept of 'cuteness' in Korean society. There are no gender boundaries when using this concept, but I have noted that aegyo has specific uses and effects within social interaction. Let's start with men. If a guy says "bbuing bbuing" in public, a Korean woman would find it adorable, shouting "gwi yeo weo" (literally 'cute' in Korean), giggling to her friends. A Western lady might stare at the man with displeasure, asking him "What are you doing, trying to be cute or something?" So the use of 'aegyo' for men living in Korea is to win women's affections. I have actually often caught myself trying to 'act cute' especially as a social gimmick to relieve tension and anxiety around a group of Korean women. If I were with my South African friends, they would burst out laughing at me and they would never let me live it down.

Moving on to Western women. If they were to act 'aegyo' in public, it would be quite strange and off-putting. It seems that femininity in the West is more buxom and vivacious, there is something strong and independent about a Western woman. If she were to act like a little school girl, her womanliness would be lost. Acting cute is actually reserved for fetishists in the West, it is really quite taboo and reserved for the bedroom. The main use of 'aegyo' is of course by Korean women. When we look at the physiognomy of a typical Korean woman, she is petite and delicate. Her role in society is usually submissive and shy. In this context 'aegyo' seems natural in comparison to a typically more aggressive Western female. Let's look at Sunny from SNSD as an example who bases her entire persona on 'aegyo'. She dresses in mini skirts and acts like a child, mixing sexuality with purity, and the general Korean public seem to love this act, focusing on the purity and only inadvertently on the sexuality.

Another, contemporary example is High Kick's Krystal and Lee Jong Suk, who introduced "bbuing bbuing" to the world. In a specific episode, both Krystal and Jong Suk use the 'aegyo' tactic to compete for a laptop and of course Krystal wins.

We can only conclude that women use 'aegyo' in Korea in order to get something from men and it seems that the men don't mind this approach at all, they actually find it endearing. Yet some women take 'aegyo' too far, for example, speaking in a high-pitched moan, whining to their boyfriends in the subway. The cuteness of 'aegyo' at this point turns into a completely irritating shriek, it loses all the purity of cuteness as well as any sexuality, and becomes just plain annoying.

When Western men meet a woman, that is just what they expect – a woman, not a little girl. Yet due to the lingering ideals of Confucianism, the role of the female in Korea is submissive and therefore ‘cuteness’ and timidity are socially acceptable actions. ‘bbuing bbuing’ for a Western male is a party trick, a way of feeling welcome in an unfamiliar situation, who wouldn’t love five ladies calling him cute? Beyond this party trick, ‘aegyo’ remains a purely Korean concept, embodying both physical cuteness, cute actions and an attempt to capture the purity of youth.

**Questions.**

1. What is writer’s attitude about ‘Aegyo’ ?  
1) negative 2) skeptical 3) neutral 4) serious 5) thrilling
  
2. Check True or False for each sentence.
  - 1) The writer has never done ‘aegyo’ in his life because he thinks it doesn’t help to date Western women.
  - 2) Womenliness of western women come from being strong and independent.
  - 3) The writer thinks that ‘aegyo’ would work for all the men even out of Korea.
  - 4) Korean men are sometimes annoyed by ‘aegyo’ because women do that to get something from them.
  
3. Where does the writer think ‘aegyo’ works the most?  
Answer: s\_\_\_\_\_ i\_\_\_\_\_

**Reading 3. Read the passage about stag night(bachelor’s party) and answer the questions.**

Scene from the movie ‘Love Actually’



Peter: No surprises?  
 Mark: No surprises.  
 Peter: Not like the *stag night*? (*bachelor’s party*)  
 Mark: Unlike the stag night.  
 Peter: Do you admit that was a mistake?  
 Mark: I do.

A **bachelor party** (Canada, South Africa and the US), also known as a **stag party**, **stag night** or **stag do**, a **bull's party** (South Africa), or a **buck's party** or **buck's night** (Australia), is a party held for a man shortly before he enters marriage, to celebrate his "last night of freedom" or merely to spend time with his male friends, who are often at his wedding party afterwards. A bachelor party is usually planned by the best man or other friends of the groom, occasionally, with the assistance of a bachelor party planning company. A bachelor party may involve activities beyond the usual party and social gathering ingredients (often drinking alcohol and gambling), such as going to a strip club or hiring a stripper, and, in some traditions, more hazing-like tests and pranks at the groom's expense, performed as a rite of passage from bachelorhood (associated with an adolescent lifestyle, often in the common past of most participants, e.g. in their student years) to the "more responsible" marital life. The task of organizing a bachelor party is often traditionally assigned to a male sibling of the bachelor or to the best man. Otherwise, any male friend will organize it. The planned activities of a bachelor party are traditionally kept secret from the groom. Bachelor parties in the US often entail the mass consumption of alcohol, hiring a stripper and general rowdiness toward which the bride might not have a positive reaction (especially since the bride is typically not among the invitees). Increasingly, bachelor parties have come to symbolize the last time when the groom is free of the influence of his new wife.

Canadian cities such as Vancouver or Niagara Falls are popular stag party destinations due to their large number of strip clubs with "dance contact" (lap dancing). Montreal in particular is popular for this purpose with both Canadians and Americans alike.

In recent years, ( A ), the "traditional" bachelor party with drinking and strippers has often changed to a less rowdy

and more reflecting time with friends. Many grooms to be have instead been treated to camping trips with friends, fishing trips, baseball games, **Dungeons and Dragons**, video games, poker, barbecuing, and other male oriented activities. Generally, the best man will plan an activity in secret with friends that they feel the groom will enjoy.

1. Which is true according to the passage?

- ① Usually the bride feels happy for groom to have bachelor parties because it symbolizes his last free day.
- ② Bachelor parties are planned and activated by groom and his friends that the groom had chosen.
- ③ Some cities in Canada became famous for bachelor parties due to a lot of places for outdoor activities.
- ④ The trend for bachelor parties has changed to spend time with friends more than simple party and drinking.

2. Which is proper for the blank (A)?

- ① however ② therefore ③ although ④ so

**Reading 4. Read the passage and match the title.**

[ A ]

While in the west a wedding is more or less an affair between two individuals, in Korea the entire family is involved – not only during the celebrations, but also during the decision-making process. In Korea, there are not just two individuals marrying each other, but there are instead two whole families that enter into a relationship together.

When a Korean couple starts a relationship, many parents refuse to meet the future daughter/son-in-law until something greater is settled and the man has asked for the hand in marriage of his wife-to-be.

In former times, the couples were selected by their parents, even promised to each other as early as in childhood. Of course, nowadays, that is no longer possible.

The whole procedure (from the proposal to the actual ceremony) can happen in the following order:

The son-in-law asks the bride's parents for their daughter's hand. With very traditional fathers, he will do this by bowing thereby and lying down on the ground in front of the parents-in-law in order to show his respect.

The wedding date is scheduled by the bride's parents. Usually the bridegroom will bring the flat into marriage while the bride contributes in turn the interior furnishings (especially the kitchen).

Now, at this stage, they have still to absolve reciprocal visits to the bride and bridegroom's respective parents.

Many Korean weddings are nowadays a mixture between elements of both western and traditional Korean weddings. Often, the couple goes first dressed in western wedding dresses in one of the modern wedding rooms. This ceremony takes approximately 30 minutes and is admittedly not very suitable for providing lasting memories. For this very reason, more and more weddings in the traditional fashion are being held immediately after and in addition to this



## Speaking Assignment

캐나다에 사는 당신의 친한 친구 Jane 은 최근 한국남자를 만나 사랑에 빠졌습니다. 그녀는 당신에게 전화를 걸어, 그와 결혼을 생각해도 좋을지 좋을지 조언을 구합니다. 다음 두 사람의 프로필을 보고 둘의 결혼에 찬성하는지 반대하는지 당신의 의견을 2 분 이내로 이야기 하세요.

Jane: So, do you think he is ok as my future husband?

Your Canadian friend Jane met a Korean man and fell in love with him. She asks you if it's ok to think about getting marry to him. Take a look at the profile down below and tell Jane if you agree or disagree with this relationship. You have around 2 minutes.

Jane: So, do you think he is ok as my future husband?

<p style="text-align: center;">Jane</p> 	<p style="text-align: center;">Minsu</p> 
<p>Age: 21 years old Occupation: Artist Education: B.A. Mc Gill University Height/ Weight: 170cm, 70kg Hobby: painting Personality: -generous               -caring               -outgoing               -culturally aware</p>	<p>Age: 30 years old Occupation: photographer Education: B.A. Seoul University Height/ Weight: 170cm, 100kg Hobby: searching nice restaurants Personality: -conservative               -independent               -blunt               -stubborn</p>

# Classroom Pictures





# Action Research Action

1. Introduction
2. Area of Interest
3. Literature Review
4. Data Collection
5. Discussion and Implications

## The effects of scaffolding in learning vocabulary

Hannah Choi & Jeongmi Park & Annie Park & Izzy Lee

### 1. Introduction

This action research on the effective ways to scaffold GEP students' vocabulary use through in-class techniques was conducted by Hannah Choi, Jeongmee Park, Annie Park, and Izzy Lee, the teachers-in-training in the practicum course at Sookmyung Women's University Graduate School of TESOL. Our role as a teacher were to design lesson plans in listening and speaking instruction to prepare undergraduate GEP (General English Program) students to take the speaking section of the MATE (Media Assisted Test of English) which consists of eight tasks and to teach the lesson plans we designed. In GEP class, we were in charge of a group consisting of two students. Our roles as a facilitator were to help students with in-class tasks and to provide feedback on speaking homework. The GEP students were undergraduate students at Sookmyung Women's University who were mostly juniors and seniors. There were 17 students in the class. They chose to take the GEP to prepare for the speaking section of the MATE which was one of the qualifications for graduation. We met them every Thursday from 7:50pm to 10:20pm. The students were given reading homework a week prior to each class so that they could prepare for the lesson regarding as well as the teachers could make use of class time effectively. From class observation, we noticed that not many students used the target language items of the lesson while engaging in the tasks. We wonder how we might scaffold GEP students' vocabulary use for in-class tasks by using in-class techniques.

### 2. Area of Interest

Towards beginning of the semester, my classmates and I noticed that not many students used the target language items of the lesson when engaging in the tasks even though they were exposed to



those language items by completing the reading homework for the GEP class. In the reading homework, form-focused exercises focusing on raising students' awareness of lexical items and particular grammatical structures related to target functions were provided as well as background knowledge for the following week's theme. By doing the reading homework, the students could practice using the target language items for the following week appropriately in context with interaction between themselves and the materials. The problem was that the students did not use most of the target language items they have learned through the reading homework while engaging in in-class speaking tasks. Consequently, it has been a concern for the GEP teachers to devise in-class techniques to scaffold GEP students' vocabulary use more effectively.

As a way of scaffolding GEP students' vocabulary use, we devised a series of four different treatments consisting of three warm-up activities and one in-class reminder technique. We collected data in the form of observations and surveys to ascertain which treatments were effective and which were not. The data was collected systematically. Based on its analysis, we are able to come up with some recommendations to promote students' vocabulary use while engaging in in-class tasks.

### 3. Literature Review

Vocabulary is central to language and of critical importance to the typical language learners (Zimmerman, 1997). Learning a foreign language involves learning of a large number of words. Lewis (1993) remarks that learning vocabulary is the core task in SLA, and any language skills cannot exist without vocabulary. According to him, words are the currency of communication and a robust vocabulary improves all areas of communication. Laufer (1997) asserts that no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wider range of meaning, communication in a L2 just cannot happen in any



meaningful way. Therefore, a large vocabulary is necessary in every stage of language learning. In a word, the importance of vocabulary to the learner is second to none. Though, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items.

Many linguists have done a great deal of research about English vocabulary learning with incidental and intentional methods. Loewen (2005) argues that incidental focusing on form is more effective to learn vocabulary rather than learning vocabulary focusing on form. The former means that learners learn vocabulary because of communicative needs and the latter shows that learners gain vocabulary only through vocabulary itself in form, sound or translated meaning then learners communicate with it. Laufer, B. and Hulstijn, J. (2001) concludes that most vocabulary items are acquired incidentally, that is, as a by-product of the learner being engaged in a listening, reading, speaking or writing activity.

Studies about the activities of incidental method also have been researched. Elley (1989) thinks that story-telling is a good way for learners to learn English vocabulary as an input exposure which is a significant way of incidental vocabulary learning. Nation (2001) gives the scope of incidental activities in classroom such as retelling, ranking, and so on. He also does some studies on learning vocabulary through speaking. Zimmerman (1997) conducts a study on the impact of interactive vocabulary teaching in vocabulary knowledge. Lightbown and Spada (1999) do studies about feedbacks from teacher-student interaction in classroom for English vocabulary learning, and from the research, they confirm that the recasts and repletion are the better ones.

There are some studies on vocabulary teaching based on task-based instructions. Newton (1999) conducts a study where he divides communicative tasks into pre-task, in-task, and post-task and then concludes that communication tasks can be a productive site for vocabulary expansion. According to him, in such tasks, learners meet language in ways that encourage the construction of



multiple associations between old and new knowledge in their lexical systems. Through tasks, teachers have a number of options for enhancing attention to vocabulary, options which they must choose between in light of the particular constraints of person, place, and time operating in their classrooms. Skehan (1996) puts more emphasis on pre-teaching vocabulary during pre-tasks, in that it can give learners a first chance to meet new words, thereby equipping them with the language they need, and reducing the 'processing load' of doing the task. If the task contains important words for the learners, then any time spent in pre-teaching them is well spent, having its pay off in more productive word use in task performance.

As for structure and sequencing of vocabulary teaching in class, there are compelling arguments to engage students in pre-task activities. For Skehan (1998), these activities can introduce new language forms, increase the chances that restructuring will occur, raise awareness of language structure, and bring to consciousness certain aspects of the L2 that may need to be reactivated. The task itself can have different stages, each of them related to the next, but it is important that all incorporated activities maintain the salience of form-meaning links. Samuda (2001) proposes the following sequence: (a) input data (b) operation on input and (c) consolidation and reflection. Similarly, Willis's (1996) model includes: (a) a pre-task phase, whose purpose is to introduce learners to the topic and task, and expose them to authentic input data; (b) a task cycle in which learners perform the task, followed by a planning stage where they prepare and draft a public rehearsal; and (c) a language focus phase. These models of extended structure of task implementation seem to be more appropriate for the classroom.

In terms of the types of vocabulary presentation techniques, Gairns and Redman (1986) suggest the three types: visual techniques, verbal explanation, and use of dictionaries. Uberman (1998) elaborates these types by means of games, believing games are not only fun but help

students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. The presentation of new vocabulary is classified according to verbal and visual techniques following Gairns and Redman's classification. Among visual techniques are flashcards, photographs and pictures, wall charts, blackboard drawings, word pictures, incongruous visuals, realia, mime, and gesture. Students can label pictures or objects or perform an action. Verbal techniques consist of using illustrative situations, descriptions, synonyms and antonyms, scales, and, as described by Nation (1990), using various forms of definition: definition by demonstration (visual definition), definition by abstraction, contextual definitions, and definition by translation. Allen and Valette (1972) also suggest the use of categories-organizing words into sets, subclasses and subcategories often aided by visual presentation. Those learners who are more autonomous can make use of other techniques such as asking others to explain the meaning of an unknown item, guessing from context or using either of a variety of dictionaries.

4. Treatment Schedule

5.

Treatment	Description
1 Week 10 The Golden Bell Quiz Game	The quiz game was based on the target language items of the lesson that were contained in the reading homework, for example expressions for describing graphs. It is a group game. Each group will get a small whiteboard and a board marker. Teachers will call out questions with graphs to students. Then, students have to discuss with group members to come up with the correct answers. After class, students will fill out a simple survey on how helpful the game is. Big sisters will observe students' performance and write their reflective

		journal.
2	Week 11	From the beginning of the class, two leading teachers will be wearing a sandwich board that has target language items of the lesson in the front and back. Students will be already exposed to those target language items through the reading homework. Through the class, two leading teachers will walk around with the sandwich board and encourage students to use the target language items. After class, students will fill out a simple survey on how helpful the sandwich board is. Big sisters will observe students' performance and write their reflective journal.
	In-class reminder (Sandwich Board)	
3	Week 12	Each group will get a big blank mindmap. In groups, students will discuss to fill out the mindmap with the target language items of the lesson by referring to their reading homework. Students will refer to the mindmap while doing the in-class tasks throughout the class. After class, students will fill out a simple survey on how helpful the game is. Big sisters will observe students' performance and write their reflective journal.
	Using a graphic organizer (mindmap)	
4	Week 13	Teacher will show the target language items of the lesson on the power point slides for a second one at a time. Students will jot down the words while looking at the slides. After seeing all the target language items, students will answer the three definition target vocabulary quiz. After class, students will fill out a simple survey on how helpful the pre-quiz is; and also have one more three target vocabulary quiz that were mostly used during the class. Big sisters will observe students' performance and write their reflective journal.
	Vocabulary Quiz	

## 6. Data Collection

The first treatment was a Golden Bell game. At the beginning of the class, as a pre-task a quiz-game was given to the groups of students. The quiz-game included 9 questions in which the most frequently-used words or phrases for the graph description were covered. As a group game, students could share their ideas and concluded the best words or phrases. After that, their meanings and usages were introduced through providing examples or paraphrasing. The succeeding tasks were designed for the students to use the words and phrases in authentic situations so that they could practice the target language enough to use them actively. At the end of the class, a survey was administered to the students and big sisters to gather information. The survey had two questions: one is asking whether the pre-task was useful; and the other is asking in which activity the vocabulary learned through the pre-task is most helpful.

The second treatment was using a *Sandwich board*. From the beginning of the class, two teachers wore a sandwich board which is made up of two big sheets of thick construction paper. On one side, eight target language items for expressing giving opinions were provided. On the other side, five target language items for expressing giving reasons were provided. The target language items were presented in the reading homework beforehand. The teachers walked around the classroom wearing a sandwich board during class time so that the students could see the target language items and use them when engaging in the tasks. At the end of the class period, a student survey was administered to the students to gather information about the effectiveness of the treatment.

The third treatment was using a *Mind Map*. At the beginning of the class, students were given the mind map with the words strips. The mind map consists of two parts, Comparison and Contrast. All of the words can be categorized to 'Comparison' and 'Contrast'. All the words were presented in



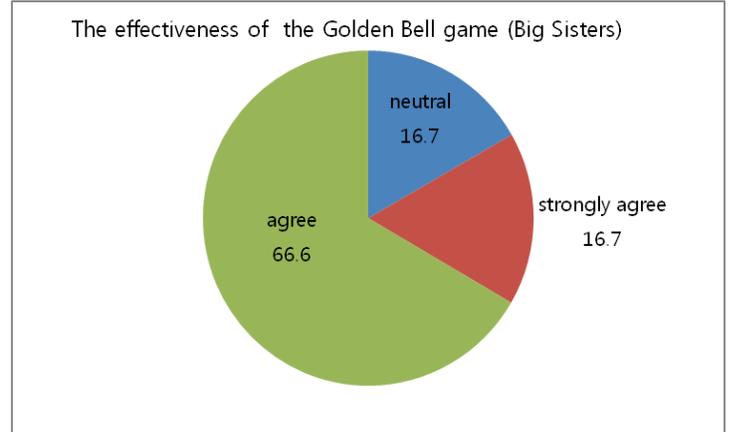
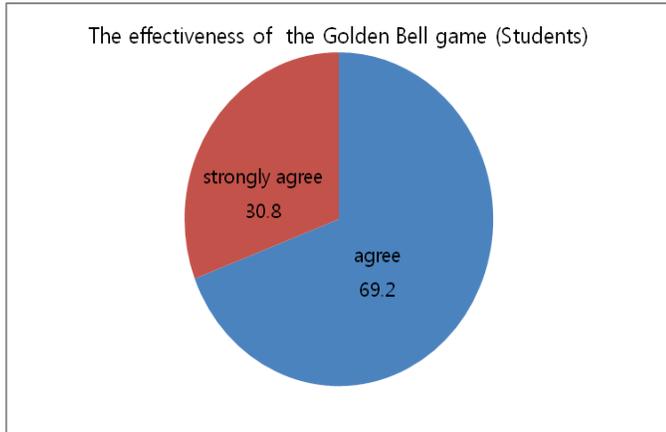
their reading materials before and given as strips to attach on the mind map using glues. They are asked to fill out their mind map through attaching words strips onto each category. After they fill out the mind map, they were asked to use words in the mind map when there did the speaking activities in class for giving opinions. At the end of the class, a survey was administered to the students to gather information. The survey had three questions including one asking about usefulness, two asking the right usage of the linking words on their mind map.

The last treatment was a *Vocabulary Quiz*. At the beginning of the class, the words of target language item, which were titles of jobs, were flashed to students through the power point slides. Students could jot down the words as they saw them. Then, students were given a three definition questions, and had to write the correct job title for them. The definitions in the quiz were also directly pulled out from the reading homework. At the end of the class, a survey was administered to students to gather the information on whether the pre-quiz was helpful. In addition, they took another definition quiz of three questions based on the job titles that was most frequently used during the classroom.

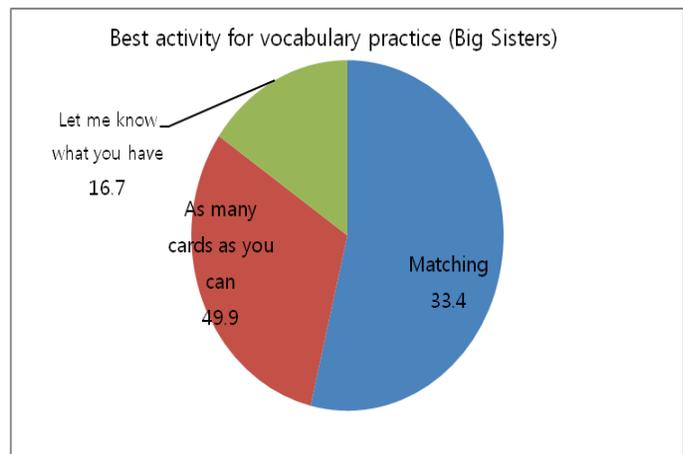
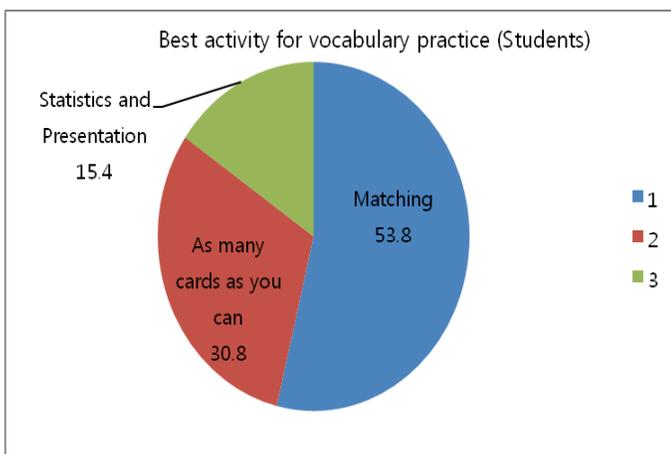
## 7. Data Analysis

### 6.1 Golden Bell Quiz Game

The data collected from the teacher and student surveys of the treatment #1 revealed that there was no one who thought the treatment was not helpful. First, most students answered positively. Out of 13 students, 9 students said that the treatment was helpful and the other 4 students said that it was very helpful. Also, the big sisters who led the group showed the similar responses. Out of 6, one showed the neutral response, four answered it was helpful and one thought it was very helpful.

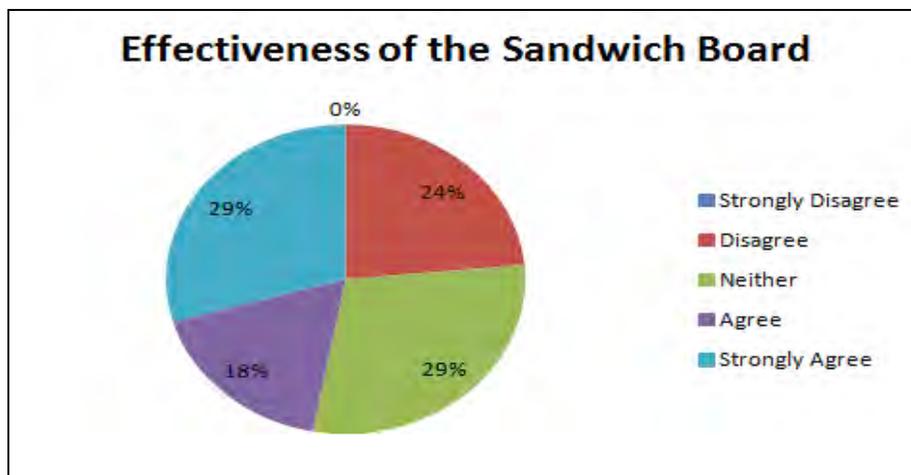


Moreover, about the question asking in which activity the vocabulary learned through the pre-task is most helpful, most of students named three activities out of four. 7 students thought that they benefited from vocabulary learning of the pre-task in the first activity *Matching*, 4 students answered that they used the vocabulary in the second activity *As many cards as you can*, while 2 showed their opinion that they got the most help in the final task *Statistics and Presentation*. The responses of the big sisters were almost the same. Two thought vocabulary learning was beneficial in the activity *Matching*, three answered the activity *As many cards as you can* offered most chances to use the vocabulary they learned through the pre-task, and one thought the third activity *Let me know what you have* was the best activity where students used the vocabulary.



## 6.2 Sandwich Board

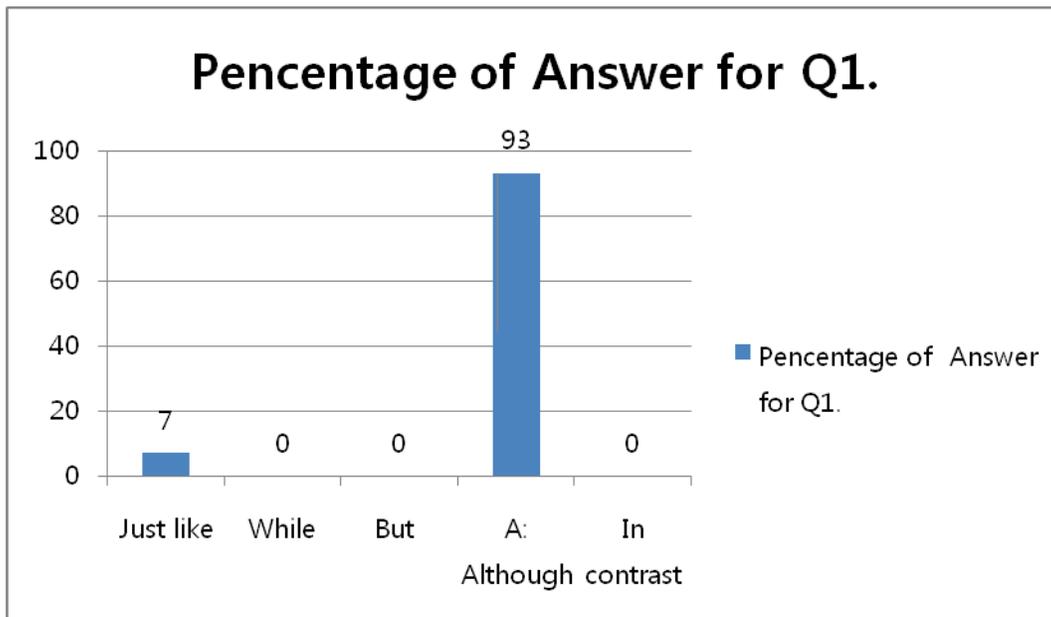
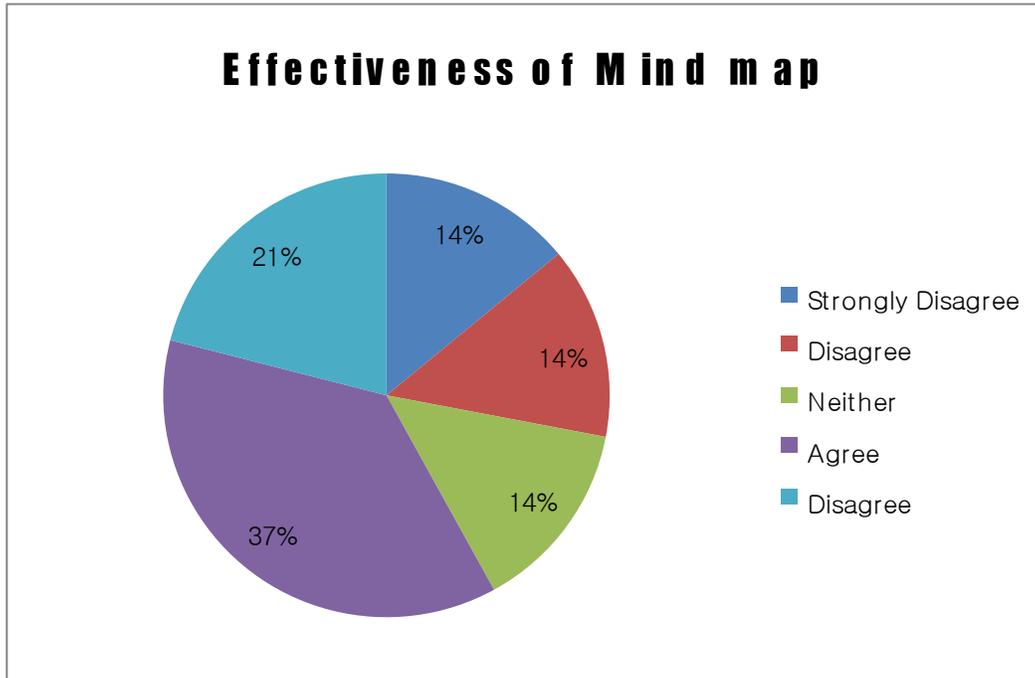
The survey of the treatment #2 asked questions of: Do you think the sandwich board helped you use the key words while doing the activities in class? The data analysis findings for treatment #2 revealed that of the 17 students who were surveyed 5 students answered 'strongly agree' and 3 students answered 'agree'. On the other hand, 5 out of 17 students answered 'neither' and 4 out of 17 students answered 'disagree'.

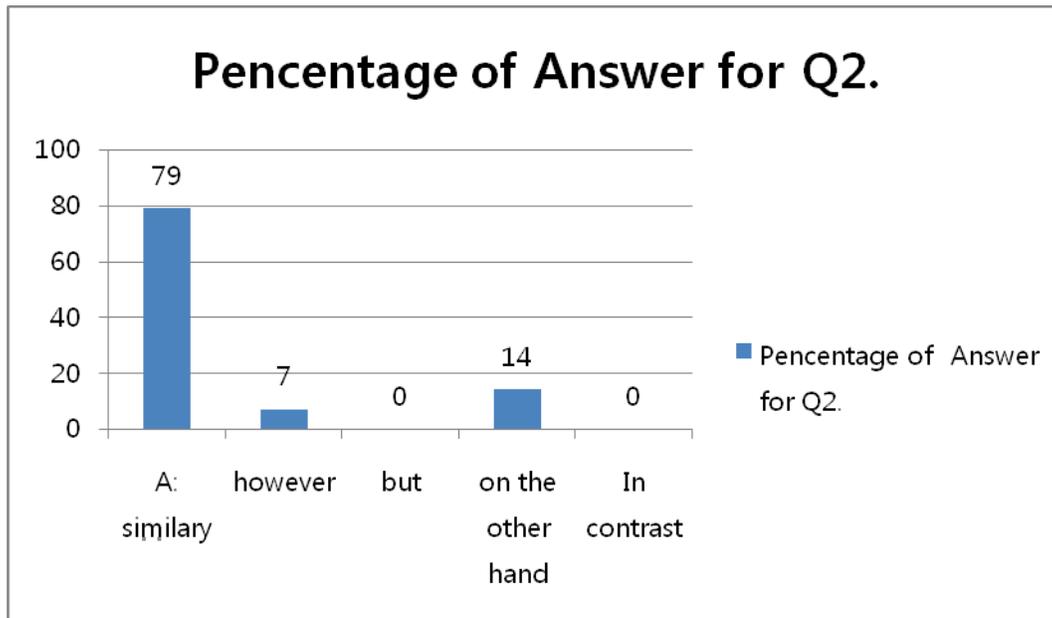


## 6.3 Mind map

In the treatment # 3, students answered to the survey with three questions. The first question is asking their opinion about whether the treatment was useful. 1. Do you think the mind map activity helped you use the key words while doing the activities in class?' The data analysis findings for treatment revealed that of the 13 students who were surveyed, 3 students answered 'strongly agree' and 4 students answered 'agree'. On the other hand, each 2 students answered 'neither', 'disagree', and 'Strongly disagree'. The second and third questions asked the proper usage of linking words in the sentence. They were asked to choose the most proper one for blank in the sentence. For the second question which was to choose 'Although', 12 students answered the right one. 1 student answered as 'Just like'. For the third question which was to choose 'similarly', 10

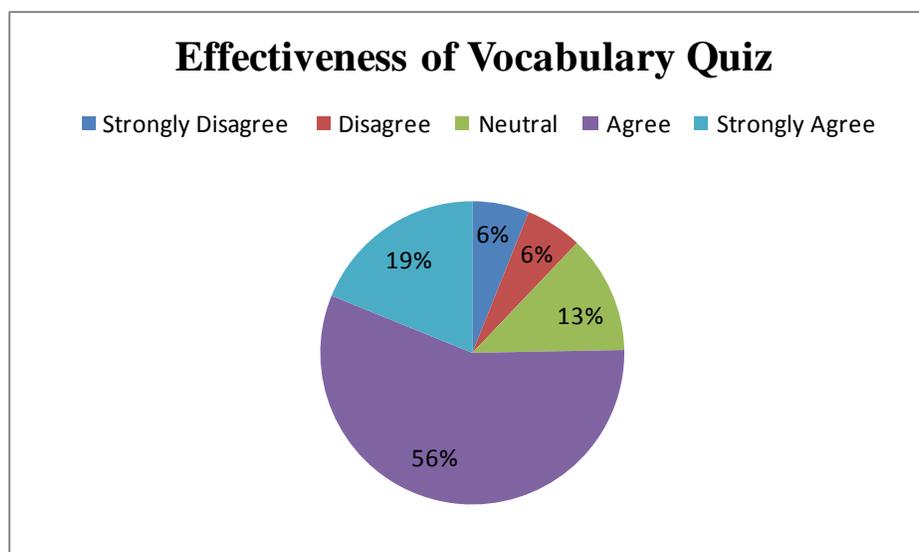
students answered that, 2 students answered 'on the other hand' while 1 student answered 'however'.



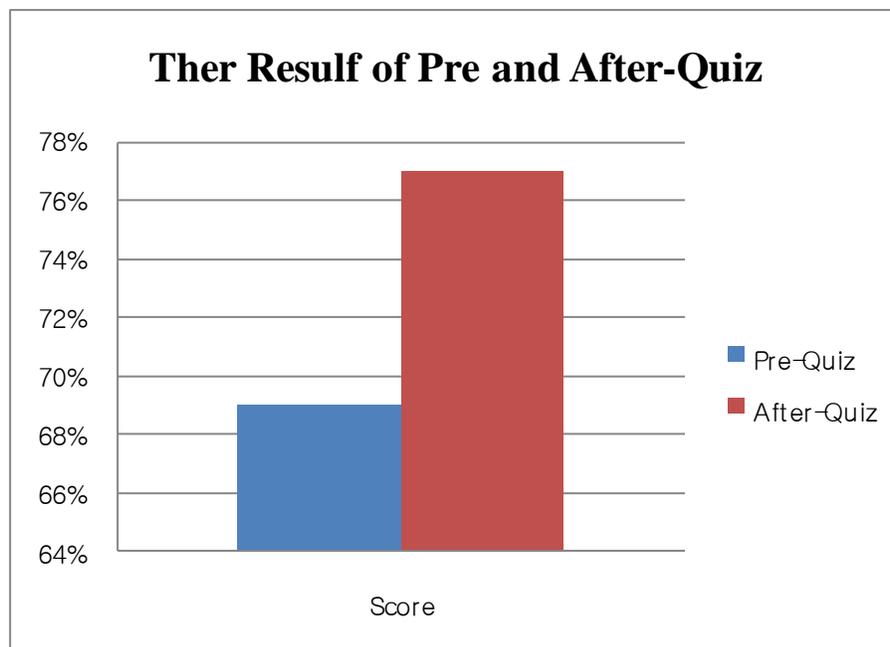


#### 6.4 Vocabulary Quiz

For the treatment # 4, a survey and two vocabulary quizzes were conducted. First, for the survey, students were asked whether a pre-quiz, performed in the beginning of the class, was helpful to be aware and also learn the target language items. As a result, out of total of 16 students, 3 students strongly agreed, 9 students agreed, 2 students answered neutral, 1 student disagreed and last one student strongly disagreed.



Secondly, in order to check on how much students learned the target language items through the reading homework and the in-class tasks, two quizzes: one in the beginning (pre-quiz) and the other in the end of the class (after-quiz), were conducted. For the pre-quiz, students received three randomly picked definition questions from the reading homework and for the after-quiz, students received three definition questions that were in the reading homework and also frequently used during the class. As a result, the overall score on pre-quiz was 69% and the overall quiz on after-quiz was 77%. In all, there was no big difference between the results of two quizzes, however, students did perform bit better on the after-quiz.



## 8. Discussion

This study was developed to find out the effective ways to scaffold GEP students' vocabulary use through in-class techniques. In order to promote more scaffolding to happen, four kinds of methods were employed; one was to *Golden Bell* to check up the words that students studied in their reading materials through doing quiz using the board as a group, the second was *sandwich board*



which used board which had words on them in a class. Students were asked to use the words seeing the board in a class. The third one was *Mind map* which asked students to fill out the map with the word strips at the beginning of a class and asked them to use it for the activities. The last one was *Vocabulary Quiz* to test how much they learned from the reading homework and also the in-class tasks.

The data were obtained by asking a few survey questions to the students-teachers after each method.

The finding shows that overall students responded to each activity and tried to make use of the words through method. Overall, the pre-task *Golden Bell* was effective. It seems that pre-presenting several key words through the collaborative game activates the student's receptive vocabulary so that they can use it actively in the following tasks during the lesson. Based on this, it can be inferred that a game-like warm up activity can be very effective to draw students' attention and to encourage the students to activate their dormant vocabulary items into active use of them. The reason why it could be successful was related to the task types. The language function of describing visual aids requires students to use specific vocabulary items rather than a specific language patterns.

The sandwich board contained target language items for expressing giving opinions and reasons. We observed many students seemed not to look at the target expressions on the sandwich board. We thought it might be because the target expressions for giving opinions and reasons were too easy for university students who might have learned English more than 6 years in school. They probably have lots of passive vocabulary. They may all think the target language was easy. We thought that the sandwich board was effective when doing Task #2 which was directly linked to the target expressions on the board. The students should choose one of the provided expressions and



give their opinions during the task. Other than Task #2 which was a controlled one, most of the students used only one expression, 'I think that... because' during the entire class. We thought it might be because we should have designed more controlled tasks for the students to have opportunities to practice using various expressions in different contexts.

*Mind map* proved to be useful and effective to scaffold students' vocabulary use doing the given tasks in class to the certain extent. The mind map contained linking words that students studied with their reading material and they could take a look at the map whenever they wanted during a class. We observed that students seemed not to use the mind map very often as we expected. They focused on the tasks so much and there was no specific setting in the given task to use the linking words. Big sisters seemed to keep asking students to make use of the mind map, but it didn't happen a lot until the last presentation task. Maybe students knew the words in the mind map and didn't have to take a look at that. Also, they seemed not to have the exact usage of words because there were few students who answered wrong ones for the survey. All the speaking activities given to them during a class, didn't mention that they had to use the linking words. Instead, leading teachers and big sisters kept asking students to use the words from the mind map. Students might have tried more to use the linking words on the map if they were asked clearly in the activities.

The *Vocabulary Quiz* was based on the job titles and its definitions. According to the student survey result, the *Vocabulary Quiz* was useful in scaffolding vocabulary to students. However, even though this treatment might have set students to be aware of the target language items, and more than half of the student said that it was helpful, there were students who disliked this treatment because it was a quiz, which students do not enjoy too much. Moreover, in overall, the result of both pre- and after- quiz was not too great, but as students received bit higher overall score on the after-quiz. Therefore, it can be suggested that combination of exposure of target language items



through both the reading homework and usage during in-class tasks enhance student's grasp of words.

## 8. Recommendations

In general, in addition to introducing the target language items of each lesson in the homework, a close relationship between in-class tasks and target language items provides more effective vocabulary scaffolding to the students.

First of all, conducting a pre-task of target language items in the beginning of the class was an effective way to review and remind students of the target language items of the lesson. It seem to be helpful to guide and let students be aware of the focus of the lesson from the start. Among the four pre-task treatments, students seem to show most enthusiastic attitude toward the Golden Bell Quiz that is well-known game to students. In other words, fun and engaging game-like activity seem to show great effective in reviewing the target language items from the homework and also lower the students' affective filter, which make them ready to participate.

Secondly, method of reminding target language items throughout the class through visuals led students to be aware and refer to them more often during the class. However, it would be more effective if task itself had closer relationship with the target language items like through the more controlled tasks for the students to have opportunities to practice using various expressions in different contexts. Even though a use of target language items were imbedded in all in-class tasks, we thought at least of one of more controlled task would enhanced student's learning.

Finally, there can be many different ways to conduct a pre-task and in-class reminder of the target language items. It would be more effective for teachers to plan such activities according to the student's learning style, and also according to the types of target language items. In some lessons, a chunk or phrase can be a target language items, whereas other lessons' have vocabulary as their



target language items. Therefore, different approaches in planning such a scaffolding activity could be required. Teachers should carefully plan activities based on the types and usage of the target language items.

## 9. Conclusion

The result of this action research is somewhat different and same from what was expected before actualizing method. Students worked pretty well with their words when they did the pre-task for the vocabulary from their reading materials as we expected. They responded Golden bell quiz the most as the effective way for scaffolding which was different from our expectation. It is because there were some factored that affected the finding. Students needed more controlled activity than we expected. The method itself needed more attention about the type of words. If the method for scaffolding vocabulary contains more controlled activity to foster students to use target language more, and the activity is matched with the target words, more effective scaffolding would be expected.

## References

- Allen, E. and Valette, R. (1972). *Modern language classroom techniques: A handbook*. 135 New York: Harcourt Brace Jovanovich Inc.
- Elley, W. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly*, 24, 174-186.
- Gairns, R. and S. Redman. 1986. *Working with words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Laufer, B. and Hulstijn, J., (2001) Incidental vocabulary acquisition in a second language: the construct of task-induced involvement. *Applied Linguistics*, 22(1), 1-26.
- Laufer, B. (1997). What's in a word that makes it hard or easy? Intralexical factors affecting the difficulty of vocabulary acquisition. In N. Schmitt and M. McCarthy: 140-155.
- Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward*. Hove, England: Language Teaching Publications.
- Lightbown, P. and Spada, N. (1999). *How Language Are Learned*. New York: Oxford University Press
- Loewen, S. (2005). Incidental focus on form and second language learning. *Studies in Second Language Acquisition*, 27, 361-386
- Nation, P. (1990). *Teaching and learning vocabulary*. Victoria University of Wellington: Heinle and Heinle Publishers.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge, England: Cambridge University Press.
- Newton, J. (1999). Options for vocabulary learning through communication tasks. *ELT Journal*, 55(1), 30-37.
- Samuda, V. (2001). Guiding relationships between form and meaning during task performance: the role of teacher. In Bygate, M et al., editors, *Researching pedagogic tasks*. Person Education, 119-140.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Uberman (1998), The use of games for vocabulary presentation and revision, *English teaching forum*.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.
- Zimmerman, C. B. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly*, 31, 121-140



# Thank you

Graduate School of TESOL  
Sookmyung Women's University

Spring, 2012

Izzy Lee

