

Fall 2012

Graduate School of TESOL  
Sookmyung Women's  
University

# TEACHING PORTFOLIO

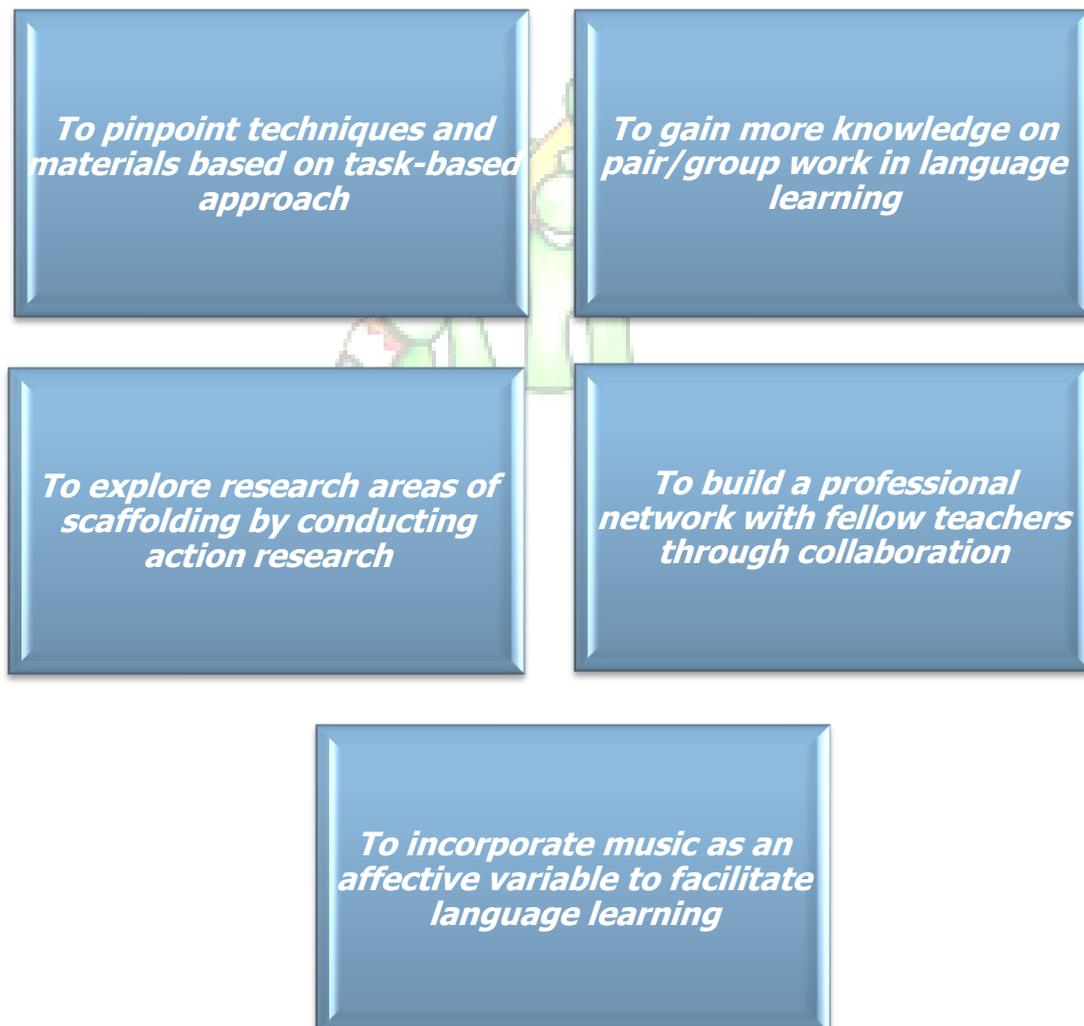


*Ji-Eun Kim*

### **An Introductory Statement**

The purpose of the current portfolio is two-fold. **First**, I'd like to demonstrate my experience and ability as a language teacher. I hope my portfolio makes a good impression to the audience, thus helps me get a full-time teaching job. I'd like to work where I can prove my excellence in teaching and have many opportunities to collaborate with colleagues towards further professional development. **Second**, I'd like to reflect on my knowledge of teaching through my portfolio. While assembling and documenting necessary materials, I will have to revisit my teaching philosophy, lesson plans and materials, theories and principles, and my performance and achievement in relation to those of my students. These types of reflection will help me learn to think critically and guide me on what my next step should be.

### **Personal & Professional Goals**



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**+ Personal & professional documents**

1. Resume

2. Teaching Philosophy

3. Degrees & Certificates

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## Summary of Qualification

- ✚ MA TESOL Sookmyung Women's University (Expected graduation, Jan 2013)
- ✚ Successful completion of MATE rater training course, a spoken and written English test developed by Sookmyung Women's University
- ✚ 6 years combined teaching experience in a wide variety of settings

## Education

Mar 2011—Jan 2013 Sookmyung Women's University, Seoul, Korea  
Graduate School of TESOL

2003—2006 University of Kansas, Lawrence, Kansas, USA  
Master of Arts Major: Music Therapy Coursework

### TESOL Graduate Courses:

T&L 716: Foundation of Reading: Process, Theory and Instruction

T&L 817: Second Language Acquisition

1998—2002 Western Illinois University, Illinois, USA  
Bachelor of Arts Major: Music Therapy *Cum Laude*

## Work Experience

Apr 2012—Present YBM Sisa T&E, Seoul, Korea  
English teacher: Teach TOEFL Speaking & Writing and TOEIC Speaking at Korea University (Sep 2012 – Present)  
English teacher: Taught TOEFL Reading & Listening at Sejong University and Sungshin Women's University; TOEIC Speaking at Korea University (Apr 2012 – Aug 2012)

Mar 2011—Present Sookmyung Women's University, Seoul, Korea  
Research Assistant: Perform duties that are administrative and research-related to assist Dr. Levi McNeil in the Graduate School of TESOL (Mar 2012 – Present)  
Teaching Assistant: Provided administrative and clerical supports to the Graduate School of TESOL. Work required fluency in both Korean and English (Mar 2011 – Feb 2012)

Jan 2012—Jun 2012 YBM Academy, Seoul, Korea  
English teacher: Taught English conversation (General) & TALK TIME (Intensive) co-teaching with a native speaker

Jun 2011-Apr 2012 Carrot English, Seoul, Korea  
English teacher: Designed and implemented OPIc courses at Samsung Card Co. and Leeum Samsung Museum.

- Dec 2011—Feb 2012 Dongduk Women's University, Seoul, Korea  
English teacher: Taught TOEIC Speaking as part of winter intensive English courses
- Jun 2011—Aug 2011 Dongkuk University, Seoul, Korea  
English teacher: Taught TOEFL Reading and Listening as part of summer intensive English courses
- Apr 2011—Aug 2011 BIZ KLC, Seoul, Korea  
English teacher: Taught a business English course at SK Energy's subsidiary company, ZICOS
- Oct 2010—Apr 2011 BBB World Net Language, Seoul, Korea  
English teacher: Facilitated English conversation skills of office workers at Intertek
- Aug 2010—Mar 2011 Unisense English Academy, Seoul, Korea  
English teacher: Facilitated English speaking skill of adult learners in one-on-one. Topics for speaking varied: business English, interviews, TOEIC Speaking, and discussion
- June 2010—Mar 2011 Cheong-gu Elementary School, Seoul, Korea  
English teacher: Worked for students in all grades and five different English proficiency levels. Implemented activity-based *Chesscool* afternoon-school curricula
- Feb 2009—Feb 2010 LCI KIDS CLUB, Seoul, Korea  
English teacher: Taught English to kindergarten to elementary 6<sup>th</sup> graders. Prepared upper elementary students for IEP and TOSEL exams  
Director's assistant: Performed duties that were administrative in nature
- Mar 2008—Feb 2009 CDI Holdings: Chung Dahm Academy, Seoul, Korea  
English teacher: Evaluated elementary school students' English writing and provided specific comments on their writing
- Mar 2007—Nov 2007 Sung-Eun Special School, Kyunggi, Korea  
Music therapist: Designed and implemented music therapy sessions to teach functional skills to students with developmental disabilities

## **Other Work Experience**

- 2003—2006 Watson Library, Lawrence, Kansas, USA  
Assistant: Performed clerical duties at Inter Library Loan (ILL)
- June 2002—Dec 2002 Lexington Park Assisted Living Facilities, Topeka, Kansas, USA  
Music therapy intern: Designed and implemented music therapy sessions for the elderly residing in independent living and assisted living units

- Jun 2002—Aug 2002 Macomb Hospital, Illinois, USA  
Music therapy intern: Employed sing-along sessions for patients and their family in the outpatient clinic
- 2000—2002 Macomb Methodist Church, Illinois, USA  
Pianist: Played the piano at Sunday chapel
- 1999—2000 St. Francis of Assisi Catholic Church, Illinois, USA  
Pianist: Played the piano at Sunday mass

### **Additional Experience**

- Spring 2012 Sookmyung Women's University, Seoul, Korea  
Presenter: MA TESOL Symposium. My presentation fell under the subject of Issues & Research in CALL and was titled 'Providing opportunities for oral practice through *Lyrics Training*.'
- Dec 2007 Dongduk Women's University, Seoul, Korea  
Guest lecturer: Introduced Music Therapy principles and degree programs in USA.
- 2000—2002 Western Illinois University, Illinois, USA  
Member & Music Therapy Chairperson: Participated in music and non-music events, community services and activities as an active member of *Mu Phi Epsilon* Sorority and functioned as a chairperson of music therapy.

### **Certifications**

- Sep 2, 2012 Completion of MATE English Test Training (16 hours)  
 Sookmyung Women's University
- Jun 17, 2010 TESOL Certification (250 hours)  
 Graduate School TESOL, Sookmyung Women's University
- Feb 26, 2006 Certificate of Training in Neurologic Music Therapy (30 hours)
- Mar 12, 2005 Certificate of Completion in Creative Music Therapy (6 hours)
- Sep 22, 2004 Music Therapist-Board Certified, The U.S. Certification Board for Music Therapist
- Spring, 2001 Dean's List of Scholars in College of Fine Arts and Communication,  
 Western Illinois University
- Nov 14, 2000 *Mu Phi Epsilon* Professional Music Fraternity, A Member of *Beta Omicron* Chapter

### **Language Skills**

- Dec 8, 2012 iBT TOEFL 104

May 2, 2010 TOEIC Speaking Level 8/8

Jan 24, 2010 TOEIC Exam 990/990

### **Honors**

Dec 2002 Graduated with Honor *Cum Laude* from Western Illinois University

Spring 2002 Great Lake Region Music Competition Winner, Piano  
- J.S. Bach Chromatic Fantasy & Fugue  
- Franz Liszt Concerto Etude in Db *Un Sospiro*

Winter 2001 Western Illinois University Concerto Competition Winner, Piano  
- Felix Mendelssohn Piano Concerto in g minor



## **Teaching Philosophy**

Learning is such an important aspect of life in today's society where education becomes available to more and more people regardless of age, gender, socioeconomic status, nationality, and intellectual ability. I find this situation very positive as our society is producing more professions who can contribute to the society in return and becoming smarter as a whole. When it comes to education, I strongly feel that any members of a society should be part of education as it embraces learners from all backgrounds and treats them equally. For me, this idea remains the same for English language education since I believe that English ability should neither represent certain socioeconomic groups nor become a primary measure to determine a student's academic success. That's why I believe that one of language teachers' important responsibilities is to create an accepting environment in which all students feel comfortable expressing themselves, regardless. If relationships between the teacher and students and among the students were based on respect for one another, such accepting environment can become real, not just ideal. This belief directs me towards what kind of English teacher I wish.

In college, I studied to become a music therapist who uses music as a mediated tool to reach out the young and the old with a variety of disabilities. Before I made my career change from a music therapist to an English teacher, I had always learned to be non-judgmental about my clients and treat them with respect and empathy. English teachers aren't therapists since the two professions are very different in many ways, but I think some attitudes that belong to the therapists could be transferred to the foreign language teaching context. One emotional experience most language learners have in common, I believe, is the sense of frustration. Not only have I been a language learner myself, but I've also met many other English learners from all walks of life in both EFL and ESL situations. English is a difficult subject to most language learners, and their frustration with it shouldn't be treated lightly. I've seen many students giving up practicing English and avoiding to interact with native speakers of English. English can mislead language learners by making them self-conscious and develop low self-esteem. In this regard, one of my goals of being an English teacher is to be able to inspire confidence in my students, especially those who are at a low level of English proficiency.

In Korea, English education has become a primary concern and interest among many Korean people. According to Betchay (2008) and Park (2009), Koreans spent \$15 billion a year on English education. It is an astronomical amount of money spent on one subject area. Thanks to such 'English fever,' English education in Korea has evolved a lot in positive directions. For example, both public schools and private academies have hired qualified native and bilingual teachers who develop English curriculums in the CLT (communicative language teaching) framework, which is considered superior to the Grammar-Translation method. It is often impressive to witness English proficiency of younger Korean students nowadays. Without having studied abroad, they can

perform well in classroom discussions as well as everyday conversations. There are still many problems to solve in Korea's English education and side effects of 'English fever' such as skyrocketing private education expenses. The government and the Ministry of Education together will have to work harder and eventually come up with viable propositions to solve such problems. Nevertheless, I think that English education in Korea will stay on the right track as long as it implements more communicative approaches (e.g., task-based instruction) in the classroom. This is because I believe that the focus of language education should be on real language use. That is students should learn to use English as a tool for communication rather than a mere subject to study. It is not uncommon to meet Korean students whose TOEIC scores are very high yet they are unable to function in English. In this regard, English teachers should help their students turn their attention to the development of communication skills in English and tolerate minor grammar errors until they develop fluency.

In my teaching career, I've had opportunities to teach English to very intelligent adults. It's usually pleasant to have such students in my class. Often times though, they pay too much attention to grammar mistakes they make and don't give enough time to express themselves in improvisation or for new information to sink in. They rush learning and regard immediate error correction as desirable feedback. I hope Korean adult students first accept that it takes time to be proficient language speaker and become more open-minded towards different approaches of learning English. Even if the subjects I teach are English test prep courses, I believe that all students need to build fundamental English skills that enable them to perform functions in different social contexts. This also means that English is used to interact with people in meaningful ways. In this regard, English can be seen as a skill that enables people to perform socially not as a mere subject to study. In addition, students will probably find it more motivating to learn English when they begin to understand English as a medium to understand others as well as make others understood. This notion directs me to my final thought about being a language teacher.

To me, a competent language teacher is someone who is well aware of where his or her students are in various aspects and helps them see the connections between what they already know and what they are learning. Such teacher would be also able to bring authentic materials that reflect the outside world, focusing on assisting students to do in class what they will need to be able to do outside of class. Moreover, the teacher should develop empathy towards their students, thus accept what individual students bring in to the classroom. Every student is different in every way and they have different learning experiences and styles. In order to motivate them, the teacher needs to design lessons catering for different learning experiences and styles. Finally, it is unquestionable that a qualified English teacher should be able to create class tasks with clear goals and objectives. In doing so, s/he needs to choose right tools to make sure all students learn what they should know at the end of the class. Computer and technology, for instance, can be an appropriate tool to use in language classrooms as it reaches out to learners with diverse abilities

with minimal limits of time and space. Above all, I'd like to teach my students as a whole person rather than merely transfer my knowledge to them. I wish to help my students to become independent and life-long English learners in the end.

### **References:**

Betchay (2008). \$15 Billion in Korean English education. Retrieved September 9, 2012 from <http://www.buhaykorea.com/2008/06/04/15-billion-korean-english-education/>

Park, J. K. (2009). 'English fever' in South Korea: its history and symptoms. *English Today* 97, 25(1), 50-57.



# University Diploma

**Western Illinois University**  
Macomb, Illinois



On the recommendation of the President and Faculty  
the Board of Trustees of Western Illinois University by  
virtue of the authority vested in them have conferred upon

**Il-Kun Kim**

the degree

**Bachelor of Arts**

**Cum Laude**

and have granted this diploma as evidence thereof  
this fourteenth day of December, 2002.

Zach Stamp, Chairperson of the Board

Dore Richardson, Secretary of the Board



Albin Goldfarb, President

# MATE Certification



No. 5113

# Sookmyung Women's University

Graduate School of TESOL

**JI-EUN KIM**

## 국제영어교사 자격증

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

교육기간: 2010. 1. 28 ~ 2010. 6. 17  
전공교육과정: TESOL  
2010년 6월 17일



숙명여자대학교

TESOL대학원 원장 황 선 혜

총장 한 영 실

## Certificate of TESOL

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

Duration of the Training : January 28, 2010 ~ June 17, 2010  
Specialization : TESOL  
June 17, 2010

Sookmyung Women's University



Dr. Sunhye Hwang  
Dean, Graduate School of TESOL

*Sunhye Hwang*



Dr. Youngsil Han  
President, Sookmyung Women's University

*Youngsil Han*

# CBMT Certification

CERTIFICATION BOARD FOR MUSIC THERAPISTS, INC.



In recognition of professional competence in clinical music therapy and having met the standards established by the Certification Board for Music Therapists, Inc.

**Ji-Eun Kim**

has been granted the credential of

**Music Therapist - Board Certified**

this 22nd day of September in the year 2004.

In witness whereof, under the seal of this Board, the signatures of its duly authorized officers grant this certificate subject to the rules and regulations of the Board.



*Hee Ann Lee*  
Secretary

**07325**

Certification Number

*Michael S. De Guine*  
Chairperson

**December 31, 2009**

Expiration Date

# NMT Certification

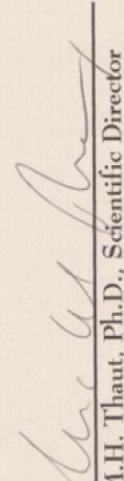
Colorado State University  
Center for Biomedical Research in Music  
**Robert F. Unkefer Academy of Neurologic Music Therapy**  
**Seventeenth International Training Institute in Neurologic Music Therapy**  
February 23-26, 2006

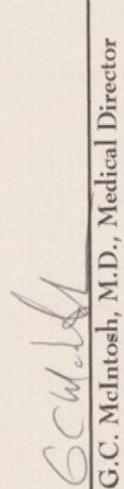
## Certificate of Training

This is to certify that

***Jieun Kim***

has successfully completed 30 hours of advanced training in  
standardized therapeutic applications of Neurologic Music Therapy (NMT)  
to sensorimotor, speech/language, and cognitive dysfunction  
due to neurological diseases or injuries of the human nervous system.

  
M.H. Thaut, Ph.D., Scientific Director

  
G.C. McIntosh, M.D., Medical Director

# Fraternity Certification

## Mu Phi Epsilon

Professional Music Fraternity



*This is to certify that*

**Ji-Eun Kim**

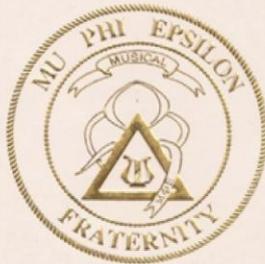
*is a member of*

**Beta Omicron Chapter**

**Western Illinois University**

*and is entitled to all the rights and  
privileges of the Fraternity*

**On the 14th day of November, 2000**



*Kynona Lipsett*  
*International President*

*Gerrit Flynn*  
*International Executive Secretary-Treasurer*

### + Teaching Practice

1. Teaching GEP Class

2. Needs Survey & Results

3. Lesson Plans & Materials

4. Reflective Journals

5. Class Photos

**Stephen van Vlack**  
Sookmyung Women's University  
Graduate School of TESOL/General English Program  
English Writing and Reading (영어쓰기와읽기)  
Policy - Fall 2012

This a special class conducted together with the Graduate School of TESOL. Read below to find out just how special this class is.

Overview: This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of reading, writing, and presentation related activities focused on meaning and purpose. These activities, as contained in the handouts and homework assignments provided each week, are generally arranged according to the requirements of the MATE. This class, however, should not be seen merely as a MATE development course, as we will be doing things that go well beyond the scope of the MATE. In general, the course should keep each student busy using English both in and out of the class. Students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability.

The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing students' English skills. As a result, in this class, each student will be generating large amounts of meaningful, purposeful language which will be closely monitored. Each student will be given help and feedback on a continual basis.

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

#### Texts and Materials

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

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

## Methodology

English Only: Students are very strongly encouraged to conduct all course work in English. We endeavor to create a special environment in the classroom wherein students feel comfortable (despite the photographing and videotaping) to speak and generally use as much English as possible. Please take advantage of the special environment in this class and try to use English as much and as effectively as you can. Students' L1 (Korean or Chinese, etc.) is a valuable tool for learning, however our focus here is to practice English, Therefore, unnecessary use of Korean will result in a lower participation grade.

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

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

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

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

Assignments: Each week there will be homework assignments. This semester the assignments will cover both reading and writing. There are three different types of homework assignments in this class: reading, writing, and the writing board. The reading assignments will be given to students one week before the class they are intended to be used. So, for example, the week 3 reading homework assignment will be posted into the

homework assignment board the day after we have finished our week 2 class. The purpose of the reading assignment is to prepare students for the class to come. It is a preview of the writing forms, vocabulary, themes, etc. that we will be using in class. The writing homework is a MATE-styled formal writing assignment that follows the goals and objectives (activities) done in class. So, for example, the week 3 writing homework will appear in the homework assignment board the day after the week 3 class is over and will ask student to compose a formal piece of writing based on what was done in class. All formal writing assignments must be typed and handed in to the principal instructor n the day they are due. Additionally, there is a special writing on-line journal writing assignment which is explained below.

On-Line Writing Journal: An important part of the assignments for this class is for students to keep an on-line writing journal. The writing Journal will start after week 2, when students are assigned to groups. Each GEP II student is required to write to her group mates at least three (3) times per week via a special web board which can be accessed through the Practicum/GEP webpage or directly through the following URL (<http://www.activeboard.com/forum.spark?forumID=30695&subForumID=55268>). These writings should be informal, personal and should focus on basic communication in written form. The writing is expected to be informal and interesting. It is intended to be fun. Share your thoughts, feelings, and aspirations with your fellow students.

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

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

Class Participation	30%
Assignments	30%
Writing Journal	10%
Midterm Exam	10%
Final Exam	10%
Improvement (MATE)	10%

Instructor - Stephen P. van Vlack  
Office - Haengpa Faculty Building 206  
Tel. - 2077-7761  
E-mail - [vxvlack@gmail.com](mailto:vxvlack@gmail.com)  
Webpage - [www.udveksling.com](http://www.udveksling.com)  
Class page - <http://www.udveksling.com/practicumgep>

<< Grading Policy for GEP Courses >>

Grade on a Curve Percentage:

Student Enrolled 20 & over:

A+, A0, A- : Maximum 35%

B+, B0, B- : Maximum 35%

C+, C0, C- & D+, D0, D- : Maximum 50%

F : As many as are necessary.

Student Enrolled 20 & under:

A+, A0, A- : Maximum 40%

B+, B0, B- : Maximum 50%

C+, C0, C- & D+, D0, D- : Maximum 50%

F : As many as are necessary.



**Stephen van Vlack**  
Sookmyung Women's University  
Graduate School of TESOL/General English Program  
English Writing and Reading (영어쓰기와읽기)  
Syllabus - Fall 2012

Week 1; September 4

Introduction to the course, persons and materials involved.

**\*Group 1 teaches GEP - ICE BREAKING ACTIVITIES**

In this the first week of class we are going to try to get to know each other through the medium of English and some basic reading and writing tasks. We are going to focus on the simple functions related to introductions and personal information embedded within the forms of highly formulaic presentations of information. This should allow people to get to know each other as well as introduce the students to the kind of class we will have. Fun is to be had by all.

Homework: Go to the Practicum/GEP website and checkout the site. Do the writing homework for week 1. This is posted on the homework assignment board.

Week 2; September 11

Student survey

Sample Writing Test (Preliminary test)

Student groups

MATE - Task 1

**\*Group 2 teaches GEP – GROUP BONDING**

This week we do several important administrative tasks, such as making groups and taking the first mock MATE writing test. Students will also take a survey to determine what topics they like and what their needs might be. Having done all that, we focus on getting the students to make sentences to inform about themselves personally. The level of the writing will focus on meaningful listing and sentence creation.

Homework: To be announced.

Week 3; September 18

MATE Writing - Task 1

**\*\*Group 3 teaches GEP - 1<sup>st</sup> time- 1<sup>st</sup> Videotape**

For this week and the next few weeks we will be working on the basic component of composition - the paragraph. We do this first by working on basic paragraphs and their structure through the here and now. Students will be writing about concrete, here and now, topics of a highly personal nature. That is, they will be writing highly contextualized memos in order to make excuses and/or offer an explanation.

Homework: To be announced.

Week 4; September 25

MATE Writing - Task 2

**\*Group 4 teaches GEP – 1<sup>st</sup> time**

This week we take a quick look at writing about highly personal and familiar topics for the purpose of informing or giving advice in paragraphs in the form of an email. The level of

formality is again, rather low, but the writing is expected to be more carefully structured and somewhat longer than that we did in the previous week.

Homework: To be announced.

### Week 5; October 2

MATE Writing - Task 2

**\*Group 5 teaches GEP – 1<sup>st</sup> time – 1<sup>st</sup> Videotape**

This week we are going to focus on writing descriptive emails composed of essentially one main paragraph. Descriptive writing can entail descriptions of people, places, objects, or processes and as such form an important mode in many different and varied instances of writing.

Homework: To be announced.

### Week 6; October 9

MATE Writing - Task 2

**\*\*Group 1 teaches GEP – 1<sup>st</sup> time- 1<sup>st</sup> Videotape**

For the next two weeks we will be working on developing skills in writing narrative paragraphs, but with some elements of presentations thrown in. This week we will be working on familiar, personal topics in the narratives we will be writing. It is important to note that while few of us are ever going to be professional storywriters, narratives play an important role in many different types of writing.

Homework: To be announced.

### Week 7; October 16

MATE Writing - Task 2

**\*\*Group 2 teaches GEP – 1<sup>st</sup> time - 1<sup>st</sup> VIDEOTAPE**

In the second week of linking essays and presentations through narratives we will try to work with topics that are less familiar and hence much more difficult. The trick here is to accurately describe while retaining comprehensibility and suitable accuracy and much of this is achieved through careful organization and detailing.

Homework: Prepare diligently for the Midterm Exam.

### Week 8; October 23

**\*Group 3 teaches GEP - MIDTERM EXAM**

Midterm Exam

After the midterm we will take some time after the exam to engage in a little review by doing some fun communicative writing practice.

Homework: To be announced.

### Week 9; October 30

MATE Writing - Task 2

**\*\*Group 4 teaches GEP – 2<sup>nd</sup> time – 1<sup>st</sup> VIDEOTAPE**

This week, we turn to the writing of specific types of essays. We will also be moving away from more personal topics to those which are less familiar and personal and more content-based. This week we will focus on formal letter writing. The writing will, therefore, be situational but the situation will not be personal or familiar.

Homework: To be announced.

## Week 10; November 6

MATE Writing - Task 2

**\*\*Group 5 teaches GEP – 2<sup>nd</sup> time – 2<sup>nd</sup> VIDEOTAPE**

While much of what we have been doing in this course to date involves dealing with familiar information of some sort, this week we start to work with more formal and abstract types of information. This week is therefore important as a transition to the abstract from the concrete and is also because it is stereotypical of task 2 of the MATE Writing test. We will focus on describing graphs and other kinds of visual representations of complex meaning.

Homework: To be announced.

## Week 11; November 13

MATE Writing - Task 2/3

**\*\*Group 1 teaches GEP – 2<sup>nd</sup> time - 2<sup>nd</sup> VIDEOTAPE**

This week we jump into writing opinion essays, one of the most important genres for students taking the MATE. This week we will jump into this by looking at topics that are more personal and familiar.

Homework: To be announced.

## Week 12; November 20

MATE Writing - Task 3/2

**\*\*Group 2 teaches GEP – 2<sup>nd</sup> time – 2<sup>nd</sup> VIDEOTAPE**

This week we look at writing effective comparison and/or contrast paragraphs/essays. The most important element here is in the organization of the information to be presented along parallel points and specific ordering practices.

Homework: To be announced.

## Week 13; November 27

MATE Writing - Task 3/2

**\*\*Group 3 teaches GEP – 3<sup>rd</sup> time – 2<sup>nd</sup> VIDEOTAPE**

This week we take a look at writing about a well-structured opinion paragraph. The trick here is finding not only enough but the best type of possible support. The support is everything here thus the planning part is very important. This will give us an opportunity to go back and review a lot of what we did in the beginning of the course as relates to planning and gathering ideas.

Homework: To be announced.

## Week 14; December 4

MATE Writing - Task 3

**\*\*Group 4 teaches GEP - 3<sup>rd</sup> time – 2<sup>nd</sup> VIDEOTAPE**

This week we are look at persuasive essays. This kind of writing can be a lot of fun but is also tricky. There is a fine line between what is persuasive and what is pushy. Doing this requires both the use of specific grammatical structures on the micro level as well as specific macro level structures.

Homework: Study for the final.

## Week 15; December 11

Final Exam

**\*Group 5 teaches GEP - FINAL EXAM**

Let's have a little party or do something fun after the final exam.

Week 16; December 18

Make-up day

Good bye and have a great winter vacation - You deserve it!



# STUDENT SURVEY

**Major (전공):** \_\_\_\_\_ **Year (학년):** \_\_\_\_\_ **Age (나이):** \_\_\_\_\_

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

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

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해주세요.

**Introverted** ←-----1-----2-----3-----4-----5-----→ **Extroverted**  
 (내성적)    매우내성적    내성적인편    중간    외향적인편    매우외향적    (외향적)

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

\_\_\_\_\_ **In school (학교교육)**    **How long? (기간)** \_\_\_\_\_  
 \_\_\_\_\_ **Private tutoring (과외)**    **How long? (기간)** \_\_\_\_\_  
 \_\_\_\_\_ **Studying English in a language institute (영어학원경험)**    **How long? (기간)** \_\_\_\_\_  
 \_\_\_\_\_ **Living abroad (해외체류경험)**    **Where? (장소)** \_\_\_\_\_    **How long?(기간)** \_\_\_\_\_  
 \_\_\_\_\_ **Having foreign friends (외국인친구와의교제)**    **Describe (설명):** \_\_\_\_\_  
**Other experience (기타경험):** \_\_\_\_\_

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

- ( ) studying                    where/ what/why \_\_\_\_\_
- ( ) chatting                    where /how \_\_\_\_\_
- ( ) working (아르바이트)    where/how \_\_\_\_\_
- ( ) meeting people            where/how \_\_\_\_\_
- ( ) club activity                where/what/how \_\_\_\_\_
- Others \_\_\_\_\_

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

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

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

**MATE**   **TOEIC**   **TOEFL**   **TEPS**   **IELTS**   **SEPT**   **Other test:** (                    )  
**Score:** (   ) (   ) (   ) (   ) (   ) (   ) (   ) (   ) (   )

**6. Have you ever studied English? If you have, what kinds of skills have you studied?**

영어회화 수업을 받아보신 적이 있습니까?

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

- Acknowledging**                     **Restating**                                     **Reflecting**
- Interpreting**                         **Summarizing**                                     **other** \_\_\_\_\_

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

- Turn Taking**                                     **Pronunciation**                                     **Fluency**
- Intonation**                                     **Functions**                                         **other** \_\_\_\_\_

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

- Skimming**                                     **Scanning**                                         **Determining Purpose**
- Predicting**                                     **Visualizing**                                         **other** \_\_\_\_\_

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

- Brainstorming**                                     **Free Writing**                                         **Peer Editing**
- Planning**                                         **Paragraph Structuring**                                     **other** \_\_\_\_\_

**7. Which of these have you done in English? (Check all that apply)** 다음 중 어떤 것을

영어로 해보셨나요? (해당 사항을 모두 체크해 주세요.)

Debating \_\_\_ Presentations \_\_\_ Role Play \_\_\_ Interviews \_\_\_ Narration \_\_\_  
 Online chatting \_\_\_ Writing Essays \_\_\_ Writing Email \_\_\_  
 Other: \_\_\_\_\_

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

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

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

영어를 배우는 이유를 세가지 써주세요.

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

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

Vocabulary ( ) Grammar ( ) Reading ( ) Pronunciation ( )  
 Speaking ( ) Listening ( ) Writing ( ) Test preparation ( )

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

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

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

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

( ) grammar practice ( ) games/fun activities ( ) pronunciation drills  
 ( ) role play/skits(역할극) ( ) using audio tapes ( ) vocabulary activities  
 ( ) watching videos or movie clips ( ) discussions ( ) using Internet materials  
 ( ) story writing ( ) writing poetry ( ) writing emails  
 ( ) writing essays ( ) writing a resume ( ) writing business documents  
 ( ) others \_\_\_\_\_

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

관심 있는 주제를 골라보세요. (좋아하는 순서대로)

language learning ( ), study abroad ( ), jobs & career ( ), campus life ( ), travel ( ),  
 celebrities ( ), shopping ( ), leisure activities ( ), food(cooking) ( ), fashion ( ), friends  
 ( ), dating/relationships ( ), family ( ), sports ( ), holidays ( ), social issues ( ), games  
 ( ), technology ( ), movies ( ), cartoons ( ), art ( ), music ( ), others \_\_\_\_\_

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

Friend ←-----1-----2-----3-----4-----5-----→ Enemy

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

(1=정말 그렇다, 5=전혀 그렇지 않다.)

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

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

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

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

**19. Do you have any concerns about this class?**

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

# Results



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

Most students think that they are **in the middle of introverted and extroverted**, or that they are **more extroverted**. Only one student answered she/he is introverted and only 2 students answered they are too extroverted.

## 2. Briefly describe your English learning experience.

**Most students** have learned English in school **as a school subject**, and **some students** also have learning experience **in a language institute**. Only 4 students answered they have lived abroad and had foreign friends.

## 3. What do you do with English? Where?

The majority of them (21) use English just for studying either **to take a class in school or to get a job**. Chatting, meeting people, working (part time job), and club activity are followed.

## 4. How many hours do you use English per week?

Most students spend **less than 3 hours per week** on studying English, and seven students answered that they never study English. Only 1 student answered that he/she usually spends more than 10 hours on studying English per week.

## 5. Have you ever taken? Indicate which one(s) and the approximate score received.

**Most of them haven't taken any standardized exams mentioned above**

**Only 8 students** said they have taken **TOEIC test** and their scores vary ranging from **425 to 975**, and usually around 700.

## 6. Have you ever studied English? If you have, what kinds of skills have you studied?

**Listening: Yes 14 No 10 Speaking: Yes 15 No 9**

**Reading: Yes 15 No 10 Writing: Yes 10 No 11**

## 7. Which of these have you done in English?

Most Students have done **writing emails** in English most. (16) 9 students have done **writing essays** in English. Interviews, online chatting, and presentation in English are the third most frequently done activity. (7)

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

Working related to the economy, working in multinational enterprise (company), Working in a foreign company, Studying abroad, Working in a publishing company, Working in a private institute, Going to graduate school, English teacher, Entering law school, Interpretation and translation related work,

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

Students all know that developing English ability is necessary for various reasons. But, they seem to agree that having a good command of English helps them a lot in many ways such as **getting a better job, making foreign friends, communicating with others from all over the world, Experiencing other cultures, and watching movies**. However, some students answered that they just like English.

## 10. What parts of English do you have the most confidence in? Rank the following in order

Most students answered that they **have confidence in listening, reading and vocabulary**. On the contrary, they answered **they are poor at speaking and writing**. There are some students having confidence in listening and speaking, and they all said that they **don't have confidence in test preparation, grammar, and reading**. Some students answered pronunciation and speaking are the most difficult.

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

**Reading** various kinds of reading materials, **talking** in English fluently, **Improving writing** ability, Having as **many chances to use English** as possible

**12. What are the things that you would like to do in this GEP class? Number them according to your preference** Only top 5 from 1 to 5 were counted

Writing essays	14
Vocabulary activities	11
Games/ fun activities	10
Grammar practice / Writing emails	9
Watching videos or movie clips	8
Writing a resume / writing business documents	7
Discussions	6
Pronunciation drills	5
Story writing	4
Using internet	3
Role play/ skits	2
Others speaking	1
Using audio tapes materials / writing poetry	0

They really want to improve their **ability to write essays in English and improve vocabulary.**

Also they want to do some fun games and activities, and grammar practice. Most activities they want to do are related to writing such as writing emails, wiring business documents, and writing a resume.

**13. What kinds of topics are you interested in?** Only top 5 from 1 to 5 were counted.

Travel	15
Language learning	12
Campus life, jobs & career	11
Music	10
Movies	9
Study abroad, friends	6
Dating/relationship, shopping, food(cooking)	5
Fashion, sports, holidays, art	4
Games, technology, family, cartoons, leisure activities	2
Social issues	1
Celebrities	0

**14. Is English your friend or enemy?**

**More than half** answered **English is their friend** to them than the enemy. But, 7 students said the English is their enemy.

**15. I think I am good at English.**

**More than half** students said that **their English is not good**, and only five students said that they are good at English.

**16. How would you rate your English reading proficiency?** 9-rudimentary.14-moderate. None-commanding.

**17. How would you rate your current English speaking proficiency?** 9-rudimentary. 8-moderate 1-commanding.

**18. How would you rate your current English writing proficiency?** 10-rudimentary.11-moderate1-commanding.

**19. Do you have any concerns about this class?** They want to graduate from the university, want to improve their English ability, get a good score in this class.

## Lesson Plan Week 6

**Theme:** Travel

**Function:** Writing Narrative Paragraphs

**Objectives:** Students will be able to write narrative paragraphs based upon their own travel experience.

**Group Members:** Kim Ji-Eun, Lee Jueun, and Jeffrey Gibbons

### Reading Homework

1. How to write a narrative story and a comprehension activity
2. Travel Narratives with comprehension check and vocabulary quiz
3. Grammar Past Simple Information and exercise

Time	Task	Mentor's Function	Materials
7:50 – 8:00 10'	<b><i>Returning Homework and Feedback</i></b>	<i>Clarify &amp; Explaining</i>	
8:00 – 8:20 20'	<p><b>Task #1 – Traveller's Bag</b></p> <ol style="list-style-type: none"> <li>1. Each group will receive 16 flash cards of unusual items.</li> <li>2. Students in each group will work in pairs and each pair will choose two items. They will work together to tell a story about what they did with such items in writing (3-5 sentences per item). Being creative and humorous will be highly encouraged.</li> <li>3. When writing, students will use <u>the simple past tense</u> as if they were telling a story. e.g., 'I took a blender on my trip to Mexico and made strawberry margarita. I brought a glass of strawberry margarita I made to a beach and drank it while sitting on a beach chair.'</li> <li>4. Each group will receive a colored paper and draw a traveler's bag on it.</li> <li>5. Students in each group will rank their stories based on creativity and humor.</li> <li>6. They will glue the items and stories to the colored paper in the traveler's bag. They will also put ranking numbers next to the items.</li> <li>7. During a break, each group will put their traveler's bag on the wall to share with the whole class.</li> </ol>	<p><i>Big sisters will play a role as facilitator by encouraging little sisters to use the past tense verbs in sentences and to come up with creative and humorous ideas of packing weird items for a trip.</i></p>	<p style="text-align: center;"><i>PPT</i></p> <p style="text-align: center;"><i>Colored paper (A3 size) for each group, colored pens, 16 flash cards of unusual items, glue sticks, scotch tapes</i></p>
8:20 – 8:45 25'	<p><b>Task #2 – What happened next?</b></p> <ol style="list-style-type: none"> <li>1. The class will be divided into 3 groups. Each group will go to assigned classrooms and watch a video clip.               <ol style="list-style-type: none"> <li>a. Group 1 – Zzang in Flowers, 80s Girls (Stay here)</li> <li>b. Group 2 – Twinkle Twinkle (607)</li> <li>c. Group 3 – Shall We Dance, Rainbow Apples (603)</li> </ol> </li> <li>2. Students in each classroom will watch their assigned video clip.</li> <li>3. There will be 3 different video clips showing a man's humorous travel experience.</li> </ol>	<p><i>Big sisters will guide and help little sisters to use the simple past tense verbs in their writing and</i></p>	<p style="text-align: center;"><i>PPT</i></p> <p style="text-align: center;"><i>Video clips, worksheets (A4 size), prizes</i></p>

	<ul style="list-style-type: none"> <li>● <a href="http://www.youtube.com/watch?v=8A1J1ZMaysE">http://www.youtube.com/watch?v=8A1J1ZMaysE</a> (1'15")</li> <li>● <a href="http://www.youtube.com/watch?v=FdUqol4yZZQ">http://www.youtube.com/watch?v=FdUqol4yZZQ</a> (1' 31")</li> <li>● <a href="http://www.youtube.com/watch?v=aNYyoVY4HFA&amp;feature=relmfu">http://www.youtube.com/watch?v=aNYyoVY4HFA&amp;feature=relmfu</a> (1' 38")</li> </ul> <p>4. When the video stops, students in each group will work in pairs to brainstorm what happened next in the video and write a story on the worksheet. In writing, consider three things:</p> <ol style="list-style-type: none"> <li>a. Topic sentence</li> <li>b. Write the story in paragraph form</li> <li>c. Past tense</li> </ol> <p>5. Each group will vote for the story that represents their group.</p> <p>6. All students will gather in the original classroom.</p> <p>7. Each video clip will be played and followed by each group's presentation of their story ending.</p> <p>8. The whole class will vote for the best story, and the winning group will get a prize.</p>	to write a creative story.	
<p><b>8:45 – 9:10 25'</b></p>	<p><b>Task #3 – Jigsaw Stories</b></p> <ol style="list-style-type: none"> <li>1. Each group will be given a worksheet that has three parts of a story, and five parts missing. (See Appendix 3b)</li> <li>2. In groups, students will read the three parts of the story with group leaders' help.</li> <li>3. Group leaders will assign each student to be A, B, C, D, and E. Students A, B, C, D, and E will be sent to different tables and group leaders stay at their original tables.</li> <li>4. In each table, students with the same letter will get together and then a piece of the story will be given to each table (See Appendix 3c). With group leaders' help, students read the piece of the story and find and circle any transitional expressions in it. Students need to remember the story.</li> <li>5. After reading, group leaders collect the pieces of the story and give each student a piece of paper for writing.</li> <li>6. Then, students go back to their original groups and remember what they've read at different tables and write the piece of the story on a piece of paper. (Paraphrasing/Summarizing)</li> <li>7. Students in turn read out and share what they have written.</li> <li>8. Then group members glue each piece of the story in right places on the blank parts of the worksheet together (Appendix 3b).</li> <li>9. Check the order of the story with the whole class.</li> <li>10. Then each group comes up with the best title for the story and shares it with class.</li> </ol>	Big sisters will play the role of facilitators or participants during group work.	<p>PPT</p> <p>Worksheets Appendix 3b, 3c – Jigsaw Stories for each group.</p> <p>Glue sticks</p>
<p><b>9:10 – 9:20 10'</b></p>	<p><b>Take a Break</b></p>	Socializing	

<p><b>9:20 – 9:45 25'</b></p>	<p><b>Task #4 – Your Travel Experience</b></p> <ol style="list-style-type: none"> <li>1. Each member of the group will receive a hand-out entitled <i>Appendix 4 - Your Travel Experience</i>, on which they must select 4 + 2 questions to answer to build a paragraph within 10 minutes. They should not worry about grammar or spelling at this time.</li> <li>2. They will then trade papers with their partners and read the sentences for clarity. If the sentence is understood they show place a check at the end of the sentence. If the sentence is not understood they should place a question mark at the end of the sentence and then underline in a different color what part of the sentence is confusing.</li> <li>3. They should then return the paper to the original owner and explain what sentences were unclear.</li> <li>4. The unclear sentences should be revised. Once completed the paragraph will form a traveler's narrative.</li> <li>5. Note further revision and most definitely editing will be required before publishing, but we should be looking at a decent rough draft.</li> </ol>	<p><i>Big sisters will play the role of facilitators during the free writing and revision stages.</i></p>	<p><i>PPT</i></p> <p><i>Pencil &amp; Eraser</i></p> <p><i>Two worksheets entitled appendix 4 – Your Travel Experience for each student.</i></p>
<p><b>9:45 – 10:15 30'</b></p>	<p><b>Task #5 – Travel Writer</b></p> <ol style="list-style-type: none"> <li>1. Each group will be given information about a country. (Egypt, India, Norway, Mexico, Sri Lanka, or Kenya)</li> <li>2. Students will work in pairs. Students will be travel writers for the magazine called '<b>Sookmyung Explorer</b>'. They will write an article for the magazine.</li> <li>3. Based on the country information, students in pairs will write a narrative paragraph as if they travelled the country. Therefore, students will write an imaginary travel story. They can read the country information given and choose what they want to write in their articles for '<b>Sookmyung Explorer</b>'.</li> <li>4. Students will write the paragraph in a nice paragraph format with proper tense on colored paper.</li> <li>5. In each group, there will have two or three writings in the end. The writings will be passed on to the next group and the next group will decide one best paragraph for the other group.</li> <li>6. Each group will present the best narrative article in front of class.</li> </ol>	<p><i>Big sisters will play the role of facilitators or participants during the pair work. Big sisters will help little sisters write in a nice paragraph format with proper tense.</i></p>	<p><i>PPT</i></p> <p><i>Country information (Egypt, India, Norway, Mexico, Kenya, Sri Lanka), A4 paper Markers, Colored Paper</i></p>
<p><b>10:15 – 10:25 10'</b></p>	<p><b>Giving The Writing Homework</b></p> <ol style="list-style-type: none"> <li>1. Professor Stephen van Vlack will be given the students their mission for this most important week in English Reading and Writing. See Appendix 6 or the PPT.</li> </ol>		<p><i>PPT</i></p>

Appendix 1a  
Traveler's Bag



## Appendix 1b Traveler's Bag



Appendix 2a

Travel Video for Task #2  
"Things Can Always Get Worse"

<http://www.youtube.com/watch?v=8A1J1ZMaysE>



**Appendix 2b**

Travel Video for Task #2  
"Karl meets Mr. Ping"

<http://www.youtube.com/watch?v=FdUqol4yZZQ>



Appendix 2c

Travel Video for Task #2  
"Mexican Jumping Beans"

<http://www.youtube.com/watch?v=aNYyoVY4HFA&feature=relmfu>









## Appendix 3a

### The first part that is given

Once, in the village of Swaffham, there lived a poor pedlar called John Chapman. He was so poor; there were holes in the roof of his cottage, no glass in his windows and no money in his pocket. In the summer months, John Chapman would snooze at the bottom of the garden under the old apple tree.

#### Part 1

One night he had a dream. He dreamed that he should travel to London Bridge where he would find his fortune. The next day he travelled. He travelled day and night, night and day and day and night again until at last he was standing on London Bridge.

### The second part that is given

John Chapman stood there a whole day, however nothing happened except that his toes grew cold. He waited another day and again nothing happened except that his stomach became empty.

#### Part 2

He waited almost the entire third day when a policeman passed by. "What are you doing hanging around here all the time?" he asked. "I had a dream that I needed to come to London Bridge to find my fortune," John Chapman told the policeman.

#### Part 3

"You're stupid," scoffed the policeman. "Dreams don't mean anything. Why, last night I had a silly dream about a place called Swaffham! I mean where's Swaffham? And a chap I've never heard of called John Chapman."

### The third part that is given

"I dreamed that at the bottom of his garden was an old apple tree where a pot of gold was buried. What nonsense!" said the policeman. "I see," said John Chapman. "Thank you for your advice."

#### Part 4

John Chapman went straight home. He travelled day and night, night and day and day and night again until he got home. He found a spade and indeed dug up that pot of gold.

#### Part 5

In the end, John Chapman's cottage has a roof that doesn't leak, windows with glass and money in his pocket. 'How strange,' he thought, soon after. "To think I dreamed for so many years of finding my fortune and it was there at home all the time."

Appendix 3b – Jigsaw Stories Worksheet

**TITLE:** \_\_\_\_\_

<b>T</b>	Once, in the village of Swaffham, there lived a poor pedlar called John Chapman. He was so poor, there were holes in the roof of his cottage, no glass in his windows and no money in his pocket. In the summer months, John Chapman would snooze at the bottom of the garden under the old apple tree.
<b>E</b>	John Chapman stood there a whole day, however nothing happened except that his toes grew cold. He waited another day and again nothing happened except that his stomach became empty.
	
<b>U</b>	"I dreamed that at the bottom of his garden was an old apple tree where a pot of gold was buried. What nonsense!" said the policeman. "I see," said John Chapman. "Thank you for your advice."

### Appendix 3c – Jigsaw Stories (Pieces of Story)

One night he had a dream. He dreamed that he should travel to London Bridge where he would find his fortune. The next day he travelled. He travelled day and night, night and day and day and night again until at last he was standing on London Bridge.

He waited almost the entire third day when a policeman passed by. "What are you doing hanging around here all the time?" he asked. "I had a dream that I needed to come to London Bridge to find my fortune," John Chapman told the policeman.

"You're stupid," scoffed the policeman. "Dreams don't mean anything. Why, last night I had a silly dream about a place called Swaffham! I mean where's Swaffham? And a chap I've never heard of called John Chapman."

John Chapman went straight home. He travelled day and night, night and day and day and night again until he got home. He found a spade and indeed dug up that pot of gold.

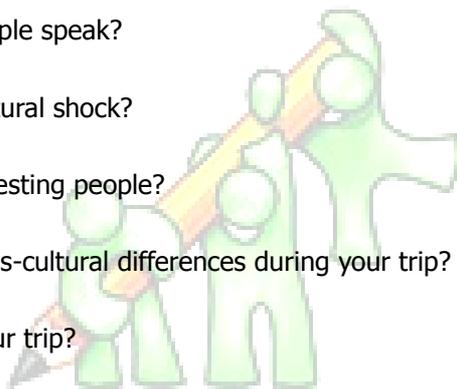
In the end, John Chapman's cottage has a roof that doesn't leak, windows with glass and money in his pocket. 'How strange,' he thought, soon after. "To think I dreamed for so many years of finding my fortune and it was there at home all the time."

## Appendix 4a

### Task #4 – Your Travel Blog Experience

*From the following list of writing prompt questions select six to build your paragraph. The first and the last must be included as your topic sentence and concluding sentence and they do not count towards the six.*

- Name a special place that you have traveled to? Why was it special?
- When did you travel?
- Who did you travel with or did you travel solo?
- How long did you travel for?
- How was the weather during your trip?
- What was the scenery like during your trip?
- Where did you stay during your trip?
- What language did people speak?
- Did you experience cultural shock?
- Did you meet any interesting people?
- Did you notice any cross-cultural differences during your trip?
- How expensive was your trip?
- What historical sites do you visit and what did you learn?
- What was the most interesting thing you did during your trip? Why?
- What was the most enjoyable thing you did during your trip? Why?
- What was the most exotic or strangest thing you ate during your trip?
- What was the best food you ate during your trip?
- Were there any problems you had to overcome during your trip?
- If you had problems on your trip how did you resolve them?
- What souvenirs did you buy to remember your trip?
- Would you recommend this place to your friends why or why not?



Appendix 4b

Task #4 – Your Travel Blog

Indent

Write on every other line

Don't start a new line

When a sentence ends

Just keep right on going after two spaces

Skip



## Appendix 5a

# India

**Language:** Hindi is the national language, while English is the 'subsidiary official language'.

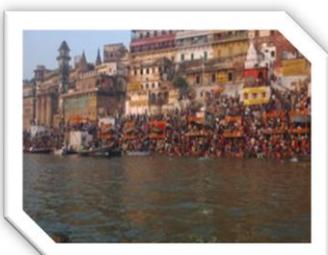


### **Attraction**

The **Taj Mahal** is a white marble tomb located in Agra, India. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal.

### **Attraction**

The **Gateway of India** is the most popular landmark in Mumbai, India's commercial capital. Home to the Hindi film industry or 'Bollywood', the city is known for its fast-paced lifestyle.



### **Attraction**

The **Ganges River** is sacred to the Hindus. According to traditional belief, a dip in this majestic river can wipe-out all sins. The holy town of **Varanasi** is a pilgrimage center dotted with temples and bathing ghats.

### **Attraction**

Wonder at Kashmir's flower-spangled meadows, icy mountain peaks and clear rivers. Jammu is the railhead for Srinagar, the ancient Mughal capital. Lake Dal has houseboats where visitors can live surrounded by scenery so beautiful it is known as 'paradise on earth.'



### **Activity**

**Yoga Training Center** is a good place to practice yoga. Yoga master Sunil Kumar runs two-hour classes three times a day (8am, 10am and 4pm; Rs200) at the Yoga Training Centre in Varanasi. He teaches an integrated blend of hatha, Iyengar, pranayama and ashtanga, and serious students can continue on certificate and diploma courses.

### ***Cuisine***

**Curries** are created from the subtle and delicate blending of spices and every spice has medicinal properties and use. Vegetable dishes are more common than in Europe, particularly in the fruit and coconut dishes of southern India, while northern India has an entirely different but equally satisfying cuisine to sample.



### ***Cuisine***

Breads like paranthas, chapatis, **naans** and rotis are also part of the main diet.

### ***Cuisine***

**Lassi** (iced yogurt/buttermilk beverage) also flavored with fruits like mango or banana or sweet and salty.



### ***Cuisine***

**Chai (tea)** is India's favorite drink. It will often come ready-brewed with milk, sugar and other spices.

### ***Entertainment***

Take part in the **Durga Puja** (September/October) in Kolkata (Calcutta). One of the biggest Hindu religious festivals in India, it is full of color and noise, held in honor of the goddess Durga.



### ***Entertainment***

Religion is an important aspect of Indian culture and people celebrate their religious festivals in full gusto.

## Appendix 5b

# Kenya

**Language:** Kiswahili is the national language and English is the official language.



### **Attraction**

This impressive fort overlooks the entrance to Mombasa's Old Port. Built by the Portuguese at the end of the 16th century following a series of Turkish raids, Fort Jesus helped to make Mombasa main center for trading with Portugal. Whilst it hasn't survived wholly intact today, the part of the fort that is still habitable is now home to a museum with displays of traded ceramics and pots.

### **Attraction**

Traditional village homesteads, known as 'bomas', certainly make for an interesting exhibit. Visitors are given the opportunity to take a leisurely guided tour of the homesteads, making this a good way to gain an insight into Kenyan culture. However, perhaps of more interest are the various performances of traditional dance and song which are staged here daily in a large circular theatre.



### **Attraction**

Mount Kenya ranks as the country's second-highest mountain at 5,199 meters / 17,058 feet. This extinct volcano actually has three peaks, one of which can be reached by hikers. The other two require more technical climbing skills and are increasingly popular with ice and rock climbers. For wildlife lovers, Mount Kenya remains a popular place to look out for white elephant, rhino, buffalo and leopard, as well as some interesting high-altitude plant life.

### **Attraction**

Just to the south of Watamu is an impressive collection of ruined palaces, mosques and houses. In the 13th century, Gedi was a bustling city; by the 19th century it had been abandoned. Whilst the reason for this abandonment is not entirely clear, it is thought that attacks by local tribes were behind its downfall. The ruins were uncovered in the 1920s by the famous archaeologist and naturalist Louis Leakey.



### **Activity**

Amboseli National Park extends across 392 sq kilometres of grassland and swamps at the foot of Mount Kilimanjaro. It was designated a national park in 1948 and remains one of Africa's best known game spotting locations. Park residents include baboons, lions, cheetah, black rhino, wildebeest, hippos, gazelles and large herds of elephant. Hiking and camping, bird-watching and camel safaris are also popular and visitors can learn about the culture and way of life of the indigenous Maasai population through homestead visits and lectures. More adventurous travellers can arrange to climb Mount Kilimanjaro with a local guide.

### ***Cuisine***

Nyama choma, or roasted goat meat is the ultimate Kenyan experience. For visitors to Kenya, one of the things they are most struck by is the sheer volume of nyama choma that Kenyans consume. Men, women, young or old will create any excuse to converge in groups for a session of nyama choma. Be it after work, birthdays, weddings, even funerals; there is hardly any inappropriate time to eat this national delicacy.



### ***Cuisine***

**Ugali** [oo-gahl-ee] *noun*: In Kenya, ugali is the name for the most common mealtime starch: a thick, stiff porridge made from white cornmeal or red millet. Regardless of what it's called, ugali forms the backbone of traditional Kenyan cuisine.

### ***Cuisine***

Mandazi (also known as Maandazi or Ndao and sometimes called Mahamri or Mamri) are East African donuts. You can find these delicious donuts in large urban areas and also among the Swahili people of East Africa. Most small restaurants, called hotelis in Kenya, serve mandazi. You can also find mandazi being sold by street vendors.



### ***Cuisine***

A great locally brewed beer to wash down a huge serving of Ugali and Nyama choma.

### ***Entertainment***

The Mombasa Carnival is a vibrant festival which is celebrated in Mombasa during November each year. This is one of the most important festivals celebrated in the country, with almost all the races and cultural groups participate. This festival showcases and displays the culture of the region.



### ***Entertainment***

The Rhino Charge is an off-road four-wheel-drive endurance motor rally staged on the Laikipia Plateau. The winning car visits all of the control points along the course in the lowest mileage within the allocated driving time.

## Appendix 5c

# Egypt

**Language:** Arabic is the official language. English and French are widely spoken.



### **Attraction**

The pyramids are not only a great Egyptian tourist attraction, but one of the seven wonders of world. These land structures are located near the River Nile in Egypt. They are also some of the oldest structures built in the world.

### **Attraction**

Built by King Menes, Memphis is the oldest capital of Egypt and is 24 km from Cairo. The Statue of Ramesses II built of fine-grained limestone is displayed in the museum. The statue is 13 m long and weighs 120 tons. The other interesting monuments at Memphis are Temple for Embalming the Sacred Apis Bull.



### **Attraction**

The Mosque of Muhammad Ali Pasha or Alabaster Mosque is a mosque situated in the Citadel of Cairo in Egypt and commissioned by Muhammad Ali Pasha between 1830 and 1848.

Situated on the summit of the citadel, this Ottoman mosque, the largest to be built in the first half of the 19th century, is, with its animated silhouette and twin minarets, the most visible mosque in Cairo. The mosque was built in memory of Tusun Pasha, Muhammad Ali's oldest son, who died in 1816.

### **Attraction**

Abu Simbel is an archaeological site comprising two massive rock temples in southern Egypt on the western bank of Lake Nasser about 290 km southwest of Aswan. It is part of the UNESCO World Heritage Site known as the "Nubian Monuments" which run from Abu Simbel downriver to Philae (near Aswan).



### **Activity**

Tropical coral reefs lure travelers to the Sinai peninsula for unparalleled Egypt scuba diving. An affordable alternative to beaches in Europe or the Caribbean, Egyptian beaches along the Red Sea or Mediterranean coast offer sunny vacations with a variety of activities. Besides world-famous Egypt diving, visitors can also snorkel, parasail, wind-surf, or just relax on the sandy shores.

### **Cuisine**

A favorite food of Egyptians, *koshary* (also spelled *koshari* or *kushari*) is a classic vegetarian dish of lentils, rice, chickpeas, pasta, tomato sauce, onions, garlic and cumin that's simple, comforting, fragrant and delicious.



### **Cuisine**

*Fiteer*, فطير, is one of my favorite Egyptian street foods! It is made of several layers of filo dough and butter and then baked. The pastry can be filled with either savory or sweet ingredients. In touristy areas, *fiteer* is often called Egyptian Pizza when savory and Egyptian Pancakes when sweet.

### **Cuisine**

On this plate, clockwise direction is **Hudaar Salatah** (Salad), **Ruz Shariah** (Rice), **Nie Fi Nie** (Potato and Mutton) and **Frakh Bil Fond** (Chicken).



### **Cuisine**

Egyptians love fresh fruit drinks such as guava and hibiscus juice, which are available at many street vendors.

### **Entertainment**

A tour in **Cairo** would probably include dinner on a boat floating smoothly down the **Nile**, the deep dark waters lite up, reflecting back the lights of **Cairo** by night. Sounds enchanting and mesmerizing, well it defiantly is. But on a trip like this that won't be the only sight to spellbind you. The program would also include, among other things, a *belly dancer* and a *tanoura dancer* (an Egyptian folk dance derived from the *Sufi* religion) as entertainment.



### **Entertainment**

The organizers of the Dahab Festival are determined to prove once and for all that this is the Red Sea resort to beat, not just for diving and water sports, but on culture too. A series of events, including live music and competitions organised by tradesmen and women, as well as members of the community are part of the region's bid to boost tourism in a sometimes overlooked Red Sea resort.

## Appendix 5d

# Norway

**Language:** The North Germanic Norwegian is the official language. The majority of the population is fluent in English.



### **Attraction**

A historic landmark in the Norway, Holmenkollen shows more than a century of skiing tradition. Inside the actual ski jump is the Holmenkollen Ski Museum, the world's oldest ski museum. The museum presents over 4,000 years of skiing history.

### **Attraction**

**Preikestolen** is the most well known landmark of Norway. It definitely deserves all the attention. The view that's opening from the top of the rock is astounding.

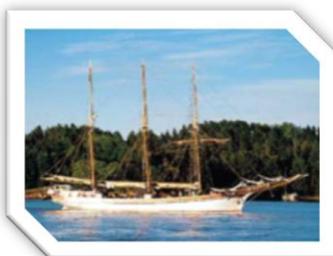


### **Attraction**

**Frognerparken** (Frogner Park) and the **Vigeland Sculpture Park** that resides there are among the most popular attractions of Norwegian capital city Oslo.

### **Attraction**

**Nordkapp** (which is translated into English as the North Cape) is the most northern point of Norway and therefore – entire Europe.



### **Activity**

Journey through Oslo's beautiful fjord\* on this Norwegian evening cruise. On board a traditional wooden sailboat, you'll see Oslo's waterfront sights. Munch on a shrimp snack while you enjoy the scenery. \*A fjord is a strip of sea that comes into the land between high cliffs, especially in Norway.

### **Activity**

There are alpine ski resorts and trails for cross-country skiing throughout the country. Resorts usually **open in November**. The snow often remains light, powdery and deep **until April**. And remember, cross-country skiing is free of charge.



### **Activity**

Norway does have a series of National cycle routes. If you pick your routes carefully and use the trains and ferries well you can put together a good tour and be rewarded for your hard work with leg muscles and some spectacular scenery and stunning scenery in Northern Europe.

### **Cuisine**

*Krumkake* - This is a traditional waffle cookie in Norway. It is made of eggs, butter, cream, sugar and flour.



### **Cuisine**

*Smalahove* - This is a traditional meal that is made from the head of a sheep. It is salted, smoked, and boiled for a very long time.

### **Entertainment**

Norway's oldest film house will satisfy movie goers after great cafés. The bar is a popular place with live music and weekend DJs. The bar person plays anything from classical to deepest underground. It shows art house and independent films.



### **Entertainment**

Bergen has a busy program of concerts throughout summer, many of them classical performances focusing on Bergen's favorite son, composer Edvard Grieg. Most of the concerts take place open-air venues such as **Troldhaugen**.

## Appendix 5e

### Sri Lanka

**Language:** The two major ones widely used are Sinhala language spoken by the Sinhalese majority and Tamil language used by the Tamils.



#### **Attraction**

**Anuradhapura** is one of the ancient capitals of Sri Lanka, famous for its well-preserved ruins of ancient Lankan civilization. The ancient city, considered sacred to the Buddhist world, is today surrounded by monasteries covering an area of over sixteen square miles (40 km<sup>2</sup>).

#### **Attraction**

**Adam's Peak** is a 2,243 metres (7,359 ft) tall conical mountain located in central Sri Lanka. It is well-known for the Sri Pada "sacred footprint", a 1.8 m rock formation near the summit, in Buddhist tradition held to be the footprint of Buddha.



#### **Attraction**

**Arugam Bay** is a bay situated on the Indian Ocean in the dry zone of Sri Lanka's southeast coast. The bay is located 320 km due east of Colombo. It is a popular surfing and tourist destination.

#### **Activity**

The orphanage's first priority has always been to help endangered animals and species in Sri Lanka. It turned to eco-tourism to fund its environmental goals and nowadays trekking, photo safaris, bird-watching, canoeing, biking, and camping are among the activities available at the orphanage, as well as discovering more about the elephants of Sri Lanka.



#### **Activity**

The Victoria Golf & Country Resort is 20km east of Kandy. Surrounded on three sides by the Victoria Reservoir and with the Knuckles Range, it's worth coming for lunch at the clubhouse and to savour the views. Claimed to be the best golf course in the subcontinent, it's a fairly challenging 18 holes.

### **Cuisine**

The island nation's cuisine mainly consists of boiled or steamed rice served with curry. This usually consists of a "main curry" of fish, chicken, pork or mutton (typically goat), as well as several other curries made with vegetables, lentils (beans) and even fruit curries.



### **Cuisine**

Another food native to Sri Lanka, served mainly for breakfast or dinner and often accompanied by *lunu miris*, a mix of red onions and spices. **Hoppers** are made from a fermented batter of rice flour, coconut milk and a dash of palm toddy, which lends a sour flavor and fermentation ability.

### **Cuisine**

**Pol Sambola** (coconut sambol) is a traditional Sri Lankan dish made from coconut. It is probably the most popular dish in the country.



### **Entertainment**

Clancy's Irish pub offers food and a variety of beers and ales. It's a popular spot, with regular quiz nights, live music on weekends. All drinks are discounted 50% during the daily 6pm to 8pm happy hour. Long pants are required attire.

### **Entertainment**

Shows Hollywood blockbusters, although often quite a while after they've been released elsewhere in the world. Tickets cost Rs 150 for adults and Rs 100 for children under 12.



## Appendix 5f

# Mexico

**Language:** Spanish is the official language.



### **Attraction**

**Cancun** is situated on the south-east coast of Mexico in Quintana Roo and is Mexico's most popular destination. Warm white powdery sand beaches and turquoise crystal clear waters together with the famous Mexican hospitality make this a place like no other!

### **Attraction**

**Mexico City** is positively brimming with historic and cultural attractions. Its gigantic main square is overlooked by the imposing Catedral Metropolitana. Of the city's myriad museums, the one must-see is the National Museum of Anthropology, covering Mexico's astounding archaeological legacy by region.



### **Attraction**

The prehistoric city of **Teotihuacán** is located about 40 km north of **Mexico City**, the capital of Mexico. It is an archaeological wonder which was given the status of a **UNESCO World Heritage Site** in 1987. No trip to Mexico is complete without a trip to this historic city. Teotihuacán means the **City of Gods**.

### **Attraction**

San Cristobal de las Casas is considered the cultural capital of Chiapas due to its rich, multi-cultural expressions and the large number of people of different nationalities and professions who live here. It is a designated "Magical Town" full of art, picturesque houses, narrow cobblestone streets, galleries, crafts, and attractive, natural areas. The city has a large number of cafés, restaurants, and local diners serving good coffee and delicious food.



### **Activity**

With **scuba diving**, one can discover excitement and freedom that cannot be found anywhere else. It's an exhilaration of breathing underwater, which only a diver knows the feeling. Through the help of certified professional scuba divers, one can experience this thrill in **Cancun** underwater. There are scuba diving lessons too where one can get the advantage to experience this moment along with the group of other divers.

### **Activity**

The **whale watching tour** in **Puerto Vallarta** gives the possibility to observe this giant animals (whales, dolphins, turtles and exotic birds) and their attitudes and habits. The tours are guided by professional biologists who describe important moments of the life of the whales such as for example mate and give birth.

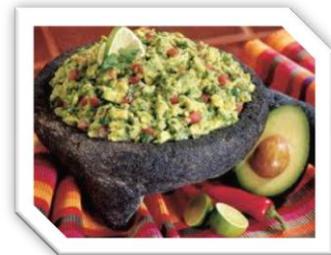


### **Cuisine**

Every meal comes with a basket of hot **tortillas** - rounds of toasted cornmeal. Tacos, available everywhere, consist of hot tortillas topped with beef, pork or fish. Other common corn-based snacks include tamales (banana leaf or corn-husk packages of cornmeal laced with various spicy sauces), quesadillas (fried tortillas filled with cheese and/or vegetables) and flautas (chicken-filled tortillas rolled like cigars and deep fried).

### **Cuisine**

**Guacamole** is an avocado sauce with red peppers, onions and tomatoes.



### **Cuisine**

**Tequila** is an alcoholic drink made from the distilled agave plant. Corona and Sol are the most popular beers in Mexico.

### **Entertainment**

**Jumping beans** are native to Mexico and tan to brown in color. They jump when heated. The heat from the sun stimulates the larvae (in the bean) to jump to avoid dehydration.



### **Entertainment**

**Mardi Gras** in Veracruz-called **Carnaval** in Mexico-is the holiday celebrated as a festival of the libido before the Catholic period of Lent. Carnaval is enjoyed with parades, floats, costumes, music, dancing, and all-night partying. The city of Veracruz virtually shuts down during the event as thousands of visitors from throughout Mexico descend on it to join the festivities.

## Appendix 6

### Homework Assignment – Week #6

Our GEP class is about to start a travel blog for you to share personal stories on travel with each other. And you are asked to write your memorable travel experience on the blog. Make sure to write this in paragraph form. Here is what you have to do.

1. Insert a picture from your trip.
2. Write a paragraph in 200 to 250 words.
3. Focus on one memorable episode. Include where, when, who, and what.
4. Make sure to write this with a good paragraph structure. You may refer to the sections about narrative paragraphs and transitional expressions in the reading homework.
5. Print and bring it to the class on October 16<sup>th</sup>.

우리 GEP 클래스는 여러분들이 여행에서 겪은 이야기를 서로 공유할 수 있는 여행 블로그를 시작하려고 합니다. 따라서 당신은 가장 기억에 남는 여행 경험을 블로그에 올려줄것을 요청받았습니다. 형식은 한 단락으로 작성하여 주세요. 작성 방법은 다음과 같습니다.

1. 여행중 찍은 사진을 삽입해 주세요.
2. 200~250 자 내외의 한단락으로 글을 써주세요.
3. 기억에 남은 한가지 에피소드에 초점을 맞추어 언제, 어디서, 누구와 어떤일이 있었는지 써주세요.
4. 일목요연한 한 단락으로 작성하여 주세요. **Reading Homework** 의 **Narrative** 단락 작성하는 법과 글이 일관성을 갖도록 도와주는 연결어 섹션을 참고하기 바랍니다.
5. 프린트하여 10 월 16 일에 제출하세요.

## < Week 6 – Reading Homework Assignments >

### Part I. Narrative Paragraphs

#### 1. Introduction

Narrative paragraphs simply tell a story or relay a sequence of events. Generally, these events are told in chronological order that is the order in which they happened. However, a narrative paragraph most often tells a story in order to illustrate or demonstrate a point. Because of this, developing a strong topic sentence is important. For instance, the following topic sentence would be considered weak for a narrative paragraph:

*Jeff's family went on a fishing trip to Horning's Hideout.*

The above topic sentence lacks appeal and leaves the reader thinking, "So what!" because the sentence has not established any purpose for the paragraph.

#### 2. Purpose and Appeal

Sometimes narrative writing can simply entertain the reader; however, in formal academic writing, the purpose of a narrative paragraph is to inform or persuade. To add purpose, the topic sentence should establish a contention which the author will set out to prove in the paragraph. In so doing, he adds appeal as well. The following topic sentence stands in contrast to the one above:

*Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family.*

This sentence sets out something to be proven in the paragraph and is more appealing to the reader. Yes, the paragraph will tell the story of the family's fishing trip, but it will do so in a way which proves the trip to have been enjoyable. Furthermore, establishing a contention improves appeal by challenging the reader to respond to what is said. Finally, establishing this topic sentence limits the perspective or angle which will be taken on the subject. Now supporting information must be developed.

#### Comprehension check

1. According to the article above, which of following is NOT true? ( )
  - a) Narrative paragraphs simply tell a story or relay a sequence of events.
  - b) Events are told in chronological order.
  - c) A topic sentence has to establish a purpose for the paragraph.
  - d) In formal academic writing, the purpose of a narrative paragraph is to entertain the reader.
2. Define a *narrative paragraph* in one sentence.  
\_\_\_\_\_

3. According to the article, what does '*chronological order*' mean?  
\_\_\_\_\_

#### 3. Developing a narrative paragraph

All the enjoyable parts of the family fishing trip have been established as the topic of this narrative paragraph. Hence, the writer can brainstorm supporting information with a clear goal in mind. An extensive list of enjoyable parts for everyone should be developed. Most likely, all of these will not be used, but any points which might serve to support the contention must be considered. Illustration A below is a list of as many pleasant aspects of the trip as the writer could recall.

Following the brainstorming of supporting information, the writer must develop a planning outline, such as in illustration B, for using this material. The outline will help one stay logical and topical as points are organized into related groupings. Naturally with a narrative paragraph, points are arranged in chronological order.

## A - Brainstorming Supporting Information

Contention: Trip was enjoyable  
All: Excited preparations for the trip  
- Food, games, books, toys, fishing equipment  
Great place to fish  
Fun being in the woods  
Great weather  
Jeff and brother: Purchased bait there  
Catching the fish was fun  
Caught seven fish  
Interesting to see white peacocks  
Time with Father  
Father: Family time, tasty dinner  
Mother: Did needlework, read book, had quiet time

Notice that the ideas above are reorganized into chronological order in the planning outline.

## B - Planning Outline

1. Topic sentence - trip was enjoyable.
  - a. Preparations
    - (1) Mother - food, books, needlework
    - (2) Father - car
    - (3) Boys - fishing poles, toys, books
  - b. Reach destination
    - (1) Purchase bait
  - c. Finding fishing spot
    - (1) Finding first place
    - (2) Moving to second place
  - d. Real fishing began
    - (1) Brother caught fish
    - (2) Father busy
      - (a) His pole
      - (b) Helping boys cast
      - (c) Helping keep hooks baited
      - (d) Helping reel in catch
    - (3) Jeff caught fish
    - (4) Caught seven fish
    - (5) Cleaned fish before leaving
  - e. Jeff and brother were excited to catch fish
  - f. Father enjoyed time with sons
  - g. Mother enjoyed quiet time
2. Concluding sentence - It was fun for all

**Comprehension Check** – Read the sample paragraph below and underline the *topic sentence* as well as the *concluding sentence*.

## C - Sample Paragraph

### Fishing Fun

Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family. All family members rose early in the morning excited to prepare for the trip. Mother packed food for the family as well as her books and needlework. Father checked the car to make certain it was

ready for the drive. Then with Father's help, Jeff and his brother readied their fishing poles along with the books and toys which would entertain them on the hour's drive. When the family arrived at their destination, they stopped by the office to purchase some worms to use as bait. Cheerfully walking along the narrow path, the family transported their gear all the way around the small pond looking for just the right place to cast their lines. In hopes that fish would be lurking in the shadows, Jeff and his brother decided to fish from a shady area along one side of the pond. Though it seemed like the perfect fishing spot, overhead branches interfered with casting. Undaunted after snagging lines several times, the avid fishermen decided it would be best to move to the other side of the pond. Here, the boys began to get bites. Before long, Jeff's older brother caught the first fish. Jeff caught one soon after. Suddenly the fish were biting and Father became very active helping the two excited boys keep their hooks baited, and reel in their catch. Just before noon, Jeff hooked what turned out to be the largest trout of the day which he hung in the water near the shore with the other captured fish. While Father and the boys fished, Mother enjoyed sitting at the picnic table and reading quietly or doing her needlework. After several hours of fishing, and a total catch of seven fish, Father showed the boys how to clean the fish before packing up for the trip home. The outing was great fun for the whole family. Jeff and his brother found much excitement in catching the fish. Father enjoyed helping the boys and spending a day in the woods. Mother expressed her pleasure in being with her family and seeing everyone having an agreeable time. Most of all, everyone's taste buds were delighted with the dinner that evening. All the family is hoping for a return trip before too long.

**Comprehension check** - Identify the procedure of writing a narrative paragraph. Fill in the blanks using given words in the box.

chronological order	narrative	informal	planning outline	brainstorm
---------------------	-----------	----------	------------------	------------

- ✓ Step 1: The writer can \_\_\_\_\_ supporting information with a clear goal in mind.
- ✓ Step 2: The writer must develop a \_\_\_\_\_.
- ✓ Step 3: The writer can write a \_\_\_\_\_ paragraph based on the outline.

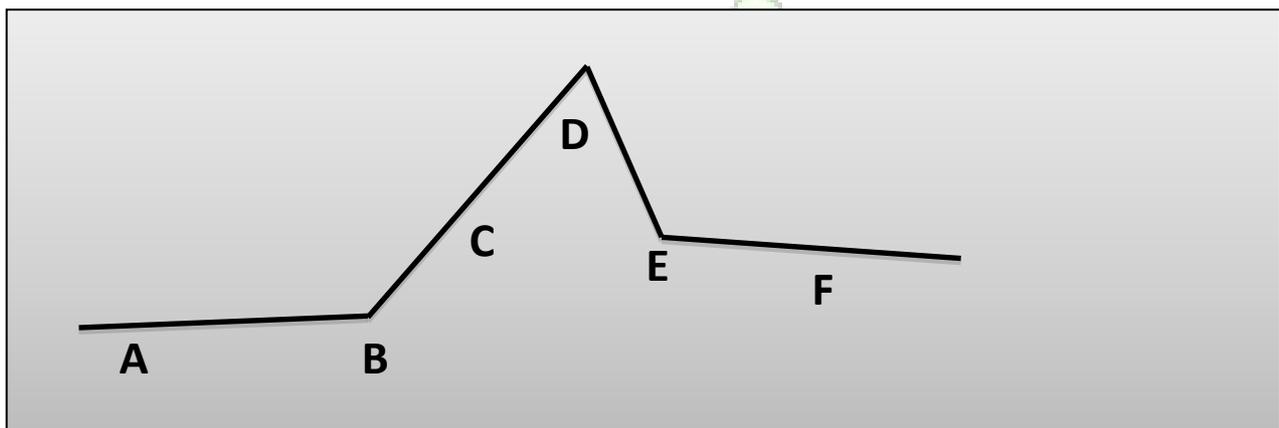
**Vocabulary quiz** - Match the following words with correct meaning.

- |                  |  |
|------------------|--|
| 1. narrative     | a. to describe, explain, or illustrate by examples, experiments, or the like           |
| 2. sequence      | b. to set up or found  |
| 3. chronological | c. arranged in the order of time   |
| 4. demonstrate   | d. a story or account of events, experiences, or the like, whether true or fictitious. |
| 5. establish     | e. a way of regarding situations or topics etc.  |
| 6. contention    | f. an idea or opinion that someone is expressing in an argument or discussion          |
| 7. perspective   | g. serial arrangement in which things follow in logical order                          |

## Part II. The Narrative Plot Graph

Narratives also have special names for each part, some of which may be familiar to you. The first one introduction has been correctly matched for you. Using the diagram as your guide can you correctly match the remaining parts with their descriptions?

- |                    |   |   |
|--------------------|---|---|
| A. Introduction    | ▪ | ▪ Also called the crisis, this single, sudden or special event starts the story going because something changes.            |
| B. Inciting Action | ▪ | ▪ The final resolution of plot in which some or all of the loose ends are tied up.  |
| C. Rising Action   | ▪ | ▪ Also called the exposition, this part of the story introduces the setting, characters and opening situation.              |
| D. Climax          | ▪ | ▪ Events unravel or unfold because of something that happened previously. Think of dominos that are sent tumbling in a row. |
| E. Falling Action  | ▪ | ▪ The point of highest interest, everything that happens is affected by this moment or event.                               |
| F. Denouement      | ▪ | ▪ The interest level increases usually due to problems, setbacks or complications which are also called crises.             |



### Key Terms

**Setting:** Narratives are set in a specific time and place. The setting details are usually identified at the beginning of the story in the exposition. Sometimes the setting is kept vague or poorly defined for a reason or sometimes it is very specific with dates and real city names. The setting, along with characters, is a writer's best opportunity to use rich descriptive language in his/her writing.

**Characters:** Characters are an important part of the story. A good plot can be spoiled by characters that are dull and unrealistic. A story usually features a main character or protagonist that the story follows. Sometimes there is a character that goes against the protagonist. This character is called an antagonist and is often the "bad guy", but not always. Characters are the most interesting when they are three dimensional and have many sides of their personalities shown. These characters have strengths and weaknesses, which make them, seem alive and real.

## Part III. Transitional Expressions

### Definition:

Transitional expressions are a word or phrase that shows how the meaning of one sentence is related to the meaning of the preceding sentence.

Though important for establishing ***cohesion*** in a text, transitional expressions can be overused as well as used too little.

<b>If you want to:</b>	<b>Use these transitional expressions:</b>
<b>Add</b>	also, and, and then, as well, besides, beyond that, first (second, third, last, and so on), for one thing, furthermore, in addition, in fact, moreover, next, what is more
<b>Compare</b>	also, as well, both (neither), in the same way, in like manner, likewise, similarly
<b>Contrast</b>	although, be that as it may, but, even though, however, in contrast, instead, nevertheless, on the contrary, on the other hand, still, yet, whereas
<b>Give a reason</b>	as, because, for, since
<b>Show a result</b>	and so, because of this, as a consequence, as a result, consequently, incidentally, for this reason, hence, so, therefore, thus
<b>Place in time</b>	after a while, afterward, as last, at present, briefly, currently, during, eventually, finally, first (second, and so on), gradually, immediately, in the future, later, meanwhile, now, recently, soon, suddenly, then

- A key quality of an effective paragraph is ***unity***. A unified paragraph sticks to one topic from start to finish, with every sentence contributing to the central purpose and main idea of that paragraph.
- But a strong paragraph is more than just a ***collection*** of loose sentences. Those sentences need to be clearly ***connected*** so that readers can follow along; recognizing how one detail leads to the next. A paragraph with clearly connected sentences is said to be ***cohesive***.

### Activity

Read the article on the following page and place the transitional expressions in the correct column.

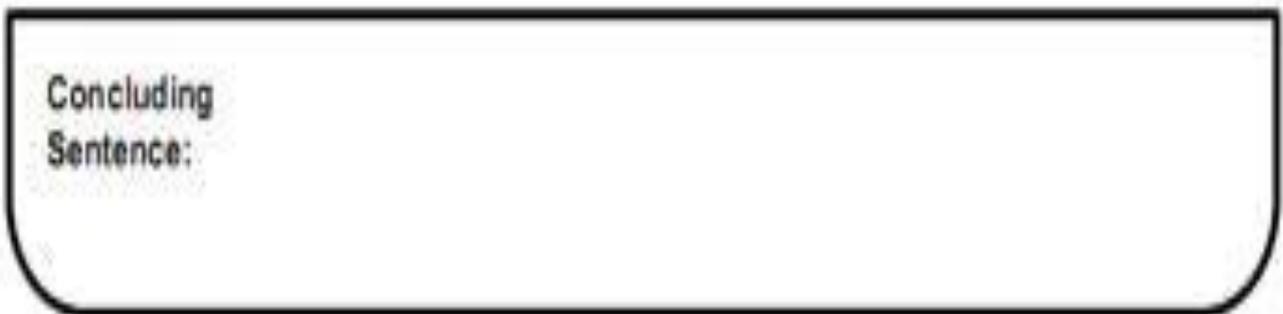
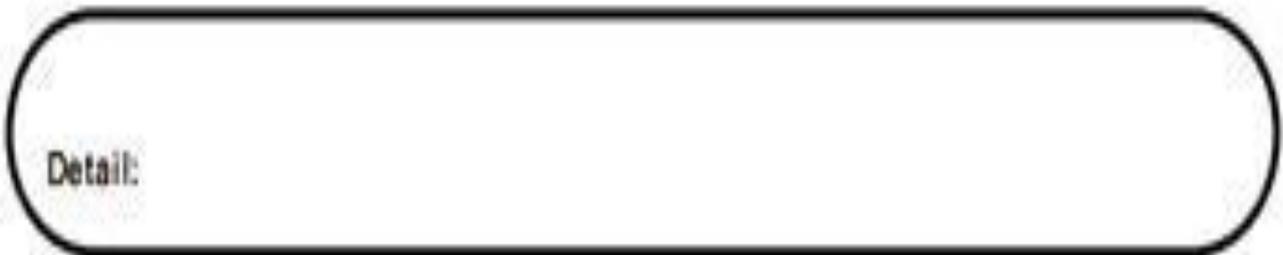
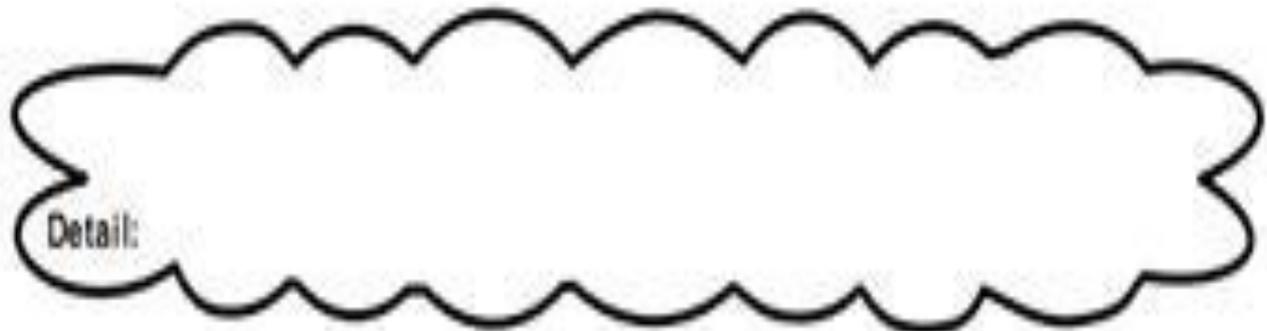
Add	Compare	Contrast
• • • • • • •	• • • • • • •	• • • • • • •
Give a reason	Show a result	Place in time
• • • • • • •	• • • • • • •	• • • • • • •

## Fellowship of the Ring

This is a tale about a family and their adventurous journey to temporarily rid themselves of an annoying ring. It has no wizards, warlocks, fairies or hobbits to entertain you, but rest assured you will be entertained none the less. *First* for the record let me say this, I seek no precious ring, my precious I could do without, and if the truth be told jewelry of any type or watches for that matter I prefer not to wear. *Although* one might think that I would never change, change is inevitable. *Recently* I found not a ring but a person with which I cared for and loved enough to promise to spend the rest of my life with. *For this reason* rings and vows were exchanged nearly six years ago. *Immediately* we were blessed with a child, a baby girl we named Joanne. *Then soon* after we were twice blessed, this time with a baby boy we name Joey. *Consequently* I wore my symbol of my love, the ring until one day I noticed my beloved did not have her ring upon her finger. *As a result* I decided not to wear my ring only to suffer the wrath of my beloved. She explained that child birth was difficult and her fingers would swell from time to time and that she could not wear her ring. *Nevertheless*, I insisted that she try it on and lo and behold it fit. *Instead* of taking it off my beloved wore that ring for several days on end until one day she cried out, "Help, my ring is stuck." *Suddenly* our happy home was thrown into chaos, so we called family and friends, searched the internet, and basically tried every know remedy known to mankind. *After a while* we surrender our hope to professionals as butter, ice, shampoo, elevation and grease would not succeed in removing that ring from her finger. *First* we packed up two small children and began our journey to the local clinic on that wintery Sunday evening, only to discover they were not equipped to deal with this tragedy. *Second* we sought the advice of a larger more equipped medical center, a hospital, only to be once again turned away. *Finally* the security guard at the parking lot suggested calling the fire department. *Since* we found the idea funny at first we laughed, but with no other real opinions left we *eventually* gave in and followed his advice. Our journey came to an abrupt end at the local fire station where they were more than happy to remove the ring from my wife's finger, and just like in the movie the ring was destroyed. *But* unlike in the movie the ring was saved and will one day soon be rebuilt, this time it will have the diamond that was always promised.



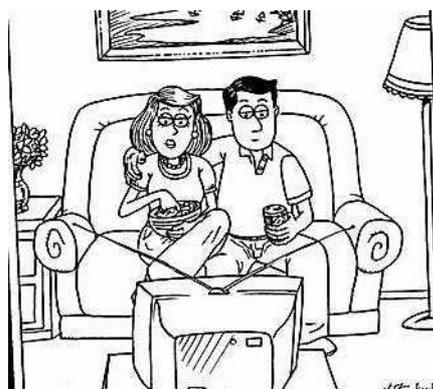
## Part IV. The Paragraph Hamburger



## Part V. Inescapable Grammar – Past Simple

### Part A

- They **watch** television every evening.  
{present simple}
  - They **watched** television yesterday evening.  
{past simple}
- watched is the past simple:
- I/we/you/they/he/she/it → watched.



### Part B

- The past simple is often –ed with regular verbs.  
For example  
work (worked), clean (cleaned), start (started), dance (danced), stay (stayed), need (needed)

### Spelling

- try (tried), stop (stopped), study (studied), plan (planned), and copy (copied)

If the word ends in a consonant followed by a y, change the y to an i and add –ed. Sometimes if the word ending with a vowel and a consonant you need to double the final consonant and then add –ed.

### Part C

Sometimes verbs are irregular. The past simple is not –ed. Here are some important ones to remember.

begin → <b>began</b>	fall → <b>fell</b>	leave → <b>left</b>	sell → <b>sold</b>
break <b>broke</b>	find <b>found</b>	lose <b>lost</b>	sit <b>sat</b>
bring <b>brought</b>	fly <b>flew</b>	make <b>made</b>	sleep <b>slept</b>
build <b>built</b>	forget <b>forgot</b>	meet <b>met</b>	speak <b>spoke</b>
buy <b>bought</b>	get <b>got</b>	pay <b>paid</b>	stand <b>stood</b>
catch <b>caught</b>	give <b>gave</b>	put <b>put</b>	take <b>took</b>
come <b>came</b>	go <b>went</b>	read <b>read (red)*</b>	tell <b>told</b>
do <b>did</b>	have <b>had</b>	ring <b>rang</b>	think <b>thought</b>
drink <b>drank</b>	hear <b>heard</b>	say <b>said</b>	win <b>won</b>
eat <b>ate</b>	know <b>knew</b>	see <b>saw</b>	write <b>wrote</b>

### Comprehension Exercise

**A. Complete the sentences. Use a verb from the word bank.**

clean	die	enjoy	finish	happen	open	rain	start	stay	want
-------	-----	-------	--------	--------	------	------	-------	------	------

1. I \_\_\_\_\_ my teeth three times yesterday.
2. It was hot in the room. So I \_\_\_\_\_ the window.

3. The film was very long. It \_\_\_\_\_ at 7:15 and \_\_\_\_\_ at 10 o'clock.
4. When I was a child, I \_\_\_\_\_ to be a doctor.
5. The accident \_\_\_\_\_ last Sunday afternoon.
6. It's a nice day today, but yesterday it \_\_\_\_\_ all day.
7. We \_\_\_\_\_ our holiday last year. We \_\_\_\_\_ at a very nice place.
8. Anna's grandfather \_\_\_\_\_ when he was 90 years old.

**B. Write the past simple of these verbs.**

get	pay	go	know
see	visit	think	put
play	buy	copy	speak

**C. Write three sentences about what you did yesterday.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Part VI. How to Write the Perfect Travel Article**

### **Be Fresh**

Give your story a fresh point of view and, if at all possible, cover some out-of-the-ordinary subject matter. Be creative in your writing. Strive for the best and strongest use of English and the most original and powerful metaphors and similes.

### **Be Personal**

Take your own approach to a location you've visited, an activity you've tried or an adventure that thrilled you. What was it that really excited or inspired you? Identify it and get it across to your readers.

### **Be Funny**

Travel writing should mostly have a light, bright, lively and fun tone. Travel, the process of leaving the familiar to go to the foreign and unfamiliar, is often rich in comedy and comical events. Incorporate comedy into your writing where appropriate and don't be afraid to make your readers laugh. Also, don't be afraid to incorporate mishaps into your pieces. These can be just as worth reading about, maybe more so, particularly if they also incorporate an element of comedy or humor.

### **Be Surprising**

Surprise your reader. Give the reader something out of the ordinary; something that only someone who has been to the location would know. Do this by trying unusual activities, meeting new people, and getting involved in strange scenes as you travel.

### **Be Balanced**

Travel writing must blend your personal observations, descriptions and commentary with practical information that is useful to your readers. The precise balance depends on the outlet you are aiming your story at but rarely should a good travel piece comprise more facts than description.

Two-thirds or even three-quarters colorful description to one-third or one-quarter facts would be a reasonable guideline to start from.

### **Be a Quoter**

Work in quotes from visitors to locations, or participants in activities. Let them express their thoughts about how they feel about a place or activity. Quotes lift stories.

### **Think Like Your Reader**

You need to develop as clear an impression as possible of what readers of the publications you are targeting want to read, their travel aspirations, how they like articles written and what information they want to know. You want to be able to think like your reader. Only then will you be able to identify how you can help your reader. Only then should you start writing your article.

### **The Big Picture: What is the Main Point You Want to Get Across to Your Reader?**

Good travel stories have a definite, central theme and it will greatly improve your writing if you can identify the central themes of your articles before you try to write them. Decide at the outset what main point about a location or activity you want to convey. This is the "big picture" and you then work your impressions and facts around it. Identifying the big picture early on will also help you structure your piece sensibly and help you decide what information you need to include and, equally importantly, what you can and should leave out.

## **The Art of Personal Travel Essay Writing**

### **The "nuts and bolts" of a compelling travel essay:**

- **The essay should have an engaging title.** The title can be simple (even one word), but it should evoke a place or feeling.
- **The opening line should grab the reader's attention.** Because short-form memoir is, by nature, short, we need to engage the reader from the very first word and take him or her on an interesting and evocative ride from beginning to end.
- **Follow a pre-established narrative arc.** Of course, your narrative arc can shift or completely change, but it's a good idea to have a sense of where you want your essay to go.
- **Decide on a tone and stick to it** – comical, sensuous, mournful, etc. not to say that a piece can't be both comical and sensuous (for example), but just don't try to cram too much into a short narrative space.
- **Use bold words and stay true to your own voice.** As part of your pre-writing, think of strong words that describe the places, imagery, people or sensations in your essay. This will give you a good starting point and help you out of your writer's block moments.
- **Don't be afraid to "play with time"**. Not everything in your piece has to be chronological. Just make sure you provide references or "touchstones" for your reader so that he or she does not become confused (unless, of course, a sense of confusion is the point of the essay).
- **Finish it out strong.** Whether your ending is didactic, unexpected or emotional, **it should make an impact.** Keep tweaking it until it feels right. Remember: **sometimes simpler is better.**

**Vocabulary checks** Match following words with their meaning correctly.

- |               |   |
|---------------|---|
| 1. Compelling | a. desire to achieve things                     |
| 2. Strive for | b. powerful or convincing                       |
| 3. Mishap     | c. very sad, melancholy                         |
| 4. Outlet     | d. means of releasing energy or strong feelings |
| 5. Comprise   | e. consist of, compose, make up                 |
| 6. Convey     | f. communicate; cause information to be known   |

- |                   |  |
|-------------------|--|
| 7. Evoke          | g. cause something to occur; summon up         |
| 8. Memoir         | h. intend to teach people a moral lesson       |
| 9. Mournful       | i. an unfortunate but not very serious         |
| 10. Chronological | j. a biography or historical account           |
| 11. Didactic      | k. shown in the order in which things happened |
| 12. Aspiration    | l. make a great effort to do it or get it      |

**Mark each statement as true (T) or false (F).**

- a) Travel writing should not include comedy or comical events. T F
- b) Travel writing must consist of personal observations and descriptions with useful information to readers. T F
- c) A definite, central theme doesn't necessarily make good travel writing. T F
- d) The title of a travel narrative should be long enough to arouse a place or feeling. T F
- e) Travel stories should describe what happened in a chronological manner. T F

## Task 2 – Vocabulary List

**Directions:** Please read this list carefully and become familiar with all of the vocabulary words and their definitions. You will hear them while watching video clips in class.

### Video #2 – Karl meets Mr.Ping

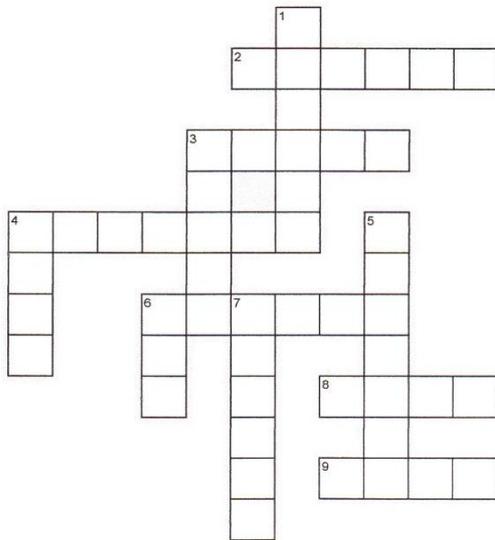
1. idiot – You call a stupid person/fool an idiot.
2. abroad – When you go abroad, you go to a foreign country.
3. Idiot Abroad – A travel documentary television series broadcast created by and featuring Karl Pilkington.
4. shout – When you shout, you say something very loudly.
5. ignore – When you ignore somebody or something, you pay no attention to them.

### Video #3 – Mexican jumping beans

1. Mexican jumping beans – They are native to Mexico and turn to brown in color. They jump when heated. The heat from the sun stimulates the larvae (in the bean) to jump to avoid dehydration.
2. Sesame Street – A long-running American children's television series created by Joan Cooney and Lloyd Morrisett. The program is known for its educational content and creativity communicated through the use of Jim Henson's Muppets, animation, short films, humor and cultural references.
3. pop – When something pops, it jumps or hops and makes sound.
4. brake(s) – Brakes are devices in a vehicle that makes it go slower or stop.

## Task 3 – Crossword Puzzle

### John Chapman



EclipseCrossword.com

### Word bank

BURY    CHAP    COTTAGE    DIG UP    FORTUNE    INDEED    LEAK    PEDLAR    POT    SCOFF  
SNOOZE    SPADE

### Across

2. in fact; in reality; in truth; truly
3. to mock at, make fun of
4. a small house, usually in the country
6. someone who goes from place to place in order to sell something
8. to put into a hole in the ground and cover it up with earth
9. to let a liquid, gas, light, etc., enter or escape, as through a hole or crack

### Down

1. to sleep lightly for a short period of time
3. a tool used for digging, with a flat metal blade and a long handle
4. a boy or a man
5. great wealth; ample stock of money, and property
6. a deep round container used for cooking stews, soups, and other food.
7. to break the ground into small pieces, especially before taking something from underneath it

## Lesson Plan Week 11

**Theme:** Music

**Function:** Writing an opinion essay

**Objectives:** Students will be able to write an opinion essay about a music related theme.

**Group 1 Members:** Kim Jieun, Lee Jueun, and Jeffrey Gibbons

### Reading Homework

- Opinion essay writing / How to state opinions / Useful transitions and expressions
- Essay Format
- Debate / Essay Content (Positive and Negative aspects of K-POP)
- Revision rubric/checklist
- Singing Performance Rubric
- Descriptions of Music genre (K-pop, Hip-pop, Classical, Rock, and Jazz)

Time	Task	Mentor's Function	Materials
7:50 – 8:00 10'	<b>Returning Homework and Feedback</b>	<i>Clarify &amp; Explaining</i>	
8:00 – 8:20 20'	<b>Task #1 – Sookmyung Idol</b> <ol style="list-style-type: none"> <li>1. The students have been asked to judge three singing performances as part of a panel.</li> <li>2. They will be handed appendix 1 – Singing Performance Rubric by their Big Sister.</li> <li>3. They will use the rubric to evaluate each contestant's pitch, rhythm, tone quality, expression &amp; style, and diction.</li> <li>4. A 60 second sample video for the first contestant will be played for the students to watch followed by a 60 pause to fill out the rubric. This will be repeated until all three contestants have been evaluated.</li> <li>5. Big sister's will then review the scoring cards and select a team member to vote for the winner from each table.</li> </ol>	<i>Big sisters will play a role as facilitator by explaining the rubric and discussing with their little sisters each of the singing performances</i>	<i>PPT Appendix 1 Singing Performance Rubric</i>
8:20 – 8:40 20'	<b>Task #2 – Sookmyung FM</b> <ol style="list-style-type: none"> <li>1. Scenario – Starting this month, the GEP students are going to run a campus radio station, Sookmyung FM, which plays music on air during the lunch break.</li> <li>2. All students will go to the hallway and find 30 song posts on the wall. Each student will pick one song and write it down on a piece of paper. (See Appendix 2 for song list)</li> <li>3. The students will come back to their tables. Each group will decide which two songs to play for Sookmyung FM.</li> <li>4. With their group members, the students will brainstorm 1-2 reasons for choosing the specific</li> </ol>	<i>Big sisters will help the students brainstorm reasons for their song selection.</i>	<i>PPT Colored paper (A3), Colored pens</i>

	<p>songs.</p> <p>5. Each group will write their opinions about why those songs have been selected to play for Sookmyung FM.</p> <p>6. Examples: 1) We chose Rolling in the deep by Adele because many students like it. It may help them get rid of stress; 2) We chose fantastic baby by Big Bang because this song may cheer up some students who feel very tired after their classes.</p>		
<p><b>8:40 – 9:10 30'</b></p>	<p><b>Task #3 – The Great Debate</b></p> <ol style="list-style-type: none"> <li>1. The students will express their opinions in a debate regarding positive and negative aspects of K-pop.</li> <li>2. The students will be assigned to a group of 4. While facing each other, one pair will argue for K-pop, and the other pair will argue against K-pop.</li> <li>3. Each pair will be provided with 4 supporting arguments for and against K-pop (Appendix 3a). Each pair, then will a) refine the arguments to support their viewpoints and b) brainstorm specific examples to support the arguments. Both pairs will take notes on their arguments and supporting examples. <ol style="list-style-type: none"> <li>a. Positive aspects of K-pop <ol style="list-style-type: none"> <li>i. Recognition of Korea</li> <li>ii. Stimulates Korean economy</li> <li>iii. Development of Korean music industry</li> <li>iv. Initiates new Korean fashion trends</li> </ol> </li> <li>b. Negative aspects of K-pop <ol style="list-style-type: none"> <li>i. Focus placed on appearance</li> <li>ii. Exploitation of teenagers (sexually)</li> <li>iii. Misrepresents Korean culture</li> <li>iv. Stifles Korean music creativity &amp; diversity</li> </ol> </li> </ol> </li> <li>4. After brainstorming for 10 minutes, the moderator (big sisters) will open up the debate by restating the topic, introducing both parties, and giving the floor to the first debater.</li> <li>5. The students will take turns and state their opinions while using a guideline for expressing opinions appropriate to use in both written and spoken English (Appendix 3b).</li> <li>6. The moderator will always make sure every debater takes turns and speaks with good manners.</li> <li>7. The debate will be over when all arguments from both pairs are made and the moderator decides which pair wins using a debate rubric (Appendix 3c).</li> <li>8. The moderator will show the rubric to both pairs</li> </ol>	<p>Big sisters will play a role as the moderator in a debate, and 2) encourage the students to use useful expressions.</p>	<p>PPT</p> <p>A debate contents sheet (Appendix 3a)</p> <p>A guideline for expressing opinions during a debate (Appendix 3b)</p> <p>A debate rubric (Appendix 3c)</p> <p>Prizes for winning pairs</p>

	<p><i>and provide feedback.</i></p> <p>9. <i>The winning pair will receive prizes.</i></p>		
<p><b>9:10 – 9:20</b> <b>10’</b></p>	<p><b>Take a Break</b></p>	<p><i>Socializing</i></p>	
<p><b>9:20 – 10:00</b> <b>40’</b></p>	<p><b>Task #4 – Write an opinion essay!</b></p> <ol style="list-style-type: none"> <li>1. <i>Each group will write a 5-paragraph essay that supports the winning position (stance) from the debate.</i></li> <li>2. <i>Students in groups will plan their essay on the essay outline worksheet. They don’t need to write full sentences on this stage. They can write down key words or phrases of their ideas. (See Appendix 4a)</i></li> <li>3. <i>Group leaders pair up students and divide paragraphs to assign each pair to write. (E.g. Pair A – Write an introductory paragraph and the first paragraph / Pair B – Write the second and third paragraphs as well as an concluding paragraph)</i></li> <li>4. <i>Students will write an essay on the lined worksheet. (See Appendix 4b)</i></li> <li>5. <i>Students will be asked to write certain numbers of sentences for each element. (16 sentences or more in total)</i> <ol style="list-style-type: none"> <li>a. <i>Introductory paragraph</i> <ol style="list-style-type: none"> <li>i. <i>Hook – 1 sentence or more</i></li> <li>ii. <i>Thesis statement – 1 sentence</i></li> </ol> </li> <li>b. <i>For each body paragraph</i> <ol style="list-style-type: none"> <li>i. <i>Topic sentence – 1 sentence</i></li> <li>ii. <i>Supporting details – 3 sentences or more</i></li> </ol> </li> <li>c. <i>Concluding paragraph</i> <ol style="list-style-type: none"> <li>i. <i>Restatement of thesis – 1 sentence</i></li> <li>ii. <i>Final thought – 1 sentence or more</i></li> </ol> </li> </ol> </li> <li>6. <i>They will refer to the reading homework for the essay format and transitions.</i></li> <li>7. <i>After each pair finishes writing assigned paragraphs, group leaders combine paragraphs to arrange them as an essay.</i></li> </ol>	<p><i>Big sisters will play a role of facilitators by helping little sisters organize their ideas and write a well-structured essay.</i></p>	<p><i>PPT</i></p> <p><i>Essay Outline Worksheet (Appendix 4a)</i></p> <p><i>Essay Writing Worksheet (Appendix 4b)</i></p>
<p><b>10:00 – 10:25</b> <b>25’</b></p>	<p><b>Task #5 – Revise! So wise! Now Publish!</b></p> <ol style="list-style-type: none"> <li>1. <i>The students will switch partners, so in task #4 where SA worked with SB and SC worked with SD, now SA will work with SC and SB will work with SD.</i></li> <li>2. <i>SA and SC will revise the opinion paper of SAB and SB and SD will revise the opinion paper of SCD.</i></li> <li>3. <i>Each pair will receive Appendix 5 - Revision Checklist to aid in the revision process.</i></li> <li>4. <i>Once completed the original pairs will reunite to</i></li> </ol>	<p><i>Big sisters will play the role of facilitators or participants during the pair work.</i></p>	<p><i>PPT</i></p> <p><i>Appendix 5 Revision Checklist</i></p> <p><i>Publishing Form</i></p>

	<i>publish their essay on a publishing form.</i>		
<b>10:25 – 10:30 5'</b>	<b><i>Giving The Writing Homework</i></b>  <i>Professor Stephen van Vlack will be given the students their mission for this most important week in English Reading and Writing. See Appendix 6 or the PPT.</i>		<i>PPT</i>



Appendix 1

**Sookmyung Idol  
Singing Performance Rubric**

	Superior 5pts	Excellent 4pts	Very Good 3pts	Average 2pts	Poor 1pt
<b>Pitch</b> 음정	Pitch is very accurate.	Pitch is accurate most of the time.	Some accurate pitches but there are several errors.	A lot of inaccurate pitches.	Who needs pitch?
<b>Beat</b> 박자	The beat is very accurate.	The beat is accurate most of the time.	Some accuracy in beat but there are several errors.	A lot of inaccurate beats.	No beats.
<b>Tone Quality</b> 음색	Tone is clear and focused through the range of voice.	Tone is focused and clear through the normal range of voice.	Tone is usually focused and clear but can uncontrolled even in the normal range of voice.	Tone is often not focused or clear regardless what the range of voice.	Lee Seung Chul asks, "Are you tone deaf?"
<b>Expression and Style</b> 표현과 스타일	Performs with a creative touch and unique style.	Performance shows some creativity and expected style.	Performance shows limited creative and style.	Rarely demonstrated creative and style.	Lee Seung Chul says, "You are out!"
<b>Diction</b> 발음	Lyrics are very understandable.	Lyrics are understandable most of the time.	Lyrics are sometimes understandable.	Lyrics are not understandable.	What language were you singing?

✂

Contestant	Pitch	Beat	Tone Quality	Expression & Style	Diction	Total
# 1						
# 2						
# 3						

**Group Name**  
**Name**

**Winning Contestant**

**Student**

## Appendix 2

### Song List for Task #2 (Sookmyung Idol)

1. Rolling in the deep – Adele
2. It's my life – Bon Jovi
3. Single ladies – Beyonce
4. This love – Maroon 5
5. Sunday Morning – Maroon 5
6. I'm yours – Jason Mraz
7. Just the way you are – Bruno Mars
8. Firework – Katie Perry
9. Baby – Justin Bieber
10. Umbrella – Rihanna
11. Beautiful – Christina Aguilera
12. If I ain't got you – Alicia Keys
13. Poker Face – Lady Gaga
14. I want you back – Jackson 5
15. Numb - Linkin Park
16. Because of you – Kelly Clarkson
17. I love you - 2NE1
18. Fine thank you and you? – 10 cm
19. Don't hate me – Epik High
20. Twinkle Twinkle – Girls Generation (Tae Yeon, Teffany, Seo Hyeon)
21. Gangnam Style – Psy
22. 1, 2, 3, 4 – Lee Ha Yi
23. I will show you (보여줄께) – Ailee
24. Ice Cream - Hyun A
25. Fantastic baby – Big Bang
26. Beautiful Night – Beast
27. Lonely – 2NE1
28. Blue - Big Bang
29. Loving U – Sistar
30. Chaser (추격자) – Infinite

## The Great Debate

### This Part Supports the Korean K-POP Music Industry

The Korean music industry or K-POP promotes Korean culture worldwide and bolsters our economy.

### This Part Refutes the Korean K-POP Music

K-POP creates fantasy worlds that misrepresent Korean people and encourages **low-browed** culture.

Points For	Points Against
<p>➤ <b>Recognition of Korea; promote Korean Culture</b></p> <p>K-POP is a valuable <b>ambassador</b> for Korean culture and helps to educate the rest of the World about life on the peninsula. While the singers are young their lyrics embody traditional values of family, friendship, and romantic love.</p>	<p>➤ <b>Focus Placed on Personal Appearance</b></p> <p>With plastic surgeries on the rise, Korea has become a ridiculously <b>image-conscious</b> culture, and K-pop idols have helped to drive this trend. Image is the most essential quality of a performer while talent, music and creativity play only <b>secondary</b> roles.</p>
<p>➤ <b>Stimulates Korean Economy</b></p> <p>According to BBC the K-POP industry <b>contributes</b> 3.4 billion dollars annually to the Korean Economy. Additionally, K-POP concerts in China are already very lucrative and no other country is in a better position to sell recorded music in China, an enormous market.</p>	<p>➤ <b>Exploitation of Teenagers (Sexually)</b></p> <p>K-pop music videos have created fantasy worlds that lack <b>morality</b>. They contain sexually suggestive content, nightclub scenes, sexually charged <b>choreography</b> (usually among girl groups). It is known that K-pop sells images of the young, innocent, yet sexually charged girl <b>archetype</b> and a sexy beast-like man's body.</p>
<p>➤ <b>Development of Korean Music Industry</b></p> <p>To those that would argue that K-POP is not real music, why are concerts selling out worldwide in minutes. It may seem like a fad but it's grow has come via social media outlets like you-tube and shows no signs of slowing down. An industry this <b>lucrative</b> has enormous potential to fuel other genres of music as well.</p>	<p>➤ <b>Misrepresents Korean Culture</b></p> <p>How Korean is K-pop? K-pop industry has introduced young Koreans who grew up in New York, LA, and other Western cities. They are introduced by 3 most powerful music management companies (SM, YG, JYP) and trained to represent their companies.</p>
<p>➤ <b>Initiates New Korean Fashion Trends</b></p> <p>As much as K-POP is about the catchy lyrics, dancing moves and hip hop sound, another equally important <b>component</b> is the fashion. From JY Park to G-Dragon K-POP singers have had a huge impact on fashion and a very increasing impact on the youth market.</p>	<p>➤ <b>Stifles Korean Music Creativity and Diversity</b></p> <p>K-pop idols are trained to represent their companies (SM, YG, JYP). K-pop artists don't write their own music. It is known that it costs 2.5 US dollars to train an idol until his/her debut. S/he is trained to how to sing, dance, act, speak foreign languages, and carry themselves in interviews.</p>

## Appendix 3b - Expressing Opinions

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

<p><b><u>Personal Point of View</u></b></p> <p>We use these words and phrases to express a personal point of view:</p> <ul style="list-style-type: none"><li>• In my experience...</li><li>• As far as I'm concerned...</li><li>• Speaking for myself...</li><li>• In my opinion...</li><li>• Personally, I think...</li><li>• I'd say that...</li><li>• I'd suggest that...</li><li>• I'd like to point out that...</li><li>• I believe that...</li><li>• What I mean is...</li></ul>	<p><b><u>General Point of View</u></b></p> <p>We use these words and phrases to express a point of view that is generally thought by people:</p> <ul style="list-style-type: none"><li>• It is thought that...</li><li>• Some people say that...</li><li>• It is considered...</li><li>• It is generally accepted that...</li></ul>
<p><b><u>Agreeing with an opinion</u></b></p> <p>We use these words and phrases to agree with someone else's point of view:</p> <ul style="list-style-type: none"><li>• Of course.</li><li>• You're absolutely right.</li><li>• Yes, I agree.</li><li>• I think so too.</li><li>• That's a good point.</li><li>• Exactly.</li><li>• I don't think so either.</li><li>• So do I.</li><li>• I'd go along with that.</li><li>• That's true.</li><li>• Neither do I.</li><li>• I agree with you entirely.</li><li>• That's just what I was thinking.</li><li>• I couldn't agree more.</li></ul>	<p><b><u>Disagreeing with an opinion</u></b></p> <p>We use these words and phrases to disagree with someone else's point of view:</p> <ul style="list-style-type: none"><li>• That's different.</li><li>• I don't agree with you.</li><li>• However...</li><li>• That's not entirely true.</li><li>• On the contrary...</li><li>• I'm sorry to disagree with you, but...</li><li>• Yes, but don't you think...</li><li>• That's not the same thing at all.</li><li>• I'm afraid I have to disagree.</li><li>• I'm not so sure about that.</li><li>• I must take issue with you on that.</li><li>• It's unjustifiable to say that...</li></ul>

Appendix 3c

Students' names: \_\_\_\_\_ Date: \_\_\_\_\_

Debate topic/position: \_\_\_\_\_

**DEBATE RUBRIC**

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Opinion</b>	Opinions are clear and organized.	Most opinions are clear.	Opinions are unclear and disorganized.
<b>Use of facts and examples</b>	Opinions are supported with facts and examples.	Most opinions are supported with facts and examples.	Opinions lack factual support.
<b>Relevance of supporting details</b>	All supporting details are relevant.	Many, but not all, supporting details are relevant.	Few supporting details are relevant.
<b>Strength of details</b>	All details are strong and persuasive.	Some details are persuasive.	Details are not persuasive.
<b>Speaking voice</b>	Voice can always be heard.	Voice is heard most of the time.	Voice is difficult to hear.
<b>Preparation</b>	Student is well prepared.	Student needs more preparation.	Student is unprepared to defend opinion.

**Total Score: \_\_\_\_\_ / 18**

## Appendix 4a - Essay Outline

### Introductory Paragraph

Hook (1 sentence or more)

Thesis Statement (1 sentence)

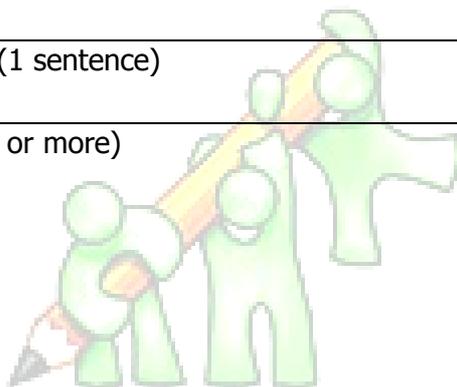
### Body Paragraphs

**Paragraph 1:** Topic Sentence (1 sentence)

Supporting details (3 sentences or more)

**Paragraph 2:** Topic Sentence (1 sentence)

Supporting details (3 sentences or more)



**Paragraph 3:** Topic Sentence (1 sentence)

Supporting details (3 sentences or more)

### Concluding Paragraph

Restatement of the thesis statement (1 sentence)

Final thought (1 sentence or more)

## Appendix 4b – Essay Writing Worksheet

For the Record, What is your Opinion?

Indent

Write on every other line

Don't start a new line

When a sentence ends

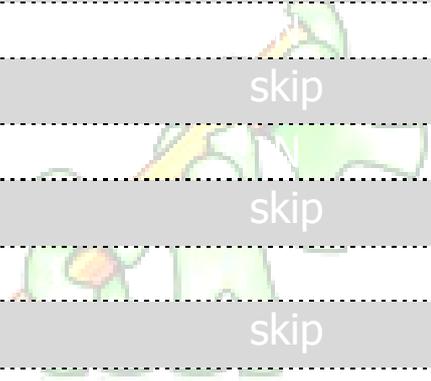
Just keep right on going after two spaces

Revision can be made here

skip

Revision can be made here

skip



## Appendix 5 – Revision Rubric and Checklist

### Scoring Rubric: Essays

	Maximum Score	Actual Score
<b>Format – 5 points</b> Title centered (2), first line of each paragraph indented (1), margins on both sides (1), text double-spaced (1)		
Total	5	
<b>Mechanics – 5 points</b> Punctuation: periods, commas, semicolons, quotation marks (3), capitalization (1), spelling (1)		
Total	5	
<b>Content – 20 points</b> The essay fulfills the requirements of the assignment. The essay is interesting to read. The essay shows that the writer used care and thought.	5 5 10	
Total	20	
<b>Organization – 45 points</b> The essay follows the outline, and it has an introduction, a body with 3 paragraphs, and a conclusion.	5	
<b>Introduction:</b> The introduction ends with the thesis statement.	5	
<b>Body</b> <ul style="list-style-type: none"> <li>- Each paragraph of the body discusses a new point and begins with a clear topic sentence. 5</li> <li>- Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc. 10</li> <li>- Each paragraph has unity. 5</li> <li>- Transitions are used to link paragraphs. 5</li> <li>- Each paragraph has coherence. 5</li> </ul>	5 10 5 5 5	
<b>Conclusion:</b> The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer’s final thoughts on the topic. 5	5	
Total	45	
<b>Grammar and Sentence Structure – 25 points</b> Estimate a grammar and sentence structure score. Check for _____ errors      Number of errors found (verb tense, article, S-V-A, etc.)      _____	25	
Grand Total	100	

## Appendix 6

### Writing Homework Assignment

You are an entertainment columnist and you have been asked to write an article for Sookmyung Times regarding the following topic.

Some singers start their musical careers at a very early age. Instead of attending school, they take vocal lessons and get dance training. Is it appropriate for teenagers or even children to start their careers at an early age so that they become well-trained professionals when they make debuts? Or should they wait until they graduate high school at least and then start pursuing their careers in music? What are your opinions on this issue?

Here is what you have to do.

1. Write a 3-paragraph essay that consists of an introductory paragraph, a body paragraph, and a concluding paragraph.
2. Refer to the reading homework and follow the essay format.
3. Support your opinions with examples and details.
4. Print and bring it to class on November 20<sup>th</sup>.

당신은 엔터테인먼트 칼럼리스트이고 숙명타임즈에서 아래의 주제와 관련해 글을 작성해 줄것을 요청했습니다.

요즘 가수들은 매우 어린 나이에 대중음악 업계에서 일을 시작합니다. 학교에 출석하는 대신 음악 관련 트레이닝을 받습니다. 어린아들 혹은 십대들이 자신의 데뷔와 성공을 위해 어린 나이에 시작하는 것이 옳다고 생각합니까? 혹은 그들이 적어도 고등학교 과정을 마치고 시작하는 것이 옳다고 생각합니까? 이 문제에 대한 당신의 의견을 작성해 주세요.

작성방법은 아래와 같습니다.

1. Introductory paragraph, Body paragraph, Concluding paragraph 을 포함한 총 3 문단의 에세이를 작성해 주세요.
2. 에세이의 구조와 관련해 Reading Homework 를 참조하세요.
3. 다양한 예시와 상세한 내용을 포함하여 에세이를 작성해 주세요.
4. 프린트하여 11 월 20 일 수업에 제출해 주세요.

## < Week 11 – Reading Homework Assignments >

### **Section A – Opinion Essay Writing**

**Opinion essay** is a formal piece of essay writing which presents the author's point of view on a particular subject supported by reasons and examples. The opposing viewpoint is also suggested, it goes with arguments that show that it is unconvincing.

In the lesson, you will be asked to write a five-paragraph essay expressing your opinion on a given topic. In this essay you need to develop your ideas and support them with clear examples or other proof. To be successful, follow the practices of good writing which involves applying the following three major strategies:

- **Unity** – how each paragraph/sentence is related to the next
- **Coherence** – how each idea progresses smoothly and logically
- **Emphasis/Expression** – how clearly each idea stands out

Following are five steps to help you express your opinion clearly and coherently, with confidence.

1. **Before Writing:** Read the topic question over twice – do not begin to write as soon as you have read the question. Instead, brainstorm your ideas first, and then sort them into categories. You will then need to draft your opinion into a five-paragraph essay format, consisting of an introductory paragraph, three body paragraphs, and a concluding paragraph.
2. **Introductory Paragraph:** Present your opinion (*controlling idea/thesis*) clearly in an introductory paragraph. Do not start explaining your proof in the introduction, but indicate how you will be supporting your opinion.
3. **Body Paragraphs (3):** Use a clear topic sentence for each body paragraph – make sure that it connects directly with the controlling idea (*your opinion*). Each paragraph should deal with only one aspect of your opinion. Develop your ideas in a logical progression (*order of importance, chronology/sequence, process, etc.*). Support your opinion clearly with evidence, proof or an example, and then finish each paragraph with a summarizing statement.
4. **Concluding Paragraph:** The concluding paragraph must relate back to the introduction – it forms a mirror image of the introductory paragraph and should give a sense of completion.
5. **Expression:** Use a formal tone for your essay – avoid slang, casual language, jargon or vague comments. Improve the coherence and unity of your essay through using transitional (*connecting*) words and phrases between sentences and between paragraphs, or through using pronouns and connectives (*prepositions, conjunctions*). And finally, remember to use a consistent verb tense.

### **Comprehension Check**

1. What is an opinion essay?

---

---

2. How many paragraphs does an opinion essay usually consist of? \_\_\_\_\_ paragraphs

3. What are the names of paragraphs in an opinion essay?

→ \_\_\_\_\_ paragraph / three \_\_\_\_\_ paragraphs / \_\_\_\_\_ paragraph

**Section B – Opinions, how to give them**

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

<p><b>Personal Point of View</b> We use these words and phrases to express a personal point of view:</p> <ul style="list-style-type: none"> <li>• In my experience...</li> <li>• As far as I'm concerned...</li> <li>• Speaking for myself...</li> <li>• In my opinion...</li> <li>• Personally, I think...</li> <li>• I'd say that...</li> <li>• I'd suggest that...</li> <li>• I'd like to point out that...</li> <li>• I believe that...</li> <li>• What I mean is...</li> </ul>	<p><b>General Point of View</b> We use these words and phrases to express a point of view that is generally thought by people:</p> <ul style="list-style-type: none"> <li>• It is thought that...</li> <li>• Some people say that...</li> <li>• It is considered...</li> <li>• It is generally accepted that...</li> </ul>
<p><b>Agreeing with an opinion</b> We use these words and phrases to agree with someone else's point of view:</p> <ul style="list-style-type: none"> <li>• Of course.</li> <li>• You're absolutely right.</li> <li>• Yes, I agree.</li> <li>• I think so too.</li> <li>• That's a good point.</li> <li>• Exactly.</li> <li>• I don't think so either.</li> <li>• So do I.</li> <li>• I'd go along with that.</li> <li>• That's true.</li> <li>• Neither do I.</li> <li>• I agree with you entirely.</li> <li>• That's just what I was thinking.</li> <li>• I couldn't agree more.</li> </ul>	<p><b>Disagreeing with an opinion</b> We use these words and phrases to disagree with someone else's point of view:</p> <ul style="list-style-type: none"> <li>• That's different.</li> <li>• I don't agree with you.</li> <li>• However...</li> <li>• That's not entirely true.</li> <li>• On the contrary...</li> <li>• I'm sorry to disagree with you, but...</li> <li>• Yes, but don't you think...</li> <li>• That's not the same thing at all.</li> <li>• I'm afraid I have to disagree.</li> <li>• I'm not so sure about that.</li> <li>• I must take issue with you on that.</li> <li>• It's unjustifiable to say that...</li> </ul>

**Comprehension check**

*Categorize the following expressions correctly.*

You're absolutely right.  
Exactly.  
That's a good point.  
On the contrary  
It is generally accepted that  
That's different.

What I mean is  
It is thought that  
I believe that  
However  
Yes, I agree.

In my opinion,  
Some people say that  
So do I.  
I must take issue with you on that.  
I'm afraid I have to disagree.  
It's unjustifiable to say that

Expressions appropriate for both written and spoken English	Expressions appropriate more for spoken English

### **Section C – Useful Transitions and Expressions**

<p><b><u>Introducing the topic:</u></b></p> <ul style="list-style-type: none"> <li>• To begin with</li> <li>• As an introduction</li> <li>• To start with</li> </ul>	<p>e.g., <i>To begin with/As an introduction/To start with, music plays an essential role in our everyday life.</i></p>
<p><b><u>Giving your opinion:</u></b></p> <ul style="list-style-type: none"> <li>• (Personally) I think</li> <li>• I believe</li> <li>• In my opinion</li> <li>• From my point of view,</li> <li>• As I see it</li> <li>• As far as I'm concerned</li> <li>• It is clear that</li> </ul>	<p>e.g., <i>I think/I believe/In my opinion/From my point of view/As I see it/As far as I'm concerned/It is clear that music is the best way to release our feelings.</i></p>
<p><b><u>Introducing the main arguments:</u></b></p> <ul style="list-style-type: none"> <li>• Firstly</li> <li>• Secondly</li> <li>• Finally</li> </ul>	<p>e.g., <i>Firstly/Secondly/Finally, music often helps people to cheer up.</i></p>
<p><b><u>Adding extra points to the arguments:</u></b></p> <ul style="list-style-type: none"> <li>• In addition,</li> <li>• Besides,</li> <li>• Moreover,</li> <li>• Furthermore,</li> <li>• What is more,</li> <li>• Also,</li> </ul>	<p>e.g., <i>In addition/Besides/Moreover/Furthermore/What is more/Also, music is an essential element in different ceremonies.</i></p>
<p><b><u>Contrasting ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Whereas</li> <li>• However</li> <li>• Actually</li> <li>• On the other hand</li> <li>• In fact</li> </ul>	<p>e.g.1, <i>However/Actually/On the other hand/In fact, music is used to treat non-verbal patients.</i>  e.g.2, <i>Whereas music is usually used to entertain people, it is sometimes used to treat non-verbal patients.</i></p>
<p><b><u>Expressing consequence:</u></b></p> <ul style="list-style-type: none"> <li>• ,so</li> <li>• Therefore</li> <li>• As a consequence</li> <li>• As a result</li> <li>• That is why</li> </ul>	<p>e.g., <i>Therefore/As a consequence/As a result/That is why music is important to humankind.</i></p>
<p><b><u>Giving examples:</u></b></p> <ul style="list-style-type: none"> <li>• For example,</li> <li>• For instance,</li> <li>• , such as</li> <li>• , like</li> </ul>	<p>e.g.1, <i>For example/For instance, personalized music via iPods is used to combat Alzheimer's disease, which is characterized as the inability to communicate how they feel.</i>  e.g.2, <i>Recent technology such as (or like) iPods is used to personalize music in treatment of Alzheimer's.</i></p>

**Expressing conclusion:**

- In conclusion,
- To sum up,
- To finish,

e.g., *In conclusion/To sum up/To finish, music is a unique language, which is understood by everyone all around the world.*

**Comprehension Check****A. Check True or False.**

1. It does not really matter whether you use transitions to express your opinion or not as long as your essay is full of good contents.  
→ T or F
2. 'I believe,' 'In my opinion,' and 'It is clear that' are some expressions you can use to introduce the main arguments.  
→ T or F
3. It is better to use 'For example' or 'For instance' than 'such as' or 'like' when giving examples.  
→ T or F

**B. Choose the best expressions from the word bank to fill in the blanks in the essay below.**

Word Bank		
From my point of view	To being with	What is more
Actually	Therefore	but
For example	such as	As a result

Many people like music in life. This is why MP3 players, CD players and iPods sell like hotcakes nowadays. For the question of why music is so important to them, different persons have different answers based on their experiences. \_\_\_\_\_, I think that there are two major reasons for those people who are like me to choose music. One is exploring imagination and the other is expressing emotions.

\_\_\_\_\_, music can explore imagination, which is very important that a person can have. This is because music has unique rhythm and timbre that trigger a range of emotions as well as create images of some sort. \_\_\_\_\_, listening to Debussy's piano music, I feel as if I were lying on the grass on the sunny.

\_\_\_\_\_, we can express our emotions and feelings via music. \_\_\_\_\_ that music is a good way of expressing our feelings. \_\_\_\_\_, when I feel depressed, I often listen to rock music and dance to it. In the funeral, we play music to express our sadness and memory to the person who passed away. When we succeed to do something, \_\_\_\_\_, we play happy music \_\_\_\_\_ marching band music to celebrate our achievement.

\_\_\_\_\_, different people listen to music for different reasons, \_\_\_\_\_ many of them like me listen to music because it enables them to explore imagination and express emotions. I think this is also why music is an essential element of humankind.

**Section D – Essay Format**

A successful opinion essay usually consists of 5 paragraphs with following elements:

- |                                  |   |   |
|----------------------------------|---|---|
| <b>1) Introductory Paragraph</b> | → | <b>Hook, Thesis Statement</b>               |
| <b>2) First Body Paragraph</b>   | → | <b>Topic Sentence, Supporting Details</b>   |
| <b>3) Second Body Paragraph</b>  |   | <b>(* for each body paragraph)</b>          |
| <b>4) Third Body Paragraph</b>   |   |   |
| <b>5) Concluding Paragraph</b>   | → | <b>Restatement of Thesis, Final Thought</b> |

**Elements of an essay**

- Please read this part carefully. You will write a five-paragraph essay in class based on the format below.

**Introductory Paragraph**

**Hook**

What is a Hook?

- A sentence you write in the beginning of the introductory paragraph to add interest to the readers.

What to write?

- You can include background information, a fact or a quote.

Example:

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friends whose companionship people enjoy. For many people, a cat is their best friend.

**Thesis Statement**

What is a Thesis Statement?

- A sentence that answers the topic question.
- It helps you to organize your thoughts before writing the essay.
- It makes your essay clearer to the readers.
- It also includes a predictor. (A Predictor is a list of Topic Sentences.)

Example:

Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they

**Thesis Statement**

are civilized members of the household, and they are easy to care for.

**Predictor**

**3 Body Paragraphs**

**Topic Sentence**

What is a Topic Sentence?

- Shows the main idea of each body paragraph.
- Use Transitions to start Topic Sentences.
- Transitions show the relationship between ideas, and keep the ideas clear and organized.

Example:

Last, one of the most attractive features of cats as house pets is their ease of

care. Cats do not have

**Transition**

**Topic Sentence**

to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

**Supporting details**

What are Supporting Details?

- Consists of major and minor details.
- The major detail supports the Topic Sentence.
- The minor detail supports the major detail.
- The supporting details should be equally developed as follows:

Topic Sentence > Major Detail > Minor Details > Major Detail > Minor

Detail

Example:

Last, one of the most attractive features of cats as house pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

**Concluding Paragraph**

**Restatement of the thesis statement**

What a Restatement of Thesis?

- Summarizes the Topic Sentences of the essay
- Paraphrase the Thesis Statement from the Introductory Paragraph
- To remind readers of the main points for the last time

Common Transitions for Concluding paragraph

- In conclusion,
- To sum up,
- To conclude,
- On the whole,
- To summarize,
- In summary,

Example:

In conclusion, cats are great house pets as they are low maintenance, civilized companions.

**Transition**

**Restatement of Thesis**

**Final thought**

What are Final Thoughts?

- A Final Thought at the end of your essay to leave a lasting impression
- To connect the topic with more general issues
- A Final Thought can be rhetorical or thought-provoking question, opinion, prediction or

suggestion.

Example:

People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pets.

### **Comprehension Check**

**Practice 1) Read the following essay and answer the questions.**

#### **The Right to Die**

A difficult problem that is facing society is euthanasia, another word for mercy killing. Thousands of young people are mortally ill because of incurable disease. They are all kept alive in artificial ways. They have no chance to recover completely, but most of the legal systems do not allow doctors to end their lives. However, fatally ill patients should be allowed to die for several reasons.

First, medical costs are very high. The cost of a hospital room can be as much as a hundred dollars per day and even more. The costs of medicines and medical tests are also high. The family of the patient is responsible for these expenses. Consequently, they would be a terrible financial burden for them for a long time.

Second, the family suffers. The nurses can only give the terminally ill patient minimum care. The family must spend time to care for the special needs of their loved one. They should talk, touch, and hold the patient even though he or she may be in a coma. For example, Karen Quinlan's parents visited her every day even though she was unable to speak or to see. Also, it is very difficult to watch a loved one in a coma because his or her condition does not improve.

Last, the patients have no chance of recovery. They can never lead normal lives and must be kept alive by life – support machines. They may need a machine to breathe and a feeding tube to take in food. They are more dead than alive and will never get better. For example, in 1975, Karen Quinlan became unconscious after she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be normal. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen's breathing machine was turned off. She was able to breathe on her own, but she died nine years later in June of 1985.

In conclusion, because terminally ill patients have no chance to live normal lives, they should be allowed to die with dignity. Therefore, the family should have the right to ask to turn off the life-support machines or to stop further medical treatment.

**Answer the following questions.**

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Underline the restatement of thesis.

4. Circle the transitions.
  5. Which sentence expresses the writer's opinion about the right to die?
- 

**Practice 2) Read the following essay and answer the questions.**

**Watching TV**

Watching television is an experience shared by most adults and children. It is cheap, appealing, and within the reach of the general public. In this way, TV has become an important mass media around the world. Sadly, this resource isn't used in a way that people could get the best possible benefits from it. The purpose of this essay is to persuade the reader that people shouldn't watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it negatively affects people's mental development.

The first reason why people shouldn't watch too much television is because the content of many TV programs is not educational. Nowadays, we can see movies, series, and shows that present scenes of violence, sex, and drugs. This has established wrong concepts among the audience that influence them into having a negative behavior. Moreover, the impact this tendency has on children is worse because they grow up with the idea of a world where women must be slender and blonde to stand out. Where problems can only be solved with money and violence, and where wars are inevitable.

The second reason why people shouldn't watch too much television is because it makes people waste time that could be used in more beneficial activities. The time we spend watching TV could be applied to useful activities like exercise, reading, interacting with friends and family. These activities that are a crucial for a healthy lifestyle.

The third reason why people shouldn't watch too much television is because it negatively affects people's mental development. According to several scientific studies, watching TV for prolonged periods of time has a negative effect over the intellectual development of children. This leads to deterioration of the mental capacity in older people by causing both attention and memory problems in the long term.

In conclusion, people shouldn't watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it affects people's mental development. However, this doesn't mean that we should ban TV, but if we are going to watch it, we should do it with moderation. Television is a resource that we should learn to use through the right selection of programs by taking an active and critical attitude towards it.

**Answer the following questions.**

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Underline the restatement of thesis.
4. Circle the transitions.
5. Do you think there are enough transitions?

**Section E – Debate / Essay Content (Positive and Negative aspects of K-POP)**

**- We are going to have a debate on the following topic and will later write an essay about it. Therefore, please read the both sides of opinions carefully and try to think about positive and negative aspects of K-POP.**

**This Part Supports the Korean K-POP Music Industry**

The Korean music industry or K-POP promotes culture worldwide and bolsters our economy.

**This Part Refutes the Korean K-POP Music Industry**

K-POP creates fantasy world that misrepresents Korean people and encourages **low-browed** culture.

Points For	Points Against
<p>➤ <b>Recognition of Korea; promote Korean Culture</b></p> <p>K-POP is a valuable <b>ambassador</b> for Korean culture and helps to educate the rest of the World about life on the peninsula. While the singers are young their lyrics embody traditional values of family, friendship, and romantic love.</p>	<p>➤ <b>Focus Placed on Personal Appearance</b></p> <p>With plastic surgeries on the rise, Korea has become a ridiculously <b>image-conscious</b> culture, and K-pop idols have helped to drive this trend. Image is the most essential quality of a performer while talent, music and creativity play only <b>secondary</b> roles.</p>
<p>➤ <b>Stimulates Korean Economy</b></p> <p>According to BBC the K-POP industry <b>contributes</b> 3.4 billion dollars annually to the Korean Economy. Additionally, K-POP concerts in China are already very lucrative and no other country is in a better position to sell recorded music in China, an enormous market.</p>	<p>➤ <b>Exploitation of Teenagers (Sexually)</b></p> <p>K-pop music videos have created fantasy worlds that lack <b>morality</b>. They contain sexually suggestive content, nightclub scenes, sexually charged <b>choreography</b> (usually among girl groups). It is known that K-pop sells images of the young, innocent, yet sexually charged girl <b>archetype</b> and a sexy beast-like man's body.</p>
<p>➤ <b>Development of Korean Music Industry</b></p> <p>To those that would argue that K-POP is not real music, why are concerts selling out worldwide in minutes. It may seem like a fad but it's grow has come via social media outlets like you-tube and shows no signs of slowing down. An industry this <b>lucrative</b> has enormous potential to fuel other genres of music as well.</p>	<p>➤ <b>Misrepresents Korean Culture</b></p> <p>How Korean is K-pop? K-pop industry has introduced young Koreans who grew up in New York, LA, and other Western cities. They are introduced by 3 most powerful music management companies (SM, YG, JYP) and trained to represent their companies.</p>

➤ **Initiates New Korean Fashion Trends**

As much as K-POP is about the catchy lyrics, dancing moves and hip hop sound, another equally important **component** is the fashion. From JY Park to G-Dragon K-POP singers have had a huge impact on fashion and a very increasing impact on the youth market.

➤ **Stifles Korean Music Creativity and Diversity**

K-pop idols are trained to represent their companies (SM, YG, JYP). K-pop artists don't write their own music. It is known that it costs 2.5 US dollars to train an idol until his/her debut. S/he is trained to how to sing, dance, act, speak foreign languages, and carry themselves in interviews.

**Directions**

Now that you have had a chance to read up on the great debate from both sides, it is time to prove for us just how well you understand what you read. There are two short paragraphs down below with a few key vocabulary terms missing. Do us all a favor and **fill in the blanks with the words from the bank.**

1. The \_\_\_\_\_ of South Korea to the United States, Choi Young-jin recently stated how proud he is of the recent wave of K-POP success world-wide and plans to attend the upcoming concert of Girls Generation in Los Angeles to deliver personally his congratulations. The concert which was sold out in minutes and many others like it world-wide \_\_\_\_\_ greatly to spreading Korean culture around the globe. These \_\_\_\_\_ concerts help to stimulate the Korean economy by adding billions of dollars of export sales to the GNP. The K-POP wave has also given another \_\_\_\_\_ of our recovering economy a boost, that being the fashion industry.

2. Leung (2012) stated that misrepresentations of doll-like, tall, perfect women in the K-pop industry, coupled with the Western ideal of beauty have helped Korea become an increasingly \_\_\_\_\_ culture. Videos show sexually charged \_\_\_\_\_ performed by young, innocent, yet sexually charged schoolgirl \_\_\_\_\_. The K-pop industry has certainly set a stage where fantasies are acted out, yet \_\_\_\_\_ is maintained outside of these fantasy worlds. Image is the central quality of a K-pop artist while talent, music, and creativity play only \_\_\_\_\_ roles. For these reasons, K-pop should be blamed for creating \_\_\_\_\_ culture.

<b>&lt; Word Bank &gt;</b>			
<b>component</b>	<b>lucrative</b>	<b>ambassador</b>	
	<b>contributes</b>		
<b>low-browed</b>	<b>morality</b>	<b>secondary</b>	<b>image-</b>
<b>conscious</b>	<b>choreography</b>	<b>archetype</b>	



To begin with, sometimes people need to get relaxation, so they do different activities. In my opinion, one of the best activities are listening music. For example, when I get annoyed somebody or something, I can relax only by listening to classical music. Moreover, it is a fact that when people listen to music, they feel more relaxed and more happy.

Secondly, people listen to music because of they want to escape from stress. Nowadays, people encounter much stressful situations in their life such as having a difficult boss at work or being stuck in traffic jam. For instance if I have a difficult day at my job, I usually listen to music to relieve my stress. Therefore, music helps people live a more peaceful life.

Today music takes the main part of human life. Many people listen to music in the street, at home or anywhere .In different condition, people can get different feelings from music such as getting relaxation, escaping from stress or having a good time.

What is more, people listen to music for having a good time. For instance, when you go to a concert or opera, you can have funny time. For this reason, music is a key element to theatrical plays and movies, which make them more memorable and entertaining for a lot of people.

As a starter, many people listen to music for different reasons such as relaxing, having a good time or escaping from stress. Therefore, music can provide them with a peaceful and relaxing life.

**Section G - Singing Performance Rubric**  
**- Read the following rubric thoroughly! If there are unknown words, please look up the dictionary. Also, you will use this rubric in class.**

	Superior 5pts	Excellent 4pts	Very Good 3pts	Average 2pts	Poor 1pt
<b>Pitch</b> 음정	Pitch is very accurate.	Pitch is accurate most of the time.	Some accurate pitches but there are several errors.	A lot of inaccurate pitches.	Who needs pitch?
<b>Beat</b> 박자	The beat is very accurate.	The beat is accurate most of the time.	Some accuracy in beat but there are several errors.	A lot of inaccurate beats.	No beats.
<b>Tone Quality</b> 음색	Tone is clear and focused through the range of voice.	Tone is focused and clear through the normal range of voice.	Tone is usually focused and clear but can uncontrolled even in the normal range of voice.	Tone is often not focused or clear regardless what the range of voice.	Lee Seung Chul asks, "Are you tone deaf?"
<b>Expression and Style</b> 표현과 스타일	Performs with a creative touch and unique style.	Performance shows some creativity and expected style.	Performance shows limited creative and style.	Rarely demonstrated creative and style.	Lee Seung Chul says, "You are out!"
<b>Diction</b> 발음	Lyrics are very understandable.	Lyrics are understandable most of the time.	Lyrics are sometimes understandable.	Lyrics are not understandable.	What language were you singing?

### Fun Activity!

Go to <http://www.youtube.com/watch?v=r15nCm3d4ac> and watch the video. Then, evaluate the contestant's singing performance using the singing performance rubric on the previous page. Write scores for each part in the scoring sheet below.

Contestant	Pitch	Beat	Tone Quality	Expression & Style	Diction	Total
Kim						

### Section H – Music Genres

- Here are 5 different types of music genres. Read this carefully and answer the following questions. Also, be aware that you may need this text for an in-class task.

**Hip hop** as music and culture formed during the 1970s when [block parties](#) became increasingly popular in New York City, particularly among [African American](#) youth residing in the [Bronx](#). Block parties incorporated DJs who played popular [genres](#) of music, especially [funk](#) and [soul music](#). Due to the positive reception, DJs began isolating the [percussive](#) breaks of popular songs. This technique was then common in Jamaican [dub music](#), and was largely introduced into New York by immigrants from Jamaica and elsewhere in the Caribbean, including [DJ Kool Herc](#), who is generally considered the father of hip hop. Because the percussive breaks in funk, soul and [disco](#) records were generally short, Herc and other DJs began using two turntables to extend the breaks. Hip hop music in its infancy has been described as an outlet and a "voice" for the disenfranchised youth of low-economic areas, as the culture reflected the social, economic and political realities of their lives.

**K-pop** ([Korean](#): 가요, *kayo*) (an abbreviation of **Korean pop** or **Korean popular music**) is a [musical genre](#) consisting of [dance](#), [electronic](#), [electro pop](#), [hip hop](#), [rock](#), and [R&B](#) music originating in [South Korea](#). In addition to music, K-pop has grown into a popular [subculture](#) among teenagers and young adults around the world. Although in a bigger scope K-pop may include other genres of "popular music" within South Korea, outside of the country the term is more commonly used for songs sung by [Korean teen idols](#), which covers mostly dance, electronic, rap, hip-hop, and R&B genres. Starting in 1992, dance and rap music became popular due to [Seo Taiji & Boys](#), which is seen as the beginning of modern K-pop. Genres such as ballad and rock are still popular today; however, the term can be debatable. With the rise of social media networks during the mid-2000s, the ability of K-pop to reach a previously inaccessible audience via the [Internet](#) is driving a shift in the exposure and popularity of the genre. The [Korean Wave](#) has spread K-pop to the [Pacific Rim](#), the [Americas](#), [Eurasia](#), and [North Africa](#).

**Classical music** is the [art music](#) produced in, or rooted in, the traditions of [Western liturgical](#) and [secular music](#), encompassing a broad period from roughly the 11th century to present times. The central norms of this tradition became codified between 1550 and 1900, which is known as the [common practice period](#). It should not be confused with the [Classical Era](#). European music is largely distinguished from many other non-European and [popular musical](#) forms by its system of [staff notation](#), in use since about the 16th century. Western staff notation is used by composers to prescribe to the performer the [pitch](#), [speed](#), [meter](#), individual [rhythms](#) and exact execution of a piece of music. This leaves less room for practices such as [improvisation](#) and *ad libitum* [ornamentation](#) that are frequently heard in non-European art music and popular music. The term "classical music" did not appear until the early 19th century, in an attempt to "canonize" the period from [Johann Sebastian Bach](#) to [Beethoven](#) as a golden age. The earliest reference to "classical music" recorded by the [Oxford English Dictionary](#) is from about 1836.

**Jazz** is a musical style that originated at the beginning of the 20th century in black communities in the Southern United States. It was born out of a mix of African and European music traditions. Its African pedigree is evident in its use of blue notes, improvisation, polyrhythms, syncopation and the swung note. From its early development until the present day jazz has also incorporated elements from American popular music. As the music has developed and spread around the world it has drawn on many different national, regional and local musical cultures giving rise, since its early 20th century American beginnings, to many distinctive styles: New Orleans jazz dating from the early 1910s, big band swing, Kansas City jazz and Gypsy jazz from the 1930s and 1940s, bebop from the mid-1940s and on down through West Coast jazz, cool jazz, avant-garde jazz, and other ways of playing the music.

**Rock music** is a genre of popular music that originated as "rock and roll" in 1950s America and developed into a range of different styles in the 1960s and later, particularly in the United Kingdom and the United States. It has its roots in 1940s' and 1950s' rock and roll, itself heavily influenced by rhythm and blues and country music. Rock music also drew strongly on a number of other genres such as blues and folk, and incorporated influences from jazz, classical and other musical sources. Musically, rock has centered around the electric guitar, usually as part of a rock group with bass guitar and drums. Typically, rock is song-based music usually with a 4/4 time signature utilizing a verse-chorus form, but the genre has become extremely diverse and common musical characteristics are difficult to define. Like pop music, lyrics often stress romantic love but also address a wide variety of other themes that are frequently social or political in emphasis. The dominance of rock by white, male musicians has been seen as one of the key factors shaping the themes explored in rock music. Rock places a higher degree of emphasis on musicianship, live performance, and an ideology of authenticity than pop music.

### **Comprehension Check**

**Circle the best answer for each of the following questions.**

- Which genre of music isolates the percussion breaks of popular songs?
  - K-pop
  - Hip hop
  - Rock
  - Jazz
- Which genre of music consists of electric guitar, bass guitar and drums?
  - Classical
  - Jazz
  - K-pop
  - Rock
- Which genre of music can trace in roots to the southern United States?
  - Rock
  - Classical
  - Jazz
  - None of the above
- Bach and Beethoven are most well-known for their contributions to which genre of music?
  - Rock
  - Jazz
  - Classical
  - Hip hop
- Disenfranchised youth of low-economic areas are given a voice through hip hop music, but what are where cultural realities?
  - Social
  - Political
  - Economic
  - All of the above
- How is western classical music different from European classical music?
  - Pitch
  - Rhythm
  - Speed
  - Staff notation
- Which of the following genres does not have an influence on rock?
  - Jazz
  - Classical
  - Country
  - K-pop
- Which of the following is not covered by K-pop?
  - Dance
  - Country
  - Hip hop
  - Rap
- Who is responsible for introducing percussion breaks into the hip hop scene of New York?
  - Farmers
  - Immigrants
  - Teachers
  - Scientists
- What is Stephen van Vlack's favorite genre of music?
  - Hip hop
  - Classical
  - Jazz
  - Rock

## Reflection Week 6

This was my second attempt to lead the whole class and my first time leading a regular class in the practicum. The class helped me learn several valuable lessons about university students' writing and collaboration among group leaders.

First, with five planned activities, my group managed to cover all of them within the allocated time. In order to get all lesson plans covered, I pushed myself really hard to get things done within the time limits. I led the first two activities. For the first activity, the students worked in pairs and wrote what they did with the items they chose for their traveling bag in 3-5 sentences. In the end, the students ranked their stories associated with the items based on creativity and humor and glued them on the traveler's bag they drew with their group. It was considered a simple opening activity, and I expected the students to enjoy it without much confusion and get warmed up for the later, more demanding activities. However, I'm not sure if they felt this way because I noticed that some students weren't following my directions, and some big sisters looked confused. Later I realized that one of the class leaders changed the original directions on the spot. Since good teachers often improvise and make decisions on the spot as to improve students' interaction and comprehension, I can see the reason why he did so. However, I hope there were better means of communication between us during the activity. During the break, we posted students' writing on the wall for the entire class to share them. I was very delighted to read writing samples that the students produced within a very short time with their group leaders' assistance.

For the second activity, the class was divided into three groups and separately watched a video clip. There were three different video clips based on a man's funny traveling story. The students were asked to brainstorm and write what happened next when the video stopped. This activity, again against my expectation, was much more demanding than it should be in terms of time and difficulty. I expected the students not to experience difficulty writing a paragraph about what happened within the allocated time especially when working in groups. What happened I think was I should've given more time for brainstorming and modeled how to brainstorm ideas. Also, all groups in each classroom were asked to choose their best stories for group representation. Some groups got very impressive story endings. However, there were a couple of things I didn't feel comfortable with in the end. First, some directions were misunderstood by some groups regarding the best story selection. In addition, I felt that everyone was awfully quiet during the activity in general, which should be a negative sign in a task-based class. I'll learn very soon what happened with my directions when I watch the video next Monday, but I think part of it was that the whole class felt my general attitudes being incompetent when leading the class.

The third activity was a strip story activity. The students in each group assigned to read different bits and parts of a story and retell the story in writing out of their memory. They returned to their original groups and reconstructed the story in collaboration. There were three parts given as a cue, and the students were asked to get five missing parts filled in the right places. At first the students seemed to have difficulty with reading and understanding even a small portion of the story. With their group leaders' assistance, they used strategies to remember the assigned portions of the story instead of memorizing them and came to understand how to reconstruct the story in the right order. As a group leader, it was great to see how scaffolding

made a difference in the students' comprehension and participation in a complicated writing activity.

The fourth activity was writing a paragraph about individual traveling experience. There were guided questions to choose from, and the students individually chose any questions to answer. The answers became the middle portion (or body) of their paragraph. The answers to the first and final questions became the topic sentence and conclusion, respectively. I think this activity went very well. Most students I saw didn't have much problem choosing and answering the questions. Many students, in fact, seemed to enjoy writing their personal experience. The big sisters also seemed to be more relaxed during this activity. I'd like to use this activity in my writing class in the near future.

The final activity was the highlight of last night's class. The students worked in pairs to write a narrative paragraph to an imaginary travel magazine, *Sookmyung Explorer*. There were five countries (Kenya, India, Norway, Sri Lanka, and Mexico) to write about, and each group was randomly assigned to one of these countries. Travel information on attractions, activities, cuisines and entertainments for each country was provided for the students to use. They brainstormed with their group members first, and then wrote for the magazine. They were ensured to use the topic sentence and conclusion. In the end, each group voted for the best paragraph for another group and the selected ones were read out loud. I think the entire class enjoyed this activity, and some writing samples the students produced were so exciting.

As I said in the beginning, this class gave me some insight into teaching writing especially when students in all different proficiency levels are put together to work with. It was easy to witness frustration of many low level students to brainstorm ideas and get them in actual writing within a time limitation. For higher level students, negotiation with low level partners seems to be an issue under time pressure. What's more is that communication with my teammates was an issue for me. We rehearsed the entire lesson together the night before class and knew all activities by heart. Nevertheless, some activities called for spontaneous decisions, and when such decisions weren't communicated well, it became somewhat problematic. Finally, I really want to say thank to all group leaders for their assistance and effort. I saw how much responsibility they took for every activity last night and how much their help means for all activities to run smoothly every week.



## Group Leaders' Reflections Week 6

*In the second activity, "What happened next", we guessed the rest of story after watching a video clip. It was interesting and but a little bit difficult to come up with a creative idea and write a paragraph. However, it was enjoyable to listen to other groups' creative ideas and for me, it was good to choose the best one for presentation within the group. Usually I felt pressured to make a presentation because the task was hard for our group. This time I could lighten the burden after combining the group with Twinkle Twinkle (Kyung-Hwa)*

*The first task this week was 'Traveler's bag'. Ss were given 16 unusual items for travel such as a teddy bear, a guitar, or a lamp. Then in pairs they had to choose two items out of them and write what they did with them on their travel. After doing this in pairs, as a group, we had to draw our traveler's bag. On a big colored paper, we drew a bag and put the items we chose and ranked them. It was fun to imagine what we did with the unusual items (Ji-Yeon)*

*The first activity was 'Traveller's Bag'. Each pair chose two unusual items among sixteen and wrote a story about what they did with the items while traveling using simple past tense. It seemed a very simple activity to write three to five sentences first. However, it was not simple as much as I thought since the unusual items made the students need more time to think for creative writing. Our group members spent much time to come up with an idea related to the items. Nevertheless, they looked satisfied with their ideas in the end. I thought it would be better to give them less unusual items since it was the first activity to warm up for the whole class (Song-Eun)*

*Overall, I think activities were great to practice narrative writing. Also, they were well connected and organized. However, each activity was a little bit hard and time management was the issue again this time. Jeff, Jueun and Jieun! You did a hard work. Good job!!! 😊 (Kyung-Mee)*

*I think Group 1 did a good job on focusing on paragraph format which was one of the main weaknesses the whole class needs to work on. Well done Jieun, Ju-eun, and Jeff! 😊 (Christina)*

*The theme of our 6<sup>th</sup> GEP class was travel, and the function was writing a narrative paragraph. The class started with a short writing task about traveling. Each group was given 16 unusual items which people might not pack for a trip, and was asked to choose four items from them and write down the reason why they had chosen those items in a paragraph. Each item was weird but funny enough to write, and most of my group members enjoyed it. Group 1 teachers continuously let students take care of using "past tense" in their writing, and it gave positive effect on using right tense in their composition (So-Young)*



## Reflection Week 11

It was my group's final teaching, and I was so relieved after the class. I could hardly believe that it was my last class for leading the whole class. Moreover, I found this class the most successful among the three whole class teaching. This week, my group designed and led 5 tasks with the last 3 tasks being integrated into one big writing sequence. The students were supposed to write a 5-paragraph opinion essay based on the music theme. It was the first class enforcing them to write a 5-paragraph essay throughout the entire semester.

The first task was Sookmyung idol in which students were asked to judge three singing performances as part of a panel. Its goal was to set up the theme (i.e., music) and get the students warmed up for the next tasks. The students watched 3 one-minute singing performances with two excellent performances and one trainwreck. While watching, they evaluated each contestant's pitch, rhythm, tone quality, expression & style, and diction. They used a user-friendly rubric we had provided in the reading homework. The winner from each group was called out, and all groups voted Rachel Crow as the winner who sang Beyonce's *If I were a boy*. This task succeeded to meet the goal and put the students in the mood for music. The trainwreck guy made everyone in class laugh and Jeff added a little more fun element to the task by encouraging the students to vote for the poor performance.

The second task was Sookmyung FM, which was a made-up radio station. A scenario was set up that the students were responsible for choosing certain songs to play on air during the lunch break. There were 30 western and Korean popular songs to choose from, and my group stuck song posters on the wall of the hallway. Every student got up and went to the hallway and picked a song. When they came back to the classroom, they told their group about the song they chose. With their group members, they chose final 2 songs and wrote specific reasons why. Each group presented their songs in the end. The students seemed to enjoy this task very much, and I was glad to see many students performed the entire procedure with ease.

The third task was the great debate. The students were asked to perform a debate regarding positive and negative aspects of K-POP. This topic had been provided with sample contents in their reading homework. Big sisters took part in as the moderator, while the students in pairs took a stance, either pro- or con- K-POP and expressed their opinions. They were asked to use expressions to state an opinion during the debate. This task surprised me a lot because the students had many good and strong personal opinions about this particular topic. I was very delighted to see heated debates going around the classroom, and there was no room for me to interfere since nearly all students had something to say about this topic. In the end, big sisters determined which pair won the debate based on the scoring sheet my group provided.

The fourth task was linked to the previous debate in that the students wrote an opinion essay, collaboratively (i.e., one pair wrote an introduction, a conclusion and first body paragraph, while another pair wrote two body paragraphs), about positive and negative aspects of K-POP based on their debate. The winning pair's stance during the debate was taken as the topic of the essay, thus 3 groups wrote an essay about negative aspects of K-POP, and 2 groups positive aspects of K-POP. The format of 5-paragraph essay was reviewed in a question-answer session, and whenever any students shouted out the correct answers, they were rewarded. The 5-paragraph essay should contain one sentence of all key elements of an opinion essay including a hook, a thesis statement, 3 topic sentences with 3 supporting examples, a restatement of the thesis statement and a general conclusion. Since the students brainstormed many ideas and narrowed them down to specific arguments with supporting statements during the debate, they could write an essay on this topic without difficulty. At least it was the impression I got when walking around the classroom. I was glad to see most students were engaged in writing.

The final task was revising and publishing. One pair from each group moved to the table on their right and took their writing for other students to revise. The partial essays were evaluated

based on a writing rubric, which had been also provided in the reading homework for them to use to evaluate sample essays. When the pair came back to their original table, they revised their essays according to the rubric and comments. When both pairs finished revising their essays, they combined them, and it became a complete 5-paragraph essay.

This class demonstrated and set a good model for task-based approach, I think. It included a sequence of pre-tasks, main tasks, and a language focus session with clearly defined goals. The students-led presentation as part of the 2<sup>nd</sup> task was a classic example, which showed one characteristic of task-based approach. I wasn't 100% happy with my performance, but I'm confident to say the overall procedure and flow were very good. I think my group succeeded to meet goals and objectives of this class. My teammates, Jeff and Ju-Eun, showed excellence in teaching during the whole process, and I learned a lot from them while working with them as a team.



## Group Leaders' Reflections Week 11

Overall, the class was a lot of fun and group 1 put lots of efforts to prepare for all the tasks. The tasks were well organized and closely connected for the goal of the class. I'd learned the effective ways to teach debating as well as writing an opinion essay from this class. Well done!! 🌟  
**(Kyung-Mee)**

However, overall, with the difficult function, writing an opinion essay, I think class leaders did the great job. They tried to give the clear directions to the students, and students seemed fun with the topic, music. I am sure that students have improved a lot from this class **(Sun-Young)**

Every student work together with her/his pair and group members in order to complete on essay and followed every step of process writing, planning, writing and revising. In addition, this final task was connected with the previous task, so I felt that the class was well organized toward the final objectives **(Ji-Yeon)**

All in all, the class was very successful, where the instructions that the class leaders gave were clear that directed the class step by step. The whole class was completed the tasks joyfully **(Jie)**

In my opinion the class was flawless. The two strong points of this week's class are that it was interesting and academic. Sometimes students don't enjoy the writing process, however, this week I could find that they were fully engaged in the process. I assume most of the students gained full knowledge on the essay format from this class and were getting used to using transitional words. Also, I think all of my little sisters jumped a great step up in writing. The only suggestion I can think of is maybe having put keywords instead of writing long sentences in the powerpoint. Other than that, I cannot point out anymore. You did a great job Jeff, Ju-en, and Ji-eun! Your lesson plan, reading homework, and worksheets were amazing and I definitely would like to use your tasks in whole if I have the opportunity **(Christina)**

I think this week the theme was nice. Everybody loves music and it was a good topic to talk about. The function for my next class is also writing an opinion essay, and the topic is learning language. I'm a little worried if we can make the class as interesting as this week class. I hope we can find some good tasks to make the class more interesting **(Song-Eun)**

Overall, the whole class went well and class leaders' directions for each task were very clear to understand. Also, as mentioned above briefly, I could realize the importance of using visual aids again through the task. Thank you, Jieun, Jeff and Jueun! **(JinHye)**



# Class Photos



✚ Action research

*Title: The effect of pairing/grouping on collaborative writing*



## **I. Introduction**

This action research is to explore potential effect of grouping on collaborative writing and conducted by Christina, Kyoung-Mi and Ji-Eun, the teachers-in-training in the practicum course at Sookmyung Women's University Graduate School of TESOL. In the practicum course we are designing lesson plans in writing instruction to prepare undergraduate GEP (General English Program) students to take the writing section of the MATE (Media Assisted Test of English) which consists of eight tasks and teach the lesson plans we designed. We are also facilitating the students to do writing activities during the class and providing feedback on reading and writing assignments. The class consists of 26 undergraduate students who have different majors and different educational experiences at Sookmyung Women's university. Students take GEP class to prepare for the writing section of the MATE which is one of the qualifications for graduation. We are meeting the students every Tuesday from 7:50 pm to 10:30pm. The class is composed of seven groups that have three to four students who have different English proficiency levels with one or two big sisters.

In the beginning of the semester, we noticed that the students have a wide range of proficiency and the majority of writing tasks are centered on collaborative writing, which requires collaboration among the learners. Thus, less proficient students' engagement in language production of the target forms during the pair work need to be improved. In addition, less proficient students demand a higher level of assistance or scaffolding from the teacher, which in turn results in less autonomy and less interaction with peers and less opportunity for the teacher to scaffold students with higher proficiency. Therefore, the purpose of this research is to explore the effects of various group arrangements to alter less proficient students' engagement patterns in collaboration during the pair work as well as to examine group-leading teachers' perceptions about the use of pair work in collaborative writing process.

## **II. Literature review**

Collaborative tasks with pair and group work have become a more common practice in second language education around the world (Shehadeh, 2011) while they provide more opportunities for interaction in L2 which is believe to cultivate L2 proficiency (Liang, Mohan, & Early, 1998). There is no short on research reporting pedagogical benefits of learner-learner interaction in an L2 context. Early studies on learner-learner interaction not only confirm that pair and group work increases learners' L2 production significantly more than the teacher-fronted class, but also help learners produce a wider range of language functions (Liang, Mohan, & Early, 1998). More recent studies also support the use of pair and group work to facilitate language learning in the L2 classroom. For example, McDough (2004) investigated the effect of learners' engagement in pair and group activities on production of target forms of L2 in a Thai EFL context. The results indicated that learners who had more participated in pair and small group activities demonstrated significant

improvement in terms of their production of target forms (i.e., real and unreal conditionals) (McDonough, 2004).

From a theoretical perspective, social constructivist perspective of learning justifies implementing pair and group work in the L2 classroom (Shehadah, 2011). Social constructivist perspective of learning postulates that learning occurs through social interaction as more able members of society (e.g., teachers, experts) provide learners with the appropriate level of assistance, which is referred to as scaffolding (Vygostky, 1978). Scaffolding stretches the learner's ability to perform a task that goes beyond his or her current level, thus enables the learner to perform the task independently (Vygostky, 1978). Research reveals that scaffolding can also occur in the L2 classroom in peer-peer interaction and both cognitive and linguistic development occur (Shehadeh, 2011).

From a pedagogical perspective, peer collaboration in pairs and groups can bring pedagogical advantages to the L2 context. McDonough (2004) suggests multiple benefits in light of L2 development as collaborative pair and group work provides learners with more opportunities for language output than teacher-led activities, encourages learner autonomy, and allows teachers to assist individual students. Moreover, peer-peer interaction may reduce learners' anxiety, which hampers L2 development (McDonough, 2004).

Research studies reporting the benefits of collaborative writing in L2 are less common compared to those on the collaborative dialogues, yet there is no short on research endeavor exploring the benefits of collaborative writing (CW) and research in this area seems promising. Shehadeh (2011) examined the effectiveness and students' perceptions of CW in L2 while working with 38 freshmen at a large university in the UAE (United Arab Emirates). The target students were low-intermediate proficiency and their writing samples before and after a 16-week treatment period were compared for data analysis. The results indicated that CW had a significant effect on students' L2 writing in terms of content, organization, and vocabulary. Also, most students in the CW group found the experience positive largely because it created a good social atmosphere conducive to learning. However, some students felt that giving students a choice to write alone or together would be preferable and CW would facilitate learning only if they had a good partner.

Storch (2005) also conducted a research to investigate whether CW altered the product, process, and ESL student reflections on L2 writing. Students (N=23) were recruited from ESL writing classes at a large-sized Australian university, and the participants were actually given a choice to write in pairs or individually. For data analysis, texts produced by pairs with those produced by individual students were compared after a 4-week treatment period. The results indicated that pairs produced shorter but better texts in terms of task fulfillment, grammatical accuracy, and complexity. The researcher explained this was because pair work afforded the learners more opportunities to co-construct texts as well as gather linguistic ideas by scaffolding

each other. In addition, students' attitude to CW was assessed by interviews. Most students were positive about CW, but a couple of students felt that pair work would be more suitable for oral activities. Moreover, some students made a comment about the fear of losing face because of their perceived poor English ability and being distracted by their peer during CW sessions. The concern about losing face was also mentioned in Swain and Miccoli's (1994) research. It documents a Japanese learner's strong feelings of anxiety when working in a small group in a university course in Canada.

Proficiency differences among learners have been commonly observed in an L2 context and teachers often perceive them as a negative factor that hampers learners' L2 acquisition. Recent studies on collaboration have also documented interesting findings about the impact of learners' proficiency (i.e., pair dynamics) on their language production and behavior during pair/group work. Kim and McDonough (2008) examined if proficiency influenced the occurrence and outcome of the target language (i.e., LREs) during collaborative dialogue and found that collaborating with more advanced learners contained significantly more lexical LREs and correctly resolved LREs. However, regarding patterns of their interaction, learners generally felt that they could not express their ideas while working with a more advanced interlocutor. Interestingly, learners' role was influenced largely by their interlocutor's proficiency. Watanabe and Swain (2007) also examined whether L2 proficiency differences in pairs would affect patterns of interaction on L2 learning. Differently from Kim and McDonough (2008), they found out that learners engaging in collaborative patterns of interaction were more likely to achieve higher post-test scores regardless of their partner's proficiency. However, their conclusion is similar to that of Kim and McDonough's (2008) in that grouping different proficiency peers can benefit from working with one another, thus conducive to L2 learning, as long as they are collaborative. Seo and Kim (2011) recently conducted research on collaboration among different levels of L2 proficiency engaged in pair and individual writing. They investigated how three pairs of Korean middle school students with different levels of proficiency in L2 interact with each other, and how the patterns of pair interaction would be reflected on CW tasks. The findings suggested that less proficient peers were able to provide assistance in L2 to more proficient peers during pair interaction, and most students showed positive attitudes toward the CW.

Results of studies on collaboration among peers in an L2 context are generally positive and supported by sociocultural theory, yet studies on collaborative writing as well as the effect of grouping on CW are relatively rare. Moreover, pairing/grouping of learners at different L2 proficiency levels seems to influence patterns of interaction among learners, which in turn affects L2 writing. What's more is that both more proficient and less proficient students in L2 classrooms can be beneficiaries of pairing/grouping. Since the GEP class is highly diverse regarding English proficiency among students and the end goal of this class is to design/conduct collaborative writing lessons that are beneficial to all students regardless of their language abilities. Therefore, the current study is

set out to examine if pairing/grouping affects students' writing performance and behavior when they work with others (i.e., peers, teacher) in class. In order to find this out, we attempt to elicit the group leading teachers' perceptions on pairing/grouping and its effect on collaborative writing. Since collaborative writing is usually very challenging for low proficient students, we determined to observe the students at the lowest proficiency level in their groups. We believe that this investigation would be a good initial stage to help us gain some insights into learner interactions in L2 contexts. We broke down such inquires into the following three specific questions:

1. Do the group leading teachers perceive that the target student's performance and behavior differ when s/he is paired up with different peers based on language proficiency and personality?
2. Do the group leading teachers perceive that pair dynamics help the target student improve linguistic areas and which linguistic areas do they perceive to be benefited?
3. Do the group leading teachers perceive that the target student's performance and behavior differ when he/she is intervened by their group leading teacher?

### **III. Method**

#### *1) Participants and Instructional Context*

Twenty-five female and one male EFL learners (N=26) enrolled in the undergraduate GEP writing class at a large women's university in Seoul, Korea. They ranged in the age from 18 to 27 years old. Each student had taken the MATE test, an English aptitude test made by the university, prior taking the GEP course. Their scores on the MATE test, the universities entrance and graduation English exam, vary from Rudimentary (the lowest level) to Commanding. Prior to university, these students had studied EFL (except for one student who had spent 10 years in USA) in their middle school and high school for 6 years.

For the action research project 6 target students (1-2 from each group) with lower proficiencies were chosen. The participants L1 backgrounds are Korean, Chinese, and Mongolian. According to the MATE test, the 6 target students were considered to be in the low leveled compared to the other members in their groups. They were accustomed to predominantly teacher-centered instruction, rote learning, memorization, and solitary work in their previous learning experiences. It is important knowing that the writing skills of the participants were rather basic because their previous experiences in English writing beyond the sentence level were extremely limited. For some students, their speaking proficiency was low compared to their writing proficiency which limited the amount of interaction hindering the writing process. Therefore, lower level students dealt with trouble when carrying out CW tasks.

Based on these considerations, the research sought to shed light on (a) how effective CW would be if they were paired in different arrangements, (b) whether the group leading teachers

perceive the pair dynamics differ when a lower proficient student was paired up with a higher proficient peer/teacher or with a similar level student. It was also an aim of the research to find out how these students felt about such activity.

## 2) Materials

Four weeks of Collaborative writing tasks that elicited the target structures in context of the unit theme were created by each week's group leaders. Each class involved 5 tasks, starting with a warm-up task ending with a final task of writing collaborative essays in pairs.

## 3) Data collection and analysis

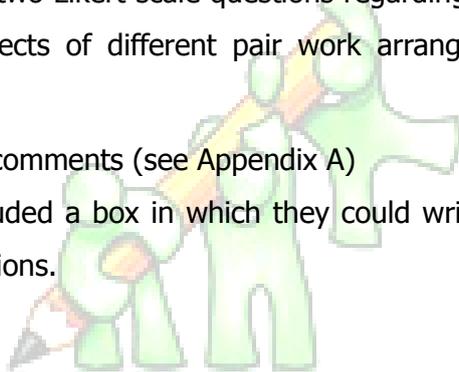
The data was collected by a questionnaire that was given out to the group teaches after each week of the of the four weeks experiment.

### ① Group leading teacher's perception (see Appendix A)

The questionnaire included two Likert-scale questions regarding pair activities and one multiple-choice question about the aspects of different pair work arrangements observed by the group leaders.

### ② Group leader's general comments (see Appendix A)

The questionnaire also included a box in which they could write the comments after they had completed the Likert-scale questions.



## 4) Procedure schedule

The experiment was conducted over 4 weeks treatment with target students paired up with different peers as illustrated in table 1. As stated in the table below, target students were paired up with peers according to their proficiency or similar personalities. Student proficiency levels are marked next to the name of students according to the results of the MATE test students took at the beginning of the course. From each group one target student was selected and observed with care from each group leader. The target students were selected either by low proficiency in writing or speaking. Since target students were absent or paired with each other, not all of them were observed in certain weeks.

	Week 9		Week 10	
	Target Student	Similar Proficiency Peer	Target Student	Higher Proficiency Peer
<b>Group 1</b>	Zhang (MM)	Goeun (MM)	Zhang (MM)	Kate (MM)
<b>Group 2</b>	Yeonsoo (MM)	Angela (MM)	Yeonsoo (MM)	Yeji (MH)

<b>Group 3</b>	Shine (R)	Namuunaa (MM)	Shine (R)	Lydia (MM)
	Namuunaa (MM)	Shine (R)	Namuunaa (MM)	Maria (MH)
<b>Group 4</b>	Haena (ML)	Diana (MM)	Haena (ML)	Yeji (MH)
<b>Group 5</b>	-	-	Youngeun (ML)	Sarah (ML)
<b>Group 6</b>	Sarah (ML)	Linda (RH)	-	
	<b>Week 11</b>		<b>Week 12</b>	
	Target Student	Peer with similar personality	Target Student	TS pair with teacher intervention
<b>Group 1</b>	Zhang (MM)	Seungmi (MM)	Zhang (MM)	Sarah (ML)
<b>Group 2</b>	Angela (MM)	Sarah (ML)	Angela (MM)	Namuuna (MM)
<b>Group 3</b>	Shine (ABSENT)	-	Shine (R)	Namuunaa, Lydia (MM, MM)
	Namuunaa (MM)	Maria (MH)	Namuunaa (MM)	Lydia. Shine (MM, RH)
<b>Group 4</b>	Haena (ML)	Yeji (MH)	Haena (ML)	Yeji (MH)
<b>Group 5</b>	-	-	Young eun (ML)	Seong mi (MM)
<b>Group 6</b>	Sarah (ML)	Angela (MM)	Sarah (ML)	Zhang (MM)

Table 1 Target students

MATE LEVELS: **R** (rudimentary), **ML**(moderate low), **MM**( moderate mid), **MH**(moderate high)

The experiment was conducted over four week's treatment as illustrated in table 2. Following the course syllabus, all writing tasks were at the five paragraph essay level and consisted formal letter writing, descriptive writing, opinion essay writing and compare and contrast essay writing. Due to the lesson plans, the main writing tasks were conducted near the end of the classes and students were given approximately 30 to 40 minutes to complete the writing tasks.

<b>Week</b>	<b>Prompt</b>	<b>Function</b>
<b>Week 9</b>	The theme was jobs and careers and students were to collaboratively write a cover letter in pairs during class. The group leaders observed the target student during the final writing task to see how effective it was for the target student to work with the peer who had similar writing proficiency.	<b>Formal letter writing</b>
<b>Week 10</b>	The theme was shopping and target students were to collaboratively describe a graph with a higher proficiency peer. The first observation was done during the third task in which they had to write a description about a graph in pairs. The second observation was made during the fifth task in which they had to describe a graph about shopping which they had	<b>Descriptive writing</b>

	generated in groups by carrying out a survey.	
<b>Week 11</b>	The theme was music and target students worked together with a comfortable peer during the fourth and fifth task. The groups were divided in pairs to compose a full essay. After they had composed different parts of the essay, they revised and published the essay and gathered them as whole.	<b>Opinion essay</b>
<b>Week 12</b>	Students wrote a point by point and block format compare and contrast essay for the third and fifth task. The theme was culture and students wrote about Western and Eastern culture differences for the third task. Pairs were to write different parts of the essay and collect the parts together and gathered them into one essay. For the fifth task, students wrote a block essay and compared the differences and similarities of French and Indian food.	<b>Compare &amp; contrast essay</b>

Table 2. Writing prompts

## IV. Results and Discussion

### 1) Survey questions

#### ① How helpful was it?

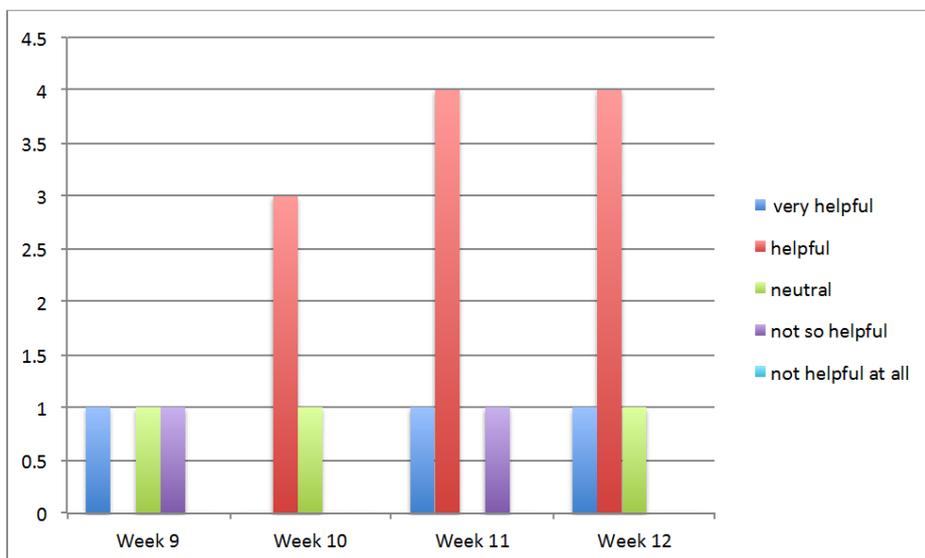


Figure 1. Survey question 1

Figure 1 indicates how helpful was different types of pair work in collaborative writing tasks. Week 11 and Week 12 drew the most positive results. 10 out of 19 teachers (53%) felt that it was helpful when the target student was paired up with a peer whose personality is similar to his/hers and when the teachers themselves interfered in the pair with the target student.

② Which linguistic area did it help?

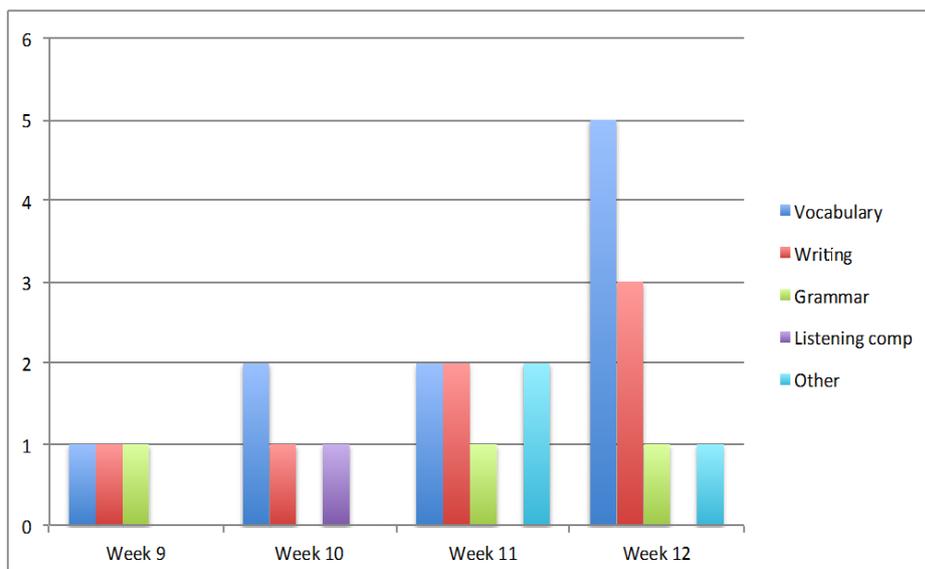


Figure 2. Survey question 2

Figure 2 shows which linguistic areas did pair work help in general. It depicts that the teachers (72%) generally felt that pairing/grouping benefited vocabulary and writing among different linguistic areas. Vocabulary (40%) was selected the most frequently followed by writing (32%). Grammar (12%) and other area (e.g., spelling) (12%) came in third and listening comprehension was least selected (4%).

Students needed vocabulary and needed to be aware of the writing format in order to complete collaborative writing tasks. These linguistic areas were scaffolded by the teacher and materials and reinforced in the class and improved by practice. However with respect of grammar and listening comprehension the results show that pairing was not effective. The lack of significance in grammar was surprising because it was expected that in CW, in view of the social constructivist perspective, it would lead more improved accuracy in students' writing. Indeed, other studies (Storch, 2005; Storch & Wigglesworth, 2007) did find significant differences in favor of CV for grammatical accuracy. It is possible that students were unable to scaffold each other with the needed grammar accuracy due to their low proficiency in English. In terms of listening, although students had to interact with each other in order to fulfill tasks, it was not an area that was emphasized on during the course. Therefore, it is possible students could not acquire skills that could lead to improve listening.

③ How comfortable did the target students seem to be?

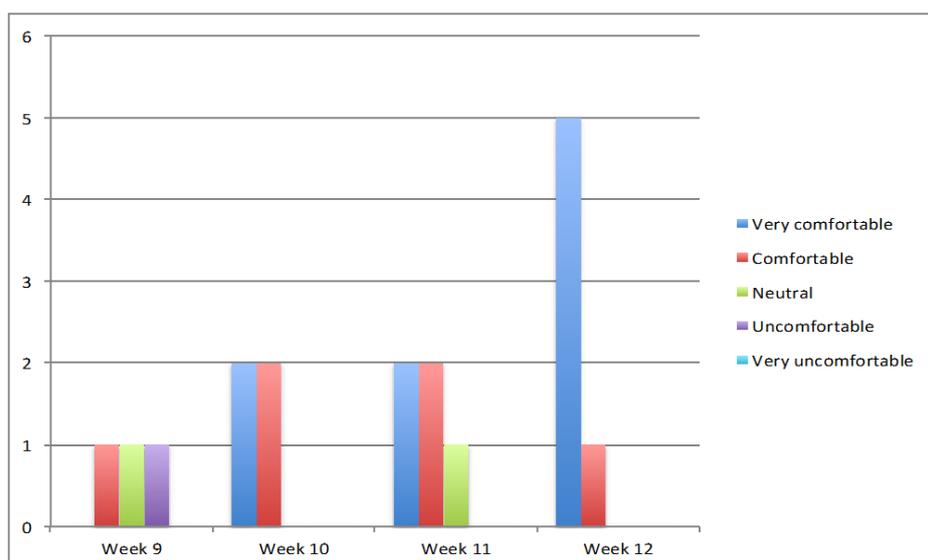


Figure 3. Survey question 3

Figure 3 shows the results on how comfortable did the target seemed to be when they were paired with peers with different levels of proficiency. Teachers indicated that the target students seemed to be *very comfortable* as the treatment weeks progressed. In week 12, *very comfortable* received the most votes from the leading teachers throughout the entire treatment period. 5 out of 9 teachers (55%) indicated that the target students seemed to be very comfortable when the teachers themselves intervened in week 12.

## 2) General comments

### ① Week 9

In week 9 students were to write a cover letter with a peer with a similar proficiency.

Groups	Teachers comments
<b>Group 1</b>	Zhang and Go-eun cooperated actively. They did a great job. But sometimes Zhang was a little bit shy to speak. I hope to see him confident about speaking.
<b>Group 2</b>	Yeon-soo only passively responded to Angela. I hope to see them being more interactive and cooperative as equal partners. However, it helped in linguistic parts; Angela took the role as a teacher and this helped provide Yeon-soo with directions which were helpful to complete the tasks.
<b>Group 6</b>	Linda was so disturbing that Sarah had difficulty in doing the task. Completing the task was very challenging.

Table 3. General comments of week 9

Week 9 had mixed perceptions from the teachers. Some teacher commented that they 'cooperated actively' or it was 'helpful to complete tasks'. On the other hand, teachers also mentioned that the target students were shy or took a passive role in general. Group 6 had

extremely negative results due to the low level of the target student and peer and personality differences. In general, week 9 had the most neutral or negative comments from the group teachers.

② Week 10

In week 10 target students worked together with a peer with a higher proficiency describing a graph based on their own surveys.

<b>Groups</b>	<b>Teachers comments</b>
<b>Group 1</b>	Zhang and Kate worked really hard and they tried to cooperate a great deal.
<b>Group 2</b>	Angela and Go-eun became good friends after this class. Angela showed a lot of affection for Go-eun. They were helping each other; Angela took a more active role, differently from my expectation.
<b>Group 3-a</b>	Namuunaa seemed comfortable working with Maria.
<b>Group 3-b</b>	In Shine and Lydia's case, Shine didn't have time to complete her reading homework so she couldn't participate much. Lydia had some difficulties because she was doing the writing mostly alone. Shine constantly apologized to Lydia she couldn't help Lydia with the tasks.
<b>Group 4</b>	To avoid the dominance issue, we encouraged them to help each other. Haena seemed comfortable working with Yeji when making sentences.
<b>Group 5</b>	Doona was very sick so couldn't perform well as usual and wasn't very helpful.

Table 4. General comments of week 10

In general most of the groups worked better when they were paired with a peer with a higher English proficiency than the previous week. Group 1, 2, 3-a, and 4 drew positive results according to the group teachers. In the case of group 3-b and 5, one target student didn't complete her homework and another was severely sick. The result shows that other variables affect collaborative pair work.

③ Week 11

Target students worked with a comfortable peer writing an opinion essay about Korean pop music.

<b>Groups</b>	<b>Teachers comments</b>
<b>Group 1</b>	Their characters and personalities are really good and it affected their cooperation.
<b>Group 2</b>	Even though Angela and Sarah are good friends to each other, their proficiency levels are very different. I think Sarah's low proficiency inhibited them from getting the tasks done effectively.
<b>Group 3</b>	Namuunaa seemed comfortable working with Maria which was different when she paired with her in the beginning. Maria has a high proficiency and Namuunaa always seem to be shy. However today Namuunaa received help

	from Maria and did great collaborative work.
<b>Group 4</b>	Haena wanted to be Yeji's partner, but she had her own parts to write. When it came to making sentences, Yeji helped Haena a lot. However, since Haena did her homework well, she also wanted to use some new words which she got from her homework, but was still shy to make her own voice. She needed my help for checking whether it was okay or not.
<b>Group 6</b>	Sarah and Angela had wide proficiency gaps, therefore it was not that helpful.

*Table 5. General comments of week 11*

Target students worked better when they were paired a comfortable peer. Most of the teachers assigned their target students to a peer who had a slightly higher proficiency, indicating this led to positive results in CW.

Only group 2 and 5 drew negative results that were significantly different from others. The difference between the two groups and the others is that the rest of the target students worked with their original group members, while the target students from group 2 and 6 were paired with another group member, since the group leaders were to be the class teachers of that week. The target students had never been paired up with the peer before to fulfill a task. It shows that even though students know each other well, they were not aware of each other's weaknesses and strengths enough to collaborate with each other effectively.

④ Week 12

Target students collaboratively wrote a compare and contrast essay with a comfortable peer with involvement of the group teacher.

<b>Groups</b>	<b>Teachers comments</b>
<b>Group 2</b>	It worked really well in the group with my target students. It's probably because the target students trusted the teacher and because she was scaffolded additionally.
<b>Group 3</b>	Students were paired with a different group with different personalities. Namuunaa and Shine felt rather shy and didn't participate as much. However, when they paired with Lydia, they performed better. I think this is because they have been working together for a long time and they feel comfortable around me too.
<b>Group 4</b>	Haena had some great ideas but when she had to put those things together, she needed Yeji's help.
<b>Group 5</b>	Young-eun really did a lot of writing tonight, which helped her confidence. I think she felt comfortable with me because we've been working together for the past months.
<b>Group 6</b>	Sarah worked well with her partner because she had worked with her numerous times. She seemed comfortable with my presence.

*Table 6. General comments of week 12*

Week 12 drew the most positive results of the experiment. Most of the target students actively participated in the collaborative writing process. Also, it is indicated that students felt comfortable with the tasks and their partners since they have been involved in the course for many weeks. It is possible that the target students and the teacher know each other well enough to receive and give effective scaffolding to accomplish tasks.

However, group 3 significantly different responses compared to other groups. In case of this group, target students were to join a different group. The teacher commented they were too shy to participate because the new members were relatively outgoing. The group they were combined with was group 2 which has paradoxically shows that they had success in collaborative writing. One possible reason for these conflicting results is proficiency and personality factors. The target students in group 2 have a higher English proficiency compared to the students in group 3. Also, the target student in group 2 is much more outgoing and less afraid to make mistakes in general than in group 3. Another reason is that these target students have never collaborated together in the past. This indicates familiarity and personality variables affect the collaborative process as well as proficiency factors.

### 3) *Answers to Research questions*

#### ① Research Question 1

Do the group leading teachers perceive that the target student's performance and behavior differ when s/he is paired up with different peers based on language proficiency and personality?

- ***Yes, the results show that the group leading teachers perceived that their TS's performance and behavior were affected by their peers with different language ability and personal traits.***

#### ② Research Question 2

Do the group leading teachers perceive that pair dynamics help the target student improve linguistic areas and which linguistic areas do they perceive to be benefited?

- ***Yes, the group leading teachers perceived that different pairing/grouping affected the target students' performance in particular linguistic areas (i.e., vocabulary & writing) in the positive direction.***

#### ③ Research Question 3

Do the group leading teachers perceive that the target student's performance and behavior differ when s/he is interfered by their group leading teacher?

- ***Yes, the group leading teachers perceived that their interference affected the pair dynamics in the positive direction by indicating that most target students (83%) seemed to be very comfortable in week 12.***

## V. Conclusion

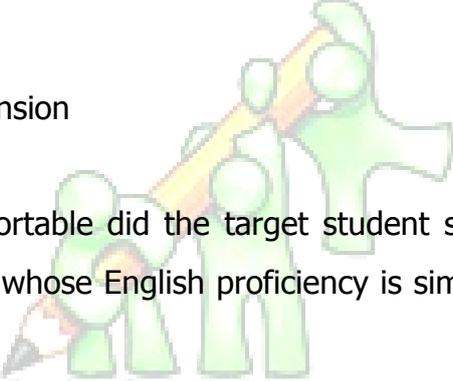
This small-scale investigation revealed that pair work was perceived to be more helpful in collaborative writing when target students were paired with comfortable peers and their teacher. To the end of the treatment, the results showed more positive responses. To be specific, the target students seemed to feel more comfortable and familiar with the tasks and their peers and this can serve as a barometer of success in collaborative writing.

However, this treatment has some limitations. First, the number of surveys that were carried out was different each week due to the absence of the target students in certain classes. Therefore, it was difficult to measure the target students' involvement in certain weeks. Furthermore, in terms of measuring linguistic areas, the results were fully dependent on the group teacher's perceptions. Since each week revolved around different functions of writing, there was no output to compare the linguistic areas that were aided during each week's collaborative writing process.

The findings have implications that targets students' performance in collaborative writing is affected by pair dynamics. Therefore, in order to facilitate constructive pair work in L2 classrooms, teachers may need to prepare learners more carefully for group and pair work. Prior to assigning learners in pairs or groups, teachers may also need to consider important factors such as personality and previous knowledge/experience of the students. In addition, teachers need to pay attention to pair dynamics in class to facilitate CW. Furthermore, less-proficient may feel more comfortable interacting with advance learners if the more-advanced learners assume an expert role rather than a dominant role. Storch (1998) and Williams (2001) claimed that low-proficiency students may not benefit from collaborative tasks with respect to their language accuracy. Therefore, teachers may need to encourage more-advanced learners to become more of a facilitator when interacting with their less-proficient peers.

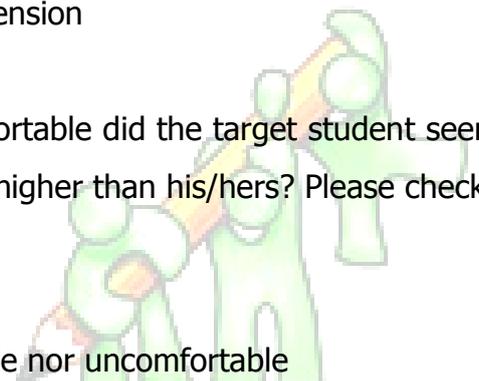
## Appendix A: Questionnaire : Group leader survey

### **Type 1. *Low English proficiency student is paired up with a peer whose proficiency level is similar to his/hers***

1. How helpful was it when the target student was paired up with a peer whose English proficiency is similar to his/hers? Please check one.
    - 1) Very helpful
    - 2) Helpful
    - 3) Neither helpful nor unhelpful
    - 4) Not so helpful
    - 5) Not helpful at all
  2. If it was, which linguistic area did it help? Check all that apply.
    - 1) Vocabulary
    - 2) Writing
    - 3) Grammar
    - 4) Listening comprehension
    - 5) Other (explain)
  3. In general, how comfortable did the target student seem to work when s/he was paired up with a peer whose English proficiency is similar to his/hers? Please check one.
    - 1) Very comfortable
    - 2) Comfortable
    - 3) Neither comfortable nor uncomfortable
    - 4) Uncomfortable
    - 5) Very uncomfortable
- 

**General Comments:**

**Type 2. *Low English proficiency student paired with a peer whose proficiency is higher than his/hers***

1. How helpful was it when the target student was paired up with a peer whose English proficiency is higher than his/hers? Please check one.
    - 1) Very Helpful
    - 2) Helpful
    - 3) Neither helpful nor unhelpful
    - 4) Not so helpful
    - 5) Not helpful at all
  2. If it was, which linguistic area did it help? Please check all that apply.
    - 1) Vocabulary
    - 2) Writing
    - 3) Grammar
    - 4) Listening comprehension
    - 5) Other (explain)
  3. In general, how comfortable did the target student seem to work with a peer whose English proficiency is higher than his/hers? Please check one.
    - 1) Very comfortable
    - 2) Comfortable
    - 3) Neither comfortable nor uncomfortable
    - 4) Uncomfortable
    - 5) Very uncomfortable
- 

**General comments:**

**Type 3. *Low English proficiency student paired with a peer whose personality is similar to his/hers***

1. How helpful was it when the target student was paired up with a peer whose personality is similar to his/hers with? Please check one.
  - 1) Very helpful
  - 2) Helpful
  - 3) Neither helpful nor unhelpful
  - 4) Not so helpful
  - 5) Not helpful at all
2. If it was, which linguistic area did it help? Please check all that apply.
  - 1) Vocabulary
  - 2) Writing
  - 3) Grammar
  - 4) Listening comprehension
  - 5) Other (explain)
3. In general, how comfortable did the target student seem to work with a peer whose personality is similar to his/hers? Please check one.
  - 1) Seemed comfortable a lot
  - 2) Comfortable
  - 3) Neither seemed comfortable nor uncomfortable
  - 4) Uncomfortable
  - 5) Very uncomfortable

**General comments:**

**Type 4. A pair with low English proficiency student interfered by the group leading teacher**

1. How helpful was it when the target student was paired up with a peer whose personality is similar to his/hers and interfered by the group leading teacher? Please check one.

- 1) Very helpful
- 2) Helpful
- 3) Neither helpful nor unhelpful
- 4) Not so helpful
- 5) Not helpful at all

2. If it was, which linguistic area did it help? Please check all that apply.

- 1) Vocabulary
- 2) Writing
- 3) Grammar
- 4) Listening comprehension
- 5) Other (explain)

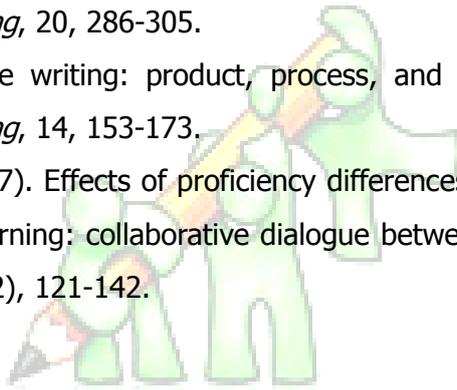
3. In general, how comfortable did the target student seem when working with a peer whose personality is similar to his/her and was interfered by the group leading teacher? Please check one.

- 1) Seemed comfortable a lot
- 2) Comfortable
- 3) Neither seemed comfortable nor uncomfortable
- 4) Uncomfortable
- 5) Very uncomfortable

**General comments:**

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## Epilogue



*"Enrolling in TESOL graduate program at Sookmyung Women's University was an excellent choice for me. I feel that I've grown so much academically as well as personally while studying in this program. I have no doubt that I have been very lucky to meet many scholars and colleagues from all walks of life. Also, serving the past two years as an assistant in this program allowed me to have rare experiences that I probably would not have otherwise. Even though the sense of uncertainty about my future and the gap between who I am today and who I want to be still persists, my academic and work experiences here are priceless. With only two more months until 2013 commencement, I am finally beginning to see the light at the end of the tunnel."*

