



Showcase Portfolio



Introduction

This showcase portfolio demonstrates how I, as an English teacher have developed professionalism. The evidences in this portfolio will give you a snapshot of my previous teaching career and development I have undergone over MA TESOL program at Sookmyung Women's University in Seoul.





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I. Professional Background

The information in this chapter is about my previous teaching career and my views about teaching English.

Professional Background

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Curriculum Vitae

Jin- Ah Jeon

*B-2406 Tripolis, Kumkokdong, Bundangku, Sunghnamshi, Gyeonggido, Korea
Cell : 01027012686 Email: jinao5@hotmail.com*

Education

March, 2008~August, 2010. MA in TESOL.
Sookmyung Women's University, Seoul , Korea.
Feb, 2004~ June, 2004. TESOL Certificate.
Sungkyunkwan Georgetown University, Seoul, Korea.

Employment

*July, 2008~ Current. Director.
New Yeontong Avalon Education, Suwon, Korea.*

As a director Yeontong academy, I am in charge of managing and supervising all departments of the school which include teaching, counseling, and managing. In addition, I am also responsible for the promotion of the academy.

Curriculum Vitae

***June, 2008 ~ February, 2009. Team leader of Philippines Business Team.
Avalon Education , Bundang, Korea.***

As a team leader of the Philippines Business for Avalon Education, I registered 200 students to join a summer camp in the Philippines for the purpose of advancing their English proficiency. Along with this I trained 100 Filipino teachers to teach students in both speaking and writing. Furthermore, I wrote books which were used by both students and teachers for this camp.

***October, 2007~May, 2008. Director.
Nokjiwon Avalon Education, Bundang, Korea.***

As a director of Nokjiwon academy, I was in charge of managing twenty staff. The academy was designed for elite students who achieved scores of 100 or more on the iBT TOEFL test.

***October, 2006~September, 2007. Director.
Yongin Avalon, Yongin, Korea.***

As a director of this school, I had the responsibilities of setting the curriculum and the recruitment of the staff from the inception of the academy. Eventually I managed the entire staff of over 30 employees.

Curriculum Vitae

***July, 2004~September, 2006. Supervisor.
Imae Avalon Education, Bundang, Korea.***

As a supervisor of this academy, I was in charge of managing a teaching staff of ten teachers, both native and Korean. I trained new teachers and observed and enhanced their performance in the classroom.

***Jan , 2002 ~ Dec, 2003. English instructor.
Jang Hak Institute, Seoul, Korea.***

I was an English instructor of middle school students who were preparing for entrance exams at foreign language high schools. I taught listening, reading, grammar, and speaking. The proficiency of the students was at an advanced level.

***January, 1999~ December, 2002. English Instructor.
Dae Kyo HR department, Seoul, Korea.***

I was responsible for English instruction and the training of new teachers in the areas of classroom management, curriculum, and teaching techniques.

Curriculum Vitae

Teaching Experience

Teaching experience varied ages from Kindergarten to adults.

Teaching experience in all areas of English such as grammar, listening, reading, and speaking.

Teaching adults conversation at Woung Jin company in 2009 in Seoul.

Teaching phone conversation class for business executives in 2008.

Presentations

May, 2007 Cheongshim International Middle school Preparation strategies at Avalon Education.

Mar., 2010 Culture and Pragmatics in the Classroom, Lesson Plan design and Development at Avalon Education.

Professional Experiences

Obtained an iBT TOEFL Score of 100.

Obtained an Advanced level on the Opic TEST.

Obtained Commanding Score on the SMU MATE Speaking & Writing Test.

Obtained a TOEIC Speaking level 7 out of 8 & Writing level 8 out of 9.

Self Introduction

After I graduated from high school, I majored in English education at a University in Korea. Right after I graduated university, I started teaching English in a private institute in Seoul. I taught English to middle school and high school students for a couple of years and then I changed my job to Dae kyo which is in Seoul. I was in charge of training English teachers for that company. I trained new teachers in the company's system and in basic English teaching methods for new teachers.

In 2003, I was really eager to learn communicative teaching methods for teaching English. Even though I had a full time teaching job at that moment, I applied for Sunkyunkwan TESOL in Seoul. I went there for 6 months while I was working in Seoul. In 2003 was a turning point in my life because I had always taught English in terms of grammar and translation with an emphasis on exam-driven methods. However, learning TESOL opened my eyes to the new world. While I was studying TESOL, I learned about educational theories, methodology, material development, curriculum, English communication, and practicum for 6 months. Because of this program, my teaching philosophy changed towards communicative teaching methods which can be very important in English .

Self Introduction

After I finished the TESOL course, I started to look for a new teaching job which could give me opportunities to teach communicative English rather than grammar/translation English. I secured a new teaching position at AVALON Education in Bundang. Avalon English institute is a huge school all over the country in Korea right now, but I joined when things were much smaller.

When I started teaching for Avalon, I taught elementary and middle school. Avalon has since expanded its business dramatically. Thus I had opportunities for advancement, from a teacher to a head teacher, to a supervisor, to a vice director, and to my current position as a director. My dedication and hard work lead me to my current position after 6 and a half years with this company.

Self Introduction

After I received my position as director in 2007, I decided to study English more in depth, so I applied for Sookmyong Women's University's TESOL Master's program. I was admitted at the end of 2007 and I was very happy to study there. I started to study in 2008 and I will graduate from the TESOL Master's program in August. In two and half years, I earned 36 credits from the first semester to the fifth semester. I learned methodology I and II, second language acquisition, intercultural communication, and academic writing in my first semester and I took curricular development and discourse analysis in my second semester. For my third semester, I took teaching reading and the history of English. For my fourth semester, I took approaches to English grammar and ESL/EFL program evaluation. Finally for my last semester, I did a practicum course which taught university students through a task-based approach for 16 week at Sookmyong Women's University. It was a truly amazing experience for me to study all these teaching related theories and practice at the same time. It was not easy for me to study and work at the same time but the CEO of my company supported my studies a lot and he let me have the time to study there while I was the director of my campus at Avalon.

As a director or a leader of an English institute, I have a lot of responsibility for providing a good curriculum and teaching students as well as the parents. I would like to keep studying to find better teaching methods and curriculum and hopefully English education in Korea can be a better environment in the future than it is now. I am the person who wants tomorrow to be better than yesterday.



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

TESOL MA Program

May 10, 2010

To whom it may concern,

I am happy to write this recommendation letter for Ms. Jin-ah Jeon because she has shown herself to be a diligent and highly motivated student and teacher in the Sookmyung TESOL MA program. She certainly has the background, intelligence, and, energy to handle any situation with which she is confronted.

I have known Ms. Jeon since 2008 when she entered the TESOL MA program at Sookmyung Women's University. I have been fortunate enough to have her in several of my classes including the final semester Practicum class and was always pleased with her performance as a student. I particularly enjoyed having Ms. Jeon in my class because she was always insightful in her observations on language and language teaching. It is clear from her performance in my classes that she has much more than just a firm grounding in the basic tenets of the discipline called TESOL and is very eager to apply these ideas in her own teaching. This has come as a result not only of her study skills but also her substantial experience as a teacher and manager of many different language schools. Among all the students in the Sookmyung TESOL MA program Ms. Jeon stood out for her diligence and level of devotion far above that of other students. She was a very eager student, determined to improve her knowledge and skills in teaching. Once more, the excellent skills she brought to bear in the classroom as a student carried over into her own teaching in her final semester Practicum class.

Although Ms. Jeon was a diligent student throughout the program, it was during her Practicum course that Ms. Jeon really pulled everything together. She showed herself to be a true class leader. She showed a high level of dexterity and innovation in running both her group and the class itself. In addition, her lesson plans were well-structured and well-principled. She came up with interesting and effective ways of introducing content and engaging the students with difficult materials. She is also quite adept at integrating technology into her teaching and handled many aspects of CALL well within and outside of the class effectively. These skills, taken together, allowed her to excel in the Practicum for this semester and showed her to be a teacher who takes full advantage of the knowledge she has acquired in the MA program.

Based on her performance in my classes and particularly in the Practicum class, I am sure Ms. Jeon has the interest skills, and knowledge to function well in a PhD program in English Education. The expertise she has acquired in the Sookmyung TESOL MA in addition to her experience as an English teacher serve to make her a worthy candidate. I, therefore, have no qualms in recommending her.

Yours truly,

Stephen P. van Vlack (Ph.D.)

Assistant Professor, Graduate School of TESOL

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Homepage: <http://tesol.sookmyung.ac.kr>

Reference

Name of reference: Alexander Randall

Position and Title: Foreign Head Teacher Coordinator, Elementary Campuses,
in AVALON education

Describe applicant's strengths, weaknesses, and potential including such matters as previous accomplishments, intellectual independence, capacity for analytical thinking, and ability to work with others, ability to organize and express ideas clearly in writing and orally, drive, and motivation.

In recommending Gina for your program, I can assure you that she is a unique individual with the rare combination of talent matched in equal portion with her drive and ambition. In a relatively short period here at Avalon, Gina has established herself as a leader and a force to be reckoned with. Almost single-handedly she took the curriculum of this institute, and began to develop and improve it to the point where Avalon has become a recognized leader in the English industry.

Her ability to recognize areas of deficiency, and apply to them the needed changes are only part of what makes Gina so successful at what she does. Gina is also a real motivator, and understands that the best way to lead is through example. Having said that I can assure you it is no exaggeration when I say Gina may be the hardest working person I know. It is difficult to resist the infectiousness of Gina's enthusiasm for her job, and her passion for teaching.

If you choose to accept Gina into your program, I can assure you it would be a choice you would not regret. Her potential as a graduate student is virtually limitless. She is a proven commodity here in the work world, and will doubtless be as successful in the academic one. To sum it up, Gina does not know how to fail. She will be an asset to your student body.

Teaching **Philosophy**

Communicative Competence



Student-Centered Learning

Role as a Facilitator

Classroom Interaction

Teaching Philosophy

The English education in Korea has been largely influenced to all Korean so that teaching English can play an important role to the students. In order to meet importance of English Education in Korea, I have tried to learn how to teach English through communicative ways at many professional workshop and a TESOL program. As an English teacher, my philosophy is to guide students to develop their communicative competence through students centered learning, playing a role as a facilitator, and developing their output through classroom interaction.

The first part of my teaching philosophy is to enhance students centered learning. I believe that learner-oriented teaching promotes learning that is both purposeful and enduring. This student centered learning includes students solving problems, answering questions, formulating questions of their own, and discussing during the class so that students can have ownership their learning hopefully their learning will be improved in the long run.

Teaching Philosophy

In addition, I believe that teachers have to be a facilitator not a lecturer. The words "guide" are sometimes used rather than "teacher" because of the different role of the adult in relating to the child directing him to find the best way to learn from the environment rather than from the adult. Following the same line of thought, the word "facilitate" as defined by the Oxford dictionary is 'to make something easy, to promote or help forward'. Therefore the word "facilitator" would mean someone who enables another to move forward; someone who makes things easier. When I teach my students, I have them know the concept and help them do it by themselves which can be helpful for them better learners. When teachers do lecture, students can be very passive and they can build up their skills by themselves. Therefore, I would rather be a facilitator or a helper for them to be active learners so they can build up their skills by themselves for the later on without teacher's help.

Teaching Philosophy

Furthermore, output has to be emphasized based on classroom interaction. English education in Korea has been focused a lot input rather than output so many students who have been exposed to learn English can't communicate well. Therefore my last teaching philosophy is that students have to speak and write to communicate in a global society. My students have to be learned both input and output after all though a lot of classroom interaction. I ask my students to repeat, ask and answer the questions for interaction. In addition, I have my students to paraphrase and summarize for their classroom interaction, too. After all, my students speak and communicate well without trouble through classroom interaction.

My teaching philosophy about teaching is to make students -centered learning and play a role as a facilitator, and develop their output though input and a lot of classroom interaction. Teaching has been my call in my life and I believe that teachers have to develop themselves continuously of their life for a better educator.



II. Professional **Achievement**

The following evidences show what I have achieved during my previous teaching career.

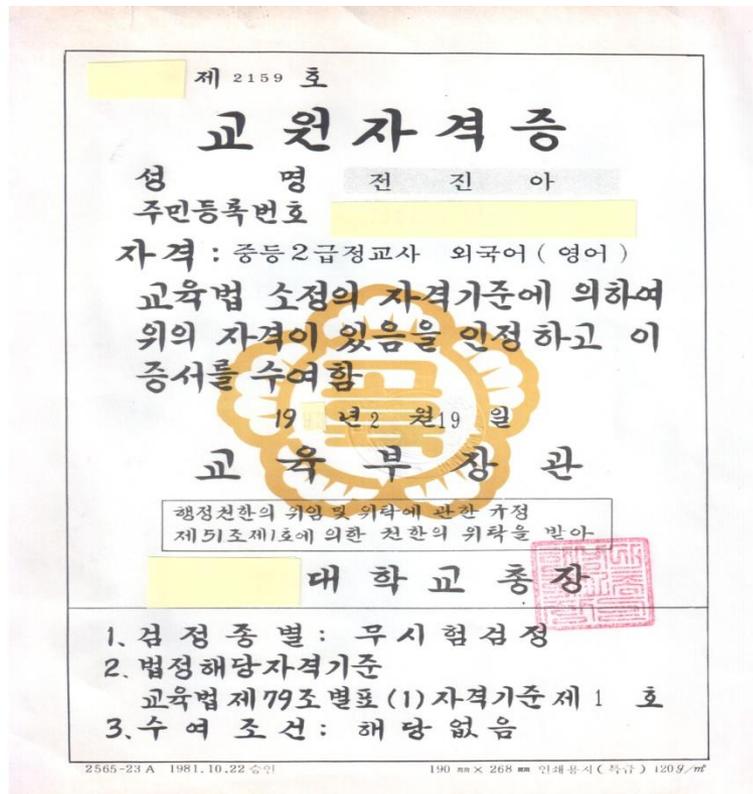
Professional Achievement

Teacher's License p.20

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Award p.25

Teacher's License



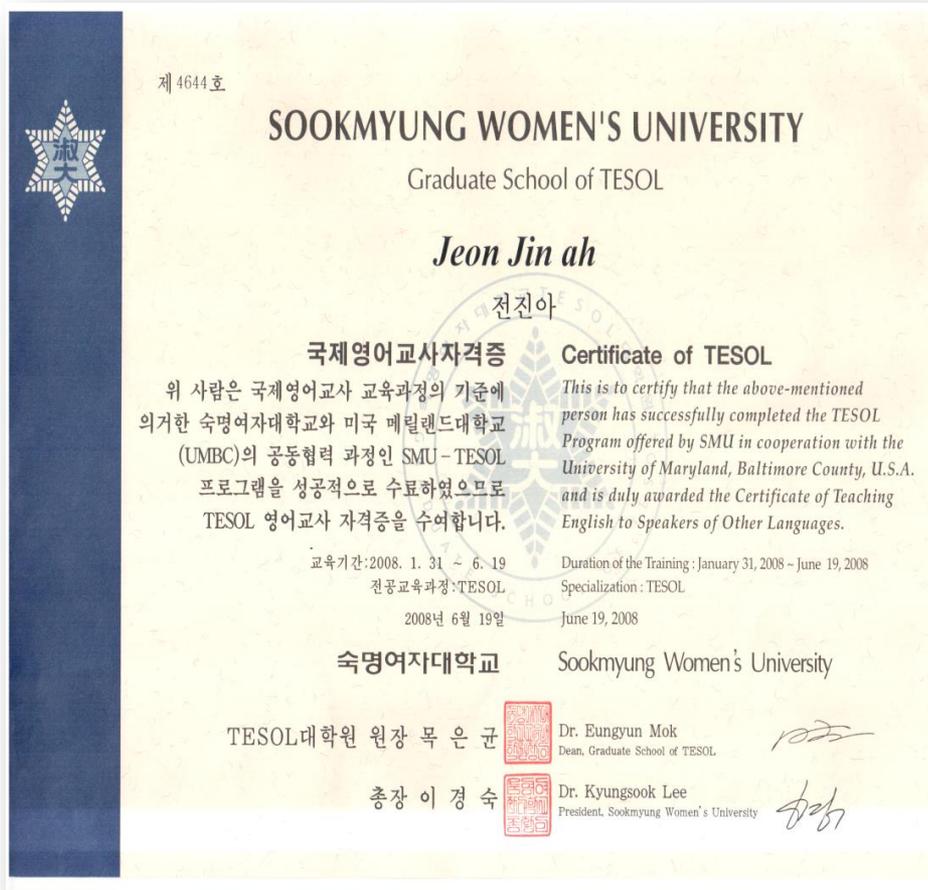
Teacher's License in University

English Teaching Certificates



Certification of Teaching English
to Speakers Other Languages at
Sungkyunkwan University

English Teaching Certificates



Certification of Teaching English to Speakers Other Languages at Sookmyung Women's University

English Teaching Certificates



Certification of Completing Mate
Test Rater Training Workshop

Computer Skills Certificates



Certification of Master Office
Automation in Avalon English

Awards



Awards in Avalon English Company as
Best Staff in 2007



III. Academic **Achievement**

The following courses which I have studied two TESOL certificate courses and TESOL Master program.

Academic Achievement of Study

Sungkyunkwan TESOL p.27
SMU TESOL Master p.28~45

Sungkyunkwan Tesol Course Program

Methodology

Material Development & Technology

English Communication

Practicum

Sookmyung Women's TESOL Master Courses

1st Semester	<ul style="list-style-type: none">• Methodology I, II• Second Language Acquisition• Inter Cultural Communication• Academic Writing
2nd Semester	<ul style="list-style-type: none">• Curricular Material Development• Discourse Analysis
3rd Semester	<ul style="list-style-type: none">• Teaching Reading• The History of English Language
4th Semester	<ul style="list-style-type: none">• Approaches English Grammar• ESL/EFL Program Evaluation
5th Semester	<ul style="list-style-type: none">• Practicum I• Practicum II

Courses in the Master program

The History of the English Language

1. Overview

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

Courses in the Master program

The History of the English Language

2. Globalized Index Project

I. Introduction

The present survey is for comparing to two groups in terms of the global index . There are two group can be compared into five categories to see if which group can be more globalized than other and try to figure it out why.

Firstly, we make the 25 questions to check the degree of the global index and categorized into five to measure to see which categories can be more than others. Secondly, we find two different groups to see what kinds of difference they have in terms of their job difference. Thirdly, we did survey of 24 people who are working in the private English academy in Korea. Lastly, we analyze the results of the two different groups. From the results, English group of the people have more scores than staffs of the people in terms of the global index some of the categories.

Courses in the Master program

The History of the English Language

2. Globalized Index Project

II. Participants

We choose subjects who work in English private academy in Korea. There are two groups who are currently working in this private school. The first group of the people are 17 people who have been experienced teaching English of Korean whose ages from over 20 to 40 years old. In addition, the second group of the people are 17 numbers and they have never taught English however they are working the same school as the employees in the private English academy.

The reasons why we chose this group is that we want to compare how much different of their opinion in terms of the global index project. We guess that the people who have experienced teaching English have more globalized than the others because they have more interact with other people who are from different countries.

Courses in the Master program

The History of the English Language

2. Globalized Index Project

III. Results

Globalization is likely to be one of the dominant forces in bringing various cultures as a whole in the 21st century. Cultures have long affected one another through trade, migration, and war. Nowadays, people in most part of the world are influenced by globalization that exists beyond local cultures. In the survey, both the teachers and the staff members had the similar ideas for 'Identity' section. Overall, as seen in the result, the English teachers seem to be more globalized than the staff members according to the globalized index.

Courses in the Master program

ESL/EFL Evaluation Program

1. Overview

This course introduces principles and methodologies of language program evaluation. Included in this, students will explore how to design an evaluation, collect data, analyze data, and report findings from program evaluations.

Courses in the Master program

ESL/EFL Evaluation Program

2. Final Project

I. Introduction

The final project might include any of the following:

- 1) an individual plan for a program evaluation
- 2) a group evaluation of a language program
- 3) an individual evaluation of a language program.

Courses in the Master program

ESL/EFL Evaluation Program - Final Project

Program Eval Final

Using L1 in the English grammar class in Korea

Audience & Context

Audience & Context

Audience & Context

Preliminary thematic framework

Quantitative question

1. Does translating grammar significantly increase students' grammar scores more than studying grammar in English?

Qualitative question

2. How do students feel about using Korean in their English classes? (both teacher & Ss)

Data Collection

<p>1. Does translating grammar significantly increase students' grammar scores more than studying grammar in English?</p>	<p>2. How do students feel about using Korean in their English classes? (both teacher & Ss)</p>
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Data Collection

Quantitative question

- Pre-test
- Realconditional sentences in the present and future
- Realconditional sentences in the present and future
- Unconditional sentences in the present or future
- Unreal conditional sentences in the past mixed conditional sentences
- Conditional sentences with as if/ as though
- Post-test

Data Analysis

Grammar scores are almost the same as placement test scores

Courses in the Master program

ESL/EFL Evaluation Program - Final Project

Data Analysis

Group A shows 3.9 improvement
Group B shows 2.4 improvement

Use Excel

9

Data Analysis Pre-test

No significant difference

Use Toad

10

Data Analysis Post-test

No significant difference

Use Toad

11

Data Collection

Use Excel

12

Data Analysis

3. Korean should be used in the English language classroom.

More Group A Ss like to use Korean in the English language classroom than Group B Ss.

Group A Ss feel more comfortable using Korean than B which means that they are taught to use Korean.

Use Excel

Data Analysis

2. Korean in the English classroom helps you learn this language.

Group A Ss strongly agree w/ this statement which means that they like to use Korean in the English classroom.

Also some of the group B Ss agree with using Korean in their English classroom.

Use Excel

Data Analysis

3. How often do you think Korean should be used in the English classroom?

All of the group A Ss think that Korean should be used in the English classroom while group B Ss responded saying it should be used sometimes, occasionally, and rarely.

To sum up, group A Ss like to use Korean in their English class.

Use Excel

Data Analysis

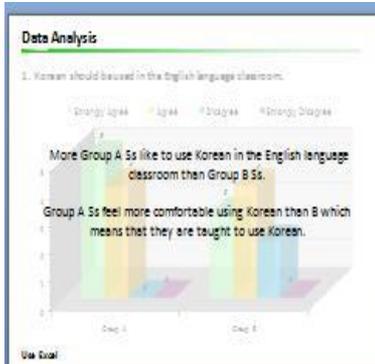
4. How much of the class time do you think the use of Korean should take? (5% ~ 30%)

Group A Ss want to use Korean more than 30% and B Ss from B group want to use Korean almost 70% but the rest of the B group Ss want to use Korean less than 60%.

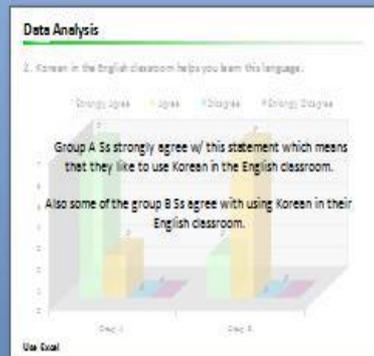
Use Excel

Courses in the Master program

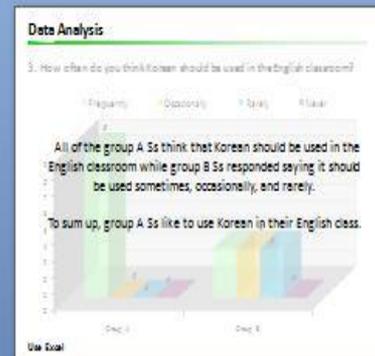
ESL/EFL Evaluation Program - Final Project



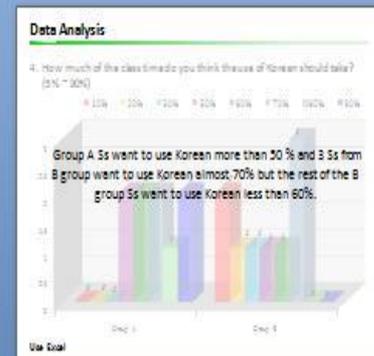
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Courses in the Master program

The History of the English Language – Final Project

1. Introduction

Globalization has formed for decades, and cultures have shaped similarly through trade, immigration, and the exchange of information or ideas. However, in recent decades, the degree and intensity of the contacts among different cultures and different regions have accelerated significantly due to technological developments and a rapid increase in economic and financial interdependence worldwide. In recent years, globalization has turned into the common term to describe the current situation of the world. In this paper, the way to measure globalized people and how to determine globalization will be researched and discussed.

Courses in the Master program

The History of the English Language – Final Project

2. Theoretical Background

Globalization involves a wide range of issues and has focused mainly on economics (Friedman, 2000; Gray, 1998). However, globalization also vastly deals with the issues such urban life (Sassen, 1998) and on cultural practices (Appadurai, 2000; Giddens, 2000; Tomlinson, 1999). Globalization is a process that increases crossborder flows of goods, services, money, people, information, and culture (Held et al 1999, p. 16). Robert Gilpin (1987) states globalization as the growing interdependence of national economies in trade, finance, and macroeconomic policy. Globalization is also defined as a process of increasing interdependent and awareness among economic, political, and social aspects of the world. (Guill'en 2001, Held et al 1999) According to Hirsch & Fiss (2000), globalization is correlated to multiple ideological components such as "financial market," "economic efficiency," "negative effect," and "culture."

Courses in the Master program

The History of the English Language – Final Project

3. Methodology

3.1 Overview

The present survey is for comparing to two groups in terms of the global index . There are two group can be compared into five categories to see if which group can be more globalized than other and try to figure it out why.

Firstly, we make the 25 questions to check the degree of the global index and categorized into five to measure to see which categories can be more than others. Secondly, we find two different groups to see what kinds of difference they have in terms of their job difference. Thirdly, we did survey of 24 people who are working in the private English academy in Korea. Lastly, we analyze the results of the two different groups.

From the results, English group of the people have more scores than staffs of the people in terms of the global index some of the categories.

Courses in the Master program

The History of the English Language – Final Project

3.2 Subjects

We choose subjects who work in English private academy in Korea. There are two groups who are currently working in this private school. The first group of the people are 17 people who have been experienced teaching English of Korean whose ages from over 20 to 40 years old. In addition, the second group of the people are 17 numbers and they have never taught English however they are working the same school as the employees in the private English academy.

The reasons why we chose this group is that we want to compare how much different of their opinion in terms of the global index project. We guess that the people who have experienced teaching English have more globalized than the others because they have more interact with other people who are from different countries.

Courses in the Master program

The History of the English Language – Final Project

3.3 Tools

There are five categories in this survey. The first category is languages section which can be measured of their history of studying language. The second category is travel section which can be measured how differences of experienced can be affected between two groups. The third category is that identity section which can be figured out their thought between two groups. The fourth category is that world knowledge section which can be figured out their knowledge of the world between two groups. Last category is the habits section which can be measured their daily life as a globalized person.

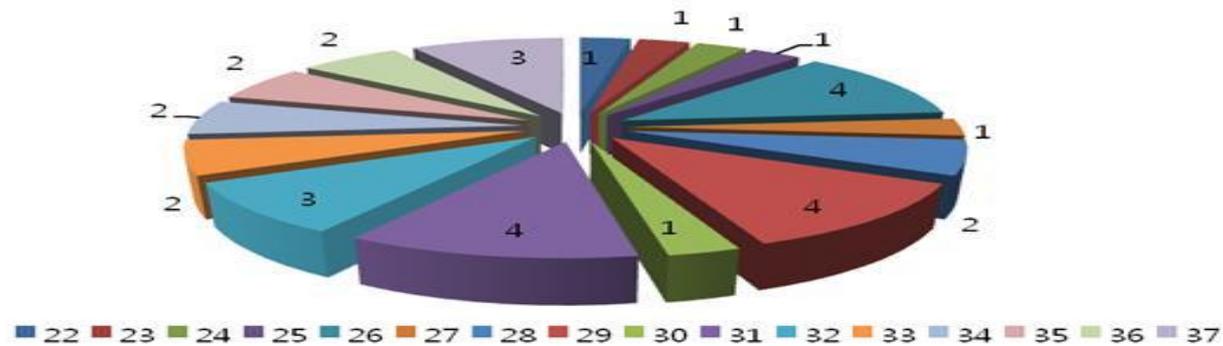
Each of the questions types were going to scores 1 score can be strongly disagree 4 scores and 1 score is strongly agree score. Therefore the large scores person is more globalized than the others.

Courses in the Master program

The History of the English Language – Final Project

4. Results

1) Age



2. Sex

- Male: 10 - Female: 24

3. Job

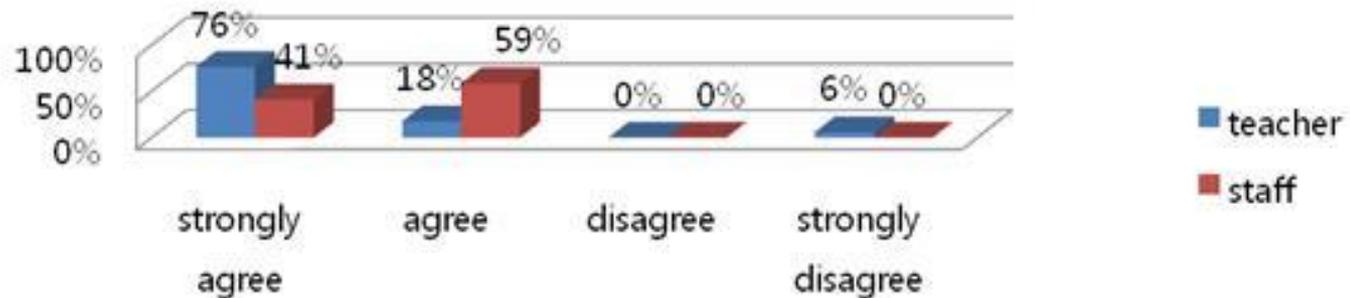
Total: 34

[Group A: English teaching experience - 17 - Non-S English teaching experience - 17]

Courses in the Master program

The History of the English Language – Final Project

2. English affect my daily life. ↵



The graph offers the percentage of how much English affects everyday life. Majority of the English teachers answered that English has vast impact on their daily lives, and more than half of the staff members agreed that the language influences their everyday lives. Moreover, 6 percent of the English teachers strongly disagreed to the question above. ↵

Courses in the Master program

The History of the English Language – Final Project

4. Conclusion

Globalization is likely to be one of the dominant forces in bringing various cultures as a whole in the 21st century. Cultures have long affected one another through trade, migration, and war. Nowadays, people in most part of the world are influenced by globalization that exists beyond local cultures. In the survey, both the teachers and the staff members had the similar ideas for 'Identity' section. Overall, as seen in the result, the English teachers seem to be more globalized than the staff members according to the globalized index.



IV. Professional Development

Over the practicum courses, I designed lesson plans based on task based teaching .

IV. Professional Development

Practicum Overview p.47-48

Practicum Syllabus p.49

Practicum Teaching Process p.50

Student Survey p.51-58

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Courses in the Master program

1. Overview

Practicum I & II

I. Practicum I

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 Discussion and Presentation related tasks focussed on meaning and purpose. The tasks we will be doing in the class are loosely arranged according to the MATE. This class, however, should not be seen merely as a MATE development course as we will be doing things that go beyond the scope of the MATE. In general, the course should keep students busy speaking both in and out of the class and 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 communicative competence. As a result, in this class the students will be generating large amounts of language which will be closely monitored so that helpful feedback can be provided.

Courses in the Master program

1. Overview

Practicum I & II

II. Practicum II

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

Practicum – Syllabus

	Function	Theme
Week 1/ 2	Survey , Icebreaking , 1st Interview Test	
Week 3	Giving advice	Weight Control
Week 4	Describing people and things	Date & Relationship
Week 5	Describing process	Easter & Holiday
Week 6	Describing more formally	Study Abroad
Week 7	Narrating	Movies & Music
Week 8	Mid term & 2 nd Interview Test	
Week 9	Narrating formally	Travel
Week 10	Describing graphs and surveys	Jobs and Careers
Week 11	Giving opinions	Shopping & Fashion
Week 12	Giving opinions based on comparison and contrast	Campus Issues
Week 13	Giving opinions based on comparison and contrast	Food
Week 14	Giving supported opinions	Social Issues

Practicum – Teaching Process

Step	Contents
Step1	Student Survey
Step2	Proficiency Test
Step3	Needs Analysis
Step4	Editing Syllabus
Step5	Icebreaking
Step6	Diagnostic Test
Step7	Editing Syllabus
Step8	Achievement Test

Practicum – Students Survey

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

안녕하세요 밴블랙 교수님의 GEP 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 체크해주시오.

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 (외국인 친구와의교제) Describe (설명):

Other experience (기타경험):

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

() studying where/ what/why

() chatting where /how _____

() working (아르바이트) where/how

() meeting people where/how

() club activity where/what/how

Others _____

Practicum – Students Survey

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 conversation? 영어회화 수업을 받아보신 적이 있습니까?
Yes No (circle one) If yes, what did you learn? 있다면 수업 내용을 간단히 써주세요.

7. Which of these have you ever done in English? (Check all that apply) 다음 중 어떤 것을 영어로 해보셨나요?
(해당 사항을 모두 체크해 주세요.)
Debating ___ Presentations ___ Role Play ___ Interviews ___ Narration ___
Other: _____

8. What are your plans for the future? What job would you like?
졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

Practicum – Students Survey

9. Do you plan on using English in the future? or Do you want to use English in the future?

앞으로 영어를 사용할 계획이 있거나 그러고 싶은 마음이 있습니까? 있다면 구체적으로.

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? 자신있는 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?

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

- | | |
|---------------------------|------------------------------------|
| () grammar practice | () games/fun activities |
| () pronunciation drills | () role play/skits(역할극) |
| () dialogue practice | () using audio tapes |
| () vocabulary activities | () watching videos or movie clips |
| () discussions | () using Internet materials |
| () others | |
-

Practicum – Students Survey

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? 영어 독해능력이 어느정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding상)

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

18. Do you have any concerns about this class? 이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주세요.

Practicum – Students Survey

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

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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)

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18. Do you have any concerns about this class? 이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주세요.

Practicum – Students Survey Results

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

Introverted → Extroverted (1→5)

1→two 2→four 3→ten 4→seven 5→two

2. English learning experience?

In school→ 25 (2yrs to 12 yrs)

Study abroad→7 (one in Malaysia, Thailand, Macao for 7yrs/ one in China for 2 yrs/
one in USA for 1 year/ one HK, Germany for 6 months/one in Germany for 6 months/
one in Australia for 3 months/ one in USA for 3 months)

Private tutor & Institute →21

- 3.What do you do with English?

Study→20 chatting online→5 working→2 meeting people→4 other→1

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

Never→7 less than 3 hrs→13 3~6 hrs→3 6~9 hrs→1 More than 10hrs→1

Practicum – Students Survey Results

5. What job would you like?

Office worker/ international lawyer/ accountant/ PhD/ flight attendant/ marketing/ advertisement/teacher/ therapist/ interpreter/ government official/ doctor/ CEO

6. Do you plan on using English in the future?

Yes→19 No→1 N/A→5

7. What parts of English do you have the most confidence in?

Vocabulary→4 Speaking→3 Listening→4 Reading→4 Grammar→3 Writing→1
Pronunciation→0 Test preparation→0

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

Confident / improve / fun / prepare Mate / grade / English skill

9. What are the things that you would like to do in this GEP class?

Grammar practice→3 Games/fun activities→16 Pronunciation drills→11 Role play/ skits→7
Dialogue practice→ 9 Using audio tapes →3 Vocabulary activities→6 Watching videos or
movie clips→16 discussions → 9 Using internet materials →

Practicum – Students Survey Results

10. What kinds of topics are you interested in?

Travel (16), food (13), study abroad (10), music (9), movies (9), friends (9), shopping (8), jobs and career (8) art (7), family (7), fashion (6), language learning (6) campus (5), celebrities (5), cartoon (4), social issues (4), dating (4), leisure (3), sport (3), holidays(3)

11. Is English your friend or enemy?

Friend→Enemy (1→5)

1→3 2→3 3→7 4→10 5→2

12. I think I am good at English.

strongly agree→strongly disagree (1→5)

1→0 2→3 3→4 4→8 5→10

13. How would you rate your English reading proficiency?

rudimentary→8 moderate→15 commanding→2

14. How would you rate your English speaking proficiency?

rudimentary→13 moderate→9 commanding→1

Practicum – Students Interview

The first mock MATE test was used to establish a base speaking level for the students. Following that, mock MATE tests are to be given as part of both midterm and final exams. Students grades were determined, in part, on how and how much their sample test scores change; that is, improve. Thus, students how enter the course with higher proficiency, as reflected in the initial mock test scores, will not necessarily get a higher grade in the course.

Practicum – Mate Criteria

Students in GEP class were evaluated based on the criteria following evaluation sheet. Each lesson is designed to help students have good results of their speaking test.

MATE Rater Sheet (Speaking Test)

Test-taker Name _____ Number _____

Rater Name _____ Number _____

	Rudimentary		Moderate				Commanding				Expert	
	Mid	High	Emerging	Low	Mid	High	Emerging	Low	Mid	High	Emerging	Expert
Global Tasks and Functions	0 1 2	2 3 4	4 5 6	6 7 8	8 9 10 11	11 12 13	13 14 15	15 16 17	17 18 19	19 20 21	21 22 23	23 24 25
Context/Content	0 1 2	2 3 4	4 5 6	6 7 8	8 9 10 11	11 12 13	13 14 15	15 16 17	17 18 19	19 20 21	21 22 23	23 24 25
Socio-pragmatic Competence	0 1	0 1	0 1 2	1 2 3	1 2 3	1 2 3	2 3 4	3 4 5	3 4 5	3 4 5	4 5 6	4 5 6
Fluency	0 1	0 1	0 1 2	1 2 3	1 2 3	1 2 3	2 3 4	3 4 5	3 4 5	3 4 5	4 5 6	4 5 6
Pronunciation	0 1	0 1	0 1 2	1 2 3	1 2 3	1 2 3	2 3 4	3 4 5	3 4 5	3 4 5	4 5 6	4 5 6
Vocabulary	0 1	0 1	0 1 2	1 2 3	1 2 3	1 2 3	2 3 4	3 4 5	3 4 5	3 4 5	4 5 6	4 5 6
Grammar	0 1	0 1	0 1 2	1 2 3	1 2 3	1 2 3	2 3 4	3 4 5	3 4 5	3 4 5	4 5 6	4 5 6
Accuracy	0 1 2	2 3 4	4 5 6	6 7 8	8 9 10 11	11 12 13	13 14 15	15 16 17	17 18 19	19 20 21	21 22 23	23 24 25
Text Type	0 1 2	2 3 4	4 5 6	6 7 8	8 9 10 11	11 12 13	13 14 15	15 16 17	17 18 19	19 20 21	21 22 23	23 24 25
	0-7	8-16	17-24	25-32	33-44	45-52	53-60	61-68	69-76	77-84	85-92	93-10

Comments: _____

Practicum – Students Interview

Name of students Interviewee	First Mock Interview	Mid Term Mock Interview
Kim Somang	Moderate Low 30	Moderate Mid 33
Park Sujin	Moderate Mid 42	Moderate High 46
Chang Yun Jin	Moderate Emerging 18	Moderate Emerging 16

Lesson Plan I - Studying Abroad

The goal of the lesson was asking students not only be describing but will be speaking to inform as well, all in nice paragraph –like packages. In addition, students were asking describing personal routines.



Lesson Plan I

1. Title : Studying abroad

2. Student Profile

Target students	University students who attend a required English class at Sookmyung Women's University
Language Proficiency	(Heterogeneous) Novice high to intermediate advanced
Number of Students	22
Length of the Class	Two and half hours per week
Target Setting	There are a GEP teacher and 8 assistant teachers who can support students individually. Students get guidance during the class and get individual feedbacks of their homework.

3. Objectives : By the end of the class, students will be able to describe formally their study abroad plan.

Lesson Plan I

Theme	Studying abroad
Function	Describing more formally
Language focus	in front of, next to, beside, behind, first, second, and then, next

Time	<u>Activities</u>	<u>Material</u>
7:50~8:00	Sharing homework / Overview of the Class / Group Setting (7 Groups)	
8:00~8:20 (20min)	<p><u>Activity1. Choosing school-</u> All students need to walk around during this activity. Every big sibling has a different school, all students need to ask every sibling about the school to find out the best school for them. After they asked and found all information of all school and students can go back to the seats. This activity is not a group work, but is an individual work. When the all students come back their seats, T points some students to ask them which school they chose. Ss don't know who will talk in front of the class. The student who needs to talk in front of the class, they need to describe the school that they chose , and they reason why they chose that one,</p>	7 different papers of 7 different schools

Lesson Plan I

<p>8:20~8:50 (30mins))</p>	<p><u>Activity2: Guess what my room looks like</u></p> <p>T gives different picture to each group and let them describe their room. One spokesperson of each group needs to go to other group to describe their room One person in other group needs to draw a picture when she listens to other group's room. One representative of each group needs to describe other group's room . After the spokesperson finished describing that room, T posts it on the white board. When all group finished their presentation, T asks them to vote which picture is the most similar one to the original picture during the break time.</p>	<p>Pictures, big blank paper, crayons, stickers</p>
<p>8:50~9:00</p>	<p><u>Break time</u></p>	
<p>9:00~9:30 (30m)</p>	<p>Before starts the next activity, T announced the winner group of the previous activity and give them prizes.</p> <p><u>Activity3. I am the one who you are looking for!</u></p> <p>T gives the different job posting to each group. Each group needs to apply for a job, they need to think how to describe their talents to employer. One spokesperson speaks in front of the class, what type of job they will apply and describe their talents</p>	<p>Handout</p>

Lesson Plan I

<p>9:30~10:00 (30min)</p>	<p><u>Activity4. Describe your campus</u> T gives each group several pictures of the campus, each group chooses one picture and describes their campus. One spokesman needs to describe the school including location, environment and the building of their campus.</p>	<p>Handout (pictures hand out., worksheet)</p>
<p>10:00~10:20 (20mins)</p>	<p><u>Activity5. Tell me about your imaginary routine</u> T gives a blank paper to each group. Each group needs to think their routine (daily, Weekly, monthly) and one spokes person will present of their imaginary routine.(including their school and major)</p>	<p>Work sheet</p>
<p>10:20~10:30 (10min)</p>	<p><u>Speaking Assignment</u> 당신이 외국에서 만난 친구, Tina는 한국문화에 관심이 많아서 한국에서 공부를 하고 싶어 합니다. Tina는 당신에게 숙명 여대 등록 시 필요한 것들을 물어봅니다. 링크된 사이트를 참고하여 Tina가 무엇을 준비해야 하는지 설명해주세요. Tina: I really like Korea and Korean culture, I'd like to study in Sookmyung women's university in Korea, can you tell me what kinds of things I need to prepare? http://e.sookmyung.ac.kr/</p>	

Lesson Plan I – Teaching PPT Slides

Group Arrangement

Group	Big sibling	Members
1	Ahn dong sun	Kim Hanna, Yu Yitan, Kim soo yeon, Kim so mang
2	Lim moon jung	Kim hyun, Zhou Ting Ting, Chang yeon jin
3	Kim yeon	Nam hyun jin, Won dae im, Park su jin
4	Kim soo yeon	Park sun joochee, Jeong sun/yeon, Kang hyo yeung
5	Kim hyo min	Lim jung hwan, Oh ji hye, Yu hana, Lee ju hwan
6	Lee kyung im	Jung hyo seon, Oh jung yeon, Choi moon gi, Lee seung hyun
7	Kim hye	Lee j yeon, Cha han, Ha jung a

Study Abroad

Welcome to GEP Class

Jin ah, Jeong eun

Theme & Function

- Theme – Study Abroad
- Function – Describe Formally

Homework feedback

- Reading Assignment
- Speaking Assignment
- 7:50~8:00

Study abroad

#1 Choosing school

- Stand up and walk around to find out the best school (10mins)
- Ask some information to each big sibling who has different school
- Finally, choose one school where you want to study abroad (Bring brochure)
- Presentation
Describe the school you choose
Explain why

#2 Presentation

- Two Ss have to come out to the front
- One student presents
- The other student holds the paper
- Hand in your drawing paper to display

Dormitory

Dormitory 1- group 7

Hand in your drawing paper to display

Lesson Plan I – Teaching PPT Slides

#2 Presentation

1. Two Ss have to come out to the front.
2. One student presents
3. The other student holds the paper
4. Hand in your drawing paper to display

☆

9

Dormitory



10

Dormitory 1- group 7



11

Dormitory 3 – group2



13

Dormitory 4 – group3



14

Dormitory 5 – group4



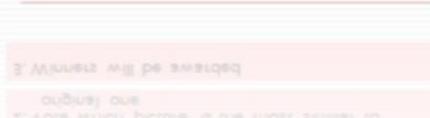
15

Dormitory 7-group6



Break time

1. Enjoy your break time!
2. Vote which picture is the most similar to original one
3. Winners will be awarded



Practicum – Lesson I Reflective Journals

Purpose of Reflection

For later reflection & developing insights about teaching



First Teaching as a class leader

This week, my group (Group2) taught the GEP class with the theme of study abroad and function was describing more formally. We had five activities which were connected with all the activities. The theme of our lesson was studying abroad therefore we asked students to choose their favorite school based on environment, course, and tuition and then they had chances to describe their dormitory. On the top of that, they needed to find their part time job so they need to describe their job and talents to be hired to employers. In addition, they need to describe their own campus to introduce. Finally, they had to imagine their routine in terms of daily, weekly, and monthly basis. For preparation of lesson plan, we were trying tightly connected together with theme and function through all the activities thus they had sequences from first one to last one.



Practicum – Reflective Journals

I have some benefits to be reflected first and then I have something which I would like to be improved for the next lesson. First good thing was that as a class leader, we were trying to balance to co teaching to be divided each role together. The way we divided role was that when I gave the direction for activity, my partner had to lead the rest of each activity to be completed one activity and when she gave direction the other activity , I had to lead the rest of part of activity to ask students to presented. I think that our co teaching was good because we were trying to balance to teach equally and it was quite successful.

On the top of the co teaching, giving feedback worked quite well, too. As a class leader, I would like to try to give some feedback after presentation of students to let them notice their performances and also let them improve for the next presentation. In addition, we gave some tips how to present effectively using transition words when they described their routine before they presented for the last activity. We were trying to give modeling to them with conversation with my partner and we introduced them which could be good example and bad example through our modeling so that they understood easily to present effectively. I realized that some of the students were trying to use more transition words when they presented after they listened to our direction. Therefore, I believe that they could learn more through directions and tips after this class.



Practicum – Reflective Journals

However, the things I would like to be improved of this lesson and there were some points I would like to be reflected for the future of my teaching. It was not easy for us to manage time through some activities. For the second activity, it was asking students to describe their dormitory in their group first and then they need to go the other group to describe for them to draw the other group's dormitory. For the amount of speaking output was good however the pictures of dormitory were delicate and complicated to draw within the limited time so the time went a little bit over so after that we were trying to cut the time of other activities. Thus I think that we could have prepared for more simple pictures for students to draw within limited time.

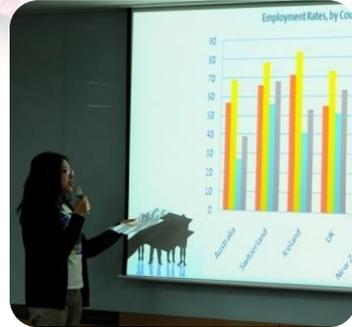
Furthermore, we had seven groups for the class and the reason why we did it was that we were trying to have students participate more their speaking both in group and presentation. It went well however sometimes I felt that it was long to be finished of all the groups to present. Maybe for the next class, half of the activities could be divided seven groups and the rest of activities could be arranged into six groups to manage time effectively and also to give some variation of structures of class.

Lastly, when the activity was done, we were trying to have attention for starting giving directions and start to ask them to be presented, some of the groups were not done of their tasks so they were not trying to finish to be followed class leader sometimes so we had a bit hard time to be lead to draw some attention. Therefore, we had to think how we could start and draw their attention quickly to lead the other task to be completed.

All in all, it was first teaching of GEP class as a class leader and all the preparation from planning and teaching had give me chances to think how I need to plan my lesson and teach through the whole sequences. It was really valuable experience for me to do this.

Lesson Plan II – Job and Careers

The goal of the lesson was asking students not only speaking about and formally describing and entities like graphs and surveys.



Lesson Plan II

1. Title : Jobs & Careers

2. Student Profile

Target students	University students who attend a required English class at Sookmyung Women's University
Language Proficiency	(Heterogeneous) Novice high to intermediate advanced
Number of Students	22
Length of the Class	Two and half hours per week
Target Setting	There are a GEP teacher and 8 assistant teachers who can support students individually. Students get guidance during the class and get individual feedbacks of their homework.

3. Objectives : By the end of the class, students will be able to describe graphs and survey formally.

Lesson Plan II

Theme	Jobs and Careers	
Function	Describing formally abstract entities like graphs and surveys	
Language focus	Past, present, future and present perfect tenses Year, number, transition words	
Time	Activities	Material
7:50~8:00	Sharing homework / Overview of the Class / Group Setting (6 Groups)	Group Arrangement Sheet
8:00~8:20 (20min)	<p><i>Survey Dreaming Jobs</i></p> <p>T gives some directions using charts to have Ss come up with ideas of this activity. Two groups will be combined after direction, two groups will be discussing what kinds of jobs they are looking for. They need to come up with group survey data after 10 minutes and need to make pie chart to describe their results of the group survey. One spokesperson will present their survey result in the front. When they are done this activity, they need to get back their original seats.</p>	<p><u>Group work : 3 Big groups</u></p> <p>Modeling pie charts to give direction Paper of each group, Makers Visualizer Bell</p>

Lesson Plan II

<p>8:20~8:40 (20mins)</p>	<p><u>Job Profiles of Partner</u></p> <p>Pairs will discuss together to find out some of personality traits and qualification of your partner. At the end of the presentation, they can suggest jobs for their partner based on survey. After finding out, each pair will have chances to present their results to the class in front of the class and some of the Ss will present. (T-S-S)</p>	<p>Pair work Makers Hand out - Partner's traits and qualification</p>
<p>8:40~9:00 (20mins)</p>	<p><u>Describe your graphs</u></p> <p>T explains some expressions for describing charts or graphs using PPT. T gives each group several pictures of the different graphs, each group chooses one picture and describes their graph. Each group has to be practiced their presentation. One spokesman needs to describe in front of the class.</p>	<p>Important Tips: tips for describing graphs by class leader</p> <p>Group work</p> <p>Handout(pictures and worksheet)</p>

Lesson Plan II

<p>9:10~9:45 (35mins)</p>	<p><u>Phase I - Survey & Report</u> T explains the 4 steps to the class using ppt. Give some tips how they can design the survey. (Number of the questions, simple to survey). First of all, each group has to do brainstorming for the topic for survey in the group. After each group come up with the topic, they have to design the survey questions. After they design the survey, they have to walk around to do survey in 10 minutes and the finally they will talli the results in their groups.</p>	<p>Group work Various types of graphs to explain Paper of each group Visualizer Makers Stickers</p>
<p>9:45~10:05 (20min)</p>	<p><u>Phase II – Make graph & Practice</u> T asks each group to draw graphs based on their results of the survey and have them to be practiced their presentation in 10 minutes. They can refer their vocabulary list which is given by class leaders. T also asks each group to choose spokesperson to be presented.</p>	<p>Vocabulary lists Paper for drawing graphs Markers</p>
<p>10:05~10:25 (20mins)</p>	<p><u>Phase III- Present your Survey</u> Spokesperson of each group will be presenting their graphs in front of the class.</p>	<p>Group work</p>

Lesson Plan II – Speaking Assignment

10:25~10:30
(5min)

Wrap up & Speaking Assignment

You want to work for the multinational company, and tomorrow is the English interview day with your dream company. And you heard that the company wants to know how much you know about the company. Luckily, you got one important graph which is about the company's last year's sales. And now you want to check your description of the graph with your foreign friend Tom. Tom has been working this company for 2 years. He is now outside of Korea for business so you are trying to call him to get some feedback from him.

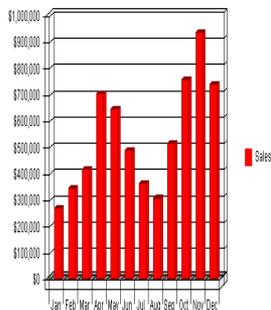
당신은 외국계 기업에 취직하려 하고 내일은 영어 면접 날 입니다.

회사 측은 당신이 회사에 대해 얼마나 알고 있는지 알고 싶어 한다는 이야기를 들었습니다. 운 좋게 당신은 작년 회사의 판매실적 그래프를 얻었습니다.

당신은 이 회사에서 일한 지 2년 된 외국인 친구 Tom 에게 당신의 그래프에 대한 묘사가 맞는지 확인하려 합니다, Tom에게 전화를 하였으나, 전화를 받지 않아서 음성메시지에 녹음을 해서 Tom에게 Feedback을 받고 싶어합니다.

Tom: Hey, I am trying to talk with you over the phone but I can't reach you so I would like to record the company's last year's sales to get some feedback from you. Could you please listen to my recording message and give me some feedback?

Total Sales by Month in Year 1



Lesson Plan II – Teaching Pictures and video

5/4/2010 - 5/4/2010 1/4



5/4/2010 20:50 5/4/2010 20:53 5/4/2010 20:55



5/4/2010 20:57 5/4/2010 20:59 5/4/2010 21:00



5/4/2010 - 5/4/2010 1/5



5/4/2010 19:47 5/4/2010 19:51 5/4/2010 19:53



5/4/2010 19:55 5/4/2010 19:57 5/4/2010 20:00



Lesson Plan II – Teaching Pictures and video



Lesson Plan II – Reflective Journal

Practice makes perfect

This week, my group (Group2) taught the GEP class with the theme of jobs and careers and function was describing graphs and survey formally. We had four activities which were connected with theme and function. Last activity was really big project type of activity so things could be five activities in total.

Before the break, we had three activities and they were a bit short and drilling activities. First activity was asking students to survey of their dreaming jobs in their group and two groups were combined to have more participants for the survey. It went pretty well and they had chances to survey and draw pie charts for presentation. However, one group had all different dreaming jobs so their pie charts were all equally the same portion based on group survey. For the second activity was asking pairs to figure out the profiles of partner's qualifications, personalities, and interests to suggest possible jobs for the partners. This activity was trying to schemata for the theme of this week and it was not heavy activity and may have them chances to know what factors they have to have for the future jobs. Third activity required students to describe each graph and they had time to describe each graph in their group and had chances present, too. Before they prepare and discuss in their group, we gave them some tips how they can describe graphs in terms of organization such as opening, body, and conclusion which were related with graphs. In addition, we provided them vocabulary and chunks handout to refer to describe graphs. However, I found that students felt really hard to describe the graphs and when they presented one or two presenters were hesitating present their graphs. I think that we could have provided more detail tips for describing graphs would it be better for their presentation and also we could have prepared a bit easier graphs for them to feel safe of their tasks.

Lesson Plan II – Reflective Journal

After the break, we had big project which students actually did survey what they wanted in their group and presented of their own graphs at the end of the class. We had three phases for this project. First phase was asking students to brainstorm of their survey, design their survey, actual survey, and tally the results. We were trying to lead the class step by step because we wanted to control the time and would like to give clear and simple direction to be followed for the students. I think that timing was good to be controlled. One thing that we asked students to come up interesting, exciting and creative survey questions and when we observed the brainstorming time, some groups had a bit hard time to come up with the ideas. However, ultimately, each group had different and interesting ideas to be surveyed and presented. During the survey time, all the students stood and walked around to figure out their survey questions. I thought that it was really exciting, interesting movement and also I found that we could see their a lot speaking output through this task.

For the second phase of this project was asking students to draw their graphs and had them to practice before presentation. Timing was not much enough for students to practice before presentation, though. We were trying to collect all graphs from groups before the presentation. When the presenters present, we want all students to concentrate well of the presentation and it worked well.

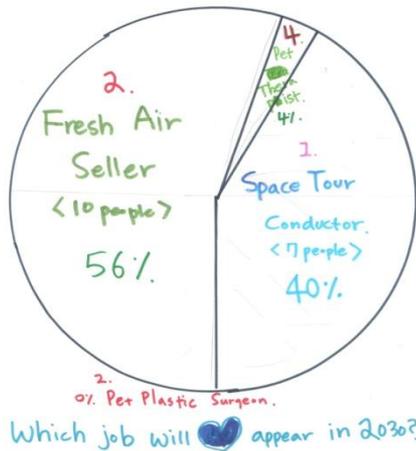
Lesson Plan II – Reflective Journal

Using visualize was really helpful for this activity and it was safe to lead the class rather than had them use laptop for making presentation files of using ppt and also it could have different atmosphere for students to be experienced. Lastly, before we gave speaking assignment, we were trying to wrap up the class and I asked students how they felt to describe the graphs and many of the students responded they felt hard and I asked them what they had to do for overcoming difficulty and tried to emphasize them to practice after the class and also we provided sample describing handouts what they did for third activity and had them chance review and practice of using it.

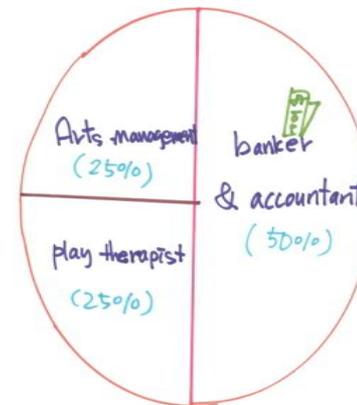
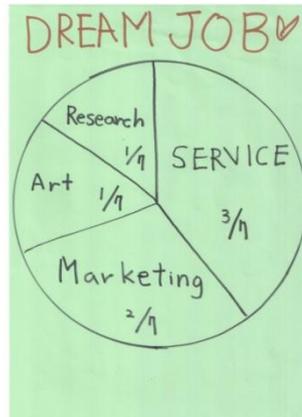
This was my second teaching and also first time video- taping class as a class leader. Describing graph was not that really exciting function however it was really worth to be experienced not only by myself but also students to have them practice this hard task. Furthermore, I really like the last project because it needs students' participation from the beginning to last minutes and it could have them feel a sense of accomplishment after they were done a task. All in all, I learned a lot from this class and hopefully this type of project will be applied my own school and classes. I really appreciate support of group leaders and professor Steven's support for us to be used visualizer and constructive comments for the activity when we prepared for the lesson.

Lesson Plan II – Students' Work

New Jobs in 2030

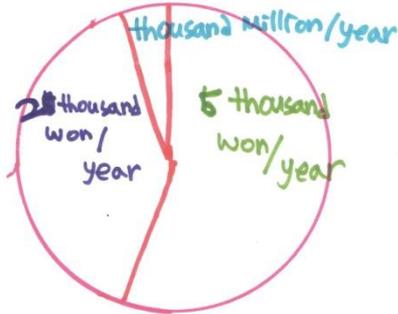


Jobs from MOVIES

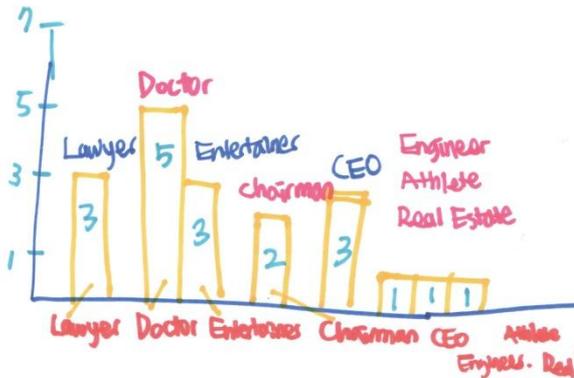


Lesson Plan II – Students' Work

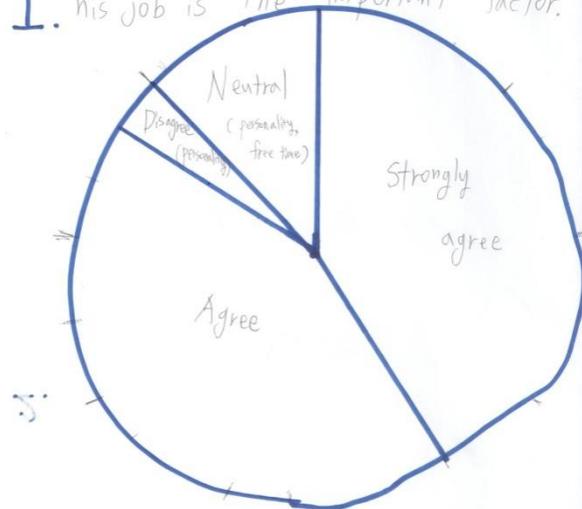
1. Average salary in Korea.



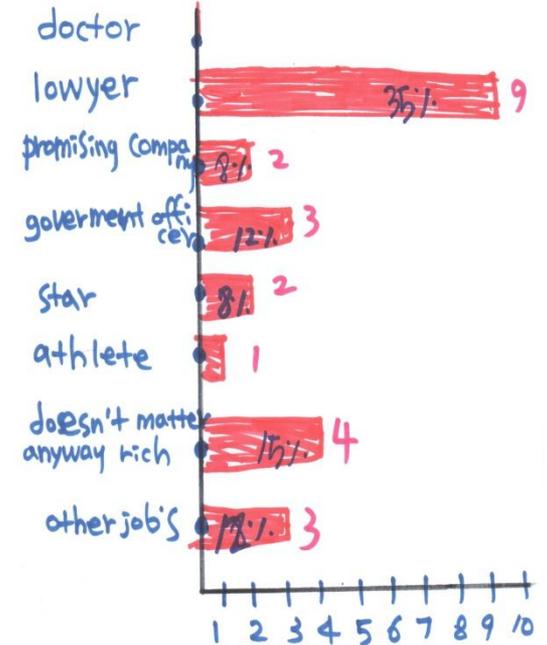
2. Which jobs get the highest salary?



1. When you meet a future husband his job is the important factor.



1. Strongly agree 10 about 40%
2. Agree 10 about 40%
3. Neutral 3 12.5% personality free time
4. Disagree 1 4% personality
5. Strongly disagree



Future husbands' preferred job.

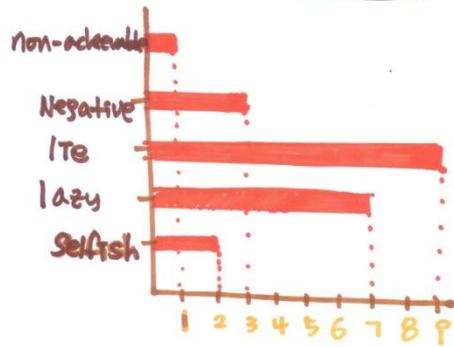
Lesson Plan II – Students' Work

Fire  In the company

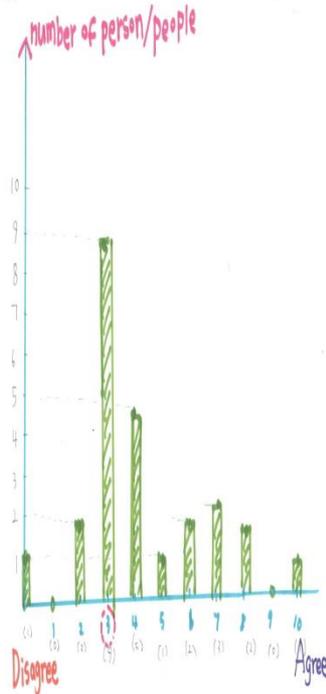
Q1. "Likeness of your employees."



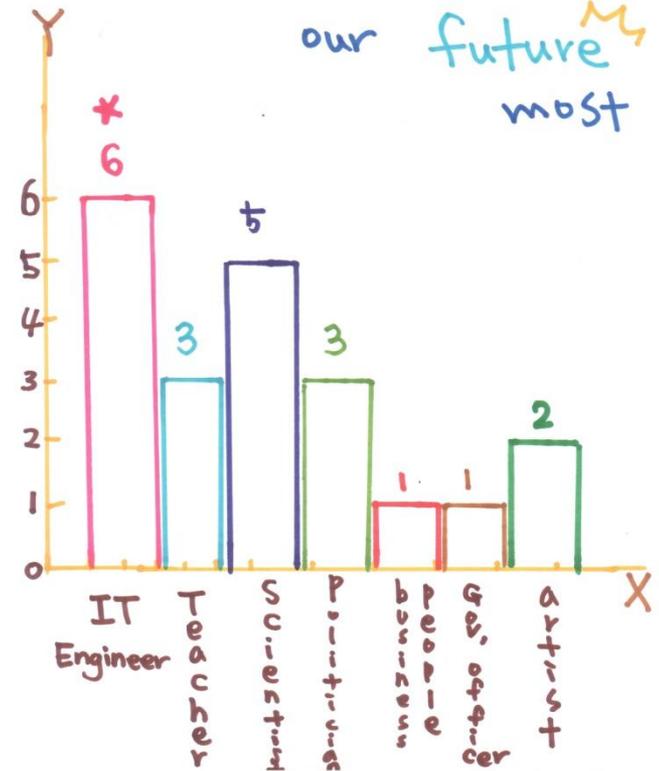
Q2. "Reasons of fire."



The average salary in Korea is proper?



Job can Change our future most



Action Research

1. Title : How to Improve Students Presentation

2. Identified Problem

GEP students did not even make a full sentence at times and seemingly did not know how to organize their speech effectively in their presentation.

3. Research Question

How can we, teachers improve students' presentation skills in terms of organization?

Action Research

4. Theoretical Background

- One of the most important aspects of presentation includes effective presentation skills (Baker and Thompson, 2004).
- Teaching college students presentation skills is one of the innovative instructional methods (Shaw, 2001).
- Organizing and presenting classroom projects can be helpful for the students for them to improve their presentation (Landsberger, 2001).
- Oral presentation are becoming a more important part of language teaching, especially in the university environment (Miles, 2004).

Action Research

5. Methodology

5.1 Treatment

1) Providing students some tips about transition words

Purpose	Transitional Expression
To add and to list	Furthermore, Additionally, In addition, Moreover, and, also, besides, what is more, First, Second, Finally, etc.
To give an example	for example, as a case in point, as an illustration, for instance, in particular

Action Research

2) Instructing students the expected organization of a presentation with opening, body and closing

Opening	<p>Greeting / Introducing your team and yourself. Stating your topic sentence.</p> <ul style="list-style-type: none"> - I would like to talk about... - From now on, I am going to present...
Body	<p>Reciting your itinerary in time order with reasons.</p> <ul style="list-style-type: none"> - First, at _____, travellers are going to... - The reason we chose this attraction is that... - Then, around _____, travellers plan to ... - This place is attracting because... - Next, by _____, ... - We found this place interesting because...
Closing	<p>Wrap-up – These are the reasons why, As I said before, in this sense, all in all, For these reasons...</p> <p>Appreciating – Thank you for listening.</p> <p>Asking questions Any questions? Do you have any question?</p>

Action Research

5.2 Participants

- Class leaders:
Graduate students in TESOL MA program at Sookmyung Women's University.

- GEP students:
4-6 presenters in the last activity of each week

5.3 Materials

- Handout
- Checklist
- Video
- Transcript

Action Research

5.4 Period



Action Research

6. Finding I

Treatment	Transition Words					
	Presentation					
Presenters	S1(G1)	S2(G2)	S3(G3)	S4(G4)	S5(G5)	S6(G6)
Week4	1	1	0	0	1	0
Week6	6	4	4	2	3	5
Week9	4	4	3	3		
Week10	3	2	5	1	4	4

Figure 1. Checklist for transition words

Action Research

6. Finding I – Transition Words

Week 4

G3-He's from United Kingdom and I...hum...we heard that many United Kingdom's men like Japanese women **so**...we can choose this man. He had a, he has a income and occupation is very stable. **and** he has also many pets, and he has also drinking and smoking. **And** he said willing to travel distance is...he said willing to travel any distance so we choose this guy.

Week 6

G3-**First**, Snoopy was walking around Lucy. **Second**, still Snoopy is staring Lucy's apple bag, apple's bag. **And** Lucy surprised and asked "you again?" and Snoopy thought "I'm still starving." Enter, Lucy yelled "Charley tell, Charley Brown! Tell your dogs to get away from me." **Then**, Charley, "if you will share whatever you are eating, I will give you two apples for you." **As a result**, Lucy shared her apples with Snoopy.

Action Research

6. Finding II - Organization

Treatment	Organization															
	Introduction						Body					Conclusion				
Presenters	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Week4	x	x	x	x	x	o	o	o	o	o	o	o	x	x	x	x
Week6	x	x	x	x	o	o	o	o	o	o	o	x	x	x	x	o
Week9	o	o	o	o			o	o	o	o		o	o	o	o	
Week10	o	o	o	o	o	o	o	o	o	o	o	o	o	o	x	o

Figure 2. Checklist for organization of presentation

Action Research

6. Finding II – Organization

Week 4

At the first picture, when doctor Simson walked into the street, in front of mens, his friends her... listened his another friend whos now and opened the fence.

The next picture, we let the dog beet the Bart Simson.

After that, Bart Simson decides to revenge, so he let his best friend maying the bad boy's house. After that, he also heard, listened his sign on the phone.

Next he also opened the fence and let the dog bit the bad bad boy.

Finally, the bad boy was in the hospital.

Week 9

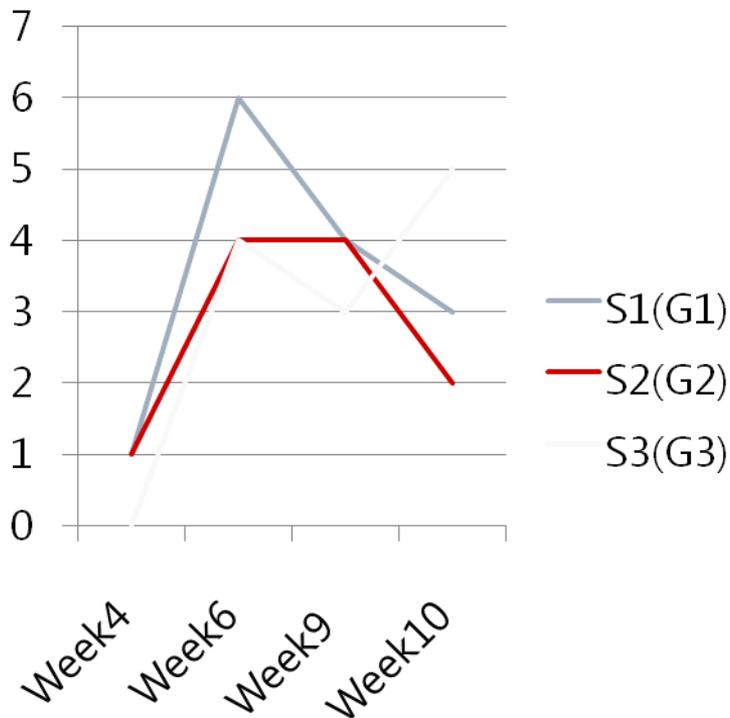
Opening: Welcome to Cape town! (clap clap) I'm your tour guide Lee Jung hyun, and I'll...let me introduce our schedule.

Body: I'll pick you up at 6:00 am in the morning. ...And next to the Devil's peak, there is castle of goodhock. There is a some legend too,... So after that the ghost didn't came up. And we have our...this have our...

Closing: This is our schedule, ...In the morning we will just have in, and have see the beautiful, ah, dynamic Capetown, and we, in the afternoon, we move to the devil's peak and we can enjoy the mysterious cape town. *And thank you for listening, and watch your belongings.*

Action Research

7. Discussion



- Students need to learn more about the appropriate use of transition words.
- Teachers should make effort to keep raising their consciousness on both the transition words and the organization of presentation.

Action Research

8. Conclusion

- ❑ In this research, the researchers tried to focus on organization and transitions words covertly and overtly through the speaking course to the university students.
- ❑ Students' performance in their presentation were enhanced with transition words and including opening and conclusion after the treatments were implemented.
- ❑ As a result, it was discovered that teaching presentation skills could be very beneficial for the students to become a efficient presenter.
- ❑ However, it should be taken into consideration more deeply for the future, how and what language teachers would focus on among many other elements of presentation skills in their class.

Action Research

9. Reflection

During this investigation, I learned a lot about my students' attitudes towards Presentation skills in using English. Gathering information from the students about how they present before and after treatment was important to me. I discovered a way to deal with how to let students present more effectively and clearly. This project confirms my beliefs about the value of using tips and teaching.

Practicum – Web Board

Reading & Speaking Assignment

Reading Assignment is assigned a week before as a preview of the next lesson. The assignment usually consists of vocabulary work, reading an article and reconstructing the reading in various ways. Doing the reading assignment, students build up their background knowledge related to the theme and form a general view of what the next lesson would be like.

Practicum – Web Board

Reading Assignment

tesolma
GEP

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 **Week 6- Reading Assignment**
Posted by Jeon Jin ah on March 31, 2010 at 12:32am in homework
[View Discussions](#)

Dear GEP Students--

The theme of next week will be 'Study Abroad'.
I would like you to be read carefully and see you in class.

Have a great week and see you in class.

Jin ah

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[readingweek6.doc, 390 KB](#) [X Delete](#)

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homework homework	15	Apr 21 Week 9 - Reading Assignment by Yoony Kim
homework answer homework answer	5	Apr 19 The answers of Week3 & 7 by Ahn,Dongun

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Practicum – Web Board Reading Assignment

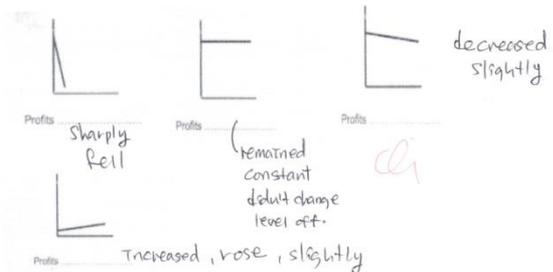
Reading assignments for week 10



Student number 1012485
Name Su Jin Park

Part 1. Vocabulary -1

1. Match each graph with the vocabulary (some graphs have more than one word)



Word box

Increased, decreased, rose, fell, sharply, slightly, remained, constant, didn't change, level off

2. Write down the same meaning words from the word box

	Same meaning
Go up	Increased, rose,
Go down	decreased, fell
Don't change	didn't change, level off,

Vocabulary-2: describing graphs

3. Categorizes verbs from the word box

	Increase(증가)	Decrease(감소)	Remain (평행)
1	grow	decline	hold
2	steadily climb	shrink	maintain.
3	jump	plummet	stay
4	expand	reduce	level off
5	recover	collapse	keep
6	rise	drop	go on
7	gain	fall	continue
8	improve	lose	a

Word box

recover, decline, grow, hold, shrink, maintain, plummet, go on, recover, collapse, continue, improve, level/off, gain, drop, keep, lose, expand, steadily climb, jump, fall, reduce, stay, rise,

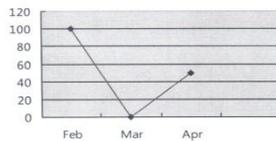
Practicum – Web Board Reading Assignment

4. describing the degree of changes

	Dramatically or suddenly	Slightly or Gradually
1	sharply	steadily
2	considerably	steadily
3	drastically	continuously
4	extremely	gradually
5	quickly	slowly
6	moderately rapidly	rapidly moderately
7	significantly severely	regularly

sharply, considerably, steadily, drastically, extremely, steadily, continuously, severely, gradually, regularly, significantly, considerably, moderately, rapidly, slowly, quickly,

5. Choose the right phrase for describing February and March



The sales hit to the lowest point in March.

remained at the same level, reached the highest, hit to the lowest point

Part 2. Job and qualification

6. Benefits and Qualifications:



A **benefit** is something you receive from a job

A **qualification** is something you need to do a job.

Look at the following list of vocabulary items. Are they benefits of a job or qualifications for a job? B

- benefit promotion
- qualification work experience
- qualification medical insurance
- benefit vacation
- qualification bachelor/masters/doctor degree
- benefit references
- benefit salary
- qualification license
- benefit bonus
- qualification being well-spoken
- benefit being hardworking
- benefit training courses
- benefit creativity
- benefit report card/transcript
- benefit raise



Decide what the most important qualifications and benefits are?

Most Important Benefits	Most Important Qualifications
Bonus	creativity

Practicum – Web Board Reading Assignment

7. Choose words from the box to complete this story about world's most unusual workplace.

Decisions dress codes, financial information fellow workers bosses managers office memo

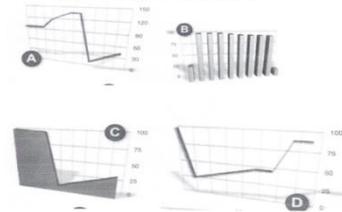
The world's most unusual work place

Semco is a large Brazilian manufacturing company. Ricardo Semler took over the company from his father at the age of 21 and over the years, he made some very interesting changes in the company, here are some of the things he did

1. He fired most of his top managers
 2. He eliminated dress codes
 3. He let workers evaluate the performance of their fellow workers and bosses (those with poor evaluations were fired!)
 4. He shared all company financial information with workers and helped them understand it.
 5. He made everyone limit office memo to one page in length.
 6. He made workers vote on all major company decisions.
- What effect did Semler's changes have on the company?

Part 5. Graph description

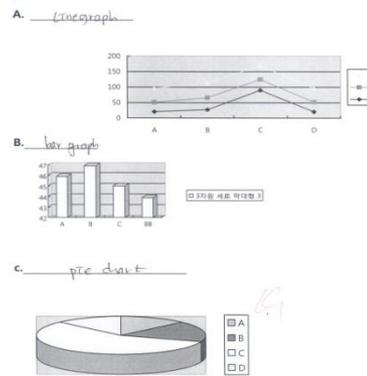
Look at the graphs below. Match to the descriptions.



10. Sales remained constant and then rose for several years. They collapsed suddenly. They recovered slightly over the next two years. (A)
11. Sales fell sharply and then increased gradually for several years before rising sharply and then leveling off. (B)
12. There was a sharp rise in sales before leveling off for several years. Sales then decreased slightly over the next five years before a dramatic collapse. (C)
13. Sales fell sharply and then increased gradually for several years before rising sharply and then leveling off. (D)

Part 3 Different types of graphs

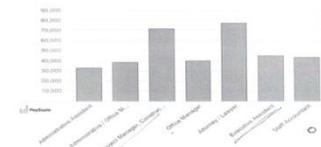
8. Match each graph with a right name of it



Line graph, pie chart, bar graph

Part 6. Chart description

The bar chart below shows that the median salary with the different jobs in U.S.A. The survey was conducted by 7 different jobs. (Question 14-18)



14. Which job does earn the highest salary?
Attorney or Lawyer earn the highest salary. With 11th
15. Which job does earn the lowest salary?
Administrative Assistant does
- Answer true or false
16. Executive assistance can earn more than office manager (T)
17. Project manager earns the highest salary. (F)
18. Describe this chart
Attorney or Lawyer earn the highest salary. With 11th
highest salary. Administrative Assistant
lowest salary. The lowest salary is lower than
the job. The best salary is administrative assistant
job of the

Part 4 Your decision

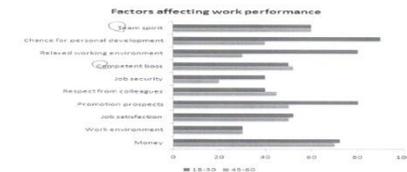
9. Read the following benefits. Suppose that you are looking for a new job, write 1 next to the most important benefit and 8 next to the least important benefit on your own. And then write down, the result.

Which benefits is most important to you?	
Health insurance: provides a good medical insurance plan	
Flex time: work flexible hours instead of 9:00 to 5:00	
Paid family leave: allow workers up to 3 weeks off to care for family members	
On-site-child care: bring a child to a day care center at workplace	
Telecommuting: possible for employees to work from home some or all the time	1
Tuition reimbursement: company will pay for your classes	
Gym: provide an on-site gym or membership in a health club	8
On-site training: offer adults basic education courses	

Your description

I think the most important benefit is telecommuting.
It is because most people became comfortable at home
and the comfort environment forces employers to
make out great works. Then there great works.

The bar chart below shows the results of a survey conducted by a personnel department at a major company. The survey was carried out on two groups of workers: those aged from 18-30 and those aged 45-60, and shows factors affecting their work performance. (Question 19-23)



Refer to this graph and check whether each sentence is true or false.

19. The age group between 18 and 30 think that money is the most important factor affecting work performance. (X)
20. Both age groups have a same opinion only for the team spirit factor. (X)
21. 50% in both age groups agreed that working environment is essential to make their environment pleasant. (X)

Practicum – Web Board

Speaking Assignment

Speaking homework is assign after the lesson to provide the students with a chance to speak about the theme that they have dealt within a class in a real-life situation. Every week, students record their speaking on the speaking website and teachers including me also give oral feedback to each speaking.

Practicum – Web Board

Speaking Assignment

GEP
34 members
Started March 10
Private Group

A page for practicing students English / Speaking Homeworks and assignments

www.udveksling.com/practicumgep
Talkgroup Rules

Record a new discussion
SHARE
Search talkgroup

	Discussion Title	Started by	Latest by	Totals
DISCUSSION ZONES in this Talkgroup	week 6 Speaking assignment <small>Speaking homework assignments</small>	Jungeunjulie 2 wks ago	Chang Yunjin 34 mins ago	65 1h 18m
All Zones	Speaking Assignment of Week7 <small>Speaking homework assignments</small>	ahndong1 11 days ago	NAM Hyunjin 52 mins ago	20 27m
Speaking homework assignments	Week 4 - Speaking Assignment <small>Speaking homework assignments</small>	Hyomin 4 wks ago	Chang Yunjin 57 mins ago	59 1h 16m
TALKGROUP ADMINS	Week 5 - Speaking Assignment <small>Speaking homework assignments</small>	yoonykim 3 wks ago	Chang Yunjin 1 hr ago	56 1h 13m
NEWEST MEMBERS	Week 1 - Speaking Assignment <small>Speaking homework assignments</small>	yoonykim 7 wks ago	tesolma 3 wks ago	35 33m
	Week2 Speaking Assignment <small>Speaking homework assignments</small>	jinao4 6 wks ago	tesolma 3 wks ago	64 1h 25m

Improve your spoken English

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Our teachers can also help you pass TOEFL, IELTS, TOEIC, etc.

GEP
34 members
Private Group

(Speaking homework assignments)

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Talkgroup Rules

Record a new discussion
SHARE
Search talkgroup

Week2 Speaking Assignment

64 | 1 hr 25 min | Started by jinao4

1 jinao4

0 min 38 sec
6 wks ago

2 Sunju

1 min 11 sec
6 wks ago

3 hyoseon420

1 min 21 sec
6 wks ago

4 Yu Yifan

1 min 16 sec
6 wks ago

5 Ji yoon

1 min 16 sec
6 wks ago

Keywords: week 2 speaking assignment

In your Watchlist
 SHARE
RSS
iTunes



What do you think of GEP class?



To: Jina 

Hi. I'm somang

I'd be happy to write you a letter

I always appreciate to you for your help.

When I was a freshman, I got a "F"

at a same class. I was shocked

when I received an F. So, I wasn't confident about a good command of English for a long time.

I delayed to take it again this class.

For graduation, I'm enrolled in this class.

I worried at first, but I was accepted into the class.

Unlike other classes, This class suggested the importance of learning through a variety of activities.

and In every class, There are big brother & sisters.

That is a great help for students.

- somang - 

사실 노약이나 실생활에서도 영어를 접할 기회는 많았지만 영어 구사력이 유창할 줄이 아니라 여러말 숙달보다는 하나라도 정확히 이해 시킬수있는 이점을 듣게 됐어 ~ 후회하기보다는 바쁜 바쁜 것들을 할때도 여유있 거장만 말하려고 노력도 했지만 요즘은 선생님 덕분에 즐겁게 수업에 임하고 있는것 같애.

매일매일 해보려고 노력하는 제모습을 보고 많이 웃음과 나아갈것 같아서 좋네요. 일전에 면접에 여러모로 정당한 취업준비생이거든 그래도 학점까지의 마지막학년은 나름대로 보람있게 보내고 있는것 같습니다. 더 많은 대화를 나누고 선생님과 친해지고 싶어요. 부족한 영어 구사력 때문에 할때가 어려움이 다소 있었을것 같애. 친아 선생님. 언제 한번 카톡할것 해요 ~

그만 영어로 말하러 알아도 되잖아? ~ 열심히 도와주세요 감사했습니다. 가끔 해보려고 애보고 앞에 내서 말하곤하니 조금 자신감이 생길것 같아요 강의위주 수업에서 벗어나 즐겁게 영어 공부할 수 있어서 더욱 좋아할것 같습니다. 혹시나 저같은 "영어실용강" 때문에 불편과목에 대한 우려를 가지고 있는 후배가 있다면 꼭 이 과목(수강) 추천해 주려고 해요..

수고 많으셨습니다. ~ 감사해요.. 



Teaching Pictures with Kids



These pictures were taken while I was teaching for elementary students in
AVALON EDUCATION

On-Line Lecture

Champ Grammar 문법 동영상

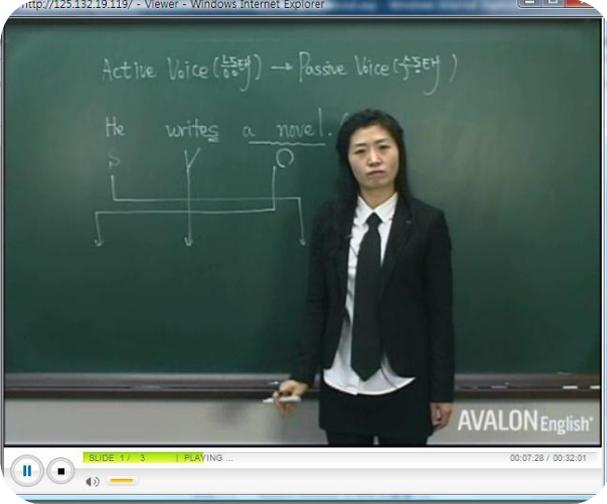
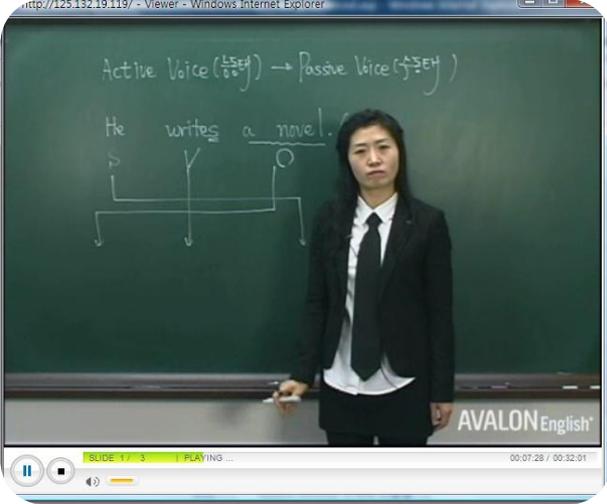
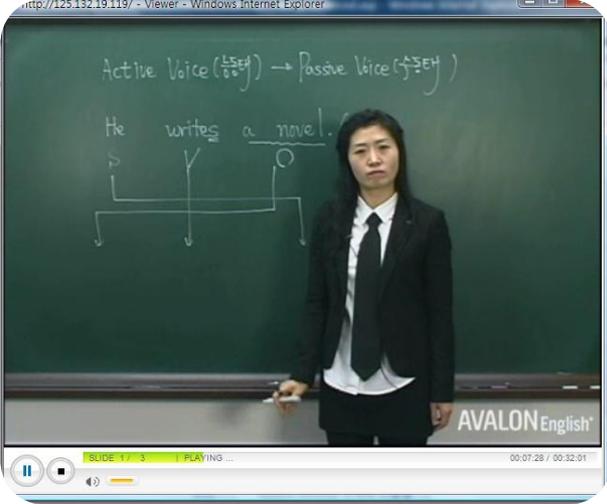
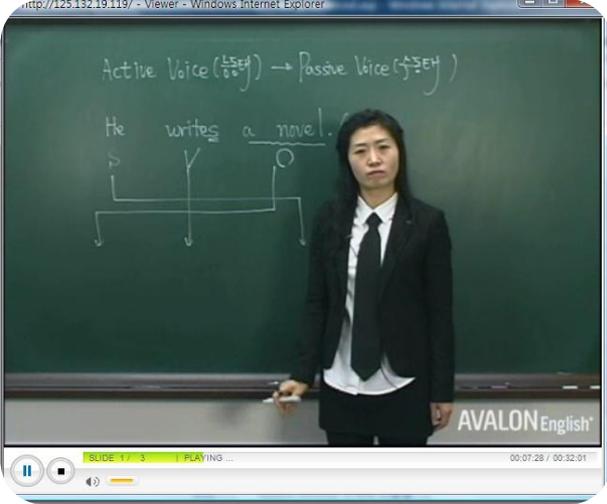
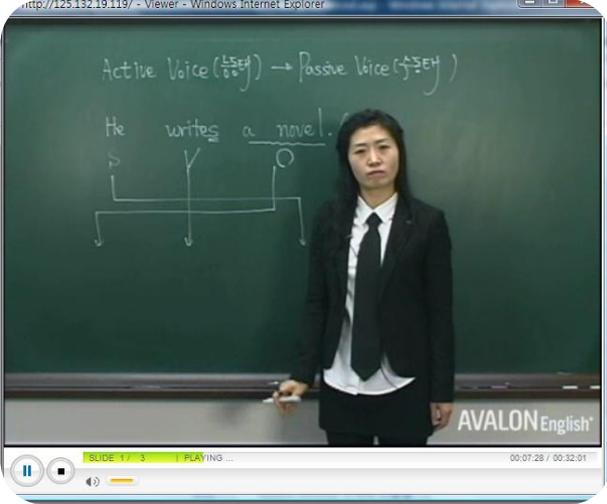
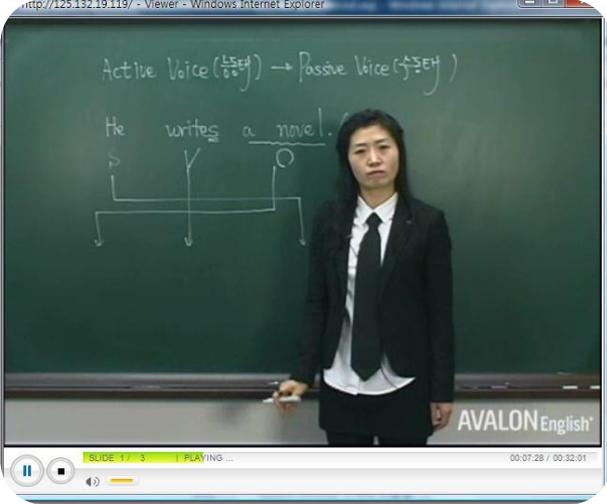
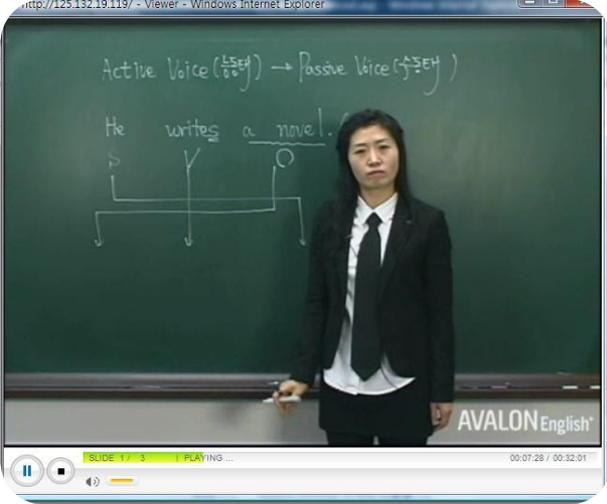
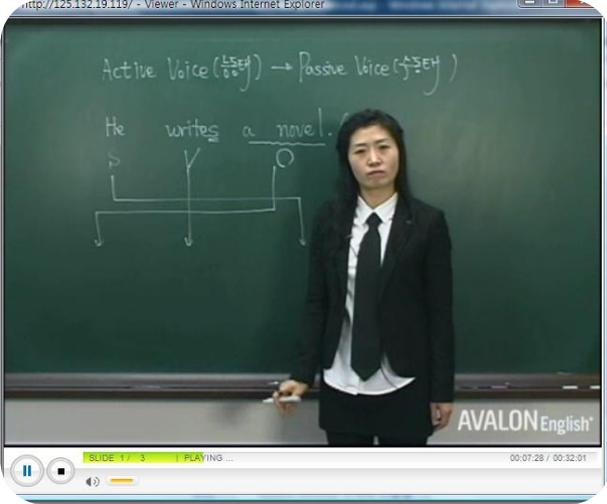
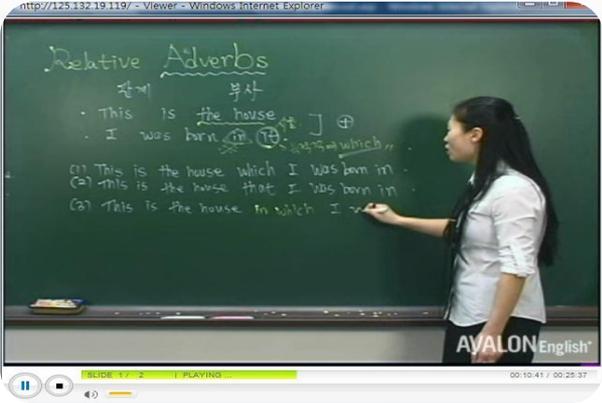
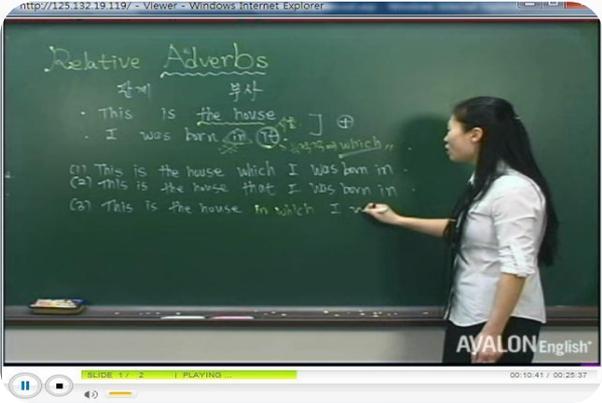
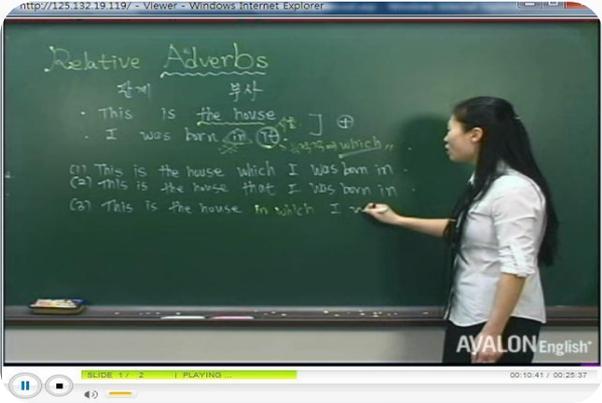
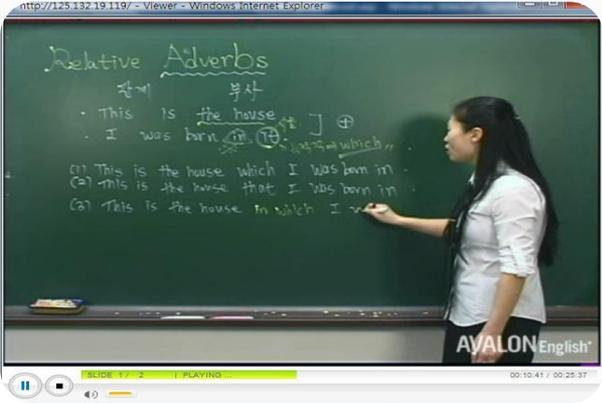
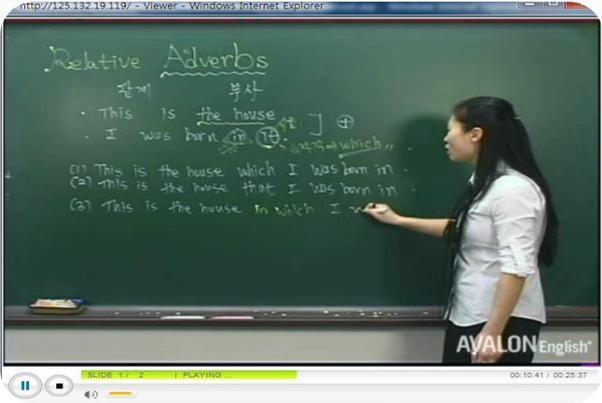
꿈이 이루어지는 영어완성의 필살기!

01. Basic	02. Intermediate	03. Advanced
추천 수강레벨 LD, DB, DI, DA	추천 수강레벨 JB, JJ, JA	추천 수강레벨 GB, GI, GA, AO
강사 김신영/구자영	강사 김신영/구자영	강사 전진아/구자영
 강좌보기	 강좌보기	 강좌보기

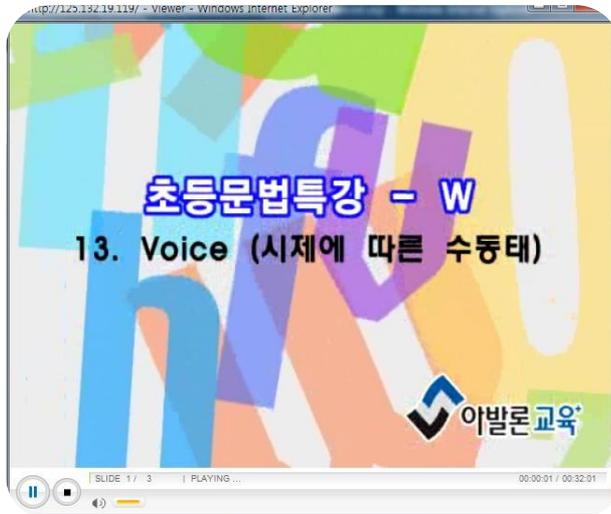


I lectured online grammar courses for advanced level of the students in AVALON Education. 110

On-Line Lecture

13강	Gerunds vs. Infinitives (동명사 vs. 부정사 2★)	구자영	
14강	to-Infinitive 부정사 명사적용법★	전진아	
15강	to-Infinitive 부정사 형용사적용법 & 부사적용법★	전진아	
16강	부정사(Infinitive)★	전진아	
17강	Gerund 동명사★	전진아	
18강	Infinitive + Gerund 부정사+동명사★	전진아	
19강	Voice (시제에 따른 수동태)★	전진아	
20강	Voice (문장의 종류에 따른 수동태)★	전진아	
21강	Voice (By 이 뒤에 전치사를 쓰는 수동태)★	전진아	
22강	Relative pronouns (관계대명사)★	전진아	
23강	Relative Pronouns (관계대명사-which, that)★	전진아	
24강	Relative Pronouns (관계대명사 + 관계대명사 & that)★	전진아	
25강	Relative Adverbs (관계부사)★	전진아	
26강	subject-verb agreement (주어의 동사 일치)★	전진아	

On-Line Lecture



강좌특징

- ▶ 수준 별 문법 학습 : 중학기초 ~ 고등심화 문법까지 학습 마스터!
- ▶ Basic(문법기초) / Intermediate(문법기본) / Advanced(문법심화) 눈높이 맞춤학습
- ▶ 문법영역 별 기초 & 심화학습가능 : 문법 영역 별 초,중,고급 문법 동영상 청구 가능

- ▶ 영어의 기본적인 틀을 잡아주는 강의
- ▶ 어려운 문법 용어도 중학생 눈높이에 맞게 이해하기 쉽도록 설명
- ▶ 재미있는 예문과 설명으로 지루할 틈이 없는 강의

Letters from coworkers



Gina,

I wanted to congratulate you on your new position. Unlike everyone else, I'm not saying goodbye to you and four or five words won't suffice for me. Everything they say extends to me as well. You deserve everything.

You've worked so hard and all of your success is genuine. I don't know what else I can say about that. You are the most dedicated and focused person I know.

You give everything you do 110%. You impress me everyday and you inspire me everyday. I wish you all the best and have no doubts about your future. I know you'll keep working and doing your best.

You've done a lot for me and that means more than you'll ever know. I owe you so much and words just aren't enough. You push me to improve myself and you've always been an inspiration. You've provided me with so many opportunities and I never want to let you or myself down. I thank you for everything and apologize as well. You know why. I don't think I'd be where I am if it wasn't for you. I hope I've somehow proved that your trust wasn't misplaced.

This is not a goodbye, but it is most certainly a congratulations. That's it. Good job. Good luck. Thank you. You deserve it. I appreciate you more than I can say. You do mean a lot to me and I can't imagine not knowing you.

I'll see you at work boss.

Thanks.

James

Letters from coworkers

Dear 진진나 부원장님

개원식을 앞두고 생각을 하다보니
부원장님이 떠오르더라고요.
제가 힘든 때 감사 주셨고, 오늘도 제가 있기까지
가장 많이 도움을 주신 분 끝내요.
관리자의 입장에 되어보니 제가 얼마나
다행이 힘든 직원이었을까 하는 생각도 들구요.
저 많이 카탈하게 놀랐죠?
안 좋은 기억은 잊어버리시구요
절 믿고 지원해 주신 만큼 열심히 하겠습니다.
부원장님도 앞으로 좋은 일만 가득하시길
바래요.
행복하시구요 ^^

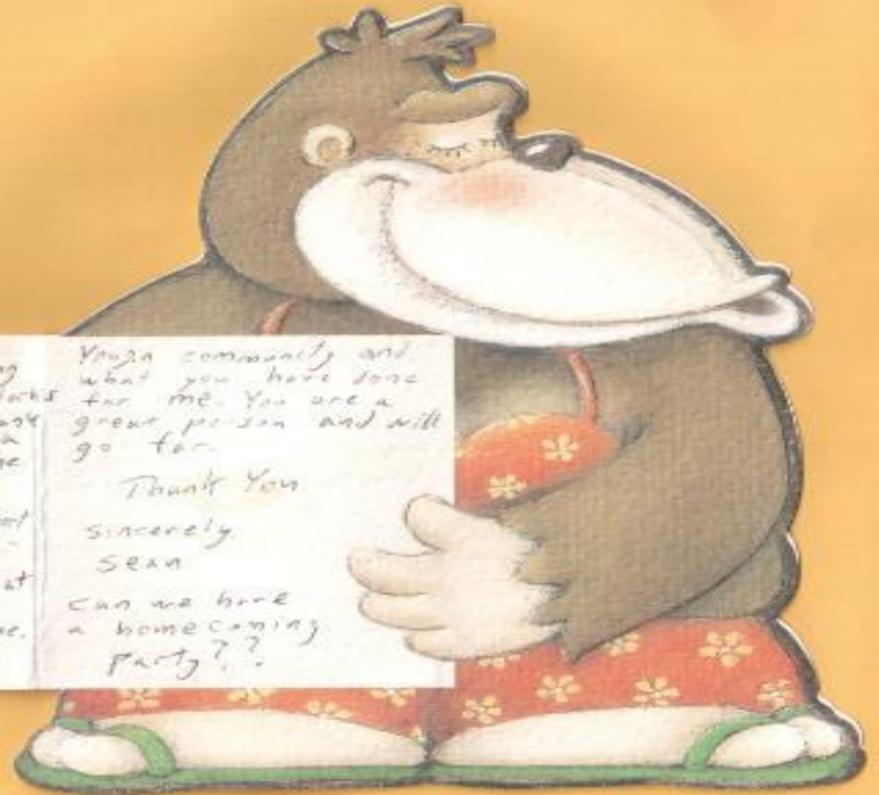
- Eunice -

Dear Gina,
I don't know anything
about wine but this looks
delicious. I want to thank
you for going out on a
limb for me despite the
fact that I let you
down and left you short
handed. You are a life-
saver and I am
overjoyed to be back at
a place where I am
happy and feel at home.
I will never forget this

Your community and
what you have done
for me. You are a
great person and will
go far.

Thank You
Sincerely,
Sean

Can we have
a homecoming
party??



Letters from coworkers



Dear 권진아 부원장님
 개원식을 앞두고 생각을 하다보니
 무원장님이 떠오르더라고요.
 제가 힘든 때 감사 주셨고, 도슨트 제가 있기까지
 가장 많이 도움은 주신 분 줄네요.
 관리자의 입장이 되어보니 제가 얼마나
 다루기 힘든 직원이었는지 하는 생각도 들구요.
 저 많이 친절하게 주셨죠?
 언 좋은 기억은 잊어버리시구요.
 잘 믿고 지원해 주신 만큼 열심히 하겠습니다.
 무원장님도 앞으로 좋은 일만 가득하시길
 바래요.
 행복하시구요 ^^

2008년 12월 10일
 권진아 씨께,

안녕하세요 하고 안녕히계세요?!
 Thank you so much for all your hard work and kindness.
 Working for you has been a pleasure. I appreciate it all. Thank you especially for helping me during a difficult time at Avalon.
 Good luck to you in your future endeavors. Congrats on your new position —
 좋아합니다!

POST CARD

meilingdong@gmail.com
 THE CLEVELAND MUSEUM OF ART
 REDON, ODILON
 VASE OF FLOWERS C.1905
 © THE CLEVELAND MUSEUM OF ART, BEQUEST OF LEONARD C. HANNA JR.
 P.S. this is one of my favorite wines
 4 571155 840897

- Eunice -

Peer Evaluation

Practicum II

윤성원 교수님 | 개설일: 2010.03.04 | 회원수: 10명

★ Welcome to **SM Community**

- 전진아님 회원보기
- 회원등급 : 수강생 v 출석하기
- 자기정보관리

나의 커뮤니티 바로가기

- 마이페이지
- 로그아웃(Login)

e-CLASS

교수님 프로필

- 📄 전자출결 바로가기 (Go to E-attendance)
- 📖 Reflective Journals
- 📖 Reading Responses
- 📖 Resources
- 👥 조모임 (Group Gathering)
- 📖 강의계획서 (Syllabus)
- ➕ 자기정보관리 (My Information)
- ➕ 회원보기 (Members of this Class)

강/의/안/내

Course Introduction

2010.1학기 4109E201 Practicum II 논문 11, 12, 13 과제 면서관

TESOL Practicum

▶ **진행 중인 설문 (Survey in Progress)**

● 진행 중인 설문이 없습니다. (No Survey in Progress)

▶ **최근글 (Recently Updated)**

5	[Reflective Journals] Moonjung Lim-Week 10	임문정	2010.05.06
4	[Reflective Journals] Reflective Journal #10 - Kyou...	이경임	2010.05.06
3	[Reflective Journals] Week10-Jeon Jinah	전진아	2010.05.06
2	[Reflective Journals] Week 10 _ Jeehye Shin (0854050...	신지혜	2010.05.06
1	[Reflective Journals] Sooyeon Kim-week10	김수연	2010.05.06

Peer Evaluation

▶ Reflective Journal #10 - Kyoungim

▶ 작성자 이경임 (0651016)

▶ 작성일 2010-05-06 10:53:07

▶ 조회수 8

Reflective Journal #10

Kyoungim Lee

Whenever I was in the group 2's leading class, I think back that all the activities are very carefully-organized and prepared in details. Like their first teaching, I looked at their second teaching in admiration because they maintained their composure and gave a beautiful smile all the time. Their best teaching part was their time management skill and the last activity, which was absolutely great. Their topic, describing graphs was considered to be difficult to teach and learn at first however, I think that the group 2 achieved their goal pretty much with familiar and practical topic and well-designed activities. What I enjoyed the most was that the final one. Students had three steps one by one to produce a formal output. I think it was tried for the first time in GEP class and it worked very well. Students enjoyed brainstorming their own survey question, designing survey and making a chart based on the survey results, which was quite good steps.

Peer Evaluation

There are two factors that I would like to mention as a constructive feedback. First one was the second pair-activity which had students talk about their job profiles. I think the direction was somewhat vague and somewhat difficult to tell without guided expressions to use. My little sisters, at first, didn't know what to do and after taking a look at the guided questions, they started to use one of them. However, they soon had difficulties in exchanging information. Even Hyoseon looked somewhat difficult to talk about her major subjects and profiles. I think it would have been much better if they provided a model dialogue or more expressions regarding their majors and subjects. Another one is about the survey topics or questions because brainstorming takes so much time and some of groups had similar questions. What if the class leaders give the different theme to each group to make it more fun? Some groups can work on jobs in different times such as jobs in 1810, jobs in 2010 or jobs in 2210. Other groups can work on the influential factors when deciding jobs. Since they have different themes, the result would not look similar even when they have similar questions, I guess.

Peer Evaluation

▶ Sooyeon Kim-week6

▶ 작성자 김수연 (hannaroo78)

▶ 작성일 2010-04-07 22:10:18

▶ 조회수 16

Reflective Journal – Week 6

Sooyeon Kim (0754004)

This week, Group 2 gave a lesson with the theme of studying abroad, and the function was describing more formally. Class leaders planned 5 activities and those activities were connected with the process students think and/or go through when they study abroad. Thus, first, class leaders started the class by asking students to choose schools they would be interested in. In this activity, each of big siblings sat in the back with the information sheet of different universities abroad and then when students walked around and asked questions about the schools, we publicized 'our school.' The second activity, Guess what my room looks like, required students to talk about the given picture and then one of the group members went to the other group to describe the room. While listening to the description, the other group had to draw the room. Then, they compared the original picture with the drawing. In the third activity, Class leaders provided students with a handout of job posting to each group and each group had to generate ideas how they could appeal themselves to be hired for the job. Professor was the employer during the presentation and one of group members came out and told him about their talents to get the job. Fourth, students were asked to describe the given campus of the university in the U.S. Lastly, each group imagined what kind of daily, weekly, or monthly routine they could have when they study abroad and presented the routines. As for this week's class, I found two strengths and one area to take into consideration.

Peer Evaluation

The greatest merit in this class was that they provided the elements of what to think about when they study abroad throughout the class and so sequenced the five activities in a nice and integrated way. Under the theme of studying abroad, I think this class was a good chance for students to get an idea of how to prepare and plan for their schools, houses, fees, voluntary jobs, and their routines in the foreign country. Therefore, when we went through each activity, I and my group members felt like we were actually touring around the campus and schools and trying to get a job for our pocket money and to enjoy campus life in the foreign university. Moreover, since most university students would be interested in studying abroad during their university time, the theme and related activities attracted students' interests enough. While doing the activities, students in my group not only described and talked about the handouts, but also they could share their experiences studying abroad or their plan for that. Thus, students could interact and exchange ideas in a meaningful way due to the meaningful theme to students.

Furthermore, I found that class leaders really guided the class well with clear directions, different ways of comprehension checks, and supportive feedback. I was very amazed and learned from class leaders that when class leaders have clear ideas of what outcomes they want from students assist students to understand better and perform better. They were giving directions very simply but sufficiently and then they checked students comprehension of the activity by asking them what they'd just said, or showing them what could be the bad and the good example of the presentation. Besides, class leaders supported students' presentation with modeling and useful feedback. After they gave directions, they talked about transition words students could use in their presentation to make it more formal as it was the given function. From their modeling, students tried to make use of the transition words, so the presentations were better and more organized than before. In addition, whenever each student finished the presentation, class leaders commented the presenters' posture, eye contact, organization of the content, etc. in a supportive way, so it helped the next presenter not to make the same mistake and to have better attitude and performance.

Peer Evaluation

One thing to be considered is, however, that when students talk about this kind of realistic and practical theme, they may want to see more relevant items to their real lives and so class leaders could induce their meaningful interaction through the activities as well. That is, the given universities and campuses were interesting and some of them were dramatic but students did not seem to actually think of going there to study English or so. Because one was in Alaska and covered all with snow, and the others were either in the middle of desert or surrounded by mountains and so isolated from towns or too fancy, they seemed to enjoy the interesting pictures and campuses, but, without putting themselves into the given situations. Thus, it would be better if the shown universities were the real exchange schools with SMU and class leaders obviously mentioned it before activities so that students could have more meanings and purposes for the activities. Also, for example, when the job posting was given to our group, one of my group members told me that she didn't like the job and so she didn't want to get the job, so I had to explain that her parents would not send the money for her so she had to get this job or come back to Korea. Finally, she got to participate in talking about her talents and skills and supported the others' ideas. Therefore, I realized that giving students a meaningful and practical purpose into the situation would be also very significant to drag their attention and interests.

With the findings, overall, it was very valuable, well-organized, and succesful class! I really appreciate Group 2's effort!



Jin ah's Showcase Portfolio



Stay Hungry, Stay Foolish.
