



Teaching Portfolio

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Introduction

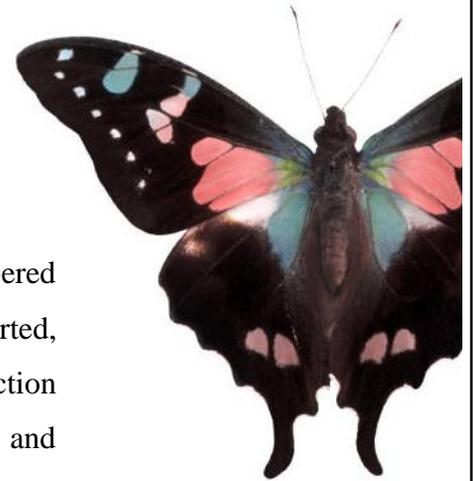


This portfolio was designed to show my professional development as a qualified English teacher in a public secondary school through Sookmyung Women's University TESOL MA course. This includes teaching philosophy, resume, and certificates as my personal and professional documents to show how I have developed my ability as an English teacher in a public secondary school through years. This also includes overview of GEP and Practicum II , syllabus of GEP and Practicum II , a lesson plan, students' work samples, and class pictures to show my teaching experiences in GEP class. Finally, this includes action research paper investigating the effectiveness of peer editing in giving meaningful feedback to other students' writing.



Personal and Professional Documents

TEACHING PHILOSOPHY

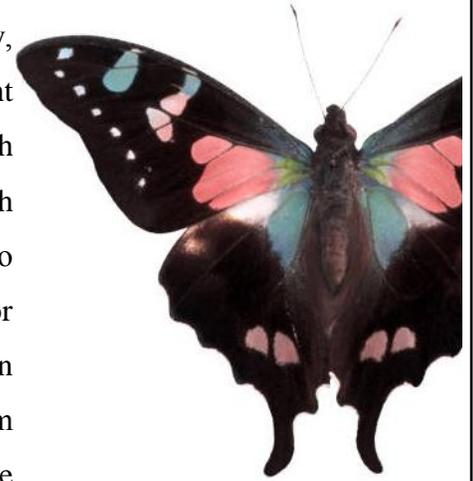


Based on my learning experience, the best teachers I remembered seem to have something in common. They were all kind, warm-hearted, professional and enthusiastic during class, and showed a lot of affection and interest to me all the time. Besides, they tried to create a warm and safe learning environment where I felt comfortable, which made me try out something without any fear to make mistakes during class. Even though I made mistakes, they even praised me about my active participation and encouraged me to keep on trying. As a result, I could have more confidence in myself and motivation to learn, which could lead to more successful learning in the end.

As a teacher, based on this experience as a language learner, I want to create more comfortable learning environment, where students can be free from their learning anxiety or stress. Even though English class in most high schools is mainly about reading and analyzing sentence structures focusing on grammar and vocabulary, the long-term goal of learning English is that students should have communicative competence to interact and communicate with others using English effectively. In other words, students should use the language, productively and receptively, in unrehearsed contexts outside the classroom, and this is one of the characteristics of Communicative Language Teaching (Brown, 2001). In warm and comfortable learning environment, students are more likely to practice using English overcoming the anxiety about making mistakes and actively communicate with others, I think.

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It is true that students in Korea are under a lot of stress as foreign language learners, but I don't want my students feel this way, either. I just want my students to enjoy learning English and I also want them to learn English only because they like to communicate with others in English. To achieve this, I tried to use visual aids a lot to catch students' attention during class like using flash cards, pictures related to their life or pictures of entertainers, video clips like movie trailers or TV commercials, and so on. Students usually show great interests in them, and curious about what's going on next in class. In addition, from the video they watch, students can be exposed to authentic language and real world situation, which are really different from language and tasks in the textbook (Brown, 2001).

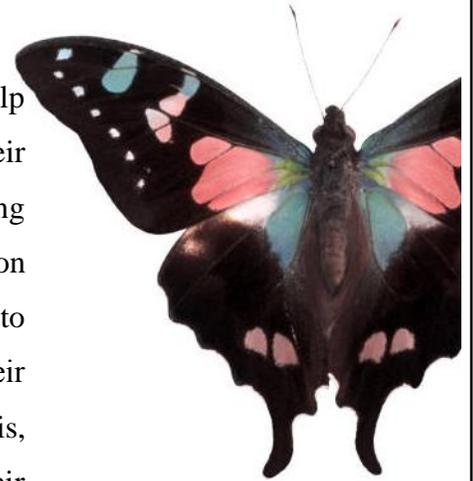


Doing group activities or games are also good to lower students' negative anxiety and help them to be more involved in learning. Especially in smaller groups, they can have more chances to use English and interact with other students. In addition, when checking the answers in whole class after reading articles, I usually let students share their answers with their peers first using English. After sharing their answers with peers or small group members, they feel more comfortable and more actively participate in whole class checking. Sometimes, I ask some students to volunteer to answer the questions or present something so that shy students don't have to worry about what if their names are going to be called. Meanwhile, to be more successful language learners based on my learning experience, one of the most important factors students should have is to have confidence in themselves and learning, I think. When I speak something in English in front of many people, I tend to be very shy and make more mistakes than my ability. I don't have confidence in myself and my ability especially when using English, which has a harmful effect on developing my English ability.

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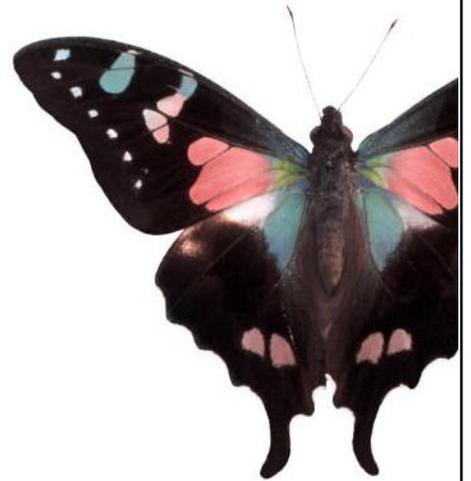
So, I realized that it is really necessary for teachers to help students have more confidence in themselves and overcome their shyness. To do this, teachers need to not only create a safe learning atmosphere but also have some understanding about students based on mutual trust (rapport), I think. Teachers need to show their respect to students first such as considering learners' personality types, their levels, their learning goals, their interest, and so on. Through this, teachers can finally understand what their strengths are, what their weak points are, how their characters are, what their learning goals are, what their interests are, and so on. Based on these understanding about students, teachers can be sensitive to each student's different need and also can give them some appropriate help to overcome their own problems by themselves. In addition, when students feel that teachers exist to help them and guide them to successful learning, they also become to respect teachers and more actively participate in class. Finally, teachers should create learning tasks very carefully considering students' levels. If a task is too high or too low, then students are likely to lose their motivation or interest to learn. So, understanding students' accurate stage of development (students' levels) is needed so that teachers can prepare appropriate tasks to challenge them properly next time.

Overall, based on my teaching experience, English teachers are more challenging and demanding jobs than other subject teachers, I think. There are many things to consider and English teacher should do a variety of roles during class. However, the role of a counselor or a facilitator is most needed from English teachers, I think. English teachers just have to encourage students to construct meaning through genuine interaction with others (Brown, 2001). They don't have to be the person who knows everything during the class. This is because the ultimate goal of learning English is to interact with others in English outside of the classroom.



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Teachers cannot be always together with students to teach them English or help them to learn English. Students need to understand what others intend to say by themselves, and also express what they intend to say exactly by themselves using English. In real situation, if this fails, they may face a number of problems, and at that time they also need to resolve those problems by themselves. So, English teachers should help learners have this ability in the end. To do this, English teachers should play a role of a facilitator or a counselor so that students can have more responsibility and more autonomy in their leaning.



Reference

Brown. H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd Edition). NY:Longman.

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- Jun. 2007 SMU TESOL Certificate Program (250 hours)
Sookmyung Women's University, Seoul, Korea
- Aug. 2006 1st Class Certificate of English Teacher
Gyeonggi Provincial Office of Education, Gyeonggi Province, Korea
- Feb. 2002 2nd class certificate of English Teacher
Ministry of Education in Korea

6. SKILLS

- Languages Proficient English productive skills
Highly proficient English receptive skills
- Musical instrument A proficient flutist

CERTIFICATES AND AWARDS

CERTIFICATES

CERTIFICATES

CERTIFICATES

AWARD



Teaching Practice in GEP Course

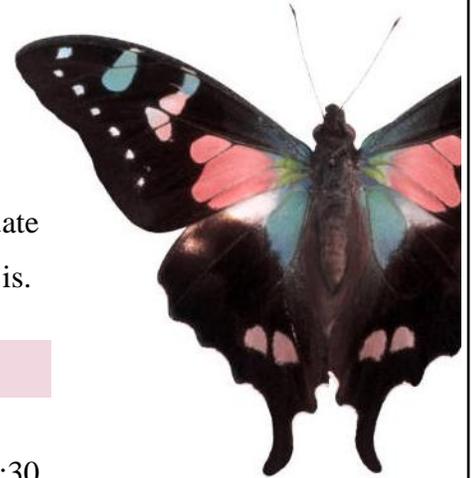
OVERVIEW AND OBJECTIVES OF GEP COURSE

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

OVERVIEW OF GEP COURSE

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

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



OBJECTIVES OF GEP COURSE

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



SYLLABUS OF GEP COURSE

WEEK1: SEPTEMBER 4

Introduction to the course, persons and materials involved.

*GROUP 1 TEACHES GEP - ICE BREAKING ACTIVITIES

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

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

WEEK2: SEPTEMBER 11

Student survey

Sample Writing Test (Preliminary test)

Student groups

MATE - Task 1

*Group 2 teaches GEP – GROUP BONDING

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

Homework: To be announced.

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WEEK3: SEPTEMBER 18

MATE Writing - Task 1

*Group 3 teaches GEP - 1st time- 1st Videotape

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

Homework: To be announced.

WEEK4: SEPTEMBER 25

MATE Writing - Task 2

*Group 4 teaches GEP – 1st time

This week we take a quick look at writing about highly personal and familiar topics for the purpose of informing or giving advice in paragraphs in the form of an email. The level of formality is again, rather low, but the writing is expected to be more carefully structured and somewhat longer than that we did in the previous week.

Homework: To be announced.

WEEK5: OCTOBER 2

MATE Writing - Task 2

*Group 5 teaches GEP – 1st time – 1st Videotape

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

Homework: To be announced.

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WEEK6: OCTOBER 9

MATE Writing - Task 2

**Group 1 teaches GEP – 1st time- 1st Videotape

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

Homework: To be announced.

WEEK7: OCTOBER 16

MATE Writing - Task 2

**Group 2 teaches GEP – 1st time - 1st VIDEOTAPE

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

Homework: Prepare diligently for the Midterm Exam.

WEEK8: OCTOBER 23

*Group 3 teaches GEP - MIDTERM EXAM

Midterm Exam

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

Homework: To be announced.

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WEEK9: OCTOBER 30

MATE Writing - Task 2

**Group 4 teaches GEP – 2nd time – 1st VIDEOTAPE

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

Homework: To be announced.

WEEK10: NOVEMBER 6

MATE Writing - Task 2

**Group 5 teaches GEP – 2nd time – 2nd VIDEOTAPE

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

Homework: To be announced.

WEEK11: NOVEMBER 13

MATE Writing - Task 2/3

**Group 1 teaches GEP – 2nd time - 2nd VIDEOTAPE

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

Homework: To be announced

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WEEK12: NOVEMBER 20

MATE Writing - Task 3/2

**Group 2 teaches GEP – 2nd time – 2nd VIDEOTAPE

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

Homework: To be announced.

WEEK13: NOVEMBER 27

MATE Writing - Task 3/2

**Group 3 teaches GEP – 3rd time – 2nd VIDEOTAPE

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

Homework: To be announced.

WEEK14: DECEMBER 4

MATE Writing - Task 3

**Group 4 teaches GEP - 3rd time – 2nd VIDEOTAPE

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

Homework: Study for the final.

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WEEK15: DECEMBER 11

Final Exam

*Group 5 teaches GEP - FINAL EXAM

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

WEEK16: DECEMBER 18

Make-up day

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

STUDENTS' NEEDS SURVEY



Major : _____ Year : _____ Age : _____

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

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

2. Briefly describe your English learning experience.

- () In school How long? ____
() Private tutoring How long? _____
() Studying English in a language institute How long? _____
() Living abroad Where? _____ How long ? _____
() Having foreign friends Describe:
Other experiences :

3. What do you do with English? Where?

- () studying where/ what/why
() chatting where /how
() working (part time job) where/how
() meeting people where/how
() club activity where/what/how
Others

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

- () 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.

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

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

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

- Acknowledging* *Restating* *Reflecting*
 Interpreting *Summarizing* *other* _____

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

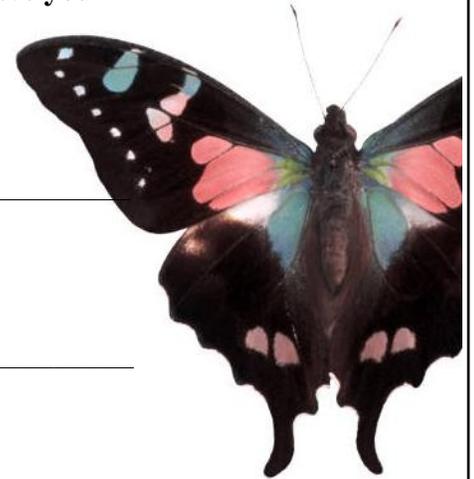
- Turn Taking* *Pronunciation* *Fluency*
 Intonation *Functions* *other* _____

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

- Skimming* *Scanning* *Determining Purpose*
 Predicting *Visualizing* *other* _____

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

- Brainstorming* *Free Writing* *Peer Editing*
 Planning *Paragraph Structuring* *other* _____



7. Which of these have you done in English? (Check all that apply)

Debating ___ Presentations ___ Role Play ___ Interviews ___ Narration ___

Online chatting ___ Writing Essays ___ Writing Email ___

Other: _____

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

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

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

Rank the following in order (1=most confidence, 8=least confidence)

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



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

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

Number them according to your preference (e.g. 1 = most preferred)

- | | |
|---|---|
| <input type="checkbox"/> grammar practice | <input type="checkbox"/> games/fun activities |
| <input type="checkbox"/> pronunciation drills | |
| <input type="checkbox"/> role play/skits | <input type="checkbox"/> using audio tapes |
| <input type="checkbox"/> vocabulary activities | |
| <input type="checkbox"/> watching videos or movie clips | <input type="checkbox"/> discussions |
| <input type="checkbox"/> using Internet materials | |
| <input type="checkbox"/> story writing | <input type="checkbox"/> writing poetry |
| <input type="checkbox"/> writing emails | |
| <input type="checkbox"/> writing essays | <input type="checkbox"/> writing a resume |
| <input type="checkbox"/> writing business documents | <input type="checkbox"/> others |

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

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?

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

15. I think I am good at English.

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

16. How would you rate your English reading proficiency?

(e.g. rudimentary 하, moderate 중, commanding 상)

17. How would you rate your current English speaking proficiency?

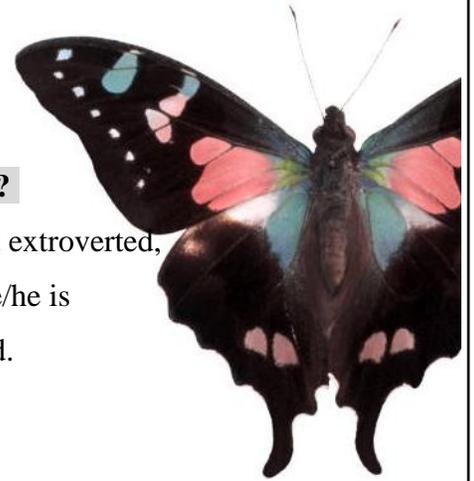
(e.g. rudimentary 하, moderate 중, commanding 상)

18. How would you rate your current English writing proficiency?

(e.g. rudimentary 하, moderate 중, commanding 상)

19. Do you have any concerns about this class?

THE RESULTS OF STUDENTS' NEEDS SURVEY



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

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

2. Briefly describe your English learning experience.

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

3. What do you do with English? Where?

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

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

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

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

Most of them haven't taken any standardized exams mentioned above. Only 8 students said they have taken TOEIC test and their scores vary ranging from 425 to 975, and usually around 700.

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

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

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

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7. Which of these have you done in English?

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

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

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

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

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

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

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

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

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

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

Number them according to your preference. Only top 5 from 1 to 5 were counted.

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

13. What kinds of topics are you interested in?

Only top 5 from 1 to 5 were counted.

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

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14. Is English your friend or enemy?

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

15. I think I am good at English.

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

16. How would you rate your English reading proficiency?

9-rudimentary, 14-moderate, and 0-commanding.

17. How would you rate your current English speaking proficiency?

9-rudimentary, 8-moderate, and 1-commanding.

18. How would you rate your current English writing proficiency?

10-rudimentary, 11-moderate, and 1-commanding.

19. Do you have any concerns about this class?

They want to graduate from university, improve their English and get a good score in this class.

LESSON PLAN



1. Theme: Halloween

2. Function: Narrative writing using linking words properly

3. Objectives: The students will be able to

- 1) Classify linking words according to the category based on their functions.
- 2) Experience various Halloween activities such as singing a Halloween song, carving pumpkins, and doing trick or treat.
- 3) Write a narrative story based on the picture with a short introduction.

4. Procedures and Materials

Time	Activity	Materials
7:50~8:00 (10 min.)	Homework Distribution ▫ Checking reading assignment	
8:00~8:10 (10 min.)	Activity 1 – Halloween song ▫ Students will learn a Halloween song. - First, students listen to a song looking at the music video. - Second, students sing a song all together looking at lyrics. - Third, students will be divided into group A, B, and C. They will sing their parts separately (The parts are already divided into A, B, and C on the worksheet. There are six groups, so two groups will be one team.) - Finally, students sing a song all together one more time.	Worksheets (Appendix2) ppt
8:10~8:20 (10 min.)	Activity 2 – Dressing up Halloween Costumes ▫ Students will be divided in 3 different rooms, and will wear Halloween costumes. (one main room and the other 2 rooms, 607 and 609).	Halloween costumes

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	<ul style="list-style-type: none"> ▫ Group leaders will help students wear costumes, or they can wear, too. 	
<p>8:20~9:00 (40 min.)</p>	<p>Activity 3 – Pumpkin carving</p> <ul style="list-style-type: none"> ▫ After watching a video clip about carving a pumpkin, <ul style="list-style-type: none"> - Students will put the steps of carving a pumpkin in the right order. ▫ The actual pumpkin carving will begin. <ul style="list-style-type: none"> - Students in each group will describe the type of a pumpkin they want on the mission card (This is the mission to give to their pair group). <p>(ex) We want you to carve a haunting pumpkin enough to scare way all the people in the world.)</p> <ul style="list-style-type: none"> - Students pass their mission papers to their pair group. - Each group will carve the pumpkins according to the mission they get and pumpkin carving steps. - The carved pumpkin will go to the group which gave the mission. - After looking at the pumpkin they get, students will score the pumpkin based the scoring sheet. They will see how well the mission is completed. - Based on the score, the best Jack O' lantern will be chosen. 	<p>Pumpkin carving strips & worksheet (Appendix4)</p> <p>Scoring sheets (Appendix 5)</p> <p>Mission card (Appendix 6)</p> <p>Pumpkin Materials for carving pumpkins</p>
<p>9:00~9:10 (10min.)</p>	<p>Break</p> <p>Activity 4- Halloween Experience 2, Trick or Treat</p> <ul style="list-style-type: none"> -Every little sister should go outside the classroom. - Big sisters will be scattered in three rooms. - Little sisters will knock on the door of each room and say “Trick or Treat” to get some candies, and big sisters can give a mission to them. 	<p>Snacks</p>

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Time	Activity	Materials
9:10~9:15 (5 min.)	<p>Activity 5 – Classifying linking words</p> <ul style="list-style-type: none"> ▫ Students will be given word cards of linking words, and will classify them according to the category based on their functions such as showing cause, showing contrast, and so on by pasting word cards next to the right functions on the worksheet. ▫ The group who completes the worksheet first will be the winner. 	Worksheets (Appendix 7) Glues ppt
9:15~9:35 (20min.)	<p>Activity 6 – Strip Story</p> <ul style="list-style-type: none"> ▫ With group members, students will place the pieces of scary story, “Till death do us apart” in the right order with their group members. ▫ They will check the answers in whole class. ▫ Based on the story planner, students will analyze the story by writing down settings, characters, events, problems, and solutions of the completed story on the story planner. ▫ Students will check the answers all together in whole class. 	Worksheets (Appendix 8) ppt Story planner (Appendix 9) Glues
9:35~10:15 (40min.)	<p>Activity 7 – Narrative writing</p> <ul style="list-style-type: none"> ▫ Students will make their story with their group members. <ul style="list-style-type: none"> - The first part of a short essay with a picture will be given to each group. (Each group will get each different story with a different picture.) - After reading the sentences and looking at the picture, students will brainstorm the ideas about settings, characters, events, problems, and solutions based on the story planner. (Students will plan for their story based on the story planner). 	Worksheets (Appendix 10) Story planner (Appendix 11)

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	<ul style="list-style-type: none"> - Students need to complete the story following the structure of a short essay (introduction, body, and conclusion). - After finishing writing a story, students will revise their story based on revision checklist. - Each group will read their story to others in whole class. 	Revision Checklist (Appendix 12)
	<p>Activity 8 – Halloween Beauty Contest</p> <p>The best dresser will be chosen.</p> <ul style="list-style-type: none"> - First, one person from each group will be chosen. - Second, the best person from each group will come to the front and then other students will choose the best person. - Students can simply write down the name of the person who they think is the best dresser, or who has the best costume, and the person with the most votes will be the winner. 	Voting paper (Appendix 3)
10:15~10:20 (5min.)	<p>Closing</p> <ul style="list-style-type: none"> ▫ Giving a writing assignment (Appendix 13) and closing remarks 	ppt



HALLOWEEN SONG: IT'S ALMOST HALLOWEEN

Verse A

I'm carving pumpkins
It's almost Halloween
All my friends are wondering
What they're gonna be
The monster mash is playing
You're moving to the beat

Chorus (All singing)

Everybody scream!
Everybody scream,
It's almost Halloween!
Do the trick-or-treat!
Do the trick-or-treat,

Verse B

There's a devil in the corner,
In candy-apple red
Dressed up like a pirate,
Burning through my head
I got a little closer,
And offered her a drink

Chorus (All singing)

Everybody scream!
Everybody scream,
It's only Halloween!
Do the trick-or-treat!
Do the trick-or-treat,

Verse C

Before I learned her name,
We were already asleep
When I woke up in my coffin,
She was no where to be seen
Was it all a dream?
Who can I believe?

Chorus (All singing)

Everybody scream!
Everybody scream,
It was Halloween!
Do the trick-or-treat!
Do the trick-or-treat,
It was Halloween!



VOTING SHEETS FOR THE BEST DRESSER

♥ Please, write the name of the person who you think is the best dresser.

I think () is the best dresser.

♥ Please, write the name of the person who you think is the best dresser.

I think () is the best dresser.

MISSION CARD FOR PUMPKIN CARVING

<Mission Card >

Mission Card for _____

We want you to _____

_____.

From _____

PUMPKIN CARVING SCORING SHEET



<Pumpkin Carving Scoring Sheet >

Who carved the pumpkin for you? _____

Categories	5	4	3	2	1
How clean					
How intricate the design is					
How scary					
Overall effect					
Total Score					

LINKING WORDS

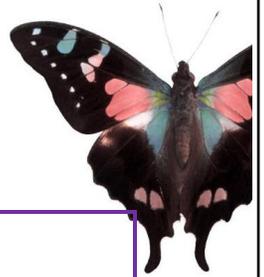
since	last time	by the time	after
until	meantime	initially	later
subsequently	to begin	in summation	in conclusion
despite	however	nevertheless	on the contrary
in other words	similarly	additionally	besides
moreover	as a result of	due to	hence
therefore	If...then	unless	

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♥Paste the right linking words next to each function.

Function	linking words
Showing time	
Showing a sequence	
Showing conclusion	
Showing contrast/similarity	
Adding information	
Showing cause/effect	
Showing condition	

PUMPKIN CARVING STRIPS



Select a fresh pumpkin in a shape that pleases you.

Draw a circle or hexagon on top of the pumpkin in preparation for making an opening large enough for your hand to reach through.

Cut through the stem end of the pumpkin along your outline with a sharp knife or pumpkin-carving tool.

Remove the stem end, which will act as a cap, making sure you scrape off any seeds or pulp. Use a large spoon to scoop out the seeds and pulp from inside the pumpkin.

Choose a Halloween design; draw a pattern for the face on the clean pumpkin or mark out your stencil.

Follow your patterns as you cut all the way through the pumpkin.

Push the cut-out features gently from the inside of the pumpkin and discard the pieces.

Add the finishing touch.

Place a votive candle inside the pumpkin to create an eerie glow. You can use other types of lights such as battery powered light.

STRIP STORY STRIPS



A newly married couple, John and Angela, had bought a house in New Hampshire. A lot of stories were told to them by the people near the house, one being that the house was haunted by an insane serial killer. The couple totally ignored the stories and decided to move in.

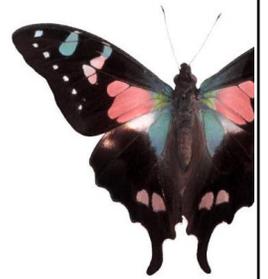
All hell broke loose the moment they entered the haunted house. Angela frequently complained that she felt someone was touching her in the night. John promised her that he will stay with her till death and will steer clear all her fear. To stand up to his words, he decided to stay awake for a night.

Around midnight, he was gripped by the feeling of an unusual thirst. So, he went downstairs to fetch a glass of water. Before he could get hands on the glass jar, he heard a horrifying scream from the bedroom. He saw Angela's dead body lay bleeding on the floor.

Stunned with the sight, he rushed downstairs, to make a call to the police. Several sleepless nights followed Angela's death. After fortnight(two weeks), he finally had a night of peaceful sleep. Again, he felt an overwhelming thirst and went downstairs to get a glass of water. After drinking water, he went upstairs to get back to his sleep.

John was staggered when he saw a lump in the bed. He ran over and ripped off the bed spread. The ghost of Angela, with blood stains around the neck, a pale green face and eyes with an unholy light radiating from them- probably the scariest one- was floating up above him.

In her hand was a sharp kitchen knife. Another man with a ghostly appearance floated beside her. The roaring sound from the ghost of Angela asked John, "Didn't you promise John? Didn't you promise? 'Till death do us apart! You promised!" Angela screamed, as she floated towards John and stuck the knife into his heart.



STORY PLANNER

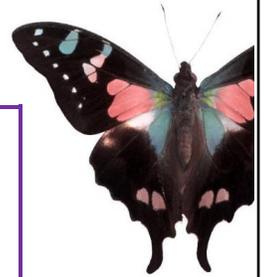
Group Name: _____

TITLE:

Write ideas for your story in this story planner.

Where will the story take place? (Setting)	Who will be in your story? (Characters)
How does the story begin? (Problem)	
What happens in your story? (Events)	
How does your story end? (Solution)	

REVISION CHECKLIST



REVISING OUR STORY

Group Name: _____

Title: _____

We checked that our story has:

- A beginning that:
- introduces the characters.
 - tells where the story will take place.

- A middle that:
- tells about a problem or adventure.
 - tells the reader interesting facts and details.

- An ending that:
- solves the problem or ends the adventure.

- The events are:
- in order
 - clear
 - interesting



CLASS PICTURES

SING A HALLOWEEN SONG



DRESSING UP HALLOWEEN COSTUMES



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PUMPKIN CARVING



STUDENTS' WORK SAMPLES



MISSION CARD FOR PUMPKIN CARVING

Worksheet 4

<Mission Card >

Mission Card for It Girls

We want you to save sticky mouse camp sitting on the moon.

From It's girls

PUMPKIN CARVING SCORING SHEET

Worksheet 5 <Pumpkin Carving Scoring Sheet >

Who carved the pumpkin for you? Infinite E & Rainbow apples

Categories	5	4	3	2	1
How clean		✓			
How intricate the design is			✓		
How scary				✓	✗
Overall effect		✓			
Total Score	14				

From Shall we Dance.

STORY PLANNER FOR STRIP STORY

Worksheet 8
STORY PLANNER

Group Name: It Girls
TITLE: Till death do us apart

Where will the story take place? (Setting) <u>New-ha</u> a house in New Hampshire	Who will be in your story? (Characters) John and Angela
How does the story begin? (Problem) They bought the house All hell broke loose the moment they entered the haunted house.	
What happens in your story? (Events) Angela turned into a ghost and John found her dead body in the kitchen.	
How does your story end? (Solution) Angela stayed ^{stayed} killed John.	

REVISION CHECKLIST

Worksheet 11
REVISING OUR STORY

Group Name: It Girls
Title: When Michael met Whitney

We checked that our story has:

A beginning that: introduces the characters.
 tells where the story will take place.

A middle that: tells about a problem or adventure.
 tells the reader interesting facts and details.

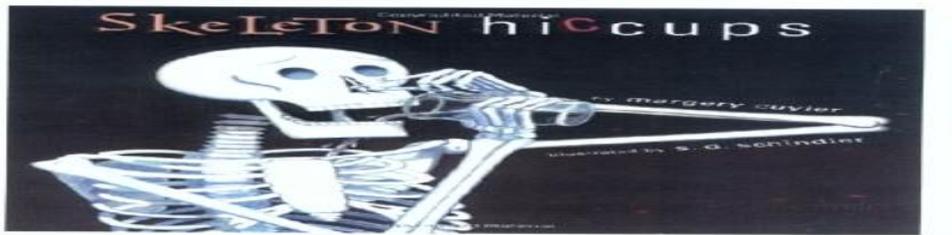
An ending that: solves the problem or ends the adventure.

The events are: in order
 clear
 interesting

NARRATIVE WRITING

Worksheet 9

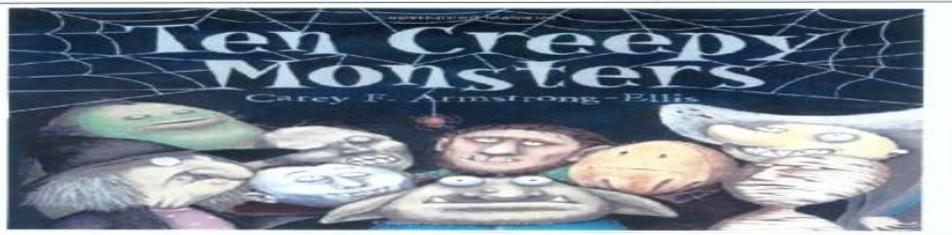
<Narrative Story worksheet>



It is Halloween night. The skeleton is waiting for his friends to celebrate the Halloween. But suddenly, he gets hiccups and never stops.
 The skeleton named Michael Jackson lived in an underground cave near L.A. memorial Cemetery. He was waiting for Heath Andrew Ledger and Whitney Houston to celebrate Halloween.
 While waiting for his friends to come, he tried everything to cure his hiccups. Suddenly, a massive hiccup erupted from his ribs, so his head flew away and rolled down the hill.
 Just then Heath Ledger and Whitney Houston arrived. With his head, Whitney placed his head back and sang "I will always love you" and they fell in love.

Worksheet 9

<Narrative Story worksheet>



The day before Halloween, ten creepy monsters are meeting for their best Halloween party. Suddenly the monsters have disappeared and there is no one in sight.
 One day a boy comes to a cave and finds ten dead wood monsters. They don't have heads on their body. Suddenly, a head appeared in front of him, telling him a story.
 When ten monsters were having a party on the Halloween day, the monster all of sudden pulled out a knife and killed the other monsters one by one. As the time he came out of the cave, the graves of the 8 monsters appeared and killed him.
 After they died, suddenly, only their heads reappeared and were floating in the air, and have a party.
 The boy finds the body without heads so he squirms and darts on the ground of the dark cave.

REFLECTIVE JOURNAL

WEEK 7 REFLECTION



This week, our group, group 2 led the whole class, and it was the first time for us to have a class as a class leader. The theme was Halloween and students needed to write a narrative story at the end of the class. The students were divided into 3 teams, A, B, and C, which means that two group were one team as a pair, and most activities were done in a team. The class, on the whole, could be divided into two parts: the first part was spent on experiencing Halloween cultures or creating Halloween atmosphere, and the second part focused on writing. In order to get students' attention, we started the class with light off playing Halloween background music. It was successful to create special Halloween atmosphere and to draw students' attention, I think.

In the first activity, students learned a Halloween song, "It's almost Halloween." and sang the song all together. First, they just listened to the song looking at the music video, and next they sang all together looking at the lyrics (we prepared two different kinds of video of the song). The lyrics of the song were made up of three parts, so each team sang their own part in turn, but chorus part all together. I think starting the class with a song was a good choice in that it made the atmosphere of the class more cheerful, and it succeeded in calling students' attention to the class as well.

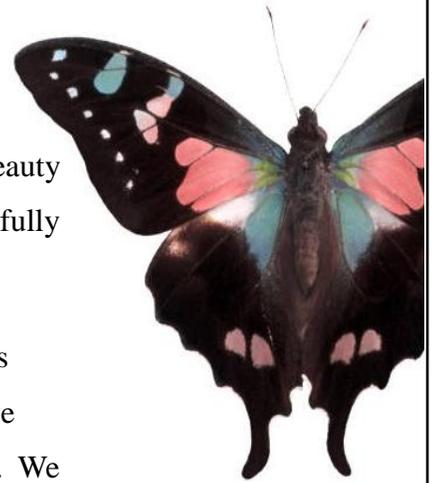
Next, students tried wearing various kinds of Halloween costumes the professor provided such as a hat, a mask, a hair band, glasses, etc. They chose what they wanted to have in the box at the back. They really enjoyed this activity taking pictures with each other. They were like high school students and really cute to me, and I was also so happy to see their excited faces.

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After 10 minutes, we told them that we were going to have a Halloween beauty contest at the end of the class, and asked them to watch the other students carefully to choose the best person.

We moved to the third activity, pumpkin carving. First, before students did actual pumpkin carving, they watched a short video clip about how to carve a pumpkin. But, the video stopped a lot because of the Internet problem. We expected this kind of problem could happen, and Kyeong-mi downloaded the video from You Tube to cope with this kind of technical problem. But on the computer in the classroom, we couldn't use the downloaded video, either, which was really embarrassing. We wanted to show the video one more time, but we decided not to do that because of the time or we thought it could happen, too. After class, we thought we should have played the downloaded video on that computer in the main room, and really felt sorry for this. But I got a lesson from this experience that much more careful preparation is needed for a successful class. After watching it, students put the 9 pieces of paper (pumpkin carving steps) in the right order on the worksheet with their group members.

And then, each group gave a mission to its pair group on the mission card. On the mission card, they described the type of the pumpkin they wanted to have for 5 minutes. For the mission, we told them to use some vocabularies in the reading homework. For example, they could write "I wanted to have a funny pumpkin to make all the people laugh." After this, they exchanged the mission card, and they started carving a pumpkin to complete their mission based on the pumpkin carving steps. Actually, we planned to spend 25 minutes on pumpkin carving, but it took almost an hour. Even though they tried hard, but it couldn't have done more quickly, I think. We were little bit worried about the next activities, so sometimes I pushed students and group leaders to hurry up. But after class, I was really sorry for that. After finishing pumpkin carving, students also seemed to be satisfied with their result and enjoyed looking around the pumpkins of other groups, taking pictures with them together.



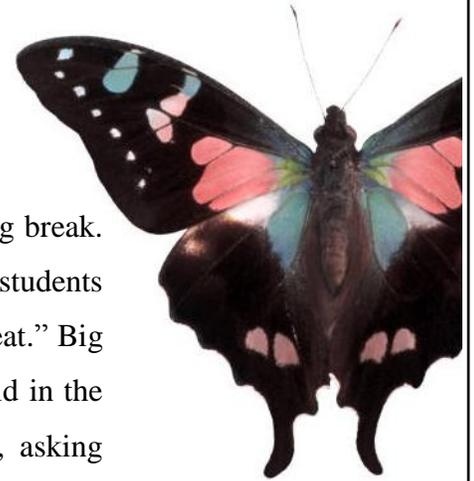
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Then, they chose the best Jack O' Lantern based on the scoring sheet. Each group looked at the pumpkin of their pair group and evaluated the pumpkin based on the mission they gave to their pair group.

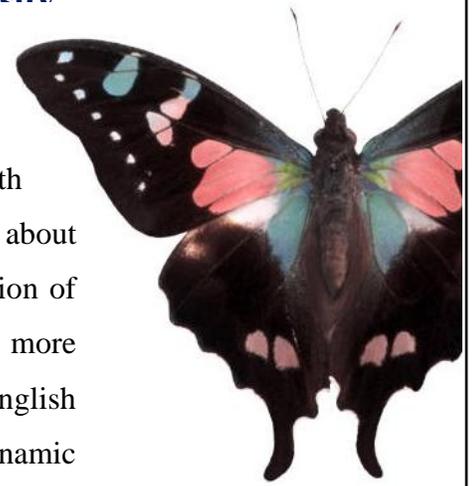
Then, they had 10-minute-break and did "Trick or Treat" during break. Big sisters were scattered in three rooms including the main room, and students all went out. Students needed to knock on the door saying "Trick or Treat." Big sisters welcomed them and gave them a mission related to what they did in the class such as asking questions about a Halloween song they learned, asking questions about a pumpkin carving, asking them to sing a song all together, etc. If students completed the mission, they could get some candies. They were really active in this and looked much more excited about this than I expected.

After break, students did story ordering activity. There were 6 pieces of the scary story, "Till death do us apart." After they read them, they put the story in the right order on the worksheet with their group members. And then, they analyzed the setting, the characters, the event, the problem, the solution of the story based on the story planner. The reason why we prepared this was that we wanted students to know the structure of the narrative story and the key elements of it, which we thought it was helpful for them to write a narrative story at the end of the class.

As the final activity, students wrote a narrative story looking at the picture with a short introduction. Each team got each different picture with an introduction. They had to come up with what will happen next and write it in a short essay form. Before they started writing, they needed to plan for their story first based on the story planner. They had to decide the key elements of the story. After planning, they started writing, and while writing they were asked to revise their story based on revision checklist. At first, we planned the revising activity after finishing writing, but professor said they needed to revise their story while writing, so we changed it. After finishing writing, we planned to share their story in whole class, but we couldn't do that because of lack of time. In addition, we decided to choose the best dresser, but we changed it into choosing 6 people from each group because of lack of time.



Preparing a Halloween class was a precious experience to me both as a teacher and as a learner. Actually, before this class, I had no idea about Halloween. I could also learn about the origin of Halloween, the tradition of Halloween, the activity of Halloween, and so on. I could become more knowledgeable about Halloween, and this will be an asset to me as an English teacher, I think. In addition, I also experienced again that lessons are dynamic in nature and unpredictable, so during class, we needed to make a lot of decision about changes which is appropriate to the dynamics. We had to skip some activities, and this was little bit disappointing to me thinking of the efforts and time put on preparing those activities. But, I was really satisfied with the class and really wanted to appreciate big sisters' help and the professor's help for the class.





**To Facilitate Students to Give Meaningful Feedback:
The Effective Ways of the Development of Peer Editing**

Action Research

INTRODUCTION

Peer editing, as a prominent process-based writing instruction, have become an increasing common form of response to student writing in both first and second language composition classes, which provide students with amount of opportunities for negotiation and elaboration of meaning to practice not only writing, but speaking and listening along with reading (Diaz, 1986; Keyes, 1984). In other words, peer editing in writing classroom allows writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of skills in the development of language and writing ability. Evidently, peer editing requires students to cooperate with each other to achieve the goal of the task, in which two-way communication is established through high level response and interaction between reader and writer.

Even though many studies support the idea of the effectiveness of peer editing with correctly being used, on particular when students are trained on how to give and use feedback (Min, 2006), few researches has been conducted in EFL/ESL classroom. Writing, as a highly complex task, can be composed of many sub-skills, such as spelling, grammar, the ability to generate ideas, and shape them into high-quality written language. To help students write better, definitely, teachers need to play an important role with regarding to students' writing process. In another point of view, peer editing as a significant writing instruction in the classroom, as teachers, it is crucial to consider what the effective ways are to facilitate students to give peers meaningful feedback in order to develop their writing skills.



LITERATURE REVIEW

A number of studies (Byrd, 1994; Lockhart & Ng, 1995) have presented the benefits of peer editing. It is believed to enable learners to develop their various skills. Peer editing provides learners with the opportunity to take responsibility for analyzing, monitoring, and evaluating aspects of both the learning process and product of their peers. Many researches states that it can work towards developing students' higher order reasoning and higher level cognitive thought (Birdsong and Sharplin, 1986), facilitating a deep approach to learning rather than a surface approach (Entwhistle, 1978: 1993; Gibbs, 1992).

In EFL setting, peer editing has been more commonly incorporated into language writing instruction where peer responds to and edit each other's written work with the aim of helping with revision (Hogan, 1984: Birdsong and Sharplin, 1986; Lynch, 1988; Rainey, 1990), which indicates the role and value of peer evaluation in writing in terms of developing their writing ability, writing performance, and autonomy in learning. Amount of studies (for example, Chaudron 1984; Zamel 1985; Mendonca and Johnson 1994; Berg 1999) reveal the more significant insights: good writing requires revision; writing should involve multiple drafts with intervention response at the various draft stages; peers can provide useful feedback at various levels; training students in peer response leads to better revision and overall improvements in writing quality.



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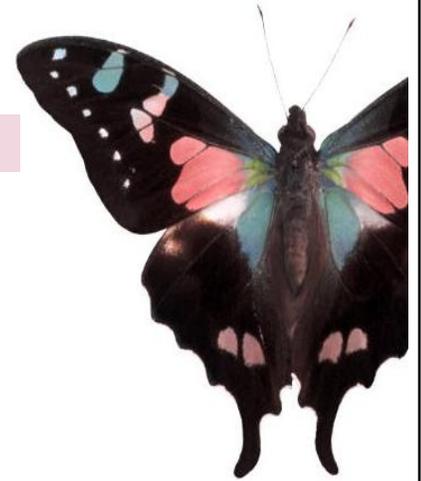
Even though peer editing is seen as an effective instrumental to students' writing, majority of peer comments fail to be utilized in students' subsequent revision (Chou, 1999; Connor & Asenavage, 1994; Mendonca & Johnson, 1994; Nelson & Murphy, 1993; Lockhart & Ng, 1993; Tsui & Ng, 2000). One of the reasons to this problem lies in students' inability to provide useful and concrete feedback (Chou, 1999; Leki, 1990; Mangelsdorf & Schlumberger, 1992; Mendonca & Johnson, 1994; Lockhart & Ng, 1993; Tsui & Ng, 2000). Hu (2001) conducted a research on peer editing that was unsuccessful. He claimed that various problems impeded the effectiveness of peer editing, of which, the major problem is inadequate training of peer editing of students for activities. Students couldn't get chance to develop their understanding of peer editing process and its potential benefits before or while participating in the activities.

Stanley (1992) and Zhu (1995) stated that successful coached students in peer editing in writing class could generate substantially more feedback in a more tactful and active negotiation than control group did, and focus more on commenting on global features in more detail. In addition, Stanley (1992) confirms that peer editing training influences students' revision quality." The drafts of coached groups evidenced more responses to peer evaluation than did the uncoached groups' drafts." (p. 229). What's more, Berg (1999) conducted a research to investigate how trained peer response shapes students' revision and revision quality with one experimental group coached through various peer editing training activities and one controlled group without any training activity. The results of this research showed that peer editing training did exert positive impact on students' revision types and quality.



METHODOLOGY

As we all know, peer editing is an important stages for learner to improve their writing, which requires students to make suggestions, comments, compliments, and changes to writing to help revise, and edit his or her writing. Referring to editing, as the name implies, something need to be change or improve, from this point view, the readers are supposed to give the authors some specific ideas about how to make his or her writing better. However, through observation of a few GEP writing classes, we noticed that students couldn't make the best use of peer editing to think about writing critically. Usually, in this step, students rarely have suggestions to the authors about the weaknesses in the writing. Consequently, this will definitely affect the development of their writing skill. As a concern of us as GEP mentors, to help students provide each other meaning feedback, we devised three different treatments covered six weeks to facilitate students to take the advantages of peer editing to improve their writing—teachers' intervention, peer editing checklist, and peer discussion. There are 26 Sookmyung Women's University students of different grades in different majors joined the action research with the goal of passing G-MATE test, where writing covers 50 percent. That means a big range of students' language proficiency levels which covers from Rudimentary Low to Commending Low. Simultaneously, 12 group leaders as mentors facilitate students developing their writing skills. The whole class was divided into six small groups with 3 or 4 students each. In order to make sure students' improvement, 1 or 2 group leaders assigned to each group to facilitate students participation. The action research was conducted only six weeks, where three treatments to help students give meaning feedback were carried out with every two weeks one treatment, as I mention above, which are teachers' intervention, peer editing checklist, and peer discussion.



TREATMENT SCHEDULE

Week	Treatment	Description
Week 9	Teachers' Intervention	In the course of peer editing, in order to help students to give meaningful feedback to their peers, group leaders are supposed to ask a few questions based on the format or grammatical structures of writing, such as "Is there topic sentence?" "Is supporting ideas supporting topic sentence?" or "Is the sentence understandable?" Through this way, students will be able to be aware of the key points of different formats of writing to improve their writing skills. After the class, we are going to survey (Appendix 1 for week 9, and appendix 2 for week 10) the group leaders to check whether teachers' intervention is effective for students to give meaningful feedback.
Week 10		
Week 11	Peer Editing Checklist	After finishing the first draft, different from teachers' intervention, students will get the peer editing checklist. Based on the questions in the checklist, they are going to exchange their writing with their peers, they have to check their peers' writings and provide feedback collaboratively. The following step we are going to carry out is the same as what we do in teachers' intervention, each group leaders will be asked to have a survey on the effectiveness of the peer editing checklist. (Appendix 1 for week 11, and Appendix 2 for week 13)
Week 13		

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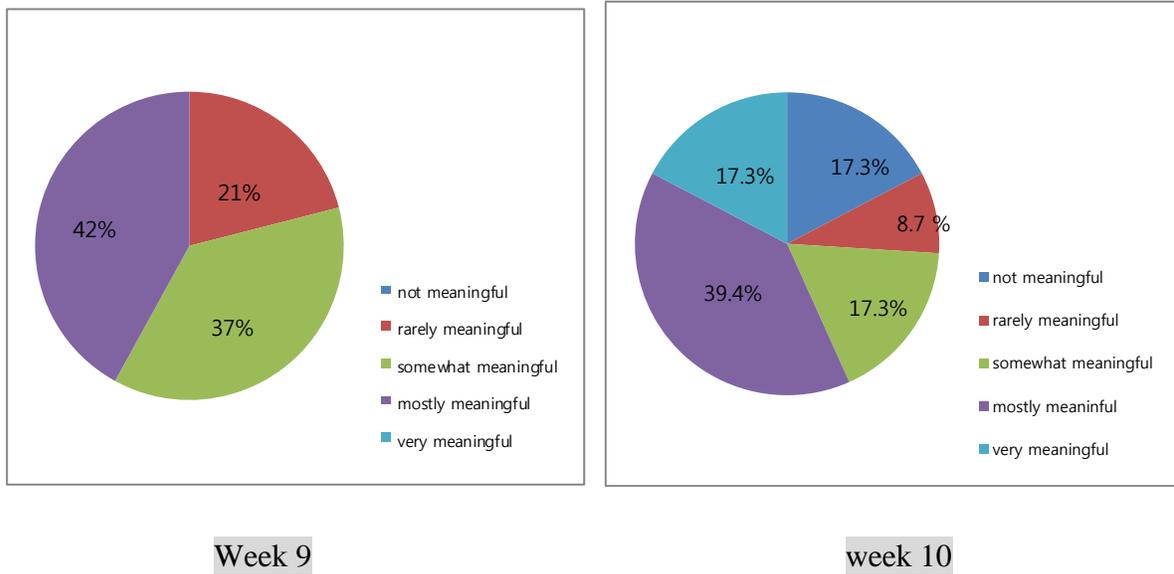
In order to compare how much students got improved after each treatment carried out, for each treatment, we analyzed the results of each week to calculate the development of peers' meaningful feedback. Through comparing the results of three treatments, to certain extent, the most effective way can be used in the future so as to enable the students to develop their writing skills. In addition, the surveys for two weeks of each treatment were a little different, which was in appendix 1 and 2, while the surveys for three treatments were basically the same.



DATA ANALYSIS

The first treatment we conducted was teachers' intervention. The following graphs presented the data we collected.

Do students give meaningful feedback based on the teacher's intervention?



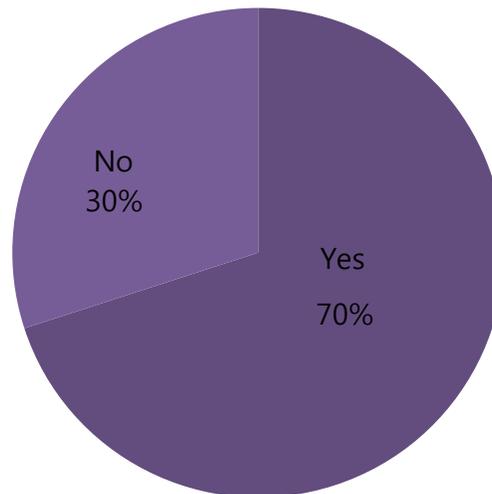
As it shows that, in the first week, week 9, group leaders said 15 out of 19 students understood the questions conducted by them. And they also said that most students (79%, 15 out of 19) gave a meaningful feedback based on the questions, but 21% of students rarely gave meaningful feedback.

In the second week, week 10, most students (21 out of 23) also understood the questions of group leaders, group leaders said. However, on the second week, 26% of students didn't give a meaningful feedback, which means 74% of students gave meaningful feedback to each other. Compared with the first week, the percentage of students who didn't give meaningful feedback was increased, and that of students who gave a meaningful feedback was decreased. We guessed this is because of the lack of time they had for giving feedback. But group leaders strongly agreed that 17.3% of students gave very meaningful feedback. on the contrast, in the first week, no group leaders said students seemed to give very meaningful feedback (0%), which means quite improvements of students in giving meaningful feedback on their pair's writings.

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In terms of the students' improvement of the meaningfulness of their feedback, we also collected the data.

Compare with last week, did students get improved to give their peers' feedback?



As the graph shows that 70% of group leaders agree that teacher's intervention is a useful strategy to help students give meaningful feedback, while only 30% of them disagree its advantages. Through the observation of the group leaders, the students who didn't get improved are usually the ones who are passive during the learning process. On the other hand, for the students who improved, different group leaders have different opinions. Four of the group leaders said the students who are in higher proficiency level improved more, whereas, another two group leaders said weaker students had more development. At the same time, there is another statement that the students with activated motivation improved more, such as the students liked each other, and they liked their group leaders.

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After experimenting how effective teacher's intervention in revising writings would be for two weeks, giving feedback by peer editing based on the given checklist by students themselves was conducted for two weeks, week 11 and week 13.

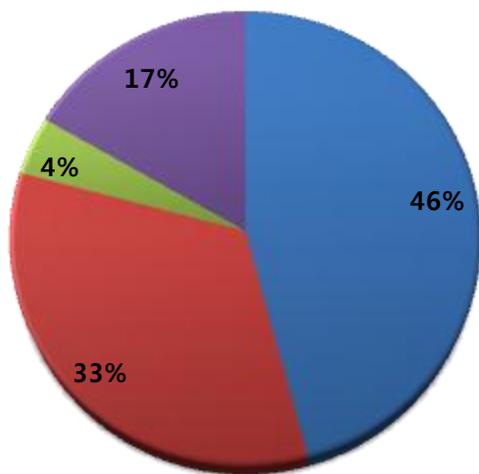
In week 13, 24 students participated in the class. There were students who did not understand the questions of the checklist. It could be because students did not attend the class when doing the peer editing and was not able to do how to give peer feedback. In total 67% of the students mostly understood the questions and 29% of the students totally understood while only 4% of the students barely understood the questions. Compared to week 11, 20 students participated in the class in week 13. To do peer editing by themselves without teacher's guide, it was very important for students to fully understand questions in the checklist before giving feedback or comments. Fortunately, most of the group leaders answered students understood what the questions in the checklist meant. Based on the survey, 40% of the students mostly understood the questions and 60% of the students totally understood. In other words, for week 11 and week 13 in which peer editing experiment was conducted, almost every student did not have difficulty in understanding the questions in the revising checklist.



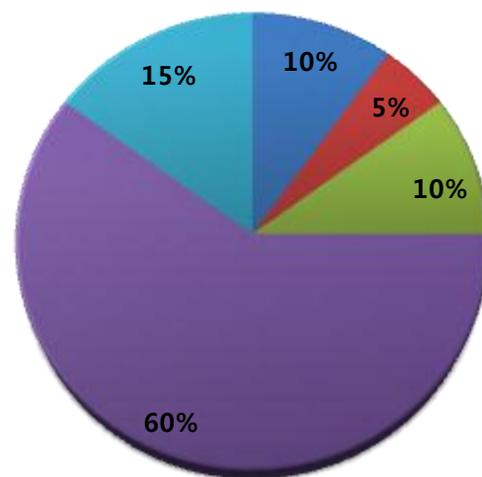
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The next issue my group would like to know was if students are able to give meaningful feedback based on the questions in the checklist. The results from week 11 and week 13 are as follows.

Do students give meaningful feedback based on the teacher's intervention?



Week 11



week 13

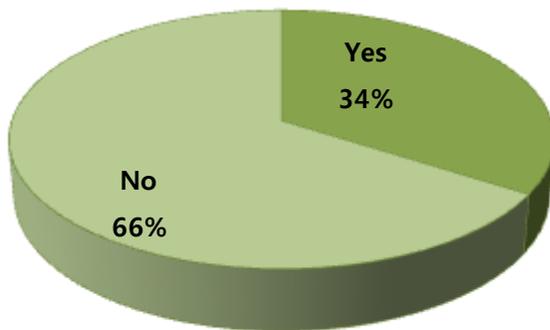
- not meaningful
- rarely meaningful
- somewhat meaningful
- mostly meaningful
- very meaningful

From the data of week 11, only 21 percent of students succeeded in giving feedback meaningfully on peers' writings and 33 percent of students gave meaningful feedback to a certain extent while 46 percent of students were struggling of how to give meaningful feedback. On the other hand, 75 percent of students succeeded in giving feedback meaningfully while 25 percent of students were struggling of how to give meaningful feedback. In terms of the result from week 11 and week 13, a bit of improvement was observed

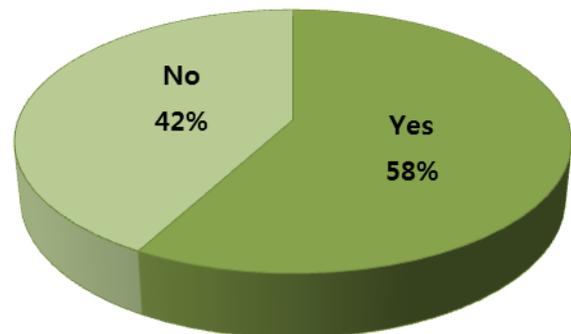
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With regarding to the question of whether students get improved in giving meaningful feedback, the following graph will show the results.

Did students get improved to give meaningful feedback?



week 11



Week 13

Since students have done giving feedback through either teacher's intervention or by themselves based on the revising checklist, our concern was how much students have improved compared to last week. In week 11, group leaders answered that only 34 percent of students improved in giving peer feedback while 66 percent of students did not. However, in week 13, 58 percent of students improved in giving peer feedback meaningful while 42 percent of students did not. 24 percent of students improved compared to week 11.

CONCLUSION

Throughout the whole action research, the results show above that the effectiveness of these two treatments (teachers' intervention and peer editing) to develop peer editing is not that clear. Since the meaningfulness of the feedback students gave to their peers during each treatment did make big difference. However, most of the group leaders agree that two of the treatments were useful to help students give meaningful feedback.

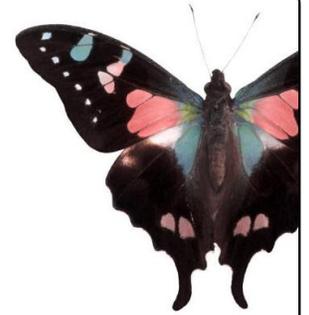
There is variety of reasons that limited the effectiveness of the treatments. First of all, as almost every group leaders mentioned that time was a biggest problem that restrict their performance. What happened in the class would be never as what the class leaders expected, while usually, time is the most common problem happened during the task. Peer editing as the last task was always taken as the least important, thus the time that was provided to peer editing was usually the least, so that students couldn't have enough time to have deep thinking. On the other hand, as, in a class, there were usually 6 groups with 9 or 10 group leaders assigned to each group, the reliability was another issue related to the meaningfulness of the feedback. For example, some of the group leaders might have higher demand towards students' production, while others could have lower request. Finally, the period that we carried out the treatments was too short, which is not enough to show of students' improvement of giving meaningful feedback. As a matter of fact, the original plan of this action research was to conduct 3 treatments covering six weeks, however, owing to amount of reasons (time was the biggest problem that resulted in the drop of peer editing in two classes.), only two treatments were conducted. That means the evidence we collected during these four weeks doesn't seem to be enough to train students to give meaningful feedback.



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To be honest, we couldn't know how well students would do in their final writing after revision, since we didn't have enough time to reach that in the class. However, through the surveys to the group leaders, according to their observation, most of the students had good attitudes towards the feedback their peers provided. Based on the surveys, four groups out of six said that the students totally accepted the feedback they got, while another two groups partially accepted. If we could have had the time for students to revise, it would be much clear to see how meaningful their feedback was.

To help students make more meaningful feedback, there are three changes needed. One change is motivated by the reliability of the raters. In order to make sure the consistency of the measurement, rater is the most significant issue. Different teachers have different expectation, which will definitely decrease the reliability of the results. Additionally, another change related to the period that a research should carry out. In this semester, because of various limitations, we couldn't have enough data to be gathered, which caused almost the failure of this research. Therefore, the period for the research should be long enough to ensure there will be plenty of data collected. Finally, the last changed we would like to make is that students will be given time to revise their writing after peer editing. In this way, as I mention above, it will be much clear to measure the meaningfulness of their feedback, and students' attitudes to peer editing, and then to raise their awareness of the value of the peer editing.



Appendix 1

Survey Questions for Group Leaders

Numbers of group leaders:

Numbers of Students:

Please fill out the following survey questions. The numbers on the top of the arrows stand for how well students' performance is, and what you need to fill in the brackets is how many students are doing that well during peer editing.

1. Do students understand the questions you asked/in the checklist?

How many students: () () () () ()

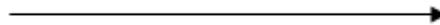
How well: Not Really 1 2 3 4 5 Totally Understand



2. Do students give meaningful feedback based on your questions/ the checklist?

How many students: () () () () ()

How well: Not Meaningful 1 2 3 4 5 Very Meaningful



3. Do students accept the feedback their peers provide?

- A. Yes, totally accept.
- B. Partially accept.
- C. No, they don't agree with peers' feedback.

4. Do you think teachers' intervention/ Peer editing checklist can train students to give meaningful feedback?

Disagree 1 2 3 4 5 Strongly Agree

5. Do you have some suggestions to train students to give more meaningful feedback



Appendix 2

Survey Questions for Group Leaders

Numbers of group leaders:

Numbers of Students:

Please fill out the following survey questions. The numbers on the top of the arrows stand for how well students' performance is, and what you need to fill in the brackets is how many students are doing that well during peer editing.

1. Do students understand the questions you asked/ in the checklist?

How many students: () () () () ()

How well: Not Really 1 2 3 4 5 Totally Understand



2. Do students give meaningful feedback based on your questions / the checklist?

How many students: () () () () ()

How well: Not Meaningful 1 2 3 4 5 Very Meaningful



3. Do students accept the feedback their peers provide?

- D. Yes, totally accept
- E. Partially accept
- F. No, they don't agree with peers' feedback

4. Compare with last week, did students get improved to give peers' feedback?

- A. Yes
- B. No

How many students got improved?

What kind of students improved more?

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5. Do you think teachers' intervention / peer editing checklist can train students to give meaningful feedback?

Disagree 1 2 3 4 5 Strongly Agree



6. Which treatment is more effective, teacher's intervention or peer editing checklist?

7. Do you have some suggestions to train students to give more meaningful feedback?

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Epilogue



It was quite demanding for me to take this Sookmyung TESOL MA course for two and a half years, but, I am sure that I could be a more qualified English teacher through this course. Through this course, I could widen and deepen knowledge about language learning and teaching by sharing ideas and experiences for effective teaching with the professor and other classmates whenever preparing GEP II classes and writing reflective journals. I also could develop my skills to make lesson plans, revise lesson plans, and prepare teaching materials through preparing GEP II classes.

Moreover, I could have a lot of opportunities to teach writing that is rarely taught in the public secondary school through GEP II lessons, which I have more confidence in teaching writing and my writing ability itself. All those things were really precious experiences to help me become more confident about myself and my teaching and become more fluent in English. At the same time, I became to learn how to deal with stress and difficulties in learning, so I think I could become stronger enough to solve any learning problems to come. Finally, through this course, I realized that I need to reflect on my teaching continuously and try to improve myself both as a language teacher and a language learner.