

# TEACHING PORTFOLIO

Sookmyung Women's University

TESOL MA SPRING 2012

JUNG NAM TRACEY LEE



# INTRODUCTION

**This portfolio is designed to give the information of my professional English teaching field. I have always been working on developing English teaching, considering to apply the newer method on my teaching and reflecting my own teaching to improve to meet the goals of teaching English. This teaching portfolio reflects on my view on teaching and education, lesson plans, and certificates.**



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# I. 1 TEACHING PHILOSOPHY

As a teacher I want to base my teaching on three key factors. I believe that my teaching should be planned to meet the purpose of the language use. Many students in Korea think English is the language they have to pass the test for, not the language they have to live with. Since the students are studying the language itself, they feel it's hard to master it. Second I think language teachers have to keen to the most modern ways of communicating since language is based on communication and apply the newest device in the class. Lastly, English is a language to connect the whole world into one community and English teachers should let students realize they belong to the world and should be a good human being.

First of all, many students who think English is one of the subjects for them to pass the test to go to a good university or get a good job feel frustrated to have a chance to meet and talk with an English speaker. Because students have studied English on test-based way, they have to go to extra English centers to learn speaking English spending a big amount of money. From my experience a lot of students in Korea think they have to go abroad to study English because they think they haven't got many chances to practice speaking in Korea. Therefore I believe classrooms should give the kind of environment of speaking freely by giving various types of tasks which meet the practical purpose of the language use, such as using information from the English websites and making a presentation or writing e-mail to people in foreign countries. Furthermore, if the purpose of learning English is communicating well, students should know the world better to understand the people. That means teachers shouldn't only teach students language skills but also teach them various topics that deal with global issues or issues on other countries.

Second, English is a language tool of communicating and since the ways of communicating are transformed from the traditional ways of meeting and talking or writing a letter to showing youtube to anonymous viewers or twittering. Since language forms are changing according to the different ways of communicating, teachers should be well aware of the newest system and apply them into the class to give students authentic experience of



language use.

Finally, I believe teaching is different from training. Teachers should be keen to the students' mind and be interested in their preferences and give them more relaxed atmosphere for them to feel English is their friend. I also believe it is our calling as teachers to focus on the whole person with self-confident about speaking English to other native or non-native English speakers. With global open mind, I want to make my students to try to solve the problems in a society of the world and give the positive feedback with what they have learned instead of competing with the world.

As a teacher I try to base my teaching on my beliefs. I feel it is very important for teachers to keep students at heart and imagine what they are going to do for the world and how I can help them to do it.



# I. 3 RESUME

## Objective

; To search for the better teaching skills to help students further develop their practical abilities to effectively communicate in English.

## Education

**Expected graduation date Feb 2013 MA TESOL Sookmyung Women's University**  
**1993-1997 Kyungbook National University**  
**B.A., Geography and Education,**

## Teaching Experience

**June 2010-present YEP, Your English Pride English school**

Owner and teacher for children

Teaching elementary school students mainly and have 4or 5classes a day. Each class is an hour long and has 4 students.

**April 2006-May 2010 Private tutoring**

Visit students' house to teach students in pair. This was the best part-time job as I have two babies at home. Teaching various aged students from the age of 6 to the age of 17.

**November 2004-January 2006 YES Institute**

Working as a story teacher on the phone

Teach children on the phone using American textbooks and story books.

**January 2002-August 2004 PingPingPang Chinese School**

Manager for training teachers

Train the new teachers and develop teaching contents and textbooks

**January 1999-December 2001 DingDingDang English School**

Teacher, editor, trainer, manager

Working at the headquarter of 20 franchises, I work as a trainer of new Korean and foreign teachers, editor of textbooks and a manager of current teachers. I have met a lot of foreign teachers from various countries and associated well with them.

**February 1997-December 1998 Best Institute**

Work as an English teacher at a local English hagwon with a few foreigners. It was my start of being an English teacher.

**March 1998-August 1998 Seopyung Elementary School**

Public School Teacher

Teaching children English after the regular school classes.

**March 1998-December 1998 Bobae Kindergarten**

Kindergarten School Part-time English Teacher

Teach English to Kindergarten students. I learned a lot about making materials and doing



activities to motivate young learners.

### **Additional Experiences**

**Fall 2007 Class captain at SMU-Tesol**

**Spring 2008, Fall 2009 Presenter at SMU TESOL Symposium**

**March 1996-February 1997 President in geography education.**

**February 1994-December 1995 Volunteer at Sinil Night School**  
Teach English to adults who hadn't had a chance to go to middle school at night from 6 to 10.

**March 1993-December 1994 Part-time working as a bartender at KASA Restaurant**

### **Awards**

**2007 Honor Award from SMU-Tesol Working as a class captain**

**2005 Certificate of Appreciation at YESYOUNGDO English school**  
**Being a model story English teacher**

**2004 Second Winner at Dongjak Gu English Contest**

**1993 Full Scholarship from Kyungbook University**  
**With fairly high score of the entrance exam.**

### **Certificates**

**2012 MATE Rater Training Certificate**

**2009 SMU TESOL Certificate**

**!997 Teaching license in secondary English education in Korea**



# I. 3 CERTIFICATES

제 68 호

**SOOKMYUNG WOMEN'S UNIVERSITY**  
Graduate School of TESOL

**Lee Junnam**  
이정남

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

교육기간: 2007. 2. 1 - 2007. 12. 20  
전공교육과정: TESOL  
2007년 12월 20일

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

Duration of the Training: February 1, 2007 - December 20, 2007  
Specialization: TESOL  
December 20, 2007

**숙명여자대학교** Sookmyung Women's University

TESOL대학원 원장 목은균  Dr. Eungyun Mok  
Dean, Graduate School of TESOL

총장 이경숙  Dr. Kyungsook Lee  
President, Sookmyung Women's University

No. 07-02-20

**Sookmyung Women's University**  
**SMU- TESOL**

*Fall 2007*

**HONOR AWARD**  
to  
**Lee Junnam**

*in recognition of outstanding student leadership.*

*December 20, 2007*

Dr. Eungyun Mok   
Dean, Graduate School of TESOL

Dr. Kyungsook Lee   
President, Sookmyung Women's University



NO. 12-R1-005

MATE  
Multimedia Assisted Test of English

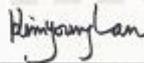
# CERTIFICATE OF COMPLETION

*This is to certify that*

**Jungnam Lee**

*has completed a MATE 16 hour Rater Training Workshop at  
Sookmyung Women's University*

Completion Date  
4th March 2012

  
Dean of General Education Institute



# Certificate

OF APPRECIATION

Presented to :

**Jung Nam Lee**

This recognition is for the employee mentioned above, for their professionalism,  
hard work, and for being a model Story English teacher:

Presented on the 20th Day of February, 2005.



President Jin-Gyung Cho



## II. 1 Overview of Practicum

### ✧ Introduction

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

### ✧ Overview

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

### ✧ Objectives

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



# II. 1 Overview of GEP

Stephen van Vlack Sookmyung Women's University  
Graduate School of TESOL/General English Program  
English Discussion and Presentation (???????)  
Policy - Spring 2012

## ✧ Overview

This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of Discussion and Presentation related tasks focused 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. This is a special class. There will be several teachers in the class, all working to help the students. This is a great opportunity for students who really want to improve their English speaking skill, but there will be a lot of work and assignments. Please sign up for this class if you are really serious about taking advantage of all the special opportunities we will give you for improving your English.

## ✧ Objectives

The main objective of the English Discussion and Presentation course is to give the students an opportunity to develop skills and strategies for increasing their global speaking proficiency in English. This goal, in effect, will also help the students to build the skills necessary for attaining an acceptable score on the MATE speaking test. Both 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 discussion and presentation, but it should be acknowledged that other skills, such as reading, will also 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 speaking/discussion skills which will, based on such exposure, undoubtedly improve.



## II. 1. A GEP SYLLABUS

### **Week 1; March 8**

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 speaking and listening 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. We will do by engaging in a series of icebreaking tasks. It should be fun.

Homework: Make sure you get all the necessary materials. Go to the Practicum/GEP webpage and checkout the voice board where you will be able to find your assignments and do your on-line speaking homework. Do the first speaking assignment.

### **Week 2; March 15**

MATE Speaking - Task 1

Student Survey

Mock Speaking Test (Preliminary test)

Little Sister groups formed

\*Group 2 teaches GEP – GROUP BONDING

This week we take care of some basic administrative tasks designed to make the class better. We will first take a needs survey and then take the first of three mock MATE speaking tests. Then the student will be placed in groups and given time to bond with the group mates and big sister. Following that we will do some work, dealing at first with shorter, more personal, highly contextualized, and less formal areas of personal speaking.

Homework: To be announced on the homework board.

### **Week 3; March 22**

MATE Speaking - Task 2

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

This week we take a quick look at discussion about highly personal and familiar topics for the purpose of informing and giving advice. The level of formality is again, rather low, as we will be practicing basic interactional functions as they are used between peers. Students should get a good feel for the basics of interactional language. This will make it easier for the future lessons to unfold as student will be better equipped to help each other in English.

Homework: To be announced on the homework board.

### **Week 4; March 29**

MATE Speaking- Task 3

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

This week we turn our attention to the basic function of description, starting with the concrete. We will limit our descriptions to people and things. This will be a fairly simple type of describing to inform for a variety of possible situations. The linguistic focus will be on noun phrases and adjectives.

Homework: To be announced on the homework board.

### **Week 5; April 5**

MATE Speaking- Task 4

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

This will be the first week in which the students are expected to create longer more structured pieces of discourse. To do so we continue with the function of description, but this time we will be describing processes. Instead of focusing on nouns and adjectives, our linguistic will be on verb phrases and adverbs.

Homework: To be announced on the homework board.

### **Week 6; April 12**

MATE Speaking- Task 3/4

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

This week we continue what we did over the last two weeks by staying in the general function area of description, but focus on framing our ideas and linking the points together into one cohesive unit. We will not only be describing (more formally) but will be speaking to inform as well, all in nice paragraph-like packages. We will be looking at describing personal routines.



Homework: To be announced on the homework board.

**Week 7; April 19**

MATE Speaking- Task 5

\*\*Group 3 teaches GEP – 2<sup>nd</sup> time - 1<sup>st</sup> VIDEOTAPE

This week we make our first exploration into narration and as such our focus will be on developing nice connectors for enhancing fluency. The trick here is to accurately describe while retaining comprehensibility and suitable accuracy and much of this is achieved through careful organization.

Homework: Prepare diligently for the Midterm Exam.

**Week 8; April 26**

Midterm Exam

\*Group 4 teaches GEP - MIDTERM EXAM

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

Homework: To be announced on the homework board.

**Week 9; May 3**

MATE Speaking- Task 5

\*\*Group 1 teaches GEP – 3<sup>rd</sup> time – 2<sup>nd</sup> VIDEOTAPE

This week, we return to the genre of narration, which we started before the midterm. The difference here is that the speaking needs to be much more formal as well as longer and more carefully structured in paragraphs.

Homework: To be announced on the homework board.

**Week 10; May 10**

MATE Speaking- Task 6

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

This week we jump into speaking about and formally describing abstract entities like graphs and surveys, one of the simplest of the abstract genres for students. By dealing with a simpler genre we will be able to focus on many of the specific form issues that we may not have been able to sufficiently deal with in the past few weeks.

Homework: To be announced on the homework board.

**Week 11; May 17**

MATE Speaking- Task 8

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

While much of what we have been doing in this course to date involves reporting information of some sort, this week we start to work with more formal and abstract types of reporting. This week is, therefore, important as a transition to the abstract from the concrete and is also because it is stereotypical of task 8 of the MATE Speaking Test. We will, be focusing on giving opinions, but rather on more familiar, less formal topic areas.

Homework: To be announced on the homework board.

**Week 12; May 24**

MATE Speaking- Task 7

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

This week we will be looking at discussing using the organizational technique of advantages and disadvantages. The trick here is being able to carefully and comprehensibly build connections between two events. Doing this requires both the use of specific grammatical structures on the micro level as well as specific macro level structures.

Homework: To be announced on the homework board.

**Week 13; May 31**

MATE Speaking- Task 8

\*\*Group 1 teaches GEP – 4<sup>th</sup> time – 3<sup>rd</sup> VIDEOTAPE

This week we return to the type of speaking we did in weeks 4 through 6, but instead of focusing on being accurate in our descriptions we focus instead on giving well-supported opinions. The most important element here is in the organization of the information to be presented along the simple lines of introduce and then explain. Supporting opinions effectively is key here.

Homework: To be announced on the homework board.

**Week 14; June 7**

MATE Speaking- Task 5/8

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

This week we take a final look at speaking in a well-structured opinion paragraph by focusing on news events, a somewhat familiar topic area. This type of speaking is generally found on



task 8 of the MATE Speaking Test and as such is seen as being a very fitting, if somewhat difficult, final speaking task for this course.

Homework: Prepare for the final.

**Week 15; June 14**

Final Exam

\*Group 3 teaches GEP - FINAL EXAM

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



# II. 2. STUDENTS' SURVEY

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

In order to provide you with more effective and satisfying GEP class this semester, we would like to ask you few questions through this survey. Please answer the following questions. The result of this survey will only be used for the preparation of this class.

안녕하세요 뱀블랙 교수님의 GEP 학생여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분들의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사결과 는 수업활동과 자료를 구성하는 데에만 참고할 것입니다.

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

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해 주십시오.

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

## 2. Briefly describe your English learning experience.

자신의 영어학습 경험을 적어 주십시오.

In school (학교교육)	How many years? (기간/년)	
Private tutoring (과외)	How many months? (기간/월)	
In a language institute (영어학원경험)	How many months? (기간/월)	
Living abroad (해외체류경험)	Where? How many months? (장소, 기간/월)	/
Having foreign friends (외국인친구와의교제)	How many months? (기간/월)	

## 3. What do you do with English? How many hours do you use it per week?

영어를 어떤 용도로 얼마나 사용합니까? (해당 칸에 표시하십시오)

Purpose (용도)	Studying (학업)	Working (업무)	Socializing (사교)
Hours/per week (주당 시간)			

## 4. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

정규시험을 보신 적이 있다면, 점수를 적어 주십시오.

Name of the test (MATE, TOEIC, TOEFL, etc.)	Score

## 5. What are your plans for the future? What job would you like to have?



졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

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

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

Vocabulary	Reading	Speaking	Writing
Grammar	Pronunciation	Listening	Test preparation

**7. What types of English learning tasks would you like to do in this GEP class? Rank the following in order (1=most preferred, 10=least preferred)**

GEP 수업에서 특별히 했으면 하는 영어 학습 형태는 무엇입니까? 선호도에 따라 1부터 10까지 번호를 매겨주십시오. (1=가장 선호, 10=덜 선호)

Storytelling	Pronunciation
Describing	Role play
Discussions	Vocabulary
Individual presentation	Giving opinions
Group presentation	Listening

**8. What types of materials would you like to use in GEP class? Rank the following in order (1: Most preferred, 7: Least preferred)**

GEP 수업에서 다루었으면 하는 수업재료는 무엇입니까? 1부터 7까지 좋아하는 순서대로 번호를 매기십시오. (1:가장 선호, 7:덜 선호)

Internet	Movie clips	Pictures	Cartoons
Video	Audio tapes	Graphs	

**9. What kinds of topics are you interested in? Pick the top 5.**

가장 관심 있는 주제 5 가지를 골라주십시오.

Culture difference	Study abroad	Jobs & Career
Superstition	Travel	Celebrities
Shopping	Leisure activities	Food (cooking)
Fashion	Friends	Dating/relationships
Family	Sports	Holidays
Social issues	Movies	Technology
Art/ Music		

**10. How would you rate your English proficiency? Circle the appropriate rate.**

당신의 영어 능력이 정도라고 생각하십니까? (적절한 문항에 동그라미 치십시오.)

Reading	rudimentary 하	moderate 중	commanding 상
Speaking	rudimentary 하	moderate 중	commanding 상
Writing	rudimentary 하	moderate 중	commanding 상
Listening	rudimentary 하	moderate 중	commanding 상

**11. How confident do you feel speaking English? Check the scale below.**



당신은 영어 말하기에 얼마나 자신감이 있으십니까? 아래 해당하는 곳에 체크해주세요.

Very low ----- Low----- Average-----High----- Very high

**12. Which part of English speaking skills do you feel the most confident and least confident? Write 'M' for the most and 'L' for the least.**

특히 말하기의 어느 부분에서 가장 자신이 있거나 가장 자신이 없습니까? 자신이 있는 곳에 'M', 자신이 없는 곳에 'L'이라고 쓰세요.

	Pronunciation
	Vocabulary
	Grammar
	Fluency
	Intonation

**13. How easy do you feel listening to English? Check the scales below.**

당신에게 영어 듣기는 쉬운 편입니까? 아래 해당하는 곳에 표시해 주세요.

Very low ----- Low----- Average-----High----- Very high

**14. How friendly are you with English? Check the best description below.**

당신에게 영어는 얼마나 친숙한가요? 아래 해당하는 곳에 표시해 주세요.

	English is my closest friend.
	English is just a friend who I need to work with.
	English is an annoying friend who I don't like hanging out with too much.
	English is an enemy who always attacks me.

**15. What do you think is the best way to learn English?**

영어를 가장 잘 배울 수 있는 방법에 무엇이라고 생각합니까?

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

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



## II. 2. SURVEY RESULT

1. Which word best describe your personality in general?

Introvert --- 1 -----2-----3-----4-----5----- Extrovert

5 people                      5 people                      4 people  
35%                                      35%                                      30%

2. Briefly describe your English learning experience

School	No answer: 2 people 1 year: 1 person (7%) 4 years: 1 person (7%) 6 years: 2 people (14%) 8 years: 1 person (7%) 9 years: 2 people (14%) 12years: 2 people (14%), 14years: 2 people (14%) 15years: 1 person (7%)
Private tutoring	No experience: 7 people 5 months : 1 person (7%) 6 months : 1 person (7%) 2 years: 2 people (14%) 3 years : 2 people (14%) 5 years : 1 person (7%)
Language institute	No experience: 5 people 3 months : 2 people (14%) 1 year: 3 people (21%) 3 years: 3 people (21%) 5 years: 1 person (7%)
Living abroad	No experience: 1 person 1 month in Europe: 1 person (7%) 1 month (not mention specific place): 9 people (63%) 1 month in New York: 1 person (7%) 3 months in New York: 1 person (7%) 13 months in London: 1 person (7%)
Having foreign friends	No experience: 11 people 1 year; 1 person (7%) 2-3 months: 2 people (14%)



3. What do you do with English? How many hours do you use it per week?

purpose	studying	working	socializing
hours	2 hours: 2 people (14%) 3 hours: 3 people (21%) 4 hours: 1 person (7%) 5 hours: 1 person (7%) 7 hours: 1 person (7%)		

4. Have you ever taken any standardized exams?

TOEIC	Approximate 800 (scores): 2 people (14%)
TOEIC SPEAKING	Level 6 : 1 person (7 %)
IELT	5 people (35%)

5. What are your plans for the future? What job would you like to have?

Embassy: 1 person	Interpreter: 1 person
Department store staff: 1 person	Teacher: 1 person
Cooking or restaurant staff: 1 person	Apparel: 1 person
Graduate school: 2 people	Painter: 1 person
Travel agency: 1 person	Prosecutor: 1 person
Designer: 1 person	Studying abroad: 2 people

6. What part of English skills do you have the most/ least confidence?

skills	Voca	Reading	Speaking	Writing	Grammar	Pronunciation	Listening	Test
Most confidence	1	6	1	1	3		3	
	2	1	2	3	1	1	3	2
	3	2	1	1		4	2	1
	4	2	3			2	5	2
	5	3	1		5		1	1
	6	3	1		4			
Least confidence	7	1	4	3		3	2	
	8			4		3	2	1

7. What types of English tasks would you like to do in this GEP class?

Type	Story telling	describing	Discussions	individual presentation	group presentation	pronunciation	role play	Voca	giving opinions	Listening
most preferred	1	1	4	1		3	2	1	1	2
	2	2	2	1	1	2	1	1	2	2
	3	4	2				2	4	1	



least preferred	4	1	4	1		1		3			3
	5	2	1	3		1	1		1	1	4
	6		3	1			1	2	1	5	
	7	1		1	1	1	2	1	1	2	1
	8	1	1	1	1	2	3	2			
	9	1			4	3	2		2	1	1
	10		1	1	4	3		1		1	1

8. What types of materials would you like to use in GEP class?

Type		internet	video	movie clips	Audio tapes	pictures	graphs	cartoons
most preferred	1	1	2	7		1	1	1
	2	2	5	4	1			4
	3	2	1	1	1	3	1	3
	4	1	4		1	4		2
least preferred	5	2	1	1	1	5		2
	6	2			9	1	4	
	7	4			1		8	1

9. What kinds of topics are you interested in?

4	Culture	0	Study abroad	2	Jobs
2	Superstition	10	Travel	1	Celebrities
3	Shopping	3	Leisure	1	Food/Cooking
2	Fashion	2	Friends	4	Dating/Relationship
0	Family	3	Sports	1	Holidays
4	Social issues	7	Movies	1	Technology
8	Art/Music				

10. How would you rate your English proficiency?

Reading	rudimentary	4	moderate	10	commanding	0
Speaking	rudimentary	9	moderate	5	commanding	0
Writing	rudimentary	10	moderate	4	commanding	0
Listening	rudimentary	4	moderate	10	commanding	0

11. How confident do you feel speaking English?

very low	low	average	high	very high
3	5	6	0	0

12. Which part of English speaking skills do you feel the most confident and least confident?



	pronunciation	vocabulary	grammar	fluency	intonation
most confident	7	1	3	1	2
least confident	4	8	9	11	6

13. How easy do you feel listening to English?

very low	low	average	high	very high
1	3	6	4	0

14. How friendly are you with English?

1	English is my closest friend.
8	English is just a friend who I need to work with.
4	English is an annoying friend who I don't like hanging out with too much.
1	English is an enemy who always attacks me.

15. What do you think is the best way to learn English?

communication with foreigners

watching movies

reading books

practicing a lot

listening to songs

studying abroad

using visuals in class

restoring students' confidence

making more effort

having open-minded

studying vocabulary and grammar

writing a lot

overcoming fear

16. Do you have any concerns about this class?

I feel ashamed because I don't speak English well.

I want to know how to practice English

My English is very poor

I don't like English

It's hard to understand

I expect lots of activities

I lack of confidence

Speaking assignment is very hard to understand

I don't know the meaning of words

I hope class starts a little bit earlier.



## II. 3.A.1 LESSON PLAN – WEEK 4

**Theme:** Study Abroad

**Function:** Describing a person or place

**Language forms:** Nouns, Adjectives, and prepositional (locative) phrases

**Class Objectives:** Students will be able to describe a person or place with proper nouns, adjective, and prepositional phrases.

**Final Task :** Making a university with chosen items in groups. Then, give a presentation to the whole class.

Activity	Description	Materials	Time
1 Describe the campus	Ss in each group will have to pick whether they want their Free Will University to be in the city or countryside. Then according to their decision, Ss will get the campus map. They'll explain to the Big Sister in the different group and Big sisters have to draw the map according to their description.	4 different campus maps  Worksheet  6-A4	15 min.
2 Describe and meet your friends' roommates	Each S will pick a picture of person out of 18 choices. They'll work individually to describe the physical appearance of the person in the picture. They'll also pick certain features that they have to find a person with. After finishing Ss will walk around to meet others' roommates and find their ideal roommates.	18 pictures of woman 24 strips of appearance features Description chart/ Name chart	20 min.
3 Describe your ideal boyfriend	Each S will take a time to look at the example pictures to draw her ideal boyfriend in her mind. Each S will describe her boyfriend to their group and each group members will draw him according to her description. Ss drawing the picture should avoid peeking on others'. Ss who was describing will pick the best picture of her ideal boyfriend from her group members and put it on her chest to show others.	16 pictures of man Worksheet for drawing	25 min.
BREAK			
4 Describe your ideal	Six dorm rooms with different themes are going to be given. Each group will pick one theme. With markers	6 pictures of dorm room	30 min.



	dorm room	and realia, they'll make their ideal room together according to the theme that they have chosen. After finishing, three groups will visit the other 3 three groups and then the 3 groups who had visitors will visit the other groups. Each group will describe their dorm-rooms to the visiting groups. After visiting they will fill in the chart about the dorm-room.	Markers Paper Realia Glues Scissors	
5	Design your own ideal campus	This is the final project for the class. Ss will work in group to create their ideal campus. For the final presentation, they'll describe their ideal campus including dorm-rooms and roommates. Each group will prepare a presentation to the whole group.	Marker Glue Scissors Tape Realia Pamphlet	45 min.



**Instructing the task**



**Students' group work**



**Designing the ideal room for describing**



**Giving a presentation at the final task**



## II. 3.A.2 WEEK 4- HOMEWORK

### Description

On next class, we will learn how to describe a thing, people, and places. The reading homework will guide you to become a better describer!

### Describing objects

One of the main purposes of description is describing the senses. When you look around a crowded room, feel the soft wool in a winter hat, smell the scent of roses on a warm spring day, or taste dumplings in a Chinese restaurant, you are using your senses. In description, it is essential to describe the senses. Describe the object so that the listener can touch it, taste it, hear it, see it, and smell it.

**Reading 1:** Below is the description of two different types of carry-on luggage bag. Read the description of each and complete the 'sense chart'.



The first bag is a silver-colored spinner luggage. It's a small sized carry-on bag. As you see, this spinner luggage is a rectangular shape and has a hard aluminum cover. It is an upright suitcase with four luggage wheels for easy movement in any direction. The wheels are located on each of the four corners of the luggage. You can push, pull, or turn in any direction with effortless mobility, reducing the effort and strain on your arms. An empty spinner bag tends to weigh a bit more than other bags due to the sturdy luggage wheel system.

Then, the second bag is a brown leather duffle bag and it is also a carry-on bag. This bag has little organization inside but it's a light-weight bag. Along with its two wheels, it also has a removable, adjustable shoulder strap, therefore, it can be worn on the shoulder. In addition, it features front and back open pockets, which are good for umbrellas, slim bottles or magazines. It is a bag that will make you look stylish and elegant.

1. Fill in the 'sense box' below.

	<b>Spinner bag</b>	<b>Duffle bag</b>
<b>Color</b>		
<b>Size</b>		
<b>Shape</b>		
<b>Material</b>		
<b>Weight</b>		
<b>Special feature</b>		

2. Which bag do you prefer? \_\_\_\_\_



### Describing People

Describing a person can include both description of physical appearance and personality.

**Reading 2:** Here are different ways to describe a person's physical appearance. Read and answer the following questions.

Skin/Face/Complexion	<p>Freckled: sprinkled or covered with light brown spots Rosy: pink-cheeked; fair complexion that glows with a hint of pink</p> <p>Ruddy: skin that has a healthy reddish tint; may have the appearance of sunburn</p> <p>Tanned: skin with a healthy golden-brown tint</p> <p>Wrinkled: full of or covered with lines or loose folds of skin; often associated with age</p> <p>Other skin-related adjectives: pale, spotless, silky, smooth, creamy, baby-soft, glowing, paper-thin or translucent (as with a very old person); rough, callused, dry</p>
Eyes	Brown-eyed mother, bright-eyed sister, wide-eyed child
Eye expressions	piercing, mesmerizing, sad, sorrowful, tear-filled, gentle, sympathetic, warm, compassionate, expressive, twinkling, lively, dancing, laughing
Eye shape and size	Large, small, almond-shaped, round, slanted, squinty, crinkly
Nose	Broad, flat, sharp, hooked, snub, button, fake
Mouth/Lips	Thin lips, full lips, pouting lips, pursed lips (puckered up, like when someone is concentrating) Laugh, smile, beam, grin, frown, grimace, scowl
Body	Lanky, wiry, frail, stocky, slim, thin, plump, fat, chubby, skinny, well-built, over-weight, slender, curvy, curvaceous, an hour-glass figure
Hair	<p>Texture/Appearance: wavy, curly, straight, spiky, stiff, buzzed, shaved, parted, neatly-combed, tamed, long, short, cropped</p> <p>Lots of hair: thick, full, lustrous, bushy, coarse, wiry (stiff)</p> <p>Little hair: thin, scraggly, fine, baby-fine, wispy, limp, flat, balding, bald, bald spot, receding hairline (gradual loss of hair at the front of the head)</p> <p>Treated hair: permed, dyed, bleached, highlighted, weaved</p> <p>Hair colors: black, brunette, brown, chestnut-brown, honey-blond, blond, golden-blond, ash-blond, auburn, red, strawberry-blond, gray, silver,</p>



	<p>white, salt-and-pepper</p> <p>Facial hair: Beard, goatee, mustache, sideburns; Five o'clock shadow: new beard growth, shadowy in appearance, that can be seen late in the day on the jaw, chin, or cheek area (also known as stubble) Adjectives: bearded, unshaven, clean-shaven, trimmed, neatly-trimmed</p>
Clothing	<p>Fabric: denim, twill, wool, cotton, tweed, polyester, corduroy, fleece, spandex, leather</p> <p>Bottoms: jeans, cargo pants, flat-front pants, pleated pants, slacks, trousers, overalls, sweatpants, crop pants, capris, skirt, culottes, shorts, board shorts</p> <p>Tops: sport shirt, dress shirt, polo shirt, button-down shirt, tank top, blouse, long-sleeve, short-sleeve, sleeveless, collared, T-shirt, sweatshirt, hoodie, pullover, sweater, cardigan</p> <p>Other clothing: dress, uniform, costume, pajamas, bathrobe, robe, vest, jacket, blazer, coat, socks, stockings, gloves, hat, cap, shoes, boots, slippers, sandals, flip-flops, heels, pumps</p> <p>Sentence Starters Describing Clothes:</p> <p>Smartly dressed in (name of garment), she...</p> <p>Casually attired in (name of garment), Jolene...</p> <p>Simply clad in (name of garment), Mark...</p> <p>Dennis sports a (name of garment)...</p>
Nationality	Korean, Spanish, Brazilian, Indonesian, British, German, French, Japanese, Chinese, Filipino, Greek, Argentina, etc...

1. Describe the people in pictures with appropriately possible vocabulary from above.

	Face shape	Long face Creamy skin		Face shape	Round face Tanned
	Eyes	Deep blue eyes		Eyes	Deep brown eyes
	Mouth	Full lips		Mouth	Wide smiling lips
	Hair	Short brown hair		Hair	Long straight hair
	Clothing	Shirt and a tie		Clothing	Strapless dress



	Nationality	Australian		Nationality	Brazilian
	Face shape	<i>Oval face</i>		Face shape	<i>Oblong face</i>
	Skin	<i>Rosy</i>		Body shape	<i>stocky</i>
	Mouth	<i>Thin lips</i>		Mouth	<i>Grinning</i>
	Hair	<i>Long brown hair</i>		Hair	<i>Short black hair</i>
	Clothing	<i>Flower-printed dress</i>		Clothing	<i>Black T-shirt</i>

**Reading 3:** Below is the reading on how you describe your personality to people from a general psychology forum online. Read the descriptions and answer the questions.

**Posted by June**

I am calm and relaxed. I don't get worked up or stressed very much at all. Curious and inquisitive, I have a lot of interests, in some many different areas of life, I believe life is a great big adventure with so much to discover and many opportunities.

I am caring. I have suffered a lot in my life but now I am happy. I have developed a great compassion for other people and am always willing to help people out whenever I can.

I am resilient. I have come through many hardships and have become quite a tough old nut, takes a lot to get me down.

I guess these are all my better qualities. I must have some negative also, but apart from being stubborn I cannot think of any right now.

**Posted by David**

I am compassionate, when I love. I love with all I have. I am bubbly, friendly, caring, kind. I am a worry wart. I am sensitive and can be passive. I take things to heart and find it hard to ignore people's comments.

I procrastinate a LOT. I am an expert at it. I can be lazy. I need a lot of cuddles and I get very lonely. I love animals and my life has no purpose if I am not a mum to an animal. When something picks my interest I research it extensively though I don't have a good memory for facts. I am not very clever. I find it hard to take things in, and get angry with myself easily if I can't do something. I give up rather than remain determined. I don't have self-confidence or self-belief.

**Posted by Charlie**

I am warm, enthusiastic, very passionate and excited about new ideas and people. Have a strong need to be liked. I have skills and talents. I am very bright and intuitive. I like to start many projects but rarely finished them, well....sometimes I do. I have two careers by now and I am on my path with another one. I like to learn more than to actually work. I may be very manipulative. I am not always sincere, but rather polite than honest, sometimes, quite often though, I would act childish, love to play and amuse myself of everything. I would get bored quickly with you if you're not creative. I don't take life too seriously although I LOVE TO LIVE.

Retrieved from [www.psychology-forum.com/](http://www.psychology-forum.com/)



1. Fill in the chart according to the reading 3 with the words in the box.

June	David	Charlie

calm and relaxed	compassionate	intuitive	manipulative	friendly
caring	sensitive	passive	stubborn	resilient
curious and inquisitive	childish	talented	rather	
polite than honest	willing to help	angry easily	excited about new ideas	
bright	self-confident	determined	enthusiastic	
a procrastinator	lazy	lonely	get bored quickly	

**Reading 6:** Students at Stanford had made a virtual tour through an audio podcast to allow anyone's virtual visit to Stanford University. Below is the script of part of the virtual tour of Stanford University in an order of compass. Read the script and answer the following questions. Take a look at the map as you read that is included in the back of this page.

Beginning at the Visitor center located at the corner of Galvez St. and Campus Dr., most of the Stanford athletic facilities are located behind the Visitor Center. Immediately behind the Visitor center, there are Cobb track and Angell field. Beyond the Campus Dr., there are Taube family tennis stadium and Arrilaga family sports center. On the far north-west of the Visitor Center, you can find the Stanford Stadium, which was home for the Stanford football for 85 years. Begin walking south on Galvez St., away from the Stanford Stadium and toward the center of the campus, diagonally across the corner of the Visitor Center, there's the Arrilage Alumni Center, which is the home for the home away alumni. As you keep walking along the Galvez St., you'll come across the Montag Hall, office for the undergraduate and finance, on the left. On the right of the Galvez St., there are Memorial hall and auditoriums and graduate school of business. Once you come to the corner of Galvez St. and Serra St., turn to east side of the Serra St., and on the left side, there's Hoover Tower. In front of Hoover Tower, there's a large fountain. Hoover Tower is tallest building and one of most recognizable landmark in the campus. Behind the Hoover tower, you can find Green library. Also, heading more to the south from the Hoover Tower, you can find the bookstore and post office. Back on the Serra St. and continuing onto Serra Mall, you'll come across the Main Quad on the left. Main Quad is made of Stanford's oldest buildings. Behind the Main Quad is the Memorial church. Street across from the Main Quad, there's large green filed shaped in oval, where you can study outdoor or play Frisbee with friends. About two blocks up from the Main Quad and on the left-hand side, there's Cantor center for visual arts. The center includes 24 art galleries and sculpture garden.

1. Prepositional phrases are phrases used to describe a location. Some of prepositional phrases include: in front of, behind, next, and etc. Based on the above reading, complete the T/F.

- \_\_\_ Most of the Stanford's athletic facilities are located **next to** the Visitor Center.
- \_\_\_ You can find the Stanford stadium **at far south-west side**.
- \_\_\_ Arrilage Alumni Center is located **diagonally across** the corner of the Visitor Center.
- \_\_\_ **Walking along** the Galvez St., Montag Hall is located **on the left side**.



- \_\_\_ The water fountain can be found **beyond** the Hoover Tower.
- \_\_\_ Memorial Church is located **behind** the Main Quad.
- \_\_\_ The Visitor center is located **near the** Memorial Church.

2. Circle the facilities or landmarks mentioned above

Administration office	Art center/gallery	Music Hall	Football stadium	Post office	Tower
Residence Hall	Museum	Science lab	Tennis stadium	Souvenir store	Fountain
Parking lot	Church	Academic Hall	Sorority house	Restaurants/Bars/Cafe	Soccer field
Sports Center	Swimming pool	Conference Hall	Law School	Library	Basketball court
Statue	Garden	Stationary store	Business School	Zoology	Health Center



## II. 3.A.3 WEEK 4 - MATERIALS

Appendix 1:

NORTH/SOUTH, EAST/WEST	UP/DOWN, LEFT/RIGHT
NEXT TO	ON TOP
NEAR	BENEATH
CLOSE	TOWARD
FAR	AWAY
BETWEEN	FRONT
ABOVE	BEHIND
BELOW	ACROSS

Appendix 2:



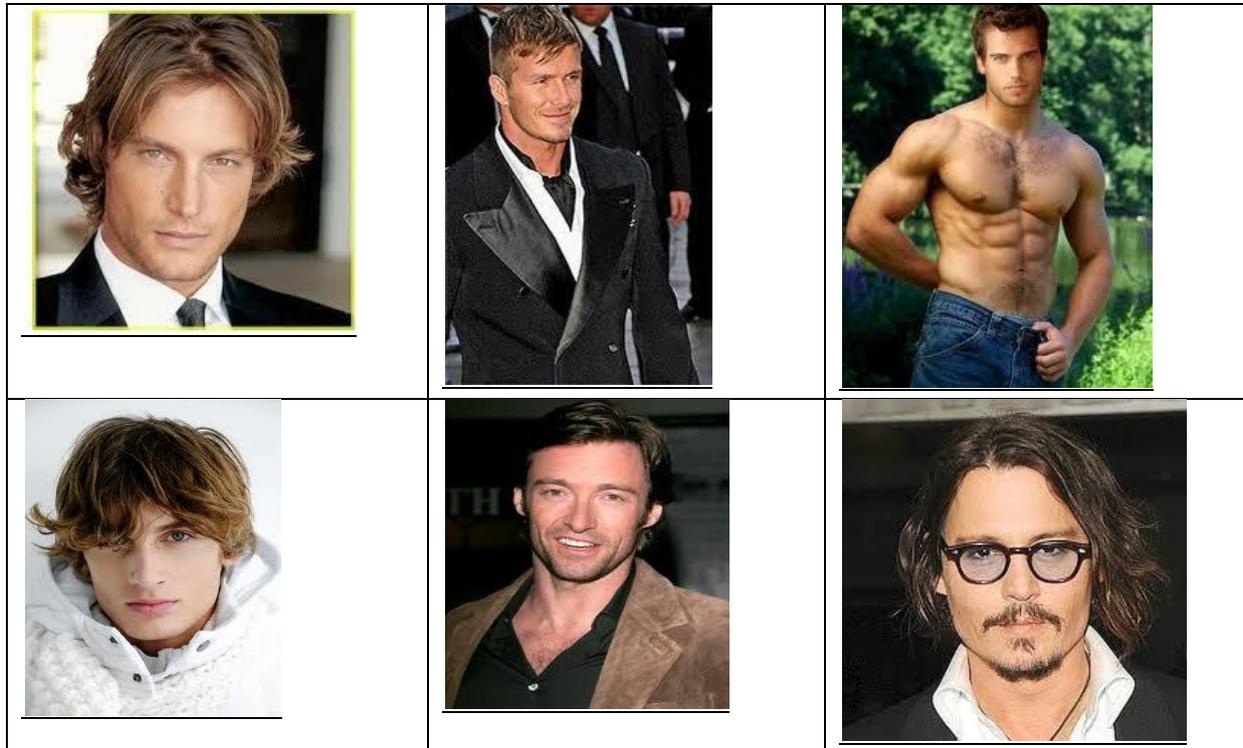
Appendix 3

<b>Appearance</b>	<b>Body (shape, skin color)</b>	
	<b>Eyes</b>	
	<b>Nose</b>	
	<b>Mouth</b>	
	<b>Hair</b>	
	<b>Clothing</b>	
<b>Personality</b>		

Appendix 4

Feature	Name

Appendix 5:



Appendix 6:

<p>_____ ' boyfriend</p>   <p style="text-align: center;">Drawn by _____</p>	<p>Write down key features here.</p>   
---	--

Appendix 7

Theme: Cozy/Nature



Theme: Pink & Black/Girly



Theme: Shopaholic



Theme: Stylish/Contemporary



Appendix 8:

Task 4. Write down the theme and accommodation or furniture that was in the dorm-room you visited.

Theme of the dorm-room you visited: \_\_\_\_\_

Adjectives that were used to describe their dorm-room:


Accommodations/Furniture that were in their dorm-room:




## II. 3.A.4 REFLECTIVE JOURNAL

The main goal of the lesson was that students are able to describe the places and people. We, Annie and I, are focused on encouraging the students to produce their own speech describing their own ideal places and people, which can be the most meaningful to them. Since the lesson was based on production of speaking mainly, we applied the methods of PPP (presentation, practice and production), communicative language teaching and task-based learning.

The five tasks were all designed to achieve the final task and somewhat related to it by giving step-by-step procedures of describing in various ways. I was proud to see the students to give a well-designed presentation, which showed quite an improvement comparing to the first activity.

The first task, which is 'Describing the campus' was based on PPP method. The model description of explaining the location of buildings was presented well on the homework assignment and Big sisters gave them instructions as well. Students practiced with their group members and finally by doing the relay game, they actively produced the proper language. Since it was relay-game, in which everyone should involve, there wasn't anyone left out in speaking. The second and third tasks were meaningful to specially girls. If the class was mixed with boys, we wouldn't plan these kinds of tasks. Because girls like to chat about other girls' appearance and their ideal boyfriend. The central belief in CLT is that if students are involved in meaning-focused communicative tasks, 'language learning will take care of itself.' (Allwright 1979:170). As we expected, they showed enthusiasm on describing people, but it might not be that successful without big sisters' help. Because the homework assignment gave some expressions but there wasn't enough vocabulary to express all different type of people and whenever they meet confusion, big sisters were there to solve the problem and choose the appropriate words.

The final 4 and 5 tasks are basically planned as making their own free will university. Nunan suggests 'Learners should be encouraged to move from reproductive to creative language use.' (2004:37). The tasks 4, 5 were for creative language use rather than reproductive because there weren't the lists of items on vocabulary. They had to create the things up by describing their own product and describe it meaningfully.

However, these are the weak points that we had to consider. First the directions were a little confusing to Big sisters at relay game and couldn't avoid pointing to the right location.



Second, we should have checked the materials more carefully even though the students produce more artistic outcome without scissors. Third, the homework assignment wasn't a good help for the students when they describe people because there weren't pictures for each features of appearance. Lastly, we finished the class on time, but because of the time pressure, we couldn't provide them with pictures of campus buildings for the last task even though their campus turned out to be very imaginative. Personally, I practiced giving clear instruction on activities but happen to make some mistakes to make students a little confused and had to call them 'hey' to stop what they were doing. Despite these weak points, I view the class as successful lesson to lead the students to a plenty of speaking practice.



## II. 3.B.1 WEEK 10 LESSON PLAN

**Theme:** Social News

**Function:** Narrating (formal)

**Language forms:** past simple and past progressive and transitional words

**Class Objective:** Students will be able to narrate a story in a formal setting and aware of spoken discourse in news report.

**Final Task:** Ss create a news cast with 4 different topics, and all members participate the news as anchors, interviewees or victims, and reporters. Then, each group takes turns reporting the news with the screen board they've created with pictures and headlines to the class using the target language forms.

### Sookmyung Broadcasting

Activity	Description	Materials	Time
1. Find the Headline	In groups, read the news given to your group. Fill out the 'Five W' chart. Then, go find the headline for it. First group to come with the matching headline will win a prize.	-6 stories -6 headline strips -tape -3prize	8:00-8:15 (15min.)
2.Report the scene	Two students in each group read the story with the pictures and fill out the paper. Then they tell the story to another student of the group. Then the student finds the right pictures for the story and reports the news to Big sister. The first group who has done correctly will get the prize.	-6 stories -6 pictures in each story -3 prizes	8:15-8:30 (15 min.)
3. Mini News	Students will see short video clips of three different accidents. Each group will pick one of them and make a plan for reporting the accident. Each member of the group will take the role of anchor, reporter, and interviewee and present it to the paired-group.	-Video clip -Question sheet -Toy microphone	8:30-8:50 (20min.)



Break Time ( 8:50 – 9:00)

4. Photo News	Pictures on the wall. Each Ss stand up and go pick one. Make the news for the picture they picked according to the 5W. They share with their team (2 groups combined), and they pick 3 most newsworthy story.	18 pictures	9:00-9:20 (20 min.)
5. News Time	In groups (two original groups combined), students will take roles of anchor, reporter, interviewee. They will plan 4 topics including the 3 topics from the activity 4 and report them in well-organized form of narration.	-B4 size papers -Makers and glue	9:20-10:20 (60 min.)



Giving Instructions



Making News Report in groups



Doing a role play



Being a news anchor



## II. 3.B.2 WEEK 10 HOMEWORK

### I. Read the following information about making a news report and answer the questions.

**Do you want to make a TV news report but have no idea where to start? Here are the tips to make a news report.**

#### **What's the story?**

Before starting any news report, the most important point to remember is: Keep it simple. Think about how you can tell the story in the most engaging way, without making it too complicated.

#### **What's a headline?**

All news has a headline. A headline is an attention getter that reflects what is in the story of the news. Five ways to make a good headline include: (1) re-read your article; identify the underlying theme, (2) express the theme in an active voice using few words as possible, (3) keep your headline in present tense, (4) keep it simple and short by using direct sentence without extra adjectives or adverbs, (4) provide enough information in the headline to give the casual reader an impression of the entire story.

#### **Planning**

As with any story, you must plan how you want to start your report and how you want to end it. This will keep your story heading in the right direction, and you won't miss out any important information in the middle.

When planning your report, you will need to consider the five Ws. These are:

**What** - What is the story? Get the facts right before starting your report.

**Why** - Why is the story important to your audience? Which points do you need to focus on to get their interest?

**Who** - Who is involved? Think about who will be able to tell their sides of the story in an interesting way. Make sure they're available to film when you need them. Remember, if you want to film anyone under the age of 18, you must get permission from their parent or guardian. If you are filming at school, in school time, this permission can be given by the head teacher.

**Where** - Where is the story happening, and where is the best place to film? If you're shooting outside of school, you may need to get permission first.

**When** - Has the story already happened, or is it about to happen? If there's going to be a significant event you want to report on, make sure you get there on time!

By planning each of these points in detail, you'll know exactly what you need to film, where and when. That way, you won't miss out on anything when you're on location, or waste tape by filming things you don't need.

#### **Filming**

Once you have done all your planning, then you can start to film.

A basic TV news report is made up of five parts:

**Introduction** - This is where the reporter starts to explain the story. Don't make it too long, keep it short and snappy.

**First interview** - The first person you talk to will give their opinion on what is happening, and how it affects



them.

**Second interview** - You need to talk to someone with a different opinion, to provide balance.

**Extra shots** - These show the audience more about the place and the people in the story. They make the report more interesting.

**Conclusion** - This will be the reporter's sign-off, where they summarise the outcome, or possible outcomes, of the story.

Think carefully about where you want to set up each of the shots, using different backgrounds and angles to keep it interesting for the audience.

For example, reporters can look straight at the camera when they do their introductions and sign-offs. These are called "pieces to camera".

Interviewees usually stand on one side of the frame looking over to the other side of the screen. This is because they are looking at the reporter, who stands on one side of the camera, so you can't see them in the shot.

Be very careful to check your audio levels too. Wear your headphones! Without good sound you won't be able to use the video that goes with it.

### **Equipment**

Always bring plenty of pens and paper, spare camera batteries and tapes. If you run out during an interview, you won't be able to finish your story. And if you've got a tripod, take it with you to keep the shots steady.

### **Health and safety**

When filming, you and your team's safety is top priority. Don't film in dangerous places - in the road, for example, or balancing on top of something. Be careful of cables and leads - keep them out of the way so people don't trip over.

Planning ahead can really help, so you know where you're going and don't get lost. Always make sure someone in charge knows where you will be.

Retrieved from [http://news.bbc.co.uk/2/hi/school\\_report/resources\\_for\\_teachers/8472052.stm](http://news.bbc.co.uk/2/hi/school_report/resources_for_teachers/8472052.stm)

1. What are the six parts of a basic TV news report?

\_\_\_\_\_

2. Choose true or false according to the script above.

① The most important point for making a news report is to make it complicated.	T	F
② The headline is an attention getter that reflects what is in the story.	T	F
③ Planning will keep your story heading in the right direction.	T	F
④ The five Ws that you need to consider are who, what, which, why and when.	T	F
⑤ The first interview is where the reporter starts to explain the story.	T	F
⑥ Conclusion is the reporter's sign-off, where they summarize the outcome of the story.	T	F
⑦ To set up the shots, it's better to keep the same background and angles.	T	F



⑧ You need to talk to someone with a different opinion on what's happening to provide balance.

T

F

Match the following news with the headline in the box.

**A. Rats!**



**C. Europe's Deep Freeze**



**B. Earthquake Hits Turkey**



**D. Penguin on the Waddle**



**E. A Holiday Shopping Spree**



1. \_\_\_\_ A powerful earthquake shook Turkey on Sunday afternoon. The 7.2 magnitude quake heavily damaged the city of Erics, located near the border with Iran. So far, more than 270 people have been reported killed and more than 1,000 have been injured. Turkish government officials said that dozens more remain missing.
2. \_\_\_\_ Police in Tokyo, Japan, are on the hunt for a runaway. The escape is neither armed nor dangerous, and has a weakness for fish. The Tokyo Sea Life Park announced that a 1-year-old Humboldt penguin got out of its water home at the zoo on March 4. The penguin's escape was a success at first, until a director of a neighboring zoo spotted the bird bathing in the Old Edogawa River.
3. \_\_\_\_ Europeans are digging out from heavy snow after a week of extreme cold gripped large parts of the continent. The cold snap is the harshest to hit Europe in decades. Power outages and traffic problems created chaos throughout the region as roads were blocked and airports were shot down.
4. \_\_\_\_ Gambian pouched rats are native to Africa. But they have found a new place to call home. The



rats, which can grow to be larger than house cats, have been spotted in Grassy Key, an island in the Florida Keys.

5. \_\_\_\_\_ Today may feel like just another Monday, but it's not. It's Cyber Monday, a day when shoppers traditionally head to the Internet looking for bargains. Strong sales can give a boost to the U.S. economy. Cyber Monday follows the day after Thanksgiving shopping spree known as Black Friday. This year, retail sales on Black Friday were stronger than predicted. They were up 7% over last year.

**Below is a part of TV news script of recent news. Read and answer the following questions.**

#### **Medical Korea 2012 & The Boom In Medical Tourism**

**Anchor:** Millions of patients travel around the world each year to receive specific medical treatment or care. According to recent data, a top destination for foreign patients is Korea. Connie reports more on the boom in medical tourism.

**Reporter(Connie):** I attended the largest healthcare conference in Asia taking place at the Coex Convention for the next three days. Today's event was actually very timely, as recent data show that more people from abroad are coming here, to Korea, for medical treatment and services.

A thrilling Korean folk dance performance kicked off Medical Korea 2012. The 3<sup>rd</sup> Annual Global Healthcare and Medical Conference were jointly organized by the Medical Tourism Association and Korean Health Industry Development Institute. The event brought about 700 people together from 36 different countries. Attendees are here to participate in discussion sessions on healthcare issues and to explore new and different medical technology and trends in Korea.

**Interview (President of Korea Health Industry Development Institute):** We hope this event will raise global awareness of the healthcare services in Korea.

**Interview (Director of Health Regulation Abu Dhabi):** We believe Korean health system is capable of dealing with complex cases and most of the cases that have been treated in Korea are complex cases, and so far it has been excellent.

**Reporter:** Recent data show that the number of foreign patient coming to Korea has been soaring at an annual rate of over 30% since 2009. In 2010, nearly 83 thousand patients traveled to Korea, and the government estimates that more than 110 thousand patients visited last year. That is about a 34% increase from the year before.

1. What is the news about?
  - a. Korea's Most Beloved 100 Comics
  - b. Plastic Surgery Using 3D Technology
  - c. Connie's report
  - d. Medical tourism boom in Korea
2. Which country is one of today's top destinations for medical treatment?
  - a. France
  - b. Korea
  - c. India
  - d. Singapore
3. Where did the healthcare conference take place in?
  - a. Coex Convention
  - b. Sookmyung University



c. Coex aquarium

d. Medical Treatment Center

4. Who organized the event?

a. Medical Tourism Association and Korean Health Industry Development Institute

b. Medical Tourism Association

c. Health Regulation Abu Dhabi

d. Global Healthcare

5. How much has the percentage of foreign patient to Korea for a treatment increased between 2011 and 2012?

a. 30%

b. 34%

c. 43%

d. 36%

#### IV. Read the article about the simple past and past progressive tenses and answer the questions.

##### **Past Progressive VS. simple past**

1. The past progressive is used to describe an action that was in progress (happening) at a specific time in the past.

*A: What were you doing at 6 p.m. last Friday?*

*B: I was watching TV.*

1a. The simple past, on the other hand, is used to describe a completed action at a specific time in the past.

*I went to bed at 10 p.m. last night.*

2. The past progressive is used to describe an action that was interrupted by another action. The action that interrupts is in the simple past. Use while with the action in the past progressive or when with the action in the simple past. The choice of while or when depends on what you want to emphasize. While emphasizes the action in progress (the background action) and when emphasizes the interrupting action. Also, the clause at the beginning of the sentence is the more emphatic.

If the clause with while or when comes at the beginning of the sentence, put a comma after the clause.

*Professor Tanaka was correcting papers when the bell rang.*

*When the bell rang, Professor Tanaka was correcting papers.*

OR

*The bell rang while Professor Tanaka was correcting papers.*

*While Professor Tanaka was correcting papers, the bell rang.*

3. The past progressive is used in both clauses with while or when to describe two simultaneous actions in the past.

*Professor Tanaka was correcting papers while the students were taking the exam.*

*While the students were taking the exam, Professor Tanaka was correcting papers.*

4. The simple past is used in both clauses with when to indicate that one action was the result of another (cause and effect). The clause with when indicates the cause.

*When the bell rang, the students handed in their papers.*

*The students handed in their papers when the bell rang.*

5. The past progressive describes temporary states, whereas the simple past describes permanent states. For example:

*He taught at Harvard for thirty-five years. (permanent situation)*



*He was teaching at Yale during the fifties. (temporary situation)*

*He was teaching at Yale when I met him. (temporary situation)*

6. The past progressive describes incomplete actions, whereas the simple past describes complete actions.

*I was reading a book last night. (I didn't finish the book--incomplete.)*

*I read a book last night. (I finished the book--complete.)*

7. The past progressive indicates that the action was in progress (happening) during the whole period mentioned in the time expression.

*I was working on my term paper yesterday. (the whole day)*

*It was raining yesterday. (all day long)*

7a. The simple past, on the other hand, indicates that the action was completed in the time period mentioned.

*I worked on my term paper yesterday. (probably not the whole day)*

*It rained yesterday. (only part of the day)*

Retrieved from : <http://www.englishcorner.vacau.com/grammar/rules/spvspprg.html>

1. Write 'simple past' or 'past progressive' for each statement.

- ① It is used to describe an action that was happening at a specific time in the past. \_\_\_\_\_
- ② It describes incomplete actions. \_\_\_\_\_
- ③ It describes the interrupting action. \_\_\_\_\_
- ④ It describes the temporary states. \_\_\_\_\_
- ⑤ It is used in both clauses with when to indicate that one action is the result of another. \_\_\_\_\_
- ⑥ It is used in both clauses with while or when to describe two simultaneous actions in the past.  
\_\_\_\_\_

2. Complete the sentences using simple past or past progressive tense according to the story.

Binti-Jua is a fierce-looking gorilla who lives at the Brookfield Zoo in Chicago. One day, she \_\_\_\_\_ (sit) in the gorilla habitat. She \_\_\_\_\_ (eat) bananas while a little boy and his mother \_\_\_\_\_ (watch) the gorillas. All at once, the child \_\_\_\_\_ (climb) over the stone wall. "Look out!" someone \_\_\_\_\_ (shout). But it was too late. The child \_\_\_\_\_ (fall) 24 feet onto the cement floor of the gorilla habitat and was knocked out cold. With her own baby on her back, Binti-Jua \_\_\_\_\_ (pick up) the young boy. "The gorilla has got my baby!" \_\_\_\_\_ (cry) the boy's mother while onlookers \_\_\_\_\_ (watch) it with fear. "I feared the worst," said one paramedic. "I thought she was going to treat him like a toy." But Binti-Jua was cool as a cucumber as she \_\_\_\_\_ (take) care of the boy. She rocked him in her arms and kept the other gorillas away. Then she \_\_\_\_\_ (carry) him to the gate where zoo officials \_\_\_\_\_ (wait). "I can't believe how gentle she was! We're proud of her. 'She's the apple of our eye,'" said a zoo director. The little boy is safe and sound, and Binti-Jua is a hero.



# II. 3.B.3 WEEK 10 MATERIAL

## Appendix 1

### Headlines:

THE CRIME THAT WAS EASIEST TO DETECT

THE LEAST WELL-PLANNED ROBBERY

THE LEAST PROFITABLE ROBBERY

THE MOST UNSUCCESSFUL PRISON ESCAPE

THE LEAST SUCCESSFUL ANIMAL RESCUE

THE LEAST SUCCESSFUL BANK ROBBER

## Appendix 2

### Story and 5W chart:

Any act of genius is marked by a dazzling simplicity. There is about it a logic and inevitability that is deeply satisfying. The following crime was detected almost immediately after it had been committed. Mr. Lee committed a burglary in Detroit in 1968 and left his dog at the scene of the crime. The police soon arrived and shouted 'Home boy!'. They then followed the dog back to the burglar's house. And arrived only second after he did.

Who is in the story?

\_\_\_\_\_

Where did the story take place in?

\_\_\_\_\_

What kind of crime did Mr. Lee commit?

\_\_\_\_\_

When did he get caught?

\_\_\_\_\_

Why did he get caught?

\_\_\_\_\_

Three thieves in German gave hours of thought in 1971 to raiding the Post Office in Munsing Road.

Among the details which they discovered were the times at which there was most cash and least security guard on the premises. They also invested in masks, guns and a gateway car.

At a pre-arranged time, the thieves sped and screeched to a halt outside the post office.

It was only when they jumped out of the car and ran towards the building that they discovered the one detail which they had omitted to check.

The Post Office had been closed for twelve years.

Who is in the story?

\_\_\_\_\_

When did the story happen?

\_\_\_\_\_

Where did the story take place in?

\_\_\_\_\_

What did the thieves do in order to rob the post office?

\_\_\_\_\_

Why was the robbery unsuccessful?

\_\_\_\_\_



Intending to steal cash from a supermarket in 1977, a thief employed a unique tactic to divert the till girl's attention. His method was to collect a trolley full of goods, arrive at her till and put down 19 dollars by way of payment. She would then take the money and open the till, upon which he would snatch the contents.

He arrived at the cash desk and put down the 10 dollars. She took it and opened the till; but there was only 5 dollars in it.

Undeterred, the thief snatched that and made his getaway, having lost 5 dollars on the raid.

The till girl was considerably uncertain what to do for the best. She trembled briefly until calmed by her co-worker.

Who is in the story?

\_\_\_\_\_

When did the story happen?

\_\_\_\_\_

Where did the robbery take place?

\_\_\_\_\_

What was the robbery trying to steal?

\_\_\_\_\_

Why did the robbery lose money?

\_\_\_\_\_

After weeks of extremely careful planning, seventy-five convicts completely failed to escape from Saltillo Prison in Northern Mexico. In November 1975, they had started digging a secret tunnel designed to bring them up at the other side of the prison wall.

On 18 April 1976, guided by pure genius, their tunnel came up in the nearby courtroom in which many of them had been sentenced. The surprised judges returned all 75 to jail.

Who is in the story?

\_\_\_\_\_

Where were convicts in?

\_\_\_\_\_

When did they start digging the secret tunnel?

\_\_\_\_\_

What happened to the convicts after they escaped?

\_\_\_\_\_

Why did their escape fail?

\_\_\_\_\_

The firemen's strike of 1978 made possible one of the great animal rescue attempts of all time. Valiantly, the British Army had taken over emergency firefighting and on 14 January, they were called out by an elderly lady in South London to retrieve her cat which had become trapped up a tree. They arrived with impressive haste and soon discharged their duty. So grateful was the lady that she invited them all in for tea. Driving off later, with fond farewells completed, they ran over the cat and killed it.

Who's in the story?

\_\_\_\_\_

When did the story happen?

\_\_\_\_\_

Where did the story take place in?

\_\_\_\_\_

Why the elderly lady did call the fire station?

\_\_\_\_\_

What happened to the cat at the end?

\_\_\_\_\_



Not wishing to attract attention to himself, a bank robber in 1969 in New York, wrote all his instructions on a piece of paper rather than shout.

‘This is a hold up and I’ve got a gun,’ he wrote and then held the paper up for the cashier to read.

The bemused bank official waited while he wrote out, ‘Put all the money in a paper bag.’

This message was pushed through the grille. The cashier read it and then wrote on the bottom, ‘I don’t have a paper bag,’ and passed it back. The robber fled.

Who is in the story?

When did the story happen?

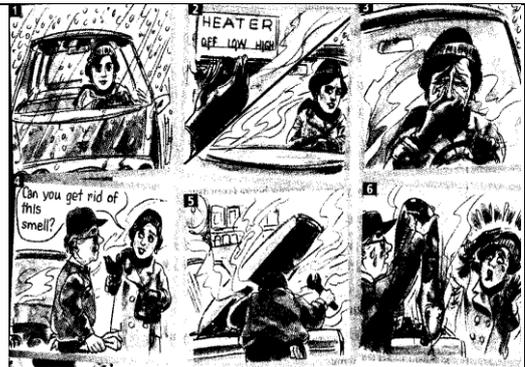
Where did the story take place in?

What did the robber do to tell his instructions to the bank?

Why did the robber fled with empty-hand?

**Appendix 3**

Baltimore, USA It’s winter. Barbara Kim, 43, was driving her car. When she turned on the heater, there was a terrible smell in her car. It got worse and worse. She couldn’t stand it! **Later on** she took her car to the repair shop. “What’s the matter with my car?” she asked. “Can you get rid of this smell?” The mechanic took a look at the engine. He examined the heating system. **At that moment**, Barbara screamed. The mechanic pulled out a big, fat, dead python!



Kiev, Ukraine A Ukrainian businessman wanted to buy New Year’s gifts for his 50 employees. He went shopping and decided to get a pager for each employee. The salesman explained how they worked. “Look,” he said, ‘when someone calls, your pager rings. You see the caller’s phone number and a short message on the screen.’

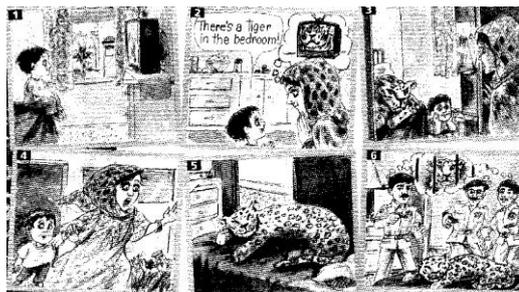
**Afterward**, the businessman paid for the 50 pagers, put them in his car and headed for the office. **On the way**, he suddenly heard a very loud noise. All 50 pagers started ringing at the same time! The businessman freaked out and crashed into a lamp post. When he calmed down, he saw the message on the 50 pagers. It said, “Congratulations on a successful purchase!”



Sumatra Island, Indonesia It was Sunday, visiting day, at the Merdeka prison. Families were spending time with the prisoners. When visiting hours were over, security guards opened the front gate for the visitors and let them out. **Later on that day**, 106 prisoners escaped. How! It was as easy as pie. They walked out the front gate! The guards had made a mistake and forgotten to lock it. **Even though** police were looking for the escaped prisoners, they have caught only three.



Chandigarh, India A four-year-old boy was at home watching TV. He went to the kitchen and told his mother, "There's a tiger in the bedroom," She laughed, thinking he was talking about a TV program. **Later**, she looked into the bedroom. She was horrified by what she saw. There was a leopard watching TV on the bed! **Right away**, she grabbed her son and ran away. The leopard soon turned over and fell asleep. When forest department officials arrived, the leopard was still taking a nap. **Finally**, they took him to a zoo.



Pittsburgh, USA Lulu, a Vietnamese pig, was a very smart pet. She belonged to Jo Ann, 57. One day when Jo Ann was alone at home, she had a heart attack. She had trouble breathing and fell to the floor. **Suddenly**, the pig ran into the fenced-in yard. Somehow she pushed the gate open. **Then** she walked into the middle of the road and lay down. **Eventually**, a surprised driver stopped and got out of his car. Lulu got up and led the man into the house. **Afterward**, he quickly called the ambulance. When the ambulance showed up, Lulu tried to get in, too. "She's very, very smart," the lucky owner said later.



Chicago, USA One day Charles Gardener, 35, saw two teenage boys breaking into his car. As they took off, Gardener jumped on the car and grabbed the luggage rack. **Meanwhile**, the teenage driver sped up. He hit a light pole. **Then** he drove through two fences. Gardener hung on very tightly. **After a while**, the car got on the highway. **By this time**, more than two dozen police cars were following it. After 20 minutes, the driver slowed down. Police surrounded the car. The teens were in big trouble. r Gardener had some cuts, but he was okay. "It's a miracle that he wasn't killed," said the police officer.



**Appendix 4**

Who were involved in the case?	
When and where did it happen?	
What mainly happened?	
What caused the accident?	
Write down additional information about the story.	



## Appendix 5

### Scene 1: Is It Russian Greeting?

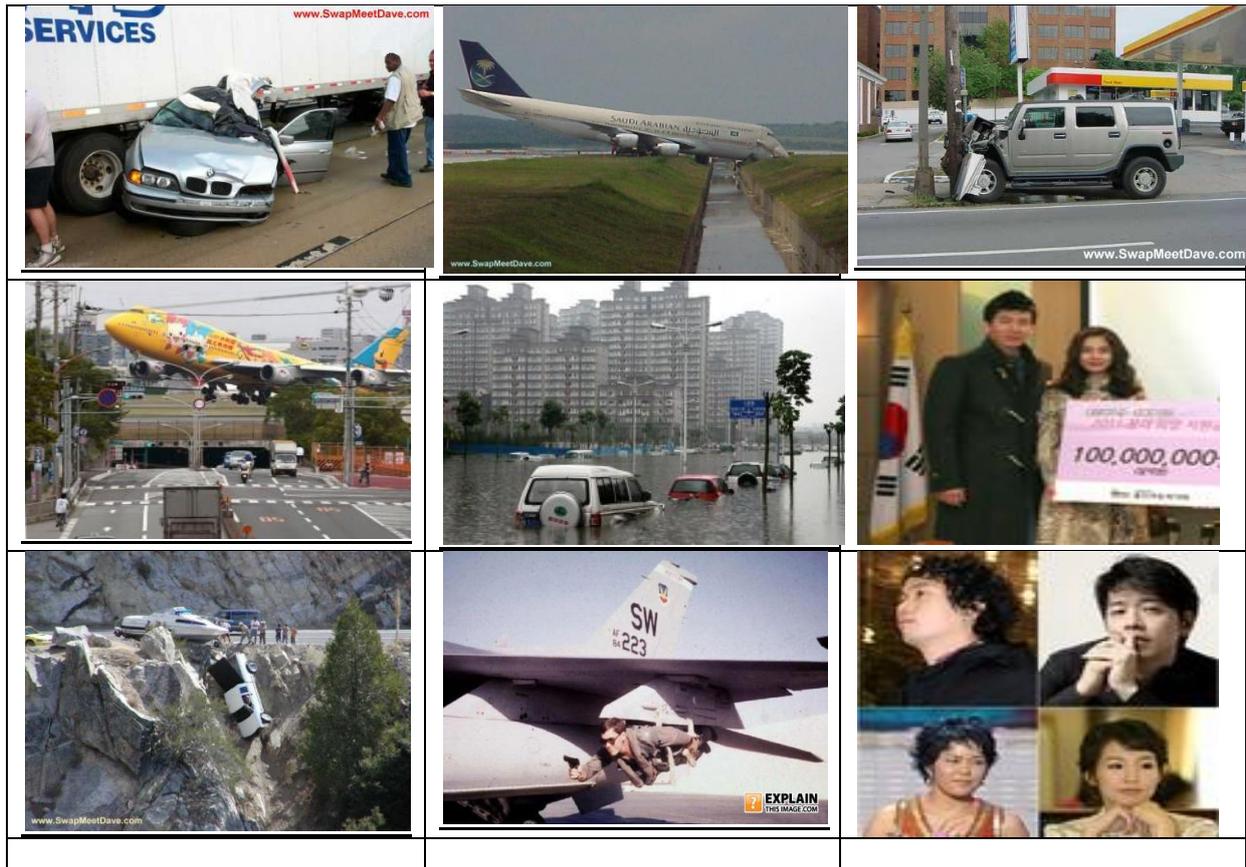


### Scene 2 : Please let me go!



Who	
When/ where	
What happened	
Why	
Additional information.	

## Appendix 6



## II. 3.B.4 REFLECTIVE JOURNAL

The theme of the class was shopping and the function was describing visual aids. There are 5 tasks and the final task was to make a chart on their own according to the result of the survey.

### **Main strength and weakness**

Main goal was describing various graphs, which was considered to be one of the toughest in Mate Test. The class leaders prepared a lot of visual input of different kinds of graphs and charts. Moreover, they provided a variety of materials to draw the chart such as compasses, rulers and markers etc, which made students to have a very authentic experience to describe and create the chart productively.

However, the final task was making a chart or graph based on the survey but the survey couldn't give a specific statistics enough to create a decent chart. Therefore the final project ended up with the quite simple chart of pie charts or bar charts.

### **Close Observation**

The first activity was Golden Bell Quiz, which was one of the action research project about vocabulary. However, almost one student seems to do it alone while Jeungsoon and tired looking Carol didn't seem to be interested even though I tried to encourage for them to give any tips or help because Geonhee was doing very well. If they were given more time to scaffold the together or the boards were given to each of them might work better.

The first task was useful to grasp the key expression, such as peak, falling steadily, fluctuated etc. Again Carol looked very tired and she tried to write down some key words to remember for the activities but she didn't look really interested in any of the activities today. Jeungsoon didn't seem to understand and Geonhee looked like participating alone even though I tried to ask others to be engaged.

The second activity was designed to have fun while learning and practicing how to describe the graph. They prepared a lot of different graphs but they didn't seem to use the expressions on the homework. They simplified the expression for others to find the graph easily instead of making a well-form of description. If there were key words list that they



have to use in the activity beside the homework paper, they might have tried more to use the words in more effective ways.

Activity 3 was designing the chart according to the partners' expression, which was quite easy for all to draw but took a while of time to finish. Students tried to look at the details of the graph and deliver everything to the partner and gave them a good chance to describe the graph carefully.

Activity 4-5 was doing a survey and making a chart on the result of it. However, the age group wasn't clearly understood how they are supposed to act in the survey and the age didn't affect to the result a lot. Additionally the time given to them to analyze the result to make a chart wasn't much enough and specially Carol and I was having a hard time to make the good visual chart and prepare for the presentation. Not any group made the line graph because the result wasn't appropriate to make the graph.

I think letting Big sisters know about the grouping and seat arrangement before class helped managing time and class appropriately. For doing the fourth and fifth task, two groups needed to work together. The teachers assigned the partner groups to sit near each other so that they could combine tables easily during the break time. It seemed to sound trivial but I think because they told Big sisters how the grouping was going to be and table arrangement in advance, it avoided confusion.

Overall, students participated a lot during lesson. Although the theme of lesson was not interesting, we made a good lesson plan to make student engaged in the all tasks. Moreover, the lesson was successful because students performed great on the final task. Students seemed to have difficulties in doing the first and the second task, but they had many chances to practice narratives so that they did great on the last task. I was really happy to see that all students performed well and narrate their story in a formal setting. They used transitional words to connect the story. Addition to that, students were given enough time to prepare their presentation. Especially in the task three, Hyunji who took a role as a reporter said that it was difficult to be an anchor. She needed to be prepared with brief explanation of the news and also needed to ask some question to the interviewee. However, they did well because they did have enough time to prepare.



# III. Action Research

## English Teachers' Time Management in the Classroom

Since teachers in task based teaching classroom have to conduct a lot of activities with different techniques and materials in a limited class time, time management is the important issue we need to take into account. When we observed the GEP class for 6 weeks from week 2 to week 7, time management issue was one of the most noticeable problems that teachers and students needed do consider. Although teachers put decent efforts to make their plans carefully, they had to be flexible during the lesson such as expanding time for certain activities or cutting down some parts they often failed to manage the class time.

In GEP class, there seemed to be lack of consideration among teachers and students for time management, which sometimes caused them to spend unnecessary time while doing the task. It seemed to be hard work for classroom leaders to control each task as they initially planned. Classroom leaders are not the only ones who are in charge of time management in the class. Students also need to work hard to keep given time while they are doing tasks.

To make a successful lesson, every task should be finished on time so that teachers do not skip some important parts in the lesson such as a final task and students could get more time when they do complex ones. In order to manage time well, both students and teachers need to help each other so that they enable to have better time management in class. Therefore, we decided to use five different treatments in GEP class to raise students' awareness of time and to prevent time being wasted.



## III. 2 LITERATURE REVIEW

There are a lot of theories and researches about successful lesson plans and class activities for teaching in class. However, teachers at class find it difficult to manage the tasks in time and make a quick decision when the class is not going as they planned. The key issues on GEP class have been whether the class was successfully managed from the view of conducting the class in time or not. Though the class leaders in GEP lesson are considered to be ‘experts’ in teaching area, they happened to fail in managing the class in time even with carefully planned lesson and there are still poor theoretical background about effective ways of time managing comparing to the other areas, which are related to language teaching. Moreover, among practitioners, particularly new teachers, classroom management and discipline remain their number one concerns (Veenman, 1984).

Assuming that effective time management is one the skills necessary for success in teaching and teachers who effectively manage time give their students the best opportunity to learn and to develop their language skills, we conclude teachers should aware of the different views of time in class as beginning.

### 2.1 Definition of time in class

Wong and Wong (1998) describe four different types of school-day time, which are *allocated time*, *instructional time*, *engaged time* and *academic learning time*. *Allocated time* is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. *Instructional time* is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Next, *engaged time* is also called time on task. During engaged time, students are participating actively in learning activities-asking and responding to question, completing their worksheets, preparing and performing presentations, etc. Lastly, *academic learning time* is the time teachers can prove that students learned the content or mastered the skill.

Academic learning time occurs when students participate actively and are successful in learning activities. Effective classroom management maximizes academic learning time. Kauchak and Eggen (2008) viewed the goal of classroom management is to not only maintain class order but to optimize it to student learning. In GEP lesson, the ‘time’ refers to



Instructional time and the goal of successful time managing must be increasing academic time and organizing engaged time effectively.

## 2.2 Two fundamental views of knowing time

Another issue related to time management that teachers should be aware of is two different ways of teachers' knowing time, which are *didactical* and *pedagogical*. In teaching, we are accustomed to experiencing a clash between the sense of event as anticipated and the sense of event as experienced. This clash can be analyzed in terms of a contrast between didactics and pedagogy which are two ways of knowing and organizing classroom time. The study reporting different concerns among novice and expert teachers on their perception of time (Tochon & Munby, 1993) showed distinctions between ways of knowing time and on the concepts 'didactics' and 'pedagogy'.

While the novice might see little in a situation, the expert uses powerful analytical tools for interpreting situation and adapting action. Novices tend to anticipate and to sequence their teaching actions in advance, whereas experts often adapt entire semantic or propositional mappings to a particular event. Among experts, anticipation is of less importance and immediate decisions are more frequent (Tochon, 1989b, 1991a). If we examine the different ways of perceiving the time between novice and expert teachers, we can get to solve the problem of our research questions.

From the view of the study, didactics is defined as the organization of subject-matter knowledge through time as a pre-active or post-active anticipation before or after the classroom interaction, whereas pedagogy stems from the interactive management of time. That is, didactics deals with content processing which implies planning a sequential time, while pedagogy is concerned with students' relationships to knowledge and behavioral actualization of teaching within real time (Leinhardt, 1986). Some research on novice teachers suggests that beginners usually have abilities to plan but encounter problems during immediate interactions (Berliner, 1988). Their way of organizing time has no flexibility. In contrast, pedagogy is concerned with an immediate image of the teaching situation. It is live processing developed in a practical and idiosyncratic situation. Didactic goals can be written down, but pedagogical experience cannot be easily theorized owing to its unique interactive aspects. Accordingly, it can be hypothesized that expert teachers may be more pedagogically oriented than novices. Thus, an understanding of how teachers construct time is needed for a fuller account of teacher's successful time management.



## III. 3 METHODOLOGY

We tried 5 different treatments for finishing the tasks within the time limit in GEP speaking class. It can be divided into 2 different methods; first, the methods to raise awareness of time for the students, second, the methods to make them think quickly. For the first methods, we used 4 different treatments; we rang a bell 2 minutes before the task is finished, teachers counted down every 3-5 minutes, we gave a time keeper role to one of the students in each group, and we gave prizes as reward to the group who finished the task on time. For the second methods, we gave the students graphic organizer to brainstorm quickly. For the first three treatments, we did a quick survey to ask the students and teachers if the treatments worked to help them finish the tasks on time and we analyzed the effectiveness of the 4<sup>th</sup> and 5<sup>th</sup> treatments on the basis of observation from the big sisters.

Treatment	Description
<b>#1 Ring a Bell</b> Date: May 3	Teachers ring a bell 2 minutes before the task is finished to let students that they need to finish soon.
<b>#2 Count Down</b> Date: May 3	Teachers count down every 3-5 minutes. If the students have 20 minutes for a task, teachers give notice every 5 minutes. Ex) “You have 15 minutes to finish the task”.
<b>#3 Set the Time-keeper Role</b> Date: May 10	Teachers give a time-keeper role to one person for each group and set the stop watch on the screen. The time keepers should aware the time and let the other group members how much time is left.
<b>#4 Give Rewards</b> Date: May 17, May 31	Teachers set the stop watch on the screen and let students know that they are going to get prizes if they finish tasks on time. Then teachers give prizes to all the group members if the group finishes tasks on time.
<b>#5 Graphic Organizer</b> Date: May 24, May 31	To help students come up with ideas quickly, teachers give graphic organizers to students whenever they have to generate ideas.



### **3.1 Ringing a bell**

Bell work allows teachers to conduct beginning of the class maintenance work and give a quick refresher to students that many have missed the previous class period. Students should learn to expect bell work and begin to work on it immediately when class starts. After a couple of minutes, give the class a warning to finish up and then go over the answers quickly. Completing this activity at the beginning of each class period helps to establish a routine and get the students ready for class. Make sure to grade the bell work for participation, otherwise less motivated students will take advantage of the bell work opportunity (Craig, 2012).

In Korea, many elementary school teachers use ringing a bell from at the beginning of the semester for grabbing students' attention and letting them know when they have to finish their tasks and how much time they have for the tasks. But to work ringing a bell effectively in class to students, teacher and students use this repeatedly. It means that they need the continuous practice for getting familiar with it. In GEP speaking class, we used a bell to let the students aware of the time better. The class leader rang a bell 2 minutes before the task is finished to let students that they need to finish soon.

### **3.2 Counting down**

Teachers can also use timers to help students to maintain attention and ultimately to become better 'time-managers'. Before the start of the task, teacher lets students know how much time they have to complete the entire task and give them countdown notices at regular intervals so they can adjust their pace. This can help students to monitor their work time by themselves. Students will be motivated to engage academically because they want to earn the desired activity for good performance and because they can see via the timer that the lesson will last only a finite amount of time.

In our class, we put a countdown timer on the screen for students to look at throughout the activity. Also class leaders told students gave countdown notices at regular intervals e.g. "You have five minutes to finish." "Two minutes left." Etc.

### **3.3 Setting the time-keeper role**

A curriculum or classroom that is cooperative usually involves learner-centered characteristics. As students work together in pairs or groups, they share information and come to each other's aid. They are a "team" whose players must work together in order to achieve goals successfully (Brown, 2007).

Based on it, we gave a time-keeper role to one of the students in each group. The time-



keepers were responsible for their role and each team had to cooperate effectively to complete their tasks within the time limit. We set the on-line timer on the screen to let the time-keepers notice the time more effectively. Also the class leaders mentioned about the time-keepers' role not only at the beginning of the class but also whenever the students had the time limit.

### **3.4 Giving rewards to the whole group members for finishing the tasks within the time limit**

The anticipation of reward is the most powerful factor in directing one's behavior or motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist (Brown, 2007). Murray (2002) argued that the use of rewards should be limited and should always be tied to an intrinsic motivator, such as the pleasure of a job well done. So, teachers should use it more carefully especially when they use it more focusing on extrinsic motivation.

In our class, giving rewards were used based on more extrinsic motivation for finishing the task within the time limit. Basically when all the group members finished the task on time, the class leaders gave them chocolate bars or jelly beans as rewards. We conducted this for the tasks that the class leaders think should be finished in time in the lesson.

### **3.5 Using a graphic organizer**

Graphic organizers are tools to help learners visually organize the information that students they have. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts (Burke, 2000). We thought that students have the advantage of managing their time properly by using graphic organizers. They are well-organized methods of learning how to manage one's time as they permit you to foresee, visualize and resolve the problems faced. We assumed that once students' jobs are made easier, they will have sufficient time for other activities.

Sometimes our GEP students spend long time just because they cannot come up with ideas quickly enough. We expected using graphic organizer will help students to brainstorm better and finally reduce their thinking time. In that case, these techniques can help students to finish tasks quicker. For week 12 and 13, we used many different kinds of graphic organizers to see if they help students manage the time better.



## III. 4 DATA ANALYSIS

We conveyed surveys to students and group leaders about raising their awareness of time for weeks on 9, 10, 11, 12, and 13. We used three different treatments raising their awareness of time; ringing a bell, counting down, giving a role of time-keeper on each group and giving reward to groups and one treatment for helping students to organize their ideas well so that they wouldn't spend unnecessary time on limited time. We used yes/no question survey to find out whether the treatment was beneficial for them to finish the tasks on time or not for the first three treatments, ringing a bell, counting down, and giving rewards to ones who finish the task on time whereas the other two, giving reward and graphic organizers, were based on the observation from the big sisters.

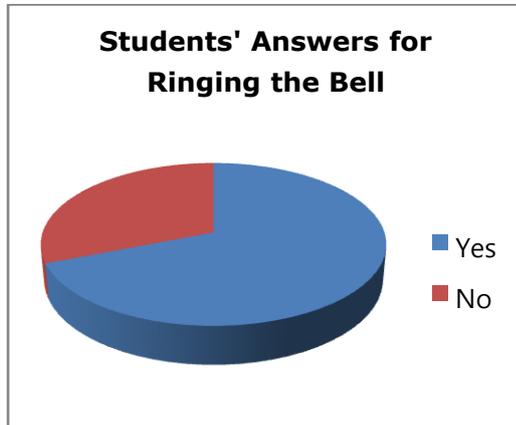
### 4. 1. General observation for treatment 1: Ringing a bell

On week 9, the treatment was ringing a bell. Overall, ringing a bell helped to arise students' awareness of time. Especially, for the tasks that require students to move away from their seats, when classroom leaders rang the bell, most students in groups saw classroom readers and they were hurry to finish their tasks in given minutes. It worked well for concentrating the students who are coming back in their group and talking about the previous activities and enabled them to move on to the next activity. For example, during the task 1, students have to move around the classroom from the board, the back side of the classroom and back to their own group. This kind of task makes them cheerful and hard to calm down after the task, which may cause some delay to perform the next task. However, it did not consistently work because there were some activities which seem that students are well engaged on the discussion and need more time than planned and hard to disturb by ringing the bell and interrupt their task. The goal of the treatment was that making students finish the tasks in the given time and it was hard for the teachers to be flexible with the allowed time. Here is an excerpt from the reflection journal, which shows the opinion on the treatment on week 9.

*“On the fourth task, they had lots of opportunities to speak English and listen to it. Even though this one is for the basis of the fifth activity, 20 minutes, the time for making photo news and preparing the fifth activity, were rather short.” Inah Sung*



Also, as the class went to the end, it did not seem to draw both students and group leaders' attention. Most of big sisters said that they could not even hear the bell ringing during the class. The sound of a bell was not that loud enough and it was not consistent so that students and group leaders did not pay much attention on ringing a bell. Therefore, it seemed to work well at first, but it did not work well until class ended.



After the class, we did survey to get everyone's opinion about the treatments. For ringing a bell, students and group leaders had different opinion. 69% students thought ringing a bell was effective whereas only 33% group leaders said that ringing a bell was helpful.

#### 4. 2. General observation for treatment 2: Counting down

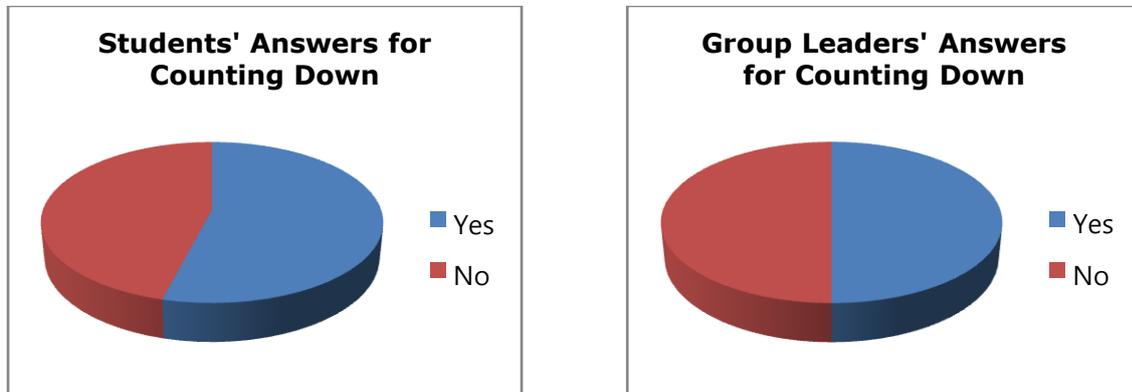
On week 9, we did another treatment, counting down. Classroom leader counted down for every 3-5 minutes to let both group readers and students how much time they got for a task. Overall, counting down was effective. It worked well at the beginning. When classroom leaders was counting down students and group leaders seemed to be alarmed and had got to work more effectively. When students are engaged on their task, it seems to be hard for them to monitor the clock on the wall or on the screen. The class leader's reminding them of the time kept them from going off the topic. However, it did not go well as the lesson went. Classroom leader's voice was not loud enough to catch student's attention, which rather seemed to bother them to engage on their work. Moreover, students didn't really care about the time they got. They were busy to do their job during the class and focusing on their work. Therefore, these treatments seemed not so successful to help participants. At certain tasks, group leaders and students want to have enough amount of time to discuss to generate all possible topics on their project and to practice what they are supposed to do. Certainly they seemed to be bothered to know how much time is left and get the pressure on the time issue



to perform successfully. Here is an excerpt from the reflection journal referring on this treatment.

*“Teachers pushed us to finish the task on time. As a result, when the grouping had problems, big sisters came to do the task instead of pushing or scaffolding the students to complete the task.”*

*Jeongmi Park*



On the survey, more than half students and group leaders had positive opinion about counting down. They said ‘yes’ to the question; ‘Did counting down help to finish the task on time?’. Although the treatment was not so successful to draw both students and group leaders’ attention they agreed with that it helped them to finish their tasks, so counting down was effective.

#### **4. 3. General observation for treatment 3: Setting a time-keeper**

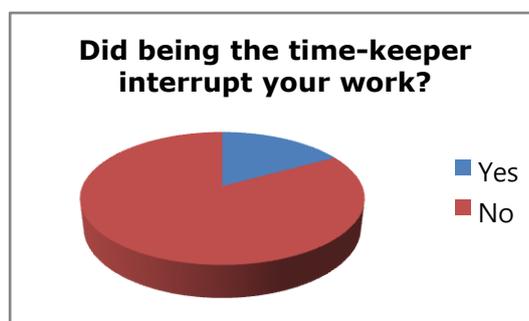
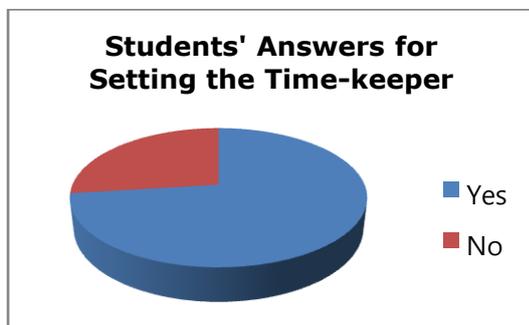
Week 10, we set a role ‘time-keeper’ to one student in each group. Time-keepers needed to keep their eyes on stop watch on power point slide to inform other students know how much time they got. Although students were busy while engaging in tasks some students did great on their role. Chaehee and Youngeun actually seemed to enjoy their role. They looked at the screen and told their groups how much time left, which was very beneficial for their group to do pacing. Sometime they performed a little bit fast to finish their tasks when they knew that they only got few minutes. Therefore, for Chaehee and Youngeun’s groups, time keeper was very effective. Unlike Chaehee and Youngeun, Hyunji did not perform well. She did not understand why she needed to do the role and failed to inform her group. Also, Phuong looked at the screen a couple of times and told her group how much time left, but soon she was fully engaging in the tasks forgetting telling the time. There were different opinions. With Carol’s group, the time keeper did her job well but other members did not actually care



about that. Setting a time-keeper to raise students' awareness of time seemed different effect based on groups and students. Here are different aspects of the treatment of giving a time-keeper role to a student from the reflection journals on week 10.

*"I think assigning a student a time keeper did not seem effective in class. Especially in GEP class, all of the tasks were designed to make students busy while engaging in tasks, so I think it was quite too much for a student who took the role of time keeper. For example, Phuong took the role of time keeper in my group. When doing the first task, she looked at the screen a couple of times and told us how much time left, but soon she was fully engaging in the tasks forgetting telling the time. Moreover, I thought completing a task in time was not a big issue for Big sisters and students any more. Mostly, we finished the tasks on time without feeling too much pressure."* **Hannah Choi**

*"With time management treatments, one student in each group got a role as a time keeper. Time keepers needed to keep their eyes on stop watch on power point slide to let other students know how much time they had. In my group, Chaehee was a timekeeper and she did not forget her role to give time to group. She often looked at the stop watch to let us know the time and also did her work well. It did not seem demanding work for Chaehee and not interrupt her work during lesson. As a group leader, managing the tasks was easy because Chaehee reminded me how much time I got."* **Shinhye Kang**



As the result from the survey, setting a time-keeper was effective. 73% students and 67% group leaders agreed that setting the time-keeper helped them to finish the tasks on time. It helped them to raise their awareness of time. We did another survey to students who did the role of time-keeper to find out whether being a time-keeper interrupted their work or not. 83% students said that it did not distract their performance. According to both result from the survey, setting a time-keeper was pretty beneficial for classroom leaders to keep track of the time during a lesson. It was effective for students and group leaders' time management to finish their work on time as well.

#### 4. 4. General observation for treatment 4 : Giving Rewards

It seemed that the students were willing to be involved in finishing the tasks within the time limit to get a prize when they heard their teacher's proposal about giving a present. Some students didn't seem to care about presents. They told each other that they didn't need a present. Rather, they were putting an emphasis more on whether the tasks were fun, difficult, easy or not. Some students said that the presents were too small or insignificant compared to the difficulty of the tasks. It was not worthy trying for them to finish the tasks on time. Some complained that they failed finishing the tasks on time because it took too much time for them to complete their tasks even though they tried to finish the tasks on time. They needed more time to finish them and presents here were not important. For example the first, second, third tasks on week 11 were mostly games which let students to give ideas and share the opinions and have fun. Some group leaders and students thought it might be unfair for ones who finish early to get the awards. Here are excerpts from the reflection journal on that issue.

*"I think rewarding the group who finishes the task on time did not seem effective in class. Because of the nature of tasks, we could not do the treatment in Tasks 1, 2, and 3. They were not the type of tasks that students needed to finish them in a certain amount of time. As mentioned previously, we implemented the treatment in the ranking task and the final task, but they were not well time managed. When doing the ranking task, I gave students 6 minutes at first. But most of the groups needed more time so I extended one more minute. Only one group barley completed the task on time. I think it did not affect students much." **Hannah Choi***

*"Especially the fourth activity Ranking required sufficient time to negotiate the students' opinion,*



*but due to the time management treatment, students had to hurry, which made me think about what successful time management is. In lesson planning, teachers should allot time properly based on the student's level or task difficulties. However, it is impossible for the teacher to expect every difficulty and count exact time for it. Therefore, it is needed for the teacher to be flexible during the class, I think." Jeongmi Park*

Despite these worries, students were more motivated and involved in the tasks when the group members got presents if they finished the tasks on time. It seemed that what encouraged the students more was not their desire for a present but their responsibility for other members in their group. It's certainly convincing that students are motivated to finish the tasks in time with the proof that when we applied this treatment on the week 13 again, almost all group members get presents hurrying the work when they were aware that they would get presents if they finished in time comparing to the week 11 when only one group finished the task in time and got the prizes because they didn't put keeping in time their priority. Therefore with focus on managing the class in time, giving rewards showed a certain effect on the students' performance even though there should be some flexibility on running the class.

#### **4. 5. General observation for treatment 5 : Using graphic organizers**

There were lots of graphic organizers in the two lesson plans above. At the beginning of the class, writing something in graphic organizers looked difficult and burden even to high level students. At first students could not come up with ideas quickly. The more they did it, however, the better they got used to it. They also suggested many good ideas as fast as they could even though the tasks were not that easy.

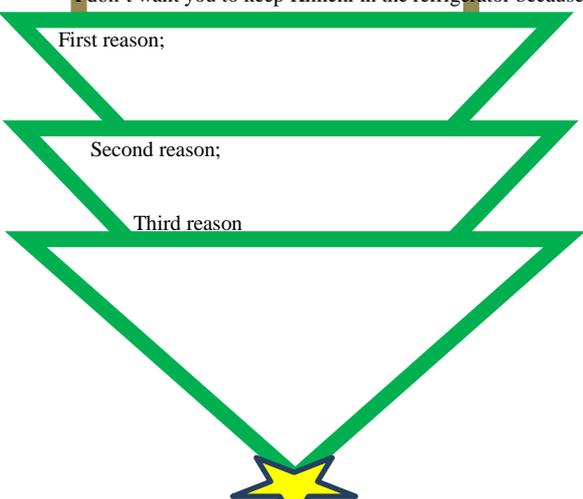
##### ***Example 1. Task 5 After wedding from week 12***

I don't want you to keep Kimchi in the refrigerator because . . .

First reason;

Second reason;

Third reason



The shape of the graphic organizer above is good enough for students what they have to think about and how many reasons they have to think about. It means this can help students how to generate ideas systematically and in order. Students were allowed to use Korean to generate ideas because their level is not that high or the same and the topic was not that easy. Students produced many ideas, chose the right reasons, set their order by discussion which one is reasonable or not and then wrote them in order on a graphic organizer.

It helped students not only generate lots of well-organized ideas but also give opportunities to prepare for role play focusing on speaking. Some said that writing is more difficult than writing but students have to write something before speaking them. Repeated practicing from writing to speaking finally leads students to produce language automatically and unconsciously.

**Example 2 . Task 1 Job Description from Week 13**

<b>Job</b>	<b>Description</b>	<b>Benefits</b>	<b>Requirements</b>	<b>Drawbacks</b>

This table shows the graphic organizer from the first task from the week 13, which was for the activity of ‘Looking for a job’. During the activity, students are supposed to share a dialogue based on the different jobs. The graphic organizer above helped students to write down the key points to meet the different requirements on the top and to share the points during their interactions and this gave an effective aid for them to generate natural talk while they are engaging in the task. Therefore this worked well as a way of scaffolding to understand what they are supposed to do and enhanced them to finish the given task time-wise effectively.

It helped the students to classify ideas, generate well-organized opinions, and write something related to topics for communicating more effectively with each other. Using graphic organizers was good for structuring their writing before speaking, helping in problem solving, decision making, and brainstorming.



## III. 5 FINDINGS

Among practitioners, particularly new teachers, classroom management and discipline remain their number one concerns.(Veenmen 1984). Despite the arguments on managing the class time well according to the plan or according to the students' responses, we set the goal of action research treatment on managing the time well as the teachers planed, hence, teachers remove the factors which delay the lesson, reduce the wasting time and maximize students' engaged time and academic learning time.

We tried 5 different treatments for helping students to finish the tasks within the time limit, which are ringing a bell, counting down, giving a role of a time-keeper, giving prizes and providing students with graphic organizers, and they can be divided into 2 different methods: raising awareness of time for the students and scaffolding them to perform the task faster. From our survey and observation, all of the treatments showed quite clear evidence that they were effective on managing the class in time, even though they were not significant.

We found that the treatments were thought be to successful or not effective according to the different situations relating to the group members and the aspects of the tasks. The explicit time awareness to the whole class including ringing a bell and counting down showed positive responses to their effectiveness 69%, 54% respectively from the students' perspective. However, big sisters answered with quite negative responses resulting with 33 %, 50% respectively. This shows that the explicit time-awareness to whole class doesn't consider the situations on each group and big sisters think that the treatments rather bother the students' performance whereas students view the effectiveness on finishing the task on time. From some big sisters' view the class is mainly based on performing various tasks successfully and should be flexible to manage the time for the tasks in which students are engaging in discussion.

Giving a role of time-keeper to a student in each group was another explicit time-awareness treatment but it wasn't to the whole class and was quite flexible to each group because the time-keeper found the way to remind them of the time not to bother their activity according to their situation. Therefore this showed the most effectiveness among all the treatments analyzing the survey, showing 73 %, 67 % of positive answers from the students and big sisters respectively. Moreover, even though some big sisters showed concern that the



time-keeper might not concentrate their work well, the time-keeper answered their role didn't interrupt their work. However, observations from different big sisters showed that the effectiveness of time-keeper is related to the personality or the learning style of the students. That explains why teachers should consider the students' background knowledge when giving the role.

Giving rewards and graphic organizers are related to rather intrinsic motivation for finishing the tasks in time even though giving rewards thought to be extrinsic. From the observation the rewards were just a piece of chocolate which they would get later during the break time anyway and weren't considered to be a big deal for the students to finish the task in time because they didn't put great emphasis on following the timed procedures, but when we applied the same treatment two weeks later when they were aware that keeping in time in the tasks enabled them to perform the final task successfully, almost all students finished the task in time in the end. With the repeated treatments focusing on time gave the students intrinsic responsibility to finish up the final task successfully and the extrinsic way of giving rewards worked as an intrinsic motivation such as the pleasure of a job well done. Graphic organizers were the tools for students to work the task better. During tasks without graphic organizers, students showed confusion on what they are supposed to say and spent some time on explaining the features of the task, whereas the graphic organizers gave the students clear ways to conduct the task well and easily without wasting time on talking off the topic during the tasks with graphic organizers.



## III. 6 CONCLUSION

Time management is a big issue in teaching field recently since the class format has been transferred to a lot of group work and task-based teaching, in which students' engaged time should work as a variable within the allocated time. Therefore even the experts on teaching should be careful to manage the lesson as it was planned using various time keeping treatments. However, in student-centered teaching, teachers should act flexibly to allot the time on each task considering the responses and participation of the tasks and should make a quick and proper decision based on careful observation on how students are conducting the task. Applying which time keeping technique should be with the consideration of what the teacher put priority on. For example ringing a bell or counting down techniques should be applied on the tasks which have to be finished on time for the following tasks to have enough time whereas the graphic organizers can be applied when teachers put effective discussion prior to the time.

Overall, successful time management should be based on the successful lesson plan first which reflects students' level, interest, learning style etc. and teachers should have flexible attitude maintaining the time as they planned responding to the students' actions in class time.



# IV. SOOKMYUNG SYMPOSIUM

## Facilitating Creativity with CALL

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**Facilitating Creativity with CALL**

Tracey Lee  
TESOL 3<sup>rd</sup> semester

*Since communication among people through different media is getting more active and diverse, communicators should be keen to these changes. The main point of communication has shifted from comprehension to delivering or sharing new ideas, and this shift involves creative thinking. The industrial revolution of transportation and media has brought drastic changes for the need of English, the global language. Now, computers have brought a lot of changes in human lives from shopping, banking, education, to communication. Though Korea is one of the most technologically advanced countries, English education in Korea has been slow to incorporate technology. The purpose of this paper is to discuss how creativity can be taught in language classes and to provide a sample creative activity.*

**1. Introduction**

English has diversified since it has been used in different countries. Therefore, the focus of English education has changed from a focus on accuracy to fluency-based approaches. To enhance fluency the language features such as grammar, vocabulary, and pronunciation are not sufficient. Instead of how the learners communicate, *what* the learners communicate in the target language is getting more attention, especially with certain methods such as CBT (Content-Based Teaching) and PBL (Problem-Solving Learning). These methods, and others, help learners practice the target language with their own thoughts which would be interesting enough for the

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interlocutors to be engaged in the communication attentively, instead of practicing the memorized or standardized patterns of expressions.

**Literature Review**

*Absence of Creativity in Language Classroom*

Language skills are the foundation of the communication of ideas. To help learners' structure their thought processes, teachers should allow students to use the language with the specific purposes by encouraging them to be actively engaged in learning situations. However, traditional education in Korea has relied on teacher's explanations and thoughts rather than providing opportunities for students' active involvement, and this promotes a dependence on accepting information without critical or creative thinking. Nash mentions "Where teacher talk is the main medium of transmission the child is effectively excluded from learning, to the frustration of both child and teacher" (Nash et al. 2002). De Bono urged "We need thinking in order to make even better use of information (De Bono 1993)."

Though Korean Education has focused on English education intensively, learners are often not allowed to think deeply or creatively. An example of this is demonstrated in Figure 1:

Figure 1. Elementary School English 5, p.36-37

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Fall 2009 Issues in EFL Vol.7 No.2

Figure 1 shows the English text book for 5<sup>th</sup> graders in the elementary level. The content that shows on the pages is too simple for the students' cognitive level, which is not challenging for them. The activity on p.37 is too long in big or small letters, and it does not seem to be suitable for 5<sup>th</sup> graders to motivate them to create ideas. This textbook is focused more on reading, writing or matching than creating or producing.

This is just one example of a text, but it helps illustrate the point that educators in Korea do not provide opportunities for creativity. Before introducing an example activity that fosters creativity, creativity will be defined.

**Approaches to Creativity**

**Definition of Creativity**

What is creativity anyway? Is it the same as genius or talent? Can it be defined as invention and innovation? There are many ways to define it, but here are some common elements that most definitions share:

1. Creativity involves problem-solving and brainstorming. According to Osborn, there are practical and pragmatic approaches with applications of creativity including problem-solving activities such as 'brainstorming' (1953). These activities stimulate the creative thought that enhances a capacity for problem-solving.
2. Creativity is combinational. Cognitive approaches are concerned with a fuller understanding of the kinds of mental operations which underpin creative thought. The underlying theory is that creativity is 'combinational' (Boden, 1999), that means it involves connections between ideas and ways of applying those ideas into the solutions of problems. The connections involve an unconscious process, and this unconscious process leads to a random combination of ideas one of which may then emerge as an appropriate creative solution to the problem.
3. Creativity includes situational interactions with individual differences. Social-personality approaches have concentrated on

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personality factors and environmental variables on thoughts and creative production. One of the studies on individual differences between creators involves individual and situational interactions (Amabile, 1999). Labart (1999) also shows that creative thinking from a more social and cross-cultural perspective.

4. Creativity is a product of social systems. Creativity is a phenomenon that is constructed through an interaction between producers and audience. It is not the product of single individuals, but of a social system making judgments about individuals' products. (Csikszentmihalyi, 1999:313). Csikszentmihalyi comments that the creativity makes no sense if it is not accepted by others in the domain and urges that to be creative, a variation has to be adapted to its social environment. In other words, creativity should not go too far, and should not be too far from accepted norms.

**3. Activity Design**

**3.1 Designing a Creative Activity**

To design activities that support student creativity, teachers must give students choices and support their autonomy. When teachers take full responsibility from planning lessons to assessing, the students will lose their opportunities to interact, discuss and use the language creatively. Even worse, sometimes the teachers take the students' chances to practice by assuring that they don't need to practice what they already know and giving a higher level task with which the students can hardly communicate.

**3.2 Students' Profile**

Students' linguistic level is intermediate-high at the age of 12, 5<sup>th</sup> grade elementary school students. They are interested in communicating in English.

**3.3 Procedure**

1. Students create one product to sell. The products can be something weird such as flying shoes or electronic costumes.



2. Students discuss the script they are going to present in the commercial.
3. Students assign roles for themselves.
4. Students practice until they memorize their own part.
5. Students take a video (Figure.2) of the commercial and upload on the blog with the short comment about the product.
6. Other students visit the blog and leave some comments about the commercial.

Figure 2. Video of the commercial

**SMU Juice!**

This Juice can make you speak English very well.



1. Product: SMU juice
2. Target consumers: The people who want to improve their English speaking skills
3. Function: The drinker can speak English fluently.
4. Script:
  - A : Excuse me, would you tell me where Seoul Station is?

something that sounds weird, the teacher can get more creative results from the students than if they are repeating the teacher's ideas.

Lastly, this activity is a product of a social system. In this case, the product of a social system means that creativity is constructed through an interaction between producers and audience. Even though creativity should be beyond the normal or common thinking, it shouldn't be too far that it can't be accepted socially. The creator should consider the social need and be sensitive to the responses of the audience. In this activity, even though the juice to make people speak English sounds like nonsense, students were still able to generate socially acceptable answers that the audience accepted. If the students know that their commercial is going to have a real audience, they will consider the features that are accepted socially while they are creating something. Having a real audience and interaction between the creator and audience are crucial conditions for both creativity and effective language learning.

**4. Conclusion**

Creativity involves thinking that aims at producing ideas or products. However, it has both domain-specific and domain-general elements. Therefore, the creator should have some domain-general elements, and to make creative contributions he must develop knowledge and skills within a particular domain. To be creative, the learners should be aware of the people's need and the latest issues through interactions and open mind.

In the pasts, creativity had been considered as a gift which was given to special people and as something that couldn't be taught or measured. Recently, though there are still arguments in the field, creativity is getting more and more attention from educators as well as from artists and advertisers. If language is taught with the needs of the world in mind, language teachers should teach students to use the language more effectively in real communication. Therefore, creativity should be another element for successful conversation and more methods for it should be researched.

Teaching language is more effective on the computer in various points, but what makes the teachers hesitate to use computers in class is that they

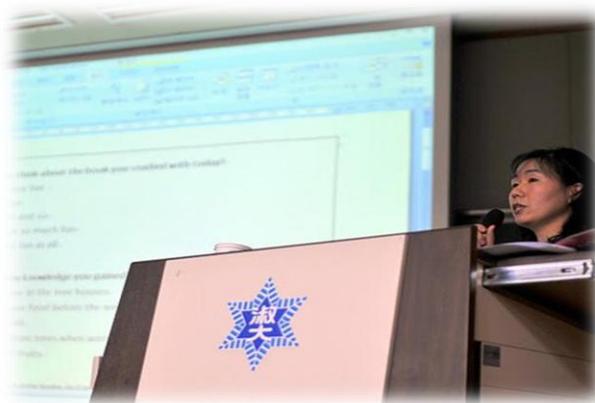
think CALL class is limited to experts who can use computers very skillfully. If roles of CALL are considered, with its new types of input including web based information with audios and videos, interactions through chatting, e-mail, and blogs, and new types of output including audio, videos and collaborative writing with the bigger audience, the programs or the tools that teachers can use in class don't need to be something unusual to either the teachers or the students. Teachers can still provide various activities using the tools that students are already accustomed to use for extending language practice both in class and out of class.



## IV. 2 SPRING 2010 ISSUE

### Textbook Evaluation by Storybook Method

Storybook provides an ideal introduction to the foreign language by presenting language in a familiar and memorable context. Stories are motivating and fun, especially for young learners. Reading stories also guide students for meaningful use of the target language. Since stories are selected as the main teaching material in language class, how to select the most appropriate material for students should be concerned on the basis of linguistic and cognitive perspectives and also as a tool to drive young learners' motivations. Under the condition that learning through stories is closely related to students' motivation, cognitive and linguistic development, a widely used commercial readers' book has been chosen, reviewed and modified by relating it to theories and researches.



## IV. 2. A. INTRODUCTION

Stories are known to bring many benefits to young learners in the classrooms, including language development (Wright 1997; Garvie 1990). In the class situation stories can serve as metaphors for society or for our deepest psyche (Bettelheim 1976). As you can see, stories are widely used and beneficial for not only students' first language classes but second language learning classes as well

Stories expose learners to a rich but comprehensible input of real spoken and written language in use. Once it provides input, stories can help learners to actually produce language to do things.

The basic claim of the input hypothesis can be summarized that the availability of input which is comprehensible to the learner is the only necessary condition for language learning to take place (Mitchell & Myles, op cit.). Therefore, before using them in the language classroom, teachers should critically evaluate the quality and the language learning potential of stories. This requires close attention to the discourse organization, the use of language, and the quality of the story (Cameron, 2001).

### *Research Questions*

This paper has selected one of the textbooks that is widely used at language institutes for young language learners in Korea. It investigates the textbook in three main perspectives and finds out whether the material is appropriate for young language learners between the age of 7 and 8, at a beginning to intermediate level or not. The research analyses if the textbook is cognitively appropriate, linguistically appropriate and intrinsically motivating for young language learners. Based on these perspectives, the research questions are as follow:

- 1) Is the chosen textbook cognitively appropriate for the targeted age of language learners?
- 2) Is the chosen textbook linguistically motivating for the targeted language level of the learners?
- 3) Is the chosen textbook intrinsically motivating to lead the learners into further extensive



reading?

This research will find answers to the above questions by reviewing theories and rationales of each perspective of the textbook. It will also include surveys for the learners who actually used this storybook for their language learning material. Finally based on the research findings, the textbook will be modified to serve better purpose of the book for the learners. The modified book will be cognitively appropriate for the learners' age level, linguistically motivating for learners' language level and motivating enough for students to continue their extensive readings.



## IV. 2. B. LITERATURE REVIEW

### *Cognitive appropriateness*

Cognitive appropriateness can be decided by review of Jean Piaget's cognitive development, which has been one of the most influential researches in the area of developmental psychology. Here two major aspects of his theory, the process of cognitive development and stages of cognitive development, will be considered to discuss the cognitive appropriateness for story book topics and contents.

Piaget identified four stages in cognitive development, which are sensorimotor stage, pre-operational stage, concrete operational stage, and formal operational stage. In the sensorimotor stage for infancy, knowledge of the world is limited, though developing, because it's based on physical interactions or experiences. This physical development allows the child to begin developing new intellectual abilities. In Pre-operational stage for toddler and early childhood, through the use of symbols, language use matures, and memory and imagination are developed though egocentric thinking predominates. In concrete operational stage for elementary and early adolescence, operational thinking develops and intelligence is developed through logical and systematic relations of symbols to concrete objects. Finally in the formal operational stage for adolescence and adulthood, intelligence is demonstrated through the logical use of symbols related to abstract concepts.

The reason why Piaget's theory should be searched is that many pre-school and primary programs are modeled on Piaget's theory, which provides part of the foundation for constructivist learning. On the basis of Piaget's developmental stages, it is recommended that teachers challenge the child's abilities, but not present material or information that is too far beyond or far below the child's level.

### *Linguistic appropriateness*

Teachers are responsible for providing appropriate language input in class and students' exposure to English can be maximized when the input is adequate to them. Thus, Krashen (1982)'s Input Hypothesis is one of the most important theories of second language



acquisition.

This acquisition moves from stage “i”, where “i” represents current competence, to “i+1”, which is the next level. According to this hypothesis, acquirments improve and progress when students receive second language ‘input’ that is one step beyond their current stage of linguistic competence. This is done with the help of context or extra-linguistic information. In other words, acquisition takes place when he/she is exposed to enough comprehensible input that belongs to level “i+1”

The main task of a teacher is to provide comprehensible input to the students as much as possible, and it is crucial for their language acquisition because their language acquisition device is activated when they are provided with comprehensible input.

### *Intrinsic motivation*

Intrinsic motivation has emerged as important phenomena for educators because it results in high-quality learning and creativity (Ryan & Stiller, 1991). From birth, humans are active, curious, and playful creatures being ready to learn and explore. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills.

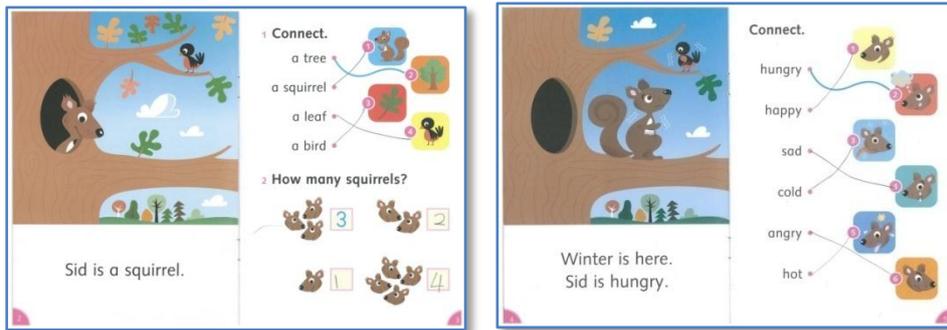
Intrinsically motivated contents can be the ones which the reward is in reading the content itself. Thus, teachers should research on the content that makes interesting and exciting to learners. Learners can have further challenges for learning, once they feel satisfied with their own autonomy or completion.



## IV. 2. C. METHODOLOGY

### 1. Introduction of the textbook

The selected story book is titled ‘Silly Squirrel’ which is from Starters Level out of total of 5 levels from the Dolphin Readers series, which is selected as the best-selling text book for young learners.



The Silly Squirrel makes extensive use of color illustrations. These can stimulate students’ interest and maintain their attention. It also helps students with the meaning of words and sentences, and clarifies the main story text. For this story, various words (nouns and verbs), numbers 1 to 6, emotions and use of singular nouns with a/an are learned.

### 2. Survey

To see how the actual readers / users of this storybook feel about the book, survey questions were given out to 1<sup>st</sup> grade elementary students, between the age of 7 to 8. 24 students from a private language institute that uses Dolphin Readers as their textbook participated in the survey. The survey was done in Korean, translated in English as below:

#### 1. What did you think about the book you studied with today?

- ① It was very fun
- ② It was fun
- ③ It was so and so
- ④ It was not so much fun
- ⑤ It was not fun at all



**2. What was the new knowledge you gained through today's class?**

- ① Squirrels live in the tree houses
- ② Squirrels save food before the winter comes
- ③ Winter is cold
- ④ Leaves fall from trees when winter comes
- ⑤ Squirrels eat fruits

**3. How much did you participate in today's class??**

- ① I participated very much
- ② I participated a little
- ③ I was somewhat participated
- ④ I did not participate much
- ⑤ I did not participate at all

**4. How much did you understand the words and sentences in this textbook?**

- ① I knew them all
- ② I knew almost everything
- ③ I knew about half of it
- ④ I did not know much of it
- ⑤ I did not know anything at all

**5. Which part of the textbook did you like the most?**

( )

Two questions that were not significant and relevant to the results were deleted and not translated. The results of the survey are as below:

<b>1. Preference of the book</b>	
① It was very fun	16(67%)
② It was fun	8 (33%)
③ It was so and so.	0
④ It was not so much fun.	0
⑤ It was not fun at all.	0

<b>2. Knowledge learned from the book</b>	
① Squirrels live in the tree houses	
② Squirrels save food before the winter comes.	4(17%)
③ Winter is cold.	
④ Leaves fall from trees when winter comes.	



⑤ Squirrels eat fruits	4(17%)
⑥ I didn't learn anything new	16(67%)

<b>3. Preference of the class</b>	
① I participate very much.	16(67%)
② I participate little more than other classmates.	8(33%)
③ I participate as much as other classmates.	0
④ I don't participate much.	0
⑤ I don't participate at all.	0

<b>4. How much students understood the book</b>	
① I knew them all.	10(42%)
② I knew almost everything.	8(33%)
③ I knew about half of it.	4(17%)
④ I did not know much of it.	2(8%)
⑤ I did not know anything at all.	0

<b>5. Part of the textbook students like the most</b>	
① The ending of the story	16(67%)
② Everything about the story	2(8%)
③ Middle part where Sid saves food	4(17%)

The same students who answered that storybook 'was very fun' had also answered that they had 'participated very much' during the class. Therefore, it could be said that there is relevance between the preference of the class and the preference of the textbook. The more you find the book interesting, the more you enjoy and become active in the language learning.



## IV. 2. D. RESEARCH FINDINGS

### *Answers to Research Questions based on the theory*

- 1) Is the chosen textbook cognitively appropriate for the targeted age of language learners?

To review the survey, the result shows that this book isn't cognitively inappropriate for the first graders of elementary school. 16(67%) out of 24 students answered they didn't learn any informative facts from this book and the book shows basically the facts that they have already known.

From Piaget's theory, 7-year-old children belong to the concrete operational stage, where intelligence is demonstrated through the logical use of symbols related to abstract concepts. This text book isn't complex enough to inspire them to be indulged into logical thinking.

From Vygotsky's view, the 'next stage' that the learners go forward is designated as the zone of proximal development. Thus, it is necessary for teachers to identify the learners 'current state and extend it to perform the maturing functions. Cognitively challenging contents can evoke learners' interactions to solve the difficulties with the help from the more competent peers. It is surely related to the motivations as well. Therefore, this textbook should be modified into higher cognitive content for the target group.

- 2) Is the chosen textbook linguistically motivating for the targeted language level of the learners?

To review the theory based on language input, motivation is maximized when the input is adequate to them. According to Krashen's Input Hypothesis, acquires improve and progress when students receive second language 'input' that is one step beyond their current stage of linguistic competence.

The survey shows that this is linguistically a bit challenging to half of them. Whereas 10 out of 24 students answered they knew all of the words in the textbook, 12 out of 24 answered they knew only half or more of the words in the textbook. This result depends on their previous English learning experiences. Two of the students who answered they didn't know most of the words had almost no English learning experiences.



According to a survey which is done from SLP English institute ([www.slp.ac.kr](http://www.slp.ac.kr)), 80% of children's parents think, English learning should be started before their children enter elementary school. To consider the current situation, linguistically this book is appropriate for the target aged group.

3) Is the chosen textbook intrinsically motivating to lead the learners for further / extensive reading?

Intrinsic motivation is maximized when the students read the book with their own curiosity and interest. According to Ryan & Stiller (1991), intrinsic motivation results in high-quality learning and creativity.

The survey shows this book is intrinsically motivated for the target group. All the students answered this book was 'very fun' or just 'fun' and they participated in the learning process 'very well' and 'well'. Obviously, the ones who answered this book is 'very fun' answered they participated 'very well' whereas the ones who answered this book was 'fun' rather than 'very fun' answered they participated 'pretty well' rather than 'very well'. This also shows clear relation between motivation and participation. 16 out of 24 students answered this book was 'fun' because of the ending part which shows why Sid the Squirrel is silly. That means this book is fun enough for the learners to maintain their curiosity and interest to the ending part. However, this result comes out when they are asked to read only the story part. From the observation, the ones who were distracted by the exercise pages had different answers from others who answered the ending was the most interesting part. It's because they had lost the flow of the story by concerning the exercise pages. Therefore, the content of this book is fun and motivating but to maximize the learners' curiosity and interest, the exercise part should be separated from the story.



## IV. 2. E. DISCUSSION

Based on the research findings, ‘Silly Squirrel’ was slightly modified to suit the cognitive and linguistic level of learners and yet be fun enough to keep them motivated. The elements and revised factors will show overall conclusion of this research by actually upgrading the original version of the story.

First, the exercise pages were taken out and removed to the end to keep the story in one flow. This way, learners can actually read through just how you would do when you are reading extensively and enjoy the story without getting interrupted by practices every other page.

Second, the content of the story has been expanded from the original version, but the language level was kept within the range. Although the texts got longer, they are more repetition of same patterns, reinforcing the knowledge over and over. By adding another character Tiny the bird, it gives fuller story but since the language level is limited to the same level, it doesn't lose intrinsic motivations of the readers.

Third, the story is revised to be more informative by adding actual food that squirrels eat in the forest, such as berries and acorns. Eggs, lemon and sandwiches in the original version were not realistic and relevant even by given the fact that it is a fun story. Squirrels saving food for winter, living in a tree house, birds flying down to warmer south, leaves falling off the trees, changing its colours and so on are some of the facts of Mother Nature implied to the story.

Finally, although this book was purposefully written for grammar practice, the lesson was not so consistent. It touched bits and pieces of vary grammar areas but not mainly focused on any particular feature. The modified version didn't limit itself to grammar, but rather kept it free just to suit the language level. The story is fuller and has more contents than the original, but at the same time easy enough to keep students motivated. In this way, grammar will be picked up much easily by memorizing chunks of language that are repeated throughout the story.



Modified story of [Silly Squirrel]



This is Sid. Sid is a squirrel.  
He lives in a tall tree in the woods.  
He has a friend. His friend is a bird.  
The bird's name is Tiny.  
Tiny lives in the tall tree in the woods too.  
Sid and Tiny are very happy in their house in the tall tree.



One day Sid wakes up and goes outside.  
It's getting cold. Winter is here.  
Tiny is cold, too.  
Sid is hungry. Tiny is hungry, too.  
It's time to get ready for winter.



Sid climbs down from his tree.  
Sid looks for food.  
Tiny helps Sid to look for food, too.  
Can you see any food?



Sid finds an apple.  
He is a happy squirrel. The apple is round and red.  
He finds an acorn too. The acorn is oval and brown.  
Sid takes the apple and the acorn back to his house in the tree.  
Tiny follows his friend.



Sid puts the apple and the acorn in his house in the tree.  
Sid goes to look for some more fruit.  
Sid finds a pumpkin. The pumpkin is big and orange.  
He takes a pumpkin back and puts it in his house in the tree.





Sid is a busy squirrel.  
He goes out and comes back.  
He climbs up and he climbs down.  
He looks here and he looks there.  
Sid finds an egg. He finds berries, too.  
He takes them back to his home in the tree.  
Now, his home is full of food.



Sid is ready for the long cold winter.  
Tiny says goodbye to Sid and flies off to find a warmer home.  
**Oh no!** Sid's house is too full of food.  
There is no space for Sid in his tree house.  
Sid is a *silly squirrel*.

