

*Professional
Teaching
Portfolio*

*Graduate School of TESOL
Fall, 2013
Jungwhan O*

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Introduction

The purpose of this portfolio is two-fold. First, I would like to demonstrate my experience and ability as a teacher trainer as well as an English teacher. Second, I would also like to represent my overall accomplishment and development as a credible teaching professional through the 4-semester M.A. program in TESOL at Sookmyung Women's University.

I have designed a process portfolio as an evidence to show my capability as a teaching professional and my accomplishments and developments through the 15-week practicum course in particular to my future employees.

This portfolio consists of the following components:-

1. My curriculum Vitae with copies of degree and SMU TESOL certificate to demonstrate my educational background and professional experiences
2. My philosophy and beliefs about teaching English
3. Detailed descriptions about the courses that I have taken through the M.A. programme at Sookmyung Women's university
4. Some of the lesson plans and teaching materials for high school students with their works and reflective journals
5. The action research project to improve high school students' reading skill a



Section 1. Personal Information

- **Curriculum Vitae**
- **Degree and Certificate**
- **Teaching philosophy**

Curriculum Vitae

Personal Details

Name :Jungwhan O

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Education

Sookmyung Women's University : August 2010 – August 2015 (Expected Graduation)
-M.A. TESOL, Graduate School of TESOL, Sookmyung Women's University,

Sookmyung Women's University : August 2008 – December 2008
- TESOL Certificate programme

King's College, University of London, UK: September 1989 – June 1992
- BSc. in Mathematics and Computer Science

Work Experience

<Teacher Trainer for EFL Teacher Training Programme : Aug 2009 – Present>

IETTP (Intensive English Teacher Training Programme), Seoul National University of Education

- Give lectures in the Intensive training course for in-service primary teachers of English on “Activity based language teaching” and on improving their English proficiency.
- Give lectures in the intensive programme for the fluent speakers of English who are to be posted to primary schools as English teachers on teaching methodology.

IETTP, Gyeongin National University of Education

- Teach English conversation classes to in-service primary teachers of English
- Give lectures in the Intensive training course for in-service primary teachers of English, i.e. giving lectures on teaching methodology, and teaching by CLT (Communicative Language Teaching) approach.

<British Council, Korea:October 1992 – February 2007>

Mar 2002-Feb 2007 : Human Resources and Office Manager :

- Responsible for the maintenance of the quality, operational efficiency and cost effectiveness of all Council premises and facilities (including office building and UK staff accommodation, equipment and assets) in accordance with the standards and



purpose of the British Council Head Office in London and in conformity with local regulations.

- Provided assistance to all staff on administrative matters including HR matters and defining and organizing staff training.

Mar 2000-Feb 2002 : English Language Teaching & Examinations Manager :-

- Responsible for managing the development, delivery, monitoring and evaluation of English projects in Korea by drawing up annual project plans with the consultations of appropriate UK and Korean ELT specialists.
- Provided support for the development and maintenance of effective working relationship with key UK and Korean ELT associations, so as to bring the mutual benefits and enhance future working prospects.
- Provided support for the planning and delivery of in-country and UK-based Teacher Development courses by liaising with various Korean universities, Educations offices, and teacher training institutes.
- Responsible for the support of developing effective testing system in Korea, and introducing effective UK English tests in Korea.
-

Oct 1992-Feb 2000 : Administration Manager of English Teaching Centre:-

- Responsible for the smooth running of the English Language Teaching Centre including the support for the recruitment of British teachers.
- Provided support to teachers and management for the design of the courses.
- Act as a main point of contact for Korean customers for the pedagogic counseling.

References available upon request.





재4746 호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Jungwhan O

오정환

국제영어교사자격증

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

교육기간: 2008. 7. 31 ~ 12. 18
전공교육과정: TESOL
2008년 12월 18일

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 : July 31, 2008 - December 18, 2008
Specialization : TESOL
December 18, 2008

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한영실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han



UNIVERSITY OF LONDON

Jungwhan O
of
King's College London

having completed the approved course of study and passed the examinations as an Internal Student in the Faculty of Science has this day been admitted by the Senate to the Degree of

BACHELOR OF SCIENCE

with Second Class Honours (Lower Division)
in the following Field of Study : Mathematics and Computer Science



S.R. Sturland
Vice-Chancellor

J.P. ...
Principal, King's College London

1 August 1992



Teaching Philosophy

“Learning another’s language means reaching out to others across cultural and linguistic boundaries. It is our most important link to the world around us. It is culture in motion. It is people interacting with people.”

-by Savignon

The history of English education in secondary level such as middle school and high school in Korea goes back more than 50 years and there has been much concern over the effectiveness in relation to the amount of time and effort that has been put into it and its way forward. The school system has always been interconnected and influenced by the university entrance test which heavily focuses on testing the reading skill by acquiring the knowledge of grammar and vocabulary. Students learn many difficult grammar rules and words by heart to be able to translate texts written in English into Korean and the only motivation to learn the target language is to perform well in the test. However, as stated by Savignon (1983) language is a tool to forge connection with other people, rather than a system to be studied, and I believe that students should learn to use the language to communicate with each other and not to get high score in the exam.

As a teacher, I seek to help my students make this connection through improving their communicative abilities in English. First of all, I try to create real world connection by creating authentic tasks using authentic materials. This will increase students’ motivation for learning and make them be exposed to the ‘real’ language. In addition, authentic materials will provide some cultural information to students while they will support a more creative approach to teaching for teachers.

Second, I try to increase student participation by incorporating small groups work and discussions, which gives more students the opportunity to speak. This is beneficial to everyone as they do not have much opportunity to speak English outside the classroom, particularly to those who are more reluctant to speak in front of the class. Students who work together also have the opportunity to learn from each other. According to Vygotsky, interaction is essential to the development of individual thought and learners working together within the ZPD (Zone of Proximal Development) of each other can foster their second language learning through an exchange of ideas and perspectives. Therefore, I try to create authentic tasks to promote meaningful interaction among students where, in particular, more capable students can provide scaffolding to those who are weaker and vice versa with careful consideration in designing the task, helping each other to improve.



Third, through the group works and more student-centred approach, I try to create a relaxed atmosphere in the classroom to help reduce their learning anxieties and hence boost their learning progress. According to Krashen (1982), anxiety, stress, or tension may hinder a learner's ability to learn. Therefore, students will be more willing to express their ideas freely when they feel comfortable, which will lead to developing their self-confidence in language learning.

Last, I try to adopt a reflective and flexible attitude in both planning and delivering lessons. I deal with all different students everyday, each with exceptional in his or her own special way of learning. They have different needs, desires, motivations, interests, learning styles, strengths, and weaknesses, constantly providing me with unique challenges and opportunities. Therefore, it is very important to reflect systematically to change and improve my own teaching practice in order to make it appropriate for those whom I teach. In addition, taking reflective attitude allows me to be more flexible in my thinking, more receptive to new ideas, and more organized in my approach to identify and solve problems. As Johnson (2003) points out, reflective and flexible attitudes serve as a means of improving teachers' problem solving skills and their attitudes towards professional development and class change, as well as increasing their confidence and professional self esteem.

In summary, I hope that through all these techniques students will find learning English interesting and exciting, since that is what makes them more likely to be motivated to reach their learning goals. In the end, my ultimate goal in teaching is to help students reach their language learning goals in order to become competent English users, rather than English learners.

References

- Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia(Ed.), Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle.*
- Savignon, S. (1983). Communicative competence: theory and classroom practice. Reading, MA: Addison Wesley*
- Johnson, K. (2003). Designing language teaching tasks. NY: Palgrave*
- Brown, H. D. (2000). Principles of language learning and teaching (4th edition). White Plains, NY: Addison Wesley*
- Saville-Troike, M. (2006). Introducing second language acquisition. Cambridge: CUP*



Section 2. Professional Development

- **Overview of Practicum**
- **Lesson plans and materials**
- **Reflective Journals**
- **Students' works**

Sookmyung Women's University

Graduate School of TESOL

Practicum I

Overview - Fall 2013

Overview: This three-hour-per-week course has as its main component the running of a detailed Action Research project to be conducted individually by the Practicum participants within their own teaching setting. It is requirement of the practicum that each participant teaches a class throughout the semester. In the course, participants will be guided through a detailed Action Research project that requires them to reflect critically on their own teaching situations and implement substantive changes to their own teaching situation. In doing so, participants will get a chance to critically reflect on their own teaching situation and will also find ways of enhancing their own teaching.

Objectives: This objective of the Practicum I course is to give the students an opportunity to evaluate, design, and implement elements of practical curriculum design and pedagogy into their own teaching situations. Basically what we want to do in this class is have the students develop and evaluate classroom techniques and approaches based on innovative theories and models that they should have learned about in the MA program. The focus here will be on evaluating and enhancing their teaching situations based on accepted principles of language learning and linguistic development. In addition, the emphasis will be on getting the participants to integrate more productive and meaningful language practice onto their preexisting teaching situations. Participants are required to video record and make presentations about their interventions for the Action Research project. The goal, then, for the Practicum, is for students to develop an awareness of their own skills in the classroom. By the end of the course, students should have clearer ideas about how to critically analyze their own classroom environments and initiate positive changes into those environments.

Texts and Materials

Richards, J. and C. Lockhart. (1996). Reflective teaching in second language classrooms.

Cambridge: Cambridge University Press.

Bullock, A. and P. Hawk. (2009). Developing a teaching portfolio (3rd Edition). Upper



Saddle River, NJ.: Pearson Education.

Sookmyung Women's University

Graduate School of TESOL

Practicum II

Policy- Spring 2013

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

Objectives: The key objective of the Practicum II course is to give the students an opportunity to reflect on and evaluate their performance in the classroom as well as their professionalism as teachers in a low stress environment based on critical concern and caring. Basically what we want to do in this class is have the students reflect on their roles and performances as English teachers in the foreign language classroom. We will be doing this through the online writing of reflective journals and lesson plans, posting responses to the reflections of others and discussing these in class, making presentations, and creating a high-quality professional teaching portfolio.

Texts and Materials

Bullock, A. & Hawk, P. (2009). Developing a teaching portfolio (3rd edition). Upper Saddle River, NJ: Pearson Education.

Constantino, P. & DeLorenzo, M. with Tirrel-Corbin. (2009). Developing a professional teaching portfolio (3rd edition). Upper Saddle River, NJ: Pearson Education.



Lesson Plan 1

Part II - Teaching reading	
Duration: 60 minutes	Grade Level: HS 2 # Students: 20
<p>Terminal objectives : Students will be able to</p> <ul style="list-style-type: none"> -read through the text without direct translation into Korean to get general understanding of the text. -distinguish supporting details for a main idea within a paragraph. <p>Enabling objectives : students will</p> <ul style="list-style-type: none"> -discuss about the paragraph before reading. -read the text broken down into paragraphs by themselves without teacher's translation. 	
<p>Materials: test sheet (for the purpose of diagnostic assessment), a text (about "pet waste") from the textbook cut in strips of paragraph, pictures of different "dog signs" around the world.</p>	
<p>Introduction (15 min.)</p>	<p>Greeting</p> <ul style="list-style-type: none"> - T and Ss Exchange greetings - T asks Ss to put away the textbook <p>Review-diagnostic assessment</p> <ul style="list-style-type: none"> - Ss take a short written test based on the reading passage learnt in the previous class.
<p>Development (30 min.)</p>	<ul style="list-style-type: none"> - T sets up a context by telling them about her travel experience to UK and shows some unusual signs found in the park. Ss look at them and talk about what they might mean. - T shows some more from different places and Ss talk about them with T. - T gives out a strip of introductory paragraph and ask people to read. T asks Ss what the text will be about (it's about pet waste). - T asks Ss about some possible problems regarding pet waste and give them a second strip of paragraph talking about three problems regarding pet waste. When Ss finish reading T asks Ss if the text mentions any problems which they have talked about and what else the text mentions which they haven't thought of. - T asks Ss what could be done to solve the problem regarding pet waste and Ss talk about them again with teacher. - T gives Ss a third strip of paragraph talking about some possible solution to pet waste and ask Ss to read it. When they finish reading it T asks them again if the text mentions the same solutions that Ss have already discussed and any other solutions which Ss haven't thought of.
<p>Consolidation (10 min.)</p>	<ul style="list-style-type: none"> - T gives Ss three more strips each of which contains one rather long sentence providing supporting details to problems regarding pet waste. Ss are given each strip one by one and asked to read through the whole passage to find where each sentence should be inserted.
<p>Closing (5 min.)</p>	<ul style="list-style-type: none"> - T asks Ss to write down one thing they liked most and one thing they liked least. - T finishes up the lesson and says good bye.





Materials 1

< slip 1. >

No Pet Waste, Please!

More and more people around the world choose to keep a pet for one reason or another. Many of them often take their pets to public places like parks and beaches. There is nothing wrong with that as long as they clean up after their pets. Unfortunately, some pet owners do not.

< slip 2 > Pet waste is a serious issue for three main reasons. First, cleanup is costly because pets leave a huge amount of waste in public places.
Second, pet waste is a threat to public health. It sometimes contains dangerous parasites like roundworm eggs.
Finally, people can slip because of pet waste and get injured.

< slip 3 > Efforts are being made around the world to solve the problem. Authorities are putting up pet waste signs in public places, which means "Clean up after your pet. It is not just good manners but the law." Some parks now have pet toilets, and others have "doggy bag" dispensers. In Singapore, you can be fined up to \$600 if you do not clean up after your pet.

< slip 4 > They can remain in the ground for years, posing a health risk to anyone who touches the ground and then their mouth. Children and people in wheelchairs are the most common victims.

< slip 5 > In Paris, over 600 people a year are treated in hospitals after slipping on pet waste.



Reflective journal 1

Material adaption

The text was about pet waste and it consists of three paragraphs, introduction, three problems regarding pet waste, and efforts made to solve the problems. The text was twice as long compared to the previous one and the second paragraph mentioning three problems was the longest as each reason was supported by details. To make the text shorter I took out three supporting sentences from the second paragraph. I then cut out each paragraph into strips and also three more strips of supporting sentences from the second paragraph.

What happened in class

I began the class by telling them about my travel to UK with my family last Christmas. My story goes like “As our family couldn’t go anywhere on Christmas day as all the shops were closed we decided to go to Hyde park which is the largest park in London. In the park were quite a lot of people taking a walk, some with families, some with bicycles, and many with dogs. The grass was so green even in winter and being so fascinated by that my son began to run in the grass field. But soon, he fell down and we found that he treaded on dog dung and slipped. We had to come back to our hotel and on our way out we noticed some strange signs. I will show you.” Then I showed some dog signs, i.e. dogs should be on leash, you should clean up after your dog. Students looked at them and guessed about what they meant which they did quite well. I showed some more of dog signs found in other places, i.e. dogs are not allowed, guard dogs on the premises, fines will be charged if you don’t clean up after your dog etc. and students guessed their meanings quite well.

I gave them the first strip of introductory paragraph to read and asked them to find out what the text will talk about. After finishing the reading I asked “what is the text going to talk about?” and a student replied “pet waste” and other students nodded their heads. Then I asked “OK, what would be the problem with pet waste?” and a student answered “it’s dirty” so I asked again “why is it a problem?” and another student replied “because it makes me feel unpleasant”, another student said “because it is unhygienic”, another student also said “because it pollutes the air”, and they all laughed. Another one said “ it’s also dangerous” and I asked “why?” and she said “because people can step on it and slip and they can get injured” As they talk about all this I wrote them down on the board.



When finished reading the first strip I gave them the second strip of paragraphs and ask them to find out if any of their ideas was mentioned in the text. After reading it they all defined two of their ideas in the text, i.e. “it’s a threat to public health” and “people can slip”, and also one which they have not thought of, i.e. “it’s costly to clean up a huge amount of pet waste in public place”. I asked them how they understood the sentence “it’s a threat to public health” equals “unhygienic” they replied “we know what health means and also in the next sentence we saw a word “dangerous”, so we guessed it is something dangerous to the health” and I gave the exact meaning of “threat to public health” and they all nodded. I asked if they know what costly means and nobody answered, so I gave another word for costly, expensive, and they all nodded. I ask them “what can we do to solve these problems?” and a student replied “we can put up signs in public places”. Another one said “we can make a law to pay fine if people don’t clean up after their pets”, a girl at the back said “we can have special people in public places to watch out for dog owners who do not clean up after their pets” and they all laughed. Another girl said, “how about making dog toilets?” and some looked a bit surprise by that idea. Again, I wrote all of their ideas on the board.

As no more ideas were coming out I gave the third strip of paragraph and again, asked them to find out if any of their ideas was mentioned in the text. After reading it they were all surprised to find all of their ideas were actually mentioned in the text. I asked if the text mentions any other solutions and they read out, “doggy bag dispensers” as written in the text. When I said “correct!” a girl asked for the meaning of “doggy bag dispensers” so I gave example, “if you go to underground stations you can buy drinks from machine, and it is drink dispenser. And these days, you can even buy some chocolates from machines and they are chocolate dispensers.” Students say “ahh...” and say its equivalent in Korean. Another student asked “what is doggy bag, is it a special bag for dog?” so I explained that it’s a plastic bag and we talked about how doggy bag dispensers can be a solution.

I gave out fourth strip of a supporting sentence cut out from the second paragraph (which says “Everyday about 160,000 dogs leave almost 16 tons of waste on city street in Paris alone, and nearly \$13 million is spent on cleanup every year”) and asked students to find where it should be inserted and students had no difficulty in finding it, i.e. after the reason which says “it is costly. I asked how they knew and they said, “because of \$ sign, and the word “clean up”. Two more strips of supporting sentences were given out to students in the same way. Then I asked students, as a very last activity, to write one thing they liked most and one thing they liked least. They gave me their feedback anonymously and said goodbye.



What worked and what did not worked

Students seemed to be motivated well by the pictures of different dog signs. They were also participating well in the discussion before they read each paragraph and this seemed to help them process the passage despite of many unknown words and not being able to translate each sentence exactly into Korean. They also responded to my questions quite well and didn't seem to worry too much about providing wrong answers. In addition, students did not realize that they were processing a long passage as they were reading a paragraph at a time. Overall, students seemed to interact with me, asking as well as answering, quite well without worrying too much and enjoyed the class.

However, they seemed confused about too many strips of paper and felt unsure about not understanding the text completely as not enough(or exact) explanation(or translation) was provided with regard to unknown words or sentences. Although the class interacted with me quite well no interaction among them was taking place. Also, my intention for them to realize the supporting sentences for the main ideas got faded away by bored them with too many strips of paper and not varying the activity. Also, maybe I shouldn't have put it at the very end of the lesson when their concentration was reaching at its end.

Student feedback

We liked :

- ✓ It was easier to read and understand the text because of the detailed explanation of the background information.
- ✓ It was interesting to look at many different dog signs around the world, which gave me a taste of different culture.
- ✓ The long passage was made easier to read as it was given bit by bit. I didn't realize I read such a long text.
- ✓ Discussion before each reading help me think about the content of the text, which was helpful when I read it myself.
- ✓ I liked the change of atmosphere. I felt like having a chat rather than studying.

We did not liked :

- ✓ I didn't feel that I have learnt anything.
- ✓ Only getting the general idea of the text without knowing exact meaning of each sentence.
- ✓ Not providing detailed and exact explanation of all the unknown words.



Lesson Plan 2

Part I - Teaching reading	
Duration: 55 minutes	Grade Level: HS 2 # Students: 20
<p>Terminal objectives : Students will be able to</p> <ul style="list-style-type: none"> -read through the text without direct translation into Korean to get general understanding of the text (practise skimming) -distinguish supporting details for a main idea within a paragraph. <p>Enabling objectives : students will</p> <ul style="list-style-type: none"> -discuss about the passage before reading. -skim through the passage by themselves without teacher's translation. 	
<p>Materials: test sheet (for the purpose of assessment on the previous reading), a text ("Are you listening?") from the textbook adapted to include the main passage only</p>	
<p>Introduction (15 min.)</p>	<p>Greeting</p> <ul style="list-style-type: none"> - T and Ss Exchange greetings. - T asks Ss to put away the textbook. <p>Review- assessment on the previous reading.</p> <ul style="list-style-type: none"> - Ss take a short written test based on the reading passage learnt in the previous class and check the answers together with the teacher when finished.
<p>Development (30 min.)</p>	<ul style="list-style-type: none"> - T sets up a context by telling them about the quarrel she had with her daughter over the weekend and ask Ss if they have ever had quarrels with their mothers and what made them angry while they talked. T also asks them how they want to be heard. - T gives out the first part of the reading passage, "understanding poor listening habit", and ask Ss to skim though it. - When finished T asks Ss what the text is about and asks them to transfer (write) the main points into the chart provided. - Ss are asked to compare their chart in pairs before they talk about it with T as a whole class. - T asks Ss to turn the page over and read through the second part of the passage, "Becoming an active listener". - When finished T basically does the same thing again, i.e. asks Ss what the passage is about and to write down the main points on the chart provided. - Ss are asked to discuss in pairs what they have written before they discuss it with T as a whole class.
<p>Consolidation (10 min.)</p>	<ul style="list-style-type: none"> - T gives Ss a short introductory paragraph to read and ask them where the paragraph should be placed. - T tells Ss that they will study vocabulary in more detail with after the break.



Materials 2

Understanding Poor Listening Habits

When someone is talking to us, we sometimes do not pay attention because we are caught up in our own thoughts. This is when we “space out” during conversations. When we do this, the speaker may feel as though he or she is talking to a wall. The speaker will most likely not want to speak any further.

More commonly, we pretend that we are listening by making empty comments such as “Yeah,” “Uh-huh,” or “Sounds great.” We can fool the speaker for a minute or so, but he or she will soon find out that we are just pretending to listen. The speaker feels that he or she is not important enough to be heard.

On some occasions, we listen selectively. In other words, we pay attention only to the part of the conversation that interests us and ignore the rest. For example, your friend may be trying to tell you how it feels to be in the shadow of his talented brother in the band. All you hear is the word “band,” and you say, “Oh, yeah, the band! I’ve been thinking a lot about it lately.” If you only talk about what you want to, chances are you will never develop lasting friendships.

At times, we listen only to words. However, there are other factors that we also need to consider to fully understand a speaker’s hidden intentions. These intentions are reflected in non-verbal language such as gestures and facial expressions. Also, the tone of the speaker’s voice is a sign of the speaker’s feelings. When we fail to notice these factors, we will end up making inappropriate responses and hurting the speaker’s feelings.

Finally, we sometimes try to understand everything only from our own point of view. We assume the other person feels the same way we do. When we do such self-centered listening, we make judgments about what the speaker is saying and give advice that seems inconsiderate. This makes the other person reluctant to say any more.

Problem : Poor listening habit
1.
2.
3.
4.
5.



Materials 2

Becoming an Active Listener

Active listening means much more than breaking all these bad habits. To listen actively, you need to keep some points in mind.

Listening involves more than simply hearing what the other person is saying. In fact, only 7 % of what we want to say is communicated by means of words. The rest is expressed through non-verbal language (53 %) and the tone of voices (40 %). So, listen with your eyes, heart and ears!

To become an active listener, take off your shoes and put yourself in another's. You must try to see the world as the other person sees it and try to feel as he or she feels. If you stand in someone else's shoes, you will be able to look at things from their perspectives, achieving better understanding. Remember that conversation is not a competition, but a process of sharing ideas and perspectives.

It is also important to practice mirroring while listening. A mirror does not judge or give advice; it just reflects. Repeat back in your own words what the other person is saying. Mirroring is not the same thing as mimicking. When you mimic, you repeat the exact words without feelings. When you mirror, on the other hand, you repeat the other person's meaning in your own words in a caring manner. Below are some phrases you can use when trying to practice mirroring.

Suggested solutions : Tips on active listening
1.
2.
3.
4.
5.



Reflective journal 2

Material adaption

As I taught this lesson with my co-teacher, we chose a long text which couldn't have been covered in one lesson in usual GT approach. The title of the text was "Are you Listening?" and it consists of three parts, a short introduction, understanding poor listening habits, and becoming an active listener. To help students skim the text better the original text was modified one A4 size paper. On the front of the page was the second part of the text comprising of 5 paragraphs with a chart underneath to transfer the main points into it. On the back was the third part of the text comprising of 4 paragraphs again, with a chart underneath to transfer the main points into it. The introductory paragraph was cut into a strip.

What happened in class

After asking students how they spent their weekend, I started talking about how I spent my weekend quarreling with my daughter. Then, I asked students if they got on well with their mothers and some of them answered that they also had a lot of fight with their mothers. I asked again if they have a chat with their mothers often and lots of them answered no. At this point, I asked students to think about what made the conversation with their mothers difficult and some of their answers were, "because mommy doesn't understand me", "because mom only talk and not listen", "because mom doesn't really concentrate on my talk, and seem to be somewhere else", "because she always says I am wrong and she is right". I wrote all of these down on the board in English as they were talking. I asked students how their moms could be described and some of them answered, "bad listener", "monster", and we all laughed.

After this, I asked students to think about how they would like their mothers to change while they have conversation and some of their replies were, "mom should pay more attention to me", "mom should try to think from my point of view", "mom should just listen", "mom shouldn't criticize me" etc. Again, I wrote all of these down on the board and asked students how mom can be described if they change, and they all replied "good listener".

Now, I gave them a sheet of paper with the text and asked to look at the second paragraph titled as 'understanding poor listening habits'. I asked them how we could describe moms now and they answered "poor listener", and I asked again to find out how many poor listening habits the text would mention and a girl replied "five" and I asked how she guessed,



so she said “because there are five paragraphs”. I said it was right this time, however, it might not always be the case, which they would encounter quite soon. After that, students were asked to read through the text and underline each sentence which described the poor listening habits. I also asked them to compare and discuss their in pairs. As students were reading and talking in pairs I went around the classroom to see how they were getting on. When finished we all discussed about the five poor listening habits and compare with what had been written on the board.

The class basically did the same thing with the third part of the text titled “Becoming an active listener”. When finished, students were given a paper with introductory paragraph and asked to read through to find out where this should be placed. Students easily found out this should come at the beginning of the text. I praise them and said they now would study the unknown words in more detail with another teacher.

What worked and what did not worked

As Students seemed to be confused about too many strips of paper in the previous class I tried to put the modified parts of text into a single sheet of paper which seemed to work better. Students were participating even better in the classroom discussion before they read each part of the text and this seemed to help them process the passage despite of many unknown words and not being able to translate each sentence exactly into Korean. In addition, students were processing much longer passage than the previous one, but didn't seem to worry about reading it by themselves and could still find the main points. I was particularly surprised to find that they were working in pairs quite well and they themselves found it helpful. Having students skim through the text before they study vocabulary (Top Down approach) helped them guess some of unknown words better.

However, they still seemed unsure about not understanding the text completely and felt uneasy about the changes made to the lesson. I also planned for students to fill out the charts in pairs, but due to the time spent on the discussion among them I just asked them to underline the main sentences instead. This was because I spent too much time on checking the correct answers for the written test with students at the beginning of the lesson. Maybe I should have managed the time spent for each stage of the lesson more closely in future. Nevertheless, it worked out rather positively as it helped students to realize where the main sentences and supporting sentences are placed in the text.



Student feedback

We liked :

- ✓ It was interesting
- ✓ It was very clear what to study by finding the main ideas while reading.
- ✓ It was easier to concentrate on the lesson because of the teacher' story at the beginning of the lesson.
- ✓ We were made to read the text several times on our own.
- ✓ It was good to study vocabulary in details after finding out the main points.
- ✓ Thinking and talking about the topic before reading helped us understand the text better despite of some unknown words in the text.
- ✓ It was easy to find out where a paragraph should be placed after reading the text several times.
- ✓ Discussing with friends to find the main sentences before checking with teacher helped me clear my mind a lot.
- ✓ Beginning to feel confident in reading without trying to translate all of the sentences in Korean.

We did not liked :

- ✓ There are too many questions asked by the teacher which was difficult at times.
- ✓ Felt worried about not knowing the exact meanings of all the words.
- ✓ Felt uneasy about not knowing (translating) the whole text in detail.
- ✓ Felt uncomfortable about being videotaped.
- ✓ Difficult to adjust to the new way of learning.



Lesson Plan 3

Part I - Teaching reading (55 mins) – Jungwhan’s part	
Author: Junghwan & Yunkyung	Grade Level: HS 2 # Students: 20
<p>Terminal objectives : Students will be able to</p> <ul style="list-style-type: none"> -recognize similarities and differences in the passage. -compare and contrast the information presented in the passage. <p>Enabling objectives : students will</p> <ul style="list-style-type: none"> -discuss about various lifestyles by looking at some pictures in groups. -be able to look for signal words that show similarities or differences. 	
<p>Materials: test sheet (for the purpose of assessment on the previous reading), a text (“Are you one of them?”) from the textbook, four sets of pictures showing different ways of life, a graphic organizer to</p>	
Introduction (2)	<p>Greeting</p> <ul style="list-style-type: none"> - T and Ss Exchange greetings.
Pre-reading Activity (20 mins)	<p>Activating Students’ background knowledge</p> <ul style="list-style-type: none"> - T puts Ss into groups of 5 making 4 groups in all and they will stay in groups throughout the lesson. - T gives a set of 2 pictures to each group and asks Ss to discuss and make a list of similarities and differences between the two pictures. - When finished T shows the whole class each set of pictures in turn asking each group to tell everyone their lists. At the end of listening to each group’s lists T gives other groups to add some more or give comments. - After the discussion, T pre-teaches some vocabulary such as nomads, urban homesteaders, vegetarians, home-schooling, retirement community.
While-reading activity (23 mins)	<p>Reading the text to understand comparisons and contrasts</p> <ul style="list-style-type: none"> - T hands out the copies of the text which consists of 5 parts each with subheadings: 1)choosing to be different (introduction part), 2)Modern nomads, 3)Learning out of school, 4)A small farm in the backyard, 5)A Disneyland for senior citizens. - T asks Ss to skim the first part of the text and discuss what the text is about. T also asks Ss to find the main sentence. - T asks Ss to read the second part, Modern nomads, and to compare with the list that they have come up with in the previous discussion. When finished, T asks Ss to identify the signal words used to make comparisons or contrasts in the text. - T does the same thing with the rest of the parts, i.e. third, fourth and fifth parts of the text.
Post-reading activity (10 mins)	<p>Review- assessment</p> <ul style="list-style-type: none"> - T gives out a graphic organizer with some gaps to fill in to review and summarize the passage. When finished, Ss are asked to compare their answers within their group before checking with T. - Ss take a short written test based on the reading passage learnt in the class and check the answers together with the teacher.

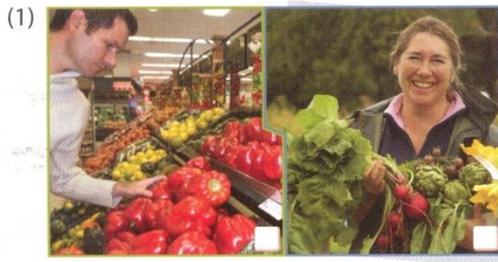


Materials 3

Prepare to Read

Look and Think

Look at the pictures. Which lifestyle do you like better? Share your opinions with your classmates.



Talk About Yourself



Examine the imaginary situation described in the box. If you were one of Mr. Urban's children, what would you say?



Mr. Urban, who has a wife and two children, works for a large firm in the city. All of a sudden, he decides to go to the country to farm.



Reflective journal 3

Rationales for the lesson plan

I arranged **students to sit in groups of 5** to begin the class:-

- to foster greater interaction among them: up to now, I have noticed that only some students were answering and participating in the whole class discussions. Therefore, in a small group, students will be more encouraged to talk and exchange their ideas and opinions.
- to lower their affective filters: Students will feel more comfortable to talk in small groups rather than talking to the whole class with the teacher, and hence they are more likely to participate in the discussion.
- to make the class more student-centred: by discussing in the small group without a teacher, they will take more responsibility to initiate the discussion and to come up with ideas.
- To scaffold each other to maximize their learning: students have different strengths, so some are better in contributing their ideas and opinions whereas others are better in reading/comprehending the text and vocabulary. Therefore, not only those students with strong vocabulary knowledge will provide scaffolding to students with weaker vocabulary knowledge but others with greater content knowledge can also provide scaffolding during pre-discussion stage.

I used **four sets of pictures**, each set with two pictures of contrasting life styles:-

- to activate their content-schema.
- to pre-teach or elicit necessary vocabulary.

I have provided some guidance for students **to notice the signal words** to make comparisons and contrasts after reading the text, and to compare their ideas with the author's:-

- to enable them to understand the text better despite of some unknown words.
- to teach them how to connect sentences to form a more coherent discourse.

I used **graphic organizer** which contains some bullet points of main ideas with some gaps to fill in to enable students:-

- to scan the text quickly to find appropriate words for the gaps, and hence be able to summarize the content of each part later on.
- to read the text again from the beginning to end confirming the meaning of the signal words and how each part is connected to compose the whole text.



What worked and what not worked

Students enjoyed working in small groups for reading. They participated well in the discussion to describe the two contrasting pictures and comp up with a list of similarities and differences. Most of students got engaged in the group discussion as they felt a lot easier to express their opinions without teacher involvement. This also had a positive influence on reading the text and spotting the similarities and differences. In addition, discussing the signaling words to talk about similarities and differences seems to help students guess and infer the meaning of the text even with many unknown words.

However, students were still struggling to fully understand the text and hence to notice similarities and differences. I really had to try my best not to provide Korean translation of some of the words and main sentences and it took rather long time, at least a lot longer than I have originally anticipated in my lesson plan, to process the text. In addition, I noticed some of the students got quite agitated by me not providing the direct translation. It seems that it takes really a while for students to learn the reading strategies so as to increase their reading speed.

Students feedback

We liked :

- ✓ Much easier to understand the text as some of the difficult vocabulary was taught first
- ✓ Fun to discuss the pictures in group which help comprehend the text
- ✓ Interesting to do the group work
- ✓ Good to have visual materials before reading the passage
- ✓ Interesting to learn many new words

We did not liked :

- ✓ Difficult to read the text due to the many unknown words
- ✓ Difficult to follow the new way of teaching
- ✓ Want to learn vocabulary through games
- ✓ Want teacher to translate the main sentences





Review the Passage

Organizer

Reading Strategy Tip
Read the passage again. Focus on contrasts between different lifestyles as you read.

Complete the organizer by filling in each blank with a word from the box.

1 Modern Nomads
- herd goats
- spend summers in the mountains and winters in the desert

2 Learning out of School
- choose home-based education
- form friendship with many different kinds of people by participating in community life
- spend more time enjoying activities with family

3 A Small Farm in the Backyard
care about the environment
- grow food and raise animals in the back city
- produce electricity and collect rainwater electricity

4 A Disneyland for Senior Citizens
live in a retirement community
- live a worry-free life
- look after one another and do many things together

- resist ~~retire~~
- electricity
- city
- mountains
- retirement
- worry-free
- friendship
- family

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Section 3. Action Research

- Abstract
- Introduction
- Context
- Intervention
- Findings & Results
- Discussion
- Conclusion
- Appendices



Abstract

With the development of many countries, English teaching and learning has become popular in the whole society. Simultaneously, it has aroused many questions which deserved further researching to make English teaching and learning more effectively. As to these questions, the study of vocabulary acquisition by foreign students may be the most important parts. Just as A.D. Wilkins (1972) said, “Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed.” For ensuring reading comprehension, vocabulary acquisition, as the smallest unit in English learning, is the most basic, decisive yet difficult part. In order for students to make sense of the text, they need to understand the meaning of the words within the text.

This report of an action research project involving two teacher researchers and twenty students focused on how action research helps the researchers to seek solutions to the problem and on how the approach facilitates the learning of reading strategies based on vocabulary for 10-week period, 100-minute lesson. The general design of this study was based on the concepts of the class characteristics, the action research process – posing a question, planning, taking action, observing, and reflecting as well as diagnostic teaching.

Data were collected through a number of instruments: pre and post assessment of reading comprehension and strategies, need analysis, classroom observation and reflection of teaching. Results reveal the learners’ development in their use of reading strategies, better self images, and more positive attitudes toward learning. This study suggests that action research can bring about change in the classroom by giving teachers a greater breadth and depth in understanding their own pedagogical practice and can lead to a more meaningful learning environment for learners. However, given certain limitations and difficulties in effecting change in teaching and learning, teachers and students should moderate any expectations of achieving rapid success.



Assisting learners to learn vocabulary and improve reading skill.

Yunyoung Son

Jungwhan O

- 1) How can we assist students to learn the vocabulary more effectively?
- 2) How can we assist students to improve their reading skill without direct translation into Korean?

1. Introduction

As long known to language teachers and researchers, strong correlation between vocabulary and reading comprehension has established. According to E.D. Laufer (1989), learners whose vocabulary size gives them 95% coverage of the words in the text are able to reach an adequate level of comprehension. He also finds that if a learner has less than 3000 words, his academic ability does not compensate for it to help comprehension. So it is necessary for English learners to have a large vocabulary. What is more, a learner with a great many words in his vocabulary has the ability to use various strategies to establish the meanings of new words when they encounter them in the reading, and interested in more and learn more new words, but on the other hand, the one who has not often struggles to achieve comprehension, and his frequent frustration usually leads to less reading, which, in turn, deprives him of less opportunity to see and learn very many new words. In terms of vocabulary development, good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words.

The efforts to know adequate amount of vocabulary knowledge is very necessary for good comprehension. But establishing exactly what it means to know a word is no easy task. The harder they try, more frustrated they feel. Confusion and frustration eventually force them to lose all their interest in vocabulary and English. One of the reasons is the way of their vocabulary learning: the straight translation and rote learning. It does not help to form in the



mind wide association with other words, thus cannot store long in the brain. As we all know that, words are stored and remembered in a network of associations. Words in our mental lexicon are tied to each other not only by meaning, form and sound, but also by sight and by other parts of context in which we have learned or experienced them.

Another reason for the failure of vocabulary learning is that many foreign learners rely too much on translation. They have used to translating every English word into their own language, even in the reading comprehension, which makes them feel “safe”. And they will confuse one English word with other unrelated words because of similar meanings in the native language. Memorizing single equivalent in mother tongue makes them poor at understanding a word in the various reading contexts, not to mention in the listening and using it in speaking. So this bad habit impairs their abilities to use them appropriately, and it is not strange to forget easily. No one can deny the importance and necessity of expanding vocabulary, but the key is to find a proper method to achieve it that enables learners to retain and use words correctly.

2. Context of the study

2.1. Students' profile

This action research is being conducted for 11th grade high school students of 20 girls at commercial high school. They have learned English since they were 3rd grade in elementary school. Their general academic proficiency is ranging from 50% to 65%, consulting their GPA from middle school. As most of them do not have any experience taking English test such as TOEFL, TOEIC, or IELTS, it is not easy to identify their exact proficiency level. Just with the result of diagnostic test for vocabulary and reading, not all of them, but the majority can be assumed around intermediate moderate level.

Being different from other regular high schoolers, participants have their own major: Nursing and Dental Health, and upon finishing the school, they can have the job as nurse assistants or be benefited for entering university. As this school does not offer any regular English classes to 2nd graders, they register this lesson as the afterschool class. They are going take 100 – minute lesson on every Monday.

As vocational school students, differently from other regular high schoolers in Korea, students have their own majors: Nursing and Dental Health. After 3-year of school, they are going to have a certificate for nursing aid and with this certificate, they can have a job as nurse assistants or be benefited for entering University thanks to the pre-studied subjects



concerned with nursing and the practices at hospitals during summer and winter vacations. Some students intend to get jobs after graduation while others try to go to university. In either case, their major in high school might be directly related or not related.

Consulting their academic or English language background through a survey, most of the students do not get tutored privately because parents cannot afford to it. If any, there are very few students who get private education of English, such as *hakwon* or private tutoring. Actually, even those who are tutored are still incompetent at English and inconfident. Noticeably, in spite of their official education since 3rd grade in elementary school, they still do not recognize the ultimate necessity of English except for tests in school or exam for entering university. Moreover, the words or grammar they have already learned in junior high school, they are likely to forget them. In a word, they are not friendly with English and they feel overwhelmed to face new words and unfamiliar rules.

From the economical view point, most of them are below or around average socio or economic status according to survey done. Of 20 students, none of them has experiences of visiting English speaking countries such as U.S.A to U.K. Even though they are very curious about the cultures of those countries, they do not imagine they can visit them in the future. For this reason, without personal or internal motivation, they are struggling to study English.

For the reasons above, the school should cover as many areas as possible while they are leaning at school and teachers are responsible for having students satisfied through learning English. Whatever they are learning or how much time is spent on learning English at school, it is advisable for teachers to satisfy students and parents and implant trust for English education in school.

2.2. Needs analysis

Each student is given a questionnaire consisting of questions about general views for English and the topics they are interested in or they want to cover through English lesson. After being analyzed, some data are extracted, which are the most available to consult to students' interest, motivation and their basic ideas about English. Followings are the details about the students' needs.

- 1) Why did you choose to take this class?
 - To improve English - 8 students
 - This was the only English class offered



- Want to study English – 6 students
- No regular English class for 2nd graders and feel urged to study English- 6 students

In fact, all the participants registered the class with their own motivations whether they come from intrinsic or extrinsic. Believing that English is necessary to learn and this is probably the only time for them to study, they want to learn English voluntarily. However, students do not have any specific aims for learning English. Even though they feel like studying English thinking that it is an international language, they cannot related that aspect with their individual motivation or future plan. It seem that this de-individualized goal makes the students demotivated in the process of the study.

1. What makes it most difficult?

- Grammar – to learn difficult rules
 - Confusing as there are many similar rules
 - No chance to apply the knowledge after learning
 - No similarity with Korean

In general, students assume that one of the most important parts in language learning is related to learning grammar and they still have the idea that without clear understanding of grammar, learning cannot be completed. In spite of the fact that structures are necessary for understanding and communicating, students do not have to be preoccupied they should know all the grammar.

- Speaking – many things such as pronunciation, grammar, vocabulary, sentence structure etc.
 - Lack of vocabulary

Actually, one of the main reasons why most Korean students learn English is to preparing for test whether it is for entrancing university or getting job. However, following the current trend for English teaching curriculum, most of the lessons try to focus on communicative aspects. Therefore, students think that speaking in English is very essential part of their learning English. However, different from that belief, they are still passive speaker because they keep an idea that they have to speak in perfectly correct sentence with native-like pronunciation. In addition, students' words proficiency is considerably insufficient for expressing their opinions.



- Listening – not much chance to listen to English and difficult to distinguish pronunciation

In EFL situation, it is hard to find learners to be exposed to English outside of classroom. Listening skills are tied to speaking and pronunciation skills. Most likely if a student can correctly pronounce something and speak it in a natural and common way; she will understand it when she hears it spoken. Besides the pronunciation, the differences of structure cause students to be confused understanding what they are listening to.

- Writing – to write well we need to know both grammar and vocabulary
 - Lack of grammar knowledge

Writing in English is the least focused part in Korea because students do not think they have any chances to write in English in some time. In fact, students often have quite poor writing skills even at the sentence level. Besides, the writing test included in the exams is not actually creative writing. Students write down what they have memorized in the text or reorder the given words or phrases. Therefore, teachers need to take them back to sentence level and begin to teach them very basic structure and how to write simply. The more basic you get with your writing students, the better

- Vocabulary – can't memorize
 - There are so many words with similar meanings and pronunciation

Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. This is because learners believe that they should memorize the words and meaning without any context. Then, they just pour down words and struggle to directly translate the words. However, one way to alleviate the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible.

2. What do you expect from this course?



- To improve test score – 3 students
- To improve reading skill(ability to translate) - 6 students
- To learn more vocabulary -5 students
- To improve English so as to talk (with foreigners) even in simple English – 6 students
- To improve listening skill -2 students
- To improve English – 2 students

The result shows that students want to improve their reading proficiency, kind of ability to translate, in order to prepare any kind of test concerned with academical reason. At the same time, they are willingly to focus on communicating competence. Relying on these results, interventions for covering reading, communicating competence, and vocabulary simultaneously should be implemented.

3. Any comments?

- Want to include speaking
- More vocabulary

Looking at the results coming from students' personal opinions, two most noticeable answers can be found. First, they want to cover communicative area even they mainly deal with reading materials. It can be interpreted that students want their learning should be integrated. For this reason, teacher create lessons which can enhance student's reading competence and communicative competence at the same time. Second, students are likely to believe that their incompetence results from insufficiency of vocabulary. They have much difficulty in recollecting the words they have dealt in lessons. Besides, they even do not know how to memorize words effectively and how to relate preexisting knowledge and new information.

4. Extra opinions for general interests

Among several subjects, students are likely to be interested in travel most, followed by food and then the subject about movies is the third most like areas. As they are teenagers and their overall background knowledge is not sufficient enough to assist their learning. Therefore, this result is going to be helpful when we select the reading materials in that the text should be connected with what students are interested in. Besides, before the development stage in the teaching process, teachers try to activate



their schemata as much as possible and offer new information clearly. The more we are well informed about students' preferences, the more effective and motivation the lessons might be.

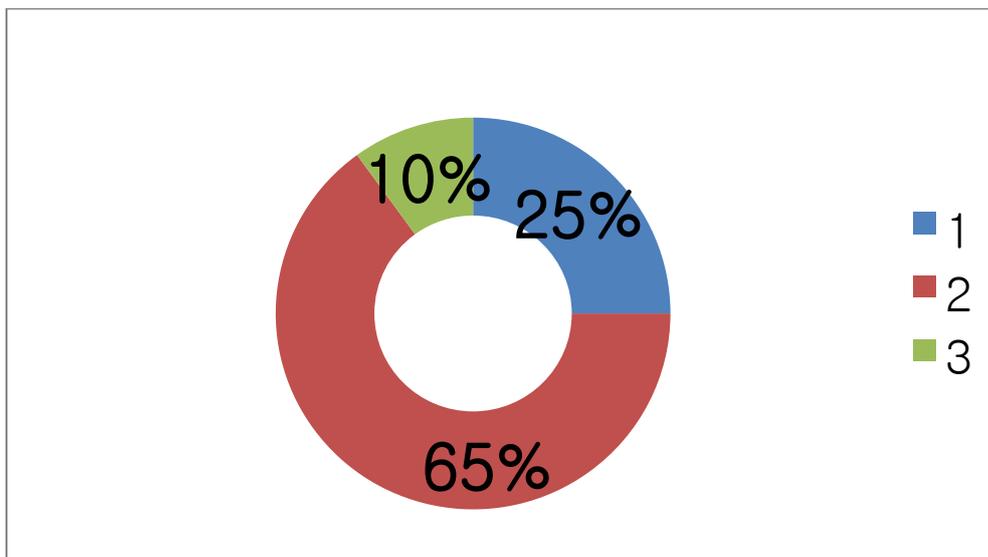
2.3. Diagnostic assessment

As an essential device, diagnostic assessment can be used to diagnose strengths and areas of need in all students and evaluate detailed data to understand students' knowledge and skills in a given learning area. The data assist teachers to plan for appropriate pedagogy and targeted learning to more effectively scaffold the learning needs of their students.

It was clear from the need analysis that the expectations of students from this course was two-fold : improving their English so as to get a high score from the school exams and from K-SAT, the university entrance test. Therefore, two different tests were given to the students. One was from K-SAT past paper consisting of a passage with three different types of questions, and the other was teacher-designed consisting of a passage from students' textbook with five different types of questions all of which were similar to those found in K-SAT.

As shown in Fig.1, 65% of students scored 2 questions correct, which means that the majority of students, 90 % of students, can get 1 or 2 questions right from 3 questions. Obviously, the ultimate goal of the course will be for these students to score 2-3 questions after the course.

Fig. 1 Number of correct answers from K-SAT past paper

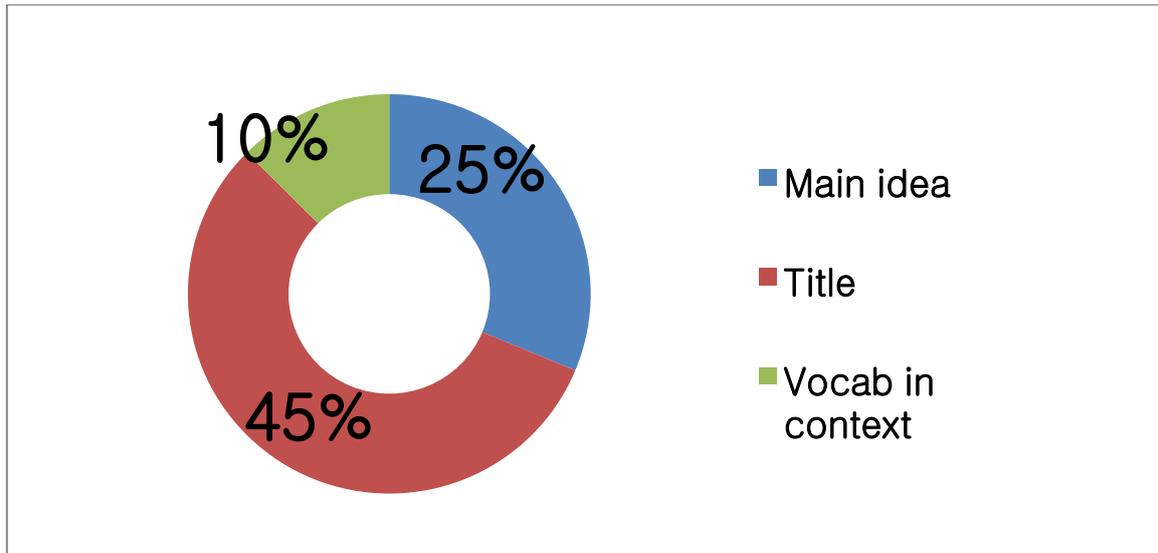


The questions from the K-SAT past paper were based on reading which students were



asked to read a short passage and answer three comprehension questions, i.e. finding the main idea and title of the passage, and filling the gap with an appropriate word. As shown in Fig.2 below, only 10% of the students could find an appropriate word for the gap and 25% could understand the text to find the main idea. In other words, most students need to improve their reading skill and vocabulary knowledge.

Fig.2 Question type of K-SAT



The second type of test was designed by the researcher teachers, which was based on a text from their textbook. The test consists of 5 different types of comprehension questions: finding the main idea, topic, filling the gap(s) with appropriate word(s), placing a sentence in an appropriate place in the text, making inference. The format of the test followed that of K-SAT, however, the text supposed to be easier in the sense that it was covered in the class a week before the intervention class began.

As can be seen in Fig.3 below, 66% of the students scored 2 questions correct out of 5 questions and the same percentage of students scored either 1 or 3 questions correct, and nobody scored more than 4 questions. Therefore, the test suggests that majority of students (83%) who scored 2 or 3 questions need to improve their score.

Fig.3 Number of correct answers from the teacher-designed test



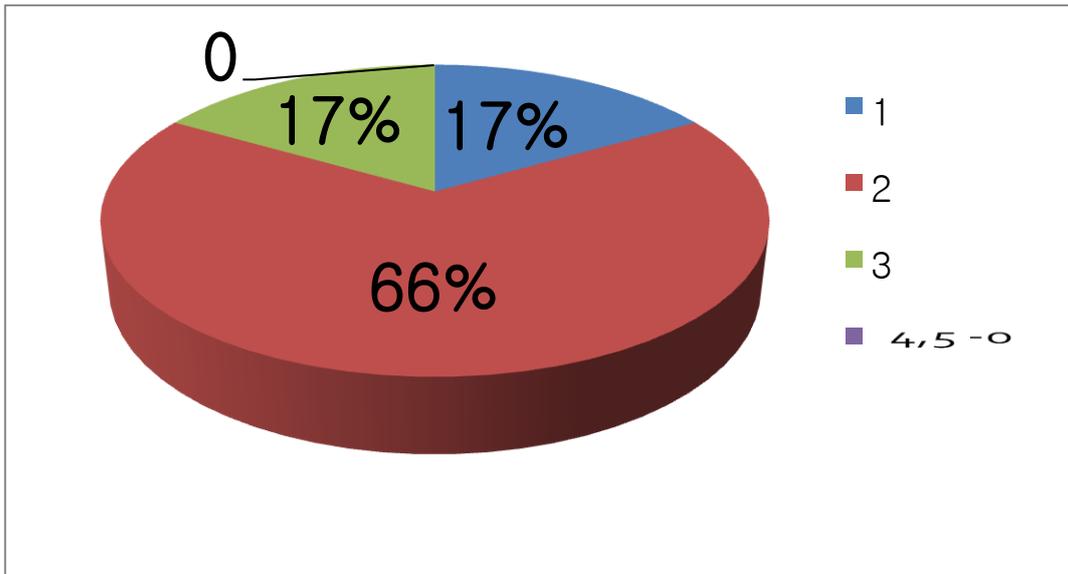
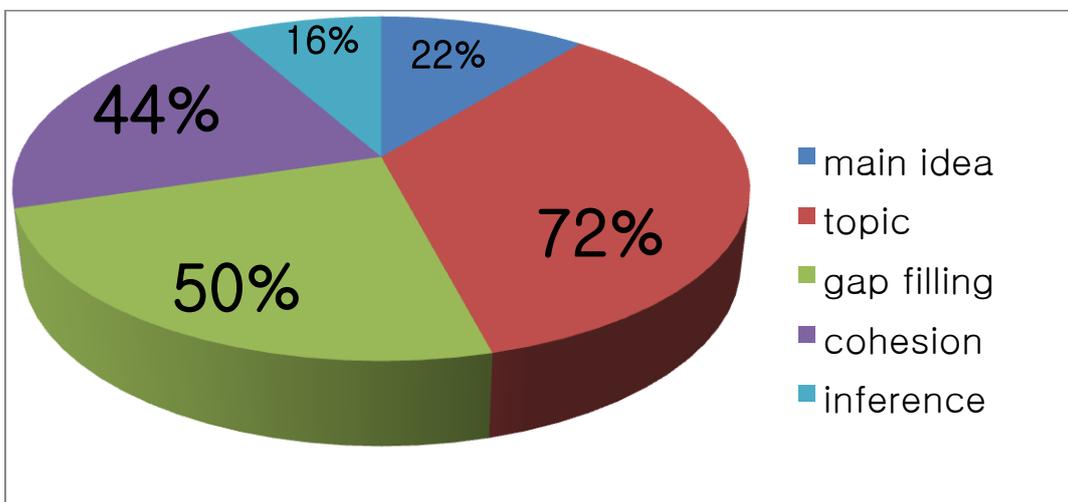


Fig.4 below shows that only 16% of the students scored right for finding main idea of the text and 22% scored correct for making inference. This suggests that students need to improve their reading skill, particularly to find the general idea of the text and be able to make inferences within the text.

Fig.4 Question type of the teacher-designed test



2.4. Class Observation

Overall, the class was well organized and the students were also very well behaved during the class. All the instructions were given in Korean. First, the teacher greeted the students and asked them to take out the vocabulary book which contained a list of 1000 words frequently appearing in K-SAT. The teacher basically went through the list, word by word, stopping at



some words which caused some difficulty or confusion to understand. For example, there was “inquire” in the list, so the teacher compared it with words, “enquire”, and “require”. She also tried to build on what they know already, for example, they knew the word “know”, so try to build “knowledge”, and “knowledgeable”. About 100 words were covered.

The next part was reading. The teacher asked students to open a certain page of the textbook and began to read aloud sentence by sentence. While reading she translated each sentence into Korean and explained any salient grammar points, and students were busy writing down her translation or explanation. There was hardly any interaction of any kind and if there was, it was restricted to the teacher asking simple confirmation questions while explaining grammar points or meanings of vocabulary. The approach taken was clearly Grammar-Translation method where the teacher was the authority who decided contents and the sequence of the lesson and source of knowledge which should be imparted down to students.

From the findings of the students’ current learning context by student survey, diagnostic assessment, and the current class observation, the following two research questions have been posed:-

- 1)How can we assist students to learn the vocabulary more effectively?
- 2)How can we assist students to improve their reading skill without direct translation into Korean?

3. Intervention

3.1. Literature review

For many decades the predominant method of language instruction was the grammar-translation method. This method is rooted in the teaching of the nineteenth century and was widely used for the first half (in some parts of the world even longer) of the last century to teach modern foreign languages (Richards and Rodgers 2001). Textbooks primarily consisted of lists of vocabulary and rule explanations. By and large, students engaged in translation activities. Little oral proficiency would result from the Grammar-translation Method, and students often were expected to go abroad and immerse themselves to become a fluent speaker.

With the demand for oral proficiency led to several counter and parallel movements



that laid the foundation for the development of new ways of teaching, Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce- Murcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Richards and Rodgers (2001) have reviewed a number of people's works on CLT and described several distinguishing features of it. As "communicative competence" is the desired goal, in CLT, meaning is paramount (Finocchiaro & Brumfit, 1983, cited by Richards and Rodgers, 2001). In socio-cognitive perspectives, language is viewed as a vehicle of conveying meaning, and knowledge is transmitted through communication involving two parts, for example, speakers and listeners, and writers and readers, but is constructed through negotiation.

As a consequence, "communication is not only a matter of following conventions but also of negotiating through and about the conventions themselves. It is a convention-creating as well as convention-following activity (Breen & Candlin, 2001, p.10)". Therefore, there are three elements involved in the underlying learning theory: communication principle, task-based principle, and meaningfulness principle (Richards & Rodgers, 2001, p.161).

Based on this perception, when applied to language learning, "functional activities" and "social interaction activities" (Littlewood, 1981) are consequently selected according to how well they engage the learner in meaning and authentic language use; learning is interpersonal to learn to communicate; attempt to communicate may be encouraged from the very beginning; dialogues, if used, centre around communicative functions and not normally memorized; and contextualization is basic premise; drilling may occur, but peripherally; any device that helps to communicate and understand is acceptable (Finocchiaro & Brumfit, 1983, cited by Richards & Rodgers, 2001, p.156). To some extent, that is to say, students do not simply learn the linguistic structures and grammar rules. Rather, they should be actively making meaning through activities such as collaborative problem solving, writing for a purpose, discussion of topics of genuine interest, and reading, viewing and responding to authentic materials (Murphy, 2000).

Since knowledge and learning are viewed as socially constructed through negotiation according to socio-cognitive perspectives (Breen & Candlin, 2001), another dimension of



CLT is learner-centred and experience-based. “With interactive communicative language use as the call of the day, communicative processes became as important as linguistic product, and instruction became more learner-centered and less structurally driven” (Kern & Warschauer, 2000, p.5). In another word, in CLT context, learners are seen as active participants in the construction of knowledge, rather than passive recipients of information provided by the teacher or the textbook. In contrast, language teachers are no longer viewed as the authority of the knowledge, playing a dominant role. Rather, they share different roles such as communication facilitator, independent participant, needs analyst, counselor, and group process manager (Richards & Rodgers, 2001, p.167) to create more fascinating experiences for the learners.

Besides the above features, Richards and Rodgers (2001) describe other significant characteristics of this approach including its efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations, its emphasis on the use of authentic, from-life materials, and its attempt to create a secure, nonthreatening atmosphere. All these attempts also follow the major principles of communicative view of language and language learning: helping learners learn a language through authentic and meaningful communication, which involves a process of creative construction, to achieve fluency. In this vein, in terms of classroom activity, it includes group work, task-work, information-gap activities, and projects.

Yet, inevitably, despite these outstanding characteristics, CLT also have weaknesses. Schmitt (2000) argued that CLT needs supportive vocabulary for functional language use but it gives little guidance about how to handle vocabulary. However, it has been now realized that mere exposure to language and practice with functional communication will not ensure the proficiency in language learning, so current best practice includes “both a principled selection of vocabulary, often according to frequency lists, and an instruction methodology that encourages meaningful engagement with words over a number of recyclings” (p.14).

Stern (1992) also pointed out that CLT approach puts an excessive emphasis on the single concept “communication” so that “in order to account for all varieties and aspects of language teaching we either stretch the concept of communication so much that it loses any distinctive meaning, or we accept its limitations and then find ourselves in the predicament of the “method” solution” (p. 14). Some people criticized that as CLT focus on learner-centered approach, while in some accounts of CLT, learners bring preconception of what teaching and



learning should be like, which when unrealized can lead to learner confusion and resentment (Henner-Stanchina & Riley, 1978, cited by Richards & Rodgers, 2001).

In addition, some people contended that CLT has not given an adequate account of EFL teaching despite its initial growth in foreign language teaching in Europe (Li, 2001). Stern (1992) argued that one of the most difficult problems is making classroom learning communicative in the absence of native speakers. Apparently, CLT are more successful in English as a Second Language (ESL) context because students usually have a very supportive learning environment outside school. They have more chances to be exposed to the authentic contact with native speakers and the target language, which reinforces what they learn in class. Besides, they have the motivation to work on oral English because they need it in their lives.

In contrast, in English as a Foreign Language (EFL) context, due to some physical limitations, such as the purpose of learning English, learning environments, teachers' English proficiency, and the availability of authentic English materials, CLT meets much more difficulties during its application. CLT cannot be seen as a panacea for the problems that have been isn't a fix framework of CLT. As learners and the learning context are dynamic, when CLT is applied to a certain context, the adaptation and innovation of it is necessary.

Scaffolding

At the global level, English Language Learners' perceptions of how the majority society accepts or rejects the culture and language they bring to school are extremely important for their eventual success in school (Cummins, 1984; Skutnabb-Kangas, 1984; Verhoeven, 1990). For this reason, learners need to experience the global and local contexts in which their academic life is embedded as consistent and positive. If they are, then learners can develop their academic identity, because they will be treated with respect and they will be valued and listened to as 'speakers in their own right' (Kramsch, 1996). Students have the right to speak in class and they participate actively in their own and each other's academic development.

There are a number of ways in which teachers can assist students in developing language and subject matter knowledge from the interactive, sociocultural perspective sketched here. One such way, scaffolding, is particularly consonant with sociocultural theory (SCT) and is well suited to English Teachers and other adults modify their language to match the language level of students. This type of modification is called "scaffolding." All students



(including adults) learn better when the teacher scaffolds or adjusts his/her instruction to the level of the student.

Effective communication occurs when an adult speaks in language a child can understand yet still challenges learning. The goal is to speak slightly above the child's level so he/she can learn and grow. When a deaf student's language is similar to his/her classmate's, the interpreter can relay the teacher's words and peer interaction without modifications. When a student does not have language skills comparable to those of his/her hearing classmates, an interpreter may need to scaffold or support language learning. It may be important for the interpreter to modify the teacher's language to make it more appropriate for a student with delayed language.

Scaffolding can involve making language and vocabulary simpler. The interpreter may change a teacher's long and complicated sentences into simpler, shorter sentences. The interpreter may add definitions of terms that she/he anticipates might be new or difficult for the student. She/he may use several words that mean the same thing. Interpreters also may provide more explanation than the teacher does by providing background information.

Any modifications of the teacher's language and vocabulary should be discussed and approved by the educational team. The deaf educator and speech pathologist can provide the interpreter with information about what types of language and vocabulary may be difficult for the student. The educational team should monitor these modifications to ensure that the classroom language is not made too simple. Effective scaffolding means that the adult adjusts his/her language but continues to challenge the student.

In pedagogical contexts, scaffolding has come to refer to both aspects of the construction site: the supportive structure (which is relatively stable, though easy to assemble and reassemble) and the collaborative construction work that is carried out. Some educators are uneasy with the term scaffolding, because in normal usage it refers to a rigid structure, not the fluid dynamics of collaborative work that we associate with working in the ZPD (Gibbons,2003). Indeed, if we think only of the support structure without focusing on the actual construction work, then such a reservation is justified.

Most importantly, then, the dynamics between the scaffolding structure and the scaffolding process must be kept in mind. The process is enabled by the scaffolding structure, and a constant evaluation of the process indicates when parts of the scaffolding structure can be dismantled or shifted elsewhere.

3.2. Overall Intervention Plan (6 weeks)



Week	Task	Language focus
<p>Week 1 (23/Sep)</p>	<p>1. Teaching Vocabulary in context First, they try to comprehend what they are reading without knowing all words in the given passages, guessing and making inferences. Then, they study each passage with teacher's translating vocabulary items.</p> <p>2. Reading paragraphs without direct translation Students read a passage broken down into paragraphs, by themselves. Prior to teacher's translating into Korean students are asked to predict the content of each paragraph. After reading each paragraph students will discuss the content with the teacher.</p>	<p>Key vocabulary: words not only in the list but from assigned text</p> <p>Topic: "No pet waste, please!"</p>
<p>Week 2 (30/Sep)</p>	<p>1. Skimming to find main ideas of the text Students read through the text without direct translation into Korean to get general understanding of the text. Then, they are guided by the teacher to distinguish supporting details for a main idea within a paragraph considering the connection of each paragraph.</p> <p>2. Learning synonyms and antonyms from the text. First, students identify the key words necessary for understanding the intended meaning of the text. Then, they will be taught some synonyms or antonyms of several words in the text.</p>	<p>Topic: "Are you listening?"</p> <p>Key vocabulary: words from assigned text</p>
<p>Week 3 (28/Oct)</p>	<p>1. Scanning to find specific information in the text After discussing various types of jobs at the airport, students scan the text to find specific information without trying to read and understand the text thoroughly.</p> <p>2. Understanding the function of the prefix Students find out the key words necessary. Then, being</p>	<p>Topic: "An interview with an air traffic controller"</p> <p>Key vocabulary:</p>



	taught the function of prefix inter – and they are going to learn words having roots and prefix and suffix.	assigned, distorted, handle, motivated, shift, vary simultaneously words starting with inter-
Week 4 (4/Nov)	<p>1. Reading to understand comparisons and contrasts Students discuss about various lifestyles by looking at some pictures in groups and read the text to understand comparisons and contrasts in the passage by recognizing the signal words that show similarities or differences.</p> <p>2. Expanding vocabulary by studying word family First, students find out the key words necessary. Then, they learn to expand the vocabulary to express personality so that one can tell the differences from others.</p>	<p>Topic: “Are you one of them?”</p> <p>Key vocabulary: attract, distinguish, diverse, nomad, resident, retired, sacrifice, urban personality words</p>
Week 5 (11/Nov)	<p>1. Making inferences to understand what is not explicitly stated in the passage Students discuss about when they become angry and how they behave when they get angry in groups. After reading a passage to gather clues that lead to the idea which is not explicitly mentioned, they, in groups, decide if it can be inferred. When finished, the whole class discuss with teacher to check whether the idea makes sense in the context and the teacher confirms that making inferences help them read between the lines.</p> <p>2. Making learning vocabulary meaningful supported by related images or visual aids Students are going to infer the meanings of target words or other related ones through images first and then clarify them together.</p>	<p>Topic: “What makes you so angry?”</p> <p>Key vocabulary: Advantage, blame, blocking, explode consequence, provoke, temper, tremendous feeling / mood words</p>
Week 6	1. Increasing reading rates	Topic:



(18/Nov)	<p>First, Students discuss about their family and the relationship among family members in groups and read a passage very quickly to get the main ideas and important details without stopping at words that they do not understand. As they are doing this, teacher sets the time limit and see how much they have read, and discuss about the main ideas and some of the details. The teacher sets the time for the second round to see how much more students process compare to the first round. Students try for the third round and discuss if their reading rates improve.</p> <p>2. Expanding words through confusing words</p> <p>First, students are going to look through words in the text before they do reading activity in order to make them understand what they are reading with less anxiety. After finishing the reading session, students study several sets of confusing words and the teacher try to scaffold them in order to have student those words remember without confusing for a long period.</p>	<p>“Please look after mom”</p> <p>Key vocabulary: appreciate, attach, consciousness, determination, missing, opportunity, sacrifice, suffer confusing words ex) considerable / considerate, instinct / extinct, etc.</p>
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3.3. Objectives of Intervention

1st intervention

<Vocabulary>

Students will be able

- to know the exact meaning of the words that they have learned.
- to read and understand what they are reading with the learned vocabulary
- to be confident enough to have motivation of study English.

<Reading>



Students will be able

- to discuss about the paragraph before reading.
- to read through the text without direct translation into Korean to get general understanding of the text.
- to distinguish supporting details for a main idea within a paragraph.

2nd intervention

<Reading>

Students will be able

- to discuss about the passage before reading.
- to read through the text without direct translation into Korean to get general understanding of the text (practise **skimming**)
- distinguish supporting details for a main idea within a paragraph

<Vocabulary>

Students will be able

- to solve the given questions without knowing all the unfamiliar words in the context.
- to find out the key words necessary for understanding the intended meaning of the text.
- to know the synonyms or antonyms of several words in the text.

3rd intervention

<Reading>

Students will be able

- to understand text that is written in the interview format.
- to scan the passage and find specific information quickly (practise **scanning**).
- to discuss about various types of jobs at the airport.

<Vocabulary>

Students will be able

- to understand the function of the prefix – inter - : national / international.
- to find out the key words necessary for understanding the intended meaning of the text.
- to know the synonyms or antonyms of several words in the text through inference.

4th intervention



<Vocabulary>

Students will be able

- to find out the key words necessary for understanding the intended meaning of the text.
- to know the vocabulary to express personality so that one can tell the differences from other people.

<Reading>

Students will be able

- to discuss about various lifestyles by looking at some pictures in groups.
- to recognize similarities and differences in the passage by noticing the signal words.
- to compare and contrast the information presented in the passage.

5th intervention

<Vocabulary>

Students will be able

- to learn the meaning of the target words through inferring in the context.
- to know the emotion related words and describe their feeling as well as others' feeling.

<Reading>

Students will be able

- to decide if an idea can be inferred when it is not explicitly stated.
- to read between the lines and what is not explicitly mentioned in the passage.
- to gather clues in the passage that lead to the idea.
- to check the idea makes sense in the context

6th intervention

<Vocabulary>

Students will be able

- to learn the meaning of the target words through inferring in the context.
- to create their own way of studying vocabulary autonomously by producing word lists or notes for themselves.

<Reading>



Students will be able

- to read quickly to get the main idea.
- to proceed without stopping at words that they do not understand.
- to watch video clip about an interview with Kyoungsook Shin, the author of the famous novel, "Please look after mom".
- to discuss about things that reminds of the word, "mom".

4. Findings

4.1. Class Observation

1st Intervention

The lesson was planned in two parts, learning vocabulary in a passage, followed by reading another text without direct translation of the whole text into Korean line by line.

In the reading part, students seemed to be motivated well by the pictures of different dog signs around the world, which helped them participate well in the discussion to guess the content of the reading. What was most interesting to find out was that students did not seem to worry too much about interacting with the teacher and expressing their thoughts in class. However, they seemed very confused or doubtful about not knowing all the details of the text, i.e. not translating the text, and wanted the teacher to provide exact meaning of some of the unknown words in the text.

For the vocabulary part, students were supposed to learn new words not through the familiar way but through a little bit innovative way for them. In spite of the fact that they did very well in guessing meanings in the text, they were still anxious not to be taught in direct translation. In addition, they want to know several words in the text before reading activity.

2nd Intervention

In this lesson, two changes were made: one was to use the same text for both vocabulary learning and reading, and the other was to change the sequence of the lesson in order to read(skim) the text first and then study vocabulary in detail.

As students were going to read the same text for both reading and vocabulary learning, much longer text has been chosen, but students did not seem to be bothered by that, particularly because the topic was relevant to their interest. What is more, in addition to the class discussion prior to the reading to activate their schema, students worked in pairs to find the main sentences in each paragraph after skimming the text. Students seemed to enjoy the



pair work in which they were providing scaffolding to each other. However, they seemed very anxious about skipping the parts that they could not understand and trying to read through to find the main ideas. In fact, several students kept asking to provide direct translation of some words

Students were getting used to the new way of teaching that was different from that of they have been taught. Their well-behaved attitude was so helpful to be motivated to accept unfamiliar words. However, what is the problem is that the duration for vocabulary is not so long enough to apply those to their next or further study. It means that teachers try to implement more effective and meaningful way to hold what they have learned.

3rd Intervention

In this lesson, students were put into groups of five to practice scanning for reading and to play games for vocabulary learning.

Thanks to the short preview of the film, “Terminal”, students became motivated to discuss in group about various types of occupation they have noticed in the film. However, when it comes to reading the passage which was about an interview with an air traffic controller, students were struggling with scanning the passage to look for specific information. The major reason for that seemed to be the uninteresting or irrelevant topic with many unfamiliar words, which made it difficult for students to guess the meaning from context.

Because students had lost interests in reading session, it was not available to have them involved in the vocabulary lesson. However, considering the overall atmosphere, I tried to adjust the original plan a little bit into reduce the number of words and connect the new words with words they have already known. Besides, by recalling relating experience, I encouraged students to memorize them more meaningfully.

4th Intervention

This lesson tried to change the sequence of the lesson so as to pre-teach some difficult words first followed by reading the text, which intended to help students’ comprehension.

Regarding to every intervention, students have given feedback that the new way of teaching is very interesting and they enjoy the lessons. However, facing new vocabulary or vague explanation, they were likely to engage themselves less in the lesson. By emphasizing the necessity of meaningful and experiential learning, during this lesson, students did group activity. As they are not young learners, I have not thought they would show any interests in



group activity. Unexpectedly, they participated in the activity more actively and besides, within a group, they helped each without showing any extreme competitiveness.

Students participated well in the group discussion to describe the two contrasting pictures and came up with a list of similarities and differences. In addition, discussing the signaling words to talk about similarities and differences seemed to help students guess and infer the meaning of the text. They also seemed a lot more confident to read the text as some of the difficult words had already been taught. It was obvious that students really enjoyed working in small groups and this definitely had a positive influence on reading the text. However, students were still struggling to understand the text and hence to notice similarities and differences. It was noticed that some of the students got quite agitated by not being provided with the direct translation. It seems that it really takes a while for students to learn the reading strategies so as to improve their reading skill.

5th Intervention

In this lesson, we try to reduce the length of the text to release the burden of having to process too much content so that they will focus more on meaning making.

Most of all, this lesson reminds me that what is the most important thing for teaching depends on how much a teacher knows students' interests and how much a teacher decides to teach balancing with students' proficiency. Implicit and deductive teaching is certainly potential for students to do further studying. However, if students are too much overwhelmed with what they do not know clearly with high anxiety, it causes them to lose motivation. From this aspect, balancing explicit and implicit teaching should be recommendable.

Students found the topic interesting and hence stayed much more focused making continuous effort to infer meanings of the text. Activating their background knowledge through discussion, either in small groups or as a whole class, seemed to help for getting general idea of the text, however, it still seemed difficult for students to acquire meaning from several clues in the text.

6th Intervention

This was the last intervention class where students could practice all of the reading strategies covered so far to increase their reading speed and to make their own vocabulary book.

This lesson was mainly designed for seeing if there are any increases of vocabulary



itself and students' motivation for English. Then, to have students do their self-study, they created their own words list. Insignificant as the increases are, the slight enhancement was meaningful for them. If only they invest more time, there would more positive results in learning vocabulary. Then, as for the making words list, students have very few chances to create their own, the productions were not fully satisfying. However, as this is the starting point, I think that there is much room for prospective approach for learning.

Students seemed completely acculturated to group work and actually enjoyed them a lot. It was clear that they were providing a lot of scaffolding to each other through the group discussion, and they seemed more confident to read through the long text despite of many unknown words. However, students were struggling to read the text in a given time and that created a lot of stress to them. It was noticed that those who were processing the whole text within the given time did not understand as much as those who processed only a part of the text.

4.2. Student feedbacks

1st Intervention

Things liked the most

- ✓ It was easier to read and understand the text because of the detailed explanation of the background information.
- ✓ It was interesting to look at many different dog signs around the world, which gave me a taste of different culture.
- ✓ The long passage was made easier to read as it was given bit by bit. I didn't realize I read such a long text.
- ✓ Discussion before each reading help me think about the content of the text, which was helpful when I read it myself.
- ✓ I liked the change of atmosphere. I felt like having a chat rather than studying.

Things liked the least

- ✓ I didn't feel that I have learnt anything.
- ✓ Only getting the general idea of the text without knowing exact meaning of each sentence.
- ✓ Not providing detailed and exact explanation of all the unknown words.



2nd Intervention

Things liked the most

- ✓ It was interesting
- ✓ It was very clear what to study by finding the main ideas while reading.
- ✓ It was easier to concentrate on the lesson.
- ✓ We were made to read the text several times.
- ✓ It was good to study vocabulary after finding out the main points.
- ✓ Thinking and talking about the topic before reading helps us understand the text better.
- ✓ It was easy to find out where a paragraph should be placed after reading the text several times.
- ✓ Discussing with friends to find the main sentences before checking with T helped me clear my mind very much.
- ✓ Begin to feel confident in reading.

Things liked the least

- ✓ There are too many questions asked by T.
- ✓ It was boring to stick to the same text for 100 minutes.
- ✓ Feel worried about not knowing the exact meanings of all the unknown words.
- ✓ Feel uneasy about not knowing (translating) the whole text in detail.
- ✓ Feel uneasy about being videotaped.
- ✓ Difficult to follow the lesson.

3rd Intervention

Things liked the most

- ✓ Interesting to find the words starting with the prefix, “inter-“
- ✓ Interesting to do the group competition
- ✓ Interesting to work in groups with group names
- ✓ The group activity to glue the words in the list helped me stay awake and remember more
- ✓ Learning some difficult words from the passage gave me some sense of achievement
- ✓ Variety of activities to learn vocabulary
- ✓ Interesting to read the interview with the Air Traffic Controller which was an unusual



job.

- ✓ Good to learn various types of jobs related to the airport and felt hard working is important in life like the interviewee in the text
- ✓ Begin to feel confident in guessing the meaning of unknown words from reading

Things liked the least

- ✓ Difficult to read the text due to the many unknown words
- ✓ The text was too difficult to understand
- ✓ Too many difficult words in the text
- ✓ I Want to learn all the difficult words before the reading

4th Intervention

Things liked the most

- ✓ Much easier to understand the text as some of the difficult vocabulary was taught before the reading.
- ✓ Fun to discuss the pictures in group which helped me comprehend the text
- ✓ Interesting and more comfortable to work in small groups
- ✓ Good to have visual materials before reading the passage
- ✓ Interesting to learn many new words. I feel very knowledgeable.

Things liked the least

- ✓ Difficult to read the text due to the many unknown words
- ✓ Difficult to follow the new way of teaching
- ✓ Want to learn vocabulary through games
- ✓ Want teacher to translate the main sentences

5th Intervention

Things liked the most

- ✓ The topic was interesting and hence easier to understand the text.
- ✓ Fun to discuss the pictures in group which helped me comprehend the text
- ✓ I can speak/express my opinion freely in my group.
- ✓ Good to have visual materials before reading the passage
- ✓ I could understand the text much better by learning new words before reading



- ✓ I learnt many useful words.
- ✓ I enjoyed the new way of learning.
- ✓ I think I became more confident in reading and guessing the meaning of unknown words.
- ✓ The content was useful for me to manage my own anger.

Things liked least

- ✓ I want teacher to translate the main sentences and more words into Korean.
- ✓ I still find it difficult to understand the text due to many unknown words.
- ✓ There still are too many difficult words in the text, which are difficult to guess.
- ✓ The class tends to get noisy due to the group works.

6th Intervention

Things liked the most

- ✓ The story was very touching and the video help us understand the text better.
- ✓ Discussing in group helped me understand some of the parts that I misunderstood
- ✓ Good to learn difficult words through group works
- ✓ Feel more confident to guess the meaning of unknown words in the text and feel motivated to study on my own
- ✓ Making my own vocabulary book helped me learn and remember difficult words better and I will use this continuously for my future study.

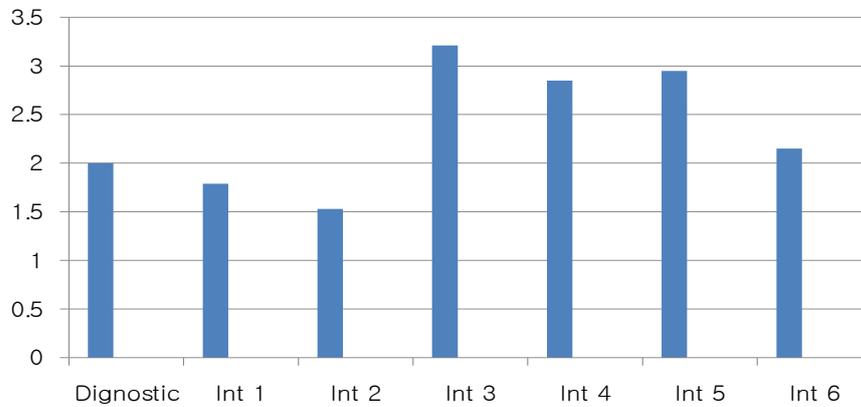
Things they liked leas

- ✓ Difficult to read the text due to the many unknown words in short time.
- ✓ Difficult to read quickly and at the same time try to guess unclear meanings.
- ✓ Want to learn vocabulary through games.
- ✓ Want teacher to translate the main sentences.
- ✓ want to break up the text and read bit by bit.



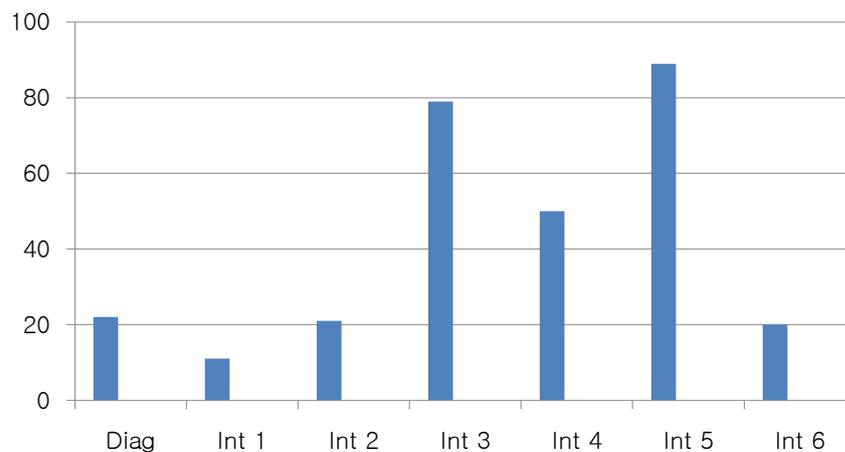
4.3. Written assessment

Progress of written test
(average score)



The average number of correct answers from written test after each intervention class seemed to have improved from third intervention class. However, the result from the last intervention class seems doubtful. This is due to the fact that students had to apply various reading strategies covered up to 5th intervention in limited time to practice their reading fluency. This is very difficult area to improve in such a short time, however, still shows slight improvement compared to the result before the intervention.

Progress of written test
(Reading)

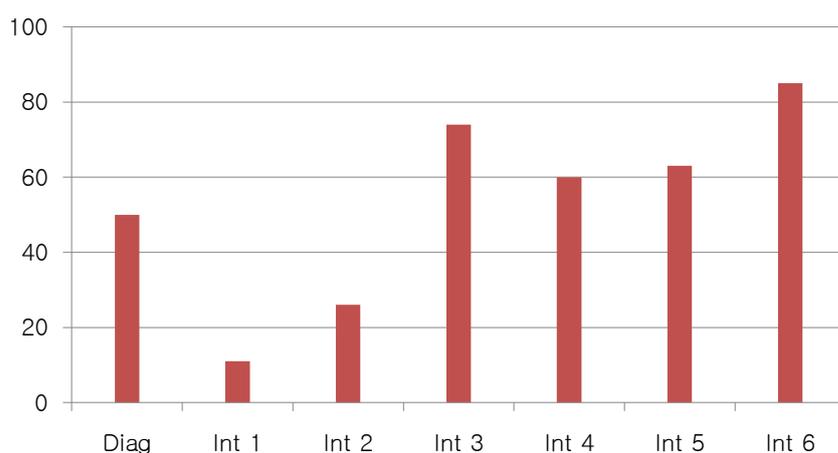


From four different question types of reading comprehension questions, finding the main idea



was compared as a core strategy of reading skill. Again with the exception of the last intervention class, it also shows improvement in their reading skill. The poor results of the first two intervention classes are inevitable as students were adjusting themselves to the new teaching approach.

Progress of written test
(Vocabulary)



It is obvious from the graph that their vocabulary learning has improved throughout the intervention classes. In other words, students can benefit from communicative learning environment, where the scaffolding has been provided to learners in various ways, to maximize vocabulary learning.



4.4. Post-survey

Questionnaire about English Learning (Post survey)

Please let me know how you feel about English lessons.	I strongly think so.	I think so.	I cannot tell for sure.	I don't think so.	I don't think so at all.
1. I enjoy my English lesson.	85%	15%			
2. I enjoy doing games and tasks in English in class.	80%	15%	5%		
3. I enjoy communicating with my classmates in English in class.	70%	20%	10%		
4. I think activities to translate English into Korean have helped me to learn English.	70%	30%			
5. I think I understand the English in my English textbooks well enough.	60%	5%	35%		
6. I think English textbooks have helped me a lot to learn English.	65%	20%	15%		
7. I spend more time on studying English outside of my class.	60%	20%	20%		
8. I think I have learned how to learn English through my English lesson.	75%	5%	20%		
9. I wish to be taught English from time to time by British or American teachers.	75%	20%	5%		

Please let me know how you feel about learning English	I strongly think so.	I think so.	I cannot tell for sure.	I don't think so.	I don't think so at all.
1. I think learning English is important for my future.	90%	10%			
2. I think learning English has improved my Korean well.	85%	15%			
3. I have become more interested in what is happening in the world through learning English.	75%	15%	10%		
4. I am satisfied with my English ability I have acquired through my English lessons.	70%	20%	10%		
5. I wish to continue learning English even after I start working in society.	95%	5%			

As for the post survey, we adapted a questionnaire to see if how the interventions have affected on the students' overview concerned with English mainly dealing with the affective



aspect and future view for English. Each intervention is focused on the students' need analysis in order to give any potential answers for the research questions. That is why we need to see if students have been intervened from the aspect of motivation or perspective toward English.

Most of all, generally, students think of English positively. Among 14 questions, except 2, over 14 (70%) students showed strong positive attitude in English. Firstly, for the question asking whether they are enjoying their lessons, 17 (85%) participants answered that they strongly think so. This result can be interpreted that the major atmosphere is pleasant and in spite of their insufficient language proficiency, they try to engage themselves in the lessons. Even though this result does not present the perfect consistency, we can ensure that students can be encouraged to study as long as students are offered elicited and devoted teaching.

From the aspect of language learning, the questions asking whether or not English is important for their future, 90% of the students strongly agreed on. This statistics probably means that they are fully motivated to learn English. Even though they do not have any concrete future images about themselves, they believe that English can be helpful. Actually, this thought could be influenced by social culture of Korea toward English. Majority of Korean keep an idea that English can upgrade them and high English proficiency takes up the high status in society. It is very inspiring that learners have positive attitude in learning English regardless their motivations. However, teacher should orient them not to study for social expectation but for their own future job or intrinsic motivation.

Looking at the questions dealing with textbook, only 65% or 60% students strongly think so and even 35% gave answers that they cannot tell for sure. As the results shows, textbooks students are utilizing are still decontextualized. What is worse, some textbooks seem to include information just in English. They are not interesting enough to activate students' motivation. Besides, in some cases, books are designed to focus on teaching structures or word list that are very meaningless.

To sum up this post-survey questionnaire, it is noticed that most of the students have positive attitude on both English itself and English learning. It implies that if students have engaging and meaningful lesson during continuous period, they are certainly up satisfied with what they have learned and reflect that on their further study.



5. Discussion

For many Korean learners reading in English means translating a passage into Korean, and therefore to be able to read well in English the mastery of grammar together with large volume of vocabulary knowledge was considered to be essential. However, as Nunan (2002) defines reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In other words, meaningful reading only happens when the reader can combine the ability to use a wide variety of reading strategies to accomplish a purpose for reading (Strategic reading) at an appropriate rate with adequate comprehension (fluent reading).

By analyzing the student feedbacks which was collected right after each intervention, I examined the improvement in students' reading skill which had considerable impact on their vocabulary learning as well. At first, students showed a lot of anxiety for the change, in particular, from Grammar-Translation method towards more communicative approach, in which interaction between learners as well as with teacher was encouraged to foster greater learning from each other through group works. However, as the intervention went on, students showed greater participation with enjoyment and realized the benefits of group discussions and activities. They were also applying different strategies for reading and slowly beginning to realize that they can read well without direct translation. It was also clear that activating their background knowledge and try to build meaning upon it was essential for effective reading. They also realized that they were able to guess the meanings of unknown words in the context which helped them learn and remember new words better. Although most of them still find it difficult to read the long texts their feedbacks reveal that they now feel more motivated to study on their own outside the classroom and more confident to read a long passage without stopping at unknown words.

The findings from the teachers' observation also coincided with the findings from student feedbacks. It was particularly noticeable that both students' reading skill and vocabulary learning can be improved through activating their schema before reading a text and doing various group works in which meaningful interaction was promoted. It was also noticed that for intermediate level learners the topic had to be of their interest and relevant to their real-life in order to foster their understanding. The length of the text and how they are presented also seemed to affect their comprehension, in particular, the shorter the text the better they understand the text and more likely to guess the meanings of unknown words. In addition, the sequence of activities also played vital role in their comprehension in that it



seemed more effective to teach difficult words before they actually read the text.

The results of written assessments right after each intervention class confirmed the improvement in vocabulary learning. The scores from first and second intervention classes showed worrying results as it can be explained that students were adjusting themselves to the new teaching approach. From the third intervention, the results show constant improvement which confirms the effectiveness of intervention method. However, the result for the reading skill, i.e. finding the main idea which was considered as a core strategy throughout intervention period, looks doubtful, particularly for the last intervention class. This was due to the fact that students had time limit during which they had to apply various reading strategies. It coincides with the findings from teacher observation and their feedbacks that developing reading fluency is difficult and hence cannot be achieved in such short period of time.

At the end of the intervention, a post-survey was conducted in order to explore students' general views on the intervention and their own attitudes toward English learning. The results confirmed that the affective factors has improved in that 1)they felt more confident to read even longish text without direct translation into Korean and guess the meanings of unknown words from the context, 2)their motivation has also raised to study on their own outside the classroom, 3)their self-awareness as independent and responsible learners has grown. As a result, their self-esteem has raised which had positive impact on their language learning.

6. Conclusion

Methodology in language teaching has been characterized in a variety of ways. Within methodology we have methods and approaches, in which methods are the fixed teachingsystems with prescribed techniques and practices, and approaches are language teachingphilosophies that can be interpreted and applied in a variety of different ways in theclassroom. Where classrooms in 1950s were dominated by traditional methods of rote learning of grammar rules, the CLT approach, based on the principle of 'learning a language by using it, made an entry into the language classrooms in the 1980s.

CLT will continue to be the major general language teaching methodology for years tocome, since it deals with certain factors such as motivation, individualization andlearning strategies which play a major part in teaching any language and the way it isbeing taught. Being a learner-centered approach, the role of the teachers is that of facilitators, who are facilitating language learning for all practical and communicativepurposes by giving students



control over their own learning. The approach is gradually gaining popularity in the classrooms everywhere because it is being realized that this approach is not only effective but is also preferred by both the teachers and the students alike.

From this view point, We have yet to include the final intervention class result, which will provide clearer picture of the effectiveness of the whole intervention classes. The right kind of planning and a right mix of interactive activities and games were implemented in order to make this approach not only a successful teaching methodology in a language classroom but also the most effective learning strategy for enhancing students' motivation.

The overall result coming from post assessment and post survey at the end of the six times interventions, participants show increases in language proficiency and motivation for English learning, even though it is not so remarkable. However, looking at one information from students, they still want to get information through direct translation. Moreover, they seem to show any impatience on the ambiguous information. This implies that we also cannot simply do away with traditional teaching methods, which make it possible to recognize a text as a coherent whole and condition the training of a foreign language.

Grammar makes it possible for each one to understand how them other tongue functions, in order to give him/her the capacity to communicate its thought. Once the training regarding the grammar rules has been imparted, CLT can be introduced to reiterate them through practical exercises and activities thus facilitating their usage for the purpose of communication. Ultimately, it can be suggested the possible modified Grammar Translation method and CLT possibly should create more flexible and effective learning atmosphere for language learners.

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7. Appendices

7.1. Questionnaire for the 11th grade students (High school)

1. Why did you choose to take this class?

2. How do you find English?

1 very difficult 2 so so 3 manageable 4 easy

3. In your opinion, what are the most important skills to learn? (1-most important)

1 Speaking () 2 Writing () 3 Listening () 4 Reading ()
5 Grammar () 6 Vocabulary ()

4. Please rank the most difficult areas to learn (1-most difficult)

1 Speaking () 2 Writing () 3 Listening () 4 Reading ()
5 Grammar () 6 Vocabulary ()

5. For the area you marked “most difficult”, what makes that area of English learning difficult?

1 Speaking () 2 Writing () 3 Listening () 4 Reading ()
5 Grammar () 6 Vocabulary ()

6. Do you feel that the taking current class helps you improve the area you marked “most difficult”?

1 very much 2 so so 3 not very much 4 not at all

7. If you haven't marked 1 for Q6, what do you think can be done to make your learning more effective?

8. Please rank how comfortable you are with the following type of activity (1-most comfortable)

1 whole class () 2 small group () 3 pair work ()

9. What do you expect to achieve from this course?

10. Do you have any other comments/suggestions to make about this course?

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

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



7.2. Diagnostic assessment (teacher-designed)

다음 글을 읽고 물음에 답하십시오 (1 ~ 5)

Ancient Romans used road signs to show the distance to Rome from different parts of their empire. Until the 20th century the function of ① signs had not really changed. ㉠ Then cars arrived, speeds went up, and suddenly ② signs became _____ for everyone's safety. ㉡ Almost anyone from anywhere can understand most ③ signs easily and quickly. ㉢ However, sometimes it is difficult to understand some unique ④ signs because they are closely connected to a local culture. ㉣ They give us food for thought.

1. 위 글의 요지라고 할 수 없는 것은?
① 표지판의 변천사
② 대부분의 표지판은 세계공통이다.
③ 표지판은 서로 다른 문화를 반영한다.
④ 고대 로마인들은 다른 곳에서 로마까지의 거리를 나타내기 위해 표지판을 사용했다.
2. 위글의 제목으로 가장 알맞은 것은?
① Food for thought
② The history of signs
③ Different signs around the world
④ The function of signs
3. 빈칸에 들어갈 알맞은 단어는?
① different ② essential ③ dangerous ④ clear
4. 다음 문장이 들어가야 할 가장 알맞은 곳은?
“Drivers had to know where to go, what dangers lay ahead, and what other people on the road were going to do.”
㉠ ㉡ ㉢ ㉣
5. 밑줄 친 “signs” 의 의미가 다른 것은?
① ② ③ ④



7.3. Written assessment for Intervention 1

다음 글을 읽고 물음에 답하십시오 (1 ~ 5)

More and more people around the world choose to keep a pet for one reason or another. Many of them often take their pets to public places like parks and beaches. There is nothing wrong with that as long as they clean up after their pets. Unfortunately, some pet owners do not.

Pet waste is a serious issue for three main reasons. First, cleanup is ㉠_____because pets leave a huge amount of waste in public places. ① Every day about 160,000 dogs leave almost 16 tons of waste on city streets in Paris alone, and nearly \$13 million is spent on cleanup every year.

Second, pet waste is a ㉢_____to public health. ②It sometimes contains dangerous parasites like roundworm eggs. ③ Children and people in wheelchairs are the most common victims.

Finally, people can slip because of pet waste and get injured. In Paris, over 600 people a year are treated in hospitals after slipping on pet waste. ④

Efforts are being made around the world to solve the problem. Authorities are putting up pet waste signs in public places, which means “Clean up after your pet. It is not just good manners but the law.” Some parks now have pet toilets, and others have “doggy bag” dispensers. In Singapore, you can be fined up to \$600 if you do not clean up after your pet.

1. 윗 글의 요지로 알맞지 않은 것은?
① 많은 사람들이 공원이나 해변과 같은 공공 장소에 애완동물을 데리고 다닌다.
②애완동물의 배설물을 치우지 않는 것은 심각한 문제이다.
③ 세계적으로 애완동물의 배설물 문제를 해결하기 위해 많은 노력을 하고 있다.
④애완동물의 배설물은 특히 어린이와 노약자들의 건강에 심각한 영향을 미친다.
2. 윗 글의 제목으로 가장 알맞은 것은?
1 ① How to clean up pet waste?
2 ② No pet waste, please!
3 ③ Why is pet waste a serious issue?
4 ④ Why more people keep their pet?
3. 빈 칸, ㉠ ㉢ 에 들어 갈 알맞은 단어로 짝지어 진 것은?
① difficult-problem ② expensive-issue ③ costly-threat ④ hard-threat

4. 다음 문장이 들어가야 할 가장 알맞은 곳은?

They can remain in the round for years, posing a health risk to anyone who touches the round and then their mouth.

- ① ② ③ ④

5. 밑줄 친 단어, others 가 의미하는 것은?
① people ② authorities ③ other parks ④ public places

7.4. Written assessment for Intervention 2

다음 글을 읽고 물음에 답하세요. (1 ~ 3)



When someone is talking to us, we sometimes do not pay attention because we are caught up in our own thoughts. More commonly, we pretend that we are listening by making empty comments such as “Yeah,” “Uh-huh,” or “Sounds great.” On some occasions, we listen selectively. In other words, we pay attention only to the part of the conversation that interests us and ignore the rest.

At times, we listen only to words. However, there are other factors that we also need to

consider to fully understand a speaker's hidden intentions. These intentions are reflected in non-verbal language such as gestures and facial expressions. Also, the tone of the speaker's voice is a sign of the speaker's feelings. When we fail to notice these factors, we will end up making ㉠_____ responses and hurting the speaker's feelings.

Finally, we sometimes try to understand everything only from our own point of view. We assume the other person feels the same way we do. When we do such self-centered listening, we make judgments about what the speaker is saying and give advice that seems ㉡_____. This makes the other person reluctant to say any more.

1. 위 글의 요지로 알맞지 않은 것은?
 - ① 우리는 가끔 상대방의 말을 주의 깊게 듣지 않는다.
 - ② 우리는 종종 우리입장에서 상대방을 이해하려고 한다.
 - ③ 우리는 상대방의 숨은 의도는 파악하려 하지 않고 상대방이 하는 말만 듣는다.
 - ④ 부적절한 대답은 상대방의 기분을 상하게 한다.

2. 위 글의 제목으로 가장 알맞은 것은?
 - ① What do we do when we pretend to listen?
 - ② Understanding poor listening habits
 - ③ How to listen properly?
 - ④ How to understand a speaker's hidden intentions?

3. 빈 칸 ㉠, ㉡ 에 들어 갈 알맞은 단어로 짝지어 진 것은?
 - ① inaccurate - inappropriate
 - ② incorrect - inconsiderate
 - ③ inconsistent - inappropriate
 - ④ inappropriate - inconsiderate

다음 글을 읽고 물음에 답하세요. (4 ~ 5)

Active listening means much more than breaking all these bad habits. To listen actively, you need to keep ㉠ some points in mind. ①

Listening involves more than simply hearing what the other person is saying. In fact, only 7 % of what we want to say is communicated by means of words. The rest is expressed through non-verbal language (53 %) and the tone of voices (40 %). So, listen with your eyes, heart and ears! ②

To become an active listener, take off your shoes and put yourself in another's. You must try to see the world as the other person sees it and try to feel as he or she feels. If you stand in someone else's shoes, you will be able to look at things from their perspectives, achieving better understanding. ③

It is also important to practice mirroring while listening. A mirror does not judge or give advice; it just reflects. Repeat back in your own words what the other person is saying. Mirroring is not the same thing as mimicking. When you mimic, you repeat the exact words without feelings. When you mirror, on the other hand, you repeat the other person's meaning in your own words in a caring manner. Below are some phrases you can use when trying to practice mirroring. ④

4. 다음 문장이 들어가야 할 가장 알맞은 곳은?

Remember that conversation is not a competition, but a process of sharing ideas and

to speak ㉞_____. If they were able to do so, the messages could get crossed and distorted.

1. 위 글의 요지로 알맞지 않은 것은?

- ① Air traffic controller 는 상황에 따라 매일 다른 일을 한다.
- ② Air traffic controller 는 여러 가지 일들을 동시에 수행할 수 있어야 한다.
- ③ Air traffic controller 는 상황을 사진으로 찍은 것 처럼 기억하는 정확한 기억력을 필요로 한다.
- ④ Air traffic controller 는 조종사와 원활하게 소통할 수 있어야 한다.



2. 위 글의 제목으로 가장 알맞은 것은?

- ① what is the most important skill for an air traffic controller?
- ② An interview with an air traffic controller
- ③ A typical day of an air traffic controller
- ④ How to communicate with a pilot?

3. 빈 칸 ㉞, ㉟ 에 공통적으로 들어 갈 알맞은 단어는?

- ① safely
- ② simultaneously
- ③ systematically
- ④ spontaneously

다음 글을 읽고 물음에 답하세요. (4 ~ 5)

Teen Post: What motivated you to become an air traffic controller?
Dikeledi: ① Well, when I was young, my family left a Zulu village and moved to Johannesburg. We came to live near an airport. My parents didn't like all the noise, but I was fascinated by the airplanes landing and taking off. ②

Teen Post: What did it take you to get here, Dikeledi?
Dikeledi: To become a controller, you need a bachelor's degree or three years of related experience, plus a government approved training program. ㉞ I couldn't afford a college education, so I went to a special school where I got the necessary education. The whole process took four years to complete. ③

Teen Post: I didn't know there was a special school for air traffic controllers. Do you have any advice for high school students?
Dikeledi: Yes. If you're interested in how air traffic works, go for it. It's a great job. With air traffic increasing every year, the market needs new people. ④

Teen Post: Well, that's it for our interview. Thank you so much for sharing your experiences, Dikeledi.
Dikeledi: It was my pleasure.

4. 다음 문장이 들어가야 할 가장 알맞은 곳은?

I dreamed of becoming a pilot or someone who works with airplanes.

- ①
- ②
- ③
- ④



5. 밑줄 친 ㉠ 가 의미하는 것은?

- ① Dikeledi는 대학을 졸업하여 학사증을 취득하여 ATC 가 되었다.
- ② Dikeledi는 3년의 ATC 관련 경험을 가져서 ATC 가 되었다
- ③ Dikeledi는 대학을 갈 형편이 못되어 특별학교를 졸업하고 ATC 가 되었다
- ④ Dikeledi는 정부가 지원하는 특별 교육을 받고 ATC 가 되었다



7.6. Written assessment for Intervention 4

다음 글들을 읽고 물음에 답하세요.

Another group includes those in big cities like Los Angeles who are concerned about the environment. They believe that the future of the planet depends on the creation of new ways of living. These people belong to the urban homesteaders movement. Urban homesteaders live in the middle of large cities. However, they stay away from supermarkets, malls, and gas stations. They grow fruit and vegetables. They raise animals in their small urban backyards. They use wind and solar power to produce their own electricity. They make their own fuel to power their cars and trucks. The urban homesteaders even collect rainwater for washing. If there are any essentials that they cannot make or grow, they get them by trading with other homesteaders. Urban homesteaders are not skeptical of all modern conveniences. Rather, they promote ways to enjoy life in the 21st century without harming the environment.

1. 위 글의 요지로 알맞지 않은 것은?

- ① homesteaders 는 현대사회가 제공하는 편리함에 회의적이다.
- ② homesteaders 는 환경을 해치지 않으며 21세기를 즐길 수 있는 여러 가지 방법들을 지지한다.
- ③ homesteaders 는 자업자득 할 수 없는 생필품들을 물물교환을 통해 해결한다.
- ④ homesteaders 는 도시에 살면서 대부분의 생필품들을 자업자득 한다.

Around the globe, there are groups of people who know about modern life but quietly resist it. Bakhtiari nomads of Iran are one such group. About a third of them have chosen not to go to cities or get jobs other than goat-herding. During the last century, Iran's leader, the Shah, made the Bakhtiari give up their tradition. After the Shah was forced out of power, however, the Bakhtiari went back to their traditional nomadic lifestyle. Every spring they pack up their animal-hair tents and everything else they own. They leave the desert on foot, traveling more than 300 kilometers to their summer home high in the majestic Zagros Mountains. In the fall, they pack everything up again and return to the desert in Khuzestan Province to spend the winter.

2. 위 글의 제목으로 가장 알맞은 것은?

- ① Resisting modern life
- ② Traditional nomadic lifestyle
- ③ How do Bakhtiari nomads spend their summer?
- ④ Modern nomads

The final group is small but growing at a fast rate. It is made up of people 55 or older who live in retirement communities in southern U. S. states like Texas and Florida. In these communities, residents live a worry-free life every day of the year. Everything is perfect: The climate is nice, the streets are safe and clean, facilities are specially designed for elderly residents, and there is peace and quiet. What the residents like most about the ㉠ _____ communities is that they can look after one another and do many things together. Children can visit, but only for a few days a year. Free from the stress of working long hours and the burden of raising a family, these ㉡ _____ choose to live their golden years in happy isolation. They are in their own child-free "Disneyland."



④ When expressed respectfully, anger can be a tremendous source of energy and inspiration for change.

1. 위 글의 요지로 알맞지 않은 것은?

- ① 자신의 신체적 변화를 잘 관찰하면 화를 좀 더 잘 조절할 수 있다.
- ② 화가 나게 하는 부정적인 생각의 근원을 잘 파악하면 화를 좀 더 잘 조절할 수 있다
- ③ 정말로 화낼만한 상황인지 잠시 생각하면 화를 좀 더 잘 조절할 수 있다
- ④ 사람들은 원래 나의 요구나 감정을 존중하지 않는다고 생각하면 화를 좀 더 잘 조절할 수 있다

2. 위 글의 제목으로 가장 알맞은 것은?

- ① What makes you so angry?
- ② Anger management tips
- ③ How to express your anger
- ④ Being aware of the warning signs

3. 다음 문장이 들어가야 할 가장 알맞은 곳은?



If you have decided that the situation is worth getting angry about, the key is to express your feelings in a healthy way.

- ①
- ②
- ③
- ④

4. 밑줄 친 ㉠ 가 의미하는 것이 아닌 것은?

- ① Your heart beats faster
- ② your blood pressure rises
- ③ your breathing becomes faster
- ④ your muscle becomes lax

One day, Hercules saw an object the size of an apple on the street. He yelled, "How dare you block my way?" and kicked it angrily. ㉠_____, the object became as big as a watermelon. "What in the world?" said Hercules, and began to hit it with his metal club. Then, the object became so big that it blocked the entire street. Athena, who had been watching this, came down next to the object and played music. Surprisingly, the object became as small as an apple again. Athena told Hercules, who was completely shocked by all of this, "That object is like the anger inside you. The more you ㉡_____it, the bigger it becomes."

5. 빈 칸 ㉠, ㉡ 에 들어 갈 알맞은 단어로 짝지어진 것은?

- ① surprisingly - provoke
- ② certainly - explode
- ③ suddenly - provoke
- ④ surely - explode



7.8. Written assessment for Intervention 6

다음 글을 읽고 물음에 답하세요. (1~2)

Mom kept all my stuff there when I went to America. She said that she almost used the portable gas range but then didn't. "Why not?" I asked, and she said, "I wanted to give everything back to you the way you had left ①it."

When I finished loading all the things onto the truck, Mom came over with the persimmon tree from behind the house, where she kept all the jars. The roots of the tree were wrapped in dirt and plastic. She had bought ②it for the yard at our new place. It was so small that I wondered when it would start bearing fruit. Honestly, I didn't want to take it home. Who would take care of the tree? Mom said, "You'll find persimmons on this tree very soon; even seventy years go by quickly."

I brought the little tree to Seoul on the truck, although I didn't know if ③it would survive, and buried the roots in the ground, as deep as Mom had marked on the tree. Later, when Mom came to Seoul, she said I had planted it too close to the wall, and that I should move it to another spot in the yard, which Mom pointed to. Afterward, she asked me often if I had moved ④it.

1. 위 글의 내용과 일치하지 않은 것은?

- ① 나는 미국에서 돌아오자 새 집으로 이사를 했다.
- ② 엄마는 새 집 뜰에 심을 감나무를 사주셨다.
- ③ 감나무를 심고 난 후 70년이 지나면 감을 따먹을 수 있다.
- ④ 엄마는 내가 감나무를 잘 못 심어 옮겨주어야 한다고 밀씀하셨다.

2. 밑줄 친 it 이 의미하는 것이 나머지와 다른 하나는?

- ①
- ②
- ③
- ④

다음 글을 읽고 물음에 답하세요. (3~5)

I know one thing. I can't do it like she did, even if I wanted to. I love my kids, but I can't give them my entire life like Mom did. I have so many dreams of my own! Mom didn't have the opportunity to pursue her dreams and, all by herself, faced everything — poverty and sadness. ① She couldn't do anything about her very bad luck other than a _____ through it. ② Why did this thought never occur to me when she was with us? ③ Even though I am her daughter, I had no idea, how alone she must have felt? How unfair is it that all she did was

④ _____ everything for us, and she wasn't understood by anyone? ④

Do you think we will be able to be with Mom again, even if it is just for one day? Do you think I will be given the time to understand Mom and hear her stories? If I am given even a few hours, I am going to tell Mom that I appreciate all the things she did, and that I love her. I miss Mom.

Please don't give up on Mom. Please find Mom.

3. 위 글의 제목으로 가장 알맞은 것은?

- ① Mom had so many dreams of her own.
- ② Mom was not understood by anyone in her family.
- ③ All the family members loved mom.
- ④ Mom sacrificed everything for her family.



4. 빈 칸 a, b 에 들어 갈 알맞은 단어로 짝지어진 것은?

- ① sustain - supply
- ② seeing - surrender
- ③ suffer - sacrifice

④ slip - support

5. 다음 문장이 들어가야 할 가장 알맞은 곳은?

Why did I never think about Mom's dreams?

①

②

③

④



7.9. Questionnaire about English Learning (Post survey)

Please let me know how you feel about English lessons.	I strongly think so.	I think so.	I cannot tell for sure.	I don't think so.	I don't think so at all.
1. I enjoy my English lesson.	5	4	3	2	1
2. I enjoy doing games and tasks in English in class.	5	4	3	2	1
3. I enjoy communicating with my classmates in English in class.	5	4	3	2	1
4. I think activities to translate English into Korean have helped me to learn English.	5	4	3	2	1
5. I think I understand the English in my English textbooks well enough.	5	4	3	2	1
6. I think English textbooks have helped me a lot to learn English.	5	4	3	2	1
7. I spend more time on studying English outside of my class.	5	4	3	2	1
8. I think I have learned how to learn English through my English lesson.	5	4	3	2	1
9. I wish to be taught English from time to time by British or American teachers.	5	4	3	2	1

Please let me know how you feel about learning English	I strongly think so.	I think so.	I cannot tell for sure.	I don't think so.	I don't think so at all.
1. I think learning English is important for my future.	5	4	3	2	1
2. I think learning English has improved my Korean well.	5	4	3	2	1
3. I have become more interested in what is happening in the world through learning English.	5	4	3	2	1
4. I am satisfied with my English ability I have acquired through my English lessons.	5	4	3	2	1
5. I wish to continue learning English even after I start working in society.	5	4	3	2	1



Epilogue

The whole MA course has provided me with wonderful opportunities to get acquainted with a lot of theories, trends, and issues in English language teaching and to constantly reflect on my own teaching practice. I really enjoyed the learning opportunity and feel much more enlightened and capable of putting all the theoretical knowledge acquired through the course into practice.

Looking back, there were times when I felt I was in a long, dark tunnel where there seemed no exit. Therefore, I would like to take this opportunity to thank all those who offered me their expertise and experiences to help me out of those difficult times. I would also like to thank my family without whose support and encouragement I would never have managed to continue with my learning.



**It is good to have
an end to journey
toward, but it is
the journey that
matters in the
end...** - Ursula K. Le Guin -

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