

Professional Teaching Portfolio

Mikyung Yoo

Graduate School of TESOL
Sookmyung Women's University



SOOKMYUNG
WOMEN'S UNIVERSITY

Index

I. Professional Background

- Teaching Philosophy
- Resume
- Certificates

II. Professional Development

- Practicum Overview
- Lesson and Materials
- Reflection

III. Action Research

- Introduction
- Theoretical Background
- Methodology
- Data Collection
- Discussion and Implications



Professional Background

- Teaching Philosophy
- Resume
- Certificates

Teaching Philosophy

The ultimate goal of language teaching is to help students become autonomous learners themselves in the end. In order to achieve the goal, my teaching philosophy as a language teacher is to ensure that students enjoy their journeys to destinations by providing them with some guidance and equipping them with appropriate skills and knowledge to continue the rest of the journeys by themselves.

To help students with enjoyable language learning experience, I mainly focus on creating an agreeable atmosphere for students so that they can let their guards down and feel comfortable to engage in communication. When students' competency levels are so low that they cannot do much by themselves, teachers tend to give them long lectures. When it happens, most of the time students remain silent feeling awkward sitting in class and speak less and less as they are afraid to make mistakes.



In my classroom, students never sit still listening to me. I help them do the most of talking by showing them how to tackle topics and encourage them to speak up so that even students with moderate low or even rudimentary high levels feel comfortable to speak in English. Once they learn the way to reach the milestone I show them, students start to gain confidence and not to be afraid to make mistakes. This in turn leads them to enjoy the class day by day and to improve their language skills.

For the students with higher proficiency levels, I believe that it is important to assist them to find ways to get the information they want. The World Wide Web and smart phones are two of major tools used in my class. Some applications on smart phones are also good sources of teaching and learning. For instance, TED, which provides tons of speeches made by both prominent speakers and guest speakers with unique stories to tell their audience, is a good material to learn about the world as well as presentation skills. Utilizing authentic materials like TED gives opportunities to students to acquire both linguistic features and cultural aspects of society where the target language is spoken. This permits students to learn through the language.



In sum, I believe that learning should occur in a pleasant and relaxing atmosphere with the help of a teacher acting as a guide and mentor who not only convey linguistic features and skills but also ways to make use of existing tools in order to help them become independent learners. Therefore, I, myself as a language teacher, always strive to achieve the goal.



Yoo, Mikyung

TEL. 010-9094-9080

E-MAIL mkyoo2010@gmail.com

SUMMARY OF QUALIFICATIONS

- ✓ MA in TESOL awarded by
Sookmyung Women's University
- ✓ Successful completion of the rater training for
SMU-MATE, a spoken and written English test
developed by Sookmyung Women's University
- ✓ Seven years of extensive teaching experience from
conversational English to business communication to
English with various purposes



EDUCATION

<i>Sookmyung Women's University</i> Seoul, Korea MA in TESOL	Mar. 2010- Expected graduation Feb. 2012
<i>The University of Newcastle</i> Newcastle, Australia Bachelor of Arts (Communication Studies)	Mar. 1996- Dec. 1998

TEACHING EXPERIENCE

<i>Manhattan Language Institute</i> Kangnam, Seoul -Teaching English as a Foreign Language to adult learners	Sep. 2009- Present
<i>MisoSmile Dental Clinic, Jongro, Seoul</i> -1:1 lesson. Teaching conversational English to dentists	Apr. 2008- Dec. 2009
<i>Honors Academy, Kangnam, Seoul</i> -Teaching SAT Writing (Grammar section) to high school students studying in the U.S and Korea	Apr. 2007- Apr. 2009



<p><i>Shinyoung Group</i>, Kangnam, Seoul</p> <p>-1:1 lesson. Teaching conversational English to the chairman of Shinyoung Group</p>	<p>Jun. 2007- Dec. 2008</p>
<p><i>Hyosung</i>, Mapo, Seoul</p> <p>-Teaching conversational English and business communication to groups of adult learners</p> <p>-Coordinating an intensive English program conducted at the company's training center located in Anyang</p>	<p>2005-2008</p>
<p><i>Shinsegae I&C</i>, Kuro, Seoul</p> <p>-Teaching conversational English to IT developers</p>	<p>2005-2006</p>
<p><i>IKE Language Institute</i>, Kangnam, Seoul</p> <p>-Teaching conversational English to adult learners</p>	<p>2004-2005</p>
<p><i>Private Tutoring</i></p> <p>-Teaching English to high school students in preparation for the Korean university entrance exam</p>	<p>Jan. 2002- Oct. 2009</p>



AWARDS AND CERTIFICATES

- | | |
|--|-------------------------|
| -Korean teacher certificate awarded by Ewha Women's University, Seoul, Korea | Jul. 2004-
Aug. 2004 |
| -TESOL Certificate awarded by Sookmyung Women's University, Seoul, Korea | Aug. 1999-
Dec. 1999 |

OTHER WORK EXPERIENCE

- | | |
|---|-----------|
| <i>Component Vision</i> , Yuido, Seoul | 2002-2003 |
| -Team leader, Marketing Department | |
| -Organizing and carrying out marketing campaigns | |
| <i>Cool Software Korea</i> , Youngsan, Seoul | 1999-2001 |
| -Assistant marketer, Marketing department | |
| -Localizing marketing materials, organizing marketing events, assisting sales teams carrying out sales activities | |



Walmart, Incheon, Korea Jun. 1999-
-Interpreter (Temporary position) Jul. 1999
-Assisting a department manager
conducting training

International Office, The University of 1996-1998
Newcastle, Newcastle, Australia
-Assistant to International Welfare Officer
(Part-time position)
-Welcoming newly arrived international
students, providing contact and
friendship for Korean students,
interpreting for both Korean students
and visiting dignitaries to university

Hapdong Overseas Educational Institute, 1994-1995
Jongro, Seoul
-Academic Counselor, Australia and
New Zealand department
-Providing advice to customers on aspects
of pursuing educational study in
Australia and New Zealand.



PUBLICATIONS

스크럼을 활용한 애자일 프로젝트 관리
(*Agile Project Management with Scrum*)
-Co-translation. Published by Acorn
Publishing Co. Expected
publication
Jan. 2012

엔터프라이즈 애자일 프로젝트 관리
(*Enterprise Agile Project Management*)
-Co-translation. Published by Acorn
Publishing Co. Jun. 2010

데드라인(*Deadline*)
-Co-translation. Published by Insight Mar. 2004

소프트웨어 프로젝트 생존 전략
(*Software Project Survival Guide*)
-Co-translation. Published by Insight Aug. 2003

익스트림 프로그래밍
(*eXtreme Programming Installed-XP*)
-Co-translation. Published by Insight Aug. 2002

SKILLS

- Korean: Mother tongue
- English: Highly proficient in productive and receptive skills (TOEIC Score 990 valid until Nov. 28, 2012)



Certificates



The UNIVERSITY of NEWCASTLE
AUSTRALIA

Mi-kyung Yoo

*Having satisfied the requirements
of the By-law has been
admitted to the degree of*

BACHELOR OF ARTS
(COMMUNICATION STUDIES)

NO.

MATE
Multimedia Assisted Test of English

CERTIFICATE OF COMPLETION

This is to certify that

Mikyung Yoo

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

Completion Date
28 August 2011

Hwangyoung Lan
Dean of General Education Institute



Professional Development

- Practicum Overview
- Lessons and Materials
- Reflection

Practicum Overview

Graduate School of TESOL/General English Program GEP II - Writing and Reading (영어쓰기와 읽기)

This is a special class conducted together with undergraduate and the Graduate School of TESOL.

For graduate students,

the objective of the course is to give them an opportunity to design and evaluate practical curriculum design and classroom teaching techniques based on innovative theories and models which they learned about in the MA program. By the end of the course, students should have a complete repertoire of classroom behaviors based on theories and the elements suited to their own individual personalities.

For undergraduate students,

the course provides them with meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing students' English skills. The focus here will be on the skills of writing and reading, but it should be acknowledged that other skills will necessarily be used in the classroom and as part of the course.



Sample Lessons: Technology

Setting:

Students are taking an internship program in R&D center at the No. 1 electronic company in Korea. The company needs to develop a new camera to compete with Olympus Penn, an iconic high-end camera, and a new cell phone to win more market share in the telecommunication industry. Their tasks as interns include a presentation comparing two competitors' cameras and a report analyzing the similarity and difference of two market leading cell phones from other manufacturers.

The screenshot displays the Samsung website homepage with the following elements:

- Navigation Bar:** PRODUCTS, BUSINESS, APPS, SAMSUNG logo, SUPPORT, MY ACCOUNT, NEWS | ABOUT SAMSUNG | LOGIN, and a search box.
- Main Banner:** "Experience the Wonder" for Samsung LED 8000 Series Smart TV, featuring a large image of the TV with the "SMART TV" logo.
- Product Promotions:** Samsung Galaxy S™ II "Meet an Amazing Phone" with an image of the phone and stylus; "Black Friday Deals" with a tag image and a "Sign Up to Learn About Black Friday Deals" link; and "Samsung Green Guide" with an image of a globe.
- Social Media:** A Twitter widget for @BestBuy promoting support for @Jo's Maribel Foundation with a link and hashtag #BestBuyHFC.
- Footer:** A dark navigation bar with categories: THE LATEST, TV & VIDEO, MOBILE, PHOTO, COMPUTING, and HOME APPLIANCES.



Technology

- Teaching Group: Group 2 (Mikyung and Sooyoun)
- Writing skills: Compare / Contrast essays
- Objective: Students will be able to write comparison or/and contrast essays by the end of the lesson
- Procedure:

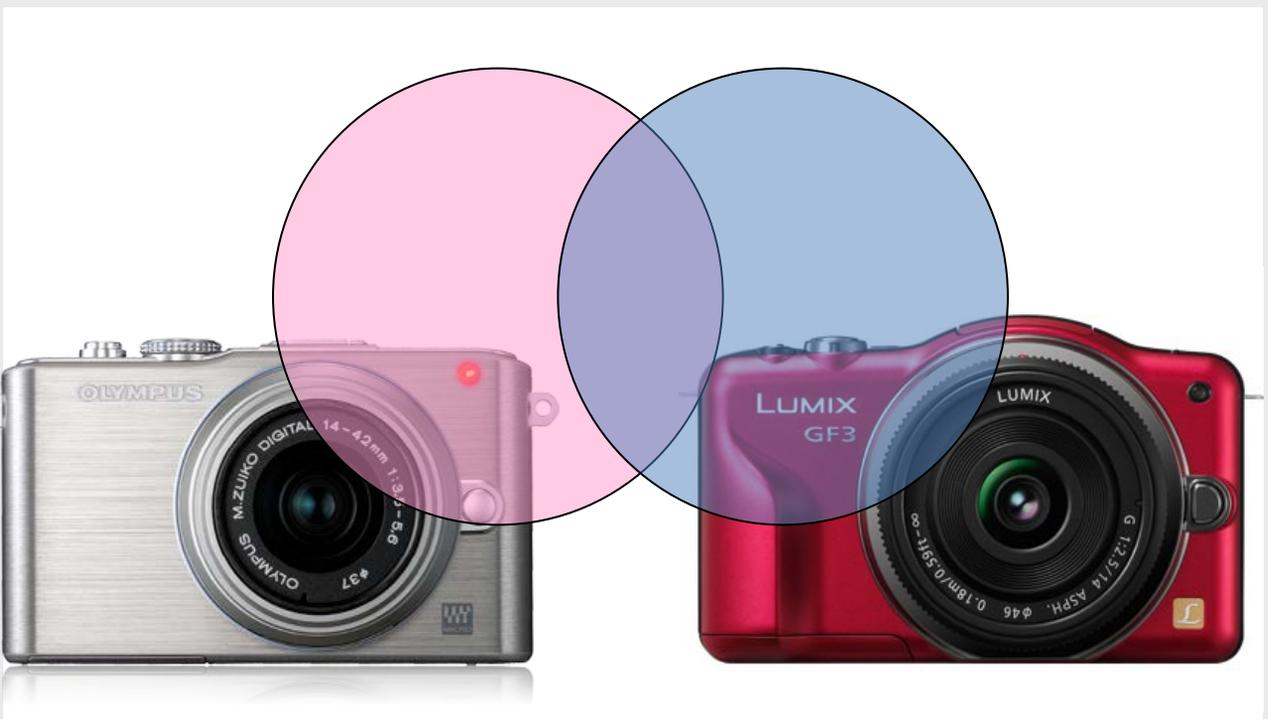


Activity 1: Learn the Basics (Card Matching Game)

1. Instructors hand out three sets of words consisting adjectives, adverbs, and nouns printed on different colored paper.
2. Students work in groups to make as many noun phrases as possible. For example, much + better + outdoor + visibility.
3. Instructors show some combination of words and ask students to remove the same combinations.
4. Students count the rest of their combinations, and a group with the highest number wins a prize.

Activity 2: Photo-Market Research (Jigsaw Game)

1. Instructors provide each group with a set of paper containing information of a specific camera including pictures and specification and another set of paper with only a name of camera at the top.
2. Students briefly go over the information and talk with their group members what information to collect.
3. Students then set out to find information for the target camera they are going to compare/contrast.
4. After gathering information, students make a Venn diagram for their presentation.



Activity 3: Photo-Reporting to Boss (Presentation)

1. Students write minimum four sentence scripts for presentations using transitional words.
2. Each group gives presentation before the superiors, big sisters, and the winner group gets a prize.

Presentation Score Form	Poor		Avg		Great	
1.The purpose of the presentation was clear and concise.	1	2	3	4	5	
1.The presentation was well organized.	1	2	3	4	5	
1.There were sufficient details to support the key points.	1	2	3	4	5	
1.My understanding of similarity/difference of two cameras was improved by this presentation.	1	2	3	4	5	
1.The presenters were prepared.	1	2	3	4	5	
1.The presenters managed their time well.	1	2	3	4	5	
1.The presenters spoke loudly enough to be heard in the room.	1	2	3	4	5	
1.The presenters did not read to audience from their script.	1	2	3	4	5	



Activity 4: Mobile (Computer Lab)

Data Collection:

Visit the websites provided and collect information.

Brainstorming:

Find similarities/differences and decide what to include.

Outlining:

Structure the information using a graphic organizer

Individual Writing:

Write up essays

Revision:

Check the content first, organization next, and grammar last

1. Instructors briefly explain that their last task is to write compare/contrast reports on two cell phones that they are going to submit to their bosses. In order to do so, they need to collect information, analyze to find the similarity and difference, and write a complete report.
2. Data collection Students are provided with a website directing them to two official websites for cell phones. They study the websites and take notes necessary information for their reports.





3. **Brainstorming** When completing data collection, students use Venn diagrams to brainstorm for the reports.
4. **Outlining with graphic organizer** Upon completing the diagrams, students get graphic organizers to outline their essays and write their topic and subtopic sentences.
5. **Individual writing** Students then finish up writing their comparison/ contrast essays referring to their outlines.
6. **Revision-Content, Structure, Grammar** Instructors show the steps of revision and ask students to check their content of the writing. After that, students read their writing again to see if the writing flows well with good structure, and then check each grammatical point instructors explain one by one.
7. **Students post up their writing on on-line writing board and read three others' reports to give comments.**



Self-Editing Worksheet

Revision Step1- Content

My essay has all three parts: introduction, body, and conclusion	Yes	No
For this block organization, I inserted a transition sentence or transition paragraph between the two blocks	Yes	No
Each paragraph discusses only one main idea, and there are no sentences that are “off the topic”	Yes	No
My essay flows smoothly from beginning to end.	Yes	No

Revision Step2- Structure

Intro: 1.The introduction ends with my thesis statement.	Yes	No
Body: The body has _____(how many) paragraphs. The topics of the body paragraphs are as follows: 1. _____ 2. _____ 3. _____ 4. _____	Yes	No
Conclusion: The conclusion summarizes the main points/ or paraphrases the thesis statement.	Yes	No

Revision Step3- Grammar

I use transition signal and comparison/contrast signal words to show relations among ideas	Yes	No
The sentences are clear and complete.	Yes	No
I checked my essay for subject-verb agreement.	Yes	No
Modification.	Yes	No
Vocabulary.	Yes	No
Punctuation.	Yes	No
Spelling.	Yes	No



Writing Assignment: Tablet PC



R&D 센터에서 근무하고 있는 모든 인턴사원에게 알려드립니다.

인턴으로서 여러분의 마지막 업무는 2012년 출시될 새로운
테블릿 PC 모델을 위한 보고서를 작성하는 것입니다.

아래 웹사이트를 방문하여 두 대의 다른 테블릿 PC를 비교하여 1페이지 분량의 보고서를 작성해 11월 24일에 제출해 주십시오.

1. Kindle Fire

Review and Technical Details

<http://www.amazon.com/gp/product/B0051VVOB2?ie=UTF8&tag=buybesttabletscom-20>

2. ASUS Eee Pad Slider SL101

Technical Details

http://usa.asus.com/Eee/Eee_Pad/Eee_Pad_Slider_SL101/#overview

Review

<http://www.bestnetbooksreview.com/asus-eee-pad-slider-sl101-table.html>



Reflection

Posted: Mon Nov 21, 2011 6:12 am

The objectives of the lesson in week 12 was to enable students to write compare/contrast essays by walking through a series of tasks designed for them to familiarize with technical words and transitional expressions. Although there were some minor problems occurred, the lesson was overall satisfactory.

One of the results I found encouraging was that students could recognize the purpose of the graphic organizer, of which they did not understand even in the previous week and were able to complete their essays using the information they arranged in the organizer. For a couple of weeks prior to this lesson, the students were provided with the instruction and the format for organizing their thoughts for their writing. However, they did not grasp the point of using the outline. The little sisters I worked with the previous week even mentioned that they were not sure what to do with their outline. They could not make use of the outline already they had laid out when the time came to write. Fortunately, this week was a bit different.



I believe that the repetitive instruction and effort the other big sisters put for the past couple of weeks on the importance of outline helped them finally understand the point. Moreover, the series of tasks during which the students had to brainstorm and make their own outlines allowed them to make use of it.

The other satisfying result came from the first activity during which the students had to make a list of noun phrases working with other group members. As they made trials and errors matching adjectives, adverbs, and nouns, they seemed to be able to recognize quite a number of expressions. Despite that I do not think they fully understood and acquired the new expressions, I believe that the vocabulary exercise helped them to get accustomed to some technical terms and expressions. I witnessed that many of the students could scan and skim through the information they were supposed to collect for their final writing on mobile phones. If they had not familiarized themselves with the terms, they would have been stuck amid unknown vocabulary and felt at a loss. Owing to the exercise, the students could manage to complete the presentation comparing two cameras with some helps from their big sisters and did not encounter any major obstacle during the data collection phase for the final task.



There were some parts which needs improvement. The time management for the first activity was one of them. The time allotted for the activity was 10 minutes but it proved to be a little long. That resulted in the lack of tension and competitiveness while they were working on the task. The students could go on forever making the list of noun phrases if time was permitted, so it would have been better to force them to finish as quickly as possible in order to speed things up. Another drawback of the lesson seemed to be the presentation score form. Although it was designed to evaluation each group's presentation as it was not meant to be given back to the student groups, it should not have been chosen to include several different aspects to be evaluated. Big sisters seemed to find it overwhelming. I believe it could haven been a simple table with the names of groups so that big sisters could simply circle the best group to present without worrying too much about the details. In spite of the minor aspects which needs more attention, I believe that overall the class was quite satisfactory.



Other Teachers' Reflection

Posted: Sun Nov 20, 2011 2:52 am

Week 12's lesson was centered around the teaching of how to write a contrastive/comparison essay on the topic of smart phones. The lesson was framed and contextualized so students took on the roles of interns in a "Sookmyung Electronics" company, working in three different divisions and the big sisters did a good job of keeping the context alive throughout the lesson. Materials and tasks were well-designed and organized and the move to the computer lab was a welcome change of scenery and provided a technologically-enhanced mode of writing, more in line with the way students really write.

Posted: Sun Nov 20, 2011 2:23 pm

The lesson, whose objective was writing comparison and contrast essay, was well structured around technology which was the theme of the lesson. It was a very clever idea to let the students write on the computer which is the almost same condition that the students face when they take the MATE and use real technology which was parallel to the topic.



Action Research

- Introduction
- Theoretical Background
- Methodology
- Data Collection
- Discussion and Implications

The Effects of Relationship Building on Promoting Online Participation

Sinhye Kim & Mikyung Yoo

Introduction

Online writing board is devised for students enrolled at GEP Reading and Writing course to improve their communication skills even outside the classroom through informal interactions with peers, student-teachers, and the instructor. When writing on the board, students can freely express themselves without worrying too much about linguistic features such as grammar, vocabulary, and many other things. To promote the use of online writing board, 10% of the final score for the GEP course is allotted to participation in the writing activity.

However, the number of postings varies depending on groups and individuals. Some groups show the higher number of postings, whereas the other groups do not show any sign of improvement in participation rates. Even the group which has the highest number of postings also shows the diverse rates among its members within the group. Most of the postings which contribute to the participation rate are done by a couple of actively participating students and their student-teacher. Therefore, there has been an increasing interest among student-teachers in how to promote participation on online writing board. Thus, the focus of this action research is on the way to increase participation in the online writing activity so that less actively participating students can engage more in the written communication than they usually do.



Theoretical Background

Definition of participation in our GEP setting

It is commonly agreed that online participation is the key to success in e-learning, but encouraging learner participation is one of the most challenging tasks to achieve. Before examining the issue more closely, it is important to define what participation is. Picciano (2002) claims that “interaction may indicate presence but it is also possible for a student to interact by posting a message on an electronic bulletin board while not necessarily feeling that she or he is a part of a group or a class.” That implies that it is possible for some students in GEP class to post their writing just to get better scores for the course, not to interact with others meaningfully. In that case, they do not care what others write and just post their own ideas even when the previous posting asks for suggestions or seeks for advice. In other cases, students may not write often even though they feel strongly attached to their groups. Therefore, there is a need to define what participation is in this research setting prior to this action research.

Many researchers have explored the meaning of online participation, and its definition ranges from simple viewing of messages to actively engaging in dialogues with high quality writing. Hrastinski (2008) proposes six different ways how online learner participation is conceptualized. The lowest level of conceptualization is to look at participation as accessing to online environments. The number of visit is counted to evaluate the participation of learners. The learners with the higher number of visit to the environments are regarded as more active than others.



The second level is to assume that online participation is equaled with the number of postings in written language. The learners who post frequently are assumed to be more active participants than those who do not write often. The third level of conceptualization is regarding participation as quality writing.

This means that even if learners visit the environments more often than others, if they do not contribute with quality writing, they are not participating actively. The level four is to see participation as writing and reading. If learners write and read many messages, they are assumed to participate more actively than those who do not. The fifth level is characterized by that participation is actual and perceived writing. The writing perceived to be important is regarded as more active participation. The highest level is to assume participation as taking part in dialogues, which allow learners to engage in communication by reading messages and posting writings which are viewed important by other learners.

Although researchers try to study complex dimensions of participation, such as whether participants join dialogues or post writing perceived of importance, the level of participation in our GEP setting should be characterized as the second level, which perceives participation as the frequency of postings. The purpose of online writing board in GEP Reading and Writing course is to increase the interactions in written language between student-student, student-student-teacher, and student-instructor in order to improve learners' confidence as well as their writing skills by utilizing their target language as a tool for authentic communication.



As the competency levels of students vary and physical and psychological tools they can make use of are different among them, the quality of writing, level 3, and the perceived importance of writing, level 5, should not be considered as participation. In addition, reading and writing, level 4, and taking part in dialogues, level 6, cannot be accounted as there is no tracking tool to keep track of the number of messages viewed. Moreover, the writing board does not provide a reply function to every posting. Students can always go back to the previous postings, but it is not easy to make comments on them unless they specifically direct their messages to the writer or the posting they refer to. Therefore, participation in this action research is assumed to be the number of writing posted up on GEP online writing board.

Influential Factors on Participation

Now that online participation is defined for our GEP setting, it is important to examine factors that influence participation in order to devise the treatment to increase students' participation in the writing board. Some internal and external factors can be considered, such as students' anxiety level or personalities and student-teachers' personality or teaching style.

Regarding the personalities, La Noce (2002) claims that not many studies have explored the impact of personality variables. One of them is the research conducted by Solimeno et al. (2008), one of whose topics is the effect of students' personality characteristics and learning strategies and teachers' characteristics on learning outcomes in online or face-to-face contexts.



For the study, one hundred and seventy students participated in 10 community psychology seminars; five online and five face-to-face. The finding shows that although asynchronous collaborative learning online can influence positively on professional growth, tutors' characteristics do not influence students' performance. Moreover, students who perform better in online and in face-to-face seminars differ in some psychological variables and in their learning strategies but the differences are not noticeable.

However, some other studies have interesting findings on factors affecting online participation. Wiener and Mehrabian (as cited in Conaway et al., 2005) highlight that immediacy behavior between an instructor and a learner is a strong contributing factor to successful collaborative learning. Immediacy is “the degree of psychological closeness that exists between communicators and the objects of their communication” (Conaway et al., 2005, p.25,) Therefore, how close, comfortable, and safe students feel in the relationship with their instructor seem to determine the success of online learning.

Research Question

As students' and instructors' characteristics turn out to be not influential on online participation, immediacy seems to be the important factor which affects online participation. Therefore, our action research starts from the assumption that promoting immediacy between students and instructors might provide positive effect on the frequency of online writing. The following is our research question.



“Do the closeness, comfort, and psychological safety that students experience through personal interaction with a facilitator promote the frequency of posting on online writing board?”

Methodology

Participants

Four groups were selected among 8 groups taking GEP class at Sookmyung Women’s University. Most of them were senior students who would graduate coming February, 2012, and their majors varied from computer engineering to food and nutrition. Each group consisted of 2 or 3 undergraduate students and a student-teacher, a graduate student majoring in TESOL. The groups chosen were iSenior, Shy Girls, Dream girls, and Big Tummy Sisters, and one least active student from each group was chosen as the object of observation for this research. The most active students were also included to compare the participation rates of the less participating students. The following is the list of the groups and the target members.

Group Name	Big Tummy Sisters	Dream Girls	iSenior	Shy Girls
Big Sister	Mikyung	Hannah	Juyoung	Shin Hye
Most Active	Sookeun	Irene	Yoon	Hyeram
Least Active	Seoyoung	Seo Yeon	Jiha	Cassie

[Figure 1. Target groups and students]



Procedure

In order to find out how immediacy behavior influences participation in online writing board, a whole semester was divided into three different periods during which two treatments were administered.

First, no treatment was administered from September 8th to October 9th. The instructor on the first day of GEP class introduced the online writing board explaining the purpose of using the board and the regulations requiring students to visit at least three times a week in order to get 10 % of the final grade.

Next, video clips were uploaded between October 10th and 30th to increase immediacy level among the instructor, the student-teachers, and the students. As many students were interested in images or movies, video clips were expected to grasp the students' attention to the writing board and elicit motivation to participate in communication through the writing board. It was also hoped that this in turn would lead to increase in immediacy between the participants and the instructor.

After that, regular visits by the instructor and the immediacy behavior adopted by the student-teachers were administered from October 31st to December 10th. The instructor visited the online board frequently to make comments on other participants' messages or start new topics when there was not much communication going on. Meanwhile, the student-teachers tried to build the relationship with their group members at personal level in order to help them to feel more comfortable to visit the board to talk to the instructor, the student-teachers and other students as well.



Data Collection

Materials

Two types of data were collected for analysis; the number of postings and the survey results. For the number of postings, first the writing done during no treatment period by each student in the four chosen groups was counted. Based on the information, a target student from each group was picked. Next, the postings while two different treatments were administered were also counted. After the treatment, the big sisters of those groups were asked survey questions about their impressions about the influence of the immediacy behavior on the increase of target students' participation. The survey questions included 1) has the relationship building at personal level elicited the target student to have more interest in written communication online and participate in the online writing board as a result? 2) If the answer is yes, describe the influence of the intimacy in more detail and disclose if there have been any other treatments such as phone calls, text messages, or e-mails. If the answer is no, think about the possible reason for that.

Analysis

This action research was to set to find out if the closeness, comfort, and psychological safety that students experience through personal interaction with a facilitator promote the participation in online writing board. In order to measure the participation rates, the number of postings on the GEP online writing board was collected and analyzed. Survey was also conducted to find the impression the student-teachers got on their students' reaction to the measurement, especially the immediacy behavior.



Postings during no treatment period

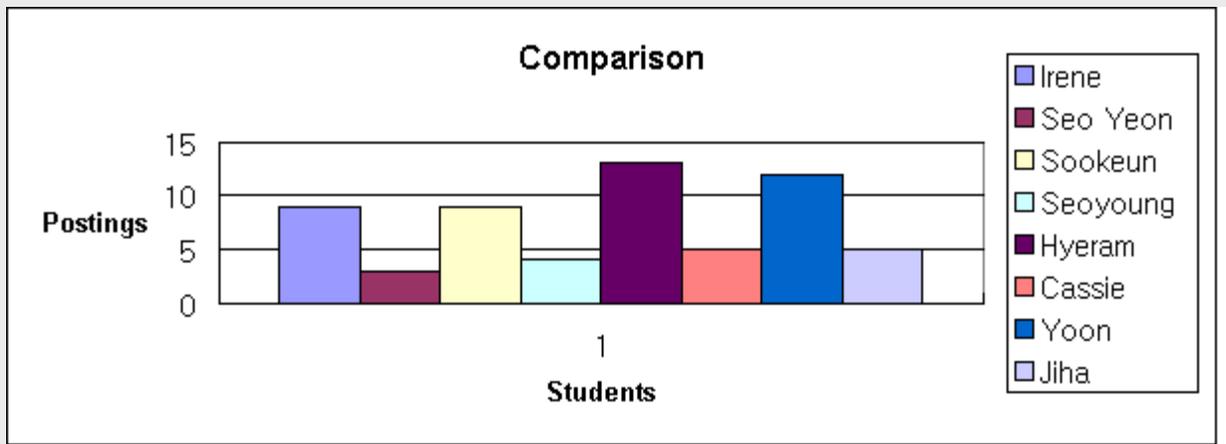
First of all, the number of postings on each writing board for the chosen groups was all collected to select target participants. As shown below, two of the groups had 2 students in their groups whereas the other two had 3 students. The numbers of postings within each group were compared, and target students were chosen based on the data. They are marked *italic* in the following list.

Big Tummy Sisters		Dream Girls		iSenior		Shy Girls	
Instructor	4	Instructor	7	Instructor	4	Instructor	7
Big Sister	11	Big Sister	7	Big Sister	9	Big Sister	5
Seoyoung	4	Irene	9	April	10	Cassie	5
Sookeun	9	Seo Yeon	3	Jiha	5	Hyeram	13
				Yoon	12	Hyumjung	10

[Figure 2. The number of posting during no treatment period]

In order to check the difference in the participation rates between the most and the least active students in each group, the following graph was created. The graph shows that the least participating students stay below 5 while the most participating ones are apparent as they have at least 9 postings during the first period.





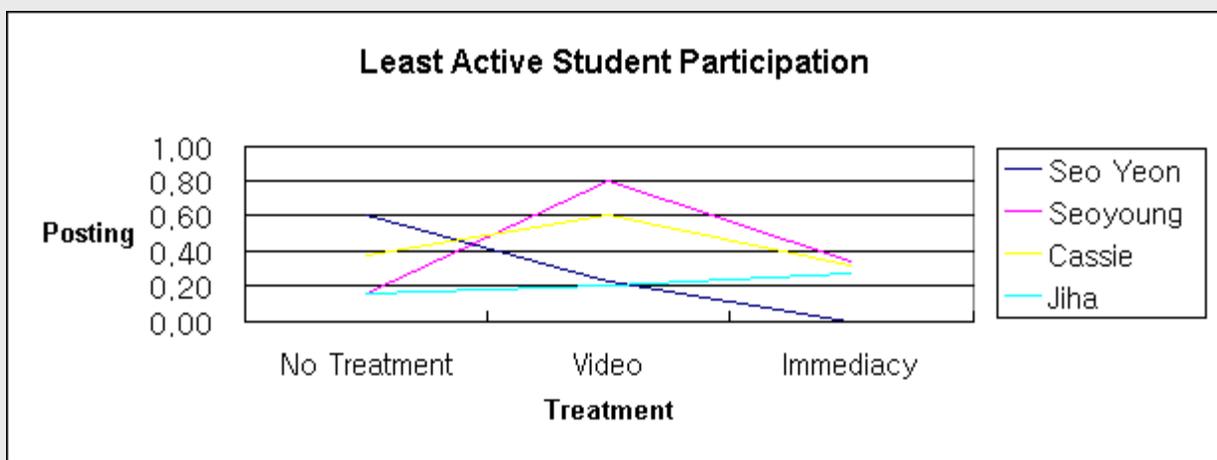
[Figure 3. Comparison between the most active and the least active students]

Postings per day by the most active and the least active participants

As the period for each treatment was different from one another, the number of postings for each period was divided by the number of days within the period to produce the average number of postings per day. Then, the data of the least active students were taken to see if each measurement which was adopted to increase the immediacy level had any positive influence on their participation. The students included Seoyoung of Big Tummy Sisters, Seo Youn of Dream Girls, Jiha of iSenior, and Cassie of Shy Girls.

The following graph shows the different participation rates among the students depending on the types of treatments. Two of them reached their peaks during the first treatment period when video clips were uploaded.

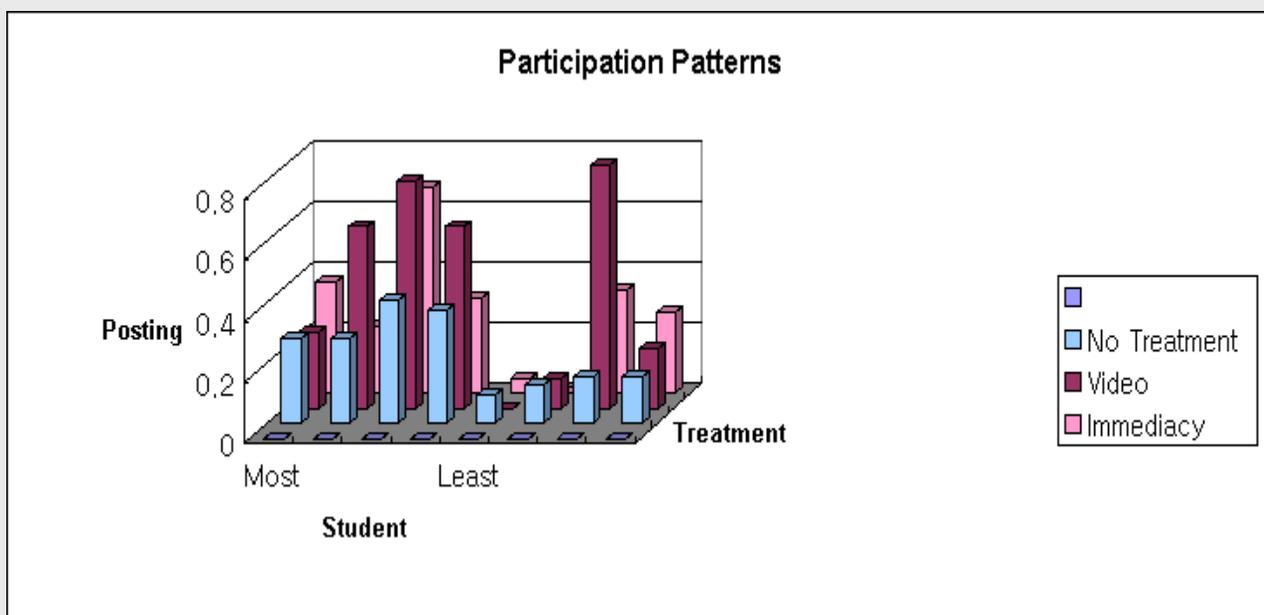
For instance, Seo Young's participation increased dramatically in online communication but dropped quite sharply despite the student-teacher's effort to build the relationship in person at personal level. Cassie's participation also rose but slightly during the same period and fell a little afterward. The other two students, Jiha and Seo Yeon, on the other hand, show different patterns. Jiha wrote fewer than 0.2 messages per day when no treatment was provided. Her participation in the online writing board hardly increased even when video clips were posted but immediacy promoted the interaction. Seo Yeon is the only person among four whose participation dropped continuously from the beginning of the course till the end.



[Figure 4. The least active students' participation during treatments]

The patterns of the participation rates of the least participating students are similar to those of the most participating ones. The following graph illustrates the participation patterns among the students.

X axis represents students; the four students from the left are more frequently posting students whereas the other four from the right are less participating ones. Y axis represents the number of written messages and Z the treatments from no treatment in the front to immediacy behavior in the back. Overall, most of the students, whether they were more active or not, responded more to the video clips the instructor provided in order to get them interested. A couple of them actually reacted more to the immediacy behavior.



[Figure 5. Participation patterns]

When observation and treatment periods were over, survey questions were asked to the student-teachers regarding the second treatment. The questions included the effectiveness of the relationship building method on the frequency of posting written messages on the online board, the immediacy behavior used for that, and the possible reasons for the failure to promote online interaction.



Three student-teachers responded that building personal relationship to make the less active students feel more close and comfortable enough to write more often on the board was not effective. Although the student-teachers tried to have more conversations with them on a variety of topics, the effort was not successful to engage them in the online communication. One student teacher met her student outside the classroom a couple of times to make them feel more comfortable, and another student-teacher sent SMS encouraging her student to join the talk online. However, neither of the efforts successfully led to higher participation rates.

Group	Effective or not	Methods	Possible reason for the failure
Big Tummy Sisters	Not effective	Conversations, meeting outside the classroom environment	Seoyoung was busy seeking employment.
Dream Girls	Not effective	Conversations, sending SMS	Seo Yeon was also busy seeking employment.
iSenior	Not effective		Jiha lost her interest toward the end of the semester.
Shy Girls	Effective	Conversations	

[Figure 6. Survey Result]

Discussion and Implications

This study was developed to increase the online participation of the students who were less active in initiating talks and responding to others in written form on the online writing board for GEP class.



In order to promote the communication between the members of 4 chosen groups, two kinds of methods were employed; one was to post up video clips which could be enjoyable to watch and could be good topics to start conversation with, and the other was immediacy behavior the student-teachers adopted to build relationships with their students at personal level to make them feel connected and comfortable so that they could write more often on the board. The data were obtained by analyzing the participation rates in the online writing board and by asking a few survey questions to the student-teachers.

The finding shows that overall students responded more to the video clips rather than the immediacy behaviors. The participation rates increased to the peak during the period when video clips were posted up but started to fall again after the period. Of course, the participation during the personal relationship building period rose slightly if the rates were compared with the ones when there was no treatment, but the increase was not significant. The survey result might give an understanding of the unexpected result. The student-teachers answered that their students' participation decreased toward the end of the semester due to the lost of interests and the stress caused by job seeking processes. Most of the students in GEP class were senior students who were busy preparing documents required to apply for jobs and developing their interview skills for the interviews. Some of them were successful in getting jobs and became busy working full-time. Therefore, the participation rates on the writing board decreased even though they felt more comfortable communicating in the target language and had better relationship with the instructor and the student-teachers.



The result of this action research is somewhat different from what was expected in the first place as there were some factors that affected the finding. One of the factors was that most of the students were preoccupied with things other than the course itself. In addition, the second treatment which was devised to increase the physical and psychological familiarity between the student-teachers and their students was applied toward the end of the semester, which hindered them from sparing time as they were faced with final exams. However, if the condition is different, the similar measurements might yield positive findings. For instance, if a class which is composed of freshmen and sophomores becomes the object of the study, the immediacy behaviors to build relationship for better interaction can be more effective and this can lead to higher participation in online writing board.



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Thank You

Mikyung Yoo
mkyoo2010@gmail.com



SOOKMYUNG
WOMEN'S UNIVERSITY