



**KEEP  
CALM  
AND  
ENJOY  
ENGLISH CLASS**

**SPRING 2015**

GRADUATE SCHOOL OF TESOL /  
SOOKMYUNG WOMEN'S UNIVERSITY

# Introduction

**This portfolio is designed to give the information about my professional English teaching field and demonstrate my accomplishments and development. Five semesters in Graduate School in TESOL in SookMyung University have definitely transformed me into a competent educator who takes a holistic approach to teaching learners. This teaching portfolio reflects on my view on teaching and education, lesson plans, and certificates.**

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# Personal Information

## Inseon Choi

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82-10-8747-6281

Ahyundong Mapogu, Seoul, KOREA

### Educational Achievements

**Graduate School of TESOL at SookMyung Women's University – Seoul, KOREA**

**September 2013 ~ August 2015**

**TESOL Certification at SookMyung Women's University – Seoul, KOREA**

**Feb 2013 – June 2013**

**Cyber Hankook University of Foreign Language – Seoul, KOREA**

**March 2011 - Aug 2012**

Bachelor of Arts in English, TESOL

**SoongEui Women's College – Seoul, KOREA**

**Mar 1996 – Feb 1998**

Majored in Business Management

### Work Experience

**English teacher**

**June 2014 – Current**

1:1 English teacher for executive (Taurus Investment and securities)

**English teacher**

**February 2015 – Current**

1:1 English teacher for executive (Daewoo Engineering and Construction)

**English teacher**

**May 2015 – Current**

1:1 English teacher for executive (LG Hausys)

**Bonum Global Education: Curriculum Director (Seoul, Korea)**

**November 2014 – June 2015**

English School for age3-13

- Supervising and hiring Korean and Foreign teachers
- Developing curriculums from nursery to Grade 12
- Training teachers to develop their teaching skills
- Consulting parents for their children
- Opening new schools
- Developing age-appropriate lesson plans and lead classroom instruction in all subject areas
- Evaluates teacher performance
- Supervises students at assemblies and special events held on school grounds

**YBM GATE Appujeong: Supervisor (Seoul, Korea)**

**September 2013 – March 2014**

English School for gifted children age 5-12

- Developed curriculums from Pre-K to Grade 9
- Trained teachers to develop their teaching skills
- Developed age-appropriate lesson plans and lead classroom instruction in all subject areas
- Evaluated teacher performance
- Supervised students at assemblies and special events held on school grounds

**LATT Learning Center: Supervisor (Seoul, Korea)**

**Jan 2012 – August 2013**

English School for age 5-8

- Supervised and hiring Korean and Foreign teachers
- Developed curriculums from Pre-K to Grade 9
- Trained teachers to develop their teaching skills
- Consulted parents for their children
- Opened new schools
- Developed age-appropriate lesson plans and lead classroom instruction in all subject areas
- Evaluated teacher performance
- Supervised students at assemblies and special events held on school grounds

**Wonderland HQ: Education Department, General Manager (Seoul, Korea)**

**June 2011 – Dec 2011**

English School for age 5-15

- Developed curriculums from Pre-K to Grade 12
- Assisted to open new Wonderland school nationwide
- Provided regular Teacher Training Course for franchised institute

**Rainbow English School: English Teacher / Supervisor (Seoul, Korea)**

**August 2008 – Dec 2010**

English Institute for age 8-16

- Taught English to elementary and middle school students
- Developed curriculums for elementary and middle school students
- Trained teachers to develop their teaching skills

**Other Work Experience**

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**Samsung Electronics Co., LTD., (Seoul, Korea)**

**October 2004 – November 2005**

**Borte Bella Inc. (New York, USA)**

**August 1999 – September 2003**

**Skills**

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- Planning and organizing – Organizational abilities
- Result oriented: Ability to achieve the target within given time
- Excellent Communication skills.
- Self motivated
- Possesses initiative and highly energetic
- Strong verbal and personal communication skills
- Decision making, critical thinking, organizing and planning
- Tolerant and flexible in different situations

## Teaching Philosophy

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."  
Savignon (1983, p. 187)

I believe teaching English is not only teaching a language. In learning English, there is an intimate connection between life and opportunity. My ultimate, overarching, goal as a teacher is running a perfect school with a perfect curriculum to increase students' abilities. To teach English simply as a language means that students would spend time in the classroom practicing their language skills by engaging in language enhancing tasks. They would be writing papers, performing grammar exercises and learning new vocabulary. I believe that English education should focus on improving communication skills through a variety of different genres to create better communicators inside English students.

I make an attempt to encourage my students to capitalize on their strengths and experiences in order to develop their English abilities. I have been teaching various students in different level. I know that the students who enter my classroom are getting an education for a reason. They are aiming to acquire professional skills in a specialized area that will allow them to go out into the world and build a successful career and life. I believe it is my duty to prepare them for the world they will enter. Not only is it important for me to teach my students the mechanics of English, it is also very important for me to instruct my students in the proper use of the language. Therefore, I devote time to study the different linguistic genres and discourses that exist in society. I believe I need to be up-to-date as an English teacher. Like I mentioned above, it is because learning English is connected to the real world.

I also believe that a teacher is, first and foremost, a mentor and guide to his students. I have faith in that everyone can learn. A teacher must be sensitive to the individual needs of each student, and have compassion for my students and their individual struggles. I have confidence in that a good teacher remembers what it was like to be a student and never loses the ability to relate to the student and the challenges of growing up. I encourage my students to learn to be open-minded, tolerant, and independent, and assimilate in their immediate community, by insightful values that are inclusive and non-discriminatory, and by creating a learning environment in which differences are celebrated, whilst broadening my own cultural awareness.

No. 1152

# Sookmyung Women's University

## Graduate School of TESOL

### INSEON CHOI

### 최인선

#### 국제영어교사 자격증

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

교육기간 : 2013.02.01 ~ 2013.06.20  
전공교육과정: TESOL



#### 숙명여자대학교

TESOL대학원 원장 최 병 철

총장 황 선 혜



#### Certificate of TESOL

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

Duration of the Training : February 1, 2013 ~ June 20, 2013  
Specialization : TESOL

#### Sookmyung Women's University

Dr. Byungchuel Choi  
Dean, Graduate School of TESOL

Dr. Sunhye Hwang  
President, Sookmyung Women's University

# English in Action Speaking Course

**Stephen van Vlack**

Sookmyung Women's University  
School of English  
Policy-Spring 2015

Overview: This is a truly student-centered class which focuses on helping students build their global English speaking competence through interactive and transactional tasks. The entire class is planned about having students perform real-world tasks designed and arranged according to the ACTFL Proficiency Guidelines. Tasks are custom designed for the students in the class on the basis of a detailed needs analysis, so the students engage in tasks that not only interest them but which they also need to practice to improve their proficiency for use in the real world. In this class the students will be generating large amounts of language that will be closely monitored by a cadre of trained teachers so that helpful feedback can be provided.

This is a special class. There will be several teachers in the class, all working to help the students. This is a great opportunity for students who really want to improve their English speaking skill, but there will be a lot of work and assignments. Please sign up for this class if you are serious about taking advantage of all the special opportunities we will give you for improving your English speaking proficiency.

Objectives: The main objective of this course is to give the students an opportunity to develop skills and strategies for increasing their global speaking proficiency in English. This goal, in effect, will also help the students to build the skills necessary for attaining a higher score on the ACTFL OPI and OPIC speaking tests. Both of these goals will be achieved through both in and out of class practice and development. The focus here will be on skills related to spoken English, but other skills, such as reading, will also be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on speaking skills which will, based on such exposure, undoubtedly improve.

## Texts and Materials

There is NO textbook for this class. Students will be given handouts each week from the 'special' teachers who are responsible for teaching during that week. Do NOT buy any textbook. You must, however, buy a very good folder to hold all the papers that you will be getting during the course. There will be a lot of handouts and printouts. You will need

to keep these printouts to review for the exams so make sure you hold onto them. In effect, all the printouts and handouts taken together will be our textbook.

Additional Materials: Students will also be supplied with supplemental reading texts and homework files for printout each week. The texts will come in the form of files proved on- line to the student one week in advance and will be given as homework. Students will also be given many handouts during the class. Students are expected to keep all these various handouts in a folder that they should bring to class each week.

## Methodology

English Only: The working language of this class is English. This means all official aspects of the course including all assignments, presentations, and in-class discussion

should be conducted in English. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

**Classroom:** In this class we are going to use a task-based, flexible grouping approach. This means that students need to work together to perform a series of connected tasks during the course of each class session. Nobody does anything alone and nothing is just

over and done with. Everything we do in class leads into something else. This means that everyone needs to work with her ever-changing group members in order to get the

assigned tasks done as well as possible. Your group members are relying on you, just as

you rely on them. Students in this class need to cooperate with others and work hard. We will not have very much lecturing or teacher-fronted activities here. Students in this class learn by doing. Be ready for that. You should be busy and engaged during the entire class session.

Remember students, as always, the degree of success or failure in the classroom is based on the amount of effort you put into your work and how much you prepare and are willing to try. So, please come with lots of energy and a spirit for fun and adventure. Don't be scared to talk and make a lot of noise. Talk a lot!

**Attendance:** In this class there is no such thing as an excused absence. Students are expected to attend all scheduled classes. The nature of this class makes absences particularly problematic. When one student is missing her whole group suffers. Also, because in this class students learn by doing it is very hard to make up for missed in-class work. Two or more absences, therefore, will result in a significantly lowered final grade.

Four absences result in automatic failure. If you are going to be absent and know it beforehand, make sure you contact the principle instructor (Professor van Vlack) as far in

advance as possible so that the work can be made up.

**Web Page:** There is a special webpage used for this class. The purpose of the webpage is primarily to introduce, explain and allow homework assignments to be given and managed. Students must check the webpage on a regular basis to keep up with what is going on in the class and to download and work on the assignments. The web page address is: <http://www.udveksling.com/English in Action.com>. It is also possible to enter this page through the instructor's general homepage (<http://www.udveksling.com>) and from there just click *English in Action* in the blue menu box on the upper right side.

**Big Siblings:** This class is very special because we have 'big siblings' (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be placed into a group led by one big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her production in English. Under normal circumstances, students will sit with their big siblings in groups and work together with them. The big siblings are there to help. We hope that each student will form a special bond with her big sister or brother as well as her group members. Learning is much more fun and potentially meaningful when one does it with others.

**Assignments:** Each week there will be two different types of assignments related to the work we have been doing during the week in class. The assignments will cover both reading and speaking. The reading assignments will be given to students one week before the class they are intended to be used while the speaking

assignments will be given after each class. Students will do their speaking assignments on the special voice board for this class.

On-line Voice Board: A major part of the assignments for this class is for students to develop speaking skills via an on-line voice board. Each GEP student is required to go to the voice board each week to record a speech on a specific topic worked on in the class that week. Students can access the voice board via the Practicum/GEP web page. These speaking assignments mirror, to a certain extent, the tasks found on the MATE Speaking Test. Each student will get feedback on the board both from her big sibling and the course instructor, so this is an exciting and important part of the course.

Sample Assessments: In this class each student will be asked to take a speaking assessment three times. The speaking assessment will take the form of a one-on-one interview formatted according to the ACTFL OPI speaking test. The first speaking assessment will be used to establish a base speaking level for the student. Following that, speaking assessments are to be given as part of both the midterm and final exams. Students' grades will be determined based, in part, on how and how much their assessment scores change; that is, improve. Thus, students who enter the course with higher proficiency, as reflected in the initial assessment, will not necessarily get a higher grade in the course. Improvement must be shown.

Grades: Final grades will be based on performance in the following categories.

Assignments	35%
Improvement	10%
Midterm Exam	10%
Final Exam	10%
Class Participation	35%

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Homepage - <http://www.udveksling.com>

Stephen van Vlack  
Sookmyung Women's University  
School of English

English in Action Speaking  
Syllabus – Spring 2015

Week 1; March 3/5

Introduction to the course, persons and materials involved.

\*Group 1 teaches class - ICE BREAKING ACTIVITIES

In this the first week of class we are going to try to get to know each other through the medium of English and some basic speaking and listening tasks. We are going to focus on the simple functions related to introductions and personal information embedded within the forms of highly formulaic presentations of information. We will do by engaging in a series of icebreaking tasks. It should be fun.

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

Week 2; March 10/12

Speaking – Personal attributes and personal descriptions

Student Survey

Speaking Assessment (Preliminary test)

Little Sister groups formed

\*Group 2 teaches class – GROUP BONDING

This week we take care of some basic administrative tasks designed to make the class better.

We will first take a needs survey and then take the first of three speaking assessments. Then the student will be placed in groups and given time to bond with the group mates and big sister. Following that we will do some work, dealing at first with shorter, more personal, highly contextualized, and less formal areas of personal speaking.

Homework: To be announced on the homework board.

Week 3; March 17/19

Speaking – Interactional language tasks (basic)

\*Group 3 teaches class

This week we take a quick look at discussion about highly personal and familiar topics for the

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

Homework: To be announced on the homework board.

Week 4; March 24/26

Speaking – Concrete descriptions – people and things

\*Group 4 teaches class

This week we turn our attention to the basic function of description, starting with the concrete.

We will limit our descriptions to people and things. This will be a fairly simple type of describing to inform for a variety of possible situations. The linguistic focus will be on noun phrases and adjectives.

Homework: To be announced on the homework board.

#### **Week 5; March 31/April 2**

Speaking – Concrete descriptions - processes

\*Group 5 teaches class

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

Homework: To be announced on the homework board.

Week 6; April 7/9

Speaking – Descriptions – personal routines

\*\*Group 1 teaches class

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

Homework: To be announced on the homework board.

Week 7; April 14/16

Speaking – Narration (basic)

\*\*Group 2 teaches class

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

Homework: Prepare diligently for the Midterm Exam.

Week 8; April 21/23

Midterm Exam

\*Group 3 teaches class - MIDTERM EXAM

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

Homework: To be announced on the homework board.

Week 9; April 28/30

Speaking – Narration – more formal

\*\*Group 4 teaches class

This week, we return to the genre of narration, which we started before the midterm.

The difference here is that the speaking needs to be much more formal as well as longer and more carefully structured in paragraphs.

Homework: To be announced on the homework board.

### **Week 10: May 5 (Holiday)/May 7**

Speaking – Abstract descriptions – figures and tables

\*\*Group 5 teaches class

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

Homework: To be announced on the homework board.

Week 11; May 12/14

Speaking – Informal opinions

\*\*Group 1 teaches class

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

Homework: To be announced on the homework board.

Week 12; May 19/21

Speaking – Comparison/Contrast

\*\*Group 2 teaches class

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

Homework: To be announced on the homework board.

Week 13; May 26/28

Speaking – Opinions (formal)

\*\*Group 3 teaches class

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

Supporting opinions effectively is key here.

Homework: To be announced on the homework board.

Week 14; June 2/4

Speaking – Persuasion

\*\*Group 4 teaches class

This week we take a final look at speaking in a well-structured opinion paragraph by focusing on news events, a somewhat familiar topic area. This type of speaking is generally found on the OPI and as such is seen as being a very fitting, if somewhat difficult, final speaking task for this course.

Homework: Prepare for the final.

### **Week 15; June 9/11**

Final Exam

\*Group 5 teaches class - FINAL EXAM

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

Week 16; June 16/18

Make up week.

Good bye for now and have a great summer vacation - You deserve it!

# STUDENT SURVEY

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

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

안녕하세요 밴블랙 교수님의 English in Action Speaking 학생 여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분들의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사결과는 수업활동과 자료를 구성하는 데에만 참고할 것입니다.

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

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해주시시오.

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

## 2. Briefly describe your English learning experience.

자신의 영어학습 경험을 적어주시시오.

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

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

영어를 어떤 용도로 얼마나 사용합니까? (해당 칸에 표시하십시오)

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

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

정규시험을 보신 적이 있다면, 점수를 적어주시시오.

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

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

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

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

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

Vocabulary	Reading	Speaking	Writing
Grammar	Pronunciation	Listening	Test preparation

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

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

Reading	Intermediate 중	Advanced 상	Superior 최상
Speaking	Intermediate 중	Advanced 상	Superior 최상
Writing	Intermediate 중	Advanced 상	Superior 최상
Listening	Intermediate 중	Advanced 상	Superior 최상

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

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

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

**9. How comfortable do you feel listening to English? Check the scales below.**

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

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

**10. How friendly are you with English. Choose one below**

당신에게 영어는 얼마나 친숙한가요? 아래 해당하는 곳에 표시해 주세요.

English is my friend.
English is my enemy.

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

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

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

**12. What types of materials would you like to use in this class? Rank the following in order (1: Most preferred, 9: Least preferred)**

English in Action Speaking 수업에서 다루었으면 하는 수업재료는 무엇입니까? 1부터 9까지 좋아하는 순서대로 번호를 매기십시오. (1:가장 선호, 9:덜 선호)

Worksheet	Movie clips	Pictures	Cartoons
Video	Sound bytes	Graphs	Short articles
Realia			

**13. What kinds of topics are you interested in? Rank the top 5.**

가장 관심 있는 주제를 1부터 5까지 좋아하는 순서대로 번호를 매기십시오.  
(1:가장 선호, 5: 덜 선호)

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

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

영어를 가장 잘 배울 수 있는 방법에 무엇이라고 생각합니까?

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

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

4.1.1 Student needs survey result

The Results of Student Survey

2015 English in Action Class

No	Questions	Details	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	Aver	Remark		
1	Personality		3	3	4	4	4	2	3	4	3	2	4	3	4	3	3	2	2	3	5	5	2	3	2	4	2	2	3	(1:Introverted, 5:Extroberted)		
2	Learning Experience	In school	5	8	9	2	12	10	10	12	3	9	14	7	16	10	16	10	9	13	15	14	15	13	14	22	7	11	11	Year		
		Private tutoring	0	12	3	24	0	0	0	0	0	5	7	0	120	3	24	24	36	0	36	0	36	12	0	84	12	0	17	Month		
		Institute	0	12	4	3	2	2	12	12	0	0	1	0	36	3	24	96	60	0	36	60	120	9	5	108	0	12	24			
		Living abroad	0	18	9	8	4	6	12	9	0	0	0	4	0	11	9	0	0	0.3	132	6	36	0	1	48	0	0	12			
		Foreign friend	0	24	5	25	108	6	36	264	36	1	0	48	2	0	9	12	0	0	132	18	0	144	24	0	0	4	35			
3	Purpose	Studying	20	5	1.5	5	9	7	3.5	7	0	0	3	0	6	4	18	20	0	5	5	6	24	12	20	0	10	10	8	Hours per week		
		Working	20	0	0	0	0	7	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	2			
		Socializing	0	2	0	0	1.5	14	1	3.5	0	0	0	0	0	0	0	3	0	0	0	2	2	0	1	2	0	0	1			
4	Standardized Exams	OPIc											AL										AL						AL			
		Mate																														
		TOEIC	660						830	985		900	950		880		870					990	930	970	960					902		
		TOEFL								118													117			93	120		86	106		
		ILETS			7		8																							8		
6	Confidence	Vocab	2	5	4	3	5	2	7	7	4	8	8	5	7	4	6	8	4	6	7	8	6	7	4	3	3	3	5	(1:Most confident, 8:Least confident)  Low Average: More confident  High Average: less confident		
		Grammar	3	4	6	4	8	3	8	8	2	5	7	6	8	7	4	5	7	7	8	6	7	8	3	3	4	7	6			
		Reading	4	2	1	8	3	1	4	5	8	3	6	4	2	2	5	2	2	1	5	2	2	2	2	3	1	1	3			
		Pronunciation	5	3	3	1	2	6	3	4	6	6	4	8	3	5	1	3	5	4	2	4	4	3	8	1	7	6	4			
		Speaking	1	7	5	2	1	4	2	1	5	2	3	2	1	3	2	7	8	5	1	3	3	5	7	2	8	8	4			
		Listening	7	1	7	5	4	7	1	2	7	1	1	1	4	1	8	1	3	3	3	1	1	1	1	1	3	2	4		3	
		Writing	6	8	8	7	6	5	5	6	3	4	5	3	5	6	7	6	6	8	4	5	8	4	6	2	6	5	6			
Test Prep	8	6	2	6	7	8	6	3	1	7	2	7	6	8	3	4	1	2	6	7	5	6	5	3	5	2	5					
7	English Proficiency	Reading	1	1	2	1	2	2	1	2	2	1	1	3	2	1	1	2	2	2	2	1	2	1	2	2	1	1	2	1	2	
		Speaking	1	1	1	1	2	1	2	3	1	1	2	3	2	1	2	1	1	2	2	2	2	2	1	1	2	1	1	2	1	
		Writing	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1	1	2	2	1	1	1	1	1	2	1	1	1	1	
		Listening	1	1	1	1	2	1	2	3	2	1	2	3	2	1	1	2	2	2	2	2	2	2	1	2	2	2	1	2	1	

The Results of Student Survey

2015 English in Action Class

8	Speaking Confidence		3	3	3	3	4	3	4	4	4	4	3	4	3	4	3	4	3	1	3	3	4	4	3	3	4	1	2	3	1: Very low 2: Low 3: Average 4: High 5: Very high
9	Listening comfortableness		3	3	3	3	4	3	4	4	3	3	4	3	4	3	3	4	2	3	3	4	4	3	4	4	3	2	3		
10	Friendliness with English	Friend	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0.5	1	1	23	23 Ss think English is their friends. 4 Ss think English is their enemy.
		Enemy			1															1						0.5		1	4		
11	Preferred Tasks	Storytelling	10	2	1	8	4	1	4	7	9	1	8	5	5	10	6	4	2	3	3	3	5	4	3	3	1	9	4.65	(1:Most preferred, 10:Least preferred)  Low Average: More preferred  High Average: less preferred	
		Describing	9	3	5	7	8	3	5	5	10	10	4	4	7	8	1	2	3	4	5	4	4	3	5	3	5	5	5.1		
		Discussions	4	1	6	3	7	2	6	1	8	6	3	1	1	4	3	3	1	5	6	5	7	6	1	2	10	3	4.0		
		Individual presentation	1	10	8	5	3	9	9	8	1	7	7	3	10	9	4	10	10	10	4	10	2	9	9	9	8	8	7.0		
		Group presentation	8	7	9	4	6	8	10	10	7	9	10	2	9	7	7	6	4	8	2	9	9	10	10	8	9	6	7.5		
		Pronunciation	3	9	10	6	10	7	8	3	6	5	1		4	3	8	1	7	6	1	1	3	2	4	1	2	2	4.5		
		Role play	5	4	2	1	1	1	1	6	2	4	9		8	2	9	7	5	1	8	8	10	8	7	2	6	10	5.1		
		Vocabulary	6	8	3	10	5	10	3	9	4	3	5		6	5	10	8	8	9	10	2	1	5	8	5	3	1	5.9		
		Giving opinions	2	5	4	2	2	4	2	2	3	8	2		2	1	5	5	9	7	7	7	6	7	2	4	7	4	4.4		
		Listening	7	6	7	9	9	6	7	4	5	2	6		3	6	2	9	6	2	9	6	8	1	6	8	4	7	5.8		
12	Preferred Materials	Worksheet	8	9	4	8	8	6	7	5	9	5	8	1	2	7	7	9	9	9	7	8	9	5	8	8	7	5	6.8	(1: Most preferred, 9: Least preferred)  Low Average: More preferred  High Average: less preferred	
		Video	1	2	5	2	3	1	1	2	8	4	7	3	6	3	3	2	2	3	4	5	8	3	2	7	2	3	3.5		
		Realia	9	3	8	7	1	5	5	8	1	7	4	9	3	9	4	7	3	8	9	4	2	9	1	4	9	1	5.4		
		Movie clips	2	1	1	1	2	2	2	3	6	1	1	2	5	1	1	1	1	1	3	1	3	1	5	5	1	2	2.1		
		Sound bytes	3	7	7	4	6	4	3	1	7	3	9	4	9	5	5	4	4	7	5	2	6	6	8	5	6	6	5.2		
		Pictures	4	4	6	3	4	8	6	6	3	2	3	5	8	4	6	5	5	4	1	6	4	4	4	3	5	7	4.6		
		Graphs	6	8	9	9	9	7	9	4	2	8	5	6	4	8	9	8	8	6	6	9	7	7	7	9	8	9	7.2		
		Cartoons	5	5	2	6	5	9	4	7	5	6	2	8	7	2	8	3	6	2	2	3	5	2	6	6	4	8	4.9		
Short articles	7	6	3	5	7	3	8	9	4	3	6	7	1	6	2	6	7	5	8	7	1	8	3	9	3	4	5.3				

The Results of Student Survey

2015 English in Action Class

13	Interesting topics	Culture difference	4				3	2		1		1		1	1	1	1	2	3		2	2	12	(The number of Ss who checked the topic)  High Numbers: The numbers of Ss preferring the topic  Low Numbers: The numbers of Ss less preferring the topic			
		Superstition							2						3				3		3				4		
		Shopping									3					1	4	1				2				5	
		Fashion																				2				1	
		Family																				3				1	
		Social issues				4			5	3	1		5						3	5		4	4		4	10	
		Art / Music				4			4	2			1	2								3	2		3	8	
		Study abroad	2		5	1		3		2				4						4			2		5	1	10
		Travel			4			5	1	3	4	4	4		4	2	2	1	2			2	1		4		15
		Leisure activities	5												3						5		2		3		5
		Friends	3			5				2													2				4
		Sports													5		4						1		3		4
		Movies			3	2	1	4			4			3	2	4			3		1	2			3	2	13
		Health					5																4				2
		Jobs & Career	1				2						5	5									5		4		6
		Celebrities												3											3		2
		Food (cooking)				3			4							3	5					1			2		6
		Dating & Relationships				1			1	3				2											2	5	6
Holidays							5	1										4			2			4			
Technology									5		3									4		5		4			
Language learning				2					5		2	5	2		5	5					5	1		9			

\* Major (전공): **TESL (8) / English Literature (6), English (6) / Computer Science (2)**  
 English literature and language (1) / Food and Nutrition (1) / Nano Physics (1) / Chinese literature and language (1)  
 Public Administration (1) / Advertising (1)  
 ----- one double major student was included in the result (English & Food and Nutrition) -----

\* Year (학년): **Senior (14) / Junior (6) / Sophomore (3) / Freshman (1) / 4th semester in graduate school (1)**

\* Age (나이): 23 (average)

## The Results of Student Survey

## 2015 English in Action Class

### <The results of the open-ended questions>

5. Plans / jobs for the future? (Answers vary, Some Ss wrote more than one thing)

1. International working (5) / Entering graduate school (5)
2. English teacher (4)
3. Translator (3)
4. Marketing officer (2) / Officer (2)
5. Something related to English (1)
  - Teacher (but not English teacher) (1)
  - Working for an Instructional material company (1)
  - Novelist (1)
  - HR (1)
  - Civil servant (1)
  - Party planner (1)

14. Best way to learn English? (Some Ss wrote more than one thing)

1. Speaking with native speakers (8) / Being exposed in English environment (8) / Keep practicing (8)
2. speaking with fluent English speakers (3)
3. Enjoying English (2)
4. Being confident (1)
  - Watching English speaking movies (1)
  - Listening to English songs (1) / Learning about phrases (1)

15. Any concerns about this class?

1. Want to improve speaking ability (4)
2. Want to get less stress (3)
3. Want to improve English (2) / Want to have fun classes (2)
4. Worried about pronunciation (1) / Want to get feedback (1)
  - Worried about grammar (1) Worried about grading system (1)
  - Want to prepare OPIc (1)
  - Want little homework (1)
  - Worried about listening skills (1) / Worried about my performance in the class (1)

# Lesson Plans and Materials

Lesson Plan for Week 5 (March 31<sup>st</sup> ~ April 2<sup>nd</sup>) -2<sup>nd</sup>

**Teaching Group: Group 5 (Insun, Jihee, Eunji)**

**Theme: Holidays – Day 1**

**Function: Process**

**Objectives:** Students will be able to

- Describe their plans in orders.
- Explain the procedure of games to classmates.
- Understand the procedure of the process

Lesson Plan for Week 5 (March 31<sup>st</sup> ~ April 2<sup>nd</sup>) -2<sup>nd</sup>

**Teaching Group: Group 5 (In Sun, Jihee, Eun Ji)**

**Theme: Holidays – Day 1**

**Function: Process**

**Objectives:** Students will be able to

- describe their plans in orders.
- explain the procedure of games to classmates.

Time	Activity Procedures	Big sister's role	Materials
15min	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Each group is given a puzzle and tries to guess what the puzzle is.</li> <li>- After all groups guess what the puzzle is then Ss talk about the holidays with group members. After that, T asks Ss what kind of topic we are going to study.</li> </ul>	Help students to share their information about the holiday with group members	puzzles
20min	<p><b>Activity 1: Halloween: How to make a costume</b></p> <ul style="list-style-type: none"> <li>- Ask Ss the picture of Halloween and guess what kind of holiday it is.</li> <li>- Tell Ss "Imagine that you are invited to a party, but you don't have enough time to go to the shop, buy a costume and get ready".</li> <li>- Ask Ss what they need to do to go to Halloween party instead of buying a costume.</li> <li>- Let Ss watch the video clip <a href="https://www.youtube.com/watch?v=SMYu22Pym6oY">https://www.youtube.com/watch?v=SMYu22Pym6oY</a></li> <li>- Each group is given a costume that they are going to make and materials such as B4 paper and markers.</li> <li>- Ask each group to <b>write down</b> the steps.</li> <li>- After they finish writing down their steps, share the ideas with another group that makes a same costume.</li> <li>- Big sister in each group compares the steps each other and come up with 1 most creative costume.</li> </ul>	Help Ss to come up with good idea.	markers B4 papers

<p><b>Activity 2: April Fool's Day:</b></p> <ul style="list-style-type: none"> <li>- Introduce April Fool's Day</li> <li>- Watch you tube about pranks.</li> <li>- Ss talk about their best prank in groups.</li> <li>- Each group fills out the paper to prank others. (There are 4 different people in the paper. Each group will pick only one person to play a prank. The prank needs to be 4 steps. The prank needs to be suitable for the person.)</li> <li>- The best prank planners win and get gifts.</li> </ul>			
<p><b>Activity 3: Valentine's Day: Plan a perfect date on Valentine's Day</b></p> <ul style="list-style-type: none"> <li>- Ss guess what kind of holiday it is.</li> <li>- Ask Ss "What comes to your mind when you think of Valentine?" (Let Ss talk about it spontaneously)</li> <li>- Show the picture of basic routine of date and ask Ss it could be good date or not.</li> <li>- Divided into 2 sections, 4 groups are women and 4 groups are men.</li> <li>- Let each group to come up with perfect date plan for Valentine's Day. For example, woman's team comes up with date plan for men.</li> <li>- After that, 4 women's groups present their plan and have a vote which plan is perfect for you from boy's teams.</li> <li>- 4 men's teams does same thing like women's team and have a vote from women's team.</li> <li>- The team gets the highest vote will be the winner of this activity.</li> </ul>			Youtube.com  Pranks planner

20min	<b>Activity 4: Christmas: Making Perfect Christmas Tree</b> <ul style="list-style-type: none"> <li>- Only one little sister in each group can check the item list.</li> <li>- Big sisters sell items for Christmas tree.</li> <li>- 2 little sisters in your group go around buying items.</li> <li>- To pay for the items, little sisters need to make a sentence with the 'Adverb' that big sisters suggest.</li> <li>- After collecting all the items that you need, get the direction how to decorate.</li> <li>- Little sisters make the Christmas tree followed by a direction.</li> </ul>	Big sisters sell decorations for Christmas tree. When little sisters find what they need to buy from a big sister, they pick an 'adverb' card and make a sentence with it.	Christmas tree Christmas decoration Direction card Adverbs cards
20min	<b>Activity 5: New Year's Day: New Game!</b> <ul style="list-style-type: none"> <li>- 4 groups are given game A sheets and the rest of groups are given game B sheets. So, we have 2 different game groups, A and B.</li> <li>- Every group reads the game sheets and plays the game for 6 minutes. (The procedures and rules of game are written on the each game sheet.)</li> <li>- 2 members of each group go to another group. (If students are in the group A then, they go to the group B.)</li> <li>- Mixed group members talk about the each game that they have done just before. Students will explain how to play the game.</li> <li>- After they talked about the game each other, then choose one game they want to play again. Play game together.</li> </ul>	Help Ss to come up with good idea. Let them have presentation.	markers B4 papers
10min	Wrap up		

### Lesson Plan for Week 5 (March 31<sup>st</sup> ~ April 2<sup>nd</sup>)

Teaching Group: Group 5

Theme: Holidays – Day 2

Function: Process

Objectives: Students will be able to  
 - guess the Easter quiz based on reading article assignment.  
 - design their own Easter eggs and make baskets.  
 - propose a public holiday to classmates and persuade them.

Target Languages: -

Time	Activity Procedures:	Big sister's role	Materials
5min	- Introduction		
10min	<b>Activity 1: Easter Quiz</b> (See Appendix 4) <ul style="list-style-type: none"> <li>- The Easter quiz will be shown from PPT file. Each group will shout their group name in order to get a chance to answer.</li> <li>- Every group will complete each other and the group which gets the most points will be the winner of the game.</li> </ul>	Help little sisters to participate the game	PPT Chocolate
10min	<b>Activity 2: Design your own egg</b> <ul style="list-style-type: none"> <li>- Each person will be given some eggs and color pencils.</li> <li>- They will design their eggs and introduce about them to other group members.</li> </ul>	Big sisters will have fun with little sisters with designing the eggs.	Boiled eggs Color pencils
15min	<b>Activity 3: Making Easter basket (Craft)</b> Watch you tube video and make basket. <ul style="list-style-type: none"> <li>- Put decorated eggs in the basket.</li> </ul>		Color paper strips Masking tape
20min	<b>Activity 4: Egg hunting</b> <ul style="list-style-type: none"> <li>- Before students arrive, hide eggs in other classrooms.</li> <li>- 2 groups will be one team.</li> <li>- Give Students 10 minutes to find the plastic eggs as a team.</li> <li>- Each team collects different colors of eggs.</li> <li>- (There are making basket and dyeing egg procedures in the plastic eggs.)</li> <li>- After 10 minutes, students come back class and open the eggs.</li> <li>- They will put the steps in order.</li> <li>- Show them the correct sequence of making basket and dyeing eggs by PPT.</li> </ul>	Big sisters take care of students.	PPT, Plastic eggs.

30min	<b>Activity 5: Poster Presentation</b> <ul style="list-style-type: none"> <li>- OPTION1: Let students imagine they are working for a government and you are going to propose a new public holiday for the country.</li> <li>- OPTION2: Show students picture of 2015 calendar. Let them know each month has holiday except April, July, and November.</li> <li>- Think about a special holiday as a group and make a poster. (Let them choose one of months among April, July, and November.)</li> <li>- 2 members of each group will present their holiday poster as members of National Assembly and the rest of students walk around to judge whether they adopt the proposal or not. If students want to accept the bill then, sign on the poster.</li> <li>- After 7 minutes, students change the role.</li> <li>- Give a prize to a winter group got many signatures</li> </ul>	Help Students make a poster	A1 paper, Markers, Color pens
	Wrap up		

### Appendix 1

#### Activity Easter Quiz

What is your Easter IQ?

- 1) The Easter Bunny is the animate symbol of Easter because in ancient belief rabbits represent fertility: True? False?
- 2) Easter is held on the same Sunday each year: True? False?
- 3) The custom of decorating Easter eggs began in Rome around 2,000 years ago: True? False?
- 4) Elaborately decorated Easter eggs with intricate patterns using wax and dye are known as Ukrainian Easter Eggs: True? False?
- 5) The traditional Easter flower is the lily: True? False?
- 6) Pennsylvania is the birthplace of the chocolate Easter bunny: True? False?
- 7) The Easter Parade was started during the 1890s in New York by Macy's Department Store: True? False?
- 8) Easter baskets arrived shortly after decorated eggs as a stylish way to carry the Easter morning bounty: True? False?
- 9) Jelly beans became associated with Easter in the 1930s after one keen candy maker noticed their shape resembled that of an Easter egg: True? False?
- 10) Easter is the largest commercially marketed celebration in the United States: True? False?

While you enjoy a good hard boiled egg every now and then, you generally end up making egg salad with the leftovers. Easter Parade was a good movie but let's face it, the best part of Easter is looking for a terrific new dress and finally being able to wear white sandals without the fashion police giving you raised eyebrows.

[View all LifeScript quizzes.](#)

Quiz Answers:

1. TRUE. A symbol from Pagan times, the rabbit represents a fertile life, which in turn has come to mean new life or rebirth.
2. FALSE. Easter falls on the Sunday immediately after the first full moon following the vernal equinox. Because the date of the spring celestial event varies, the date of Easter changes as well.
3. FALSE. Giving painted eggs as symbol of good luck can be traced back over 4,000 to the Persians. Decorated eggs became a mainstay of the Easter celebration in 17th century Germany when parents began decorating eggs and leaving them for their children to find before breakfast.
4. TRUE. The European custom of decorating eggs evolved into fine art with the colorful gilded designs of Ukrainian artists.
5. TRUE. Just as the rose symbolizes undying love, the lily symbolizes new life, thus becoming inextricably linked with the celebration of Easter.
6. TRUE. It is believed that German immigrants, who predominantly settled in Pennsylvania, were the ones first responsible for creating chocolate treats in the shape of bunnies, eggs and chicks. This could explain the location of the Hershey Company, headquartered in Hershey, Pennsylvania.
7. FALSE. The traditional Easter morning stroll actually is a remnant of the walk through town newly-baptized Christians would take following their Easter mass.
8. TRUE. As the egg evolved into the symbol of Easter giving and the bunny became known as the bearer of those eggs, the basket represented the nest where the bunny laid her eggs. You can thank the German immigrants once again for creating decorative, woven baskets to receive and carry the eggs.
9. TRUE. The candies are derived from a Turkish delight made for centuries and were all the rage in the United States in the first part of the 20th century. A shrewd candy maker, looking at the colorful jar on his store counter in the 1930s decided to market them with his Easter baskets and the trend was born.
10. FALSE. That honor is reserved for Christmas, followed by Halloween. Easter takes a close third.

## Appendix

### Activity Halloween: Pictures



## Appendix 2

### Activity Valentine's Day: Giving advice in planning a perfect date for Valentine's Day.

#### Situation A

Hey my best friend! I have big problem now. You have to listen carefully and give me the best advice ever!

I fell in love with someone who is taking the chemistry class with me. I had couple chance to talk with but it is all so far. But a couple of days before Valentine's Day, he asked me if I had plans for the holiday. I told him that I didn't have plans – I was lying! Actually I have it! My father was coming back into town from a business trip in England and I truly want to be there to welcome him home and I said to my father I am going to be at home on that day. As soon as I said that I don't have any plan on Valentine's Day, he asked me for a date!!

at the street theater.

Now, it's 4 o'clock. I have date with him at 6 but my father just arrived and he is so excited to tell us stories and give each of us silly gifts he picked up in England like Karaoke tapes to famous Beatles songs.

What can I do? I have 1 hour to prepare for a date. I don't know what to wear, what to buy for him and what to say to my father!! Please help me.

What a wo

## Situation B

Hey, I am serious, listen my story and give me the best advice ever!

I am been dating with my boyfriend for about 5 years and recently we broke up because I was lying to him for some reasons. I really miss him so much and I want to get back with him so bad. Yesterday, I sent him a text message that I can meet him today or not and he said yes. I really want to prepare something special on Valentine's Day for him and ask him to be in a relationship again. What can I prepare? Please help me out!

## Appendix 3

### Activity Making Perfect Christmas Tree



## Appendix 4

### Activity Quiz

What is your Easter IQ?

- 1) The Easter Bunny is the animate symbol of Easter because in ancient belief rabbits represent fertility: True ? False?
- 2) Easter is held on the same Sunday each year: True ? False?
- 3) The custom of decorating Easter eggs began in Rome around 2,000 years ago: True ? False?
- 4) Elaborately decorated Easter eggs with intricate patterns using wax and dye are known as Ukrainian Easter Eggs: True ? False?
- 5) The traditional Easter flower is the lily: True ? False?
- 6) Pennsylvania is the birthplace of the chocolate Easter bunny: True ? False?
- 7) The Easter Parade was started during the 1890s in New York by Macy's Department Store: True ? False?
- 8) Easter baskets arrived shortly after decorated eggs as a stylish way to carry the Easter morning bounty. True ? False?
- 9) Jelly beans became associated with Easter in the 1930s after one keen candy maker noticed their shape resembled that of an Easter egg: True ? False?

10) Easter is the largest commercially marketed celebration in the United States:  
True ? False?

While you enjoy a good hard boiled egg every now and then, you generally end up making egg salad with the leftovers. Easter Parade was a good movie but let's face it, the best part of Easter is looking for a terrific new dress and finally being able to wear white sandals without the fashion police giving you raised eyebrows.

[View all LifeScript quizzes.](#)

Quiz Answers:

1. TRUE. A symbol from Pagan times, the rabbit represents a fertile life, which in turn has come to mean new life or rebirth.
2. FALSE. Easter falls on the Sunday immediately after the first full moon following the vernal equinox. Because the date of the spring celestial event varies, the date of Easter changes as well.
3. FALSE. Giving painted eggs as symbol of good luck can be traced back over 4,000 to the Persians. Decorated eggs became a mainstay of the Easter celebration in 17th century Germany when parents began decorating eggs and leaving them for their children to find before breakfast.
4. TRUE. The European custom of decorating eggs evolved into fine art with the colorful gilded designs of Ukrainian artists.
5. TRUE. Just as the rose symbolizes undying love, the lily symbolizes new life, thus becoming inextricably linked with the celebration of Easter.
6. TRUE. It is believed that German immigrants, who predominantly settled in Pennsylvania, were the ones first responsible for creating chocolate treats in the shape of bunnies, eggs and chicks. This could explain the location of the Hershey Company, headquartered in Hershey, Pennsylvania.
7. FALSE. The traditional Easter morning stroll actually is a remnant of the walk through town newly-baptized Christians would take following their Easter mass.
8. TRUE. As the egg evolved into the symbol of Easter giving and the bunny became known as the bearer of those eggs, the basket represented the nest where the bunny laid her eggs. You can thank the German immigrants once again for creating decorative, woven baskets to receive and carry the eggs.
9. TRUE. The candies are derived from a Turkish delight made for centuries and were all the rage in the United States in the first part of the 20th century. A shrewd candy maker, looking at the colorful jar on his store counter in the 1930s decided to market them with his Easter baskets and the trend was born.
10. FALSE. That honor is reserved for Christmas, followed by Halloween. Easter takes a close third.

## **Week 5 Reflection**

### **What happened?**

We had a class with the theme holiday. On Tuesday, we had activities about Halloween, April fool's Day and Christmas. On Thursday, we had Easter Party along with various Easter activities.

### **What worked?**

I guess all the activities went pretty well. Especially, I tried to bring out all the little sister to the front to speak and it went well. Most of the little sisters came to the front and presented their poster. They brought up the clever ideas than I thought. Most, if the students are in the class are pretty good in English, so I tried to test them a bit with some difficult concept to understand. Some of them were still good, but I saw some groups who don't want to participate. Actually, I felt less bad about the big sisters who has to lead that group. But even them, with the whole atmosphere of holidays, they came to the front and presented. That was something that I didn't notice when I was just a big sister.

### **What didn't work? Why?**

It hasn't exactly ' worked; but preparing for the class, I was wondering it could not be everyday class. Because I had to prepare too much stuffs for the class. I was really glad that was a special theme for the special occasion. For the craft, I was sorry for the big sisters that I couldn't inform them how to make earlier because it took me not even 5 min. To fold the box. But I didn't think that I am a pretty handy person. Also, for big sister, I wanted the big sisters do not many things this week because it would be the last week that we can just enjoy the class. However, since they are teachers, I realize that I was wrong. I didn't think that the little sister would ask questions to them! Anyway, I am a person who starts work at the last minutes, so I couldn't give the final lesson plan before hand. Even if the class went well overall, I thought that I need to work on lesson plan faster next time. For time issue, I don't think that was a real problem. Because we knew that possibly takes longer time than we expected. We didn't have time to present the poster, but we did a couple of poster activities and presentation on Tuesday.

### **For the next time**

I definitely should prepare for my class earlier not to confuse the big sister. 😊

## Week 5 Pictures



## Lesson Plan for Week 10 (May 5<sup>th</sup> - Holiday ~ May 7<sup>th</sup>)

### Teaching Group: Group 5

**Theme:** Superstition

**Function:** Abstract descriptions

### Objectives:

- Students are able to talk about superstitions.
- Students are able to make a graph and diagram and describe them to classmates.
- Students are able to describe bar charts to partner.
- Students are able to do the survey and come up with result in using graphs.

### Lesson Plan for Week 10 (May 5<sup>th</sup> - Holiday ~ May 7<sup>th</sup>)

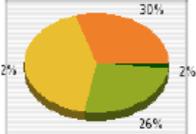
**Teaching Group:** Group 5

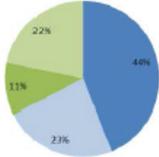
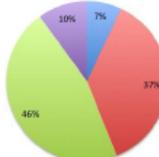
**Theme:** Superstition

**Function:** Abstract descriptions

#### Objectives:

- Students are able to talk about superstitions.
- Students are able to make a graph and diagram and describe them to classmates.
- Students are able to describe bar charts to partner.
- Students are able to do the survey and come up with result in using graph.

Time	Activity Procedures:	Big sister's role	Materials:
15 mins	<p>⇒ Introduction &amp; Warm-up Activity</p> <ul style="list-style-type: none"> <li>- Bring out the theme-superstition.</li> <li>- Watch the video and ask students to find out the superstitions in the video. After watching the video, have students tell the class the superstitions they found in the video.</li> <li>Ex.) If you break a mirror, you will have 7 years of bad luck.</li> <li>- Show students the survey result from America whether they are superstitious person or not. (Appendix 3)</li> <li>- Hand out worksheet (How are you superstitious? -Appendix 4) and ask students check the superstitions that they believe.</li> <li>- Show the result and have a time to talk about it.</li> </ul>	Help students find out the superstitions in the video and encourage them to talk about superstitions.	Video - I Don't Scare (5min) Worksheet PPT
20 mins	<p>⇒ Describe your own pie chart</p> <ul style="list-style-type: none"> <li>- Students pick a graph randomly among three different types of pie charts.</li> </ul>  <p>1)</p>	Encourage students to come up with ideas related to superstition and share their ideas as well.	Worksheet

2)			
3)			
35 mins	<p>⇒ Facts &amp; Figures</p> <ul style="list-style-type: none"> <li>- After they pick a graph, each student comes up with the question related to superstition and what might be the answers for each percentages.</li> <li>- Then, share the ideas and explain the pie chart to group members.</li> </ul>		
15 mins	<ul style="list-style-type: none"> <li>- Students will get the worksheet which is written different shapes of line graph and explanation. Teacher gives time to match the graph with correct explanation. (Appendix 1)</li> <li>- After that, each group gets two different data without information of figures. Teacher asks to come up with the figures of data and make each appropriate graph. (Appendix 2)</li> <li>- Then, each group presents their graphs and figures and why they come up with ideas with numbers.</li> <li>- The most creative group on figures and graph gets the prize.</li> </ul>	Help little sister to complete the activity smoothly	worksheets B4 papers

20 min	<p>☞ Describing &amp; drawing bar chart</p> <ul style="list-style-type: none"> <li>Students will get the 2 different worksheets as a pair.</li> <li>The first student will describe the bar chart which she gets to the partner and then the other student will draw the bar chart on her worksheet.</li> <li>Check the original bar chart and drawing chart.</li> <li>Change the role.</li> </ul>	Encourage students to describe with using language forms and specific words from reading homework.	Worksheet A, B (Appendix 5)
20min	<p><b>Break Time</b></p>		Snacks
25min	<p>☞ My Astrology</p> <ol style="list-style-type: none"> <li>1. Explain about Horoscope, Zodiac, Astrology, Constellation</li> <li>2. Show characteristic about each Zodiac sign.</li> <li>3. Survey students with characteristic. (Appendix 1) (Do not tell the students the Zodiac yet.)</li> <li>4. Give them answer about the survey. Match the answer with his actual personality.</li> <li>5. Give 5 minutes to talk about their personality.</li> </ol> 	Encourage little sisters to participate more.	PPT Handout Handout
25min	<p>☞ Astrology for Lovers</p> <ol style="list-style-type: none"> <li>1. Gather with the same Zodiac. If there are too many people in a certain Zodiac, make them into two groups.</li> <li>2. Complete the chart below with information found on the astrology</li> </ol>		

Date of birth	Zodiac Sign	Positive Characteristics (traditional traits)	Negative Characteristics (on the dark side)
August 20	Leo	Generous Creative Enthusiastic	Pompous Bossy Dogmatic

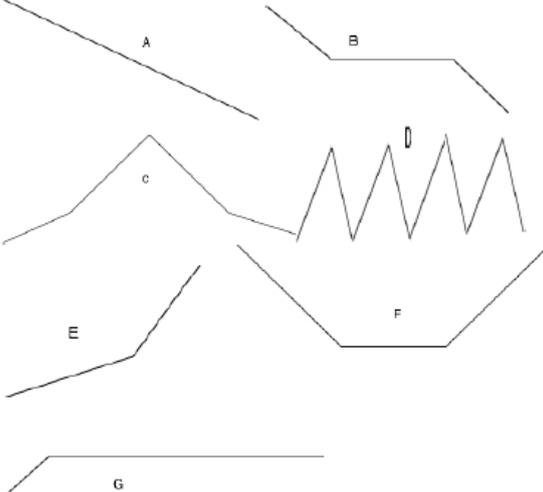
3. Go back to original group and talk about their own Zodiac sign.



☞ Be a researcher!

- Students will be a researcher as a group.
- They have to choose the survey topic and do survey to whole classmates.
- Students are going to make a research paper using graphs, charts, and bar based on the survey result.
- Presentation

Appendix 1)



- the percentage peaked in the middle of the year
- the percentage decreased slowly
- profits hit rock bottom before increasing sharply
- profits decreased sharply then remained steady before falling further
- the percentage started well then stayed the same
- sales increased slowly at first before rising sharply
- the level fluctuated everyday

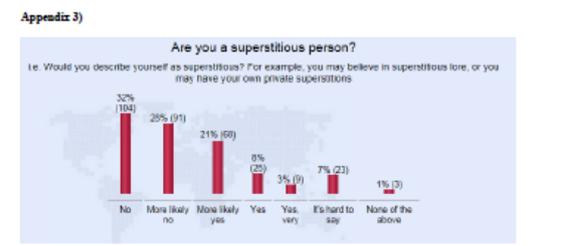
Appendix 2)

1) Believe in Superstitions → Bar graph

Rank	Superstition	% of people endorsing each superstition
1	Touch wood	?
2	Fingers crossed	?
3	Avoiding ladders	?
4	Smashing mirrors	?
5	Carrying charm	?
6	Number 13	?

2) Money spending on fortune tellers. (per person) → line graph

2003	\$?
2004	\$?
2005	\$?
2006	\$?
2007	\$?
2008	\$?
2009	\$?
2010	\$?
2011	\$?
2012	\$?
2013	\$?
2014	\$?



Appendix 4)

HOW SUPERSTITIOUS ARE YOU?

- 1 Some people believe that leaving the fan on inside a closed room while you sleep will kill you.
- 2 The number 4 is said to be bad luck and you can find many elevators in Korea with the number 4 replaced with the letter "F".
- 3 If you want people to think you want them dead, then write their name in red ink. Koreans think it brings very bad luck and even death.
- 4 It is said that giving shoes to your significant other could cause them to run away.
- 5 If you whistle at night will bring spirits or snakes.
- 6 If you have dreamed of pigs lately, it could mean that lots of money is on its way to you.
- 7 Cutting your nails after sunset will bring bad luck.
- 8 Couples will break up soon if they walk down Deoksugung path.
- 9 If you give your husband or boyfriend chicken wings, it could cause him to "fly" away from you.
- 10 If you open an umbrella indoors, it brings you bad luck.


(The result)

If you check 0-1 on this list...

1. You are a practical person who needs to see something to believe it. You may have a few superstitious, but you generally believe that everything in this world is explainable. With that said, you're not about to try that Bloody Mary thing. That is just too freaky.

If you check 2-4 on this list...

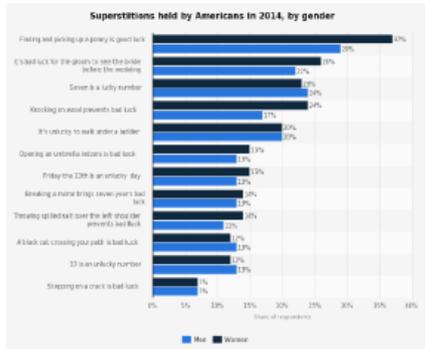
2. Like Michael Scott, you're a little stitious. You think that most things in this world can be explained, but can't help but shudder when it's Friday the 13th or a black cat crosses your path.

If you check over 5 on this list...

3. You are very superstitious, and know that there is a lot of mystery in this world. Some of it is good, some of it is bad, but only a fool would pretend it doesn't exist.

Describing Bar chart Worksheet B

1. Describe the below bar chart to your partner.

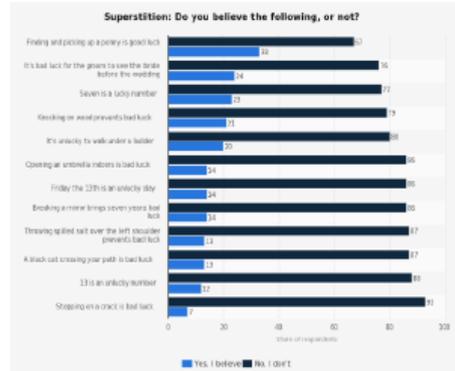


2. Draw the bar chart that your partner describes.

Appendix 5)

Describing Bar chart Worksheet A

1. Describe the below bar chart to your partner.



2. Draw the bar chart that your partner describes.

Appendix 6)

For each horoscope, read the profile and circle how much it sounds like you. Then, pick the one that is most like you.

**Horoscope A** Not like me at all 1 2 3 4 5 Extremely like me Before an A plunges into anything, from a problem to a vacation idea, they need to analyze all the facts and know all the details. This makes them seem indecisive and slow. A's perception in their reality. What they believe is what will be, if they have a negative outlook on life, things will present themselves to be negative and they will be very moody and isolated detached. If they are positive, the same events that occur will be held in a positive light and they will be a pleasant, well-adjusted person. A needs to get in touch with their feelings, this is why they usually seem cold or detached. They will say they feel okay or everything is alright even when it's not. The one thing that A does not like to analyze is their feelings so pretending everything is okay is a good defense mechanism for not having to take a closer look at their feelings.

**Horoscope B** Not like me at all 1 2 3 4 5 Extremely like me B tend to be rebels just for the sake of having their own way. Their stubbornness sometimes causes their failure, they will continue to do something their way even though others have proved it is wrong, they are very smart people and know it is wrong but they will continue just because it is their way, they are very fixed in opinion and stubborn when confronted. Despite their stubbornness and fixed opinion, they will never impose their ideas on others, they have respect for everybody's differences.

**Horoscope C** Not like me at all 1 2 3 4 5 Extremely like me C have the ability to react instantly to situations, and as a result, they have a very nervous temperament. They can be compared to a wound up spring as they attempt to absorb everything they can about their surroundings at once. The fact that they enjoy various situations and people add to their nervousness and that means they are almost constantly wound up. However, if they experience boredom and have nothing to survey, they get the same emotions, the need for excitement and variety. This is the C quality, constantly conflicting emotions in one spontaneous, excitable package.

**Horoscope D** Not like me at all 1 2 3 4 5 Extremely like me The D personality is hard to pin down, it is very mysterious and elusive. D are molded by their surroundings, they incorporate their experiences and surroundings into themselves. They have extreme compassion and they feel the pain of others. If something is wrong in the world that affects them, it affects them deeply, they take it to heart and feel extreme feelings regarding the matter. When they are happy, they are extremely happy and when they are sad, they are extremely depressed.

**Horoscope E** Not like me at all 1 2 3 4 5 Extremely like me Independence is key to E astrology, they do not like to take orders from others and enjoy getting their way. They can get childish or moody should they be given orders that they do not like. E easily take offense to comments made. E are self involved and can be self-centered, if they do not pay attention to the feelings of others, E can easily become spoiled and resented by others. In order to get their way, E will tell a lie if it seems advantageous to do so. They are however, not very good liars and other people can usually see through them.

**Horoscope A** Not like me at all 1 2 3 4 5 Extremely like me F are deeply sensitive, the slightest comment or negative remark will be taken personally and they can easily get offended or hurt. Their stubborn streak results in hammers. They can be very lazy when someone gives them orders or wants them to do something they do not want to do.

**Horoscope G** Not like me at all 1 2 3 4 5 Extremely like me G are not emotional moody people, in fact they can be downright emotionally detached but they do get irritable when they are bored. G is optimistic and positive, even deep inside because they believe that no matter what has happened, something good is always around the corner and the sun will always shine again.

**Horoscope H** Not like me at all 1 2 3 4 5 Extremely like me H might seem melancholy and stern because they live by self-discipline and responsibility. They evaluate everything and they don't take during chances without weighing the advantages and disadvantages first. H's self-sufficiency is often mistaken for coldness, they are not as cold as they seem, this might be apparent just because H like to do everything themselves; this way there is no worry about something not finished or not done properly. It is all about control of their surroundings and their daily lives, and sometimes this spills into other people's lives. They believe they can give structure and organize other people's lives too, which they can but others might see this as invasive and not welcome the H's suggested changes.

**Horoscope I** Not like me at all 1 2 3 4 5 Extremely like me They are complex, fragile, unpredictable and temperamental and need constant support and encouragement, more than any other astrology sign, I need to be needed. Even when all needs are satisfied, they can be irritable and cranky. They have an uneasy, delicate temperament. The contradictory nature of I gives their temperament the wild mood swings and possible temper tantrums. They are easily offended and will sulk and wallow in self pity for a long time when they get hurt.

**Horoscope J** Not like me at all 1 2 3 4 5 Extremely like me J are extremely ambitious, persistent and determined which is shown through a power hungry, controlling attitude. Not in a stubborn sense however, because a J will work for what they want. This is obvious to any onlooker. A J never gives up, they are so determined to reach their goal. The key to this success is their flexibility. They are able to re-survey a situation and take a different approach if necessary. Js are fierce competitors, combined with their powers of observation and their excellent memory, they will recall facts and when necessary, bring them to the table at the time of need. Js are excellent at restoring order to a chaotic situation and they are just as capable of manipulating for their own greed and benefit.

**Horoscope K** Not like me at all 1 2 3 4 5 Extremely like me K have excellent instincts and intuition, most of the time they do not trust them enough. K are likely to be underachievers due to the easygoing attitude. This does not mean that they are necessarily lazy, they just make do with whatever comes their way. They do not want anything badly enough to fight for it. The only time that a K will usually stand up is if a situation is unfair, the only time a K will definitely stand up is if they feel something involving them is unfair. They need their respect and their fairness, after all, K has done so much for other people, it deserves at least fairness, right? When this issue comes into play, K becomes courageous.

**Horoscope L** Not like me at all 1 2 3 4 5 Extremely like me L loves the new and extraordinary, they despise dull, regular routines and if this is what they are faced with, they will simply create their own drama and excitement. This makes L prone to stir up a situation out of nowhere just for something to keep their vivacious temperament satisfied. L has an amazing ability to bounce back from any feelings of despair or unfortunate events. They do not like to be unhappy, it hurts their pride so they will take matters into their own hands and make things right again. L could come into conflict with other powerhouse type of people who will not take orders and not give an inch, L will not budge their opinion, they will understand and accept opinions of others but they do not take well to people to try to impose their beliefs on them.

Circle the profile that is most like you:

A B C D E F G H I J K L

Signs/Birthdays:

A = Virgo: August 23 - September 22  
 B = Aquarius: January 20 - February 18  
 C = Gemini: May 21 - June 20  
 D = Pisces: February 19 - March 20  
 E = Aries: March 21 - April 19  
 F = Taurus: April 20 - May 20  
 G = Sagittarius: November 22 - December 21  
 H = Capricorn: December 22 - January 19  
 I = Cancer: June 21 - July 22  
 J = Scorpio: October 23 - November 21  
 K = Libra: September 23 - October 22  
 L = Leo: July 23 - August 22

Appendix 7)

**CANCER**  
 Crab  
 June 22 – July 23



**Positive Characteristics**  
 caring, loving, sensitive, productive, supportive

**Negative Characteristics**  
 jealous, lazy, moody

**Good Friendship Matches**  
 Scorpio, Capricorn, Pisces

**LEO**  
 Lion  
 July 24 – August 23



**Positive Characteristics**  
 idealistic, generous, confident, assertive, honourable

**Negative Characteristics**  
 bossy, arrogant, stubborn

**Good Friendship Matches**  
 Aries, Gemini, Libra

**VIRGO**  
 Virgin  
 August 24 – September 23



**Positive Characteristics**  
 precise, thorough, sensible, cautious, independent

**Negative Characteristics**  
 fussy, cynical, pessimistic

**Good Friendship Matches**  
 Capricorn, Taurus, Pisces

**CAPRICORN**  
 Sea-goat  
 December 22 – January 19



**Positive Characteristics**  
 strong, disciplined, serious, dependable, confident.

**Negative Characteristics**  
 shrewd, suspicious, ruthless,

**Good Friendship Matches**  
 Taurus, Cancer, Virgo

**AQUARIUS**  
 Water-carrier  
 January 20 – February 18



**Positive Characteristics**  
 friendly, independent, unique, curious, optimistic.

**Negative Characteristics**  
 stubborn, hypocrite, opinionated

**Good Friendship Matches**  
 Gemini, Aries, Leo

**PISCES**  
 Fish  
 February 19 – March 20



**Positive Characteristics**  
 humble, selfless, gentle, imaginative, sensitive

**Negative Characteristics**  
 pessimistic, passive, unorganized

**Good Friendship Matches**  
 Libra, Scorpio, Sagittarius

**LIBRA**  
 Scales  
 September 24 – October 23



**Positive Characteristics**  
 fair, reasonable, cooperative, diplomatic, intellectual

**Negative Characteristics**  
 judgmental, indecisive, unrealistic

**Good Friendship Matches**  
 Gemini, Aries, Aquarius

**SCORPIO**  
 Scorpion  
 October 24 – November 22



**Positive Characteristics**  
 determined, ambitious, insightful, intuitive, passionate

**Negative Characteristics**  
 defensive, manipulative, suspicious

**Good Friendship Matches**  
 Cancer, Pisces, Taurus

**SAGITTARIUS**  
 Archer  
 November 23 – December 21



**Positive Characteristics**  
 optimistic, enthusiastic, adventurous, intuitive, lucky

**Negative Characteristics**  
 unreliable, blunt, judgmental

**Good Friendship Matches**  
 Aries, Gemini, Leo

**ARIES**  
 Ram  
 March 21 – April 21



**Positive Characteristics**  
 energetic, creative, assertive, creative, brave

**Negative Characteristics**  
 impatient, aggressive, arrogant

**Good Friendship Matches**  
 Gemini, Aquarius, Aries

**TAURUS**  
 Bull  
 April 22 – May 21



**Positive Characteristics**  
 stable, realistic, practical, friendly, patient

**Negative Characteristics**  
 insecure, skeptical, stubborn

**Good Friendship Matches**  
 Scorpio, Virgo, Capricorn

**GEMINI**  
 Twins  
 May 22 – June 21



**Positive Characteristics**  
 friendly, adaptable, generous, creative, idealistic

**Negative Characteristics**  
 bossy, dishonest, indecisive

**Good Friendship Matches**  
 Aries, Sagittarius, Libra

## **Week 10 Reflection**

### **What happened?**

I was in teaching group this week. We had a class with the theme "Superstitions". Tuesday was holiday for children's day so we had 3 hours class on Thursday instead. We were worried that the class might be really boring because it will be longer than usual, however big sisters paid money to prepare for enough snack for everyone.

### **What did not work? Why?**

Actually, 3 hours of class was not that long. We prepared 6 activities and 1 poster presentation, but it wasn't enough time to do all because we also had 20min. of break time for snack. But we kind of expected that would happen so I designed my lesson by combing two activities together. After finishing the first activity, the second one supposed to be connected to the first one. However, we didn't have enough time because I knew that poster presentation would take long and I don't want to make students to keep longer than 3 hours. I personally don't like the students talk about their answer for closing up activities because I feel like it is not closing, but I had to this time for the second activities to finish the class on time. I guess connecting between activities were a good idea but need more practice to do it. Also, describing graph was not easy for students so I saw a few of them having a hard time doing activities. But I think it is also good because the undergraduate students usually think the class was easy.

### **What should we do next time**

This was my last class to teach in Sookmyung but if I have a chance to teach them again, like I mentioned before, I need to think about the way to run the class as well as the activity itself. Thinking about teaching students in a different way might be also an important thing for a teacher to think about. Also "Abstract descriptions" was a good function for students who are higher than intermediate high level so I want to use the function for next time for my class.

## Week 10 Pictures



**Lesson Plan for Week 15 (June 9<sup>th</sup>/ 11<sup>th</sup>)**

**Teaching Group: Group 5**  
**Final exam**

Stephen van Vlack  
Sookmyung Women's University  
School of English  
English in Action Speaking  
Final Exam - Spring 2015

**Name:**

**Student Number:**

**1. Match the following descriptions with the correct name (1 point each)**

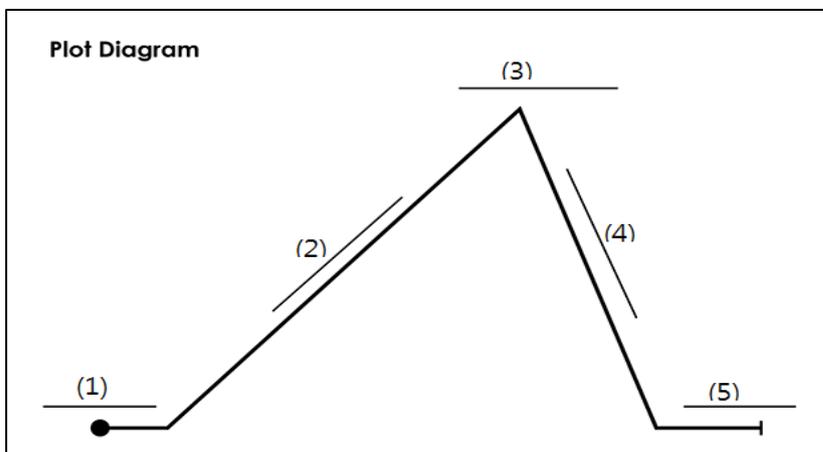
<u><i>anecdote</i></u>	One character is clearly central to the story with all major events having some importance to this character
<i>Protagonist</i>	to learn, as by experience
<i>Antagonist</i>	The opposer of the main character
<b>pick up</b>	a feeling of having respect for yourself and your abilities
<b>self-esteem</b>	A short story about an interesting or funny event or occurrence
Build rapport	By mirroring and matching others habitual behaviors (body language, cadence, language patterns, etc.) you can build a sense of rapport where people feel more comfortable with you and become more open to your suggestions.

2. Fill out the table appropriately according to the categories provided. (1 point each)

overwhelmed, mellow, nostalgic, indifferent, merciless
contemplative, rejuvenated, intimidated, vivacious, predatory

POSITIVE MOOD WORDS'	NEGATIVE MOOD WORDS
①	①
②	②
③	③
④	④
⑤	⑤

3. Answer the questions. (A~B)



A. Write the correct names that go into the blanks. (1 point each)

Answer (1):

Answer (2):

Answer (3):

Answer (4):

Answer (5):

B. Choose the incorrect sentence about the plot diagram. (3 points)

- Ⓐ (1) is where a writer establishes the setting, main characters, and the conflict.
- Ⓑ (2) is where the story actually begins. Often the rising action line is smooth, and broken down into a series of rising mountain peaks. Each of these peaks represents a key scene in the story, where the main characters either partially solve the main problem, discover a new problem, or are faced with an unexpected event.
- Ⓒ (3) The culmination of all the story's events and the most exciting part of the story. This is the moment when the main characters face the main conflict and overcome it.
- Ⓓ (4) The main conflict is mostly resolved, but a few loose ends still need to be tied up. This happens here. Often the characters return to their initial setting.

© (5) The end of the story. Everything is wrapped up and the world is good again.  
Curtains close

**4. Fill in the blanks using the words on the list given below (1 point each)**

Tables, Line graphs, Bar graphs, Circle Graphs (Pie Chart)

(1)	_____ are used to organize exact amounts of data and to display numerical information, which do not show visual comparisons. It takes longer to read and understand and it is more difficult to examine overall trends and make comparisons.
(2)	_____ are used to compare the parts of a whole. They represent data visually in the same proportion as the numerical data in a table.
(3)	_____ are used to compare facts. They provide a visual display for comparing quantities in different categories or groups, which helps us to see relationships quickly. However, it can be difficult to read accurately. A change in the scale in a graph may alter one's visual perception of the data.
(4)	_____ are used to display data or information that changes continuously over time. This graph allow us to see overall trends such as an increase or decrease in data over time.

**5. Read the passage and answer the questions. (3 point each)**

The horoscope is a chart showing the positions of the planets, Sun, and Moon in the sky at a person's birth. Their positions are located in the zodiac---a narrow belt of constellations centered on the ecliptic. The ecliptic is the path the Sun takes through the stars throughout the year (as opposed to the arc it travels from sunrise to sunset). The zodiac is divided into 12 signs named after the constellations through which the Sun, Moon, and planets passes. Your "sign" is the zodiac sign which the Sun was in at your birth.

Right away you run into a problem with the zodiac constellations---some are large (like Scorpio or Virgo) and others are small (like Aries and Cancer). Because the rate that the Sun moves along the ecliptic is nearly constant, the Sun spends more time in the large zodiac constellations than in the small ones. It does not matter whether you use the ancient constellation boundaries or the modern boundaries recognized by the International Astronomical Union (though, the IAU boundaries have the Sun spending part of its time in the non-zodiac constellation Ophiuchus!). However, the dates listed in the newspaper for the horoscope signs are all 30 or 31 days long (even for tiny Aries) and the horoscopes do not include the constellation Ophiuchus. (However, the astrologers can simply counter that with their constellation/zodiac boundaries are different from the astronomical ones.) Because of an effect called precession, the zodiac constellations slide westward along the ecliptic, making a complete circuit in about 26,000 years. Since the zodiac signs were named over 2000 years ago, the stars have moved by about 1/12 of the zodiac (about one sign's worth). Your "sign" may be one month off! (The different sizes of the constellations prevent me from making a more definite statement.) For example, if your sign is a Sagittarius, then the Sun was actually located in the constellation Scorpio when you were born. Actually, for part of the Sagittarius timeframe, the Sun is in Ophiuchus, so perhaps that is not a good example. (Some astrologers today do take precession into account all the while continuing to use the old labels for the sun signs for the sake of their clients---the subjectivity, training, and cultural context of a given

astrologer make it hard to make a blanket statement.)

**A. What is true about this article?**

- (a) The Zodiac of the Signs consists of twelve equal divisions and each sign has the same name as the constellations.
- (b) The ecliptic is the path the Sun takes through the stars throughout the month
- (c) The zodiac sign means the a path which the Moon and planets pass.
- (d) A horoscope is the picture of the planets during the birth of any person which differs from people to people, due to the continuous movement of the planets.

**B. According to the paragraph, what is NOT true?**

- (a) The zodiac constellations are divided two categories which some are large such as Scorpio and others are small like Cancer.
- (b) The dates listed in the newspaper for the horoscope signs are 30 or 31 days and also include the constellation Ophiuchus.
- (c) The IAU boundaries have the Sun spending part of its time in the non-zodiac constellation Ophiuchus.
- (d) Because of the rate, the Sun spends more time in the large zodiac constellations than in the small ones.

**6. Write a correct letter (A~E in the reading) for an appropriate phrase in each parenthesis below. (2 points each)**

- It seems to me that ( )
- I'm absolutely convinced that ( )
- In my experience ( )
- I've heard that ( )
- It's obvious to me ( )

**Let's choose a topic that we are all familiar with: the best way to improve your English.**

There are at least 4 ways to give an opinion.

**Firstly, we can express a strong opinion.**

(A) *the best way to improve your English is to live in an English-speaking country such as the UK.*

(B) *that the best way to improve your English is to buy a grammar book and learn all of the rules.*

*As far as I'm concerned, the best way to improve your English is to immerse yourself in the language and stop communicating in your first language.*

**Secondly, we can express a cautious or reluctant opinion when we show that we are not certain about what we think or we are reluctant to express what we believe.**

*I suppose that getting a private tutor would be a good way to improve.*

*As far as I understand it, you need to practice on a regular basis if you want to improve.*

(C) *there is no best way to learn English. Each person has to find a strategy or method that works for them.*

*I must admit that I'm not sure there is a best way to improve your English. I suppose that going to an English-speaking country to study English **might be** a good way.*

*I'm no expert but if I had to say, I guess that working in an English-speaking environment*

would help you improve.

**Thirdly, we can express an objective opinion, based on research or what we have heard or read. In this way, we distance ourselves from the opinion to show that maybe it's not what we personally believe.**

*Apparently, setting a clear goal, such as passing an exam, can help you improve your English.*

*( D ) going to an English-speaking country is the best way to improve.*

*The research seems to suggest that there is no best way to improve your English.*

**Finally, we can express a subjective opinion, based only on our own personal experience.**

*( E ), the best way to improve your English is to practice as much as you can and learn from your mistakes.*

*I don't know about other people, but I can say that taking English classes helped me.*

*What I've found is that watching and listening to films and TV in English can really help.*

Of course, there are many ways to express your opinion in spoken English but I certainly recommend that you move beyond the most basic phrases such as 'I think' and 'In my opinion' if you want to take your English to the next level.

#### **7. Read the passage and answer the questions. (2 points each)**

#### **Why Learning a Foreign Language is Essential in Today's World**

By [PinkNinjaHater](#), China, Chengdu, China

Have you ever heard someone say that they can speak English and that is enough, because after all most people speak English? Well, to tell you the truth they would be wrong. There are a number of reasons why you should learn a foreign language. In our world today, only one fifth of the population speaks English. So, learning another language is important for both work and travel. It is also important for making real connections with people, and lastly it can give you a greater understanding of your own language.

China, for example, is the most populous country in the world. It continues to grow in importance both economically and politically. Learning a language like Chinese would definitely enhance your chances of getting a job, and not just in Asia. Chinese is a language that is spoken all over the world. Almost every country in the world has a Chinatown, from the United States, to Canada, Australia, London, and much of Europe. Throughout Asia – in Vietnam, Thailand, Cambodia, Singapore, Malaysia and Indonesia – people speak Chinese.

If you are traveling or work in a foreign country such as China then you could survive with only speaking English. However, think how much easier everything would be if you could speak the local language. It would simply be easier to do anything and everything. It would be easier to find different places, ask for directions, and even order food. If you work in China, it will benefit you immensely if you can speak Chinese because then you would be able to work with all different types of employees not just the ones that speak English, and this will give long-term career success.

Another reason why you should learn a foreign language is that it shows the locals that you are interested in their country and they will appreciate this and immediately like you more. Understanding the local language will also help you to create new relationships with the locals, and find new friends there besides the ones that speak your language. Speaking a language gives you understanding of a country's culture, it enables you to see how other people see the world around them.

Finally, although it is difficult to grasp at first, but the truth is that if you speak a foreign

language you will actually improve and your own first language better. Once you have learned a different language, you would have something to compare to, this way you would better understand prepositions, and all other parts of speech that we normally take for granted. Other languages open our minds to new ways of thinking. For example, Eskimos have more words to describe snow and ice as it is such an important part of their lives. The Greeks have many different words to describe love – love between a parent and child, love between brothers and sisters, love between friends. The Indians have different words for uncle and aunt that let you know exactly how that person is related to you. There is a reason why most writers and poets are students of many languages. People have compared learning a language to learning a new way to think or to sing.

While some people learn a different language because of a practical need, many others learn a language because of interest or because they want a challenge. Yes, some languages can be extremely hard to learn, but once they are learned they benefit you greatly. Language is what makes us human. It is how we share our thoughts with the world. A world without language is unthinkable, without it there would be no way to communicate and express ourselves. The more languages you know, the more ways you have to communicate and express yourself. This is why learning many languages should be important, and why one language simply won't do.

**A. What is the thesis statement in this article?**

**B. What are the three supporting ideas?**

**8. Choose the right type of learning styles with given examples below. (1 point each)**

**4 different learning styles: Kinesthetic, Visual, Tactile, Auditory**

- ( )
- Use physical activities, competitions, board games, role plays etc.
  - Intersperse activities which require students to sit quietly with activities that allow them to move around and be active

- ( )
- Use board and card games, demonstrations, projects, role plays etc.
  - Use while-listening and reading activities. For example, ask students to fill in a table while listening to a talk, or to label a diagram while reading

- ( )
- Use many visuals in the classroom. For example, wall displays posters, realia, flash cards, graphic organizers etc.

- ( )
- Use audio tapes and videos, storytelling, songs, jazz chants, memorization and drills
  - Allow learners to work in pairs and small groups regularly.

**9. Choose the appropriate sentence for the blanks. (2 points each)**

**1. Persuasion is not manipulation** - Manipulation is coercion through force to get someone to do something that is not in their own interest.  
( \_\_\_\_\_ ① \_\_\_\_\_ )

**2. Persuade the persuadable** - Everyone can be persuaded, given the right timing and context, but not necessarily in the short term. Political campaigns focus their time and money on a small set of swing voters who decide elections.  
( \_\_\_\_\_ ② \_\_\_\_\_ )

**3. Context and timing** - The basics building blocks of persuasion are context and timing. Context creates a relative standard of what's acceptable. For example the Stanford Prisoner Experiment proved that overachieving students could be molded into dictatorial prison guards. ( \_\_\_\_\_ ③ \_\_\_\_\_ ) We chose to marry a different type of person than we date when we're younger, because what we want changes.

**4. You have to be interested to be persuaded** - You can never persuade somebody who's not interested in what you're saying. We are all most interested in ourselves, and spend most of our time thinking about money, love or health.  
( \_\_\_\_\_ ④ \_\_\_\_\_ )

- Ⓐ The first step of persuasion is always to identify those people that at a given time are persuadable to your point of view and focus your energy and attention on them.
- Ⓑ Persuasion is the art of getting people to do things that are in their own best interest that also benefit you.
- Ⓒ The first art of persuasion is learning how to consistently talk to people about them; if you do that then you'll always have their captive attention.
- Ⓓ Timing dictates what we want from others and life.

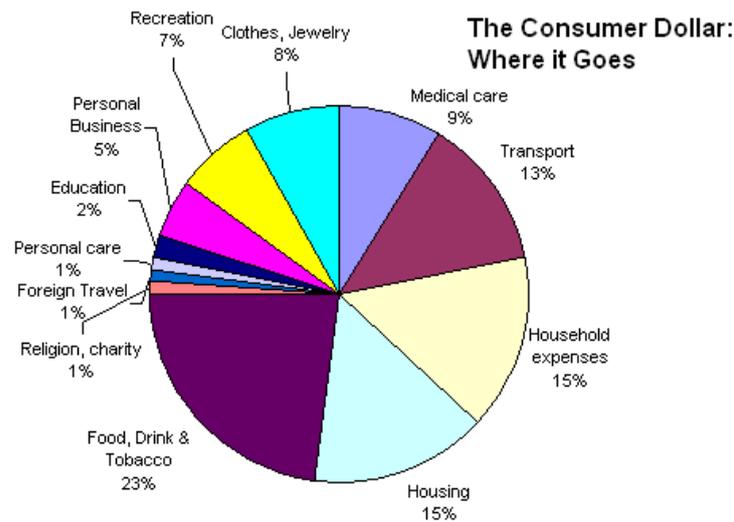
**10. Look at the common expression when giving opinion. Fill in the blanks with the proper expression below. (2.5 points each)**

<b>I think</b>	This is the most common and general way of giving an opinion. You can use it both informally and formally.
<b>In my opinion</b>	These expressions are more formal and are often used when talking about important issues.
<b>It seems to me</b>	When you've thought about a situation carefully you could use either of these two expressions.
<b>If you ask me</b>	This is used when your opinion is critical. Sometimes, people say this even when their opinion hasn't been asked for! – "If you ask me,....." "But I didn't ask you....!"
<b>Frankly speaking</b>	You would use this expression to give your opinion in a more familiar and forthright way.

<b>Personally</b>	This is used to emphasize that you are giving your own opinion.
<b>As far as I'm concerned</b>	When you realise that other people may not agree with you you would use either of these expressions.

- A. \_\_\_\_\_ if you offer a consistently good service to your clients, they will keep coming back to you.
- B. \_\_\_\_\_, tennis is a much more interesting sport than football.
- C. \_\_\_\_\_, I think the CEO should apologize for his appalling behaviour at the shareholders' meeting.
- D. \_\_\_\_\_, I don't know what she sees in him.
- E. \_\_\_\_\_, she has spoilt her children far too much.
- F. \_\_\_\_\_ that they are spending more money than they need to attract new talent into the company.
- G. \_\_\_\_\_, the Bank of England should not raise interest rates this year.

**11. Write descriptions of Pie Chart. (5 points)**




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**12. Read the passage and answer the questions. (2.5 point each)**

**-I am Sam**

Sam Dawson is a mentally challenged father raising his daughter Lucy with the help of an extraordinary group of friends. (A) Faced with a seemingly unwinnable case, Sam vows to fight the legal system and forms an unlikely alliance with Rita Harrison, a high-powered, self-absorbed attorney who initially takes his case pro bono as a challenge from her colleagues. (B) On the surface the two couldn't be further apart, but in reality they are subtly

similar. (C) Sam's compulsive nature is mirrored in Rita's more socially acceptable obsessive-compulsive nature. (D) Together they struggle to convince the system that Sam deserves to get his daughter back and, in the process, fuse a bond that results in a unique testament to the power of unconditional love.

### **-Hedwig and the Angry Inch**

Hedwig was born a boy named Hansel in Communist East Berlin who dreamed of finding his other half and becoming a big American rock star. When a handsome American GI promises love and liberation, it seems like a dream come true. But there's a catch-in order to marry and emigrate Hansel must "leave a little something behind." Hedwig survives a botched sex change operation that leaves her with an "angry inch" only to be stranded in a Kansas trailer park the very day the Berlin Wall comes down. Undeterred, Hedwig dons immaculate makeup and a Farrah Fawcett wig and forms a rock band-The Angry Inch. While support herself with babysitting gigs, she falls for a 16-year-old Jesus freak she renames Tommy Gnosis. Tommy steals her songs and becomes the rock star Hedwig always dreamed she'd be. Refusing to be defeated, she fiercely performs in crumbling theme restaurants seeking recognition, retribution, and reconciliation with her other half.

#### **A. Where would the sentence best fit? \_\_\_\_\_**

☞ As Lucy turns seven and begins to intellectually surpass her father, their close bond is threatened when their situation comes under the scrutiny of a social worker who wants Lucy placed in foster care.

#### **B. According to the passage of 'I am Sam', what does extraordinary group of friends refer to?**

- ① A group of people who are young
- ② A group of people who are talented and gifted
- ③ A group of people who are very rich
- ④ A group of people who are mentally disabled
- ⑤ A group of people who are famous

#### **C. According to the passage, which of the following is NOT true about Hedwig?**

- ① Hedwig dreamed of finding a match made in heaven.
- ② Hedwig successfully underwent a sex change operation.
- ③ Hedwig was stranded in a middle of nowhere the very day the Berlin Wall comes down.
- ④ Hedwig loved Tommy Gnosis who stole her songs to become a rock star.
- ⑥ Hedwig's performance reflects her seeking recognition, retribution, and reconciliation with her other half.

### 13. Read the passage and answer the questions.

#### **- Class environment**

International universities tend to be smaller and follow an Anglo-American model of pedagogy. This means smaller classrooms and a much more interactive learning environment. Students at major national institutions typically (although not always) end up in large lecture theatres and have only limited interactions with most of their professors at least during their first two years of study.

International universities look much more like small liberal arts colleges, where class size is restricted and professors are encouraged to be accessible and part of campus life outside the classroom.

#### **- Campus life**

Typically, international universities feature small, often residential campuses. This means [student life](#) is much less anonymous and much more engaged than at larger institutions where students often live at home and visit campus only for lectures or to study. So if you want a more active student life, then often smaller is better.

On the downside, however, smaller institutions can have fewer resources, like sports facilities or large research libraries. So you should think about what is important to you in terms of the campus experience.

#### **- 'International' vs. 'foreign' student**

There is an important distinction between being a foreign and an international student. Students, for example, who come from abroad to study in larger national institutions often end up part of a community of foreign students.

At international universities, everyone is 'foreign', even local students, because there is no dominant national identity on campus. So the label becomes meaningless since students are not absorbed into or surrounded by a specific cultural identity on campus. Everyone is international; no one is foreign.

#### **- Language**

The language of international universities is always, to my knowledge, English. If you are interested in pursuing your studies in that language, then an international university is probably a very good fit.

With a broad international reach, the level of English within the student body will vary considerably, despite [TOEFL](#) scores or other tests that international universities tend to use to ensure all students have a suitable level of language competency.

But I have observed that acquisition of very strong spoken and written English is an incidental benefit from being in an immersive English language environment over four years. Students do not always enter our institution with the strongest English language skills, but they usually graduate with a near-native command of the language.

It is also worth noting that international universities are by definition very multicultural, which means that students end up benefitting from multiple language circles. In my classrooms, for instance, I typically walk into a mishmash of languages being spoken by my students. So while your curriculum will be in English, your world will be multilingual.

**True or False (2 points each)**

International universities look much more like small liberal arts colleges, where class size is restricted and professors are encouraged to be accessible and part of campus life outside the classroom.

**T / F**

International universities typically feature small, often residential campuses.

**T / F**

There is always dominant national identity on campus at international universities.

**T / F**

If you are interested in pursuing your studies in English, an international university is probably a very good fit.

**T / F**

The language of international universities is always vary.

**T / F**

# Action Research

## **1. Introduction**

### **1.1 The context**

The English in Action speaking course at Sookmyung Women's University engaged the students in a variety of speaking interactive and transactional activities to improve students' global English speaking competence. The entire class is planned around having students perform real-world tasks designed and arranged according to the ACTFL proficiency guidelines. The class met twice a week from 6:00 pm to 7:50 pm on Tuesday and Thursday in the spring semester in 2015, and students were expected to have much of the in-class interactions which would improve their speaking proficiency through various activities. Each lesson was designed based on language function described in ACTFL OPI and OPIC speaking tests. 28 students in the English in Action speaking course were assigned to 12 groups of 2 or 3 members with a facilitator who is called big sister. Most of the undergraduate students were seniors in the English language & literature major and their English proficiency levels ranged from Intermediate mid to Advanced low according to ACTFL OPI. The students were given reading homework a week prior to each class so that they could prepare for the lesson, and they also had speaking homework every week after the lesson to practice speaking according to the target function and the theme. All big sisters were divided into 5 groups and each group had 3 opportunities to teach and lead the class for the semester.

### **1.2. Problem Area**

At the beginning of the semester, we conducted a survey and an interview with students. Through the survey and interview, we were able to find students' level and their purposes of taking this class. Based on a few weeks of classroom observations, we realized 2 issues of students and practicum teachers. Firstly, not many students were engaged tasks eagerly even though their speaking level is quite high. By participating in the activities, the students could practice using the target language, but we felt that is not enough for the high level of students. Also, the target language is not considered as the most important part for them because they are able to express their thoughts easily with many different forms. Secondly, there are 12 practicum teachers in the class. It is a good opportunity to help students in groups. However, we found that the practicum teachers were not sure of their specific roles and they didn't give

sufficient help to students. Also, in the reflection board, we could find some difficulties about practicum teacher's roles. Some teachers mentioned "They are advanced students so, I confuse what I help for them and not sure how to facilitate them." Therefore, we considered a positive way to reinforce both students and practicum teachers through focusing on giving teacher's feedback. By giving feedback, practicum teachers can guide students better and students can engage and learn the target language more effectively. Among the various kinds of teacher feedbacks, we focus on the error feedback because of their speaking level. Based on the interview, 14 students in the Action speaking class are advanced level and 13 students are intermediate from mid to high. Their levels are quite higher than we expected. Therefore, if they want to improve their ability of English, error feedback is one of the most useful feedbacks for them. From the reflection board, through the few weeks' observation, we found that students in the action speaking class wanted to have detailed feedback from their mistakes. Also, they aren't scared of having feedback from practicum teachers. In 5 different errors feedbacks, we wanted to find out which kind of feedback is the most appropriate for our students. Based on this idea, we made the action research question below.

### **1.3. Research Question**

How can we give feedback on speaking to intermediate to high level university students effectively?

## **2. Literature Review**

Hattie and Timperley (2007) acclaimed that, 'Feedback is one of the most powerful influences on learning and achievement. (p. 81). They also showed that a key aspect of feedback is to provide a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. According to a definition provided by Hattie and Timperley (2007), feedback is 'conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Voerman et al. (2012) also identified about the importance of feedback as the most influential factor in learning language as the quality and quantity of instruction. In Hattie and Timperley (2007), they found out it appears that the power of feedback is influenced by the direction of the feedback relative to performance on a task. Specifically, feedback is more effective when it provides

more information on correct rather than incorrect responses and when it builds on changes from previous traits.

Providing help to learner within their zone of proximal development is more effective than help provided randomly and irrespective of the learner's ZPD (cf. Nassaji & Swain (2010). These study results give the conclusion that different types of feedback depending on each learners' proficiency need to be provided. For pronunciation, simple, corrective automatic feedback can be a useful pedagogical tool. And for effective feedback for grammar, it is important to find the proper feedback strategy depends on the learners' level of proficiency. Feedback is the ultimate interaction between teacher and student. Finding the most effective feedback is the best way to improve students' language ability (Voerman 2012).

### 3. Intervention plan

Teachers will provide different explicit error feedback to students during tasks in each week. Whenever students make mistakes in five areas which are pronunciation, grammar, function, contents and vocabulary, teachers will correct their errors immediately. Second, teachers also will observe students' responses on the feedback. It might be necessary to see whether students feel comfortable regarding explicit error feedback and to figure out the reaction to teachers' feedback. After the lesson, students will be asked to do checklist that consists of 4 questions about the feedback they have for each week. Finally, students also will be asked to do post survey in week 6.

Week	Theme & Function	Target Feedback	Amount of Feedback
1	Date Description personal routine	Explicit error feedback on <b>pronunciation</b>	Whenever students make a mistake or error
2	Job and Career Informal narration	Explicit error feedback on <b>grammar</b>	
3	Midterm		
4	Art and Music Formal narration	Explicit error feedback on <b>vocabulary</b>	Whenever students make a mistake or error
5	Superstition Abstract description (figure and tables)	Explicit error feedback on <b>function</b>	
6	Movies Informal opinion	Explicit error feedback on <b>contents</b>	After students speak

► Week 1 (2015.04.07)

**Theme &function:** Date/ Description personal routines

**Target feedback:** Explicit error feedback on pronunciation

**The amount of feedback:** whenever students make a mistake or error

The lesson plan in this week tended to concentrate on a great deal of speaking opportunities with the function ‘describing’ and the theme ‘dating’. So that students will be able to take in a great deal of time to use their speaking freely with less trouble. The personal routines such as dating might be familiar to think and speak; therefore, we decide to give error feedback on pronunciation. We will be able to listen to students easily and observe their pronunciation for the feedback through a variety of speaking activities. Teachers will give error feedback on pronunciation whenever students make a mistake or error directly.

► Week 2(2015.04.14)

**Theme &function:** Job and Career/ Informal narration

**Target feedback:** Explicit error feedback on grammar

**The amount of feedback:** whenever students make a mistake or error

A teaching group in this week used some writing and prepared many worksheets to teach informal narration with job and career. Students need to fill out worksheets during some activities, and they also have to think and organize their ideas before speaking. For these reasons, grammar might be appropriate as the target feedback this week. Teachers will give error feedback on grammar whenever students make a mistake or error.

► Week 3 (2015. 04.21) Midterm Exam

► Week 4 (2015.04.30)

**Theme &function:** Art and music/ Formal narration

**Target feedback:** Explicit error feedback on vocabulary

**The amount of feedback:** whenever students make a mistake or error

Following last week, students will learn how to narrate formally about art and music. From the reading materials, we could find out a lot of vocabulary, and the teaching group will ask students to use various unfamiliar words to narrate effectively according to the lesson plan. Students might have questions about them during the activities and are able to make mistakes. We choose vocabulary as the target feedback for this week since it will be good

chances to give more feedback on vocabulary than others.

► Week 5 (2015.05.07)

**Theme &function:** Superstition/ Abstract description (figure and tables)

**Target feedback:** Explicit error feedback on function

**The amount of feedback:** after students speak

In the beginning of the plan, we had a plan to give error feedback on the contents in this week; however, the target area of this week might not be linked to describing figure and tables as well. There are some patters to describe the charts and graphs on the lesson plan, and the contents seem to be simpler than the function and the theme for the next week. For this reason, we changed the target from contents to function. Teachers will give error feedback on function after students speak.

► Week 6 (2015.05.12)

**Theme &function:** Movies/ Informal opinion

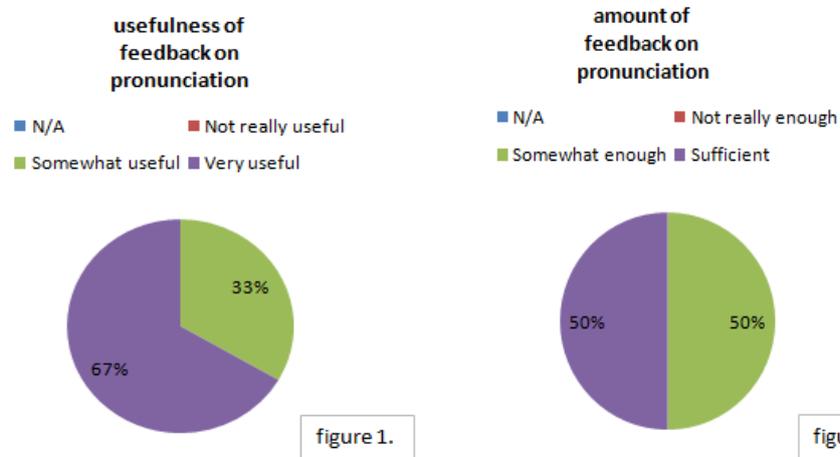
**Target feedback:** Explicit error feedback on contents

**The amount of feedback:** whenever students make a mistake or error

The lesson plan includes various types of activities to give personal opinions. The function is clear and less difficult in comparison with other functions, however, the contents are very important in this lesson. Students need to support their opinions with a variety of reasons logically and clearly within limited time. They will practice giving an opinion focusing on contents during the activities; therefore, the contents might be appropriate as the target feedback in this week. The teacher will give error feedback on the contents after students speak.

## 4. Data Analysis

### 4.1. Week1. Target feedback: Explicit error feedback on pronunciation



The first intervention was giving feedback on pronunciation. At the beginning of class, we informed students that they will have error feedback on their pronunciation during the all activities. We found out that students were not afraid of having feedback. Even though we pointed out their mistake directly, they seemed not sensitive. They tended to be positive toward being corrected and then they tried to reproduce speaking correctly. However, we also found out that one of the students who is very shy and introverted felt slightly uncomfortable. She is an exchange student from China has stayed Korea just for few months, therefore she might not familiar with a situation about having feedback from Korean teachers.

Based on students' survey, we figured out that students have a positive attitude toward error feedback on their pronunciation. The figure 1 shows that 67% students think error feedback is useful very much, and 33% students mentioned that it was somewhat useful. In addition, half of students want to have more feedback according to the figure 2.

#### 4.2. Week2. Target feedback: Explicit error feedback on grammar

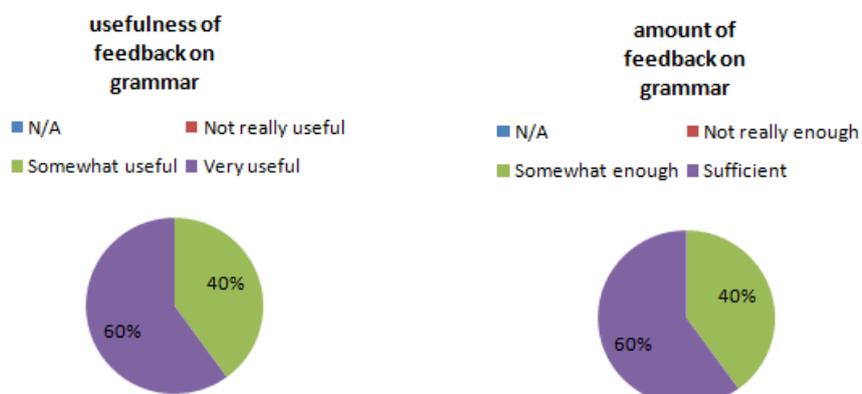


figure 3.

figure 4.

The second intervention was conducted to focus on giving error feedback on grammar. The students were taught to use past tense for narration. We gave feedback when students made mistakes such as tense, subject-verb agreement, articles, and preposition. A few students didn't realize that they are having error feedback during the tasks since one of us forget to tell in advance. However, they didn't take it sensitively. One of the students who is from Cambodia hesitated to speak after she got error feedback and she tends to be very careful to make similar mistakes. Although she was afraid of making grammar mistakes repeatedly, she wanted to have more feedback from a teacher.

According to the results of the students' survey, 60% students think error feedback is very useful and 40% students said error feedback is somewhat useful. Compare to 1week, 60 % of the students answered that they had sufficient error feedback during class.

#### 4.3. Week4. Target feedback: Explicit error feedback on vocabulary

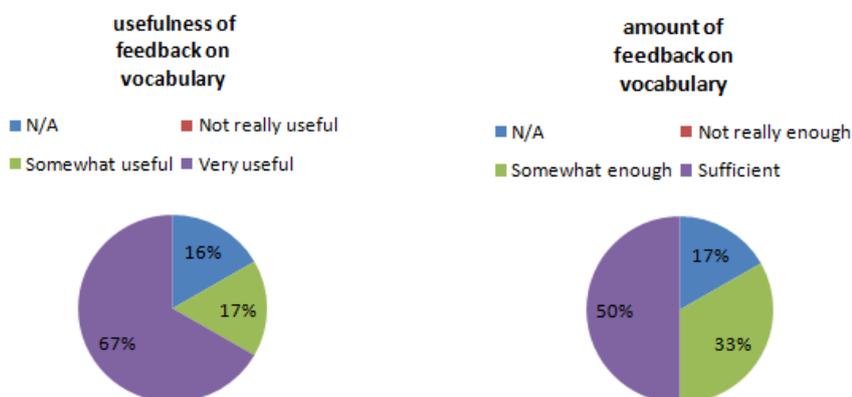


figure 5.

figure 6.

This week, we gave error feedback on vocabulary. It was really fit it well to the classroom situation since a lot of vocabularies were given to students through various worksheets and a word list, and they need to know lots of unknown vocabularies for the tasks. Students also had to use lots of adjectives and linking words to make detailed stories. Students often asked words that they didn't know or weren't sure during the activities. Among three weeks of intervention, we felt that it was the most helpful error feedback to students because they kept asking a lot and also it was easy to ask for students. Students never haven't mentioned like "How can I make a sentence with right tense or How can I pronounce the words? Before we point out their mistake, however, they asked some questions first in this time such as "How do you say the word in English? And what is the meaning of this work?" It was good to hear that from my students and they told me thank you for helping a lot.

On the other hand, we have an unexpected situation. We failed to give error feedback to one student. She was demotivated this week on account of the midterm exam and hardly participated in the activities. Therefore, we could not find her mistakes since she didn't speak a lot. She got no feedback this week.

According to the figure 5, one student didn't get any error feedback from a practicum teacher and 17% of students think vocabulary error feedback is somewhat useful and 67% of students are satisfied with the usefulness of error feedback on vocabulary. As figure 6 shows, 50% of students had error feedback sufficiently and 33% of students had error feedback somewhat enough. Also, one student who didn't get any feedback, responses "not at all" for the question about amount of feedback.

#### 4.4. Week5. Target feedback: Explicit error feedback on function

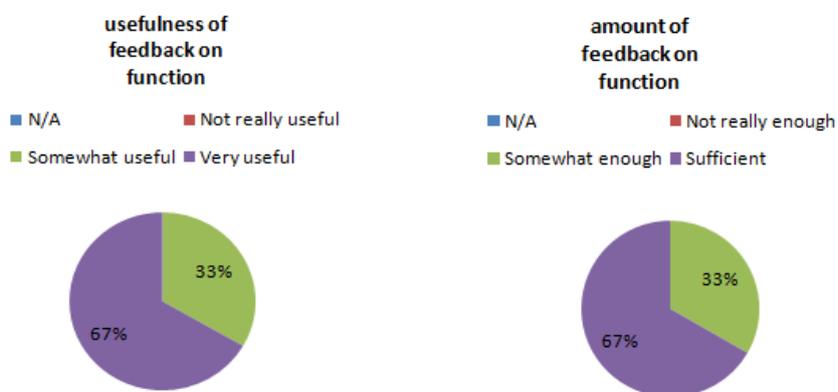


figure 7.

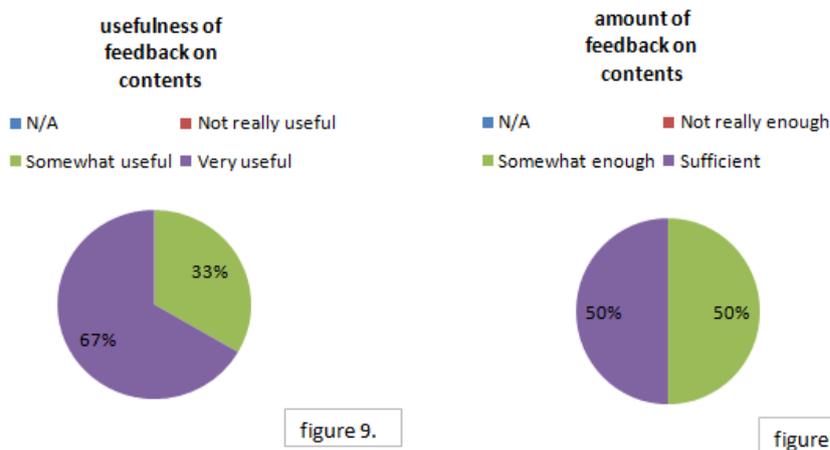
figure 8.

The 4<sup>th</sup> intervention was giving error feedback on function. At the beginning class, we

let students know about this week’s feedback. Our feedback and this week’s lesson were well matched. Students had to read and explain various types of graphs. Therefore, we gave error feedback after they describe their own graphs. We helped them for describing more properly. Students seemed comfortable when they had error feedback because they really wanted to help to describe and make 3 different types of graphs.

As figure 7 and 8 show, 67% of students said that error feedback on function was very useful and amount of the error feedback also was sufficient. 33% of students answered to survey that the error feedback on function was somewhat useful and amount of the feedback also somewhat enough.

#### 4.5. Week6. Target feedback: Explicit error feedback on contents



The last intervention was giving error feedback on contents. At the beginning of the class, we informed the students about giving error feedback on the contents. The function of week 6 was giving an opinion and the theme was movies, hence it was not hard to give feedback. We focused on how good contents that students use in supporting their opinions. When they need more supporting details, we help the students such as giving more information about movies, extending their ideas with a brain storming, and making a balanced paragraph. Especially, students who come from other countries needed lots of help to present their opinion based on the theme “movies”. They barely watch movies for various difficulties, so we focused on giving more information related to contents for them to support their opinion.

Figure 9 and 10 shows the results of the last week intervention. As figure 9, 67 % of students think the error feedback on the contents is very useful and 33% of students think it is

somewhat useful. As figure 10, half of students had sufficient the error feedback and the other half of students had error feedback somewhat enough.

## **5. Reflection**

In general, through the action research we can find out some results based on the survey and observation.

First of all, all of students in the research group had positive reactions toward error feedback. As we mentioned before, the students' levels are from intermediate mid to advance high. Because of their levels, giving the error feedback might affect students' learning and participation. According to the figure1, even though it was first time to get error feedback, most students showed positive reaction regarding to usefulness of feedback on pronunciation. Students responded similar figures on the question 3 "Was the feedback useful?" in the check list except for grammar in week2. In week2, a few students seemed to be sensitive to have error feedback on grammar whenever they made mistakes. In addition, students didn't want to have interruption during their speaking. Therefore, teachers should be careful to find out appropriate timing to give error feedback according to types of error feedback. Also, we should consider various learners' types such as international students in our research group and their personalities. While we gave error feedback, we were also motivated to play a role as a big sister.

Secondly, most students answered that amount of error feedback was enough. The lowest percentage is 40 and it is an error feedback on pronunciation. When we gave error feedback on pronunciation, it was hard to interrupt students' conversation. Also, through an observation, students tended to hesitate speaking when they noticed their pronunciation mistakes. Therefore, the result of amount is lower than others. However, students were satisfied with amount of error feedback mostly. As we mentioned above, when we give appropriate amount feedback, we should figure how much students want to have it exactly and not interrupt students' conversation.

Lastly, we realized different attitude through 5 interventions for both students and practicum teachers. Students were passive and didn't put much effort to tasks and practicum teachers weren't sure their roles. However, during interventions, practicum teachers' roles were much clearer than before. We gave active error feedbacks and could guide while students finished their tasks. Also, students had to have feedback because of the intervention.

Therefore, they had equal chances to speak and tried to use target language form more than before. Furthermore, after 2 weeks intervention, students asked lots of questions and were not passive learners anymore. Few students mentioned that they felt they are engaged the class and learn something more through the error feedbacks.

## **6. Discussion**

By analyzing the survey after each intervention, we examined the students' preference about the feedback. The findings from the survey showed that students felt mostly positive on overall error feedback. As the intervention continued, the role for the big sisters has more clarified and specific. Also, students were in a neutral position in terms of participation; however, it also seemed to move toward an affirmative position since their awareness of the big sisters' role has increased.

First, intervention for the error feedback was a quite effective for the students. The proficiency level of the students in "English in Action" class was pretty much evenly high. Therefore, they didn't take error feedback as offensive or humiliating. Since they are in the 20s, we considered their sensitivity and emotion, however, they are already high level in English, and so they wouldn't be so negative on the feedback on their error.

Second, the data from the survey implied that students were more positive about the feedback on the function and content because they felt that it was more like 'advice' than correcting errors. However, for grammar and vocabulary, students seemed that they took the feedback as pointing out the mistake. Especially, some of the students were very fluent on their speaking and they sometime made errors by using informal English. It was a little difficult to judge their error to correct between informal-youngster-language and formal English.

Finally, giving different types of error feedback to students needs to be considered under various conditions. For us, international students and students who lived in another country were involved in the class. They had different backgrounds, education and experiences compare to typical Korean students that we could not prepare before. Exchange students seemed to have fun in some feedback such as content, but they felt negative on correcting their grammar error.

## **7. Conclusion**

The data from the survey and the observation implies that feedback from the teachers is

important to encourage students' comprehension and participation in the class. But also various types of students and their circumstances should be considered to give error feedback more effectively. However, the present research has some limitation such as small number of students, only one type of feedback, and limited target area for feedback. There were only 6 students who received error feedback on five target areas only from teachers. Therefore, it might be needed to conduct more research to find out effective ways which are appropriate for the students in this type of the class.

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## Appendix

### Check List

1. Did you get feedback?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
2. Did you like the feedback?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3. Was the feedback useful?	<b>N/A</b>	<b>Not really</b>	<b>Somewhat</b>	<b>Very enough</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. Was the feedback enough?	<b>N/A</b>	<b>Not really</b>	<b>Somewhat</b>	<b>Very enough</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

# Epilogue

What office is there which involves more responsibility, which requires more qualifications, and which ought, therefore, to be more honorable than teaching?

**Harriet Martineau**