

Professional Teaching Portfolio



Graduate School of TESOL

Spring 2015

Jihee Choi



SOOKMYUNG WOMEN'S UNIVERSITY

An Introductory Statement

This teaching portfolio is designed to show my development as a language teacher through my practicum courses of Sookmyung Women's University TESOL MA course. First, this portfolio includes my personal information such as education background, teaching philosophy, resume as well as degree and certification. Second, this portfolio includes the overview of Speaking in Action class and Practicum courses as well as lesson plans and students survey. Finally, Action Research paper based on the topic of effectiveness of time management in language course has been included. This portfolio shows not only my improvement as a language teacher but also the process of teaching and learning in the practicum course. I really hope my portfolio makes a good impression to the audience.

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Teaching Philosophy

Learning is a very important aspect of life in our society and many people try to have a higher education regardless of their age, gender and even status. Especially when it comes to learning English as their second language, the range of the age is very broad from 3 years to over 60 years old. I have found this situation in the English education field and I can see that English ability is becoming more of a mandatory skill not only to determine a student's academic success but also to be promoted in the company or to be present certain socioeconomic groups in our society. From this fact, I strongly believe that the important responsibility of an English teacher is to make students feel comfortable in learning the language as well as to enhance their confidence. Since the language learning is like a long journey, a language teacher should direct students to have the positive inspiration that they can reach the place where they want to go.

I, as a language teacher, who have been working in English education field for more than 6 years, I believe that the ultimate goal of language teaching is to help students enjoy learning English through the use of authentic materials and to support them in achieving their goal of becoming more proficient and confident. To develop learner's communicative competence, a learner-centered classroom is very necessary. Traditionally, students in Korea have learned English using the Grammar-translation method which focuses on reading, writing and grammar. The reason why they have studied in this way is that the university entrance exam is focused on reading and listening. Since they don't have much chance to speak in the actual classroom, they spend so much money on learning English not only for preparing for the entrance exam but also to improve their speaking skills. According to Betchay (2008), Koreans spent \$15 billion a year on English education. It is a huge amount of money spent on just one subject.

In order to enhance students' communicative competence, I focus on teaching using the CLT (Communicative Language Teaching) framework as well as adopting learner-centered classroom. Therefore, I provide students with a lot of opportunities to produce their spoken and written output. TBI (Task-Based Instructions) is one of the great and helpful techniques to enhance students' writing and speaking ability. I try to encourage my students to produce their own output through speaking and writing without any hesitation in making mistakes on their grammar. I always tell them to not worry about their mistakes on grammar. Once they try to make their own output and build their confidence in speaking English, then I try to give correct feedback using many different types of techniques in terms of giving feedback.

I didn't really dream of being a teacher until I went to college. However, I met a great professor in college who listened to students' concerns and gave advice sincerely to students. I was really influenced by him and started to think about being a teacher. I wanted to be a teacher just like my professor in college. I would like my students to feel the joy of accomplishment each step of their journey and guide my students to reach their final destination. Not only I do want to teach them English but also I want to help them to develop a global view as they become capable of accessing and comprehending information from all over the world. I wish to help my students and hope to influence someone just like I was by my professor.

References

Betchay (2008). \$15 Billion in Korean English education. Retrieved September 9, 2012 from <http://www.buhaykorea.com/2008/06/04/15-billion-korean-english-education/>

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EDUCATION

Sookmyung Women's University

Seoul, Korea

Master's Degree, TESOL

Sep. 2013 ~ Aug, 2015

Lakeland College

Wisconsin, USA

Bachelor's Degree, Resort Management

Aug. 2003 ~ Aug. 2007

WORK EXPERIENCE

Corporate Teaching

- Tomato RED

June, 2015 ~ Present

- Teach business presentation and speech skills to intermediate low level employee.

- OCI Corporation

June, 2015 ~ Present

- Teach business conversation to intermediate low level employees.

- Dongsuh food
June, 2015 ~ Present
 - Teach screen English to intermediate low level employees.
- Lotus, Korea
May, 2015 ~ Present
 - Teach business conversation to intermediate low level employees.
- PlayAuto
May, 2015 ~ Present
 - Teach business conversation to intermediate low level employee.
- Seoul City Gas
Mar, 2015 ~ Present
 - Teach TOEIC Speaking to Intermediate low level employees.
- Johnson & Johnson Korea
Jan, 2015 ~ June, 2015
 - Teach business conversation, grammar and e-mail writing to executive employee.
- Gates Unitta Korea
Jan, 2015 ~ June, 2015
 - Teach business conversation, grammar and e-mail writing to employee.
- Lotte Home Shopping
June, 2014 ~ Dec, 2014
 - Taught TOEIC L/C and R/C to employees.
- Lotte Chilsung Beverage
Apr, 2014 ~ June, 2014
 - Taught general conversation, grammar and e-mail writing to executive employee.
- Woori Technology
Feb, 2012 ~ July, 2012
 - Taught business conversation, grammar and e-mail writing to executive employees.
- Polo Ralph Lauren, Korea
May, 2011 ~ Dec, 2011
 - Taught business conversation to managers.

Full time English Instructor

- Seoul SungWon Elementary School
March, 2013 ~ Feb, 2015
- Seoul DaeJo Elementary School
Sep, 2010 ~ Feb, 2013
 - Taught English conversation to 3rd to 6th graders.
 - Responsible for managing English Drama class and trained students for the contest.
 - Created tests and recorded listening scripts.
 - Supervised foreign teachers and helped them to settle down in Korea.
 - Administrative duties

- HyunJae Institute
Aug, 2009 ~ Aug, 2010
 - Taught Junior TOEIC, Reading, Grammar and Writing to Elementary and Middle school students.
 - Held "Parents Seminar" to introduce the education system of institute.
 - Developed and edited the text books of the mistakes.
 - Consultation with parents about their child.

- Chungdam Institute
July, 2009 ~ Aug, 2009
 - Taught English grammar for summer vacation special course.

- Eboyoung Talking Club
Aug, 2008 ~ July, 2009
 - Taught general conversations to Elementary and Middle school students.
 - Held "Parents Seminar" to introduce the education system of institute.
 - Developed and edited the text books.

Hotelier

- Hyatt Regency Guam (Team Leader) Guam, USA
Oct, 2007 ~ Aug, 2008
 - Made training manual and trained for interns and new workers.
 - Worked as a Team Leader at Front Office Department.
 - Assigned the rooms for guests upon guests' requests.
 - Helped guests' check-in, check-out and handled the guests' complaint.
 - Responsible for supporting and taking care of VIP guests.

AWARD

- Outstanding Student from Who's Who Among Students in America University College.
-

CERTIFICATION

- HanKuk University of Foreign Studies, TESOL Certificate (Mar, 2009 ~ Aug, 2009)
- Sookmyung Women's University, TESOL Certificate (Mar, 2013 ~ Aug, 2013)
-

SKILLS

Languages: Strong written and spoken English

Computer: Able to operate all of Microsoft office programs (MS Word, Excel, Power Point, MS Outlook).

Degree and Certificates



LAKELAND
COLLEGE

Since 1862

November 19, 2008

To Whom It May Concern:

This letter serves as verification that Ji-Hee Choi, ID# 102, has successfully met all of Lakeland College's requirements for graduation.

In Ms. Choi's official file is the following information:

Degree: Bachelor of Arts Degree

Major: Resort Management

Date: September 1, 2007

If you have any questions regarding this matter, please feel free to contact me (920-565-1413).

Sincerely,

A handwritten signature in blue ink that reads "Steven A. Mantia".

Steven A. Mantia
Associate Registrar



제 2009-01-0166 호

수료증

성명 : 최 지 희
생년월일 : 1983. 11. 24

위 사람은 본 대학교 TESOL 전문교육원 TESOL
연구과정을 우수한 성적으로 수료하였으므로 이
수료증을 수여합니다.

- 교육과정 : TESOL(2+4+1반)
- 교육기간 : 2009.03.02 ~ 2009.08.28

2009 년 08 월 28 일

한국의외국어대학교 TESOL 전문교육원장 TESOL학박사 김 해



위의 인정에 의하여 이 수료증을 수여함.

2009 년 08 월 28 일

한국의외국어대학교 총 장 문학박사 박



No. 11532

Sookmyung Women's University

Graduate School of TESOL

Choi Ji Hee

최지희

국제영어교사 자격증 Certificate of TESOL

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

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



숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 최 병 철

총장 황 선 혜



Dr. Byungchuel Choi
Dean, Graduate School of TESOL

Dr. Sunhye Hwang
President, Sookmyung Women's University

II. Teaching Practice

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An Overview & policy

Stephen van Vlack
Sookmyung Women's University
School of English

English in Action Speaking

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.

Class Participation 35%

Assignments 35%

Improvement 10%

Midterm Exam 10%

Final Exam 10%

Instructor - Stephen van Vlack

Office - Haengpa Faculty Building 206

Tel. - 2077-7761

E-mail - vxvlack@gmail.com

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

Syllabus

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 적어주십시오.

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.

<input type="checkbox"/>	English is my friend.
<input type="checkbox"/>	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)

<input type="checkbox"/>	Storytelling	<input type="checkbox"/>	Pronunciation
<input type="checkbox"/>	Describing	<input type="checkbox"/>	Role play
<input type="checkbox"/>	Discussions	<input type="checkbox"/>	Vocabulary
<input type="checkbox"/>	Individual presentation	<input type="checkbox"/>	Giving opinions
<input type="checkbox"/>	Group presentation	<input type="checkbox"/>	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?

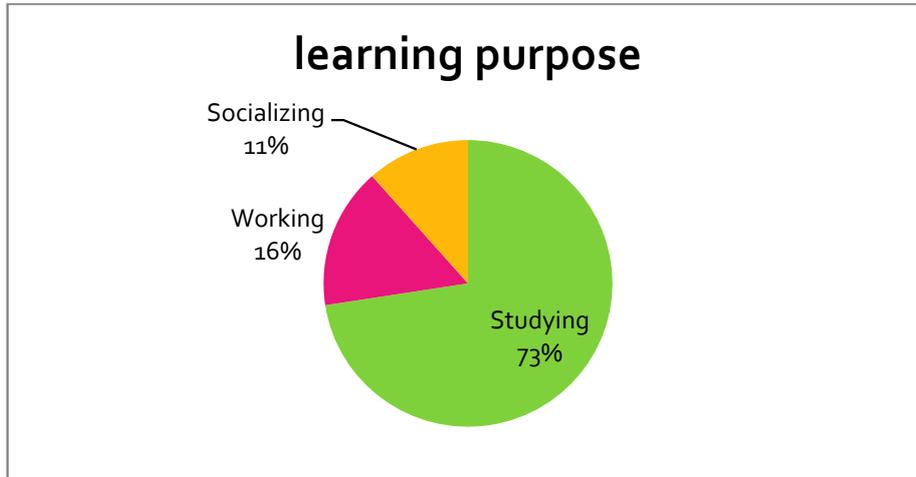
영어를 가장 잘 배울 수 있는 방법에 무엇이라고 생각합니까?

15. Do you have any concerns about this class?

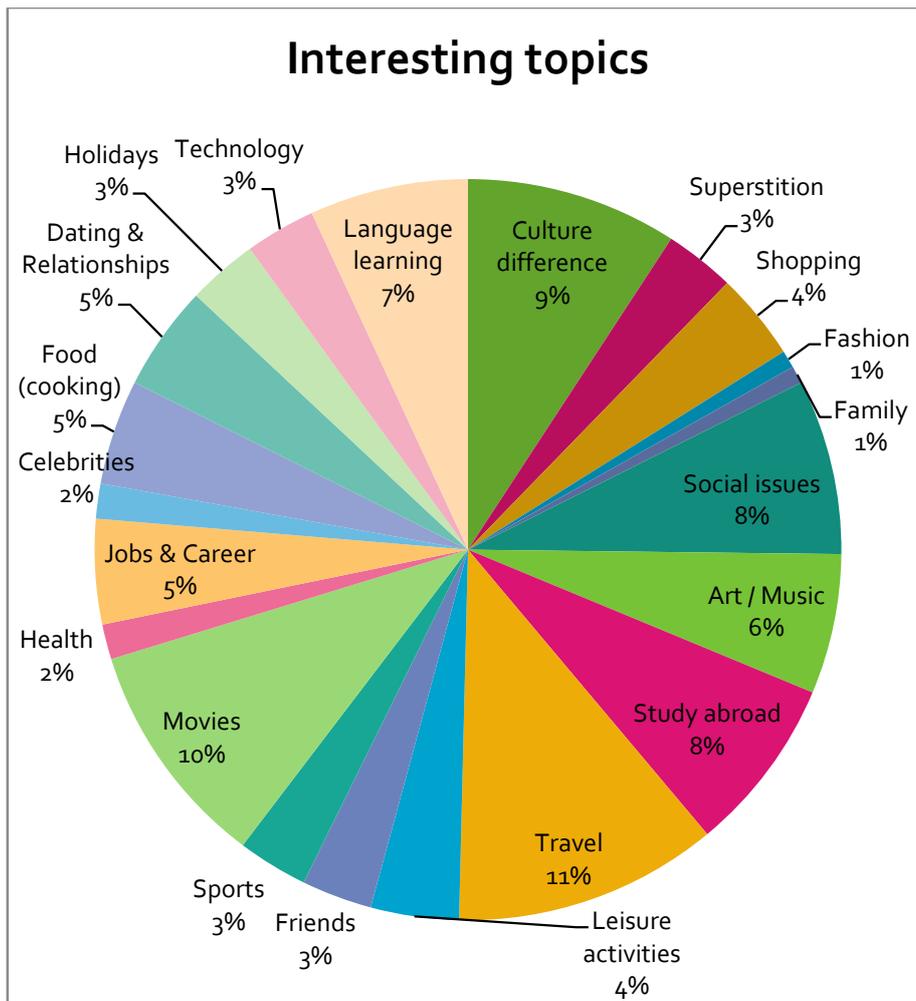
이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주십시오.

Student Needs Survey & Results

Learning Purpose



Interesting Topics



Lesson Plans & Materials

Week 5

Lesson Plan for Week 5 (March 31st ~ April 2nd)

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 plans to classmates.

Time	Activity Procedures	Big sister's role	Materials
15min.	<p>Introduction</p> <ul style="list-style-type: none"> - Each group is given a puzzle and tries to guess what the puzzle is. - 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. 	Help students to share their information about the holiday with group members	puzzles
20min.	<p>Activity 1: Halloween: How to make a costume</p> <ul style="list-style-type: none"> - Ask Ss the picture of Halloween and guess what kind of holiday it is. - 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". - Ask Ss what they need to do to go to Halloween party instead of buying a costume. - Let Ss watch the video clip https://www.youtube.com/watch?v=MYu22Pm6pY - Each group is given a costume that they are going to make and materials such as B4 paper and markers. - Ask each group to write down the steps. - After they finish writing down their steps, share the ideas with another group that makes a same costume. - Big sister in each group compares the steps each other and come up with 1 most creative costume. 	Help Ss to come up with good idea.	markers B4 papers

20min.	<p>Activity 2: April Fool's Day</p> <ul style="list-style-type: none"> - Introduce April Fool's Day - Watch you tube about pranks. - Ss talk about their best prank in groups. - 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.) - The best prank planners win and get gifts. 		Youtube.com Pranks planner
20min.	<p>Activity 3: Valentine's Day: Plan a perfect date on Valentine's Day</p> <ul style="list-style-type: none"> - Ss guess what kind of holiday it is. - Ask Ss "What comes to your mind when you think of Valentine?" (Let Ss talk about it spontaneously) - Show the picture of basic routine of date and ask Ss it could be good date or not. - Divided into 2 sections, 4 groups are women and 4 groups are men. - 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. - After that, 4 women's groups present their plan and have a vote which plan is perfect for you from boy's teams. - 4 men's teams does same thing like women's team and have a vote from women's team. - The team gets the highest vote will be the winner of this activity. 	Help Ss to come up with good idea. Let them have presentation	markers B4 papers
20min.	<p>Activity 4: Christmas: Making Perfect Christmas Tree</p> <ul style="list-style-type: none"> - Only one little sister in each group can check the item list. 	Big sisters sell decorations for Christmas tree.	Christmas tree Christmas

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

Lesson Plan for Week 5 (March 31st ~ April 2nd)

Teaching Group: Group 5

Theme: Holidays – Day 2

Function: Process

Objectives: Students will be able to

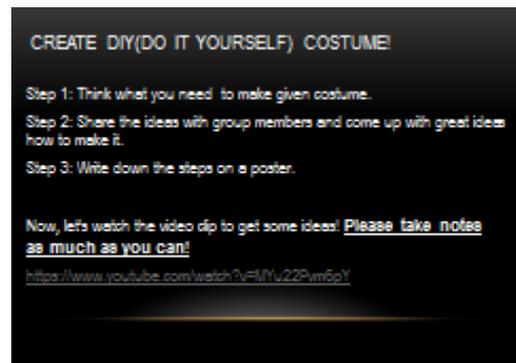
- guess the Easter quiz based on reading article assignment.
- design their own Easter eggs and make baskets.
- propose a public holiday to classmates and persuade them.

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

<p>30min</p>	<ul style="list-style-type: none"> - They will put the steps in order. - Show them the correct sequence of making basket and dyeing eggs by PPT. <p>Activity 5: Poster Presentation</p> <ul style="list-style-type: none"> - OPTION1: Let students imagine they are working for a government and you are going to propose a new public holiday for the country. - OPTION2: Show students picture of 2015 calendar. Let them know each month has holiday except April, July, and November. - Think about a special holiday as a group and make a poster. (Let them choose one of months among April, July, and November.) - 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. - After 7 minutes, students change the role. - Give a prize to a winter group got many signatures. <p>Wrap up</p>	<p>Help Students make a poster</p>	<p>A1 paper, Markers, Color pens</p>
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Week 5 Presentation





These groups are women!
 You are going to make a perfect plan for your date!

- SSG
- Truffle
- Come on
- Cherry blossom



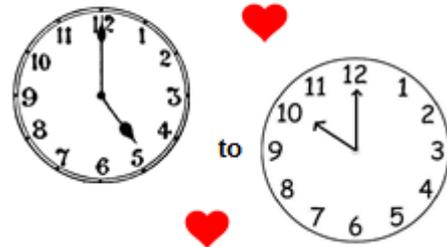
These groups are men!
 You are going to make a perfect plan for your date!

- Sookdae freedom
- 25
- Cutie Coffee
- One

YOU HAVE 200 DOLLARS TO PREPARE A DATE!



MAKE A PLAN FROM 5 PM - 10 PM



Quiz 1

The Easter Bunny is the animate symbol of Easter because in ancient belief rabbits represent fertility.

TRUE

Quiz 1

Week 5 Reflection

What happened?

On Tuesday, Insun, Eunji and I prepared 5 different activities including extra activity based on our theme "Holiday" and the function "process". We started having a little warm up guessing game with pieces of puzzle to let students guess what kind of topic we are going to learn. Once all the students know what our theme is, I started having a Halloween activity which is designing DIY Halloween costume. After that, Insun had an activity which is related to April Fool's Day. Our students had to come up with good pranks based on given information of person. Students had a chance to come up to the front and present what their plans are. Actually, we planned to have Valentine's Day activity but we were running out of time so we just jumped up to the final activity "making Christmas tree". On Thursday, as we planned in advance, we had an Easter party. Dr. van Vlack prepared so many things like chocolates, dying kit, costumes and etc, students seemed like enjoying the party as I hoped. To simply review of their reading homework, we had Easter quiz as beginning activity, following that we had making paper basket activity. Then we had egg hunting and egg dying activities.

What worked?

Overall, as I mentioned above, students seemed like they are having fun in the class. The function with theme was very well related and linked together so that students were able to practice the function of process based on different situations. Having students come up to the front and explain what they made as a group was good final step to wrap up the activity I guess. Even though couple activities were running out of time, but it was effective way to have time clock on the screen and remind them how many minutes left to push students little more in hurry to get things done quickly. Showing some video clips to help students have more ideas as well as telling the procedure as demonstration was helpful.

What didn't work? Why?

On Tuesday, we missed one activity because we had lack of time. Most classes took longer time than we expected. Time management has been issue even though we had time clock on the screen all the time. It doesn't mean that the time clock was not helpful at all, but it was the problem that we planned the time shorter than the exact time that the activity actually takes. On Thursday, For Halloween activity, I think I didn't wrap up the activity well. I should have given them to have competition of presenting their steps to make costume or have each group to introduce their plans to make it. On Thursday, we couldn't fully get ready before the Easter party started. Thanks to big sisters, they gave us really big help for preparing the party. Even though students seemed to be very happy and satisfied what they have done in the party, but as a class leader, I think I couldn't manage the party effectively.

What can I do next time?

I should work on the making lesson plan more on measuring the exact time for activity that I am planning in next lessons. Also need to be considered the effective time management as well. Giving clear direction for procedure of activity needs to be developed, too. I hope I am going to feel less nervous and more comfortable in next class.

Pictures in Week 5



Week 10 Lesson Plan

Lesson Plan for Week 10 (May 5th (Holiday) – May 7th)

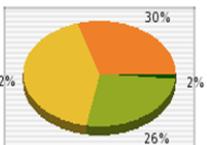
Teaching Group: Group 5

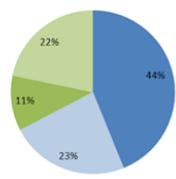
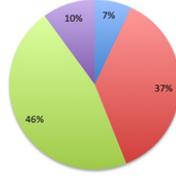
Theme: Superstitions

Function: Abstract descriptions

Objectives:

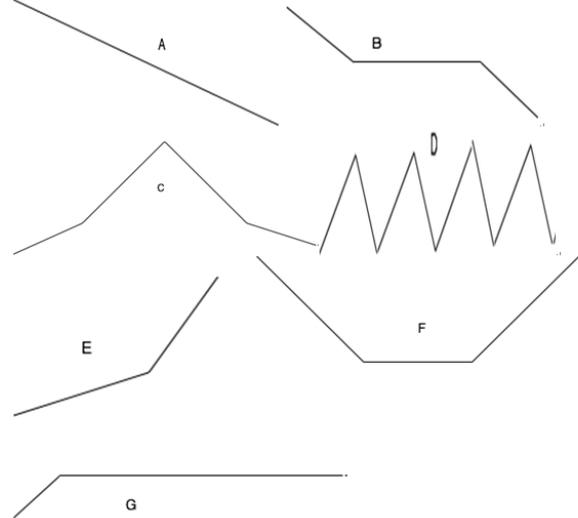
- Students are able to talk about superstitions.
- Students are able to make a graph and diagram and describe them to classmates.
- Students are able to describe bar charts to partner.
- Students are able to do the survey and come up with result in using graph.

Time	Activity Procedures	Big sister's role	Materials
15 mins	<p>Introduction & Warm-up Activity</p> <ul style="list-style-type: none"> - Bring out the theme-superstition. - 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. Ex.) If you break a mirror, you will have 7 years of bad luck. - Show students the survey result from America whether they are superstitious person or not. (Appendix3) - Hand out worksheet (How are you superstitious? –Appendix4) and ask students check the superstitions that they believe. - Show the result and have a time to talk about it. <p>Describe your own pie chart</p> <ul style="list-style-type: none"> - Students pick a graph randomly among three different types of pie charts. 	<p>Help students find out the superstitions in the video and encourage them to talk about superstitions.</p>	<p>Video – I Don't Scare (5min) Worksheet PPT.</p>
20 mins	 <p>1)</p>	<p>Encourage students to come up with ideas related to superstition and share their ideas as well.</p>	<p>Worksheet.</p>

 <p>2)</p>			
 <p>3)</p>	<p>- After they pick a graph, each student comes up with the question related to superstition and what might be the answers for each percentage.</p> <p>- Then, share the ideas and explain the pie chart to group members.</p>		
35 mins	<p>Facts & Figures</p> <ul style="list-style-type: none"> - 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) - 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) - Then, each group presents their graphs and figures and why they come up with ideas with numbers. - The most creative group on figures and graph gets the prize. 	<p>Help little sister to complete the activity smoothly.</p>	<p>worksheets B4 papers</p>

15 min.	<p>Describing & drawing bar chart</p> <ul style="list-style-type: none"> - Students will get the 2 different worksheets as a pair. - 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. - Check the original bar chart and drawing chart. - Change the role. 	<p>Encourage students to describe with using language forms and specific words from reading homework.</p>	<p>Worksheet A, B, (Appendix5)</p>
20 min.	<p>Break Time</p>		<p>Snacks</p>
40 min.	<p>Be a researcher!</p> <ul style="list-style-type: none"> - 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. 		<p>Papers, Markers.</p>

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)

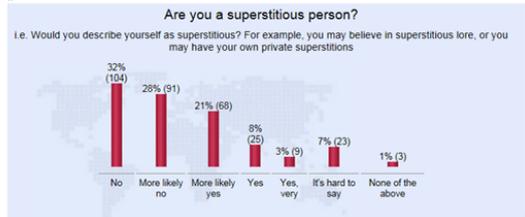
1.) Believe in Superstitions → Bar graph

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 fortunetellers. (per person) → line graph

2003 \$2
 2004 \$2
 2005 \$2
 2006 \$2
 2007 \$2
 2008 \$2
 2009 \$2
 2010 \$2
 2011 \$2
 2012 \$2
 2013 \$2
 2014 \$2

Appendix 3)



↕
 ↕
 ↕

Appendix 4)

HOW SUPERSTITIOUS ARE YOU?

- Some people believe that leaving the fan on inside a closed room while you sleep will kill you.
- 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".
- 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.
- It is said that giving shoes to your significant other could cause them to run away.
- If you whistle at night will bring spirits or snakes.
- If you have dreamed of pigs lately, it could mean that lots of money is on its way to you.
- Cutting your nails after sunset will bring bad luck.
- Couples will break up soon if they walk down Deoksugung path.
- If you give your husband or boyfriend chicken wings, it could cause him to "fly" away from you.
- 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 superstitions, 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.

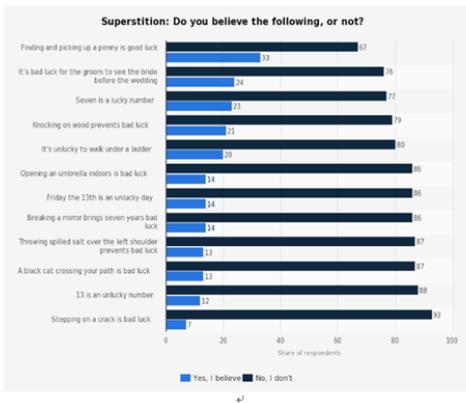
If you check over 5 on this list...

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.

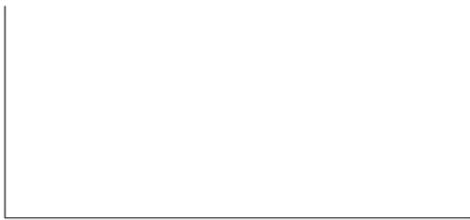
Appendix 5)

Describing Bar chart Worksheet A

1. Describe the below bar chart to your partner.

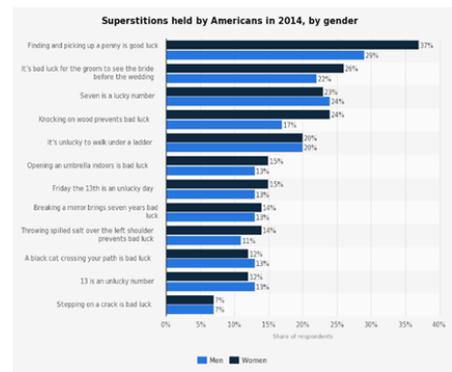


2. Draw the bar chart that your partner describes.

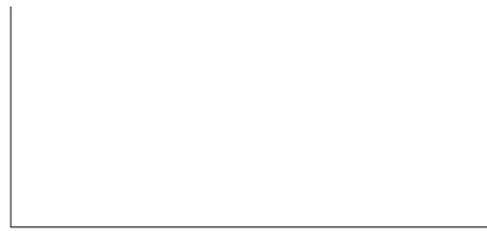


Describing Bar chart Worksheet B

1. Describe the below bar chart to your partner.



2. Draw the bar chart that your partner describes.



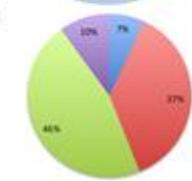
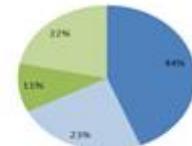
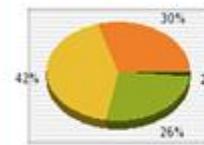
Week 10 Presentation

Are you superstitious?



This pie chart is about _____ and shows that _____ are superstitious and _____ are not superstitious.

ACTIVITY # 2



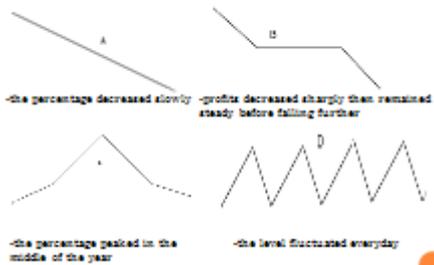
ACTIVITY # 2

Step 1: You will pick one of pie charts!

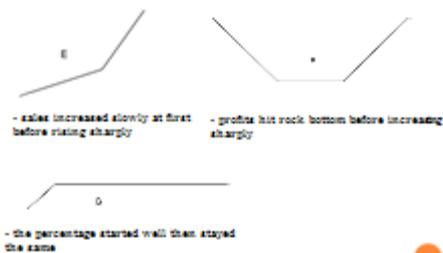
Step 2: Come up with the question related to superstition and what might be the answers for each percentage for 5 minutes!

Step 3: share the ideas and explain the pie chart to group members for 5 minutes!

ACTIVITY # 3



ACTIVITY # 3



ACTIVITY # 3

1) Believe in Superstitions → Bar graph

Rank	Superstition	% of people endorsing each superstition
1	Touch wood	7
2	Fingers crossed	7
3	Avoiding ladders	7
4	Smashing mirrors	7
5	Carrying charm	7
6	Number 13	7

ACTIVITY # 3

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

- Jan 2000 \$?
- Feb 2000 \$?
- Mar 2000 \$?
- Apr 2000 \$?
- May 2000 \$?
- Jun 2000 \$?
- Jul 2000 \$?
- Aug 2000 \$?
- Sep 2000 \$?
- Oct 2000 \$?
- Nov 2000 \$?
- Dec 2000 \$?

ACTIVITY # 3

Step 1: Come up with figures! Discuss with your group members!

Step 2: Draw a graph per each data.

Step 3: Present your graphs!

BE A RESEARCHER!

- Imagine that your group is working at the Department of Statistics as a team.
- Each group is going to come up with data related to superstition based on surveys.



BE A RESEARCHER OUTLINES

Step 1: Come up with the topic what you are going to research for.

Step 2: Make a survey.

Step 3: Get the results of survey by asking the Qs and gathering the information from the other groups.

Step 4: Draw the appropriate graphs.

Step 5: Present your data!



Week 10 Reflection

What happened?

In this week, our group managed the class and covered the function of describing the chart and graph based on the theme of superstition. Because of we had to manage the class for 3 hours include the snack time for 20 minutes, we prepared 5 different activities include poster presentation at the end. We started the class with watching cartoon based on superstition and moved on to describing different types of charts and graphs. Just in case they could feel little difficulties describing the unknown charts and graphs, we tried to support some expressions and example to help them to complete the activity in smooth condition. Besides describing charts and graphs, talking about their zodiac, horoscope and blood types seemed fun for little sisters. For the last activity which is designed to be uncontrolled, little sisters seemed to follow the steps of activity by gathering information based on their survey question and present their data with graph.

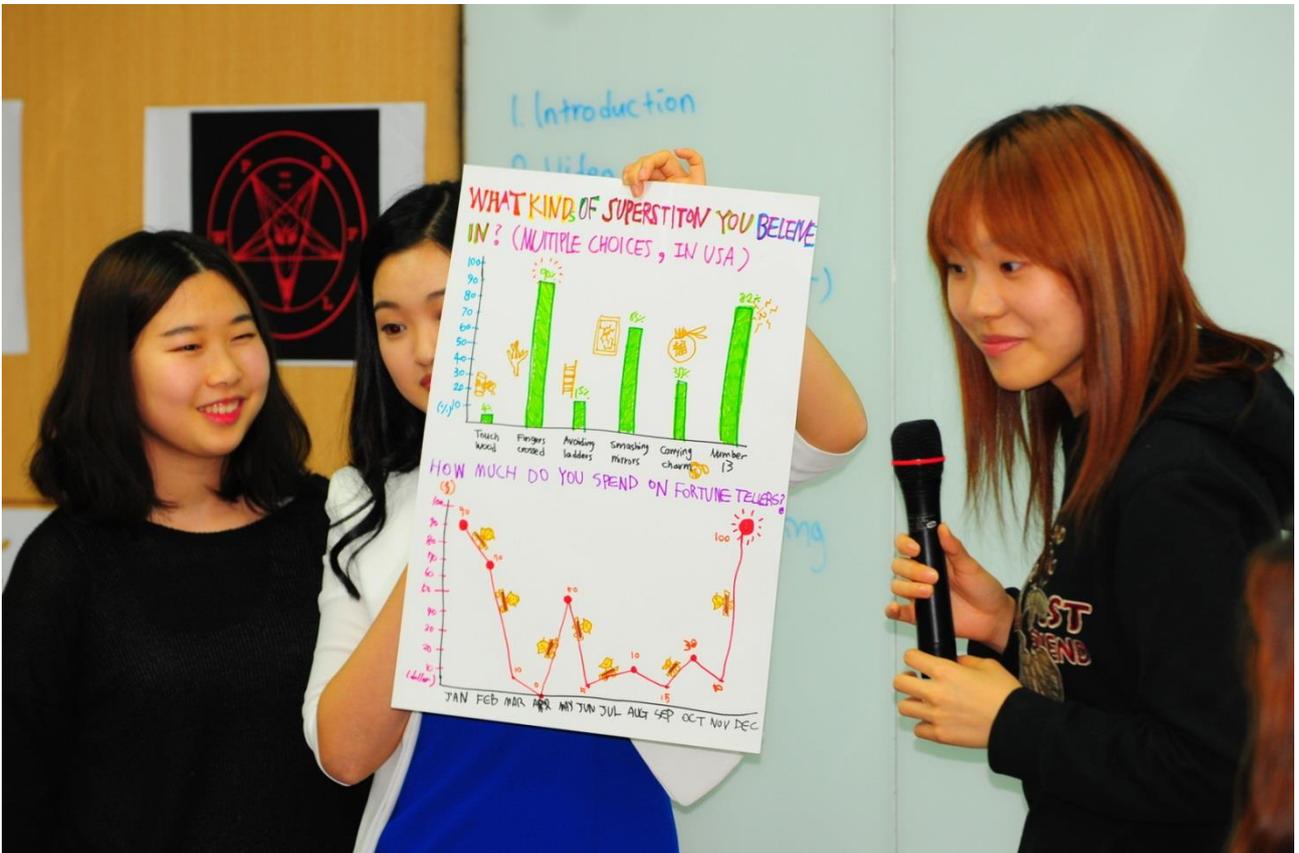
What didn't work? Why?

I have three things that I feel missing in this week. First, we couldn't support clear direction and demonstrations when we ask to complete the tasks. We should have supported the enough, clear direction by giving them examples or models as well as the clear steps for activities. Second, we should have prepared more variety of graphs and charts since our function is describing the charts and graphs. Since describing the pie chart and bar graph is little easy for them to describe, it could be better if we prepared more complicated graphs or charts to practice them for describing I guess. I was little surprised when most of groups came up with pie chart in the activity of "Be a researcher". I thought that if we assigned them to come up with different types of charts or graphs for each group, it would be more useful and beneficial. Lastly, we tried to focus on speaking when we planned the lesson plan, but there were not much output. It would be more challenge and pushed more output if we prepared the different variety graphs from easy to little more complicated.

Intervention

This week, we were supposed to put the time clock on the board every time we have activities and most of activities were able to finish on time. I gave them notice when we have two more or one more minute left as well as writing down the starting time and ending time.

Pictures in Week 10





Week 15 Final Exams

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)

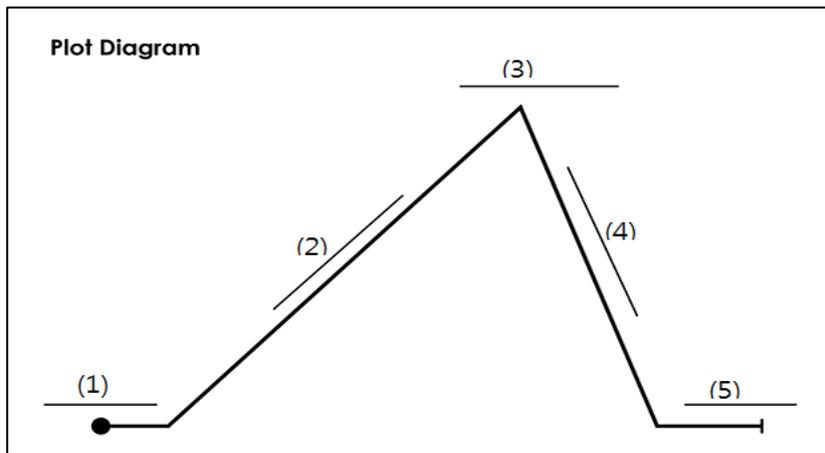
<u><i>anecdote</i></u>	One character is clearly central to the story with all major events having some importance to this character
<i>Protagonist</i>	to learn, as by experience
<i>Antagonist</i>	The opposer of the main character
pick up	a feeling of having respect for yourself and your abilities
self-esteem	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 a 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?

- Ⓐ The Zodiac of the Signs consists of twelve equal divisions and each sign has the same name as

the constellations.

- ⓑ The ecliptic is the path the Sun takes through the stars throughout the month
- ⓒ The zodiac sign means the a path which the Moon and planets pass.
- ⓓ 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?

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

C.

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.

d 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)

I think	This is the most common and general way of giving an opinion. You can use it both informally and formally.
In my opinion	These expressions are more formal and are often used when talking about important issues.
It seems to me	When you've thought about a situation carefully you could use either of these two expressions.
If you ask me	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....!"
Frankly speaking	You would use this expression to give your opinion in a more familiar and forthright way.
Personally	This is used to emphasize that you are giving your own opinion.
As far as I'm concerned	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.

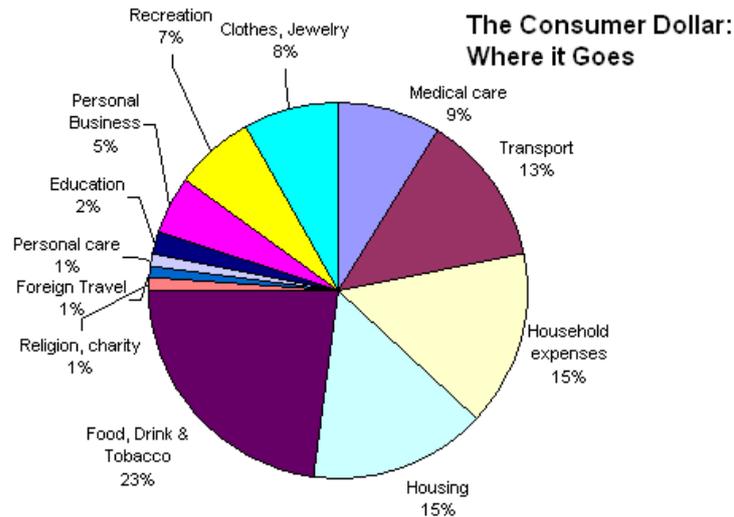
D. _____, I don't know what she sees in him.

E. _____, she has spoiled 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)



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

III. Action Research

Title: How can we manage the time effectively through speaking class?

1. Introduction

Time management has been always issues in teaching second language since language teaching is mostly based on TBI or activities centered. As a second language teacher, it is hard for me to measure exact time for activities. Teachers should be equipped with self-organization and time-management skills. (Bingimlas, 2009) When considering effective time management in the classroom as a means of making learning most effective for students, progression needs to be planned for as well as pace. Progression means that students are able to move through specific activities making cognitive progress as they go. So how can we ensure pace and progression through good time management in the classroom? To find out the best effective ways to manage the time in classroom, our roles as a teacher are to design the 5 weeks lesson plans with variety of speaking activities based on having effective ways to help time managing such as time keeper which means giving a role to each student of group, using time clock, countdown reminder and others can be more by searching some literature review as well as giving clear roles to big sisters. According to Ozdener & Ozcoban (2004), student's motivation can be increased through the use of various instructional methods and techniques. By having variety of tools and techniques including experiments and survey, our group is hoping to achieve what are the best ways to manage the class with perfect time management as well as manage the class effectively. We will collect data in the form of observation and surveys to ascertain which techniques are more effective and which are less effective. Based on these processes and gathering more information by literature review, we think we can come up with some recommendations in managing the time effective through speaking class.

Student Profile

27 Students are Sookmyung Women's university students. Their majors are various but most of them are studying TESL and English literature, which means they have confidence to use English and have knowledge of TESOL. Many students are senior and planning to get a job related to English field which are International worker, teachers, and English material editor. Through English in Action class, they want to improve their speaking ability without burden or stress and have fun classes.

Problem area

Since we plan the lesson based on task-based instruction, it happened for students that every group completes the task on different pace, and teachers feel that they need to wait for the slower groups which is not effective on the flow of the whole process. Sometimes the activities can be down time, students can be de-motivated to complete the tasks. We are not very aware of the duration of tasks and couldn't use time effectively for the first 5 weeks of class in English in Action Speaking class.

Here are the reflections of time management issues from big sisters before intervention.

“Time management was a big issue on Tuesday because approximately 20 minutes early class was over.”

“Most of all, I need to think about the time management. When designing the class and allocating certain amount of time, I need to think the real time with care.”

“I agree with your opinion that time management is a big issue. That is still hard for me to control as well. Students do not always follow my expectation. Unexpected situations can always happen.”

As a teacher, if we and big sisters control more the time to make little sisters complete the activities on time, then the teachers will manage the class as they plan and little sisters will not feel any hurry in completing their activities as well as de-motivated in leaning L2.

To make the lesson successfully as we planned ahead, every activities shouldn't be skipped or shorten and teacher should try to manage the lesson effectively by using different techniques. In order to manage the lesson well, we came up with 5 different plans to see what kind of techniques are effective in the class and less effective as well as raise students' interest in learning L2 and prevent time being wasted.

Participants

About 12 big sisters include ourselves are supposed to help teaching group each lesson, so we are planning to let them know the importance of time management to give students effective teaching. Also, little sisters could be the participants as a time keeper.

Locations of research

We will do our action research at Sookmyung Women's University. We have class named English in Action 2 times a week.

Intervention

We are going to intervene the class for 5 week plans using 5 different strategies and then we are going to survey to both big and little sisters in week 5.

Week 1

We will ask the teaching group to give roles to big sisters on the tasks as facilitators rather than participants that is not easy to lead in time limit and engage at the same time.

Week 2

We will ask a teaching group to write down detailed time plan for each activity on the board to help students to finish the activity on time.

Week 3

We will ask a teaching group to use time clock on the computer as reminder to the teaching group how it effective such as emotional comfortable

Week 4

We will ask countdown reminders to teaching group "You have 3 minutes left", "you now have 1 minute left' to make sure students can see the clock in your classroom;

Week 5

We will give roles to a student in each group as a time keeper how much time reminds other group members to finish the tasks to help them to finish the task faster and aware the time. We will figure out the effects of time keeper in terms of participation or time managements to little sisters and big sisters

Data Collection

There are two big methods to collect the data for our plan, which are doing a survey and checking time ourselves. The first one will be done end of the intervention so we compared time from lesson plans and real time that they actually take in the class. Also we checked the video

whether the activities finished on time that the teaching group expected. And other one is survey for data collection. We do survey for both big sisters and students in the class and ask big sisters that the role of assigning time keeper in a group is effective or not and ask students that the role of time keeper helps to enhance the awareness of time in meta-cognition learning. affect the time management.

<Survey Questions for Big sisters>

Q. How effective is this intervention? If you check below 'Low', please write a reason.

1. Role of facilitator

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

Why?

2. Writing down detailed time plan for each activity on the board

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

Why?

3. Using a time clock on the computer

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

Why?

4. Noticing the time (Ex. "You have 1 minute left.")

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

Why?

5. Giving a role of time keeper to little sister

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

Why?

Q. As a teaching group, which one does effect on time management? Or is there any other factors?

① Time in the lesson plan was too short / long

- ② Students found the activity too difficult
- ③ A group (or some groups) finished the activity too slow
- ④ The direction was not clear / or complicated
- ⑤ Other factors
(_____
_____)

<Survey Questions for Little sisters>

1. Were you a timekeeper? Yes-> go to question 2 and 3 / no-> go to 3
2. Was it helpful to finish the activities more quickly or on time?

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

3. Did you recognize the role of timekeeper, when you were doing activities?
4. Did you check the time more often than usually? Yes/no

2. Literature Review

According to Bill (2009), classroom time management is an important skill to develop because time, like space, is finite, and teachers must learn to use it effectively in order to optimize the learning opportunities for students. Even experienced teachers sometimes have difficulty with the reality of time management in the classroom. Of course no one can guarantee with absolute certainty that any lesson will always go as planned. However, with practice and the appropriate classroom time management strategies, teachers can learn to plan with confidence well executed lessons.

To be able to manage the class effectively, the certain time management strategies are needed and it definitely leads for success in teaching and learning. Since we are having task-based instruction in the class, we might have unexpected situation from students which causes the pause for the activities, so planning ahead and prepare in advance is also very important in time management. Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in-depth to make their instruction (Borich, 2007).

Lemlech (1999) points out that a teacher's ability for effective timing appears to be "instinctive in some teachers whilst others have to develop it" (p.23). Most experts agree that teachers should be aware of using time in their classes efficiently since effective timing is one of the essential keys to successful learning. Thus, it is vital that teachers need to be able to gain control over the activities they do, organize the classroom well, plan their lessons carefully and set realistic times for the completion of tasks. Good pacing minimizes the time spent on disruptions and disciplinary situations and helps keep the classroom running smoothly ('Time-on-Task',2010). When planning the lesson, it is wise to consider using time-controlled activities such as group work, role-plays, individual presentations, etc. (McKenzie, 2006). According to Scott and Ytreberg (1990), teachers need to remember to keep activities around 5 and 10 minutes long for ages 5–7, and 10 to 15 minutes long for ages 8–10. In addition, transitions from one activity to another need to be smooth enough for students to easily follow (McKenzie, 2006).

Lesson plans affects not only teachers instruction but classroom management as well. Characteristics of a well-managed classroom are that (1) students are deeply engaged with their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected; which would be possible via routinely implemented good lesson plans; (3) there is little wasted time, confusion; which would be possible

via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan (Wong 2009:81).

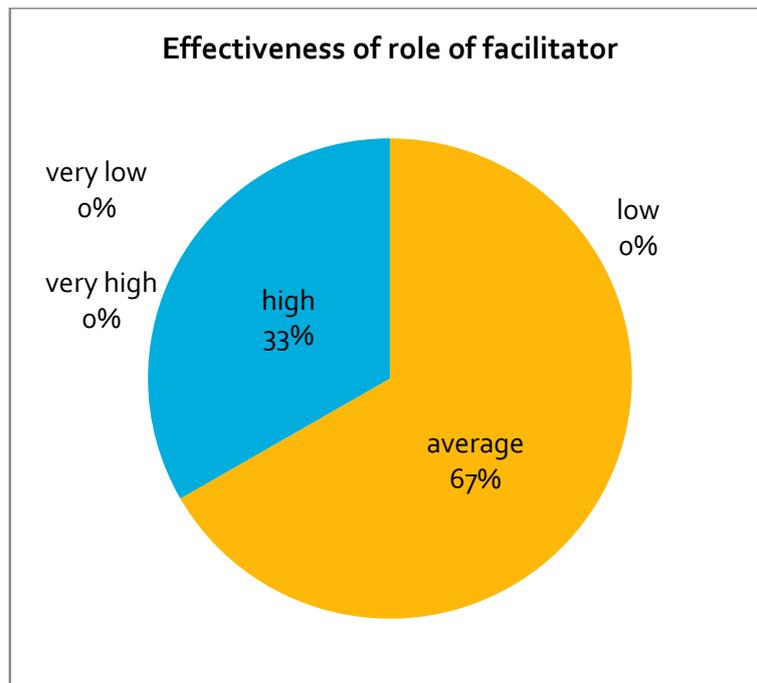
Intervention Week 1

We asked all big sisters to be as a facilitator not a participant when they lead the group. If big sisters take roles and facilitators and participants at the same time, they can't recognize the time, and might be too busy to take all the roles at the same time. The reason why we came up with this plan was that we need someone who recognize the time and flow the activities so that group leader as facilitator can lead the group to make the activities go through smoothly within given time. Since our lessons are full of group activities, we can set one person as a leader in a class. In actual class in Korea, since there are mostly over 20 students in one class, teachers usually set up the group and manage the class with full of activities as well. This technique fits for the class when the group has the leader, but since actual class in Korea mixes with variety levels and it is hardly possible to find the right leader in each group, it might be hard to have a facilitator in the actual class in Korea.

This is the measurement of the class activity in week 5. Most activities were finished as they planned in advance and big sisters participated the class as a facilitator. The reason why we put only 3 activities are these activities are major activities among whole activities.

Activity	Time allocated	Actual time taken
The best dating plan (Read couple stories)	18:19-18:23	5 minutes, They finished on time.
Describing couple routines and making suggestions	18:25-18:36	10 minutes, They finished almost on time
Make a poster for 10 minutes	19:10-19:20	10 minutes, They finished on time.

This is the survey from big sisters that they think being a facilitator was effective in the class or not and more than 50 % people answered as it is effective in the class.

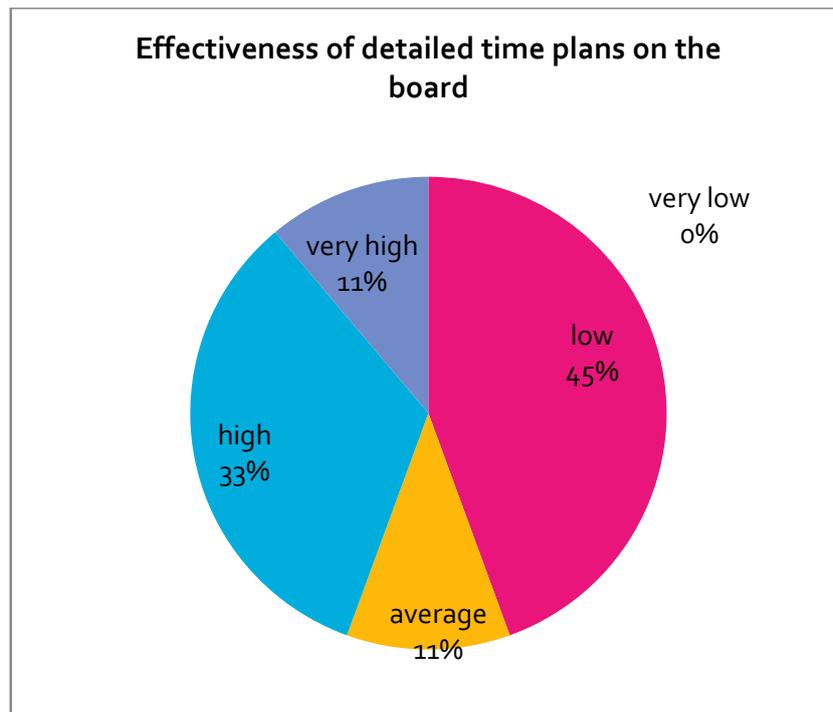


Intervention Week 2

We asked a teaching group in week 6 to write down detailed time plans for all activities on the board to help students to finish the activity on time. We checked every single time in the class when teaching group conducted the activities and compare the time on the board and the lesson plan as well. In order to avoid the adjustment in the middle of the class, we asked the teaching group to write when they begin the class. The reason why we chose this strategy is that we want students to see the whole plans of the class as well as the time limit while they have activities. This strategy can fit for not only for young learners but for adults. Giving general plan before we start the class can help students feel motivated and focus on each activity.

This is the measurement of the class activity in week 6. Most activities were finished as they planned in advance but the last activity took 4 minutes longer because students feel little difficult on it and the ending time by each group was little bit different.

Activity	Time allocated	Actual time taken
How to deal with a mean boss	18:24-18:28	4 minutes, They finished on time
Extend problem making suggestions	18:41-18:48	7 minutes, They finished on time
Talk about your future job	18:06-18:12	6 minutes, They finished on time
Job opening	19:17-19:27	10 minutes, They gave extra 4 minutes and they finished 19:31



This is the survey from big sisters that they think writing detailed time plans on the board was effective in the class or not and the results are quiet variety. Only 11% of them answered that it is very highly effective and 33% said that it is highly effective. 11% said that it is just average which means not very effective and ineffective and rest of 45% said that it is ineffective. The reason why they think it was ineffective was that students didn't notice and care about time, they don't seem like they checked the time on the board and also the detailed time plan was confused and disrupted the class especially the marks was not in good condition so it was hard to see the time on the board. By this survey, teachers should make sure that they can recognize the time plan clearly and also it would be better if we spend 5 minutes for introducing the time plan.

Intervention Week 3

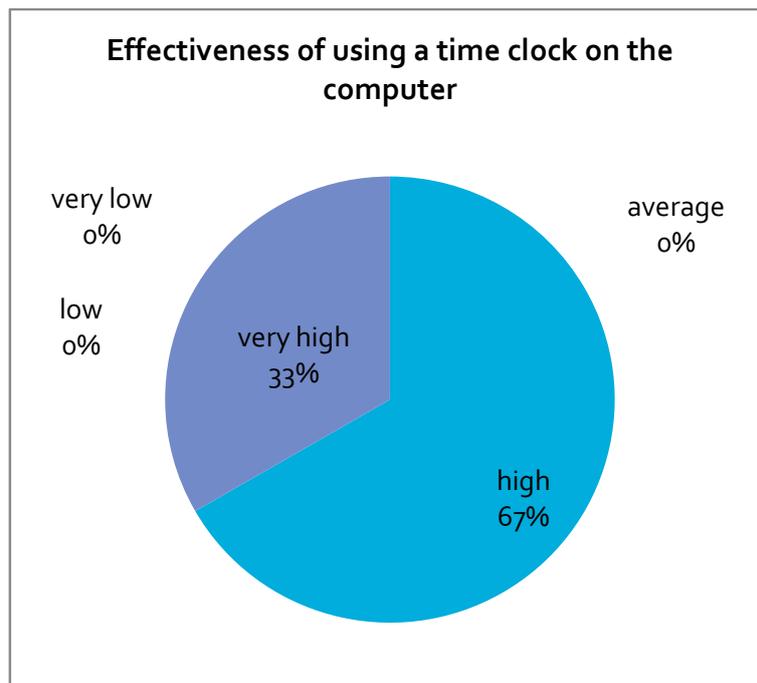
We asked a teaching group to use a time clock on the computer on every activity as a reminder to let students notice the time and manage the lesson effectively.

We measured time allocated to compare with actual time taken in the class with 3 activities only, because the teaching group asked big sisters to play roles as participants on the activity of "my astrology" and the survey, so we weren't able check the exact time. The teaching group showed the time clock on the computer on the three activities, 2 of 3 times were successful to finish on time. The teaching group gave extra time on the activities "Facts and Figures" because most of groups didn't finish on time in terms of making a poster, so the teaching group gave extra time to prepare for the presentation. The teaching group extended time on the facts and figures activities, because they couldn't decide which elements they should contain on the two graphs and couldn't finish on

time, so they gave 3 more minutes to finish drawing two graphs. It was too short to draw two graphs in 15 minutes to all little sisters.

Activity	Time allocated	Actual time taken
Talk about a video clip	3 minutes	3 minutes, They finished on time
Describe your own pie chart with coming up ideas about superstition and explain the pie chart	15 minutes	15 minutes, They finished on time
Facts and Figures	10 minutes	10 minutes, They extended the time

Here is the survey from big sisters whether this intervention was helpful for time management. It shows that the time clock on the screen was so effective by 33% and 67% with very high and high relatively. The time clock on the screen was very easy to check the time with a time clock on the screen, and could see the pace of time with a time clock. It was very clear and easy way to let not only students but teachers to recognize the time in the class.

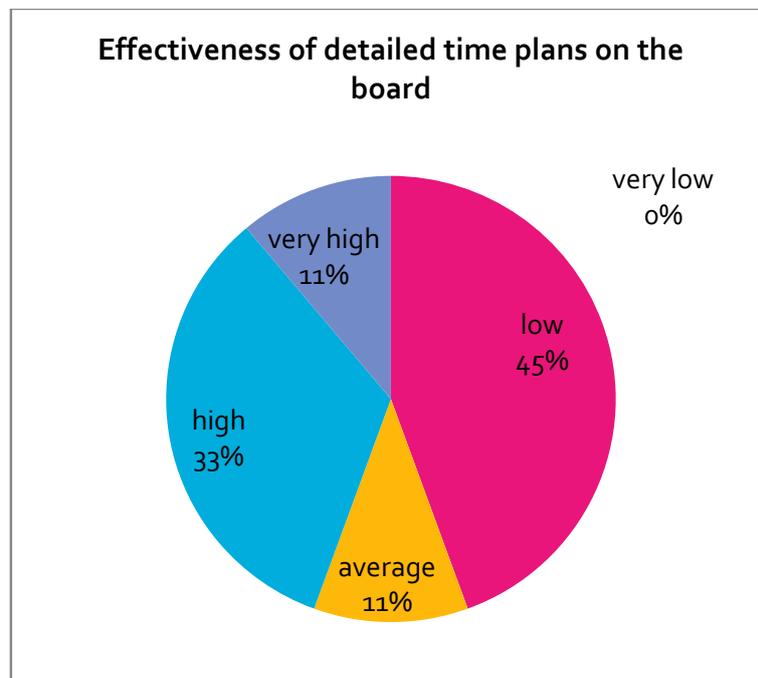


Intervention Week 4

We asked a teaching group to remind the time how many minutes left before close the activities such as noticing “You have 1 minute left”. Our group checked the time in the class whether if they finish the activities on time as well as other groups notice the time left and try to complete the task after they listened to the notice.

Activity	Allocated Time	Actual time taken
Title battle	18:16-18:26	10 minutes, They finished on time.
Simpson	18:32-18:39	7 minutes, They finished on time.
Writing Plot	18:39-18:43	4 minutes, finished one minute earlier
Be a curator	18:54-19:12	18 minutes, finished two minute earlier

We measured the time in the class by taking notes to compare allocated and actual time taken with 4 activities, because rests of the time, little sisters did the long presentation. The teaching group noticed how much time left to the students. Our purpose on this plan was that students notice the time and they push themselves to complete the task on time. We tracked the every single activity and most of activities met the time management effectively. Students seemed to be alarmed and had got to work more effectively. It could be better if we mentioned the remaining time clearly and let them be noticed clearly because some students were really working hard and they sometimes missed listening to the notice. The activities on the above are main activities which perfectly matched with theme and function. The intervention was successful in half of the activities, but the two minor activities were not successful because teaching group gave too long time which means down time and the procedures were complicated so teaching group took little more longer time to explain the procedure than they planned.



Managing the time as they planned and the measuring the time were very successful according to the data we have collected and the point of views from big sisters on survey were

saying that mostly it was effective and except one person saying that “Students didn’t listen to it”. But we could find out some that most activities were smooth as they planned. A big sister commented on the reflective journal board the effectiveness of the intervention that “the process of the overall lesson was much smoother on Thursday compared to Tuesday so that students also followed the lesson very well.” “Treatment seemed worked well to help students notice the time to lead into perfect time management. On the other hand, there were shortcomings of the intervention from big sisters’ comments on the reflection boards that “Students didn’t notice and care about the time, nobody checked on the board except big sisters.”

The other reason why the intervention was not successful was that the big sisters and little sisters didn’t listen to the teaching group’s intervention, because they focused on the activities. Big sisters couldn’t manage the time in the whole process in detailed plan of managing time, and just the intervention helped pushing little sisters when they are little behind to complete the task. If the teacher told the remained time more often than just one time, it could be a lot more helpful to manage time effectively, instead of making students pushing in the very last minutes.

Intervention Week 5

We gave roles to a student in each group as a time keeper two times per day how much time reminds other group members to finish the tasks to help them to finish the task faster and aware the time. We asked 4 times to little sisters, because they are not familiar with the intervention, and need to do several times to adjust the intervention. We will figure out the effects of time keeper in terms of participation or time managements to little sisters and big sisters. After we all finish the activities, we had a survey and we are going to come up with the result.

Overall, it did not work well because it was unusual to them so they seemed to be hard to keep that role. So sometimes the time keeper didn’t tell the time to other members because she just focused on her tasks. So we were little confused the role of time keeper is really helpful for time management.

According to a role of time keeper, one of big sisters said, “My group didn’t work on being a time keeper because the time keeper is the one who needs to complete the tasks as well as the checking and noticing the time as well as letting know how much time left to other group members. So they tended to forgot being a time keeper when they are really into the task.”

Another big sister also had a same opinion so she said, “The time keeper’s role to check the time and tell the other students the rest of the activity time made students not concentrate on the activity as well as their role. It was difficult for a time keeper sister to do two roles at the same time. They often forgot their role.”

Here is the survey result.

Were you a timekeeper?	yes		no	
	yes	no	yes	no
Did you recognize the role of timekeeper?	10		7	5
Did you check time more often than usual?	7	3	6	8

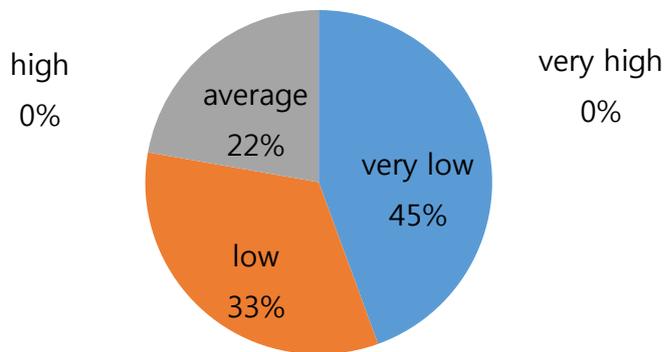
Total 23 little sisters did a survey and 10 little sisters were a timekeeper. Students who were timekeeper, all of them recognize the role of timekeeper surely and 7 students tried to check the time often than usual. The rest of 3 students seemed to be hard to check the time because they focused on their activities or forget their role. On the other hand, little sisters who were not timekeeper, 5 students did recognize the role of timekeeper. But interestingly, the number of little sisters who check the time is higher than the opposite one.

This is another survey result. We asked students, if they were timekeeper, then whether the role of timekeeper was helpful to finish the activities more quickly or on time.

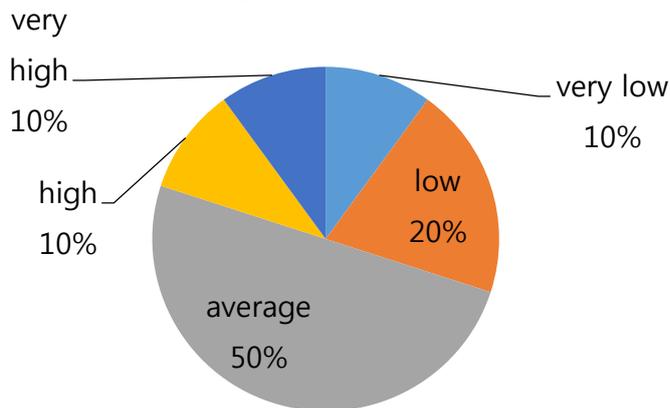
Was a role of timekeeper helpful?	very low	1
	low	2
	average	5
	high	1
	very high	1

Here are the two pie charts that show us the opinion on role of time keeper between big sisters and little sisters.

Effectiveness of role of time keeper-big sister



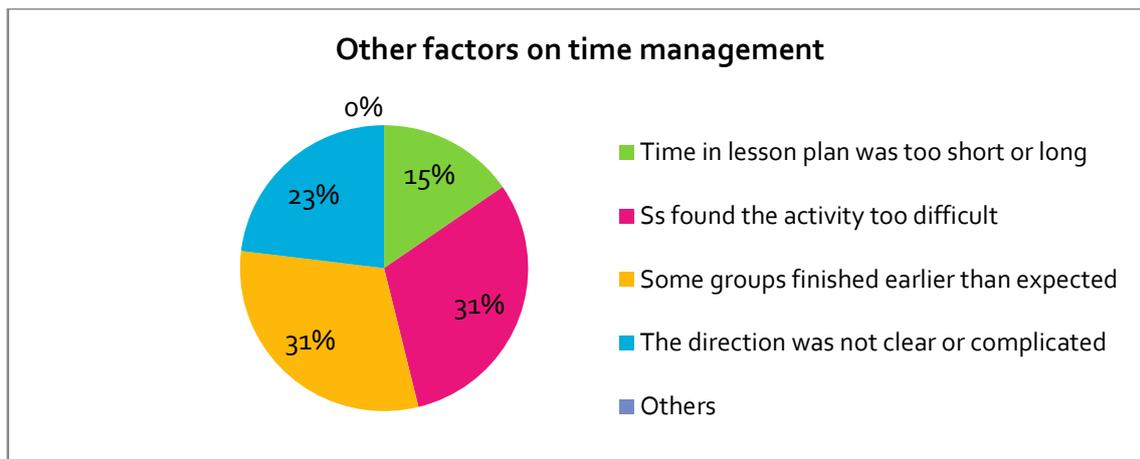
Effectiveness of role of time keeper-little sister



The big difference between them is the percentage of ‘very high’ and ‘high’. 20 percent of total little sisters think that the role of time keeper is very helpful for time management. On the other hand, no any big sisters agree with this opinion. The sum of ‘low’ and ‘very low’ percent is 78 percent, which means that almost 80 percent of big sisters think of the role of time keeper for time management is quite unhelpful. Here are some comments from big sisters who marked on the ‘very low’ and ‘low’:

- Time keeper also forgot their role because of their engagement in tasks.
- The time keeper even did not remember their role. It made students not concentrate on both the class and the time management.
- Some little students often forgot to check the time since they focused on speaking.

Another Survey Result



This pie chart shows that the other factors that could effect on time management. This result comes from big sisters. All big sisters had chances to teach the English in Action Speaking class so we asked them when they are teaching group what the factors affect the time during lesson. They are given 5 categories to check, which are lesson plan was too short or long what they expected, students find activity too difficult, some groups finished earlier than expected, the direction that they gave was not clear or complicated, and other opinions to write. The class works as a pair or group work mostly, so big sisters checked that some groups finished earlier than expected is the most effect on time management also difficulty of task has the same result as 31 percent. And the teaching direction was followed as 23 percent and 15 percent of all big sisters answered the lesson plan time effect the actual class time management.

3. Discussion

Pedagogical Implication

Some of interventions were useful in the classroom to manage time more effectively, such as writing the starting time and finishing time might be good for a teacher that he or she can be reflective and flexible from the time written by students' paces of finishing the tasks under the control planned before instead of giving too long or too short time. It also might be helpful for students to plan how much time they should conduct every step by teachers. Secondly, using a time watch on the screen is a useful tool to encourage students to finish faster by showing actual time clearly.

Since our lessons are full of group activities, we can set one person as a leader in a class. In

actual class in Korea, since there are mostly over 20 students in one class, teachers usually set up the group and manage the class with full of activities as well. This technique fits for the class when the group has the leader, but since actual class in Korea mixes with variety levels and it is hardly possible to find the right leader in each group, it might be hard to have a facilitator in the actual class in Korea.

Reminding time left can be useful to push students to finish faster than normal face if a teacher tells the time more often not just telling right before 1 or 3 minutes remaining, because it is helpful only in the very last minutes not for overall of activity. However, if a teacher tells a time more frequently, the students can notice the remaining time and try to push themselves to complete the activity on time.

Time management is the process of meta-cognition that helps students manage time more effectively consciously, and even to teachers. It can boost up the class with high motivation by effective time management skills, otherwise, it can demotivate students by downing the time. Time management help students improve more self-constrained skills and responsibilities by checking the time on the screen or listening the remained time by teachers. It can help teachers to make lesson plans to consider how effective they need to use time in detail and segment time, instead of making planning too short or long which lose control of classes all of sudden . To tell remaining time to students, they can actively participate with faster pace with more collaboration of tasks to compare to without intervention. It was easier to develop facilitation skills in terms of giving role to each student to complete the tasks more effectively on time management. The remarkable thing that our group found before intervention and after intervention was that students were able to organize the time when they conduct the activity step by step with group members. In the very beginning, students tended to use longer time to discuss about topic and came up with the result at the very last minutes without having final touch.

Issues

Even though we used a time clock which was very effective to manage time for students, the teaching group needs to tell the remaining time at the same time, because they seemed not to look at the time clock very often on week 3. If the big sisters play roles as participants, it can be difficult to check the time on the screen.

The teaching group told the remaining time on week 4 like “You have 1 or 3 minutes left.” the little and big sisters didn’t listen while they were doing activities, and concentrated on the task a

lot. If the teaching group told the time more often to help big and little sisters to use time more effectively, the activities might have been more smoothly and lively. Indeed, they told “You have 5 minutes left, and 3 minutes, they might use time more effectively, instead of pushing them in the very last minutes which might make them in hurry. It can distract the flow of activities to make in hurry and they might not complete the activity on time.

Further research

Time management has been issue in teaching field since the class is focused on group works and task-based teaching that students usually process the variety activities in given time. Therefore, not only teachers should carefully plan the lesson based on time management but also being flexible based on observation how students conduct the activities. On further research, since we only came up with 5 different time management strategies, we should find more effective techniques that teachers can apply so that they can be more flexible under unexpected situations. Moreover, it would be great research which techniques or treatments can be applied or considered on the certain situation as well as level, learning styles and environment.

Limitation

For role of time keeper intervention, we did just one time. The reason why the last intervention which was giving a role of time keeper to one of group member was not successful is that students were not familiar with the given role. So, they did not recognize the importance of time keeper and controlling the time of task. If students are asked to be a time keeper a few times to get used to keep the role while they are doing the activities and also the other group members fully understand the role of time keeper, then the result of effectiveness of role of time keeper probably could be different.

4. Conclusion

For five week, we did five different interventions, which are giving a role of facilitator, writing down the start and finish time on the board, using time clock, reminding the time, and giving a role of time keeper. All of interventions quite worked well except giving a role of time keeper. And the teaching implement for future teaching area, we need to consider the role of facilitator as well as time keeper. Normal class does not have any big sisters like this special class so we could ask a student as a leader of a group. Also for the role of time keeper, teachers need to implement a few times to let students understand the role of time keeper and get used to the role.

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Epilogue



It was excellent choice to enroll the TESOL MA program and develop myself to become a professional language teacher in this Sookmyung Women's University. I feel that I have grown academically with variety of theories as well as personally in this program. I have no doubt that I am very lucky to meet many professional scholars and great colleagues from this school. It was very pleasant journey to enhance my confidence in teaching second language as well as developing the materials and planning the lessons. I personally think that I learned a lot how to motivate students and how to manage the class effectively in a student-centered environment with task-based approach. It has been a memorable experience in many ways and I think I will remember the last two and half years for a long time. I wish all my professors and colleague students all the best!