

The image features a 3D-rendered puzzle piece with a keyhole, a golden key, and a blue puzzle piece on a metallic background. The puzzle piece is light blue and has a keyhole cutout. A golden key is inserted into the keyhole. The background is a metallic surface with a pattern of interlocking puzzle pieces, some of which are slightly raised, creating a textured effect. The lighting is dramatic, casting shadows and highlights on the puzzle pieces and the key.

Professional Teaching Portfolio

By Lee, Seonha



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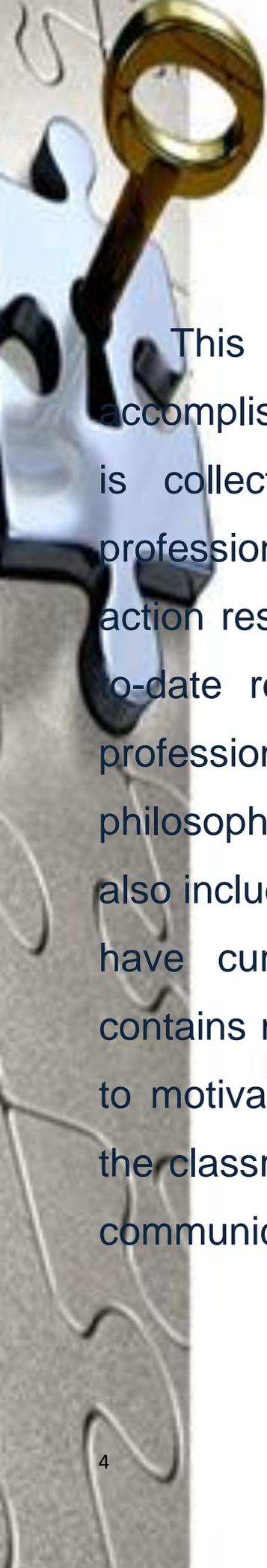
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1. Introduction

This portfolio is designed to demonstrate

- My teaching career
- My philosophy and beliefs about teaching English
- Lesson plans that I used in my class
- Action research project to motivate the students to have them pursue learning out of classroom.



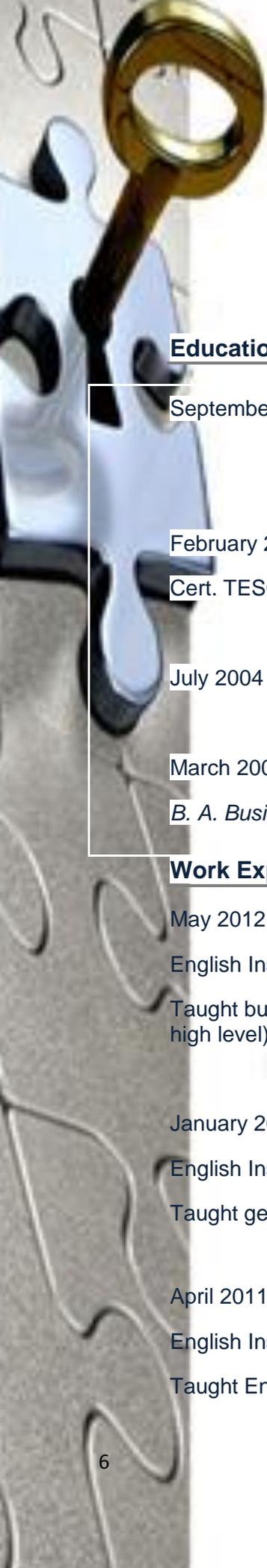
Introduction

This portfolio demonstrates my best works and accomplishments as an English teacher. The evidence is collected under three areas: educational and professional background, teaching practice, and an action research project. This portfolio includes my up-to-date resume that describes my educational and professional background as well as my teaching philosophy and beliefs about teaching English. This also includes lesson plans and teaching materials that I have currently used in my classroom. Finally, it contains my recent action research project which aims to motivate students to continue their learning out of the classroom involving teaching techniques based on communicative language teaching.



2. Personal and Professional background

- Resume
- Relevant Courses
- Teaching Philosophy
- Degrees and Certificates
- Newspaper Column



Resume

Seonha (Serena) Lee

■ Gayang -dong, Gangseo-gu, Seoul, Korea ■ seonha_lee@hotmail.com

Education

September 2011- August 2013 (expected graduation) **Graduate School of TESOL,
Sookmyung Women's University**

February 2011 - June 2011 **Sookmyung Women's University-TESOL program**
Cert. TESOL

July 2004 - August 2005 **Advanced ESL Course, Hunter College (New York, U.S.A.)**

March 2001 - February 2006 **Kangwon National University**
B. A. Business Administration and International Trade

Work Experience

May 2012 - Present **Corporate Teaching (Seoul City Gas, FairChild)**
English Instructor
Taught business English and general conversation to adults (beginner high to intermediate high level)

January 2012 - April 2012 **Chungmoon Language Institute.**
English Instructor
Taught general conversation and grammar to adults (beginner high to intermediate mid level)

April 2011 - December 2011 **G1230, Gimpo**
English Instructor
Taught English speaking and writing to primary and secondary school students

May 2011 - October 2011

BCM Speakingworks, Gangseo

English Instructor

Taught general conversation in English to adults (beginner high to intermediate low level)

September 2009 - September 2010

Ho Corporation

Staff

Provided assistance in developing international business at the Trading Department

May 2007 - August 2008

Hellmann Worldwide Logistics

Staff

Performed the role of a strategy planner and shipping coordinator at the Sales and Business Development Department

Award

Spring 2011

Honor Award in Sookmyung Women's University-TESOL program

Fall 2012 Merit scholarship from Graduate School of TESOL, Sookmyung Women's University

Extra Activities

September 2012 - Present

A column published in The Korea Economic Daily,
Myths of Learning English

Fall 2006 (2006 Tokyo Gift Show)

Interpreted English at Trade Incubator of
Kangwon National University

Spring 2011 – Present

A member of Korea TESOL

Certification

Winter 2005

Trade English

Winter 2003

Ability of Utilizing Computers

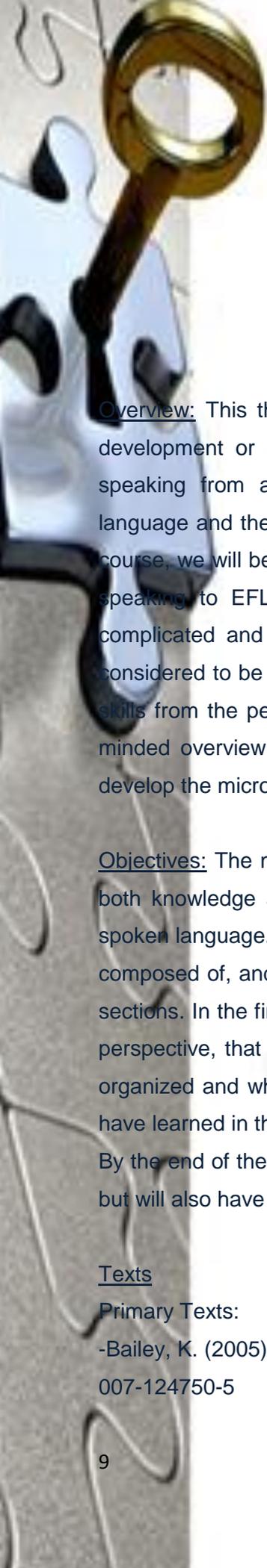
References Available Upon Request



Relevant Courses

In this section, the evidence of relevant courses that I took in Graduate school of TESOL, Sookmyung Women's University is collected.

- Discourse Analysis
(Teaching Speaking)
- Practicum I



Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL
Discourse Analysis (Teaching Speaking)
Fall 2011

Course Policy

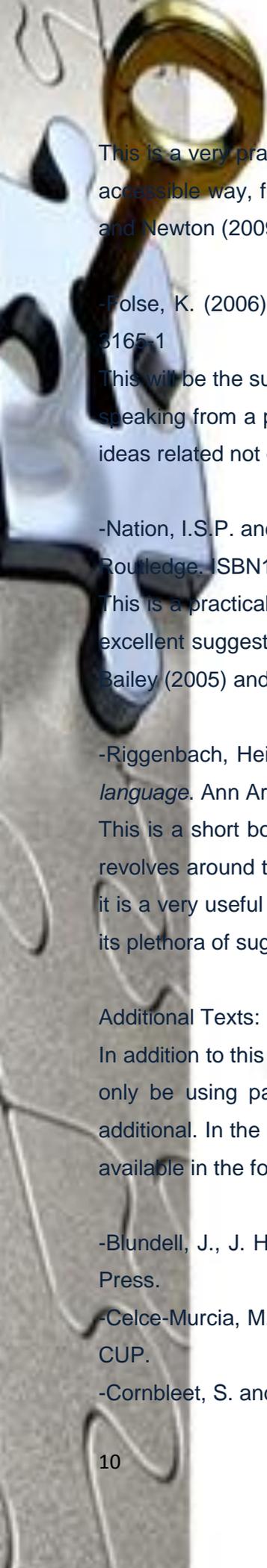
Overview: This three-hour-per-week course is designed to provide students with a course in the development or enhancement of knowledge related to the teaching of speaking, by looking at speaking from a discourse perspective. Discourse analysis studies the relationship between language and the contexts in which language is used. Despite the somewhat theoretical title of the course, we will be going over some practical concerns about how to deal with developing the skill of speaking to EFL students, particularly in the Korean EFL classroom. As speaking is a very complicated and multifaceted skill we will take a quick look at several of the different aspects considered to be a part of the skill of speaking, with a focus on helping our students build speaking skills from the perspective of functions and contexts. In this way, this course will be a practically-minded overview of the macroskill of speaking and how we as teachers can best deal with and develop the microskills our students need to be better speakers of English.

Objectives: The most basic objective of this course is to provide the ever-developing teachers with both knowledge and skills so that they might be better teachers of English with a focus on the spoken language. In order to do this, however, students must understand what speaking is, what it is composed of, and what affects its use. For this reason the course will be developed into two major sections. In the first part of the course we will be looking at the nature of speaking from a discourse perspective, that is the perspective of context, trying to determine what speaking entails, how it is organized and what effects it. In the second part of the class we will try to operationalize what we have learned in the first part looking at practical ways of making speaking work in the EFL classroom. By the end of the course the students will have improved their skill in being to teach spoken English but will also have a firm background in the underpinnings of speaking competence in language.

Texts

Primary Texts:

-Bailey, K. (2005). *Practical English language teaching: Speaking*. Boston: McGraw-Hill. ISBN 007-124750-5



This is a very practical book which introduces some basic ideas about teaching speaking in a highly accessible way, focusing on differences in proficiency levels. This will be used together with Nation and Newton (2009)

-Folse, K. (2006). *The art of teaching speaking*. The University of Michigan Press. ISBN 0- 4720-3165-1

This will be the summer reading text for this course. The book approaches the issue of teaching speaking from a pedagogical as well as research point-of-view. Based on this students can develop ideas related not only to the what but also the why of teaching speaking.

-Nation, I.S.P. and J. Newton. (2009). *Teaching EFL/ESL listening and speaking*. New York: Routledge. ISBN10: 0-415-98970-1

This is a practically-minded book which focuses on the practice of teaching speaking. It offers some excellent suggestions and covers some of the major concerns. We will be using this to complement Bailey (2005) and the two will be used in tandem.

-Riggenbach, Heidi. (1999). *Discourse analysis in the language classroom: Volume 1. The spoken language*. Ann Arbor: The University of Michigan Press. ISBN 0-472-08541-7

This is a short book full of sample activities and exercises related to spoken English discourse and revolves around the idea of trying to get our students to do discourse analysis themselves. As such, it is a very useful tool for us in this class and beyond. Students are expected to get many ideas from its plethora of suggestions.

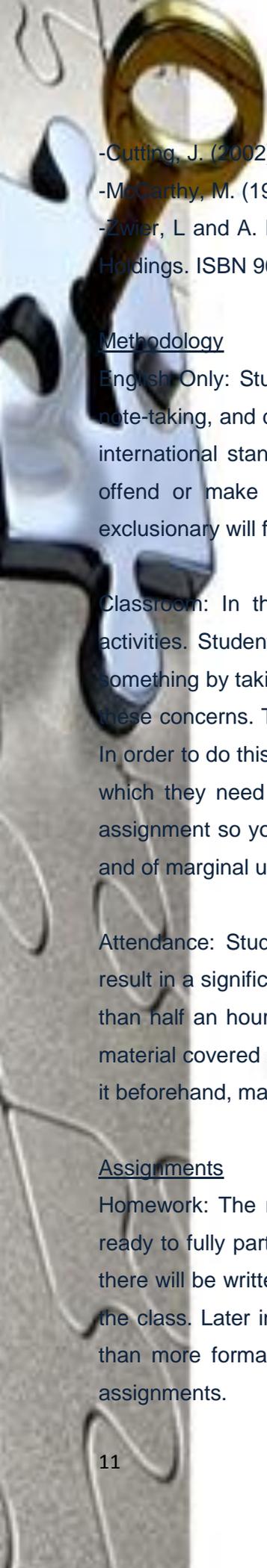
Additional Texts:

In addition to this books listed above, there are other books that we will be using in the class. We will only be using parts of these books, or will be looking at them quickly, thus they are listed as additional. In the case when only a small portion of a book is to be used, that small part will be made available in the form of a reading packet which will be made available before the start of the class.

-Blundell, J., J. Higgins, and N. Middlemiss. (1982). *Function in English*. Oxford: Oxford University Press.

-Celce-Murcia, M. and E. Olshtain. (2000). *Discourse and context in language teaching*. Cambridge: CUP.

-Cornbleet, S. and R. Carter. (2001). *The language of speech and writing*. London: Routledge.

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- Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.
 - McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: CUP.
 - Zwier, L and A. Hughes. (2003). *Essential functions for conversation*. Selangor: Asia-Pacific Press Holdings. ISBN 962-328-017-3

Methodology

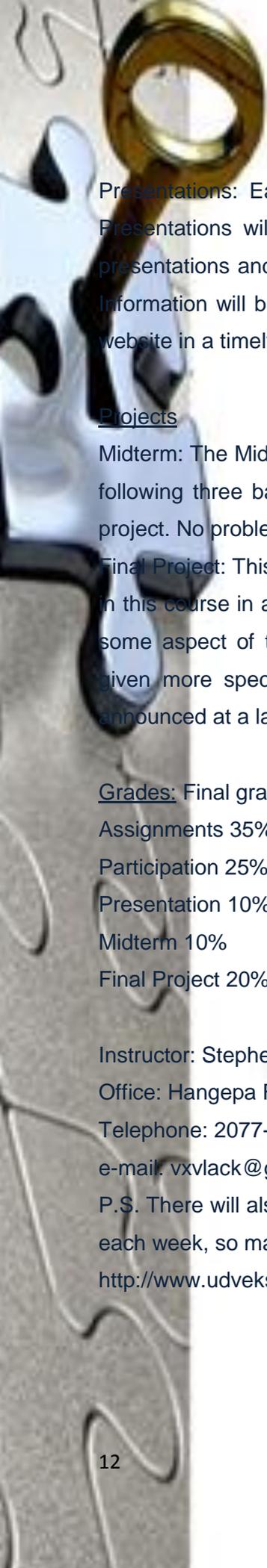
English Only: Students are strongly to conduct all course work in English. This means all writing, note-taking, and discussion should be in English. As this is an international setting, we should follow international standards of language use. Be mindful of how you use your language so as not to offend or make other uncomfortable. People who are found to be linguistically insensitive or exclusionary will find this reflected in their course grade.

Classroom: In the classroom, there will be both direct lecturing and more discussion-oriented activities. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. There are no clear-cut answers to any of these concerns. The students need to come up with their own ideas and develop further questions. In order to do this you need to do the reading. In this class, students will also be preparing materials which they need to show to the other members of the class. Make sure you stay on top of the assignment so you can function well in the class. Please, always come prepared or you will be lost and of marginal use in class.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible.

Assignments

Homework: The most important homework for this class is to do the reading every week and be ready to fully participate in class. In order to ensure this and to improve the students writing ability, there will be written homework assigned. These written assignment will dominate in the beginning of the class. Later in the course the assignments will shift and will entail more materials development than more formal academic writing. Be sure to check the website each week for the homework assignments.



Presentations: Each student will be asked to give at least one presentation during the course. Presentations will be done centered around materials the students have made. The number of presentations and the configurations of groups will depend on the number of students in the class. Information will be given on this after the course begins and will be uploaded, as needed, into the website in a timely fashion.

Projects

Midterm: The Mid-term will be due in the tenth week of class (November 4). It will be a written paper following three basic options. It generally seen as a rough draft of what will be done for the final project. No problems!!

Final Project: This will be where you get to show creatively how you can use the knowledge acquired in this course in a more practical sense. Basically, this will be a rewrite with further development on some aspect of teaching/developing speaking skills. It should be fun and enjoyable. You will be given more specific details later as to the different options. The due date for the final will be announced at a later date.

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

Assignments 35%

Participation 25%

Presentation 10%

Midterm 10%

Final Project 20%

Instructor: Stephen P. van Vlack

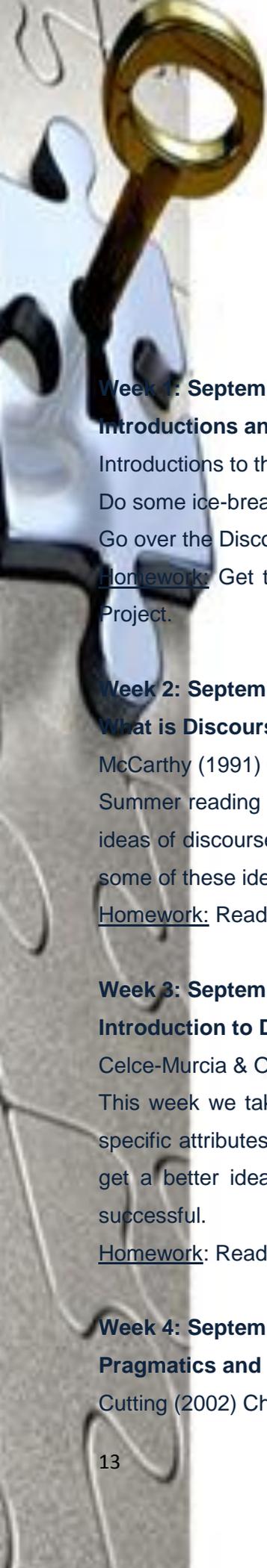
Office: Hangepa Faculty Building 206

Telephone: 2077-7761

e-mail: vxvlack@gmail.com

P.S. There will also be a complimentary website for this class. I will be posting notes and summaries each week, so make sure you go and look at it. The address is:

<http://www.udveksling.com>



Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL

Discourse Analysis (Teaching Speaking)

Fall 2011

Course Syllabus

Week 1: September 2

Introductions and Ice-breaking

Introductions to the course, me, each other, the topic, etc...

Do some ice-breaking activities.

Go over the Discourse Analysis (DA) summer reading project.

Homework: Get the materials. Read McCarthy (1991) Chapter 1. Finish up the Summer Reading Project.

Week 2: September 9

What is Discourse Analysis?

McCarthy (1991) Chapter 1, pp. 5-33.

Summer reading project report due. This week we take a quick look at some of the underlying basic ideas of discourse from a somewhat general and more practical viewpoint. In class we will try to link some of these ideas to ideas presented in Folse (2006).

Homework: Read Celce-Murcia & Olshtain (2000) Chapters 1 and 2.

Week 3: September 16

Introduction to Discourse Analysis

Celce-Murcia & Olshtain (2000) Chapters 1 and 2, pp. 2-29.

This week we take a further look at the basics of what discourse analysis entails looking at more specific attributes and expanding our view into the area of pragmatics. In looking at these ideas we get a better idea of how speech is situated and needs to fit a range of criteria to be deemed successful.

Homework: Read Cutting (2002) Chapter 1.

Week 4: September 23

Pragmatics and Discourse

Cutting (2002) Chapter 1, pp. 1-54.



This week the reading delves deeper into the area of pragmatics. In doing so we endeavor to get a better feel for the basic contextual considerations which affect the effective production/use of speech, even at the most basic level. In class we will discuss what this means for how we might approach not only task design but also the feedback and instruction we give our students.

Homework: Read Riggensbach (1999), Chapter 1.

Week 5: September 30

Discourse Analysis in the Language Classroom

Riggensbach (1999), Chapter 1, pp. 1-35.

This week we tie up our more theoretical explorations in to discourse analysis by reading through some more pedagogically-focused materials. This also forms the introduction to the last phase of the course trying to get our students to be researchers. In looking this we will try to tie concerns from discourse analysis to the larger issues of language acquisition and ways of developing speaking skill in our students.

Homework: Read Cornbleet & Carter (2001), Chapters 2 and 4.

Week 6: October 7

The Nature of Speaking

Cornbleet & Carter (2001), Chapter 2, pp. 17-32.

Cornbleet & Carter (2001), Chapter 4, pp. 59-72.

This week we make the shift from more theoretical work on discourse analysis to that is a more fixed focus on speaking. This week we will be looking at the nature of speaking as a skill and spoken language as an entity in order to get a solid grounding upon which to build our more practically-minded ideas of teaching speaking.

Homework: Read Bailey (2005), Chapter 1 and Nation and Newton (2009) Chapter 1.

Week 7: October 14

Teaching Speaking

Bailey (2005) Chapter 1, pp. 1-28.

Nation and Newton (2009) Chapter 1, pp. 1-16.

This week we look at some of the larger ideas related to the teaching of speaking, such as some of the basic approaches one can take as well as the specific goals and areas of focus that we need to establish in the teaching of speaking. Also, the issue of how to integrate speaking with other skill areas is of paramount importance when planning speaking tasks.



Homework: Read Bailey (2005), Chapter 2 and Nation and Newton (2009) Chapter 2.

Week 8: October 21

Speaking for Beginners

Bailey (2005) Chapter 2, pp. 29-88.

Nation and Newton (2009) Chapter 2, pp. 17-36.

This week we look specifically at the issue of planning and implementing speaking lessons for beginners or lower level learners.

Homework: Read Bailey (2005), Chapter 3 and Nation and Newton (2009) Chapter 6.

Week 9: October 28

Intermediates and Tasks

Bailey (2005) Chapter 3, pp. 89-118.

Nation and Newton (2009) Chapter 6, pp. 97-114.

This week we look at the issues surrounding the teaching of speaking to intermediates. Central to this is the further issue of tasks and trying to build task-based instruction into the classroom.

Homework: Read Bailey (2005), Chapter 4 and Nation and Newton (2009) Chapter 7.

Week 10: November 4

Advanced Speaking

Bailey (2005). Chapter 4, pp. 119-157.

Nation and Newton (2009) Chapter 7, pp. 115-130.

This week we look at advanced level learners and, therefore, more formal aspects of speaking. As a means to this end, we look specifically at formal speaking and some of its characteristics.

Midterm-project due!!

Homework: Read Bailey (2005), Chapter 5 and Nation and Newton (2009) Chapter 9, pp. 151-164.

Week 11: November 11

Fluency and Other Key Issues

Bailey (2005). Chapter 5, pp. 158-185.

Nation and Newton (2009) Chapter 9, pp. 151-164.

This week we look at some specific issues in the teaching of speaking, including those related to the learner as well as the classroom setting. We also take a more specific look at the development of fluency as a major concern of both teachers and students.



Homework: Take a look at Blundell, J., J. Higgins, and N. Middlemiss (1982) and Zwier, L and A. Hughes (2003).

Week 12: November 18

Functions in Speaking

Blundell, J., J. Higgins, and N. Middlemiss (1982)

Zwier, L and A. Hughes (2003)

This week we take a specific look at functions in the development/organization of speaking. As a means to this end, we take a look at two different types of resources related to speaking functions. The first of these is an old reference which lists a large number of different speaking functions with examples. The other is a course book which tries to provide a language development course built around functions. We will look at these materials and see how we might want to use them in our own classrooms.

Homework: Read Riggenbach (1999), Chapter 2.

Week 13: November 25

Students as Researchers - Overview

Riggenbach (1999), Chapter 2: Students as Discourse Analysts/Language Researchers, pp. 36-52.

This week we move into the last phase of the course, which is intended to introduce and extend the idea of having our students do research in discourse analysis as a means of developing their own speaking skills in a more learnercentered way. Here we introduce some of the underlying reasoning for the idea and discuss ways of making this work well with our own students.

Homework: Read Riggenbach (1999), Chapter 3.

Week 14: December 2

Students as Researchers - Macroskills

Riggenbach (1999), Chapter 3: Ways of Speaking, pp. 53-145.

This week we look at the macroskills related to speaking and review a wide range of different ideas for getting students to investigate such macroskills as a means of enhancing their own knowledge and skills.

Homework: Read Riggenbach (1999), Chapter 4.

Week 15: December 9

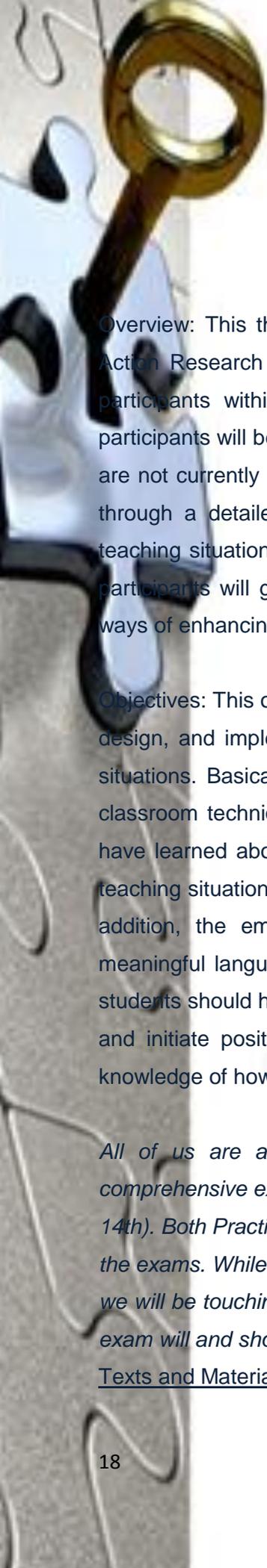
Students as Researchers - Microskills



Riggenbach (1999), Chapter 4: Micro Skills: Pronunciation, Grammar, and Vocabulary, pp. 146-210.

This week we look at the microskills of speaking and look at a range of different activities that can be used to get the students to work as researchers and uncover some of the different micro-level variables that affect speech.

Homework: You have to be kidding!!



Diane Rozells
Sookmyung Women's University
Graduate School of TESOL

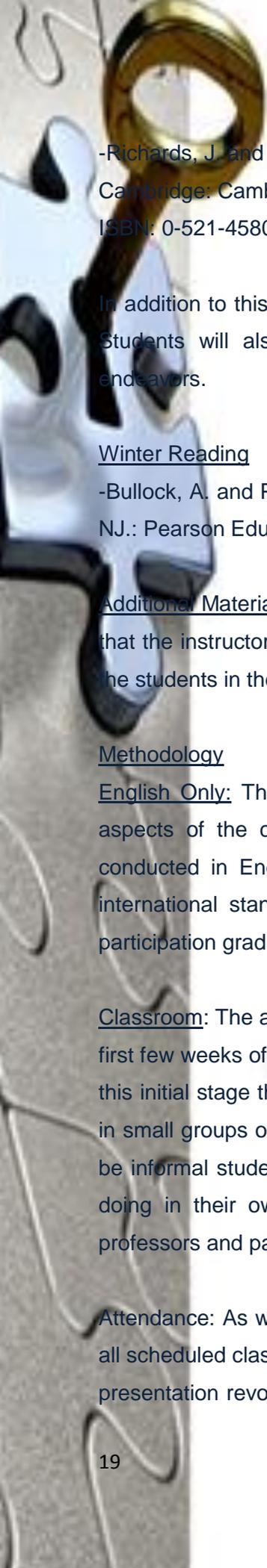
Practicum I
Policy - Spring 2013

Overview: This three-hour-per-week course has as its main component the running of a detailed Action Research project to be conducted individually (or in some cases pairs) by the Practicum participants within one of the teaching settings to which they might have access. Generally, participants will be doing the Action research project within their own teaching setting. For those who are not currently teaching a setting will be provided them. In the course, participants will be guided through a detailed Action Research project that requires them to reflect critically on their own teaching situations and implement substantive changes to their own teaching situation. In doing so participants will get a chance to critically reflect on their own teaching situation and will also find ways of enhancing their own teaching.

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

All of us are acutely aware that the Practicum participants also need to prepare for their comprehensive exams, scheduled to occur towards the beginning of June (maybe the 13th and 14th). Both Practicum courses have, therefore, been designed as a kind of practical review for the exams. While we will not have much time to overtly review for the exams during this class, we will be touching on many aspects of the exams in our daily work in both Practicum courses. The exam will and should always be in the back of all our minds as we plan, evaluate, and discuss things.

Texts and Materials



-Richards, J. and C. Lockhart. (1996). *Reflective teaching in second language classrooms*.
Cambridge: Cambridge University Press.
ISBN: 0-521-45803-X

In addition to this text a range of other materials will be made available to the students each week. Students will also be responsible for finding appropriate support materials for their teaching endeavors.

Winter Reading

-Bullock, A. and P. Hawk. (2009). *Developing a teaching portfolio* (3rd Edition). Upper Saddle River, NJ.: Pearson Education.

Additional Materials: Students must bring to each class a large and strong folder to hold any papers that the instructor and other students give out. There will be a lot of handouts provided mostly from the students in the class.

Methodology

English Only: The working language of this Practicum 1 class is English. This means all official aspects of the course including all assignments, presentations and in-class discussion will be conducted in English only. 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: The approaches used in the classroom will vary over the duration of the semester. In the first few weeks of the semester there will be more lecturing and instructor-led group discussion. After this initial stage the class will more often involve more group work in which students will be working in small groups on developing ideas for their own classroom teaching environments. There will also be informal student presentations and whole class discussions on what the participants have been doing in their own teaching environments and class discussions on topics introduced by both professors and participants.

Attendance: As with all the courses in the Sookmyung TESOL MA, students are expected to attend all scheduled classes. As the name of the course would imply, this is a course based on practice and presentation revolving around the participants. The outcome of the classes is based on the level of



participant activity in the class and attendance is the minimal basis for activity. Hence, it is imperative that students attend all classes and be ready to participate as prescribed.

Assignments: The assignments for this Practicum 1 class generally involve making/revising teaching plans and materials as well as making presentations on what occurred in relation to those revisions and plans in the teaching environment. This is a class in which the whole group works together to help the individual participants plan out what they will do with their action research. Exactly what they do and how is up to the individual so there is a high degree of autonomy in this endeavor. In this class participants are expected to go out and find the materials, both actual teaching materials and theoretical justifications for their actions/treatments/interventions in the actions research project. Based on this idea the participants will be doing research out of class and in the class period bringing what they have found and sharing it with the other students as they work in groups. This type of preparation for class is seen as providing a way for the participants to prepare effectively for their class teaching in relation to the Action Research project while at the same time, work on aspects of the Action Research report in addition to preparing overtly for the comprehensive exams. In effect, the better the students prepare for the Practicum 1 class the more help they are going to be able to get from their fellow Practicum participants and the more they are helping themselves and their fellow classmates move forward on impending course/graduation requirements. Bear this in mind.

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

Attitude 20%

Class Participation 30%

Assignments 25%

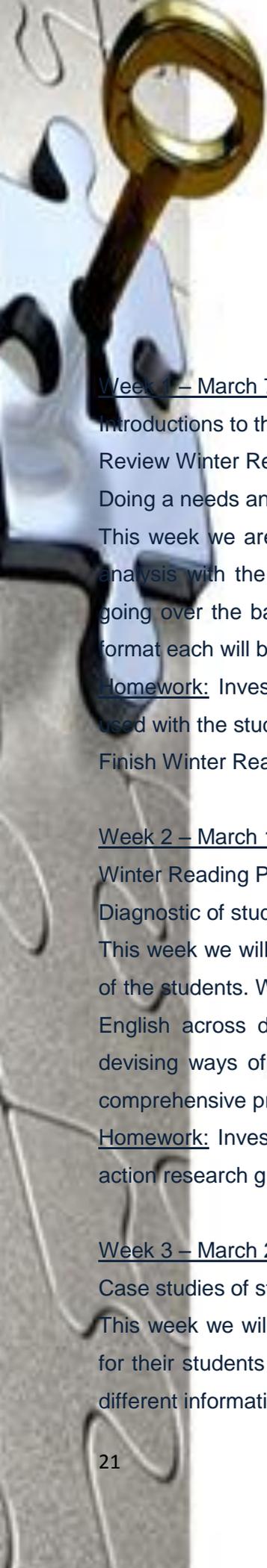
Action Research Report 25%

Instructor - Diane Rozells

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Diane Rozells
Sookmyung Women's University
Graduate School of TESOL

Practicum I
Syllabus - Spring 2013

Week 1 – March 7

Introductions to the course, to the materials, instructor, assignments, and everything else.

Review Winter Reading Project (rough draft) – Action Research

Doing a needs analysis

This week we are going to focus on getting the participants to design a background survey/needs analysis with the students they are going to use for the Action research project. This will involve going over the basic theories and ideas of a needs analysis as well as the specific questions and format each will be implementing.

Homework: Investigate and bring to class a variety of different assessment schemes that can be used with the students in the Action Research group.

Finish Winter Reading Project write up.

Week 2 – March 14

Winter Reading Project due

Diagnostic of students

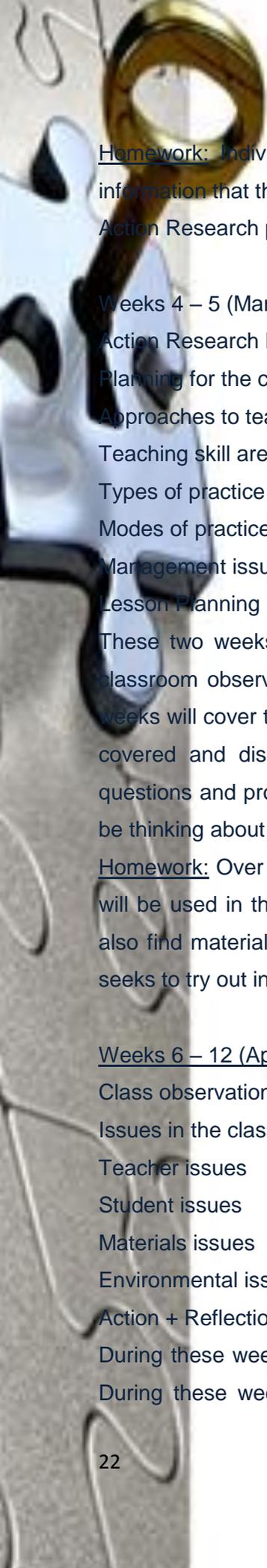
This week we will be focusing on devising ways of measuring the proficiency or individual skill areas of the students. We will be discussing different ways of trying to measure the level of the students in English across different age groups and for different skill areas. Ultimately, participants will be devising ways of measuring the target skill areas of their students in order to be able to build a comprehensive profile of what they can and cannot do with English.

Homework: Investigate and bring to class examples of different types of case studies for both the action research group as a whole and some individual students in the group.

Week 3 – March 21

Case studies of students

This week we will focus on guiding the participants through the process of developing case studies for their students as a group and as individuals. Doing case studies involves integrating a range of different information to come up with a detailed profile of a group or a student geared toward a goal.



Homework: Individual participants will be given areas for which they are responsible for finding information that they are going to distribute and present to rest of the group.

Action Research proposals

Weeks 4 – 5 (March 21-28)

Action Research Proposal discussion

Planning for the class

Approaches to teaching

Teaching skill areas

Types of practice

Modes of practice

Management issues

Lesson Planning

These two weeks, taking the information gathered during the first three weeks coupled with the classroom observations, we begin to devise some basic planning for the interventions. These two weeks will cover the initial planning sessions for the action research project. A range of topics will be covered and discussed during the class. These topics link back to the comprehensive exam questions and provide a background framework for the different interventions the participants might be thinking about for their own Action Research projects.

Homework: Over the next seven weeks the participants will be responsible for finding materials that will be used in their teaching/interventions according to the Action Research project. This includes also find materials that provide theoretical justifications for the materials and approaches that they seeks to try out in the Action Research classroom.

Weeks 6 – 12 (April 4 – May 23)

Class observation period

Issues in the classroom

Teacher issues

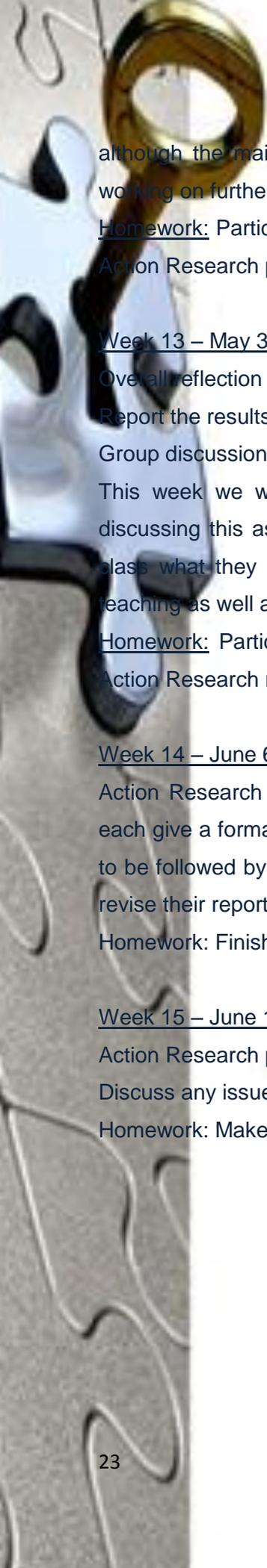
Student issues

Materials issues

Environmental issues

Action + Reflection

During these weeks we will run through a continuous cycle of planning, observation and reflection. During these weeks the Practicum 1 and practicum 2 classes will blend together more strongly



although the main focal differences remain. In this Practicum 1 class participants will mostly be working on further planning for their Action Research class in reaction to the observations made.

Homework: Participants will write up a rough draft of a 1200 word report on the overall results of the Action Research project.

Week 13 – May 30

Overall reflection of Action Research process

Report the results of your action research treatments

Group discussion of Action Research Projects

This week we will go over the perceived results of the Action Research projects. We will be discussing this as a class both formally and informally. Participants should be ready to inform the class what they think the results of their projects are and how this relates to effective language teaching as well as language learning.

Homework: Participants should prepare for a ten-minute formal Power Point presentation of their Action Research reports.

Week 14 – June 6 (Holiday – class to be rescheduled)

Action Research Project Presentations (Ten minute presentations) This week the participants will each give a formal ten-minute Power Point report summarizing their Action Research project. This is to be followed by a Q and A session in which the group can give comments designed to help them revise their reports.

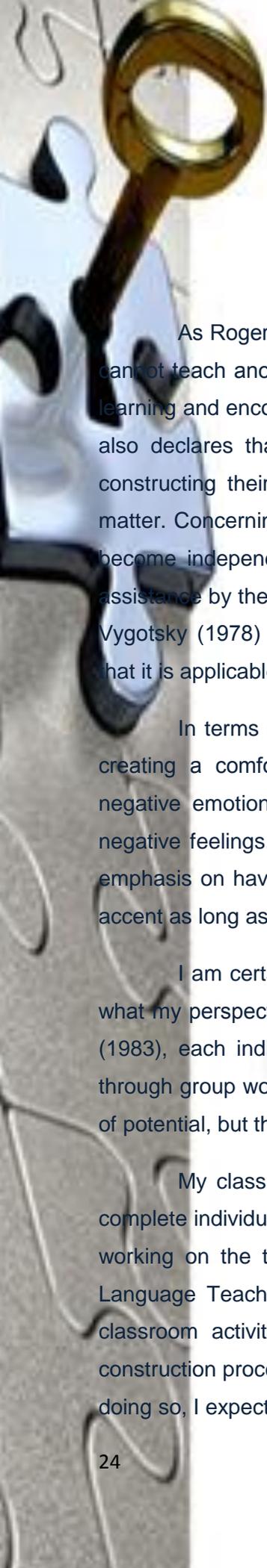
Homework: Finish making any final revisions to the Action Research reports.

Week 15 – June 13

Action Research project due

Discuss any issues still unresolved about the portfolios.

Homework: Make any last minute changes to the portfolio.



Teaching Philosophy

As Rogers (1951) argues, I believe that a person can facilitate another person's learning but cannot teach another directly. I consider the role of a teacher as a facilitator who fosters students' learning and encourages them to become curious and independent life-long learners. Rogers (1951) also declares that a person learns the things that they actually perceive as being involved in constructing their own learning. In this respect, learner-centered learning is the essence of this matter. Concerning learner-centered teaching, I believe that scaffolding their learning will help them become independent learners. They can move through the Zone of Proximal Development with assistance by their peers or a teacher. Even though the concept of ZPD was originally developed by Vygotsky (1978) to describe gradual development on children's academic performance, I believe that it is applicable to second language acquisition in a general sense.

In terms of classroom environment, I motivate and make them less fearful and anxious as creating a comfortable environment. According to Krashen's affective filter hypothesis (1982), negative emotions of learners interfere with their language acquisition. In order to reduce their negative feelings, I remind them that English is a medium of communication. I also place a great emphasis on having ownership when they use English, and there is nothing wrong with having an accent as long as they feel comfortable and confident with expressing their ideas.

I am certain that every individual is able to achieve success in learning a language. This is what my perspective on teaching is influenced. According Gardner's theory of multiple intelligences (1983), each individual has different types of intelligence. They also can enhance their learning through group work by helping each other. I always tell my weaker students that they have got a lot of potential, but they do not use it or they have just not realized it.

My classroom activities are based on a task-based approach. They are given tasks to complete individually and then come together as a group. In doing so, they scaffold each other while working on the task. These activities also are influenced by some of the CLT (Communicative Language Teaching) principles: learners learn a language by using it in order to communicate; classroom activities should not only be authentic but meaningful; learning is part of creative construction process and involves trial and error, fluency is an important aspect of communication. In doing so, I expect that they consider English as a tool to communicate with others.



The ultimate goal of my language lesson is to have students get prepared for the real world. For this reason, I try to provide authentic materials and classroom situations as much as I can. This is because they should be given opportunities to practice language in an authentic setting, and then they will be able to communicate and express their ideas without any fear or hesitation. They will not be intimidated to initiate conversation no matter whom they meet and where they are. At the end of the course, my students should be able to have self-confidence, good interpersonal skills and excellent knowledge as well as continue their learning outside the classroom.

References

Gardner, H. (1983). *Frames of mind: The theory of multiple Intelligences*. Basic Books.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. London: Constable.

Vygotsky., L.S. (1978). *Mind in society: Development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Degrees and Certificates

No. 5356

Sookmyung Women's University
Graduate School of TESOL

LEE SEONHA
이선하

국제영어교사 자격증
위 사람은 국제영어교사 교육과정의 기준에 의거한 숙명여자대학교와 미국 메릴랜드대학교 (UMBC)의 공동협력 과정인 SMU- TESOL 프로그램을 성공적으로 이수하였으므로 TESOL 영어교사 자격증을 수여합니다.
교육기간 : 2011.02.07~2011.06.23
전공교육과정:TESOL

Certificate of SMU- 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 7, 2011-June 23, 2011
Specialization : TESOL

 **숙명여자대학교**
TESOL대학원 원장 김 안 근
총장 한 영 실

 Dr. Ankeun Kim
Dean, Graduate School of TESOL

 Dr. Youngsil Han
President, Sookmyung Women's University

Ankeun Kim
youngsil Han

No. 2011-01-10

Sookmyung Women's University
2011 Spring

SMU- TESOL

HONOR AWARD
to
Lee Seonha
in recognition of outstanding academic achievement.

 Dr. Ankeun Kim
Dean, Graduate School of TESOL

Dr. Youngsil Han
President, Sookmyung Women's University

Ankeun Kim
youngsil Han

INTERNATIONAL ENGLISH
LANGUAGE INSTITUTE
HUNTER COLLEGE NEW YORK
City University of New York

July 18, 2005

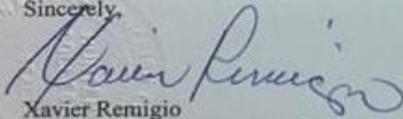
To Whom It May Concern:

This is to certify that Ms. LEIGH, Sheonha completed the Advanced II level of the Day English Language program at the International Language Institute of Hunter College. She was issued an I-20 form by this Institute.

Ms. LEIGH, Sheonha began her study of English as a Second Language on August 30, 2004 and completed it on May 20, 2005.

If you have any additional information about this student, please contact us.

Sincerely,



Xavier Remigio
Assistant Director, Student Services
& Designated School Official

*Please note: Advanced II level is equivalent to level 8.

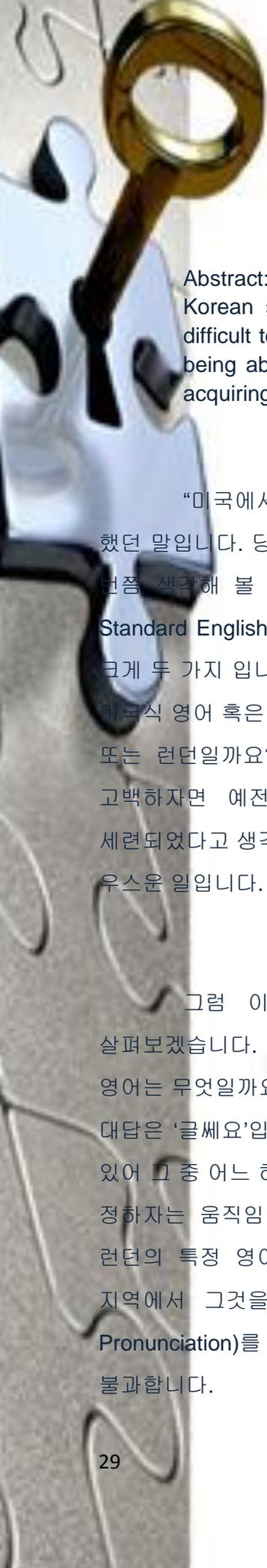
10th Floor East Building 695 Park Avenue, New York, NY 10021
Tel: 212.772.4292 Fax 212.772.5722 www.eslnyc.com e-mail: ieli@hunter.cuny.edu



Newspaper Column

“Myths of Learning English” is a newspaper column that is published by The Korea Economic Daily TV. I have discussed misconceptions about learning English as a foreign language and current issues in English education in Korea.

- Newspaper Column #1
- Newspaper Column #2
- Newspaper Column #3

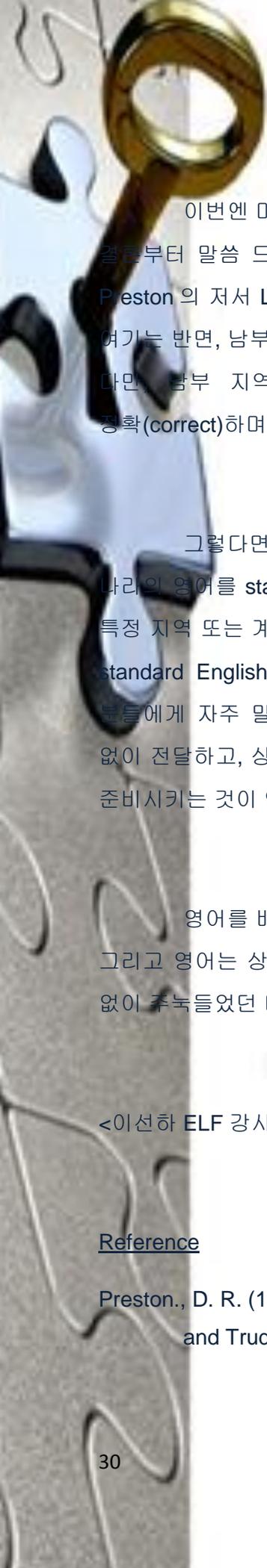


Newspaper Column #1. Standard English

Abstract: This column is about a misunderstanding what a Standard English is. Korean students tend to believe that they must learn Standard English. It is difficult to define Standard English and varies from place to place. In conclusion, being able to interact with others from different cultures is more important than acquiring Standard English.

“미국에서는 호주 영어를 진짜 영어로 취급하지 않는다면서요?” 예전에 알고 지내던 분이 했던 말입니다. 당시 저도 뭐라고 해야 할지 마땅한 말이 떠오르지 않아 어물쩍 넘어가긴 했는데, 한번쯤 생각해 볼 주제인 것 같아 얘기해보고자 합니다. 여러분께 한 가지 질문을 해보겠습니다. **Standard English** 란 무엇일까요? 같은 질문을 제 수강생 분들께도 자주하는데, 되돌아오는 대답은 크게 두 가지 입니다. 바로 미국식 영어 혹은 영국식 영어이지요. 그럼 질문을 조금 바꿔보겠습니다. 미국식 영어 혹은 영국식 영어의 **standard** 는 어느 지역의 영어일까요? 영화나 tv 에 자주 나오는 뉴욕 또는 런던일까요? 정답은 ‘**Standard English** 는 존재하지 않는다’입니다. 부끄럽지만 이제 와서 고백하자면 예전에 뉴욕에서 지냈던 터라 한때는 미국의 동부식 영어가 서부식 영어보다 세련되었다고 생각했고, 마치 동부식 영어가 **standard** 인 것처럼 여겼던 때가 있었습니다. 생각해보면 우스운 일입니다. 각 지역의 **dialect** 를 이러쿵 저러쿵 판단하려고 하다니 말입니다.

그럼 이제 많은 분들께서 오해하시는 영국과 미국의 **standard English** 에 대해 살펴보겠습니다. 우선 영어의 본고장으로 알려져 있는 영국식 영어부터 시작하죠. **Standard** 영국식 영어는 무엇일까요? 혹시 ‘런던의 영어가 **standard** 아닌가요?’ 라고 질문하신다면, 제가 드릴 수 있는 대답은 ‘글쎄요’입니다. 런던의 영어도 좀 더 자세히 파고들면 지역별로 또 사회 계층별로 나누어져 있어 그 중 어느 하나를 런던식 영어라고 지칭하기도 어렵습니다. 사실, 과거에 영국에서 **standard** 를 정하자는 움직임이 있었다고는 합니다. 때마침 출판사 및 인쇄소들이 런던에 밀집되어 있었고, 런던의 특정 영어를 **standard** 로 정해 인쇄하여 보급하였다고는 합니다. 그러나 현재 영국 전 지역에서 그것을 **standard** 로 삼아 사용하고 있지는 않습니다. 또 특정 **accent (Received Pronunciation)**를 영국 라디오 및 tv 에서 사용하고 있습니다만, 사용자는 전체 영국인구의 2%에 불과합니다.



이번엔 미국식 영어에 대한 같은 질문을 해보겠습니다. **Standard** 미국식 영어는 무엇일까요? 결론부터 말씀 드리자면, 미국에도 **standard English** 라는 개념의 **dialect** 가 없습니다. **Dennis R. Preston** 의 저서 **Language Myths** 에 따르면 미국 사람들은 뉴욕식 영어는 범죄자들을 연상시킨다고 여기는 반면, 남부식 영어는 교육 수준이 낮은 사람들이 사용하는 말로 느끼는 경향이 있다고 합니다. 다만, 남부 지역을 제외한 각 지역의 사람들은 자신들이 살고 있는 지역의 영어가 가장 정확(**correct**)하며 좋다(**pleasant**)고 믿는 경향이 있다는 연구 결과가 있기는 합니다.

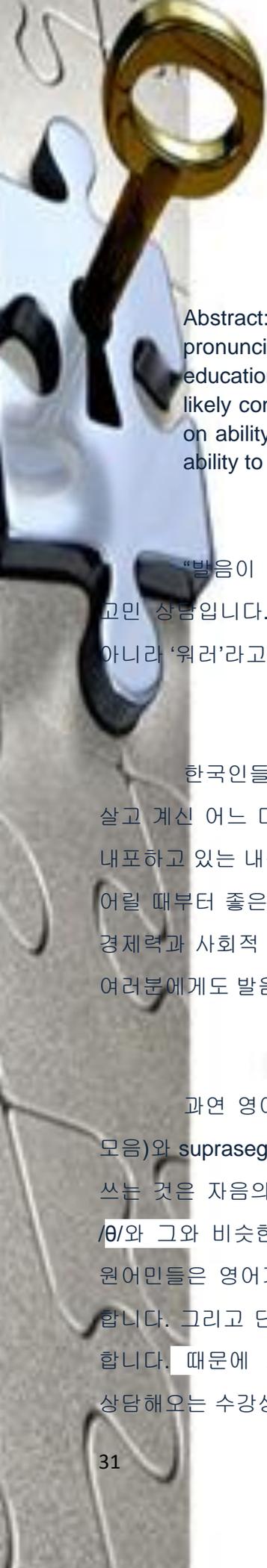
그렇다면 우리는 영어를 배울 때 무엇을 **standard English** 로 삼아야 할까요? 저는 어느 나라의 영어를 **standard** 로 삼는지는 중요한 것이 아니라고 봅니다. 영어를 배우는 목적이 그 나라의 특정 지역 또는 계층의 원어민처럼 말하는 것이 아니라면 말이죠. 때문에 제 강의의 궁극적인 목표는 **standard English** 를 사용하는 것이 아닌, 적절한 **interaction** 을 할 줄 아는 능력이라고 수강생 분들에게 자주 말합니다. 실제 상황에서 어느 누구와 의사소통을 하더라도 자신의 생각을 어려움 없이 전달하고, 상대의 말을 제대로 이해하고, 또 그에 대해 적절히 대응 할 수 있도록 수강생 분들을 준비시키는 것이 언어를 가르치는 사람으로써 제가 할 일이라고 생각하기 때문입니다.

영어 배우려고 하시나요? 그렇다면 **standard English** 를 배워야 한다는 생각을 버리십시오. 그리고 영어는 상대와 원활하게 의사소통을 하기 위해 사용하는 수단임을 기억하십시오. 아마 이유 없이 추눅들었던 마음이 훨씬 편해지고, 영어를 배우는 것도 한결 수월해 질 것입니다.

<이선하 ELF 강사. <http://blog.naver.com/goseonha> >

Reference

Preston., D. R. (1998). They speak really bad English down South and in New York City. In Bauer, L. and Trudgill., P (Eds.), *Language Myths* (pp. 139-149). New York: Penguin Books.



Newspaper Column #2. 좋은 발음? 나쁜 발음?

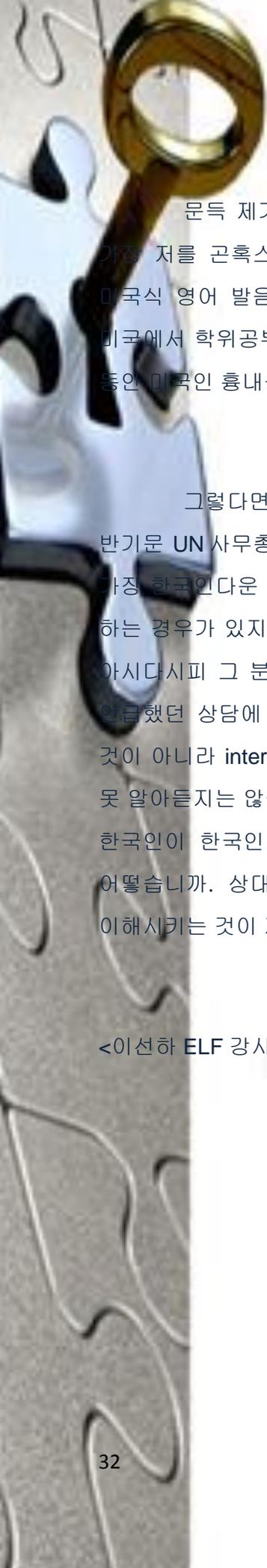
(Good pronunciation or bad pronunciation?)

Abstract: It appears that many of Korean students want to have good English pronunciation. This is because it may represent their social-economic status or educational background. A person who speaks English like a native speaker is likely considered wealthy or educated. In this column, I place a greater emphasis on ability to be understood by people who speak different languages rather than ability to speak like a native speaker.

“발음이 좋아지면 좋겠어요. 발음이 나빠서 걱정이예요.” 제가 수강생들로부터 자주 듣는 고민 상문입니다. 그럼 저는 이렇게 되문습니다. “좋은 발음이란 무엇인가요?” **water** 를 ‘워터’가 아니라 ‘워러’라고 읽는 것이 좋은 발음일까요? 그렇다면 나쁜 발음은 무엇일까요?

한국인들이 영어를 배울 때 가장 신경 쓰는 것은 발음이라고 하시던 한국에서 10여 년 이상 살고 계신 어느 미국인 **linguistics** 교수님의 말씀이 떠오릅니다. 그 이유는 한국에서는 영어 발음이 내포하고 있는 내용에 신경을 많이 쓰기 때문이라는 것입니다. 가령, 원어민 같은 발음을 가진 사람은 어릴 때부터 좋은 영어 유치원에 다녔거나 해외 경험이 많다는 뜻이고, 그것은 그 사람 혹은 가족의 경제력과 사회적 지위가 높은 것으로 해석되기 때문이라는 것입니다. 여러분의 생각은 어떻습니까? 여러분에게도 발음이 가장 중요합니까?

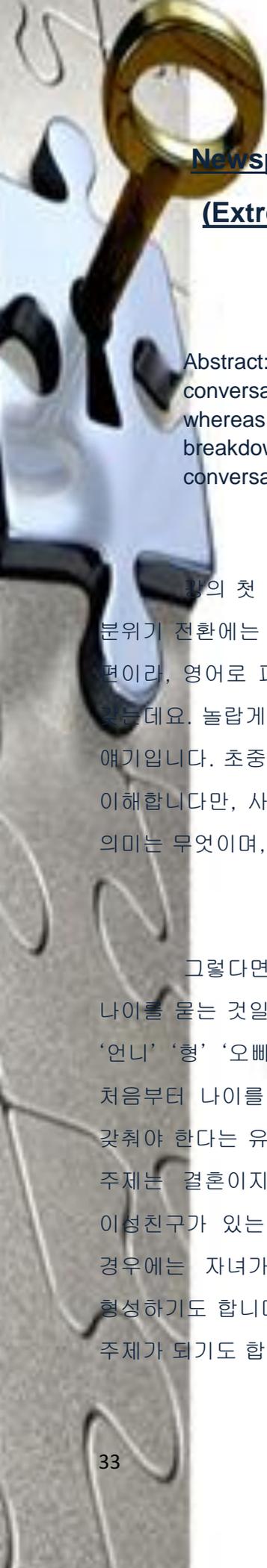
과연 영어 발음이란 무엇일까요? 학문적으로 보자면 크게 영어 발음은 **segmentals** (자음, 모음)와 **suprasegmentals** (길이, 억양, 톤, 강세)로 이루어져 있습니다. 아마 많은 사람들이 가장 신경 쓰는 것은 자음의 발음이라고 생각되는데요. 가령, 여러분도 /f/와 /p/ 혹은 번데기 발음으로 불리는 /θ/와 그와 비슷한 것 같지만 전혀 다른 /ð/ 등을 한번쯤은 연습해봤을 것이라 생각합니다. 사실, 원어민들은 영어가 모국어인 사람들과 대화할 때 자음보다 강세에 더 많이 영향을 받는다고 합니다. 그리고 단어의 강세가 잘못된 발음을 들을 경우에 단어를 전혀 이해 못하는 경우가 많다고 합니다. 때문에 저는 외국인과의 영어로 의사소통 하는데 무리가 없는 발음을 구사하고 싶다면 상담해오는 수강생들에게는 억양과 강세 연습을 할 것을 조언합니다.



문득 제가 예전에 뉴욕에서 지낼 때 영어 발음수업을 들었던 기억이 납니다. 수업 내용 중 가장 저를 곤혹스럽게 하는 것은 **mountain** 과 **Manhattan** 등의 단어에 있는 소리를 삼키는 듯한 미국식 영어 발음 (**linguistics** 용어로는 **glottal**) 훈련이었습니다. 나중에 알게 되었지만 그 수업은 미국에서 학위공부를 계획하는 외국인에게 미국식 영어 발음을 가르치는 수업이었습니다. 수업시간 동안 미국인 흉내를 내는 훈련을 받는 것 같아 곤혹스러웠던 기억이 납니다.

그렇다면 한국인에게 가장 이상적인 영어 발음은 어느 것일까요? 제 개인적인 의견으로는 반기문 UN 사무총장님처럼 한국식 발음이 묻어나고, 또 멋지게 본인의 의사를 전달할 수 있는 것이 가장 한국인다운 발음이라고 봅니다. 사실, 우리 한국인들 사이에서는 그 분의 발음에 대해 갑론을박하는 경우가 있지만, 외국에서도 그렇게 그분의 발음에 대해 많은 문제를 제기하는지는 의문입니다. 아시다시피 그 분이 활동하시는 UN에는 각 나라의 고유 **accents** 가 혼재하니까요. 그리고 서두에 언급했던 상담에 대한 저의 결론은 이렇습니다. 우리가 영어를 배우는 목적은 원어민처럼 말하는 것이 아니라 **interaction** 능력을 향상시키기 위함이라는 것입니다. 혹시 외국인에게 영어로 말했는데 못 알아듣지는 않을까 혹은 발음이 이상하다고 비웃지는 않을까 걱정하시나요? 우리는 한국인입니다. 한국인이 한국인처럼 영어를 하는데 전혀 이상할 것 없습니다. 그리고 상대가 못 알아 들으면 어떨습니까. 상대가 이해 못하고 있음을 인지하고, 다른 여러 표현을 시도하여 마침내 상대를 이해시키는 것이 제가 강의에서 늘 강조하는 **interaction** 능력입니다.

<이선하 ELF 강사. <http://blog.naver.com/goseonha> >



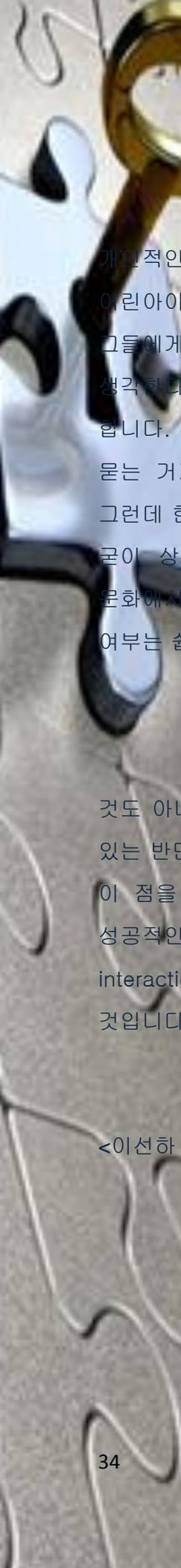
Newspaper Column #3. 지극히 사적인 혹은 부적절한 대화 주제

(Extremely personal or inappropriate conversation topics)

Abstract: This column is about topic appropriateness in cross-cultural social conversations. It is appropriate to bring up personal topics in some cultures whereas it is very inappropriate in other cultures. This leads to communication breakdown. In this sense, it is crucial to understand cultural differences in terms of conversation topics.

강의 첫 날이면 어김없이 하는 순서가 있습니다. 바로 수강생들이 가장 민망해하는, 하지만 분위기 전환에는 더 없이 좋은 자기소개 시간입니다. 저는 첫 날부터 영어로 말하는 훈련을 시키는 편이라, 영어로 파트너와 소개하는 시간을 갖고 또 다른 수강생들에게도 서로를 소개하는 시간을 갖는데요. 놀랍게도 연령에 상관없이 자기 소개에서 빠짐없이 등장하는 소재가 있습니다. 바로 나이 얘기입니다. 초중고 학생들이야 학년 때문에라도 나이가 중요할 수 있는 시기이니 그럴 수도 있다고 이해합니다만, 사회 생활하는 성인들은 왜 나이를 꼭 언급하는 것일까요? 한국에서 ‘나이’가 갖는 의미는 무엇이며, 다른 문화권에서도 우리처럼 ‘나이’가 중요한 의미를 갖고 있을까요?

그렇다면 한국에서 갖는 ‘나이’의 의미는 무엇이고 왜 우리는 첫 만남에서부터 서로의 나이를 묻는 것일까요? 저는 호칭 때문이라고 봅니다. 우리는 사석에서 서로 친밀감을 표현하고자 ‘언니’ ‘형’ ‘오빠’ 등의 호칭으로 상대를 부르곤 하는데, 이런 서열(?)을 정리하기 위해서 처음부터 나이를 묻는 것이 아닐까 합니다. 그리고 자신보다 나이 많은 사람에게는 더 예의를 갖춰야 한다는 유교문화도 다른 이유가 될 수도 있겠습니다. 그리고 나이만큼이나 서로 자주 묻는 주제는 결혼이지요. 서로 결혼했는지, 왜 결혼을 하지 않았는지, 혹은 이성친구가 있는지, 이성친구가 있는 경우에는 언제쯤 결혼할 예정인지도 묻는 경우를 종종 목격하는데요. 결혼한 경우에는 자녀가 있는지, 혹은 자녀의 나이를 비교하며 공통의 관심사를 만들어 친밀감을 형성하기도 합니다. 하지만 이 또한 자연스럽게 공통의 화제가 될 수가 있는 동시에 지극히 사적인 주제가 되기도 합니다.



그렇다면 다른 문화권에서는 어떨까요? 서양 문화에서는 나이, 결혼에 대한 질문은 지극히 개인적인 사항으로, 초면에 묻는 것은 큰 결례로 여기는 경향이 있습니다. 처음 만나는 자리에서 어린아이들에게 나이와 학년을 묻는 것은 자연스러울 수 있지만, 성인들끼리 나이를 묻는 것은 그들에게는 다소 낯선 문화입니다. 이력서에조차 생년 월일을 기재하지 않는 그들의 문화를 생각한다면, 그들에게는 성인들끼리 처음 만나 상대를 알아가는데 나이는 크게 중요한 것은 아닌 듯 합니다. 아마 처음 만나는 자리에서 한국의 문화대로 그들에게 나이를 묻는다면 그들은 ‘왜 나이를 묻는 거지?’라고 의아하게 생각할지도 모르겠습니다. 그렇다면 결혼에 대한 질문은 어떨까요? 그런데 한 번 이렇게 생각을 해보죠. 상대에게 호감을 갖고 데이트 신청을 하려는 의도가 아닌 이상 굳이 상대에게 결혼 여부에 대한 질문을 할 필요가 있을까요? 그리고 한국과는 달리 그들 문화에서는 대다수의 기혼자들은 결혼 반지를 끼고 다니기 때문에, 상대의 왼손을 확인한다면 결혼 여부는 쉽게 알 수 있을 것입니다.

다른 문화에서 사적인 대화 주제를 꺼린다고 해서 이러한 주제를 절대 언급해서는 안 되는 것도 아니며 틀렸다는 것도 아닙니다. 다만, 이런 사적인 질문을 문제없이 받아들이는 문화권들이 있는 반면, 어떤 문화권에서는 상대를 난처하게 하거나 혹은 부적절한 대화 주제가 될 수도 있으니, 이 점을 알고 의사소통을 해야 한다는 것입니다. 상대와 나의 다른 점을 알고 대화하는 것이 성공적인 의사소통을 위해서는 매우 중요하기 때문이죠. 그리고 이것은 언어 습득의 목표인 interaction 능력과 우리와 다른 다양한 문화권의 사람들을 이해할 수 있는 능력으로 이어지는 것입니다.

<이선하 ELF 강사. <http://blog.naver.com/goseonha> >



3. Teaching Practice

- **Class Description**
- **Lesson Plans**
- **Reflective Journals**



Class Description

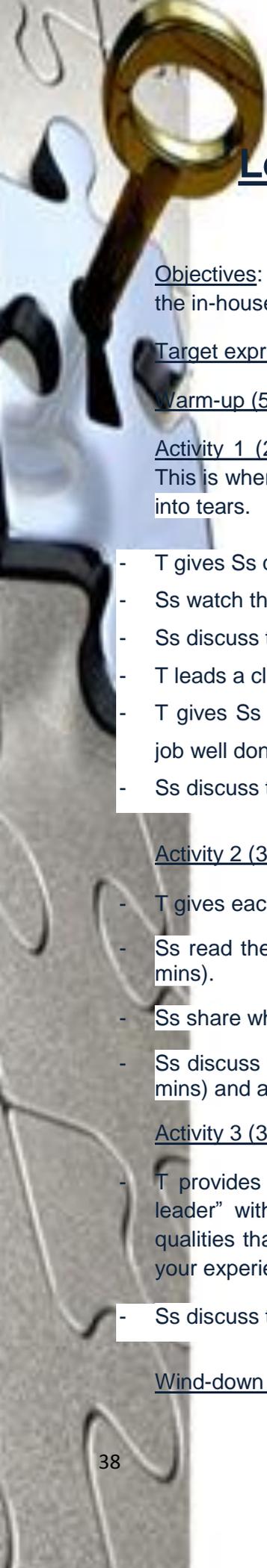
- **Type:** Corporate English course
 - **Number of students:** Six
- **Age of students:** Thirties to forties
 - **Gender:** Male
- **Goal:** Improving speaking skill
- **Teaching materials:** YouTube videos

Lesson Plan #1: Inappropriate interactions

1. Function: Describing visual aids

2. Objective: Students will be able to describe what they see and listen using proper words and expressions.

Time	Activity	Interaction	Materials
7:50-8:00 (10 mins)	<p>Warm-up</p> <ol style="list-style-type: none"> Greetings Review: Go over the key expressions that they learned in last class. Students verbally summarize the scene that they watched in last class. Students play a role-play activity based on the scene. 		video
8:00-8:10 (10 mins)	<ol style="list-style-type: none"> Students are given focus questions about a scene before watching it. (i.e. <i>What are Jim and Pam talking about?</i>) After playing the scene which is about 1 minute, teacher asks the questions to students and leads a class discussion. 		video
8:10-8:20 (10 mins)	<ol style="list-style-type: none"> Students write a list of key words/expressions down on a piece of paper individually while they are watching the scene. The scene is repeated three times. (Each scene is less than one minute.) Students share the key words/expressions with their partners. 	Teacher monitors and facilitates their group work.	video, a blank piece of paper
8:20-8:40 (20 mins)	<ol style="list-style-type: none"> Students have a class discussion about the key words/expressions that they listened. After the discussion, teacher plays the video and pauses after each adjacency pair in the scene. Teacher asks students questions. (i.e. <i>What are the characters talking about? Do you think their interaction is appropriate?</i>) When they struggle with some words that they do not know, teacher asks them to take a guess in the context and guides them by asking questions. 		video
8:40-8:50 (10 mins)	<p>Wrap-up</p> <ol style="list-style-type: none"> Teacher checks their comprehension they learned by asking questions. Teacher asks them to verbally summarize the scene. 		



Lesson Plan #2: Being a good leader

Objectives: Students get prepared for an interview about principles of a good leader on the in-house broadcasting.

Target expressions: see appendix

Warm-up (5 mins): greetings

Activity 1 (20 mins): Watch the scene from “IT Crowd_ Aunt Irma Visits“(9:13-10:15). This is where Mr. Reynholm is praising Roy’s work on the recent project, and Roy bursts into tears.

- T gives Ss questions: 1. What did the boss say to Roy? 2. Why is Roy crying?
- Ss watch the scene
- Ss discuss the questions as a group (5 mins)
- T leads a class discussion.
- T gives Ss discussion questions: Do you think employees need to be recognized for a job well done? Why or why not?
- Ss discuss them as a group (5 mins) and as a whole class.

Activity 2 (30 mins): Discuss qualities of a great leader, retrieved from Forbes

- T gives each student a stripe of different quality of a great leader
- Ss read the stripe individually (5 mins) and introduce each quality to their partners (10 mins).
- Ss share what they got as whole class (5 mins)
- Ss discuss with partners how these qualities are different from 5 types of bad bosses (5 mins) and as a whole class (5 mins)

Activity 3 (30 mins):

- T provides a discussion topic: You will have an interview about “How to be a good leader” with SCG Channel, which is in-house broadcasting. Choose 1 out of the 6 qualities that we have discussed and get prepared for the interview. You can reflect on your experience and provide some examples to support your statement.
- Ss discuss them as a group (10 mins) and as a whole class.

Wind-down (5 mins): T sums up the lesson and asks clarification questions

Top 10 Qualities That Make A Great Leader

Having a great idea, and assembling a team to bring that concept to life is the first step in creating a successful business venture. While finding a new and unique idea is rare enough; the ability to successfully execute this idea is what separates the dreamers from the entrepreneurs. However you see yourself, whatever your age may be, as soon as you make that exciting first hire, you have taken the first steps in becoming a powerful leader. When money is tight, stress levels are high, and the visions of instant success don't happen like you thought, it's easy to let those emotions get to you, and thereby your team. Take a breath, calm yourself down, and remind yourself of the leader you are and would like to become. Here are some key qualities that every good leader should possess, and learn to emphasize.

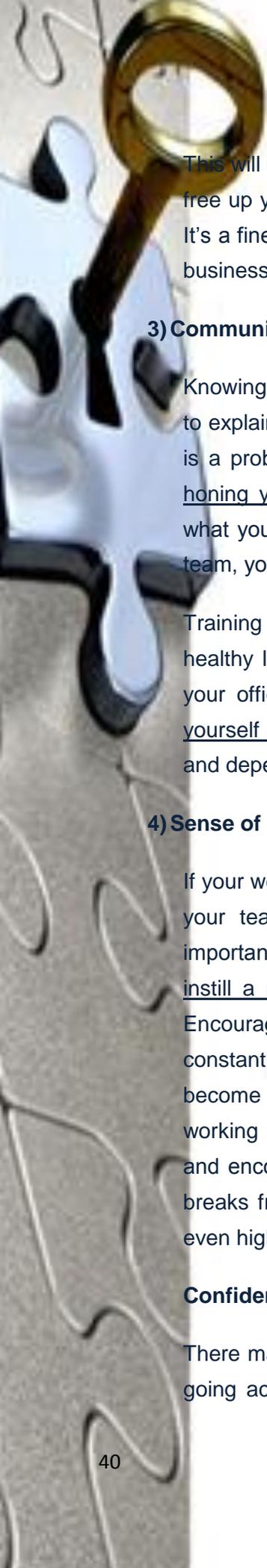
1) Honesty

Whatever ethical plane you hold yourself to, when you are responsible for a team of people, it's important to raise the bar even higher. Your business and its employees are a reflection of yourself, and if you make honest and ethical behavior a key value, your team will follow suit.

2) Ability to Delegate

Finessing your brand vision is essential to creating an organized and efficient business, but if you don't learn to trust your team with that vision, you might never progress to the next stage. It's important to remember that trusting your team with your idea is a sign of strength, not weakness. Delegating tasks to the appropriate departments is one of the most important skills you can develop as your business grows. The emails and tasks will begin to pile up, and the more you stretch yourself thin, the lower the quality of your work will become, and the less you will produce.

The key to delegation is identifying the strengths of your team, and capitalizing on them. Find out what each team member enjoys doing most. Chances are if they find that task more enjoyable, they will likely put more thought and effort behind it.



This will not only prove to your team that you trust and believe in them, but will also free up your time to focus on the higher level tasks, that should not be delegated. It's a fine balance, but one that will have a huge impact on the productivity of your business.

3) Communication

Knowing what you want accomplished may seem clear in your head, but if you try to explain it to someone else and are met with a blank expression, you know there is a problem. If this has been your experience, then you may want to focus on honing your communication skills. Being able to clearly and succinctly describe what you want done is extremely important. If you can't relate your vision to your team, you won't all be working towards the same goal.

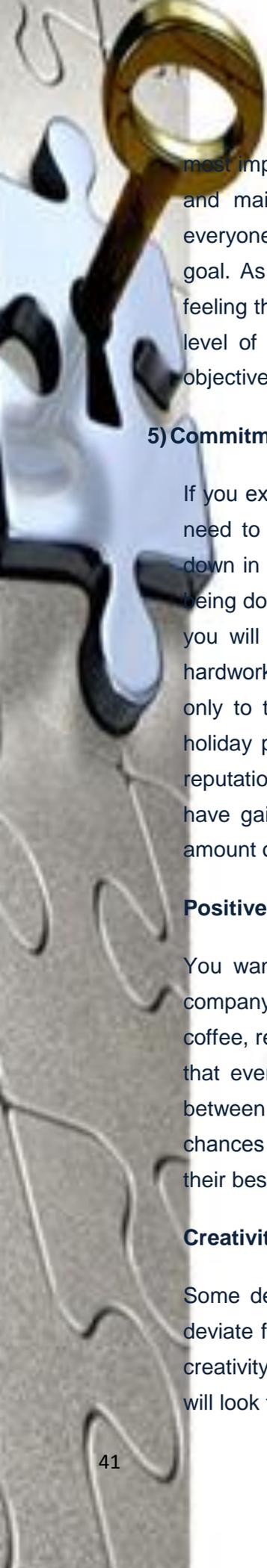
Training new members and creating a productive work environment all depend on healthy lines of communication. Whether that stems from an open door policy to your office, or making it a point to talk to your staff on a daily basis, making yourself available to discuss interoffice issues is vital. Your team will learn to trust and depend on you, and will be less hesitant to work harder.

4) Sense of Humor

If your website crashes, you lose that major client, or your funding dries up, guiding your team through the process without panicking is as challenging as it is important. Morale is linked to productivity, and it's your job as the team leader to instill a positive energy. That's where your sense of humor will finally pay off. Encourage your team to laugh at the mistakes instead of crying. If you are constantly learning to find the humor in the struggles, your work environment will become a happy and healthy space, where your employees look forward to working in, rather than dreading it. Make it a point to crack jokes with your team and encourage personal discussions of weekend plans and trips. It's these short breaks from the task at hand that help keep productivity levels high and morale even higher.

Confidence

There may be days where the future of your brand is worrisome and things aren't going according to plan. This is true with any business, large or small, and the



most important thing is not to panic. Part of your job as a leader is to put out fires and maintain the team morale. Keep up your confidence level, and assure everyone that setbacks are natural and the important thing is to focus on the larger goal. As the leader, by staying calm and confident, you will help keep the team feeling the same. Remember, your team will take cues from you, so if you exude a level of calm damage control, your team will pick up on that feeling. The key objective is to keep everyone working and moving ahead.

5) Commitment

If you expect your team to work hard and produce quality content, you're going to need to lead by example. There is no greater motivation than seeing the boss down in the trenches working alongside everyone else, showing that hard work is being done on every level. By proving your commitment to the brand and your role, you will not only earn the respect of your team, but will also instill that same hardworking energy among your staff. It's important to show your commitment not only to the work at hand, but also to your promises. If you pledged to host a holiday party, or uphold summer Fridays, keep your word. You want to create a reputation for not just working hard, but also be known as a fair leader. Once you have gained the respect of your team, they are more likely to deliver the peak amount of quality work possible.

Positive Attitude

You want to keep your team motivated towards the continued success of the company, and keep the energy levels up. Whether that means providing snacks, coffee, relationship advice, or even just an occasional beer in the office, remember that everyone on your team is a person. Keep the office mood a fine balance between productivity and playfulness. If your team is feeling happy and upbeat, chances are they won't mind staying that extra hour to finish a report, or devoting their best work to the brand.

Creativity

Some decisions will not always be so clear-cut. You may be forced at times to deviate from your set course and make an on the fly decision. This is where your creativity will prove to be vital. It is during these critical situations that your team will look to you for guidance and you may be forced to make a quick decision. As a



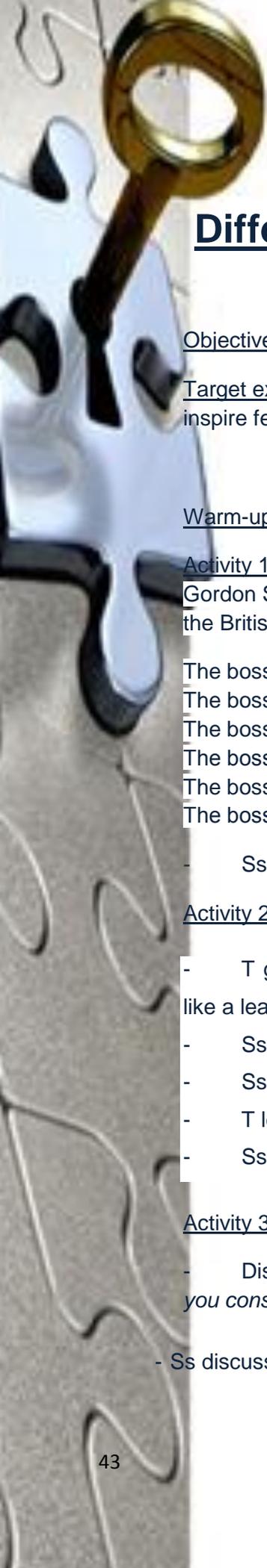
leader, its important to learn to think outside the box and to choose which of two bad choices is the best option. Don't immediately choose the first or easiest possibility; sometimes its best to give these issues some thought, and even turn to your team for guidance. By utilizing all possible options before making a rash decision, you can typically reach the end conclusion you were aiming for.

Intuition

When leading a team through uncharted waters, there is no roadmap on what to do. Everything is uncertain, and the higher the risk, the higher the pressure. That is where your natural intuition has to kick in. Guiding your team through the process of your day-to-day tasks can be honed down to a science. But when something unexpected occurs, or you are thrown into a new scenario, your team will look to you for guidance. Drawing on past experience is a good reflex, as is reaching out to your mentors for support. Eventually though, the tough decisions will be up to you to decide and you will need to depend on your gut instinct for answers. Learning to trust yourself is as important as your team learning to trust you.

6) Ability to Inspire

Creating a business often involves a bit of forecasting. Especially in the beginning stages of a startup, inspiring your team to see the vision of the successes to come is vital. Make your team feel invested in the accomplishments of the company. Whether everyone owns a piece of equity, or you operate on a bonus system, generating enthusiasm for the hard work you are all putting in is so important. Being able to inspire your team is great for focusing on the future goals, but it is also important for the current issues. When you are all mired deep in work, morale is low, and energy levels are fading, recognize that everyone needs a break now and then. Acknowledge the work that everyone has dedicated and commend the team on each of their efforts. It is your job to keep spirits up, and that begins with an appreciation for the hard work.



Lesson Plan #3:

Differences between a boss and a leader

Objectives: Students discuss the differences between a boss and a leader.

Target expressions: drive/coach people, depend on authority/good will, and inspire fear/enthusiasm

Warm-up (5 mins): greetings

Activity 1 (20 mins): Discuss differences between a boss and a leader. Quote by Gordon Selfridge, a successful turn of the century businessman and founder of the British department store chain Selfridges

The boss drives people; the leader coaches them

The boss depends on authority; the leader on good will

The boss inspires fear; the leaders inspires enthusiasm

The boss says "I"; the leaders says "WE"

The boss fixes blame for the breakdown; the leader fixes the breakdown

The boss says, "GO"; the leader says "LET'S GO!"

- Ss discuss as a group (5 mins) and as a whole class

Activity 2 (30 mins): Watch a scene of "Any given Sunday"

- T gives Ss questions: 1. What is Al Pacino talking about? 2. Is he acting like a leader or a boss? Why?

- Ss watch the scene

- Ss discuss the questions as a group (10 mins)

- T leads a class discussion.

- Ss discuss them as a group (10 mins) and as a whole class.

Activity 3 (30 mins):

- Discussion topic: *How do you define a good leader in your own words? Do you consider yourself a boss or a leader?*

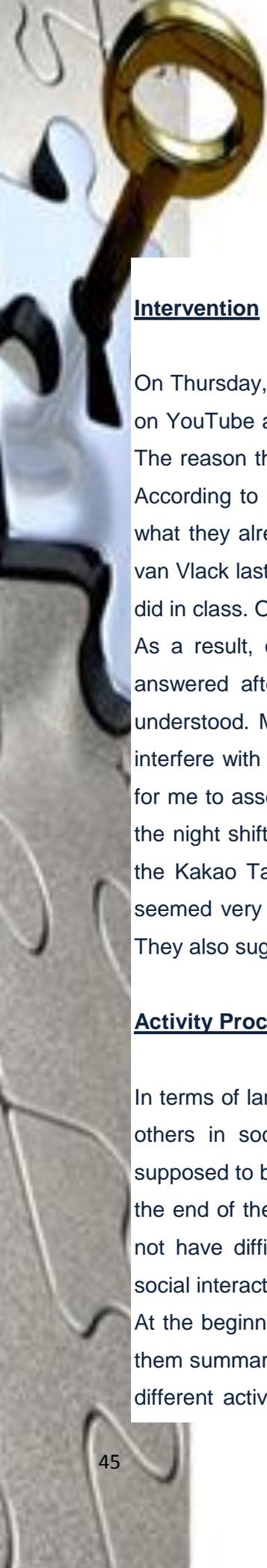
- Ss discuss as a group (10 mins) and as a whole class (10 mins)



Reflective Journals

In this section, reflective journals are collected. I used the discipline keeping a journal to assist me in the pursuit of goals as a teacher. While I was keeping journals, I reflected on my own teaching and actions in class. It helped me increase self-awareness and develop a teaching rationale.

- Reflective Journal #1
- Reflective Journal #2
- Reflective Journal #3
- Reflective Journal #4



Reflective Journal #1

Intervention

On Thursday, I created a chat room on Kakao Talk at 1 pm, I gave them the url of the video clip on YouTube and asked them three questions about it that we already talked about in last class. The reason that I chose the questions is that I thought it would provide experience of success. According to Dornyei (2001), I believed it would increase their self-confidence by talking about what they already knew. However, I already discussed this matter with Professor Rozells and van Vlack last Thursday and was told that I should try something different from what they already did in class. Otherwise, they would feel the intervention is just like another class.

As a result, one out of three gave me a response immediately, but the other two students answered after 7 pm. They said they were busy and sorry for the late response. I said I understood. Most of their answers were correct. There were a few minor errors, but it did not interfere with me understanding the message as intended. Moreover, it was a good opportunity for me to assess their writing skills. On following day, one student was absent since he worked the night shift on the day before class. I asked the other two students what they thought about the Kakao Talk chat and whether they had any problems for chatting at 1 pm because they seemed very busy at that hour. They said they liked chatting on Kakao Talk and it was good. They also suggested having a chat at 12 pm so that they can do it over lunch.

Activity Procedure

In terms of language learning, the goal of this course is that each student is able to interact with others in social situations appropriately. The objective of this lesson is that students are supposed to be able to describe what they see and listen using proper words and expressions by the end of the lesson. Overall they achieved the objective and did well. It seemed that they did not have difficulty to understand the scene. They, as a result, increased appropriateness of social interaction skills and learned how to interact with others appropriately.

At the beginning, I asked questions to them about the scene that we watched in class and had them summarize it. We then moved on to the next scene. I told them that we were going to do a different activity that is making a list of keywords, instead of a fill-in-the-activity. Before I had



them write down the key words, I asked them two warm-up questions about the scene to provide a reason to watch it and played the video. After discussing the answers, I told them to list the key words in the video while they were watching it, and I played it three times. I then had them share their key words with their partner. While they were talking to each other, I observed the pair work and did not interrupt them even if they said incorrect things. Later, we had a class discussion and talked about things they found difficult or could not understand. I then played the video again, stopped after each adjacency pair and asked them what they were talking about and whether the way they interacted with each other was appropriate. When they struggled, I guided them by asking questions rather than explaining immediately. When it comes to the words that they did know, I typed them on an excel spreadsheet on my laptop so that they could see them on the screen. In the final phase, I asked them to summarize the scene in their own words.

My role

As I consider myself a facilitator, I tried to create a supportive environment. When they gave me incorrect answers or did not understand something, I was careful not to embarrass them. Rather, I gave them feedback like “That’s interesting” or “It could be,” and paraphrased my question and guided them by saying, “But let’s put it this way.” According to Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm that co-relates with motivation. Likewise, a tense classroom atmosphere can undermine learning and de-motivate learners (MacIntyre, 1999; Young, 1999). On the other hand, learners’ motivation will increase in a safe classroom climate in which students are afraid to express their opinions.

Limitations

I have come to realize that I have underestimated their English proficiency. Their listening comprehension was better than I expected. Honestly, I over-worried about time management because I expected pair work and class discussion might not go well. I even prepared extra videos for them. In early phase, when we went over the scene that we learned in last class and



chatted on Kakao Talk, they did not hesitate to speak. Rather, they seemed to be confident. However, when it comes to some expressions that we did not chat on Kakao Talk, they did not quite remember. They tended to just focus on the questions that I asked. On the other hand, during the activity, their performance impressed me. For example, one of them listened to some difficult expressions such as *screw around*, and he guessed its correct meaning from the context. In addition, during the group work, they actively participated in the activity and negotiated the meaning of what they listened by asking questions. I was glad that they spent about ten minutes as I planned.

Nevertheless, I wonder if it is necessary to depict every word and expression in video. This is because I have often noticed that they could understand the scene even if they did not know every single word in the video. Besides, I wonder how I decide what to teach.

On the contrary, I asked a student to help me with videotaping and we did on Friday. Unfortunately, the camera was turned off after fifteen minutes due to battery running out. The student who set up the camera apologized and I said it was ok. Therefore, I will videotape the class on Wednesday again.

References

Alison, J. (1993). *Not bothered? Motivating reluctant language learners in Key Stage 4*. London: CILT.

Daniels, R. (1994). Motivational mediators of cooperative learning. *Psychological Reports*, 74: 1011-22.

MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In Young, D. J. (ed.), *Affect in foreign language and second language learning*. Boston, MA: McGraw-Hill, pp. 24-45.



Reflective Journal #2

Intervention

On Tuesday I tried the 2nd intervention via Kakao Talk which is a role-play based on the scene we watched. Since one student was absent last week, I had to provide the URL of the video so that he can watch it and participate in the activity. Unfortunately, the video clip was blocked due to copyright issue. I then recorded the scene that we watched in last class using my mobile and sent it to them via Kakao Talk. It did not work again. Thus, I uploaded the video file on YouTube, but it was blocked again. In conclusion, I got a response from one student only, and we could not do a role-playing activity.

Regarding my next intervention, I am going to give a list of key words that we discussed in last class via Kakao Talk. The reason why I chose this method is to create a supportive learning environment, and as MacIntyre (1999) argues, a tense learning environment de-motivates learners. My students, who are in 40s, often say that their memory gets worse, so it hard to remember what they learned. Besides, I was told that one student was distressed when he was invited to the chat room. He felt that he was obligated to give me an immediate response even if he was not able to do. Definitely, to get them stressed out is not the purpose of the intervention. Instead, I decided to implement an intervention which requires less interaction with them and just remind them of what they learned in a casual manner. Hence, they can be more engaged when going over what they learned in the beginning of class on next day.

Class Procedure

Since the 2nd intervention was unsuccessful, I went over the key words and the scene that they learned in last class as we used to do. I asked them about the meaning of the key words, but they only remembered some of them. I played the scene again and tried to help them recall by asking questions which are relevant for the scene. After the review, I asked them some warm-up questions about the scene to provide a reason to watch it and played the video. After discussing the answers, I had them list the key words in the video while they were watching it, and I played it three times. I then had them share their key words with their partner. While they were talking to each other, I observed the pair work. Later, we had a class discussion and talked about things



they found difficult or could not understand. I then played the video again, stopped each adjacency pair and asked them what they were talking about and whether the way they interacted with each other was appropriate. When they struggled, I guided them by asking questions. In doing so, I typed the words that they did know and the key words that they listened on an excel spreadsheet on my laptop so that they could see them on the screen. In the final phase, I asked them to summarize the scene in their own words.

Conclusion and Discussions

In regards with intervention, it seemed the first two interventions were overwhelming for my students. As discussing with them in class, I had a feeling that they liked learning and using English in a way to entertain them. In this sense, I should provide a very simple task or some materials that they might like. Otherwise, they feel that it is just the same as class, and they would not be interested in it.

While watching the videotape of my class, I found out that I did some inappropriate things in class. One thing is that I introduced my personal opinion and forced them to agree with me when we discussed the word *discipline*. What I believed is that since all employees are adults, and they should be responsible for the consequences of what they did. It would make more sense to discipline someone in military rather than in the workplace. Nevertheless, it is dangerous to make students believe my personal opinion as a fact. The other one is that I am not sure how I should manage class when students ask for the Korean translation of an English word. I tell them it is hard to find a Korean- equivalent of a word sometimes. Honestly, I often cannot think of a good one immediately, so I ask them to take a guess or tell them I will tell them in next class.

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Reflective Journal #3

Class overview

The objective of this class is to describe the scene using proper words and expression. I tried to have them verbally explain what they listened and watched. I asked them about the meaning of the expressions, but they did not remember. I showed the list of the expressions that we discussed in last class on the screen and we went over them. After that, I played the scene that they watched in last class, which is about a minute, again and had them verbally summarize it. I tried a role-play activity based on the scene that they watched in last class, which was unsuccessful. It seemed that it was not a good idea to use role-play as a warm-up because it needs warm-up itself. It, also, did not attract the students. The warm-up, consequently, took about twenty minutes.

After the review, I asked them some warm-up questions about the scene to provide a reason to watch it and played the video. After discussing the answers, I had them list the key words in the video while they were watching it, and I played it three times. I then had them switch their list with their partner's one and share what they had. While they were talking to each other, I observed the pair work. Later, we had a class discussion and talked about things they found difficult or could not understand. I then played the scene again, stopped each adjacency pair and asked them what they were talking about and whether the way they interacted with each other was appropriate. I also asked them hypothetical questions, such as *If you were Roy, what would you say to Pam?* When they struggled, I guided them by asking questions. In doing so, I typed the words that they did know and the key words that they listened on an excel spreadsheet on my laptop so that they could see them on the screen.

Interventions

Since the 2nd intervention, which as a role-play activity in Kakao Talk, was overwhelming to the students, I implemented an intervention which requires less interaction with them. I decided to send them a list of the key expressions (e.g. put him in custody, Jim played a prank on Dwight.) that we discussed in last class via Kakao Talk on Thursday, and to have them do a role-play activity based on the scene that they watched in last class. In fact, after sending the list via



Kakao Talk, I did not get any response from them. I assumed that they might think they did not have to reply since I did not give them any task or ask any question. Today I asked them about the key expression that I sent them and what they remembered about the scene that they watched in last class in the beginning of the class. However, they did not remember. Also, I tried to engage them in a role-play activity, but they looked embarrassed and were unwilling to do it. Hence, the activity was stopped.

My next intervention is to give them a link to a famous movie quotes clip via Kakao Talk without any instructions or tasks to complete. On next day, I will provide a list of words which are relevant to the video and have them do talk about their opinions on the video.

Things went well and things did not go well

Things that went well:

In third phase, the pair work worked well. They engaged in the activity and negotiated meaning. For example, they discussed the meaning of *go out*, and they asked each other what the characters would go out for. In doing so, I let them choose the key expressions. I focused on the things that they found interesting and difficult since it is unnecessary to explain every expression in the scene. Besides, they talked about what they understood and shared their opinions on the scene. In fourth phase, when we watched and discussed the scene, they participated actively in discussion and did not hesitate to express their thoughts. I liked their creative answers.

Things that did not go well:

In warm-up phase, I tried a role-play activity based on the scene that they watched in last class, but it was unsuccessful. I thought it would be fun for them. However, they were not willing to do it and I had to stop. One student said that he felt embarrassed to do it in front of the camera. In addition, I had difficulties with time management. They did not remember what they learned in last class. It seemed that they did not even take a look at the list of the key expressions that I sent yesterday. For this reason, I spent more time than I expected to review what they learned in last class and try a role-play activity. In the end of the class, I did not have time to have them verbally summarize the scene that they watched today.

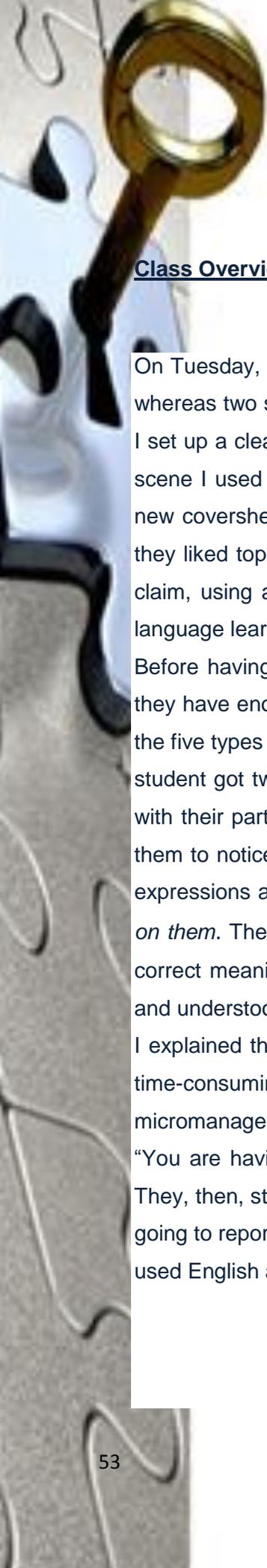
Conclusion and Discussions



In terms of intervention, sending them the list of the key expressions, such as starving people, reprimand him, discipline him, personal effects and played a prank on Dwight, that they learned in last class via Kakao Talk did not motivate them to review the things that they learned in last class. In order to review previous lessons, I think I could go over them through new activities because it takes long time sometimes and it seems to be unnecessary to review independently. As Williams and Burden (1997) claim, intrinsic interest of activity plays a role as an internal factor of framework of motivation of language learning. I, therefore, reached a conclusion that I need to provide materials which are more closely relevant to the area of their interest. In this respect, I will conduct a different type of intervention next week which is sending them a famous movie quotes via Kakao Talk, and I am looking forward to seeing the results. I am also curious how much they can recall in following class. The other thing that I found out is that they did not enjoy a role-play activity at all. As they said, there was some anxiety among them due to videotaping. Likewise, they did not enjoy being spontaneous in class. Rather, they seemed to be more interested in discussion activities, such as telling each other their opinions on a subject.

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Reflective Journal #4

Class Overview

On Tuesday, I had them talk about bad bosses. Four out of six students showed up to the class whereas two students were absent due to the night shift on Monday. In terms of the intervention, I set up a clearer goal which is to report a bad boss to HR using a scene of “Office Space”. The scene I used in class is where the boss was annoying the employee because he did not put a new coversheet on his TPS reports. The reason that I used this topic is that they reported that they liked topics that are relevant to their everyday life at work. As Williams and Burden (1997) claim, using a topic which is related to learners’ intrinsic interest is the key to motivating their language learning.

Before having them move on to the discussion activity, I tried to build their vocabulary so that they have enough words to describe what they wanted to say. Regarding Activity 1, I introduced the five types of bad bosses. I gave each student a stripe of different type of a bad boss, and one student got two stripes. Overall it worked well. They read the stripes individually and discussed with their partner. In doing so, I expected that they would elicit the target expressions. I guided them to notice the target expressions by telling them find the key words. It appeared that some expressions are difficult to understand, so I decided not to discuss *confide in someone* and *turn on them*. They helped each other when they were discussing as a group. Most of them got the correct meaning of each type. Regarding Activity 2, they watched the scene of “Office Space” and understood what they saw generally. They, however, did not know what TPS referred to, and I explained that it stands for Testing Procedure Specification. They then understood that it is a time-consuming and burdensome report. After all, they agreed that the boss was a micromanager. They did not seem to enjoy Activity 3 in the first place, so I changed the topic to “You are having hard time working with the boss, and you want to ask HR for help with this.” They, then, started talking, but they shared their experience rather than discussing what they are going to report to HR. I, however, did not stop them because I thought it was fine as long as they used English and were engaged in class.

Things went well and things did not go well

Things went well:

The first thing I liked that they guessed correctly while discussing the types of bad bosses. In the beginning of this group work, I walked around the classroom to monitor their work and they seemed to struggle a bit. I, hence, told them to find any expressions on each stripe that best describe each type and took a guess the meaning based on the context. In addition, I was glad that they used some of the target expressions while working on Activity 2, the scene from “Office Space.” such as *The boss undermined the employee’s effort.* and *He did not give credit for the employee’s work.*

Things did not go well:

They, on the other hand, struggled a bit when they were working on the last discussion activity. They looked puzzled when I introduced a discussion topic. One student said that it would not likely happen in a Korean company. I then understand that they might find it unrealistic. I realized that I should have created a more realistic and appropriate discussion activity. I, therefore, changed the topic to “You are having hard time working with the boss, and you want to ask HR for help with this.” It also seemed that I provided them with too many target expressions. They seemed to be overwhelmed since they had to deal with a lot of new expressions. I gave up some expressions, such *confide in someone* and *turn on them*. Later, I summed them up in the last phase and checked their comprehension by asking clarification questions

Conclusion and Discussion

It seems that I still need to work on building their vocabulary related to a given topic and having students get ready for discussion activity. After the class, I have them complete a questionnaire for the student survey. As a result, two students answered that they liked the class because the topic was relevant to their life at work whereas one student answered that he liked the class because he was provided with a lot of discussion activities. Apparently, they enjoy talking about their everyday life at work, but some of the topics that I have given them are abstract and not easy to deal with. I think I should give them more time to use target expressions. They then would feel ready to talk about the topic using new expressions they learned in class.

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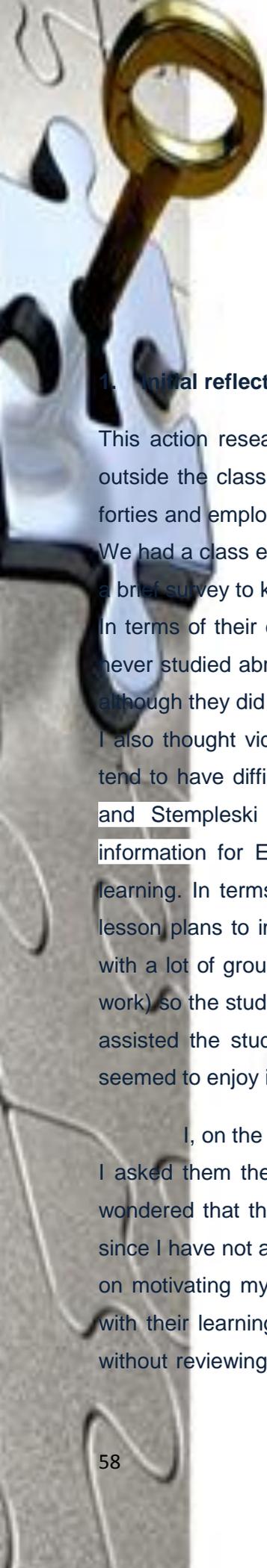


4. Action Research Project

- Initial Reflection
- Intervention Plan
- Data Collection
- Conclusion and Discussions



Final presentation of
the action research project



Action Research Project

Effective ways to motivate students to continue their learning outside the classroom

1. Initial reflection

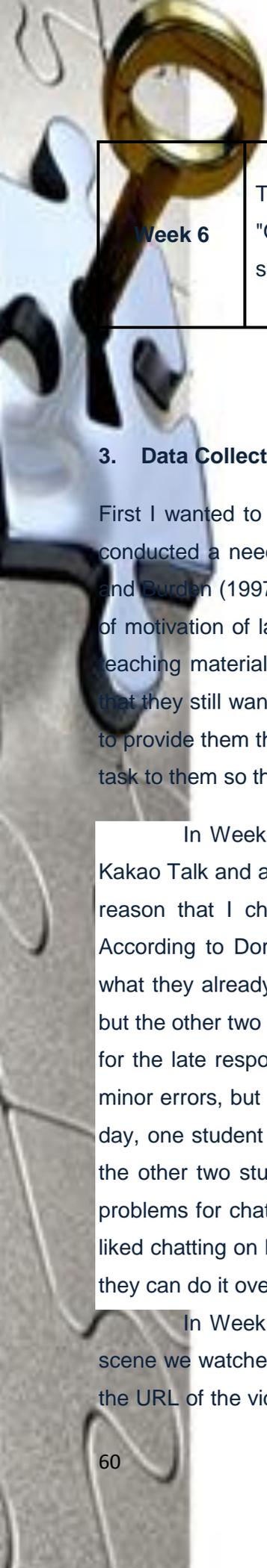
This action research focuses on the effective ways to motivate students to pursue their learning outside the classroom. To introduce the course, there were three male students who were in their forties and employees at a company in Seoul, Korea. Later, I had three more students from Week 4. We had a class every Tuesday and Thursday, from 7:50 am to 8:50am. On my first day, I conducted a brief survey to know their interests, educational background and learning styles in learning English. In terms of their educational background, they studied English in middle and high school, but they never studied abroad. Their purpose of signing up for this course is to improve their speaking skills although they did not use English at work. I found out that they wanted to use videos in class as well. I also thought videos should be helpful for them because as Ur (1984) claims, language learners tend to have difficulties with using visual and aural environmental cues. According to Bello (1999) and Stempleski (1992), video has the added benefit of providing real language and cultural information for English language learners. I believed that it would certainly help their language learning. In terms of interests, they were interested in everyday life topics. I, therefore, designed lesson plans to improve their speaking skills using YouTube videos as a teacher. I provided them with a lot of group activities and discussions topics that were relevant to them (i.e. everyday life at work) so the students reflected on their experience and had some ideas to discuss. As a facilitator, I assisted the students while working on group activities and gave feedback on their work. They seemed to enjoy it.

I, on the other hand, noticed that they did not go over what they learned in previous classes. I asked them the reasons why they did not review, and I was told that they had no time. I also wondered that they might have no idea what they should do with the things they learned in class since I have not assigned them any homework assignments. The other reason that I decided to work on motivating my students to pursue their learning outside the classroom is that I was concerned with their learning progress. I assumed that they cannot make a step further toward the end-goal without reviewing. They, furthermore, did not seem to take the course seriously, and it presumably

interfered with their language learning. In this respect, I assumed that as a facilitator, it was my role to have them review what they learned in previous classes and bring something into next class.

2. Intervention Plan

	Description
Week 1	The teacher provides the students with the video clip that they watched in the previous class in Kakao Talk and asks them the three questions about it that they already discussed in the previous class the before the class. On following day, the teacher interviews students as a group in the beginning of the class.
Week 2	The teacher provides the video clip that they watched in the last class via Kakao Talk the day before the class. The students do a role-play activity in Kakao Talk. On following day, the teacher interviews students as a group in the beginning of the class.
Week 3	The teacher sends the students a list of the keywords that they discussed in the last class via Kakao Talk the day before class. On following day, the students do a role-play activity in class. The teacher interviews each student as a group at the end of the class.
Week 4	The students watch a scene from "Office Space" and "The Office" which are related to their everyday life at work. After watching them, they discuss focus questions and reflect on their own experience. All students are given a short survey at the end of the class.
Week 5	The students watch a scene from "Forest Gump" and "Horrible Bosses" which are related to their everyday life at work. After watching them, they discuss focus questions and reflect on their own experience. All students are given a short survey at the end of the class.



Week 6

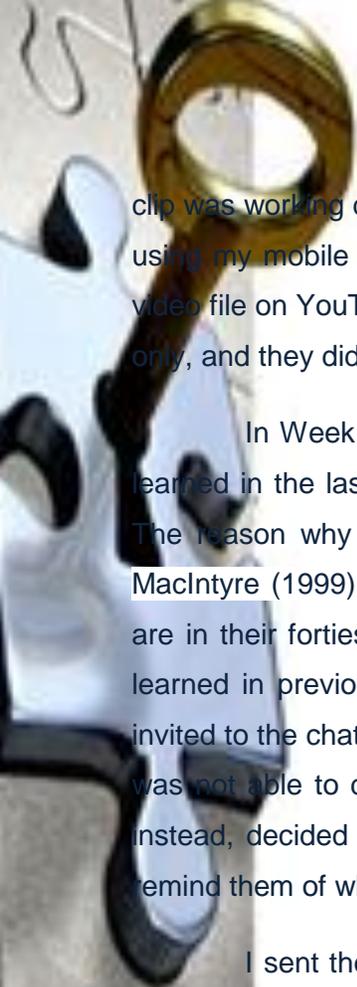
The students discuss types of bad bosses. They then watch a scene from "Office Space" and discuss focus questions. All students are given a short survey at the end of the class.

3. Data Collection

First I wanted to know what they expected from this class and their goals for learning English. I conducted a needs analysis with a simple questionnaire for them. (see Appendix 1) As Williams and Burden (1997) claim, intrinsic interest of activity plays a role as an internal factor of framework of motivation of language learning. I, therefore, again asked them about their interests as well as teaching materials that they wanted to use for class. The results of the questionnaire confirmed that they still wanted to improve their speaking ability and to use videos. In this respect, I decided to provide them things that they might like and that are doable for them and to assign a very simple task to them so that they would be not stressed out while working on it.

In Week 1, I provided the students the video clip that they watched in the last class in Kakao Talk and asked them the three questions about it that we already talked about in class. The reason that I chose the questions is that I thought it would provide experience of success. According to Dornyei (2001), I believed it would increase their self-confidence by talking about what they already knew. As a result, one out of three students gave me a response immediately, but the other two students answered after 7 pm. (see Figure 1) They said they were busy and sorry for the late response. I said I understood. Most of their answers were correct. There were a few minor errors, but it did not interfere with me understanding the message as intended. On following day, one student was absent since he worked the night shift on the day before the class. I asked the other two students what they thought about the Kakao Talk chat and whether they had any problems for chatting at 1 pm because they seemed to be very busy at that hour. They said they liked chatting on Kakao Talk and it was good. They also suggested having a chat at 12 pm so that they can do it over lunch.

In Week 2, I tried the 2nd intervention via Kakao Talk which is a role-play based on the scene we watched. (see Figure 2) Since one student was absent in the last class, I had to provide the URL of the video so that he can watch it and participate in the activity. Unfortunately, the video

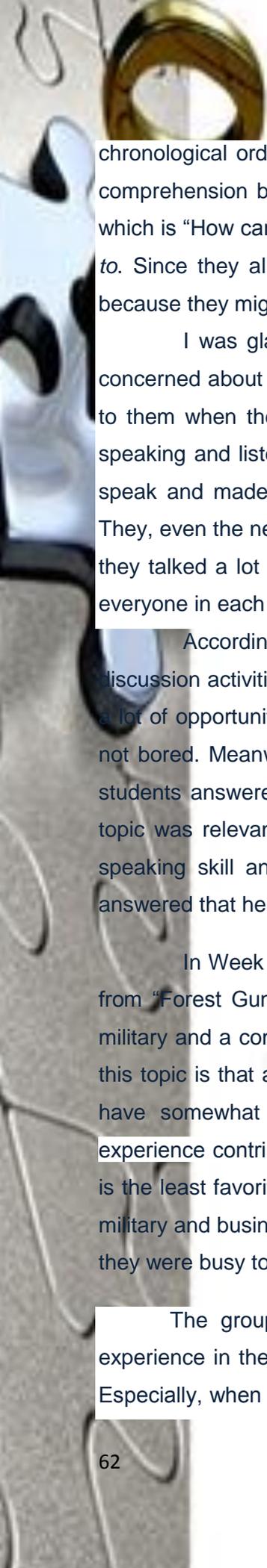


clip was working due to technical problems. I then recorded the scene that we watched in last class using my mobile and sent it to them via Kakao Talk. It did not work again. Thus, I uploaded the video file on YouTube, but still it was not working. Consequently, I got a response from one student only, and they did not do a role-playing activity.

In Week 3, the day before class, I planned to give them a list of the keywords that they learned in the last class via Kakao Talk without any task so that they would not be stressed out. The reason why I decided to do this is to create a comfortable learning environment, and as MacIntyre (1999) argues, a tense learning environment de-motivates learners. My students, who are in their forties, often say that their memory gets worse, so it is hard to remember what they learned in previous lessons. Besides, I was told that one student was distressed when he was invited to the chat room. He felt that he was obligated to give me an immediate response even if he was not able to do. Definitely, to get them stressed out is not the purpose of the intervention. I, instead, decided to implement an intervention which requires less interaction with them and just remind them of what they learned in a casual manner.

I sent them a list of the key expressions (e.g. put him in custody, Jim played a prank on Dwight.) that we discussed in last class via Kakao Talk the day before the class, but I did not get any response from them. I assumed that they might think they did not have to reply since I did not give them any task or ask any question. On following day, I asked them about the key expressions that I sent them and what they remembered about the scene that they watched in last class at the beginning of the class. They did not seem to remember, so we went over the key expressions. After that, I tried to engage them in a role-play activity, but they looked embarrassed and were unwilling to do it. One student said that he was embarrassed to do role-play since the class was being videotaped for this research. Hence, the activity was stopped.

In Week 4, I designed a lesson plan about everyday life at work. Since I had the two new students in class and I did not have information about their interests and proficiency, I decided to use a familiar topic that they can activate their scheme. (see Appendix 1) As Williams and Burden (1997) claim, intrinsic interest is important to motivate language learning. Overall I provided two discussion activities using a different video for each. Regarding Activity 1, I used a scene of “Office Space” where the boss is asking an employee, who is Peter, to work on the weekend when he is leaving the office on Friday afternoon. The other scene that I chose is from “The Office” where Michael firing Pam as a prank. I thought this scene might be a little difficult for them as it included a lot of idioms and cultural things. For this reason, I had them arrange strips of a script of this scene in the correct



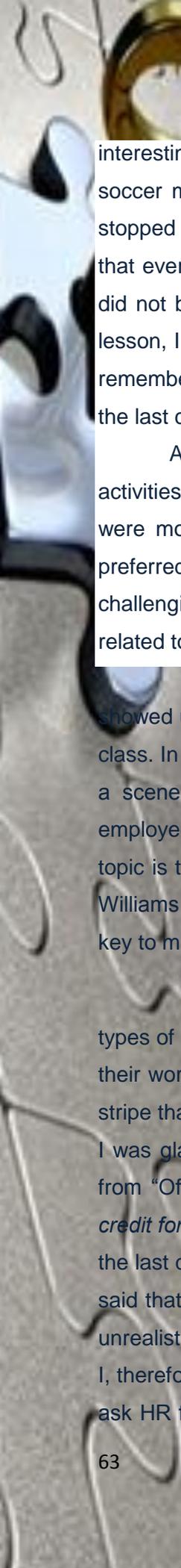
chronological order. After that, I had them discuss unknown words in the strips and checked their comprehension by asking questions. I then had them go deeper and discuss an abstract concept which is “How can you create a positive work environment?” using a target expression, *be supposed to*. Since they all are managers or middle managers, I assumed that the topic would be doable because they might have thought about this topic.

I was glad that the new students were engaged and did well. As a matter of fact, I was concerned about the three new students, who have just joined this course, so I paid more attention to them when they were doing group discussions. They had high English proficiency in terms of speaking and listening skill. They did not hesitate to tell their opinions. Rather, they were willing to speak and made their points clearly. Likewise, generally group and class discussions went well. They, even the new students, seemed to enjoy talking to each other. From the first group discussion, they talked a lot and negotiated meanings with their group members. In doing so, I observed that everyone in each group had a turn to talk.

According to the student survey, they seemed to like this class for some reasons: discussion activities, videos and a topic, which is business. They liked the class because they had a lot of opportunities to speak in class. They also said they liked watching videos, and they were not bored. Meanwhile, I asked them whether the class motivated them and why. Five out of six students answered that they were motivated. Regarding the reasons, two of them said that the topic was relevant to them, whereas others said that it helped them improve their listening and speaking skill and provided various situations. One student who said it did not motivate him answered that he should keep learning English even if he was not motivated.

In Week 5, I had them compare military and business cultures using two different scenes from “Forest Gump” and “Horrible Bosses.” In these scenes, they saw how each leader in the military and a company motivated people and discussed the differences. The reason why I chose this topic is that all Korean men are mandated to serve two years of military service, and they all have somewhat bittersweet memory of military. As Doran (1999) claims, sharing personal experience contributes to learners’ motivation. It is usually Korean men’s favorite topic, whereas it is the least favorite topic of women. Besides, there are some similarities and differences between military and business. Since they have a lot of experience in the military and business to reflect on, they were busy to share their stories with their partners in group discussions.

The group and class discussions went well. They seemed to enjoy reflecting on their experience in the military. They all were excited and eager to tell each other their rough life there. Especially, when they were dealing with “Compare business and military culture”, they came up with

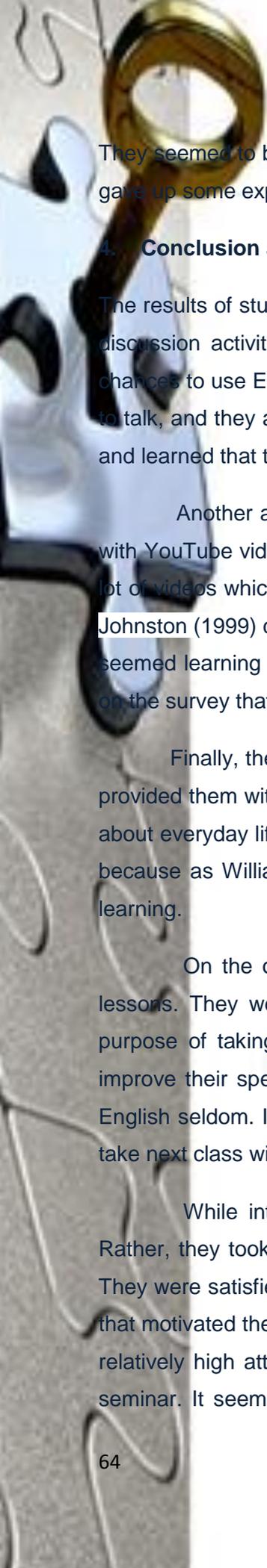


interesting ideas. One student said military and business have one thing in common, which is a soccer match. According to him, their company used to hold a friendly soccer match, but it was stopped since they were too old to play sports. Everybody had a good laugh. In doing so, I observed that everyone in each group took a turn to speak naturally. On the contrary, I noticed that they still did not bother to review what they learned in the class. In the final phase, after I summed up the lesson, I casually asked them what they remembered about the last class, and they did not seem to remember anything. I, hence, opened an excel spreadsheet of the expressions that we discussed in the last class, and we talked about them again briefly.

According to the survey, they seemed to like this class for some reasons: discussion activities and videos, which is similar to the previous survey. This time all students said that they were motivated. Generally I got a positive feedback. On the other hand, one answered that he preferred easy topics. It appears discussion on comparing military and business culture was challenging for him. I, therefore, have come to think that I might use a doable topic which is not related to business sometime.

In Week 6, I had them talk about bad bosses (See Appendix 3). Four out of six students showed up to the class whereas two students were absent due to the night shift the day before the class. In terms of the intervention, I set up a clearer goal which is to report a bad boss to HR using a scene of "Office Space". The scene I used in class is where the boss was annoying the employee because he did not put a new coversheet on his TPS reports. The reason that I used this topic is that they reported that they liked topics that are relevant to their everyday life at work. As Williams and Burden (1997) claim, using a topic which is related to learners' intrinsic interest is the key to motivating their language learning.

One thing I liked about this lesson is that they guessed correctly while discussing the types of bad bosses. At the beginning of this group work, I walked around the classroom to monitor their work and they seemed to struggle a bit. I, hence, told them to find any expressions on each stripe that best describe each type and took a guess the meaning based on the context. In addition, I was glad that they used some of the target expressions while working on Activity 2, the scene from "Office Space." such as *The boss undermined the employee's effort.* and *He did not give credit for the employee's work.* They, on the other hand, struggled a bit when they were working on the last discussion activity. They looked puzzled when I introduced a discussion topic. One student said that it would not likely happen in a Korean company. I then understand that they might find it unrealistic. I realized that I should have created a more realistic and appropriate discussion activity. I, therefore, changed the topic to "You are having hard time working with the boss, and you want to ask HR for help with this." It also seemed that I provided them with too many target expressions.



They seemed to be overwhelmed since they had to deal with a lot of new expressions. I, therefore, gave up some expressions such *confide in someone* and *turn on them*.

4. Conclusion and Discussions

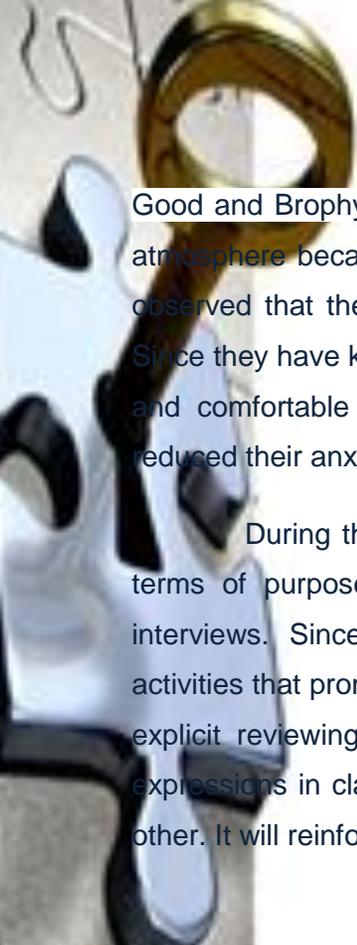
The results of student survey indicate that the students seemed to like the course for three reasons: discussion activities, materials and topics. Since the majority of the students do not have many chances to use English, this course is the only time they speak English. They, therefore, were willing to talk, and they actively participated in class. I interviewed them from time to time about the course and learned that they enjoyed group and class discussions generally.

Another aspect that they liked about the course is teaching materials. I have provided them with YouTube videos such as movies trailers or TV shows. Most of the students have not watched a lot of videos which use English, and they seemed to learn English through reading and listening. As Johnston (1999) claims, many videos are based on stories, which are enjoyed by almost everyone. It seemed learning English with videos was new learning strategy to them. Some students responded on the survey that they liked watching videos in class because it was not boring them.

Finally, they liked the topics. For the past six weeks, I had them discuss work related topics. I provided them with movie trailers such as *Horrible Bosses* and *Office Space*. Since the movies were about everyday life at work, they had a lot of things to reflect on and they found it interesting. This is because as Williams and Burden (1997) claim, intrinsic interest is the key to motivating language learning.

On the other hand, I noticed that they still did not review what they learned in previous lessons. They were, however, engaged and actively participated in class. This is because their purpose of taking this course is to expose themselves to English speaking environment and to improve their speaking skills. Since they did not use English at work, they had chances to speak English seldom. In their point of view, they had enough in class and they did not have problems to take next class without reviewing previous lessons unlike an academic English class.

While interviewing them, I found out that they were not serious about learning English. Rather, they took this course in order for maintaining their proficiency. Otherwise, they will lose it. They were satisfied and were having fun talking to each other. I assumed that it was another aspect that motivated them. In fact, although it was morning class which was starting at 7:30 am, they had a relatively high attendance rate. They showed up to class unless they had an urgent meeting or a seminar. It seemed that they enjoyed the course because it was not a serious English class. As



Good and Brophy (1994) point out, it is important that learning occurs in a supportive and relaxed atmosphere because anxious students are not likely to develop motivation to learn. I, furthermore, observed that they did not hesitate to ask questions to the teacher or peers and to make jokes. Since they have known each other more than a decade, their relationship contributes to a welcoming and comfortable classroom environment. Their casual attitude lowered their affective filter and reduced their anxiety as well.

During the six-week intervention, I was able to get more information about my students in terms of purposes, the area of their interests, preferences for activities, etc via surveys and interviews. Since this course is the only time to use English for them, they should be provided with activities that promote discussions and real-life situations which are related to their interests. Without explicit reviewing in class, it is crucial to have them practice speaking skills as well as target expressions in class. In order to do so, each activity within a lesson should be closely tied to each other. It will reinforce their learning and help them build their knowledge of language on the topic.

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<Figure 1. 1st intervention via Kakao Talk on April 4th, 2013>

T: Hi, guys! How's your day going?

Student A: fine

Student B: so tired.. ㅏㅏ

Student C: I,m in my job site. awesome spring wheather

Student B: how about you, Serena?

T: I'm good. thanks for asking! BTW, such a nice weather seriously!

Ok, here's what we're going to do.

Please take a look at the video and answer the questions. You can use voice note if you want.

(<http://youtu.be/sQ7Bk-ruhIw>)

1. What is Jim worried about?
2. Why is he saying his information is useless?
3. Why is Pam laughing?

You can type your answers in the chat room or use voice note. It's up to you. (smile)

Student B: now?

T: Not necessarily. You can give me a response when you are available to do.

Student B: thank you!

Student A: I would like to answer your questions now

T: Go ahead

Student A: 1. If Jim left, he does not know what to do with all this useless information

2. His information is not available for his new life

3. Pam is very pleased to hear that Jim knows what her favorite flavor of yogurt. So, she believes Jim likes her

T: Excellent!

Student A: Thanks a lot!

Student A: 3. Pam is very pleased to hear that Jim knows what her favorite flavor of yogurt is. So, she believes Jim likes her. Sorry. Sending modified sentence.

T: That's ok.

(2 hours later)

Student B: I'm sorry I'm late to answer the question. I had a meeting at 2 p.m. till 6 p.m. Jim worried about what to do with all this useless information. I don't know exactly, but he think that information is not available for relationship with his lover.

(30 minutes later)

Student C: I'm too late to answer the question. It's hard time to answer the question in the field site.

1. After the notice of downsizing, Jim don't know what to do with all this useless information.
 2. Jim thought that information is not available for each other
 3. Pam knew that Jim is knowing details about her and she little bit happy about that.
- Many thanks and enjoy the rest of ur day.

(1 hour later)

T: Great! Thanks for your response. I'll see you Roy and Chris tomorrow and Newman next Tuesday!

Student B. Pam is verry happy because she know that Jim loves her. He has a detail information about her. communication troble. . her..

T: Good. As we talked in last class, we're going to videotape our class. I'll see you tomorrow! :)

<Figure 2. 2nd intervention via Kakao Talk on April 9th, 2013>

T: Hi, guys! How's your day going? Are you having lunch now?

Student A: Yep

A: Today we're going to do a role-play activity based on the scene that we watched in last class. Just think about what you would say or do if you were the character in the scene.

Before we start the activity, please take a look at the video.

(<http://www.youtube.com/watch?v=8HnUAaPgbh4>)

In doing so, please bear the key words that we learned in mind: fix up, grand, prank, take advantage, screw around. Also, try to use them during the activity.

Let me know after you finish watching it.

Student A: The video clip that you uploaded is not playable.

T: Let me check

(The video has been sent)

Please watch the video that I've just sent.

Student A: It is not also working.

(The video has been sent)

T: How about this one? Or try this one: <http://youtu.be/G-70KW8ZGMk>

<Figure 3-1 Student Survey Result>

수업 만족도 설문조사

◎ 본 설문조사는 해당 수업에 대한 수강생 여러분의 만족도를 조사하기 위한 것입니다. 최대한 솔직하게 답변해주세요.

1. 이 수업에서 가장 좋았던 점과 그 이유는 무엇입니까? (예: 강의자료/지루하지 않은 미국 시트콤을 사용하여 좋았다.)

1. 영문학의 일부 기회가 많아 만족하지만 시간이 많이 걸린다

2. 이 수업이 영어학습에 동기부여가 되었나요? 그 이유는 무엇인가요? (예: 그렇다/실생활과 비슷한 자료로 공부하니, 영어를 더 배우고 싶다는 의욕이 생겼다.)

네, 비즈니스와 연관된 내용이라서

3. 이 수업이 보완할 점이나 기타 의견이 있으면 알려주세요.

Nothing

This is an anonymous survey. The student's answers written in Korean are translated into English as follows.

1. I was glad to have a lot of opportunities to speak in English.
2. Yes, it did. This is because it is related to business.
3. Nothing.

<Figure 3-2 Student Survey Result>

수업 만족도 설문조사

◎ 본 설문조사는 해당 수업에 대한 수강생 여러분의 만족도를 조사하기 위한 것입니다. 최대한 솔직하게 답변해주세요.

1. 이 수업에서 가장 좋았던 점과 그 이유는 무엇입니까? (예: 강의자료/지루하지 않은 미국 시트콤을 사용하여 좋았다.)

2. 이 수업이 영어학습에 동기부여가 되었나요? 그 이유는 무엇인가요? (예: 그렇다/실생활과 비슷한 자료로 공부하니, 영어를 더 배우고 싶다는 의욕이 생겼다.)

3. 이 수업이 보완할 점이나 기타 의견이 있으면 알려주세요.

This is an anonymous survey. The student's answers written in Korean are translated into English as follows.

1. Videos were used to start conversations.
2. Improving speaking skills.
3. Perfect

Week 4 Lesson plan

Objectives: Students are able to reflect on their experience and discuss an abstract concept, which is familiar to them.

Target expressions: be supposed to, run out of business, misconduct, and clean out your desk

Warm-up (5 mins): Greetings

Activity 1 (15 mins): "Office Space" / sharing experience with others

- T gives Ss questions: 1. Who are they? 2. What are they talking about?
- Ss watch the scene (50 secs)
- Ss discuss the questions as a group (3 mins)
- T leads a class discussion. (2 mins)
- T gives Ss discussion questions: 1. What do you think about the way that the boss is talking to Peter? Do you think it is appropriate? 2. Do you have any similar experiences?
- Ss discuss them as a group (5 mins)
- T leads a class discussion (3 mins)

Activity 2 (35 mins): "The Office" / discussing an abstract concept which is relevant to students

- T provides the stripes of a script of the scene that they are about to watch
- Ss arrange the stripes in the correct chronological order individually (2 mins)
- Ss work on arranging the stripes as a group (3 mins)
- T leads a class discussion
- Ss watch the scene (2.5 mins)
- Ss discuss the correct order as a whole class
- Ss discuss unknown words in the strips as a group (5 mins) and as a whole class.
- T provides questions: 1. According to Michael, why is he firing Pam? 2. What is she supposed to have stolen?
- Ss discuss them as a group (5 mins) and as a whole class.

- T provides discussion questions: 1. Why did Michael plan a prank on Pam even if he is a manager? 2. How can you create a positive work environment? Discuss thing you are supposed to do and you are not supposed to do.
- Ss discuss them as a group (7 mins) and as a whole class.

Wind-down (5 mins): T checks Ss' comprehension about the target expressions by asking questions.

Week 5 Lesson Plan

Objective: Students are able to reflect on their experiences and compare one to one another

Target expressions: have been hinting, in line for a promotion, keep someone working late, invaluable

Warm-up (5 mins): greetings

Activity 1 (15 mins): Watch the scene from Forest Gump (Shrimp: According to Pvt. Benjamin Buford Bubba' Blue, 1:14-2:30)

- T gives Ss questions: 1. Who are they? 2. What are they talking about?
- Ss watch the scene
- Ss discuss the questions as a group (3 mins)
- T leads a class discussion. (2 mins)
- T gives Ss discussion questions: 1. How did Drill sergeant motivate Forrest? 2. Discuss with your partner about a person who inspired you in the military.
- Ss discuss them as a group (5 mins) and as a whole class.

Activity 2 (15 mins): Watch the scene from Horrible Bosses (2011) New Clip – Motivating. Discuss their lives in a company.

- T provides a list of expressions (You have been hinting, I was in line for that promotion, You kept me working so late, I'd be fired if I left early, an invaluable part, I need you in your current position)
- Ss discuss them as a group and predict what they are going to watch based on the expressions (5 mins)
- Ss watch the scene
- T gives Ss questions: 1. Why is the employee upset? 2. What did the boss do to motivate him? How is it different from the way Drill Sergeant did?
- Ss discuss them as a group (5 mins) and as a whole class.

Activity 3 (20 mins):



- T provides a discussion topic: *Some people say military and business culture are similar whereas other say there is no homogeneous business culture like the military. Compare business and military culture.*

- Ss discuss it as a group (10 mins) and as a whole class.

Wind-down (5 mins): T sums up the lesson and asks clarification questions



“Learning is the only thing that which the mind can never be tortured by, never fear or distrust, and never dream of regretting.”

Parker Palmer (1998)

Thank you

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