



# Professional Teaching Portfolio

Soohyun, Jung  
Sookmyung TESOL Master's degree

# Introduction

This professional teaching portfolio displays how I, as an English teacher and educator have developed professionalism mainly through Practicum course of Sookmyung TESOL MA Program Spring in 2011.

As becoming an effective facilitator and a caring mentor for my students will be a long journey yet is my life-long goal to achieve, the key word I always try to remember is an "affectionate attention" on my students' language learning process. Hopefully, these evidence will play as a snapshot to look at my efforts and preparation to become my ideal teacher figure.



# Table of Contents

## Part 1 Professional Background

- Resume
- Teaching philosophy
- Professional Teaching goal
- Certificate of TESOL
- Reflection

## Part 2 Professional Development

- GEP class policy and syllabus
- Questionnaire and Survey Result
- Lessons
- Assessment
- Reflection

## Part 3 Research and Publication

- Action Research Paper
- Journal Publication
- Reflection

## Part 4 Epilogue

# PART 1

## Professional Background

The first part of the portfolio introduces the teaching path that I have been walking on and teaching philosophy and goals that I have as an professional language teacher.



# 1.1 RESUME

Soohyun Jung  
Woosung 4-cha Apt. 106-1502, Jamsil,  
Songpagu, Seoul  
Cell : 010-5585-1241  
E-mail : [chopin798@gmail.com](mailto:chopin798@gmail.com)

## OBJECTIVE

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TESOL qualified teacher with relevant experience and linguistic skills to a full-time Teaching of English as a Foreign Language position. Teach in content-based and students-centered classroom so that they can practice English through interaction and develop competence throughout educational and fun activities.

## SUMMARY OF QUALIFICATIONS

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Maintain an enthusiastic and devoting attitude toward preparation and presentation of teaching in the classroom.

Excellent in selecting /creating motivating materials and integrated class activities to promote both grammar and speaking skills.

Exceptional communication/interpersonal and organization skills.

View teaching and learning as a dynamic and interactive session.

## EDUCATION

Mar. 2009 ~ Aug. 2011

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Seoul, Korea

Sookmyung Women's University

**Master of Arts in TESOL**

Mar. 1998 ~ Aug. 2002

Seoul, Korea

Seoul Women's University

**Bachelor of Arts in Communication and the Media**

July 2001 ~ June 2002

Vancouver, Canada

Vancouver Island University

**Exchange Student**

## **TEACHING EXPERIENCE**

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Mar. 2010 ~ Feb. 2011

Secho English Premier Center at Bangbae

Teaching content-based guided reading for primary school students

Teaching stages of writing

Teaching conversation for adult students of intermediate and advanced level

Sep. 2009 ~ Feb. 2010

Content developer for EBS Textbook "Yo!Yo!Playtime 2"

As a Research Assistant for Professor Kang, Nam-Joon of TESOL MA Program at Sookmyung Women's University

Aug. 2009

KONKUK University English Institute in Godukdong, Gangdong-Gu, Seoul

Writing Class: teaching process writing (essay, letter, book report, and journal writing)

Grammar-Speaking Class

Teaching listening, speaking, reading, vocabulary

Teaching keeping English diary

Directing English musical for school festival

Teaching conversation for adult students of beginners

## **WORKING EXPERIENCE**

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Aug. 2006 ~ June. 2008

PUNGWOLDANG, classical Recording shop in Apgujeongdong, Gangnam-gu, Seoul

Marketing manager to make a contract with foreign record labels to import classical music albums.

Organizing chamber concerts or show cases for foreign artists and scheduling meetings with media interview

Oct.2002 ~ July 2006

POSTEEL (Posco Steel Service and Sales) in Yeoksamdong, Gangnam-gu, Seoul

Working in Overseas Market Development Department as a Sales representative

## **CERTIFICATE**

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Feb. 2011

**Completion of MATE Training at Sookmyung University**

Dec. 2009

**Entrepreneurship Mentoring Business Program** sponsored by Sookmyung Women's University enter for Global Human Resources Development, hosted by Small & Media Business Administration

Jun. 2009 ~ Dec. 2009

**SMU TESOL Certificate Program**

Seoul Women's University, Seoul Korea

Mar. 1998 ~ Aug. 1998

**SWELL Program** (Seoul Women's University English Language License Program)  
**Completion Certificate**

## **VOLUNTARY WORK**

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Oct. 2007 ~ Aug. 2008

Translating letters between Korean financial patrons and South Asian children through the organization of **Plan Korea** ([www.plankorea.or.kr](http://www.plankorea.or.kr))

**REFERENCES FURNISHED UPON REQUEST**

## 1.2 Teaching Philosophy

The goal of my teaching is to help my students take initiative in the classroom, to motivate in learning language by taking CBI (Content-Based Instruction) approach, and to develop strength and learning strategies using Multiple Intelligence.

### Student-Centered Classroom

Student-centered learning is to help students take full responsibilities for their learning, to have them understand the necessity of involvement and participation in a task, to understand their motivation and to acquire effective study skills that will be valuable throughout their lives.

### Subject-Based Instruction

By selecting content from the school's curriculum that is compatible with EFL objectives, teachers can use the content as a communicative and cognitively engaging means of developing language and also help to promote their students' mastery of subject material. In other words, when students study some different subjects in an English medium I've seen them be more motivated to understand the meaning of the context while developing subject knowledge. To make this technique effective for my students, I should consider both the content and the language. If the language or the content is too difficult, then the students are going to feel frustrated with studying. On the contrary, if the language or the content is too easy, then the students are going to feel bored. Therefore, I should try to search for the ideal balance of the content and the language.

# 1.2 Teaching Philosophy

## Developing strength and learning strategies

Everyone has different talents and potentials in learning. I believe that a teacher is the person who should try to understand how students differ in their approaches to learning and create instructional opportunity for them. As a language teacher, I have tried to observe my students to find out individuals' unique strength.

I remember a nine-year-old boy who was a slow learner of a language. His mother and his former English teacher asked him to read out full sentences even though he was still struggling to recognize letters. Their expectation was not unreasonable because he spent several years studying phonics. I carefully observed him the case where he reacted quickly to certain types of learning. I found that he was a "picture smart" kind of boy not a "word smart" one. When I used alphabet cards to combine new words, his response to language learning dramatically changed. He became very active and seemed to be happy in the class. Maybe it is not always possible to take customized approach to all the students; however, it should not be neglected to try to find students' strength and to guide them with new learning strategy when they need help.

I would like to be a language facilitator instead of a lecturer by setting student-centered environment. I would like to be a language motivator planning content lessons to boost their intrinsic motivation to learn. I also would like to be a careful counselor and educator to guide my students to a right direction accentuating their strength in learning with full of caring and love.

## 1.3 Professional Teaching Goals

I have set several professional goals for myself. These are the things that I always try to remind myself for better teaching.

To ask colleagues to monitor my teaching practice to be a reflective and flexible teacher.

To try to understand students' cognitive and affective needs to facilitate learning.

To develop strategies to assist students with their manageable and organizational skills as well as my own.

To acknowledge the reason why I do particular activities and tasks in terms of teaching methodology and its effect.

To be patient and be supportive to the slow learners by encouraging and with positive feedback.

To motivate students to achieve objectives of the lesson by providing authentic resources and using meaningful interaction.

# 1.4 Certificate of TESOL

제 5008호



## SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

*Choung Soohyun*

정수현

**국제영어교사자격증**

**Certificate of TESOL**

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

*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.*

교육기간: 2009. 1. 29 ~ 6. 19

Duration of the Training : January 29, 2009 ~ June 19, 2009

전공교육과정: TESOL

Specialization : TESOL

2009년 6월 19일

June 19, 2009

**숙명여자대학교**

Sookmyung Women's University

TESOL대학원 원장 황 선 혜



Dr. Sunhye Hwang  
Dean, Graduate School of TESOL

*Sunhye Hwang*

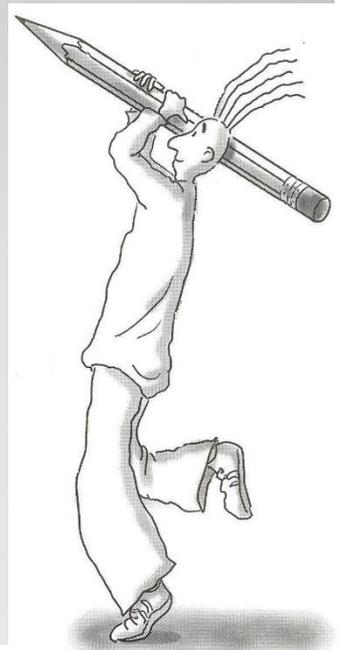
총장 한 영 실



Dr. Youngsil Han  
President, Sookmyung Women's University

*youngsil Han*

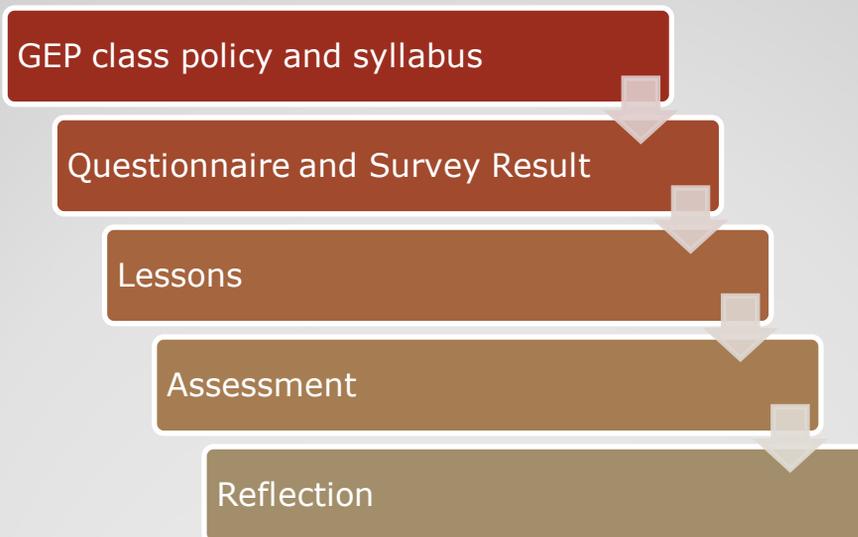
This practicum course gave me a confidence through practical application of all that has been learned in the entire graduate program. Being equipped with academic background knowledge of rationales and practical teaching techniques will serve as a good stepping stone to build up professionalism, which will enable me to design practical curriculum suited to my own classes



# PART 2

## Professional Development

Fifteen weeks of GEP lesson was a speaking/discussion course, designed on the basis of student-centered and task-based. The GEP class ultimately aimed to increase students' global speaking proficiency in English by creating meaningful context in an environment of facilitative feedback.



# 2.1 GEP class policy and syllabus

The GEP class is aimed not only to develop speaking proficiency in English but also to build the skills necessary for attaining an acceptable score on the MATE.

Hyunjeong Nam  
Sookmyung Women's University  
Graduate School of TESOL  
**Practicum I**  
Policy - Spring 2011

(The Practicum are to be seen as two classes which are tightly bound to each other. What occurs in the excitement and anxiety of Practicum I will have a profound effect on what is done in the warm, comfortable surroundings of Practicum II and visa versa both for that week and the following weeks. For that reason, it is necessary for students to think of the two as simply one course with two integrated and complementary components).

**Overview:** This three-hour-per-week course has two main components. The first of these is the design component. We will be using the different elements of the SMU-MATE as a partial guide in designing materials we think will work in the GEP class that we will handle this semester (영어도론과발표). As the course develops we will be creating and adding a whole range of different MATE-related tasks to the GEP repertoire. The second component of this class revolves around evaluation and revision. Here we will be collectively evaluating the lesson plans designed by the Practicum students in groups prior to the GEP class. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire graduate program.

**Objectives:** This objective of the Practicum I course is to give the students an opportunity to design and evaluate practical curriculum design and classroom teaching techniques in a low stress, controlled environment based on critical concern and caring. Basically what we want to do in this class is have the students develop and evaluate practical techniques based on innovative theories and models. The focus here will be on developing and evaluating lesson plans for the GEP class sessions based on the components and design features of the MATE coupled with accepted principles of speaking/discussion and presentation. At the end of the course, students should have a complete repertoire based on theories and the elements suited to their own individual

[All of us are acutely aware that the Practicum students a comprehensive exams, scheduled to occur towards the middle of have, therefore, been designed as a kind of practical introduction. While we will not have time to specifically review for the exam touching on many aspects of the exams in our daily work in exam will and should always be in the back of all our minds as things.]

**Texts and Materials**

-MATE Rater Training Handbook

**Winter Reading**

-Harmer, Jeremy. (2007). *The Practice of English Language Education*. Harlow: 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 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.

Our official policy regarding the language issue in the GEP class is as follows:

TESOL students are to speak only English. You are to act as role models and group leaders and speaking only English is an important aspect of that. At the same time however, you are free to respond in English to Korean. Encourage the students to use as much English as they can, but do not punish them for using Korean. If a student needs to use Korean to get her point across then listen and respond appropriately in English. It is our goal to create a facilitative environment where students feel comfortable taking risks and the language policy is an important way of supporting that goal.

**Classroom:** The scheduled class sessions are broken into two phases. For the first hour and three quarters or so, from 6:00 to 7:45 there will be Practicum I wherein we will meet formally to discuss the planning and execution of our GEP lessons. Remember students, you are also reflective teachers, you have to be critical of what you see and hear. There is no one right way of teaching. All of you will need to speak out and offer lucid opinion on the design and potential performance of the lesson plans. Leave your egos and inhibitions at home and set your brain and energy level on *high*.

Hyunjeong Nam,  
Sookmyung Women's University,  
Graduate School of TESOL General English Program,  
GEP I (영어도론과발표),  
Syllabus - Spring 2011.

**Week 1, March 3,**  
Introduction to the course, persons and materials involved.

**\*Group 1.**

In this the first week of class we are going to try to get to know each other medium of English and some basic speaking and listening. We are going to the simple functions related to introductions and personal information within the form of highly formulaic presentations of information. Fun is all.

**Homework:** Make sure you get all the necessary materials Practicum GEP webpage and download the voice board where you go to find your assignments and do your on-line speaking homework speaking assignment.

**Week 2, March 10,**

MATE Speaking- Task 1.

Student Survey.

Mock Speaking Text (Preliminary test).

Little Sister groups formed.

**\*Group 1.**

After taking a sample MATE Speaking Test and doing a basic survey in the quiet army of very basic personal speaking. This week we begin Practicum GEP experience by being placed in groups. We will also do three mock MATE speaking test. Following that we will do some work first with shorter, more personal, highly contextualized, and less so speaking.

**Homework:** To be announced.

**Week 3, March 17,**

**\*Group 2.**

This week we take a quick look at discussion about highly personal topics for the purpose of informing and giving advice. The level of form rather low, but the amount said is expected to be longer and more careful than that we did in the previous week.

**Homework:** To be announced.

**Week 4, March 24,**

MATE Speaking- Task 3.

**\*Group 3 - 1<sup>st</sup> Videotape.**

This week we are looking at the basic function of description, more concrete. We will describe people and things. This will be a fairly so describing to inform. It should be fun because we will be focusing on adjectives.

**Homework:** To be announced.

**Week 5, March 31,**

MATE Speaking- Task 4.

**\*Group 1.**

This will be the first week in which the students are expected to create good paragraph length discourse. To do so we will continue with the function of description, but this time we will be describing processes. Instead of focusing on nouns and adjectives, we will be focusing on verb phrases and adverbs.

**Homework:** To be announced.

**Week 6, April 7,**

MATE Speaking- Task 3,4.

**\*Group 2.**

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

**Homework:** To be announced.

**Week 7, April 14,**

MATE Speaking- Task 5.

**\*\*Group 3 - 1<sup>st</sup> Videotape.**

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

**Homework:** Prepare diligently for the Midterm Exam.

**Week 8, April 21,**

Midterm Exam.

**\*Group 1.**

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

**Homework:** To be announced.

**Week 9, April 28,**

MATE Speaking- Task 5.

**\*\*Group 1 - 1<sup>st</sup> Videotape.**

This week, we return to the genre of narratives which we started before the midterm. The difference here is that the speaking needs to be much more formal as well as longer and more carefully structured in paragraphs.

**Homework:** To be announced.

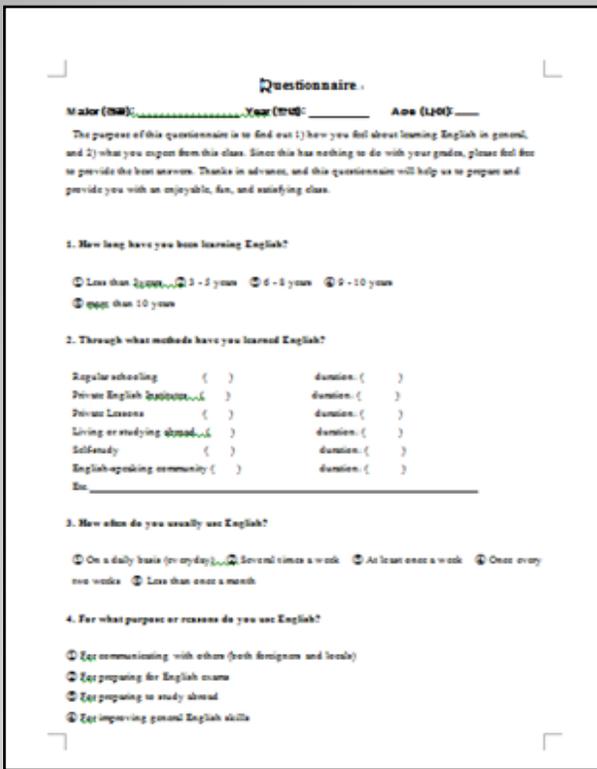
**Week 10, May 5 (Holiday-class to be rescheduled).**

**\*Group 2 - 1<sup>st</sup> Videotape.**

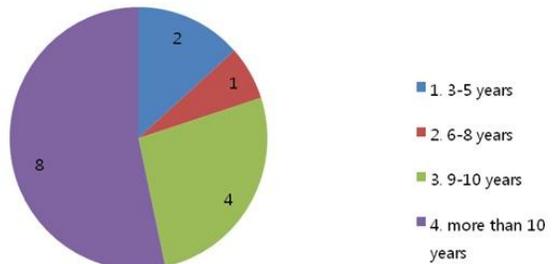
This week we jump into speaking about and formally describing abstract entities like graphs and surveys, one of the simplest of the abstract genres for students. By dealing with a simpler genre we will be able to focus on many of the specific form issues which we may not have been able to sufficiently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

# 2.2 Questionnaire and Survey Result

The survey gave us an idea of what topics are their interest, how they feel in learning language and what strategies they use and etc. It was an important source for me to design a lesson that meets their needs.



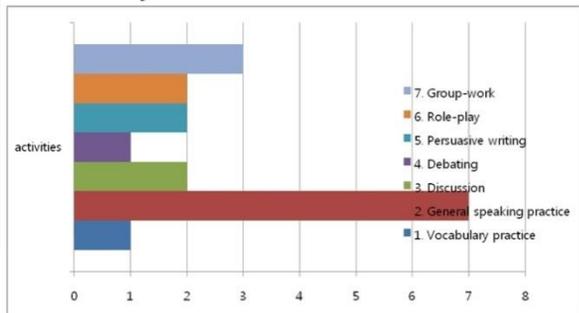
1. How long have you learned English?



Students' Interest

travel	10
culture	9
art	8
entertainment	7
hobby	6
fashion	5
literature	4
career	4
health	3
food	3
economics	2
dating & marriage	2
social studies	2
nature	2
investment	2
finance	1
childcare	1
science	1

Which activity likes best?



## 2.3 Lessons

In the GEP class, we had about fifteen undergraduate students with various majors. I was paired with other classmate to teach and we taught four times during the semester. I worked with assigned little siblings to assist them when I was not teaching.

Lesson plans were revised three times upon professor's comments before the actual teaching.

This portfolio contains two of the lesson plans including my and my colleagues' reflections on my teaching practice.

### Week3

- Theme: Dating
- Language Function: Informing and giving advice

### Week6

- Theme: Travelling
- Language Function: Describing a picture or a set of pictures

### Week9

- Theme : News Reporting
- Language Function: Narrating Formally

### Week12

- Theme : Shopping
- Language Function: Comparison and Contrast

## 2.3.1 Week 6 Lesson Plan

April. 7<sup>th</sup>, 2011

### Lesson Plan – Week 6 (3<sup>rd</sup> Draft – April 6<sup>th</sup>)

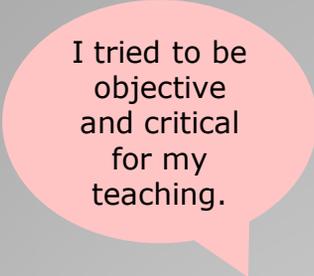
<b>Theme</b>	Travel
<b>Function</b>	describing a picture or a set of pictures
<b>Task</b>	Task 3/4 : picture based tasks

#### Main Activities (130 min. in total)

Time	Activities	Big siblings' work
15 min.	Homework Check	Go over the homework.
5 min.	Collecting evidence for action research – pronunciation team	Provide help to little siblings.
10 min.	<p><b><u>Activity 1: Where would you like to go?</u></b></p> <ol style="list-style-type: none"> <li>1. T shows a PPT slide with a travel destination. T models by describing the picture.</li> <li>2. T shows another PPT slide with different types of travel destination. For example, pictures of city, country, island, safari, mountainous place, Alaska and etc.</li> <li>3. T goes over the pictures and gives some target language such as city, country, island, safari and etc.</li> <li>4. Ss pick a travel destination and discuss in their group about the place.</li> </ol>	Participate in the activity.
20 min.	<p><b><u>Activity 2: Speed Quiz!</u></b></p> <ol style="list-style-type: none"> <li>1. T prepares different pictures of travel essentials such as passport, carry-on, map, and etc.)</li> <li>2. T divides the class into two groups. (Big siblings are also asked to play this game.)</li> <li>3. Soyun and Soohyun are each in charge of a group.</li> <li>4. In each group, students are asked to stand up and make a line.</li> <li>5. T shows a PPT slide with directions. T go over the directions with the Ss.</li> <li>6. The first ones in each line come up in front of class.</li> <li>7. Soyun and Soohyun each show a picture to them.</li> <li>8. The students look at the picture and describe what the item in the picture looks like. (only the description is allowed)</li> <li>9. The students standing at the front of the row have to guess what the item is based on their peer's description.</li> <li>10. When they get the answer right, the one who has guessed the item goes in front of the class and now describes the picture.</li> <li>11. The team who has finished guessing all the pictures first winds the game.</li> </ol>	Participate in the game.

20 min.	<p><b>Activity 3: Chain Game!</b></p> <ol style="list-style-type: none"> <li>1. T distributes scrambled orders of check-in/out procedures at the airport in paper strips.</li> <li>2. Ss discuss and put them in a right order in their groups.</li> <li>3. After every one has finished ordering the procedure.</li> <li>4. T checks the order by asking Ss questions randomly.</li> <li>5. After checking the order, T collects the strips of paper.</li> <li>6. T asks all the team to come up with a team name.</li> <li>7. T then shows a PPT slide which has the pictures of the procedures of checking-in/out at the airport.</li> <li>8. The group that is ready, calls out their team name.</li> <li>9. The group describes the process with each group member describing one picture each.</li> <li>10. If a group member cannot describe the picture or makes a mistake, the chance goes to another team that call out their team name.</li> <li>11. The team that finishes describing all the pictures (process) wins the game.</li> </ol>	Participate in the game.
10 min.	<p><b>Break Time</b></p>	
20 min.	<p><b>Activity 4: Let's draw based on our memory!</b></p> <ol style="list-style-type: none"> <li>1. Each group chooses one student to be the artist of the day.</li> <li>2. The rest of the group is sent to the other room.</li> <li>3. On the wall, a picture is provided for them.</li> <li>4. They stare at the picture. They must not speak. No speaking is allowed in this stage.</li> <li>5. After 1 minute, Ss are sent back to the room where the painter is waiting.</li> <li>6. When Ss come back, T shows students a PPT slide that says important rule of the game. No body gestures should be used. They should keep their hands behind the back. They are only allowed to speak.</li> <li>7. Ss describe the picture to the painter.</li> <li>8. The painter draws the picture according to the students' description.</li> <li>9. After five minutes, T sends Ss back to the room and give them chance to look at the picture again.</li> <li>10. Step 4-9 is repeated twice.</li> <li>11. The group that has the picture most similar to the original picture wins the game.</li> </ol>	Go around the room and provide some assistance if necessary.
20 min.	<p><b>Activity 5: Sell a tour program!</b></p> <ol style="list-style-type: none"> <li>1. Ss are asked to make their own tour program in their groups.</li> <li>2. T shows a PPT slide with directions.</li> <li>3. Each group decides on a travel destination.</li> <li>4. Ss discuss what special things their tour program is going to have.</li> <li>5. Ss discuss specific amenities and accommodations of the hotel they can advertise.</li> <li>6. Ss discuss specific activities they can enjoy in their tour program.</li> <li>7. Ss design a poster for their tour program using pictures (or magazine) that T provides them with.</li> <li>8. When finished, Ss come out in front of the class and promote their tour programs showing the customers (the other students) pictures.</li> <li>9. The team who sells the most will win.</li> </ol>	Participate in the activity.

## 2.3.2 Reflective Journal



I tried to be objective and critical for my teaching.

Sun, 10 Apr 2011

The goal we planned to achieve was to describe a picture or procedures of a particular series of a task. Thus, we designed picture-describing tasks for the 2nd and third activities. I think the form of game built up an anxiety-free environment and I could see students enjoying while producing language. However, I wished if there were enough explanations about what the carry-on and luggage are. Also we should have distinguished clearly what the amenities and accommodations are through the reading assignment to avoid confusion since I saw not only little siblings but big siblings struggle to explain and understand the differences during last poster-making activity.

As Jooyeon pointed out, only memorizing the procedures of checking-in and out at the airport didn't seem to have a point to learn language as well. Maybe it would be better to provide them a few phrases and words to coordinate the steps on their own. It would be more thinking-provoking and there would be more varieties of sentences that they could come up with by themselves.

## 2.3.3 Coworkers' Reflection

### **Haewon**

Students learned a lot of vocabulary words from the reading and those words were used throughout the whole lesson. Many authentic materials were used to draw students' attention to the topic and I think it worked well.

### **Jooyeon**

The activity was very dynamic and there were many meaningful interactions going on between the information holders and getters. Some students actually said the game was fun and they wanted to share the answers with others for the questions that they got wrong even after the game was over.

### **Jongsik**

Among several activities, the drawing one was excellent. I never saw students produce that much speaking. Come to think of it, it would be challenging to play such a game even in Korean, nonetheless, students mustered all their available linguistic knowledge, and that led to a maximum amount of language production. The overall lesson finished in time, which indicates good time management skills. Overall, it was a fun, productive game, and group 3 deserves to be praised.

## 2.3.4 Week 9 Lesson Plan

April. 28<sup>th</sup>, 2011

### Lesson Plan – Week 6

(3<sup>rd</sup> Draft – April 6<sup>th</sup>)

<b>Theme</b>	Travel
<b>Function</b>	describing a picture or a set of pictures
<b>Task</b>	Task 3/4 : picture based tasks

#### Main Activities (130 min. in total)

Time	Activities	Big siblings' work
15 min.	Homework Check	Go over the homework.
5 min.	Collecting evidence for action research – pronunciation team	Provide help to little siblings.
10 min.	<p><b><u>Activity 1: Where would you like to go?</u></b></p> <ol style="list-style-type: none"> <li>1. T shows a PPT slide with a travel destination. T models by describing the picture.</li> <li>2. T shows another PPT slide with different types of travel destination. For example, pictures of city, country, island, safari, mountainous place, Alaska and etc.</li> <li>3. T goes over the pictures and gives some target language such as city, country, island, safari and etc.</li> <li>4. Ss pick a travel destination and discuss in their group about the place.</li> </ol>	Participate in the activity.
20 min.	<p><b><u>Activity 2: Speed Quiz!</u></b></p> <ol style="list-style-type: none"> <li>1. T prepares different pictures of travel essentials such as passport, carry-on, map, and etc.)</li> <li>2. T divides the class into two groups. (Big siblings are also asked to play this game.)</li> <li>3. Soyun and Soohyun are each in charge of a group.</li> <li>4. In each group, students are asked to stand up and make a line.</li> <li>5. T shows a PPT slide with directions. T go over the directions with the Ss.</li> <li>6. The first ones in each line come up in front of class.</li> <li>7. Soyun and Soohyun each show a picture to them.</li> <li>8. The students look at the picture and describe what the item in the picture looks like. (only the description is allowed)</li> <li>9. The students standing at the front of the row have to guess what the item is based on their peer's description.</li> <li>10. When they get the answer right, the one who has guessed the item goes in front of the class and now describes the picture.</li> <li>11. The team who has finished guessing all the pictures first winds the game.</li> </ol>	Participate in the game.

20 min.	<p><b>Activity 3: Chain Game!</b></p> <ol style="list-style-type: none"> <li>1. T distributes scrambled orders of check-in/out procedures at the airport in paper strips.</li> <li>2. Ss discuss and put them in a right order in their groups.</li> <li>3. After every one has finished ordering the procedure.</li> <li>4. T checks the order by asking Ss questions randomly.</li> <li>5. After checking the order, T collects the strips of paper.</li> <li>6. T asks all the team to come up with a team name.</li> <li>7. T then shows a PPT slide which has the pictures of the procedures of checking-in/out at the airport.</li> <li>8. The group that is ready, calls out their team name.</li> <li>9. The group describes the process with each group member describing one picture each.</li> <li>10. If a group member cannot describe the picture or makes a mistake, the chance goes to another team that call out their team name.</li> <li>11. The team that finishes describing all the pictures (process) wins the game.</li> </ol>	Participate in the game.
10 min.	<p><b>Break Time</b></p>	
20 min.	<p><b>Activity 4: Let's draw based on our memory!</b></p> <ol style="list-style-type: none"> <li>1. Each group chooses one student to be the artist of the day.</li> <li>2. The rest of the group is sent to the other room.</li> <li>3. On the wall, a picture is provided for them.</li> <li>4. They stare at the picture. They must not speak. No speaking is allowed in this stage.</li> <li>5. After 1 minute, Ss are sent back to the room where the painter is waiting.</li> <li>6. When Ss come back, T shows students a PPT slide that says important rule of the game. No body gestures should be used. They should keep their hands behind the back. They are only allowed to speak.</li> <li>7. Ss describe the picture to the painter.</li> <li>8. The painter draws the picture according to the students' description.</li> <li>9. After five minutes, T sends Ss back to the room and give them chance to look at the picture again.</li> <li>10. Step 4-9 is repeated twice.</li> <li>11. The group that has the picture most similar to the original picture wins the game.</li> </ol>	Go around the room and provide some assistance if necessary.
20 min.	<p><b>Activity 5: Sell a tour program!</b></p> <ol style="list-style-type: none"> <li>1. Ss are asked to make their own tour program in their groups.</li> <li>2. T shows a PPT slide with directions.</li> <li>3. Each group decides on a travel destination.</li> <li>4. Ss discuss what special things their tour program is going to have.</li> <li>5. Ss discuss specific amenities and accommodations of the hotel they can advertise.</li> <li>6. Ss discuss specific activities they can enjoy in their tour program.</li> <li>7. Ss design a poster for their tour program using pictures (or magazine) that T provides them with.</li> <li>8. When finished, Ss come out in front of the class and promote their tour programs showing the customers (the other students) pictures.</li> <li>9. The team who sells the most will win.</li> </ol>	Participate in the activity.

## 2.3.5 Reflective Journal

Sat, 30 Apr 2011

The goal of the lesson was to narrate in a formal way. Thus, we took news reports as a theme, and tried to deal with less serious topics such as entertainment issues.

The activity 1 was to make the longest sentences, which was later on thought to be too lagging as a warm up. Since we designed it as a competitive activity, somehow students had to present what they had come up with to compare with other group's work. From this time, I realized warm-up activity should be more simple and make students relaxed and be ready for the actual following activities. It would be better with just a group work with fun factor if possible, instead of competitive or game like active one.

The 2nd activity enabled students to little bit lighten up from the previous boring phase by moving around to match up their topic of paragraph given to them. As Soyeon mentioned, we should've let them have some time to internalize the paragraph first, and then find their partners without the paper by orally sharing it each other. Professor had to jump in to make students talk instead of showing their papers. Even though I noticed it, I couldn't make up a quick decision, which taught me the importance of interactive decision again. I should modify my instruction quickly and firmly according to the situation instead of being confused and flustered.

From the third activity of prestigious journalist award, students had to make up body and conclusion. Like my partner Soyeon said, it would be better if we would have provided some information and idea about organization through reading or examples during the lesson. I personally liked the way students get the word pieces by means of giving quiz from the reading. I hoped it would be helpful for their learning by retrieving what they've learned from the assignment. The low mood that students created affected my feeling as well and I was about to feel more nervous but thanks to professor's suggestion, hopefully light music would be helpful to change the mood.

In the activity 4, it seemed to be more effective to form a new group both from teacher's and student's point of view in terms of motivation. From my experience in SMU program, it was always fresh and a good chance to be close to a new classmate who hadn't talked much by trying to complete the task. I could also see more active interaction between new group members than original members.

In the last activity I was surprised that students were possible able to generate a full article. It removed my initial concern if it might be a hard goal to achieve. I think students feel more comfortable with hands-on experiences in spite of its difficult level of task.

## 2.3.6 Coworkers' Reflection

### **Haewon**

In the third activity "prestigious journalist award", students could complete body and conclusion parts of the paragraph. It was a good exercise to review the organization of paragraph. Also it was a great idea to intermingle students one another since they had a chance to interact with new classmates and it made the class a bit lighten up. Also, all the pictures given were current-issue based so students were all engaged and interested on the topic

### **Jeongeun**

The most interesting activity was activity 5. It was really student-centered. Students started to share their big issues happened in Sookmyung university. It proved that students could produce well when the topic was familiar to them. Without my help, students made their own script and practiced voluntarily.

### **Jongsik**

Group 3 pulled off another great lesson. To be honest, my expectations of the lesson were not too high, but they proved me wrong. Their approach to each activity was gradual; from sentence-making, to making one paragraph, to making a whole news article. Students were well prepared through such a step-by-step process. Additionally, they cooperated to create a whole article altogether.

## 2.3.7 Power Point Slides

LET'S MEET THE GUYS !!!

Brian   Mark   Andy   Michael  
 Eric   Paul   John   Scott

### SPEED DATING

### POLITE OR RUDE?

1. What do you do?
2. How old are you?
3. Where are you from?
4. Are you married?
5. Do you like golf?
6. How much money do you make?
7. What is your blood type?

## Theme : Shopping

### Task 7 Compare and Contrast

Write the phrases from Exercise A in the correct column in the table.

Before you travel	When you get to your destination
make a hotel reservation / a flight reservation / an online reservation	go on a tour / a rivercruise
change money	rent a car / an apartment
check in your luggage / your passport	find a restaurant / a museum / a gas station
take a train / a bus to the airport	pack at a hotel / at an airport

### Quiz Time !!

1. The program attracted millions of viewers.
2. I wish to express my gratitude to Jihye for her help.
3. Since there is such cultural diversity in this world, there is conflict.
4. I am determined to accomplish it at all costs.

determined, eliminate, contestants, fellows, gratitude, individuality, diversity, viewers, reflect, pursue

### Introduction

■ The report claiming that singer Seo Tai-ji and actress Lee Ji-ah involved in a divorce suit has created sensation online as a local news media revealed the shocking news Thursday. The report is shocking because Lee created top headlines last month when Jung Woo-sung, a famous actor, admitted to having a special relationship with Lee.

## 2.3.8 Classroom Pictures

Week 3 Dating  
Activity 3 Speed Dating



Week 6 Travelling  
Activity 3 Chain Game



Week 9 News Reporting  
Students are making news to report formally in a group.



Week 12 Shopping  
Activity 1 Avatar- Auction



Week 12 Shopping  
Activity 2 Role-play





## 2.4 Assessment

Assessment of this GEP course has been carried out in three ways: speaking assignment on the web board, three times of interview, and informal assessment during the class.

Assessment is not just a test but an ongoing process that considerably affects methodology. It gives teachers information of how well students are doing and what they learn.

Also, students need feedback to acquire the skills necessary to become solid practitioners(Costa,1980). Thus, we left a comment on students' speaking homework on the web and constantly gave them positive feedback on their performance during the activities.

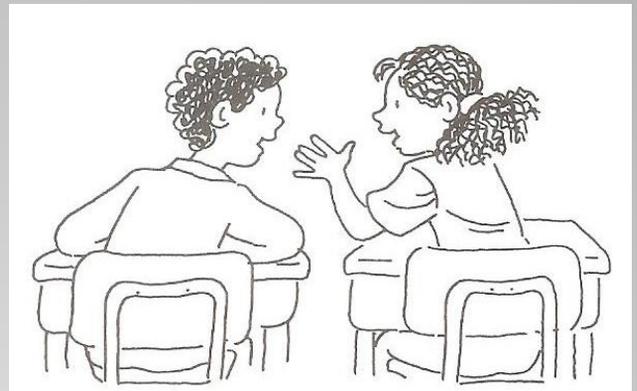
### On-Line Speaking Assignment

Diagnostic  
Interview

Mid-Term  
Interview

Final  
Interview

Assessment on students'  
performance during the activities



The teaching practice and the constant revision for a quality of lesson plan brought me a chance to experience a real-world review. As we shared reflections on our teaching practice every time we finished the class, I came to learn how it is important to be a reflective and flexible language teacher who always can be open to adopt better ideas and make on-spot decisions according to the situations. Especially, this teaching experience gave me a great opportunity to learn a variety of ways to promote in-class interaction while generating great deal of language.

## PART 3

# Research and Publication

Third part of the portfolio includes the Action Research Project conducted in GEP class during the semester. Action Research mainly concerns “the effectiveness of using lexical chunks to promote the fluency”. Also, the article will be presented which was co-written by me and Jongsik, Lee about differences between the TESOL Certificate Program and TESOL MA Program, on the Journal in Spring 2010 in EFL Vol.8 No.1.

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graph TD; A[Action Research Paper] --> B[Journal Publication]; B --> C[Reflection];
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Action Research Paper

Journal Publication

Reflection

# 3.1 Action Research

## **Action Research on Lexical Approach**

### **Implication on Lexical Approach to Promote Fluency in Speaking**

**Soo Hyun Jung**

**Jeongeun Min**

**Jooyeon Lee**

#### **1. Introduction**

TESOL GEP I course at Sookmyung Women's University engaged the students in a variety of communicative activities aiming at improving students' speaking proficiency, especially fluency and the communication skills. The class met once a week from 7:50 to 10:30 pm and students were expected to have much of the in-class interactions which would improve their speaking, and listening skills through communicative and interactive activities. Each lesson was designed based on language functions described in Multimedia Assisted Test of English Speaking Test (MATE), which was one of the graduation requirements. GEP (General English Program) class in the spring semester was from March 30<sup>th</sup> 2011 to June 2<sup>nd</sup> 2011. The students of GEP were assigned in 6 groups of 2-3 members with a group leader. Most of the undergraduate students were seniors with various majors and their English proficiency levels ranged from rudimentary to moderate- mid according to MATE (2011). The group leaders called 'big siblings' were graduate students in their final semester of TESOL MA program at Sookmyung Women's University. Their roles were two fold. As facilitators, they guided their group members to keep on the right track and help them with languages. They also taught the whole class as a team of two in turns under the supervision of the professor.

#### **2. Identification of Problem Area**

It is often observed in class that students struggling to express their ideas often produce fragments of language on a word level. Even the longer stretch of the language such as phrases or sentence-like utterances produced by some of the students is often the simple combination of words and hardly conveys the intended meanings. Lewis (1998) criticizes the type of class where the teachers and students look for and record the new words in text as "pedagogically unhelpful" (p.257). It is common in Korea

that students are provided with input by compulsory memorization of a large volume of words with Korean translation equivalents lacking contexts and proper usages, which resulted in unsatisfactory output considering the amount of time students have spent learning English. Hill (1999) explains that most learners with “good vocabulary” have problems with fluency because their “collocational competence” is very limited. Further, Pawley (1984) points out the special difficulties of acquiring “native-like fluency, the ability speakers have to produce long strings of speech without conscious thinking” by those who learn the second language without enough exposure to the language in authentic conditions (p. 191). Many researchers claim that fluency can be acquired through lexical approach. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed whole, or “chunks”, and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar (Lewis, 1993). Schmitt (2000) claims “the ability to use performed lexical chunks allow greater fluency in speech production” (p. 102). Native speakers have a stock of lexical chunks at their disposal, in addition to individual words and grammar (Lewis, 1998). If the second language learner acquires similar amount of lexical chunks in their lexicon, it is possible to acquire native-like fluency. Porto (1998) identifies the features of lexical chunks as high frequency, context-bound, stored as a whole unit, and highly accessible and easily retrievable. Once the learners acquire lexical chunks, then he/she does not need to pay attention to grammar if they use these phrases. By shifting their attention from grammar to features such as relevance, coherence, and appropriateness, learners are able to organize their speech at discourse level and maintain the flow of conversation. In this regard, it is essential that teachers should make the students aware of the word partnership and facilitate acquiring them to promote fluency of the L2 learners.

### **3. Description of Research Process**

#### **3.1. Action Research Questions**

Our research goal is to provide a variety of lexical chunks in meaningful contexts and facilitate the students’ fluency. Among the types of lexical chunks such as idiom, constituent block, idiomatic expressions, sentence head, and collocation (Van Vlack, S. and H. Nam, 2006, p.10), the focus of the present research falls on sentence heads and collocations that Korean L2 learners in particular need to

produce a piece of language. In order to achieve the goal of our research, the following questions are to be answered throughout this action research:

- 1) Does the lexical approach promote fluency?
- 2) In what way can teachers promote the lexical approach in the language classroom?

### 3.2. Treatments

#### 3.2.1. Treatment 1: Lexical Chunks in Reading Homework and Follow-up Activities

##### 3.2.1.1: Lexical chunks in reading homework

There are two factors to increase input in language process: frequency and salient according to Skehan (1998, p. 49). Given that noticeable form promotes input (Skehan 1998, p.48), we highlighted the target lexical chunks in the reading articles and added exercises to promote the noticing process. As Tulving (1969) suggests, the lexical items in the reading assignments presented distinctively for the better recall would enhance students' encoding process.

##### 3.2.1.2. Follow-up activities (Appendix C)

We devised activities for students to use lexical chunks. As Schmidt (1990) suggests, input of linguistic form itself doesn't guarantee learners' output, and thus learners need to be aware of linguistic form and try to make use of linguistic form consciously. For example, in week 4, the first activity was geared to check their input by bringing out lexical chunks saved in their long term memory. In week 6, game-like review of previous input was given to the students from the reading assignment through the first activity so that students could make good use of lexical chunks as a comprehensible input. In week 7, the students used lexical chunks such as time adverbial phrases and linking words through cards game. In week 10, the game named *Typhoon* facilitated the student to be able to bring out verb and adverbial phrases. In week 13, in the first activity, lexical chunks were presented in the PowerPoint material for visual aids to help students' awareness of lexical chunks. Students also listened to the sentences including lexical chunks during the activity.

“Students need to develop awareness of language to which they are exposed and gradually develop ways, not of assembling parts into wholes, but of identifying constituent bits within the whole. Many of these are lexical items and form the most important single key to the Lexical Approach” (Lewis, 1993, p.195).

Also, students' receptive skills were exploited through teachers' oral instruction and lexical inputs on the PPT slide during the activities.

### 3.2.2. Treatment 2: Promoting the use of the lexical chunks in L2 production

#### 3.2.2.1. Self-checkup for the lexical chunks (Appendix B)

We added a check-up list section on the reading assignment where students could write the lexical chunks that they found useful from the reading. During the class they were encouraged to use the lexical chunks from the reading assignments, and at the end of the class, students were asked to mark the chunks that they actually used during the class from the given homework as well as the previous lessons. Students were asked to produce the checked lexical chunks. It was aimed to help students pay deliberate attention to lexical features in use. Also it helped students notice the gap between their lexical knowledge as input and the actual lexical items available in their output (Schmidt and Frota, 1986). Moreover, this kind of memorized pattern or prefabricated speech enhanced memory retrieval from stored memory. As Zhou (2005) contended, chunk of language makes it more readily retrievable in memory storage for use, with mental conflict less intensified and processing efficiency maximized.

#### 3.2.2.2. Speaking homework

Each week, students were given a speaking homework on the website (voxopop.com, Figure 1). Students had a chance to use the lexical chunks that they learned in classes to complete the assigned homework. It was expected to play as an evidence of students' comprehensible output.

[Figure 1] Speaking Board



#### 4. Analysis of Data

In the first section, amount of input provided to the learners will be examined in terms of the number of the lexical chunks and time allocated for the lexical chunks. In the second section, the lexical chunks in output will be analyzed through self check-up list and speaking assignment.

##### 4.1. The number of lexical chunks provided

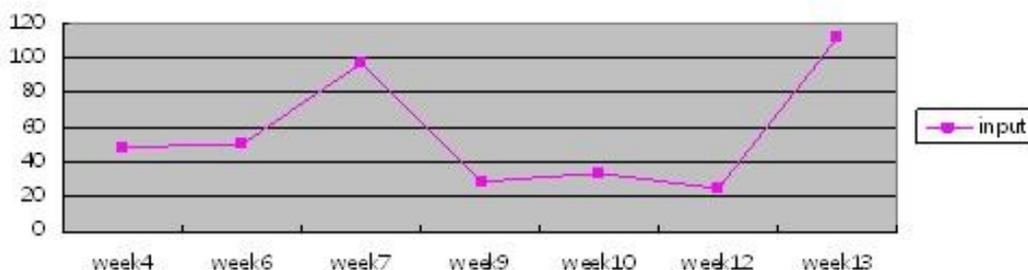
###### 4.1.1. The number of lexical chunks provided in reading homework

The highlighted lexical chunks were counted to analyze how much input was given to the students through reading homework. The amount of lexical input was irregularly offered by different teaching groups. The range of lexical chunks number varied from 25 to 112 (Figure 2, 3).

[Figure 2] The number of lexical chunks input in reading homework

	Week4	Week6	Week7	Week9	Week10	Week12	Week13
The number of Lexical Chunks	49	51	97	29	34	25	112

[Figure 3] The change of the amount of lexical chunks input in reading homework



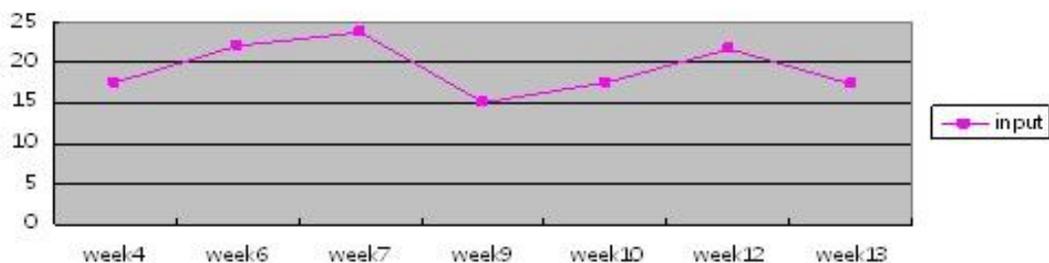
###### 4.1.2. The amount of time for lexical chunks in activities

The activity 1 of lesson plans was designed for students to exposure to lexical chunks. Certain amount of time allocated to practice lexical chunks in each week fluctuated from 15 to 23.8 percent following below. The average amount of time assigned to each lesson was about twenty percent (Figure 4, 5).

[Figure 4] The amount of time for lexical chunks in activities

	Week4	Week6	Week7	Week9	Week10	Week12	Week13
Time (min)	15min /85min	20min /90min	25min /105min	15min/ 100min	15min /85min	25min /115min	20min /115min
%	17.6	22.2	23.8	15	17.6	21.7	17.3

[Figure 5] The change of the amount of time for lexical chunks in activities

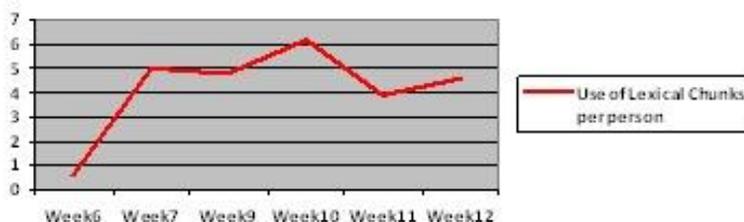


## 4.2. Production of Lexical Chunks

### 4.2.1. Self check-up list

From the check-up list section on the reading assignment (Appendix B) over 8 weeks, we analyzed how much it has changed in terms of students' language output. Despite the difficulties in data collection due to students' irregular absence, the following graph demonstrates the trend of average number of lexical chunks that one person uses each week.

[Figure 6] The number of lexical chunks in each week



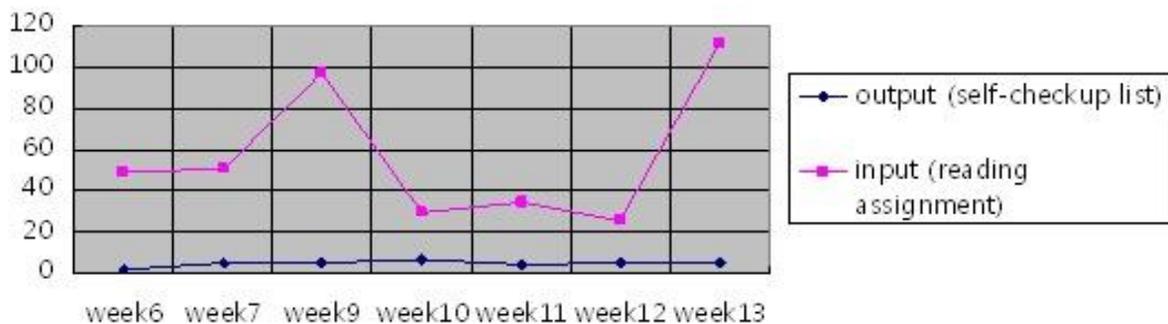
According to the Figure 6, the number of use of lexical chunks per person started from 0.6 in week 6. It soared up to 5 in the next week; however, it slowly moved down to 4.8 in the following week. In week 10, it again grew up to 6.2, which recorded the highest. In the week 11 it slightly went down to 4.1 and then up again to 4.6 in week 12. There was no consistent tendency found in the graph whether students used more or less multi-words over the time period. It should be noted that the lesson of week 6 did not cover lexical chunks yet, and thus the results between week 6 and the rest showed improvement after the treatments.

[Figure 7] The number of lexical chunks in self checkup list

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	Average
W 6				1		1	1	2				2	1		1.3
W 7	1	4	6	4	7	4	10	5	3	4		8	5	4	5.0
W 9	3	5	5	5	6	6		4	5	2		7			4.8
W 10					7	4	8		5			8		5	6.2
W 11		2	5	3	4	6	7		2	3	5	6	4	5	4.3
W 12	8				4	4	9	2	1	3	5	3	7		4.6
W 13	5	3	8		5	2	6	3	4	4	6	7	5	5	5.0

As Figure 6 and Figure 7 show, when the students were provided input, they produced the lexical chunks in some degree. However, when the amount of output was compared to the quantity of input, output is much lower than input.

[Figure 8] Input and output of lexical chunks



#### 4.2.2. Speaking Assignment (Appendix A)

We analyzed weekly speaking homework to check how many lexical chunks students produced each week. According to the analysis of data, we found that students used the lexical chunks that they learned through reading assignment and in class. However, there was a difficulty to collect the data because some students didn't do their speaking homework. Exceptionally S5 and S6 did their homework steadily (Figure 9), and both of them recorded the homework almost before due date. In their cases, they used the lexical chunks from week4 through week 11 without an exception. On the other hand, the students who didn't regularly post their speaking homework didn't show their steady improvement.

[Figure 9] The number of lexical chunks output in speaking homework

	Week4	Week6	Week7	Week9	Week10	Week11	Week12	Week13
S1	5	5	6	x	x	x	6	3
S2	3	1	5	3	x	x	x	x
S3	4	6	9	x	x	x	1	3
S4	5	2	x	x	x	x	x	x
S5	0	5	4	3	5	4	3	1
S6	6	1	2	3	5	5	5	1
S7	4	1	4	x	5	7	7	4
S8	5	6	5	7	8	X	8	4
S9	4	2	X	1	3	1	3	6
S10	5	X	1	X	X	X	2	x

S11	3	3	X	1	X	3	3	x
S12	1	5	8	1	3	4	3	3
S13	X	X	X	3	5	4	2	x
S14	x	4	2	0	9	6	4	7

X: students who didn't their homework

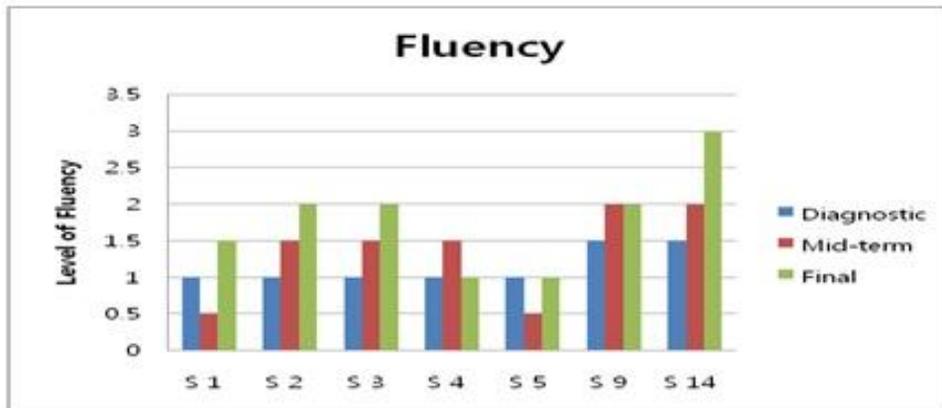
[Figure 10] The number of lexical chunks output in speaking homework



#### 4.3. Analysis of Fluency Improvement (Appendix D, E, F, G)

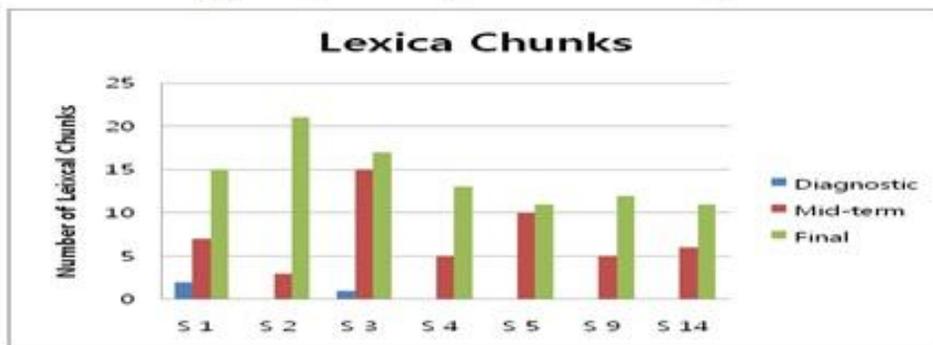
The students took a test three times, in March, in April, and in June. Their fluency level was graded according to MATE criteria (Appendix F) and the topics with which dealt during the class were used in the interview questions (Appendix D, E). The following graphs (Figure 11, 12, 13, 14) show students' improvement in fluency. At the final interview, 5 out of 7 students, which are more than half, improved their fluency comparing to the results of diagnostic test, 2 out of 7 students maintained the same fluency level as the diagnostic's (Figure 11).

[Figure 11] Fluency over a period



As for the number of lexical chunks, the more the students paid attention to lexical chunks, the more lexical chunks they used in their language production. All the students used more lexical chunks in the final interview than diagnostic and midterm test (Figure 12).

[Figure 12] The change of lexical chunks output



Next, we analyzed the correlation between students' improvement of fluency and the number of lexical chunks used by the students in order to look into whether lexical chunks might contribute to the fluency improvement. As Figure 13 indicates, generally students' fluency was improved from diagnostic test through midterm test to final test. In other words, as the number of lexical chunks used by students has increased, students' fluency has showed to be improved along.

[Figure 13] Lexical chunks and fluency level: Diagnostic, midterm, and final

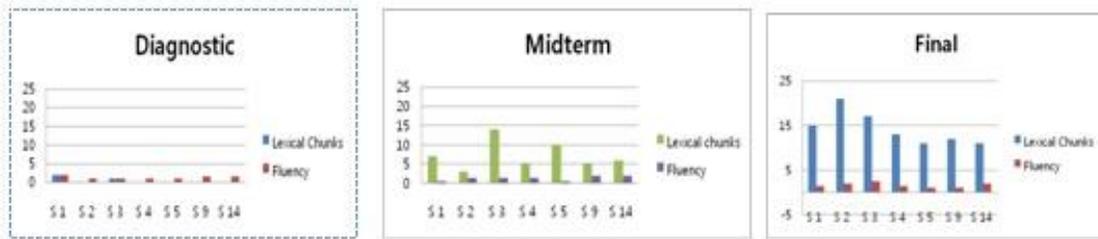
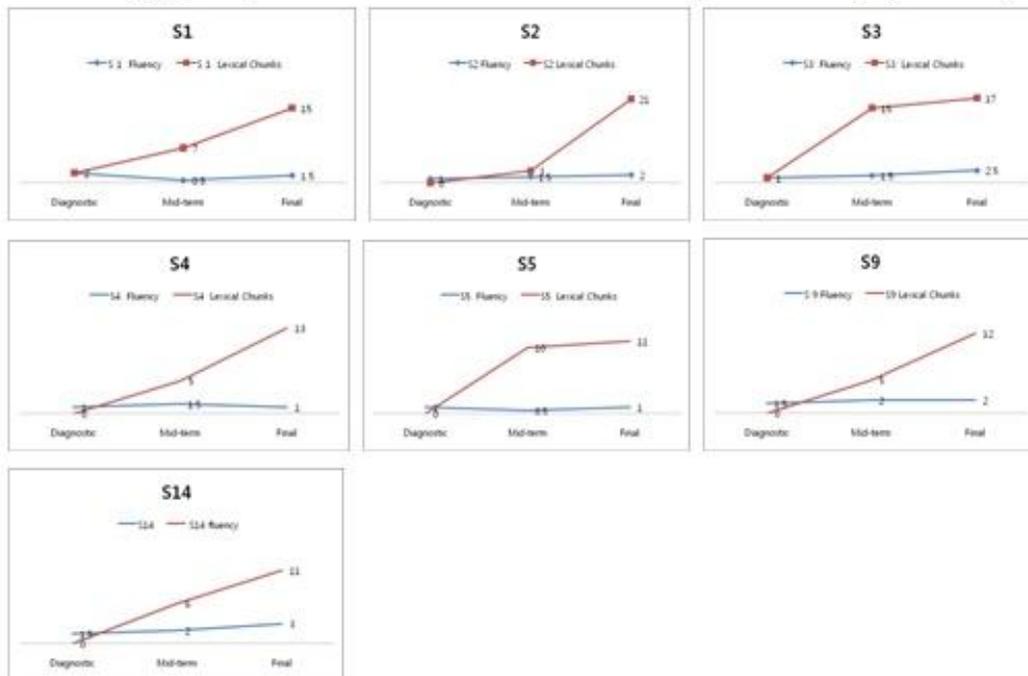


Figure 14 shows the individual cases. Five students (S1, S2, S3, S5, S14) improved their fluency gradually as the number of lexical chunks that they used increased. However, fluency of S5 and S9 didn't become better, even though they used more lexical chunks as times went by.

[Figure 14] Correlation between lexical chunks output and fluency (Individual)



## 5. Discussion and Implications

Once the learners become familiar with collocations, such familiarity will develop best when the learner is consciously aware of this tendency of words to go together (Lewis, 1993). So, one of the central activities in teaching GEP students is to encourage them to identify language items in authentic materials. Based on this belief, it was an essential part of this research to provide the students with lexical chunks as a form of reading homework ahead of the actual lesson. Each week, the students were given reading homework which contained a wide range of input consisting of lexical chunks. However, as shown in Figure 8, the movement of the input and the following output were not in line with each other. The amount of the students' output went up more noticeably when the lesson contained more activities designed to elicit those input from the students, rather than when more input was provided in the reading homework. In other words, compared to the reading homework, activities created authentic context where the students could possibly make a good use of lexical items. It indicates that language units should be learned in context. Lexical chunks can be learned out of context, but it does not ensure mastery of the item. Contextualized learning is preferable, because learning vocabulary is not the simple memorization of lexical phrases. They must be integrated into the learner's L2 lexis so that they are spontaneously available when needed. Another implication is that the students can acquire the lexical chunks when such strategies as frequent exposure, consciousness-raising, and long-term memorization are adopted by the teachers (Van Vlack, S. and H. Nam, 2006, p.19). Linstromberg et al. (2005) argue that it is impossible to learn the huge amount of lexical chunks equivalent to that of the native speakers, and that teachers should implement in-class treatments of chunks that are memorable. It implies that teacher's role is not just to expose students to the language but also to devise the ways to help them internalize them by adopting various strategies and use the language. Effective teaching should include tasks which direct the learner's attention to the chunks targeted for instruction and require elaboration of the words.

Most of the students have shown improvement in fluency (Figure 12, 13 and 14). At the earlier stage, many students tended to produce word-level utterances and there were frequent silences. The big siblings usually dominated the conversations. As the course progressed, the students' utterances expanded to sentence level, and the amount of student talk also increased. The same progress was made found in the interview results, as shown in Figure 11 and Figure 12. The data from the individual students revealed that each student showed different rate and tendency of improvement. From our

observation in the classroom, the students who have participated in the treatments with integrity have acquired better fluency than those who haven't.

It is also noticeable that the students used more lexical chunks in speaking homework than during in-class activities. It is speculated that in doing speaking homework, conscious retrieval of particular lexical chunks was available because there was enough time to prepare for their utterances and to refer to the reading homework sheets. On the other hand, the students didn't fully develop the links between a certain lexical item and its meanings. So they needed some time to retrieve appropriate expressions.

The present research has some limitations. Given that the data used for present research were mainly sentence heads and collocations, future researches may explore the different kinds of lexical chunks and their effectiveness respectively. In addition, in this research, students tended to produce more lexical chunks during in-class activities than in the speaking homework. It may be explained in the field of cognitive linguistics. In particular, how lexical chunks can be retrieved can be further studied.

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# Appendixes

## Appendix A: Lexical Chunks in Reading Homework

	week6	week7	week9	week10	week11	week12	week13	
S 1	x	and then	eventually as a result since	3	0	in contrast to even though much more _ than it is important that when it comes to but back on it might be on the contrary	in my opinion I agree with you that's good point I think that according to	
S 2	x	there was so that once upon a time after that	manage to in comparison first of all as a result even though	5	0	lack of in addition	first of all according to I think	
S 3	x	even though once upon a time after that suddenly after a while finally	even though therefore owing to compared to as a result	5	0	I agree with him Qualified in addition for example	in my opinion the point is I agree the reason why according to don't you agree that you...is great idea but in fact	
S 4	take a tour of	as soon as as if suddenly and then	since gratitude also so in conclusion	5	0	secondly I agree		
S 5	x	after as soon as and then suddenly while once upon a time so	even though thus since also in conclusion because	6	0	I agree most important in conclusion I think	in contrast to even though on the other h and both A and B	this is why I think that in my opinion I agree the point is
S 6	take a tour of	so ... That and then because there was	in addition to besides this in conclusion and then such as even though	6	0	in conclusion most important in my opinion I don't agree with in you first of all	result in depend on on the other h and compared to	I agree with you the point is

	week6	week7	week9	week10	week11	week12	week13
67	take a tour of	as soon as suddenly so that... After that and then even though before long as if once upon a time immediately	10x	remain steady increase dramatically rise by drop suddenly fluctuate there was a slight dip skyrocket customer numbers plunged	follow up fill out application form prerequisites in short supply in conclusion firstly I totally agree with her	on the other hand and the same even though depend on much more than is similar to in that it might be in conclusion according to	I think it would be better if in my opinion you have a good point but according to for this reason I'd say that
68	all-inclusive be located in the heart of	meanwhile and then as if after that finally	5	4	C	depend on on the other hand	that's not the point but what about has had some great ideas but
69		not only... But also and then at last	besides this in conclusion even though so that as a result	5	5	I'm not sure agree with	I agree the point is according to don't you agree that
610	k	as soon as once upon a time and then there was... Who	4	2	I'm afraid I can't accept agree with I'm not sure	3	in my opinion the point is I think that I believe that
611	k	Ox	Only listing		I agree with I don't think in my opinion in my case lastly	5	I think that in my opinion the reason is according to I disagree I don't think so
612	be known for change money	a long time ago suddenly before after as soon as when but then	for example in addition to at the moment as well as first of all on the other hand such as	to increase to jump rise go down slightly increase quickly increase suddenly increase remain steady	first of all secondly last of all realize that I agree with in my view	6	you're right but you said right but I agree with so I suppose easy to say I'm afraid I don't agree that's a good point
613	available upon request	meanwhile on the way to so... that... finally fortunately	3x		agree with look for first of all in conclusion	4	I agree with I think you say that but for example I disagree
614	k	as soon as in order that it happened that not only but also	4x	to skyrocket fall sharply customer numbers hit a peak dip recover	I agree entirely in my opinion most important the reason of why	4	I disagree I think that in my opinion the reason why according to

# Appendix B : Self-Check up

Appendix B  
Self-checking for the Bristol students

Student number: \_\_\_\_\_ Name: \_\_\_\_\_

Write 10 expressions that you think the most useful from the reading.

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Then write other expressions that you used. (They include the expressions of week 2, month 2, week 3, month 3)

Write the group or the other class name!

# Appendix C

Appendix C  
Following Activities

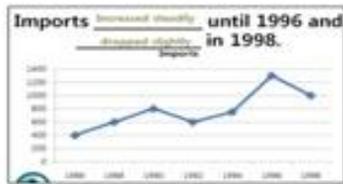
1. Week 4: Adjectives and noun phrases



2. Week 5: Three alternative phrases and linking words & sentence level

even though...	consequently, anyway, right away, option...	It happened that...
whereas...	additionally...	The day for some other...
while... at the contrary...	more over... in the...	As well as...

3. Week 10: Verb and adverbial phrases



4. Week 11: Decision level

**Give a Reason!**

**opinion:**

I think  
I believe  
I feel  
In my opinion  
...

**Reasons/justifying:**

because  
to start with,  
The reason why I think... is...  
That's why I believe...  
For this reason, I think...  
That's the reason why I feel...

# Appendix D E : Interview Sheet

Appendix D Midterm Interview

<p>1. What's your name? 2. What is your student number?</p> <p><b>Theme: Film &amp; Food</b></p> <p><b>Moderate</b></p> <p><b>Film</b></p> <p>3. What's your favorite movie? Who is your famous actor or actress?</p> <p>4. Have you ever fallen asleep in a movie theater?</p> <p><b>Food</b></p> <p>5. Do you eat usually eat breakfast? 6. What did you have for lunch today? 7. What's your favorite food? 8. How often do you eat out? 9. Do you prefer home cooking or restaurant food?</p>	<p><b>Theme: Film, Food, Art &amp; Cooking</b></p> <p><b>Commanding: Comparison &amp; Storytelling</b></p> <p>10. Do you like horror movie or romantic movie? What are the differences between them according to setting, character, and events?</p> <p>11. Look at a series of pictures, and make a story.</p> <p>Success? Yes → Expert Opinion No → Moderate Describing</p>	<p><b>Theme: Music &amp; Fashion</b></p> <p><b>Expert Opinion</b></p> <p>12. What do you think of meeting a guy through speed dating? Explain why you think so.</p> <p>Success? Yes → Expert Role Play No → Commanding Role Play</p>
	<p><b>Explanatory</b></p> <p>10. "Do you like flowers?" "Did you take a picture in front of cherry blossom on campus?"</p> <p>11. "Do you have any questions before we finish?"</p>	<p><b>Theme: Dating &amp; Fashion</b></p> <p><b>Moderate: Describing</b></p> <p>12. You had a blind date yesterday. Call your friend and describe his appearance and outfit.</p> <p>Success? Yes → Moderate Role Play</p>

Appendix E Final Interview

<p>1. What's your name? 2. What is your student number?</p> <p><b>Theme: Dating &amp; Food</b></p> <p><b>Moderate</b></p> <p><b>Dating &amp; Cooking</b></p> <p>3. Are you seeing someone now? How long have you seen him? How did you guys first meet?</p> <p>When was your last blind date? What do you usually do when you have a blind date?</p> <p>4. What is your favorite food? Have you ever cooked for your family or yourself? What did you make?</p> <p><b>Theme: Travelist</b></p> <p>5. Which countries have you ever travelled? 6. Which country or city is most impressive to you? 7. Would you prefer travelling alone or with your friend? 8. How did you like it (the trip or the place)? Could you tell me more about it? (Could you describe it?)</p>	<p><b>Theme: Shopping &amp; News Report</b></p> <p><b>Commanding: Comparison &amp; Storytelling</b></p> <p>10. How different is it to guide your foreign friends to Harbin and Insaling for shopping? Compare the difference between shopping at the department store and at the multiplex shopping mall such as Doota (Doozan Tower) or Didiplora?</p> <p>11. Think of any recent news that was either impressive or shocking and try to report it briefly.</p> <p>Success? Yes → Expert Opinion No → Moderate Describing</p>	<p><b>Theme: Jobs</b></p> <p><b>Expert Opinion</b></p> <p>12. Do you prefer jobs that pay you better or that you are truly interested in? Support your opinion with details.</p> <p>Success? Yes → Expert Role Play No → Commanding Role Play</p>
	<p><b>Explanatory</b></p> <p>10. Do you like spending time alone or with your friends during the weekend? Do you like riding a rollercoaster?</p> <p>11. "Do you have any questions before we finish?"</p>	<p><b>Theme: Dating</b></p> <p><b>Moderate: Describing</b></p> <p>12. Could you please describe the man? (picture of one man will be given)</p> <p>Success? Yes → Moderate Role Play</p>

# Appendix F : MATE Test Criteria

## Appendix F

### MATE Test Criteria

#### 1. Comment for Fluency

0=The test-taker's speech is marked by almost nonexistent flow and absolutely no linking. The amount of silence greatly outweighs the amount of speaking.

1=The test-taker's speech is filled with hesitations and false starts. There is often more silence than actual speaking as they desperately try to find the correct words or grammatical constructions for the situation. Their utterances are not linked logically or linguistically.

2=The test-taker has a tendency to speak slowly and in a rather choppy manner as they struggle to reformulate incorrect utterances and correct errors in their speech. They are able to link their ideas but only simply.

3=The test-taker's speech is generally marked as smooth, but there still are a few hesitations and reformulations which affect the rate (quite slow) and smoothness of their speech. Their utterances tend to be linked although the links are still often simple and only sometimes complex.

4=The test-taker is able to speak rapidly and with general smoothness and evenness in flow, but their flow is sometimes broken by problems in form and content.

5=The test-taker speaks rapidly and well-connected utterances but the flow is a bit uneven as they often slow down and speed up depending on familiarity with the topic and the degree of formality.

6=The test-taker speaks rapidly and with an overwhelming smoothness. They are able to maneuver around any topic without a decrease in flow or any reformulations. In addition, their sentences as well as paragraphs are linked cognitively and linguistically in a smooth and complex manner.

#### 2. MATE Rater Sheet (Speaking Test)

	Rudimentary		Moderate				Commanding				Expert	
	Mid	High	Emerging	Low	Mid	High	Emerging	Low	Mid	High	Emerging	Expert
Fluency	01	01	012	123	123	123	234	345	345	345	456	456

## Appendix F : Lexical Chunks in Interview

Diagnostic Interview		Lexical Chunks in Diagnostic Interview	
S 1	There are, single room		2
S 2			0
S 3	...years ago		1
S 4			0
S 5			0
S 9			0
S 14			0

Final Interview		Food	Travelling	Shopping	Storytelling	Fashion	Job	
S 1	blind date	bird-shaped and then	Last year I've been to is similar to for one night single room	just like the other ...	and then	is wearing she has blonde hair pale skin put on		15
S 2	winter vacation First of all watch a movie	My favorite food First of all in the frying pan	with my friends take a picture in the sea raw fish sweet room king bed mini bar room service for free in front of	First of all I think		She looks young. She is wearing straight hair She has cell phone		21
S 3	drinking coffee watching a movie I was very tired.	for five minutes	The most impressive city was... We think... traditional castle anything else There are city tour	At first Next day	one day one more time	striped dress put on blond hair		17
S 4	blind date drink coffee		long ago last year suite room	I think that ---better than---	they argue that I agree	blond hair striped dress she's wearing straight hair		13
S 5	blind date		There are so far from first of all	I think that seems like less expensive than		blond hair fair skin she is wearing striped dress		11
S 9	long time ago	boil the noodles mix the sauce and noodles	change the destination single-bed room is there... do you have a room	I feel	my favorite next time	medium hair but she's wearing striped...		12
S 14	two years ago go to movie theater		I spent a lot of time do you accept credit card	more expensive than	gather at There are a lot of and then	she's wearing striped... she has blond hair		11

# Journal Publication

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Differences between the SMU Certificate and MA Programs

188

## Differences between the SMU Certificate and MA Programs

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189

Spring 2010 Issues in EFL Vol.8 No.1

Since its foundation, the TESOL program at Sookmyung Women's has been a leading pioneer in the domain of TESOL in Korea. It introduced a TESOL program into Korea for the very first time and played a major role in promoting and developing the program in today. Thanks to its incessant efforts and contributions, SMU emerged as one of the most attention-getting programs in the field of teaching and learning in Korea.

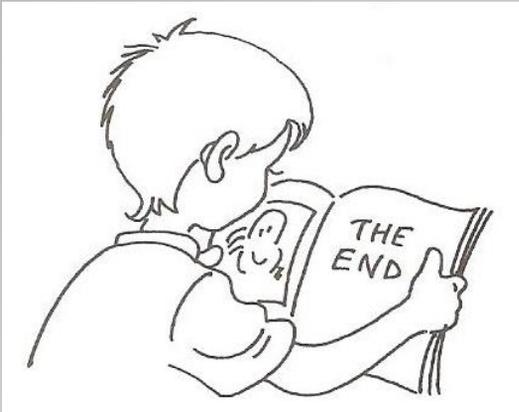
As well as its history, tradition and influence, the TESOL program at Sookmyung is also well-known for its superb curriculum, with both theoretical knowledge and hands-on practice in a systematic and harmonious way. The unparalleled faculty members are another source of pride. Every year, numerous English-teacher aspirants from all over the world knock on the door to enjoy such privileges only offered by the TESOL program.

Sookmyung TESOL offers mainly three off-line programs: SMU-TESOL, YL-TESOL and TESOL-MA. SMU-TESOL and YL-TESOL are short-term certificate programs while TESOL-MA is a graduate program, and thus grants a master's degree at the time of graduation.

Those who successfully complete a certificate program from either SMU or YL often wish to pursue further study for diverse purposes, and TESOL-MA would be one possible course they could choose. In fact, quite a few SMU-, or YL students enter TESOL-MA after the acquisition of a certificate, assuming that the MA course would broaden the knowledge they gained in the certificate program.

There are many differences as well as similarities between the TESOL-MA and certificate programs, and many first-semester MA TESOLers have had difficulties adjusting to a new learning environment. Therefore, in hopes of providing guidance for new MA TESOLers on similarities and differences between MA-TESOL and certificate programs (SMU-TESOL and YL-TESOL), this article has been offered from an MA TESOLer's viewpoint.

### 1. SMU



Action Research can be used to fill the gap between theory and practice (Johnson, 2002). Whole process from identifying potential problems and to applying treatments played an important role to promote reflective teaching and thinking. It also gave me an insight to become a responsive and perceptive teacher who always seeks for a better way to teach my students.

## PART 4

# Epilogue

When it comes to “teacher” as one kind of occupation, some have a prejudice of their being stuffy and not trying to accept new ideas, rather sticking to only what he/she had done for teaching. I strongly believe what John Cotton Dana had said as “Who dares to teach must never cease to learn”. This chance of taking Practicum course was a precious opportunity that I realized I should spare no effort to facilitate and inspire my students both intellectually and mentally.

“No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure”

- Emma Goldman