

# **Professional Teaching Portfolio**

**Graduate School of TESOL  
Sookmyung Women's University  
Fall, 2012  
Soyoung Kim**

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# INTRODUCTION

## **This portfolio is designed to show**

- **my teaching philosophy and beliefs about English teaching,**
- **accomplishments and developments at 15-week TESOL MA Practicum course,**
- **lesson plans with teaching materials at GEP class,**
- **action research project to empower students to produce desired task on time.**

This teaching portfolio demonstrates my accomplishments and developments as an English teacher through the 15-week practicum course at Sookmyung Women's University TESOL MA course.

This portfolio is composed as three parts; personal information, professional developments, and action research project. I included my teaching philosophy, resume and degrees and a list of certificates for my personal information. To show my professional teaching experience, I included the introduction of GEP course, lesson plans with teaching materials in GEP class, reflective journals for the lessons and student's work samples and pictures. Lastly, I have written action research about the effective ways to empower students to produce desired results through in-class techniques in task-based learning.

# PERSONAL INFORMATION

- Teaching Philosophy
- Resume
- Degrees & Certificates

# TEACHING PHILOSOPHY

Korea has become one of the largest consumers of English with the English education market estimated at over 10 billion dollars as a year. Ever since 'communicative competence' became the goal of English language education in the global era, the English education in Korea is heading towards a sociolinguistic transformation from Korean monolingualism to a developing Korean-English bilingualism.

The problem is that the public English education couldn't meet the needs of English learners in Korea. The mistrust and dissatisfaction of the public education lead English learners to the private institute or let them spend lots of money for studying another countries where the English-speaking countries. Accordingly, strengthening public English education has become one of the greatest goals for the Korean government to meet.

When I look back on my school life, English class couldn't get my interest so much. Only a teacher was the one who read and taught, and students only sit and wrote what the teacher said. There were no student-centered activities which could promote students' communicative competence. I rather liked to spend my time in reading novels or listening to pop song music outside the classroom. However, as English becomes an international language, productive skills are considered more important than receptive skills. Accordingly, my teaching philosophy is making learners use target language as much as possible while doing and completing task using meaningful interactions.

I believe great teacher is the one who motivates students well and teaches them effectively according to their needs and interests. Based on this belief, I try to use task-based language teaching (TBLT) method which is based on communicative language teaching (CLT).

This makes students have interests and intrinsic motivation to learn English and help students have communicative competence in a real-world situation that they can use the language. The materials students use in the class should link with real-life situations having authentic context which encourages students to communicate and interact so that students have no fear when they meet unexpected situation outside the classroom.

In my classroom, I want my students to be more active learners. For example, in reading class, I make students in groups and let them make a story or a paragraph by reorganizing strips of paper into an order rather than a teacher-centered reading. And in listening and speaking class, I usually let students make a personalized dialogue and do the role play it in front of the class after learning a dialogue. Through these activities, I believe students could use language in a more meaningful way.

Also, I try not to too much focus on using accurate English which hinder students' natural acquisition of English. It doesn't mean that I won't give students corrective feedback at all; rather I want students to be more autonomous learners who focus on meaning by involving in interactive tasks. Students will be asked to use English in more comprehensible and accurate way to deliver the information or knowledge they have and they will consciously care about the language they use while doing in this process. Without any concrete correction by a teacher, students will be able to learn how to correct or adjust their speech by themselves.

In summary, focusing on encouraging students to produce language using real interaction with other students and with the teacher is my ultimate teaching goal. The English class should be designed to make students participate actively by doing work collaboratively and cooperatively to accomplish the language skills. Making students have interests and intrinsic motivation to learn English should be the most important factors in teaching English. In this sense, I would spend much time in making authentic contexts and tasks to facilitate students to produce language and interact with other learners.

# RESUME

So Young Kim  
Youngdeungpo-ku, Seoul, Korea  
ilda22@hanmail.net

## Summary of Qualification

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- MA TESOL Sookmyung Women's University (Expected graduation, Feb. 2013)
- Six years of experience teaching regular English course in junior -high and high school
- Passionate, dedicated and collaborative educator

## Education

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- Sookmyung Women's University Feb, 2010-  
Graduate School of TESOL Expected graduation, Feb. 2013  
M.A. in TESOL
- Had intensive language course Mar. 2006 -  
and completed 8-weeks TESOL course, Canada Oct. 2006
- Sangmyung University, Seoul Mar. 1999 -  
BA in English education and Education Feb. 2003

## Teaching Experience

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- Bucheon Information Industry High School, Gyeonggi Province** Mar. 2012 -  
Worked as a Full Time Teacher present
- Homeroom teacher of 2<sup>nd</sup> graders
  - Taught grammar and reading skill using TOEIC text book
  - Co-teach practical English conversation with a native English teacher

**Kyenam Middle School, Gyeonggi Province**

Mar. 2010- Feb. 2011

Worked as a Full Time teacher

- Homeroom teacher of 3<sup>rd</sup> graders
- Directed students for English speaking contest held by Bucheon Education Ministry
- Evaluated students progress and supported recommendations for further student development

**Wonjong High School, Gyeonggi Province**

Mar. 2007- Feb. 2010

Worked as a Full Time Teacher

- Homeroom teacher of 1<sup>st</sup> graders and 2<sup>nd</sup> graders
- Maintained excellent classroom management skills and an ability to keep students on task
- Taught guided lessons to model questioning, clarification and problem solving techniques

**Additional Experience**

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- NEAT (National English Ability Test developed by Ministry of Education, Korea) rater training course about 2<sup>nd</sup> and 3<sup>rd</sup> degree of speaking and writing (60 hours, Aug. 2012 )
- NEAT (National English Ability Test developed by Ministry of Education, Korea) teaching and rater training course of speaking and writing (30 hours, Jan . 2012 )

**Certificates**

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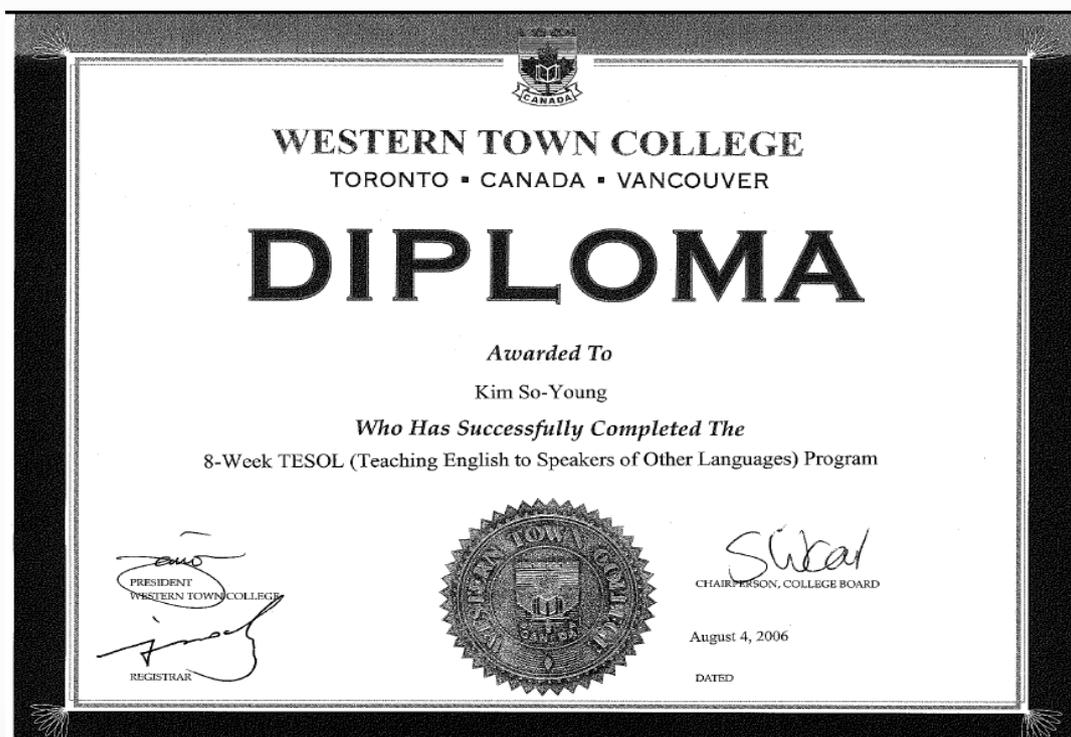
- Sookmyung Women’s University Sep. 2012  
Certificate of MATE Rater Training Workshop (16hrs)
- Sookmyung Women’s University Feb. 2010 – Jun.2010  
Graduate School of TESOL  
Certificate of TESOL (250 hours)
- Teacher’s Certificate (English) Feb. 2003

**Skills**

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- Language  
Korean-mother tongue  
English -highly proficient in productive, receptive skills
- Computer  
Certification for Computer Utility by National Information Center

# DEGREES & CERTIFICATES



No. 5096

# Sookmyung Women's University

Graduate School of TESOL

**KIM SO YOUNG**

## 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: 2010. 1. 28 ~ 2010. 6. 17  
전공교육과정: TESOL  
2010년 6월 17일



숙명여자대학교

## Certificate of TESOL

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

Duration of the Training : January 28, 2010 ~ June 17, 2010  
Specialization : TESOL  
June 17, 2010

Sookmyung Women's University

TESOL대학원 원장 황 선혜



Dr. Sunhye Hwang  
Dean, Graduate School of TESOL

*Sunhye Hwang*

총장 한 영실



Dr. Youngsil Han  
President, Sookmyung Women's University

*youngsil Han*

# PERSONAL DEVELOPMENTS

- Overview of GEP & Practicum
- Lesson Plan 1
- Lesson Plan 2
- Reflective Journal

# OVERVIEW OF GEP

Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL/General English Program  
English Writing and Reading (영어쓰기와읽기)  
Policy - Fall 2012

This is a special class conducted together with the Graduate School of TESOL. Read below to find out just how special this class is.

Overview: This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of reading, writing, and presentation related activities focused on meaning and purpose. These activities, as contained in the handouts and homework assignments provided each week, are generally arranged according to the requirements of the MATE. This class, however, should not be seen merely as a MATE development course, as we will be doing things that go well beyond the scope of the MATE. In general, the course should keep each student busy using English both in and out of the class. Students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability.

The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing students' English skills. As a result, in this class, each student will be generating large amounts of meaningful, purposeful language which will be closely monitored. Each student will be given help and feedback on a continual basis.

Objectives: The primary objective of the Writing and Reading course is to give the students an opportunity to develop skills and strategies for global writing proficiency in English. This course, in effect, will also focus on developing the skills necessary for attaining an acceptable score on the GMATE Writing Test and will be linking reading with writing skills. All of these goals will be achieved through both in and out of class practice and development. The focus here will be on the skills of writing and reading, but it should be acknowledged that other skills will necessarily be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on reading, speaking, and listening skills which will, based on such exposure and practice, undoubtedly improve.

## Texts and Materials

There is NO textbook for this class. Students will be given handouts each week from the 'special' teachers who are responsible for teaching during that week. **Do not buy any textbook.** You must, however, buy a very good folder to hold all the papers which you will be getting during the course and there will be A LOT of handouts. You will need these handouts to review for the exams so make sure you hold onto them. In effect, all the handouts and the homeworks taken together will be our textbook.

Additional Materials: In addition to the handouts the students will also be supplied with additional reading materials each week. These reading materials will be posted up in the homework assignment board of a website specifically designed for this class. Students are expected to go to the website each week to download and printout the reading materials/homework assignments.

### Methodology

English Only: Students are very strongly encouraged to conduct all course work in English. We endeavor to create a special environment in the classroom wherein students feel comfortable (despite the photographing and videotaping) to speak and generally use as much English as possible. Please take advantage of the special environment in this class and try to use English as much and as effectively as you can. Students' L1 (Korean or Chinese, etc.) is a valuable tool for learning, however our focus here is to practice English, Therefore, unnecessary use of Korean will result in a lower participation grade.

Classroom: In this class we are going to use a task-based, flexible grouping approach. This means that students need to work together to perform a series of connected tasks during the course of each class session. Nobody does anything alone and nothing is just over and done with. Everything we do in class leads into something else. This means that everyone needs to work with her ever-changing group members in order to get the assigned tasks done as well as possible. Your group members are relying on you just as you rely on them. Students in this class need to cooperate with others and work hard. We will not have very much lecturing or teacher-fronted activities here. Students in this class learn by doing. Be ready for that. You should be busy and engaged during the entire class session.

Attendance: There is NO such thing as an excused absence. Students are expected to attend ALL scheduled classes. The nature of this class makes absences particularly problematic. When one student is missing her whole group suffers. Also, because in this class students learn by doing it is very hard to make up for missed in-class work. Two or more absences, therefore, will result in a significantly lowered final grade. Four absences result in automatic failure. If you are going to be absent and know it beforehand, make sure you contact the principle instructor as far in advance as possible so that the work can be made up.

Web Page: There is a special web page used only for this class. The purpose of the web page is primarily to introduce, explain and allow homework assignments to be given and managed. There are many different features of the web page and students should explore all of them. Students must check the web page on a regular basis to keep up with what is going on in the class and to get and work on the homework assignments. The web page address is: <http://www.udveksling.com/practicumgep>

Big Siblings: This class is very special because we have `big siblings` (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be given a big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her creation of English. Whenever possible, students will sit with their big siblings in groups and work with them. The big siblings are there to help. We hope that each GEP student will form a special bond with her big sister or brother. Have fun with them and let them help you.

Assignments: Each week there will be homework assignments. This semester the assignments will cover both reading and writing. There are three different types of homework assignments in this class: reading, writing, and the writing board. The reading assignments will be given to students one week before the class they are intended to be used. So, for example, the week 3 reading homework assignment will be posted into the homework assignment board the day after we have finished our week 2 class. The purpose of the reading assignment is to prepare students for the class to come. It is a preview of the writing forms, vocabulary, themes, etc. that we will be using in class. The writing homework is a MATE-styled formal writing assignment that follows the goals and objectives (activities) done in class. So, for example, the week 3 writing homework will appear in the homework assignment board the day after the week 3 class is over and will ask student to compose a formal piece of writing based on what was done in class. All formal writing assignments must be typed and handed in to the principal instructor n the day they are due. Additionally, there is a special writing on-line journal writing assignment which is explained below.

On-Line Writing Journal: An important part of the assignments for this class is for students to keep an on-line writing journal. The writing Journal will start after week 2, when students are assigned to groups. Each GEP II student is required to write to her group mates at least three (3) times per week via a special web board which can be accessed through the Practicum/GEP webpage or directly through the following URL

(<http://www.activeboard.com/forum.spark?forumID=30695&subForumID=55268>).

These writings should be informal, personal and should focus on basic communication in written form. The writing is expected to be informal and interesting. It is intended to be fun. Share your thoughts, feelings, and aspirations with your fellow students.

Sample Tests: In this class each student will be asked to take a sample MATE Writing Test in class three times. The first sample test (week 2) will be used to establish a base level for the student. Following that sample tests are to be given as part of both the midterm and final exams. Students grades will be determined based, in part, on how and how much their sample test scores change; that is, for the better. Thus, students who enter the course with a higher test score than others will not necessarily get a higher grade in the course.

# OVERVIEW OF PRACTICUM

Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL  
Practicum I  
Policy - Fall 2012

Introduction: The Practicums are to be seen as two classes that are tightly bound to each other. What occurs in the excitement and anxiety of Practicum I will have a profound affect on what is done in the warm, comfortable surroundings of Practicum II and vice 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 classes that we will handle this semester, both English Presentation and Discussion (영어토론과발표) and English Writing and Reading (영어쓰기와읽기). 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 immediately prior to the GEP classes. These lesson plans are expected to reflect all you have learned in this program and more. In this way, this course is seen as the ultimate, real-world review for the comprehensive exams and an excellent vehicle for the practical application of all that has been learned in the entire TESOL MA 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 that they should have learned about in the MA program. 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 language learning and linguistic development related to all four skills. By the end of the course, students should have a complete repertoire of classroom behaviors based on theories and the elements suited to their own individual personalities.

*All of us are acutely aware that the Practicum students also need to study for their comprehensive exams, scheduled to occur towards the beginning of December (maybe the 6<sup>th</sup> and 7<sup>th</sup>). The Practicum courses have, therefore, been designed as a kind of practical introduction to and review for the exams. While we will not have much time to specifically 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

There is no specific textbook for this class. Students will need to refer to the MATE training materials as well as other materials made available by the instructor.

## Summer Reading

-Harmer, Jeremy. (2007). *The Practice of English Language Teaching with DVD* (4th Edition). 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.

Students NEED to make copies of their lesson plans for all students in the group when they are presenting in Practicum 1 meetings. Additionally, 2 copies of the final lesson plan need to be given to the course instructor and an electronic copy should be uploaded to the appropriate website (<http://homeass.proboards.com/index.cgi?board=lessons>).

## 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.

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*.

Following the Practicum I sessions, from 7:50 to 10:30, there will be the GEP class. Each GEP class will be planned and fronted by one group of TESOL Practicum students in turns. Each teaching group consists of two (or three) TESOL Practicum students and they are expected to work together in both planning and teaching. This means co-teaching, not dividing and conquering. The Practicum students will take turns planning for each full class session. All Practicum students, in their role as group leaders, are expected to stay for the entire class session to help their group. As we start videotaping (Week 5), I will be busy videotaping the lesson. When I am not videotaping I will be actively helping in the class as an extra facilitator.

Practicum teaching groups will develop and present their lesson plans in class first two weeks before they are scheduled to be taught. Copies should be made for all Practicum students as well as the instructor. Following the full-class critique of the lesson plan, the group responsible will revise their plan and present it again the following week, one week before it is to be taught. This, then, gives the group one week to make any final revisions to their plan.

Finally, on the day they are to teach, the group will quickly brief the Practicum group on what will happen that day and what they are expected to do as big siblings/group leaders.

In addition to taking turns planning and running class sessions, in the classroom the Practicum students are expected to facilitate in all matters of classroom management by fulfilling the roles set up for them as big sisters and brothers. This is an extremely important part of the Practicum and students are expected to put at least as much effort into ensuring the success of their little sisters and the group as in running the class when their turns come. You will be doing this every week and how you conduct yourself in these groups has a profound effect on the entire atmosphere/running of the class.

Attendance: As the GEP meetings will occur on the same day as the Practicum I classes, students are expected to attend all scheduled classes and on time. Everything everyone does or does not do in this Practicum semester affects everyone else. If one student is absent someone else has to take care of her/his little sisters and this puts a strain on everyone. It is, therefore, imperative that students try very hard not to miss any classes. Also, coming late puts a strain on the group as well because we need everyone present so that everyone always has a clear idea of what is going on in the GEP class for that day. Absences and lateness hurt the whole group so try hard not to do either.

Website: A special page has been added to my website specifically devoted to the GEP class. This special page will help us to manage the GEP class and all necessary links are provided there. To get to the special page just go to the blue box on the right of my website and click Practicum/GEP. The page is rather simple and composed mainly of links to boards holding information the GEP students need for the class. It is the responsibility of each and every Practicum student to help maintain the website by adding information related to the specific class sessions for which they are primarily responsible. This means posting reading homework assignments prior to the class they will teach, speaking homework after the class and the answers to reading homework assignments, as well as other relevant information.

Assignments: The assignments Practicum I students are expected to complete follow the tenor of the GEP class. Thus, there are assignments in two major areas. The first of these involves creating lesson plans. Each teaching group will need to write up and teach at least four different lessons and create their own custom-made lesson plans for each class. The other assignment revolves around interaction with little sisters. Practicum students are expected to design, perform, and post homework assignments that fit the design of the course they are involved in on-line each week. Practicum students are also expected to provide little sisters with oral feedback on her performance on homework assignments the GEP students have performed. We have created and linked special homework assignment and homework answer boards to the Practicum/GEP page of my website to facilitate this process. Students doing the writing class will also need to go to a special writing board on a regular basis where you will be engaged in dialogue writing with your little sisters/group members and students in the speaking class will need to go to the special speaking board to provide oral feedback on her little sister's speaking homework.

# LESSON PLAN 1

## Lesson plan for week 5

**Theme:** movie

**Function:**

**Objectives:** students will be able to

- 1) describe people in a sentence.
- 2) describe a scene and write a paragraph about it.
- 3) make a movie poster including a genre, a plot, and main characters.

Time	Activity	Interaction	Material
10:00 -10:10	Checking homework	Whole class	
<b>Activity #1</b> <b>Find out the people!</b> 10:10 – 10:30	<ol style="list-style-type: none"> <li>1. Group leaders assign students A,B,C,D, or E.</li> <li>2. One leader will hold a picture in a hallway.</li> <li>3. Student A in a group goes to the hallway, looks at the picture of a person. Then she comes back to their group and describes one picture to her group members.</li> <li>4. The other members identify the right picture from the pile of the figures based on their understanding and paste the picture on the worksheet with glue. (appendix 1)</li> <li>5. Students take turns until they find eight pictures.</li> <li>6. The group that finishes early wins the game.</li> </ol>	Small group  Leaders should monitor students. Students should only describe, not use gestures or point the picture.  (Group competition)	Pictures of stars, A4 papers, glue
<b>Activity #2</b> <b>Describing a picture together!</b> 10:30 – 10:50	<ol style="list-style-type: none"> <li>1. Students will be given a sheet of paper with a picture in it. (appendix 2)</li> <li>2. Under the topic sentence, students write a supporting sentence and pass it to next student.</li> <li>3. For ten minutes, students describe specific information as much as possible.</li> <li>4. After finishing writing, students read the descriptions of each picture in a group and check whether the picture is described well.</li> <li>5. Choose one picture described well. Each of them will be shown to the whole class.</li> </ol>	Small group  Leaders facilitate students to make sentences.	A4 papers, pens

<b>Activity #3</b> <b>Being a witness and a policeman!</b> <b>10:50 – 11:10</b>	<ol style="list-style-type: none"> <li>Students make a pair and decide who is A and B.</li> <li>A will be a witness and B will be a policeman. B students go to another room.</li> <li>A will watch a crime scene and try to remember the situation.</li> <li>B will come back to the room and A will report what they saw to their partner.</li> <li>Then B will write down a police report. <b>(appendix 3)</b></li> <li>A and B watch the scene again and write a paragraph together.</li> </ol>	<b>Pair work</b>  Leaders help students to write a paragraph. If there is odd number, leaders can be paired with students.	Movie clip, worksheet, pens
<b>11:10 – 11:20</b>	<b>Break</b>		
<b>Activity #4</b> <b>Getting to know characters</b> <b>11:20 – 11:35</b>	<ol style="list-style-type: none"> <li>Three groups go to another room and the rest of the group remains.</li> <li>They are going to watch different movie trailers for 2-3 minutes.</li> <li>After watching the trailer, they will come back to their group and they will be given worksheet <b>(appendix 4)</b> to write about each character's appearance and personality based on the scene they've watched.</li> <li>They are going to fill out the worksheet together.</li> </ol>	<b>Small group</b>  Leaders help students write down the sentences.	Movie clips, worksheets, pens
<b>Activity #5</b> <b>Making a movie poster</b> <b>11:35 – 12:20</b>	<ol style="list-style-type: none"> <li>Based on the activity 4, each group will brainstorm and write a movie review.</li> <li>There should be a genre, a title, characters and a scene description. Also, there can be a short review.</li> <li>Each group posts their movie review on the wall after finishing it.</li> <li>Each student will be given a sticker and can attach it on the best review.</li> </ol>	<b>Small group</b>  Leaders help brainstorming and work together to write a movie review.	Big papers, colored pens

### Writing homework:

**Your Spanish friend Camila is into animation movie. You watched a short video clip and wanted to tell your friend about it. You can choose one from the two video clips and write a movie review including main characters, a genre, a plot, etc. Write it in an email format. (150-200 words of a paragraph)**

당신의 스페인 친구 Camila는 애니메이션 영화에 푹 빠져 있습니다. 당신은 얼마 전 보았던 짧은 영화 한 편에 대해 Camila에게 이야기해 주려고 합니다. 두 편 중에서 하나를 골라 인물, 장르, 줄거리 등을 포함하여 영화 리뷰를 쓰고 이에 대해 친구에게 알려주는 이메일을 써 보세요.

<http://www.youtube.com/watch?v=oIIIVFBBbNw&feature=fvwrel>

<http://www.youtube.com/watch?v=UNZKKoy4US0&feature=related>

Describe Me!!!!



	1	2
3	4	5
6	7	8

A.



**Topic sentence**

This huge plain seems to be peaceful.

**Supporting sentences**

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B.



**Topic sentence**

This trailer is fully equipped with the latest facilities.

**Supporting sentences**

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C.



**Topic sentence**

This tent is amazingly sophisticated.

**Supporting sentences**

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D.



**Topic sentence**

This island is perfect for a peaceful vacation.

**Supporting sentences**

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Appendix 4

Being a witness and a policeman!

Police report



When /Where did it happen?	
Who was involved?	
How did the culprits look like?	
What happened?	

Write down what happened in a paragraph together.

<http://www.youtube.com/watch?v=wXGNevA5Wt0>

<Matilda>

Write down their appearance and guess their personality.

	<u>Appearance</u>
	<u>Personality</u>

Matilda

	<u>Appearance</u>
	<u>Personality</u>

Harry (dad)

	<u>Appearance</u>
	<u>Personality</u>

Miss Honey (teacher)

	<u>Appearance</u>
	<u>Personality</u>

Trunchbull(principal)

Appendix 4-b

<Freaky Friday >

Write down their appearance and guess their personality.

	<u>Appearance</u>
	<u>Personality</u>

Anna

	<u>Appearance</u>
	<u>Personality</u>

Coleman

	<u>Appearance</u>
	<u>Personality</u>

Harry (brother)

	<u>Appearance</u>
	<u>Personality</u>

Jake

# Movie Review

**Movie titles:**

**Genre:**

**Directed by :**

**Released in:**

**It stars:**

**1. a brief summary of the film**

**2. Character description you like**

**3. State your opinion of the movie. Provide specific examples (scenes, situations).**

**4. Finally, give star rating**

**Star rating:**

(Circle the number of stars you give the movie).



## Week 5 -Reading Material

### 1. Describing about People

**AGE**

Newborn, baby, toddler, child, infant, preschooler, octogenarian, little boy/girl, kid, adolescent, teenager, youngster, teeny-bopper, adult, old ≠ young man/woman/person, middle-aged man/woman/person, elderly person, senior citizen,

**HEIGHT**

(of)average / medium height, tall, short ,  
She's above / below average height, He's taller/shorter than average, She's petite,  
He's tallish/shortish /dumpy/podgy.

**BUILD(FIGURE/SHAPE)"**

Lean, thin, fat, obese, medium, overweight/chubby, slim, skinny, average build ,petite ,overweight, skinny ,He's stocky , well built, muscular, strong, weak, broad-shouldered, nice figure, athletic, well proportioned, curvaceous,

**HAIR**

Healthy, shiny , fair, dark, blond, grey, going grey, auburn(red-brown) , ginger/red, (jet)black, natural blond, dyed blond, white, light/medium/dark brown, dark-haired, fair-haired,, red-haired, She's blonde/brunette, thin, fine, bushy, frizzy, permed, curly, straight, wavy, shaggy, cropped, shaved, spiky, long, short, medium length, shoulder length, crew-cut, a punk haircut, sideburns, going bald,

**FACE**

**SHAPE** → oval, round, square, heart-shaped, thin, long, angular, narrow/ broad

**EYES** → black, green, dark-blue, brown, sky-blue, sea-green, grey, hazel-brown, big, narrow, almond-shaped, slit, slanted

**EYEBROWS** → arched, bushy, thick, thin, pierced

**EYELASHES** → long, short, curly, thin, thick

**NOSE**→ big, small, flat/ snub/ pug, straight, pointed, Greek, hooked, crooked, turned-up, wide, button, long, short

**MOUTH -TEETH**→ wide, small, thin/full lips, WELL-DEFINED LIPS, bad breath, plaque, cavities, gum disease, crooked teeth , pointy or flat, wide or narrow teeth, braces, broad smile

**CHIN**→ pointed, square, round, double, strong, jaw, beard, goatee

**CHEEKS**→ rosy / chubby, high (cheekbones)

**SKIN COMPLEXION & FACIAL FEATURES** → smooth , clear, lined, wrinkled, spotty, pimpled, freckled, sallow, fresh, olive, pale, fair, dark,(sun) tanned, clean-shaven

Clothing

**Fabric:** denim, twill, wool, cotton, tweed, polyester, corduroy, fleece, sandex, leather

**Bottoms:** jeans, cargo pants, flat-front pants, pleated pants, slacks, trousers, overalls, crop pants, skirt..

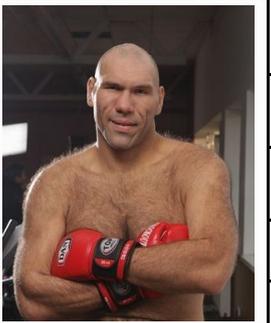
**Tops:** sport shirt, dress shirt, polo shirt, button-down shirt, tank top, blouse, long-sleeve, short-sleeve, sleeveless, collared, T-shirt, sweatshirt, hoodie, pullover, sweater, cardigan

**Other clothing:** dress, uniform, costume, pajamas, bathrobe, robe, vest, jacket, blazer, coat, socks, flip-flops, pumps

**Exercise 1. Describe a people in the picture using appropriate vocabulary from above:**

	Age			Age	
	Build			Build	
	Hair			Hair	
	Face			Face	
	Clothing			Clothing	

	Age			Age	
	Build			Build	
	Hair			Hair	
	Face			Face	
	Clothing			Clothing	

	Age			Age	
	Build			Build	
	Hair			Hair	
	Face			Face	
	Clothing			Clothing	

**2. Describing Personality**

Match the adjectives with phrases 1-20.

ambitious   arrogant   assertive   bad-tempered   calm   cheerful   conscientious  
 easygoing   eccentric   funny   immature   impulsive   insecure   insincere   loyal  
 open-minded   optimistic   possessive   reserved   self-confident   stubborn   vain  
 well-balanced   wise

**She's the kind of person who ...**

1. always looks at herself in every mirror she passes.
2. takes care to do things carefully and correctly.
3. is prepared to accept new and different ideas.
4. doesn't say what she really thinks.
5. other people often find different and unusual.

**She's/ He's ...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 7. is emotionally in control, not moody. \_\_\_\_\_
- 8. never changes her opinion even when she's clearly wrong. \_\_\_\_\_
- 9. expresses her ideas or opinions with confidence. \_\_\_\_\_
- 10. is always in a good mood. \_\_\_\_\_
- 11. feels sure about her ability to do things. \_\_\_\_\_
- 12. isn't very sure about herself. \_\_\_\_\_
- 13. is determined to be successful. \_\_\_\_\_

**He's good at ...**

- 14. supporting his friends. \_\_\_\_\_
- 15. giving people advice because of his knowledge and experience. \_\_\_\_\_
- 16. keeping his head in a crisis. \_\_\_\_\_

**She's not very good at**

- 17. letting other people share her friends. \_\_\_\_\_
- 18. showing her feelings or expressing her opinions. \_\_\_\_\_

**He tends to**

- 19. behave like a child. \_\_\_\_\_
- 20. act without thinking. \_\_\_\_\_
- 21. get angry very easily. \_\_\_\_\_
- 22. think he is better and more important than other people. \_\_\_\_\_
- 23. expect good things to happen. \_\_\_\_\_

**She has**

- 24. a great sense of humor. \_\_\_\_\_

**3. Adjectives for Describing Place**

**Exercise 1. Find the meaning of each word from the box below the table.**

Word	Meaning	Example sentence
<b>brehtaking</b>		Under the starlight the waterfall is simply <b>brehtaking</b> .
<b>customary</b>		It is <b>customary</b> to shake hands and bow as you enter.
<b>devastating</b>		The tsunami was <b>devastating</b> for local hotels.
<b>elegant</b>		There is an <b>elegant</b> dining room for guests to eat in.
<b>enormous</b>		This <b>enormous</b> sculpture stands one-hundred feet high.
<b>extensive</b>		This house has an <b>extensive</b> history, and you can read more in the brochures.
<b>magnificent</b>		This part of town is known for its <b>magnificent</b> wall murals.
<b>prevalent</b>		Crime is <b>prevalent</b> in the old parts of town.
<b>reconstructed</b>		The village was <b>reconstructed</b> after the major fire in 1910.
<b>restored</b>		All of the antique furniture has been professionally <b>restored</b> .
<b>scenic</b>		We will go up to the balcony for a <b>scenic</b> view of the grounds.
<b>superb</b>		The children put on a <b>superb</b> concert at Christmas time.
<b>thrilling</b>		Cliff jumping is a <b>thrilling</b> experience for those of you who aren't afraid of heights.
<b>visible</b>		The top of the tower may not be <b>visible</b> because of the fog.

<p>a. when a view is very impressive          b. Very sad, unfortunate          c. attractive, yet simple          d. returned to its original state          e. Very large          f. Very noticeable          g. covers a lot          h. traditional</p>	<p>i. amazing          j. exciting          k. nice to look at (nature)          l. Built again          m. very good (i.e. service, food, entertainment)          n. able to be seen</p>
--	---

**4. Read the descriptions and write down the names of the film.**

Epics and historical films	Horror films	Comedy films	Musical films
Fantasy films	Crime and gangster films	Adventure films	Action films
Science fiction films	Animated films	Drama films	Documentary films

	<b>Film genres</b>	<b>Descriptions</b>
1	Adventure films	These films are exciting stories with new experiences or exotic places. (expeditions, treasure hunts...)
2		These films show non-stop motion, physical stunts, battles fights, destructive crises (flood, explosions, natural disaster...) Its rhythm is spectacular.
3		These films are quasi scientific, visionary and imaginative, complete with aliens, heroes or distant planets. They often express the potential of technology.
4		These films are serious presentations, portraying realistic characters. They are not focused on special effects, comedy or action. They show intense character development and interaction.
5		These films are films with fantastic themes, usually involving magic, <u>supernatural</u> events, make-believe creatures, or exotic <u>fantasy worlds</u> .
6		These films are made to amuse and provoke laughter by exaggerating the situation, the language, action, relationship and characters.
7		These films often cover a large expanse of time. They take on historical or imagines event, legendary or heroic figure.
8		These films are designed to frighten, while captivating and entertaining us at the same time.
9		These films emphasize song and dance routine.
10		These films are developed around the sinister actions of criminals (ex) bank robbers). This category also includes a "serial killer film".
11		These films are usually presenting the facts about a person or event. It is defined as a on-fiction movie dealing creatively with cultural, artistic, historical, social, scientific, economic or other subjects.
12		These films refer to feature films that have been computer-animated to appear three dimensional on a movie screen.

VOCABULARY

Exercise 1. Match the words/phrases to their meanings/synonyms:

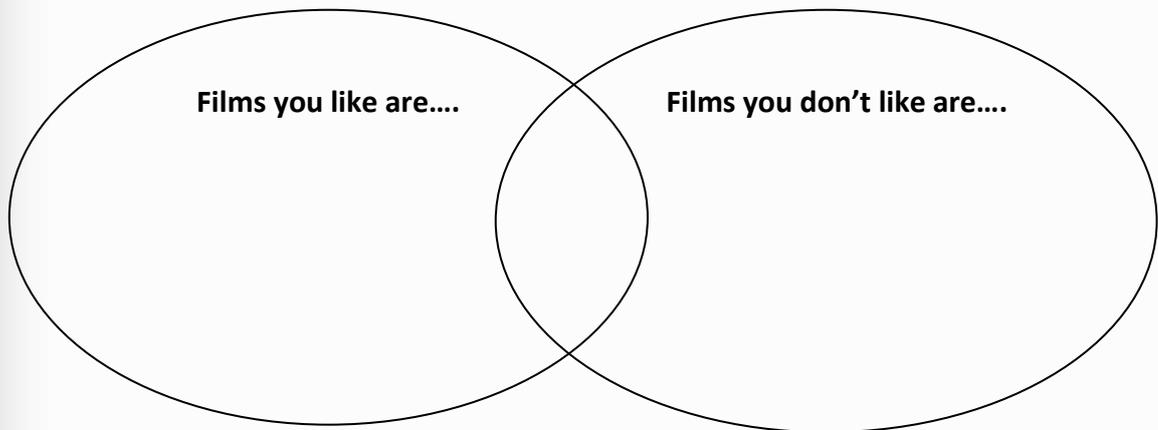
- |                 |   |
|-----------------|---|
| 1. quasi        | a. to describe graphically; to depict in words                  |
| 2. explosion    | b. bad, evil, or wicked   |
| 3. exotic       | c. having measurements in the stated directions                 |
| 4. Expedition   | d. told in an old story of great events and people; very famous |
| 5. provoke      | e. resembling, having some, but not all of the features of      |
| 6. exaggerate   | f. to attract and hold the attention or interest of             |
| 7. expanse      | g. of foreign origin; strikingly unusual or strange             |
| 8. captivate    | h. an act or instance of expanding with force and noise         |
| 9. sinister     | i. a journey or voyage made for some specific purpose           |
| 10. dimensional | j. to magnify beyond the limits of truth                        |
| 11. portray     | k. to stir up or arouse   |
| 12. legendary   | l. a wide extent of anything                                    |
| 13. alien       | m. a creature from outer space                                  |

**5. How to write a movie review**

Exercise 1. Which of these words would you use to describe a film you like?

Which words would describe a film you don't like? Which words could do both?

Good funny bad boring scary exciting interesting astounding clever silly long *hilarious* spell-binding *OFFENSIVE* **action-packed** romantic futuristic classic **superb** diabolical cheesy annoying **cool** recommended enjoyable predictable original ridiculous mind-boggling **crazy**



**Exercise 2. Write the topic sentence fit into the right information.**

A.

For example, you might summarize the film **Titanic** by saying, "This film is a classic love story set on the only voyage Titanic ever made. The young woman involved, who is played by Kate Winslet, comes from a high society family. Meanwhile, the young man, played by Leonardo Di Caprio, is poor and traveling in third class. Their relationship is intensified by the fact that the ship is sinking.")

B.

(About *Titanic*, you might say, "Overall, I really liked this movie. For one, I'm a die-hard romantic, so I really got involved in the story. I loved the way that the photographs at the end showed how Rose went on to do everything she and Jack had talked about together like riding a horse in California. Also, I thought the filming was beautiful. I really liked a lot of the shots. For example, I love the aerial shot at the beginning that panned the whole length of the ship. It really gave you a feeling of how big the ship was. As far as weaknesses go, I didn't like the fact that his movie gives us a distorted view of history. It was a really nice story, but it was obviously fictional.")

C.

(About *Titanic*, you might say, "I really identified with Jack. He's a free spirit. He doesn't have any money, but he's traveled all over the world looking for adventure. Maybe he finds more adventure than he wants on Titanic, but he's strong and true his principles.")

D.

(Of *Titanic*, you might say, "I think that James Cameron wanted to show that he's king of the movie world. No, seriously, I think he wanted to provide some great blockbuster entertainment while at the same time recreating one of the most famous sea disasters in history. Actually, I'm really glad that Jack died at the end. If he had lived, this story wouldn't be tragic. It would just be another Hollywood movie.")

E.

(Obviously, *Titanic* gets the thumbs up.)

- Ⓐ State your opinion of the movie. What are its strengths and weaknesses? Provide specific examples (scenes, situations) from the film.
- Ⓑ Finally, give the movie a "thumbs up" or "thumbs down."
- Ⓒ What character(s) do you most identify with? What are the main personality traits of this (these) characters?
- Ⓓ In your opinion, what was the director's intention or message?
- Ⓔ Provide a brief summary of the film. (Two or three sentences are fine; you don't need to include a lot of details.)

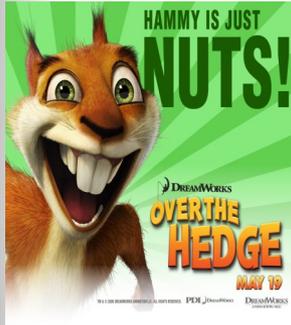
6. Movie Review

A. **Dancer in the Dark**



If you like depressing movies then this is the one for you. Directed by Lars von Trier and starring the great Icelandic singer Bjork (who also created all the music) this movie is a devastating watch. Lars filmed the whole movie on a hand held camera which gives it a documentary feel. The effects take a bit to get used to, but it works powerfully at the end of the movie as it makes the last scenes crushingly realistic. The movie is dispersed with musical numbers that show off Bjork's singing talent and it gives the film an extra strangeness. This film bodes well for Lars's directorial future.

B. **Over the Hedge**



After attempting to steal and then accidentally destroying a Grizzly bear's store of food, a raccoon (voiced by Bruce Willis) is forced to replace it in one week on pain of death by the Ursus hornbills. Travelling out of the forest to a newly built community of townhouses, RJ, the raccoon in question, comes across a group of foraging animals and tricks them into helping him regain all the food he destroyed. Pandemonium ensues as RJ and the group battle an unruly home-owner, an exterminator and the bear all bent on obliterating them from existence. An entertaining animated film from Dreamworks that in the end fails to rise up to the bear set by Pixar over the last decade

C. **Corps Bride**



Burton is one of the U.S's most recognizable directors both in style and content. *Corps Bride* adds to this legacy. This animated feature tells the story of a man caught between two worlds and the women who occupy them. Victor (Voice of Johnny Depp), after continually forgetting his vows at his wedding rehearsal (he is to be married to a woman he barely knows) runs out into the forest to chastised himself. When he remembers the lines and repeats them out loud he unknowingly summons a dead woman who was many years earlier murdered on her wedding day. Pandemonium ensues and we are treated to Burton's quirky and dark vision of the underworld and it inhabitants. The stop animation is spectacular lending to memories of Burton's work on *A Nightmare before Christmas* (1993). It's also funny to note that Burton decides to make the dead and their world colorful and the real world above clouded in darkness and misery.

D. **V for Vendetta**



Another success for the Wachowski Brothers who wrote the adaptation from the original comic book *V for Vendetta* stars Natalie Portman and Hugo Weaving (Mr. Smith from *The Matrix*). *V for Vendetta* is a movie about fighting a totalitarian government in a future England. Weaving portrays V, a terrorist bent on overthrowing the oppressive state using the 1605 Gunpowder plot as a motivator for the people to join him. The selection of Weaving for the role of V was brilliant as the character needed an outstanding voice (like Vader needed with James Earl Jones) since he was behind a mask. Using John Hurt in the role of Sutler, leader of the state was a stroke of genius not lost on viewers who remember the George Orwell film adaptation of 1984.

**VOCABULARY**

**Exercise 1. Match the words/phrases to their meanings/synonyms:**

Devastating	A. to try
To bode well	B. to look for food
To attempt	C. under any circumstances
On pain of death	D. inheritance, previous work
To forage	E. behaving bad
To regain	F. to predict / see a great future
To ensue	G. strange
Unruly	H. crushing, shocking
To obliterate from existence	I. a test before something important
Legacy	J. to get back
Rehearsal	K. to destroy completely
Inhabitant	L. to follow, to be next
Quirky	M. a person who lives in a community

UNDERSTANDING OF THE TEXT

**Exercise 2. Read the reviews and decide if the statement is TRUE (T) or FALSE (F):**

1. The main character in *Dancer in the Dark* made the music for the film too. \_\_\_\_\_
2. The director of *Dancer in the Dark* kept the camera in his hands. \_\_\_\_\_
3. *RJ* from *Over the Hedge* has more than a fortnight to get back the food. \_\_\_\_\_
4. In the opinion of the writer of the review *3 Pixar* is better than *Dreamworks*. \_\_\_\_\_
5. *Corpse Bride* was directed by Johnny Depp. \_\_\_\_\_
6. *V for Vendetta* is the first movie by the Wachowski brothers. \_\_\_\_\_
7. *V for Vendetta* happens in the future. \_\_\_\_\_

# CLASS PICTURES



# Freaky Friday!

Directed by: Mark Waters  
Released in: 2003

ACTOR: Lindsay Lohan (Anna)  
          ss Jamie Lee Curtis (mother)

This amazing movie, Freaky Friday, is about mom and daughter relationships. Mom and Anna fight like cats and dogs.

One Friday mom and Anna go to Chinese restaurant and that's when all problems start.

The strict mom becomes the eccentric daughter! The funny daughter becomes the boring mom! Mom rides motorcycles and plays electric guitars. Anna spends money with credit cards.

It's a funny, touching movie you can watch with your moms. You can understand each other.

# Infinite Energy

Title: Freaky Friday  
Genre: Comedy. No!!  
Directed by: Mark Waters.  
Released in: 2003

It stars:  
Lindsay Lohan (Anna)  
Jamie Lee Curtis (Mom)  
Rayn Maldorine (Brother)  
Chad Murray (Jake)

This is a good movie to watch for a family. It shows different roles of mother and daughter and how they solve a conflict (problem) by changing their spirits. The director's approach to get this message across in a very light-hearted and humorous manner.

I recommend this movie to families who experience problems <sup>with</sup> relationships, <sup>or</sup> those who <sup>simply</sup> want to watch a funny movie!

RATE: 3.5/5

★★★★☆ 

# Matilda

Genre	Fantasy
Directed by	Danny DeVito
Release in	1996
It stars	Mara Wilson (Matilda), Danny DeVito (Father), Pam Ferris (Trunchbull), Embeth Davidtz (Miss Honey)

**Summary** This movie is about a girl named Matilda who has special ability.

A girl named Matilda who loves books went into a school. The teachers in the school are very stubborn and cruel to students except Miss Honey. After Matilda got special abilities, there are many changes happened at the school. She wanted to punish bad people who were mean to students. For example, Matilda used her power for a boy who was thrown out of the window by Trunchbull. Let the boy flying in the air and safely lie down the ground. After Matilda punished the bad teachers, the students weren't afraid of the bad teachers. Finally, every one in the school got to be happy. This is a good movie for children. Children can enjoy their school life after watching this movie, because they will not be afraid of their teachers any longer 😊

**Rating** ★★★★★

# Super Matilda

80's girls

Rating: ★★★★★

- Genre: Children's Fantasy Drama
- Directed by: Danny DeVito
- Released in: 1996
- It stars: Mara Wilson (Mat), Danny DeVito (father), Pam Ferris (Trunchbull)
- Summary: Embeth Davidtz (Miss Honey).

**& Review**

S: This story is about a girl named Matilda who has super power. She was forced by her father to go to new school. Unfortunately the principle was strict and stubborn all the time. Matilda and her friends try to protect <sup>too</sup> against the principle and her teacher supported them. Finally, the principle got fired and Miss Honey became a new principle.

R: The story is interesting but <sup>too</sup> predictable and too old-fashioned. ~~It~~ This should be ~~be~~ released as 3D or animated version.

# LESSON PLAN 2

## Lesson Plan for Week 10

1. **Theme:** Shopping

2. **Function:** Describing Visual Aids

3. **Objectives:** Students will be able to describe visual aids using proper vocabulary and expressions.

Time	Activity	Interaction	Material
7:50-8:00	Checking homework		
8:00-8:15 (15min) <i>#1 Matching with a graph</i>	<p>1. Students will be given 14 sentence strips and a worksheet which has different kinds of graphs on it. (<b>Appendix 1</b>)</p> <p>2. Students read the sentence strips and identify which visual aid is the most proper for it.</p> <p><i>-there may be more than one answer.</i></p> <p>3. If they find proper descriptions, glue them beside the graph.</p> <p>3. Check with the whole class.</p> <p>4. The group which finishes early will be prized.</p>	* Big sisters facilitate their little sisters' work.	Worksheet Sentence strips Glue Prize
8:15-8:35 (20min) <i>#2 Drawing a graph (Jigsaw)</i>	<p>1. Students are divided into A, B, C, and D.</p> <p>2. Ss move to each group and they are given a strip in the new group. (<b>Appendix 2</b>)</p> <p>3. Ss remember the main idea of the sentence in the strip and go back to their original group.</p> <p>4. Ss write down the sentence and share it.</p> <p>5. Based on the information, they draw a graph.</p> <p>6. Ss check the graph all together.</p>	Big sisters will facilitate their little sisters' work.	Sentence strips Worksheet Color marker Graph Sheet

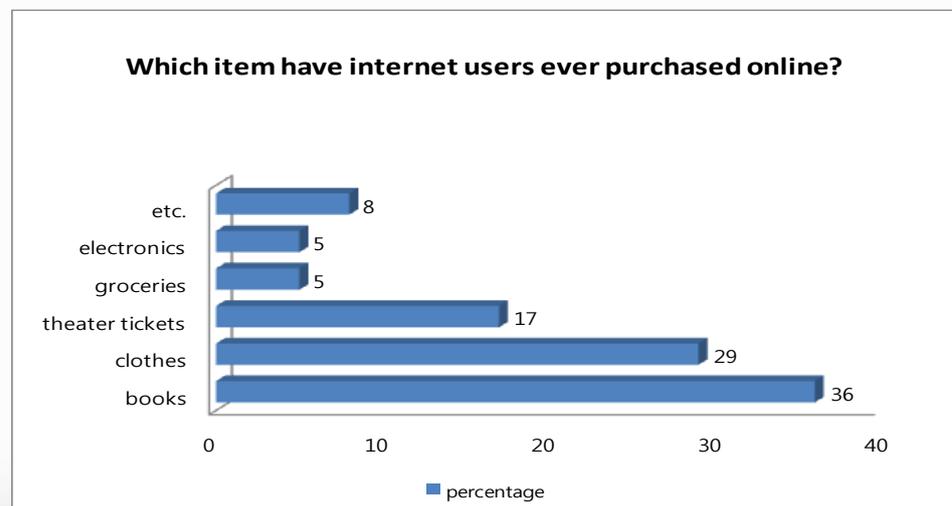
<p><b>8:35-9:05 (30min)</b>  <b>#3 Find out missing information (information-gap)</b></p>	<ol style="list-style-type: none"> <li>1. Ss make a pair; A and B / C and D ( if Ss number is odd, group leader will be paired with a S)</li> <li>2. Ss are going to have worksheet (<b>Appendix 3</b>), and they are not supposed to show their worksheet to their pair.</li> <li>3. Each student in a pair exchanges their information to complete their missing graph part.</li> <li>4. After filling in missing parts, they complete the description of their graph together.</li> <li>5. After writing a description, they change the worksheet with the other pair and do peer-editing.</li> </ol>	<p>Big sisters monitor their little sister's language use.</p>	<p>Worksheet A and B</p>
<p><b>9:05-9:15</b></p>	<p><b>Break (10min)</b></p>		
<p><b>9:15- 9:45 (30min)</b>  <b>#4 Survey</b></p>	<ol style="list-style-type: none"> <li>1. Each group will choose a certain topic about shopping. (time, money, frequency spent on shopping).</li> <li>2. For 10 minutes, Ss are required to make survey questions according to their survey subject.  <u>Try to make multiple-choice survey questions.</u></li> <li>3. Each student will be given a survey worksheet and write their group's questions on it. (<b>Appendix 4</b>)</li> <li>4. Group leaders hand in group stickers to each student. (Each group will be given different kind of stickers) After finishing one survey, a surveyor should put her group's sticker to the person she surveyed.</li> <li>5. Each student in a group is required to survey at least 5 people, so that they at least have 25-30 students' survey result.</li> <li>6. Every student stands up and starts to mingle to survey.</li> </ol>	<p>Big sisters will participate in their survey work.</p> <p>Survey at least 25-30 students</p>	<p>Various types of stickers</p> <p>Survey worksheet</p> <p>Color marker</p>

<p><b>9:45-10:25</b> <b>(40min)</b></p> <p><b>#5 Making a survey report</b></p>	<p>1. Ss are going to analyze their survey information</p> <p>3. Each group will be given certain type of graph to draw.</p> <p>4. Draw a graph for their survey information and write a description of it as a paragraph. ( 1. Introduction 2. general statement about the data 3. Detailed statements about the data 4. conclusion)</p> <p>5. Each group present their graph in front of the class</p> <p>#2&gt;</p> <p>4. Draw a graph for their survey information using their lap-top computer and write a description of it as a paragraph.</p> <p>5. Each group present their graph in front of the class</p>	<p>Bringing group leader's own lap-top computer is recommended.</p>	<p>A2 size colored paper Color marker Visualizer Compasses Ruler</p>
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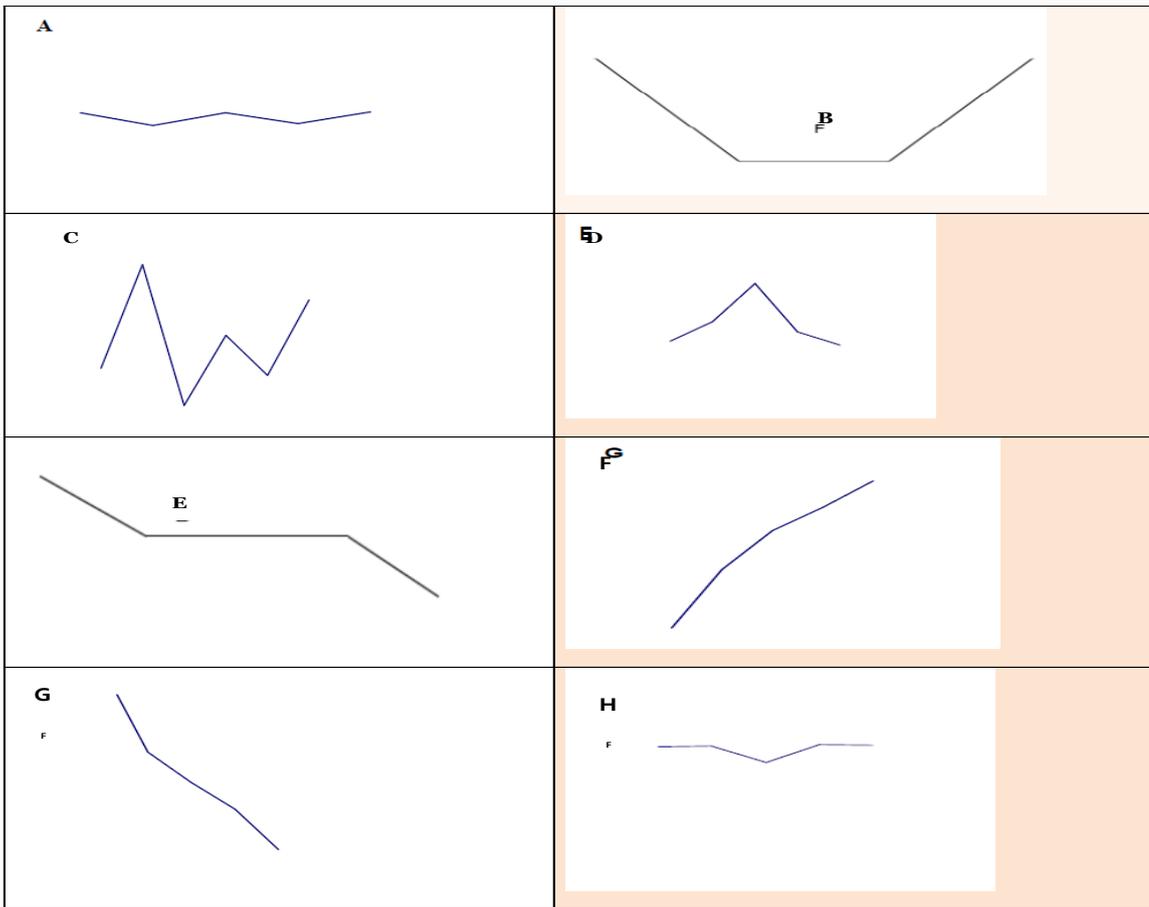
## Writing homework

**You are a reporter of Sookmyung Magazine, and you did a survey recently to your university undergraduate students about online shopping. You are going to write about it describing the information shown below for a Sookmyung Magazine. You should write at least 150words. (150-200 words)**

당신은 “숙명 매거진”의 기자로 활동하고 있으며, 최근에 대학 학부생을 대상으로 온라인 쇼핑에 관한 설문을 실시하였습니다. 아래 그래프에 나타난 설문조사 결과에 대해 150자 내외로 설명하세요. (paragraph 형식에 맞춰서 쓸 것.)



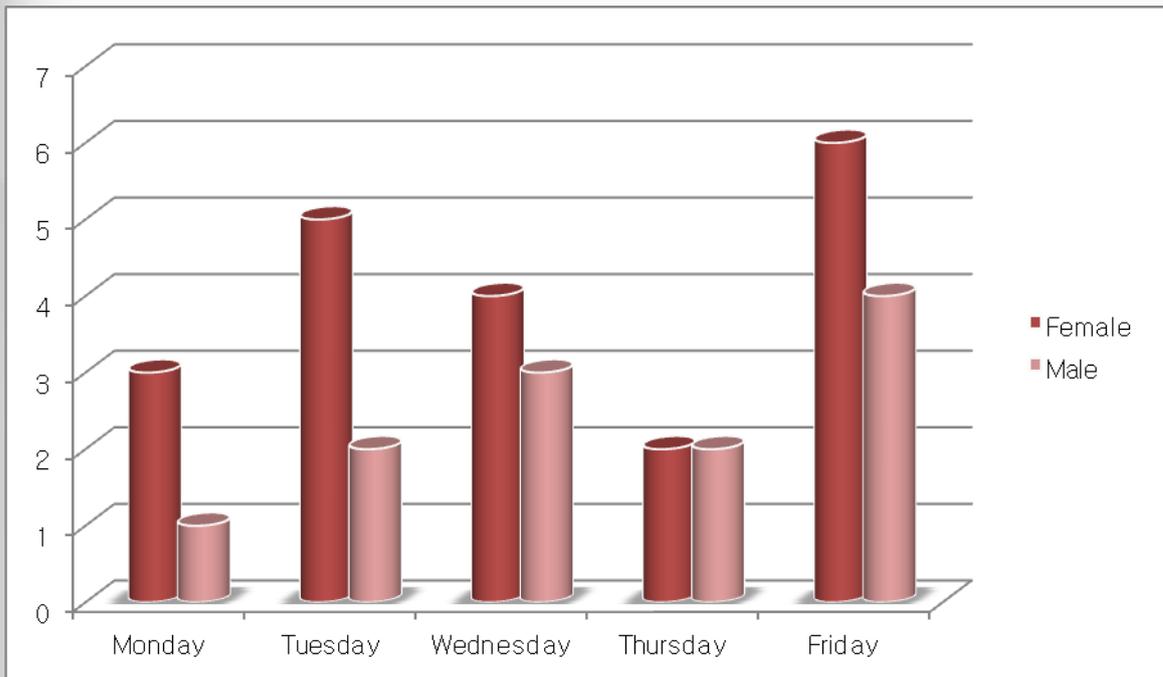
Appendix 1-a



Appendix 1-b

<p>A. Customer numbers <b>fluctuated slightly</b>.</p>	<p>H. Customer numbers <b>soared</b>.</p>
<p>B. Customer numbers <b>erratic</b>.</p>	<p>I. Customer numbers <b>plunged</b>.</p>
<p>C. Profits <b>decreased sharply</b> then <b>remained steady</b> before falling further.</p>	<p>J. There was a <b>steady fall</b> in customer numbers.</p>
<p>D. There were <b>fluctuations</b> in customer numbers.</p>	<p>K. Customers numbers <b>rocketed</b>.</p>
<p>E. There were <b>wild fluctuations</b> in customer numbers.</p>	<p>L. There was a <b>slight dip</b> in customer numbers.</p>
<p>F. Customer numbers <b>plummeted</b>.</p>	<p>M. Customer numbers <b>hit a peak</b> in the middle of the year.</p>
<p>G. Profits <b>hit rock bottom</b> before <b>increasing sharply</b>.</p>	<p>N. There was a <b>downward trend</b> in customer numbers.</p>

Appendix 2



This bar graph shows the result of an observation on how many male and female students went shopping on weekdays throughout a week. On **Friday**, a total of ten students (six females and four males) went shopping, which was the highest number in the week for both female and male students. On **Monday and Thursday**, the smallest number of students went shopping: four students each.

(A) On a closer look, there were differences between males and females. Except on **Thursday**, when the number of students was the same between male and female students, more female students went shopping than male students through the week.

(B) The greatest number of female students went shopping on **Friday**, followed by **Tuesday**, when there were five. On **Wednesday**, the number decreased to to four and on **Thursday**, only two female students went shopping.

(C) On the other hand, on **Monday**, only one male student went shopping, while the number increased to two on **Tuesday** and three on **Wednesday**.

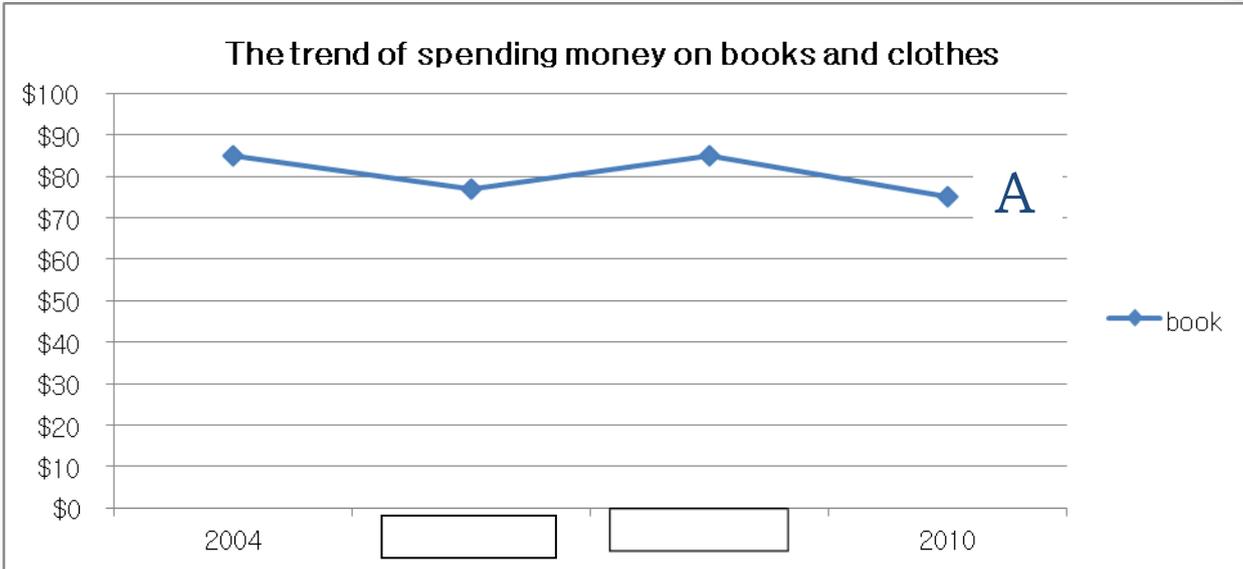
(D) On **Thursday**, the number of male students went shopping was reduced to two. The number was increased again to four on **Friday**, when the greatest number of students who went shopping for the week was recorded.

Appendix 3-a

Student A

You only have "A" line graph on your worksheet.

By asking and exchanging information with your partner, complete another "B" line graph on your worksheet.

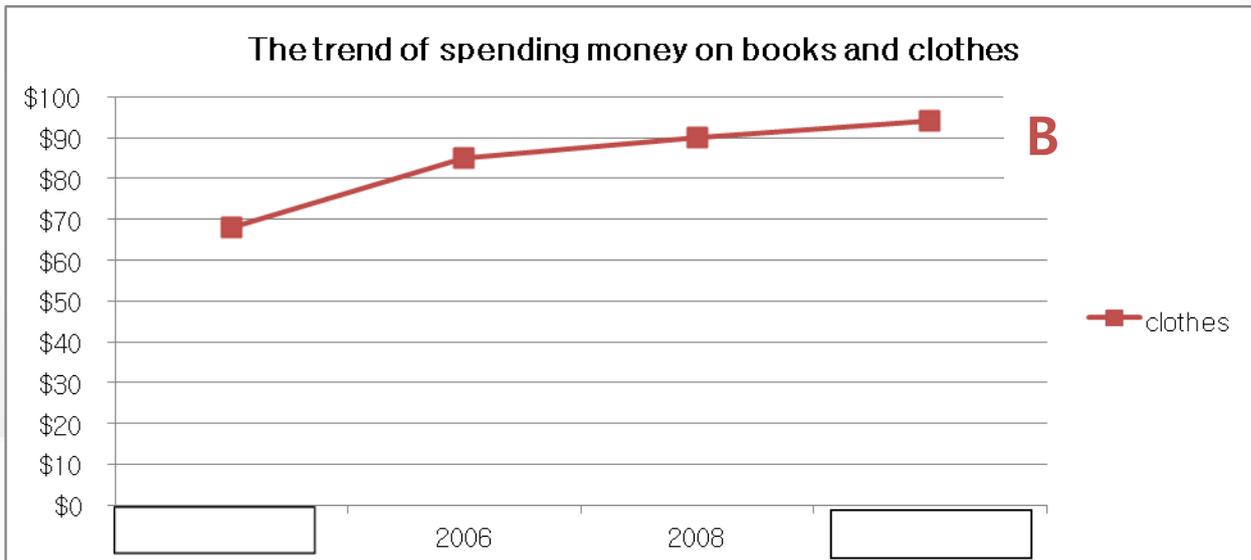


Student B

You only have "B" line graph on your worksheet.

By asking and exchanging information with your partner, complete another "A" line graph on your worksheet.

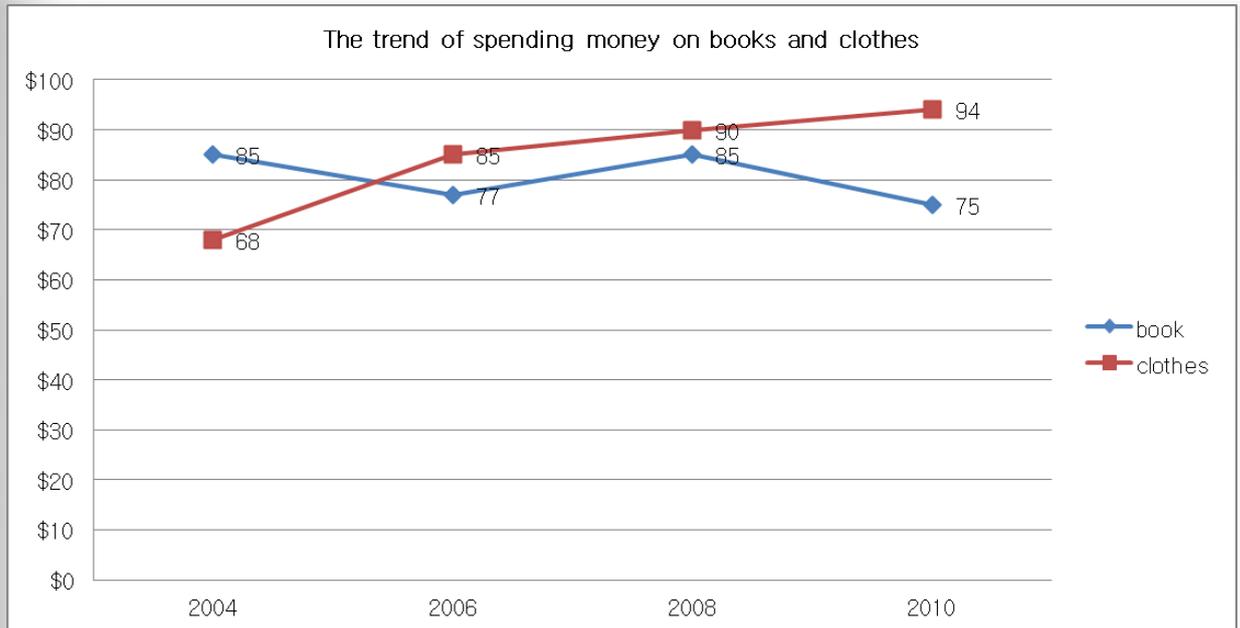
\* Don't show your worksheet to your partner.



Appendix 3-b

Complete a paragraph together using detail information of the graph.

\* Try to compare below two line graphs as detail as possible \*



The graph shows the fluctuation of students' spending money on books and clothes for the most recent school year. The money spent on books

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Appendix 4

Group name:

Survey Subject:



Large empty orange rectangular area for writing or drawing.

*Answer Sheet*

	<i>Student 1</i>	<i>Student 2</i>	<i>Student 3</i>	<i>Student 4</i>	<i>Student 5</i>
<i>Name</i>					
<i>Q1.</i>					
<i>Q2.</i>					
<i>Q3.</i>					
<i>Q4.</i>					

## Week 10 -Reading Material

### Various visual aids

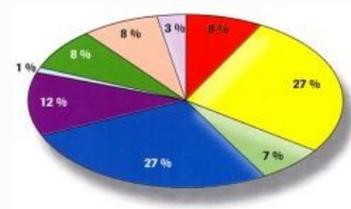
Exercise. Choose the right visual aid using given words in the box.

line chart    diagram    flow chart    bar chart    table    pie chart

1. A \_\_\_\_\_ is a diagram showing the progress of material through the **steps** of a manufacturing **process** or the succession of operations in a complex activity.

2. A \_\_\_\_\_ displays the **size** of each part as a percentage of a **whole**.

3. A (vertical or horizontal) \_\_\_\_\_ is used to compare **unlike** (different) items.



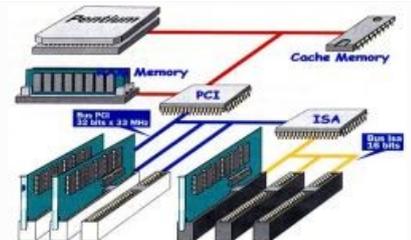
4. A \_\_\_\_\_ depicts changes over a period of time, showing data and trends.

5. A \_\_\_\_\_ is a convenient way to show large amount of **data** in a small space.

6. A \_\_\_\_\_ is a drawing showing arrangements and situations, such as **networks**, distribution or fluctuation.



30 Jan 2003	AUST Sch	BELG Fr	DAN Kr	GER Dm	NETH Fl	FIN Markka	FR Fr	GREC Drach
AUSTRIA Schilling	-	0.341	1.839	7.036	6.270	2.355	2.085	0.044
BELGIUM Franc	2.929	-	5.387	20.61	18.36	6.897	6.107	0.130
DENMARK Krone	0.544	0.186	-	3.825	3.409	1.280	1.134	0.024
GERMANY Deutschmark	0.142	0.049	0.261	-	0.891	0.335	0.296	0.006
NETHERLANDS Guilder	0.159	0.054	0.293	1.122	-	0.376	0.333	0.007
FINLAND Markka	0.425	0.145	0.781	2.988	2.663	-	0.885	0.019
FRANCE Franc	0.480	0.164	0.882	3.374	3.007	1.129	-	0.021
GREECE Drachma	22.49	7.679	41.37	158.2	141.0	52.96	46.90	-



## I. Vocabulary

Exercise 1. Look up the meanings of the movements and categorize them.

to decrease	to surge	to go up	to sink	to rise
to stabilize	to grow	to fall	to decline	to drop
to plunge	to peak	to level out	to soar	to fluctuate to
remain stable(steady)		to boom	to climb	to dip
to increase	to shot up	to plummet	to rocket	to slump
to reduce	to plateau	to stay constant	to go down	to reach a bottom
to maintain the same level		to reach the highest level		

Up	Down	No movement	Etc.
to go up			

Exercise 2. Using the adjectives, write the adverbs next to it.

### A. Describing the degree of change

Adjectives	Meaning	Adverbs
dramatic		dramatically
sharp		
enormous		
steep		
substantial		
considerable		
significant		
marked		
moderate		
slight		
minimal		

## B. Describing the speed of change

Adjectives	Meaning	Adverbs
rapid		rapidly
quick		
swift		
sudden		
steady		
gradual		
slow		

## Vocabulary Tips

- Don't repeat verbs
- Before you start to write, make a list of **synonyms** (words with the same meaning)
- See how many ways you can **rephrase** the title of the graph. Use one in the introduction and another in the conclusion with the same meaning
- Be careful with prepositions. They can make a big difference in meaning. For example, "rose *by*" is very different from "rose *to*." Learn your verbs with the preposition that goes with them.

## Vocabulary of numbers

There are some special words for numbers, fractions and percentages. Look at the following table which shows a number in different years (1990-1995) :

1990	1995
1200	1800

You could describe the above table using numbers, fractions or percentages:

- The number went up **by 600**, from 1200 to 1800. (*Number*)
- The number went up **by half**, from 1200 to 1800. (*Fraction*)
- The figure went up **by 50%**, from 1200 to 1800. (*Percentage*)
- The figure went up **150%**, to 1800. (*Percentage*)

1992	1994	1996	1998
500	1000	3000	12000

Use “trebled,” “-fold,” and “times:”

- The number **doubled** between 1992 and 1994.
- The number **trebled** between 1994 and 1996.
- The figure **quadrupled** from 1996 to 1998
- There was a **twofold increase** between 1992 and 1994.
- The figure went up **sixfold** between 1992 and 1996.
- The figure in 1996 was **three times** the 1992 figure.

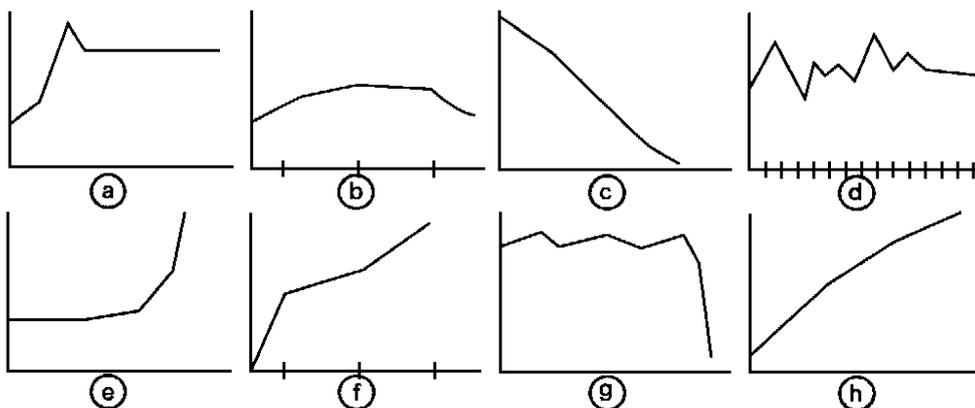
The figure in 1998 was **four times** the 1996 figure

1992	1994	1996	1998
1000	800	400	100

Use Fractions:

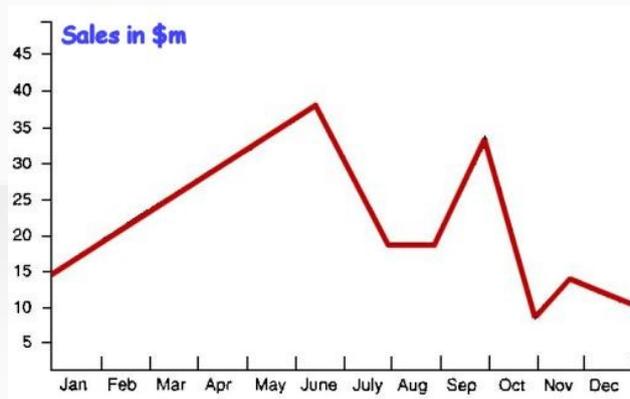
- Between 1992 and 1994, the figure fell by **one-fifth**.
- Between 1994 and 1996, the number dropped by **a half**.
- The figure in 1998 was **one-tenth** the 1992 total.

**Exercise 3. Match each sentence below with one of the following graphs.**



1.  The investment level rose suddenly.
2.  The sales of our products fell slightly in the final quarter.
3.  The Research and Development budget has stabilized over the past few years
4.  At the end of the first year, sales stood at 50 per cent of the present level.
5.  The price reached a peak before falling a little and then maintaining the same level.
6.  There has been a steady increase in costs over several years.
7.  The sudden collapse in share prices has surprised everyone.
8.  The value of the shares has shown a steady decline.

**Exercise 4. Look at the graph below, then complete the sentences.**



The x axis of this graph shows the twelve months of the past year while our sales in millions of dollars appear on the y axis. It may be seen clearly that sales ( ) steadily in the first half of the year (from January to May) and reached their ( ) in June. Then they dropped off in July and ( ) out in August. After rising sharply during September, they suffered a dramatic ( ) in October but then made a significant recovery in November. However, the year ended with a ( ) downturn.

### III. How to Write about Graphs

#### Before you Begin

**Underline key words.** Write related words – turn nouns into verbs, verbs into nouns, adjectives into adverbs, etc. Write opposite words, similar words, synonyms, etc.

Circle and **highlight** the graph. Use arrows. Make notes. Circle the biggest, the smallest, stable or unchanging parts, sudden increases, etc.

**Identify trends.** A trend is the overall idea of the graph

- what is happening/what happened
- the main change over time
- the most noticeable thing about the graph
- the pattern over time
- the pattern for different places or groups or people.

#### While you Write: Layout

##### Introduction

First sentence: Describe the graph. You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start **“The graph shows/ outlines/represents...”**

## Paragraph

- Second sentence gives the trend or trends. Start with **a sentence with no number**. “City size increased sharply over the period.” “The most obvious trend in the graph is that women are having fewer babies.” “Oil production has increased slightly in all the countries in the graph”
- Give a main idea and group information using expressions related to graph description. (refer to the next part)

### Main Idea

One of the most important things to do is get the **main idea** of the graph. First, identify the main features of the graph. What is happening? What are the biggest numbers? If it is a time graph, what are the biggest changes? What are the **trends?**

### Grouping Information

Sometimes there is just too much information in a graph. You may need to group information. Grouping information means putting two or three similar or related things together. This makes it easier for the reader to understand. It is also less work for you, because you can put more than one piece of information in a sentence.

- Don't have too much information
- Don't analyze or explain everything in the graph
- Don't go from left to right, explaining everything. Instead pick the main ideas.
- Use the biggest and next biggest – don't mention everything in between.
- Don't mention the small or unimportant stuff
- Pick an idea and find information that supports it

### Examples of circumstances

- Between 1995 and 2000
- From 1995 to 2000
- Over 10 years
- Sales fell to 150 in March
- During the past ten weeks
- Since 2003

## Conclusion

- Finish by repeating the main trends, or identify a second trend. Use different vocabulary.
- Don't have any numbers in the conclusion (you could use words like “most”, “the majority” “a minority”, “a small number”).
- Don't give an opinion.
- Expression: In summary we can see that... , To sum up ..., In conclusion it can be seen that..., Overall, the data shows/ indicates/suggests..., Overall, it appears that...

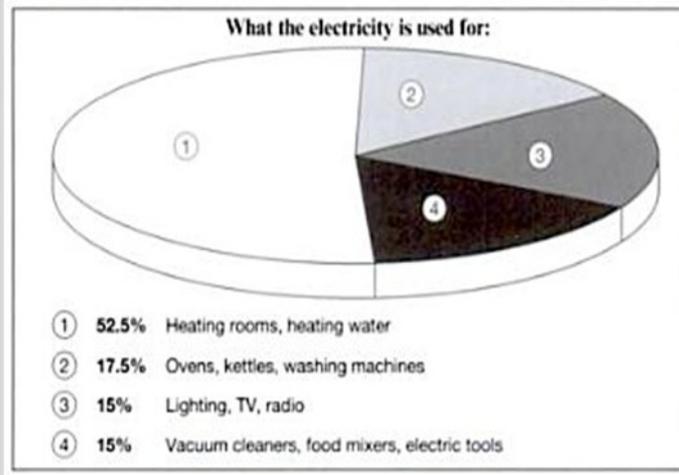
## While You Write: Some Don'ts

**Don't write about everything** on the graph. Pick the biggest, the smallest, the main points, the main trends. Group similar things together

Don't write about the line or the bar: "The line went up," "The bar went down." Instead, write about the idea. "The number of people going to work by train increased gradually." "Oil production shot up in 1965"

Make sure you write about the idea. Don't use shorthand: "Men went up," "Women went down." Instead, write about the real data: "The number of men at university fell dramatically," "The percentage of female students getting a degree rose suddenly."

Exercise 1. Fill the gaps using words from the following list.



Appliances / remaining / account for /  
proportion / largest / household

In an average English home, the \_\_\_\_\_ of electricity, 52.5%, is used for heating rooms and water.

Three kitchen \_\_\_\_\_, namely ovens, kettles and washing machines, \_\_\_\_\_ 17.5 of \_\_\_\_\_ electricity use.

The \_\_\_\_\_ 30% of electricity is used for lighting, televisions and radios (15%), and vacuum cleaners, food mixers and electric tools (15%).

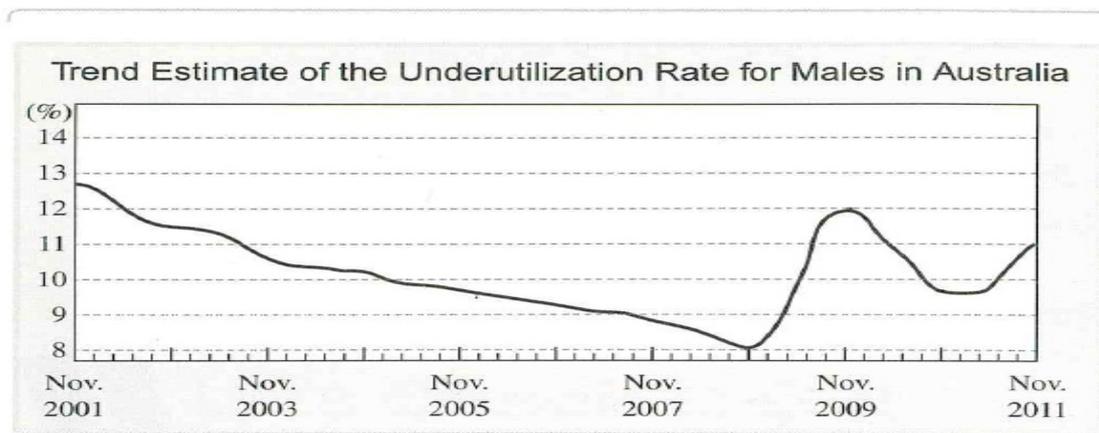
Exercise 2.



- (a) The busiest time of the day is in the morning. There is a **sharp increase** between 06:00 and 08:00, with 400 people using the station at 8 o'clock.
- (b) The graph shows the **fluctuation** in the number of people at a London underground station over the course of a day.
- (c) After this the numbers **drop quickly** to less than 200 at 10 o'clock.
- (d) After 7 pm, numbers fall **significantly**, with only a **slight increase** again at 8pm, tailing off after 9 pm.
- (e) There is then a **rapid rise** to a **peak** of 380 at 6pm.
- (f) Overall, the graph shows that the station is most crowded in the early morning and early evening periods.
- (g) Between 11 am and 3 pm the number **rises**, with a **plateau** of just under 300 people using the station.
- (h) In the afternoon, numbers **decline**, with less than 100 using the station at

**Exercise 1. Choose an appropriate word from the box and write it down for each blank.**

A.

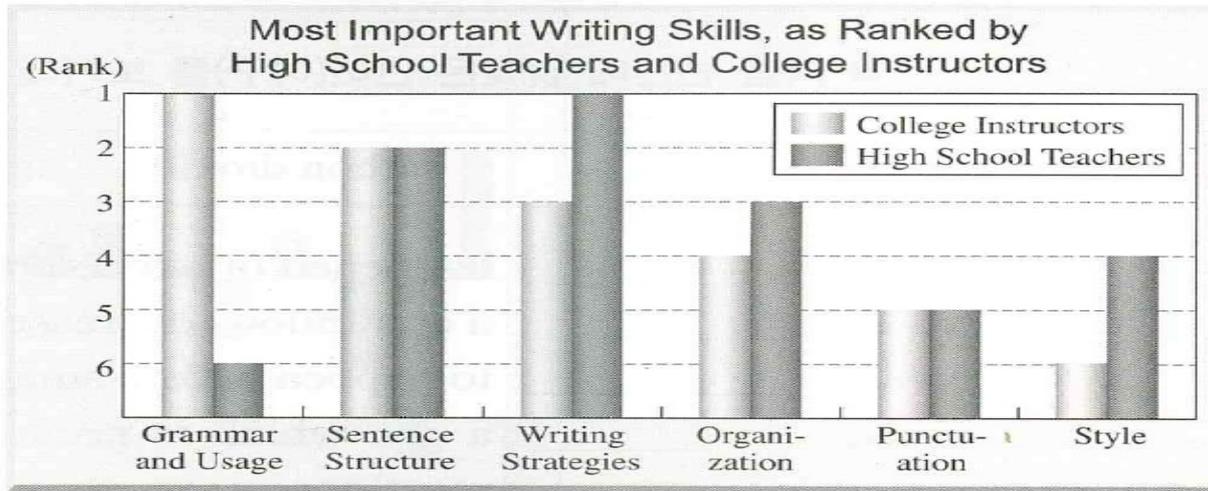


The above graph shows the trend estimate of the underutilization rate (combining the unemployment rate and underemployment rate into a single figure) for males in Australia between November 2001 and November 2011. ① The underutilization rates had been declining ( ) since 2001 and showed an ( ) trend starting in 2008. ② In 2001, the underutilization rate was the ( ) of the years shown in the graph. ③ In 2008, the underutilization rate was ( ) than in any other year. ④ There was a sudden ( ) in 2009, rising from about 8 percent in 2008 to about 12 percent, and this was followed by a ( ) in 2010, returning to the level of 2005. ⑤ The rate fell below 10 percent in 2010 before rising to about 11 percent in 2011.

( \_\_\_\_\_ -> )

increase	highest	steadily	drop	upward
lower				

**Exercise 2. Which statement is NOT true according to the graph? Underline the part which is wrong and correct it.**

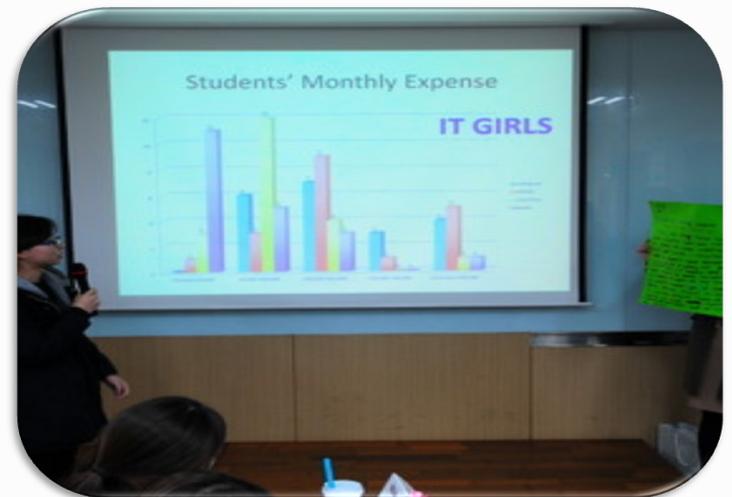


The above graph shows the most important writing skills ranked by high school teachers and college instructors. ① College instructors consider grammar and usage skills to be the most important English writing skills, while high school teachers consider them the least important. ② College instructors and high school teachers agreed on sentence structure and punctuation; the former is ranked second and the latter fifth. ③ High school teachers consider writing strategies to be the most important factor, while college instructors consider them the third most important element. ④ As far as organization skills are concerned, they are ranked third by high school teachers and fifth by college instructors. ⑤ College instructors and high school teachers show the second largest gap in the importance of both writing strategies and style.

( \_\_\_\_\_ -> )

# CLASS PICTURES

CLASS PICTURES



# REFLECTIVE JOURNAL

Our theme was shopping and the objective of the class was about describing visual aids using proper vocabulary and expressions. I and Kyung-hwa managed the class with five main tasks; 1) Matching with a Graph, 2) Drawing a Graph, 3) Find Out Missing Information, 4) Survey and 5) Making a Survey Report. Though the function of this class (describing visual aids) was unfamiliar with most students at first, they completed their tasks successfully and I hope they have learned a lot.

Our first task was about *Matching Sentence Strips*. There were eight different types of graph and 14 sentence strips which describe those graphs. Students were asked to match sentences with a proper graph for about 10 minutes and the aim of this task was let students review the vocabulary or expressions they have learned in their reading homework. I think this task was appropriate for warm-up and most of groups finished their work easily. One thing I want to change was about my rate of speech. When I checked the answer together, I just read key words or some of sentences mostly alone and moved to the next task rapidly because of the time and even worse, I didn't give them a time to check their answers. I should have managed the task at a moderate pace.

The second task was *Drawing a graph*. It was jigsaw and each group members was splitted to four different groups. In that group, they were given a sentence (which was about a graph description) to remember. After remembering them, they came back to their original group without a strip and wrote main idea or sentences they have memorized. We asked student to reorganize them into a right order so that they could have a proper graph description. After that, they were asked to draw a graph based on the description. Because there were no exact transition words in a sentence strip, we made students to focus on the mainstream of the content. Students seemed to remember the information in a strip quite well and they did pretty good job on drawing a graph.

The third task was about *Finding Missing Information*. We made students work as a pair and gave them different information about one graph. The graph was composed as two line graphs which was about the trend of spending money on books and clothes. One student in a pair was given a line graph about books and another one had about clothes. By describing their graphs information about books and clothes together, they were asked to complete one graph. However, though I and Kyung-hwa demonstrated the rule of information-gap activity in our direction, some of students just put their graph on the desk and describing it to the pair without hiding it. What was worse, they draw another pair's graph on a scrap paper, not on their worksheet. Because they have not done information-gap activity in their last lessons, we should have explained the rule more clearly and exactly to the students. After completing their graph, they were asked to describe it in a paragraph as a pair work. Before letting them write, we showed them a sample graph description and explained about what kind of information were in it. They tried to follow the guide line when they wrote their description and did well on their work.

From this third task, my action research group and other group used their treatment, which were about using action cards of vocabulary or referring their reading homework while doing a task. They seemed to be helped a lot in completing their task on time. Other action research team also asked us to use their treatment, revision work, in a writing task and we let students revise other pair's work within a group. However, because we didn't have much time to rewrite it, we just moved on to the next task without rewriting stage after revision. I think if we have had revise and rewrite stage after their writing work, it could have been much effective for improving their writing skill.

For our fourth and fifth task, we made students to do their own survey about shopping habits and make a survey result for their survey. Before we had a class, we informed group leaders about how to make survey questions and a graph with the topic they were going to survey. With the big help of group leaders, we could do well both on the fourth and fifth task. First, each group was given a topic to survey; time, money, frequency, and companion. For ten minutes, they were required to make their survey questions and they made them pretty well according to the guide line. After making them, they started to mingle and survey.

I could notice most of students really enjoyed it. When we prepared the lesson plan, I especially worried about using group stickers. We used group stickers to avoid surveying the same person. Students were required to put their own group stickers on the person they surveyed and it really worked well than I expected. They really enjoyed meeting other classmates to survey and putting stickers on the person's clothes or a hand.

For the last task, we asked them to analyze their survey, draw a graph based on their survey result and present it in front of the class. About a drawing a graph, we let group leaders bring their own lap-top computer (if it was possible) beforehand, and two groups brought their lap-top and drew their graph by using it. Most of groups completed analyzing their survey results without any difficult, and they started to draw their graph. Drawing graph took much time than we expected. Those two groups which used their computer finished their work early and started their group writing quickly; however, the rest of groups spent much time in drawing in their graph on a big colored paper. Besides, some of groups used their paper for only drawing a graph, so we should give them scrap paper to write on. Maybe we should have explained our direction more clearly and checked their understanding. Because some of groups didn't finish their work on time, we couldn't hear all groups' presentation; instead, we chose two groups to present; one group from using their lap-top computer, and another group from working on a paper. They got clear result from their survey, and they presented well based on their writing. When I moved around, though they didn't finish their writing work on time, most of groups tried to describe their graph information clearly and neatly based on the guideline they have learned in the previous task

Overall, though the function of our class was hard to write and unfamiliar with them, most of groups finished their task on time and did pretty well than I expected. I hope they have learned a lot through this class.

# **ACTION RESEARCH**

- **Introduction**
- **Literature Review**
- **Methodology**
- **Data Analysis & Discussions**
- **Recommendations & Conclusion**

# ACTION RESEARCH

## *Effective ways to empower students to produce desired results through in-class techniques in task-based learning*

Kim So Young, Kim Soung Eun and Jeffrey Gibbons

### **1. Introduction**

This action research on the effective ways to empower students to produce desired results through in-class techniques in task-based learning was conducted by Kim So Young, Kim Soung Eun and Jeffrey Gibbons, the teachers-in-training in the practicum course at Sookmyung Women's University Graduate School of TESOL. Our role as a teacher were to design lesson plans in reading and writing instruction to prepare undergraduate GEP (General English Program) students to take the writing section of the MATE (Media Assisted Test of English) which consists of three tasks and to teach the lesson plans we designed. In GEP class, we were in charge of a group consisting of three students or a pair of teachers-in-training a group of four students. Our roles as a facilitator were to help students with in-class tasks and to provide feedback on writing homework. The GEP students were undergraduate students at Sookmyung Women's University who were mostly juniors and seniors. There were 26 students in the class. They chose to take the GEP to prepare for the writing section of the MATE which was one of the qualifications for graduation. We met them every Tuesday from 7:50pm to 10:30pm. The students were given reading homework a week prior to each class so that they could prepare for the lesson regarding as well as the teachers could make use of class time effectively. From class observation, we noticed that not many students struggled to begin and complete the tasks with the desired results. We wonder how we might empower the students produce the desired results for in-class tasks by using in-class techniques.

### **2. Area of Interest**

During the first third of the semester, we noticed that many students were slow to begin the tasks and did not seem to possess the ability to complete the tasks even though they had be given sufficient opportunity with the reading homework for the GEP class. In the reading homework, form-focused exercises focusing on raising students' awareness of lexical items and particular grammatical structures related to target functions were provided as well as background knowledge for the following week's theme. By doing the reading homework, the students could practice using the target language items for the following week appropriately in context with interaction between themselves and the materials.

The problem was that the students did not use most of the target language items they have learned through the reading homework while engaging in in-class writing tasks. Consequently, it has been a concern for the GEP teachers to devise in-class techniques to empower GEP students' to produce the desired results with greater efficacy.

As a way of empowering GEP students' to produce the desired results, we devised a series of four different treatments. The treatment began in week 10 with a vocabulary focus, followed by a form focus in week 11, followed by both a vocabulary and form focus in week 12, and then finally a graphic organizer and focus terms in week 13. We collected data in the form of observations and teacher-in-training surveys to ascertain which treatments were effective and which were not. The data was collected systematically. Based on its analysis, we are able to come up with some recommendations to empower students' to produce the desired results with greater efficacy in in-class tasks.

### 3. Literature Review

Within the framework of the Communicative Language Teaching approach (CLT), one method is based on the concept that effective learning occurs when students are fully engaged in a language task, rather than just learning about language (Oxford, 2006). The Task-based Learning method (TBL) to language learning differs from most other methods in that it involves a sequence of communicative tasks to be carried out in the target language, rather than an inventory of forms which are presented to the students and then practiced. These other methods are based on "an assumption that there is a direct relationship between 'input' and 'intake', that what is presented can be mastered directly and will, as a result of that mastery, become a part of the learner's usable repertoire." (Willis & Willis, 2009: 173) The task-based teaching approach which is situated within the CLT framework has brought about significant changes in the second language classroom over the past two decades. Learners are no longer seen as blobs of clay that a teacher shapes and molds into a communicative work of art. They are in fact intelligent, sophisticated language learners who have proven their ability to learn language and have valuable insight as to how they want to learn their second or more languages.

Inside each learner is a syllabus as we will come to discover that cannot be denied and will dictate how and when they learn. We as instructors and teachers must view this relationship with our students as a mutually beneficial in that both parties have something of value to bring to the table. Cognizant of the needs of the students, knowledge about language learning theories, language learning and teaching experience, culture awareness, a positive attitude and an open mind will serve us best in planning and delivering the a great language learning experience. In an attempt to define the term "task" many linguistic heavyweights have offered up their definitions for consideration.

Nunan (2004) offers up a distinction between what he calls target or real world tasks and pedagogical tasks. Target or real world tasks refer to the use of language in the real world, beyond the confines of our four-walled language classrooms. Hence all those tasks requiring language inside those four walls would be considered pedagogical tasks. We have drawn an early distinction here by stating the use of language as there are tasks both in the real world and the classroom that can be completed without the use of any language.

The importance of including a communicative goal was not lost on Willis and Willis (2001) when they discussed a task as a classroom undertaking where the use of the target language is employed by the learner for a purpose or goal in order to achieve an outcome. It is through the negotiation of meaning between participants using the target language in a task that they are able to achieve an outcome. Nunan (2004: 16) refers to the work of other authors compiled by Skehan in putting forward five key characteristics of a task: meaning is primary, learners are not given other peoples' meaning to regurgitate, there is some sort of relationship to compare real-world activities, task completion has some priority, and lastly the assessment of the task is in terms of outcome. Ellis (as cited in Nunan 2004: 16) describes a task as a workplan that requires the learners to process language in order to achieve an outcome that can be evaluated, stating also that it does not predispose forms, but it should be reflective of language in the real world. Nunan (2004) own definition of task states learners are involved in comprehending, manipulating, producing or interacting in the target language and are required to utilize their grammatical knowledge to convey meaning.

Additionally Nunan requires the task itself to have a sense of completeness so that it can stand on its own as a communicative act. While these definitions vary to some degree the overriding fact remains that tasks involve the learner using the target language to convey meaning without restricting their choice of forms based on their own grammatical knowledge to complete the task.

#### 4. Treatment Schedule

Treatments	Description
<p><b>Week 10</b> <i>Vocabulary Action Cards</i></p>	<p>The action cards were created based on the target language items of the lesson that were contained in the reading homework, for example expressions for describing graphs. Each group of students will receive a set of cards with key vocabulary and related images. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.</p>

<b>Week 11</b> <i>Forms Focus</i>	The forms focus was created based on the structure of the final writing task that was introduced through the reading homework and integrated into the lesson. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.
<b>Week 12</b> <i>Vocabulary Action Cards vs. Forms Focus</i>	Similar action cards from week 10 and forms focus from week 11 will be given to aid the students in complete week's 12 assigned tasks. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.
<b>Week 13</b> <i>Graphic Organizers &amp; Focus Terms</i>	A graphic organizer will be provided to each dyad to aid the pair of students in pre-writing stage of the writing process. Focus terms will be placed in the margin of the drafting page to remind and encourage students to use of the key vocabulary terms from the reading homework. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.

### 5. Data Collection

The treatments began in week 11 with a series of action cards (see Appendix 1a) with target language vocabulary and images from the reading homework, which in this week focus on expressions for describing graphs. There were eight cards in total and they contained an image of a line graph and the key expressions that one could use to describe the action of the line, for example 'wild fluctuations' or 'hits a peak'. The action task cards were given to the students after the second task and they were encouraged to refer to the action cards during the completion of the assigned writing tasks. The teachers-in-training and those teachers fronting the class were asked to fill out a survey (see Appendix 5a) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use these cards in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

The treatments continued in week 11 with a five-paragraph opinion essay outline to aid the students in planning and developing their first in-class extensive writing task.

The outline consisted of a single page document with boxes for each major part of the essay which included; introduction, three body paragraphs and a conclusion (see Appendix 3a). The introduction was further broken down into two parts a hook and a thesis statement, while the conclusion had a restatement of thesis and a final though section, whereas the body paragraphs were spilt between topic sentence and supporting details sections. Students were instructed to fill out the outline with key words and phrases only. The teachers-in-training and those teachers fronting the class were asked to fill out a survey (see Appendix 5b) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the essay outline in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

The treatments in week 12 were a duplication of weeks 10 and 11 as both a series of action cards (see Appendix 1b) and an essay outline (see Appendix 2b & c) were employed to increase the efficacy with which the students completed the tasks. Some modifications were made to the actions cards based on the feedback received in week 10, however the only modifications required for the essay outline was a switch of focus from opinion to compare and contrast essays. The number of action card sets was doubled to insure that every dyad of students would have one at their disposal and the font size was increased to make them easier to read. Additional in week 12 two outlines were provided as there are two styles of compare and contrast essays, point by point and block. We wanted a more direct comparison of the first two treatments so a decision was made to put them head to head in week 12. The teachers-in-training and those teachers fronting the class were asked to once again asked to fill out a survey (see Appendix 5c) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the action cards and essay outlines in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

In week 13 the final treatments of the action research were a graphic organizer in the form of a mind map (see Appendix 3) and focus terms (see Appendix 4) that will be strategically placed on the final tasks writing page, which are entirely new treatments. The mind map treatment consists of a single page document with its center being an opinion box which is surrounded by four boxes for brainstorming topic ideas around the central opinion. Within each of the four boxes is room for supporting details.

The students will have guiding questions strategically placed on the mind map itself. From the opinion box there are cloud images or callouts to encourage students to think about a hook and thesis statement for their opinion essay. The focus terms occupy the right margin of a two page writing page design for the students to write out their first draft of their essay. The terms have been part of past lessons and homework readings, so they will be quite familiar with them and their appropriate usage; however the conceptualized idea here is that they serve as a gentle reminder of what vocabulary is available to the students during the writing task. The teachers-in-training and those teachers fronting the class were asked to once again asked to fill out a survey (see Appendix 5d) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the action cards and essay outlines in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

## 6. Data Analysis

The data was collected from the teachers-in-training surveys after using treatment #1 in week 10. The majority of the teachers-in-training, 10 group leaders out of 12 (83%), thought the action cards were attractive and of a high quality and they would like to use action cards in their future lesson. However, teachers-in-training were spilt on the student usage of the action cards in completing the tasks probably due to their only being one set per table, which was a reoccurring comment from the teachers-in-training. The effectiveness of the cards ranged for not effective to a slight past neutral for the majority of the teachers-in-training. Only 7 group leaders out of 12 (58%) said that their little sisters used action cards while they were doing the tasks and 6 group leaders (50%) agreed that using action cards was effective for completing the tasks. Students felt the action cards needed a larger font as well to make them more readable. One teacher-in-training commented that the lack of context made them difficult to use, however the researchers purposely designed them context free to focus the reader's attention solely on the action of the line in the line graph. Finally, the majority of teachers-in-training stated that they would definitely plan on using action cards in their own teaching.

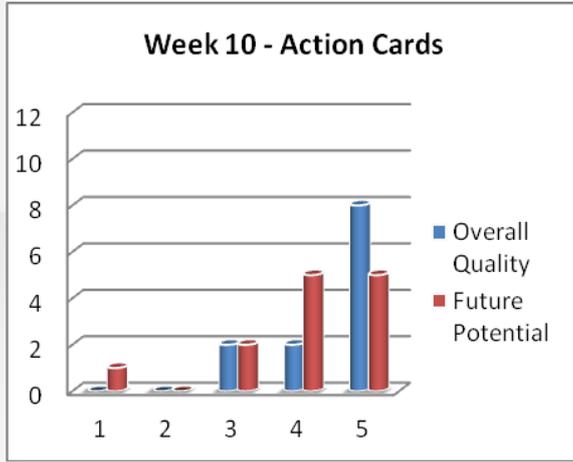


Figure 1.

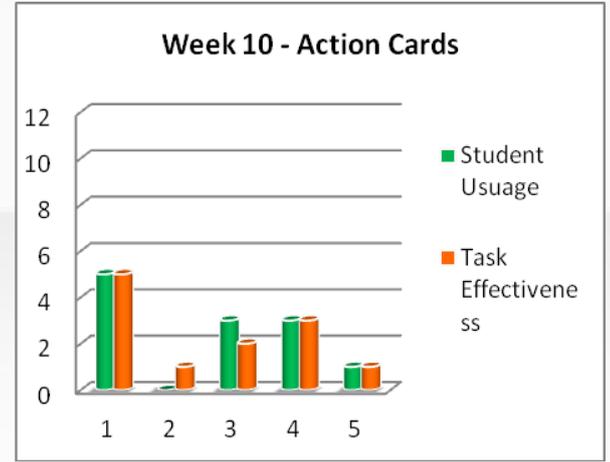


Figure 2.

The data was collected from the teachers-in-training surveys after using treatment #2 in week 11. Most of the teachers-in-training agreed the writing form is attractive and of high quality. Eleven group leaders (91% in Figure 3.) agreed and one group leader disagreed. All the leaders said that their students used the writing form extensively to complete the writing tasks. Ten teachers-in-training out of twelve (83% in Figure 4.) agreed that the form was very effective in assisting the students to complete the tasks. They said that the writing form helped students brainstorm their ideas and organize them fast and logically. They also mentioned that the form guided students how to write the essay in right structure. One leader was neutral about the effectiveness of the form. Still she or he said that the writing form was very clear to follow the steps and helped the students write the essay more easily. Eleven group leaders (91% in Figure 3.) said they would use the writing form in their own teaching in the future. Among them, five leaders strongly agreed with the future use of the writing form in their class. Only one leader disagreed on this question.

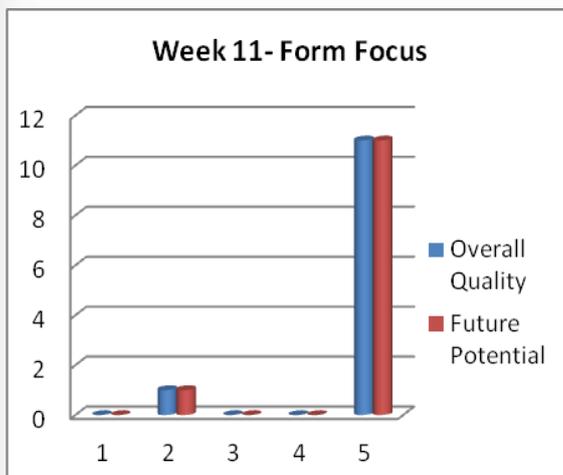


Figure 3.

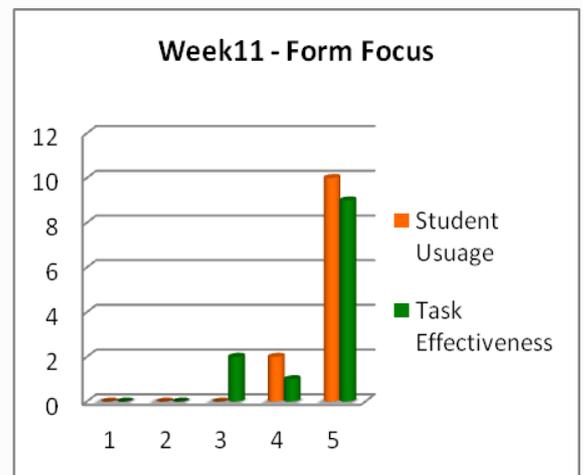


Figure 4.

The data was collected from the teachers-in-training surveys after using the treatments #1 and 2 a second time in week 12. Still a majority of the teachers-in-training felt (75% in Figure 5.) positive about the attractiveness and quality of the action cards (91% in Figure5.), however there was a slight decline in favorable attitude, even though modifications were requested in earlier feedback. The teachers-in-training remain split on the student usage of the cards, but it was becoming slightly more positive. The effectiveness of the cards also showed some slight improvement. However, findings suggest there are still more modifications required before marked improvement would be expected. The numbers dropped somewhat for intended future use as teachers-in-training demonstrated less willingness to produce action cards in their own classrooms.

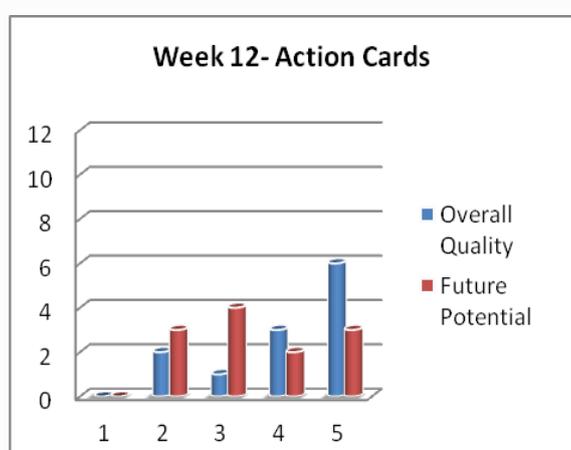


Figure 5.

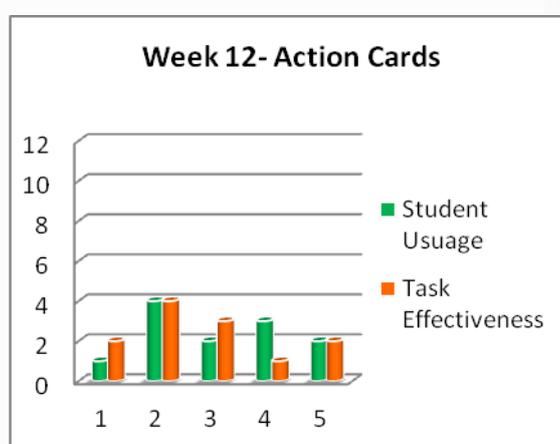


Figure 6.

The overall appearance and quality of the writing forms were positive, 10 out of 12 group leaders (83% in Figure7.) agreed. However, it was not as strong as they were in week 11. Likewise with student usage the results indicated positive feelings, however just not as strong as before. The forms were judged to be effective in task completion, 8 out of 12 group leaders (75% in Figure 8.) agreed with some adjustment in strength, but overall very similar numbers as last time. Teachers-in-training intentions to use forms in the future remained positive with again some fluctuations in strength rating.

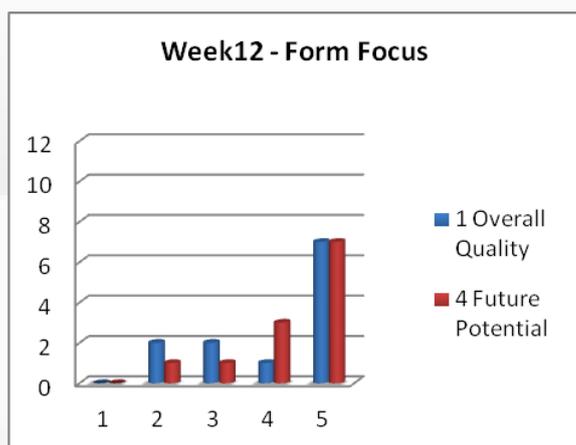


Figure 7.

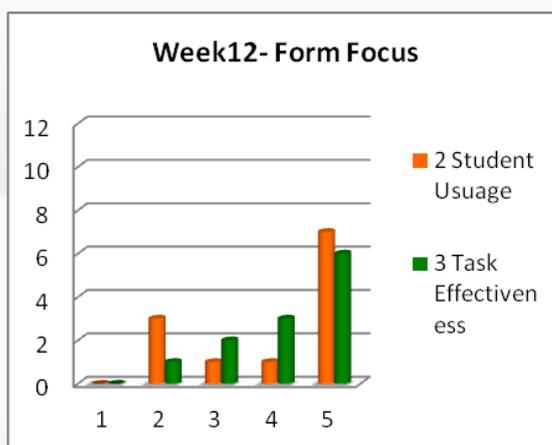


Figure 8.

The data was collected from the teachers-in-training surveys after using the mind maps treatment #3 in week 13. The overall appearance and quality of the mind maps meet with strong support as 10 out of 12 teachers-in-training agreed (83% see figure 9). Additionally, the future potential rating was also high as again 10 out of 12 teachers-in-training agreed (83% see figure 9). Not surprisingly the student usage and task effectiveness received equally high support as again 10 out of 12 teachers-in-training agreed (83% see figure 10). The mind map was slightly altered removing one of the paragraphs bubbles reducing their numbers to three which reduced the amount of brainstorming that might have occurred and also removed the selection process of the three best ideas from the students. This was a limiting factor for this study which will be discussed later, as the teachers-in-training do this study didn't have complete control over the treatments as the teachers-in-training fronting the class were able to alter the forms.

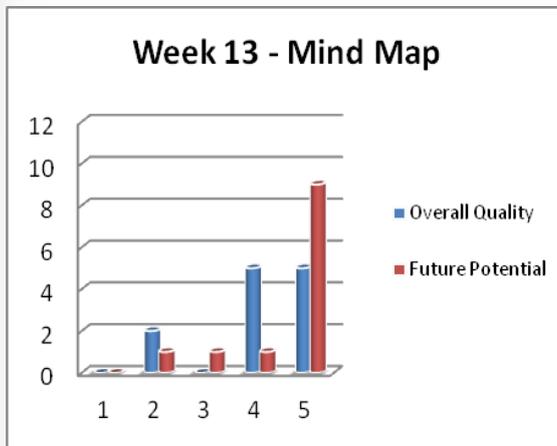


Figure 9.

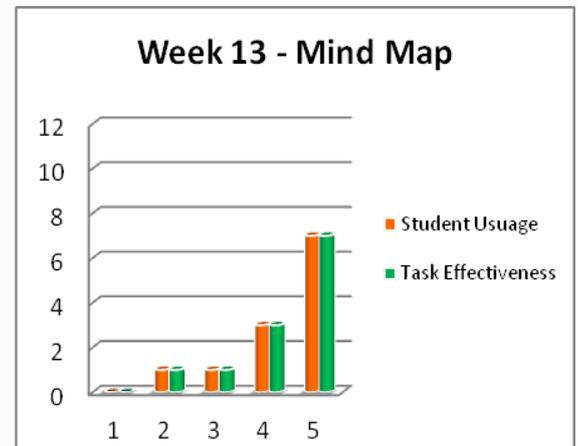


Figure 10.

The data was collected from the teachers-in-training surveys after using the focus terms treatment #4 in week 13. The overall appearance and quality of the focus forms received 8 out of 12 teachers-in-training positive support (67% see figure 11). The future potential was slightly higher receiving 9 out of 12 teachers-in-training positive support (75% see figure 11). The student usage was rated only slightly positive as 7 out of 12 teachers-in-training (58% see figure 12). The task effectiveness showed slight improvement over usage as 8 out of 12 teachers-in-training gave positive support (67% see figure 12). The teachers-in-training fronting the class due to time constraints didn't properly introduce the focus terms to the students which may have been a limiting factor. Ideally they would have been introduced by first having the students read the list of focus terms circling the ones they intended to use during their collective writing.

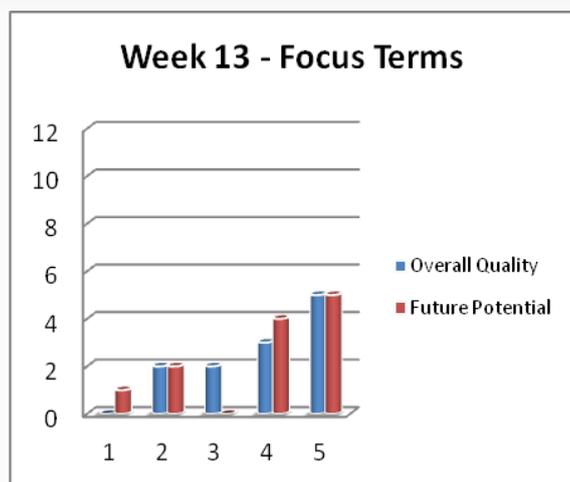


Figure 11.

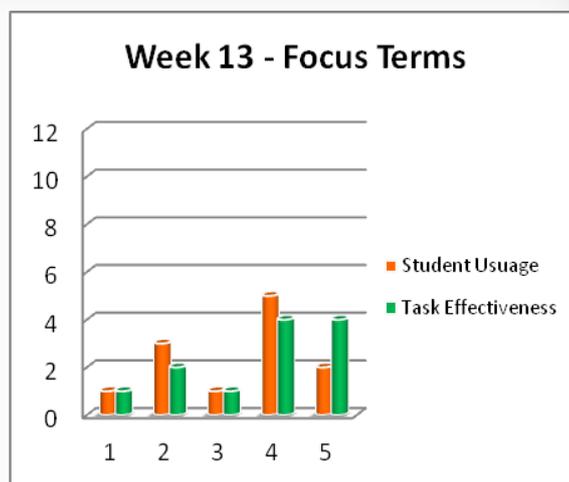


Figure 12.

## 7. Discussion

In reviewing the data from the teachers-in-training surveys after using action cards in weeks 10 and 12 we interpreted the results as follows. During week 10 the teachers-in-training felt very positive about their appearance and future potential; however the student usage and tasks effectiveness was almost the mirror opposite as table 1 and 2 would indicate. Here we felt the problem was insufficient sets of action cards and print font size was too small. We printed double the quantity to ensure each dyad had access to a set and enlarged the font size significantly to make them even more attractive. This resulted in less favorable results for the appearance and future potential as it was still positive just not as strong. From this we realized that the action cards to be truly effective and well used they need to have the right information on them. It should be noted that the selection of material for this week was not our choice, but came from the group fronting the lesson. The changes made for week 12 had a more positive effect on student usage and task effectiveness; although it was still a little negative it was more spread out to the positive side of the likert scale.

In reviewing the data from the teachers-in-training surveys after using the form focuses in weeks 11 and 12 we interpreted the results as follows. During week 11 the focus forms had near unanimous positive support for all of the criteria, which was appearance & quality, future potential, student usage and task effectiveness. This treatment was most effective of the four treatments employed during our action research. The final week for this treatment week 12 witness almost as positive results which would indicate that the teachers-in-training felt once again this treatment was a very effective treatment for teachers to utilize when using task-based instruction.

In reviewing the data from the teachers-in-training surveys after using mind map and focus terms treatments we interpreted the results as follows. The mind maps treatment #3 had a vast majority of agreement for their appearance and over quality and many teachers-in-training felt that a mind map is an essential element in the brainstorming phase of the writing process and would use them in their future teaching. (See table 9). Additionally student usage and task effectiveness for the mind maps was met with favorable results as seen in table 10 as most teachers-in-training viewed the mind maps as being well used by the students in completing the tasks. They also received strong support for their effectiveness in task completion. The focus terms treatment #4 had positive support for both the appearance and quality as well as future potential however it was more spread out and not quite as strong as the mind maps which can be seen in table 11. Finally the student usage and effectiveness for the focus terms was once again positive, but spread out as table 12 would indicate.

### **8. Recommendations and Conclusion**

As a group of professional educators we felt that action research is a most valuable tool in a teacher's arsenal to become a more effective and reflective professional. We came to the realization that focus forms is a highly effective aid to writing task completion and one that every teacher should employ to empower their students in task completion. Additionally mind maps were also an effective tool for the writing process at its initial stage. The focus terms could become very effective if taught and introduced to the students properly. Lastly, action cards could become a great aid for students if the quality, quantity, and material match the needs of the students.

We also realized that this project has some limitations that could easily be overcome under more ideal situations. To begin with the sheer number of treatments that were ongoing during the final weeks of the course were overwhelming and we felt that the teachers-in-training may not have given the most reliable data to analyze. Secondly, we were not in a position to collect student data to the degree that we felt would have been effective in determining their impressions on how effective the treatments were.

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## Appendix 1a – Week 10 Action Cards

**\* Action Card 01**

**fluctuated slightly or fluctuations**

**\* Action Card 02**

**hit rock bottom then increased sharply**

**\* Action Card 03**

**erratic or wild fluctuations**

**\* Action Card 04**

**hits a peak**

**\* Action Card 05**

**decreased sharply before leveling off**

**\* Action Card 06**

**soared or rocketed**

**\* Action Card 07**

**Plummeted, plunged, steady fall or downward trend**

**\* Action Card 08**

**slight dip**

**\* Action Card 09**

Words that describe - Up

- To surge
- To go up
- To rise
- To grow
- To soar
- To boom
- To climb
- To increase
- To shoot up
- To rocket

**\* Action Card 10**

Words that describe - Down

- To decrease
- To sink
- To stabilize
- To fall
- To decline
- To drop
- To plunge
- To plummet
- To slum
- To reduce
- To go down

**\* Action Card 11**

Words that describe - No Movement

- To level out
- To remain
- To steady (stable)
- To plateau
- To stay constant
- To maintain the same level

**\* Action Card 12**

Words that describe - Others

- To peak
- To fluctuate
- To dip
- To reach bottom
- To reach the highest level

## Appendix 1b – Week 12 Action Cards

<p><b>East</b></p> <p>In eastern culture opinions are given in an indirect manner.</p>	<p><b>East</b></p> <p>In eastern culture one's way of life depends on others.</p>	<p><b>East</b></p> <p>In eastern culture emotions such as angry are rarely displayed on one's face.</p>	<p><b>East</b></p> <p>In eastern culture one views themselves as rather small and insignificant.</p>	<p><b>East</b></p> <p>In eastern culture people in social settings form large circles.</p>
<p><b>West</b></p> <p>In western culture opinions are given in an direct manner.</p>	<p><b>West</b></p> <p>In western culture one's way of life is independent of others.</p>	<p><b>West</b></p> <p>In western culture emotions such as angry are frequently displayed on one's face.</p>	<p><b>West</b></p> <p>In western culture one views themselves as rather large and important.</p>	<p><b>West</b></p> <p>In western culture people have a random distribution of interaction.</p>
<p><b>East</b></p> <p>In eastern culture when traveling people tend to take a lot of pictures.</p>	<p><b>East</b></p> <p>In eastern culture people tend to take care for the elderly as much as possible.</p>	<p><b>East</b></p> <p>In eastern culture elderly are expected to care for the young.</p>	<p><b>East</b></p> <p>In eastern culture one's boss is considered to be very important person.</p>	<p><b>East</b></p> <p>In eastern culture children are responsible for the entire community.</p>
<p><b>West</b></p> <p>In western culture when traveling people want to see a lot of things.</p>	<p><b>West</b></p> <p>In western culture people tend to keep their problems to themselves.</p>	<p><b>West</b></p> <p>In western culture people have a lot of things to do.</p>	<p><b>West</b></p> <p>In western culture one's boss is considered to be more important than anyone else.</p>	<p><b>West</b></p> <p>In western culture children are responsible for themselves.</p>

## Appendix 2a – Week 11 Opinion Essay Form

<b>Group 1 Opinion Essay</b>	<b>English Writing and Reading Appendix 4a - Essay Outline</b>	<b>Fall 2012</b>
<b>Introductory Paragraph</b>		
Hook (1 sentence or more)		
Thesis Statement (1 sentence)		
<b>Body Paragraphs</b>		
<b>Paragraph 1:</b> Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
•		
•		
•		
<b>Paragraph 2:</b> Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
•		
•		
•		
<b>Paragraph 3:</b> Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
•		
•		
•		
<b>Concluding Paragraph</b>		
Restatement of the thesis statement (1 sentence)		
Final thought (1 sentence or more)		
9   Page		

## Appendix 2b – Week 12 Compare and Contrast Essay Form (Point Style)

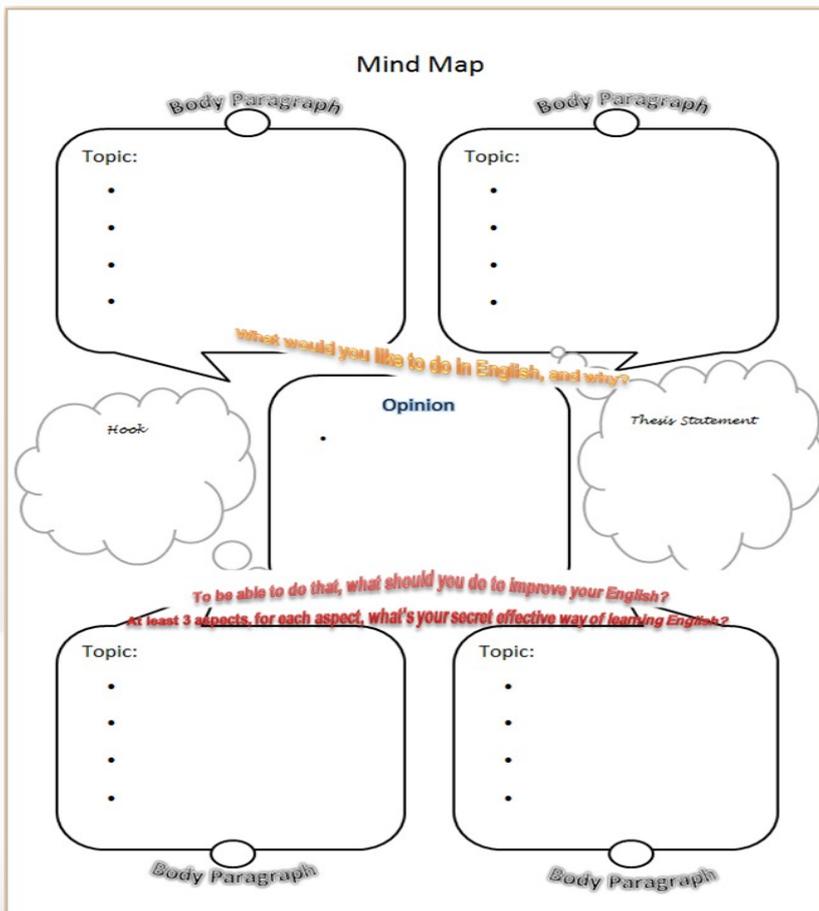
<b>Contrast Essay (Point by Point Template)</b>	
<b>Introductory Paragraph</b>	
Hook	
Thesis Statement	
<b>Body Paragraphs</b>	
<b>Paragraph 1:</b> Topic Sentence	
Supporting details	
<b>Paragraph 2:</b> Topic Sentence	
Supporting details	
<b>Paragraph 3:</b> Topic Sentence	
Supporting details	
<b>Concluding Paragraph</b>	
Restatement of the thesis statement , Final thought	

Appendix 2c – Week 12 Compare and Contrast Essay Form (Block Style)

**Compare and Contrast Essay (Block Template)**

<b>Introductory Paragraph</b>
Hook
Thesis Statement
<b>Body Paragraphs</b>
<b>Paragraph 1 (Similarities):</b> Topic Sentence
Supporting details
<b>Paragraph 2 (Differences):</b> Topic Sentence
Supporting details
<b>Concluding Paragraph</b>
With a summary of points, Restatement of the thesis statement
A final comment

Appendix 3 – Week 13 Mind Map





Teaching experience in the practicum course at Sookmyung Women's University TESOL MA course made me more qualified and developed English teacher. By making lesson plans through planning and revising stages, I could make more authentic and learner-centered cooperative language learning class. Besides, sharing teaching techniques and ideas with other colleagues have encouraged me to make better and effective lesson plan for students. I believe that I have been progressed a lot through those precious experiences and I would make a continuous effort to improve myself as an English teacher and to be an influential teacher for students as well.

