

Professional Teaching Portfolio



SOOKMYUNG
WOMEN'S UNIVERSITY

Graduate School of TESOL

Fall, 2013

Suyang Cho

Table of Contents

Introduction

Section 1: Personal Info.

- Resume
- Teaching philosophy
- Degree and certificates

Section 2: Professional Development

- Courses taken in the MA program
- Overview of practicum
- Lesson plans
- Reflective Journals
- Students' work & pictures
- Pictures in the MA program

Section 3: Action Research

- Introduction
- Intervention plan
- Findings & Results
- Discussion & implication
- Appendices

Future journey as a teacher

Introduction

Teaching is like **traveling**.

In order for me to make a journey more fun and meaningful, and make the best use of the given time, I should be fully prepared, gathering all the useful information.

First of all, I have to decide my destination and then think about all the possibilities from scratch.

However, I can get information and resources from travel books, on-line websites, and even people who have already been there.

Traveling is fun and exciting, but the process of preparation for it is also as fun and anticipating as the travel itself.

The Beauty of Traveling:

- 1) Meet many different people
- 2) Encounter unexpected things
- 3) Get to know more about others and myself
- 4) Learn something new daily
- 5) Make a better plan for the next

Likewise, this is so true of my teaching career.

It is sometimes tiring and energy-consuming, but worth challenging myself.

This portfolio is carefully designed to demonstrate

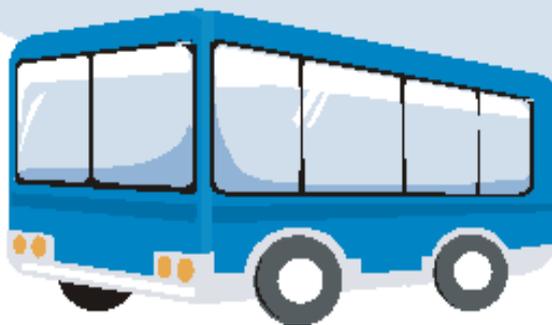
1. My teaching philosophy and beliefs about teaching English as a public high school teacher
2. The courses I have taken throughout the M.A program
3. Accomplishments and developments through the practicum course
4. Lesson plans with teaching materials for the current target students
5. The Action Research project to raise high school students' grammatical awareness in language use
6. Where I am going to head in the journey of teaching as an English teacher.

This teaching portfolio represents my overall accomplishments and developments as an English teacher through the 15-week practicum course at Sookmyung Women's University TESOL M.A program.



Section 1: Personal Info.

- **Resume**
- **Teaching philosophy**
- **Degree and certificates**



Resume

	SuYang Cho	
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Summary of Qualification

- ✚ MA TESOL Sookmyung Women's University (Expected graduation, Aug 2013)
- ✚ 11 years of teaching experience at public high schools in Incheon, Korea
- ✚ Passionate, hard-working and adventurous about teaching and learning

Education

Mar 2011-Aug 2013

Sookmyung Women's University, Seoul
-Graduate School of TESOL, MA in TESOL

June 2008-Aug 2008

Humber College, Toronto, Canada
- TESOL certificate program with Distinction

Mar 1997-Feb 2002

Sangmyung University, Seoul
- B.A. majoring in Education with minor in English Language Education

Sep 1999-June 2000

George Brown College, Toronto, Canada
-Baking Arts Certificate program of Hospitality and Culinary Arts

Work Experience

School teacher at three high schools, Incheon city, Korea

Mar 2013-present **Bugae high school**

- English teacher for the 1st year students
- Have been teaching 4 skills, vocabulary build-up and grammar

Mar 2007-Feb 2013 **Bugwang high school**

- English teacher for the 1st through 3rd year students
- Served as home room teachers for 3.5 years

Resume

- Taught for K-SAT based on 4 skills and grammar
- Co-taught the 1st year students 'practical English conversation' for a year with a native teacher of English

Mar 2008-Aug 2008 Dufferin-Peel Catholic District School Board & PIEA, Toronto

- Was on detached duty
- Completed a professional development course for Teachers of English in the areas of : Teaching Methodology, Vocabulary Enrichment, Pronunciation and the Culture of North American English

Mar 2002-Feb 2007 Inhwa Girls' high school

- English teacher & home room teachers for the 1st through 3rd year students

Certifications

Feb 2011-June 2011 TESOL Certificate awarded by Sookmyung Women's University

Dec 2011 **TEE-Doctor** certified by the Incheon city office of Education

Dec 2010 **TEE-Pro** certified by the Incheon city office of Education

Mar 2010 TESL Canada Federation Professional Certificate, Standard One
(Interim)

Aug 2008 TESOL Certificate with Distinction awarded by Humber College

Aug 2005 1st Degree Secondary School Teacher License for English,
Incheon District School Board

Feb 2002 2nd Degree Secondary School Teacher License for English and
Education, Sangmyung University, Seoul, Korea

June 2000 **Bakery Arts Program** certificate awarded by Brown College of
Applied Arts and Technology

Scholarships / Awards

1st and 2nd semester of 1998 & 2nd semester of 2001

Dean's List and **scholarships** awarded by Sangmyung University

Jan 2011 **SMU-TESOL Honor Award** for outstanding student leadership
awarded by Sookmyung Women's University

Resume

Additional experience

Mar 2013-present

Coordinator for Connecting Classrooms at Bugae High School, Incheon city, Korea

Mar 2012-Feb 2013

Coordinator for Connecting Classrooms at Bugwang High School, Incheon city, Korea

- Coordinated projects and activities for Bugwang CC students
- Facilitated students' communicative competence in English through making PPTs and doing presentations in English based on education for Global Citizenship from World Vision

- Got students involved in many meaningful voluntary works such as coal briquette delivery to the needy in order for them to become aware of and have responsibility for helping others in need and/or with less fortune

Presenter at SMU TESOL Symposium (Fall 2011), Sookmyung University, Seoul, Korea

- Researched and presented "*Writing Activities through Computer-Mediated Negotiation: Online Chatting and E-mail*"

Group Membership / Sponsor

2005-present **Member** of "Good Teacher" Corporation

Dec 2002-present **Sponsor** of two children through **World Vision**

Skills

Korean: Mother Tongue

English: High proficiency level in receptive and productive competence

Spanish: Novice proficiency level but consistently learning

Proficient in MS Office

References available upon request

Teaching Philosophy

Many people are worried that public education is falling apart and there is not much more hope we can rely on, but the current school system is so interconnected with and influenced by the entrance examination system of higher education that is K-SAT for university. Thus, without any changes to it, it does not seem that we can be optimistic about the future of our education and if it changes at all, it would seem to take a while. Nonetheless, there is still many a teacher who tries to keep up with the demands of the times, and I am pretty confident that I am one of them.

As we all know, I cannot stress enough on the importance of English these days, but without realizing the genuine purpose of or true motivation for learning the target language, 'English', under pressure learning cannot be maximized. In other words, when the goal is crystal clear, it is obvious that the desire for learning naturally comes out. Thus, one of the roles as a language teacher is to constantly motivate my students by connecting them to the real world while producing the language on various hands-on tasks beyond the test itself. This is possible through making teaching and learning more **contextualized**. When students feel what they are doing is more related to themselves, their active participation increases.

We all learn better when we go through trial and error, and take an action. That is, '**learning by doing**' is more effective than the theoretical approach. I think project-based learning is the answer for this because I have witnessed how well students could have done in unexpected ways over various team projects. However, it is not easy to try out this type of work because most of high school students are extremely busy due to their preparation for entering university, that is, they basically study for 13 to 14 hours at school, and for a teacher there is a fixed curriculum to catch up with. Thus, I often plan diverse after school or club projects as well as relevant in-class activities based on the main textbook in order for students to have opportunities to use the language more practically through production stages of speaking and writing.

Lastly, English should not be taught as a subject only. Instead, we should have the clear concept that it is a means to communicate with one another across the world. In this era of globalization, so many sensitive global issues that have to be handled await us. We, Koreans, live in such a homogeneous society, so that it seems difficult for us to truly understand and accept different values, attitudes, diversities and the like though we may think we do. However, in order to solve such problems, I believe we should work collaboratively, and English is at the center of it. English should function as a key to dealing with these issues. Thus, my ultimate goal for my students is to develop **their communicative competence** using 4 skills through relevant tasks and activities while students are actively engaged in researching their interest field in depth and figuring out alternative solutions to those issues as well as completing a given in-class tasks cooperatively with other classmates, and to make them become global citizens.

Therefore, I believe my roles as a language teacher are a facilitator, guide and curriculum developer rather than a controller or a resource person. I would like to keep encouraging my students to take one active step further, challenge themselves and become confident communicators in the global world.

Degree and certificates

No. 5402

Sookmyung Women's University

Graduate School of TESOL

CHO, SU YANG

조수양

국제영어교사 자격증

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

교육기간 : 2011.02.07-2011.06.23
전공교육과정: TESOL



숙명여자대학교

Certificate of SMU- TESOL

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

Duration of the Training February 7, 2011-June 23, 2011
Specialization : TESOL

Sookmyung Women's University

TESOL대학원 원장 김 안 근



Dr. Ankeun Kim
Dean, Graduate School of TESOL

Ankeun Kim

총장 한 영 실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han

Teaching English as a Second Language in Canada Federation



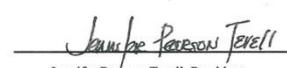
TESL Canada Federation Professional Certificate

This certifies that
Su Yang Cho
has been awarded the
TESL Canada Professional Certificate
Standard One [Interim]

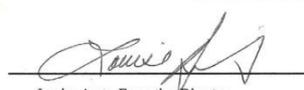
Date: March 19, 2010



Certificate No.: 1363

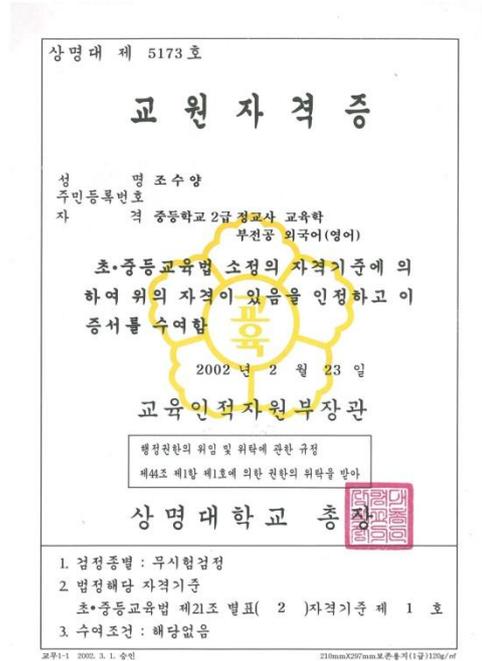
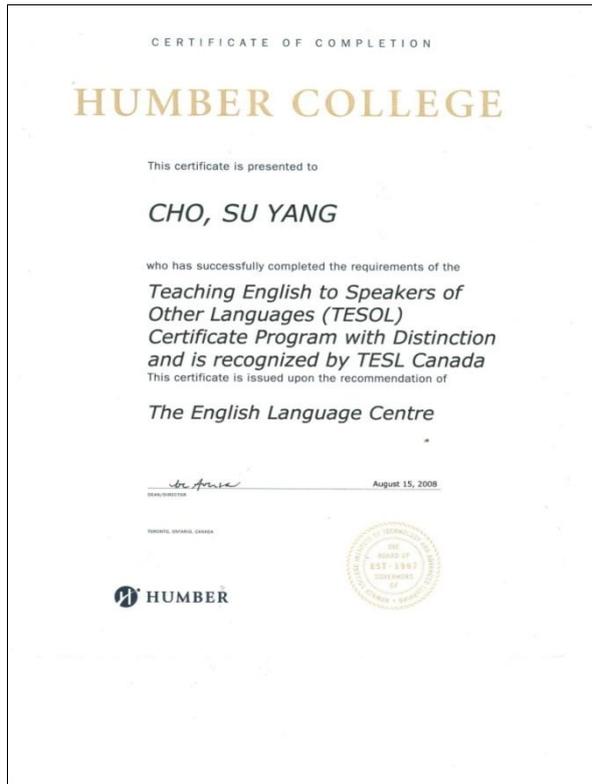


Jennifer Pearson Terrell, President



Louise Aerts, Executive Director

Degree and certificates

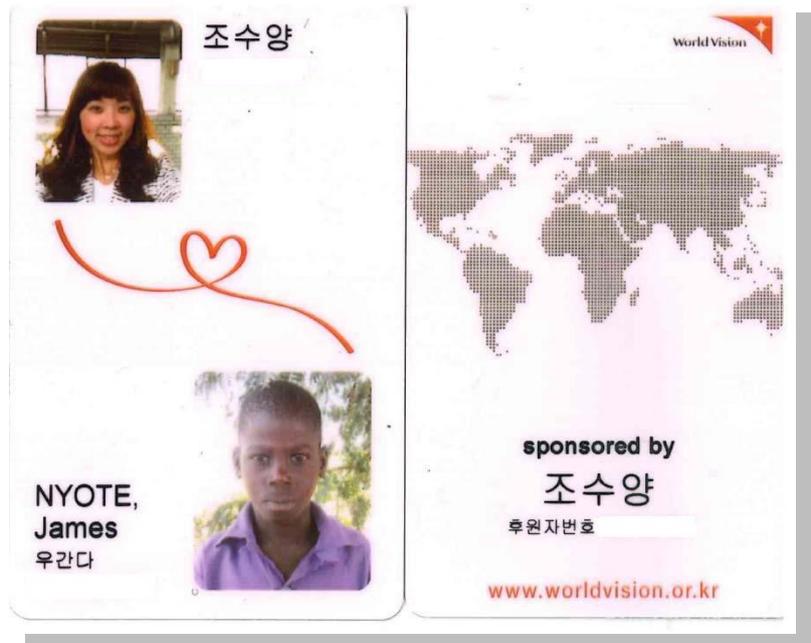


Sponsorship



Certificate of honor as for sponsoring World Vision for 10 years

Sponsored children in Korea and Africa



Section 2: Professional Development

- **Courses taken in the MA program**
- **Overview of practicum**
- **Lesson plans**
- **Reflective Journals**
- **Students' work**
- **Pictures of students in teaching**



Courses I've taken in the TESOL MA program

2011 spring semester

Methodology II Second Language Acquisition

2011 fall semester

Discourse Analysis

This course is designed to provide students with a course in the development or enhancement of knowledge related to the teaching of speaking through a discourse analysis/interlanguage pragmatics point of view. This course has two basic parts or foci (focuses). In the first half of the course the underlying theory of both discourse and pragmatics are reviewed. In the second half practical issues regarding developing speaking skills and particularly English speaking are reviewed. As such, this course is seen as being a basic course and one which marries necessary theories in SLA with practical outcomes related to speaking.

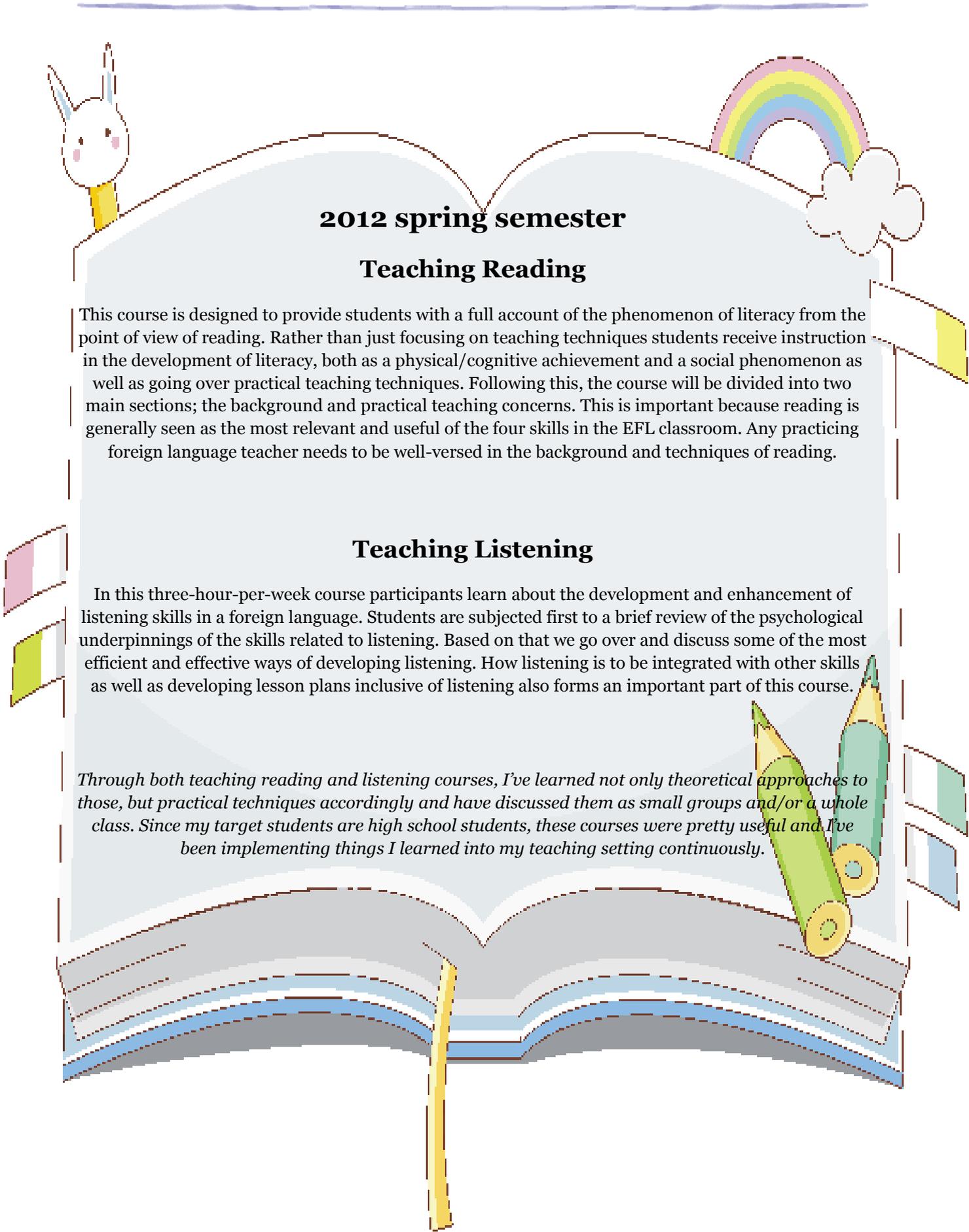
Computer-Mediated Communication in foreign language

This course examines CMC (Computer-Mediated Communication), a major concern of CALL (Computer-Assisted Language Learning) in the wide range. Students will have a good opportunity 1) to review various CMC media such as email, discussion board, chat room, instant messenger, and other recent attempts of using web technology in terms of their functions and applications in the language class, and 2) to observe and analyze the language and culture of online communities for L2 educational purposes.

Through D.A, I've learned the importance of understanding contexts and cultural factors in communication. Besides this, I could have learned what to consider when planning for teaching speaking and how to assess it.

As for CALL, I have long been interested in the field because web technology will be definitely of use in language learning. I was lucky to have the opportunity to learn more about it and implement the latest web technology for teaching speaking and writing of L2 into my classes. That was a challenging, but motivating and useful moment for both me and the students. I've learned how to utilize wikis, voxopop, gmail chat and others for the improvement of students' productive skills.

Courses I've taken in the TESOL MA program



2012 spring semester

Teaching Reading

This course is designed to provide students with a full account of the phenomenon of literacy from the point of view of reading. Rather than just focusing on teaching techniques students receive instruction in the development of literacy, both as a physical/cognitive achievement and a social phenomenon as well as going over practical teaching techniques. Following this, the course will be divided into two main sections; the background and practical teaching concerns. This is important because reading is generally seen as the most relevant and useful of the four skills in the EFL classroom. Any practicing foreign language teacher needs to be well-versed in the background and techniques of reading.

Teaching Listening

In this three-hour-per-week course participants learn about the development and enhancement of listening skills in a foreign language. Students are subjected first to a brief review of the psychological underpinnings of the skills related to listening. Based on that we go over and discuss some of the most efficient and effective ways of developing listening. How listening is to be integrated with other skills as well as developing lesson plans inclusive of listening also forms an important part of this course.

Through both teaching reading and listening courses, I've learned not only theoretical approaches to those, but practical techniques accordingly and have discussed them as small groups and/or a whole class. Since my target students are high school students, these courses were pretty useful and I've been implementing things I learned into my teaching setting continuously.

Courses I've taken in the TESOL MA program

2012 fall semester

Teaching Writing

This course provides a student-centered task of developing ELT curriculum and materials. Students will have a good opportunity to 1) develop knowledge in this area by reading and discussion, 2) practice course/material development by designing a well-grounded curriculum for a target education setting.

Web-based Language Instruction

This course emphasizes “practice” of technology-integrated language teaching. Therefore, most of the lessons involve computer work including homepage design, software review, and trials of utilizing several multimedia applicants. However, in this course, technology only exists as a tool that assists effective teaching based on L2 pedagogy. Students will have a good opportunity 1) to understand how well network-based technology and ESL can be integrated with each other and 2) to develop their critical thinking about multimedia in language classrooms, and 3) to share new ideas in employing technology into their own teaching/learning setting.

As for the teaching writing, I could have learned a variety of teaching techniques through reading and discussions. Also, by linking CMC course to this writing course, I investigated types of errors my students often make and researched what kind of feedback might be of use in their writing on wikis.

With respect to IBLT, I had an opportunity to learn new technologies such as twitter, podcast, facebook, webquest and the like in more detail each week through reading and presentation. In addition to this, I learned how they worked by creating and reflecting on teaching-learning activities based on new web technologies that were introduced by both classmates and the professor throughout the course.

Overview of Practicum

2013 spring semester

Practicum I

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

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

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

Texts and Materials

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

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

Winter Reading

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

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

Overview of Practicum

Methodology

English Only: The working language of this Practicum 1 class is English. This means all official aspects of the course including all assignments, presentations, and in-class discussion will be conducted in English only. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

Classroom: The approaches used in the classroom will vary over the duration of the semester. In the first few weeks of the semester there will be more lecturing and instructor-led group discussion. After this initial stage the class will more often involve more group work in which students will be working in small groups on developing ideas for their own classroom teaching environments. There will also be informal student presentations and whole class discussions on what the participants have been doing in their own teaching environments and class discussions on topics introduced by both professors and participants.

Attendance: As with all the courses in the Sookmyung TESOL MA, students are expected to attend all scheduled classes. As the name of the course would imply, this is a course based on practice and presentation revolving around the participants. The outcome of the classes is based on the level of participant activity in the class and attendance is the minimal basis for activity. Hence, it is imperative that students attend all classes and be ready to participate as prescribed.

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

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

Attitude	20%
Class Participation	30%
Assignments	25%
Action Research Report	25%

Instructor – Diane Rozells
Office - Suryeon Faculty Building 402
Tel. - (02) 2077-7820
E-mail diane.rozells@gmail.com

Overview of Practicum

Practicum II

Overview: This three-hour-per-week course has two main components. The first of these is the reflective component. We will be using the reflective journals and videos taken during the teaching of the participants' courses to reflect on our own individual teaching practices as well as on elements of in-class language learning. Reflection is one of the key elements for further developing teaching skills in in-service teachers and as such is used as a way of getting teachers to develop skills which enable them to become more autonomous in their own development as teachers. The second component of this class revolves around the design and creation of a teaching portfolio. Here we will be working individually and in groups to create a portfolio that highlights our training, skills, and achievements as teachers. An important part of this portfolio, which will be handled for the most part in the sister course (Practicum I), will be an action research project. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire TESOL MA program.

Objectives: The key objective of the Practicum II course is to give the students an opportunity to reflect on and evaluate their performance in the classroom as well as their professionalism as teachers in a low stress environment based on critical concern and caring. Basically what we want to do in this class is have the students reflect on their roles and performances as English teachers in the foreign language classroom. We will be doing this through the writing of reflective journals, making presentations, the creation of a portfolio and videotaping the participants' performance in the classroom. Video, unlike journal entries, does not lie. We will be watching and analyzing the videos taken by the participants in their own teaching environments to determine the reality between the teachers' perceptions as recorded in the reflective journals and the reality of the classroom as shown in the videos. The goal, then, for the Practicum students is to develop an awareness of their own skills in the classroom. This awareness will be further heightened by the creation of a high-quality teaching portfolio.

Texts and Materials

Main texts

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

-Constantino, P. and M. DeLorenzo with C. Tirrel-Corbin. (2009). *Developing a professional teaching portfolio* (3rd Edition). Upper Saddle River, NJ.: Pearson Education.

ISBN-13:978-0-205-60857-7

ISBN-10:0-205-60857-4

Winter Reading

-Burns, A. (2010). *Doing action research in English language teaching: A guide for Practitioners*. New York/London: Routledge.

Additional Materials: Students must bring to each class a folder to hold any papers that the instructor and other students give out. There will be a lot of handouts. You may need to save these for your portfolios. Take good care of them.

Overview of Practicum

Additional Materials : Students must bring to each class a folder to hold any papers that the instructor and other students give out. There will be a lot of handouts. You may need to save these for your portfolios. Take good care of them.

Methodology

English Only: The working language of this Practicum 2 class is English. This means all official aspects of the course including all assignments, presentations, and in---class discussion will be conducted in English only. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

Classroom: This class is about reflection on both a small classroom and a large professional scale. As such we will be engaging in small group and class discussions. Students will be sharing their reflection journals with others and we will be reviewing classroom performance and environmental aspects together. The Practicum 2 classroom, therefore, will be an area for reflection, cooperation, and self--discovery. Leave your egos and inhibitions at home and set your brain and energy level on *high*. Remember the end goal is for the participants to reflect on themselves as teachers and their classroom situation. This is a collective effort and we need to be willing to help others as well as accept criticism/help from others. This will be a discussion---based class with the focus of the discussion being the participants themselves. Be ready for this.

Attendance: Students are expected to attend all scheduled classes and on time. Absences cannot be tolerated in a class like this where we all have to work so closely together. Always one student's absence will adversely affect her/his classmates and partners. If you are going to be absent and know it beforehand, make sure you contact the instructor as well as your group-mates as far in advance as possible. More than 2 absences, excused or otherwise, will result in automatic failure.

Assignments :

Practicum II students are expected to write reflective journals each week in addition to making presentations in class as well as preparing materials for the portfolio.

Reflective Journals

Students are expected to be conducting interventions and revisions to their regular lesson plans for their classes each week. These will be spearheaded out of the Practicum I class but will be reported on in the Practicum II class. Reflective journals are to be posted each week on the special web board set up for this purpose (<http://pracreflect.activeboard.com/f572373/pracreflect/>) by Monday 10:00 am, the morning of the day on which they are to be discussed. Students should also submit hard copies of those assignments for comments by the instructor. The number of reflective journals will depend on the number of time the participants meet her or his students but shall not exceed three reports per week. Basically, participants are expected to write up a report for each meeting they have with the student group. Following the first five weeks of general observation and reflection, these journals should address the issues related to the interventions and plans the participants have devised as part of their ongoing action research project.

Presentations

After the initial observation period the participants will be presenting every second week the reflections and other data they have collected from their class as part of the action research project. Participants should record their action research class sessions on video. The videos should be edited and used to present their ongoing acting research to the class. The presentations should last about 15 minutes and feature edited video clips and commentary on what has been happening in the class with a focus on specific issues.

Portfolio

Other assignments given during the course of the semester will relate to the portfolio. In the beginning of the semester there will several short assignments designed to heighten the participants' sense of self as a teacher. Doing all these weekly assignments will ultimately help the students on their final project – the portfolio. As the semester continues the work on the journal will cross over to the work that is being done in Practicum I with the development of materials. In any case, during the duration for the semester the participants will be scaffolded through the process of creating their own teaching portfolio.

Overview of Practicum

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

Reflective Attitude	25%
Class Participation	20%
Assignments	25%
Portfolio (overall)	30%

Instructor – Diane Rozells
Office - Suryeon Faculty Building 402
Tel. - (02) 2077-7820
E-mail diane.rozells@gmail.com

Lesson plan (1)

1. **Students:** 1st year 28 Ss
2. **Date:** Apr. 19. 1st period of Fri. 2013
3. **Objectives:** This class was sort of an extension of the previous class of group writing.

The most concerned problems related to teens' beauty.

Rank	Girls	Boys
1	Skin problems (11) : pimples, face size freckles, square jaw	Height (6) : want to be taller
2	Skin tone (7) : make it brighter and clearer	Skin trouble (6) : pimples, dry skin, dots
3	Eyes/height/legs (3 each) :small, bad eyesight ugly, fat around eyes	Weight (5) : want to lose weight/ gain weight b/c too skinny

 **Your team is going to give good advice to this teen.**

1. Use some expressions in giving advice
2. Use adverbs such as "First, Second, Next...Finally"
3. Try to use some grammatical expressions you've learned in class (e.g. avoid, recommend...)
You should use at least 2 of them.
4. Time: 20 min.

- 1) Ss will be able to present briefly what kind of beauty problem each team was assigned and the solutions/tips they provide.
- 2) Ss will be able to listen for and notice specific grammar the presenter uses.
- 3) Each team members (Ss) will be able to find out and underline the target grammar that another team uses after exchanging their group writing.

4. Procedure

✓ Warm-up (3min.)

- Give instructions about what to do with PPT slides
- Check out Ss' understanding of the instructions

1. Finish up your writing within 5min.
2. Double check what you've written, **grammar in particular.**
3. One person in your team will briefly explain what was the problem and what advice your team gave.
4. The rest of Ss should listen carefully to pick up what grammar the presenter used.
5. Presentation time is about 3min.

1. When you finish your writing, one of your team member will present what the problem the teen has.
2. Do not just read the question. You should briefly explain the situation.
3. Your whole team will move to another table, **clockwise.**
4. As you move to another, a different member should present.
5. The rest of you guys **should listen for specific grammar** the presenter used.

✓ During-task (40min.)

1) Finish up the group writing + preparation (10min.)

- Walk around the class making sure how Ss should present
- 2) Decide the order of presentation + **1st activity (30min.)** : presenting each team's work (8 teams in total)
 - Decide the order of presenters + remind Ss of what to do when they listen to presenters, that is, Ss should listen for the target grammar
 - 3) **2nd activity** : Exchanging each team's writing work with another on the left side of each team + Check out and underline the targeted grammatical items with a colored pen
 - 4) **3rd activity** : Posting the work onto the wall, and taking a look at one another's work as a group, checking if the grammar is ok

Lesson plan (1) – students' work

✓ Closure (2min)

- Check how Ss feel about noticing grammar when others' presenting
- Introducing the next class briefly

1 학년 ()반 이름 ()

Q: Do you have any beauty problems?

If you can change one thing on your body, what would it be?

☞

Why?

☞

Survey on students' beauty problem



Group work

Reflective Journal (1)

8th Reflection

: Thursday class of Apr. 18th (writing activity)

[Objective]

For this writing activity, Ss as a small group of 3-4 will be able to write a short passage of giving advice to a friend with a beauty problem using adverbs (e.g: first, second, next and the like) and at least 2 grammatical features they learned in class.

[Procedure of the class]

1. Warm-up (6min.)

- Made a table from the Ss' survey conducted a few weeks ago showing how boys and girls ranked their beauty problems and compared two groups.
- In girls' case, skin problems were ranked in the first place, followed by skin tone and eyes/height/legs. On the other hand, boys ranked height in the first, skin problems and weight issue followed.
- Discuss some difference in beauty issues between two groups

2. Introducing group writing activity (5min.)

- ① Ss make a group of 3-4 and are required to give some advice to their friend who has a particular beauty issue using certain adverbs and the target grammar that can be used in giving tips.
- ② Ss go over the possible expressions altogether with the PPT slides.

3. Brainstorm, outline and write the advice Ss came up with as a group

- ① After randomly choosing a sheet of paper presented a problem, as a group, Ss brainstormed and began to jot down things they can think of on the scrap paper in a cooperative way while still thinking about solution to the specific problem.
- ② They are assigned for about 20 minutes for this activity.
- ③ Ss asked the teacher and/or other peer groups for help, words in particular (e.g: electronic hair straightener for hair iron, anchovy, first impression, growth plate, peel one's skin layer, get over/overcome)

4. Closing [2-3min.]

- Keep reminding Ss of the closing time
- Notify them of the following class

[Intervention]

1. What was good about

Overall Ss were so engaged in the group work and the writing activity itself in which they should come up with a good solution to the problem that one of their friends faces. In addition, some students were trying to use as many grammars as they could and others read the main textbook to refer to. According to Ur(1996), "the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts

Reflective Journal (1)

(p.162). I believe by learning grammar Ss can also benefit in dealing with other 4 areas of the language which will lead them to score better on standardized tests as well in the future (Weaver 1996; p.7-9). Throughout this kind of task, I'm hoping that Ss can not only learn grammar but make use of it in their context. What's interesting was that I didn't ask them to decorate the paper, but most of the groups did even draw some related pictures and/or illustration. (This was totally different from the boys groups because I let them do the same task, but just one group did decorate or draw some stick figures.) Also, when the assigned time was over, they really wanted to continue, saying that it was a fun activity. I assume that this activity has motivated Ss to use the target grammar in their writing and notice it more explicitly.

- 1) One group was coming up with the solution that he/she should eat food containing more protein and calcium such as dairy products. Then, they didn't know how to say some words in English and asked me 'What is '골고루'?', but I needed a context where the word can be used. Then, they said '골고루 먹어라' in English. So, I explained the words can be collocated with 'diets' and one of them came up with "balanced"(which was correct in the first place), and then when I explained more about the sentence, one spoke out "balancing" and another said "balanced". At that moment, I clarified that "balanced" is right in this sense and they agreed by nodding.
- 2) Also, one student asked me where "not" should go in the sentence with "to infinitive". Actually this was what I already covered before. I briefly said how, but later on another student (I'm unsure whether she was the same person to ask me or not for now.) asked me a similar one like "where should I put "enough". Then, I showed her two ways of using "enough" explicitly on the board: enough N to ⑤, and adj/adv enough to ⑤. But, what she asked was simply solved this way: If/when you grow up enough,..." (I guess they meant "when you fully grow up....")
- 3) Another group asked me how to say "한 겹 벗겨내다(meaning "peel a face skin off) in English. At the moment, the word didn't come to my mind right away, but it was still lingering on. I asked them back what they came up with and in the process we could think of "take off", "the surface skin", and "layer" because they wanted to say something similar like "Take off one layer of your surface skin". It wasn't that perfect, but everyone seemed pleased to make that up.

2. What didn't go well

- 1) I didn't have Ss bring their dictionary because I thought we could use the computer at the room, but the Internet was disconnected for some reason. When asked to come up with certain words that didn't come to my mind right away, I felt a bit embarrassed. Next time they do this kind of writing activity, I should let them bring their references such as Korean-English dictionary.

Reflective Journal (1)

What I'm concerned about in terms of writing is that sometimes students including me tend to translate some words directly rather than come up with the expressions commonly used in English.

- 2) Since these girls' groups were divided into smaller groups than I had planned out, we ran out of the paper with a problem written on even though I printed out some extra. Thus, I had to go to the office and it was locked, so that I had to quickly make up one more. This incident kept the group members waiting for quite a long time (maybe about 6-7min.) without being given any further tasks. Later, I gave another 10min. to finish this up since there were only that much time left anyway which wasn't enough time for them to present.

References

- Ur, P. (1996). *A Course in Language Teaching*. Cambridge University Press.
Weaver, C. (1996). *Teaching Grammar in Context*. Boynton/Cook Publishers.

Lesson plan (2)

1. **Students:** 1st year 28 Ss
2. **Date:** May. 9th, 3rd & 4th period of Thursday. 2013
3. **Objectives:**
 - 1) Ss will be able to report/summarize what happens in the story using present tense, 3rd person singular subject-verb agreement in particular. (Show the Music video only 0:00-2:29, not a whole)
ex: The girl **goes** to the same school as the boy does.
 - 2) Ss will be able to guess what will happen next at a certain moment using future tense and give advice/ suggestion to one of the main characters using '**I think** the boy(girl) **should/had better/has to V.**'
4. **Procedures of this lesson**
 - ✓ **warm-up (15min.)**
 - Introduce the class of the day in general.
 - Practice making sentences using the 3rd singular subject-verb agreement/present tense with PPT slides of 4 situations in order to reinforce the TL structure.
 - ✓ **Task (18min.) : Summarizing, Guessing and Suggesting to a character**
 - Show a video clip of "You belong with me" sung by Taylor Swift. (once without the lyrics, another time with lyrics)
<http://taylorswift.com/media/videos/15853/23123> (0:00-2:29)
 - Ask two questions about the music video to a whole class in order to save time:
 - ① What is the story about?
 - ② Who are the main characters and what is their relationship?
 - Give directions on a group work.
: Have Ss as a group summarize the story based on the given video using a '3rd person singular subject', guess what comes after the specific moment (almost conclusion) where the T stops on purpose and give a suggestion to characters in the worksheet.
 - ✓ **After the task (17min.) : Presenting and Comparing the ending of the story**
 - Have one S from each group present what they've written in the worksheet.
T gives comments on each presentation.
 - Watch the ending of the music video and see what really happens in the story.
 - Bye bye

Lesson plan (2)

Today's class



- 1) Watch and listen to a music video, "You belong with me" sung by Taylor Swift.
- 2) Summarize the story or report what's happening in the story.
- 3) Guess what will happen next, or give advice to the characters.
- 4) Report what you've done as a group.

What does she do? / What is she doing?



She **hides** his eyes with her hand.
She **is hiding** his eyes with her hand.

What does she do? / What is she doing?



She **hugs** him gently.
She **is hugging** him gently.

What do you think he/she should do?



I think he **should comfort** her.

What do you think he/she should do?



I think she **has to talk** to him instead of hitting.

What do you think he/she should do?

I think she/he **has to V.**
I think she/he **should/must/ought to V.**
I think she/he **had better V.**

Lesson plan (2)

When you watch this music video, pay careful attention to what is happening in the story.

<http://taylorswift.com/media/videos/15853/23123> (0:00–2:29)

<http://www.youtube.com/watch?v=BFWn9SEg9w> : (w/ lyrics)

So, what do you think is the story about?

The main characters?

The relationship among them?

What do you think the girl/boy should do?

As a group, you will summarize the story.

- 1) 3rd person singular Subject+ **Present tense**
- 2) Write down the story, using at least 5 sentences. Also, give him or her advice in that situation, using the format: I think he/she should/ought to/must/ has to/had better ☺.
- 3) Time limit: **15min.**

 **Guess what happens in the story!**
Team members: _____

Main character: _____

Story: _____

What will happen next: _____

Suggestion to ()
ex) I think the boy/girl should/must/ought to/has to/had better ☺

"You belong with Me" voice by Taylor Swift

Group worksheet

Lesson plan (2) – Students' work



Listening to instructions



watching the video clip



Group work

Reflective Journal (2)

Reflection on the 3rd intervention

: Thursday class of May. 9th (writing activity)

1. [Intervention] [song (#1-0:18-3:03)]

- 1) (3:03-4:48) In telling a story, Ss didn't know the word and its meaning of 'bleachers'. They tried to explain with some simple words and one student said something similar to 'blea...ch.' Thus, after writing it down on the board, I just explained the meaning in Korean. (It could be better if I had explained the word and had Ss guess it. I did this with other girls in another class and it worked well.) This time, Ss thought of the word, a bleacher as a person who plays an instrument, a trumpet in particular. (They captured this scene in the video.)
- 2) (#1-5:53-6:28) At the warm-up stage, using the PPT slides for the TL practice, I tried to elicit the target sentence '(I think) somebody should (V)' from Ss.

Ex) T: What do you think the girl/boy should do?

Ss: Cheer captain should break up with the boy.

T: Good. The cheer captain should break up with the boy.

T: What else?

*Ss: The bleacher girl should....고백하다 (another girl saying propose)
..propose to him.*

T: (repeats) The bleacher girl should propose/confess to him.

- 3) (#1-11:10-12:00, 12:56-13:17) During the task, Ss asked me how to express some words and expressions in English and I helped them by simply saying the word or writing them down on the board for further reference.

Ex) S: Teacher, what is '바람둥이' called?

T: '바람둥이'? Maybe 'a playboy' 'playgirl(?)'....a flirt?

"She flirts with another boy. She has an affair with another boy."

Another S asked her friend some word in English, and the friend helped with it. Then, she double-checked it with the T.

S: Jiwon, how do you say '응시하다'?

JW: 응시하다?

S: 응시하다. 쭈욱.... 응시하다.

JW: stare at

S: What is the spelling?

JW: S.T.A.R.E

S: s t a r e

JW: (she asks me what '응시하다' is in order to confirm the word)

T, how do you say '응시하다'?

T: stare, stare at

JW: (pointing at her friend, Dawoon) stare at, Dawoon.

Reflective Journal (2)

- 4) (#1-18:07-19:30) Ss helped with other Ss' vocab like 'date' by giving an example of it.
- 5) (#1-21:24-23:15, #2-0:00-1:32) One team made many mistakes of subject-verb agreement, so I gave some feedback on their work and had them double-check it.

Ex) S: He is already a girl friend.....

- 6) (#2-9:38-12:45) During the presentation, in many cases, Ss made mistakes saying between 'the boy **doesn't** give up on her' and 'the boy **don't** give up on her'. Also, a student said "The handsome guy **have tension** to her(the bleacher)." Thus, I corrected the sentence like "The handsome guy has attention/interest to/in her" or "The handsome guy pays attention to her." As for the suggestion, the student said "I think the girl **don't** give up him" and the T repeated "I think the girl **doesn't** give up on him."

2. Why I chose this grammar : The 3rd person singular subject-verb agreement can sound way easy for my students, but from my teaching and learning experiences it proved so confusing to Koreans. My assumption was that even though we do have plurals for nouns, we tend to omit a plural form in speaking like 'articles' and don't have such a subject-verb agreement grammatical structure. Thus, this time I wanted to check out how much/well Ss could use the structure and how I could train them for the better in the further teaching.

3. What went well:

- 1) Topic was a good choice that appealed to Ss' interest and motivation to do the work. Even though I told them they would have to guess the next part of the story, they got so anxious about watching the ending immediately, so they showed some complaints and dissatisfaction to me.
- 2) In most cases, my students knew how to use the 3rd person singular subject-verb agreement though it was confusing a bit and they made errors sometimes. Through this activity Ss could have focused on the structure consciously and I found out that they needed more related practice.

4. What didn't go well:

- 1) Their seating has been changed right before the activity, so some of them were not fully familiar. I was unsure whether this has affected a few students' participation. There were a few Ss who inactively or little took part in the task as a group.
- 2) At the warm-up phase of practicing the target structure(s), Ss seemed so tired and sleepy since this class was the first day right after the mid-term exams, so overall they showed little interest in class. However, thanks to the topic, they became getting engaged more actively as time went by.
- 3) I also had some difficulty coming up with impromptu appropriate/right words or expressions in English when asked to help Ss since guessing or comprehending the meaning of words in a sentence or context and knowing it are two different things. Next time I plan this kind of activity, it will be better to prepare for a list of possible vocabulary Ss might ask for beforehand.

Reflective Journal (3)

8th Reflection

Thursday class of Apr. 18th (writing activity)

1. **Class:** May 23th, Thursday 3rd-4th period
2. **Objectives**
 - 1) Ss will be able to explain and guess in English the meanings of words within the given time period. (for the vocab activity)
 - 2) Ss will be able to comprehend the content of the main text by answering the comprehension check-up questions provided by the teacher. (for the reading activity)

3. Procedure

- 1) **Warm-up** (15min): Introduce the lesson and give instructions on the vocab game

As they were seated, I divided them into 3 teams and during the given time (30sec), one student after another from the 1st team would take turns guessing the word on the screen, getting good hints/clues from her team members only.

- ① During this stage, Ss practiced how to give a good hint/clue for the word with PPT slides.

Ex) Q: *What are these words below called?*

- *Book, pen, school, love.....*

→ *These words are nouns.*

We went over a couple of words more like verbs and adjectives which they would use in describing words. Then, Ss practiced with a sample word, 'expert'. (This word was covered in the previous chapter, so all should know.) So, I asked '*what kinds of hints can you give your team who is standing here?*' (Each S should come to the front facing her team members in order to get hints as for the word presented on the screen of her back.) Ss started to speak aloud, saying and using some phrases like '*noun*', '*professional person*', '*professional subject*'. After getting Ss' hints, I showed my examples of hints with explanation.

Ⓐ *It's a noun, and a person.* Ⓑ *This person knows a lot about a particular subject/area.* Ⓒ *This person can give professional advices to other people who need help.*

- 2) **During the game** (25min):

I prepared three sets of 8 words and each team picked one randomly. The words on the list were extracted from the main text that was covered in the previous class.

This was a kind of review session, but the content was not that difficult since it was related to Korean food, *ginseng* and *Samgyetang*, nor was the vocab.

- ① Mentioned briefly above, as taking turns, each student from each group came up to the front and guessed the word in English along with hints from her team members. The other teams were supposed to stay quiet but watched the process. At first, I set the time to 1min. for each word, but the first student of the first group got it right

Reflective Journal (3)

away, so we decided to shorten the time to 30 seconds, which was okay.

② The 1st team had to explain 'festival, shrimp, gimchi, tteokkokki, flavor, nutrient, medicine and diversity'. They got 4 out of 8 words which were all foods only. The 2nd team got only one, bibimbap, among the list of 'province, bibimbap, ginseng, octopus, spice, ingredient, broth, and dish/cooking contest'. The 3rd team got 5 among 'local produce, Hanu(Korean beef), rice cake, samgyetang, mushroom, tradition, benefit and content'.

③ I expected them to explain words with good hints/clues and to guess well. There were students who gave good explanations on certain words like 'ingredient' (When you cook, you need to prepare things, there are many.....), but many of them ended up with saying one or two words aloud and even the specific brand names only.

3) **After the game + Review** (10min): review the words with a worksheet

Ss were given individually a worksheet containing about 30 words from the same text. After some time, I took up the answers first and practiced reading aloud with Ss. (This was done after the 10min-break.)

Then, for the 2nd half of the class, I followed the same cycle as the previous reading class. (See 11th reflection)

4. Reflection on the class

What I'm concerned about these days is to find out ways/activities to how well Ss might build up a vast amount of words in a short time period as well as how to teach grammar well in order to raise their grammatical awareness. I think teaching grammar has been good throughout the careful planning and several intervention sessions, but as for teaching vocabulary, I'm not so sure about it.

One way is through extensive readings and guessing the meanings of words in context by activating the prior schemata of Ss as many researchers have pointed out through various studies (Richards, 2000; Coady & Huckin, 1997). However, considered the current situation in which Ss should study with more than two complementary books besides the main textbook, they have to encounter substantially new and challenging words every day. For those who like English and/or at least know the importance of building up vocab, they are diligent enough to study and memorize it half-willingly and half-reluctantly. Even to me who tries to learn another new language, studying and memorizing new words need much perseverance because sometimes they seem unrelated and no connection /association among each word at a glance, and I keep forgetting them due to lack of practice and exposure to words outside of the class. Likewise, the problem lies that there are a huge amount of words Ss should digest every day and it takes much time to follow what many researches have suggested during class.

Ss were so drained out due to the preparation for the sports day of the following day. Thus, for the half of the class I planned out this guessing words activity, which is like a 'speed game'. One of the good ways to study/retain vocab is to repeat the target words over and over again until they become familiar and comfortable in using them.

Reflective Journal (3)

Richards (2000) also mentioned this in that “vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word. ...as the chances of learning and retaining a word from one exposure when reading are only about 5%-14%”(Richards, 2000, p.137 as cited in Nagy, 1997, p.74). “For explicit learning, however, recycling has to be consciously built into any study program.....This implies developing a more structured way of presenting vocabulary that reintroduces words repeatedly in classroom activities” (Richards, 2000, p.137).

Also, since the chapter is about Korean food, I would like to make better use of this time as a good opportunity to train Ss to explain/express popular Korean dishes in English. Thus, I wanted to see how much/well Ss could do in this activity as well.

I’m still not sure whether this activity was effective in recalling and retaining words. But, in the middle of the game, I heard a few Ss asking another “what was the meaning of that word?” or “Ah! Was it the word of?” Also, one student said the answer “insam” (which was “ginseng” in Korean) in giving a hint and later she said she hadn’t known ‘insam’ is just the same as ‘ginseng’. So, I assume through this activity and the review session afterwards Ss could have checked out the target vocab once again.

5. What I would like to do next time

As I expected a bit, most Ss didn’t follow the way I suggested in giving a hint. Sometimes I witnessed when even a student gave a good explanation for a certain word, the student who was supposed to guess didn’t quite understand what her friend said and/or didn’t know the word in English though she understood what she was told.

- ① Instead of giving a point for guessing a word right without a proper hint, I would give a point when their team members explain a word well, give a good hint and the student guesses it right because my purpose of doing this was to have Ss remind of words that they learned and then practice giving hints for words to their friends.
- ② If time is available, I could let my students make up a few sentences using some of the words presented on the list. In the previous vocab class, I did this. Many of them ended up like “I’m in the 1st grade” or “I’m a moral student”, but some of them tried to put an extra effort in it.

References

- Coady, J. and Huckin, T. (1997). *Second Language Vocabulary Acquisition*. Cambridge University Press.
Richards, J. C. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.

Pictures in the MA program



2011 Fall semester orientation



Presentation during practicum I



Teachers participating in Practicum and professors

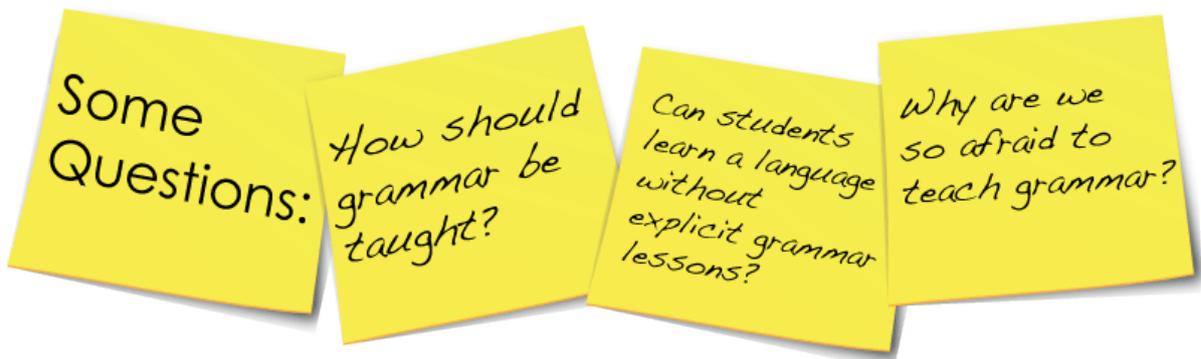
Section 3: Action Research

- **Introduction**
- **Intervention plan**
- **Findings & Results**
- **Discussion & implication**
- **Appendices**



Raising High School Students' Awareness of the Correct Use of Grammatical Forms

Cho, SuYang



1. Introduction

Grammar has been much emphasized on L2 learning in Korea, even when “communicative competence” was prevailed over accuracy and forms as in the changes of the National Curriculum. (“In 1995, the Sixth National curriculum adopted a communicative, grammatical-functional syllabus” and “in 2001, the Ministry of Education adopted a policy of teaching English through English, which encourages the use of English in English classes” (Nunan, 2003; 601). Later, according to the 7th Curriculum published in 2000, the main goal of English education is to help students ‘develop the ability to communicate’ (Liu et al., 2012; 606))

As a result, Koreans have been widely known as ‘grammar experts in L2’, but this hasn’t guaranteed their communication skills and nor has this promoted their use of the language in authentic contexts or situations where they are likely to implement the knowledge of grammar. In other words, there has existed a huge gap between knowing grammar and using it into a real situation. Nonetheless, whether we like grammar or not, as a non-native speaker of L2 we cannot help but to focus on it in order to comprehend the language and further use it in different areas of reading, listening, speaking and writing. According to Weaver (1996), by learning grammar students can also benefit in dealing with other 4 areas of the language which will lead them to score better on standardized tests as well in the future. Thus, I wanted to explore if knowing and focusing on forms of grammar can be contributed to

Action Research

production of the language with correct forms throughout diverse classroom activities designed for my students.

1-1. Context of the study

This research has been conducted for a short period of about 8 weeks targeting at the 1st year high school students of 28 girls at Bupyeong, Incheon. As for English classes, the students were first grouped into three to four classes depending on the scores of their GPA from the middle school and that of the placement test which they had taken when entering this school, which is public, co-educational, and for the entrance of college and university. My target class consisted of 28 students from three different classes, and their proficiency level was quite higher compared to that of other classes (The 1st grade comprises of 10 classes: 5 classes for girls and 5 for boys). I have met them 5 times a week on a regular basis, and this English class was divided into two sections: 3 hours were for the main textbook set by the school and 2 hours were for vocabulary and listening with supplementary materials. One survey at the beginning showed half of the students had experienced going abroad mostly for a short trip, but other than the classroom hours most of them were not exposed to L2 in their daily life.

2. Intervention plan

2-1. Issue of the research

Not only my concern for the L2, but my students' interests and needs based on the needs analysis carried out at the beginning of this research were focused on improving grammar (9 students) and reading comprehension skills (8 students), followed by speaking and vocabulary (7 students respectively) in that for the half of students, grammar was ranked as their weakest area among four skills, grammar and vocabulary.

Developing all areas is of importance, but considered the students under the current circumstance in which they have to get good scores in the near future of 2.5 years, building up grammar and vocabulary can be a basis of facilitating other skills of the L2.

As studied, language development is not learned through mastering one after another area, but rather learning one area/skill of a language can promote to improve the others. Other language researchers support this idea by claiming that students can benefit from learning writing in a foreign language in that it can train them to acquire necessary skills in producing the language and also improve other four skills of language (See Ur, 1996; Weaver, 1996). Also, Spada and Lightbown (2008) assert that "form-focused instruction helps learners in communicative or content-based instruction to learn features of the target language that they may not acquire without guidance" (p.180).

Thus, I hoped that after learning some particular grammar and reviewing it repeatedly in different modes, my students would be able to be aware of grammatical structures/forms and use them more fluently in practical contexts whether the

Action Research

production can be any forms such as speaking, writing or even on the K-SAT through a series of classroom activities.

The generic research question posed at the initial stage was:

- 1) How can I raise high school students' awareness of the correct use of grammatical forms?

2-2. Intervention

Along with the curriculum of the course and each chapter of the main textbook, 'Practical English I' published by YBM, I carefully planned out six interventions, highlighting some target grammar which were mostly selected based on both the frequency of appearance on mock tests of K-SAT and its practical use in language learning. Each intervention was briefly described as follows.

Intervention	Theme and description of lesson
<p style="text-align: center;">1st</p> <p style="text-align: center;">(Apr.12)</p>	<p>● Writing a short sentence</p> <p>Making up four sentences using one grammatical structure respectively which was selected from the main textbook students learned in the previous class.</p> <p>① <i>avoid</i> <i>ing</i> ② <i>keep+O+O.C (past participles/adjectives)</i> ③ <i>apply A to B</i> ④ <i>and keep+O+from ing</i></p> <p>This had been given to the students as assignment before the activity during which I wrote down ten sample sentences from their notebooks on the board, students had to figure out/analyze whether each sentence was grammatically correct with a reasonable explanation, and then I added more explicit instruction accordingly.</p>
<p style="text-align: center;">2nd</p> <p style="text-align: center;">(Apr.18-19)</p>	<p>● Giving written advice and presenting it orally</p> <p>A written beauty advice to a friend with a related problem such as skin issues (e.g: pimples, dark skin and freckles), weight, eyes and height.</p> <p>In giving tips students had to use</p> <p>① adverbs like "first, second, next....finally" ② at least two grammatical structures and/or items</p> <p>(e.g: <i>recommend ing</i>, <i>you should/had better</i> <i>v</i>, <i>why don't you ~?</i>, and 'do something' in an imperative mode).</p> <p>Students' survey was done a week before this activity from both girls and boys, and made into a table chart showing the difference between two genders in its rank. Based on the result of the survey, each group was</p>

	<p>assigned a sheet of paper with a different beauty issue and scrap paper, and this was done as a group of 3 to 4 students focusing on certain vocabulary items and grammar in giving advice. Then, one student from each group presented their advice in front of class, and the rest listened for the specific grammar she had used. Also, students had an opportunity to take a look at the advice given by the boys' group on the same beauty issue, check out and underline the target grammar.</p>
<p>3rd (Apr. 25)</p>	<p>● Giving oral advice</p> <p>Giving oral tip on a beauty problem to a friend, standing in circle.</p> <p>Students were divided into two groups and asked to stand in circle: one group in an inner circle and the other in an outer circle. Those who were in the inner circle were counselors/advisers and those who were at the outer were the people with their own beauty problems. First of all, students with a problem asked a counselor in front of them for help and then the counselor would give a proper advice. As those students who were at the outside of the circle moved clockwise and met another counselor/adviser, the cycle repeated a few times for practicing the desired target grammar.</p>
<p>4th (Apr. 26)</p>	<p>● Reviewing grammar of a particular chapter by filling in blanks</p> <p>Individually doing a worksheet on the chapter containing the target grammatical structures/forms during which students could have practiced changing verbs into right ones, comprehending and choosing one correct form between two items. Afterwards, each student should be able to explain why as for the grammar</p>
<p>5th (May. 9)</p>	<p>● Telling a story briefly based on a short video clip</p> <p>Summarizing the story, using the particular grammar (e.g: singular 3rd person subject-verb agreement) after watching a famous music video, “<i>you belong with me</i>” sung by Swift Talyor.</p> <p>e.g: The girl on the bleachers <i>likes</i> the handsome guy.</p> <p>● Giving advice/suggestion to a main character</p> <p>Giving advice and/or suggestion to one of the main characters, using one among these.</p> <p>‘I think the boy (girl) has to (V)/ should/ had better (V)’.</p> <p>This was a group activity, which was presented orally by one member of each group.</p>
<p>6th (May. 24-30)</p>	<p>● Writing a journal at a paragraph level</p> <p>A short-paragraph journal writing about the sports day of the school students took part in the other day. Students were required to talk about three things they would want to tell, and use at least two grammatical items/structures.</p> <p>① ‘be known for/to/as~’</p>

	<p>② 'N+ V-ing' and/or 'V-ed' as participles</p> <p>The target grammar for this task was based on the main textbook entitled "Korean Food is the Spice of Life", and the grammar was a variation of the basic form of "passive voice", which students were already taught several times, so that they should be familiar to its pattern and able to know how to use it properly depending on adding a different preposition at the end at this point. Also, the other participles which modify a noun before and after themselves were another grammar presented over and over again within the same text.</p>
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Figure 1 Intervention plan

3. Findings and results

For collecting the data, analyzing, and evaluating these interventions, I have used a variety of tools such as weekly reflections, surveys, videotaping, observation in class, artifacts of students' oral and written work, and quick interviews with a few students after class.

3-1. First intervention

Thanks to some repetitions of the target grammar, most of the students seemed to know how each grammar could be used and point out what was wrong or correct in class. With colored chalks in yellow and pink, the target grammar was underlined and/or marked explicitly in order for students to notice it. To identify how much students could have created grammatically correct sentences on a given task, I collected all the notes and tried to check the key points, mostly focusing on the target grammar. Though the main focus was the mentioned four grammatical items, seen as in Figure 1 and 2, other grammatical issues including adding '~ing' to a base verb and problems with word choice and content came out as well.

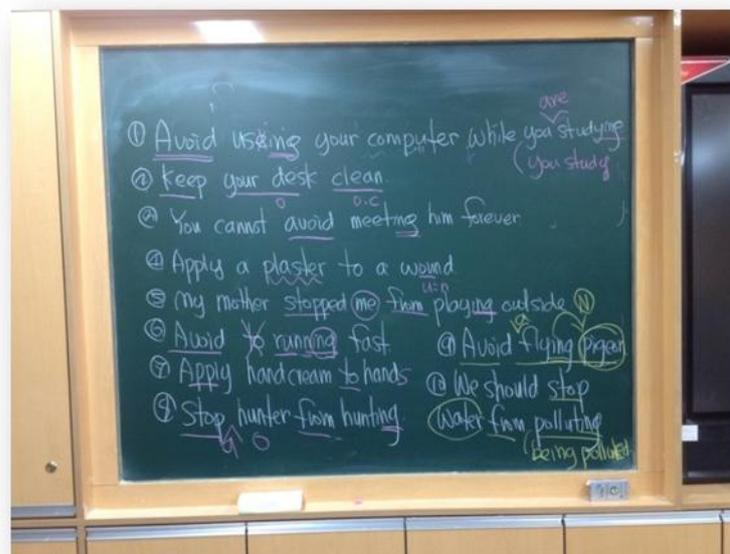


Figure 2 Extracted sentences from students' assignments and giving deductive feedback

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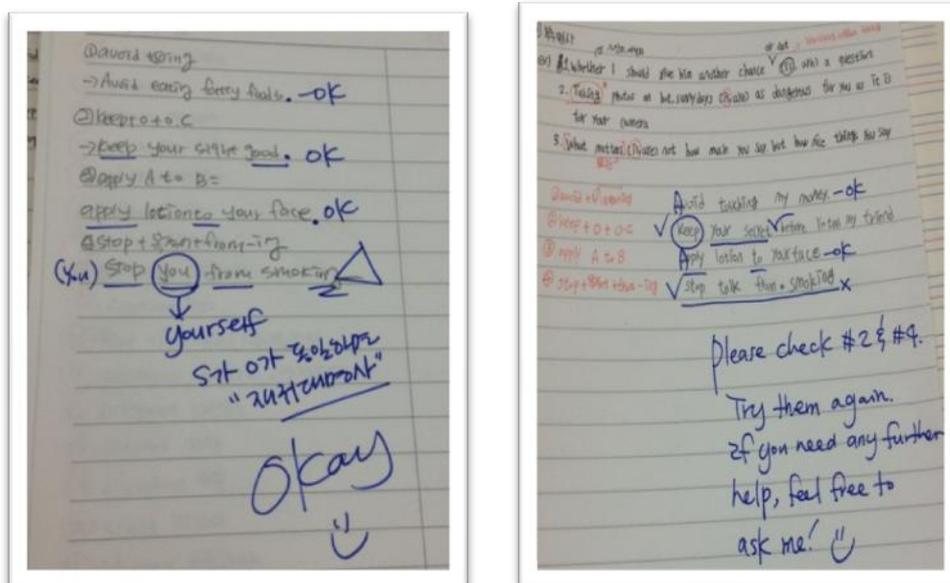


Figure 3 Students' work and T's various feedbacks either implicitly or explicitly

3-2. Second intervention

Overall students were so engaged in the group work and the writing activity itself in which they should come up with a good solution to the beauty problem that one of their friends faced. In addition, some students have tried to use as many grammars as they could and others read the main passage to refer to. Throughout this kind of task which was deeply interconnected with their own life, I was hoping that students could not only learn grammar but make use of it in their context. It seemed that this activity had motivated them to use the target language/grammar in their writing and notice it explicitly because they really wanted to continue the work even when the assigned time was over.

As for grammar, during the task, one student asked me where “not” should go in the sentence with “to infinitive”, and this was what I had already covered earlier. I briefly explained how, but later on another student (I'm unsure whether she was the same person to have asked me or not.) asked me a similar one like “*where should I put 'enough'?*”. Then, I showed her two ways of using ‘enough’ explicitly on the board: enough N to (v), and adj/adv enough to (v). What she asked me, however, could have been simply solved this way: “*If/when you grow up enough....*” (I guess they would mean “*when you fully grow up....*”.)

Another aspect to consider was it was a writing activity, but no one brought in a dictionary and the Internet was disconnected at the moment in the classroom. When asked to come up with certain words that didn't come to my mind right away, I felt a bit embarrassed. Next time I let them do a writing activity, it would be better to get them to bring their references such as a Korean-English dictionary, and/or to provide them with a list of most likely asked vocabulary beforehand.

Also, as for the presentation of their work, depending on who was going to speak, their attitudes towards listening varied. When asked which grammar they could have listened to at the very end of the class, most students responded, saying that it was hard to pick up a particular grammar while listening.

Rather than listening for specific grammatical items/structures that speakers had used, most students have paid more attention to how fluently their pronunciation would sound. In order to keep them aware of grammatical structures, I should have planned out more diverse activities to raise their awareness.

Thus, for the next class, I did have Ss take a look at one of the work from the boys' groups which had the same issue and underline the target grammar with a colored pen and it turned out that they were not only good at noticing the target grammar, but naturally comprehended the meanings of the written work from boys.

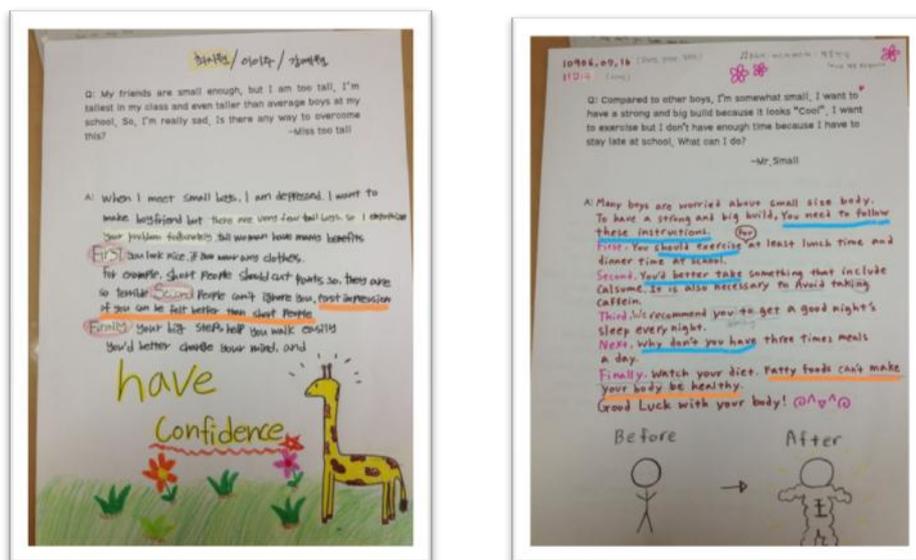


Figure 4 Students' work of group writing in giving beauty advice

3-3. Third intervention

As a consecutive activity of the previous writing, this class was done with a speaking activity by giving oral beauty advice to their friends. The purpose of this task was to give individual students more opportunities to practice the target grammar orally, so that it could be internalized in the students' mind. By asking for help and giving advice on beauty issues to each other, students were expected to get used to the pattern of target language forms and have more confidence in speaking through repetitive drills and turn taking.

Many SLA studies have shown that "language is best learned and taught through interaction" (Maria, 2002; 156) and that "when interaction is modified through the triggers, signals and responses of negotiation, the learners' needs to access L2 input and produce output are enhanced considerably" (Maria, 2002; 156).

After demonstrating how and what they should do with their partner, I let them do the activity, but noticed that one student named Ye-Jin who seemed very shy didn't say a single word, but remained still in front of her partner who was anxiously waiting for her response. When asked what she had related to a beauty problem, she hardly said but answered she didn't have a particular one, which I could have totally understood. However, it was just practice, so others including me encouraged her by suggesting an idea on wearing glasses. (She was actually wearing them and said it was uncomfortable.) Thus, I modeled saying like "I have bad eyesight. So I have to wear glasses, but I don't wanna wear them. What should I do?" I had her repeat the words after me, and so she did. Afterwards, I could see her trying out the same words, which

made me somewhat pleased in that she at least put some more effort to interact with another. This activity seemed to go well on the surface level, but at the very end of the class I interviewed a few students how this activity had been gone in terms of being aware of the target grammar and its use. One student said she would prefer the prior writing activity to this speaking one because this was no fun. I thought they might have communicated with each other based on their interest and problems. However, it turned out that providing some more detailed guidelines and/or getting them fully used to the target language/form before the speaking task could have been better and helpful. This might have resulted from the linguistic gap between learners and/or lack of practice.

Throughout the activity, one issue related to giving instructions arose due to miscalculating the number of students at a glance. Thus, after a few rounds, I had to clarify the instructions again, in L1 this time, not to confuse further some students in directions. By letting them hold each other's hands, I made sure that they all had partners.

3-4. Fourth intervention

This intervention was a wrap up of overall grammar that was covered throughout the former classes as for the reading passage, 'Beauty Tips for Teens'. During the task, students were required to change various verbs into its grammatically appropriate forms in the blanks according to each co-text/sentence, and choose the correct verb between two options on the assigned worksheet (see Appendix). Through this individual work, I could have checked their comprehension of grammar, and given oral/written feedback or explained further based on their understandings. In the meantime, I could have figured out that most students were struggling with certain particular parts/areas of grammar such as the usage of causative verbs, 'make/have+O+O.C (*base verb* or *adjective*)' and the difference in use between present participle(*v*ing) and past participle(*v*ed), and S-V agreement in particular subjects.

After four interventions were provided, a quick survey was conducted to the students for the ongoing feedback to assess the most effective activity/method in comprehending and using the sentence structure(s)/form(s). Students were asked to rank from 1 to 6 and determine the top 3 activities for effective grammar learning.

Q1. Which activity/method was the most effective in understanding and using the grammatical structures and language forms?

- ① explanation and translation of the structures in the main textbook
- ② sentence-level writing assignment utilizing the target grammar
- ③ giving explicit feedback on their writing assignment on the board
- ④ giving advice to a friend with a beauty problem through a group writing activity
- ⑤ giving advice to friends with their own problem through speaking individually
- ⑥ working on a grammar worksheet based on the main text

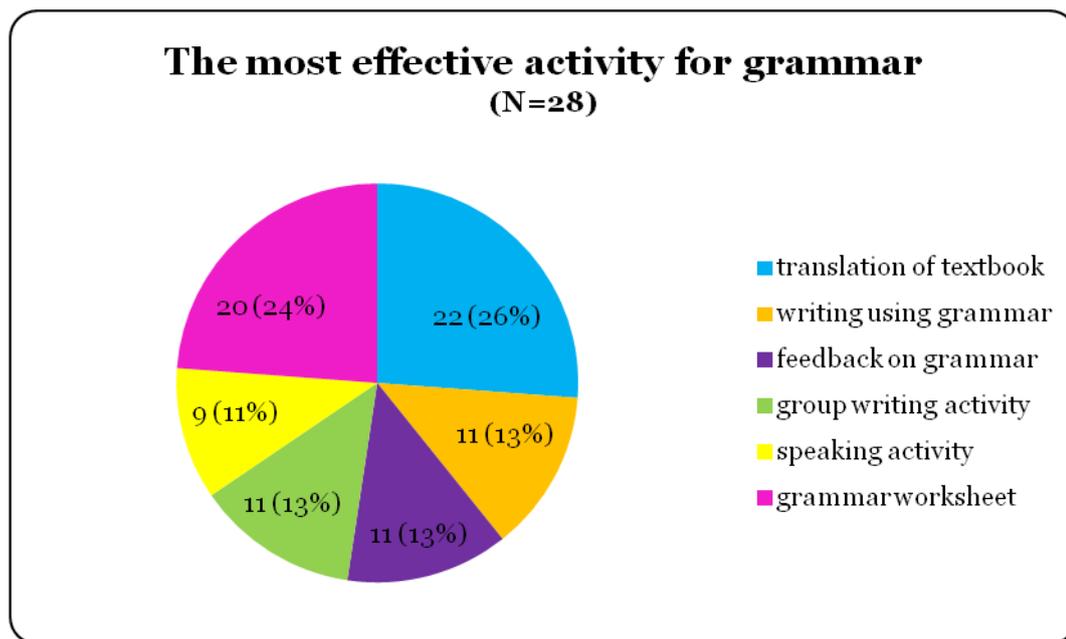


Figure 5 The responses of Ss to the most effect way to learn grammar

The result was quite surprising and interesting though it may be somewhat natural considered their conventional learning method and styles. I would expect that most of students might have chosen the group writing as the number 1 or 2 because the activity was most actively engaged, and most students said it was fun. However, surprisingly their best top 2 activities for learning grammar were #1, *explanation and translation of the structures in the text* (22 students out of 28), followed by #6, *working on a grammar worksheet* (20 out of 28 students).

Why they considered #1 the best effective was that one student said “*understanding the content of the main text was a basis of all the activities*”, another said that “*it was easy to comprehend*” and another saying that “*it seemed to increase my comprehension by reading and translating the text on my own*”. Similar responses were applied to the option #6. One student regarded it the most effective one because doing a grammar worksheet had had a positive effect on reviewing after learning all the grammar. Another said, “*it was easy to notice what the important grammatical features/structures were*” and another mentioned that “*it was good because they could have prepared for the mid-term test and they could get helped from the teacher when they would face difficulty in working on it*”.

Activity 2, 3 and 4 were ranked the 3rd among six activities, having the same number of 11 students respectively.

I assume that since each student has a different learning style and their own preference for activity, the most effective activity they might benefit from was considerably differentiated among six activities. Though the result appeared somewhat unexpected (it took more time to prepare for new activities), from a different view, depending on when activities were presented, students’ attitudes and responses can be varied because activity 1 and 6 were sort of introduction and review of new language forms whereas the others were more like sub-activities to support their comprehension and use of the target grammar. Thus, I strongly believe that

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each student might have benefited from each activity to some extent according to their preferred learning method and style.

3-5. Fifth intervention

The purpose of this activity was designed to raise students' grammatical awareness especially in S-V agreement of a singular 3rd person case. Due to the fact that in Korean we do have 'plurals'(-s/es) for nouns, but we tend to omit the plural form in speaking and don't put articles ('a, an') before nouns, many Koreans have difficulty in using those grammars and tend to get confused at their production stages of speaking and/or writing though those grammatical items seem relatively easy on the surface level. Thus, this time I wanted to check out how much/well students could use the structure and how I could train them for the better in the further teaching.

Before the task, I had students practice making sentences using the singular 3rd person subject-verb agreement/present tense with PPT slides of four situations to enhance the target structure (e.g: *What does she do now? –She hides/is hiding his eyes with her hand. What do you think he or she should do? I think he should comfort her.*)

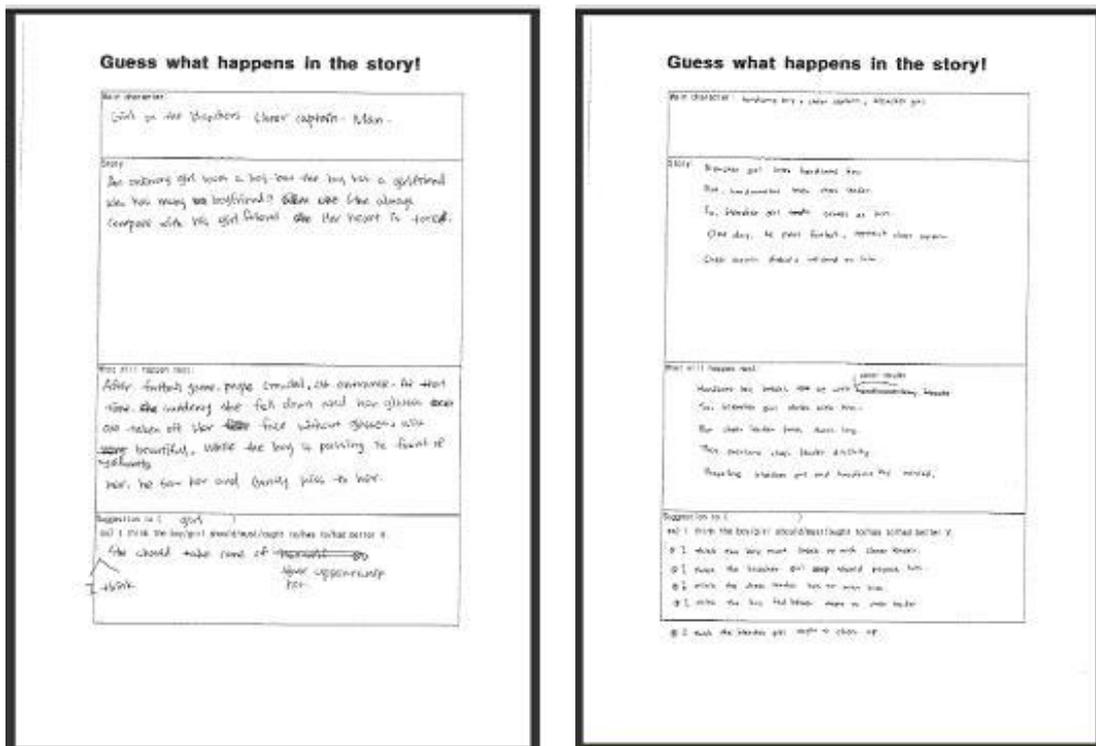


Figure 6 Students' work of a group writing activity

Throughout this activity, I figured out the topic was a good choice in that it appealed to students' interest and motivated them to do the task with fun. Also, as in figure 5, most students seemed well aware of the Subject-Verb agreement rule and in most cases, they could have matched subjects and verbs in number except for a few cases in which I'm unsure whether the mistakes results from their simple mistake or not. Considering that most writers were those who are at the highest proficiency level in their group and they make a few mistakes with 'do' verbs, it seems better that

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they need to spend more time for the related practice, and that will lead them to become aware of and make less mistakes on the issue.

In addition, though students showed some consistency in S-V agreement rule, which case was mostly correct, other new grammatical issues to be treated have occurred as well as in examples of students shown below.

Some sentences excerpted from students' work are illustrated below with the target grammar (singular 3rd person subject-verb agreement) underlined.

1. An ordinary loves a boy but the boy has a girl friend who has many boyfriend!! She always compare with his girl friend. Her heart is tored.
2. Bleacher girl loves handsome boy. But, handsome boy loves cheer leader. So, bleacher girl stares at him. One day, he plays football, approach cheer captain. Cheer captain doesn't welcome to him.
3. A girl who usually sit at bleachers makes one way love to a boy who lives in the next door house. But she is so shy and the boy has a gorgeous girl friend who is a cheer captain. After the boy's match, he figure out his girl chatting with other boy. At the moment, the bleacher girl see the scene.
4. I think the girl should find a new love.
5. I think she should take care of ~~you~~ her appearance.
6. I think the boy must break up with cheer leader.
7. I think the bleacher girl should propose him.
8. I think the cheer leader has to miss him.
9. I think the boy had better angry to cheer leader.
10. Why you live like that? If I were you, I never flirt with another man. You should go to the hell.

3-6. Last and sixth intervention

The purpose of giving this writing assignment was that students had had a sports day, so that they could have talked about it based on the particular grammar that they were previously taught in class. As to the grammar, students have already learned the 'passive voice (*be* *ved*)' and present participles (*N* + *ving*)/past participles (*N* + *ved*), but at a quick glance, many students seemed still confused with the use of the grammar especially, not only the given grammar but a singular 3rd person subject-verb agreement and verb tenses'.

In addition, though once in a while students are asked to write a short journal on a regular basis, I feel that not many of them might have learned how to write a journal properly in English. When students handed in their writing assignments, I randomly distributed their work and each of them was requested to edit their peer's work based on the checklist and give feedback. While some commented on their peer's work generally, others gave constructive feedback on the organization of writing and some grammatical errors. Then, students were assigned to edit and revise their own work, and submit it again. In the next class, I extracted some sample sentences from students' writings and wrote them down on the board in order for the students to notice how others have written the target grammar.

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Below are some excerpts from the 1st draft of a writing assignment. The target language was underlined and words with an error was in bold type.

<On their 1st draft>

1. We class are known for smart and also we are known for good at physical activity.
2. I am known to my friends that I'm not good at sports, but I liked sports day.
3. last Friday **is** sports day. Our class were known as playing dodge ball at final math with 9 class.
4. We won all games about run such as run with teacher or a relay race which is known as sports day's highlight.
5. At second round, I **alived** alone. When 6th class girl **throw** ball to me, I thought I **can** catch the ball.

<On the 2nd draft>

6. **Our class is known as one climbing learning, but is also known by one climbing physical.** (This student changed her sentence, but made more mistakes though she could have corrected in S-V agreement.)
7. (The same)
8. Last Friday **was** sports day. Our class **was** known as playing dodge ball at final **match** with class 9.
9. (The same)
10. At second round, I **remained** alone. When 6th class girl **threw** ball to me, I thought I **could** catch the ball.

As seen above, through either direct or indirect feedback, students went through some revision stage. When I just underlined the target language, one student changed her sentence into a totally different one though she corrected some errors on her own (See the example #1 and #6). As in the example #3,8 and #5,10, students not only changed the errors that were underlined, but corrected other unchecked errors by themselves.

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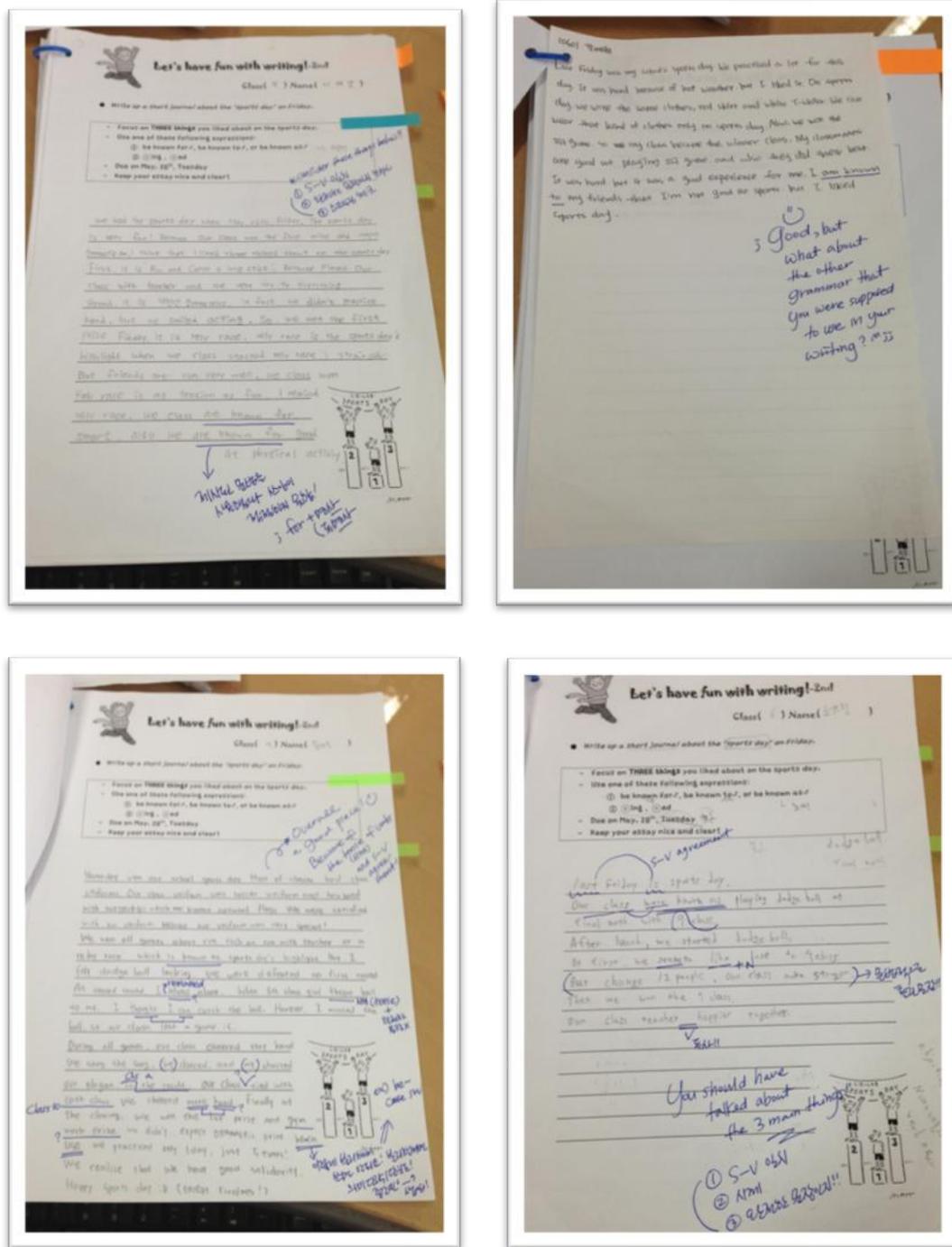


Figure 7 works of students' 1st draft of journal writing on the sports day

3-7. Overall assessment on teaching grammar from students

After the six interventions, on week 14, I conducted another survey on the overall teaching and learning English, but focused mainly on the result concerning grammar.

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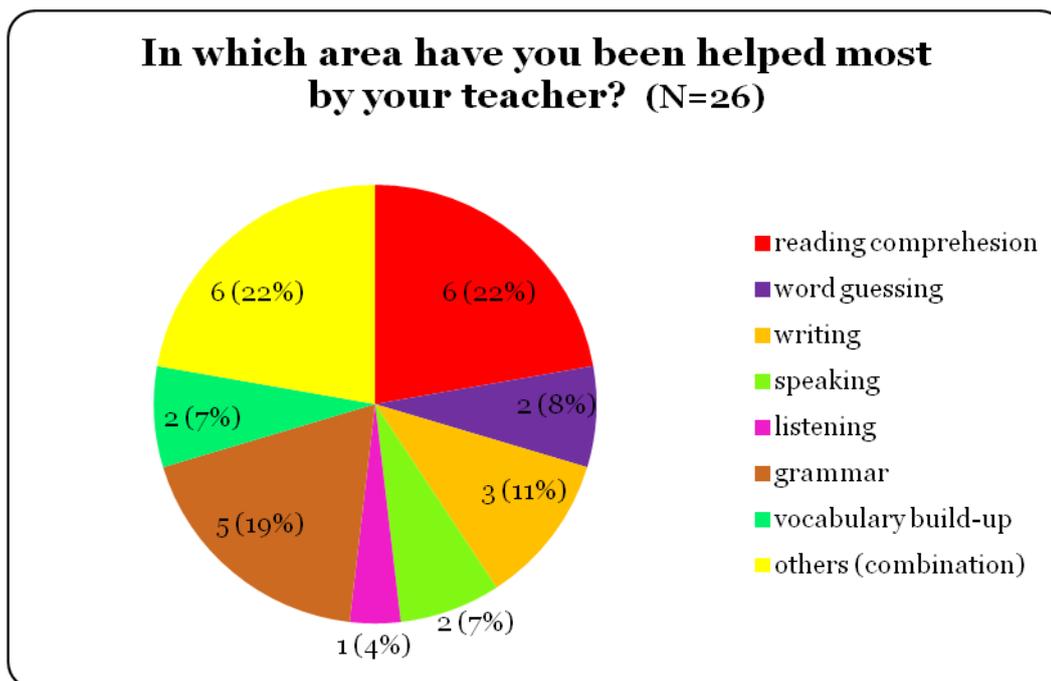


Figure 8 Areas students have improved with the help of the teacher

The result showed about a half of students including those who responded to others (22%: combination of more than two choices - according to 6 respondents, their top 3 choices were 'reading comprehension(5)', 'grammar (4)', and 'vocabulary build-up(3)') said that they could have benefited in reading comprehension (22%) and grammar (19%).

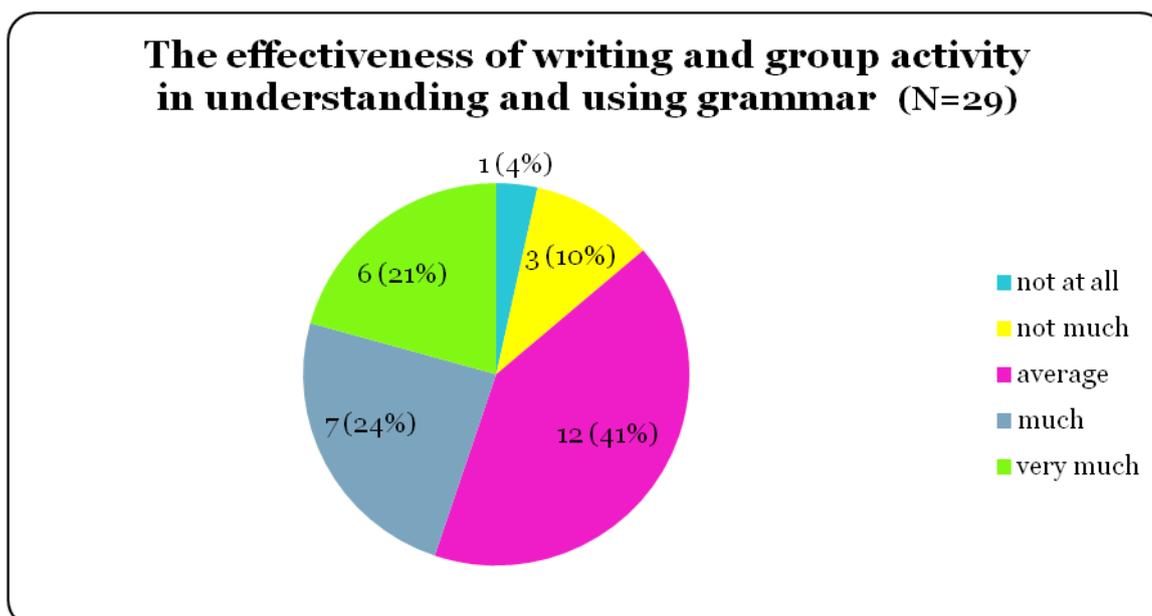


Figure 9 The effectiveness of writing and group activity on grammar learning

As for the question on the degree of effectiveness on grammar activities, two-thirds of students (n=25, 86%) responded positively. The student who said writing and group activity didn't help her improve grammar at all had regarded writing for the target language and grammatical structures as the least effective one among six activities in the prior survey because she didn't know how to start and English composition was considered most difficult. Of those who answered "not much" to this question, two students also responded correspondingly to the result of the previous survey, which writing and group activities were their least favorite exercises, and the other one was recently transferred from another lower class, so that she might not be used to this type activity yet.

4. Discussion of findings

The goal of this study was to raise students' grammatical awareness in the language use by providing a variety of classroom activities. Maria (2002) emphasizes creating form-focused tasks mentioning Swain (1995)'s research that "it is possible to design tasks that get learners to produce language and then reflect upon its form; that is to say, if the task is devised so that learners have to talk about the language they are producing, their talk may serve their awareness of language form" (p.158, as cited in Swain, 1995).

Throughout a series of interventions I have found out four things.

First, it takes time to have students aware of specific grammar, but it seems to take more time to have them use the language/grammar. This is more obvious especially when I give individual writing assignments according to the sixth intervention and observation. As for the target grammar, students sometimes make mistakes inconsistently within the same text, but it seems unclear whether the mistake a student makes results from a simple mistake or not.

Second, through conscious, repeated learning and exposure to L2/target grammar in various activities, I could have facilitated not only their reception but their production of the language. The effects on this form-focused instruction have not shown clearly yet, but Figure 8 and 9 shows students' positive responses to learning grammar through writing and group activities.

Third, by designing tasks that promote students to use the target language and be aware of grammar, I have witnessed they have been much exposed to L2 input and motivated to produce L2, the certain grammatical structures/items in completing the given task individually, in pairs or in small groups.

Finally, students still need somewhat controlled activities for raising awareness of grammar and its use. In the 3rd intervention of a speaking activity, some students turned out to have gotten confused and didn't follow my instructions well although they seemed engaged in the task. In addition, it was a bit hard to check out whether they really practiced the target language or just chatted with others. So that giving clear instructions and providing enough opportunities for the pattern practice are essential for this type of speaking activity.

5. Conclusion and implications for future research

It can be so hasty to jump to conclusion about whether 'form-focused' instruction would really work in using the L2 as well as raising the students' grammatical awareness since this research has been explored in a short period of only 8 weeks or so.

In addition, even though particular grammars were introduced for each class and encouraged to use, unexpected grammatical issues/problems have been continuously coming up one after another since there are plenty of grammatical structures L2 learners should encounter and study.

Thus, I will keep implementing this form-focused teaching and see how my students could benefit from it in terms of grammatical awareness and its use.

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Appendix 1. Initial survey on students' needs analysis

* 다음은 영어에 관한 여러분들의 의견을 듣고 수업개선을 하기 위한 설문입니다.
성실히 답변해주세요^^

이름: _____ 나이: _____세 성별: 남/여 날짜: _____

1. 평소 영어는 어디에서 공부하는 편인가요?
① 학교수업 ② 학원 ③과외 ④ 자기주도적 학습(아자) ⑤ 집 ⑥ 기타()
2. 평소 어떤 교재로 공부하나요?
① 교과서(수업교재) ② 학원/과외/인강 교재 ③ 개인 문제집
④ 기출 모의고사 ⑤ 기타 ()
3. 얼마나 자주 영어공부를 하나요? (정규수업시간 제외)
① 매일 ② 거의 매일 ③ 주말 ④ 수업시간에만/따로 공부 안함 ⑤기타()
4. 평소 나는 영어를 어떻게 공부하나요?(구체적으로)
: _____
5. 나는 영어수업에 있어
① 예습을 해오는 편이다 ② 집중을 잘 하는 편이다 ③ 복습을 잘 하는 편이다
④ 필기를 꼼꼼히 잘 하는 편이다 ⑤ 이해가 잘 안되는 편이다 ⑥ 도움이 필요하다
6. 외국에 가본 경험, 정규수업 이외에 영어캠프에 참여하거나 영어관련 활동을 한 적이 있
나요?
① 예 ② 아니오
- 있다면, 구체적인 활동이나 경험은? _____
7. 내가 영어를 공부하고 향상시키고 싶은 이유는?
① 좋은 점수를 받아 대학에 진학하고 싶어서
② 훗날 외국에서 공부하거나 여행가기 위해서
③ 영어에 관심이 많고 외국인과 자연스럽게 의사소통하기 위해서
④ 영어 자체가 좋아서
⑤ 하기 싫지만 선택이 아닌 필수 교과목이니까
⑥ 기타 ()
8. 내가 관심있는 분야는? (해당사항에 모두 체크 또는 0표 할 것)
- 문화 -환경 -전통 -과학/기술 -여행 -예술 -실생활 -광고 -음식
- 패션/미용 -동물 -기타()
9. 나에게 영어란?
① 재미있고 내가 잘 하는 것 ② 잘하고 싶지만 여전히 어려운 것
③ 재미는 없지만 해야하는 것 ④ 재미도 없고 잘 못하는 것
⑤ 그냥 하기 싫은 것 ⑥ 기타 ()
10. 11. 나는 어떤 학습 스타일을 선호하는가?
① 소그룹 활동 ② 짝활동 ③ 개별활동 ④ 강의식 수업 ⑤ 영어로 하는 수업 ⑥ 기타

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11. 나는 선생님이 어떻게 가르치실 때 이해가 잘 되는 편인가?

(해당되는 곳에 모두 체크하고, top3 순위를 매겨봅시다)

- 칠판에 쓰실 때 ()
- 논리적으로 설명해주실 때 ()
- 일화나 예를 들어 설명하실 때 ()
- 친구들이 해석해 줄 때 ()
- 반복적으로 설명하실 때 ()
- 그림이나 도표, ppt자료, 관련 동영상을 보여주실 때 ()
- 관련 학습자료(단어, 내용, 문법문제)를 나눠주시고 스스로 해보게끔 하실 때 ()
- 기타 ()

12. 다음과 같은 상황에서 나는 어떤 기분인가요?

- ① 선생님이 읽거나 해석을 시킬 때 나는 _____
- ② 영어로 답을 하거나 질문하는 것은 내게 _____
- ③ 영어로 글을 쓰거나 말하는 것은 내게 _____
- ④ 영어로 된 지문을 읽고 이해하는 것은 내게 _____
- ⑤ 쪽지 시험(단어, 문법, 해석)을 보는 것은 내게 _____
- ⑥ 선생님이 한 문장씩 읽고 해석해주는 것은 내게 _____

13. 나의 영어수준은 어느 정도인가?

영역	수준정도	판단 근거(시험, 경험 등)
독해(reading comprehension)	최상 상 중 하	:
쓰기(writing)	최상 상 중 하	:
듣기(listening)	최상 상 중 하	:
말하기(speaking)	최상 상 중 하	:
어휘(vocabulary)	최상 상 중 하	:
문법(grammar)	최상 상 중 하	:

14. 내가 이번 영어수업을 통해 향상시키고 싶은 부분은?

- ① 독해 ② 쓰기 ③ 듣기 ④ 말하기 ⑤ 어휘 ⑥ 문법

15. 영어를 향상시키는 가장 좋은 방법은 무엇이라고 생각하는가?

16. 현재 영어공부를 함에 있어 어려움/걸림돌은 무엇인가?

- ① 공부장소 ② 습관(ex: 집중 안하는 것) ③ 공부방법 ④ 공부시간 ⑤ 기타()

16-1. 왜 그것(위의 답변)이 걸림돌이라고 생각하나요?

-Thank you for your sincere opinions and cooperation! -

Action Research

Appendix 2. Group worksheet for Giving Beauty Advice (refer to 2nd intervention)

Q: I am really upset because of my skin tone. I'm jealous of others whose skin tones are brighter and clearer. What can I do?

-Miss dark skin

A:

Q: Compared to other boys, I'm somewhat small. I want to have a strong and big build because it looks "cool". I want to exercise but I don't have enough time because I have to stay late at school. What can I do?

-Mr.Small

A:

Action Research

Appendix 3. worksheet for fill-in-the blanks activity (refer to the 4th intervention)

[Practical English I]
Lesson 3. Beauty Tips for Teens
학년 ()반 ()번 이름 ()

Beauty Tips Q & A!

(pp.57)

1. Not interested in beauty advice [](write) for mom?
2. Yeah, we understand. Here you will find useful beauty tips every (teen / teens) should know.
3. () will give you the tips you need to know.

4. Q: I'm losing my confidence [because / because of] my greasy hair.
5. I wash my hair every day, and sometimes twice a day!
6. The () never goes away and it is getting ().
7. What should I do?

8. A: Your scalp produces ()().
9. This is a good thing because it helps your head and hair [stays / stay] healthy and shiny.
10. Unfortunately, too much oil leads to [which / what] you call 'greasy hair.'
11. Here are some tips on this problem.
12. First, wash you hair daily with a shampoo [](design) for oily hair.
13. I recommend [to massage / massaging] the scalp gently while [] (shampoo) hair.
14. Second, apply the conditioner () only the mid and ends of your hair ()() to the roots.
15. Third, brush your hair briefly and not too often.
16. When you brush, avoid contact with the scalp.
17. Finally, watch your ().
18. Oily and () foods can make your skin and scalp [](grease).
19. Good luck with your hair!

마용에 관한 조언 질문과 답변

1. 염마를 위한 마용관련 조언에는 관심이 없더군요?
2. 네, 이해합니다.
3. 여기 모든 실대가 알아야 하는 유용한 마용 정보가 있습니다.

4. 질문: 저는 지성 머릿결 때문에 자신감을 잃고 있습니다.
5. 저는 매일 머리를 감고 때로는 하루에 두 번이나 머리를 감습니다.
6. 하지만, 기름기가 사라지지 않고 더 심해지고 있습니다.
7. 전 어떻게 해야 하죠?

8. 답변: 우리의 두피는 천연 유분을 만들어냅니다.
9. 이는 우리의 머리와 머리카락을 건강하고 윤기 있게 유지해 주므로 좋은 것이죠.
10. 불행히도 과도한 유분은 흔히 말하는 '지성 모발'이라는 문제를 일으킵니다.
11. 여기 이러한 문제에 대한 몇 가지 조언이 있습니다.
12. 첫째, 지성 모발용 샴푸로 매일 머리를 감으십시오.
13. 머리를 감는 동안 두피를 부드럽게 마사지할 것을 권장합니다.
14. 둘째, 컨디셔너는 모근보다는 머리카락의 중간과 끝 부분에만 바르십시오.
15. 셋째, 머리 빗질은 짧은 시간 동안만 하고 너무 자주 하지 마십시오.
16. 머리를 빗을 때 두피와의 접촉을 피하세요.
17. 마지막으로 식단에 신경쓰세요.
18. 기름지고 지방이 많은 음식은 여러분의 피부와 두피를 지성으로 만들 수 있습니다.
19. 머릿결 관리 잘 하길 바랍니다!

- 1 -

Action Research

[Practical English I] Lesson 3. Beauty Tips for Teens 1학년 ()반 ()번 이름 ()

(p.58)

20. Q: Hello! I'm a [17-years-old / 17-year-old] boy.

21. My life is miserable () () pimples.

22. Please tell me [how / what] to treat them.

23. A: You get upset when you wake up and find a huge pimple on your face.

24. The good news is [what / that] there are ways to () and treat pimples.

25. First, it is important to wash your face () a day with warm water and a mild soap [] (make) for people with pimples.

26. Gently massage your face in a [circle / circular] motion.

27. Second, do not () your pimples.

28. Squeezing them can push dirty material () into the skin.

29. It causes more () and (), and can damage your skin ().

30. Avoid [to touch / touching] your face with your fingers.

31. Touching your face [] (spread) the bacteria.

32. To keep bacteria (), wash your hands before applying anything () treatment, creams or makeup to your face.

33. Finally, keep your hair [clean / cleanly] and out of your face to () additional dirt and oil () touching your skin.

20. 질문: 안녕하세요! 저는 17세 남학생입니다.

21. 여드름 때문에 제 삶이 비참(우울)합니다.

22. 여드름을 어떻게 치료해야 할지 알려주세요.

23. 답변: 아침에 일어나서 얼굴에 난 큰 여드름을 발견하면 기분이 좋지 않죠.

24. 좋은 소식은 여드름은 예방하고 치료할 방법들이 있다는 것입니다.

25. 첫째, 하루에 두 번, 미지근한 물과 여드름 피부를 위한 순한 비누로 세안하는 것이 중요합니다.

26. 얼굴을 원을 그리며 부드럽게 마사지하세요.

27. 둘째, 여드름을 짜지 마세요.

28. 여드름을 짜면 더러운 물질이 피부에 더 깊숙이 침투하게 됩니다.

29. 그렇게 되면, 여드름이 더 부풀고 빨갛게 되며 피부가 영구적으로 손상될 수 있습니다.

30. 손가락으로 얼굴을 만지는 것도 피하세요.

31. 얼굴을 만지면 박테리아 퍼집니다.

32. 박테리아를 멀리하기 위해서는 얼굴에 트리트먼트나 크림 또는 화장품 등을 바르기 전에 손을 씻어야 합니다.

33. 마지막으로, 추가적인 먼지나 기름이 피부에 닿는 것을 막기 위해 모발을 청결히 유지하고 얼굴에 닿지 않도록 하십시오.

Action Research

[Practical English I] Lesson 3. Beauty Tips for Teens 1학년 ()반 ()번 이름 ()

(p.58)

34. Q: I really want to keep my weight down.

35. I eat () little () (), so I am always hungry.

36. Still, nothing happens to my weight.

37. What am I doing wrong?

38. A: It is important to stay [healthily / healthy] and maintain a weight [that / what] is right for your body.

39. Unfortunately, many teens () () unrealistic diets that promise () () in unhealthy ways.

40. [] (lose) weight, you need to follow these ().

41. First, do not () think about a diet that requires you [to not eat / not to eat].

42. Those diets () your body's need for food and will () your energy, [] [] (slow down) weight ().

43. If you are hungry, eat something.

44. () (), eat a healthy breakfast.

45. Eating in the morning [] (start) your body's () for the day.

46. Next, keep [] (check) how [many / much] calories you consume from liquids.

47. [] (Consume) juice and soft drinks can easily add up to hundreds of calories.

48. Drink water, instead.

49. It is also important that you find a () () that you can enjoy.

50. Healthy activities () running, biking, swimming and so on.

51. Exercise for () () 30 minutes a day.

52. Finally, get a good night's sleep every night.

53. () of sleep contributes to () () because you then eat sugar-filled () to stay [wake / awake].

34. 질문: 저는 정말 체중을 줄이고 싶습니다.

35. 가능한 적게 먹고 있는데, 그래서 서인지 항상 허기집니다.

36. 그런데도 몸무게에는 변화가 없습니다.

37. 제가 뭘 잘못하고 있는 건가요?

38. 답변: 건강한 상태로 자신에게 적절한 체중을 유지하는 것은 중요합니다.

39. 불행히도, 많은 십대들이 건강하지 않은 방식으로 체중 감량을 보장하는 비현실적인 다이어트에 의지합니다.

40. 몸무게를 줄이기 위해서는 다음의 지시를 따라야 합니다.

41. 첫째, 굶는 다이어트는 생각도 하지 마십시오.

42. 그러한 다이어트는 신체가 필요로 하는 음식의 양을 줄여 에너지를 감소시키고 결국 체중 감량의 속도는 더 느려지게 됩니다.

43. 만약 배가 고프다면 무언가 먹어야 합니다.

44. 특히 건강한 아침 식사를 하도록 하세요.

45. 아침 식사를 함으로써 여러분의 신체는 하루를 위한 기능을 시작합니다.

46. 다음으로, 여러분이 음료수로 섭취하는 칼로리의 양을 체크하세요.

47. 주스와 청량음료의 섭취만으로도 쉽게 수백 칼로리에 이르게 됩니다.

48. 청량음료 대신 물을 마시도록 하세요.

49. 여러분이 즐길 수 있는 신체 활동을 찾는 것 또한 중요합니다.

50. 달리기, 자전거 타기, 수영 등이 여기에 해당됩니다.

51. 적어도 하루에 30분씩 운동하세요.

52. 마지막으로, 매일 밤 숙면을 취하도록 하세요.

53. 잠을 잘 못 자기 위해 달이 든 제품을 먹게 되므로, 수면 부족은 체중 증가의 원인이 됩니다.

Action Research

Appendix 4. worksheet for summarizing a story (refer to the 5th intervention)



Guess what happens in the story!

Team members: _____

Main character:

Story:

What will happen next:

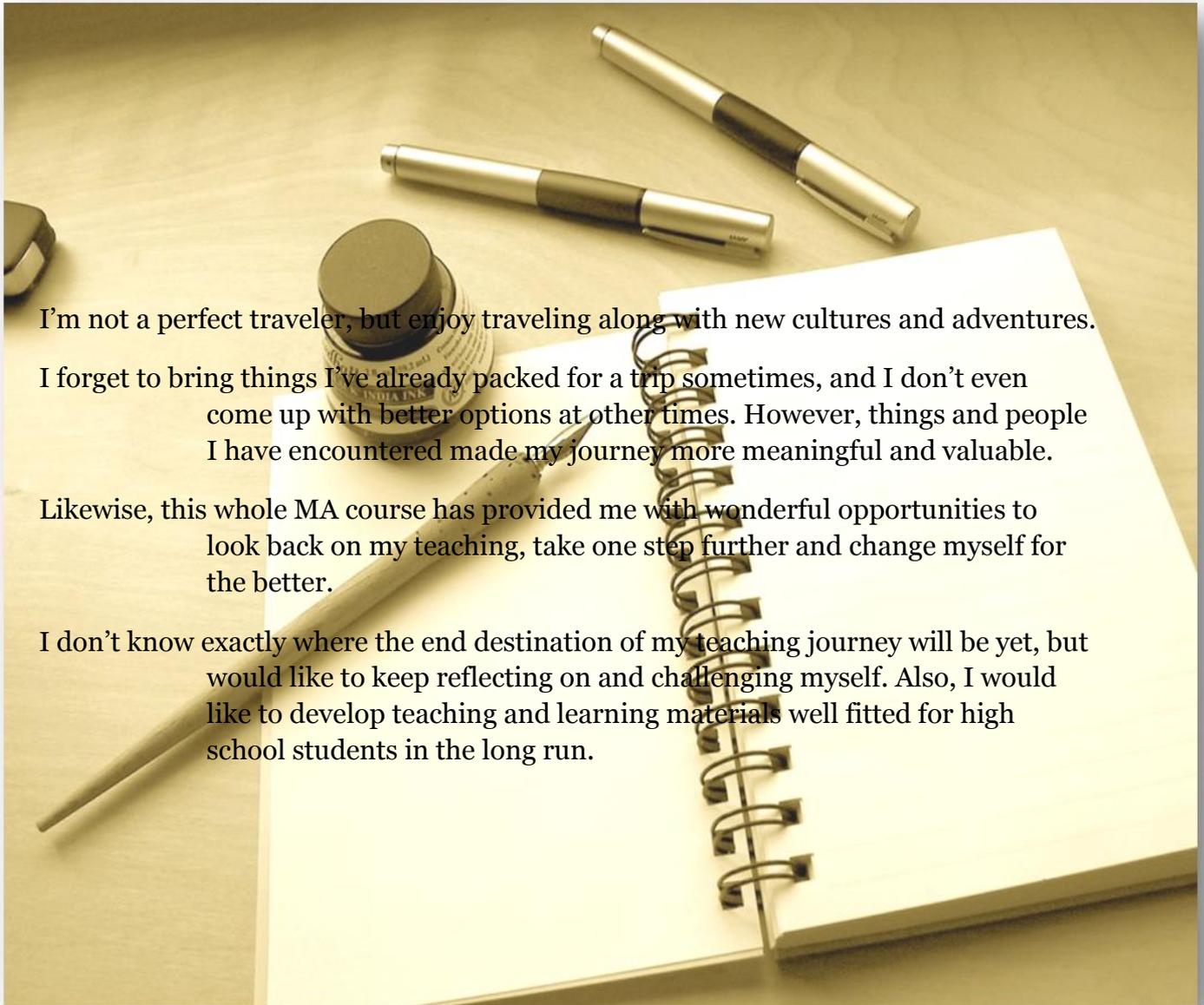
Suggestion to ()

ex) I think the boy/girl should/must/ought to/has to/had better V.

:

"You belong with Me" sung by Taylor Swift

Future Journey as an English Teacher



I'm not a perfect traveler, but enjoy traveling along with new cultures and adventures.

I forget to bring things I've already packed for a trip sometimes, and I don't even come up with better options at other times. However, things and people I have encountered made my journey more meaningful and valuable.

Likewise, this whole MA course has provided me with wonderful opportunities to look back on my teaching, take one step further and change myself for the better.

I don't know exactly where the end destination of my teaching journey will be yet, but would like to keep reflecting on and challenging myself. Also, I would like to develop teaching and learning materials well fitted for high school students in the long run.

