

Teaching Portfolio

Lee Jong-sik

**2011 Sookmyung Women's University
TESOL Program**



Prologue

This portfolio is designed to help the viewers take a glimpse at what type of educator I am.

My sheer years of experience in the field of English education may not be as long as others'. However, my work and learning experience in diverse fields should distinguish me from typical English education background majors.

In this portfolio, personal documents and several carefully selected examples of classroom work are presented. In addition, at the last section is action research which helps to demonstrate my ability to identify class situations to improve the overall quality of instruction.

The order of this portfolio is as follows:

Part 1) Personal documents

Part 2) Teaching Practice (GEP)

Part 3) Action Research

It is to be hoped that readers will have a clear idea of my view of education, capability, and qualifications as an English teacher through this portfolio.



Table of Contents

Prologue

Part 1) Personal Documents

- Cover sheet (introduction)
- Teaching Philosophy
- Resume
- Certificates
- Reflection

Part 2) Teaching Practice (GEP)

- Cover sheet
- Syllabus
- Needs survey
- Lesson plans

- Assignments
- Feedback
- Reflective Journals
- Students' photos
- Reflection

Part 3) Action Research

- Introduction
- Research question & Methods
- Data & Results
- Discussion & Conclusion
- References
- Appendix
- Reflection

Epilogue



Part 1

This section is mainly composed of the following elements:

- **Teaching Philosophy**
 - 1) Own experience as learner
 - 2) View-changing experience as English language user
 - 3) Teaching beliefs
- **Resume** : educational and professional background and experience
- **Certificates**



Teaching Philosophy

Part 1

1) My Own Experience as Learner

Ever since I started learning English, all my attention was concentrated on rules and forms, *aka* grammar. In a typical regular English class in my student years, a teacher usually overwhelmed students by literally mincing every sentence into barely visible pieces. Students could hardly ask questions since they were already inundated with so many things to take notes of. In those days, English proficiency was measured and gauged through grammar and vocabulary knowledge. Writing and speaking were rarely paid attention to since those productive skills were considered practical but not essential until the day of college entrance exam. Now I come to think of it, I was suffering an unbalanced progress back then: to be more specific, I could read and understand written texts fairly well, but spoke or wrote in English quite poorly.



2) My View-changing Experience as English Language User

After college, I went abroad for higher degree study. There, I capitalized on such great conditions granted to me: immersion in English. My surroundings could not be better: while home-staying in a mansion with several other foreign students, I enjoyed the privilege of being the only Korean throughout my stay there. That short, but impactful period of time was a turning point in my learning path. For the first time, I found that English learning could be fun not because English was getting easier, but because I did not have to push myself into it. Instead, I got exposed to it in a natural way while interacting with local people.

No one pushed me to study English, but I engaged with it more and more voluntarily because I felt the need to reach a certain level of English proficiency in order to act as a member of the community. I still consider myself lucky since I was fortunate enough to experience in person what could enhance language learning.



3) My Teaching Beliefs

Part 1

My involvement in this teaching area was more accidental than intended. Besides, long years of teaching experience may not be my forte. However, my beliefs in learning are fairly simple and clear: learning has to be fun, interactive, meaningful, and needs-fulfilling.

First, learning needs to be fun. When it comes to learning a foreign language, fun factors are critical since they help learners to get interested in learning by providing motivation. Fun factors also lower the affective filter, and facilitate a learner's creativity.

Second, learning needs to be interactive. If learning flows in one-way direction, it would be not easy to keep students engaged and interested. In addition, in order for learning to be effective, it should be interactive.

Third, learning needs to be meaningful and purposeful. It has been suggested that learning takes place in the context of meaningful and purposeful activity, as learners and the teacher work together to create a product.

My Teaching Beliefs - continued

Last but not least, learning should be needs-fulfilling. Learners have their own needs, and want to have them satisfied through learning at the right time in the right place.

Even though my teaching strategies could change over time based on several factors such as students, their needs, teaching goals etc, my teaching beliefs will always be important fundamental elements of my teaching practice.



RESUME

Jong sik Lee

Part 1

edifyinglove@daum.net

OBJECTIVE

A pre-service teacher, who has a wide range of learning experiences in several fields of study, seeks a teaching position in which English can be used as a tool to provide whole-person education to learners.

EDUCATION

SOOKMYUNG WOMEN'S UNIVERSITY (SWU), Seoul, South Korea

Currently a practicum candidate for MA in TESOL at TESOL Graduate School *Fall 2009 -Spring 2011*

YL (Young Learner) TESOL Certificate Program at SWU, Seoul, South Korea

~ First place graduation (1/20) based on outstanding academic achievement

Spring 2009

THE PENNSYLVANIA STATE UNIVERSITY, State college, PA, USA

Candidate of PhD – The College of Health & Human Development

2004-2006

UNIVERSITY OF TENNESSEE, Knoxville, Tennessee, USA

Candidate of Master of Science – *Human Ecology* (specialized in *Nutritional Science*)

(*completed required coursework*)

2002-2004

CHONNAM NATIONAL UNIVERSITY, Gwang-ju, South Korea

Bachelor of Science – Department of *Applied Bioscience and Biotechnology*

(specialized in *Food Science and Technology*)

Spring 2002

~ Second Place Admission based on outstanding academic achievement and potential

~ Reporter, Chonnam National University English-language newspaper

1998-1999

~ Visiting Student, *Department of Food Science & Toxicology* at University of Idaho

1997-1998



PROFESSIONAL EXPERIENCE

SOOKMYUNG WOMEN'S UNIVERSITY (SWU), Seoul, South Korea

- Completion of MATE Rater Training Workshop *Feb 2011*
- Completion of Emerging E-environments for Immersion Education (TESOL workshop) *Mar 2010-Apr 2010*
- Research Assistant (of Dr. Stephen Van Vlack) *Sep 2009 - Jan 2010*
- * working on translating Korean-written faculty handbook into English
- Completion of Games and Activities for the Language Classroom (TESOL workshop) *Sep 2009-Oct 2009*

YOUNG-KWANG KOREAN LANGUAGE SCHOOL, State college, PA

Spring 2005-Summer 2006

- Primary & secondary Teacher
- **This school is a nonprofit institution run by Young-Gwang Korean Presbyterian Church and its main target is American kids of Korean extraction aged 5-7**

THE PENNSYLVANIA STATE UNIVERSITY, State college, PA

Fall 2004-Summer 2005

- Research Assistant specialized in *Immunology*

UNIVERSITY OF TENNESSEE, Knoxville, Tennessee

- Teaching Assistant Student *Spring 2004*
- Instructed senior students in course entitled '*Food and Nutrition Analysis*'.
- Research Assistant Student *Aug 2003-Spring 2004*

UNITED STATES DEPARTMENT OF AGRICULTURE (USDA), Albany, CA

- Intern as Research Assistant *Spring 2002*



OTHER EXPERIENCE

Part 1

- Translation/proofreading of scientific research paper & presentation materials** 2010
· ‘*NXCL-4950, a novel composite applicable to peripheral skin and capable of improving microvascular circulation*’
- Simultaneous interpreting upon request** 2009-present
- Private-tutoring** 2006-present
· Specialized in speaking and writing targeting young learners aged 6-12
- Gangnam District Office, Seoul, Korea** Sep 2006-Nov 2008
· Public Interest Service Personnel for compulsory military service

AWARDS & FELLOWSHIPS

- Recipient of *Honor Award* in recognition of outstanding academic achievement June 2009
Sookmyung Women’s Univ YL-TESOL
- Recipient of *Mayoral Citation* from Mayor of Seoul *Oh Se-Hoon* July 2008
In honor of exemplary services as public interest service personnel
- Recipient of *Drs. Albert and Lorriane Kligman Graduate Fellowship* at 2004-2005
Pennsylvania State University

REREFENCES WILL BE FURNISHED UPON REQUEST



제 740호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Lee Jongsik

어린이 영어교사 전문가 자격증

위 사람은 숙명여자대학교 TESOL 프로그램에서 제공하는 어린이 영어교사 전문가 과정을 성공적으로 이수하고, 어린이 영어교사로서의 능력을 갖추었으므로 YL-TESOL 자격증을 수여합니다.

Certificate of YL-TESOL

This is to certify that the above-mentioned person has successfully completed the YL-TESOL (TESOL for Young Learners) program and has the qualifications necessary to work with Young Learners.

교육기간: 2009. 1. 29 ~ 6. 19

전공교육과정: YL-TESOL

2009년 6월 19일

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

Specialization: YL-TESOL

June 19, 2009

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한영실



Dr. Youngsil Han
President, Sookmyung Women's University

youngsil Han



Certificate 2

Part 1

NO. 11-R1-016

MATE

Multimedia Assisted Test of English

CERTIFICATE OF COMPLETION

This is to certify that

Jong-sik Lee

*has completed a MATE 16 hour Rater Training Workshop at
Sookmyung Women's University*

Completion Date
27 February 2011

Himyoung Han

Dean of General Education Institute



Certificate 3

Part 1



제 401 호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Lee, Jong-sik 이종식

TESOL Workshop Certificate

This is to certify that the above-mentioned person has successfully completed the workshop entitled *Emerging E-environments for Immersion Education* (18 hours) offered by the SMU-TESOL Program.

Duration : March 13 ~ April 17, 2010

April 17, 2010

Sunhae Hwang

Sunhae Hwang, Ph.D
Dean, Graduate School of TESOL



숙명여자대학교 TESOL대학원
GRADUATE SCHOOL OF TESOL, SOOKMYUNG WOMEN'S UNIVERSITY



Certificate 4

Part 1



제 399호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Lee, Jong-sik 이종식

TESOL Workshop Certificate

This is to certify that the above-mentioned person has successfully completed the workshop entitled

Games and Activities for the Language Classroom
(18 hours) offered by the SMU-TESOL Program.

Teaching English to Speakers of Other Languages

Duration : Sept 12 ~ Oct 24, 2009

Oct 24, 2009

Sunhae Hwang

Sunhae Hwang, Ph.D
Dean, Graduate School of TESOL



숙명여자대학교 TESOL대학원

GRADUATE SCHOOL OF TESOL, SOOKMYUNG WOMEN'S UNIVERSITY



Reflection

Those documents in this section should well reflect my unique educational and professional background, and that will provide me with several merits not only as an English teacher but also as a subject teacher such as science or biology. It is highly hoped that my statement of teaching philosophy should clearly deliver what type of education I pursue.

Part 2

This section is comprised of GEP (General English Program) related documents.

- **Syllabus**
- **Needs survey**
- **Lesson plan**
- **Assignment**
- **Peer feedback**
- **Reflective Journal**
- **Photos**



Syllabus

Part 2

Hyunjeong Nam
Sookmyung Women's University
Graduate School of TESOL/General English Program
GEP I (영어토론과발표)
Syllabus - Spring 2011
Week 1; March 3

Introduction to the course, persons and materials involved.

*Group 1

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

Homework: Make sure you get all the necessary materials. Go to the Practicum/GEP webpage and checkout the voice board where you will be able to find your assignments and do your on-line speaking homework. Do the first speaking assignment.

Week 2; March 10

MATE Speaking - Task 1

Student Survey

Mock Speaking Test (Preliminary test)

Little Sister groups formed

*Group 2

After taking a sample MATE Speaking Test and doing a basic survey we get down to the nitty gritty of very basic personal speaking. This week we begin our special Practicum/GEP experience by being placed in groups. We will also take our first of three mock MATE speaking test. Following that we will do some work, dealing at first with shorter, more personal, highly contextualized, and less formal areas of speaking.

Homework: To be announced.

Week 3; March 17

*Group 3

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

Homework: To be announced.



Syllabus - *continued*

Part 2

Week 5; March 31

MATE Speaking- Task 4

*Group 1

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

Homework: To be announced.

Week 6; April 7

MATE Speaking- Task 3/4

*Group 2

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

all in nice paragraph-like packages. We will be looking at describing personal routines.

Homework: To be announced.

Week 7; April 14

MATE Speaking- Task 5

**Group 3 - 1st Videotape

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

Homework: Prepare diligently for the Midterm Exam.

Week 8; April 21

Midterm Exam

*Group 4

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

Syllabus - *continued*

Part 2

Week 9; April 28

MATE Speaking- Task 5

**Group 1 - 1st Videotape

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

Homework: To be announced.

Week 10; May 5 (Holiday-class to be rescheduled)

MATE Speaking- Task 6

**Group 2 - 1st Videotape

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

Homework: To be announced.

Week 11; May 12

MATE Speaking- Task 8

**Group 3 - 2nd Videotape

While much of what we have been doing in this course to date involves reporting information of some sort, this week we start to work with more formal and abstract types of reporting. This week is, therefore, important as a transition to the abstract from the concrete and is also because it is stereotypical of task 8 of the MATE Speaking Test. We will, be focusing on giving opinions, but rather on more familiar, less formal topic areas.

Homework: To be announced.

Week 12; May 19

MATE Speaking- Task 7

**Group 4 – 2nd Videotape

This week we will be looking at discussing using the organizational technique of advantages and disadvantages. The trick here is being able to carefully and comprehensibly build connections between two events. Doing this requires both the use of specific grammatical structures on the micro level as well as specific macro level structures.

Homework: To be announced.

Week 13; May 26

MATE Speaking- Task 8

**Group 1 – 2nd Videotape

This week we return to the type of speaking we did in unit 3, but instead of focusing on being accurate in our descriptions we focus instead on giving well-supported opinions. The most important element here is in the organization of the information to be presented along the simple lines of introduce and then explain. Supporting opinions effectively is key here.

Homework: To be announced.

Week 14; June 2

MATE Speaking- Task 5/8

**Group 2 – 2nd Videotape

This week we take a final look at speaking in a well-structured opinion paragraph by focusing on news events, a somewhat familiar topic area. This type of speaking is generally found on task 8 of the MATE Speaking Test and as such is seen as being a very fitting, if somewhat difficult, final speaking task for this course.

Homework: Study for the final.

Week 15; June 9

Final Exam

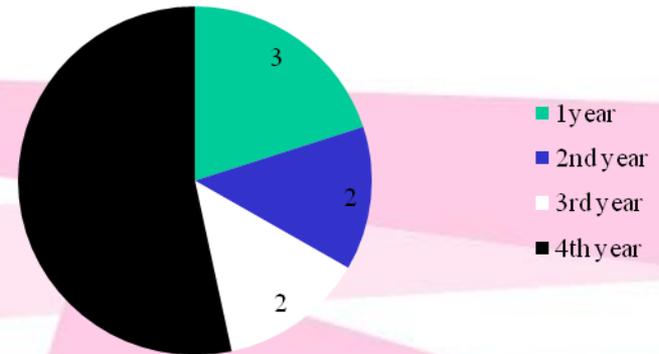
*Group 3

Let's have a little party or do something fun after the final exam.

Good bye and have a great summer vacation - You deserve it!

1. What is your major?	
Korean literature	1
English literature	1
Chinese	1
History and culture	1
Political science	1
Clothes and textile	1
Multimedia Science	1
Business	1
Visual arts	7
total	15

2. What year are you in?



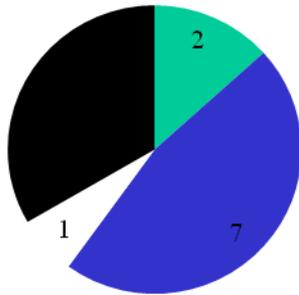
3. How long have you learned English?



4. How to learn English?



5. How often do you use English?



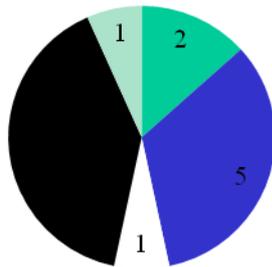
- 1. Several times a week
- 2. At least once a week
- 3. Once every two weeks
- 4. Less than once a month

6. For what purpose have you learned English?



- 1. For communication
- 2. For the exams
- 3. To study abroad
- 4. Other

7. How to rank general degree of interest in English?



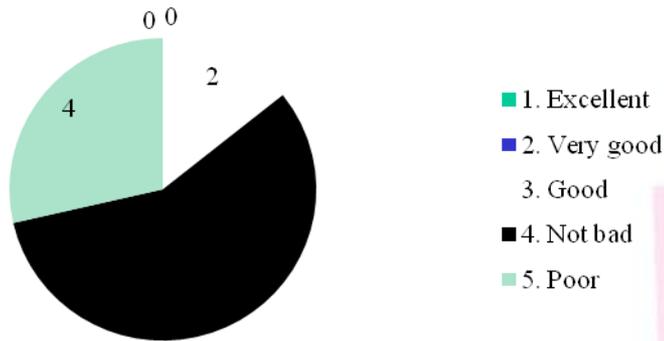
- 1. Very high
- 2. High
- 3. So so
- 4. Low

8. TOEIC score

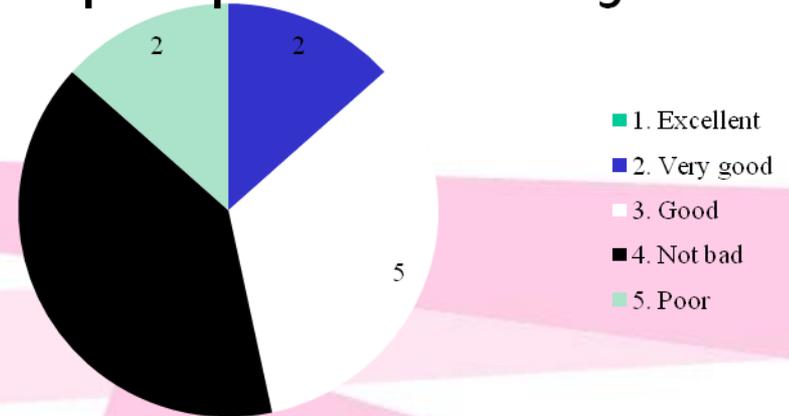


- 500-600
- 600-700
- 700-800
- 800-900
- Other

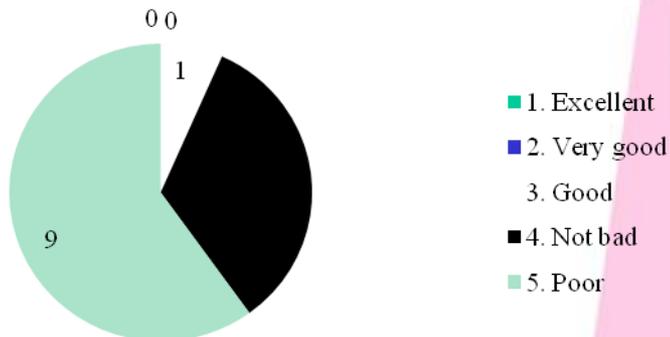
9. Perception of the overall English proficiency of yours?



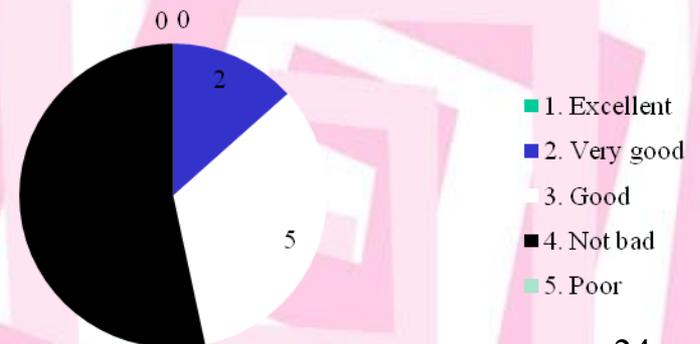
10. Self-perception of listening skill



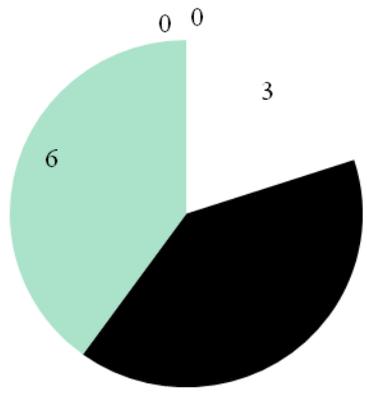
10-2. Speaking skill



10-3. Reading skill

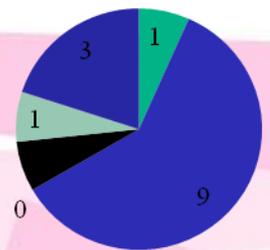


10-4. Writing skill



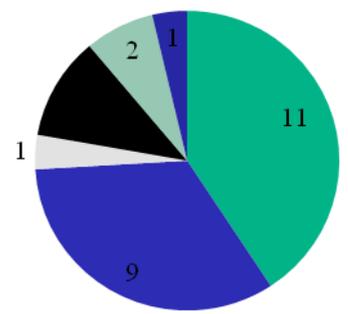
- 1. Excellent
- 2. Very good
- 3. Good
- 4. Not bad
- 5. Poor

11. Most difficult to improve? and Why? (multi answers)



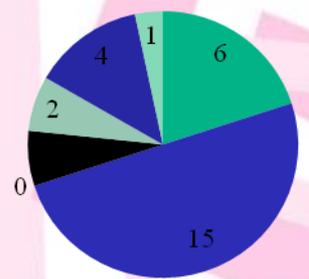
- 1. Listening
- 2. Speaking
- 3. Reading
- 4. Writing
- 5. Vocabulary
- 6. Grammar

12. Why do you learn English? (multiple answers)



- 1. It is important for my future life.
- 2. I want to communicate freely.
- 3. It is necessary regardless of my will.
- 4. It helps me understand english materials.
- 5. I plan to study or live abroad.

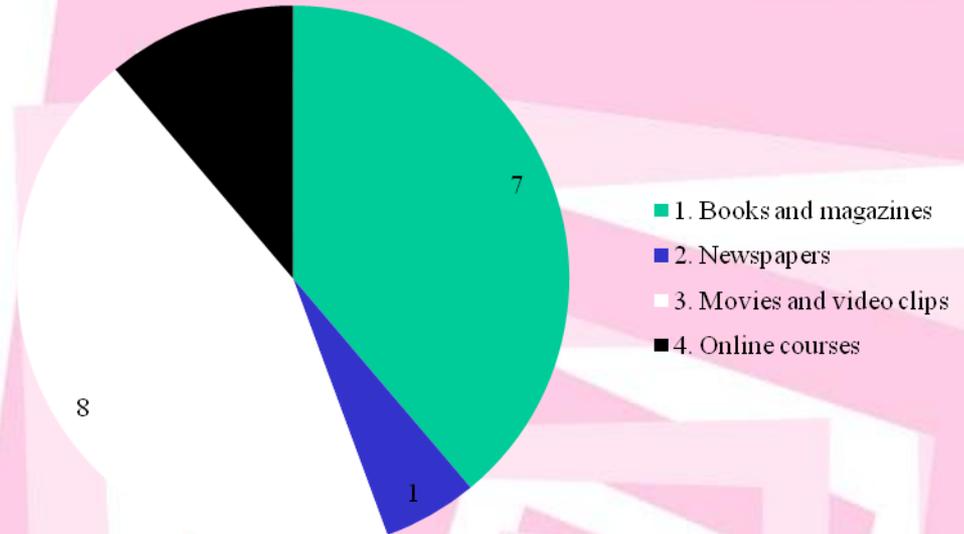
13. Specific interest of English? (multiple answers)



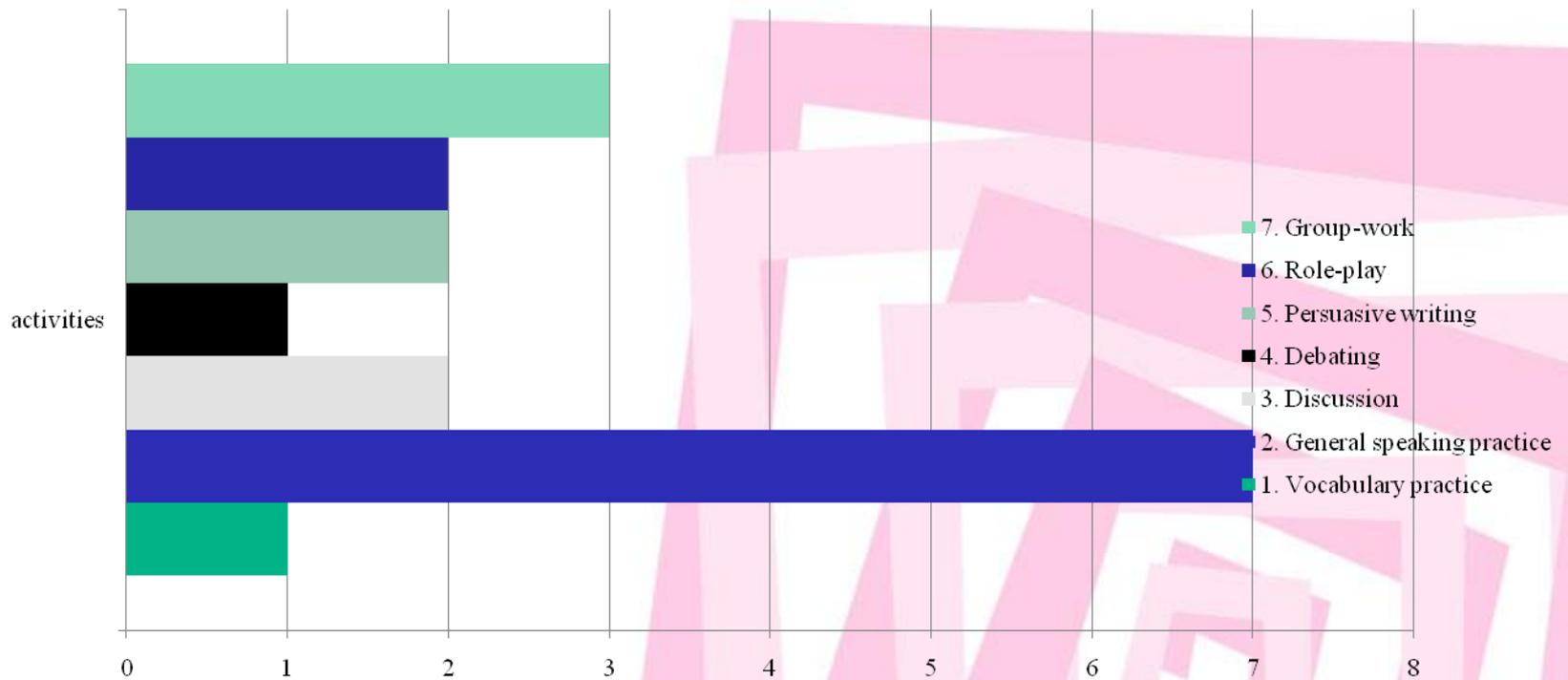
- 1. Listening
- 2. Speaking
- 3. Reading
- 4. Writing
- 5. Vocabulary
- 6. Pronunciation
- 7. Grammar

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

15. Favorite learning tool?



16. Favorite class activities



17. What do you expect to learn from this course?	
improve speaking skills	6
have more chances to use English	3
want to be fluent English speaking	2
improve pronunciation	1
want this class to be fun	1
sharing ideas through debate or presentation	1

Lesson Plan

Part 2

Lesson Plan (Group 2)

March 31, 2011

Student profile

- Age: University undergraduate students
- Proficiency: Rudimentary to Moderate
- Number of students: 16
- Time of class: 2 hours and 15 minutes
- Theme: Food
- Language Function: **Description of a series of pictures** (Task 4)

Objectives

At the end of the class, students will be able to describe food recipes in a series of pictures using the simple present tense.

Assignment check		Small group	15 min
Introduction		Whole class	5 min
Warm-up	Brainstorm	Small group	5 min
Activity 1	Watching a video clip	Whole class	5 min
Task 1	Cooking competition	Small group/whole class	25 min
	Tasting	Whole class	10 min
	Clean-up & Break Time	Whole class	15 min
Post-break Activity 2	Game & Quiz	Whole class	15 min
Task 2	Virtual cooking	Small group/	20 min
	Presentation	Whole class	10 min
	Review	Small class	5 min
Wrap-up			5 min

Brainstorming (5 min)

- Students are given a few minutes to recall places, both domestic and international, they have been to.
- Then, they are encouraged to think further, and recall what kinds of food they have tried there.
- When finished thinking, they talk to the group members.

Expected role of big siblings: please, help them to describe things in detail *ex) ingredients, taste, shape, price etc*

Watching a video clip (5 min)

- Students watch two video clips about cooking. Running time is about one minute each, and, hopefully, they instill high anticipation in the students about the next task, actual cooking.

<http://www.youtube.com/watch?v=zs5WiddD7i0>

<http://www.youtube.com/watch?v=jcHt29II6UA>

- Then, students are encouraged to recall all the cooking actions from those clips through a speed quiz, and review those expressions in small groups.

Expected role of big siblings: please, help them to practice action verbs.

Cooking Competition (Task 1) (25 min)

- Students will cook one of the four recipes from the reading assignment. At the beginning of the cooking session, students will be watching another video clip about how to cook the dish they are about to cook on the spot.

<http://www.youtube.com/watch?v=zhp35udbkIg>

- Then, they will be provided with the same number and kinds of ingredients except one main ingredient (each group gets a different main ingredient). They, as groups, will decide on what ingredients (including spices) to use and in what amounts etc.
- They may use their own discretion not necessarily having to use the all ingredients provided. The main ingredient, however, must be included in their work. The cooking will be taking place at the back of the classroom.

Expected role of big siblings: Please, try to use those cooking-related action verbs as much as you could. Additionally, make sure that students understand and use those verbs and expressions appropriately during cooking, please.

Assessment & Tasting (10 min)

- When done cooking, their work will be assessed based on taste, shape and cooperation skill. The judges will be students. After that, every group tastes their own and others' dishes. It will be fun to try guessing what ingredients other groups actually used while tasting. When other groups come to taste, one group at a time, each group describes how to cook their work (since there are four groups, and each group is usually made up of three members, each member will get to describe at least once).

Clean-up & Break (15 min)

- Everyone helps to clean up, and takes a break.

Game & Quiz (15 min)

- They will be given quiz questions about food in general. Most of the questions should easily be answered with common sense. Each group needs to act quickly to win a chance to answer first. The quiz will go on until we collect enough points to determine the ranking from one to four (on the assumption that we have four groups). The ranking matters here since they will get to choose ingredient cards in order of rank.
- Other games will also be played in diversity such as rock paper scissors, arm wrestling, rolling a die etc in order to provide each team with diverse chances to win enough ingredient cards. The beauty of this activity is unpredictability (or contingency). Unlike the quiz above, students have to choose ingredient cards which remain turned over. Therefore, they do not know what ingredients they will obtain. Plus, some of the cards will include not a real ingredient but something else.

Expected role of big siblings: Please, try to help your little sisters to participate in the quiz and games in an enthusiastic way. Please, restrain yourselves from giving them direct answers.

Virtual Cooking (20 min)

•In this task, students are encouraged to come up with their own dish using those ingredients they earn from the previous games and quiz. The point of this game is to use as much creativity as possible. They might not win ingredients they need, but they can still whip up a great dish. They also need to give it a great name. They may choose not to use some of the ingredients they earn at their own discretion. They work on it as groups first with their big siblings.

•Each group is given a poster-sized piece of paper because they are going to create something like a poster. The poster should include a name of the dish, the ingredients used and pictures of cooking action verbs.

Expected role of big siblings: Please, help them to create a good name for the dish and decorate the poster.

Presentation (10 min)

•When done making a poster, each group will stand up from their seats and make a group presentation.

•They need to describe the dish they invent in detail. They need to explain how they come up with the name, what ingredients are included, and how to cook it using appropriate action verbs. Since this is a group presentation, every member needs to participate in the presentation.

Review (5 min)

•As a wrap-up activity, each student will be given a series of pictures in order. Then, she will describe how to cook the dish. Other members will guess what dish she is trying to describe. Everybody takes turns with different dishes.

Expected role of big siblings: Please, check whether your siblings are familiarized with those verbs and expressions.

Materials to be prepared

•Game:

photos of < countries (flags), food, dishes and other game materials>,
magnet,
quiz questions,
ingredient cards,
Die

•Cooking:

cooking materials (diverse) & spices
plastic gloves,
plates,
utensils,
paper tissues
etc

•Poster-making:

glue
sticky tapes
poster-sized paper

Speaking assignment

집에 외국인 친구가 놀러왔습니다. 본인이 가장 자신있게 요리할 수 있는 음식을 하나 골라서, 친구에게

•음식에 대한 간단한 소개, 2) 조리과정을 영어로 묘사하세요

Tuna Rice ball

Ingredients

- 1 pack of Seasoning salt with sesame seeds
 - 1 can of tuna (chicken breast, kimchi or spam can be used as a substitute)
 - 2 cups of white rice
 - 6 Tbs. rice vinegar
 - 1 tsp sugar
 - 1 dash salt
 - 1 Tbs. mayonnaise
- (Tbs. = table spoon; tsp= teaspoon)



1) Drain 3/4 of oil from the can and remove the lid.



2) Add some salt, vinegar and sugar to warm rice. Mix well.



3) Create a half ball of rice and add squeeze some mayo.



4) Fold in some tuna and squeeze in some more mayo on top of it.



5) Cover the half ball with some rice and make a ball.



6) Roll in seasoning salt with sesame seeds.

Definitions

•Add

- to put something with something else to increase the number or amount or to improve the whole
- If you add (= calculate the total of) *three and four you get seven.*
- Two spoons of salt were added to the sauce.*

•Adjust

- to change something slightly, especially to make it more correct, effective, or suitable
- As a teacher you have to adjust your methods to suit the needs of slower children.*
- You need to adjust the amount of water to the size of a pan.*

•Boil

- to cook food by putting it in water that is boiling
- I've boiled some potatoes for dinner.*
- Please turn off the stove since the water is boiling.*

•Chill

- to (cause to) become cold but not freeze
- I've put the beer in the fridge to chill.*
- Let the soda sit outside to chill.*

•Chop

- to cut something into pieces with an axe, knife or other sharp instrument
- Add some fresh parsley, finely chopped.*
- Chop the meat into small pieces.*

•Cook

- When you cook food, you prepare it to be eaten by heating it in a particular way, such as baking or boiling, and when food cooks, it is heated until it is ready to eat
- Let the fish cook for half an hour before you add the wine.*
- You need to spend enough time to be able to describe how to make sandwich.*

•Cool

- slightly cold in a pleasant way
- It was a lovely cool evening.*
- Water should be served cool not cold.*

•Cover

- to put or spread something over something, or to lie on the surface of something
- Snow covered the hillsides.*
- The plate was covered with oil.*

•Create

- to make something new, especially to invent something
- Charles Schulz created the characters 'Snoopy' and 'Charlie Brown'.*
- It is fun to create a whole new food.*

•Cut

- to break the surface of something, or to divide or make something smaller, using a sharp tool, especially a knife
- He cut the cake into six pieces and gave each child a slice.*
- He was cutting a loaf of bread using scissors.*

•Drain

- If you drain something, you remove the liquid from it, usually by pouring it away or allowing it to flow away, and if something drains, liquid flows away or out of it
- Drain the pasta thoroughly.*
- Leave the dishes to drain in the sink.*

•Fold in

- (in cooking) to mix a substance into another substance by turning it gently with a spoon
- Fold in the flour into the mixture.*
- Don't forget to fold in whipped cream into your egg cream mixture.*

•Ingredients

- a food that is used with other foods in the preparation of a particular dish
- The list of ingredients included 250g of almonds.*
- Make sure you have all the main ingredients for your main dish.*

•Mash

- to crush food, usually after cooking it, so that it forms a soft mass
- Mash the potatoes and then mix in the butter and herbs.*
- I need a whole potato not a mashed one.*

•Mix

- to (cause different substances to) combine, so that the result cannot easily be separated into its parts
- Mix the eggs into the flour.*
- Oil and water do not mix.*

•Peel

- to remove the skin of fruit and vegetables
- Peel, core and chop the apples.*
- The vegetable needs to be peeled before steamed.*

•Pour

- to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in
- I spilled the juice while I was pouring it.*
- Pour the sauce over my plate.*

•Prepare

- to make or get something or someone ready for something that will happen in the future
- Have you prepared for your interview?*
- All the ingredients are prepared for you.*

•Remove

- to take something or someone away from somewhere, or off something
- It got so hot that he removed his tie and jacket.*
- All the oil needs to be removed from the pork.*

•Rinse

- to use water to clean the soap or dirt from something
- There was no soap, so I just rinsed my hands with water/UK also under the tap.*
- Rinse the vegetables under the cool running water.*

•Roll

- to (cause to) move somewhere by turning over and over or from side to side
- The dog rolled over onto its back.*
- Roll meatballs in flour.*

•Serve

- to provide food or drinks
- Do they serve meals in the bar?*
- All recipes in this book, unless otherwise stated, will serve (= be enough for) 4 to 5 people.*

•Shred

- to cut or tear something roughly into thin strips
- Shred the lettuce and arrange it around the edge of the dish.*
- Sprinkle shredded cheese evenly over the pizza bread.*

•Squeeze

- to press something firmly, especially from all sides in order to change its shape, reduce its size or remove liquid from it
- Cut the lemon in half and squeeze the juice into the bowl.*
- You need to squeeze the ingredient in order to remove moisture.*

•Stir

- to mix a liquid or other substance by moving an object such as a spoon in a circular pattern
- Stir the sauce gently until it begins to boil.*
- Don't stir the liquid with a metal spoon*

•Tender

- (of meat or vegetables) easy to cut or chew (= crush with the teeth)
- My steak was beautifully tender.*
- Roast meat until tender.*

Fill in the Blanks

Words to use:

Add Adjust Boil Chill Chop Cook Cool Cover Create Cut Drain Fold in Mash Mix Peel Pour
Prepare Remove Rinse Roll Serve Shred Tender Stir Squeeze

- *Beat the butter and sugar together and slowly _____ the eggs.*
- *_____ the wine before serving.*
- *_____ up the onions and carrots roughly.*
- *Could you _____ the kettle for me?*
- *_____ the meat with a layer of cheese.*
- *_____ the meat up into small pieces.*
- *_____ off any liquid that is left in the rice.*
- *First apply shampoo to hair and then _____ thoroughly.*
- *_____ the egg whites into the cake mixture.*
- *He _____ a wonderful meal from very few ingredients.*
- *How do you manage to look so _____ in this hot weather?*

- I don't _____ meat very often.
- I like to _____ off the skin of fruit before eating.
- I _____ the potatoes and mixed with butter and herbs to make some soft salad for my baby.
- I _____ the juice from the lemon to make some salad.
- If the chair is too high you can _____ it to suit you.
- In a large bowl, _____ together the flour, sugar and raisins.
- _____ the honey into the bowl and mix it thoroughly with the other ingredients.
- _____ the tarts hot with custard or whipped cream.
- She'll _____ the food ahead of time and freeze it.
- _____ the egg yolks into the mixture.
- The meat was _____ so it was very soft.
- The vase _____ off the edge of the table and smashed.
- This detergent will _____ even old stains.
- Use _____ carrot for your salad.
- In cooking, recipes specify which _____ are used to prepare a specific dish.

5th Week (Theme: Food)

Lee Jooyeon

The class was never been so enthusiastic and dynamic. I admire the effort and devotion the teaching group showed on the day. Nothing is more motivating than to invite the students into the real world where they can actually experience and communicate through meaningful interaction. I have attended cooking classes but usually those classes couldn't catch two birds with one stone. They used to provide cultural experiences and fun, but were not successful in leading the students to produce (topic-related) languages. Activity one was a very good warm up activity for activating schemata that leads well to the next activity. Students not only focused on making rice rolls but also tried to speak and use the expressions they learned. I think it was because the input they earned from reading assignments were quite simple but interesting and at the same time the big siblings are getting better at guiding the students.

After making rice rolls, all the students moved from group to group to listen to the procedure and taste other's dishes. The students contingently learn to express their ideas better by listening to their classmates' presentation over and over again. The quiz was also very interesting, but too speedy to catch up for some students. Even though I shouted "Spam" loudly, I didn't even read the quiz questions. Only some quick-witted students did a good job. This happens a lot when the teaching group prepares such an activity. I wonder if there's any way to make it more balanced. Activity 4 was a good consolidating activity to practice learned expressions. The students became more confident in explaining the procedures. But the students had to do the same procedure as activity 2 with less fascinating materials. When the students were moving from group to group, I noticed several students losing concentration. I understand there was a limitation, but the presentations could have been done in a different way. Overall, I myself enjoyed this class a lot and it was a very productive class. Just one more thing, how could Mr. Lee be so funny in English as well?

5th Week (Theme: Food)

The main function of the class this time was to describe a series of pictures. Group 2, Hae-won and I, chose the theme of food. The theme is like a double-edged sword because it can be very exciting and fun when going well.

However, nothing would be more boring and painful than that if it fails to draw attention. Thankfully, no one was caught falling asleep during the class. A warm-up activity was to talk about food or dish students have tried before. It was about five minutes long. Then, students watched two video clips, both about cooking. The first was part of a famous cooking animation, and showed about six cooking action verbs. Then, the next clip was an actual cooking movie, and presented a cooking process in a vivid and graphic way. The purpose of watching clips was to encourage students to brush up on diverse cooking action verbs so that they can use them while cooking in person in the next activity. After watching clips, they got involved into actual cooking in small groups. They saw another clip about cooking rice ball which they were going to make themselves. The clip was not that clear in sound and ran a little too quickly. I doubted if students benefited from watching that clip. I saw some students following the recipe from the clip. They might have thought they needed to abide by the boy's recipe. Since they were given the liberty to create whatever they liked to make, and every group produced something different from one another. Thanks to the devoted big siblings and passionate students, cooking time went fine. I saw and heard students using diverse cooking verbs during cooking. After cooking, each group presented their work, and every member was supposed to participate.

Then, it was a tasting time, and every dish was great. Everybody was also very supportive in cleaning up, thus some time was saved. A post-break activity was a quiz contest, food trivia. In fact, this activity was scheduled for about twenty minutes, but it seemed to pass quite speedily. Students turned out to have better common sense than expected. They did not miss a single question. Based on the points they earned from the quiz, they were ranked from 1 to 4, and given different numbers of cards. The last activity was to create an imaginary dish using ingredient cards, utensils etc.

Every group was given common ingredients and extra ones. After that, each group presented their dish. Once again, everybody was supposed to say at least one sentence, and they firmly stuck to that rule. The last activity was a pair work in which each one described a recipe by looking at a series of pictures, and the partner guessed what it was.

Overall, students seemed to be speaking fairly much this time, not because the class was interesting or exciting, but because recipe-description did not look too daunting. Plus, they recycled many of the words from the reading assignment. It was a pity that Group 2 posted the reading homework way before they found the video clips. Some of useful cooking verbs in the video clips such as 'scale' or 'gut the fish' were not included in the reading assignment. Last but not least, big siblings played a critical role throughout the class, and they encouraged and motivated students to use and speak as many action verbs as possible. They do deserve to be praised.

Class Photos

Part 2



Reflection

The practicum course has provided me with such valuable opportunities to interact with undergraduate students. The more I conducted class, the more I came to realize that the act of teaching could be exciting as well as demanding.

Part 3

This section is made up of Action Research. The research was conducted in order to improve the quality of GEP instruction.

- **Introduction**
- **Description**
- **Data Collection & Analysis**
- **Discussion & Implication**
- **References**
- **Appendix**



Korean L2 learners' improvement in pronunciation through teacher-guided correction and E-learning tool *Part 3*

Jongsik Lee, Soyun Kim, Haewon Cho

Introduction

The action research was carried out by Jong-sik Lee, Soyun Kim and Haewon Cho, teachers-in-training in practicum course at Sookmyung TESOL MA Program. The Practicum course is one of the two selectable but required options for completing MA program. The Practicum course is to train practicum candidates, both pre-service and in-service teachers, and to develop teaching skills on the basis of theory and practice through a cycle of planning, designing, and evaluating lesson plans. Practicum candidates mainly take two roles in GEP (General English Program). One role is to facilitate the class as a group leader, or 'Big Sibling'. Each graduate student is in charge of a group of three to four GEP undergraduate students. The work of a big sibling involves helping with the students' reading assignments, answering to questions and encouraging students to participate in the activities during the class, and providing feedback on speaking assignments and so on. The other main role of practicum candidates in GEP is teaching. Practicum candidates are grouped into lecturing pairs at the beginning of the semester, and each pair collaborates on everything from lesson planning to teaching in the system of co-teaching. Every week, a new pair is in charge of teaching, and the rest of big siblings work as group leader and support the teaching pair in GEP.



The subjects of the research are thirteen students in GEP in the spring semester of 2011 at Sookmyung Women's University. They vary in age, grade, major, English proficiency, and nationality (twelve Korean students and one Chinese exchange student). The class meets on Thursday night from 7:50 to 10:30 starting in March till mid June. The class entails group discussion and presentation, and all the language functions of in-class activities are geared towards Multimedia Assisted Test of English Speaking Test (MATE), the required English exam for all Sookmyung Women's University students.

Identification of Interest or Problem Area

The problem that we have identified through a survey and class observation is that students have difficulties in pronouncing certain sounds, and their incorrect pronunciations often lead to misunderstanding and possibly communication failure. In addition, the results of the student needs survey, conducted at the beginning of the semester, are convincing enough to make us believe that the majority of the students need extra assistance with their pronunciations so that they can improve their communication skills. The importance of pronunciation has gained more ground ever since the communicative approach emerged (Harmer, 2007). It has been suggested that a learner's pronunciation in a target language should be exposed in parallel to speaking practices in order to effectively communicate (Otlowski, 1998). Even though some may claim that students can obtain acceptable pronunciation in the course of their studies, teaching pronunciation itself helps students not only be aware of different sounds and sound features, but also improve their speaking (Harmer, 2007).

In addition, teaching pronunciation also helps students overcome the problems derived from the differences in speech pattern and pronunciation rules between their first and second language (Yoon & Lee, 2009). What is more, there are several individual sounds which non-English native speakers, especially Korean L2 learners, find hard to pronounce such as /f/, /l/, /r/, /b/, /v/, /θ/, or /z/ (Rubrecht, 2007). Based on GEP students' needs and interests, the main concern of this action research is understandable and acceptable pronunciations for communication, rather than the native-like or perfect (Harmer, 2007). In other words, what we are examining is whether the student's pronunciation may lead to misinterpretation or contradiction of the message that one tries to establish. (Jenkins, 2002).

Research Question

Would students improve pronunciation through teacher-guided correction and speaking practice using a voice-based e-learning tool on a weekly basis?

Description of the Research Process

Administered treatments

In search of an answer to the research question, we administered several solutions as follows: firstly, we, big siblings, both the researchers and the rest, paid close attention to students' pronunciations by checking their speaking assignments on a weekly basis, and left comments on each student. Secondly, big siblings gave a ten-minute pronunciation session in small groups at the beginning of every class. For this, we listened to every student's speaking assignment on a weekly basis, pinpointed commonly mispronounced or challenging sounds, and reviewed those with students in class. Thirdly, students were encouraged to mark some difficult-to-pronounce words from reading homework and ask for help of big siblings and the professor in times of need in class. Fourthly, students were provided with audio-visual sources such as pronunciation-focused websites so that they can be exposed to the correct and authentic pronunciation. As Acton (1997) suggests, it seems to improve students' comprehension and intelligibility by concentrating on how and where sounds are produced in the mouth, and where words should be stressed.

Data Collection

Based on the initial observation, the list of sounds (or phonemes), mostly consonants, which students had most troubles with, was selected as follows: /f/ vs. /p/, /b/ vs. /v/, /l/, vs. /r/, /θ/ vs. /s/, and other frequently mispronounced vowel sounds such as /ɔɪ/, or /oʊ/. Those sounds were also carefully listened to by big siblings in the class on a regular basis. Additionally, speaking assignments and two interviews from the midterm and final exam were thoroughly reviewed for those sounds. In this action research, the frequency and pattern of mispronounced sounds in the course of the semester were mainly observed and counted.

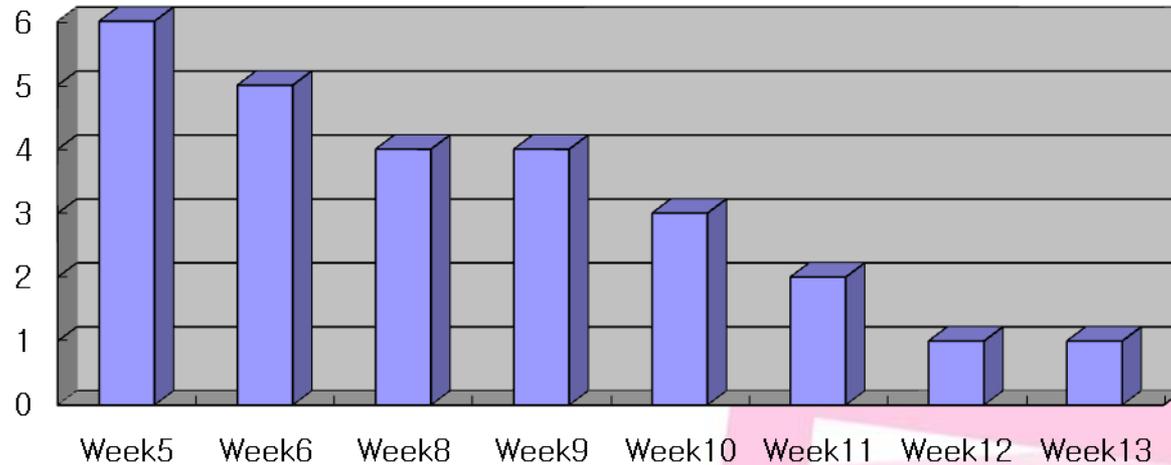
Data Analysis

From week 5, we kept track of the students' speaking assignments and analyzed them in order to find some patterns of students' improvement in pronunciation and see if the treatments implemented were effective. First, we focused on the sounds that may lead to misunderstanding or communication failure. Second, we also analyzed the sounds that learners found difficult to pronounce. From week 9, students showed a great improvement in their pronunciation and there weren't many pronunciation errors to correct. To help the students further with their pronunciation, we added other pronunciations that students struggled to pronounce even though they were comprehensible and assisted students to practice them on a weekly basis.

When analyzing the data, we separated the weekly speaking assignments from the midterm and final interviews for two reasons. First, the length and complexity of the task given to the students were different. Secondly, the setting in which students produced utterances were different. When doing their speaking assignments, students had some time to prepare before starting to record what to say so they felt more comfortable. Moreover, they were able to record as many times as they wanted, and that helped to lower their affective filter. However, during the interviews, students were under much more pressure since they had no preparation time, and they were encouraged to answer on the spot.

Table 1: Pronunciation errors from speaking assignments

Weeks	Number of Problematic Words					Total
	f, p	b, v	l, r	th, s	vowels	
Week 5	1	0	2	1	2	6
Week 6	2	0	2	0	1	5
Week 8	0	0	2	1	1	4
Week 9	0	1	0	1	2	4
Week 10	1	0	0	0	2	3
Week 11	0	0	1	0	1	2
Week 12	0	0	0	1	1	1
Week 13	0	0	1	0	0	1



As Table 1 and Figure 1 show, the number of errors on the target phonemes gradually decreased from week 5 to week 13. Students made fewer pronunciations errors that resulted in different meaning through teacher-guided correction and speaking practice using a voice-based e-learning tool on a weekly basis.

Table 2: Frequency of the most committed errors

Sounds	Number of problematic words
l, r	7
f, p	4
th, s	4
b, v	1

As Table 2 and graph 2 show, the errors of the target pronunciation that the students produced the most was the words with 'l', 'r' sounds such as 'rice'/'lice' and 'room'/'loom'. The second most frequent errors were the words with /θ/, /s/ sounds and /f/, /p/, sounds such as 'thought'/'sought' and 'pour'/'four'.

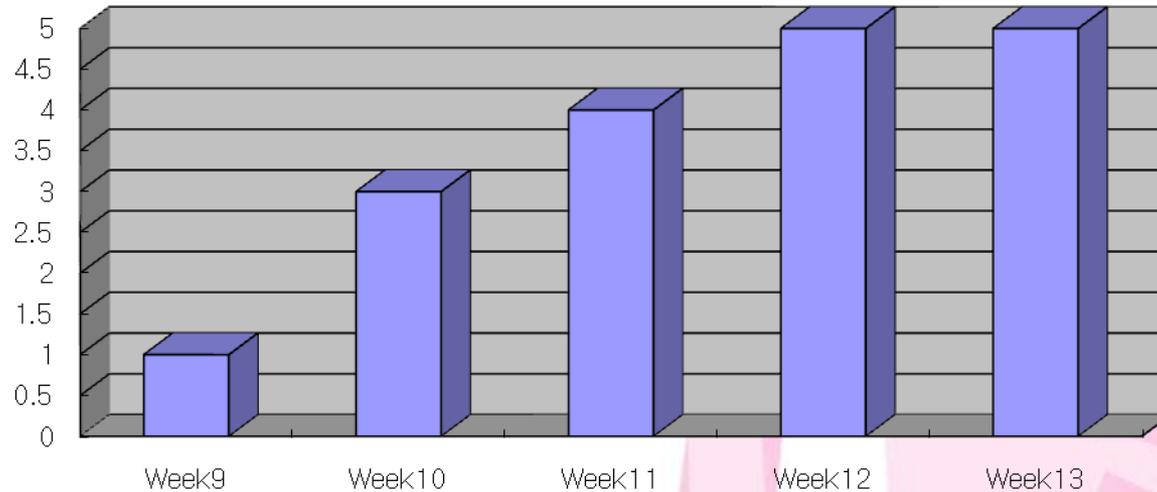


Figure 2: Number of problematic words that students found difficult to pronounce

Figure 2 shows that the number of problematic words that students struggled to pronounce increased as weeks went by throughout the semester. There were an increasing number of problematic words observed as lessons introduced more unfamiliar words with more linguistically and cognitively demanding topics and tasks each week.

Table 3: Pronunciation errors from interviews

Weeks	Number of Problematic Words					Total
	f, p	b, v	l, r	th, s	vowels	
Midterm	0	1	3	1	2	7
Final	2	0	1	0	1	4

Table 3 shows the number of pronunciation errors from the two interviews from midterm and final exam. Students made fewer pronunciation errors that could result in misunderstanding in communication in their final exam when compared to their midterm one.

Considering that there have been concerns about teacher corrections in terms of learners' affect, classroom management, and teaching (Ancker, 2000), the feedback given to the learners during the class in the present research was neither constant nor explicit correction. Firstly, constant correction might develop some mind barriers in students, and they could be intimidated by their making any mistakes and perhaps they might lose interest in speaking or in studying English. Secondly, it was too much work for the teacher and it would take too long to correct every mistake made by students. Thirdly, the students could not process all the corrections and they might get confused and eventually forget the corrections made by the teacher. The feedback of students' error should be given in a way to lower their affective filter since explicit error correction is closely related to students' motivation and their confidence in speaking as well (Ancker, 2000).

As seen in the data analysis, students' pronunciation errors of the target phonemes decreased over time through teacher-guided correction. It seems to have benefited students' pronunciation by helping them notice such tricky and challenging phonemes. In addition, since the pronunciation-guide was conducted in the form of a small group of two or three, students were able to be paid more attention to, and given direct modeling. In addition, such correction was provided on a sentence level within an appropriate context, and that seems to help students notice the differences both in meaning and pronunciation. For instance, 'I like to *feel* relaxed' vs 'I like to *peel* an apple'. Moreover, the customized comments on speaking assignments from big siblings and the professor for each student also might have helped them recognize the problematic pronunciation.

In addition, those positive findings also have been supported by the result of a survey conducted at the last class of GEP program. The survey was given in order to find out how big and little siblings felt about the effectiveness of the treatments over pronunciation improvement. Big siblings (six out of six) commented that a ten-minute pronunciation seemed the most effective and useful for helping students with pronunciation. In addition, little siblings, six out of thirteen, agreed that the session was helpful and beneficial. According to their comments, the session was good because it was conducted in a face-to-face and comfortable manner. In addition, the feedback was provided immediately in times of need, and that helped realize correct pronunciations in a clear way. Five little siblings, on the other hand, considered speaking assignments to be the most useful. They said that customized feedback from both the professor and big siblings helped to understand what to do in order to improve their overall speaking skills. A few little siblings also mentioned that it seemed beneficial to record and listen to their own voice over and over in terms of improving pronunciation.

Another beneficial tool was an online pronunciation-focused website, *Ugoeigo.com*. Students were encouraged to visit the website as often as possible since such online tools provide authentic pronunciation. Especially, the website displays several examples with actual lip and tongue movements in both audio and video file formats. Two little siblings considered this online tool to be the most effective.

In spite of several encouraging findings, there are still some limitations in this action research. Firstly, we stressed on the pronunciation errors with consonant sounds only. It would have been better and more systematic, therefore, if we had categorized pronunciation errors with vowel sounds into our research. In addition, due to time constraints and methodological difficulties, intonation and accent were left out of the research focus even though intonation may be one of the most problematic areas in pronunciation (Jeremy, 2007). Lastly, it would have been more helpful and effective if students had been exposed to authentic pronunciations through online tools introduced within the class on a regular basis. Even though big siblings have recommended visiting the pronunciation-focused website, students were given the freedom to go and see the site in a voluntary way.

Despite the fact that this research was conducted in less than a semester time period with a small number of subjects, the findings were encouraging. In order to obtain more objective and reliable data, however, a follow-up study with more number of subjects in a longer time frame should be recommended. It is highly hoped that this action research will help both practicing teachers and teacher candidates for better pronunciation instruction in the classroom

Reference

- Acton, W. (1997). Seven Suggestions of Highly Successful Pronunciation Teaching. *The Language Teacher*, 21(1), 21-25.
- Ancker, W. (2000). Errors and corrective feedback: Updated theory and classroom practice. *English Teaching Forum*. 38(4), 20-24.
- Harmer, J. (2007). *The practice of English language teaching*. (4th Edition). Harlow: Pearson Longman ELT.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 23(1), 83–103.
- Otlowski, M. (1998). “Pronunciation: What Are the Expectations?” *The Internet TESL Journal*, 4(1), Retrieved May 2, 2011, from <http://iteslj.org/Articles/Otlowski-Pronunciation.html>
- Rubrecht, B. G. (2007). Teaching /l/ and /r/ to Japanese EFL Learners: Support for Segmental-Level Pronunciation Instruction. *Asian EFL Journal*, 19(2), Retried May 2, 2011 from http://www.asian-efl-journal.com/pta_April_07_bgr.php
- Yoon, S. Y. & Lee, C. H. (2009). A study on voice recordings and feedback through BBS in teaching and learning pronunciation. *Multimedia-Assisted Language Learning*, 12(2), 187-216.1)
 Online tool used <http://www.ugoeigo.com/2006/04/24/english-sounds-lesson-8-l-and-r/>

Pronunciation errors observed in speaking assignments

1 st pronunciation correction Week 5 (April 7 th)	
Sounds	Problematic Words
f, p	pour/four
b, v	
l, r	rice/lice, break/black
th, s	thing/sing
vowels	salt/sort, boil/bowl

2 nd pronunciation correction Week 6 (April 14 th)	
Sounds	Problematic Words
f, p	feel/peel, far/par
b, v	
l, r	lamp/ramp, room/loom
th, s	
vowels	bitch/beach

3 rd pronunciation correction Week 8 (April 28 th)	
Sounds	Problematic Words
f, p	
b, v	
l, r	arrive/alive, walk/work
th, s	thought/sought
vowels	cold/called

4 th pronunciation correction Week 9 (May 7 th)	
Sounds	Problematic Words
f, p	
b, v	very/berry
l, r	
th, s	thinking/seeking
vowels	break/brick, result/reset
difficulties	university

Appendix A - continued

5 th pronunciation correction Week 10 (May 12 th)	
Sounds	Problematic Words
f, p	four/pho
b, v	
l, r	
th, s	
vowels	now/no, fourth/forth
difficulties	graph, decreases, increases

6 th pronunciation correction Week 11 (May 19 th)	
Sounds	Problematic Words
f, p	
b, v	
l, r	reason/lesson
th, s	
vowels	choose/choice
difficulties	motivators, concentrate, reality, variable

7 th pronunciation correction Week 12 (May 26 ^h)	
Sounds	Problematic Words
f, p	
b, v	
l, r	
th, s	things/sings
vowels	
difficulties	explain, reason, comparison, shopping, recommend

8 th pronunciation correction Week 13 (June 2 nd)	
Sounds	Problematic Words
f, p	
b, v	
l, r	healing/ hearing
th, s	
vowels	
difficulties	appearance, therapy, surgery, opinion, confidence

Pronunciation errors observed in mid-term and final interviews

Mid-term interview	
Week 7 (April 21 st)	
Sounds	Problematic Words
f, p	
b, v	
l, r	room/loom, roast/lost, rice/lice
th, s	think/sink
vowels	out/ought, tall/toll

Final Interview	
Week 14 (June 11 th)	
Sounds	Problematic Words
f, p	fashion/passion, ferries/Paris
b, v	
l, r	rude/lude
th, s	
vowels	bought/boat

Appendix C

Survey (for 6 big siblings)

1. After 14 weeks of GEP course, do you feel that your little siblings are motivated to speak more (and less intimidated by their pronunciation errors) in class activities compared to the beginning of the course?

Yes (6) B. No (0)

2. After 14 weeks of GEP course, do you think their pronunciation skills have improved?

Yes (5) ? (1) B. No (0)

3. After 14 weeks of GEP course, which method do you think was the most helpful in their pronunciation correction?

Ten minute pronunciation practice with big siblings during the homework check time (5)

Comments left by Dr. Nam and big siblings for their speaking assignment (1)

Online tool (UGOEIGO website) (0)

Epilogue

Come to think of it, the road I have walked has been a wonderful journey. Once in a while, there have been obstacles or bumps in the road, and I tripped or even rolled. However, I always regained my feet, and moved on. Through trial and error, I have come to learn a great deal both as a student and a teacher.

As a pre-service teacher, I expect another round of trial and error, in other words, a whole lot of new teaching experiences: pleasant, fruitful, satisfying, disappointing, frustrating, or even shameful. I feel like I am ready to face them all. The next stage is going to be the beginning of my path to self-discovery as a teacher in the field of English language teaching.