

Teaching Portfolio

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Spring 2011 TESOL MA Sookmyung Women's University

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1. Introduction

» This portfolio is designed to give the viewer a glimpse into the type of professional language teacher I have developed through Sookmyung MA TESOL Program.

In this portfolio, I have included many examples of my personal and professional work which highlight the major aspects of my teaching . It has been my constant quest to search for the ways to motivate my students to connect their learning with their own real life .

2. Personal Background

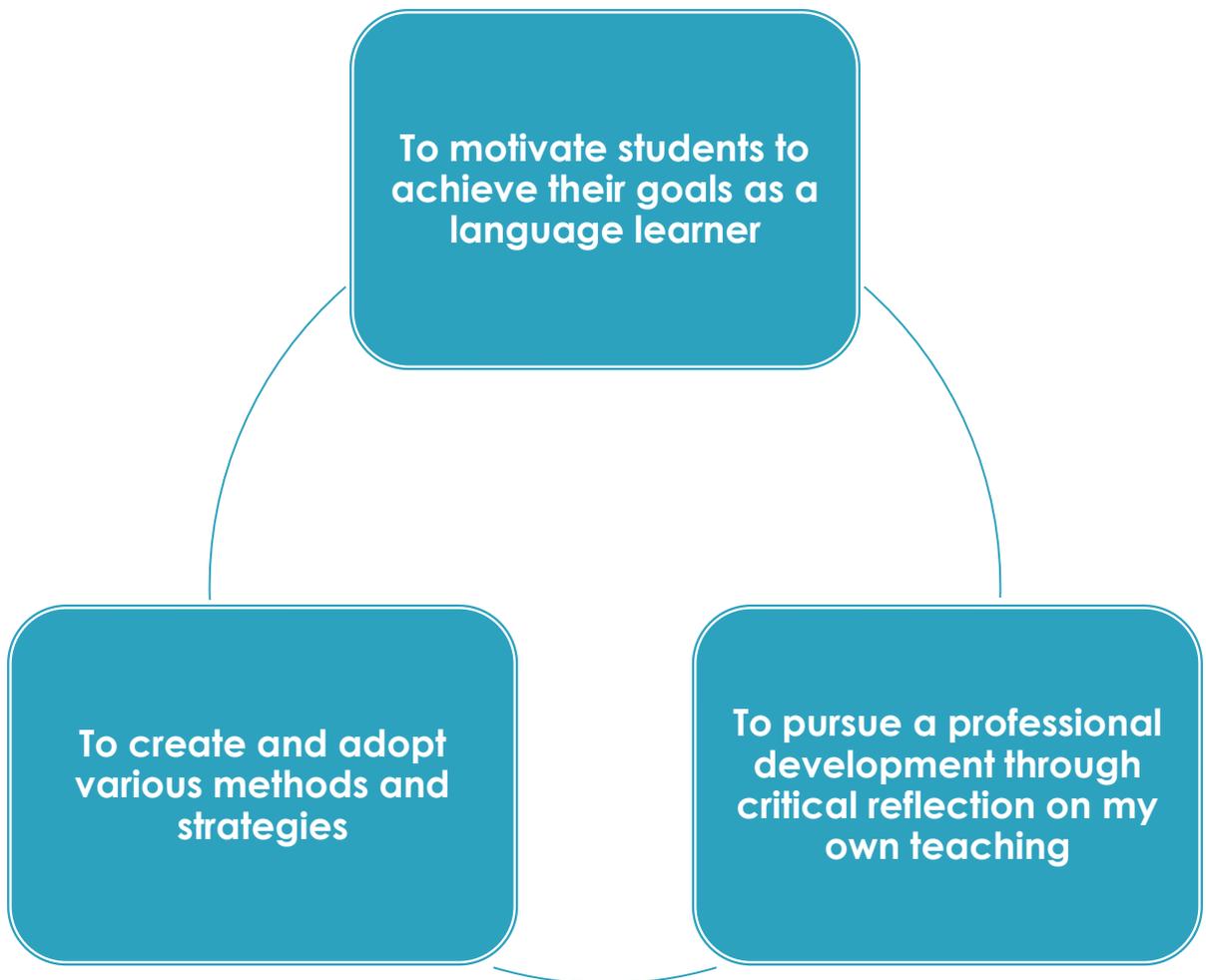
» This section introduces the walks of my life as a professional English teacher. Through presenting resume, professional goals, teaching philosophy and certificates I tried to reveal myself as a teacher who is experienced, dynamic and eager to pursue constant development by trying various methodology and reflecting on my own teaching.



2.1 Professional Goals

Since I began teaching in the spring of 2003, I have set several professional goals for myself. Some of these I have met, others I am working to achieve.

My goals are as follows:





2.2 Resume

Career Objective

As an English Teacher working in EFL situation, the job of teaching English means to motivate the students to relate their learning with their real life. To provide authentic input and opportunities to practice English as much as possible, the lessons are mostly project-based and are designed to include various sources of learning materials so that the students can be motivated and willing to interact.

Education

- Feb.2009 – Aug.2011 Sookmyung Women's University, Seoul Korea
Graduate school of TESOL, MA
- Aug.2009 – Feb.2010 University of Delaware, Delaware
US ESL and TESOL Certificate Program
- Feb.2008 – Dec.2008 Sookmyung Women's University, Seoul Korea
SMU TESOL Certificate Program
- Mar.1998 - Feb.2003 Seoul National University, Seoul Korea
English Education major, BA

Certificates & Awards

- Aug. 2011 MA degree at TESOL at Sookmyung Women's University
- Feb. 2009 1st Class Certificate of English Teacher of SMOE (Seoul Metropolitan Office of Education)
- Aug. 2008 SMU TESOL Certificate
- Dec. 2005 Awarded for Improving Scholastic Ability and Presentation for Students by the Superintendent of Gangseo Office of Education
- Feb. 2003 2nd Class Certificate of English Teacher of SMOE (Seoul Metropolitan Office of Education)



2.2 Resume

Work Experience

- Mar.2008 – present Work as an English Teacher at Sinseo Middle School
- Mar.2003 – Feb.2008 Work as an English Teacher at Yumchang Middle School
- Jun. 2011- present Designing and Developing Middle School English Textbook for 8th National Curriculum at Jihak Publishing Company
- Jan. 2011- Jun. 2011 Developed Middle School Listening Comprehension Proficiency Test at Gangseo Education District
- Jun. 2010 Hold Workshop <Teaching Writing> for Middle school English Teachers at Education Office of Kangseo District
- Mar. 2008 – Feb.2011 Work as the Representative Instructor of <Connecting Classrooms> at British Council affiliated with SMOE
- Mar.2009 – July.2009 Work as the member of the Committee of Cyber Voluntary Evaluation of English
- Jun.2007 – Aug.2007 Co-published <The guidebook for testing writing, grade 7> at SOME
- Jul.2004 – Aug.2006 Work as a Chief Coordinator of Summer English Camp at SMOE

Fields of Interest

Debate Club / Speech Club

Teaching and Testing Writing

- Process Writing
- Creative Writing
- Writing Essay
- Evaluation and Testing

International Exchange

- Online and Offline exchange of culture, global issues and friendship

** Reference available upon request*

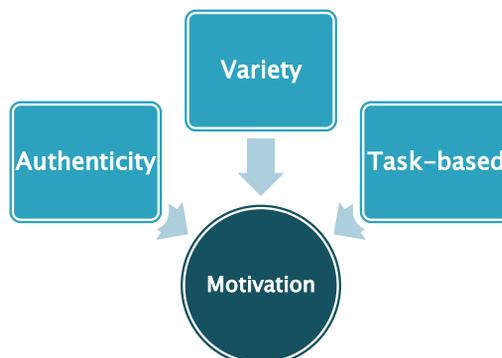


2.3 Teaching Philosophy

As both a teacher and a student, my most satisfying teaching experience in the classroom comes from the learning environment that the teacher fosters in the classroom with plenty of materials, demonstrations, and discussions to tie the lessons to the needs of students. When the teacher knows how to motivate learners, language teaching enhances effective learning. For me, who works in an EFL situation, the major concern has always been **how to motivate the students to relate their learning with their real life**. I believe that language teachers should provide students with plentiful opportunities to exercise language learning items using various methods. Teachers should **not only teach the various linguistics and grammatical concepts but also develop skills on how to use language eventually as a tool of communication in the school and the outside**.

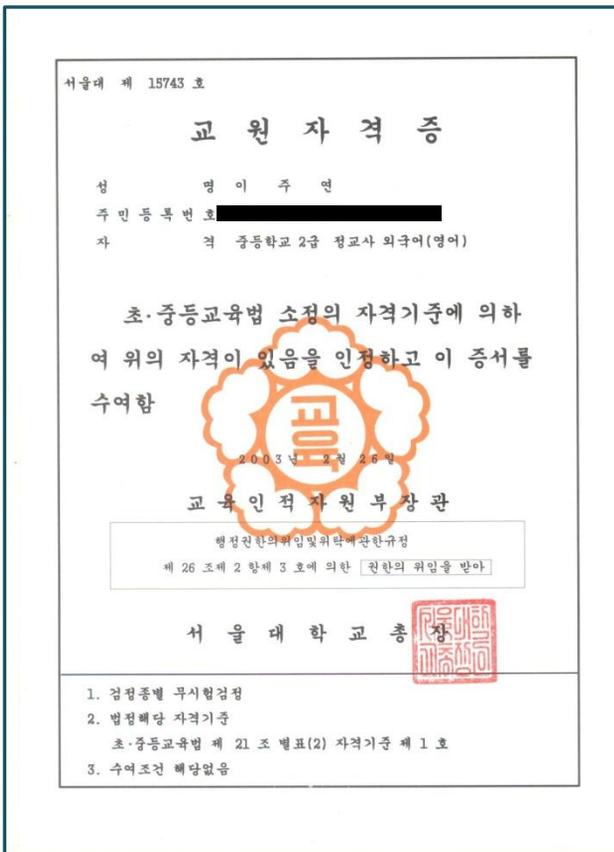
In order to achieve my goal, **My lessons focus on: (1)** providing **authentic input** and opportunities to be exposed to the “living” language and to practice them enough so that they can actually use the language to communicate, **(2)** involving the students in many **task-based activities** so that the students can be engaged in problem-solving processes which the students are expected to face in the real world instead of giving grammar description or decoding the text, and **(3)** including **various teaching materials and resources** such as video clips, magazines and student newspaper, pictures and PPT slides, and realias, to keep the students interested as well as to provide them with a lot of background knowledge for the contents.

Language teaching has always been so challenging, but whenever I detect a spark in the eyes of my students and witness them improving, there's no job more rewarding than being an English teacher.

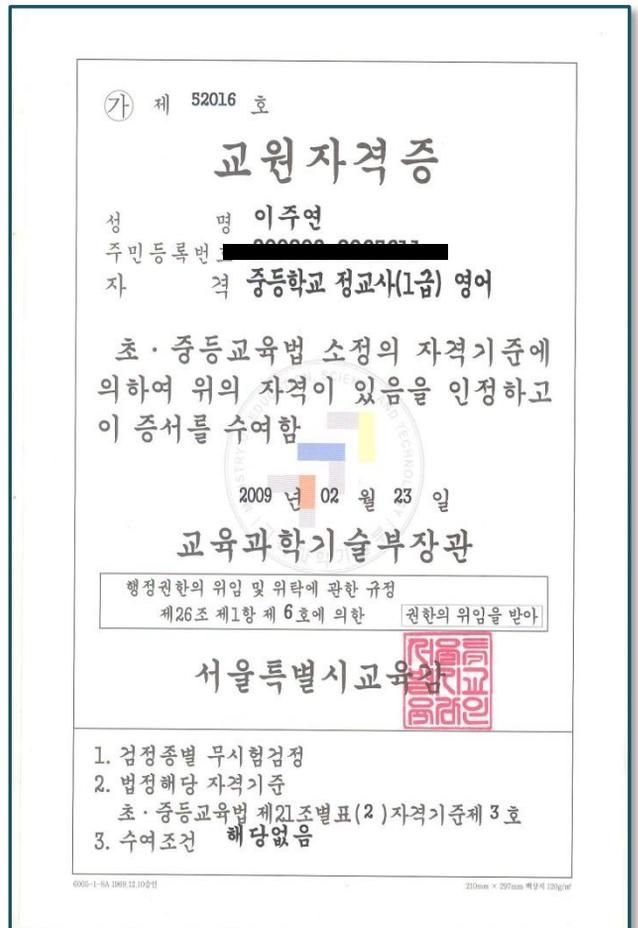




2.4 Certificates & Awards



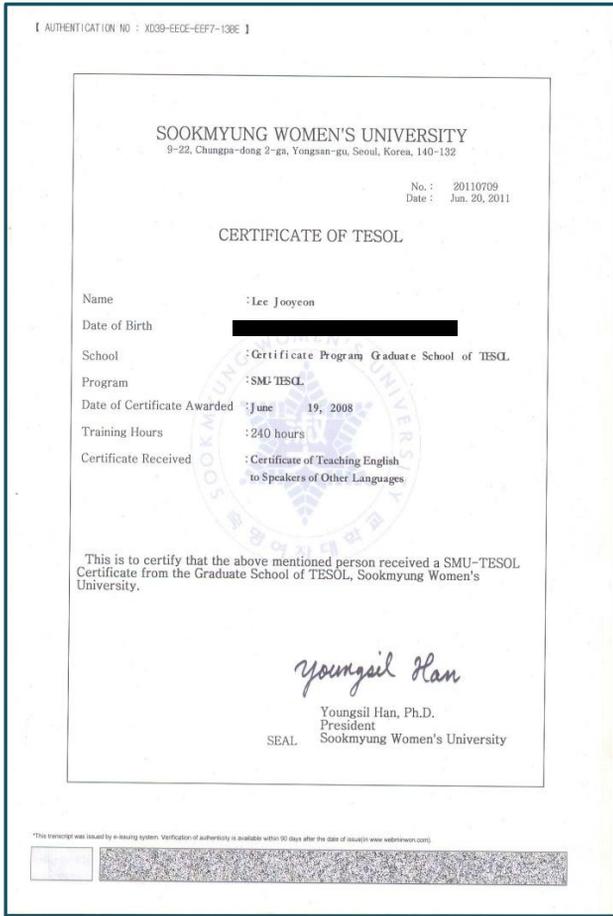
**Teacher's certificate
Second degree**



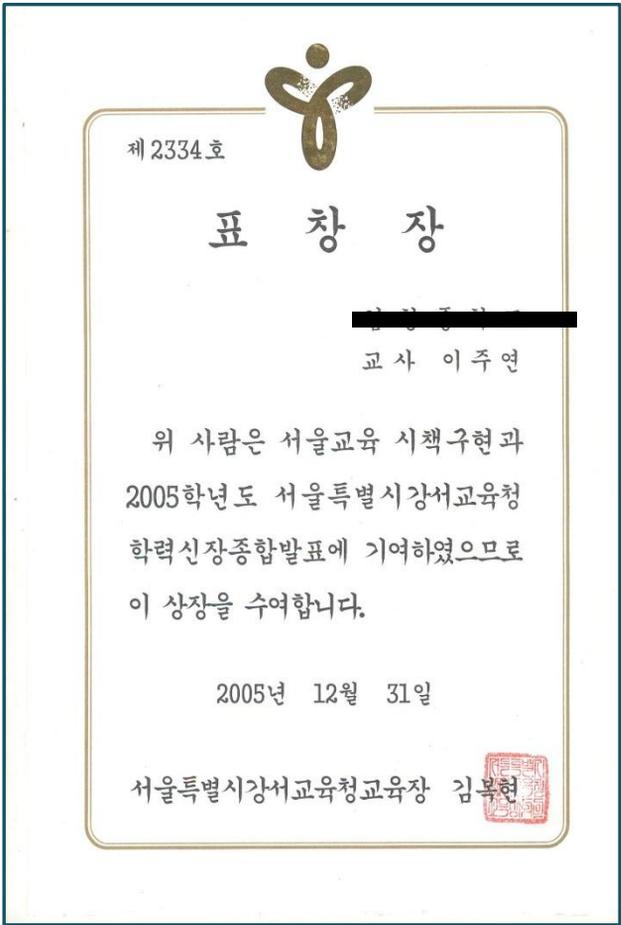
**Teacher's certificate
First degree**



2.4 Certificates & Awards



**Certificate of TESOL
At Sookmyung Women's
University**



**Award for Improving Scholastic
Ability and Presentation for Students
(Gangseo Office of Education)**

2. Personal Background



English Camp



SMU TESOL



서울대학교 영어교육원 2008.02.14

My students



International Exchange



TEE Workshop

Through the personal documents that I included in the section, I tried to reveal the process that I have gone through to develop as a professional English teacher and my concerns about teaching English. Since I started teaching, I haven't stopped making efforts to find the ways to improve my own teaching in and outside of classrooms, participating in various activities and programs and reflecting on my previous classes.

I believe that motivation is the most important factor in learning, and the strongest motivation comes from the connection with the learner's own life. It has been, and will be my lifelong quest in teaching English.

3. Teaching Practice



This section contains the lesson plans and teaching materials that I taught in Practicum1. The GEP I course focused on speaking and listening skills. I made an effort to make the class **communicative** as much as possible, by setting **meaningful contexts** and adopting various **fun activities**. Each week has a theme and task which the lesson was based on and developed around. Students were (1) **exposed to a lot of lexical input through reading homework**, (2) **interact with each other and with big siblings in class** and (3) **consolidate** what they've learned by **doing speaking homework**.



3.1 Introduction to GEPI class

The primary objective of the GEP II course is to give the students an opportunity to develop skills and strategies for global writing proficiency in English. This course, in effect, will also focus on developing the skills necessary for attaining an acceptable score on the MATE Writing Test and will be linking reading with writing skills.

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

During the last semester in Tesol MA in Sookmyung , I had GEP class as a teaching group and helping group to Sookmyung university students. I met 27 students every Thursday night from 7:50 to 10:30 sometimes as a teacher and sometimes as a friend especially for my three little sisters in my group. We also met through on-line writing board. I joined them in their journey of English learning for 15 weeks. I tried to help their English speaking but I was also a student in GEP class learning about English learners and learning about co-operation with my colleagues.



3.1 Introduction to GEP1 class

Hyunjeong Nam
Sookmyung Women's University
Graduate School of TESOL/General English Program
GEP I (영어토론과발표)
Policy - Spring 2011

Overview: This course meets once a week from 7:50 to 10:30 (approximately three hours). For the most part, the class will involve the students in a variety of Discussion and Presentation related tasks focussed on meaning and purpose. The tasks we will be doing in the class are loosely arranged according to the MATE. This class, however, should not be seen merely as a MATE development course as we will be doing things that go beyond the scope of the MATE. In general, the course should keep students busy speaking both in and out of the class and students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability. The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing communicative competence. As a result, in this class the students will be generating large amounts of language which will be closely monitored so that helpful feedback can be provided.

Objectives: The main objective of the GEP I course is to give the students an opportunity to develop skills and strategies for increasing their global speaking proficiency in English. This goal, in effect, will also help the students to build the skills necessary for attaining an acceptable score on the MATE speaking test. Both of these goals will be achieved through both in and out of class practice and development. The focus here will be on the skills of discussion and presentations, but it should be acknowledged that other skills will necessarily be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on speaking/discussion skills which will, based in such exposure, undoubtedly improve.

Additional Materials: Students will also be supplied with supplemental reading texts and handouts each week. The texts will come in the form of handouts given to the student one week in advance and will be given as homework. Students will also be given many handouts during the class. Students are expected to keep all these various handouts in a folder which they will bring to class each week.

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



3.1 Introduction to GEP1 class

Web Page: There will be a special webpage used for this class. The purpose of the webpage is primarily to introduce, explain and allow homework assignments to be given and managed. Students must check the webpage on a regular basis to keep up with what is going on in the class and to get and work on the assignments.

Big Siblings: This class is very special because we have `big siblings` (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be placed into a group lead by one big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her creation of English. Under normal circumstances, students will sit with their big siblings in groups and work together with them. The big siblings are there to help. We hope that each GEP student will form a special bond with her big sister or brother as well as her group members. Learning is much more fun and potentially meaningful when one does it with others.

Assignments: Each week there will be two different types of assignments related to the work we have been doing during the week in class. The assignments will cover both reading and speaking. The reading assignments will be given to students one week before the class they are intended to be used while the speaking assignments will be given after each class. Students will do their speaking assignments on the voice board.

On-line Voice Board: A major part of the assignments for this class is for students to develop speaking skills via an on-line voice board. Each GEP I student is required to go to the voice board each week to record a speech on a specific topic worked on in the class that week. Students can access the voice board via the Practicum/GEP web page. These speaking assignments mirror, to a certain extent, the tasks found on the MATE Speaking Test. Each student will get feedback on the board both from her big sibling and the course instructor, so this is an exciting and important part of the course.

Sample Tests: In this class each student will be asked to take a mock MATE Speaking Test three times. The mock speaking test will take the form of a one-on-one interview formatted according to the MATE speaking test. The first mock MATE test will be used to establish a base speaking level for the student. Following that, mock MATE tests are to be given as part of both the midterm and final exams. Students' grades will be determined based, in part, on how and how much their sample test scores change; that is, improve. Thus, students who enter the course with higher proficiency, as reflected in the initial mock test score, will not necessarily get a higher grade in the course.

GMATE: New this semester is the inclusion of the GMATE, required for all classes. The GMATE is a short version of the regular MATE. All students are required to take this at the end of the semester. Those students who fail this test will automatically fail the class. In this class the GMATE should present no problem for the students. We will have everyone very well prepared for the test through both what we cover in class and the mock MATE tests.



3.2 Syllabus of GEP1 class

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.

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.

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.

Week 4; March 24 MATE Speaking- Task 3 **Group 1 - 1st Videotape This week we are looking at the basic function of description, starting with the concrete. We will describe people and things. This will be a fairly simple type of describing to inform. It should be fun because we will be focusing on noun phrases and adjectives.

Week 5; March 31 MATE Speaking- Task 4 *Group 2 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.

Week 6; April 7 MATE Speaking- Task ¼ *Group 3 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.

Week 7; April 14 MATE Speaking- Task 5 **Group 1 - 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.



3.2 Syllabus of GEP1 class

Week 8; April 21 Midterm Exam & Easter's Party **Group2

Week 9; April 28 MATE Speaking- Task 5 **Group 3 - 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.

Week 10; May 5 MATE Speaking- Task 6 **Group 1 - 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.

Week 11; May 12 MATE Speaking- Task 8 **Group 2 - 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.

Week 12; May 19 MATE Speaking- Task 7 **Group 3 – 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.

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.

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.

Week 15; June 9 Final Exam



3.3 Student needs survey questionnaire

Questionnaire

Name (姓/名): _____ Age (岁): _____ Sex (性别): _____

The purpose of this questionnaire is to find out 1) how you feel about learning English in general, and 2) what you expect from this class. Since this has nothing to do with your grades, please feel free to provide the best answers. Thanks in advance, and this questionnaire will help us to prepare and provide you with an enjoyable, fun, and satisfying class.

1. How long have you been learning English?

Less than 3 years 3 - 5 years 6 - 8 years 9 - 10 years
 More than 10 years

2. Through what methods do you learn English?

Regular schooling ()	duration: ()
Private English classes ()	duration: ()
Private Lessons ()	duration: ()
Living or studying abroad ()	duration: ()
Selfstudy ()	duration: ()
English-speaking community ()	duration: ()
Etc. _____	

3. How often do you usually use English?

On a daily basis (for study) Several times a week At least once a week Once every two weeks Less than once a month

4. For what purpose or reasons do you use English?

For communicating with others (with foreigners and locals)
 For preparing for English exams
 For preparing to study abroad
 For improving general English skills

5. How would you rank your general degree of interest in English?

Very high High So so Low Very low

6. Do you currently hold scores of any standardized English language tests? Check all the tests you have taken, and please write down the given score for each test, if any.

TOEIC () TEPS () MATE () TOEFL ()
 GMAT () GRE () SAT () LSAT ()
 NCAT () Etc. ()

7. What is your perception of the overall English proficiency of yours?

Excellent Very Good Good Not Bad Poor

8. What is your perception of each language skill of yours in English?

Listening: Excellent Very Good Good Not Bad Poor
 Speaking: Excellent Very Good Good Not Bad Poor
 Reading: Excellent Very Good Good Not Bad Poor
 Writing: Excellent Very Good Good Not Bad Poor

9. Of the following, which one do you find the most difficult to improve, and why?

Listening Speaking Reading Writing vocabulary Grammar

Why: _____

10. Why do you learn English?

Because I think learning English is important for my future life (e.g. getting a good job)
 Because I want to be able to communicate freely in English
 Because I think learning English is a necessity regardless of my will
 Because I think learning English will help me to understand English newspapers, books and movies etc.
 Because I will study or live abroad in the future
 Because I think learning English helps me to learn other foreign languages
 Etc. _____

11. What is the area of your specific interest? In other words, what do you want to learn the most through this class? You may choose more than one.

Listening Speaking Reading Writing Vocabulary Pronunciation Grammar
 Etc. _____

12. What kind of topics are you especially interested in? You may mark more than one answer.

Politics, Economics, Health, Literature, Employment, Currency, Dating & Marriage, Social studies, Entertainment, Career, Poverty, Charity, Religion, Finance, Nature, Fashion, Children, Food, Art, Science, Travel, Hobby, Investment, Others ()

13. Which class activity do you?

Vocabulary practice General speaking practice Discussion & Debating
 General writing practice Presentation Individual work pair-work
 Role-play & drama Group-work singing & dancing Etc. _____

14. Which is your favorite learning tool in studying English?

Books and magazines Newspapers Movies and video clips online courses (TV, radio or internet) CD-Rom or cassette tapes Others (_____)

15. What do you expect to learn from this class? (add yours)

16. Do you have any suggestions or comment for this class?

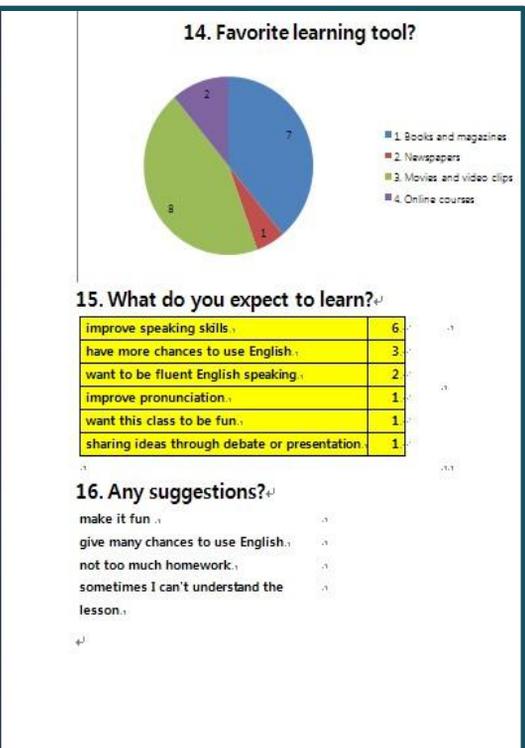
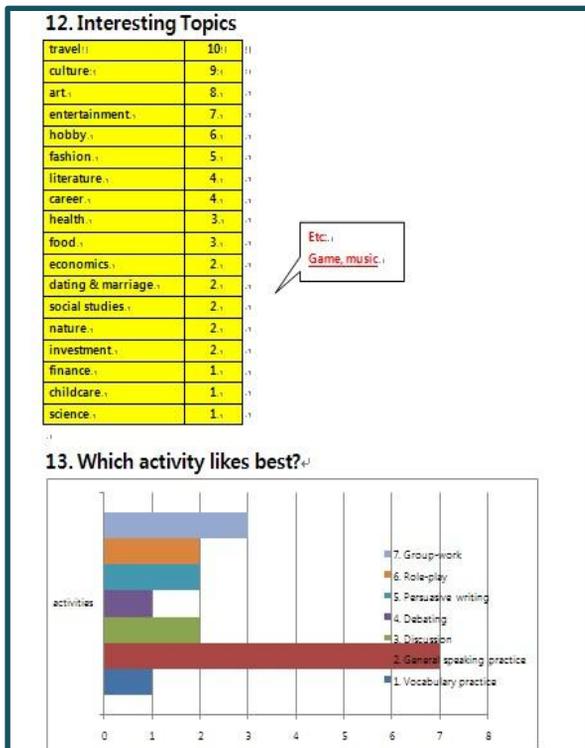
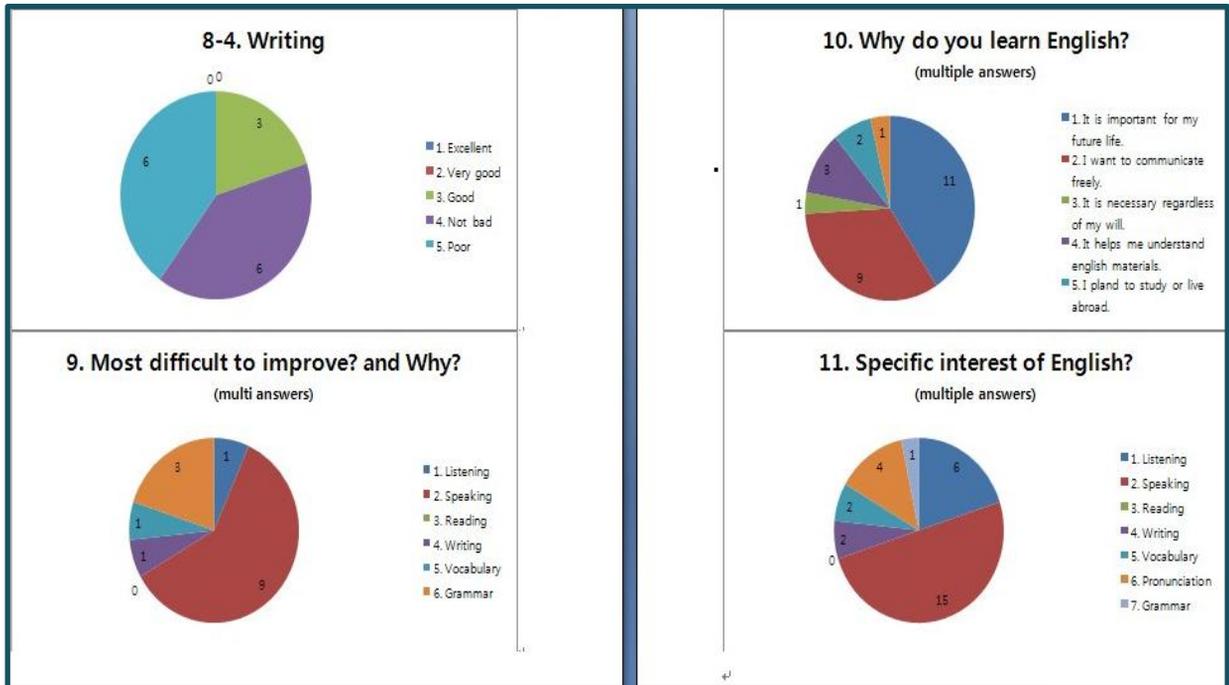


3.4 Student needs survey result





3.4 Student needs survey result





3.5 GEP teaching : Week4

3.5.1 lesson Plan

Theme

- Fashion and Style (Physical Appearance)

Task

- Mate Task3 Describing Concrete objects

Overall Goal

- By the end of the class, the students should be able to describe a person's physical appearance and fashion.

Map of the Activities

Procedure	Activities	time
Opening	Checking reading assignment	20min
Activity 1	Applicant Interview for project RUNGWAY	10min
Activity 2	Projectv1 Fashion Quotient	15min
Activity 3	Project 2 Back to Back	15min
Activity 4	Project 3 Fashion Hunting	20min
Activity 5	Project 4 Showcase	25min
Wrap-up	Giving Speaking Assignment	10min



3.5 GEP teaching : Week4

3.5.2. Description of Activities

What is a Fashion Stylist?

Someone who helps to coordinate all parts of a fashion shoot or fashion showcase on the catwalk.

Someone who make a a person look and feel beautiful /makes the clothing itself shine.

Project RUNGWAY



Project RUNGWAY, the Sookmyung Award-winning creative competition reality show, is looking for a promising young talented **fashion stylist**.

The winner of this competition will be offered the position of the chief stylist at one of the top women's & menswear company, *J&J Apparel*



3.5 GEP teaching : Week4

3.5.2. Description of Activities

Applicant Interview (warm-up)

- The Interviewers(big siblings) will ask you questions regarding what you think of fashion and style.
- The applicants will pick up a card from a deck of cards and give it to the interviewer.
- The interviewer then asks you a question .

Interview Questions

<p>1 What kind of clothes do you like?</p> 	<p>6 What clothes do you find most attractive on a man?</p> 
<p>2 What do you wear to work/school/college?</p> 	<p>7 Is there a hairstyle you would never have?</p> 
<p>3 What clothes would not be appropriate at work/school/college?</p> 	<p>8 What is the best fashion advice you've been given?</p>





3.5 GEP teaching : Week4

3.5.2. Description of Activities

Project 1 : Fashion Quotient

Fashion Quotient : How much Do you know about fashion?

- Physical appearance (facial features, height, hair, body shape...)
- Fashion (Clothes, accessories, shoes...)
- Clothes (shape, colour, fabric & patterns ...)
- Describe the people in **three** words.

<p>10</p> <p>☆</p>	<p>11</p> <p>☆</p>	<p>12</p> <p>☆</p>
<p>13</p> <p>☆</p>	<p>14</p> <p>☆</p>	<p>15</p> <p>☆</p>



3.5 GEP teaching : Week4

3.5.2. Description of Activities

Project 2: Back to Back

- ▶ **How much are you interested in Fashion?**
 - For 30 seconds, look at your partner.
 - Do NOT turn back!
 - Think of **5 features** of your partner.

You are....

You have...

You are wearing....

Correct? or Wrong?

How many did you get correct?





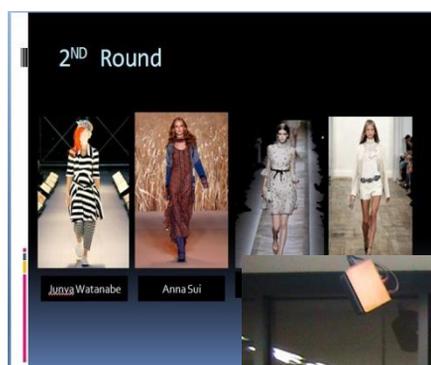
3.5 GEP teaching : Week4

3.5.2. Description of Activities

Project 3: Fashion Hunting

How much do you know about designers and their styles?

- ▶ **For A and B:**
 1. You will be given a card which has a name of a famous designer.
 2. Go to the next room.
 3. You have to find out the one in the designated designer's outfit
 4. Come back, and describe it to the other members.
- ▶ **For C & D:**
 1. Listen carefully to the description.
 2. Go to the next room and bring the model who matches the description.
- ▶ Change the role (A,B <-> C,D) at the 2nd Round.





3.5 GEP teaching : Week4

3.5.2. Description of Activities

Project 4: Showcase

- Each team will be assigned to a model and a wardrobe which is full of fascinating fashion items.
- Your job is to coordinate the model with all the fashion items.
- You have 7minutes to discuss and decide on the style before the showcase.
- *The showcase hereby means to **present (describe)** your styling in front of the judges.*
- Choose the best style EXCEPT your team's.
- Write the number on a slip of paper.
- The team which gets the most vote is the winner.





3.5 GEP teaching : Week4

3.5.3. Reflection

For week4, we targeted task3, which is to describe concrete objects. We narrowed it down to fashion and physical appearance. The whole class was designed to turn into the show site called Project RUNGWAY, a parody of a famous American competition reality show <Project Runway>. It was a competition based lesson. The final goal of the project was to choose the best fashion stylist throughout 4 different projects. Jungeun and I took the roles of the show host. The siblings took different roles depending on the projects, and the students played the role of the applicants. . Throughout the whole activities, we tried to keep using the lexical chunks and vocabulary from the reading assignments ourselves, and at the same time, to encourage the students to use them. Activity one was a warm-up activity to brainstorm the ideas about fashion. From activity 2-5 (project 1-4), the activities were organized according to the amount of language and complexity of forms needed to perform the project.

Most of all, Jeongeun and I enjoyed teaching, seeing the students gradually engaged in the activities. I've noticed many students going over their reading assignment documents to look for the necessary vocabulary while participating in the activities. All the siblings were of great helps in engaging them in the activities, reminding them of proper language, and preparing for the materials.

I totally agree with what Soohyun mentioned about lesson week3, that the instructors must plan their lesson with speculations about every minor detail. As Soyun mentioned about activity 2, there were more than one proper answer for each bubbles. We should have been more flexible in accepting the answers. Also, Jeongeun and I had different thoughts about the rules, which might confused the students and made us look less professional. It would have been better to simulate the whole procedure before teaching.

For activity 4 fashion hunting, I was quite surprised that the students found the correct pictures within such a short time. We planned this activity for producing more complex vocabulary in sentence forms, but the students just called out fragments to win the competition. I realized that competition might be a good way to motivate the students and bring fun, but not as effective with regards to language production.

The same thing happened in activity 5, as many siblings mentioned. The students seemed to enjoy cutting and pasting, but few students were concerned with language. Jeongeun and I tried to remind them to prepare for the presentation as well, going around the classroom.

And all the siblings played a great role to encourage them to produce more language.

Thanks to them, all the students did a good job in making presentation at the end, where the students finally produced sentence level languages.

Overall, the class was fun and it couldn't be successful without the help of the siblings.



3.5 GEP teaching : Week4

3.5.4. Reflection from colleagues

Project Runway was successful overall. All the activities were part of a project and intimately connected. It was quite impressive that the teaching group thought of such fun and interesting class activities under such a complex theme. Above all, every activity fell into the theme, fashion, in an appropriate way. Moreover, the way group 3 dressed spiced up the theme-related atmosphere in the class. Students seemed to enjoy every bit of class, and had a lot of fun doing activities. Some activities were competition-based and that helped students to get more interested. Teaching group was also acting brisk and passionate as a host, and that played a role in keeping the competition more lively and interesting. Showcase activity was especially interesting enough for students to actively participate. They seemed to have the most fun doing that. It was also great that they could employ their creativity and originality using a fashion magazine. The reading assignment was also well prepared and thought out including many useful expressions with student-friendly pictures and illustrations. Additionally, the website to which students need to refer for a speaking assignment is quite interesting.

Group 1's Project Runway was fun and interesting to engage students' attention at all times. Especially I loved group 1 members' enthusiastic attitudes in front of the class. Like Jongsik mentioned above, all the activities were connected and they flew from one to another and I think it was very thoughtful and well-planned. I was very surprised to see that Power point presentation was prepared for all through the activities since it is quite time-consuming job to make few slides of ppt even. They were well prepared and the activities that we did in class were enjoyable. I could see group1 members put much thought into it since there weren't any confusion through the whole class. Before professor Nam came to a class, grp1 did a short presentation using ppt files for us, big siblings, and that helped us a lot to get ready for the actual class.

I have seen my little siblings seemed really enjoying the lesson throughout the activities. Maybe in the first warm up section, they seemed to have a bit hard time answering for some of the tricky questions even though they have their own answer in their mind. They just didn't know how to elaborate it nicely. Thus, I thought maybe I need to make the warm up task more easily or simply so students can answer in word or phrasal level to lower the affective filter and help them get smoothly engaged in the next activity. The competition-based activity began from the second task, which worked quite well to establish an active atmosphere for students to join in the activity. I thought competitive activity worked especially well for the reluctant or shy students. It was a simple and fun activity but it could be better if three features were clearly categorized so that students had definite idea what to describe even though the pointer was not clear about exactly what was pointed.



3.6 GEP teaching : Week7

3.6.1 Lesson Plan

Theme

- **Movie Making**

Task

- **Mate Task5 Story telling**

Overall Goal

- **By the end of the class, the students should be able to tell a well-organized story in chronological order, seeing a series of pictures or from their experience, by using past tense, proper conjunctions and adverbial phrases.**

Map of the Activities

Procedure	Activities	Time
Opening	Checking reading assignment & pronunciation (speaking assignment)	25min
Activity 1	Go fish	25min
Activity 2	Anagraphic	15min
Activity 3	Happily Everafter...?	15min
Activity 4	Making Storyboard	20min
Activity 5	Making a Movie	25min
Wrap-up	Giving Speaking Assignment & self checking Lexical Chunk	10min



3.6 GEP teaching : Week7

3.6.2. Description of Activities

Act1. Let's Go Fish!

Making a story
In a card game

How to Play

Make a sentence using cards.

Change the verb into past tense.

Use as many cards as possible.

The sentences should be connected

If you can't, get one card, and skip

If the story doesn't make sense, take back and get one more.

Each player gets 6 cards

verbs

go

leave

eat

linking words

when

after

In a while

Make one sentence using your cards.

when fairies were alive long time ago,

children often **Go->went** to the woods .

You can use as many cards as you can.

The next person makes a sentence

connected to the previous one.

(You should tell a story!!!!)



3.6 GEP teaching : Week7

3.6.2. Description of Activities

Act2. Anagraphic

Jumbled pictures

- You will have 8 pictures(not in order).
- Make a story **using Past tense verbs & Linking words.**
- Hang the pictures on a string.
- Present your story (two pictures for each).



**Adopted from paperback princess*

Act3. Happily Ever After

Different endings

- The last part of Sleeping Beauty will be played and stopped right before the ending.
- Each group will create a sequel to the original story.
- One or two of each group stand up and tell their story for one minute.



3.6 GEP teaching : Week7

3.6.2. Description of Activities

Act4. Jacademy Award

Making a storyboard &
Shooting a film

Act4.1 Making a storyboard

Storyboard: graphic organizers such as a series of displayed in sequence for the purpose of pre-visualizing a motion picture, or movies.

Appendix E: Storyboard

Team: _____ Story _____

Title: _____

Characters:	Setting:	Conflict:	Events:
	Time: Place:	Climax: Solution:	

Create eight scenes...

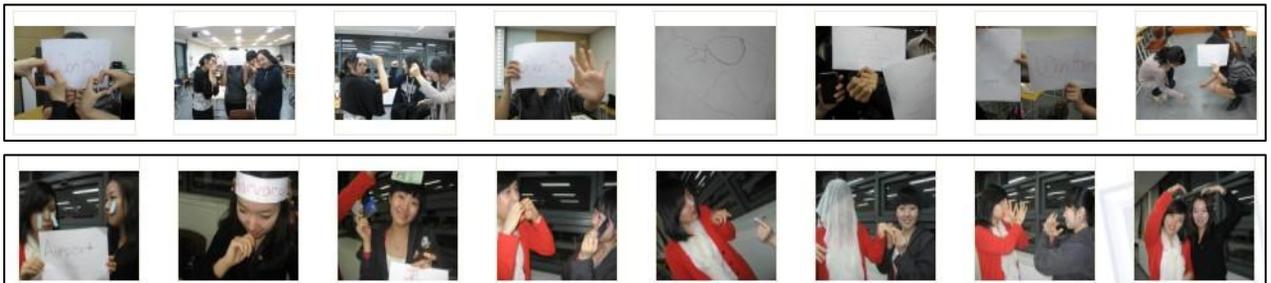
Rubrics for Evaluation

Does the movie include characters, settings, and events?	0 1 2
Does the movie develop according to the order of time?	0 1 2
Does the movie include introduction and conclusion?	0 1 2
Does the narrator use past tense verbs?	0 1 2
Does the narrator use linking words?	0 1 2
Total	

Act4.2 Shooting a film

- Take **8** shot based upon the storyboard
- Narrate (present) your story in front while your film is running.

Students' work





3.6 GEP teaching : Week7

3.6.3. Reflection

The target task of lesson 7 was to tell a story looking at a series of pictures. When I took the MATE workshop, I found out that many students did better job in task5 than in task3 or 4, which indicates that many students are more familiar with telling a story rather than describing. So I expected the students to do a good job

The topic of the lesson was to make a movie based on the storyboard. The topic itself was well-suited to the task. Students seem to enjoy themselves while creating a story and taking pictures. It was fun to watch the "films" of each group. That's why I personally liked the second half of the class. As for the first half, I kind of felt we gave too much burden on the students from the beginning, and observed several students looking bored. Also, we failed in time management.

The first activity was to go over the conjunctions and past tense forms of verbs using a card game. I had speculated that the students would have fun a lot, but I observed several students were struggling to make a creative story and a grammatical sentence at the same time. It was different from group to group. Some groups finished the game too quickly even before the designated time limit whereas the students in other groups were gathering cards rather than throwing them. I was so embarrassed that I couldn't easily decide whether to continue with second round or to finish the game. I abruptly decided to share the stories the groups came up with, which was not in the scenario, and I'm still not sure if it was a good decision. Also, I just let the winner students tell the story but the students didn't know how to summarize the long story to short and the rest of the student had to just listen for a quite long time. Soo hyun did a good job to give each group members chances to talk. The second activity was to reorder jumbled pictures and create a story. Students did a good job to create a story and present them. But again, there were students who didn't pay attention to the presenting group. We thought of an idea of having the students tap on the desk when they heard conjunctions to make the students more aware of the conjunctions as well as to pay more attention, but it didn't go that well as we thought.

The fourth and fifth activities were fine, and went well as we expected. But I thought we had to explain what a storyboard is about in a simpler language, and what they had to do with the blanks. This time, Jeongeun just let the students sit at their table so that they could present in a more comfortable condition. The students' pictures were so funny that everybody had a great fun. Big sibling again did a good job in helping them use past tense verbs and conjunctions. The judges' criteria were designed not to grade them but to make them more aware of the organization, past tense verbs and conjunctions, which served our purpose well.

Overall, time management and several clumsy instructions due to unexpected happenings were the biggest problem of our lesson. Also, I realized that not all the activities should have creative and fun factors. Our activities all forced the students to use their creativity and unlimited use of the previously given input so the students had lesser space for the working memory handling so many things at the same time. The earlier stage of the lesson should include more simpler and repetitive type of activities.



3.6 GEP teaching : Week7

3.6.4. Reflection from colleagues

The first group was well prepared as always. Their materials used in class were very creative and age & level appropriate.

First, their activity was go fish. It was a card-game-like activity where students were given 6 cards (3 linking words and 3 verb cards) each and they were to make a coherent story with their group members. I started the game by using two cards and encouraged my little sisters to use more than 1 card (1 verb, 1 linking word card) to make a sentence. They at first hesitated, but then they really enjoyed making their own creative story later on. This activity forced my students to use linking words and tested their skills to changing present verbs to past tense verbs. ..After the break was two linked activities where students needed to plot the story and later on they had to make a movie out of the story that they created. This was very fun and students enjoyed a lot. Even though students were provided with a lot of linking vocabulary words in their reading homework, only few easy ones were used. Maybe because they needed to study for their midterms and that they did not have time to thoroughly read their homework. Overall, I and my little sisters enjoyed all the activities!

Group 1 proved themselves why they are referred to as an endless spring of ideas. I doubt if there is a limit to their imagination. Their activities were enjoyable, interesting, and creative. Transition from one activity to another was fairly smooth, and their activities-handling was quite skillful. Students seemed to enjoy every activity, and produced a lot of output in a spoken form.

Group 1 was very creative in preparing the lesson. Their activities were lots of fun and encouraged students to produce language in an enjoyable atmosphere. All the activities were well-prepared and fun. I especially loved the idea of making the Ferreoscar award. It just showed how much effort they have put on preparing for the lesson.... The second activity was to reorder jumbled pictures and create a story. Students had lots of fun creating their own stories based on how they ordered the pictures. I made them be creative and did not get too much involved in the part of creating the story. I just kept reminding them to use past tenses and include proper linking verbs. They did a very good job both in creating their story and presenting in class. When students were presenting, the teaching group made students tap on the desk when they heard conjunctions. I liked it better when it was done while Jeongeun was telling the story instead of when the students were giving presentation since it was a little disturbing in hearing what the students were telling.



3.7 GEP teaching : Week10

3.7.1 Lesson Plan

Theme

- **Cosmetics**

Task

- **Mate Task6 Describing Graphs**

Overall Goal

- **By the end of the class, the students should be able to understand and describe different types of graphs.**

Map of the Activities

Procedure	Activities	time
Opening	Checking reading assignment	25min
Activity 1	Typhoon Game	20min
Activity 2	Information Gap Activity	15min
Activity 3	Survey for J&J Cosmetics	25min
Activity 4	Presentation of the survey result	25min
Wrap-up	Giving Speaking Assignment	10min



3.7 GEP teaching : Week10

3.7.2. Description of Activities

Activity1 Typhoon Game

Typhoon game is a type of PowerPoint game in which students will gain, lose or swap some points in random. Students have to pick their own alphabet from A to Z and will be given a quiz which belongs to the alphabet. The quiz questions are about different types of graphs.

Slide 1: Typhoon

Slide 2: How to play...

					# of points
					lose points
					change points
					steal points

**Slide 3: ABCDEFGH
IJKLMNOPQ
RSTUVWXYZ**

Slide 4: This bar graph shows How often females wear makeup.

How often do female wear makeup?

Frequency	Percentage
rarely	5%
1-2 times a week	15%
2-4 times a week	35%
5-6 times a week	40%
all the time	5%

Slide 5: Typhoon!

Slide 6: According to this pie graph, Lip makeup is the most prevalent type of makeup used.

Types of Makeup Used

Type	Percentage
Lip Makeup	35%
Skincare	25%
Foundation	12%
Eye Makeup	7%
Others	21%

Slide 7: Production reached a Peak in march and gradually decreased

Production

Month	Production
January	50
February	100
March	200
April	150
May	100
June	50

Slide 8: Imports Increased steadily until 1996 and dropped slightly in 1998.

Imports

Year	Imports
1990	400
1995	600
1996	1000
1997	800
1998	1200
1999	1000

Slide 9: From 2003 to 2004, sales soared/skyrocketed.

Sales in women in 20s

Year	Sales
2001	2
2002	2
2003	2
2004	4
2005	3
2006	4
2007	5
2008	6

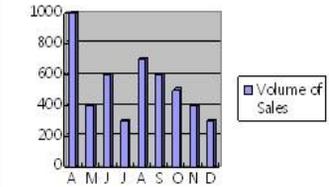
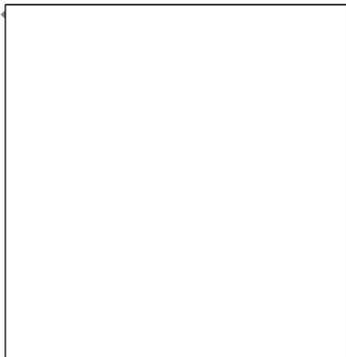
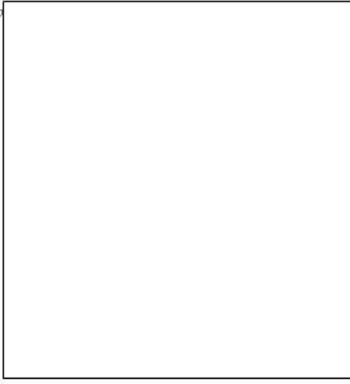
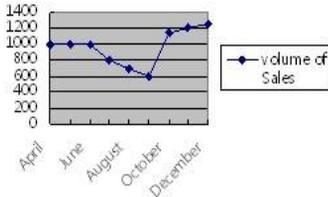


3.7 GEP teaching : Week 10

3.7.2. Description of Activities

Activity 2 Information Gap

- Two students will be given different worksheets with one graph and one blank.
- One student describe their graph to the other, and the other student has to draw the described graph on her own worksheet. Then, do the same to the partner.
- Show each other's graph and check if the graph is right.

<p>Student A</p> <p>Describing the graph about last year's sales to student B.</p> <p>Company: Estee Lauder</p>  <p>Product: Lotion</p> 	<p>Listen to students B and draw the graph.</p> <p>Company: _____</p> <p>Product: _____</p> 
<p>Listen to students A and draw the graph.</p> <p>Company: _____</p> <p>Product: _____</p> 	<p>Student B-</p> <p>Describing the graph about last year's sales to student A.</p> <p>Company: Clinique</p>  <p>Product: eye cream</p>  <p>A(April) ~D(December)</p>



3.7 GEP teaching : Week10

3.7.2. Description of Activities

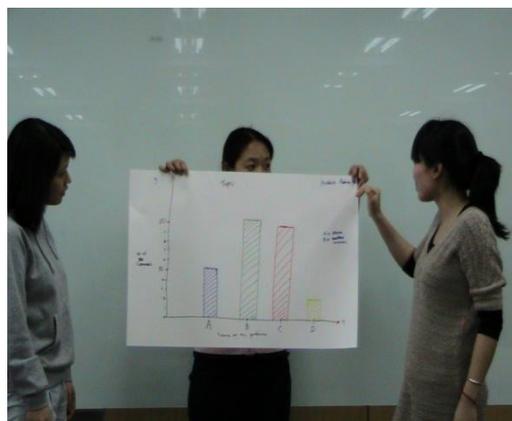
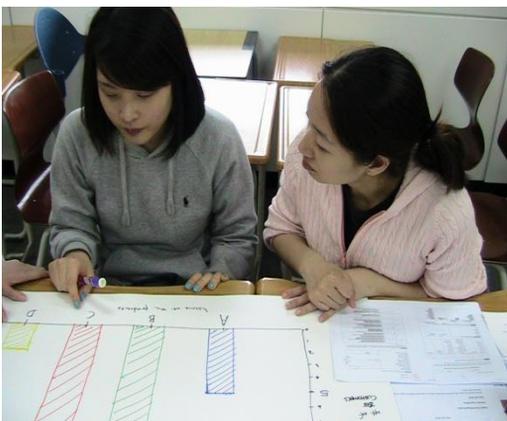
Activity3 Marketing Research

- Each group will test different cosmetic products and participate in the survey.
- Each group will create a graph based on the survey result.
- The teaching group will remind them what kinds of graphs are appropriate for what type of information.



Activity4 Survey Result

- The students will draw graphs based on the survey results and describe them in front of the class.





3.8 GEP teaching : Week13

3.8.1 Lesson Plan

Theme

- **Beauty of Lookism**

Task

- **Mate Task 8 Giving Opinions**

Overall Goal

- **By the end of the class, the students should be able to give their opinions and provide proper supports to persuade audience logically.**

Map of the Activities

Procedure	Activities	time
Opening	Checking reading assignment & Pronunciation	25min
Activity 1	Great minds Think alike	15min
Activity 2	Proper Evidence	20min
Activity 3	Speaker's Corner	20min
Activity 4	Star Wars	30min
Activity 5	Live Debate	30min
Wrap-up	Giving Speaking Assignment & self-checking lexical chunks	10min



3.8 GEP teaching : Week13

3.8.2. Description of Activities

- Giving Opinion Through Debate



Students will learn the skills for debate step by step through different activities.

Opinion Statement

Supporting
Argument

Countering



3.8 GEP teaching : Week13

3.8.2. Description of Activities

Activity 1 Great Minds Think Alike

Opinion Statement

Supporting Argument

Countering

Procedure:

- Make groups of 3.
- Each will be given red and blue cards.
- Close your eyes and listen to the statement.
- If you **agree**, raise **red** card.
- If you **disagree** raise **blue** card.
- Open your eyes.
- If you are the same opinion, pass.
- If one has a different opinion, she should give the **reason** for the opinion.





3.8 GEP teaching : Week13

3.8.2. Description of Activities

Activity 2 Proper Evidence

Opinion Statement

Supporting Argument

Refutation

- Present different opinion statements on the board and give out **a set of cards** to each group.
- The group will choose ones that can work as strong **supporting arguments**.
- Present them to the class using proper expressions for each evidence.

저

• 텍스트:

Not persuasive enough

I'd say that appearance is not important. For, inner beauty matters more.

I believe women should be skinny because skinny women are more beautiful.

저

• 텍스트:

I'd say that appearance is not important. For, inner beauty matters more.

Statistics reveal that personality affects one's attractiveness more than appearance.

I believe women should be skinny because skinny women are more beautiful.

In fact, most fashion models or actresses are all skinny.

Supporting argument				
example or personal experience	statistics & survey	expert's opinion	More explanation	well-known fact or opinion
<ul style="list-style-type: none"> For example For instance 	<ul style="list-style-type: none"> According to the statistics Recent survey shows that... 	<ul style="list-style-type: none"> I saw a TV program, and someone said... It was on the news that... Regarding [Experts] warn that / explains that... 	<ul style="list-style-type: none"> In other words That is To put it another way 	<ul style="list-style-type: none"> In fact, ... Many people think that ... As far as I know As we all know, It was on the news th





3.8 GEP teaching : Week13

3.8.2. Description of Activities

Activity 3 Speaker's Corner

Opinion Statement

Supporting Argument

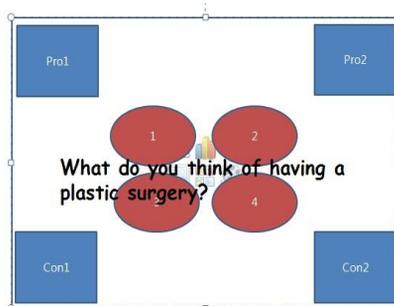
Countering



<Speaker's Corner>

an area where open-air public speaking, debate and discussion are allowed

- Each big siblings will be standing at the corner of the classroom.
- They will address their opinion and its supporting statement about the given topic.
- Students will go to each corner and counter the big sibling's opinion using proper expression & evidence.
- If you do it properly, then the big sibling will give you a star.
- You have to gather **stars**.





3.8 GEP teaching : Week13

3.8.2. Description of Activities

Activity 4 Star Wars



Opinion Statement

Supporting Argument

Countering

- 2 teams will go to different two rooms.
- In each room...
- You will see a topic on the board.
- Team leader will pick a lottery to choose pro or con.
- For 7-10 minutes, prepare your own supporting argument and countering arguments.
- Put all your stars on the desk in the middle.
- Attack each other and defend your group.
- If a team fails to attack or defend then the team loses the stars to the winner team.
- The winner teams switch the rooms.
- Do the same procedure.



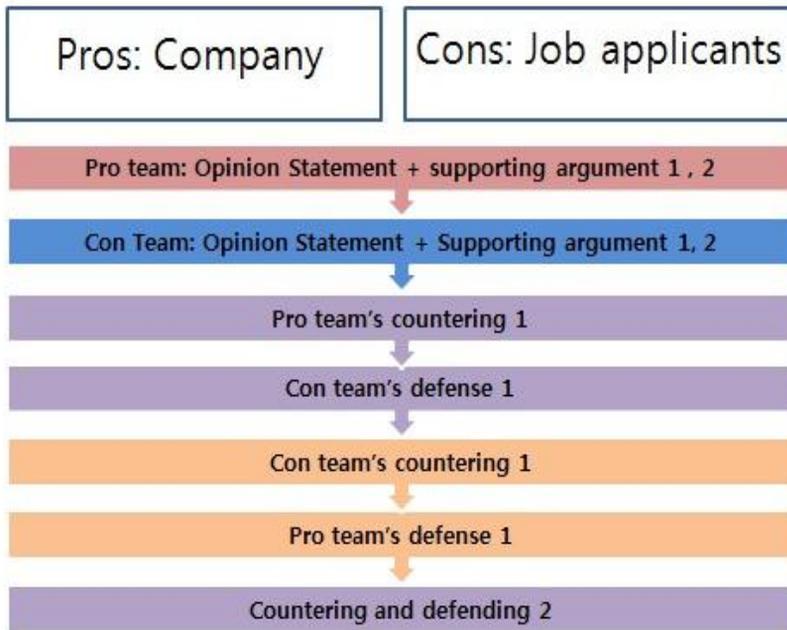


3.8 GEP teaching : Week13

3.8.2. Description of Activities

Activity 5 Live Debate

Appearance can be taken into consideration in hiring employees....?





3.8 GEP teaching : Week13

3.8.3. Reflection

The theme lookism successfully drew the students' attention. Many students are concerned about appearance related topics such as diet and plastic surgery, and they are not so difficult to approach. Our intention was to elicit elaborate supporting arguments from the students by dividing the activities according to the process of debate, but I felt we should have provided more careful guides to them in terms of language (lexical chunks) and manners.

The first activity was great minds think alike. It was devised to make the students notice the expressions for giving opinion, listening to their big siblings, and in addition, to practice supporting their opinion briefly.

The second activity was proper evidence. I was really embarrassed to see the students and big siblings altogether confused with so many cards. Also, while I was explaining the categories of proper evidences, I realized that it would be of no use, because there were so many and they would not be on the screen. I should have come up with a fix on the spot, but instead, I tried to end it sooner. I should have spent more time in this activity, because providing proper evidence is the core of giving opinion. Soohyun got rid of several cards to avoid confusion. We could have done it for the whole class and give some time to go over the cards with their big siblings before showing the opinion statements. The students had difficulty not only finding the right evidences but also making sentences with the phrases on the cards. The big siblings might have helped them, and I could show the expression chart on the screen so that they could have referred to. If we had spent more time doing this activity, the students would have come up with better supporting arguments in the later activities.

The third activity was speakers' corner. It was to practice countering the opponent's opinion. The students seem to enjoy this activity and they produced much language in this activity. I thought of giving them only 7 minutes, but because we have ended the previous activity too soon, we had a lot of time left and the students could go to all the posts, which was better, I felt. I'm afraid if we had created another confusion by giving them inconsistent directions.

The fourth activity went well, but there was some emotional problems. Several students were upset because of different opinions. A few students got upset because they didn't agree with the judge's decision. Another problem was that some students even talked about irrelevant things and some cut in while other student was talking. The fifth activity was live debate. We made it into a whole class activity, which was a big mistake. Only a few students were willing to talk. Some students didn't talk at all. We made it a whole class activity to differentiate it from the 4th activity, but it turned out to be impractical.



3.8 GEP teaching : Week13

3.8.4. Reflection from Colleagues

Their task was about giving opinions using the theme of beauty and lookism. The theme was appropriate for their level and interest areas and also appropriate topic for the task 8 as well. First activity was a warm up: great minds think alike. Group1 prepared a lot (as always) even for a warm up activity. It was a group work where students had to listen to big sibling's opinion giving statements and decide whether they agree or disagree with those statements. While they listened to the statements, students needed to close their eyes since the odd one needs to state why she was for/against with the statements. It was a great way to introduce the task without creating an awkward atmosphere for students to participate. The second activity was about supporting students' opinion with proper evidences. There were 20 evidence cards on the desk and students needed to listen to the statement and try to pick out a strong supporting argument for that statement. I thought it was very creative and since students only needed to select the right card to present to the whole class, this activity was appropriate for students to get ready for more productive ones later. It was somewhat competitive since students got stars from the teaching group after their participation. However less evidence cards might have been better for students to focus on the activity...

....The third one was to rebut the argument by big siblings with a very interesting concept of speaker's corner. It was good to keep the ppt slide open from which students get a help to use proper expressions in a low affective environment. It was a very fun activity where students tried to come up with their own supporting idea as much persuasive as possible to get a positive reward. Not only it was a great chance to use a bit formal expressions when presenting opinion but also it was just fun itself for students to move around in order to collect colorful stars by completing given task... Overall, this lesson was very well organized by following steps to equip students to get ready for a formal debate in the end. I really appreciated the teaching group since I learned a lot of how to conduct and manage a debating class with an innovating idea of how to make debating even fun from their lesson.

The fourth activity was group debating. Students were very eager to prepare their ideas and present them in a debate. Like other big siblings had pointed out, deciding the winning team seemed to be challenging for the teaching group. Since there were two judges, Jeongeun and Jooyeon, it would have been better if they had come up with the same standards in deciding the winning teams.

The last activity was a whole class activity. The class was divided into two groups, pros and cons, and everyone was involved in the debate. It was an excellent idea to introduce the process of the debate. It was also nice to explain beforehand that a debate is different from yelling out their ideas. During the time given to discuss within the groups, students brought up many good ideas and organized their thoughts. However, it was a pity that only few students felt comfortable enough to speak out in the debate.

3. GEP teaching



안녕하세요!
안녕하세요!
안녕하세요!

안녕하세요!
안녕하세요!
안녕하세요!

If you miss someone so much that you want to meet them and I miss someone so much that I want to meet them - Scorpion

안녕하세요!
안녕하세요!
안녕하세요!

much time with you - Thank you - Jiyoung

Hi Jooyeon!
I'm so happy to meet you. Although I am not your sister. But you are very kind.

I loved teaching GEP1 class. It is the most exciting moment of teaching to hear from the student that they love my class and they improved a lot. This happened in this class. Students learned by "doing." The students or little sisters loved to come to this class, in spite of the heavy load of homework and the late class hour. My teaching also improved a lot through self and peer reflection. The big siblings in charge of each small group of little sisters played a big part in making the class smoothly run and active.

4. Action Research

» Action research plays an important role in bridging the gaps between the theories and teaching practices in the real world.

I performed an action research in the GEP I class on **how to promote fluency through lexical approach**. It gave me the opportunity to reflect on my teaching objectively and to adjust teaching and learning to my own learners and settings.



Action Research on Lexical Approach

Implication on Lexical Approach to Promote Fluency in Speaking

Soohyun Jung

Jeongeun Min

Jooyeon Lee

1. Introduction

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

2. Identification of Problem Area

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



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

3. Description of Research Process

3.1. Action Research Questions

Our research goal is to provide a variety of lexical chunks in meaningful contexts and facilitate the students’ fluency. Among the types of lexical chunks such as idiom, constituent block, idiomatic expressions, sentence head, and collocation (Van Vlack, S. and H. Nam, 2006, p.10), the focus of the present research falls on sentence heads and collocations that Korean L2 learners in particular need to produce a piece of language. In order to achieve the goal of our research, the following questions are to be answered throughout this action research:



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

3.2. Treatments

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

3.2.1.1: Lexical chunks in reading homework

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

3.2.1.2. Follow-up activities (Appendix C)

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

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

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



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

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

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

3.2.2.2. Speaking homework

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

[Figure 1] Speaking Board



4. Analysis of Data

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



4.1. The number of lexical chunks provided

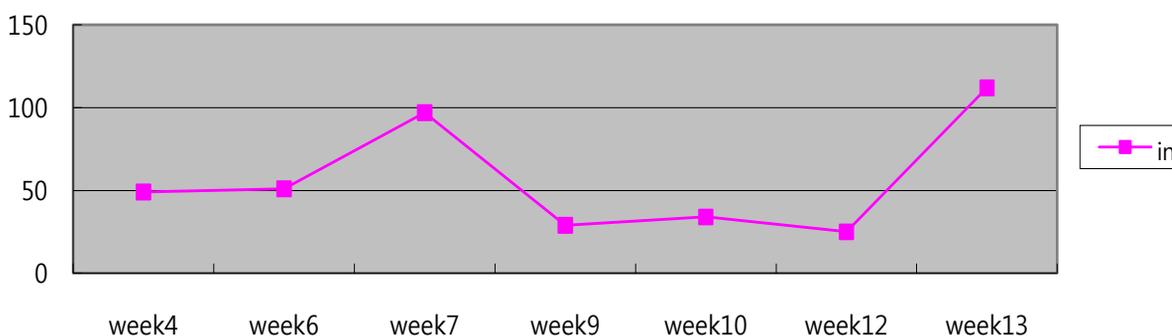
4.1.1. The number of lexical chunks provided in reading homework

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

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

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

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



4.1.2. The amount of time for lexical chunks in activities

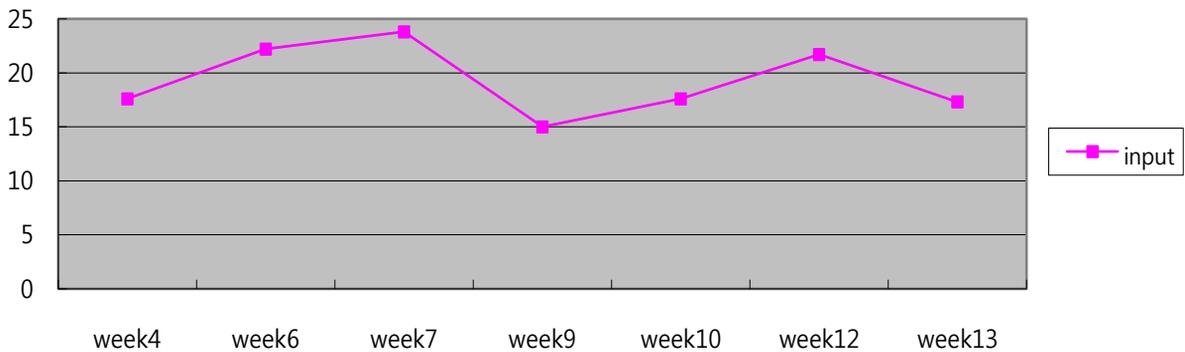
The activity 1 of lesson plans was designed for students to exposure to lexical chunks. Certain amount of time allocated to practice lexical chunks in each week fluctuated from 15 to 23.8 percent following below. The average amount of time assigned to each lesson was about twenty percent (Figure 4, 5).

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

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



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

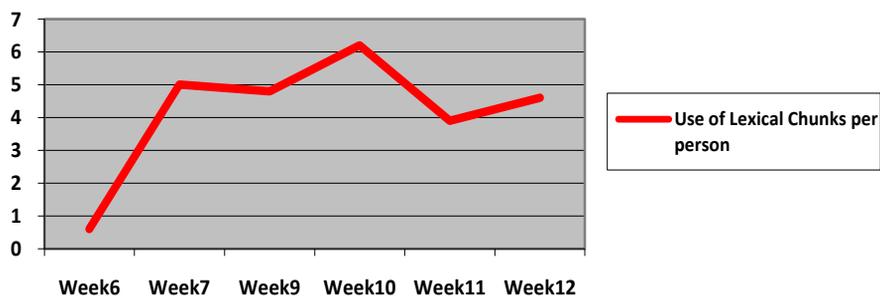


4.2. Production of Lexical Chunks

4.2.1. Self check-up list

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

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



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

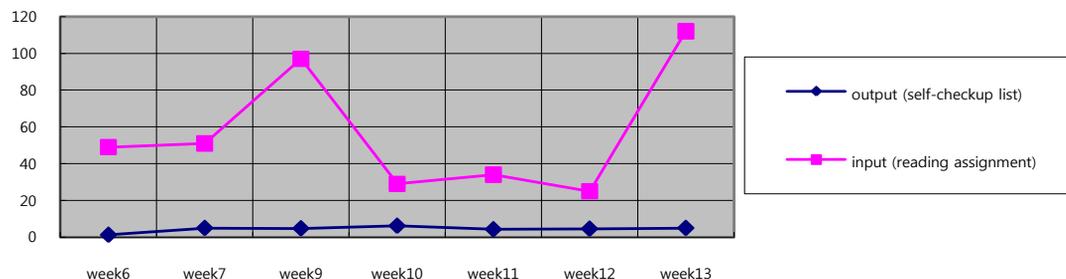


[Figure 7] The number of lexical chunks in self checkup list

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

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

[Figure 8] Input and output of lexical chunks



4.2.2. Speaking Assignment (Appendix A)

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



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

	Week4	Week6	Week7	Week9	Week10	Week11	Week12	Week13
S1	5	5	6	x	x	x	6	3
S2	3	1	5	3	x	x	x	x
S3	4	6	9	x	x	x	1	3
S4	5	2	x	x	x	x	x	x
S5	0	5	4	3	5	4	3	1
S6	6	1	2	3	5	5	5	1
S7	4	1	4	x	5	7	7	4
S8	5	6	5	7	8	X	8	4
S9	4	2	X	1	3	1	3	6
S10	5	X	1	X	X	X	2	x
S11	3	3	X	1	X	3	3	x
S12	1	5	8	1	3	4	3	3
S13	X	X	X	3	5	4	2	x
S14	x	4	2	0	9	6	4	7

X: students who didn't their homework

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



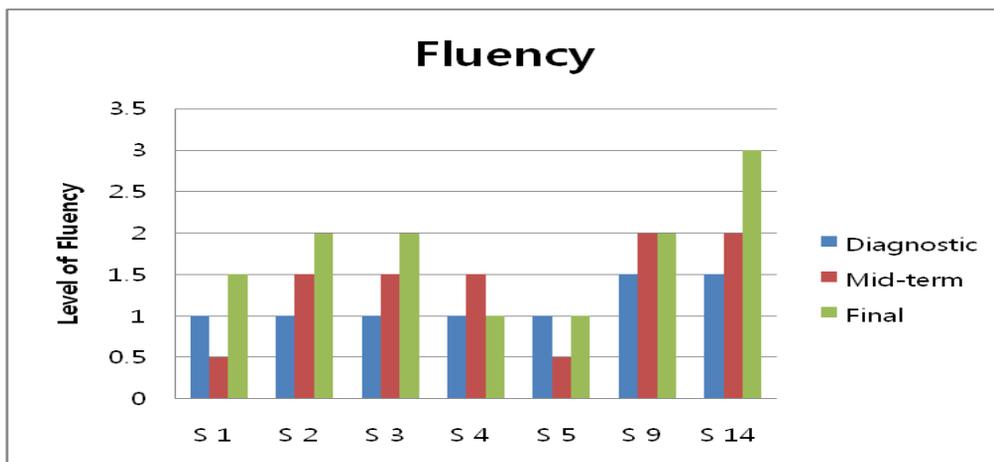
4.3. Analysis of Fluency Improvement (Appendix D, E, F, G)

The students took a test three times, in March, in April, and in June. Their fluency level was graded according to MATE criteria (Appendix F) and the topics with which dealt during the class were used in the interview questions (Appendix D, E). The following graphs (Figure 11, 12, 13, 14) show students'



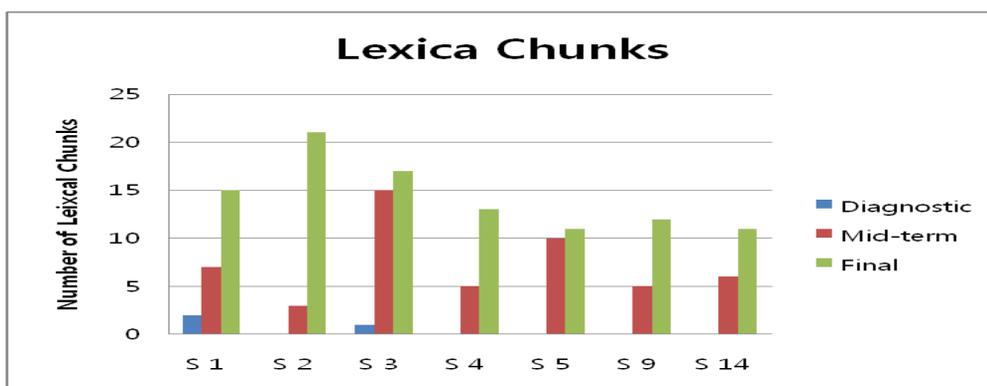
improvement in fluency. At the final interview, 5 out of 7 students, which are more than half, improved their fluency comparing to the results of diagnostic test, 2 out of 7 students maintained the same fluency level as the diagnostic's (Figure 11).

[Figure 11] Fluency over a period



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

[Figure 12] The change of lexical chunks output



Next, we analyzed the correlation between students' improvement of fluency and the number of lexical chunks used by the students in order to look into whether lexical chunks might contribute to the fluency improvement. As Figure 13 indicates, generally students' fluency was improved from diagnostic test



through midterm test to final test. In other words, as the number of lexical chunks used by students has increased, students' fluency has showed to be improved along.

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

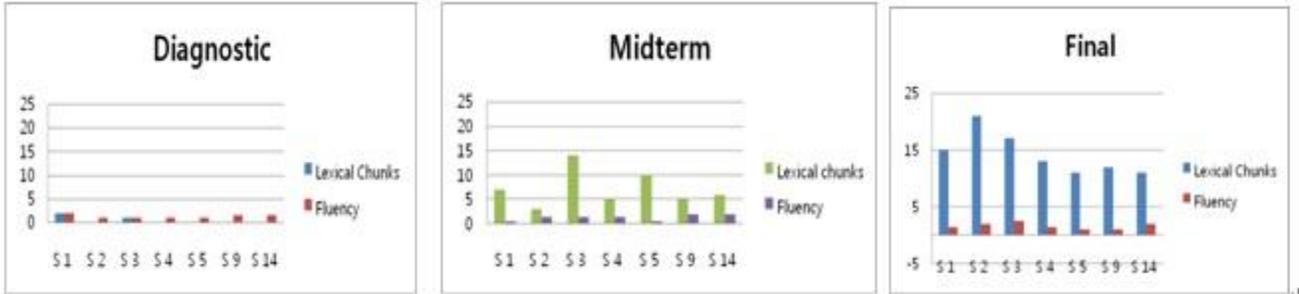
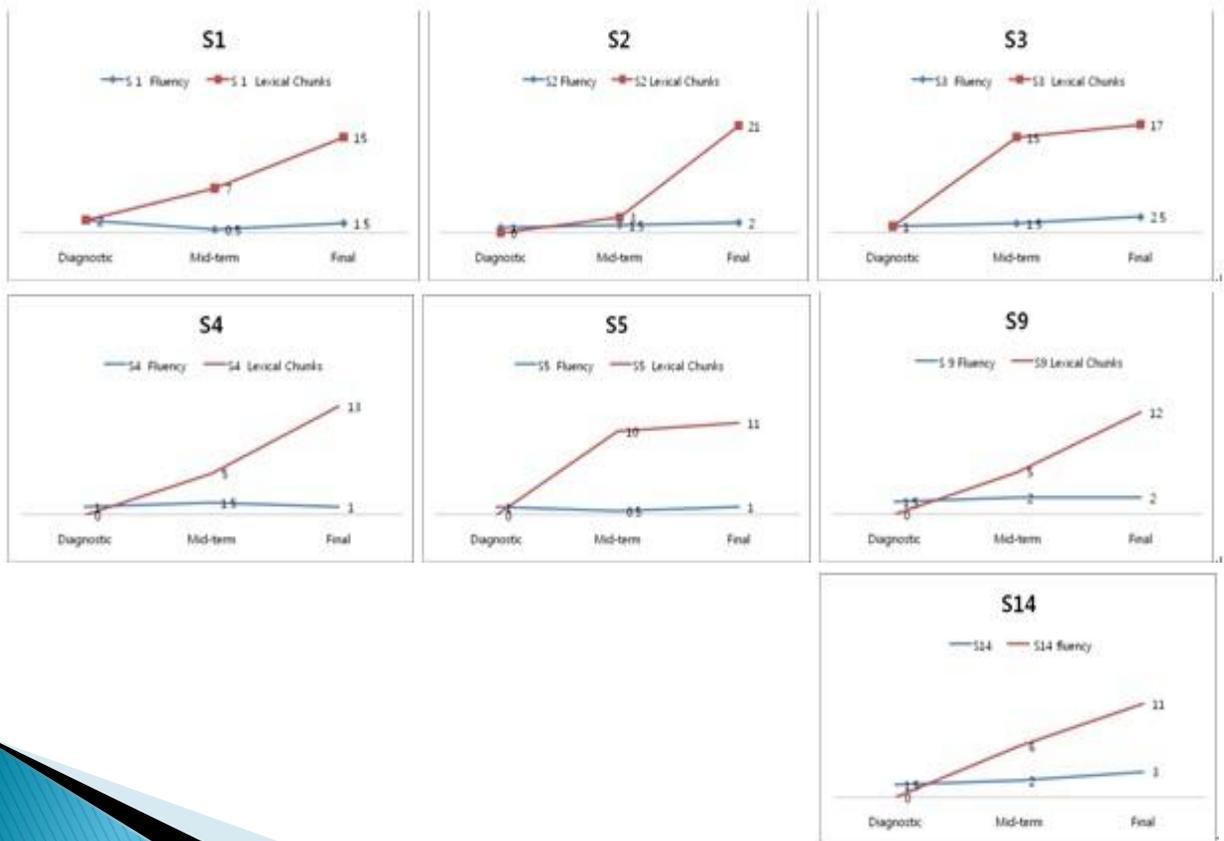


Figure 14 shows the individual cases. Five students (S1, S2, S3, S5, S14) improved their fluency gradually as the number of lexical chunks that they used increased. However, fluency of S5 and S9 didn't become better, even though they used more lexical chunks as times went by.

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





5. Discussion and Implications

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

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



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

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

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

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*Appendices available upon request



Give a Reason!

opinion

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

Reason(supporting)

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

even though, written.	immediately: written. right away: spoken.	It happened that... written.
whereas, written.	suddenly, written.	The day has come when... written.
while, on the contrary: written. time: spoken.	once upon a time, written.	As soon as, written.



Supporting argument

example or personal experience	statistics & survey	expert's opinion	More explanation	well-known fact or opinion
<ul style="list-style-type: none"> For example For instance 	<ul style="list-style-type: none"> According to the statistics Recent survey shows that... 	<ul style="list-style-type: none"> I saw a TV program, and someone said... It was on the news that... Regarding [Experts] warn that / explains that... 	<ul style="list-style-type: none"> In other words That is To put it another way 	<ul style="list-style-type: none"> In fact, ... Many people think that ... As far as I know As we all know, It was on the news that ...

Week 10 Reading Assignment

Student Number: _____ Name: _____

Paragraphs to Describe Graphs and Charts

You will use information and data presented in charts and graphs to support the topic sentences of their paragraph. Often, the data presented in a graph or table also changes over time. There are specific verbs, adjectives and adverbs that can help you describe these changes.

Task 1: Verbs for describing how data has changed

to increase	to go up	to rise	to go up	to rise	to increase
to decrease	to go down	to fall	to drop	to decline	to decrease
to fluctuate	to go up and down	to fluctuate	to fluctuate	to fluctuate	to fluctuate
to level off	to stabilize	to level off	to stabilize	to level off	to stabilize

Task 2: Adjectives and Adverbs to describe how the change occurred

For regular movements	For small changes	For big, sudden or unexpected changes
gradually	slightly	abruptly
steadily	marginally	sharply
regularly	marginally	suddenly
slowly	marginally	steeply

Task 3: Labels for lines with the words below

to remain steady
to fluctuate
to increase dramatically
to decrease slightly
to remain slightly
to rise dramatically
to drop
to fluctuate suddenly
to stay the same
to go up a little
to go down slightly

Task 4: In the column on the left, there are six graphs (A-F). Opposite each graph, you have five statements which describe each graph. Decide which statement is correct in each case and circle it. There may be more than one answer.

Task 5: Complete the verbs

increase	decrease	fluctuate	level off
rise	fall	drop	stabilize

Task 6: Imports

Imports increased steadily until 1996 and dropped slightly in 1998.

Year	Imports
1986	400
1988	600
1990	800
1992	600
1994	750
1996	1000
1998	900

No matter how often I took part in teacher training programs, I didn't know whether my teaching improved. It was other teachers' method in other classroom, which was different in kind. It was not until that moment that I fixed my problem and improved something in a real sense. As the classroom is an independent and unique organism in itself, it is not enough to get lots of sources from the outside and adopt them without contemplating on its effectiveness in one's own teaching environment. Through action research, I had a chance to reflect on my own teaching and learned how to make a small change.

5. Epilogue



The two and a half years I spent in Sookmyung TESOL MA course was an invaluable period to develop myself into a more qualified teacher. It has further widened my understanding of language acquisition and pedagogy that the teacher uses in non-native setting. Working with colleagues as a team, I earned a precious experience about how a teacher successfully links her experience, subject matter and learning pedagogy in the limited time of the class. I also learned how a mentor blends students' experience, backgrounds and cultures skillfully in terms of learning styles, materials, goals, needs and contexts of the learner. I became more confident about myself as a teacher, not because I'm satisfied with my teaching 100percent, but because I'm convinced that I'm able to improve constantly through constructive reflection.