



*The
Teaching Portfolio
of
Una
Corless Wilson*

Sookmyung Women's University

Seoul

South Korea

2011

Introduction

This portfolio has been assembled as a way for me to reflect on what I have learned and accomplished in my Sookmyung Women's University MA TESOL program studies. I enrolled in a variety of theoretical and practical courses and finished my studies off with the wonderfully enriching experience of the teaching practicum course, under the mentorship of Professor Stephen van Vlack.

I enrolled in this course of study as a way to learn more about how languages are learned and how to become a more effective teacher in the classroom. While much has been learned I realize that my teaching practices are constantly evolving and I hope to pursue these reflective actions throughout my teaching career.

This portfolio will demonstrate how I have grown both personally and professionally over the past two years, from completing my SMU TESOL Certificate, to becoming the Student Union president; from presenting at the end-of-semester symposium to finally obtaining my Masters Degree in TESOL. Thank you to all the professors and classmates for making my time at Sookmyung such a fruitful, meaningful and enjoyable experience.

I appreciate your taking the time to review my portfolio! Enjoy!

Una Corless Wilson

Seoul, South Korea

December, 2011



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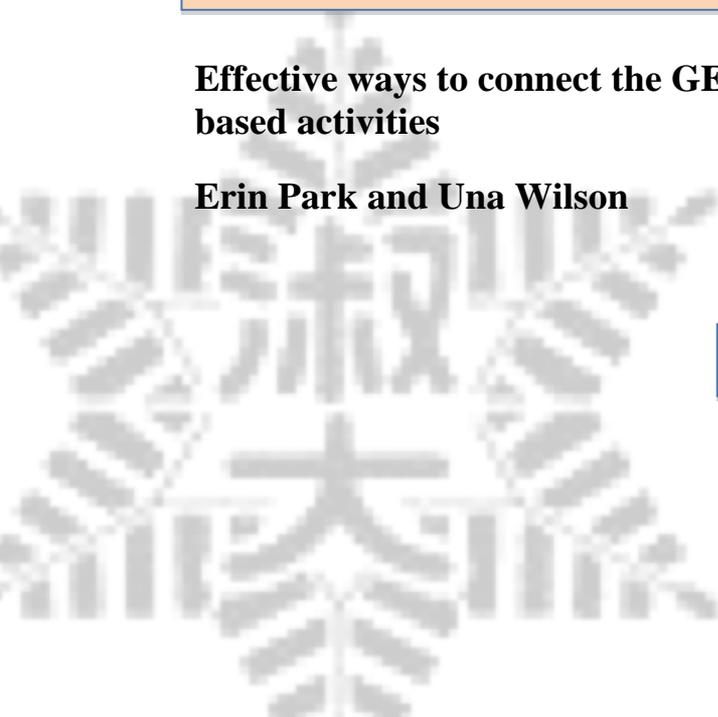
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Part 1

◇ Personal and Professional Documents

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Resume

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◇ Resume

UNA WILSON

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SUMMARY of QUALIFICATIONS

- MA TESOL Sookmyung Women's University (Expected graduation, Feb. 2012).
- 7 years combined teaching experience in a wide variety of settings.
- Volunteer of the Year Award (2010), Yongsan Army Garrison, 2010.

EDUCATION

- MA TESOL Sookmyung Women's University (Expected graduation date Feb 2012).
- Higher Diploma in Education, National University of Ireland, (1982).
- Bachelor of Arts, National University of Ireland, (1981).

TEACHING EXPERIENCE

- **Reading & Writing Instructor, MA Practicum, SMU, Seoul, Korea. (Fall, 2011)**
As part of the SMU MATESOL Practicum semester, I have been part of a ten-member teaching team that provides reading and writing instruction to a class of 30 undergraduate GEP students. We teach once a week for 2 and a half hours and provide an integrated series of tasks that enable students to improve their skills in letter, narrative, descriptive and opinion writing etc. Reading is assigned for homework as a way to prepare students for in-class assignments.
- **EFL Instructor, Sogang University, Seoul, Korea. (Spring, 2011)**
In conjunction with Sogang University, The University of Newcastle, Australia, offers a three-year Business Studies or IT Studies programs, the freshman year of which students spend at Sogang University enrolled in their major courses of study as well as in a rigorous regimen of academic English courses. As part of the academic English instruction team, I created and taught a content-based course of *Study Skills* to 4 groups of 12-15 students each. I designed my own syllabus to include topics such as *Preparing for University Overseas*, *Time Management*, *Collaborative Problem-Solving* and *Critical Thinking Skills* and was responsible for mid-term and final grades. I worked as part of a 4-member teaching team and also collaborated with the other Study Skills instructors.

- **English Tutor, Seoul, Korea.** (2001-present)

I have tutored English to students of all ages: kindergarten up through adult to include conversation, business and academic English.

- **ESL Instructor, Fairfax County Adult Education, Virginia, USA.** (2000-2001)

I instructed a group of 30 immigrants from various countries in everyday life skills (reading public transportation schedules, dealing with health care issues etc.) as well as conversational English.

- **ESL Reading/Writing Instructor, Kansas City Community, USA.** (1989-1990)

Some students were required to take ESL classes as a prerequisite for their major. I taught reading, writing and American culture to various groups of ELL's.

ADDITIONAL EXPERIENCE

- **President and Vice-President SMU MA TESOL Student Union**
(Fall 2010, Spring 2011)

As both president and vice-president I was responsible for hosting new student orientation sessions, student/faculty social events as well as the end of semester symposiums. Minor responsibilities included providing refreshments at various MA TESOL events such as new student interviews and holiday gift presentations to faculty staff.

- **Editor SMU TESOL EFL Journal Committee**
(Fall 2010, Spring 2011)

- **Presenter and Organizer SMU TESOL Symposium**
(Fall 2010, Spring 2011)

My presentation (Spring 2011) fell under the subject of *Testing and Evaluation* and was titled *Authentic Assessment: Evaluation of a Student Self-Assessment Task*.

- **Teacher's Aide Elementary School Classroom**
(1996-2003)

I assisted teachers and students in various grades. Responsibilities included tutoring students in reading and writing, assisting with class projects and accompanying teachers on class field trips.

- **Patient Liaison Red Cross**
(1994-1995)

I was responsible for visiting members of the US Armed Forces who had been admitted to the German hospital in Bamberg and acting as interpreter between those patients and the German medical staff.

CERTIFICATES

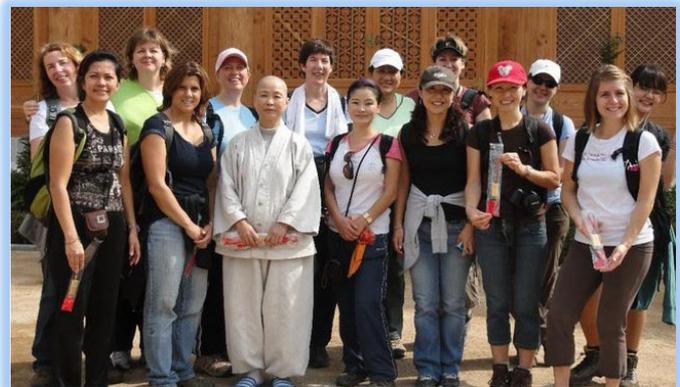
- MATE Rater Training Certificate. (2011)
- SMU TESOL Certificate. (2009)
- 3rd Degree Black Belt, Taekwondo, WTF, Seoul, Korea. (2007)
- Ewha Language Center Korean Class Certificate. (2004)

AWARDS

- Volunteer of the Year Award (Hiking Group Leader), Yongsan Army Garrison. (2010)
- Honor Award SMU TESOL. (2009)

MEMBERSHIPS. SKILLS, INTERESTS

- Member of KOTESOL and ACTFL since 2008.
- Proficient computer skills: PPT, Webquest, Podcast, Popplet, Proboards, Wikispaces.
- Highly proficient German: all skills. Basic Korean skills.
- Leader of Yongsan Garrison Hiking Club since 2009.
- Yoga, reading, swimming, cycling, travelling and hiking in Korea, learning Italian.



◇ Teaching Philosophy

As a teacher I strive to base my lessons and teaching on three key factors. I believe that my teaching should be based on the needs of my students, that students can best learn English by actually using the language and also that I as a teacher can assist students in becoming good human beings who can contribute positively to society by the lives they lead.

First of all, while there are many ways to motivate learners, I believe **topic interest** plays a key role in attracting students' attention not only to a lesson but to a course as a whole. At the beginning of any course I feel it is important to conduct a needs analysis survey from which may be gleaned more detailed information about student needs, interests and goals. This is key information I can use when planning a syllabus and individual lessons. By giving lessons that are of interest to the class I can hope for a higher level of participation, engagement and language learning. For example, in my EAP classes at Sogang University, my students' major subject was IT so I arranged tasks that involved the use of the computer such as Webquest and Popplet. Students were allowed to choose their own topics but were required to present in Popplet form. The Webquest activity was designed so that all the information students needed to solve a problem was to be found online. In my teacher-training course at Sookmyung Women's University, we base most of our writing tasks and class activities on the results of the student survey. In this way, students are not only motivated but feel they have some control within the class.

According to more recent communicative language teaching approaches such as task-based or content-based instruction, students can develop their language skills more effectively while actually using the language to **interact meaningfully**. Of course, knowledge and awareness of language usage are also helpful; I personally like to know the general rules of a language's grammar as I go along. However, requiring students to complete activities and tasks that involve oral or written interaction allows them to produce and use language in a meaningful and authentic manner. For example, problem-solving and missing-information tasks, interviews or role-plays all require students to use language and to work collaboratively to arrive at a conclusion or solution which can then be presented to the class. I believe it is vital to allow students to use language for meaning-focused interaction yet to provide a focus on forms as needed.

Finally, I believe teaching is a **human endeavor**. While it might be easy in these highly-competitive times to concentrate our attention solely on academics, I believe it is our calling as teachers to focus also on the whole persons that our students are in the process of becoming. I strive to provide a friendly, positive and non-threatening atmosphere to keep the affective factor low. Many students have told me they learned to feel less self-conscious and more self-confident about speaking English by taking my classes. I also enjoy challenging students to reflect on and offer solutions to problems we face as a society here in Korea and in the world. We as teachers can foster students, both young and older, to become more thoughtful, caring individuals who can in turn have a positive impact in the society in which we live.

As teachers we base our teaching on many beliefs. I feel it is important to keep our students at the heart of what we do: their interests, the way they can learn most effectively and how they develop as contributing members of society.

◇ **Personal and Professional Documents**

Bachelor of Arts Degree



National University of Ireland

This is to certify that

Una Marie Corless

having passed the prescribed examinations was awarded, in 1981, the

Degree of Bachelor of Arts

in: Geography and German,

at University College, Galway

a Constituent College of National University of Ireland



30 April, 2009

Alma Dely
Registrar



Higher Diploma in Education



National University of Ireland

This is to certify that

Una Marie Corless

having passed the prescribed examinations was awarded, in 1982, the

Higher Diploma in Education

at University College, Galway

a Constituent College of National University of Ireland

30 April, 2009

Annat Kelly
Registrar



SMU TESOL Certificate



제 4946호

SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

Una Wilson

국제영어교사자격증

Certificate of TESOL

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

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

교육기간: 2009. 7. 30 ~ 2009. 12. 17
전공교육과정: TESOL
2009년 12월 17일

Duration of the Training : July 30, 2009 ~ December 17, 2009
Specialization : TESOL
December 17, 2009

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선 혜



Dr. Sunhye Hwang
Dean, Graduate School of TESOL

Sunhye Hwang

총장 한 영 실

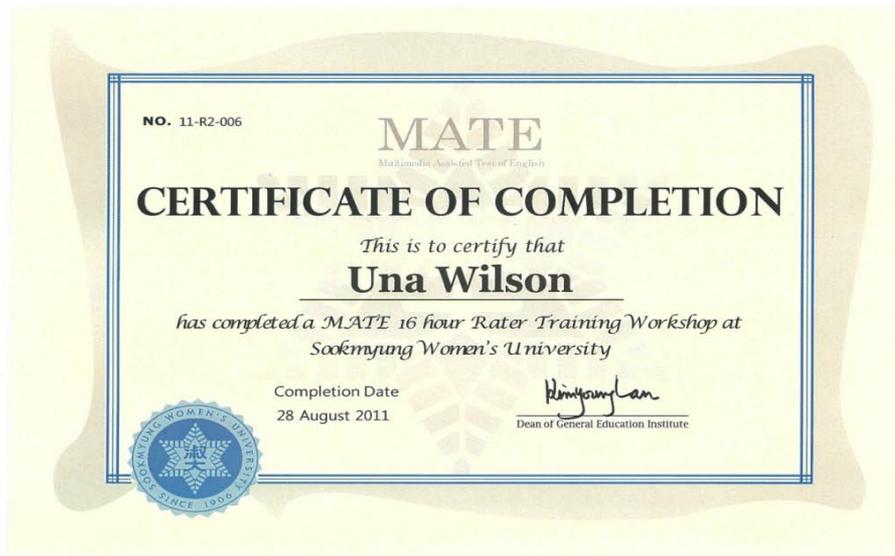


Dr. Youngsil Han
President, Sookmyung Women's University

Youngsil Han



MATE (Multi-media Assisted Test of English) Rater



3rd Dan Black Belt in Taekwondo



단 증

번호 : 03858188
태권도 : 參 단
국적 : 미국
성명 : UNA C. WILSON
생년월일 : 1961년 10월 15일
소속 : 서울특별시태권도협회

위 사람은 본원 심사 규정에 따른 승단 심사에 합격
하였으므로 이 증서를 수여함.

2008년 04월 20일

사단법인 대한태권도협회
회장 김 정



재단법인 국기원
원장 엄 윤



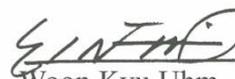
DAN CERTIFICATE

No. : 03858188 20 Apr.2008
Taekwondo : 3rd Dan
Nationality : AMERICAN
Name : UNA C. WILSON
Date of birth : 15 Oct. 1961

This is to certify that the above named person
has successfully completed the Dan promotion
test by Kukkiwon.

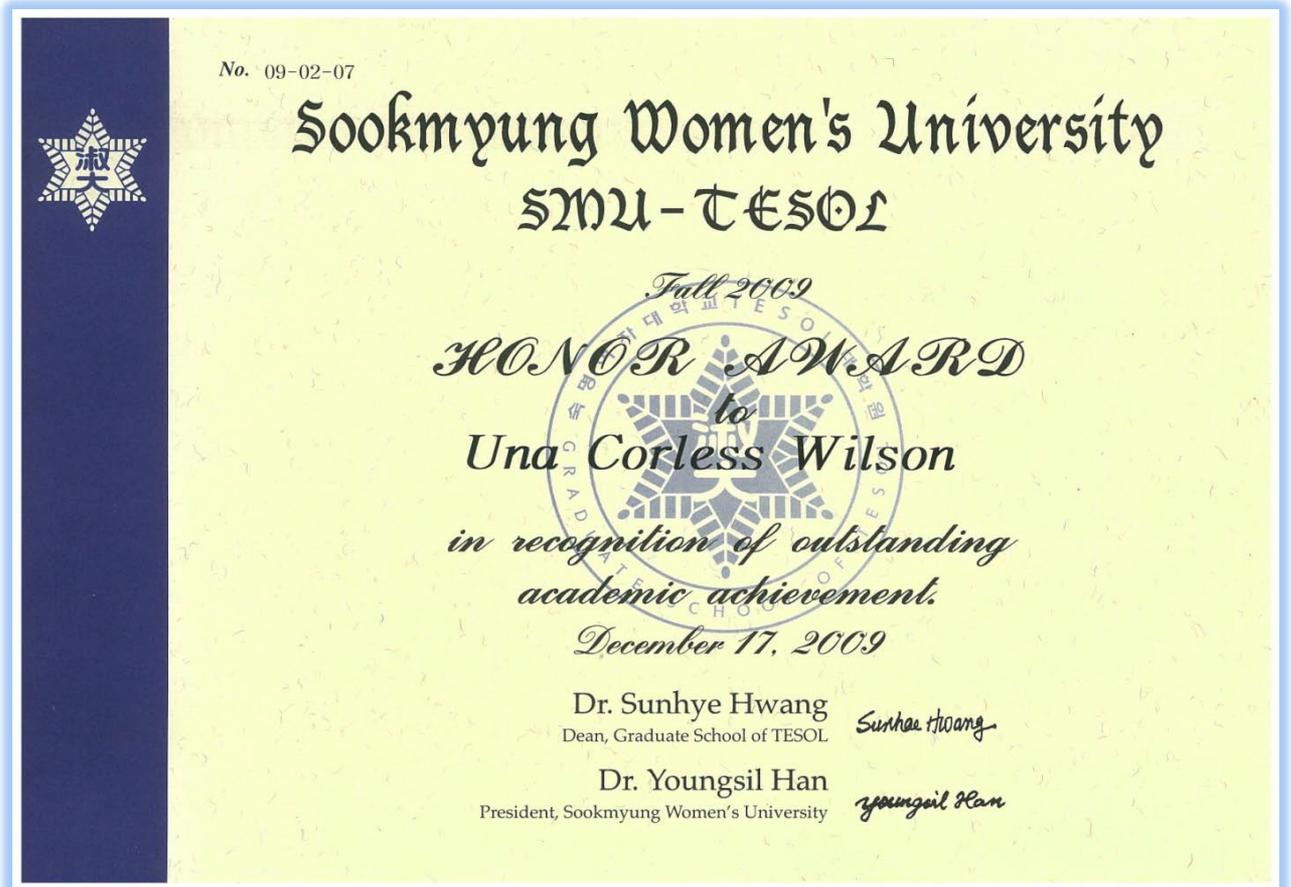



Jung Kil Kim
President
Korea Taekwondo
Association


Woon Kyu Uhm
President, Kukkiwon



SMU TESOL Honor Award

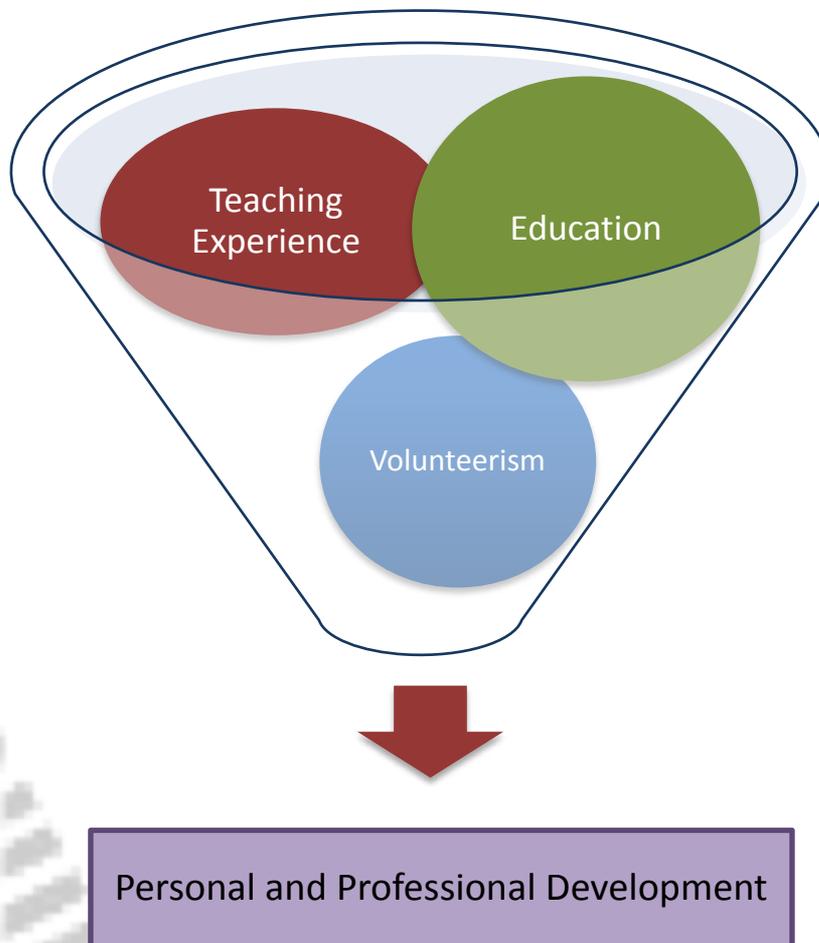


Volunteer of the Year Award



◇ Summary

I hope that by displaying these credentials you have received an impression of how I have been steadily preparing myself to become an effective teacher by developing my educational credentials as well as my teaching and personal experiences.



Part 2

◇ Teaching Practices

In this part of my portfolio I include materials from my practicum teaching experience in the Fall 2011 GEP Reading and Writing Program at Sookmyung Women's University, Seoul, Korea.

I feel they demonstrate what I believe about language learning and teaching, namely that first of all the students' needs and interests take first priority, hence the students needs survey upon which we based the themes for our lessons. Second, lessons should be comprised of a good sequence of tasks in which language is contextualized and used meaningfully. The lessons became progressively more intricate as the semester progressed yet I feel I managed to ground them well in my personal teaching philosophy.

Lessons need to be well thought out and planned in advance in order to effectively allow students to achieve their learning goals. However, even the best-designed lessons can run into difficulties due to various factors in the classroom. For this reason I have come to see that it is important to reflect on how each lesson went, the reasons for its success or how it could be improved in the future and include my own reflections as well as some comments from Professor Stephen van Vlack.

I include two lessons from my teaching in the Fall 2011 GEP Reading and Writing Program at Sookmyung Women's University, Seoul, Korea.

- 1. An overview of the GEP Class**
- 2. Course Syllabus**
- 3. Student Needs Survey and Results**
- 4. Lesson Plans**
- 5. Materials**
- 6. Reflective Journals**
- 7. Class Pictures**

◇ An Overview of the GEP II Program at Sookmyung Women's University, Seoul

The General English Program II is a mandatory reading and writing course for all undergraduate students at Sookmyung Women's University in Seoul, South Korea. This is a special class conducted together with the teaching practicum students of the Graduate School of TESOL. Throughout the semester the class met once a week from 7:50pm to 10:30pm (approximately three hours).

The primary objective of the course is to give students an opportunity to develop skills and strategies for global writing efficiency in English. The course focused on developing the skills necessary for obtaining an acceptable score on the GMATE (Multimedia Assisted Test of English) and these goals were achieved through lessons that used a task-based approach to learning with all skills used in an integrated manner.

The unique part of this course was the big sister/little sister set up in the classroom every week. As part of the teaching practicum class I was assigned a group of 3 undergraduate students with whom I worked every week, except the weeks I was fronting the class. As the resident group 'expert', and with the help of our self-designed teaching materials, I was able to scaffold my students through the task-based lessons. I was able to monitor and provide feedback to the group and at the same time help improve the students' communicative competence while using integrated skills in a meaningful way.

Every week the students had three kinds of assignments. They first of all had to complete a 12-14 page reading homework as a way to prepare for the following lesson. This assignment provided the students with background knowledge, vocabulary, grammar and writing format information they could expect to use in the next lesson. The students found it very useful. Second, they were given a weekly writing assignment that mirrored the final writing task in every class, for example a narrative, a graph description or a full-length essay. Finally the students were required to write 3 times a week on a class on-line writing board. Due to the limited instruction time, this provided them with extra opportunities to write extensively for fun and to build up classroom relationships.

Along with self- and peer-assessments carried out in most classes, the students took three "tests": one GMATE at the beginning of the semester, at the mid-term as well as for their finals. Teacher-designed mid-term and final exams were also administered.

◇ The GEP Reading and Writing Course Syllabus

- This syllabus was designed by Prof. Stephen van Vlack
- The three lessons that I taught are highlighted in green.

Week 1: September 1 □

Introduction to the course, persons and materials involved. □

***Group 1 teaches GEP - ICE BREAKING ACTIVITIES** □

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 reading and writing tasks. 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. This should allow people to get to know each other as well as introduce the students to the kind of class we will have. Fun is to be had by all.

Homework: Go to the Practicum/GEP website and checkout the site. Do the writing homework for week 1. This is posted on the homework assignment board.

Week 2: September 8 □

Student survey □ Sample Writing Test (Preliminary test) □ Student groups □ MATE - Task 1 □

***Group 2 teaches GEP – GROUP BONDING** □

This week we do several important administrative tasks, such as making groups and taking the first mock MATE writing test. Students will also take a survey to determine what topics they like and what their needs might be. Having done all that, we focus on getting the students to make sentences to inform about themselves personally. The level of the writing will focus on meaningful listing and sentence creation.

Homework: To be announced.

Week 3: September 15 □

MATE Writing - Task 1 □

****Group 3 teaches GEP - 1st time- 1st Videotape**

For this week and the next few weeks we will be working on the basic component of composition - the paragraph. We do this first by working on basic paragraphs and their structure through the here and now. Students will be writing about concrete, here and now, topics of a highly personal nature. That is, they will be writing highly contextualized memos in order to make excuses and/or offer an explanation.

Homework: To be announced.

Week 4: September 22 □

MATE Writing - Task 2 □

***Group 4 teaches GEP – 1st time** □ This week we take a quick look at writing about highly personal and familiar topics for the purpose of informing or giving advice in paragraphs in the form of an email. The level of formality is again, rather low, but the writing is expected to be more carefully structured and somewhat longer than that we did in the previous week.

Homework: To be announced.

Week 5: September 29 □

MATE Writing Task 2 □

. □ *Group 5 teaches GEP – 1st time – 1st Videotape

This week we are going to focus on writing descriptive emails composed of essentially one main paragraph. Descriptive writing can entail descriptions of people, places, objects, or processes and as such form an important mode in many different and varied instances of writing.

Homework: To be announced.

GEP Syllabus

Week 6: October 6 □

MATE Writing - Task 2 □

****Group 1 teaches GEP – 1st time- 1st Videotape**

For the next two weeks we will be working on developing skills in writing narrative paragraphs, but with some elements of presentations thrown in. This week we will be working on familiar, personal topics in the narratives we will be writing. It is important to note that while few of us are ever going to be professional storywriters, narratives play an important role in many different types of writing.

Homework: To be announced.

Week 7: October 13 □

MATE Writing - Task 2 □

****Group 2 teaches GEP – 1st time - 1st VIDEOTAPE**

In the second week of linking essays and presentations through narratives we will try to work with topics that are less familiar and hence much more difficult. The trick here is to accurately describe while retaining comprehensibility and suitable accuracy and much of this is achieved through careful organization and detailing.

Homework: Prepare diligently for the Midterm Exam.

Week 8: October 20 □

Midterm Exam □

*Group 3 teaches GEP - MIDTERM EXAM □ After the midterm we will take some time after the exam to engage in a little review by doing some fun communicative writing practice.

Homework: To be announced.

Week 9: October 27 □

MATE Writing - Task 2 □ ****Group 4 teaches GEP – 2nd time – 1st VIDEOTAPE**

This week, we turn to the writing of specific types of essays. We will also be moving away from more personal topics to those which are less familiar and personal and more content-based. This week we will focus on formal letter writing. The writing will, therefore, be situational but the situation will not be personal or familiar.

Homework: To be announced.

Week 10: November 3

MATE Writing - Task 2

****Group 5 teaches GEP – 2nd time – 2nd VIDEOTAPE**

While much of what we have been doing in this course to date involves dealing with familiar information of some sort, this week we start to work with more formal and abstract types of information. This week is therefore important as a transition to the abstract from the concrete and is also because it is stereotypical of task 2 of the MATE Writing test. We will focus on describing graphs and other kinds of visual representations of complex meaning.

Homework: To be announced.

GEP Syllabus

Week 11: November 10 □

MATE Writing - Task 2/3 □

****Group 1 teaches GEP – 2nd time - 2nd VIDEOTAPE**

This week we jump into writing opinion essays, one of the most important genres for students taking the MATE. This week we will jump into this by looking at topics that are more personal and familiar.

Homework: To be announced.

Week 12: November 17 □

MATE Writing - Task 3/2 □ ****Group 2 teaches GEP – 2nd time – 2nd VIDEOTAPE**

This week we look at writing effective comparison and/or contrast paragraphs/essays. The most important element here is in the organization of the information to be presented along parallel points and specific ordering practices.

Homework: To be announced.

Week 13: November 24 □

MATE Writing - Task 3/2 □

****Group 3 teaches GEP – 3rd time – 2nd VIDEOTAPE**

This week we take a look at writing about a well-structured opinion paragraph. The trick here is finding not only enough but the best type of possible support. The support is everything here thus the planning part is very important. This will give us an opportunity to go back and review a lot of what we did in the beginning of the course as relates to planning and gathering ideas.

Homework: To be announced.

Week 14: December 1 □

MATE Writing - Task 3 □

****Group 4 teaches GEP - 3rd time – 2nd VIDEOTAPE**

This week we are look at persuasive essays. This kind of writing can be a lot of fun but is also tricky. There is a fine line between what is persuasive and what is pushy. Doing this requires both the use of specific grammatical structures on the micro level as well as specific macro level structures.

Homework: Study for the final.

Week 15: December 8 □

Final Exam □

***Group 5 teaches GEP - FINAL EXAM** □

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



◇ GEP Policy

- This syllabus was provided by Prof. Stephen Van Vlack

GEP II - Writing and Reading Policy - Fall 2011

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

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

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

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

Texts and Materials: There is NO textbook for this class. Students will be given handouts each week from the 'special' teachers who are responsible for teaching during that week.

Do not buy any textbook. You must, however, buy a very good folder to hold all the papers which you will be getting during the course and there will be A LOT of handouts. You will need these handouts to review for the exams so make sure you hold onto them. In effect, all the handouts and the homework taken together will be our textbook.

GEP Policy

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

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

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

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

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

Big Siblings: This class is very special because we have `big siblings` (big sisters and brothers) in the class who will both participate in the class as group leaders and take turns running the class. Starting in the second week, each student in the class will be given a big sibling from the TESOL MA Program who will take special care of her in providing feedback on and encouragement in her creation of English.

GEP Policy

Whenever possible, students will sit with their big siblings in groups and work with them. The big siblings are there to help. We hope that each GEP student will form a special bond with her big sister or brother. Have fun with them and let them help you.

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

On-Line Writing Journal: An important part of the assignments for this class is for students to keep an on-line writing journal. The writing Journal will start after week 2, when students are assigned to groups. Each GEP II student is required to write to her group mates at least three (3) times per week via a special web board which can be accessed through the Practicum/GEP webpage or directly through the following URL (<http://www.activeboard.com/forum.spark?forumID=30695&subForumID=55268>). These writings should be informal, personal and should focus on basic communication in written form. The writing is expected to be informal and interesting. It is intended to be fun. Share your thoughts, feelings, and aspirations with your fellow students.

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

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

- Class Participation 30%
- Assignments 30%
- Writing Journal 10%
- Midterm Exam 10%
- Final Exam 10%
- Improvement (MATE) 10%

◇ GEP Student Needs Survey

- Adapted from a needs survey designed by Prof. Stephen van Vlack

STUDENT NEEDS SURVEY

Major:

Year:

Age:

1. Which word below best describes your personality in general?

Introverted ←-----1-----2-----3-----4-----5-----→
Extroverted

2. Briefly describe your English learning experience.

___ In school

How long?

___ Private tutoring

How long?

___ Studying English in a language institute

How long?

___ Living abroad Where?

How long ?

___ Having foreign friends

Describe:

Other experience:

3. What do you do with English? Where?

() studying where/ what/why

() chatting where /how _____

() working where/how

() meeting people where/how

() club activity where/what/how

~

Needs Survey

4. How many hours do you use English per week?

never less than 3 hours 3-6 hours 6-9 hours more than 10 hours

5. Have you ever taken any standardized exams? Indicate which one(s) and the approximate score received.

MATE TOEIC TOEFL TEPS IELTS SEPT Other test: ()

Score: () () () () () () ()

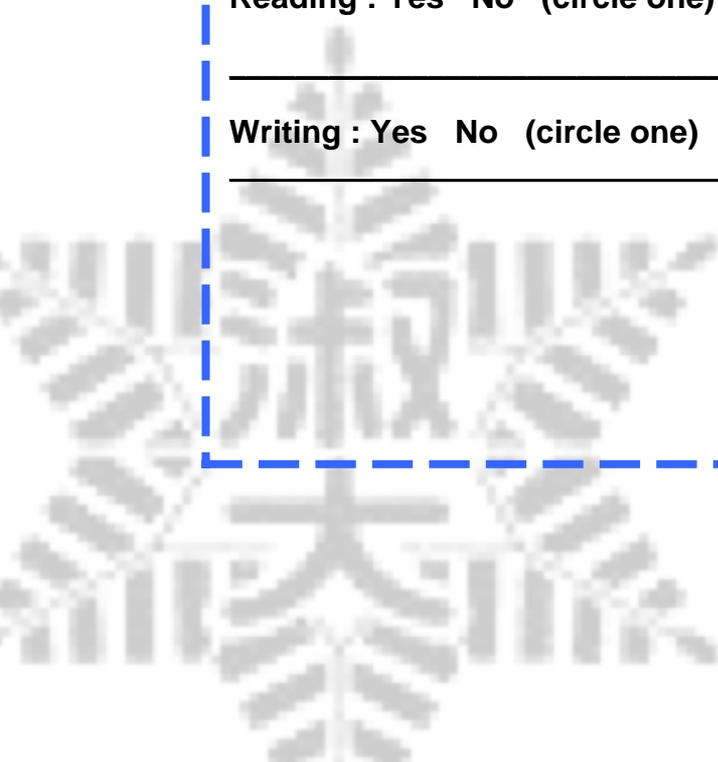
6. Have you ever studied English? If you have, what kinds of skills have you studied?

Listening : Yes No (circle one) If yes, what did you learn?

Speaking : Yes No (circle one) If yes, what did you learn?

Reading : Yes No (circle one) If yes, what did you learn?

Writing : Yes No (circle one) If yes, what did you learn?



Needs Survey

7. Which of these have you done in English? (Check all that apply)

Debating ___ Presentations ___ Role Play ___ Interviews ___ Narration ___

Online chatting ___ Writing Essays ___ Writing Email ___

Other: _____

8. What are your plans for the future? What job would you like?

9. Why are you learning English? Please, list three reasons.

10. What parts of English do you have the most confidence in? Rank the following in order (1=most confidence, 8=least confidence)

Vocabulary () Grammar () Reading () Pronunciation ()

Speaking () Listening () Writing () Test preparation ()



Needs Survey

11. What expectations do you have in the GEP class this semester?

12. What are the things that you would like to do in this GEP class?

grammar practice games/fun activities pronunciation drills

role play/skits using audio tapes vocabulary activities

watching videos or movie clips discussions using Internet materials

story writing writing poetry writing email

writing essay writing a resume writing business documents

others

13. What kinds of topics are you interested in? (order of importance)

language learning (), study abroad (), jobs & career (), campus life (), travel (), celebrities (), shopping (), leisure activities (), food(cooking) (), fashion (), friends (), dating/relationships (), family (), sports (), holidays (), social issues (), games (), technology (), movies (), cartoons (), art (), music (), others

14. Is English your friend or enemy?

Friend ←-----1-----2-----3-----4-----5-----→
Enemy

Needs Survey

15. I think I am good at English.

1 (strongly agree)-----2-----3-----4-----5 (strongly disagree)

16. How would you rate your English reading proficiency? (e.g. rudimentary, moderate, commanding)

17. How would you rate your current English speaking proficiency? (e.g. rudimentary, moderate, commanding)

18. How would you rate your current English writing proficiency? (e.g. rudimentary, moderate, commanding)

19. Do you have any concerns about this class?



◇ Lesson Plans

Lesson Plan 1 ~ September 1, 2011

Theme	Icebreaker
Function	Asking and Answering Questions, Writing Simple Sentences
Task	To get to know your classmates and have fun!
Objectives	<ol style="list-style-type: none">1. S's will get to know each other and feel comfortable.2. S's will be exposed to the types of classroom activities they will be required to participate in during the semester.3. T's will be able to get an initial impression of the students' abilities.



Lesson Plan 1

◇ **Table of activities**

Opening	Students will get an overview of the course
Activity 1	Make your name tag!
BREAK	
Activity 2	The No-Laughing Game! Students stand facing each other and try to make each other laugh. Anyone who laughs is eliminated and the last person standing is the winner.
Activity 3	Complete Your Team's Treasure Map! Students move around the classroom in teams and complete a series of five activities. The team (s) who collects all 5 pieces of the treasure map wins!
Activity 4	Introduce Yourself! Circle Game The class reunites to move around the room melee style introducing themselves in various ways to as many people as possible.
Closing	Wrap-up and Homework Assignment

Lesson Plan 1

◇ Procedures

<p>Activity 1</p>	<ol style="list-style-type: none"> 1. Pass out the name tags. 2. Each student should write her name in Korean as well as the name she would liked to be called in class.
<p>Activity 2 The No-Laughing Game</p>	<ol style="list-style-type: none"> 1. S's all move out into the hall and make two circles with everyone facing each other. 2. The object is for the students to try and make each other laugh but laughing is not allowed. 3. Of course, some S's will laugh and they have to leave the circle. 4. In this way, the game is narrowed down to the final 2 or 3. 5. The winner is the last person who didn't laugh. 6. PRIZE!!
<p>Activity 3 Treasure Map!</p>	<ol style="list-style-type: none"> 1. There will be five "stations" for this activity so the desks must be arranged accordingly. 2. The students will be divided into 5 groups. 3. Group 1 will start at Station 1, Group 2 at Station 2 etc. 4. Each activity will last for 7 minutes after which they will move on to the next station as directed.
<p>Activity 3.1</p>	<p>FAIRY TALE MIME GAME</p> <ol style="list-style-type: none"> 1. The S's will line up one behind the other. 2. S #1 is looking at the teacher, who is holding a card with the name of a fairy tale on it. The other students are facing the rear. 3. S #1 reads the name on the card to herself ssshhhhh!!!, thinks of a way to mime the name, taps the person behind to face her and proceeds to mime the name.

	<p>4. S #2 then taps the student behind her, who turns around and watches 2nd student miming and so on.</p> <p>5. The final student has to say which character she thinks is being mimed. Korean is OK.</p> <p>If correct they get one piece of the map!</p>
Activity 3.2	SPEED “Get To Know You” Q and A <p>1. S #1 chooses 4 questions from a pile and has an answer sheet to write on. She reads out question #1 and each student has to call out an answer as quickly as possible.</p> <p>2. S #1 has to actually write every student’s answer on the answer sheet.</p> <p>3. Then S#2 selects 4 more questions etc...</p> <p>4. The 2nd piece of the map is received when all answer sheets are full</p>
Activity 3.3	WHAT CITY AM I? <p>1. S #1 is “it”. She has a sticker on her back on which is written the name of a city. S #1 cannot see/doesn’t know the city name.</p> <p>2. The other students know the city’s name.</p> <p>3. S#1 has to ask Y/N questions to guess what city she is.</p> <p>For example, Is it in Korea? Does it have a hot climate? Is it on the coast?</p> <p>4. When at least 2 students have guessed their city, the group gets #3 piece of the map.</p>



<p>Activity 3.4</p>	<p>MEMORY</p> <ol style="list-style-type: none"> 1. The teacher will show the students a tray with 20 items on it. They will have one minute to “memorize” all the items. 2. As a team they will have to remember and write down all 20 items on a piece of paper. 3. If unsuccessful the first time, they may get a second chance, but all the items must be put back out on the table. 4. They receive the #4 piece of the map when they write down all 20 items. <p>The items are: various small everyday items.</p>
<p>Activity 3.5</p>	<p>PREPOSITION BINGO</p> <ol style="list-style-type: none"> 1. Each student will get a bingo card. 2. The teacher will read out a sentence in which the last word..a preposition...will be missing. Ex: What sports are you good....? (at). 3. S’s will write the preposition answer in each box. 4. Bingo is won by having four correct answers in a row up, down, across or diagonally. <p>At least 2 students must have Bingo to get the #5 piece of the map!</p>
<p>Activity 4</p> <p>The Introduction Game</p>	<ol style="list-style-type: none"> 1. Move back out into the hallway. 1. Everyone mills around and has to shake hands and say nothing for 30 seconds. 2. Then while still moving around the room they have to introduce themselves to each other for 1 minute. Hi! I’m Nice to meet you... 3. Then (and still moving) they have to introduce the last person they shook hands with to someone else, for example, This is.....

Lesson Plan 1

◇ Materials

Activity 3.1 Fairytale Mime



Activity 3.2 Speed Q and A

1. What are you most proud of yourself for?
 2. How many books have you read in the past year and name one!
 3. When I dance I look like.....!
 4. What are you most scared of?
 5. If you were given paper and some paint, what would you paint?
 6. Where is the worst place you've had to wait?
 7. What is the first thing you notice when you meet someone?
- etc...

Lesson Plan 1

Activity 3.3 What City Am I?

Rio de Janeiro Beijing New York Florence Hong Kong Paris Cairo



Activity 3.5 Preposition Bingo

1. What sports are you good ? **(at)**
2. Who are you waiting? **(for)**
3. Relax. There's nothing to worry.....
(about)
4. Do you know who this umbrella
belongs.....? **(to)**
5. What kind of films are you
interested.....? **(in)**
6. If you're too hot then take your coat
(off)

Lesson Plan 1

◇ Reflective Journal

The Week 1 GEPII class had the objectives of letting students and teachers get to know each other and to prepare students for the kind of classes they will be exposed to in this course. It was also a chance for us teachers to get an initial impression of the students' levels of English and their personalities. Hannah and I were fronting the class and the other eight teachers acted as group leaders. We organized five group activities as well as two whole-class icebreaking activities.

Overall, I feel the class went very well. The students understood what they had to do in each activity; they were eager to start and participated enthusiastically in spite of the heat in the classroom! The whole-class activities gave the S's an opportunity to meet as many classmates and teachers as possible and the five group activities let them become familiar with a smaller group of their classmates as well. The variety and design of each activity meant that all students were busy all of the time, which I understand is one of the goals of every GEP II lesson plan. These activities also required S's to use a variety of language skills and intelligences so S's were reading (the Q and A game), listening (to our directions, their classmates' questions), speaking (asking and answering questions), writing (answers in Q and A and Bingo) and using movement in the mime game, going from station to station as well as in the introduction and laughing games. Students had a lot of fun and had a goal to reach, namely completing the treasure map.

Although I felt the class achieved its objectives well and the ice was definitely broken, there were a few things I felt could have been better. First of all, my directions for moving the furniture around and setting up the stations could have been clearer. At one point the S's were pushing all the desks to the back and blocking off two stations that had already been set up! Second, I felt I talked too much while giving the homework directions even though it was their first homework assignment and so maybe they appreciated the details. I could try and be more succinct next time. Third, it would be a good idea to adjust the times for certain activities. For example, the self- and classmate introduction game did beg for a longer time yet the recommended time was only 30 seconds so I'd like to think more about timing for other activities while planning a lesson. It is definitely an advantage teaching as a team as Hannah suggested extending the times. And finally, I think some form of comprehension checks might be good as the lessons go on, especially after task directions have been given.

I'm looking forward to meeting the students in my group and also to learning more about planning a good TB lesson.

Lesson Plan 1

◇ Professor van Vlack's Comments

I must say that this was probably one of the smoothest first classes we've ever had. This is true, certainly in part due to good planning and execution from Group 1.

People commented on the overall pleasant demeanor of the lesson leaders, in this case Una and Hannah. Of course this is a positive thing but it is also something that we would just expect. Teachers are models.

In the reflective journals people also commented on the overall good sequencing of the tasks in the lesson and I believe this is an important point. Even though this lesson was, again, quite simple to make it work as well as it did it needed to be sequenced properly.

The comment that probably made me happiest overall was the fact that people both noticed and felt a cooperative spirit during the class and this makes me particularly happy because this is precisely one of our main goals both for the students as well as for the teachers, i.e. the practicum students. This is a really important aspect of what we're trying to do this semester. If we can get the students to cooperate than they will be able to learn more during the class with less effort from our part.

The last of the positive comments is that people overall thought it was good that there were various activities within the class and again, this is a very important point that we want to carry over from the first class into our subsequent lessons.

One of the key negative aspects is of course something that we need to deal with whether we like it or not and that is basically the physical environment of the classroom. In setting up the five different stations we were not able to put them into a neat circle which meant the transition from one station to the next was not logical and easy.

Several people mentioned that the final set of activities were simply too short too. This is more or less indicative of what is going to happen during the class in reality. Group 1 this week did a good job in quickly assessing the situation and forming an effective reaction, that is extending the time.

Lesson Plan 1

◇ Class Pictures



◇ Lesson Plans

Lesson Plan 2 ~ October 6, 2011

Theme	Dating Disasters
Function	Writing a Narrative Paragraph
Task	To write a narrative of a dating disaster
Objectives	<ol style="list-style-type: none">1. S's will be able to order a narrative paragraph.2. S's will be able to use transition words in a narrative paragraph.3. T's will write a narrative paragraph.



Lesson Plan 2

◇ **Table of activities**

Opening	Homework check Feedback on the writing assignment
Activity #1 Memory Game	Students use cards with vocabulary from the homework to play a card matching game.
Activity #2 Dating Walk Around Question and Q and A	Students move around the classroom asking and answering each other questions about dating experiences.
Activity #3 Freeze Game	Using various dating verbs one group mimes a 'dating verb' while the other group has to guess 'what they were doing'!
Activity #4 Tell Me a Story	Using a series of pictures students will write a narrative using appropriate transitional words.
BREAK	Dunkin Donuts!
Activity #5 Editing	Students will edit another group's story and hand back for revision.
Activity #6 Dating Disaster	In 2 groups students will write a narrative based on dating disaster video clips.
Activity #7 Juicy Details	Students now retell their stories to each other and ask each other for more details!
Closing	Wrap-up and Homework Assignment

Lesson Plan 2

◇ Procedures

Activity #1 Memory Card Game	<ol style="list-style-type: none"> 1. Each group receives a stack of cards that they lay out on the desk turned face down in rows. 2. S1 turns over two cards. If they are a match i.e. have a similar meaning S1 keeps that pair and gets another turn. 3. S2 takes a turn if S1 did not make a match and so on. 4. The winner is the S with the most pairs of cards.
Activity #2 Dating Walk Around Question and Q and A	<ol style="list-style-type: none"> 1. Half of the class receives 5 questions on a yellow piece of paper and the other half on a blue piece of paper. 2. The ‘yellow’s interview the ‘blues’ and write down their answers. 3. When finished, they return to their groups and vote on the most interesting answer and report it to the class.
Activity #3 Freeze Game	<ol style="list-style-type: none"> 1. Team A works with Team B, Team C with Team D etc. 2. Team A turns its back while Team B receives a ‘dating verb’ they have to all start to mime until the big sister says “Freeze!” upon which they remain in the frozen mime position. 3. Team B turns around and must answer the question “What were they doing?” 4. When finished, Team A receives five new dating verbs to mime for Team B.

Lesson Plan 2

◇ Procedures

Activity #4 Tell Me a Story	<ol style="list-style-type: none"> 1. Each team gets a different series of pictures. 2. They have to write a narrative paragraph to include a setting, characters, the ‘problem’, a climax and an ending. 3. When finished, they cut the series of pictures into separate pictures and put them into an envelope together with their written paragraph. 4. Each team passes their envelope clockwise around the room.
Break	
Activity #5 Editing!	<p>Students check for format and grammar issues using the peer editing checklist.</p>
Activity # 6 Dating Disaster Narrative	<ol style="list-style-type: none"> 1. The class splits into 2 groups – Group 1 moves to another classroom, Group 2 stays in the home room. 2. Each group watches a different dating disaster video clip and uses the mind map to outline and write the narrative of their video.
Activity #7 Juicy Details Please!	<ol style="list-style-type: none"> 1. A group 1 student will retell their dating disaster narrative to a group 2 student and vice versa. 2. Each will ask the other for more ‘juicy’ details using their own questions or the question sheet if they need help. 3. Students give each other dating advice based on the story. 4. If there is time S’s can rewrite their stories.

◇ **Materials**

2

Lesson Plan

Activity #2 Q and A

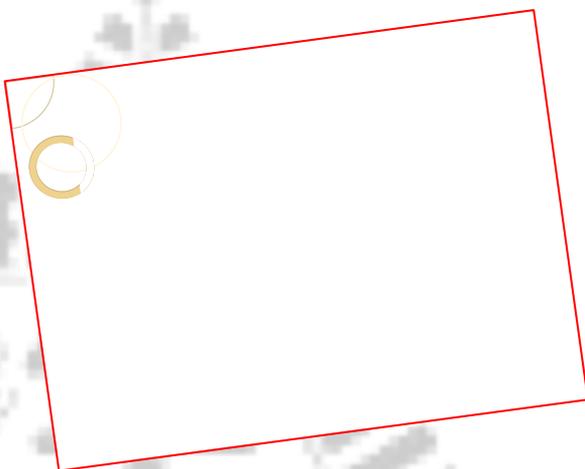


Activity #2 B: Q and A



Question	_____’s Answers
1. What’s more important, a sense of humor or kindness?	1.
2. Who do you have a lot in common with?	2.
3. Where do you like to hang out? Who with?	3.
4. What’s the worst date you have ever heard about?	4.
5. What’s more important, looks or personality?	5.

Activity #4 Tell Me a Story!



Lesson Plan 2

◇ Reflective Journal

Teacher Roles in the Language Classroom

As approaches and methods of teaching second languages have evolved, so too have the roles that teachers must play in the language learning classroom. Indeed one might say the biggest change is that in a communicative or task-based teaching environment, the teacher needs to play several different parts. Whereas in a more traditional setting the teacher takes front and center stage directing all aspects of the lesson, a more alternative teaching approach requires the teacher to act as planner, director, task facilitator, group organizer and motivator to ensure students can learn somewhat independently of the instructor. This week I would like to reflect on what roles were required of me to implement this lesson, how well I carried them out and what improvements I can make in the future.

Week 6's lesson was focused on dating and the writing of narrative paragraphs. During the 2 ½ hour lesson students were asked to carry out several tasks. Hannah and I planned a series of 3 tasks that allowed the students to review the vocabulary, grammar and elements of narrative writing. They played a memory card game, interviewed each other and acted out verbs to practice the past continuous tense. The final 2 activities required the students to draft and write 2 narratives, one based on a series of pictures, the other based on a dating video.

I feel that overall the class went well. It was a complicated lesson, which required clear instructions, group organization, scaffolding and motivation. Hannah and I took turns fronting the class and carrying out the different teacher roles required of each task. Since affect is a vital aspect of language learning, I feel setting the tone for the class and making people feel comfortable and ready to learn is important; I think Hannah and I accomplished this well at the beginning of the lesson. It also meant the students were feeling motivated to learn. I thought as lesson planners we were well prepared with slides, directions and handouts. We directed the class from task to task and acted as good group organizers. Once students were performing their tasks in groups we acted as observers, time keepers and motivators, intervening when necessary to keep students on task or to motivate further. Overall, our roles were facilitators: we set up both tasks and groups and moved students along from one task to the next, providing help where needed.

While overall I performed my roles well, there were some areas I could improve on in the future. In the planning stage we could have come up with more interesting questions for activity #2 in order to get more interesting answers. Here too timing was an issue as some groups finished activities #1 and #2 quite quickly whereas others didn't. This wasn't necessarily bad as some then got a chance to repeat the game. Yes, I feel I set a good atmosphere in the class by interacting with the students, however at times I think I got so involved in dialogue that I lost track of time. This happened during the last task and it meant that I let students spend too long planning their writing. They therefore had to rush through the most important and difficult part of the whole lesson. This in turn also caused me to intervene and direct too much. Instead of asking students how they thought they should proceed, I found myself telling them how to organize their writing. Actually throughout the lesson I felt unsure of the timing for each task and referred to Hannah most of the time for this. This is a signal to me that I need a better feel for timing both during lesson planning and actual teaching. Although I felt I gave good directions while setting up the tasks there were a few times when I found myself having to add on once students had started the task and I did not have their full attention. I still have to figure out an effective, fun way to get whole class attention. Tapping on the cordless microphone helped a lot! but I'm not sure it was a very friendly way to get their notice, especially towards the end of class. To sum up, I could improve my teaching roles as facilitator, organizer, observer and motivator if I were better prepared time-wise and had a better way of getting everyone's attention.

As teachers nowadays we perform many important roles in the classroom. I feel being well prepared and mindful of timing can allow us to carry out these roles more effectively and thus enhance student learning.

Lesson Plan 2

◇ Class Pictures



Lesson Plan 2

◇ Professor van Vlack's Comments

Good preparation

Good directions

Quite good time management

Good use of earlier, simpler tasks

Good movement around the room

Good interactions across groups

Good intro – use of materials packet

Well structured – good development of tasks

Peer editing useful



For activity 2, not much movement - people just stood there

Questions for activity 2 were not that interesting - thus no interesting answers

Uneven timing for activities 1 and 2

Last task a bit off on the timing

Lack of scaffolding for necessary vocabulary in last task

In freeze activity, separating cards for each side would have been better

Editing comments were not always on the mark – some unnecessary

Part 3

◇ Action Research

As part of our final semester MA TESOL Practicum Teaching course, we were required to carry out an action research project as a way of reflecting on and improving the quality of our instruction. We noticed toward the beginning of the semester that there was a disconnect between the reading homework contents and the activities and tasks that the students needed to perform in class. The reading homework gradually improved to provide students with rich input in the form of useful vocabulary, background knowledge reading passages and grammatical as well as instruction in the elements of good writing. To further enhance learning, we decided to research more effective ways to connect the reading homework to in-class activities and devised a series of four treatments, collected data on their effectiveness and presented our findings in the following action research paper.



Effective ways to connect the GEP II reading homework to in-class task-based activities

**Erin Park & Una Wilson
Sookmyung Women's University
Fall Semester, 2011**

1. Introduction

This action research on the effective ways of connecting GEP II reading homework to in-class task-based activities was conducted by Una Wilson and Erin Park, the teachers-in-training in the practicum course at the Sookmyung Women's University Graduate School of TESOL. The practicum candidates' roles were as teachers and facilitators. As teachers, we designed and refined lesson plans in reading and writing instruction to prepare undergraduate GEP students to take the writing section of the MATE (Media Assisted Test of English). As facilitators, we were each in charge of a group consisting of three students, our main duties being to help students with reading homework assignments and in-class writing activities and provide feedback on writing assignments. The GEP (General English Program) students were undergraduate students at Sookmyung University, and the class consisted of 28 students who were mostly seniors and whose majors varied. The students were required to take the MATE as one of the qualifications for graduation and a requirement was to attain a specific level in the final test. The students met once a week, every Thursday from 7:50 to 10:30. The students were given reading homework a week prior to each lesson as a way to increase instruction time and to let students prepare for each week's lesson. Early in the semester, we noticed a lack of congruency between the reading homework content and the language and content needed for in-class learning. We wondered how we might make the homework more meaningful by linking it more effectively to in-class activities.

2. Area of interest

Planning and assigning homework are considered a major responsibility and challenge for all teachers. Homework is designed to review, practice, or drill material that has been learned at school or to be learned in advance for the following classes (Hong & Milgram, 2000). The reading homework for the GEP class falls into the latter category; it is designed to arm the students with necessary information so that they can subsequently apply the assumed learned knowledge in the reading homework to class activities. In that sense, the reading homework is regarded as a crucial element of our GEP reading and writing course as a means of enabling the students to not only succeed in improving their global writing skills but also to get desired scores in the MATE.

Towards the beginning of the semester, my classmate and I noticed that while the reading homework did provide reading comprehension and vocabulary practice exercises as well as background knowledge for the following week's theme, it did not assist or 'scaffold' the students effectively for in-class activities and tasks. We learned that the homework could be more advantageously utilized as a means of providing extra instruction for our

lessons mainly as a way of explaining the elements of good writing (outlining, elements of an essay etc.), letting students manipulate useful vocabulary and by providing examples of ‘good’ writing. Consequently, it has been a concern for the GEP teachers to devise more effective connections between the reading homework and in-class speaking and writing activities. The weekly homework (Appendix A) we designed was 14 pages long on average and was composed of background knowledge of the topic, some grammar instruction, vocabulary items related to the topic and information regarding the format of various genres of writing, i.e. the elements of narrative paragraphs, full-length essays etc.

As a way of making more effective connections between homework and class work, we devised a series of four different treatments consisting of 3 in-class, game-like, warm-up activities to review vocabulary and background knowledge and 1 in-class reminder technique. We collected data in the form of observations and surveys to ascertain which treatments were effective and which were not. The data was collected systematically and based on its analysis we are able to put forth several recommendations that will prove useful as ways to better design the GEP reading homework and to more effectively connect it to tasks done in the classroom.

3. Literature Review

Homework in a general sense is a type of out of class learning (Hong & Milgram, 2000) that is planned and assigned by teachers to review, practice, and drill material that has been learned at school. Often overlooked, however, is homework assigned with the purpose of preparing in advance material to be covered in subsequent classes, which is what we strove to provide our GEP students every week. There are several advantages to this type of homework assignment.

First of all, reading-assignments in particular provide teachers and students with additional instruction and learning time. Teachers can “develop a number of schema-building exercises that serve to introduce the topic, set context and introduce some of the key vocabulary and expressions that students will need in order to complete tasks (Nunan, 2004). As part of the GEP reading homework, we provided readings in background knowledge and devised several vocabulary and grammar exercises that would develop students’ knowledge prior to instruction and at the same time provide some scaffolding in the form of schema-building and modeling for the students (Walqui, 2006).

In addition, learners can take advantage of becoming familiar with content prior to instruction and can ideally have less to process cognitively during class activities. Homework as a previewing or preparation technique can prime students to learn material better when it is subsequently covered in class or to gain background knowledge on a unit or lesson of study so that they are better informed and can ideally participate more actively in class discussion and activities (Jha, 2006). In our task-based GEP lessons, the reading homework could be seen as a part of the pre-task phase that allowed the students to perform tasks in class in ways that promote acquisition. According to Ellis (2003), students can concentrate on linguistic factors in the pre-task phase so as to reduce cognitive demand while performing during the in-task phase. This can be accomplished by providing similar tasks or models in the homework, or activating schemata through background reading. The reading homework we assigned was ideal for letting students become familiar with vocabulary and expressions that would be useful during oral and

written interaction in the class thus reducing the cognitive load placed on them while produce meaningful as well as syntactically correct language (Ellis, 2003).

Finally, connecting the homework to in class activities provides students with repetition of material. Frequent encounters of linguistic items are crucial to second language development because they facilitate the retention of meaning and contribute to deeper processing that leads to automaticity (Beck, 2008). Similarly, Mitchel and Myles (2004) stated that through repeated activation, words, sequences, and knowledge become automatic and stored in long-term memory.

Our action research topic, *Effective ways to connect GEP reading homework to in-class task-based activities*, is grounded in the above-described purpose of homework as a previewing and preparation technique.

4. Treatment Schedule

We devised a scheme of four in-class treatments. Each was designed as a means of observing how effectively it connected information in the reading homework to in-class activities.

Treatment	Description
# 1 Memory Card Game October 6	This game was based on the reading homework vocabulary, grammar and narrative writing elements. Students had to turn two cards over at a time to find pairs of words with the same meanings. Big sisters all made their observations of the activity in the online reflective journal.
#2 The Golden Bell Quiz Game October 13	The quiz game was based on the reading whose theme was the history of Halloween. Students had to make quiz questions about the reading. As questions were called out students had to check the homework to find the correct answers. Big sisters completed a survey at the end of class.
#2 Golden Bell Quiz Game November 3	The “How I Met Your Mother” video clip that students will view in the homework will be repeated in class. Students will immediately fill out surveys on how helpful the previewing at home was for completing task #1 in class.
#4 In-class reminders November 10	The reminders to refer to the homework were given to students at various times during the class while doing describing and outlining activities. Reminders such as “ <i>This would be a good time to check the vocabulary provided in the homework.</i> ” or “ <i>Please take out your homework and use the expressions given.</i> ” were announced to the whole class and to individual students by the classroom teachers as well as the big sister group leaders. Both big sisters and students completed survey forms at the end of the lesson.

Table 1. Treatment timetable and descriptions

5. Data Collection

The data for this action research was collected systematically over a period of several weeks in the fall semester of 2011 and was collected via teacher observations gleaned from our online reflective teaching journal and from the results of both student and teacher surveys. (Appendix C). The surveys asked for opinions on the specific treatments themselves as well as on general opinions about students' completion of the homework and the usefulness and meaningfulness of the homework overall.

The first treatment was the *Memory Card Game* that allowed students to review vocabulary and grammar content from the homework and as such helped them recall it for use in later class activities. We collected big sister observations from the online reflection board. In addition, random observations that the big sisters made throughout the semester in the reflective journal writing board that pertained to our action research topic were also noted and will be included in our discussion. (see Section 7)

The second treatment, the *Golden Bell Quiz Game*, saw students make a series of questions, the answers to which would be found in the reading homework. The teachers fronting the class collected the questions and chose five that were used to quiz the students' background knowledge from the reading homework, the theme of which was Halloween. Both big sister and student surveys were administered at the end of the class period.

The third treatment, *Video Clip Preview*, embedded a video clip that would be viewed in class, into the reading homework itself. The objective of this treatment was to provide students with a chance to preview in-class material at home in the hope that they would better be able to complete the post-viewing comprehension sheet. The post-treatment student survey was administered directly after the treatment instead of at the end of class.

The fourth and final treatment was *In-class Verbal Reminders*. Both the big sister group leaders and the two teachers fronting the class periodically reminded students throughout the whole lesson to consult the reading homework as a vocabulary and writing format (outlining) resource. The big sisters and students completed survey forms at the end of the lesson.

6. Data Analysis

6.1 Memory Card Game

An analysis of the online reflective journals revealed that most big sisters thought the *Memory Card Game* was an effective way for students to review and also connect reading homework vocabulary and background knowledge to in-class activities. The following are excerpts from the big sisters' observations of treatment #1.

"This card game was good because my little sisters could bring back their reading assignment and recall useful vocabulary for dating one more time." Juyoung

S's could reflect on their own reading assignment which led them to learn the words by heart." Mikyung

This was a simple but effective way for S's to review materials from the reading homework.” Erin

S's could warm up, activate background knowledge and the activity was a review of the reading homework.” ShinHye

“One of my students, Garam, did her homework well and wanted to show (prove) her vocabulary learning to herself.” Sooyeon

6.2 Golden Bell Quiz Game.

The data collected from the teacher and student surveys revealed that, for the most part, students referred to the homework during the activity, with 50% of the students *referring frequently* and 32% *referring sometimes* to make the questions and find answers to the Golden Bell Quiz.

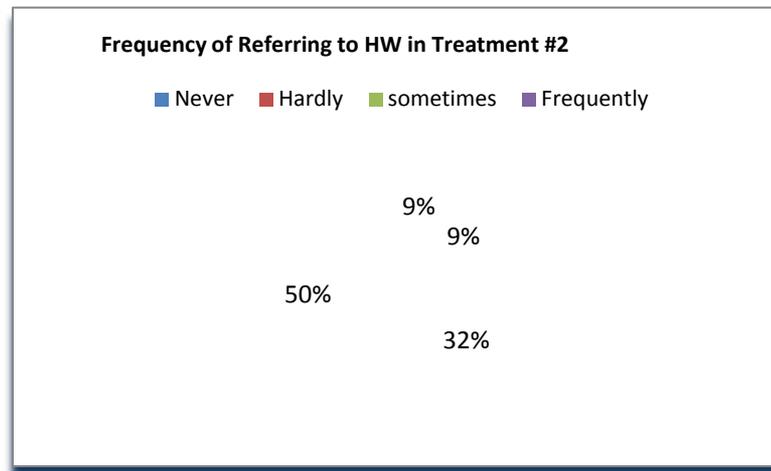


Table 2. Frequency of referring to HW in Treatment #2

6.3 Video Clip preview

The data analysis findings for treatment #3 revealed that of the 23 students who were surveyed only 10 watched the video as a part of the homework assignment. However, of those 10 students, 70 % found the post-viewing comprehension exercise easier to complete, in spite of the fact that the big sisters observed they most thought the exercise was difficult to complete.

The reasons for this will be discussed in section 7.

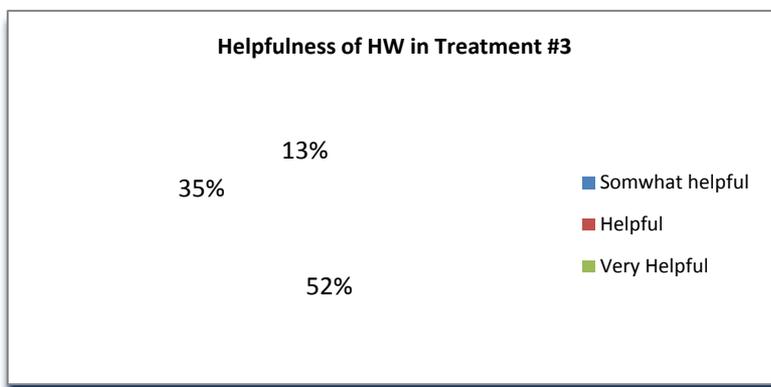


Table 3. Helpfulness of HW in treatment #3

6.4 In-class verbal reminders

According to the surveys, the students noticed the big sisters and teachers reminding them to check the homework during class time; of 23 students surveyed all answered ‘yes’ they did notice the reminders. Furthermore, 20 out of 23 answered that the reminders resulted in their checking the homework more often than usual. The students referred to the homework mostly during writing activities done in pairs and groups.

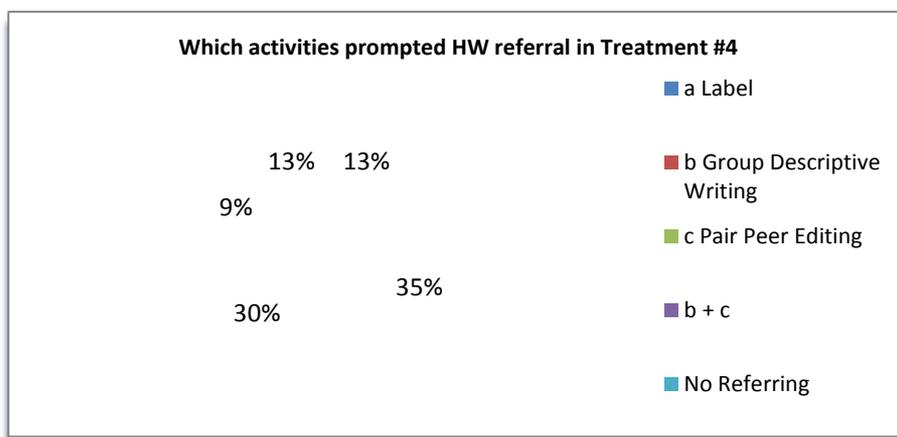


Table 4. Activities prompting HW referral

6.5 General Findings

In addition to the specific survey questions related to each action research treatment, we also posed several questions to ascertain opinions about the GEP reading homework in general. This provided us with interesting insights into the topic of reading homework and can prove useful to present and future GEP practicum teachers when designing homework assignments.

6.5.1 Most importantly, it was discovered that nearly all students realized the important connection between completing the reading homework and subsequent enhanced in-class performance. Treatment #3’s post-task survey revealed that 19 out of 23 students, (83%), found the homework helpful and 22 out of 23 (96%) students surveyed after treatment #4

towards the end of the semester replied that the reading homework was helpful. Of those, most (15 out of 22 or 68%) said it was helpful as a way to prepare for the following lesson. In addition, 3 said it was useful because it helped improve their writing skills and only 1 student connected the homework completion to the achievement of a higher grade.

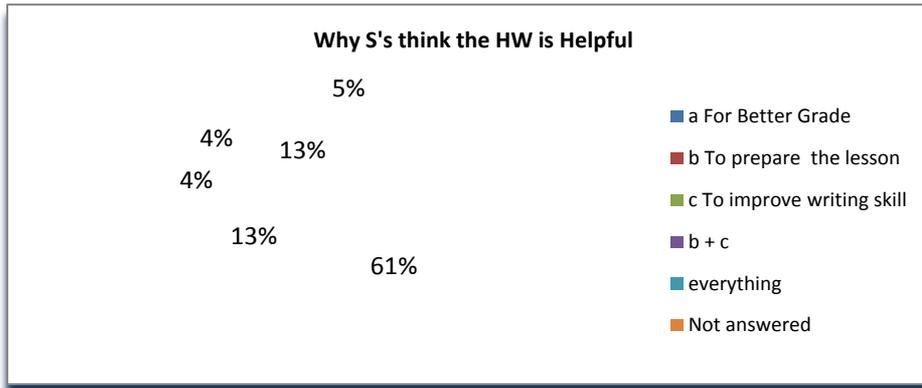


Table 5. Why students think the HW is helpful

6.5.2 In addition, from the results of both teacher and student surveys, it was found that students did refer to their homework during class mostly during two types of activities:

1. Activities that required the use of task-specific vocabulary and expressions such as Week 10's graph and chart description tasks. In this case, 12 out of 23 referred to the homework for this activity and 8 out of 23 found it very helpful for writing in-class graph and chart descriptions. 7 out of 8 big sisters commented that the students referred to the homework during class and mostly for activity #3, in which they had to write a paragraph-length graph description.
2. Students seemed to refer most to the reading homework during pair work activities such as the above-mentioned graph description task.

6.5.3 Finally, with regard to the effort students put into completing the assignment, it was revealed that most students did complete the homework, some worked 'somewhat hard' and the others worked 'hard and somewhat hard'. Only 4 out of 23 students worked 'very hard' on the assignment. 10 only spent 1 hour to complete it whereas the rest spent about 2 hours.

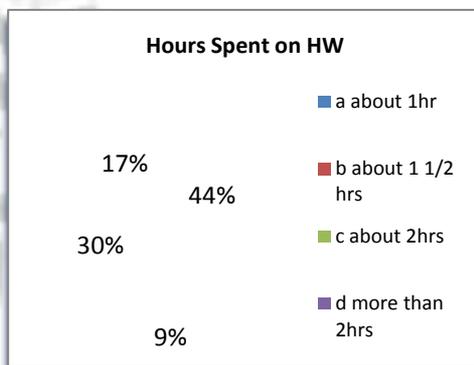


Table 6. Hours spent on HW

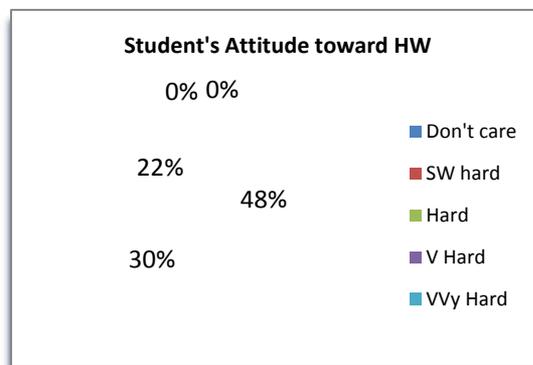


Table 7. Attitude towards HW

The data analysis results from the surveys and observations provided interesting insights, which will be discussed in the following section.

7. Discussion

7.1 Treatment #1 proved effective in connecting the homework to in-class work in that the students could directly review the vocabulary and grammar points they had studied/read about prior to class. They also had fun playing the game and when some groups finished early they played it a second time. As most teachers know, the fact that students have manipulated language once, as in reading it or performing various exercises, does not mean that they know it well enough to use it actively in performance tasks. This game allowed for repetition of material worked on at home, an important factor in the deep processing of language (Beck, 2008). A quick review game at the beginning of class is a good warm-up activity that relaxes the students and puts them in a positive frame of mind for the rest of the class. It also played an affective role in letting students feel positive about having remembered the vocabulary learned at home, as attested to by Garam in that she was proud to show that she had learned the vocabulary well. Furthermore, the content of the card game was useful in subsequent activities.

7.2 While treatment #2, the quiz game, proved to be connected to the reading homework, the converse was not true. The homework consisted mostly of background knowledge reading about Halloween and the treatment was for students to use that content to create questions for the class quiz. In this respect it was well connected yet it lacked an overall connection to the rest of the class's tasks. It would have been better if the homework included more vocabulary or narrative writing instructive elements to help students with the ultimate writing task of describing their Halloween festival experience.

7.3 Treatment # 3, watching the video clip as part of the homework assignment was expected to be an effective activity in that it was to prepare students with some vocabulary and background knowledge about describing graphs, which was the purpose of the writing class that week. Not many students watched it at home yet of the ones who watched it, they commented that the ensuing exercise was easier to complete. This however, was in contrast to the big sisters' comments that the activity was hard to complete. This could have been due to several factors. First, most students hadn't watched the video and of those who did, just because they had watched the video twice did not mean they had internalized all the vocabulary contained in it; the video needed to be played more often with clear directions as to what students should listen for each time. Secondly, it was difficult to see the exercise sheet during the activity because most of the lights were out. In spite of this, the concept of previewing a video that contains pertinent, task-appropriate vocabulary as a means of connecting in-class work to a homework assignment is an effective one that could be adapted to better suit in-class work.

7.4 The final treatment, to remind students throughout the lesson to refer to their homework for assistance was an effective way to verbally scaffold students. Throughout the semester the big sisters have been challenged to find the right amount and type of assistance or scaffolding to provide their students. Instead of directly providing the correct answer to a student's query, reminding the students to refer to their homework for an apt expression or suitable vocabulary item is one way of scaffolding the learners. It helps them to become more independent learners as well as increasing their store of

language knowledge. The data analysis showed that most students noticed and followed through on the reminders from both the teachers fronting the class and the big sister group leaders thus making it an effective way to connect in and out of class work.

8. Recommendations

8.1 In general, we recommend keeping the following in mind when designing reading homework and planning class activities.

a) First of all, short, fun and engaging game-like activities were an effective way to review homework material and lower the students' affective filter so they were ready to participate. This was also a way for students to demonstrate in a relaxed manner what they had learned at home. Vocabulary matching games, video-clip viewing and short class interview sessions seem to work best. In addition, designing other class activities in which the reading homework contents could be utilized is an obviously effective connection as well. For example, in the lesson on narrative paragraph writing, the reading homework contained an example of a narrative as well as a list of essential elements for that genre of writing. This proved useful for the students while writing their stories in class.

b) Secondly, reminders seem to be an effective way to get students to refer more often to the homework during class. Of course this only makes sense if there is information contained in it that can be utilized meaningfully in class. One observation we made was that active vocabulary knowledge was lacking for many of the writing tasks and students referred to the homework mainly to check for lexical items. While it is impossible to foresee every word that might be needed, this highlights the importance of providing more useful vocabulary input and exercises in the reading homework so students are armed with a store of words that can be applied to in class speaking and writing thus enabling them to make more effective use of classroom time instead of spending time checking dictionaries or asking for appropriate words for their writing.

c) Thirdly, most students found the homework helpful overall and they for the most part worked 'hard' on the homework and appreciated the connection between its contents and the tasks that would subsequently be performed in class. They also considered it most helpful for preparing for class and improving their writing skills and not simply as a means of getting a better grade. Therefore the onus is on us as teachers to do two things. First of all, make meaningful connections between homework and the subsequent lesson's activities and tasks. This means providing useful and meaningful vocabulary, expressions, models, examples and background knowledge in the homework. Secondly, ensure that reading homework content can actually be utilized as a means of scaffolding for both enabling tasks as well as for the final larger writing or speaking task i.e. the objectives of the lesson.

d) Finally, the data analysis revealed some interesting points that would provide fodder for further action research, such as *The students referred to the homework mostly during pair work activities*. Why was this? And in what ways can this fact be utilized in the design of GEP homework and lessons? Another revelation was that *the students' needed the most help with and referred to the homework mostly for vocabulary assistance*. Possible action research would be how to better prepare students' active vocabulary

knowledge through the reading homework. Finally, the data showed that some students did not complete the homework, for example they did not watch the video clip. It would be interesting to know just why this was so.

9. Conclusion

This action research data analysis provided us with useful information regarding the issues surrounding the GEP reading homework. In order to be effective the reading homework needs to be connected to in-class activities and vice versa. This means designing homework that can be useful to the students in their attempts to complete in class tasks yet also planning activities in which students can use the homework content as a scaffolding mechanism to help them more effectively complete classroom tasks. Students seem to appreciate the reading homework as a way to prepare for class and as such it behooves us as teachers to rise to that challenge and provide out students with meaningful and useful homework.

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Appendix A

Sample GEP Reading homework

GEPII Homework for Week 6 Fall 2011

Name: _____

A. An Example of a Narrative Paragraph

Week 6's class will be about dating and writing narratives. Read this carefully so you are familiar with the different parts of writing a story, what tenses you can use and become familiar with some dating vocabulary.

A narrative paragraph tells a story.

Look at the following example of a narrative paragraph then answer the questions:

Discovering Solitude

Last Saturday morning I discovered a new best friend: me. I have always hated being alone. I'm a real people person. I also like to sleep late whenever I can, but for some reason, I woke up at five o'clock last Saturday morning. I tried and I tried to go back to sleep; however, finally, I gave up. I got out of bed and went to the kitchen where I made myself a cup of cocoa. Then I went out to our back porch. Even though it was summer, the morning was cool. I sat down on the back steps. The sun was coming up. The sky turned from blue to orange to pink. I had never noticed just how clear the colors of sunrise could be. They changed right before my eyes. The changing colors reminded me of a kaleidoscope I'd had as a child. A slight breeze lifted my hair off my neck. I could smell the honeysuckle flowers from the garden fence in the slight wind. The birds began to sing as the sky grew lighter. As I watched the world come to life, I felt at peace. I thought of all the good things in my life; I thought of all my good friends and my wonderful family. For the first time in my life, I was happy being alone. I wasn't bored. Instead, I felt refreshed, as if I'd just had another nap. I gained a new appreciation for myself.

1. Mark the indentation and title with an X.
2. Underline the topic sentence.
3. Underline the conclusion sentence.
4. Circle at least 5 verbs in the past tense.
5. Circle the verb in the past continuous.
6. Write the conjunctions and transitions you can see in the story Ex: *but*, *finally* _____

7. Now **answer** the following setting, character, plot, action and ending questions: EX: WHO?...The story is about the narrator.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

B. READING

The Narrative Paragraph

Part 4 – Action Research

1. Before you read ask yourselves...just think!

- a) What is a narrative?
- b) Think of an example of a good narrative you knowWhat elements should a narrative include?

"Narrative writing" is different from descriptive writing yet you should also use elements of descriptive writing to bring your setting and characters to life (See the above story "Discovering Solitude" ..notice all the description....especially of the senses) .

Narration tells a story. It has these elements:

A Title (that captures the main idea of the narrative)

A Narrator

A Setting

Character(s)

A Plot with a Conflict/Climax/Ending

These elements will be examined below in more detail.

A. Narrators:

There will always be a "voice" telling the story to a reader in a narrative.

□□□**First Person:** The narrator says "I" when telling the story, as in "I want you to know that everything I tell you is true." In stories like this the narrator is a part of the events you are reading about. This type of perspective only gives us inside thoughts and views from one character. □

□□□**Third Person Omniscient:** Omniscient means "all seeing". The narrator is not part of the story but describes the events that happen to all the characters, as well as their thoughts. The narrator talks about the characters as "he" and "she" instead of "I".

B. Setting:

Narratives are set in specific time and place. These setting details are usually identified at the beginning of the story. Sometimes it is very specific with dates, the weather, scenery or real city names. The setting, along with characters, are a writer's best opportunity to use rich **descriptive** language in her/his writing. Remember the last week's lesson!!

C. Characters:

Characters are an important part of the story. A good plot can be spoiled by characters that are dull and unrealistic. A story usually features a main character or protagonist that the story follows. Sometimes there is a character that goes against the protagonist. This character is called an antagonist and often is the "bad guy", but not always.

Characters are most interesting when they are three-dimensional and have many sides of their personalities shown. These characters have strengths and weaknesses. They seem alive and real. They are duller when they are one-dimensional stereotypes like "the hero", "the villain", "the best friend", "the know-it-all" or "the nerd". You should try to create at least one well-rounded character in your stories, no matter how short the story. Again, use plenty of descriptive language here.

D. Plot and Conflict:

Narratives relate a series of events that happened (in the past, as a memory), are happening (in the present), or will happen (in the future). (In our class we will concentrate on narratives from the past!). As with descriptive writing, you should always use vivid language, but instead of focusing on a special moment in time as you would when writing a descriptive paragraph, a narrative has movement and direction. There is usually a conflict of some kind. Some common types of conflict include:

Part 4 – Action Research

□□conflict between one person and another person or between groups

□□conflict between a person and nature

□□conflict between an individual and the society in which she or he lives □

As a narrative writer, you can choose the events that you want to tell to your audience, and you also have the power to decide what order in which to tell these events.

Narratives also have special types or **organization and structure**: These can be written as one paragraph or several.

1. Introduction: here you introduce the setting (when, where, why), characters (who) and any other necessary background information. Use clear and vivid language to grab your reader's attention and make your writing interesting. EX: It was a hot, muggy, rainy day in Seoul so I decided to meet my friends and go to a movie.....I stepped into the elevator and it was full.....

2. Inciting Moment/Incident: An event occurs that initiates the main action. EX: I was riding the elevator when suddenly it stopped and everything went dark!

3. Rising action: This presents complications that intensify the situation and builds some suspense. EX: To make matters worse there was a man suffering from claustrophobia in the elevator and he was getting more and more nervous.

4. Climax: The turning point in the story or the moment of greatest suspense. EX: The claustrophobic man started freaking out and yelling but because of this the rescuers found us!

5. Falling action and Resolution: The main problem is resolved. EX: A rescue team arrives.

6. Ending: Here you narrate what happens at the very end. EX: What each character did after being rescued or you provide some "twist" (surprise) to the story. EX: you realize that the power had come back and you could have opened the door yourselves!

C. VOCABULARY

In the following, three of the words have similar meanings, Mark (underline, circle, cross out) the word in each line that does not belong:

EX: 1. a) story b) narrative c) tale d) a sentence

1. a) setting b) conflict c) problem d) plot

2. a) vivid b) dull c) clear d) detailed

3. a) surprise b) twist c) expected d) shocker

4. a) narrator b) storyteller c) relator d) listener

D. CLOZE Exercise

Now use the information from the reading to fill in the blanks in the following summary of what a narrative paragraph is:

A narrative tells a 1. _____, either in the 2. _____, present or 3. _____. Although narrative writing is different to

4. _____ writing, it is still advisable to use clear and vivid 5. _____ to describe your setting, 6. _____ and plot. This grabs the reader's 7. _____ and makes for more

Part 4 – Action Research

8. _____ reading. A narrative's plot should ideally have six 9. _____. The introduction should include a description of the 10. _____, 11. _____ and other background 12. _____. The 13. _____ moment is an event that initiates the main 14. _____ and following this, some 15. _____ can be built by describing some other events or complications. The high point, or 15. _____, of the story offers a moment of greatest 16. _____ after which the action starts to fall and the main problem is 17. _____. The ending provides us with final details about each character and may include a 18. _____ or surprise ending to finish it off!

E. Grammar/Narrative Tenses

1. Read the following short narrative about dating. What tenses are used??

Careful What You Text!!

"One night when I was out, I met this guy (Jason Whitley) who thought I was absolutely adorable. We exchanged contact info and started hanging out and texting a lot. It seemed like it was going somewhere (we really liked each other). A while later, I was texting my friend when she asked me about my love life. I couldn't resist bragging about my promising new guy. I filled her in on all the juicy details, like how we talked practically non-stop and I joked that "Mrs. Bianca Whitley sounds really good"!!! Yet somehow, I accidentally sent the text to him and not her! Stupid, stupid, stupid. I could see the display on my phone: "Sending to Jason..." My stomach dropped and I couldn't even think of a way to explain myself, so I just didn't text him again. Needless to say, I wasn't surprised that he ignored me after that."
-Bianca, 23

1. What tense is **mainly** used to tell stories that have already happened?

- a) simple present b) present perfect c) simple past

2. What tense shows an unfinished or interrupted activity (*I was texting*)?

- a) simple past b) past continuous c) past perfect

3. **Circle** all the examples of past tenses you read: EX: *was, met, started hanging out...*

2. In English, when telling a story or talking about situations and activities which happened at a past time, the most common tenses to use are:

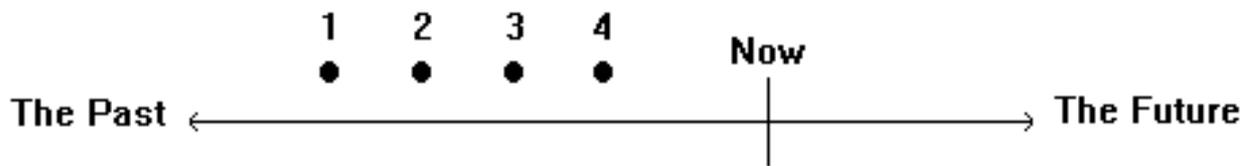
A. the simple past and

B. the past continuous.

A: The **simple past** is used:

*to express a completed action at a definite time in the past. The separate events which occur in sequence in a narrative are expressed using this tense.

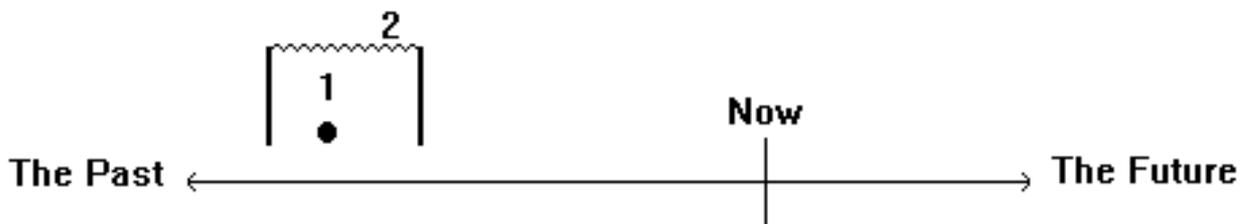
Ex: I (1.) **filled her in on** all the juicy details, like how we (2.) **talked** practically non-stop and I (3.) **joked** that "Mrs. Bianca Whitley sounds really good"!!!



B: The **past continuous** is used: IMPORTANT TENSE!!!

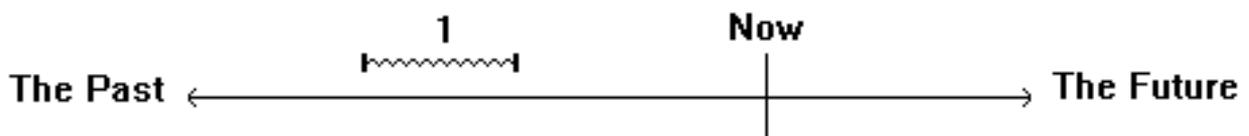
a) To **describe the situation** in which the events of the narrative occurred.

Ex: When I (1) **saw** her, she (2.)**was wearing** a blue dress and (2.) **was driving** a Mercedes.



b) to express an **interrupted activity in progress at a time in the past**. *This is often used to describe the setting of your story or what you were doing when the main action started to happen!

Ex: I (1.) **was texting** my friend when she asked me about my love life.



The most common words used with the past continuous :

While: While he was walking to work he saw the accident.

So: It was raining so I didn't go.

When: I was walking to work when I saw the accident.

3. Now keeping the above in mind fill in the blanks with the correct narrative tense of the verbs in parentheses:

"I (be) 1. _____ on a first date with this funny guy, and we (have) 2. _____"

Part 4 – Action Research

_____ a blast when he suddenly (start) 3. _____ to tell this elaborate joke. I (wait) 4. _____ for the punch line (end of the joke) which he (say) 5. _____ just as I (take) 6. _____ a drink of my cocktail. I (start) 7. _____ laughing so hard that I (snort) 8. _____ and my drink (squirt) 9. _____ out of my nose! It (splash) 10. _____ all over him and into his drink. He (have) 11. _____ a good sense of humor about it, but I (be) 12. _____ so horrified that I (get) 13. _____ him a new beer and (keep) 14. _____ apologizing. What a spaz! (idiot, loser).” –Perri, 23

F. Joining Ideas

1. Watch the video and use the following “conjunctions” and “transitions” (words that join ideas or sentences) to fill in the blanks: [How I Met My Wife](#)

and x 3	so	but when	eventually	However
When	but	Just then	Although	
At the start		until		

“One bright, sunny day I was sitting on the beach, feeling lonely 1. _____ wondering if I’d ever meet the guy of my dreams. 2. _____ I looked up 3. _____ noticed this dude near the water. 4. _____ he was wearing a suit, he had no shoes on 5. _____ was splashing around in the water. I thought he looked a bit silly 6. _____ I couldn’t stop looking at him. Just as I was about to turn away, he happened to notice me too 7. _____ I got up and we both started running towards each other. 8. _____ we met, we jumped and hugged and spun around like kids. It felt so good 9. _____ he started teasing and splashing me! 10. _____, I thought it was just for fun 11. _____ he actually pushed me in the sand, I thought, “What a jerk!” 12. _____, he helped me up and 13. _____ we ended up getting married. Could I have done better?? Hmmmm.”

G. Dating Vocabulary

1. Please categorize the following vocabulary about dating/personalities:

a cutie	a loser
gorgeous	absolutely adorable
to hang out	to go Dutch
to be on a first date	we were having a blast
to have a lot in common	have a good sense of humor
I was horrified/bored to tears	we really hit it off
we didn't hit it off at all	amazing

Part 4 – Action Research

awkward

things weren't going well

quite attractive/not so attractive

to see each other again

Positive	Neutral	Negative
a cutie	to hang out	things weren't going well

H. Other Useful Vocabulary

Transition words, conjunctions and reporting speech join ideas and sentences within the story: Use these in class

Week 6!

Finally, In the end	At the start/ At first;	after that, afterwards	Luckily Unfortunately
Eventually... That's why...	later that day/night	In fact so or	next to, near
although, even though	but, however,	and, because	on the one hand, on the other hand
He said, "..."	I told him that..	I said that..	I thought...

Use some of the above to join these ideas:

1. You can go by plane _____ if that scares you, you can take the train.
2. I thought the plane would be delayed _____ I brought a book to read.
3. Everyone in class got the flu. _____ I was the only one who didn't.
4. I noticed I didn't have any cash, _____ I did have my credit card.
5. Remember to take your passport _____ you won't be allowed in.
6. They fell into the ocean. _____ neither of them could swim.

I. Summarize

1. The theme of Week 6's lesson will be _____.

2. We will practice _____ writing.
3. In your opinion what are the most important elements in a narrative?

Appendix B

A sample of materials used in Treatment #1 *Memory Card Game*

the setting	where a story takes place
a narrator	a storyteller
adorable	cute
hang out	spend time together
ignore	pay no attention to
horrified	shocked
go Dutch	pay separately
We really hit it off!	We got along very well.
awkward	

Appendix C

Student and Big Sister Surveys

Treatment #2

A. Big Sister Survey

1. Did the S's do the reading homework? Y / N
2. Did they check the homework or refer to it during the activity? Y / N
- (3. Are the S's aware of grammar?
4. Are the S's aware of writing format?
5. Are the S's aware of vocabulary?) We did not take the data from these 3 questions into account in the analysis or discussion.

Treatment #3

A. Student Survey

1. Did you watch the video clip in the reading homework? Y / N
2. Did watching the video clip make the ensuing comprehension activity easier? Y / N
3. In general, how helpful do you think the GEP reading homework is for you during the class every week?
 - a. Not Helpful
 - b. Somewhat Helpful
 - c. Helpful
 - d. Very Helpful

B. Big sister survey

1. Did the S's do the homework? Y / N
2. Did you find they referred to it during class? Y / N
3. If you answered Y, then during which activity did they refer to it most?
 - a) Video viewing to review vocabulary
 - b) Matching graphs with descriptions
 - c) Info gap ~ writing a paragraph description
 - d) Creating and writing survey questions

Treatment #4

A. Student Survey

1. Did the homework vocabulary exercises help you during the following activities?

- a) Labeling b) Group descriptive writing c) Pair brainstorming

2. Did you refer to the reading homework during class?

If yes, during which activities?

- a) Labeling b) Descriptive writing c) Brainstorming

3. Did you notice the big sisters reminding you to check the homework during class? Y / N

4. Did the reminders make you check the homework more often than usual? Y / N

5. Do you think the homework in general is helpful? Y / N

If yes, for what reasons?

- a. to get good grades b. to prepare the following lesson c. to improve writing skill

6. How much time do you spend on the reading homework?

- a. about 1 hr b. about 1 and 1/2 hrs c. about 2 hrs d. more than 2hrs

7. How hard do you do homework?

- don't care somewhat hard hard very hard very, very hard

B. Big Sister Survey

1. Do you think the reminders made the students refer more often to the homework during class?

- No Not really Yes

2. During which activity, did the students refer to the homework most?

- a. Labeling b. Group Descriptive c. Pair - Brainstorming d. others

3. Why do you think the S's referred most to the homework during that activity?

(Free answers)

Part 4

◇ MA TESOL Student Union Pictures



MA TESOL Student Union Pictures



◇ Conclusion

I hope that this portfolio has demonstrated my commitment to becoming an effective and professional English teacher. I feel that in the past two and a half years of study I have grown professionally through the courses I took under the tutelage of some of the finest professors in the TESOL field. By engaging in a reflective practice of task-based teaching I have gained the knowledge necessary to conduct engaging, well-sequenced lessons in which language is contextualized and used meaningfully. Furthermore, the action research project has highlighted for me the power I have as a teacher to observe and research problems that arise in my own classroom as a way to enhance learning in ways that are effective for my students.

