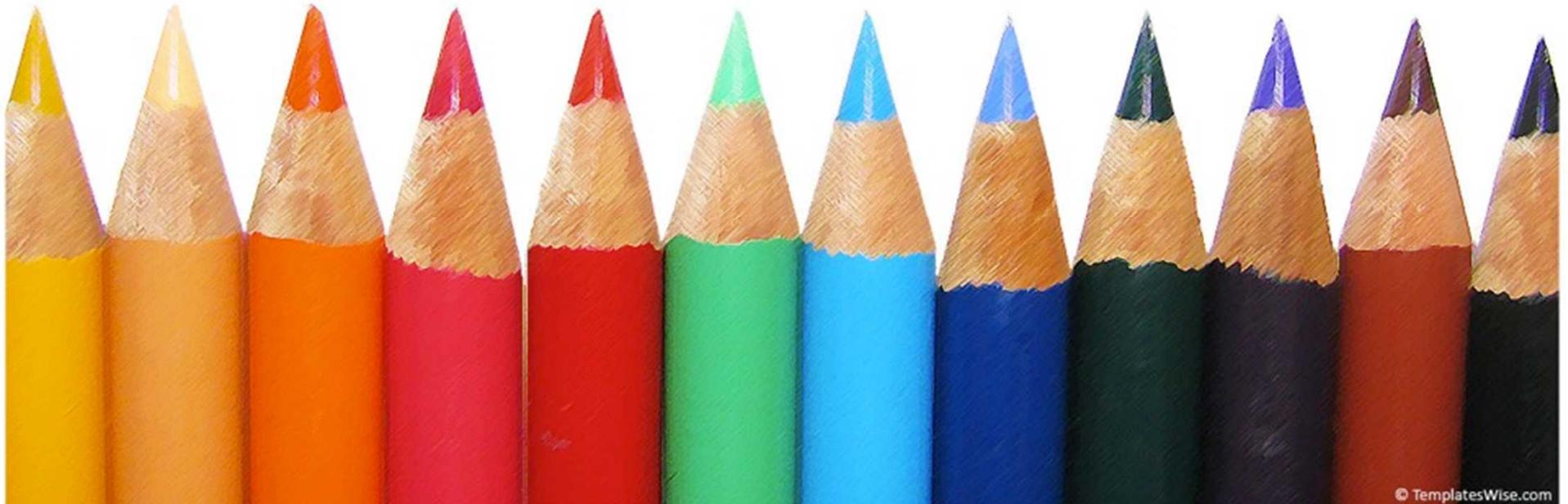


# Yobien's Teaching Portfolio

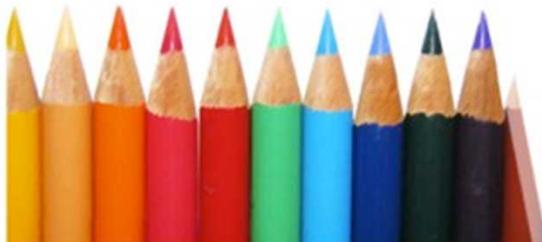
Sookmyung women's university  
Graduate school of TESOL



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## Personal Documents

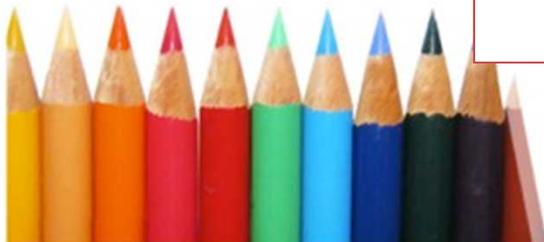
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- Resume
- Certificates
- Reference letter



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- Introduction of Practicum and GEP
- My lesson
  - Lesson plan
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  - Reflective Journal
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- My students
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## Academic development

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# PERSONAL DOCUMENTS

*“No one has yet fully realized  
the wealth of  
sympathy, kindness, and generosity  
hidden in the soul of a child.  
The effort of  
every true education  
should be to unlock that treasure”*

Emma Golmam



# Teaching philosophy

- The world has become to be globalized; English also became to be one of necessary tools for communicating within decades and it could be one of many different reasons why people learn English. I also learned English for communicating with foreigner while traveling. In addition, it motivated me to learn English with enthusiasm and pleasure, and finally, I might be able to travel over forty countries with improving English proficiency. Learning English is always fun and meaningful because it gives me in a variety of chances to do many things.

# Teaching philosophy

- My teaching philosophy starts on this point of view: English is not a boring subject but an interesting and joyful tool for communication. English might be a different subject compared to other subjects in school in that it is not a set of rules to memorize but the communicative tool to acquire from every daily life. Although learners and teacher should concern this aspect of English, the real situation is not dealt with it. Before being an English teacher in Korea, I was very curious and did not know how to teach it appropriately, but after learning TESOL MA program, I became to be more confident about my thought and try to adapt the efficient ways to improve my learners' English proficiency

# Communicative Language Teaching (CLT) approach

- It seems that learning foreign language through CLT approach is one of the best ways in spite of many educational dissents such as memorization of grammar or vocabulary. It might be necessary to concentrate on the process of acquisition of language; given that English should be learned in a natural way. Based on this idea, I try to give my students the authentic and meaningful situation in order to scaffold their cognitive levels. With several experiences of using both CLT approaches and traditional methods like grammar translation and audio-lingual method, students seem to prefer learning English in a CLT approach to other ways. I taught English to my 2<sup>nd</sup> graders with drama method that is one of CLT approach. According to my survey, they seemed to be fun while doing their activities as well as memorize some lexical items easily.
- In addition, I have put my effort on arranging class materials in an English-friendly way. For enhancing students' motivation to learn English in English Foreign Language (EFL) situation, English friendly environment might be important. To accomplish this goal, I used many materials such as stickers, signals, and name tags, for instance, put "chalk board" sticker on the edge of chalk board so that students establish the association between the lexical forms and concepts. Furthermore, this English friendly environment can be used in learning English time, so it was a good technique for improving their attention. Thus, my experience told me that CLT approach is a good way to learn English.

# Modified system for learners

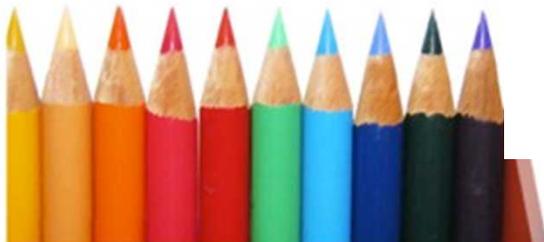
- As a public school teacher, it is difficult to modify the national curriculum as I want it to be. However, modification would be useful to narrow the gaps between the curriculum and the reality, therefore, I have changed it sometimes according to my learners' cognitive level and their interest. For example, I taught English to 2<sup>nd</sup> grader whom do not have English subject in discretion class. The result of this trial was satisfactory because school survey shows that many of students like English as their subject. Also, I taught phonics to 4<sup>th</sup> grader to make them read words without trouble or dictionary. At the beginning of their spring semester, I gave them a copy of phonics materials and taught them in the morning time about 20 minutes before regular class time. In addition, I provided my students with internet phonics materials at computer class which I called combined class: computer and English. It was a good opportunity for lower level students changed to read English words better than before. For 6<sup>th</sup> graders, I helped them memorize one sentence a day throughout the year. It was also provided during the morning time when school asks teachers to provide independent study material students, I usually focused on learning English using that period. It was not only using memorization but also using it to their class talent show that some groups performed a skit using these sentences. Furthermore, the memorization was very helpful to increase their English level to adjust middle school level. Those things which mentioned above were not included in the national curriculum, however, I put them for increasing students' English motivation and ability and as a result, the modification was satisfied both teachers' teaching contents and students' improvement.
- I want students to learn English as a way of having a good chance to exchange their thought, beliefs, and opinion in their real life. I, as an English teacher, would like to give them the best condition to learn English with enthusiastic and pleasant mind for achieving their ultimate purpose.

# Resume

## **OBJECTIVE**

Qualified teacher with relevant experience and linguistic skills to a full-time Teaching of English as a Second Language position and other subjects.

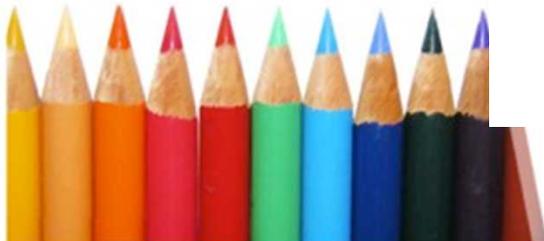
## **EXPERIENCE**



# Resume

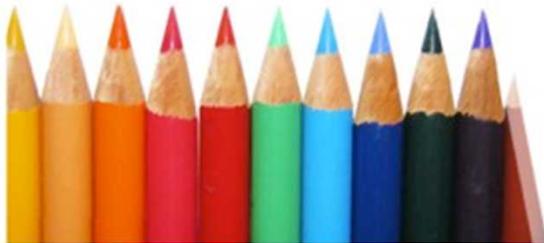
EDUCATION & CERTIFICATION

AWARDS



# Resume

## EXTRACURRICULAR ACTIVITIES



# Certificates

## *Certificate of Completion*

This certifies that

*Yoon, Yobien*

has successfully completed

*the Training Program for Skill Improvement  
of Elementary School Teachers charging Returnees*

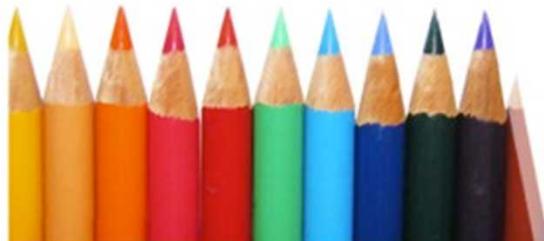
sponsored by Gyeonggi Provincial Office of Education

(December 26 -- December 27, 2008)

December 27, 2008

*Youngsil Han*

Young Sil Han, Ph.D  
President, Sookmyung Women's University.



# Certificates

## *Certificate of Completion*

This certifies that

*Yoon, Yo Bien*

has successfully completed

*The Training Program for Teaching Skill Improvement  
in Multicultural Education*

sponsored by the Gyeonggi Provincial Office of Education,

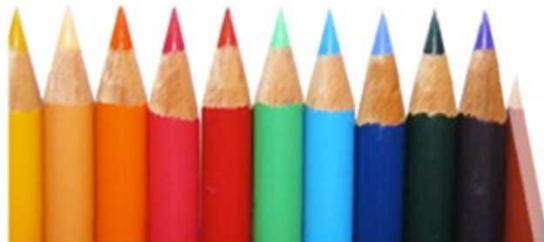
Second Complex

(January 5 – January 16, 2009)

January 16, 2009

*Youngsil Han*

Young Sil Han, Ph.D  
President, Sookmyung Women's University.



# Certificates

3A189903 04\*10712-30252

  
**日本語能力認定書**  
**CERTIFICATE**  
**JAPANESE-LANGUAGE PROFICIENCY**

氏名  
Name

生年月日  
Date of Birth

受験地  
Test Site

韓国 Korea

上記の者は2004年12月に独立行政法人国際交流基金および財団法人日本国際教育支援協会が実施した日本語能力試験3級に合格したことを証明します。

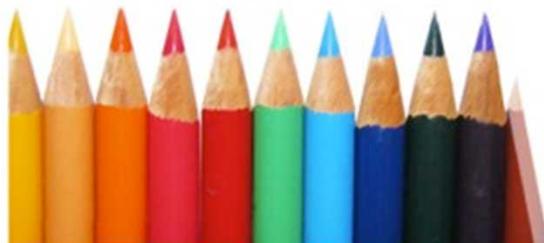
2005年2月4日

*This is to certify that the person named above has passed Level 3 of the Japanese-Language Proficiency Test given in December 2004, jointly administered by the Japan Foundation and the Japan Educational Exchanges and Services.*

*February 4, 2005*

独立行政法人 国際交流基金 理事長 小倉 和夫 Kazuo Ogura President The Japan Foundation	財団法人 日本国際教育支援協会 理事長 福田 昭雄 Akinasa Fukuda President Japan Educational Exchanges and Services
--	---





# Certificates



제 4499호

## SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

*Yoon, Yobien*

윤요빈

### 국제영어교사자격증

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

교육기간: 2007. 2. 1 ~ 6. 21  
전문교육과정: TESOL  
2007년 6월 21일

### Certificate of TESOL

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

Duration of the Training: February 1, 2007 - June 21, 2007  
Specialization: TESOL  
June 21, 2007

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 목은균

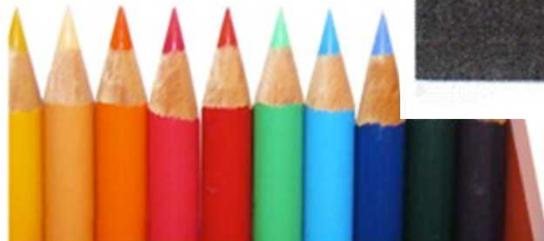


Dr. Eungyun Mok  
Dean, Graduate School of TESOL

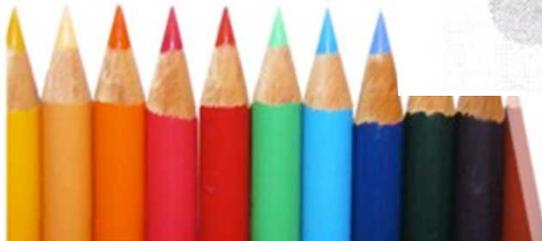
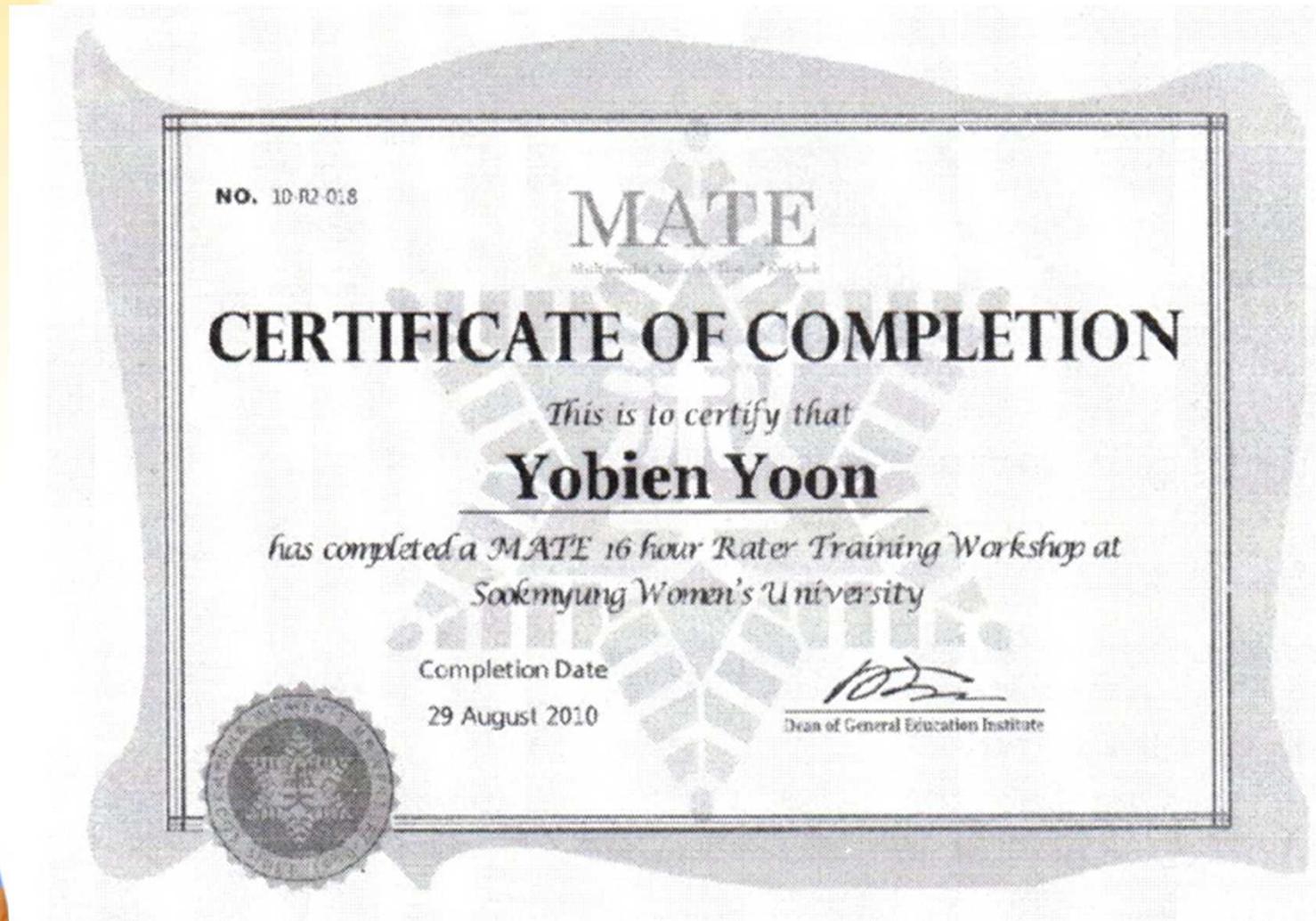
총장 이경숙



Dr. Kyungsook Lee  
President, Sookmyung Women's University



# Certificates



# Reference Letter



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

TESOL MA Program

December 18, 2010

Dear Selection Committee,

I am writing this letter on behalf of Ms. Yobien Yoon who I have known for more than two years as a student and a colleague. In her time in the Sookmyung TESOL MA program, Yobien showed a remarkable ability to be able to apply what she learned to the classroom and visa versa and there by demonstrated a strong ability as both a classroom teacher and as a potential researcher in the field of foreign language learning/teaching. Ms. Yoon was a fairly novice teacher when she first entered the program but she has exceeded all the demands set for her as a student and, in the end, never failed to impress with her ability to form meaningful links between theory and classroom practice.

As the instructor for several of the courses Ms. Yoon took for her MA as well as functioning as the principle instructor/advisor for her Practicum, which she selected to take in her fifth semester, I was able to get to know Yobien very well. In her coursework she demonstrated a diligence, creativity, and a sound teaching instinct beyond many of the other students in the program. She is adept at not only readily understanding theories of language and language learning but at seeing their applications into the classroom. She developed a particular interest in the area of teaching writing, certainly as a result of her teaching experience. She also never shied away from any work which needed to get done. In the process, she developed a keen interest in the psychological/affective side of language learning, a focus area well suited to her caring and reflective nature. Her Practicum semester, as a result, was exemplary both in the lesson plans she designed and the clear, friendly, and effective way she ran the class and clearly show Ms. Yoon's abilities as a most effective classroom teacher. She is able to work well alone or with others and this will greatly help her to move ahead well after finishing her MA.

Based on my more than two years of contact with Ms. Yoon, in particular in the last Practicum semester of her MA, I am certain she has the personal qualities, motivation, and especially the intelligence to excel as a genuine professional in the field of TESOL or English Education. The expertise she has acquired in the Sookmyung TESOL MA, in addition to her experience in the English education field serve to make her an English teacher of exceptional potential. I, therefore, have no qualms in recommending her most highly in your application process.

Yours truly,

A handwritten signature in black ink that reads 'Stephen P. van Vlack'.

Stephen P. van Vlack (Ph.D.)

Assistant Professor, Graduate School of TESOL

Sookmyung Professional Center • 52 Hyochangwon-gil, Yongsan-Ku, Seoul, Korea (140-132)

Phone: 82-2-710-7760-7762 • Fax: 82-2-710-7747 • [tesolma@sookmyung.ac.kr](mailto:tesolma@sookmyung.ac.kr)

Homepage: <http://tesol.sookmyung.ac.kr>

# TEACHING PRACTICES

*Without doing these works,  
it might be impossible to improve my  
teaching skill.*

*The more I put my effort and passion,  
the more I can gain and grow up.*

*By end of the time,  
I will be able to touch  
every my student  
with my warm-hearted attitude.*



# GEP II - Writing and Reading (영어쓰기와읽기) Policy - Fall 2010

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 loosely 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 their ability.

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

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

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

### Methodology

English Only: Students are very strongly encouraged to conduct all course work in English. We endeavor to create a special environment in the classroom wherein students feel comfortable (despite the photographing and videotaping) to speak and generally use as much English as possible. Please take advantage of the special environment in this class and try to use English all the time. Unnecessary use of Korean will result in a lower participation grade.

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

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

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

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

Assignments: Each week there will be homework assignments. This semester the assignments will cover both reading and writing. There are three different types of homework assignments in this class: reading, writing, and the writing board. The reading assignments will be given to students one week before the class they are intended to be used. So, for example, the week 10 reading homework assignment will be posted into the homework assignment board the day after we have finished our week 9 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 9 writing homework will appear in the homework assignment board the day after the week 9 class is over and will ask student to compose a formal piece of writing based on what was done in class. 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 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 writing should be 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.

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.

# GEP II - Writing and Reading (영어쓰기와읽기)

## Syllabus- Fall 2010

### Week 1; September 2

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. We are going to focus on the simple functions related to introductions and personal information embedded within the forms of highly formulaic presentations of information. Fun is to be had by all.

### Week 2; September 9

Student survey

Sample Writing Test (Preliminary test)

Student groups

MATE - Task 1

#### **\*Group 2 teaches GEP - GROUP BONDING**

This week 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.

### Week 3; September 16

MATE Writing - Task 1

\*Group 3 teaches GEP - 1<sup>st</sup> time

For this week and the next few weeks we 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.

Week 4; September 23 (Holiday – Class to be rescheduled)

MATE Writing - Task 2

\*\*Group 4 teaches GEP – 1<sup>st</sup> time – 1<sup>st</sup> Videotape

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.

### Week 5; September 30

#### MATE Writing - Task 2

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.

\*Group 1 teaches GEP – 1<sup>st</sup> time

### Week 6; October 7

#### MATE Writing - Task 2

\*Group 2 teaches GEP – 1<sup>st</sup> time

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 story writers, narratives play an important role in many different types of writing.

### Week 7; October 14

#### MATE Writing - Task 2

\*\*Group 3 teaches GEP - 2<sup>nd</sup> time - 1<sup>st</sup> 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.

### Week 8; October 21

#### Midterm Exam

\*Group 4 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.

### Week 9; October 28

#### MATE Writing - Task 2

\*\*Group 1 teaches GEP – 2<sup>nd</sup> time – 1<sup>st</sup> VIDEOTAPE

This week, we turn to the writing of specific types of essays. We will also be moving away from very personal topics to those which are less known 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.

#### Week 10; November 4

##### MATE Writing - Task 2

\*\*Group 2 teaches GEP – 2<sup>nd</sup> time – 1<sup>st</sup> 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.

#### Week 11; November 11

##### MATE Writing - Task 2/3

\*\*Group 3 teaches GEP – 3<sup>rd</sup> time - 2<sup>nd</sup> 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.

#### Week 12; November 18

##### MATE Writing - Task 3/2

\*\*Group 4 teaches GEP – 2<sup>nd</sup> time – 2<sup>nd</sup> 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.

#### Week 13; November 25

##### MATE Writing - Task 3/2

\*\*Group 1 teaches GEP – 3<sup>rd</sup> time – 2<sup>nd</sup> 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.

#### Week 14; December 2

##### MATE Writing - Task 3

\*\*Group 2 teaches GEP - 3<sup>rd</sup> time – 2<sup>nd</sup> 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.

#### Week 15; December 9

##### Final Exam

\*Group 3 teaches GEP - FINAL EXAM

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

# LESSON PLAN

Week 10

Yobien Yoon, Jeeye Nam

1. Theme : Social Issues
2. Function : Description about graphs
3. Time of the lesson : 150 minutes
4. Number of Students : 27
5. Student Profile
  - Age : University Students
  - Type of class : Writing Class
  - Language Proficiency : From rudimentary to moderate
6. Objective : **At the end of the class, students will be able to write a paragraph which describe about graphs using appropriate tense, descriptive vocabulary (verbs and adverbs), transitional words in order to analyze graph.**



## 7. Procedures

Time	Activity	Content	Materials	Class type /BigsisterRole
19:50~20:00 (10 min)		Reading Assignment		
20:00~20:20 (20 min)	Bomb Game	- review the reading assignment and have a glance about the details of today's lesson	PPT	Whole group, participants
20:20~21:00 (40 min)	Treasure Hunting	- describing given graphs using appropriate tense, various verbs, and transitional words properly in a paragraph form.	-notes for giving students missions -posters, color papers -A4 paper for writing a description of graphs	Individual and Group Activity
21:00~21:10 (10 min)		10 minute Break Time		
21:10~21:45 (35 min)	Survey and Making a graph	-making a survey question by group -making a graphs according to their survey result.	- Worksheet - lab top	Group work
21:45~21:50	5 minute Break Time			
21:50~22:30 (40 min)	Describing a paragraph and presentation	- Writing one topic sentence, supporting sentences and details - Revise the work	-two graphs -Worksheet for the outline -ppt	Group work

### **Bomb Game (20:00 ~ 20:20)**

The goal of the activity: Students review the reading assignment and have a glance about the details of today's lesson.

1. Students join Bomb Game which is about tense, descriptive vocabulary (verbs and adverbs), transitional words and analyzing graph from the reading assignment.
2. Students choose one category and one point.
3. As a group, they discuss the answer in five seconds and answer the question.
4. If they will be correct, get points.
  - *Big siblings: BSs facilitate their little sisters to join the quiz actively*

### **Treasure Hunting (20:20 ~21:00)**

The goal of the activity: Students are able to describe given graphs using appropriate tense, various verbs, and transitional words properly in a paragraph form.

1. Class leader numbers each student from each team (like 1, 2, 3 and 4).
2. Each Student comes up to the class leader and gets the mission cards. After getting each card, they scatter each designated place to find next mission cards. (firstly, # 1 students, after that, #2, and then #3, and finally #4 students come up for taking their mission cards.)

3. Each numbering student goes to each designated place for performing their mission cards.
4. At last, each member finds a part of graph at the last room and come back to the original room.
5. Students combine each part of graph for the one whole graph with gluing and cutting.
6. Class leader gives strips for each group for making an outline of the combined graph.
7. Students describe a graph with a short paragraph form according to the completed outline.
8. Students get a big size paper from class leader and put their graph, outline and paragraph on the paper with decoration.
9. The members present their work in front of all the group members.
10. Their works are presented on the wall.

\* *Big siblings :*

(a) *BSs guide students to find a right room and right place to fulfill their mission.*

(b) *BSs encourage when Ss write their sentences.*

(c) *BSs observe the usage of the transitional words and help when they struggle.*

•

### **Break Time [21:00 – 21:10]**

#### **Survey (21:10~21:45)**

The goal of the activity: Students can analyze the table and do the survey. After that they can make graphs.

- Class leader asks one student from each group to come up the front and gives them a chance to choose the type of graphs(bar, line, and pie graphs)
- 1. Students choose among given topics which the class leader and make one research question about their chosen topic.
- 2. Students do survey according to their questions.
- 3. Students make graphs using Power Point.
- *Big sisters* :BSs encourage students to join the survey actively.

### **Break Time [21:45 – 21:50]**

#### **Describing a paragraph and presentation (21:50 ~22:30)**

The goal of the activity: Students are able to describe a graph in a paragraph structure and use proper verbs and adverbs to tell the details about the graph.

1. According to the survey result and the graph, in a team, students write a paragraph to describe graph.
2. Students write the topic sentence and at least

three more sentences as supporting details.

3. Students write one description under the graph on the computer for presentation.
4. Students upload the PPT file on the classroom computer.
5. Each group gives a presentation. They refer to the guidelines to give a good presentation.
- *Big sisters* :
  - (a) *BSs guide members to make the outline in a right way.*
  - (b) *BSs facilitate students to come up with many details.*
  - (c) *BSs make sure that students revise their work based on form and content.*

# CLASS MATERIALS



Group: ( )

What kind of graph does your group use? ( )

What is your survey question?

Group	Student's Name	Survey Response Options			
Young Seniors					
Soondooboo Sky					
Rainbow Lion					

# Survey Topics

University Students' Drinking problems

The proper marriage age to get married

Internet identity problem

Organ donation

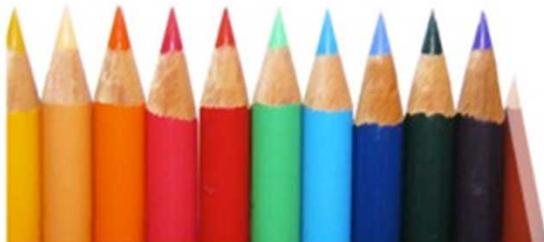
Same sex marriage

Celebrities' suicide

Pollution

Copy Right

Using cell phone in class



# REFLECTIVE JOURNAL

Today lesson was the instruction of giving opinions with movies. The first activity was matching the contents with the movie-posters. The class readers gave us 8 different English posters and my little sisters chose 3 movies-jeonwoochi, Avatar, Secret Couple- and they were given three-movie' explanations. After that, we rewrote the explanations according to the given sheets. The second activity was to make an article to present on Sookmyung Times. First, my group members got the cutting sentences put in disorder of reviews of 3 movies. We should guess the sentence's order through the meaning from the context. Second, we placed them in order with glue on a B4 paper. The group leaders collected every group's output and put them on the wall for sharing each other. The third activity was to watch a movie-trailer (Avatar) and make a review with a paragraph. My little sisters chose one topic sentence out of 8 different sentences and one of sisters wrote each support idea and conclusion. The last activity was to watch a movie clip

and wrote their opinions with a paragraph containing topic sentence, supporting ideas and conclusion.



The very first class of our Practicum looked okay in a whole aspect in spite of a technical problem. At the very beginning, the class-computer had a problem due to an electricity problem so that the group leaders should be very flustered. However, they seemed to be very calm and this accident gave me that it is important to keep calm in an emergency.

There were also several minor problems for both big siblings and little sisters. Contrary to the previous two lessons, little sisters seemed to be tired and difficult to do their activities. One of my little sister told me that she had a tough time during her day class time, moreover, she could not concentrate on the class, sometimes checked her cell phone and texted to someone. It is obvious that this class should inform the students' regulations strongly again and the little sisters should follow them. Secondly, the contents of today's lesson seemed to be difficult to GEP students based on their writing level. The class leaders already gave GEP students to practice the components of writing such as topic sentence, supporting ideas and conclusion through a preview reading assignment. Even though they finished their assignment, it seemed that they did not know anything how to compose the writing at all. Thus, some of them did not participate on their work well, just said that it was too difficult for them to do. I think some practices are needed for understanding the basic rules or ideas for GEP students. Lastly, I should have not sp

oken a lot during the class time. My little sisters seemed not to be interested in the class time so that I spoke so a lot to make them participated in. As a result, my little sisters did not speak much due to my negligence. Professor, van Vlack advised me not to talk much rather to give them more time to think and tell autonomously.

Teaching adult is not like as to teach elementary students, but it is similar for them that they are interested in what they like. In addition, students need to know the knowledge of what they are going to learn. Without having this knowledge, it is obvious they might lose their interesting. Of course, teaching inductive way is one of the best teaching methods, but sometimes, for a adult, it seems that given a deductive teaching style works better than the others. For the next lesson, I should consider my little sisters' level and their interesting and focus on improving their language proficiency not on eliminating an awkward silence.

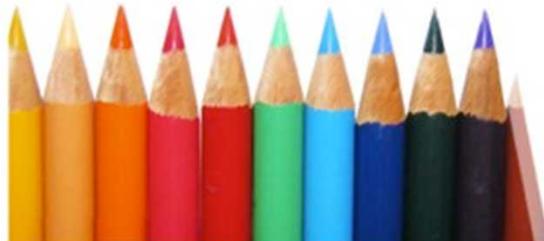
# SAMPLE STUDENTS' WORK



# MY STUDENTS

\*

## Feedback from students



*The LORD does not let the righteous go hungry  
but he thwarts the craving of the wicked.*



Dear Big sibling Yobin♥



Hello, Yobin. I'm Jieun of Chicken & Beer team.

It was like yesterday that we made team name "Chicken & Beer", today is already last class... ㅎㅎ

Time seems to be so fast as go... I heard interesting and sad story. As age rises, speed per hour passes quickens. For example, when is 18 years old, time passes by 18km/h. When is 30 years old, time passes by 30km/h, too. This story seems right

Anyway, I always feel appreciative to Yobin.

Because I didn't have much the confidence in English. As you know, I really disliked English. By the way, through this class, English become interesting than ago. And then, It is not English study for exam.

Just English study for English. So I am good!

I want to think that Yobin is my English mentor♥ even if class is over! Shall I do? ㅎ^

Have a good December Yobin!

Thank you for teach♥

we design dreams  
the open house



Jieun Sung

# MY STUDENTS

## - PICTURES OF STUDENTS IN CLASS



# ACADEMIC ACHIEVEMENT

*“No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he himself believes to be of value”*



Bertrand Russell