

2012 Fall

Teaching Portfolio

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Graduate School of TESOL

Sookmyung Women's University

Introduction

This is a showcase portfolio designed to present my teaching ability in order to serve me to get a teaching job through Practicum Course in Sookmyung Women's University. In the portfolio, there are three parts presented to embody my teaching ability—personal background, professional development, and action research. Personal background as the first part of the teaching portfolio includes resume, a list of certificate, and teaching philosophy to provide employers with my basic information related to teaching, and my beliefs of teaching. In the second part of the teaching portfolio, the basic information about Practicum course has been given at first to supply employers the background of how I designed this portfolio. Two major components in Professional Development is lesson plan development and reflection referring to the lesson plan. I collected two lesson plans among three to show my teaching ability, one of which is midterm exam design, and another is the lesson plan of week 13 with its reflection. Finally, Action research is a case study we conducted in this class in terms of the problems we observed: how to facilitate students to give meaningful feedback in writing class. To solve the problem, another two group members and I carried out 3 treatments to develop students' performance. This portfolio shows the whole process of learning and teaching in Practicum class of TESOL.

Content

I. Personal Background

1.1 Resume	5
1.2 Certificates	8
1.3 Teaching philosophy	11

II. Professional Development

2.1 Information of GEP and Practicum	15
2.1.1 Overview of GEP class	15
2.1.2 Syllabus of GEP class	21
2.1.3 Overview of Practicum	27
2.2 Analysis of Students' Needs	34
2.2.1 Survey Template	34
2.2.2 Survey Answers	39
2.3 Lesson Plan	43
2.3.1 Week 8 Midterm Exam Design	43
2.3.2 Week 13 Lesson Plan	50
2.3.3 Reflection	78

III. Action Research: Effective Ways to Facilitate Students to give Peers Meaningful Feedback

3.1 Introduction	81
3.2 Literature Review	82
3.3 Methodology	83
3.4 Data Collection	85
3.5 Conclusion	89

PERSONAL BACKGROUND

RESUME

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SUMMARY OF QUALIFICATIONS

- MA TESOL Sookmyung Women's University (Excepted graduation, Feb. 2013)
- Completion of MATE rater training course, a spoken and written English test developed by Sookmyung Women's University

EDUCATION

- **Sookmyung Women's University**
Aug.2010— Expected Graduation, Feb. 2013
Graduate School of TESOL
M.A in TESOL
- **ChiFeng University** Sept.2004 – July 2008
English College ofChiFeng University
B.A. in English Language

EXPERIENCES

- **Research Assistant** Mar. 2011 --Sep. 2011
Research Assistant of Professor Stephen van Vlack, one of professor in MA TESOL Sookmyung Women's University
- **Academy teacher** July.2007-- Mar. 2010
Private English Academy teacherin Chifeng, Inner Mongolia
Taught 3rd to 5th grade students in Primary school

- **Private Tutor** Oct. 2005 – Aug. 2010
Tutored Korean students both Chinese and English.

CERTIFICATES

Sookmyung Women's University

- Certificate of MATE Training Rater Workshop(16 hours) Aug. 2012
General Education Institute
- Certificate of SMU-TESOL (250 hours) Aug. 2010 – Dec. 2010
Graduate School of TESOL

ChiFeng University

- Teaching Certificate May. 2008
General Education Course
- National Computer Rank Examination Certificate Sep. 2007
National Compulsory Course

SCHOLARSHIPS & HONORS

Scholarship & Honors Awarded in ChiFeng University

Department of English, College of Foreign languages

- Department Secondary Comprehensive Assessment Certificate of prize
Mar. 2005
- Department Secondary Outstanding Student Honor Scholarship
Dec. 2007

Scholarship Awarded in Sookmyung Women's University

Graduate School of TESOL

- Assistant Scholarship Mar. 2011
- Secondary Honor scholarship Mar. 2011
- First-rate Honor Scholarship Sep. 2011
- First-rate Honor Scholarship Mar. 2012

- First-rate Honor Scholarship Sep. 2012

SKILLS

Language

- **Fluent in Chinese**
- **Commanding level in English**

Computer

- **Proficient in MS Office**

PORTFOLIO

CERTIFICATE



Bachelor's Degree Certificate



Graduation Certificate of University



Teaching Certificate

持证人: 张杰
性别: 女
出生年月: 1985-9-20
民族: 汉族
身份证号码: 150426198509203260
资格种类: 高级中学教师资格
任教学科: 外语
证书号码: 20081502642000628

根据《中华人民共和国
教师法》及《教师资格条例》
的规定, 认定 张杰
具备 高级中学
教师资格。

认定机构(公章)

2008 年 5 月 10 日



TEACHING PHILOSOPHY

As is generally known that English as lingua franca has little to do with the number of people who speak it, but much more to do with who those speakers are, which is closely affected by links between language dominance and economic, technology and cultural power. With this strong power-base, the number of those who speak English is increasing dramatically, which make English become the international medium of communication. From another perspective as a learner, it's not simply just a subject of entrance examination that we have to learn, instead, it's a tool to communicate with people that we need to acquire. In traditional classroom, students had to practice discrete linguistic forms of target language such as grammar, vocabulary presented through drill exercises or memorizing without context, which was definitely teacher-centered teaching. However, with the communicative language teaching springing up from 1980s (Celce-Murcia, M., Brinton, D., Goodwin, J., 2010), learner-centered class started to be carried out that focuses on how students are learning to develop students' language use in real world.

I had been an Academy teacher for two and half years to teach 3rd to 5th grade students in Primary school. Considering the ages of students, the goal of teaching as a language teacher was to stimulate children's motivation to bring up their interests of language learning through various activities, such as games, physical movement. By this way to create vigorous class environment, students would be eager to participate activities actively. As you see, in the classes I had, compared with regular public school, students had more opportunities to use English, while I had more freedom to develop activities which I think it's a significant point to improve students' learning.

In relation to learning, learners are expected to dominate the class to learn language in a communicative way to discover their own learning styles from autonomous viewpoint in learner-centered classroom, where learners are able to practice all four kinds of language skills through collaborative tasks on the one hand actively. On the other hand, in the course of task

completion, it can stimulate learners' interest and motivation to develop their English proficiency. However, traditionally, the English classroom in China, the ultimate goal of language learning is to get higher scores in examination. English is only a subject of school which is being taught using Grammar-Translation method, where learners are passively receive knowledge without practicability. As a teacher, I believe students should be able to apply what they learned to the real world, which means, learning is an active process rather than passive acceptance.

Communicative language teaching as a methodology I prefer, emphasizes communication in authentic and meaningful tasks, the goal of which is to develop what Hymes (1972) referred as "communicative competence". It includes three aspects: linguistic competence, the ability of how to use language for a range of different purposes and function; sociolinguistic competence, the ability of how to vary our use of language according to the setting; and strategic competence, the ability of how to maintain communication despite having limitations in one's language knowledge. Based on these three aspects, I believe teachers are responsible to create numbers of opportunities to provide learning experiences through designing variety of cooperative activities in relation to the objectives they are supposed to achieve. Through participation of these activities, various modes of learning will be promotes:

- It can strengthen students' motivation;
- It can promote students' peer communication;
- It can develop students' active learning;
- It can build responsibility of students' own learning.

Referring to language teaching program, I will advocate that the leadership in the program and school should consider both what learners need and what tendency of language are going to be in the world so as to build a meaningful learning environment. Nevertheless, it could be difficult for teachers to achieve their ideal aim with regarding to the requirement of some program and the curriculum, such as grammar-based teaching, teacher-centered class, curriculum-based teaching, where it may impede the progress of communicative competence,

and requires teachers to follow the prescribed order. That definitely blocks what we are expecting to attain. Hence, in order to avoid this phenomenon, surveys about what learner want to learn, what teaching methodology teachers prefer, and what the role of language tends to be.

In communicative language teaching, Teacher's role should be the facilitator to facilitate communication process between all the participants, and between these participants and various activities. At the same time, teacher is also a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (Rogers, 1980). Put another way, teachers are playing the role to discover the strengths and weaknesses of learners, teacher her/himself, and tasks through observation to develop learners' proficiency.

Overall, with increasing use of English, I believe the purpose of language learning should focus on the development of communicative competence in learner-centered classroom. It considers language as a tool of communication with people from different background, rather than only a subject of entrance exam. To achieve this ultimate goal, Communicative Language Teaching is best considered as an approach to incorporate new language forms as input, and provide opportunities to try out different ways of says to produce effectively by the way of engaging in collaborative tasks. In other words, Communicative Language Teaching can create meaningful and purposeful interaction to arrive at understanding through negotiation of meaning between the learner and his or her interlocutor.

References:

Celce-Murcia, M., Brinton, D., Goodwin, J. (2010). Teaching pronunciation: A coursebook and reference book (2nd Edition). Cambridge: Cambridge University Press.

Hymes, D. (1972). "On communicative competence," in Sociolinguistics, J. B. Pride and J. Homes, Eds. Harmondsworth: Penguin.

Richards, J. C. (2006). Communicative teaching today. Cambridge: Cambridge University Press.

PROFESSIONAL DEVELOPMENT

INFORMATION OF GEP AND PRACTICUM

OVERVIEW OF GEP CLASS

Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL/General English Program
English Writing and Reading (영어쓰기와읽기)
Policy - Fall 2012

This is 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 homeworks 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 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. 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%

Class page - <http://www.udveksling.com/practicumgep>

<< Grading Policy for GEP Courses >>

Grade on a Curve Percentage:

Student Enrolled 20 & over:

A+, A0, A- : Maximum 35%

B+, B0, B- : Maximum 35%

C+, C0, C- & D+, D0, D- : Maximum 50%

F : As many as are necessary.

Student Enrolled 20 & under:

A+, A0, A- : Maximum 40%

B+, B0, B- : Maximum 50%

C+, C0, C- & D+, D0, D- : Maximum 50%

F : As many as are necessary.

SYLLABUS OF GEP CLASS

Stephen van Vlack
Sookmyung Women's University
Graduate School of TESOL/General English Program
English Writing and Reading (영어쓰기와읽기)
Syllabus - Fall 2012

Week 1; September 4

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 11

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 18

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 25

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; October 2

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.

Week 6; October 9

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 16

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 23

***Group 3 teaches GEP - MIDTERM EXAM**

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 30

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 6

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.

Week 11; November 13

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 20

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 27

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 4

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 11

Final Exam

*Group 5 teaches GEP - FINAL EXAM

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

OVERVIEW OF PRACTICUM

Stephen van Vlack

Sookmyung Women's University

Graduate School of TESOL

Practicum I

Policy - Fall 2012

Introduction

The Practicums are to be seen as two classes that are tightly bound to each other. What occurs in the excitement and anxiety of Practicum I will have a profound affect on what is done in the warm, comfortable surroundings of Practicum II and visa versa both for that week and the following weeks. For that reason, it is necessary for students to think of the two as simply one course with two integrated and complementary components.

Overview: This three-hour-per-week course has two main components. The first of these is the design component. We will be using the different elements of the SMU-MATE as a partial guide in designing materials we think will work in the GEP classes that we will handle this semester, both English Presentation and Discussion (영어토론과발표) and English Writing and Reading (영어쓰기와읽기). As the course develops we will be creating and adding a whole range of different MATE-related tasks to the GEP repertoire. The second component of this class revolves around evaluation and revision. Here we will be collectively evaluating the lesson plans designed by the Practicum students in groups immediately prior to the GEP classes. These lesson plans are expected to reflect all you have learned in this

program and more. In this way, this course is seen as the ultimate, real-world review for the comprehensive exams and an excellent vehicle for the practical application of all that has been learned in the entire TESOL MA program.

Objectives: This objective of the Practicum I course is to give the students an opportunity to design and evaluate practical curriculum design and classroom teaching techniques in a low stress, controlled environment based on critical concern and caring. Basically what we want to do in this class is have the students develop and evaluate practical techniques based on innovative theories and models that they should have learned about in the MA program. The focus here will be on developing and evaluating lesson plans for the GEP class sessions based on the components and design features of the MATE coupled with accepted principles of language learning and linguistic development related to all four skills. By the end of the course, students should have a complete repertoire of classroom behaviors based on theories and the elements suited to their own individual personalities.

All of us are acutely aware that the Practicum students also need to study for their comprehensive exams, scheduled to occur towards the beginning of December (maybe the 6 and 7th). The Practicum courses have, therefore, been designed as a kind of practical introduction to and review for the exams. While we will not have much time to specifically review for the exams during this class, we will be touching on many aspects of the exams in our daily work in both Practicum courses. The exam will and should always be in the back of all our minds as we plan, evaluate, and discuss things.

Texts and Materials

There is no specific textbook for this class. Students will need to refer to the MATE training materials as well as other materials made available by the instructor.

Summer Reading-Harmer, Jeremy. (2007). *The Practice of English Language Teaching with DVD* (4th Edition). Harlow: Pearson Education.

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

Students NEED to make copies of their lesson plans for all students in the group when they are presenting in Practicum 1 meetings. Additionally, 2 copies of the final lesson plan need to be given to the course instructor and an electronic copy should be uploaded to the appropriate website (<http://homeass.proboards.com/index.cgi?board=lessons>).

Methodology

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

Our official policy regarding the language issue in the GEP class is as follows:

TESOL students are to speak only English. You are to act as role models and group leaders and speaking only English is an important aspect of that. At the same time, however, you are

free to respond in English to Korean. Encourage the students to use as much English as they can, but do not punish them for using Korean. If a student needs to use Korean to get her point across then listen and respond appropriately in English. It is our goal to create a facilitative environment where students feel comfortable taking risks and the language policy is an important way of supporting that goal.

Classroom: The scheduled class sessions are broken into two phases. For the first hour and three quarters or so, from 6:00 to 7:45 there will be Practicum I wherein we will meet formally to discuss the planning and execution of our GEP lessons. Remember students, you are also reflective teachers, you have to be critical of what you see and hear. There is no one right way of teaching. All of you will need to speak out and offer lucid opinion on the design and potential performance of the lesson plans. Leave your egos and inhibitions at home and set your brain and energy level on high.

Following the Practicum I sessions, from 7:50 to 10:30, there will be the GEP class. Each GEP class will be planned and fronted by one group of TESOL Practicum students in turns. Each teaching group consists of two (or three) TESOL Practicum students and they are expected to work together in both planning and teaching. This means co-teaching, not dividing and conquering. The Practicum students will take turns planning for each full class session. All Practicum students, in their role as group leaders, are expected to stay for the entire class session to help their group. As we start videotaping (Week 5), I will be busy videotaping the lesson. When I am not videotaping I will be actively helping in the class as an

extra facilitator.

Practicum teaching groups will develop and present their lesson plans in class first two weeks before they are scheduled to be taught. Copies should be made for all Practicum students as well as the instructor. Following the full-class critique of the lesson plan, the group responsible will revise their plan and present it again the following week, one week before it is to be taught. This, then, gives the group one week to make any final revisions to their plan. Finally, on the day they are to teach, the group will quickly brief the Practicum group on what will happen that day and what they are expected to do as big siblings/group leaders. In addition to taking turns planning and running class sessions, in the classroom the Practicum students are expected to facilitate in all matters of classroom management by fulfilling the roles set up for them as big sisters and brothers. This is an extremely important part of the Practicum and students are expected to put at least as much effort into ensuring the success of their little sisters and the group as in running the class when their turns come. You will be doing this every week and how you conduct yourself in these groups has a profound effect on the entire atmosphere/running of the class.

Attendance: As the GEP meetings will occur on the same day as the Practicum I classes, students are expected to attend all scheduled classes and on time. Everything everyone does or does not do in this Practicum semester affects everyone else. If one student is absent someone else has to take care of her/his little sisters and this puts a strain on everyone. It is, therefore, imperative that students try very hard not to miss any classes. Also, coming late puts a strain on the group as well because we need everyone present so that everyone always

has a clear idea of what is going on in the GEP class for that day. Absences and lateness hurt the whole group so try hard not to do either.

Website: A special page has been added to my website specifically devoted to the GEP class.

This special page will help us to manage the GEP class and all necessary links are provided there. To get to the special page just go to the blue box on the right of my website and click Practicum/GEP. The page is rather simple and composed mainly of links to boards holding information the GEP students need for the class. It is the responsibility of each and every Practicum student to help maintain the website by adding information related to the specific class sessions for which they are primarily responsible. This means posting reading homework assignments prior to the class they will teach, speaking homework after the class and the answers to reading homework assignments, as well as other relevant information.

Assignments: The assignments Practicum I students are expected to complete follow the tenor of the GEP class. Thus, there are assignments in two major areas. The first of these involves creating lesson plans. Each teaching group will need to write up and teach at least four different lessons and create their own custom-made lesson plans for each class. The other assignment revolves around interaction with little sisters. Practicum students are expected to design, perform, and post homework assignments that fit the design of the course they are involved in on-line each week. Practicum students are also expected to provide little sisters with oral feedback on her performance on homework assignments the GEP students have performed. We have a created and linked special homework assignment and homework

answer boards to the Practicum/GEP page of my website to facilitate this process. Students doing the writing class will also need to go to a special writing board on a regular basis where you will be engaged in dialogue writing with your little sisters/group members and students in the speaking class will need to go to the special speaking board to provide oral feedback on her little sister's speaking homework.

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

Attitude 15%

Cooperation 15%

Class Participation 20%GEP Preparation 25%

GEP Performance 25%

ANALYSIS OF STUDENTS' NEEDS

SURVEY TEMPLATE

STUDENT SURVEY

Major (전공): _____ Year (학년): _____ Age (나이): _____

안녕하세요 밴블랙 교수님의 English Writing and Reading 학생 여러분! 저희는 보다 효과적이고 만족스러운 수업을 준비하기 위하여, 여러분들의 요구조사를 실시하고자 합니다. 다음의 질문에 솔직하고 성실한 답변을 부탁드립니다. 조사결과는 수업활동과 자료를 구성하는 데에만 참고할 것입니다.

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

당신의 성격은 어느쪽에 가깝습니까? 가깝다고 생각하는 번호에 체크해주시요.

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

(내성적) 매우내성적 내성적인편 중간 외향적인편 매우외향적 (외향적)

2. Briefly describe your English learning experience. 자신의 영어학습 경험을 적어주세요.

___ In school (학교교육) How long? (기간)

___ Private tutoring (과외) How long? (기간)

___ Studying English in a language institute (영어학원경험) How long? (기간)

___ Living abroad (해외체류경험) Where? (장소) _____ How long?(기간)

___ Having foreign friends (외국인친구와의교제) Describe (설명):

Other experience (기타경험):

3. What do you do with English? Where? 영어를 어디서 주로 어떤 용도로 사용합니까?(해당란에 표시하고 설명)

() studying where/what/why

() chatting where/how _____

() working(아르바이트) where/how

() meeting people where/how

() club activity where/what/how

Others

4. How many hours do you use English per week? 일주일에 몇 시간 정도 영어를 사용하십니까?

() 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. 정규시험을 보신 적이 있다면, 점수를 적어주세요.

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? 영어회화 수업을 받아보신 적이 있습니까?

Listening: Yes No (circle one) If yes what skills did you learn? (Check the box)

Acknowledging *Restating* *Reflecting*

Interpreting *Summarizing* *other* _____

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

Turn Taking *Pronunciation* *Fluency*

Intonation *Functions* *other* _____

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

Skimming *Scanning* *Determining Purpose*

Predicting *Visualizing* *other* _____

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

- Brainstorming** **Free Writing** **Peer Editing**
 Planning **Paragraph Structuring** **other** _____

7. Which of these have you done in English? (Check all that apply) 다음 중 어떤 것을 영어로 해보셨나요? (해당 사항을 모두 체크해 주세요.)

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?

졸업후의 계획은 무엇입니까? 어떤 직업을 갖고 싶습니까?

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

영어를 배우는 이유를 세가지 써주세요.

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

어떤 영어 영역에 가장 자신이 있습니까? 자신 있는 순서대로 (1=가장 자신있음, 8=가장 자신없음).

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

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

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

이번 학기 GEP 수업에 기대하는 것은 무엇입니까? 구체적으로 생각해서 적어주세요.

12. What are the things that you would like to do in this GEP class? Number them according to your preference (e.g. 1 = most preferred)

GEP 수업에서 특별히 했으면 하는 것을 고르세요. 여러 개 골라도 좋습니다.

- () grammar practice () games/fun activities () pronunciation drills
 () role play/skits(역할극) () using audio tapes () vocabulary activities
 () watching videos or movie clips () discussions () using Internet materials
 () story writing () writing poetry () writing emails
 () writing essays () writing a resume () writing business documents
 () others

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

관심 있는 주제를 골라보세요. (좋아하는 순서대로)

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? 영어는 당신의 친구입니까, 적입니까?

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

15. I think I am good at English. 나는 영어를 잘한다고 생각한다.

(1=정말 그렇다, 5=전혀 그렇지 않다.)

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

16. How would you rate your English reading proficiency? 당신의 영어 독해 능력이 정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

17. How would you rate your current English speaking proficiency? 당신의 영어 회화 실력이 어느정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

18. How would you rate your current English writing proficiency? 당신의 영어 쓰기 실력이 어느정도라고 생각하시나요? (e.g. rudimentary 하, moderate 중, commanding 상)

19. Do you have any concerns about this class?

이 수업 담당 선생님께 하고 싶은 말, 수업에 대한 어떤 고민거리가 있으면 적어주세요.

SURVEY RESULTS

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

Most students think that they are **in the middle of introverted and extroverted**, or that they are **more extroverted**. Only one student answered she/he is introverted and only 2 students answered they are too extroverted.

2. Briefly describe your English learning experience.

Most students have learned English in school **as a school subject**, and **some students** also have learning experience **in a language institute**. Only 4 students answered they have lived abroad and had foreign friends.

3. What do you do with English? Where?

The majority of them (21) use English just for studying either **to take a class in school or to get a job**. Chatting, meeting people, working (part time job), and club activity are followed.

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

Most students spend **less than 3 hours per week** on studying English, and seven students answered that they never study English. Only 1 student answered that he/she usually spends more than 10 hours on studying English per week.

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

Most of them haven't taken any standardized exams mentioned above

Only 8 students said they have taken **TOEIC test** and their scores vary ranging from **425 to 975**, and usually around 700.

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

Listening: Yes 14 No 10 Speaking: Yes 15 No 9

Reading: Yes 15 No 10 Writing: Yes 10 No 11

7. Which of these have you done in English?

Most Students have done **writing emails** in English most. (16) 9 students have done **writing essays** in English. Interviews, online chatting, and presentation in English are the third most frequently done activity. (7)

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

Working related to the economy, working in multinational enterprise (company), Working in a foreign company, Studying abroad, Working in a publishing company, Working in a private institute, Going to graduate school, English teacher, Entering law school, Interpretation and translation related work,

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

Students all know that developing English ability is necessary for various reasons. But, they seem to agree that having a good command of English helps them a lot in many ways such as **getting a better job, making foreign friends, communicating with others from all over the world, Experiencing other cultures, and watching movies**. However, some students answered that they just like English.

10. What parts of English do you have the most confidence in? Rank the following in order

Most students answered that they **have confidence in listening, reading and vocabulary**. On the contrary, they answered **they are poor at speaking and writing**. There are some students having confidence in listening and speaking, and they all said that they **don't have confidence**

in test preparation, grammar, and reading. Some students answered pronunciation and speaking are the most difficult.

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

Reading various kinds of reading materials, **talking** in English fluently, **Improving writing** ability, Having as **many chances to use English** as possible

12. What are the things that you would like to do in this GEP class? Number them according to your preference Only top 5 from 1 to 5 were counted

Writing essays	14
Vocabulary activities	11
Games/ fun activities	10
Grammar practice / Writing emails	9
Watching videos or movie clips	8
Writing a resume / writing business documents	7
Discussions	6
Pronunciation drills	5
Story writing	4
Using internet	3
Role play/ skits	2
Others <u>speaking</u>	1
Using audio tapes materials / writing poetry	0

They really want to improve their **ability to write essays in English and improve vocabulary.**

Also they want to do some fun games and activities, and grammar practice. Most activities they want to do are related to writing such as writing emails, wiring business documents, and writing a resume.

13. What kinds of topics are you interested in? Only top 5 from 1 to 5 were counted.

Travel	15
Language learning	12

Campus life, jobs & career	11
Music	10
Movies	9
Study abroad, friends	6
Dating/relationship, shopping, food(cooking)	5
Fashion, sports, holidays, art	4
Games, technology, family, cartoons, leisure activities	2
Social issues	1
Celebrities	0

14. Is English your friend or enemy?

More than half answered **English is their friend** to them than the enemy. But, 7 students said the English is their enemy.

15. I think I am good at English.

More than half students said that **their English is not good**, and only five students said that they are good at English.

16. How would you rate your English reading proficiency? 9-rudimentary.14-moderate. None-commanding.

17. How would you rate your current English speaking proficiency? 9-rudimentary. 8-moderate 1-commanding.

18. How would you rate your current English writing proficiency? 10-rudimentary.11-moderate1-commanding.

19. Do you have any concerns about this class?

They want to graduate from the university, want to improve their English ability, get a good score in this class.

LESSON PLAN

MID-TERM DESIGN

Midterm Exam – Fall 2012

Name: _____

Student Number: _____

1. The following paragraphs are about how to become a better writer. Read the following paragraphs. From the example box below choose the right title for each paragraph and write it down in the blank provided. **(9 points, 3 points each)**

1) _____

You're bound to be more expressive when you write if you have more words at your command. When you come across a word you don't know, take the time to look it up, then try to use that new word you've learned in your writing. You can also seek out vocabulary building exercises online to increase the number of words you have at your disposal.

2) _____

There's no pressure to improve your writing quite like having to share it with an audience. Forums for sharing your work are plentiful. You can read it at night, publish it on a blog or share it with friends. You may also consider sending your work out for publication. While the rejection letters every writer receives can be disheartening, your persistence will help you grow as a writer.

3) _____

The best writers are voracious readers. There's no better way to improve your writing skills than by reading the works of others. It's important to read a variety of styles and genres. For example, if you want to write fantasy novels, you should read fantasy novels, but also challenge yourself. Your writing skills and voice will broaden if you also read contemporary fiction, classics, non-fiction and whatever else you can find.

Example	
Write as Much as You Can	Read, Read, Read
Read various novels	Build Your Vocabulary
Don't be afraid of receiving rejection letters	Always look up the word
Get Workshop Feedback	Write for an Audience

2. Read the following article and fill in the blanks by choosing the appropriate transitional expressions from the example. (30 points, 3 points each)

Examples		
When	For this reason	Immediately
Recently	In addition	After
As a result	Then	As soon as
While	Second	So
Because	But	And

Stingy Jack was a miserable, old drunk who loved playing tricks on anyone and everyone. One dark, Halloween night, Jack ran into the Devil himself in a local pub. Jack tricked the Devil by offering his soul in exchange for one last drink. The Devil quickly turned himself into some money to pay the bartender, but Jack immediately snatched the money and deposited it into his pocket, next to a silver cross that he was carrying. _____, the Devil could not change himself back and Jack refused to allow the Devil to go free until the Devil had promised not to claim Jack's soul for ten years. The Devil agreed.

_____ ten years Jack again came across the Devil _____ out walking on a country road. The Devil tried collecting what he was due, but Jack thinking quickly, said, "I'll go, but before I do, will you get me an apple from that tree?"

The Devil jumped up into the tree to retrieve an apple. _____ he did, Jack placed crosses all around the trunk of the tree, thus trapping the Devil once again. This time, Jack made the Devil promise that he would not take his soul when he finally died. Seeing no way around his trouble, the Devil agreed.

_____ Stingy Jack eventually died several years later, he went to the Gates of Heaven, _____ was refused entrance because of his life of drinking and _____ he had been so mean and deceitful. _____, Jack _____ went down to Hell to see the Devil and find out whether it were possible to enter Hell, but the Devil kept the promise that had been made to Jack years earlier, _____ would not let him enter.

"But where can I go?" asked Jack.

"Back to where you came from!" replied the Devil.

In the end, Jack was doomed to walk to Earth forever and he is still with us.

3. The sentences below are in the wrong order. Put them into the right order.

(8 points, 4 points each)

A

- ___ . Scrape the inside of the pumpkin clean with the spoon or ice cream scoop.
- ___ . Remove the lid from the pumpkin and cut or scrape away any pulp that is hanging from.
- ___ . Sketch the jack-o'-lantern's face on the surface of the pumpkin.
- ___ . Use the pencil or marker to draw a circle around the pumpkin's stem.
- ___ . Remove the pulp from the pumpkin using a spoon or your hands.
- ___ . Carve the lid out at an angle to keep it from falling in.
- ___ . Use a paring knife to cut along each line.

B

- ___ . However, a narrative paragraph most often tells a story in order to illustrate or demonstrate a point.
- ___ . Generally, these events are told in chronological order that is the order in which they happened.
- ___ . Narrative paragraphs simply tell a story or relay a sequence of events.
- ___ . Because of this, developing a strong topic sentence is important.

4. Underline the one sentence in each paragraph which is unrelated to the rest of sentences. (8 points, 4 points each)

1) There are three primary colors in an artist's palette. The first primary color is red. The types of red may vary from a light shade of purple to a dark shade of pink. Blue is also a primary color in an artist's palette. Because blue is the color of the sky and sea, it has often symbolized divinity, as well as height and depth. Artists have used midnight blue to depict the color of a stormy sky. Finally, yellow is a primary color. It appears in several shades that can range from orange to the palest sunlight.

2) Flowers have always played an important role in human celebrations. Roses are traditionally given on special occasions because of their beauty and fragrance. Florists report an average increase of 80 percent in the sale of roses on Valentine's Day. Lilies are commonly associated with the celebration of Easter. They can be found on altars of churches because they represent

the resurrection of Christ. In fact, a family in Germany decorated the tree with colorful eggs to celebrate Easter. Carnations are often used to denote an important person at a particular event. The carnation is usually pinned to the left side of their garment. Orchids are often given to women by their dates on special occasions, such as weddings or proms. There are several types of flowers that are used for specific occasions.

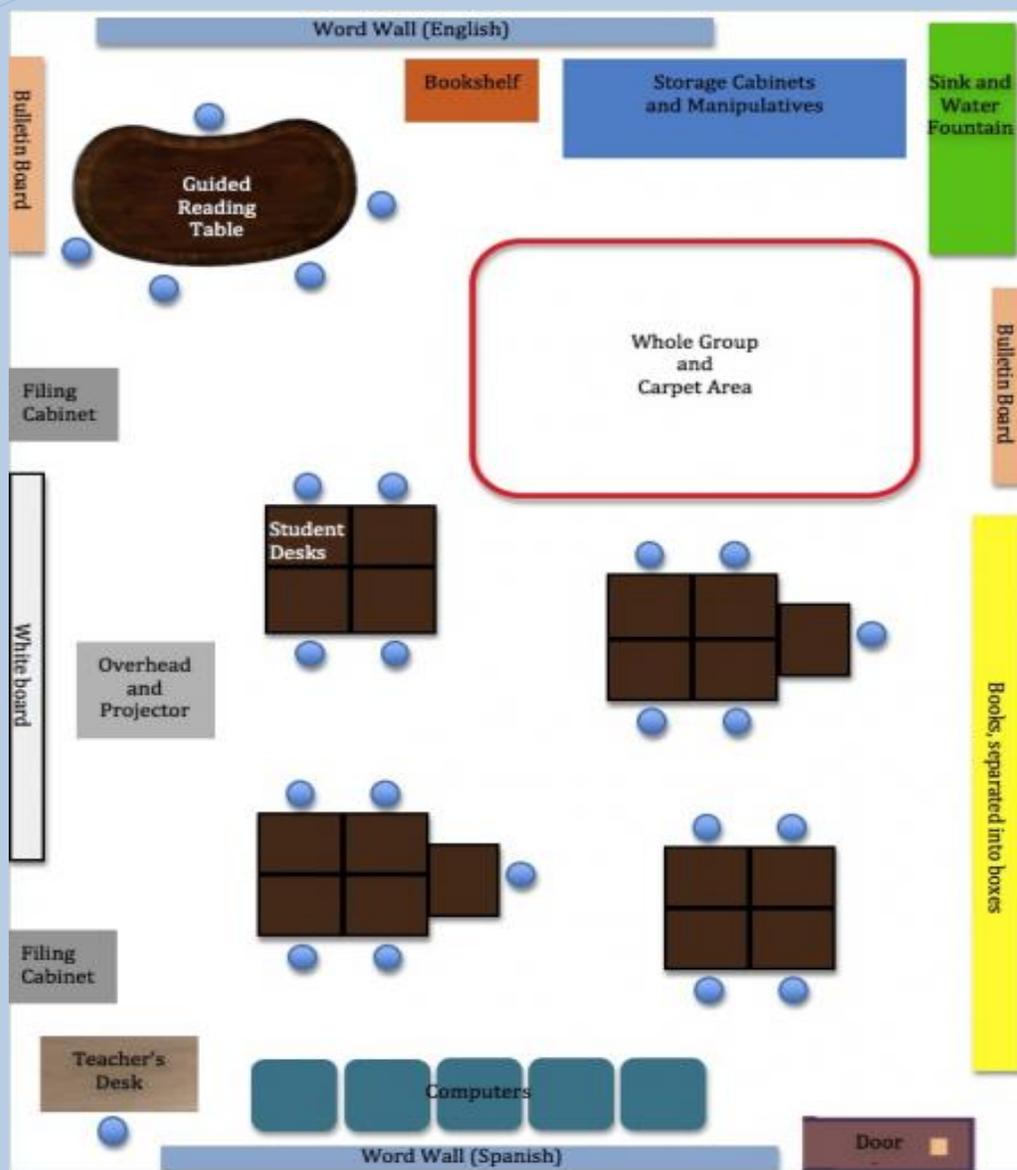
5. Group the words below and put them in the right category.

(30 points, 2 points each)

dedicate rejection excel proofread tacky
 toddler visible sinister desperation customary
 optimistic loyal arrogant portray enhance

Positive	Neutral	Negative

6. Look at the diagram below. In the text describing the classroom, circle the best answer. (15 points, 3 points each)



Setting up a classroom properly is an important part of being an effective teacher. I placed the **(cabinets / the student desks)** in groups because I will have my students working **(independently / collaboratively)** on many assignments. The teacher's desk is placed **(in a corner of / in the middle of)** the classroom so that I am able to look over all the students in the classroom, which is an important part of classroom management. I have placed the computers **(across from / close to)** the teacher's desk in order to be able to monitor the students on the computer and make sure that they are on task. There is also a Guided Reading table **(in the back of / in the front side of)** the classroom.

REFLECTION OF MIDTERM

Midterm week was over. Students started their midterm from 7:50 to 9:10. After finishing the exam, I asked my little sisters about their midterm, they said it was not hard, they did generally well. But for the mock mate test, the last one 'opinion essay' was the most difficult part for them. The biggest problem was they couldn't come up with the ideas related to the topic, which might be resulted from basically two reasons. First, opinion essay has not been taught in the class. Students may have little ideas about how to brainstorm the ideas and outline the writing. Then, students may have little background knowledge related to the topic of the opinion essay about whether or not to extend library hours, which caused that there was no schema to activate their critical thinking.

Life game was the next step students need to do after exam. It was a fun game which focuses on the communication between students, and stimulates their interests to participate. To save time, group leaders set up the tables with six groups in another classroom to make sure students could play the game as soon as they finished exam. The life game went really well. Students participated actively during the game. What they said the most in the game were "I'm rich" "ohm, you have no money" "I want cheap house""give me money". They were very cute while playing.

Life game was a good way to activate students' motivation to use language. One of little sisters seems like not enjoying the regular class sometimes, but she did better job than last week. Even though, owing to her language proficiency level, she couldn't say whatever she wanted, or only word by word, through observation of these two weeks, she participated and talked more than last week (We were also in the same group last week).

However, I also noticed that one of little sisters didn't communicate that much as others. She enjoyed game, she was laughing when something funny happened during the game, but she didn't talk much compared with others, which may resulted from their personalities. She was a quiet student. Usually, in the regular class, she doesn't like to talk, but she

participates every task and does her best to accomplish the tasks. However, in terms of this life game, students are supposed to speak more rather than only participating.

In sum, students enjoyed life game. For low level students, life game motivates their interests of using target language, and provides them language input (both reading and other high level students). Nevertheless, for quiet students, Teachers should try to push their output to supply opportunities to practice language, such as asking questions.

WEEK 13 LESSON PLAN

Theme: English Learning

Function: Writing opinion essay

Objectives:

1. Students will be able to know more learning methods to facilitate their language learning.
2. Students will be able to write an opinion essay about language learning.

Reading Homework:

How to Write an Opinion Essay

Following are a few steps of writing an essay, but they are not in the right order. Read the paragraphs below, choose appropriate topic sentences in the table, and then reorder them.

1. _____. The opening paragraph is commonly referred to as your introduction.
2. _____. You can also offer a memorable one-line ending, or you can provide the reader with additional thoughts to consider relative to your argument. If you provide additional thoughts for the reader to consider, these thoughts, although not dealt with directly in your essay, should implicitly support your thesis.
3. _____. It can be any broad topic, such as cars, sports, food, fruit, or medicine.
4. _____. Each piece of supporting evidence should be presented in a separate paragraph.
5. _____. Your thesis statement is the most important sentence in the essay. It states an opinion that can be argued for or against. For example, if you're writing about fruit, your thesis statement might be the following: Of all of the many types of fruit, apples contain the most nutritional value. That's a thesis statement, your opinion in a single sentence.

6. _____. Each opposing point of view should be presented in a separate paragraph. Presenting an opponent's point of view and refuting that point of view gives the reader the impression that you've considered all points of view. Consequently, your opinion essay will be more persuasive.
7. _____. Writing your title last will allow you to pick the most interesting aspect of your essay for use as a title. It could be your thesis statement or some other interesting part of your essay.
8. _____. The depth of the evidence depends on the length and complexity of your essay. For a simple essay of a few pages, three or four examples supporting your opinion might suffice. For a longer essay, you might need eight or 10 pieces of evidence to support your opinion.

http://www.ehow.com/how_5619030_write-opinion-essay.html

- A. Give examples on opposing arguments, then refute these arguments in the body of your essay
- B. Give your essay a catchy title
- C. Formulate your opinion into a single-sentence thesis statement
- D. Determine your topic
- E. Draft the body of your opinion essay using your supporting evidence
- F. Introduce your topic and thesis statement in the opening paragraph of your opinion essay
- G. Conclude your essay by summarizing your argument
- H. Give evidence to support your thesis statement

The order is _____.

Where do I start learn English?

Why do you want to learn English?

Before you begin (or go back to) studying English, ask yourself one question. **Why do I want to study English?** Is it because you want to, or because someone else wants you to? Like every decision in life, studying English must be something you want to do.

★ **Think about the reasons why you want to learn English. Write down the reasons.**

Set goals

If you know why you want to study, setting goals is easy. For example, maybe you want to travel to an English-speaking country. Great. Your goal might be to learn "Survival English". Perhaps you already know many useful phrases, but you want to improve your listening skills and pronunciation. Whatever your goals are, write them down.

★ **Think about the goals you want to achieve. Write down your goals.**

Make an agenda

How long do you need to study to achieve your goals? This answer is different for every student. The important thing is to be realistic. If you work 60 hours per week, don't plan on

spending another 40 hours a week studying English. Start off slow, but study regularly. Use material that is challenging, but not too difficult. Find out what works for you. After you have studied for a few weeks, adjust your study schedule accordingly. Do you study best at night, or on the bus on your way to work? Do you like to study alone in a quiet place, or with friends and background music?

★ **How long do you need to study to achieve your goals?**

★ **Exactly when and where can you study?**

★ **What is the way that you can study best? Think about it and describe it in detail.**

Make a commitment

Learning English requires a lot of motivation. Nobody is going to take your attendance when you aren't in class. If you are sure you are ready to begin studying, make a commitment.

★ **Fill out the following contract and sign it.**

My English Learning Contract

I, _____ (your name), promise to study English for a minimum of
 _____ (your realistic number) hours per week, from _____/_____/2012
 to _____/_____/2012 (no more than three months)

My #1 goal is to:

 (Example: improve my listening and speaking skills)

Other specific goals include:

(Example: learning 100 new words)

(Example: writing an email in English every day)

(Example: improving my pronunciation)

I will re-evaluate my study sessions and goals and sign a new contract at the end of this study period.

If I keep to the above program and achieve the above goals,

I will **REWARD** myself with:

(Example: new shoes/mini vacation/new dictionary)

Signed: _____ (your signature)

Witness: _____ (signature of friend, teacher etc)

Dated: ____/____/2012

Have fun learning English!

The things we do best in life are the things we enjoy doing. If you aren't having fun learning English, you're not studying the right way! You can be a serious student who has fun at the same time. Make up your own rewards program to give yourself incentives to stay on task.

How To Learn English

Tips and ideas on the best ways to learn English faster.

Tips for Beginners

1. **You are like a new baby**
 - Babies learn their language slowly.
 - First they learn to **listen**.
 - Then they learn to **speak**.
 - Finally, they can **read** and **write**.
2. **Listen to English every day**
 - Listen to English radio. - Watch English TV.
 - Go to English movies. - Use online lessons.
3. **Make an English/ESL friend**
 - Make up conversations. - Practice dialogues.
 - Use beginner textbooks.
4. **Read English stories**
 - Start with children's storybooks.
 - Try ESL readers.
 - Read advertisements, signs and labels.
 - Try EnglishClub.com for Young Learners.
5. **Write down new words**
 - Start a vocabulary (new word) notebook.
 - Write words in alphabetical order (A...B...C...).
 - Make example sentences.
 - Always use an English-English dictionary first.

My cat speaks English.



Sometimes my cat comes to me and tells me that she is hungry. Or that her leg hurts. How does my cat tell me these things? I don't speak pussy-cat language.

6. **Keep an English diary**

- Start with one sentence. - How do you feel?
- How is the weather? - What did you do today?
- Write another sentence tomorrow.

7. **Visit an English speaking country**

- Learn English more quickly. - Stay with an English family.
- Hear native speakers talk. - Have a fun experience.

★ **Among 7 tips above, are there any ways you tried before? If so, what was the best way to work for you? How did it work for you?**

★ **What was the way that didn't work for you well? Why do you think it didn't work for you?**

Study a Balance of the 4 Key Skills

(Listening, Speaking, Reading, Writing)

Most students want to communicate better in English. If this is one of your goals, it is important to study a **balance** of the four major skills. Listening, Speaking, Reading and Writing are the main (macro) skills you need to communicate in any language. Being very good at only **one** of these skills will not help you to communicate. For example you need to

be able to read well before you can write well. You also need to be able to listen before you can speak. It helps to think of these communicative skills in two groups.

- **INput<<<**
 - Listening (in through your ears)
 - Reading (in through your eyes)
- **OUTput>>>**
 - Speaking (out through your mouth)
 - Writing (out through your hand)

For the best results, create an agenda that combines all four areas of study. Allow one type of studying to lead into another. For example, read a story and then talk about it with a friend. Watch a movie and then write about it. This is what teachers in an English class would have you do, right?

★ Comprehension Check

1. What are four key skills of English?

_____ , _____ , _____ , _____

2. Where do the skills belong to?

INPUT : _____ , _____

OUTPUT : _____ , _____

1. How to learn LISTENING

- **Listen to the radio**

Don't always have a pen in hand. Sometimes it helps to just listen.

- **Watch English TV**

Children's programming is very useful for ESL learners.

Choose programs that you would enjoy in your own language.

Remember that much of what you hear on TV is slang.

- **Watch movies**

Choose ones with subtitles, or one from ESLNotes.com (provides useful notes on popular movies).

- **Use Internet listening resources**

Every day there are more and more places to listen to English on line.

- **Useful Listening links:**

EnglishClub.com English Listening

[More listening tips](#)

2. How to learn SPEAKING and pronunciation

- **Talk to yourself**

Talk about anything and everything. Do it in the privacy of your own home. If you can't do this at first, try reading out loud until you feel comfortable hearing your own voice in English.

- **Record your own voice**

This might feel very uncomfortable, but it will help you find your weak pronunciation points. Listen to yourself a few days later. Which sounds do you have difficulty hearing?

- **Participate in class**

- **Learn common idioms**

- **Understand the sounds that your language doesn't have**

For example, many languages don't have the "r" sound. These sounds require extra practice.

- **Recognize that teachers are trained to understand you**

When you get out into the real world, average people will have a more difficult time understanding you unless you practice speaking slowly and with proper pronunciation.

- **Study word and sentence stress**

- **Useful Speaking links:**

[EnglishClub.com English Speaking](#)

[EnglishClub.com English Pronunciation](#)

[Speaking tips](#)

[More speaking tips](#)

3. How to learn READING and vocabulary

- **Read something every day**

Children's books, simplified readers, newspapers, magazines, Internet sites, novels, and much much more...

- **Read what interests you.**

Remember that you learn better when you are having fun.

- **Read at the appropriate level**

You want to learn new vocabulary, but you also want to understand what you are reading. If you are looking up every word, the reading is too difficult.

- **Review Who, What, Where, When, Why for each story you read**

You can do this for almost any type of reading. Who is it about? What happened? Why did it happen? Where did it take place? When did it take place? This is very useful when you have no comprehension questions to answer. You can write or

speak your answers.

- **Always have an English-English dictionary nearby**

It is a bad habit to always rely on a translation dictionary or electronic dictionary.

Think of your English-English dictionary as your life line.

Use online dictionaries when you are using the Internet

- **Record vocabulary in a personal dictionary**

- Keep this notebook separate from other work
- Record vocabulary in alphabetical order (an English address book works well because it has letters of the alphabet)
- Record the part of speech (sometimes there is more than one)
- Write a sample sentence for yourself (don't use the one from the dictionary)
- Review your personal dictionary (especially new entries) every night before bed

- **Useful Reading links:**

[EnglishClub.com English Reading](#)

[EnglishClub.com English Vocabulary](#)

[More reading tips](#)

4. How to learn WRITING and spelling

- **Keep a diary/journal**

Don't always pay attention to grammar. Free-writing can be very useful. It can show you that writing is fun. Have fun with the language.

- **Write emails in English**

Stay in contact with teachers or other students.

- **Rewrite your local news in English**

This is another exercise that can be done on a daily basis. Remember that regular activities are the best ones.

- Learn commonly misspelled words

★The followings are 10 commonly misspelled words. Please correct them.

- Get an ESL pen pal
- Useful Writing links:

EnglishClub.com [English Writing](#)

[More writing tips](#)

- ✧ Through read the methods above, think of yourself, how do you usually learn all four English skills.

★ Read the following article

Choose the right title for each paragraph from the examples and write it down.

Listen to Native Speakers as Much as Possible	Listen to English Music
Listen to English	Surround Yourself with English
Use all of your Resources	Record Yourself
Do Exercises and Take Tests	Speak without Fear
Watch English Films and Television	Study As Often As Possible!

Here are some tips which may help you to master the English Language!

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, **learning English requires practice**. Don't let a little fear stop you from getting what you want.

Even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The internet is a fantastic resource for virtually anything, but for the language learner it's perfect.

The absolute best way to learn English is to surround yourself with it. Take notes in English, put English books around your room, listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material that you have around you, the faster you will learn and the more likely it is that you will begin "thinking in English."

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL / EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with **English** subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though, is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.

Many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really improve your English. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. **Start now by doing some of the many exercises and tests on this site, and return in a few days to see what you've learned.** Keep doing this and you really will make some progress with English.

Nobody likes to hear their own voice on tape but like tests, it is good to compare your tapes from time to time. You may be so impressed with the progress you are making that you may not mind the sound of your voice as much.

By this, we mean, speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.

Finally

Have fun!

Write your opinion of how to learn English

- ✧ **Read the following essay, underline the thesis statement, topic sentences, and restatement of thesis statement**
- ✧ **Underline the linking words in the essay using another color.**

As the globalization of English, more and more people around the world use English to communicate in order to achieve what they want to do. Obviously, nowadays communication with others from different backgrounds is usually the reason why people would like to learn English. From another perspective, unlike the traditional language education, the goal was to pass the exam, while under the context of English globalization, the goal is moving to communication. That means, in English education, we not only need to consider developing the language skills, but also the effects of different cultures.

Listening and reading as two of input skills are usually considered as the models to develop our linguistic knowledge, such as pronunciation, vocabulary, grammar, intonation and rhythm. First of all, we should choose the materials that we are interested in to

motivate our interests. For example, to develop reading skills, we can read what interests us, which can also enrich our vocabulary, and supplement the improvement of grammar knowledge; or listen what you like to keep you focused to develop our listening skill, such as watching movies, on the other hand, to raise our awareness of how to convey different meanings through pronunciation, intonation and rhythm. Secondly, now that listening and reading are the models, that means we have to choose good materials to listen to or read. Not every listening and reading materials is good model.

Additionally, the improvement of output is another crucial factor to communicate with foreigners. First thing we have to remember is to provide opportunities for students to produce their own language. Communication is not only reading and listening that requires us to react, which needs us to practice over and over again. Language learners should know that practice is the fastest way to prepare us to succeed. Apart from this, in the course of English learning, output should integrate with input. We can integrate listening or reading with speaking or writing, such as, after watching movie or reading stories, we can write about the story or our thoughts, or tell the story to our friends. In one word, the development of output is a time-consuming process that requires the supplementary of input.

At last, knowing the cultures of different countries can facilitate us to avoid miscommunication. As we know that different cultures have different routines to express themselves, in order to make the communication more smoothly, we should be able to realize these differences. For example, usually in Korea, silence means negative meaning when somebody is asking you yes/no question, on the contrary, in Philippine, silence means positive reaction. From this, it can be seen that knowing other countries cultures is an important element to communicate well. What's more, people from different countries have their own beliefs, thinking, and feelings. Take age as an example, in Korea, age is one of the factors decides one's position. We have to call someone older than us 언니 or 오빠, whereas, in Western countries, age doesn't affect how we call a person. Put it simple, awareness of culture knowledge is an inevitable stage to communicate with foreigners.

All in all, communication as the final goal of our English education, we are supposed to

develop our knowledge in variable ways. I believe the development of input and output and culture knowledge are indivisible on the way to success.

✧ **Through reading the whole essay, fill out the tables below.**

What is the author's goal of English learning?	
Why does the author set up this goal?	
Which three aspects does the author mention to achieve the goal?	
How is author going to do to develop each aspect?	

Class Arrangement:

Task 1: Heart to Heart

Time: 8:00—8:10

Materials: Eight cards (Appendix 1); PPT

Objectives:

- 1) To warm up the class through a fun game.
- 2) To activate students schema in order to accomplish the following task.

Procedures:

- Each group will get 8 cards with the phrases about English learning tips.
- Two cards will be distributed to one student without showing them to others.
- They have to mime the phrases in turn. And other students should figure out what it is. If they figure out the phrase, they get one point. If they can't figure it out, they can pass the phrase. Once they pass the phrase, they can't get the point for that. They have 5 minutes for 8 phrases to figure out.

- The group who gets most points will get prizes.

Task 2: My English Agenda

Time: 8:10—8:55

Materials: Brainstorm handout (appendix 2); colored paper; PPT

Objectives:

- 1) To train students to learn collaboratively.
- 2) To generate ideas for the following task.

Procedures:

Scenario: You are eager to learn English; you want to get some ideas to learn English effectively.

- Every student will get a brainstorming handout,
- According to the questions on the handout, each group is going to work together to think about what was the effective way they learned English or what's their ideal way to learn English. (15')
- Each student in each group will be assigned as A, B, C and D
They will be assigned to a new group separately, As group, Bs group, Cs group and Ds group.
- They are going to share their ideas, and write the ideas they like in their handout. (10')

Making an Agenda (30')

- Filter the ideas they gathered
- Design their ideal agenda of English learning
- Present their posters

Task 3: Outline Your Ideal Education

Time: 8:55—9:15

Materials: Graphic organizer (Appendix 3)

Objectives:

- 1) To organize the ideas they gathered in the last few tasks.
- 2) To build a skeleton for their writing systematically.

Procedures:

You have some opinions about our English education, you want to write an formal essay to your professor about what you think is the most efficient way of learning English.

- Each group will get a graphic organizer.
- Based on the ideas they get in task 2, students need to organize their information in the outline organizer.

Task 4: Writing an Opinion Essay

Time: 9:25—10:05

Material: Essay format papers

Objectives: To write an opinion essay based on what they did.

Procedures:

- Within one group, students are going to work as pairs to write their essay. One pair will write the introduction and the first body paragraph; another pair will write the second and third paragraphs, and the conclusion paragraph.
- Combine their writing as one essay.

Task 5: Revision

Time: 10:05—10:25

Material: Peer editing checklist (Appendix 4)

Procedures:

- Exchange writing with another group
- Check the writing using the checklist provided
- Return the checklist and writing to the original group, based on the checklist, revise the essay

Task 6: Homework

Time: 10:25—10:30

Material: PPT

Writing Homework

- Sookmyung times asked you to write your opinion about English education in Korea. In Korea, although students learn English from their early age, they often fail to communicate with others in English. What do you think is the ideal English education in Korea?
- Write it in an opinion essay form
- Well-formed 5 paragraph

- Check your first draft with the checklist
- Revise it based on the checklist
- You have to submit your first draft and revised one.
- 숙명 타임즈는 당신에게 한국의 영어교육에 대한 의견을 쓰도록 요청했습니다. 한국에서 학생들은 이른 나이부터 영어를 배우지만, 종종 영어로 다른 사람들과 대화하는 것에 어려움을 느낍니다. 한국에서의 이상적인 영어교육에 대한 당신의 의견을 써주세요.
 - **Opinion essay** 형태로 써주세요.
 - 잘 짜여진 5 단락으로 써주세요.
 - 체크리스트로 초안을 체크하세요.
 - 체크리스트를 참고하여 초안을 수정하세요.
 - 초안과 수정안 두 개의 에세이 모두를 제출해야 합니다.

Appendix 1

Read English story	Listen to the radio
Make English friends	Watch English TV
Write English diary	Talk to yourself
Record your own voice	Write emails in English

-
-

Appendix 2

Mind Map

What's one of the aspects I need to develop to achieve my goal?
How?

1.

-
-

What's the second aspect I need to consider to achieve my goal?
How?

2.

-
-

What do I want to do using English?

Hook

Thesis Statement

What's the third or the last aspect you want to improve to achieve your goal? How?

-
-
-

Appendix 3

Graphic Organizer

Introduction

Hook
Thesis statement:

Body 1

Topic Sentence:
Supporting idea 1:
Example 1:
Supporting idea 2:
Example 2:

Body 2

Topic Sentence:
Supporting idea 1:
Example 1:
Supporting idea 2:
Example 2:

Body 3

Topic Sentence:
Supporting idea 1:
Example 1:
Supporting idea 2:
Example 2:

Conclusion:

Restatement:
Future thought:

Appendix 4

Peer Editing Checklist

Use the following checklist to help you evaluate your partner's writing. Remember to **offer constructive suggestions and point out 2 parts you especially like.**

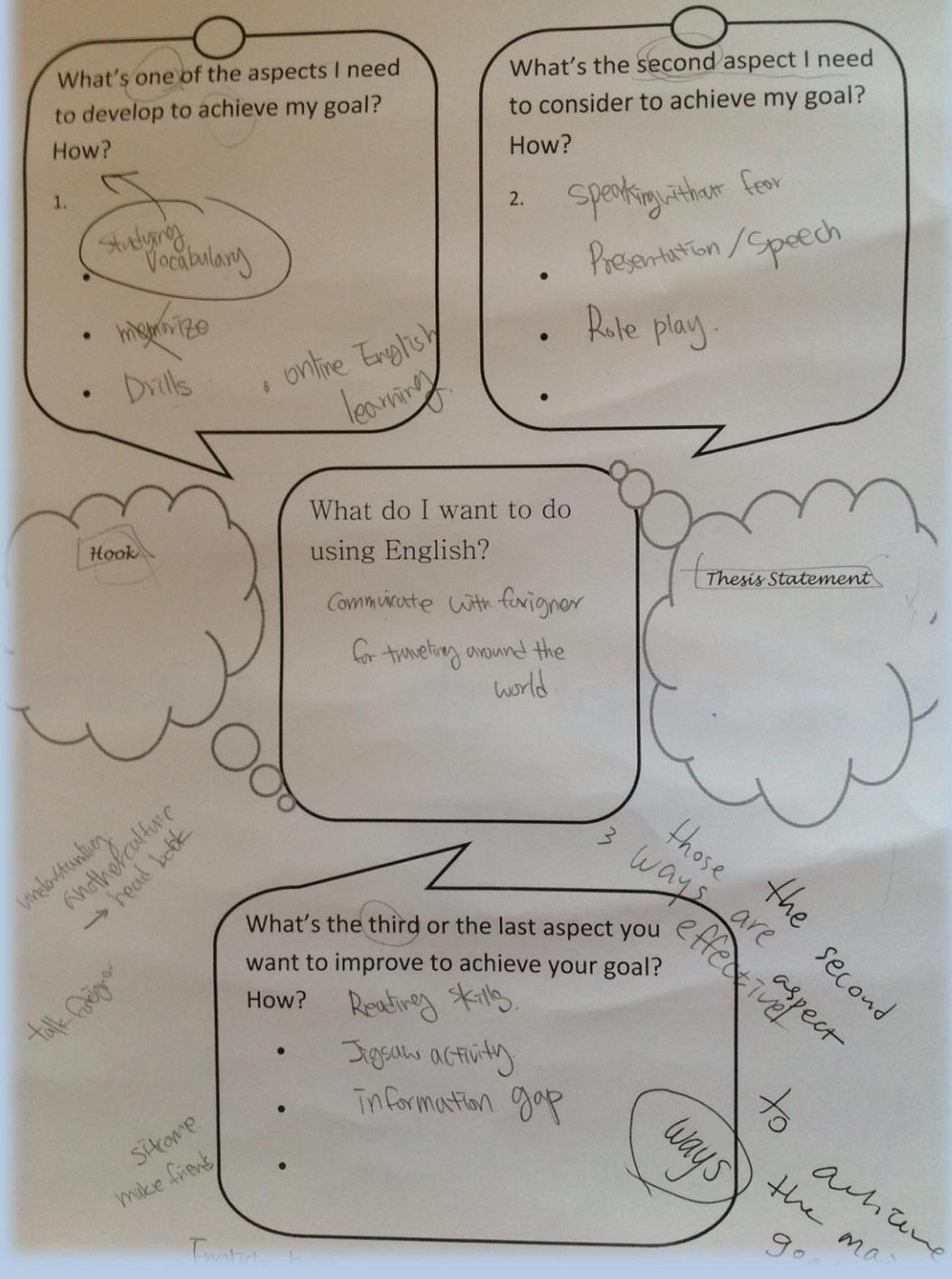
Your Group Name _____

1. Can you identify the thesis statement in this essay? Yes/No
2. Does the thesis statement contain the topic and their opinion? Yes/No
3. Does this essay have an introduction? Yes/No
4. Does the introduction give an outline of what the author is going to talk about? Yes/No
5. Is the writing clear and understandable? Yes/No
6. Are there parts of the essay that are unclear? If so, **underline** them and put a question mark next to the passage.
7. Does the essay have a clearly organized body paragraphs with supporting ideas separated into paragraphs? Yes/No
8. Does each paragraph begin with a topic sentence? Yes/No
9. Does each paragraph end with a transition sentence, smoothly connecting the ideas of the previous paragraph to the next? Yes/No
10. Does each body paragraph in the essay contain examples to support the ideas? Yes/No
11. Does the essay have a concluding paragraph? Yes/No
12. Does the conclusion restate the main points of the essay in a new way and give a sense of completion to the essay? Yes/No

Do you have other suggestions to their writing?

STUDENTS' WORK

Mind Map



Mind Map

What's one of the aspects I need to develop to achieve my goal?
How?

1. ~~Culture~~ Cultural knowledge.

- Watch movies based on daily life.
- Read newspaper/magazine culture
- Make English friends

What's the second aspect I need to consider to achieve my goal?
How?

2. ~~Communication Skill~~ ^{Input} Listening & Reading

- Listen to news, music, ...
- Read ~~the~~ books.
- Watch English drama ~~Repeatedly~~ ^{Repeatedly}

Hook

What do I want to do using English?

~~Communicating~~
Communicating in English and
~~Go abroad to study~~ for study.

^{Watching English Broadcast}

Thesis Statement

What's the third or the last aspect you want to improve to achieve your goal?
How? ^{Output}

- speaking & Writing.
- Writing a diary.
- Record your own voice.

80's Girls

Expanding Knowledge of Cultural Differences

- ① Role Play
- ② Information Gap
- ③ Watching movies

Improving Speaking Skills without Fear

- ① Listening to English Radio
- ② Role Play
- ③ Giving Presentations

To communicate in English to make foreign friends

Build Up Vocabulary

- ① Read many articles
- ② Play vocabulary games
- ③ Online English Learning

have 4 ways effective

the second aspect is to achieve the main goal





CLASS PICTURES



REFLECTION OF WEEK 13

English learning as the theme of this week, we wrote an opinion essay. The class was divided into five tasks--heart to heart, my English learning agenda, filling the outline, writing and revising. I was the class leader for this class, standing in front of the class, I saw most of the students engaged in the task, which was the one thing I was satisfied with. I tried to design the tasks that could build the steps for their final writing task, which I think it worked, because students had plenty of time finish the writing.

The first task was 'Heart to Heart'. This was a warm-up activity which was a miming game. Eight cards were distributed to each group. Students had to take turns to mime the cards and figure out what they were miming. The group got the most cards and finished faster won. This was an enjoyable game. I observed everybody was participated in the task. The only problem I had here was I didn't use PPT that much, I kept giving them instructions even without the PPT showing up, which was resulted from lack of practice with my partner. I should have checked the directions on PPT to make sure everything thing is following me.

Then, 'My English Learning agenda' was the following task. Three steps were asked to be done-- brainstorming, sharing ideas with other group members and making agenda in their own group, and presentation. As I observed, the whole task went really well, most of the groups finished on time. I have one thing that I was really satisfied with was the part of sharing ideas. Since I know some of the groups didn't come up with some ideas during brainstorming, with time pressure, I had to stop them to move on to the next stage. What I felt pleased was they were giving each other a lot of good ideas and suggestions to help those students complete their brainstorming worksheets, based on which, it could be much easier for them to make agenda. I would like to say, because of this stage-- sharing ideas, that makes the whole task went smoothly.

Then the third one was outlining. Based on what they already had in task 2, students had to fill out the graphic organizer. As making agenda already provided students with amounts of plans for outlining stage, thus every group finished their task on time, four groups even completed the task

before the time was over. In order to make sure these groups could have something to do, we asked them to write the essay instead of waiting and chatting. However, I got one question from group leader, "what's the difference between making agenda and filling outline?" She reminded me whether it was meaningful to ask the students to plan the graphic organizer, since they had enough things in their agenda. I had never thought about this before the class. To answer this question, I think outlining could ask for more details to construct their essay, without this stage, it should be also possible, but more time would be needed for writing.

Finally, writing and revision came the last. Surprisingly, all the groups finished their writing before or just on time. It is worthy to mention that, in the peer editing part, students gave some meaningful comments to their peers. That could be their progress which proved they learned how to write an opinion essay.

Generally, the class was accomplished successful. However, the problem I had was instruction, either too much or not clear enough, on particular for the second task, which needed more instruction. I think I might give unclear directions to group leaders, since they didn't assign their sisters the role as I expected and confused instruction for students' movement, since they moved very slowly, also too much explanations on how to make an agenda, which wasted a lot of time for our next task. One of the reasons may lack of preparation and practice; another could be lack of experience. I believe the improvement of instruction will be increased with sufficient preparation and enriching experience. In addition, I want to mention that, in the second task, the first stage: brainstorming part, one of the reasons, as I observed, for the group didn't come up with ideas was the group leaders were not leading and facilitating them that much. I'm not sure if it was owing to my confused instruction or boring task. Nevertheless, I had to thank for every group leader, without them, we couldn't make the students done the tasks.

ACTION RESEARCH

To Facilitate Students to Give Meaningful Feedback:

The Effective Ways of the Development of Peer Editing

Jie, Jiyeon & Sunyoung

Introduction

Peer editing, as a prominent process-based writing instruction, have become an increasing common form of response to student writing in both first and second language composition classes, which provide students with amount of opportunities for negotiation and elaboration of meaning to practice not only writing, but speaking and listening along with reading (Diaz, 1986; Keyes, 1984). In other words, peer editing in writing classroom allows writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of skills in the development of language and writing ability. Evidently, peer editing requires students to cooperate with each other to achieve the goal of the task, in which two-way communication is established through high level response and interaction between reader and writer. Even though many studies support the idea of the effectiveness of peer editing with correctly being used, on particular when students are trained on how to give and use feedback (Min, 2006), few researches has been conducted in EFL/ESL classroom. Writing, as a highly complex task, can be composed of many sub-skills, such as spelling, grammar, the ability to generate ideas, and shape them into high-quality written language. To help students write better, definitely, teachers need to play an important role with regarding to students' writing process. In another point of view, peer editing as a significant writing instruction in the classroom, as teachers, it is crucial to consider what the effective ways are to facilitate students to give peers meaningful feedback in order to develop their writing skills.

Literature Review

A number of studies (Byrd, 1994; Lockhart & Ng, 1995) have presented the benefits of peer editing. It is believed to enable learners to develop their various skills. Peer editing provides learners with the opportunity to take responsibility for analyzing, monitoring, and evaluating aspects of both the learning process and product of their peers. Many researches states that it can work towards developing students' higher order reasoning and higher level cognitive thought (Birdsong and Sharplin, 1986), facilitating a deep approach to learning rather than a surface approach (Entwhistle, 1978: 1993; Gibbs, 1992).

In EFL setting, peer editing has been more commonly incorporated into language writing instruction where peer responds to and edit each other's written work with the aim of helping with revision (Hogan, 1984; Birdsong and Sharplin, 1986; Lynch, 1988; Rainey, 1990), which indicates the role and value of peer evaluation in writing in terms of developing their writing ability, writing performance, and autonomy in learning. Amount of studies (for example, Chaudron 1984; Zamel 1985; Mendonca and Johnson 1994; Berg 1999) reveal the more significant insights: good writing requires revision; writing should involve multiple drafts with intervention response at the various draft stages; peers can provide useful feedback at various levels; training students in peer response leads to better revision and overall improvements in writing quality.

Even though peer editing is seen as an effective instrumental to students' writing, majority of peer comments fail to be utilized in students' subsequent revision (Chou, 1999; Connor & Asenavage, 1994; Mendonca & Johnson, 1994; Nelson & Murphy, 1993; Lockhart & Ng, 1993; Tsui & Ng, 2000). One of the reasons to this problem lies in students' inability to provide useful and concrete feedback (Chou, 1999; Leki, 1990; Mangelsdorf & Schlumberger, 1992; Mendonca & Johnson, 1994; Lockhart & Ng, 1993; Tsui & Ng, 2000). Hu (2001) conducted a research on peer editing that was unsuccessful. He claimed that various problems impeded the effectiveness of peer editing, of which, the major problem is inadequate training of peer editing of students for activities. Students couldn't get chance to develop their understanding of peer editing process and its potential benefits before or while participating in the activities.

Stanley (1992) and Zhu (1995) stated that successful coached students in peer editing in writing class could generate substantially more feedback in a more tactful and active negotiation than control group did, and focus more on commenting on global features in more detail. In addition, Stanley (1992) confirms that peer editing training influences students' revision quality: "The drafts of coached groups evidenced more responses to peer evaluation than did the uncoached groups' drafts." (p. 229). What's more, Berg (1999) conducted a research to investigate how trained peer response shapes students' revision and revision quality with one experimental group coached through various peer editing training activities and one controlled group without any training activity. The results of this research showed that peer editing training did exert positive impact on students' revision types and quality.

Methodology

As we all know, peer editing is an important stages for learner to improve their writing, which requires students to make suggestions, comments, compliments, and changes to writing to help revise, and edit his or her writing. Referring to editing, as the name implies, something need to be change or improve, from this point view, the readers are supposed to give the authors some specific ideas about how to make his or her writing better. However, through observation of a few GEP writing classes, we noticed that students couldn't make the best use of peer editing to think about writing critically. Usually, in this step, students rarely have suggestions to the authors about the weaknesses in the writing. Consequently, this will definitely affect the development of their writing skill. As a concern of us as GEP mentors, to help students provide each other meaning feedback, we devised three different treatments covered six weeks to facilitate students to take the advantages of peer editing to improve their writing—teachers' intervention, peer editing checklist, and peer discussion.

There are 26 Sookmyung Women's University students of different grades in different majors joined the action research with the goal of passing G-MATE test, where writing covers 50 percent. That means a big range of students' language proficiency levels which covers from Rudimentary Low to Commending Low. Simultaneously, 12 group leaders as mentors facilitate students developing their writing skills. The whole class was divided into six small groups with 3

or 4 students each. In order to make sure students' improvement, 1 or 2 group leaders assigned to each group to facilitate students participation.

The action research was conducted only six weeks, where three treatments to help students give meaning feedback were carried out with every two weeks one treatment, as I mention above, which are teachers' intervention, peer editing checklist, and peer discussion.

Schedule of the Treatments

Week	Treatment	Description
Week 9	Teachers' Intervention	In the course of peer editing, in order to help students to give meaningful feedback to their peers, group leaders are supposed to ask a few questions based on the format or grammatical structures of writing, such as "Is there topic sentence?" "Is supporting ideas supporting topic sentence?" or "Is the sentence understandable?" Through this way, students will be able to be aware of the key points of different formats of writing to improve their writing skills. After the class, we are going to survey (Appendix 1 for week 9, and appendix 2 for week 10) the group leaders to check whether teachers' intervention is effective for students to give meaningful feedback.
Week 10		
Week 11	Peer Editing Checklist	After finishing the first draft, different from teachers' intervention, students will get the peer editing checklist. Based on the questions in the checklist, they are going to exchange their writing with their peers, they have to check their peers' writings and provide feedback collaboratively. The following step we are going to carry out is the same as what we do in teachers' intervention, each group leaders will be asked to have a survey on the effectiveness of the
Week 13		

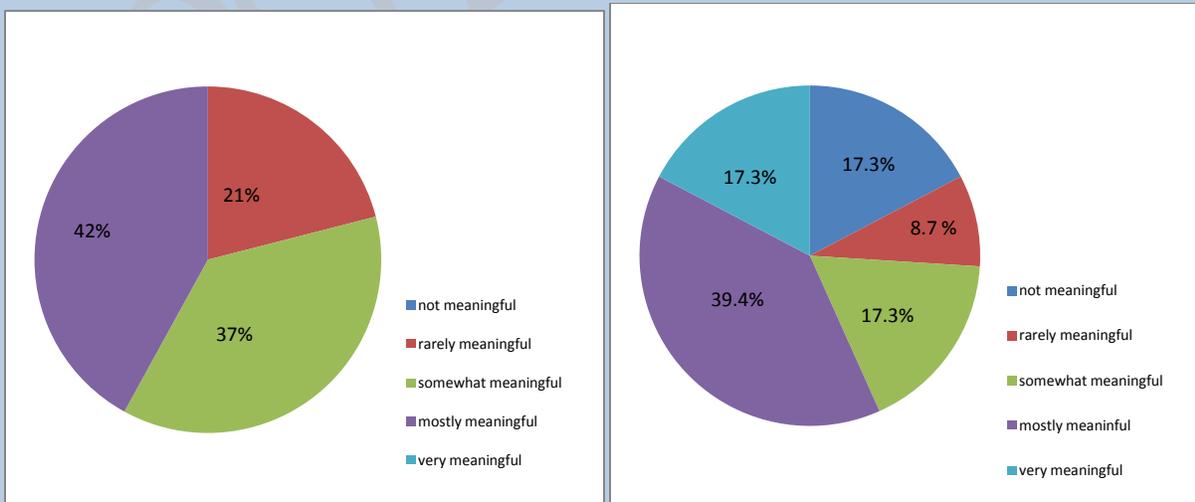
		peer editing checklist. (Appendix 1 for week 11, and Appendix 2 for week 13)
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In order to compare how much students got improved after each treatment carried out, for each treatment, we analyzed the results of each week to calculate the development of peers' meaningful feedback. Through comparing the results of three treatments, to certain extent, the most effective way can be used in the future so as to enable the students to develop their writing skills. In addition, the surveys for two weeks of each treatment were a little different, which was in appendix 1 and 2, while the surveys for three treatments were basically the same.

Data Analysis

The first treatment we conducted was teachers' intervention. The following graphs presented the data we collected.

Do students give meaningful feedback based on the teacher's intervention?



Week 9

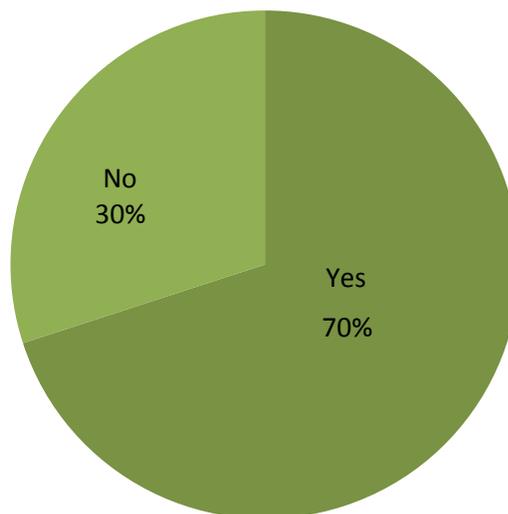
Week 10

As it shows that, in the first week, week 9, group leaders said 15 out of 19 students understood the questions conducted by them. And they also said that most students (79%, 15 out of 19) gave a meaningful feedback based on the questions, but 21% of students rarely gave meaningful feedback.

In the second week, week 10, most students (21 out of 23) also understood the questions of group leaders, group leaders said. However, on the second week, 26% of students didn't give a meaningful feedback, which means 74% of students gave meaningful feedback to each other. Compared with the first week, the percentage of students who didn't give meaningful feedback was increased, and that of students who gave a meaningful feedback was decreased. We guessed this is because of the lack of time they had for giving feedback. But group leaders strongly agreed that 17.3% of students gave very meaningful feedback. on the contrast, in the first week, no group leaders said students seemed to give very meaningful feedback (0%), which means quite improvements of students in giving meaningful feedback on their pair's writings.

In terms of the students' improvement of the meaningfulness of their feedback, we also collected the data.

Compare with last week, did students get improved to give their peers' feedback?



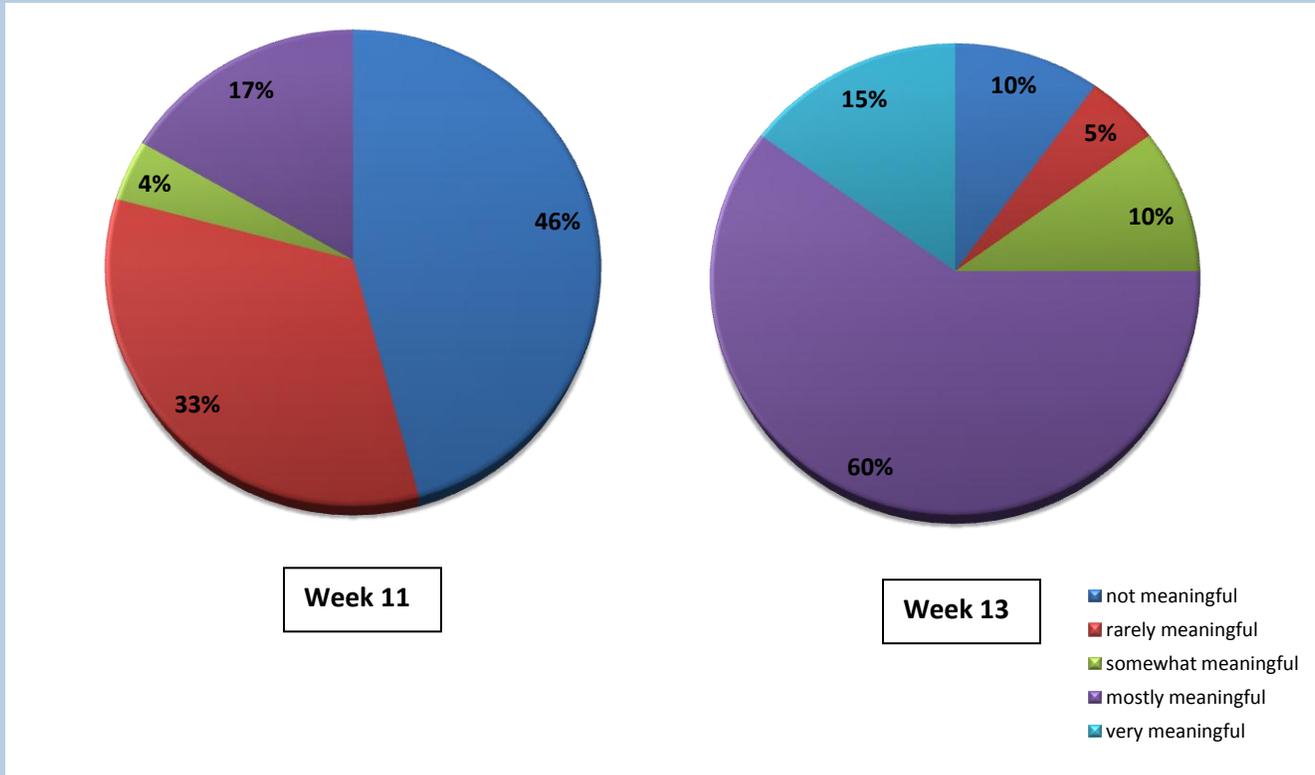
As the graph shows that 70% of group leaders agree that teacher's intervention is a useful strategy to help students give meaningful feedback, while only 30% of them disagree its advantages. Through the observation of the group leaders, the students who didn't get improved are usually the ones who are passive during the learning process. On the other hand, for the students who improved, different group leaders have different opinions. Four of the group leaders said the students who are in higher proficiency level improved more, whereas, another two group leaders said weaker students had more development. At the same time, there is another statement that the students with activated motivation improved more, such as the students liked each other, and they liked their group leaders.

After experimenting how effective teacher's intervention in revising writings would be for two weeks, giving feedback by peer editing based on the given checklist by students themselves was conducted for two weeks, week 11 and week 13.

In week 13, 24 students participated in the class. There were students who did not understand the questions of the checklist. It could be because students did not attend the class when doing the peer editing and was not able to do how to give peer feedback. In total 67% of the students mostly understood the questions and 29% of the students totally understood while only 4% of the students barely understood the questions. Compared to week 11, 20 students participated in the class in week 13. To do peer editing by themselves without teacher's guide, it was very important for students to fully understand questions in the checklist before giving feedback or comments. Fortunately, most of the group leaders answered students understood what the questions in the checklist meant. Based on the survey, 40% of the students mostly understood the questions and 60% of the students totally understood. In other words, for week 11 and week 13 in which peer editing experiment was conducted, almost every student did not have difficulty in understanding the questions in the revising checklist.

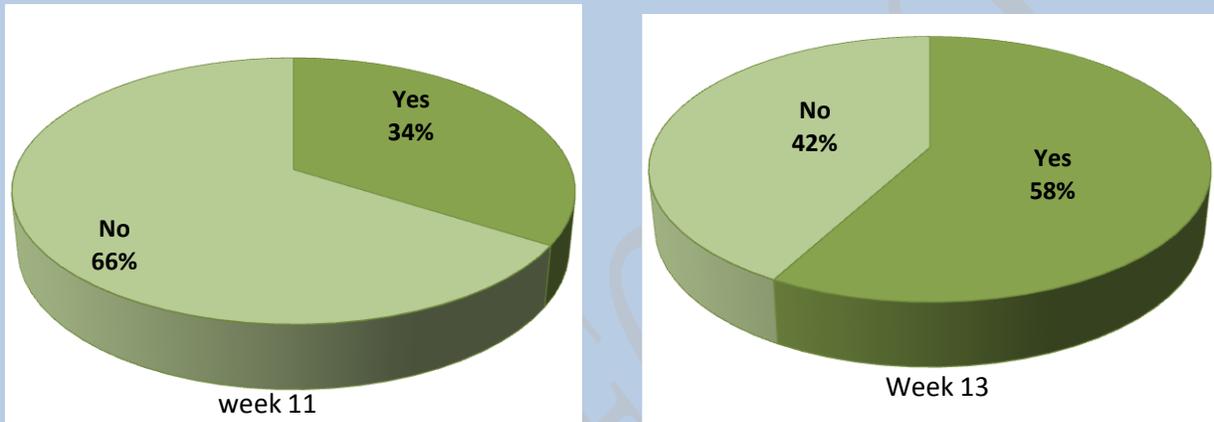
The next issue my group would like to know was if students are able to give meaningful feedback based on the questions in the checklist. The results from week 11 and week 13 are as follows.

Do students give meaningful feedback based on the teacher's intervention?



From the data of week 11, only 21 percent of students succeeded in giving feedback meaningfully on peers' writings and 33 percent of students gave meaningful feedback to a certain extent while 46 percent of students were struggling of how to give meaningful feedback. On the other hand, 75 percent of students succeeded in giving feedback meaningfully while 25 percent of students were struggling of how to give meaningful feedback. In terms of the result from week 11 and week 13, a bit of improvement was observed.

With regarding to the question of whether students get improved in giving meaningful feedback, the following graph will show the results.

Did students get improved to give meaningful feedback?

Since students have done giving feedback through either teacher's intervention or by themselves based on the revising checklist, our concern was how much students have improved compared to last week. In week 11, group leaders answered that only 34 percent of students improved in giving peer feedback while 66 percent of students did not. However, in week 13, 58 percent of students improved in giving peer feedback meaningful while 42 percent of students did not. 24 percent of students improved compared to week 11.

Conclusion:

Throughout the whole action research, the results show above that the effectiveness of these two treatments (teachers' intervention and peer editing) to develop peer editing is not that clear. Since the meaningfulness of the feedback students gave to their peers during each treatment did make big difference. However, most of the group leaders agree that two of the treatments were useful to help students give meaningful feedback.

There is variety of reasons that limited the effectiveness of the treatments. First of all, as almost every group leaders mentioned that time was a biggest problem that restrict their performance. What happened in the class would be never as what the class leaders expected, while usually, time is the most common problem happened during the task. Peer editing as the last task was always taken as the least important, thus the time that was provided to peer editing was usually the least, so that students couldn't have enough time to have deep thinking. On the other hand, as, in a class, there were usually 6 groups with 9 or 10 group leaders assigned to each group, the reliability was another issue related to the meaningfulness of the feedback. For example, some of the group leaders might have higher demand towards students' production, while others could have lower request. Finally, the period that we carried out the treatments was too short, which is not enough to show of students' improvement of giving meaningful feedback. As a matter of fact, the original plan of this action research was to conduct 3 treatments covering six weeks, however, owing to amount of reasons (time was the biggest problem that resulted in the drop of peer editing in two classes.), only two treatments were conducted. That means the evidence we collected during these four weeks doesn't seem to be enough to train students to give meaningful feedback.

To be honest, we couldn't know how well students would do in their final writing after revision, since we didn't have enough time to reach that in the class. However, through the surveys to the group leaders, according to their observation, most of the students had good attitudes towards the feedback their peers provided. Based on the surveys, four groups out of six said that the students totally accepted the feedback they got, while another two groups partially accepted. If we could have had the time for students to revise, it would be much clear to see how meaningful their feedback was.

To help students make more meaningful feedback, there are three changes needed. One change is motivated by the reliability of the raters. In order to make sure the consistency of the measurement, rater is the most significant issue. Different teachers have different expectation, which will definitely decrease the reliability of the results. Additionally, another change related to the period that a research should carry out. In this semester, because of

various limitations, we couldn't have enough data to be gathered, which caused almost the failure of this research. Therefore, the period for the research should be long enough to ensure there will be plenty of data collected. Finally, the last changed we would like to make is that students will be given time to revise their writing after peer editing. In this way, as I mention above, it will be much clear to measure the meaningfulness of their feedback, and students' attitudes to peer editing, and then to raise their awareness of the value of the peer editing.

Appendix 1

Survey Questions for Group Leaders

Numbers of group leaders:

Numbers of Students:

Please fill out the following survey questions. The numbers on the top of the arrows stand for how well students' performance is, and **what you need to fill in the brackets is how many students are doing that well during peer editing.**

1. Do students understand the questions you asked/in the checklist?

How many students: () () () () ()

How well: Not Really 0 1 2 3 4 Totally Understand

2. Do students give meaningful feedback based on your questions/ the checklist?

How many students: () () () () ()

How well: Not Meaningful 0 1 2 3 4 Very Meaningful

3. Do students accept the feedback their peers provide?

- A. Yes, totally accept
- B. Partially accept
- C. No, they don't agree with peers' feedback

4. Do you think teachers' intervention/ Peer editing checklist can train students to give meaningful feedback?

Disagree 0 1 2 3 4 Strongly Agree

5. Do you have some suggestions to train students to give more meaningful feedback

Appendix 2

Survey Questions for Group Leaders

Numbers of group leaders:

Numbers of Students:

Please fill out the following survey questions. The numbers on the top of the arrows stand for how well students' performance is, and **what you need to fill in the brackets is how many students are doing that well during peer editing.**

1. Do students understand the questions you asked/ in the checklist?

How many students: () () () () ()

How well: Not Really 0 1 2 3 4 Totally Understand

2. Do students give meaningful feedback based on your questions / the checklist?

How many students: () () () () ()

How well: Not Meaningful 0 1 2 3 4 Very Meaningful

3. Do students accept the feedback their peers provide?

- D. Yes, totally accept
- E. Partially accept
- F. No, they don't agree with peers' feedback

4. Compare with last week, did students get improved to give peers' feedback?

- A. Yes
- B. No

How many students got improved?

What kind of students improved more?

5. Do you think teachers' intervention / peer editing checklist can train students to give meaningful feedback?

Disagree 0 1 2 3 4 Strongly Agree

6. Which treatment is more effective, teacher's intervention or peer editing checklist?

7. Do you have some suggestions to train students to give more meaningful feedback?

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PORTFOLIO

Epilogue

Even though it was a long journey to accomplish the GEP course, where I have had some difficulties making lesson plans, developing materials and conducting action research, it absolutely prepared me to be a more qualified teacher. It also enriched my teaching experiences to make me further realize that teaching is not only a process of transferring knowledge, but a significant procedure of learning. It helped me to develop my teaching skill through developing and revising lesson plan, critical reflections on our own teaching practice, and conducting action research to solve the problems in the class. All these were the valuable experience for me. In sum, GEP class trained me how to teach more effectively and confidently.