

# Professional Teaching Portfolio



**Shinhye Kang**  
**Graduate School of TESOL**  
**Sookmyung Women's University**

# TABLE OF CONTENTS

## **I. Personal Information**

1. Resume
2. Teaching Philosophy
3. Certificates

## **II. Professional Developments**

1. An overview of Practicum/ GEP
  - 1.1. Practicum Syllabus
  - 1.2. GEP II Syllabus
2. Student's Survey
  - 2.1 Questionnaire
  - 2.2. Result
3. Lesson Plan & Materials
  - 3.1. GEP Teaching: Week 3
  - 3.2. GEP Teaching: Week 7
  - 3.3 .GEP Teaching: Week 11
  - 3.4. Final Exam : Week 15
4. Reflective journals
5. Photos & Videos

## **III. Action Research Project**

# **I. Personal Information**

- **Teaching Philosophy**
- **Resume**
- **Certificates**

# Teaching philosophy

The ultimate goal of my teaching is to help learners to be autonomous learners. In order to achieve this goal as an English teacher, I create classroom environment to be pleasant and provide not only authentic materials to learners to acquire real World knowledge but also appropriate activities to help them to be in possible real world environment so that they could enjoy continuing their learning both inside and outside of classroom.

First, to help learners enjoy language learning, one of the important things to consider is making a pleasant and relaxing atmosphere. Students should feel comfortable during a lesson so that they cannot be threatened by learning new language. Teachers need to help learners to be ready to engage in classroom activities. When learners' anxiety level is high they are not willing to speak the language and they are demotivated. Motivation is an important issue in language teaching since it leads the learning processes to be more actively and successfully. Teachers should look for a way to encourage learners for the effective learning.

Second, using authentic material gives many benefits to learners for several reasons. Since authentic materials have been used as beneficial in teaching English these materials may work as a motivating feature and as a link between students' general knowledge of language and their professional language needs. Authentic materials, being a part of the real world, can serve as excellent resources for introducing Language in its real form to language learners. It can also be rewarding and stimulating for student. Students might panic when faced with language that is largely unfamiliar. In my own classroom, I use the materials depending on students' needs and interests.

Such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom. Also, I put students into target language, the aspect of target culture and society where the target language is used. It makes a link between the objects and the world so that lessons will be more meaningful and memorable to students. It might as well save teachers' time and energy to find the way of improving not only students' general skills, but also their confidence in a real situation. I believe that authentic material give students indirect experience. Therefore, students could predict what happens in target language society and get ready to apply the knowledge and language in the real world.

Third, I use task-based activities to help students' learning occur both inside and outside school. Since task task-based learning is more student-centered, it allows students to engage in more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students, they are more likely to be engaged, which may further motivate them in their language learning. Task-based activity allows students to use all the language they know and are learning, rather than just the target language of the lesson. For example, in a role play which is one of famous task-based activities students will have not only a great chance to take a certain role to interact but also use target language and other extra language when they act out. It provides a particular communicative task as well, such as negotiation a purchase, solving a problem, and making a reservation for the students, which could be one of important functions they need to use in their real world.

Moreover, information gap tasks in particular have been shown to promote negotiation of meaning and output modification. These types of activities in turn lead learners to enjoy their course work at the same time they acquire both target language features and other extra knowledge.

Once again, I believe that learning should occur in an agreeable atmosphere in which students are not afraid of speaking the language and teacher is a guide to put them into real world so that students acquire real world knowledge and skills to become independent learners in the end. I, myself, as a language teacher, always strive for achieving the goal using authentic material with appropriate task-based activities in my classroom.

# Resume

Shin Hye Kang

Contact Number: 010.9040.1769

E-Mail: [sinhyeliebe@nate.com](mailto:sinhyeliebe@nate.com)

## SUMMARY OF QUALIFICATIONS

- ✓ MA in TESOL, Sookmyung Women's University.
- ✓ Successful completion of the rater training for SMU-MATE, a spoken and written English test developed by Sookmyung Women's University.
- ✓ Three years of extensive teaching experience from conversational English with various purposes.
- ✓ Skillful management of multi-level classes.
- ✓ Students centered learning though cooperative class.

## Education

September 2010 – Expected Graduation August, 2012

**Sookmyung Women's University / Seoul, Korea**

MA in TESOL

March 2002 – August 2007

**Kyoung -Won University / Kyoungido, Korea**

Bachelor of Arts (Korean Linguistics & Literature)

August 2005 – August 2006

**Sunshine Coast University, Language Centre** (Sunshine Coast, Australia)

Intensive English Communication program.

Cambridge Certification Program.

## Teaching Experience

Feb. 2012 – Present

**Institute for Unification Education in Ministry of Unification / Seoul, Korea**

Teaching Conversational English to government officials.

December 2011 – January 2012

**Child-U English Institute / Seoul, Korea**

Teaching Conversational English to elementary school students

December 2010– January 2011

**Winter English Camp in Sangmyoung University / Seoul, Korea**

Teaching English as a Foreign Language to elementary school students.

Prepared English classes and devised lessons with co-workers.

Provided a monthly written report card to the students.

December 2010– January 2012

**Private Tutoring / Seoul, Korea**

Teaching English as a Foreign Language to elementary school students.

July 2010 – August 2010

**YBM ECC / Seoul, Korea**

Teaching English as a Foreign Language to elementary school students.

Co-ordinated presentations and demonstrations as part of the teaching curriculum.

February 2009 – July 2010

**SLP: Sogang Language Program / Seoul, Korea**

Teaching English as a Foreign Language to elementary school students.

Prepared English classes and corrected all homework with an emphasis on providing feedback to each student.

Devised lessons, which captured the children's interests.

## **Certificates**

July 2009 – December 2009

TESOL Certificate awarded by Sookmyung Women's University / Seoul, Korea

March 2012

Successful completion of the rater training for SMU-MATE, a spoken and written

English test developed by Sookmyoung Women's University / Seoul, Korea



April 2011

Successfully completed the teacher training course of Jungchul English TV.  
academy / Seoul, Korea

## **Other Working Experience**

September 2011- February 2012

### **Sookmyung Women's University / Seoul, Korea**

Worked as a research assistant for Dr. Levi McNeil who is one of professors at graduate school of TESOL.

July 2012

### **2011 TESOL Fall Symposium at Sookmyung Women's University / Seoul, Korea**

One of presenters at Fall Symposium

Presented "Analyzing EFL Reading Textbooks used in Korea"

March 2008 - August 2009

### **Korea Exchange Bank / Uljiro, Korea**

Skilled in all aspects of promissory note handling, cross-selling banking products and services, and related duties.

Well-developed communication skills demonstrated through extensive customer service, answering multi-line phones, preparing reports and paperwork, and positive interaction with individuals at all levels.

Jun 2007 - August 2007

### **International Youth Physics Tournaments / Seoul, Korea**

Guided German students during the tournaments.

Translated Korean into English during the tournaments.

## **Other Skills**

English : Highly proficient in productive and receptive skills.

Having high motivation, detail- orientation and self management skills.

Having excellent communication skills.

Computer skills: Proficient with MS Office , Internet

제 4948호

## SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

### KANG SHIN HYE

국제영어교사자격증

Certificate of TESOL

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

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

교육기간: 2009. 7. 30 ~ 2009. 12. 17

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

전공교육과정: TESOL

Specialization: TESOL

2009년 12월 17일

December 17, 2009

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 황 선 혜



Dr. Sunhye Hwang  
Dean, Graduate School of TESOL

*Sunhye Hwang*

총장 한 영 실



Dr. Youngsil Han  
President, Sookmyung Women's University

*youngsil Han*

NO. 12-R1-003

## MATE

Multimedia Assesed Test of English

# CERTIFICATE OF COMPLETION

This is to certify that

## Shin Hye Kang

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

Completion Date

4th March 2012

*Hyoungsil Han*

Dean of General Education Institute



## **II. Professional Developments**

- **An overview of Practicum/ GEP**
- **Student's Survey**
- **Lesson Plan & Materials**
- **Reflective journals**
- **Photos & Videos**

# 1. An overview of Practicum

## Practicum

### 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 class that we will handle this semester (English Presentation and Discussion) (영어토론과발표). 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 class. 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.

# 1. An overview of Practicum

## **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 speaking and listening skills development. 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.

# 1. An overview of GEP

Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL/General English Program  
**English Discussion and Presentation (영어토론과발표)**  
Policy - Spring 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 Discussion and Presentation related tasks focussed on meaning and purpose. The tasks we will be doing in the class are loosely arranged according to the MATE. This class, however, should not be seen merely as a MATE development course as we will be doing things that go beyond the scope of the MATE. In general, the course should keep students busy speaking both in and out of the class and students are going to need to be both energetic and positive in performing the prescribed tasks to the best of her ability. The basic philosophy underlying the course is that meaningful practice generated in an environment of facilitative feedback is the most efficient way of developing communicative competence. As a result, in this class the students will be generating large amounts of language which will be closely monitored so that helpful feedback can be provided.

This is a special class. There will be several teachers in the class, all working to help the students. This is a great opportunity for students who really want to improve their English speaking skill, but there will be a lot of work and assignments.

# 1. An overview of GEP

Please sign up for this class if you are really serious about taking advantage of all the special opportunities we will give you for improving your English.

## **Objectives**

The main objective of the English Discussion and Presentation course is to give the students an opportunity to develop skills and strategies for increasing their global speaking proficiency in English. This goal, in effect, will also help the students to build the skills necessary for attaining an acceptable score on the MATE speaking test. Both of these goals will be achieved through both in and out of class practice and development. The focus here will be on the skills of discussion and presentation, but it should be acknowledged that other skills, such as reading, will also be used in the classroom and as part of the course. Students, therefore, should expect much of the in-class interaction to be based on speaking/discussion skills which will, based on such exposure, 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 that you will be getting during the course. There will be a lot of handouts and printouts. You will need to keep these printouts to review for the exams so make sure you hold onto them. In effect, all the printouts and handouts taken together will be our textbook.

# 1. An overview of GEP

## **Methodology**

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



# Practicum Syllabus

## Practicum

Syllabus - Spring 2012

### **Week 1 – March 8**

Introductions to the course, to the materials, instructor, exams, assignments, and everything else.

Review comprehensive exam questions

Group 3 - Initial presentation of lesson plan for GEP week 3

Group 2 - Second presentation of revised lesson plan for GEP week 2

Group 1 - Final briefing for big siblings on the important elements of the GEP week 1 class

\*Group 1 teaches GEP - ICE BREAKING ACTIVITIES

### **Week 2 – March 15**

Go over new possible questions for comprehensive exams

Group 4 - Initial presentation of lesson plan for GEP week 4

Group 3 - Second presentation of revised lesson plan for GEP week 3

Group 2 - Final briefing for big siblings on the important elements of the GEP week 2 class

\*Group 2 teaches GEP – GROUP MAKING

### **Week 3 – March 22**

Review new comprehensive exam questions

Group 1 - Initial presentation of lesson plan for GEP week 5

Group 4 - Second presentation of revised lesson plan for GEP week 4

Group 3 - Final briefing for big siblings on the important elements of the GEP week 3 class

\*Group 3 teaches GEP - 1st time

# Practicum Syllabus

## **Week 4 – March 29**

Group 3 - Initial presentation of lesson plan for GEP week 6

Group 2 - Second presentation of revised lesson plan for GEP week 5

Group 1 - Final briefing for big siblings on the important elements of the GEP week 4 class

\*\*Group 4 teaches GEP – 1st time – 1st Videotape

## **Week 5 – April 5**

Group 3 - Initial presentation of lesson plan for GEP week 7

Group 2 - Second presentation of revised lesson plan for GEP week 6

Group 1 - Final briefing for big siblings on the important elements of the GEP week 5 class

\*\*Group 1 teaches GEP – 2nd time – 1st VIDEOTAPE

## **Week 6 – April 12**

Group 4 - Initial presentation of Midterm Exam for GEP Week 8

Group 3 - Second presentation of revised lesson plan for GEP week 7

Group 2 - Final briefing for big siblings on the important elements of the GEP week 6 class

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

## **Week 7 – April 19**

Rough draft of answers to comp questions due

Group 1 - Initial presentation of lesson plan for GEP week 9

Group 4 - Second presentation of revised Midterm Exam for GEP Week 8

Group 3 - Final briefing for big siblings on the important elements of the GEP week 7 class

\*\*Group 3 teaches GEP – 2nd time - 1st VIDEOTAPE

# Practicum Syllabus

## **Week 8 exam**

\*Group 4 teaches GEP - MIDTERM EXAM

## **Week 9 – May 3**

Group 3 - Initial presentation of lesson plan for GEP week 11

Group 2 - Second presentation of revised lesson plan for GEP week 10

Group 1 - Final briefing for big siblings on the important elements of the GEP week 9 class

\*\*Group 1 teaches GEP – 3rd time – 2nd VIDEOTAPE

## **Week 10 – May 10**

Final draft of comp test answers due

Group 4 - Initial presentation of lesson plan for GEP week 12

Group 3 - Second presentation of revised lesson plan for GEP week 11

Group 2 - Final briefing for big siblings on the important elements of the GEP week 10 class

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

## **Week 11 – May 17**

Group 1 - Initial presentation of lesson plan for GEP week 13

Group 4 - Second presentation of revised lesson plan for GEP week 12

Group 3 - Final briefing for big siblings on the important elements of the GEP week 11 class

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

## **Week 12 – May 24**

Group 2 - Initial presentation of lesson plan for GEP week 14

Group 1 - Second presentation of revised lesson plan for GEP week 13

Group 4 - Final briefing for big siblings on the important elements of the GEP

# Practicum Syllabus

## **Week 12 class**

\*\*Group 4 teaches GEP – 2nd time – 2nd VIDEOTAPE

## **Week 13 – May 31**

Group 3 - Initial presentation of Final Exam for GEP Week 15

Group 2 - Second presentation of revised lesson plan for GEP week 14

Group 1 - Final briefing for big siblings on the important elements of the GEP week 13 class

\*\*Group 1 teaches GEP – 4th time – 3rd VIDEOTAPE

## **Week 14 – June 7**

Group 3 - Second presentation of revised Final Exam for GEP Week 15

Group 2 - Final briefing for big siblings on the important elements of the GEP week 14 class

\*\*Group 2 teaches GEP – 4th time – 3rd VIDEOTAPE

## **Week 15 – June 14**

Course wind-up and review.

Group 3 - Final briefing for big siblings on the important elements of the GEP week 15 exam

\*Group 3 teaches GEP - FINAL EXAM

Get excited about your exams and graduation!!

# GEP Syllabus

## English Discussion and Presentation (영어토론과발표) Syllabus - Spring 2012

### **Week 1; March 8**

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 speaking and listening 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. We will do by engaging in a series of icebreaking tasks. It should be fun.

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

### **Week 2; March 15**

MATE Speaking - Task 1 / Student Survey / Mock Speaking Test (Preliminary test) / Little Sister groups formed

\*Group 2 teaches GEP – GROUP BONDING

This week we take care of some basic administrative tasks designed to make the class better. We will first take a needs survey and then take the first of three mock MATE speaking tests. Then the student will be placed in groups and given time to bond with the group mates and big sister. Following that we will do some work, dealing at first with shorter, more personal, highly contextualized, and less formal areas of personal speaking.

Homework: To be announced on the homework board.

## **Week 3; March 22**

MATE Speaking - Task 2

\*Group 3 teaches GEP - 1st time

This week we take a quick look at discussion about highly personal and familiar topics for the purpose of informing and giving advice. The level of formality is again, rather low, as we will be practicing basic interactional functions as they are used between peers. Students should get a good feel for the basics of interactional language. This will make it easier for the future lessons to unfold as student will be better equipped to help each other in English.

Homework: To be announced on the homework board.

## **Week 4; March 29**

MATE Speaking- Task 3

\*\*Group 4 teaches GEP – 1st time – 1st Videotape

This week we turn our attention to the basic function of description, starting with the concrete. We will limit our descriptions to people and things. This will be a fairly simple type of describing to inform for a variety of possible situations. The linguistic focus will be on noun phrases and adjectives.

Homework: To be announced on the homework board.

## **Week 5; April 5**

MATE Speaking- Task 4

\*\*Group 1 teaches GEP – 2nd time – 1st VIDEOTAPE

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

Homework: To be announced on the homework board.

## **Week 6; April 12**

MATE Speaking- Task 3/4

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

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

Homework: To be announced on the homework board.

## **Week 7; April 19**

MATE Speaking- Task 5

\*\*Group 3 teaches GEP – 2nd time - 1st VIDEOTAPE

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

Homework: Prepare diligently for the Midterm Exam.

## **Week 8; April 26**

Midterm Exam

\*Group 4 teaches GEP - MIDTERM EXAM

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

Homework: To be announced on the homework board.

## **Week 9; May 3**

MATE Speaking- Task 5

\*\*Group 1 teaches GEP – 3rd time – 2nd VIDEOTAPE

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

Homework: To be announced on the homework board.

## **Week 10; May 10**

MATE Speaking- Task 6

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

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

Homework: To be announced on the homework board.

## **Week 11; May 17**

MATE Speaking- Task 8

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

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

Homework: To be announced on the homework board.



## **Week 12; May 24**

MATE Speaking- Task 7

\*\*Group 4 teaches GEP – 2nd time – 2nd VIDEOTAPE

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

Homework: To be announced on the homework board.

## **Week 13; May 31**

MATE Speaking- Task 8

\*\*Group 1 teaches GEP – 4th time – 3rd VIDEOTAPE

This week we return to the type of speaking we did in weeks 4 through 6, but instead of focusing on being accurate in our descriptions we focus instead on giving well-supported opinions. The most important element here is in the organization of the information to be presented along the simple lines of introduce and then explain. Supporting opinions effectively is a key here.

Homework: To be announced on the homework board.

## **Week 14; June 7**

MATE Speaking- Task 5/8

\*\*Group 2 teaches GEP – 4th time – 3rd VIDEOTAPE

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

Homework: Prepare for the final.

## **Week 15; June 14**

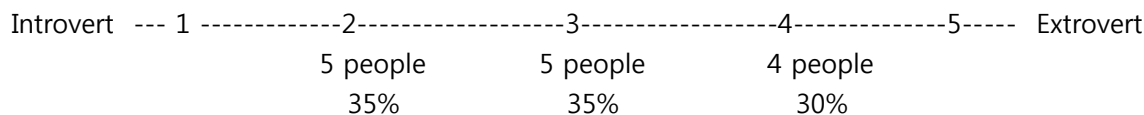
Final Exam

\*Group 3 teaches GEP - FINAL EXAM

# 2. Student's Survey

## Result of Student Survey

1. Which word best describe your personality in general?



2. Briefly describe your English learning experience,

School	No answer: 2 people 1 year: 1 person (7%) 4 years: 1 person (7%) 6 years: 2 people (14%) 8 years: 1 person (7%) 9 years: 2 people (14%) 12years: 2 people (14%), 14years: 2 people (14%) 15years: 1 person (7%)
Private tutoring	No experience: 7 people 5 months : 1 person (7%) 6 months : 1 person (7%) 2 years: 2 people (14%) 3 years : 2 people (14%) 5 years : 1 person (7%)
Language institute	No experience: 5 people 3 months : 2 people (14%) 1 year: 3 people (21%) 3 years: 3 people (21%) 5 years: 1 person (7%)
Living abroad	No experience: 1 person 1 month in Europe: 1 person (7%) 1 month (not mention specific place): 9 people (63%) 1 month in New York: 1 person (7%) 3 months in New York: 1 person (7%) 13 months in London: 1 person (7%)
Having foreign friends	No experience: 11 people 1 year; 1 person (7%) 2-3 months: 2 people (14%)

## 2. Student's Survey

3. What do you do with English? How many hours do you use it per week?

purpose	studying	working	socializing
hours	2 hours: 2 people (14%) 3 hours: 3 people (21%) 4 hours: 1 person (7%) 5 hours: 1 person (7%) 7 hours: 1 person (7%)		

4. Have you ever taken any standardized exams?

TOEIC	Approximate 800 (scores): 2 people (14%)	TOEIC
TOEIC SPEAKING	Level 6 : 1 person (7 %)	TOEIC SPEAKING

5. What are your plans for the future? What job would you like to have?

Embassy: 1 person  
 Department store staff: 1 person  
 Cooking or restaurant staff: 1 person  
 Graduate school: 2 people  
 Travel agency: 1 person  
 Designer: 1 person  
 Interpreter: 1 person  
 Teacher: 1 person  
 Apparel: 1 person  
 Painter: 1 person  
 Prosecutor: 1 person  
 Studying abroad: 2 people

6. What part of English skills do you have the most/ least confidence?

Skills confidence	Voca	Reading	Speaking	Writing	Grammar	Pronunciation	Listening	Test	
Most	1	6	1	1	3		3		
	2	1	2	3	1	1	1	3	2
	3	2	1	1	4	2	2	2	1
	4	2	3		2	5	2	2	2
	5	3	1		5	1	1	2	2
	6	3	1		4				5
	7	1		4	3		3	2	
Least	8			4		3	2		1

## 2. Student's Survey

7. What types of English tasks would you like to do in this GEP class?

Type Preference	Story telling	Describing	Discussions	Individual presentation	Group presentation	Pronunciation	Role play	Vocabulary	Giving opinions	Listening
Most 1	1		4	1		3	2	1	1	2
2	2	2		1	1	2	1	1	2	2
3	4	2					2	4	1	
4	1	4	1		1		3			3
5	2	1	3		1	1		1	1	4
6		3	1			1	2	1	5	
7	1		1	1	1	2	1	1	2	1
8	1	1	1	1	2	3	2			
9	1			4	3	2		2	1	1
Least 10		1	1	4	3		1		1	1

8. What types of materials would you like to use in GEP class?

Type Preference	Internet	Video	Movie clips	Audio tapes	Pictures	Graphs	Cartoons
Most 1	1	2	7		1	1	1
2	2	5	4	1			4
3	2	1	1	1	3	1	3
4	1	4		1	4		2
5	2	1	1	1	5		2
6	2			9	1	4	
Least 7	4			1		8	1

## 2. Student's Survey

9. What kinds of topics are you interested in?

4	Culture	0	Study abroad	2	Jobs
2	Superstition	10	Travel	1	Celebrities
3	Shopping	3	Leisure	1	Food/Cooking
2	Fashion	2	Friends	4	Dating/Relationship
0	Family	3	Sports	1	Holidays
4	Social issues	7	Movies	1	Technology
8	Art/Music				
4	Culture	0	Study abroad	2	Jobs

10. How would you rate your English proficiency?

Reading	rudimentary	4	moderate	10	commanding	0
Speaking	rudimentary	9	moderate	5	commanding	0
Writing	rudimentary	10	moderate	4	commanding	0
Listening	rudimentary	4	moderate	10	commanding	0

11. How confident do you feel speaking English?

very low	low	average	high	very high
3	5	6	0	0

12. Which part of English speaking skills do you feel the most confident and least confident?

	pronunciation	vocabulary	grammar	fluency	intonation
most confident	7	1	3	1	2
least confident	4	8	9	11	6

## 2. Student's Survey

13. How easy do you feel listening to English?

very low	low	average	high	very high	very low
1	3	6	4	0	1

14. How friendly are you with English?

1	English is my closest friend.
8	English is just a friend who I need to work with.
4	English is an annoying friend who I don't like hanging out with too much.
1	English is an enemy who always attacks me.

15. What do you think is the best way to learn English?

communication with foreigners  
watching movies  
reading books  
practicing a lot  
listening to songs  
studying abroad  
using visuals in class  
restoring students' confidence  
making more effort  
having open-minded  
studying vocabulary and grammar  
writing a lot  
overcoming fear

16. Do you have any concerns about this class?

I feel ashamed because I don't speak English well.  
I want to know how to practice English  
My English is very poor  
I don't like English  
It's hard to understand  
I expect lots of activities  
I lack of confidence  
Speaking assignment is very hard to understand  
I don't know the meaning of words  
I hope class starts a little bit earlier.

### Overview of GEP lesson plan

The GEP (English Discussion and Presentation) class was Thursday night from 7: 50 to 10:30. There were 17 undergraduate students and 8 practicum students. Each practicum student who is big sister had 2 or 3 undergraduate students in a group. Two practicum students were paired to make lesson plan including designing reading and speaking homework and taught English speaking. All the practicum students made three teachings and assessments in 15 weeks.

I made three lesson plans and designed final exam.

- **Week 3**  
**Asking for Information, Making Suggestions, and Giving Advice.**
- **Week 7**  
**Narrating (Telling Stories).**
- **Week 11**  
**Giving Opinions.**
- **Final Exam**



# Lesson plan: Week 3

**Theme:** Travel

**Function:** Asking for information, making suggestions, and giving advice

**Language forms:** Expressions for asking for information, making suggestions, and giving advice

**Class Objectives:** Students will be able to recognize frequently used expressions when asking for information, making suggestions, and giving advice and to use them appropriately in conversation.

**Final Task:** Making a travel brochure for a chosen region in groups. Then, take roles, either a travel agent or a student who wants to travel, and role play using the targeted language items.

	Activity Activity	Description	Materials	Time
1	Find as many as you can!	In groups, Ss look at the pictures provided and find as many appropriate sentences that the characters in each picture might say as they can.	<ul style="list-style-type: none"><li>• Two pictures</li><li>• Worksheets</li><li>• 6 sets of 20 sentence strips</li><li>• Glues</li></ul>	8:00-8:15 (15 min.)
2	Get as much advice as you can!	Ss get one strip of problem they are in. They walk around and ask others for advice or suggestions Student who gets as much appropriate advice wins the prize.	<ul style="list-style-type: none"><li>• 18 Strips of problems</li><li>• Worksheet</li></ul>	8:15-8:35 (20 min.)



# Lesson plan: Week 3

Activity		Description	Materials	Time
3	Jigsaw Activity	Ss are divided into groups of 3, each of which is given a subtopic to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their home group to teach what they've researched.	<ul style="list-style-type: none"> <li>3 sets of 6 different food pictures in 3 cities (London, Cairo, Rio de Janeiro)</li> <li>Worksheet</li> </ul>	8:35-9:00 (25 min.)
<b>BREAK (15 min.)</b>				
4	Make Own Travel Brochure!	Each group makes a travel brochure for the chosen region in groups referring to the reading homework assignment.	<ul style="list-style-type: none"> <li>6 pieces of strips</li> <li>Questionnaire</li> <li>3 different sets of pictures of tourist attractions</li> <li>6 A2 size colored paper</li> <li>Glues</li> <li>Scissors</li> <li>markers</li> <li>Tape</li> </ul>	9:15-9:45 (30 min.)
5	Be a Travel Agent!	Ss in each group take roles, either a travel agent or a student who wants to travel, and role play using the targeted language items. <i>(2 rounds of role play will be conducted. For the second round of role play, Ss will switch roles.)</i>	<ul style="list-style-type: none"> <li>6 sets of role cards for a travel agent and customers</li> <li>6 stopwatches</li> <li>3 empty rooms (including our classroom)</li> <li>Stickers</li> <li>Sticker board</li> </ul>	9:45-10:20 (35 min.)

# Materials: Week 3

## Appendices

### Appendix 1 Situations

<p>Situation 1</p> 	<p>Give possible sentences that the characters might say here.</p>
<p>Situation 2</p> 	

### Appendix 2 Sentence strips

<p><b>You should</b> go to the check-in counter to get a boarding pass..</p>
<p><b>I suggest</b> you use the Self-Service Check-In Kiosk. It's much faster..</p>
<p><b>Why don't you</b> ask your mom to check-in for you?..</p>
<p><b>Why don't you</b> put your name tag on your luggage?..</p>
<p><b>You should</b> call the police..</p>
<p><b>You should</b> call your friend right now..</p>
<p><b>You shouldn't</b> line up for check-in..</p>
<p><b>Why don't you</b> ask for an aisle seat? I think it is more comfortable than a window seat..</p>
<p><b>How about</b> going to the movies?..</p>
<p><b>I think you should</b> get a menu in English..</p>
<p><b>If I were you, I would</b> ask a waiter to recommend a good meal for me..</p>
<p><b>I think you should</b> take your shoes off..</p>

### Appendix 3 Problems

<p>I'm at a souvenir shop in China. I'm looking for a gift for my mom. I choose crab cakes, but I find out that my wallet has been stolen. What should I do?..</p>	<p>When I arrive at the airport in London, my baggage is not in the baggage claim areas. What should I do?..</p>	<p>I'm at a nice restaurant in Japan. I want to order some Sushi, but I can't read the menu because it is written in Japanese. What should I do?..</p>
<p>I want to go shopping in Hong Kong, but I don't know where shopping malls are. What should I do?..</p>	<p>I'm at the Louvre museum. I want to take a picture of Mona Lisa to show it to mom when I go back to Korea. But I'm not allowed to take any pictures. What should I do?..</p>	<p>I'm at the airport in New York. I missed my plane to Incheon. I need to attend an important meeting tomorrow morning. What should I do?..</p>
<p>I'm at the hotel reception desk in Bali with my family. We reserved 2 rooms with an ocean view, but they say only rooms with a garden view left. What should I do?..</p>	<p>I'm at a hotel. The person in the next room has turned the radio on last night. I don't want to be kept awake another night listening to loud music again. I also have to get up early in the morning. What should I do?..</p>	<p>I am at a nice restaurant with my boyfriend. When the waiter comes with a check, we found out that both of us have left the wallet in a hotel room. What should I do?..</p>

<p><b>How about</b> having a bottle of wine first?..</p>
<p><b>Why don't you</b> ask where the kitchen is?..</p>
<p><b>If I were you, I would</b> bake a sweet chocolate cake for my boyfriend..</p>
<p><b>Let's</b> get a menu in Korean..</p>
<p><b>You shouldn't</b> eat any more tonight..</p>
<p><b>How about</b> thinking of all the places you've been today?..</p>
<p><b>If I were you, I would</b> ask for a menu with pictures..</p>
<p><b>I think you should</b> claim for your lost baggage..</p>

# Materials: Week 3

Appendix 4 Write as much advice as you can.

Directions: Walk around and tell your classmates your situation. Your goal is to get as much advice from your classmates as you can and write them down on the chart below.

I ate too much pasta at an Italy restaurant last night. On the way to the hotel, I feel like I'm having a stomachache. I do not have any medicine in my bag. What should I do? .	I bought a fancy dress yesterday. But I found out that it is too small for me. What should I do? .	I'm at the Louvre museum. I want to take a picture of Mona Lisa to show it to mom when I go back to Korea. But I'm not allowed to take any pictures. What should I do? .
I'm at the hotel reception desk in Bali with my family. We reserved 2 rooms with an ocean view, but they say only rooms with a garden view left. What should I do? .	I'm at a souvenir shop in China. I'm looking for a gift for my mom. I choose crab cakes, but I find out that my wallet has been stolen. What should I do? .	I'm at a nice restaurant in Japan. I want to order some Sushi, but I can't read the menu because it is written in Japanese. What should I do? .
I'm at the airport in New York. I missed my plane to Incheon. I need to attend an important meeting tomorrow morning. What should I do? .	I am at a nice restaurant with my boyfriend. When the waiter comes with a check, we found out that both of us have left the wallet in a hotel room. What should I do? .	I'm at a hotel. The person in the next room has turned the radio on last night. I don't want to be kept awake another night listening to loud music again. I also have to get up early in the morning. What should I do? .

Advice .	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Food in London .



### Fish and Chips

- Popular take-away food in England .
- Deep-fried fish served with chips .
- Taste: slightly salty, crispy .
- Price: cheap ( £4.50) .



### Shepherd's Pie

- Meat pie with a crush of mashed potato .
- Taste: Beefy, creamy .
- Price: £4.99 .



### Trifle

- Dessert .
- Layers of sponge cake with thick custard, fruit, and whipped cream .
- Taste: Sweet and soft .
- Price: £3 .



### Apple Crumble

- Dessert .
- Consist of baked apples topped with a crisp crust .
- Often served with thick cream, ice cream, or custard .
- Taste: sweet, crisp .
- Price: £3 .



### Yorkshire Pudding

- Originated in Yorkshire, England .
- Not a dessert, part of the main dish .
- made from flour, eggs, and milk .
- usually served with roast meat and gravy .
- Taste: Crisp and crunchy, creamy in the middle .
- Price: £3 .



### Bitter (Beer)

- Most popular kind of British beer .
- Color: Vary (from gold to yellowish-brown) .
- 3% - 7% alcohol .
- Served at room temperature (not hot, not cold) .
- Price: £1.80 .

# Materials: Week 3

## Food in Cairo



### Ful mudammas

- Simply call 'ful'.
- Typical Egyptian breakfast.
- Cooked Beans served with olive oil, onion, garlic, and lemon juice.
- Price: cheap.



### Shawerma

- Popular pita bread sandwich with meat.
- Fast food in Egypt.
- Toppings: Meat or chicken, tomato, and cucumber.
- Price: Cheap.



### Pita bread

- Round pocket bread.
- Dip pita bread into 'ful mudammas'.
- Price: Very cheap.



### Fiteer

- Egyptian pizza.
- Vegetarian food.
- One of favorite Egyptian street foods.
- Cheap.



### Kushari

- Egyptian pasta with tomato sauce.
- Popular vegetarian dish.
- Toppings: tomato sauce, garlic sauce, and fried onion.
- Price: inexpensive.



### Karkadeh

- Traditional herb beverage of Egypt.
- Made from Hibiscus flowers.
- Taste: Sweet.
- Full of vitamin C and minerals.

## Food in Rio de Janeiro



### Feijoada

- Typical dish in Brazilian cuisine.
- Stew of beans with beef and pork.
- Taste: a little bit salty, but not spicy.



### Pao de Queijo

- Popular snack and breakfast food in Brazil.
- Small baked, cheese-flavored rolls.
- Inside is chewy and moist.
- Price: cheap.



### Caruru

- National dish of Brazil.
- Vegetable soup with shrimps.
- Made from onion, dried shrimp, toasted nuts.
- Usually, served with rice.



### Brigadeiro

- Brazilian chocolate candy.
- Brigadeiro means 'blackie'.
- Taste: very sweet.



### Coxinha

- Popular Brazilian snack.
- Made from shredded chicken.
- Shaped like a chicken drumstick.



### Caipirinha

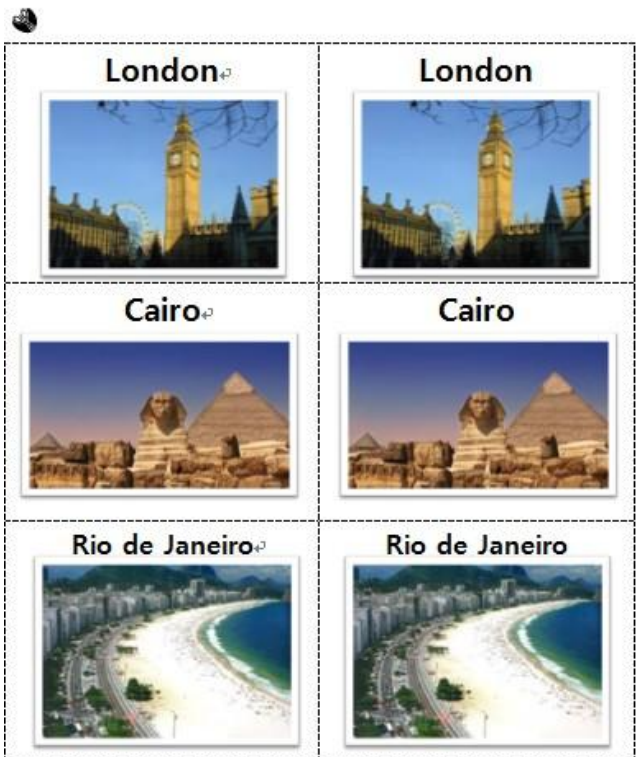
- Brazil's national cocktail.
- Taste: very refreshing.
- Made with rum, sugar, and lime.

# Materials: Week 3

Appendix 6 Jigsaw Activity Worksheet – Food

City	Things to Eat		
	Name	Taste & other Information	Price
London	1		
	2		
	3		
	4		
	5		
	6		
Cairo	1		
	2		
	3		
	4		
	5		
	6		
Rio de Janeiro	1		
	2		
	3		
	4		
	5		
	6		

Appendix 7 City Names



Appendix 8 Questionnaire for Travel Brochure

Directions: Imagine that you are working for Sookmyung GEP Travel Agency. Your group is assigned to make a holiday travel brochure for the city you've just drawn from the box. A travel brochure includes pictures, maps, and details about things to do in the particular locations. The questionnaire given below will give you an idea what to include in your travel brochure. Discuss with your group members to fill out the questionnaire.

Appendix 9 Visuals for 3 Cities

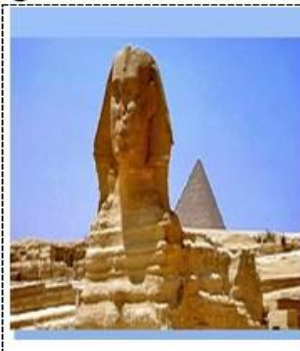


## Questionnaire

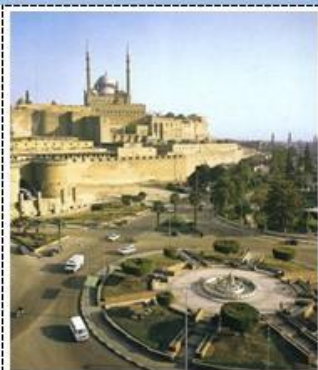
- Where is the city that your group chose located?
  - ..
  - ..
- What is the city famous for?
  - ✓ Historic sites or landmarks?
    - ..
    - ..
    - ..
  - ✓ Food?
    - ..
    - ..
- What is the city's climate like?
  - ..
  - ..
- When is the best season to travel the city?
  - ..
  - ..
- How long does it take to get there from Incheon, Korea?
  - ..
  - ..

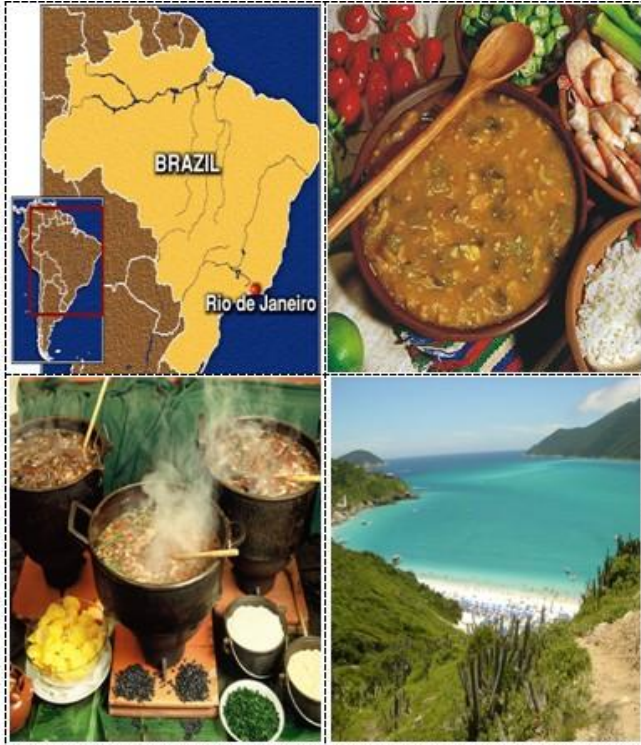
# Materials: Week 3

## Cairo.



## Rio de Janeiro.





## Appendix 10 Role play cards

### For Customers

You are at Sookmyung GEP Travel agency with your friend. You are planning to travel \_\_\_\_\_ on vacation with your friend. You want to know about special food in \_\_\_\_\_. Having delicious food is the important thing for you. Ask a travel agent for advice or suggestions...

\*Visit 1 travel agency in all three rooms: London, Cairo, and Rio de Janeiro. Then, discuss with your travel mate to choose one city to travel...

You are at Sookmyung GEP Travel agency with your friend. You are planning to travel \_\_\_\_\_ on vacation with your friend. You want to visit historic sites and landmarks in \_\_\_\_\_. Visiting interesting places is important thing for you. Ask a travel agent for advice or suggestions...

\*Visit 1 travel agency in all three rooms: London, Cairo, and Rio de Janeiro. Then, discuss with your travel mate to choose one city to travel...

### For Travel Agents

You work in Sookmyung GEP Travel agency. Listen to Customer A and B and give advice or make any suggestions to them. You may use the travel brochure when giving information to them...



# Lesson plan: Week 7

**Theme:** Movies

**Function:** Narrating (telling stories)

**Language forms:** past tense and transitional words

**Class Objectives:** Students will be able to organize a story plot and narrate it using transitional words appropriately in spoken discourse.

**Final Task:** Ss listen to a song, get inspiration, and create a storyboard for a music video including setting, plot, and characterization in groups. Then, each group takes turns telling a story with the storyboard they've created to the class using the targeted language items.

Activity Activity		Description	Materials	Time
1	Screaming What's on Strips	In pairs, each S will get a different set of sentence strips with blanks, either Set A or B. Ss take turns screaming to each other to fill out the blanks.	<ul style="list-style-type: none"><li>• 9 sets of sentence strips</li></ul>	8:00-8:15 (15 min.)
2	Make the Story Flow	In groups, Ss choose 6 pictures out of 12 to create a story. Each group draws 1 paper containing 5 transitional words from the box. Based on the pictures of choice, Ss create a story using the transitional words they've drawn.	<ul style="list-style-type: none"><li>• 6 sets of 12 pictures of The Simpsons</li><li>• 5 pieces of paper containing a list of 5 transitional words</li><li>• Box</li><li>• Story map</li><li>• Worksheet</li><li>• Glues</li></ul>	8:15-8:40 (25 min.)

# Lesson plan: Week 7

	Activity Activity	Description	Materials	Time
3	Story Relay	Every group gets a different prompt from the others. Ss discuss with group members to create one sentence in continuation from the existing story using 1 transitional word of the other group's choice within the time limit. Ss pass the prompt to other group one at a time after creating one sentence using the transitional word	<ul style="list-style-type: none"> <li>• 6 prompts (A3 sized paper)</li> <li>• 6 sets of transitional word stickers</li> <li>• Stopwatch</li> </ul>	8:40-9:00 (20 min.)
<b>BREAK (15 min.)</b>				
4	Guess What will Happen Next!	Ss watch the first part of a commercial and guess what will happen in the next. Then, on the story board in which there are some blanks, Ss sketch probable scenes in groups. Ss share their work with the class and compare it with the original commercial.	<ul style="list-style-type: none"> <li>• 6 A2 size storyboards (it is divided into 6 sections; 3 are already filled in with pictures.)</li> <li>• Story map</li> <li>• Colored markers</li> <li>• Video clip</li> </ul>	9:10-9:35 (25 min.)
5	Create a Storyboard for a Music Video!	Ss listen to three different songs and discuss with group members to choose one that they are going to create a story for it. Then, Ss planned their story including setting, characters, plot and create a storyboard for the music of their choice. Afterwards, they tell their story to the class using the story board they have created.	<ul style="list-style-type: none"> <li>• 3 songs (different genres)</li> <li>• 6 A2 sized paper</li> <li>• A4 sized scratch paper</li> <li>• Worksheet</li> <li>• Colored markers</li> </ul>	9:35-10:20 (45 min.)

# Materials: Week 7

## Appendices

### Appendix 1 Sentence strips

#### 1<sup>st</sup> part of the Story

##### Student with Number 1

1	It was Christmas Time _____ <u>Miller</u> _____
2	<u>was</u> preparing for a vacation _____ <u>P</u> _____, <u>F</u> _____
3	But the youngest in the family _____ <u>Kevin</u> _____
4	_____ was accidentally left behind _____ <u>off</u> _____
5	<u>for</u> a vacation in France _____ <u>h</u> _____
6	Being home alone _____ <u>K</u> _____

#### 1<sup>st</sup> part of the Story

##### Student with Number 2

1	_____ <u>Ch</u> _____ and the Miller family _____
2	_____ <u>a</u> _____ in Paris, France. _____
3	_____ whose name is Kevin _____
4	_____ <u>accidentally</u> _____ when his family took off _____
5	_____ <u>a</u> _____ <u>F</u> _____ over the holiday season. _____
6	_____ <u>was</u> fun for Kevin. _____

#### 2<sup>nd</sup> part of the Story

##### Student with Number 1

1	Then, Kevin discovered _____ 2 <u>b</u> _____, Harry _____ Marv _____
2	<u>about</u> to rob his house _____ <u>Chr</u> _____
3	Kevin acted quickly _____ <u>booby traps</u> _____
4	<u>inside</u> the house _____ <u>b</u> _____
5	Kevin dialed 911 _____
6	<u>the</u> police came _____

#### 2<sup>nd</sup> part of the Story

##### Student with Number 2

1	_____, <u>Kevin</u> _____ about 2 burglars, Harry and Marv _____
2	_____ <u>on</u> Christmas Eve. _____
3	<u>K</u> _____ by setting up various booby traps _____
4	_____ <u>to</u> stop the burglars. _____
5	<u>K</u> _____ <u>911</u> and shortly after, _____
6	_____ <u>and</u> arrested the burglars. _____

# Materials: Week 7

Appendix 3, Pictures of the Simpsons



Appendix 3, List of transitional words

<ul style="list-style-type: none"> <li>• After a while</li> <li>• Although</li> <li>• Since</li> <li>• At first</li> <li>• As a result</li> </ul>	<ul style="list-style-type: none"> <li>• At the same time</li> <li>• In the meantime</li> <li>• Therefore</li> <li>• Next</li> <li>• Soon</li> </ul>
<ul style="list-style-type: none"> <li>• As soon as</li> <li>• Finally</li> <li>• Before</li> <li>• Meanwhile</li> <li>• However</li> </ul>	<ul style="list-style-type: none"> <li>• But</li> <li>• Afterward</li> <li>• Even though</li> <li>• While</li> <li>• For that reason</li> </ul>
<ul style="list-style-type: none"> <li>• Meanwhile</li> <li>• At that time</li> <li>• In the end</li> <li>• At first</li> <li>• While</li> </ul>	<ul style="list-style-type: none"> <li>• Eventually</li> <li>• At the same time</li> <li>• However</li> <li>• As a result</li> <li>• At last</li> </ul>

Appendix 4, Arrange the pictures

Direction: Put the pictures in order and glue them onto the worksheet provided below.

1	2
3	4
5	6

# Materials: Week 7

## Appendix 3: Story map

Directions: Use a story map to create a story in your group.



Homer



Marge



Lisa



Bart

**STORY MAP**

 WHO	 WHERE
 WHAT	
 WHY	 WHEN

Group Name: \_\_\_\_\_

It was a dark and stormy night. I was about to go to bed when I heard a

tapping sound on my window.

Group Name: \_\_\_\_\_

One fine day, an official envelope is handed over to you at your desk.

When you're working, "A letter for me?" "What could it be?" "A bonus? Or

a promotion?"

Group Name: \_\_\_\_\_

You've just moved into a new house and are fixing it up. In the process,

you find a crack in the wall. As you explore further, you find out it's a

secret passageway.

# Materials: Week 7

Group Name: \_\_\_\_\_

You receive a phone call from your two best friends. "Hey, we've done something terribly wrong and need your help. We can't talk about it over the phone."

Group Name: \_\_\_\_\_

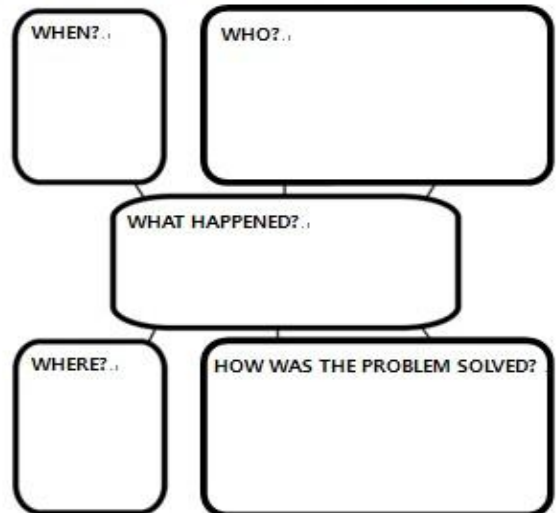
You slide your card into the ATM machine and find out that your account is empty. Yesterday, you had ₩5,000,000 in it. Only one person you know could do that to you.

Group Name: \_\_\_\_\_

One day, a man went to see his doctor because he was overweight.

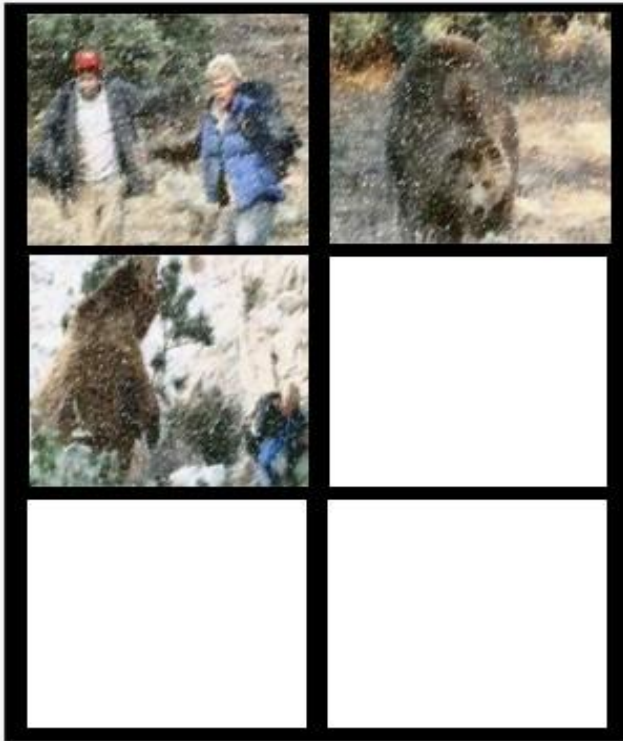
Appendix 8, Story map

Direction: Watch the first part of the commercial and discuss with your group members what will happen next. Based on your guess, fill out the story map below and sketch some pictures on the storyboard.



# Materials: Week 7

Appendix 9: Storyboard for the Bear commercial



However	After a while	So	At that time	Therefore	Even though
However	After a while	So	At that time	Therefore	Even though
However	After a while	So	At that time	Therefore	Even though
However	After a while	So	At that time	Therefore	Even though
However	After a while	So	At that time	Therefore	Even though
However	After a while	So	At that time	Therefore	Even though

Appendix 10: Story map for creating a storyboard for a music video



Song #1

Title: Suggie Technica

Mood: Circle the ones that describe the mood of the song.

gloomy, tense, happy, suspenseful,  
depressing, anxious, active, excited, slow,  
dreary, frightened, mad, cheerful, warm

When:

Where:

Who:

What:



Song #2

Title: Halber Mensch

Mood: Circle the ones that describe the mood of the song.

gloomy, tense, happy, suspenseful,  
depressing, anxious, active, excited, slow,  
dreary, frightened, mad, cheerful, warm

When:

Where:

Who:

What:



Song #3

Title: Intocivul

Mood: Circle the ones that describe the mood of the song.

gloomy, tense, happy, suspenseful,  
depressing, anxious, active, excited, slow,  
dreary, frightened, mad, cheerful, warm

When:

Where:

Who:

What:

# Materials: Week 11

**Theme:** Art & Music

**Function:** Giving opinions

**Language forms:** Chunks for giving opinions and adjectives

**Class Objectives:** Students will be able to give opinions on works of art with supports using the target language items in conversation.

**Final Task:** Each group gets an evaluation sheet. Ss walk around the classroom and appreciate 4 paintings. Then, they go back to their seats and discuss to vote one painting that they would like to hang on the 1st floor of the library in Sookmyung Women's University by filling out the art appreciation chart. Next, they prepare for their presentation with strong supports.

	Activity Activity	Description	Materials	Time
1	Strong Reasons	Each group gets 3 opinion statements and 6 blank strips. Ss take turns running to the back to the classroom and choose one strip. Ss have to make a sentence, memorize it, and tell what she memorizes to group members. Afterward, Ss find the most convincing reason for 3 opinion statements among 6 strips.	<ul style="list-style-type: none"><li>• 6 sets of 3 opinion statements</li><li>• 6 sets of 6 different reasons (words are not in order)</li><li>• 6 sets of blank strips</li><li>• Tape</li></ul>	8:00-8:15 (15 min.)
2	Opinion Board Game	Each group gets 1 opinion board game and a dice. Ss take turns rolling the dice, moving the number of spaces indicated and give opinion and reasons on the topic they land.	<ul style="list-style-type: none"><li>• 6 opinion board games</li><li>• 6 dices</li><li>• 17 game pieces</li></ul>	8:15-8:35 (20 min.)



# Materials: Week 11

	Activity Activity	Description	Materials	Time
3	Find the Best Match!	2 groups get paired up. Each group gets 1 set of green cards & red cards. Each player gets 5 red cards Every player gets a chance to be the judge. The judge draws a green card on which is printed a picture of work of art. Then each player except the judge chooses a card that they think is the best match for the green card. The judge reads them aloud and decides the best match for the picture.	<ul style="list-style-type: none"> <li>• 3 sets of 6 green cards (pictures of paintings, dance performances, sculptures)</li> <li>• 3 sets of 60 red cards (adjectives)</li> <li>• 3 prizes</li> </ul>	8:35-9:00 (25 min.)
<b>BREAK (15 min.)</b>				
4	Ranking	In groups, Ss discuss to rank the provided musicals from the best to the worst using expressions for giving opinions.	<ul style="list-style-type: none"> <li>• 6 worksheets ( 2 different types: Type A and Type B)</li> <li>• 2 Sandwich boards for Ts</li> </ul>	9:10-9:25 (15 min.)
5	Be a Judge!	Ss walk around the classroom and appreciate 4 arts. Then, they discuss to vote one painting that they would like to hang on the 1 <sup>st</sup> floor of the library in Sookmyung Women's University by filling out the art appreciation chart. Next, they deliver a presentation with strong supports.	<ul style="list-style-type: none"> <li>• 4 pieces of paintings</li> <li>• Tape</li> <li>• 6 art appreciation charts</li> <li>• Worksheets</li> </ul>	9:25-10:20 (55 min.)

# Materials: Week 11

## Appendices

Appendix 1. 6 Reason statements

his albums	selling	Because	as well	are not
go	Because	did not	to the army	he
in	she has	every song	the best part	Because
she	cousin	my	Because	looks like
Because	are	written	the songs	better
it	free	Because	came with	sticker

Appendix 2. 3 Opinion statements

I think that Rain isn't as good as he used to be.
In my opinion, Bom is the coolest member in 2NE1.
I believe that Big Bang's latest album is their best.

Appendix 3. Blank strips


Appendix 4 Opinion Board Game

I think that... because      I feel that... because  
I don't think ... because      I believe that... because



Appendix 5. Green cards



# Materials: Week 11

## Appendix 7 Rank 'em!

### Type A

Directions:

This Saturday is Children's day. You told your 9-year-old nephew that you are going to take him to a musical on Children's day. Below is a list of 6 musicals you've read in your reading homework. Your task is to discuss with your group members to rank the 6 musicals below in terms of appropriacy for your nephew. Place the number 1 by the most appropriate musical, the number 2 by the second most appropriate, and so on through number 6, the least appropriate.

- \* Take out your reading homework and refer to it while doing this task.
- \* You should give reasons to support your opinions!

Musical	1	2	3	4	5	6	Reasons
Mamma Mia							
The Phantom of the Opera							
The Lion King							
Chicago The Musical							
Hairspray							
Rent							

### Type B

Directions:

Your one-year anniversary with your boyfriend is coming up. You want to see a musical with him to celebrate your anniversary. Below is a list of 6 musicals you've read in your reading homework. Your task is to discuss with your group members to rank the 6 musicals below from best to worst. Place the number 1 by the best musical, the number 2 by the second best appropriate, and so on through number 6, the worst appropriate.

- \* Take out your reading homework and refer to it while doing this task.
- \* You should give reasons to support your opinions!

Musical	1	2	3	4	5	6	Reasons
Mamma Mia							
The Phantom of the Opera							
The Lion King							
Chicago The Musical							
Hairspray							
Rent							

## Appendix 8 4 Paintings for the Exhibition

### 1. Mark Rothko

Violet, Green, and Red 1951



### 2. Jackson Pollock

No. 1 1950



### 3. Wassily Kandinsky

Composition VIII 1923



### 4. Pablo Picasso

Three Musicians 1921



# Materials: Week 11

## Appendix 9 Art appreciation chart

Directions: Appreciate the paintings on the classroom. Then, discuss with your group members to fill out the chart below.

Questions		Painting			
		#1	#2	#3	#4
1.	What specific shapes or colors does the painting contain? What do you think they mean?				
2.	In general, what do you think the painting is trying to say?				
3.	How does the painting make you feel?				
4.	Would you like to see it hanging on the 1 <sup>st</sup> floor of the library in Sookmyung Women's University? Why or why not?				

## Appendix 10 Plan an outline for the presentation

Directions: In the space below, write your group's opinion statement and the three strongest reasons to support your opinion. Be specific.

Plan an outline for the presentation	
Which painting did your group choose to hang on the 1 <sup>st</sup> floor of the library?	
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
Write 3 strongest reasons to support your group's opinion.	
①	Explain in detail here.
②	Explain in detail here.
③	Explain in detail here.

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

**1. Choose one that is not related to tips on how to make a good headline? (3 points)**

- ① Keep your headline simple and short
- ② Re-read your article and identify a theme
- ③ Use present tense
- ④ Express your voice in a passive voice

**2. Match the following news with the headline in the box. (3 points each)**

- ① Greece may run out of cash by June
- ② Galaxy S3 launched in 28 countries
- ③ Child brides sold as 'HIV cure' in South Africa
- ④ Woman fails to get compensation for lost teeth

**A.** \_\_\_\_\_

Young South African girls are being forced into marrying older men with HIV because of a myth that sleeping with a virgin can cure the disease, CNN reported. In the country's rural villages, girls as young as 12 are coerced into marrying older HIV-positive men in exchange for payment to their parents. This is a tradition called "Ukuthwala," which means "to pick up" or "to take". On top of being pushed into unwanted marriage, the child brides are in serious danger of catching the deadly disease, as HIV is most commonly transmitted through sexual intercourse. According to Nombasa Gxuluwe, a field worker for the World Aids campaign, this is due to an absurd myth.

**B.** \_\_\_\_\_

A mother has been left toothless after a dental implant went terribly wrong. Gariela Andrews, 48, says that she cannot get compensation for the failed surgery as the private dentist who was in charge of the procedure has moved to another country, complicating matters. "I have been left looking like a monster," she told the Daily Mail. "My confidence has been affected, my speech has been affected, I can't eat solid food and nobody does you justice."

**C.** \_\_\_\_\_

Samsung Electronics said Tuesday that it launched its new flagship smartphone Galaxy S3 in 28 countries at once, showing greater confidence as the world's top smartphone maker. The company said it plans to roll out the new 4.8-inch gadget running on third-generation network technology in the U.K., France, the United Arab Emirates and Saudi Arabia, as well as countries in Europe and the Middle East. But it also said it will take as long as three weeks to supply the new pebble blue Galaxy S3 in some of the regions, as SlashGear reported that the firm had to throw away over 600,000 back cases due color issues. The gadget is also available in marble white.

**D. \_\_\_\_\_**

Former Greek prime minister Lucas Papademos warned Greece may run out of money by the end of June if international bailout funds are cut off following next month's election, a newspaper reported Sunday. "The available funds in the Greek government will be reduced gradually from about 3.8 billion euros (\$4.5 billion) on May 11 to about 700 million euros (\$900 million) on June 18 and from June 20 will enter negative territory at the level of around one billion euros." Centre-left To Vima said Papademos made the warning in a memo to President Carolos Papoulias dated May 11 that was then circulated to party leaders as they tried to form a coalition after an inconclusive May 6 vote.

**3. Read the news article below and answer the following questions.**

---

More than 100,000 people visited the World Expo under way in South Korea's Yeosu on Sunday for the first time since the event opened about two weeks ago, the organizing committee said. A three-day holiday through Buddha's Birthday is believed to have led to the rise. The 93-day event is the first Paris-based Bureau of International Exhibitions approved event hosted by South Korea since the 1993 Daejeon Expo.

The increase was helped by Hyundai Motor Group hosting a "Big 5" concert of leading K-pop performers at the Big concert venue at the center of the 250,000-square exposition ground. The automotive group had invited such famous singers as Kim Gun-mo and Lee Seung-hwan, and groups like 2AM, Secret and MBLAQ for the evening event to mark "Hyundai Day." Organizers said over 10,000 people were present at the concert venue for the show that began at 6:30 p.m. with many more in the nearby grass areas. Others watched on the 218-meter-wide screen in the digital gallery.

"The high turnout is a good sign of more people coming to the exposition in the coming days," an official said. Originally, up to 10.8 million people were expected to come to see the many attractions, shows and displays at the exposition.

The exposition being held in the port of Yeosu, located 455 kilometers south of Seoul on the country's southern coast, will run for 93 days under the theme of "Living Ocean and Coast" with emphasis focused on highlighting the important role the ocean and coast play in everyday lives and the need to live in harmony with the world's marine environment.

The Yeosu Expo is the first Paris-based Bureau of International Exhibitions approved event hosted by South Korea since the 1993 Daejeon Expo.

**A. What is the news about? (3 points)**

- ① Number of Expo visitors growing steadily
- ② K-pop wave in Yeosu
- ③ A popular place in Korea these days
- ④ The importance of Buddha's Birthday

**B. Where is World EXPO 2012 held in Korea? (2 points)**

- ① Daejeon
- ② Busan
- ③ Yeosu
- ④ Seoul

**C. Who organized the Big 5 concert? (2 points)**

\_\_\_\_\_ -

**D. Which of the following statement is not correct about World EXPO 2012? (3 points)**

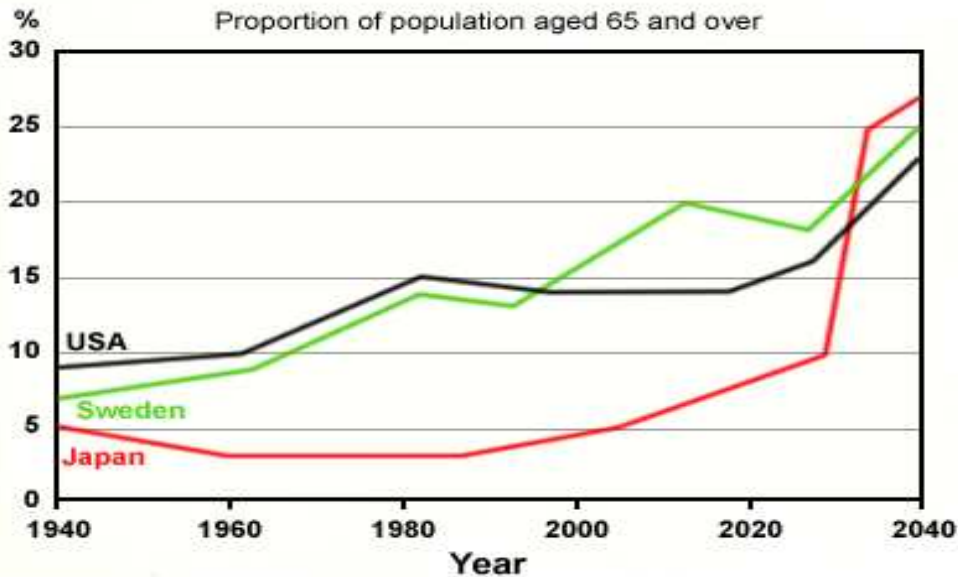
- ① World EXPO 2012 will last up to 93 days.
- ② The theme of World EXPO 2012 is "Living Ocean and Coast".
- ③ World EXPO 2012 is the first world's fair held in Korea.
- ④ Over 100,000 people visited World EXPO 2012.

**4. Fill out the table properly according to the categories provided. (1 point each)**

plunge	stabilize	increase
collapse	rise	stay constant
remain stable	reach a peak	decline

Indicating Upward movement	Indicating Downward movement	Indicating No movement

5. Look at the graph provided and answer the following questions. (3 points each)



A. What is the graph about?

---

B. What does the x-axis represent?

---

C. What does the y-axis represent?

---

D. Choose the wrong description among the choices.

- ① The proportion of elderly people was the highest in the USA with 8% in 1940.
- ② The percentage of people in the age range in the three countries is significantly plunged from 1940 to 2040.
- ③ In 2040, it is predicted that the proportion of elderly people in the USA will reversely be the least with 23% of the total population.
- ④ The proportion of elderly people was 5% of all the Japanese population in 1940.



## 6. Draw lines to match each word with its definition. (2 points each)

- |               |   |  |
|---------------|---|--|
| a. Posh       | • | • ① represent an important thing, change |
| b. Creepy     | • | • ② so great or good                     |
| c. Symbolic   | • | • ③ smart, fashionable, expensive        |
| d. Classic    | • | • ④ very bad quality                     |
| e. Lousy      | • | • ⑤ feel nervous, frightened             |
| f. Phenomenal | • | • ⑥ simple and traditional               |

## 7. Fill in the blanks using the words from the list given below. (3 points)

Confetti	marriage vows	groom
Bridesmaid	best man	Ringbearer

- A. It is the \_\_\_\_\_'s duty to protect the groom from bad luck.
- B. Guests at the wedding throw \_\_\_\_\_ over the couple as they emerge from the Church.
- C. \_\_\_\_\_ are promises each partner in a couple makes to the other during a wedding ceremony.
- D. \_\_\_\_\_s were dressed in a similar way to the bride because it was thought that it would disguise the bride and therefore outwit malevolent spirits.
- E. The \_\_\_\_\_ looked great in a tuxedo.
- F. The \_\_\_\_\_ walks down the aisle just before the flower girl, carrying a pillow with two rings tied to it.

## 8. Read the job descriptions provided and write a proper job title in each blank. (3 points each)

- A. \_\_\_\_\_  
They plan, create and manage building constructions. They ensure that the design is safe, useful and as artistic as possible as the client wishes, without compromising on the laws and regulations of that given area where the construction takes place.
- B. \_\_\_\_\_  
They manage reputation of their clients. They use all forms of media and communication to build, maintain and manage the reputation of their clients.
-

C. \_\_\_\_\_

They work in any of the departments of a state or territory government. They need to use excellent customer service skills to deal with service users, for example, other civil servants, members of the public or other organizations.

D. \_\_\_\_\_

They are accountable to provide administrative support to the company and management through coordinating and conducting administrative tasks and duties including handling and receiving information.

**9. Read the descriptions about the basic debating skills and fill in the blanks. (3 points each)**

A. \_\_\_\_\_ is the ability to concisely and clearly express complex issues is what debating is all about.

B. \_\_\_\_\_ is a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood.

C. Varying \_\_\_\_\_ is what makes you sound interesting. Listening to one \_\_\_\_\_ for an entire presentation is boring.

D. \_\_\_\_\_ is the manner in which you communicate your arguments in a confident and persuasive way.

## 4. Reflective Journals

### Reflective Journal: Week 3

There were five main activities in week 3 lessons: Find as many as you can, get as much advice as you can, jigsaw, making a travel brochure, and role play. Things considered when planning this lesson were that students are able to recognize frequently used expressions when asking for information, making suggestions, and giving advice and to use them appropriately in conversation. The class started with find as many as you can task in which the students basically read aloud the sentence strips to their group members to find the appropriate sentences to the each pictures on the worksheet. In the next activity, the students needed to get advice of their problem on the strips from the classmates. After that, we did jigsaw activity to research special food in each city. Then, we had 10minutes break. After break, each group made own travel brochure using information which they got from their homework and jigsaw activity. We lastly did role play using the brochure to be either a travel agent or a customer. The class ended with collecting the homework they did.

The lesson succeeded to some extent. However, unexpected problems also have been arisen. One, the lesson was successful because the students participated. The students interested in the theme of the lesson because the theme 'travel' was their favorite which turned out in students' survey and they seemed to understand the content addressed within the lesson. When teaching the lesson, my role was a kind of coach. I gave students short instructions of each activity and allowed students time to do the activities, and informally assessed students during the activities. I listened to students to help them when they had difficulties in doing the activities and encourage them to engage in the tasks. Big sisters also worked hard to

## 4. Reflective Journals

encourage the students. Two, the lesson was not successful because of unexpected factors. In the first task, there were twenty strips which students needed to decide whether they are appropriate or not to each picture. I thought that it could be a simple task, but students confused to choose the sentence strips to each pictures. I did not tell them they had a several sentences which did not match with any picture. In the second task, I gave student several minutes to think about their problem on the strips, but I saw some students who had difficulties in understanding others' problems while they were walking around to get advice of the problem. The next activity, Jigsaw, was the most demanding task to control the time. I did not expect that it took really long time to complete the chart when the students were asked to exchange different information on their picture each other. The name of the food in jigsaw task was hard to pronounce and there were much information on each picture, so students needed much more time than I expected. Also, the electric material did not function properly. I worked hard on making power point presentation, but the computer worked really slowly that made me frustrated.

Teaching this lesson taught me that the timing was the big issue to achieve my goal of lesson. I ran out of time before all the activities were completed, so the students did a part of the last task. I discovered that it is important for both teacher and students to complete a task because through first, second, third, and fourth activities students scaffold their knowledge and skills to the last activity to be better a performer in the end. In the future, I consider time of each activity more carefully so that students could have enough time to finish all the activities. Clear and detailed instructions are important to make students' better understanding. Also, I will check up the electronic device' function to use it

## 4. Reflective Journals

appropriately during the lesson. Overall, I was pleased with the lesson plan, the great teaching experience in GEP class, and the issues that the lesson brought me to think about my own lesson plan.

## 4. Reflective Journals

### Reflective Journal: Week 7

Five activities were provided in this week lesson; Screaming What's on Strips!, Make the Story Flow, Story Relay, Guess What will Happen Next, and Create a Storyboard for a Music Video. The objectives of the lesson were that students will be able to organize a story plot and narrate it using transitional words appropriately. The theme was movies and the class begun with scrambling strips. Students assigned either number 1 or 2. They had a different set of strips with blanks. Students with number 1 had the first part of story and students assigned number 2 got the last part of story, home alone. They needed to scream each other to fill out the blanks and two teams who completed all the blanks fast won the game. Second task was story flow. Each group got 12 pictures of the Simpson, a worksheet, two story maps, and a transitional words list. Students looked through all the pictures and chose 6 pictures to create a story. They glued the pictures they chose on the worksheet and planned their story using the story map. The main goal of this task was that students needed to use five transitional words on the list to make a cohesive story. After creating their own story, they brought only pictures to tell their story to their partner groups and went back to the seat to fill out another story map based on the partner groups' story. Then, they exchanged the story map to check the answers. In the third task, 6 different prompts and transitional words stickers were given to each group. They wrote their name on the worksheet and read the prompt first. After that, they needed to discuss with groups members to continue the story and put one transitional sticker at the end of the last sentence for other group. They passed the prompt in a clockwise direction until they got their own story prompt. After the third task, there was 10 minutes break. The fourth task was guess

## 4. Reflective Journals

what will happen next. Students got a story map and a storyboard. They watched a commercial for 10second. After watching the video, each group used the story map to plan a rest part of the commercial and sketched the storyboard which had six sections and three parts were already filled out. Afterward, they visited their partner group to tell their story and watched the original video to compare with their own story. The final task was creating a storyboard for a music video. Each student got a worksheet to fill out based on their imagination while they were listening to the three different songs. After listening to all the songs, they shared their ideas of each song and chose one song to create a story for the music. Finally, each group had a presentation to the whole class. At the end of lesson, the teacher announced mid-term exam which students will take next week.

Overall, the lesson went well. First, the theme, movie, was interesting to the students because it was one of the popular themes which many students chose in students' survey. Second, students seemed to participate in all the tasks and practiced target language at the same time. In the first activity, students seemed enjoyed a lot when they screaming each other. I think that the first task encouraged shy students' participation a lot. It was a simple but very effective way to practice pronunciation. Especially, Sora who is one of my little sisters normally does not speak much, but she spoke louder this time than usual to make her partner understand what she was saying. At first, Sora seemed shy to scream the sentences, but she realized that if she did not speak louder her partner would not get it. I saw many shy students screamed and worked hard to pronounce clearly to complete the worksheet with their partners. All students were involved in this task and cooperated with each other. Students actually did great on the fourth task as well. They made a quiet good story for the rest part of the commercial. Every

## 4. Reflective Journals

group created an interesting story, so I was happy to hear the stories. It was another chance to practice past tense and transitional words which were linguistic goal in the lesson. They actually used transitional words and past tenses when they told their story to their partner groups. When they watched video, Saemi's group even screamed and laughed because they got almost the same story as the original commercial. Of course, there were no right and wrong answers and every group seemed to like doing the task. In the final activity, most of students liked the first and third songs, so I asked the group reader, Izzy, to push their group to choose the second music which was a kind of scary and suspense genre. All students did pretty well on their presentation based on their imagination. I felt how well and hard the each group worked for the task. Third, directions were pretty clearly stated by classroom readers. I tried to give clear directions to the whole class so that no one would be confused what they needed to do and where they needed to go. In the second and fourth tasks, each group visited to their paired group to tell their story. I put the grouping on the power point slide to visualize the procedures and told which group needed to move first.

The lesson had some weaknesses as well. One was pacing. For the third task, I wanted students to make a cohesive story using transitional words in a given minute. They only needed to write one sentence in a minute, but it took longer minutes than I expected. As the story passed, each group spent more time on writing one sentence because they first read and understood the sentences written by other groups. I did not think about that aspect before, so I worried a little bit to complete the task on time as I planned. Luckily, the task was finished on time, but I changed the original plan secretly. I was giving a microphone to each group to tell the story when they got their own prompt. It would be fun to share the stories



## 4. Reflective Journals

with the whole classroom, but it will drag more time than I planned. The second weakness was repetition. There seemed no salient differences between the second and the third tasks. The initial goals were different. I planned that students needed to create a story with pictures that flows well using transitional words appropriately for the second task and they needed complete the tasks in a given times. I thought these two tasks scaffold each other so that students could create one sentence easily for 1 minute using transitional words. It did not work well as I hoped. Although students seemed enjoyed to create a story it seemed more like reading and writing tasks than speaking. I saw big sisters encouraged students to discuss to create an appropriate sentence, but some big sisters did say a short sentence without enough discussion and little sisters just wrote it on the worksheet. Again, the lesson was successful. Students had many chances to speak and participated well in all tasks. They seemed not to have many difficulties to narrate a story after the lesson since they practiced the target language a lot. Each group finished most of tasks at the same time, which I appreciated big sisters' efforts to put into the class. It has shown a progress within the students. I learned that how much time to allocate to each part of the lesson is an important decision which teachers must make while planning or teaching a lesson. Also, pacing might be negotiable when a teacher thinks it lasts too long. For the next lesson, I will try to think about all the detailed procedures which students will need for each part and avoid repetitive activities.

## 4. Reflective Journals

### Reflective Journal: Week 11

The objectives of week 11 lesson were that students will be able to give opinions on works of art with supports using the target language. In order to achieve its goal five different kinds of activities were set: strong reasons, opinion board game, find the best match, ranking, and be a judge. Two action research treatments were included in the lesson. Class began with strong reasons in which students needed to make one reason strip using five word block for an opinion strip and memorized it. The second task was opinion board game. Students are asked to use the target language structures to give their opinion following the topics on the board. If their sentences do not grammatically correct they can't move their game pieces. Its focus is basically on making student familiarize with the target form. The third task was find the best match. Two groups were paired to play game using six art pictures from homework and adjectives. While playing the game students were able to using appropriate adjectives to express their opinion with reasons. After taking break, students did ranking activity. Three groups were assigned prompt A and other three groups were given prompt B. Each group ranked six different musical according to their prompt. They changed their opinions with group members to rank musical from best to worst. After that, they present their opinion to their paring groups which got different prompt. Big sister gave feedback to their paring group students. In final task, students became judges to appreciate four painting on the wall in the classroom. They looked at four different abstract arts and appreciated them. With group members they exchanged their opinion to vote one painting that they would like to hang on the 1st floor of the library in Sookmyung Women's University. Then, there prepared presentation to whole class. After presentation, big sisters evaluated all groups to pick best presenting group and gave feed back to their pairing group students. Overall, the lesson was successful. The lesson had some strength. One, students had many chances to practice giving their opinion each other using target language and tasks were

## 4. Reflective Journals

designed well based on its level of difficulty. As the class went to the end of the lesson, the tasks were less-controlled. In the first task, they did not have to make a sentence by their own, but for the second and third they needed to express their opinion using target languages so that I think most of students knew how to give opinion with supports at the end. Also, tasks provided many opportunities to students to practice the target language form. In the board game, they needed to make a correct sentence to move their game pieces because if their sentence was incorrect they needed to go back where there were. They needed to think more carefully when they made sentences. Students participated in all the tasks and they worked hard. Two, most directions were clear. In the third task, instructions were pretty complicated so I gave a model to students. Four big sisters played the first round of card game to show students how to play it. Students got better understanding of the task, so they could enjoyed the game. I heard that a lot of students laughed while playing the game. Three, the theme was interesting. Since we have some students whose major is music or art the theme 'art and music' seemed to trigger students' attention well. They liked the theme and reading homework as well, which meant they could enjoy the lesson with pleasure. I saw that many students interested in the topics, especially when they ranked the musical and appreciated abstract arts they talked a lot each other and they said that they liked the tasks. Also, most of them did great on the final task. They presented their opinion well with appropriate reasons. I was surprised to hear some of reasons which I did not even imagine from the abstract painting. Even though many groups chose the same painting it was still interesting to listen to students' presentation because each group had different opinion. Four, feedback was provided by big sisters. After fourth and fifth tasks, big sisters needed to give some feedback to their partner groups. I think that big sister did their role pretty well because they first mentioned overall presentation of their partner groups and told them some strengths and weaknesses. Students seemed to like feedback from big sisters because they could know what their strengths and weakness were after their performance so that they could develop their performance in the future.

## 4. Reflective Journals

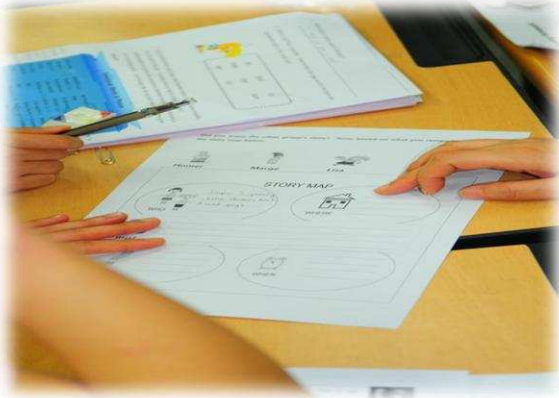
The lesson went well, but there were some weaknesses. First was material. In the second task, students played an opinion board game using a dice which had only numbers 1, 2, and 3. I thought that if they used a normal dice which usually has numbers from 1 to 6 the game could finish earlier because there were 25 spaces on the board game. However, there were also some spaces to ask students to move their game pieces back so students looked less excited when they moved their pieces only from 1 to 3. Some groups even added numbers 4, 5, and 6 on the dice. Second, there was little confusion in giving directions. In the final task, I was supposed to mention that students needed to choose the best painting which hang it on the first floor of library at Sookmyung university, but I forgot to mention it. Hannah reminded me to do, so I did that when they went back to their seat after looking at each painting. Also, I gave 15 minutes to students including to appreciate painting and to vote for the best painting. I planned to hand out an appreciation chart first then, gave them a presentation worksheet, so they had a discussion first then, they could plan their presentation using another worksheet. I did not know they already got two worksheets. They looked confused when I asked them to choose one painting because they thought they needed to prepare a presentation as well. After, I gave them more minutes to plan their presentation so that they had more time to prepare for the final task.

Even though there was a little confusion in giving directions. Students practiced a lot of the target language and they were all engaged in tasks. I managed time well so students had enough time to complete the entire tasks. Students did well on their final task and got some feedback to be aware of their weaknesses and strengths on their performance. Therefore, the lesson was successful.

# 5. Photos & Videos



# 5. Photos & Videos





## **III. Action Research Project**

## English Teachers' Time Management in the Classroom

1054040 Inah Sung, 1054029 Saemi Han  
1054033 Shinhye Kang, 0854054 Tracey

### 1. Introduction

Since teachers have to cover a lot of activities with various material and technique in a limited class time, time management is the important issue we need to take into account. When we observed the GEP class for 6 weeks from week 2 to week 7 time management issue was one of noticeable problems that teachers and students needed to consider. Although teachers put a lot of effort to make a plan carefully and they are flexible during a lesson such as expanding time for certain activities or cutting down some parts they often failed to manage the class time.

In GEP class, there was lack of cooperation between teachers and students for time management because both students and group leaders did not seem to be aware of time or care much about time. They often spent unnecessary time while doing the task, so it seemed hard work for classroom leaders to control each task as they initially planned. Classroom leaders are not the only ones who are in charge of time management in the class. Students also need to work hard to keep given time while they are doing tasks.

To make a successful lesson, every task should be finished on time so that teachers do not skip some important parts in the lesson such as a final task and students could get more time when they do complex ones. In order to manage time well, both students and teachers need to help each other so that they enable to have better time management in class. Therefore, we decided to use five different treatments in GEP class to raise students' awareness of time and to prevent time being wasted.

### 2. Area of Interest

There are a lot of theories and researches about successful lesson plans and class activities for teaching in class. However, teachers at class find it difficult to manage the tasks in time and make a quick decision when the class is not going as they planned. The key issues on GEP class have been whether the class was successfully managed from the view of conducting the class in time or not. Though the class leaders in GEP lesson are considered to be 'experts' in teaching area, they happened to fail in managing the class in time even with carefully planned lesson and there are still poor theoretical background about effective ways of time managing comparing to the other areas, which are related to language teaching. Moreover, among practitioners, particularly new teachers, classroom management and discipline remain their number one concerns (Veenman, 1984).

Assuming that effective time management is one the skills necessary for success in teaching and teachers who effectively manage time give their students the best opportunity to learn and to develop their language skills, we conclude teachers should aware of the different views of time in class as beginning.

#### 2.1 Definition of time in class

Wong and Wong (1998) describe four different types of school-day time, which are allocated time, instructional time, engaged time and academic learning time. Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Next, engaged time is also called time on task. During engaged time, students are participating actively in learning activities-asking and responding to question, completing their worksheets, preparing and performing presentations, etc. Lastly, academic learning time is the time teachers can prove that students learned the content or mastered the skill.



Academic learning time occurs when students participate actively and are successful in learning activities. Effective classroom management maximizes academic learning time. Kauchak and Eggen (2008) viewed the goal of classroom management is to not only maintain class order but to optimize it to student learning. In GEP lesson, the 'time' refers to Instructional time and the goal of successful time managing must be increasing academic time and organizing engaged time effectively.

## 2.2 Two fundamental views of knowing time

Another issue related to time management that teachers should be aware of is two different ways of teachers' knowing time, which are *didactical* and *pedagogical*. In teaching, we are accustomed to experiencing a clash between the sense of event as anticipated and the sense of event as experienced. This clash can be analyzed in terms of a contrast between didactics and pedagogy which are two ways of knowing and organizing classroom time. The study reporting different concerns among novice and expert teachers on their perception of time (Tochon & Munby, 1993) showed distinctions between ways of knowing time and on the concepts 'didactics' and 'pedagogy'.

While the novice might see little in a situation, the expert uses powerful analytical tools for interpreting situation and adapting action. Novices tend to anticipate and to sequence their teaching actions in advance, whereas experts often adapt entire semantic or propositional mappings to a particular event. Among experts, anticipation is of less importance and immediate decisions are more frequent (Tochon, 1989b, 1991a). If we examine the different ways of perceiving the time between novice and expert teachers, we can get to solve the problem of our research questions.

From the view of the study, didactics is defined as the organization of subject-matter knowledge through time as a pre-active or post-active anticipation before or after the classroom interaction, whereas pedagogy stems from the interactive management of time. That is, didactics deals with content processing which implies planning a sequential time, while pedagogy is concerned with students' relationships to knowledge and behavioral actualization of teaching within real time (Leinhardt, 1986). Some research on novice teachers suggests that beginners usually have abilities to plan but encounter problems during immediate interactions (Berliner, 1988). Their way of organizing time has no flexibility. In contrast, pedagogy is concerned with an immediate image of the teaching situation. It is live processing developed in a practical and idiosyncratic situation. Didactic goals can be written down, but pedagogical experience cannot be easily theorized owing to its unique interactive aspects. Accordingly, it can be hypothesized that expert teachers may be more pedagogically oriented than novices. Thus, an understanding of how teachers construct time is needed for a fuller account of teacher's successful time management.

## 3. Five treatments to manage time

We tried 5 different treatments for finishing the tasks within the time limit in GEP speaking class. It can be divided into 2 different methods; first, the methods to raise awareness of time for the students, second, the methods to make them think quickly. For the first methods, we used 4 different treatments; we rang a bell 2 minutes before the task is finished, teachers counted down every 3-5

# Action Research

every 3-5 minutes, we gave a time keeper role to one of the students in each group, and we gave prizes as reward to the group who finished the task on time. For the second methods, we gave the students graphic organizer to brainstorm quickly. For the first three treatments, we did a quick survey to ask the students and teachers if the treatments worked to help them finish the tasks on time and we analyzed the effectiveness of the 4<sup>th</sup> and 5<sup>th</sup> treatments on the basis of observation from the big sisters.

Treatment	Description
<b>#1 Ring a Bell</b> Date: May, 3	Teachers ring a bell 2 minutes before the task is finished to let students th at they need to finish soon.
<b>#2 Count Down</b> Date: May, 3	Teachers count down every 3-5 minutes. If the students have 20 minutes for a task, teachers give notice every 5 minutes. Ex) "You have 15 minutes to finish the task".
<b>#3 Set the Time-keeper Role</b> Date: May 10	Teachers give a time-keeper role to one person for each group and set th e stop watch on the screen. The time keepers should aware the time and let the other group members how much time is left.
<b>#4 Give Rewards</b> Date: May 17, May 31	Teachers set the stop watch on the screen and let students know that the y are going to get prizes if they finish tasks on time. Then teachers give p rizes to all the group members if the group finishes tasks on time.
<b>#5 Graphic Organizer</b> Date: May 24, May 31	To help students come up with ideas quickly, teachers give graphic organi zers to students whenever they have to generate ideas.

## 3.1 Ringing a bell

Bell work allows teachers to conduct beginning of the class maintenance work and give a quick refresher to students that many have missed the previous class period. Students should learn to expect bell work and begin to work on it immediately when class starts. After a couple of minutes, give the class a warning to finish up and then go over the answers quickly. Completing this activity at the beginning of each class period helps to establish a routine and get the students ready for class. Make sure to grade the bell work for participation, otherwise less motivated students will take advantage of the bell work opportunity (Craig, 2012).

In Korea, many elementary school teachers use ringing a bell from at the beginning of the semester for grabbing students' attention and letting them know when they have to finish their tasks and how much time they have for the tasks. But to work ringing a bell effectively in class to students, teacher and students use this repeatedly. It means that they need the continuous practice for getting familiar with it. In GEP speaking class, we used a bell to let the students aware of the time better. The class leader rang a bell 2 minutes before the task is finished to let students that they need to finish soon.

## 3.2 Counting down

Teachers can also use timers to help students to maintain attention and ultimately to become better 'time-managers'. Before the start of the task, teacher lets students know how much time they have to complete the entire task and give them countdown notices at regular intervals so they can adjust their pace. This can help students to monitor their work time by themselves. Students will be motivated to engage academically because they want to earn the desired activity for good performance and because they can see via the timer that the lesson will last only a finite amount of time.

In our class, we put a countdown timer on the screen for students to look at throughout the activity. Also class leaders told students gave countdown notices at regular intervals e.g. "You have five minutes to finish." "Two minutes left." Etc.

## 3.3 Setting the time-keeper role

A curriculum or classroom that is cooperative usually involves learner-centered characteristics. As students work together in pairs or groups, they share information and come to each other's aid. They are a "team" whose players must work together in order to achieve goals successfully (Brown, 2007). Based on it, we gave a time-keeper role to one of the students in each group. The time-keepers were responsible for their role and each team had to cooperate effectively to complete their tasks within the time limit. We set the on-line timer on the screen to let the time-keepers notice the time more effectively. Also the class leaders mentioned about the time-keepers' role not only at the beginning of the class but also whenever the students had the time limit.

## 3.4 Giving rewards to the whole group members for finishing the tasks within the time limit

The anticipation of reward is the most powerful factor in directing one's behavior or motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist (Brown, 2007). Murray (2002) argued that the use of rewards should be limited and should always be tied to an intrinsic motivator, such as the pleasure of a job well done. So, teachers should use it more carefully especially when they use it more focusing on extrinsic motivation.

In our class, giving rewards were used based on more extrinsic motivation for finishing the task within the time limit. Basically when all the group members finished the task on time, the class leaders gave them chocolate bars or jelly beans as rewards. We conducted this for the tasks that the class leaders think should be finished in time in the lesson.

## 3.5 Using a graphic organizer

Graphic organizers are tools to help learners visually organize the information that students they have. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts (Burke, 2000). We thought that students have the advantage of managing their time properly by using graphic organizers. They are well-organized methods of learning how to manage one's time as they permit you to foresee, visualize and resolve the problems faced. We assumed that once students' jobs are made easier, they will have sufficient time for other activities.

Sometimes our GEP students spend long time just because they cannot come up with ideas quickly enough. We expected using graphic organizer will help students to brainstorm better and finally reduce their thinking time. In that case, these techniques can help students to finish tasks quicker. For week 12 and 13, we used many different kinds of graphic organizers to see if they help students manage the time better.

## 4. Analysis of data

We conveyed surveys (See appendix 1.) to students and group leaders about raising their awareness of time for weeks on 9, 10, 11, 12, and 13. We used three different treatments raising their awareness of time; ringing a bell, counting down, giving a role of time-keeper on each group and giving reward to groups and one treatment for helping students to organize their ideas well so that they wouldn't spend unnecessary time on limited time. We used yes/no question survey to find out whether the treatment was beneficial for them to finish the tasks on time or not for the first three treatments, ringing a bell, counting down, and giving rewards to ones who finish the task on time whereas the other two, giving reward and graphic organizers, were based on the observation from the big sisters.

### 4. 1. General observation for treatment 1: Ringing a bell

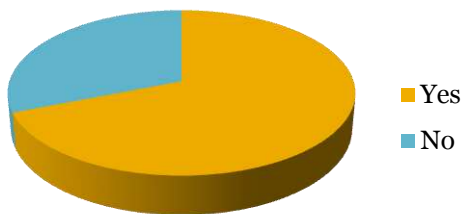
On week 9, the treatment was ringing a bell. Overall, ringing a bell helped to raise students' awareness of time. Especially, for the tasks that require students to move away from their seats, when classroom leaders rang the bell, most students in groups saw classroom readers and they were hurry to finish their tasks in given minutes. It worked well for concentrating the students who are coming back in their group and talking about the previous activities and enabled them to move on to the next activity. For example, during the task 1, students have to move around the classroom from the board, the back side of the classroom and back to their own group. This kind of task makes them cheerful and hard to calm down after the task, which may cause some delay to perform the next task. However, it did not consistently work because there were some activities which seem that students are well engaged on the discussion and need more time than planned and hard to disturb by ringing the bell and interrupt their task. The goal of the treatment was that making students finish the tasks in the given time and it was hard for the teachers to be flexible with the allowed time. Here is an excerpt from the reflection journal, which shows the opinion on the treatment on week 9.

# Action Research

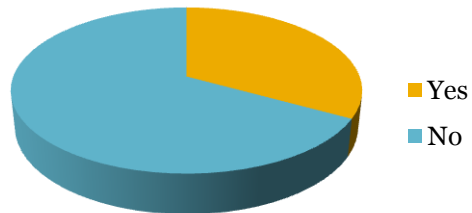
*“On the fourth task, they had lots of opportunities to speak English and listen to it. Even though this one is for the basis of the fifth activity, 20 minutes, the time for making photo news and preparing the fifth activity, were rather short.” Inah Sung*

As the class went to the end, it did not seem to draw both students and group leaders' attention. Most of big sisters said that they could not even hear the bell ringing during the class. The sound of a bell was not that loud enough and it was not consistent so that students and group leaders did not pay much attention on ringing a bell. Therefore, it seemed to work well at first, but it did not work well until class ended.

**Students' Answers for Ringing the Bell**



**Group Leaders' Answers for Ringing the Bell**



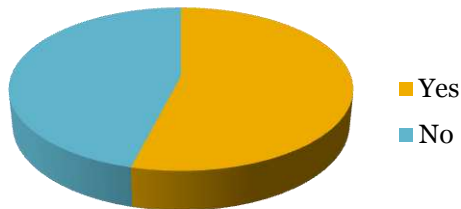
## 4. 2. General observation for treatment 2: Counting down

On week 9, we did another treatment, counting down. Classroom leader counted down for every 3-5 minutes to let both group readers and students how much time they got for a task. Overall, counting down was effective. It worked well at the beginning. When classroom leaders was counting down students and group leaders seemed to be alarmed and had got to work more effectively. When students are engaged on their task it seems to be hard for them to monitor the clock on the wall or on the screen. The class leader's reminding them of the time kept them from going off the topic. However, it did not go well as the lesson went. Classroom leader's voice was not loud enough to catch student's attention, which rather seemed to bother them to engage on their work. Moreover, students didn't really care about the time they got. They were busy to do their job during the class and focusing on their work. Therefore, these treatments seemed not so successful to help participants. At certain tasks, group leaders and students wanted to have enough amount of time to discuss to generate all possible topics on their project and to practice what they were supposed to do. Certainly they seemed to be bothered to know how much time was left and get the pressure on the time issue to perform successfully. Here is an excerpt from the reflection journal referring on this treatment.

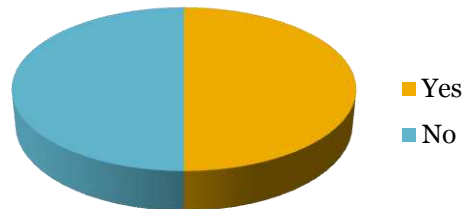
*“Teachers pushed us to finish the task on time. As a result, when the grouping had problems, big sisters came to do the task instead of pushing or scaffolding the students to complete the task.”*

**Jeongmi Park**

**Students' Answers for Counting Down**



**Group Leaders' Answers for Counting Down**



On the survey, more than half students and group leaders had positive opinion about counting down. They said 'yes' to the question; 'Did counting down help to finish the task on time?'. Although the treatment was not so successful to draw both students and group leaders' attention they agreed with that it helped them to finish their tasks, so counting down was effective.

#### **4. 3. General observation for treatment 3: Setting a time-keeper**

Week 10, we set a role 'time-keeper' to one student in each group. Time-keepers needed to keep their eyes on stop watch on power point slide to inform other students know how much time they got. Although students were busy while engaging in tasks some students did great on their role. Chaehee and Youngeun actually seemed to enjoy their role. They looked at the screen and told their groups how much time they got, which was very beneficial for their group to do pacing. Sometime their group performed a little bit fast to finish their tasks when they knew that they only got few minutes. Therefore, for Chaehee and Youngeun's groups, time keeper was very effective.

Unlike Chaehee and Youngeun, Hyunji did not perform well. She did not understand why she needed to do the role and failed to inform her group. Also, Phuong looked at the screen a couple of times and told her group how much time left, but soon she was fully engaging in the tasks forgetting telling the time. There were different view. With Carol's group, the time keeper did her job well but other members did not actually care about that.

Setting a time-keeper to raise students' awareness of time seemed different effect based on groups and students. Here are different aspects of the treatment of giving a time-keeper role to a student from the reflection journals on week 10.

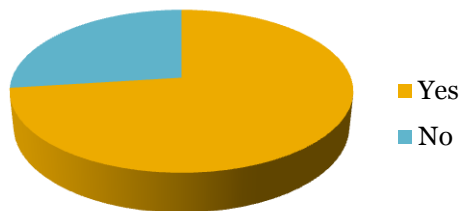
*“In my group, Chaehee was a timekeeper and she did not forget her role to inform time to group. She often looked at the stop watch to let us know the time and also did her work well. It did not seem demanding work for Chaehee and not interrupt her work during lesson. As a group leader, managing the tasks was easy because Chaehee reminded me how much time I got.”* **Shinhye Kang**

# Action Research

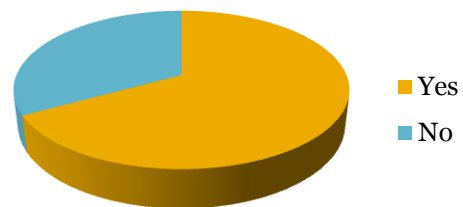
*"I think assigning a student a time keeper did not seem effective in class. Especially in GEP class, all of the tasks were designed to make students busy while engaging in tasks, so I think it was quite too much for a student who took the role of time keeper. For example, Phuong took the role of time keeper in my group. When doing the first task, she looked at the screen a couple of times and told us how much time left, but soon she was fully engaging in the tasks forgetting telling the time. Moreover, I thought completing a task in time was not a big issue for Big sisters and students any more. Mostly, we finished the tasks on time without feeling too much pressure."*

**Hannah Choi**

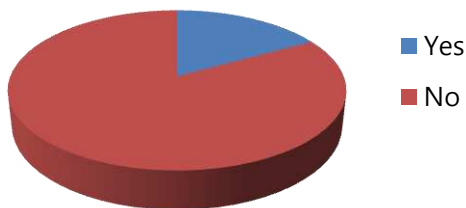
**Students' Answers for Setting the Time-keeper**



**Group Leaders' Answers for Setting the Time-keeper**



**Did being the time-keeper interrupt your work?**



As the result from the survey, setting a time-keeper was effective. 73% students and 67% group leaders agreed that setting the time-keeper helped them to finish the tasks on time. It helped them to raise their awareness of time. We did another survey to students who did the role of time-keeper to find out whether being a time-keeper interrupted their work or not. 83% students said that it did not distract their performance. According to both result from the survey, setting a time-keeper was pretty beneficial for classroom leaders to keep track of the time during a lesson. It was effective for students and group leaders' time management to finish their work on time as well.

#### **4. 4. General observation for treatment 4 : Giving Rewards**

It seemed that the students were willing to be involved in finishing the tasks within the time limit to get a prize when they heard their teacher's proposal about giving a present. Some students didn't

seem to care about presents. They told each other that they didn't need a present. Rather, they were putting an emphasis more on whether the tasks were fun, difficult, easy or not. Some students said that the presents were too small or insignificant compared to the difficulty of the tasks. It was not worthy trying for them to finish the tasks on time. Some complained that they failed finishing the tasks on time because it took too much time for them to complete their tasks even though they tried to finish the tasks on time. They needed more time to finish them and presents here were not important. For example, the first, second, third tasks on week 11 were mostly games which let students to give ideas and to share their opinions. Some group leaders and students thought it might be unfair for ones who finished early to get the awards. Because the tasks was more like games they could have fun while engaging on the tasks. Here are excerpts from the reflection journal on that issue.

*"I think rewarding the group who finishes the task on time did not seem effective in class. Because of the nature of tasks, we could not do the treatment in Tasks 1, 2, and 3. They were not the type of tasks that students needed to finish them in a certain amount of time. As mentioned previously, we implemented the treatment in the ranking task and the final task, but they were not well time managed. When doing the ranking task, I gave students 6 minutes at first. But most of the groups needed more time so I extended one more minute. Only one group barley completed the task on time. I think it did not affect students much."* **Hannah Choi**

*"Especially the fourth activity Ranking required sufficient time to negotiate the students' opinion, but due to the time management treatment, students had to hurry, which made me think about what successful time management is. In lesson planning, teachers should allot time properly based on the student's level or task difficulties. However, it is impossible for the teacher to expect every difficulty and count exact time for it. Therefore, it is needed for the teacher to be flexible during the class, I think."* **Jeongmi Park**

Despite these worries, students were more motivated and involved in the tasks when the group members got presents if they finished the tasks on time. It seemed that what encouraged the students more was not their desire for a present but their responsibility for other members in their group. It's certainly convincing that students were motivated to finish the tasks in time with the proof that when we applied this treatment on the week 13 again, almost all group members got presents hurrying the work when they were aware that they would get presents if they finished in time comparing to the week 11 when only one group finished the task in time and got the prizes because they didn't put keeping in time their priority. Therefore, with focus on managing the class in time, giving rewards showed a certain effect on the students' performance even though there should be some flexibility on running the class.

#### **4. 5. General observation for treatment 5 : Using graphic organizers**

There were lots of graphic organizers in the two lesson plans. At the beginning of the class, writing something in graphic organizers looked difficult and burden even to high level students. At first students could not come up with ideas quickly. The more they did it, however, the better they



got used to it. They also suggested many good ideas as fast as they could even though the tasks were not so easy.

On week 12, using graphic organizers (See appendix 2) was helpful when students were asked to think about many reasons for the tasks. It could mean that the graphic organizer helped students to generate ideas systematically. Students produced many ideas, chose the right reasons, set their order by discussion which one was reasonable or not and then wrote them in order on a graphic organizer.

Moreover, it helped students not only generate lots of well-organized ideas but also gave opportunities to prepare for role play focusing on speaking. Someone said that writing was more difficult than writing but students had to write something before speaking them. Repeated writing Practice before speaking finally led students to produce language automatically and unconsciously.

On week 13, we used the graphic organizer (See appendix 3) from the first task, which was for the activity of 'Looking for a job'. During the activity, students were supposed to share a dialogue based on the different jobs. The graphic organizer above helped students to write down the key points to meet the different requirements on the top and to share the points during their interactions and this gave an effective aid for them to generate natural talk while they were engaging in the task. Therefore this worked well as a way of scaffolding to understand what students were supposed to do and enhanced them to finish the given task time-wise effectively. It helped the students to classify ideas, generate well-organized opinions, and write something related to topics for communicating more effectively with each other. Using graphic organizers was good for structuring their writing before speaking, helping in problem solving, decision making, and brainstorming.

## 5. Findings

Among practitioners, particularly new teachers, classroom management and discipline remain their number one concerns (Veenman, 1984). Despite the arguments on managing the class time well according to the plan or according to the students' responses, we set the goal of action research treatment on managing the time well as the teachers planned, hence, teachers remove the factors which delay the lesson, reduce the wasting time and maximize students' engaged time and academic learning time.

We tried 5 different treatments for helping students to finish the tasks within the time limit, which were ringing a bell, counting down, giving a role of a time-keeper, giving prizes and providing students with graphic organizers, and they were divided into 2 different methods: raising awareness of time for the students and scaffolding them to perform the task faster. From our survey and observation, all of the treatments showed quite clear evidence that they were effective on managing the class in time, even though they were not significant. We found that the treatments were thought to be successful or not effective according to the different situations relating to the group members and the aspects of the tasks. The explicit time awareness to the whole class including ringing a bell

and counting down showed positive responses to their effectiveness 69%, 54% respectively from the students' perspective. However, big sisters answered with quite negative responses resulting with 33 %, 50% respectively. This showed that the explicit time-awareness to whole class didn't consider the situations on each group and big sisters thought that the treatments rather bothered the students' performance whereas students viewed the effectiveness on finishing the task on time. From some big sisters' view the class was mainly based on performing various tasks successfully , therefore, we should be flexible to manage the time for the tasks such as discussion.

Giving a role of time-keeper to a student in each group was another explicit time-awareness treatment but it wasn't to the whole class and was quite flexible to each group because the time-keeper found the way to remind them of the time not to bother their activity according to their situation. Therefore this showed the most effectiveness among all the treatments analyzing the survey, showing 73 %, 67 % of positive answers from the students and big sisters respectively. Moreover, even though some big sisters showed concern that the time-keeper might not concentrate their work well, the time-keeper answered their role didn't interrupt their work. However, observations from different big sisters showed that the effectiveness of time-keeper was related to the personality or the learning style of each students, so that is the reasons why teachers should consider students before giving the role.

Giving rewards and graphic organizers seemed to be related to rather intrinsic motivation for finishing the tasks in time even though giving rewards thought to be extrinsic. From the observation, the rewards were just a piece of chocolate which they would get later during the break time anyway, so it was not considered to be a big deal for the students to finish the task in time. They didn't put great emphasis on following the timed procedures, but when we applied the same treatment two weeks later when they were aware that keeping in time in the tasks enabled them to perform the final task successfully, almost all students finished the task in time in the end. With the repeated treatments focusing on time gave the students intrinsic responsibility to finish up the final task successfully and the extrinsic way of giving rewards worked as an intrinsic motivation such as the pleasure of a job well done. Graphic organizers were the tools for students to work the task better. During tasks without graphic organizers, students showed confusion on what they were supposed to say and spent some time on explaining the features of the task, whereas the graphic organizers gave the students clear ways to conduct the task well and easily without wasting time on talking off the topic during the tasks with graphic organizers.

## 6. Conclusion

Time management is a big issue in teaching field recently since the class format has been transferred to a lot of group work and task-based teaching, in which students' engaged time should work as a variable within the allocated time. Therefore, even the experts on teaching should be careful to manage the lesson as it is planned using various time keeping treatments. However, in student-centered teaching, teachers should act flexibly to allot the time on each task considering the

responses and participation of the tasks and should make a quick and proper decision based on careful observation on how students are conducting the task. Applying which time keeping technique should be with the consideration of what the teacher put priority on. For example ringing a bell or counting down techniques should be applied on the tasks which have to be finished on time for the following tasks to have enough time whereas the graphic organizers can be applied when teachers put effective discussion prior to the time.

Overall, successful time management should be based on the successful lesson plan first which reflects students' level, interest, learning style etc. and teachers should have flexible attitude maintaining the time as they planned responding to the students' actions in class time.

## References

- <http://www.literacynews.com/2012/04/effective-classroom-management-tips>
- Berliner, D. (1998). *The Development of Expertise in Pedagogy*. American Association of Colleges for Teacher Education, New Orleans, LA.
- Brown, H. D (2007). *Teaching by Principles An Introduction Approach to Language Pedagogy*. US:NY. Pearson Longman.
- Burke, P. J. (2000). *Identity Theory and Social Identity Theory*. Social Psychology Quarterly. Washington State University.
- Kauchak, Donal P. & Eggen, P. D. (1998). *Learning and Teaching: Researched-Based Methods*. Boston: Boston: Allyn & Bacon.
- Leinhardt, G (1986). The cognitive skill of teaching. *Journal of Educational Psychology*.
- Linse, T. C (2006). *Practical English Language Teaching Young Learners*. Singapore. McGraw-Hill.
- Murray, P. B (2002). *The New Teacher's Complete Sourcebook Grade K-4*. USA:NY. Scholastic.
- Tochon, F. & Munby, H. (1993) *Novice and Expert Teachers' Time Epistemology: A Wave Function From Didactics to Pedagogy*. Teacher and Teacher Education.
- Veenman. S (1984). *Perceived Problems of Beginning Teachers. Review of Educational*. Catholic University of Nijmegen.
- Wong H.K and R. T. Wong (1998). *The First Days of School. How to be an Effective Teacher*. Mountainview, Calif: Harry K. Wong Publications.

# Action Research

## Appendix 1: Survey

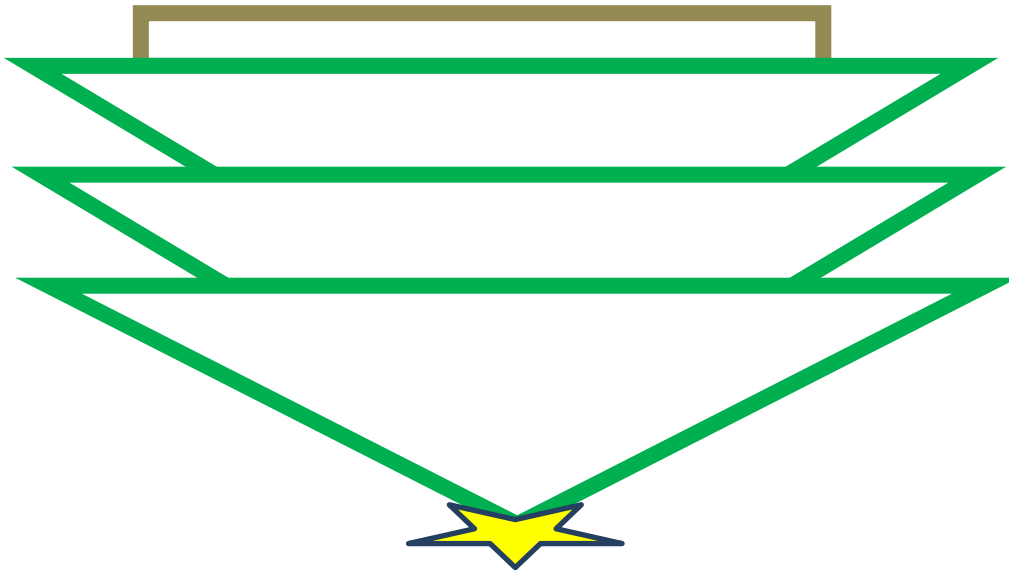
Did ringing the bell help to finish the tasks on time?			
Students		Big sisters	
yes	no	yes	no

Did counting down help to finish the tasks on time?			
Students		Big sisters	
yes	no	yes	no

Did setting the time-keeper help to finish the tasks on time			
Students		Big sisters	
yes	no	yes	no

Did setting the time-keeper help to finish the tasks on time	
Students	
yes	no

## Appendix 2: Graphic organizer for week 12



*Example 1. Task 5 After wedding from week 12*

## Appendix 3: Graphic organizer for week 13

Job	Description	Benefits	Requirements	Drawbacks