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Coaching as a teaching model in English as a foreign language classroom

SunHwa Won

COACHING AS A TEACHING MODEL IN ENGLISH AS

A FOREIGN LANGUAGE CLASSROOM

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Teaching English to Speakers of Other Languages

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by

SunHwa Won

March 2003

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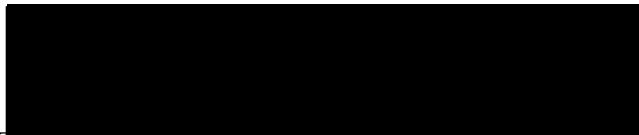
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ABSTRACT

This project presents an EFL instruction model based on coaching as a teaching method. EFL instruction can incorporate the following three types of coaching: teacher-to-teacher peer coaching, teacher-to-student coaching, and student-to-student peer coaching. Teachers' peer coaching enhances collaborative teaching, which can improve the quality of EFL instruction. A teacher can coach students' writing process, oral presentation, and peer coaching, which results in students' growth in writing and oral presentation. Peer coaching between students can improve four central areas of second language acquisition—listening, reading, writing, and speaking. This project includes a unit plan that is designed to enhance students' writing and oral presentation abilities using peer collaboration and feedback.

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This thesis is dedicated to God, the Parents of Heaven and Earth, and my family, without whose guidance and love my success would have been impossible.

I want to express my deep appreciation to my advisor, Dr. Lynne Díaz-Rico, for her valuable advice and instruction on this project. It was my privilege to be taught by her.

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CHAPTER ONE

INTRODUCTION

Background of the Project

Due to the development of science and technology,
people in diverse countries seem to be moving toward
similar communication and life styles. Countries
throughout the world are closely connected economically,
politically, and culturally. So, nowadays, people are
required to be capable of communicating with people of
differing languages. Today English serves as a universal
language for communication among people in different
countries who have their own particular native language.
Therefore many people in countries like South Korea are
eager to learn and acquire more English proficiency.

Social Context of English Learning in South
   Korea

In South Korea, the required level of English
language proficiency increases every year in many areas
of society. South Korea's economy depends largely on
import and export. English is a vital tool to communicate
within the world trade market. Moreover, South Korea's
political importance to many countries hinges on its
unique political situation--division between South and

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North Koreas. South Korea is also engages in ever-expanding social and cultural exchanges with other countries. Because English proficiency is so useful crossculturally and economically for South Korea, English proficiency helps to achieve higher social status in South Korea.

English is not an option but a necessary requirement for South Korean people and society. This means that people who are in charge of English education should be required continuously to improve their pedagogical methods. It is also important to develop and implement programs that take Korea's particular EFL situation into account.

English as Foreign Language Education in South Korea

The study of English is considered "English as a Foreign Language (EFL)" in South Korea because South Koreans receive English input only during class, without effective experience to the language in the larger society. In truth, one must meet a foreigner or read foreign books or news media to practice English. This makes it particularly important that English be taught well in school.

South Koreans usually study English from 7th to 12th grade during their official school years. But English education in South Korea has concentrated on grammar translation, rote memorization of vocabulary, and reading proficiency, neglecting the development of people's communicative competence, particularly in speaking and listening. So, many students who have studied English for a long time cannot communicate satisfactorily in English when they meet English speakers.

As in many other EFL countries, South Korean students generally study English for written exams, not for communication (Li, 1998). The main reason that students cannot communicate well with native English speakers is deficient English teaching methodology. To solve this problem, in 1995 the government in Seoul changed its foreign language educational focus to communicative competence. The South Korean Education Department decided to introduce Communicative Language Teaching (CLT) into English teaching at the secondary school level with the goal of developing learners' communicative competence (Li, 1998). Today, English is a required subject even in elementary schools in South Korea.

For the past few years, Korean educational administrators, English teachers, and learners have experienced confusion and mistakes in second language education. Even though the educational focus was changed recently, Korean schooling still has problems: class size is too big to perform effective language education, and university entrance examinations assess mostly learners' grammar and reading proficiency rather than speaking and listening abilities.

The college entrance examination system is a major obstacle to an effective English education. This entrance examination system did not allow students to learn about culture as they learned English. Students dislike studying and learning English as a foreign language. In this situation, students' desire to learn English becomes diminished.

Lack of properly trained teachers and their perception that English education should consist solely of examination preparation also introduces difficulties in instructing English in South Korea. These are long-term structural problems for which there exists no easy solution.

English Education in College

My future career goal is to teach English as a foreign language at the college level. I taught English conversation to college-level students and adults for three years in a private language school. That experience as an instructor was satisfactory, but was also a challenge to me, provoking me to pursue advanced study in Teaching English to the Speakers of Other Language (TESOL). I have been improving my pedagogical knowledge by learning various language acquisition theories, practical teaching methodologies, and curriculum design; as well as improving my English communicative competence.

Korean college students usually study English as a required course from the first year of their college life. Many English learners study to increase their scores on the Test of English as a Foreign Language (TOEFL) for education abroad or Test of English for International Communication (TOEIC) for getting a job because most companies require high TOEIC scores. However, English education primarily focuses on reading for academic purposes. College-level English students do not have enough opportunities to develop English speaking, listening and writing. In order to improve

their communicative competence, students have to enroll in private language schools or make the effort to converse with English-speaking foreigners. There is insufficient national-level systemic support for cultivating students' communicative competence and writing ability, whether in primary, secondary, or post-secondary education.

College-level students in South Korea need practical English communicative skill and writing abilities that correspond to their interest and future purposes. Those who want to become "citizens of the world" need to improve their English ability in expressing their ideas and feelings, and deepen their understanding of the cultures of English-speaking countries. What is important for EFL learners is not to speak English as fluently as native speakers, but to be able to communicate in English and to have a better understanding of other countries' cultures and have a better relationship with other countries' people through the English language. In addition to cultural knowledge, the current English methodologies need to be augmented by the use of enhanced techniques for listening, speaking, and writing. Because these depend on interpersonal communication, technique

such as peer coaching and peer interaction are valuable.
These modifications support learner autonomy and enhanced
learner motivation.

Purpose of the Project

The purpose of this project is to examine
interactive methodologies which provide effective EFL
instruction and curricula that foster listening,
speaking, and reading through the teaching of writing,
peer review, and oral presentation skills. I also explore
constructive collaboration between teachers using
coaching strategies.

In this project, I have designed six instructional
lessons to provide students more effective ways of
developing second language proficiency. Students learn to
write a creative story using various writing process and
peer review. Students also learn how to make
presentations and interact effectively with an audience
using proper delivery techniques and peer assessment.

Content of the Project

This project consists of five chapters: Introduction
(Chapter One), Review of the Literature (Chapter Two),
Theoretical Framework (Chapter Three), Curriculum Design

(Chapter Four), and Proposed Assessment (Chapter Five).
In the Appendices are supplemental tables, figures, and a
unit of instruction.

Chapter One describes the background and fundamental
problems of English as a foreign language education in
South Korea and the purpose and elements of the project.
Chapter Two examines five key concepts for effective EFL
education: the writing process in EFL and ESL classroom,
peer review of writing, oral presentation, collaborative
teaching for EFL instruction, and coaching as a teaching
model. Chapter Three provides a teaching model as a
theoretical framework based on the five key concepts of
the project. This model is designed to introduce the
advantages of coaching as a teaching model into the EFL
class. Chapter Four consists of one unit with six
instructional lessons based on the theoretical framework
in Chapter Three (the curriculum lessons are presented on
Appendix C). Chapter Five explains the assessment of the
curriculum unit in Chapter Four.

Significance of the Project

Learning a second language takes place not through
independent study but by means of reciprocal interaction

with teachers, peers, or foreigners. Therefore, effective collaboration facilitates students' English proficiency. In this project, I explore peer collaboration between English teachers using coaching as a teaching model in EFL instruction. Peer collaboration provides constructive, positive, and appropriate instruction so that students take an active role in classroom learning and improve their language proficiency. I also explore effective peer coaching between students and between teacher and students. In the process of writing, giving and receiving feedback from the peers, and presenting their writing, students can practice and develop all the areas of English learning--listening, speaking, reading, and writing in the same time. In the curriculum lessons, I focus on developing students' writing skills through providing a writing process, and improving students' listening, speaking, reading, critical thinking skills, negotiation, and problem solving skills through peer review and peer assessment of writing. Moreover, I encourage students' self-confidence through learning presentation skills and peer coaching for presentation. With this unit, students will enhance their language proficiency by learning how to write, how to interact

cooperatively to improve their English ability, and how to express their opinions and deliver speeches. Using these skills, students in the EFL classroom can do more than "cram" for exams--they can learn to participate in speaking, listening, and writing that enhance their overall communicative competence.

CHAPTER TWO

REVIEW OF THE LITERATURE

The Writing Process in the English as
a Foreign Language and English as a
Second Language Classroom

Writing instruction for non-native English speaking

students basically features comparable skills and

strategies as writing instruction for native English

speakers. Writing instruction in a second language,

however, is more challenging; writing instruction in

English as a Foreign Language (EFL) or English as a

second language (ESL) requires the integration of various

writing skills and cognitive strategies (Leki, 1992). To

this end, many researchers have studied writing

strategies in order to improve students' writing skills

and strategies.

In the 1970s, the approach to language learning

gradually swung toward communicative competence, rather

than grammatical accuracy. This methodological shift

particularly influenced ESL writing instruction. In

response to this altered focus, some language researchers

and instructors recommended the process approach which

was already adopted in mainstream writing instruction to

be applied writing instruction in second language (Leki, 1992). This, as a major component of the discourse approach to writing, has become the predominant teaching paradigm.

The Writing Process: Rationale

Writing includes a focus on the interactive relationship between writers and readers, as well as the process for creative and logical writing. In an interactive approach to writing, the awareness of audience and purpose is essential for authentic writing. For complex writing tasks, the process of prewriting, drafting, and revising and editing help non-native English students handle their writing products more successfully.

Before the focus on process, writing instruction was generally viewed primarily in terms of teaching students punctuation, spelling, correct usage and discussion of assigned reading about a published piece of writing (Williams, 1989). This approach to writing mainly focuses on the finished product. But good writing consists of more than accurate spelling and punctuation. Teachers should provide students meaningful usage of language. They should emphasize the act of writing itself, not just

finished essays. According to Williams (1989), from the

beginning of the 1960s to the mid 1970s, some writers

like Elbow (1973), Emig (1971), and Moffett (1968)

advocated a move from an emphasis on product to

process-centered writing. A focus on the writing as a

whole, rather than on mechanics and usage, means that

students' real writing focus is at the level of

discourse.

The process-centered view, writing is the result of

a complex process of activities. This process approach is

particularly effective for students if they are to

improve their oral language skills as well as their

written skills because it engages them in more

interaction, planning, and reworking (Díaz-Rico & Weed,

1995).

According to Heald-Taylor (1986), "Process writing

is an approach which encourages ESL students to

communicate their own written messages while

simultaneously developing their literacy skills in

speaking and reading rather than delaying involvement in

the writing process" (p. 46). Even though there are

several limiting factors about a process approach, its

social orientation has been considered an effective

method to develop non-native speaking students' writing abilities. When considering particular EFL/ESL teaching situation and students' needs, it is important to find the appropriate balance of process and product pedagogy in writing instruction.

The Writing Process: Writing Stages

The writing process is a continuing development, a growing through time, one stage shaped by the preceding stage and shaping following stages (Packer & Timpane, 1997). So, the writing process connects with a variety of activities: identifying a writer's purpose, audience, and topic; generating ideas; gathering information; establishing a thesis; organizing ideas; drafting; revising; editing; and proofreading (Raimes, 1999). So writers go through a recursive writing process when creating meaningful work.

According to Law and Eckes (1990), there is a series of recursive stages through which writers rotate. The first two stages are the "pre-writing stage" and "organizing stage." In these stages, writers can be stimulated to create and organize their thoughts. Writers brainstorm to generate a list of ideas, words, reactions, information, and to consider appropriate audience and

purpose. The third stage is the "drafting stage" where writers put their ideas in writing. The fourth and fifth stages are the "evaluating stage" and "revising stage." During these stages, writers review their works and make changes or reorganize through self-evaluation or peer reviewing. The last stage is the "editing stage." In this stage, writers add the final polish for their work. Proofreading for mechanics and grammar also conduct in these stages. For convenience, these are combined below into three stages.

The Writing Process: Prewriting

Prewriting prompts students to formulate ideas, to create and to organize their feelings and thoughts. Students at this stage generate their ideas, gather information, identify audience and purpose, and develop the point they desire to convey about a topic. To get started writing, according to Raimes (1999), students define their purpose, assess audience, and find and explore ideas for writing and work collaboratively.

The ESL classroom would be a particularly good place for the use of prewriting activities, because in prewriting discussions, students can get the help they need to clarifying their ideas, have the opportunity to

learn the values and assumptions of the culture of the mainstream classroom, and develop strategies for communicating successfully in writing in that culture (Hartman & Tarone, 1999).

Freewriting. Students can break the ice through variety of prewriting strategies. Using this strategy, students write down in a limited time any ideas that occur to them without concern for correctness or worry about the form of ideas. When freewriting, it is important that students continue writing without stopping to reflect upon any idea. Only after they finish freewriting should students reflect and concentrate on the most salient ideas. By emphasizing content and fluency first, students do not need to worry about form. Once ideas are down on paper, grammatical accuracy, organization, and the rest gradually follow (Raimes, 1983).

Brainstorming. This is one of the most common strategies to generate ideas and can be applied to many topics. According to Packer and Timpane (1997), for effective brainstorming, students might try the following four-step process. First, they should think about the general subject. Second, they should jot down as many

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questions about the subject as they can think of. Third,
they should narrow in on the question that spark their
imagination and make brief notes on the answers. Fourth,
they should go through the process again in the areas
which they find most interesting.

Clustering or Mapping. Clustering is a visual form
of brainstorming ideas that students can use. Students
use a keyword placed in the center of a page, think of
ideas related to the keyword and topic, and jot down
associated ideas on the page around the central keyword.
Adding detailed ideas is easily done by using other
clusters. As students cluster and connect their ideas
through this type of word map, they can generate and
organize their ideas. This strategy also can be done
individually or in a group.

The Journalistic Method. The journalistic method is
a structured prewriting activity in which students ask
themselves a standard set of questions, such as the
following: Who was involved? What happened? Where did it
happen? When did it happen? Why did it happen? How did it
happen? These kinds of item analyses are useful for broad
or complex topics to consider them in a comprehensive
manner. Through this journalistic method, good writers

discover what they want to say by asking the question

that readers would like to have answered about a

particular subject (Antifaiff, 2000).

The Classical Method. The classical method is based

on the rhetorical inventions that the ancient Greeks used

for critical process of thinking and writing. Students

use this strategy to analyze a subject, construct a

paragraph by using definition, comparison and contrast,

relationship, and testimony (Packer & Timpane, 1997).

Designing a Topic Tree. The topic tree consists of

elements of brainstorming, clustering, and questions and

techniques from journalistic and classical method (Packer

& Timpane, 1997). Students diagram their topic resembling

a tree. The tree trunk stands for the general idea. The

main branches of the tree describe general aspects of the

topic. And then small branches represent subordinate

ideas and examples to support the aspects of general

topic.

Collaborative Writing. Writing is not necessarily a

solitary process. Formal or informal collaborative

structures contribute at various stages of writing

(Raimes, 1999). Students cooperate with other students or

the teacher to share, discuss, expand and clarify their

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ideas and perspectives throughout the writing process (Díaz-Rico & Weed, 1996). Oral group discussion and debate during the prewriting stage give students an opportunity to share their ideas and receive useful feedback as they proceed to shape their topic. The interview process is another collaborative writing activity. While interviewing each other, students can consider different perspectives on the same topic. During prewriting, students are engaged in oral language experiences that develop their need and desire to write. These activities may include talking and listening about shared experiences, reading literature, brainstorming, or creating role plays or other fantasy activities (Díaz-Rico & Weed, 1995).

Reading. Good readers tend to be good writers. Reading and writing have a "reciprocal" relationship in that one reinforces the other. Sharing other students' writing has a positive influence on both reading and writing activities in the process approach to writing (Williams, 1989). When students read each other's writing, the product is not perfect; the advantage is that students can intercede in the process of writing, by

questioning, commenting on, and supporting each other's work in progress (Raimes, 1983).

The Writing Process: Writing/Drafting Stage

After generating ideas and considering organizational structure, students put all the ideas that are from prewriting activities down on paper in sentences and paragraphs. In this draft stage, students need to focus on the content more than the mechanics or organization. Students should be concerned about making their writing flow. Students need to narrow down their topic to reach their thesis, which is the main idea they want to communicate to their audiences.

Composing Paragraphs. At this stage, students write a paragraph to start their thesis and continue to describe each major idea in each sentence in the paragraph. When students draft their ideas, they should think about the logical flow of ideas through a paragraph and from one paragraph to another through their writing. Writing should be unified and coherent. So, according to Raimes (1999), students need to develop the use of transitions and logical connections. Indeed, development of paragraphs indicates further progression in their ideas.

Developing. Once students have chosen a subject and formulated their thesis statement, they need to develop ideas, include details, provide facts, and give examples to support their thesis. In their writing, students also develop their points by comparing similarities and differences. According to Packer and Timpane (1997), students' major supporting ideas can be generalized by "evidence" and "reasoning chains."

Making an Outline. Making an outline can help students organize their ideas. According to Raimes (1999), there are two techniques for outlining, a scratch outline and a formal outline. By scratch outlining the list of ideas from the brainstorm activity, students can detect what ideas they already have, how these ideas are connected, which ideas are worth developing to support their thesis, and what further research is needed. Formal outlining divides the thesis into major elements and helps students to establish the relative importance of their minor ideas (Packer & Timpane, 1997).

Introduction and Conclusion. Good writers typically write an introduction, develop their idea, and set a conclusion apart from discussion of their topics. According to Leki (1989), in the first few sentences of

the introduction, students should get readers' attention and lure them to read the story. In the introduction, students must state their primary objective explicitly or implicitly. After hooking the readers, students need to provide background information to support the main purpose, tone, and attitude of writing. In the third part of the introduction, students should clearly state of the main idea and perspective. After introductory paragraphs, students need to express the main idea and to show how each paragraph connects to the thesis. The conclusion is the last part of a typical piece of writing. In the concluding paragraph, students need to make some comment on the previous ideas discussed. The conclusion sometimes includes a summary statement referring to all the main points made and often draw forth implications of the discussed ideas.

The Writing Process: Revising/Editing Stage

Revising. Revising is an essential part of the writing process because students can improve their drafts by working with other students or teachers. In this stage, students get an opportunity to look at a piece of writing with a new vision. Revising is not simply fixing up mechanics and spelling. According to Antifaiff (2000),

revising is the process in which words can be changed

around to make a piece of writing have more impact or

flow easily, sentences can be reorganized to make a

better sequence of events, and paragraphs can be

rewritten to clarify meaning or add supporting details,

examples, and information. Words or sentences can be

omitted if they do not contribute to making the piece of

writing effective.

Editing. After students have revised their writing

to clarify meaning and logical organization, it is time

to examine, proofread, and correct errors in mechanics,

usage, grammar, punctuation and spelling.

Using peer review process in the revising and

editing stages, students have a chance to reconsider

their writing from different point of view.

The Writing Process: Teaching English as a
   Foreign Language and English as a Second
   Language Writing

Writing instruction in EFL/ESL classrooms is

particularly important in order to improve students'

language skills. According to Raimes (1983), writing can

reinforce grammatical structures, idioms, and vocabulary

that have been studied. Students are also engaged in new

ways of expressing their ideas and knowledge while they

struggle with developing right word and sentences. Raimes also presented a diagram (see Appendix A) that shows that various different features combine to produce a piece of writing. By understanding these features, EFL/ESL teachers and learners easily recognize how they should deal with a piece of writing in the writing classroom.

To promote effective writing tasks in EFL/ESL classrooms, teachers should perform various activities to motivate their students to produce more language. The teachers' role is critical in helping students to develop problem-solving strategies and to build independent self-monitoring skills (Lee, 2002). Following are some effective and adaptable activities that have been found useful in ESL/EFL classroom.

Using Pictures. Pictures can provide a valuable resource in EFL/ESL writing and can also be used as prompts to stimulate students' writing in a variety of tasks. According to Raimes (1983), pictures provide a shared experience for students in the class. Pictures also provide the use of common language forms in the classroom. Moreover, pictures can be a focus of interest for students because pictures bring the outside world into the classroom in a vividly concrete way.

Integrating Reading and Writing. When students are involved in second language reading, they can develop their abilities in recognition skills, vocabulary knowledge, reading rate, syntactic knowledge, and second language world knowledge and cultural knowledge (William, 2001). The more students read, more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of language. Students also engage actively with the target culture (Raimes, 1983). Much research in second language has shown the interdependent relationship between reading and writing processes. Both processes focus on the making of meaning; they share the "act of constructing meaning from words, text, prior knowledge, and feelings" (Spack, 1999).

Dialogue Journal Writing. A dialogue journal is a written conversation between students and their teachers. Through this interactive writing, teachers can get to know their students, have better understanding of students' language problems, and create a personal way to motivate each student (Gebhard, 1996). Dialogue journal writing also provides an important resource to enable teachers to follow students' progress and then to foster

students' writing skills. This kind of dialogue journal writing can be used on-line such as in e-mail or pen-pal relationships.

Personal Journal Writing. The use of personal journal writing based on experience or prior knowledge offers effective insight on students' own perception of their learning process. Through the personal journal writing, students can increase confidence in their abilities to write in English and improve their skills and understanding about the content they are writing (Lucas, 1990).

Summary: Use of the Writing Process

It is difficult to get the class as a whole to work together actively and productively in producing the target language because of class size and the general educational situation in some EFL countries like South Korea. Using writing tasks is an effective method for EFL learners to produce creative and expressive language because it navigates them toward thinking and interacting in English. Writing is a continuous process of discovering how to find the most effective language for communicating one's thoughts and feelings. As EFL learners put their thoughts on paper, they see their

ideas in print, and share them with others; they find that they develop a powerful voice as well as a sense of self-esteem in their new language (Lee, 2002).

Teaching second language writing should provide students opportunities to learn through their personal experience, prior knowledge, and creative activities, so that students can be actively involved in reconstructing and thus internalizing new knowledge and skills. Many EFL/ESL students may have negative attitudes about writing or lack confidence in themselves as writers. EFL/ESL teachers can also face the difficulties of giving feedback or responses about students' writing because of cultural differences. So teachers, especially EFL/ESL writing class, should encourage their students to be actively involved in class activities by serving as facilitators and collaborative writers, not just as instructors. Teachers not only need appropriate writing methods and theories for EFL/ESL classroom, but also they should put more energy and time to empower students' writing skills.

Peer Review of Writing

Collaborative interaction in the writing process is becoming a very important pedagogical method to reinforce students' writing ability. Incorporating peer review (also called peer editing) into the writing process is an effective way to facilitate students' writing skills because it provides opportunities for students to receive critical feedback and develop skills in editing and revising.

According to Wollaeger (2001), peer review of student writing in the process of revision is a valuable form of collaborative learning because it fosters critical reading skills, promotes the internalization of editing and revising techniques, builds a sense of community in the classroom, and helps students develop a more distinct sense of audience for their writing.

Peer review is a process of reading and commenting on others' drafts. This section discusses several aspects of peer review: its advantages, the basic procedures, strategies and guidelines, the teacher's role in the peer review process, and ways in which a teacher can effectively apply the peer review process in English as a

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foreign language (EFL) and English as a second language
(ESL) classrooms.

Advantages of Peer Editing

Applying the peer review process in EFL/ESL classes
seems complicated to instructors and students because
EFL/ESL students overwhelmingly prefer teacher feedback.
However, it is difficult to point out all errors in
papers in an EFL/ESL class.

During the peer review process, students read and
listen to their peers' writing critically, commenting on,
recommending improvements, and clearly explaining
correction in each other's work. Peer review particularly
helps students to develop their metacognitive skills.
When students review each other's work, they improve
their writing as they learn how to compliment, suggest
changes, and correct errors in the work of others
(Maifair, 1999).

One of the significant aspects of the peer review
process is that it provides students rich opportunities
to communicate. Students can effectively combine writing,
reading, speaking, listening, and critical thinking
activities during group or one-to-one peer review
sessions. This integrated combination in the peer review

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process assures that students use and practice their communicative powers (Mittan, 1989).

According to Hafernik (1983), peer editing has four important advantages. First, peer editing helps students to become more aware during the writing process because they can communicate with a real audience. They also feel more of a commitment to their writing and are more motivated. Students also compare how they write to others and learn from their own and others' strengths and weaknesses in writing. Second, peer editing increases students' self-confidence and fosters personal growth. As students gain insights into writing, they develop an individual voice and tone, justify their choices, and consider their options as editors more carefully. Third, peer editing unifies the class because students see themselves as actively involved in helping each other to improve their writing skills. They learn to respect and cooperate with each other as well as gain cultural awareness and knowledge. Finally, peer editing serves as a teaching and diagnostic tool for instructors because instructors can gain insights into students' cognitive skills as well as grammatical skills through their editorial comments.

Herrington and Cadman (1991) illustrated some characteristics of peer review exchanges. Peer review can create occasions for active and reciprocal decision-making where students are their own authorities. Students also benefit both from the response they receive about their own drafts and from reading the drafts of others. In addition, students can work out their own ways of understanding, interpreting information, and presenting themselves in writing.

Peer Review Procedures

Foundations before Starting Peer Review Session. In order to establish a positive and productive peer review process, the instructor should create an atmosphere of trust. In this way, students can share their writing with their peers and receive critical comments and suggestions without pain or opposition. Creating a positive atmosphere is a necessary requirement for starting a peer-editing session. If students have difficulty trusting and are uncomfortable with their peers, the whole peer-editing session can be ineffective and difficult. Before starting a peer-editing session, the instructor needs to fully explain the needs and benefits of the peer editing process. As Maifair (1999) stated,

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during the peer-editing process, students need to
challenge their peers to come up with ways to improve
their writing instead of simply listing their critiques
about what is wrong with their peers' writing. In some
cases, students could have an objection about the
authenticity of peer comments so that they could be
rather defensive to their peers' critiques and tend to
rely more on teacher comments and feedback. To improve
this problem, holding individual conferences with the
teacher before starting peer review sessions is a
prerequisite. During individual conference, the teacher
helps students to develop autonomy as writers and
encourage significant revision in ideas and organization
(Campbell, 1998).

The Whole Class Revision Procedure. After laying
this kind of foundation in class, the instructor starts
the peer-review sessions by presenting an anonymous essay
for the whole class to critique. The whole-class review
activity is the most common and simple procedure that the
teacher can apply to direct students' attention toward
the peer review process. Students discuss the paper's
strengths and weaknesses and edit the paper, using
specific strategies and guidelines devised by the teacher

(Hafernik, 1983). In the whole-class review procedure,
students can benefit from reviewing the paper through the
multiple perspectives of their classmates. But the
disadvantage of this procedure is that the-whole class
discussion can be dominated by certain students;
moreover, the student whose paper is being anonymously
critiqued can be distracted by the feeling of being the
chosen one (Witbeck, 1979). The teacher can also use this
whole-class revision as a sample demonstration of how a
small revision group operates; that is, students see what
kinds of things should be happening if the peer-review
group is functioning properly (Thompson, 1988).

The Small Group Peer Review Procedure. To overcome
the disadvantages of the whole-class correction, the
small-group peer-review procedure can effectively offer
ample collaboration and input. In the small-group
peer-review session, the teacher allows students to
select their own partners according to the content of
their papers. In this case, students are better prepared
to become more deeply involved in the discussion of
ideas, development of arguments, utilization of
background sources, and attention to other areas of a

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draft that usually require substantive revision (Campbell, 1998).

The One-to-One Peer Review Discussion. According to Campbell (1998), in the case of one-to-one peer-review discussion, pairs organize themselves more quickly than groups, and student comments can appear directly on the paper as to the ideas and ways the writer can improve the approach to, and organization of, those ideas through revision. After identifying students' strengths and weaknesses, it is effective for the teacher to pair students putting a high-ability with a medium-ability, low- with-medium, or high-with-high. However, pairings of low-low and low-high generally are not effective (Mittan, 1989). In the EFL/ESL class, the teacher needs to implement a strategy to make up the correcting pairs. The instructor arranges the members of each pair who are dissimilar both at the level of competence and in linguistic background. However, pairing the same-language-background students in EFL/ESL classroom has allowed students to gain insights about their own problems by seeing them mirroring in their partner's writing (Mittan, 1989).

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Peer Assessment (Evaluation). Some EFL/ESL teachers seem to reject the efficacy of peer evaluation because students in the EFL/ESL classroom tend to respond to surface problems at the expense of more substantive questions of meaning, or to offer unhelpful or unconstructive advice to their classmates (Stanley, 1992). However, peer assessment of writing appears to generate effective and occasionally better assessment than teacher's assessment. Many students who respond negatively to criticism from their teachers are more willing to accept it from their peers because peer evaluation is considered less threatening than a teacher's evaluation (Ellman, 1975). While evaluating their peers' work, students can discover that they are writing for an audience whose opinions matter to them and whose standards are compatible with theirs (James, 1981). Students can be more motivated and more attentive to what they write, review, and evaluate if they are provided with the appropriate guidelines and instruction.

By doing the peer review in various configurations, students can understand that editing is an essential part of the writing process, and that peer editing is a way to

help students become better self-monitors (Hafernik, 1983).

Strategies and Guidelines for Peer Review

In using peer review as a useful method for integrating many activities such as getting feedback on a rough draft, empowering students' communicative abilities, and developing critical thinking and reading skills, it is important for the teachers to provide specific strategies and carefully structured guidelines.

According to Hafernik (1983), students' remarks can be vague and of limited usefulness to their peers if students are asked to read and comment on classmates' papers without any guidance. It is necessary for the teacher to give students concrete and manageable tasks and offer a peer-review sheet which contains useful information and questions for revising their peers' papers.

Students need to be instructed not only to give constructive and specific feedback to their peers, but also to receive feedback from their peers. The teacher should establish rules for effective peer review such as the following: listen carefully to all comments, do not dispute a peer's reaction, and seek further clarification

or examples if they do not understand what their peer is telling them (Elbow, 1998).

Mittan (1989) suggested effective tips for designing a peer-review sheet. The review sheet should start with clear and explicit instructions that prompt students to review the purpose, the audience, and the method of completing the peer editing. The questions on the review sheet should address giving a positive response, identifying the purpose or main idea, and offering questions and suggestions. The teacher also should vary the questions and tasks which require the student to use cognitive thinking skills to analyze peers' writing. Even with a peer-review sheet in hand, students need to practice as a class activity how to give constructive and useful responses. This practice activity is important for the success of peer review because it gives students a chance to clarify the feedback criteria and aspects of their writing if it proves necessary (Wollager, 2001).

Teacher's Role During Peer Review Session

It is an important teacher role to bring forth all the advantages of the peer-review process and to reduce the discomforts and complaints that might arise amongst the students. According to Campbell (1998), the teacher's

role is one of facilitator, troubleshooter, and consultant to individuals during the actual peer-review session. The teacher needs to prepare a well-organized peer-review sheet to match the original assignment sheet, and keep track of the struggles and accomplishments of individual students for conference discussion.

A specific and carefully designed peer-review sheet can create more productive student responses. The teacher needs to provide well-structured activities and model the process to guide students in developing peer review skills. It is also essential not to make heavy demands that exceed most students' estimation of their abilities to perform them. A student's feeling qualified to respond prevents frustration or resistance to peer-review response (Frodesen, 1995).

Summary: Using the Peer Review Process in the
     English as a Foreign Language and English as
     a Second Language Writing Class

According to research that was conducted by Stanley (1992) in Japanese college students, students in EFL/ESL classrooms needed to be prepared for peer review by means of an appropriate coaching procedure, which included role-playing and analyzing evaluation sessions, discovering rules for effective communication, and

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studying the genre of student writing. In this research study, students who were coached about peer review demonstrated a greater level of engagement in the task of peer review, more productive communication about writing, and clearer guidelines for the revision of drafts than did the uncoached students.

A successful peer-review process in the EFL/ESL classroom requires properly trained students who can participate in peer review activity. As research indicates, the peer-review process generates a genuine sense of audience in the writing classroom, facilitates the development of student's critical reading and thinking skills, encourages students to focus on their intended meaning by discussing alternative points of view, and empowers students' communications skills. The instructors can bring out all of those merits of peer review if they create a positive classroom atmosphere, provide students with a model of procedural revision activities, demonstrate constructive and clear guideline sheets for evaluating their activities, and monitor the students' progress in collaboration.

Oral Presentation

Oral presentation is an effective activity that has been widely applied to promote students' communicative proficiency and to increase self-esteem and confidence in English conversation. According to Dale and Wolf (1988), oral presentations can help students to improve listening skills, critical thinking, organization of thoughts, effective use of body and voice to communicate, ability to give and accept constructive criticism, and growth in self-confidence in learning English.

A successful oral presentation can be beneficial in giving students the following advantages: bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize, and construct information; enhancing teamwork; and helping students become active and autonomous learners (King, 2002).

However, many students in English as a foreign language (EFL) and English as a second language (ESL) classrooms have felt uncomfortable and even threatened with oral presentation because of speech anxiety, low communicative competence, and cultural attitudes of

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reluctance to speak before an audience. To solve these problems in the EFL/ESL classroom, the instructor needs to develop appropriate and practical preparation and explicit instructions for performing an effective oral presentation in class. This paper discusses preparation for an oral presentation, delivery skills, use of peer collaboration and peer assessment for problem solving, provision of an active learning environment, and implementation of an oral presentation session in EFL/ESL classroom.

Preparations for Performing an Effective Oral Presentation

To be able to communicate effectively with the audience during an oral presentation, students need to be instructed in a few prerequisite stages of preparation for the speech. This preparation helps students to build up their confidence, cope with their speech anxiety, and deliver the presentation naturally and fluently.

Choosing a Topic. An effective and successful presentation takes place when there is an efficient transfer of information from a presenter to the audience (Richards, 1988). Therefore, students need to consider informative subjects that are interesting and well

adapted to the audience and the amount of time available. According to Kozyrev (1998), there are a few important questions to think about when students choose a topic. First, is the topic interesting to the audience? Second, can the topic be presented completely and clearly in the time allowed? Third, what does the audience already know about the topic? Finally, are there special terms that must be defined for the audience?

Organizing the Content. After choosing a specific topic, students need to carefully plan, research, analyze, and organize the ideas in a coherent outline form that combines main ideas, supporting points, and details so that information clearly identifies the speech purpose and follows a logical pattern that the audience can understand (Kozyrev, 1998). As they organize their ideas for the speech, students are also engaged in the writing process such as brainstorming, writing, reviewing, editing, and so on. Thus, the instructor can use an oral presentation session to enrich not only students' speaking and listening skills but also their writing skills. Students can effectively enhance their writing ability by organizing their ideas for creating a good presentation.

A good presentation has an introduction, body, and
conclusion. The introduction of the speech should catch
the audience's attention, state the topic and purpose of
the speech, and preview the main points. The body of the
speech states main ideas clearly and distinctly and
supports the purpose of the speech. In the conclusion,
main ideas should be summarized, bringing closure to the
speech (Chaney & Burk, 1998).

Use of Aids. Once students organize their ideas,
they have to construct detailed supporting materials for
presentation. Using visual aids keeps the audiences'
attention and illustrates the main ideas. In addition,
using visual aids for the presentation helps students to
reduce their anxiety because they can remember the
segments of their speech. Students need to carefully
design and use visual aids to support the presentation,
not to dominate it (King, 2002).

Preparing the Notes. According to Schmitt (1997),
when the instructor plans an oral presentation session,
he or she should instruct students to avoid reading their
speeches, and to rely instead on brief notes in order to
maintain eye contact and interact with the audience.
Students need to prepare brief presentation notes with

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essential phrases underlined and key points highlighted so that they can be actively involved in an interactive oral presentation.

Practicing Presentation. For successfully transferring the main points and communicating with the audience, students need to rehearse and practice their prepared speech in front of a mirror or a peer before the actual speech. They also ask their peers for constructive feedback. To practice their presentation in advance is essential for students to enhance their confidence and speech ability in order to minimize their nervousness and anxiety before the presentation.

Suggestions and Skills for Delivering the
   Speech

Delivering a good speech is more than just speaking the words. How students say something and how they physically present themselves with their own manner and style are just as important as what they say (Dale & Wolf, 1988). Students must deliver their speech using an effective combination of verbal and nonverbal means.

There are several important techniques for delivering a speech that students should keep in mind. First, students should make sure that they have good

posture and facial expression. This ensures that their message is sent with a positive attitude.

Second, students should use proper movements and gestures to help the audience to understand the meaning of the speech and to emphasize the important points in their speech. According to LeRoux (1984), gestures can serve to release nervous energy, to hold listeners' attention, and to support the message visually in a presentation.

Third, when students deliver their speeches, they should articulately pronounce each word and give variation and quality in their voice and correspond the speaking rate with the context of their speeches, not to be too fast or too slow.

Fourth, maintaining good eye contact with the audience throughout the speech can give the impression that the presenter actually is concerned to interact with and transfer information to the audience. However, in some cultures, people are expected rather to lower their eyes when speaking to the older people as a sign of respect. Eye contact customs in communication vary from culture to culture (Dale & Wolf, 1988). So, the instructor should carefully explain the importance and

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effect of good eye contact with audiences who have

cultural resistance to this practice.

Using Peer Collaboration and Peer Assessment in
  Oral Presentation

Using peer collaboration in oral presentation solves

some problems for both teacher and students. Interacting

with, negotiating with, and collaborating with their

peers during review of their writing; giving and taking

constructive peer feedback and positive criticism; and

being responsible for the presenters' speech can be

better prepare students to improve themselves as

effective, purposeful, and creative presenters (Murphy,

1992).

To hold students accountable during other

classmates' presentations and to make an active and

positive learning environment during the oral

presentation process, instructors can use peer assessment

for students to vigorously involve them as listeners.

The important thing to make peer assessment

successful is that the instructor needs to clearly state

and properly guide peer discussion and peer-assessment

procedures. The instructor provides carefully organized

assessment guidelines (see Appendix B) so that students

can be informed of the criteria for oral presentation that explains how to evaluate their peers' presentations as well as how to organize and prepare their own presentations in advance.

According to Shaw (2001), in the process of students' engagement as presenters and evaluators in the learning process, students make themselves active, responsible, and self-sufficient participants in their own learning process.

So, although there are some concerns about the validity and reliability of peer assessment, student engagement in assessment of oral presentation has been recommended on the grounds that it brings important and effective learning benefits as students actively participate in giving and receiving feedback (Magin & Helmore, 2001).

Implementing Oral Presentation in English as a
   Foreign Language and English as a Second
   Language Situation

For effectively facilitating oral presentation sessions in EFL/ESL classroom, the instructor should cope with students' fear of oral presentation and improve their limited presentation skills. In EFL, speech anxiety and limited presentation skills are the major problems

that lead to learner's oral presentation failure (King, 2002).

Managing Speech Anxiety. Managing speech anxiety is a general concept not only for non-native-English-speaking students but also for native speakers in the oral presentation session. But EFL/ESL students can be more anxious about what they are going to say because they are using their second language rather than their native language.

It is essential for teachers in EFL/ESL classrooms to establish a comfortable and non-threatening learning environment so that students can decrease their speech anxiety and become actively involved in oral presentations.

One of the most important things for students to do to manage their speech anxiety is to practice ahead of time by recording or videotaping their presentation and using their peers or small group for feedback.

It is also important that they realize speech anxiety is extremely normal, and exists in almost everybody. Because speech anxiety manifests in both physical and psychological symptoms, students should also practice breathing and relaxing (Halverson-Wente, 2002).

The Teacher's Role. To carry out efficient oral

presentation sessions in class demands the teacher's time

and effort in planning lessons and teaching strategies,

as well as training students in other disciplines such as

speech communication and public speaking. The teacher is

the guide, organizer, consultant, resource person,

assessor, and supporter who creates a supportive learning

atmosphere that facilitates students' acquisition of

interactive skills, guides students to incorporate

project work, assesses the quality of students' oral

presentation work, and develops students' cooperative

learning skills (King, 2002).

Even though there are some concerns and difficulties

associated with applying oral presentation in specific

EFL/ESL learning situations, students gain significant

benefits and confidence to enhance their language

proficiency as a result of the instructor's structured

planning and organization of oral presentation sessions.

Throughout the oral presentation session, the

instructor should instruct students to maximize the

advantages of oral presentation and minimize speech

anxiety by organizing the prerequisite preparations,

acquiring delivery skills, and establishing active

learning environment through peer discussion and peer assessment.

Oral presentation can not only foster students' communicating and writing skills, but also teach lifelong skills for school and future careers.

Collaborative Teaching for English as a Foreign Language Instruction

In many countries like South Korea in which English is taught as a Foreign Language (EFL), a grammatical syllabus of English learning and teaching is not an effective enough method for developing learner's communicative competence. For this reason, many EFL countries have adopted Communicative Language Teaching (CLT) programs into their curriculum of English learning and teaching (Li, 1998). Since 1996, some educators have incorporated collaborative teaching between native-English-speaking (NES) teachers and non-native-English-speaking (NNES) teachers as an effective EFL classroom instructional technique in order to improve students' communicative competence.

According to the South Korean Ministry of Education, many native English speakers now teach in the elementary and secondary schools for the purpose of improving

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students' English speech and listening skills. So, it is a primary concern for elementary and secondary school NNES teachers to effectively collaborate with NES teachers to encourage students' interaction and authentic communication in the classroom. This increases students' motivation to study English, and influences teaching methodology by example and cooperation (Sturman, 1992).

Definition of Collaborative Teaching

Collaborative teaching or team teaching could be defined as teaching performed by "a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects" (Bailey, Dale, & Squire, 1992).

According to Sturman (1992), team teaching indicates that NES and NNES teachers work together, not independently, in the same classroom, and understand each other's pedagogical principles, even in a situation when it may be difficult to agree with and be sensitive to each other's professional position in the classroom.

Collaborative teaching refers to "a restructuring of teaching procedures in which two or more educators possessing distinct sets of skills work in a coactive and

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coordinated fashion to jointly teach students" (Bauwens &
Hourcade, 1995).

The primary goal of collaborative teaching is to
discover innovative teaching strategies and provide an
enhanced learning environment.

Circumstances for Collaborative Teaching. Many EFL
countries, including South Korea, recently changed their
policies regarding English learning and teaching from
grammar-based English language education to development
of learners' communicative competence in English (Li,
1998). In the communicative approach to language
learning, teachers should be aware that it is not enough
to teach students how to manipulate the structure of the
foreign language, but they must also develop strategies
for relating these structures to their communicative
functions in real situations and real time. Teachers must
provide learners with sufficient opportunities to use the
language themselves for communicative purpose
(Littlewood, 1981).

Collaborative teaching with NES teachers can provide
students with more authentic opportunities to improve
their communicative competence. In addition, NNES
teachers can be motivated to develop their teaching

methodology and strategies by interacting with native teachers.

Teachers' Role in Collaborative Teaching. To implement collaborative teaching in classroom instruction, teachers' sufficient understanding and positive attitude are essential. Both NES and NNES teachers should perceive that they are cooperating to help students become successful language learners. For developing effectual and collaborative roles in English classroom, teachers should review their roles in classroom instruction. According to Harmer (1986), teacher should be (1) a controller, (2) an organizer (classroom manager) of a range of activities, (3) an assessor and giver of feedback, as well as just correction and grading, (4) a participant (co-communication) in debate and role-play, and (5) a resource person (consultant and advisor) as a language informant.

The concept of the teacher as "instructor" is inadequate to describe the overall teaching function, which in a broad sense is a "facilitator of learning." The teacher must coordinate the activities, manage the classroom, evaluate the learner's performance, monitor

the strengths and weaknesses of the learners, and

participate in an activity as "co-communicator" with the

learners (Littlewood, 1981).

In the collaborative teaching program, the identity

and role of NNES teachers are developed and accentuated

by being compared with their counterparts, NES teachers

(Tang, 1997). The advantages of NNES teachers are that

they know the learners' problems in learning English.

Their previous second language learning experience offers

them a privileged understanding of the problems and

weakness of their students. NNES teachers play a dominant

pedagogical role in their classrooms, serving as

empathetic listeners for beginners and weak students,

needs analysts, agents of change, and coaches for public

examinations in local context as well as a direct

provider of instruction (Tang, 1997).

Theoretical Background of Collaborative
   Teaching

In the mid 1960s, with the move toward more open

classrooms and school-within-a-school concepts, team

teaching emerged as an innovative way to utilize staff

and augment administrative support for teaching. A few

years later, Hanslovsky, Mayer, and Wagner (1969)

outlined a process for setting up a team situation from the viewpoint of experienced instructors. Forman and Spector (1980) suggested a teaching team composed of an audiologist, a speech pathologist, and an English instructor to help students improve their productive and receptive communication skills. Moreover, Stewart and Hollifield (1988) designed a bilingual curriculum requiring a team teaching approach. The studies of collaborative teaching as significant concepts within the field of second language education have emerged from the late 1980s (Shannon & Meath-Lang, 1992). Recently, under the influence of socio-cultural approaches to learning, the team teaching approach has been expanded to other educational fields.

Procedures of Collaborative Teaching. Bailey, Dale, and Squire (1992) analyzed some preliminary data on students' ideas, as well as teachers' opinions about team teaching. They found there are three procedures of collaborative teaching.

First, pre-teaching collaboration: prior to collaborative teaching, team teachers assess learning needs of their target learners, and based on the results from the needs analysis, plan a course syllabus together.

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Team members decide on objectives for their instructions and choose a textbook. At this stage, teachers collaborate to come up with a lesson plan that matches the instructional objectives.

Second, in-class collaboration: team teachers can also collaborate in class in many different ways. Collaborative teaching partners can make language instruction interactive and authentic. They can talk to each other in the target language, modeling conversations in the textbook. Particularly, the combination of a native and a non-native teacher provides students with more authentic and meaningful input.

Third, post-teaching collaboration: collaboration among teachers can also occur even after class. Teachers can discuss together evaluation methods and procedures. They can collaboratively construct more explicit and valid criteria for scoring students' performance, and also discuss together students' strengths, weaknesses, and improvement before assigning final grades. Furthermore, in this stage, teachers can reflect on their team teaching experience and conduct self-evaluation and peer-evaluation. They can share different perspectives

and opinions with one another, and this can help to promote teacher development.

Types of Collaboration. According to Bauwens and Hourcade (1995), collaboration in education can be categorized as four different approaches. First is collaborative consultation, which is an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. In this approach, the general education teacher seeks out the expert consultant when an educational problem or concern exists in the regular classroom. Second is peer collaboration. This is an outgrowth of the collaborative consultation approach. This approach designed to avoid unbalanced relationship between an expert and a nonexpert. In peer collaboration, two true peers (general educators) are paired together and use a very structured dialogue format to result in solution. Third is the Teacher Assistance Teams (TAT). The TAT is designed as a means of supporting general education teachers so they can more effectively teach students who have learning problems. Fourth is collaborative teaching. In collaborative teaching, both general and special educators are simultaneously present in the classroom,

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maintaining joint responsibilities for specified

education instruction. Collaborative teaching evolved

from analyses of weakness experienced by educators using

the three preceding approaches to collaboration.

In collaborative teaching with NES teachers in EFL

countries, both NES and NNES teachers may combine their

different linguistic and cultural backgrounds to develop

curriculum and provide an ideal classroom environment in

English language teaching. Medgyes (1992) stated that an

ideal EFL environment should maintain a good balance

between NES and NNES teachers, who complement each

other's strengths and weaknesses.

Implications of Collaborative Teaching

Collaborative teaching has beneficial implications

for EFL instruction. First, collaborative teaching may be

particularly useful for conversation courses that require

dialogue, discussion, and interaction. Also,

collaborative teaching, particularly when a NNES

instructor is working together with a native instructor,

can provide foreign language learners with more authentic

and natural input (Shin, 1999).

The important implication is that teachers need

appropriate training and support for collaborative

teaching to be effective. Team teaching is a difficult mode of organizing teaching and learning, particularly in cultural contexts where such modes are largely unknown, and the benefits for teachers and learners far outweigh the extra effort involved (Nunan, 1992).

Team-Teaching as Team-Learning. According to Tajino and Tajino (2000), team teaching should be re-interpreted as "team learning," in which all the participants, teachers as well as students, are encouraged to interact with one another by creating more opportunities for exchange of ideas or cultural values and learn from other "team members." Team teaching and team learning can be in place simultaneously to take advantage of the unique contributions of both. In cooperative teaching, it is instructors with diverse backgrounds of training and experiences who are working and actively teaching together to more effectively meet the needs of all students. In cooperative learning, students are arranged in groups of heterogeneous ability levels in which they work together to accomplish shared and common goals (Bauwens & Hourcade, 1995).

Strategies for Making Collaborative Teaching Successful. Bailey and her colleagues (1992) suggested

some strategies that can lead to collaborative teaching

success. First of all, to reduce power struggles, it is

effective to focus on goals rather than on personalities.

To recognize one another's contributions is another

procedure for leading to collaborative teaching success.

They also found it useful to set aside specific time for

planning on a regular basis.

Some other strategies that can make collaborative

teaching successful include grouping together teachers of

the same values and consideration of course content.

Collaborative teaching can become more effective and

easier when team teachers have compatible teaching

philosophies. Also, collaborative teaching may be useful

for interactive courses that require dialogue and

discussion more than for courses that are receptive and

discrete-skill based (Shannon & Meath-Long, 1992).

Advantages of Collaborative Teaching. Collaborative

teaching has lots of benefits for both students and

teachers. In many EFL countries like South Korea,

learners do not have adequate exposure to the target

language in and out of the classroom. From the learners'

perspective, collaborative teaching provides more

opportunities to speak the target language and interact

with their instructors. From the teachers' perspective,
collaborative teaching can provide an ideal situation for
practicing "coaching" (Bailey et al. 1992). In other
words, team teaching can bring teachers together to
develop their profession. For example, they can share
ideas for course planning prior to teaching, and in
class, they can supplement each other's opinions. After
class, they can provide feedback to each other.

Disadvantages of Collaborative Teaching. Even though
collaborative teaching is beneficial in many ways, it has
some problems. First, collaborative teaching can be
uncomfortable, and conservative teachers may often feel
reluctant to negotiate decision-making and implementation
of power in their classroom (Bailey et al., 1992).
Moreover, collaborative teaching requires a great deal of
time and effort from teachers. When team teachers have
different personalities, divergent goals, or different
teaching styles, collaborative teaching can become
inefficient (Shannon & Meath-Lang, 1992).

Team teaching also benefits teachers by allowing
them to try out new teaching techniques, providing them
with the opportunity to learn from each other, and
offering them the professional and personal support that

prevents them from feeling isolated (Gorden, Salend, & López-Vona, 2002).

In Sturman's research (1992) about team teaching in Japan, collaborative teaching provided the students a valuable opportunity to discover what communicating in a foreign language is all about and that learning can be fun. It allowed the Japanese teachers to use their English and showed them new ideas about teaching. NNES team teachers can experience considerable benefits from collaboration. They can enhance their communication skills, reflect on their work, raise their self-esteem, and motivate themselves to attempt innovative teaching strategies through collaboration with NES teachers.

A model of collaboration between NES and NNES teachers not only helps them maximize their particular strengths through mutual sharing but also provides an environment for collaborative teacher development (Matsuda, 1999). For effective collaborative teaching, team members need to have common goal and norms, have shared beliefs and values, share parity, share responsibility for decision making, share accountability for outcomes, and trust one another (Friend & Cook, 1996).

Despite these potential disadvantages, collaborative language teaching in an EFL situation provides English learners with a meaningful and authentic instruction to increase motivating in learning English. Teachers and researchers are required to develop appropriate methods and materials depending on each different EFL situation. For this job, it is essential that teachers should have sufficient understanding of, and positive attitude toward, the collaborative teaching program.

Coaching as a Teaching Model

Today's educational situation is unprecedented. The diversity of students is a new challenge for teachers. Students come from a variety of cultural and socio-economic backgrounds and bring different kinds of experiences to school. Many teachers recognize that the teaching techniques they have developed in the past are no longer sufficient to meet their students' diverse needs (Swafford, 1998). Teachers need to search for and develop alternative or complementary teaching skills. Coaching as a teaching model features these alternative skills.

Broadly speaking, there are three types of coaching as teaching models. The first type is teacher-to-teacher peer coaching, the second is student-to-student peer coaching, and third is teacher-to-student coaching. The first two are mutual coaching, while the third one is one-sided coaching in which the teacher coaches the student. This section reviews those three types of coaching and then discusses how to use them for the purpose of second language acquisition.

Teacher-to-Teacher Peer Coaching

What is Peer Coaching? Gottesman (2000) defined peer coaching as "a simple, nonthreatening structure designed for peers to help each other improve instruction and learning situations." Usually most teachers teach in isolation, without discussing their teaching and learning with each other in order to improve their skills. But recent studies show that cooperative interaction between teachers can improve teachers' instructive capacities (McIntyre, 1994). Thus, to better their instruction, teachers need to interact with other teachers. Teacher-to-teacher peer coaching is a way for teachers to cooperate with others for the purpose of improving their teaching.

Peer coaching is different from evaluative models in that it is a non-evaluative feedback model. In the evaluative models, a supervisor evaluates and gives a feedback to promote teachers' growth. On the contrary, in the peer coaching model, peers do not evaluate or supervise; they just help each other. Peers assign no blame, no praise, and no judgment. According to Gottesman (2000), this peer coaching model results in enhanced better teacher growth.

Fraser (1998) summarizes five major functions of peer coaching identified by Beverly Showers as follows: First, teachers can increase companionship through talking with each other about their successes and frustrations. Second, teachers offer and get non-evaluative technical feedback from other peer teachers. Third, teachers help each other to analyze new teaching strategies and internalize them so that they become spontaneous. Fourth, teachers help each other to adapt their teaching to the particular needs of students. Fifth, teachers are encouraged to try new strategies.

Two Procedures in Peer Coaching. Gottesman (2000) suggested a good teacher-to-teacher peer coaching method is composed of five steps. The first step is for a

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teacher to request his/her peer's help to improve his/her
instruction and teaching/learning situation. The second
step is for the peer to observe the point of instruction
or classroom management in which the teacher needs help,
or to observe a new instruction technique that the
teacher wants to adopt. The third step is for the peer to
review the notes that the peer made when observing the
teacher's instruction. The fourth step is for the peer to
talk to the teacher about observations. There is no
evaluation, no blame, and no praise, but only honest
feedback. The fifth step is to review the peer coaching
process and schedule another peer coaching opportunity.

Fraser (1998) suggested another useful procedure for
the non-evaluative teacher-to-teacher peer coaching. The
first step is to plan peer coaching. This requires goal
setting, scheduling, and record keeping. The second step
is observation. For this job, scripting or videotaping is
helpful. The third step is intervention, which means
exchanging feedback. For this job, sometimes direct
teaching, student modeling, and referrals may be needed.
The fourth step is the evaluation of the peer coaching.

Teacher-to-Teacher Peer Coaching for EFL
Instruction. Teacher-to-teacher peer coaching is also a

good teaching method for teaching English in EFL

countries. EFL teachers can improve their ability to

teach English to NNES students by peer coaching. As

referred in the collaborative teaching section, Bailey,

Dale, and Squire (1992) even praised "coaching" as an

ideal teaching situation for second language learning.

The difference between team teaching and peer coaching is

that the former is teaching by a group of teachers, while

the latter is teaching by an individual teacher.

There are three kinds of peer coaching for EFL

teachers: between native-English-speaking (NES) teachers,

between non-native-English-speaking (NNES) teachers, and

between NES teachers and NNES teachers.

Each of these pairs has specific strengths and

limitations to offer to each other. These will be

explained in terms of five aspects: linguistic knowledge

of students' primary language [L1] (in this case,

Korean); linguistic knowledge of students' target

language [L2] (in this case, English); knowledge of

students' primary culture [NC] (in this case, Korean

culture); knowledge of students' target culture [TC] (in

this case, English culture); and pedagogical knowledge of

teaching English.

When NES and NES teachers collaborate each other,
the knowledge of L1 and NC may be low, but the knowledge
of L2 and TC are probably high. Pedagogical knowledge may
vary in this collaboration. This means that both NES
teachers are sharing the same strengths and limitations.
However, NES teachers who have more expertise on L2 and
NC may help NES teachers who have less knowledge in these
areas.

NNES and NNES teachers have similar, although
perhaps limited, collaboration as the collaboration
between NES and NES teachers. In this collaboration, the
knowledge of L1 and NC are high, but the knowledge of L2
and TC may be low. Pedagogical knowledge of teaching
English may vary. For constructive collaboration between
NNES and NNES teachers, more experienced NNES teachers
can share their knowledge of L2 and TC with less
experienced NNES teachers.

Peer coaching between NES and NNES teachers is
particularly productive for English instruction. Each
type of teacher has strengths in teaching English. The
NES teacher speaks English as a mother tongue and knows
the cultural background of English language. This means
that his/her knowledge of L2 and TC is high even if the

knowledge of L1 and NC are low. On the contrary, the NNES

teacher understands better the NNES students and their

cultural background. So, the NNES teacher's knowledge of

L1 and NC is high even if the knowledge of L2 and TC may

not be as high as that of the NES teacher. Pedagogical

knowledge in this collaboration may vary. Therefore,

through peer coaching, both NES and NNES teachers can

advance in the specific points at which they are weak in

teaching English. For example, a NNES teacher's coaching

can help a NES teacher to increase the efficiency of

his/her teaching strategy by enhancing knowledge and

understanding of L1 and NC. A NES teacher's coaching can

help a NNES teacher to correct his/her possible

misunderstandings of and to enhance his/her knowledge of

L2 and TC. For an ideal EFL instruction, harmonious

collaboration and peer coaching between NES and NNES

teachers can bring out their strength in these five

aspects in classroom teaching, so students can benefit

from them.

Student-to-Student Peer Coaching

    Recent View of Student-to-Student Peer Coaching.

Another type of peer coaching effective in higher

education is student-to-student peer coaching (or peer

tutoring or peer mentoring). This student-to-student peer

coaching is an old practice for education, traceable back

to the ancient Greeks (Topping, 1998). It has been

generally understood as "more able students helping less

able students to learn in cooperative working pairs"

(Topping, 1998). But, as peer coaching developed, it

became clear that peer coaching was useful not only for

knowledge transmission from more able students to less

able students. Increasingly, student-to-student peer

coaching results in gaining for both students.

The Advantages and Disadvantages of Peer Coaching.

The advantage of peer coaching is twofold. First,

students can learn by teaching one another. This view is

compatible with the old saying, "to teach is to learn

twice." According to Toppings (1998), preparing to be a

peer coach or tutor enhances cognitive processing on the

part of the coach or tutor. This enhancement is caused by

"increasing attention to and motivation for the task, and

necessitating review of existing knowledge and skills"

(Toppings, 1998). This results in the transformation of

existing knowledge in the coached student by

reorganization, new associations, and new integration.

Annis's study (1983) showed that tutors gain more

than tutees. She compared three groups of student, one

that reads the material for purposes of talking about it,

one that reads it to teach it, and a third that reads and

actually teaches it. The "read and teach" group achieved

the highest competence. Benware and Deci (1984) compared

the learning effectiveness of reading material as

preparation for a test, versus that of reading the same

material for the purpose of teaching a peer. They

reported that the reading-for-teaching group achieved

higher understanding of the material than the

reading-for-testing group.

Second, when a student is coached by a peer student,

the student is more active, interactive, and

participative in learning, receives more immediate

feedback, and has greater student ownership than when the

student is taught by a teacher (Greenwood, Carta, &

Kamps, 1990). In peer coaching, students have more

opportunities to respond to and to correct their errors.

Moust and Schmidt (1994) also report a similar

observation: students felt that student tutors were more

able to understand their problems, more interested in

their lives and personalities, less authoritarian, and

yet more focused on assessment (as cited in Toppings, 1998).

On the other hand, student-to-student peer coaching can have some disadvantage. First, preparing for peer coaching can consume much time. Second, the quality of student coaching may be inferior to that of professional coaching (Greenwood et al., 1990).

Student-to-Student Peer Coaching for EFL Students. As Stanley's research in Japan (1992) showed, peer coaching is a very effective teaching method for EFL/ESL instruction. Those EFL/ESL students who received training in appropriate coaching skills demonstrated a greater advancement in their English competence than students who did not receive coaching. For example, student-to-student peer coaching is an effective method for improving EFL students' writing in English. Stanley's research (1992) shows that peer coaching in English writing for EFL students brings about more productive communication about writing and clearer guidelines for the revision of drafts.

Peer coaching is especially useful for promoting EFL students' writing and oral presentation skills, because learning writing and oral presentation skills require

dynamic, positive and constructive feedback, and peer
coaching can provide this. In the case of writing, peer
review (also called peer editing) in the writing process
facilitates EFL students' writing skills. Peer review is
a process of reading and commenting on others' drafts. It
provides opportunities to receive critical feedback and
develop writing skills for editing and revising. It
develops EFL students' critical reading skills, editing
and revising techniques, sense of community in the EFL
classroom, and a more distinct sense of audience for
their writing.

In the case of oral presentation, peer assessment
can be an effective way of peer coaching. Peer coaching
of oral presentation is a good way to make an active and
positive learning environment for EFL students' learning
English oral presentation skills. Shaw's study (2001)
shows that peer coaching in the learning process of oral
presentation skills makes students more active and
responsible participants in their learning process.

First of all, peer critics give and take
constructive feedback and positive criticisms, which
helps EFL students to improve their English oral
presentation skills. This procedure promotes students'

active involvement in both speaking and listening in English. Peer assessment also helps EFL students to cope with speech anxiety and limited presentation skills that, according to King (2002), are the major problems leading to EFL learner's oral presentation failures. Peer coaching can create an environment in which EFL students feel more comfortable with oral presentation in English.

It is to be noted that in order to carry out an efficient peer coaching session--peer review and peer assessment--in an EFL class, it is necessary for the teacher to give students detailed guidelines for peer coaching. The teacher should provide students with concrete and manageable tasks and offer a peer-review or peer-assessment sheet that contains useful information and questions for revising and assessing their peers' papers or oral presentations.

Teacher-to-Student Coaching

The Need for Teacher-to-Student Coaching. The third type of coaching that has been used as a teaching model is teacher-to-student coaching, which means that a professional instructor coaches a student or a small group of students for their growth. Traditionally, the relationship between teacher (or faculty for

postsecondary education) and student has emphasized
teacher's concern for the class as a whole (DeCoster &
Brown, 1982). In traditional educational situations,
according to a study by Wilson, Gaff, Dienst, Wood, and
Barvy (1975), the teacher-student relationship has been
infrequent and superficial. Even senior college students
have little contact with their teachers outside the
classroom.

Many research studies, however, show that such a
formal, infrequent, impersonal educator-student
relationship is not conducive to a satisfactory
educational situation. For example, Astin (1977) reports
that college students' frequent interaction with faculty
members leads to more fruitful results in education.
Pascarella and Terenzini's study (1978) also shows that
the students' frequent interaction with faculty members
contributes to better academic performance and personal
development. It is now clear that a close, personal,
frequent, one-to-one relationship between educators and
students enhances education. Teacher's coaching of
students is one of such methods. Coaching provides a
one-to-one learning relationship between a teacher and a
student or a small group of students that is based on

modeling behavior and extended dialogue. Stanley's research (1992) is one example showing the higher effectiveness of coaching as an educational model. According to her research, coached students are much more competent at writing evaluation than uncoached students.

Some Characteristics of Teacher-to-Student Coaching. According to DeCoster and Brown's study (1982), some characteristics of teacher's coaching of students are as follows: listening, asking questions, reflecting back feeling and informational response, guiding conversation, diagnosing and evaluating feelings and information, feedback diagnoses, prescribing treatments and approaching to solving problems, instructing (presenting information, explaining, giving examples), forecasting possible outcomes, motivating, persuading and influencing, providing feedback and evaluation of progress, and making new suggestions.

Teacher-to-student coaching can be used for diverse educational purposes. For instance, it can be used for improving students' academic competence, such as reading, writing, thinking, and presenting, or for solving students' problems. Bean (1996) provided good coaching guidelines for the former purpose, and the Future Problem

Solving Program (1985) provided good coaching guidelines for the latter.

Teacher-to-Student Coaching for EFL Students. Teacher-to-student coaching is a good method for promoting EFL students' English competence. Most of the coaching strategies developed for improving general students' reading, writing, and oral presentation in English can be used directly for EFL students. For example, Bean (1996) proposed coaching strategies for improving students' reading and writing skills, which can be adopted for improving EFL students' reading and writing in English.

An English-speaking teacher's coaching can effectively improve EFL students' English competence. But, as discussed in the above teacher-to-teacher peer coaching, the NES teacher needs to incorporate NNES teachers' help in order to better understand and thereby better coach the NNES students.

The above three types of coaching are very useful and effective teaching methods for instructing English. Peer coaching between NES and NNES teachers will improve both teachers' instructional skills. Peer coaching between students, by way of peer review and peer

assessment, will help students to learn writing and oral presentation in English. Instructors' coaching of students will effectively increase individual student's English competence. EFL instructors need to incorporate positive coaching as a teaching model.

CHAPTER THREE

THEORETICAL FRAMEWORK

Description of the Model

The literature reviewed in Chapter Two is organized around the following five key words: (1) the writing process; (2) peer review of writing; (3) oral presentation; (4) collaborative teaching; and (5) coaching as a teaching model. Those key words can be combined in a model of EFL instruction based on coaching methods. This model is the theoretical foundation for the curriculum design project in Chapter Four. The model is illustrated in Figure 1.

The model in Figure 1 is designed to bring the advantages of coaching as a teaching model into the EFL class. This model is composed of three types of coaching: teacher-to-teacher peer coaching, teacher-to-student coaching, and student-to-student peer coaching. Teacher-to-teacher peer coaching provides a collaborative teaching experience for the EFL class between native English-speaking (NES) and non-native English speaking (NNES) teachers, between NES and NES teachers, or between NNES and NNES teachers. Teacher-to-student coaching in

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┌─────────────────────────────────────┐
│        Coaching for EFL Class        │
└─────────────────────────────────────┘
         │            │            │
         ▼            ▼            ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│Teacher-to-   │ │Teacher-to-   │ │Student-to-   │
│Teacher       │ │Student       │ │Student       │
│Peer Coaching │ │Coaching      │ │Peer Coaching │
└──────────────┘ └──────────────┘ └──────────────┘
       │                │                │
       ▼                ▼                ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│Collaborative │ │Coaching      │ │• Peer Review │
│Teaching      │ │Students'     │ │  for Writing │
│between...    │ │• Writing     │ │• Peer        │
│• NES and NES │ │  Process     │ │  Assessment  │
│  Teachers    │ │• Oral        │ │  for Oral    │
│• NES and NNES│ │  Presentation│ │  Presentation│
│  Teachers    │ │• Peer        │ │              │
│• NNES and    │ │  Coaching    │ │              │
│  NNES        │ │  Process     │ │              │
│  Teachers    │ │              │ │              │
│  (See Figure │ │              │ │              │
│  2)          │ │              │ │              │
└──────────────┘ └──────────────┘ └──────────────┘
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┌──┐
│ Key: NES = Native English Speaking   │
│   NNES = Non-Native English Speaking   │
└──┘

Figure 1. A Model for English as a Foreign Language

Instruction Based on the Coaching Method

the EFL class has three components: the teacher needs to

coach students' writing process and oral presentation in

English; in addition, to achieve proper peer coaching,

the teacher also must coach students' peer coaching

process. Student-to-student peer coaching in the EFL

class consists of peer review for writing and peer

assessment for oral presentation. This model attempts to

increase the effectiveness of EFL instruction using those

three types of coaching.

The Components of the Model

Figure 1 demonstrates three types of coaching. Each

of these is described in detail as follows.

Teacher-to-Teacher Peer Coaching Models

The first component of the model is peer coaching

between teachers. For TESOL instruction, three kinds of

teacher-to-teacher peer coaching are possible: peer

coaching between NES teachers, between NNES teachers, and

between NES and NNES teachers. Among these, the peer

coaching between NES and NNES teachers and between NNES

teachers provide the most common collaborative teaching

model in EFL.

These three types of collaboration have specific

strengths and limitations in teachers' pedagogical

knowledge (PK) and insights, teachers' cultural knowledge

and understanding of students' primary culture (NC) and

target culture (TC), and teachers' linguistic knowledge

of students' primary language (L1) and target language

(L2). Figure 2 illustrates the strengths and weaknesses

of each types of collaboration. In real world, NES

teachers may vary in their pedagogical knowledge and may

also vary in their knowledge of L1, L2, NC, and TC. The

chart examples deliberately use extreme cases, that is,

assuming a NES teacher has low L1 (in this case, Korean) and NC (in this case, Korean culture) knowledge and high L2 (in this case, English) and TC (in this case English) knowledge. This assumes the converse levels for the NNES teachers, although again their expertise in all areas varies widely.

Collaborative Teaching between Native and Non-Native-English-Speaking Teachers. In the EFL situation, collaborative teaching between NES and NNES teachers through peer coaching has many benefits for both teachers and students. For the ideal EFL instruction, NES and NNES teachers harmoniously operate their strengths and cooperate to overcome their weakness. Through peer coaching, NES teachers can advance their knowledge of L1 and NC; conversely, NNES teachers can expand their knowledge of L2 and TC. The NNES teachers also enhance their pedagogical knowledge and innovate their teaching methods through effective collaboration with NES teachers, and vice-versa.

Students also get many benefits from collaborative teaching between NES and NNES teachers. In many EFL countries, students usually do not have sufficient opportunities to be exposed to their target language in

Collaborative Teaching Between...	Ability of Teacher 1*	Ability of Teacher 2*
NES ←→ NES Teacher1 Teacher2 * For the purpose of illustration, extreme cases are used	Low ←-X---------→ High L1 Low ←---------X-→ High L2 Low ←-X---------→ High NC Low ←---------X-→ High TC (Varies) Low ←-----------→ High PK	Low ←-X---------→ High L1 Low ←---------X-→ High L2 Low ←-X---------→ High NC Low ←---------X-→ High TC (Varies) Low ←-----------→ High PK
NES ←→NNES Teacher1 Teacher2	Low ←-X---------→ High L1 Low ←---------X-→ High L2 Low ←-X---------→ High NC Low ←---------X-→ High TC (Varies) Low ←-----------→ High PK	Low ←---------X-→ High L1 Low ←-X---------→ High L2 Low ←---------X-→ High NC Low ←-X---------→ High TC (Varies) Low ←-----------→ High PK
NNES ←→NNES Teacher1 Teacher2	Low ←---------X-→ High L1 Low ←-X---------→ High L2 Low ←---------X-→ High NC Low ←--X--------→ High TC (Varies) Low ←-----------→ High PK	Low ←---------X-→ High L1 Low ←-X---------→ High L2 Low ←---------X-→ High NC Low ←--X--------→ High TC (Varies) Low ←-----------→ High PK

Figure 2. Teacher-to-Teacher Coaching Models

and out of the classroom. In collaborative teaching,

students have more opportunities to speak and listen to

English while interacting with their NES instructors, which promotes students' English competence.

Collaborative Teaching among Non-Native English Speaking Teachers. Even though it may be a limited collaboration, peer coaching among NNES teachers is important because they can share their expertise, experiences, and pedagogical knowledge and insights.

For a successful model of collaborative teaching and coaching, it is important for teachers to share a common goal, norms, beliefs, values, parity, responsibility for decision-making, accountability for outcomes, and trust for one another (Friend & Cook, 1996).

Teacher-to-Student Coaching Model

The second component of the model is teacher's coaching of students. An instructor's professional coaching of individual students or a small group of students is a good method to improve students' English competence. Students may have different strengths and weaknesses in their English competence and they require different learning processes in content and methodology. It is difficult for an instructor to fulfill these diverse students' requirements in regular EFL classes. Coaching can complement this regular EFL class: through

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coaching, instructors can provide each student with the most appropriate learning environment and thereby promote students' English ability. This thesis focuses on coaching students' writing process and oral presentation skills.

Coaching Students' Writing Process. Besides regular teaching, teacher-to-student coaching is a good method to teach students the writing process in English. Through the coaching method, the teacher can consider individual students' strengths and weaknesses in writing and teach students the writing process appropriately and effectively.

The writing process is composed broadly of three stages: the prewriting stage, the writing/drafting stage, and the revising and editing stage. Each stage is composed of several components. The prewriting stage has the following components: freewriting, brainstorming, clustering or mapping, designing a topic tree, and reading many relevant books. The writing/drafting stage has the following components: composing paragraphs, developing ideas, making an outline, and organizing the introduction and conclusion. In the revising and editing stage, one revises one's writing and finally edits the

piece by proofreading and correcting errors in mechanics, usage, grammar, punctuation and spelling.

Coaching Oral Presentation. Coaching is also a very effective method for teaching students oral presentation skills. Skill in oral presentation is a kind of communicative capability, so that the coaching method, which is based on a closer one-to-one communication between teacher and student, can improve students' oral presentation skills more effectively than can be done in regular class teaching. Moreover, coaching can help EFL students to cope with their speech anxiety and therefore to be more active in learning oral presentation skills.

Students need to learn to prepare their speeches, choosing a topic, organizing the content, using instructional aids, preparing notes, and practicing the presentation.

Coaching how to do Peer Coaching between Students. One important element of teacher-to-student coaching in the EFL class model based on the coaching method is for the instructor to coach students on how to do student-to-student peer coaching: to use peer review in the writing process and peer assessment in oral presentation. The teacher's role during the actual

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peer-review session is as facilitator, troubleshooter, and consultant to individuals. Without appropriate instructor guidance, students' peer coaching can be vague and unproductive.

In both peer review for writing and peer assessment for oral presentation, it is necessary for the teacher to give students concrete and manageable tasks and offer a peer-review sheet which contains useful information and questions for revising their peers' papers. Moreover, students need to be instructed not only in giving constructive and specific feedback to their peers but also in receiving feedback from their peers. The teacher should set up and teach rules for effective peer review as follows: listen carefully to all comments, do not dispute their peers' reactions, and seek further clarification or examples if they do not understand what their peers are telling them. Coaching is a good method to instruct students for these tasks.

Student-to-Student Peer Coaching Model

The third component of the model is peer coaching between students. Peer coaching is a very effective teaching method for EFL/ESL instruction. Much research shows that through appropriate coaching procedures,

EFL/ESL students can improve their English competence significantly. Peer coaching is especially useful for promoting EFL students' writing and oral presentation skills because these require dynamic, positive and constructive feedback, and peer coaching can provide this.

Peer Review for Writing. Peer review in EFL/ESL writing has basically the same advantages as peer review for the general writing class. It introduces a genuine sense of audience into the writing classroom, facilitates the development of student's critical reading and thinking skills, encourages students to focus on their intended meaning by discussing alternative points of view, empowers students' communications skills, develops editing and revising skills, and thereby effectively helps EFL/ESL students to nurture their writing ability in English.

For students in the general writing class, the instructors usually arrange pairs whose level of competence and linguistic background are different. In EFL/ESL classrooms, however, pairing students with the same language background allows students to gain insights

about their own problems by seeing the kind of improvements their partners need to make.

Thus, for a successful peer-review process in the EFL/ESL classroom as an appropriate coaching procedure, it is necessary for the EFL/ESL instructors both to properly train students to effectively participate in peer-review activity and to provide concrete guidelines.

Peer Assessment for Oral Presentation. Peer coaching is a very effective way for developing EFL students' oral presentation skills. During the peer coaching of oral presentation, students can be more actively involved in their learning process and be responsible for giving and receiving positive criticism and constructive feedback. In the process of interacting with their peers, students improve not only their oral presentation skills but also their speaking and listening skills.

Peer assessment also helps EFL students to cope with speech anxiety and limited presentation skill that are the major problems for EFL learners. Peer coaching can create an environment in which EFL students feel more comfortable with oral presentation in English.

Like peer review in the writing process, for a more effective result, EFL students' peer assessment in

English oral presentation requires instructor's concrete guidance vis-à-vis assessment criteria.

One thing to be noted is that, in the process of peer review in writing and peer assessment in oral presentation, EFL students can practice all EFL areas--listening, speaking, reading, and writing. EFL students can develop all of these central skills at the same time through peer coaching.

The above three types of coaching are the main pillars of the suggested EFL instruction model. As described above, both instructor and students can benefit a lot from coaching as a teaching method. Coaching methodology can facilitate achievement in EFL instruction.

CHAPTER FOUR

DESIGN OF CURRICULUM

This section provides the design for a curriculum
based on the coaching models of EFL instruction in
Chapter Three: teacher-to-teacher peer coaching model;
teacher-to-student coaching model; student-to-student
peer coaching model. These coaching models are
incorporated in an actual lesson plan for EFL college
students with the goal of improving their English
proficiency.

Rationale for the Unit Plan

The purpose of this project is to provide a model of
EFL instruction based on coaching methods through
effective collaboration between teachers, peer
interaction, and coaching in students' writing and oral
presentation. Teachers engage in teacher-to-teacher peer
coaching before and after class, but teacher-to-student
and student-to-student peer coaching occur during the
class activities.

For the purpose of preparing effective classroom
instruction, collaboration among NES and NNES teachers is
a necessary procedure in EFL instruction. There are three

types of collaborative teaching among NES and NNES teachers: peer coaching between NES and NES teacher, between NES and NNES teachers, and between NNES and NNES teachers. The positive effect of the teachers' peer coaching for preparing lessons in the unit plan results from sharing pedagogical insights and knowledge, facilitating the linguistic knowledge of L1 and L2, and expanding cultural knowledge and understanding of NC and TC.

To fulfill diverse students' methodological requirements and English abilities, an instructor's professional coaching of individuals or a small group is an effective method for enhance students' English competence. In this unit plan, the instructor coaches students how to write a creative story using writing process, how to present a speech and reduce their speech anxiety using oral presentation skills and techniques, and how to do peer coaching between students.

With implementing appropriate and concrete coaching procedure, peer coaching between students can be a very effective teaching method for EFL instruction to significantly develop students' central linguistic skills in English: speaking, listening, reading, and writing.

This project provides strategies and materials for
positive and constructive peer interaction through
reviewing peer's writing, coaching how to deliver
speeches, and assessing peer's oral presentation in this
unit plan. Table 1 explains how to incorporate the
various coaching models into the unit plan in Appendix C.

Table 1. Incorporation of Coaching Model into Unit Plan

Component of Coaching Model		Lessons of Unit Plan	
Teacher-to-Teacher	NES ←→ NES	See Figure 2 for peer coaching in five aspects	
	NES ←→ NNES		
	NNES ←→ NNES		
Teacher-to-Student	Writing Process	Lesson One	Task Chain 1 Task Chain 2
		Lesson Two	Task Chain 3
		Lesson Three	Task Chain 1 Task Chain 2 Task Chain 3
	Oral presentation	Lesson Four	Task Chain 1 Task Chain 2 Task Chain 3
	Peer Coaching Process	Lesson Three	Task Chain 2
		Lesson Five	Task Chain 1 Task Chain 2
Student-to-Student	Peer Review of Writing	Lesson Three	Task Chain 1 Task Chain 2
	Peer Assessment of Oral Presentation	Lesson Five	Task Chain 1 Task Chain 2
		Lesson Six	Task Chain 2

The Content of the Curriculum

The topics of the curriculum focus on developing students' writing ability and oral presentation skills using peer collaboration. The curriculum contains six lessons. The lessons connect with one other in order for writing a creative story and presenting it in front of the audience. Lesson One develops students' writing skills by the process of planning, drafting, and reworking their writing. Lesson Two develops students' ideas as they write a story about their family's historical and cultural myths using the writing process that they learned in Lesson One. During the Lesson Three, students will learn how to revise and edit their written work through writing criteria and peer review. Students will learn oral presentation skills and techniques in Lesson Four. Students will learn how to do successful presentation by coaching their peers in Lesson Five. Finally, in Lesson Six, students will make an oral presentation of their creative family myth using all the presentation skills and feedback from their peers.

The Procedure of the Curriculum

Each lesson includes lesson purpose, objectives, materials, warm-up, task chains, and assessment which represent the writing process, editing through peer review, presentation skills and techniques, and peer coaching for presentation.

In the warm-up section of each lesson, the instructor draws students' attention, prior knowledge, and interest to the lesson, and provides background information by asking some questions relating to the lesson or reviewing previous lessons. In the task chain section, the instructor actually explains and guides students' activities of the lesson, providing focus sheets and work sheets. In this section, students actively participate in the class and interact with the instructor and peers to comprehend the purpose of the lesson and fulfill the objectives of the lesson. In the assessment section, the instructor evaluates students' class activities formatively and summatively. Students also evaluate their participation in their group using Peer Assessment Sheets in this section.

<u>Lesson One</u>

In this lesson, first, students will comprehend the effectiveness of the writing process by comparing product-based writing with process-based writing. Second, the instructor explains the writing process: the prewriting stage, drafting stage, and revising and editing stag. Using some focus sheets, students will practice how to generate ideas, how to write a paragraph combining with topic sentence, supporting sentences, and closing sentence, and how to edit a paragraph. Finally, they assess their understanding of the writing process and ability to write a paragraph using Assessment Sheet.

<u>Lesson Two</u>

In this lesson, student will write a creative family myth using the writing process. First, students read and compare myths around the world, then add one or two sentences to the myths. Second, students in groups discuss and analyze <u>Tangun Myth</u>, the first Korean myth. Third, students will write a creative and interesting myth about their family's history and specific events using the writing process they learned in Lesson One. Finally, the instructor evaluates students' writing and

whole class activities and participation using the given
rubric.

Lesson Three

In this lesson, students will first learn how to
revise their written work using criteria for evaluating
written work; then the instructor explains the
advantages, tips, and guidelines of peer review and
students actually do peer review. After finishing the
peer review, students will produce their final draft of
the family's creative myth using writing criteria and
feedback from their peers. Finally, the instructor
evaluates students' whole class activities and group
participation using rubrics and students evaluate
peer-review session using the Peer Assessment Sheet.

Lesson Four

In this lesson, first, students will learn
strategies to cope with speech anxiety and oral
presentation skills and techniques. Second, students will
learn how to use visual aids for the presentation and
create their own visual aids using their families'
pictures or drawing a picture, graphics, or charts.
Third, students will make brief presentation notes that
contain underlined essential phrases and highlighted key

points. Finally, the instructor evaluates students' whole class activities using the Assessment Sheet and Rubric Sheet.

Lesson Five

In this lesson, students will learn the importance and effectiveness of peer collaboration in oral presentation. Students will also learn the guidelines for evaluating peers' oral presentations and practice presentation with peer coaching. The instructor finally evaluates students' whole class activities using the Rubric Sheet, and students assess their participation during the peer-coaching process using the Peer-Assessment Sheet.

Lesson Six

Lesson Six is the final lesson of the unit plan. In this lesson, students will make a presentation of their creative family myth in front of their classmates. Students will give positive and constructive feedback and evaluate their peers' performance. The instructor finally evaluates students' presentation using Presentation Evaluation Sheet.

This unit plan is designed to enhance students' writing and oral presentation abilities using peer

collaboration and feedback. In order to maximize the advantages of the writing process, oral presentation, and peer collaboration for improving students' English proficiency, it is important for NES and NNES teachers to effectively cooperate to prepare and conduct this curriculum in EFL classroom.

CHAPTER FIVE

PLAN FOR ASSESSMENT

Purpose of Assessment

Assessment is a process for the teacher to determine whether his/her actual instruction works properly and effectively to students' learning process by collecting and evaluating their outcomes and knowledge. So, according to Díaz-Rico and Weed (1995), the purpose of assessment is to inform teachers about the strengths and needs of the language learner so that students are appropriately instructed, to inform students of their academic status in order to motivate their learning, to advise parents of student's progress, and to keep records of improvement of student's learning.

In order to do authentic assessment, it is essential to fairly measure what students can do, know, and be taught. Authentic assessment refers to multiple forms of assessment that measure not only students' academic achievement, but also their learning, motivation, and attitudes in the classroom setting. Students are participants in the authentic assessment process; they are active co-constructors in the learning process

(O'Malley & Pierce, 1996). For more constructive effects of assessment, teachers need to facilitate students to understand and utilize assessment criteria or rubrics to monitor their own learning and evaluation.

Various evaluation methods are engaged in assessing students' English competence in second language acquisition. However, it is an important aspect of the educator's role to devise assessments that not only identify the level of students' knowledge and performance but also monitor the learning process and provide useful feedback about the accomplishment of classroom goals, learning objectives, and instruction.

Form of Assessment in the Unit

There are various types of assessments for both instructor and student to evaluate their teaching and learning process. According to Díaz-Rico and Weed (1995), there are three major methods to evaluate students' knowledge and achievement in second language acquisition: performance-based assessment, standardized tests, and teacher observation and evaluation. Performance-based assessment is testing that corresponds directly to what is taught in the classroom. Students are required to

produce something in performance-based assessment. Standardized tests provide methods for employing a common standard of English proficiency or performance despite variations in local conditions or students' abilities such as the Test of English Foreign Language. Teacher observation and evaluation is used for the purpose of documenting students' on-going process and diagnosing students' needs because teachers are in the best position to observe and evaluate students' learning processes.

For the assessment of the curriculum in this project, performance-based assessment, observation-based assessment, and teacher-made tests are used because the focus of assessment for each lesson is on evaluating written work using the writing strategies and process, oral presentations, and cooperative and collaborative work with peers or in groups.

Students' learning processes for each lesson are evaluated using formative assessments (Work Sheet, see Table 2) and summative assessments (Assessment Sheet or Rubric, see Table 3, 4, 5, 6). Students also evaluate their participation and contribution for peer collaboration and feedback using the Peer-Evaluation Sheet (see Table 7).

Because assessment is not given just for evaluating test scores of linguistic level of English, educators are required to consider multiple aspects of assessing students' learning process.

Using diverse forms of assessment, teachers can facilitate the various skills that this teaching unit offers, not only in writing and oral presentation, but also in coaching. The results--improvement in students' listening, speaking, and writing--can enhance students' communicative competence within the innovative framework of Communicative Language Teaching in South Korea.

Table 2. Work Sheet

Work Sheet
Adding Another Chapter to The Myths

Add another "chapter" to the stories.

Direction: Every student from each group should add a few sentences to the ending of the myths. That student will hand the paper to another student, who will add another two to three sentences. This pattern will be repeated until all the students of the group have had a chance to add to the original myth.

	1st Myth	2nd Myth
First Student		
Second Student		
Third Student		
Forth Student		

Table 3. Assessment Sheet

Assessment Sheet
Evaluating Students' Understanding about Oral Presentation

Name: _____

Date: _____

1. Write down the oral presentation skills for effectively delivering a speech. (20 pts.)

2. Write down how to overcome speech anxiety and nervousness during oral presentation. (20 pts.)

Table 4. Rubric I

Rubric Grading the Whole Class Activities		
Name: _____ Date: _____		
Component of Plan	Point Value/Critique	
Reading Comprehension • Tells most events and key factors in sequence • Includes most important details and key vocabulary from text • Provides proper response to teacher questions or prompts	____/20 pts.	
Group discussion • Actively involve in discussion • Work cooperatively	____/10 pts.	
Writing • Clearly addresses the topic • Is well organized and developed with appropriate reasons and examples • Uses acceptable error level in mechanics, usage and sentence structure • Uses creativity	Group Writing	____/20 pts.
	Individual Writing	____/50 pts.

Table 5. Rubric II

Rubric *Grading Students' Whole Class Activities* Name: _____ Date: _____	
Component of Plan	Point Value/Critique
Student's responsibility in the group... • Perform all duties of assigned team role as a peer-coaches of oral presentation • Actively participate in group discussion • Provide constructive and positive feedback to peer's presentation • Share information relates to the topic and presentation	_____/ 50 pts.
Value other's viewpoints and performance • Student listens and watches to his/her peer's presentation • Student cooperates with his/her peers to make a better presentation • Student receives his/her peer's comments positively	_____/ 50 pts.

Table 6. Rubric III

Presentation Evaluation Sheet *Peer Evaluation of Oral Presentation* Name: _____ Date: _____	
Component of Plan	Point Value/Critique
• Presentation is logically organized and sustains the interest of the audience • Presentation has acceptable number of mechanical errors • Student maintains eye contact with audience, seldom returning to notes • Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation • Appropriate facial expression • Natural hand gestures and good posture are demonstrated • Demonstrates a strong positive feeling about the topic during entire presentation • Presentation falls within required time frame • Visual aids enhance presentation, all thoughts are articulate and keeps interest • Presentation involved the audience in the presentation; points are made in creative way; holds the audience's attention throughout • Very original story and presentation of material; uses the unexpected to full advantage; captures audience's attention	___/100 pts.

Table 7. Peer-Assessment Sheet

<div>

Peer-Assessment Sheet
Assessing Peer Collaboration

Name: _____

Date: _____

1. When we worked in pairs, we helped each other so we understand how and what to do for making a better presentation.	5 4 3 2 1
2. When we worked in pairs, we listened and watched other's presentation very carefully.	5 4 3 2 1
3. When we worked in pairs, we tried to point out strengths of the presentation.	5 4 3 2 1
4. When we worked in pairs, we tried to give constructive, specific, and appropriate comments on the other's presentation.	5 4 3 2 1
5. When we worked in pairs, we were respectful and considerate of the other's feelings.	5 4 3 2 1
6. When we worked in pairs, we tried to take peer feedback positively.	5 4 3 2 1
7. How can we improve next time?	

5: Excellent
4: Good
3: Acceptable
2: Needs improvements
1: Make an effort in class

</div>

APPENDIX A

PRODUCING A PIECE OF WRITING

Producing a Piece of Writing

SYNTAX
Sentence structure,
Sentence boundaries,
Stylistic choices, etc.

CONTENT
Clarity, Relevance,
Originality,
Logic, etc.

GRAMMAR PROCESS
Rules for verbs,
Agreement for articles,
Pronouns, etc.

THE WRITERS
Getting ideas,
Getting started,
Writing drafts,
Revising

Clear,
fluent, and
effective
communication
of ideas

MECHANICS
Handwriting,
Spelling,
Punctuation, etc.

AUDIENCE
The reader/s

PURPOSE
The reason for
writing

ORGANIZATION
Paragraphs,
Topic and support,
Cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

Source: Raimes, A. (1983). Techniques in teaching
writing. Oxford, England: Oxford University Press.
(p. 6).

APPENDIX B

INFORMATION PRESENTATION

CHECKLIST

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INFORMATION PRESENTATION CHECKLIST

Name of Speaker:      _____
Name of Evaluator:    _____
Presentation Topic:  _____
Start Time: _____

After reading this checklist carefully, listen to the
presentation and evaluate the speaker on each criterion. Put
a +(excellent), OK (okay), or -(needs improvement) in the
space provided.

CONTENT AND ORGANIZATION

Introduction
_____   Attracted the attention of the audience
_____   Stated the topic clearly

Body
_____   Organized ideas well
_____   Used appropriate expressions to "mark" the organization
_____   Provided adequate detail and examples

Conclusion
_____   Offered final thoughts on the topic
_____   Used appropriate expressions for concluding a
presentation


DELIVERY

_____   Used note cards effectively
_____   Made eye contact with the audience
_____   Spoke loudly enough
_____   Spoke fluently
_____   Spoke with grammatical accuracy
_____   Spoke with clear pronunciation
_____   Spoke at an appropriate speed
_____   Explained unfamiliar vocabulary


End Time: _____          Length of Presentation: _____
```

Hemmert, A & O'connell, G. (1998). Communicating on
campus. San Francisco, CA: Alta Book Center
Publishers.

APPENDIX C

UNIT PLAN

INSTRUCTIONAL UNIT PLAN:
WRITING A CREATIVE MYTH

Lesson One: The Writing Process

Lesson Two: Writing a Creative Family Myth Using the

Writing Process

Lesson Three: Editing through Peer Review

Lesson Four: Presentation Skills and Techniques

Lesson Five: Peer-Coaching for Presentation

Lesson Six: Making a Presentation

Lesson One

The Writing Process

Target Level: Intermediate EFL College Students

Lesson Purpose: Students will develop their writing skills by the process of planning, drafting, and reworking their writing

Objectives:
1. To comprehend the effectiveness of the writing process
2. To develop a step-by-step process for writing paragraphs

Materials:
Focus Sheet 1.1
Focus Sheet 1.2
Focus Sheet 1.3
Focus Sheet 1.4
Focus Sheet 1.5
Focus Sheet 1.6
Assessment Sheet 1.7

Warm-Up:
The instructor asks and discusses with students how they generally start to write and what strategies they use to make better-written works.

Task Chain 1: *Comprehending the writing process*
1. The instructor distributes Focus Sheet 1.1 and compares product-based writing with process-based writing.
2. The instructor also explains the effectiveness of the writing process to students.
3. The instructor distributes Focus Sheet 1.2 and introduces the procedures of writing.

Task Chain 2: *Developing a step-by-step writing process for writing sentences and paragraphs*
1. The instructor distributes Focus Sheet 1.3 and explains ways for generating ideas.
2. The instructor distributes Focus Sheet 1.4 and explains parts of the paragraph.

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3. The instructor distributes Work Sheet 1.5 and asks students to write a topic sentence, a few support sentences, and a closing sentence using Focus Sheet 1.4.
4. The instructor describes how to write a paragraph using Focus Sheet 1.6.

Assessment:
1. The instructor distributes Assessment Sheet 1.8 and lets students work on it.
2. Criteria for grades by point value:

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Focus Sheet 1.1
Product-Based Writing and Process-Based Writing

Product-Based Writing	Process-Based Writing
• Emphasizes more linguistic skills and strategies such as lexical choice, appropriate grammar, syntax, mechanics, and coherent organization • Focuses on the analysis of finished writing product and correctness • Rather teacher-centered instruction • Traditional grammar feedback	• Emphasizes more the prewriting-drafting-revision and editing procedure • Focuses on the psychological process of writing • Rather student-centered instruction • Students can engage in interaction, planning, and reworking • Students effectively improve their oral language, critical thinking skills, and reading skills • More effective feedback from the recursive process of writing

Focus Sheet 1.2
The Process of Writing

Process Stages	Activities	Steps
Prewriting stages	• Generating and formulating ideas for writing • Gathering information • Identifying the audience and purpose • Thinking about what to say and how to say it	• Freewriting • Brainstorming • Clustering or mapping • Designing a topic tree • Journalistic method • Collaborative writing • Reading
Drafting	• Putting all the ideas that are from prewriting activities down on paper in sentences and paragraphs • Narrowing down the topics to reach the thesis • Focusing on the content more than the mechanics or organization • Sequencing the ideas	• Composing paragraphs in the logical flow of ideas and proper transitions • Developing ideas by details, facts, an examples • Making an outline • Introduction and conclusion
Revising and editing	• Reevaluating and editing for content and style • Checking grammar, spelling, mechanics, and neatness • Adding or deleting parts, selecting better words or ideas, reorganizing ideas, replacing any unclear ideas	• Rereading what has been written • Peer reviewing for constructive feedback • Proofreading

Focus Sheet 1.3
Prewriting Stages

Various ways to generate ideas:

a.) Brainstorming:
Brainstorming is a pre-writing strategy designed
to identify aspects and ideas related to the
topic you are writing about. This is an important
step because it provides the foundation for your
writing. Start brainstorming by simply jotting
down any ideas you can think of as they come to
mind.

b.) Clustering:
Clustering helps to prepare for the writing task,
provides an easy way to jot down new ideas as you
think of them and provides an "idea bank" to
refer to during your writing process.

Step 2

Step 2

Step 2

Step 1

Step 1

Topic

Step 1

Step 2

Step 2

Step 2
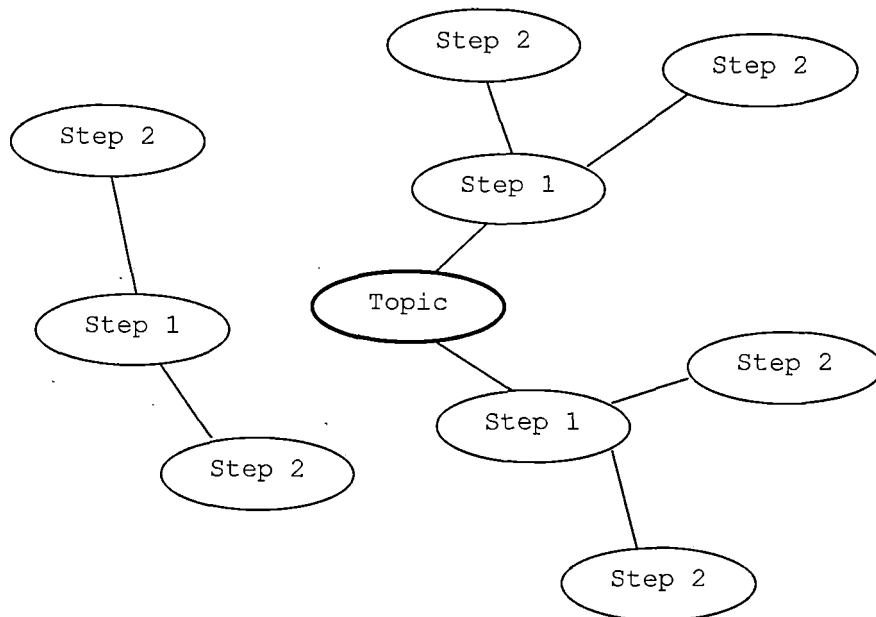
c.) Spider Map: Spider mapping helps to describe a
main idea and supporting details

Supporting details

Main idea
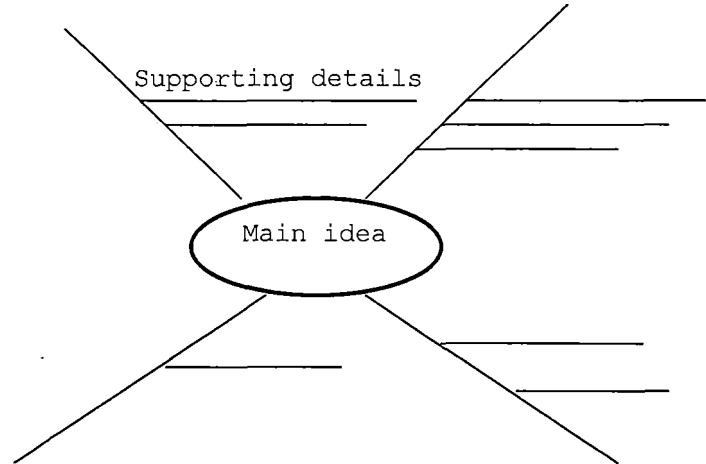
d.) Journalistic Methods:
The journalistic method addresses six questions
to narrow your focus and order your thoughts.
Six questions: Who? What? When? Where? Why? How?

Source: Packer, N & Timpane, J. (1997). Writing worth
reading: The critical process. New York: Bedford/ST.
Martin's

Focus Sheet 1.4
Writing Paragraphs

Parts of a paragraph:
  1. Topic sentence
     a) The topic sentence is the first sentence in a
        paragraph.
     b) The topic sentence introduces the main idea of the
        paragraph.
     c) The topic sentence summarizes the main idea of the
        paragraph.
     d) The topic sentence indicates to the reader what
        the paragraph will be about.
     e) Example of the topic sentence:
           <u>There are three reasons why Canada is one of
        the best countries in the world.</u> First, Canada has
        an excellent health care system. All Canadians
        have access to medical services at a reasonable
        price. Second, Canada has a high standard of
        education. Students are taught by well-trained
        teachers and are encouraged to continue studying
        at university. Finally, Canada's cities are clean
        and efficiently managed. Canadian cities have many
        parks and lots of space for people to live. As a
        result, Canada is a desirable place to live.

  2. Supporting details
     a) The supporting sentences come after the topic
        sentence, making up the body of a paragraph.
     b) The supporting sentences give details to develop
        and support the main idea of the paragraph.
     c) The supporting sentences provide the readers
        supporting facts, reasons, details, and examples.
     d) Example of the supporting sentences:
           There are three reasons why Canada is one of
        the best countries in the world. <u>First, Canada has
        an excellent health care system. All Canadians
        have access to medical services at a reasonable
        price. Second, Canada has a high standard of
        education. Students are taught by well-trained
        teachers and are encouraged to continue studying
        at university. Finally, Canada's cities are clean
        and efficiently managed. Canadian cities have many
        parks and lots of space for people to live.</u> As a
        result, Canada is a desirable place to live.

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3. Closing sentence
   a) The closing sentence is the last sentence in a paragraph.
   b) The closing sentence restates the main idea of the paragraph.
   c) The closing sentence restates the main idea of the paragraph using different words.
   d) Example of the closing sentence:
      There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. <u>As a result, Canada is a desirable place to live.</u>

Source:
http://www2.actden.com/writ_den/tips/paragrap/index.htm

Work Sheet 1.5
Writing a Paragraph

Name: _____   Date: _____

Direction:
1. Write a paragraph including a topic sentence, a few supporting sentences, and a closing sentence.
2. You can use the chosen title "The Difficulties of English Writing" or you can choose one of your own.

Focus Sheet 1.6
How to Write a Paragraph

Prewriting the paragraphs:

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook. Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.

3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.

4. Write down your own ideas. Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas

will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

How to write paragraph:

1. Open your notebook and word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas.

How to a edit paragraph:
 Grammar and Spelling
1. Check your spelling.
2. Check your grammar.
3. Read your essay again.
4. Make sure each sentence has a subject.
5. See if your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.
 Style and Organization
8. Make sure your paragraph has a topic sentence.
9. Make sure your supporting sentences focus on the main idea.
10. Make sure you have a closing sentence.
11. Check that all your sentences focus on the main idea.
12. See if your paragraph is interesting.
 Getting Feedback
13. Make a paper copy of your paragraph.
14. Show your work to your teacher, tutor, peer, or parents.
15. Ask them for feedback on how to improve your writing.

Source:
http://www2.actden.com/writ_den/tips/paragrap/index.htm

Assessment Sheet 1.7
The Writing Process

Name: _____   Date: _____

1. Explain the stages of the writing process (30 pts).
   a) The prewriting stage:

   b) The drafting stage:

   c) The revising and editing stage:

2. Read following paragraphs and answer the questions
   (40 pts).

> When we think about animal experimentation,
> we should look at the animals used. Because so
> many are required, only abundant species are
> chosen. Scientists may test a drug on anything
> from a small mouse to a monkey. They choose
> animals that share certain biological functions
> with human beings. By observing the effect of the
> drugs on human beings, this kind of testing is
> still our best means, short of human trials, of
> learning how drugs work in human bodies.

   a) What is the topic sentence?

   b) What are the supporting details?

   c) What is the closing sentence?

   d) What do you think the main ideas and purpose of
      this paragraph?

3. Read following paragraphs and revise them (30 pts).
   a. America's many foods take their character from their country of origin. Spaghetti are a good example, as is tacos and burritos, which is both spicy and hot. And we must not forget hamburger, one of America's most popular foods.

   b. Children learn language by imitating their parents. At first, all a newborn can do is cry, but then it can see well. It starts imitating its parents, and soon it can make sentences by itself.

   c. Many cities have grown too fast. They build new roads. As those fill up, soon they have no place to put more roads. Public transportation is the only solution.

Lesson Two

Writing a Creative Myth Using the Writing Process

Target Level: Intermediate EFL college students

Lesson Purpose: Students will be able to develop their ideas and write an article about their family's historical and cultural myths using the writing process

Objectives:
1. To be able to compare myths around the world
2. To be able to analyze Tangun Myth, the first Korean myth
3. To be able to write a concrete, coherent, and creative myth of their family using the writing process

Material:
Focus Sheet 2.1
Work Sheet 2.2
Work Sheet 2.3
Focus Sheet 2.4
Focus Sheet 2.5
Work Sheet 2.6
Rubric 2.7

Warm-Up: The instructor tells one of the popular Greek myth and asks students a "What if" question. The instructor allows students to discuss the "What if" question.

Task Chain 1: *Comparing myths around the world*
1. The instructor divides students into five groups of four.
2. The instructor distributes Focus Sheet 2.1 and asks each group to choose two different stories.
3. The instructor asks students to read aloud and discuss myths from their group by using Work Sheet 2.2.
4. After reading and discussing, the instructor has the students add another chapter to the myths on Work Sheet 2.3.

Task Chain 2: *Analyzing Tangun Myth, the first Korean myth*

1. The instructor divides students into groups of four and distributes Focus Sheet 2.4 to each group.
2. Students read Tangun Myth.
3. After reading, the instructor distributes Focus Sheet 2.5 to students.
4. The instructor asks students to discuss Focus Sheet 2.5 in their group.

Task Chain 3: *Writing a creative myth*

1. The instructor asks students whether they know their own families' histories.
2. The instructor asks students to write a creative myth about their families' histories using the writing process on Work Sheet 2.6.

Assessment:

The instructor evaluates Work Sheet 2.3, Work Sheet 2.6, and students' whole class activities and participations with Rubric 2.7.

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Focus Sheet 2.1
Myths from Around the World

India

Mahisha, the fierce buffalo demon, was on a terrible mission: to conquer the world and rout the gods. He gored and slashed his way through battle after battle. The gods retired; the monster ruled--until a stupendous sound shook the earth.

Durga spoke! The great goddess had sprung forth full-grown, created by the energy of the gods, who knew Mahisha could only be killed by a woman. Durga roared her challenge to Mahisha; the buffalo demon was enraged!

The red-robed goddess charged into battle on her magnificent lion. Her 18 arms whirled furiously overhead, each one brandishing some weapon of the gods: a thunderbolt, a trident, a bow and arrow, a rope of snakes. The buffalo demon quickly changed shapes. He became a lion, a warrior, an elephant; Durga slew each of his demon forms. Mahisha was no match for the mighty goddess. She was beautiful, invincible, and fearless. Mahisha was forced to assume his monstrous buffalo shape again. He hurled mountains at the goddess. Durga dodged his attack — and then leaped up and cut off the buffalo demon's head!

Izanagi and Izanami glided down the rainbow-striped floating Bridge of Heaven. They stared into the oily, primeval ocean of chaos below. Izanagi dipped his jeweled spear and stirred the swirling jellyfish-like mass; a glistening droplet fell from his spear point and turned into an island.

Izanagi and Izanami descended to the island they created and built a tall, sacred column. Izanagi circled the column in one direction, Izanami went in the other. When they met face to face, they married. Izanami then gave birth to the eight islands of Japan, the mountains, the seasons, the gods of land and water and all the forms of nature. After giving birth to the fire god, Izanami died of a burning fever.

Izanagi was so crazed with grief that he chased after his wife into the dark Underworld. He pulled a comb from his hair and lit it, just to get a glimpse of his beautiful beloved.

He sprang back in horror! Izanami had become a rotting corpse. She shrieked in rage at being seen. Izanagi fled; his hideous wife and her horde of demons and devils were at his heels. He just barely reached the mouth of the Underworld and rolled a boulder into it. Izanami wailed that she would kill 1,000 people a day in revenge. Izanagi vowed that 1,500 people would be born each day. As they had married from either side of the column, Izanagi and Izanami divorced from either side of the boulder. The living and the dead were separated forever.
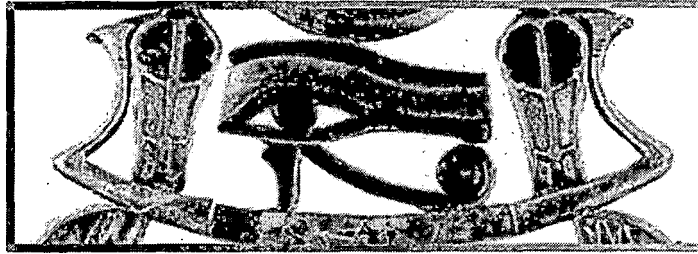
A voice from the heavens sang out the joyful news:
Osiris, the lord of all things, had been born.

The fortunate baby grew to be a handsome, wise king. He
taught his unruly people to lead a more civilized life.
He showed the Egyptians how to sow and reap crops. He
instructed them in laws and had them build temples to the
gods. He invented the flute so that the Egyptians might
bring music to their worship. Osiris was beloved by all —
except for his jealous brother Seth.

Seth secretly took Osiris's measurements and had a
magnificent chest built, exactly the size of the king. At
a banquet, he playfully suggested that anyone who fit in
the chest could keep it. Osiris climbed in. Seth quickly
slammed the lid down, nailed it shut, and threw it into
the sea.

Osiris's grieving widow Isis wailed at the treachery. She
chopped off her hair and tore off her clothes. Then Isis
wandered all the way to Phoenicia to find her husband's
body, which she brought back and hid in a Nile swamp.

One night Seth tramped through the swamp while hunting.
He spied the chest, threw it open and chopped Osiris in
14 pieces. Then he scattered the body parts. Isis began
the painful journey to retrieve the pieces. She knew her
beloved husband could not make his own journey to the
underworld if he was not whole.

When Isis had completed her sad task, she and the gods
Thoth and Anubis embalmed and mummified Osiris. They
created the first funeral rites. Isis changed herself
into a bird and breathed life into her husband by
flapping her wings. Osiris was reborn, but claimed
another throne: he became ruler in the land of the dead.

Greece

The baby Heracles lay fast asleep. Two serpents slithered around his crib and reared their ugly heads. Before they could strike, Heracles woke up, grabbed the giant snakes and strangled them. The hero of Greece had just performed his first famous feat.

Heracles was the son of the great god Zeus and a mortal woman. This made him a powerful enemy: Zeus's wife Hera. It was she who had sent in the serpents. When Heracles grew into manhood, the jealous queen smote him with a frenzy of madness. The hero committed the unthinkable crime: he killed his wife and children

To atone for his heinous deed, Heracles was condemned to perform 12 deadly labors. Any one of these tasks would have felled the mightiest of heroes. Heracles did not flinch. He quickly sought out his first challenge and wrestled a ferocious lion to death.

Heracles draped his eight-foot body in the lion's skin; he wore the wild beast's head as his hood. Then he waded through the swamp to find his next foe: the dreaded Hydra.

This hideous monster had the body of a wild dog and nine serpent heads. Its mere breath alone was poisonous — and fatal. Heracles, armed with club and sword attacked. But each time he chopped off one of the Hydra's heads, two more fanged ones grew back. The battle raged, the hissing grew louder, the air was filled with the Hydra's venom. Finally, Heracles bested the monster. Each time Heracles lopped off a head, his servant seared shut the neck with a burning branch.

Rome

Aeneas tightly clasped a golden tree bough in his hand.
It would give him safe passage on his terrible journey —
to the underworld to seek out his father, Anchises.

The Trojan hero followed his guide, the wise woman, the
Sibyl of Cumae, deep into the dark forbidding cave that
led to the land of the dead. They traveled the road of
lost spirits, shadows adrift, and frightening horrors of
disease, death, and discord until they reached two
rivers. Charon, the ferryman of the dead and buried,
reluctantly rowed them across while Cerebus, the
three-headed dog of hell, furiously barked at these
visitors from the world of the living.

Aeneas kept going. He passed through places of sorrow and
punishment until finally he reached his destination: the
Elysian Fields, the beautiful eternal home of those who
had lived a good life. His father was waiting. Anchises
embraced his son. Then he showed him a wondrous vision:
the future! Aeneas looked in awe at his own descendants
to come. He saw that they would do great deeds and become
a great people, the Romans. Aeneas was dazzled by the
revelation. He held his father close one more time, then
returned to the land of the living--and set sail for
Italy.

In ancient time, Jaguar, the Master of Fire, ate his meat
cooked, while people ate their meat raw. People scrambled
to catch the animals that were their food. Jaguar, the
great hunter, had bows and arrows.

Jaguar, with his flared nostrils and pointed teeth, was a
powerful being. But he took pity on a poor hungry man he
met in the jungle. He took the man back to his home,
where a warm fire burned. The grilled meat had a
delicious smell, so new to the man. He ate hungrily.
Jaguar was generous with his weapons, too. He taught the
man to hunt with bows and arrows. The man repaid Jaguar
by killing his wife and stealing his fire.

Since then, the people have feared Jaguar's wrath. And
the ferocious feline has lived alone in the jungle, wary
of civilization, waiting for revenge.
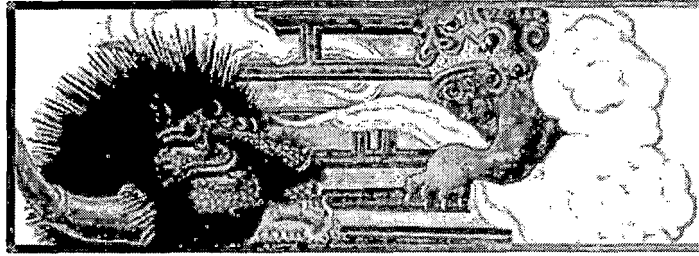
Huang Di, the ancient Yellow Emperor, stood bravely at the head of his army of gods, bears, tigers, and leopards. At the other end of the battlefield loomed the oxen-horned giant Chi You, backed by his army of demons.

Huang Di came to defend his imperial throne; Chi You came to demand it.

Chi You sneezed loudly and a thick, white fog covered the battlefield. No one could see a thing. Huang Di's army lashed out blindly until his quick-witted minister created a compass. Huang Di gathered the survivors and escaped.

Chi You was furious. The angry giant called in demon forces to help him. The winds blew wildly. The sky blackened and a fierce driving rain fell all over the battlefield. The Emperor's army was drowning.

Huang Di called for his most powerful weapon — his daughter Ba.

Ba strode through the flood. A terrific heat spread from her body and dried up the waters. Huang Di then fashioned a drum out of a sea monster's hide. When he crashed down his huge, powerful drumsticks, a terrible thunder shook the mountains. Chi You's army was paralyzed with fear. The Emperor's army rushed forward... to victory!

Africa

Hare looked out over his field. If he was going to have
food to eat, he would have to plant a crop. But if he was
going to plant a crop, he'd have to clear the field
first. That was a lot of work — more work than Hare
wanted to do.

Hare was a clever animal, so he soon had an idea. He
dragged a length of rope behind him and lay in wait in
the bushes outside his field. A big African elephant came
lumbering along. Hare bet the elephant he could beat him
in a tug-of-war. The large elephant laughed at the idea,
coming as it did from such a small animal. He scooped up
the rope with his trunk. Hare picked up the other end and
scampered through the bushes and across his field. There
he hid behind another row of bushes.

Soon enough a muddy hippopotamus waddled by. Hare dared
the hippo to beat him in a tug-of-war. The proud hippo
picked up the rope with his teeth. Hare hopped into the
bushes and gave the rope a tug. When the elephant and the
hippo felt the rope move, they each pulled hard. The
powerful animals dragged the rope, back and forth, back
and forth, until night fell. Each time the rope moved, it
plowed another row in clever Hare's field.

Central America
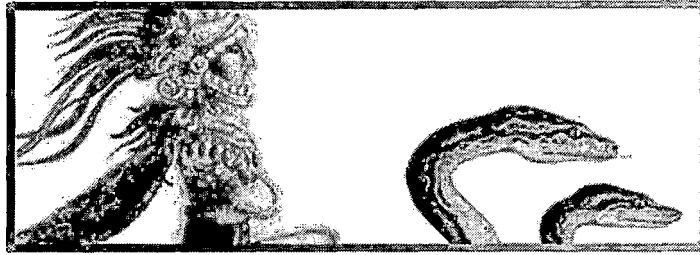
Quetzalcoatl was striking to look at. He was tall and fair-skinned. His eyes were deep and his voice carried over many miles. He was the beloved, plumed serpent god, the god who had brought people learning, laws, and the ancient calendar, by which all might be revealed or ordained.

Quetzalcoatl was the spirit of love, the force of life. He was sickened by lives cut short in his honor. He rejected human sacrifice, and angered his eternal enemy Tezcatlipoca. This bloodthirsty god showed the benevolent god his magic smoking mirror. Quetzalcoatl was shocked to see his old, sagging face. Tezcatlipoca dressed Quetzalcoatl up in a bright, plumed robe and mask. The evil god then tricked the good god into getting so drunk that he slept with his own sister.

When Quetzalcoatl awoke, he was filled with remorse. He lay in a stone box for four days as penance. The god felt so unworthy, that he ordered his followers to burn his palace and abandon the city. Then Quetzalcoatl lit his own funeral pyre and leaped in. Beautiful birds flew out of his ashes. Though some say the god world bedecked himself in his feathered serpent robe and royal mask and sailed off on a raft of serpents. They await his return.

Norse Land

An earthquake shatters Fenrir's invincible chains. The great wolf swallows the sun, and winter covers the earth for three long, cold years.

Then a mighty blast from the horn of Hemidall, guardian of the gods' home, echoes across the world. The golden cock atop the World Tree crows loudly in reply. These are the signs. Ragnarok, "The Twilight of the Gods," the ultimate battle, the end of the world has arrived.

When Ragnarok comes, gods and giants will clash. The world serpent will rear up, spew out poisonous fumes and cause a tidal wave. Thor, the thunder-god, the champion of the gods, will raise his mighty hammer and strike the serpent dead — but then fall dead himself from the creature's fatal venom. Odin, the god of death, the most powerful of all the gods, will mount his eight-legged steed and charge against Fenrir — but the wolf will devour him. Odin's son will tear open the jaws of the vicious wolf and shove a sword down to his very heart.

One by one the gods will fall in unspeakable battles. The world will be engulfed in cataclysmic flames. Even the stars will fall. Ragnarok: when everything will be lost in a fiery blaze.
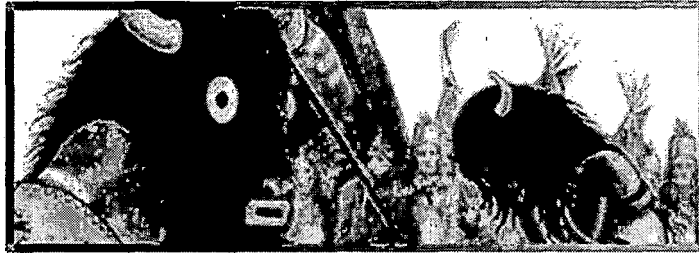
When the buffalo had disappeared and hunger was upon the land, White Buffalo Calf Woman was sent down to the Lakota people.

She appeared to two young Lakota warriors. Her white hide-skin dress glowed; her feet hovered above the ground. One warrior recognized her beauty and power; the other reached out to touch her roughly. He disappeared in a cloud — and reappeared as nothing but a pile of bones.

The remaining warrior rushed to his people. They prepared for the coming of White Buffalo Calf Woman by building a special tipi. She arrived carrying sacred herbs and a tightly wrapped bundle. Inside was the most sacred peace pipe. White Buffalo Calf Woman taught the Lakota the peace prayers and the pipe ceremony. Then she bade them follow her.

White Buffalo Calf Woman walked eastward. The Lakota trailed behind her and watched in amazement as the beautiful woman turned back into a white buffalo. She rolled over four times, becoming a red, black, brown, and finally a white buffalo again. Then she disappeared over the horizon.

And just as suddenly a great herd of buffalo appeared.
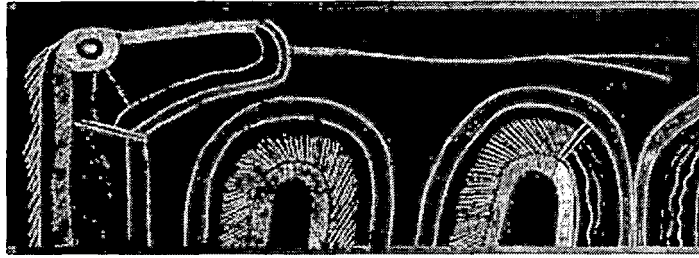
Maui of a Thousand Tricks was an ugly, excitable, but quick-witted half-divine, half-mortal trickster who was covered in tattoos. If he didn't like the ways things were, he changed them. And there were many things Maui didn't like. For example, the sun.

Every day, Maui watched human beings scramble to work, or plant, or cook, or make bark cloth in the few precious hours between sunrise and sunset. There was never enough time, the sun moved too fast, the people suffered. They had no choice but to eat their food raw.

Maui grabbed his rope and his grandmother's magic jawbone. With a quick flick of the rope, he lassoed the sun and beat the sun-god with the jawbone, until the golden one agreed to move more slowly across the sky. Then Maui looked closely at the sky itself. It hung way too low. With a mighty heave, Maui shoved the firmament up higher.

The Maui went fishing.

His brother wouldn't share their bait, so Maui punched his own nose and used his blood to fish. He hauled in catches so big they became the Polynesian islands.

Dragon blood flowed through Lac Long Quan's veins. The heroic warrior king feared nothing and no one. He boldly challenged sea monsters; he bravely battled tree monsters; he let no wild beast rampage through his beloved Vietnam. All his grateful countryman had to do was call "Father!" and Lac Long Quan would appear to save them.

One sight alone stopped Lac Long Quan. That was the incredible beauty of Au Co, an immortal mountain fairy spirit. The dragon lord was bedazzled. He married Au Co and shortly after she produced a large sack of eggs. The sack grew larger and larger. On the seventh day, it was so enormous it burst and 100 sons were born to the dragon lord and his fairy wife.

At first, the royal family lived in harmony. But King Lac Long Quan was a dragon, so he needed to live by water. And Queen Au Co missed her ancestral mountain home. Lac Long Quan took 50 of their sons and moved to the lowlands. He taught them to fish, wearing tattoos to scare off sea monsters, to sow rice and to cook it in slender bamboo shoots. Au Co took their other 50 sons and moved up to the highlands. She taught them to raise animals, to grow fruit trees, and to build homes out of sturdy bamboo stilts.

Lac Long Quan and Au Co lived separately ever after, but together they watched over their beloved country.

The Near East
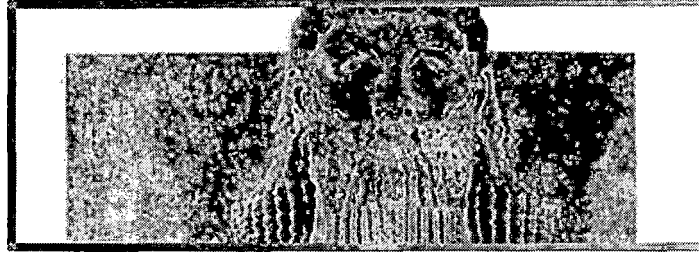
The people of Uruk were irritated by the wild behavior of Gilgamesh, their powerful king who was one-third mortal, two-thirds divine. The gods answered the people's prayers and sent down Enkidu, a brawny, shaggy-haired champion to rein in Gilgamesh.

The wild man and the willful king met. They wrestled together, locked in furious embrace. Gilgamesh barely bested his opponent. Enkidu bowed before a strength greater than his own. The two became inseparable friends and fellow adventurers.

They traveled to a great cedar forest for a tree-cutting contest. But first they had to slay the fire-breathing giant of the forest, Humbab. So fearful was this demon giant, that even Gilgamesh quaked before him. But Humbab had neglected to don his usual seven coats of armor. He was vulnerable — and soon headless.

Gilgamesh's bravery caught the attention of the goddess Ishtar. She was smitten by the handsome king. He ignored her and ignited her wrath. Ishtar sent down the savage bull of heaven. Every time the bull snorted, its breath carved deep ravines through the earth. The monster ravaged Gilgamesh's kingdom. The heroes went after it.

Enkidu seized the bull's tail and Gilgamesh slew it. Enkidu tore off one of the bull's legs and threw it at Ishtar. The goddess demanded he be punished. Enkidu then bore the gods' wrath and died, too.

Source:
http://teacher.scholastic.com/writewit/mff/myths.htm

Work Sheet 2.2
Comparing the World Myths

Answer and discuss the following questions in your group.

1. How are the two cultures' myths different from and similar to one another?
2. What are the differences/similarities between the myth you chose and the Korean traditional myths you knew?
3. Do you think the differences/similarities are due to their locations or time in history? Why?
4. What are the characteristics of two cultures' myths?

Work Sheet 2.3
Adding Another Chapter to The Myths

Add another "chapter" to the stories.

Direction: Every student from each group should add a few sentences to the ending of the myths. That student will hand the paper to another student, who will add another two to three sentences. This pattern will be repeated until all the students of the group have had a chance to add to the original myth.

	1st Myth	2nd Myth
First Student		
Second Student		
Third Student		
Forth Student		

Focus Sheet 2.4
Tangun Myth

It happened a long time ago. The heavens were ruled by King Hwan-In (God of Heaven). He had a son named, Hwan-Woong.

Hwan-Woong often looked down below, to observe the people living on the land. But the sights only made him sigh with worry. One day the King asked his son, "My son, why do you look so anxious, you are the prince of the heavens and soon you will inherit my kingdom. What is there to worry about?"

Hwan-Woong replied, "Father, I have seen how the people live on the land and I see that they are becoming more and more deceiving. Such a sight upsets me. Permit to descend down, so that I can help these people, father." And he pleaded sincerely.

On hearing his plea, the king was proud of his son. Hwan-Woong was granted his wish from the heavens. And he landed on the most important spot of all, in the east - the land that is known as Korea today.

When he came down, he brought the wind, cloud and the rain gods with him along with 3000 subordinates. Hwan-Woong formed the capital city near Shin-Dan-Su (a divine tree) and named it Shin-Si (a divine city). His reign on the land encouraged the disappearance of fights and all bad things that had existed before. The animals too became very docile.

One day, a tiger and a bear came to Hwan-Woong. They wanted to become humans. Hwan-Woong carefully explained to them that it would require immense patience and that the experience would be too harsh and draining. Yet the tiger and the bear remained reluctant to submit.

They told Hwan-Woong that they could sustain any kind of pain if only it meant that they could become human beings. He thought for a while. Then he gave the tiger and the bear twenty garlic pieces and a bunch of crown daisies each. "Eat these and pray to the gods for a hundred days. You must pray with all your heart. You are not allowed to see daylight for the hundred days. Do you understand?"

The tiger and the bear walked into a cave, contented, with the thought of becoming a human. For a few days, they prayed to the gods, eating only garlic and

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the crown daisies. They prayed, "Gods above, please hear my prayer. Let be become a human being."

Few more days passed by. Tiger said, "I am so hungry that I think I am going crazy!" "How can you pray in these conditions? Do you have enough strength left to ask to be granted with your wish? What's the point, we are going to die anyway!" But bear said " Gods above hear my plea, let me be a human being. I know that we will be granted with our wish. Please be patient, tiger. You can become a human, it just takes some time".

While the quick-tempered tiger could not stand the trial, he left without being able to sustain the hardship of becoming a human being. But the bear successfully endured the difficulty.

At long last, one hundred days passed! Something strange was beginning to happen inside the cave. The bear was transformed into a woman. And a beautiful one too! Hwan-Woong named this beautiful woman Woong-Nyo. And he married her.

A son is born to Hwan-Woong and Woong-Nyo.

This child is the ancestor to all Korean people--he is the famous Tangun.

Tangun grew up to succeed his father. He rules Shin-si. He named the country CHOSUN. The first ever country to be formed in the Korean Peninsula, B.C. 2333.

According to Tangun, " We are the descendents of the kingdom of heaven. The heavens sent their son to aid and give to the people. So that they can live in fortune and prosperity. Moreover, I was told to spread the heavens' brilliant ray evenly amongst our land. I will put this into practice." Hence Korea was found and it was devoted to the welfare of its people.

Tangun cared about his people and the people were devoted to him. They referred to him, as Tangun the Much-Respected--Tangun-Wang-Gum.

Source:
http://www.ktnet.co.kr/enghome/culture/ethics.html: This is the first ever Korean Myth--The Tale of Tangun

Focus Sheet 2.5
Analyzing Tangun Myth

Analyze and discuss the historical and cultural meaning of Tangun Myth in your group.

1. The entire story is structured around heaven, earth and humans.
   Hwan-In in heaven, the bear on the land and Tangun represents humans.
   This is very important for the Korean people, as they believe that their lives are controlled by these three factors.

2. The tale is centered on the heavens, therefore we are able to see that the heavens are respected by the people--hence the belief that the Korean people are the descendants of the kingdom of heaven.

3. Tangun was born between the son of heaven and the daughter of evolution on the land. Therefore, the earth and the heavens were able to unite through this match. Consequently, the Korean people are known to be very rational.

4. The Korean belief in religion, politics and social issues are all compacted in this one statement--"Be good and generous extensively, to all people"--this is the devotion to the welfare of the people.

5. The garlic and the crown daisies suggest about the Korean use of ancient medicine. The fact that the bear became a human by eating garlic and crown daisies imply that they were both used for healing people.

6. The story contains historical facts. It shows four historical phases:

   a) Hwan-Woong Period: Village Community.
      Living was based on agriculture, striving to stabilize people's life pattern. The foundations to farming were laid during this period, with Hwan-Woong providing the most apt conditions for cultivating the land.

Remember, he worked with the wind, cloud and rain gods.
b) The Marriage of Hwan-Woong and Woong-Nyo:
The Union of Different Villages.
Ancient villages had their own guardian angels or protective gods.
When two villages are united, their gods are also brought together.
Therefore the marriage shows the union of the two masses, one sector worships heaven and the other the bear.
c) The Tangun Era:
Founder of Ancient Chosun and the beginnings to the establishment of national communities.

Work Sheet 2.6
Writing a Creative Myth

Direction: Write a creative and interesting myth about
your family's history and specific events using the
writing process.

Rubric 2.7

Grading the Whole Class Activities

Name: _____

Date: _____

Component of Plan	Point Value/Critique	
Reading Comprehension • Tells most events and key factors in sequence • Includes most important details and key vocabulary from text • Provides proper response to teacher questions or prompts	___/20 pts.	
Group discussion • Group is actively involved in discussion • Works cooperatively	___/10 pts.	
Writing... • Clearly addresses the topic • Is well organized and is developed with appropriate reasons and examples • Uses acceptable error level in mechanics, usage and sentence structure • Uses creativity	Group Writing	___/20 pts.
	Individual Writing	___/50 pts.

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Lesson Three

Editing through Peer Review

Target Level: Intermediate EFL college students

Lesson Purpose: Students will learn how to edit their written work through writing criteria and peer-review.

Objective:
1. To learn how and what to revise the written work
2. To be able to do peer review
3. To be able to produce the final draft

Materials:
Focus Sheet 3.1
Focus Sheet 3.2
Focus Sheet 3.3
Focus Sheet 3.4
Work Sheet 3.5
Work Sheet 3.6
Work Sheet 3.7
Peer-Assessment Sheet 3.8
Rubric 3.9

Warm-up: The instructor explains the importance of editing session in the writing process.

Task Chain 1: *Learning how to revise and what to revise*
1. The instructor distributes Focus Sheet 3.1 and explains the editing phase of the writing process.
2. The instructor distributes Focus Sheet 3.2 and explains how to revise students' written work.
3. The instructor asks students to check and revise their written work (Work Sheet 2.6 in Lesson Two) using Focus Sheet 3.2.

Task Chain 2: *Doing peer review (peer editing)*
1. The instructor distributes Focus Sheet 3.3 and explains the advantages of peer editing to students.
2. The instructor explains the guidelines of peer editing using Focus Sheet 3.4.
3. The instructor divides students into pairs and asks each groups to revise their peers' written

work (Work Sheet 2.6 in Lesson Two) using Work Sheet 3.5

Task Chain 3: *Producing the final draft*
1. The instructor asks students to produce their final draft of Work Sheet 2.6 in Lesson Two using writing criteria (Focus Sheet 3.2) and peer review of their writing (Work Sheet 3.5) on Work Sheet 3.6.

Assessment:
1. The instructor distributes the Peer-Assessment Sheet 3.7 and asks students to work on it.
2. The instructor evaluates Work Sheet 3.6 and students' whole class activities and participation through Rubric 3.8.

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Focus Sheet 3.1
What is Revising and Editing

The revising and editing stage of the writing process
is...

1. An opportunity to look at a piece of writing with a
   new vision.
2. The process that words can be changed around to make
   a piece of writing have more impact or flow easily.
3. The process that sentences can be reorganized to
   make a better sequence of events.
4. The process that paragraphs can be rewritten to
   clarity meaning or add supporting details, examples,
   and information.
5. The process that words or sentences can be omitted
   if they do not contribute to making the piece of
   writing effective.
6. The processes to examine, proofread, and correct
   errors in mechanics, usage, grammar, punctuation,
   and spelling.

Focus Sheet 3.2
Criteria for Evaluating Written Work

Checklist for criteria of written work		
Focus	How well do you stick to your topic (Whether assigned or chosen by you)?	
Logic	How good is your reasoning? Are your statements accurate? Do you connect your points so there is a clear flow from one idea to the next? Do you go beyond simple claims to develop or discuss the points you raise?	
Organization	Introduction	Do you state your primary objective clearly? Do you hook reader's attention?
	Body	Do you provide detailed support to develop your main idea and perspective?
	Conclusion	Do you offer your reader a closing section that pulls together your main arguments?
Support	Do you offer specific examples to support the claims you make? Mention individuals, terms, specific passages, titles, etc. Do you indicate the source of your information by using quotations marks, in-text citations, and bibliographic information as appropriate?	
Language	Do you use words correctly? Do you use active verbs and specific nouns?	
Sentences	Do you vary sentence structure? Do you use complete sentences?	
Correctness	Did you proofread your paper? Did you use correct spelling, punctuation, and grammar?	

Source: http://www.u.arizona.edu/~sturman/writing.html

Focus Sheet 3.3
The Advantages of Peer Reviewing (Peer Editing)

What are the advantages of peer reviewing?

1. Peer editing helps students to be more motivated because they can communicate with real audience.
2. Peer editing helps students to perceive how they write compared to others and learn from their own and others' strengths and weaknesses in writing.
3. Peer editing increases students' self-confidence and fosters personal growth.
4. Peer editing unifies the class because students see themselves as actively involved in helping each other to improve their writing skills.
5. Peer editing helps students to effectively involve the combination of writing, reading, speaking, listening, and critical thinking activities.

Source: Hafernik, J. (1983). The how & why of peer editing in the ESL writing class. CA: CATESOL State Conference (ED 253064)

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Focus Sheet 3.4
Tips for Peer Response

Tips for peer response:

1. Read a draft all the way through **before** you begin to comment on it.
2. Give yourself **enough time** to read and respond.
3. If something on the feedback form is unclear, **ask the instructor.**
4. Point out the **strengths** of the draft.
5. When discussing areas that need improvement, be nice. Offer **appropriate, constructive comments** from a reader's point of view.
6. Make comments **text-specific**, referring specifically to the writer's draft (NO "rubber stamps" such as "awkward" or "unclear" or "vague," which are too general to be helpful).
7. **Don't overwhelm the writer** with too much commentary. Stick to the major issues on the feedback form that are problematic.
8. Make sure your suggestions are **reasonable** (i.e., don't suggest that they totally rewrite the paper because you didn't agree with the author's point of view or didn't like the topic).
9. If something appears too complicated to write in the commentary, just mention that you have something that you would like to talk to the writer about when you discuss the draft afterwards.
10. Before giving your written comments to the author, **reread your comments to make sure they are clear and make sense.**

Appropriate and constructive comments:

1. **Be respectful and considerate** of the writer's feelings.
2. **Use "I" statements.**
3. **Offer suggestions, not commands.**
4. **Raise questions** from a reader's point of view, points that may not have occurred to the writer.
5. Phrase comments **clearly and carefully** so that the writer can easily understand what needs to be improved.

6. Make sure comments are **constructive and specific** (not "This paper is confusing. It keeps saying the same things over and over again" but rather "It sounds like paragraph five makes the same point as paragraphs 2 and 3.").
7. Avoid turning the writer's paper into **your** paper.

Source: http://www.richmond.edu/~writing/dosdonts.html

Work Sheet 3.5
Guidelines for Peer Review of Drafts

1. What do you like most about this story?

2. Mention two or three of the most interesting details in this story.

3. Is the writer's purpose apparent? What do you think is the writer's purpose?

4. Does the writer accomplish his/her purpose? If so, what are the most important ways in which s/he does that? If not, what changes could s/he make?

5. Is the subject matter of interest to you? Why or why not?

6. If it's not interesting to you, could the same subject matter approached in a different way be interesting? How?

7. Is the order of the material logical? Are there alternative or better ways to approach this from an organizational standpoint?

8. Are there other helpful comments you'd like to offer?

Source: Adapted from J. Rymer's <u>Peer Review Guidelines</u> for EDUC 306 (California State University, San Bernardino)

Work Sheet 3.6
Producing the Final Draft

Rewrite your draft of the creative myth of your family
(Work Sheet 2.6 in Lesson Two) using the writing criteria
(Focus Sheet 3.2) and considering your peers' reviewing
of your writing.

Peer-Assessment Sheet 3.7
Evaluating Peer-Review Session

Name: _____

Date: _____

1. When we worked in pairs, we helped each other so we understand how and what to review.	5 4 3 2 1
2. When we worked in pairs, we read other's draft very carefully.	5 4 3 2 1
3. When we worked in pairs, we tried to point out strength of the draft.	5 4 3 2 1
4. When we worked in pairs, we tried to give constructive, specific, and appropriate comments to the other's draft.	5 4 3 2 1
5. When we worked in pairs, we were respectful and considerate of the other's feelings.	5 4 3 2 1
6. When we worked in pairs, we tried to take peer feedback positively.	5 4 3 2 1
7. How can we improve next time?	

5: Excellent
4: Good
3: Acceptable
2: Needs improvements
1: Make an effort in class

Rubric 3.8

Grading Students' Whole Class Activities

Group Member: _____

Date: _____

Component of Plan	Point Value/Critique
Writing... • Addresses the topic clearly • Is well organized and developed with appropriate reasons and examples • Uses creativity • Uses acceptable error level in mechanics, usage and sentence structure	____/ 50 pts.
Peer Activities and Participation • Group members are actively involved in discussion • Group members provide positive and constructive feedback • Group members work cooperatively	____/ 50 pts.

Lesson Four
Presentation Skills and Techniques

Target Level: Intermediate EFL college students

Lesson Purpose: Students will learn how to effectively present their written work.

Objectives:
1. To learn oral presentation skills and techniques
2. To be able to use visual aids for the presentation
3. To prepare outline notes for oral presentation

Materials:
    Family photos
    Focus Sheet 4.1
    Focus Sheet 4.2
    Focus Sheet 4.3
    Focus Sheet 4.4
    Work Sheet 4.5
    Work Sheet 4.6
    Assessment Sheet 4.7
    Rubric 4.8

Warm-up: Using Focus Sheet 4.1, the instructor asks students what is speech anxiety and how to overcome it in oral presentation.

Task Chain 1: *Learning oral presentation skills*
1. The instructor distributes Focus Sheet 4.2 and explains the preparations for performing an effective oral presentation.
2. Then, the instructor suggests the skills for delivering the speech using Focus Sheet 4.3.

Task Chain 2: *Making visual aids for the presentation*
1. Using Focus Sheet 4.4, the instructor explains various visual aids for the presentation.
2. The instructor asks students to make their own creative visual aids on Work Sheet 4.5 using their family pictures.

Task Chain 3: *Preparing the outline notes for oral presentation*

1. The instructor asks students to prepare the outline notes of their written work (Work Sheet 2.6 in Lesson Two) for their oral presentation on Work Sheet 4.6.

Assessment:
1. The instructor distributes Assessment Sheet 4.7 and lets students work on it.
2. The instructor evaluates students' whole class activities and Work Sheet 4.5 and 4.6 using Rubric 4.8.

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Focus Sheet 4.1
Coping With the Speech Anxiety

How To Manage Your Anxiety:
- Prepare ahead.
- Realize it exists. What are your fears? Make a list of your fears. Now look to see what is realistic and what is not. Would the entire audience really begin pointing, laughing, and mocking you? Probably not.
- Practice breathing and relaxing. Most fear can be reduced by deliberate slow breathing. Breath with the diaphragm. One way to remember how is: Breath in (make a big baby belly), breath out (suck belly in). Plan and practice your breathing. Try visualization exercises.
- Don't clench your fists or lock your knees…boy that will bottle the stress right in!

What can you do to minimize your symptoms?
- Practice!
- Use visual aids--PowerPoint, posters, objects, videos, etc. to help you remember segments of your speech and help you to move to that area physically and mentally. Use items that are familiar and make you feel good. Make sure you practice with them and have taken time to prepare them. A poorly designed and sloppy visual aid will increase your anxiety, not reduce it.
- Have a "gimmick" for each part of your speech: role-plays, skits, poems, music, etc. This helps you to look forward to different areas of your speech.
- How about audience participation: close your eyes. Imagine this.
- Might you use a "helper?" However, the helper might be very nervous and cause more harm than good.
- Movement helps breathing! Plan and practice your movement. The most logical times to move would be during the transitions of your speech.

- Get support! Talk to your teacher, a friend, another student in the class, a counselor, etc.
- Have realistic goals! Some folks do not completely eliminate speech anxiety, but instead learn to reduce it or manage it. Set goals and make specific plans for each section of your speech. For example, know what you should do in the introduction, then maybe plan to walk to a visual aid to help you breathe.
- Think positive thoughts! Don't engage in self-sabotage. Some people will get "stuck" during the brainstorming process of finding a topic because nothing seems interesting enough to talk about. We are not that critical! Try to find a topic you can feel comfortable, but remember any topic can be good or bad, it is how you develop and use the topic!
- Know your topic.
- Know your audience.
- Know yourself.
- Know your speech.
- Focus on your message, not yourself.
- Recognize your value and uniqueness.
- "Never let them see you sweat!"
- Walk calmly. Don't race up or down.
- Wait, don't begin until you are ready. Take a few minutes to look over your notes, say your first sentence to yourself, take a deep breath, and then begin!
- Don't "pack up" before you are done.
- Look to friendly folks. Can you bring a friend with you?
- Take breaks with pauses; use movement (walk to your visual aids).
- Practice, "concepts not words."
- Do not memorize. Try an extemporaneous style. This means, reduce your script to a key-word outline, constantly practicing reducing the notes and reducing the notes to keywords. Eventually you might not even need notes.
- Exercise. Try walking before your speech. More strenuous exercise should take place much

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earlier in the day, not just before your speech. Stretch your muscles throughout your body. Try isometric exercise (tense the muscle group, hold, release).

- Make a "Lion Face" and a "Mouse Face" to loosen up your facial muscles. Make fists, hold, and release. Try shoulder rolls/lifts.
- You might warm up your voice: "my mama makes me eat my m and m's"... you could even sing this up and down the music scale if you are brave or alone in your car!
- Avoid chocolate, milk and other substances that will cause your mucus to form ... yuck! Water is always good. Not too much, you might need to use the bathroom…enough said.
- Caffeine is bad.
- "Fake it until you make it" some folks say. Why not just pretend you are not afraid? "Act as if ..." is another cliché some people use. Act as if you are not afraid.
- Dress for success. Wear your favorite outfit (it must be appropriate though ...no belly shirts, etc.).
- Wear comfortable clothes and shoes. And don't take your shoes off while speaking. It sounds like common sense, but many people do!
- Watch your classmates and learn. Do not compare yourself to them and "put yourself down." It seems in life there is always someone you would like to be like, but there is someone saying the same thing wishing they could be like you!
- Remember, this is just a speech! Really, it is just a speech. You are a full person outside of this role as a speaker. You have friends and family, or at least a dog that loves you! Too many of us judge ourselves based upon too narrow of a role.
- Can you work harder on the outline, visual aids, etc. to help boost your sense of what you have accomplished?
- At the end of your speech, look out to the audience and nod your head…just like the gymnast who places her or his hands

triumphantly up in the air whether the
performance was good or bad!

- Try the "Stop and Calm Technique."
- For those of you who "Stop and Calm" does not
  work, remember there is a role for professional
  help. You can use what is called, "systematic
  desensitization." Ask for help to your teacher!

Especially for ESL Students

- Remember that all students experience anxiety.
- Try not to focus on your "accent" but instead
  on the message.
- Remember you do not need to talk about your
  culture, country, etc. unless you want to! Some
  students almost feel pressured to do so.
- Be aware of your time limit and practice so
  your speech is "just right" concerning time.
- Use visual aids. ESL students find this
  especially useful!
- PowerPoint or a poster can help the audience
  "see the words" you might be afraid of
  pronouncing! Also, you might find that the
  audience's attention is off you!
- Write out words phonetically (as they sound).
- Which is better, writing in your language of
  origin vs. English? Try it both ways to
  discover what works best for you.
- Talk your speech through in both languages.
  Then, eventually, talk it through more and more
  in English. The idea is to memorize "concepts"
  and the "order" of your speech.

Source: Halverson-Wente, L. (2002). How to overcome
        speech anxiety. Retrieved December, 2002 from the
        World Wide Web:
        http://www.acd.roch.edu/spchcom/anxiety_handout.htm

Focus Sheet 4.2
Preparations for Oral Presentation

Preparations for Performing an Oral Presentation	
Choosing a topic	Students need to consider interesting and informative subjects that are interesting and well adapted to the audiences and the amount of time available.
Organizing the content	Students need to plan, research, analyze, and organize the ideas in the coherent outline form which combine main idea, supporting points, and details so that information clearly identifies the speech purpose and follows a logical pattern that audiences can understand more easily and effectively.
Use of aids	Students need to construct the detailed supporting materials for presentation. Using visual aids for the presentation keep catching audience's attention and illustrate main ideas. Using visual aids also help students to reduce their anxiety because students can remember the segments of their speech.
Preparing the notes	Students need to prepare brief presentation notes that underline essential phrases and highlight key points so that they can maintain eye contact with and be involved in an interactive oral presentation.
Practicing the presentation	For successfully transferring the main points and communicating with the audience, students need to rehearse and practice their prepared speech in front of mirror or their peers before actual speech. To practice in advance is essential for students to enhance their confidence and speech ability in order to minimize their anxiety about the presentation.

Focus Sheet 4.3
Presentation Skills

- Understanding the context for your presentation
- Analyze your audience
- Understand and articulate your purpose clearly
- Develop sufficient and appropriate supporting material
- Organize the material so it is easy for the audience to follow
- Choose a speaking style, level of language, approach to the subject, and tone suitable to your role as well as your audience and purpose
- Select graphics or aids that will enhance your audience's understanding of your message
- Eye contact, effective gestures, facial expression with soft smile, proper use of platform movement, volume, rate (the speech of delivery), pitch (highness or lowness), and pronunciation.

Focus Sheet 4.4
Using Visual Aids

Why use visual aids?
1. Visual aids enhance understanding of the topic.
2. Visual aids add authenticity.
3. Visual aids add variety.
4. Visual aids help your speech have lasting impact.
5. Visual aids can help the speaker build "ethos" (speaker character credibility).

Varieties of visual aids:
1. People: body, clothes, grooming, actions, gestures, voice, facial expressions, and demeanor
2. Sketches
3. Maps
4. Graphs: pie, bar, line
5. Charts: flow, tree, stream, sequence, pictographs, flip
6. Photographs and pictures
7. Chalkboard
8. Audio-visual equipment: Overhead projectors, slides and transparencies
9. Handouts
10. Films, videotapes, audiotapes, CD-ROMs

Using your visual aids successfully:
1. Practice: Make sure visual aids are integrated into your speech.
2. Plan placement of visual aids prior to the speech.
3. Check to see that your electronic equipment is running, and that you know how to properly operate it.
4. Do not display it until you are ready to use it. When finished with it, remove or cover it.
5. When referring to the visual aid, point; do not leave your audience searching.
6. Do not distribute materials during your speech. If you have prepared handouts, distribute them before or after you speak.

Work Sheet 4.5
Creating Your Own Visual Aids

Create your own visual aids using your family picture or
drawing a picture, graphics, or charts.

Work Sheet 4.6
Preparing the Notes

Make brief presentation notes of your written work (Work Sheet 2.6). The notes should contain underlined essential phrases and highlighted key points.

Assessment Sheet 4.7
*Evaluating Students' Understanding about Oral
Presentation*

Name: _____

Date: _____

1. Write down the oral presentation skills for
   effectively delivering a speech. (20 pts.)

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2. Write down how to overcome speech anxiety and
   nervousness during oral presentation. (20 pts.)

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Rubric 4.8

Grading Students' Whole Class Activities

Name: _____

Date: _____

Component of Plan	Point Value/Critique
Creating visual aids (Work Sheet 4.4) • How many and what kinds of visual aids were used? • The visual aids offered variety and maintain interest • Visual aids are related with the topic and help the audience achieve understanding	_____/ 30 pts.
Writing (Work Sheet 4.6) • The topic and main points are clearly addressed • The writing is well organized to develop the outline of the story • Key words are highlighted for the presentation with appropriate reasons and examples • Error level is acceptable in mechanics, usage and sentence structure	_____/ 30 pts.

Lesson Five
Peer-Coaching for Presentation

Target Level: Intermediate EFL college students

Lesson purpose: Students will learn how to do successful presentation by coaching their peers in oral presentation

Objectives:
  1. To learn how to evaluate peers' presentation
  2. To practice presentation with peers' coaching

Materials:
  Focus Sheet 5.1
  Focus Sheet 5.2
  Focus Sheet 5.3
  Peer-Assessment Sheet 5.4
  Rubric 5.5

Warm-up: The instructor explains the importance of peer collaboration of preparing oral presentation using Focus Sheet 5.1.

Task Chain 1: *Learning how to evaluate peers' presentations*
  1. The instructor distributes Focus Sheet 5.2 and explains the guideline for assessing peers' oral presentation.

Task Chain 2: *Practicing presentation with peer coaching*
  1. The instructor divides students into pairs.
  2. The instructor asks students to review their peers' writing and to give constructive peer feedback on it.
  3. The instructor asks students to practice oral presentation in front of their peers. Peers evaluate the presentation and coach toward better performance using Focus Sheet 5.3.

Assessment:
  1. The instructor distribute Peer-Assessment Sheet 5.4 and lets students work on it.
  2. The instructor evaluates students' whole class activities using Rubric 5.5.

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Focus Sheet 5.1
The Importance of Peer Collaboration

The importance and effectiveness of peer collaboration in oral presentation:

1. According to Murphy (1992), in the ways of interacting with, negotiating with, and collaboration with their peers during reviewing their writing, giving and taking constructive peer feedback and positive criticism, and being responsible for the presenters' speech, students can be better prepared to improve themselves as effective, purposeful, and creative presenter.

2. According to Shaw (2001), in the process of students' engagement of presenters and evaluators in the learning process, students make themselves active, responsible, and self-sufficient participants in their own learning process.

Source: Murphy, J. M. (1992). Preparing ESL students for the basic speech course: Approach, design, and procedure. English for Specific Purpose, 11, 51-70.

Shaw, V. N. (2001). Training in presentation skills: An innovative method for college instruction. Education, 122 (1), 140-145.

Focus Sheet 5.2
Peer Assessment Guideline

INFORMATION PRESENTATION CHECKLIST

Name of Speaker: _____
Name of Evaluator: _____
Presentation Topic: _____
Start Time: _____

After reading this checklist carefully, listen to the
presentation and evaluate the speaker on each criterion. Put
a +(excellent), OK (okay), or -(needs improvement) in the
space provided.

CONTENT AND ORGANIZATION

Introduction
____ Attracted the attention of the audience
____ Stated the topic clearly

Body
____ Organized ideas well
____ Used appropriate expressions to "mark" the organization
____ Provided adequate detail and examples

Conclusion
____ Offered a final thought on the topic
____ Used appropriate expressions for concluding a
 presentation

DELIVERY
____ Used note cards effectively
____ Made eye contact with the audience
____ Spoke loudly enough
____ Spoke fluently
____ Spoke with grammatical accuracy
____ Spoke with clear pronunciation
____ Spoke at an appropriate speed
____ Explained unfamiliar vocabulary

End Time: _____   Length of Presentation: _____

Hemmert, A & O'Connell, G. (1998). Communicating on
campus. San Francisco, CA: Alta Book Center Publishers.

Focus Sheet 5.3
Checklist for Performing the Presentation

Presentation Subject: _____

Presenter's name: _____

1. Was the speech interesting to you?   5 4 3 2 1
    Comment:

2. Did the speaker use proper gestures
    or platform movement?   5 4 3 2 1
    Comment:

3. Did the speaker maintain good eye
    contact?   5 4 3 2 1
    Comment:

4. Did the speaker use a clear voice,
    loud enough to be heard?   5 4 3 2 1
    Comment:

5. Did the speaker use correct
    pronunciation?   5 4 3 2 1
    Comment:

6. Did the speaker use good posture?   5 4 3 2 1
    Comment:

7. Did gestures/body language
    complement ideas?   5 4 3 2 1
    Comment:

8. Was there a clear body to the
    speech?   5 4 3 2 1
    Comment:

9. Did the speaker meet prescribed
    time limits?   5 4 3 2 1
    Comment:

10. Was the language colorful?   5 4 3 2 1
    Comment:

11. Did visual aids add to the
    presentation?   5 4 3 2 1
    Comment:

12. Was the purpose of the speech
    clear?   5   4   3   2   1
    Comment:

    5: Excellent
    4: Good
    3: Acceptable
    2: Needs improvements
    1: Make an effort in class

Peer-Assessment Sheet 5.4
Assessing Peer Collaboration

Name: _____

Date: _____

1. When we worked in pairs, we helped each other so we understand how and what to do for making a better presentation.	5 4 3 2 1
2. When we worked in pairs, we listened and watched other's presentation very carefully.	5 4 3 2 1
3. When we worked in pairs, we tried to point out strengths of the presentation.	5 4 3 2 1
4. When we worked in pairs, we tried to give constructive, specific, and appropriate comments on the other's presentation.	5 4 3 2 1
5. When we worked in pairs, we were respectful and considerate of the other's feelings.	5 4 3 2 1
6. When we worked in pairs, we tried to take peer feedback positively.	5 4 3 2 1
7. How can we improve next time?	

5: Excellent
4: Good
3: Acceptable
2: Needs improvements
1: Make an effort in class

Rubric 5.5
Grading Students' Whole Class Activities

Name: _____

Date: _____

Component of Plan	Point Value/Critique
Student's responsibility in the group • Performs all duties of assigned team role as a peer-coaches of oral presentation • Actively participates in group discussion • Provides constructive and positive feedback to peer's presentation • Shares information relates to the topic and presentation	____/ 50 pts.
Value other's viewpoints and performance • Student listens and watches to his/her peer's presentation • Student cooperates with his/her peers to make a better presentation • Student receives his/her peer's comments positively	____/ 50 pts.

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Lesson Six
Making a Presentation

Target Level: Intermediate EFL college students

Lesson Purpose: Students will do the oral presentation of their creative family myth using all the presentation skills and feedback from their peers

Objectives:
1. To present a creative family myth in front of audience
2. To evaluate their peers performance

Materials:
Presentation Feedback Sheet 6.1
Presentation Evaluation Sheet 6.2

Warm-up: The instructor asks students if they are ready to present their family's historical and cultural myths in front of their classmates. And then asks each paired group to give final feedback.

Task Chain 1: *Presenting a creative family myth*
1. The instructor asks students to present their story in front of their classmates.
2. Students present their final draft of creative family myths with visual aids they made.

Task Chain 2: *Evaluating their peers' performance*
1. The instructor distributes Presentation Feedback Sheet 6.1 to students and tells them to work on it when each student finished his or her presentation.
2. The instructor also distributes Presentation Evaluation Sheet 6.2 and asks students to assess each presenter's performance focus on the techniques of delivery speech.

Assessment:
1. The instructor gives teacher-feedback to students' oral presentation using Feedback Sheet 6.1.
2. The instructor assesses students' performance using Presentation Peer-Evaluation Sheet 6.2.

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The instructor also includes students' evaluation of the oral presentation (Presentation Evaluation Sheet 6.2) to the final grades.

	Presentation Evaluation Sheet 6.2
Teacher Evaluation	70%
Peer Evaluation	30%

90-100 pts.	Excellent	A
80-89 pts.	Good	B
70-79 pts.	Needs improvement	C
60-69 pts.	Study harder	D
Below 59 pts.	Get help from the teacher	F

Presentation Feedback Sheet 6.1

Creative Writing Open-Ended Peer Feedback

Topic: _____

Name: _____

Presenter's name: _____

1. Was the presentation lively?

2. What parts of the piece were most interesting to you?

3. Were there any parts of the story that were confusing or unclear?

Presentation Evaluation Sheet 6.2
Peer Evaluation of Oral Presentation

Component of Plan	Point Value/Critique
• Presentation is logically organized and sustains the interest of the audience • Presentation has acceptable number of mechanical errors • Student maintains eye contact with audience, seldom returning to notes • Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation • Appropriate facial expression • Natural hand gestures and good posture are demonstrated • Demonstrates a strong positive feeling about the topic during entire presentation • Presentation falls within required time frame • Visual aids enhance presentation, all thoughts are articulate and keeps interest • Presentation involved the audience in the presentation; points are made in creative way; holds the audience's attention throughout • Very original story and presentation of material; uses the unexpected to full advantage; captures audience's attention	___/100 pts.

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