Title of the Portfolio

by

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**Portfolio Committee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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DEPARTMENT OF ENGLISH LANGUAGE TEACHING CONTENTS DEVELOPMENT

GRADUATE SCHOOL OF TESOL

HANKUK UNIVERSITY OF FOREIGN STUDIES

Acknowledgments

This is an optional page for acknowledgments. It is a nice place to thank the faculty, family members, and friends who have helped you reach this point in your academic career.

No page number appears on any of the pages up to this point. If you don’t want to include this acknowledgements page, delete the heading and the body text. If a blank page remains, delete the page break above but leave the section break that you see below this text.

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# 1. Introduction

Write an overview of the portfolio here. It should include general information about the topic of the unit plan and your motivation for choosing it based on the characteristics and needs of your target learners; the teaching approaches and methods that you use; the theories, constructs, or models of language learning that support your pedagogical choices; and anything else unique and noteworthy about your portfolio.

The following paragraphs provide information about the formatting used in this template. When placing your cursor on this text, you will see in the “Styles” menu on the toolbar that this paragraph is tagged “Body Text”. This means it will automatically appear double-spaced with the first line indented, according to the Portfolio Guidelines. The 6th edition of the APA manual advises two spaces between sentences.

You can find the “Styles” menu in Word 2007 and above by clicking on the “Home” tab on the standard toolbar. “Styles” is one of the choices you will see. Click on the arrow icon on the right side of the “Styles” bar, and the drop-down menu of styles will appear.

To apply this template’s formatting to the text of your paper, simply highlight the paragraph(s) or heading you want to format, and choose the appropriate tag from the style menu. The list of style tags includes all levels of headings, block quotes, table and figure captions, references, and body text. Do not change the formatting manually, for example by using the “Font” or “Paragraph” menus, unless absolutely necessary.

This is a block quote. It is tagged with the style “Block Quote Text”. Use a block quote if the quotation is 40 or more words. Do not use quotation marks around block quotes. Put the citation outside of the final period. (Author, date, p. XX)

For more guidance on formatting your portfolio, consult the Portfolio Guidelines and the 6th edition of the APA Publication Manual.

# 2. Literature Review

## 2.1 Theoretical Background

Write about the theories, constructs, or models of language and language learning that support and guide the pedagogical choices made in the portfolio through extensive and ample reference to empirical studies and scholarly works from the field of language teaching or fields relevant to language teaching that you feel are necessary to include in the portfolio.

## 2.2 Teaching Approaches and Methods

Write about the pedagogical choices, teaching approaches, methods, and techniques used in the portfolio, and provide a rationale for doing so based on the learners, teaching context, and goals for which the portfolio has been designed.

# 3. Unit Plan

## 3.1 The Learners

Write about the learners here. Consider including information about the general level of English proficiency (see table below), age, grade, language learning experience, purpose of learning English, role of the learners, affective factors such as interests, motivation, and attitude, and anything else that is unique and noteworthy about your learners.

Table 5 *General level of English proficiency*

|  |  |  |
| --- | --- | --- |
| Language Skill | Proficiency Level | Descriptions |
| Listening |  |  |
| Speaking |  |  |
| Reading |  |  |
| Writing |  |  |

*Note*. Include a citation to the source of the information in the table.

## 3.2 The Learning Environment

Write about the learning environment here. Consider including information about class size, class frequency and duration, classroom layout, access to resources, public or private school, immersion program, role of the teacher, constraints and expectations imposed by stakeholders such as parents, employers, or principals, patterns of language use in society, and anything else that is unique and noteworthy about the learning environment.

## 3.3 Unit Goals

### 3.3.1 Overview.

Write an overview of the unit goals here. Consider including information about the unit plan theme, why the theme is important or interesting for learners to study, the different goals that guide your instruction, how the sequencing of lessons helps to achieve those goals, and anything else that is noteworthy about the theme or goals of your unit plan.

This unit on *Unit Plan Title* is designed to provide opportunities for students to:

### 3.3.2 Content Goals.

* Add the first content goal of the unit plan here.
* Add the second content goal of the unit plan here.
* Add more content goals of the unit plan on new lines as necessary.

### 3.3.3 Language Goals.

* Add the first language goal of the unit plan here.
* Add the second language goal of the unit plan here.
* Add more language goals of the unit plan on new lines as necessary.

## 3.4 Learning Threads

### 3.4.1 Overview.

Table 5 *Overview of content, language components, and language skills*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content | Language Components | | Language Skills |
| Vocabulary | Grammar |
| Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| Lesson 4 |  |  |  |  |

### 3.4.2 Content.

Write about the topic (i.e., What is the unit plan about?) and content (i.e., What are the resources used in the unit plan?) of the unit plan here. Consider including information that explains your reason for choosing the topic and content, how the topic and content are taught to learners, the sequencing and scaffolding of the content from lesson to lesson, how the content balances with the other learning threads, and anything else that is unique and noteworthy about the topic and resources.

Insert the content thread graphic here.

### 3.4.3 Vocabulary.

Write about the vocabulary in the unit plan here. Consider including information that explains your reason for choosing the vocabulary, how the vocabulary is taught to learners, the sequencing and scaffolding of the vocabulary from lesson to lesson, the types of vocabulary activities that appear in the lessons and their pedagogical value, how the vocabulary balances with the other learning threads, and anything else that is unique and noteworthy about the vocabulary.

Insert the vocabulary thread graphic here.

### 3.4.4 Grammar.

Write about the grammar in the unit plan here. Consider including information that explains your reason for choosing the grammar, how the grammar is taught to learners, the sequencing and scaffolding of the grammar from lesson to lesson, the types of grammar activities that appear in the lessons and their pedagogical value, how the grammar balances with the other learning threads, and anything else that is unique and noteworthy about the grammar.

Insert the grammar thread graphic here.

### 3.4.5 Language Skills.

Write about the language skills targeted in the unit plan here. Consider including information that explains how the language skills are balanced and integrated in the unit plan, how learners develop their proficiency in particular language skills, how the language skills balance with the other language threads, and anything else that is unique and noteworthy about the language skills.

Insert the language skills graphic here.

## 3.5 Lesson Plans

### 3.5.1 Overview.

Write an overview of the items in the lesson plan template here. Consider including information that provides a pedagogical rationale for the information in the lesson plan template (i.e., content objectives, language objectives, classroom preparation, sequencing of activities, interaction, language skill focus, resources), and anything else that is unique and noteworthy about the pedagogy in the lesson plans.

### 3.5.2 Lesson 1.

|  |  |
| --- | --- |
| Lesson Title | |
| Grade/English Level | Time Frame |

|  |  |
| --- | --- |
| Content Objectives | * SWBAT * SWBAT |
| Language Objectives |  |

|  |
| --- |
| Classroom Preparation |
|  |

|  |
| --- |
| Before Class |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Sequencing of Activities | Interaction | Focus | Resources |
|  | Introduction  Development  Consolidation |  |  |  |

|  |
| --- |
| After class / Homework |
|  |

#### Lesson 1: Worksheet #1.

Put lesson plan resources here. Update the heading above to reflect the name of the resources.

### 3.5.3 Lesson 2.

|  |  |
| --- | --- |
| Lesson Title | |
| Grade/English Level | Time Frame |

|  |  |
| --- | --- |
| Content Objectives | * SWBAT * SWBAT |
| Language Objectives |  |

|  |
| --- |
| Classroom Preparation |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Sequencing of Activities | Interaction | Focus | Resources |
|  | Introduction  Development  Consolidation |  |  |  |

|  |
| --- |
| Homework |
|  |

#### Lesson 2: Worksheet #1.

Put lesson plan resources here. Update the heading above to reflect the name of the resources.

### 3.5.4 Lesson 3.

|  |  |
| --- | --- |
| Lesson Title | |
| Grade/English Level | Time Frame |

|  |  |
| --- | --- |
| Content Objectives | * SWBAT * SWBAT |
| Language Objectives |  |

|  |
| --- |
| Classroom Preparation |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Sequencing of Activities | Interaction | Focus | Resources |
|  | Introduction  Development  Consolidation |  |  |  |

|  |
| --- |
| Homework |
|  |

#### Lesson 3: Worksheet #1.

Put lesson plan resources here. Update the heading above to reflect the name of the resources.

### 3.5.5 Lesson 4.

|  |  |
| --- | --- |
| Lesson Title | |
| Grade/English Level | Time Frame |

|  |  |
| --- | --- |
| Content Objectives | * SWBAT * SWBAT |
| Language Objectives |  |

|  |
| --- |
| Classroom Preparation |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Sequencing of Activities | Interaction | Focus | Resources |
|  | Introduction  Development  Consolidation |  |  |  |

|  |
| --- |
| Homework |
|  |

#### Lesson 4: Worksheet #1.

Put lesson plan resources here. Update the heading above to reflect the name of the resources.

### 3.5.6 Homework.

Write about the homework here. Consider including information that provides an overview of the homework, instructions, resources, submission requirements, means of assessment, scoring rubric, and anything else that is unique and noteworthy about the homework.

Table 5 *Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Scale Level 1 | Scale Level 2 | Scale Level 3 | Scale Level 4 |
| Criterion 1 |  |  |  |  |
| Criterion 2 |  |  |  |  |
| Criterion 3 |  |  |  |  |
| Criterion 4 |  |  |  |  |

*Note.* Include a citation to the source of the information in the table if applicable.

## 3.6 Assessment

### 3.6.1 Overview.

Write about the assessment here. Consider including information that provides an overview of the assessment for the entire unit plan, including an overview of the assessment tasks (e.g., assignments, tests), the overall scoring scale of the entire unit plan (see table below), the value of each assessment task (see table below), any scoring rubrics (see table below), and anything else that is unique and noteworthy about the assessment in the unit plan.

Table 5 *Overall scoring scale*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Level 1 | Scale Level 2 | Scale Level 3 | Scale Level 4 |
| Value 1 | Value 2 | Value 3 | Value 4 |

Table 5 *Value of each assessment task*

|  |  |  |  |
| --- | --- | --- | --- |
| Task 1 | Task 2 | Task 3 | Task 4 |
| Value 1 | Value 2 | Value 3 | Value 4 |

Table 5 *Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Scale Level 1 | Scale Level 2 | Scale Level 3 | Scale Level 4 |
| Criterion 1 |  |  |  |  |
| Criterion 2 |  |  |  |  |
| Criterion 3 |  |  |  |  |
| Criterion 4 |  |  |  |  |

*Note.* Include a citation to the source of the information in the table if applicable.

### 3.6.2 Unit Achievement Test or Assignment.

Include the unit achievement test here.

### 3.6.3 Unit Achievement Test Answer Key or Sample Answers.

Include the unit achievement test answer key or sample answers here.

## 3.7 Teaching Demonstration Analysis or Educational Website Analysis

Write your teaching demonstration analysis or educational website analysis here.

# 4. References

Author, A. A., Author, B. B., & Author, C. C. (2010). Title of article. *Title of Journal,* *xx*(xx), xxx-xxx.

Author, A. A. (2010). *Title of work*. City, State: Publisher.

Author, A. A., & Author, B. B. (2010). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). City, State: Publisher.

# Appendix A: Title

Include any appendix material here.