

IV. Lesson Planning and Teaching Practice

1.

The Zen of Lesson Planning



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1 | Should we plan lessons?

- Absolutely. Your plan should be your guide. Do not follow it too strictly or your lessons will be too teacher focused and students will probably become disengaged. However, if you have no plan at all you might be all over the place and unprepared to deal with some of the language problems that may come up.
- Be flexible yet structured. Balance and flow are key.
- Make most of teachable moments.

2 | Why are lesson plans important? They are:

- An aid to planning: what gets measured gets done. By knowing your learning objectives before you start, you'll have a greater chance of achieving them.
- A working document: helps you stay on task and gives you a map to follow during class. Be flexible. If an activity is working really well it's ok to stay with it longer or drop something if it bombs.
- A record of what you did: so you never repeat yourself and can build on what you taught in the past. Will you remember what lessons you taught 3 months ago? Also, you might be able to recycle your lessons for future classes.



3 | **How do you write a lesson plan?**

Any way you want! Whether you're using a specific form, worksheet, or just writing down some notes in a workbook, there is no specific formula.

4 | **Some more lesson planning tips:**

- Keep it simple for easy reference during your lesson.
- Don't script the lesson.
- Give it structure and maintain it.
- Write the anticipated time for each part or activity.
- Create a lesson plan that flows (balance of skills, good progression, etc.).
- Be like water and flow with it. Don't be afraid to make changes.

5 | **Be organized:**

- Do you have your plan?
- Do you have all your materials?
- Does the equipment work?
- Do you need to arrange the seating?
- Is the board clean?

6 | **What is a "Straight Arrow" ESA lesson?**

A Straight Arrow lesson is where the teacher makes a lesson in the ESA order. First the teacher Engages the students, then they Study the language, finally they try to Activate the language by putting it into production.

7 | **Can I change the order?**

Absolutely! In fact, you are encouraged to change the order depending on the content of the lesson and needs of your students. For instance, EASA or EAASEA.

Can you give me more practical ideas of what to do in each stage?

Sure. The following are some lesson planning ideas from the International TEFL Teacher Training manual:

➤ Ideas for Engage Phase

Typical engage phases include discussion and prompting based around picture, drawings, mime, video, short tape extract, short reading text, headline, real objects brought into class, etc. It can also involve a general discussion without prompts (for example if the students are going to read a text about Bill Gates, in the study phase the teacher may ask “What do you know about Bill Gates?” “What would you like to know about him?”, etc.) The most important element is to plan this state so the teacher doesn't run out for ideas/prompts and is able to fully engage the students before moving on to the next phase of the lesson.

➤ Ideas for Study phase – Common study activities include:

- Explanation/elicitation – teacher explains or elicits from the students the structure/formation/ meaning of new language.
- Pronunciation – language drills (choral and individual repetition), tongue-twisters, mouth diagrams to show how we form particular sounds.
- Spelling – hangman, word searches, crosswords, unscrambling jumbled words.
- Meaning – gap fills (students fill in missing words in sentence), matching exercises such as matching pictures to definitions, matching answers to questions, words to definitions, true or false activities, etc.
- Word order – unscrambling jumbled sentences into the correct sentence order and inserting words into sentences in the correct place.
- Analysis – looking at texts/dialogues and analyzing typical constructions.

➤ Ideas for activate phase

- Role-play – students act out everyday roles in realistic situations. For example, doctor and patient, lost person asking local resident for directions, shop assistant and customer, etc... It is vital when doing role-play to allow the students enough time to plan their roles and develop what they are going to say.
- Surveys – students conduct surveys as to how many/which of the students do a certain thing, etc...
- Producing materials – students, in pairs or groups, put together an advertisement, brochure, news broadcast, etc..., relating to the point.
- Communication games – there are many resource books full of games that will practice particular language points. Many of these games have been adapted from games we have all played such as monopoly, clue, and many more. Most good schools will have copies of these



books which focus on having fun with communication.

- Debate/discussion – this can be whole class or group debate on a particular topic.
- Story building – students create stories based on topics, headlines, picture prompts, etc...

The above are just a few examples of ideas for each stage. Use a variety of activities to keep both you and your students energized and motivated.

9 | Planning Your First Lesson

So what do you do once you are finally in front of your students on day 1? Most teachers have feelings ranging from excitement to nervousness or both. Don't worry, it's normal. Probably the best thing you can do on the first day is for you and your students to just get to know each other. You definitely don't want to walk in the room and say "open your book to chapter 1" on your first day. Focus on creating a rapport with your students. They will be VERY curious about you. Let's take a look at some great first day activities.

10 | Ideas for Your First Day

- ❖ **Bring in photos** of your family, friends, house, where you live, or anything else that will open up your world to your students. You can also **bring in personal objects** that have a special meaning to you like a key chain or jewelry for example. The more you disclose about yourself, the greater the rapport you can build with your students. You are not only an English teacher but a cultural ambassador. You may even be the first foreigner your students have ever met.
- ❖ **Play the Question Game:** Think up of some interesting facts about yourself then ask students to guess the answer. For instance: where am I from, how tall am I, what's my favorite food, animal, color, group, etc..., how old am I, or what size shoe do I wear? As students guess my height I say "higher" or "lower" and make a game out of it.
- ❖ **Play 2 Truths And 1 Lie:** How do you play? It's simple. Write three sentences on the board. Two are true and one is a lie. For example, 1: I play the piano. 2: I can speak Spanish. 3. I've traveled to China. Next, I talk about each sentence, saying how my mother taught me the piano when I was young, how I lived in Barcelona so I can speak Spanish, and how I went to Beijing. Then, I say "OK, who thinks number 1 is a lie?" and then 2, and 3. Finally, I say, if you guessed number 1, you are right! I don't know how to play the piano. Once I finish, I have the students get in groups and play the game, but this time they use their own information. Then the whole class plays the game as each student stands up and tells their 2 truths and lie. NOTE: a good variation for low-level learners would be to play 1 Truth and 1 Lie. Also, many students may need you to guide them as to what to write. I usually write some guiding sentences on the board like "I ate

_____. I can play the _____. I went _____. I have _____.”

- **Play “Ask the Teacher”:** Have your students get into groups of 4. Each group must come up with 3 questions to ask the teacher about life in his/her country. Once time is up, one person from each group stands up and asks the teacher the groups questions.
- **Do an “I like” drawing:** Bring in some paper and markers. Have students draw a picture of the things which they like or are important to them. Next, have the students get in groups and share their pictures with others. Finally, each group chooses one student to come to the front of the class and share their drawing. Or, you can just choose people to come up and speak. This activity is great to gauge your students' ability. Give whoever participates a prize or bonus points. For older or more advanced students you can call the activity “What’s important to me,” instead of “what I like”.

11 | Internet Resources for Planning Lessons

The internet is full sites for the ESL teacher. The following are a partial list of some of the more popular sites:

- Tefl.net
- Bogglesworldesl.com
- Daveseslcafe.com
- Esl-galaxy.com
- Eslflow.com

12 | More Engaging Activities

Do you want to get your class out of their seats and using English actively? Try some of these sure-fire activities:

• **Category Scramble**

Ask the class to get into smaller groups that you are about to announce. Call out a “category” using any of the suggested questions below (or make up your own). Allow enough time for the groups to form (anywhere from 5 seconds to 30 seconds, depending upon the category). Repeat steps one and two. Continue until the group is warmed up and ready for a new activity.

Category Questions to Get You Started:

- Clasp your hands together and fold the thumbs across the top. Is your right thumb on top or



your left? [If this is your first question, follow the question with something like “All lefties to this side of the room, all righties over there.” [This should help them understand your process.]

- Fold your arms across your chest. Is your right arm on top or is your left arm on top?
- Which month of the year were you born in?
- Which season of the year were you born in?
- Quickly choose a partner. Turn to them and give a spontaneous wink. Which eye did you wink with?
- What is your shoe size?
- Can you roll your tongue?
- Which leg do you put into your pants first?
- Which side of the bed (left or right) do you get out of in the morning?
- What is your favorite season?
- How many siblings do you have?
- What type of shoes are you wearing?
- What's your favorite color?

🔗 Body Spelling

Have students spell words in movement of body parts.

🔗 Location Charades

Make groups of 4-6 students. Have the whole group act out the actions of a particular place. For example, if they are in health club, one person might be on a treadmill, another lifting weights, another riding a bike, etc... Then have the rest of the class guess where they are.

🔗 Line Up

Ideal for a quick energy boost and finding out a little more about your group. If you've got a bigger group, split them up into smaller groups and see who completes each task quickest.

Have your group ready to form a line in order of...

- Height, from smallest to tallest
- Shoe size
- Birth months (and maybe day too), from Jan through to December
- Number of siblings
- Anything else you think up!

Get the group to do this silently, using sign language or by only speaking in English!

13 | **Enjoy Yourself!**

In conclusion, learning should be both educational and engaging. The more fun you are having, the more fun your students will have. If you are bored and disconnected from what you are teaching then your students will be too. Use what inspires you and what you enjoy as a springboard to your teaching. For instance, if you like music and play an instrument then try to find some way to incorporate that into your lessons. Not only will your students appreciate it but you will walk away with a richer experience of your time spent here in Korea.

Good luck and remember you can always ask another teacher for help if you get stuck or run out of ideas.



2.

Lesson Plan Topic Lists

1 Elementary School

Order/ Grade	Unit	Words	Key Expressions	Skills to be emphasized
1 (3G)	How many cows?	bear, cow, kangaroo, pig, one, two, three, four, five, six, seven	How many <u>cows</u> ? I have <u>two cows</u> . Look at the ____.	Listening/ Speaking
2 (3G)	I like apples	chicken, fish, grape, pizza, steak, cake, juice	Do you like <u>apples</u> ? Yes, I do. No, I don't. I like/don't like __.	Listening/ Speaking
3 (3G)	Can you swim?	can, dance, fly, jump, ski, swim, read	Can you <u>swim</u> ? Yes, I can. No, I can't. I can _____.	Listening/ Speaking
4 (4G)	Who is she?	mother, father, sister, brother, grandmother, grandfather	This is my family. Who's she/he? She is my mother.	Listening/ Speaking
5 (4G)	What Time Is It?	eleven, twelve bed, breakfast, dinner, lunch	What time is it? It's ____ (o'clock). It's time for <u>lunch</u> .	Listening/ Speaking
6 (4G)	Let's play soccer	badminton, baseball, basketball, soccer, table tennis, sick, tired	Let's play <u>soccer</u> . Sorry, I can't. I'm <u>sick</u> .	Listening/ Speaking
7 (5G)	What are you doing?	clean, kick, wash,	What <u>are you</u> doing? I'm <u>washing my hands</u> .	Listening/ Speaking

Order/ Grade	Topic	Words	Key Expressions	Skills to be emphasized
8 (5G)	This is a bedroom	backyard, bathroom, bedroom, kitchen, living room	This is <u>a bedroom</u> . Where's <u>the bathroom</u> ?	Listening/ Speaking/ Reading
9 (5G)	What Did you Do Yesterday?	museum, park, river, zoo	What did you do <u>yesterday</u> ? I went <u>to the Science Museum</u> .	Listening/ Speaking/ Reading
10 (5G)	It's under the table	ball, bookcase, box, TV, under, on, in	Where's <u>my pencil case</u> ? It's <u>under</u> the table.	Listening/ Speaking/ Reading
11 (5G)	Where Is Namdaemun?	bank, church, hospital, just, left, middle, miss, pardon, straight, turn, way	Where is <u>Namdaemun</u> ? Go straight and turn <u>right</u> .	Listening/ Speaking/ Reading
12 (6G)	Where Are You from?	Korea, France, U.S.A., U.K. Japan, China	Where are you from? I'm from ____.	Reading/ Writing
13 (6G)	I Like Spring	cool, fall, feel, leaf, letter, season, spring, summer, warm, winter	Do you like ___? I like ____.	Reading/ Writing
14 (6G)	Can I Have Some Water?	cola, delicious, drink, food, sandwich, thirsty, water	Can I <u>have some water</u> ? I'm <u>hungry</u> . I have no idea. How kind of you!	Reading/ Writing
15 (6G)	I'm Stronger than You	fast, grandfather, mouse, of, rabbit, surprise, tiger, than	I'm <u>taller</u> than <u>you</u> . What a surprise!	Reading/ Writing
16 (6G)	What Do You Want to Do?	guitar, musical, show, talk, tomorrow	What do you want to do? How about <u>a musical</u> ? Sound good!	Reading/ Writing



2 Middle School

Order/ Grade	Unit (Categories)	Words	Key Expressions	Parts (Skills to be emphasized)
1 (1st)	I'm glad to meet you. (Introduction)	first name, last name, spell, hyphen, What city, glad, spell	I'm glad to meet you. How do you spell your name? J,O,H,N,S,O,N. Where are you from?	Listening Writing Speaking
2 (1st)	What do you think of TV? (Free time)	favorite, listen to, pop music, interesting, sport, program, How often, once, always, often, sometimes	What do you think of TV? I think it's fun. Do you like cartoons? How often do you watch TV? I watch TV every day.	"
3 (1st)	What's the weather like? (Weather)	sunny, cool, chilly, cloudy, foggy, windy, beach, degree, mountain, snowman, umbrella, New Zealand	What's the weather like in Seoul? It's hot and sunny. It's snowing now.	"
4 (1st)	May I speak to mina, please? (Phone conversation)	hello, speaking, calling, speak to, hold on, She's out, take(leave) a message	Can I speak to Mina, please? Speaking. Who's calling, please? This is Mike.	"
5 (1st)	Can you wrap it, please? (Shopping)	shopping list, shirt, clothing store, birthday gift, forget, remember, try to, cash or charge	I'm looking for a shirt. Do you have this shirt in medium? Can you wrap it, please?	"
6 (1st)	It's next to the subway station. (Showing directions)	straight, appreciate, visitor, travel, sign, route, fare, destination, insert, coin, press, button	How do I get to the subway station? Just go straight to Jongno. I appreciate your help.	"
7 (2nd)	What's the matter? (Sickness)	feel well, runny nose, sore throat, sneeze, stomach, ache, fever, flu, medicine, shot, soon	What's the matter? I don't feel well today. You should get some rest. I have a headache.	"
8 (2nd)	How have you been? (Present Perfect)	in ages, have seen, have been to, ever, never, dolphins, whales, geese	I <u>haven't seen</u> you in ages. <u>Have you ever heard of</u> e-pals? Yes, I have./No, I haven't.	"
9 (2nd)	John runs faster than Tim. (Comparison)	match, goal, cheer, score, root, teamwork, run, tall, taller, tallest, fast, faster, fastest	John is taller than Mark. John is he tallest boy in my class. John runs faster that Tim.	"
10 (2nd)	Don't take it so hard. (Words of comfort)	mid-term, exam, pimple, wash your face, upset, don't know what to do, don't ask, lost money	Don't take it so hard. Cheer up! I'm sure you'll do better next time. I really don't know what to do.	"

Order/ Grade	Unit (Categories)	Words	Key Expressions	Parts (Skills to be emphasized)
11 (2nd)	I'd like a cheeseburger. (In a fast food restaurant)	menu, wall, customer, inexpensive, hamburger, order, drink, for here, small, medium, large	Are you ready to order? I'd like a cheeseburger. Anything to drink? For here or to go?	Listening Writing Speaking
12 (2nd)	Would you like to come to my house? (Invitation)	come to, afraid, terribly, pleasure, How about, some other plans, fine with me, Sure	Would you like to come to my house? That's very kind of you. I'm afraid I can't.	"
13 (3rd)	Congratulations! (Congratulating)	school festival, watercolor accepted, committee, speech contest, won a medal, Happy birthday	My watercolor accepted. Wow! Congratulations! I won a medal on a speech contest. Happy birthday to you.	"
14 (3rd)	Do you mind if I open the window? (Asking consent)	room, too hot, open the window, fever, flu,	Do you mind if I open the window? Not at all. Certainly not. Yes, I'm afraid I do.	"
15 (3rd)	How about running? (Suggestion)	exercise, suggestion, running, walking, unbelievable, 2 hours, every morning,	I want to get some exercise. Do you have any suggestions? How about running or walking? There's nothing I like more than running.	"
16 (3rd)	What Do You Want to Do? (Occupation)	job, occupation, dream, want to be, astronaut, animal doctor, movie director	What do you want to do? I want to be an astronaut. What's your dream job?	"
17 (3rd)	If I were you, I'd go home and rest. (Advice)	finish, rest, hurt, badly, rub, neck, Why don't we, fever, feel well	If I were you, I would.... If I were a doctor, I would.. If I were a singer, I would.. If I were a cook, I would...	"
18(3rd)	We communicate with actions as well as words. (Body language)	discomfort, friendly, interested, agreement, understanding, raising a thumb, making a circle with our thumb and forefinger	Actions speak louder than words. Open arms and hands. Sitting on edge of chair.	"

Lesson Plan

Date:

▶ Unit (Title):

▶ Grade (No. of Students):

▶ Period:

▶ Objectives: ***By the end of the lesson, students should be able to...***

- 1.
- 2.

▶ Key Expressions: ***Students will focus on using the following language:***

- 1.
- 2.

▶ Teaching Aids/Materials: ***The instructor will require the following materials:***

- 1.
- 2.



Step	Procedure
Introduction (Time:___)	Greetings: Review: Class Arrangement: Presentation of Objectives:
Development (Time:___)	Activity 1: Activity 2: Activity 3:
Conclusion (Time:___)	Summary: Evaluation of Objectives: Closing:

1 Counting Animals

▮ Craig Tronsgard

- ▶ Unit: 6-1 “How many cows”
- ▶ Grade (No. of Students): 50
- ▶ Period: 3
- ▶ Objectives: ***By the end of the lesson, students should be able to...***
 1. Express what kind of animals they see.
 2. Tell each other how many animals they see.
- ▶ Key Expressions: ***Students will focus on using the following language:***
 1. Look at the cows
 2. I have four pigs
- ▶ Teaching Aids/Materials: ***The instructor will require the following materials:***
 1. Book: Brown Bear
 2. Power Point files
 3. Survey sheet and animal cards
 4. Sticky ball board and ball

Step	Procedure
Introduction (Time: 5-10 min)	<p>Greetings: Good morning. Start the class off with a fun number game. Hand out coupons to the winners.</p> <p>Review: Do you remember your colors from last week? Let's try to think of ten colors together. Read the story Brown Bear with the class then if time permits have them sing the song with you.</p> <p>Class Arrangement: Students can be seated in any fashion. Have the book on the table, prepare the power point files and have sticky ball ready to go.</p> <p>Presentation of Objectives: Attach the simplified objectives on the board: Numbers, Animals, fun.</p>
Development (Time: 15-20 min)	<p>Activity 1 - Vocabulary:</p> <p>Introduce ten new animals to the students. Use the flash cards to help the students visualize the new words. Play a quick speed game with the class.</p> <p>Introduce the sentence “look at the _____”. Play a guessing game using this sentence. Select students to play the game “climb the ladder”. Hand out coupons to the winners.</p>



Step	Procedure
Development (Time: 15-20 min)	Activity 2 Conversation: Teach the students the question “how many _____?”. Review over some possible answers using a power point file (I have # animals). Find a fun way to give each student a small flash card and make sure they keep it secret. Using a blank piece of paper (or prepare a survey sheet) have the students write down as many animals as they can including the students names. Let the students know that you will give a coupon to the person with the most names. Also walk around the room and hand out coupons to those who are working hard.
Conclusion (Time: 5-10 min)	Summary: Look at the objectives. Play the number game one more time. Have the students try to remember the 10 different animals. Hand out coupons. Evaluation of Objectives: Have the students with coupons come up to the front of the class and play a game of sticky ball. Have all the other students participate in the activity as well. If it gets too easy change the question a little. Hand out prizes to the students who can answer the question. Closing: Great work. Next week we are going to talk about sizes. Can anyone tell me the difference between these three things? If there is extra time play the repeating game.

Teaching Tips

As I develop as a teacher, my styles and methods continue to change. When I first started I had difficulties controlling my class. I went through handfuls of different classroom management techniques, but none of them really worked. Eventually I figured out that a simple coupon and sticker reward program was all I really needed. This allowed me to quickly and quietly acknowledge those students who were participating without disrupting the rest of the class. The other method I use is to constantly keep the students engaged with new and fun activities and games. This doesn't allow them the opportunity to get off track and usually keeps them excited about learning English.

Games and activities are beneficial because they create a relationship between the student and the topic by bringing fun and energy into the classroom. Some of the other incentives for using games in the classroom include: motivation, teamwork, positive learning environment and accelerated learning. Here are examples of some of the games that have worked for me in the past:

Fast games/LOG's

Draw the teacher

Use this game to teach body parts, clothing, or just have fun. In groups have the students come up one by one and tell them a body part or clothing item to draw. At the end see which team has the nicest teacher.

Clap Games

Use these games for listening, classroom control or to practice simple topics such as numbers

or the alphabet. Tell the students to clap 3 times if you are telling the truth and once if you are not. Do this fast and add some funny lines.

- **Word Reverse**

Use this game if your class finishes a little early. Separate the students in groups (use paper or the board). Explain to them that they have to think of a word which starts with the same last letter of the word before. The team with the most words wins.

- **Odd one out**

Use this activity to get the students talking about fun topics. Think of any 3 items and have the students debate over which one is different. (For example: watch, clock and bracelet)

* **Outdoor Games**

- **What time is it Mr. Wolf**

Use this game to teach time and numbers. Have all the students (class) line up on one line and pick one student (wolf) to stand approximately 30 meters away. The class should yell out “what time is it Mr. Wolf?” and the wolf should pick any time “It’s 5 O’clock”. If the wolf chooses 5 O’clock, the students should take 5 steps forward. Eventually the wolf will say “It’s time for lunch” and the wolf chases the students back to the line. If they are caught they now become a wolf.

- **British Bulldog**

Use this game to teach simple English sayings (please come over etc.). Start with one student in the middle and the rest of the class lined up. The goal for the students is to run from one end to the other without getting touched. If you get touched then you are in the middle and you play until there is only 1 person left.

- **4 Corners**

Use this game to review vocabulary (inside/outside). Pick one person, have them stand in the middle with their eyes closed. Tell the rest of the class to quietly walk to an object. The person in the middle picks an object. Those students around that object are now eliminated.

* **Classroom Games and Activities**

- **Auctions**

Use this game to teach about money and key phrases (I will bid \$ _____). First tell the students you will give them each \$100. Auction off a few items. Tell them how much the items are really worth. Then have them create their own surprises to those items and auction them off to the rest of the class.

- **MASH**

Use this game to review important topics (jobs, animals, countries etc.). First explain the difference between Mansion, Apartment, Shack and House. Then pick one student to come to the front of the class. Have the other students suggest answers for the various topics. Once the



board is complete, pick a number and start crossing off the answers.

● Change Places

Use this game to practice various topics (what do you like, what are you wearing, what food do you like, etc.). Have everyone sit in a circle with one less chair than people. The student without a chair is in the middle and they have to think of a question. If the other students agree with the question, they have to stand up and find another chair.

● Missing Objects

Use this game to practice simple dialogue and vocabulary (Do you have a _____?). Pick 1 student and have them stand out in the hall. Have 3 small objects and give them to different students to hide in their hands. Have all the other students pretend they have an object. The student has to find the 3 objects, but they have to ask the other students questions.

● Shopping

This activity is good for younger students who are trying to learn vocabulary. Use flash cards that you have been teaching and bring one student outside with a shopping bag. They must pick on flash card and the other students have to guess which one it is.

● Card Games

Use these games to practice vocabulary and speaking. Can use normal card games such as go fish. In this game the students must pair up their cards by asking other players if they have a certain card (Do you have a _____?, Yes here you go, No sorry, Thank you, You're welcome). You can also select from a large assortment of educational games. My favorite is Crazy 8's. First review over all the vocabulary then teach them how to play (very similar to one card).

● The betting Game

Use this game to review what you have been studying lately. Write a list of questions about what your recent topics (make them all true or false). Give the students a paper and have them fill in true or false for each question. Tell the students to bet 1-5 on the questions (they should base it on how confident they are in their answer).

● 7-up

Use this game as an ice-breaker to introduce the students to each other. Pick 7 students and tell them to come to the front of the class. Have the rest close their eyes and raise their thumbs. Tell the 7 students to go touch one thumb each. Have the students who got their thumbs touched guess who it was.

● Traffic lights

Use this game with the very young students to teach them go, stop and be careful and use it to control them. Show them the three different traffic lights and teach them the words. Let them run for green, walk slowly for yellow and stop for red.

● Cut-up Sentences

use this to review some important sentences you have studied. Write out the sentences and then cut them up. Turn them face over on the desk and have the students race to see who can figure them out first. You can use these for spelling too (big words).

● Evolution

Use this game to practice dialogue. Show the students a power point of the evolution game. Write them down on the board. Tell them that they are trying to make it to the top of the scale. They move up the scale by winning at rock/paper/scissors. They get the opportunity to play rock/paper/scissors if they say the dialogue properly. Eventually let the students walk around and pick new partners to say the dialogue with.

● Power Points

Power Points add a lot of flavor to the games. They provide visual stimulation so students will be interested in the game for a long time. Power Points also save the teacher a lot of preparation time. You don't need to make a lot of copies, laminate, cut and paste anything with the use of Power Points.

Examples: Jeopardy, Top 5, Guessing Pictures, The Price Is Right and Horse Race games.

Bedrooms	Job	M	A	S	H	Pet	Country
0	<i>Teacher</i>	(Mansion)	(Apartment)	(Shack)	(House)	<i>Dog</i>	<i>Canada</i>
1							
2							
3							

Auction

Name: _____

Item	Surprise	It is worth
		\$

The Odd One Out (Which one does not belong?)

1. Airplane

2. Bird

3. Bus

Reason: _____

1. Fish

2. Dog

3. Elephant

Reason: _____

Betting Game



Question	Bet (1-5)	True	False	Total
1				
2				
3				
4				
5				
6				
7				
Total				

② Describing People

Yangsoo Lee

- ▶ Unit: She Is Tall
- ▶ Grade (No. of Students): 5th Grade(35)
- ▶ Period: 1st/ 4
- ▶ Objectives: ***By the end of the lesson, students should be able to...***
 1. Students will be able to understand the dialogue about people's looks.
 2. Students will be able to talk about people's looks.
- ▶ Key Expressions: ***Students will focus on using the following language:***
 1. She/He has big eyes/ a small nose...
 2. She/ Hs is tall/ short...
- ▶ Teaching Aids/Materials: ***The instructor will require the following materials:***
 1. Flash cards, Actor's picture, CD-Rom
 - 2.PPT of famous entertainers

Step	Procedure
Introduction (Time:___)	Greetings: Day, Date, Weather, Feeling... Review: TPR, Nose nose game Class Arrangement: Whole group / 2 teams / pairs Presentation of Objectives: Guessing Game(Who is he?)
Development (Time:___)	Activity 1: Memory Game(What do you see in the picture?) Activity 2: CD-Rom Activity(Pre-listening , Post-listening activity) Activity 3: Flash Card activities(6 Steps) Activity 4: Shouting Game
Conclusion (Time:___)	Summary: Describe a famous actor or an actress(PPT) Evaluation of Objectives: Self assessment Closing: Guide about next class, giving a homework

🔄 Warming-up Activities

* Clap clap one

- Clap clap one
- Clap clap one, two
- Clap clap one, two, three.....nine, ten
- Clap clap ten
- Clap clap ten, nine, eight.....two, one

* Person to person

- Have students get into pairs.
- Teacher calls out a body part and the students must touch that part on the other student.



* Alphabet slap race

- Face your partner.
- One puts out the palms of his/her hands, the other, the back of his/her hands.
- The person who puts out the palms of his/her hands slap the partner's hands strongly and says the letter 'A'.
- Then have students switch the positions of their hands and the partner says the next letter 'B'.
- The team who finishes all the alphabet letters first will be the winner.

* Days of the week

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

* Telepathy

- Make pairs.
- Sit back to back with their partners.
- When the teacher says, "One, two, three!", the students turn their head to the right or to the left at the count of "three".
- When the students turn their heads to the same direction, that means they communicated telepathically.

* Let's make ten – Four beat game

- First, practice four beats with hands.
- The teacher calls out a number.
- Students call out the number to make ten with the number the teacher said.

* Point and say

- Listen and repeat key words while they are pointing the pictures or things.
- After they memorize the words, the teacher point one picture or thing.
- Then students must not say the picture or thing's name, instead of that they should say other names.

🔗 Review

* TPR

Standup, Sit down...

* Nose, nose Game

Teacher shout "Nose, nose, nose nose ear!". When the teacher says 'ear', she/ he will point other body part. Students should not follow teacher gesture, they should point right body part what the teacher says.

🔗 Presentation

* Key Hole

- Prepare the cover paper with holes.
- Cover a picture with the paper with holes.

- Students take a guess the picture through the holes.

Development

* Activity 1: Memory Game (What's in the picture?)

- Show students a picture.
- Have them take a look at the picture closely.
- Time it for 2 minutes.
- Cover the picture and ask them to tell you things they saw in the picture.(or have them write the things what they saw in the picture.)

* Activity 2: CD-Rom activity

- Pre-listening tasks: Who are they? When is it? What do they do?
- Post-listening activity: Check the answers

* Activity 3: Flash Card Activities

- <6 Steps>
 - Step 1: Show the flash cards one by one and have the students repeat after you. (Teacher 3times × Students 3times)
 - Step 2: Have them repeat each sentence three times. (Teacher 1 time × Students 3 times)
 - Step 3: Have them say the sentence first and the teacher repeats after them. (Students 1times×Teacher 1 time)
 - Step 4: Have them say the sentences by themselves without the teacher's help.
 - Step 5: Shuffle the cards and have them say the sentences one by one.
 - Step 6: Put the cards on the board and have them chant the sentences with their parents.

* Activity 4: Shouting Game

- Divide students into two groups.
- Each team leaders come to the board. They should look at the board.
- Teacher prepare two different pictures for each team. Show them the pictures.
- Team members should describe the pictures in a loud voice to their team leaders to draw a similar picture.
- The team draw more similar picture will be the winner.

Conclusion

- Make PPT with famous people's pictures or funny pictures.
- Have students describe the pictures with their partners one by one.
- If they can't describe the picture they will be the lose

3 Talking About Hobbies

Hyunah Kim

- ▶ Unit: What do you like to do?
- ▶ Grade (No. of Students): 6th Grade (30)



► Period : 1st Period

- Objectives: ***By the end of this lesson, students should be able to***
1. ask and answer about each other's hobbies.
 2. read the story 'What do you like to do?' and write a sentence about their hobbies.
- Skills to be emphasized: ***Listening/Speaking/Reading/Writing***

Step	Procedure
Introduction	<ul style="list-style-type: none"> •Greetings: Day, Date, Weather, Feeling... •Review: Guessing Game <ol style="list-style-type: none"> a. Give the students clues by miming. b. Have the students call out their team name out loud if they know the answer. •Class Arrangement: Whole /Groups of 4-6 Presentation of Objectives: Twenty Questions <ol style="list-style-type: none"> a. Hide the item (e.g., swim suit) related to the lesson in a shopping bag. b. Have the students ask questions (e.g., What color is it?, Is it big?, etc.) about it and give them the answers. c. The students have to guess what it is before they ask twenty questions. •Introducing the book: Author, Illustrator

Step	Procedure
Development	<ul style="list-style-type: none"> •Pre-Reading Activity: Picture Walking <ul style="list-style-type: none"> Ask and answer about the pictures in the book. - What can you see here? What is it? - Wow, it's beautiful, isn't it? •Vocabulary Learning: Making Words <ul style="list-style-type: none"> a. Give each student an alphabet folder. b. Have him/her make a word using the letter cards from the folder. c. Have them change several letters in the word and make a new word.(e.g., drum, drama, dream, drill, etc.)
Development	<ul style="list-style-type: none"> •While-Reading Activity: Reading Aloud <ul style="list-style-type: none"> a. 1st reading: Read the story out loud and ask and answer about it. b. 2nd reading: Point each line while reading. c. 3rd reading: Rhythmical reading d. 4th reading: substitute students' real information in the story and read it. •Post-Reading Activity: Interviewing Famous Person <ul style="list-style-type: none"> a. Pick several students and have them pretend to be famous people. b. Make groups of 4 to 6. Each team invite a famous person. c. Each team interview the famous person.
Conclusion	<ul style="list-style-type: none"> •Post-Reading Activity: Check-up (Betting Game) <ul style="list-style-type: none"> a. Give each student a wager sheet. Everyone starts with \$1000. b. Have the students bet their money first. c. Give them a sentence and have them write T for true sentence and F for false sentence. d. Tell them the correct answer. If they are correct they will get the money they waged. If they are not correct they lose the money they waged. f. Have them calculate their money and continue the activity. g. The student who has the most money is the winner.



Interview Sheet

	English(Grade 6)	Class _____
	Activity Ⓞ Interviewing Famous Person	Team _____
		Name _____

※ Let's interview the famous person you choose.

1. Interview the famous person.
Use the questions listed below.

*famous 유명한
*listed 나열된, below 아래의

What do you like to do? What do you want to do this weekend?

2. He/She will ask you "What do you like to do?"
Answer his/her question.

*ask: 묻다
*answer: 대답하다 *question: 질문

I like to _____.

3. Get an autograph from the person.
Use the sentence listed below.

* autograph 사인
* sentence: 문장

May I have your autograph?

You did a good job!

▶ Betting Game Sheet

Number	True or False	Bet	New total Start → \$ 1000
1			
2			
3			
4			
5			

Assessment Sheet



Activity for February 25, 2009

Graders of Seoul National University Elementary School

CLASS		NAME				
TEAM						
Date	Activity	GRADE(1-25)				
August 12, 2008	Interviewing Famous Person	Keeping the rules	Using English	Accuracy	Cooperation	Total (100)

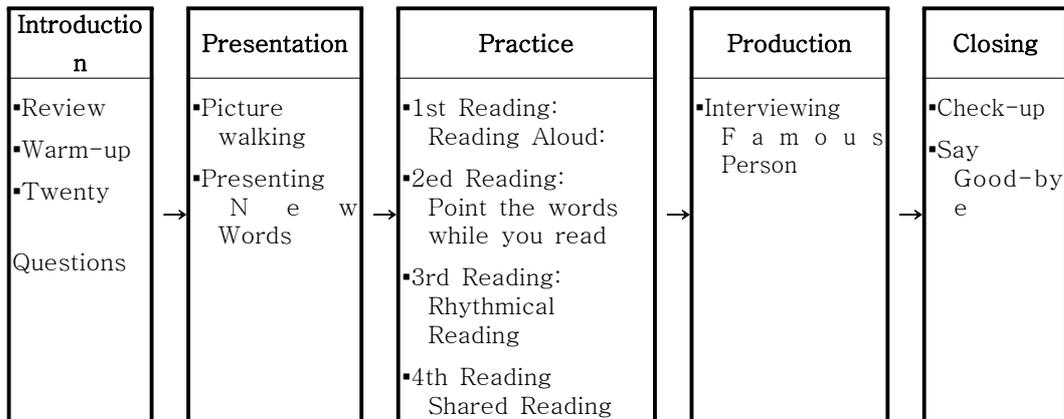
 **Picture Book**

Title: *We Like to Play*. Written by: **Ellen Tarlow** Illustrated by: **Luisa D'Augusta**

<p>What do you like to do? I like to draw.</p> <p>What do you like to do? I like to dig.</p> <p>What do you like to do? I like to pull.</p> <p>What do you like to do? I like to push.</p>	<p>What do you like to do? I like to pour.</p> <p>What do you like to do? I like to paint.</p> <p>What do we like to do? We like to play!</p>
--	--



🔗 Flow Chart of the Lesson



🔗 The Activities used for each step

step	Activities
Introduction	< Guessing Game > : Reviewing the last lesson ① Give the students clues by miming. ② Have the student guess the answers. ③ Have them call out their team name if they know the answer. < Twenty Questions > : Motivation for the lesson ① Hide a word card or an object inside the mystery bag. ② The students ask questions such as “What color is it?, Is it big?, or Is it alive?, etc.” ③ Have them guess the answer before they ask twenty questions.
Presentation (Pre-Reading Activity)	< Picture Walking > : Arousing Students’ curiosity Encourages the students to observe the objects, people, and scenes depicted in a picture book. Working with young students who do not yet read, you may use a simple exercise called a picture walk before reading aloud to encourage students to anticipate what might happen in the story through the illustrations. - What can you see here? What is it? - Wow, it’s beautiful, isn’t it?
Practice (While-Reading Activity)	< Reading Aloud > Read the stories in various ways. Ask questions about the story. - What will happen next?, What would you do if you were _____.
Production (Post-Reading Activity)	< Interviewing Famous Person > The students can practice the language they learned through the story in a real-life situation. - What do you like to do? - What do you want to do this weekend?
Closing (Post-Reading Activity)	< Check-up(Optional : Betting Game) > You can check for the students’ understanding in an interesting way by using ‘Betting Game’.

🔗 Using Games & Activities for Teaching English

✳ Concentration Game

- Have the students sit in a circle.
- Give each student a number.
- Have them slap their laps twice and clap their hands twice repeatedly while they are chanting.

– Ss: Concentration, now beginning.

Keep the rhythm. Keep the rhythm going.

S1: Eleven, eleven. (their own number) Two two (another student's number)

- This game starts from a student. He/she will call out his/her number twice and then another student's number twice.

* Excuse me I have a Question

- Divide the class into two teams.
- Give each student the answer sheet listed below, have him/her ask questions to you so that they can get one of the answer from the sheet.
- He/She has to say "Excuse me, Miss./Mr. ____ . I have a question." before asking the question. (e.g., Excuse me, Miss. Kim. I have a question. Where are you from?– Korea)
- If he/she gets the right answer, his/her team gets a point. Put an "X" mark on the block which has the answer.
- Keep going until every square has an "X" mark.

English	No, I don't	Kate	No, I can't.
Yes, She is	January	21	I don't know.
Korea	Kimchi	Saturday	Spring

* Alphabet Boom Boom

- The leader of each team comes to the front and write alphabet letters as fast as he/she can. Faster team gets a point.
- Read the alphabet from "A" to "Z" together.
- Draw some circles on some letters.
- Have the student read the letters again. Don't let them read the circled letters. They should clap their hands instead.
- Draw some triangles on some letters.
- Have them read the letters. They should stomp their feet at the triangles.

* Memory

- Make groups of 4 to 6 members. Give each team member a number.
- 'Number 1' from each team gets a sheet of paper and a pen.
- Say the first sentence of the lyrics. Only the 'Number 1' can dictate it. The rest of the team member just listen to it.
- The 'Number 1' passes the sheet to 'Number 2'.
- Say the second sentence of the lyrics and 'Number 2' can dictate it.
- Keep doing it until you finish saying the lyrics of a song.
- Give each team 5~7 minutes to proofread or fix it. Each team member should cooperate with each other to finish writing the lyrics.
- Have each team come to the front and write the lyrics one by one on the board.
- Have them read what they wrote on the board.

* Omok Game

- Have the students get into pairs.
- Have each pair do rock–paper–scissors. The winner starts reading a word and draw a circle with red colored pencil on it.



- And then the loser reads another word and draws a circle with a blue colored pencil on it.
- If anyone has five same color circles in a row, He/She is the winner.

Sharon	slams	the	taxi	door	she	smiles	and
to	her	pen	pal	Gina	from	Rome	looks
nervous	this	is	the	first	time	she	has
Sharon	Gina	is	staying	at	the	London	Tower
Apartment	along	the	river	Thames	I'm	so	glad
are	here	says	Sharon	How	was	your	trip
you	have	a	good	trip	It	was	fine
Gina	My	trip	was	just	fine	But	the
food	was	bad	It	was	very	bad	Okay

Useful Websites

* Stories

- <http://www.kizclub.com/>
- <http://www.lil-fingers.com/index.html>
- <http://funglish.byus.net/>
- <http://www.britishcouncil.org/learnenglish/kids>

* Dictionary

- <http://www.eflnet.com/vocab/index.php>
- <http://www.pidic.com/>

* Reading

- <http://www.nrrf.org/aboutphonics.htm>,
- <http://www.readingrockets.org/article.php?ID=174>
- <http://www2.scholastic.com/browse/article.jsp?id=4494>
- <http://readingkey.com/>
- http://www.kidzone.ws/prek_wrksht/learning-letters/a.htm
- <http://www.genkienglish.net/>
- <http://www.starfall.com>
- <http://www.beginningreading.com/>
- www.smilebook.com
- <http://www.readinglesson.com>

* Listening

- www.esl-lab.com
- <http://www.manythings.org/>

* Songs

- <http://www.flashduck.co.kr/>
- <http://supersimplesongs.com/>
- www.selfi.com

* Work Sheet

- <http://www.teacherplus.co.kr>
- <http://www.dltk-kids.com/>
- <http://bogglesworldesl.com/>
- <http://puzzlemaker.com>
- <http://puzzlemaker.discoveryeducation.com/>
- <http://barryfunenglish.com>
- http://www.free-phonics-worksheets.com/html/free_phonics_worksheets.html

* Immersion

- <http://www.aeset.or.kr/>
- <http://lessonplancentral.com/lessons/Health/Safety/index.htm>
- <http://a4esl.org/>
- <http://www.brainpop.com/>
- <http://www.enchantedlearning.com/Home.html>

* Other Activities

- <http://www.crayola.com/free-coloring-pages/>
- <http://www.teachingenglish.org.uk>

4 | My Family

David Fingerote

▶ Grade (No. of Students): Middle or Elem.

▶ Period: 1

▶ Objectives:

By the end of the lesson, students should be able to...

1. Identify members of extended family
2. Confidently conjugate verb form to relative to pronoun

usage

▶ Key Expressions:

Students will focus on using the following language:

1. Relative Titles (mother, father, sister-in-law, etc.)
2. I am, He is, they are & His, Her, Their, Our, My, Your

▶ Teaching Aids/Materials:

The instructor will require the following materials:

- Overhead Projector, Computer, Worksheets



Step	Procedure
Introduction (Time: 5')	Greetings: Instructor Introduction Review: Verb 'to be' Class Arrangement: N/A Presentation of Objectives: help students understand titles of extended family members in English.
Development (Time:35')	Activity 1: Powerpoint, "The Family" & "The Smith Family Sheet" Activity 2: Family Tree T/F Activity 3: Create a Family Tree Fill in worksheets
Conclusion (Time:5')	Summary: By the end of this lesson students should be able to talk about family members using the proper form of the verb 'to be' and using titles appropriate to the relationship. Evaluation of Objectives: Oral evaluation through use of clarifying questions Evaluation of Student Produced Family Tree Closing: Simpson family tree exercise

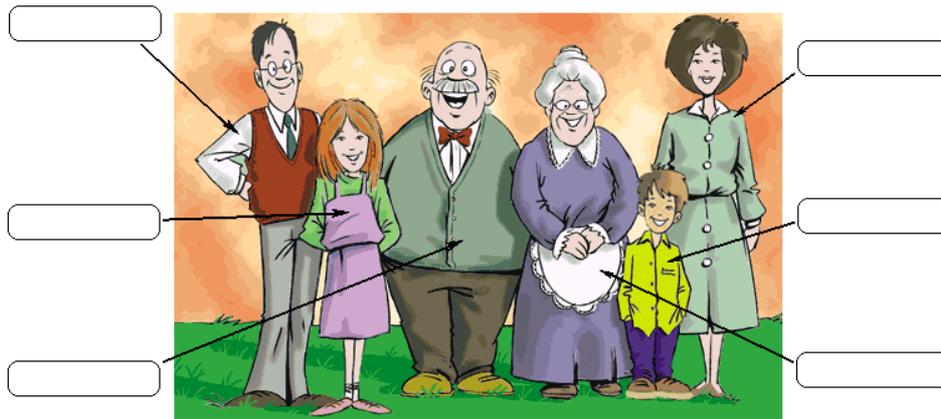
The PPT and other worksheets about this topic (My Family): www.epik.go.kr → Training Program → Orientation → Curriculum → # 10 (My Family)

FAMILY



This is Wendy's family.

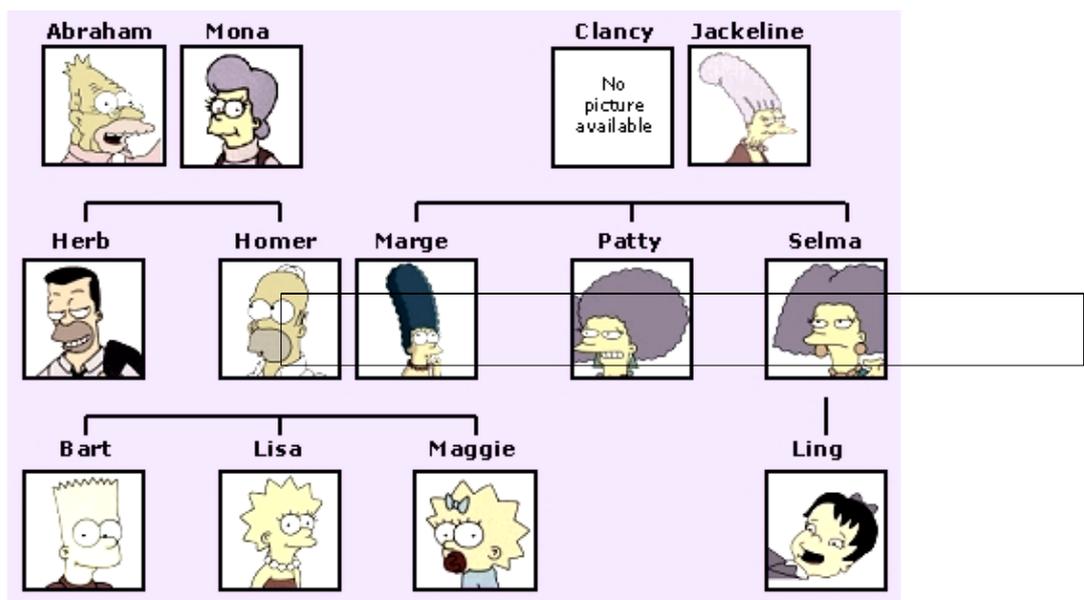
- Label the pictures with the following words:
 father ; mother ; grandfather ;
 grandmother ;
 brother ; sister



2. Are the sentences True or False?

		TRUE	FALSE
a)	Bob is Wendy's brother.		X
b)	Lucy is Wendy's sister.		
c)	Doris is Tom's brother.		
d)	Wendy is Tom's grandmother.		
e)	Tom is Lucy's brother.		
f)	Ann is Bob's mother.		
g)	Bob is Wendy's father.		
h)	Bill is Lucy's grandfather.		

We are family





- Homer's wife is _ _ _ _ _ . She is Lisa, Maggie and Bart's mother.
- H _ _ _ _ is Marge's husband. He is Bart, Lisa and Maggie's father.
- Lisa's brother is _ _ _ _ _.
- Lisa and _ _ _ _ _ are Bart's sisters.
- _ _ _ _ is Selma's daughter.
- Homer and _ _ _ _ are Abraham's sons.
- _ _ _ _ is Lisa, Maggie and Bart's uncle.
- _ _ _ _ and _ _ _ _ _ are Lisa, Maggie and Bart's aunts.

Now, let's check you have understood ...

1. Who is Homer's brother?
2. Who is Marge's mother?
3. Who is Ling's uncle?
4. Who is Ling's aunt?
5. Who are Bart's grandfathers?
6. Who are Lisa's grandmothers?
7. Who is Herb's father?
8. Who is Patty's sister?
9. Who is Selma's mother?
10. Who is Mona's husband?

And now complete what Bart would say about his family



I'm Bart. family name is Simpson.
 We live in Springfield. I have got
 sisters. Their names are Lisa and Maggie.
 My parents are married. father's name is
 Homer and my 's name is Marge.
 I two aunts. names are
 Patty Selma. Selma has got a baby.
 name is Ling. My name is Herb.

Now, it's your turn, write about your family. Give as much information as you can (age, name, nationality, address ...) Be careful (!!!) using possessive (my, your, his/her/its ...) and personal pronouns (I, you, he/she/it, we

Blank writing area with horizontal lines.

Ask your friend about their family

My friend :	Number <i>How many ...</i>	Age <i>How old ...</i>	Name <i>What are/is ...</i>
sister(s)			
brother(s)			



5 Getting Around Town

■ Scott McLaughlin

- ▶ Objective: **To have students give directions and also to understand them.**
- ▶ Focus: **Speaking and Listening**

Time (min.)	Name of Activity	Procedure	Materials	Comments
10'	Introduction and Warm-up	Present a hypothetical situation. Suppose your friend gets lost while walking to your house. How would you help him/her?		
5'	Vocabulary and Handout	Distribute the maps to the Ss, and review some vocabulary on the board that will be useful for giving directions. "Go straight, turn right, walk across, 1 block, etc."	Handout of a city map, with landmarks	Even good Ss may need practice with left and right.
10'	Navigation Quiz	Give the Ss a starting location. Have the Ss read the questions 1 time, then the TALK teacher and KT read the directions. Then everyone reads the directions. The first team to provide the correct estimation wins one point.	Some prepared questions	
10'	Group Activity	The teams will have a chance to write their own directions. The directions can be as complicated as desired.		
10'	Presentation	Each team will read the directions they wrote, and the other teams will attempt to guess the destination.		
5'	Conclusion	Ss can be rewarded for their performance.		

🔗 Questions for "Getting Around Town"

After you leave the hotel, turn right. You'll find this before you reach the intersection.

From the hotel, head towards the park. When you reach the intersection turn right. Continue straight until you hit another intersection, then turn right again. It's just past the restaurant.

When you leave the factory, cross the road and continue straight until you're next to the stadium. Make a left turn at the corner and go straight for a block and a half.

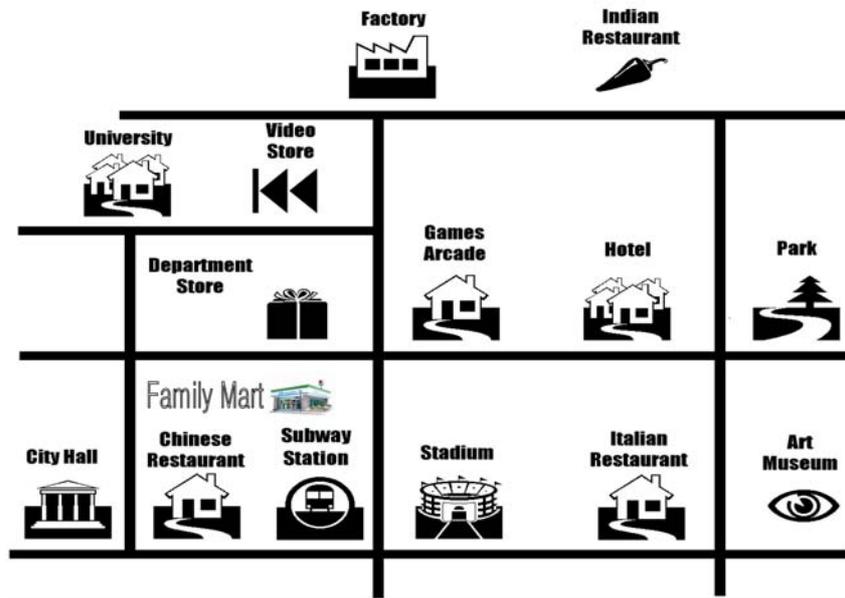
From the department store, head to the nearest intersection. Make a right turn there. At the next intersection, you'll want to turn left. Go straight through the following intersection and you'll be there.

When you leave the Indian restaurant, turn right. At the corner, turning left will bring you to downtown. Keep going until you reach a four way intersection, and turn right there. It's just on the other side of the road.

From City Hall turn left. Keep going straight until you reach the corner past the Italian restaurant, then turn left. Go to the next corner and turn left again. When you reach the four way intersection, turn right. Go past the first intersection. When you get to the second one, turn right. It's just a short

distance down the road.

Write down your own directions. Choose a starting point.





6 | What Do You Want To Be?

Haekyung Keum

- ▶ Grade (No. of Students): 1st (24)
- ▶ Period: 3_
- ▶ Objectives: **By the end of the lesson, students should be able to...**
 1. write words related to jobs and speak using the pattern, "What do you want to be?", "I want to be a/an _____."
 2. write sentences related to jobs and speak using the pattern, "What does a/an _____ do?", "A/An _____."
- ▶ Key Expressions: **Students will focus on using the following language:**
 1. What do you want to be? I want to be a/an _____.
 2. What does a/an _____ do? A/An _____.
- ▶ Teaching Aids/Materials: **The instructor will require the following materials:**
 1. Computer (PPT, internet dictionary), sentence cards,
 2. Worksheet, markers, word cards, pictures

Step	Procedure
Introduction (Time: 7)	<p>Greetings: saying hello with students.</p> <p>Warm-up Activity: guessing game with pictures and word cards related to jobs.</p> <p>Class Arrangement: dividing the students 4 groups of 6.</p> <p>Presentation of Objectives: showing examples and presenting the key dialog, "What do you want to be?", "I want to be a/an _____."</p>
Development (Time:28)	<p>Activity 1: making card (1)</p> <ul style="list-style-type: none"> - The students have a set of colored card and write down the job they want to take on the card in Korean and in English. <p>Activity 2: pattern practice (1)</p> <ul style="list-style-type: none"> - Demonstrates how to do the activity by PPT. - The students do the activity in groups line up side by side> first student move around the second student and face him/her> ask and answer using the pattern, "What do you want to be?", "I want to be a/an" with their card> move to the left and do the same to the next student> relay the activity until the last person has asked and answered. <p>Activity 3: making card (2)</p> <ul style="list-style-type: none"> - Posts the following two sentences on the board. "What does a vet do?", "A vet helps animals." - The students flip his/her card and write their own sentence related to their job such as "A vet helps animals." <p>Activity 4: pattern practice (2) : using the above 4 sentences</p> <ul style="list-style-type: none"> - The students do the same activity as Activity 2 with their card in the whole class.
Conclusion (Time:10)	<p>Summary: expending in knowledge(filling out the form)</p> <ul style="list-style-type: none"> - The students fill in the blanks with their members' and dos. <p>Evaluation of Objectives:</p> <ul style="list-style-type: none"> - The students speak about their members with their handout in the whole group. <p>Closing: giving homework and saying goodbye.</p>

7 | Fantasy Animals

- ▶ Unit: 1
- ▶ Grade (No. of Students): 40
- ▶ Period: 1
- ▶ Objectives: **By the end of the lesson, students should be able to...**
 1. say what their favorite animal is,
 2. talk about what animals can and can't do.
- ▶ Key Expressions: **Students will focus on using the following language:**
 1. What's your favorite animal? What can/can't it do?
 2. Vocab: fly, swim, run / horse, whale, parrot, lion
- ▶ Teaching Aids/Materials: **The instructor will require the following materials:**
 1. blank paper, crayons or markers, board & marker

Step	Procedure
ENGAGE (Time: 5)	Hook them from the start! How will you spark their interest in the target language? Some fun activities include games, music, questions, drama, pictures, stories, etc... Review previous lesson if applicable. - Quick review of animal vocabulary: team pictictionary. - Animal questions: What's your favorite animal? Why? Do you have these animals in your country? Where do these animals live?
STUDY (Time: 10)	Here is where students will focus on the construction of the language. Will you teach new language (i.e. pronunciation, verb tense, etc.) or will students discover it for themselves? For example, will they study a text in group to learn new vocabulary? - What can your favorite animal do? What can/can't it do? Write examples under pics on board: swim, fly, run. - Drill pronunciation. - Check comprehension by mime.
ACTIVATE (Time: 15)	How will you encourage your students to use 'free-style' English by focusing more on fluency rather than accuracy? Get them to not only use new language AND anything else they know. Popular activities include role plays, communication games, debates, discussions, drawing, and story writing to name a few. - Put students in groups of 2-3, draw and name fantasy animal (show my example). Then, groups get up in front of class, describe animal, and say what it can and can't do. - Backup activity: student draws paper and describes animal to class.

SUMMARY: Review lesson by asking questions about material.



8 | Going To The Restaurant

Rowoon Lee

- ▶ Unit : Going to the restaurant
- ▶ Grade : 3rd
- ▶ Period : 8 / 12

▶ Objectives :

1. Students are able to use new words and useful expressions about ordering food.
2. Students are able to role-play the situations in the restaurant

▶ Key Expressions:

1. May I take your order? / What would you like for dessert?
2. How would you like the steak cooked? - rare, medium, well-done.
3. Check(Bill) please./ I'll pay for you / Let's go Dutch.

Steps (Time)	Procedure	Learning and Teaching Procedure			Aids	
		Korean English Teacher (Ⓚ)	Native English Teacher (Ⓝ)	Students (Ⓢ)		
I N T R O D U C T I O N (7')	Greeting & Roll call	<ul style="list-style-type: none"> ▪ to check the today's lesson and do a roll call ▪ to greet the students 	<ul style="list-style-type: none"> ▪ to go around and have a small talk ▪ to greet the students 	<ul style="list-style-type: none"> ▪ to solve a worksheet on the table and have a small talk with Ⓝ ▪ to greet the teachers 	<ul style="list-style-type: none"> ▪ work-sheet 1 ▪ PPT 	
	Review	<ul style="list-style-type: none"> ▪ to check the worksheet of last lesson 	<ul style="list-style-type: none"> ▪ to ask about the last lesson 	<ul style="list-style-type: none"> ▪ to check their worksheet and answer the questions 		
	Warm up & Motivation	<p style="text-align: center;">[Help Ro !!!]</p> <p>Ro will talk about a difficult experience(related with today's topic) he has had in Korea in comparison with America, will ask Ⓢ to provide advice or a solution to the problem.</p> <p style="text-align: center;">※ Ro : the middle name of my native English teacher</p>				
	Objectives	<ul style="list-style-type: none"> ▪ to help Ⓝ & Ⓢ ▪ to give presents to the best adviser 	<ul style="list-style-type: none"> ▪ to talk about his experience in Korean restaurant and ask Ⓢ advice 	<ul style="list-style-type: none"> ▪ to listen to Ⓝ and give advice 		

Steps (Time)	Procedure	Learning and Teaching Procedure			Aids
		Korean English Teacher (K)	Native English Teacher (N)	Students (S)	
D E V E L O P M E N T (30')	Presentation	<ul style="list-style-type: none"> to present today's dialogue 	<ul style="list-style-type: none"> to check today's dialogue with new words and expressions 	<ul style="list-style-type: none"> to check the answer and the new words and expressions 	<ul style="list-style-type: none"> work-sheet 1,2,3 PPT
	Practice	<p>[pair work : Find your waiter and customer]</p> <p>S get the different information papers. They go around to ask and answer questions about their own informations until they find their own matching real partner(waiter and customer). When they find their partner, they will go back to their table and sit down.</p>			
		<ul style="list-style-type: none"> to help S' understanding to show the model activity with N to check S' understanding 	<ul style="list-style-type: none"> to explain how to do the pair work to show the model activity with K to check S' understanding 	<ul style="list-style-type: none"> to learn how to do the pair work to do the pair work 	
	Production	<p>[group work : Solve the mission - role play]</p> <p>Each group receives a mission about the role play. Group members decide roles, expressions, skit and so on in a limited time. If they don't know the proper expressions or words, one of the group goes to N and get them. At this time, he/she should solve the quiz from N. After practicing, present the role play to other groups.</p>			
<ul style="list-style-type: none"> to go around and help S to give presents to the best group 		<ul style="list-style-type: none"> to ask a quiz to one student who needs help and then give hints. 	<ul style="list-style-type: none"> to decide roles, expressions, and so on practice perform a role play 		
C O N S O L I D A T I O N (8')	Formative test	<ul style="list-style-type: none"> to check the formative test 	<ul style="list-style-type: none"> to help K 	<ul style="list-style-type: none"> to solve the formative test 	<ul style="list-style-type: none"> work-sheet 4 PPT
	Wrap up & Assignment	<ul style="list-style-type: none"> to wrap up 	<ul style="list-style-type: none"> to present an assignment 	<ul style="list-style-type: none"> check 	
	Presentation of the next lesson & Saying Goodbye	<ul style="list-style-type: none"> to present the next lesson to say goodbye 	<ul style="list-style-type: none"> to say goodbye 	<ul style="list-style-type: none"> to listen to the next lesson to say goodbye 	

A material for 'Practice'

*** pair work : Find your waiter and customer**

After learning key expressions and words, students do this activity. Students get the different information paper. They go around, ask and answer questions about their own informations until they find their own matching real partner(waiter and customer). When they find their partner, they go back to their table and sit down. There will be the key expressions and words to help students' activity on the screen.

<p>★Never show your paper to others★ Find your partner Foods that you will order: Roast beef(well-done), Beer Foods that your partner will order: Grilled Steak(rare), Red Wine</p>	<p>★Never show your paper to others★ Find your partner Foods that you will order: Grilled Steak(rare), Red Wine Foods that your partner will order: Roast beef(well-done), Beer</p>
<p>★Never show your paper to others★ FIND YOUR PARTNER Foods that you will order: Roast beef(well-done), Ice cream Foods that your partner will order: Grilled Steak(medium), Red Wine</p>	<p>★Never show your paper to others★ FIND YOUR PARTNER Foods that you will order: Grilled Steak(medium), Red Wine Foods that your partner will order: Roast beef(well-done), Ice cream</p>
<p>★Never show your paper to others★ Find your partner Foods that you will order: Meatball Spaghetti, Coffee Foods that your partner will order: Cream soup, Pork cutlet, Cola</p>	<p>★Never show your paper to others★ Find your partner Foods that you will order: Cream soup, Pork cutlet, Cola Foods that your partner will order: Meatball Spaghetti, Coffee</p>
<p>★Never show your paper to others★ Find your partner Foods that you will order: Meatball Spaghetti, Coffee Foods that your partner will order: Cream soup, Chicken cutlet, Cola</p>	<p>★Never show your paper to others★ Find your partner Foods that you will order: Cream soup, Chicken cutlet, Cola Foods that your partner will order: Meatball Spaghetti, Coffee</p>
<p>★Never show your paper to others★ Find your partner Foods that you will order: Sweet and Sour Pork, Tea Foods that your partner will order: Chicken Fried Rice, Jasmine Tea</p>	<p>★Never show your paper to others★ Find your partner Foods that you will order: Chicken Fried Rice, Jasmine Tea Foods that your partner will order: Sweet and Sour Pork, Tea</p>
<p>★Never show your paper to others★ Find your partner Foods that you will order: Mixed Sushi , Tea Foods that your partner will order: California Roll, Miso Soup</p>	<p>★Never show your paper to others★ Find your partner Foods that you will order: California Roll, Miso Soup Foods that your partner will order: Mixed Sushi , Tea</p>



🎯 A material for 'Production'

✳ group work : Solve the mission – role play

Each group receives a mission about the role play. Group members decide roles, expressions, skit and so on in a limited time(about 5 minutes). If they don't know the proper expressions or words, one of the group goes to ④ and get them. At this time, he/she should solve a quiz from ④. After practicing, present the role play to other groups. There **will be instructions on** how to do this activity on the screen.

- **Character:** father, mother, two daughters, waiter 1.2
- **Place:** Chinese restaurant
- **Mission:** ★ *Please be creative and make a funny situation !*
 - ① waiter1: welcome / take their orders
 - ② father, mother, daughters: order different foods
 - ③ waiter1: confirm their orders / give them foods
 - ④ father, mother, daughters: enjoy foods with talking about the taste
 - ⑤ one of daughters: ask for more water because her food is hot
 - ⑥ waiter2: give her water / ask how the meal was and if they want dessert.
 - ⑦ father, mother, daughters : praise the food / look at the menu /
order two kinds of dessert.
 - ⑧ waiter2: give them dessert
 - ⑨ father: call the waiter2 and pay.

- **Character:** couples, waiter 1.2
- **Place:** Steak house
- **Mission:** ★ *Please be creative and make a funny situation !*
 - ① waiter1: welcome / take their orders(soup, steak-how cooked. salad, drink)
 - ② couples: order same food each couple
 - ③ waiter1: confirm their orders / give them foods
 - ④ couples: enjoy the lovely food and talk about the taste
 - ⑤ a woman of one couple: go to a toilet
 - ⑥ waiter2: ask how the meal was and if they want dessert
 - ⑦ couples: complain one thing / answer that they don't want / ask for the bill(check)
 - ⑧ waiter2: give them the bill
 - ⑨ couples: go dutch

- **Character:** friends, waiter 1.2
- **Place:** Pizza house
- **Mission:** ★ *Please be clever and make funny situation !*
 - ① waiter1: welcome / take their orders
 - ② friends: order a pizza and cola
 - ③ waiter1: Confirm their orders / gives them food
 - ④ friends: enjoy the food / let one friend pass the hot sauce /
fight for eating the last remaining piece of pizza
(talk about why you should eat it.)
 - ⑤ one of friends : eat it in the end
 - ⑥ waiter2: ask how the meal was and give them the bill
 - ⑦ friends: fight over why they don't want to pay
 - ⑧ one of friends propose going dutch
 - ⑨ friends: go dutch

❖ A material for 'Formative Test'

There are two more basic, intermediate, advanced students in each group. Students choose one according to their own level and solve the questions.

<p>■ Level : basic</p> <p>■ Question : 다음 빈 칸을 채우고 짝과 대화해봅시다.</p> <p>Waiter : May I take your _____ ?</p> <p>Customer : I'll have the grilled steak and garden salad.</p> <p>Waiter : How would you like the steak cooked?</p> <p>Customer : _____ , please.</p> <p>Waiter : Would like anything to _____ ?</p> <p>Customer : Just cola, please.</p> <p>Waiter : OK. So that's one grilled steak, one garden salad and one cola. I'll take your menus.</p> <p style="text-align: right;">. . .</p> <p>Waiter : Here is your food. Enjoy your meal.</p> <p style="text-align: right;">. . .</p> <p>Waiter : How was everything?</p> <p>Customers 1 : _____ , thanks.</p> <p>Waiter : What would you like for _____ ?</p> <p>Customer 1 : No, just the _____ .</p>
<p>■ Level : intermediate</p> <p>■ Question : 다음 보기에서 올바른 단어를 찾아 빈 칸을 채우고 짝과 대화해봅시다.</p> <p>Waiter : _____ ?</p> <p>Customer : I'll have the grilled steak and garden salad.</p> <p>Waiter : _____ ?</p> <p>Customer : _____ , please.</p> <p>Waiter : _____ ?</p> <p>Customer : Just _____ , please.</p> <p>Waiter : OK. So that's one grilled steak, one garden salad and one cola. I'll take your menus.</p> <p style="text-align: right;">. . .</p> <p>Waiter : Here is your food. Enjoy your meal.</p> <p style="text-align: right;">. . .</p> <p>Waiter : How was everything?</p> <p>Customers 1 : _____ .</p> <p>Waiter : _____ ?</p> <p>Customer 1 : No, _____ .</p>
<p>■ Level : advanced</p> <p>■ Question : Do a role-play with your partner for solving the following situation.</p> <p>CUSTOMER : In the restaurant, you enjoyed your meal. And then you realize that you have no money. You have to go home.</p> <p>WAITER : When you gave the bill to CUSTOMER, he/she says that he/she had no money. You must get the cost for dinner.</p>

❖ Solutions To Teaching Problems in Korea

✧ My Personal Experience as A Native English Teacher

Koreans realize the importance of the English language in today's international community. Recognizing that English will enhance their marketability in pursuit of gaining admission to colleges and jobs, students look for every advantage to learn English. The "English wave" has produced many



opportunities for teachers to enter Korea as GET's (Guest English Teachers) in order to improve the speaking and listening skills of students.

I was fortunate enough to be selected by EPIK to teach English in Daejeonsongchon Middle School. I was pleased to find that students are organized and motivated. In addition, students love the chance to practice their English skills with someone from the United States. The school faculty has also been very receptive. My school's English department is very proficient in English and has provided me with a great deal of support. Although there are language and cultural barriers, I enjoy a high level of comfort and satisfaction.

Songchondong in Daejeon is a great area to teach in, and my pleasant circumstances have been the envy of many other GET's. However, as every educator knows, teaching is not an easy profession. While teaching English, I have encountered problems that I believe are common among many GET's. Below are my personal tips and solutions to these problems.

✳ Solutions to Problems We Face in the Classroom

► Defining the roles and teaching methods of GET's

As a GET, I have not received clarity as to what my role should be. EPIK has dubbed us "Assistants to the KET's" (Korean English Teachers), while the Daejeon Education Department has advocated a "50/50 co-teacher partnership". In addition, GET's I've met have given inconsistent stories as to their level of responsibility in the classroom. Some are in total control of the class, while others are mere "English recorders" that only provide pronunciation. Due to this fact, the role of GET's is ever-changing. Ultimately, it seems to come down to how a GET and KET decide to run their own classrooms.

● TIP #1

Establish weekly or bi-weekly meetings with your co-teachers in order to discuss lesson plans and roles. KET's usually have years of experience and can be a great resource for ideas and lesson plans. Often, KET's will defer to the speaking portions of any lesson to you since they believe that your pronunciation and use of a word must be correct. (After all, you are the native-speaker). It is good practice to establish roles and lesson plans early to avoid miscommunication and misunderstanding. I find that informal meetings outside of school work best. I have gleaned many ideas for lesson plans over a cup of coffee.

● TIP #2

EPIK and many other language programs preach the "TEE method". The TEE method (Teaching English in English) is an idea that by speaking only in English 100% of the time, students will absorb the language. However in my personal experience, any method must be adjusted depending on the situation and student. Using your co-teachers or even other advanced students to assist in translating instructions can be a very useful tool, but should not become an over-used tool. Establish the teaching method with your co-teacher before teaching a lesson plan so that both you and your co-teacher's goals are met.

► How to get your students' attention at the beginning of class

During my first month of teaching, students hung to my every word. I am my school's first Native-English speaker, and students were anxious to listen. However, once they realized that I was

an actual teacher, they became actual students! Students began coming into my class loud and rowdy. Although establishing order isn't so difficult, it took away precious time from my 45 minute lesson. GET's only see each class about once a week, thus it has been difficult to establish a personal teaching style and set of rules.

- TIP #1

Have students lineup outside of class before the class begins, and establish that you want them to be quiet or prepared to begin a lesson quickly. I often have my students lineup and give them a simple exercise to do. For example, one day I will tell them to lineup according to their assigned class numbers, the next time I would tell them to lineup and read posted signs I have put up. After a few times, students realize that they must perform a task during their lineup in order to enter the classroom and will often police themselves to listen and follow directions.

- TIP #2

Avoid yelling or giving each student personal attention when it comes to discipline. My co-teachers are usually great at giving their "evil-eye/death-stares" to silence students quickly. Ask your co-teachers to assist you in creating order at the beginning of class.

- TIP #3

Do not be the teacher that only stands in front of the room. Wandering around and looking at students in the eye is an effective way to silence students. The physical proximity and eye-contact of a teacher should reduce any unwanted chatter.

- ▶ How to avoid students using Korean when they do not know or understand your lesson and instructions

Students enter my classroom with the usual excitement and chatter of teenagers. However, once my lesson starts, I try to enforce speaking only English in the classroom. I often run into the problem of students not comprehending my instructions and speak to each other in Korean seeking a translation. When this occurs, I find that they do not attempt to understand English, but rather begin relying on friends to provide Korean explanations.

- TIP #1

Try to give a brief explanation using simpler language in order to have the student(s) understand. I use simple English and even hand-gestures in order to get a point across.

- TIP #2

Appoint another student to give instructions briefly in Korean when it seems that a student simply can't understand. Having one student explain or translate will avoid repetitive instructions among the students and also keep order within the class.

- TIP #3

Try to string together a few important words that are the true focus of a sentence. For example: if you want to convey the instruction: "Please tell the class what is like outside", you can simply point outside and say, "Outside, what?! rain, sun, cold, hot?" They will quickly pick up your point and give you a simple answer. Then reinforce what they said by asking them to say it in a complete sentence by giving them proper form, and have them repeat it. Repetition is important to drive home language.

- ▶ How do we deal with the many different levels of English ability among the students in each class?



English programs are experiencing a huge wave of interest. Parents send their children to academies during after school hours, and it is also common to find that students have spent time overseas in English speaking nations. Due to these facts, the abilities of the students can vary within a classroom. Some students will be very proficient, while other students will not understand much and lose confidence and/or interest in your class.

- TIP #1

Expect the unexpected when lesson planning. Anticipate that students that will not understand you or be a bit slower than others in their abilities. Often it is the case that they cannot afford the luxury of going to an expensive academy and do not have any assistance to improve their English other than what is provided within their school. Leave extra time in your lesson plan to give additional attention or provide more details to these students.

- TIP #2

Provide materials with varying degrees of difficulty to compensate for the differences in English abilities. It is important to keep advanced students busy and hold their interest while addressing the lower levels of other students. Remember to consider that students are sensitive to comparison among their peers, so providing harder work to other students should be done in a discreet manner.

- TIP #3

Ask your co-teacher about what the students are learning in their classes in order to incorporate it into your lesson. This way, both advanced and average students will recognize and be comfortable with materials.

- ▶ Students only want to have fun and play games instead of learning

I advocate the use of games and activities within the classroom. They really keep the interest of students and provide competition and fun. But games should be used to teach or reinforce a lesson. Games just for the sake of playing games may be fun, but robs time and opportunity from the students to actually learn English. We are English teachers, not imported game-show hosts.

- TIP #1

During my EPIK training, a speaker once said that we are “teachertainers” – and that effective teachers were those that were entertaining as well. I find this statement to be very true. Games and activities are great when *combined* with a solid lesson goal. It doesn’t hurt that students have fun while learning. I find that preparing the goal or aim of the lesson and then applying a game to teach the lesson is effective. Often I have seen teachers do the opposite – prepare the games and then later find a lesson to use along with the game. This creates a great game with little educational value.

- TIP #2

My best lessons involve teaching a lesson and reinforcing it with some kind of simple physical activity. In recent memory, the most effective class I had focused on listening skills, and the only prop I needed was a tennis ball! Stimulating their minds through simple physical activities helps students learn without them realizing it. Total Physical Response (TPR) methods should be kept very simple. It is better that students learn a few points and retain the lesson rather than see many points but retain nothing.

* CONCLUSION

The problems and solutions above are personal ideas that address the most difficult situations I have personally experienced within the classroom. Naturally every GET’s experience within a classroom



will be different. I find that how we attack a problem is just as important as the actual solution itself. Although at times we may have to be the originators of solutions, it is very helpful to have support such as in the form of co-teachers to resolve in-classroom problems so that we can improve the language abilities of our students. I hope you have found this to be helpful and wish you the best of luck with your teaching experience in Korea!

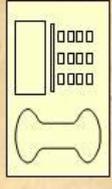


9 | Past Actions

David Deubelbeiss

- ▶ Grade (No. of Students): 35
- ▶ Period: 2
- ▶ Objectives: **By the end of the lesson, students should be able to...**
 1. Ask questions and reply about past activities
 2. use basic verb vocabulary about daily actions
- ▶ Key Expressions: **Students will focus on using the following language:**
 1. Did you ...? What did you do yesterday?
 2. Yes, I (past tense). No, I didn't (past tense)
- ▶ Teaching Aids/Materials: **The instructor will require the following materials:**
 1. Karaoke Song – oops I did it again.
 2. Bingo Sheet (see attached).

Step	Procedure
Introduction (Time:10 min)	<p>Greetings: Hello class. What did you do yesterday?</p> <p>Review: TPR past actions, using the bingo sheet.</p> <p>Class Arrangement: Groups of 6</p> <p>Presentation of Objectives: On the board, underlined</p>
Development (Time:30 min)	<p>Activity 1: Last One Standing listening game – Oops I did it again!</p> <p>Activity 2: Whole class playing of the Bingo game. Students ask questions and compete in teams by guessing.</p> <p>Activity 3: In pairs, students play the Bingo game with their own handout.</p>
Conclusion (Time:10 min)	<p>Summary: Review with TPR (by a student), the past tense actions on the Bingo Sheet.</p> <p>Evaluation of Objectives: Did the students respond correctly?</p> <p>Closing: Exiting of students.</p> <p>Extension: Storywriting/telling – Mr. X's Amazing Yesterday.</p>

Did you _____ ?

Yes, I did. / No, I didn't.



10 | Your Piece of the Pie

Chad Hollett

- ▶ **Level:** Grade 2, Middle School
- ▶ **Time:** Forty-five minutes
- ▶ **Materials:** Lesson worksheet, *What do you think?* as a double-sided photocopy and enough copies for every student in the class.

The *What do you think?* worksheet (both sides) as overhead transparencies for use during the lesson **Body**.

- ▶ **Goals:** By the end of the end of the lesson, all of the students should be able to...
 1. ... identify a “graph” and “pie chart”
 2. ... use “Do you agree that...” in asking a question;
 3. ... report the “percentage” of students in the class that correspond to a category when asked, “What’s the percentage of students who said...?”

Introduction (10 minutes):

T: Draw a circle on the board and ask, “What’s this?” **S**’s reply.

T: Draw a bar graph on the board and ask, “What’s this?” **S**’s reply.

NOTE: Draw the bars of the bar graph first, then the two axes, then numbers or graph information to elicit from the **S**’s what ‘it’ actually is.

T: Once **S**’s have grasped the idea of a graph, go back to the circle and ask, “Could this also be a graph?” **S**’s reply.

T: Ask a simple question, such as, “Do you think I’m handsome/beautiful?”

S: Respond and **T** tallies the replies into columns on the board matching the worksheet, Yes #, No #, Maybe # to introduce the **S**’s to the format of the upcoming exercise.

T: Ask, “How many students are in this class?” **S**’s reply. Then, “So how do we make a percentage out of these numbers [indicate the total number of students in each column]?”

NOTE: Draw “%” on the board when asking the second question.

S: If they can, demonstrate how to calculate a percentage. Otherwise, **T** demonstrates.

T: Using the long division symbol as found on the worksheet ($\overline{) \quad}$), calculate the percentages for each of the answers. Then, transfer those results to the circle on the board to make a pie chart ‘by eye’.

Body (20 minutes):

T: Consider that you will have to divide the class by seven, as that will be the size of the groups for the worksheet exercise and divide the class into groups at this time, or control the groups as proximity groups when handing out the worksheet [see below].

T: Hand out the *What do you think?* worksheet [one per student] and project each page of *What do*

you think? on to the OHP screen. Go through the questions and demonstrate how to ask the questions. Ensure that they understand they must ask every **S** in the class the question by reviewing that the **T** asked every **S** in the class his/her question in the **Introduction**. Assign each group a number from 1-7 and that will correspond with the number of the question that they will use in the survey [see below].

S: Survey the class for their group's question as individuals, compare their results amongst the group, make a pie chart and report their findings by replying to the **T**'s questions, "What's the percentage of the students that said 'yes'/'no'/'maybe'?"

T: Police the above survey adamantly as the **S**'s might only want one member of the group to do the questioning, but all the group members must do so as it's the crux of the speaking practice for this lesson.

 **Conclusion (15 minutes):**

T: Draw the **S**'s attention to the eighth question, which is blank, and have them think of one to write down. Take some suggestions from the **S**'s as to something that they could ask here and ensure that every group has their own eighth question to survey the class.

S: Survey and report for their eighth question.

 **Extension:**

Time and/or student ability level permitting, take a question that got mixed yes/no results that could be turned into a debate and debate that topic during a future class.



what do you think?

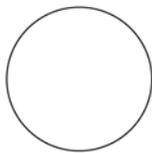
You're going to make a **Pie Chart** like your teacher has shown.

For the following questions, make a **Pie Chart** for your results.

Ask your classmates,

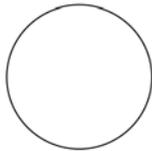
Do you agree that...

1. ... boys are always taller than girls?



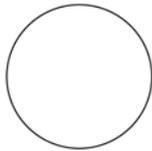
Yes % No % Maybe %
 } } }

2. ... ice-cream is never more delicious than rice?



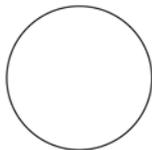
} } }

3. ... English is often the best subject?



} } }

4. ... being older is never better than being younger?



} } }

Yes # No # Maybe #

Yes #	No #	Maybe #

TURN OVER

5. ... coffee is always more delicious than tea?

Yes %

No %

Maybe %

6. ... School is often more exciting than sleeping?

7. ... studying is never more fun than watching TV?

Yes #

No #

Maybe #

Yes #	No #	Maybe #

Now, make your own question! Ask your classmates,

Do you agree that...

8. ... _____ ?

Yes %

No %

Maybe %

Yes #

No #

Maybe #

Yes #	No #	Maybe #



11 Teaching English in English in Korea

By: Chad Hollett (*hitme_ican_takeit@yahoo.com*)

Acknowledgement: Any usefulness of the suggestions and comments herein is largely due to Chris Crowley's assistance in the editing of this paper.

The 7th National Curriculum of Korea (2000) decreed that Korea should utilize an English-only classroom in the instruction of English in the ROK. How difficult it is to teach English in English, or whether or not one agrees with teaching English in English, is beside the point as long as the 7th National Curriculum is the document that is shaping English teaching in the ROK. To do our jobs as English teachers, we must do so in English no exceptions. Tying ourselves up worrying about the theory of teaching English in English or about the potential political issues that might come from teaching English in English is time wasted. Saying we should teach English in English is much easier than actually teaching English in English, so what we must do is devote all of our efforts to finding appropriate and effective methods and materials that allow us to teach our subject so that we are following the principles and values of the 7th National Curriculum.

However, one is left to wonder if the English-in-English classroom is a classroom that is completely free of the mother tongue as there is evidence that no mother tongue in class can slow the learning of a second language. Therefore, we are left to discover where use of the mother tongue in the second-language classroom is or isn't productive. An overall goal of 95% second-language use in the classroom is reasonable for a medium-term time frame. For example, students learning English should be able to achieve this goal within three to five years of English study. We will, however, need to determine: What is the useful 5% of mother-tongue usage?

This paper will look at the thirst for English and the practicalities of English instruction in Korea; look at why we should try to move toward as much English as possible in our classrooms; and offer a practical, personal example of how English can be taught when vocabulary and concepts might seem to require the use of the mother tongue for explanation/clarity. The personal example is a lesson entitled, *Your Piece of the Pie*. I chose to teach what can be taught in English by adapting an exercise that the students would see in their core English class, but that had grammatical concepts and vocabulary that would be beyond them within the time frame of a forty-five minute English Conversation class. The lesson can be viewed at the end of this paper. What I wish to demonstrate by adapting *Your Piece of the Pie* from a more difficult exercise is that the language must match the level of the majority of the students to stay true to the ideal that an immersion environment is what the students need to perform well in their study of the English language. The language of the lesson should be well within the range of a middle school, grade 2 student.

Also, this paper will propose where and when the mother tongue can be used in an 'English-only' class: in student-to-student communication, or *peer group intercourse*. It is unreasonable to expect two students who share the same mother tongue not to use it, so with the immersion environment be-

ing that the teachers will instruct only in English, we can employ an *English Please* policy versus an *English Only* policy. The latter is simply unrealistic and the first is a step taking us in the direction of maximizing the use of English wherever and whenever possible.

The thirst for English in Korea is immense. Korean TOEFL test takers rose to 130,000 in 2006 from 50,311 in 2001 and the available test places were limited to approximately 64,000 in 2007, so some Koreans have resorted to travelling overseas to get a TOEFL test slot. Education overall is a heavy financial burden on Korean parents because those with school-aged children spend almost 25% of their total income on education (incl. tax contributions). In fact, in 1998, Korean parents spent 2.9% of Korea's GDP on private tutoring for their children, whereas the actual government of Korea spent 3.4% of the GDP on Education. Knowing how common the English cram school ('hogwon') is in Korea, it shouldn't be surprising that the amount of money spent on studying English is remarkable: 15 trillion won and rising. The TOEFL and TOEIC tests cost Koreans 700 billion won between 2004 and 2005 and Koreans made up 19% of the TOEFL applicants overall. And all of this money spent doesn't even include the additional amount that is carried by those who wish to send their children overseas for study: 190,000 students studied abroad in 2006 alone.

Why, then, is this not translating into greater degrees of English proficiency because this thirst and expenditure do not seem to be creating very good results for Korean EFL speakers. For example, in 2004/2005, Korean TOEFL scores placed the country 93rd out of 147 and in September, 2006 speaking replaced grammar in the TOEFL exam; this put Korea at 111th. Worse, in the speaking section itself, Korean TOEFL test-takers ranked a low, low 134th. In 2007, the TOEFL score of Koreans rose by five points, but they still lag behind the world average in the speaking section.

Some of the responsibility for the low test scores should be given to the 7th National Curriculum because it allows for freedom of English text choice for schools, but it doesn't want to stop the practice of central and standardized testing. Therefore, what one is left with is a test-oriented system that doesn't account for the fact that this will create even heavier demands on private tuition as parents and students can never know if the content of the freely chosen text book is going to match adequately with the standardized test and allow for the maximum performance of a student. Standardized testing is also contrary to the recognition of the Ministry of Education and Human Resources Development of the present day 'knowledge-based' economy as it is not the ability to remember something that demonstrates knowledge, but, instead, it is the ability to apply what one has learned to real-life situations which demonstrates knowledge. It is a form of double-speak to acknowledge a 'knowledge-based' economy, but then keep a system that is test-centred: students will have to place the majority of their efforts into test preparation and memorization and will not have ample time to apply their 'knowledge' in any other form than test-taking. Not to mention, this will have great affect on teaching methodologies that teachers wish to employ when they know that they must prepare a student for a test. Our methods in a knowledge-based economy should be designed to prepare students for life, not a test.

The current state of English class team-teaching in Korea is that classes with the Native English Teacher are conversation classes, but it's not an assessable subject. Therefore, the (usually) one class



a week that focuses solely on speaking and listening is the least valuable for the students in relation to the tests that they will have to take throughout their schooling. Moreover, there is no policy regarding curriculum of the conversation class, so it can devolve into unfocused content. It's no wonder, then, that speaking scores are so low on the TOEFL: students are overwhelmed by a system that is still test-centred on skills other than listening and speaking. Add this to the other factors that affect a student's performance: poor teaching, inappropriate methodology, limited time, poor resources, etc, etc and we see how much we must keep in mind to overcome and raise the scores of Korean TOEFL test-takers.

This leads into why we should use the maximum amount of English possible in our classrooms: students are in need of hearing examples of spoken English and the opportunity to use the English that they know. With the speaking portion of the TOEFL hurting Korea's rank so severely, it is extremely important that we use the time we have to teach English by teaching it *communicatively* in English as much as possible.

Elsa Auerback gives us some examples of situations where the mother tongue might be of use to the EFL teacher and lists the following as situations where the first language might be useful:

negotiation of the syllabus and the lesson; record-keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology and spelling; discussion of cross-cultural issues; instructions or prompts; explanations of errors; and assessment comprehension.

It must be said that Auerbach is dealing with adult ESL learners, so I can see why an adult ESL teacher *might* consider these as items they would address in the mother tongue, but to automatically consider these categories as mother-tongue topics is to deny countless and valuable opportunities for real and useful exposure to the target language. To automatically use the mother tongue of one's learners in these situations shows a lack of planning and understanding because all of them could be addressed in the second language with only a minimum of second-language proficiency.

For example, regarding syllabus negotiation, you can reduce it to, Do you want to do A or B? You don't have to involve the students in an advanced discussion of the merits of vocabulary for fruit vs. transportation, as a simple choice between the two is a valid contribution that they can make to a lesson. Record keeping isn't a native teacher's responsibility in Korea, but attendance (a possible extent of our record-keeping) is easily accomplished in English as is classroom management: Sit down, please; Listen closely; Quiet, please; etc, etc. Not too mention, every instruction can be augmented with body language or vocabulary cards. 'Setting the scene' can be done by calling on the use of pictures and/or video; we don't always have to rely on the language skills of our students to teach language. Just because a student might not have an exact understanding of the vocabulary that might be used to 'set the scene', this doesn't mean that they won't be able to understand the context given other stimulus that they can understand.

It is from this position where we build or scaffold the language skills of our students as we will pre-

pare the slate by setting the context, show the students where they need the vocabulary, and, then, start eliciting the knowledge that *they* will recognize as something needed to satisfy the established context. As conversation teachers, we are foremost responsible for the creation of an environment where our students have the opportunity to use the English that they know to communicate. Denying your students any possible opportunity to use the target language is a mistake. Providing students with a context where they see the gaps in their linguistic abilities, or where they can use whatever language they have to accomplish the goal of communication is the outcome we are trying to achieve. If a student knows what they need, they will ask for it, so give them the opportunity to discover what they need through communicative activities wherein they can use the English they know and ask for the English that they need.

I would have to agree that presentation of grammar rules and the unusual vocabulary of ‘nouns’, ‘verbs’, ‘gerunds’, ‘articles’, etc, etc could benefit greatly from the use of the mother tongue (and this is part of the acceptable 5% use of the mother tongue (*see above*)), but it’s not the role of a Native English Teacher to teach grammar. It is the NET’s job to give good examples and instead of teaching a grammar rule, per se, an elicitation, e.g. Why does ‘spend’ have an ‘s’ on the end here [*pointing to a blackboard example*]? could easily result in the students demonstrating *their* knowledge of the rule which they would have been exposed to in their classes with a Korean English teacher by saying it is because ‘s’ follows ‘s/he’. That is far more effective than it is to state the rules of conjugation. However, such an addition to an English Conversation class would be very quick and definitely not the focus of a lesson as we should provide authentic communication activities as much as is possible. To ask a question about a grammar rule, as has been suggested, is far down the list of priorities for an English Conversation class, but could certainly become a regular part of a core English class with the Korean English teacher.

Really, what we need to employ is the mind set that if it can’t be taught in English, it has no place in the conversation classroom. It is up to us to choose tasks that meet the needs of the students and fit in with the general English curriculum of our learners. That way, what we teach in the conversation class is linked to the content of their other English lessons and becomes a review of language as well as an opportunity for improvement of the students’ communication skills.

This isn’t intended as a decree for an English-only Classroom because, if English is the language of *instruction*, that does not mean that it is the only language available for *learning*. It would be a mistake to tell our students not to speak in their native language if the use of their first language is still on-task in that it is meant to help one another understand the target language. If students assist one another with minimal translation in their first language, the student will still receive instruction only in English as the instructors are responsible for providing an immersion class. This is the heart of an *English Please* policy: The students should speak as much English as they are capable of speaking. An *English Only* policy creates an environment where the students don’t speak to assist a classmate because they wouldn’t be ‘following the rule’, or the students have to break the rule to help each other learn. Of course, it’s important to remember that our goal is 95% English in our classes, but not all students will be capable of that level of English considering the mixed-ability status of our learners.



Therefore, we must provide an immersion environment to help them on their way to the 95% goal. Or, to put it another way, the teacher is part of the target 95%, so they should always speak in English; the overall goal is to reduce the amount of Korean needed for communication. However, it's a process and different students/classes will use more or less Korean amongst themselves dependent upon their inherent abilities with the target language, so, as a conversation teacher, your goal is to reduce the amount of Korean spoken amongst your students to a degree less than that which they needed when you first started instructing them as simple as that.

As English is a communicative contact language between people from different cultures and countries (most of whom are experiencing English as a foreign language) it is highly unlikely that we are preparing our students to speak English with other speakers of Korean. It just makes good pedagogic sense to reduce the Korean spoken in our classrooms as preparation for the actual situations where students will have the potential to use English once they become school-leavers. This is what is meant by making things 'authentic' in the classroom.

To close this paper I have supplied you with an example of a difficult exercise that circumvents the need to use Korean as an explanatory tool (on the part of the teacher). Of course, a lesson or two preceding the included example focusing on comparatives and adverbs of frequency would be a wise inclusion. (*Please see the following pages for the included lesson.*) The lesson is a middle school, grade 2 lesson that was adapted from the textbook that the students use in their core English classes.

You will note that the beginning of the lesson starts from as simple a question as What's this? Using simple elicitation at the beginning of the lesson that becomes a building block for the more advanced portions of the lesson to follow, allows students to approach the difficult task of learning a second language with more confidence. Starting with what a student knows and showing them that they have the tools to start making their way to something that they might not know is exactly how we should structure conversation classes so that we inspire confidence and curiosity among our students in the pursuit of fluency.

Finally, I wish you all the best of luck teaching English in English in Korea.

In summary

- Conversation classes should be wholly about speaking and listening.
- The language of instruction should be exclusively English and this will have massive, far-reaching implications on the methodology and teaching strategies utilized by teachers.
- The lesson should be an immersion experience for the students.
- It is natural, understandable, and acceptable that students speak to each other in their native language, but it is the teacher's responsibility to encourage as much use of the L2 for any and every task as is feasible and/or possible; our medium-term (3–5 years) goal is 95% target language use.
- The Korean co-teacher should speak solely in English to maintain an immersion atmosphere and to provide an example of L2 use.
- The policy should be 'English Please', but expect your students to speak English, or they never will.

