



협력수업모형부문



2011 EPIK 원어민 영어보조교사 초청·활용
우수작품집



노 미 경
James David Robertson

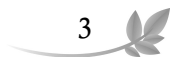
직소(Jigsaw)기법과 스토리텔링을 이용한 효과적인 교수-학습 활동모형

■ 노 미 경 (경기 의정부고등학교)

이번에 소개하는 원어민교사와의 협력수업의 주제는 ‘세계의 이야기들(World Stories)’이며 구체적인 수업 목표는 첫째, 학생들은 그들에게 주어진 세계의 이야기를 단순히 암기해서 말하는 것이 아니라 의미에 집중하여 본인의 언어로 친구들에게 이야기해 주는 연습을 통해 말하기의 자신감을 키워주기. 둘째, 세계의 이야기를 통해 인류의 보편적인 가치를 이해할 수 있을 뿐만 아니라 주어진 영어지문의 글을 읽고 전반적인 요지(gist)를 파악하게 함으로써 읽기 능력 향상시키기. 그리고 친구들과 세계의 여러 이야기들에 관한 스토리텔링을 주고받음으로써 본인의 말하기 뿐만 아니라 듣기 능력 또한 향상시키는 것이다.

이 수업의 핵심인 **스토리텔링**을 위해 우리가 사용한 주요 기법은 말하기 활동 중 **직소(Jigsaw)**이며 수업의 도입부 흥미를 유발하기 위해 주제(세계의 이야기들)와 관련된 그림(이솝우화: 토끼와 거북이)을 사용한 **딩벳(Dingbat)** 게임으로 시작하여 학생들이 수업 주제에 즐겁게 몰입할 수 있도록 하였다. 그리고 본격적인 수업 전개파트에서는 워밍업 게임으로 단군신화를 짧고 간단한 영어로 각색하여 **Running Dictation** 활동을 했다. 각 조의 학생들은 돌아가며 이야기가 붙어 있는 벽으로 달려가 글을 읽고 기억하여 돌아와 자기 조의 **writer** 담당 친구에게 내용을 이야기해주는 활동이다. 이 활동을 완수하기 위해 학생들은 글을 빨리 읽고 기억하여 말해줘야 하므로 자연스럽게 말하기와 듣기 과정이 박진감 있게 이루어지는 장점이 있다. 또한 학생들을 움직이게 함으로써 자칫 졸립거나 정체될 수 있는 그들의 에너지를 끌어올려 활발하게 수업에 참여하게 유도할 수 있다. 뿐만 아니라 활동 직후 그 이야기에 대한 교훈에 대해 잠깐 이야기해보는 시간을 가짐으로써 인류의 보편적인 가치에 대해 다시 한 번 생각해보게 하는 효과가 있다.

스토리텔링을 위한 직소 게임의 과정을 간단하게 소개하면 우선 각 조(총 7조)는 각 조의 테이블에 붙어있는 팀의 그림(수업 전에 교실의 팀 책상에 이미 다 부착되어 있음)과





관련된 각기 다른 세계의 이야기들을 제공받는다. 각자 팀에 주어진 이야기를 읽고 중요한 요지를 파악하게 한 후(이 때 한국인교사와 원어민교사는 돌아다니며 학생들이 어려워하는 부분을 도와준다), 같은 조의 팀원들과 이야기가 적혀있는 종이를 보지 않고 본인의 언어로 다시 요지를 말하는 연습을 한다. 이는 새로운 그룹으로 이동하기 전에 자신의 스토리텔링을 연습해봄으로써 말하기에 자신감을 키울 수 있는 효과가 있다. 그리고 나서 같은 팀의 각 조원들은 각기 다른 팀으로 흩어져서(새로운 그룹 구성) 자신의 조가 할당받은 이야기들을 다른 그룹에서 온 친구들에게 이야기해준다. 이런 식으로 새로운 그룹의 모든 멤버는 자신이 읽은 이야기들을 서로 이야기해주고 듣는 시간을 갖는데, 만약 시간 제약상 일부 그룹은 모든 이야기를 다 나누지 못한다 할지라도, 학생들은 이후에 다시 모집단(기존 그룹)으로 이동하여 자신이 들은 이야기를 공유할 수 있기 때문에 괜찮다. 오히려 이는 새로운 집단에서 뿐만 아니라 기존 집단에서도 서로 협동하여 이후의 퀴즈를 풀 수 있기 때문에 학생들의 상호작용 촉진에 도움을 줄 수 있다. 마지막으로 새로운 그룹에서의 활동이 끝난 후 모집단으로 다시 이동한 후에는 수업의 정리 단계로 모든 그룹들이 읽은 세계의 이야기들(총 7개)에 대한 퀴즈를 푼다. 이는 학생들이 오늘의 주제(본인 그룹의 이야기 파악)를 잘 학습했는지, 그리고 잘 협동하여 과제를 완수했는지(본인 그룹의 이야기를 다른 그룹 친구들에게 잘 전달했는지 및 다른 그룹 이야기들을 올바르게 이해했는지 여부 등)를 즐겁게 평가할 수 있는 방법이기 때문에 학생들이 수업의 마지막까지 적극적으로 참여하게 만들 수 있다. 또한 퀴즈 문항 중에 내용 이해에 관한 문제 뿐만 아니라 각기의 이야기에서 얻을 수 있는 교훈을 물음으로서 인류의 보편적 가치에 대한 인식도 다시 한 번 재고할 수 있는 기회를 주는 장점이 있다.

이러한 교수-학습 활동 모형을 통해 학생들은 각 개인에게 주어진 흥미로운 과제(task: 세계 각국의 이야기)에 대한 책임감을 가지고 임무를 완수하기 위해 친구들과 자연스럽게 협동하게 되어 말하기 및 듣기의 상호작용이 활발히 이루어지게 되므로 **의사소통능력 신장에 매우 효과적**이다. 뿐만 아니라 내용적인 면에서도 여러 나라의 문화에 대해서 생각해보고, **인류가 추구하는 보편적인 공통적 가치를 다시 한 번 생각해보게** 만드는 교육적인 이점이 있기에, 이에 바람직하고 우수한 교수-학습 활동 모형으로 추천하는 바이다.



Our Co-Teaching Model



James D. Robertson (Uijeongbu High School)

With my Korean teaching partner, I present this lesson as a model of effective co-teaching in the conversation classroom. Why? It embodies the essential features of optimal co-teaching.

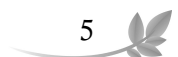
For this class, we selected the theme of traditional stories. Storytelling is a universal human trait. Every culture passes on values to the next generation through this medium. Every culture has unique values, but they also share values. We chose stories from Korea, and other countries, that emphasise universal values. We did this for a couple of reasons: to prepare our students to share Korean values with foreign people, and to help them recognise similarities between their own heritage, and that of people from other countries.

Let's take a look at the steps of the class. Throughout, we took turns to give instruction, and when one was in the spotlight, the other gave support. During activities, both teachers moved among the groups, monitoring, and helping. Having two teachers in the class is useful, especially during group and milling activities, where a single teacher can easily miss important events.

First we put them in random groups. We do this in every class, so that students begin every lesson in a novel situation, which can stimulate learning effort, and so that students of exceptional ability, high and low, can move around. Higher level students can share their knowledge, and lower level students can learn from their peers.

In grouping the students, we assigned them to teams with pictures that related to the topic of the stories to come. We did this without explaining the meaning of the pictures in order to arouse curiosity about our lesson.

Second, we played a short game of Dingbats. Here we have an example of our habit of sharing roles and responsibilities. Noh Mi-kyoung ran the game, and elicited answers to the Dingbat puzzles. The puzzles related to the topic of the lesson that followed; this was a way to introduce the topic in an unobtrusive manner; to suggest





the topic can encourage students to guess at it, to use their intelligence. This game worked as a warmer, to energise the class. You can see in the video, that as she ran the game, I helped her to identify students with answers to her puzzles. Through long experience, we work as a team.

After the first game, we introduced the real topic, of world stories (and the sub-text, shared cultural heritage), using pictures of the tortoise and the rabbit.

We set up a jigsaw activity; we gave them stories to read and remember -- in their own words. That was a key point of the lesson; real conversation is not like a textbook dialogue, people don't memorise their lines and speak like an actor on the stage. It's also unlike reading aloud, so after they'd had time to prepare their stories, we took away the handouts.

After they had studied their stories, we primed the students to listen to one another, by telling them to gather information for a quiz on all the stories. As each team knew only a single story, and as there were seven teams, everyone was motivated to listen to as many stories as he could. That also meant that every student was guaranteed an eager audience when telling his own story; the students rewarded one another's performance with enthusiastic attention, and students love attention and peer approval.

Once they had had enough time to tell and collect stories, they returned to their original groups, and we quizzed them on the details of their stories. This rewarded attentive reading and listening, as well as detailed speaking. It also rewarded teamwork; no individual had had the time to listen to every story, so collective effort was essential. We've found that information gap activities, and especially jigsaw tasks such as this are excellent for fostering peer support and collective effort, things that help to create an effective learning situation in the classroom.



수업지도안

*

School	Uijeongbu High School		Teacher	Mi-kyoung Noh (Sally) James D. Robertson		Unit	Lesson 11. Across the World	
Grade	2nd	Place	Language Lab		Topic	World Stories		
Rationale	1) To foster a sense of connection to people of other cultures, by emphasizing universal human qualities, such as sharing values through story, and storytelling for bonding and entertainment 2) To practise all four language skills: reading, writing, listening, and speaking							
Aims of this Lesson	1) Ss can build speaking confidence through practice, using a method that doesn't rely on rote memorization, but on essential meaning by telling their world story. 2) Ss can develop reading and listening comprehension by focusing on the gist of the stories as well as understand universal values from the world stories. 3) Ss can share Korean culture and values through storytelling in English.							
step	Activities					Material	Time (min.)	
	Sally(KT)		James(NT)		Students			
Pre-intro- duction	Grouping • Group students using cards that match a picture on each table. The pictures are drawn from the fables they will learn.				• Pick up their name card and a picture card they like.	Name cards Grouping cards	During the break time	
Introduc- tion	• Greetings • Roll-calling • Introduce the topic using Dingbats, followed by a Powerpoint display.		• Greetings • Roll-calling		• Greetings • Guess the expression related to the picture	PPT	5'	
	Warm-up Activity : Running Dictation with a Korean fairy tale							
	• Give out the worksheet • Reward the winning team (Give an alphabet sticker)		• Explain how to do running dictation • After finishing it, talk about the story briefly		• Running Dictation (Team Competition)	The story Worksheet	10'	
Develop- ment	Jigsaw Activity					7 stories Dictionaries Story checklist	5'	
	Step 1. Read the Stories in their own group 1) The teacher give Ss an instruction. 2) The teachers give each team a unique story, and several minutes to understand the gist. (Ss can help each other in their group and use dictionaries for understanding.)							





step	Activities			Material	Time (min.)
	Sally (KT)	James (NT)	Students		
Develop- ment	Step 2. <u>Practice</u> the presentation in their own group 3) Students in their own group discuss the main points of their story and rehearse the presentation they are going to make to their new group. (jigsaw group)			7 stories Dictio- naries Story checklist	5'
	Step 3. <u>Tell</u> the story in the new group 4) Students move to the new table(jigsaw group) and present their story to the group and also listen to others' story. 5) The teachers tell them they will be quizzed on the stories they have heard. 6) Students come back to their own group.				10'
	Quiz				
	<ul style="list-style-type: none">• Check the Ss' comprehension about the story with PPT quiz.• Reward the winning team.		<ul style="list-style-type: none">• Ss answers the questions.	PPT white board	10'
closing	<ul style="list-style-type: none">• Wrap up today's lesson• Draw Lottery (It depends on how fast each class finishes the activities, so it's optional.)• Announce the next lesson and say goodbye		<ul style="list-style-type: none">• Ask questions about today's lesson• Say goodbye		5'



변 정 연
Deborah Kim

Interactive Co-teaching을 통한 영어읽기능력 신장시키기

Lesson 11. What Are You Doing? 수업 내용 설명서

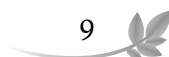
■ 변 정 연 (서울 홍릉초등학교)

언어의 4기능(듣기, 말하기, 읽기, 쓰기) 중에서 듣기와 말하기 부분에서 학생들의 실력 향상은 눈에 띄게 늘었지만, 읽기와 쓰기 영역에선 다소 부진한 모습이 나타났습니다. 그래서 학습자의 능력 분석을 통해 읽기능력을 향상시키기 위해 원어민 선생님과 능동적인 interactive co-teaching수업을 고안하여 협력 수업의 활용도를 높이면서 이 단원에서 읽기능력을 향상시킬 수 있는 수업을 전개해 보았습니다. 5학년을 대상으로 한 단원 ‘What Are You Doing?’을 제목으로 하여 읽기능력을 향상시킬 수 있도록 학생들에게 여러 가지 현재 활동에 관한 문장을 읽을 수 있는 것에 초점을 맞추었습니다.

도입 부분에서는 한국인 선생님과 원어민 선생님이 서로 안부를 묻고, 챗트를 활용한 인사를 학생들과 하면서 활기찬 수업의 문을 열며 시작하였습니다. 그리고 나서 단어 카드와 문장 카드를 한국인 선생님이 보여 주며 전시 학습을 확인하였고, 원어민 선생님이 다시 한 번 문장을 확인시켜 주었습니다. 학생들의 수업 동기 유발을 위해 아이들이 좋아하는 짧은 동영상을 이용해 추측하기 활동을 하며 원어민 선생님과 함께 현재 활동에 관한 문장을 만들어 보게 하였습니다. 그 활동을 한 후 한국인 선생님이 학생들에게 오늘 배울 내용에 관해 물어 보며 학습 목표를 이끌어 냈으며, 원어민 선생님이 목표 언어를 상세히 알려 주었습니다.

전개 부분에서 <Presentation>단계에서는 교과서 내용을 재구성하여 교과서에 있는 단어를 연예인과 만화캐릭터가 사다리 게임을 하며 단어 소개를 하고 문장을 만들어 보게 하였습니다. 한국인 선생님이 연예인 알아맞히기 퀴즈를 내어 호기심을 유발하였고, 동작이 있는 단어는 원어민 선생님이 학생들에게 묻고 한국인 선생님이 옆에서 마임을 하며 학생들이 단어를 쉽게 말할 수 있도록 도왔습니다.

<Practice>단계에서 첫 번째 활동은 role-play reading을 통해 읽기 연습을 하였습니다. 연습은 원어민 선생님을 따라 읽는 전체 활동에서 한국인 선생님과 학생들 간의 연습, 그리고 남학생과 여학생의 연습 마지막으로 짝과의 연습으로 충분한 읽기 연습을 하도록 하





였습니다. 이 때 한국인 선생님과 원어민 선생님이 role-modeling을 하여 읽기 연습 뿐 만 아니라 실생활에서 자연스런 발화가 이루어질 수 있도록 참여를 유도하였습니다. 두 번째 활동은 unscramble sentence 게임을 넣어 다소 지루해 질 수 있는 읽기 수업에 재미를 붙여 넣었습니다. 이 활동에선 전체적인 게임 설명은 원어민 선생님이 하고 이해를 돕기 위해 한국인 선생님과 함께 학생들에게 시범을 보였습니다. 스크린에 단어들을 보고 보드판에 단어들을 찾아 문장을 만들어 보는 활동인데 학생들의 읽기 수준에 맞춰 원어민 선생님과 한국인 선생님이 역할을 나누어 활동을 도왔습니다. 기본(Super mario팀)과 보충(Angry bird팀)으로 나뉘 원어민 선생님은 Super mario팀을 담당하였고 한국인 선생님은 Angry bird팀을 도와 활동이 잘 이루어지게 하였습니다.

<Production>단계에서 마지막 활동인 matching activity를 통해 교과서를 벗어나 이 단원의 학습 목표와 부합되는 실제적 상황이 주어진 그림 자료를 보며 문장을 찾고 상황에 맞게 그림 순서를 찾고 읽을 수 있는 활동을 마련하였습니다. 한국인 선생님과 원어민 선생님이 그림 자료들에 대해 서로의 생각을 묻고 대답한 후, 학생들의 생각을 차례대로 물어 보아 그림에 대한 충분한 이해를 도왔습니다. 그리고 학생들에게 각각 그림을 주고 그 그림 상황에 맞는 문장을 찾아 그 그림 아래에 붙여보게 하는 활동을 하였습니다. 이 때 역시 기본(Super mario팀)과 보충(Angry bird팀)으로 나뉘 원어민 선생님은 Super mario팀을 담당하였고 한국인 선생님은 Angry bird팀을 도와 활동이 잘 이루어지게 하였습니다. 마지막으로 모둠활동으로 4개의 그림들이 순서에 맞게 번호를 쓰도록 하고 각각의 학생들이 자기가 맡은 그림의 문장들을 읽어 보며 활동을 끝마쳤습니다.

정리 단계에서는 한국인 선생님이 문장 카드를 가지고 모둠별로 스피드 게임을 하며 오늘 배운 문장에 대해 확인 및 정리를 하였고 원어민 선생님과 ‘What are you doing?’을 실제적으로 묻고 대답하며 수업을 마쳤습니다.

한국인 선생님과 원어민 선생님간의 interactive co-teaching을 통해 본시 읽기 수업이 학생들과 함께 상호작용을 하며 유의미하고 효율적인 수업이 이루어졌다고 생각합니다.





Interactive Co-Teaching: Lesson 11, What Are You Doing?



▮ Deborah Kim (Hongneung Elementary School)

Learning English is one of the most important agendas in a student's school life. Although students have great access to English literature and textbooks, it is hard for them to read or speak English outside of the classroom. Since English was not my first language, I know that accessibility is not the problem, but it's not being given an opportunity to expand. Therefore, all the lessons my co-teacher and I plan are about having students integrate their reading and speaking with different interests so that they can be given opportunities outside of the classroom.

The co-teaching model we used was called "Boosting English Reading Skills through Interactive Co-Teaching." Our goal was to have students interact with each other and with the teachers by using various activities and modeling. The lesson we decided to focus on was Lesson 11, "What Are You Doing?" The objective for this lesson was present-tense action words, using-ing. In order to get students motivated in this lesson, we started by having them guess some of the actions of famous Korean comedians. When we brought in our "special guests" for presentation, students were even more interested what Kim Yuna or Park Ji-Sung might be doing. We guided students to form sentences by using the point sentences that were introduced at the beginning of the lesson. This allowed them to create sentences with a greater probability to succeed.

We had two practice activities before students had to do production. The first activity was Role-Playing, which was an important part of the lesson because students were to read, understand, and present their role-playing. This also gave them an opportunity to interact with each other by playing different roles. When my co-teacher and I did a demonstration, we made sure to use intonation and motions for students to follow.

The second activity was Unscramble Sentences in which students had to unscramble a sentence and present it by a specific time. For this activity, we wanted to make sure we modified this activity for lower-level students by having my co-teacher give





them support. We separated these groups by naming them “Angry Birds” and “Super Mario.” More than learning the lesson’s objective, I highly think it’s even more important for students to not get discouraged while learning. Providing assistance allowed these students to succeed and feel confident in their English reading skills.

For production, we used four picture cards that all related to each other. Students were to read and match the sentence strips to the pictures. This gave us an opportunity to assess whether they can read and comprehend the sentence strips about present-tense action words. It also helped us to see whether students were able to work cooperatively.


My co-teacher and I planned these activities in order to fit students’ needs and interests. We try to utilize every resource we have so that each lesson can be as interactive and effective as possible. I think cooperation and flow of teaching is very important in co-teaching because it enables us to utilize both of our abilities. Our goal is to continue to reflect and improve on our co-teaching so that we can ultimately help these students to be confident in their English speaking and reading skills.

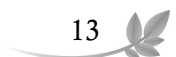




Co-teaching 교수·학습 지도안

*

Step	Procedure () Interaction	Teaching-Learning Activities	Time	Materials and Tips
Intro- duction	<p>■ Greeting (Whole)</p> <p>■ Review (Whole)</p> <p>■ Motivation (Whole)</p> <p>■ Stating the objective of this lesson</p> <p>■ Knowing activities</p> <p>■ Presentation (Whole)</p> <p>■ Practice (Whole) → Two large groups → Pair work)</p>	<p>■ Greeting KT: Ask how Ss are doing.</p> <p>■ Daily routine KT: What day is it today? Ss: It's Wednesday. KT: How do you like the weather outside? NT: It's sunny, but it's too cold for me...etc.</p> <p>■ Review with Q&A (T.E.) What is she/he doing? / She(He) is ____ing. KT: (Pointing to the picture) What is she(he) doing? Ss: She(He) is ____ing.</p> <p>■ Motivation - Guessing Game KT: Let me show you some pictures. Guess what he/she is doing. NT: What is he doing? Ss: He is running. KT: Can you guess what we are going to learn today?</p> <p>■ Sating today's objective KT: Here is a today's objective. Let's read it altogether. ◎ 현재 활동에 관한 간단한 문장을 읽을 수 있다.</p> <p>■ Check the Point Sentences</p> <p>• What are you(is he/she) doing? • I'm ____ing. • She(He) is ____ing.</p> <p>■ Guiding today's activities</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Activity1</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Reading Activity</div> </div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Activity2</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Unscramble Sentences</div> </div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Activity3</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Matching Activity</div> </div> <p>■ Go down the ladder KT: Wow, we have special guests. Can you guess who they are? (show the ladder board) Ss: They are 박지성, 김연아...etc. NT: Right, I'll go up to the ladder and you'll see the words. Let's read the first word. NT: (Put their photos on the cards each) Now, What is 김연아 doing? Can you make sentence with this word?</p> <p>■ Let's Read (Role-Play Reading) KT: Look at page 132, Listen to the dialogue first. NT: Who is in this dialogue? Ss: Dad and Ann. NT: Let's read the sentences.(Read sentences one by one. Error correction can be added.) Read after me. (※ T ↔ Ss ⇨ Boys ↔ Girls ⇨ S ↔ S(Pair work) Reading practice)</p>	<p>4'</p> <p>3'</p> <p>2'</p> <p>3'</p> <p>6'</p>	<p>☞ Teachers move around to greet Ss.</p> <p>※ T.E. : Target Expression • Flash Cards • Action PPT</p> <p></p> <p>☞ Teacher shows the pictures to the students gradually to let students take a guess. • board</p> <p>☞ Elicit the target expressions</p> <p>• ladder board, word cards</p> <p>• CD-ROM</p>





Step	Procedure () Interaction	Teaching-Learning Activities	Time	Materials and Tips						
Development	(Group work)	<div>■ Unscramble Sentence (T.E.) What are you(is she/he) doing? ● I'm _____ing. ● She(He) is _____ing. NT: Now, we are going to play a game. In the basket, there are many cards. You have to talk together and make a sentence. (KT&NT will model). Do you understand? KT: I will assign each person a number 1-4 per table. When it's number ones turn, hold up the board when I say '1,2,3'. Do the same for the other numbers. If the answer is correct, you'll get a point. NT: All right. Let's start. Ready go!etc.</div> <table><tr><th>구분</th><th>활동</th></tr><tr><td>Super mario Team(기본)</td><td>With NT</td></tr><tr><td>Angry bird Team(보충)</td><td>With KT</td></tr></table>	구분	활동	Super mario Team(기본)	With NT	Angry bird Team(보충)	With KT	6'	• basket, board, cards, PPT
	구분	활동								
Super mario Team(기본)	With NT									
Angry bird Team(보충)	With KT									
	<div>■ Production (Individual work → Group work)</div>	<div>■ Matching Activity KT: This is a story that has four pictures. Debi Teacher, what is happening in the first picture? NT: I think mom is cleaning and dad was reading the newspaper. And Judy, what is happening in the second picture? KT: I think mom and dad are talking. What do you guys think is happening in the third picture? Ss: The son was playing computer games.,etc. KT: Let's read sentences. (Hand out materials) Each of you take one picture and find the 2 sentence cards. KT&NT: (Show the class how to play the game.) KT: I'll give you 2 minutes. Go!</div> <table><tr><th>구분</th><th>활동</th></tr><tr><td>Super mario Team(기본)</td><td>With KT</td></tr><tr><td>Angry bird Team(보충)</td><td>With NT</td></tr></table> <div>KT: Let's check the answers. You have done well. NT: Now, we are going to work in groups. You have 4 pictures. There is an order. You have to find out the right order. Put the pictures in the right order and number each picture. KT: Have you finished? KT: Let's check the answers.</div>	구분	활동	Super mario Team(기본)	With KT	Angry bird Team(보충)	With NT	10'	• Picture cards, sentence cards 수준별 학습은 두 팀으로 나누어 KT와 NT가 서로 역할을 나누어 도움을 주어 활동한다. 보충 그룹의 학생들의 학습의욕을 높이기 위해 전체 앞에서 발표할 기회를 주어 칭찬한다.
구분	활동									
Super mario Team(기본)	With KT									
Angry bird Team(보충)	With NT									
Closing	<div>■ Review & Check-up (Whole)</div> <div>■ Closing</div>	<div>■ Reviewing today's class KT: I will quickly show you sentence cards to each group. Try to look at the card and say the sentence. Ss: Say the sentence. KT&NT: Good job! Time's up. Good-bye everyone. See you next time. Ss: Good-bye, teacher.</div>	6'	• Sentence cards						





정 현 숙
Kyle Brett Knox

이야기(Storytelling)로 여는 영어 수업

Ⅰ 정 현 숙 (부산 반산초등학교)

‘Wow! Their English gets better and better!’

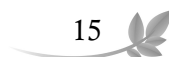
수업 중에 원어민 선생님이 웃음을 머금고 이야기한다. 3월, ABC도 모르고 시작한 아이들이 이제 공책에 문장을 글적이고 있다. 영어 선수학습을 받지 못해서 거의 무에서 출발했기에 아이들의 성장을 보는 것이 즐겁기만 하다.

원어민 선생님과 co-teaching도 이제 호흡이 척척 맞아 들어가 마치 피겨 스케이팅의 파트너처럼 서로의 발문과 수업의 전개과정을 느낌으로 교환한다.

3학년 교과서의 경우, 모두 4차시로 구성이 되어 있다. 1차시는 주요 표현듣기 및 내용 이해에 목표를, 2차시는 주요표현 말하기에 그리고 3차시는 1,2차시 복습과 아주 간단한 활동, 4차시는 role-play와 review에 목표를 두고 있다. 3차시의 경우, 내용이 너무 빈약해 매 시간 재구성된 수업을 진행할 수밖에 없었다. 이런 문제점을 보완하고자, Storytelling을 이용한 수업을 해 보았다.

본 수업은 재구성된 3차시 수업으로 12과 ‘I Can Swim’의 1,2차시 공부를 한 후 진행되었다. 주요표현에서 좀 더 발전된 내용을 넣어 간단한 이야기로 만들어 Storytelling을 하고, 이것을 몸짓을 하며 따라 읽고, Ordering game을 통해 소리와 문장을 연결 짓게 했다. 그리고 학생들 스스로 이야기를 만들어 발표하게 함으로 배운 표현들을 자기화 시키고자 했다. 3학년 학생의 경우, 아무런 도움 없이 문장을 쓰는 것이 어려우므로 그림카드와 문장카드를 코팅하여 벨크로 판에 붙여 이야기를 만들도록 하였다. 이 활동은 이후 작문을 할 수 있도록 돕는 비계역할을 한다.

원어민교사가 몸짓을 하며 이야기를 들려주는 동안, 한국인교사는 빅북을 보여주며 이야





기의 진행을 돕는다. 또한 학생들 입장에서 가질 수 있는 질문을 영어로 물어보며, 각 단어 뜻과 영어권 문화를 이해하도록 돕는 다리역할을 한다. 주요표현을 따라 읽을 때, 몸짓을 하며 따라 말하기 방법을 쓰는데 이렇게 하니 학생들이 더 쉽게 내용을 흡수하는 것을 볼 수 있었다. **Ordering game**은 문장을 읽어주면, 낱말카드에서 그 문장을 찾아 순서에 맞게 완성하는 놀이다. 먼저 문장을 세 번 들으면서 입으로 ‘silent shadowing’을 하게 하여 문장을 인지하게 한다. 이후 소리에 맞는 낱말 카드를 찾아 문장으로 연결하도록 한다. 이런 활동을 통해 학생들이 자연스럽게 음철법을 익히는 것을 볼 수 있었다.

좋은 수업을 위한 고민 속에 우리도 자라고 있음을 믿는다.

Wow! we are growing as good teaching partners!



Story Telling

*

■ Kyle B. Knox (Bansan Elementary School)

My co-teacher and myself, together, decided on pattern-like story telling for certain lessons. The story provides the skeleton of the lesson on which we also base one or two activities. Our aim is to actively involve the students as much as we possibly can.

Firstly, we present the story to the class in an animated manner. The story contains important key words and phrases. We encourage the students to verbally practice the story in chorus. We also discuss the new vocabulary. Once the students have a firm grasp on the story and its meaning, we are ready to move on.

Secondly, we combine the verbal practice already done with a visual element in the form of a listening exercise. The students listen to sentences from the story and then construct them themselves in groups using word cards and boards. When they have completed the sentence the students read it aloud in chorus. Adding a slight edge of competition to this activity keeps the students motivated and it's great fun.

Thirdly, in keeping with the storybook theme, we allow the students to construct their own storybooks in groups. The materials in use in this activity are blank storybooks and more word cards. We added picture cards, which correspond with the word cards as to reinforcement the meaning of the words and sentences. The



students are given the opportunity to present their storybooks to the class and teachers. The students are normally extremely proud of the fact that they made a storybook. We make sure we allocate enough time for this segment as normally all the groups want to present their storybooks.

To wrap up the lesson we teach the students a song, which is directly related to the storybook content. As they have grasped the majority, if not all, of the lesson's content by this stage, the students learn the song quickly and easily. It also serves as a good time to have a bit of fun and continue the positive associations, which they have towards learning English. After all, that is our most important job.

“How do we co-teach?” In orientations around the country, we are presented with as many answers for this question as there are bowls of Kimchi. We seek out advice from friends and colleagues along the way, too. These means are all good and well into giving you a good idea of co-teaching in general however the real core of successful co-teaching is far simpler. It all starts with *wanting to co-teach* wanting with every fiber in one's being. Should that be the case then perfecting the art of co-teaching becomes that much easier and enjoyable. But as the saying goes, it takes two to tango.

I feel that co-teaching is a lot like dancing the tango. What's a good tango without a solid *routine*? Exactly that. Not a good tango. The same applies to co-teaching. Dedication to planning and structure from the beginning will ensure that the pair will always be focused in what they deliver.

How impressed will the judges be if the pair is not dancing in *unison*? Not very impressed I'm sure. Thus, it is essential (for the sake of the partnership) that both dancers understand that this is not a solo performance. It is a synchronized, combined effort. Just like tango partners, co-teachers will often need co-operation and patience by the truckload in attaining unison in teaching.

Is it safe to say that the best tango pairs have complete *understanding* of their partners and anticipate each other's every move? Yes, I feel it is safe to say that they do. It is however, I'm afraid, not something that one should expect to achieve straight away. Rather, by focusing on the smaller, more immediate matters such as





forging a solid routine and attaining unison through co-operation and patience, after time the pair will understand each other well and anticipate each other's actions.

Over and above, it is of the utmost importance to realize that both individuals each have a great deal to bring to the dance floor, so to speak. Together, they can find ways in which to combine their two, perhaps different, styles of teaching to create their very own unique style that will keep students actively stimulated and interested in the course content throughout the year.



Storytelling 활용 수업 지도안

*

Lesson		12. I Can Swim (3/4)	
Period3/4		초등 3학년 교과서 재구성 storytelling, ordering game, making book, song	pp. 104~105
Aims		<ul style="list-style-type: none"> Students will be able to speak using the expressions, "Can" Students will be able to read the storybook. Students will be able to make their own storybooks. 	
Procedures		Activities	Teaching Aids
Introduction (5')		<ul style="list-style-type: none"> Greeting Review Ask some questions regarding the last lesson. (Can you ~? Yes, I can. No, I can't) Motivation Watching the video about what people can do. 	Motivation Video
Development (32')	Pre	<ul style="list-style-type: none"> Pre-reading Storytelling Storytelling 「Can an Elephant walk?」 Learning new words. 	big book
	While	<ul style="list-style-type: none"> While reading Asking question about the story (Yes or No Quiz). Reading aloud with gesture 	big-book storybooks





Develop- ment (32')	Post	<ul style="list-style-type: none"> ◆ Post reading 1. Ordering game (Group work) 2. Making story books (Group work) <ul style="list-style-type: none"> – Making storybooks using the expression they learned (Group work) 3. Singing <ul style="list-style-type: none"> Sing “Can an elephant walk?” 	board, flash cards, big-books for students
Closing (3')		<ul style="list-style-type: none"> ◆ Review ◆ Introduction of the next lesson ◆ Farewell 	ppt





최 고 은
Tiffany Liu

Lesson 8. Shopping

Ⅰ 최 고 은 (대구 을원중학교)

이번 수업은 교과서의 **Speaking part**에 있는 내용인 **Shopping**으로 구성되었으며, 학생들이 교과서의 내용을 보다 쉽고 친숙하게 받아들일 수 있게 하기 위해, 먼저, 원어민 교사와 한국 교사가 일상적인 대화를 주고받고, 그 후 자연스럽게 오늘 배울 내용인 역할극을 보며 학습동기를 유발하고 추측해볼 수 있도록 진행되었습니다. 수업의 시작은 **Today's Agenda**를 읽는 것으로 시작되는데, 이것은 학생들의 활동을 독려시키기 위함입니다.

지난 시간에 배운 내용을 간단한 **Across & Up/Down** 게임을 통해서 학생들이 학습내용을 잘 이해했는지 확인해보며 이 활동은 학생들이 쉽게 영어를 말할 수 있는 분위기를 유도합니다.

이 **Review Game**이 끝나면, 교과서 내용(**Jack & Zack**)을 학습하게 되는데, 짝을 지어 대화내용을 연습하게 되며, 적절히 이해했는지 관련 질문을 학생들에게 물어봄으로써 학습 결과를 확인할 수 있도록 합니다. 이 활동을 마치면 학생들은 본격적으로 말하기 활동을 하게 되는데, 이번 과에서 자주 사용되는 용어를 원어민 교사와 반복적으로 학습합니다. 원어민 교사는 학생들이 물건의 값을 책정하게 하고 가격의 적정여부를 **cheap/expensive** 용어를 사용하여 학생들이 자연스럽게 그 용어를 받아들일 수 있도록 했습니다. 이 용어 학습이 끝나면 물건을 사고 팔 때 기본적으로 쓰이는 표현들을 배우게 되고, 원어민 교사와 한국인 교사가 하는 역할극을 보며 그들이 **Group Game**을 할 때 사용하는 표현들을 자연스럽게 익히게 됩니다. 이 게임은 배운 표현과 **key words**를 얼마나 적절히 잘 사용하고 그들이 가진 어휘력을 이용하여 가격 책정 협상에 임하는 지에 따라 우승자가 결정되어 지므로 학생들이 기억력을 향상시키고 더욱더 적극적으로 수업에 참여할 수 있도록 합니다.

게임을 통한 학습이 끝나면, 마지막으로 다시 오늘 학습한 내용을 따라 읽으며, 확인하게 되고 이 활동을 통해 그날의 학습을 고착화시키게 됩니다.



Co-teaching Model Description



| Tiffany Liu (Yulwon Middle School)

Description

This is a brief description of the co-teaching model for the unit titled “Lesson 8: Shopping”. To introduce students to the subject in an engaging and fun manner, the teachers had a dialogue with each other about Go Eun teacher’s weekend, visiting the Hyundai department store and buying a Macbook computer with her brother. Next, the students were called on to read the daily agenda. This informed students of activities for that day.

For review from past lessons, students answered various comprehension questions in the “Across & Up/Down Review Game”. The game’s goal was to engage students in teamwork and to practice English freely.

Next, students worked on pages from the textbook. They listened to Lesson 8 “Jack & Zack” and answered comprehension questions. Then, they paired up to read the “Real-life Scene” section and answered comprehension questions. This portion of the lesson satisfied the school’s textbook requirement. This also serves as an introduction of keywords pertaining to a story. “How much is this?” and other key expressions were used.

To practice oral drilling and pronunciations, the Native English Teacher demonstrated how key expressions are supposed to be spoken. Students then followed the teacher, practicing pronunciations. To demonstrate real-life money, the Native English Teacher showed students American USD and Korean Wons. From students’ reactions, this was a treat for them. Many students have not seen foreign money before. They could see how dollars relate to won. The Native English Teacher roughly estimated 1000 won was 1 dollar for ease of use.

Next, the class worked with flashcards that had various items on them. The teachers asked individual students to say the item’s vocabulary term and to create a price for each item. Then, teachers could playfully tell the student whether an item was expensive or cheap. This engaged students’ curiosity about pricing and helped them





relate it to the key expressions “That’s cheap” and “That’s expensive”.

To introduce the shopping game, teachers showed the slide of a “Simpson’s” cartoon. In the picture, Homer was the shopper and Apu was the shopkeeper. This was to show students the role of the shopper and shopkeeper. Next, the teacher’s demonstrated a shopping game dialogue between the shopper and shopkeeper, negotiating a discounted price of an item. To check for comprehension, two volunteers were chosen to demonstrate an example. Next, teachers divided the room into two groups: shoppers and shopkeepers. The winner for the shoppers has the most items bought, in the form of cards. The winner for the shop keepers group has the most money. The game’s goals are to have students use key expressions and to negotiate pricing in English. Then teachers explained more rules for the game, asked for questions, and distributed game materials.

To end the game, teachers practiced the clapping method for noise control: 5 claps from teachers and 2 claps from students. Since there were two winners for the game (one for the shoppers group and one for the shop keepers group), the teachers gave a prize to two students. To end the lesson, comprehension questions were asked to the students. They must repeat the key expressions/phrases in English and also give an equivalent Korean translation for each phrase. Then the teachers and students closed the class with good-byes.

Ideology

The teachers worked together to create this lesson with the intention to foster creativity and entertainment while using key expressions appropriately and English freely. The teachers continuously showed real life examples to engage students in learning. The most frequently used method of teaching was question and answer. For example, teachers demonstrated or showed an expression or tangible object, respectively. Then students, filled with curiosity, would express their thoughts. Also, the teachers feel that “togetherness” was the approach for co-teaching. The Native English Teacher and Korean English teacher alternated in speaking time, demonstrations, class management and student support. “Togetherness” will continue to be practiced in the classroom at Yulwon Middle School.





Lesson Plan



- **Title (Unit):** Lesson 8 - Shopping
- **Grade (Level):** Middle School Grade 1, Intermediate/Advanced
- **Lesson Focus:** Speaking and Listening
- **Objectives:**
 - Students will be able to learn key phrases for shopping.
 - Students will be able to practice pronunciation and speaking.
- **Key Expressions:**
 - May I help you? Yes, please. No, thanks.
 - How much is this? Only 5 dollars. I'll take it.
 - That's expensive. That's cheap. Can I have a discount?
- **Materials:** PPT, shopping cards, money cards, dialogue cards, whiteboard, macbook, American dollars, Korean Won, English text book with CD

Procedure	Details		
Presentation: Introduction of Content and Language (Time: 10)	Native Teacher	Korean Teacher	Students
	GREETINGS		
	Greet class with good morning and hello.		Class greets teachers.
	INTRODUCTIONS		
	Introduce the shopping lesson and have a dialogue to engage students. Show students macbook with personal storyline.		Observe
	Call on students to read today's agenda		Students will raise their hands to be chosen and read today's agenda.
	REVIEW:		
Practice: Students begin to work with language (Time: 15)	Across & Up/Down Review Game:		
	Remind students of this game. Ask students review questions.		Students, while standing, will respond to review questions. When they get a correct answer, they can choose which rows to sit down (across or up/down).
	Native Teacher	Korean Teacher	Students
	BOOK WORK:		
	Jack and Zack Dialogue:		
	Click on the CD to play the dialogue of Jack & Zack.	Instruct students to turn to "Lesson 8: Shopping Jack & Zack" page 124 in the white book for the dialogue.	Watch dialogue





Procedure	Details		
Practice: Students begin to work with language (Time: 15)	Alternate by asking students questions.		Respond
	Real-life Scene Dialogue:		
	Ask students to work in pairs to read the dialogue for "Lesson 8: Shopping Real-life Scene". Walk around and check students pairwork and comprehension.		Work in pairs.
	Alternate by asking students questions.		Respond
	PRONUNCIATIONS:		
	Instruct students to repeat today's key words.		Repeat.
Production: Students internalize and use language (Time: 17)		Ask students the Korean translation for comprehension.	Respond
	Native Teacher	Korean Teacher	Students
	SHOPPING VOCABULARY FLASHCARDS		
	Show class American Dollars and how it relates to Korean Won. Take turns to review shopping flashcards such as clothes and school items with students. Then ask students how much the picture is worth in dollars.		Respond
	SHOPPING GAME		
	Rules explanation:		
	Introduce the rules with a "Simpson's" slide. Distinguish between the shop keeper and shopper. Explain that there are two winners for this game: one from the shoppers (student with the most items collected) and one from the shopkeepers (student with the most money).		Respond/Questions.
	Both teachers will demonstrate an appropriate dialogue exchange for this shopping game in front of the class. Then clarify questions with students. Call on two volunteers to show an example of the game for comprehension. Clarify rules again and ask for questions. Distribute all materials for the game.		Play the shopping game using the most English words possible to negotiate prices. Use the dialogue cards as a guide.
Assessments or Other Work (Time: 3)	Announce winners. Winners will receive a prize. Review key phrases and check for comprehension. Goodbye.		

■ Anticipated Problems (P) & Solutions (S):

- P: Students may be too noisy during the shopping game.
- S: Teachers should team together for volume control.





정 미 주
Erika Parrill

Conversational Station Teaching

5차시 수업의 수준별 수업의 실제 및
새롭게 도입된 5차시 수업에 대한 개선형태

Ⅰ 정 미 주 (서울 수유초등학교)

우수사항: 전반 20분의 전체 활동 수업과 후반 20분의 수준별 6개 그룹 학습활동이 함께 구성되어 있습니다. 이는 전체 활동(게임, 노래 등)을 통해 관련 단원의 학습을 다진 뒤, 후반 수준별 그룹학습 활동으로 개별적인 영어 학습 지도가 이루어지도록 하였습니다. 한국인 선생님이 맡고 있는 3개 그룹은 영어 학습 부진아동에 대한 지도시간을 정규 교육과정 시간 안으로 끌어들이고 궁극적으로 학습 격차를 줄이며 원어민 선생님이 맡은 우수 학생에 대하여는 원어민 교사와의 보다 개별적인 의사소통 기회를 제공함으로써 보다 실제적인 대화의 기회와 친밀한 관계 형성을 통해 영어 학습에 대한 흥미를 고취시킬 수 있도록 하였습니다.

한국인 교사와 원어민 교사의 역할 설정을 분명히 하여 단위 시간 내 두 명의 교사 활용도를 최대화합니다. 기존 수업의 모형의 경우 두 명의 교사가 함께 전체 수업을 함께 이끌어 갈 경우 한 명이 수업을 이끌면 다른 한 명은 보조 및 다른 학습활동을 맡게 되는데 이 수업 모형의 경우 두 명이 각기 다른 그룹을 맡게 됨으로써 수업 내 두 명의 교사가 동시에 가르치게 되어 co-teaching의 효과를 높이고 있습니다.

교육과정 5차시 story time 수업을 확대하여 정규시간에 영어동화책의 활용을 높입니다. 5차시 수업의 진행이 교과서에서 제공된 영어동화로 수업을 진행하도록 되어있으나 영어동화의 내용이 제한적이고 또 이에 대한 학생들의 흥미도가 낮아 개선의 필요성이 제기되었습니다. 또한 영어전용교실에 비치해 두었던 다양한 영어동화책에 대한 활용도가 낮음을 감안하여 이를 정규교육과정에서 활용할 수 있도록 어학분배기를 활용하여 영어동화 CD를 들으며 동화책을 읽도록 하였습니다. 이는 영어CD를 들으며 책을 읽기 때문에 듣기와 읽기 학습이 동시에 일어나며 학생들이 흥미를 잃지 않고 책을 끝까지 읽을 수 있도록 돕습니다. 활동 후 교사와 함께 이야기에 대한 대화를 나눔으로써 말하기 학습과도 연계되고





있습니다.

4개의 언어기능을 단위시간에 함께 학습할 수 있는 학습 환경을 조성하였습니다. 각 3개의 그룹 내에서 스테이션 이동(선생님과 대화-그룹 쓰기활동-영어동화 또는 읽기자료)을 통해 4개 언어기능을 고루 학습하며, 원어민/한국인 선생님과 대화 시간을 통해 개별적인 듣기, 말하기 학습이 가능합니다. 제공된 수준별 자료를 통해 관련 쓰기 학습을 보강하고, 다양한 학습 자료를 통하여 그룹별로 자신의 수준에 맞는 자료로 주도적으로 학습에 임할 수 있는 환경을 제공합니다.



Conversational Station Teaching

*

■ Erika Parrill (Seoul Suyu Elementary School)

My co-teacher and I conduct *conversational station teaching* during the 5th period of each lesson with our sixth graders. We have had great success with this teaching method and hope to continue using it in the future.

Engage

To start the lesson my co-teacher and I have a brief discussion with students about topics such as how they are, how the weather is, and what activities they have done recently. We then review some key terms and outline what tasks we will complete that day. Next, we have students repeat a tongue twister and have a brief competition in which a random student attempts to repeat the tongue twister a specific number of times in a selected amount of time.

Study

During this section of the class, the co-teachers review key expressions by having students repeat key phrases that they learned in previous classes. This is done through activities such as “listen and repeat,” games and stories.



Activate

It is during this phase that students move into their designated groups. These groups have been carefully selected by the teachers based on the students' levels. In general, there are six groups. Three of the groups are comprised of lower-level English students, and three of the groups are comprised of higher-level English students. Each level has different tasks to complete during the group-work phase. Both levels have specific reading and writing worksheets that have been compiled for them based on their level and current lesson. Each level also participates in a speaking and listening activity with a co-teacher. The lower-level students answer questions with the Korean teacher, and the higher-level students participate in conversational English with the native English teacher. The native English teacher rotates to each high-level group and speaks with them for approximately five minutes. This style of learning ensures that students are learning co-operative skills while also leaning how to "think" in English. This style of learning has been highly successful I believe due to the fact that students are completing conversational English activities with their peers. *Conversational station teaching* produces a lower-stress environment than teacher-student based conversational English and also encourages students to help each other learn both new vocabulary and confidence in speaking English. Furthermore, I believe that this style of learning encourages a sense of trial and error dialogue where students are able to learn from their mistakes in a supportive environment in which they are surrounded by peers of a similar English comprehension level. Finally, after the group study, the co-teachers come together again to review some of the key expressions just practiced.



교수-학습 과정안

*

Grade	6	Page	152-153
Lesson	13. That's too bad	Period	5/6
Objectives	Students will be able to give reasons why they are sick.	Teacher	Erika Parrill Jung Mi Ju





Key Expressions	_____ speaking. Because I'm sick, I have a _____.	Class	6-5	
Procedure	Teaching-Learning Activities		Time	Aid/tips
Introduction	1. Greetings - Greeting with four questions about daily routine. - Tongue twister of the day.		5'	⊙ 일상적인 질문은 모둠별로 돌아가면서 묻고 답함.
Presentation	2. Objective - Teachers tell students(Ss) the day's objective and what they are expected to do.			
Practice	3. Mime game - Students from each group will come up to the front. - She/he will read the sentences on the mime cards and describe the sentences with actions. - Other students will guess the correct sentence.		5'	◇ 문장카드 ⊙ 모듬게임
	4. Survey game - Students will receive two types of worksheets. - "A" type students will suggest what they want to do this afternoon. ex) Let's play soccer. - "B" type students will refuse the suggestion saying why he / she is sick, ex) Sorry, I can't, I'm sick, I have a fever. - Students will write down information on their worksheet about their conversations.		10'	◇ Worksheet ⊙ 전체게임
Production	5. Station group study - Students will be divided into 6 groups. Three of them will be taught with the native teacher, the remaining three groups will be taught with the Korean teacher. - While the teachers ask and answer questions with one group, other groups will complete listening and writing assignment.		18	◇ Worksheet ⊙ 수준별 모듬학습 ⊙ 각 모듬마다 선생님과 대화 시간은 5분 정도 소요되며 나머지 시간은 동화듣기, 쓰기학습지 활동으로 스스로 활동함.
Wrap-up	6. Password - Students will be expected to say the key expression before they return to classroom.		2'	



채 해 병
Luke Cape

Consciousness-Raising 기법을 활용한 비교급 이해

Ⅰ 채 해 병 (강원 태백 황지고등학교)

1. Consciousness-raising 기법을 활용한 학습자 중심의 수업

기존의 교사중심 문법 번역식 수업에서 벗어나 학습자들이 스스로 수업에 참여하여 과제기반의 다양한 활동을 통해 수업의 주제인 ‘비교급’에 관한 사항들을 자연스럽게 익히고 활용할 수 있는 학습자 중심 수업. 따라서 무엇보다 딱딱하다고 인식되어지는 어법에 대한 학습자들의 흥미를 제고할 수 있었으며 수업 중 학습자가 영어를 단순히 암기하는 것이 아니라 자연스럽게 체득하게 함으로써 추후 파지 및 활용 가능성을 크게 높여 주었음.

2. 네 가지 언어기술(Listening, Speaking, Reading, Writing)을 활용한 수업

수업 중 이루어지는 다양한 과업 활동에 언어의 네 가지 기술을 적절하게 활용할 수 있는 기회를 제공함으로써 학습자들의 보다 균형 잡힌 영어능력 향상을 도모하였으며 특히 말하기와 쓰기활동을 보다 강화하여 추후 도입될 ‘국가수준영어능력평가’를 비롯한 다양한 영어 관련 평가에 효과적으로 대비할 수 있도록 하였음.

3. 협력교사와 원어민교사의 적절한 역할 배분을 통한 내실 있는 수업

수업이 이루어지기 전 충분히 사전 준비를 함은 물론 협력교사와 원어민교사 간 지속적인 의사소통을 통하여 수업활동을 준비, 실행, 평가하여 소수 학생만 참여하는 수업이 아닌 모든 학생들이 참여하고, 생각하며, 배운 내용을 복습해 볼 수 있는 내실 있는 수업을 제공함. 이로 인해 학생들은 마치 선생님들에게서 면 대 면 수업을 받는 것처럼 본인 수준에 맞는 적절한 도움을 제공받을 수 있었음.





4. 수업 중 다양한 활동(발표활동, 모둠활동, 게임 등)을 통하여 학습한 내용에 대한 완전한 이해를 도모하고 적극적인 활용 기회를 제공하는 수업

수업 중 다양한 활동을 통하여 학생들이 본 차시에 학습한 내용을 완전히 이해할 수 있도록 했음은 물론 적극적인 활용 기회를 제공하여 학습내용에 대한 파지력을 높이고 영어를 듣고 읽고 말하며 쓸 수 있다는 자신감을 제공하였음.

5. 영어를 활용한 영어 수업(TEE)

전반적으로 영어를 활용하는 영어 수업을 통해서 학습자에게 유의미한 학습 도움(Scaffolding)을 제공하여 학습자들이 보다 진정성 있는 맥락 속에서 영어를 학습할 수 있는 분위기를 조성해 주었음.



Co-teaching Model: "Experience Learning in the Classroom"

*

|| Luke Cape (Gwangwon Hwangji High School)

I teach at a rural high school where the students' english speaking level is mixed, but mostly lower-intermediate. I've found that the best way to help students understand and practice the target language in the classroom is to present them with engaging material without too many constrictions or demands on their output. For example, while teaching 'comparatives' as a topic, students will feel more compelled to make a response to two interesting pictures than a group of words or sentences with rules. Keeping the lesson engaging and the material varied is what has made our co-teaching experience rewarding.

When planning this lesson together, we wanted the students to understand the structures of making comparative sentences, while having fun through different learning styles - visual, auditory and tactile.

- I made red and green 'voting cards' which the students could use to choose between two pictures (dog or cat, apples or ramyeon etc.). Once the students





had made this contribution (voting) they are more likely to back up their decision with a reason. I like to involve students' opinions and input in the class as much as possible.

- My co-teacher decided to prepare a 'group worksheet' with 'flashcards' for the students to complete, which includes tactile learning in our class. The process of physically sticking the adjectives into their correct comparative categories has helped the students recognise the patterns and constructions of the correct comparatives.
- Thirdly, for the final activity each student is given a whiteboard where they are asked to write a word from a given category, which we then use to make comparative sentences. I find that using student-created content reduces effective learning barriers for other students, who usually become more confident to speak freely while using the creations of their peers.

Interspersed between these activities are the more traditional listening and writing, choral response and speaking activities which complete the lesson, enabling auditory learners to pick up the material more effectively.

By using images of everyday things in the 'warm-up' section (animals the students interact with daily, food they eat, computer games they play), I hope the students will be more motivated to respond and give their opinion ('which do you prefer?') without feeling they are in alien territory.

I hope that both by hearing examples by the KET and NET and completing the listening and group worksheet section of the lesson, students will be able to remember the proper structure of making comparative sentences, so as to be able to use them in later lessons.

I hope the students will enjoy the class while feeling they have learned something useful for their future English usage.





Lesson Plan

*

Lesson Name	Which Do You Prefer?
Lesson Objective	1. Students will be able to use comparatives and superlatives while talking about activities, products and people. 2. Students will be able to speak about likes and dislikes. 3. Students will be able to confidently compare things.
Lesson Duration	50 mins.

Date	Age	Level
94h November	High School	Low Intermediate

Resources	1. PPT + Overhead projector 2. Green & Red 'Voting Cards' 3. A3 Size 'Group comparatives worksheet' + flashcards to attach 4. Listening Worksheet 5. Whiteboards
------------------	--

KET: Korean English Teacher, NET: Native English Teacher

Stage	Leader	Time (Mins)	Steps
Warm-up (Listening & Speaking)	NET	10	Give out the Red and Green voting cards to students. Explain the voting activity, and have students choose which they prefer (dog or cat / apple or ramyeon / sudden attack or FIFA). After each vote, ask the KET first, and then students for adjectives describing each noun and elicit comparative sentences from them.
Reading & Matching	KET	7	NET hands out 'group comparatives worksheet' while KET explains the activity. Students must attach the adjective flashcards to the worksheet in the correct columns. KET checks answers after activity.
Speaking	NET	5	NET shows the class some images on the PPT. They must use words from their group worksheets to compare the two images.
Listening & Writing	KET and NET	7	Students listen and fill-in-the-blanks on the 'Listening Worksheet'. NET corrects.
Speaking	KET and NET	5	Using the words on the PPT, both teachers in turn ask students to make comparative sentences from the adjectives.
Writing, Reading, Listening, Speaking	NET	10	The students must write down a word on their whiteboards (prompted from a topic on the PPT eg. 'Sports'). Then one student stands up and chooses two whiteboards. He must make a comparative sentence using the two words.

