



## Lesson 9. Can I speak to Jinu, Please?

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I have never before experienced teaching students alongside another teacher. Prior to arriving in Korea, I felt a little apprehensive about it, not knowing if it would help or hinder the learning experience for the students. I had heard varying attitudes and experiences of co-teaching from acquaintances, but decided to give it the best go I had. Since arriving, I have become a firm *supporter* of co-teaching and whole heartedly believe it provides for a better experience for students and teachers alike. Here are some thoughts about why I believe this is so.

A key part of our co-teaching philosophy is active and healthy *communication*. This occurs both before a lesson, during a lesson and after a lesson. We always brainstorm ideas together before lessons, predict anticipated problems and suggest solutions and encourage each other as teachers. In addition, valuable post-lesson feedback allows us to grow as teachers and learn from each other. This would certainly not be possible if I was the only teacher in the room.

Lesson 9 "Can I speak to Jinu, please?" for 5<sup>th</sup> grade is a great lesson for equipping students with easy tools for very common conversational English which they will most likely encounter at some point in their day to day life. Throughout lesson 9 we have intentionally been building up a *wide scope* of key expressions students are likely to need, so that students are able to create their own unique sentences in their *real life* phone conversations. We feel this is far more beneficial to the students than giving them 3 or 4 structured sentences to rehearse and regurgitate which do not allow for personalization.

My fabulous co-teacher, Sehyeon, and I have different strengths and different styles of teaching. We believe this should be seen positively and try to use this to our advantage in the classroom to reach all the students. While I may find particular activities resonate with me, Sehyeon constantly challenges me to vary the mix of activities and *learning styles* to allow for the greatest learning for all 22 students in the class. No one student should be forgotten and by working as a teaching team, we are able to reach far more students than what we can in our own strength.

In this particular lesson, we decided to utilize several different learning styles and strategies to enhance learning for all students. Let's unpack them individually.

**Warm Up:** Chit Chat: This encourages students to think *creatively* and allows both weaker and stronger students to be involved and build on the vocabulary they are familiar with. This time allows 'real life' conversations to take place in the classroom and because we start each lesson in this way, students have become familiar with this warm up and have grown to enjoy this free speaking time.



**Role Play:** If we as teachers are able to make fun of ourselves in front of the class, we are often more likely to gain the undivided attention of our students for longer periods of time. The moment I put on a silly outfit or sing a song to them, I immediately gain students' interest and attention. For this reason, Sehyeon and I love doing role plays where we dress up in silly outfits. The students *love it* and they *remember it*. In this particular case, we then asked questions to check comprehension and spot areas which need clarifying. We asked stronger students to write full sentences while weaker students wrote basic key expressions only. During this time we constantly walked around the class, even when asking the questions, to see how students were responding and where they were struggling.

**Unlock Pattern Game:** The Unlock Pattern game we decided to use encourages team work yet does not allow the more confident students to dominate while others take a back seat. The game requires each student to try their best and *contribute* to the team's success. I have been amazed at how well these games work with the 5th grade, with lower level students encouraged and supported by their team mates during their turn. During this game, we felt it was important for *all* students to be given the opportunity to complete their sentence. Clues were given on the PowerPoint to help them finish in a timely manner, thus even lower level students felt they were able to accomplish something during the game. Competition always works wonders in getting students to enjoy an activity and actively participate in it, and this game's competitive edge ensured all students *tried* their best in an attempt to win the much coveted coupons.

**Find Your Friends Game:** A slight spin off on the tried and trusted Find Your Friends game, this version required students to first find their friend by using the key expressions, and then ask them a question and elicit a response from their friend. The fast pace of this game and the fact that the students were walking around *repeating* the expressions to many students improved language *retention*, as well as broke up the tedium of a 40 minute lesson where concentration often dwindles. Sehyeon and I had a strategy of participating in the game for the first five minutes to set the tone and rules of the game through modeling alongside the students. We then began to withdraw from the game and take on a more supervisory role as students began to fidget, get too excited and not follow the objectives of the game.

**Review:** Rather than giving students the key expressions and reviewing them in a fun/repetitive way, Sehyeon and I decided to provide *no prompts* to the students to encourage them to recall the key expressions which they remembered. This could be a rather nerve wracking way of reviewing the lesson as a teacher-what if no student can remember a single key expression! However I believe this is a great way of testing what *really stuck*, as students are given no prompts (in the form of pictures or sentences with missing words). We decided to use this strategy for this Lesson 9 to ensure students were able to quickly recall key expressions by themselves sans prompts-something that will be required of them in real life telephone conversations.



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This particular period's intention was to develop the students' reading and writing abilities for Lesson 9. We believe we were able to accomplish this in a fun and interesting way through the three activities used. However, an underlying thread that runs throughout all of our lessons is the desire to grow the students' *speaking skills*. In each lesson that we teach, our primary goal is to build confidence in our students to speak English conversationally with family, friends and others outside of the classroom. This is done through equipping them with vocabulary, sentence structure and language rules, however primarily it is about giving them the *confidence* to go out and practice, experiment with the language and use it as often as possible. If we cannot achieve this then we have failed as teachers. I won't be here forever, but the confidence I can give my students will last far longer than my presence.



## 관계 - 공감 - 소통 - 듣기의 원어민교사와 한국인교사의 협력수업

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한 시간의 수업을 누구와 함께 계획하고 진행한다는 것은 매일 같이 생활하는 배우자여도 힘든 일이다. 하물며 언어의 소통이 100% 원활할 수 없고 자라온 문화가 다른, 원어민 교사와 함께 협력 수업을 시도한다는 자체는 부담스러울 수밖에 없는 실정이다.

올해로 벌써 4번째 원어민이 바뀌었고 빠르면 한 학기, 길면 일 년마다 바뀌는 원어민 교사와 적응하고 함께하기는 쉬운 일이 아니었다. 특히 사람마다 성격이 다르고 일하는 방식이나 말을 받아들이는 느낌이 다른데 맞추어 수업을 계획하고 진행하는 일은 수업 전부터 진행까지 긴장의 끈을 늦출 수 없었다.

그렇다면 어떻게 해야 원활한 협력수업이 가능할까?

지금까지 내 경험으로의 정답은 관계 - 공감 - 소통 - 듣기이다.

사람과 사람이 함께 무슨 일을 진행할 때에는 사람과의 관계의 형성이 먼저고 그래서 서로 많이 관심을 갖고 친해져야 한다. 또한 그 사람의 이야기에 공감하고 내 이야기가 잘 전달이 되려면 소통을 해야 한다. 소통이 잘 되려면 무엇보다도 상대방이 하는 이야기를 잘 들어야 한다. 듣기가 잘 되면 그 사람과의 관계가 좋아질 수밖에 없는 결론이다.

나와 이번 수업을 같이 하게 된 원어민은 처음 나를 만나는 자리에서부터 휴가 중에 나를 보러 와 줘서 고맙다는 인사로 나를 맞이했다. 그 멘트부터 감동을 받은 나는 그녀의 말투 억양 그리고 모든 면에서 호감을 갖게 되었고 그녀의 수업 계획 방식이나 진행 모습에 감동을 받게 되었다.

그녀는 내가 바쁠 때나 다른 일로 복잡할 때에도 편하게 사적인 대화를 할 수 있도록 배려해 주었고 나 또한 그녀의 사생활이나 요구에 흔쾌히 응답하게 되었다. 그렇게 짧은 시간 안에 친해진 우리는 공개수업을 진행하고 준비하는데 전혀 어려움 없이 의견을 나눌 수 있었고 준비를 쉽게 할 수 있었다.



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우리가 준비한 수업의 첫 번째 Warm up 단계에서는 Chit Chat Time을 가져서 일상적인 대화 주제를 가지고 짝공과 이야기해보는 시간이었다. 매달 이야기 주제를 정해서 수업시간 시작할 때 그 주제에 맞게 연습하여 실제 다른 나라에서 주로 사용하는 표현을 숙달 시킬 수 있는 계기를 마련하였다.

전개 단계의 첫 번째는 듣기를 통한 쓰기 활동이었다. 원어민 교사와 한국인 교사가 역할극을 준비하여 학생들이 한번 듣고도 충분히 대화 내용을 기억할 수 있도록 반복 강조한 대화를 들려 준 후 간단한 학습지를 배부하여 학생들에게 대화의 핵심 내용을 써보는 활동으로 이번 단원의 중요 표현을 되살려 보았다.

전개 단계의 두 번째 활동으로 읽기를 통한 쓰기 활동을 하였다. 스마트 폰의 잠금 장치의 ppt 자료를 이용한 모둠 활동으로 잠금장치를 연결하여 패턴을 풀어보는 것처럼 흩어져있는 단어를 연결하여 문장 만들어 쓰기 게임을 진행하였다. 특히 이번 게임에서는 모둠에서 잘하는 친구가 대표로 쓰는 것이 아니라 반드시 순서를 정하여 돌아가면서 작성하게 하여 학생들 간에 서로 협력할 수 있는 기회를 제공하였다.

전개 단계의 마지막 활동으로 말하기를 통한 쓰기 활동을 하였다. 원어민 교사와 나는 학생 수에 맞는 캐릭터를 정하여 이번 단원에서 꼭 대화를 해보아야 하는 두 가지 표현을 사용하여 친구 2명을 찾는 활동을 계획하였다. 우리가 모의 대화를 보여주어 학생들의 이해를 도운 다음 원어민교사와 나도 게임에 참여하여 실제적인 발화를 유도하였다. 특히 이번 활동에서는 대화가 쉽고 빨리 끝난 학생들에게 추가로 교과서 쓰기 활동을 제시함으로써 수준이 높은 학생들의 소중한 시간을 지켜줄 수 있었다.

우리가 고민한 마지막 정리는 학생들의 입에서 이번 단원의 핵심 문장을 이끌어 내어 발표하고 판서하는 활동이었다. 반복된 표현을 얼마나 정확히 기억하고 있는지 그 내용을 교사가 직접 판서하여 눈으로 확인할 수 있게 하였고 다른 한명의 교사는 쿠폰을 제공하여 보상을 하였다.

수업의 차시는 읽기, 쓰기 활동이 중점이 되는 것이었으나 듣기, 말하기, 읽기, 쓰기의 4가지 영역을 골고루 활용할 수 있는 3가지 활동을 계획하고 진행하여 단위시간 안에 내실 있는 학습이 이루어졌으며 수업을 계획하고 진행한 원어민 교사와 나는 매우 만족하는 수업을 하였다고 생각된다. 이 모든 것 그리고 지금 동영상 공모를 신청할 수 있는 것 또한 원어민 교사와 나와의 관계가 좋기 때문이다.



# Lesson Plan

- Title: Hello can I speak to Jinu, please?
- Lesson: 9                      Period: 4
- School Grade: Elementary 5th Grade
- Lesson Focus: Reading & Writing

## •Objectives:

- a) Students should be able to hold a basic telephone conversation utilizing the key phrases: "Hello, can I speak to .... please?" , "Speaking", "Sorry, s/he's not at home".
- b) Students should be able to build on their conversations by suggesting an activity using the key phrase "Let's... "; they should be able to refuse or accept an activity by replying "Sorry, I can't" or "Sounds good".

## •Key Expressions

- a) Hello, can I speak to ... please?
- b) Speaking/Sorry, s/he's not at home.
- c) Let's go to .... today/tomorrow.
- d) Sorry, I can't, I'm busy/Sounds good.

## •Materials:

- a) PowerPoint
- b) Role play props, role play answer worksheet
- c) Whiteboards, markers, erasers
- d) Find your friends worksheet

Procedure	Details	Materials & Comments
Presentation  (5 min)	<p>✧ <b>Greetings:</b></p> <p>→ NT &amp; KT to greet the students by enquiring how the students are feeling, what the date is and what the weather is like.</p> <p>→ Students to warm up by participating in ChitChat time in pairs.</p> <p>✧ <b>Presentation of Objectives &amp; Activities:</b></p> <p>→ NT to present objectives &amp; activities to students in an interactive and engaging way.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <b>OBJECTIVES</b> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Students should be able to hold a basic telephone conversation utilizing the key phrases &amp; build on their conversation by suggesting an activity and then being able to refuse or accept it.</p> </div>	<p>✧ PPT</p> <p>✧ Chit Chat questions &amp; answer prompts presented on PowerPoint</p> <p>✧ KT to ensure Ss comprehend the objectives &amp; activities</p>
Practice  (8min)	<p>✧ <b>Activity 1: Role Play:</b></p> <p>→ NT &amp; KT to perform humorous telephone conversation role play using key expressions.</p> <p>→ KT: Did you enjoy that? Ss: Yes! NT: Ok, now we will ask you some questions. I will give you a piece of paper. Please write your name &amp; class on the worksheet. We will ask you 5 questions. Please write down your answers on your worksheet.</p> <p>→ NT &amp; KT to alternate in asking the 5 questions.</p>	<p>✧ Role play costumes, PPT with questions &amp; answers, Role Play worksheet.</p> <p>✧ Anticipated problem: Students won't comprehend the role play the first time round. Solution: KT &amp; NT to repeat and stress key expressions during the role play to draw Ss attention.</p>



## Lesson 9. Can I speak to Jinu, Please?

	<p>→ NT &amp; KT to walk around the classroom checking Ss understanding and comprehension. NT &amp; KT to give prompts and clues where it is evident Ss are not fully grasping the question or answer.</p>	<p>✎ NT &amp; KT to hand out worksheets to Ss which will be collected at the end of the activity. NT &amp; KT will review Ss answers to find areas that require reviewing next period.</p> <p>✎ This activity is designed to remind Ss of key expressions learnt in previous lessons and quietly build Ss confidence in using the key expressions before the group work begins.</p>
	<div style="text-align: center;"><b>Q &amp; A</b></div> <ol style="list-style-type: none"> <li>Who is Annie speaking to? Annie is speaking to Tom.</li> <li>Complete the sentence: Let's ... Let's watch a movie.</li> <li>When will they meet? They will meet tomorrow.</li> <li>What time will they meet? They will meet at 5pm.</li> <li>Where will they meet? They will meet at the bus stop.</li> </ol> <p>→ NT: Let's go through the answers as a class now. Question 1: Who is Annie speaking to? Does anybody know the answer? Please put your hand up if you know the answer.</p> <p>→ NT &amp; KT to alternate prompting the answers from the Ss. NT &amp; KT to constantly congratulate and encourage Ss when they attempt to answer the question.</p>	
Production  (22min)	<p>✧ <b>Activity 2: Unlock Pattern Game:</b></p> <p>→ KT to demonstrate how to play the Unlock Pattern Game.</p> <div style="text-align: center;"><b>UNLOCK PATTERN</b></div> <ol style="list-style-type: none"> <li>KT to arrange Ss into groups of 4, with Ss numbered 1-4.</li> <li>Starting with S1 in each group, groups must guess the correct sentence, based on the Unlock Pattern which will appear on the Powerpoint.</li> <li>The group which completes the answer correctly first receives one point.</li> </ol> <p>→ KT: When have finished writing your sentence, hold your whiteboard up in the air. The first team to finish and write their sentence correctly will win one point. At the end, the team with the most points will win coupons!</p> <p>→ Student 1, you will write the first answer. Are you ready?</p> <p>→ Ss: Yes!!</p> <p>→ NT to reveal the Unlock Patterns on the PowerPoint and both KT &amp; NT will check answers and award points. KT will be responsible for recording points on the Board.</p> <p>→ NT &amp; KT to encourage participation and camaraderie by allowing team members to help each other out by speaking the answer to the Ss writing the answer.</p> <p>✧ <b>Activity 3: Find Your Friends Game:</b></p> <p>→ NT: Now we will play the "Find your Friends" game. Each student will get a Calling Card to use to play the game.</p> <p>→ NT to explain the rules of the game. At each stage of the explanation, KT &amp; NT to role play to model the game for the Ss.</p> <div style="text-align: center;"><b>FIND YOUR FRIENDS</b></div> <ol style="list-style-type: none"> <li>Ss to walk around the classroom and ask other students "Hello can I speak to ( ) please?" based on the friend's name that they have on their calling card.</li> <li>Ss respond with "Speaking" or "Sorry s/he's not home", depending on whether they are the correct friend.</li> <li>Once they have found their friend, the Ss has to ask them a particular question ("Let's....") found on their Calling Card.</li> </ol>	<p>✎ Small whiteboards, erasers, markers, unlock pattern laminated cards, PPT.</p> <p>✎ Anticipated problem: Stronger Ss will want to write all the answers. Solution: KT &amp; NT to ensure all Ss are given a turn to write the answer for their group by allocating student numbers.</p> <p>✎ NT &amp; KT to encourage active participation by giving the winning team coupons. This creates a sense of competition and results in Ss trying harder.</p> <p>✎ For the last question, the winning team will receive more than one point. This creates excitement and competition until the very last round.</p> <p>✎ Anticipated problem: Ss will finish the game at different times. Solution: When finished, Ss must hand their worksheet to KT to receive a coupon for completing the task well. KT will then assign them a writing task from the textbook to quietly complete at their desk.</p>



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	<p>4. Ss respond with "Sounds good" or "Sorry I can't" depending on whether they would like to join.</p> <p>→ NT: Remember, do not show your Calling card to anybody. It is a secret! This is an English only time. So you must try to speak English to your friends. We will give coupons to those Ss who try to speak English very well. When you are finished and have found both friends, you need to bring your worksheet to Sehyeon Teacher.</p> <p>→ KT to finish the game explanation by asking check questions in Korean.</p>	<p>✎ By asking check questions in Korean, this ensures all Ss understand the game, yet without simply translating the instructions verbatim, resulting in Ss having to think more.</p>
<p>Wrap up</p> <p>(5min)</p>	<p>✧ <b>Review:</b></p> <p>→ NT: What key expressions have you learnt today? Can anybody tell me what new words they have learnt in class?</p> <p>→ Ss to raise their hands and share which key expressions they remember. Ss to personalize them with their own names/examples to help ensure the expressions resonate with the Ss.</p> <p>→ NT to write the key expressions called out on the board &amp; KT to walk around class assisting weaker Ss &amp; handing out coupons.</p> <p>→ NT &amp; KT: Well done students, you all did really well today. We are very proud of you.</p> <p>→ NT to introduce next lesson's period.</p> <p>→ NT &amp; KT: Goodbye!</p> <p>→ Ss: Goodbye teachers!</p>	<p>✎ NT to ensure as many Ss participate in review as possible &amp; not just a core group to give answers.</p> <p>✎ NT &amp; KT to encourage weaker Ss to also be involved by providing prompts where necessary.</p> <p>✎ KT to reward coupons for participation in Review.</p>

### -Anticipated Problems & Solutions:

- ✧ Ss will not attempt to speak English in the Find your Friends game, but rather shout out the name of their friend (e.g. "Spongebob?") to avoid practicing the key expressions.
  - ★ **Solution:** Both NT & KT will actively participate in the game and reward Ss who attempt to use all of the key expressions required in the game.
- ✧ Despite explaining and role modeling the Unlock Pattern Game, some Ss might not fully understand the rules of the game.
  - ★ **Solution:** Allow one round of playing the game to unfold. This will allow Ss to watch each other and stronger Ss will show weaker Ss how to play the game.
- ✧ Ss will be unsure of the key expressions they are able to use in response to the "Let's ...." question in Find Your Friends.
  - ★ **Solution:** Provide key expression prompts on the PPT for Ss to refer to when playing the game.

▪Teaching Philosophy which guides this class: Ensure all Ss have fun, feel relaxed and confident and free to explore the wonderful language of English!!