Grand Prize

Appearance:
What does she look like?
A Student Centered Speaking Activity

Angus J S Miller (Gochang Buk Buk Jung)

The accompanying co-teaching video aims to show the strengths of good communication between co teachers, as well as demonstrate a very engaging student centered speaking activity that can accommodate large groups well.

Teachers: Relative strengths

The teachers in this video are very different. Angus Miller is a guest English teacher from Canada. He has been teaching Gochang-Gun (Jeollabuk-do) for the past 4 years. As a native English speaker, Angus is very comfortable speaking in English. At times he can be too comfortable speaking in English, and can speak too quickly, or use words that some students do not understand. Angus teaches at several schools and is only at Gochang Buk Jung one day a week. He has only been teaching in this school for the past year. This means that his presence in the classroom is somewhat novel for students, and can be exciting. Many students are not used to having a foreign teacher, or even seeing westerners at all.

Kang Min Yeong is a Korean English teacher. This is her first year teaching. She is less comfortable teaching classes in English, and often conducts her own classes in Korean. Unlike Angus, she works at Gochang Buk Jung 5 days a week. She knows each student's English level and personal interests a lot better than Angus. If students are having difficulty in class, she is often the first one to notice.

These teachers work best when they use their strengths to support each other. By communicating with one another, before and during lessons, they are much more effective. Min Yeong is able to benefit from Angus's knowledge of English and Angus is able to call on Min Yeong's familiarity with students. They can also help mediate each other's weaknesses; Min Yeong is able to help keep Angus from speaking too quickly or using difficult words. Min Yeong is more comfortable teaching in English with Angus than when she is teaching by her self.

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Modes of Co-Teaching

This lesson shows the teachers working in two different styles. When students are receiving directions or reviewing and drilling key expressions, the teachers use a lead teacher / support teacher model. When students are doing individual or group work, the teachers are seen using a more equal team teaching model.

In the opening and closing, Angus is seen leading a lead teacher / support teacher pair. Angus's role is to engage students, demonstrate native English pronunciation, and to keep the lesson moving at the appropriate speed. When Min Yeong is acting as a support teacher, she can be seen keeping students on task, writing key information on the board, and asking concept-checking questions. She is also listening to Angus's voice for anything that may be difficult for students. Perhaps Angus uses an unfamiliar word. Perhaps he is speaking to quickly. She can intervene and prevent small problems from getting bigger as the lesson progresses.

When students are working, both teachers can be seen observing students and checking their work, offering correction as needed. They can be seen talking to students to keep them motivated and on-task, or to give students who have already finished extra conversation practice. They bring their own strengths to this task. Angus is much more talkative with students, and focuses on getting students to talk trough their problems. Min Yeong's knowledge of the class is especially important here. She is able to anticipate what language will be difficult for which students. This helps her to be in the right place at the right time. Communication between teachers is very important at this stage. Angus's knowledge of English may be needed to answer questions from students, and Min Yeong's knowledge of the class helps identify problems and direct teachers to where they can help the most. Throughout this phase, teachers can be seen asking for each others input and checking how they feel the lesson is going.

Discussion of Lesson

This lesson consists of a game proceeded by an activity where target language for the game is drilled, and a gap fill to check and solidify students understanding of the target language.

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Introduction to target language

At this school students may have been exposed to the basic "She/he has ____" form, but there are adjectives used that will be new to students. There are also students to who almost all of the target language will be new. Students are first asked to remember a cartoon face shown to them on the board. By thinking about the face they are shown, it keeps students engaged in the lesson and aids them in retaining any new words. The format keeps the drilling interesting for higher-level students as well, as they try to piece together the picture they were shown at the start of class.

Gap fill: Checking students understanding

Up to this point, students have not used the target language individually. To prevent misunderstanding later, students are given a short gap fill. Teachers can tell at a glance if students are having difficulty, or if they are ready for a more challenging task. At this stage, both teachers should be taking note of especially strong or weak students, and be on the lookout for common problems. Teachers will be able to use their knowledge gained in the main activity, or to clarify some point during review.

Main activity

The game used is this lesson is one where one student is given a cartoon picture of a face and asked to describe it to their group. The other students listen and try to draw it. This game has a number of strengths when used in the English classroom. It is easily scalable to different levels and class sizes. As seen in the video, students can be given more challenging pictures made using the same basic parts. In larger classes, the game remains just as useful. It is intuitive to understand for students. And, as long as seating permits, any sized class can be broken up into groups of 4. They will have as much time to speak as a smaller class. Rearranging the facial features can quickly generate additional pictures for a larger class.

This game makes speaking a core part of gameplay. Many games presented in English textbooks consist of a non-speaking game, (like Tic-Tac-Toe/X's and O's or memory,) which has been modified to include some speaking. This is usually done in a way that merely serves as a "speed bump" for gameplay. Play continues to a point, such as when

a player wishes to place a symbol in Tic-Tac-Toe, stops for students to practice speaking, and then continues. This creates a tension between speaking practice and gameplay. Many students resolve this tension by speaking only as much as necessary, or by agreeing with their partner to ignore the speaking entirely and play the game in the way that is the most fun for both players. The face drawing game is different. In this game, speaking is the gameplay. The risk in this sort of game is that students who don't have a basic grasp of the target language, or are too shy or nervous to speak, are not merely at a disadvantage; they are not able to play at all. That is why the two preceding activities are essential for the lesson to be successful.

Conclusion

By working together, Angus and Min Yeong can benefit from each other's strengths while minimizing their weaknesses. This helps them use the best features of this activity to it's fullest.

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얼굴 묘사를 활용한 학생 중심 말하기 연습을 위한 협력 수업 모형
Model of student-centered speaking practice class

강 민 영 (고창북중학교)

　얼굴을 활용한 수업은 실제적인 수업 자료를 활용함에 있어 더할 나위 없이 좋은 자료이다. 그럼에도 불구하고 쉽고 가벼운 소재이기에 얼굴의 구성요소인 눈, 코, 입, 귀 등의 명칭을 각각 영어로 교수한 뒤 다음 레벨의 단어로 넘어가게 마련이다. 그렇지만 얼굴의 구성 요소는 그 생김새와 수를 활용한다면 훨씬 더 배울 거리가 많은 유형의 수업 모형으로 발전시킬 수 있다. 이 수업은 크게 '사전 지식 파악하기, 새로운 표현 배우기, 관련 활동지 작성하기, 배운 표현을 활용한 게임 하기' 이렇게 네 부분으로 구성되는데 이를 통해 학생들이 배울 수 있는 개념은 하나 둘에 그치지 않고 수, 색깔, 위치, 길이, 높낮이 등 다양한 개념의 영어 표현의 학습에 이른다.

　우리는 처음 수의 개념을 접할 때에 손가락을 이용하여 십진법을 익히게 된다. 가장 큰 이유는 손가락이 우리와 친숙한 소재일 뿐 아니라 우리 신체의 뇌와 가장 근접한 곳에 있어 잠재의식 속에서도 반복 학습을 할 수 있기에 수학의 기초를 위한 가장 훌륭한 수업 교구로 간주되기 때문이다. 이를 영어 교수에 적용해보자. 한 예로 얼굴 'face'를 통해 초보 학생들이 어려워하는 대표적인 자음인 'f' 발음을 교수한다면 'f'로 시작하는 다른 어떤 단어들보다도 교수 대상의 뇌인지 속에 정확히 각인시킬 수가 있게 된다. 이와 같이 누구에게나 친숙한 소재인 '얼굴'을 가지고 어떻게 수업을 하는 것이 효과적인지에 대해 하나하나 짚어보자.

　그럼 본격적으로 네 파트로 구성된 각 단계별 수업 과정을 소개하고자 한다. 학생들은 'face, eyes, nose, mouth, ears, hair'와 같은 수업의 핵심적이고 토대가 되는 단어들을 이미 알고 있는 상태이다. 이 상황에서 'eyes'를 통해서는 여러 색을 영어로 표현하는 방법을 배운다. 또한 'eye'에 관해 배울 때에 한국인들은 으레 자신들의 눈동자가 검정색이라고 표현을 하고, 이를 직역하면 'black'이라는 단어를 사용하게 되는데 공교롭게도 이 'black eye'라는 표현은 눈 주위가 부상을 입어 멍들게 됐을 때에 어둡게 된 눈 주변을 가리키는 표현이다. 기본적인 색깔 표현과 함께 영어 사용을 함에 있어 자칫 우스운 오류를 범할 수 있는 부분을 설명해 가며 아이들의 흥미를 자연스레 유도할 수 있었던 부분이라 할 수 있겠다. 색깔을 영어로 발음하고 이를 활용하여 문장을 만들 때에는 아이들이 우뇌와 좌 뇌를 동시에 사용하기에 이 또한 매우 효과적인 언어 교수 방법이 되겠다. 뇌 인지에 관해 조금 더 언급하자면 공간, 색, 길이의 개념을 이 교수과정에서 함께 다룬다는 점이 양쪽 뇌를 동시에 활성화시킨다는 점에서 이 수업은 양 뇌 활성화를 위한 효과적인 수업이다.

이와 더불어 nose를 활용하는 부분에서는 높은 코, 낮은 코, 넓은 코, 좁은 코의 슬라이드를 화면에 띄워 주면서 아이들이 자연스럽게 공간 및 넓이에 관련된, high, low, wide, narrow 등의 표현을 학습할 수 있도록 수업을 설계하였으며, mouth에 관련해서는 big smile, small smile이라는 표현을 연상하여 함께 학습할 수 있도록 하였다. 또한 'ears'를 nose와 수 비교를 하도록 유도하여 관사 'a'의 개념을 쉽게 학습할 수 있도록 구성하였다. 'I have a nose', 'I have two ears'와 같이 표현을 한 후, 앞서 배운 표현을 연결 지어 문장을 자연스레 확장시킬 수 있게 교수하는 것도 아이들을 배려한 교수방법이라 할 수 있겠다. 'I have a wide big nose'라는 확장된 문장을 통해 아이들은 두 개의 형용사가 하나의 명사를 수식할 경우 두 개의 형용사를 'and'라는 연결어가 없이 문법적으로 흠이 없는 문장을 만들 수 있다는 것도 학습할 수 있게 된다.

다음으로 'hair'의 경우를 살펴보자. 물론 가장 먼저 떠오르는 개념은 'long'과 'short'를 활용한 길이의 개념일 것이다. 이와 더불어 brown, dark brown의 개념을 설명할 수 있고 'dye'라는 동사를 추가한다면 무수한 종류의 색깔을 연관 지어 교수할 수 있는 장치를 마련하게 된다. dark brown은 앞서 언급한 small narrow nose와 같이 두 개의 형용사를 쉽고 간단하게 활용하는 방법을 무의식 속에 다시 한 번 학습하게 만든다. 저학년의 경우 대머리를 'no hair'라고 교수할 수 있으며 더 높은 수준의 단어를 교수하고자 한다면 'bald'라는 표현을 사용하도록 지도한다.

위의 설명과 같이 학습한 표현은 팀으로 구성된 학생들이 협력 학습을 통하여 자신의 사전지식 및 새로 학습한 표현들을 적극적으로 공유하며 지식 성장을 할 수 있게 된다. 각 팀에 다양한 얼굴의 모습이 그려진 종이를 한 장씩 배분한다. 그중 한 사람만 그림을 보도록 하고 이 친구가 나머지 팀원들에게 그림을 설명하면 나머지 친구들은 빈 종이에 색연필과 사인펜을 가지고 그림을 상상하여 그려본다. 이 후 원어민 교사가 학생들이 보고 그렸던 종이의 얼굴을 랜덤으로 뽑은 후 그 그림을 설명한다. 그때에 자신이 그린 그림과 공통점이 있는지를 확인하면서 재미있게 복습을 할 수 있다. 여기서 끝으로 원어민 교사의 아이디어가 기발하다고 느낀 점을 서술하면서 글을 마치고자 한다. 아이들에게 게임을 위한 얼굴들을 구상하면서 'monster'의 얼굴을 고안하여 눈이 세 개이면서 한 개의 눈은 위에, 나머지 두 개의 눈은 한 줄로 아래에 위치하도록 만들어서 아이들이 위치의 개념을 거부감이 없이 받아들일 수 있도록 생각해냈다.

이와 같이 단순한 수업 자료라 할 수 있는 얼굴의 모습을 통해 수, 색깔, 위치, 길이, 높낮이 등 기본 회화에 필수적인 요소들을 거부감 없이 소화할 수 있도록 구성된 이 수업은 영어 왕 초보자들뿐 아니라 문장을 만들기 시작하는 초등학교 저학년부터 중학교 고학년에 이르기까지 다양한 레벨을 교수하도록 변형이 가능한 최적의 수업이라고 칭할 수 있겠다. 가장 잘 구성된 수업이란 교수 자료, 교구에서 시작하여 교수 방법에 이르기까지 학생의 시각에서 쉽고 간단하게 정보를 습득할 수 있도록 짜인 수업이라 할 수 있겠다. 이러한 면에서 볼 때에 이 수업은 얼굴을 활용하여 여러 개념을 쉽게 설명할 수 있도록 구성하고 동시에 또래 친구들의 협동을 통해 배울 수 있도록 활동지 및 게임을 고안했다는 점에서 높이 평가할 수 있을 것이다.

Lesson Plan

◉ **Unit (Section):** Appearance and clothing (Part 1)

◉ **School level/Grade:** Middle School Grade 2 / Lower-intermediate

◉ **Lesson Focus:** Speaking and Listening

◉ **Objectives:**
- Students will be able to describe the facial appearance of others.
- Students will have controlled and freer speaking practice.

◉ **Key Expressions:** He/She has long, blonde hair.

〃 pale skin.

〃 dark brown eyes.

◉ **Materials:** Memory PPT, Face pictures, writing handouts, Markers and crayons, A4 paper, face features reference poster

Procedure	Details
Warm up: Engage students; activate prior knowledge; Introduce/ review key expressions and vocabulary; (Time: 8-10 min)	**Angus:** Hello everyone! How many points does this class have? **Min Yeong:** Today we'll learn how to describe faces. First, we'll check what you know, then we'll learn some new words, and last we'll play a game. **Angus:** Look at this picture for 1 minute. Remember, what does she look like? (Put a picture of a cartoon face on the TV [Slide 2 on PPT]. Have students look and remember what she looks like. Teachers circulate and ask individual students questions about her appearance.) **Angus:** Ok, times up! (Put up blank slide [Slide 3 on PPT]) What did she look like? (elicit answers from the class.) **Min Yeong:** What about her skin? What did it look like? (Continue by first drilling adjectives for each facial feature, then having a member of the class say a complete "She has ___" sentence before revealing the relevant facial feature and moving on to the next feature.) **Angus:** Good job everyone. The class gets a sticker.

Procedure	Details
Practice: Assess students' command of target language. (Time: 6 min)	**Angus:** So you know how to describe a face? Try this one! (Put up a 2nd face, [slide * on PPT]) Look for 1 minute. (After 1 minute, put up blank slide, then pass out **Gap Fill Handout**) **Min Yeong:** On this paper, finish each sentence about his face. You have 3 minutes. (Teachers monitor students, paying special attention to previously identified lower level students. Teachers also identify middle and lower level students that have good answers to call upon during review.) **Angus:** So what did he look like? (Review students' answers as a class, after each correct answer, reveal the relevant facial feature.) **Angus:** Good job everyone. The class gets a sticker.
Production: Students have controlled speaking practice; Advanced students have freer speaking practice using more challenging pictures. (Time: 24-26 min)	**Min Yeong:** Let's play a game. **Angus:** One person gets a picture. Keep it secret (Angus mimes.) **Min Yeong:** The other people get paper and markers. **Angus:** Tell your group how to draw your person. (Angus and Min Yeong quickly demonstrate.) When you're finished, put up your hand. (Teachers pass out markers, paper and pictures from **Faces**. In groups, students play the drawing game. When a group finishes, angus or Min Young brings them a new picture. Teachers monitor for students who are having difficulty or students who may not be challenged enough. Students are given a picture from **Challenge Faces**. Groups should have enough time for each student to have a turn describing a face to the group.
Wrap-up Asses classes understanding of the material. (Time: 5 min)	**Angus:** I'll describe a face. Raise your hand if you have drawn a picture of this face. (Using a picture that has been used by at least one group, Angus describes a face. Students that have their hand up are asked to show their picture to the class.) (If time allows, students are asked to describe another picture to the class and students who have drawn this picture are asked to show their pictures to the class.) **Angus:** Good job everyone. The class gets a sticker. We now have X stickers! Good job today! See you next week!

◉ Anticipated Problems & Solutions

1. Some more advanced students may not feel challenged by the lesson.
   a. Include some more challenging pictures that do not match the implicit format of the other pictures. (E.g. eyes do not match in colour, one or more facial features are missing, or in different places.)
   b. Place advanced students in groups with two middle level students and one lower level student. Have advanced students assist lower level students.

2. Lower level students may have difficulty with the main activity.
   a. Place lower level students in groups with at least one higher level student so that they can receive assistance from their peers.
   b. Assign half of the known lower level students to each teacher for closer monitoring during activities.

3. Students may arrive to class very tired or missing key class materials.
   a. Teachers should arrive to class early to wake up and engage any sleeping students. Teachers should bring a store of extra pencils and erasers.