

배움이 즐거운 학교 함께 가꾸는 경남교육



2017

경남 원어민영어보조교사 워크숍

Gyeongnam Guest English Teacher Workshop

1기

2017. 5.



경상남도교육청
GYEONGSANGNAMDO OFFICE OF EDUCATION
학 교 혁 신 과

2017. 경남 원어민영어보조교사 워크숍 [1기] 계획

경상남도교육청

I 목적

- 공교육 현장에서 영어교육을 지원하는 보조교사로서 역할 인식 및 자긍심 제고
- 영어 수업 방법 공유 및 협력을 통한 전문성 신장
- 학교 및 한국 문화 적응 및 우수 한국 문화 확산 유도

II 관련

- 경남교육 2017. [2-5-2. 실용 중심 외국어 교육 강화]
- 2017. 원어민영어보조교사 사업 운영 계획 [학교혁신과-5089(2016.3.17.)호]

III 운영 방침

- 경남에 근무하는 전체 원어민영어보조교사를 대상으로 근무 경력 및 종합 평가 결과에 따라 2기로 편성하여 실시한다.
- 연수는 2일간(1일 6시간) 비합숙으로 실시하며 연수 경비는 도교육청 (점심 포함), 연수 여비는 학교에서 지원한다.
- 협력수업 사례 발표 등 실질적인 교실수업 개선에 도움이 되는 내용으로 교육과정을 구성하며 경남에 근무하는 우수 원어민영어보조교사를 강사로 적극 활용한다.
- 강의 뿐 아니라 다양한 실습 활동을 포함하여 연수생의 참여도를 높인다.
- 우수 한국 문화를 이해하고 알리는 공연으로 한류를 유도한다.



IV

연수 개요

- 연수명 : 2017. 원어민영어보조교사 워크숍[1기]
- 기간 : 2017. 5. 25.(목) ~ 5. 26.(금) 09:00~17:00
- 대상 : 최초 계약일이 2016년 4월 1일 이후인 원어민 약127명(경력 1년 미만인 원어민과 저경력연수 미이수 원어민교사)

1기	창원	진주	통영	사천	김해	밀양	거제	양산	의령	
인원수	22	7	4	8	2	10	16	6	5	
1기	함안	창녕	고성	남해	하동	산청	함양	거창	합천	계
인원수	4	5	7	3	8	2	4	6	8	127

- 장소 : 경남교육연구정보원 종합강의실 4층
- 교육과정 및 강사

No.	Title	Work Site	Position	Name	Hr.	Remarks
1	Duties as a Guest English Teacher	경남교육청	장학사	Jung-Mi Lee	1	
2	Curriculum & Lesson Planning	창원 무학초	원어민 영어보조교사	Lourens Engelbrecht	1	
3	Supplementing a Class	산청초	원어민 영어보조교사	S. Alex Jewell	1	
4	English Camps	진주 가람초	원어민 영어보조교사	Melaney Chrystal	2	
5	Classroom Management	광주 동신대학교	교수	Daniel Corks	2	
6	The Dynamics Between GET's and their Korean Co-Teachers	창원 구암초	원어민 코디네이터	Steven Huckleberry	2	
7	M.A.T. Method	창원 소답초	원어민 영어보조교사	Margaret K Lehmann	1	
8	Whole Brain Teaching Method	창원 동부초	원어민 영어보조교사	Rey Sentina	1	
9	Korean Traditional Performance	고성오광대	고성오광대	5명	2	
	소 계				12	

➊ Schedule

[Day 1]

Schedule		Program	Lecturer	Remarks
Class	Time			
	9:00	9:30	Registration	
1	9:30	10:00	Opening Ceremony & GET Duties	Lee Jung-Mi Jin Kim
2	10:10	11:00	Curriculum & Lesson Planning	Lourens Engelbrecht
3	11:10	12:00	The Dynamics Between GET's and their Korean Co-Teachers	Steven Huckleberry
4	12:00	13:00	Lunch	Lunchbox Provided
5	13:00	13:50	Classroom Management: Elementary English Camps : Middle/High	Daniel Corks Melaney Chrystal
6	14:00	14:50	Classroom Management : Middle/High English Camps : Elementary	Daniel Corks Melaney Chrystal
7	15:00	15:50	Korean Traditional Performance	고성오광대
8	16:00	16:50	Korean Traditional Performance	고성오광대

[Day 2]

Schedule		Program	Lecturer	Remarks
Class	Time			
	9:30	10:00	Registration	
1	10:10	11:00	The Dynamics Between GET's and their Korean Co-Teachers	Steven Huckleberry
2	11:10	12:00	Supplementary Materials	S. Alex Jewell
3	12:00	13:00	Lunch	Lunchbox Provided
4	13:00	13:50	Whole Brain Teaching Method	Rey Sentina
5	14:00	14:50	M.A.T. Method	Margaret Lehmann
6	15:00	15:50	Korean Survival	Yoon Sung-Hwi

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기대 효과

- ➊ 원어민영어보조교사로서 역할 인식 및 자긍심 고취
- ➋ 교수역량을 갖춘 우수 인력 확보로 영어 공교육 질 제고 및 경쟁력 향상
- ➌ 원어민간 인적 네트워크 강화 및 친한 인사 양성

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Duties as a Guest English Teacher

Yunseop Lee | (Gyeongsangnamdo Office of Education)





English Camps

Melaney Chrystal | (Garam Elelmentary School)

English camps form an integral part of the ESL experience, encouraging innovation that creates a symbiotic learning opportunity for you as well as the learners.

PREPARATION IDEAS

- Identify areas of interest (K-Pop, Food, Games, etc).
- Prepare a basic lesson plan (Daily schedule which includes activities and objectives).
- Prepare a resource and budget list (Calculate the cost of materials needed for your camp).
- Use the four spheres of language; Listening, Speaking, Reading and Writing.

ICE BREAKERS- ELEMENTARY SCHOOL

- (1) M&M Candy Introduction.
- (2) Snowball Fight.
- (3) Fruit Salad.

ICE BREAKERS- MIDDLE

- (1) The Alliteration Name Game.
- (2) Newspaper Challenge.
- (3) Two Truths and a Lie.

CAMP ACTIVITY IDEAS			
Listening	Speaking	Reading	Writing
- Code Breaker	- Card Battle - Matching Minions	- Word Hunter - Dominoes	- Scavenger Hunt
- Snatch Game	- Spy Game - Amonia	- Chicken Cha Cha - Dixit	- Comic Strip - Story Book - Word Power
- 3 Hills Quiz - Word Mixer			

ONLINE RESOURCES:

www.waygoook.org , www.busyteachers.com , www.pinterest.com



LESSON PLAN EXAMPLE TEMPLATE FOR ELEMENTARY STUDENTS

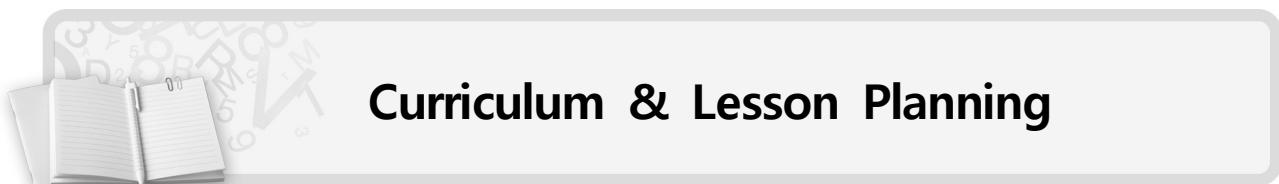
AFRICAN SUMMER SAFARI CAMP			
	Period 1(09:00-09:40)	Period 2 (09:50-10:30)	Period 3 (10:50-11:30)
Monday (ORIENTATION DAY)	Opening Ceremony: (Objectives, Rules, Reward System). Ice-breaker with a worksheet included.	Wild Animals: Students learn about the Big Five. -3 Hills Quiz.	Wild Battle: Students design their own animal focusing on their abilities. Battle one another.
Tuesday (CRAFTS DAY)	Word Twinkler: Review animals and introduce new words. Chicken Cha Cha Game: Match the shape with its description.	Shapes and Colors (1): Students paint their own animal mask.	Shapes and Colors (2): Students create and paint their own <i>Ndebele</i> doll.
Wednesday (SPORTS DAY)	Word Twinkler: Review shapes, colors and animals. Introduce action words and descriptions: verbs and adjectives.	Olympic Events: Students are divided into groups and have to complete all tasks together.	Snatch Game: Students are required to grab the event card as I call it out.
Thursday (SHOPPING DAY)	Word Twinkler: Review shapes, colors, animals and action words.	Shopping Spree: Students will be introduced to ZAR currency and value, as well as shopping phrases and dialog practices.	Shopping Spree: Students will be given ZAR currency and are required to purchase items using English expressions.
Friday (COOKING DAY)	Introduce cooking words and ingredients.	Ice-cream: Students will follow step-by-step instructions and make their own ice-cream. Create a new Animal-themed flavor.	Closing Ceremony: Students receive a certificate for attending camp. They receive prizes based on the points they have obtained.

* TIP: Provide an alternative to a Movie Day – some schools may require this.

CREATIVE CONTRIBUTORS: Dannielle Hazaras, Melody Lui.







Curriculum & Lesson Planning

Lourens Engelbrecht | (Moohak Elementary School)

1. Education in Korea:

The South Korean education system is known for its “...rapid expansion in all levels of schooling; efficiency in policy implementation; high equity in Education and a zeal for Education” (Lee, 2008: 48).

South Korea uses a 6-3-3-4 education system. It includes six years for Elementary School (from age six), three years for Middle School, three years for High School and four years for a college or university degree (Lee, 2008: 35). This system comprises of nine years of compulsory, free education (Jones, 2013: 6). The structure of the South Korean Education system:

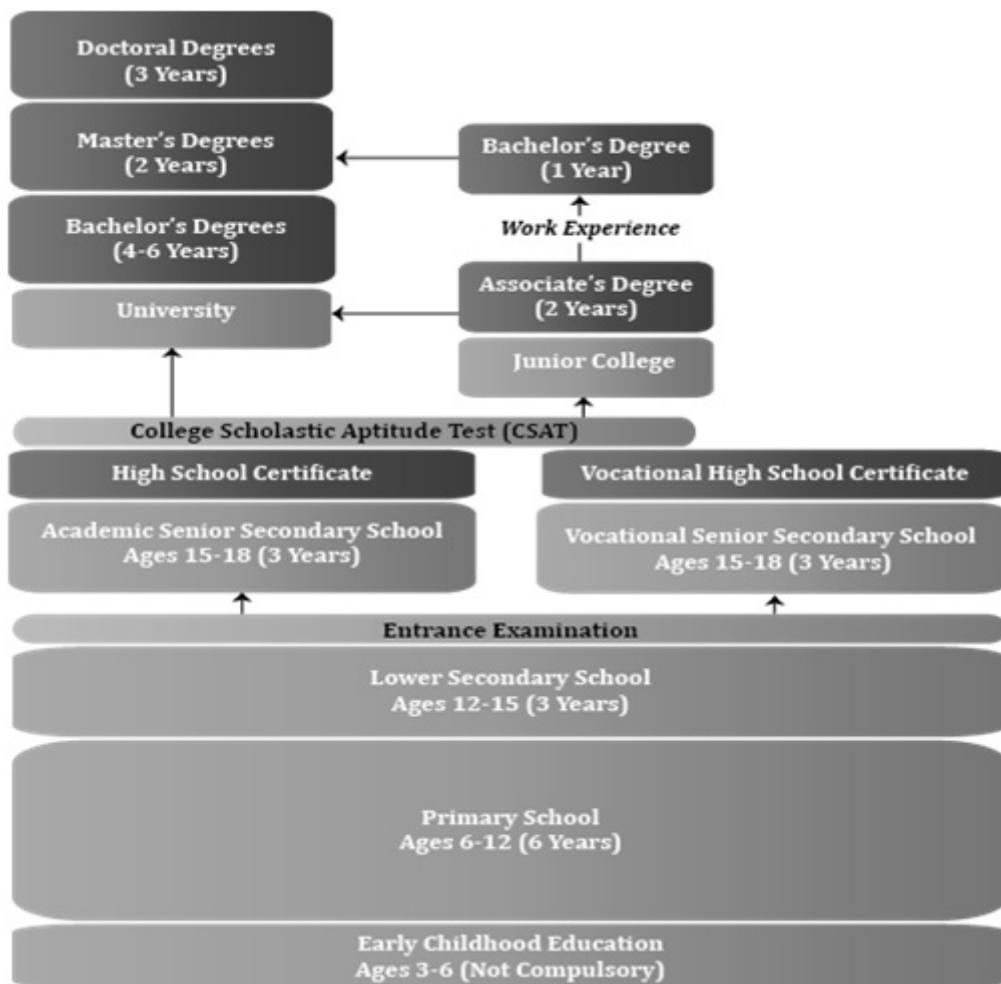


Figure 1: The structure of the South Korean Education system (NCEE, 2017: online)



Interesting facts about education in Korea (NCEE, 2017: online):

- 98% of students complete secondary education, the highest rate in OECD.
- 63% of 25–34 year-olds complete tertiary education, again the highest rate in OECD.
- The number of hours that Korean students spend studying (which includes private academies – *Hagwons*) is longer than any other OECD country.
- Teaching is currently the most popular career choice among young Koreans, due to the high social status of the profession, job stability and the very competitive salary. Only 5% of all Elementary School program applicants are accepted.
- In middle school, students are streamed according to their ability in mathematics, English, Korean, social studies and science.

2. The English Curriculum in South Korea:

The Korean Ministry of Education made a proclamation in 2007 (KICE, 2007:5), stating the following:

“The ability to communicate in English will act as an important bridge connecting different countries, and will be the driving force in developing our country, forming trust among various countries and cultures.”

2.1 English in Elementary Schools:

The objectives of English in Elementary Schools are for students to (KICE, 2007:7):

- Acquire an interest in English.
- Build confidence in basic use of English.
- Build a foundation for basic communication in English in everyday life.
- Understand foreign customs and cultures through English education.

2.2 English in Secondary Schools (Middle Schools and High Schools):

Students should build on the English learned in Elementary School. Therefore, English at the Secondary School level should cultivate the ability to understand and communicate in English about general topics in daily life (KICE, 2007:7). Students should:

- Understand the necessity to communicate in English.
- Effectively communicate in daily life and about general topics.
- Understand diverse foreign information in English, and put it into practical use.
- Through English education, appreciate diverse cultures and introduce our culture in English.

3. Strategies for effective lesson planning

"A goal without a plan is just a wish."
- Antoine de Saint-Exupéry

3.1 Why should teachers have a lesson plan?

Writing a lesson plan is probably one of the most time-consuming and mundane administrative task that most teachers are required to do, so why bother right?

Are lesson plans **REALLY** necessary? Discuss this with your colleagues around you and write down your thoughts on this:

3.2 What is a lesson plan?

According to Milkova (2016: online): *"A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time."*

This so-called "map" should therefore be regarded as an invaluable tool to all teachers. Additionally, a lesson plan is also crucial for determining the logical order and timing of class activities.

3.3 Theories on Lesson Planning

Before a teacher can decide how they want to write their lesson plans, there are a few factors that could influence the process of lesson planning:

3.3.1 Teachers have to see the BIG picture

Teachers should not only be concerned about designing individual lesson plans, but also a weekly plan; monthly plan; semester plan; as well as an annual plan. In order to do this, get the help of your co-teacher(s).



Tips:

- Familiarize yourself with the contents and requirements of the English Curriculum in South Korea. This will give you a broad idea of what each grade has to master in terms of their English skills, vocabulary and capabilities. (Even your Teachers' Guide should have CD's with some invaluable resources.)
- Ask for the Annual School Program of your school(s) – this indicates all the important dates (school trips; holidays; test days; etc.).
- Discuss the annual/semester/monthly/weekly lesson plans with your co-teacher(s) regularly. (**Please note: In most cases your co-teacher(s) usually take charge of this responsibility, so then just ask them for a copy of the relevant plan.**)
- Stay on track with your plan – there will most certainly be numerous occasions throughout the year where you will miss some classes for whatever reason.
- At the start of each new semester, ask about the dates for weekend camps, holiday camps or open classes. This will give you enough time to properly plan in advance.

3.4 How to write an effective lesson plan

There are countless lesson plan templates and formats available. If your school requires you to submit lesson plans, they will surely have a favoured template they most probably want you to use. (Don't forget to ask your co-teacher(s) about this.)

The teaching community is usually a very sharing one, so ask some of your colleagues to share their favourite lesson plan template with you. No matter which template you prefer, any lesson plan should at least consist of the following basic information:

- The name of the teacher (as well as your co-teacher) and the school.
- Date
- Title or lesson/unit number.
- Lesson focus
- Objectives
- Key expressions and vocabulary
- Materials used during the lesson

A popular lesson plan format that is widely used throughout ESL circles in Korea, is the “PPP Format”. This **Presentation-Practice-Production** format is officially utilized by EPIK. It is structured as follows:

THE PPP LESSON PLAN FORMAT	
Presentation (5 minutes)	Introduction of content and language: The teacher reviews the previous language learned, in order to introduce the students to the new language.
Practice (5-10 minutes)	Students begin to work with the language: The teacher describes the activities that show how the students will apply the language personally, or describe how students will practice with previously reviewed language.
Production (25-30 minutes)	Students internalize/master and use the language Describe the activities that show how students will use language to communicate with peers or how students will use reviewed language to communicate with their peers.

Another possible lesson plan format is the one recommended by the Chunjae Text Book Publisher. This format includes **Introduction – Development – Closure** (for English at Elementary School level):

Elementary School level):

THE INTRODUCTION-DEVELOPMENT-CLOSURE LESSON PLAN FORMAT	
Introduction (5 minutes)	<ul style="list-style-type: none"> • Greetings (daily routine) • Review the previous lesson/expressions/vocabulary • Motivation • Objectives
Development (30 minutes)	<p>The development phase usually involves four activities from the text book (depending on the grade and the specific lesson).</p> <p>It could include listening; speaking; reading and/or writing activities.</p> <p>This phase also includes some type of game or fun activity at the end.</p>
Closure (5 minutes)	<ul style="list-style-type: none"> • Review the lesson: read the objectives or key expressions again. • Assign homework • Preview the next period



Steps for preparing a lesson plan (Milkova, 2016: online):

1. **Outline learning objectives:** What do you want your students to learn and what should they be able to do at the end of the lesson? Write clear and concise objectives. Rank each objective in terms of their importance, so that you know what to do when you run into time-related issues.
2. **Develop the introduction:** Find out what students already know – do a short review.
3. **Plan the specific learning activities:** Prepare several different ways of explaining the material, because each student is unique.
4. **Plan to check for understanding:** Ask questions to check their understanding.
5. **Develop a conclusion and a preview:** Summarize the main points again at the end of the lesson. This is a short review of the current lesson as well as a preview of the next lesson.
6. **Create a realistic timeline:** Prioritize your activities, so that you know which activities to skip if you run out of time. Plan an extra activity just in case your lesson finishes early.
7. **Be prepared for the unexpected:** There will undoubtedly be days where something will go wrong during or prior to your lesson. The computer, USB, TV, CD, Printer, Internet or Projector might not work on the day of your lesson, so always have a back-up plan.
8. **Reflection:** What went well? What did not go so well? What can I do differently next time?

3.5 Concluding remarks

To become a master at lesson planning takes practice; perserverance; patience; editing and lots of trial-and-error. Don't give up, always learn through observing others, do your own research and never stop being a life-long learner.

4. BIBLIOGRAPHY

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The Dynamics Between GET's and their Korean Co-Teachers

Steven Huckleberry | (Guam Elementary School)

The Apartment

This is a story I found on the Internet, so of course it's 100% accurate and completely unbiased, written by an unhappy Korean co-teacher. It highlights an example of how problems can arise between GETs and KETs outside each other's control.

A public school had recently hired a new Guest English Teacher, and the co-teacher was tasked with picking up the GET and taking them to their new apartment. Everything was going well, and they were getting along. They were discussing the school, life in Korea, and all the normal things new people ask about. That is, until they arrived at the apartment and the GET saw where they would be living. It was very dirty. The previous tenant, the story doesn't say if it was a different GET, seemed to have never cleaned it during their stay. Understandably, the current GET was unhappy about this, and even refused to step inside the room! The Korean co-teacher had to call the principal of their school to explain the situation. In the end, the principal decided the co-teacher and another teacher had to clean the apartment. The co-teacher was unhappy about this, and it apparently caused some resentment from the co-teacher towards the GET. I want to ask, what is your opinion on this situation? Was it fair for the co-teacher to clean the apartment? Was it fair for the GET to refuse to enter it? Of course it was unfair for the previous tenant to leave the apartment in such a state, but that's not our focus. One aspect of Korea that differs from our home countries is that, when people move, it is up to the person who moves in to clean the apartment, as opposed to the person who moves out. In these situations, it may be that the only certain outcome is that our relationship will become strained, and we have to work that much harder to improve it.

The following are more in-depth explanations for the general strategies introduced in the presentation.

1. Be proactive! Don't wait for a problem to occur, try to prevent it from happening in the first place. If your co-teacher has a habit of telling you things at the last



minute, try going to them at the end of the day or first thing in the morning and ask if there's anything you should know about the next day. Just be aware it is common for the co-teacher to also be told last minute so don't be surprised if they say no at first and then a little later tell you something has changed.

2. Pick your battles. This one can be difficult for some of us, especially if we have a co-teacher who we often have difficulty with. Simply put, take a moment and ask yourself if the issue is worth dealing with. Take a deep breath, count to ten, or get a good night's sleep and see how you feel after. Often times, it can be better to drop the issue than push it. It can save everyone a lot of sanity in the long way. Furthermore, by dropping issues that can be dropped, people will be more understanding when or if a bigger, more troubling problem arises.
3. Prepare co-teacher's role in class. This is especially helpful for GETs who have homeroom co-teachers instead of a designated KET. If your co-teacher seems uninterested or uninvolved in your lessons, try going over the lesson the day before so they know what is expected of them in your lesson. They probably want to help and support you, but are just unsure of how. This is especially true if they don't normally teach English lessons.
4. Use students for class aspects. This can be useful if your co-teacher is often not present or interested in the class and a lot of fun for you and the students depending on your classes. If you notice one of your students has very good English, try using them to translate instead of your co-teacher. Or if one student is often bored, you can ask them to be a class president/leader/speaker. Their job can be helping organize the students for entering and leaving the class. Of course, setting this up might require a co-teacher's assistance or preparation to translate the students' role.
5. Work on social aspects of relationships. Korea has a very community driven culture. A recent trend on online streaming channels is called 'mukbang' (먹방). People watch someone eat food, sometimes extreme quantities (enough to feed a whole family) by themselves. There are a few ideas why this has become so popular recently, one of which is because of how social Korea is. Due to various obligations, Koreans don't have time to eat with their friends and family, so they eat while watching someone else eat.

This pertains to you because it shows how much Koreans value social connections, especially with food. A coffee or pastry and a kind word do much more good than a kind word alone. In fact, just taking time to get to know your co-teachers will also go a long way to build your relationship with them. Admittedly, it can be difficult to make small-talk if you don't share a common language. Fortunately, coffee and pastries are universal.

6. Indirect approach (Legitimate!) The next two strategies should be taken with caution. If done improperly or because of issues regard unimportant, you will only create more problems for yourself. Having said that, this is useful if you have a good relationship with another teacher, especially if they are male and older than the teacher you have a problem with. It's an unfortunate truth about Korea that age and gender can sometimes be still important. However, gender is only possibly important if the offending teacher is an older male.

This strategy involved talking to another teacher about the problem you are having. If they agree with you that it's unfair, they might talk to that teacher about it. The offending teacher might not realize they're being unfair, or might feel pressured to change their actions towards you if they know other teachers are on your side. However, if the teacher(s) think the issue is not important, or the offending teacher tells you or the other teacher to pound sand, it is probably best to drop the issue. The same teacher won't want to try again, and talking to another teacher will likely offend the offending teacher (for you trying again), the new teacher (for getting dragged into it), and the previous teacher (for you acting as though they weren't good enough).

7. Ask for meeting with supervisors/superiors (Legitimate!) This is another strategy that you want to be very careful about using. Nobody wants to get the supervisors involved, which is both a strength and a weakness. For us GETs, the chain of command is: Our co-teacher (probably the person who took us to the school our first day), the head teacher (ask a teacher who this is at your school because it tends to be different), and the vice principal. Usually, the



principal works more with people outside of the school and the vice-principal takes care of things inside the school. Another channel you can try is the Office of Education, but they try to give schools as much autonomy as possible. Additionally, asking them to help, even just to translate both sides, can be seen as bringing in someone outside the school to fix a school issue. Again schools like their autonomy and bringing in the GOE can threaten that autonomy. They can help in cases of the teacher feeling unsafe, abused, or extremely neglected.

Here you ask to have a meeting with the offending teacher, your co-teacher (hopefully they aren't the same person), the head teacher, and the vice principal. As stated earlier, because no one wants to involve the vice-principal, the other teachers will possibly pressure both sides to solve their problem. If this fixes the problem between you two, great! If not, prepare your case very well, and be able to explain your side passionately. Think of it as a civil case with the vice-principal as judge/arbiter.

8. Maybe co-teacher's a jerk. We've all had to work with/for, lived with, or at least know someone who always seems to have a chip on their shoulder. It might be, if nothing else has worked, that you got unlucky and have to work with them. The reasons can be numerous. Maybe you have class with them before they have their daily coffee. Maybe you accidentally slighted them without knowing it. Maybe they're, well, a jerk and there is no other reason. Regardless, you need to work with them and find a way to teach effectively. If nothing else, after trying to solve the problem and the situation doesn't improve, you can take solace in knowing that you legitimately tried to improve your relationship. You are a good person who cares, and they aren't worthy of your negative feelings.







Supplementing a Class

S. Alex Jewell | (Sancheong Elementary School)

While many of us are forced to use a book, we need not be limited by it.

Introduction Notes

If you are a public school NET in Gyeongsangnam-do then chances are high that you have been asked to follow a text book during your lessons. Some of these textbooks are abit... lacking. You can make up for that lackby adding your own materials and activities. Better yet, why not use something that someone else has already made? Waygook.org has a wealth of supplemental materials and activities for almost every English textbook used in the Korean public school system. Even if you can't find anything you like, you can always make your own variation of an activity (and later post it for others to use).

An important point to keep in mind when preparing your lessons is that motivation is the biggest predictor of success in second language acquisition. Games and other fun activities are important motivators for students. Many supplemental materials and activities can be disguised as games. More important than your ability to explain a grammar rule or pronunciation point is your ability to motivate students. If you can motivate students to want to learn English, then you will have done a goodgreatjob!

With supplemental materials, it is possible to make even the most boring book seem fun. My goal today is to show how this is possible. Feel free to download my presentation materials (from the Gyeongsang forum on Waygook) and cannibalize them into your own lessons.

Language Systems vs Language Skills

Knowing the difference between skills and systems and how to improve them can help us to better infer the learning aims of a textbook lesson. Once we know the specific learning goals, we can choose supplemental materials and activities to enhance the quality of our class.



Language systems are the ‘rules’ that govern a language. They are similar to the rules of baseball. The three main systems are: grammar, vocabulary, and pronunciation. Systems can be taught and learned directly.

Language skills are the individual language abilities. These are much like the individual skills/abilities required to play baseball. They must be practiced. For example, to hit a ball far you must practice batting, to run bases faster you must practice running. The four main language skills are: reading, writing, speaking, and listening.

Also note that many materials/activities cover more than one language skill and/or system.

Materials for Improving Skills

These are some of the materials I use to improve my students’ language skills.

Reading Based Materials

- Elimination Game
- Find the Apples
- Flip Cup Game

Writing Based Materials

- Telepathy
- Blazing Pens
- Sleeping Elephants

Speaking Based Materials

- Zombie Virus Game
- Spy Game
- Evolution Game

Listening Based Materials

- Bingo
- Speedquiz (aka Taboo)
- Telephone Game

Materials for Improving Systems Abilities

These are some of the materials I use to improve my students' knowledge of language systems.

Grammar

- Bomb Games
- Unscramble Games
- Find the Mistake

Vocabulary

- Pass the Ball
- Cowboy Game
- Corner Game

Pronunciation

- Intonation Game
- Telephone Game
- Tongue Twisters

Misc. Notes and Classroom Tips

Classroom Control Techniques

To get attention:

T: If you can hear me, clap once.

T: If you can hear me, clap twice.

T: If you can hear me, clap three times.

*by the third time, most, if not all, students should be paying attn.

Behavior:

I find that a 3 strike system works well if applied consistently.

First and second strikes are warnings.

The third strike = no game, talk to homeroom teacher, etc.

Clear Starts and Ends

One thing I dislike about my school is that the bell is next to meaningless. Sometimes my students will come ~15 minutes early, or sometimes



half of the class will come ~2-3 minutes late. It makes the official start/end time of the lesson confusing. In order to combat this, I use a ppt with a splash screen and exciting opener (see ppt). Once the kids see the opener (and hear the music) they know that class has officially started. When I finish the class I always initiate a dialogue used to indicate that the class has ended:

T: "We finished today, thank you students."

Ss: "Thank you, teacher."

The NET Factor

Native English Teachers can bring a lot to ESL classroom. Having access to a native speaker allows the learner to imitate an actual native accent (as opposed to those voice actors from our books). NETs also bring with them their foreign culture. We can teach our students why we say "Bless you!" after someone sneezes or how the word 'color' is spelled in Canada. As Korea is homogenous society, interactions with western foreigners is rare. For some of our students, we are their only glimpse into the western world.







Classroom Management

Daniel Corks | (Dongshin University)

- **The author**

Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master's degree in applied linguistics and TESOL. He regularly presents at KOTESOL conferences and writes about human rights issues for KoreaExpose.com. He is currently an assistant professor at Dongshin University in Naju. Your feedback (suggestions, corrections, complaints, etc.) on this guide is welcome at dcorks@gmail.com.

- **Introduction**

Managing your classroom isn't fun. It's the 'eat your vegetables' of teaching. But it's equally important to your teaching ability, because all the work you've done in planning lessons and preparing materials goes to waste if your students don't (or can't) listen to you and follow instructions. The bad news is that only way to really become good at classroom management is through practice. The good news is that being proactive can help you avoid most problem behaviour, and a well-planned reactive management plan will help you deal with the other 10%.

Classroom management is a large topic and you can spend years reading affective factors, motivation, cultural differences, effective leadership, etc. and incorporating those fields into your classrooms to improve student participation. It's worth looking into when you're ready for it, but for now this guide will give you a set of basic tips and strategies that can get you through your first year or two.

A few points before we start: A lot of these tips are obvious, at least in retrospect, but nevertheless very easy to overlook or forget about. It's a good idea to review this guide (or one like it) periodically for your first few years while you're still settling in. Second, classroom management isn't one-size-fits-all, for teachers or for students. Work out a system that works for you, and be sure to adapt it for the age and level of the students you're teaching, your co-teaching situation, the school environment, economic situation (city vs. rural), special needs students, etc.

- **The challenge of classroom management in EFL**

Classroom management is hard for all teachers, but as a foreign teacher in an EFL environment you have extra challenges.

The charitable view: You're a handicapped teacher. You can't assert yourself linguistically (through lectures, scolding, etc.), and the punishments the Korean teachers use are largely off limits to you.

The uncharitable view: You're a supply teacher. You're inexperienced, you



don't know the students, you don't know the school environment, you're not invested in seeing the students develop, and you're not going to stick around long enough to see it happen anyway.

So how can we overcome these challenges? We want our students to not see us as supply teachers but to respect us the same way they respect their Korean teachers. We'll start at the big picture and work our way down to the minutia.

- Social environment: You

First step: Be seen as a professional.

Have good posture, when standing and sitting. Have confidence in your role as an authority figure and as an educator, and display that confidence.

Be warm, friendly and polite to everyone. Model the behaviour you want from your students. Leave your baggage and personal issues at home and start each class fresh and optimistic, even with your worst behaved class. If you expect terrible behaviour that's exactly what you'll get.

Look the part. Dress professionally. Look at how the other teachers dress and aim for the middle. You don't need to dress up every day, but you shouldn't dress down every day either. Comb your hair and shave off your stubble. Button up your shirts (gents) and don't wear anything with a low neckline (ladies). Never show your tattoos. As far as everyone at your school knows, you don't have any. If have you piercings anywhere other than your earlobes, take them out or put in less noticeable ones. Koreans will tell you that appearance related expectations that exist in Korean culture don't apply to you. That's only partly true.

When out in public, don't relax your standards too much. People here get dressed up even to just go to Emart on a Saturday afternoon. Never forget that you are very visible to everyone in the community, and your students' parents know who you are.

- Social environment: Rapport

"Kids don't learn from people they don't like." – Rita Pearson

Second step: Be seen as part of the school community. Build social connections with everyone at the school.

Build rapport with students. Students won't learn from a teacher that they don't like/respect.

Learn their real names. This is the best thing you can do to earn their respect. Have your students make name tags for their desks. Better yet, learn some Korean so you can read their names off the attendance list. Practical benefits aside, learning Korean shows the students you care about them and their culture. National pride about Korean is very strong.

Take an interest in their interests. Have at least a passing knowledge of current K-pop groups, K-dramas, mobile games, etc. They won't actually test your knowledge on them, but you can pretend to like the same things.

Build rapport with your co-teacher(s). A good working relationship is critical in and out of the classroom. You can't speak Korean and don't know the school environment well, so they are your gateway to everyone else at the school. Students, homeroom teachers, the school disciplinarian, vice-principal, principal, etc.

Small gestures can go a long way to building a bond. Offer a simple present, help them with translation work, proofread their kid's English essay, agree to go for coffee once a week to let them practice conversation with you, etc.

Things to avoid: Never cause them to 'lose face' (public embarrassment). Don't correct their English in front of the students. Don't go over their head. Respect the chain of command at the school. Don't treat them like your secretary. Get Korean friends to help you with things outside of school.

Build rapport with other teachers and staff. They help you out in many ways that you don't directly see. Be friendly, courteous, and professional to everyone you see. They have no professional or personal reasons to know English, so it's on you to learn basic greetings. Don't embarrass them by speaking to them in English (unless you know for sure they can understand).

Schools are close-knit social communities. Being part of the school community means showing up for sports days, offering to do a lunchtime class, joining the teacher's volleyball game, etc.

- Classroom environment

Being prepared prevents interruptions in class and gives a sense of professionalism.

Prepare your classroom. It should give a good first impression to anyone who enters. The room is neat, clean and orderly. The chalkboards/whiteboards are clean. The desks in tidy rows and chairs are pushed in. There are bulletin boards or posters or artwork around the room. (Don't want it looking like a psychiatric ward. If you need something for the walls, do a lesson that involves poster drawing.)

Check all equipment in advance. Make sure everything works and that you know how to use it. This includes audio playback, internet access (and connection speed), and any programs you need. Turn on the projector before you start class (use the AV mute function or put up a black image instead of turning it off during the lesson. Have spares or backups ready for everything. Preparedness gives a sense of professionalism.

- Names and seating

Learn their real names. Anonymity breeds disruptive behavior. (Just imagine: What would you have done as an elementary school student if you knew you could get away with it?) You can't discipline effectively with fake English names. They are play names and don't have any personal weight. Other teachers don't know them either. If you want English names, then learn both their English and Korean names. Have students make name tags they put on their desks every class or ...



Make seating plans. If you have too many students to remember all their names, you need to have a way to find out each student's name if needed in short order if needed. If you're in their homeroom, there will likely already be a seating plan. Ask for a (or make your own) copy. The class leader can help you with this. Don't be afraid to change the seating plan for your class (but be sure to move everything back when you're done). Or ...

Use assigned seating. Move them from their normal seats. It adds variety and keeps them on their toes. You can even change up the partner arrangements every few weeks. It's easier than you think if you use their student numbers for this. (For reference, an example student number: 5학년 2반 14번 김민수.) If there are problems with particular seating plan, move everyone, not just the trouble students.

Change the classroom layout. Move desks around, even as part of the lesson. Experiment with different arrangements for different activity types. Pair seating, groups, rows, horseshoe, circle, etc. Always make sure you (and students) can easily move around the room. If you do have the students move their desks, this should be a class procedure. Give exact instructions and drill them on it. Set a timer; make sure they're quick.

- Lessons: Planning

"Poor behaviour is likely a result of content that is too difficult, too easy, or because the students don't understand what's expected of them."

Lesson planning is a topic for another lecture, but a few quick points related to classroom management:

Plan carefully. Printed lesson plans that you take to the classroom should be simple, one-page, and easy to reference. If you have to spend 10 seconds finding your place in the lesson plan you've already lost their attention. Have smooth transitions between tasks.

Plan instructions extra carefully. Instructions will be the most difficult thing for them to understand. Script out explanations in advance, use visuals, model with a student, have two higher-level students demonstrate for the class, etc. Your activity will fall apart if the students don't know what to do.

Plan extra. Maybe your lesson content won't work, or maybe it's too hard or too easy. Be ready to shift gears and adapt if you run into problems during the lesson. This means over-planning: about 20% more than you think you can cover. Anything you don't get to can be used in the next lesson, so it's not wasted effort.

Have something extra ready anyways. Even if you're confident in your lesson. Their reward for being focused and listening well is more learning. (Just like eating.) A YouTube video (in English), a quick game (vocab review, etc.), a fun story, pictures from your hometown, etc.

- Lessons: Variety and predictability

Build in variety in activity types. Listening to you speak is probably the hardest thing for them in your class. They need breaks from you, and variety is good anyways. Break up teacher-centred time with pair work and group work.

Have predictability. Have a clear routine that you follow. Write a basic lesson outline on the board, with the time for each part. When you give them work time, tell them how long it will be. At the end of a lesson, preview the next lesson (even just the topic).

- During lessons

Pre-teach classroom expressions. Make a list with translations. Spend the first class teaching them and review them periodically. Make a poster that's highly visible and put it up in your room, and make a small sheet that they can glue into their books. Any instructions should be 2-3 keywords max. For low-level students, learn the Korean versions of your expressions as well and say both English and Korean each time you use the expression until they learn the English version. [See references for sample list of expressions]

Perfect your voice. Make sure your voice is loud and clear enough for all students to hear you. Learn vocal projection if you need to [see references]. But don't get louder as a means of classroom control. That just makes them louder. You'll go hoarse.

Learn learner directed speech. Be mindful of excessive speed, slurring, incomplete sentences, idioms, long-winded phrases, indirect language, and passive voice constructions.

Have variety in your voice. Even for different tasks. One style for explanations, another for repetition, etc.

Plan your body language and gestures. Plan them in advance and be consistent. Pair them with verbal instructions for the first few weeks and students will learn them without being directly taught. Some useful ones: talking; no; stop; listen; read; write; loud; stand up; sit down; repeat after me; full sentence.

Make eye contact. Look at everyone. They need to know that you'll notice if they're not on task. Don't turn your back on them. Learn to write on the board with your body turned to the side so you can always see them (and so they can see what you're writing).

Placement & movement. Make sure everyone can see you easily. Have a designated spot where you stand when they should return their attention to you (and stay out of that spot the rest of the time).

Circulate, be dynamic. Looking at a teacher who never moves gets boring quickly.

Regain control. Have a way to quickly get them quiet and looking at you. Ex.: 5 · 4 · 3 · 2 · 1; bell; clapping; "be" "quiet". If you rile the students up during class, plan a way to bring them back down before you send them off to their next class. Don't pass a bunch of wound up kids off to another teacher.



- Classroom procedures (student/class routines)

Procedures are not rules. Rules have rewards and punishments. Procedures are repeated until they are done properly. But like rules, they must be consistent and predictable. (Once they've been taught), students should be able to do the procedures without any guidance other than you telling them to start.

Why use procedures? It's hard for you to assert yourself in traditional methods. Procedures help you maintain order, and they are your way to demonstrate authority and to show that you have rules and enforce them strictly. But, this is not an excuse for abusive behaviour. Procedures need to be reasonable and clearly explained in advance.

Absolutely have procedures for beginning lessons and ending lessons. Students need to know unambiguously when class has started and when class has finished. Examples for start of class: Call for class to be quiet; greet the class and have them greet you back; take attendance; sing a greeting song (young learners); ask students about the weather and/or the date (older learners); (very briefly) outline your plan for the lesson.

Examples for end of class: Call for class to be quiet; have students clean up any mess made during the lesson; have students move desks back to their original spots; do a hall-pass or exit ticket exercise; dismiss class with a key phrase that they respond to (e.g. "Goodbye").

Also good to have procedures for: Entering the classroom; passing out handouts; passing in homework; moving desks; getting art supplies; lining up at the door; etc.

- Class rules

How you enforce rules is the most important thing in class. As for what rules, there are two camps of thought on this: Either make rules or don't.

First: Make rules. Develop rules and clearly communicate them to the students on the first day (or first week). Display the rules in class. Ask your co-teacher to help with translations. Involve students in their development to improve adherence (older students). Make the list short and generic enough that your rules cover all situations.

E.g.: Respect classroom, teacher, and other students; bring course book, pencil, and notebook; be in your seat when the bell rings; no cell phones or grooming products; no food, drinks, or candy.

Second: Don't make lists of rules. There's only one rule. Do what I tell you. The rationale: For older students, they already know what behaviour is and isn't appropriate. Ask what rules exist with their other teachers if need be. For younger students, they have poor self-control and will need constant behaviour reminders. With both groups, the rules don't serve much purpose. They will learn what specifics of your classroom are through your directions. (But you need to know very clearly what behaviour you expect.)

Either way: Enforce your rules consistently and fairly. Discipline even the best students.

Don't let your standards be stretched, even a little. Keeping a lid on small things stops big problems from occurring.

Stay vigilant. One student off task can turn into five students off task really quickly. Learn their tricks. Using windows as mirrors, combs with broken off handles hidden in pencil cases, offering candy to you first, phones under desks, etc.

Follow your own rules. Be an authoritarian (Baumrind's typology).

Follow through with punishments even if it doesn't seem to be improving the student's behaviour. Punishing the worst offenders is what keeps the normal students in line. (But if a punishment isn't working for a student then you need a new approach for that person.)

Don't lose too much class time to it. Deal with follow-ups outside of class time. Don't let one student's bad behaviour ruin a good student's learning opportunity.

Demonstrate a willingness to use your punishments. Often you won't get respect from students until you establish that you're an authority figure who will mete out discipline if the situation calls for it.

Always follow through. Nothing makes you look weaker than an unwillingness to carry out punishments.

- Reactive management: How

"The only person's behaviour that you can control in the classroom is your own." – David Valente

As before, how you do it is more important than what you do. First, the how:

Strike a balance between intrinsic and extrinsic motivation. The lower their ability / interest in English, the more extrinsic your motivation system will have to be.

Consider the situation. Is it the last class of the day? Did they just come from lunch? Did they just come from gym class? Can the student actually regulate and control their own behaviour in the way you're asking them too?

Don't cede responsibility. Discipline students even if your co-teacher is present. They won't always be there. (But you might have to let them handle out of class punishments.)

Don't pass the buck. Most teachers are expected to handle classroom management on their own. Only involve the higher ups if there's a major problem. They are: homeroom teacher, 학년부장, head disciplinarian; NOT vice-principal or principal.

Display a unified front. Don't challenge or disagree with your co-teacher in front of students or other teachers. Take up issues after class, one-on-one. (Make sure you approach the conversation with appropriate respect for their age and experience.)

Start strict, and ease up as appropriate. It doesn't work the other way. You have a week or two to establish patterns and expectations, and after that it'll be really hard to change how the students view you.



Don't make it personal. It's not. You have no way of knowing what's going on in their lives outside of school. They are rebelling against school and authority figures in general, not you in particular. Even the worst behaved kids can be friendly and excited when they see you outside of school.

Use punishments that they don't like. Don't make a lack a learning an unintended reward. E.g. Students sent out to the hall still have to complete the work and show you on their own time.

Punishment should match the domain of the undesired behavior. Don't punish with homework. Learning should be the reward, not the punishment. Students who fight have to make sincere apologies, noisy classes have to be quiet, classes that waste time lose free time, etc.

Don't use corporal punishment. Even if you see a lot of it at your school, don't think for a second that you would be given a pass to do it yourself.

- Reactive management: What

"Punishment without empathy is simply revenge."

You need a balance of reward and punishment – carrot and stick. If you use an extrinsic reward system, it should be only be to encourage, not to bribe. If students don't do what's expected of them when no reward is offered then you haven't found the right balance.

Use carrots. ("Positive reinforcement") Praise:

students want your approval and recognition. Use it when you really mean it, be specific, and focus on effort, not results. [see references for details]

Immediate rewards (e.g. candy or chocolates): Only if you're willing to do this in every class.

Delayed rewards (e.g. points systems, stickers, etc.): These are more manageable and sustainable. Students (on an individual basis or in groups) get stickers or stamps for good work, and can cash them in for prizes at the end of the month/term. One such system (for elementary): kids get stickers for effort, they can exchange 20 stickers for 1 (fake) dollar, then the teachers open a store at the end of the term where kids can buy pencils, erasers, notebooks, small toys, etc. Your school might have some funding for something like this.

Negative punishments: Give them something and take it away for bad behaviour.
Ex.: Everyone gets at least one point per day, but can lose it due to behaviour.
Ex.: A short game / something fun at the end of class that you only have time for if they paid attention and worked well during class.

Have sticks at the ready.

Have a set of escalated punishments ready to use during class to stop disruptive behaviour and after class to correct it, for both individual level and class level problems. Talk with your co-teacher(s) about your plans in advance.

Individual level – during class: Student stands at their desk à Student moves their desk to the front of the room (or beside you) à ...

Individual level - after class: Talk with student about behaviour à Talk with student and co-teacher about behaviour à Talk with student and homeroom teacher à ...

Class level - during class: During class: Noisy classes have to be silent for # minutes. Classes that don't focus and waste time stay after the bell to finish the lesson material. (Use timers for this.)

Class level - after class: Lecture from you à Lecture from co-teacher à Talk with homeroom teacher à ...

Create this plan with your co-teacher(s). Not all co-teachers want to be involved, but at least they need to know what your plan is. They know the school's policies and the education board's policies, they have their own style of discipline that they will use, etc. Best approach is to talk through a list of example scenarios and ask them what they would usually do or what they think would be best for you to do. [See sample list in references.] E.g.: Schools will have a policy on cell phones (usually they're checked in with the homeroom teacher until the end of the day), and it's best to follow this. Taking away a student's phone when they're not expecting it can lead to major problems.

- References and further reading

General:

- Harmer, J. (2007). *How to Teach English*. Edinburgh, UK: Pearson Longman. (pgs. 34–45)
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson Education. 3rd Ed. (pgs. 241–256)
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- Lemov, D. (2010). *Teach like a champion: 49 Techniques that Put Students on the Path to College (K-12)*. John Wiley & Sons.
- Plus hundreds of articles on Google for “classroom management EFL” and posts on waygook.org.

Specifics:

- Effective praise: Brown (2007), pg. 253;
www.huffingtonpost.com/renée-jain/praising-kids_b_5272483.html
- Vocal projection: en.wikipedia.org/wiki/Voice_projection;
www.youtube.com/watch?v=ynmemxQicQk
- Good co-teacher relations and teamwork: Orientation materials and other presentations
- Engagement and affective factors: Marzano, R. J., & Pickering, D. J. (2013). *The highly engaged classroom*. Solution Tree Press.

Online version of this document: (bit.ly/dcorks-presentations)

- Classroom expressions list
- Behaviour scenarios list
- Working hyperlinks





M.A.T. Method

Margaret K Lehmann | (Sodab Elementary School)

What is the M.A.T. method?

"The MAT Method utilizes both sides of the brain at the same time and is an organized and systematic way to teach in a minimal amount of time." – Ritsuko Nakata

Model: how we model or present the lesson material (from learning the vocabulary, to creating the sentence pattern(s), to learning how to ask the question, to having a conversation); this includes both how we say it, the rate at which we say it, and whether or not it is meaningful to our students

Action: focuses on making the lesson physical so that it involves both sides of the brain; aids in remembering and learning the vocabulary/sentence/conversation itself

Talk: allows the students to actually use what they have learned in an actual conversation with one another, not with the teacher

Where was the M.A.T. method developed?

It was developed in Japan by Ritsuko Nakata. This method developed out of Nakata's experience inside the classroom and her goal of wanting her students to be able to actively use English both inside and outside of the classroom. She primarily wanted to focus on the development or instructional portion of the lesson.

Why should I use the M.A.T. method?

This method increases the students' speaking time to up to 80% of the lesson. Therefore, the teacher is speaking less and the students are actively using English in a conversational format.



Who benefits from the M.A.T. method?

The students benefit the most as they are speaking more and engaging in actual conversations with their peers.

When do I use the M.A.T. method?

In theory, all of the time, but in reality, whenever it is possible throughout the lesson.

How do I use this method with my students?

Gestures: consistently use the same gesture for the same word

Game: use the gestures in a game of charades

Phonics: use a gesture when learning a phonic sound, drop the gesture throughout the class to elicit the phonic sound presented in the lesson

Active Reading: have the students use the same gestures during the reading portion of each lesson

Outside of the classroom: when we see our students in the hallway, cafeteria, or with mom or dad. (If this seems intimidating, use a reward system to encourage student participation.)

Examples

Grade 4, Chunjae Book 2, Lesson 10 – Do You Want Pizza?

Vocabulary: rice and soup, curry and rice, bulgogi, noodles, salad, pizza, a sandwich, a steak

Sentence 1: I want riceandsoup.

Question: Do you want pizza?

Sentence 2: Yes, I do. / No, I don't.

Grade 5, Chunjae Book 2, Lesson 10 – I Want to Pick Apples

Vocabulary: pick tomatoes, clean the wall, plant flowers, grow vegetables, pick up cans and bottles, and feed the cows

Sentence: I want to picktomatoes.

Question: What do you want to do?

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Ham, S.A., Lee, Y.S., Lee, D. H., Choi, J.H., Kim, J. E., Kim, H.A., Myeong, E.J., Park, S.K., An, S.Y., Eun, J. H., Lee, D.H., Im, N.H., Jeon, M.S., Jun, U. (2014). Lesson 10 Do You Want to Pick Apples? In *Elementary School English 5, Book 2* (161-176). South Korea: Chunjae Education.

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Whole Brain Teaching Method

Rey Sentina | (Dongbu Elementary School)

1. What is Whole Brain Teaching?

The methods you use in the classroom can make your experience here in Korea enormously rewarding, and on the flip side, stressful all at the same time. However, there are ways to approach your interaction with your classes that can make the experience both fun and less stressful for you, and especially, your students. Whole Brain Teaching is an approach designed toward maximizing student engagement, and focusing on the way the brain is programmed to learn. It integrates the method of effective classroom management and engaging diverse levels of student learners. Whole Brain Teaching is intended to be flexible and adaptable by any teacher according to their comfort level. In this method, there are 6 key points that can lead to an effective and engaging classroom: Class-Yes, Mirror Words, The Five Classroom Rules, Teach-Okay, the Scoreboard, and Hands and Eyes. Embracing these 6 key points and integrating them into your classroom will allow even your lowest level students to engage with the material, as well as, add a whole new layer to your classroom experience.

2. Class-Yes

The first element of this method is the Class-Yes and is intended to get the attention of your class with just one word. Simply put, “When I say Class, you say Yes.” With this magic word, you as the instructor have the ability to grab the attention of a class that was previously unfocused or talking with their friends. Of course, there are other attention getters and gestures out there: flashing the lights on and off, or even raising your hand and waiting for your class to calm down. But with just one word, you are able to create something that was once a one-sided effort, a collaborative act. The hook here is that the class has to say “Yes” in whatever way the teacher says “Class.” In some cases, you may have variations that range from:

Teacher: “Class-Class.”

Students: “Yes-Yes”

Teacher: “Claaaaaaaaaaaaas!”

Students: “Yessssssssssssssss!”

Teacher: “Classity Class!”

Students: “Yessity Yes!”

Switching it up each time and keeping it unpredictable keeps the technique



interesting and just as attention grabbing each time. Most importantly, students end up playing an important and active role in ensuring that the attention is always directed at the teacher.

3. Mirror Words

In the classroom, we find that our kids are in a consistent pattern of listening to the teacher and repeating what they've heard. Due to this listless amount of time, students find themselves distracted or disinterested with the task at hand. With the element of Mirror-Words, you are able to take a simple Listen and Repeat and turn it into something that is engaging and entertaining for both you and your students. Simply put, "When I say Mirror-Words, you say Mirror-Words and follow my gestures." With this command, the attention is focused back on you and your students are expected to engage by following your actions, while also listening and repeating the key words/expressions. For each lesson, you can take your key words or expressions and make it more memorable by associating an action or gesture to it.

For instance, YBM Lesson 1, "I Want to Be a Cook," you have key words that include: pianist, writer, cook, police office, etc. You as the teacher would teach these key words to the class with Mirror Words. For example, you can easily run both your hands and fingers across the desk like you would a piano to signify the key word, pianist. You could even use your left hand as a notebook and pretend to write in it to signify the key word, writer. With the addition of movement, even the lower level students or the easily distracted student can follow along. The movements that you teach can also easily be incorporated into any kind of activity that you would want to use it for. (ie. Evolution Game, speaking activities, drilling)

In this case, learning the key words/expressions becomes a more efficient and entertaining way of learning important points in the lesson, rather than the traditional way of just listening and repeating. Students are associating their words with an action that can lead to better retention and comprehension of content.

4. The Five Classroom Rules

Having rules in the classroom establishes expectations of the students to behave. But in most cases, we find that teachers go over the rules at the beginning of the year, post the rules on a bulletin board in the classroom, and still find our students not knowing the rules half way through the second semester. This is where the Five Classroom Rules come in. These simple rules are as follows:

Rule 1. Follow Directions Quickly

Rule 2. Raise Your Hand for Permission to Speak

Rule 3. Raise Your Hand for Permission to Leave Your Seat

Rule 4. Make Smart Choices

Rule 5. Keep Your Dear Teacher Happy

Each rule has a gesture associated with it. For instance, “Rule Number 2. Raise Your Hand for Permission to Speak,” you raise your hand and bring it down in front of your mouth to make a puppet like motion. You should practice these rules with your students every time you have class with them till they are able to recite and perform the gesture simply by hearing the number of the rule. That way, students are consistently aware and accountable for the classroom dynamic, as well as the teacher’s expectations.

In most cases, the most frequently violated rule is Rule Number 2: students constantly speaking out of turn without raising their hand. In this kind of situation, you can easily round up the attention of the class with a simple “Class-Yes,” and follow it up with a voice of command, “Rule Number 2.” Whenever you wish, simply say the name of the rule that was broken, and your students will chime in, restating the rule with the gesture. Students are consistently reminded of the rules that they’ve broken by stating that rule every time; showing that they’ve acknowledged what they did wrong.

Now, there are many kinds of events in the classroom that can occur that don’t find themselves in a certain category of your rules. This is where Rule Number 5 comes in. It is the ultimate rule where even the vaguest or uncategorized event can be accounted for. “Rule Number 5: Keep Your Dear Teacher Happy,” is based entirely on you. Students may try to challenge that they’ve followed all the rules, but in the event that something occurs, they can never argue that they were keeping you happy. As a result, Rule Number 5 can be used as a way to justify any kind of misbehavior. Although it seems like it’s in the benefit of the teacher, in the end, it’s only in the benefit of the students.

5. Teach-Okay

Now, an important element to this method is Teach-Okay. They say that the best way for a person to learn is from their peers. This element simply does just that. This allows your students to 1., check and make sure that they know the content and 2., check and make sure that they’re neighbor knows the content as well. In addition to that, you as the teacher can use this point to see which of your students are engaged versus who is distracted. Following the introduction of key words and expressions through mirror words, students have all this information in their brain waiting to be sorted out. Teach-Okay allows your students to digest what they’ve learned together and put it into practice.

Simply put, “When I say Teach, you say Okay.” Students will turn their bodies a full 90 degrees, face their partner, look at them face to face, and practice the words and gestures that they’ve just learned. Students should keep repeating and going over the key words and gestures with their partners until the teacher calls back their attention with a resounding “Class-Yes.” In most cases, you as the teacher should only spend a few seconds allowing your students to get through as much as they can before you bring back their attention. Your students have now been included in the collective part of teaching by allowing them to teach their peers; bringing it back to having the classroom experience becoming a collaborative effort.



6. The Scoreboard

This element of the Whole Brain Teaching method brings it all together: the ultimate motivator. Whole Brain Teaching is a fun and engaging method, so why not make it more interesting and make each class a game. The concept is this, “Teacher vs. Student.” In the front of the room, you have an eye catching scoreboard, left side teacher and right side students. This game rewards students for creating a classroom environment that the teacher expects. (ie. Following the Five Classroom Rules, using Mirror Words or performing gestures effectively, or just simply showing that they have true focus on the task at hand.) On the other end, the scoreboard can easily be used to penalize negative behavior; where if students misbehave or do not execute certain parts of the lesson to expectation, the teacher earns a point.

Each time your students earn a point for their team, you as the teacher can say with a resounding voice, “Give me a one second party!” Students should then celebrate with a quick “Oh yeah!” and then proceed with the next part of the lesson. Now when you as the teacher earn a point due to misbehavior you can easily say with a sad voice, “Give me an awwwww!” Students should then respond back with an “Awwwww!” In other cases, you can also switch it out with, “Give me a mighty groan!” Students should then respond with a concise and exasperated “Awww!”

At the end of the end of class, students are expected to win some kind of reward. This is entirely based on you as the teacher. Depending on the class you have, you can bargain whatever you want. (A little less homework, 2 minutes to talk with their friend at the end of class, more time to play a game for the next class, letting out the class 2 minutes early, earning a sticker towards their reward system, etc.) The smaller the reward, the more meaningful it becomes to them. Conversely, students who are unable to win the game at the end of class can be penalized according to your style. (A little more homework, etc.)

The difference in score is very important and can ultimately affect the class dynamic. For each point you as the teacher receives, you risk the chance of alienating your students. That is why you should never allow a student or teacher lead to be larger than 3 points. If you reward too much, you run the risk of losing motivation. If you penalize too much, you run the risk of your students giving up. The point of this element is to use the scoreboard in your effort to create the environment you want your class to achieve.

7. Hands and Eyes

Simply put, “When I say Hands and Eyes, you should say Hands and Eyes.” Students should then have their hands folded and their eyes focused on you or the screen. Whenever you use this command, it emphasizes that the next thing you are going to watch, or listen to, is very important. In most cases, this is best used especially when you want to watch and listen to the videos in your textbook closely or if you have an activity that definitely needs a little bit more in-depth explanation.







Korean Traditional Performance

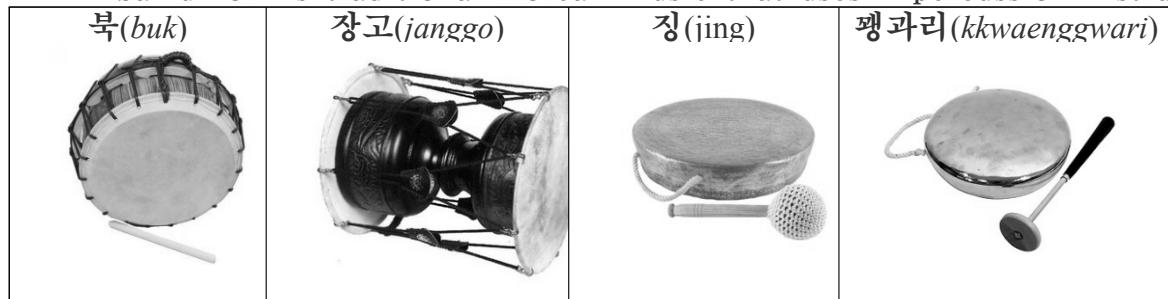
고성오광대 | (고성오광대)

사물놀이 (*Samulnori*)



Long ago, farmers created a rhythmic singing when working in the fields to help distract their minds from the tough work they had to endure. This singing became known as 농악(*Nong-Ahk*) which became the inspiration for the creation of Samulnori.

Samulnori is traditional Korean music that uses 4 percussion instruments:



Traditionally Samulnori is performed outdoors. However, it has been adapted to the stage and as a result, what you will be seeing today is a restructured version of Samulnori.

A song is composed using the following series of different beat structures:

길군악 (<i>Gil-Gun-Ahk</i>) → 굿거리(<i>Gut-Guh-Ri</i>) → 덩덕궁이(<i>Dung-Duhk-Goong-E</i>) →	별달거리(<i>Byul-Dal-Guh-Ri</i>) → 짹소로(<i>Jjak-Sweh-Roh</i>)
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Each song demonstrates the essence of rhythm by incorporating the contrasting sounds of the four instruments of Samulnori: The strength of the **꽹과리**, the sophistication of the **북**, the simplicity of the **장고**, and finally the **징** that merges all 4 sounds together with its delicate and smooth tone. Together, the instruments produce a harmonized melody that shows off the unique dynamics of the quartet known as Samulnori.



삼도풍물가락 Samdo Poong-Mul Ga-Rak

Samdo	Poong-Mul	Ga-Rak
Samdo	Traditional	Tune

Samdo refers to the regions of *Yeongnam*, *Honam*, and *Gyeongi*, or commonly referred to as the middle part of *Choongchun*. In this region you can hear a more refined version of the *Samulnori*.

The traditional tunes of *Samdo* express the vitality and harmony of the Korean people. It flawlessly mixes the sounds of the *kkwaenggwari*, *jing*, *janggo*, and the *buk*, to the extent that it is considered the best representation of *Samulnori* in Korea.

제1과장 문둥복춤 (Act 1. Mun-Deung-Buk Dance - The Lepers Dance)

* *Mun-Deung-Byeong* : Leprosy



Walking, for many miles, tired, clothes tattered. Fall asleep, wake up, fingers don't listen. One by one, they fall off as if running away. No control, wrists shaking from time to time.

*Grind the wheat to separate food from shell. No fingers, too weak.
Ultimately, elbows must be used.*

*Like this, a simple task made difficult. Finally, wheat is out of shell, and into stomach.
Afterwards, filled with glee, grab the drum, sit down, play, and cry.*

Above is an illustration of the frustration the *Mun-Deung* Performers expressed, through the tune of the *Goot-Guh-Ri* Beat. This dramatic format is best expressed through dance. Traditionally, one would hold a drum and dance. The *Mun-Deung-Buk* Dance was meant to help one come to terms with hardships. To accept the Yin and the Yang, the good and bad, the push and pull of life by enjoying the *JaJinMoRi* beat

제2과장 오광대놀이 (Act 2. Oh-Gwang-Deh No-Ri)



In feudal society, aristocrats viewed commoners with disdain and mistreated them. Amidst this hostile environment, appeared a spokesman for the commoners known as the Mal-Dduk-Gi. They sharply criticized the aristocrat's sordid image which they described in detail through their performances.

The Mal-Dduk-Gi's dance, performed in 3 parts: Chun (Heaven) - Ji (Earth) - In (Human), was a dance that portrayed the wishes of the commoners: Reconciliation, the people's equality and rights, and social recovery. This was done using big movements and vigorous energy. It is a very dynamic dance.



제3과장 비비과장 (Act 3. Baboon King)



At the height of their power, aristocrats played without a care in the world. All of a sudden, a monstrous shape appeared, the baboon king, **비비** (*BiBi*). In the midst of the aristocrats play, *BiBi* jumped on one aristocrat's back and teased him at his own pleasure. With the spirit of scolding a criminal, the Baboon King exacted an almost tyrannical onslaught against the aristocrats. He mocked and threatened them, in the same manner that the aristocrats had done to the commoners.

Having been mistreated for years, this dance was a platform for commoners to release their pent-up anger towards the aristocrats. A way for them to fantasize about an eye for an eye justice but also symbolic in that it showed how a creature of no significance, *BiBi*, observed important ideals of human nature such as filial piety, whereas the aristocrats did not.

제4과장 승무과장 (Act IV. Buddhist Dance)



This dance is a satire created to declare how society had fallen into an abyss of moral depravity. People acted as if they had morals, yet everyday they are hell-bent on instant gratifications, like those who fall into the temptation of the Gi-Seng (Korean Geisha), or the apostate monk who plays around. The dancers wear the Buddhist monks long robe, and with graceful restraint, perform the Buddhist Dance.



판소리 (*Pansori*)



Pansori, is one word that describes a harmonious amalgam of sound, narration, and movement that a singing master manipulates into one beautifully constructed story.

The stories of Heung Bu, Soo Goong, Juk Byeok, Shim Chung, and Choon Hyang have been performed through Pansori and have been handed down from generation to generation. In November 2003, Pansori became designated as a Unesco Oral Tradition and World Intangible Heritage of Humanity.

판굿 (*Pangut*)



Pangut is a dance that can be done individually and as a group. All participants display their best talents through fanciful movements to showcase the dynamic nature of dance.

Samul Jehbi's, people who perform the Pangut, wear a SangMo on their heads, and hold one of the four instruments of Samulnori (known individually as samul) in their hands, or wear it on their body. They hit the ground with their feet to set the beat, twirl their heads to the sky, and play the samul. All of these actions are done at the same time which leads to a very energetic style of dance. The Samul Jehbi's would dance as if they were shamans dancing on a straw cutters blade. With intense movements that make it seem as if they are about to explode, they throw their body and soul into it.

As the Samul Jehbi masterfully incorporates all the elements of Pangut into one fluid movement, the crowd will be drawn in and the performers and the crowd will harmonize into one unit.



벼나놀이 (Beona Nori – Plate-spinning)



Long ago, to process grains for consumption, people would spin them around in a strainer-like plate. To make the plates easier to spin, a circular and wide leather material known as 벼나, beona, would be used. The spinning of the 벼나, is known as 벼나놀이, beona nori.

Performers would use a tobacco pipe or long piece of wood to spin the beona. The beauty of this performance is that while spinning the plate, the Beona Jehbi, the performer, would exchange jokes and also showcase their abilities by performing tricks such as throwing the plates into the sky. As such, it is a very interactive performance which, depending on the atmosphere, could create a strong harmony between performer and audience.





심청가 中 '심봉사 눈뜨는 대목'

The Story of Shim Bong Sah – The Blind Man Who Sees for the First Time

Characters:

Shim Hak-Gyu, the blind man

Shim Hwang-Hu, daughter of Shim Hak-Gyu

Once upon a time, there was a grand festival for the blind held at the palace. As the festival began, attendees entered through the main gate and found a seat. Meanwhile, the royal steward went around and took attendance. Our main character, Shim Hak-Gyu, arrived late.

Royal Steward: “Excuse me, What’s your name?”

Shim Hak-Gyu: “My name is Shim Hak-Gyu”

Shim Meng-In: “Shim Meng-In is here!”

Shim Hak-Gyu finally arrived at the palace. However, he had a heavy heart as he had committed an unforgivable sin

‘What are you doing? You deserve to die for what you did,’ he thought to himself.

Another Scene:

3 years prior, Shim Hak-Gyu had lost his daughter. He had convinced himself that she had drowned at sea and so for 3 lonely years, he spent every waking moment thinking of her, crying, until his hair began to grey. For 3 long years, he called for his daughter, Shim Hwang-Hu.

However, she was alive and well. In fact, she had married off into the royal family who owned the very palace the festival for the blind was taking place.

Another Scene:

Royal Steward: “What is his name? Ask him where he lives and if he has any children..”

As soon as Shim Hak-Gyu heard the word children, reminded of his daughter, tears began streaming from his eyes.

Servant: “Yes, sir, I will ask them. I will ask them.”

Shim Hak Gyu: “My name is Shim Hak-Gyu. I live in Hwangju, Dohwa-dong.”



Another Scene:

Many years ago, a baby girl who had lost her mother due to childbirth, was wrapped in a swaddling cloth. Her father, Shim Hak-Gyu, carried her from house to house, begging mothers in the neighborhood to help feed his daughter. He did whatever he could for the little girl, and was able to raise her to 15 years of age. Her name, was Shim Chung. The child scraped through life, begging for food. Even through such hardships, she remained happy and full of life. Above all else, she was a good daughter, known for her filial piety, the Confucian ideal of respect for your elders.

One day, a monk crossed paths with Shim Hak-Gyu. The monk told him that if he offered 300 석 (Suk - Unit of measure) of rice to Buddha, then he would be able to open his eyes and retain his vision. He of course did not have that kind of wealth and so disheartened he walked away. Then, he came across a group of sailors who held the superstition that a young maiden on board would calm the spirit of the ocean. Desperate, and temporarily blinded by his desire to see, he sold his daughter for 300 석 to the sailors. 3 years have since passed, Shim Hak-Gyu is still blind, and he has convinced himself that his daughter had drowned in the sea.

Another Scene:

Shim Hak Gyu: “Is there any point in letting a man who is blind, and sold off his daughter, live? Please, just end my life!”

Another Scene:

Shim Hwang-Hu, arrived in front of her father.

Shim Hwang-Hu: “Father!” she was able to call out once, before she fainted.

Shim Hak-Gyu, heard the young girls voice and his eyes began fluttering.

Shim Hak-Gyu: “Who called me father? I have no son or daughter. Father? Who said that?! It’s been three years since my only daughter passed away at sea. Who is calling me father?!”

Shim Hwang-Hu: “Father! You still have not been able to open your eyes? Father, hurry and open your eyes so that you can see me! Shim Chung, your undutiful daughter who drowned in the sea 3 years ago, has survived and is here. Hurry and open your eyes so you can see me!”

Hearing this, Shim Hak-Gyu’s eyes fluttered.

Shim Hak-Gyu: “What has happened? Have I died? I’m dreaming right now. This doesn’t make any sense. How can my daughter, who passed away be here? If you are my daughter, come here so I may see… I need eyes to see. Please, let me see my daughter!!”

His eyes began to flutter, and then finally, remained open.

Another Scene

It was a miracle! Shim Hak-Gyu has opened his eyes and immediately embraces his daughter. In light of his eyes opening, everyone who had attended the festival also opened their eyes.

In fact, all the blind people in the 8 provinces of Korea, even the blind animals, so moved by the miracle of Shim Hak-Gyu, were all able to open their eyes.

They came, eyes opened. They went, eyes opened. They awoke from a nap and eyes opened. They cried, they laughed, eyes opened. Eyes opened while people wandered. While people tried to open their eyes, eyes opened. They sat and eyes opened. They stood and eyes opened. Without warning, eyes opened. Shockingly their eyes opened. While sleeping, eyes suddenly burst open. While fluttering their eyes, their eyes opened. While itching their eyes, eyes opened.

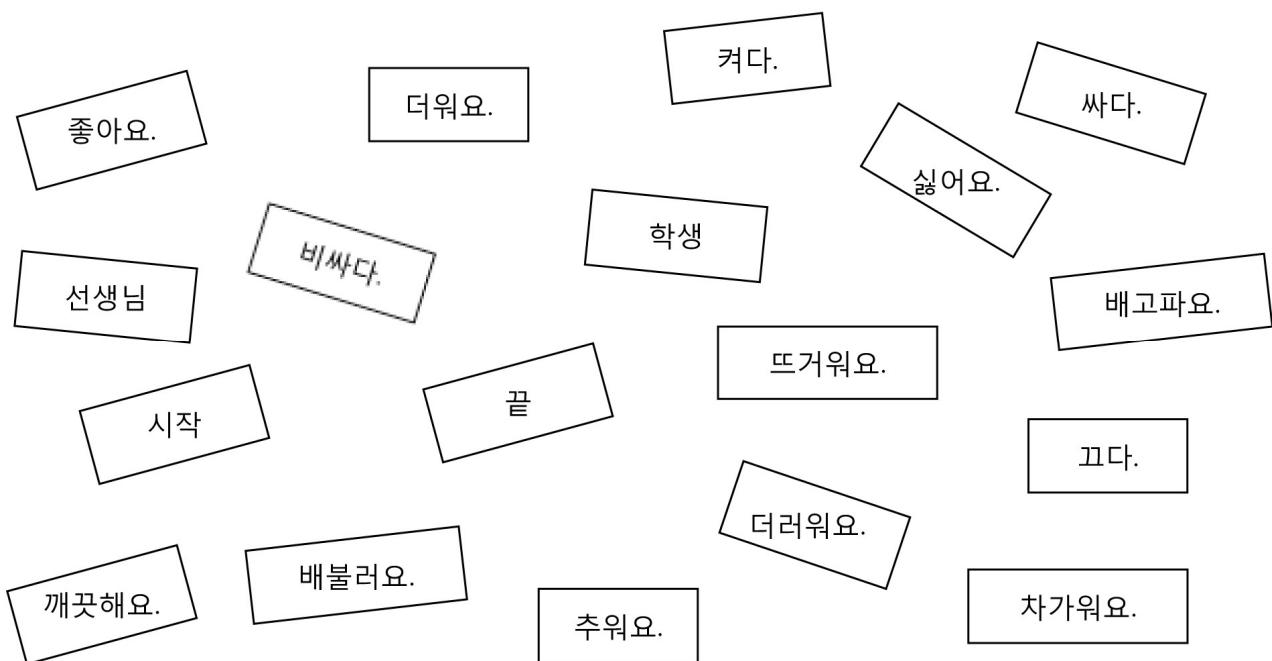




Korean Survival

Yoon Sung-Hwi | (Changwon Office of Education)

1. Find pairs of synonyms.



2. Guess the meaning of each emoticon.

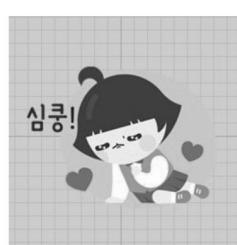
a.



b.



c.



d.





3. Read the following passages and answer the questions.

A man hated his wife's **cat** and decided to get rid of it. He drove 20 blocks away from home and dropped the cat there. But the cat was already walking up the driveway when he approached his home. The next day, he drove a few miles away, turned **right**, then **left**, past the **bridge**, then right again and another right and so on until he reached what he thought was a perfect spot and dropped the cat there. Hours later, he called his wife at home and asked her, "Is the cat there?" "Yes, why do you ask?" answered the wife. "**Put that cat on the phone.**" He said, "**I'm lost** and _____."

- a. Fill in the blank in Korean.
- b. Say **italicized words** into Korean.

A **woman** and a **man** get into a car **accident**. Both cars totally demolished, but amazingly neither of them **is hurt**. After they crawl out, the woman says, "Wow, look at our cars. There's nothing left, but fortunately we're unhurt. This must be a sign from God that we should be friends."

The man replied, "I agree with you."

"And look at this another miracle." The woman continued. "This bottle of whisky didn't break. God wants us to celebrate our good fortune with this."

She hands the bottle to the man who takes a few big swings and then hands it back to woman. Refusing to take the bottle she says, "Now I think I'll just wait for the _____."

- a. Fill in the blank in Korean.
- b. Change **italicized words** into Korean.

4. Guess the title and the words of the Korean traditional song.

The image shows a musical score consisting of four staves of music. Above the first staff is a box containing the word "Title". Above the second staff is the Korean phrase "세마치". Above the fourth staff is the Korean phrase "우리나라민요". Each staff has a large rectangular box underneath it for writing answers.

5. Speed Quiz

The names of Korean foods, sports, and so on.

6. Other expressions

May I have your **ID**, please?

Please line up.

What floor is your office?

Do me a **favor**.

I have a fever.

I have a sore throat.

How much is the **fare**?

This **ticket** is good for one day.



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