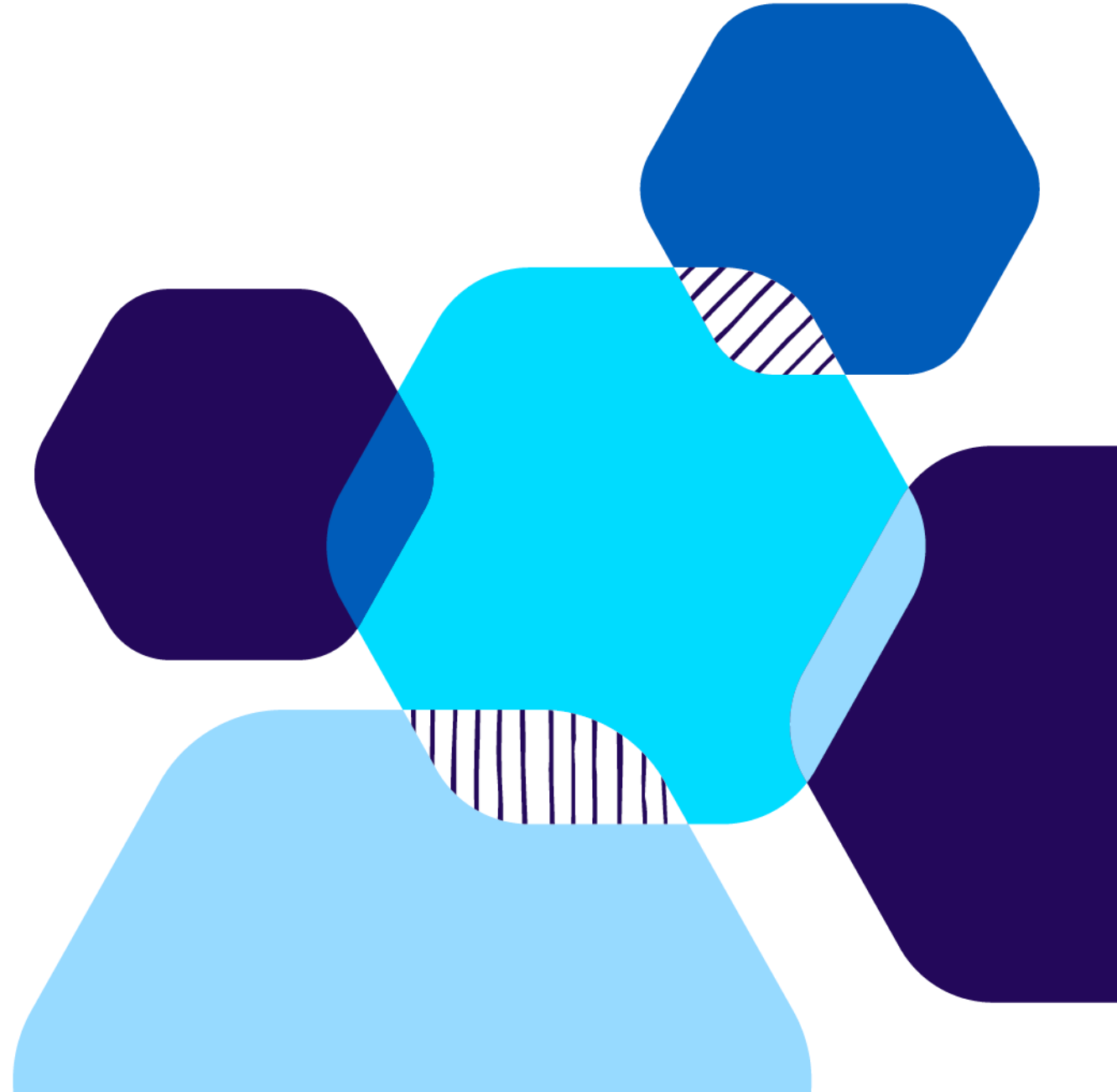


TeachingEnglish

Adapting TeachingEnglish web-based resources for the Korean classroom: templates and mantras

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1st December 2023



What are your general thoughts on online resources?

Positive

P	M	I

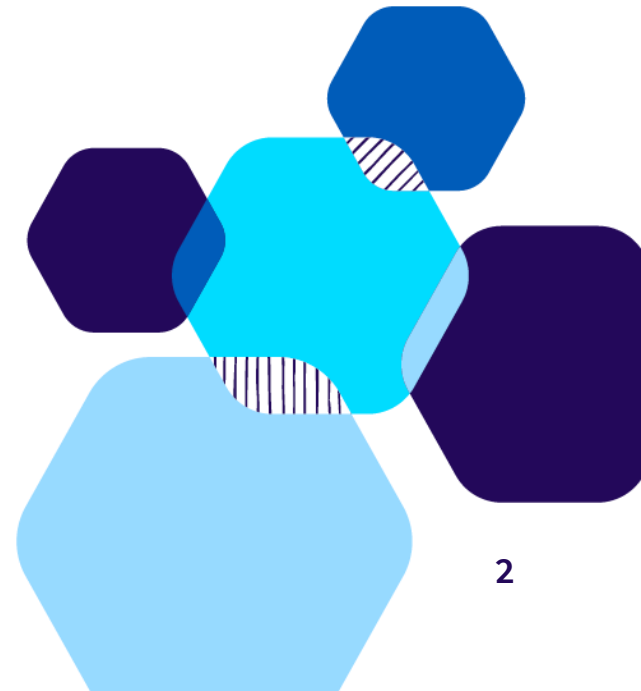
Minus

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Interesting

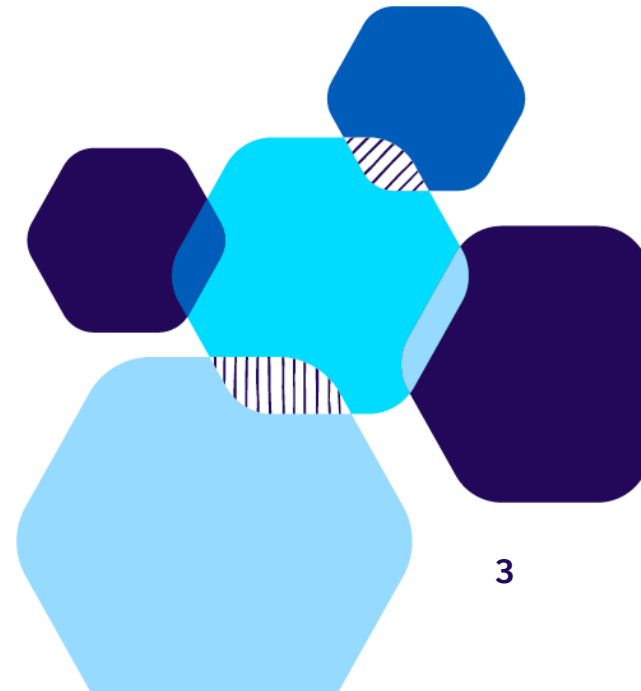
(Edward De Bono)

How could this PMI table be used in a classroom?



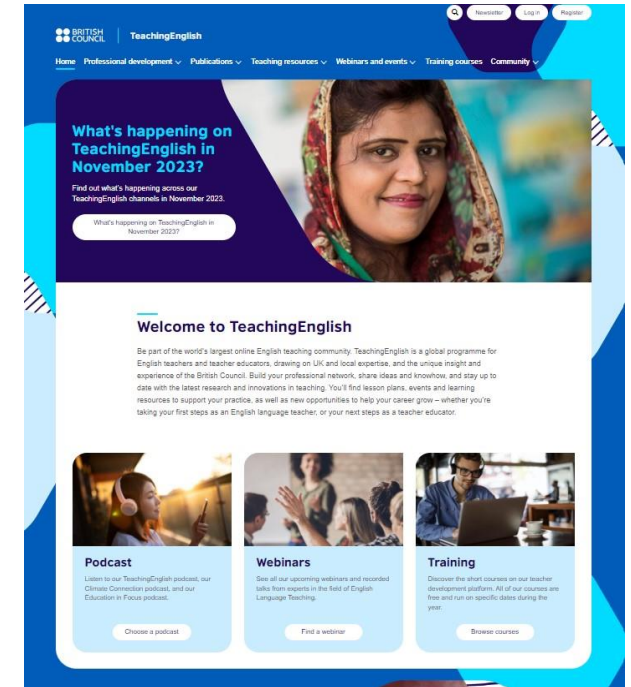
What support is available for teachers?

- 2022 Teacher Takeaway events (Korean only) and bilingual outputs.
- Mapping study conducted to support teachers and offer mapped resources from the Teaching English catalogue
- TeachingEnglish resources are global in focus
- Teachers may feel there is little to connect them to their own context may not explore what can be done.
- While contexts may be different ideas are often the same or similar.
- ADAPT, adopt, reject



What is mapped?

- Articles
- Practical research
- Video resources
- Podcasts
- **Activities**
- **Lesson plans**
- The world's largest online community of English teachers!



Considering the Korea national curriculum

Main themes

- Personal life
- Family life
- School life
- Social life
- Culture
- Democratic citizenship
- Ecological transformation
- Digital and artificial intelligence
- General education

A. Leisure activities such as hobbies, entertainment, travel, sports and shopping

B. Personal health management such as health, hygiene and nutrition

C. Personal everyday life such as birthdays, interests and lifestyle

Sub-themes

- Hobbies
- Entertainment
- Travel
- Exercise
- Health**
- Shopping**
- Hygiene
- Birthday
- Free time
- Nutrition
- Interests
- Exercise
- lifestyle
- Five senses
- Describing people & things

Online resources?

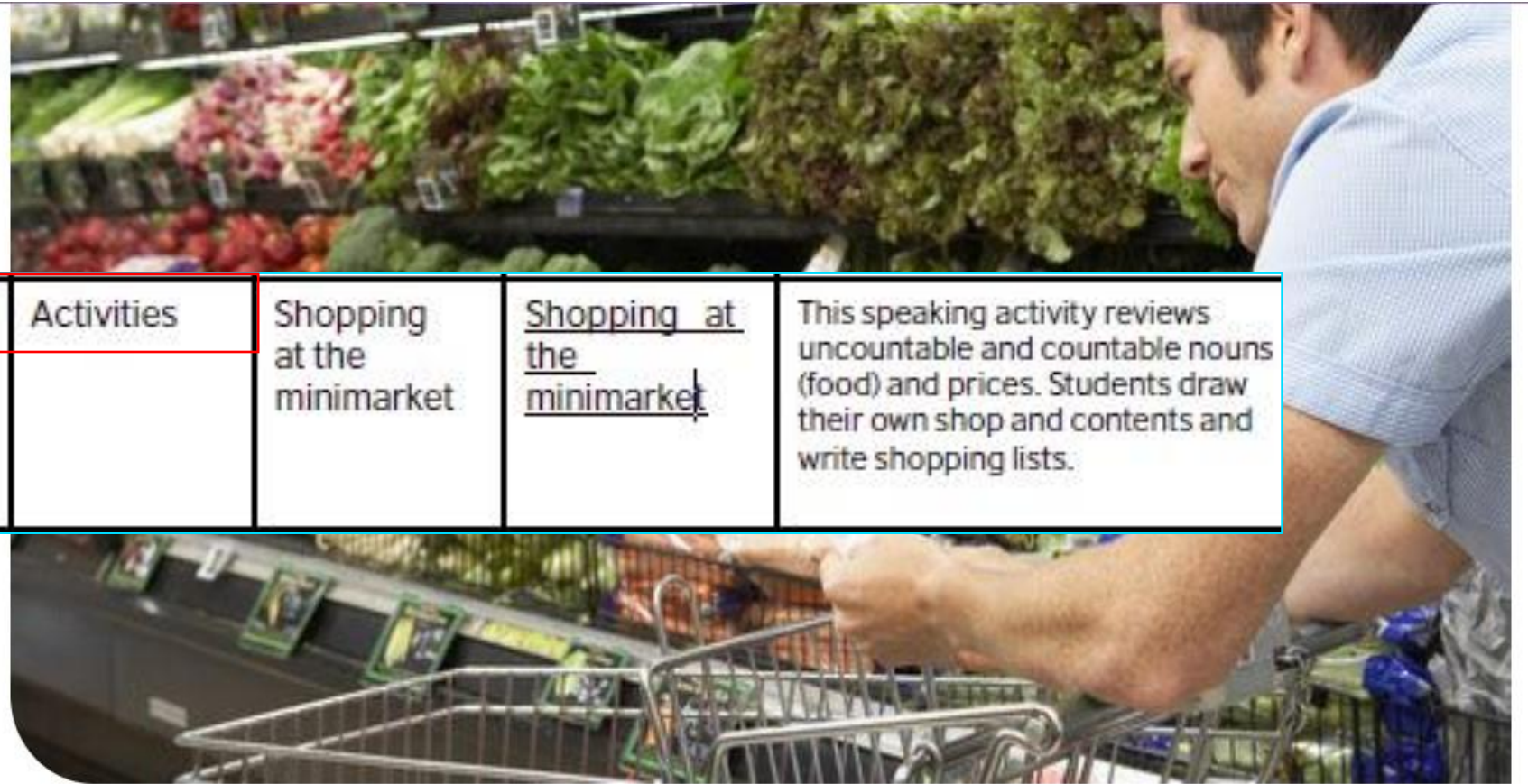


Activities

That looks fun, but ...

- Does it fit into my lesson?
- What is the purpose of the activity?
- Can I adapt it for my classroom and students?
- Can I extend it or build into it?
- Can we go deeper? (Guided discovery, developing thinking skills (E.g., Higher Order Thinking (PMI...))

Example



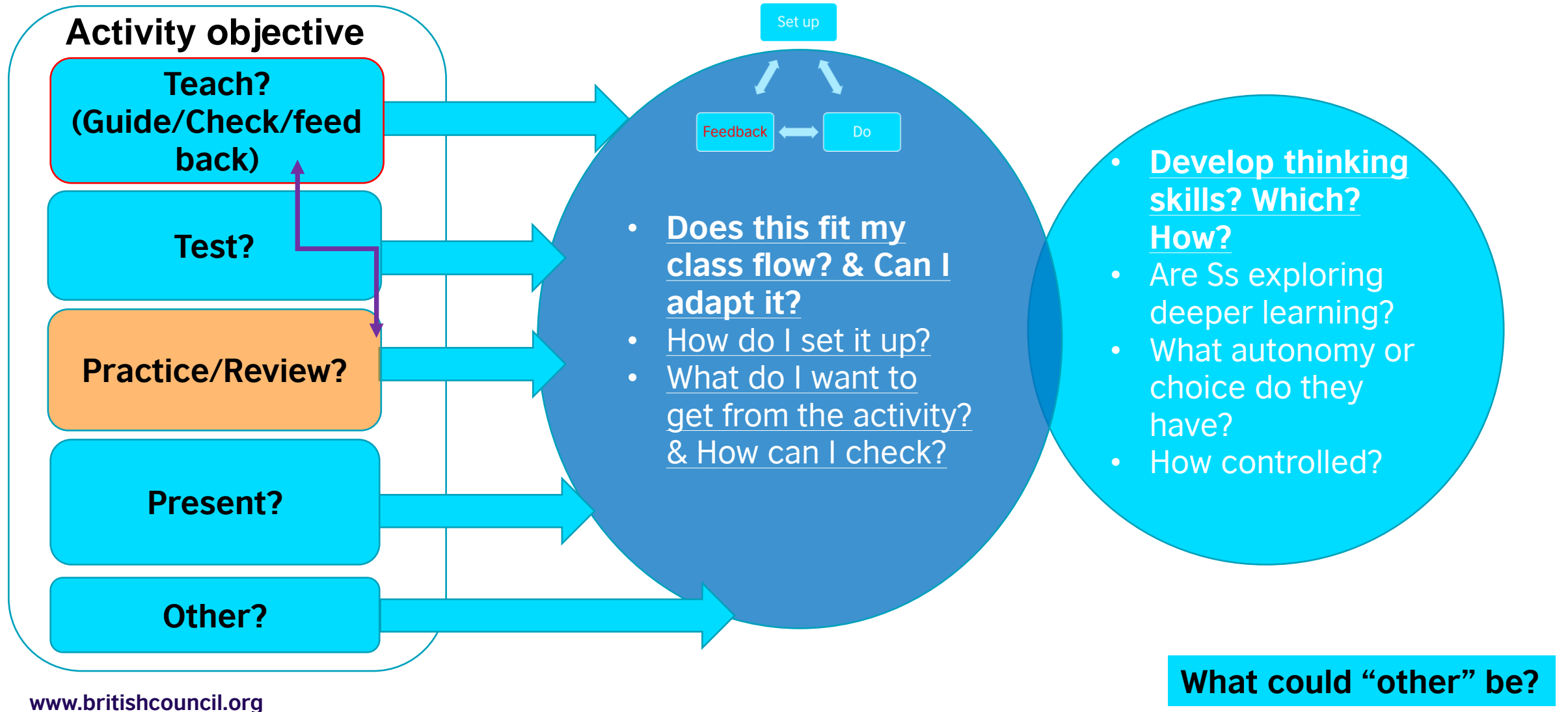
14	쇼핑 Shopping	마트 쇼핑 At the market	Activities	Shopping at the minimarket	<u>Shopping at the minimarket</u>	This speaking activity reviews uncountable and countable nouns (food) and prices. Students draw their own shop and contents and write shopping lists.
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This speaking activity reviews uncountable and countable nouns (food), some/any and prices and is suitable for pre-intermediate 9 -11 year olds. Students draw their own shop and contents and write lists of things they want to buy. The teacher elicits a dialogue and then students mingle to go shopping at the shops to try to buy everything on their list.

The activity also contains an element of mathematics as students add up how much they spend at the shops. The activity could be adapted for different kinds of shops (e.g. clothes).

Working out what it is & what we can do with it



How can we adapt from practice/review to “teach”?

- **Build from a (con)text** – create dialogue and have Ss: notice E.g., underline, circle, fill in gap, etc. (MFP)
Then Ss create their own.
- **Dictogloss** – listen, write and compare.
- **Ss-centred activity** – write, compare and add. Or Think, Pair, Share.
- **T-centred** – present key words, elicit new examples (MPF)



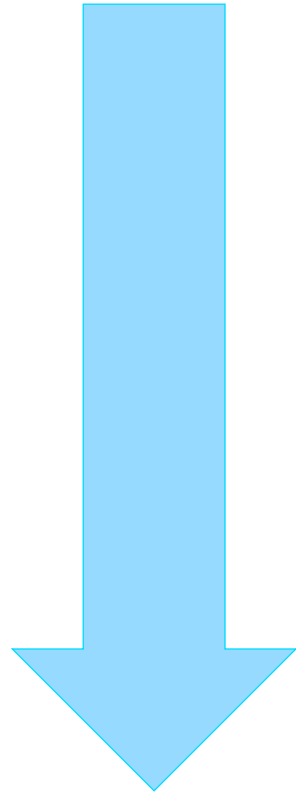
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Common teaching models

These lesson models are increasingly...

STUDENT-CENTRED



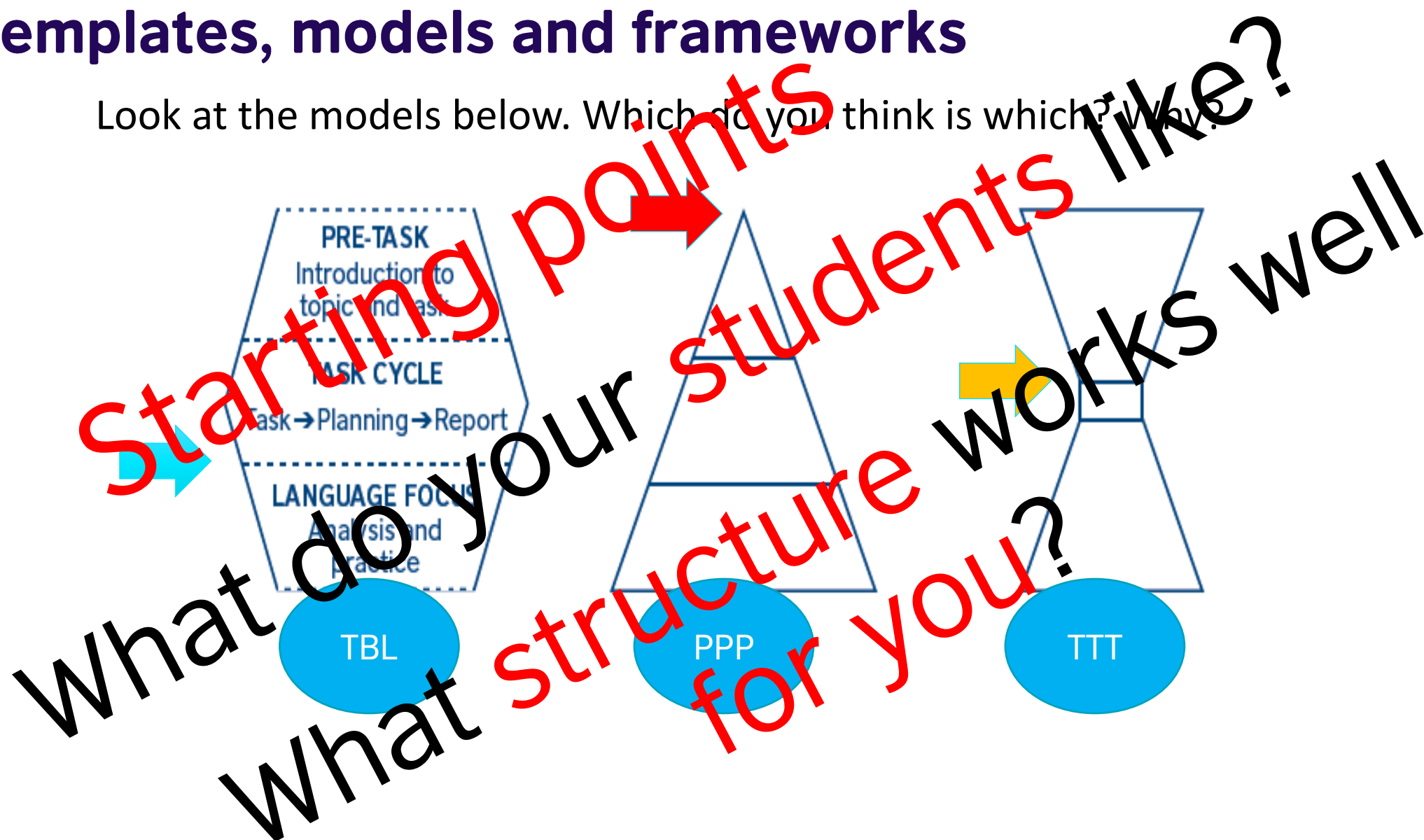
PPP Presentation, Practice, Production

TTT Test, Teach, Test

TBL Task-Based Learning

Templates, models and frameworks

Look at the models below. Which do you think is which? Why?



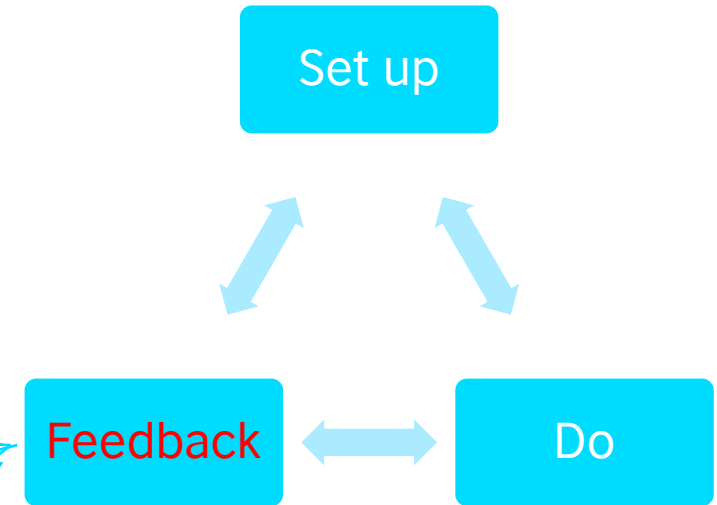
Changing the objective to suit ourselves

- Take our template ideas and search the plans for **something you like**.
- **Pick out** what you like and add it to your template.
- **Fill in the gaps** with our own activities, language support and stages.

Stage	Procedure
Lead in (5)	A short introductory activity related to lesson topic
Presentation (10)	Explicit language the teacher (not the student) wants to teach e.g., this could be prescribed based on the curriculum
Ss analysis / discussion (5)	E.g., In L1 how can the language be used? What do you notice about it? Can you agree on 3 features? Expanding beyond the topic/ Going deeper.
Controlled practice	Ss practice using target language
Freer practice	Semi controlled or free practice (topic based – contextualised to something Ss are interested in locally.

Opportunities for learning/teaching

Stage	Procedure
Lead in (5)	
Test	
Teach	
Ss analysis / discussion (5)	
Freer practice	



What about the stage itself?

Test

Explicit language the teacher (not the student) wants to teach
e.g., this could be prescribed based on the curriculum

The task cycle
Learning where?

Set up

Feedback

Do

A key learning & teaching stage within tasks /
An opportunity to go deeper!

What templates work for me?

?	?	?



- What do my students like? (keeping in mind lesson objectives and need for variety)
- Give yourself a structure to work from.
- Can I build from a familiar standpoint?
- How can I fill in the gaps?

Let's take an example

Stage	Procedure
Lead in (5)	
Test	
Teach	
Ss analysis / discussion (5)	<p>1B 보건, 위생, 영양 등 개인 건강 관리에 관한 내용 Personal health management such as health, hygiene and nutrition</p>
Freer practice	

세부주제 (Sub-theme)		TeachingEnglish Resources					수준 (Level)			
No.	Sub-theme 1	Sub-theme 2	Category	Title	링크 (Link)	개요 (Introduction)	P34	P56	M	H
1	건강 Health	신체, 건강한 생활방식 Body parts, healthy lifestyle	Lesson plans	Parts of the body	Parts of the body	This lesson practises language for parts of the body and follows up with a project about healthy lifestyle habits.	✓			

Topic

Parts of the human body

Aims

To develop and practise:

- vocabulary: words for parts of the body
- structure: 'have got' for parts of the body, 'can' for actions, 'should' and 'shouldn't'
- curricular work: healthy lifestyle
- integrated skills: listening, speaking, reading, writing

Age

Younger primary (7–9 years)

Time

90 minutes approximately

Materials

1. Word games: 'Parts of the body - head', 'Parts of the body 1' and 'Parts of the body 2'
<https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-head>
<https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1>
<https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-2>
2. Song, activity sheet, answers and lyrics: 'The scary skeleton'
<https://learnenglishkids.britishcouncil.org/songs/the-scary-skeleton>
3. Flashcards
<https://learnenglishkids.britishcouncil.org/flashcards/human-body-flashcards>
4. Colouring: 'Clown's face'
<https://learnenglishkids.britishcouncil.org/colouring/clowns-face>

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1. Introduce the topic (5 mins)

- Depending on what your learners already know, introduce or revise basic vocabulary for parts of the body by indicating different parts of your own body and getting learners to copy. You might want to introduce only basic parts, such as head, leg, nose, etc, or you could introduce more difficult parts like wrist, elbow, eyebrows, etc.
- Play a game of Simon Says with the different body parts you introduced.

2. Focus on vocabulary (15–20 mins)

- Ask learners to draw an outline of a body in their notebooks, or draw one yourself to provide as a handout. They should try to label the outline with as many body parts as possible. Write the words on the board to help them. Ask them to colour the outline in lots of different colours.
- Now ask learners to draw another outline or provide a second copy. Learners work in pairs and dictate to each other what colour each body part is, without showing each other, e.g. learner A says 'My head is green' and learner B colours the head on their blank outline green. When they have finished, they can compare pictures. You might like to drill some of the more difficult language before doing the activity.
- Finally, play a game. If you would like to focus on parts of the head, try the 'Parts of the body - head' word game. For parts of the body, try the 'Parts of the body 1' or 'Parts of the body 2' word games.

3. Song and extension (30 mins)

- Give learners the activity sheet for 'The scary skeleton' song. Ask them to complete exercise 1 – match the pictures and the words.
- Play the song. Ask learners to listen and touch each part of their body when they hear it in the song. After the song, practise some of the lines together, touching the relevant part of the body as you say it.
- Play the song again and encourage learners to sing along to the lines you practised.
- Now ask learners to do exercise 3 on the activity sheet – invent an animal skeleton. Before they start, brainstorm some ideas as a class. What kind of animal could it be? How many heads, legs or tails could it have?
- When they have finished, learners can label their skeleton and write about it – how many of each body part it has, what actions it can do – and they can choose a name for it. Monitor and help as necessary.
- Display the skeletons around the room and allow learners time to look at and read about each other's skeletons.



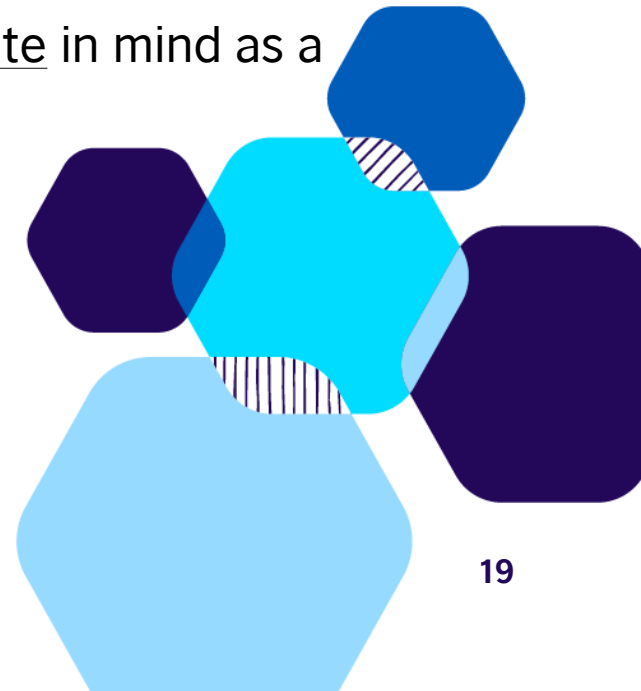
What can I take from this?

Stage	Procedure
Lead in (2-3)	Set up: Place the image of a person on board. Draw arrows to different parts of the body. Elicit one body part to model next stage.
Test (15)	Ss Task: Draw a person (boy/girl / Circle and label body parts (Consider: Homework? Write or use pre -prepped labels?) Set up (2) : Model and check. Provide labels or key body parts to complete if used. Do (7) : Ss follow model, circle and label. T checks around class. Feedback (6) : Peer check/compare , elicit disagreements & check. Display ½ examples. T may also provide language exponents to help Ss vocalise feedback.
Teach (12)	Teacher adds/teaches any key words from the curriculum not added by Ss (T has a list based on curriculum requirements) / T may elicit & present other words for stronger Ss. (MPF) Teacher clarifies any misconceptions related to body part and location.
Ss analysis / discussion (5 - 7)	Ask discussion Qs: (Set up/do/feedback – could be one Q as a brainstorm to the board) Is everyone's body the same? Why/ Why not? What are some differences between people and animals? (T may need some pre-teach/review)
Freer practice (8 - 10)	Ss work together to create a monster and label the body parts. (Or partner can label) Display examples around the room at the end of the class. T can check spelling and add feedback, where needed. (or after class if it's on wall)

Recap

Activity	Task cycle	Your template
Why? When? Who?	What? How?	What? Where to?

- Keep what you want in mind as you browse.
- Only focus on what works for you/your context.
- Remember there are multiple teaching points that fulfil lesson objectives; stages within stages
- Ensure you have a template in mind as a guide.
- **Adapt**, adopt, or reject.



Thank you

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