



# Listening & Speaking for Young Learners

- Warm up
- Review
- Your tech project
- Analyzing an experienced teacher
- Homework

Email: [edpovey@hotmail.co.uk](mailto:edpovey@hotmail.co.uk)

Website: [edwardtesol.com](http://edwardtesol.com)





PEGASUS



GRIFFON



UNICORN



SPHINX



SUCCUBUS



CENTAUR



MERMAID



MINOTAUR



CERBERUS



SATYR



WEREWOLF



HARPIA



ANGEL



PHOENIX



DRAGON

Adobe Stock | #224152440

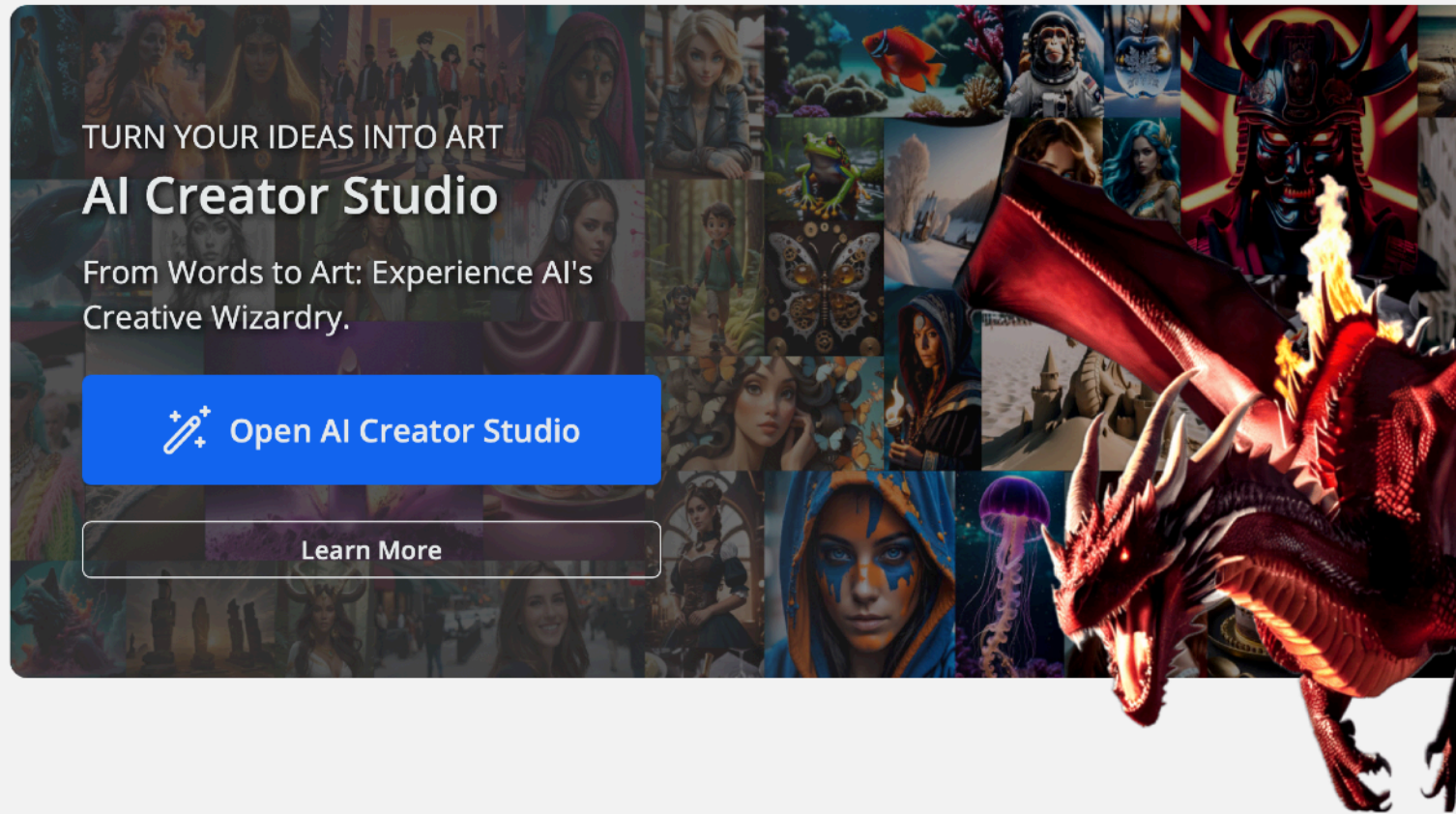
Brainstorm a list of monsters, legends, and fairytale characters.

Ghost, troll, unicorn, werewolf, elf, wizard...



# Create, Edit, Enhance, Convert Images Instantly

Whether you're a seasoned designer or a creative enthusiast, our all-in-one image suite is designed to elevate your projects to the next level.

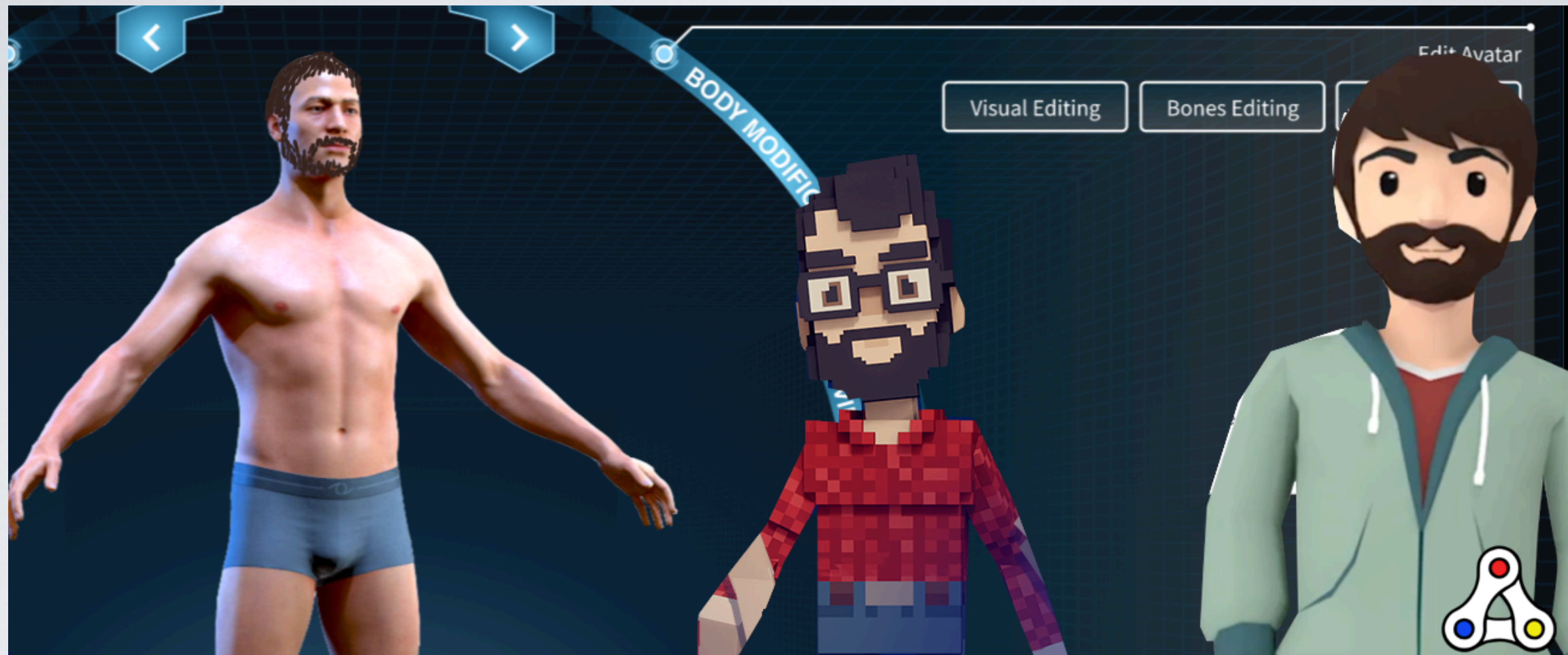


Go here and create a character.

[www.img2go.com](http://www.img2go.com)







## Digital identity + avatars

Unique and verifiable digital identity for use online (Web 3.0?)





TM & © 2019 Age of Learning, Inc. All rights reserved.

<https://www.youtube.com/watch?v=ipAVVPU9WIMg>



# zep.us



About ▾

Business ▾

ZEP Office

Asset Store

Explore

Sign in

Start for Free

## The Metaverse for Everyone, ZEP

Start for Free

Feedback





<https://obsproject.com/>

**OBS**  
Open Broadcaster Software

[Home](#) [Download](#) [Blog](#) [Help](#) [Forum](#)

[Contribute](#)

# OBS Studio

Latest Release    27.0.1 - June 11th

**Windows** macOS 10.13+ Linux

Free and open source software for video recording and live streaming.

Download and start streaming quickly and easily on Windows, Mac or Linux.

### What is 'blended learning'?



The diagram illustrates Blended Learning as the intersection of two learning environments:

- BRICK & MORTAR (Classroom)**: Includes Face-to-Face learning with characteristics like Conversation, Negotiated interaction, Production, Collaboration, and Application.
- ONLINE LEARNING (Computer)**: Includes Virtual (Online) learning with characteristics like Self-paced, Language skills, Authentic content, Practice & feedback, and Progress monitoring.

The central **BLENDED LEARNING** section is represented by a double-headed arrow connecting the two environments.

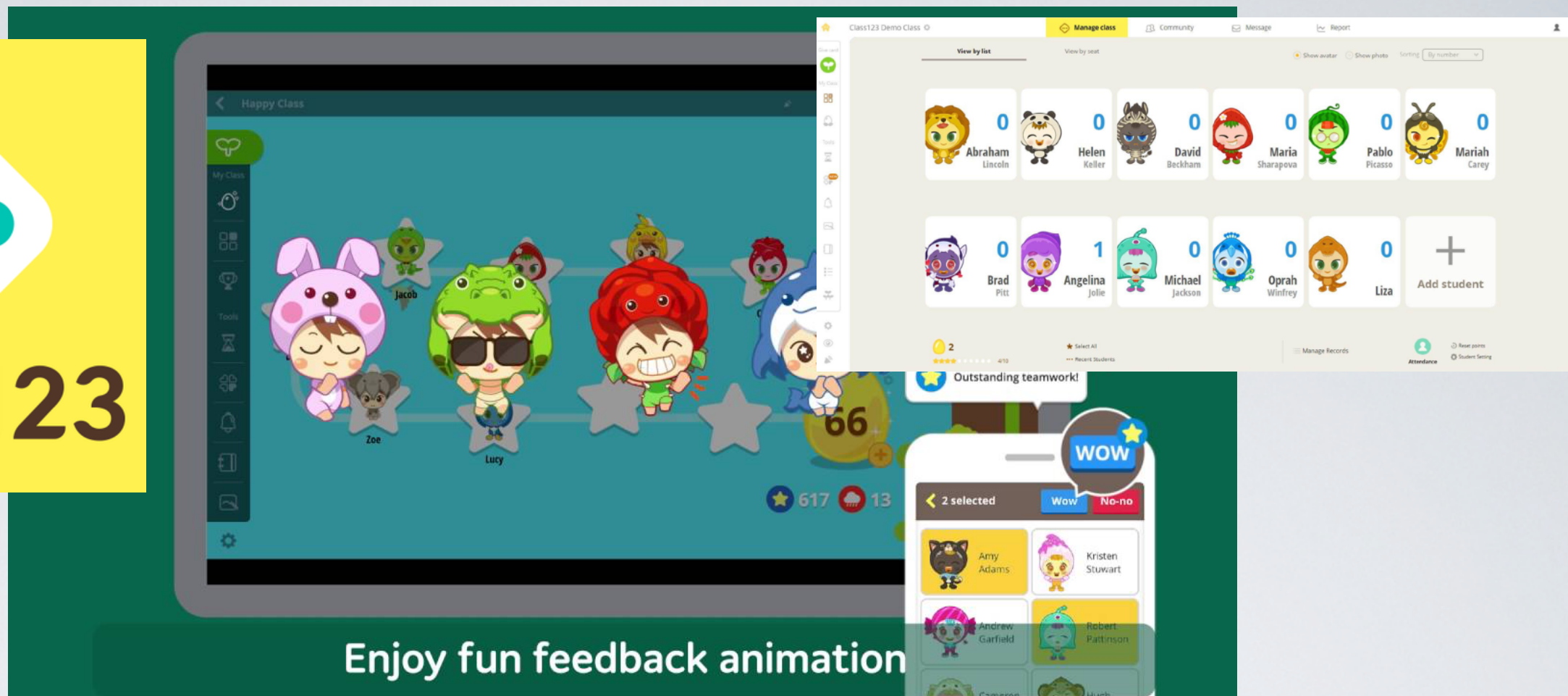
22:00

**Blended Learning / Flipped Classroom - Introduction, Examples, OBS Studio, EDpuzzle (TESOL/EFL/ESL)**

**OBS Studio is a free broadcasting software.**

**It's easy to use, but when you first open the software you need to set up the audio and video input.**





## Class123 (NHN Edu Corp.)

Class123 is a free behavior management tool for your class. Fill your classroom with warm praises. Start with **Class123!**

<https://class123.ac/>

[https://www.youtube.com/watch?v=G5b2\\_1G3LdE](https://www.youtube.com/watch?v=G5b2_1G3LdE)





# ClassDojo

Class Dojo is a similar service.

The screenshot displays the ClassDojo interface. At the top, there are navigation tabs: "Your classes", "Classroom" (selected), "Class Story", "Messages", and "Settings". Below these, there are tabs for "Students" (selected) and "Groups", along with a "View reports" button. The main area shows a grid of student profiles, each with a cartoon avatar, a name, and a Dojo point count in a green circle. The "Whole Class" profile has 84 points, while individual students have between 1 and 4 points.

| Profile      | Points |
|--------------|--------|
| Whole Class  | 84     |
| Addy S.      | 1      |
| Alan M.      | 3      |
| Alex D.      | 1      |
| Alexis C.    | 1      |
| Andrea C.    | 1      |
| Armando H.   | 4      |
| Berenice P.  | 2      |
| Chris M.     | 4      |
| Cienna A.    | 3      |
| Daniel R.    | 3      |
| Daniela D.   | 3      |
| Erik D.      | 2      |
| Giselle G.   | 2      |
| Guillermo L. | 2      |
| J.J. M.      | 4      |
| Jahmai C.    | 2      |
| Jennifer S.  | 3      |
| Jonhatan E.  | 2      |
| Jose R.      | 4      |
| Lealie       | 3      |
| Lucero       | 4      |
| Manny        | 3      |
| Meris        | 3      |
| Merian       | 3      |



# Online student response systems



[www.kahoot.it](http://www.kahoot.it)

<https://create.kahoot.it>





# Online student response systems

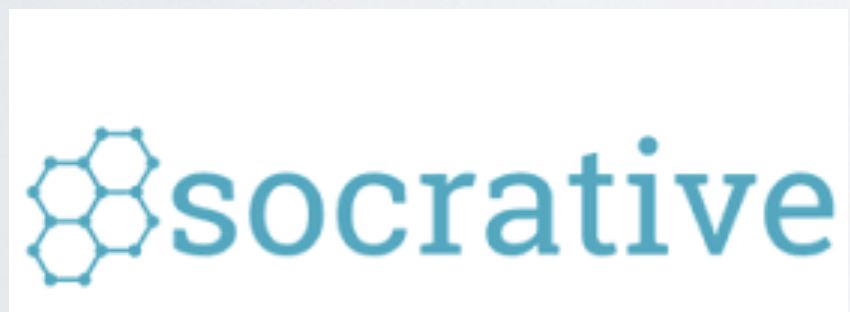
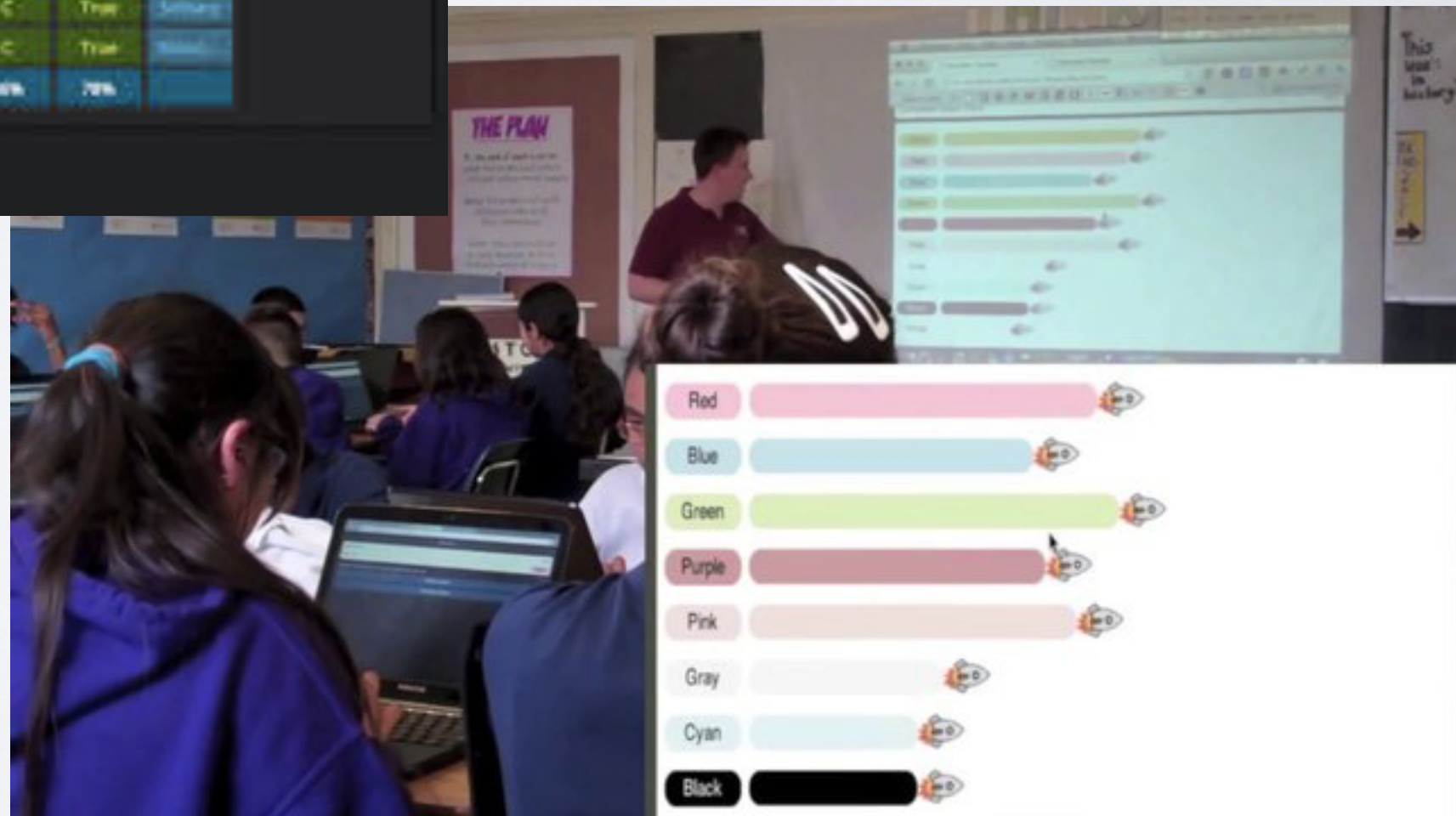
socrative

ROOM: SOC14  
State Facts - Fri Jun 27 2014

GET REPORT EXIT

| Name           | Progress | 1   | 2     | 3     | 4   | 5    | 6   | 7     | 8     |
|----------------|----------|-----|-------|-------|-----|------|-----|-------|-------|
| Dempsey, Clint | 80%      | C   | Texas | False | A   | D, A | C   | True  | 10000 |
| Hartness, Jack | 70%      | C   | Idaho | True  | C   | D, A | C   | True  | 10000 |
| Metz, Wilfred  | 87%      | C   | Idaho | True  | A   | D, A | B   | False | 10000 |
| Hobbs, Denise  | 80%      | C   | B     | False | A   | D, A | B   | True  | 10000 |
| Donald, Clara  | 70%      | C   | Idaho | True  | A   | D, A | B   | True  | 10000 |
| Rosdy, Tomas   | 67%      | B   | Idaho | True  | A   | C, A | C   | True  | 10000 |
| Tyler, Ross    | 67%      | C   | Idaho | True  | A   | D, A | B   | False | 10000 |
| Williams, Rory | 67%      | C   | Wyomi | True  | C   | D, A | C   | True  | 10000 |
| Wunderbar, Jim | 100%     | C   | B     | False | A   | D, A | C   | True  | 10000 |
| Class Total    |          | 80% | 70%   | 87%   | 70% | 80%  | 80% | 70%   |       |

[www.socrative.com](http://www.socrative.com)







[www.educandy.com](http://www.educandy.com)



My Account My Activities Export Import Apps



Search...



## Play *Animals of the World* Activity

### Word Search

A Y D K S P J N R H X R E  
H N E L A A O K M I A U B  
E I N M G C O N T E N T A  
B O E O K I S F X A E O P  
A Y D K Y P J N R H X R E  
H J E L A E O K M I A U B  
E I G M G C D E I A P T A  
B O E G K I S F X A E I P

PLAY!



### Hangman



PLAY!



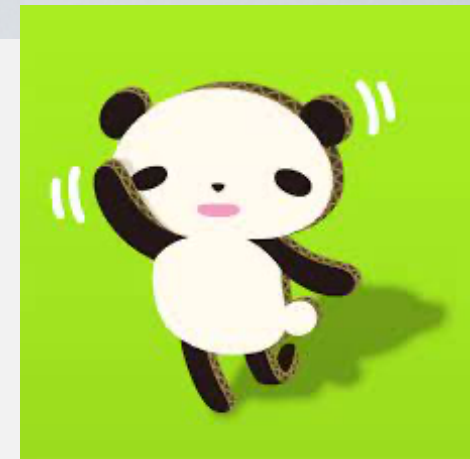
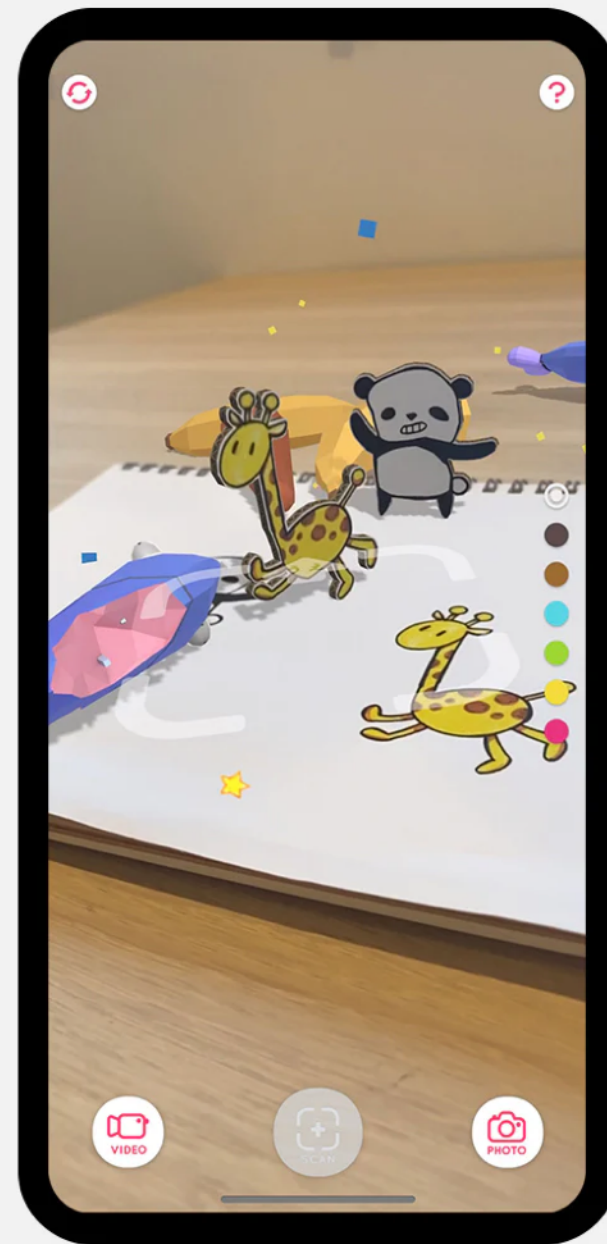
### Anagrams



PLAY!







## RakugakiAR app

Point the camera.

Move it until the drawing has a pink box outline.

Press the pink "scan" button.



## Task:

Choose one of the technology services we have discussed this week, or another service that you know.

Create a teachers account if you need to. Create something using the service.

For example a quiz (Socrative), an activity (Educandy), a video (OBS Studio), etc. Try it at home or with your students.

Be ready to share next week.

[www.kahoot.it](http://www.kahoot.it) (student)

<https://create.kahoot.it>

[www.educandy.com](http://www.educandy.com)

[www.socrative.com](http://www.socrative.com)

<https://obsproject.com/>

[zep.us](http://zep.us)





Analyze a lesson by an experienced teacher

TESOL for Young Learners



Vocabulary teaching



# Analyzing an experienced teacher

We are going to watch the beginning part of a lesson by teacher trainer Raymond Kerr.

What can we learn from this video?

- **Classroom English**
- **Setting context**
- **Using flashcards**
- **Teaching vocabulary**
- **Teaching grammar**
- **Scaffolding**
- **Listening activities**
- **Organising the steps of a lesson**



<https://www.youtube.com/watch?v=W8e6Ld4sQks>



# Analyzing an experienced teacher

Questions to think about...

1. How does he set the context of the lesson? (contextualization)
2. How does he arouse students' curiosity?
3. How does he implicitly teach grammar?
4. How does he organize the class into groups?
5. How does he continually review the words?
6. How does he get the students to use their bodies?
7. Any other aspects of his teaching or lesson plan that you noticed?



# Analyzing an experienced teacher

## 1. How does he set the context of the lesson? (contextualization)

“Today is a special day for me.”

“What day is it?”

“How old do you think I am?”

“This is my birthday bag”

Context: Birthday

Topic: Toys



# Analyzing an experienced teacher

## 2. How does he arouse students' curiosity?

### “Birthday bag”

Magic bag / Magic box - Mystery bag / Mystery box



# Analyzing an experienced teacher

3. How does he implicitly teach grammar?

“In my bag I have a toy plane, a robot, a balloon”

= implicitly teaching indefinite articles

**INDUCTIVE**



# Analyzing an experienced teacher

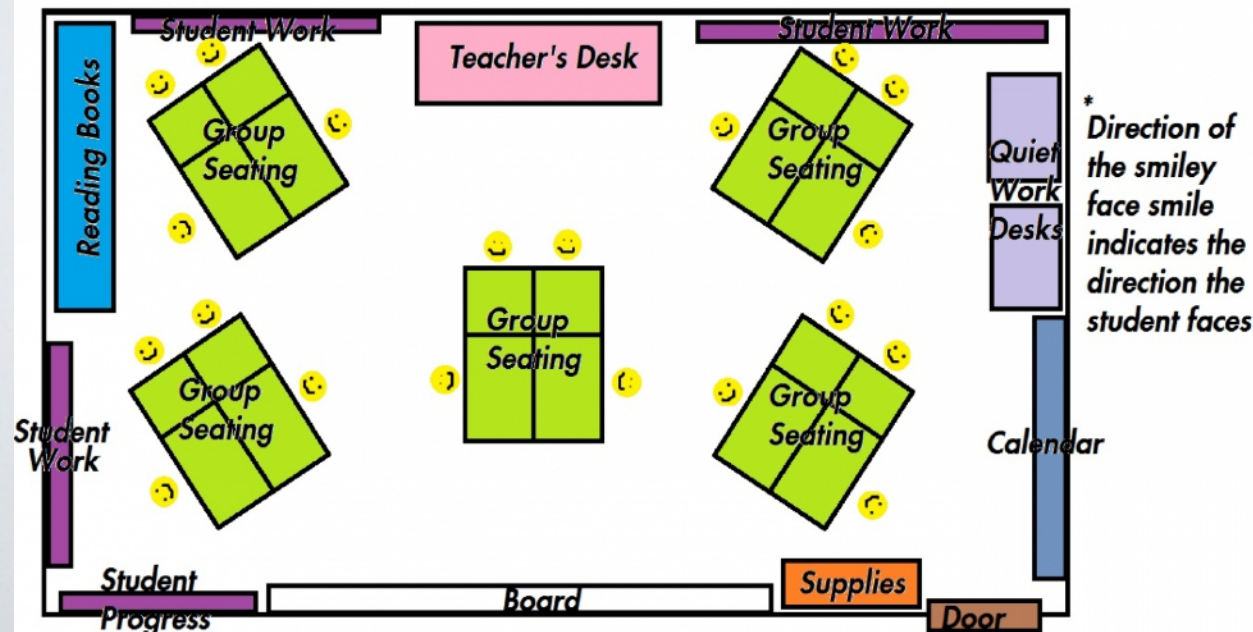
4. How does he organize the class into groups?

“Listen and remember your number-

1, 2, 1, 2...”



## 59 KAGAN STRUCTURES



Dr. Spencer Kagan  
Miguel Kagan  
Laurie Kagan



# Analyzing an experienced teacher

5. How does he continually review the words?





# Analyzing an experienced teacher

6. How does he get the students to use their bodies?

Listen and hold up

Listen and do a dance



# Analyzing an experienced teacher

7. Any other aspects of his teaching or lesson plan that you noticed?





# Homework for week 9

Choose any content/topics/points from the reading and write about your experiences, thoughts and opinions.

What do you think needs to be addressed in English education in Korea?

*Routledge Research in Teacher Education*

## **ENGLISH FOR YOUNG LEARNERS IN ASIA**

**CHALLENGES AND DIRECTIONS  
FOR TEACHER EDUCATION**

*Edited by Subhan Zein and Yuko Goto Butler*

### **2 Primary School English Teacher Education in South Korea**

Challenges and Future Directions

*Ian Moodie*

#### **Introduction**

In South Korea (hereafter Korea), English has been a mandatory primary school subject since 1997. As elsewhere in Asia, language-in-education policy in Korea has been influenced by globalization, particularly in that English proficiency is seen as essential for increasing the nation's economic competitiveness, but it has also been influenced from the bottom up, with political pressure from families perceiving English as indispensable to their children's education (Baldauf Jr. et al., 2011; Chung & Choi, 2016; Kang, 2013; Kirkpatrick, 2016; So, 2020; Spolsky & Moon, 2012). Although the national curriculum asks for communicative language teaching (CLT) in student-centered classes with English as the medium of instruction (EMI), the local research has demonstrated that adhering to these guidelines has been an ongoing challenge for teachers (Butler, 2011; Garton, 2014; Jeon, 2009b; Kim, 2008; Moodie & Nam, 2016; Whitehead, 2017). Despite significant investment into public school teachers' professional development, teaching communicatively and using English as the language of instruction have been widely resisted for rea-