

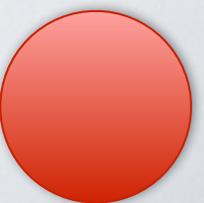


Listening & Speaking for Young Learners

- English education in Korea
- Analyzing an experienced teacher
- PDP listening framework for lesson plans
- Homework

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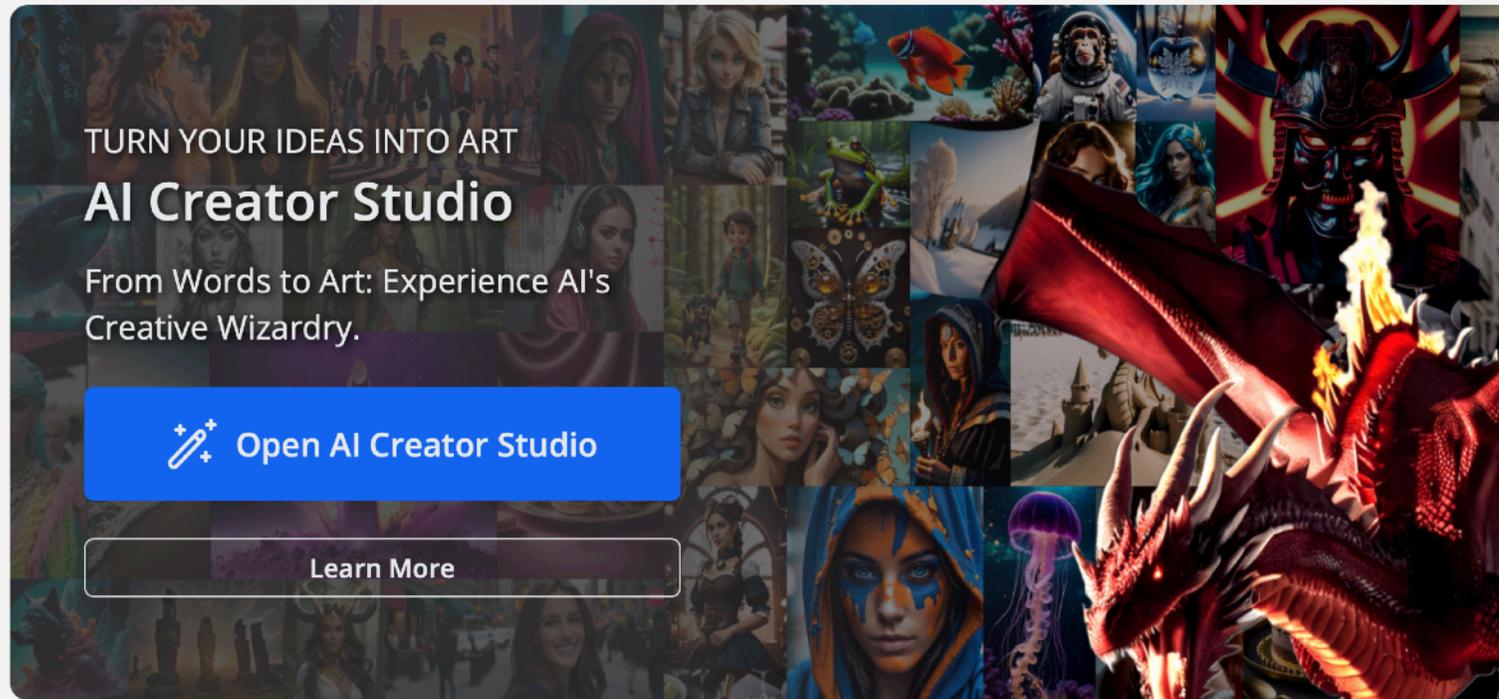
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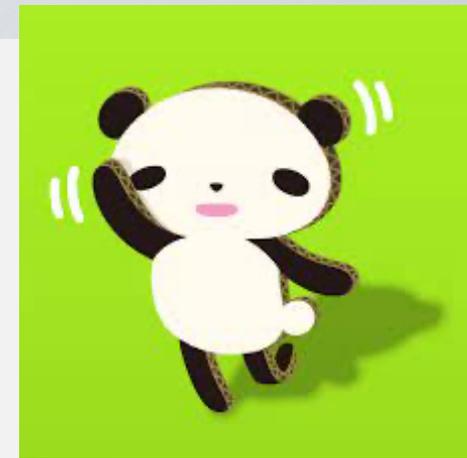
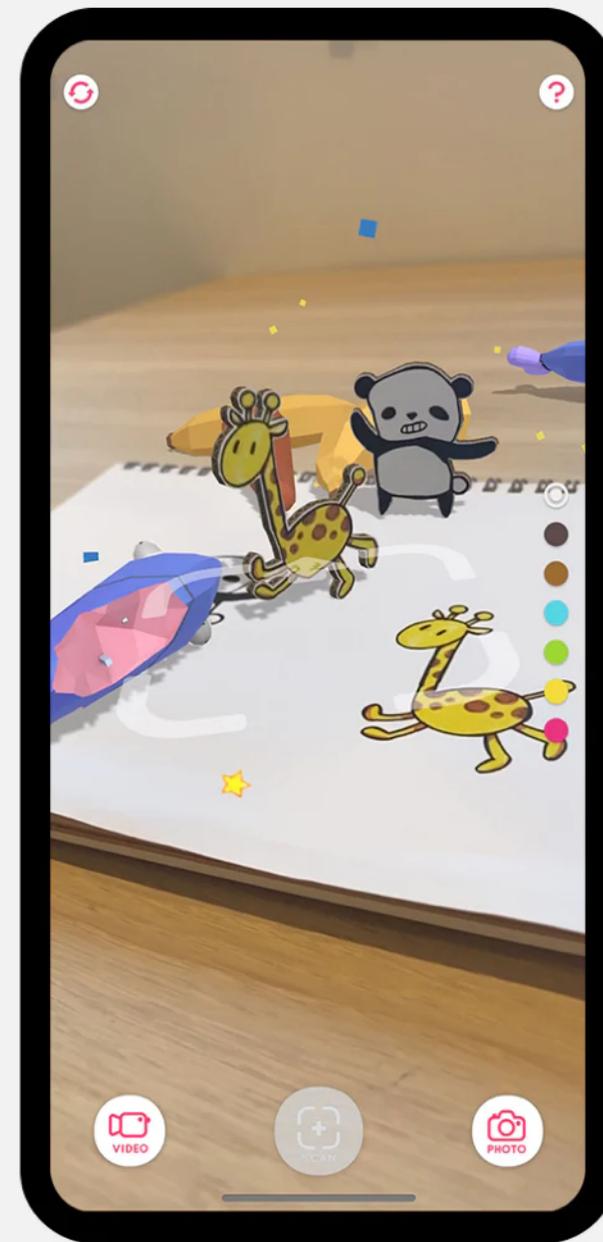
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Go here and create a character.

www.img2go.com





RakugakiAR app

Point the camera.

Move it until the drawing has a pink box outline.

Press the pink "scan" button.

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

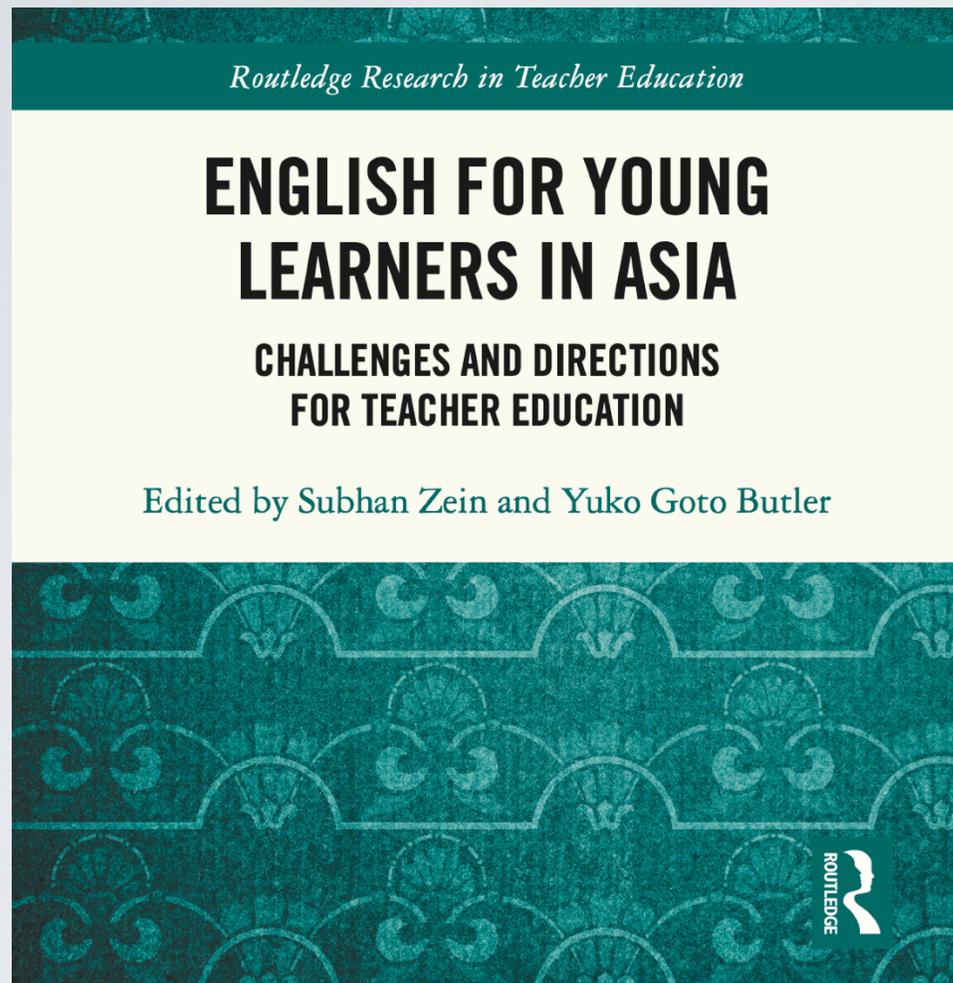
2 Primary School English Teacher Education in South Korea

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-



My experiences + input...

- SNUE interviews + teacher training
- NEST should be hired with higher qualifications
- See edwardtesol.com/teachingdemos (in service training micro teaching examples)
- References from this reading may help your research

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://youtu.be/W8e6Ld4sQks?si=BsdL2XOwx9uzgBFI&t=73>

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

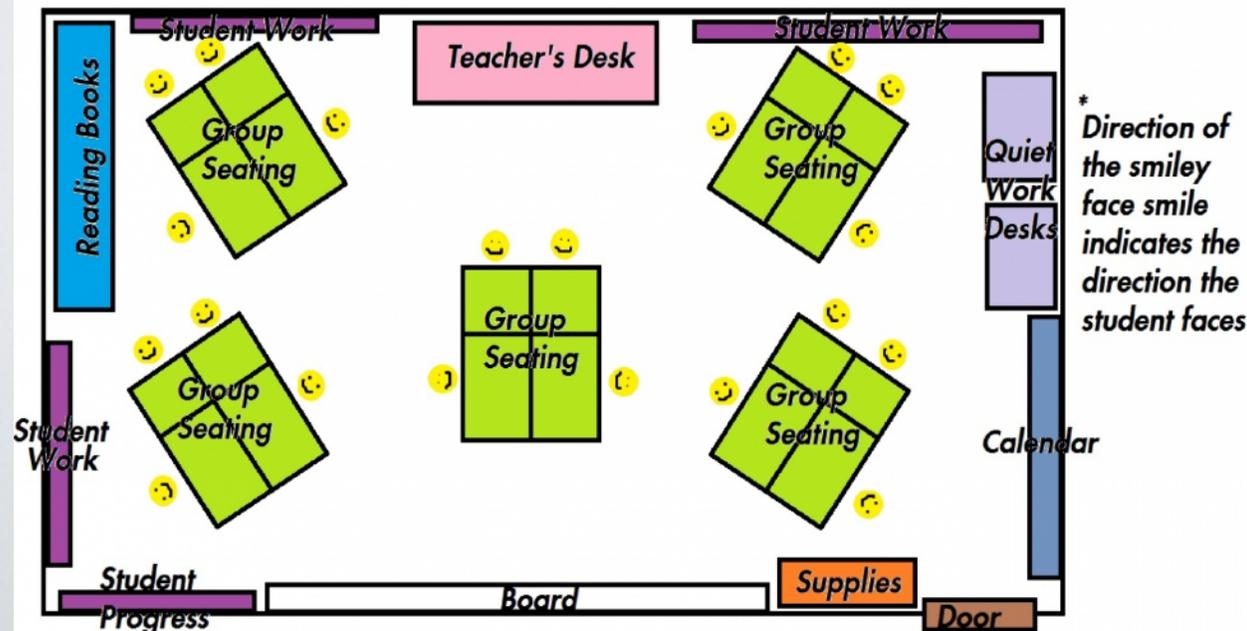
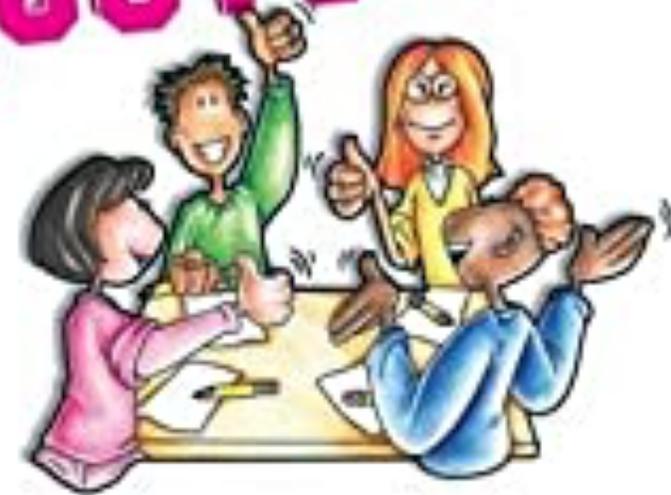
4. How does he organize the class into groups?

“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?



Lesson Planning



Lesson Planning Frameworks

What is a teaching framework?

frame·work

/ˈfrām,wɜrk/ 

noun

an essential supporting structure of a building, vehicle, or object.

"a conservatory in a delicate framework of iron"

synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; [More](#)

• a basic structure underlying a system, concept, or text.

"the theoretical framework of political sociology"

synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; [More](#)



Each language skill has a different framework, or system, for teaching. The framework helps us to organize the lesson.

Framework for Listening and Reading (receptive skills)

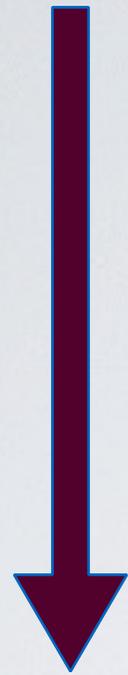
In planning terms, L+R are similar.
A receptive skills lesson can have 3 stages:



1. Before L/R (Pre stage)

2. During L/R (During stage) ← comprehension checking here

3. After L/R (Post stage)



1. Before L/R (Pre stage)

2. During L/R (During stage) ← comprehension checking here

3. After L/R (Post stage)

What is the purpose of each stage?

What kind of steps/activities would be included in each stage?

What are the students doing in each stage?

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

7. ...

8. ...

Listening Lesson - Categorizing stages and steps

BEFORE

DURING

AFTER

Sugiwguiwvs

Sugiwguiwvs

Sugiwguiwvs

Ksghvoihwv

Ksghvoihwv

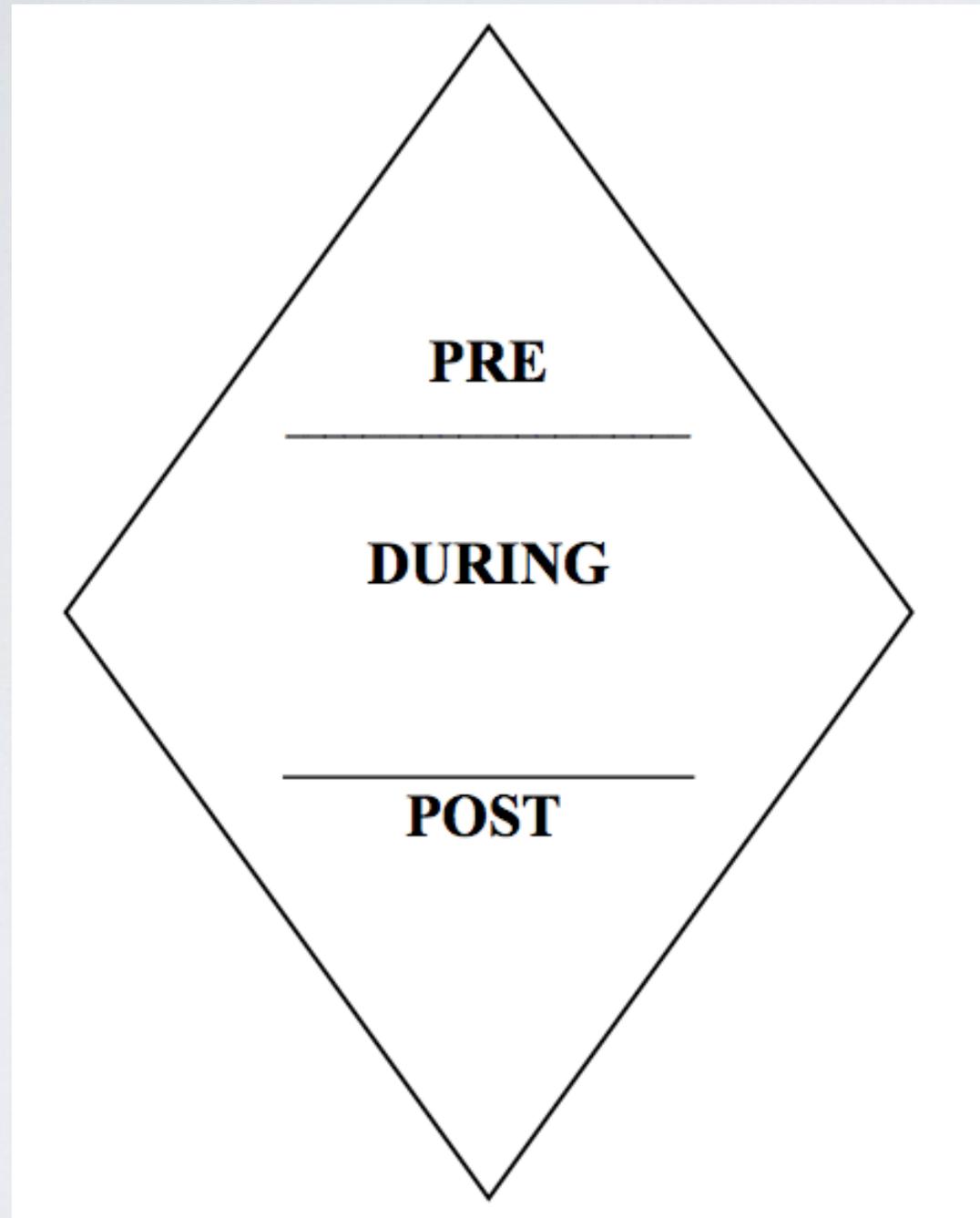
Ksghvoihwv

Oiweufkwv

Task: Put the 3 stages in a row. Match the cards with the right stage. Sometimes more than one answer is possible.

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning



‘Pre’ stage before L/R.

2-3 steps

‘During’ tasks while L/R.

3-4 steps

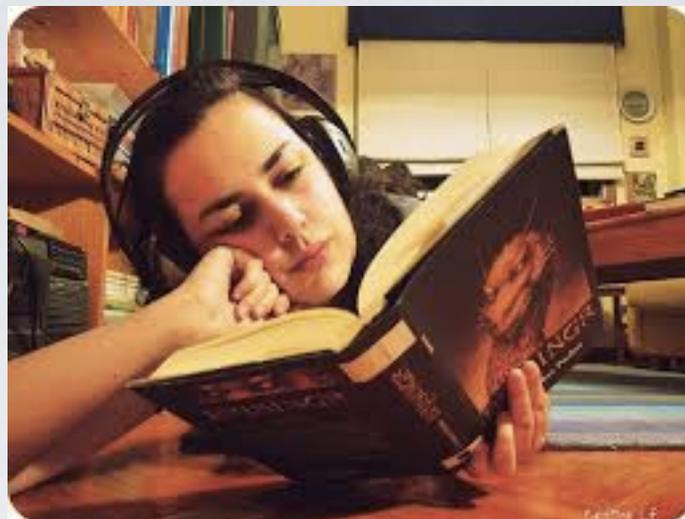
‘Post’ stage after L/R.

1-2 steps

... or transition to speaking

What do we need to do before we use a listening material in a lesson?

- Generate interest
- FOWTAK
- Personalize - Connect the topic with the learner
- Set the context
- Activate background knowledge
- Pre-teach vocabulary
- Provide a purpose for listening (e.g. predicting, gist...)



DURING

- give many opportunities to L/R
 - give different tasks each time
 - start easy and progress to difficult
 - start with general idea and move to details
 - give tasks that show learner comprehension
- “Listen/Read and ...” (what can we put here ...?)

Activities DURING listening

- Listen and point to the right word/picture
- Listen and move your body or an object
- Listen and raise your hand or clap
- Listen and show your fingers
- Listen and mime/act
- Listen and follow directions
- Listen and draw or color a picture
- Listen and make something
- Listen and circle the right picture or word
- Listen and match the pictures, words or sentences
- Listen and sequence the pictures, words or sentences
- Listen and find the mistakes or false answers
- Listen and choose the correct answer
- Listen and mark true or false
- Listen for stress or intonation
- Listen and translate
- Listen and fill in the blanks
- Listen and complete a graphic organizer

POST / AFTER

- introduce other language skills (L, S, R, W)
- apply TL to new situation or context
- focus on grammar
- focus on creativity
- connect language with the world
- connect language with the student

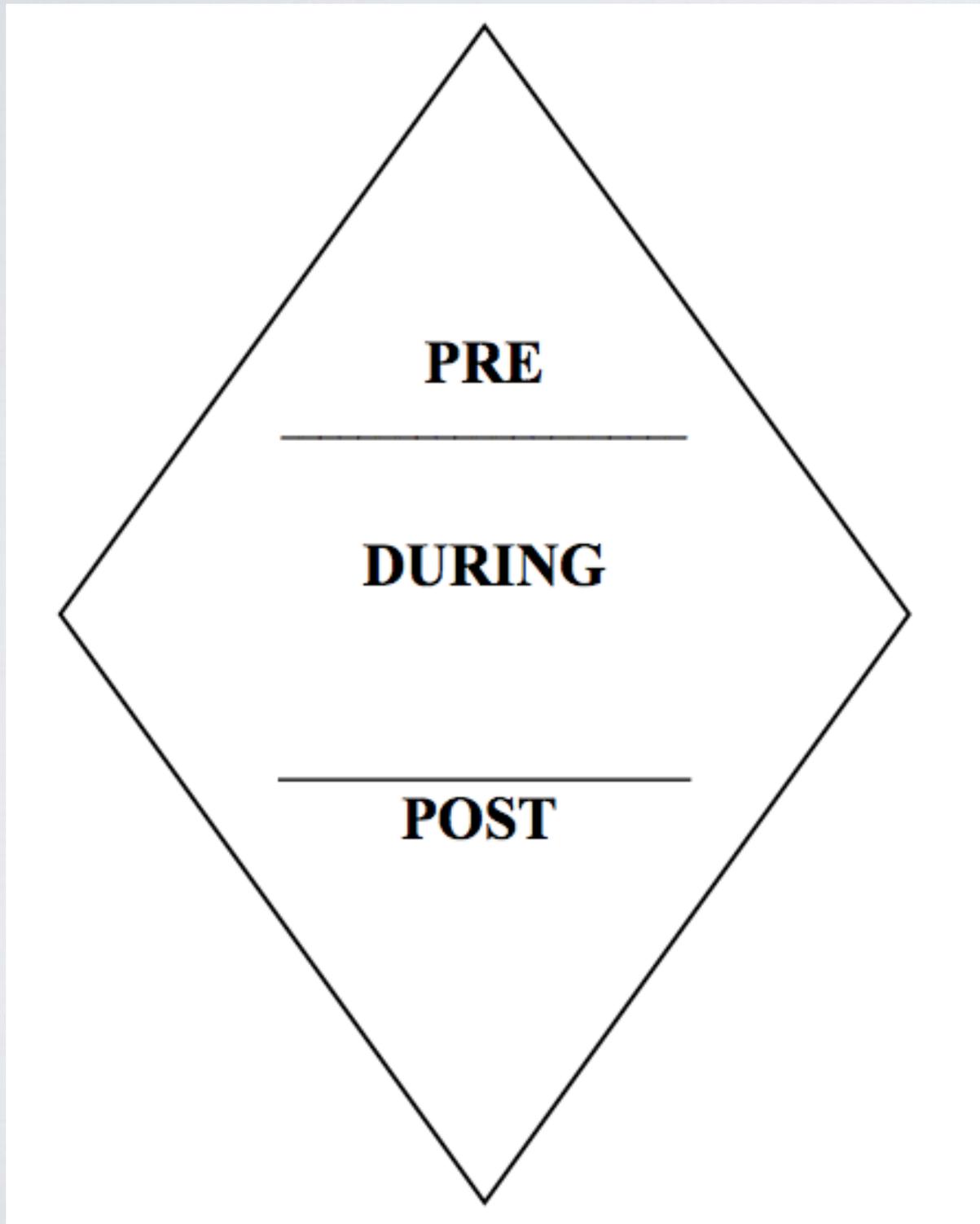


Activities AFTER

- role play, debate or discussion (speaking)
- retell the story (summarize)
- create a new ending (creative)
- reading or writing tasks (new skills)
- sing a song (young learners)
- make a poster or presentation (creative)

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning



‘Pre’ stage before L/R.

- Generate interest
- Assess background knowledge
- Activate schema
- Pre-teach key vocabulary
- Predict

‘During’ tasks while L/R.

- multiple exposures
- varied tasks/skills
- sequenced/scaffolded
- leads to full comprehension

‘Post’ stage after L/R.

- expanding content/theme/topic
- connect/personalize information
- extend language study
- new skills focus

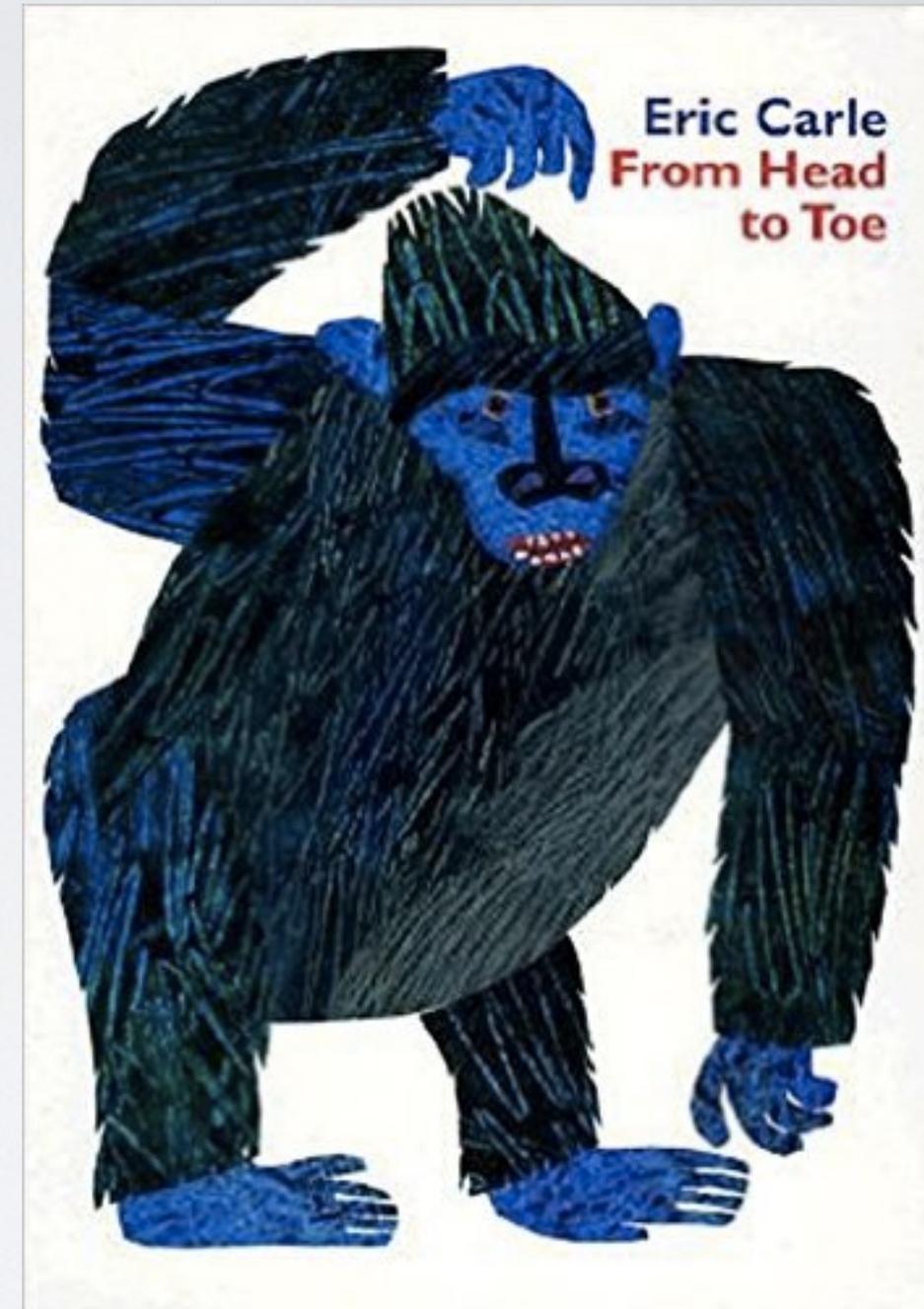


Class Practice Lesson Plan

Let's practice planning a lesson together.
We're going to use this song:

<https://www.youtube.com/watch?v=aDOBp9C2FmI>

1. Listen to the song.
2. Discuss your ideas for Pre stage, During stage and Post stage.
3. Let's start developing the lesson idea together. The lesson should have about 6-8 steps.



Schedule

Week 10 - speaking skills + example lesson plans

Week 11 - review and pre-feedback

Week 12 - lesson plan + materials deadline

Week 13 - final preparation for presentations

Week 14 - lesson plan presentations 1

Week 15 - lesson plan presentations 2

Week 16 - review week

BRACE YOURSELF

HOMEWORK IS COMING

Final assignment introduction

You are going to create a listening or speaking lesson plan. Deadline is Week 12.

Next week we will discuss speaking and look at example lesson plans.

Listening - choose a short (approx. 2~3 minutes) video, such as a song or short story. The language should be simple and clear.

Speaking - choose suitable target language, such as simple Q+A or a short conversation (situational language examples: going to the doctor or ordering food).

We will discuss this more next week.