

Teaching with Imagination and Learning By Doing

The ideas, methods, and topics for TaLK After School English Program in Korea from a Native English Teacher

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Abstract

Teaching the students of Songseok elementary to love learning, love learning English, and confidence to speak like a Korean takes curiosity, imagination, and creativity. I demonstrate these skills to the students to challenge the students and help them develop their own gifts, talent, and abilities in these areas. Using sight and descriptive vocabulary I will develop their ability to remark on the remarkable and perceive the unique qualities of an object. They will have an understanding of how these new skills can benefit them and can communicate that understanding within the segment of the global economy in which English is used as a means of interaction. They will demonstrate a growing proficiency in the use of English as a form of expression and interaction.

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The Foundation

I feel that TaLK scholars should develop their own personal teaching style based on their experiences, education, personality, and abilities. Using their personal style will help them begin the process of laying down a strong foundation of learning for their students. This foundation that they build will allow our students to start their learning journey with appropriate tools. This journey will teach students to use knowledge, their minds, and life to pursue learning.

This guide is for you the reader as a TaLK scholar. When I started my teaching experience in South Korea, I had no book or guide so I taught myself how to teach. I want to remove a few obstacles from your path as you begin your learning experience as a teacher. As a fellow scholar, I welcome you to the program and offer my help. Feel free to use my opinions in this guide as a suggestion or tool to use as you see fit. This guide tries to synthesize my experience and those of my peers to give you a wide variety of solutions. We have been down this road before you and we know the pits and ruts. May I show you the way?

After listening to Chung Un Chan, Professor of Economics, Seoul National University, I decided to create goals for myself. He told us how there were some challenges in the current English education programs. I took these challenges and decided how I could work them in my own unique teaching environment. Where do I begin? Evaluate what students will learn and accomplish in this short period of time. Decide what key elements of English would benefit your students the most. Let these goals challenge your abilities and your students. I took what I love and brought it into my teaching and created these goals.

My Goals

- 1) **Love Learning**: I love learning and I want to share this love with my students. I want them to focus their creativity, curiosity, and imagination on learning anything and everything.
- 2) **Love Learning English**: Out of this love for learning I feel that they will love learning English. If I can galvanize their mind then English will follow. If they love learning English they will gain skill as well as confidence.
- 3) **Confidence speaking like a Korean**: Every Korean says they can't speak English well. With that attitude they won't speak well. They lack the confidence to speak in front of their peers. I want to instill confidence to give them a greater desire to learn.

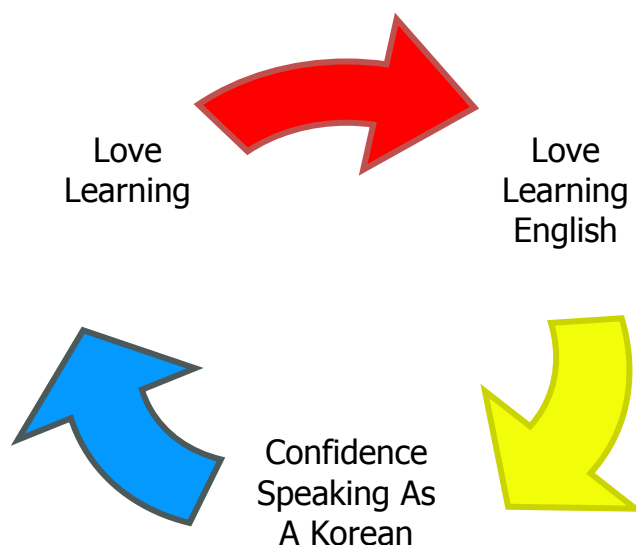


Figure 1 My teaching goals.

I set these goals first for myself and then my students. If I can't do this how can I expect my students to reach these goals? This drives every lesson idea, every thought, emotion, and style that I choose. This gives me a comfortable level of

flexibility in teaching. If students reach these goals then their foundation of learning will spread into other areas as well. Their love of English will help them learn easier and by their own initiative. From these goals I can tailor my specific English lessons to meet their individual abilities and help them grow. I want to show them that they have an opportunity to participate in a global world with their English ability if they learn three skills. I want them to see that they can accomplish anything in this world if learn how to use their mind.

This is the same hope I hold for you. I present my teaching goals and philosophy to give you a basic starting point for you to decide what your students need. From here the approach to your student's involvement and class arrangement will seem easier if you know what to develop in your students. Once the class is ready and you know what to develop in your students I introduce general teaching methods. These methods are the everyday tools of the trade. With these tools I add my theory of Learn by Doing to the mixture. With this three-prong approach you are ready to plan your topics. These topics fit my student's needs and may fit poorly with your own. No problem, just change the topics to fit your personality. To give you an even better grasp of how I teach I included an appendix to demonstrate a sample teaching method or idea and a game library for those days when you need some fun.

How to Inspire

It's not about the knowledge but what they do with the knowledge. They need the ability to think and to learn. To reach these goals I need to help them unleash the most important tools that they possess: their curiosity, imagination, and creativity. In an ever growing global economy anyone interested in business needs to use these abilities to succeed and gain a competitive advantage in the market. I use my educational background in the Arts, Engineering, and Business to instill the desire for these tools. If I stir their curiosity then they can begin to imagine new careers, new innovations, and new lives. From their imagination we

will see the end result in their creativity. Their ability to find challenges, understand the challenge, and creatively find the solution should increase. In stimulating their curiosity I become curious. In stirring their imagination I begin to imagine. By necessity my creativity grows out of this curious imagination. It's a perpetuating and ever growing cycle if given the right soil, plenty of water, and just the right amount of fertilizer. The fruit of this long labor is beyond imagining. But then I dream big.

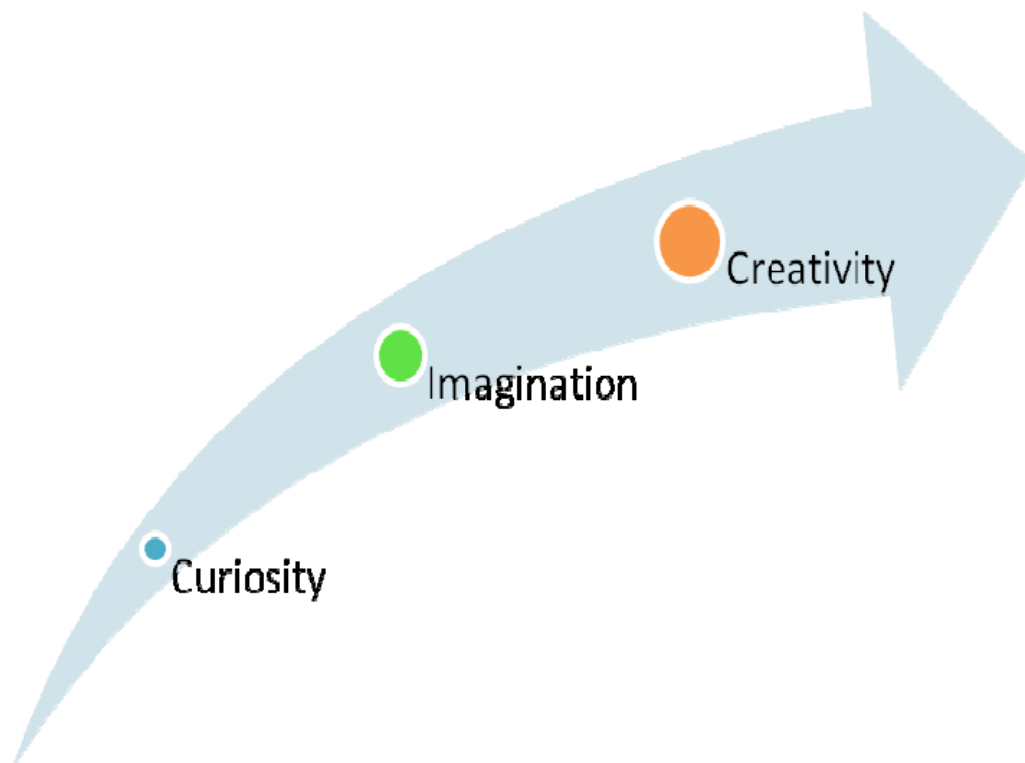


Figure 2 The three skills we need.

Freedom in Choosing Style

I realized that teaching demands dedication, skills, talents, and so much more from me. To succeed I need to teach my students in a professional manner that reflects who I am as a person. Teaching is very personal. Not only in the reflection of my character but the level of affection and love that exists between

me and my students. I use my natural gifts, talents, and abilities in correlation with my personality to create my teaching style. My curiosity, imagination, and creativity flow from this teaching style and generate the teaching ideas that make me successful. To challenge my students and guide them through learning these three skills I need the freedom to use what works with my kids and with me. My school allows me this freedom because they see that my teaching style works. They know that if I take the "one size fits all" approach that they would hamper my natural abilities and reduce my efficiency and efficacy as a teacher. This freedom has allowed me to develop and demonstrate my skills with my students. Be yourself with your students. Don't try and be who you are not. Take your own personality and these tools to create your own teaching style. Find your strengths and loves and show the children how to find their own. Use what works for you in your classroom environment.

Pursue Fluency

I want my students to begin learning fluency over the structure and written portion of the English language. It is better to hear and understand the language than to read and write. Fluency is highly valued in the ever growing world economy. The ability to read and write will follow fluency and will become better through its use. However reading and writing ability do not enhance fluency without using the language. Speaking and listening uses the language in an intimate and personal way. Words on a page have no meaning until a tongue gives them voice. To encourage my students to pursue English I will challenge their fluency to push them to achieve greater of English usage. Knowledge without the ability to perceive or understand how to use becomes useless. But the ability to perceive and understand how to use the language increases the ability of the user and contributes to their overall success as a student.

Training them to Perceive and Understand

I am training them to have eyes to see and ears to hear. Most of their abilities center on memorizing word selections and giving trained responses. It is not possible to teach them survival English in this short time period. In being able to see and hear they can reason their own responses based on the input they receive from the speaker, decode the message, and return an appropriate response. The goal is to challenge them to think for themselves using their own gifts, talents, and abilities. I focus on two key aspects of the English language: the 5 senses and 6 Questions. The 5 senses include touch, taste, sight, sound, and smell. Students need the ability to describe what they see and feel to interact with other English speakers on a global scale. Business, science, and engineering English depend heavily on the ability of the speakers to describe an idea, innovation, prototype, or process to communicate the efficacy of the project in a way that multiple groups will understand. The students must also use their ears to hear. In hearing they must understand what the speaker is communicating. If they can't understand what their business associates are saying how can they succeed in solving the challenging work situations? They need complete information gathering and dispersing tools to meet these challenges.

In gathering and understanding information they must use questions. The most important questions in the English language begin with who, what, when, where, how, and why. If a student can answer all of these questions they will have complete understanding of the situation, what challenges are presented, and how to find a solution. In answering these questions they will better understand other English speakers and the messages they send.

These overall ideas guide the topics and method that I use to teach English. I feel that the following topics allow me to introduce these ideas in a way that the students will understand. These topics develop their curiosity, imagination, and

creativity. Topics draw their curiosity, methods stir their imagination, and Learn by Doing gives them room to show off their creativity.

Student Involvement

The majority of students want to be entertained in their classes. They don't want to put a lot of effort in contributing to their English education. They resist involvement initially because they feel they won't succeed, lack experience, and have less than perfect English. When they are involved I can see their learning, enthusiasm, and excitement increase. They love being involved when they are given permission and know that they can succeed. I give them permission to learn because I know that they will succeed. In becoming responsible for their education they learn personal management skills and respect for each other. This allows me to teach outside of the classroom knowing that they will creatively follow my instructions and maintain each other's safety.

Group Arrangement

Daily routine and order helps me manage my class effectively and efficiently. All classes are separated into groups of four students. Each group is given a color and will be allowed to choose a group name. They can design a logo to go with their team name and create their own sticker board. Each student is given a number that corresponds to their role and English ability. Number one is the highest level responsible for managing the group. Number two has a middle-high ability. Number three is the middle level. Number four is the lowest level. If I need certain students to perform a task I can select them by number, group, or team. Sometimes the best students academically are not the best leaders. Choose students for the number one position who will help the other students learn, stay on task, and manage the behavior of their group. Developing the student's leadership skills will help you manage the class and create a better learning environment. See appendix for examples.

Group Responsibilities

Each group of four students rotates the responsibility of inventing a daily warm up and game. This only applies to 3-6 grade students (modified for K-2).

Depending on the class size the groups are given a specific day to manage and must follow these rules. All groups must incorporate 100% English, prepare a list of rules written in English, provide a list of English vocabulary or phrases from the previous lesson, present a new warm up and game, and must use all group members. They will have full access to any objects in the room, building, or school grounds. All games outside of the classroom require my approval in advance. Before class they must bring their warm up, game idea, and appropriate documents. Each group is strongly encouraged to visit me and present their ideas to receive help. Depending on their success this could be mandatory.

Each group will present a lesson topic idea every other week. I want them to pick one subject that interests them. They have to narrow it down to a specific topic and provide me with a small written document that outlines their idea. The attempt is the most important goal.

Sample: Bugs – Ants

Sample: I want to learn about flowers that bloom in winter around the world.

Both ideas are acceptable and specific. This gives them an opportunity to practice their curiosity and allows me to teach them what they want to learn.

This places the majority of their English education on their shoulders. They have a stake in their learning and may attempt more.

Teaching Assistant

I don't have a co-teacher to assist me in all of my classes. I had to learn how to prepare and teach a lesson by myself. Now that I am comfortable teaching I

want to informally mentor several students in my classes. I have several students who are natural born teachers and leaders. They need opportunities to develop these gifts so that they may improve and learn what it means to teach. They will come and help me teach my lower grade classes. They will be given the authority to reward and punish the students under my supervision. They will introduce topics and manage the classroom under my supervision. Hopefully they will develop and increase their natural abilities, encourage the younger students to learn, and serve as an example. Ask the parents if they would approve of this task before introducing the assistant.

Helping Students Set Goals

I want my students to set an English goal for themselves. It should be something they can attain in the length of one semester. It should be as specific as possible to increase the chance for success. Some students tell me they want to learn English. Awesome! That's a start. Now narrow it down to something attainable in one semester.

Example: I want to learn the entire Alphabet

Example: I want to learn all the phonic sounds

Example: I want to learn an English Pop song

Now these are specific and allow me to plan my lessons to help the students meet these goals. To help the students think about goals let them write their goals and ideas in Korean. When they have finished you can ask one of the teachers who speaks English to help you translate. Put these goals into English and give a copy to the students. Let the class know what the goals are for each student. When a student accomplishes a goal have a party! Celebrate the success of the students. If you have a lot of students you can have a party when a group meets their goal or if 5 students reach the goal. Reward the student with a fantastic gift or prize. It should be unique and special to make students feel important.

General teaching method overview

The children will be given the vocabulary to explain their world in English. They will have a chance to use that vocabulary every day to increase familiarity and confidence in the language. I introduce the target language with spelling and pronunciation to demonstrate the correct forms that I expect. General activities and Learn By Doing activities reinforce the correct form of the language and give students a wide variety of ways to learn the language and develop their imagination. Group activities, drama, outside learning experiences, and cultural lessons synthesize what they have learned into a practical activity where they have to use their imagination and their vocabulary to see their world. We will introduce completely new subjects to keep children interested in learning more vocabulary. The Learn By Doing activities show children how practical and useful their new vocabulary, curiosity, and imagination can be in their life. The goal is to challenge them mentally to develop their curiosity and imagination.

Four Simple Ways to Approach your Class

Teaching requires personal dedication and introduction. Approach your class with these four simple approaches and incorporate your own personality.

Never teach.

Enjoy your life.

Talk like a child

Enjoy your children.

Never teach? Am I not a teacher? Yes, you are but you must teach the student not the subject. It's not lecturing its demonstrating. It's not theory it's doing. Think of it as Learn By Doing. You can lecture all day long. In the end the kids will hate class and your voice will hurt. How would I ever learn Korean if I never spoke a single word? The same applies to my students.



Figure 3 Enjoy your experience with amazing kids.

Enjoy your experience. This was a life changing event that forever altered the course of my life. Look for exciting cultural experiences and appreciate the complexity of the culture. Seek out ways to explore your new home and learn about Koreans history and culture. At the same time enjoy being a teacher. Enjoy the pursuit for new game ideas and challenging your students.

Next the most important is to talk like a child. They usually have a low level of English. You have to exaggerate your emphasis and intonation to demonstrate the correct way to speak. You must become a child to teach a child. I had to return to my "childhood" to discover my imagination, creativity, and curiosity. They are kids not adults. We don't have that much in common if I think of them as adults. Find the ground where they learn best. It is no disgrace to speak English like a Korean. I have a Californian accent, Sam has a New Zealanders accent, and Patricia has a Canadian accent. It's the special differentiating aspect of language that personalizes their experience. Reinforce the idea that they

should be proud of their accent. Make a student speak louder by moving away. Don't tell them to speak louder, they will know they have to speak louder when you move away and act like you can't hear. Don't lean in to hear them. I know I have a problem with it to but you have to restrain yourself.

I wanted to enjoy my kids and my experience with them. Enjoy your children and show that you love them. Enjoy their simple joy at a game, their cries of exultation when they win, pouts when they lose, and the simple smile of adoration they give when they come and hold your hand. That will make all the difference in the world.

Greeting and Evaluation

Every day I greet the students before letting them come into class. In this way I can question each student on the previous lesson and show my interest in their lives. This gives me insight into what I need to teach, review, or finish in my lesson plans. Tailor the questions to your goals and to your lessons. Here are some sample questions.

- 1) What is your name?
- 2) How old are you?
- 3) Where do you live?
- 4) What color is this?
- 5) What number?
- 6) What letter?
- 7) What is this? (In reference to any object)
- 8) What day is it today? (May cover any subject with time)
- 9) The list is ENDLESS

General Warm-up

Students love moving and being silly. They have to sit still in their classroom all day and then come to our class. I need them to be enthusiastic and ready to learn. I have the students do silly and fun physical warm ups to get them emotionally and physically ready for the lesson. I let them design several warm-ups to keep them interested and to vary the exercise so that it doesn't become boring. See appendix for examples.



Figure 4 Teaching by example with warm-ups.

Class Speed and Pace

You can't cram everything into a single lesson. Teaching is not quantity but quality. Ask yourself these questions. How well do my students retain what I teach them? Do they understand the English I am using? Are my class activities proceeding at a good pace? What is pace? Pace is the speed of the class, the speed at which you present the target language, the speed of your language, the speed of the game, the level of enthusiasm that you bring, and the speed of how quickly your students understand the activity.

Remember this simple phrase.

Slow down.

We speak very quickly as native speakers. Our students can't process our words at the normal speed. Speak as you would to a toddler. Speak slowly and clearly enunciating the words so they can hear the complexities of the sound. If you ask them to spell the word "tongue" ends up looking like "toumhue" or some other variation. It's a very hard word to sound out. So you need to pronounce the word as you spell it and exaggerate the mouth movements used to make the sounds to show them how to replicate the sounds. Take it slow and easy. The story of the Hare and Rabbit applies here. Build a strong foundation for them to begin their own construction. Let them design their house but give them the firm foundation to make it last a lifetime. It takes time. Don't feel bad when it takes longer than you expect for them to grasp a lesson. Be ambitious take risks and make progress. Shoot for the stars you will at least hit the moon.

Songs

I use songs to help students memorize lists and to be silly. English is usually easier to sing than to speak. In singing we give them the freedom to practice English without feeling insecure. The rest of their classmates can't hear their mistakes and so they allow themselves to try. Songs also provide a fun and physically active way of learning English. See appendix for examples.

Games

Games are a joy for me and my students. I take the focus of learning and convert it to fun. The students have to use the language to participate in the game and win. This gives them the motivation to speak English and to remember what they have learned. It also helps them love learning. It's all fun and games and they learn at the same time. See appendix for examples.

Art and More

The students love to do hands on activities. This can be cut and paste, drawing, painting, or collecting objects that match your lesson plan. You can have them draw an image that matches a word or idea. Use this time to let their creativity shine forth. I let my students create whatever they want as long as it fits within my rough guidelines. If I tell them to draw Santa I want them to draw the Santa that they see in their mind. They can make him fat, thin, blue, pink, tall, short, or an alien. I just guide their learning and they explore. See appendix for examples.



Figure 5 Communicating Ideas through Art and Speech

Incorrect Letters

I purposely "misspell" the ABC's. Instead of drawing a "C" I would draw an ocean scene, an eye, or crocodile. An "S" could turn into a snake. They loved it when I

made these mistakes. Then after 5-6 attempts I let them come up and help me. I make them take my hand and help me write the letter or word on the board.

Spelling Mistakes

I found this one on accident. I was up there in front of my class and forgot how to spell a word. So I asked my students how to fix the word. They love having to fix my words. It also keeps their attention because they have to follow closely to catch the mistake.

Pretend to Forget?

What was that word again? Pretend that you are clueless. I find they learn more when they put the effort and hard work into learning. Forget what you need to spell or write and let the kids figure it out for you. Bring theatrical gestures and actions into your search for the right word. Overdue the feelings of anxiety and forgetfulness when you walk around and act like a fool. The kids love it.

Recasting

When a student asks or answers a question do not automatically say, "That's wrong, here is what you need say." Instead repeat their sentence to them in the form of a question or answer to DEMONSTRATE the right way to ask. For example, "Teacher, (Famous Person) suicided." Ask them this question. "Why did he/she commit suicide?" You may get "I don't know." You showed them the correct verb tense and pronunciation without embarrassing them. Keep the conversations going to allow the student to practice and feel comfortable when speaking. They shouldn't worry about pronunciation. They need to focus on doing and trying. This active learning will teach them more than endless correction. Use the 6 Q's to teach them to catch focus words. And, a, if, of, the, and but don't really convey the meaning of the sentence. When they answer the 6 Q's they will know how to answer the question.

Read, Write, and Speak Words Backwards and Out of Order

Mix up the letters or words when you write on the board. If you have several words in a row read them out of order and read them backwards. Let's use "lavender" as an example. So we begin with "la" "ven" "der" and then have the students read the word as "der" "ven" "la" and then forwards again. It makes students listen and follow along.

Writing Activities

These allow student to spend a few minutes writing and reading their vocabulary. This short activity reinforces the previous lesson and provides a practical use of the language. It also helps students recognize the words in the following lesson plan. The short length of the activity keeps the students excited with anticipation of the game following the completion of the writing exercise. See appendix for examples.

Board and Card Games

These can be simple games like Go Fish or Bingo. Online you can find lots of free printable board games to use in your class. You can get a basic board game and have the students put in good or dangerous objects that they avoid as they finish the game. Just make sure to have the students use English to play the game. No English no game. See appendix for examples.

Conversation Day

Students are given a chance to explain, describe, and discuss special topics that relate to them. The students are given a subject or question to answer. As a group they discuss the topic or solve the problem. These special days give them a break from the current lesson and introduce new ideas to the students to consider during their regular lesson schedule.

Name 20 things that can be washed and 5 that can't be washed.

What does the word "Dangerous" mean?

What's a boyfriend or girlfriend?

Cultural Holiday Experience

This introduces them to typical American experiences like Halloween, Thanksgiving, and Christmas. These holidays provide a great way for children to use what they have learned to describe the holiday and how they enjoyed the experience and what they think about the experience. This will introduce them the American culture in a simple and easy to understand format. See appendix for examples.

Special Topics

The topics include what do you like/dislike, Conversation class, clothes, outside, exploration learning, Time or When, What are your dreams, What job? Emotions and Feelings, Food- Korean and American, and Songs they enjoy.

Learn By Doing Group Activities

Learn By Doing is the motto of my college. "Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and teachers are partners in discovery."(5) We take what we have learned in lecture and apply it to a real world situation. In Korean After School English programs Learn By Doing is the practical use of the language such as in role play activities, drama, group projects, science experiments, cultural exchanges, and outside learning experiences. By thinking for themselves and speaking the language on their own initiative they retain more of the language. In learning together they develop cooperative skills.

Projects are a great way to challenge the students. I let my students choose an English project from the following list. If they have their own ideas I consider the possibilities. Each project must incorporate English and focus on speaking. All group members must participate and have equal roles in speaking, writing, and designing. If I see students not participating due to bullying, indifference, lack of confidence, etc I address the issue in class and I find something for them to do. Punishments and rewards can be added to the activity to encourage participation. All groups will be given deadlines based on the complexity and design of their project. Depending on class schedules 1-2 days a week will be devoted to the projects allowing students to ask me questions about English, spelling, quality, and other aspects of the language.



Figure 6 Learning by Doing on the Mudflats.

Teaching within groups

Each group has students ranging from low to high English abilities. The higher levels students are placed in a position where they must "Teach" the lower level students to complete the activity. The activities can also be used to put the lowest level students in the difficult position of leader to show them what they can accomplish and to force them to use the language. The activities focus on reading, writing, listening, and speaking. Challenging them in all four of these areas tests their ability to learn and stretches their knowledge. This also develops the skill of cooperation. One person can't finish a group activity. All members must contribute to have a finished product. This helps students to depend on each other for success and give aid in time of challenges.

Make Music

Students will have an opportunity to write a song or translate a song. The students can take a melody such as "Oh my Darling" and make their own song based on the topic that you are teaching. If you are teaching them about clothes use the melody for "Oh my Darling" but change the lyrics to "What are you wearing?" If they wish to translate a song they must translate several sets or groups of songs to allow all members a chance to participate. The students must provide a written translation of each song presented in a decorated format or art display. The media for their translations depends on their ideas. The group will perform each song at the end of the project along with a display of their work.

What I Learned Book

Groups will make a picture book or display that covers a current lesson topic. Each student will create one section of the display and will present their section to the class. Students sections should overlap each other to allow them to work together and aid each other in their presentations. The groups may choose a topic of their own choice with my approval.

Story Time

Each group will have chance to take an American story, comic, legend, etc and create their own rendition. Teach them the story to give them an understanding of the characters and then give them the freedom to finish the story. They have complete freedom in developing the stories or characters. They need to present a book complete with text and art work. The groups will then present the story to the class.

Role Play and Drama

The group will decide whether to invent their own play or interpret a traditional American play. Each group member must have equal lines and participation in the play. The students must design their sets, costumes, and characters. These can be presented in the form of storyboards. The students will present a rough script for review and may deviate during the actual performance. They will have periodic reviews during their rehearsals to ensure that they are comfortable with the English. Each group must perform and present their performance before their classmates.

These Websites have great scripts for the children. They are stories adapted for Readers Theater. Because they are for American students you will have to simplify the English. Just delete parts from the script or modify each line for your student's ability.

<http://www.timelessteacherstuff.com/readerstheater/>

<http://www.teachingheart.net/readerstheater.htm>

Invent a Story

This makes the students really think and use their imagination. Take a bag and fill it with random objects. Don't let the students see what you have placed in the

bag. Let one student from each group come up and take 1-3 objects from the bag. They must make a story with the objects that they pulled from the bag. Another option is to show the kids a picture. Using this picture they have to create a story around the picture. If you show them a picture of your family on a picnic you can have the students create a story telling why you were there, what is happening, and what will happen. To give the students room to think you can have them draw pictures to tell the story. This will cement the idea in their mind and then they can use their English to tell you the story. This works with either option.

Teach a lesson

The group will choose a lesson topic and teach their classmates. The students must research the topic, prepare a list of vocabulary or phrases, accompanying game, and distribute teaching responsibilities. When they have finished preparing they will teach one class session under my supervision.

Research Project

This project examines why they want to visit a country. Avoid having them give specifications or details to limit plagiarism. The group will choose a country and present what they have found to their classmates. They must research food, clothing styles, customs, language, brief history, landmarks, geography, weather, and anything else that pertains to a country and prepare what they have found in a media format of their choice. Each group member will present a portion of their research and must contribute to the process. You can ask the students to present why they want to visit this country. Vary the depth of the project according to your student's English ability.

Invent a Country (Thanks Sam)

The group will have a chance to create a country of their choice. It can be on this planet or one of their making. They must create a language (English), logo, flag, government, jobs, people, clothing, food (Non-Korean), sports, geography, and weather. They will create a sample of each aspect of the country with accompanying explanation. They must design the country and placement of all features. The group will present their project to their class upon its completion.

Invent a City and Tourist Guide

This follows the same lines of the Country project. This time the students will have chance to design a city, tourist attractions, and give directions on how to reach the sites. The students must include residential, commercial, government, agricultural, and industrial buildings. The students will include the majority of the country specifications in their city as well. They will create a sample of each aspect of the city with accompanying explanation. They can create a booklet, map, or digital format for their tourist guide. The group will present their project to their class upon its completion.

The (?) Project

The group will have a chance to present a project of their own invention. They have to explain what their project will accomplish, how they will use English, and what they will present to me before I approve their choice. This allows for an exciting new project.

The Best Idea

The best idea is simple. Have fun. That's the one idea that makes learning and teaching such a great experience. If I can pass on this enthusiasm and joy then I can find many ways to teach English. You can do a great job teaching with your own unique style. Have fun with your kids.

Outside Learning Experience

Taking the students outside seems to release the restrictions that the students place on themselves. They are more willing to use English and even demonstrate higher levels of curiosity. While the classroom seems to hold in their curiosity and imagination the fresh air seems to free it. Because the majority of the topics focus on using sight the outside areas provide an excellent training ground for developing perception and curiosity. The grounds around the schools provide many object lessons. These lessons stem from an example in nature and correlate to our main goals of developing curiosity, imagination, and curiosity. These provide excellent grounds for using their vocabulary and mind to understand how to describe their world and see the remarkable aspects of life.



Figure 7 Outside Learning Experience engaging with nature.

General Lesson Plan Format

Each day begins with meeting and evaluation. This essential routine takes about 10 minutes and provides valuable feedback on my teaching methods and substance. This is followed by a 5-8 minute physical warm up. I take their enthusiasm and excitement from this activity into my lesson. I then introduce the subject for the day or review the previous lesson. This could be an activity or something simple like standing before the class and showing them the words and objects for the lesson. This is usually followed by one of the many choices as listed above. The closing takes about 2-5 minutes for the students to finish the activity, return the class to order, and lineup. I do not use a conclusion in any of my classes. I find that usually toward the very end of the class my students are on the verge of understanding the subject. If I stop a game or activity they can't listen. Their mind and body is still in game mode. The conclusion does not register with them because they aren't prepared mentally to accept it. By stopping them cold in the middle of their learning I could damage any growth that might have developed in those last crucial moments of learning. I have found that continuing the activities until the end and skipping a conclusion has yielded the highest results in learning retention. Again feel free to format your class according to your style and personality. See appendix for examples.

English Only

My students used to depend solely on my Korean Co-teacher for help and would never ask me questions. They would skip me and go to her. So I decided that I would take an ESL teacher's advice. Take their language away from the teachers. I told them that they would no longer hear my Co-teacher speak another Korean word in the classroom. I reserve the right to let her speak on special topics or activities but the students will only be allowed to use English. She will not answer the student's questions in Korean or respond to a question in Korean. At first this scared the students but it has tripled their use of English in my classroom since I

have instituted this policy. I use this for the 3-6 grades. K-2 grade students do not have a high enough level of English to completely remove Korean. I use a softer restriction with these students. It has successfully encouraged the majority of students to speak English and venture into activities with greater ease.

Lesson Plan for 3rd, 4th, 5th, and 6th Grade Classes

I had to consider the amount of time I have to teach, the teaching environment, and the level of my students before deciding on the exact areas of English and imagination training to cover. The 3rd through 6th grade have the ability to understand and develop their curiosity, imagination, and creativity. Even though the 5th and 6th grade students have a higher level of English they have one less English class a week. So they will miss 20 lessons. Because of their higher English ability they should learn at roughly the same pace. The primary goal is to lay a properly designed foundation of learning. From this foundation I could continue building and help the program if given the opportunity.

Lesson Plan Topics

I chose 3 skills that I possess and could help my students develop. Working with their curiosity, imagination, and creativity I am focusing on the ability to perceive. Every student can see their world but they can't see what is remarkable. The amazing has become ordinary and the remarkable things in life are mundane. Gradually by developing their sight they will "perceive" amazing and remarkable things. I will challenge their perception of their physical world so that they may see the extraordinary side of nature and in doing so see the amazing aspects of life. Because this sense fills our life it demands the most attention. It also requires lengthy training, demonstration, and learning by doing to thoroughly instill the methods. I have chosen these areas of sight vocabulary to focus my attention and gradually build their awareness of their surroundings and its significance in life. See appendix for schedule.

Introduction of New Responsibilities for Groups and Individuals

The students will spend the first two weeks adjusting to their new responsibilities as previously outlined. They will spend time in class working on their new responsibilities as outlined above. Each group will plan games and practice making rules in Korean and putting them into English. The students will also practice writing the rules in English and understanding their meaning. The students will also spend time thinking about their own personal goals for English. This will take several days to allow the students to understand the assignment and to evaluate each goal for attainability.

Introduction scheduled lesson duration 03/02/2009 through 03/10/2009

What Time?

The students do not understand time from the English language perspective. The meaning of tomorrow or today escapes them. What time and when begin perception training as previously outlined. They will learn how to tell time, the tenses of time, the calendar, and schedules. The students will be expected understand a schedule, ask the time, answer questions about time, and read questions that apply to time. I want them to look for the word "when" and associate it with "time" to help them understand their group responsibilities.

Time scheduled lesson duration 02/09/2009 through 03/06/2009

Lots of Phonics

Phonics is instrumental in understanding the written English language and key to achieving fluency. It helps them practice the difficult sounds and increases their confidence in speaking English. The students have a fair grasp on the alphabet but lack the ability to pronounce sounds, read or write. I want them to achieve fluency first and then begin learning the written portion. Learning the various sounds will increase their fluency ability and will increase their ability to read and

write. It challenges the student's ability to speak, listen, read, and write at the fundamental level. Phonics will be the strong foundation to build their perception and understanding of English.

Phonics scheduled lesson duration 02/09/2009 through 05/29/2009

Review of the Body

The body enters our conversation frequently. Our body allows us to participate in our world and experience it through our senses. A wide variety of body parts were introduced to the students to familiarize themselves with the English equivalent of their body. They learned the most common parts of the body and the spellings. They have a good verbal grasp on the body parts and their names but still feel unsure about their ability to spell even though they demonstrate constantly their capabilities. So I am continuing to review the body by incorporating it into various lessons throughout the remainder of the semester. The periodic reviews will help students retain their learning.

Review Part 1 scheduled lesson duration 02/09/2009 through 02/13/2009

Review Part 2 scheduled lesson duration 04/06/2009 through 04/10/2009

Directions

Knowing where to go and how to get there will help them finish the Learn By Doing project. As part of the tourist project the students will need to know how to give and understand directions. They will need to understand the concept of where and how to help the "tourists" to visit Seochon and have a good time. The students will learn how to ask for, give, write, and read directions. They will also learn how to travel to any location using regular transportation.

Directions scheduled lesson duration 03/12/2009 through 03/20/2009

WHO and WHAT

The students will incorporate directions by using the who and what questions. They will also learn how to use these words by describing appearance and size. Who is the best barber in town and how do I get there? Once I find the barber how will I know who he/she is? What does he/she look like? It builds upon the previous lesson and teaches them the remaining "w" questions.

WHO and WHAT scheduled lesson duration 03/23/2009 through 04/03/2009

The Five Senses: How we SEE

The senses include touch, sight, sound, smell, and taste. These are the general areas which the children will explore using English. The students will focus on one sense. They will study sight and use what they learn to experience other topics and activities. The following are the basic vocabulary and the areas to explore within sight.

Review of Color

The students learned the 12 basic colors and how to combine the Primary colors to create the other colors. They will review the 12 colors and learn other colors

like brown (several variations), black, white, grey, cyan, pink, olive, and beige (several variations) to fill out their color vocabulary.

Primary colors: Yellow, Blue, and Red. Primary Colors cannot be made with other colors.

Secondary colors: Green, violet, and orange. Colors made from the primary colors.



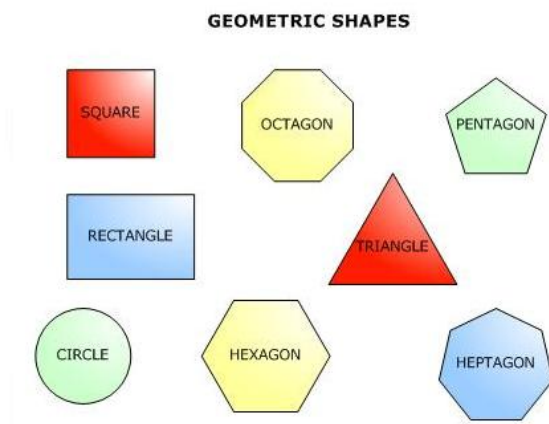
Figure 8 Color Wheel. (1)

Tertiary colors: Yellow green, blue green,

blue violet, red violet, red orange and yellow orange.

How can we use colors to explain an idea, a symbol, and a belief?

Color review scheduled lesson duration 04/06/2009 through 04/13/2009



It LOOKS like...

The students see an object but focus on trying to remember the name and associate that word with the object. They have difficulty understanding a subject when the object changes form. The students need to be able to explain an object to get others to understand them and to learn more about their world.

Figure 9 Sample images of shapes. (2)

They need to learn how to describe what something looks or feels like to me so that I understand them. Because their end project will be a tourist brochure for their area they need to have a vocabulary that supports the basic language that they do have. They need to tell me enough to make me want to come and visit. So they will learn the basic geometric shapes as illustrated above and other descriptive words to fill in their tourist brochure. LOOK scheduled lesson duration 04/13/2009 through 04/20/2009

Learn By Doing Project

The students will put into practice what they have learned during the semester by creating a tourist brochure for Seocheon. The brochure will include places to visit, eat, sleep, how to get around town, and map. The amount of locations will depend on the student's grasp of the topics and computer skills. The project will take the combined effort of all the students. Every student from K-6th grade will

take some part in the project. The students will learn how to cooperate with peers of varying ability, earn respect for their abilities, learn how to communicate through film, and finally realize that they can succeed in learning English. They will produce a valuable tool for the future upon which the following generations of students can build upon.

The Brochure

The brochure will include the most basic description unique sites in Seochoen It includes all the information in a succinct and colorful document that can be used by English speaking tourists in the future. The brochure may include some minor video portions. This depends on the abilities of the students. If time begins to run out the film portion may be removed or shortened. It will provide the students with computer skills, art, design, and English practice while achieving the goals of encouraging imagination and creativity.

Field Trips

The students will need to visit all locations to understand what they are trying to describe and how to get there. The students must take what they have learned and try and answer the “who, what, when, where, why, and how” of tourism. Armed with this knowledge they can view the sites with a new perception and understanding. All students won’t be able to visit every location. Each grade will visit the location that it’s responsible for and acquire the necessary information for their particular contribution. This will allow the students to experience a variety of local sites by sharing with each other what they have seen. This could help them appreciate the spectacular sites that they take for granted.

Student Responsibilities

The lowest level students will have a difficult time with the English writing and speaking portion of the project. However, they can bring their unique and

enthusiastic creativity to the project by creating the art and design for the brochure. They could create samples of art for each place that they visit which would go well with the English portion. American Tourists love to see kids participate in projects and show their creativity through art. This would allow the students to participate in the project and make them anxious to involve themselves in the future variations of the project.

The 3rd-4th grade class will work on one or two locations in Seocheon. They will visit the site, take pictures, make some drawings of the area, and film other students enjoying the site. They will learn the rudimentary skills of cinematography and editing for several weeks with the best students being selected work alongside the 5th and 6th grade on the video portions. The group will prepare a script to be placed in the brochure that describes the location and how to find it. This script can be altered during the video portion of the project. The students will take turns commenting on the location and describing what they have seen and why they love it. Depending on their grasp of the computer programs and progress with the brochure they will learn the program and practice.

The 5th and 6th grade will manage the project. They will learn the programs and be responsible for the finished brochure format. They will learn the rudimentary skills of cinematography and editing for several weeks with the best students being selected work on the video portions. Depending on the abilities of the lower grades the 5th and 6th grade may create the scripts and help the lower grades provide the audio portion of the project. Because their English ability is greater they will learn the quickest and will be better prepared to teach their fellow students. The students will manage group deadlines and monitor the quality of the work produced by the younger students. They will learn how to manage a project under my supervision.

What We Need

The students will need to visit the locations of the sites. The sites will be chosen by them in the beginning of the semester and processed by the local Education office. Funds will have to be provided for the transportation and snacks for the field trip.

The students will need access to computers equal to the largest class size. Each student will pair up and take turns learning the programs. Those students who are most interested in learning the programs can be selected to work with each other to learn the program while the remaining students work on the remainder of the project. The students will need access to a good film camera complete with spare battery, wireless mike, spare batteries, tapes, and film editing program. We will use Microsoft Movie Maker because it's a free download and relatively easy to learn.

The students will also need various art materials for creating their scripts, art projects, and designing the brochure. This will include lots of paper, paint, ink pens, color pencils, erasers, and other materials as needed by the students.

Cultural Value

Americans know very little about Korea except for its difficulty with North Korea and the Korean War. This project will provide an opportunity for the students to gain confidence in their abilities, allow them to interact, share, and present their culture to my university. I feel that this could be the beginning of a larger project aimed at bringing our two countries closer together. This could let our two countries work together to prepare a mutually beneficial resource that could be duplicated all over Korea. All would learn and benefit from the project. This could enhance the reputation of the TaLK program and provide other ways to engage in a cultural exchange between our two countries.

Topic Conclusion

This Learn By Doing exercise will be the practical test of their vocabulary and skill training. The students will learn responsibility, group and team work, develop their curiosity, creativity, and imagination in a new way. The students will have a chance to see what they can achieve through English and their own abilities. This new found courage could challenge them to use what they have learned and generate new enthusiasm for English. By then the majority of students may love learning English and have the confidence to use their imagination to demonstrate their creativity. They will be ready to continue learning.

Lesson Plan Schedule for K-2 Class

The students have a limited understanding of English and will not be able to cover the same topics as the older grades. The K-2 students barely know one third of the alphabet. They are familiar with most of the numbers 1-10 but have difficulty with numbers above 10. They know a few of the colors and little else. My goal is to begin laying their alphabet foundation while introducing them to numbers. In the background I want to teach them to use their imagination and creativity as well. They may not be able to understand the concepts so I want to introduce the topic by demonstration. I won't tell them what I am training them to do but show them so that they might learn naturally and without restriction. So numbers, ABC's, phonics, and sight training will take place at the same time. The variety of subjects will keep them interested and attentive. They have already begun learning the ABC's and numbers so they weary quickly if focused strictly on those topics.

Lesson Plan Topics

As previously discussed the remaining semester will focus on the alphabet, numbers 1-20, directions, and limited sight vocabulary. The activities will use these topics to begin their sight and imagination training. The topics need to be taught simultaneously to keep the students constantly learning new things so they don't get bored.

Introduction of New Responsibilities for Groups and Individuals

The students will spend the first two weeks adjusting to their new responsibilities as previously outlined. They will spend time in class working on their new responsibilities and coming up with ways to work together as a class. Each group will plan warm-ups with each other and finding a way to describe their actions using English. The students will also spend time thinking about their own

personal goals for English. This will take several days to allow the students to understand the assignment and to evaluate each goal for attainability.

Introduction scheduled lesson duration 03/02/2009 through 03/10/2009

What Time?

The students do not understand time from the English language perspective. The meaning of tomorrow or today escapes them. WHAT time and WHEN are two important questions and only the beginning of the perception training as previously outlined. They will learn how to tell time, the tenses of time, and the calendar. The students will be expected to ask the time, answer questions about time, and read questions that apply to time among each other. I want them to look for the word "WHEN" and associate it with "time" to help them understand their group responsibilities.

Time scheduled lesson duration 02/09/2009 through 03/06/2009

Lots of Phonics

Phonics is instrumental to understanding the written English language and key to achieving fluency. It helps them practice the difficult sounds and increases their confidence in speaking English. The 2nd grade students have a fair grasp on the alphabet but lack the ability to pronounce phonics sounds, read or write. I want them to achieve fluency first and then begin learning the written portion.

Learning the various sounds will increase their fluency ability and will increase their ability to read and write. Phonics will be the strong foundation to build their perception and understanding of English. The more advanced students will be in the perfect position to teach their new peers the ABC's.

Introduction scheduled lesson duration 02/09/2009 through 05/29/2009

The ABC's and Phonics

Alphabet: What letter is this? What sound does it make? What letter comes next? The lessons will cover all the letters A-Z and focus on phonics for the first half of the alphabet.



Figure 10 Example of Phonics tool. (4)

Review of the Body

The body enters our conversation frequently. Our body allows us to participate in our world and experience it through our senses. A wide variety of body parts were introduced to the students to familiarize themselves with the English equivalent of their body. They learned the most common parts of the body and the spellings. Half of the class will already know the parts of the body and will help me teach the new students and help them learn faster. So I am continuing to review the body by incorporating it into various lessons throughout the remainder of the semester. The periodic reviews will help students retain their learning.

Review Part 1 Scheduled lesson duration 02/09/2009 through 02/20/2009

Review Part 2 scheduled lesson duration 04/06/2009 through 04/10/2009

Directions

Knowing where to go and how to get there will help them finish the Learn By Doing project. As part of the tourist project the students will need to know how to give and understand directions. They will need to understand the concept of "WHERE" and "HOW" to help the "tourists" to visit Seochon and have a good

time. The students will learn how to ask for, give, write, and read directions. They will also learn how to travel to any location using regular transportation.

Directions scheduled lesson duration 03/12/2009 through 03/20/2009

WHO and WHAT

The students will incorporate directions by using the "WHO" and "WHAT" questions. They will also learn how to use these words by describing appearance and size. WHO is the best barber in town and how do I get there? Once I find the barber how will I know WHO he/she is? WHAT does he/she look like? It builds upon the previous lesson and teaches them the remaining "w" questions.

Who and What scheduled lesson duration 03/23/2009 through 04/03/2009

The Five Senses: Sight, how we see things

The senses include touch, sight, sound, smell, and taste. These are the general areas which the children will explore using English. The students will focus on one sense. They will study sight and use what they learn to experience other topics and activities. The following are the basic vocabulary and the areas to explore within sight.

Introduce Color

The students know about 6-8 colors. I want to teach the 12 basic colors and how to combine the Primary colors to create the other colors. They will learn the 12 basic colors and brown (several variations), black, white, grey, cyan, pink, olive, and beige (several variations) to fill out their color vocabulary.

Primary colors: Yellow, Blue, and Red. Primary Colors cannot be made with other colors.

Secondary colors: Green, violet, and orange. Colors made from the primary colors.

Tertiary colors: Yellow green, blue green, blue violet, red violet, red orange and yellow orange. Color review scheduled lesson duration 04/06/2009 through 04/17/2009



Figure 11 Introducing Colors.

Topic Conclusion

By the end of the semester the students should have a good grasp on the ABC's and phonics. They should have a better understanding on English commands and directions. They should begin to use their imagination with some guidance by me. All the topics will be used in last few weeks to synthesize a cohesive mixture of English and imagination. Please see the previous topic regarding end of the semester project.

Evaluation of Goals and Tools

At the end of the semester I want to see my 3rd through 6th grade students on their way to independent and cooperative use of their imagination. The last few weeks of the semester are the crucial Learn By Doing weeks. I will compare my notes of where my students began in September, February, and the final month of May in their ability to imagine, their level of curiosity, and the expression of their creativity. By their daily actions and expressions before and after class I will be able to get a rough understanding of how they view the class. If they love English I will see this in their continued excitement and understanding of what I am teaching. If they are freely offering to speak English and show reduced hesitancy to speak English in front of their peers then I will know that their confidence has increased as well.

I want my K-2 graders to understand the ABC's and write, read, speak the correct letters when they listen for it. I also want to see them growing in using their imagination frequently in the many activities. Numbers and Sight vocabulary are minor goals but are important to developing their imagination. I expect them to retain the majority of their vocabulary but I want their imagination developing first.

Right now all I have are general evaluation methods. Each student will be evaluated on their ability to imagine independently and cooperative, their levels of curiosity measured by their participation and questions, and finally the ability to creatively meet a challenge and find solutions. It will take several weeks to develop a useful and meaningful evaluation form. These goals are qualitative and not quantitative. They can't be measured by tests or surveys only by the standards that I have gained in my experience and by my own levels of curiosity, imagination, and creativity. It can be seen in their projects that they complete with their group members. They will have freedom to complete the Learn By Doing mini projects any way their imagination lets them. Seeing how and why

they chose to complete the project in various ways will show me whether or not they have learned.

Conclusion

I feel that teaching and learning can't be done with a one size fits all approach. I love teaching and I love these kids. I teach them not because it's my job but because I love this a part of my life. I love learning and I want to share that love with my students. I show them my love and excitement and I can see that they students are aware of it as well. I believe that the most important tools for any successful individual are curiosity, imagination, and creativity. You can't have one without the others. Companies around the world are looking for creative employees. I see an enormous amount of potential in our kids. I see what their future can be like if they only imagine. To accomplish this I am teaching them an extremely useful skill, the ability to use one's eyes. This simple and common activity is often overlooked. But these kids won't overlook the common. They will learn to think, to imagine, and to create from one topic. I feel this topic is crucial to their developing abilities and future learning successes. I want to begin laying a strong foundation so that they will succeed in learning English. I look forward to the day they grow into young men and women who teach others how to be curious, imaginative, and creative.

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Appendix

Group Arrangement

As noted the class is divided into groups of four with number 3 and 4 in the front of the group. This is the arrangement that my co-teacher created for my K-2 grade class. I have found the arrangement beneficial for class room management and games.

Front of the class where Teacher stands.

Red		Yellow	
4	3	4	3
Hong narae (K)	Kim bin(1)	Lee geonmin(K)	Na huijung(1)
1- leader	2	1- leader	2
Son hyojung(2)	Kim suyeon(1)	Im suha(2)	Kim mintae(2)

Blue		Green	
4	3	4	3
Gu gwanghyun(1)	Choe hyeongeong(1)	Son seun(K)	Lee gayun(1)
1- leader	2	1- leader	2
Park inhyeok(2)	Lee junseon(2)	Son eunhae(2)	Shin jungseop(2)

*Number of group, task & level - 1. leader(high), 2. (high-middle), (3. middle-low), 4. (low)

*Grade - (K), (1), (2)

General Warm up Activities

The warm up begins with simple commands. Use up, down, front, back, and jump. With each action the students mimic the action. So for example, when I say up, down, up the students raise their hands up then down then up and repeat the English with each action. I also include fun warm ups. I have my

students clap their hands then shake like they are dancing, clap once more then flap their arms like a chicken and say chicken really fast 5 times, and then finish by clapping and doing a disco move. All warm ups use English for the commands and require the students to use English with each command.

Songs

This site has lots of songs and free printable lyrics. The music that they have for the songs isn't very exciting but you can find better versions on YouTube.

<http://www.kididdles.com/>

<http://kr.youtube.com/>

For the Body parts I use the song *Head, Shoulders, Knees, and Toes*. The students learn the body parts before they listen to the song. I then use a good online version to demonstrate the song and then let the students sing along with the song. I divide the class into teams and let them compete between each other over singing and dancing participation.

<http://kr.youtube.com/watch?v=d8FwBSITW-4>

Lyrics

Head, Shoulders, Knees, and Toes

Knees and Toes

Head, Shoulders, Knees, and Toes

Knees, and Toes

Eyes and Ears and Mouth and Nose

Head, Shoulders, Knees, and Toes

Repeat 4X

The Hokey Pokey also reviews the Body parts. This is just a sample of the lyrics. Try and simplify the song to your student's abilities. It includes a little more complex actions and words but the kids are learning the song.

<http://kr.youtube.com/watch?v=jW3L1dyEfY>

Sample Hokey Pokey Lyrics

You put one hand in,
You put one hand out,
You put one hand in,
And you shake , shake, shake, shake, shake (Shake your hand)
You do the Hokey Pokey
And you turn around,
Everybody turn around.

You put two hands in,
You put two hands out,
You put two hands in,
And you shake , shake, shake, shake, shake
You do the Hokey Pokey
And Clap your hands
Everybody clap your hands.

ABC Song-Lets Start Smart-Alphabet & Letter Sounds

<http://kr.youtube.com/watch?v=IKfCyoNCUkM>

Lets Start Smart-Alphabet & Letter Sounds A to L

<http://kr.youtube.com/watch?v=05uRfFqzU3w>

Games

Jump DDR TaLK book 1 page 26

1. When students feel comfortable with the song the teacher increases the action
2. Teacher prepares large flashcard with the song lyrics printed on them
3. All sheets are laminated, this is not optional
4. Let the students tape laminated sheets in a square or rectangle on the floor
5. For large class sizes prepare multiple DDR sets
6. The center sheet is blank for the students to begin
7. The students win if they successfully complete the song with no errors
8. A variation has student using the large toy hammers to hit the word or phrase instead of jumping

Flash card race TaLK Book 1 pg 24

1. Teacher puts flash cards on the board
2. Flash cards can be letters, words, pictures, sentences, etc
3. Divide the class into 2 teams
4. Take the people from the front of each team
5. Place students on opposite sides of the flash card row
6. Students read aloud each card until they meet at the same card
7. Students play rock, paper, scissors and the winner stays at that card and loser returns to the end of the flash card row
8. They begin again with the winner starting at the card he won
9. The winner is the first one to make it to the end of the row

Art and More

I introduced the story of "The Three Little Pigs" to my K-2 grade students. To help them understand the story I read the story several times and accompanied the story with a short movie from YouTube. The students then made a book that illustrated the major sequences of the story. The following picture shows ones student's interpretation of the wolf meeting disaster with the third little pig.



Figure 12 The Three Little Pigs Art Project.

Group Writing Activities

Runner/Writer (TaLK Training)

In this activity the students are broken into their groups. One student is selected to be the runner. The runner reads letters, words, or sentences posted on a sheet outside the classroom. They then run back to their groups where the other three students write what the runner tells them. The runner may not write any

words for the writers. The writers may ask the runner for spelling and word order but may not go to the posted sheet themselves. This allows the students to use reading, writing, speaking, and listening.

Runner/Writer for the Body Topic

You have two ears, two eyes, and one nose.

You have two legs, two arms, two feet, two hands, two elbows.

You have two shoulders, two knees, two feet, two wrists.

You have two eyebrows, two lips, teeth, one mouth, and one tongue.

You have one chin, eyelashes, lots of hair, and a beautiful face.

You have five fingers on each hand. You have one finger called a thumb.

Writing Dictation (TaLK Training)

In this activity the students are broken into their groups. One student is selected to be the dictator. The dictator reads a selected word or sentence set to the rest of the group. The group listens and writes down what they hear. The listeners may ask the speaker to repeat the words. The speaker may not show the text to the other students. Here is an example of a dictation activity.

Dictation

Nose, lips, ear, nose, chin, mouth, teeth, and tongue are on your face. Do you have 2 Noses? _____ What about ears? Do you have 6 ears? _____

How many ears do you have? _____

How many eyebrows? _____ Do you have 3 eyes? _____

I see you have a mouth. Please name the 3 parts of the mouth that we learned.

1) _____ 2) _____ 3) _____

Role Play and Drama

For the English show the 3rd and 4th grade performed a rendition of the Traditional Fairy tale *Jack and the Beanstalk*. The students listened to the story for the first couple of lessons. They took a larger role as I made the play more theatrical. Once they became familiar with the story they were ready for the play. Here is a sample page of the script and the website from where it was taken.

<http://www.britishcouncil.org/kids-stories-beanstalk.htm>

http://www.teachingenglish.org.uk/files/teacheng/play_directions.pdf

Readers Theater scripts are similar but don't have the action or stage directions. Again begin the process by introducing the story, create games and activities around the story, and then let them begin the play. Here is a sample script from the reader's theater websites.

<http://www.timelessteacherstuff.com/readerstheater/LionandMouse.html>

The Lion and the mouse (Scripted by Lisa Blau)

Parts (5): Narrator 1 Narrator 2 Narrator 3 Lion Mouse

Narrator 1: The Lion and the Mouse; A Fable by Aesop
Long, long ago a lion was sound asleep.

Narrator 2: A little mouse was scampering through
the tall grass on his way home.

Narrator 3: The little mouse ran past the lion but alas, as he ran he fell and he
let out
a very loud...

Mouse: SQUEAK!.

Narrator 2: The lion woke up from his nap and roared...

Lion: Who is this who spoils my slumber? I do not like to be awakened in this way.

Narrator 3: The lion looked down and saw the little mouse.

Jack and the Beanstalk

Scene 1

At Jack's home

Mum: Good morning, Jack!

Jack: Hello, Mum!

Mum: **(Mum's looking in her purse for some money.)** Jack, we haven't got any money...

Jack: Oh no, Mum!

Mum: Let's sell the cow!

Jack: Oh no, Mum, not Daisy!

Mum: I'm sorry, Jack. Can you take her to the market, please?

Jack: Yes, Mum. Bye! **(Jack goes outside.)**

Come on Daisy, let's go! **(Jack takes hold of Daisy.)**

Scene 2

On the way to the market a stranger stops Jack.

Stranger: Hello!

Jack: Hello!

Stranger: What a fantastic cow you've got! **(The stranger examines Daisy.)**

Jack: Yes, this is Daisy! I'm taking her to the market.

Stranger: I can give you some beans for your cow. **(The stranger shows Jack 5 beans.)**

Jack: Beans?

Stranger: Yes, magic beans!

Jack: Magic beans? Wow! Fantastic!

Stranger: Here you are! **(The stranger gives Jack the beans.)**

Jack: Thank you! Here's Daisy! Goodbye! **(Jack gives the stranger Daisy and waves goodbye.)**

Outside Learning Experience

Outside activities allow the child to freely examine their world and use their new vocabulary. Activities include hunter (children find any object that matches a rough description that I give), tell me what you see (children are asked to describe what they see and objects that I point out to them, gatherer (where children are asked to go outside or around the building and find objects to bring into class for further study.

Cultural Holiday Experience

I introduced my students to Halloween. They LOVED the idea of getting free candy. This is a pretty simple topic to teach. I first began by asking them to list all the terrible monsters and scary things that they knew. Then I introduced some common aspects of Halloween such as Jack-O-Lanterns, mummy, ghost, Frankenstein, and more. I let the kids color in pictures of Halloween characters and then draw their own versions. For Halloween day they made masks in advance and we went Trick or Treating around the school.

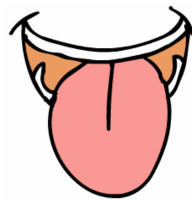


Figure 13 Halloween Mask created by student.

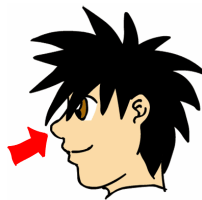
Writing Activities

Another useful writing song involves simple worksheets that reinforce the lesson with reading and writing and lets the students work together to figure it out. The students write the correct answers in their notebooks for future use.

<http://www.esl-kids.com/worksheets/unscramble.html>



1. eontug



2. eons



3. tmouh



4. ram



5. pils



6. htete

Board and Card Games

The greatest resources for board games are found on the internet. If you have time you can even make your own board game. Here is a board game that I made to go along with the pirate theme I taught during winter camp. The rules are fairly simple. You have three lives and you can die if you land on a pirate ship, shark, ghost, whale, and other dangerous objects. The students must use English in moving their pieces and recognizing the danger that can cost them a life.



Lesson Plan Samples

English Teacher: Donovan P. Loomis		Instructor Initial	Head Teacher Initial
Date: Tuesday, January 13, 2009	Grade: K-2		

Topic:	Pirates and more Pirates
Objectives:	Let the students explore the high seas with a fun game about pirates and treasure. Introduce them to a new genre of history and learning.
Target Language:	Will cover the basic components such as cannon, pirate ship, treasure, treasure chest, treasure map, diamonds, gold, pirates, and much more.
Teaching Materials:	A treasure hunting game, map, and game pieces. YouTube videos of broadsides and cannons firing.

Step (Time)	Teaching and Learning Activities
Introduction (10)	Again we will revisit the Follow ME! warm-up with the kids and introducing some new vocabulary.
Development (30,35)	We will introduce a new game called Red Light-Green Light. The students can move forward on green but must stop at red. If they make mistakes they must take a few steps back. The first student to reach me then becomes the caller and so on. The students will play a treasure hunt game. Each team will have a copy of the treasure map. They must hide dangerous items and treasure all over the map. The students must guess the locations based on coordinates that match letters and numbers. The team with the most treasures wins.
Closing (5)	Students will return to seats, fix their desks, and lineup.

English Teacher: Donovan P. Loomis		Instructor Initial	Head Teacher Initial
Date: Thursday, January 15, 2009	Grade: 3-4		

Topic:	Pirates and the search for treasure
Objectives:	Students will continue to explore the seas with pirates and danger. They will search for treasure using a board game that encourages them to count and learn the rules in English.
Target Language:	Counting, pirates, whales, sharks, ghosts, treasure, and ships.
Teaching Materials:	Pirate board game designed by me.

Step (Time)	Teaching and Learning Activities
Introduction (5)	Regular physical warm-up.
Development (35,35)	<p>The students will race against each other. Certain words allow the students to move and certain words stop the students. It's a version of Red Light-Green Light. When they hear the words they have to perform the appropriate action. If they hear "pirate" they have to act like a pirate.</p> <p>The students will play a pirate board game of my own making. They will face pirates, whales, ghosts, and sharks in their search for treasure. They will take turns rolling one die and moving the appropriate steps. This reinforces their counting abilities as well as the pirate vocabulary.</p>
Closing (5)	Students will return to seats, fix their desks, and lineup.

English Teacher: Donovan P. Loomis		Instructor Initial	Head Teacher Initial
Date: Friday, January 09, 2009	Grade: 5-6		

Topic:	Winter Camp Story Time
Objectives:	The students will listen to a story and must try and remember where the story takes place and the characters that appear in the story. For this story this is location and animals.
Target Language:	Evaluating student's knowledge of geography.
Teaching Materials:	Ali and the Carpet from the British Council for kids and art materials.

Step (Time)	Teaching and Learning Activities
Introduction (5)	Ask the students if they have heard of this story. Let them guess what the story is about.
Development (35,35)	The students will listen to the story as I read it to them. I will stop after the first reading and ask them to tell me all the places that the story visits. After they have filled in as many as they can remember then I will read the story to them a second time. They will then fill in any missing locations. I will also ask them to name animals that were seen at every location and write them down. The students will then draw the animals and location on a separate piece of paper.
Closing (5)	Students will return to seats, fix their desks, and lineup.