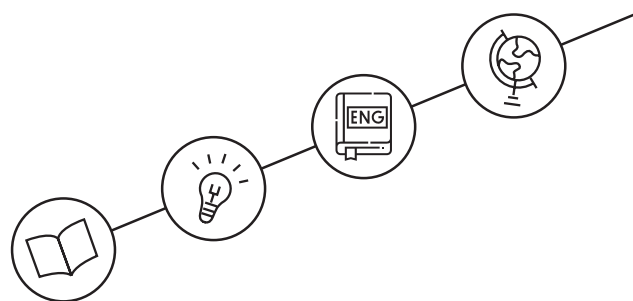


2025

Class Support Guide for NET

2022개정 교육과정 반영
원어민 영어보조교사(NET) 수업도움자료





Contents

I . SURVEY ANALYSIS	1
II. UNDERSTANDING THE ELEMENTARY ENGLISH CURRICULUM	8
1. Elementary English Curriculum	10
2. Achievement Standards and Assessment	16
3. Unit Contents by Grade	38
III. UNDERSTANDING EIEMENTARY ENGLISH CLASSES	52
1. English Classes Utilizing EdTech	52
2. Integrated English Teaching	59
3. Cooperative Teaching with Native English Teachers	69
IV. UNDERSTANDING KOREAN SCHOOLS AND CULTURE	
1. Korean School Culture	90
2. Wise School Life	99
3. Useful Information for Korean Life	109

I.

SURVEY ANALYSIS

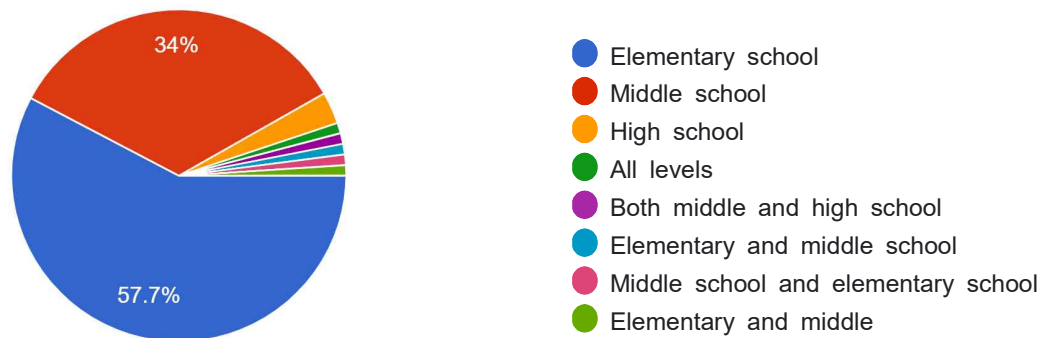
1. Survey Overview

- **Survey:** Gyeonggi Provincial Office of Education, Convergence Education Policy Division
- **Purpose:** To provide effective teaching support materials for native English assistant teachers
- **Period:** March 26, 2024 - April 22, 2024
- **Survey Participants:** EPIK (Native English Assistant Teachers) in elementary, middle, and high schools in Gyeonggi Province / Total respondents: 97
- **Survey Method:** Online survey (Google Forms)

2. Respondent's Background

School Level of Employment

1. For which school level do you teach for?



Of the 97 survey respondents, 57.7% teaches in elementary schools, 34% in middle schools, and 3.1% in high schools. The remaining 5.2% works at multiple schools within the same school level or across different school levels.

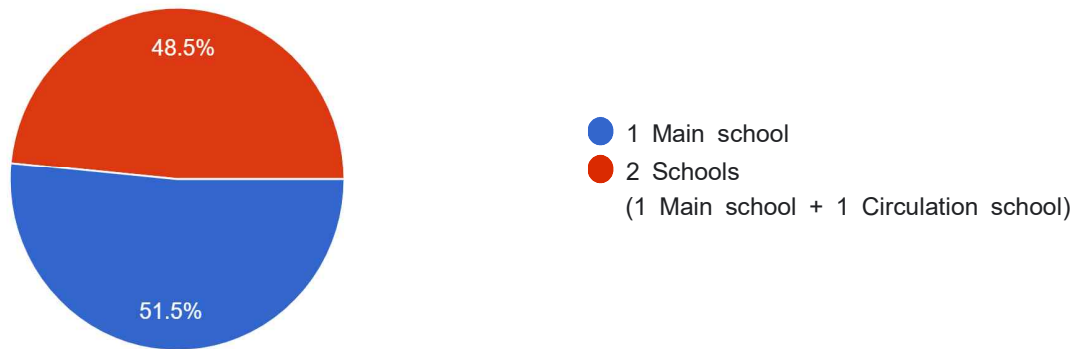
Region of Employment

2. What is the name of the city you teach in? (Example: Hwaseong City)

The highest proportion of respondents are based in Hwaseong and Pyeongtaek, each accounting for 9.3% of the teachers, followed by 8.2% in Anseong, 7.2% in Yongin, and 6.2% in both Yangpyeong and Paju. This reflects a broad distribution of teachers across various cities in Gyeonggi Province.

The Number of Schools on Duty

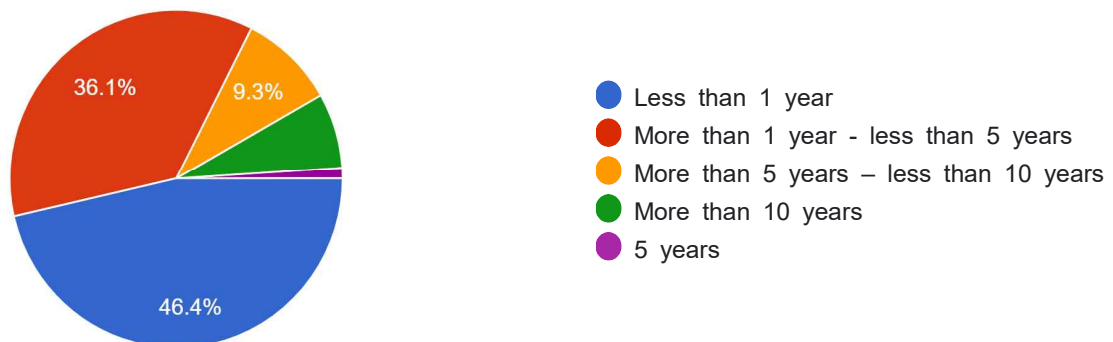
3. How many schools do you currently teach at?



51.5% of the respondents work at a single school, while 48.5% rotate between two schools, highlighting that “traveling teachers” also accounts for a significant proportion of the positions.

English Teaching Career in Korean Schools

4. How long have you been teaching English at school in Korea?

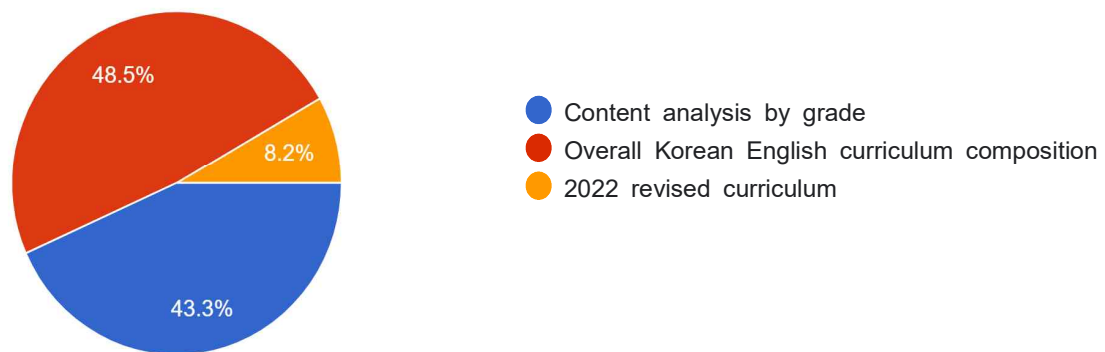


Regarding teaching experience, 46.4% of the teachers have less than one year of experience, 36.1% have between one and five years, 9.3% have between five and ten years, and 7.2% have more than ten years. With nearly half of the teachers being new, there is a clear need for guidance on school culture and teaching practices. Additionally, since only 16.3% of teachers have five or more years of experience teaching English, providing training for less experienced native teachers would be highly beneficial.

3. Respondents' Interests and Needs

The Information to Know Most About the Elementary School English Curriculum

1. On the topic of the Elementary School English Curriculum, which of the following are you most interested in finding out about?



According to the survey results, 48.5% of respondents showed interest in learning about the overall structure of the Korean English curriculum.

A close second, 43.3% wanted to know more about the analysis of content by grade level. Additionally, 8.2% of respondents wanted more information on the revised 2022 curriculum, indicating that respondents are curious about both the general framework of the Korean English curriculum and the specific educational content for each grade.

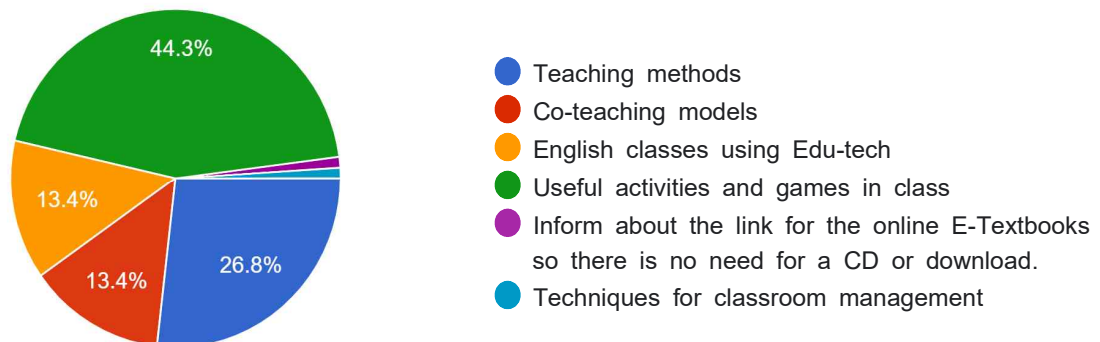
Things to Know More about the Elementary School English Curriculum

2. On the topic of the Elementary School English Curriculum, what are some things (not mentioned in questions 1) that you would like to know more about?

- Methods and criteria for conducting performance assessments
- Information on grade-specific English testing standards
- Educational strategies tailored to students' varying levels
- Effective phonics teaching methods
- Detailed information on the curriculum and specific learning objectives

Effective Teaching

3. On the topic of Effective Teaching, which of the following do you think would be most helpful to include in the manual?



According to the survey results, 44.3% of respondents believe that including "Useful activities and games for class" in the manual would be the most beneficial, reflecting a strong interest in engaging and practical classroom activities. Following this, 26.8% selected "Teaching methods," highlighting a significant demand for effective educational strategies. Both "Excellent co-teaching models" and "Classroom management techniques" were deemed important by 13.4% of respondents, underscoring the need for collaborative teaching and effective classroom management. Overall, these results indicate a clear preference for interactive and practical teaching methods.

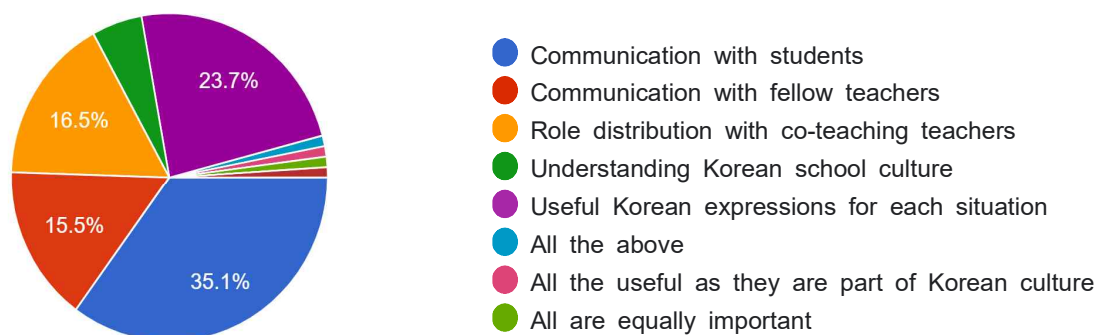
Demand for Effective Teaching

4. On the topic of Effective Teaching, what are some things (not mentioned in question 3) that you believe would be helpful to include in the manual?

The responses on the topic of effective teaching revealed a strong interest in information about useful activities, games, and teaching methods that can be employed during class time. This indicates that native teachers are seeking effective ways to motivate students and enhance the efficiency of their lessons. Specific requests included various teaching methodologies, strategies for students with special educational needs, detailed guidelines for level-specific instruction, and methods for capturing students' attention and motivating their learning.

Effective Communication

5. On the topics of Effective Communication, School Culture and Useful Korean Expressions, which of the following are you most interested in knowing about?



Among native teachers, 35.1% indicated that their primary interest in school culture lies in "Communication with students." This suggests that respondents highly value interaction with students, though they may find it challenging. Following this, 23.7% selected "Useful Korean expressions for each situation". The third most common response, from 16.5% of native teachers, was a desire to understand "Role distribution with co-teachers." Additionally, 15.5% expressed significant interest in "Communication with fellow teachers," highlighting their curiosity about effective communication strategies among colleagues.

Additional Content to Include for Effective Communication

6. On the topics of Effective Communication, School Culture, and Useful Korean Expressions, what are some things (not mentioned in question 5) that you believe would be helpful to include in the manual?

- Specific guidelines for role distribution among teachers and collaborative teaching
- Effective communication methods with students
- Understanding Korean school culture
- Useful Korean expressions for various situations

4. Conclusion and Implications

Based on the results of the survey conducted among EPIK native English assistant teachers, several key points have emerged for the development of effective coaching and support materials. First, more than half of the respondents work in elementary schools, and the majority are new teachers with less than five years of teaching experience in Korea. This indicates a strong need for guidance on Korean school culture and classroom teaching. Additionally, nearly half of the teachers work in a multiple school environment, highlighting the necessity for support tailored to this teaching model.

In terms of the "Elementary School English Curriculum," respondents expressed the greatest interest in learning about the overall structure of the Korean English curriculum. This was followed by a significant number of requests for specific content for each grade level, suggesting a need for guidance on grade-specific materials. Responses also indicated that native English teachers are eager to learn about the newly revised 2022 national curriculum and its analysis by grade level, demonstrating a desire to stay informed about the latest educational changes. Furthermore, regarding the "Understanding of Elementary English Classes," there was a high demand for information on useful activities and games that could be applied in the classroom, as well as effective teaching methods. This suggests that native teachers are actively seeking ways to

motivate students and enhance classroom efficiency.

When it comes to "Understanding Korean Culture and Schools," the most significant concern was communication with students, indicating a strong need for teachers to improve their interactions with students. Interest in communication and collaboration with fellow teachers was also high, leading to the inclusion of content focused on team teaching and strengthening collaboration among teachers. Additionally, the demand for useful Korean phrases for various situations shows that teachers recognize the need for practical language skills that can be applied in their daily interactions.

In conclusion, this resource book will primarily focus on the "Elementary School Level," which has the highest rate of employment among respondents. It is hoped that materials for other school levels will be developed in the future. The EPIK support materials will aim to include resources that address teachers' needs, such as information on the overall structure of the Korean English curriculum and the development of useful classroom activities and teaching strategies. Efforts will also be made to incorporate materials that will help teachers improve communication and collaboration with both students and fellow teachers.

Notice

The English curriculum has been designed based on the table of contents outlined below. Please refer to the explanations of the table of contents and key terms for use in educational activities.

Overview of Curriculum Design

- A general introduction to the direction of curriculum design for the subject.
- An explanation of the connections between the subject and the overall curriculum, the relationships between curriculum components (such as areas, core ideas, and content elements), and the competencies developed by the subject.

1. Characters and Goals

- 1) **Characters:** Explanation of the necessity and role of the subject.
- 2) **Goals:** The abilities that the subject aims to cultivate and the learning goals, presented as overarching and detailed objectives.

2. Content Structure and Achievement Standards

- 1) **Content Structure:** Indicates the scope and level of the learning content.
 - ① **Area:** The primary organizer that constitutes the sub-areas of the subject's foundational academic discipline or learning content.
 - ② **Core Idea:** A statement that summarizes the generalizable content of a learning area, serving as foundation for in-depth learning by providing a focus for the area of study.
 - ③ **Content Elements:** Essential learning content that students must acquire in the subject.

- ④ Knowledge/Understanding: The knowledge and understanding required in each area of the subject by grade level.
- ⑤ Process/Skills: The unique thinking and inquiry processes or skills inherent to the subject.
- ⑥ Values/Attitudes: The values and attitudes that students can develop through the activities of the subject.

2) Achievement Standards

: The expected outcomes of learning the content elements (knowledge/understanding, process/skills, values/attitudes) in each area.
: The ultimate goals that students are expected to achieve or strive toward.

- ① Explanation of Achievement Standards: Describes the purpose, meaning, and learning intentions of the set achievement standards.
- ② Considerations for Applying Achievement Standards: Explains the key points to emphasize in teaching, learning, and assessment, taking into account the unique characteristics of the area, and how they connect to the overall curriculum.

3. Teaching, Learning, and Assessment

1) Teaching and Learning

- ① Direction for Teaching and Learning: Presents the principles and key points of teaching and learning to achieve the goals of the subject.
- ② Teaching and Learning Methods: Suggests teaching and learning methods or important considerations that can be applied in lessons according to the teaching and learning direction.

2) Assessment

- ① Direction for Assessment: Presents the principles and key points of assessment to achieve the goals of the subject and support learning.
- ② Assessment Methods: Suggests assessment methods or important considerations for evaluating the subject in line with the assessment direction.

A. Overview of the English Curriculum Design

The English subject recognizes the need to redefine its concepts and components to address the competencies required in a rapidly changing future society. The overarching key competency of the English subject is called "English communication competency," which serves as the ultimate goal of English education.

1) What is English Communication Competency?

- ① The ability to acquire various information presented in English, enjoy cultural products, creatively express one's thoughts in English, and interact cooperatively within English-speaking communities.
- ② It builds upon the concept of communication skills but expands and systematizes this concept to focus on the competencies of English learners that align with the demands of future society.
- ③ It encompasses all six key competencies outlined in the general guidelines of the 2022 revised curriculum, interpreting and specifying these competencies from the perspective of the English subject and defining them as the goals of the subject.

Key Competencies to be developed through the 2022 Curriculum

- A. **Self-management competency** students to design their own lives and careers with a sense of self-identity and confidence, established on the necessary basic abilities and qualities.
- B. **Knowledge-information processing competency**, allowing students to solve problems logically by deeply understanding, critically exploring, and utilizing knowledge and information from various fields.
- C. **Creative thinking competency** enabling students to generate novel ideas by integrating knowledge, skills, and experiences from diverse professional areas, based on a broad foundational understanding.
- D. **Aesthetic-emotional competency** allowing students to reflect on and appreciate the meanings and values of life through an empathetic understanding of humanity and cultural sensitivities.
- E. **Collaborative communication competency** enabling students to achieve common goals through cooperative partnerships by effectively conveying their own thoughts and emotions while respecting and listening to others' perspectives.
- F. **Civic competency**, allowing students to actively and responsibly contribute to advancing sustainable human communities with open, inclusive values and attitudes necessary for members of local, national, and global communities.

2) Characteristics

English is defined as a "primary means of communication for people with diverse linguistic and cultural backgrounds," and the necessity and role of the English subject in school education are outlined.

3) Goals

Reflecting national and societal needs, changes in future society, academic systems, and international trends, the overarching goal of the English subject is to develop English communication competency. Six detailed goals are outlined. The concept of subject-specific competencies presented in the "goals" is further elaborated on and connected to the educational content and achievement standards within the content structure table, ensuring that all detailed goals are well integrated.

4) Teaching, Learning, and Assessment

Considering the digital and AI-based educational environment, specific teaching, learning, and assessment methods are outlined to foster competency development.

5) Areas

The ultimate goal of English learning is for students to acquire and use English in real-life contexts relevant to their lives. English communication in real life focuses on tasks that have specific purposes and outcomes for language use, and various language functions are used simultaneously or selectively during this process.

Thus, in the 2022 revised English curriculum, the traditional classification of educational content based on the four language skills of listening, speaking, reading, and writing has shifted to two areas, "reception" and "production," based on the social purpose of language.

reception	The ability to process and utilize English knowledge and information presented in various formats, such as discourse, texts, images, videos, and more.
production	The ability to express one's feelings, thoughts, and opinions through various media, such as speech, writing, and audiovisual content.

The reception and production areas function independently but can also be combined to facilitate interaction between English users. This interaction can occur in various forms, such as conversations, discussions, and text exchanges between participants.

The following diagram summarizes the competencies and composition of the English subject areas.



6) Content Structure of the English Curriculum

The content structure of the common English curriculum is divided into three categories: 'knowledge/understanding,' 'process/skills,' and 'values/attitudes.'

Catagories		Description
know- ledge · under- standing	Lang- uage	In the English subject, knowledge encompasses not only linguistic knowledge but also the context in which English is used in social and cultural situations, which is a crucial element of learning.
	Con- text	Language: Includes vocabulary, communication functions, linguistic forms, and types of discourse and writing. Context: Presents categorized topics and cultural content by school level, focusing on specific situations necessary for solving problems related to English use.
Process · Skills		Process and Skills: Specifies the processes and skills necessary to achieve meaningful interaction with linguistic elements in both the reception and production areas. It also includes strategies for language use and media application, detailed by school level.
Values · Attitudes		Values and Attitudes: Defined as the affective elements students are expected to develop through learning in these areas, including the internalization of values and attitudes cultivated through learning in the reception and production areas.

B. Characteristics

English is the most widely used language internationally and serves as a primary communication tool among people from different linguistic and cultural backgrounds. The English subject aims to enhance students' English communication skills, equipping them with the fundamental competencies and adaptability required to actively respond to societal changes, such as digital transformation, climate change, and environmental disasters.

Communicating in English involves acquiring various forms of information expressed in English within real-life contexts relevant to the students' lives, freely and creatively expressing their thoughts and feelings in English, and interacting cooperatively with members of English-speaking communities.

In the context of our country, where English is rarely used in daily life, it is essential to provide effective practical education in schools that reflects the diverse communication methods brought about by media development and technological changes while supporting the processing and use of English knowledge and information.

To this end, school English education:

- ① Reflects the evolving methods and purposes of English communication in response to the needs of students, the nation, and society.
- ② Considers the cognitive and emotional development of students, which affects their acquisition of English as a foreign language, enabling them to plan their lives and careers based on their interests and aptitudes.
- ③ Guides students to grow into self-directed individuals through the process of learning English, fostering inclusiveness and an understanding of diverse cultures to live sustainably as members of the global community.
- ④ Plans and implements teaching and learning methods that provide students with as many opportunities as possible to use English in real-life contexts.
- ⑤ Utilizes various media materials and information and communication technologies in alignment with the transition to a digital and artificial intelligence-based educational environment, integrating teaching, learning activities, and assessment to maximize learning efficiency.

C. Goals

The ultimate goal of the English subject is to develop the ability to communicate in English with people from different linguistic and cultural backgrounds, preparing students for the diverse and evolving future society. The specific goals of the English subject, aimed at fostering English communication competence that is connected to students' lives, are as follows:

First, Communicate in English with a cooperative attitude, adjusting to their purpose and the context of their participation in everyday life and on various topics.

Second, based on their interest and curiosity in English, students will recognize the necessity of using the language, set their learning goals, and continue self-directed English learning by employing various learning strategies.

Third, as members of local, national, and global communities, students will develop empathy, care, tolerance, and inclusion through an understanding of cultural identity and linguistic and cultural diversity, actively engaging in solving community problems using English.

Fourth, students will critically think and creatively express their ideas by integrating knowledge, technology, and experiences from various fields delivered in English.

Fifth, students will cultivate an empathetic understanding of humanity and aesthetic sensibility through diverse materials and works expressed in English, using this as a foundation to discover and appreciate the meaning and value of life.

Sixth, students will search, collect, understand, analyze, evaluate, and utilize digital knowledge and information expressed in English across various media to suit their own purposes.

2.

Achievement Standards and Assessment



◆ How to View Curriculum

A

Achievement Standards

Criteria for Learning Activities

What students should learn through the curriculum

The abilities students should have after the learning activities

Sample Achievement Standard Code

[4·Eng04-02]

Grade Level	1st-2nd Grade	3rd-4th Grade	5th-6th Grade
Code Number	2	4	6

Area	이해	표현
Code Number	01	02

Grade Level Subject Area Order

A. Achievement Standards by Grade

[Elementary School Grades 3-4]

1) Understanding

- [4ENG01-01]** Listen to and identify the sounds of the alphabet and simple words.
- [4ENG01-02]** Distinguish between uppercase and lowercase letters and read them.
- [4ENG01-03]** Listen to simple words, phrases, and sentences, and identify stress, rhythm, and intonation.
- [4ENG01-04]** Understand the relationship between sounds and spelling and read simple words, phrases, and sentences aloud.
- [4ENG01-05]** Comprehend the meaning of simple words, phrases, and sentences.
- [4ENG01-06]** Identify key information in discourse related to familiar topics.
- [4ENG01-07]** Use appropriate strategies to listen to or read sentences and discourse.

① Interpretation of Achievement Standards [Summary]

[4ENG01-04]:

- Focus on reading words, phrases, and sentences with attention to the relationship between sounds and spelling.
- Include regular and familiar words that share the same initial sounds or rhymes.
- Reinforce understanding of the relationship between sounds and spelling through repeated reading.

[4ENG01-06]:

- Understand explicit and concrete information by listening to speeches or conversations.
- Grasp the situation and content of the discourse.
- Identify key information.s

[4ENG01-07]:

- Utilize visual aids such as objects, pictures, and actions to understand the meaning of sentences or the content of discourse.

[4ENG01-09]:

- Encourage empathy through literary materials such as poems, songs, and stories.

② Considerations When Applying Achievement Standards**Listening and Reading Skills:**

- Focus on improving listening skills while ensuring a balanced development of reading skills.
- Engage in activities such as speaking, writing, asking questions, and answering based on what is understood.

Initial Learning Topics:

- Organize materials around familiar topics (e.g., names, colors, time, school supplies, sports, animals).
- Use visual information such as real objects, actions, pictures, photos, illustrations, and diagrams.

Reducing Cognitive Load:

- Perform tasks such as responding with actions, following instructions, drawing, and creating diagrams.

Listening and Reading Strategies:

- Use visual cues to infer meaning.
- Predict the content of stories through characters and situations.

Presentation of Materials:

- Include visual materials and everyday life contexts.
- Use various media, such as role plays, games, videos, and digital tools, to enhance interest and reduce anxiety.

Alphabet Learning:

- Engage in various activities such as using alphabet models, physical play, and digital tools.

Sound-Spelling Relationship:

- Guide students to find patterns in words by using similar-sounding words.
- Perform activities like finding words with the same initial sounds, final sounds, or medial vowels.

Listening Evaluation:

- Use non-verbal methods such as answering questions, drawing, or acting out responses.
- Combine visual aids in assessments.

Reading Evaluation:

- Choose words or phrases familiar from oral practice.
- Use methods like matching words with pictures or sorting cards.

Values and Attitudes Evaluation:

- Integrate with other achievement standards.
- Instruct students in attitudes of respect and care.
- Conduct ongoing observations for evaluation.

Individual Feedback:

- Motivate students.
- Reflect on the learning process and outcomes.

2) Expression

[4ENG02-01] Follow and repeat simple words, phrases, and sentences with appropriate stress, rhythm, and intonation.

[4ENG02-02] Write uppercase and lowercase letters.

[4ENG02-03] Write simple words based on the relationship between sounds and spelling.

[4ENG02-04] Use visual aids such as objects, pictures, and actions to speak or write simple words or phrases.

[4ENG02-05] Introduce or describe yourself, others, or objects in simple sentences.

[4ENG02-06] Express instructions in simple sentences, either by speaking or writing.

[4ENG02-07] Express emotions in simple sentences, either by speaking or writing.

[4ENG02-08] Ask and answer questions about key information in discourse related to familiar topics.

[4ENG02-09] Use appropriate media or strategies to creatively express meaning.

[4ENG02-10] Participate in communication activities with interest and confidence while adhering to conversational etiquette.

① Interpretation of Achievement Standards [Summary]

[4ENG02-03]:

- Think about the letters corresponding to individual sounds of a word while writing.

[4ENG02-05]:

- Speak or write one or two sentences describing yourself, your family, or friends, along with simple greetings.

[4ENG02-09]:

- Use media such as photos, pictures, or digital tools to convey and exchange meaning.
- Utilize non-verbal cues such as facial expressions, gestures, and actions.
- Employ strategies like designing word or letter writing, checking spelling, and rewriting.

[4ENG02-10]:

- Provide diverse learning experiences to increase interest and confidence.
- Participate in conversations while being considerate of the other person's English proficiency and cultural differences, taking turns during conversations.

② Considerations When Applying Achievement Standards

Speaking and Writing Abilities:

- Focus on improving speaking skills while balancing the development of writing skills.
- Integrate listening, speaking, reading, and writing activities for comprehensive guidance.

Classroom and Surrounding Activities:

- Engage in activities where students speak or write about teachers, friends, and objects.
- Strengthen interaction and experience the context of meaning and use of the target language.

Songs and Chants:

- Learn the stress, rhythm, and intonation of English.
- Introduce words, phrases, sentences, and simple conversations sequentially.

Speech Errors:

- Understand that errors are natural, and avoid immediate correction.
- Provide corrective feedback through peer or teacher interactions.

Writing the Alphabet:

- Provide opportunities for practice to write uppercase and lowercase letters accurately.
- Ensure students learn lowercase and uppercase letters in a balanced manner.

Early Writing Stage:

- Guide students in writing through tracing, copying, and completing written tasks.
- Use strategies to help students remember spelling.

Expression Difficulties and Anxiety:

- Use comprehensible input materials, meaning-focused activities, and peer cooperation.
- Center writing activities around familiar signs, labels, and logos.

Conversation Etiquette:

- Teach and enforce understanding and adherence to conversation etiquette.
- Encourage active participation in conversations, listening politely, speaking courteously, and taking turns.

Use of EduTech:

- Utilize appropriate media and techniques to provide engaging learning experiences.
- Creatively produce various types of outcomes.

Formative Speaking Assessment:

- Evaluate responses to teacher's questions, interaction, task performance, strategy use, and conversational etiquette.

Formative Writing Assessment:

- Assess the accuracy of writing learned words, phrases, and sentences.
- Evaluate task performance.

Self-Assessment and Peer Assessment:

- Assess interest and confidence.
- Build the foundation for self-directed learning.

Integrated Speaking and Writing Assessment:

- Assess writing of words and phrases, asking and answering communication-related questions.
- Provide visual cues to aid in evaluation

[Elementary School Grades 5-6]

1) Understanding

- [6ENG01-01]** Listen to and identify stress, rhythm, and intonation in simple words, phrases, and sentences.
- [6ENG01-02]** Read simple words, phrases, and sentences aloud with appropriate stress, rhythm, and intonation.
- [6ENG01-03]** Understand the meaning of simple words, phrases, and sentences.
- [6ENG01-04]** Identify detailed information in discourse or texts related to everyday topics.
- [6ENG01-05]** Understand the main ideas in discourse or texts related to everyday topics.
- [6ENG01-06]** Recognize the sequence of events in discourse or texts related to everyday topics.
- [6ENG01-07]** Use appropriate strategies to listen to or read discourse or texts related to everyday topics.
- [6ENG01-08]** Listen to or read discourse or texts expressed through various media with interest and confidence.
- [6ENG01-09]** Listen to or read poems, songs, and stories empathetically.
- [6ENG01-10]** Listen to or read discourse or texts related to everyday topics or cultures with an attitude of acceptance.

① Interpretation of Achievement Standards [Summary]

[6ENG01-06]:

- Understand the flow of speech, conversation, or text.
- Recognize the sequence of events and the relationships between them.
- Engage in activities such as connecting or arranging sequences through pictures or comics

[6ENG01-07]:

- Use various clues before, during, and after listening or reading.
- Predict content, search for specific information, and use strategies for re-listening or re-reading to confirm understanding

[6ENG01-08]:

- Use various media to listen to or read materials related to everyday topics.
- Foster interest and confidence in English.
- Discover and enjoy English materials independently.

[6ENG01-10]:

- Listen to or read discourse or texts related to everyday topics or cultures.
- Respect and understand other people's thoughts and opinions.
- Appreciate diverse communication styles and lifestyles.

② Considerations When Applying Achievement Standards [Summary]**Listening and Reading Skills:**

- Provide balanced instruction for the improvement of both skills.
- Engage in activities such as speaking, writing, questioning, and answering based on what is understood.

Topics for Grades 5–6:

- Include diverse topics and communication situations, such as future goals, travel, hobbies, and health.
- Introduce communication styles and daily life experiences from diverse cultures.

Listening and Reading Strategies:

- Before listening/reading: Use visual cues to predict content.
- During listening/reading: Focus on specific information.
- After listening/reading: Review content and engage in re-listening/re-reading.

Understanding Discourse and Texts:

- Grasp details such as people, actions, places, time, and emotions.
- Identify context, themes, key points, and the sequence of events.
- Engage in activities such as summarizing, arranging sentence order, and taking notes.

Reading Aloud:

- Use various methods such as solo reading, group reading, and paired reading.
- Use reading aloud as a stepping stone for meaning-focused reading.

Use of EduTech:

- Utilize diverse digital media to become familiar with listening and reading.
- Use digital tools like AI, apps, and translators to provide personalized learning.

Listening and Reading Assessment:

- Conduct diverse assessments based on purpose, target, and method.
- Use appropriate linguistic materials such as words, phrases, sentences, and texts.
- Implement written tests, performance assessments, teacher assessments, peer assessments, and self-assessments.
- Record and provide feedback on the learning process.

Values and Attitudes Assessment:

- Integrate assessments with other achievement standards.
- Use self-assessments and peer assessments to evaluate listening/reading attitudes.
- Reflect on how attitudes and skills in listening/reading have improved.

2) Expression

[6ENG02-01] Speak simple words, phrases, and sentences with appropriate stress, rhythm, and intonation.

[6ENG02-02] Speak or write simple words, phrases, or sentences by looking at objects, pictures, or actions.

[6ENG02-03] Correctly use uppercase and lowercase letters and punctuation marks in sentences.

[6ENG02-04] Introduce or describe people or objects around you using simple sentences.

[6ENG02-05] Explain the location, order, or method of actions or places around you in simple sentences.

[6ENG02-06] Express your emotions, opinions, experiences, or plans in simple sentences.

[6ENG02-07] Ask or answer questions about detailed information in discourse or texts related to everyday topics.

[6ENG02-08] Write simple texts for a specific purpose by referring to examples.

[6ENG02-09] Use appropriate media and strategies to creatively generate and express meaning.

[6ENG02-10] Participate in communication activities with interest and confidence, working cooperatively.

① Interpretation of Achievement Standards [Summary]

[6ENG02-05]:

- Write or speak two to three sentences about finding places, locations, or sequences of daily activities.
- Use sentence connectors such as 'and' or 'but,' and words indicating sequence such as 'first' and 'second.'

[6ENG02-08]:

- Consider everyday writing situations such as writing invitations, thank-you notes, congratulation cards, emails, diaries, or travel journals.
- Modify and adapt writing to fit the structure of the example texts.

[6ENG02-09]:

- Use media and strategies suited to students' levels and characteristics to creatively generate and express meaning.
- Utilize brainstorming, thought maps, actions, pictures, apps, and digital media.
- Employ speaking strategies such as repetition and asking for confirmation, and writing strategies such as rewriting and seeking feedback.

[6ENG02-10]:

- Actively participate in online and offline speaking/writing tasks with interest and confidence.

- Engage in pair or group activities, giving and receiving positive feedback to boost motivation and confidence.

② Considerations When Applying Achievement Standards [Summary]

Speaking and Writing Skills:

- Provide balanced instruction for the improvement of both skills.
- Integrate activities that involve listening, speaking, reading, and writing.

Topics Related to Everyday Life:

- Engage in various activities such as expressing experiences, opinions, plans, career paths, climate change, and multicultural issues.
- Use tasks or project-based learning and opinion surveys.

Interaction:

- Use a variety of questions and feedback to encourage responses.
- Promote continuous interaction.

Stages of Writing:

- Guide students through stages of planning, drafting, revising, and sharing.
- Review the writing process collaboratively.

English Notation:

- Teach the correct use of uppercase and lowercase letters and punctuation.
- Use punctuation marks learned in Korean, such as commas, periods, and question marks.

Fluency Improvement:

- Use visual aids such as pictures, photos, and real objects, as well as translation tools.
- Encourage cooperative learning through activities like sentence relay.

Individualized Learning Materials:

- Use learning materials appropriate for different levels, including

audiovisual materials and digital media.

- Reduce cognitive and psychological burdens.

Speaking Strategies:

- Learn and use both verbal and non-verbal strategies.
- Apply feedback for rewriting, and use digital tools.

Evaluation Methods:

- Utilize performance assessments, interviews, tasks, short-answer questions, and portfolios.
- Set detailed evaluation criteria for pronunciation, vocabulary, content, spelling, and punctuation.

Interest and Confidence Assessment:

- Use self-assessment and peer assessment.
- Build the foundation for self-directed learning.

B. Teaching and Learning, and Assessment

1) Teaching and Learning

① Direction of Teaching and Learning

Deep Learning:

- Foster English communication skills.
- Present background knowledge and context, providing meaning-centered communication tasks.

Active Thinking Process:

- Introduce cognitive processes like problem recognition, understanding situations, decision-making, and problem-solving.
- Strategically choose the necessary processes and skills for learning.

Reflecting Individual Interests:

- Select subtopics, materials, discussion content, and activity methods.
- Expand learning by connecting it to the learner's interests.

Opportunities for Real-world Application:

- Expose students to real-world English communication environments and contextual materials.
- Apply and experience the acquired linguistic and cultural knowledge and skills in real-world contexts.

Use of Digital Tools:

- Use programs that encourage active participation, interaction, and motivation.
- Introduce and assign tasks using language learning support tools.

Providing Creative Activities:

- Express feelings, thoughts, memories, imagination, and ideas using words, phrases, and sentences.
- Provide examples and use digital resources and tools.

Experiencing Cultural Products:

- Present examples such as anecdotes, artworks, and literary works.
- Explore and appreciate the aesthetic elements of language and culture.

Integrating Online and Offline Learning:

- Design online and offline integrated lessons according to the educational situation and purpose.
- Use online resources for authentic language input, and engage in language use offline

Connecting to Career and Future Life:

- Support understanding of the roles and skills required in English in career fields.
- Guide students to set goals, select learning methods, plan, and reflect.

Interdisciplinary Connections:

- Promote integrative thinking by linking areas within the English curriculum.
- Connect, integrate, and expand topics in English with other subjects.

Individualized Instruction:

- Collect data on students' English proficiency levels and learner factors.
- Select materials, activities, and tasks that fit their levels and needs.
- Provide personalized assessments and feedback.

Continuity of Learning:

- Ensure continuity of learning between elementary and middle school, and between middle and high school.
- Check for achievement of learning objectives and plan supplementary or in-depth lessons.

② Teaching and Learning Methods

Motivation for Learning:

- Consider learners' interests.
- Use various online and offline resources, including EduTech.

Creative Thinking Skills:

- Utilize problem-solving projects and various media.

Digital-Based Learning Resources:

- Provide diverse linguistic input.
- Offer practical experiences in using English.

Selecting Digital English Resources:

- Develop search skills, critical evaluation abilities, and necessary strategies and techniques.

Opportunities for English Communication:

- Provide and guide learners through diverse opportunities for communication, both online and offline.

Using Artificial Intelligence and Digital Tools:

- Utilize tools like English keyboards, dictionaries, recording, learning apps, and automatic translators.
- Foster digital and AI literacy.

Self-Directed Learning:

- Design learner-centered tasks.
- Encourage interest and motivation.

Verbal and Non-Verbal Strategies:

- Present and guide the use of various strategies.

Listening and Reading:

- Utilize input materials and media from various genres.
- Use context, background knowledge, and situations to understand meaning.
- Guide learners through pre-, during-, and post-listening/reading stages.

Speaking:

- Use expressions and strategies suitable for different situations and purposes.
- Provide communication-centered activities.

Writing:

- Offer step-by-step guidance considering learning goals and levels.
- Provide feedback on both process and outcomes.

Collaborative Learning:

- Encourage active interaction.
- Use cooperative learning, problem-solving, and small-group or task-centered activities.

Individual and Group Learning:

- Foster self-directed learning attitudes and a sense of community.

Diversity of Language and Culture:

- Foster an inclusive attitude.
- Design activities where students can negotiate and communicate in English.

2) Assessment

① Direction of Assessment

In-depth English Learning and Assessment:

- Avoid assessments focused on fragmented knowledge or skills.
- Focus on fostering English communication competence.

Integration of Assessment and Learning Process:

- Encourage reflection on both the learning process and achievements.
- Evaluate both the process and the results.

Assessment of Learning Outcomes:

- Assess the applicability of knowledge and skills to new situations and contexts.
- Present new real-life contexts and situations.

Encouraging Participation in Assessment:

- Actively involve learners in the preparation, execution, and interpretation of assessment results.
- Encourage self-evaluation and diagnosis of performance.

Personalized Assessment:

- Consider learning styles, affective characteristics, and English proficiency levels.
- Provide various forms of assessment.

Using Digital Assessment Tools:

- Utilize digital analysis and assessment tools.
- Collect a variety of learner data.

Providing Individualized Feedback:

- Monitor assessment results and improve teaching and learning.
- Provide detailed, personalized feedback.

② Assessment Methods

Assessment Planning and Procedures:

- Adhere to methods and procedures outlined in the assessment plan.
- Clearly explain detailed procedures and important considerations to learners.

Maintaining Reliability in Assessment:

- Manage assessment questions, execution, and scoring using a checklist.

Utilization of Assessment Results:

- Use assessment results to plan future lessons, improve teaching and learning, motivate learners, and provide individual guidance.

Positive Feedback Effects:

- Design assessments that provide positive feedback on English learning.

Variety of Assessment Methods:

- Evaluate learners' English abilities in various ways.

Direct Assessment Methods:

- Use direct assessment methods such as performance assessments in expressive areas.
- Clearly set goals, content, task types, and scoring criteria.

Integrated Assessment of English Proficiency:

- Evaluate individual and integrated skills in listening, speaking, reading, and writing.

Utilizing Digital Programs:

- Use digital texts, text difficulty levels, and reading/listening speed in comprehension assessments.
- Provide personalized feedback for learners.

Utilizing AI Technology:

- In expressive areas, use tools like voice recording, voice recognition, chatbots, and video conferencing.

Writing Assessment Reliability:

- Utilize automated writing assessments, text analysis tools, translation tools, and plagiarism detection software.

Using EduTech:

- Utilize EduTech to monitor and assess learning progress.

Managing Learning Records:

- Store and analyze learning records in the learning management system.
- Allow learners to review their growth and reflect on it in assessments.

Online Sharing Platforms:

- Store learning outcomes in digital portfolios.
- Provide opportunities for self-assessment and peer assessment.

Individualized Learning and Personalized Assessment:

- Use English assessments and online surveys to diagnose individual learners.
- Incorporate results into the design of teaching, learning, and assessment

C. Various Assessment Methods

Assessment can be conducted in various ways according to task type, evaluation subjects, and evaluation areas. Each assessment method can be categorized as follows.

1) Assessment Methods by Task Type

Assessment methods can be categorized into essays, short answers, oral presentations, presentations, practical activities, debates, experiments and practice, reports, and projects. The evaluation criteria for each method are outlined in the table below:

Assessment Method by Task Type	Evaluation Contents
Essay	Evaluates logical thinking, persuasion, comprehension, expression, and creativity.
Short Answer	Evaluates knowledge, concepts, principles, and opinion writing.
Oral Presentation	Evaluates opinions, thoughts, and speaking skills.
Presentation	Evaluates presentation materials, content, and technical skills.
Practical Activities	Evaluates knowledge or skills through actions.
Debate	Evaluates opinion presentation and the process of persuasion.
Experiment/Practice	Evaluates the experiment process and the report of results.
Report Writing	Evaluates data collection, analysis, and the comprehensive creation of a report.
Project	Evaluates the process and results of developing research or output.
Portfolio	Evaluates continuous performance progress and growth.

2) Assessment Methods According to the Evaluation Subject

Assessment can be divided into self-assessment, peer assessment, and comprehensive reflection. The evaluation criteria are outlined in the table below:

Assessment Method by Evaluation Subject	Evaluation Contents
Self-Assessment	Evaluates one's own abilities, characteristics, and achievement levels.
Peer Assessment	Students evaluate each other.
Comprehensive Reflection	Teachers and students together reflect on the learning process and outcomes.

3) Assessment Methods by Evaluation Area

Assessment can be divided into affective ability assessment, cooperative problem-solving ability assessment, and observational assessment. The evaluation criteria are as follows:

Assessment Method by Evaluation Area	Evaluation Contents
Affective Ability Assessment	Evaluates self-concept, values, interests, and motivation through questionnaires, writing, observation, and interviews.
Cooperative Problem-Solving Assessment	Evaluates experiences in cooperative problem-solving.
Observational Assessment	Conducted during all assessment situations, observing students' behaviors and interactions.

4) Principles of Evaluation

Evaluations should be based on real-life contexts and should prioritize the process over the results. After the evaluation, personalized feedback should be provided to help improve and reflect on the learning process. Above all, evaluations should be designed and implemented in a way that expands learning and enhances competencies.

Evaluation Principle	Description	Selection Method
Evaluation Based on Real-Life Contexts	An evaluation method connected to the student's life, focusing on problem-solving abilities, information analysis, creativity, and values.	Select based on curriculum achievement standards and the student's characteristics.
Process-Focused Evaluation	Focuses on the learning process, supporting students in achieving successful learning and thinking abilities. Various assessment methods can be used.	Evaluate the process and results of the student's actual performance.
Evaluation Providing Personalized Feedback	Provides personalized feedback based on the student's characteristics and offers opportunities to learn through mutual feedback.	Provide effective learning strategies to address students' weaknesses.
Evaluation that Fosters Reflection and Improvement	Supports students in continually improving and reflecting on the learning process. Teachers use the evaluation results to improve the quality of teaching and learning.	Support the student's continuous growth through metacognitive reflection.
Evaluation that Expands Learning	Structures the learning process to allow for extended and expanded learning between teachers and students or among students.	Evaluate the student's ability to analyze and apply knowledge and skills.
Evaluation that Develops Competence	Fosters the ability to solve real-life problems based on the learning experiences gained from solving evaluation tasks.	Evaluate knowledge, skills, attitudes, and socio-emotional abilities.

3. Unit Contents by Grade (Scope and Sequence)

Based on the curriculum goals and achievement standards presented by the nation, elementary school English textbooks are created. As of 2024, elementary school English textbooks are published by five publishers, and each school selects textbooks considering the learners' level and interest.

Although the unit composition and activity methods vary by publisher, the learning difficulty level for each grade is similar as they are all based on the national curriculum.

In this chapter, we aim to examine the learning levels, vocabulary, and sentence structures for each grade base on the grade-level learning contents presented by the <On-Baeumter>. When organizing lessons, it is important to plan the flow of each class in alignment with the school's selected textbook, while considering the unit goals and the appropriate language proficiency level.

On-Learning Center

What is <On-Baeumter> ?

“On-Baeumter” is an online learning platform operated by the Gyeonggi Provincial Office of Education since March 2021. To support students who are unable to attend school or need self-directed learning, current elementary school teachers analyze the concepts and key content for each lesson from different publishers, providing common instructional materials by grade level. Refer to page 92 for the grade-specific QR code.

The goal of elementary English education is to help students develop an interest in English and help them acquire the ability to understand and express basic English used in everyday life. Consequently, textbooks are designed to guide students in understanding and practicing key sentence structures through dialogues rather than grammar explanations. The main learning objectives and content by grade are as follows.

A. Grades 3~4

At this stage, students are introduced to basic English expressions and vocabulary commonly used in daily life. The focus is on listening and speaking activities to help them become familiar with simple phrases and conversational patterns. Key learning objectives include:

- Understanding and using greetings, self-introductions, and basic expressions.
- Recognizing and responding to simple questions and instructions.
- Practicing short dialogues related to familiar topics such as family, school, and hobbies.
- Developing pronunciation skills and building a foundational vocabulary.

Learners at this age are very interested in learning English. They like to learn through fun activities. These activities can be:

- Moving their body
- Singing songs
- Coloring pictures

The main sentences they learn may look short and easy. But if we use different materials many times, the class can be very good. These materials can be:

- Story books
- Songs
- Chants

Using these things often helps students learn better.

1) 3rd Grade Scope and Sequence

This is when students start learning English as a school subject. It's important to learn:

- The correct shape of big and small alphabet letters
- The basic sounds of these letters

At this time, it's more important to learn sounds by looking at pictures, not spelling words. Students practice saying easy sentences about:

- Things they know well
- People around them

The 2022 Education Plan* in Korea says communication skills are very important. Because of this, we think phonics (learning letter sounds) will be taught more in the future.

*Note: The 2022 Education Plan is a new set of rules for schools in Korea.

<Changes in the Education System>

As of August 2024, elementary school English books follow the 2015 Education Plan.

Starting March 2025, new textbooks that align with the 2022 Education Plan for 3rd and 4th-grade students will be introduced.

The 2022 Plan introduced a new concept called AIDT(It is abbreviation of AI Digital Textbook).

*Note: AIDT is a new concept in education. It may involve the use of more technology or new ways of teaching, but we will not elaborate on it here as it is still a relatively unfamiliar term.

Key learning contents for each unit are as follows.

※ The following vocabulary is listed in alphabetical order.

Unit (Subject)	Key Expressions/ Target Languages	Words(vocabulary)
1.Hello,I'm Minsu. (Greeting)	Hello, I'm Minsu. What's your name? My name is Jane. Good bye. / Bye.	bye, good, hello, name
	Alphabet (Aa, Bb, Cc)	alligator, apple, balloon, bear, book, candy, cake, cow, cup
2.What's This? (Things)	What's this/ that? It's a <u>book</u> .	apple, ball, bag, camera, cup, doll, eraser, notebook, pencil, pencil case, small, big
	Alphabet (Dd, Ee, Ff)	dog, doll, elephant, fish, fork

3. Open The Door, Please! (Request(TPR))	Open the door, please. Okay.	book, close, jump, open, sit (down), stand (up), window
	Alphabet (Gg, Hh, Ii, Jj)	game, guitar, hat, hippo, igloo, jam
4. Do You Like Pizza? (Favorite Food)	Do you like pizza? Yes, I do./ No, I don't	apples, bananas, bread, cheese, chicken, cookies, grapes, ice cream, kiwis, pizza, salad, sandwiches, spaghetti
	Alphabet (Kk, Ll, Mm, Nn)	kangaroo, lemon, map, nut
5. How Are You? (Saying Hello)	How are you? I'm (not) good.	great
	Good morning/ afternoon/ evening. Alphabet (Oo, Pp, Qq, Rr)	orange, panda, pig, pineapple, pizza, queen, ring
6. Can You Swim? (To Do)	Can you swim? Yes, I can./ No, I can't.	dance, fly, jump, sing, skate, ski
	Alphabet (Ss, Tt, Uu, Vv)	snake, tomato, umbrella, volcano
7. How Many Lions? (Number)	How many lions? Four lions.	cats, kangaroos, lions, pandas, pigs, tigers, zebras cardinal number 1~5
	Alphabet (Ww, Xx, Yy, Zz)	watch, web, fox, yogurt, yoyo, zebra, zero
8. What Color Is It? (Color)	Look at these cars. How many cars? Nine cars. Do you like red car? No, I like the black one.	(Utilize various nouns learned earlier black, blue(indigo, navy), green, orange, purple, red, white, yellow
	Thank you, mom. You're welcome.	
9. Let's Run. (Suggestion)	Let's swim, together. Okay. Sure. Sorry, I can't. I'm busy.	dance, jump, run, sing, ski, walk

10. Do You Have Crayons? (Possession)	Do you have crayons? Yes, I do. Here you are. No, I don't. I have a pencil.	bag, book, cap, eraser, notebook, pencil, ruler, scissors, shoes, (sun)glasses, umbrella
11. How Old Are You? (Ages)	How old are you? I'm ten years old.	cardinal number 6~10(or 12)
12. Don't Run, Please! (Action)	Don't run, please. Okay. Oh! Sorry. Watch out! Thank you.	dance, eat, enter, jump, push, sing, swim, touch, walk
13. Who Is She? (Introduction)	Who is she? She's my mom. She's very tall.	dad(father), mom(mother), grandfather, grandmother, sister, brother, cute, tall,
14. How Is The Weather? (Weather)	How is the weather? It's sunny. Let's go outside. Sounds good.	cloud – cloudy, lighting, make a snowman, rain – rainy, snow – snowing, storm – stormy, thunder, wind - windy

2) 4th Grade Scope and Sequence

In 4th grade, students learn things like in 3rd grade, but with some changes:

1. The phrases they learn are a bit longer.
2. Students practice talking more about real-life situations.

For example, they might look at pictures of everyday scenes and practice having conversations about them.

This helps students use English in ways that are useful for daily life in Korea.

Unit (Subject)	Key Expressions/ Target Languages	Words(vocabulary)
1. What's Your Name? (Introduce yourself)	What's your name? My name is Kevin. I'm Kevin. Nice to meet you. Nice to meet you, too. See you later. Good bye.	(Utilize various nouns learned earlier)
2. This Is My Sister (Greetings)	We have a new friend, today. This is Emma. Hi, everyone. I'm Emma, Nice to meet you. Nice meet you, too.	(Utilize various nouns learned earlier)
3. Are You Happy? (Emotion)	Are you happy? Yes, I am. / No, I'm not. Is he/she sad? No, he/she is not sad.	angry, happy, hungry, sad, sleepy, thirsty
4. I'm a Pilot. (Occupation)	What do you do? I'm a pilot. What does he/she do? He/She is a farmer.	actor, cook, doctor, driver, farmer, firefighter, nurse, police officer, scientist, singer
5. Is This Your Bag? (Possession)	Is this your bag? Yes, it is. / No, it isn't. It's mine. / It's not my guitar.	bag, ball, cap, eraser, glue, guitar, hat, pencil, shoe(s), watch I-my, you- your, he- his , she-her
6. It's Under the Desk. (Preposition)	Where is my book? It's on the table.	ball, bag, cap, doll, cup, pencil, ruller in, on, under bed, box, chair, sofa, desk, table
7. Let's Play Badminton (Exercise, Suggestions)	Let's play badminton. Sure. Okay. Sorry, I can't. I have a piano lesson. I'm busy.	badminton, baseball, basketball, bowing, do Taekwondo, golf, soccer, table tennis, tennis volleyball
8. What Time Is It? (Time)	What time is it? It's twelve o'clock. Oh, I'm hungry. It's time for lunch. I'm late. Hurry up.	cardinal number 1~12 twenty, thirty, forty, fifty breakfast, lunch, dinner, bed, class, rest, school

<p>9. Put on your mask. (Clothing, Request)</p>	<p>Can I come in? Sure. Take off your hat and boots. Wash your hands. Okay. Put on your t-shirts and shorts, please. Okay.</p>	<p>boots, coat, dress, gloves, jacket, mask, mittens, pajama, pants, scarf, shoes, shorts, skirt, slippers, socks</p>
<p>10. Can I Come In? (Permission, request)</p>	<p>Can I come in? Yes, you can. Sure. Go ahead. Please wait. Sorry, you can't.</p>	<p>bring a pet, join, eat here, go, go to school, jump, play, play a game, read a book, run, sit down/ sit here, swim, take a picture, touch, use</p>
<p>11. Do You Want Some Soup? (Offering Food)</p>	<p>Do you want some soup? No, thanks. I'm full. Yes, please. It's delicious. Does s/he want some salad? Help yourself.</p>	<p>apple pie, cake, chicken, chocolate, fish, fruit, ice cream, milk, pizza, rice, Tteog(rice cake), water</p>
<p>12. What Are You Doing? (Action, Present Continuous Tense)</p>	<p>What are you doing? I'm drawing. What is he/she doing? He/She is reading books. Can I try it? Sure.</p>	<p>clean – cleaning, cook – cooking dance – dancing, do homework, listen, make – making, play, run – running, sing – singing, sleep – sleeping, study – studying, walk – walking, wash dishes, watch</p>
<p>13. How Much Is It? (Price, Help)</p>	<p>I like that doll. How much is it? It's nine hundred won. Can I help you? Yes, please. How much is it? It's seven thousand won. Here you are.</p>	<p>bag, fan, pan, pencil case, robot, umbrella thousand How many vs How many</p>
<p>14. What Day Is It? (Day of the week)</p>	<p>What Day Is It? It's Wednesday. I have art class. Are you sure? Look. It's Thursday. Oh, no. No art class today.</p>	<p>today Monday, Tuesday, Wednesday Thursday, Friday, Saturday, Sunday</p>

Why are similar topics and content repeated?

You might see some topics repeated in different grades. This is normal. Let's look at some examples:

1. Self-introduction: Students learn this in all grades, but it gets more detailed as they grow older.
2. Numbers:
 - 3rd grade: Learn numbers 1 to 10
 - 4th grade: Learn numbers from 10 to 100
 - 5th and 6th grade: Learn big numbers over 100, ordinal numbers (like 1st, 2nd, 3rd), and how to talk about how often things happen

This way of teaching is called a "spiral curriculum." It means:

- Students learn the same topics many times
- Each time, they learn more difficult things about that topic
- As students get older, they understand these topics better and can use them in more complex ways

This method helps students remember better and understand deeply. It's an important part of how schools teach in Korea.

B. Grade 5~6

In these grades (5th and 6th), students learn:

1. How to use common English phrases in daily life
2. Basic grammar rules through conversations

Students practice:

- Asking and answering questions for different situations
- Giving orders or making requests using 2-3 sentences
- Talking about their daily routines or habits
- Explaining why they like something
- Talking about future or past events

To make learning fun:

- Popular pop songs or cartoons might be used instead of chants or dances

- Teachers might use more technology in class (called "edutech")
- *Note: The next chapter will explain more about using technology in English classes.

This way of learning helps students use English in real-life situations and prepares them for more advanced study.

1) 5th Grade Scope and Sequence

Students do not learn grammar terms, but they practice sentences like statements and questions. They also learn how 'be' verbs or regular verbs change in sentences. By looking at example sentences, they make 4 to 5 sentences on their own, which makes the learning a bit harder than for the 3rd to 4th grade group.

Unit (Subject)	Key Expressions/ Target Languages	Words(vocabulary)
1. How's It Going? (Greeting)	How's it going? I'm great. How about you? I'm good.	Very well. Not bad./ Not so good.
2. Where Are You From? (Country)	Where are you from? I'm from Australia.	Brazil, Canada, China, France, Korea, the U.K, the U.S.A
3. Whose Cap Is This? (Possession)	Whose book is this? It's Minsu's. Is this yours? Yes, it's mine. Thanks. No, it's not mine. It's my sister's.	bicycle, camera, cap, eraser, painting, pencil, umbrella, watch mine, yours, his, hers brother's, dad's, sister's
4. My Favorite Subject Is English (Subjects)	What's your favorite subject? My Favorite Subject Is English.	book, food, movie, song art, Korean, music, math, P.E, science, social studies
5. Please, Try Some (Order)	May I take your order? Yes, please. I'd like pizza. It looks delicious. Please, try some steak. How's the steak?	cookies, hot cakes, kimchi, lemon, noodles, spaghetti, steak good, hot, salty, sour, sweet

	<p>It's delicious. Do you want some more? Yes. please.</p>	
<p>6. How Much Are These Shoes? (Shopping)</p>	<p>May I help you? I'm looking for pants. How much are these pants? They are fifty thousand won. I will take them.</p> <p>Where are the socks? They are on the second shelf. What color do you want? I want brown one. How about these? They are expensive/ cheap.</p>	<p>dress, glasses, gloves, hat, jacket, jeans, shoes, skirt, socks, T-shirt</p>
<p>7. What Will You Do This Summer? (Future Tense)</p>	<p>What will you do this summer? I will join a book club. Sounds great/ fun/ good.</p>	<p>Days of the week this weekend, tomorrow watch a movie go swimming/ go to the swimming pool make a toy car make cookies for my mom play soccer/ badminton read many books ride my bike visit France/ grandparents</p>
<p>8. I Visited My Uncle in Africa. (Past Tense)</p>	<p>What did you do last summer? I visited my grandparents. That sounds great.</p> <p>How was your vacation? It was fun/ interesting/ good.</p>	<p>after lunch, last vacation, last week, yesterday</p> <p>am, is, are – was, were buy – bought, clean – cleaned do – did, eat – ate go – went, have – had help – helped, make - made play – played, read – read swim – swam , take – took visit – visited , watch – watched</p> <p>cleaned my room read books took some pictures went to the beach</p>
<p>9. She Has Long Curly Hair (Appearance)</p>	<p>What does she look like? She has long curly hair. She is wearing blue T-shirt. Is your brother wearing yellow T-shirt? Yes, he is./ No, he isn't.</p>	<p>colors + clothes (ex. green pants, pink dress)</p> <p>big eyes, short straight hair short, tall, wear glasses/ shorts</p>
<p>10. Where Is The</p>	<p>Excuse me.</p>	<p>bakery, bank, hospital, market, museum,</p>

Library? (Direction)	Where is the library? Go straight three blocks and turn left/right at the city hall. It's next to the hospital. It's on your left. Thank you. No problem.	park, restaurant, school behind, between A and B, in front of
11. Is Jenny There? (Calling)	Hello, this is Minho. Is Jenny there? May I speak to Jenny? It's Jenny. Speaking. Let go skating. Can you go with me? Great. Sorry, I can't.	go camping/ fishing/ hiking/ skating/ swimming go to the park, have a sleepover, ride a bike
12. What Time Do You Get Up? (Daily Routine)	What time do you get up? I get up 7:30. Same here.	Cardinal number 1~60(or 100) do my homework, get home, get up/ wake, go to bed, go to school, have/eat breakfast/ lunch, play soccer, read books, take a walk
13. There Is A Stove In the Kitchen (House)	Where are you? Where is he/she? He/She's in the kitchen. What's in the living room? There's a sofa.	bathroom, bedroom, living room bath, bed, sink,
14. What Do You Do in Your Free Time? (Activities)	What do you do in your free time? I usually exercise. Good for you.	draw a picture, go camping, grow vegetables, play baseball, play phone games, play the violin, walk with dog, ride a bike, watch TV

2) 6th Grade Scope and Sequence

Students learn slightly longer sentences and more grammar compared to 5th graders. They write about simple topics using words and sentences they learned from 3rd to 5th grade.

Unit (Subject)	Key Expressions/ Target Languages	Words(vocabulary)
1. What Grade Are You In? (Ordinal Number)	What grade are you in? I'm in the 6th grade. What club are you in?	Ordinal number 1 st ~ 6 th art, cooking, dance, eco,

	<p>I'm in the baseball club. I want to join baseball club. Are you in the 6th grade? yes, I am./ No, I'm not. Where is your classroom? It's on the 2nd floor.</p>	<p>movie, reading,</p>
<p>2. What's Wrong? (Sickness, Advise)</p>	<p>What's wrong? I have a headache. That's too bad. Go (to) see a doctor Take some medicine Drink warm water. Get some rest./ Go to bed early.</p>	<p>cold, cough, fever, runny nose, stomachache, toothache</p>
<p>3. Do You Know Anything About Hanbok? (Korean culture)</p>	<p>Do you know about hanok? Yes, I do. No, I don't. It's traditional Korean house. It's matryoshika. What did you say? I said matryoshika.</p>	<p>flamenco(Spanish dance) hanbok(Korean cloth) hula(Hawaii dance) mariachi(Mexico music) matryoshka(Russian doll) minhwa(Korean painting)</p>
<p>4. I'd Like Spaghetti, please (Taste)</p>	<p>What would you like? I'd like spaghetti, please. Would you like anything to drink? I'd like a bottle of water. How's your food? It's spicy.</p>	<p>curry, fish, fried rice, lemonade, potato chips, salad, steak delicious, salty, sour, sweet, yummy</p>
<p>5. How Can I Get to the Museum? (Location)</p>	<p>Excuse me? How can I get to the airport? I want to go to a museum? Take Bus Number 9. Thank you. Take subway Line 2. Get off at Gran park. No problem.</p>	<p>post office, library, book store, hospital subway station, park, bank, bus stop, museum</p>
<p>6. I Wash My Hands Eleven Times a Day (Frequencies, Habits)</p>	<p>How often do you exercise? I exercise three times a week.</p>	<p>Frequency number brush tooth, clean, have breakfast use phone, wash hands a day, a month, a year, everyday, more</p>

<p>7. I'm Going to Watch a Movie (Future Plan)</p>	<p>What are you going to do summer vacation? I'm going to go on a trip to Busan. What are you going to do there? I'm going to go swimming. That's a good plan. How about you? I'm going to feed dogs.</p>	<p>do taekwondo, feed the dogs, go on a trip / picnic, go swimming, go to a concert, plant flowers, visit my grandparents watch a movie</p>
<p>8. How Was Your Vacation? (Past Experience)</p>	<p>How was your vacation? It was fun. I went to Jeju-do. Really? What did you do there? I rode a horse and ate some pork. How about you? It was boring. I stayed at home all day long. Oh, that's too bad. What did you do last night? I studied English for the test. It was hard.</p>	<p>buy – bought, catch – caught, do – did, eat – ate, go – went, play –played, read – read, ride – rode, stay – stayed, study – studied, travel – traveled, visit – visited</p>
<p>9. When is Your Birthday? (Holiday)</p>	<p>When is your birthday? It's March 27th.</p>	<p>Months a year(Jan.~Dec.) Ordinal number 1st~31st Earth day, field trip, movie day, piano concert, sports day, talent show</p>
<p>10. How about Saving Water? (Suggestions)</p>	<p>These are plastic bottles. How about reusing plastic bottles? We can save the energy. Sounds good. We can walk to school instead of using a car, too. We should throw away all the trash in the bin. We can reuse some clothing.</p>	<p>plant a tree/strawberry recycle paper/cans save the water turn off the light</p>
<p>11. The Pencil Is Longer than the Ruler</p>	<p>Which is longer than pencil or the ruler? The pencil is longer than the ruler.</p>	<p>big – bigger, fast – faster heavy – heavier, light – lighter long – longer, strong – stronger</p>

(Comparatives)	The ruler is shorter than the pencil.	tall – taller
12. My Favorite Season is Autumn (Month)	Look at the clear blue sky. I like fall because the weather is really cool. Yes, it's a nice season. What is your favorite season? My favorite season is spring because I'm very excited to start the new school year.	spring, summer, fall/autumn, winter because (of), weather go swimming/ skiing, make a snowman, see colorful leaves, see the clear blue sky
13. You Should Wear Your Seatbelt (Command)	Hurry up! It's green. Oh, no. You should use the crosswalk. Okay. Let's go.	look left and right, line up and get on the bus, stop at the red light, use the crosswalk, wear the helmet, wear your seatbelt
14. I Want to Be a Cook (Occupation)	What do you want to be? I want to be a painter. I like to draw pictures. How about you? I want to be a cook? Do you like cooking? Yes, I do. I cooked pizza for you. Oh, thank you. You're welcome.	dream astronaut, cook/chef, designer, driver, engineer, musician, scientist, YouTuber/creator, zookeeper

As mentioned earlier, the textbooks used in class may vary depending on the publisher. Additionally, students' levels and interests can differ from school to school, so lessons should be planned according to each school's situation. For 3rd and 4th graders, classes are held twice a week, with each unit consisting of 4 basic lessons. For 5th and 6th graders, classes are held three times a week, and each unit has 6 basic lessons. The length of lessons may change depending on how difficult the content is. In the next chapter, we will look at the actual class structure and activities that can be used.

III.

UNDERSTANDING ELEMENTARY ENGLISH CLASSES

1.

English Class Using Educational Technology

A. The Necessity and Purpose of Educational Technology in English Education

In elementary education, educational technology is gaining recognition as a crucial tool that integrates technology and education to revolutionize students' learning experiences. Particularly in the English curriculum, where language is a key tool, educational technology can play a vital role in improving the efficiency of language learning and increasing student engagement.

- The Necessity of Educational Technology in Elementary Education -

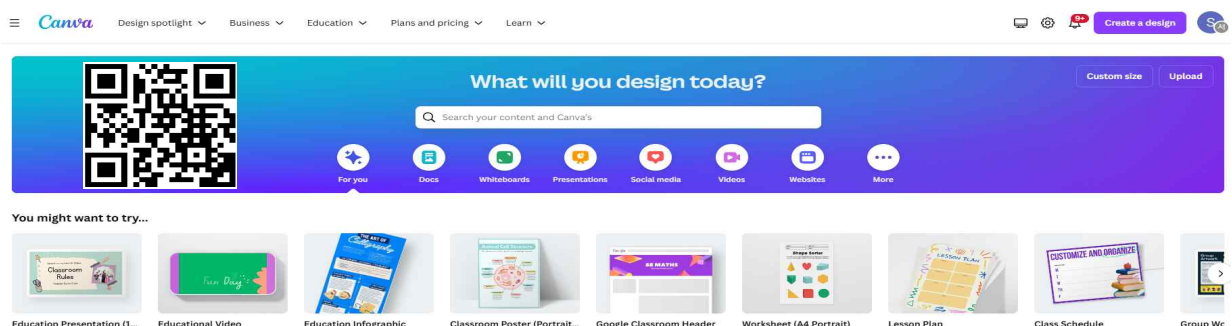
- Motivation Enhancement: Provides students with new and engaging learning experiences through technological tools, thereby increasing their motivation to learn.
- Personalized Learning: Maximizes learning efficiency by offering tailored learning paths based on each student's individual level and pace.
- Increased Engagement and Interaction: Creates an interactive learning environment that encourages active participation and helps students build knowledge.
- Feedback Provision: Utilizes technology to monitor students' learning progress in real-time and provide individualized feedback to improve learning outcomes.

- The Purpose of Educational Technology in Elementary Education -

- Development of Language Skills: Enhances students' linguistic abilities by promoting vocabulary acquisition and grammar comprehension in English.
- Strengthening of Self-Expression Skills: Fosters students' ability to express their thoughts and emotions effectively in English.
- Development of Creative Thinking and Problem-Solving Skills: Cultivates students' creative thinking and problem-solving abilities through various educational technology tools.
- Improvement of Teaching Efficiency and Systematic Analysis and Assessment of Learning Outcomes: Provides necessary educational support for students, allowing them to gain a clearer understanding of their learning processes and make improvements accordingly.

B. Example of Using Educational Technology (Canva) in the English Classes

1) What is Canva?





Canva is an online graphic design tool that helps anyone create professional designs with ease. Using simple drag-and-drop functionality, users can utilize various templates and design elements to create posters, presentations, social media content, business cards, and more. Canva provides an intuitive user interface and a vast library of free resources (images, icons, fonts, etc.), making it easy to use even for those without prior design experience. Additionally, its collaboration features allow team members to work together, making it useful across various fields such as education, business, and personal projects. In particular, Canva is highly beneficial in educational settings, as it helps students learn creative expression and create their own work. Being web-based, it can be accessed

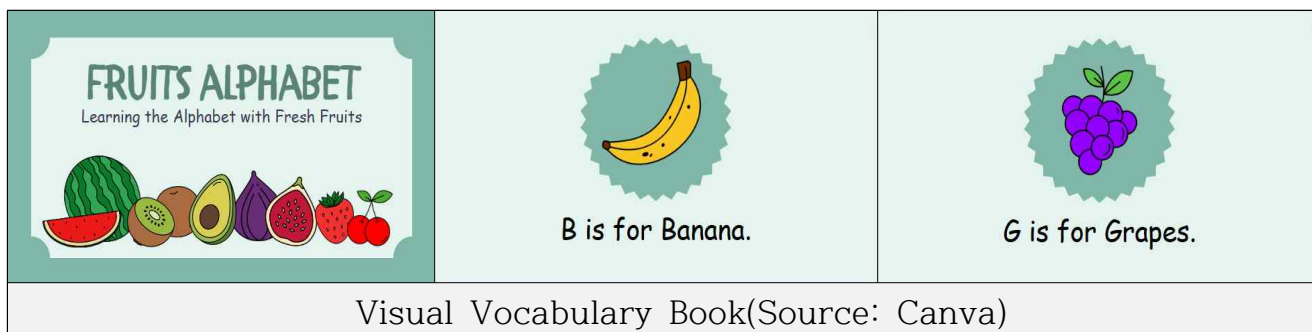
anytime and anywhere, making it easy to use for elementary school students as well.

2) Class Example Using Canva


① Example of Using Canva for 3rd Grade Elementary Students

<p>(1) Creating a Visual Vocabulary Book (Alphabet)</p>	
<p>Purpose: Students will visually memorize English vocabulary and learn how to use it, along with pronunciation.</p> <p>Activity: Each student creates their own visual vocabulary book using Canva. For example, under the theme of "Fruits," they will insert images of each fruit along with its English name.</p>	<p>Vocabulary Book QR</p>


<p>(2) Creating a Simple Introduction Book (My name is~~.)</p>	
<p>Purpose: To build students' confidence in using the language by creating simple stories in English.</p> <p>Activity: Students use Canva's story templates to visually represent a given theme or story and add simple English sentences to each scene.</p>	<p>Story QR</p>



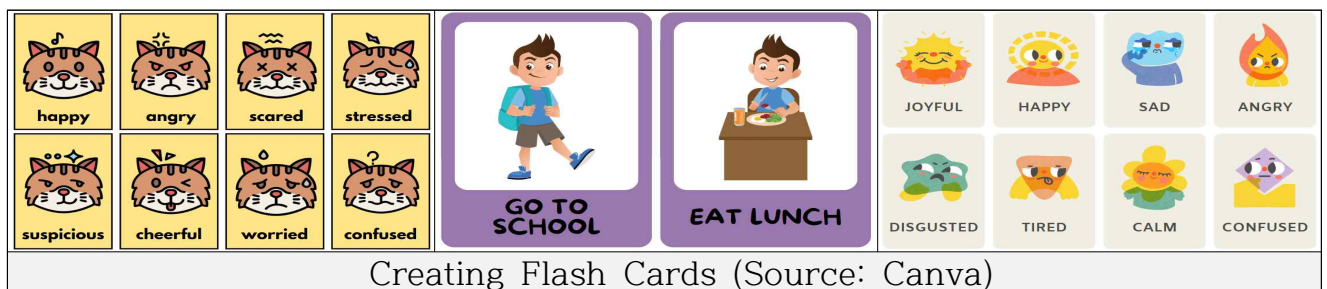
② Example of Using Canva for 4th Grade Elementary Students

<p>(1) Creating Flash Cards (How are you feeling?)</p>	
<p>Purpose: To help students learn to collaborate, think creatively, and improve their English expression skills related to the topic.</p> <p>Activity: Students are divided into groups and use Canva to design flashcards based on their exploration of the topic. They add English phrases to a poster as part of their presentation preparation.</p>	

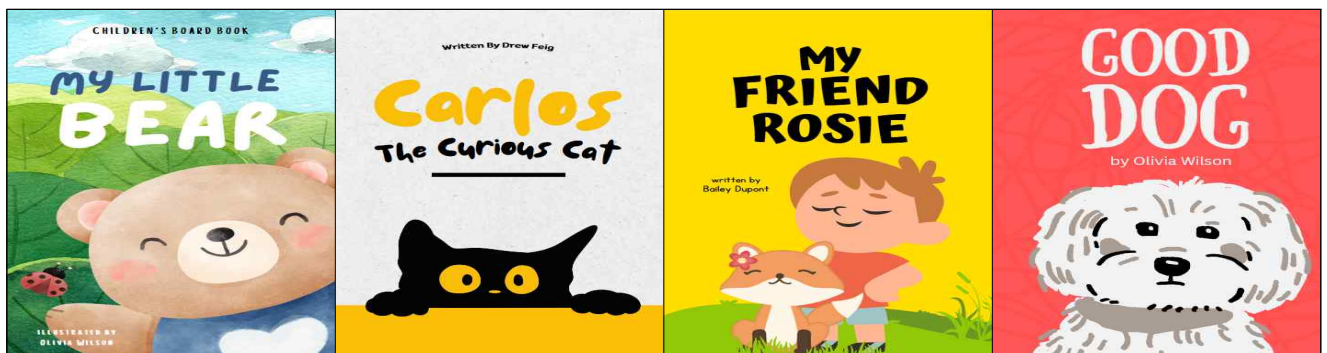
Flash Cards QR

<p>(2) Creating a Book Cover</p>	
<p>Purpose: To create a book cover for a book they have read and write a brief summary and review in English, enhancing their sentence construction and grammar skills.</p> <p>Activity: Each student designs a book cover for the book they have read using Canva. They include a brief summary, describe their favorite scene, and explain why they recommend the book, using simple English sentences.</p>	

A Book Cover QR





Creating Flash Cards (Source: Canva)

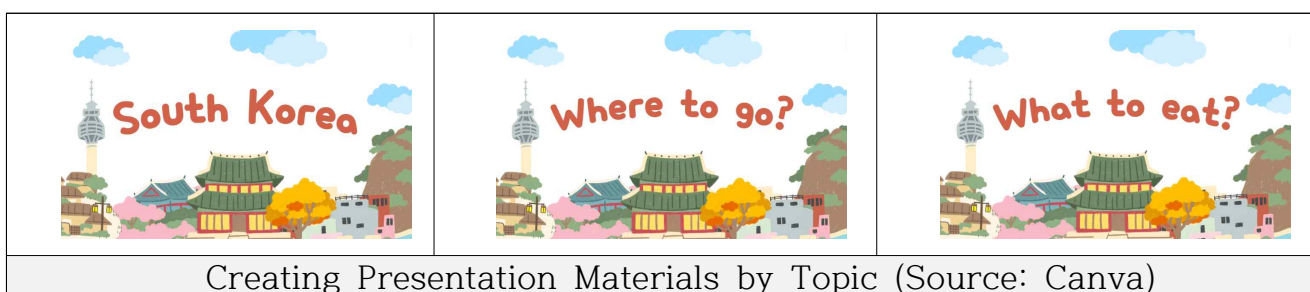


Creating a Book Cover (Source: Canva)


③ Example of Using Canva for 5th Grade Elementary Students


<p>(1) Creating Presentation Materials by Topic</p>	
<p>Purpose: To help students conduct in-depth research on a topic, prepare structured presentations, and develop the ability to effectively communicate their thoughts in English.</p> <p>Activity: Each student creates presentation materials for their chosen topic using Canva. They organize the main points visually and add English descriptions for each point. They can also create flashcards for key concepts.</p>	
<p>PPT QR</p>	

<p>(2) Describing My Daily Schedule</p>	
<p>Purpose: To help students organize their daily routine by time and develop the ability to visually express it using English vocabulary.</p> <p>Activity: Students use Canva templates to describe their schedule in various formats and add images. Each student includes sentences in English to explain their creative ideas.</p>	
<p>Schedule QR</p>	



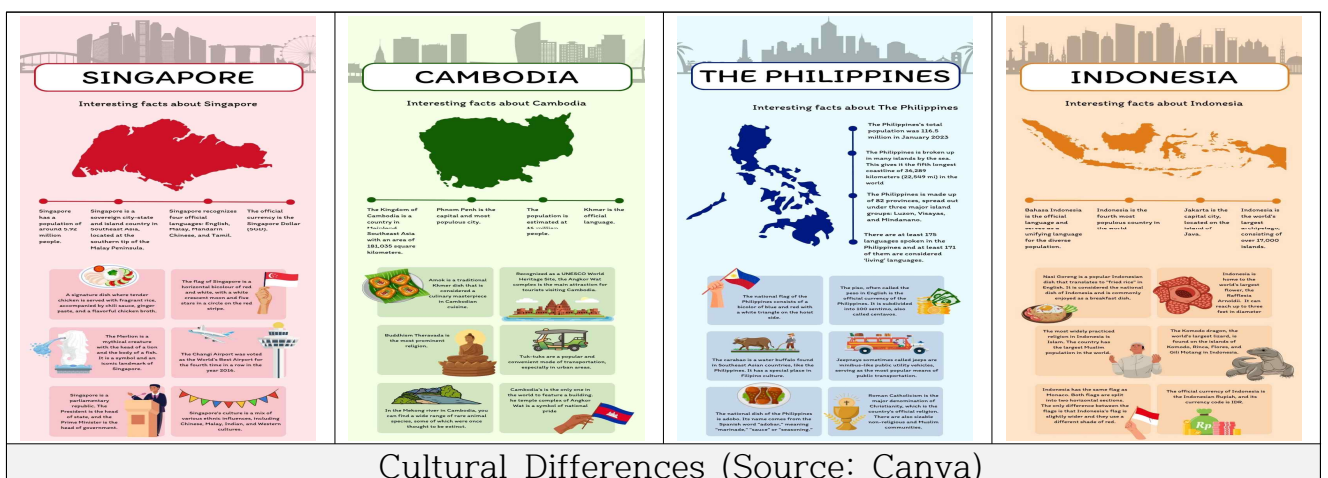
④ Example of Using Canva for 6th Grade Elementary Students

(1) Creating a Project Portfolio		
<p>Purpose: To help students conduct in-depth research on a topic and develop the ability to present and discuss their arguments in English persuasively.</p> <p>Activity: Students use Canva to design a portfolio that includes the project's objectives, research methods, and a summary of the results. Each section is visually structured, and English sentences are added to explain the content.</p>		

(2) Cultural Differences		
<p>Purpose: To explain diverse cultures, visually represent key concepts for easier understanding, and improve the ability to explain them in English.</p> <p>Activity: Students use Canva to create infographics that summarize the content learned in class. They add concise English sentences to explain each key concept, along with illustrations.</p>		



Creating a Project Portfolio(Topic: Environment (Source: Canva)



Cultural Differences (Source: Canva)

C. Effectiveness of Using Educational Technology in English Classes

Lessons using Canva help students develop creative thinking and problem-solving skills. As a visual learning tool, Canva assists students in understanding and remembering the content more easily. By creating posters, infographics, and presentations that combine text and images, students can visualize complex concepts and enhance their learning motivation through creative expression. Moreover, Canva's intuitive and easy-to-use interface encourages students to create their own learning materials, promoting self-directed learning. The goal of using Canva in lessons is to foster students' creativity and collaboration while effectively conveying and understanding the learning content. This approach enables students to take an active role in the learning process and develop practical problem-solving skills that can be applied in real-life situations.

2.

Integrated English Teaching

English is currently the most widely used language internationally, serving as a primary means of communication among people from diverse linguistic and cultural backgrounds. English education aims to cultivate students' English communication skills, equipping them with the fundamental competencies and adaptability to proactively respond to social changes brought about by digital transformation, climate change, and environmental disasters.

Communicating in English means acquiring various forms of information expressed in English within real-life contexts connected to students' lives, freely and creatively expressing their thoughts and feelings in English, and collaboratively interacting with members of the English-speaking community.

In school English education, teaching and learning methods are planned and implemented to provide students with as many opportunities as possible to use English in real-life contexts. To align with the shift towards a digital and artificial intelligence-based education environment, various media materials and information and communication technologies are utilized in teaching and learning, and teaching, learning, and assessment activities are organically linked to maximize learning efficiency.

Excerpt from the 'Nature' section of the 2022 Revised Elementary School English Curriculum"

Integrated learning is an educational approach that connects various academic disciplines to cultivate new knowledge and problem-solving abilities, rather than simply listing the contents of multiple subjects. The characteristics of integrated learning include breaking down interdisciplinary boundaries by combining knowledge from different subjects, engaging in problem-based learning that utilizes diverse knowledge and skills to solve real-life problems, fostering creativity by looking at problems from various perspectives and seeking solutions, and emphasizing collaborative learning where students work together to solve problems and share insights.

The goals of integrated learning are as follows:

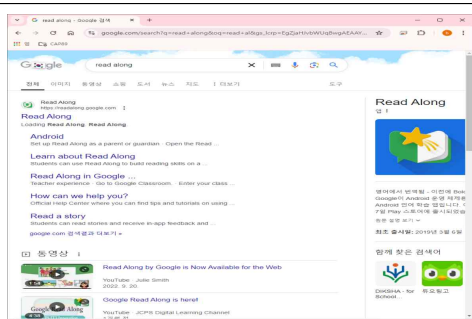
- Integration of knowledge: Constructing a connected knowledge system rather than fragmented knowledge.
- Fostering creativity: Cultivating the ability to generate new ideas and solve problems.
- Improving problem-solving skills: Cultivating the ability to analyze and solve complex problems.
- Promoting cooperation: Educating students to work together and achieve common goals.

Integrated learning in elementary English education is a type of instruction that combines English and other subjects to explore and apply knowledge in new ways, thereby developing problem-solving skills. Through this process, students can acquire various information expressed in English, creatively express their thoughts and feelings in English, and gain experience interacting collaboratively with other students. Examples of integrated learning applicable to elementary schools will be presented, categorized into reading, speaking, and writing.

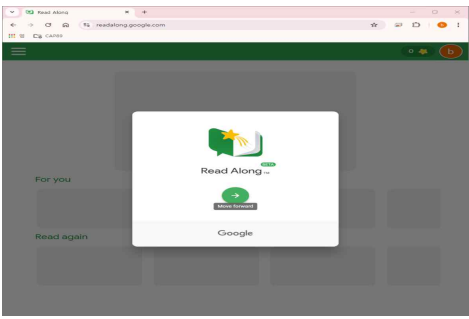
A. Reading Class Example

An example of integrated reading is "Read Along." Read Along is a beta service provided by Google that helps students enjoy reading English books by offering books on various topics that match students' levels. It also assesses students' English reading ability through voice recognition and provides support for practice at the appropriate level.

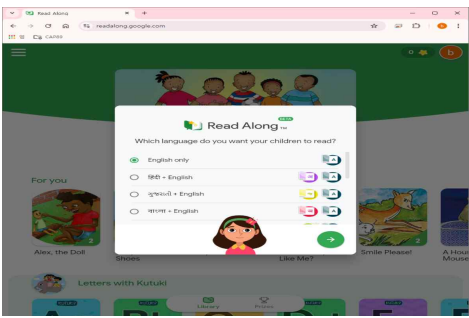
1) Starting Read Along



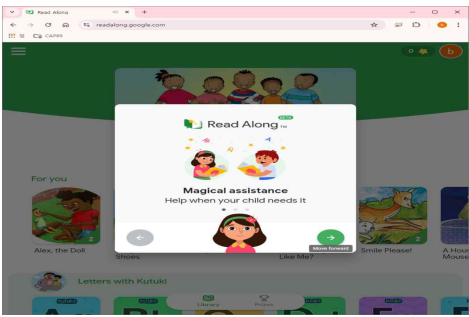
- Search 'Read Along' or type <https://readalong.google.com>



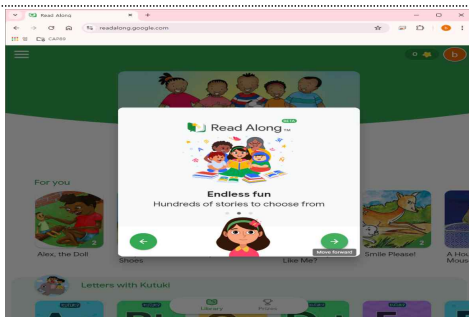
- Select 'Move forward'



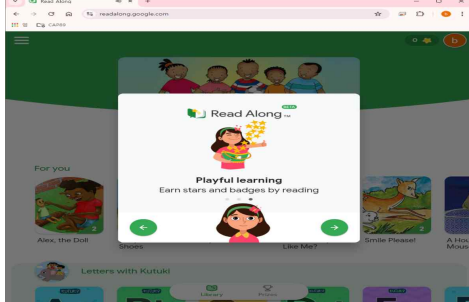
- Choose 'English only'



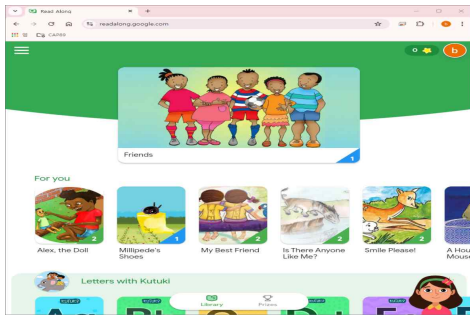
- Click 'Move forward'



- 'Choose Move forward'



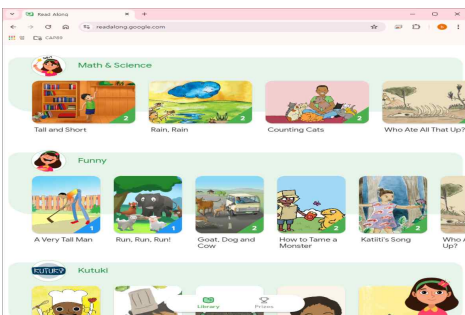
- Click 'Move forward'



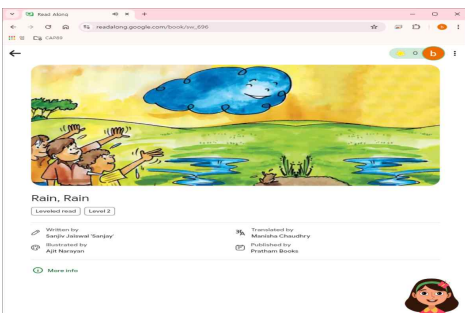
- Completed.

2) Lesson with Read Along

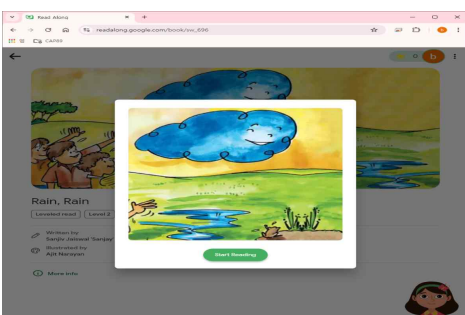
We can integrate students' English reading skills with the science unit "Living Things and the Environment," focusing on "water" as a non-living component of an ecosystem.



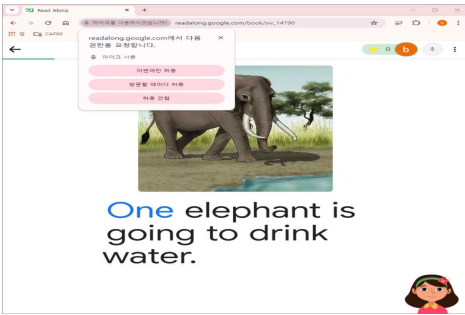
1. Move to 'Math and Science' section
2. Choose 'Rain, Rain'



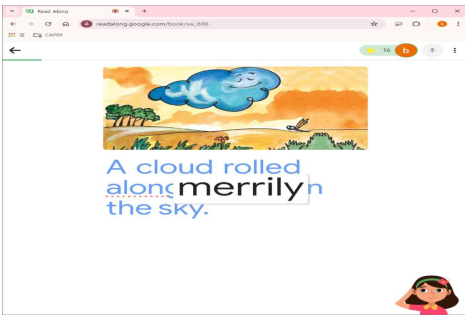
- Introduction about the book



- Start reading by clicking 'Start Reading'



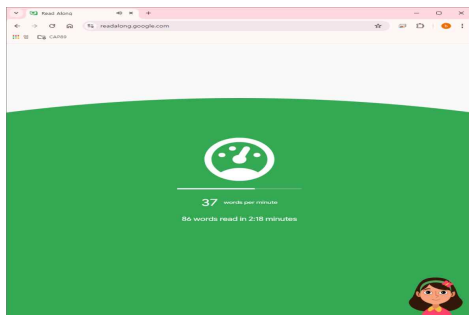
- You need to allow microphone access by selecting "Allow every time you use this app" to enable the app to recognize the student's reading voice.



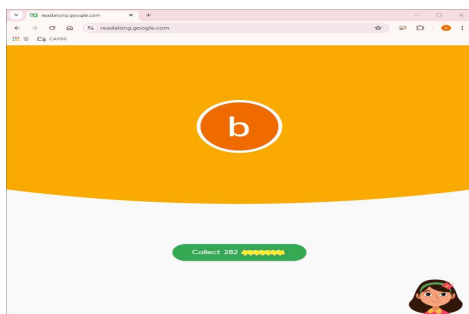
- The computer recognizes the student's reading aloud and progresses accordingly.
- When the student clicks on an unknown word, the computer reads it aloud. If the student has difficulty reading a word, they are encouraged to read it again

3) Other Menus of Read Along

Read Along offers various features to encourage students to engage in reading activities with interest



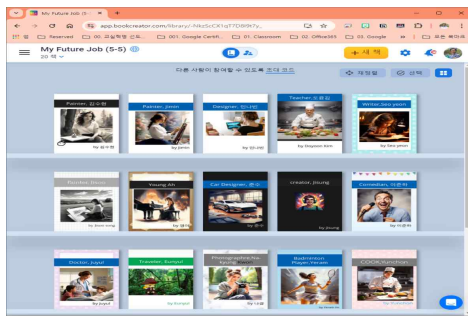
- Provides a summary of learning results.



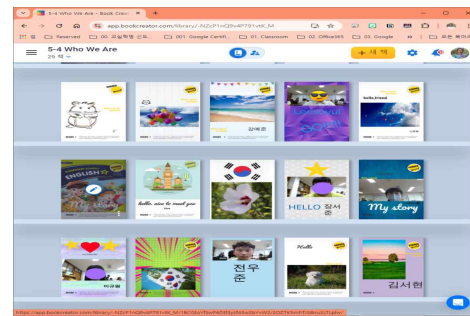
- Shows rewards (stars) earned for completing learning tasks

B. Cases of Speaking and Writing Instruction

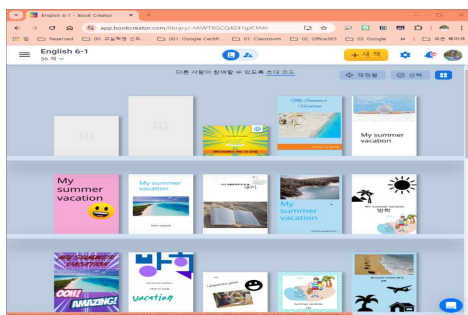
Speaking and writing are the most efficient activities for students to practice the expressions they have learned in English. This case study presents an integrated approach using the Book Creator app to combine English language speaking and writing with Home Economics class on 'Various Occupations,' creative experiences such as 'Introducing Myself,' 'Sharing Summer Vacation Activities,' and 'Reviewing the First Semester'.



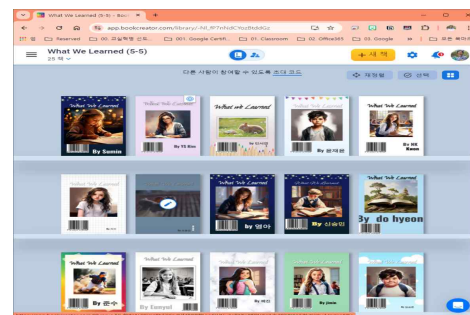
My Future Job



Who We Are



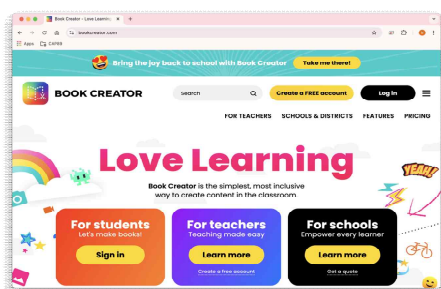
My Summer Vacation



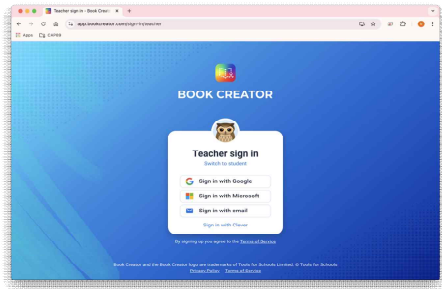
What We Learned

Book Creator is a free app that allows you to create up to 40 books in one library. To create multiple libraries, you need to purchase a paid version or obtain a license through Google Trainer certification.

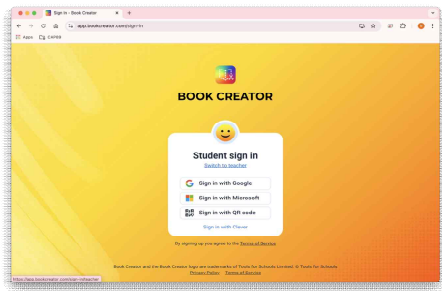
1) Sign Up on Book Creator



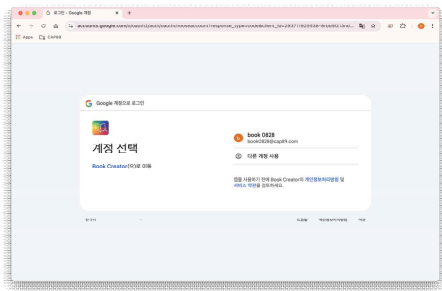
- Search for 'Book Creator' or connect to <https://bookcreator.com>



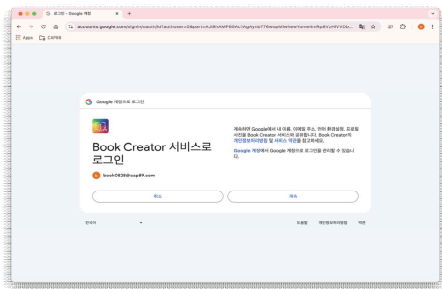
- Teachers should log in using the "Teacher sign in" option. Students should select the "Switch to student" option
- To sign up, choose "Sign in with Google" to use your Google account. You can also sign up using a Microsoft account or your personal email address



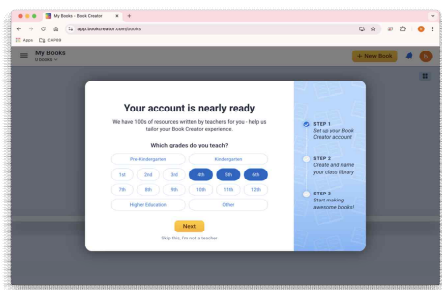
- For the students use 'Students sign in'



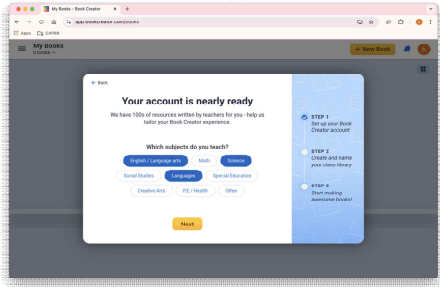
- Choose your Google account



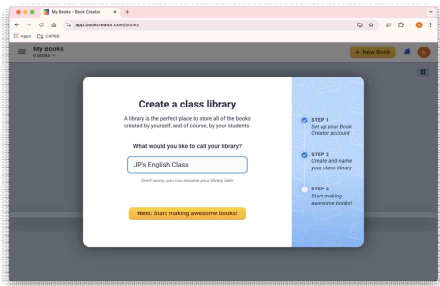
- Verify Your Google Account
- Choose 'Continue' to go on



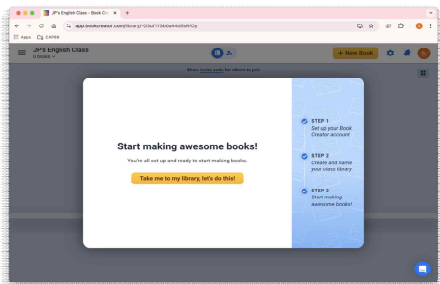
- Choose your grades
- You can choose more than 2 grades



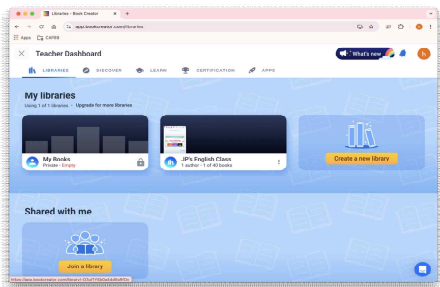
- Choose your subject
- You can choose more than 2 subjects



- Name your library



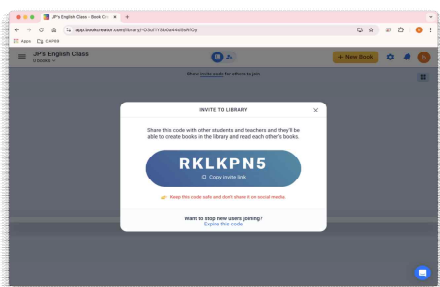
- Complete making your library
- Choose 'Take me to my library, let's do this!'



- Your library

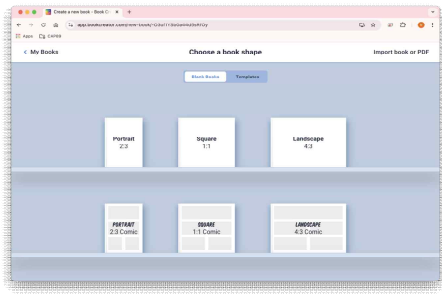
2) Invite your students to library

After creating a library, students can be added by sharing an invitation link or using an invitation code.

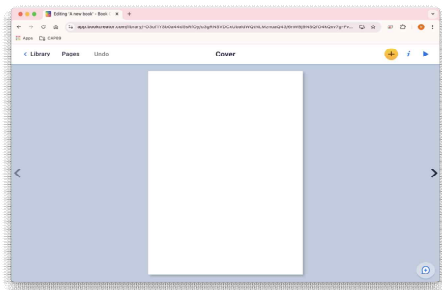


- Share your library code to your students
- Copy invite link and share it to your students

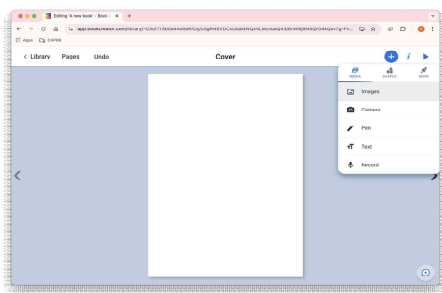
3) Making Books



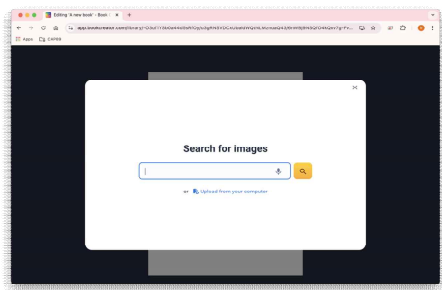
- Choose 'New Book' on the top of right



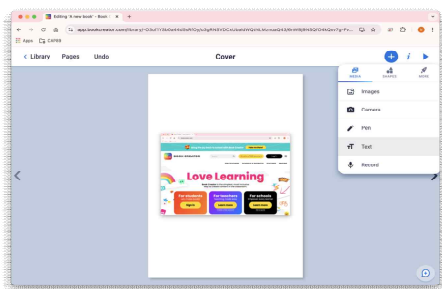
- Make a cover



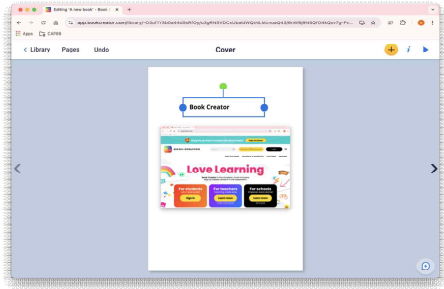
- Choose '+' and 'Images' to insert image



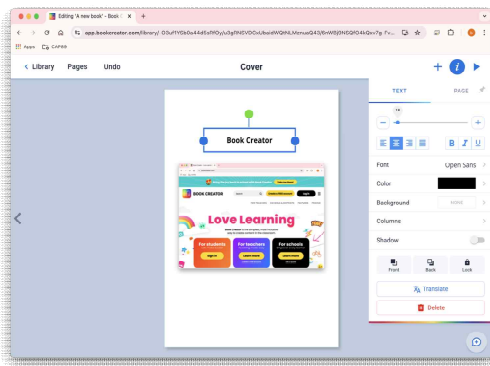
- Search image what you want to insert
- You can upload on your computer, also



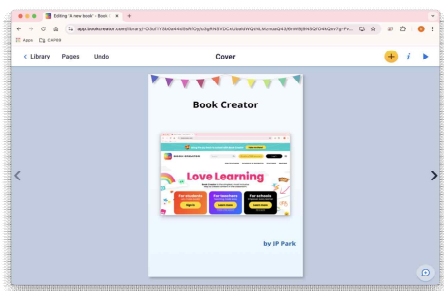
- Choose '+' and 'Text' to insert text



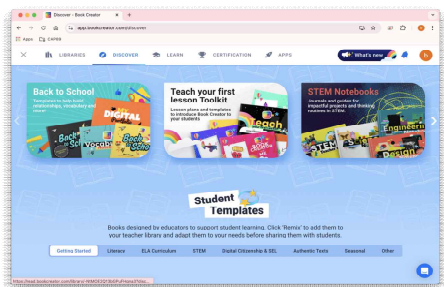
- You can change the size, colors, attribute of the texts with 'i' icon



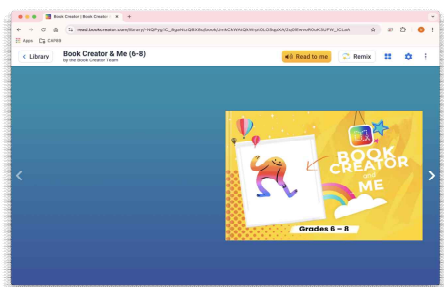
- Center-aligned example



- You can change the page properties by clicking on the 'i' icon, even if nothing is selected.
- Image of the page with a changed background



- You can find various books on 'DISCOVER' menu



- With the original author's permission, you can copy, edit, and use the book using the 'Remix' function

3.

COOPERATIVE TEACHING WITH NET

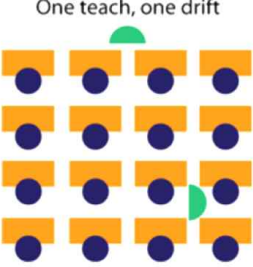
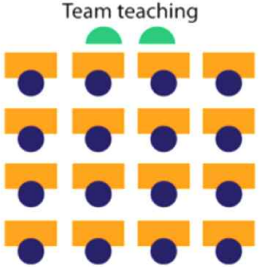
A. The Importance of Cooperative Teaching:

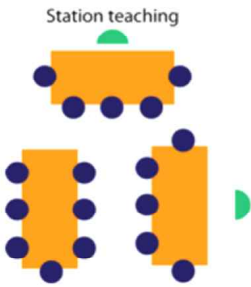
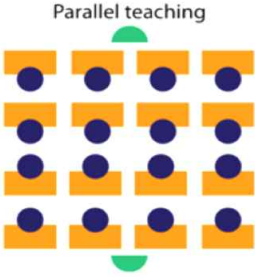

Cooperative teaching between native-speaking teachers and Korean teachers in the field of English education in Korean elementary schools can have a great effect on students' English proficiency and interest. By utilizing both teachers' advantages, they can provide various activities and customized lessons tailored to students' individual levels. Also, teachers have opportunities to learn and grow from each other through cooperative teaching.

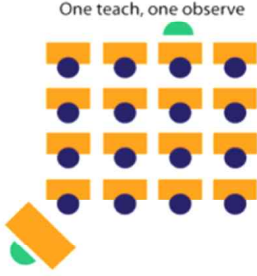
B. Strategies for Successful Cooperative Teaching:

- 1) Goals and Role Distribution: Set a specific goal before the lesson together. Clearly distribute each teacher's role, considering their strengths to achieve the lesson goal.
- 2) Communication and Cooperation: Continue to communicate and cooperate with each other in all lesson stages (from lesson planning to assessment). Respect each other's opinions and find solutions together when problems arise.
- 3) Use Various Activities: Engage students and increase their interest by using various activities such as games, role plays, discussions, and projects. It is also important to provide customized activities at the students' levels.
- 4) Promote Understanding of Cultural Diversity: Foster an appreciation for cultural diversity around the world. Through this, students can develop an attitude of respecting not only their own culture but also those of others.

C. 6 Types of Cooperative Teaching

Types	Methods	Note
<p>One teach, One drift</p> 	<ul style="list-style-type: none"> ▶ Teacher A takes the lead from in front. Teacher B provides assistance in guiding students on a circuit with minimal disruption to Teacher A. ▶ Teacher B can help students by speaking slowly again (repetition), change into the easier vocabularies (paraphrasing), or directly showing (modeling). 	<p>It's easy to plan the lesson.</p>
<p>Team teaching</p> 	<ul style="list-style-type: none"> ▶ Teach a class together while splitting the teaching load on a ratio as close to 50:50 as possible. ▶ sometimes It's referred to as 'Tag teaching', implying instructions between teachers transitions smoothly without break, or 'shared teaching' meaning the teachers share the instruction time for the lesson together. ▶ [Example] <ul style="list-style-type: none"> ▶ Greetings, Daily routine: together ▶ review, motivation, suggesting learning goals and activities: Teacher A ▶ Activity 1: TeacherB/Assistant: TeacherA ▶ Activity 2: TeacherA/Assistant: TeacherB ▶ Assessment, review: Teacher A ▶ Homework, preview: Teacher B 	<p>Assistant means circuit guidance and any help, etc.</p>

<p>Station teaching</p>  <p>The diagram shows three distinct groups of students, each represented by blue dots. Each group is positioned around a yellow rectangular table. The groups are arranged in a triangular pattern: one at the top, one at the bottom left, and one at the bottom right. A green semi-circle is positioned above the top group, and another green semi-circle is to the right of the bottom-right group.</p>	<ul style="list-style-type: none"> ▶ The class is divided into groups. Teacher A and B are responsible for different stations and students rotate between the stations. ▶ It is a good idea to include independent activities that student can do alone for station C. 	<p>It's called as circular learning.</p>
<p>Parallel teaching</p>  <p>The diagram shows a grid of 12 blue dots arranged in 3 rows and 4 columns. There are two yellow rectangular tables, one at the top and one at the bottom. A green semi-circle is positioned above the top table, and another green semi-circle is below the bottom table.</p>	<ul style="list-style-type: none"> ▶ The class is divided into 2 sections and both teachers teach the same thing at the same time. ▶ There are more opportunities for each students to interact with teachers. ▶ There are some activities such as 'ask and answer', 'take turns speaking', talk cumulatively like 'snowball game', 'survey', and so on. 	
<p>Alternative teaching</p>  <p>The diagram shows a group of 12 blue dots arranged in 3 rows and 4 columns. There are two yellow rectangular tables, one at the top and one at the bottom. A green semi-circle is positioned above the top table, and another green semi-circle is below the bottom table.</p>	<ul style="list-style-type: none"> ▶ We use this when there are some students who need special attention, and/or lack concentration or cognitive ability. ▶ teacher B teaches a few students at the back of the class based on the students' level while teacher A teaches the majority of students the normal curriculum. 	<p>Lessons at the different students' level are available.</p>

<p style="text-align: center;">One teach, one observe</p> 	<ul style="list-style-type: none"> ▶ While Teacher A teaches, Teacher B observes students from the back of the classroom with the specific focus in mind. ▶ For example, the teachers may decide ahead of time to observe the students' attitude during presentation and their concentration level. During the class, one teacher will proceed to teaching the class as normal while the other will observe and keep a record based on the agreed upon points. ▶ After class, the two teachers analyze the students' behavior using the observation records and discuss possible solution or alternatives. 	<p>Change the seats.</p> <p>Adjusting the Difficulty of Activities</p> <p>Monitoring specific students (mainly in the lower levels)</p>
--	---	---

D. An Example of a Cooperative Teaching Lesson Plan

English Lesson Plan (Example)

By Teacher Min Kyung-jin, Grace Cho in Gochon Elementary School

Unit	5. MY FAVORITE SUBJECT IS MUSIC	Subject	English	Period	2/4
Topic	Asking and answering your favorite subject	Date	2024.5.7.(Tue) 6 th Period		
Objective	You can ask and answer questions about favorite subject and learn key words and expressions relate to favorite activities.				
Meterials	PPT, handout, textbook, flashcards				
Place	(4 th floor) English room	Teacher	Mrs G & Kim / Co-teaching		

Procedure	Teaching-Learning Activities	Time	Tips
Introduction	<ul style="list-style-type: none"> ■ Greetings <ul style="list-style-type: none"> ▷ Warm up song -What's your favorite subject? ■ Motivation Video Clip & Q&A ■ Today's Lesson Objectives 	5'	<ul style="list-style-type: none"> ·PPT ·Video Clip ·PPT
Development	<ul style="list-style-type: none"> ■ Key expressions & Vocabularies <ul style="list-style-type: none"> ▷ Warm up song -What's your favorite subject? -My favorite subject is <u>music</u>. -I like <u>singing songs</u>. ■ Look and Say the motion ■ [Activity 1] Listen and Snatch Card Game (Pair Work) <ul style="list-style-type: none"> -When teacher says the expression about school subjects, then students snatch the matching card quickly to get points. ■ [Activity 2] Evolution Game (Individual Work) <ul style="list-style-type: none"> -Students ask and answer questions about their favorite school subject with the same level students to reach the top level (Level 1-7) to win the game. 	8'	·PPT
		7'	·TPR
		8'	·School Subject Flash cards
		7'	·PPT ·Timer
Closing	<ul style="list-style-type: none"> ■ Review today's lesson <ul style="list-style-type: none"> -What's your favorite subject? -My favorite subject is ____./ I like_____. ■ AI Song Time <ul style="list-style-type: none"> ▷ Review song ■ [Activity 3] Noonchi Game (Speed & Timing) (Individual Work) <ul style="list-style-type: none"> A Speaking game using key words and expressions learned in class. ■ Preview the next class <ul style="list-style-type: none"> -We'll do some reading and writing activities. 	5'	·PPT

Descriptions by activities

■ Motivation Video Clip & Q&A

Watch a short video clip and ask & answer using the key expressions.

ex) My favorite car/food/movie is...

Know that today's key expressions are 'Favorite', 'Subject'.

■ Look and Say the motion

1. Touch your head/shoulders/knees.

What's your: Touch your head

Favorite: Touch your shoulders

Subject: Touch your knees

2. Say as much as the teacher clapped.

My / favorite/ subject / is / (P.E).

■[Activity 1] Listen and Snatch Card Game(Pair Work)

1. Have 4 cards on your desk and spread them out.

2. Listen to the sentence and snatch the right card.

3. If you snatch first, you will keep the card.

4. Each card has a different point value.

5. The one who has more points will be the winner.

■[Activity 2] Evolution Game(Individual Work)

1. Everyone starts at Level 1.
2. Show your level with your fingers.
3. Find someone at the same level to battle.
4. Play rock-paper-scissors and say the dialogue. (Winner: Q, Loser:A)
The winner moves up a level, the loser stays at the same level.
5. Go find someone at your level to battle with, and so on.
6. If you want to become a human at the last stage, you must play rock-paper-scissors with your teacher. If you lose, you will return to level 1.

■ Review today's lesson (AI song time)

Sing a song created by putting important expressions (lyrics) into AI.

■[Activity 3] Noonchi Game (Speed&Timing) (Individual Work)

1. If you all stand up together, then you are all out.
2. If you are out, face down.

An Example of the Cooperative Teaching Lesson Assessment Table


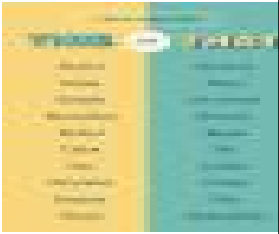
Refer to Seoul National University of Education English Lesson Assessment


Stage	Contents	Bad	Nor- mal	Good	Very Good
Intro	1. Greetings & Encouraging students' interest and motivation in the lesson	1	2	3	4
Objective	2. Present or draw appropriate and clear learning objectives at the students' level	1	2	3	4
Learning Activities	3. Clear presentation of overall learning activities	1	2	3	4
	4. Check students' understanding of the presented learning activities	1	2	3	4
	5. Select and implement effective learning activities to achieve learning objectives	3	4	5	6
	6. Diverse Organizations of Learning Activities (Whole, group, pairs, individual, etc.)	3	4	5	6
	7. Active interaction opportunities between teachers and students, students and students	2	4	6	8
	8. Induction of students' active participation and voluntary speech	3	4	5	6
	9. Use effective and creative materials for the activities	3	4	5	6
Ending	10. Closing & Checking whether the learning objectives are achieved	1	2	3	4
Overall of the lesson	11. The overall flow of the lesson is systematic and connected	3	4	5	6
	12. Provide adequate feedback on students' speech and activities	1	2	3	4
	13. Consideration of students' level differences	1	2	3	4
	14. Appropriate time allocation for each activities	1	2	3	4
	15. Did the cooperation (role distribution) between Korean and native-speaking teachers work well in preparation for the lesson?	2	3	4	5
	16. Did the cooperation (role distribution) between Korean and native-speaking teachers work well during the lesson?	2	3	4	5
Total		/ 80			

* The score is the subject to change depending on the situations.

E. Examples of Ice-breaking Activities

Icebreakers for Lessons


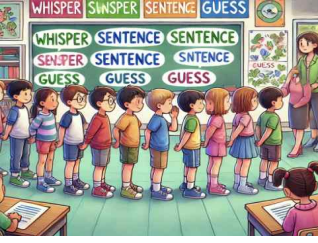

No	Name	How to do	Expressions & How to apply	Note
1	<p>Blobs and Lines (Reading, Speaking)</p> 	<ol style="list-style-type: none"> 1. Listen to the instructions from the teacher. 2. Line up one after another or gather in groups that have something in common. 	<ul style="list-style-type: none"> -Line up in order of birthdays -Line up according to the number of siblings -People in the same color get together 	<p>Students can ask and answer each other</p>
2	<p>This or That (Listening, Speaking)</p> 	<ol style="list-style-type: none"> 1. Specify the classroom corner as Yes/No, or A/B. 2. Listen to the teacher and find the right corner. 	<ul style="list-style-type: none"> -Batman vs Superman -Dinosaur vs dragon -You can run 100m in 15 seconds. Yes/No 	<p>Teachers can do activities with three to four more options.</p>
3	<p>Two Truths and A Lie</p> <p>*https://www.youtube.com/watch?v=X7hNEx35gHo</p>	<ol style="list-style-type: none"> 1. Students write three sentences about themselves. 2. Two sentences are true and one sentence is false. 3. Other students find the false sentence asking questions. 	<ul style="list-style-type: none"> -I ran on the playground during the vacation. -I read 20 books. -I can stand on my hands. 	<p>Ice breaking can be done naturally by writing about themselves and answering friends' questions.</p>




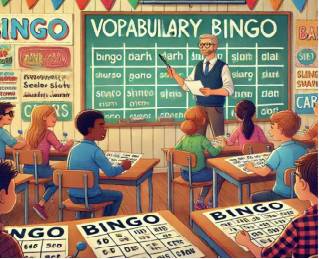
4	<p>Speed Dating (Speaking, Reading)</p>	<ol style="list-style-type: none"> 1. Make two concentric circles and stand facing each other. 2. Ask ice breaking questions and talk to each other for a minute. 3. After one minute, the person in outer circle moves counterclockwise one circle and repeats. 	<p>S1. Do you have a brother or a sister? S2. Yes, I have a younger sister. S1. Do you like to spend time with her?</p>	<p>Ice breaking questions can be made by both teacher and students.</p>
5	<p>Who's in Your Circle? (Vocabulary, Reading)</p> 	<ol style="list-style-type: none"> 1. Draw three concentric circles. 2. Write the main topic (such as fruit, season, color, etc.) in the center circle. In the second circle, write "love", in the third circle, write "like", and place "don't like" outside the circles. 3. Choose an item that belongs to the category of the main topic(i.e banana, spring, tennis). 4. Students walk around, share their opinions with classmates, and write names in the circles based on their preferences regarding the topic. 5. Repeat with a different topic. 	<p>-Subject: Fruit (grape) Q. Do you like grapes? S1. Yes, I love grapes. (Write S1's name in the 'love' circle)</p> <p>-Topic example: fruit, season, color, etc</p>	<p>Students can feel closer to each other by asking and answering personal questions.</p>

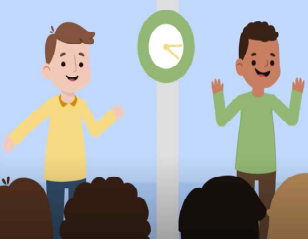
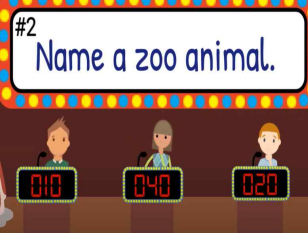

6	<p>Three Things in Common (Listening, Vocabulary)</p>	<ol style="list-style-type: none"> 1. Divide into small groups of 4 to 5 people to find 3 things in common. 2. The more interesting things in common they have, the better. 3. Present 3 of the strangest things in common for each groups. 4. Pick a group that has the most interesting things in common. 	<ul style="list-style-type: none"> -Three siblings -Graduated the same kindergarten, etc 	<p>Teacher can write down examples of interesting common things on a blackboard and present students.</p>
---	--	---	--	---

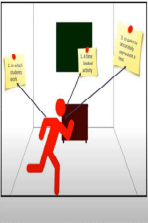
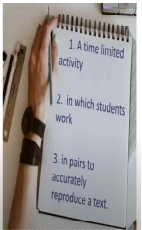
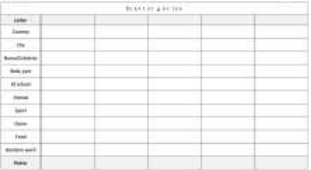
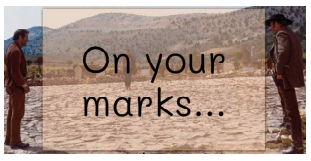
F. Examples of Gaming Activities



Games for Lessons

No	Name (Images from: Chat GTP)	How to do	Expressions & How to apply	Note
1	<p>Word Relay</p>  <p>(Reading, Speaking)</p>	<ol style="list-style-type: none"> 1. Divide the class into 2 teams. 2. Each team stands in a line. 3. The first person in each line writes a word on the blackboard and returns. 4. The following person writes a word that begins with the last letter of the previous word. 5. The team with the most words in time wins. 	<p>ex) turtle → elephant → neighbor → read → draw</p> <p>*until every student from a particular team has written a word</p>	<p>Time management needed.</p> <p>Vocabulary review in advance.</p>
2	<p>Whisper Chain</p>  <p>(Listening, Speaking)</p>	<ol style="list-style-type: none"> 1. Divide the class into 2 teams. 2. Whisper a sentence to the first person in each line. 3. The last person speaks the sentence aloud. 4. The team that says the sentence closest to the original wins. 	<ul style="list-style-type: none"> -Animals -Daily Activities -Places -Colors and Objects -Express Emotions 	<p>Emphasis on careful listening.</p>
3	<p>Hot Seat</p>  <p>*https://www.youtube.com/watch?v=X7hNEx35gHo</p>	<ol style="list-style-type: none"> 1. A student sit on a "hot seat" turning his/her back on the blackboard. 2. Present words or sentences through slides, sketchbooks, and so on to the other students. 3. The other students give him/her clues to guess the correct answer. 4. Set a timer for each round. 	<ul style="list-style-type: none"> -Fruits and Vegetables -Jobs and Occupations -Verbs -Places -Emotions 	<p>Encourage varied clues and full sentences.</p>

4	<p>Picture Dictionary</p>  <p>(Vocabulary, Reading)</p>	<ol style="list-style-type: none"> 1. Provide students with pictures and word sets. 2. Students match the pictures with the words. 3. Increase the level of difficulty by asking students to make sentences with the word when answering. 	<ul style="list-style-type: none"> -Animals -Fruits and Vegetables -Jobs -Places -House -Classroom 	Useful for visual learners.
5	<p>Sentence Scramble</p>  <p>(Speaking, Reading)</p>	<ol style="list-style-type: none"> 1. Prepare sentences and cut them into pieces. 2. Students put the pieces together in the correct order. 3. Have the students speak or write the sentence. 	<ul style="list-style-type: none"> -Weather (summer/winter/is/hot) -Animals (rabbit/has/long nose/long ears) 	Encourages teamwork.
6	<p>Simon Says</p>  <p>(Listening, Vocabulary)</p>	<ol style="list-style-type: none"> 1. The teacher acts as 'Simon' and gives an order that begins with 'Simon says'. 2. If teacher doesn't begin with 'Simon says', students should not obey the teacher's order. 3. Students who followed the order without "Simon Says," will be out. 	<ul style="list-style-type: none"> -Body Parts "Simon says touch your ears." / "Touch your knees." -Action Verbs "Simon says run in place / clap your hands." 	It can be used to practice action verbs.
7	<p>Bingo</p>  <p>(Reading, Vocabulary)</p>	<ol style="list-style-type: none"> 1. Make a bingo card with words. 2. Listen to the definition or explanation of the word. 3. Students mark the words on their cards. 4. The first to complete a row or column shouts "Bingo!" 	<ol style="list-style-type: none"> 1. Animals 2. Fruits and Vegetables 3. Jobs and Occupations 4. Classroom Objects 	Requires preparation of bingo cards.

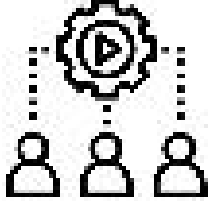

8	<p style="text-align: center;">Charades</p>  <p style="text-align: center;">(Speaking, Listening)</p> <p>https://www.youtube.com/watch?v=5YPSfaEGTQ0</p>	<ol style="list-style-type: none"> 1. Write a word on a piece of paper. 2. Students take turns to present the word either through drawings or motions without speaking. 3. The other half guesses the word. 4. Set the time limit for each round. 	<ol style="list-style-type: none"> 1. Action Verbs 2. Jobs 3. Emotions <ul style="list-style-type: none"> - "sad" - "angry" - "surprised" - "scared" 4 Sports <ul style="list-style-type: none"> - "soccer" - "tennis" - "swimming" 	<p>Encourages creativity and body language use.</p>
9	<p style="text-align: center;">Word Association</p>  <p style="text-align: center;">(Vocabulary, Speaking)</p> <p>*https://www.youtube.com/watch?v=c7s0l3h3clk</p>	<ol style="list-style-type: none"> 1. Start with one word. 2. Students take turns to say a word that is related to the previous one. 3. Continue until the word is repeated or the student hesitates too long. 	<ol style="list-style-type: none"> 1. Food <ul style="list-style-type: none"> - "bread" - "butter" - "toast" - "milk" - "cheese" - yogurt" 2. Emotions <ul style="list-style-type: none"> - "sad" - "tears" - "cry" - "angry" - "shout" 	<p>Promotes quick thinking, association .</p>
10	<p style="text-align: center;">Pictionary</p>  <p style="text-align: center;">(Speaking, Vocabulary)</p> <p>*https://www.youtube.com/watch?v=gyeUc7I_JqU</p>	<ol style="list-style-type: none"> 1. Write words on paper and give it to students. 2. Students take turns to express the word through drawings, and others guess. 3. Set the time limit for each drawing. 4. The team with the most accurate guesses wins. 	<ol style="list-style-type: none"> 1. Animals <ul style="list-style-type: none"> - "cat" - "dog" - "giraffe" - "zebra" 2. Classroom Objects <ul style="list-style-type: none"> - "book" - "ruler" - "eraser" - "desk" 	<p>Words in newspapers, magazines, etc.</p>




11	<p>Running Dictation</p> <p>Runner</p>  <p>(Speaking, Writing)</p> <p>Sitter</p>  <p>Listening, Writing)</p> <p>*https://www.youtube.com/watch?v=72ZzTb4MSZY</p>	<p>One student will be the runner and the other will be the writer</p> <ol style="list-style-type: none"> 1. The runner will read and remember text on the wall. 2. Runners will return to the writer and tell him/her the text. 3. The process will continue until the team completes the full text or the time is up. 	<p>letters</p> <p>-Vocabulary words, sentence structure, specific grammatical features</p> <p>- Any target language that students have been engaging with.</p>	<p>Clear classroom space for this activity, so runners are safe.</p> <p>https://www.colorincolorado.org</p>
12	<p>Scattergory</p> 	<ol style="list-style-type: none"> 1. Within the time limit, each group writes down as many words as possible about the topic. 2. Group receives points for answers that other groups do not have. 	<p>various subjects are available.</p>	<p>Students can learn more vocabularies.</p>
13	<p>Cowboy</p> 	<ol style="list-style-type: none"> 1. Two students stand with their backs facing the screen. 2. When they hear a gunshot, they turn around and look at the screen. 4. Whoever says the words on the screen first wins. 	<p>Speak the words what the students learned.</p> <p>After learning the words, use this game to review the words.</p>	<p>Students need to be quick-witted.</p>


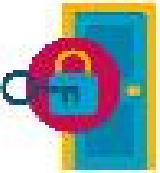
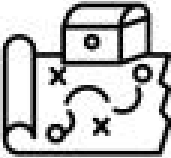
14	<p>Pass the ball</p>  <p>Pass the ball. When the music stops – whoever has the ball must answer about the picture. <i>Speak loudly and clearly</i></p>	<ol style="list-style-type: none"> 1. When the music starts, the student with the ball will pass the ball to the next person. 2. When the music stops, the person holding the ball answers the question on the screen. 3. Whoever gives the correct answer will get a point. 	<p>Read aloud the words on the screen or say things that fit the situation.</p>	<p>Use exciting music to give tension.</p>
15	<p>Sleeping Elephant</p> 	<ol style="list-style-type: none"> 1. Give each student in teams of four a number from 1 to 4. 2. Students will put their heads down and say "I'm going to bed" repeatedly. 3. Call out number 1, and the student designated as "1" from each team "wakes up" to look at the screen, memorizing or writing down the word shown before going back to sleep. then call number 2, show them the next word, etc 4. After all numbers are called, teams will try to make a sentence with the words they saw. Team with the correct sentence gets one point. 	<p>If there is a student with special needs or additional students, two students are a group into a single number</p>	<p>Peek(Foul) will give points to other teams.</p>

G. Examples of Project Activities

Activities / Project Ideas for Lessons

No	Name (Images from: Canva)	How to do	Expressions & How to apply	Note
1	<p>Role play</p> 	<p>Topic: Ordering food from a restaurant</p> <p>Role of a native teacher: Directing real-life situations and teaching natural English expressions.</p> <p>Role of Korean teachers: Help with Grammar and Vocabulary Learning, Explain Korean and English Comparison.</p> <p>Results: Students learn English expressions in real situations and improve their communicative skills confidently.</p>	<p>Various topics available</p>	<p>Scripts can be framed or made by students themselves.</p>
2	<p>Group Project</p> 	<p>Topic: Introduction of my neighborhood</p> <p>Role of a native teacher: Helping students prepare for English presentation, explaining cultural background</p> <p>Role of Korean teacher: Helping students research and organize data, make presentations, and guide the production of visual materials.</p> <p>Results: Students improved their English skills and information utilization skills in the process of collecting and presenting information in English.</p>	<p>Various activities such as making brochures, making posters, and interviews.</p>	<p>Students can do collaborative projects on a variety of topics.</p>

3	<p>International Exchange Program</p> 	<p>Topic: Introduction of Korea</p> <p>Role of native teacher: Helping students communicate with teachers about other countries in English, explaining to students cultural background of the other countries/foreign culture.</p> <p>Role of Korean teachers: Adjusting the program schedule, Preparing the plan and roles to the students.</p>	<p>Meet foreign students through zoom and do the lesson together.</p>	<p>Develop cultural diversity, English communication skills.</p>
4	<p>Literature Circle</p> 	<ol style="list-style-type: none"> 1. Read one book together. 2. Divide students into groups and give them each roles. 3. Discuss in groups according to their roles. <p>[Roles]</p> <p>DD(Discussion Director) :Proceed the discussion</p> <p>C(Connector) :find connection between the book and real life</p> <p>V(Vocabulary Searcher) :Find meanings for difficult words</p> <p>A(Artist) :Draw storyboards about the book</p>	<p>If there are many students, some can play the same role.</p>	<p>Reading activity</p>
5	<p>Dubbing Movie lines</p> 	<ol style="list-style-type: none"> 1. Prepare sentences and cut them into pieces. 2. Students put the sentences together in the correct order. 3. Have them say the sentences and they can make additional ones. 	<p>Students dub the scene with the key expressions.</p>	<p>Speaking, Listening activity</p>

6	<p>Information gap</p> 	<ol style="list-style-type: none"> 1. Students are given a set of data from 2 to 3 different sets, each with different missing information. 2. Students will ask each other questions to fill out the missing information in their set of data. 	<p>Ask and answer to get the right information for the blanks.</p>	<p>Speaking activity</p>
7	<p>Escape rooms</p> 	<ol style="list-style-type: none"> 1. Offline Room Escape: If students solve the problems in each divided zones in order, they can move on to the next zones. 2. Online Room Escape: Activities to take the quiz using Google Questionnaire and move on to the next pages(steps). 	<p>Learn the key expressions as students move on to the next room through hints.</p>	<p>Teachers can use both Online & Offline activities.</p>
8	<p>Scavenger Hunts</p> 	<ol style="list-style-type: none"> 1. Each group receives a Clue and a Question Card. (Each group has a different order to solve.) 2 Place the Answer Cards all over the classroom. 4. Go around in groups and find Answer Cards and look for hidden passwords. 6. After finding the passwords, the group will sit down and practice speaking in turns with the correct answer to each question. 	<p>It can be transformed into a variety of elements such as QR, Object, and Clue. Hints such as maze, hidden word search can be given.</p>	<p>Students can do team cooperation activities with various hints.</p>











H. Websites for English Class

1) On-Learning Center(On-Baeumter)

This is an online learning classroom created by the Gyeonggi Office of Education, and provides learning materials without time and space restriction. Curriculum resources for each grade/semester have been uploaded.

Grade Semester	Website Address	QRcode
3	1 https://sites.google.com/ssem.re.kr/on-learning-class/3학년/영어-3학년-1학기	
	2 https://sites.google.com/ssem.re.kr/on-learning-class/3학년/영어-3학년-2학기	
4	1 https://sites.google.com/ssem.re.kr/on-learning-class/4학년/영어-4학년-1학기	
	2 https://sites.google.com/ssem.re.kr/on-learning-class/4학년/영어-4학년-2학기	
5	1 https://sites.google.com/ssem.re.kr/on-learning-class/5학년/영어-5학년-1학기	
	2 https://sites.google.com/ssem.re.kr/on-learning-class/5학년/영어-5학년-2학기	
6	1 https://sites.google.com/ssem.re.kr/on-learning-class/6학년/영어-6학년-1학기	
	2 https://sites.google.com/ssem.re.kr/on-learning-class/6학년/영어-6학년-2학기	

2) Other Websites

Type	Website	Explanation	QRcode
Video Material	EBSe https://www.ebse.co.kr	Korea Educational Broadcasting System of English provides various English contents with school curriculum for free.	
	Korshare https://korshare.jcink.net/	You can download and use games and materials using English expressions according to the curriculum.	
	YouGLISH https://youGLISH.com	When you search an English expression here, you can find YouTube videos using the expression.	
Game	Tay's Teaching Toolkit https://www.taysteachingtoolkit.com	There is a variety of game templates according to language skills. Teachers can create custom lessons.	
	ESL in the ROK https://www.eslintherok.com/	There is a variety of games according to the grades and textbooks. Teachers can create custom lessons.	
Quiz	Kahoot https://kahoot.com/	You can make or download various kinds of English quiz. Rankings are revealed for each questions.	
	Blooket https://www.blooket.com/	You can make or download various kinds of English online games. Different types of games are prepared.	
	Wordwall https://wordwall.net/	You can make or download various kinds of English activities. Make customize activities such as quizzes, match ups, word games, and much more.	
	Educandy https://www.educandy.com/	You can make or download various kinds of English activities with characters. Make customize activities such as crosswords, anagrams, and so on.	
Work sheet	Kizclub http://www.kizclub.com/	You can make or download various kinds of printable English worksheets through storybooks, phonics activities, and so on.	

1. Korean School Culture

A. Child Development Characteristics

1) Scholars' Theories

① Erik Erikson's Theory of Psycho Social Development

Erik Erikson is a psychologist who proposed the psycho social development theory, which explains human development by dividing it into eight stages. Each stage involves psycho-social challenges, and when an individual successfully overcomes them, healthy personality development is to follow. In particular, the characteristics of childhood and adolescence have significant implications for teachers.

Division	Period	Characteristic
1 Step. Trust vs. Mistrust	birth ~ 18 months	At this stage, the baby develops a sense of trust through the relationship with the primary care-giver. When care-givers are consistent and trustworthy, babies perceive the world as a safe place.
2 Step. Autonomy vs. Shame and Doubt	18 months ~ age 3	At this stage, the child develops autonomy. If parents support the child's autonomy, the child becomes independent, but if parents control the child excessively, he or she feels ashamed.
3 Step. Initiative vs. Guilt	age 3 ~ 6	At this stage, the child takes initiative and tries new activities. If parents encourage this, they develop initiative, but if they suppress it too much, they feel guilty.
4 Step. Industry vs. Inferiority	age 6 ~ 12	Through school life, children strive to obtain social and academic achievement. Having successful experiences and receiving positive feedback builds confidence, but repeated failures can cause feelings of inferiority.

<p>5 Step. Identity vs. Role Confusion</p>	<p>age 12 ~ 18 (adolescence)</p>	<p>Adolescence is an important period for establishing self-identity. They try to establish their identity by exploring their values, goals, and social roles. Successfully understanding and accepting yourself creates a sense of self-identity, but if you do not, you may experience role confusion.</p>
<p>6 Step. Intimacy vs. Isolation</p>	<p>age 18 ~ 40 (early adulthood)</p>	<p>Adults want to have close relationships with others. Successful intimacy can lead to deep, meaningful relationships, but failure can lead to feelings of isolation.</p>
<p>7 Step. Generativity vs. Stagnation</p>	<p>age 40 ~ 65 (middle age)</p>	<p>In middle age, people place importance on contributing to society and taking care of future generations. We need to be productive through our jobs, raising children, and social activities, otherwise we feel like our lives are stagnant.</p>
<p>8 Step. Ego Integrity vs. Despair</p>	<p>age 65 ~ (old age)</p>	<p>Elderly people can reflect on their lives and achieve self-integration. When you are satisfied with your choices and experiences, you achieve self-integration, but when you think of regrets or unfinished tasks, you can feel despair.</p>

② Jean Piaget's 4 Stages of Child Development

Piaget was a psychologist who studied cognitive development in children. He explains that children and adolescents develop logical thinking and problem-solving skills through four stages.

Division	Period	Characteristic
<p>Sensorimotor Stage</p>	<p>Birth~ Age 2</p>	<p>At this stage, children understand the world through sensory experiences and motor activities. They obtain object permanence, which is the ability to recognize that an object continues to exist even if it is not visible.</p>

Pre-operational Stage	Age 2~7	Children begin to use symbolic thinking and language, but logical thinking is still lacking. Egocentrism is a characteristic, and children have difficulty understanding other people's perspectives.
Concrete Operational Stage	Age 7~11	Children develop logical thinking and can think logically about specific events and objects. They understand the concept of conservation, which means that the amount or number of an object remains the same even if its shape or appearance changes.
Formal Operational Stage	Age 12 or more	Adolescents develop abstract thinking and hypothetical reasoning. They can solve problems systematically and think logically about abstract concepts and the future.

2) Elementary School Children's Characteristics and Teaching Implications

By examining the developmental characteristics of elementary school students by grade group, we can obtain various teaching implications.

	Developmental Characteristics	Implications
1st, 2nd Grade (Lower grade)	<ul style="list-style-type: none"> -Physical development: very mobile and active. -Cognitive development: Short attention span. -Socio-emotional development: Responds well to receiving praise and positive feedback. 	<ul style="list-style-type: none"> -Presenting clear and consistent rules and explaining them repeatedly -Give short and clear instructions. -Use visual aids to help understand the rules. -Designing learning through play.
3rd, 4th Grade (Middle Grade)	<ul style="list-style-type: none"> -Physical development: Individual differences occur in height and physical strength. -Cognitive development: Collaborative learning activities 	<ul style="list-style-type: none"> -Sometimes puberty begins (4th grade) and students become interested in their appearance. -Group activities are possible. -Conflicts may arise due to

	<p>possible.</p> <p>-Social-emotional development: Able to learn and practice cooperation and compromise in group activities.</p>	<p>self-centered thinking during group activities.</p> <p>-Strengthen self-esteem by praising an individual's strengths</p>
<p>5th, 6th Grade (Senior Year)</p>	<p>-Physical Development: Going through physical changes during puberty.</p> <p>-Cognitive development: Shows a self-directed learning attitude.</p> <p>-Social-emotional development: Conflict resolution and cooperation skills are developed. Demonstrate leadership. They are concerned about what others think and may be reluctant to reveal themselves in front of many people.</p>	<p>-Becoming sensitive to appearance. Develop an attitude of understanding and respecting the other person's physical changes</p> <p>-Even if conflicts arise during group activities, they can be resolved positively.</p> <p>-If students give a lot of presentations, they may be criticized for showing off, so their willingness to give presentations may decrease.</p> <p>-Teachers can give everyone a chance and maintain concentration in class through methods such as drawing lots (random).</p>

B. Korean Classroom Culture

1) Saving Face & Losing Face

In Asian culture, 'face' is an important concept, meaning protecting one's honor, pride, and status. Even if students do something wrong in class, if they are scolded in front of many people, they are ashamed and stressed because they think they have lost 'face'. At this point, students lose confidence, which can have a negative impact on their relationships with peers and teachers. Sometimes, students become rebellious toward their teachers after these experiences.

Therefore, personal feedback should be given rather than public criticism. If a student misbehaves during class, it can be a good idea to have them stay alone after class to talk about it. This gives students the opportunity

to grow while maintaining ‘face’. It will also enable students to maintain a good relationship based on trust with their teachers.

2) Be Cautious when Talking about Politics or Religion

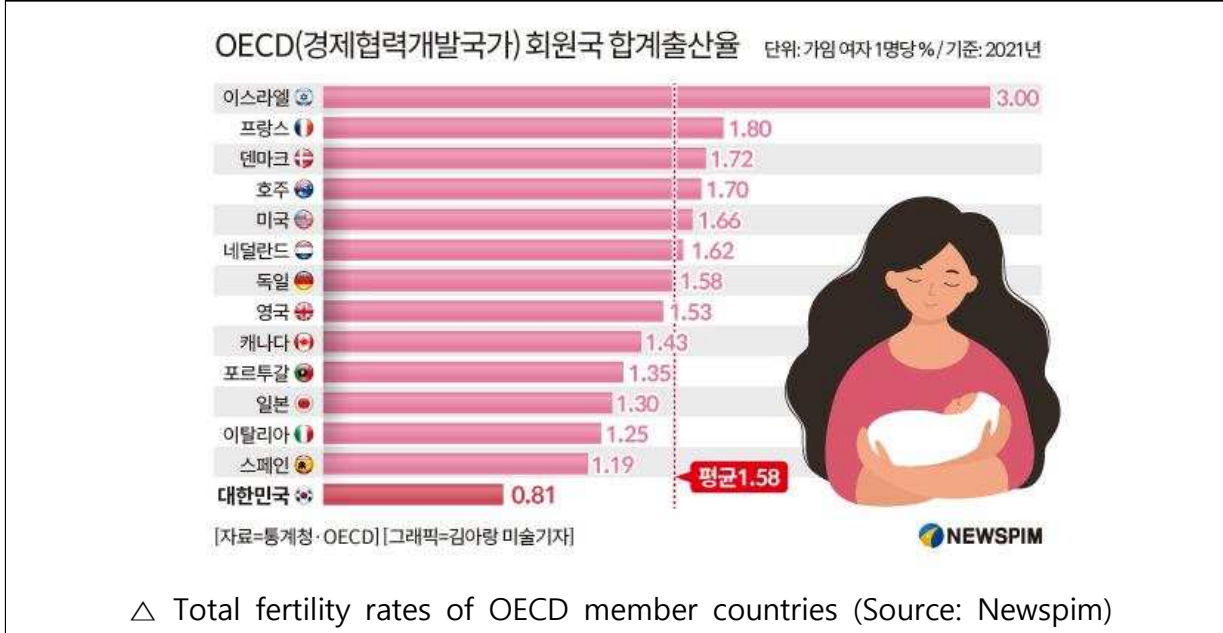
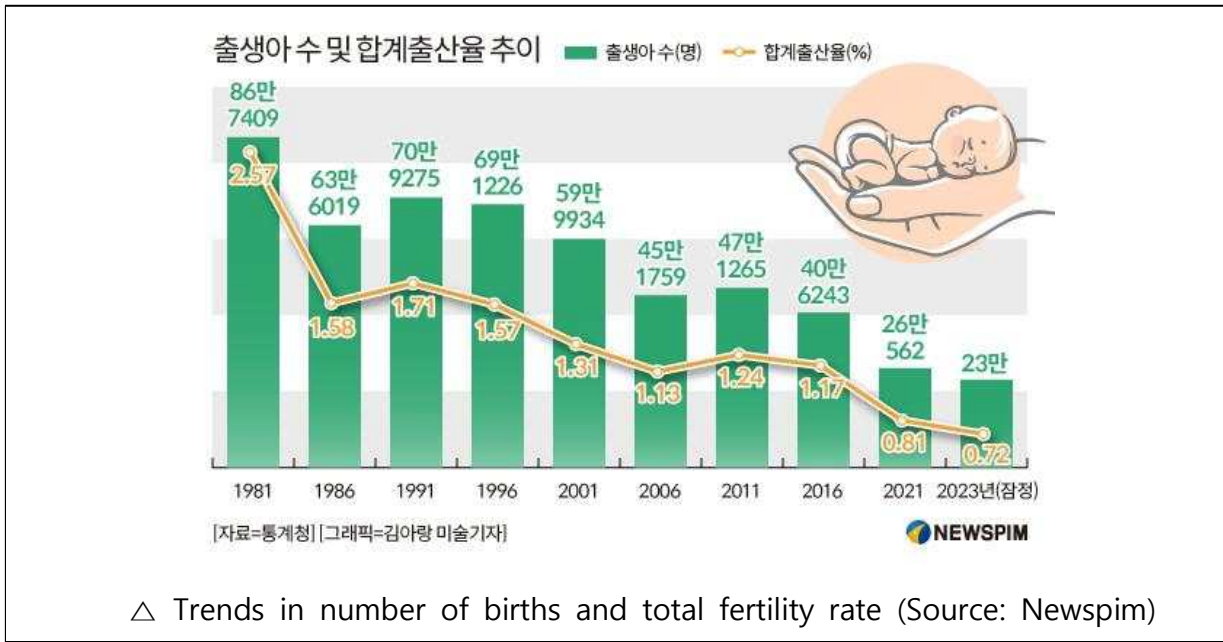
As in the West, politics is considered as a sensitive topic in Korea. As public officials, teachers cannot join political parties or express political positions. Teachers should educate students without political bias. Therefore, you should not make comments supporting or criticizing a particular political party in front of students, and you should be careful in your expressions so that students can respect their individual beliefs.

Additionally, Korea is a society where various religions co-exist, with Buddhism and Protestantism being the main religions. In addition, there are Catholicism, Islam, Judaism, traditional religions, etc., and there are many people without religion at all. Through various educational activities, students learn that different beliefs and values should be respected. There may be instances where students find it difficult to participate in activities during class due to religious reasons. (e.g. Christmas celebration activities, etc.) Therefore, it is a good idea to make lesson plans through consultation with the co-teacher in advance to respect diversity.

3) Be Cautious when Talking about Appearance

For students, appearance is a big concern and a sensitive topic. Due to the development of media, students have high appearance standards. Because it is a sensitive topic, conflicts often arise when students talk about each other's appearance. It is recommended that schools avoid commenting on or comparing individual students' height, weight, or facial features. Words such as “pretty,” “cute,” “handsome,” and “lost weight” are all expressions of appearance, so you should be careful when using them. Schools should emphasize the value of diversity so that students can respect themselves and accept themselves as they are.

4) Acceleration of Low Birth Rate Phenomenon

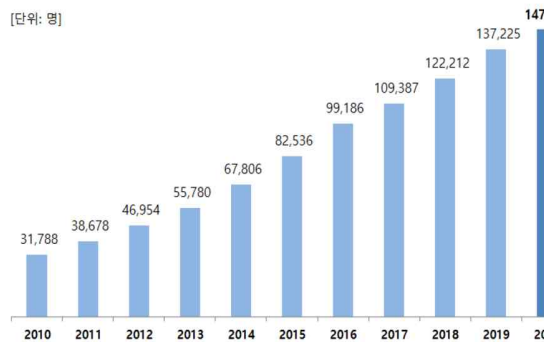


A major issue in Korean society is the low birth rate problem. The low birth rate phenomenon has accelerated in the 2000s, and the total fertility rate was 1.48 in 2000 and was 0.72 in 2023. As a result, parents appear to be focusing more attention and resources on their children than in the past. Parents strive to provide their children with a variety of experiences to help them succeed and be happy. Each family spends a considerable amount of money on extracurricular activities and private education for their children. At the same time, parents' expectations of their children tend to increase.

Additionally, parents today actively express their opinions and demands regarding school policies, etc. Due to these changes, the school is making efforts to collect opinions from students and parents in a variety of ways and to respond appropriately.

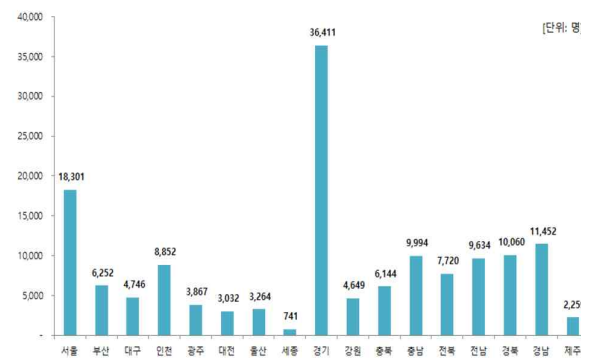
5) Increase in the Number of Multicultural Students

▶ 국내 다문화학생 현황



△ Status of multicultural students in Korea (Source: Multicultural Education Portal)

▶ 2020년 국내 다문화학생 시·도별 다문화학생 현황



△ 2020 Status of Domestic Multicultural Students by City and Province (Source: Multicultural Education Portal)

The number of multicultural students in Korean society is steadily increasing. As of 2023, the number of students from multicultural families from elementary school to high school is 181,178, an increase of 7.4% compared to the previous year. While the total number of students is steadily decreasing due to the low birth rate, the number of multicultural students continues to increase. The number is expected to reach 200,000 by 2025. Multicultural students account for 3.5% of the total student number. Looking at the parents' country of origin, the majority of students are from Vietnam, followed by China, the Philippines, and Japan. The number of students from diverse backgrounds living together in one classroom is increasing. In particular, Gyeonggi-do has a much larger number of multicultural students than other cities and provinces. Multicultural students may be recognized at a glance because of their different appearances, but there are many cases where they are not recognized right away because there are no differences in appearance. As the number of multicultural students continues to grow, students must acknowledge each other's

differences and have an attitude of accepting diverse cultures without prejudice. In particular, if the English curriculum includes various cultural elements in class activities, it will be of great help in cultivating the correct attitude of students as global citizens.

6) Differences in Various Achievement Levels

Students with different English achievement levels learn together in one classroom. In elementary schools, there are students who cannot read or write the alphabet well and students who can communicate to some extent in English. It is important for teachers to understand each student's level and provide appropriate tasks to increase learning motivation and participation. When students at different achievement levels work in a group, student-to-student learning occurs and this can be a good teaching method. Additionally, using audio-visual materials or games can help keep students focused.

Above all, students with low achievement levels may be intimidated by the thought that 'I am not good at English,' so they need understanding and support (ex. provision of easier class materials, etc.).

7) Dress Code

At school, teachers tend to dress neatly. For this purpose, teachers wear formal or casual attire. It is best to avoid clothes that are too flashy, revealing, or too short. Students, teachers and staff change their shoes to comfortable indoor slippers when inside the school building. Foreign teachers are encouraged to follow this dress code. This will help foreign teachers adapt well to the school environment.

C. Other Tips

- 1) In Korea, students say "Teacher!" when they address their teacher. Students usually do not address adults by their first names. This may seem unfamiliar to foreign teachers. Foreign teachers can guide their students to address the teacher "Mr. OO" and this will become part of their cultural education.

- 2) Bowing your head when greeting someone in Korea is customary and a sign of respect. When students come across a teacher, they usually bow their heads and the teacher bows slightly. If a foreign teacher comes across other teachers at school, it would be a good idea to greet them first rather than waiting for them to bow beforehand.
- 3) Teachers cannot accept anything that costs money from students and parents. Additionally, outside food cannot be brought into the school because there is a risk of food poisoning. When conducting after-school programs or English camps, some parents may bring drinks or snacks as a sign of gratitude. At this time, you should express your gratitude, but do not accept the treat. When students ask what they want for their teacher's birthday or Teacher's Day, the smartest answer would be to say they want a heartfelt thank you note.
- 4) We encourage you to attend school dinners as they are for the purpose of socializing and bonding among all school members. In Korea, when eating together, people wait for the oldest adult to start eating. If it's a school dinner, it's a good idea to first listen to the principal's speech and have a meal while talking to each department.
- 5) Be careful when addressing the principal and vice principal 'teacher.' Since they are administrators, addressing them simply 'teacher' is not good manners in Korean schools. Of course, foreign teachers are not familiar with Korean culture, so they can be understood. However, if foreign teachers learn and use the correct titles, it will help them adapt well to the school environment.

2.

Wise School Life (relationship and understanding of life)

A. A Day of a Teacher and Student

1) A Day of an Elementary School Homeroom Teacher

* The examples below are generalizations and may vary by school and teacher.

A day in the life of an elementary school homeroom teacher	1) 08:00 ~ 08:30 - Go to work
	2) 08:30 ~ 09:00 - Check GOE Messenger, Go through today's work, Prepare lessons, check student attendance, Instruct morning activities
	3) 09:00 ~ 12:10 - Classes, 40 minutes of class followed by a 10 minute break (some schools may have 80 minute block classes)
	4) 12:10 ~ 13:00 - Lunch, observe and direct students, student counseling, etc.
	5) 13:00 ~ 14:30 - Afternoon Classes
	6) 14:30 ~ 16:30 - Clean classroom, counsel students or parents, prepare lessons, attend council meetings, etc.
	7) 16:30 ~ - Leave work place * Spend time with family after work, self-development, relaxation, exercise, etc.

2) A Day of an Elementary School Student

* The examples below are generalizations and may vary by school and teacher.

A day in the life of an elementary school student	1) 08:30 ~ 09:00 - Go to school - If student arrive before school hours, student can check out books from the library used for individual reading or class activity.
	2) 09:00 ~ 12:10 - Homeroom teacher classes, subject teacher classes(usually English, science and P.E. but differs from school to school), - Go to subject classrooms (or subject teachers might come to the homeroom classrooms), 40-minute lessons followed by a 10-minute break.

	3) 12:10 ~ 13:00 - Lunch, play in the school playground or in the classroom
	4) 13:00 ~ 14:30 - Attend afternoon classes
	5) 14:30 ~ 14:50 - Classroom organization and cleanup, dismissal * Some students go directly home after school, but many attend after-school classes or go to tutoring centers near their school. Students tend to attend 1-3 tutoring centers, mostly for Math, English, Sports and Music etc.

B. Building Relationships with Students

1) The First Meeting

- ① Prepare an hour-long lesson about your hometown or country for cross-cultural understanding, which will reduce the distance between students and teachers and increase their understanding of you.
- ② It's a good idea to spend the first hour with your students to establish your classroom rules, which should be posted prominently in your classroom, reviewed regularly, and co-created with your students.
- ③ Due to the wide variation in students' levels of English, it is recommended that teachers take a diagnostic test before the start of the semester to determine the students' level.

2) Class Time

- ① Knowing your students' names and calling them by their first names is a great way to build rapport. It's also a good idea to have your students make an English class name tag - either Korean or English - at the beginning of the class and use it every time they come to English class.
- ② If a student is disruptive or misbehaving in class, you can give them a warning or two, and then follow with the procedures set by each school. Again, make rules with your students about behavior and only do this after they admit they did something wrong.

- ③ Rather than playing games that create excessive competition in your English classroom, play games that allow students to collaborate, learn key English expressions, and build on their achievements.
- ④ When praising students, praise them for the process of engagement rather than the outcome.
- ⑤ You may want to select a student each month or semester, in consultation with your students, to act as an English helper or English chairperson. They may hand out name tags at the beginning of English class and collect them at the end. You may also want to assign them to hand out English class handouts or English notebooks.
- ⑥ In principle, English is used in English classes to immerse students in English, but you can build better relationships with students if you learn and use simple Korean to communicate with them.
- ⑦ Since there is a wide variation in students' level of English, it is a good idea to take a diagnostic test at the beginning of the semester to determine the level of students and distribute them according to their level when creating worksheets. For students with low English learning skills, it may be a good idea to create study worksheets with Korean.
- ⑧ Students love to role-play in English, and you can have them bring in simple role-play props, or you can provide these for them to immerse themselves in the role-play.
- ⑨ Create quizzes or game activities for formative assessment at different student levels using various technology-based education. You can use various apps introduced in Chapter III to wrap up English units.
- ⑩ Be kind to your students, treat them as conversational partners, not as objects of correction, and try to understand their fears of English as a foreign language.

- ⑪ At the end of the lesson, have students clean up their work and tidy up. Once they are organized, have them line up at the back or front of the room and lead them to their teacher, or have the class chairperson to lead them in an orderly fashion back to the classroom.
- ⑫ For students who are struggling with English, you may want to include a pair activity or an activity taught by the English Language Leader (helper) so that students can help those who are falling behind.

3) Rewards

- ① You can reward students based on the results of their activities, but it's better to recognize their efforts and participation than to reward them with candy every class.
- ② Reward them with coupons, stamps, etc., and have one wrap-up party at the end of the semester to reward them collectively and individually.

4) Consult with Students

If you feel that you need to have a conversation with a student separately, you can do so after class during recess or lunch. If it's after school, you can do so after consulting with the student and notifying the homeroom teacher in advance, taking into account the student's after-school schedule.

5) Communication with the Students Based on PDC

The goal of 'POSITIVE DISCIPLINE IN THE CLASSROOM(PDC)' is to create respectful relationships at home, school, and in society. The 'PDC' method of education suggests that children learn to solve problems on their own with a sense of belonging and self-esteem, and encourage them without using rewards or punishments. It helps children choose the 'Useful Way' in a way that does not cause discomfort to others.

♥ PDC Teacher's 10 Commandments ♥

1. Be kind in your emotions and firm in your actions.
2. Discipline with encouragement and rules rather than rewards and discrimination.
3. Decipher hidden intentions rather than revealed problematic behavior.
4. Don't take sides or be a judge in your children's fights.
5. Always be consistent with your children.
6. Encourage attitude, effort, process, and creativity rather than praising the results.
7. Use questions and choices rather than instructions and explanations.
8. Encourage your child who makes a mistake and use it as a learning opportunity.
9. Make gratitude and encouragement a part of your routine. Get your children used to positive words.
10. Enforce the rules and principles that must be followed until the end.

① Turning Communication Obstacles into Communication Skills (by. Stephen Glenn)

- a. Instead of Judging → Confirm their thoughts and feelings
: In PDC, it is important to 'find out' what students really feel and think.
- b. Instead of Explaining → Explore together
: You shouldn't do things for children that they can do themselves.
(Solving problems together through questions - by class meetings)
- c. Instead of Directing → Make them Lead
: For example, "The class paper is finished. What should I do next?"
- d. Instead of Expectations → Encourage them
: Excessive expectations can cause students to lose confidence and become discouraged.
- e. Instead of Seeing from an Adult's Perspective → Respect them
: Respect students' interests and explore them in connection with their learning.

② Four techniques to Enhance Communication

a. Practice What You Say

- Students know when teachers are saying something meaningful and when they are not.
- Students pay more attention to what their teachers do than what they say. (When your words and actions don't match, you lose trust.)
- You need to think deeply before you can be sure about the feasibility of something.

b. Be Brief

- It is better to speak in short sentences of one or ten words.
- Keep it short and wait for them to follow through.

c. Lead to Problem Solving

- Solve the problem instead of judging and expressing emotions.

Judging	"There are too many fights when we play on the playground. I think we should ban this kind of play. We shouldn't do that kind of things on the playground, okay?"
Expressing Emotions	"I have seen someone intentionally hurt a friend during playtime. Can you really play in a safe and respectful way? I am so angry at this."
Solving the Problem	"It makes me upset to see you play and hurt other friends. You respect each other and we won't play this game until it's safe for everyone. Let me know if you find a solution."

d. Give and Take - Rally Conversation

- Brainstorming, Role-playing, and I-Message

☞ **I-Message** is a method of conversation that uses sentences in a way that expresses one's thoughts and feelings with 'I' as the subject.

< I-Message Steps >	
1. Specific Facts	Ex) You did~
2. Feelings about the facts	Ex) So how I feel is~
3. Expression of wish	Ex) Please do this in the future
<p>* <u>When unconditionally refusing the teacher's instructions</u> <i>Subject: "I" / Fact: "If you keep saying no" / Emotion: "I'm upset and worried." / Wish: "I hope you try it once and then tell me whether you like it or not."</i></p>	

③ Mistaken Goal Behavior and Positive Discipline

< Mistaken Goal Chart >

The student's mistaken goal is:	The teacher should not react like:	The belief behind this behavior is:	Hidden Message inside the Student:	Teacher's proactive and empowering responses include:
Undue Attention(to keep others busy or to get special services)	Coaxing, Doing things for the child he/she could do for him/herself.	I belong here only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	Notice Me, Involve Me Too	"I care about you and .. (Ex: "I care about you and will spend time with you later. "). Redirecting by assigning a task so he/she can gain useful attention. Avoid special service. Use problem solving.
Misguided power (acting like a boss)	Fighting against the student, Giving up, Punishing	I belong only when I'm the boss and in control	Let Me Help You, Give Me Some Choices	Redirect to positive power by asking for help. Offer limited choices. Don't fight or give in. Be firm but kind. Let routines be the boss. Develop mutual respect. Set a few reasonable limits.

Revenge (to get even)	Retaliating Thinking "How could you do this to me?"	I don't think I belong so I will hurt others as I feel hurt. I can't be liked or loved.	Help Me. I'm Hurt. Acknowledge My Feelings	Acknowledge the students' hurt feelings. Avoid feeling hurt. Avoid punishment and retaliation but build trust. Use reflective listening and share your feelings:
Assumed Inadequacy (To give up)	Giving up together. Over-helping the student.	I can't belong anywhere because I'm not perfect. so I'll convince others not to expect anything of me.	Show Me Small Steps. Celebrate My Successes	Break task down into small steps. Encourage any positive attempt. Have faith in student's abilities. Set up opportunities for success. Teaching skills and showing how, but don't do for.

< Positive Discipline for Mistaken Goal Behaviors >

Undue Attention	<p>How about we sit down first, finish our homework, and then talk during break time?</p> <p>Yeah, that seems important. Could you put it on the class agenda?</p> <p>Okay, I heard you. It's class time now, so I'll answer during break time.</p> <p>Could you share some of these with me?</p> <p>Save that thought until we talk about it later.</p> <p>After I finish explaining, ask me.</p>
Misguided power	<p>Would you like to read our class promise?</p> <p>I wish you could help me. How can I solve this problem?</p> <p>How can I help you? / Want to try the selection wheel?</p> <p>I see. I have a slightly different opinion. Would you like to hear it?</p> <p>It's okay if you don't agree with my opinion. Just listen to me first.</p> <p>Since these are the rules we made together, let's stick to them for now until we come up with better rules.</p>

Revenge	<p>I think you're hurt.</p> <p>We're having a power struggle right now. How about we calm down a bit and then talk again?</p> <p>It doesn't matter who started this problem. I just want to solve it with respect.</p> <p>It seems like you're upset because you've been having a hard time lately. Would you like to walk together and talk?</p> <p>How do you feel when you hurt someone else's feelings?</p> <p>You look like you're having a really hard day today. Can we talk?</p> <p>You know I really want to help you, right?</p>
Assumed Inadequacy	<p>How about starting with the easy steps?</p> <p>It's okay to make mistakes. That's how you learn.</p> <p>(Name). How long did it take you to get good at it?</p> <p>I'll write the first sentence. You write the next one.</p>
Words of Encouragement	<p>How can you improve your skills? Let's find out together.</p> <p>It's okay, try again. / Why are you so upset?</p> <p>You're really angry. Can you tell me what made you so angry?</p> <p>(Sternly, in one word) Pencil! Quiet! Later! Stop!</p> <p>I know how hard you've worked and how long you've been trying.</p>

* Excerpt from <<Positive Discipline in the Classroom, by Jane Nelson, Lynn Lott, and Steve Glenn>>

C. Building Relationships with Teachers and School Staff

1) Building a Relationship with Homeroom Teacher

Elementary school homeroom teachers and native teachers need to have communication with each other when discussing the kind of problems that happened (and continue to happen) in English class.

- ① Exchange brief greetings (Korean teachers often bow) when meeting the homeroom teacher.
- ② Report a student safety incident in class - if it's an emergency, ask for help from the homeroom teacher, nurse, neighboring class, etc. If the student is injured, make sure to notify the homeroom teacher, or write a short note during recess and send it as a GOE message.

- ③ If a student is misbehaving or disruptive in class, it is best to remind the student of the rules in the English classroom and work with the student and your co-teacher to resolve the issue in English class, rather than asking the homeroom teacher for help first. However, if the student's behavior persists after several attempts, you can ask the homeroom teacher for help by making a note of the situation.
- ④ If you need to conduct a test or task with a student after English class, you may do so after informing the homeroom teacher in advance via a GOE message and considering the student's after-school activities.

2) Building a Relationship with your Co-teacher

- ① You should talk with your co-teacher at the beginning of the semester to determine the direction of your English class and how you will share roles in the English class. You should be considerate and respectful of each other's roles.
- ② Prepare for the English class in accordance with the roles agreed upon. Discuss about the content of the English classes, and collaborate on how to conduct the classes to reach the students' learning goals.

3) Building Relationships with School Staffs and Administrators

- ① When you come across fellow teachers, school staff, and administrators at your school, it's a good idea to say Hello or make eye contact.
- ② Depending on the school situation, you may want to send a GOE message (translated into Korean) to the vice principal for in-province business trip and to the vice principal and/or principal for out-of-province business trip to let them know the purpose, time, and location of your trip.
- ③ You can ask the administrative office staff to fix or repair facilities. It would be good to provide a GOE message (translated into Korean) as accurately and concisely as possible to indicate what needs to be repaired.

3.

Useful Information for Korean Life

A. School Annual Calendar

This is a brief look-over of how one year goes by in an elementary school. This is an example of an elementary school in Gyeonggi province and the events are organized into weeks. When or how the events are held differ from school to school.

※190 School Days (Minimum School Days for public elementary schools)

Month	Week	National Holidays / School Events Further Notes for NET
March	1	<p>National Holiday: March 1st - Independence Movement Day. School will start on March 2nd.(or later if this day is a weekend)</p> <p>School Event: March 2nd - Start of the school year. Usually, there is no English class on this day.</p> <p>Further Notes: You may have to say some greetings to the students and teachers when introduced. It will be great to memorize some easy Korean greeting expressions.</p>
	2	<p>School Event: Diagnostic Test Week: Some schools conduct tests on English. This can help estimate each student's English proficiency.</p>
	3	<p>School Event: Parent Teacher Association: Parents come to school to hear about the school's educational philosophy and annual activities. Homeroom teachers may introduce themselves in their individual classrooms.</p> <p>Further Notes: May be held in school halls, or individual classrooms.</p>
	4	<p>School Event: Open class(usually in late March to mid April): Parents come to the classroom to watch the classes. You will have to plan the class thoroughly with your co-teacher. Usually these classes will focus on students' speaking and their participation.</p> <p>Further Notes: Simulating the open class with your co-teacher will help conduct the open class smoothly. You can also suggest great ideas for the class!</p>

April	1~2	<p>National Holiday:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Every four years: election of National Assembly Every five years: election of the President (Usually held on Wednesdays, and is a school holiday.)</p> </div>
	3~4	<p>School Event: Parent Counseling Week- Parents come to school or have a phone call with their homeroom teachers to talk about their children.</p>
May	1	<p>National Holiday: May 1st - Labors Day. Refer to your contract about your working status.</p> <p>Further Notes: For teachers, May 1st is not a holiday. Some schools may designate Labors day as a school holiday, but it differs from school to school.</p> <p>National Holiday: May 5th : Children's Day. (May 6th may be discretionary school holiday)</p> <p>School Event: Sports Day(Usually held in May)- Big schools might do Sports Day several times (by Grade 1~3/ Grade 4~6 or else) but small schools usually do it all together.</p>
	2	<p>School Event: May 8th - Parents' Day (Not a national holiday.)</p>
	3	<p>School Event: May 15th –Teacher's Day (Not a national holiday.)</p> <p>Further Notes: You should be careful not to receive any costly presents from students or parents.</p>
	4	<p>National Holiday: Buddha's Birthday- The date changes every year. It is based on Lunar calendar.</p> <p>School Event: Graduation Picture Day- 6th graders take photos for their graduation book. English class schedules might change.</p>
June	1	<p>National Holiday: June 6th - Memorial Day.</p>
	2	<p>School Event: Fire Alarm/ War alarm drills- Required to do every semester. Sirens will ring in the school and the students evacuate, following the teacher's direction.</p>
	3~4	<p>School Event: Survival Swimming Education(for 3rd and 4th Grade)- Can be held in 2nd semester. They go to a swimming pool for 3~5 days. English class schedules will change.</p>
July	1~2	<p>Further Notes: Your co-teacher can consult for your opinion while preparing for the 1st semester report.</p>
	3~4	<p>School Event: End of 1st semester- Usually in July 23rd ~ 25th . Might differ if there is a school construction. There are no English class in the last day. (Summer vacations are usually 3~4 weeks.)</p>

August	3	<p>National Holiday: August 15th - Independence Day</p> <p>Start of 2nd semester: Starts right after Independence day or the week after.</p>
September	1~4	<p>National Holiday: Chu-seok(Korean Thanksgiving)- 4~5 days of holiday. Families gather together. (Chu-seok can be on October, because it is based on Lunar Calendar.)</p>
October	1	National Holiday: October 3 rd - National Foundation Day
	2	National Holiday: October 9 th - Hangeul Day
	3~4	<p>School Event: School Field Trips are scheduled once or twice a year, according to each school's circumstances.</p> <p>School field trips may be on September. English class schedule will change.</p>
November	1~4	<p>School Event: School musicals, magic shows, show and tell, and many events are held in October and November. This might cause some schedule changes.</p>
December	1~2	<p>Teachers have to get ready for the end of the year report.</p> <p>Further Notes: NET evaluation will be proceeded by the principal. Check your documents thoroughly.</p>
	4~5	<p>National Holiday: Christmas- If it is on weekday, it becomes a school holiday. Christmas Eve is not a holiday.</p> <p>Christmas holiday is not considered a main holiday in Korea. Main holidays are Lunar New Year's Day and Chu-seok. This is the reason there is only one day off.</p>
January	1~2	<p>National Holiday: New Year's Day. Closing/ Graduation ceremony takes place.</p> <p>In Gyeonggi province, students are not required to come to school in February. (called the two-semester system) However, there can be exceptions.</p>
	3~4	<p>National Holiday: Lunar New Year's Day. Lasts for 4~6 Days. Family gathers together. It can be in February, depending on the Lunar calendar.</p> <p>Further Notes: Take care of contract renewal.</p>
February	3~4	Teachers come to school for a week (or more) to prepare for next year's curriculum and school events.

When May 5th(Children's Day), June 6th(Memorial Day), October 3rd, and 9th are on Tuesday or Thursday, Monday or Friday could become school holidays. This is called 'Principal's discretionary holidays(학교장재량휴업일)'. You should refer to your school calendar(usually on the school website) for this information.

The confusing part of the calendar above might be the end of 2nd semester. Usually in Gyeonggi province elementary schools, there are only two semesters. Therefore, students do not come to school in February and the 2nd semester ends in early January.

B. Major Holidays in Korea and How They Fit into Students' Lives and Lessons

1) Children's Day (May 5th)




- ① **Overview:** A holiday celebrated to help children grow up right and strong in a warm and loving environment; if it falls on a weekend, Monday is designated as an alternative national holiday.

- ② **What students usually do:** Children receive pocket money or gifts from their parents and grandparents, buy gifts of their choice, go to amusement parks with their families, go camping, and participate in Children's Day celebrations organized by local governments. Children usually spend time with their families by eating their favorite foods in restaurants or ordering them at home.

- ③ **How to connect with your class:** Elementary schools often hold a Children's Day sports event during the week that falls on Children's Day, allowing students to participate in various sports activities and games. It depends on the homeroom teacher, but some teachers may discuss with their students and change some lessons to their favorite activities.

In English class, you could play games, sing songs, or watch video clips

that celebrate Children's Day. You could also do activities related to "A World Where Children Are Respected" or discuss with students how we can learn about children who are struggling in hunger and war situations around the world and what we can do to help.

		
<p>Children's Day Games (Source: Korea Copyright Commission)</p>	<p>Children's Day (Source: Canva Free Images)</p>	<p>Children's Day (Source: Luton AI Image)</p>

2) Parent's Day (May 8th) and Teacher's Day (May 15th)

① **Overview:** Parent's Day (May 8th) is a day to reflect on the grace of parents, and Teacher's Day (May 15th) is a day to reflect on the grace of teachers, but it is not a holiday.

② **What students usually do:** On parent's Day, students often write letters, flowers (carnations), and gifts to their parents, and sometimes they wear paper flowers made at school on their chests. On Teacher's Day, some schools celebrate, while others do not. Teachers are not allowed by law to receive gifts (even small ones) from students individually, and the only gifts allowed are simple, student-made paper flowers or handwritten letters. Accepting sweets or small gifts from students is also strictly prohibited by law.

③ **How to connect with your class:** Many schools have Parent's Day letters and small flowers, so you can write a simple letter to their parents in English in your English class or decorate a card and take it home.

Speaking of Teacher's Day, you can help students write cards or letters to a memorable teacher or homeroom teacher by providing them with supplies to write a short letter in English.

	
<p align="center">Parent's Day (Source: West Country - courtesy image from Stories)</p>	<p align="center">Teacher's Day (Source: Canva Free Images)</p>

3) Memorial Day (June 6th) and Korean War Commemoration Day (June 25th)

- ① **Overview:** Memorial Day (June 6th) is a national holiday to honor those who have given their lives in service to our country, and June 25th is a commemoration of the Korean War and is not a holiday.
- ② **What students usually do:** Student hang a flag at home or watch the commemoration ceremony on TV.
- ③ **How to connect with your class:** Schools can send home messages about hanging the flag at half-mast on Memorial Day, and students can watch videos about the meaning of Memorial Day, etc. Schools can also organize contests for students to create posters or slogans honoring those who have died for the country.

	
<p align="center">Memorial Day (Source: freepik free images)</p>	<p align="center">6. 25 War (Korean War) (Source: Korea Copyright Office)</p>

In English class, you can also incorporate activities that honor the victims or remind students of the tragedy of war, such as reading related picture books or watching videos, as appropriate.

4) Chuseok (August 15th of the Lunar Calendar)

			
Songpyeon (Source: Cloudpick Free Images)	Graves (Source: Utoimage)	Chuseok (Source: Canva)	Make a wish (Source: Urbanbrush Free Image)

① **Overview:** Chuseok is celebrated on the 15th day of the 8th lunar month, usually in September or October. It's a time to give thanks for the harvest, gather with family and relatives to share food, and have a family ritual(Je-sa) to ancestors.

② **Holiday foods:** Songpyeon, newly harvested fruits (apples, chestnuts, pears, etc.), glutinous rice, taro soup, meat, vegetable side dishes, etc.

③ **What students usually do:** Students go to their grandparents' house with their parents, welcome their relatives at home, and gather together to talk; make Songpyeon, and other Chuseok food, together; eat holiday food with family and relatives; have a family ritual (Je-sa) to ancestors. or visit holy graves; and make wishes to the bright, round full moon on Chuseok night.

④ **How to connect with your class:** In schools, students can learn about the meaning of Chuseok, make clay molds of Chuseok foods such as Songpyeon and sun fruits, and write wishes to the full moon on Chuseok.

In English class, you could do an activity where students share their

experiences of where they go and what activities they usually do on Chuseok, or write a wish for the full moon in English.

5) Proclamation of Hangeul Day (October 9th)

① **Overview:** This holiday is celebrated to commemorate the creation of Hangeul by King Sejong the Great and to encourage the study and dissemination of Hangeul.



Hangeul Day Image
(Source: Freepik)

② **What students usually do:** Students hang the Korean flag at home to celebrate Hangeul Day.

③ **How to connect with your class:** In celebration of Hangeul Day, schools hold writing, slogan, and poster competitions to teach the importance and greatness of Hangeul. Students also create a variety of artwork using Hangeul.

In English class, you can also work with students to write a piece of writing that tells foreigners about the excellence of Hangeul, or create a introductory material about King Sejong, the creator of Hangul.

6) New Year (January 1st by the lunar calendar)

① **Overview:** Lunar new year can be on January or February, depending on the Lunar calendar. It's a time for family and relatives to gather to celebrate the first day of the new year, have a family ritual(Je-sa) to ancestors, and share wishes and virtues for the new year.



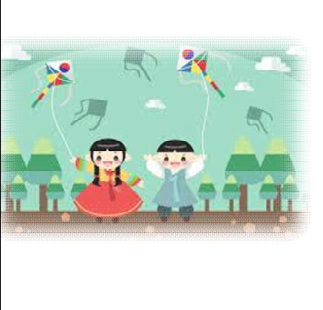

② **Holiday food:** Tteokguk, meat, and vegetable side dishes, but nowadays, we also tend to have our favorite food. Tteokguk is also eaten because it is believed that if you eat tteokguk, you will grow one year older.

③ **What students usually do:** Greet their grandparents and parents with New Year's greetings and receive SeBet money(pocket money); talk to their cousins and siblings, and sometimes play with them, such as flying

kites or playing Yutnori. Children often wear Hanbok, a traditional Korean garment.

- ④ **How to connect with your class:** Teacher and students usually greet each other with "Happy New Year", talk about their wishes for the new year, and make plans for the new year. Since Lunar New Year usually falls in late January or February, you can do a storytelling activity with your students to recall what happened on Lunar New Year.

In English class, it's a good idea to have students write their wishes and plans for the New Year in English.

			
Tteokguk (Source: Pixabay free Images)	SeBae (Source: Urbanbrush/AI Free Images)	Flying a kite (Source: Korea Copyright Commission)	Yutnori (Source: Korea Copyright Commission)

C. Time Allotment for English Class (about Class Schedule Change)

	1~2 Grade	3~4 Grade	5~6 Grade
1st semester(1학기)	No English class	36 (twice a week)	54 (thrice a week)
2nd semester(2학기)	No English class	32 (twice a week)	48 (thrice a week)
Total		68	102

This time allotment of 1st and 2nd semester will differ slightly from school to school. However, the total English class allotment will not differ greatly. There are no English classrooms on the first and last day of the semester. There is a school event called the entrance ceremony(입학식) and closing ceremony(종업식)/ graduation ceremony(졸업식, for 6th graders). On this day, you may be asked to help prepare the seat arrangements or keep the order. This is

because, it is the teachers who prepare for all the school ceremonies.

If there are school events(School Field Trip, Sports Day, Graduation Picture Day, etc), English classes can be postponed to the end of the semester. There are enough empty slots at the end of the semester in December. However, there may not be enough slots in 1st semester and that means you may have to do two English classes for a class in one day. This is not common and the teachers will try their best not to make this happen.



English classes might be postponed when other special classes where lecturers from outside the school visit the school(Ex. school musical, Korean traditional music show, magic show, school violence lectures done by police officers, AI education, and so many other). Lastly, when homeroom teachers cannot come to school for personal reasons, there will be a sudden change in the schedule(ex. 1st period class being postponed to 6th period).



D. Forms of English Classes

1) Fixed Workplace or Rotation System

Working at one School	May be required to do after-school English class, depending on how many classes you are designated to do in the contract.
Rotation System (Working at more than two Schools)	<p>One school being a main school, and going to another school once or twice per week.</p> <p>This is because NETs are required to do 22(Refer to your contract. This is an example) classes per week and the main school's English class schedule may not be enough to fulfill it.</p> <p>ex) School with only one class per grade $((3rd\ G) \times 2 + (4th\ G) \times 2 + (5th\ G) \times 3 + (6th\ G) \times 3 = 10\ classes)$ -> has to do more classes in other school(s)</p>

2) Form of English Classrooms

<p>Separate English Classrooms</p>	<p>The English classrooms will be decorated with useful English expressions. You may use some part of the classroom to keep track of the progress or rewards of each class. The students will come to this 'English classroom' when it is their English class slot, and you will return them to their class when 40 minutes is over.</p> <p>When there is a separate English classroom, there will be a desk for you and your own computer. If there are more facilities that you need, a new chair, for example, ask your co-teacher or report to the administration office(행정실). Furthermore, it is the English teacher's and the NET's responsibility to keep clean and manage the facilities of the English classroom.</p>	
		
	<p>Brief look of an English Classroom</p>	<p>English Classroom decorated with useful English expressions</p>
<p>Normal (Homeroom) Classrooms</p>	<p>However, in some schools where the student number has increased rapidly, English classrooms may have been reconstructed into normal classrooms.</p> <p>In this case, you and your co-teacher will have to move from class to class according to the schedule. This is of course, inconvenient because your PPT might not work in new computers and you have to write the main expressions all over again in new boards. In this case, you'll have to save your PPT on USB or</p>	

	<p>Internet drives and check everything works on other computers properly. In schools like this, there will be a room called 'Subject Teacher Room(교과연구실 or 교과점담실) where English (or/and science, P.E. subject teachers) share a room with their individual desks. This room will be where you come back during lunchtime or break time.</p>	
		
	<p>English Classes in Homeroom Classrooms</p>	<p>Brief look of 'Subject Teacher Room'</p>

3) Form of Your Co-teacher

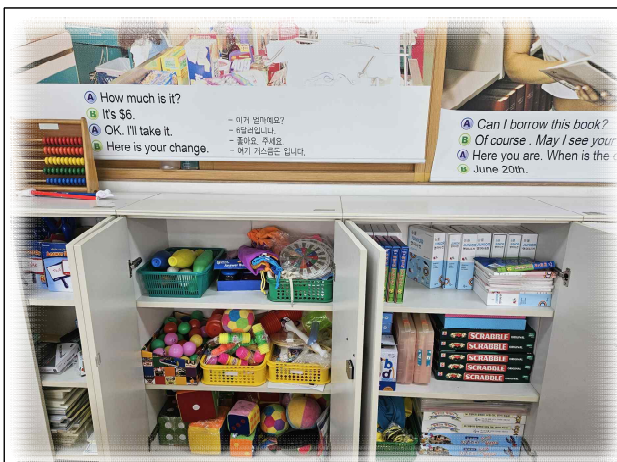
<p>English subject Teacher</p>	<p>Usually, your co-teachers will be English subject teachers, who mainly teach English for one year (or more). You will be teaching with this co-teacher in English classrooms or homeroom classrooms. Pre-discussion of class activities and what roles who will take will make an organized English class.</p>
<p>Homeroom Teacher</p>	<p>In some cases, you might go into classes where homeroom teachers are your co-teachers.(This teacher does not teach English that year.) They might stay in the classroom as observers. This can be confusing when you have expected co-teachers to support and organize the class together.</p> <p>However, this could be because homeroom teachers consider English classes as English teachers' responsibility and this encompasses controlling rowdy students. You can solve this problem by writing a short message beforehand through GOE messenger.</p>

This message can include how much assistance you wish to get; for example, checking on lower-level students, taking care of seriously disturbing students when it goes above a specific level. Also, sending the class material file and requesting what kind of help you need in your class will be a great idea.

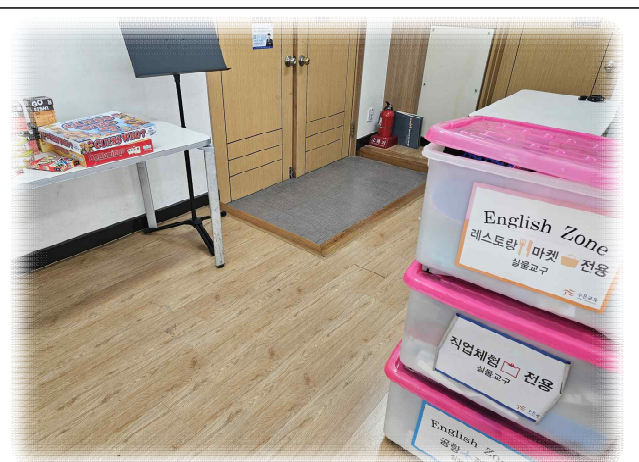
E. Other Useful Tips

1) How to Prepare Teaching Materials

Usually, there is a room next to the English room or cupboards in the room where all the materials needed for teaching are prepared. You may take time at the start of the semester to check what is prepared. If you make a list, it will be easy to remember where to grab what and not make excessive spending. If you want to use a tablet PC to do online quiz game, survey activity, or various technology-based education activities, you can request the homeroom teacher to make the students bring their tablet PC. Many schools are equipped with individual tablets for all the students, and if not, they will share them in each grade.



English teaching materials 1

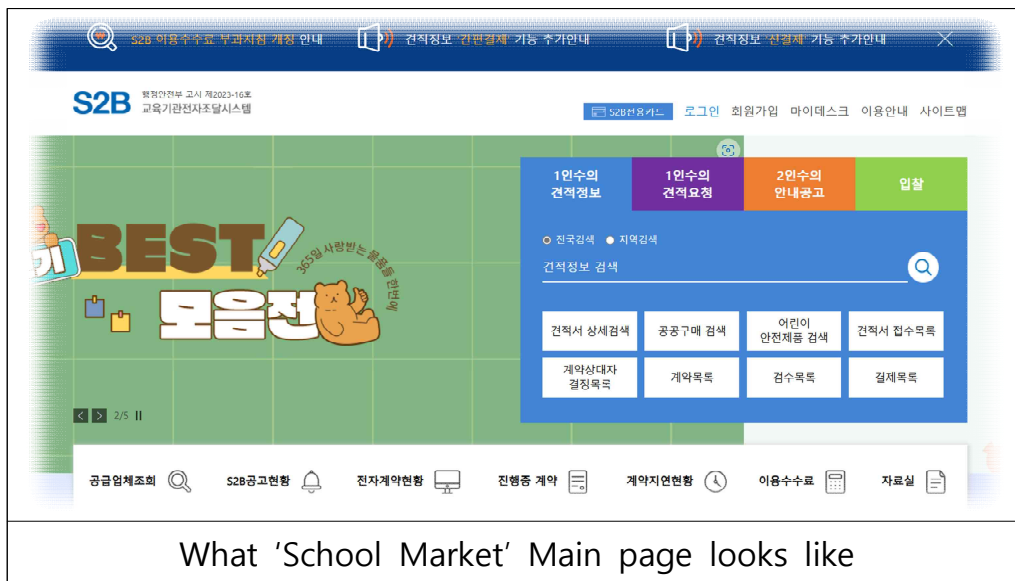


English teaching materials 2

When conducting fun English games, there might be some materials that you need but are not prepared in school. That can range from colored papers, coloring pencils, stuffed dice, puppets, eye patches, mystery boxes, teacher's stamps, etc. English Education budget depends on each school, but

usually there are enough to buy things you need for your class. If your school is conducting an English camp, the budget will be more than enough.

Most normally, the teachers buy materials from a site called 'School Market(학교장터)'(<https://www.s2b.kr/S2BNCustomer/S2B/>). When you call the administration office(행정실) of your school, they will either inform you with the school ID or ask you to make your ID and connect it to the school name.



Nowadays, teachers prefer using other online shopping sites because they offer various items and are delivered more quickly. Ask your co-teacher or the administration office(행정실) for ID information and you will be able to look through what choices you have. After that, when you may need to make an Excel file of the item you need or the co-teacher will help you through the actual buying process. Do not hesitate to ask how to do schoolwork, most teachers will be willing to help you out conducting your English classes.

2) Useful Websites you Might Want to Have Bookmarked

On Chapter II, there are many websites where you can refer to or download useful classroom worksheets. The important part of it is not only looking through the website but trying to apply it to your class and finding out which site matches your needs the most. Through test and trial, you will sort down to about 5 sites and those will be your helpful assistants.

Bookmark those sites on your starting page and you will be able to grab any useful activities whenever you need them.

Bookmarking your school's notice website will be useful. Through this site, you can check how many students applied for your after-school program, any important notices for the teachers, and even next month's lunch menu! (which is most important.)

It is also essential to have the GOE Messenger app pop out automatically when you turn your office computer on. It is the main way of communicating with teachers in your school. Through this Messenger App, you can search for all the teachers who work in Gyeonggi province. If you are working in more than one school, there might be times when you cannot reach the teachers you have to contact through the school phone. What you have to do is simply search for the name of the teacher and send a Message. You can discuss about the class through the 'Talk(대화함)' function (circled in the picture) and attach files for a plus explanation.



3) Mandatory Trainings and How to Participate

Many trainings are mandatory for teachers who work in Korea. These trainings include CPR, multicultural education, digital application education, disability awareness, sexual harassment, emergency welfare reporting, and many others. In schools, the schoolworks (업무 eop-mu) are divided among the teachers. The teachers will take charge, for example, multi-culture, environment, education welfare and so on. Those teachers will give you a message to send a certificate of some mandatory training or participate in off-line training. Below are the specific ways to do each of them.

① Online training

Sending them a certificate of online training is not difficult at all. You will

have to make an account in both 중앙교육연수원(https://www.neti.go.kr/) and 경기도교육청교육연수원(https://www.gtie.go.kr/). Usually, the teacher will give a list of training programs or which words have to go in the title. For example, a teacher who is in charge of special education sends you a message that you need to take at least 3 hours of training programs that have ‘장애인식 (disability awareness)’ in the title. Then, you search ‘장애인식’ in the search engine and enroll for a program that includes more than 3 hours. After you have finished listening to the program and conducted some questionnaires or tests, you will be able to print or save the certificate into a pdf file by clicking ‘이수증 발급’.

It may be confusing sometimes to understand why NETs need to take some programs that are completely in Korean. But compiling all the certificates and giving them to the regional Educational office(지역교육청) is the teachers' job, so sending them the certificates quickly will be of great help to the teachers. For some training programs, you have to get over a certain score in the test(usually 60 or 70). In this case, you can use a translation program to help you out.



② Offline training

Some programs such as CPR require off-line participation for every personnel working in school. Even though the programs are conducted fully in Korean, participation is mandatory. Usually, the school nurse or a professional lecturer will conduct these programs on the day notified beforehand. It's the same, the program will be conducted in Korean only. However, verification that everyone has participated is necessary for the school.

F. Useful Expressions in School

1) For Class Instruction, Work, and School Organization

Instruction related expressions	Korean Pronunciation
assignment	과제 gwa je
subject teacher	교과 전담 교사 gyo gwa jeon dam gyo sa
homeroom teacher	담임교사 dam im gyo sa
English notebook	영어 공책 yeong eo gong chaek
after school program	방과 후 프로그램 bang gwa hu peu ro geu rem
teaching resources	수업자료 su eop ja ryo
lesson plan	지도안 ji do an
school visit	수업 참관 su eop cham gwan
open class	공개 수업 gong gae su eop
assessment (tests that are included in their reports)	수행평가 su haeng pyeong ga
semester report	성적 통지표 seong jeok tong ji pyo
lower level students	학습부진아 hak seup bu jin a
co-teaching / co-teacher	협력수업/ 협력 교사 hyeop ryeok su eop/ hyeop ryeok gyo sa
Work related expressions	Korean Pronunciation
absence/ late/ early leave	결석/ 지각/ 조퇴 gyeol seok/ ji gak/ jo toe
unofficial leave for personal reasons	개인 사유로 인한 조퇴 gae in sa yu ro in han jo toe
holidays	공휴일 gong hyu il
working hours/ working condition	근무시간/ 근무조건 geun mu si gan/ geun mu jo geon
attendance record	근무상황부 geun mu sang hwang bu
unpaid sick leave	무급 병가

	mu geup byeong ga 병가 byeong ga
sick leave	병가 byeong ga
duties and regulations	복무규정 bok mu gyu jeong
class instruction hours per week	주당 수업 시수 ju dang su eop si su
overtime instruction pay/ overtime work	초과수업 수당/ 초과근무 cho gwa su eop su dang/ cho gwa geun mu
official trip	출장 chul jang
maternity leave	출산휴가 chul san hyu ga
paid leave/ unpaid leave	유급휴가/ 무급휴가 yu geup hyu ga/ mu geup hyu ga
medical doctor's note	의사 진단서 ui sa jin dan seo
special leave	특별 휴가 teuk byeol hyu ga
Other useful expressions	Korean Pronunciation
principal / vice principal / head teacher	교장 선생님 / 교감 선생님/ 부장 gyo jang sun saeng nim / gyo gam sun saeng nim / bu jang
head of administration office	행정실장 haeng jeong sil jang
administration officer	주무관 ju mu gwan
teacher's office staff	실무사 silmusa
-add 님(nim) when you are addressing that person the expression above is the name of one's position	
teacher training	연수 yeon soo
time table	시간표 si gan pyo
administration office	행정실 haeng jeong sil
cafeteria (where you have lunch)	급식실 geup sik sil

teacher's room (vice principal and 실무사 will be here)	교무실 gyo mu sil
principal's room	교장실 gyo jang sil
nurse's office	보건실 bo geon sil
toilet / bathroom	화장실 hwa jang sil
library	도서관 do seo gwan
school auditorium / gym (used in school events and P.E. classes)	강당 / 체육관 gang dang / che yuk gwan
subject teacher's office (English, science, P.E. teachers office)	교과 연구실 gyo gwa yeon gu sil
teacher's office (a room where teachers store teaching materials)	교사 연구실 gyo sa yeon gu sil
counseling office	상담실 sang dam sil
opening ceremony of the school year (on the first day of the school year)	개학식 gae hak sik
vacation ceremony (on the last day of the school year)	방학식 bang hak sik
closing ceremony (end of the grade- for grade 1,2,3,4,5)	종업식 jong eop sik
graduation ceremony (end of elementary school- for grade 6)	졸업식 jol eop sik

2) Expressions Frequently Used by Students and Teachers

Teachers	Korean Pronunciation
Let's start class	수업 시작할게요. sueop sijakalgeyo.
Open textbook page OO	교과서 OO쪽 펴세요. gyogwaseo OOjjok pyeoseyo.
Let's read the expressions we'll learn today.	오늘 배울 표현을 읽어봅시다. oneul baeul pyohyeoneul ilgeobopsida.
Repeat after me.	따라 말하세요. ttara malhaseyo.

One more time.	한 번 더. han beon deo.
Little bit louder	조금만 더 크게. jogumman deo keuge.
Let's do it one by one.	하나씩 해 볼게요. hanassik hae bolgeyo.
Let's fill in the blank.	빈칸을 채워봅시다. binkaneul chaewobopsida.
Let's concentrate.	집중합시다. jipjunghapsida.
Be quiet, please.	조용히 합시다. joyonghi hapsida.
Did you do your homework?	숙제 해왔나요? sukje haewannayo?
Homework is due next class.	다음 시간까지 숙제입니다. daeum sigankkaji sukjeimnida.
Anyone with questions?	질문 있는 학생? jilmun inneun haksaeng?
It's okay to make mistakes.	틀려도 괜찮아요. teullyeodo gwaenchanayo.
You did a great job.	너무 잘했어요. neomu jalhaesseoyo.
Students	Korean Pronunciation
I have a question.	질문 있어요. jilmun isseoyo.
May I go to the toilet?	화장실 가도 되나요? hwajangsil gado doenayo?
It's too difficult.	너무 어려워요. neomu eoryeowoyo.
Help me.	도와주세요. dowajuseyo.
Is this right?	이게 맞나요? ige mannayo?
What's ~ in English?	~가 영어로 뭐예요? ~ga yeongeoro mwoeyo?
I don't know.	모르겠어요. moreugesseoyo.
Thank you.	감사합니다. gamsahamnida.

3) Korean Proverbs & English Proverbs in Common

There are Korean and English proverbs that have similar meanings. This shows that people have common and similar thoughts, regardless of whether they are from the East or the West. You will be able to understand Korean culture better by comparing proverbs.

English proverbs	Korean proverbs (Hangeul / Romanization)
A piece of cake	식은 죽 먹기 Sikun juk meokgi
Every cloud has a silver lining.	하늘이 무너져도 솟아날 구멍은 있다. Haneuri muneojujeodo sosanal gumeong eun itda.
Speak of the devil.	호랑이도 제 말 하면 온다. Horangido je mal hamyeon onda.
Many a little makes a mickle.	티끌 모아 태산 Tikkeul moa taesan
Better late than never.	늦었다고 생각할 때가 가장 빠르다. Neujeottago saenggakhalk taega gajang ppareuda.
It is no use crying over spilled milk.	엎질러진 물이다. Eopjilleojin murida.
Every dog has its day.	쥐구멍에도 별들 날 있다. Jwigumeongedo byeotdeul nal itda.
I've got bigger fish to fry.	내 코가 석 자다. Nae koga seok jada.
The early bird catches the worm.	일찍 일어나는 새가 벌레를 잡아먹는다. Iljjik ireonaneun saega beolle reul jabameongneunda.
Two heads are better than one.	백지장도 맞들면 낫다. Baekjijangdo majdeulmyeon natda.
Even Homer sometimes nods.	원숭이도 나무에서 떨어질 때가 있다. Wonsungido namu eseo tteoreojil taega itda.

Too many cooks spoil the broth.	사공이 많으면 배가 산으로 올라간다. Sagongi maneumyeon baega saneuro ollaganda.
When elephants fight, it is the grass that suffers.	고래 싸움에 새우 등 터진다. Gorae ssaueme sae u deung teojinda.
Doesn't know A from B.	낯 놓고 기억 자도 모른다. Nat noko giyeok jado moreunda.
A journey of a thousand miles begins with a single step.	천릿길도 한 걸음부터 Cheonlitgildo han georeumbuteo.

4) Expressions Usually Used on Holidays or Anniversaries

Holiday	English Expression	Korean Expression (Hangeul / Romanization)
어린이날 (Eolin-inal)	Happy Children's Day!	어린이날 축하해요. Eolin-inal chughahaeyo.
어버이날 (Eobeoinal)	Happy Parent's Day!	부모님 은혜에 감사합니다. Bumonim eunhyee gamsahabnida.
추석 (Chuseok)	Happy Chu-seok!	즐거운 추석 보내세요. Jeulgeoun chuseok bonaeseyo.
설날 (Seolnal)	Happy new year!	새해 복 많이 받으세요. Saehae bog manh-i bad-euseyo.

지도위원

현계명(경기도교육청 융합교육정책과장)
나은경(경기도교육청 융합교육정책과 외국어교육팀 장학관)

기획 위원

편재원(경기도교육청 융합교육정책과 외국어교육팀 장학사)

협조 위원

김연태(김포교육지원청 장학사)

집필 위원

홍유정(산의초등학교), 조경은(남양주송라초등학교),
이수희(운산초등학교), 이난영(다산한강초등학교), 박종필(울포초등학교),
정은경(군포양정초등학교), 차선화(차산초등학교), 윤상수(서원초등학교),
김지윤(산의초등학교), 정희라(광교초등학교), 임채현(군문초등학교)

편집 위원

Andy Chan(용천초등학교), Brian Kim(송추초등학교),
Grace Cho(고촌초등학교), Leon Brown(별내중학교)

발행

◇ 발행 : 2024. 12.
◇ 발행처: 경기도교육청 융합교육정책과

2025 Class Support Guide for NET

2022개정 교육과정 반영
원어민 영어보조교사(NET) 수업도움자료

