

Day #1

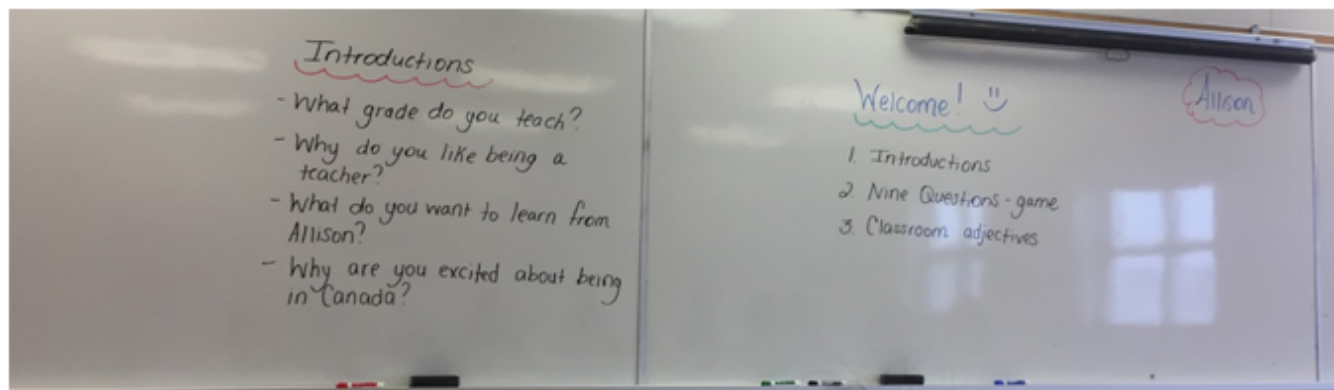
Monday, April 16

No school because of snow storm.

Day #2

Tuesday, April 17

Allison



???????? NINE QUESTIONS ?????

Ask 3-5 of your classmates

What is your favourite place on Earth? 1. Home Sweet home 2. Anywhere with her family 3. Spain 4. My house 5. Mom's hug	How big is your family? 1. 4 2. 4 3. 4 4. 5 5. 4	What do you like doing in your free time? 1. Doing yoga and watching a movie 2. Shopping and hanging out with her friends 3. watching a movie 4. watching a movie and figure skating 5. watching a movie and napping
What are your plans for the future? She want to make her own text book 1. Retire, go travel with fancy chub 2. To be a teacher for 40 years 3. Go to east Europe 4. Get married with someone	What was your first impression of Canada? 1. Friendly 2. Large and few people 3. Spring show 4. Fresh air 5. melting pot	What's your favourite EFL activity to do with your students? 1. English PE 2. Information gap activity with partner 3. Bingo game 4. Speaking game 5. Market play
What is your least favourite activity to do with your students? 1. Grammar 2. Chant 3. Writing essay 4. Grammar 5. Test	What are you expecting to learn from your Canadian instructors? 1. differentiated lesson 2. Comparison 3. Reading EFL 4. Authentic expressions 5. Natural and authentic attitude towards business	Your own question: Where do you want to visit in Canada? 1. Vancouver 2. Eaton centre 3. Distinct history 4. AGO 5. Stratford

Introductions ourselves with 5 questions first.

And do nine questions game.

Nine questions game.

- Teacher give us 8 questions, we make 1 our own question.

- Move around in the classroom and ask 9 questions for 5 people.

- Write down the answer.

- Talk about the answer and guess who she/he is.

#### Why Koreans Struggle to Speak English

Why do Korean students struggle to speak English? Well, in math class, they give math tests. In science class, they give science tests.

Simply put, what gets tested gets done, and communicative speaking ability is not tested. Thus - surprise - there is little communicative ability.

In general, most university freshmen classes contain advanced students, but beginning speakers. They have had 10 years of grammar-focused, teacher-centered English education. The three high school years are generally "test English", that is, English courses geared to passing university entrance exams. In all those 10 years, students have had none or very few communicative classes, or communicative tests. Thus, their communicative rank of 121st.

(Despite huge investment and educational goal, the English language skills of Korea's adults have not improved and have remained at a moderate level over the past six years... - Korea Herald)

The problem is not that students in a Confucian society are reluctant to speak. If given an interesting topic that they know a lot about (Me, opportunity (class time), and incentive (speaking tests)), they are effusive speakers, as are all teenagers. In consequence, a lot of speaking requires a way to test a lot of speaking. Communicative classes require communicative testing.

#### 7 reasons why communicative tests are necessary

1. Communication is in our genes, not grammar. Grammar is computer code. The human brain develops in children as language develops. Stop fussing with mother nature. Grammar-based tests are used because it is easy to mark right or wrong, not because it improves communicative speaking.

2. Good grammar comes after a lot of speaking, not before. It is a result, not a precondition.

3. Communicative ability will flow only from communicative tests. What gets tested gets done.

4. For teenagers and older, speaking a foreign language is a skill. Mastering any skill requires this ratio: 10% instruction, 90% practice.

5. What is the purpose of your class? To prepare them for another standardized English test, or prepare them for life?

6. Most Korean students are advanced students, but beginning speakers. Stop aside and let them speak. Beginners in any skill who do a lot, improve a lot.

7. The engine of speaking improvement is speaking.

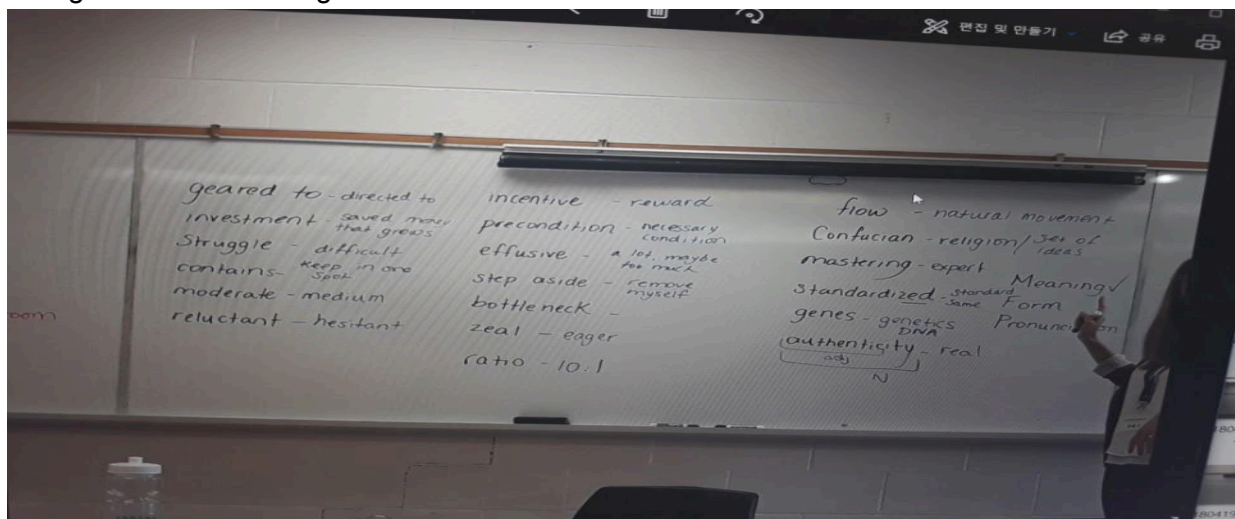
The restriction, the bottleneck to improving speaking ability is speaking tests. When speaking is tested, grammar-graded speaking tests result in more grammar study, and memorizable role-playing speaking tests result in more memorizing. Other indirect testing measures such as describing a picture have little authentic and less impact. Speaking ability can be tested over the Internet. While all these testing methods may provide an accurate measure of something, that something is nothing like authentic communication.

## Day #3

### Wednesday, April 18

#### Today's Agenda

1. Wifi Setup
2. Language Pragmatics, instructional language (discussion)
  - Why are instructions important?
  - How do you give instructions in your English classroom?
  - What are some challenges you face when giving your students instructions in English?
3. Pronunciation (discussion)
  - How do you teach your class pronunciation? Directly or indirectly?
  - Do you teach pronunciation differently for different grades? Why or Why not?
4. Speaking & Vocabulary
  - Reading article
  - Circle the words that we don't know meaning and guess the meaning
  - Knowing the exact meaning



5. Writing Assignment-biography( writing about my professional career)

## Day #4

### Thursday, April 19

#### Today's Agenda

1. Canadian school system presentation
2. Presentation review & Homework discussion
  - What is the interesting fact that you learned?
  - What is something that surprised you?
  - What aspect of the Canadian system is the most different from Korea?
3. Grammar
  - When we do the activity, Students need to know the rule.
  - When we do **an** activity, **students** need to know the **rules**.
  - Sometimes students didn't understand what I say.
  - Sometimes students didn't understand what I **said**.
  - Students are want to learning about the activity.
  - Students **want** to **learn** about the activity.
  - At the intro of the lesson I wrote down the key words.

→At the intro of the lesson I wrote down the key words.(no wrong)

-I usually do the same thing to all of my class.

→I usually do the same **things for** all of my **classes**.

#### 4. Using authentic materials

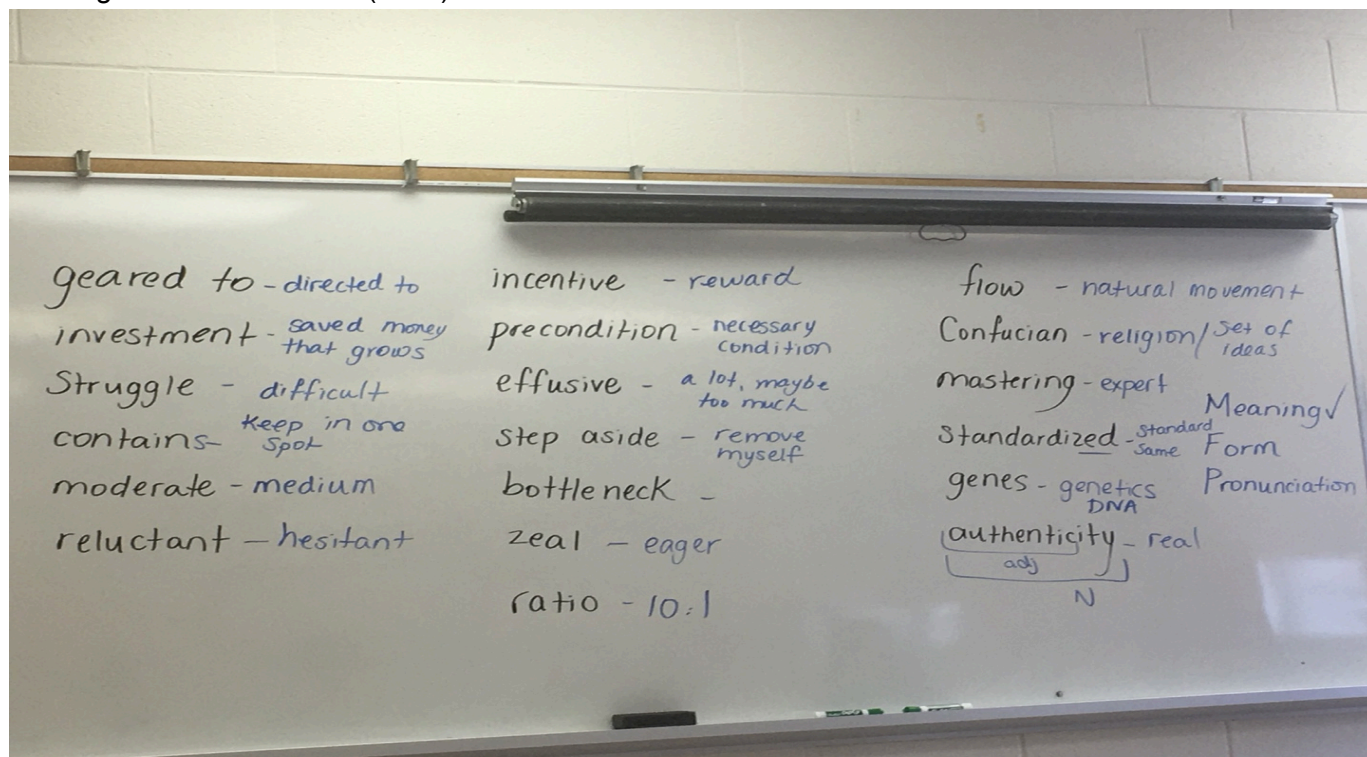
-What is an authentic materials?

(not purpose for studying English - ex)movie, storybooks, pop song, newspaper, drama...)

-How often do you use them in your classes?

-What do you think are the benefits?

#### 5. Using authentic materials(cont.)



#### 6. Writing assignment - biography

### Day #5

## Friday, April 20

#### 1. Professional biography

-Write my professional biography based on my teacher career.

#### 2. Grammar

-How do you introduce a grammar topic?

-Through authentic materials ; storybook, snacks, magazine etc

-Do you teach grammar - directly or indirectly

-Find someone who... teaching grammar indirect way.

-Grammar is very abstract so elementary school students can't understand easily. Therefore indirect way is more efficient than direct way.

-Do you teach grammar differently for different grade levels?

-Based on students level or grade, I teach grammar differently.

-What are some difficulties you encounter when teaching grammar?

- Grammar is abstract and kind of rules so students feel difficult in understanding.

#### 3. Preparing for oral presentation.

-Before real presentation, we showed our presentation to our instruction.

#### 4. Oral presentations.

## Day #6

### Monday, April 23

#### 1. Language Pragmatic

- Find the interesting article (Useful website for articles : [cbc.ca/](http://cbc.ca/) [huffingtonpost.ca/](http://huffingtonpost.ca/) [globeandmail.ca](http://globeandmail.ca/))

#### 2. Vocabulary

- Talk about 2 words which can't understand
- Explain the words to use these categories : meaning, form, pronunciation, example sentence

#### 3. Authentic Listening

- How do you teach listening in your class? Do you use authentic resources? : pop song...
- What are some difficulties you face when teaching listening? : Students engagement, different accent and intonation...
- How do you improve your own listening skills? : Watching movie and drama, listening songs...

<Additional thoughts>

'Authentic Listening' : When I'll show a clip to students, I'll try the today's activity which is listening first without watching. Maybe they'll listen more carefully and feel difficulties of listening without watching. Also, they'll watch the clip more concentrated after only listening. In addition, using clips in the lesson is also authentic way, so students can learn about cultures and the other useful expressions naturally.

## Day #7 4/24

### Tuesday, April 24

Listening activity(worksheet - there are questions related to the video)

1. Listen to the video with back to seat
2. Discussion with group members what they heard
3. Watch the video again with subtitle.
4. Answer to the question altogether.

Review game(with topic)

1. There are 2 teams. Each one has to write the word related to the topic
2. Next person can't fix previous word
3. If there is a spelling error, -0.5point
4. First finish, get 1 point
5. If words are overlapping, only one word is marked

Picture game(time limit , provide key expressions.)

1. Number 1 student draw picture to express key expressions
2. Fold the paper and pass to number 2
3. Number 2 has to guess and write down key sentence by picture
4. Like this way keep going

## Day #8 4/25

1. School Visiting : Father michael gates Secondary School, St. Elementary school

2. Korean Restaurants : Korean BBQ
3. Discuss the feelings of school visiting : School system is different by the culture. Korean have to work hard to adapt to the society. Because population is so high compared to the land size. Therefore, Koreans have a efficient education system for their environment.
4. Excursion - Toronto Premium Outlets

## Day #9

### [1]School visit reflections

Discussion with the teachers about their impressions after visit St.Barbara and Father Michael Goetz

### [2]Presentation-Art Babayants' Drama Presentation

To get a good intonation like native speaker, you should make your energy move with your emotion-which means you should make your saying with your body and gesture.

·Crazy reaction : Trainees practice some phrases with certain intonations and body languages such as Oh, my god!(Surprise), Woooow!(admiration), Shut UUUUP!(disbelief), Oh, nooooo!(bad news), Argh(frustration), Meh(indifference), How terrible/ tragic!(sympathy), What a surprise!(shock).

· Intonation Building Blocks : Trainees practice some expressions using building block(tone) such as FALL( high fall or medium fall for certainty, empathy - Hey!), RISE(high rise or medium rise for question, query - Huh?), Sing-song(high note-low note for sarcasm, irony - Awkwaaard!), and Level(level, no change in turn for disengagement - Meh...).

·Over-the-top introductions : Trainees in pairs introduce their partner to the whole group using over-the-top adjectives. (e.g., It is my utter and absolute pleasure to be welcoming... Please, give it up ot the fabulous...)

### [3] Writing assignment : Impressions of the Canadian School system

### [4] Pronunciation

- ☐ Repeat the word which is hard to pronounce
  - ☐ Bat-bait
  - ☐ Test-taste
  - ☐ Bet-bit
  - ☐ Track-truck
  - ☐ Men-man
  - ☐ Scene-sin
  - ☐ Luck-lock
  - ☐ Map-mop
  - ☐ John-Joan
  - ☐ Left-laughed
  - ☐ ran-run

## Day #10

### Agenda

- Story time
- Speaking practice
- Reflections & Wrap up
- Celebration

## **1. Story time**

**-What is your favourite storybook and why?**

**-What is your favourite English story or fairy tale?**

**Mission : Make a lesson plan!**

**1) target language**

**2) 2) summary of the story**

**3) moral of the story**

## **2. Speaking practice**

**-Review what we learned on pronunciation time.**