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Improving Communicative Competence of Korean College Students Based On the Flipped Classroom Model: A Handbook for Teachers

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University of San Francisco

**Improving Communicative Competence
of Korean College Students
Based On the Flipped Classroom Model:
A Handbook for Teachers**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment of the Requirements for the Degree
Masters of Arts in Teaching English to Speakers of Other Languages

by
Jihye Lim
December 2016

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Based On the Flipped Classroom Model:
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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Brad Washington
Instructor/Chairperson

December 16, 2016
Date

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ABSTRACT

Korean college students tend to focus on obtaining competitive grades in different types of exams such as TOEFL, TOEIC, and IELTS. Despite their high test-scores, many Korean students are not proficient in communicating with others in English. Given the challenges many Korean students at the college-level experience with communication in English, there is an opportunity to provide Korean EFL instructors with a new classroom model for language teaching. The purpose of this project is to provide Korean EFL teachers with model lesson plans and instructional design resources based on the flipped classroom model. The improvement of students' English level depends in part on the efforts of teachers in classrooms. The theoretical framework of this project is based on the flipped classroom model. This model shifts traditional activities such as lecture outside the classroom. Instead, class time is used to engage students in activities and discussion to reinforce what they have learned. The teacher or instructor takes on the role of coach or facilitator (Baker, 2000). This field project is a handbook for Korean EFL teachers. It focuses on implementing the flipped classroom model in a speaking class in order to make students build communicative competence successfully. There are two sample units to show how to create lesson plans based on the flipped approach. Each unit uses one movie as a main material and lists following components: 1) instructional video (QR code), 2) PPT file for instructional video, 3) Lesson plan for classroom activities and 4) PPT file for classroom activities.

CHAPTER I INTRODUCTION

Statement of the Problem

Many Asian countries have been experiencing ‘English Fever’ over the last decade. South Korea is not an exception to this phenomenon (Dailey, 2010). “The English language craze in Korea has made people obsessed with English under globalization.”(Kim, 2015) The Korean government has considered English important to children due to this phenomenon. According to Park and Jeon, there were also several events that contributed to this new viewpoint of English as a significant asset in Korea such as the 1988 Olympics and the 1997 Asian financial crisis (as cited in Dailey, 2010).

Two of the most significant events were the impetus for new educational policies that mandated teaching English at the primary school level. Learning English was viewed as the vehicle for economic progress (Dailey, 2010). According to the Korean ministry of education, learning English was also imperative to the strength of the nation and creating bridges with other countries. Nowadays, English language education in Korea remains of paramount significance. However, even though many resources have been devoted to English language education, proficiency of Korean college students remains relatively low (Koo, 2014; Dailey, 2010).

Koo (2014) argues Korea’s education system hurts students. This perspective highlights many of the challenges in the system of education in South Korea, specifically English language education. This is because the learning outcomes often do not correspond with the level of resources the Korean government uses to insure English language proficiency. To be more specific, Korea has one of the highest levels of

expenditures related to private education in the English language. According to 2014 Korean government statistics, parents spent \$18 billion U.S. dollars on private education. English language education was the most common expenditure, which was about 33% of household bills (Kwaak, 2014).

Although English learners in Korea have been doing their best to master English, they have been experiencing difficulties communicating with people in the target language. In a 2013 survey conducted by EF Education First, South Korea was ranked 24th out of 60 countries in English proficiency (Nylander, 2013). Korean society has been concerned about problems of low English speaking proficiency of students. From the perspective of the nation, failure of education system means failure of national profits in the future. It will have an effect on national economic growth in the long term.

Korean college students tend to focus on obtaining competitive grades in different types of exams, especially exams such as TOEFL, TOEIC, and IELTS. Despite their high test-scores, many Korean students are not proficient in communicating with others in English. For example, even if test takers of TOEFL, including the speaking section, already had a high score they tend to hesitate to have conversations with people in the target language because they feel uncomfortable and unconfident. Also, even though they are good at reading articles at the advanced level, their speaking level often does not correspond to their reading or grammar skills. For example, many may be able to read a newspaper, academic paper, or journal article, but they may find it challenging to engage in meaningful conversations in their target language. Given the challenges many Korean students at the college-level experience with communication in English, there is an

opportunity to provide Korean EFL instructors with a new classroom model for language teaching.

Purpose of the Project

The purpose of this project is to provide Korean EFL teachers with model lesson plans and instructional design resources based on the flipped classroom model. The improvement of students' English level depends in part on the efforts of teachers in classrooms. Therefore, the strategies a teacher uses can support student learning or impede it. Through this field project, Korean EFL teachers who are interested in developing their students speaking skills by using the flipped classroom model can potentially improve communicative competence of Korean students at the college level.

Another purpose is to focus on creating more opportunities for students to communicate in English inside and outside of the classroom. The grammar translation method (GTM) has been prevalent in Korea and other EFL countries (Heinz, 2013). Many EFL classrooms are teacher-centered. As a result, teachers usually lecture about grammar, focusing on reading comprehension by requiring students to translate new knowledge to their first language (L1). Subsequently, students do not have many chances to talk in the target language actively during class time. In addition, they also cannot even actively listen to it. This situation does not help boost speaking proficiency of students. Through the flipped classroom model, EFL classrooms can be transformed into student-centered environments where they are actively learning.

The other purpose is to support college-level Korean EFL students who are often not exposed to authentic situations when the target language is used. Since Korea is not an English speaking country, there is a lack of input to students who need the authenticity

of the target language. Because these EFL students often do not have consistent interactions with English speakers, they have limited opportunities to make use of what they are learning in the classroom. Many students usually use textbooks for school and textbooks for college entrance exams. The resources are typically academic and do not focus on colloquial or idiomatic phrases. In other words, these materials do not help students to be exposed to daily conversations and enhance speaking proficiency. With the flipped classroom model, teachers discover how to make more various and authentic environments accessible to students.

Theoretical Framework

The theoretical framework of this project is based on the flipped classroom model. The flipped classroom model shifts traditional activities such as lecture outside the classroom. Instead, class time is used to engage students in activities and discussion to reinforce what they have learned. The teacher or instructor takes on the role of coach or facilitator (Baker, 2000).

The flipped classroom model can be invaluable for teachers because it provides a way to repurpose classroom time by focusing on active learning, student engagement, and hybrid course design. Therefore, class time is viewed as a workshop. During workshops, students have opportunities to engage in active learning by asking about lecture content, applying their new knowledge, and interacting with their peers (EDUCASE, 2012). The flipped classroom model does not refer to a single model. It can include online quizzes or activities, videos, etc.

The flipped classroom model is regarded as a student-centered strategy. It empowers students to become active learners, repositioning the teacher as a facilitator.

According to Baker (2000) and Mehring (2016), the model can be effectively implemented in EFL classrooms. As Mehring (2016) states:

This process opens up face to face class time, enabling teachers to interact with students by discussing points of confusion, providing real -life examples relevant to course content, challenging students to think more deeply about complex processes, and monitoring learning activities. (p.2)

It is my belief that the flipped classroom model can help EFL instructors focus on improving their students' communicative competence.

In terms of boosting EFL students' communicative competence in English, it is possible to integrate CLT's characteristics in EFL countries. This is because students have more opportunities to interact and engage in learning the language during class time. By using videos, based on pragmatics students have exposure to authentic materials that can support active learning and usage of English.

Since many Korean students do not have a chance to hear daily conversations between English speakers, technology is a means of exposure to the authenticity of the target language. Students can be provided videos, movies, music, and even writing samples from English speakers easily. Students can have access to material online and engage in discussions, using classroom time to complete activities and engage with the instructor (Mehring, 2016). This approach is learner-centered because the instructor is guided by the needs of their students. In other words, students are proactive rather passive in acquiring new knowledge.

I strongly believe the flipped classroom model is an appropriate approach for Korean EFL teachers to facilitate communicative language teaching (CLT) because they

can emphasize improving their students' English communicative competence. This is significant because lack of communicative competence remains a challenge for many Korean EFL students. As a result, their ability to use their new language is compromised.

Significance of the Project

Korean students desperately want to speak English well and to improve their communicative competence. However, despite their strong desire, there are not many effective teaching methods in Korea. In reality, GTM is still prevalently used as a main teaching praxis in English class in public schools. Students often lose their interest in learning the target language because of the ineffective teaching strategies they have encountered in their English education.

Thanks to my personal experiences being an ESL and EFL student and as an EFL teacher, I could view this situation in various perspectives. As an EFL student who studied English at public schools at least for 10 years, I always felt there should be more innovative ways to learn English. Students, like I was, desire to become competent in the target language and have more fun. At the same time, we thought that sitting on the chair and listening to all rules about English was not fun at all.

There are several benefits for Korean EFL teachers. First, this project can help teachers encourage students to actively participate in speaking English during class time. Second, teachers can facilitate learning environments that are fun for students. Finally, the project provides teachers access to authentic materials

There are also benefits for students. First, students have more opportunities to talk in their target language. Second, students can be helped to realize that learning can be fun

and also productive. Finally, students can have access to authentic materials that can support them to develop new identities as English speakers.

Definition of Terms

English as a Foreign Language (EFL) countries: It is defined as meaning of countries where English is officially not used. The examples are Korea, China, Japan, Brazil and so on.

English as a Second Language (ESL) countries: It is defined as meaning of English speaking countries as a first language. The examples are United States of America, Canada, Australia and Great Britain.

First Language (L1): It defines the language that people acquire since they are born.

Grammar Translation Method (GTM): It defines the teaching method used in the 60s. It focuses on gaining the knowledge of grammar and translation from the target language to the first language.

Communicative Language Teaching (CLT): It is a language teaching approach to highlight significance of interaction not only as means but also as the ultimate goal in acquiring in the target language.

The flipped Classroom Model: Baker (2000) suggested a new classroom model that features lectures and homework at home before class and many activities at class, flipping the traditional classroom. He believed that technology would make it better for students to learn.

English Fever: Kim (2015) used English Fever to explain how enthusiastic and important English education has been in Korea.

Confucianism: It is a social and ethical philosophy which was developed in ancient China. It has influenced on many Asian countries including Korea.

Learning Style Theories: These theories proposed that each person prefers different ways in order to learn successfully. Many scholars suggested different kinds of learning style theories.

Course Management System (CMS): It is an online software tool to support course interaction between professors and students by providing online environment.

Suneung: It is a Korean SAT exam to enter a college. It includes listening and reading tests of English.

Hak-won: It is the Korean language word meaning private institutes that provide students classes for various subjects.

CHAPTER II REVIEW OF THE LITERATURE

Overview

According to Baker (2000), there are two specific perspectives that have influenced new developments in the field of education. While traditional classrooms have been teacher-centered, the flipped classroom approach situates students to be more active in discovering and making application of knowledge (Baker, 2000). In addition, technology has become a more widely used resource. Technology makes it possible to do something that may have been thought of as impossible in the past. Therefore, it is crucial for language teachers to develop educational praxis that integrates technology for a new generation (Piotrowski & Witte, 2016). These two perspectives can facilitate new opportunities for English language learners more efficiently to acquire the target language effectively. However, English language education in Korea tends to be teacher-centered. As a result, it does not reflect the two new pedagogical and technological perspectives.

This review of literature is organized around two main themes. The first theme focuses on some of the characteristics of English language classrooms in Korea. The second theme focuses on the characteristics and benefits of the flipped classroom approach. This review concludes with a summary of the main points.

Characteristics of English as a Foreign Language Classroom in Korea

There are a variety of teaching strategies that can be used to facilitate learning. Teaching strategies can be divided into two broad categories: teacher-centered or student-centered. In Korea, English language teaching has been teacher-centered. The grammar translation method (GTM) was first used in Western Europe to learn Latin and Greek.

GTM involves teaching grammar structures and having students use these structures in controlled activities (Heinz, 2013). According to Heinz (2013), GTM means the teacher has sole responsibility for engaging students. In other words, they become like gatekeepers for new knowledge.

As a result, students become passive learners. Korean EFL students usually do not have a chance to ask questions during class because teachers are focused on teaching grammar and translation of sentences from English to Korean. Most importantly, the weakest point of GTM is that it does not give students a chance to improve communicative competence (Chang as cited in Heinz, 2013). Thus, Korean EFL students tend to attain grammatical accuracy. However, they do not build communicative competence (Chang as cited in Heinz, 2013).

Korea has a different cultural context from English-speaking countries like the U.S, Canada, and Australia. Korean culture tends to be more collectivistic while many English-speaking countries are more individualistic (Jung, Stang, Ferko, & Han, 2011). Collectivistic societies tend to focus on cultural values that put more emphasis on harmony rather than expressing individual thoughts. Collectivistic cultures focus on conformity, respect for elders, high achievement, and behaviors that honor the family name.

Jung et al.(2011) compared Korean students to Korean American students in order to identify helpful teaching tips based on influences of cultural difference between the two groups. Participants who were raised in the individualistic cultures tended not to hesitate to express their own opinions and their uniqueness. For example, when observing the classroom in the U.S, Jung et al. found that students seem to be used to asking

questions during class time, and discussion was more open. On the other hand, in Korea, they discovered participants were more reluctant to presentations because they had to actively participate. They appeared to be less confident in these kinds of activities. That is because people do not think that it is polite to assert their personal curiosity inside of the classroom. Therefore, even asking a question of a teacher (elder) during class is culturally inappropriate. Hence, students in Korea usually tend to be quiet and just take notes.

Korean cultural values and society are rooted in Confucianism. It emphasizes family as the foundation of a strong society. In Jamber's 2007 dissertation about Korean students' attitudes about English language classes, Confucianism was mentioned as one of reasons why Korean students tend to respect teachers and do not talk to them during classes. This is regarded as rude. This becomes problematic because learners are required to actively use their target language to build communicative competence. Korean students' attitude of being passive in English class due to the prevalent culture Confucianism is problematic to improve communicative competence that is of importance in acquiring the new language. The flipped classroom approach can provide a way to encourage Korean EFL students to become active learners.

Characteristics and Benefits of the Flipped Classroom Approach

Definition

According to Baker (2000), the flipped classroom approach is a non-traditional teaching strategy where "The professor is freed from the 'tyranny of the lecture'--the schedule imposed by the amount of material that has to be covered in class each session"(p.13). There are many scholars who have defined the flipped classroom approach in different ways. According to Lage, Platt and Treglia (2000), it is "Inverting

the classroom means that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p.32). The term “flipping” also can be replaced by “inverting.” Bishop and Verleger(2013) stated “the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom”(p.4). Regardless of the specific definition that is used the flipped classroom approach is about making the classroom student-centered.

Theoretical Foundation of the Flipped Approach

While it is important to define the approach, it is also important to understand its theoretical foundation. Bishop and Verleger(2013) identified five theories that the flipped classroom approach encompasses. They include learning style, peer-assisted learning, cooperative learning, problem-based learning, and active learning.

First of all, learning styles theories suggest that every person has his/her unique learning styles and that providing appropriate learning experiences based on learning styles can lead to improvement in educational outcomes. The flipped classroom reflects this view in that each student's learning style is respected (Lage et al., 2000). Second of all, peer-assisted learning involves students acquiring knowledge and skills by actively supporting and helping their peers. Since the flipped classroom approach emphasizes activities during the class time, it focuses on students’ active learning and applying new knowledge. Third of all, cooperative learning is students’ working in groups to accomplish goals. Five factors must be evident: positive interdependence, face-to-face interaction, individual accountability, small group and interpersonal skills, and group self-evaluation. Fourth of all, the flipped classroom approach features problem-based

learning. In terms of problems as a main resource to boost students' learning in problem-based learning and students-centered model, the flipped classroom also works in the classroom in similar ways of problem-based learning. Last of all, active learning theory "engages students in the learning process" (Prince as cited in Bishop & Verleger, 2013). In the flipped classroom, in-class activities emphasize students' engagement because it is believed students' active learning facilitate acquisition of new knowledge and skills and application.

Elements of the Flipped Classroom Approach

Successfully flipping a classroom depends on students previous experiences and how the teacher is describes and supports the process. According to Egbert, Herman, and Lee (2015), there are six elements the flipped classroom consists of: 1)Digital lectures, 2)Course management system(CMS), 3)Textbooks and outside texts, 4)Group discussion and group work, 5)Mini-lessons, and 6)Differentiated pacing and timing. The elements can be used in any combination to support student learning.

In the flipped classroom, the video for instruction before the class is a major part. It should be available for students to access at anytime outside of class. Baker (2000) mentioned that this component is "the movement of lecture material out of the classroom through online delivery"(p.12). CMS allows teachers to create a repository for course syllabi, course announcements and assignments that students post, but also streamlines discussion and communication with students. Additionally, textbooks and outside texts can be used to supplement students' learning outside of class by providing additional resources for them to acquire knowledge.

In addition, group discussion and group work are a main part of in-class activities that support active learning of students. According to Baker (2000), as instructional lectures are moved online, students should be provided with additional opportunities for interactive conversations in class. Furthermore, this communicative discussion via online can be an advantage for introverted or shy students to easily share their own thoughts. Mini lessons will fill the gaps between what students do not understand from instructional videos and what students have to know through this lecture.

In mini lessons, teachers are supposed to reteach parts of the lecture. The flipped classroom makes it possible for students to study at their own pace since students are allowed to watch videos individually and submit assignments at a different time within a deadline. In face-to-face class time, teachers are able to group students based on the process of each student so that it helps them to more effectively meet students' needs. On top of that, Baker (2000) recommended teachers use quizzes to increase students' motivation. Since this classroom model is student-centered and they have more responsibility for lectures, it is important to remind students to keep up with watching videos at home and reading materials, and completing homework.

Benefits of the Flipped Approach in EFL Classes

Some studies have positive outcomes from using the flipped classroom model. Not only were students satisfied with the flipped classroom model, but also were instructors. Baker (2000) argues that the flipped classroom can “bring the benefits of increased interactivity and collaboration into their classes-- both online and in the classroom -- without sacrificing any content.”(p.16) The flipped approach allows teachers

to be aware of and incorporate the learning styles of many student to engage a wide spectrum of learners (Lage et al., 2000).

Students' satisfaction and positive attitudes about the flipped approach.

Research and scholarly literature has suggested how positive students feel about the flipped classroom model. Butt (2014) did research on students' perspective on the flipped classroom in the Australian National University. Students' responses to this model were mostly positive. At the end of the semester, 75% of the students regarded the flipped classroom model as being helpful to their learning.

Likewise, Nanclares and Rodriguez (2016) reported participants in their study revealed positive views of the model. They wrote participants displayed a positive attitude about the blended design. They were especially positive with respect to the motivational impact of technology usage and its practical implications for their active learning. Almost two-thirds of participants agreed the flipped classroom model was more engaging than traditional classroom instruction. Less than 10% disagreed with this statement. The others were neutral.

Zhonggen and Guifang (2015) also asserted that students had positive attitudes about the flipped classroom approach because they perceived it enhanced their learning and self-efficacy (p.305). Webb and Doman (2016) mentioned students showed positive changes not just in academic achievement but also in attitude toward grammar skills through the usage of the flipped classroom approach. Students shared they felt more confident and comfortable with their English grammar skills as a result of this approach.

According to the interviews by Lage et al. (2000), the comments that students made regarding the flipped classroom model were positive. One student shared:

I enjoyed this class very much. I learned more than I ever thought I would in a new, creative and inspiring way. I encourage this class to be continued in the same way. The instructor might have made my decision easier to major in Econ! Thanks! (p.35)

Another student revealed: “The experiments were effective in helping me understand the material. I felt I learned a lot from this class. The video lectures were really good in helping me with the chapters too ” (p.35). The four studies indicate the positive aspects of the flipped classroom on students’ satisfaction and attitudes.

With regards to Korea, Lee and Wallace (2016) used the flipped classroom model in a college English (E1) course over two semesters at Seoul National University. Seventy-nine students participated in this study. Thirty-nine students were randomly placed in the control group and 40 were placed in the experimental group. The control group was taught using GTM. The experimental group was taught using the flipped classroom model. From the findings, not only did students in the flipped classroom perform better than those in the control group but also students in the flipped classroom were more motivated to learn English with more interests than those in the control group.

Impact of the flipped classroom approach on student outcomes.

While positive attitudes about the model are important to consider, it is also significant to consider potential benefits for students. Several researchers have delineated how students benefit from the classroom. The benefits can be observed in an increase in students’ motivation, increase students’ ability to engage in self-paced learning, and increase in academic achievement.

Nanclares and Rodríguez (2016) showed in their research that 60% of the students who participated in their study agreed that they are more motivated to learn the course’s topic in the flipped classroom. Based on students’ interviews, Gaughan (2014)

determined one of the factors that facilitated students' active learning was the classroom discussion. The interactive conversations motivated students to become more active in acquiring and comprehending new knowledge. The following are samples of students' response in essay from the survey:

The class discussions really helped me learn more. I was able to figure out things that I couldn't understand on my own. At times, some documents and readings were confusing to me and all the topics we covered seemed overwhelming, but looking back, the discussions made my learning easier. (p. 239)

Han (2015) also evaluated students' perception of the flipped classroom model as one way to facilitate students' autonomy. The researcher determined the activities associated with the model positively influenced their autonomy.

The flipped classroom has been used in various subjects and has provided many academic benefits no matter what subjects were learned. Zhonggen and Guifang(2015) did research to demonstrate that the flipped classroom makes students improve English writing skills through the business English writing test. They compared two groups, one of which was students' studying in a traditional classroom and the other was students' studying in the flipped classroom. The group using the flipped approach made a higher average class score, which was 76.43 out of 100. The students taught using the traditional approach scored 74.17 out of 100. In conclusion, class type makes a significant difference on academic achievements. Furthermore, Webb and Doman (2016) used the flipped classroom model in English grammar class. At the end of the semester, a 32-item test was administered to two groups of students, one of which took a lecture in the flipped classroom model and the other of which was taught in the traditional way. As a result,

students who were taught in a flipped classroom achieved higher scores than students in the traditional classroom.

Summary

From the review of the literature, there are several factors that can prohibit Korean students from enhancing communicative competence in English. The grammar translation method in English language classroom was so prevalent that Korean students learned the target language in L1, which can result in insufficient exposure to English. In addition, Korean traditional culture based Confucianism can also pose challenges in encouraging students to engage with another, ask questions, or to become active learners of English. Furthermore, there must be an environmental limitation as an EFL country. Students are not able to be exposed to authentic circumstances.

To provide Korean students better way to practice communication in English, the flipped classroom model is suggested as a new classroom style. There are reviewed benefits of the flipped classroom approach as a possible solution. The literature suggested the flipped classroom can help to engage students to actively participate speaking activities, and expose students to authentic materials by integrating technology. Based on review of the literature, the field project will attempt to integrate the flipped classroom approach into English speaking class in Korea to increase students' motivation, to develop students' ability, to engage in self-paced learning and increase academic achievement.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this project will be to suggest a new approach to English educators in Korea in order to offer Korean students various chances to practice speaking and to improve communicative competence. Korean EFL students have not been able to enhance the skills due to ineffective teaching praxis and limited exposure to materials and activities that highlight the situational and contextual nature of the target language. The flipped classroom model can be one of possible solutions to fix this problem.

This project will be a handbook for teachers to main two units of speaking lesson plans for Korean college students. It emphasizes on integrating the flipped classroom model on the general English conversation class in Korean college system. This speaking class should be 1.5 hours at one time and be held twice a week. Since one semester has 14 weeks, six movies as resources will be covered. One movie takes 4 classes to be finish.

In the handbook, it contains introduction, two sample units, and appendix. First, introduction explains how contents are listed, stages of how students participate in the class and details of class components. The main units show how to create lesson plans based on the flipped approach. Each unit uses one movie as a main material and lists following components: 1) instructional video (QR code), 2)PPT file for instructional video, 3)Lesson plan for classroom activities and 4) PPT file for classroom activities. Instructional Videos are available through QR code and they are uploaded in the Youtube, or Vimeo. The information of how to use QR code is attached in the appendix of the handbook.

Development of the Project

Personally, it was very arduous for me to try to improve my communicative competence in English, especially listening and speaking skills because I did not have chances to communicate with English speakers. To go to a good college, I had to have a great score on *suneung*, the Korean SAT exam to enter a college. One of the parts evaluates English listening and reading skills. I was good at reading, however listening was not that good. I knew that I had to improve it, but I didn't know how to do.

When I started to learn the English language in Korea, teachers at school just translated sentence to sentence in English, only conveying meaning. My classmates and I never listened to English except for the moment when teachers read sentences from the textbook to make students concentrate on the sentence, which was going to be translated soon. I realized it was impossible to improve my listening skill in the classroom and asked teachers to recommend me how to study listening. Their answers were that I should buy the listening textbook, which has a lot of listening comprehension questions and I should practice it by answering them and repeating listening to them. Then, I started to study with those books, in the way I heard. However, I felt really bored soon because all the dialogues were not very realistic and not interesting at all. As a result, I lost my interest in improving listening and speaking sections because it was not fun.

When I came to the United States to learn English, my perspective of developing my listening skill had totally changed. I liked to talk with Americans and as a consequence, my listening skills, and even speaking skills improved naturally. I realized that there were various causes of failure within English education in Korea. One of them was the wrong English teaching method, which is still prevalent in Korea. Another cause

was the lack of chance to meet English speakers and to have an authentic communication experience.

The first time I heard of the flipped classroom model was when I worked at a *Hak-won*, an English language school as an EFL teacher in Korea. The president of my company asked all of the employees had to read the book called *거꾸로교실 (koh gu ro kyo shil)*, which directly translates to the flipped classroom and there was a required assignment, a book report. The book is about effectiveness and benefits of the flipped classroom. Finishing this book, I realized the flipped classroom approach would be the solution to overcome the two biggest problem-causing factors. It can provide students with authentic environments and give teachers a chance to adopt a new approach avoiding using L1. In the middle of a talk with my coworker, she was also positive about it in that we could make students more engaged in classrooms. In the process of writing the assignment, I could build up my ideas about changes that my classroom might face as well as practical and realistic applications of the approach for my company's situation. This experience played a role as a stimulus to encourage me to change my teaching style and my classroom.

To see how the flipped classroom model works, I adopted some characteristics of the approach in my TOEFL class. I asked students to find clues for each question in both reading and listening sections and to prepare their own opinion on a topic of each week before they came to class. Then, I led students to participate in group work, sharing their thoughts and in a discussion which made each student assert why their answers are correct and suggest evidence in a face-to-face class. From my perspective as a teacher, I was satisfied with using part of the flipped approach because this made the classroom

setting much more student-centered than before, which resulted in increasing participation of students in the classroom.

To comprehend this approach more deeply and use it in the future, I started to find out articles and studies. Since this approach is state-of-the-art, there are not many studies in the field of English education. On the other hand, it has a great deal of positive feedback in various academic teaching fields like science and business lectures in college. The strongest part was to encourage students to participate in speaking English regardless of subjects. Some articles mentioned limitations that teachers have to take into consideration when using this approach, which was very helpful for me to refer to and to apply when creating the project.

With respect to contents of the project, one of the most popular English studying materials among learners is film. It is regarded as very beneficial to learn the target language in terms of authenticity of the target language. Films are made for native English speakers. Hence, the language used in the movie is what students would hear in English speaking country; it is fast spoken with native accent and precise pronunciation, including colloquial idioms and frequently used expressions. Therefore, this is suitable for EFL students who have few chances to be in English speaking circumstances. Most importantly, there should be consideration : Which movie is appropriate for learners? Each movie has a different level of English. For example, scientific film, or medical film is difficult and inappropriate for beginners because there are many expert academic terms. On the other hand, children movies such as Disney or Pixar are easy to understand and to catch since simpler English is used.

During developing my project, I want to use films, which is not only appropriate for target students level and but also didactic for young adults. I truly believe that it is very significant to inspire, motivate and guide students to see the best in themselves as well as to help them to do academic achievement successfully. When I was in early twenties, I felt that I was in a stage to face a new world. It was totally different from teenage. There were various lessons and topics to think of and learn such as how to be responsible as a adult, what kind of jobs I would pursue, friendship, relationship with a boyfriend, self-reflection, self-esteem and so on. Whenever I could not find solutions by myself, my professor always led me in the right direction and listened to my story. It helped me to become a better and mature person and to realize what the life is like.

In terms of a didactic content, the film “Inside Out” appears good to me because of its theme. It talks about the importance of sadness in people’s lives even though they do not want it and do not feel thankful. This lesson can be consideration which my students might take into. Also, this interesting content makes students feel fun and become more enthusiastic to learn the target language.

The Project

The project is located in the Appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As Korea began to experience global events such as the 1988 Olympics, the Korean government emphasized English education as a tool to position the country in the international community. Because of English language policies, more public and private resources have been focused on helping students to learn the target language. Despite much effort, the English proficiency of many Korean EFL students has been limited. This is because often the grammar translation method has been prevalent, and students typically are passive in the classroom due to cultural factors and teacher-centered classrooms. Also, many students do not have a chance to talk to native speakers as well as to listen to them and use the language in authentic situations.

This field project focused on integrating the flipped classroom model in the English language-learning classroom in Korea. There were two main purposes to be achieved through the field project. First, the traditional English learning classroom in Korea can be transformed into the innovative classroom, making teaching and learning more student-centered. It turns out that students have many chances to practice the target language. Consequently, it alleviates the limitation of the Korean EFL classroom that students used to be passive and used to barely talk during class time. Second, the field project highlights how some traditional limitations associated with GTM can be decreased in order to expose Korean students to authentic materials. It emphasizes the need for students to become active learners. Through the instructional video and movies, students can be provided with authentic materials and language. The field project consists of two main model units. Each unit consists of four lesson plans, covering one movie.

Inside Out and *Up* were used because there are topics about life philosophies college students have to consider and the dialogue of the two movies are appropriate for intermediate level. Each lesson plan has an instructional video, students' materials, and materials for actual classroom activities.

The field project provides benefits and solutions not only to English teachers in Korea but also to English learners in Korea. With respect to teachers, the field project supports those who want to improve speaking proficiency of Korean students. Also, it gives an innovative teaching skill of speaking to those who are concerned improving English language instruction and by extension students' communicative competence. Furthermore, it is beneficial to those who want to increase students' active participation inside the classroom so as to improve speaking skills of students. This model could be a catalyst to bring the benefits and convenience of cutting edge technology to the field of English education in Korea. What is more, it gives students who desire to learn English in a more effective way by providing new positions in classroom and suggesting new studying ways as well. Korean students tend to study English, not as acquiring a language in a way of communication but as gaining knowledge by memorization and focusing on grammar. Through the field project, they can view English as a language, not a subject to study. This new perspective helps students to get to know how to increase proficiency of English speaking skill.

As I was writing down my field project, there were many thoughts I came up with. The thought that I want to share the most is the importance of teachers' being responsible for showing the appropriate attitude as a model of previous English learners. The factor to improve my speaking skills in English was the way my professors led me in class.

They emphasized students' participations inside classroom by using group work, discussion, and presentations. They always encouraged students to listen to different opinions each other and to express and share their ideas actively. Through public speaking in class such as presentation, I had many chances to talk and communicate with others. It was not easy for me to get used to this American classroom atmosphere because I came from Korea, which atmosphere expects students to be passive and quite inside classroom. This cultural difference between Korea and America can be a barrier for Korean EFL students to improve communicative competence. They need to be supported to become more flexible in order to learn how to speak in English as well as to be respected as Korean. Therefore, teachers should be role models for Korean students to achieve their goals in advanced English proficiency.

Recommendations

The units for this project were designed for teachers who are willing to implement the flipped classroom model. Its focus is on improving students' speaking skills, one of the four language skills. To insure effective implementation of this field project, there are factors teachers should be aware of: 1) Selecting movie considering students' current English proficiency; 2) Creating in-class activities based on students' participation; 3) Giving an appropriate amount of homework to students; and 4) Making classroom atmosphere to encourage students to speak actively.

With regard to more applications, teachers can have a variety of lesson plans for various target audiences from beginning to advanced level, or for kids to adults since the flipped classroom model is flexible, adjustable and applicable to any target audience. The lessons should be changed depending on the audience and the goals of the teacher.

Different movies could be selected for elementary or high school. On the other hand, movies featuring more scientific, or academic themes such as documentaries can be selected for more advanced level students. Teachers should also adapt activities so they are appropriate for the target audience. In addition, teachers should be mindful of how and why they are using activities in the classroom and make adjustments when needed. While this field project focused on Korea, it could be adapted to other EFL countries like China, Japan, or Thailand since they also suffer from similar limitations to one of Korea such as a lack of exposure to authentic language and of chance to practice speaking.

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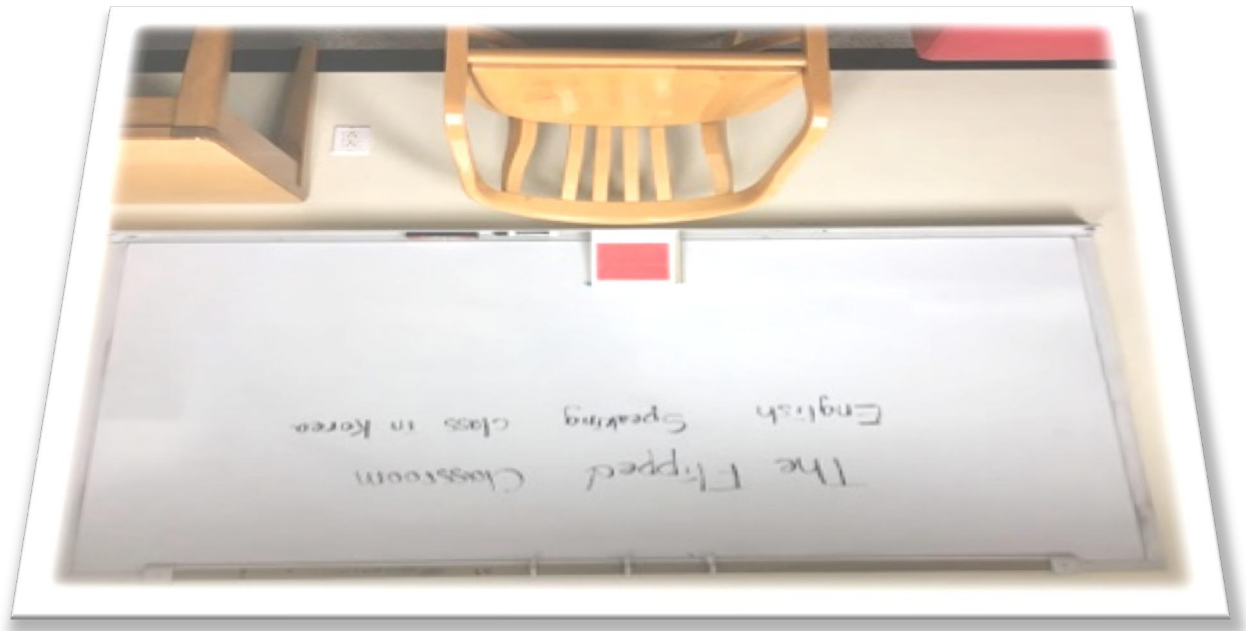
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APPENDIX

Improving Communicative Competence of Korean College Students
Based on the Flipped Classroom Model: A Handbook for teachers

Let's Communicate



Improving Communicative Competence
of Korean College Students
:Based on the Flipped Classroom Model

University of San Francisco

Jihye Lim
M.A TESOL

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Introduction



To the teachers

This handbook is for teachers to implement the flipped classroom model in speaking class in intermediate level college students in Korea.

I've been concerned about Korean students' outcome in terms of communication competence. I truly believe that Korean students are enthusiastic to learn English. Despite their all efforts, it appears hard for them to improving speaking skills to make it enough to communicate with English speakers. This project is to help them to resolve this problem and to build communicative competence.

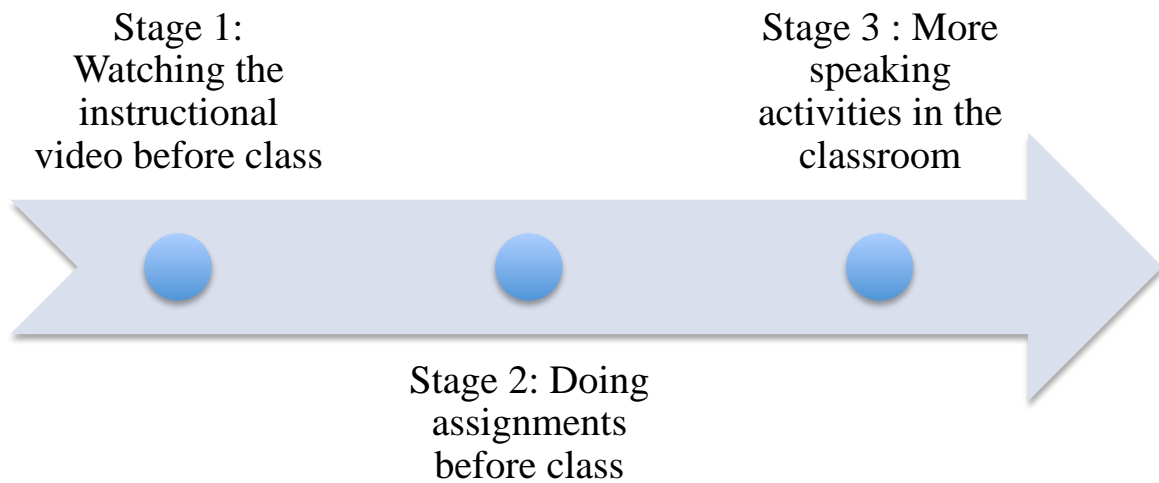
Through this handbook, I hope Korean EFL teachers get supported by it and have an idea of how we lead our students to get through difficulties in obtain better communication competence.

All the best,

Jihye Lim

A handwritten signature in black ink, appearing to read 'Jihye Lim', is written below the printed name.

Structure of the class



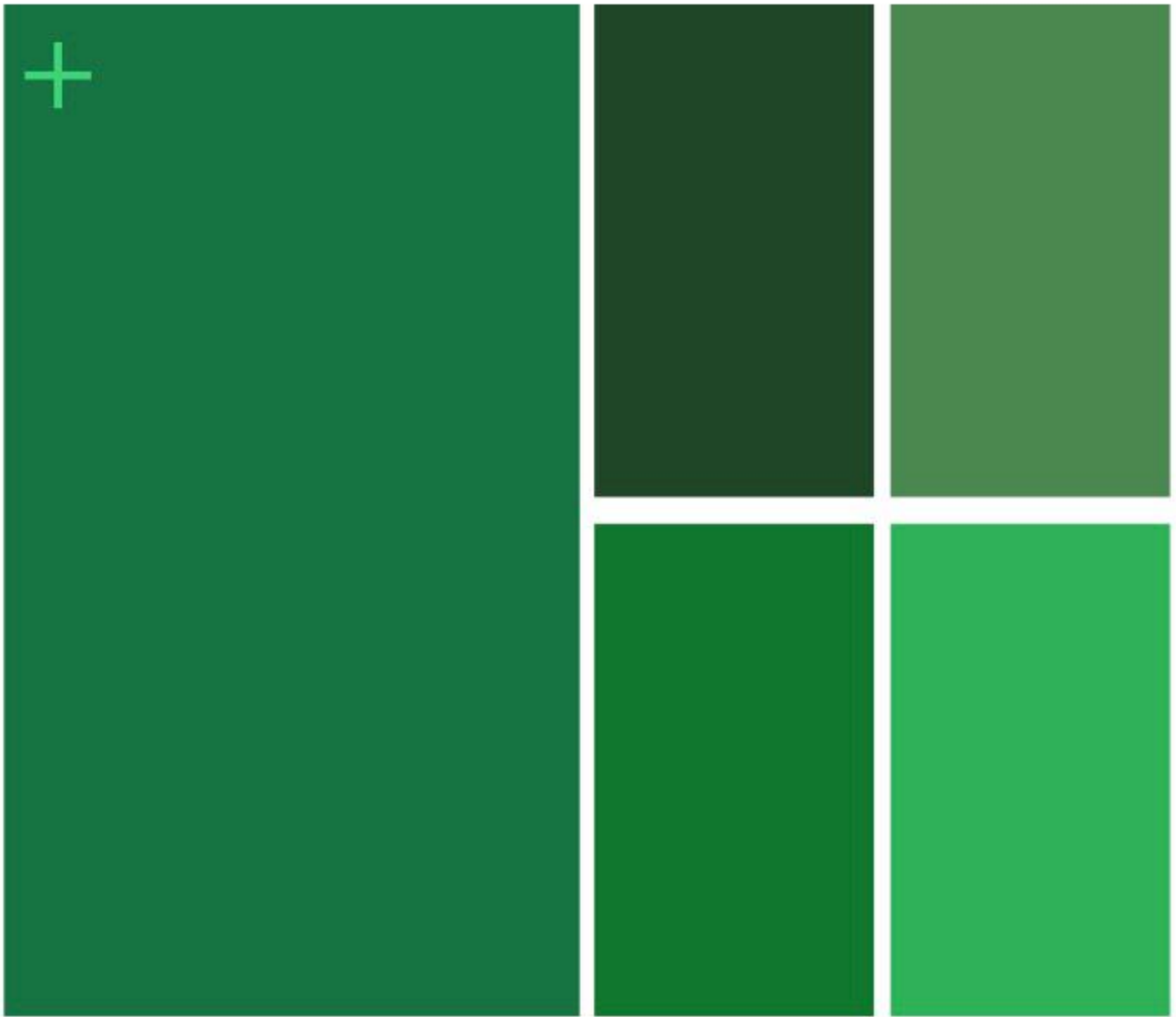
- ✓ This is how the class should proceed based on the flipped classroom model.
- ✓ First, students are supposed to watch the instructional video before they come to class. It provides homework for activities inside the classroom. Second, students finish their homework before coming to class. Lastly, students participate in various speaking activities inside the classroom.
- There are **two units** in this handbook. The first unit covers movie “Inside Out” and the second is about movie “Up”
- **The target movie:** the movie is the main material for students to learn various conversational expressions from.
- **Each unit** covers one movie and there are four classes per one movie.

Frame of Contents

- ✓ **Each class** consists of an instructional video (QR code), a presentation file for instructional videos, a lesson plan, and a presentation file for classroom activities.
- i. **Instructional video:** This is the video that students will watch before they come to the actual class. Each video is uploaded in the YouTube, or Vimeo and provided as a QR code. How to use QR code is included in the appendix.
- ii. **PPT file for instructional video:** This presentation file is for teachers to use when recording the lecture. It includes learning objectives, 10 target expressions, target grammar points, target pragmatic points, an assignments.
- iii. **Lesson plan for classroom activities:** This lesson plan is for teachers to refer to it. It explicitly suggests roles of teachers and students respectively. It consists of pre-speaking activity, speaking activities for practice of the target expressions, and post-speaking activity. This is written based on slides of PPT file for classroom activities.
- iv. **PPT file for classroom activities:** This presentation file is for teacher to use in the actual classroom. It consists of three speaking activities: 1) pre-speaking activities 2) speaking activities, and 3) post-speaking activities.

Recommendations

- Teachers should notify students what equipment is needed in this classroom such as cellphone, or computer.
- Teachers should create handbook for students for each unit.



LESSON 1 - 1

INSIDE OUT 1

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

Model Instructional Video 1

Inside Out 1



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://youtu.be/NfInmxEgvM>




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INSIDE OUT 1
Instructional Video PPT 1

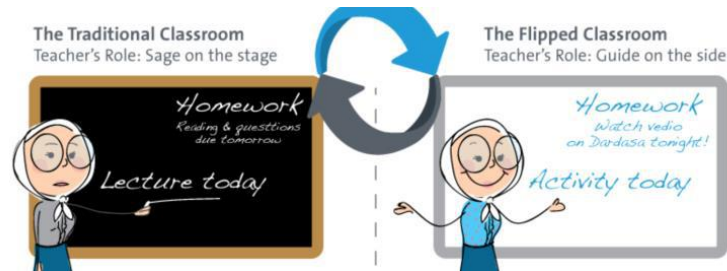
Created by Jihye Lim
M.A TESOL in University of San Francisco

+ INTRODUCTION



-  Welcome to the English conversation class
-  Learning objective 1
Introduction of the class
-  Learning objective 2
an assignment due to next class

+ THE FLIPPED CLASSROOM



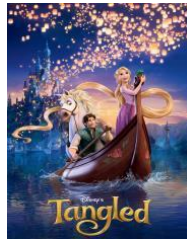
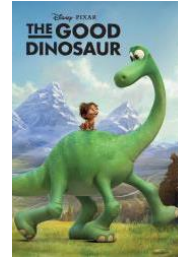
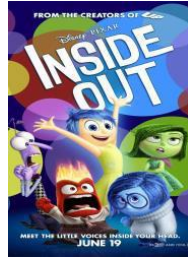
- WATCH THE INSTRUCTIONAL VIDEO FIRST BEFORE COMING TO CLASS
- DO YOUR ASSIGNMENT FROM THE VIDEO AND BRING IT TO THE CLASSROOM.

+ INSIDE THE CLASSROOM



- More activities with your classmates
- More chance to speak in English

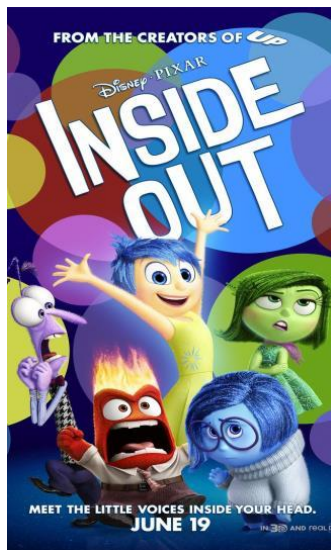
+ CONTENTS



+ CAUTION



+ ASSIGNMENTS



1. Watch the full movie, “Inside Out”
2. Prepare 1 min speech of your idea about the movie.
3. Take a note of 7 sentences you don’t understand.
4. Answer 5 comprehension questions of the movie

Model Lesson Plan, Inside Out 1

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: The overall idea of “Inside Out”			
Language Objectives: By the end of the lesson....			
<ol style="list-style-type: none"> 1. Students will understand this class will be organized as the flipped classroom model. 2. Students will know how to talk to each other and share the common with classmates. 3. Students will know expressions that they don't know from the movie through group discussion. 4. Students will be able to check how much they understand movie correctly through movie comprehension questions. 5. Students will know how to do 1-minute speech and share their ideas with public. 6. Students will think of the lesson of this movie. 			
Content Objectives:		<ol style="list-style-type: none"> 1. The movie “Inside Out” will be covered in this class and will be continued for another 3 classes. 2. Students will talk about their lives and emotions. 3. Students will talk about challenges of their lives and how they overcame. 4. Students will share ideas of sadness and how they handle it. 	
Rationale:		<ol style="list-style-type: none"> 1. Students need to learn what the class objectives and activities will be. 2. They also need to know expressions from the movie. 3. They are in need of knowing how to share their ideas and talk about their emotions. 4. They also have need of listening to authentic English. 	
Textbook pages / Worksheets / etc.		<ol style="list-style-type: none"> 1. Handout files of video for students. 2. Worksheets of assignments for students. 	
Materials / Resources / Supplies / Flashcards / etc.		<ol style="list-style-type: none"> 1. The presentation slides for Classroom Activities 2. Smart Board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students' materials. 	
Media / Songs / Listening / etc.		<ol style="list-style-type: none"> 1. Movie “Inside Out” 2. The instructional video with Presentation Slides (Instructional video) 	

Model Lesson Plan, Inside Out 1

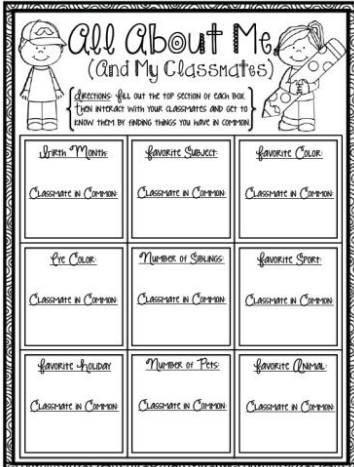
Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> Teacher(T)-Ss(Students): Greeting T: tell students the rule: No Korean, Use only English. 	Presentation files for classroom activities & handbook for students	7 min
<Slide 2> Pre-speaking activities	<ul style="list-style-type: none"> T: gives students the following direction – students fill out the top section of each box. Then, interact with classmates and get to know them by finding things they have in common Ss: participate in the warm-up activity and make a group with those who have the same common. 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> T: asks students to check if assignments are done each other. T-Ss: check the assignments. 		3 min
<Slide 4> Speaking activity	<ul style="list-style-type: none"> T: gives students the following direction – Each group shares their expression assignments that they don't know. If anyone knows meanings of expressions, teach each other. If there are still expressions that cannot be figured out, each group comes to the front and writes them down on the board. Ss: participate in the activity with their assignment sheets. After group discussion, write down what each group didn't figure out on the board. T-Ss: each group shares their expressions and meaning of them. A teacher asks groups to explain meanings of expressions on the board if they know. If there are some expressions that no group knows, a teacher will help them to account for them by using the movie. 		30 min
<Slide 5> Post-speaking activity	<ul style="list-style-type: none"> T: gives group the following direction – each group discusses answers of movie comprehension questions. Make an argument about answers of each question and suggest the evidence and clue from the movie. Ss: participate in the activity. T-Ss: each group shares their answers and suggests the evidence with other groups. A teacher will also let them know the right answer after groups' arguments. 		15 min
<Slide 6> Post-speaking activity	<ul style="list-style-type: none"> T: Ask students to do 1-minute speech of their thoughts about the movie. "What is the lesson of this movie?" Ss: Each student will give a speech. 		20 min
<Slide 7>	<ul style="list-style-type: none"> T: reminds class of duty before next class such as watching the instructional video and doing assignments. 		5 min




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INSIDE OUT 1
 Classroom Activities PPT 1
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+ 1. PRE-SPEAKING ACTIVITY



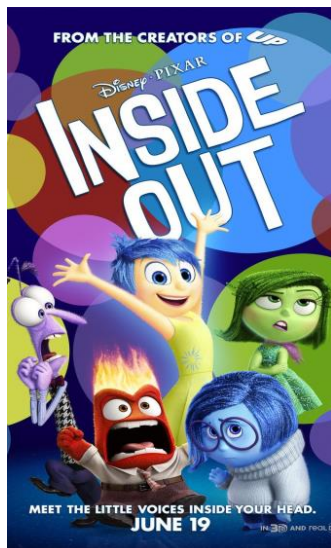
All About Me
 (And My Classmates)

DIRECTIONS: Fill out the top section of each box. Then, interact with your classmates and get to know them by finding things you have in common.

Birth Month Classmate in Common	Favorite Subject Classmate in Common	Favorite Color Classmate in Common
Eye Color Classmate in Common	Number of Siblings Classmate in Common	Favorite Sport Classmate in Common
Favorite Animal Classmate in Common	Number of Pets Classmate in Common	Favorite Number Classmate in Common

- Directions: fill out the top section of each box. Then, interact with your classmates and get to know them by finding things you have in common.

+ 1. ASSIGNMENTS



1. Watch the full movie, "Inside Out"
2. Prepare 1 min speech of your idea about the movie.
3. Take a note of 7 sentences you don't understand.
4. Answer 5 comprehension questions of the movie

+ 2. SPEAKING ACTIVITY

Name:
Class:
Date:

	Time	Target expressions	Guess the meaning	The actual meaning
1				
2				
3				
4				
5				
6				
7				

- Let's share expressions that you don't know from the homework
- Teach each other if you know meaning of expressions other friend wrote down.

+ 2. MOVIE COMPREHENSION QUIZ



- Directions: Each group discuss which one is the answer and make an argument to find out clues from the movie.
- After discussion, we will share answers and ideas.

+ 3. POST-SPEAKING ACTIVITY

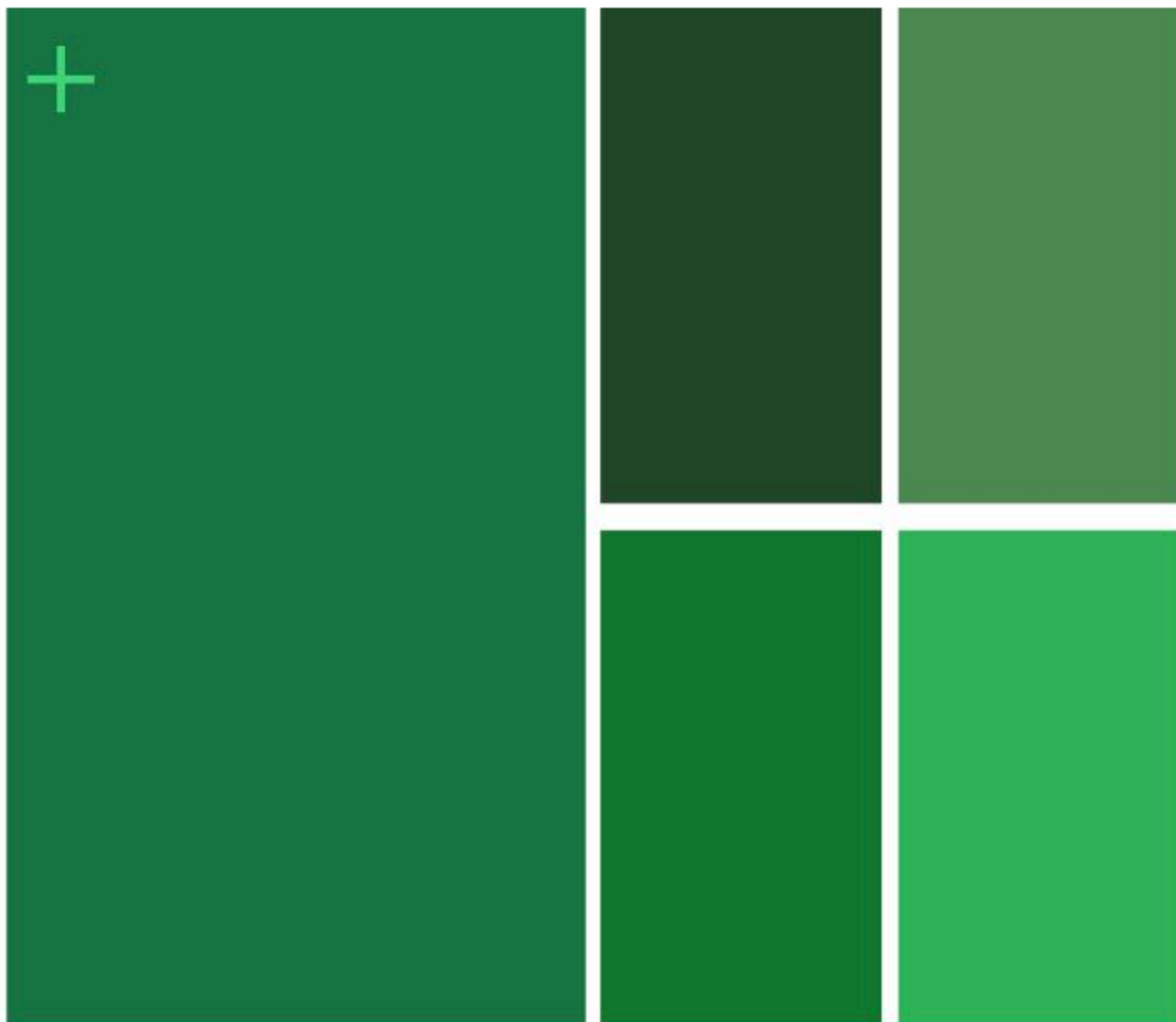
sharing is caring



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 1 - 2

INSIDE OUT 2

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

Model Instructional Video 1

Inside Out 2



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://vimeo.com/193802856>




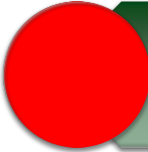
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INSIDE OUT 2
Instructional Video PPT 2

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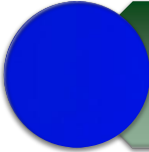
 TARGET EXPRESSIONS



Idioms - find out the meaning and we will share it in the classroom



Speaking structures that you can easily use. These will be explained in the video.



A grammar point, which is frequently used in daily conversations.

+ LEARNING OBJECTIVES

1. Subject + Verb + Object + Complement

Keep / help

2. Various expressions

+ TARGET EXPRESSIONS

Movie clip (01:50 – 04:20)

1. He's really good at **keeping Riley safe** (03:08)

2. Disgust **keeps Riley from being poisoned**, physically and socially. (03:30)

+ TARGET EXPRESSIONS

Movie clip (4:46 – 7: 25)

3. Each core memory **powers** a different aspect of Riley's personality like Hockey island. (05:15)

4. **The point is**, the islands of personality are what make a Riley Riley. (5:50)

5. **Things couldn't be better**(7:17)

+ TARGET EXPRESSIONS

Movie clip (08:42 – 11:36)

6. **Get out the rubber ball, we're in solitary confinement.** (09:25)

7 **Hey, it's nothing our butterfly curtains couldn't fix.** (9:37)

+ TARGET EXPRESSIONS

Movie clip (13:30 – 18:30)

8. Crying **helps me slow down and obsess over** the weight of life's problems. (15:06)

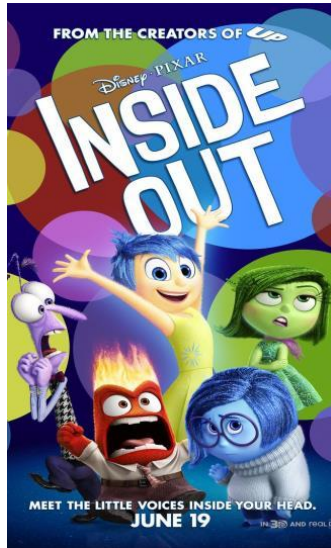
9. I'm so jumpy. **My nerves are shot.** (16:17)

10. **I guess all I really want to say is,** thank you. (17:15)

+ TARGET GRAMMAR

Subject	Verb	Object	Complement
			Adjective, verb, to-infinitive
	Keeping	Riley	Safe
	Helps	me	Slow down and obsess over

+ ASSIGNMENTS



1. Watch the part of movie from 00:00 to 20:00
2. Find out meaning of red sentences in the target expressions
3. Write down 6 sentences by using yellow and blue expressions.

Model Lesson Plan, Inside Out 2

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: Expressing your emotions when your big challenge. (The first part of Inside Out)			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to understand the structure ‘subject, verb, object, and complement’ 2. Students will be able to use 10 useful expressions freely. 			
Content Objectives:	<ol style="list-style-type: none"> 1. Students will be able to share their personal challenge and feelings with others. 2. Students will also be able to talk with friends in a car accident 		
Rationale:	<ol style="list-style-type: none"> 1. Students need to learn what the class objectives and activities will be. 2. They also need to know expressions from the movie. 3. They are in need of knowing how to share their ideas and talk about their emotions. 4. They also have need of listening to authentic English. 		
Textbook pages / Worksheets / etc.	<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 		
Materials / Resources / Supplies / Flashcards / etc.	<ol style="list-style-type: none"> 1. The presentation slides for Classroom Activities 2. Smart Board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students’ materials. 		
Media / Songs / Listening / etc.	<ol style="list-style-type: none"> 1. Movie “Inside Out” 2. The instructional video 2 with Presentation Slides 2 (Instructional video) 		

Model Lesson Plan, Inside Out 2

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> T-Ss: Greeting with a little bit of review T: tell students the rule: No Korean, Use only English. 	Presentati on file for classroom activities & students handbook	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> T: asks students their personal experience like moving to a new place and how they felt at that time. Ss: share their personal opinion freely. 		10 min
<Slide 3> Check assignments	<ul style="list-style-type: none"> T: asks students to gather with their group and to check assignments each other. Ss: check assignments. 		3 min
<Slide 4> Speaking activity – practice	<ul style="list-style-type: none"> T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. Ss: share what they found and write down groups' answer. T: asks each group to share meanings of read idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		20 min
<Slide 5> Speaking activity - practice	<ul style="list-style-type: none"> T: gives a direction. Each pair shares the dialogue of homework and practice two dialogues. Ss: practice for 10 minutes. T: asks pairs to share their dialogue by speaking it, not reading the script. Ss: present their dialogue with others. 		20 min
<Slide 6> Speaking activity - production	<ul style="list-style-type: none"> T: gives a direction. Each group will write down how they feel right now inside classroom. The format will be a conversation with Joy, Disgust, Sadness, Fear and Anger. A4 1 page long. Ss: participate in the activity. T: Asks group do speech 		20 min
<Slide 7> Post- speaking activity	<ul style="list-style-type: none"> T: leads students to ask any questions they have from the video or from the class and answer them. Ss: ask questions they have. 		9 min
<Slide 8>	<ul style="list-style-type: none"> T: Reminds students job before coming to class. 		1 min



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INSIDE OUT 2
Classroom activities PPT 2

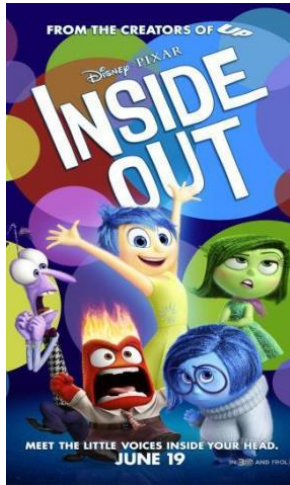
Created by Jihye Lim
M.A TESOL in University of San Francisco

+ 1. PRE-SPEAKING ACTIVITY



- Riley moved to San Francisco and it was not easy for her. Have you ever moved to a new place? How did you feel?

+ 1. ASSIGNMENTS



1. Watch the part of movie from 00:00 to 20:00
 2. Find out meaning of red sentences in the target expressions
 3. Write down one dialogue including 6 sentences with all yellow and blue expressions.
- Situation : When Tom and Mary have an car accident

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about what you found about meaning of red idioms.

5. Things couldn't be better (7:17)

6. Get out the rubber ball, we're in solitary confinement. (09:25)

7. Hey, it's nothing our butterfly curtains couldn't fix. (9:37)

10. I'm so jumpy. My nerves are shot. (16:17)

2. SPEAKING ACTIVITY - PRACTICE

- Directions: practice the dialogue to your partner. Take turns. One group has to know how to speak dialogues without scripts.

1. Keep + A adjective
2. Keep A from B
9. Help A verb
3. Power (verb)
4. The point is~
9. I guess all I really want to say is~



+3. SPEAKING ACTIVITY - PRODUCTION



- Directions: **How do you feel inside classroom?**
Each group will explain inside of your group's brain right now with Joy, Disgust, Sadness, Fear and Anger. A4 1 page.

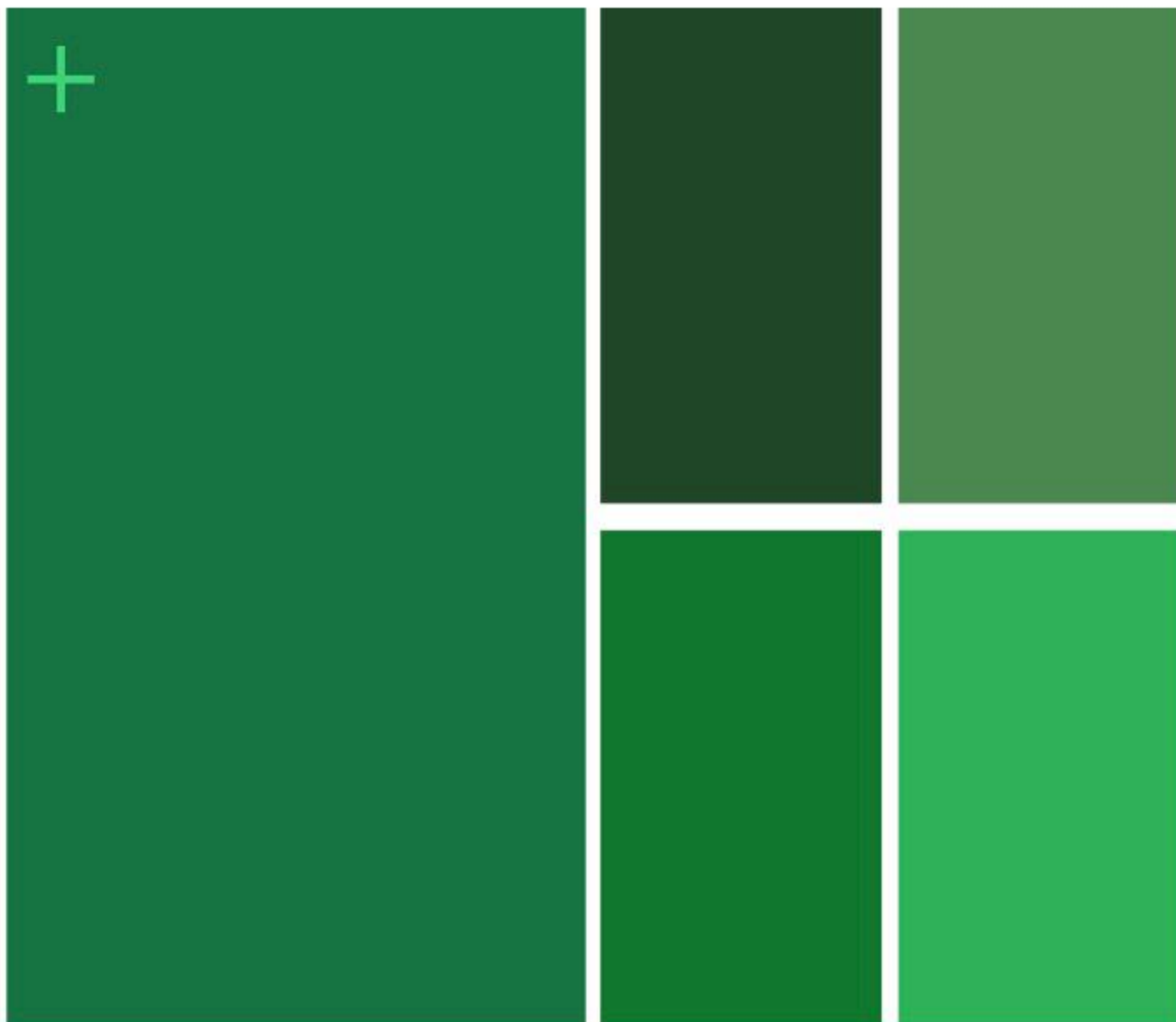
+ 4. Q&A



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 1 - 3

INSIDE OUT 3

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

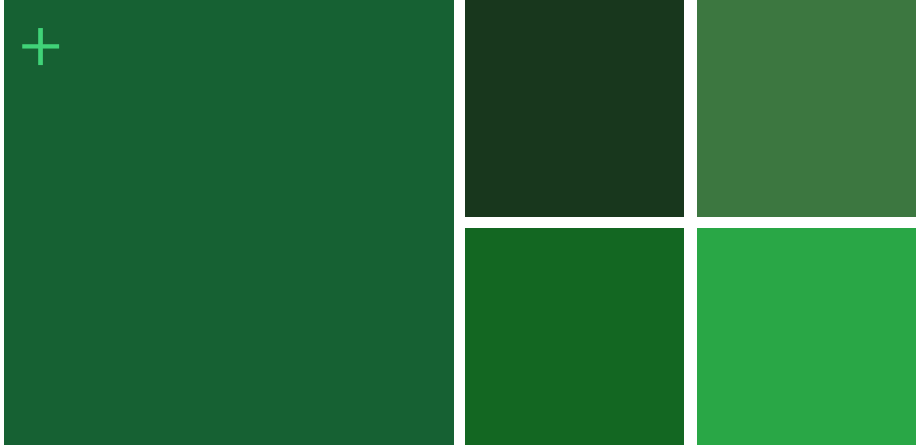
Model Instructional Video 1


Inside Out 3



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://vimeo.com/193811283>





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INSIDE OUT 3
Instructional Video PPT 3

Created by Jihye Lim
M.A TESOL in University of San Francisco

 LEARNING OBJECTIVES



1. Sarcasm
2. 10 Target Expressions

+ TARGET EXPRESSIONS

Movie clip (26:48 – 30:08)

1. Yeah, that sounds fantastic. (27: 30)

2. Very smooth. That was just like Joy. (27:58)

3. I don't want to have **to put "the foot" down.** (29:00)

+ SARCASM



MAKING A MEAN JOKE !

1. Yeah, that sounds fantastic. (27: 30)

2. Very smooth. That was just like Joy. (27:58)

+ TARGET EXPRESSIONS

Movie clip (45:00 – 49:22)

4. Who the heck is that? (45:17)

5. Which is why I've recalled every hockey memory I can think of (45:36)

6. What's the point? (46:38)

7. Don't make him feel worse (48:45)

+ TARGET EXPRESSIONS

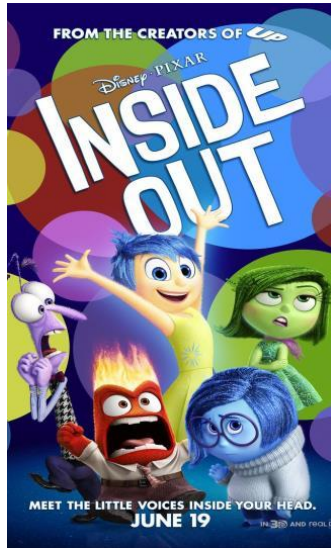
Movie clip (01:05:24 – 01:13:35)

8. I just wanted Riley to be happy (01:08:41)

9. They came to help **because of** Sadness (01:10:18)

10. We **might as well** be on another planet. (01:10:41)

+ ASSIGNMENTS



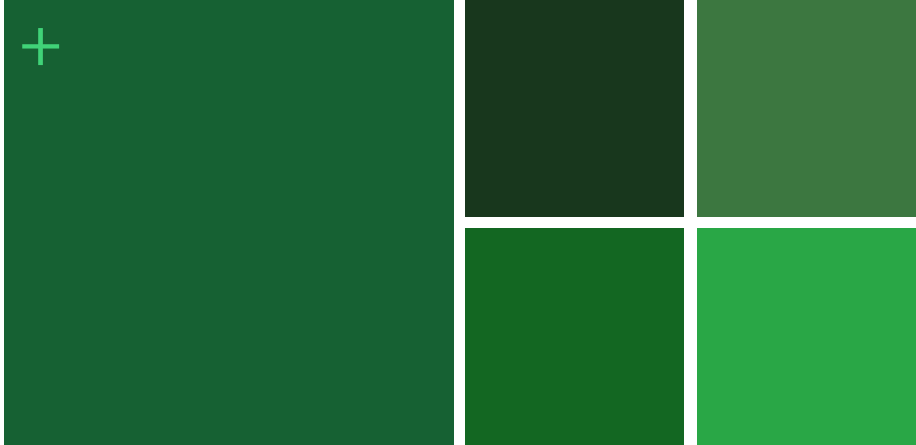
1. Watch the full movie, “Inside Out”
2. Find out meaning of red expressions
3. Find out 3 sentences of sarcasm based in situations.
4. Prepare for grammar lecture to your classmates.


Model Lesson Plan, Inside Out 3

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: How to talk about sad experience (Inside Out part 2)			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to understand the concept of sarcasm and use it. 2. Students also will be able to use target expressions in daily conversation. 3. Students will be able to teach the previous grammar target expressions. 			
Content Objectives:		<ol style="list-style-type: none"> 1. Students will be able to talk about their sadness in lives. 2. Students will also be able to talk about failure of an exam with classmates. 	
Rationale:		<ol style="list-style-type: none"> 1. Students need to learn what the class objectives and activities will be. 2. They also need to know expressions from the movie. 3. They are in need of knowing how to share sad experiences with others. 4. They also have need of listening to authentic English. 	
Textbook pages / Worksheets / etc.		<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 	
Materials / Resources / Supplies / Flashcards / etc.		<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students' materials 	
Media / Songs / Listening / etc.		<ol style="list-style-type: none"> 1. Movie "Inside Out" 2. The instructional video 3 with presentation slides 3 (instructional video) 	

Model Lesson Plan, Inside Out 3

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> T-Ss: Greeting with review of previous class. T: tell students the rule: No Korean, Use only English. 	Presentati on file for classroom activities 3 and students' handbook	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> T: asks students to share their sad experiences. (Be gentle and notify students that they do not have to share if they feel uncomfortable. Ss: present a personal sadness with classmates. 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> T: ask students to gather with groups and check assignments. Ss: check assignments each other within a group. 		3 min
<Slide 4> Speaking activity – practice	<ul style="list-style-type: none"> T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. Ss: share what they found and write down groups' answer. T: asks each group to share meanings of read idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		15 min
<Slide 5> Speaking activity - practice	<ul style="list-style-type: none"> T: gives a direction. Asks each student to find out a partner. Each pair will talk with a partner by using five yellow expressions. The topic is when you fail an exam. Ss: Each pair has a conversation about their failure on an exam. T: Asks each pair to share their partners' experience by using the target expressions. Ss: do a presentation in public. 		15 min
<Slide 6> Speaking activity - production	<ul style="list-style-type: none"> T: gives a direction to share their homework to explain sarcasm. Encourage each student to explain what they found in public. Before that, explain two pictures on the slide, which are the examples of sarcasm. Ss: Share their homework, examples of sarcasm. T: gives proper feedback if their examples are correct or not. 		15 min
<Slide 7> Speaking activity - production	<ul style="list-style-type: none"> T: Encourage each group to give a group speech, or lecture the grammar point. Before students' presentation, explain two more examples of this lecture: 'make' and 'want'. Ss: Each group gives a presentation of what they prepare. T: gives proper feedback if their lecture is correct or not. 		15 min
<Slide 8>	<ul style="list-style-type: none"> T: leads students to ask any questions they have from the video or from the class and answer them. Ss: ask questions they have. 		9 min
<Slide 9>	<ul style="list-style-type: none"> T: Reminds students job before coming to class. 		1 min




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INSIDE OUT 3
Classroom activities PPT 3

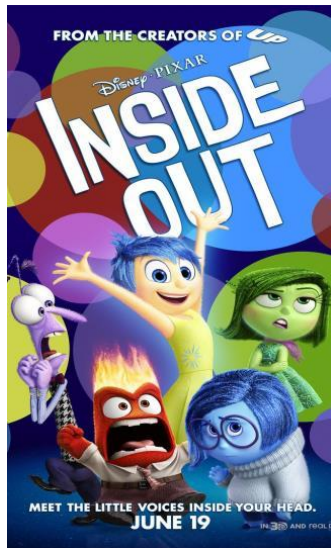
Created by Jihye Lim
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+ 1. PRE-SPEAKING ACTIVITY



- **Let's share your story!**
 1. Have you ever felt sad?
 2. When was it?
 3. how did you deal with it?

+ 1. ASSIGNMENTS



1. Watch the full movie, “Inside Out”
2. Find out meaning of red expressions
3. Find out 3 sentences of sarcasm based in situations.
4. Prepare for grammar lecture to your classmates.

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let’s talk about what you found about meaning of red idioms.

3. I don’t want to have to put “the foot” down. (29:00)

4. Who the heck is that? (45:17)

6. What’s the point? (46:38)

+ 2. SPEAKING ACTIVITY - PRACTICE

- Directions: Let's talk with your partner. Every sentence should include below expressions.
- TOPIC : WHEN YOU FAIL THE EXAM,

5. Which is
why~

7. Make A
Verb

8. Want A
To infinitive

9. Because
of

10. Might
as well

+ 2. SPEAKING ACTIVITY - PRODUCTION

- Directions: Let's share examples of sarcasm and explain them to class. (Personal speech)



+ 3. SPEAKING ACTIVITY - PRODUCTION

- Directions: Let's review what we learned. Each group will present it by using different examples.

Subject	Verb	Object	Complement
			Adjective, verb, to-infinitive
	Keeping	Riley	Safe
	Helps	me	Slow down and obsess over
	Make	him	Feel worse
	Wanted	Riley	To be happy

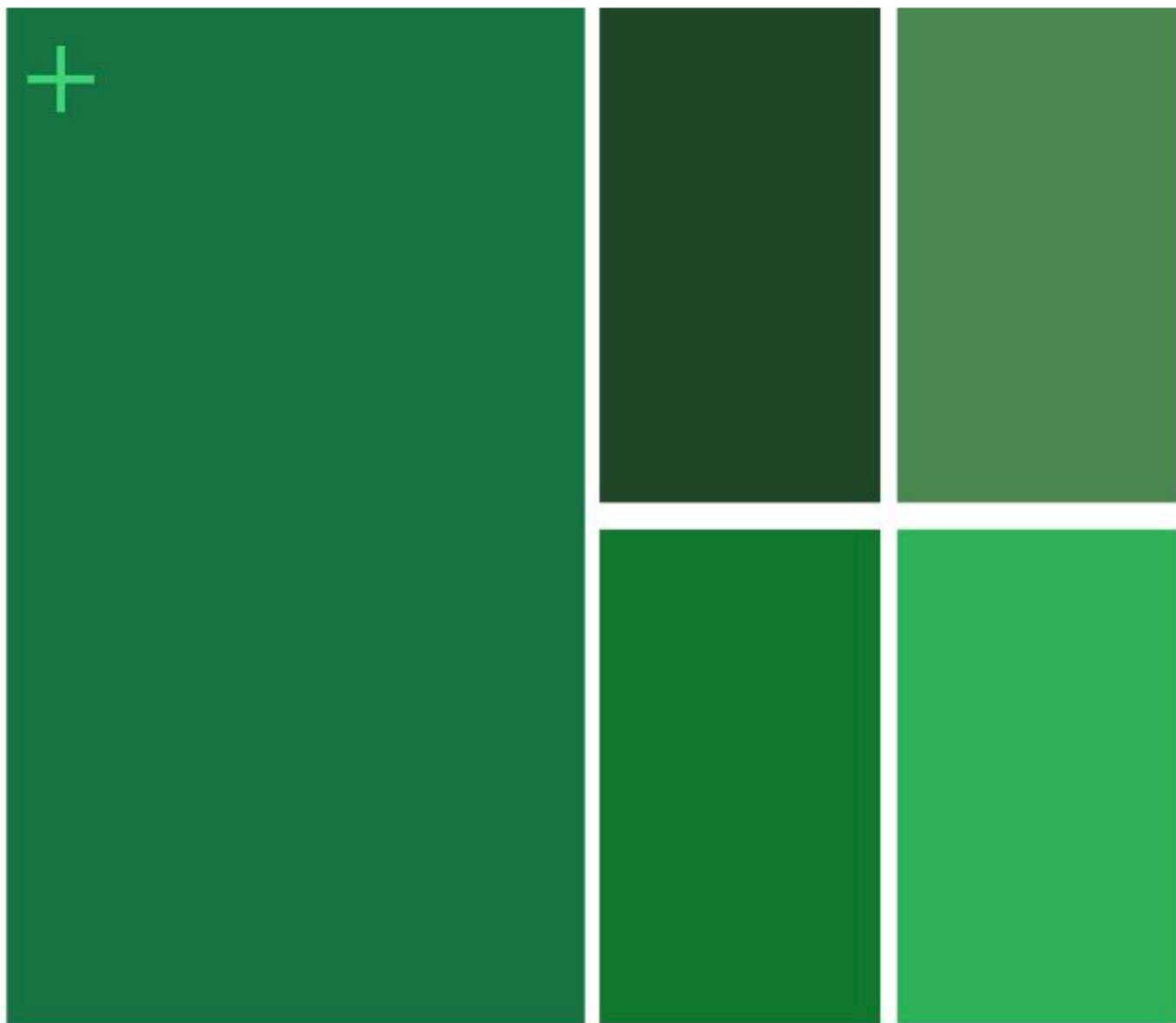
+ 4. Q&A



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 1 - 4

INSIDE OUT 4

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

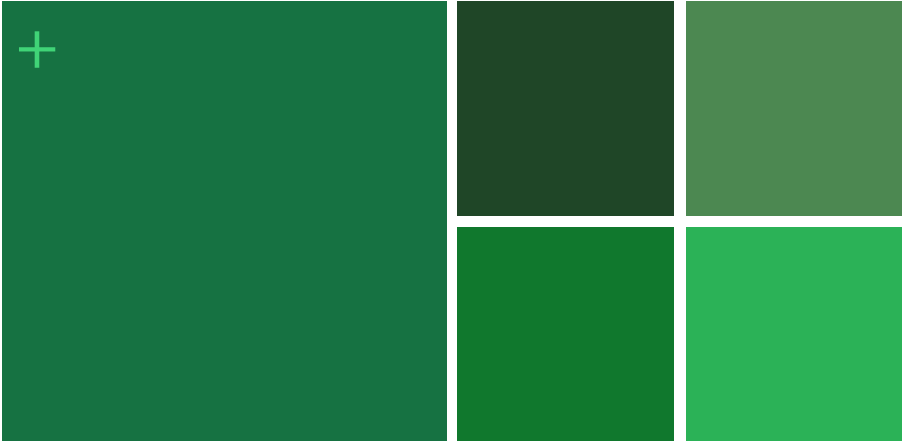
Model Instructional Video 1


Inside Out 4



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://vimeo.com/193808136>




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INSIDE OUT 4
Instructional Video PPT 4

Created by Jihye Lim
TESOL M.A in University of San Francisco

**LEARNING OBJECTIVES**

Review of Sarcasm

7 useful expressions

+ TARGET EXPRESSIONS

Movie clip (01: 18:15 – 01:20:00)

1. **That worked** (01:18:21)

2. I'd tell you, but you are **too dumb to understand**. (01:18:27)

+ TARGET EXPRESSIONS

Movie clip (01:20:00 – 01:23:55)

3. Her teacher **hasn't even seen** Riley all day. (01:20:01)

4. Where **have you been**? (01:20:10)

5. I miss the woods **where** we took hikes. And the backyard **where** you used to play. Spring lake, **where** you learned to skate. (01:22:37)

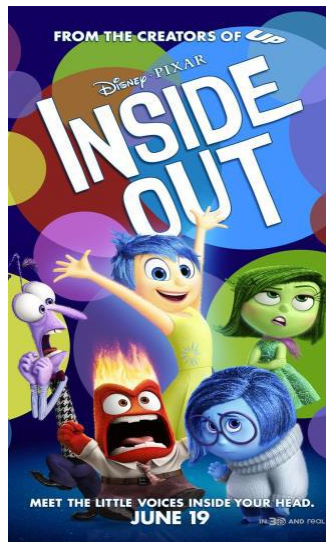
+ TARGET EXPRESSIONS

Movie clip (01:23:57 – the end)

6. **Just in case** (01:25:18)

7. **We've been** through a lot lately, that's for sure.
(01:26:00)

+ ASSIGNMENTS



1. Watch the last part.
2. Make one dialogue including present perfect and 'where' at least 4 times of each. (Topic: what you did during summer vacation)
3. Practice with your group about performance.
4. Finish up review section for homework

Model Lesson Plan, Inside Out 4

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: Expressing your ideas of the necessity of sadness in lives.			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to use overall target expressions from last lectures. 2. Students will be able to perform one scene from “Inside Out” 3. Students will be able to share their personal stories by using emotions. 			
Content Objectives:	<ol style="list-style-type: none"> 1. Students will be able to share their own opinion regarding the necessity of Sadness in people’s lives. 2. Students will be able to talk about what they did during summer vacation. 		
Rationale:	<ol style="list-style-type: none"> 1. Students need to learn what the class objectives and activities will be. 2. They also need to know expressions from the movie. 3. They are in need of knowing how to share sad experiences with others. 4. They also have need of listening to authentic English. 		
Textbook pages / Worksheets / etc.	<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 		
Materials / Resources / Supplies / Flashcards / etc.	<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students’ materials 		
Media / Songs / Listening / etc.	<ol style="list-style-type: none"> 1. Movie “Inside Out” 2. The instructional video 4 with presentation slides 4 (instructional video) 		



Model Lesson Plan, Inside Out 4


Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> T-Ss: Greeting with a little bit of review T: tell students the rule: No Korean, Use only English. 	Presentati on file for classroom activities 4 and students' handbook	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> T: Asks students personal opinion about sadness. Ss: share their ideas 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> T: Asks students to gather with groups and check assignments each other. Ss: check assignments. 		3 min
<Slide 4> Speaking activity - practice	<ul style="list-style-type: none"> T: Asks students what sentence 6 means in detail with a situation. Ss: answer the question. 		5 min
<Slide 5> Speaking activity - practice	<ul style="list-style-type: none"> T: Asks each pair inside of group to work together, read their dialogue each other and practice them. Ss: Practice them each other. T: Asks students to do a presentation Ss: Speech without reading a script. 		20 min
<Slide 6> Speaking activity - production	<ul style="list-style-type: none"> T: Asks groups to perform one clip from the movie, including at least 4 target expressions and tools from all lectures. Ss: all group perform. 		35 min
<Slide 7>	<ul style="list-style-type: none"> T: leads students to ask any questions they have from the video or from the class and answer them. Ss: ask questions they have. 		9 min
<Slide 8>	<ul style="list-style-type: none"> T-Ss: wrapping up the class. 		1 min




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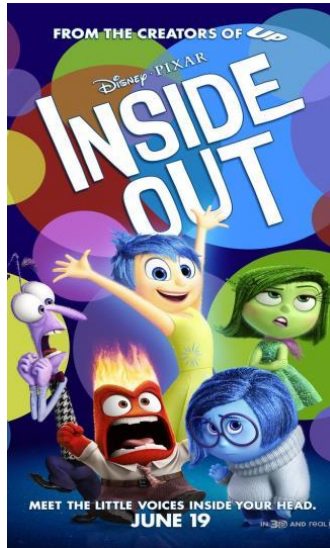
INSIDE OUT 4
 Classroom activities PPT 4
 Created by Jihye Lim
 M.A TESOL in University of San Francisco


1. PRE-SPEAKING ACTIVITY




- Let's share your story
- 1. What do you think of Sadness?
- 2. Do you like her?
- 3. Do you think we need Sadness in our lives?

+ 1. ASSIGNMENTS



1. Watch the last part.
2. Make one dialogue including present perfect and 'where' at least 4 times of each. (Topic: what you did during summer vacation)
3. Practice with your group about performance.
4. Finish up review section for homework

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about what you found about meaning of red idioms.

6. Just in case (01:25:18)

+ 2. SPEAKING ACTIVITY - PRACTICE

- Directions: Let's share your dialogue from your homework
- TOPIC : what you did during summer vacation)

Too – to

Present
Perfect

Where



+ 3. SPEAKING ACTIVITY - PRODUCTION

- Directions: Each group will perform one clip from the movie. It has to have at least 4 target expressions and tools.

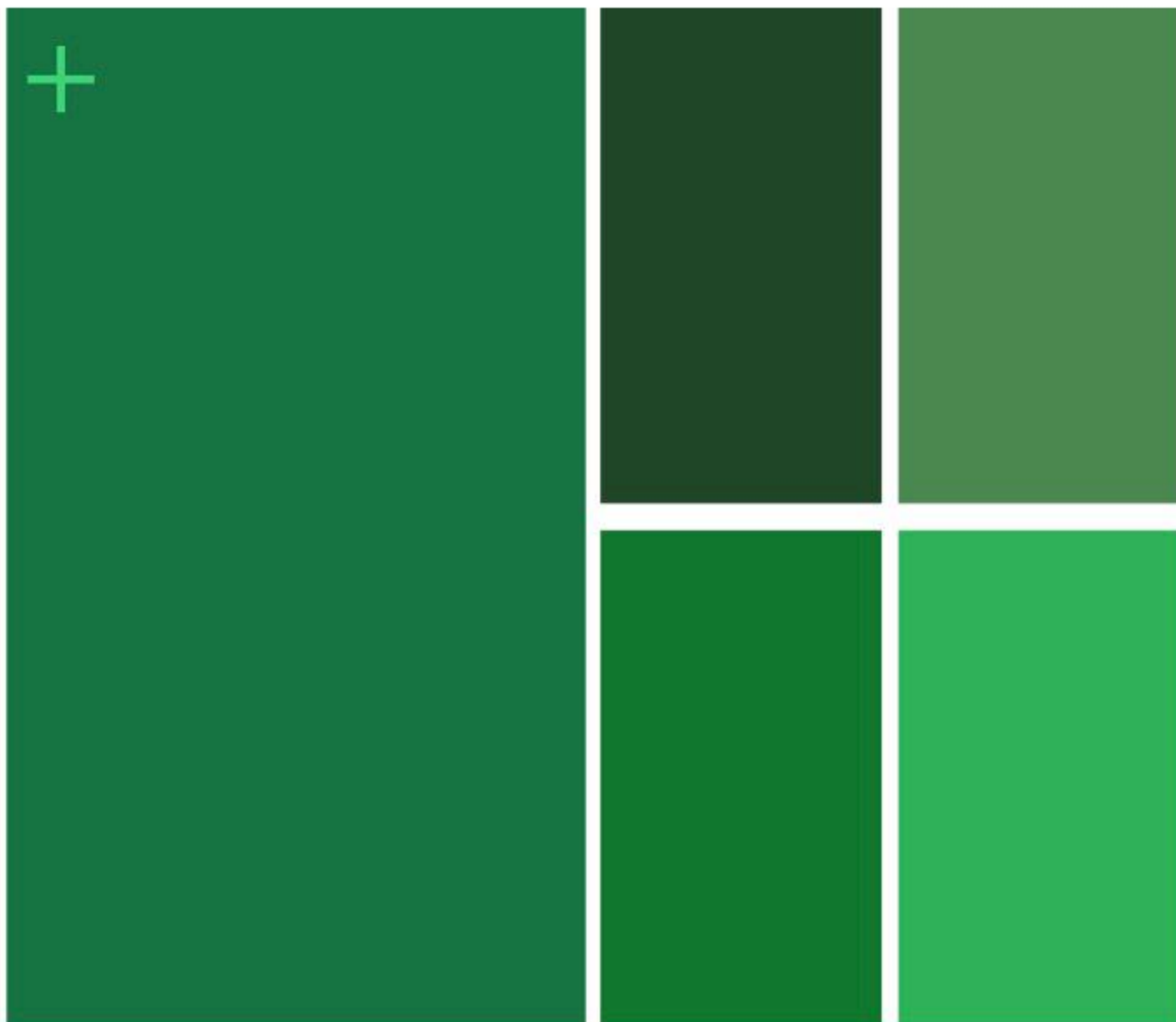


+ 4. QUESTIONS?



+ Good Job, everyone!





LESSON 2 – 1

UP 1

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

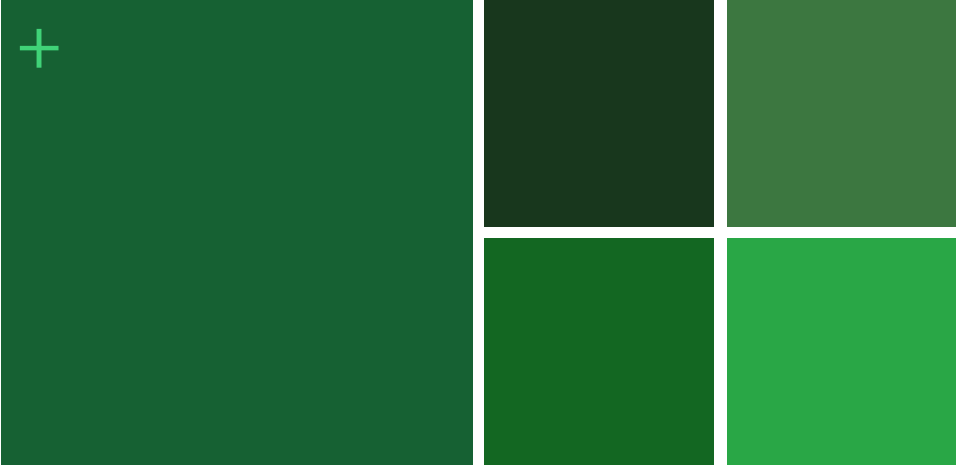
Model Instructional Video 1


UP 1



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://youtu.be/9-SbUYG7byQ>




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UP 1
Instructional Video PPT 1

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+ LEARNING OBJECTIVES



10 Useful Expressions

Conditional Phrases (If ~, will ~)

+ TARGET EXPRESSIONS

Movie clip (03:20-07:10)

1. I **am about to** let you see something I have never shown to another human being. Ever... in my life! (05:25)

2. **Cross your heart!** (05:42)

3. **No backing out!** (06:54)

+ TARGET EXPRESSIONS

Movie clip (15:15 – 17:33)

4. Are you **in need of any assistance**? (15:32)

5. **If I get it, I will become** a senior wilderness explorer! (16:35)

6. **If** only someone **could help** me... (17:13)

7. me, me **I'll** do it! (17:16)

+ TARGET EXPRESSIONS

Movie clip (20:30 – 26:35)

8. **Would you** do me a favor and take this? (20:47)

9. **That's typical.** (21:00)

10. **Don't jerk around so much, kid!** (26 : 10)

+ ASSIGNMENTS



1. Watch the part of movie from 00:00 to 26:10
2. Find out meaning of red sentences in the target expressions
3. Write down about how you would feel if you were in Carl's shoes. (A4 half page) by using blue & yellow expressions.

Model Lesson Plan 2, Up 1

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: How to talk in other people's shoes (UP 1)			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to speak by using 10 target expressions. 2. Students will briefly understand the concept of conditional sentences. 3. Students will be able to speak the future by using "be about to" 			
Content objective	<ol style="list-style-type: none"> 1. Students will share opinions about movie "Up" 2. Students will share their feeling in other people's shoes. 		
Rationale	<ol style="list-style-type: none"> 1. Students need to learn how to explain the unreal situations. 2. Students need to learn different ways to talk about the same concept. 		
Textbook pages / Worksheets / etc.	<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 		
Materials / Resources / Supplies / Flashcards / etc.	<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students' materials 		
Media / Songs / Listenings / etc.	<ol style="list-style-type: none"> 1. Movie "Up" 2. The instructional video 1 with presentation slides 1 (instructional video) 		

Model Lesson Plan 2, Up 1

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> T-Ss: Greeting 	Presentati on files 1 for classroom activities and students' handbook	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> T: asks a warm-up question. "Do you like movie "Up"?" Ss: take turns to answer the question and express their opinion freely. 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> T: asks students in class to gather with groups and check assignments. Ss: gather with groups and check assignments. 		3 mins
<Slide 4> Speaking activity – practice	<ul style="list-style-type: none"> T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. Ss: share what they found and write down groups' answer. T: asks each group to share meanings of read idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		15 min
<Slide 5> Speaking activity - practice	<ul style="list-style-type: none"> T: gives a direction. Asks each student to give a personal speech about how you would feel if you were in Carl's shoes. Gives them a checklist of peer feedback. The checklist includes the table to check if each target expression is used or not. Ss: Give a speech in public based on their homework, taking turns. Audience writes down a checklist for each student. 		15 min
<Slide 6> Speaking activity – production	<ul style="list-style-type: none"> T: gives a direction: each group creates a story that matches up with the suggested ending by using all expressions. The ending is that Carl built up his house and tried to take a trip, again. Make sure that students use every expression at least once. Ss: Each group gives a 5-minute group speech. 		30 min
<Slide 7>	<ul style="list-style-type: none"> T: leads students to ask any questions they have from the video or from the class and answer them. Ss: ask questions they have. 		7 min
<Slide 8>	<ul style="list-style-type: none"> T: Reminds students job before coming to class. 		3 min



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UP 1
Classroom Activities PPT 1

Created by Jihye Lim
M.A TESOL in University of San Francisco

+ 1. PRE-SPEAKING ACTIVITY



- Do you like movie “Up”? Let’s share your idea with classmates.

+ 1. ASSIGNMENTS



1. Watch the part of movie from 00:00 to 25:00
2. Find out meaning of red sentences in the target expressions
3. Write down about how you would feel if you were in Carl's shoes. (A4 half page) by using blue & yellow expressions.

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about meaning of red idioms.♪

2. Cross your heart!♪

3. No backing out!♪

9. That's typical.♪

10. Don't jerk around so much, kid!♪

+ 2. SPEAKING ACTIVITY - PRACTICE



If subject verb~, subject will verb~.♪

1. be about to~♪

4. be in need of any assistance♪

8. would you~♪

Directions: (Personal speech)♪

How you would feel if you were in Carl's shoes? Let's share your thought. ♪

+ 3. SPEAKING ACTIVITY – PRODUCTION

- The ending: Carl built up his house and tried to take a trip, again.



- Directions: create a story that matches up with that ending by using all expressions. (5 minutes group speech)

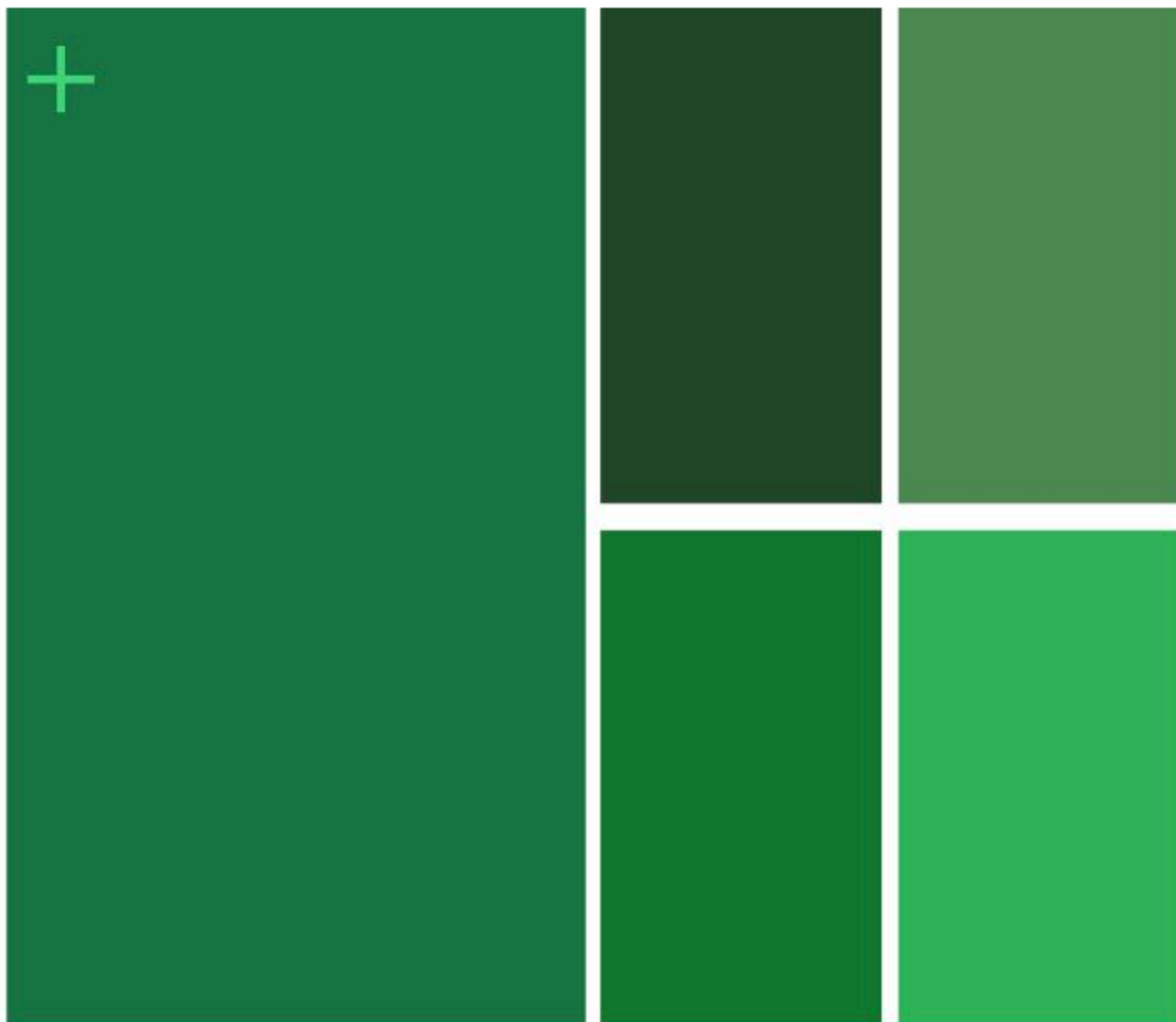
+ 4. Q&A



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 2 – 2

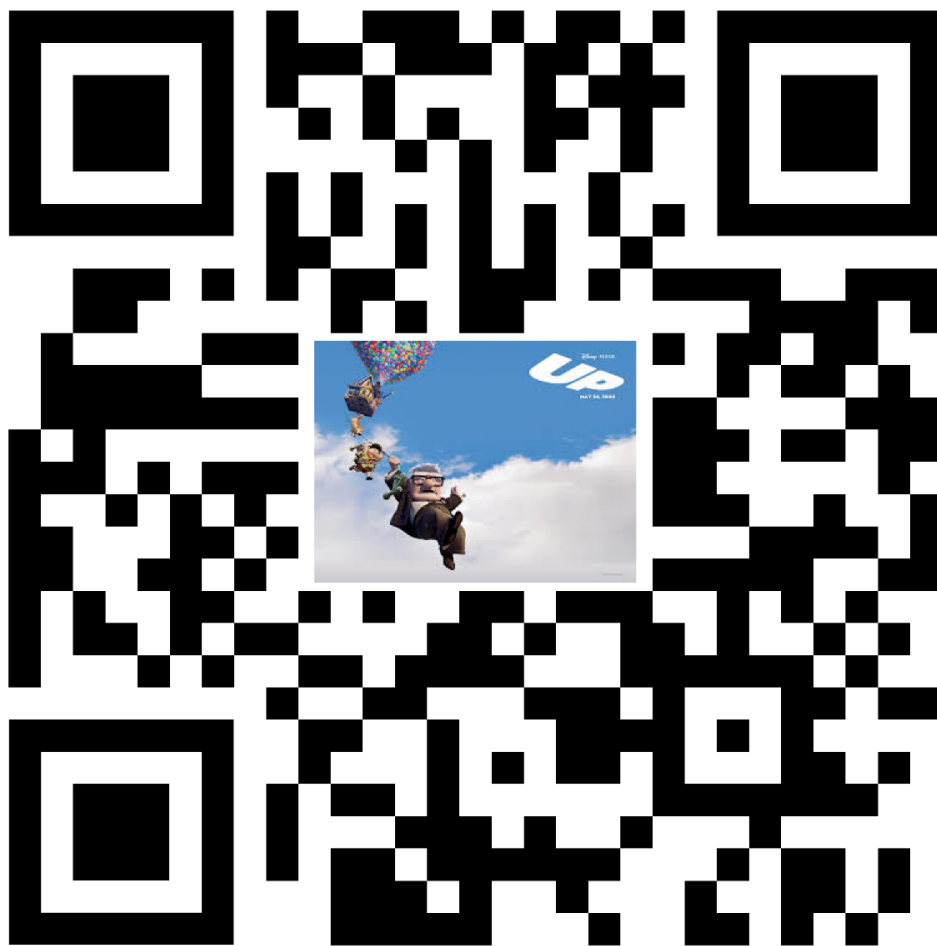
UP 2

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

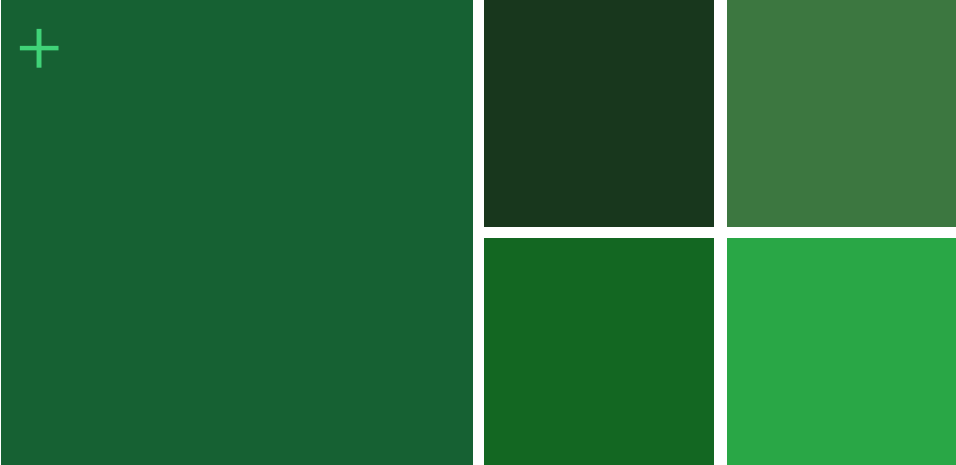
Model Instructional Video 1


UP 2



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://youtu.be/KKLa3n-0CHw>





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CHANGE THE WORLD FROM HERE

UP 2
Instructional Video PPT 2

Created by Jihye Lim
M.A TESOL in University of San Francisco

 LEARNING OBJECTIVES



10 useful expressions

Target grammar :
Conditional phrases

+ TARGET EXPRESSIONS

Movie clip (35:40-36:30)

1. Mr. Frederickson, **am I supposed to dig** the hole before or after? (36:10)

2. **That's none of my concern.**(36:17)

+ TARGET EXPRESSIONS

Movie clip (40:10 – 44:38)

3. I **would be** happy **if you stopped**. (41:45)

4. **I've been on a scent.** (41:57)

5. **We'd better** tell him someone took the bird, right, Alfa? (42:52)

6. You **must have broken** it.(43:12)

+ TARGET EXPRESSIONS

Movie clip (44:41 – 46:07)

7. I am **warning you once again**, bird! (44:52)

8. **If** you two **don't** clear out of here **by the time** I count three.. (45:13)

+ TARGET EXPRESSIONS

Movie clip (46:30 – 49:16)

9. **why don't you** get some sleep? (48:22)

10. **What have I got myself into**, Ellie? (49:11)

+ TARGET GRAMMAR – CONDITIONAL SENTENCES

	IF S+V,	S+V.
2-3	If you stopped	I would be happy
2-8	If you two don't clear out of here by the time I count three..	
1-5	If I get it,	I will become a senior wilderness explorer!
1-6	If only someone could help me...	
1-7	me, me I'll do it!	

+ ASSIGNMENTS



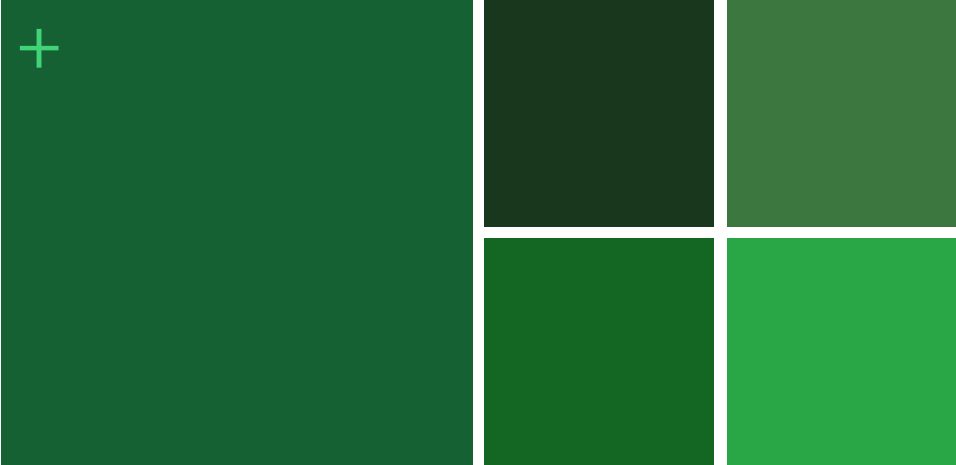
1. Watch the part of movie from 26:30 – 50:00
2. Find out meaning of red sentences in the target expressions
3. Prepare for your own lecture about conditional phrases and small quiz.


Model Lesson Plan 2, Up 2

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: How to suggest and give an advice politely (UP 2)			
<p>Lesson objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to speak by using conditional sentences and teach classmates them. 2. Students will be able to speak 10 useful expressions. 			
Content objectives	<ol style="list-style-type: none"> 1. Students will be able to talk about the adventure of their own lives. 2. Students will be able to give an advice by using “had better” 3. Students will be able to suggest people politely. 		
Rationale:	<ol style="list-style-type: none"> 1. Students need to learn how to give an advice politely 2. Students also need to learn how to use “be supposed to verb” 3. Students also need to give a presentation of the target grammar so that they can be checked by themselves if they really know conditional sentences. 		
Textbook pages / Worksheets / etc.	<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 		
Materials / Resources / Supplies / Flashcards / etc.	<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students’ materials 6. Vocabulary cards for speaking activity 2 (slide 5) 		
Media / Songs / Listenings / etc.	<ol style="list-style-type: none"> 1. Movie “Up” 2. The instructional video 2 with presentation slides 2 (instructional video) 		

Model Lesson Plan 2, Up 2

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> • T-Ss: Greeting with review of previous class. • T: tell students the rule: No Korean, Use only English. 		7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> • T: asks students questions about movie part 2. Carl Frederickson decided to take an adventure because he wanted to fulfill Ellie's dream. Do you want to do an adventure? What is it and why? • Ss: answer questions freely. 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> • T: asks students to gather and check assignments together. • Ss: check assignments each other. 		3 min
<Slide 4> Speaking activity – practice	<ul style="list-style-type: none"> • T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. • Ss: share what they found and write down groups' answer. • T: asks each group to share meanings of red idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		15 min
<Slide 5> Speaking activity – practice	<ul style="list-style-type: none"> • T: Provides vocabulary cards to each group and gives a direction: make a story by using the target expressions and given cards. • Ss: Participate in the activity • T: Asks each group to share it • Ss: Share their story with others. 		15 min
<Slide 6> Speaking activity - production	<ul style="list-style-type: none"> • T: Encourage each person to lecture the grammar point. • Ss: Each person gives a presentation of what they prepared. Also, other classmates are given small quiz to solve and answer them. Students take turns. • T: gives proper feedback if their lecture is correct or not. 		30 min
<Slide 7>	<ul style="list-style-type: none"> • T: leads students to ask any questions they have from the video or from the class and answer them. • Ss: ask questions they have. 		9 min
<Slide 8>	<ul style="list-style-type: none"> • T: Reminds students job before coming to class. 		1 min



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UP 2
Classroom activities PPT 2

Created by Jihye Lim
M.A TESOL in University of San Francisco

+ 1. PRE-SPEAKING ACTIVITY



South America... It's like America, but South.

- Carl Frederickson decided to take an adventure because he wanted to fulfill Ellie's dream. Do you want to do an adventure? What is it and why?

+ 1. ASSIGNMENTS



1. Watch the part of movie from 25:00 – 50:00
2. Find out meaning of red sentences in the target expressions
3. Prepare for your own lecture about conditional phrases and small quiz.

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about meaning of red idioms.

2. That's none of my concern.

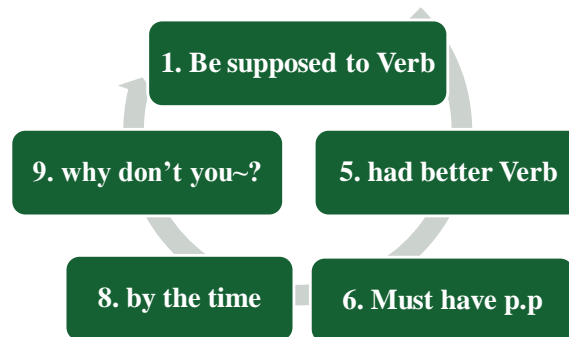
4. I've been on a scent.

7. I am warning you once again, bird!

10. What have I got myself into, Ellie?

+ 2. SPEAKING ACTIVITY - PRACTICE

- Directions: Each group picks up vocabulary cards and make a story by using the target expressions with them.



+ 3. SPEAKING ACTIVITY - PRODUCTION

- Directions: Let's review what we learned. Each person will present it by using different examples and small quiz.

	IF S+V,	S+V.
2-3	if you stopped	I would be happy
2-8	If you two don't clear out of here by the time I count three..	
1-5	If I get it,	I will become a senior wilderness explorer!
1-6	If only someone could help me...	
1-7		me, me I'll do it!

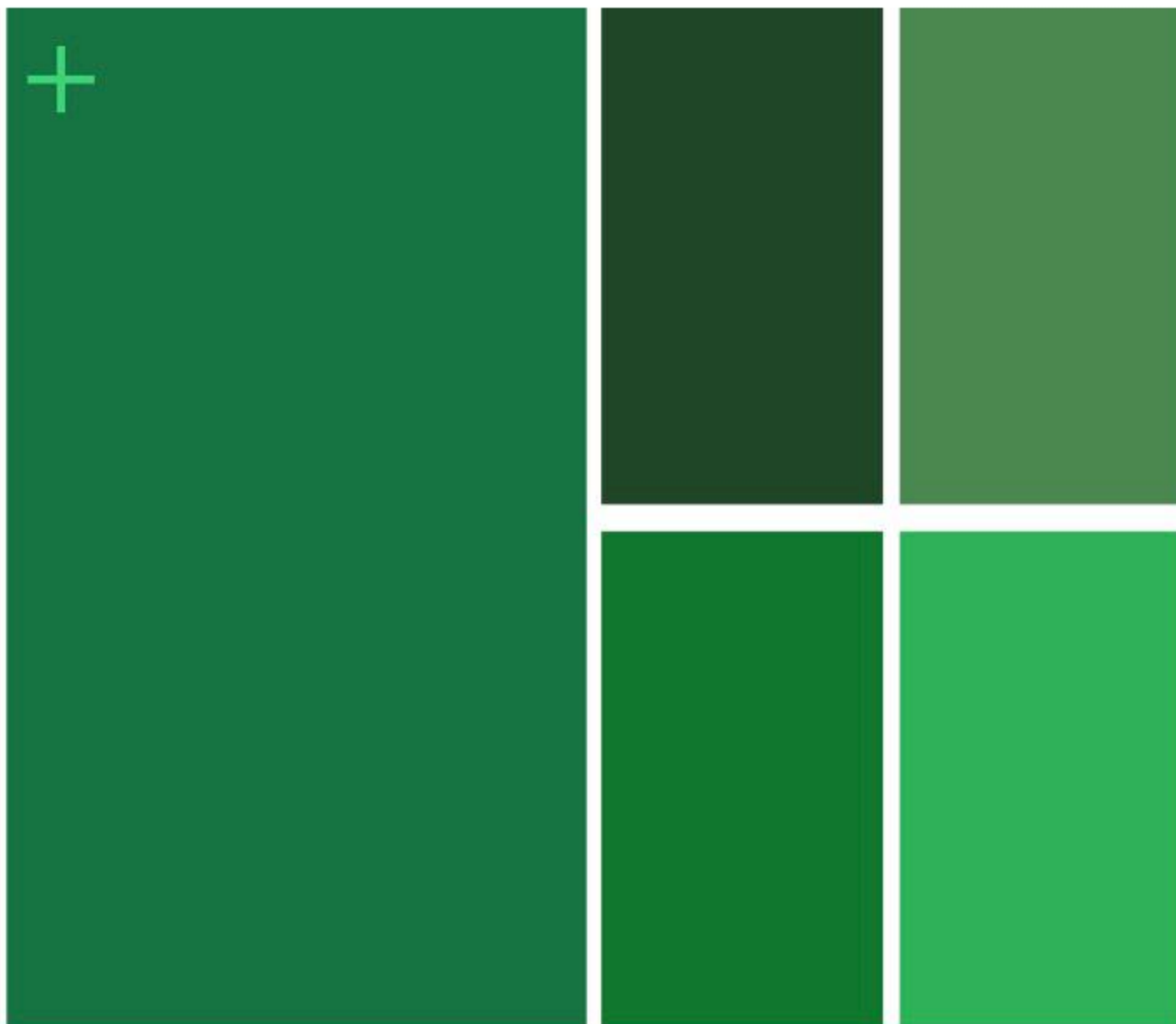
+ 4. Questions?



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 2 – 3

UP 3

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

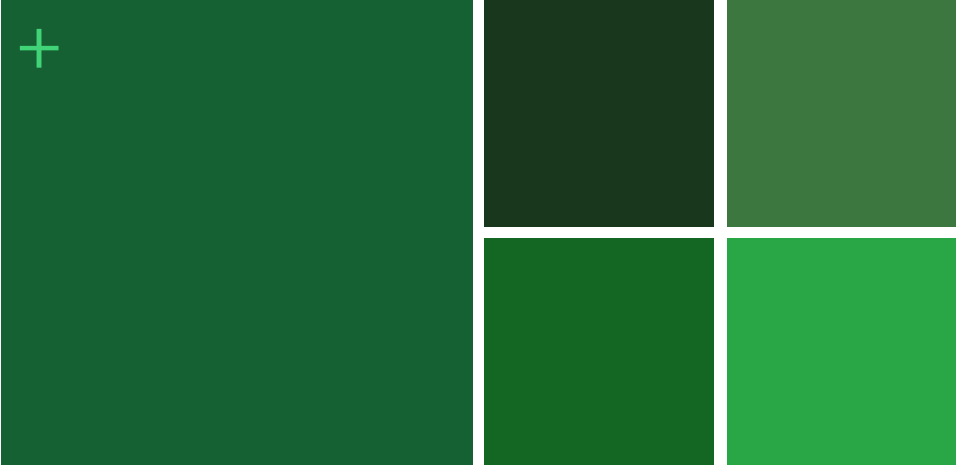
Model Instructional Video 1


UP 3



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

https://youtu.be/gVIQYqcX_xs





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UP 3
Instructional Video PPT 3

Created by Jihye Lim
M.A TESOL in University of San Francisco

 LEARNING OBJECTIVES



- 10 Useful expressions.
- Review : the target grammar
- The target pragmatics – how to respond politely to compliments.

+ TARGET EXPRESSIONS

Movie clip (51:00 – 54:30)

1. **If I had said** that, I **can see** how you would think that. (51:31)

2. That is **the darndest thing I've ever seen!** (53:32)

3. **You are a man of good taste.** (54:15)

+ TARGET EXPRESSIONS

Movie clip (55:23 –

4. Most of the collection is **housed** in the world's top museums (55:23)

5. Because Epsilon **is the finest chef I've ever had.** (56:47)

6. **I'm honored.** (57:13)

+ TARGET EXPRESSIONS

Movie clip (- 01:00:30)

7. I'd hate to impose. (57:17)

8. I shouldn't have used that word. (57:28)

9. She goes gaga for it. (58:55)

10. I can't wait to hear how it ends. (59:34)

+ TARGET POINT

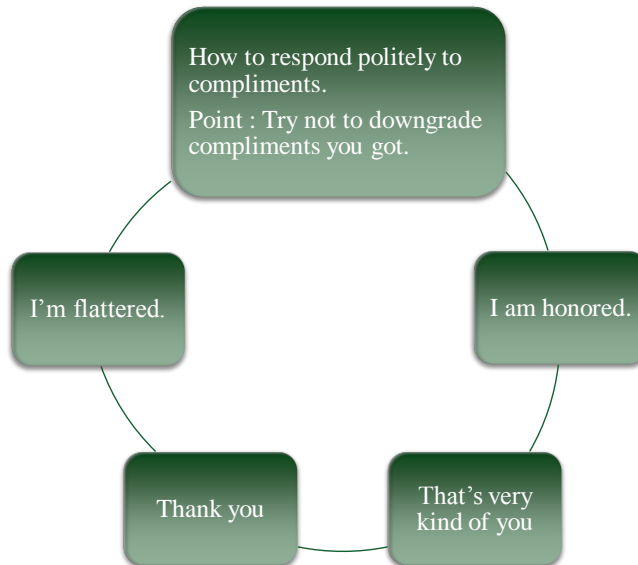
How to respond politely to compliments.
Point : Try not to downgrade compliments you got.

I'm flattered.

I am honored.

Thank you

That's very kind of you



+ ASSIGNMENTS



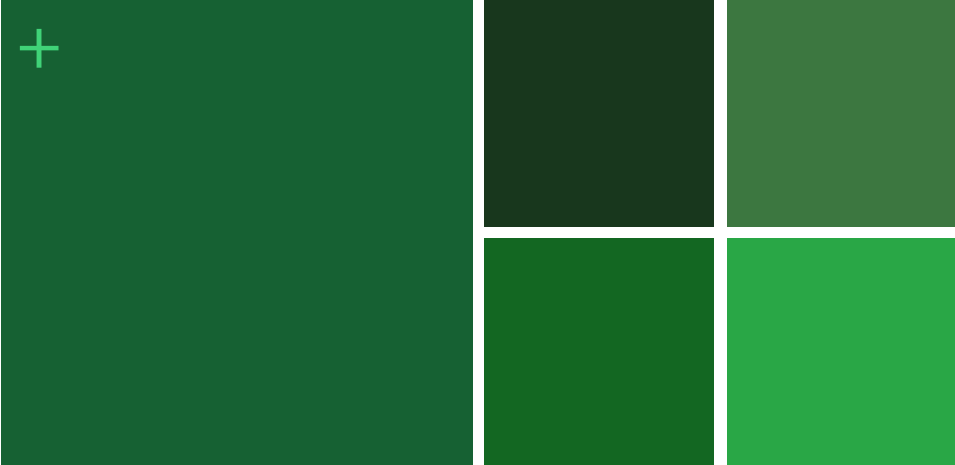
1. Watch the part of movie from 50:00 – 01:05:00
2. Find out meaning of red sentences in the target expressions
3. Make a dialogue between A and B. The topic is that A makes compliments by using target expressions and B respond to it.


Model Lesson Plan 2, Up 3

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: How to respond politely to compliments (UP 3)			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to use 10 useful expressions when speaking. 2. Students will review the conditional sentences. 3. Students will be able to respond politely to compliments. 			
Content objectives:		<ol style="list-style-type: none"> 1. Students will be able to know the difference from Korean culture and America culture in terms of accepting compliments. 2. Students will be able to learn superlative forms to express the highest degree 	
Rationale:		<ol style="list-style-type: none"> 1. Students need to acknowledge cultural differences between different languages. 2. Students need to repeat what they've learned to use them feely. 	
Textbook pages / Worksheets / etc.		<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 	
Materials / Resources / Supplies / Flashcards / etc.		<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students' materials 6. Target expression cards for production speaking activity (Slide 6) 	
Media / Songs / Listenings / etc.		<ol style="list-style-type: none"> 1. Movie "Up" 2. The instructional video 3 with presentation slides 3 (instructional video) 	

Model Lesson Plan 2, Up 3

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> T-Ss: Greeting with review of previous class. T: tell students the rule: No Korean, Use only English. 	Presentati on files for classroom activities 3	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> T: Asks students a question: How would you feel if you were Carl? Ss: Share their thoughts with friends. 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> T: asks groups to gather and to check assignments Ss: check assignments each other 		3 min
<Slide 4> Speaking activity – practice	<ul style="list-style-type: none"> T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. Ss: share what they found and write down groups' answer. T: asks each group to share meanings of read idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		15 min
<Slide 5> Speaking activity – practice	<ul style="list-style-type: none"> T: gives a direction. Each pair shares the dialogue of homework and practice two dialogues. Ss: practice for 10 minutes. T: asks pairs to share their dialogue by speaking it, not reading the script. Ss: present their dialogue with others. 		15 min
<Slide 6> Speaking activity – production	<ul style="list-style-type: none"> T: Gives a direction to students: 1) Bring each group to the front of the classroom. 2) Except one, the rest members should sit down in a row and one of the students should stay behind them acting as a head. 3) The head should have cards in his hand containing target expressions. 4) The head will give one card to one of team member and he will start to make a sentence to make a story by using expressions in the card. 5) The head gives another card to another student who will then take over the story. 6) Next student will make a sentence to connect the previous sentence by using the expression in the card. Ss: groups participate in the activity. 		30 min
<Slide 7>	<ul style="list-style-type: none"> T: leads students to ask any questions they have from the video or from the class and answer them. <p>Ss: ask questions they have.</p>		9 min
<Slide 8>	<ul style="list-style-type: none"> T: Reminds students' job before coming to class. 		1 min




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UP 3
Classroom Activities PPT 3

Created by Jihye Lim
M.A TESOL in University of San Francisco

+ 1. PRE-SPEAKING ACTIVITY



- Charles was a hero and role-model for Carl since his childhood. However, he found out his evil when he actually met him. How would you feel if you were Carl?

+ 1. ASSIGNMENTS



1. Watch the part of movie from 50:00 – 01:10:00
2. Find out meaning of red sentences in the target expressions
3. Make a dialogue between A and B. The topic is that A makes compliments by using target expressions and B respond to it.

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about meaning of red idioms.

3. You are a man of good taste.

6. I'm honored.

7. I'd hate to impose.

9. She goes wild about it.

+ 2. SPEAKING ACTIVITY - PRACTICE

- Directions: Share the dialogue with your partner and practice two by taking turns.

I am honored

That's very kind of you

Thank you

I'm flattered.

2,5. the -est thing I've ever P.P.

4. house

8. shouldn't have used

10. can't wait to hear

+ 3. SPEAKING ACTIVITY - PRODUCTION



- Directions: **Storytelling activity.** By using all expressions we've learned from the first class, each member makes a sentence which has one target expressions. Another member does it and eventually the story has to be created.

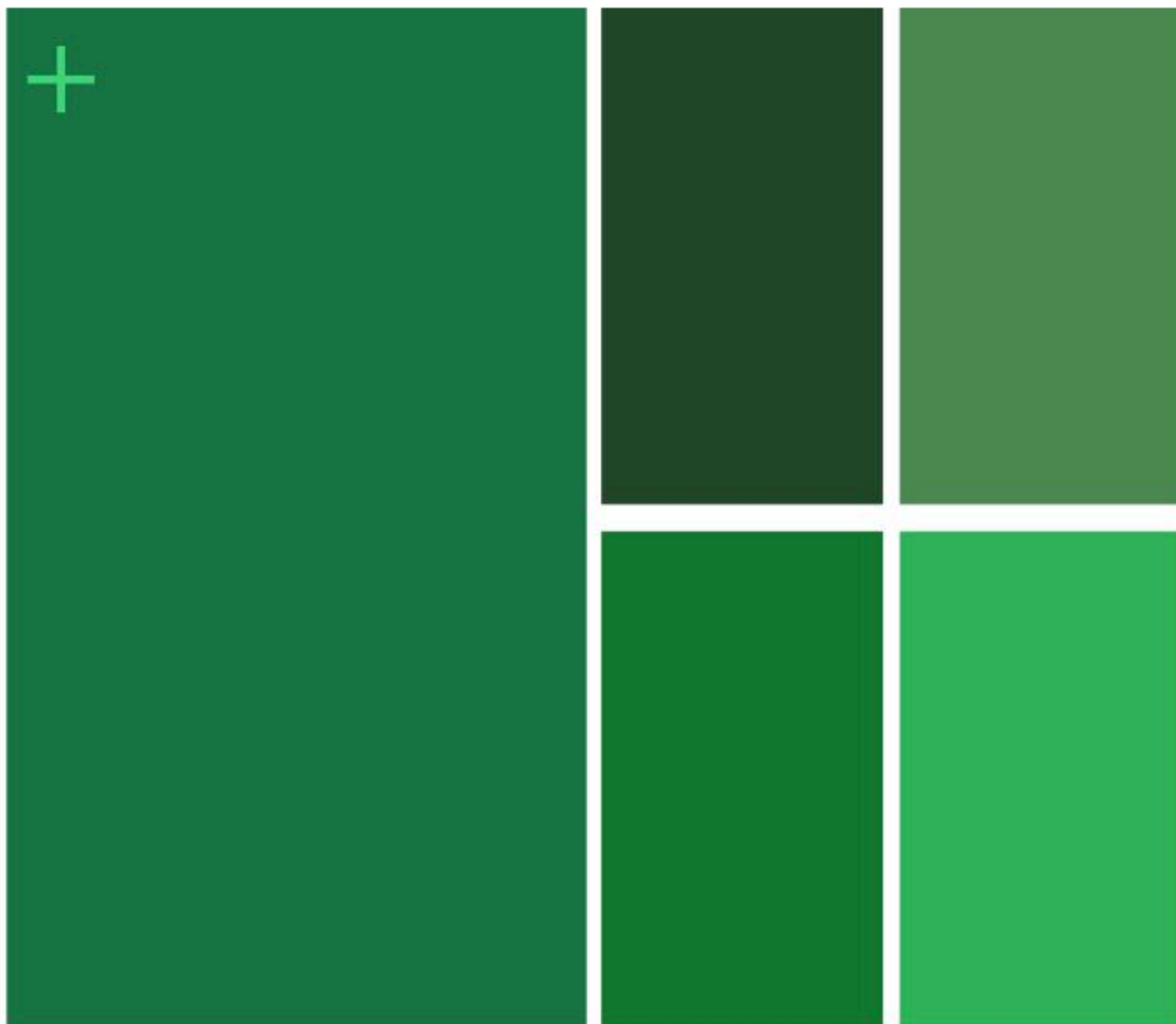
+ 4. Q&A



+ BEFORE NEXT CLASS



- Watch the instructional video & do your homework



LESSON 2 – 4

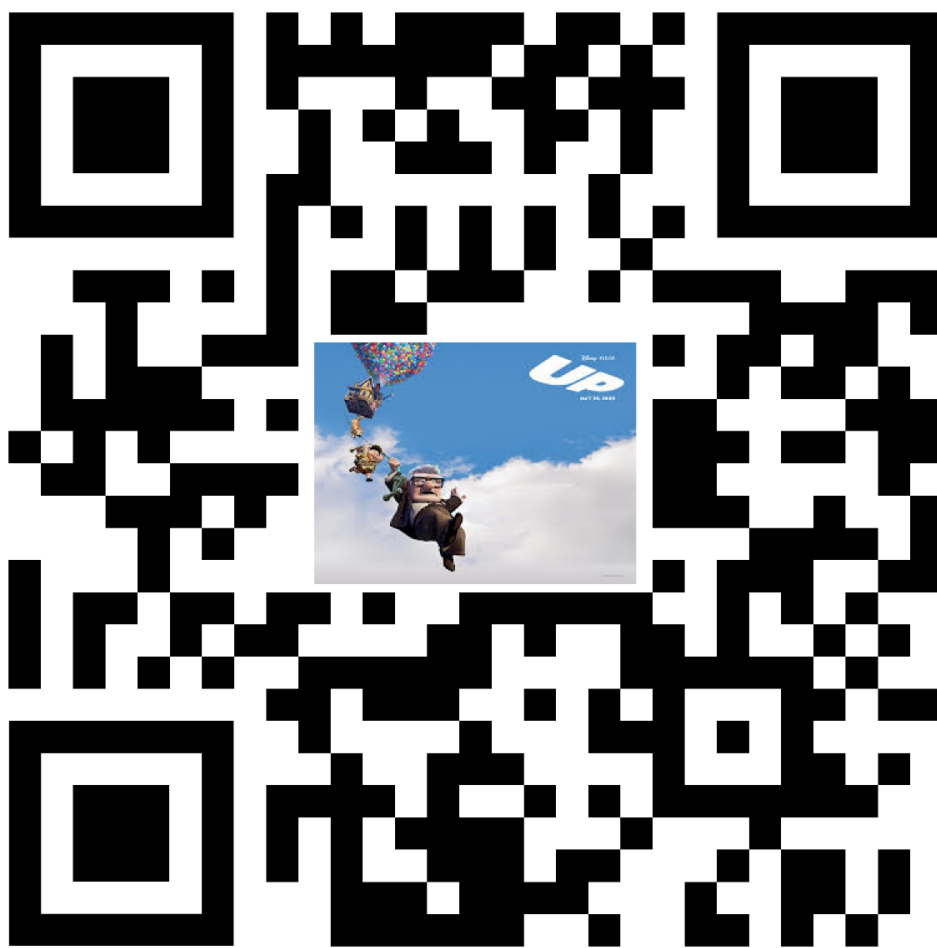
UP 4

- 1) Instructional Video
- 2) PPT for instructional Video
- 3) Lesson plan for classroom activities
- 4) PPT for classroom activities

STAGE 1: INSTRUCTIONAL VIDEO

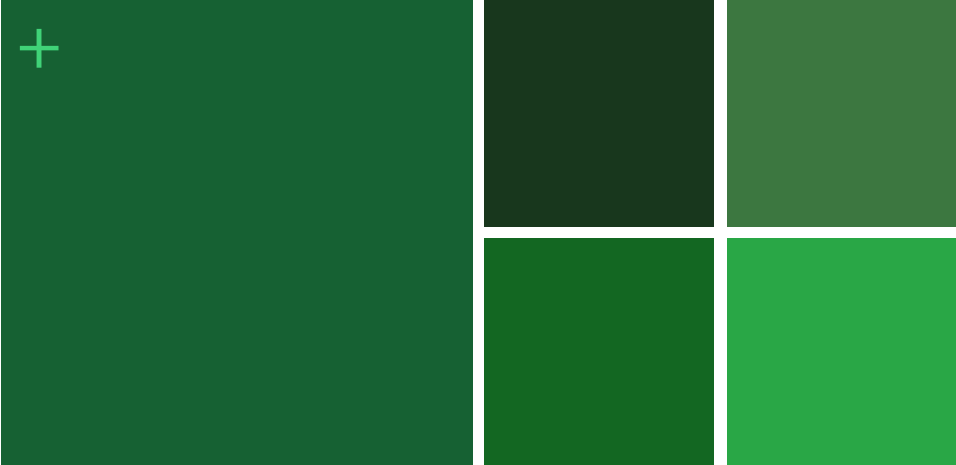
Model Instructional Video 1


UP 4



Direction: Use above QR code to watch the instructional video. You can use QR Reader application in your cellphone.

<https://youtu.be/ugOw0OGiJ5g>





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UP 4
Instructional Video PPT 4

Created by Jihye Lim
M.A TESOL in University of San Francisco

 LEARNING OBJECTIVES



10 useful expressions.

Review of the target grammar

+ TARGET EXPRESSIONS

Movie clip (01:05:00 – 01:13:30)

1. Get used to that, kid (01:05:10)

2. Stand still. (01:06:07)

3. If you hadn't shown up, none of these would have happened. (01:08:21)

+ TARGET EXPRESSIONS

Movie clip (01:18:00 – 01:26:00)

4. we are **on our way**. (01:18:15)

5. **any last words**, Fredricksen? (01:20:56)

6. I'll have plenty of enjoyment for **what I'm about to do** to you. (01:21:58)

7. I **am ready to not be up** high. (01:25:23)

+ TARGET EXPRESSIONS

Movie clip (01:26:00 - 01:28:30)

8. I wish I could keep one. (01:26:10)

9. I would like to award you the highest honor I can bestow. (01:27:45)

10. You're cheating! (01:28:30)

+ ASSIGNMENTS



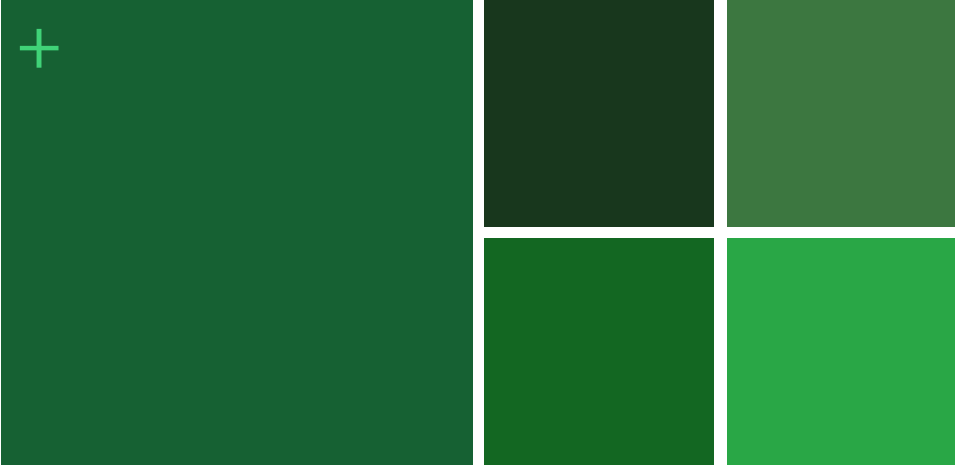
1. Watch the part of movie from 01:05:00 – the end
2. Find out meaning of red sentences in the target expressions
3. Write down 5 your strong points by using yellow and blue expressions.


Model Lesson Plan 2, Up 4

Teacher: Jihye Lim	Class: Intermediate	Time: 90 minutes	No of Ss: 20
Lesson Topic: How to talk about strong points and the adventure (UP 4)			
<p>Language objectives: By the end of the lesson....</p> <ol style="list-style-type: none"> 1. Students will be able to speak by using the 10 target expressions. 2. Students will review the target grammar, conditional sentences. 			
Content Objectives:		<ol style="list-style-type: none"> 1. Students will be able to talk about their strong points by using the target expressions. 2. Students will be able to talk about the adventure by using the target expressions. 	
Rationale:		<ol style="list-style-type: none"> 1. Students need to learn how to use the target expressions when they speak. 2. Students need to learn to talk about certain topics such as strong points and the adventure. 	
Textbook pages / Worksheets / etc.		<ol style="list-style-type: none"> 1. Handout files of a video for students. 2. Worksheets of assignments for students. 	
Materials / Resources / Supplies / Flashcards / etc.		<ol style="list-style-type: none"> 1. The presentation slides for classroom activities 2. Smart board which can be connected to the computer 3. Electronic markers for smart board 4. The computer 5. Students' materials 	
Media / Songs / Listenings / etc.		<ol style="list-style-type: none"> 1. Movie "Up" 2. The instructional video 4 with presentation slides 4 (instructional video) 	

Model Lesson Plan 2, Up 4

Stage	Procedure	Resources	Time
<Slide 1>	<ul style="list-style-type: none"> • T-Ss: Greeting with review of previous class. • T: tell students the rule: No Korean, Use only English. 	Presentati on files 4 for classroom activities	7 min
<Slide 2> Pre-speaking activity	<ul style="list-style-type: none"> • T: asks students into groups and gives a direction: one member from the group picks up one scene from a movie and explains to other team members. Other team members start to draw the picture as they understand. When the describer is finished, compare the drawings to scenes each team picks up. Whose is the closest to the original? Give an award to the team who gets the closest to the original. • Ss: participate in the activity 		10 min
<Slide 3> Checking assignments	<ul style="list-style-type: none"> • T: asks groups to check assignments each other. • Ss-s: check assignments each other. 		3 min
<Slide 4> Speaking activity - practice	<ul style="list-style-type: none"> • T: gives a direction. Asks groups to talk about meaning of red idioms for 10 minutes. • Ss: share what they found and write down groups' answer. • T: asks each group to share meanings of read idioms in public. If meaning is not correct, another group will have chance to share. If no one knows, teacher will share its' meaning. 		15 min
<Slide 5> Speaking activity - practice	<ul style="list-style-type: none"> • T: gives a direction. Get the assignments from the students. Cut each sentence from the paper and give each part to students in class. Ask students to find out which one is whose by using the target expressions. • Ss: participate in the activity. Ask classmates which strong point is yours. Whenever they find out, write down their names. 		15 min
<Slide 6> Speaking activity - production	<ul style="list-style-type: none"> • T: asks students to stand in two rows and to face each other. Asks them to talk about the adventure with a facing person. The role is that students have to use expressions. After talking with one person, one row move to right and each student face a new person to talk. They talk to each other the same thing with the target expressions. After taking another round, each student is supposed to give a 1-minute speech about their adventure in public. 		30 min
<Slide 7>	<ul style="list-style-type: none"> • T: leads students to ask any questions they have from the video or from the class and answer them. • Ss: ask questions they have. 		9 min
<Slide 8>	<ul style="list-style-type: none"> • T-Ss: farewell greeting 		1 min




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CHANGE THE WORLD FROM HERE

UP 4
Classroom Activities PPT 4

Created by Jihye Lim
M.A TESOL in University of San Francisco

+ 1. PRE-SPEAKING ACTIVITY



- Pick up one movie and we will describe what it is alike.

+ 1. ASSIGNMENTS



1. Watch the part of movie from 01:10:00 – the end
2. Find out meaning of red sentences in the target expressions
3. Write down 5 your strong points by using yellow and blue expressions.

+ 2. SPEAKING ACTIVITY - PRACTICE

Directions: Let's talk about meaning of red idioms.

1. Get used to that, kid.
2. Stand still.
3. We are on our way.
4. Any last words, Fredricksen?
10. You're cheating!

+ 2. SPEAKING ACTIVITY - PRACTICE

3. If ~ had p.p , ~ would have p.p

6. what I'm about to do

7. be ready to not be

8. I wish I could~

9. the ~est noun ~

- Directions: Submit your assignments to a teacher. And, you will be given a part of them and try to find out who they are by using the target expressions.

+ 3. SPEAKING ACTIVITY - PRODUCTION

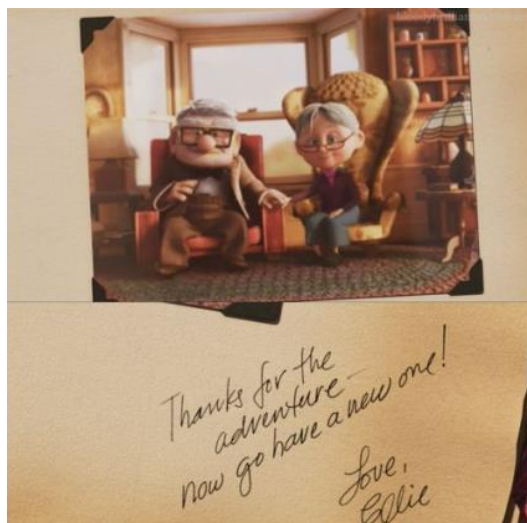


- Directions: What is your adventure? Let's talk about it with your partner, using all expressions we have learned.

+ 4. Q&A



+ GOOD JOB, EVERYONE!



Instructional Video Transcripts

1. Instructional video for Inside Out 1

<Slide 1>

The teacher in the video(T): Hello, everyone. This is Jihye Lim. Today, I am going to introduce the class and give you an overview of the assignments due next class.

<Slide 2>

T: This is an English conversation class. It will be a lot different than other classes that you've taken. Each video will highlight learning objectives for each session. To begin, I will talk about how the class is organized and assignments for next class. Let's move on to the next slide.

<Slide 3>

T: This class was designed using the flipped classroom model. The lecture will be on video and you are expected to watch it before coming to class. Assignments will be announced within the instructional videos and they will involve homework and in-class activities. I recommend you; watch a video at least 2 days before you come to class to make sure you have enough time to finish your homework.

<Slide 4>

T: In class, you are going to have activities with your classmates. This will give you many chances to communicate in English, which is the most effective way to improve your speaking skills! Please do not miss the instructional video and do your best to do the assignments! It will help you a lot.

<Slide 5>

T: Which content are we going to use in this class? Animated movies! This class will cover various movies with many topics. I believe movies are a great way for English learners to hear conversational English with many situations. It will help you understand not only the

language but also cultural aspects of the language. This semester I chose 6 Disney movies. You might be thinking, “I am not a child!” However, since this class is for intermediate students, these English-speaking movies are very suitable for the intermediate level. Also, we will find different cultural situations and life philosophies hidden inside movies.

<Slide 6>

T: There is one thing you should be careful when watching movie. Please do not watch it with subtitles in your first language. This would make learning less challenging because you would focus on the translation rather than developing your listening and speaking skills. You can only turn on English subtitles. However, I do not recommend it.

<Slide 7>

T: The first movie of this semester is “Inside Out”. Since it was a hit all over the world when it was released, I believe many have already watched it. That’s good! Even though you did, please watch one more time. Also, please write down how you felt about the movie and the lesson of this movie. Why did or didn’t you like? And what is the lesson of the movie? Were there any expressions that you couldn’t understand? Please write down at least 7 sentences and any questions you have. You are going to share with each other your comments and questions about the movie. Last, you will answer comprehension questions, about the movie. Please answer them. Ok, now enjoy the movie and see you in class.

2. Instructional video for Inside Out 2

<Slide 1>

T: Hi everyone, this is your teacher, Jihye. Today, we are going to talk about the first 20-minute part in the movie. I believe that you already watched it without any subtitles, again.

<Slide 2>

T: Before we start class, I have one thing to let you know. It is about yellow and red expressions. Every time you learn target expressions from this video, you will find some sentences with different colors. Yellow means there are speaking structures, or tools you can adopt. You will be taught this structure in the video and have many chances to use it inside the classroom. Red means idioms. Idioms are common among English speakers. The problem is that when students try to guess what they mean, they usually get lost. This is because idioms reflect the culture and the language's characteristics. Figuring these out will be part of your job. All your jobs will be shared in the classroom. Lastly, Blue expressions will highlight small parts of grammar. Learning these grammar details will greatly assist you in learning to speak. Once you learn and begin to make sentences with correct grammar, you will realize you can express your ideas to the utmost extent.

<Slide 3>

T: Through today's lesson, you will learn 7 speaking structures that you can easily use. Also, you will have a small grammar class.

<Slide 4>

T: Let's watch today's first movie clip. (Finishing movie clip) The first clip is about the childhood of the main character, Riley. As a baby, Riley was born with all emotions. They were Joy, Sadness, Fear, Disgust, and Anger. The first target expression is that, "it's really good at keeping Riley safe". This is what Joy said in the movie when introducing Fear. The word 'Keep' is used in various ways. For example, in this case 'Keep' means 'continue'

in a specified condition. On the other hand, in the sentence about Disgust, ‘keep’ means to be kept from or avoid. You also should see how these sentences are structured differently. In number 1 sentence, you find the objective and complement after verb ‘keep’. However, in number 2 sentence, you see the objective and ‘from’ after verb ‘keep’. These structural differences help you distinguish usages of ‘Keep’

<Slide 5>

T: The second part of the movie is about inside Riley’s brain. Let’s look at the number 3 sentence. When you think of the word , ‘power’, it usually means strength and is a noun. However, it is also used as a verb, meaning ‘supply (a device) with electrical energy’. In the number 4 sentence, there is a very important expression. “The point is”. This expression is used when a speaker wants to emphasize the most important part of what they want to say. It is a very common phrase to be used. Let’s look at number 5. What do you think is it’s meaning? Guess what it is based on the scene and write it down on the worksheet.

<Slide 6>

T: The third part of movie clip is about Riley’s negative first impression of her house in San Francisco. Please guess and find out meaning of number 6 and 7.

<Slide 7>

T: The last part of today’s movie clip is about Riley’s head when her mom and Riley had a conversation in her bed. Let’s look at sentence 8. Sadness said, “Crying helps me slow down and obsess over the weight of life’s problems.” We are focusing on the verb ‘help’ here. This ‘verb’ is used in various structures. In this case, ‘help’ is used in the sentence structure, which is Subject + Verb + Object + Complement. The details will be explained in the next slide. Next, sentence 9 is an idiom that you might find difficult to figure out. So, please be active to figure it out before class. The last sentence 10 is the tool “I guess all I really want to say is ~”. English speakers use this tool in order to express a sincere mind to listener and to

emphasize what a speaker wants to say.

<Slide 8>

T: Grammar is one of the most important and effective ways to give you a chance to use English. That is why we have a grammar section for each of the four lectures. You found 2 sentences, which have the structure of subject, verb, object, and complement. Help and Keep. In the complement section, there are various forms such as adjective, verb and the 'to' infinitive. The complement always depends on verb. That is why 'keep' and 'help' have a different type of complement respectively. 'Keep' usually has an adjective as a complement. On the other hand, 'help' usually has a verb. Also this tool is frequently used and useful to complete the meaning of the verb. Good to know!

<Slide 9>

T: Here is the assignment before you come to class. Please do your best before you come to class! See you there.

3. Instructional video for Inside Out 3

<Slide 1>

T: Hi, everyone. Welcome to our 3rd class. How is everything going? Did you watch the second part of the movie? It was quite long but I hope you thought it still was a lot of fun. Now, let's get started.

<Slide 2>

T: Today's objective. We are going to learn 10 target expressions. Also, we will learn about Sarcasm. Speaking one language fluently doesn't mean high proficiency of target language. It also means that people can understand a hidden intention during the dialogue. We will learn this through the movie.

<Slide 3>

T: First, look at sentence 3. This is a red idiom. So, please find out what 'put the foot down' means. It is usually used as 'put someone's foot down'. And, in sentence 1 and 2 this is what Disgust has said. The point is, do these sentences really mean what the words are saying? Let's take a look at the detail. Sentence 1: Yeah, that sounds fantastic. Does Disgust really think it sounds fantastic? Nope. She thought it was a bad idea. Sentence 2, "Very smooth. That was just like Joy." Also, her intention in sentence 2 was actually the opposite of what the words mean. She thought Fear wasn't like Joy at all. What is this called? We will talk about it in the next slide.

<Slide 4>

T: As you see, the way Disgust talks is a little bit different from how others talk. She sounds more like lying. Yeah, it is part of sarcasm. What is sarcasm? It means making a mean remark or joke. That is why the sentence means more than what the words say. Disgust used sarcasm to express her intention to show her disagreement and her friends' poor performance to Fear and Anger. I hope you understand the sarcasm well.

<Slide 5>

T: Let's keep going to sentences 4 and 6. These are also red, so please find out what it means in your worksheet. Look at sentence 5. 'Which is why' is an expression you might use frequently. If you just finish your sentence but you want to add a reason, or an explanation, please use 'which is why' next to your sentence. It is very useful! You can also say, "That is why". But 'which is why' sounds more connected to the previous sentence. Let's look at sentence 7. This is the tool that we learned in the previous lecture: subject, verb, object and complement. You just learned that "make" is the verb, which has verb as a complement.

<Slide 6>

T: Sentence 8 is also another example of it: Subject, verb, object and complement. 'Want' is also a verb that has to infinitive as a complement. Complement is about what the object does. So here, I want "to be happy" but not Joy (me), but Riley, the object. This is a very important point. Sentence 9 shows a very common and useful tool, which is 'because of'. I believe you definitely know what because means. It is used when you explain the reason. The meaning of 'because of' is the same but this is for only nouns, not sentences. Here you can see because of 'sadness' not 'sadness was there'. Sentence 10: "might as well" is the term used to show that a situation is the same as if the unreal thing stated were true. Bing bong said this because he wanted to say how desperate the situation was by using another bad situation. You can say obviously they're not on another planet but the situation is just as bad as being on another planet.

<Slide 7>

T: Here is the assignment! Please finish it and see you in the class.

4. Instructional video for Inside out 4

<Slide 1>

T: Hi, everyone. Today is the last class using the movie “Inside Out”. How do you feel? I feel sad because I’ve been enjoying this with you. And, I am also excited to watch a new movie, too! So, let’s wrap this up well.

<Slide 2>

T: Today’s objective. First, we will review sarcasm and learn 7 useful expressions, including the present perfect tense ‘too’ and ‘where’ to describe the place. Are you ready?

<Slide 3>

T: First, as you watched the movie clip, Disgust said to Fear, who just failed to break a window, “That worked.” which is not true. Is she telling a lie now? No, she used sarcasm. Because this is a key characteristic of Disgust, you can easily find her using it. Sentence 2, Disgust said to Anger, “I’d tell you, but you are too dumb to understand.” Here, we can’t find “not” being used. However, does this sentence mean that Anger understands or not? Nope. It meant he couldn’t understand because he is dumb as far as Disgust is concerned. You should remember this ‘but’ suggests negative meaning even though there is no “No, or Not” spoken.

<Slide 4>

T: Let’s take a look at number 3 and 4 together. Both of them use present perfect by adding the “has” or “have” to the regular verb. Example: ‘Hasn’t seen’ and ‘have been’. If you are Korean, I totally understand you do not have a concept of present perfect because Korean doesn’t have it. This is why Koreans tend to use Past tense instead of Present perfect. English speakers use present perfect terms, more frequently. One use of Present perfect tense is connecting past to present. For example, Riley’s mom said “Her teacher hasn’t even seen Riley all day”. It means that from the morning (past) to evening (present), her teacher never saw her. Also, in the case of sentence 4, Koreans tend to say “Where were you?” instead of

“Where have you been?”. “Where have you been” sounds much more natural in this context. Therefore, it is very important to remember to use present perfect term properly. Let’s read sentence 5. “I miss the woods where we took hikes, and the backyard where you used to play, Spring Lake, where you learned to skate.” This is what Riley’s father said to her. Let’s focus on the use of ‘where’. As you can see, before ‘where’ there is always a noun related to place and after ‘where’, the sentence describes more detail of the place. ‘Where’ functions as an adverb. This is a useful term when you want to describe at, in, to or what place.

<Slide 5>

T: Please find out the meaning of number 6. Also you can guess what it means based on the movie clip. Let’s take a look at the last sentence 7. It is also another example of ‘present perfect’. Also, when you heard, “someone has been through a lot’ means that someone has been in difficult situation and been challenged a lot.

<Slide 6>

T: Here is the assignment! Please finish it and see you in the class.

5. Instructional video for Up 1

<Slide 1>

T: (Greeting) Hi, I hope all is well. Today is a new start to learn many things from the Movie “Up”. I truly believe that all of you have already watched movie. Did you like it? For me, it was one of the most impressive movies I have seen. How about you? I can’t wait to listen to your opinion in the classroom!

<Slide 2>

T: Learning objectives! Through this lesson 1, we will learn 10 useful expressions. Also, you will see conditional phrases, which I will explain briefly. Then in lesson 2, we will learn what conditional phrases are and rules on how to use them in more detail.

<Slide 3>

T: We are going to learn 10 expressions. Let’s take a look at number 1. “I am about to let you see something I have never shown to another human being. Ever... in my life! We can see many English speakers use ‘be about to’ in daily life. It is the same meaning as ‘will’, or ‘be going to’. It is used to describe an event close in the future. Regarding sentence 2,3 are red expressions. So, please find out what it means. You can also look at this scene, one more time so that you can guess what it means based on hints given by the video.

<Slide 4>

T: Look at sentence 4. This is the example that we should carefully focus on. As you just guessed, it obviously means, “Do you need help?” or you can say politely, “May I help you?” Instead of these two common expressions, “Are you in need of any assistance?” can be used, too. Sentences 5,6, and 7 are called “conditional phrases” They are phrases discussing known factors or hypothetical situations and their consequences. We will look at details in our next lesson. Today, let’s figure out what it means and what forms are used. Sentence 5, Russell said, “If I get it, I will become a senior wilderness explorer!” The situation is that

Russell does not have a badge yet, at that moment, so he wanted to say “when he gets it in the future, he will become a senior wilderness explorer.” The condition was when he gets a badge he does not have yet.. Let’s take a look at number 6 and 7. Sentence 6 is what Carl said and sentence 7 is how Russell reacted. The situation is that Carl didn’t have somebody to help him. What Carl said is not what happens or happened, but what he imagined or expected in the future. That’s why conditional word “if” is used. Russell also used “will” as verb of the conditional phrase, since he expects or wants to do in the future.

<Slide 5>

T: This is last page of target expressions. Please find out the meaning for numbers 9 and 10 based on the situation the movie showed. Let’s take a look at sentence 8. This is a very polite way to ask someone to do something. You always say “would you~?” or you can say ‘could you~?’ instead of using the direct words, such as “Take this”.

<Slide 6>

T: Ok, this is the assignment that you should do before coming to class. I can’t wait to see you in the classroom! Bye!

6. Instructional video for Up 2

<Slide 1>

T: Hi, all. Welcome to the 2nd class of the Movie “Up”. I am your teacher, Jihye. How was the second part of the movie? Are you pretty excited to see Grandpa Carl going on an adventure eventually? I was like that. I felt like I wish I could also move my house, with tons of balloons!

<Slide 2>

T: Today’s learning objectives. Yes, we are going to learn 10 useful expressions and examine the target grammar in detail.

<Slide 3>

T: So, let’s begin! Sentence 1 is what Russell said: “Mr. Frederickson, am I supposed to dig the hole before or after?” He uses be-verb “supposed to”. This expression means to be expected to behave in a certain way or particular way. This is asking what Mr. Frederickson expects Russell to do. It is a very common expression but it could be misunderstood because of common meaning of ‘suppose’. So please remember this term! Sentence 2 is your job to find out the common meaning.

<Slide 4>

T: Sentence 3 will be explained in the target grammar section. Also, please find out meaning of number 4. Let’s take a look at sentence 5. When you say, “we’d better tell”, it means that it would be better for us to tell. ‘Had better’ is used to say that someone should do something as an advice, rather than an order. It is a way of encouraging or telling someone to do something. So, here sentence 5 means that ‘we’ in the movie are thinking that telling him the fact that someone took the bird as a possible and positive way of their behaving. Sentence 6 uses must have p.p (past participle.) This is used to guess what happened in the past in a strong way. When you use it, it is accepted as: “You are so sure about this!”. So, please be

careful when you use it!

<Slide 5>

T: Please find out meaning of sentence 7. Also, the blue part of sentence 8 will be covered in the target grammar lesson. Yellow part of the sentence, says: “by the time”. It is a conjunction as you can see the subject and verb after ‘by the time’ and it means ‘by then’ or ‘before’. For example, sentence 8 means that, if you two don’t come out by the moment that I finish counting three.

<Slide 6>

T: We also should learn how to make a suggestion. Sentence 9 is the typical example. Why don’t you? This is suggesting someone go to asleep. Please find out meaning of number 10 and we will discuss what it means in the classroom.

<Slide 7>

T: Now, for the grammar part. This is an important part in English since it is frequently used. This is called a conditional phrase. As we discuss in last lesson, Conditional clauses are statements discussing known factors or hypothetical situations (real or imagined) with the rest of the sentence stating the result or consequence. English speakers use them when they want to talk about supposed situation, not real yet, which could happen, or couldn’t happen. The tricky part of conditional phrases is that they have many different forms and meanings. Because of this, the rules for usage can be explained in different ways. They depend on condition’s tense and degree of realness. For example, Let’s take a look at sentence 3 from the movie part 2. ‘If you stopped, I would be happy.’ It is a basic option in the structure of conditional sentences. This sentence means that I want you to stop but I know that you will not stop. Since the speaker rarely believes that the listener will stop, the past tense in verbs ‘stop’ and ‘will’ are used. This is called an unreal conditional sentence. Let’s take a look at sentence 8 from movie part 2 and sentence 5,6 and 7 from movie part 1, you

can see 'present tense of verbs and will' used in these cases. That is because the speaker thinks it a real conditional sentence, which express a prediction or plan is likely to happen. For instance, sentence 5 from part 1 is what Russell said. He thinks getting a badge and becoming a senior wilderness explorer is positive and possible.

<Slide 8>

T: Now, here is an assignment. I believe you already did number 1 before you watched the movie. Please make sure that you prepare for your lecture about conditional phrases and prepare a small quiz for your classmates. A small quiz has at least 3 questions and up to 5 questions. See you all in the classroom. BYE!

7. Instructional video for Up 3

<Slide 1>

T: (Greeting) Hi, everyone. Welcome back to the 3rd class of movie “Up”.

<Slide 2>

T: Today’s learning objectives! We will definitely learn 10 useful expressions. One of them is related to the target grammar we have learned: conditional phrases. Lastly, we will focus on learning pragmatics: How to respond politely to compliments. Since we are Korean, we don’t get used to accepting compliments because, somehow, it is considered as an arrogant attitude. So, what is the appropriate ways to respond to compliments in English? Cultural parts will cover this, too.

<Slide 3>

T: Sentence 1 is related to the target grammar: Conditional phrases. Interestingly, Past perfect is used in an ‘if’ clause and present tense is used in a main clause. It expresses unreal conditions. The past perfect is used to refer to a past event before another action. And it still has influence on present so that present tense is used in a main clause. Sentence 2 is one of the most useful tools. It is called superlative degree: the form of an adverb or adjective that is the greatest degree. It usually adds –est after the normal adjective. English speakers use it to emphasize compliments or awesomeness to a high degree. Please find out meaning of sentence 3.

<Slide 4>

T: Let’s take a look at sentence 4. ‘Most of the collection is housed in the world’s top museums.’ House is usually used as a noun, meaning a building where people live, or home. However, here it is used as a verb, meaning ‘to store’. Interestingly, English words have one feature that even though one word can be used in different ways such as a noun and also as a verb, the meaning of each part are connected. ‘House’ you can come up with the place where

you live and also where you usually put, or store your things. It's an interesting fact. Sentence 5 is connected to sentence 2: superlative degree. As you can see, it was used to express a compliment. Sentence 6 will be mentioned later in the target pragmatic section.

<Slide 5>

T: Please find out meaning of sentences 7 and 9. Sentence 8 is pretty interesting phrase because you never guess what it means. 'Should' is usually used as a way of advice, or recommendation. But here as you can see, the format 'should + have + past participle' means that you express regret for things you did in the past. Here it means 'I' regret that I used that word before in the past. Since should's meaning changes based on what comes next, you should be careful! Sentence 10 is a very common phrase. When you want to express 'to be very eager', as if to be unable to endure the wait for something to happen. Here it is used as a little bit scary where Charles used it to make Carl nervous.

<Slide 6>

T: We are going to learn how to respond politely to compliments. It is very important to respond to compliments because the standard of being polite in America is different from one in Korea. When Korean hears compliments from others, they respond with refusal, not acceptance. In cultural norms, it seems better, nicer, and more humble for Korean not to accept compliments. However, in America, they might misunderstand you as a person who seems rude and/or less confident. So, here are words that you can use: I'm honored; That's very kind of you. Simply, you can say, thank you; also, you can say, I'm flattered. The point is to be thankful and please try not to downgrade compliments you get.

<Slide 7>

T: Here is the assignment that you have until next class. Thanks for paying attention!
See you in class.

8. Instructional video for Up 4

<Slide 1>

T: (Greeting) Hi, everyone. Welcome back to the 4th class of movie “Up”.

<Slide 2>

T: Today’s learning objective! We will learn 10 useful expressions and review the target grammar we have learned.

<Slide 3>

T: Let’s guess the meaning of sentences 1 and 2. We will share your ideas and find out what they mean. Sentence 3: “If you hadn’t shown up, none of these would have happened.” As we learned in the last 2 classes, this sentence is not real because we find that past perfect tenses are used in an ‘if’ clause as well as in a main clause. You can also know that this sentence is an unreal occurrence of the past. Another example would be: ‘because you showed up, everything happened.’

<Slide 4>

T: Please find out meaning of sentences 4 and 5 as homework. Look at sentence 6. ‘I’ll have plenty of enjoyment for what I’m about to do to you.’ It sounds very uncommon because we usually say much easier like ‘I’ll enjoy what I am going to do’. Anyway, it would be great if we learn another way to express the same idea. Here, we are going to focus on “what” since it is very useful. In this sentence ‘What’ is used as a meaning of the thing. You can specify the meaning by adding subject and verb. It seems very useful. Here ‘What I’m about to do to you’ means the things I am going to do to you. Let’s move on to sentence 7. ‘I am ready to not be up high’

<Slide 5>

T: Let’s move on to sentence 8. ‘I wish I could keep one’. It seems that there is no

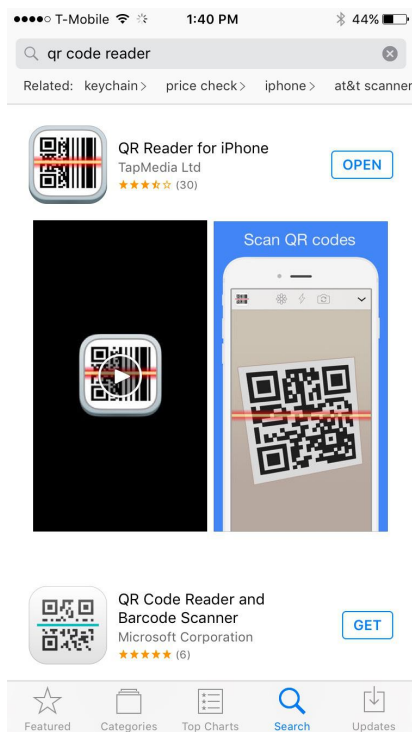
connection between conditional sentences and this but actually there is. 'I wish I could~' means that you want to be able to do something badly but you can't in reality so this is talking about an unreal situation. Sentence 9: 'I would like to award you the highest honor I can bestow.' The focus is on 'the highest honor I can bestow'. We learned about this last class and you also saw Carl use superlative form to emphasize his emotions of being proud of Russell. Sentence 10: You're cheating. Please find out meaning and we will talk about it in class.

<Slide 6>

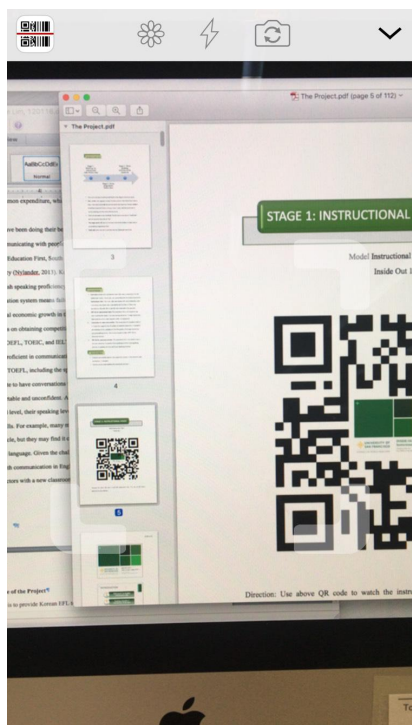
T: Here is an assignment for next class! Good luck and see you in class.

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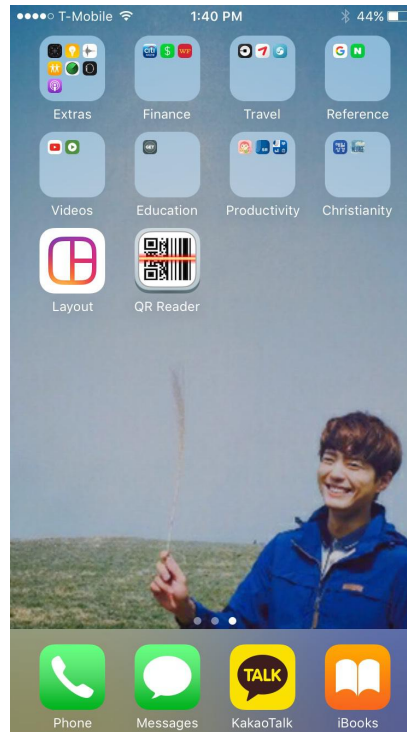
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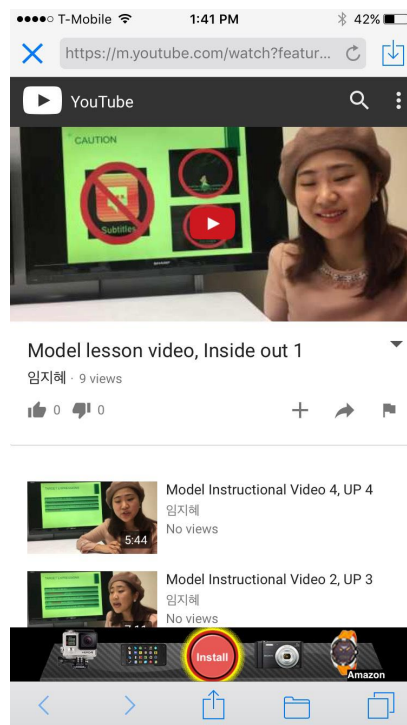
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