

***Appendix 1: Research Ethics Committee approval***

Philosophy Programme  
School of Social Sciences  
Faculty of Arts and Social  
Sciences  
*Te Kura Kete Aronui*  
The University of Waikato  
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THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

Kyoungja OH  
Dr Diane Johnson  
Dr Winifred Crombie  
General and Applied Linguistics Programme  
Faculty of Arts and Social Sciences

5 July 2011

Dear Kyoungja

**Re: The teaching of English at secondary school level in Korea: Attitudes and practices.**

Thank you for submitting your revised application. You have addressed all the matters raised by the Committee. The use of letterhead in this research context seems entirely appropriate. Thank you for explaining your reason for wishing to use it. I am happy to provide you now with formal ethical approval.

I wish you well with your research.

Kind regards,

A handwritten signature in cursive script, appearing to read 'R. Walker'.

Ruth Walker  
*Chair, Faculty of Arts and Social Sciences Human Research Ethics Committee.*

*Appendix 2: Letter to participants outlining the nature of the research*

## Questionnaire for teachers of English



Dear colleague,

I am a secondary school teacher of English attached to the Gwangju Metropolitan Office of Education in Korea, but I am currently on study leave and doing a PhD at the University of Waikato in New Zealand. The research involves an exploration of the teaching and learning English at secondary school level in Korea. The outcome of this research is intended to contribute to debate on attitudes and practices in the area of teaching and learning of English and to be of benefit to teachers and students.

The University of Waikato requires that no research that is conducted should ever represent any potential risk to participating institutions or to the well-being or cultural safety of research participants. Neither the names of research participants, nor the identities of the institutions where they work (where these are available to the researcher), will be made available in any presentations or publications arising out of this research. If you provide your name since you decide to participate in further aspects of this research after completing a questionnaire, it will not be communicated to anyone other than my research supervisors. No participants will be identified in the reporting of the research.

The research findings will be published in the form of a PhD thesis and printed in academic journals. The completed PhD thesis will be openly available to read online. Participants may request a brief summary of the findings completed from the researcher. If you would like any further enquire about this project, please feel free to contact me (email: [ko49@waikato.ac.nz](mailto:ko49@waikato.ac.nz)), my chief supervisor Dr. Diane Johnson (phone: +64 7 838 4466 ext. 6999 / email: [dianej@waikato.ac.nz](mailto:dianej@waikato.ac.nz)), or my associate supervisor Dr. Winifred Crombie (phone: +64 7 838 4929 / email: [crombie@waikato.ac.nz](mailto:crombie@waikato.ac.nz)).

This project has been approved by the Human research ethics Committee of the Faculty of Arts and Social Sciences. Any questions about the ethical conduct of this research project may be sent to the Secretary of the Committee, [fass-ethics@waikato.ac.nz](mailto:fass-ethics@waikato.ac.nz), Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

I would be very grateful if you would complete the attached questionnaire and return it to me using the enclosed prepaid envelope. Thank you for taking the time to read this letter.

With many thanks,

Kyoungja Oh

*Appendix 3: Consent form for lesson recorded*

# CONSENT FORM FOR TEACHERS

Please tick ( ✓ ) the left boxes.

- I have had an opportunity to discuss the project and ask questions.
- I understand that I will not be identified or identifiable in any publications relating to this research.
- I understand that my school will not be identified or identifiable in any publications relating to this research.
- I understand that my students will not be identified or identifiable in any publications relating to this research.
- I understand that I may withdraw my participation up to two weeks after the recording of the lesson.
- I understand that I may request a summary of findings from the researcher.
- I agree to participate in the research projects outlined in the information letter.

Name (Please Print)	
Signature	
Email address	
Phone number	
School	

Thank you very much for your co-operation and participation.

Please complete TWO copies of this CONSENT FORM.

You should keep one copy for your own records and return the other copy to the researcher.

Kyoungja OH  
PhD student

Contacts: General and Applied Linguistics,  
The Faculty of Arts and Social Sciences,  
The University of Waikato,  
Private Bag 3105, Hamilton,  
New Zealand  
ko49@waikato.ac.nz

# CONSENT FORM FOR PRINCIPALS

Please tick ( ✓ ) the left boxes.

- I have had an opportunity to discuss the project and ask questions.
- I understand that the teacher and students involved will not be identified or identifiable in any publications relating to this research.
- I understand that my school will not be identified or identifiable in any publications relating to this research.
- I understand that I may withdraw the participation of my school up to two weeks after the recording of the lesson.
- I understand that I may request a summary of findings from the researcher.
- I agree that a teacher in my school and his/her students may participate in the research project as outlined in the information letter.

Name (Please Print)	
Signature	
Email address	
Phone number	
School	

Thank you very much for your co-operation and participation.

Please complete TWO copies of this CONSENT FORM.

You should keep one copy for your own records and return the other copy to the researcher.

Kyoungja OH  
PhD student

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The Faculty of Arts and Social Sciences,  
The University of Waikato,  
Private Bag 3105, Hamilton,  
New Zealand  
ko49@waikato.ac.nz

*Appendix 4: Semi-structured interview prompts*

## TEACHER TRAINING

1. What training in teaching English have you had?
2. Were you satisfied with that training or do you think it could be improved?
3. If you think it could be improved, what improvements would you like to see?
4. Do you think that current teacher training programmes prepare teachers adequately to teach according to the requirements of the English curriculum?
5. Do you think that most teacher trainers understand the conditions under which teachers teach English in schools?

## POLICY

6. Do you think it is realistic for teachers to be expected to use English for all or most of the time in class?
7. Do you think that the Korean education authorities are aware of the problems created by the fact that English entrance exams require different skills and abilities from the ones the curriculum favours?
8. Do you think English entrance exams should be changed to bring them into line with the English curriculum OR that the English curriculum should be changed to bring it into line with the entrance exams?

## TEXTBOOKS

9. Do you think that the textbooks designed for learners of English focus more on exams or on learning to communicate in English?
10. Do you think that the textbooks designed for learners of English have enough tasks and activities for students to do in pairs and groups?

## THE TEACHER

11. Do you think that teachers of English should have free courses each year to maintain their English and develop their teaching skills?

## PRIVATE EDUCATION

12. Do you think that it is fair that some parents can afford to send their children to private English classes and others can't?

13. If not, what do you think should be done about this?

#### PARENTS

14. Do you think that what parents expect of English teachers is realistic?

#### ENGLISH FOR ALL

15. Do you think it would be a good idea to have a few upper secondary schools in Korea that focus on high level English in the final years for those students who want to become English specialists?

16. Do you think that all students need a high level of English whatever subject they want to do at university or college?

*Appendix 5: General questionnaire*

# General questionnaire for teachers of English in secondary schools

Please respond to the following questions:

## 1. Sex

Please tick ( ✓ ) the appropriate box.

Female

Male

## 2. Age

Please tick ( ✓ ) the appropriate box.

21-30

31-41

41-50

51-60

60+

## 3. What is your first language?

Please tick ( ✓ ) the appropriate box.

Korean

English

Other \_\_\_\_\_  
(Please specify)

**4. Which of the following qualifications do you have?**

Please tick ( ✓ ) the appropriate box/es.

- Bachelor's degree in English education at a domestic university
- Bachelor's degree in English literature at a domestic university
- Bachelor's degree in English education/language/literature abroad
- Graduate degree in English education/literature at a domestic university
- Graduate degree in English education/language/literature abroad
- Other (please specify) \_\_\_\_\_

**5. Please give details of your latest qualifications.**

Qualification	Major/s	Institution and country	Year you finished the course

**6. Where do you currently teach?**

Please tick ( ✓ ) the appropriate box.

- Public middle school
- Public high school
- Private middle school
- Private high school
- Other (please specify) \_\_\_\_\_

**7. How many classes do you teach per week?** \_\_\_\_\_  
classes

**8. How many different levels do you teach per week?** \_\_\_\_\_  
level/s

**9. How many students do you teach in a class?** \_\_\_\_\_ students

**10. Please provide information in the table below about your English classes.**

Level / year	Number of students in a class	Average age of students in a class	Number of classes of English per week

**11. What position of responsibility do you have?**

(e.g. in charge of the English subject, class teacher, programme co-ordinator, course co-ordinator)

Please tell me what your job is. \_\_\_\_\_

**12. Have you been consulted about the latest English education policies at any point before they were released by the government?**

Please tick ( ✓ ) the appropriate box.

Yes

No

Don't know

Please add a comment if you wish.

\_\_\_\_\_

**13. Have you ever been given any documents explaining the latest English education policies at national level?**

Please tick ( ✓ ) the appropriate box.

Yes

No

Don't know

Please add a comment if you wish.

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**14. How familiar are you with the local policy on teaching English to students in your region?**

Please circle the appropriate number.

Not at all familiar 0                      1                      2                      3                      4                      5  
very familiar

Please add a comment if you wish.

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**15. Have you ever been given any documents explaining the latest English education policies at local level in your region?**

Please tick ( ✓ ) the appropriate box.

Yes

No

Don't know

Please add a comment if you wish.

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**16. Have you been consulted about the latest English education policies at your own school?**

Please tick ( ✓ ) the appropriate box.

Yes

No

Don't know

Please add a comment if you wish.

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**17. How satisfied are you with the way in which the latest English education policies proceed at national level, at local level and at your own school?**

Please circle the appropriate number.

At national level					
Not at all satisfied			very satisfied		
0	1	2	3	4	5
At local level					
Not at all satisfied			very satisfied		
0	1	2	3	4	5
At your own school					
Not at all satisfied			very satisfied		
0	1	2	3	4	5

Please add a comment if you wish.

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**20. If you ticked 'communicative' in Question 19, please list below what you consider to be three most important characteristics of a communicative approach.**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**21. Which, if any, of the following areas do you feel you currently need to know more about?**

Please tick ( ✓ ) one or more boxes.

Methodology

Teaching vocabulary

Teaching listening

Teaching speaking

Teaching reading

Teaching writing

Teaching pronunciation

Teaching grammar

Assessment

Teaching 4 skills in an integrated way

Textbook/materials recommendations

Learning outcomes

Other \_\_\_\_\_

(Please specify)

Please add a comment if you wish.

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**22. How do you decide what to teach in English classes?**

Please tick ( ✓ ) the appropriate box/es.

- According to English education policies from national level
- According to the school curriculum
- Following a textbook
- Following students' interest
- Following my own interest
- According to availability of teaching materials
- Other (please specify) \_\_\_\_\_

**23. Do you use a textbook or textbooks as your teaching resources?**

Please tick ( ✓ ) the appropriate box.

- Yes
- No

Please add a comment if you wish.

\_\_\_\_\_

**24. If you answered 'Yes' to Question 23 above, please list below the textbook/s you use.**

Name of the textbook publisher	Class this textbook is used with (e.g. advanced of 3 <sup>rd</sup> year)

Please add a comment if you wish.

\_\_\_\_\_

**25. In general, what do you think of the textbook/s you use?**

Please circle the appropriate number.

I hate it/them  
0                      1                      2                      3                      4                      5  
I like it/them very much

Please add a comment if you wish.

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**26. Which of the following statements is closest to your philosophy about teaching and learning English?**

Please tick ( ✓ ) only **one** box.

I believe the students should have lots of fun.

I believe the students learn better if they take their lessons seriously.

Please add a comment if you wish.

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**27. Which of the following statements is closest to your approach to teaching English?**

Please tick ( ✓ ) only **one** box.

I believe it is important to teach systematically, introducing new language gradually and in a controlled way.

I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.

Please add a comment if you wish.

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**28. What is your assessment of your own language ability in English?**

(Please read the *Appendix* and choose 1-9 from the descriptors for each category.)

Reading	Writing	Listening	Speaking	Overall ability

Please add a comment if you wish.

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**29. What factor do you think would improve the teaching of English in secondary schools in Korea?**

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**30. Do you have any other comments you wish to make?**

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**Thank you for your participation.**

## ***Appendix: Language Descriptors***

(Adapted from the Interpretation of IELTS Bandscores)

**Please use these when you answer Question 28.**

**1. Non-user**

Essentially has no ability to use the language beyond possibly a few isolated words.

**2. Intermittent User**

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

**3 Very Limited User**

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

**4. Limited User**

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

**5. Modest user**

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

**6. Competent User**

Has generally effective command of the language despite some inaccuracies, inappropriate usages and misunderstanding. Can use and understand fairly complex language, particularly in familiar situations.

**7. Good User**

Has operational command of the language, though with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and understands detailed reasoning.

**8. Very Good User**

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usages. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.

**9. Expert User**

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

# 중·고등학교 영어 선생님께 드리는 일반 설문지

다음 질문에 답해 주세요:

## 1. 성별

해당 란에 체크 (✓)해주세요.

여성

남성

## 2. 연령

해당 란에 체크 (✓)해주세요.

21-30

31-40

41-50

51-60

60+

## 3. 선생님의 모국어는 무엇입니까?

해당 란에 체크 (✓)해주세요.

한국어

영어

기타 \_\_\_\_\_  
(구체적으로)

**4. 다음 중 어떤 자격증을 가지고 계십니까?**

해당 란에 체크 (✓)해주세요.

- 국내 대학의 영어교육학 학사
- 국내 대학의 영어영문학 학사
- 해외 대학의 영어교육학/언어학/영문학 학사
- 국내대학의 영어교육학/영문학 석사 이상
- 해외 대학의 영어교육학/언어학/영문학 석사이상
- 기타(구체적으로) \_\_\_\_\_

**5. 가장 최근에 발급 받으신 영어교육 관련 자격증을 구체적으로 적어 주세요.**

자격증	전공	기관명과 국가명	과정을 모두 이수한 연도

**6. 현재 근무하시는 학교는 어디입니까?**

해당 란에 체크 (✓)해주세요.

- 공립중학교
- 공립고등학교
- 사립중학교
- 사립고등학교
- 기타(구체적으로) \_\_\_\_\_

7. 주당 수업 시수는 몇 시간입니까? \_\_\_\_\_ 시간

8. 주당 서로 다른 몇 종류의 수준별 수업을 하십니까? \_\_\_\_\_ 종류

9. 선생님이 가르치시는 한 학급 당 평균 학생 수는 몇 명입니까? \_\_\_\_\_ 명

10. 선생님이 수업하시는 학급에 대해 알려 주세요.

수준그룹/학년	한 학급의 학생 수	학급학생의 평균 연령	주당 영어수업 시수

11. 선생님은 학교에서 어떤 업무를 맡고 계십니까?

(예. 영어교과전담, 학급 담임, 연수계, 수업계)

어떤 업무인지 적어 주세요. \_\_\_\_\_

12. 현 영어 교육 정책이 교육과학기술부에서 발표되기 전, 그 정책에 선생님의  
의견이 반영되었습니까?

해당 란에 체크 (✓)해주세요.

예

아니오

잘 모르겠음

하고 싶은 말씀이 있으시면 적어 주세요.

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해당 란에 체크 (✓)해 주세요.

예

아니오

잘 모르겠음

하고 싶은 말씀이 있으시면 적어 주세요.

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**17. 현 영어 교육 정책이 국가수준, 소속 시·도 교육청 수준, 해당 학교 수준에서 발표되고 적용되는 방식에 선생님은 얼마나 만족하십니까?**

해당하는 번호에 동그라미 해 주세요.

<b>국가 수준</b>					
불만족스럽다			매우 만족스럽다		
0	1	2	3	4	5
<b>소속 시·도교육청 수준</b>					
불만족스럽다			매우 만족스럽다		
0	1	2	3	4	5
<b>학교 수준</b>					
불만족스럽다			매우 만족스럽다		
0	1	2	3	4	5

하고 싶은 말씀이 있으시면 적어 주세요.

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20. 만일 19 번에서 '의사소통 중심 접근'을 선택하셨다면, 이 방법론에서 선생님께서 가장 중요하게 여기시는 세 가지를 아래에 적어 주세요.

i.

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ii.

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iii.

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21. 다음 중 선생님께서 더 공부할 필요가 있다고 생각하시는 분야는 어떤 것입니까?

해당 란에 체크 (✓)해 주세요. (복수 응답 가능)

방법론

어휘 교수법

듣기 교수법

말하기 교수법

읽기 교수법

쓰기 교수법

발음 교수법

문법 교수법

평가

4 영역 통합 교수법

다양한 교과서나 교수 자료

학습 결과

기타(구체적으로) \_\_\_\_\_

하고 싶은 말씀이 있으시면 적어 주세요.

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**22. 선생님은 영어 수업에 서 가르쳐야 할 내용을 어떤 방식으로 결정하십니까?**

해당 란에 체크 (✓)해 주세요. (복수 응답 가능)

- 국가 수준 영어 교육 정책에 따라 결정
- 학교 교과 과정에 따라 결정
- 교과서에 따라 결정
- 학생의 흥미에 따라 결정
- 교사 자신의 흥미에 따라 결정
- 이용 가능한 교수 자료가 있느냐에 따라 결정
- 기타 (구체적으로) \_\_\_\_\_

**23. 선생님은 교과서를 수업 교재로 사용하십니까?**

해당 란에 체크 (✓)해 주세요.

- 예
- 아니오

하고 싶은 말씀이 있으시면 적어 주세요.

\_\_\_\_\_

**24. 위 23 번에서 '예'에 답하셨다면, 사용하시는 교과서의 목록을 아래에 적어 주세요.**

출판사명	사용하는 학급 (예. 2 학년 상 / 상·중·하)



**28. 선생님 스스로 본인의 영어 능력을 평가하신다면 어디에 해당할까요?**

(첨부된 부록에 있는 각 영역의 지수 1-9 중 해당하는 번호를 적어 주세요.)

읽기	쓰기	듣기	말하기	평균

하고 싶은 말씀이 있으시면 적어 주세요.

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**29. 선생님께서는 한국의 중등 교육에 있어서 어떤 요소가 개선되어야 한다고 생각하십니까?**

(예. 교육 정책, 교사 연수 프로그램, 학급 당 인원수, 사교육의 영향 등 선생님께서 생각하시는 어떤 요소라도 자유롭게 써주세요.)

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**30. 남기고 싶으신 의견이 있으시면 적어 주세요.**

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참여해 주셔서 감사합니다.

## 부록: 언어능력 지표

(IELTS 시험에 따른 점수 범위)

28 번 물음에 답하실 때 다음 지표를 이용하세요.

**1. 비사용자**

소수의 단어를 띄엄띄엄 사용하는 것 외에 기본적으로 언어 사용 능력이 없음.

**2. 간헐 사용자**

친숙한 상황에서 분절적인 단어나 단순한 방식을 사용하여 매우 기초적인 정보만 주고받거나 당면한 욕구를 충족시키는 정도 이외에는 실제 의사소통이 불가능. 말하거나 쓰는 데 어려움이 많음.

**3 매우 제한적인 사용자**

매우 친숙한 환경에서 오직 일반적인 의미만을 전달하거나 이해할 수 있음. 종종 의사소통단절이 일어나기도 함.

**4. 제한적 사용자**

기본 능력이 친숙한 환경에 제한되어 있음. 이해하고 표현하는 데 있어서 문제가 자주 발생함. 복잡한 표현 사용 불가능.

**5. 보통 사용자**

많은 실수를 하기는 하지만 대부분의 상황에서 전체적 의미를 이해하며 부분적인 구사능력이 있음. 자신의 분야에서는 기본 의사소통이 가능함.

**6. 능숙한 사용자**

약간 부정확하거나 부적절하게 사용하는 경우도 있고 가끔 잘못 이해하는 경우가 있지만 일반적으로 효과적인 구사능력이 있음. 특히 친숙한 상황에서는 복잡한 언어도 잘 사용하고 이해함.

**7. 훌륭한 사용자**

어떤 상황에서는 가끔 부정확하거나 부적절하게 사용하거나 잘못 이해하는 경우도 있지만 언어를 훌륭한 구사능력이 있음. 일반적으로 복잡한 언어를 잘 이해하고 사용할 수 있으며 상세한 추론도 이해 가능함.

**8. 매우 훌륭한 사용자**

어쩌다 한번씩 비체계적이거나 부정확하고 부적절한 사용을 할 때도 있지만 매우 훌륭한 구사능력이 있음. 친숙하지 않은 환경에서는 오해가 일어나기도 함. 복잡하고 상세한 논쟁도 잘 해결할 수 있음.

**9. 숙달된 사용자**

언어를 완벽하게 구사할 수 있음: 완전히 이해하고 적절하고 정확하며 유창함.

*Appendix 6: Teacher training questionnaire*

## Part I : Qualifications and Experience

Please respond to the following questions:

### 1. How many years have you been teaching English in secondary school?

\_\_\_\_\_ year/s

Please add a comment if you wish.

---

### 2. What teaching qualifications do you have?

Please tick ( ✓ ) the appropriate box and/or provide details below.

I am a first grade licensed secondary school teacher.

I am a second grade licensed secondary school teacher.

I have a specific qualification in teaching English.   
(Please provide details below.)

---

Please add a comment if you wish.

---

### 3. Have you done any in-service training in teaching English since you began teaching English?

Please tick ( ✓ ) the appropriate box.

Yes

No

### 4. If you answered 'Yes' to Question 3 above, what sort of in-service training have you had?

---

### 5. What background in English language do you have?

Please tick ( ✓ ) the appropriate box/es.

I have an English-based or English-related degree.

I have taken TOEFL, TOEIC, TEPS or IELTS.

My score was (Please specify if possible)

\_\_\_\_\_ TOEFL

\_\_\_\_\_ TOEIC

\_\_\_\_\_ TEPS

\_\_\_\_\_ IELTS

I have studied overseas.

I am a native speaker of English.

## Part II: Aspects of Your Training to be a Teacher of English

### 1. Which of the following areas was included in your English teacher pre-service or in-service courses?

Please tick ( ✓ ) the appropriate boxes.

	Pre-service course	In-service course
How students learn foreign languages	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum and syllabus design	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>
Designing English teaching materials	<input type="checkbox"/>	<input type="checkbox"/>
Linguistics (analysing English)	<input type="checkbox"/>	<input type="checkbox"/>
Cross-cultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literature	<input type="checkbox"/>	<input type="checkbox"/>
Developing your own English proficiency	<input type="checkbox"/>	<input type="checkbox"/>

Please add a comment if you wish.

---

**2. Did your pre-service or in-service training include an assessed English teaching practice component? That is, did you have to teach real classes as part of your training?**

Please tick ( ✓ ) the appropriate box.

		Yes	No
Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	
In-service	<input type="checkbox"/>	<input type="checkbox"/>	

**3. If you answered 'Yes' above, please answer the questions below.**

(If 'No', please go directly to Question 4)

3.1 Did you teach a whole class?

Yes

No

3.2 Was the class teacher in the room with you?

Yes

No

3.3 Was your course tutor in the room with you?

Yes

No

3.4 Was it You that decided what to teach?

Yes

No

3.5 Did the class teacher decide what you should teach?

Yes

No

3.6 Did your training course tutor decide what you should teach?

Yes

No

3.7 Were you asked to pay attention to different things (e.g. setting up tasks introducing new language) each time you taught?

Yes

No

3.8 Were you given feedback on your teaching?

Yes

No

3.9 If you were given feedback on your teaching, who gave the feedback?

The class teacher

Other teachers

The students

Your course tutor

3.10 Was your teaching graded as part of the overall assessment for the course?

Yes

No

3.11 If your teaching was graded, how did you receive the grade?

As a mark

As part of a report that identified strengths and weaknesses

Please add a comment if you wish.

---

**4. Did your pre-service or in-service training course include observing English lessons taught by other people?**

Please tick ( ✓ ) the appropriate box.

Yes      No

Pre-service

In-service

**5. If you answered 'Yes' above, please answer the questions below.**

(If 'No', please go directly to Question 6)

5.1 Who taught these lessons?

Teachers in local schools

My course tutor/s

Teachers in local schools and my course tutor/s

Other (please specify) \_\_\_\_\_

5.2 Were you encouraged to pay particular attention to certain things in the lessons you observed? (Such as, how the teachers introduced new language.)

Yes

No

5.3 Did your tutor/s discuss the lessons you observed with you afterwards?

Yes

No

Please add a comment if you wish.

---

**6. Did the instructors on your course ever demonstrate how to teach certain things by actually teaching them to a class of real students and allowing you to observe?**

Yes

No

**7. Were you given advice about coping with classes that include learners with different levels of proficiency?**

Yes

No

**8. Were you given advice about making sure that you were responsive to the different learning styles of your students?**

Yes

No

**9. Were you given advice about correcting learner errors?**

Yes

No

**10. Were you given advice about concept checking, that is, about making sure that learners understood the meaning of new language (vocabulary and grammar)?**

Yes

No

**11. Were you given advice about the different parts of a language lesson and what order to introduce them in?**

Yes

No

**12. Were you given any advice about setting up and timing activities?**

Yes

No

**13. Were you given advice about *pace* in the language classes, that is, were you advised about making sure that some sections of the lesson, such as question and answer practice of language forms, was not allowed to continue on slowly for too long?**

Yes

No

**14. Did your course include a component whose aim was to further develop your own language proficiency?**

Yes

No

**15. Were you provided with some useful classroom language (e.g. *Look! Listen! Answer the question! Work in pairs! Get into groups!* etc.) and given advice about how to introduce it and use it?**

Yes

No

**16. Did your course include a component whose aim was to help you to analyse English in terms of meaning and form – e.g. a component in which you were encouraged to work out and explain the different ways in which, for example, the present simple tense can be used in English?**

Yes

No

**17. In your course, were you taught how to teach the relationship between full forms (e.g. *I am hot.*) and contracted forms (e.g. *I'm hot.*)?**

Yes

No

**18. The *past simple* (e.g. *ate*) and the *past continuous* (e.g. *was eating*) forms of verbs are used differently. In your course, were you introduced to ways of teaching the difference in meaning between these two forms?**

Yes

No

**19. Did your course include anything on classroom management, that is, how to keep the learners active and on task?**

Yes

No

**20. Were you given any advice about adapting *tasks* to suit learners with different levels of proficiency?**

Yes

No

**21. Did your course include anything about assessment and test design?**

Yes

No

**22. Did your course include anything about teaching pronunciation?**

Yes

No

**23. Did your course include anything about teaching reading and writing?**

Yes

No

**24. Did your course include anything about teaching the four skills in an integrated way (that is all four skills in the same lesson)?**

Yes

No

**25. Did your course include advice about *selecting* textbooks?**

Yes

No

**26. Did your course include advice about *evaluating* textbooks?**

Yes

No

**27. Did your course include advice about *using* textbooks?**

Yes

No

**28. In your course, were you taught how to teach the meaning of functions such as *suggestions, warnings* etc.?**

Yes

No

**29. Were any arrangements made for the instructors on your course to see how you were getting on in your teaching after you had been teaching for a period of time, e.g. six months?**

Yes

No

**30. When you finished your course, did you feel confident about teaching English?**

Yes

No

**31. Are there any things that have caused problems in your teaching that were not included in your course and you wish had been included?**

Yes

No

Please add any comments you wish to make on your training experiences.

---

---

---

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**Thank you very much for taking time to participate in this project**

*Appendix 7: Comments provided by respondents in the  
questionnaire-based survey*

### ***Comments relating to English language education policy***

#### *Degree of familiarity with the latest national English education policies* (translated from Korean)

Consulted about latest English education policies

- My opinion is not reflected in the documentation.
- When the policies were released, I was not involved in teaching.

Given documents about latest national English education policies

- One copy of the school curriculum for each school.
- A leaflet
- There is too much change: I doubt if education is a plan which spans a hundred years.
- English education policy is published in the media or in formal documents but teachers find it difficult to get relevant information. There is a need to explain these things to teachers directly.

Given documents about latest local / regional English education policies

- I was given it during my teacher training.

Consulted about latest English education policies at your own school

- Because this was my first year of teaching in a new school, I was not consulted about policy. After the first year, I believe that teachers can have a slight impact on policy implementation.

#### *Extent of satisfaction with the latest English education policies*

(all except one translated into English from Korean)

- I feel communication between education offices nationwide is lacking. Policies are not being carried out uniformly across the country.
- Educational circumstances depend on each school's condition. English classrooms are not at English teachers' disposal.
- I mostly agree with current education policy but more class hours are needed for applying this policy to this school system.
- More professional education is needed through recruiting more teachers.
- Education is being treated as a mere formality with events like 365 assessments, writing an essay and speaking contests.
- Substituting NEAT for the English section of the College Scholastic Aptitude Test seemed to be desirable except for the difficulty of securing graders reliability.
- I'm not quite sure exactly what you are looking for in this question.

### ***Comments relating to methodological approaches***

*Participants' methodological preferences* (translated from Korean)

- I think a learner-centred approach where students participate in tasks is the most efficient.
- My lessons are largely structural because I focus on patterns for the Scholastic Aptitude Test and my major was Syntax.
- Syntax and grammar may be overlooked when communicative skills are focused on.
- It depends on the level.
- School lessons should be taught using the grammar translation method under the system of the College Scholastic Aptitude Test. We can't expect anything about English teaching method while the Test exists.

*Identify three characteristics of communicative teaching (translated from Korean)*

Comments	No. of responses
<b>Specific responses judged to be appropriate</b>	
(Emphasis on) speaking and listening (x7) in day-to-day communicative contexts (x7) and focusing on own experiences (x5)	19
Involves real-life English	11
Involves all four skills but with focus on day-to-day communication	5
Students given opportunity to speak	5
Includes student-student interaction	5
Encourages fluency in speaking and pronunciation	4
Includes task-based activities	3
Encourages students to express opinions	2
Focuses on communication	2
Focuses on both fluency and accuracy	1
Allowing students to communicate considered more important than error correction	1
<b>Very general responses judged to be equally true of other approaches</b>	
Emphasis on speaking, listening & writing	4
Teacher uses classroom English (i.e. uses English as the medium of instruction)	4
Emphasis on vocabulary and structure	4
Focus on (authentic) vocabulary	2
Includes debates and presentations	3
Involves interesting classes	3
Emphasis on speaking, reading and writing	2
Involves expressing opinions in writing	2
Treats cultural background in context	1
Involves role play	1
Pronunciation, vocabulary and basic sentence structure	1
Involves building confidence	1

Is topic centred	1
<b>Responses judged to be wrong (but sometimes expressing common misconceptions about CLT), common to many different approaches, and/or incomprehensible</b>	
Use of multi-media resources	4
Use of substitution drills for basic communication	3
Non-linguistic factors	2
Focuses on fluency rather than accuracy	1
Main focus is on form	1
Communication with native speakers	1
Co-teaching with native speaking teacher	1
Using PowerPoint to teach through images	1
Reconstructing dialogues in own way	1
Using visual aids	1
Focus on business English	1
Memorizing and using minimum basic grammar rules	1
Students should speak loudly and behave well when presenting	1
Language type	1
English should be an optional subject	1
<b>Responses that relate to barriers to using a communicative approach</b>	
Testing (SAT, entrance exam) is not communicative	3
Teachers need to improve their speaking ability	2
Too many students in classes	1
CLT doesn't meet student needs or parental expectations	1
<b>A response that comments on communicative approaches</b>	
To make students communicate, teachers should prepare their material well	1

*Comments relating to Areas respondents wished to know more about* (translated from Korean)

- Communication among teachers is more important than study since there is always a gap between reality and ideals.
- I wonder if we need to teach speaking even though we have a native speaking teacher.

*Comments relating to How respondents decided on the content of their courses* (translated from Korean)

- It depends on the level of the students.

*Comments relating to the textbook* (translated from Korean)

*Participants' use of textbook/s*

- EBS workbook for 3<sup>rd</sup> grade students
- EBS workbook for 3<sup>rd</sup> grade students in a high school
- Students require some preparation of SAT and TEPS for entrance exams.

*Extent of satisfaction with the textbook/s*

- CD is easy to use since it is well made.
- Not imaginative, very boring. Almost always extra materials are needed.
- Context is not connected well but additional materials are good.

*Comments relating to Philosophy of teaching and learning English* (translated from Korean)

- Taking lessons seriously is suitable for students who are eager to learn.
- If students' level is low, they need to have lots of fun and a slow pace in class because their concentration span is short.
- The school curriculum is too tight for students to learn this foreign language easily. Learning cannot be just fun and the curriculum needs to be taught at an appropriate speed.
- Students will be satisfied if they have a feeling of fulfilment.

*Comments relating to the introduction of new language, asking them to select from one of two options* (translated from Korean)

- I can't understand why I should choose one of these since I think it is better to teach systematically in a controlled and interesting way.
- Teaching is art and science.

*Comments relating to perceived ways of improving the teaching of English* (translated from Korean)

Comments	No. of responses
Reduce the number of students in classes	84
Education policies need to be changed	27
Teacher training needs to be compulsory and/ or improved	26
The nature of college entrance exams causes problems in relation to teaching	15
Private education is having a detrimental effect on public education	13
Needed level differentiated classes	9
Teaching materials need to be better/ more appropriate than those in the available textbooks	8
Teachers' workloads need to be reduced	6

Other comments	
Students don't have an interest in or desire for study.	1
Students seem to have a lot of knowledge but still don't understand.	1
Teaching methods need to be improved.	1
Teachers need to upgrade their ability in English.	1

**Added comments** (translated from Korean)

- If every English teacher nationwide could have the same general principles and methodologies to adhere to, I think the nation's English level as a whole would be stronger.
- There are too many classes each week for teachers to prepare adequately or for him or her to develop their teaching skills. In addition, homeroom teachers are usually over-worked because of all the duties they are required to do in addition to teaching. I believe we can create a happy classroom with positive energy only if teachers are happy. A lot of support is needed to make high quality lessons.
- In cooperative learning, students can participate in lessons by working in teams, playing roles and doing projects.
- A training programme for English teachers should be compulsory every 3 or 4 years.
- English education is a big issue in Korea, but some policies designed by so-called education experts or officials aren't appropriate in terms of the real circumstances in which we operate. I wish the opinions of teachers in schools could be reflected.
- I think education policy is positive nowadays because teachers are involved in NEAT.
- I wish this questionnaire could have an impact on education policy.

**Comments relating to participation in in-service teacher training** (translated from Korean)

*The types of in-service training in which participants had participated*

Comments	No. of responses
Intensive English Teacher Training Programme (IETTP)	19
Teaching methods (including teaching methods; Teaching and learning using IT; training in various aspects of teaching; ways of teaching and learning ; how to teach the 4 skills; special integrated teaching ; Fun English ; TEE)	9
Training for better classroom English (including English conversation; improving basic conversation skills; classroom English; improving general English; debate in 50 sentences	7

Assessment (including improving assessment of speaking and writing; testing English writing; producing assessment tools ; assessment)	4
Relating to college entrance exam, NEAT (including ; speaking and writing test for NEAT)	3
Education policy (including English education policy at national level; understanding level differentiated classes)	2
Operating programmes (including English immersion camp; English only time)	2
TESOL	1
Types not specified	4

*Problems encountered*

- I haven't got any practical classroom management skills or ways of dealing with certain issues in teaching even though I had plenty of teacher training. In addition, I have found many teaching methods not to be in a real classroom situation.
- I need school guidance about using a mixture of Korean in class
- The most difficult thing is students who are not interested to participate in tasks in class.
- In a real class, there are more students who kid around and joke or put their heads on their desks than ones who are eager to participate. I wish training programmes for teachers would deal with this.
- Training programmes should include realistic and practical content that can be applied in class.
- I have tried hard to find and complete good training programmes for teaching English well and in fun ways. Even so, it has always proved difficult to apply the content of these courses in a real situation. I have tried in vain repeatedly. All training programmes are useful in some senses – in that they motivate trainees - but the actual application of what is learned is not easy because students in real classes are not highly motivated and class sizes too big.
- It is difficult for me to review the content of a training programme after it is finished even though I participate in it earnestly. I find my teaching has not improved because I don't have any follow-up.
- I think training programmes should include material on relating teaching and evaluation - evaluation criteria for speaking and writing and advice on useful materials.
- Most training programmes focus on improving teachers' own English proficiency instead of practical teaching methods or principles of evaluation design. More opportunities to make up for trainees' own particular weaknesses should be provided through various kinds of programme.

- More practical training in programmes is needed. We need realistic rather than idealized instruction.

*Appendix 8: Reply about the textbook adoption from the Korea  
Institute for Curriculum and Evaluation*

**Appendix: Textbooks used by survey participants**

*Textbooks used - 1<sup>st</sup> grade of middle school*

<b>Publisher</b>	<b>No. of 1<sup>st</sup> grade of the middle school</b>	<b>Details of publishers</b>
<i>Chunjae (author unmarked)</i>	22	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 1<sup>st</sup> grade of the middle school</b>  Chunjae (3): Dukki Kim, Jaeyoung Yi, Inki Yi Doosan (2): Sungkon Kim, Byongmin Yi Kumsung (2): Oryang Kwan, Wanki Yi Mirae-n (2): Yongsun Kang, Inchol Choi
Chunjae (Kim)	7	
Chunjae (Jaeyoung Yi)	4	
Neungyule	4	
<i>Doosan (author unmarked)</i>	3	
Doosan (Kim)	3	
Doosan (Yi)	1	
Daekyo	1	
<b>Total</b>	<b>45</b>	

*Textbooks used – 2<sup>nd</sup> grade of middle school*

<b>Publisher</b>	<b>No. of 2<sup>nd</sup> grade of the middle school</b>	<b>Details of publishers</b>
<i>Chunjae (author unmarked)</i>	23	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 2<sup>nd</sup> grade of the middle school</b>  Chunjae (3): Dukki Kim, Jaeyoung Yi, Inki Yi Doosan (2): Sungkon Kim, Byongmin Yi Didimdol (2): Yongjin Kim, Changbong Yi
Chunjae (Kim)	11	
Neungyule	6	
Chunjae (Jaeyoung Yi)	3	
<i>Chunjae (Yi) (author unmarked)</i>	2	
<i>Doosan (author unmarked)</i>	2	
Doosan (Kim)	2	
Daekyo	2	
Other (Not published in Korea)	1	
<b>Total</b>	<b>52</b>	

*Textbooks used – 3<sup>rd</sup> grade of middle school*

<b>Publisher</b>	<b>No. of 3<sup>rd</sup> grade of the middle school</b>	<b>Details of publishers</b>
<i>Chunjae (author unmarked)</i>	18	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 3<sup>rd</sup> grade of the middle school</b> Chunjae (3): Dukki Kim, Jaeyoung Yi, Inki Yi Doosan (2): Sungkon Kim, Byongmin Yi
Chunjae (Kim)	6	
<i>Doosan (author unmarked)</i>	6	
Doosan (Kim)	4	
Neungyule	5	
<i>Chunjae (Yi)</i> <i>(author unmarked)</i>	3	
Chunjae (Jaeyoung Yi)	2	
Visang	2	
Chunjae (Inki Yi)	1	
Doosan (Yi)	1	
Others	1	
YBM	1	
<b>Total</b>	<b>50</b>	

<b>Publisher</b>	<b>No. of no mark for grade of the middle school</b>
<i>Chunjae</i>	2
<i>Neungyule</i>	1
<i>Didimdol</i>	1

Some of the responses provided only the publisher's name with no indication of the year/grade used. Two of these related to Chunjae, and one each to Neungyule and Didimdol.

*Textbooks used - 1<sup>st</sup> grade of high school*

<b>Publisher</b>	<b>No. of 1<sup>st</sup> grade of the high school</b>	<b>Details of publishers</b>
<i>Neungyule</i> (author unmarked)	9	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 1<sup>st</sup> grade of high school</b>  Chunjae (3): Dukki Kim, Jaeyoung Yi, Inki Yi Doosan (2): Sungkon Kim, Byongmin Yi Kumsung (2): Oryang Kwan, Wanki Yi Neungyule (2): Chanseung Yi, Yeonghee Jang
<i>Chunjae</i> (author unmarked)	4	
<i>Doosan</i> (author unmarked)	3	
Doosan (Kim)	2	
Joongang	1	
Neungyule (Yi)	1	
Neungyule (Jang)	1	
Didimdol	1	
<b>Total</b>	<b>22</b>	

*Textbooks used – 2<sup>nd</sup> grade of high school*

<b>Publisher</b>	<b>No. of 2<sup>nd</sup> grade of the high school</b>	<b>Details of publishers</b>
<i>Chunjae</i> (author unmarked)	7	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 2<sup>nd</sup> grade of the high school</b>  <b>English 1:</b> Chunjae (2): Dukki Kim, Jaeyoung Yi
Neungyule	6	
Doosan	5	
YBM	1	
Joongang	1	
Minjungseorim	1	
Chunjae ( Jaeyoung Yi)	1	
Jihaksa	1	
<b>Total</b>	<b>23</b>	

*Textbooks used – 3<sup>rd</sup> grade of high school*

<b>Publisher</b>	<b>No. of 3<sup>rd</sup> grade of the high school</b>	<b>Details of publishers</b>
<i>Chunjae</i> (author unmarked)	4	<b>Publishers which have more than 2 kinds of textbooks by different authors for the 3<sup>rd</sup> grade of the high school</b>  <b>English 2</b> Chunjae (2): Dukki Kim, Jaeyoung Yi
<b>Total</b>	<b>4</b>	

Usually, for the 3<sup>rd</sup> grade of the high school, many workbooks mainly including an EBS workbook are used in a class instead of a formal textbook. When it comes to the sequence for the high school, English, English I and English II are basically taught, and one or more among Practical English Conversation, Advanced Practical English Conversation, English Reading and Writing or Advanced English Reading and Writing could be included, depending on the school.


***Appendix 9: Selection Manual for Authorised Textbooks***

# 검. 인정 교과용도서 선정 매뉴얼

2012. 7.



# 교육과학기술부



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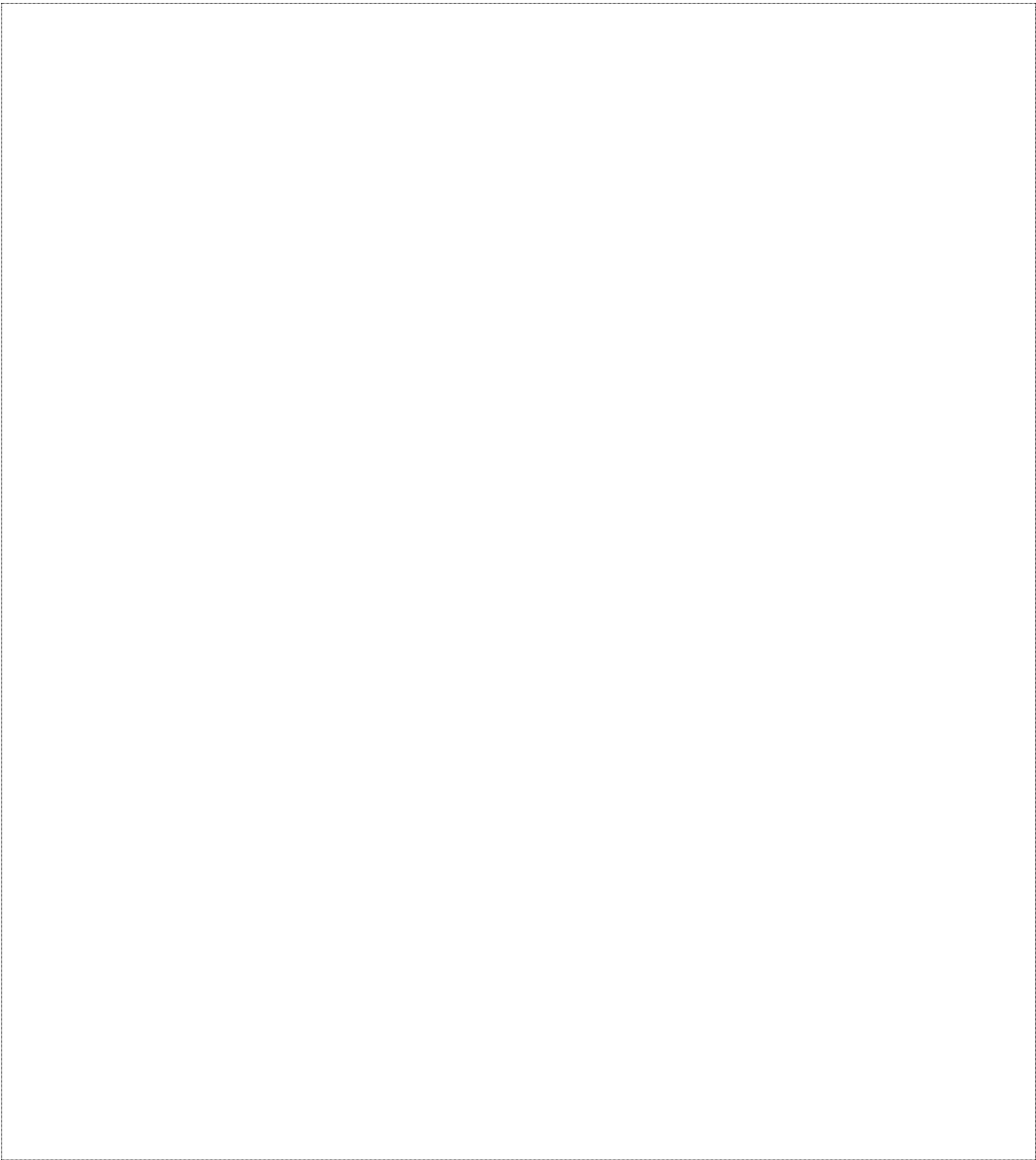
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**I 교과서 선정의 개요**

1. 근거와 개념

가. 근거 법령

- 1) 「초중등교육법」 [법률 제 11384 호, 2012.3.21] 제 29 조
- 2) 「초중등교육법 시행령」 [대통령령 제 23746 호, 2012.4.20] 제 55 조
- 3) 「교과용도서예 관한 규정」 [대통령령 제 23726 호, 2012.4.16]

나. 교과용도서란?

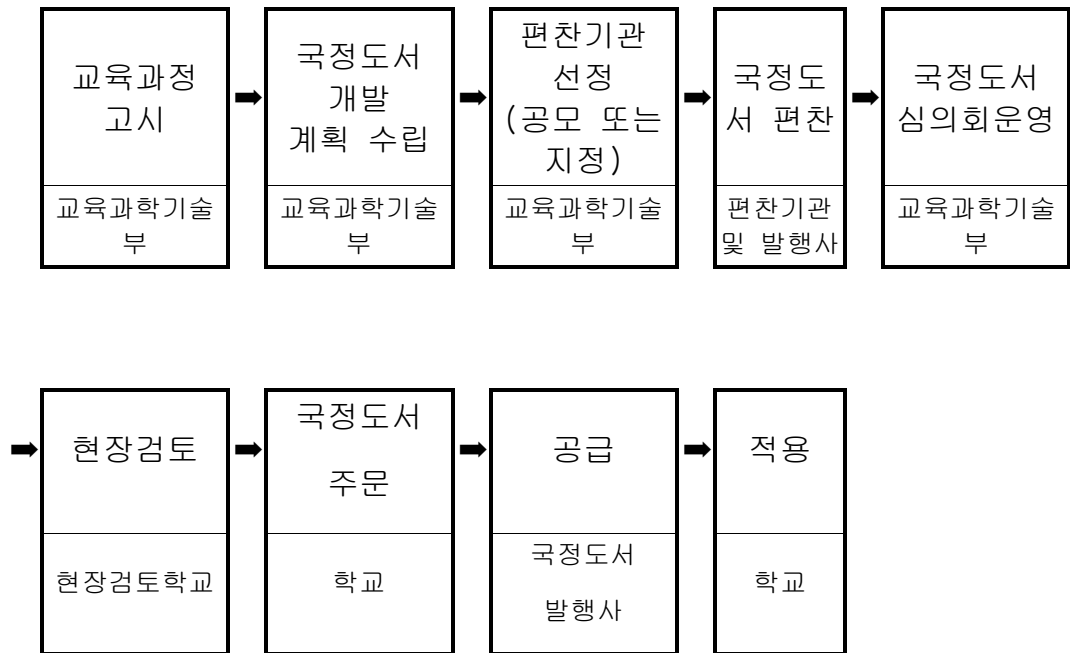
- 1) 교과서와 교사용 지도서를 합한 명칭임
- 2) 법률적인 의미에서의 교과서는 학교교육에 사용되는 여러 가지 자료 중 국정, 검.인정의 절차로 개발되어 법적지위를 인정받은 자료를 일컫는 것임
- 3) 이러한 법적지위를 가진 교과서만이 저작권법의 ‘사전 게재, 사후 보상’의 특례를 인정받을 수 있게 됨

다. 교과용도서의 종류 및 편찬 절차

1) 국정도서

가) 국가가 저작권을 갖는 도서로 국가적 통일성이 필요한 교과목 위주로 개발함

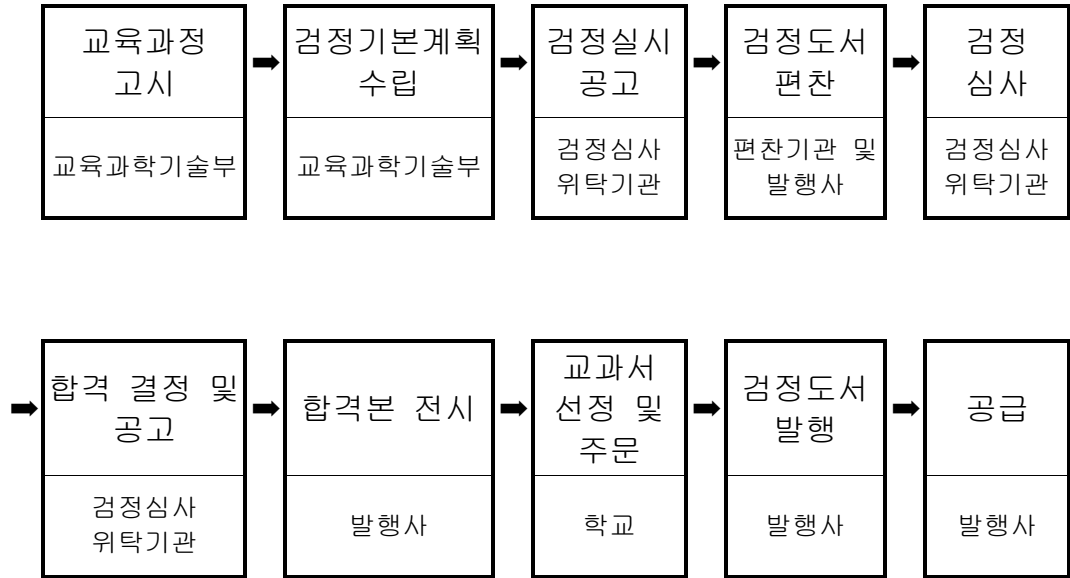
나) 1 과목에 1 종류 교과서로, 학교에서 별도로 선정할 필요 없이 주문 가능



다) 편찬 절차

2) 검정도서

가) 민간에서 개발한 도서 중 국가의 검정심사에 합격한 도서로서, 한 과목에 여러 종류의 교과서가 존재하여 선정절차가 필요함



나) 발행 절차

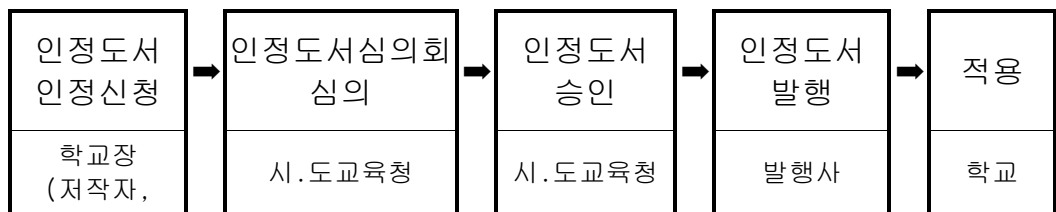
※ 역사 교과는 국사편찬위원회에서, 그 외 과목은 한국교육과정평가원에서 심사업무 수행

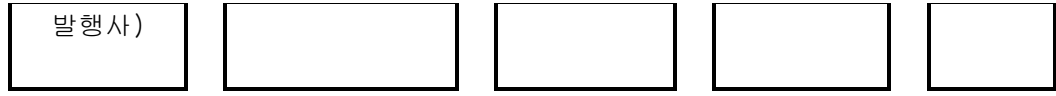
※ 교과부 장관이 고시한 교과목에 대한 인정도서의 심사 업무는 위 절차를 준수하고 있으며, 각 시·도교육청이 심사업무 수행

3) 인정도서

가) 국정도서·검정도서가 없는 경우 또는 이를 사용하기 곤란하거나 보충할 필요가 있는 경우에 사용하기 위하여 교육과학기술부장관의 인정을 받은 도서

나) 발행 절차





※ 교과부 장관이 고시하는 교과목에 대한 인정도서는 ‘검정도서’발행 절차를 준수함

#### 4) e-교과서

가) 중, 고등학교의 영어 과목에 적용됨

나) 가정학습을 효율적으로 지원하기 위하여 서책형 교과서의 내용을 온라인에서 다운로드 받아 사용할 수 있도록 개선

다) 교과용도서로 지위를 가지며, 서책과 동일하게 발행사에서 제작함

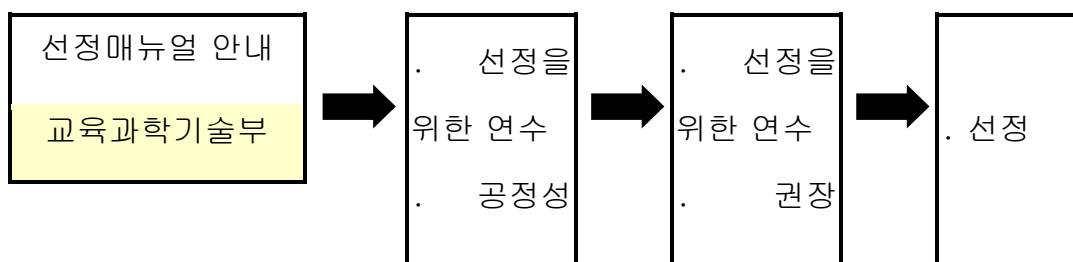
#### 2. 교과서 선정과 절차

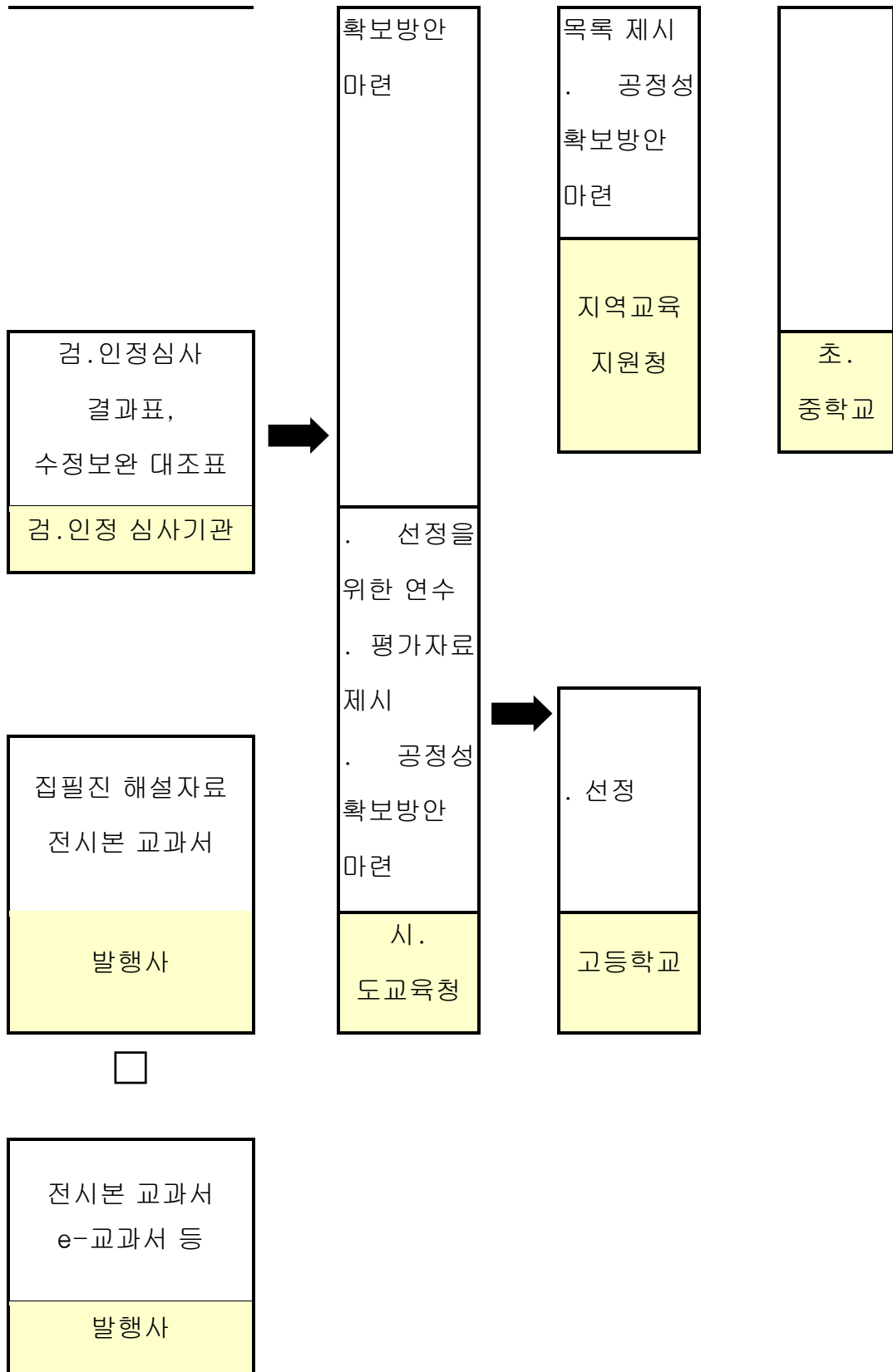
##### 가. 선정이란?

1) 각 학교가 그 학교에서 사용할 교과서 및 교사용 지도서를 선정하는 것으로서, 교과협의회 및 학년별 협의회의 추천과 학교운영위원회 심의를 거쳐 학교장이 최종 확정하는 일련의 절차임

2) 교과서 선정은 해당 학교의 특성과 요구를 바탕으로, 교사의 교수·학습방법과 학생들의 학습능력 및 수준에 적합하고 학습활동에 용이한 교과서를 선정하여 학습효과를 높일 수 있어야 함

##### 나. 선정 절차





※ 검정심사기관 : 한국교육과정평가원, 국사편찬위원회(역사)

※ 인정심사기관 : 교과부 장관이 고시하는 교과목에 대한 인정도서는 각 시·도교육청

### 3. 교과서 선정 시 제공되는 자료

#### 가. 전시본 교과서

1) 전시본 교과서는 (사)한국검정교과서 및 발행사에서 택배로 시·도 교육청, 지역교육지원청, 각급 학교에 보급

※ 분교는 본교에서 전시

2) 전시본 교과서는 검·인정에 합격한 도서로 교과서 선정의 주된 자료임

#### 나. 검·인정심사 결과표

1) 검·인정 심사기관에서 검·인정 심사를 거치며 생성된 자료로, 검·인정심사 기준에 따라 심사본을 평가한 자료임

※ 최종합격 공고('12.8.말) 이전에는 □교과서□로 표현하지 않고 □심사본□이라 명명함

2) 검·인정심사 결과표는 교과별 심사영역에 따라 등급을 표시한 자료로, 영역별 등급 수준이 교과서를 선정하고자 하는 학교의 학습환경과 학생들의 여건에 적합한 지에 대한 참고자료로 활용 가능

3) 검정심사 결과표는 검정심사 위탁기관, 인정심사 결과표는 시·도교육청 및 (사)한국검정교과서 홈페이지에 탑재

구분	심사기관	홈페이지
검정	한국교육과정평가원	<a href="http://www.kice.re.kr">http://www.kice.re.kr</a>
	국사편찬위원회(역사)	<a href="http://www.history.go.kr">http://www.history.go.kr</a>
인정	시·도교육청(인정도서)	시·도교육청, <a href="http://www.ktbook.com">http://www.ktbook.com</a>

다. 수정·보완 대조표

- 1) 검·인정 심사 과정에서 나타난 내용·표기 등의 오류를 수정·보완 권고한 사항에 대한 이행 결과물로 교과서 선정 시 참고자료로 활용 가능
- 2) 전시본 교과서는 심사과정에서 나타난 수정보완 내용이 반영된 상태임
- 3) 수정·보완 대조표는 검정심사 위탁기관 및 (사)한국검정교과서 홈페이지에 탑재

구분	심사기관	홈페이지
검정	한국교육과정평가원	<a href="http://www.kice.re.kr">http://www.kice.re.kr</a>
	국사편찬위원회(역사)	<a href="http://www.history.go.kr">http://www.history.go.kr</a>
인정	시·도교육청(인정도서)	시·도교육청, <a href="http://www.ktbook.com">http://www.ktbook.com</a>

마. 집필진 해설서

- 1) 집필진 해설서는 교과서 집필자들이 제공하는 자료로, 교과서 집필방향이나 특징 및 장점, 활용방법에 대해 기술
- 2) 교과서 선정의 공정성을 높이기 위한 공식적 홍보 및 안내 자료로, 발행사별로 동일한 분량의 홍보기회를 제공
- 3) 전시본 교과서와 함께 책자로 제공되며, (사)한국검정교과서 홈페이지(<http://www.ktbook.com>)에도 탑재

바. 도서별 평가자료

- 1) 도서별 평가자료는 시.도교육청에서 고등학교에 제공하는 자료로, 시.도교육청에서 교원이나 교과교육연구회, 학회 등 교과별로 2~5 명 내외의 전문가를 위촉하여 교과서를 평가한 자료임
- 2) 평가자료 제공은 단위학교에서 교과서 선정에 있어서 혼선을 예방하고, 학교의 업무 부담을 최소화하며, 교육청의 책무성을 강조하기 위한 제도적 장치임
- 3) 평가기준은 시.도교육청에서 시도의 여건과 교과서의 특성을 반영하여 자체적으로 마련한 기준에 의거하여 제시하는 것임
- 4) 교과별 평가자료는 서술형, 계량형 등 시.도교육청의 자율적 판단에 따라 평가자료를 작성하여 각 고등학교에 제공

#### 사. 권장목록 제시

- 1) 권장목록은 지역교육지원청에서 초.중학교에 제공하는 자료로, 지역교육지원청에서 교원이나 교과교육연구회 등 교과별로 2~5 명 내외의 전문가를 위촉하여 전시된 교과서의 특징을 평가한 후 의무교육인 초.중학교에 제공하는 자료
- 2) 권장목록 제공은 단위학교에서 1 교과 다책으로 인하여 교과서 채택을 위한 혼선을 예방하고 학교의 업무부담을 최소화하며, 의무교육인 초.중학교에 대한 지역교육지원청의 책무성을 강조하기 위한 제도적 장치임
- 3) 권장목록에는 전시본 교과서의 개별 특성을 기술하는 방향으로 작성하여 제공하되, 분야별(영역별)로 서열이나 순서를 매기는 것도 가능
- 4) 학교에서는 교과서 선정시 권장목록을 참고하여 선정

#### 4. 교과서 주문·정산 시스템

##### 가. NEIS 를 통한 교과서 주문·정산

- 1) 교과서는 NEIS 를 통하여 주문·정산
- 2) 교과부에서 등록한 교과서 목록을 이용하여 시·도교육청, 지역교육지원청, 초등학교, 중학교, 고등학교, 특수학교에서 교과서 주문·정산 업무를 효과적으로 처리할 수 있도록 체계 구축

##### 나. 운영 내용

- 1) 시·도 교육청에서 교과서 신청년도, 신청학기를 등록하는 업무와 지역교육지원청의 지역교육지원청 관할 학교관리 업무가 선행되면 학교의 교과서시스템 전체화면에 신청년도, 신청학기가 자동으로 설정되어 교과서 신청업무 추진
- 2) 교육청에서는 초·중·고 및 특수학교의 신청수량 집계 현황 확인 가능

## II

### 시·도교육청의 역할

- 교과서 선정을 위한 교원 연수계획 수립
- 고교 교과서 선정을 위한 평가자료 제시
- 교과서 전시본 전시
- 교과서 선정의 공정성 확보 계획 수립

## 1. 교과서 선정을 위한 교원 연수계획 수립

### 가. 목적

- 1) 교과서의 적기 선정과 보급을 위한 일정 안내
- 2) 교과서 선정 절차와 방법에 대한 사전 숙지

나. 시기 : 교과서 전시본 전시 이전에 완료

다. 대상 : 지역교육지원청 초·중등 담당자 및 고등학교 관계자

### 라. 방법 :

시·도의 사정에 따라 독립적으로 운영하거나 타 연수와 연계하여 운영할 수 있으나, 각급 학교 관계자가 교과서 절차와 선정에 대하여 숙지할 수 있도록 조치

### 마. 내용

- 1) 교과서 선정을 위한 절차 및 지역교육지원청과 학교의 역할 안내
- 2) 교과서 전시에 대한 준비사항 안내
- 3) 교과서 선정의 공정성 확보를 위한 방안 안내

## 2. 고교 교과서 선정을 위한 평가자료 제시

### 가. 목적

시·도의 특성에 적절한 교과서를 채택하고 공정한 절차를 수행하기 위해 교육청의 역할을 증대하고 책무성을 제고하며 교과서 선정을 위한 평가자료 마련

### 나. 추진내용

- 1) 평가위원은 시·도교육청의 사정에 따라 교원이나 교과교육연구회, 학회 등 교과별로 2~5명 내외의 전문가를 위촉하여 운영
- 2) 평가기준은 시·도교육청에서 시도의 여건과 교과 특성을 반영하여 자율적으로 마련하며 자체적인 기준에 의거하여 평가자료 제시

예)○ 시.도교육청 교육과정 편성.운영과의 부합성

○ 지역의 여건에 부합한 내용을 선정했는지에 대한 적절성

○ 학습내용 조직의 논리성 및 자기주도적 학습 가능성

○ 지역환경에 적합한 교수학습 및 평가의 적용성

※기타 다양한 관점으로 제시 가능

3) 평가방법은 교과별로 평가하되 전시되는 교과서, 출판사의 집필자 해설자료, 검.인정심사 기관의 검.인정심사 결과자료 및 수정보완 대조표 등의 자료를 참고하여 평가

4) 평가결과 기록방법은 평가기준에 따라 교과서의 특징에 대하여 서술형이나, 교과서의 등급을 나타내는 계량형 등 시.도교육청의 자율적 판단에 따라 작성

5) 평가 시기는 전시본이 도착한 후 **15일 이내**에 평가를 완료하여야 하며, 평가 완료 즉시 적절한 방법으로 해당 고등학교에 평가자료 안내

### 3. 교과서 전시

가. 전시 기간 : 2012 9. 3 ~ 9. 28

나. 전시 장소 : 시.도 교육감이 정한 장소

다. 전시대상 도서 : 검.인정 심사에 합격하고 다음 학기에 학생들이 사용할 도서

※ 전체 317 책(예정) : 중학교 317 책(검정 147 책, 인정 170 책)

### 라. 유의사항

전시 대상기관에서는 전시본이 도착하는 즉시 전시 대상 도서목록에 의하여 누락된 도서가 있는지 확인해야 하며 누락된 도서가 있을 경우에는 발행사 및 한국검정교과서에 연락(물류팀 ☎031)8071-1395~6)

### 4. 교과서 선정의 공정성 확보 계획 수립

가. 시.도교육청 부조리 방지 대책반 구성

- 1) 위원장 : 부조리 근절 대책 총괄
- 2) 부위원장 : 위원장 보좌
- 3) 예방분과 : 검.인정도서 선정 부조리 근절을 위한 예방 지도
- 4) 감사분과 : 검.정도서 선정 부조리 근절을 위한 조사.감사 실시

※ 기존에 구성되어 있는 대책반 재정비 및 활용

나. 부조리 발생 예방 지도

- 1) 검.인정도서 선정 부조리 예방 관련 지침 시달
- 2) 검.인정도서 선정 방법 및 추천 요령에 대한 철저한 사전 연수 실시
- 3) 검.인정도서 선정을 위한 업자와 학교간의 학교발전기금, 교재.교구 등 금품 제공 및 업자와 교사들 간의 금품수수 행위의 사전 예방을 위한 학교장의 지도.감독이 강화되도록 조치
- 4) 척결 의지가 부족한 학교에 대하여는 교육청에서 특별장학 지도
- 5) 담임 장학을 통한 검.인정도서 선정 부조리 근절 실태 확인.점검
- 6) 검.인정도서 선정 시기를 전후하여 집중 지도

다. 부조리 신고센터 설치.운영

- 1) 시·도교육청

○ 감사담당관실, 담당과 등

○ 시.도 교육청 홈페이지

2) 검.인정도서 부조리 근절을 위한 신고센터 운영

라. 부조리 근절을 위한 조사.감사 실시

1) 민원발생 학교 대상 감사 실시

○ 교과서 선정 후 사례적(謝禮的) 성격의 금품수수  
지속 단속

○ 학교발전기금, 교재.교구 등 금품 제공 등

○ 교과별 연수경비, 회식비, 기타 기념품 수수 등

2) 부조리 발생 시 특별조사 및 감사 실시 후 관련자 엄중 문책

○ 부조리 발생 여지나 징후가 있을 때 : 특별장학 실시

○ 부조리 발생 학교 : 기관, 학교장에게 조치 및 징계

○ 부조리 관련 교원 : 개인별 비리 및 관련 정도에 따라  
엄중 조치

3) 검.인정도서 및 부교재 선정을 위한 금품 및 향응 제공 등 부조리를  
야기하는 발행인에 대하여는 사직 당국에 고발 등 강경 대응 조치 강구

4) 필요시 자체 지도점검 계획 수립

### III

## 지역교육지원청의 역할

○ 교과서 선정을 위한 교원 연수 추진

○ 교과서 선정을 위한 권장목록 제시

○ 교과서 전시본 전시

○ 교과서 선정의 공정성 확보 방안 마련

1. 교과서 선정을 위한 교원 연수 추진

가. 목적

- 1) 교과서의 적기 선정과 보급을 위한 일정 안내
- 2) 교과서 선정 절차와 방법에 대한 사전 숙지

나. 시기: 교과서 전시본 전시 이전에 완료

다. 대상: 각급 초·중학교 교과서 업무 담당자

라. 내용

- 1) 교과서 선정을 위한 절차 및 학교의 역할 안내
- 2) 교과서 전시, 심의결정 및 주문에 대한 안내
- 3) 불공정 사례 및 채택비리에 대한 예방교육

2. 교과서 선정을 위한 권장목록 마련

가. 목적

- 1) 지역의 특성에 적합한 교과서를 채택할 수 있도록 지원

2) 지역교육지원청의 역할을 증대하며 책무성 제고

#### 나. 추진내용

1) 권장목록은 지역교육지원청의 사정에 따라 교원이나 교과교육연구회 등 교과별로 2~5명 내외의 전문가를 위촉하여 작성

2) 권장목록 작성은 교과별로 전시되는 교과서, 출판사의 집필진 해설서, 검·인정심사 기관의 검·인정심사 결과자료 및 수정보완 대조표 등의 자료를 참고하여 작성

3) 권장목록은 평가기준에 따라 교과서의 특징에 대한 서술형이나, 교과서의 등급을 나타내는 계량형 등 지역교육지원청의 자율적 판단에 따라 작성

4) 권장목록은 전시본이 도착한 후 **15일 이내**에 완료하며 권장목록 완료 즉시 적절한 방법으로 해당 학교에 안내

5) 권장목록 양식은 지역교육지원청에서 자율로 결정하되, 단위학교에서 심의하기 좋은 양식으로 작성하여 제공

6) 학교수, 교원 배치 현황 등 사정에 따라 지역교육지원청에서 교과서를 선정하는 방안 가능

- 이 경우 단위학교의 학교운영위원회의 심의 절차와 학교장의 결정 절차를 반드시 수행하여야 하며 사전에 상호 협의 필요

※ 권장목록 제공에 관한 필요한 사항은 교육장이 따로 정하도록 함으로써, 학교에서는 교육장의 승인이 있을 경우 ‘권장목록’ 외의 도서 선택 가능(교육장은 소속 학교장에게 권장목록 외의 도서 선택 시 승인절차를 안내할 필요가 있음)

#### 3. 교과서 전시

가. 전시 기간 : 2012. 9. 3 ~ 9. 28

나. 전시 장소 : 지역교육지원청 교육장이 정한 장소

다. 전시 대상 도서 : 검.인정심사에 합격하고 다음 학기에 학생들이 사용할 도서

※ 전체 317 책(예정) : 중학교 317 책(검정 147 책, 인정 170 책)

라. 유의사항

전시 대상 기관에서는 전시본이 도착하는 즉시 전시 대상 도서목록에 의하여 누락된 도서가 있는지 확인해야 하며, 누락된 도서가 있을 경우에는 발행사 및 (사)한국검정교과서에 연락(물류팀, ☎ 031)8071-1395~6)

4. 교과서 선정의 공정성 확보

가. 불공정 행위 예방을 위한 조치

1) 관련 법률

가) 「부패방지 및 국민권익위원회의 설치와 운영에 관한 법률」 (법률 제 11327 호, 2012.02.17)

나) 「시.도교육청 공무원 행동강령」

다) 시.도교육청 교육 부조리 관련 지침 등

2) 불공정행위가 발생하지 않도록 사전 연수 실시

가) 대상 : 각급 학교장

## 나) 주요 추진내용

- 검.인정도서 선정을 둘러싼 학교발전기금, 교재.교구 등 금품 제공 및 업자와 교사들 간의 금품수수 행위의 사전 예방을 위한 학교장의 지도.감독이 강화되도록 조치
- 검.인정도서 선정 부조리 예방 관련 지침 시달
- 검.인정도서 선정 방법에 대한 철저한 사전 연수

## 3) 부조리 예방을 위한 장학활동 강화

### 가) 대상 : 각급 학교 교원

#### 나) 주요 추진 내용

- 척결 의지가 부족한 학교에 대하여는 교육청에서 특별장학 지도
- 담임 장학을 통한 검.인정도서 선정 부조리 근절 실태 확인.점검
- 검.인정도서 선정 시기를 전후하여 집중 지도

## 4) 부조리 센터 운영 및 감사 실시

### 가) 부조리 신고센터 설치.운영

- 교육과, 관리과, 감사관실 등
- 지역교육지원청 홈페이지(전자민원 창구, 청렴클릭센터 등)

나) 대상 : 민원발생 학교 대상 감사 실시

다) 사전조치 내용

- 교과서 선정 후 사례적 성격의 금품수수 지속 단속
- 학교발전기금, 교재·교구 등 금품 제공 등
- 교과별 연수경비, 회식비, 기타 기념품 수수 등

라) 부조리 발생 시 조치 내용

- 부조리 발생 여지나 징후가 있을 때 : 특별장학 실시
- 부조리 발생 학교 : 기관, 학교장에게 조치 및 징계
- 부조리 관련 교원 : 개인별 비리 및 관련 정도에 따라 엄중 조치

#### IV

### 학교의 역할

- 학교별 교과서 선정 및 전시 방법
- 학교에서의 교과서 선정 절차
  - 추천 : 의견수렴, 협의회 개최
  - 심의 : 학교운영위원회의 심의

- 확정 : 학교장 결정

○ NEIS 를 통한 교과서 주문 . 정산

1. 학교의 교과서 선정 및 전시 방법

가. 단위학교의 교과서 선정과정

1) 학교별 검.인정도서 선정은 각 교과협의회의 추천과 학교운영위원회 심의 및 자문(필수사항)을 거쳐 학교장이 최종 확정하도록 함

2) 학교에서는 학생의 수준, 지역 및 학교의 여건 등을 고려하여 자체 실정에 알맞은 합리적인 선정 기준과 절차를 마련하여 교과서 선정의 공정성 및 객관성 확보를 위하여 노력함

3) 교과서 선정 관련 불공정행위 방지 방안 및 교과서 관련 규정 등 교과서 선정 관련 학교 내 교직원 자율연수를 실시하여 교과서 선정의 공정성 및 투명성 확보를 위한 역량을 제고함

※ 학교운영위원회에 검.인정도서 선정 부조리 예방 대책 관련 자료를 제공

4) 검.인정도서 선정 과정에서 투명성이 보장되도록 개인별 검.인정도서 선정기준 평가표, 추천 의견서, 심의 의견서, 회의록 등 제반 관련 자료를

기록.보관하고, 교과서 선정 기준표, 선정 절차 및 결과를 학교 홈페이지에 공개함

5) 검.인정도서 선정의 전문성, 공정성 및 객관성을 확보하여 교직원 간 및 교직원과 학교운영위원 간의 불신이 생기지 않도록 함

6) 선정한 교과서를 변경할 필요가 발생한 때에는 학교는 교과서 선정과 동일한 단계별(추천, 심의, 확정) 절차를 준수하여야 함

나. 교과서 전시

1) 전시기간 : 2012. 9. 3 ~ 9. 28

※ 전시본 도착일로부터 전시

2) 전시 장소 : 학교 실정에 따라 학교장이 지정함

3) 전시대상 도서 : 검.인정 심사에 합격하고 다음 학기에 학생들이 사용할 도서

※ 전체 317 책(예정) : 중학교 317 책(검정 147 책, 인정 170 책)

4) 전시본 확인

전시 대상 기관에서는 전시본이 도착하는 즉시 전시 대상 도서목록에 의하여 누락된 도서가 있는지 확인해야 하며, 누락된 도서가 있을 경우에는 발행사 및 (사)한국검정교과서에 연락(물류팀, ☎ 031)8071-1395~6)

5) 유의사항

○ 전시 장소는 해당 교직원들의 이용이 편리한 장소로 학교장이 지정하고 관계자(교직원, 학교운영위원 등)에게 고지함

○ 전시기간 중 출판사 관계 직원이나 저작자 및 도서관매업자(서적상)의 학교 출입을 일체 통제함

○ 전시본은 도서의 선정이 끝난 후 학교별로 자료실 등에 보관하여 교육 자료로 활용하도록 함

○ 도서를 전시할 때에는 검.인정 승인을 받은 모든 교과서를 빠짐없이 전시하고, 출판사 및 (사)한국검정교과서에서 전시용 도서와 함께 배부된 집필진 해설서, 검.인정심사 결과표, 수정보완 대조표 외의 자료는 전시를 금지함

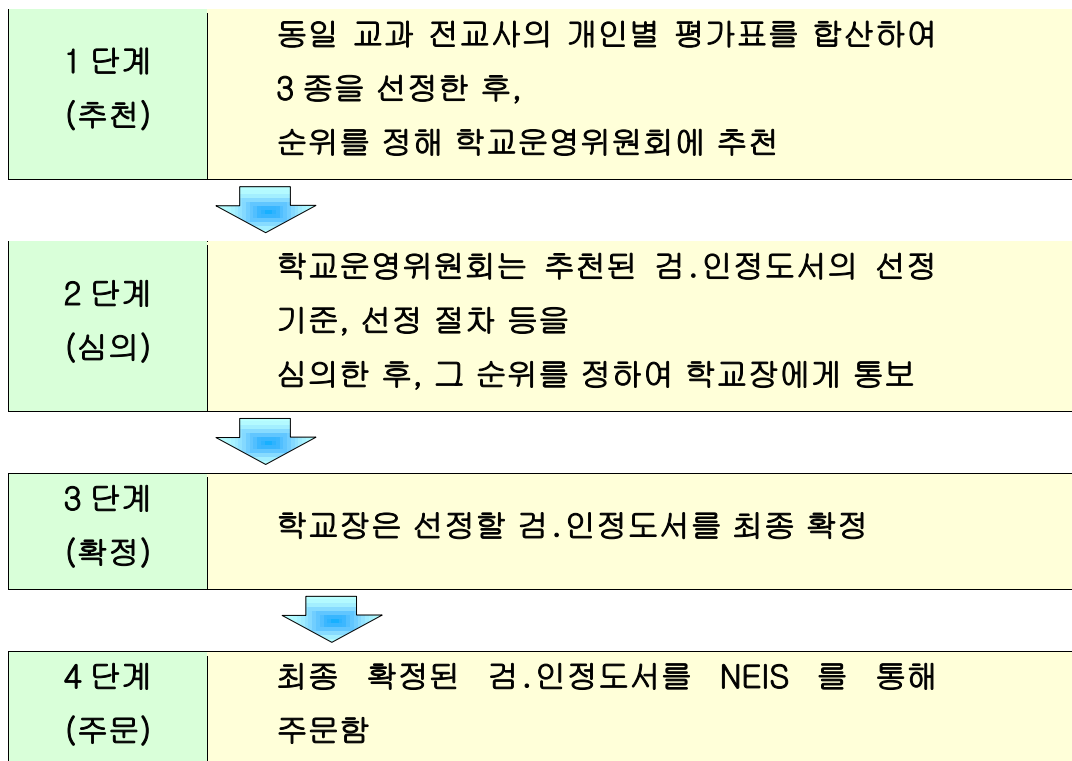
※ 해당학교 교직원 등을 대상으로 출판사가 주최하는 도서설명회 등을 금지

○ 일부 교과별 교사 모임 등에서 인터넷이나 기타 수단을 통하여 출판사별 교과서 내용 분석표 등을 인터넷상에 올려 특정 검.인정도서를 간접 홍보함으로써 검.인정도서 선정의 공정성에 유해한 영향을 주는 사례가 발견될 경우 「독점규제 및 공정거래에 관한 법률」에 의거 공정거래위원회에 신고 처리됨

## 2. 학교에서의 교과서 선정 절차

<p>○ 초.중학교</p> <p>- 검.인정도서 선정을 위해 전시본 교과서 및 교사용 지도서, 검.인정심사 결과표, 수정.보완 대조표, 집필진 해설서, 권장목록을 참고하여 검.인정도서 선정 계획 수립</p>
<p>○ 고등학교</p> <p>- 검.인정도서 선정을 위해 전시본 교과서 및 교사용 지도서, 검.인정심사 결과표, 수정.보완 대조표, 집필자 해설서, 교과별 평가자료를 참고하여 검.인정도서 선정 계획 수립</p>

### 가. 추진개요



나. 세부내용

1) 1 단계 : 교과협의회의 추천

가) 검정(인정)도서의 선정 기준표 작성(서식 1)

○ 학생 수준, 지역 및 학교의 여건(동일 교과 및 학년 교사수 등), 교과서 선정 기준 항목(참고 1, 예시)과 검.인정심사 결과표 등을 참고하여 선정기준 평가표 작성

○ 검.인정을 통과한 교과서는 이미 일정 수준을 만족하는 교과서임을 전제할 때, 교사들은 교과협의회를 통해 교과서 평가기준 항목으로부터 각급 학교의 실정에 알맞은 항목을 추출하여 학교단위의 선정 기준표를 새롭게 작성하도록 함

※ 선정 매뉴얼에서는 표준 선정기준을 제시하지 않고, 학교의 여건 및 특성에 맞게, 아래 평가기준 항목(예시, 참고 1)을 참고(추가 항목 삽입 및 삭제 가능)하여, 학교에서 직접 조합하여 작성

나) 선정 기준 항목별 점수 및 평가 방법 결정

○ 교과.학년별 협의회를 통해 선정기준 항목별 점수 결정

○ 교과서 심사 방법(단원별 심사, 평가기준별 심사 등)

결정

<교과서 선정기준표 작성 예시>

평가 영역	출 판 사 평 가 내 용	항목별 점수	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
학습분량의 적절성	◦ 학습 분량이 단원별로 균형 있게 구성되어 있는가?	10																
교수학습 활동의 유용성	◦ 학습 주제에 적절하며, 실현 가능한 학습 활동 및 방법을 제시하고 있는가?	20																
	∴																	
	∴																	
	∴																	
합 계		100																
순 위																		
<종합의견 및 추천의견>																		

다) 교과 담당 교사 또는 학년 담당 교사들이 작성한 선정기준표를 바탕으로, 교과서의 수준, 특징 및 장·단점 등을 비교·검토하여 교과서를 심사

라) 교과별 협의회 검토 후 ‘추천 검정(인정)도서 및 추천의견서(서식 3)를 작성하여 담당 부서에 제출

마) 담당 부서에서는 교과별 추천의견서를 수합하여 학교운영위원회에 제출함

바) 개인별 검정(인정)도서 선정기준 평가표, 평가 일람표, 회의록 등 관련 자료는 봉하여 교육과정 개정 등으로 새 교과서를 선정할 때까지 보관함

사) 학교에서 당해 교과목 자격 소지 교원이 3인 미만인 경우에는 인근 학교의 당해 교과목 자격소지 교원을 학교장이 위촉하여 3인 이상의 교원이 협의하여 추천하는 것을 권장

2) 2 단계 : 학교운영위원회의 심의

가) 추천된 검·인정도서의 선정기준, 선정절차 등의 타당성 등을 심의

나) 필요한 경우 해당 교과 대표 교사의 설명을 청취

다) 학교운영위원회 심의 후 추천 검정(인정)도서 3 종에 대한 순위를 명기하여 학교장에게 추천도서 심의의견서(서식 4-1, 4-2)를 제출

※ 심의 의견서에 발행사 운영난 등으로 재주문이 필요할 경우 학교운영위원회를 별도 개최하지 않고 차순위 도서로 자동 확정할 수 있다는 사항 명기

라) 기타 심의 관계서류는 봉하여 담당부서에서 교육과정 개정 등으로 새 교과서를 선정할 때까지 보관

마) 교과서 선정관련 이해관계자(저작자, 발행사, 대리점 관계자 등)는 학교운영위원이라도 교과서 선정 심의에는 참여할 수 없음

#### □ 다양한 교과서 심사 방법(예시)

<p>&lt; 설정 &gt;</p> <ul style="list-style-type: none"><li>■ ○○ 중학교</li><li>■ ○○과목 교사 가, 나, 다</li><li>■ ○○중학교에서 작성한 교과서 선정기준 항목 (a~f) 6 가지</li><li>■ 교과서 분량 총 9 단원</li></ul>
<p>○ 교사별 전체 교과서 심사</p> <p>- 각 교사가 전체 교과서를 모든 선정기준에 따라 심사</p>

- 장점 : 동일과목 교사가 모든 교과서를 세부적으로 심사할 수 있음
- 단점 : 시간이 많이 소요됨

	단원 1~9
선정기준 ㉠~㉦	교사 “가”, “나”, “다” 심사

○ 단원별 분담 심사

- 책별로 동일한 단원을 비표 평가하여 각 교과서의 특성 및 장·단점을 파악함
- 장점 : 시간이 짧게 걸리며, 내용의 전개 방식 등을 파악하기 용이함
- 단점 : 교과서의 전체 구성을 파악하기 어려움

	단원 1~3	단원 4~6	단원 7~9
선정기준 ㉠~㉦	교사 “가”	교사 “나”	교사 “다”

○ 선정 기준별 분담 심사

- 작성한 선정 기준을 교사별로 나누어 각각의 선정기준으로 교과서 평가
- 장점 : 시간이 짧게 걸리며, 세부 영역에 대한 비교 평가 가능
- 단점 : 선정기준 전체를 파악하기 어려움

	단원 1~9
선정기준 ㉠, ㉡	교사 “가”
선정기준 ㉢, ㉣	교사 “나”

선정기준 ㉔, ㉕	교사 “다”
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3) 3 단계 : 확정

가) 학교장은 학교운영위원회가 정한 심의 결과를 존중하여 선정

나) 심의 결과와 다르게 시행하고자 하는 경우, 이를 학교운영위원회와 관할 지역교육지원청에 서면으로 보고(국.공.사립 동일)

4) 4 단계 : 주문 및 학교 홈페이지 공개

가) 학교의 교과서업무 담당자는 NEIS 를 통하여 차년도 사용예정 교과서의 물량을 파악 후 주문

나) 학교 홈페이지를 이용한 공개

○ 공개 항목 : 교과서 선정 기준표, 절차, 결과, 학부모.학생 의견개진 방법 등

○ 공개 시기 : 학교에서 자체적으로 결정하되, 외부의 영향을 예방하기 위하여 선정 기준을 최종 선정 전 공개하고 선정 절차 및 선정 결과는 최종 선정 후 공개함

○ 선정 절차는 검.인정교과서 선정 부조리 방지 대책을 참고하여 학교에서 결정한 절차를 공개

- 교과별 선정 협의회 일시, 참석자 수 등

- 학교운영위원회 일시, 참석자 수, 심의 결과

- 학교장 최종 선정 결과

○ 선정 결과는 학교운영위원회 심의 대상이 된 교과서에 한함

○ 선정 결과 공개 시 교사 및 학교운영위원의 개인별 평가 결과 및 평가 의견 등이 공개되지 않도록 유의

## V

## 전시본 공급, 전시, 선정 및 주문 체계

### 1. 근거 법령

「교과용도서에 관한 규정」 제 3 조

### 2. 전시본 발행 목적

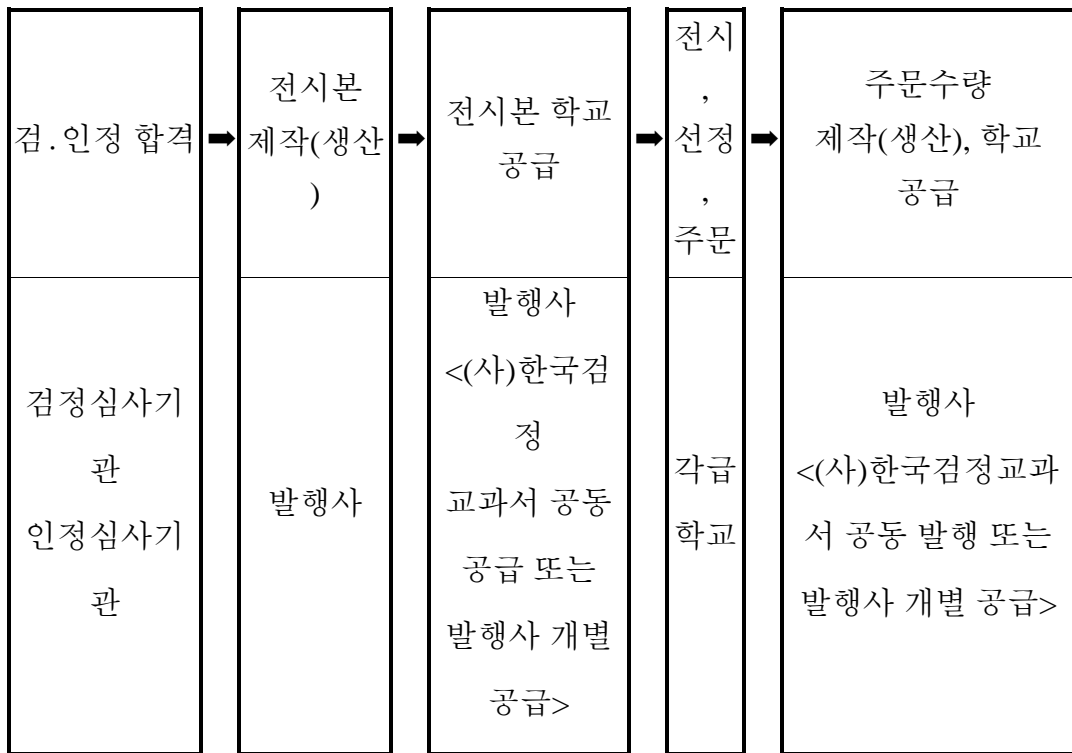
가. 전시본을 각급 학교에 전시함으로써 공정한 소개 기회를 부여하고,

나. 일선 학교에는 교과서의 내용을 충분히 비교 검토할 시간을 제공하여 양질의 교과서를 공정하게 선정하도록 함

※ “전시본”이란 교육과정에 따라 검·인정에 합격한 교과서를 발행사가 각급 학교에 전시·선정을 목적으로 공급하는 검·인정도서를 말함

### 3. 전시본 제작 및 주문 절차

가. 발행사((사)한국검정교과서)는 전시본을 각급 학교에 공급하고, 학교에서는 이를 전시·선정하여 다음 학기에 사용할



검.인정도서를 발행사에 주문

나. 검.인정도서의 발행(적용) 첫해는 위와 같은 절차에 따라 학교에서 교과서 전시를 통한 선정, 주문 및 공급이 이루어지고, 발행 2년차부터 해당 교과서 적용이 끝날 때까지 매년 학교 주문과 발행사의 제작 및 공급이 반복적으로 진행

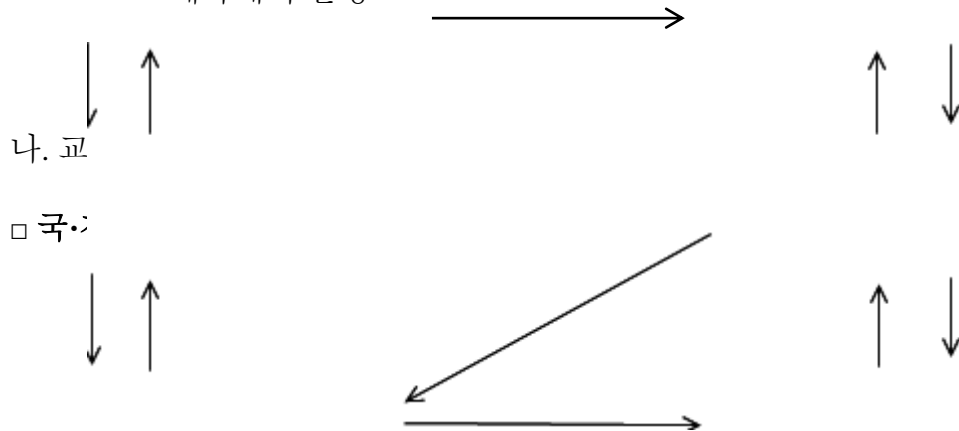
### 4. 교과용도서 주문 및 공급 체계(현행)

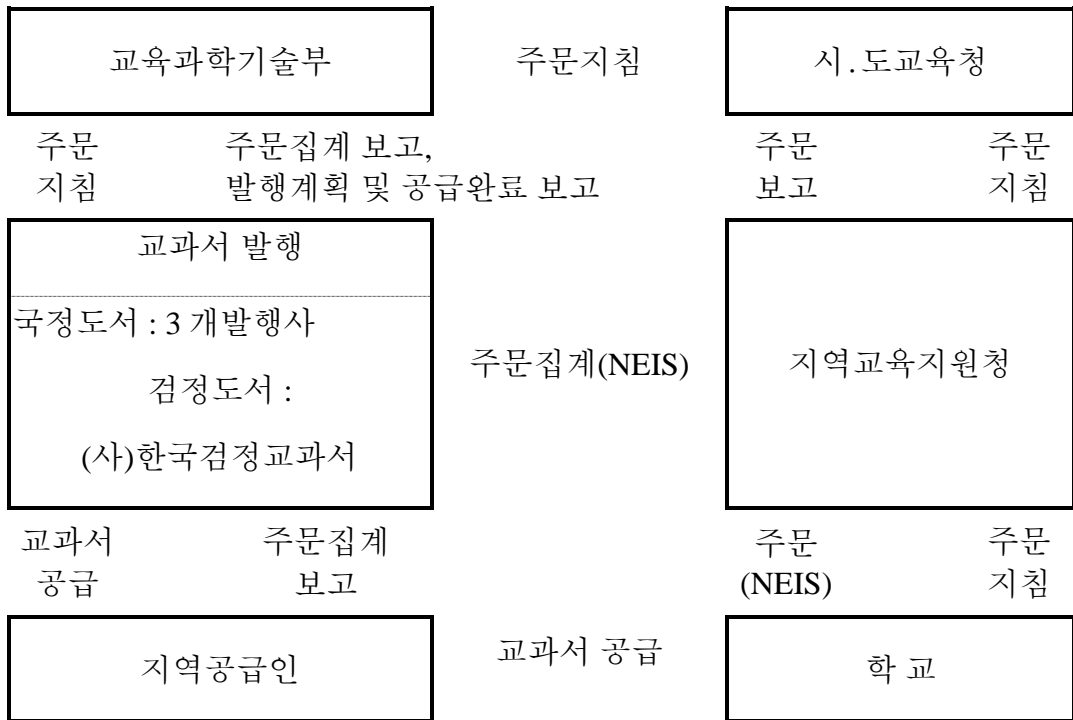
가. 교과용도서 주문 및 공급 시기

구분	학교급별	주문시기	공급시기	비고
국정도서	초. 특수학교	7월 하순까지	10월~익년 1월 하순	
검. 인정도서	초(일부). 중학교	"	"	
	고등학교	9월 중순까지	"	
검. 인정도서**	초(일부), 중, 고등학교	9월 하순까지	"	

※ 위 표의 “검정도서 \*\*”는 익년도에 새로 사용되는 “전시본이 있는 도서”임

※ 교과용도서의 학교 주문 및 공급은 매년 동일한 시기에 반복적으로 이루어지고, 본 주문·공급 이후에, 추가 주문·공급이 계속해서 발생





□ 인정도서

○ 공동공급 대상 도서

- 대상 : (사)한국검정교과서의 회원사(94 개사)가 발행하는 인정도서와 (사)한국검정교과서에 주문·공급업무를 위임한 비회원사 발행 인정도서로서, 국가수준 교육과정에 해당하는 도서와 전국단위로 사용되는 대부분의 인정도서

- 방식 : (사)한국검정교과서(지역공급인)의 일괄 주문·공급

○ 개별공급 대상도서

- 대상 : 공동공급 대상 도서 이외의 소수 발행 및 지역단위 일부 인정도서

- 방식 : 발행사(출판사)별 개별 주문·공급방식

○ 인정도서 주문·공급 절차

- 공동공급 대상 도서

(주문) 일선 학교 → NEIS 또는 지역공급인 →

(사)한국검정교과서

(공급) (사)한국검정교과서 → 지역공급인 → 일선 학교

- 개별공급 대상 도서

(주문) 일선 학교 → 각 해당도서 발행사(출판사)

(공급) 각 해당도서 발행사(출판사) → 일선 학교

[참고 1] 교과서 평가기준 항목(예시)

평가 영역	평가기준	평가항목
I. 교육 과정	1. 교육과정 부합성	◦ 국가 교육과정의 과목의 성격 및 목표에 부합하고 있는가?
		◦ 국가 교육과정의 내용을 충실히 반영하고 있는가?
		◦ 국가 교육과정에 제시된 교수·학습 방법, 평가 내용을 충실히 반영하고 있는가?
	2. 학습 분량의 적절성	◦ 학습 분량이 단원별로 균형 있게 구성되어 있는가? ◦ 학습 내용이 주어진 전체 수업시수에 적절한가?
II. 학습 내용 선정	3. 내용 수준의 적정성	◦ 학습자의 학년 수준에 맞는 학습 내용과 개념을 다루고 있는가? ◦ 어려운 개념이나 용어를 이해하기 쉽게 설명하고 있는가?
		4. 정확성

Ⅲ. 학습 내용 조직		있는가?
		◦ 출처가 명확하고 정확한 도표, 그림, 사진, 지도 등을 사용하고 있는가?
		◦ 지도 및 각종 통계 자료(표, 그래프)가 최신의 것인가?
	5. 독립성	◦ 인물, 성, 종교, 이념, 민족, 계층, 지역 등과 관련하여 부정적 또는 일방적인 견해 등이 없는가?
		◦ 개방적이고 균형적인 관점과 사고를 가질 수 있는 내용을 다루고 있는가?
	6. 학습동기 유발	◦ 학습자의 흥미를 유발하고 호기심을 자극할 수 있는 내용이나 소재를 다루고 있는가?
		◦ 학습자의 창의성을 자극할 수 있도록 내용을 구성하고 있는가?
	7. 효과성	◦ 학습 요소(학습목표, 도입, 본문, 정리, 그림 및 도표, 참고 자료 등)가 유용하게 구성되어 있는가?
		◦ 목차(대단원, 중단원, 소단원)의 배열 순서가 논리적으로 정렬되었는가?
	8. 단원, 학년간 연계 및 계열성	◦ 단원 간 내용의 단순 중복이나 비약이 없는가?
		◦ 학년간, 학교급간의 연계 및 계열성을 고려하고 있는가?
		◦ 학습의 내용 구성(본문, 활동 및 문제)이 유기적으로 연결되어 있는가?

	9. 시각 자료의 체계성 및 효과성	◦ 시각 자료는 학습 내용과 조화를 이루고 있도록 배치하고 있는가?
		◦ 시각 자료가 너무 복잡하지 않고, 학생들이 이해하기 쉽게 표현되어 있는가?
		◦ 시각 자료의 요소(캡션, 글, 색, 삽화, 도형 등)들이 명료하며 효과적으로 사용하고 있는가?
	10. 자기 주도적 학습내용	◦ 학습 내용의 이해를 돕기 위한 참고 자료 및 관련 활동(인터넷 사이트, 멀티미디어, 정보 습득, 도서 읽기 등)들이 다양하게 안내되어 있는가?
		◦ 학생 수준별로 학습이 가능한 자료를 제시하고 있는가?
		◦ 학습 단계별(도입, 전개, 정리) 안내 및 지시사항이 명확하고, 이해하기 쉬운가?
IV. 교수 학습 활동	11. 다양한 교수. 학습 활동	◦ 개별 혹은 소그룹 활동, 미디어 활용 등의 다양한 학습활동 및 방법을 안내하고 있는가?
		◦ 학습자의 참여를 증진시키는 다양한 학습활동(토의, 토론, 실험, 실습 등)을 제시하고 있는가?
	12. 교수. 학습 활동의 유용성	◦ 실생활과 관련된 문제 상황을 해결하는 학습활동을 예시하고 있는가?
		◦ 학습 주제에 적절하며, 실현 가능한 학습활동 및 방법을 제시하고 있는가?

	13. 학습 참고 자료의 충실성 및 유용성	<ul style="list-style-type: none"> <li>◦ 교과서 내의 참고자료(부록, 색인, 용어해설, 찾아보기 등)는 충분하고 유용한가?</li> <li>◦ 교과서 외의 참고자료(교사용지도서, 워크북, CD 자료 등)는 충분하고 유용한가?</li> <li>◦ 학습내용에 적절한 소프트웨어, 교육 매체 등의 구현 및 활용이 편리한가?</li> </ul>
V. 학습 평가	14. 다양한 평가 활동	<ul style="list-style-type: none"> <li>◦ 학습단계에 맞는 평가 방법(진단, 형성, 총괄 평가 등)을 안내하고 있는가?</li> <li>◦ 다양한 평가유형(선택형, 서답형, 수행평가 등)을 안내하고 있는가?</li> </ul>
	15. 종합적 사고력 평가	<ul style="list-style-type: none"> <li>◦ 단순한 지식의 측정만이 아니라 문제해결능력, 논리적 사고력, 창의적 사고력 등을 측정하고 있는가?</li> <li>◦ 학생 스스로 점검할 수 있는 평가방법을 안내하고 있는가?</li> </ul>
VI. 표현 표기 및 외형 체제	16. 표현·표기의 정확성 및 가독성	<ul style="list-style-type: none"> <li>◦ 문장이 명료하며, 어법(표준어, 외래어, 띄어쓰기 등)에 맞는가?</li> <li>◦ 전문 용어, 도량형 표기법 등이 현재 규정에 일치하는가?</li> </ul>
	17. 편집 디자인 및 내구성	<ul style="list-style-type: none"> <li>◦ 지면 구성(자료 배치, 줄 간격, 여백, 색조 등)이 안정적인가?</li> <li>◦ 종이의 질 및 제본 상태는 양호한가?</li> </ul>

**【서식 1】 검정(인정)도서 선정기준 평가표**

교과: 과위원: 000 (인)

평가 영역	출판 사 평가 내용	항목별 점수	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	합계	100																
	순위																	
<종합의견 및 추천의견>																		

**【서식 2】**

**검정(인정)도서 선정기준 평가 일람표(예시)**

교과(목):

출판사명	위원별 점수							총점	평균	비고




교과협의회 작성자 직 성명 (인)

확인자 직 성명 (인)

※ 작성자는 교과협의회 대표교사, 확인자는 교감으로 함

【서식 4-1】

### 추천 검정(인정)도서 심의 의견서

교 과(목) :

순위	출판사명	심 의 의 견

학교운영위원회 작성자 직 성명 (인)

확인자 직 성명 (인)

※ 작성자는 학교운영위원, 확인자는 학교운영위원회 위원장으로 함

【서식 4-2】

추천 검토(인정)도서 심의의견서(학교운영위원회용)

## 심의 의견 예시

- 도표와 통계자료 등이 신빙성 있는 최신의 자료로 구성
- 문제해결 중심의 교수-학습이 가능하도록 구성
- 창의력과 응용력이 신장될 수 있도록 구성
- 내용과 용어가 학생의 발달수준에 적합함
- 단위기준에 맞는 적정 분량의 내용을 가짐
  
- 기본개념과 핵심적인 내용이 적절히 선정됨
- 교육과정의 성격에 맞고 교과목표를 충실히 달성할 수 있도록 구성
- 전체적으로 우수함
- 전체적으로 양호
- 기본개념과 핵심내용이 적절하게 선정됨
  
- 교과목표에 충실하게 내용이 구성
- 단원, 차례, 목차 등이 잘 정리됨
- 문장이 간결·명료함
- 학습목표가 잘 조직되어 있음
- 내용이 특정분야에 치우치지 않고 조화로우음
  
- 교과서를 활용하기에 편리함
- 학생 수준별 학습에 적합
- 사진, 삽화가 우수함
- 교수, 학습 체계가 위계적으로 조직됨
- 교과목표를 충실히 달성할 수 있도록 내용이 적절히 선정됨
  
- 인쇄, 편집체계가 교과목 특성에 잘 맞춤
- 문장이 간결하고 내용이 이해하기 쉬움
- 자기주도적 학습이 가능하도록 내용이 조직됨

(\* 본 예시자료는 운영위원들의 기록예시 자료임)

<서식 5>

## 서약서

본인은 검정(인정) 교과서 선정 위원으로서 선정에 공정을 기하고 선정에 관한 모든 비밀을 엄수할 것이며, 만일 선정 문제로 인한 물의가 일어날 경우 어떠한 책임도 감수할 것을 서약합니다.

2012. .

소속 :

직위 :

성명 : (서명)

작성자는 교과서 선정 작업에 참여하는 교과협의회 소속교사(대표교사 포함), 학교운영위원회(위원장 포함), 교감, 학교장 등으로 기재함

[참고 2] 단위학교에서의 검정(인정)교과서 선정안

## 검정(인정)교과서 선정안(예시)

○○○학교

### 1. 목적

검정(인정)심사에 합격한 교과서를 지정된 장소에 전시하여 공정한 소개의 기회를 부여하고, 교과 및 학년 담당 교사 협의회의 충분한 사전 검토 및 학교운영위원회 심의 등의 절차를 거쳐 공정하고 객관적인 교과서 선정을 하고자 함

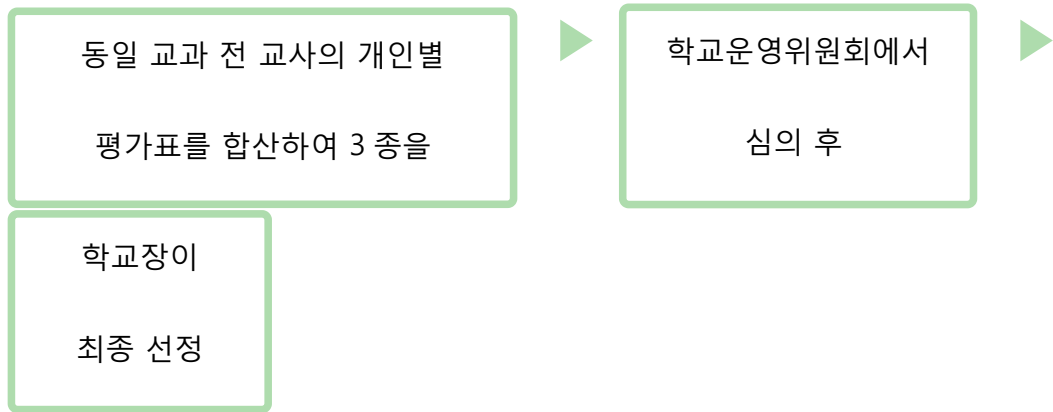
### 2. 방침

가. 학교별 검정(인정)도서 선정은 각 교과협의회의 추천과 학교운영위원회 심의를 거쳐 학교장이 최종 확정하도록 한다.

나. 검정(인정)도서 선정 과정에서 투명성이 보장되도록 개인별 검정(인정)도서 선정기준 평가표, 추천의견서, 심의 의견서, 회의록 등 제반 관련 자료를 기록·보관하고, 선정 경위 절차를 공개한다.

다. 검정(인정)도서 선정의 전문성, 공정성 및 객관성을 확보하여 교직원 간 또는 교직원과 학교운영위원 간의 불신이 생기지 않도록 한다.

### 3. 선정 절차



#### 4. 선정 단계별 방법

##### 가. 제 1 단계 : 추천 (2012. 00. 00까지)

##### 1) 검정(인정)도서 선정기준 평가표 작성 및 평가방법 결정(1 차 협의회)

○ 각 교과 담당 교사들이 교과서 선정을 위한 학교단위의 선정기준 평가표(서식 1)의 평가내용 항목 및 항목별 점수 작성

##### 2) 검정(인정)도서 선정기준 평가표를 기초로 한 교과서 심사(개별)

○ 각 교과 담당 또는 학년 담당 교사들이 작성한 선정 기준표를 바탕으로 교과서의 수준, 특징 및 장.단점을 비교.검토하여 교과서를 심사, 선정기준 평가표<서식 1>의 점수 및 등위, 추천사유 기록

##### 3) 검정(인정)도서 선정기준 평가 일람표, 추천 의견서 작성(2 차 협의회 개최)

○ 각 교과 추천위원들의 선정기준 평가표를 토대로 검정(인정)도서 선정기준 평가 일람표<서식 2>를 작성한다. 작성자는 교과협의회 소속교사, 확인자는 교과협의회 대표교사로 함

○ 각 교과별 대표교사는 추천 검정(인정)도서 및 추천 의견서<서식 3>를 작성하여 교감의 확인을 받은 후 교과서 담당부서로 제출

##### 4) 관련 자료 보관

○ 개인별 검정(인정)도서 선정기준 평가표, 평가 일람표, 회의록 등 관련 자료는 봉하여 교육과정 개정 등으로 새 교과서를 선정할 때까지 보관함

**나. 제 2 단계 : 심의 (2012. 00. 00까지)**

학교운영위원회는 추천된 검정(인정)도서를 심의하고, 순위를 정하여 학교장에게 통보(학교운영위원회 개최 : 2012. 00. 00 예정)

1) 학교운영위원회 심의 주안점

○ 추천된 검정(인정)도서의 선정기준, 선정절차 등의 타당성 등을 심의 평가한 후 우선 순위를 결정함

○ 필요한 경우 해당 교과 교사 대표의 설명 청취

※ 심의 의견서에 발행사 운영난 등으로 재주문이 필요할 경우 학교운영위원회를 별도 개최하지 않고 차순위 도서로 자동 확정할 수 있다는 사항 명기

2) 학교운영위원회 위원장은 추천 검정(인정)도서 심의 후 순위를 명기하여 학교장에게 추천 검정(인정)도서 심의 의견서<서식 4-1, 4-2>를 제출

**다. 제 3 단계 : 선정 할 검정(인정)도서 최종 확정 (2012. 00. 00까지)**

1) 학교운영위원회가 정한 우선순위에 의해 선정함을 원칙으로 함

2) 필요한 경우에는 교과협의회, 학교운영위원회에 재심 의뢰함

5. 검정(인정)도서 전시

1) 기간 : 2012. 00. 00 ~ 00. 00

2) 장소 : 00

3) 대상 : 본교 전 교직원 및 학교운영 위원

4) 전시 도서 : 00

5) 전시일정 : 00

※ 수업이 없는 시간을 활용하여 필요할 때 수시로 검토  
가능함

6. 검정(인정)도서 선정 부조리 예방 대책

- 1) 검정(인정)도서 선정 부조리 예방 대책 교직원 연수 실시(2012. 00. 00)
- 2) 학교운영위원회에 검정(인정)도서 선정 부조리 예방 대책 관련 자료 제공(2012. 00. 00)
- 3) 학교 밖 교사 및 학교운영위원회 위원 상대 관측활동 차단
- 4) 출판사 관계 직원이나 저작자 및 도서관매업자의 학교 출입 일체 통제
- 5) 출판사가 주최하는 도서 설명회 및 이와 유사한 모임에 교직원의 참석을 금지 금지하여 불필요한 오해 불식

7. 기타

- 1) 교과서 선정 기준, 절차, 결과 및 학생·학부모 의견개진 방법 등을 학교 홈페이지에 공지
- 2) 선정된 도서는 도서목록에 의거 2013 학년도 신입생 수를 추정하여 교과서 주문(2012. 00. 00까지)

□ **Q & A**

Q : 정규 교과 시간에 교과서 외에 참고서 등 학습부교재를 부교재 선정 절차를 밟아서 사용할 수 있습니까?

A : ‘학습부교재 선정 지침’의 폐지와 관계없이, 정규 교과 시간에는 교과서를 사용하여야 하고, 참고서 등 학습부교재 사용은 불가합니다. (「초·중·고교육령」 제 20 조 제 1 호)

Q : 학교에 당해 과목 자격 소지 교원이 3명 미만일 경우에는 어떻게 합니까?

A : 단위 학교의 당해 과목 자격소지 교원이 3명 미만인 경우에는 학교장이 인근 학교의 동일 자격 소지 교원을 위촉하여 교과목별로 3인 이상의 교원으로 검정(인정)도서 선정 추천을 위한 교과협의회를 운영해야 합니다.

Q : 교육청에서 내려오는 검.인정도서 선정 관련 지침에 따라 학교에서 교과용도서 선정을 하면 됩니까?

A : 학교에서는 시.도교육청의 지침을 근거로 검.인정도서 선정 관련 부조리 예방을 위한 자체 계획을 수립하여 시행해야 합니다.

검정(인정)도서 선정기준 평가표 등 각종 서식은 시.도교육청에서 제공하는 예시 자료를 참조하여 교과 특성 및 학교 실정에 맞게 자체 제작.사용합니다.

Q : 학교별 검.인정도서 선정과정 관련 자료는 언제까지 보관해야  
합니까?

A : 학교별 검.인정도서 선정과정에 투명성이 보장되도록 선정 과정 제반 관련 자료를 교육과정이 개정 등으로 새 교과서를 선정할 때까지 보관하며, 검.인정도서 선정 일정.절차.방법 등의 관련 자료에 대한 보안 관리를 철저히 해야 합니다.

Q : 선정 교과서를 변경할 경우에는 어떻게 해야 합니까?

A : 선정 교과서 변경 시 해당 학교는 검.인정도서 선정에 준하는 절차를 거쳐 관련 서류를 보관하고, 담임 장학사가 현장을 방문하여 점검하여야 합니다.

Q : 발행사가 의례적으로 제공하는 참고서 등을 수수한 경우에도  
청렴의무를 위반한 것입니까?

A : 현장교원이 발행사가 의례적으로 제공하는 참고서 등을 수수한 경우에도 청렴의무를 위반한 것으로 보아 징계 의결 요구가 가능합니다.

*Appendix 10: Transcripts of lessons*

## **Transcript 1**

School grade: 2<sup>nd</sup> grade of Middle school (Year 8)

Students' ages: 13-14

Number of students: 36

Gender of Korean teacher: Female

Whether assistant teacher involved: N/A

Length of lesson: 45 minutes

Name of textbook used: Chunjae Kim

Year when lesson recorded: 2011

T = Teacher

Ss = Students

S = A student

[1] A native speaker of English for this school

Line	Time	Speaker	Speech (Korean translated into English in square brackets) & Activity (in round brackets)
1		T:	Okay, everybody. Hello everyone.
2		Ss:	Hello.
3		T:	Good morning!
4		Ss:	No~~
5		T:	(Going toward the window, drawing up the blinds) How's the weather
6			today?
7		S:	Cloudy.
8		S:	It's Sunny.
9		S:	Cloudy and windy.
10		T:	Sunny and
11		S:	Windy
12		T:	Windy and a little bit cold. And I heard you have the audition this afternoon.
13			어, 오디션 있지? 어, 잘 준비했어? [Uh, you'll have an audition. Have
14			you prepared it well?]
15		S:	No.
16		T:	I 받은 [Room 1, you] What is the song? 노래가 뭐야? [What song are
17			you going to sing?]
18		Ss:	(Speaking loudly the titles of the songs)
19		T:	몇 곡 해? [How many songs are you planning to sing?]
20		Ss:	네 곡. [Four songs.]
21		T:	어, 우리가 지금 그래서 추진 중이야. 다 무대에 올리는 방향으로
22			추진 중이야. [Yes, so, we are in the process of doing that now. We are
23			possibly in the direction of putting on all of you.]
24	1:00	T:	자, 얘들아. 여기 보세요. [Hey, guys. Look at me.] Before we start
25			today's lesson, 오늘 거를 시작하기 전에 [Before we start today's
26			lesson] We are going to watch a short video clip. 아주 짧은 걸 볼 건데
27			[We're going to watch a short one] The expression 표현이 [The
28			expression] (Looking at a student) 수연아! [Sooyeon!] What we are going
29			to learn today 오늘 배울 표현이야. 근데 아마 아는 애들은 알고 있을
30			거야. [This is what we're going to learn today. But some already could
31			know it.]
32		T:	Who is he? 자, 누구였어? [Who was it?] Who is he?
33		Ss:	민수요. [That's Minsu.] 선생님. [You]
34		T:	아니 [No], What is the name of this character? Suhyeok! (Calling a
35			student's name to give a warning)
36		T:	응, 메가마인드였지. [Yes, Mega mind.] And he will say you've lost me.
37			Ah~ no, not he. His assistant. 어시스턴트가 누구야? 어시스턴트?
38			[What is an assistant? Assistant?]
39		Ss:	조수 [An assistant.]
40		T:	His assistant will say you've lost me. You've lost me 라는 말을 할 거야.
41			그러니까 [He'll say you've lost me. So] While you watch the video clip,
42			비디오 클립을 보면서 [While you watch the video clip] Let's think about
43			the meaning of "You've lost me." 뜻이 뭔지 한번 봐볼게. [We'll see the
44			meaning.]
45			(Playing video file, Mega mind 24:58~25:59)
46			Video file script
47			Going up the rails on a crazy train. Sir.
48			Hey, hey, hey, hey. Not now, Minion.

49		<i>I'm in a healed existential discussion with this deadeye plastic desk</i>
50		<i>toy.</i>
51		<i>I... Is something wrong, sir?</i>
52		<i>Just think about it. We have it all. Yet we have nothing. It's just too</i>
53		<i>easy now.</i>
54		<i>I'm sorry. You've lost me, sir.</i>
55		<i>I mean, we did it, right.</i>
56		<i>Uh, well, you did it, sir. Yes, you made that perfectly clear.</i>
57		<i>Then, why do I feel so melancholy?</i>
58		<i>Melancholy?</i>
59		<i>Unhappy?</i>
60		<i>Oh, what if tomorrow, we could go kidnap Roxanne Ritchie? That</i>
61		<i>always seems to lift your spirits.</i>
62	T:	(Just after the video clip played)
63		'You've lost me.' 들었어? 'You've lost me?' 어, 무슨 뜻인 거 같아?
64		[Did you hear 'You've lost me'? 'You've lost me.' Uh, What do you think
65		it means?]
66	S:	무슨 말인지 모르겠어요. [I have no idea.]
67	S:	선생님 다시 한번 처음부터 봐요. [Ma'am, play it one more time from
68		the first part, please.]
69	T:	자 'You've lost me' 보면 뜻이 'I don't understand' 또는 'What do you
70		mean?' 무슨 뜻인 거 같아, 이렇게 하면? 어, 'You've lost me'가 '당신
71		말이 무슨 뜻인지 모르겠어요.' 라는 뜻이지. 'You've lost me.' 자, 'I
72		don't understand' 나 'What do you mean' 대신에 'You've lost
73		me' 라는 말을 쓸 수 있는데. (한 학생을 향해) 민준이 왜 그래? (다시
74		전체 학급에) 자, 이거 적어놓으세요. 'You've lost me. I don't
75		understand. What do you mean?' 적어 봐. [Now, if you see 'You've lost
76		me.', it means 'I don't understand' or 'What do you mean?'. What do you
77		think they mean, if you say like that? Uh, 'You've lost me.' means 'I don't
78		understand what you're saying.' 'You've lost me.' Now, you can say
79		'you've lost me' instead of 'I don't understand' or 'What do you mean?'
80		and ... (Looking at a student) What happened, Minjoon? ... (Towards the
81		class again) Now, you should take a note. 'You've lost me.' 'I don't
82		understand.' 'What do you mean?' Write them down.]
83	S:	한번만 더 봐요. [Let's watch the video again.]
84	T:	아, 다른 거 하나 더 볼라구 그래. [Ah, I'm about to play another one.]
85	S:	아니 이거 한번만 더 봐요. [No, we'd like to watch this again.]
86	S:	집에 가서 봐. [Better go home and do it.]
87	T:	이 표현 적어놓으세요. [Write down this expression.]
88	S:	싫은데 [I don't like to do it.]
89	4:25	(Students are writing the expression.)
90	T:	(Playing a video clip for around 30 seconds)
91	5:25	Are you finished? 다 했어? 다 적었어? [Are you done? Have you
92		written it?] We are one more video clip. 하나가 더 있어, 근데 [We have
93		one more, but] We watched that. 한번 봤었어. 언제 봤냐면 [We already
94		watched it, it was the time....] We watched that the video tape last year.
95		작년에 봤었어. [We watched it last year.] 그니까 서연이는 안봤겠지.
96		기억이 나나 안나나 한번 봐봐. [So, Seoyeon must not have watched it.
97		See if you remember or not. ]
98		(Playing a video clip for around 30 seconds)

99		자, 직업이 뭐였어? [Now, what was his job?]
100	Ss:	의사. [A doctor.]
101	T:	의사였어, 그런데, one of the doctor. doctor가 알겠니 라는 말을
102		어떻게 영어로 표현했을까? 알겠니. [He was a doctor, and, one of the
103		doctor, how did the doctor express 'al genni' in English? Al genni.]
104	S:	Do you know?
105	T:	다시, 뭐라고? [Again. Pardon?]
106	S	Do you know?
107	T:	응. 주영이만 들었어? 다시 한번 봐볼게. 알겠니 라는 말이 영어로
108		뭐라고 들리나 봐봐. [Yes, Did only Jooyoung hear? Let's watch it, once
109		more. See what the expression of 'al genni' is in English.]
110		(playing video clip again)
111		응. 들었어? 자, 내 말 이해하겠니 이걸 영어로 어떻게 해? 'Are you
112		with me?' [Yes, Did you hear that? Now, how can you express 'Do you
113		understand what I said' in English? 'Are you with me?'] 자 책을 어디서
114		보냐면요.
115		[Now, let's move on to your books page...] Open your books to 136.
116		몇쪽일까요? 136 쪽. [What page were you in? p. 136] Well, look at A.
117		자, 에이 한번 봐볼게요. 에이 [Now, we're going to look at A, A.]
118		(Some problems in managing the audio file.)
119		어, 왜 이래? [Uh, what's the problem?] Now, look at A. 자 에이 한번
120		봐보세요. 에이. [Now, look at A.] Right now, in A 에이에서 방금 [Just
121		before in A] Can you find the expression, "Are you with me"? Are you with
122		me 뭐야? [What's the meaning of 'are you with me?']? Now, A.
123		(Still problems in playing the file)
124		리슨엔톡투 너무 많이 듣는다. [We're listening 'Listen and talk 2' too
125		much.] 수현이 왜 그래? [What happens to Soohyun] 자, 문제가
126		있네요. [Well, we have a question here.] Can you find the student who
127		isn't saying the right things? right의 뜻이 뭐야? [What does it mean by
128		'right?'] Right? Right. 옳은이지, 옳은 [It means right, right.] 자 옳은
129		일을 하지 않은 학생을 찾아봅시다. 라고 얘길 했죠. [Now, it said,
130		'Find someone who isn't saying the right thing.'] 자, [Now] Teacher said
131		something. 뭔가를 얘기했는데 [A teacher said something.] 자,[Now]
132		Look at the student's facial expression. 얼굴 표정을 한번 봐볼까 [Shall
133		we look at the facial expression?] 어때요? 얼굴표정이 어때요? [How is
134		it? What's his facial expression?] 어 [Yes] Maybe they don't understand
135		what he's saying. 뭐라고 얘기했는지를 못알아듣는 거 같애. [They
136		don't seem to understand what he's saying.] 자, 첫번째 폴, 폴이 뭐라고
137		얘기했어? [Now, first, Paul. What did Paul say?] Are you with me?
138		Repeat after the CD rom. 한번 따라읽어보세요. 시작 [Repeat after it,
139	Ss:	(Students repeating after it.)
140	T:	뜻이 뭐라고? [What does it mean?]
141	Ss:	알겠니 [Are you with me?]
142	T:	무슨 말인지 알겠니 라는 뜻이었죠. 자, 그다음 두 번째 민호가 [It
143		was 'are you with me?'. Now, listen the second. Minho says] Can you say
144		that again please? 시작 [Go]
145	Ss:	Can you say that again please?

146		T:	어 다시 한번 말해주시겠습니까. 그 다음 제인이 [Yes, can you say that again please, then, Jane said] I'm sorry. 시작 [Go] I'm sorry. I'm
147			sorry가 여기서 미안하다는 뜻일까? [Does 'I'm sorry' mean 'feel
148			sorry' here?]
149			
150		Ss:	죄송하지만 한 번 더. [Sorry but can you say that again please?]
151		T:	어, 죄송하지만 한번더 얘기해주시겠습니까라고 했어요. [Yes, he
152			said, 'I'm sorry but could you tell me once more?'.] 자, [Now] Who isn't
153			saying the right thing? 누가 잘못얘기한 사람일까? [Who isn't saying the
154			right thing?]
155		Ss:	Paul.
156		T:	폴이겠지, 폴. [It must be Paul, Paul.] 그래서 답은 폴. 폴에다
157			체크하면 되겠지. [So, the answer is Paul. You should tick at Paul for the
158			answer.] 자, are you with me 대신에 폴은 그러면 뭐라고 말하면
159			될까, 아까 배웠던 거. 메가마인드에서 [Now, what can Paul say
160			instead of 'Are you with me?'. What you learned in 'Mega mind' just
161			before.]
162		Ss:	You've lost me
163		T:	그렇지, 폴 위에다가 뭐라고 적으면 될까요? [Sure, what can you
164			write on the section above Paul?] You've lost me.
165		S:	다 적었어요. [We're done.]
166		T:	You've lost me 라고 적으면 되겠지? 무슨말인지 이해가 안갑니다.
167			[You can write 'You've lost me.'. I don't understand what you mean.] Are
168			you with me is 아우워드미는 알겠니. ['Are you with me' for 'are you
169			with me?']
170	10:45	T:	Now Look at B. 비 한번 봐볼까요, 비. [We're going to look at B.] 자,
171			비를 보니까 [Now, when you see B] there are three question. 문제가 세
172			개가 있는데 첫번째 [We have three questions there, the first one] First,
173			what is each girl talking about? 무슨 뜻일까요? [What does it mean?]
174			What is each girl talking about? 무슨 뜻이야? [What does it mean?] 뭐에
175			관해서 얘기하는 건지. [What is each girl talking about?] What's this?
176			이제 뭐야? [What's this?]
177		Ss:	리모콘 [Remocon]
178		T:	리모콘 아니지, 영어가. 다른 영어가 뭐더라? [Well, it isn't called
179			remocon. What is an appropriate word for it in English?]
180		Ss:	Remote control.
181		T:	Remote control. 자, 그다음에 [Now, then] Who is he? 누구야? [Who is
182			he?]
183		Ss:	Leonardo Da Vinci
184		T:	어, Leonardo Da Vinci. 애는? [Yes, it's Leonardo Da Vinci. Then who
185			is he?]
186		Ss:	Vincent Van Gogh.
187		T:	어. [Yes] Vincent Van Gogh. 자 [Now] What is this?
188		Ss:	Bell, Graham Bell.
189		T:	아아니 [No]
190		Ss:	Telephone.
191		T:	Telephone. And how about this one?
192		Ss:	Cell phone.

193		T:	어 [Yes] Cell phone. 자, 그러면, 듣고 나서 [Now, then, after listening,
194			now] Fill in the blank. 체크를 한번 해보세요. 둘 중에 어떤 건지 한번
195			체크해보세요. 1 번부터 [Tick which is the answer between the two.
196			From number 1.]
197		Ss:	(Listening to Audio file of the textbook)
198	12:14	T:	자 다시 원부터 원. [Now, from number one again.] Number one.
199		Ss:	(Listening to Audio file again)
200		T:	자 [Now] that is number one. 이제 넘버원이었고 이제 넘버 투 [That
201			was number one and this is number two.] This is number two.
202		Ss:	(Listening to Audio file again)
203		T:	자 이제 넘버 투 [Now this was number 2] Number three.
204		Ss:	(Listening to Audio file again)
205		T:	자 [Now] What's the answer for number one? 넘버 원은 티비야 아니면
206			리포트컨트롤이야 어떤 거야? [Which is number one, TV or remote
207			control? Which one?]
208		Ss:	Remote control
209		T:	어 [Yes] Remote control. 자 [Now] How about number two? 넘버투는?
210			[How about number two?] Number two is?
211		Ss:	Leonardo Da Vinci
212		T:	어 [Yes] Leonardo Da Vinci. 3 번은? [How about number 3?] Number 3
213			is?
214		Ss:	Cell phone.
215		T:	어 셀폰이었지. [Yes, cell phone.]
216	13:12	T:	자, 이번에는, 2 번. 2 번을 하기 전에. 자, [Now, this time, number two.
217			Before going to number two. Now,] (Teacher goes to the window and
218			draws curtains.) Look at the wall. 자, 벽을 한 번 봐보세요. [Now, look
219			at the wall.] What can you see on the walls?
220		Ss:	Paper.
221		T:	응, [yes,] Papers. There are eight papers on the wall. 자, [Well,] How
222			many papers? (Looking at a student.) 선우가 나를 좋아하나 봐. 계속
223			나를 쳐다보고 있어. 지은아 어떻게 해. 선우가 나 좋아하는데. [
224			Seonwoo must like me. He is keep looking at me. Jieun, what can I do?
225			Seonwoo likes me.] (Towards class) 자, 여덟 개의 문장이 있는데, 자,
226			[Now, there are eight sentences. Now,] (Searching for a marker.) 자, 여기
227			보세요. 자, [Now, look at me. Now,] When you see paper, 종이를 보면,
228			자, [When you look at the paper, Now,] There is number and sentence.
229			What can you see on the paper? 종이 위에서 뭐 볼 수 있다고? [What
230			can you see on the paper?]
231		Ss:	Number.
232		T:	Number and sentence.
233			And how many sentences? 몇 문장 있다고? [How many sentences?]
234			Eight sentences. So, We are going to play running dictation. 러닝
235			딕테이션할 거예요. [We're going to play running dictation.] (Writing the
236			words of 'running dictation' on the board) Do you know how to play?
237			어떻게 하는지 알아? [Do you know how to play?]
238		Ss:	No.
239		T:	We already did this many times. 우리 몇 번이나 해봤었어. [We've done
240			this so many times.]
241		Ss:	Five. 외국인 선생님하고요? [With the native speaking teacher?]

242	T:	응. [Yes.] With Teacher AN[1]. 데이빗 선생님이랑 해봤었어. 자, [We've done this with David. Now,] What should you do first? 첫번째로
243		해야 되는 건 [What you're going to do first?] Decide 누구를
244		결정하더라? [Who do you have to select?]
245		
246	Ss:	쓸 사람 [A person to write]
247	T:	응. 누구를 결정해? [Yes, who do you have to select?]
248	Ss:	Writer.
249	T:	Writer. 자, [Now,] How many writers can you be one team. 몇 명이
250		있어야 되지? [How many writers do you have to select?]
251	Ss:	One.
252	T:	응. [Yes.] Only one person will be a writer. 한 명이 라이터가 되지?
253		[One will become a writer.] 그 답에 나머지 사람은 무슨 역할을
254		하더라? [What is the role for the rest of people?]
255	Ss:	Runner.
256	T:	응, 러너지. [Yes, runners.] Just one by one, 한 명씩 [one by one] Stand
257		up, 일어난 다음에 [After you stand up] go to the wall, 벽에 가 가지고
258		[go to the wall] read it. 그 다음에 또 뭐해야 돼? [What do you have to
259		do next?]
260	Ss:	Remember.
261	T:	Remember or memorize. 외워온 다음에 어떻게 해줘야 돼? [What are
262		you supposed to do after that?] Say the sentence to the writer. 그렇지. 자,
263		그래서, [Sure. Now, so,] (Pointing out a student) 준수야! [Junsoo!] When
264		you put them in order. 순서대로 맞추고 나면 [After putting them in
265		order] There is a telephone number. 전화번호가 나와. [You'll have a
266		telephone number.] 내 전화번호야. 내 전화번호. [That'll be my phone
267		number. My phone number.]
268	S:	아 짜증나. 하지 말자. [Ah, annoying. Ah~ Let's not do it.] (Some of
269		them are grumbling jokingly.)
270	T:	번호 따는 거야. 자, 그래서 [This is to get the phone number. Now, so]
271		We have one, two, three, four, five, six, seven, eight, nine. Nine teams.
272		아홉 개의 팀이 있는데 [There are nine teams.] The five fastest team,
273		다섯 팀의 가장 빠른 팀은 도장을 세 개씩 받아갈 거야. 각 팀당 세
274		개씩. 자 먼저. [The five fastest teams will get 3 stamps from me. 3
275		stamps for every team. Now, for the first place,] (Grabbing the handouts)
276		종이 줄게. [I'll give you this handout] (Teacher giving out the handouts)
277		중기야! 그만 해. 중기야! 그만 해라. 진짜. [Stop it, Joonggi! Don't do
278		that, Joonggi!] (Approaching the student) 중기, 너 뒤에서 뭐 찢고 있지?
279		그만 해. 너 쫓아낸다. 진짜. [Joonggi, you're tearing something at the
280		back. Stop it. I'll let you out. I'm serious.] (When the teacher comes at the
281		back of the classroom giving out the handouts, she seems to point out a
282		student.) 야, 뭐해. 어딜 봐? [Hey, what are you doing? What are you
283		looking at?] (Teacher comes back in front after distributing handouts.) 자,
284		[Now,] This team will see the left wall. 이 쪽은 이 쪽, 왼쪽 벽을 볼
285		거고, [This team is supposed to look at the wall on this, left side.] These
286		teams 이쪽 팀들은 [These teams] will see the right wall. 오른쪽 벽을 볼
287		건데 [are supposed to look at the wall on the right side.] You have to write
288		down. 적은 다음에 [After writing down] You have to put them in order.
289		Put them in order가 뜻이 뭐야? order가 뜻이 뭐야? [What is the
290		meaning of 'Put them in order'? What is the meaning of 'order'? ] What is
291		the meaning of order?

292		Ss:	순서. [Order]
293		T:	순서. 순서 대로 맞춰야 돼. 그래야지만. [Order. You have to put them
294			in order. And then] you can find the phone number. 폰넘버를 찾을 수가
295			있어. 자, [You can find the phone number. Now,] Decide Writer. 라이터
296			먼저 정하세요. 각 팀당 라이터 먼저 정하세요. [Select the writer first.
297			Select the writer in every team first.] (Students chattering for the writer for
298			a while) 자, [Now,] Raise your hand when you are writer, writer.
299			라이터인 사람, [When you are the writer selected] Raise your hand.
300			손들어 보세요. [Raise your hand.] 팀 [team] Now, for this team? 자 이
301			쪽 팀은? [Now, who is it for this team?] Who is the writer? Okay, and
302			who will be the first runner? 누가 첫 번째 러너 할 거야? 이 쪽 팀, 누가
303			첫 번째 러너야? 자, [Who is going to be a runner? This team, who is the
304			first runner? Now,] First runner, stand up 일어나 보세요. [Stand up.]
305			Let's get started. 자, 시작하세요. [Now, let's get started.] (Students
306			stand up to play the game, talking in Korean)
307	18:24		(Teacher checks for going well. Boys are chattering.)
308	23:05	T:	(Passing between the groups) What is my telephone number? 내 번호가
309			몇 번일까요? [What's my phone number?]
310			(Looking at the outcome of one of the groups) 여, 어떻게 육이 두 개지?
311			나 육 하나인데. [Uh, how you do have two sixes? I have just one six.]
312		S:	(From other group) 선생님 첫 번째가 뭐예요? [Ma'am, what is the
313			first?]
314		T:	(Not responding to the student and still staying in the group) 여, 칠이
315			없잖아. 칠, 칠. [You don't have seven, seven.]
316			칠, 칠. [Seven, seven]
317		S:	(From another group) 선생님 [Ma'am]
318		T:	(Going to the group and speaking to them) 아니, 앞에 두 개는 맞아. [No,
319			the first two are right.] 자, 팀원, 자 한팀 나왔어요. 가르쳐주지 마,
320			가르쳐주지 마. 절대절대절대 가르쳐주지 마. 절대. 예숨이 나온다.
321			예숨이 나온다. 그렇지 얼어져 있어. [Now, team one. We have one
322			team. Don't tell the answer. Never, never, never. Yesom is coming. Yesom
323			is coming. Yes, better lay your head on the desk.] 자 [Now] Four teams
324			are left. 네 팀만 남았습니다. [Four teams are remaining.] 자 [Now] I
325			will give you a hint. 힌트 주면 [I'll give you a hint] To give you a hint, first
326			number is 8. 첫번째 번호는 에잇이야 에잇, 팔번. 8. [First number is
327			eight. Eight. Eight.]
328		S:	그건 알아요. [We know it.]
329		T:	자 [Now] Last number is 2, first number is 8. Last number is 2, first
330			number is 8 and last number is 2.
331			(Teacher is monitoring around the groups)
332		S:	여기요. [Here.]
333		T:	자, 팀 투 [Now, team 2.] 두번째 팀. [The second team.]
334			(Students are questioning, teacher, answering)
335		T:	자 팀 쓰리 [Now team 3] Now team 3, Team 4. Only one team are left.
336			한 팀만 남았어요. 한팀 [One team]
337		S:	여기요, 여기요. [Here, here]
338			(Two students in a group are raising their hands, while teacher is checking
339			the computer on a front desk.)
340		S:	여기요, 여기요. [Here, here.]
341		S:	우리가 먼저 들었어요. [We were the sooner.]

342		(More students raise their hands.)
343	T:	어, 자 누가 먼저 들었어? [Uh, now, who is the sooner?]
344	S:	여기요. [Here]
345	T:	자, 정답. 어디 맞는지 체크해줄게. 어, 도장 두 개 줄게. [Now, this is correct! I'll check if it is correct. Uh, I'll give you two stamps.] (Walking
346		towards another group) 니네 둘만 맞아. 니네 둘만. [Only the two of
347		you are right. Just the two of you.] (Teacher walk to the front.) 자, 4 반
348		여기 보세요. 쪽지시험. [Now, room 4, look at this. Quiz.] (She turns on
349		the screen)
350		
351	28:34	자 [Now] What is the phone number? 번호가 몇 번일까요? [What
352		number do you think it is?]
353	S:	팔일오륙? [eight one five six?]
354	T:	번호 몇 번일까? [What number do you think it is?]
355	S:	팔일오륙. 팔구오륙. [eight one five six, eight nine five six]
356	T:	어. 팔구오륙일사팔삼. 자 한번 우리 들으면서 답이 맞는지
357		체크한번 해볼게요. [Yes, eight nine five six one four eight three. Now,
358		let's check the answer while listening.]
359	S:	외국인한테 전화하면 어떻게 되요? [What if we call a foreigner using
360		these numbers?]
361	T:	어? [Yes?]
362	S:	지금 그 번호로 전화하면 어떻게 되요? [What if we call the number?]
363	T:	앞을 모르잖아. [You have no idea of the front part.]
364	S:	공일공 [Zero one zero]
365	T:	아니 [No.]
366	S:	국제전화. [International call]
367	T:	자 [Now] let's listen. 들으면서 [When you listen] Let's check the answer
368		together. 답을 한번 맞춰볼게요. 자, 들으면서 그 답이 맞는지 한번
369		봐볼게. [We're going to check the answers. Now, we are going to see
370		them if they are right when listening.]
371	Ss:	(Listening to audio file)
372	29:40 T:	자 우리 그림 한번 봐볼까 그림 [Now, let's see this picture. Picture.]
373		Who are the speakers? 누가 스피커일까요? [Who do you think the
374		speaker is?] Who are the speakers? 일, 이, 삼, 사, 누굴까요? [Among
375		one, two, three and four, who is it?]
376	Ss:	2 번 2 번. [Number 2, number 2]
377	T:	자, 뭐야? 투지? 투. 요요가 나왔으니까 [Now, what's it? It's 2.] The
378		answer is number 2. 2 번이죠, 2 번. [It is number 2, number 2]
379	S:	왜 아이스크림이 나와요? [Why do we have ice cream here?]
380	T:	요요를 돌릴 동안에 아이스크림이 다 만들어지는 거야. 10분 동안
381		요요를 돌리면 아이스크림이 다 만들어져요. 자, [It seems that you
382		can get an ice cream while spinning a yo-yo. If you spin a yo-yo for 10
383		minutes, you can get an ice cream. Now] This time we'll 자, 이번에 먼저
384		프린트 줄게요. [Now, I'll had out sheets for the first place.]
385	S:	아, 선생님 뒤에 답 있잖아요. [Eek, I can see the answers on the back
386		of this sheet.]
387	T:	어디에? 어디가 답이 있어? [Where? Where do you find the answers?]
388		(Looking at a group of students) 왜 그렇게 떠드냐? 니네는 다 점수
389		깎아. 네 명. [Why are you so noisy? I'll get move you down a grade. Four
390		of you.]
391	S:	선생님 저희 네 장 썼어요. [Ma'am. We've got four sheets.]

392		T:	아, 여기 누구야? 자, 어디를 볼 거냐면, 리슨앤 톡 투 액티비티스
393			101 이라고 나온 부분을 어, 들은 다음에 [Ah, whose is this seat? Now,
394			what we are going to see is, after listening the part of Listen and talk 2,
395			activities 101.] After you listen, 들은 다음에 [after you listen] Fill in the
396			blanks. 빈칸을 한번 채워보면 돼. [You are going to fill in the blanks.]
397			Listen and talk 2. 여기 두 부분 [This part of Listen and talk 2]
398		S:	도장 있어요? [Can we have stamps here?]
399		T:	당연하지. 자, 들려줄께. [Sure. Now, I'll let you listen.]
400		Ss:	(Listening to Audio file again)
401			Audio file script
402			Listen.
403			Hi, Sue. What is that on your head?
404			Can you say that again please? I can't hear well because I have a
405			cold.
406			What are you wearing on your head?
407			This is my new invention. It's a tissue box.
408			A tissue box? What is it for?
409			I have to blow my nose all the time. I can use it any time.
410			That's cool.
411			(Audio file played once more)
412		T:	자 [Now] Are you finished? 다 적었어? [Have all of you written them?]
413		Ss:	No, No.
414	33:30	T:	한번만 더 [One more time.] (Playing the sound file again) 자 [Now] How
415			many blanks can you see in the box? 몇 개의 빈칸을 볼 수 있어요?
416			[How many blanks can you see?]
417		Ss:	Twelve
418		T:	어 트웰브지 [Yes, it's twelve.] So, over 9. 아홉개 이상인 사람들은
419			[Those who have more than nine] You can get the stamp at the end of the
420			class. 한 개 도장 찍어줄께요. [I'll stamp once.] Let's listen again and
421			let's check the answer together. 첫번째 한번 들어볼께. [We're going to
422			listen the first one.]
423		Ss:	(Listening to the part of audio file again)
424		T:	자 [Now] Hi, Sue. What is that on your head? [What does it mean?]
425		Ss:	안녕 수 머리에 뭘 쓰고 있니? [Hi, Sue. What is that on your head?]
426		T:	안녕 수. 머리에 뭘 쓰고 있니 라고 얘기했어. 자 그 다음 거 답
427			체크해볼께. [It was 'Hi, Sue. What is that on your head?', and we're
428			going to check the next answer.]
429		Ss:	(Listening to the part of audio file again)
430		T:	자, [Now] What's the answer? 답 크게 불러보세요. [Speak out loud the
431			answer.]
432		T & Ss:	Can you say that again please?
433		T:	무슨 뜻일까요? [What does it mean?] Can you say that again please?
434	34:56		(A student enters the classroom.)
435		T:	(Looking at the girl who is entering) 어디 있었어? [Where were you?]
436		S:	아파서요. [I was sick.]
437		T:	Can you say that again? 무슨 뜻이야? [What is the meaning?]
438		Ss:	다시 한번 말해 보세요. [Can you say that again?]
439		T:	어, 다시 한번 말해줄래. 그 다음 봐볼께. [Yes. Can you say that again
440			please? Let's see the next part.]
441		Ss:	(Listening to the part of audio file again)

442	T:	자 [Now] I can't hear well. 잘 들을 수가 없어 [I can't hear well.]
443		Because I have a cold. 뭐하기 때문에? [Why?]
444	Ss:	감기 걸려서 [Because I have a cold.]
445	T:	어 감기 걸려서. [Yes. Because I have a cold] (Seeing a student who just
446		entered and haven't sit down yet) 뭐해? 앉어 빨리. 그냥 앉어. 옆에
447		앉아. 준이 옆에 앉으면 되잖아. 앉은 애를 나오라고 그래?
448		자, 그다음에 봐볼게요. [What are you doing? Sit down quickly. Just sit.
449		Sit on the next. On the next. You should sit on the next to June. How do
450		you want the seat taken? Now, let's see next.]
451	Ss:	(Listening to the part of audio file again)
452	T:	자, 따라읽어보세요. 시작. [Now, repeat after it. Go.]
453	T & Ss:	What are you wearing on your head? 머리에 뭐 쓰고 있어 하고
454		얘기했더니, 자, 답 볼게요. [When you say, 'What are you wearing on
455		your head?', now, let's see the answer.]
456	Ss:	(Listening to the part of audio file again)
457	T:	답 [answer] This is my new invention. 내 발명품이야 라고 했어. 자.
458		[He said, this is my invention. Now] It's a tissue box. 티슈 박스라고
459		했어. 티슈박스 [He said 'it's a tissue box. Tissue box.] Tissue box. What
460		is it for? 응. For 가 뜻이 뭘까요? [Yes, what does it mean by for?] For?
461	Ss:	위하여 [For]
462	T:	응. 뭘 위해 만든 거니? 라고 했더니. [Yes. He said, 'What is it for?' and
463		then] I have to ... 뭐라고 했을까요? [What do you think she said?]
464	T & Ss:	Blow / my / nose / all the time.
465	T:	자 [Now] What's the meaning of blow my nose? <i>blow my nose</i> 가 뜻이
466		뭐더라? [What does it mean by blow my nose?]
467	Ss:	코를 풀다. [To blow my nose]
468	T:	항상 코를 풀어야 된다. [I always should blow my nose.] I can use it any
469		time. <i>Any time</i> 의 뜻이 뭐더라? [What does it mean by any time?]
470	Ss:	언제나 [Any time]
471	T:	언제나. 자, 뭐라고 했냐면 [Any time. Now, what she said was] That's
472		뭐라고 했어요? [What did she say?]
473	Ss:	Cool.
474	T:	That's cool. 자 [Now] over 9. 아홉개 이상인 사람 [Those who have
475		more than nine] Raise your hand. 손 들어보세요. [Raise your hands.] 다
476		일단 도장 하나씩. 한번만 따라읽고 이번엔 책 그만해볼게. [I'll give
477		all of you a stamp, first. This will be the last repetition of your textbook.]
478	Ss:	(Listening to audio file again)
479	T:	자 따라읽어볼게 한번. [Now, we'll repeat it.]
480		(Students repeat it. Teacher gets some worksheets for the student who
481		joined later.)
482	T:	(She comes close to a student who joined during the class) 책을 아무 것도
483		안갖구 왔냐, 펜도 안갖고 오고? [Haven't you got any book? Nor
484	S:	문이 잠겨 있어서요. [I was locked out.]
485	T:	그 다음에 [Next]
486	Ss:	(Students continue to repeat after the voice file.)
487	T:	쿨이 뜻이 뭐더라, 쿨? [What does it mean by Cool?] Cool?
488	Ss:	멋있다. [Cool]
489	T:	어, 멋있다. 자, 오늘은 [Yes, cool. Now, today] last activity. 마지막.
490		우리 단어 [Lastly, the word] I,n,v,e,n,t,i,o,n. Invention. 어. [Yes]
491		Invention. What's the meaning?

492	Ss:	발명품 [Invention]
493	T:	발명품. 그치? 그래서 [Invention. Isn't it? So] we are going to make a
494		poster. 포스터를 만들 거야, 포스터를. 발명품, 발명품. 발명품.
495		[We're going to make a poster. Invention. Invention, invention.] (Turning on
496		the screen with a picture of a pair of shoes on) 자, 이렇게. 어. [Now, like
497		this, yeah] (Pointing out a screen) We are inventor. 발명가가 돼봅시다.
498		[We're going to be an inventor.] My invention is brand new shoes. Brand
499		new가 뜻이 뭘까요, Brand new? [What does it mean by Brand new?]
500	Ss:	새로운 상품 [Brand new]
501	T:	어, 신상품, 신상품. 자, [Yes, brand new products, brand new products.
502		Now] this is my invention. 뭐야, 어떤 신발이야? [What is it? What kind
503		of shoes?]
504		Ss:
505	T:	어, 날개달린 신발이야. 자, [Yeah, shoes having wings. Now] there is
506		two boxes. 박스가 두 가지가 있어, 첫번째는 [We have two boxes. The
507		first one is] draw the picture of your invention. 어, 발명품 하나를
508		만들어가지고 그림을 대충 그려보세요. [Yes, we're going to make an
509		invention and then draw the picture of it.] The box below, 자, 밑에 있는
510		박스에다가는 [Now, in the box below] write the explanation. 설명을
511		적어주면 돼요. 광고. 팔아볼려고. 자, 한번 읽어볼까요? 읽어봐,
512		첫번째. [You can just write down the explanation on it. Advertisement. To
513		sell. Now let's read them. Read them. The first one.] 시작. [Go.]
514	Ss:	(Students read them.)
515	T:	자, light가 뜻이 뭐야. [Now, what is light?] Light?
516	Ss:	가벼운 [Light]
517	T:	가볍다. [Light]
518	Ss:	(Students keep reading them.)
519	T:	그 다음 [Next one]
520	Ss:	(Students read them.)
521	T:	삼만원 영어 어떻게 하드라. [How can you say 30,000 won in English?]
522	Ss:	Thirty thousand won.
523	T:	Dreams come true. 가 뜻이 뭐더라. [What does it mean by Dreams come
524		true?]
525	Ss:	실현되다. [Dreams come true.]
526	T:	꿈이 실현되다. 삼만원이면 날개 달리면 살 거 같지 않아? [Wouldn't
527		you buy those kind of shoes having wings if they are 30,000 won, would
528		you?]
529	S:	안사요. [I won't.]
530	T:	왜? [Why?]
531	S:	삼천원이면 사요. [I would buy them if they're 3,000 won.]
532	T:	자, 가장 기발한 발명품을 쓰고 광고문을 잘 만든 조한테, 이따가
533		전부다 조원들한테 도장 두 개씩. 자 한번 만들어 보세요. [Now, I'll
534		give two stamps to all members of the group which could show the smartest
535		invention and write the best advertisement. Now, let's do it.] (She is
536		handing out sheets.)
537	S:	조별로 해요? [Is it by groups?]
538	T:	응, 조별로. 네 명. 할 수 있는 데까지 해보세요. [Yeah, all of them are
539		done by groups. Do it as good as you can.]
540	Ss:	(Students share their ideas with each other.)

541	43:00	T:	자, 1 반 여기 보세요, 1 반. [Now, look at me, room 1. Room 1.] This is
542			your homework. 숙제야. 다음 주 [Homework. Next week] by next
543			Thursday. 목요일까지 왜냐하면 다음 주 수요일날에 [By next
544			Thursday. Because next Wednesday] we have a class with Lauren. [We'
545			are going to have Mr Lauren.] This is homework. 숙제야, 그래서 가장
546			기발한 팀, bright ideas 가장 기발한 아이디어를 갖고 있는 팀한테
547			[This is homework. So, for the team with the brightest idea] I will give you 2
548			stamps. 도장 두 개 줄게. 자, 그럼 복습한번 해보면, 알아듣겠니,
549			영어로 어떻게 할까요, 알아듣겠니. [I'll stamp twice. Now for the
550			review, what can you say for 'Are you with me?', 'Are you with me?']
551		T & Ss:	Are you with me?
552		T:	자, 그다음에 못알아듣겠어요. [Now, then, you've lost me?]
553		T & Ss:	You've lost me.
554		T:	다시 한번 말해주시겠어요? [Can you say that again?]
555		T & Ss:	Can you say that again?
556		T:	자, 잘했어요. 도장 받을 사람 오세요. 도장 받을 사람. 애들아 파일
557			여기다 두고 가. [Well done. Come up to the front to get stamps. Anyone
558			who can get stamps.] Yes, guys, put your files here and leave.] (Students
559			pack their things to leave and put their files on the desk.)

## **Transcript 2**

School grade: 1st grade of Middle school (Year 7)

Students' ages: 12-13

Number of students: 37

Gender of Korean teacher: Female

Whether assistant teacher involved: Male native speaker of English

Length of lesson: 45 minutes

Name of textbook used: Chunjae Jaeyoung Yi

Year when lesson recorded: 2011

KT = Korean teacher

NS = Native speaker of English

Ss = Students

S = A student

Line	Time	Speaker	Speech (Korean translated into English in square brackets) & Activity (in round brackets)
1		Ss:	사랑합니다. [I love you.]
2		KT:	사랑합니다. [I love you.] Good morning everyone.
3		S:	Good morning, teacher.
4		NS:	Good morning. How are you all today?
5		S:	I'm fine. Happy.
6		NS:	Fine? Happy? Is anyone doing anything exciting for a weekend?
7		S:	Yeah.
8		NS:	Yeah, what? What was it?
9		KT:	What are you going to do during the weekend?
10			Tomorrow what are you going to do?
11		S:	Watching movie.
12		NS:	Watching movie?
13		S:	Go to academy.
14		KT:	Nobody missing today? Great. For warming up, what we're going to do is in
15			your envelope, where is the worksheet for your puzzle? So, take out the
16			worksheet for your puzzle. Take these all and you're going to work at the
17			group. Take your paper up.
18		NS:	So what you're going to be doing is there are two words for each question.
19			The examples are here. Phone blank and blank end. What you want to do
20			is to think of the one noun or one word with filling those blanks to make
21			two separate words. So for example, book would be the answer here
22			because you have book, you have phone book and book end. Two
23			different words by just adding book. So try and think of as many of those
24			as you can in about a minute and a half we'll give you and whoever has
25			the most answers at the end will get the point, okay? So just someone
26			there has some pictures as well to give you a little hint. But just try and
27			think of as many as you can in about a minute, okay?
28		KT:	You got it? Okay. Ready. Go.
29	1:54	NS:	All right, so we're gonna stop there, stop there. I know you probably not
30			have them all.
31			It was just to get warmed up. All right, does anyone have all seven? What
32			about six?
33			Six? All right, I see. Five? Five? Oh, okay, anyone have five? Wow, really
34			good. Can I see? Oh, six. (Getting a handout from a student) All right, so,
35			let's see. Right, I'm just gonna go over these real quickly. So, the first, the
36			first one is 'ball'. You can make 'basketball' and 'ballroom'. You might not
37			be familiar with 'ballroom'. But the 'basketball', the sport. Um, 'suit' is the
38			answer to 'swimsuit' and 'suitcase'. Three is 'light'. 'Stoplight' and
39			'lighthouse'.
40			Four is 'boy'. 'Cowboy' and 'boy scout'. Five is 'bow'. 'Rainbow' and
41			'bow tie'. Six is 'sand'. 'Quicksand' and 'sandcastle'. This is like sand that
42			you step in and then you start to sink. And 'step'. 'Footstep' and
43			'stepmother'. So yeah, six. It looks like that makes you the winner. The
44			winner is six. Nice job. So you guys get the points.
45		KT:	Now what we are going to do is we are going to review what we learned
46			last time. So do you remember what we learned last time? What did you
47			learn? Yeah, we learned about must and must not and also we both through
48			different use between should and must, right? Remember?

49		Now let's check.
50	NS:	Now let's just do this real quick. So come to school on time. How do you
51		make a sense for that? What do you ~?
52	Ss:	You must come to school on time.
53	NS:	You're right. You must come to school on time. What about visit the United
54		States?
55	Ss:	You should visit the United States.
56	NS:	Right. You should visit the United States. You don't have to. All right. Obey
57		your parents.
58	Ss:	You must obey your parents.
59	NS:	All right. Something you have to do. And sleep while driving.
60	Ss:	You must not sleep while driving.
61	NS:	You guys right. You must not sleep while driving. You'll get in trouble,
62		right? All right. So,
63	6:20 KT:	Okay. And now we've got many guests here today. And also we invite one
64		guest from the US.
65		So there is a friend who lives in US, the US. And we're going to call him
66		and ask about his future activity. So are you ready?
67	Ss:	Yes.
68	KT:	We also have some examples for this activity and we're going to ask him
69		about his future plan using 'will you' question. So, can you read this
70		altogether? (Attaching a card on the whiteboard)
71	Ss:	Will you visit Korea next year?
72	KT:	And any volunteer group who wants to ask this question to the Mr Davis?
73		His name is Mr Davis. Who wants to ask Mr Davis this question? Which
74		group? Your group. You can help altogether. Can you read this question
75		together?
76	Ss:	Will you see a movie this weekend?
77	KT:	Which group wants to ask this question? Very good. Read it together.
78	Ss:	Will you watch TV before you go to bed?
79	KT:	Any volunteer? What about this one?
80	Ss:	Will you have dinner with your friend tonight?
81	KT:	We will ask this question. Then last one. Altogether. Read it.
82	Ss:	Will you call us again on the phone?
83	NS:	All right, so, let me call him up.
84	8:09	(Teachers set up the monitor with a live chat mode.)
85	NS:	Hello. Can I speak with Mr Davis?
86	KT:	Say hi.
87	Mr D:	Mr Davis speaking.
88	NS:	Hi, Mr Davis. This is James, how are you?
89	Mr D:	I'm good. Good to talk to you.
90	NS:	Good to hear. Will you answer some questions for us?
91	Mr D:	Yes. I will answer some questions.
92	NS:	All right. Well, my class has some questions for you.
93		(Groups seem to have been already organised for this conversation.)
94	Mr D:	Hello, class.
95	Ss:	Hello.
96	NS:	Go ahead.
97	Ss:	Will you visit Korea next year?
98	Mr D:	I will not visit Korea next year.

99	NS:	Oh, very sad.
100	NS:	Why not?
101	Mr D:	I'm very busy.
102	NS:	All right, next.
103	NS:	Who is this?
104	KT:	Ready, go.
105	Ss:	Will you see a movie this weekend?
106	Mr D:	I will see a movie this weekend.
107	Ss:	What movie?
108	Mr D:	'In Time'
109	Ss:	Oh.
110	KT:	Which group was it?
111	NS:	This group?
112	KT:	Ready, go.
113	Ss:	Will you call us again on the phone?
114	Mr D:	Could you repeat that?
115	NS:	Will you call us again on the phone? It's what they're saying.
116	Mr D:	I will call you again on the phone, if James asks.
117	KT:	Okay, and this question. Which group? Ready, go.
118	Ss:	Will you watch TV before you go to bed?
119	Mr D:	I will watch TV before I go to bed.
120	NS:	Right, last one.
121	Ss:	Will you have dinner with your girlfriend tonight?
122	Mr D:	I will have dinner with my girlfriend before I see a movie this weekend.
123	NS:	Oh, okay. So before he sees the movie, they'll have dinner. Before the
124		movie.
125		Right. Well, thank you very much, Mr Davis. So good bye.
126	Mr D:	You're welcome, James.
127	Ss:	Bye.
128	10:29 NS:	All right, so.
129	KT:	Okay, so today we will learn talking on the phone and also talking about the
130		future.
131		So let's read the learning aim.
132	NS:	All right, so these are the learning aims today. I'm gonna read them and
133		then you repeat them, okay? So, we will be able to ask and talk about the
134		future and plans using 'will' and 'will not'. So let's say that, right now.
135	Ss:	We will be able to ask and talk about the future and plans using 'will' and
136		'will not'.
137	NS:	And we will be able to practice greeting friends on the phone.
138	Ss:	We will be able to practice greeting friends on the phone.
139	NS:	So, what were some of the things you heard me use to talk on the phone
140		like how did I greet Mr Davis? What did I say to greet Mr Davis? How did
141		I say? I said 'hello'. What did I say?
142	S:	This is James.
143	NS:	Right, right. 'This is James speaking', I said.
144	KT:	Do you want to call to Mr Davis? So what can you say?
145	NS:	What would you say? What did I say? Did anyone hear that at the
146		beginning?
147	S:	How are you?
148	NS:	How are you? Yeah, that's true.

149		S:	Hello, hi.
150		NS:	And how did we ask about –don't worry, we'll go over that. We're just
151			brainstorming.
152	11:54	NS:	Um, and how did I ask about the future? What did I use? What word?
153		Ss:	Will you
154		NS:	'Will you', right. And he answered 'I will' or 'I will not', right? So for
155			talking on the phone, um, just as an example, you guys will be Bella for a
156			moment. You guys act as Bella. So Bella is calling Jacob. And this is how I
157			greeted Mr Davis. I said, 'Hello, may I please speak to Jacob? Or Mr
158			Davis?' So let's say that. Since you're Bella, let's say that together.
159		Ss:	Hello, may I please speak to Jacob?
160		NS:	And I'm Jacob, so I say 'This is Jacob speaking.' That's what Mr Davis
161			said, of course he said Mr Davis. I wish we called Jacob but we didn't. We
162			called Mr Davis. So, once he answered, uh, I said... You would say, 'Hi,
163			Jacob. This is Bella,' right? You just say who you are. So they know who
164			you are. So let's say this together.
165		Ss:	Hi, Jacob. This is Bella.
166		NS:	And then of course you continue the conversation, like maybe you about
167			future plan like we did. Like 'Will you go to the movie this weekend?' or
168			'Will you go to the movies with me?' Just like we did with Mr Davis. You
169			guys ask the questions.
170		NS:	Um... And how did I ask about the future? What did I use? What word?
171		Ss:	Will you
172		NS:	Will you, right. And he answered I will or I will not, right? So for talking on
173			the phone, um, just as an example, you guys will be Bella for a moment.
174			You guys act as Bella. So Bella is calling Jacob. And this is how I greeted
175			Mr Davis. I said, 'Hello, may I please speak to Jacob? Or Mr Davis?' So
176			let's say that. Since you're Bella, let's say that together.
177		Ss:	Hello, may I please speak to Jacob?
178		NS:	And I'm Jacob, so I say This is Jacob speaking. That's what Mr Davis said,
179			of course he said Mr Davis. I wish we called Jacob but we didn't. We
180			called Mr Davis. So, once he answered, uh, I said... You would say, Hi,
181			Jacob. This is Bella, right? You just say who you are. So they know who
182			you are. So let's say this together.
183		Ss:	Hi, Jacob. This is Bella.
184		NS:	And then of course you continue the conversation, like maybe you about
185			future plan like we did. Like Will you go to the movie this weekend? Or Will
186			you go to the movies with me? Just like we did with Mr Davis. You guys
187			ask the questions. So, 'I, you or he or she will' is used to talk about the
188			future and plans, the things you'll definitely do. You're going to do for sure.
189			So let's do some examples real quick. So, 'will James celebrate his birthday
190			in November?' I will celebrate my birthday in November, is the answer.
191			Will you go trick or treating this weekend? I will not go trick or treating this
192			weekend. I'm too old. So let's try a couple for you. Who will Bella marry?
193			Who will Bella marry?
194		Ss:	Edward.
195		NS:	All right. How can you say it in a 'will' sentence?
196		Ss:	She will marry Edward.

197		NS:	Right, exactly. She will, Bella will marry Edward, or she will marry Edward.
198			Does anyone think Jacob? No? All right, but you could say Bella will marry
199			Jacob. Uh, Where will you go for vacation? Maybe this winter vacation.
200			Where will you go?
201		S:	Seoul.
202		NS:	Seoul? So how can you say that?
203		S:	I will go to Seoul
204		NS:	Right. And I said, 'I will go to Jeju for vacation.
205			(Looking at the monitor.) This looks tough. 'Will James eat blue cheese at
206			dinner?'
207			Will I eat blue cheese? What do you think? Face like that.
208		Ss:	No.
209		NS:	No? So how can you say that?
210		Ss:	He will not eat blue cheese at dinner.
211		NS:	Really good. Yes. James will not eat blue cheese. Look, it's gross. All right,
212			so.
213	15:00	KT:	And we have another activity. Um, for now on we are going to divide the
214			class into two groups. So, one, two, three, you are group one, and one, two,
215			three, you are group two. And then a volunteer from each group come up
216			here and then stand in front of the TV. And we'll show you a sentence of
217			using 'I will', 'I will' sentence. Then you can guess. And the rest of your
218			members will explain you what the sentence is, okay?
219		NS:	All right. So, your team will try to get the person of here to say the sentence
220			on the screen. So, as you try it, you guys will get the hang of it really fast.
221			And I think we played before. So, who would like to play team one?
222			Volunteer of team one? All right. Come on. Very brave. Thank you.
223			
224		KT:	Make sure you use only English. Okay?
225		NS:	Only English and make sure not to use...Uh, you stand up in front of TV?
226			All right. So, easy one to start. Easy one to start.
227		S:	다 보이는데요. [She could see that.]
228		NS:	All right. So, you can use any of these words, right? You can use these
229			words to get her to say the sentence. Ready? I'll time you. You got a
230			minute. So, ready? Set. Go.
231		S:	You will go somewhere by bike. I will ride a bicycle.
232		NS:	Ah. Okay. All right. Funny time. All right.
233		KT:	Any volunteer from team two?
234		NS:	Team two. I know you're going to be brave.
235			(A student is hesitating to come to the front.)
236		NS:	Okay. You'll be good.
237		KT:	I can help.
238		NS:	Okay. We'll help you.
239		KT:	Ready?
240		NS:	Ready? Go. So you just use whenever English you can ever say that.
241		S:	Your birthday. Eat.
242		S in front:	I will eat.
243		S:	Not eat. Made it. Oven.
244		S in front:	You'll make it in the oven. I will make a cake.
245		S:	무슨 케익? [Which cake?]
246		NS:	Oh yes. Full sentence.

247	S in front:	I will make a chocolate cake.
248	NS:	All right. That was a hard one. That will gives you 2 points. All right, so
249		team one, who can come up?
250	NS:	Yeah, all right. All right. So Ready? Set. Go.
251	S:	You. Eat. Are. Your brother. Your boy sister? Boy family.
252	S in front:	I will fight with my brother.
253	NS:	Boy sister? Nice. Good.
254	NS:	Any volunteer of team two? All right. Team two. Something good, your
255		favourite.
256		(Another student comes to the front.)
257	NS:	All right. Here we go. All right. Ready? Go.
258	S:	James will go this vacation. Hallabong, Jeju.
259	S in front:	I will go to...I will visit Jeju Island.
260	NS:	Nice. All right. Yeah. So we'll tight of or gonna do changed a game a little.
261		What I'm going to do is that a person who comes up to the front now. I'm
262		going to show a sentence. You're going to read it. And then, there, going to
263		trying get the team to guess what it says. See what I mean? So, all right.
264		Who from team one would like to come up? So the fastest team will get this
265		point, whoever does it the fastest. You want to come up?
266		
267	S:	사람 이름, 사람 이름 [People's names. People's names.]
268	NS:	Which ones are top?
269		(A student comes up to the front.)
270	NS:	All right. (Whispering with the student coming up) All right. Ready? Set.
271		Go.
272	S in front:	Columbus this is finds. Columbus is finds.
273	S:	America. Continent.
274	S in front:	America is?
275	S:	World?
276	KT:	She still thinks America is..
277	NS:	America is what..
278	S:	America is land. New land. Island.
279	S:	New continent. New...country.
280	S in front:	Yes. Find
281	S:	He find new country. He will find new country.
282	S in front:	This is find. This world is.
283	S:	Native.
284	NS:	What are these? You guys all join in.
285	S:	You...
286	S:	단어로 말하는 거예요? [Do you have to say in words?]
287	KT:	Sentence. I will sentence.
288	S:	I will go to America.
289	S:	I will find a new....
290	NS:	Very close. Very close. Not find. Not I will find.
291	S:	I will look. I will go.
292	NS:	Who do you guys think anyone else?
293	S:	I will fly.
294	S in front:	First. Starting D.
295	S:	Drive. Discover.
296	S:	I will discover America? New continent.

297		NS:	Yeah, new continent or new country. All right. Nice job. It was hard. Very hard.
298			
299	24:38	KT:	Naturally this time we'll count time. So,
300		NS:	Yeah, this is the time.
301		KT:	This is a hard one. Any volunteer from team 2?
302			(Showing a sentence only to a student)
303		S in front:	University, university. Ding. Armstrong. Armstrong go here.
304		S:	I will go to
305		S in front:	Another world going.
306		S:	I walk. Moon? I will walk to the moon. Okay? I will walk.
307		S in front:	Moon. Universe. Same word.
308		NS:	All the words. All the words. I will walk, moon, what before will.
309		S:	I will walk a moon.
310		KT:	Would you say it sorry?
311		S:	I will walk on the moon.
312		NS:	Yeah, I will walk on moon. There's all we....sorry sorry. Team 2 gets the point. Again. Nice job. Nice job.
313			
314	29:18	KT:	This time, we are going to use this envelope again. And you can see these coloured worksheets, please. Take out these sheets of paper which is the sentence. What you're going to do is you're going to put the sentence in the correct order, okay?
315			
316			
317			
318		NS:	Yeah, so the first team, they can say done, you get the points and there is a little surprise after you get it all sorted out. So go ahead and start and put it in a correct order and then afterwards you'll see what the secret all the list is in its order.
319			
320			
321			
322	29:55		(Group work)
323		NS:	So, what's you have in all sorted out? All in order.
324		KT:	You can see the number of the feet of people, right? If you'll put in the correct order, you can see the numbers in order. And you can call using your cell phone, call to this number and you can ring this cell phone, okay?
325			
326			
327			
328		NS:	You got it. You got it. You got to call it. Oh, we've got a phone call.
329			(A phone call between a group of students and the native speaker of English.)
330			
331		NS:	Hello.
332		Ss:	Hello, may I speak to Mr James?
333		NS:	This is James speaking.
334		Ss:	Hello, James. How are you?
335		NS:	I'm doing great. How are you?
336		Ss:	I'm tired. I want to leave class early.
337		NS:	I'm sorry. But you must stay in class until the bell rings.
338		Ss:	When will the bell ring?
339		NS:	The bell will ring in ten minutes.
340		Ss:	Okay. I will for the bell.
341		NS:	Let's practice English while you wait.
342		Ss:	Okay. I will practice English.
343		NS:	Hmm. Will you see movie this weekend?
344			(Students are murmuring.)
345		KT:	So will you see the movie this weekend? You can say yes or...
346		Ss:	Yes. No. yes.

347		NS:	How would you say. We will say.
348		Ss:	We will watch movie this weekend.
349		NS:	We will watch movie this weekend. Wow. Nice job. Okay. I will phone you
350			later. Bye.
351		Ss:	Bye.
352	31:40	NS:	You are also ready? Well, this team won the point when you want to go
353			over and altogether just say the conversation together. Getting call one more
354			time. All right. So let's go over the conversation altogether, okay? So all of
355			you pretend you're calling me and we will go so. I answer the phone. Hello.
356			And you can all say. You can all say out. So everyone together.
357		Ss:	Hello. May I speak to Mr. James?
358		NS:	This is James speaking.
359		Ss:	Hello, James. How are you?
360		NS:	I'm doing great. How are you?
361		Ss:	I'm tired. I want to leave class early.
362		NS:	I'm sorry. But you must stay in class until the bell rings.
363		Ss:	When will the bell ring?
364		NS:	The bell will ring in ten minutes.
365		Ss:	Okay. I will for the bell.
366		NS:	Let's practice English while you wait.
367		Ss:	Okay. I will practice English.
368		NS:	Will you visit Yejoo this weekend?
369		Ss:	No. I will not.
370		NS:	Right. No, I will not. Wow, nice job. Okay. I will talk to you later. Good
371			bye.
372		Ss:	Good bye.
373		NS:	Very nice job.
374	33:02	NS:	All right. So, this team gets the point and very nice job talking about the
375			future. So the last thing in your packets in the uh, in your envelopes. You
376			still have envelopes? Ah, there is a small sheet for the little test for
377			interview, the little review for interview. So you can get that out work on
378			that real quick. Yeah, one for each person. So just get that out, pass it out
379			and work out every work quickly. And then we will go over when you're
380			finished. If you have any question, just raise your hand and I'll come over
381			and help.
382			(Students are opening the envelopes.)
383		NS:	I knew you like, I knew you like Leonardo.
384			(Teachers are monitoring around the students.)
385		NS:	If you have any question, just raise your hand.
386			(Students working in group, using Korean between them at the group
387			working)
388	36:18	NS:	Another minute or two, another minute or two and I will go over it together.
389			(Teachers are monitoring.)
390		NS:	Any questions? No? Good? Any questions? Good?
391		NS:	All right. Everyone ready to go over this?
392		Ss:	Yes.
393		NS:	All right. So just raise your hands and then we'll uh we'll repeat it later, I
394			guess, okay? So, for the first blank, hello, what is the blank, what do you
395			think? Yeah, what is it?
396		S:	May I speak with Kim Jaejoong?

397		NS:	Yeah, may I speak with Kim Jaejoong? Right. All right. So, this is Kim
398			Jaejoong. Ah, yep.
399		S:	Speaking.
400		NS:	Speaking, right. Kim Jaejoong speaking. Ah, hi Joojoo. What does it say?
401			Yeah.
402		S:	Hi, Joojoo. This is Leo.
403		NS:	Right. This is Leo. Ah, how are you? This is I'm fine. How are you? All
404			right. I'm hungry.
405		S:	Will you
406		NS:	Yeah, will you. So will you ask about the future? And he says, yes. So, But
407			first, what does he ask you?
408		Ss:	But first I must practice my new song.
409		NS:	All right. Then he says, I will see you then. Good bye. And good bye. So I
410			want to just, so let's just do this dialogue together. I'll be... Who do you
411			guys want to be? Kim Jaejoong or Leo...?
412		S:	Hero.
413		NS:	You want to be hero? All right. I'll be Leo. All right. Hello. May I speak
414			with Kim Jaejoong?
415		Ss:	This is Kim Jaejoong speaking.
416		NS:	Hi, Jaejoong. This is Leo. How are you?
417		Ss:	I'm fine. How are you?
418		NS:	I'm hungry. Will you get some food with me?
419		Ss:	Yes, I will make.... But first I must practice my new song.
420		NS:	Okay. I will see you at the restaurant then. Good bye.
421		Ss:	Good bye.
422		NS:	All right. Very nice.
423	39:37	KT:	Okay. So, we have a homework for the next lesson. Your activity book 185.
424			Your blue book. And also for your homework, try calling a friend on the
425			phone in English. So, now you can do that, right? Talking on the phone.
426		NS:	So, call all friends in English. Maybe call Mr Davis. Again. See, uh, see
427			what he says on the... on the phone.
428		KT:	Or call to James teacher.
429		NS:	Right. Or give me a call. I'll say, Hello. What will you do this weekend? All
430			right. So, does anyone have any questions? Any questions about the day?
431			Any questions you'd like to go over? What, ah, so now that we've got over
432			what will you do this weekend?
433		KT:	Now you can answer.
434		NS:	Now you guys know how to answer that. What will you do this weekend?
435		S:	I will go....
436		NS:	To where?
437		S:	.....
438		KT:	Go to the academy.
439		NS:	Oh, very sad. So, she will go to the academy. Anyone else? Anyone doing
440			something exciting? Yeah?
441		S:	I will go to Hampyung.
442		NS:	What was it?
443		S:	Hampyung.
444		KT:	Why will you go there?
445		S:	My parents....
446		NS:	Yes, you had something? (To another student)

447	S:	I will go to church.
448	NS:	So you will go to church? Okay, very nice. Yeah.
449	S:	I will go to Haenam.
450	NS:	Haenam? Why?
451	S:	Play.
452	NS:	See a play. Oh okay, very cool. What play?
453	KT:	You haven't decide?
454	NS:	Ah, okay. You don't know yet. All right. Anyone else? Yeah? Sorry.
455	S:	I will go to Yeonggwang.
456	NS:	Yeonggwang? Why?
457	KT:	We have a volunteer from that group.
458	NS:	All right, one last group. What will you do this weekend?
459	S:	I will watch TV.
460	NS:	Watch TV? Very nice. Me too. Yeah? One from here. What will you do
461		this weekend?
462	S:	Me? (Korean)
463	NS:	Yes. Sure.
464	S:	I will read a book.
465	NS:	Read a book. Yeah. Relax. Good idea. So and then I also asked why. So
466		why and because will be the next lesson for next time. So we'll go over that
467		next time. The reasons that you do things. All right. So if you want, you can
468		get a little head start in your homework. If you have any questions for me,
469		just let me know. But go ahead and get a little head start. We have just
470		about a minute left. So maybe you can get some homework done, and have
471		less tonight, okay? Sounds good? All right. Thank you very much.
472	KT:	That's all for today. So say bye together.
473	Ss:	Bye.
474	NS:	Good bye. Have a good day. All right. So, you guy go ahead and get
475		started.

### **Transcript 3**

School grade: 1st grade of Middle school (Year 7)

Students' ages: 12-13

Number of students: 23

Gender of Korean teacher: Female

Whether assistant teacher involved: N/A

Length of lesson: 45 minutes

Name of textbook used: Doosan Kim

Year when lesson recorded: 2010

T = Teacher

Ss = Students

S = A student

Line	Time	Speaker	Speech (Korean translated into English in square brackets) & Activity (in round brackets)
1		T:	Tell me who Beatrix Potter is.
2		S:	The writer. Writer.
3		T:	Ah, she's a writer. She is an artist. She is an illustrator. And tell me who
4			Peter Rabbit is.
5		S:	Uh, main character. Great. Peter Rabbit is the main character of Beatrix
6			Potter's famous book, The tale of Peter Rabbit. Very good. We are
7			continuing on discussion of Beatrix Potter and her dream, right? So, today
8			we'll talk more about Beatrix Potter and her dream.
9		S:	Yes.
10		T:	Okay. And these are what we are going to do. Mission number one. We
11			can understand the life of Beatrix Potter by reading the text. <i>본문을 읽고</i>
12			<i>의 전기를 이해할 수 있어야 합니다.</i> [You have to be able to
13			understand her biography by reading the text.] Okay? Mission number two.
14			We can make a book about her. <i>이 분에 대한 책을 만들어보도록</i>
15			<i>해요.</i> [We are going to make a book about her.] Sounds fun and exciting?
16		Ss:	Yeah.
17		T:	Yeah. I hope we love it. Okay. Before we do today's activity, let's have a
18			golden bell pop quiz. I have five questions about who. <i>누구일까요?</i>
19			[Guess who?] So, you take a look at the screen, read it. Write the answer
20			on the board. Answer on the board and on three I'll take your answers with
21			your boards up. Got it?
22		Ss:	Yeah. Okay.
23		T:	S1, what will you do now?
24		S:	Golden bell quiz.
25		T:	Very good. Can't wait to get started. Here goes the part of question.
26			(Touching the monitor to change the PowerPoint screen) Who is she? Oh,
27			long time ago. (Looking at the screen) At the age of 18, who is she?
28			(Shhhhh)
29		S:	Korean?
30	2:16	T:	Korean is okay. English, fairer. Korean is okay. And don't have other group
31			get annoyed. Okay. One three. One, two, three. Boards up. Boards up.
32			You know everyone says the same answer. So tell me who.
33		S:	Mother Teresa
34		T:	Mother Teresa. Teresa. Teresa. Good. So every team will have smile.
35			Good. Two. Next question. Question number two. Who is he? Aha. One
36			three. You are very good at reading. One three. One. Korean is okay, this
37			time. Two, three. Boards up.
38		Ss:	(Students are raising their boards.)
39		T:	I see Hiddink there. Boards up. Boards. Four you said Hiddink, group 4.
40			Very good. Without group 4, every group has a....I'm so proud of you.
41			Very good. Okay. Move on to question. Who's he? Ah, ah, ah, ah, ah, he
42			died. He's dead. Who is he? Korean is okay. Oh, this is better. One three.
43			One, two, three. Boards up. Boards up.
44		Ss:	(Students are raising their boards.)

45		T:	Every board says the same answer, Michael Jackson. Very good.
46			Excellent, today. Maybe. Maybe. Very good. Move on to next question.
47			Who's she, this time? A ha~ 19개월 때, 19개월 때 [At the age of 19
48			months, at the age of 19 months] she couldn't see. At the age of 6, she
49			helped the blind. People can't see, can't hear. Very good. She must be a
50			brave person. Okay. One three. One, two. Boards up.
51		Ss:	(Students are raising their boards.)
52		T:	Very good. Very good. The answer. (Showing another picture on the
53			screen) Good job, everyone. Two, three, four, five, six (Putting magnets for
54			the points on the board) the last question. Question 5. The easiest one.
55			Look. Who is she? 1866, 1882, 1902, 1943. The numbers are very familiar
56			with us. Who is she? One, one, two, three. Boards up. Boards up. So that I
57			can check.
58		Ss:	(Students are raising their boards.)
59		T:	I think you know you should know who this person is. She is Beatrix Potter.
60			(Showing the picture on the screen) Very good. Good job. One two five six.
61			(For the points) So group 1, 2, 3, 4, 5. They are taking the lead.
62			Congratulation. You have fun? I'm so happy you enjoyed it. Maybe it
63			reminds me to today's objective. 반장님 [Captain], do you remember
64			mission number 1? 오늘 네가 해야 할 일이 뭐더라? [What is today's
65			mission?] Mission number 1? We can, 몰라? [Don't you know?]
66			Understand Beatrix Potter's biography.
67	7:12	T:	So, we are going to read the text, right now. So, this lesson's about Beatrix
68			Potter. It's kind of biography. You know biography. What does that mean?
69			전기, 전기. [Biography, biography.] So what's biographies are describe?
70			According to the time. In a biography, you can find many time markers.
71			Time markers such as in 1886, in 1882, in 1902, da da da (Pointing out cards
72			on the whiteboard.). Or when she was 6, at the age of six, six years later,
73			what else, until 6, da da da (Writing them on the whiteboard.). These time
74			markers, 시간을 나타낼 수 있는 말들 [words to express the time] are
75			really important to describe someone's life, right? So, when you read this
76			time, please pay attention to this time markers. 이번에 같이 읽으실
77			때는 요 타임마크에다가 focus on 해주시기 바랍니다. [Please focus
78			on this time mark when you read this time.] (8:24) I give each group a text,
79			it's a part of Beatrix Potter's biography. Beatrix Potter의 전기를
80			according to the time order, 6 등분을 했어요. 6분의 1을 갖게
81			되시겠죠, 그룹별로. [I divided Beatrix Potter's biography into 6 parts,
82			according to the time order. You are supposed to have a sixth in each
83			group.] So you read this text with your group members and pay attention to
84			the time markers and organise the text. Mind map the text.
85			Like this (Sliding the layered whiteboard to show another one having a
86			PowerPoint screen.). My group has this. Readings (Reading the example
87			she prepare.). 1905. In 1905, Beatrix was engaged to Norman. (Writing 'in
88			1905' on the whiteboard which was being used for a PowerPoint screen.)
89			Engage. 종사하다. [to be involved] Any other meaning (Writing 'engaged
90			to Norman')? Before getting married, 약혼하다. [to get engaged] She was
91			engaged to Norman. Norman was a publisher. 출판사집 막내아들. [the
92			youngest son of a publisher] He understood Beatrix. And he helped her
93			make books. No (Writing 'No' on the board.). But Beatrix's parents said

94		no, because Norman was a tradesman. He is a businessman, salesman.
95		Norman died soon (Writing them on the board.). Unluckily, Norman died
96		soon. He didn't live long because of illness. So his death made Beatrix so
97		sad. (10:06) See? Each group will be given a text. So read a text with the
98		group members and organise the text on the board. You have 5 minutes.
99		Okay? Hmm. Student A, what will you do now? 뭐 할까? [What're we
100		going to do?] (The Student can't answer.) Hmm...organise, mind map,
101		work with the group members, okay? Here we go. Let's get started.
102	10:38	(Teacher is distributing handouts.)
103	T:	Two pages. You make a picture. Same one. Mind map.
104	Ss:	(Students are doing their group working and the teacher is monitoring.)
105	T:	Maybe one minute left.
106	14:45	T: Class 1-1 Clap once if you can hear me. If you can hear me, clap twice.
107		Three times if you can hear me. Two times if you can hear me. One time.
108		Okay. Time for presentation. So present of each group get ready. I'm
109		sorry. Group one. Presenter. Come on up. So, in 1886 what happened to
110		her? Listen to him.
111		(A student brings a small whiteboard to the front.)
112	S:	In 1886, she was born in London, England. In 1886, her brother Bertram
113		was born 6 years later.
114	T:	Ah, Beatrix has a brother. 6 years younger than her.
115	S:	In 1886, she liked drawing and writing of these animals.
116	T:	She always like to drawing animals, writing about animals. Very good. Good
117		job. Very good. Okay. Group 2 presenter come on up. 1866. 1882. What
118		happened to her 1882? I'll help you.
119		(Another students comes to the front.)
120	S:	1882 at the age of 6, she
121	T:	age of 6? Are you sure?
122	S:	sixteen
123	T:	sixteen
124	S:	Beatrix went on a vacation to the Lake District. And there was, there were
125		many mountain and trees, so she loved this place very much. She liked
126		drawings and writing about animals, flowers, insects and fungi.
127	T:	Fungi. $\vec{\text{균}}$ , $\vec{\text{곰팡이}}$ $\vec{\text{균}}$ . [Fungi]
128	S:	In this area
129	T:	Very good. Maybe this will be a motive. A motive. Maybe she'll learn how
130		important to protect nature, right? Good.
131		Now, group 3. 1902 what happened? 1902.
132		(A student comes to the front and reads out loud what they wrote on the
133		whiteboard.)
134	S:	Her first book, the tale of Peter Rabbit came out. In 1902, children all over
135		the world loved this book. In 1902, she became very rich and famous.
136	T:	She became very rich and famous with her books. Very good. Good job.
137		And 1905. Somethings happened, right? And 1913. Come on up. You have
138		many. 1913.
139		(Another student comes to the front.)
140	S:	In 1913, Beatrix married to Heelis and moved to the Lake District.
141	T:	$\vec{\text{와 결혼을 하셨구나}}$ . [Wow, she married.] She married to Heelis and
142		moved to the Lake District. Good.

143	S:	In 1913, she always loved the Lake District. In 1913, she hoped to protect the natural beauty of the Lake District.
144		
145	T:	아무래도 본인이 사는 곳이었으니까 [Since the place is where she lived herself.] She wanted to protect the area. 보존하고 싶었겠죠,
146		
147		그죠? [She must have wanted to protect there.] Good. Good job. Group 5.
148		(A student comes to the front.)
149	T:	Thank you. You maybe 1943. What happened? Beautiful.
150	S:	In 1943, at the age of, she died at the age of 77. In 1943, she left almost all of her property to the National Trust.
151		
152	T:	That's a hard work. Land, money. 부동산, 동산, 모두 국가에다가
153		기부를 했다고 합니다. 죽고 난 다음에. [She donated all property to her nation after her death.] Very good.
154		
155	S:	She wanted to protect them for future generations.
156	T:	She sounds like an environmentalist. 환경운동가 [Environmentalist] She is a protector. Very good. And the last group. What happened to her in 2006?
157		
158		Very good.
159		(A student comes to the front.)
160	S:	In 2006, Miss Potter became a hit. And in 2006, the movie took fourteen years to get from script to screen. What does that mean from script to screen?
161		
162		
163	S:	The movie came out to theatre like that.
164	T:	영화를 제작하는데 14년이 걸렸다는 뜻이에요. [It took 14 years to produce a movie.] It took a long time to make a movie. Miss Potter movie, it was a big hit. I saw the movie. 영화 미스 포터 얘기하시는 거예요,
165		
166		
167		지금. [He is talking about a movie, Miss Potter now.] Okay. Next.
168	S:	She is a great person.
169	T:	Yeah, she was very great person. Very good.
170	20:07 T:	I really enjoyed your presentation. You did very well. And I'm asking you one more thing to write your summary on this coloured paper so that we can make a book. Okay. So write your summary on this coloured paper one more time so that we can make a book. See? My mind map turns into like this. In 1905, Beatrix engaged to Norman 'a publisher'. But he fell ill. He died soon. So, what will you do right now? A make a book. To make a book. Write your summary. Don't erase them or make it clean. Write your summary on this coloured paper one more time. Make it beautiful, make it be, make it clean, please. Okay. Here we go. (Giving out the handouts) You are the writer? You are the writer? You are the writer? You are the writer? You? You are the writer? Why don't you use a pen or..... You are the writer?
171		
172		
173		
174		
175		
176		
177		
178		
179		
180		
181		
182	22:05	(Students are doing group work)
183	T:	Write your summary one more time. It's okay. (Monitoring a group)
184		Very good. (Guiding a group)
185		You can use your board. You already summarised it, right? Here. (Guiding a group)
186		
187		Here. You may change it another way. (Guiding a group)
188		It's okay. In 1913, Beatrix married to Heelis. (Guiding a group)
189		Make it be. (Guiding a group)
190		You can change a little bit if you want. (To class)
191	26:39 T:	One minute left, guys.

192	T:	Everyone. Everyone. Clap once if you can hear me. Clap twice if you can
193		hear me. Three times if you can hear me. Two times if you can hear me.
194		Once. Very good. Time for presentation. So, sorry. Group 1. (Calling out a
195		group who are still working together.) So presenter. This time, another
196		person. (A student coming up to the front) 크지 [Louder]. Louder. Ah, this
197		is very cool. Lister to her. In 1886. 1866? Okay. Good. 1866.
198		(Teacher is holding the student by the arm behind her.)
199	S:	Beatrix was born in London, England
200	T:	Good.
201	S:	And her brother Bertram was born 6 years later.
202	T:	6 years later. Good.
203	S:	She liked rabbits, fly, lizards, bat, frog and snake. She liked drawing and
204		writing about his animals. (Teacher helps reading.)
205	T:	Very good. Good job. Group 2. Okay. (A student coming to the front.)
206		Louder.
207	S:	In 1882.
208	T:	1882. Louder. (Holding the student by the arms behind) She not once, she
209		went
210	S:	She went vacation to the Lake District.
211	T:	Ah ha. This place. She loved this place very much.
212	S:	She liked to write about
213	T:	Animals, flowers, insects and fungi this area. Animals, 동물 [animals],
214		flowers, 식물 [plants], insect, 곤충 [insects], fungi, 균팡이 [fungi]. She
215		was interested in these animals. Very good. Good job. Group 3. Group 3.
216	S:	(A student comes)
217	T:	Group 3. 1902. 크지 [Louder]. 1902.
218	S:	In 1902, her first book came out. And children all over the world love this
219		book.
220	T:	Uh-huh
221	S:	So she became rich and famous.
222	T:	Very good. She became very rich and famous with the books, with her 20
223		books. Good job. It's okay. Group 1. Okay. Group 4. Come on up. Come on
224		up. Good. Okay. In 1913.
225	S:	(A student from group 4 comes to the front.)
226	S:	In 1913, Beatrix married
227	T:	To Heelis.
228	S:	She always loved the lake. She hoped to protect the nature of the lake.
229	T:	Very good. Very good. Group 5. 1946. 1943.
230	S:	(A student from group 5)
231	S:	In 1943 she died at the ago (The teacher is holding her by the arms.)
232	T:	At the age of
233	S:	Of 77. She left almost all her
234	T:	Her money. Then. Land to the...
235	S:	To the..
236	T:	National Trust
237	S:	She was to
238	T:	protect
239	S:	protect their future
240	T:	generation
241	S:	generation. Here then are

242		T:	a part of a national park. 사시던 곳이 국립공원의 일부가 되는
243			[The place she lived came to a part of a national park.] Good job. Group 6.
244			Are you sure?
245		S:	(A student comes to the front.)
246		T:	In 2006. You know. 4 years ago. 불과 4년 전 [Only 4 years ago.]
247			(The student's voice is too small.)
248		T:	to protect. 리마인드가 무슨 뜻이야? [What does it mean by remind?]
249			What is the meaning of remind? It, the movie reminds us. 영화를 보니까
250			생각이 났어. 베아트릭스가 [It reminds us that Beatrix ..] A writer
251			훌륭한 작가였고 [was a good writer.] A nature protector. 자연을
252			보호하려고 애썼던 분이시다라는 생각이 영화를 보니까 생각이
253			났더라는 이야기. [It reminds us that she was a nature protector.] Very
254			good. Okay, guys.
255	32:51	T:	Okay, guys. (Stapling altogether the coloured papers of the summary from
256			each group) We read Beatrix Potter's biography. Do you understand her
257			story much much better?
258		S:	Yes.
259		T:	And we made a book about her. Look. Take a look. It's lovely, isn't it?
260			(Showing a book.)
261		S:	Picture is very good.
262		T:	Yeah, we have an artist. One there is for Jungwoo.
263		S:	I don't know.
264		T:	You don't know her? In 1882....and 1802
265		S:	Wow.
266		T:	1905. 1913. 1940. The last year. 2006. This is great, isn't it? So, during
267			lunch break, come and enjoy this fit book we made. These all books Lunch
268			break.
269		S:	Yes.
270	33:50	T:	Uh, time to review. 복습 [Review] Okay. I think reading biography is really
271			great. It helps you think about your life. We have lived long though. 얼마
272			살지는 않았지만 [Even though you are very young] But these expression
273			real help you to tell someone, help you to tell someone about your life.
274			(Showing the screen) For example, I was born in 1966. I was raised in a
275			city, in a countryside with my cousins by my grandparents. Your childhood.
276			I am cheerful. I'm friendly. I'm sociable. I'm shy, quiet. Your character.
277			What kind of person you are. I have two sisters, brother, cats. What else do
278			I have? Many cousins, grandparents. Things you have. I'm good at playing
279			the piano, playing soccer, reading books. What else you are good at?
280		S:	Soccer. Baseball game.
281		T:	Good. Things you are good at. And your future. I want to be a piano player,
282			soccer player, musical star, singer, entertainer, rich and famous. Ta da da.
283			These expressions are very simple but you can express your own story to
284			others. Yoonseok, want to try?
285		S:	Yeah.
286		T:	Come on. So, would you tell us the story of your life?
287		S:	I was born in Seoul. So I was raised in a city. I'm quiet and I have one
288			elder brother. I am good at playing the flute. I want to be a professor in the
289			future.
290		T:	Wow, flute? Playing the flute?
291		S:	Yes.

292	T:	Maybe some other day show us your work? Very good. Good job. Hmm. I didn't know that he is quiet. I think he is talkative. No?
293		
294	S:	I'm quiet.
295	T:	Good. Yi Joohyeon. Do you want to try? Yes or no? No? Smile group 6.
296		And you want to try? (Putting magnets on the board) okay. Come on.
297		Yeonhee. Do you want to try? No? Sunyeong? Next time? Sujin? Okay.
298	S:	I was born in nineteen...oh sorry. 1997. I was raise in a city. I am friendly.
299	T:	Uh huh. I think so.
300	S:	I have one sister. I am good at baseball. I want to be a lawyer.
301	T:	A lawyer. A professor. Very good. You don't want to try? We need more
302		smile. Okay. What kind of person you are?
303	S:	I was born in Incheon. I was raised...
304	T:	Raised in a city.
305	S:	I am friendly. I have two sister. I am good at playing the piano. I want to be
306		a soccer player.
307	T:	Soccer player. Lawyer. Professor. Very good. One last person. Who wants
308		to present?
309		Want a smile or not? I have surprise here. One more. Soohye? No? Who is
310		he? Sejoon? Come on. Eunju? Come on. Six. Six. Seven. Very good.
311	S:	I was born in nineteen nineteen seven.
312	T:	Nineteen ninety-seven?
313	S:	In Busan.
314	T:	I was born in Busan. I didn't know you.
315	S:	I was raised in a
316	T:	Busan?
317	S:	Uh....
318	T:	Not Busan?
319	S:	I also.....I moved a little.
320	T:	A little.
321	S:	Not city, not countryside.
322	T:	Okay.
323	S:	Smaller city.
324	T:	Okay.
325	S:	I am friendly.
326	T:	Yeah I know you are friendly.
327	S:	I have my elder brother.
328	T:	Mm... you have a brother.
329	S:	I good at play soccer. I want to be a doctor.
330	T:	Doctor, lawyer, soccer player and professor. Very good.
331		Um...homework. Except 4. Except 4. Lawyer, soccer player, professor,
332		doctor. Except 4. I want you to think about the story of your life. I will not
333		check but I want you to think about it. Very good. So class 1-1 Um. Class 1-
334		1, you did a wonderful job today. I'm so impressed. Next time, I'll check on
335		some grammar to get prepared for midterm test. So have a nice d-
336	S:	When is midterm test?
337	T:	Have a nice afternoon. What? Midterm test. Midterm test will do next
338		Wednesday. So next week, Monday, Tuesday, we should get prepared for
339		the test. Just enjoy it. So, before the bell rings, why don't you come and
340		enjoy this book? Okay? And enjoy your meal. Go to share. Big book we
341		made. Small book we made.

## **Transcript 4**

School grade: 1st grade of High school (Year 10)

Students' ages: 15-16

Number of students: 28

Gender of Korean teacher: Female

Whether assistant teacher involved: Male native speaker of English

Length of lesson: 50 minutes

Name of textbook used: No textbook used

Year when lesson recorded: 2011

KT = Korean teacher

NS = Native speaker of English

Ss = Students

S = A student

Line	Time	Speaker	Speech (Korean translated into English in square brackets) & Activity (in round brackets)
1		NS:	Come on. Good morning. Nice to see you. Long time no see. Maybe two
2			weeks? How is everything? Good?
3		Ss:	Yeah, No.
4		NS:	On Friday, last Friday. What happened last Friday?
5		KT:	뭐했죠, <i>금요일에?</i> [What did you do on Friday?]
6		Ss:	Festival
7		NS:	Right. The School Festival. How was the school festival?
8		Ss:	Exciting
9		NS:	Exciting? Very good. Good.
10		Ss:	Fun.
11		NS:	Fun. What did you do?
12		KT:	자 여러분 어땠어요? 뭐했어? [Well, everyone, how was it? What did
13			you do?]
14		Ss:	Chicken galbi
15		NS:	Chicken galbi? Cooking? Okay. So, cooking and selling chicken galbi?
16		KT:	팔았어요, <i>치킨갈비?</i> [Did you sell chicken galbi?]
17		Ss:	Yeah
18		NS:	Did you play soccer?
19		KT:	<i>play soccer</i> 했어요? [Did you play soccer?]
20		Ss:	No.
21		NS:	No. No soccer game? I thought there was a big tournament.
22		Ss:	We are loser.
23		NS:	Oh, you guys lost. Very sad. Sad. So, today. Ah, one more thing. What is
24			your lunch today?
25		Ss:	<i>바비큐, 볶음밥.</i> [Barbeque, Bokkeumbab]
26		NS:	Bokkeumbab? What is Bokkeumbab in English?
27		Ss:	Fried rice.
28		NS:	Fried rice, anything else?
29		KT:	<i>다른 거?</i> [Anything else?]
30		Ss:	<i>김치, 바나나</i> [Kimchi, bananas]
31		NS:	Banana? Bananas?
32		Ss:	<i>키위</i> [Kiwi fruit]
33		NS:	Oh, kiwi. Kiwi and bananas?
34		Ss:	<i>드레싱</i> [Dressing]
35		NS:	Oh, with the kiwi dressing. Good lunch today. Delicious?
36		Ss:	Yeah.
37		NS:	Great.
38	02:09	NS:	Today. (He turned the TV screen on with ‘wow’s and laughter of students
39			and turned it off quickly.) Okay. So, Friday you had the school festival.
40		Ss:	Yeah.
41		NS:	Friday, you had the school festival. Does anyone know what was Monday?
42		KT:	<i>월요일날.</i> [On Monday]
43		Ss:	Halloween.
44		NS:	Very good. Monday was Halloween day. Okay, Monday was Halloween
45			day. So, today even though Halloween was two days ago.
46		KT:	자, <i>이틀 전에 할로윈데이였죠?</i> [Well, it was Halloween, two days
47			ago.]
48		NS:	We are going to talk about Halloween today.

49	KT:	오늘 할로윈에 대해서 이야기해볼까요. [We're going to talk about Halloween today.]
50		
51		(He turned on the TV screen to show PowerPoint materials saying 'Happy Halloween!'.)
52		
53	NS:	I have some worksheets for you. You'll have pencils and pens. And just pencils. (Teachers hand out the worksheets.) Okay. Does everyone have a paper?
54		
55		
56	KT:	다 받았죠? [Does everyone have a paper?]
57	NS:	Two more?
58		(Korean teacher comes to the students who do not have the worksheet, bringing two.)
59		
60	Ss:	Four.
61	KT:	Four? 야~ [Wow] (She gets two more handouts to the students.)
62	NS:	Okay. So before we start this lesson, I have a short video to show you.
63	Ss:	Okay. Yeah.
64	NS:	I think you'll like it. It's a Simpson video, short video maybe 1 minute long. Only English no Korean. I just want you to listen, listen and watch, listen and watch, okay? Because we will be talking about the video later.
65		
66		
67	KT:	이야기할 거니까 잘 들으세요. [Listen carefully since we will be talking about it.]
68		
69		(Video starts.)
70	NS:	Can you hear?
71	KT:	잘 들리죠? [Can you hear?]
72		(Teacher DN stops the video clip.)
73	NS:	Okay. I want to stop it there. And we will be talking about that later. So what was happening in the video?
74		
75	KT:	비디오에서 무슨 일이 일어났어요? [What happened in the video?]
76	Ss:	Halloween.
77	NS:	Very good. Okay. Halloween party. Halloween day party. Very good. So, Let's talk about Halloween. When is Halloween?
78		
79	Ss:	October.....
80	NS:	Okay, Yep.
81	KT:	In a full sentence. 완전한 문장으로 해보세요. [Say it in a full sentence.]
82		
83	NS:	When is Halloween?
84	KT:	언제예요? [When?]
85	NS:	Okay. Halloween is celebrated on October 31. Now on your worksheet, okay? On the worksheet.
86		
87	KT:	자, 페이지에. [Now, on the worksheet.]
88	NS:	You'll see some sentences here in the power point. I want you to follow along and fill in the paper. If you finish the paper, at the end of class, maybe I'll give you some Halloween candy.
89		
90		
91	KT:	잘하시면 수업 끝나고 캔디 있습니다. [You can get some candies when the class is over, if you do a good job.]
92		
93	NS:	So I want you to pay attention to the power point. So yes Halloween is celebrated on October 31.
94		
95	KT:	10 월 31 일이지, 할로윈데이는. [Halloween day is October 31.]
96		(Students are writing down on the worksheet.)
97		(PowerPoint is used on the screen.)
98	NS:	Halloween is a very old holiday. Can everyone say holiday?

99	Ss:	Holiday.
100	NS:	Okay. Halloween is an old holiday.
101	KT:	아주 오래된 할리데이입니다. [It is an old holiday.]
102	NS:	What does that, what do I mean old holiday?
103	Ss:	Long ago.
104	NS:	Okay. Long time ago.
105	KT:	아주 오래된 할리데이입니다. [It is an old holiday.]
106	NS:	At first, what are some other holidays that you know?
107	KT:	여러분이 알고 있는 또다른 할리데이? [What are some other
108		holidays you know?]
109	Ss:	Christmas.
110	NS:	Okay. Christmas. Very popular holiday in America and England.
111	Ss:	Thanksgiving Day.
112	NS:	Thanksgiving Day. What about Korean holidays?
113	Ss:	추석[Chuseok]
114	NS:	Okay. Chuseok
115	Ss:	설날 [Seollal]
116	NS:	Okay. Seollal, okay.
117	Ss:	Children's Day.
118	NS:	Children's Day.
119	KT:	(Asking the native speaker of English) Is it very old? Is Children's Day very
120		old? (Asking students) 어린이날 오래됐어요? [Is Children's Day old?]
121	NS:	Yeah, Children's Day is a holiday. Now, what about old holidays in Korea?
122	KT:	할리데이. 할리데이는 쉬는 날이에요. 쉬는 날. 공휴일. 또 뭐
123		있죠? [Holiday. Holiday is a day of rest. Holiday. What are other
124		holidays?]
125	NS:	And what's another very old holiday? How about Chuseok? Chuseok is an
126		old holiday. Seollal is an old holiday, okay? Halloween is an old holiday.
127		Halloween began over 2000 years ago, where?
128	KT:	어디에서? 2000 년 전에 어디에서? [Where? Where, 2000 years
129		ago?]
130	Ss:	Ireland and England
131	NS:	Okay, yes. Halloween began over 2000 years ago in Ireland and England.
132		2000 years ago, people celebrated New Year's Day on November the first.
133	KT:	2000 년 그 당시에는 신년에 언제였다고? [When was New Year's
134		Day 2000 years ago?]
135	Ss:	November first.
136	KT:	November 1. 11 월 1 일이 새해였어요. 언제? 2000 년 전에. [November
137		1st was New Year's Day. When? 2000 years ago.]
138	NS:	Today. Now.
139	KT:	오늘날은 이제 다르죠? [It's different now.]
140	NS:	When do we celebrate New Year's Day now? What day?
141	KT:	언제니까? 오늘날은? [When? What day now?]
142	Ss:	January 1st.
143	NS:	January 1st. Yes. January 1st in America. What about Korean New Year's
144		Day?
145	KT:	한국은 신년을 언제언제 하고 있어요? 언제 하고 있어요? 몇
146		월? [What about Korean New Year's Day?]
147	NS:	Okay, yeah, it's different. Maybe January or February.

148	KT:	1 월일 수 있고 2 월일 수 있죠. 우리 구정 말하고 있어요, 지금.
149		[January or February. We're talking about lunar day now.]
150	NS:	So 2000 years ago, people believed in evil spirits and ghosts. Evil spirit. You can see the picture.
151		
152	KT:	악마의 영혼입니다. 악마의 영혼. 귀신들이 있다고 믿었죠? [Evil spirit. Evil spirit. They believed there were ghosts.]
153		
154	NS:	They believed that on New Year's Day the ghosts and evil spirit will come and steal the food.
155		
156		(On the screen, 'People would start large fires and wear <u>masks</u> to <u>scare</u> away the evil spirits.' are shown.)
157		
158	KT:	귀신의 영혼과 악마가 와서 음식을 훔쳐갔죠? [Evil spirits and ghosts came and steal the food.]
159		
160	NS:	So the day before, the day before New Year's Day, October 31st,
161		Halloween Day, people would build big fires and wear masks. Wear masks
162		to scare away to stop the evil spirits and the ghosts from stealing the food.
163	KT:	자, scary away, 무슨 뜻이에요? 물리치기 위해서. 악마의 영혼을 물리치기 위해서 큰 불을 피우고, 자, 뭘 썼어요?
164		마스크. [Now, scary away, what does it mean? To defeat. They built big
165		fires to defeat evil spirits. What did they wear? Mask.]
166		
167	NS:	Now today, Halloween is very different from this.
168	KT:	지금과는 완전히 틀리죠. 지금 언제 이야기 하고 있어? [It is
169		very different from now. When are we talking about?
170	Ss	2000 년 전. [2000 years ago.]
171	KT	2000 년 전 할로윈 데이. [Halloween, 2000 years ago.]
172	NS:	But some things are still the same. Some things are still the same like people
173		still wear masks on Halloween.
174	KT:	지금 마스크 쓰는 것은 똑같아요, 할로윈 데이 때. [It is the same
175		that they wear masks on Halloween.]
176	NS:	But today Halloween is about having a fun time. Fun time and spooky time.
177		Can you all say spooky?
178	KT	Spooky. What's meaning, spooky?
179	NS	Do you know what spooky means?
180	KT:	Spooky means. 지금 할로윈 하고 있잖아. 아까 악마의 영혼을
181		물리치기 위해서니까 무슨 뜻일까? Spooky. [We're talking about
182		Halloween. To scare away evil spirits, we said before. So what can it be?
183		Spooky.]
184	S:	악마. [Devil]
185	NS:	Okay, if something is spooky, it's like scary.
186	KT	Scare, Scary.
187	NS	Scary and fun. Spooky. So Halloween, you have a fun and spooky time with
188		your friends and family.
189	KT:	두렵거나, 즐겁거나. [Scary and fun] spooky, 두려운. [Spooky]
190	NS:	And on Halloween today, people do many different activities. Fun things to
191		do on Halloween. And that's what we are going to look at now.
192	KT:	즐겁기 위해서 다른 활동들을 합니다, 오늘날에는. [Fun things to
193		do these days]
194	NS:	Okay, can you all read this?
195	KT:	읽어보세요. [Read them]
196		(Students are reading the sentence on the screen.)
197	NS:	Okay. People go to pumpkin farms. What is a pumpkin farm?

198	Ss:	호박 [Pumpkin]
199	NS:	Okay, yeah, in Korean pumpkin is
200	Ss:	호박. [Pumpkin]
201	NS:	Pumpkin farms. (A photo of a pumpkin farm on the screen) People go to
202		pumpkin farms and what do they do?
203	KT:	자, 뭘 할까? 호박 밭에 가서. [So what do they do? A the pumpkin
204		farms]
205		(Some students are murmuring.)
206	Ss:	따요. [Picking them.]
207	KT:	크게. [Louder]
208	NS:	If you go to a pumpkin farm, why do you go there?
209	KT:	자, 호박밭에서 뭘 할까? 파다 뭐야? 디그? 몰라? [So what do
210		they do? What's 'pada' in English? Dig? Don't you know it?]
211	NS:	People go there and they buy a pumpkin. They buy a pumpkin and they take
212		it home to carve it. Can you all say, carve?
213		(Students are repeating)
214	KT:	조각하다. [To carve]
215	NS:	Carve. Can you repeat after me? Carve.
216	Ss:	(Repeating)
217	NS:	Carve, okay. What is 'carve'? Cutting, okay? Cutting. Here is a picture of a
218		jack o' lantern. When you carve a pumpkin, it becomes a jack o' lantern.
219		Everyone say jack o' lantern. Jack o' lantern.
220		(‘Then take the pumpkins home to carve them into jack o' lanterns.’ is
221		written on the screen.)
222	NS:	Everyone say jack o' lantern. Jack o' lantern.
223	Ss:	(Students repeating)
224	NS:	And I actually have a video to show you of how.
225	KT:	잭오랜턴 카브하는 방법 [How to carve Jack o' lantern]
226		(Video played)
227	NS:	What he's now is carving. This is carving a pumpkin. Okay, so that is jack
228		o' lantern. And then you put a candle inside the jack o' lantern and it lights
229		up.
230	KT:	만들어서, 그 안에 캔들 넣어서 잭오랜턴 만들어요. [After doing
231		it, put a candle to make the Jack o' lantern]
232	NS:	So that is one great famous Halloween activity. So one more time, can
233		everyone say carving jack o' lanterns?
234		(Students repeating)
235	NS:	It is a very famous Halloween activity. Another one. Can you all read this?
236		(‘People will visit haunted house and go on haunted hay rides.’ on the
237		screen.)
238	NS:	Okay. People will go to haunted, a haunted house.
239	KT:	자, 헨터드 하우스 뭘까? [Now, what's haunted house?]
240	NS:	Do you know what a haunted house is?
241	KT:	어떤 집일까요? 할로윈데이니까. [What is a haunted house? It's
242		Halloween Day.]
243	NS:	Okay, in Korea, you know Everland? And Lotte World? At Halloween time,
244		they have a ghost house or we say haunted house. And with your friends,
245		with your friends you go there and you see some scary things. It's very fun.
246		It's like seeing scary movie, a horror movie.

247	KT:	친구들과 귀신의 집에 가서 아주 스캐리 명스를 즐기고
248		친구들과 아주 재밌게 노는 거예요. [They go to a haunted house
249		and enjoy scary thing with friends.]
250	NS:	Okay, and probably the most famous Halloween activity. Can you all read
251		this? ('Children and adults will dress up in costumes.' is shown on the
252		screen.) (Students repeat it.)
253	NS:	Okay. Children and adults will dress up in costumes. Like this family here.
254		What is their costume?
255	Ss:	심슨 [Simpson]
256	NS:	Okay, yes, the Simpsons. Homer and Marge in...
257	KT:	코스튬은 복장, 의복이 되겠습니다. [Costumes are clothes]
258	NS:	And here's another picture of some costumes.
259	Ss:	히어로 [Hero]
260	NS:	Yeah, heroes. Superman and batman, things like that. Can you all read that?
261		('Costumes can be scary.' is shown on the screen.) Yeah, costumes can be
262		scary.
263	KT:	아주 무서운 복장도 있을 수 있죠? [Costumes can be scary.]
264	NS:	Okay, Scary costumes. Scary costumes. ('Or funny' is shown on the
265		screen.)
266	Ss:	퍼니 [Funny]
267	NS:	Costumes can be, costumes can be scary or funny. Funny costumes, scary
268		costumes.
269	KT:	자, 무서운 거 즐거운 거를 동시에 즐기는 게 할로윈
270		데이입니다. [It Halloween day that you enjoy scary things and funny
271		things]
272	NS:	So repeat after me. Costumes can be scary, funny or cute.
273		(Students repeat after him.)
274	NS:	And here are some cute costumes. Does anyone know what is that
275		costume? (A lobster costume on the screen.) Lobster. Lobster and jack o'
276		lantern costumes. And when you wear a costume, if you are a child, a small
277		kid, you go trick-or-treating. Everyone say trick-or-treating.
278		(Students repeat the word.)
279	NS:	When you say trick-or-treat, what happens?
280	KT:	트릭오어트릿 말할 때 무슨 일이 일어날까? 꼬꼬만 애들이.
281		[What happens when small kids say trick or treat?]
282	Ss:	캔디 [Candy]
283	NS:	Okay, yes. Hopefully you get some candy. Children will go trick-or-treating
284		and get candy from people in their neighbourhood.
285	KT:	이웃사람들한테 뭐를 받죠? [What do they get from their
286		neighbourhood?]
287	Ss:	캔디. [Candy]
288	NS:	And I'm gonna show you another short video. One more short video of a
289		neighbourhood in America with some children trick-or-treating, so you know
290		kind of what it looks like.
291	KT:	이웃들과 함께 즐기는 trick or treating 비디오 보겠습니다. [A
292		video of neighbourhood with trick or treating.]
293		(Video clip played.)
294	NS:	This is neighbourhood in America. You can see there are many people
295		walking around. Kids in costumes.

296		KT:	복장을 입고 마을을 돌아다니면서 구경하죠? [They walk around in the neighbourhood in costumes.]
297			
298		NS:	Usually little kids. And two year old baby, 10-11 years old trick-or treating we looked at.
299			
300		KT:	열살이나 열한 살. [Ten or eleven years old]
301		NS:	Any questions? Questions about trick-or-treating?
302		Ss:	No.
303	23:18	NS:	Okay. Now, again on your paper, did anyone write down Halloween activities?
304			
305		KT:	자, 아까 활동 하면서 다 쓰셨나요? 썼어? 빈칸 있는 친구는 뭐냐? [Now, have you filled all of them? What happened to those who still have blanks?]
306			
307			
308		NS:	And next we are going to practice some Halloween vocabulary. We will look at some pictures and learn some Halloween words. And while we are doing that I want you to write down some of the words. Did anyone know what this is? Where this is? (A picture of graveyard shown on the screen)
309			
310			
311			
312		KT:	거기 제일 아래칸에 리스트 있죠? 거기에 보캐부러리 있습니다. 저 텔레비전 보면서 보캐부러리 쓰시면 됩니다. 아래, 단어공부. 리스트에 있죠? [Can you see the lists at the bottom of the worksheet? You'll have vocabulary there. You should write down vocabulary from the screen. Can you see that list?]
313			
314			
315			
316			
317		NS:	Okay, in English, can everyone say this?
318			(Students read the word of 'graveyard' on the screen.)
319		NS:	Graveyard.
320			(Students repeat it.)
321		NS:	Graveyard.
322			(Students repeat it again.)
323		NS:	Okay.
324		NS:	And repeat after me. The graveyard was full of ghosts and zombies.
325			(Students repeat the sentence after him.)
326		NS:	You all know what graveyard is? Understand? How about this? (Words and pictures are shown on the screen.)
327			
328		Ss:	Spider....
329		NS:	Okay, spider what?
330		Ss:	House?
331		NS:	Not spider house.
332		KT:	스파이더는 아니고. [Not a spider]
333			(Students keep silent.)
334		KT:	컴퓨터에서도 사용하잖아요. [This word can be used for computer.]
335		Ss:	인터넷. 웹. [The internet, web]
336		NS:	Great. Web. Spider web. Everyone say spider web.
337			(Students repeat it.)
338		NS:	Alright, yeah. What kind of moon?
339		KT:	어떤, 어떤문? [What? What moon?]
340		Ss:	사커문 [Soccer moon]
341		KT:	뭔 문? 사커문? [What moon? Soccer moon?]
342		NS:	Full moon.
343		KT:	만달이죠. 가득찬 달, 만달. [It's full moon. Full moon. Full moon]
344		NS:	What happens in a full moon?
345		KT:	만달에 무슨 일이 벌어질까? [What happen on a full moon day?]

346	NS:	A scary thing that happens.
347	Ss:	Wolf. Human wolf.
348	KT:	This is human wolf.
349	NS:	Okay, yes. People, a person will change, change into a wolf.
350		(Another word shown on the screen.)
351	Ss:	Ghost.
352	NS:	Yes, this is an easy one. Ghost.
353	KT:	단어 쓰고 있었어요? [Are you writing down words?]
354	NS:	And repeat after me. The ghost scared the little boy.
355		(Students repeat it.)
356	NS:	The ghost scared the little boy.
357		(Students repeat after him again.)
358	Ss:	Bone. (Seeing a picture on the screen)
359	NS:	Okay, not bone. All the bones together.
360	Ss:	Skel...Skeleton.
361	NS:	Okay, yes very good. Skeleton. Everyone say skeleton. Skeleton.
362		(Students repeat it.)
363	NS:	Skeleton
364		(Students repeat it again.)
365	NS:	Not ghost house. What did we say it was called? (Another picture on the
366		screen)
367	KT:	아까 했었죠. 고스트하우스 말고. [We did it a minute ago. No a ghost
368		house]
369	NS:	Not ghost house. What did you say?
370	Ss:	Haunted house.
371	NS:	Haunted house. Yes, very good. Haunted house.
372	KT:	유령이 나오는 집. [Haunted house]
373	NS:	Witch. Everyone say witch.
374		(Students repeat it.)
375	Ss:	캔디 [Candy] (Looking at a picture)
376	NS:	Candy. On Halloween, what do you say to get candy?
377	Ss:	Trick or treat.
378	NS:	Okay, very good. Trick-or-treating. Yes. On Halloween if you want some
379		candy, you say trick-or-treating. Not give me a candy. And repeat after me.
380		The children got lots of candy on Halloween.
381		(Students repeat it.)
382	NS:	The children got lots of candy on Halloween.
383		(Students repeat it again.)
384	NS:	What is lots of candy? Lots of candy?
385	Ss:	Many.
386	NS:	A lot of candy. Many candies. Very good.
387		(Another picture on the screen)
388	Ss:	좀비 [Zombie]
389	NS:	Very good. Zombie. Repeat after me. The zombie walked very slowly.
390		(Students repeat it.)
391	NS:	The zombie walked very slowly.
392		(Students repeat it again.)
393		(Another picture on the screen)
394	Ss:	아이폰, 코스튬 [i phone, costume]
395	NS:	Yes, costume. What is their costume?

396	Ss:	아이폰 [i phone]
397	NS:	Yeah, iPhone. Is this a scary costume?
398	Ss:	No. Funny.
399	NS:	Yeah, funny costume.
400		(Another picture on the screen)
401	Ss:	미라 [Mummy], Mummy.
402	NS:	Yes, mummy.
403	KT:	머미 배웠죠? [You learned the word, mummy.]
404	NS:	Where do mummies live?
405	Ss:	이집트 [Egypt]
406	KT:	어떤 반에서는 단어 시험 볼 때 엄마라고 쓴 학생들도 몇 명 있었어요. 머미를. 이 과는 없죠? [Some students in other classes write Mum for the answer. For mummy. Nobody did in this class, didn't you?]
407		
408		
409		
410		(Another picture on the screen)
411	NS:	Pumpkin. Pumpkin. Everyone say pumpkin.
412		(Students repeat it.)
413		(Another picture on the screen)
414	NS:	This one's a little difficult.
415	KT:	조금 어려운 것 같은데요. [This one is a little difficult.]
416	Ss:	Apple. Chocolate apple.
417	NS:	Very close. Very close.
418	KT:	아주 접근했습니다. 뭘까요? [Very close. What can it be?]
419	Ss:	Apple chocolate.
420	NS:	This is not chocolate.
421	Ss:	카라멜 [Caramel]
422	NS:	Okay, okay, caramel. But you can say caramel apple, if it was chocolate apple. But I usually have candy apple. Candy apple. What kind of taste do you think this has?
423		
424		
425	Ss:	Sweet. Sweet taste.
426	NS:	Yes, very sweet, very sweet taste. Too sweet.
427		(Another picture on the screen)
428	Ss:	Broomstick.
429	NS:	Very good. Kind of a hard one. Broomstick. Now, okay, broomstick. Why, why is this here if we are talking about Halloween?
430		
431	Ss:	Witch
432	NS:	Witch. What does witch do on a broomstick?
433	Ss:	Fly
434	NS:	Good. She rides a broomstick, flies on a broomstick. Who else flies on a broomstick?
435		
436	Ss:	해리포터 [Harry Potter]
437	NS:	And repeat after me. The witch flew in the air on a magic broomstick.
438		(Students repeat it.)
439	Ss:	키티, 잭오 랜턴 [Kitty, Jack o' lantern]
440	NS:	Yes, Jack o' lantern. It's a Hello Kitty jack o' lantern.
441	Ss:	Trick or treat.
442	NS:	Good. Trick-or-treating. When you are walking in the neighbourhood we say that is trick-or-treating. And you say trick-or-treat to get some candy.
443		
444	Ss:	Spider
445	NS:	Very good. Yes. Spider. Where does a spider live?

446	Ss:	Web.
447	NS:	Spider web. Yes, very good.
448	KT:	스파이더웹에서 산다고. [It lives in the spider web.]
449	Ss:	Bat.
450	NS:	Okay, bat. If there's more than one bat?
451	Ss:	Bats
452	NS:	Bats. One bat is bat, many bats.
453	KT:	복수형이라 그 말이에요. [Meaning plural]
454	Ss:	Wolf
455	NS:	Okay. Wolf. Werewolf. The kind of wolf that changes. Like man into wolf
456		at the full moon. Werewolf. Or wolf man. Werewolf, wolf man.
457	KT:	뭐있죠, 영화? 울프맨 나온 거? [What is the movie with wolf man?]
458	Ss:	트와일라잇 [Twilight]
459	NS:	Everyone say werewolf.
460		(Students repeat it.)
461	KT:	어디서 나오죠? [What movie does it show in?]
462	NS:	Werewolf.
463		(Students repeat it.)
464	KT:	어디서 나오죠? 영화 뭐에서 나오죠? [In what movie? In which
465		movie?]
466	Ss:	트와일라잇 [Twilight]
467	NS:	Yeah, like in twilight. I think it's like bats, vampires and werewolves.
468	KT:	누가, 트와일라잇에 누가 웨어울프죠? [Who is werewolf in
469		Twilight?]
470	Ss:	제이콥 [Jacob]
471	KT:	제이콥? 음, 멋있어요. [Jacob, umm. He's cool.]
472	NS:	Jacob, the werewolf. And repeat after me. The werewolf howled at the full
473		moon.
474	Ss:	(Students repeat it.)
475	NS:	Okay, again. The werewolf howled at the full moon.
476	Ss:	(Students repeat it again.)
477	NS:	What is howled?
478	KT:	하울드 될까? [What does it mean by howled?]
479	Ss:	울부짖다 [howl], Scream
480	NS:	What sound does a wolf make?
481	KT:	자, 어떤사운드로? [Well, how is it?]
482	Ss:	워우우우 [Oooooo]
483	NS:	Okay, yeah. Very good.
484	KT:	Very good.
485		(Another word on the screen)
486	Ss:	Cemetery
487	NS:	Oh, not cemetery. In a cemetery, or a graveyard. Okay, grave or grave
488		stone, tomb stone.
489	KT:	Tombstone. T.O.M.B
490	NS:	Yes, T.O.M.B. Gravestone and tombstone, same, same.
491	KT:	똑같죠. [Same] Gravestone, tombstone.
492		(Another word on the screen)
493	Ss:	뱀파이어, 드라큘라. [Vampire, Dracula]
494	NS:	Okay, Dracula or vampire. Yes, very good.

495		KT:	여러분, 스펠링 몰랐죠. [Everyone, you didn't know the spelling, did you?]
496			
497		Ss:	알았어요. [We knew it.]
498		KT:	알았어요? 아이고. [Did you? Oh]
499		NS:	Okay, that's the last one.
500	35:36	KT:	단어 많이 했네요. [We did a lot of word]
501		NS:	Now, we looked at those Halloween words. The vocabulary words. At the
502			beginning of class, we watched 'The Simpsons' video. Now what I want to
503			do is watch that video again, and this time, look at the pictures and tell me
504			the Halloween pictures the Halloween words that you see. Understand?
505			The words we just learned. You will see many different things that we just
506			talked about.
507		NS:	Okay? Okay, ready?
508		KT:	준비됐지? [Ready?]
509		NS:	When you see something you know, just call it out. Just say "Oh, that's a
510			vampire, that's a spider".
511		KT:	보면서 아는 것 나오면 말씀하시면 됩니다. [Just call it out when
512			you see something you know.]
513			(A movie clip played)
514		KT:	처음에 본 거 [This is what you watched at the beginning.]
515		Ss:	Graveyard, tombstone.
516		NS:	Okay, well this, this is graveyard, okay?
517		Ss:	Stone, gravestone.
518		NS:	Okay, yeah, grave stone, tomb stone.
519		Ss:	Skeleton
520		NS:	Okay. Very good. Skeleton. Everyone say, skeleton.
521			(Students repeat it.)
522		Ss:	Jack o' lantern
523		NS:	Okay. Yeah, Jack-o'-lantern. But before it is, a jack-o'-lantern, it is..
524		Ss:	Pumpkin
525		NS:	Pumpkin, yes. Good.
526		Ss:	Pumpkin
527		NS:	Okay. Yes. There is a pumpkin. What are they wearing?
528		Ss:	Costumes
529		NS:	Costumes. Okay. What is his costume? What is Nelson's costume?
530		Ss:	해적 [Pirate], Pirate
531		NS:	Okay. Pirate.
532		NS:	Okay. This scene, anything else here?
533		Ss:	Witch
534		NS:	Where is a witch?
535		Ss:	저어기, 프랑켄슈타인 [Well, you know, Frankenstein]
536		NS:	Do you see anything else? Okay. Candy?
537		Ss:	Grapes.
538		NS:	Yeah, there is a bat.
539		NS:	Very good. I'll stop it there. And now let's take a look at this worksheet. I
540			want to make sure you got everything. So, the first answer here, Halloween
541			began over, how many years?
542		Ss:	Two thousand
543		NS:	Very good. Two thousand years ago. So everyone repeat after me.
544			Halloween began over two thousand years ago.

545		(Students repeat it.)
546	NS:	And the next one. Halloween started in what is, now?
547	Ss:	Ireland and England
548	NS:	Okay, Ireland and England. So repeat after me. Halloween started in what
549		is, now, Ireland and England.
550		(Students repeat it.)
551	NS:	Okay. Very good.
552	KT:	못쓰는 학생들이 조금 있네. [Some of you can't fill in the blanks.]
553		(Student keep filling in the blanks on the worksheet.)
554	NS:	The next one. Halloween is a very old?
555	Ss:	Holiday.
556	NS:	Holiday. Repeat after me. Halloween is a very old, holiday.
557		(Students repeat it.)
558	NS:	Okay. Next one is little bit more difficult. People believe that?
559	Ss:	Evil... Evil spirit?
560	NS:	Okay. Evil spirits and ghosts with come on November first and steal food.
561		Can everyone just say, 'Evil spirits and ghosts'.
562		(Students repeat it.)
563	NS:	Very good. Halloween is celebrated on?
564	Ss:	October 31.
565	NS:	Okay. Very good. October 31.
566	KT:	Thirty first 로 하셔야 돼요. [You should say thirty-first.] Thirty one, no.
567		날짜는 서수로 읽어야 돼. [You should say ordinals for dates.]
568	NS:	And the next one. People would wear
569	Ss:	Mask
570	NS:	Okay. Good. People would wear masks to scary away evil spirits. Can you
571		repeat that? People would wear masks to scary away evil spirits.
572		(Students repeat it.)
573	NS:	And can anyone tell me, one thing, people do for fun on Halloween?
574	KT:	할로윈때 재미있게 하는 행동 두 가지 말해보세요. [Tell two
575		funny activities on Halloween]
576	NS:	Fun Halloween activity.
577	Ss:	Trick or treat
578	NS:	Okay. Very good. Trick or treating, and?
579	Ss:	Costume
580	NS:	Okay wearing costumes.
581	Ss:	Candy
582	NS:	Okay. Getting candy, trick or treating. Okay can you say that one more
583		time?
584	S1:	Carve at Jack o' lantern.
585	NS:	Okay. Excellent. Carve at Jack-o'-lantern. And anything else?
586	KT:	또 뭐 있었죠? 잭오랜턴 조각하기 트릭오트릿팅 [What else?
587		Carving Jack o' lantern, trick or treating]
588	Ss:	Go to haunted house
589	NS:	Okay. Yes. Go to haunted house. Okay and very good job. Do you have
590		any questions about Halloween?
591	Ss:	No
592	NS:	No questions about Halloween?
593	KT:	알고싶은 거 없어요, 할로윈? [Anything you'd like to know? About
594		Halloween?]

595	43:27	NS:	Okay, then. Okay then. You guys did very good job. Now since it is Halloween, what do you say if you want some candy? On Halloween?
596			
597		Ss:	Trick or treating
598		NS:	Okay. I do have some candy for you guys since you did a good job. So I
599			have some Chupa Chups.
600		KT:	별로 잘하지 못했는데 캔디 주네. 우리 앨버트 선생님이. [You're getting candies from Albert when you did not do a good job.]
601		NS:	Okay. So I'll pass these out and ... Did everyone finish the papers?
602		Ss:	Yes.
603		NS:	Very good. Okay.
604		KT:	빈칸 있을까, 빈칸 있으면 안준대요. [Did everyone finish the papers? He won't give it to you if you didn't finish them.]
605			
606		NS:	Who here wants Chupa Chups? Chupa Chups or this? Do you want these?
607			You get two if you get this. One Chupa Chups or two of these. It's a plum
608			candy peach candy. What do you say? No if you want candy on
609			Halloween.
610		KT:	저기 할로윈데이에 관한 것도 시험문제 낼 거예요. [Well, I'll set exam questions about Halloween.]
611			
612		NS:	Did everyone get candy?
613		KT:	전부 받았어요? [Did everyone get candy?]
614		NS:	All right. Very good job. Good job today. And tomorrow. Tomorrow we'll
615			have after school class.
616		KT:	내일 오후에 또 수업 있나요? [Do you have a class tomorrow afternoon?]
617			
618		NS:	After school class
619		KT:	앨버트와 함께 있어요? [Do you have a class with Albert?]
620		Ss:	No. Today is last day.
621		NS:	No, no, after school class. Is today or tomorrow?
622		Ss:	Tomorrow.
623		NS:	No we don't have after school class on Friday. Oh, tomorrow there is no
624			after school class?
625		Ss:	Yes. (Meaning no. Negative question is likely to confuse when Koreans reply to it. )
626			
627		NS:	Really? Okay. Well then, next week I will see you in after school class.
628			Remember to bring no books.
629		KT:	자, 수업 끝마치도록 하겠습니다. 땡큐 크게 하시고. [Now, let's call it a day. Say thank you loud.]
630			
631		S:	Attention. Bow.
632		Ss:	Thank you.

## **Transcript 5**

School grade: 1st grade of High school (Year 10)

Students' ages: 15-16

Number of students: 34

Gender of Korean teacher: Female

Whether assistant teacher involved: N/A

Length of lesson: 50 minutes

Name of textbook used: Neungyule

Year when lesson recorded: 2010

T = Teacher

Ss = Students

S = A student

Line	Time	Speaker	Speech (Korean translated into English in square brackets) & Activity (in round brackets)
1		T:	Now, Okay. Hello, everyone. Thank you for your reaction. That's what I
2			want to. Yes, Okay. I mean is everyone here today? Yes, perfect. Let's get
3			started our class by reviewing what we learned last class, okay? We
4			learned the definition of the debate, right? What is the debate? How can
5			you the definition of the debate? It's arguing. It's fight. Yes. Fighting with
6			logical thinking. Thought. Yes, your ideas. Yes. Debate is basically an
7			argument between usually two parties like pros and cons, proposition and
8			opposition and either for or against a motion. Motion means the statement,
9			topic statement. Okay?
10		Ss:	Okay.
11		T:	We learned key expression of debate. Number 1. Agreeing. When you
12			want to say yes, how can you.
13			(Key expressions of review are shown on the screen. Students read them
14			altogether in almost all of the cases in this lesson, replying to the teacher's
15			questions.)
16		Ss:	I agree with you.
17		T:	Yes, I agree with you or Yes, exactly or yes, that's true. Yes absolutely
18			yes, right. I couldn't agree more. Yes. Hmm, Yes. Thank you. And if you
19			don't agree with someone's speech, yes I don't agree with you. Yes. I'm
20			sorry about I disagree with you. Okay, no thanks. I'm afraid that isn't right.
21			Or (suggesting contents through power point) How about expression of
22			rebuttal? Rebuttal means 반론, 반박 [Rebuttal]. Yes. I see your point but
23			something. Yes. Your idea is not realistic. Mm. Yes, it may be right but.
24	2:52		These are today's objectives. By the end of this class you' be able to. Why
25			don't you read aloud altogether? Number 1. Yes. Express your own ideas
26			your own opinion. Whether you agree or disagree. Freely. And number 2.
27			Yes participate in a role. I mean in a debate as in a role. You have a role
28			like supporter, writer, speaker, staff and judging panel. You have a role so
29			you can participate as your role. In order to achieve the first aim, the first
30			goal. We're going to have an activity name of Show your colour. Yeah,
31			Okay. Thank you again. Where's white? Anyway. How many colours do
32			you have?
33		Ss:	Three.
34		T:	What are they?
35		S:	Green, red, white
36		T:	Yes, green red and white. So what is meaning of green usually? Peace
37			clean nature forest safe. Yes, safe, very positive. And how about this, red?
38			Stop negative get out of here. Please, go. Santa Clause again, hello. Okay
39			anyway? And how about this, white? Pure, empty, yes. Pigeon. Okay,
40			anyway. I'm gonna make a speech. If you agree with that speech, that
41			statement. And show me colour green. Okay? Or not. Show me red. If you
42			cannot decide whether you're green or red, you can show me white. Okay.
43			Show me white. Perfect. Now let's get started. Should we abolish the
44			capital punishment? That's penalty. Almost red. Okay. Good.

45		Do you think some famous athletes and entertainers deserve high salaries?
46		Much money like Yu Jae Seok, Kim Yuna, Park Ji sung. We should
47		remember him. Okay. Nice. Should South and North Korea be unified? Do
48		you want to unification? Between South and North? Okay. Good. How
49		about this? Should we pay unification tax? Okay. Anyway. Do you agree
50		with human cloning? Hmm, half and half. Do you think voting age to be
51		lowered? 18, 17 like your age? Almost red? Hmm, Interesting. Now, it's
52		your turn to make a statement. If you have any question to ask your friends,
53		you can make a statement just like I did. Now I give you 30 seconds to
54		think and write Okay? Go. Ready? Okay? Any volunteer? Oh Okay.
55		You are Bo-young. Do you agree with taking a test of Suneung (CSAT)
56		twice in a year? Oh taking a test Suneung (CSAT) twice in a year. Hmm,
57		not a your business? Come on? Any volunteer? Okay you're Eun-ah. Just
58		tell me your question. Do you believe destiny? What? Oh, destiny? Almost
59		green interesting nice. Any anyone? Okay, Eun-suh. Do you agree with
60		president teenager? Interesting issue. Okay. Oh. Yes Okay. Any volunteer?
61		Sun-mi? Stalking offend because of too much love? Oh, stalking offend
62		celebrity. Red? Green? Did you do this? Okay you can raise green if you
63		want yes. Her idea, her opinion. Okay. Good job, guys. Was it fun? Yes.
64		The reason that we do this is to express your opinion freely. Nobody forces
65		us to please you have to raise green or red. Nobody forces it right? It's your
66		opinion. Your ideas. And one of method, one of method to express your
67		opinion freely is to write reply an answer on the website. Okay? This is
68		yahoo.com I asked a question "which do you prefer; mixed-gender classes
69		or single gender classes in a coeducational school? On the website" And
70		someone, some people ...names... Yes, wrote the answers.
71		I mean the length. Length doesn't matter. Short or long, it doesn't matter.
72		They answer my question freely. This is a kind of one way of your opinion
73		freely okay? This could be your homework later. Really okay. Now, let's
74		move on to the activity 2 debate survival. Yes Today is the day. Okay?
75		Now debate survival is a kind of game. Survival game. So we need to
76		people who judges us. Right? So these are I mean they are judging panel.
77		Why don't you give them a big hand please? Did you get the paper that I
78		gave you? The debate ballad so tell us the criteria Criterias to judge. Okay?
79		There are three points to judge. First, how good is team argument is.
80		Second, use of your opinion of agree and disagree. Third, general English,
81		for example, vocabulary, fluency. Thank you. You've been. Are you gonna
82		be a time keeper, today? Okay. Did you listen three categories? Okay.
83		What is the first one? Okay. How good the arguments are. Second one.
84		Yes, expressions. Expressions using, I mean use of expression of agreeing
85		disagreeing and rebuttal. Anything? Okay. And then the third one. Yes.
86		General English. Grammar, vocabulary, fluency, gesture, everything. Okay?
87		Now, let's watch a video clip that will tell you a motion today. Okay?
88		Ready? Are you guys ready? Thank you.
89	13:26	(A video clip played)
90		<i>Video clip script: Today's motion: Do you agree with mixed gender</i>
91		<i>classes in our high school?</i>

92	S in video	I agree with mixed-gender class. Because I think a purpose of school is make student stood up for society. Moreover the society needs person who has proper social skills such as cooperation or communication. So, we should get along with both genders. That is why I agree with mixed-gender class.
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97	S in video	I agree with mixed-gender class. As you know, we can't deal with women without experience. Also, according to research it is proved that the divorce rate on the people who graduate single gender class.....
98		
99		
100	S in video	I agree with mixed gender class. The reason is that we could fill up shortage in our studies. Such as boys are good at math and science while girls are good at Korean and social. Therefore, mixed gender classes will beneficial to both genders.
101		
102		
103		
104	S in video	I think coeducation may have many negative aspects. We can commonly think inconvenience caused to sexual difference every physical training and Taekwondo classes. We have to change our uniform. Definitely it brought inconvenience and the conflict between boys and girls. If we were in single gender classes we wouldn't care about this problem. We are all free from that in single gender classes.
105		
106		
107		
108		
109	S in video	I disagree about that motion. Because first, our school's boys and girls rate is not equal. Second, according to research about concentration. Single gender concentration is more than mixed gender class. Therefore, I agree about single gender class.
110		
111		
112		
113	S in video	Then how about your opinion?
114		
115	S in video	Do you agree with mixed gender classes in our school? Let's debate!
116	T:	Yes, let's debate. Okay? ('Debate survival introduction' showed on screen) Now, how was the video clip? Yes, very good. Perfect. Yes. I think that issue is very controversial these days because this is you pro, I mean, your issue from next years.
117		
118		
119		
120		So let's debate. What is the motion today? (Board-motion: Do you agree with mixed-gender classes in our school? Objective 1. Express Opinion Freely 2. Participate In a debate) Do you agree with mixed-gender classes in our school? In our high school only. If you agree with that, in participation in proposition team. It's okay? And if you disagree with that motion in participation in opposition team okay? So the captain please stand up. And shake your hands. And please. Now let's debate. I mean. Let's get started. Before you started, I'm gonna, I'm going to give you this sheet. Please write speaker's name and her main points. Okay? Pass this handout to the back. Are you guys ready? Now please listen carefully and write the main point, main arguments. So if you need any question just raise your hands after finishing the speaker say okay? And I have a question. Excuse me or more information whatever you want okay? Now let's get started. Round 1 opening statement main arguments
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134	18:30 S:	Hello I'm the captain of proposition team Na-young. Today we're going to argue the idea that do you agree with mixed gender classes in our high school which applied to first graders. We believe that mixed gender class is beneficial to students for several reasons. First of all the most important thing is experience. Most of the school's main purpose is to make their students successful in the society which was male and female both exist. So being in the class, we can develop our social skills.
135		
136		
137		
138		
139		
140		

141		Secondly, we can have ideal class atmosphere. For example, if a one boy
142		point out a teacher then he will feel really shameful. While if a one girl
143		really concentrate in class and get pressed to teacher then students
144		remember her in that way. Then there is a good appearance to other sex It
145		works at an educational way. Finally we can be... For example, a student
146		can say other sex in both similar cases, most students will speak last abusive
147		language like 'sexual or scary words' So in conclusion, there are a lot of
148		beneficial in mixed class. For these reasons, I believe that mixed class can
149		bring a good effect in our high school.
150	T:	Yes, thank you. And opposition captain Yu-ri. Yes. Ready? Yeah. Okay.
151		Go.
152	S:	I'm Yu-ri and I'm the captain of the opposition team. We are against mix
153		gender classes. There are several reasons why we are against it. First of
154		all, you'll be distracted in a mix gender class. We are teenagers. At our age,
155		boys are the main topic of our conversation which means we are worrying
156		about our appearances trying to look good for the opposite sex. And high
157		school year is more important to keep up good grade. Second, you'll find a
158		greater bond is the same sex. We spend more time in school than we do at
159		home. I think it is more important to feel this kind of relationship between
160		friends such as fellowship, brotherhood, sisterhood, paternity and so on.
161		Lastly, it's proven that single gender schools are earned a great success and
162		high standards than coeducational schools. Our school high school is
163		coeducational school but if we keep boys and girls separated we'll result in
164		twice efficiency. Great success and high standard are vice versa ...And
165		also boys and girls learn in different paces. Boys are born to be more logical
166		thinkers, and girls being born more creative thinkers. Problems and arguing
167		more in two sexes.
168		Not one gender is better, but both are superior in different fields. Thus I
169		believe in younger years one each be fully exposed in coeducational
170		environment but in high school years one can be exposed.
171	T:	Ten seconds to wrap it up. Okay. Single gender class cause you then have
172		basic of social interaction. Thank you. Okay. Good job. Proposition team is
173		so kind of relationship between boys and girls like improving social skills.
174		And opposition emphasises the study, mainly study. They will be distracted
175		when boys and girls are in the same class. If they are in a single gender
176		class, the study result will be improved. Okay? Now, let's move on to round
177		2. Rebuttal. Yeah.
178	22:39	Okay. Opposition first. Now please in captain of ace. Ready.
179	S:	Hello everyone. My name is Ye-rin. I'm on rebuttal on opposition and I'll
180		leave at proposition's opinion.
181		First, the first statement was mix gender class develop social skill but when
182		you go to university, we can take opportunity to accumulate social skill. In
183		high school we should more focus on studying and develop social skill in
184		same sex first. Okay, next. They mention ideal classes. They may be right.
185	S:	Awareness good to make instructive class atmosphere. But however our
186		study can be distracted because of too much awareness. Also shyness what
187		they mention. Shyness can opposite effect like evading the other sex.
188	S:	I have a question.
189	T:	Okay. Do you have a question? Okay.

190	S:	I believe that we can overcome shyness about the other sex in mix gender class. What do think of that?
191		
192	S:	Oh. What she said means, you can overcome the effect in mix gender classes? I'm saying, but, the shyness is a factor of your statement
193		.....Can you understand what I mean? Overcoming shyness is
194		contradiction. Finally, their final statement was that in mix gender classes
195		make both gender purification. I think purification depend on people's mind.
196		So mix gender classes are not proper evidence of purification. Besides,
197		there is no conviction that purification is maintained by the end. This was
198		my rebuttal. Thank you for listening.
199		
200	T:	Okay. Next time. Sora? Why don't you come here? Ready? Hi I'm Kim
201		Sora. She is ready. Okay. Go.
202	S:	Hi I'm Kim Sora in proposition team and I rebut some part of opposition
203		team's opinion. First of all, your opinion is that we can feel greater bond to
204		the same sex in the single gender class. But we think your argument is not
205		clear because -----to the same sex can experience in mix gender class
206		enough. And as you mention, it is different that the feeling from the same
207		sex and from the other sex. This is the reason why we need to have the
208		feeling from the other sex for the social reason.
209	S:	Excuse me.
210	T:	Yeah, okay.
211	S:	You know we are immature teenagers. Relationship between the sex, love
212		or curiosity. Finally that is a bad effect for our study. Don't you think about
213		this?
214	T:	Making couple. Question? Okay.
215	S:	Furthermore, we are in school for the important purpose entering university.
216		And this situation it is essential to make comfortable atmosphere but if we
217		can't get in this relationship, it can make bad impact our purpose. What do
218		you think about that?
219	T:	Hmm, good job. Entering university, the purpose of going high school.
220	S:	You maybe right, but excessive curiosity to the same sex can limited by
221		school works which bads making a couple and I think students can
222		overcome that problem by entercounting that situation in mix gender class.
223		Next you told us that we can't concentrate on study in single gender class.
224		I'll not depute that point because our captain Na-young mention about that
225		point and opposite statement. Finally you say that we can earn higher result
226		of study in single gender class. We see your point but our topic is on our
227		high school. As you know, in our school, the scores of boys are better than
228		girls on most subjects. In this situation, it is impossible that bring up the
229		scores in single gender class. If we turn to mix gender class, the whole
230		scores, average would increase because
231	T:	You mean average? Average.
232	S:	Average. Because boys and girls will help each other.
233	S:	So we turn into the mix gender class, it's the way that makes a good scores
234		in our schools.
235	S:	Question?
236	T:	We don't have enough time. Time's up.
237		Okay. Great. It was very interesting. Now let's listen to the short evaluation
238		from judging panel? Okay. Jina. How was the debate so far?
239	S:	Very nice. Let's talk about some of the things about your speeches.

240		First, I think opinions they ---was excellent start to a debate. But there is
241		one thing to improve it is common reasons because these reasons are
242		usually predictable and able to be prepared by the opposite.
243		Second we show good levels understanding what the argument. However
244		this opinion is a little not ....some....fully maybe become next Sora you
245		said we need to have the feeling But I couldn't appear why we have to
246		Reason why we need to. First participate effectly but some need to speak
247		clearly and loudly. Totally speakers you must keep your time. However
248		you're good job.
249	29:50	T: Okay. Thank you so much. Thank you a lot. Now let's move on to 3rd
250		round, cross-examination. Okay? Yes. The first speakers. Okay. Why don't
251		you stand here? Apposition ask a question to proposition first. Okay? Yeah.
252		So are you ready? Yeah. Okay. Be confident. Okay go.
253		S: (Opposition team presenter) Your opinion is mix gender class help us to
254		develop the social skill. But there's a reason why we should single gender
255		class. In mix gender class, you might be aware of opposite sex, be shy
256		about talking rude opportunity to express you own will. What do you think
257		about that?
258		S: (Proposition team presenter) I think there are not opposite sex in a single
259		gender class, so there what you have to hide for not to be a rude person and
260		that, you have to, there are some rules that you have to keep between men
261		and a women.
262		S: Excuse me?
263		T: Question?
264		S: Your conclusion is in mix gender class is girl are shy on boys right? But
265		they make your chance to overcome your shyness. Even we can solve this
266		small problem, then how we can we express our opinion in society like a
267		workplace. Tell me about your opinion.
268		T: Overcome, overcoming shyness.
269		S: (Proposition team presenter) I see your point. The, in mix gender class, we
270		should practice, I mean, we should practice social skill in single gender
271		class. Because we are high school girls and we are very sharp. So if we
272		experience about a sense of shame in front of boys in mix gender class, it's
273		very difficult to recover this goal. Do you understand what I mean?
274		T: Mm, Okay, do you have a question?
275		S: School is called a little society. So, I think mix gender class were better.
276		T: Yes, school is kind of little society. Question? Okay. More information.
277		S: We are not prisoners in school. We go hakwon, club activity, I mean not in
278		school activity. And it is small society too. We could reads our social skill
279		for opposite sex in this environment. How do you think about my opinion?
280		T: Not in school, in hagwon.
281		S: (Proposition team presenter) Seohyun said we're supposed to be in school
282		until 11:30 pm so it's over.... and I think we don't have enough time to do
283		like those things. And here's my, do you understand? Okay and here's my
284		question. The opinion with mix gender class is check study because of
285		carrying on our appearances. We're you know, we're upper thirty percent.
286		And I believe that we can control both of appearances and study. And what
287		do you think about that?
288		S: Excuse me.
289		T: Oh, question? To? Okay.

290	S:	Your opinion is that we can control ourselves but we are still just students.
291		And we are scared for control ourselves. Do you think high school students
292		can control themselves?
293	T:	By themselves? Yes. Mm
294	S:	Excuse me.
295	T:	Oh,
296	S:	That situation is not concurred only our school but also in extraordinary
297		school like science high school or foreign language high school. But they
298		choose mix gender classes. Why do they choose this form despite there
299		have no advantages? What do you think about it?
300	T:	Foreign language high school and science high school?
301	S:	(Opposition team presenter) I have a friend who prepare to go to science
302		high school last year and she told me that in that school I mean science high
303		school a number of girls is very small. About maybe about 15students. So
304		they have to do mix gender class although they didn't want to. And here is
305		my question. Did you think the problem that can occur when we do mix
306		gender class? Single gender class should exist for not only improving
307		concentration on studies but also protecting girls. Your guys already know
308		that boys are very curious about other sex in this time, I mean high school.
309		It is impossible to deny this fact. So what do you think about that?
310	T:	Okay. This could be your final answer.
311	S:	(Opposition team presenter) Okay. I think single gender class is more
312		dangerous than mix gender class because in mix gender class boys can
313		solve, boys can solve curiosity of the girls and they will be more released.
314		And but if you are in single gender class, they can't meet in school and they
315		will meet out the world and I think it's more risky.
316	T:	Okay, now. Okay. Go back to your original positions. This is round 4.
317		Closing statement for opposition. Hyorin Why don't you come here? And
318		summarize your team's argument. Okay. Go.
319	S:	Hi, I'm Hyorin in opposition team. More and more schools are becoming
320		coeducational but there seem to be a problem about whether boys and girls
321		should be in the same class. After all, our team is against mix gender
322		classes. There are several reasons why we are against it. First reason is
323		that. We girls would be too self-conscious what the boys would think. So
324		we are worrying about our parents think any how trying to look beautiful.
325		This will take away studying time also if they become familiar terms maybe
326		scandals. As time goes by it's of the without pay attention to the teacher.
327		Therefore when we are students, we need a single gender class to develop
328		learning ability. Second reason is that. We will by the greater bonding to the
329		same sex when we are in the same class, it's easy to make friends to We
330		can make friends who has various personality. It's very important to feel
331		this kind of relationship, the feeling from the same sex and the other sex are
332		different. Lastly, it's problem that the single gender schools are more
333		efficient than coeducation school. It is faith on great success or higher
334		school works or standard. When we are young, one is to be a totally
335		exposed coeducated environment, but in high school years, one can be in
336		single gender class because we then have ...basic social interaction.
337		Therefore our team is against mix gender classes. Thank you for listening.
338	T:	Okay. Thank you. Wow. Yes. Good job, Hyorin. And you are the last
339		person. Ready? Go.

340	S:	Hi, I'm Dahee in proposition team. Now I'll introduce our opinion. We believe that mix gender classes can cause good effect for our high school for 3 reason. The first reason is we can improve our social skill. When we go to school and .....school, we can experience our realistic life. Therefore we think experience can improve our social skill. And for the second reason is that we can make ideal atmosphere. Although we can have some negative effect, but I think we can cover that effective part for the 3 reason. I believe it. And final reason is that. Mix gender classes can make boys and girls purification themselves. As you know in single gender classes, we can -----anything but sometime we talk about strange subject, but in mix gender classes, we can relax this problem. For this reason, our conclusion is that, mix gender class can cause good effect in our high school. Thank you for listening.
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351	T:	Okay. Perfect. Yes. Okay. Good job. Guys. Now, let's listen the final evaluation from judging panel.
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353	S:	I really enjoyed watching you. Most supporters participated in debates so actively, so I ----your energy and desire. It was very great. And I had a feeling that you tried audience to listen your speaking but all of you speak clearly to connect with your audience not only speaking louder but also using gesture and ...points. And I hope that you approach the topic more .....I felt you.....only a few reason. However most speaker answer logically and calmly by using good examples.
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360	T:	It was good. And you summarised well your opinion, so we understood your point. I believe that all you were great speaker. Okay. Thank you. Wow good evaluation. Now we have a time to vote the winner today, so are you guy...Judging panel are you guy...? Okay. I'll give you 20 second. 20 second. It's enough. Okay. Now. You did a great job. I think you did a great job today. Most of the evaluation a judicator Seyong mention is just same as mine. So I mean I'm very happy. I'm very happy to watch you guys. And now are guys ready? Now can we count 3 to 1? Okay. All right. All right. Now let's count 3 to 1.
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371	42:44	The winner today is, yes proposition team.
372		Yes, let's give big hand please. Wow, the winner today is proposition team.
373		The proposition team will have second match with the winner of the 1st class, 1 학년 1 반 [one one] next week, with different topic, different motion. Okay? So just be ready. Okay? Okay. Uh... now
374		Today winner team is proposition. Okay. Now this is a formative test. It is time to see whether you understood the debate overall clearly so I give you this formative test to the back. There are 5 questions. Am I right? Yeah 5 questions. We have an extra. Okay. The first question is this is main for the team that proposes the motion, and ..... In a debates. And second question is a ...motion argues against the motion in a debates. And number 3 is still also spend sometime criticising, criticising the arguments presented by the other team. Other team.
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384		And the question number 4 is what are the opinions of mix gender classes
385		and the last one is what are the opinions of single gender classes, the
386		opposition team. Okay. Finished? Okay. Let's check, check out altogether.
387		Oops. Yes. Okay. What is the answer number 1? This is the name for the
388		team that proposes the motion and a argues for it in a debate. And the
389		winner today. Yes. Proposition. Proposition. Okay. Don't cry. And now this
390		is. This is name for the team that opposes the motion an argues against the
391		motion. Yes. Opposition. And in debating each team will present points in
392		favour of their case, they also spend some time criticising the arguments
393		presented by the other team. So what is this? Yes. Rebuttal. Rebuttal.
394		Good. And the what are the opinions of the students for mix gender classes,
395		the proposition arguments? Yes, social skills. Ideal classes, yes purification.
396		Nice. What are the opinions of the single gender classes, oppositions? Yes,
397		is this right? (Picking up convenience) Yes, distracted. Distracted means
398		they cannot concentrate on their study or you know their purposes. Then
399		how about second? It's solidarity. Solidarity is bonding, each other
400		fellowship brotherhood, sisterhood. 결속력 [Solidarity], okay? And the last
401		argument is higher result on study. Okay. Good job.
402		Now please turn the, turn this formative test. There is a homework. Are
403		you happy? No. no? Yes. Okay. Okay. Before we check the homework.
404		Let's review the aims again. The first one is, 1. Express opinions freely
405		arguing for or against a motion. So we did by using colour right? So we
406		show our opinions freely and we'll going to write your answer, your opinion
407		ideas on website letter. 2. Participate in a debate as a chosen role. So we
408		did debate very good. Okay? Yes. Why don't you give them a big hand a
409		judging panel? Speakers and supporters two party and writer and
410		photographers that made a video clip.
411		Yes this is homework. Write an essay. Please look at the other of a page.
412		Do you agree or disagree with the statement and why. Please give two
413		reasons to support your main arguments. The motion is isn't necessary to
414		modify to change school dress code like casual or 트레이닝복 아니면
415		[sweat suit or] or or or or school uniform okay? And visit to website and
416		write your an opinion freely. The procedure...yes, yahoo.com. The
417		procedure is written in the bottom of this page. Okay? Procedure. Process.
418		The step. How to do it.
419		And next week we're gonna have feedback time. That's why we recorded
420		today. So we're write the video clip that we made today. And making a
421		correction and have fun. Okay? Okay. Thank you for your comprehension,
422		attention. See you guys next. Thank you. Thank you very much.

***Appendix 11: Resources used in the recorded lessons***



# HAPPY HALLOWEEN!

## PAY ATTENTION AND FILL IN THE BLANKS

IF YOU SHOW ME YOUR FINISHED PAPER AT THE END OF CLASS, YOU MIGHT GET A TREAT

HALLOWEEN BEGAN OVER \_\_\_\_\_ YEARS AGO

HALLOWEEN STARTED IN WHAT IS NOW \_\_\_\_\_ AND \_\_\_\_\_

HALLOWEEN IS A VERY OLD \_\_\_\_\_

PEOPLE BELIEVED THAT \_\_\_\_\_ AND \_\_\_\_\_ WOULD COME ON NOVEMBER 1<sup>ST</sup> AND STEAL FOOD

HALLOWEEN IS CELEBRATED ON \_\_\_\_\_

PEOPLE WOULD WEAR \_\_\_\_\_ TO SCARE AWAY EVIL SPIRITS



## NAME 2 THINGS PEOPLE DO FOR FUN ON HALLOWEEN

## LIST 5 HALLOWEEN VOCABULARY WORDS THAT WE LEARNED



*Appendix 12: Revised version (2009) of Examples and Functions of  
Communication*

## 나. 【별표 2】

### 의사소통 기능과 예시문

· 아래에 제시된 의사소통 기능과 예시문을 음성 언어 활동 및 문자 언어 활동의 필요에

따라 선별하여 활용할 것을 권장하며, 그 밖의 기능이나 문장도 사용할 수 있다.

- △로 표시된 예시문은 초등학교에서 사용하기를 권장한다.
- ( ) 안에 제시된 낱말이나 구는 생략이 가능한 것을 나타낸다.
- X, Y 또는 ...은 상황에 맞게 쓸 수 있는 낱말이나 구를 나타낸다.

#### 1. 정보 전달하기와 요구하기

##### 1.1. (정체) 확인하기와 상술하기

△That's/It's/They're ... .

△Is this your ... ?

The man over there is Mr. Kim.

The small one (with the blue buttons).

Ms. Anderson is the owner of the restaurant.

##### 1.2. 진술하기와 보고하기

△My sister is a nurse/... .

△It's on the right/left.

△I'm taller than ... .

She runs as fast as ... .

△I met ... (yesterday).

There is a store on the corner.

The train has left.

△They will ... .

He said the shop was closed.

##### 1.3. 수정하기

△No, it isn't.

△(Sorry.) That's/It's not right.

△(No,) this is MY bag.

(I think) you've made a mistake.

##### 1.4. 질문하기

△Do you have ... ?

△She's a teacher, isn't she?  
△Who is she?  
△What do you like?  
△Where do you live?  
△When is your birthday?  
△How much is it?  
△Whose notebook is this/that?  
Which movie do you want to see?

### 1.5. 질문에 답하기

△Yes, I do./No, I don't.  
△Yes, she is./No, she isn't. She's a ... .  
△She's my friend.  
△I like ice cream.  
△In Busan.  
△August 15th.  
△It's two dollars.  
△It's Nancy's.  
I want to see ... .  
(Because) ... .

## 2. 사실에 대한 태도 표현하기

### 2.1. 동의하기

△Me, too.  
△Same here.  
△Okay!/Good!/Fine!/Great!  
(Yes,) I agree.  
That's a good idea.

### 2.2. 이의 제기하기

△I don't think/believe so.  
I don't agree/disagree (with you).  
I'm against ... .

### 2.3. 동의나 이의 여부 묻기

△What do you think?

Don't you agree?

Would/Do you agree with me?

#### 2.4. 부인하기

△(No,) I didn't.

△That isn't true.

△That's not right/correct.

### 3. 지식, 기억, 믿음 표현하기

#### 3.1. 알고 있음 표현하기

△I know (about) ... .

I heard/have heard (about) ... .

I've been told (about) ... .

I'm aware (of) ... .

#### 3.2. 알고 있는지 묻기

△Do you know (about) ... ?

Have you heard (about) ... ?

You know ... (, don't you)?

Are you aware (of) ... ?

#### 3.3. 궁금증 표현하기

I'm curious about ... .

I wonder ... .

I'd be (very) interested to know ....

Can someone tell me about ... ?

#### 3.4. 모르고 있음 표현하기

△I don't know.

△I have no idea.

I haven't got a clue.

#### 3.5. 기억이나 망각 표현하기

I (don't/can't) remember ... .

I (nearly/completely) forgot (about that).

I'll never forget ... .

### 3.6. 기억이나 망각 여부 묻기

(Do/Don't you) remember ... ?

I wonder if you remember ... .

You haven't forgotten about ..., have you?

### 3.7. 상기시켜 주기

Remember to ... .

Remind me to ... .

Don't forget to ... .

### 3.8. 확실성 정도 표현하기

△I'm sure.

Are you sure/certain about ... ?

I have no doubt.

I'm (not) (quite/fairly/absolutely) sure/certain ... .

How sure are you that ... ?

## 4. 양상 표현하기

### 4.1. 가능성 정도 묻기

May/Can John ... ?

Is Mary likely to ... ?

Is it probable/likely/possible/impossible that ... ?

### 4.2. 가능성 정도 표현하기

... may/can be changed.

Perhaps/Possibly/Maybe they will ... .

They should/ought to ... .

It is probable/likely/possible/impossible that ... .

### 4.3. 의무 여부 묻기

Must I ... ?

Do I (really) have/need to (...) ?

Is it necessary to ... ?

### 4.4. 의무 표현하기

You have to/must ... .

You should/ought to ... .

It is required to ... .

You're expected to ... .

#### 4.5. 의무 부인하기

I don't have to ... .

I don't need to ... .

There's no reason why I should ....

#### 4.6. 허가 여부 묻기

△May/Can I ... ?

Is it all right/okay if ... ?

Do you mind if ... ?

I wonder if I could ... .

#### 4.7. 허가하기

△(Yes,) you may/can ... .

△Of course.

△Sure./Okay./All right.

I don't mind (at all).

#### 4.8. 불허하기

△No, you can't.

You must not/may not ... .

(I'm afraid) it's/that's not possible.

You're not allowed/supposed to ... .

#### 4.9. 능력 여부 묻기

△Can you ... ?

Do you know how to ... ?

Are you good at ... ?

#### 4.10. 능력 표현하기

△(Sure/Yes,) I can ... .

I was able to ... .

I know how to ... .

I'm (pretty) good at ... .

#### 4.11. 능력 부인하기

△I can't ... .

I don't know how to ... .

I'm not good at ... .

### 5. 의지 표현하기

#### 5.1. 바람, 소원, 요망 표현하기

△I want (to) ... .

△I'd like ... .

I look/am looking forward to ... .

I wish I could ... .

#### 5.2. 바람, 소원, 요망에 대해 묻기

△Do you want (to) ... ?

△Would you like ... ?

Do you wish (you could) ... ?

Are you looking forward to ... ?

#### 5.3. 의도 표현하기

I'll ... .

I'm going to ... .

I'm thinking of ... .

I'm planning to ... .

#### 5.4. 의도 묻기

Will you ... ?

Are you going to ... ?

Are you thinking of ... ?

Are you planning to ... ?

### 6. 감정 표현하기

#### 6.1. 기쁨 표현하기

△That's great!

△I'm/I feel (very/so) happy/glad.

I'm (very) glad/delighted to ... .

## 6.2. 슬픔 표현하기

△How sad.

△I'm/I feel (very/so) sad/unhappy.

That makes me (really) sad.

## 6.3. 기쁨이나 슬픔에 대해 묻기

△Are you happy/sad?

△Are you all right?

How are you feeling?

## 6.4. 슬픔, 불만족, 실망의 원인에 대해 묻기

△What's wrong?

What's the matter?

Why are you sad/disappointed?

## 6.5. 낙담 위로하기

△Don't worry.

△(Come on!) Cheer up!

Things will be better (soon).

Don't be disappointed/discouraged.

## 6.6. 유감이나 동정 표현하기

△That's too bad.

I'm (so/very) sorry to hear ... .

That's a pity/shame.

## 6.7. 희망, 기대 표현하기

I hope ... .

I'm looking forward to ... .

I can't wait for ... .

## 6.8. 실망 표현하기

I'm/I feel (very) disappointed.

That's very disappointing.

What a pity/shame!

#### 6.9. 걱정, 두려움 표현하기

I'm worried (about ...).

I'm (rather) worried/anxious  
(about ...).

I'm scared/frightened/terrified(to ...).

#### 6.10. 걱정, 두려움 묻기

Are you afraid/scared/frightened of ... ?

Are you worried/concerned/anxious about ... ?

#### 6.11. 안심시키기

Don't be frightened.

(I'm sure) everything will be okay/all right.

#### 6.12. 안도감 표현하기

That's a relief.

What a relief!

Thank goodness.

I'm relieved/glad to hear ... .

#### 6.13. 좋아하는 것 표현하기

△ I like/love (to) ... .

I enjoy ... (very much).

... is (very) good/nice/pleasant.

#### 6.14. 싫어하는 것 표현하기

△ I don't like (to) ... .

I hate (to) ... .

#### 6.15. 좋아하는 것 또는 싫어하는 것 묻기 △

Do you like ... ?

△ What do you like?

What's your favorite ... ?

6.16. 선호 표현하기

I prefer X to Y.

I('d) prefer (to) ... (if possible).

I think X is better than/preferable to Y.

6.17. 선호에 대해 묻기

Which do you prefer?

Do you prefer X to/or Y?

Do you like X better/more than Y?

6.18. 만족 표현하기

△Good!/Fine!/Excellent!

I'm (very) satisfied.

That'll do.

6.19. 불만족 표현하기

I'm not satisfied/happy (with ...).

That won't do.

This won't work.

6.20. 만족이나 불만족에 대해 묻기

Are you satisfied/happy (with ...)?

How do you like/find ... ?

Is this what you want(ed)/need/meant/had in mind?

6.21. 불평하기

It's not fair.

I'm not happy about ... .

I want to complain about ... .

You can't possibly ... .

6.22. 화남 표현하기

△I'm/I feel angry.

I'm (rather/quite/very) upset/

annoyed (about ...).

I can't stand ... .  
... is (very) annoying/irritating.

#### 6.23. 화냄에 응대하기

Calm down!  
Don't get so angry/worked up!  
There's nothing to get angry about.

#### 6.24. 관심 표현하기

I'm interested in ... .  
... interests me (a lot/greatly).  
I'm fascinated by ... .  
How interesting!

#### 6.25. 무관심 표현하기

I'm not (very) interested in ... .  
I don't have any/much interest in ... .  
How boring!

#### 6.26. 관심에 대해 묻기

Are you interested in ... ?  
What are you interested in?  
Do you find X interesting?

#### 6.27. 놀람 표현하기

△What a surprise!  
That's/It's surprising!  
I (just) can't believe this.  
I'm surprised that ... .

#### 6.28. 놀람 여부 표현하기

Were you surprised?  
Does that surprise you?  
Are you surprised that ... ?

#### 7. 도덕적 태도 표현하기

### 7.1. 도덕적 의무 표현하기

You should/ought to ... .

It's right/wrong to ... .

You must ... .

You have to/have got to ... .

You're supposed to ... .

### 7.2. 승인하기

△(Very) good.

△That's fine/excellent.

△Well done!

You were (quite) right to ... .

### 7.3. 거부하기

△That's/It's not (very) good/nice.

You shouldn't/oughtn't to have done that.

I don't/can't approve (of ...).

You ought to be ashamed (of yourself).

### 7.4. 승인이거나 거부 여부 묻기

△How's this?

What do you think of ... ?

How do you find ... ?

Do you approve (of) ... ?

### 7.5. 비난을 하거나 수용하기

It's (all) your fault.

You're to blame.

It's (all) my fault.

It's (all) because of you.

### 7.6. 비난 거부하기

It isn't/wasn't my fault.

Don't blame me.

It was a(n honest) mistake.

## 7.7. 사과하기

△(I'm so/very) sorry (about that).

Please forgive me.

I apologize.

## 7.8. 사과 수용하기

△Not at all.

△(That's/It's) okay.

△Forget it.

△It doesn't matter.

No problem.

Never mind.

## 8. 설득 . 권고하기

### 8.1. 제안 . 권유하기

△Let's ... .

△What/How about ... ?

Why don't we/you ... ?

Can you make it (at ten)?

You'd better ... .

(I think) you should/ought to ... .

Would you like (me) to ... ?

I suggest (that) we ... .

### 8.2. 도움 제안하기

△Can I help you?

Let me help you.

Can I give you a hand?

### 8.3. 요청하기

△(Please,) open the door.

Can you ... (, please)?

Could I ask you to ... ?

Do/Would you mind closing the window?

#### 8.4. (도움) 제안, 권유, 요청에 답하기

△Yes!/Okay!

△Sure!/All right!

△No problem.

△(That) sounds good.

△Sorry ..., but ... .

△No, thank you.

Thank you, but ... .

(I'm) sorry but I can't.

I'm afraid I can't ... .

#### 8.5. 충고하기

(I think) you should/ought to ... .

Why don't you ... ?

You'd better ... .

If I were you, I'd ... .

#### 8.6. 충고 구하기

Do you think I should ... ?

Can I get your advice on ... ?

What would you do if ... ?

#### 8.7. 경고하기

△Don't ... .

△Be careful.

△Watch/Look out (for ...)!

Make sure you don't ... .

#### 8.8. 허락 요청하기

△May/Can I ... (, please)?

Let me ... .

Do you mind if ... ?

Would it be possible ... ?

I was wondering if I could ... ?

#### 8.9. 허락 요청에 답하기

△Yes./Okay./All right.  
△Sure./Of course.  
△(Yes,) you can.  
△(No,) you can't.  
Not at all.  
(I'm afraid) that's/it's not possible.

#### 8.10. 금지하기

△Don't ... .  
You mustn't/can't/shouldn't ... .  
You'd better not ... .

### 9. 사교활동 하기

#### 9.1. 주의 끌기

△Hey!  
△(Oh,) look/listen.  
May I have your attention(please)?

#### 9.2. 만날 때 인사하기

△Hi!/Hello!  
△Good morning/afternoon/evening.  
Good/Nice to see you (again)!  
How do you DO?  
How do YOU do?

#### 9.3. 안부 묻기

△How are you (today)?  
△How's it going?  
How are you doing?  
What's up?  
How have you/things been?

#### 9.4. 안부 묻기에 답하기

△(I'm) okay (, thanks/thank you).  
△(I'm) fine/very well (, thanks/thank you).  
△Not (too/so) bad (, thanks/thank you).

#### 9.5. 제삼자에게의 안부 부탁하기

Say hello to ... (for me).

Please give my regards to ... .

Remember me to ... .

#### 9.6. 호칭하기

△Mr./Miss/Mrs./Ms. ...

Doctor/Professor/Director Brown.

How/What do you want me to call you?

#### 9.7. 자기 소개하기

△I'm ... .

△My name is ... .

Let me introduce myself (to you).

I'm ... .

#### 9.8. 다른 사람 소개하기

△X, this is Y.

I'd like you to meet ... .

I'd like to introduce ... .

#### 9.9. 소개에 답하기

△(It's) nice/good to meet you.

(I'm) (very) pleased to meet you.

It's a pleasure to meet/meeting you.

I've been looking forward to meeting you.

#### 9.10. 소개가 필요한지 묻기

Do you know each other?

Have you already met ... ?

I think you (two) know/have met each other, don't/haven't you?

#### 9.11. 환영하기

△Welcome!

Glad you're here.

Glad you could come.

#### 9.12. 음식 권하기

△(Please) help yourself.

△Please go ahead.

Please try some ... .

Would you like some ... ?

Do you want some more ... ?

#### 9.13. 음식 권유에 답하기

△(Yes,) thanks/thank you.

△Yes, please.

△No, thanks/thank you. (I'd rather have some ... .)

That would be very nice.

Thanks, it/everything looks delicious.

#### 9.14. 감사하기

△Thanks (a lot)/Thank you (very/so much).

Thanks for ... .

I (really) (do) appreciate your help/what you've done.

#### 9.15. 감사에 답하기

△Sure.

△You're welcome.

△No problem.

△(It was) my pleasure.

Don't mention it.

#### 9.16. 축하, 칭찬하기

△Congratulations (on ...)!

△(Very) good!

△Good (for you)!

△What a nice ... !

△How ... she is!  
△Great!/Excellent!  
(You did a) good (work/job)!  
How ... she is!

#### 9.17. 격려하기

△You can do it!  
Don't give up!  
That's all right. (You'll do better  
next time).

#### 9.18. 축하, 칭찬, 격려에 답하기

△Thanks/Thank you (very much).  
△You, too!  
I'm glad you like ... .  
How nice (of you)!

#### 9.19. 기원하기

△Happy birthday/New Year/... !  
△Good luck (with your .../the ...)!  
△Have a good/nice ... !  
I'll keep my fingers crossed!  
I hope/wish ... .

#### 9.20. 헤어질 때 인사하기

△Bye(-bye).  
△Goodbye.  
△Take care.  
△(Have a) nice day/good night.  
△See you (later/again/tomorrow).

### 10. 답화 구성하기

#### 10.1. 주제 소개하기

(Now) let's talk about ... .  
I'd like to say something about ... .  
I'd like to tell you what ... .

## 10.2. 의견 표현하기

△(Well,) I think/feel/believe ... .

It seems to me ... .

In my view/opinion, ... .

## 10.3. 의견 묻기

What do you think (of/about ...)?

How do you feel about ... ?

What is your view/opinion?

## 10.4. 열거하기

First ... . Second ... . Third ... .

First ..., then ..., then ... .

## 10.5. 예시하기

What do you want to do?

What do you think of/about ... ?

Did you find ... ?

## 10.6. 강조하기

It is important to/that ... .

I want to stress ... .

## 10.7. 정의하기

X/This means ... .

The meaning of X/this is ... .

## 10.8. 요약하기

In short, ... .

In brief, ... .

To sum up, ... .

## 10.9. 주제 바꾸기

By the way, ... .

Let's move on to ... .

I'd like to say something else ... .

#### 10.10. 이해 상태 나타내기

△I see.

△I (don't) understand.

It (still) isn't clear to me what this means.

#### 10.11 대화에 끼어들기

△Excuse me.

Can I say something?

Can I interrupt you for a moment?

#### 10.12. 전화를 하거나 받기

△Hello?

(This is) ... (speaking/here).

May/Can I speak to ..., please?

Who's calling, please?

Could you put me through to ..., please?

Just a moment, please.

Can I leave/take a message?

(Sorry, but) can I call you back?

#### 11. 의사소통 개선하기

##### 11.1. 천천히 말해 달라고 요청하기

△Too fast.

△Slow down (, please).

(Can you speak) more slowly, please?

##### 11.2. 반복 요청하기

△(I'm) sorry?

△What (did you say)?

△(I beg your) pardon?

(Sorry/I'm afraid) I don't know what you mean/meant.

Would you say that again (please)?

### 11.3. 반복해 주기

△(I said) X.

I said that ... .

What I said was X.

### 11.4. 확인 요청하기

△Did you say X?

△Are you sure?

Do/Did you mean ... ?

He lives in Seoul, doesn't he?

### 11.5. 설명 요청하기

△What is X (exactly)?

What do you mean by X?

Could you explain ... ?

### 11.6. 철자 . 필기 요청하기

△How do you spell ... ?

Could you spell that, please?

Could you write that down (for me), please?

### 11.7. 철자 알려주기

△B-A-G.

'Bag' is spelt B-A-G.

It's spelt with a capital 'P'.

### 11.8. 표현 요청하기

△What is X (in English)?

Do you say ... (or ...)?

I don't know how to say it.

How would/do you say this in English/Korean?

### 11.9. 표현 제안하기

△X.

Do you mean X?

I think you mean ... ?

In English/Korean we say ... .

11.10. 이해 점검하기

△Do you understand?

Do you see/know what I mean?

Is this/everything clear (now)?

11.11. 오해 지적해 주기

(No,) I mean Y (not X) ... .

(I'm afraid) that's wrong/not right.

That's not (exactly) what I meant to say.

11.12. 생각할 시간 요청하기

Let me see/think.

Just a moment (while I think).

May I think about that for a moment?

*Appendix 13: Common European Framework of Reference for  
Languages: learning, teaching, assessment*

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2. Common Reference Levels: self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Table 3. Common Reference Levels: qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

<b>B1+</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2+</b>					
<b>A2</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.