



# The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

July 2010

## Developing Supplementary Course Materials

A summary by Jeffrey Hamilton of his June 12 Gwangju-Jeonnam Chapter monthly meeting presentation.

**F**inding the perfect textbook to teach your students is a daunting task. The bad news is that such a textbook does not exist. The good news is that with a few helpful hints, you can develop appropriate material to supplement your textbook in the classroom. The following will suggest a few ways to do this.

### Plan How to Teach with the Text

Before you can begin to develop your own materials for the classroom, you need to understand what your core beliefs about the role students should have in their own learning. Should students mainly get their knowledge from the teacher or should most learning be done between students? If you favor the former, then the material you develop will focus on information being transferred from the teacher to the student. If you favor the latter, then whole chunks of information will be split between your students, and it is their job to work out the information between themselves.

Secondly, the teacher needs to decide what the goal of the exercise you want to supplement will be. Is the goal to develop accuracy, be comfortable with native English speakers, follow social norms when speaking with particular people, etc?

### Teaching with the Text

It is important to analyze the textbook that you use in the classroom and get an idea of how the author intended to display their knowledge of language learning to teachers and students alike. The best way to do this is by looking through the table of contents. The table of contents tells us what we want to focus on when supplementing material.

Once we have looked at the table of contents, the next step is to skim through the pages of the unit. Looking through the unit will tell us how we should supplement the material. What kind of listening activities are there in the beginning of the book? How are the grammar items introduced?

### Re-planning How to Teach

There are two different types of tasks that we can develop: ones that require listening and reading (receptive tasks) and ones that require speaking and writing (productive tasks). Receptive tasks are generally taught first to give the students an idea of how the language is used before their first attempts to speak or write it. Characteristics of good receptive tasks are ones that create a low level of anxiety for the learner, are immediately relevant, and maximize students' learning potential.

As our students gain confidence in how to use the language, the next natural step is for them to actually produce it. When thinking about productive tasks, try to develop tasks in which each student has partial information so that they must use comprehension checks ("Did you understand that?") and clarification requests ("Did you say 'across the street'?").

This last point is particularly important. As teachers, we cannot prepare our students for every imaginable situation, but we can provide them with the skills to elicit information they are looking for. This can be done by understanding how we want to teach, how the text is designed to be taught, and how to re-plan teaching. Good supplementary material will empower your students to do just that.

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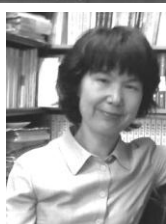
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## Joining Korea TESOL

### Who May Join

English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities and other organizations. University students may join as student members.

### What Memberships Types Are Available?

- **Individual 1-Year Membership** (40,000 won)
- **Undergraduate Student 1-Year Membership** (20,000 won, Documentation required)
- **International 1-Year Membership** (60,000 won / US\$60.00)
- **Lifetime Membership** (400,000 won)

### How to Join

Apply by using the online membership form at <http://www.kotesol.org/>. Click on "Join KOTESOL" at the left and follow the directions.

Paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application.

Membership payment may be made by:

- Bank transfer to **KOTESOL**, Korea Exchange Bank account number: 630-006952-841
- Payment to the Chapter Membership Officer at a Chapter Meeting

# Creative Solutions to Common ELT Problems

Tim Thompson (KAIST) summarizes his presentation at the June 12 Gwangju-Jeonnam Chapter monthly meeting.

It is easy to become frustrated when students do not perform the way we want them to. When setbacks occur, we need to find ways to keep the class motivated and challenged without allowing students to give up. Examples of challenging English language teaching (ELT) situations and the successful solutions that made the classes work will be discussed in the following sections.

## Using L1 in a Communicative Activity

This is one of the most common problems that EFL teachers encounter. How do we encourage our students to keep trying to use their L2 when it is so much easier to revert back to their L1 to solve gaps in the conversation? When my sophomores wouldn't use English to negotiate meaning during their group conversation activity, I invented the "Italian Cafe" scenario and gave them a reason to speak only in English. The Italian Cafe attempts to recreate a scenario where the students imagine that their group members are from other countries and cannot understand the speaker's L1. The key is to get the students to buy into the role play and pretend they are backpackers from around the world chatting at a cafe in downtown Rome.

## Low-Level Students

When my freshmen were overwhelmed by a college English-only class taught by a native-speaker, I lowered my expectations to simply making them comfortable to be in the same room with me before going back to the material. I let them speak Korean and get to know me as well as their classmates. This changed the mood of the class and created the trust necessary for them to commit to the class and lessons. The students felt more comfortable after everyone knew each other better.

## Students Giving Up

When my junior business English class wanted to give up on business article presentations, I built up their confidence by letting them present to a single partner and then multiple partners before standing in front of the class. They slowly got better and were able to learn how to share the information from the articles through low-stress trial and error. Once the students got a taste of success, they were

more willing to try other difficult activities. If the students had been allowed to give up on this activity, I would have been promoting that failing and giving up are acceptable practices. That is not what a good teacher would do.

## Not Enough Time for Writing

When my four-skills class didn't have enough time for writing practice, I assigned stress-free journals where the students could write as much or as little as they wanted outside of the class. The results were not graded or marked with a red pen. Instead, feedback such as "Could you tell me more about that?" was given. Students began to naturally add more and more as the weeks went by since they were able to focus on fluency over accuracy.

## Teaching Multiple Skills Concurrently

When my English study club asked for a once-a-week class where they could improve both vocabulary and pronunciation, I introduced a sitcom watch-and-act class. Websites such as [www.twiztv.com/scripts](http://www.twiztv.com/scripts) provide full scripts for many of today's most popular TV shows. Students took a little time warming up to the idea, but after the braver students started having fun imitating the actors' pronunciation and asking about slang terms and idioms, the entire class started to participate actively. One student gushed, "I've never had a class like THIS before!"

## Forgetting Something Important

Have you ever forgotten to mention something important before the students were dismissed? The students have left for the day and you won't see them until the next week. After they leave, you suddenly realize that you forgot to assign their homework for next week's class! If you have a class website or email list, then you won't have to worry. In addition, with learning management systems like Moodle, it can be easy to get in touch with students after the class is over.

Classrooms and challenges are synonymous. As educators, our job is to find ways to overcoming these frustrating situations and continue to motivate our students; that is, to get creative.

# Gwangju-Jeonnam KOTESOL July Chapter Meeting

- Time: Saturday, July 10, 2010, 2:00 p.m.
- Place: Chosun University, Main Building (*Bon-gwan*), 2nd Floor, Room 2123.

## Schedule

- 2:00 pm: Registration and Welcome
- 2:30 pm: Presentation 1: *Teacher Development: The Five Circles*  
David E. Shaffer (Chosun University; Chapter President)
- 3:20 pm: Snack Break
- 3:40 pm: Presentation 2: *English Zones for English Learning*  
Jocelyn Wright (Mokpo National University; Chapter Membership Coordinator)
- 4:20 pm: Teaching Idea & Activity Share-time: Everyone  
Bring your activities/ideas to share with us (about 5-10 min. each)
- 5:00 pm: Announcements  
Chapter Business: Old or New  
KOTESOL Membership Giveaway  
Book Drawing  
Closing
- (Admission is free. Membership is encouraged.)

## Upcoming Chapter Events

### September 11. Chapter Monthly Meeting

1. *Creating a Sizzling Language Classroom Environment*  
Grace Wang (Yonsei University, Seoul Chapter  
2nd Vice-President)
2. Second Presentation: TBA

### October 2. Chapter Outreach Workshop

- Suncheon National University, Suncheon
1. Sara Davila: *Songs and Chants*
  2. Isabel Lee: *Adapting to ELT in Korea*
  3. Brian Thomas & Faith Fishley:  
*Teaching Young Learners*

## Upcoming KOTESOL Events

### September 11, 2010.

**Daejeon-Chungcheong Chapter and Multi-media & CALL SIG Mini-Conference**  
Woosong University, Daejeon

### October 16-17, 2010.

**2010 PAC—KOTESOL Internat'l Conference**  
*Advancing ELT in the Global Context*  
Sookmyung Women's University, Seoul  
Pre-registration: August 1 – September 30, 2010

### October 17, 2010.

**KOTESOL Annual Business Meeting**  
Sookmyung Women's University, Seoul

### November 15, 2010.

**The 15th Annual Jeonju-North Jeolla Chapter KOTESOL Drama Festival**  
Team Registration Deadline: October 11, 2010  
Jeonju University, Jeonju

## July Chapter Meeting Presentation Preview

If you are new to the field of English teaching, a seasoned veteran, or somewhere in-between, professional development is for you. **David Shaffer** will present the options available and lead the group in a self-evaluation that will help to clarify one's individual strengths and weaknesses as a teacher of English.

You have probably thought about how nice it would be if your EFL students had a place where they could be surrounded by English. **Jocelyn Wright** is experienced at setting up and operating an English zone. She will present us with the recommended setup steps and suggest ideas for successful English zone management.