



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

August 2013

‘Memorable’ Vocabulary Teaching & Learning

By Jessica Magnusson

Many English language learners are willing to communicate in English but feel that they lack the vocabulary and expressions to properly convey their meaning. Another frustration comes from the feeling that they are “forgetting” words that they have learned, or that they don’t have a deep enough knowledge of a word to use it in speaking or writing.

As a teacher, I want my lessons to be memorable in two senses of the word. The first sense of “memorable” that I want my students to experience refers to “a positive or valuable learning experience.” English language learning causes a great amount of stress for many learners, so a positive learning experience is essential to future learning. The second sense of the word “memorable” that I want to achieve with my students refers to helping students increase their rate of retention of the material studied.

Two different types of memory tasks in language learning are recognition memory tasks and recall memory tasks. Recognition memory tasks give students enough knowledge of a word in order to “recognize” it. Traditionally, many English education programs have focused on using mostly recognition memory tasks. This is what allows students to perform well on tests with multiple-choice questions, but struggle as they try to use and apply their knowledge in production. Recall memory tasks require students to recall a word for use in spoken or written production. If English language learners are able to recall a word, they are most likely able to remember it for the long-term. Recognition and recall memory will be discussed during the presentation.

In addition, the presentation will address some techniques that both teachers and students can use to drastically enhance vocabulary retention, including repetition, spacing, imaging, and use. The presentation will conclude by introducing practical classroom vocabulary activities that will make vocabulary learning memorable (retained for the long-term) and even more memorable (a positive and valuable learning experience).

THE PRESENTER

Jessica Magnusson has been teaching English in Korea since 2006. She is dedicated to life-long learning and professional development. Ms Magnusson has worked as an EFL instructor and teacher trainer in Korea. Currently she teaches EFL conversation courses, teacher training courses, and special programs at Gwangju National University of Education. Prior to coming to Korea, she worked as an EFL instructor for four years in Guangdong Province, China. She has earned a Masters in TESOL from the School for International Training in Brattleboro, Vermont (USA). Her main areas of interest include teaching literacy to young learners in an EFL context and story-based instruction.



(Jessica Magnusson is presenting on vocabulary teaching and learning at the August 10th Gwangju-Jeonnam KOTESOL Chapter meeting at Chosun University.)

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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?

- **Regular 1-Year Membership** (40,000 won).
- **Lifetime Membership** (400,000 won). Student and International Membership options also available.

How to Join: Apply by using the online membership form at <http://www.koreatesol.org/>. On the front page, click on "Join KOTESOL" in the menu, and follow the directions.

Alternately, paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application with Chapter assistance.

Membership payment may be made by:

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

Guided Teacher Reflection for Busy Teachers

By Roger Fusselman

Conscientious teachers engage in reflective practice, a way of looking at their work in a manner that makes it better. This may be simple to define but hard to apply, without knowing how to reflect or what to look for. Thankfully, there are standards, methods to reflection, and best practices that every teacher should know, to narrow this gap in our understanding. But, let's face it: we teachers are busy people. How can we simplify the process for us? One answer to this problem is guided reflection, clear steps by which we can move our teaching forward, while still having time for the rest of life's concerns.

This workshop will involve your active participation in applying concepts related to reflective practice. These concepts include a modified version of Gibbs's model of reflective practice (1988), which describes the cycle by which we consider our classrooms and how to analyze them. Participants will get a chance to discuss questions for teacher reflection, any of which will involve your past experiences as both students and teachers. Everyone will receive a checklist to provide their own practice as teachers with a list of observable standards. With these topics covered, we will watch an amusing video of a lesson in English. In groups, you will

discuss its merits and/or its drawbacks, applying techniques and concepts from the earlier portions of this presentation.

THE PRESENTER

Roger Fusselman received his MA in TESL from the University of Central Missouri. He is a long-time member of and presenter with KOTESOL, including at many international conferences. He has served as the first vice-president of both the Seoul and Busan chapters. Roger has taught in one capacity or another in Korea for over thirteen years, including three years of TESOL training at Seoul National University of Education. Students in Seoul, Daejeon, Pohang, and Ulsan have learned from his lively style of teaching. Roger has also been an active member of the comedy troupe Seoul City Improv for the last two years. He is also a valued member of the public speaking group Yeouido Toastmasters. Roger can be reached at mrfusselman@gmail.com.



(Mr. Fusselman will be presenting his checklist and Reflective Practice techniques at the August 10th Gwangju-Jeonnam KOTESOL Chapter meeting at Chosun University.)

Chapter Members in the News

- May.** Julien McNulty and Phillip Schrank have been named the new associate editors of *The English Connection* (TEC). Their work begins with the Autumn 2013 issue, already in progress.
- June 30.** Dr. Yeon-seong Park's most recent co-authored book, *Understanding British/American Women Poetry*, has been published by Dong-in Publishing Company.
- July 6.** Dr. David Shaffer presented at the 2013 KATE International Conference at Hankuk University of Foreign Studies in Seoul. He presented *Perceptions on Punctuation: University Students' Views and Voices*, part of his ongoing research into learner use of English punctuation. On **July 13**, Dr. Shaffer also presented at the MEESO 2013 International Conference on *The Potential of Korean-English Cognates for English Lexical Acquisition* at Sookmyung Women's University, Seoul. He is additionally scheduled to present at the **August 7** KEES Annual Conference at Hannam University in Daejeon.
- July 19.** Acceptance notifications went out to numerous Chapter members who had submitted presentation proposals to this year's International Conference. Presenting will be: Michael Rabbidge, Cathy Peck, Nico Lorenzutti, Andy Webster, Henry Gerlits, John McDonald, Lindsay Herron, and Dr. David Shaffer.

Gwangju-Jeonnam KOTESOL August Meeting

- Time: Saturday, August 10, 2013, 1:30 p.m.
- Place: Chosun University (Gwangju), Main Building (본관), Room 5210.

■ Schedule

- 1:30 pm:** Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)
- 2:00 pm:** PRESENTATION 1
'Memorable' Vocabulary Teaching and Learning
 Jessica Magnusson (Gwangju National University of Education, Gwangju)
- 2:45 pm:** Refreshment Break
- 3:00 pm:** PRESENTATION 2
Guided Reflection Teacher for Busy Teachers
 Roger Fusselman (Seoul Chapter)
- 4:30 pm:** Mini Swap-Shop Session
 Share your Teaching Ideas, Classroom Activities, and ELT Games, Books, etc.
 (Open to All Attendees. Handouts welcomed.)
- 4:45 pm:** Announcements / Drawing for Door Prizes / Closing

Upcoming Chapter Events

August 24, 2013. Chapter 'Picnic' Dinner
 Doaa's Kitchen (4F). Downtown Gwangju.
 Next to Mudeung Cinema. Phone: 010-8737-0815.

September 7, 2013 (1st Sat.). Chapter Meeting
Getting Students Involved Outside of the Classroom
 By Tim Thompson (KAIST; KTT Presenter)

Upcoming KOTESOL Events

August 31, 2013.
KOTESOL National Council Meeting
 Venue to be announced

September 14, 2013.
Busan-Gyeongnam Chapter
Mini-Conference, Busan

September 18, 2013.
Daejeon-Chungcheong Chapter
Cheonan Mini-Conference
 Cheonan, Chungnam

October 12-13, 2013.

KOTESOL 2013

The 21st Korea TESOL International Conference
Exploring the Road Less Traveled:

From Practice to Theory

Sookmyung Women's University, Seoul

- Pre-Registration Begins: August 1

Speakers: Tom Farrell, Dick Allwright, Graham Crookes, Willy Renandya, Jun Liu, Lillian Wong, Bill Littlewood, Sue Garton, Curtis Kelly, Charles Browne, Jihyeon Jeon, Gabriel Diaz Maggioli

Web: <http://koreatesol.org/ic2013>

Upcoming Korea ELT Events

2013 KEES Annual Conference
Teaching and Assessing English Speaking and Writing
 August 7, 2013; Hannam University, Daejeon

2013 PAAL International Conference
Insights into Theory and Practice from Diverse Educational Perspectives
 August 19-20, 2013; Ajou University, Suwon

21C AELL and KAMFE Joint Autumn Conference
American Literature in the Asian World
 September 13, 2013; Chonnam Natl. University, Gwangju

Second World Congress on Extensive Reading
Extensive Reading: Lighting New Ways to Language Learning
 September 13-15, 2013; Yonsei Univ., Seoul