



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnang Chapter of Korea TESOL

May 2016

Social Issues in the EFL Classroom

By Justin Ancheta

In a world that is increasingly interconnected and globalized, social issues – issues concerning topics of socio-economic status, gender, race, and disabilities – are becoming increasingly important in education. EFL educators, in their pursuit of delivering impactful and meaningful English learning experiences, may easily overlook these issues and how they can impact both student and teacher. Both teachers and students are in positions of incredible influence, in terms of shaping how each side sees each other, themselves, and the world around them. Without full awareness or understanding of the issues and the people involved, educators and students alike have the potential to inadvertently (through no fault of their own) perpetuate prejudice and negative attitudes with respect to social issues. This can have serious and immediate consequences in classrooms with students who have physical or developmental disabilities, who are of mixed-ethnic descent, or who do not conform to traditional societal gender norms. This can also have serious and immediate consequences for EFL educators who come from diverse ethnic backgrounds, or who have physical disabilities themselves. Needless to say, educators are not to blame, but there is arguably a need for more awareness and understanding of these issues.

As teachers, we are an integral part of the solution to issues such as sexism, racism, and ableism, among others. However, being part of the solution requires a willingness to engage in dialogue on challenging topics, a recognition of our own biases, and a desire to celebrate the diversity seen both in our classrooms, and in the world at large, that our students will inherit.

It means having challenging conversations with each other about sensitive topics that may lead to a reexamination of how we see ourselves and our students in our classrooms. Arguably, engagement in these challenging conversations can help Korean EFL educators to better understand both their students and their communities. It can help to better inform their approach to teaching and their teaching practice, to promote positive attitudes towards social issues. Such attitudes will be increasingly important in the future, as our globalized society becomes more and more diverse and interconnected. *(Continued on page 3.)*

THE PRESENTER

Justin Ancheta is currently an elementary EFL teacher with the Jeollanamdo Language Program (JLP). He has had prior experience teaching middle school with the JLP, in addition to elementary school in Daegu under the English Program in Korea (EPIK). He has a Bachelor of Education degree from the University of Toronto's Ontario Institute for Studies in Education, where he gained experience teaching among inner-city communities affected by poverty and racism.



(Justin Ancheta will discuss with us several social issues that EFL teachers here may face at the May 21 meeting of the Gwangju-Jeonnang Chapter of KOTESOL at the Gwangju National University of Education.)

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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:** 50,000 won.
- **Lifetime Membership:** 500,000 won. Student and International Membership options are 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

Fluency Activities for the EFL Classroom

By Jessica Ives

In the language learning classroom, fluency is a skill that can sometimes be overlooked. This could be due to the difficulty in creating activities that develop fluency. As explained by Paul Nation (1989), “fluency involves the speed and flow of language production, the degree of control of language items, and the way language and content interact” (p. 377). In order to facilitate the development of fluency, activities in which the learner's focus is shifted away from language forms and onto the message that is being communicated can be incorporated into the classroom. Therefore, the overall purpose of fluency-building activities is to allow the learner to negotiate with previously learned language “chunks.” These chunks are then made more easily accessible because the activity focuses on communicating the message.

One activity that can help in fluency building is the 4/3/2 technique. For this technique, as Nation (1989) describes, the learner talks on the same topic three times; however, each consecutive time is constrained by a decreased time limit. In this presentation/workshop, the presenter will further explain the 4/3/2 technique; in addition, the benefits for learners will also be outlined. Next, the presenter will demonstrate one way this technique can be used in the classroom. After that, the presenter will also

provide additional activities that help develop fluency. For the last segment, participants will brainstorm various ways that the technique and activities can be incorporated into their teaching contexts. By the end of the presentation, I hope teachers will be more aware of the benefits of developing fluency and take with them some new fluency-building activities to use in their classroom.

THE PRESENTER



Jessica Ives is from Niagara Falls, Canada. This is her second year teaching as a professor at Dongshin University in Naju. Before teaching in Korea, she was an ESL instructor at Brock University in St. Catharines, Ontario, Canada.

(Jessica Ives will share a number of fluency activities with us at the May 21 meeting of the Gwangju-Jeonnam Chapter of KOTESOL at the Gwangju National University of Education.)

Social Issues... (Continued from page 1.)

The aim of this two-part presentation is to help open the door to Korean EFL educators' awareness of social issues, to promote positive and constructive dialogue on the impact of these issues in our classrooms, and to present practical, easily implementable ways to address these issues going forward. The first part, during the Reflective Practice SIG session in the morning, aims to encourage basic discussion of social issues and their relevance towards our professional practice as Korean EFL educators. The second part, during the main meeting in the afternoon, will present attendees with a variety of case studies involving

social issues. Discussion of these case studies will not only help raise awareness of the issues involved, but also constructively generate solutions to help educators when they face similar situations in their classrooms. Finally, I intend to present some practical suggestions for addressing social issues, drawn from prior experience teaching middle school. By the end of this presentation, I hope to at least raise awareness of social issues in the classroom and how we can address these issues to help our students develop into better global citizens. The two parts of this presentation are independent of each other.

Gwangju-Jeonnam KOTESOL May Chapter Meeting

- Time: Saturday, May 21, 2016, 1:45–5:00 p.m.
- Place: Gwangju Natl. University of Ed., Teacher Training Bldg., Room 811 (1st Floor)

■ Schedule: Chapter Meeting, Main Session

- 1:45 pm:** Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)
- 2:00 – 2:50 pm: PRESENTATION 1**
Social Issues in the EFL Classroom: Discussing Case Studies
 Justin Ancheta (Jeollanamdo Language Program)
- 2:50 – 3:10 pm:** Refreshment Break
- 3:10 – 4:00 pm: PRESENTATION 2**
Fluency Activities for the EFL Classroom
 Jessica Ives (Dongshin University)
- 4:10 – 4:45 pm: SwapShop Session (Open to All)**
 Everyone is encouraged to share their Teaching Discoveries and Secrets with the group. Share your Teaching Tips, Ideas, Classroom Activities, Games, ELT Books, or other Teaching Wisdom. (Handouts welcomed.)
- 4:45 pm:** Announcements / Drawing for Door Prizes / Closing

5:45: After-Meeting Dinner at **The First Alleyway**, downtown.

Upcoming Chapter Events

- June 11, 2016. Monthly Chapter Meeting**
 Cara Scott: *Dictionary Dependency: Addressing Reading Fluency in L2 Learners*
 Jennifer Brown: Activities suited for English Camp
- July 9, 2016. Monthly Chapter Meeting**
 Speakers and topics TBA

Upcoming KOTESOL Events

- May 28, 2016. KOTESOL National Conference**
Our Provinces. Wonju, Gangwon.
- June 24–25. Christians in ELT Intl. Conference**
Collaboration in the Classroom and Beyond
 Yonsei University, Seoul

Reflective Practice SIG Morning Meeting

11:00 am – 12:30 pm (May 21, Sat.)

Dealing with Social Issues in the EFL Classroom: Discussing the Issues

Justin Ancheta facilitating.

New Korean Language Café

10:00 – 10:50 am (Before RP–SIG Session)

Come with your questions about Korean.

David Shaffer facilitating.