

## Dictionary Dependence: Addressing Reading Fluency in L2 Learners

By Cara Scott

In this modern technology-driven world, people find themselves with an almost infinite amount of knowledge right at their fingertips. Technology can be a great resource for language learners. Students find themselves surrounded by free websites, tutorials, online language lessons, digital dictionary applications, etc. These new digital resources have, in turn, brought about an infinite number of potential opportunities for instructors to take advantage of to enhance their classroom environments and help their students.

Despite all of the exciting new possibilities brought about by technology, as instructors we must ask the question: “Is this too good to be true?” Nothing comes without its own prospective pitfalls that need to be identified and safeguarded against. One skill in the classroom that is at risk of potentially being affected by all of this easily accessible technology is the L2 learner’s reading fluency.

At times, reading can be an overlooked skill in the language classroom, often it is simply a means to an end. When the word “fluency” is used, it is often in the context of a language learner’s speaking ability. Frequently in classrooms, reading is merely used as a way to convey new vocabulary to students and demonstrate how that vocabulary is used correctly in sentences. Students find themselves reading sentences, paragraphs or short stories, for the sole purpose of identifying the meaning of vocabulary. In this case, online translators and dictionary applications are a convenient

shortcut for these language learners. As students perform these tasks, often repetitively in classrooms, this can reinforce the idea that reading is for the purpose of vocabulary acquisition. This can lead students to assume that reading is simply a means to an end, and that dictionary applications are a convenient way to speed up the process.

This presentation takes a closer look at how to address the potential risks that modern technology, like online translators or digital dictionaries, pose to students’ reading development. It also takes a look at potential alternatives for instructors to employ in the classroom that can aid students in developing their reading fluency.

### THE PRESENTER

**Cara Scott** is a graduate of Central Washington University with a degree in Asian Studies and a certification in TESL (Teaching English as a Second Language). In 2012, she was hired by the Gyeongsan Office of Education to teach English and relocated to South Korea. Currently Cara is working as an English instructor at Chonnam National University.



*Cara Scott will discuss with us dictionary dependence in the classroom at the June 11th meeting of the Gwangju-Jeonnang Chapter of KOTESOL at Gwangju Natl. University of Education.*

# ■ Gwangju-Jeonnam Chapter Officers: 2015-16

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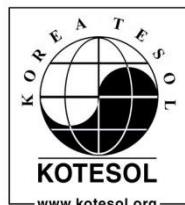


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Alternately, paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application with Chapter assistance.

## 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

# English Camps in Korea: Please the Parents, Engage the Children

By Jennifer J. Brown

Camps in Korea are very different from camps in the West. In the West, camps have many activities that include pitching a tent, gathering firewood, canoeing, archery, outdoor games, and making s'mores and singing around a campfire. English camps in Korea are for learning academic English with vocabulary, grammar, and sentence structures.

As preparations are being made for a well-thought-out camp program, there are many criteria to consider for a summer or winter program. Often when creating an English camp in Korea, administrative work, budget, time of day the classes will be run, and the academic side of things are given emphasis over focusing on the fun. This presentation will explain a variety of camps that take place throughout Korea, introduce examples of activities from several camps, list things to consider when planning a camp, and focus on a five-day curriculum.

With audience participation, ideas for both the book side of camp to please the parents, and the active side of camp to make it fun for the students will be explored. Students not only need routine, but they also relish variety. This presentation will look at the overall goal of camp, daily objectives, and individual outcomes for different tasks. Themes that could be used for each day, ways tasks can be presented and practiced, and methods to keep track

of what each student has done, will be discussed.

Let's discover how these lessons can be used across a wide range of students' grades and abilities. Regardless of their proficiency levels, interests, and learning styles, students will be engaged and ultimately will learn English through a well-planned summer or winter program. Students will develop confidence in English through songs, games, school subjects, everyday situations, and the presenter's favorite, role-plays.

## THE PRESENTER

Jennifer J. Brown came to South Korea from Canada in 2003. She is an assistant professor in the Department of International Cultures and Languages at Gwangju University. She is currently working on her MA TESOL-MALL program with Woosong University and has a TESOL certificate. She has been teaching at the university level for five years and taught at the elementary level for eight years.



*(Jennifer Brown will share with us her thoughts on English camps in Korea at the June 11th meeting of the Gwangju-Jeonnam Chapter of KOTESOL at the Gwangju National University of Education.)*



## Morning Korean Help Café

10:00 – 10:50 a.m., June 11 (Sat.)

*Bring your questions about the Korean language*

Dr. David Shaffer is manning the Help Desk.  
(At Kenya Espresso Café – same location as our morning Reflective Practice SIG)

## Gwangju-Jeonnam KOTESOL June Chapter Meeting

- Time: Saturday, June 11, 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**

***Dictionary Dependence: Addressing Reading Fluency in L2 Learners***  
Cara Scott (Chonnam National University)

**2:50 – 3:10 pm:** Refreshment Break

**3:10 – 4:00 pm: PRESENTATION 2**

***English Camps: Please the Parents, Engage the Children***  
Jennifer J. Brown (Gwangju 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

**July 9, 2016. Monthly Chapter Meeting**

Collaborative Workshop on education topics.  
Matt Ehlers facilitating

**August 13, 2016. Monthly Chapter Meeting**

Game Design and Activity Design  
Zon Petilla (Ojeong English Center)

## Upcoming KOTESOL Events

**June 24–25, 2016. Christians in ELT (CELT)**

**International Conference**  
*Collaboration in the Classroom and Beyond.*  
Yonsei University, Seoul

**Oct. 15–16. KOTESOL International Conference**

*Shaping the Future: With 21st Century Skills*  
Sookmyung Women's University, Seoul

### Reflective Practice SIG Morning Meeting

**11:00 am – 12:30 pm (June 11, Sat.)**

***How Playful Is Your Teaching?***

Bryan Hale facilitating.