

Troubleshooting Pedagogic Miscommunication

Do your students really understand the purposes of English practice tasks?

By Bryan Hale

Do your students...

- think discussion activities are supposed to have correct answers?
- think conversation class should be a comedy routine performed by you?
- not see the value in student-to-student English (even when they've just done it really well!!)?
- think repeating a perfect sentence and then forgetting it immediately = success?

Mine often do!

In this workshop we are going to work on how we communicate about teaching, learning, and English practice in our classrooms. We will share some experiences, look at ideas about pedagogic communication from around the world of English Language Teaching, and discuss whether/how we can adapt these ideas to our particular contexts. Hopefully, we will be able to



leave the workshop with actionable ideas and new resources for troubleshooting some pedagogic miscommunication issues in our classrooms.

THE PRESENTER

Bryan Hale is from Australia. After graduating, he spent a chunk of life in an office job in Sydney, wondering what you do with a BA in English. Then he got a CELTA and discovered that he loves English language teaching. Bryan has been in Korea since 2011. He currently teaches at Yeongam High School in Jeollanam-do. His previous experience includes both public school and *hagwon* teaching, working with all age groups but middle school students in particular. Bryan is completing a Master of Applied Linguistics (TESOL) through the University of New England in Australia. He has served the Gwangju-Jeonnam KOTESOL Chapter in several roles, including as membership coordinator and the chapter Reflective Practice group co-facilitator, and is now chapter treasurer. He is also a co-facilitator of the national Reflective Practice SIG (special interest group).

(Bryan will be presenting on this topic at the Gwangju-Jeonnam KOTESOL Chapter meeting on January 13, 2018 at the Gwangju National University of Education.)

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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:** KEB-Hana bank account number 299-890069-83204.
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting.

Visible Pedagogy: A Summary of Concept

By Bryan Hale

Visible Pedagogy

- Learning outcomes, expectations, and teacher decisions are explicitly communicated to students.
- Teachers intervene in learning processes to ensure student achievement.
- Involves a “master-apprentice” relationship (De Silva Joyce & Feez, 2012, p. 50) between teacher and students; the teacher takes on an authoritative role.
- Students achieve beyond their entry level.

Invisible Pedagogy

- Discovery, exploration.
- Knowledge and skills are gained through trial and error.

Classification

- How clearly categories and contexts are defined and separated.
- Strong classification: purposes and language skills are signaled clearly, activities are labelled with particular purposes and skills.
- Weak classification: various purposes and language skills are dealt with simultaneously, not clearly labelled.

Framing

- Expectations about behavior, classroom relationships, and the choice, order and pacing of learning activities.
- Strong framing: expectations are made explicit to students, and students are supported in engaging with these expectations.

Basil Bernstein

- A British sociologist who investigated why learners from different backgrounds experience education differently.
- Developed the concepts of “classification” and “framing,”

- Also developed the concepts “restricted code” and “elaborated code” – “elaborated” language is explicit and less dependent on context.

Visible Pedagogy: Debates

The Case for Visible Pedagogy:

- Advocates argue invisible pedagogies are less effective and disadvantage students whose backgrounds have not prepared them for educational contexts.
- Communicative approaches may not be transparent and may lack apparent purpose, especially for learners used to defined classroom roles and teacher-student hierarchy, a focus on grammar rather than communication and language use, focusing on macroskills separately, and “lock-step” materials and activities (Burns & de Silva Joyce, 2008, p. 4).
- Learners may not be used to taking responsibility for their own learning, and may not know how to navigate this responsibility.

Concerns and Issues:

- Do we risk ignoring learners’ contexts and own language use, and the ways of thinking and the meanings that are important to them (Malcolm, 2002, p. 17)?
- What if learners do not share our goals? An authoritative relationship with learners could be counter-productive if they do not share teacher or institutional goals (Harkins, 1994, pp. 195–196).
- Bernstein’s approach may have been deterministic (i.e. he found what he looked for) and influenced by pre-existing prejudices about middle class and working class people, rather than dealing with the full complexities of people’s lives and language use (Harkins, 1994, pp. 109–118).
- What if language development takes its own course and teacher-predetermined “intervention” is not really feasible or helpful (Thornbury, 2017)?

Gwangju-Jeonnam KOTESOL December Chapter Meeting

- Time: Saturday, January 13, 2018, 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 for first-timers. Future membership is welcomed.)

2:00 – 2:50 pm: PRESENTATION 1

Troubleshooting Pedagogic Miscommunication (See page 1)
Bryan Hale (Yeongam High School, Yeongam, Jeonnam)

2:50 – 3:15 pm: Refreshment Break

3:15 – 4:05 pm: PRESENTATION 2

Troubleshooting Pedagogic Miscommunication (cont.)

4:15 – 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 – 5:00 pm: Announcements / Drawing for Door Prizes / Closing

After-Meeting Dinner at The First Alleyway downtown.

Upcoming Chapter Events

February 10, 2018. Chapter Meeting.

Gwangju National University of Education
Maria Lisak: No-Prep Activities
Jessica Magnusson: On Reading Activities

March 10, 2018. Chapter Conference.

Sharing, Caring, Daring: Adventures in ELT
Gwangju National University of Education

Upcoming KOTESOL Events

February 25, 2018.

Chapter Presidents Meeting

Sookmyung Women’s University, Seoul

March 31, 2018.

Seoul Chapter Conference

Reinventing a Student-Centered Classroom

May 12, 2018.

National Conference

Kangnam University, Yongin, Gyeonggi-do

Reflective Practice SIG

Jan 13: Morning Meeting (11-12:30)

*“Miscommunication, Conflict,
and Our Needs”*

– Bryan Hale facilitating –

At Coffee Lab Mujii (Woori Church)