새로운 학교 함께 하는 경기교육

2013 GETA-KOTESOL JOINT CONFERENCE

Expanding Horizons for English Class Innovation

2013. 10

GETA, KOTESOL

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Expanding Horizons for English Class Innovation

1. 목적

○ 지속가능한 경기영어혁신교육 방향 설정
○ 정보공유를 통한 내용중심 영어수업 능력 향상
○ 다양한 교수학습 방법과 사례 발표를 통한 영어수업 혁신 토대 구축

2. 행사 개요

○ 행사 명칭 : 2013 GETA-KOTESOL JOINT CONFERENCE
○ 전체 주제 : Expanding Horizons for English Class Innovation
○ 개최 일시 : 2013. 11월 16일(토) 10:00~16:00
○ 개최 장소 : 경희대학교**(국제캠퍼스(영통), 멀티미디어관)**
　　　　　　　(446-701) 경기도 용인시 기흥구 덕영대로 1732
○ 초청 인사 : **10명 내외(국외인사 3명, 국내인사 7명)**
○ 참석 규모 : 약 200명(경기 초·중·고 교사 150명, 원어민교사 50명)
○ 참 가 비 : 10,000원(당일점심, 주차비, 연수자료 제공)

3. 세부프로그램 내용(강사)

시 간	프로그램	내 용		비 고
09:00~10:00	등 록	참가자 등록		담당자
10:00~10:30	개회식	개회사 축사 등		진행 : 허미영(동탄국제고)
10:40~11:50	Plenary Speaker	Stephen van Vlack (숙명여대 Tesol 대학원 교수) (Language Transfer)		진행 : 허미영(동탄국제고)
11:50~13:00	Lunch			
Session 1 13:00~13:50	구연진(수원외고 교사)	이옥실 선생님(수업) (의왕 덕장초)	허준석(시흥고 교사) (현재 EBS 파견)	
Session 2 14:00~14:50	신은하(삼숭중 교사)	김상숙 수석교사(평가) (시흥매화초)	이홍섭(동두천외고 교사)	
14:50~15:10	Coffee Break			
Session 3 15:10~16:00	이상민(경희대 교수)	Bryan Betz(고촌초)	유동훈(평가), 전곡고	
16:00~16:30	폐회식	폐회 사진촬영 시상식 등		진행 : 허미영(동탄국제고)

3-1. 세부프로그램 내용(강의내용)

Time	Program	내 용			비 고
10:40~11:50	Plenary Speaker	Stephen van Vlack (Rethinking Transfer : Moving forward from the Past)			진행 : 허미영(동탄국제고)
11:50~13:00	Lunch				
Session 1 13:00~13:50	구연진 (How to Apply "Texts of Intelligence" for Creativity)	이옥실 (The Power of Living Story)		허준석 (To be a fluent speaker in English: Chunk-tence)	
Session 2 14:00~14:50	신은하 (Activities to Engage Students in Class)	김상숙 (Principles of assessment: Why we assess? How we assess?)		이홍섭 (Project-Based Lesson Design)	
Break 14:50~15:10	Coffee Break				
Session 3 15:10~16:00	이상민 (Multimedia, constructivism, and English education)	Bryan Betz (Process and Assessment Professional Development)		유동훈 (Practical Methods for English Writing Evaluation)	
16:00~16:30	Closing Ceremony	폐회 사진촬영 시상식 등			진행 : 허미영(동탄국제고)

4. 기대되는 성과

○ 지속가능한 경기영어혁신교육 방향 설정

○ 정보공유를 통한 내용중심 영어수업 능력 향상

○ 영어교수학습방법에 대한 질 향상과 교사들의 수업역량 강화

○ 다양한 교수학습 방법과 사례 발표를 통한 영어수업 혁신 토대 구축

5. 강사, 프로그램 세부내용

가. 교수 Stephen P. van Vlack

Experience

2008~Present Seoul, S. Korea	Assistant Professor, Graduate School of TESOL, Sookmyung Women's University
2008-2008 Singapore	Language Specialist, SEAMEO-RELC
2003-2008 Seoul, S. Korea	Full-time Lecturer, Graduate School of TESOL, Sookmyung Women's University
2000-2003 Seoul, S. Korea	Full-time Lecturer, Division of English Language and Literature, Sookmyung Women's University
1998-2000 Seoul, S. Korea	Full-time Lecturer, Graduate School of Education, Sookmyung Women's University
1996-1998 Seoul, S. Korea	Full-time Lecturer, Department of English Language and Literature, Sookmyung Women's University
1995-1996 Taegu, S. Korea	English Instructor, Oregon Language Institute
1993-1994 Tübingen, Germany	Adjunct Lecturer in English Linguistics, Eberhard-Karls Universität - Tübingen

Education

BA. in General Linguistics, University of Arizona
MPhil. in Theoretical Linguistics, University of Dublin - Trinity College
PhD. in Applied Linguistics, University of Dublin - Trinity College

Summary of the Presentation

The lecture provides a critical review of the idea of transfer, or first language effects, within the context of learning English as a foreign language. It begins with the historical context commenting on how we have gotten to our current situation in which L1 effects are seen in a decidedly negative light. It then reviews modern views of L1 effects on L2 from two different perspectives, those of cognitive neuroscience and SLA itself on the basis of the idea of multi-competence. Finally, the lecture provides some suggestions for English teachers regarding how they can better deal with, and even enhance, facilitative aspects of L1 effects when trying to help their students learn English as an L2. The main purpose of the lecture is to help teachers reconceptualize L1 effects as a less debilitative and certainly more positive force in English learning.

나. 교사 구연진(Koo Yeon Jin)

Experience (High School English Teacher)

Present	Suwon Academy of World Languages
2010	KOSETA Workshop Contest 2nd Prize
	강의다수 (원어민심화연수, 영어과 신규연수, 복직교사연수, 충남·강원도 영어연수 강의 등)

Education

BA. English Major, Ewha Women's University

Summary of the Presentation

Creative Intelligence Education of Gyeonggido is making us more open to the new paradigm of education and the world. With the education innovation, we are strongly suggested to try to make the best use of "Texts of Intelligence" including the classics over all fields and the culture and art. That is, integrating and moving across all fields, is being empathized even in the subject of English.

In the past few years, I've been trying to apply a variety of intelligence texts for my English class. I could observe my students make their learning more meaningful, especially related to their own life, through thinking and feeling.

Today, I'd like to introduce how to apply "Texts of Intelligence" to improve learners' creativity in a real English classroom.

다. 교사 이옥실 (Lee Ok Shil)

Experience (Primary English Teacher)

Present	경기도 의왕시 덕장초등학교 영어전담교사
2013	전국초등교육연구대회 교수학습지도안 개발연구부문 2등급 수상
2011~Present	NTTP경기도초등영어교과연구회 연구위원
2012	경기도교육청 배움중심수업 지원단 (경기도교육청, 화성오산, 수원, 시흥교육지원청 배움중심수업 워크숍 패널 참석)
2011	외국어학술대회(GIFLE) 초등영어 부문 발표
2011	영어과 수업명인 자격 취득
2008, 2010, 2011	수업우수교사인증제 영어과 1등급 수상
2009	EBS 재미있는 교과서 영어 6학년 강사

Education

~ 2004. 2	한국교원대학교 초등교육학과
~ 2013. 8	한국교원대학교 교육대학원 초등영어교육학과

Summary of the Presentation

Welcome to this lecture "The power of living story". The lecturer is Lee Ok Shil from Duckjang elementary school in Uiwang city. She is going to demonstrate how to teach English through 'The power of living story'. Everyone will be accustomed to teach English by student-centered activities in Learning-Centered Education from this lecture. The focus is on the application of living story. Now let's listen to her lecture. Everyone will be able to understand the teaching method based on stories and the effect of student-centered activities in Learning-Centered Education. Please give today's lecturer a big hand.

라. 허준석 (Heo, Junseok)

Experience (Secondary English Teacher)

Present	부천고등학교 교사
Present	교육방송(EBSi, EBSe)강사
Past	강남구청인터넷강의강사
Past	소래중학교 교사

Education

한국교원대학교 영어교육과 졸업

Summary of the Presentation

To be a fluent speaker in English, it is desirable to produce more sentences at a time. Unfortunately, due to our EFL setting, opportunities to practice and make plenty of sentences are limited. One good way to improve speaking can be 'Chunk-tence', in which the learner practices adding a simple sentence to the first sentence. This way, the output will be doubled from the beginning. It is going to be an effective stepping stone on the way to becoming a fluent speaker.

마. 신은하 (Shin, Eunha)

Experience (Secondary English Teacher)

~Present	Samsoong Middle School
Mar 2010-Jul 2011	HYOJA MIDDLE SCHOOL
Mar 2006-Feb 2010	DAEGYOUNG MIDDLE SCHOOL
Mar 1998-Feb 2006	UIJEONGBU GIRLS' MIDDLE SCHOOL UIJEONGBU SEO MIDDLE SCHOOL
Mar 1995-Feb 1998	POCHEON VOCATIONAL HIGH SCHOOL

Education

M.A. in Teaching English as a Second Language,
INDIANA STATE UNIVERSITY

M.A. in English Education,
SEOUL UNIVERSITY

B.A. in English Language and Literature,
CHONBUK NATIONAL UNIVERSITY

Summary of the Presentation

It is essential to engage students in class by making them motivated and interested. Doing an activity is one of the best ways to enhance students' participation in class. The presenter shares some activities that encourage students to be engaged in class, improving the

four skills. The activities are basically based on collaborative learning, and they are designed so that students work with others. Teachers can modify the activities with various kinds of contents and target forms. The presenter demonstrates the activities, focusing on the skills for which each activity is practiced and utilized.

바. 교사 김상숙

Experience (Primary English Teacher)

~Present	시흥매화초등학교 수석교사(master teacher)
2012	초등영어 창의 서술형평가(2012,JY BOOKS)
	초등영어 평가 관련 강의 다수

Education

~Present	서울교대 영어교육과 재학중
~1991	경인교대

Summary of the Presentation

The effect of testing on teaching and learning is known as *backwash*, and can be harmful or beneficial. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. And if the test content and testing techniques are at variance with the objectives of he course, there is likely to be harmful backwash.

It is important for English teachers to write better tests.

사. 이홍섭 (Lee, Hongsub)

Experience (Secondary English Teacher)

Feb, 2012~Present	동두천외국어고등학교
Mar,2007~Feb, 2012	의정부 부용고등학교

Education

BA. 한양대학교 영어교육과

Summary of the Presentation

The lecture will be about several projects that my students have done this year with the course of English Writing and English Conversation I and about several practical activities or techniques that teacher might want to use in the future. One of the project is that the students as a group being an travel agent, give information on traveling certain places.(English Writing) Another is how to integrate picture description including factual statements, compare & contrast, and opinion, followed by small talk.(English Conversation I) The lecture is likely to deal with any proposals or suggestions from the project-based lesson design.

아. 교수 이상민(Sangmin Lee)

Experience

~Present	Associate Professor, Kyung Hee University
~Present	Vice President, Korea Multimedia-Assisted Language Learning Associate
~Present	Secretary General, Korea Foreign Language Education Associate

Education

M.A. The Pennsylvania State University
Ph.D. The Pennsylvania State University

Summary of the Presentation

The development of science and technology has been greatly influencing human society in many ways. Education is no exception. Use of technology and multimedia reshape human cognitive structures, and as a result, it affects how we teach and learn. On one hand, technology and multimedia have made great contributions to education, but on the other hand, they have also brought many side effects. For instance, a large amount of web-based and mobile contents often cause confusions and distractions to teachers and learners. In addition, merely using multimedia learning contents does not guarantee student learning. Without sound pedagogy technology-based contents cannot be beneficial to learners. During the seminar, we will discuss how we can effectively use web-based and mobile tools and contents in the EFL classroom. We will also explore diverse methods and strategies to use various tools to get learners involved in language learning.

자. 원어민보조교사 Bryan James Betz

Experience

Aug,2009~Present	Gimpo Office of Education Native English Teacher
	GEPIK Orientation Lecturer
	GEPIK Mentor
	Gimpo GTESOL Lecturer

Education

BA. in Political Science, University at Buffalo
MPhil. in Management, Long Island University
TESOL Certified

Summary of the Presentation

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspire us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

For many teachers their approach towards assessments has become preparatory, not developmental. A vast majority of assessments still utilize an approach that was adopted over 120 years ago. Today's students need to know not only the basic language skills of reading, writing, listening and speaking, but also skills that will allow them to interact with a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

This lecture seeks to provide information about authentic, comprehensive, or performance assessment, which are usually designed by the teacher to gauge students' understanding of material. The lecture will outline how and why these types of methods should be used to assess more than merely test students language abilities. Through the use of curriculum mapping and backward design, teachers can craft assessments and then work back on revising skills and content to ensure that students are no longer physically present but mentally absent.

차. 교사 유동훈 (You, Dhonghoon)

Experience (Secondary English Teacher)

2013	a reviewer of the Korean CSAT
2008~ 2013	a question designer of National Academic Ability Tests
2011~2013	Jeongok High School
2007~2010	Dongducheon Foreign Language High School
2003~2006	Howon High School

Education

BA. in English Language Education

Summary of the Presentation

This lecture is going to deal with authentic practical methods for English Writing Evaluation and mainly focus on the three basic categories — making good questions of English writing evaluation, setting up the scoring rubric and giving scores to real students' answers. As for how to make good questions, we are going to talk about why essay tests are being highly recommended in Korean schools for a few recent years and about how to organize an evaluation plan including performance assessment. We are going to talk about how to make good writing questions while watching and reading sample questions, and actually we are going to make some on our own. The second category that is never at the second place for its importance and priority is creating the scoring rubric. In this part, we are going to see some good samples and discuss together. The final one is giving scores to students. Idealistically when we have a good rubric, we should not have any problem in giving scores. However, we find countless exceptions and ambiguous answers that are out of our seemingly nicely stitched rubric. We are going to get some sample answers and give scores to them while sharing our ideas and experiences.