

2006 Korea TESOL National Conference

Helping Students Open Doors to Learning



2006 대한영어교육학회전국 학술대회

호서대학교 천안캠퍼스 5월 13일(토)

Main Speakers

- **Dr. Paul Nation** (Victoria University, New Zealand)
World-famous Vocabulary Teaching Expert
- **Dr. Sei-Kyung Cho** (Kyunghee University)
Multimedia-Assisted Language Learning

Featured Speakers

- **Dr. Caroline Linse** Young Learners
- **David Paul** Teacher Education
- **Thomas Santos** Teacher Education USA
- **Gye-Hyoung Yoo** Teacher Education, Incheon, Korea

40 Academic Presentations and Discussion Sessions

- Practical solutions to today's classroom issues

Internet version, pages & images may differ

Co-sponsor : Hoseo University, HI-TESOL
Hoseo Intensive TESOL 프로그램



호서대학교
HOSEO UNIVERSITY

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Welcome Address

Illustrious speakers, honorable guests, KOTESOL members, and all of our ELT colleagues, it is with great pleasure that I welcome you to the Korea TESOL 2006 Spring National Conference where we are *Helping Students Open Doors to Learning and Sharing What Works in the Korean ELT Classroom*.

KOTESOL as a distinguished ELT organization has provided educators with opportunities to grow professionally and personally. On behalf of Hoseo University It has been a wonderful experience to co-host this event with KOTESOL. And it is to the KOTESOL National Conference Planning Committee that I give my deepest thanks and appreciation. Without the support and dedication of my Co-Chair, Aaron Jolly, this conference would not have achieved the level we see here today.

Also I would like to thank our plenary speakers, Dr. Paul Nation and Dr. Sei-Kyung Cho, who have so graciously offered their time and expertise to our conference proceedings. The breadth of their knowledge here today lights the path before us. I would like to extend this appreciation to include our featured speakers here today, Dr. Caroline Linse, David Paul, Gye-Hyoung Yoo, Thomas Santos and Kyongnan Park. Together they represent the cutting edge of foreign language teacher development and we are grateful for their presence here today. In addition to our plenary and featured speakers, we have with us today over 30 presenters who will offer us their wisdom from their extensive experience from teaching here in Korea. To all of the devoted plenary, featured, and presenters here, thank you for your time, energy and your enthusiasm for the art of teaching.

Today is a bright day for the future of English education. The opportunities before us to enhance our expertise, improve our skills and sharing in this bonding experience as we grow together, will sustain us in the year to come as we enter our classroom and offer our knowledge to our students. Let us not waste a moment, for it is the future of our students which is at stake. For them, let us nurture ourselves so that we may return to them revitalized for the lessons to come.

Thank you all for your support. May the day's offering be a reward for the sacrifices you've made by your presence here today.

Yeonjin Hahm, Ph.D.
Conference Chair
Hoseo University



Welcome to 2006 Spring National Conference

Distinguished guests, invited speakers, members of KOTESOL, ladies and gentlemen, it gives me great pleasure to welcome you to the 2006 Spring National Conference.

First and foremost, my sincere thanks to everyone on the planning committee for taking time out of their busy schedules to organize this event, especially Dr Yeonjin Hahm, Chair of the Conference. Without his strong support and leadership, this conference would not be available to you here today. Appreciation is also due to Dr. Paul Nation who has flown from New Zealand to share with us his expertise and to Dr. Seikyung Cho from KyungHee University to bring us to the cutting edge of technology in the classroom. Also I would like to thank all the presenters who are here today.

KOTESOL's motto is to promote scholarship, disseminate information, and facilitate cross-cultural understanding amongst persons concerned with the teaching and learning of English in Korea.

An impressive line-up of presentations is being offered and I am sure that you will be able to find something that interests you. My wish, as President of KOTESOL, is that you will return to your schools equipped with new and useful ideas and techniques to use in your classes; and that KOTESOL events such as this will make you want to tell your friends and colleagues about us.

One of the emphases of KOTESOL is our intention to serve the community – not just our members, but also all the English teachers in Korea – and I am particularly pleased that a tie has been forged between the Daejeon-Chungnam Chapter and Chungnam Office of the Education. This cooperation means that we are able to reach out to a wider audience and provide them with services that we have to offer. To this end, I would like to acknowledge Superintendent Jeongsook Park, whose promotion of the National Conference to the public school teachers in Chungnam province is immeasurable.

I would like to express a special gratitude to Hoseo University for their kindness and generosity in opening up their campus to us for this grand event. I hope that you, the attendees, are able to gain from this exchange of ideas, skills, and networking with other professionals. I trust that you will find the conference useful as well as challenging to your own professional development and that you return home safely tonight satisfied and rejuvenated. My best wishes to you for a productive and enjoyable day.

Louisa T.C. Kim
President
Korea TESOL



Congratulatory Address

Distinguished guests, international and national scholars and English teachers, I am delighted to welcome you to Hoseo University, Cheonan Campus. This is our first occasion to host the KOTESOL 2006 Spring National Conference. We are pleased to have honored experts and leading scholars here today to share their knowledge for creating a successful

English language learning environment. It is thrilling to see native and non-native speakers coming together and bonding through the experience of exchanging ideas, offering support, and opening doors for our students.

Hoseo University has been recognized by the Ministry of Education as a university of “Excellence.” Since its establishment in 1978, Hoseo has quickly developed into one of Korea’s prestigious universities. Hoseo was designated as the only university to operate a graduate school of venture business under the “Brain Korea 21 Project,” the most ambitious educational project since the founding of the nation. Hoseo is now a leader in the area of venture education and business development. We conduct world-class research activities and provide high quality education in the area of cutting edge technology in an attempt to keep abreast of and contribute to, the era of information and globalization. An essential component to our success has been our foreign language program.

In order for our students to become world leaders in international ventures and renowned entrepreneurs, they must be able to effectively communicate in English. One of our primary long term and short term goals is to produce leaders in foreign language education. In this we have been successful. We offer a myriad of language learning opportunities for students of all levels, ages and abilities. Through international student exchanges and study aboard programs, our students improve their English skills and broaden their horizons and futures.

It is because of our dedication to the foreign language programs and specifically the clear communication of English by our students that we are so elated to have such an honored gathering here today. It is hoped that by your involvement here today, our students will benefit tomorrow. Thank you very much for your participation.

Il-koo Kang, Ph.D.
President
Hoseo University

Welcoming Address



Aaron D. Jolly
Conference Co-chairperson/Program Chair
President Daejeon-Chungnam KOTESOL

Good morning fellow educators! A warmest welcome to you all, as we begin the First Annual National KOTESOL Conference!

As English continues to further develop as the international medium of communication, it is profoundly enriched as it comes into contact with the world's peoples. Here in Korea, the heart of East Asia, it is enriched by the beauty and harmony of an ancient culture. And the teaching of English is enriched by the combinations of Korean teachers of English and the many native speakers of English who teach throughout the peninsula.

That's what this conference is all about: enriching our professional lives by "sharing what works in the Korean ELT Classroom." We want to "help students open doors to learning," and at the same time we want to keep the doors open for our own learning processes to take place. Regardless of where you are teaching and working or what your educational background is, I think you will find the range of hands on workshops and down-to-earth classroom approaches, networking, and plenary and featured presentations inspiring and helpful. We have gathered an incredibly gifted group of presenters who are experienced, reflective educators- it is our hope that you will walk away from this conference with both practical hands-on ideas to immediately implement in your classroom as well as some intellectual food for thought.

As Conference Co-chair, I want to warmly thank the President of Hoseo University, Dr Kang Il Ku, for his generosity in offering Hoseo's beautiful state of the art Information Building for our gathering. I'd also like to thank Conference Chair Dr Yeonjin Hahm, from Hoseo University for sharing our vision, and in doing so, helping to ensure that this event took place in Chungnam province. An extra special thank you must also be sent out to Supervisor Park Jeong-Sook of the Secondary Education Division of the Chungcheongnamdo Office of Education, Supervisor Ahn Byeong Oak of the Asan Board of Education, Dongmyung Kim of the Cheonan Office of Education and to Dongwoo "Don" Hahm, General Manager of the Chungnam Secondary English Teacher's Association (SETA) for their generous support.

Finally let me express my deeply felt gratitude to all the speakers and presenters, for taking the time to share their wisdom and experience, and to all the members of the conference organizing committee and volunteers for investing so much of their time and energy. But most of all, I want to thank you all for joining us and taking time on this beautiful spring Saturday to participate in this English adventure.

Please enjoy yourselves- be sure to let me know if there is any way I or any of our staff members can help you. Let the adventure begin!

Sincerely,
Aaron D. Jolly
Namseoul University, Cheonan



Conference Schedule

9:00am	Registration and Bookfair	1 st Floor Foyer
10:00am	Welcoming ceremony and conference information session.	5 th Floor Auditorium
10:30am-11:20am	Featured Presentation David Paul (David English House Japan).	5 th Floor Auditorium

'Motivating teenage and adult beginners to communicate in English.' "How can we motivate complete beginners to communicate actively in English? How can we re-motivate students who've studied English for some years but are still beginners when it comes to communication? What is motivation anyway?" These are questions many teachers often ask. In his presentation, David Paul will address these questions and illustrate all points with engaging activities that take a student-centered approach at developing autonomy.

Plus 9 concurrent workshops by:

<u>Name:</u>	<u>Title</u>	<u>Room</u>
Dr. A. Finch	"Using Bingo for EFL: A Student Centered Approach"	505
Todd Vercoe	"Computer and Video Games in the ELT Classroom"	508-1
Robin Debacker	"Discussion strategies to build conversation skills"	507
Scott Jackson	"Culture in Language Teaching: An example lesson"	506
Tory Thorkelson	"Bringing Drama into Your Classroom"	504
Douglas Margolis	"Invigorating Stories: Increasing Input"	402
Sara Davila	"Cooperative Group Strategies for the EFL Classroom"	403
Seung Ku Park	"Helping Korean Students Prepare for the iBT TOEFL"	406
Chris Surridge	"Moodle Case Study: Magnetizing the Learning Environment."	3 rd Floor Intl Meeting Room



11:30am-12:20pm Featured presentation 5th Floor Auditorium
Gye-Hyoung Yoo
(Yuljeon Middle School)

“Communicative techniques to teach the four skills.” Korean Public School Teachers are faced with a heavy burden to teach for exams rather than focusing on building communicative competence, Yoo Gyehyoung’s approach seeks to balance the demands of teaching for tests with a method that teaches the four skills in a way designed to engage students and have them actively participate in a communicative manner.

Plus 9 concurrent workshops by:

<u>Name:</u>	<u>Title</u>	<u>Room</u>
Dr. Heebon Park-Finch	“Cross-Cultural Issues for EFL Teachers in Korea”	504
Dr. Marilyn Plumlee	“Empowering Students to Take Responsibility for Learning”	507
Sal Attassi	“Success with Language: The Importance of Learner Strategies”	402
Thomas Santos	“Using Drama Techniques in the Language Classroom”	406
Yongnam Kim	“The Use of PowerPoint Resources for Extensive Reading”	505
Dr. Dave Shaffer	“Fear and Fun: Dealing With Student Anxiety in the Classroom”	506
Rilla Schram	“English Land: Making Assessment Easy For Teachers”	508-1
David Paul	“Effective Strategies for Teaching Intermediate Students”	403
Chris Surridge	“A Moodle Workshop: How to Create On-line Listening Content”	3 rd Floor Intl Meeting Room

12:30pm-1:00pm

Begin a long LUNCH, visit the publishers bookfair, or choose to see one of 6 shorter 30 minute teaching technique workshops by:

<u>Name:</u>	<u>Title</u>	<u>Room</u>
Dale Garratt	“Student Made PowerPoint Presentations to Assist Language Learning”	402
Dr. Terry Stocker	“Let the Students Teach- Increasing Student Motivation”	403

Soonim Lim	“Peer Mentoring- A Learning Strategy for Motivating Students”	504
Aulia Djunaedi	“Teaching Songs and Chants with Total Physical Response and Finger Play to young Korean learners”	406
Sunmee Chang	“Teaching English Through Songs- a short demonstration lesson”	505
Todd Vercoe	“My Favorite Websites: Recommended E-resources for EFL teachers”	508-1

1:00pm-2:00pm LUNCH

2:00pm-2:45pm **PLENARY Presentation** Main Auditorium
Dr. Sei-Kyung Cho
 (Kyunghee University/ Korea Association of
 Multimedia Assisted Language Learning-President)

“**The Use Of Podcasts for EFL.**” Dr. Cho will demonstrate the latest methods using iPod or MP3 Technology to create language learning environments outside of the classroom and the impact that has on language acquisition and learning especially in terms of increasing comprehensible input.

2:50-3:35pm **PLENARY Presentation**
Dr. Paul Nation
 (Victoria University, New Zealand)

“**Increasing Fluency in Language Use: A Vocabulary Focus.**” Dr. Nation says that there are four major productive effects of learning collocations.

- 1 Learners will be able to produce grammatically correct utterances.
- 2 Learners will be able to produce utterances that are native like.
- 3 Learners will be able to produce utterances fluently.
- 4 Learners will be able to communicate very early in their language learning.

He will demonstrate how we might have instant success with students fluency by giving them chunks of useable language early with collocations, combinations of words that occur frequently together. It would be a “crying shame” to miss this plenary presentation, as Dr. Nation was the “resounding success” of the 2004 International KOTESOL Conference.



4:00pm-4:50pm Featured presentation 5th Floor Auditorium
Dr. Caroline Linse
(Sookmyung Womens' University, visiting TESOL professor)

“Why isn’t Michael Learning” a look at the impact learning difficulties have on the ELT classroom and some possible solutions. It is estimated that one in six or seven students have a problem which interferes with their learning. These problems are especially acute and troublesome for teachers of school-age learners because learners have yet to develop the necessary coping strategies. The purpose of this session is to discuss the most common types of problems that learners have as well as a few simple strategies for addressing these problems.

Plus 9 concurrent sessions by:

<u>Name:</u>	<u>Title</u>	<u>Room</u>
Kira Litvin	“Project Based Learning Using Surveys and Learning Lessons”	508-1
Susan Kim	“Singing and Chanting in The Korean Classroom”	505
Gavin Peacock and Jungwon Lee	“Team Teaching in Korean Public School”	402
Hyunchul Tony Ju	“Voice Training Methods for Native Like English Pronunciation”	403
Todd Terhune	“English Island: Attempting Authentic English Immersion”	406
Katherine Ji	“Your Key to Exams Success: The Longman Exams Dictionary”	504
David Kim	“Teaching English Composition: Curriculum Development (Writing)”	506
Jack Large	“Surviving English: Teaching Global Issues with the Survivor TV show”	507
ELT Leadership and Management Roundtable Convened by Brett Bowie and Melanie van den Hoven.		3 rd Floor Intl Meeting Room

**5:00pm-5:50pm****Featured presentation
Kyongnan Park**5th Floor Auditorium

“How Can Korean Students Speak Fluently in English?” Ms. Park is a director at the Toss English franchise which uses special DVD players to help teach students English and aid language acquisition by massively increasing their intake of comprehensible input.

Plus 9 Concurrent sessions by

<u>Name:</u>	<u>Title</u>	<u>Room</u>
Donald Rikely	“Show and Tell Stories with Drama Tableaus”	505
Ken Johnson	“Using Country Music to Teach EFL English” (Music)	402
Dr. Paul Nation	“Teaching and Learning Vocabulary: Levels and procedures”	403
Mira Park	“The English Camp at the Dangjin Foreign Language Education Centre”	406
Kevin Smyth	“Making Interaction Easier by Improving Conversation Skills”	504
Brett Conway	“Coordination and Subordination as A Strategy for EFL Learning”	506
Adam Thorsteinson	“Adapting Textbooks for Intermediate Learners”	507
Dr. Caroline Linse	“Helping all Children Learn- Multimodality Activities”	508-1
Maria Lisak	“Maximising the Use of Technology in the Classroom” (Tech/CALL)	3 rd Floor Intl Meeting Room

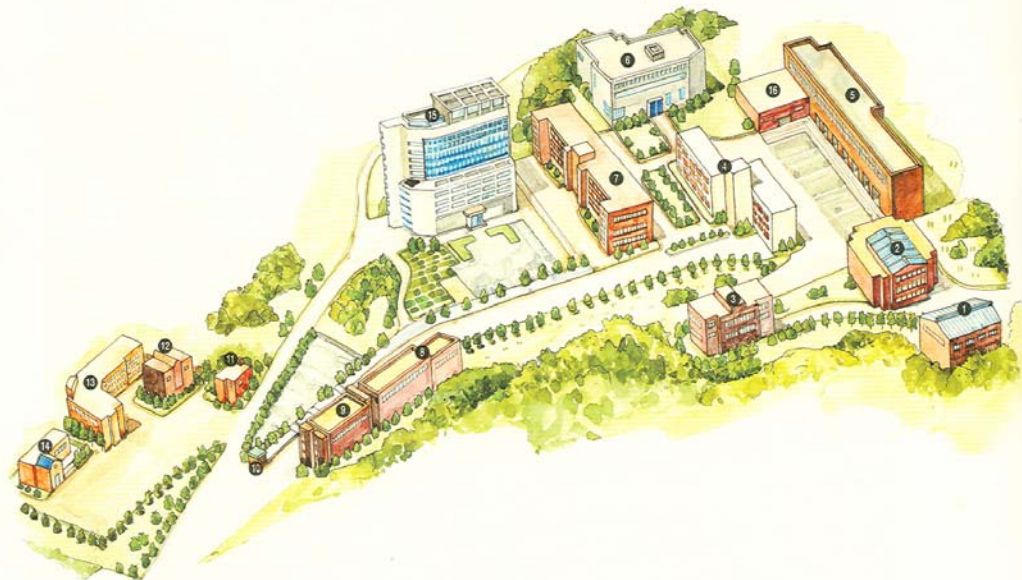
6:00pm5th Floor Auditorium

Closing ceremony and giant book raffle (chance to win great free book prizes)

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Campus Map

Cheonan Campus



- | | |
|----------------------------|-----------------------------|
| 1. Gymnasium | 10. Main Gate |
| 2. Auditorium I | 11. Outdoor Lecture Grounds |
| 3. Administration Building | 12. University Church |
| 4. Building II | 13. Dormitories |
| 5. Building III | 14. Kindergarten |
| 6. Music Building | 15. Information Complex |
| 7. Building I | 16. Auditorium II |
| 8. Student Union Building | |
| 9. Student Union Building | |

PLENARY SESSION 2:50pm-3:35pm



Increasing Fluency in Language Use: A Vocabulary Focus

Dr. Paul Nation
(Victoria University, Wellington)

Dr Nation's plenary address will demonstrate how teachers can have instant success with increasing students' fluency by giving them access to chunks of useable language with collocations- combinations of words that occur frequently together... He says that there are four major productive effects of learning collocations.

1. Learners will be able to produce grammatically correct utterances.
2. Learners will be able to produce utterance that are native like.
3. Learners will be able to produce utterances fluently.
4. Learners will be able to communicate very early in their language learning.

Lying behind all these effects is the idea that learners will be able to make use of instances of grammatical features without having to have control of the system that might be needed to make creative use of these features. This workshop looks at the three main categories of collocations – core idioms, figuratives and literals. Participants will have practice in distinguishing these three types. The distinctions are important because each type requires a certain kind of learning. Recent research on teaching collocations and on counts of collocations will be described. The goal of the workshop is that participants should be able to take a principled approach to the teaching of collocations at whatever level they teach.

Bio: Paul Nation is a professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book is *Learning Vocabulary in Another Language* published by Cambridge University Press (2001) and there is a new book on vocabulary teaching likely to appear in 2007 from Thomson publishers.

2:00pm-2:45pm PLENARY SESSION

The Use of Podcasts for EFL Classes



Dr. Seikyung Cho (KyungHee University)

Podcasting is an amalgamation of 'iPod', the popular digital music player from Apple, and broadcasting. Podcasts, digital audio programs that can be downloaded by listeners via [RSS](#) (Really Simple Syndication), can be accessed on a variety of digital audio devices, including a desktop computer. The [MP3](#) files generated by podcasters are relatively easy to create and don't require high-priced equipment, allowing students to record a program without a large investment of time or money. This opens up new educational potential in terms of using hitherto unproductive time for learning.

Recently podcasts are being integrated into the regular university curriculum in many countries. For example, Duke University of the US pioneered the use of iPod digital-audio players for education. In August, 2004, the university kicked off the 'Duke iPod First-Year Experience', a year-long pilot program examining a new way to stimulate creative uses of digital technology in academic and campus life. At a university in Japan all the students majoring in English as a Foreign Language are required to take a course on current events, where students need to acquire the latest news stories by synching their Podcasts with campus computers in order to do homework assignments.

In spring semester this year I adopted podcasts to the course titled 'Internet and English'. For two weeks students were required to listen to various programs of the Voice of America radio broadcasting through podcasting, which really kept them motivated and enthusiastic about learning English. Ambitious goals for students in terms of English proficiency test scores as well as understanding global issues led to introducing Podcasts to increase student exposure to English. With a great many listening materials already in use, the next phase would be to incorporate podcasting in a more efficient way by as well as for the students and faculty members.

Bio: Presently Dr Cho is a senior professor in the School of English, at Kyung Hee University in Seoul. Since 2003 he has been serving as the President of KAMALL (Korea Association of Multimedia-Assisted Language Learning). He has an MA in Korean-English Interpretation and Translation, from the Hankuk University of Foreign Studies, an M.A. in Linguistics from Univ. of Illinois (Urbana-Champaign) and a Ph. D. in Linguistics, also from Univ. of Illinois (Urbana-Champaign).

끝을 보면 다릅니다!

국제적으로 인정 받는 영어교육전문가—
SMU-*TESOL*이 키우고 있습니다!



2006년 가을학기 *SMU-*TESOL**, *YL-*TESOL** 신입생 모집(남·여)

- 원서접수기간 : 2006년 5월 1일(월) ~ 2006년 5월 6일(토)
- 원서접수방법 : 홈페이지 (<http://tesol.sookmyung.ac.kr>)
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- 문의처 : 02)710-7700~4, 9

SMU-*TESOL* 5+5코스 OPEN! || 시간에 쫓기는 수강생을 위해 한 학기 6학점씩 수강하는 여유로운 커리큘럼, SMU-*TESOL* 10개월 코스!



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Presenter's Abstracts and Bios

10:30am

Featured Presentation:

5th Floor Auditorium: 10:30am-11:20am

Motivating Teenage and Adult Beginners to Communicate in English'

David Paul
(David English House Japan)

Target group: Secondary, post-secondary beginners.

Bio: David Paul graduated with an MA from Trinity Hall, Cambridge University where he specialized in social psychology. After teaching EFL in the UK he went to teach in Hiroshima and has been there ever since. In 1982 he founded the David English House which over the last 20 years has developed an international reputation for excellence in teaching and teacher training.

He has written a number of best-selling books, which have sold in the millions, and has run teacher training courses throughout East Asia. He has been a plenary or featured speaker at many major conferences in the region.

Abstract: How can we motivate complete beginners to communicate actively in English? How can we re-motivate students who've studied English for some years but are still beginners when it comes to communication? What is motivation anyway?

In this presentation, David Paul will address these questions and illustrate all points with engaging activities. Everybody should have fun as well as learn a lot. And it's the same for our students. If they can learn and have fun at the same time, we're half the way there.

There is of course more to it than this. And that's the other half. We need puzzles that draw the students into comprehensible language targets. We need student-centered techniques that develop autonomy and give students a sense of personal ownership of what they have learned. How do we do this? Well, that's a puzzle, too, but it's one this presentation will try and solve.

The other concurrent workshops by outstanding teacher-trainers at 10:30am-11:20am are as follows...

Room 505



Interactive, Task-Based Student Centred Bingo

**Dr. Andrew Finch
(Kyungpook National University)**

Teaching Level: Young Learners/ Secondary/ Post-secondary/

Interest area: TBI/ Student Centered Learning/ Games

Bio: Dr. Finch, whose Ph.D. described the setting up and evaluation of a task-based language program in Korea, is associate professor of English Education at Kyungpook National University. Andrew was born in Wales and educated in England, where he had various middle school teaching positions before coming to Korea to learn Baduk. His research interests center around language-learning as education of the whole person, and he has co-authored a number of task-based conversation and assessment books, which can be accessed at <http://www.finchpark.com/books>

Abstract: Bingo is a number-recognition game that has been popular for some time in the English-speaking world, where it is also called “Housie.” This simple matching activity is easily adapted to the ELT classroom, where it can be used for a number of purposes, ranging from passive word-recognition to active grammar work and interactive, task-based work.

The game of Bingo offers tremendous opportunities for language learning. It can be adapted to almost all language functions, ranging from simple information transfer to more complex linguistic transformations (e.g. changing verb forms), and even to interactive interview-style bingos. This presentation investigates many types of Bingo, from simple vocabulary bingos, to topic-vocabulary bingos (e.g. classifications), phrasal/functional bingos, grammar bingos, search-and-find bingos (interview-based), question & answer bingos, comprehension-test bingos, pronunciation bingos (minimal pairs, homonyms), and do-it-yourself bingos (totally student-derived).

Bingo is naturally a group activity, traditionally played with one caller (the teacher). This presentation takes a student-centered approach. It will show how to promote collaboration, problem-solving and autonomy, even in the simple listen-and-find games. In this way, Bingo can become an exciting, motivational, and meaningful student-directed learning activity.

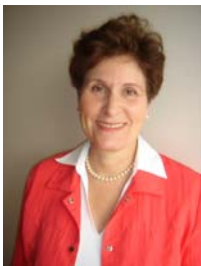
Room 508-1**Computer and Video Games in the
EFL Classroom****Todd Vercoe
(Inje University Busan)**

Level: Young Learners/Secondary/post-secondary

Interest area: Content Based Instruction/ Games

Bio: Mr. Vercoe has been standing in front of classrooms for more than two decades, with the last ten in Korea. He currently lectures at Inje University, in Gimhae, Gyeongnam. The president of the Busan/Gyeongnam Chapter of KOTESOL, he is a Masters candidate at Teachers College, Columbia University in Instructional Technology and Media.

Abstract: As all teachers should be aware, students (especially Korean students) have a great love of computer/video games. Tapping in to this love of computer games creates an excellent opportunity for teachers to stimulate and motivate students in their learning. Through this workshop presentation various PBL and constructivist learning techniques will show how computer games and video games should be embraced as learning tools rather than disdained as time wasting exercises.

Room 507**Discussion Strategies for
Conversation Class****Robin Debacker
(Kookmin University Seoul)**

Level: Anybody teaching beginner students conversation

Bio: Born in New York, Robin Debacker graduated with a Bachelor of Fine Arts from the University of South Florida and has an MA in Religious Education. She received TESOL certification from Trinity College, England, and taught English for the British Council in Portugal. Since coming to Korea with her family five years ago, she has had a variety of teaching experiences, from elementary and high school students at an academy in Gochang, Chollabuk-do, to intensive summer and winter courses for university students at both Hanyang and Ewha Woman's University in Seoul. She is currently a professor of English Communication at Kookmin University.

Abstract: Building conversation skills step by step is the best way to give Korean (or other students of English) the confidence they need (and so sorely lack!) to initiate and keep a conversation with foreigners going. This presentation will highlight the

work of David and Peggy Kehe (Pro Lingua Publications) and show teachers how to use their outstanding material either as a course in itself, or as an exciting supplement to any communication/conversation class.

Task-based structure instills confidence in lower level students, while providing a healthy challenge for all levels (lower-intermediate and higher). Fully engaging, this is a must-try conversation strategy course that works! Liberate your students to discover that they really **CAN** communicate in English!

Room 506



Culture in Language Teaching **Scott Jackson** **(Gyeongido Institute of Foreign Language Education)**

Level: This presentation is best suited for the Korean-English teacher at any level, however all audiences could benefit.

Interest area: Teaching culture, Global Issues

Bio: Scott Jackson received his masters degree in education majoring in TESOL in 1999 from Concordia University. Immediately upon graduation, he ventured to Korea to delve into the field of EFL to make enough money for further teaching in less developed countries. Upon meeting his wife, nine months into his first year, he decided to stay in Korea.

With the exception of a five-month teaching excursion in Turkey, and an additional nine-months back home in Canada, Scott has been teaching English in Korea since the Spring of 1999. He is currently with the Gyeonggi Institute for Foreign Language Education (GIFLE) in Anjung serving as a teacher trainer working with Korean secondary teachers..

Scott joined KOTESOL in 2004 and has served as the chapter's secretary and president. He has also done presentations for the Gwangju chapter and others around Korea in the field of Culture and Psycholinguistics

Abstract: This presentation is best suited for the Korean-English teacher, however all audiences will benefit. When we implement the cultural aspect into our language classes, it is important to identify not only what that difference is, but why it exists. The reason for this is due to the fact that different cultures actually "think" in different ways. This is a very difficult concept for anyone to grasp. An example of this would be (Kramsh,2003), "...the rather startled reaction of two Danish women in the United States to a young African-American boy, who, overhearing their conversation in Danish, asked them 'What's your culture?'. See, I'm Black. That's my culture. What's yours?'.(pg. 68)

The young African-American identifies his culture to the color of his skin, whereas the Danish ladies identify their culture by the language they speak. In this case, the word “culture”, which we will call a **sign**, embedded a vision, or **symbol** in the minds of the listeners. For the African-American boy, the symbol was the skin color, and for the Danish ladies, the symbol was language. These two parties were brought up within societies that embedded these symbols into their minds that correspond the word ‘culture’, or even to the entire question, ‘What’s your culture?’.

This presentation will use examples from Dr. Jack Richard’s New Interchange, 3rd edition’s conversations to identify teaching strategies behind implementing culture in the language class by using signs and symbols.

Links: <http://www.geert-hofstede.com/>

Room 504



Bringing Drama into your Classroom: How to ACTivate your students

**Tory S. Thorkelson
(Hanyang University)**

Bio: Tory Thorkelson (BA, B.Ed., M.Ed in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences in Seoul. He is the President for Seoul Chapter and is an Assistant Professor/Research Coordinator for Hanyang University’s PEEC Program. He has co-authored research studies (see ALAK Journal, December 2001& June, 2003 as well as Education International September 2004 V1-2) and a University level textbook, “World Class English”, with a team of fellow KOTESOL members published by Hakmun Publishing Inc. On a more personal note, he married his Korean wife on July 6th, 2002 and is a stage actor with 26 years of experience. He has acted in local Drama Productions like “I Do Not Like Thee. Dr. Fell” and “A Christmas Carol – the Comedy” for The Seoul Players – a group helped found in Seoul.

Abstract: The purpose of this workshop/presentation will be to 1) show attendees how to bring something as commonplace as a dialogue in a book to life and 2) demonstrate some ways to incorporate dramatic games, techniques and ideas into your English lessons and classroom.

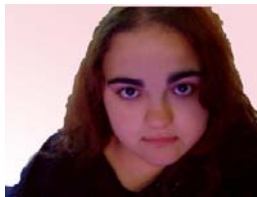
Room 402**Invigorating Stories; Increasing
Input****Douglas Paul Margolis
(International Graduate School of English)**

Target group: Elementary, Middle School, High School & University

Interest group: Young Learners

Bio: Douglas Margolis currently works at the International Graduate School of English in Seoul, teaching courses on EFL pedagogy while conducting research for his PhD in Second Language Acquisition from the University of Hawaii at Manoa. He is also the Managing Editor of the Korea TESOL Journal and a contributing columnist

Abstract: In line with the conference theme of sharing what works in the Korean ELT classroom, this presentation offers techniques for increasing student exposure to English input. Much of the focus in ELT has been on pushing student output and active communications, giving communication strategies and eliciting student talk an over-weighted priority in the language classroom. This presentation, based on current second language acquisition theory, emphasizes the importance of input and offers story-telling techniques that can increase student input enjoyably. Participants will walk away with several stories that can be pitched to children or adult learners. More importantly, participants will discuss ways to incorporate story telling into their own classes and explore the various ways that stories can be utilized for effective language learning.

Room 403**Cooperative Group Strategies for
the EFL Classroom****Sara Davila
(Kyungpook National University, Middle School)**

Target Teacher Group: Elementary, secondary.

Interest Groups: Young Learners

Bio: Sara Davila received her undergraduate in humanities and philosophy from Shimer College in 1999 and her M.Ed in Curriculum Design, Instruction and Assessment through Walden University in 2005. After completing her undergraduate degree she completed two years of volunteer service in the Americorps program, working with several schools to write, develop and integrate music and arts into regular class programs. Before coming to Korea she was contracted by Jane Addams

Hull House to write multi-leveled music and arts program for low income families in the LeClaire community. In Korea Sara has worked to modify the Scholastic Reading books to teach EFL, as well as writing music and arts programming for the Gyeonggi and Incheon English Villages. During the last two years Sara has concentrated on teacher training and professional development to assist teachers in creating more effective learning environments. She has lead trainings on instructional strategy, class management and content teaching at English Villages, Woongjin Think Big, and several other locations. Currently she can be found teaching, researching, and designing program at Kyungpook National University Middle School in Daegu, South Korea

Abstract: Cooperative Group Strategies for the EFL Classroom is an information sharing workshop where teachers will learn strategies that can be immediately incorporated into any classroom. The classroom is an important place to establish authentic dialogue. However given the size of classes it is very difficult for teachers to engage students one on one for extended lengths of time. Cooperative Group work is a solution to the time problem and an excellent tool for student engagement.

Teachers will learn about several common cooperative learning strategies and how these can be applied for great success in the EFL Classroom. The workshop includes information on how to structure a group activity for maximum success and student participation. During the workshop teachers will participate in three different group strategies to experience first hand how groups allow for maximum communication. Included in the workshop is information on how to create high functioning effective groups and what to avoid when executing group strategies in the classroom.

Handouts will be provided for teachers who wish to be able to implement strategies immediately. References will be included for teachers interested in further research on Cooperative group and the potential impact on EFL teaching.

Room 406

**Helping Korean Students Prepare
for the iBT TOEFL
Dr Seung Ku “Steve” Park
(Sun Moon University)**

Bio: Ph.D. in "Neo-Gricean Approaches to Interpretations of Counterfactuals," Sogang University, Seoul Korea in English Language and Literature, August 2006.

M.A. in "Interpretations of the quantifier *many*," Sogang University, Seoul Korea, 1999.

B.A. in American language and literature, concentration in language, Dankook University, Seoul Korea 1996. At present Dr. Park is a professor at Sun Moon Institute for Language Education(SMILE), in Sun Moon University, Asan, Korea. In 2002 he was a special graduate student in Dept. of Linguistics at Yale University, New Haven,

Abstract: *The Next Generation iBT* version of the TOEFL consists of four sections, Reading, Listening, Speaking, and Writing. Among others, focusing on Reading section, which contains three long passages on academic topics and their questions, the test takers are required to answer questions about main ideas, detail, inferences, sentence restatements, sentence insertion, vocabulary, function, and overall ideas. Many test preparers are good enough to interpret the literal meanings of the words and phrases in the TOEFL passages but the potential barrier for them is questions on inference and sentence insertion.

Generally speaking, Korean students are not familiarized with logical thinking and coherent writing, which ETS requires them to have. Logical thinking and the writing takes a lot of time. Then, just for the Reading and Writing, the teachers should let them exposed to more study materials on how to think logically and objectively as well as just the skills for correct interpretation.

The four sections of learning a foreign language are not independent but close-related one another. For a foreign language, a good listener is a good speaker, and not every good reader/interpreter is a good writer. Some TOEFL questions need any implication or inference. So the teachers shall practice them to draw a right conclusion from the information in passages and this can be of help for coherent writing. Participants will practice some TOEFL exercises in order to see what test-takers actually have to do.

3rd Floor International meeting room

Moodle Case Study: Magnetizing the Learning Environment

Chris Surridge
(Namseoul University)

Targeted Teacher Group: post-secondary

Interest Group: CALL, all

Bio: Chris Surridge is an associate professor in the Department of English at Namseoul University.

Abstract: This presentation outlines some actual uses of eLearning and CMS's in the EFL classroom. Specifically, it details the practical application of the well-known Moodle CMS within the specific context of a university English Language program. The presentation begins with a profile of the learning environment and an overview of the attending students. The presentation will be particularly relevant to instructors with large class numbers, disparate areas of focus, and transient student populations. However, all educators wishing to see a practical application of Moodle within an EFL framework will benefit as well.

The presenter will outline the general administration and functions of Moodle as it relates to the EFL classroom, as well as specific tasks such as configuring quiz



modules and recording and adding audio to Moodle. It is hoped that the presentation will inspire educators who are considering a move to online resources, but are not sure how to do so effectively.

Editorial comment:

Moodle is an open source e-learning platform. It has a very large user base with 10,577 registered sites in 147 countries with 2,587,905 users in 242,342 courses (as of February 11, 2006).

It is a software package designed to help educators create quality online courses. Such e-learning systems are sometimes also called a Learning Management System (LMS), Course Management System (CMS), Virtual Learning Environments (VLE), or education via computer-mediated communication.

Source- Wikipedia (online encyclopedia.)



 **HOSEO UNIVERSITY**


GINA E CAMP
HOSEO UNIVERSITY ENGLISH CAMP

● **When** July 24th - August 19th (4 weeks)
● **Where** Hoseo University, Asan Campus
● **Who** Elementary and Middle School Students
● **Enrollment** From May 22nd

● **How much** 850,000 won
● **How** Commuting to Camp site by School bus
 • Mon/Wed/Fri_150 Students
 • Tue/Thur/Sat_150 Students

Teachers that are interested in participating please contact Gina Kim
Email_gnkim@ginaecamp.com mobile_011-9382-3210

HOSEO UNIVERSITY ENGLISH CAMP Homepage www.ginaecamp.com Tel 041-540-5270-3

11:30am-12:20pm Session-

Featured Presentation

5th Floor Auditorium



Several Techniques about Four Skills

Gye Hyoung Yoo
(Yul Jeon Middle School)

Target: Teacher Level: Secondary or high elementary

Interest area: Public school teachers, large classes.

Bio: Since Gye Hyoung Yoo graduated from English Language Educational Department, she has been devoted to teaching high and junior high school students for 17 years. She attempted a variety of teaching methodology that aroused students' interest at first but, as years went by, she found them reluctantly sitting in her class with blank and indifferent looks. She desperately realized teachers should not stop developing themselves in teaching methods or extensive educational knowledge to induce their students to participate in class activities voluntarily. Meanwhile, such thoughts motivated her to take TEFL (Teaching of English as a Foreign Language) which was programmed and developed by California State University Los Angeles and its sister school, Kangnam University. She was able to attain a large amount of knowledge in teaching methods and techniques based on the course and received a certificate on August 20, 1999. In addition, another certificate of TESOL was granted to her on December 27, 2001 by experiencing the theory and practice of recent English educational methods through the first TESOL program of Wisconsin-Ajou.

Two years ago, she received scholarship from the Board of Education for a master's degree in America. She majored in TESOL in the University of Kansas. After getting her M.A. in TESOL, she returned from America and was assigned to Yul Jeon Middle School in Suwon.

Abstract: Gye Hyoung Yoo will share some techniques with teachers of English what will, without a doubt, increase the development of the four language skills of **listening, speaking, reading** and **writing** for the English language learners. She says when she attends meeting or conference, she always has one goal in mind-that goal is to gain some skills or techniques for teaching English to facilitate her classroom. In this presentation, she will give you some of her own tips, ones that she learned, not only in Korea, but also in America. Her presentation uses pair work and group work by participants to simulate the activities that she uses with her students, and includes listening (Dictagloss), speaking (several fun activities), reading (using Ogle's K-W-A method) and writing activities (poems).

Room 504



**Cross-Cultural Issues for EFL
Teachers in Korea
Dr. Heebon Park-Finch
(Kyungpook National University)**

Teaching level: all levels, especially applicable to native speaker EFL teachers

Interest areas: ELT Leadership and Management, Culture.

Bio: Heebon Park-Finch received her Ph.D. in English Literature (modern British drama) from Kyungpook National University, where she is a part-time lecturer in the Department of English Language and Literature. She wrote English TV program scripts for Daegu MBC and worked on the Gyeongju World Culture EXPO Organizing Committee (1997-1999, 2003-2005) as International Coordinator and Official Interpreter. Heebon was recently Academic Coordinator at the KNU Language Institute, and wrote a weekly Culture Column in the *Yeongnam Daily* Newspaper. She has done various translation/interpretation assignments and has MC'd at seminars, international symposiums and international business meetings such as the APEC Business Forum.

Abstract: Although part of its focus is on differing communication styles, this workshop is more than simply a cross-cultural comparison of two different ways of perceiving reality. Its prime aim is to examine cultural problems that can arise for foreign teachers working in Korea, and to investigate strategies for dealing with these problems.

The workshop will be in four parts:

- 1. Communication Styles in two different cultures: Korean and Western**
- 2. Do's and Don'ts in Korean culture** (Anger, Patience, etc.)
- 3. Cross-cultural factors outside the classroom that affect EFL teachers in Korea**
 - Factors/problems between foreign teaching staff and Korean administration staff
 - Sample Problems
 - Culture Quiz
 - Work-Culture Checklist
 -
- 4. Strategies:** Suggested strategies for dealing with all these cross-cultural issues.
 - Role-plays

In presenting the two sides of the cross-cultural divide, Heebon hopes to show that the method of dealing with problems can be more important than the issue itself, and that respect for (and an informed approach to) the host culture is extremely important when attempting to get things done. Difficult situations arise almost inevitably, but a belligerent, impatient approach to these will result only in worsening the situation. Rather than taking sides, this workshop will examine ways of developing trusting,

honest relationships, so that problems can be dealt with in the most effective and mutually beneficial manner. Heebon therefore hopes that this workshop will be of practical use to KOTESOL members. Questions will be welcomed at any time, and Heebon can be contacted for further discussion at heebonfinch@gmail.com.

Room 507



**Empowering Learners to Take
Responsibility for Their Language
Learning Using International
Press Materials**
Dr. Marilyn Plumlee
(Hankuk University of Foreign Studies)

Targeted Teacher Group: Post-secondary

Interest Group: Global Issues, Teacher Education & Development

Bio: Dr. Marilyn Plumlee is an Associate Professor in the Department of English Linguistics at Hankuk University of Foreign Studies, her PhD is in Linguistics from the University of Hawaii.

Abstract: Given that proficiency in the use of English has become a basic skill required of educated global citizens in the 21st century, and believing that students will make more progress on the road to advanced English proficiency when they are motivated by (a) personal awareness of the magnitude of the spread of English beyond the borders of the core English-speaking countries, and (b) the usefulness of English to access knowledge of the world beyond their country's borders, for several years I have been using student-selected texts from the world English-language press to promote the development of a variety of skills in conversation classes at the university level.

Among my goals for the students in these classes are (a) awareness of international current events and global issues, (b) the development of their ability to participate in discussions of current events and global issues with non-Koreans, (c) fostering a tolerant attitude toward international perspectives on these issues, and (d) development of their ability to articulate Korean culture and Korean issues to non-Koreans.

This workshop session will provide the rationale, explain the procedures implemented in both basic and high level proficiency conversation classes and provide some evidence of outcomes.

Room 402



Success with language: The importance of learner strategies

Sal Atassi
(University of Central Florida)

Targeted Teacher Group: multiple level

Interest Group: Teacher Education and Development, Research

Bio: Sal Atassi is an MA TESOL Graduate from the University of Central Florida. His research interests include learner strategies instruction, materials development and teacher training. In recent travels he has taught or observed classes in Syria, South Korea and in Orlando, Florida his hometown.

Abstract: In line with the theme for this year's KOTESOL Spring Conference, I wish to lead a discussion on learner strategies. Classrooms throughout Korea, and throughout the world, have a significant problem in that many language learners do not know how to learn a language. Learning a second or foreign language necessitates using cognitive, metacognitive, and social strategies, and teachers should be aware of ways to enable their students to use them.

Countless research studies have shown that struggling language learners are slow to discover how to use strategies. With little or no conception of what needs to be done to learn a language, students come to class and wait for the teacher to say "Open your books" or "Repeat after me." Teachers can do their students a great service by identifying strategies that are teachable and effective, and then allowing their students to develop them in the classroom. Learners who develop the ability to use strategies become empowered, permitting them to take learning into their own hands. Empowerment is a crucial motivational factor which will enable our students to *open doors to learning*. Let us open them wide!

Room 406

Using Drama Techniques in the Language Classroom *

Thomas Santos
(US State Department Senior English Fellow in Korea)

Level: Young Learners

Interest area: Drama

Bio: Mr. Santos is a Senior English Language Fellow with the US State Department assigned to Korea for the current school year. Back home, he is a lecturer in Applied Linguistics at the School for International Training. A trained professional actor, he has taught using drama for language learning in many countries throughout the world. Thomas has taught in Czechoslovakia, the Czech Republic, Morocco, and Bangladesh. In 2003, he was a Fulbright senior scholar in Budapest, Hungary

Abstract: Participants will be taken through a series of activities to illustrate how theatre techniques can be used to help students put meaning behind their words. After each set of activities participants will have the opportunity to reflect, discuss and brainstorm. The presenter's framework of warm-up, main activity, and cool-down will be used.

First, participants will be taken through a series of warm-up activities based on preparation techniques used by professional actors. The activities are meant to focus attention, warm up the body and voice, and build community.

The main activity section of the workshop will focus on an activity that practices and extends one of the four skills through scene work and improvisation. The activity will finish with each group presenting their scene. At this time, participants will be encouraged to share their ideas on using theatre in the language classroom.

Participants will then be taken through a cool-down activity that will prepare them to transition to the rest of their day. Finally, there will be a discussion on the benefits, challenges, considerations, and limitations of using theatre techniques in the language classroom.

*This workshop was originally scheduled as a featured presentation but due to the presenters request for a smaller workshop style presentation has been rescheduled as such.

Room 505

Using PowerPoint for Effective Extensive Reading

Yongnam Kim , Hyun Jung
(International Graduate School of English)

Targeted Teacher Group: Elementary, Secondary

Interest Group: Computer-Assisted Language Learning, Young Learners

Bio: Yong-nam Kim has worked for SDA Language Institute for two years as a SDA Home School teacher and took M.S.C COORDINATOR TRAINING PROGRAM by English Book Reader's International Club. Currently he is studying at International Graduate School of English in Seoul, Korea. His E-mail address is bakben@hanmail.net

Jung Hyun had worked for the Korea Centre of Birmingham University open distance learning in Kyungwon University in Seongnam. Currently he is a graduate student at International Graduate School of English in the Department of English language teaching. His email address is hyunqwer@empal.com

Abstract: Extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage learners to enjoy reading. Nowadays we view a lot of students have interest in extensive reading. According to this tendency, we are seeking for various ways to enhance the reading skill with PowerPoint, which is sophisticated software that is part of the Microsoft Office. It helps teachers all through the process of planning, creating and delivering messages to students in an effective way. Besides, PowerPoint has potential power to realize the goals of extensive reading such as enhancing motivation, activating schemata and reading observation.

There might be various ways to embody the extensive reading activities with PowerPoint. Combining media, heightening dramatic effect on the text, hyper-link between slides, and other creative ways will be available for reading activities in the classroom. We are to explain the ways of PowerPoint use focusing on the classroom for Extensive reading. Actually, teachers want to know how to make the PowerPoint materials for students effectively. In addition, we introduce the ways to use the PowerPoint materials on the website. PowerPoint-based activity examples can be much developed and we will show more creative examples in this workshop for developing extensive reading materials.

Room506

Fear and Fun: Dealing with Student Anxiety in the Classroom

David E. Shaffer
(Chosun University, Gwangju)

Targeted Teacher Group: Post-secondary to Secondary

Interest Group: Oral Skills Instructors

Bio: David Shaffer, PhD, Linguistics, has been an educator in Korea since the early 1970s. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as an elementary and secondary school teacher trainer and has prepared teacher training, textbook, and testing materials. Dr. Shaffer is the author of several books for Korean English learners and EFL-related columns in Korean periodicals. His main academic interest at present is in making teaching techniques more effective, especially by incorporating cognitive linguistic constructs. In addition to being actively involved in Korea TESOL, especially with the international conference and with publications, he is a member of numerous other ELT and linguistics associations.

Abstract: One of the biggest impediments to the Korean learner in acquiring English skills is the fear of making oral mistakes. The commonplace learner remedy to this problem is for the learner to not speak – no production, no errors! However, this "remedy" is no solution at all; the problem still remains – no production, no language learning improvement. What this presentation does is to present a number of different types of classroom activities that address the problem of L2 speaking anxiety and produces student-generated solutions to the problem. These activities include small group decision-making activities, and role play, which can easily be adapted to whole-class or pair-work activities. Students often associate themselves with the person in the activity and do a considerable amount of self-reflection as they discuss the problem.

Another way to deal with the problem is to make the language learning situation as non-threatening as possible. One very effective way to do this is via songs. Results of a quantitative study will be briefly presented to support the efficacy of song as a teaching technique. Also, to be presented will be a number of song activities, other than the mundane fill-in-the-blank exercises. These include (a) multiple-choice word selection, (b) spot the differences, (c) arrange the paragraphs, (d) arrange the lines, (e) strip lines, and sentence halves.

Room 508-1**English Land: Making Assessment
Easy for Teachers****Rilla Schram
(Pearson Longman- Korea)**

Level: Young Learners

Interest area: Assessment

Bio: Rilla Schram has been working in the ELT field for over four years. During that time she has been actively involved in curriculum development for students of all ages in addition to her work in the classroom. She has also done teacher training in such areas as classroom management, being active in the classroom, Speaking/Listening, TOEFL, and Reading. She is currently an ELT Consultant for Pearson Longman Korea and has traveled extensively here for presentations and teacher training.

Abstract: Assessment is a key part of our everyday teaching experience in the classroom. Teachers need to be able to create success predictors to monitor the daily progress of their students. In this presentation we will discuss some important success predictors and how to easily implement assessment into the classroom in a variety of ways. Also demonstrated will be new teacher support material created especially for the popular *English Land* series for children. Of special interest will be the *English Land* test generator CD-ROM, the first of its kind for a children's course. All attendees will receive a free copy of this innovative new component!

Room 403**'Effective strategies for teaching
intermediate students'****David Paul
(David English House Japan)**

Targeted level: Secondary/post secondary/high elementary

Bio: David Paul graduated with an MA from Trinity Hall, Cambridge University where he specialized in social psychology. After teaching EFL in the UK he went to teach in Hiroshima and has been there ever since. In 1982 he founded David English House which over the last 20 years has developed an international reputation for excellence in teaching and teacher training.

He has written a number of best-selling books, which have sold in the millions, and has run teacher training courses throughout East Asia. He has been a plenary or featured speaker at many major conferences in the region.

Abstract: Intermediate students are often taught as if they were high beginners or low advanced students. Both of these approaches can greatly restrict our students' ability to move beyond the intermediate level. Intermediate students need distinct strategies to enable them to break through to an advanced level.

In this presentation, David Paul will use examples from his course 'Communication Strategies' to illustrate effective techniques for teaching intermediate students. He will analyze the needs of intermediate students, and build an approach that addresses these needs.

The presentation will cover the use of collocations, mind maps, personalization and many other techniques, and it will focus on how to build the skills that an advanced speaker of English has but an intermediate students has not yet acquired.

The presentation will be fully interactive. All key points will be elicited in puzzles and engaging activities, and participants will have a chance to discuss issues and ask questions.

3rd Floor International Meeting Room

"A Moodle Workshop: How to Create On-line Listening Content"

**Chris Surridge
Namseoul University**

Targeted Teacher Group: post-secondary

Interest Group: CALL, all

Bio: Chris Surridge is an associate professor in the Department of English at Namseoul University

Abstract: Join us for a step-by-step workshop on creating listening resources and quizzes for Moodle. The workshop shows how educators can easily and inexpensively create and publish quality listening content on their websites. Listening content can then be used for in-class presentations, student-directed practice, or for secure, tracked and graded listening evaluations. This workshop will be of particular interest to educators who require more practice content that mirrors course content.



Editorial comment:

Moodle is an open source e-learning platform. It has a very large user base with 10,577 registered sites in 147 countries with 2,587,905 users in 242,342 courses (as of February 11, 2006).

It is a software package designed to help educators create quality online courses. Such e-learning systems are sometimes also called a Learning Management System (LMS), Course Management System (CMS), Virtual Learning Environments (VLE), or education via computer-mediated communication.

Source- Wikipedia (online encyclopedia.)

12:30-1:00pm short session 30 minute “Power” Teaching technique workshops...

Room 402



Assisting Language Learning With Student Made PowerPoint Presentations

Dale Garratt
(Sun Moon University, Asan)

Teaching level: post-secondary/secondary

Interest area: CALL/MALL, TBI, CBI

Bio: A native of Albuquerque, New Mexico (USA^^), Dale grew up in the rich cultural diversity of the Southwest then moved to the East Coast where he taught, went to graduate school and got married. Shortly before the Seoul Olympics in 1988, Dale and his wife moved to Seoul, Korea where he worked as Dean of Western Students at Sun Hwa Arts School.

Later that year, Dale and his family moved back to Albuquerque and he began his doctoral studies at the University of New Mexico. In 2003 they returned to Korea to teach English at Sun Moon University in Asan.

Abstract:

*The boy failed my math class...
And not that many years later he's teaching college...
The boy failed my math class...
And not that many years later he's teaching college...
No aptitude at all for long division, but never mind.
It's him they ask to split the atom...
~Karl Arbeiter,
former teacher of Einstein*

Many teachers might wonder why we would want to put students “into the driver’s seat”. When I taught middle-school, I sometimes felt that my main problem was having students try to take over the wheel while I was driving!

I believe, however, that one of the primary reasons that students sometimes try to “take over” our classes is that we are too controlling over them. Nobody likes a micro-manager or “control freak”, and unfortunately it’s all too easy for us teachers to come across that way to our students.

By allowing our students to have more ownership over their education, it’s very likely that many of them will behave better in class. A greater feeling of ownership makes us more interested in genuinely participating in what we are supposed to be doing. Feeling disenfranchised, or “alienated” in Marxist terminology, fuels feelings of

frustration which may find an expression in “acting up” in class, other forms of rebellion such as drugs, etc., or maybe just a mediocre performance in class.

Many of the PowerPoint presentations I’ve seen at ESL conferences emphasize ways that the teachers can present his or her classes in a more effective way, using multimedia technology. However, some of my best PowerPoint experiences ever have come from assigning students to make a PowerPoint presentation themselves, individually or in teams, and present it to the class. The amount of interest, excitement and real English learning can be surprising.

Room 403



Let The Students Teach

Dr. Terry Stocker
(Hongik University, Jochiwon)

Teaching Level: post-secondary

Interest area: TBI

Bio: Dr. Terry Stocker has been in Korea since 1994, when he came as one of the founding members of EPIK in 1994. He holds a doctorate in anthropology and archaeology, both of which he has taught in Korea. Five of his ten books are still on amazon.com.

Abstract: This paper is a continuation of previous research on means of stress reduction, and increasing motivation, for Korea’s ESL students. Upon receiving a variety of texts from Oxford University Press, I distributed the texts to one class and instructed them that each student must use his or her text to teach the class for at least 5 minutes and no longer than 20 minutes. The more advanced students welcomed the opportunity and provided supplementary materials. Students with lower-speaking skills were apprehensive, and chose lessons that required minimal speaking on their part. Examples are provided to show that this experiment can be used for students with bare-minimal speaking skills. For example, the teaching student only has to call on other students by name to answer a question, for example, "Sumi, answer question 1." A specific example being Exercise 1 on page 30 of *American Headway 1*. See Figure 1, below. The lower level students were of course apprehensive about, and during, teaching, but once the exercise was completed, they felt more at ease, and were more motivated, in later exercises. Other examples of having students teach are also presented. See Figure 2.



Room 504

**Peer-Mentoring: the effect of
peer-assisted classroom
environment on less-motivated
students**

Soonim Lim

(Honam University)

Teacher level: post-secondary

Interest area: Research, Teacher Education and Development.

Bio: Soonim Lim teaches English at two local universities in Gwangju; Honam University at its Continuing Education Center, and Kwangju Womans University. She has published two books titled 'How 'Ah' is different from 'Uh' in English 1 and 2' She has MA in TESOL and is working on her TESOL doctorate degree at Jeonju University. She studied at the graduate school of translation and interpretation of Ewha Womans University on a full scholarship. She was a semi-native English teacher at middle and high schools in Gwangju and Jellanamdo and has interpreted for the governor of the province, Samsung, and so many more over the years. She has a private English Essay institute and an office of interpretation in Yeomjudong, Gwangju.

Abstract: This presentation is prepared out of conviction that if a well-motivated student takes time to encourage a less-motivated student in class, the latter student's motivation goes up while his/her English skills improve. Based on this hypothesis, the research proves itself to be worthwhile in two aspects; one, the less-motivated student developed a learning strategy to be more dependent on the two supportive students who were better-motivated than herself, and she became more active rather than sitting alone in class passively and not seeking someone else's help, and two, her interest in learning English grew as her confidence in using English also gradually increased

Room 406

**'Teaching Songs and Chants with
Total Physical Response and Finger
Play to young Korean learners
Aulia Djunaedi
(MA TESOL Candidate at Woosong Language Institute)**

Interest area: Very young learners, and young learners.

Bio: Aulia is an Indonesian exchange student studying for an MA TESOL at Woosong Language Institute in Daejeon. Her research is based on her own teaching of Korean young learners using songs and storytelling.

Abstract: Young Learners should not be pressured or depressed when learning a language; they learn faster if the activities are not stressful and if they are fun (Halliwell,2000). Songs and chants destroy all the anxiety and enhance students self-confidence (Moon, 2000; Phillip, 1993). Korean parents tend to be initially suspicious of teaching English with a lot of singing and chanting but in time the results of using this method with her very young and young learners see the children's parents happy... and the children are happy too. Aulia will demonstrate in a hands on way some of the songs she uses and some of the teaching methodology/techniques that go with them

Room 505

**Teaching English through Songs
Dr. Sunmee Chang
(Hoseo University)**

Level: Elementary, Secondary.

Interest area: Young Learners, Music.

Bio: Sunmee Chang, after acquiring her B.A. from Chung-Ang University, got her M.Ed. and Ph.D. in Language Education (TESOL) from The University of Georgia in 2003 and immediately joined the faculty members of the department of English Language and Literature at Hoseo University in Cheonan. She is also a director of Hoseo Intensive TESOL Certificate Program. Her teaching and research interests include second/foreign language learning in the classroom through dynamic interaction among participants.

Abstract: This presentation is a part of workshop that provides many practical teaching tips for English teaching in the classroom. The presenter, in the form of an actual demonstration, shows how songs can be used effectively with learners in the classroom.

Room 508-1

My Favorite Websites

Todd Vercoe

(Inje University, Busan)

Teaching level: all levels

Interest area: CALL/ MALL, all

Bio: Todd Vercoe has been standing in front of classrooms for over two decades. He previously taught games and game design for the Toronto Board of Education before coming to Korea ten years ago. He currently lectures at Inje University and serves as the president of the Busan/Gyeongnam Chapter of KOTESOL. He is a masters candidate at Teachers College, Columbia University in Instructional Design and Technology.

Abstract: The harried teacher is often short of the time that they have to prepare for classes, find new activities, prepare assessment rubrics, assign self-study to students etc.

Over the years I have collected a vast assortment of websites that teachers would find useful in their daily lives.

This workshop presentation will be an exploration of the resources out in on the Internet. I will provide what I have found and hope that all in attendance will also share their favourite websites.

2006 GRADUATE SCHOOL OF HOSEO UNIVERSITY



대학원 소개



대학원

기독교 정신을 바탕으로 학습의 심오한 이론과 그 광범한 응용 방법을 연구하고 교육함으로써 국제사회에서의 경쟁력을 확보함과 동시에 창의적인 학술연구 능력과 지도력을 갖춘 고등전문인력을 양성하기 위한 대학원으로써 석사과정 33개 학과와 박사과정 23개 학과로 구성되어 있다.

※ 대학교육협의회 주관 전국대학원평가 우수대학원 선정

전문대학원

사회에서 요구하는 전문직업 분야의 인력양성을 위한 대학원으로서 연합신학전문대학원과 벤처전문대학원으로 구성되어 있다.

※ 연합신학전문대학원 졸업생 중 미국 드루대학에서 33명 박사학위 취득

※ 벤처전문대학원 BK21 대학원으로 선정

특수대학원

현대사회는 무한경쟁의 시대로 돌입하였고 자기개발은 물론 실무능력의 보다 폭넓은 지식을 요구하고 있다. 이에 직장인과 성인을 대상으로 하여 야간에 실시되며 경영대학원, 행정대학원, 교육대학원, 여성문화복지대학원, 첨단정보기술대학원, 코칭능력개발대학원, 문화콘텐츠대학원, 글로벌창업대학원으로 구성되어 있다.

※ 교육대학원 교육부 평가 우수대학원으로 선정

※ 첨단정보기술대학원 정통부 주관 장비지원사업 지방 대학원중 최우수 대학원 선정

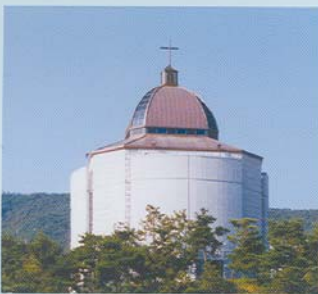
※ 문화콘텐츠대학원 디지털 문화콘텐츠 인력양성 사업 우수대학 선정

주요인사 명예박사 학위 수여

국내·외적으로 학술과 문화발전에 지대한 공헌을 하였거나 인류 문화향상에 특출한 공적이 있는 인사에게 명예박사학위를 수여하였다.

〈주요 명예박사 학위 수여 현황〉

- 국외-Jimmy Carter(제 39대 미국대통령), Millard Fuller(국제 헤비타드 총재) 외 다수
- 국내-서영훈(대한적십자사 총재), 김상원(전 대법관), 강영훈(UNEP한국위원회 총재) 외 다수



4:00pm-4:50pm Featured Presentation and Concurrent Workshop Sessions...

5th Floor Auditorium



Why Michael Can't Learn?

Dr. Caroline Linse

(Sookmyung TESOL Program Visiting Professor)

Teaching level: elementary, early secondary.

Interest Area: Young Learners, Learning Problems/ Classroom control

Bio: Caroline Linse is an Associate Professor at Sookmyung Women's University in Seoul, Korea, where she teaches graduate level courses in the general TESOL MA and YL-TESOL programs. In addition to Korea, she has worked in EFL and ESL programs in Latvia, Belarus, American Samoa, Mexico, and the United States including rural Alaska. She is an author or coauthor of numerous books including: Practical English Language Teaching: Young Learners and Fingerprints.

Abstract: It is estimated that one in six or seven students have a problem which interferes with their learning. These problems are especially acute and troublesome for teachers of school-age learners because learners have yet to develop the necessary coping strategies. The purpose of this session is to discuss the most common types of problems that learners have as well as a few simple strategies for addressing these problems. The session will begin with an explanation of why vision and hearing problems and learning disabilities can interfere more with English language study than the study of Korean or other subjects taught in Korean. This session will also include checklists for identifying problems that interfere with learning. In addition, a couple of simple strategies for helping students with difficulties will be provided.

Room 508-1**Project-based Learning: Using
Surveys & Learning Lessons****Kira Litvin**
**(Chonnam National University Language
Education Center)**

Teaching level: high elementary, secondary, post-secondary

Interest areas: Project based learning, Content Based Instruction,

Bio: Kira Litvin has taught all levels of communicative ESL/EFL and teacher training to adult learners from around the world since 1997 in a variety of community and university programs in the USA, South Korea, and Indonesia. She holds a Master's degree in Cultural Studies from Bowling Green State University (USA). Currently her professional interests include curriculum development, content-based instruction, teacher training, and action research.

Abstract: What is project-based learning? How can it help make your English classes more communicative? How can students practice using authentic English in meaningful ways? This workshop will highlight how using questionnaires and SURVEYS can get students talking and using authentic English in the classroom. Class survey projects, a form of project-based learning, enable students to gain valuable skills working together in pairs or groups to create and use language that is meaningful. Participants will be able to experience an activity for themselves and consider how they can use task-based learning in their own classrooms, based on their learners' needs and abilities.

Room 505**Classroom English Through Songs
and Chants****Susan Kim**
(Korea Nazarene University)

Teaching level: elementary, secondary Korean teachers

Interest area: Song and chant in EFL

Bio: Susan Kim is presently teaching in the English Education for Young Learners Graduate School Department at Korea Nazarene University, Cheonan. In 1997 she was recruited from Toronto, Canada to join the EPIK program in Chungnam Province. Mrs. Kim has taught thousands of Korean students and over 500 Korean teachers with the Chungnam Office of Education and Teacher Training Center during

her 8 years as an EPIK instructor. She received her Bachelor of Arts degree from the University of Waterloo, Bachelor of Education/Teaching Certificate from the University of Toronto and Master of Education from Korea Nazarene University. Her current teaching and research interests include materials development, YL teacher education, Christian English education and EFL for the Hearing Impaired. E-mail: almostkorean2@yahoo.com

Abstract: Do you struggle to teach English in English? Are you interested in brushing up on your classroom English skills? Have you been looking for some new songs, chants and ideas for teaching English to your students? This workshop will focus on developing your classroom English through children's songs and chants. The presenter will introduce some traditional children's songs with accompanying activities which can be used to liven up your elementary and middle school classrooms. There will also be a fun demonstration on how to use chanting as an effective pronunciation tool. Lastly, the presenter will highlight and correct some common mistakes Korean teachers make while teaching songs and chants. Participants will be asked to participate actively in this workshop to develop their own chants.

Room 402

Team Teaching in Korean Schools

Gavin Peacock

(Sun Moon University - Middle School teacher)

Jung Won Lee

(Asan Boys Middle School)

Teaching level: secondary

Interest area: Teaching big classes,

The presenters: Gavin Peacock and Jung Won Lee



Gavin Peacock came to Korea from New Zealand in 2003, and spent the first two years teaching High School and working as a curriculum developer. For the past year he has been employed by The Asan City Office and Sun Moon University to pioneer TESOL teaching programs in Asan High and Middle Schools.

Prior to coming to Korea, he had for the past 10 years taught and designed ESOL programs and aids for use in the nations of the South Pacific working with a diverse array of cultures.

Gavin Peacock has a Dip.Law, a BA in Education and firmly believes that a good ESOL teacher must be creative, exciting and joyful. Recently together with his wife Siusi Peacock he has established Rainbow Teaching Foundation which is introducing exciting programs into Pre-Schools in Korea.

Jung Won Lee is a Middle School EFL teacher in Asan Boys Middle School.

Abstract: Gavin Peacock and Jung Won Lee, taught together in Asan Boys Middle school 2005.

Working with large classes of about 35 students and teaching to students of differing levels in each class creates many problems for the EFL teacher. Gavin and Jungwon will discuss and demonstrate some of the methods they used together including room arrangement, student “memory” notebooks, English labs with group tables and PowerPoint screens, the use of profile creation, diary writing, songs. They will also discuss some of the problems they faced, particularly as team-teachers, such as deciding curriculum, discipline and classroom control and how they should work together as a teaching team.

Room 403



Achieving Native-like Pronunciation and Intonation

Tony Hyunchul Joo
(Daejeon-Chungnam KOTESOL Chapter
Treasurer)

Level: Any Korean EFL teacher or Native teacher interested in pronunciation teaching methods.

Interest area: Pronunciation.

Bio: Tony has been a member of KOTESOL since the predecessors of KOTESOL were born and has a sharp interest in English education. He studied English in Yonsei University. As a missionary for 4 years, he improved his English intensively. His professional experiences include teaching TOEFL and grammar for 20 years, teaching elementary students privately for the recent 10 years, and studying the differences between the EFL and ESL teaching environments and teaching methodologies-- not formally, though. As part of pursuing this study, he spent 10 weeks carefully observing 10 different teachers from the Melbourne Language Center in Melbourne, Australia , and one and a half years observing 12 different teachers in Woosong Language Institute (two hours every day), and 16 years listening to so many different presentations in Kotesol. Tony believes that elementary, middle and high school teachers in Korea need more involvement in an integrated approach: reading, grammar, listening and speaking from the fourth grade of elementary school. His background is almost pure EFL, not much influenced by any education in any English speaking countries.

Abstract: There are several critical things in native-like pronunciation and intonation, Tony Joo, who has been trained in the classical singing () and found that English pronunciation has the INSEPARABLE relation with the classical singing techniques, describes the difference between Korean accent and American-English accent in connection with the classical singing techniques. He will show the audience some

critical things in seeking to get the native-like pronunciation and intonation. We Korean English teachers are very close toward the native-like pronunciation and intonation, but he will help you get another step closer.

Room 406



English Island: Attempting authentic English immersion in a sea of Korean

Todd Terhune
(Hannam University's Linton Global College)

Teaching level: post-secondary, secondary immersion

Interest area: English immersion, motivation, CBI

Bio: Todd Terhune is an assistant professor and director of Hannam University's Linton Global College. He has an M.A. in TESOL from Michigan State University, a B.A. in Cross-Cultural Studies and Linguistics from Liberty University in Virginia, and a certificate in Conflict Resolution & Peacemaking Across Cultures from Fresno Pacific University. He has taught adult and higher education ESL/EFL for 11 years in Korea and 6 years in the United States. He has been a member of Korea TESOL since 1994. His main academic interests are culture, computers, pronunciation and listening. He also enjoys designing and organizing educational travel programs.

Abstract: Just how far can you immerse yourself in a foreign language without actually leaving Korea? Isolation & Motivation, the two key components of any immersion program, are easier said than done! We'll look at one of the most extreme long-term attempts to date and compare what works with what doesn't. The talk will include 30 minutes covering topics such as: The Study-abroad Fallacy, Penalty & Reward, Dealing with Free Time, Content Courses, and Successful Café & Dorm principles; followed by a 20 minute discussion session. Hannam University's Linton Global College is the first homegrown English-only 4-year degree program in Korea that is totally run by native English-speaking faculty & staff.

Room 504

**Your Key to Exam Success! The
Longman Exams Dictionary
Seung Hee 'Katherine' Ji
(Pearson Longman Korea)**

Teaching level: Any teacher preparing students for TOEFL or TOEIC

Interest area: Using dictionaries, exam preparation

Bio: Seung Hee 'Katherine' Ji has over four years of ELT experience in Korea teaching students of all ages and skill levels, helping them to successfully advance in their English studies. A native of Chicago and a graduate of Purdue University in the US, she has taught English in a variety of settings from young learners to business English students and specialized in exam preparation for TOEFL and TOEIC . Currently she works as an ELT Consultant & Marketing Specialist for Pearson Longman Korea and has done numerous presentations and teacher trainings covering a wide range of titles.

Abstract: The new *Longman Exams Dictionary* is the first dictionary designed specifically for intermediate to advanced students preparing for exams, including the TOEFL iBT and TOEIC. It contains a variety of features aimed at helping students develop the skills they need for exam success.

The **Longman Exams Coach** on the CD-ROM is a revolutionary new approach to dictionary CD-ROMs and gives students extensive interactive exam practice with answers and feedback from the virtual tutor.

This presentation will give a full overview of all the innovative features above and will demonstrate in detail the key CD-ROM functions and content as well as showing how best to use the *Longman Exams Dictionary* for TOEFL iBT and TOEIC exam preparation.

Room 506

Teaching English Composition: Curriculum Development

**David D.I Kim
(Kangnam University)**

Teaching level: Post secondary- secondary

Interest area: Writing, curriculum design

Bio: David D. I. Kim is presently teaching in the Division of International Studies, at Kangnam University, Yongin. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning. Emails: kdi@yonsei.ac.kr

Abstract: Are you on the verge of burning out from correcting your student writings? Writing is perceived as a single unitary process. This is a misperception. Writing involves the recruitment of many discrete component processes. For example, selecting the right word (vocabulary); embedding the right words in the right order in a sentence (grammar); considering the inter-relation of ideas within larger units of the composition (e.g., paragraph, sub-sections, overall composition; coherence and continuity), even to some extent, formatting of documents, among others. In this presentation, I will provide an outline of some of the component processes involved in writing, as well as, provide examples of practice exercises for practicing the separate component processes.



Room 507

Surviving on English: Global Issues in the ELT Classroom

Jack Large

(KOTESOL Global Issues Special Interest Group Convener)

Teaching level: post-secondary, secondary

Interest area: Global issues, CBI, drama

Bio: Jack Large has 20 years experience teaching English to Korean university students. He is the facilitator of the KOTESOL Global Issues Special Interest Group. He is a country advisor, with Carl Dusthimer, for the Korean branch of Asian Youth Forum (AYF). In 2005, with contributions from individual KOTESOL members matched by the national executive, sent cash payments equal to one or two months salary to English teachers or their surviving family members in tsunami-hit Banda Aceh and Meulaboh, in the Indonesian Island of Sumatra.

Abstract: The popular media flavor of the generation now appears to be what has been dubbed “reality TV”. Some shows are better than others, but most people, forced to tell the truth, will admit to having a favorite one (or more). The one I can’t seem to help watching is “Survivor”, where a flock of ordinary citizens are deposited in a remote patch of jungle with little to sustain life. Each dreams of winning a million dollars by being the last to be forced from the ‘tribe’. Soon after I started watching the show, I tried incorporating elements from it into classroom activities. Two such activities will be demonstrated in the effort to show how issues of universal importance can be approached indirectly by encouraging the student to simulate, in a fairly superficial way, circumstances at great variance with his or her personal reality.

3rd Floor International Meeting Room**ROUNDTABLE: Addressing issues in ELT
Leadership & Management:
Convened by Brett Bowie and Melanie van den Hoven**

When enthusiastic teachers around the Korean peninsula suddenly find themselves in positions of responsibility and ELT management, they can become responsible for much more than teaching. Their jobs balloon to motivating and coordinating an international staff of English teachers; implementing, managing and coordinating various ELT programs; and communicating issues among an upper administrative structure with a management agenda. This can be challenging for teachers with limited awareness of effective intercultural communication, limited training or practical experience of management practices; and limited emotional support or mentoring. So what can enthusiastic emerging leaders do?

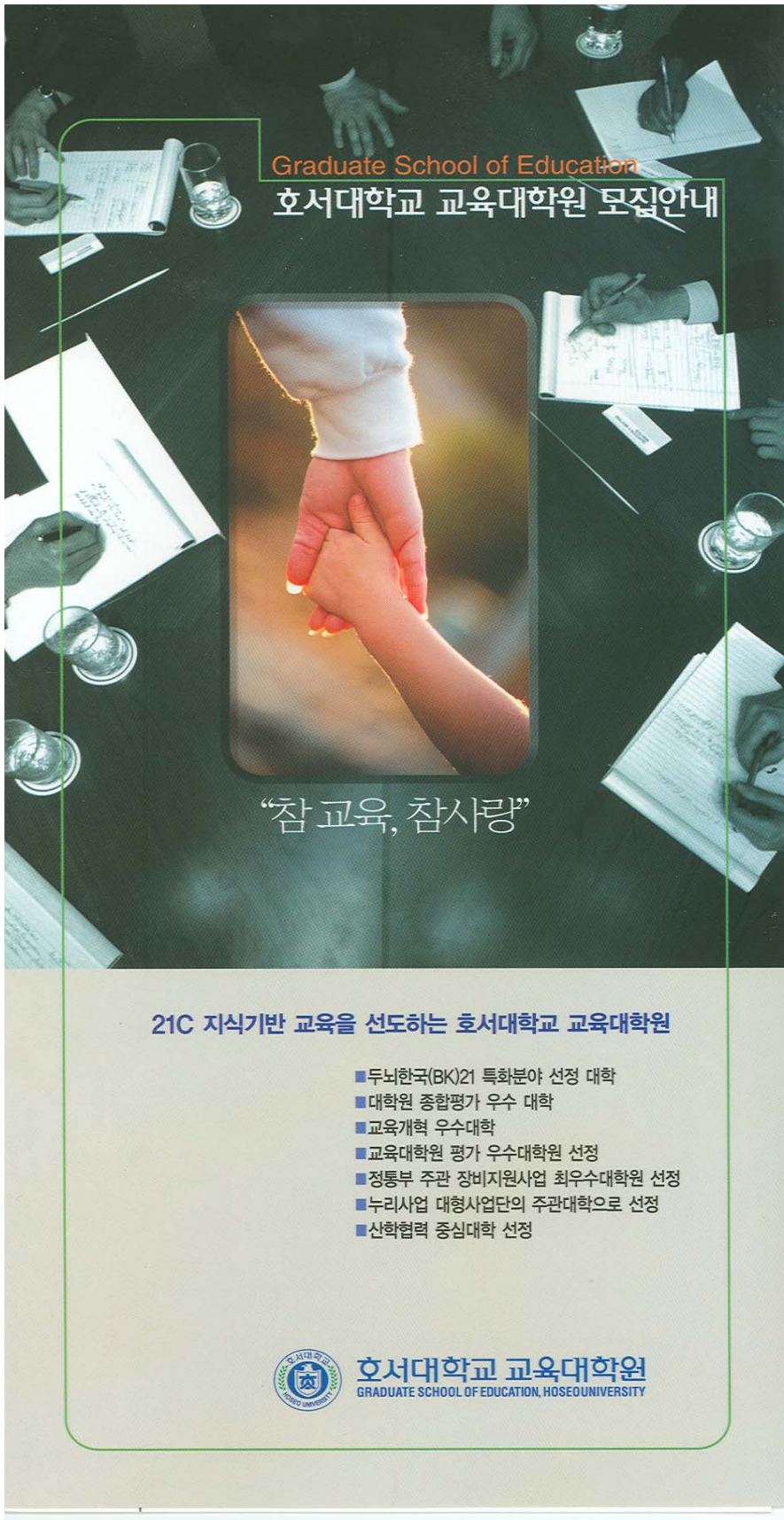
This interactive roundtable discussion is designed to support "foreign" and Korean ELT managers and coordinators through a three step process of 1) raising the various challenges facing this role 2) prioritizing key, pressing issues common to the group for discussion 3) planning follow-up procedures.

The workshop hopes to offer a small taste of the various discussions and support networks taking place on the ELT Leadership Management SIG. For more information please go to <http://groups.yahoo.com/group/ELTLeadershipmanagement/>

The presenters: Brett Bowie and Melanie van den Hoven

Brett Bowie is a New Zealander with 8 years of ELT teaching experience, including 5 years as ELT coordinator. Currently completing an MBA in International Management at Yonsei University. CELTA qualified. Korea Field Editor for Oxford University Press. Married to a Canadian

Melanie van den Hoven is a Canadian with an MA in TESOL from the School for International Training, several years experience in ELT in university language institutes, Korea, Teacher Training, as a lead teacher and content-based teacher for Intercultural Communication for EFL teachers. Currently Culture Chair for KOTESOL. Married to a New Zealander.




Graduate School of Education
호서대학교 교육대학원 모집안내

“참 교육, 참사랑”

21C 지식기반 교육을 선도하는 호서대학교 교육대학원

- 두뇌한국(BK)21 특화분야 선정 대학
- 대학원 종합평가 우수 대학
- 교육개혁 우수대학
- 교육대학원 평가 우수대학원 선정
- 정통부 주관 장비지원사업 최우수대학원 선정
- 누리사업 대형사업단의 주관대학으로 선정
- 산학협력 중심대학 선정

 호서대학교 교육대학원
GRADUATE SCHOOL OF EDUCATION, HOSEOUNIVERSITY

5pm Featured presentation and concurrent workshop sessions...

Featured Presentation:

5th Floor Auditorium



Helping Korean Students' Fluency with DVD Movies

Kyungnan Park
(Toss English Academy Seoul)

Teaching level: Elementary, secondary.

Interest areas: Young Learners, movies and EFL, drama, pronunciation, language acquisition/ comprehensible input, research.

Bio: Kyungnan Park has a MA TESOL from the School of Education, University of Pittsburgh. In 1987 and 1988 she was an International Exchange Student in the Department of English Literature, at Eckerd College, in Florida, USA. After that she was an English instructor at the Korean Air Education and Training Centre, in Seoul. From 1994 to 1997 she worked as an English lecturer at the City University of Hong Kong and the Hong Kong University of Science and Technology respectively, winning a special excellence in TESOL teaching award while she was there. After returning to Korea in 2001 she has been employed as an English lecturer at Ewha Women's University, which she now combines with her role as Director of the Toss English Academies English Education Division.

Abstract: Instead of only saying a few words, how can Korean students speak fluently in English?

The method Koreans have been using for English learning is not very successful judging from the statistics: Korea is ranked the first to spend money for private English lessons, but Korea is ranked 109th among 153 countries in TOEFL results. Communicative ability of Koreans is also internationally known to be very weak. It's a shame.

How can we improve the English proficiency level of Koreans? How can we get over the level of stammering out a few words from what has been memorized when we try to communicate? How can we make our students communicate fluently in English? I can suggest the way of using movies for our students to 'acquire' English, not 'study' English, for fluent communication.

For acquisition of English, it is important for our students to be exposed consistently to sufficient and good quality input. Instead of reduced or purposefully tailored input, 'full input,' which is natural and authentic English for an adult level, is effective for acquisition for all students who have different levels of English proficiency. Still, the content should be appropriate for our students' cognitive levels. Movies offer excellent input for this purpose.

'Acquisition' instead of 'study' should form a base in order for our students to have fluency to the extent of a conditioned reflex for any response. However, our students are in EFL situations where English is not used as the first language, so it is considered hard for Korean students to 'acquire', not 'study' English. Still, repeated exposure using innovative method to movies and animations enable our students to 'acquire' English even in EFL situations. In this way, speech bursts out instead of students putting together memorized expressions unnaturally stammering out a few words.

I'd like to introduce an innovative method to maximize the acquisition in EFL situations. I am going to present actual results through the visuals of the students who acquired English through this method. The students who are going to be presented are the ones who are trained in TOSS English. After I talk about the following issues, discussion with participants can follow.

- Ways to 'acquire' English in EFL situations
- Why movies are effective for acquisition of English?
- What are the effective ways to use movies for 'acquisition' of English?
- What kind of movies work well for acquisition of English? What are the criteria of selection?
- Recommended DVD titles
- Activities for effective speaking practice
- Actual Results (with visuals) – pronunciation, fluency, confidence, spontaneity

Plus 9 concurrent workshop sessions...

Room 505



Show and Tell Stories with Drama Tableaus

Mr. Donald Rikley
(Catholic University of Korea)

Level: post-secondary but also applicable to all other levels

Interest Area: Drama techniques and games

Bio: Donald Rikley, M.A., is currently teaching English at the Catholic University of Korea in Bucheon. He has lived in Korea for over 5 years and previously taught at Woosong University in Daejeon. He recently obtained a MA TESOL from the University of Southern Queensland in Australia. He was born in Canada and studied “Drama in Education” at the University of Windsor. He continues to be interested in the use of drama in the EFL classroom

Abstract: This presentation will explore how teachers can use “Dramatic Tableaus” with EFL students of all ages to encourage communication and storytelling in English. Tableaus are a drama convention in which the members of a group use their bodies to make an image or picture capturing an idea, theme or moment in time. An example lesson, which was used with post-secondary Korean students, will be presented in which participants create a series of tableaus to tell a story both physically and verbally, communicating in English. Various benefits of using dramatic tableaus in the EFL classroom will also be discussed. As well, the presenter will explore various ways tableaus may be used to encourage students to communicate and express themselves in English. While the presented lesson focuses on post-secondary students, dramatic tableaus can be used by teachers teaching various ages of EFL students.

Room 402

Using Country Music To Teach English as a Foreign Language

Ken Johnson

(Korea National University Of Education)

Teaching level: post secondary, secondary

Interest area: Teaching with music and song, research.

Bio: Ken Johnson is a long time EFL teacher in Korea, who counts among his previous occupations being a professional country and western musician, as such his love of song finds it's way into his classroom on a regular basis.

Abstract: Ken Johnson has used Country Music to supplement his English Lessons for the past 6 years. In that time he has seen the positive effects of this kind of teaching and thought it important to gather data to show the usefulness of this kind of teaching and learning activity. In the workshop he will demonstrate his methods for teaching songs, and participants will also have the chance to sing along with Ken himself, who will bring his guitar along for the workshop.

He will also talk about his action research project during which he surveyed 5 classes totaling 148 students that selected as study groups. They studied English songs for the last 20 minutes of each lesson for one semester. One class of 23 students was used as a control group. They received the same lessons with the exclusion of the music study.

A quiz covering the previous lesson was given at the beginning of each class. Mid term tests and the final exam were the same for each class except for the music content. The classes that learned the songs achieved between 3% and 8% higher grades on both the mid term exam and the final. The average of the students with music was 5% higher than those without.

The students were polled at the end of the semester and it was found that those who learned significantly more than the assigned songs all scored between 86% and 98% on the final exam.

Room 403



Teaching and Learning Vocabulary: Vocabulary Levels and Teaching Procedures

Paul Nation
(University of Victoria, Wellington)

Teaching level: all levels

Interest areas: Vocabulary teaching and testing.

Bio: Paul Nation is a professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book is *Learning Vocabulary in Another Language* published by Cambridge University Press (2001) and there is a new book on vocabulary teaching likely to appear in 2007 from Thomson publishers.

Abstract: This presentation describes what vocabulary should be taught and how it should be taught so that teachers can plan a suitable vocabulary program for their students.. The vocabulary of English can be divided into high frequency words, academic words, technical words, and low frequency words. Each of these groups of words has its own characteristics and these affect how they should be taught and learned. This presentation describes these levels and shows how teachers and learners should deal with them. It is also important that teachers can find out where their learners are in their movement through these levels so that they can be focusing on the most appropriate vocabulary in the most appropriate way. We will look at how tests can be used to do this.

Room 406

The Positive Effects of The English Camp at Dangjin Foreign Language Education Center

Mira Park
(Dangjin Foreign Language Education Center)

Level: secondary, elementary

Interest areas: camps, immersion English, materials design

Bio: Mira Park is teaching in the English camp at Dangjin Foreign Language Education Center which is a branch of Chungcheongnamdo Dangjin Office of Education with co-teachers every week. She is a director of DFLEC.

Abstract: It is true that English is the Lingua Franca in this 21 century. English is already globalized and so it is essential to create relaxed and rewarding English environments for Korean students. This presentation is a report on the Dangjin Foreign Language Education Center, which is a center for students where they can be immersed in English in an environment that is welcoming and encouraging. Curriculum used at the camp will be shown and discussed, as will materials design plus a look at some of the issues of creating English immersion environments. There will also be some discussion of management issues relating to Korean and Native speaker teacher/teacher trainer interaction and co-working conditions.

Room 504



Speaking vs. Interaction: Making Interaction Easier by Improving Conversation Skills

Kevin Smyth
(Korea National University)

Teaching level: post-secondary-secondary

Interest areas: Conversation.

Bio: Kevin Smyth is a licensed junior and senior high school teacher in Canada. Before coming to Korea, he spent five years teaching English and social studies. He received his masters in TESOL from the University of Birmingham and wrote his thesis on oral testing. He has been teaching for ten years in Korea. In recent years, he taught a TESOL certificate program (in conjunction with the University of Illinois) at Konkuk University in Seoul, and is currently at Korea University in Suh-chang teaching in the Department of English Language and Literature. The subjects he teaches are people

Abstract: This 'speaking vs. interaction' presentation highlights the difference between the two through two forms of a simple math quiz game. In the first game, students are individually asked simple math questions and have ample time to answer. The analogy is to that of the traditional view of speaking without interaction: preparation time is allowed even to the point of writing and rehearsing; competitive pressure is absent; correctness is prized; and so on. What is absent in these situations are more significant than what is present however.

The second math game demonstrates some of those things. That game is competitive with four players competing to answer the questions first. Real conversation is analogous to this game. Among other things, both the game and interaction are competitive and do not allow preparation time; feature lost opportunities if too slow; entail pressure and frustration; favor the good guesser; and prove reaction speed as the key element to be reckoned with.

With this in mind, considerations for the conversation classroom are apparent. Firstly, teaching more math would not be a wise formula for improvement and success in the

game. Rather, developing strategies for dealing with the speed and pressure of the situation seems necessary. A wonderful little book that attacks these issues directly will be presented. In the math game, formulaics (like the times table) reduce the necessity of thinking. In language, formulaics (like language chunks and automatic vocabulary) are similarly relied on as a method of coping with the time problem. Some ideas will be presented for developing this relatively simple vocabulary. Finally and controversially, the prized status of correctness may well have to be de-valued in the conversation class, as I believe it is in any interactive spoken discourse as compared to written discourse.

Room 506

It's Innate: Using Coordinate and Subordinate Structures for Effective Communication in English

Brett Conway
(Namseoul University)

Teaching level: post-secondary, secondary

Interest areas: Grammar and Conversation

Bio: Brett Conway currently teaches in the General Studies Department at Namseoul University in Cheonan.

Abstract: In the EFL classroom in Korea, an instructor might succeed at teaching students the elements of grammar and guiding them to the create correct sentences, but the students

May still struggle with linking the sentences together effectively, whether written or spoken, and thus have difficulty using English in real life interactions. This workshop will explore how students can communicate effectively if they understand the principles of coordination and subordination. It will explain a few fundamental differences between English and Korean, point to some functions within and between English sentences, and apply coordination and subordination to various games and activities that can be used in the classroom.

Room 507

Adapting Textbooks for Split-level EFL Classes

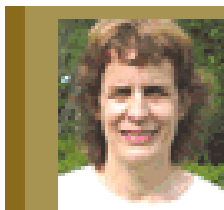
Adam Thorsteinson
(Kyonggi University-Suwon)

Teaching level: Secondary/post secondary

Interest areas: Materials development, adapting textbooks, large classes, curriculum.

Bio: Adam is currently teaching at Kyonggi University in Suwon, S. Korea. He majored in English Literature from the University of Calgary, AB and completed his CELTA and TESL certificates in Vancouver, B.C. Canada. He has lived in Korea for a few years and has taught high school teachers, middle school students, and University students there. In Vancouver, he taught TOEFL, TOEIC, and ESL classes to students from countries like Japan, China, Mexico, and Switzerland. Currently, he is trying to decide on his next step in his career path.

Abstract: The aim of the presentation is to provide ideas for teachers to develop plans for their own classrooms. Developing curriculum is a challenging task in any classroom, especially if it is large and split-level classroom. By expanding on exercises in published ESL textbooks and bringing authentic materials into a lesson plan, teachers can tailor classes to their student's needs. Also, teachers can use new strategies that focus on group work to develop student's speaking and writing skills

Room 508-1

Helping all Children Learn!

Dr Caroline Linse
**(Sookmyung Women's University
TESOL Program Visiting Professor)**

Teaching Level: Very young to early secondary

Interest areas: Very young learners, young learners, large classes, learning difficulties

Bio: Caroline Linse is an Associate Professor at Sookmyung Women's University in Seoul, Korea, where she teaches graduate level courses in the general TESOL MA and YL-TESOL programs. In addition to Korea, she has worked in EFL and ESL programs in Latvia, Belarus, American Samoa, Mexico, and the United States including rural Alaska. She is an author or coauthor of numerous books including: Practical English Language Teaching: Young Learners and Fingerprints.

Abstract: The purpose of this workshop is to share a number of multimodality activities which teachers can use in the classroom to help students with different

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learning problems. These activities are designed specifically to help learners become more comfortable with English language vocabulary and English language grammar. The simple to implement activities are designed to be used with large groups of students where there may be one or two with learning problems. The activities are especially appropriate for learners ages 5-14 (US age).

3rd Floor International Meeting Room

Maximizing the use of Technology in the Classroom & Creating Empowered Communities

Maria Lisak
(Kunsan National University)

Teaching level: all levels

Interest group: (TELL - technology enhanced language learning)

Bio: Maria Lisak is an ESL professional with over 10 years of EFL experience in the US and in Korea. Maria holds an MBA from Loyola University and has certificates in EFL and computer technology. She teaches at the Department of English Language and Literature at Kunsan National University and also at Valparaiso University in the US.

Abstract: Technology in the classroom can be an activity in aggravation for many teachers. Maria will share how to harness technology to have it work for you and your students instead of increasing anxiety. Maria will share lessons and materials utilizing digital cameras, MP3 players, video recorders, software programs, moodles, website creation, and blogs. Maria will show how she incorporates technology to encourage students to study English outside of the classroom and empower themselves as life long learners.

2006학년도 호서대학교 대학원 신입생 모집안내

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Supplemental Materials

10:30 Session:

Dr. Andrew Finch:

Culture (1 & 2)

Version 1

Level: Intermediate to Advanced

Category 1: Self-Made Bingo

Category 2: Word Bingo (word to word)
Discovery Bingo (finding out about one's culture)



Instructions: PARTICIPANTS

You each have a 4 x 4 sheet with 15 topics.
Each topic is about an aspect of Korean culture.

PERSON ONE:

- Choose one topic on your sheet.
- Say the three names (3 rivers, 3 temples, etc.).
- Cross out that topic on your sheet.

PERSON TWO:

- Say three more names for the same topic.
- Cross out that topic on your sheet.

PERSON THREE:

- Say three more names for the same topic.
- Cross out that topic on your sheet.

PERSON FOUR:

- Say three more names for the same topic.
- Cross out that topic on your sheet.

If you can't say three more names, don't cross out that topic on your sheet.

PERSON TWO:

- Choose a new topic on your sheet.
- Say the three names (3 rivers, 3 temples, etc.).
- Cross out that topic on your sheet.

PERSON THREE:

- Say three more names for the same topic.
- Cross out that topic on your sheet.

PERSON FOUR:

- Say three more names for the same topic.
- Cross out that topic on your sheet.

PERSON ONE:

- Say three more names for the same topic.
- Cross out that topic on your sheet



If you can't say three more names, don't cross out that topic on your sheet.

EVERYONE: Continue until someone has a horizontal, vertical or diagonal line.

Alternative Instructions: EVERYONE:

How about making your own rules for this game?

When you finish performing your game, write your rules on a piece of paper.

Explain your rules to another group of students.

Put your game (and the rules) in your portfolio.

Participants' Sheets

3 presidents	3 temples	3 political parties	3 festivals
3 rivers	3 provinces	FREE	3 national holidays
3 mountains	3 metropolitan cities	3 airports	3 new year animals
3 traditional songs	3 sea ports	3 national parks	3 Korean writers

3 airports	3 national holidays	3 new year animals	3 presidents
3 metropolitan cities	3 provinces	3 mountains	3 sea ports
3 political parties	FREE	3 festivals	3 rivers
3 temples	3 traditional songs	3 Korean writers	3 national parks

3 traditional songs	3 provinces	3 metropolitan cities	3 rivers
3 sea ports	3 political parties	3 national parks	3 presidents
3 national holidays	3 temples	3 new year animals	FREE
3 Korean writers	3 festivals	3 mountains	3 airports

3 rivers	3 national holidays	3 sea ports	3 metropolitan cities
3 new year animals	3 traditional songs	3 festivals	3 presidents
3 national parks	3 Korean writers	3 provinces	3 airports
FREE	3 political parties	3 mountains	3 temples

3 Korean writers	3 national parks	3 new year animals	3 sea ports
3 national holidays	3 traditional songs	3 political parties	3 temples
3 mountains	3 rivers	FREE	3 provinces
3 metropolitan cities	3 airports	3 presidents	3 festivals



Version 2

- Level:** Intermediate to Advanced
Category 1: Self-Made Bingo
Category 2: Word Bingo (word to word)
Discovery Bingo (finding out about one's culture)

Instructions: PARTICIPANTS

You have a 5 x 5 sheet (next page) with 25 pictures about Korean culture.

PERSON ONE: Choose one picture. Talk about it for two minutes.

If you were successful in talking for two minutes, cross out the picture.

PERSON TWO: Choose one picture. Talk about it for two minutes.

If you were successful in talking for two minutes, cross out the picture.

EVERYBODY:

Continue until someone has completed a horizontal, vertical or diagonal line.

Alternative Instructions: EVERYONE:

How about making your own rules for this game?

When you finish performing your game, write your rules on a piece of paper.

Explain your rules to another group of students.

Put your game (and the rules) in your portfolio.



Our Game:

Title:

Rules:

A large rectangular box with a blue border, containing a series of horizontal green dashed lines for writing. The lines are spaced evenly and extend across the width of the box, providing a template for writing the title and rules of a game.

Participants' Sheet



Find Someone Who ...

Level: Pre-Intermediate to Advanced
Category 1: Speaking Bingo
Category 2: Word Bingo (Word to Word)
 Pyramid Bingo



Instructions: EVERYONE:

You have a 4 x 20 Pyramid Sheet on the next page.

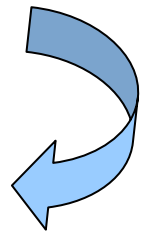
This sheet has 40 'Find Someone' sentences.

- Start at the bottom of the Sheet – LEVEL 1.
- Talk to people in the room.
- Ask questions: “Do you like homework?” “Were you born in May?”
- Find someone who matches one of the sentences.
- Write his/her name under the sentence.
- Cross out the sentence and colour in the boxes:

9. Find someone who likes homework.	9. Find someone who plays computer games. Kim Su-jeong	9. Find someone who was not born in the same province as you.	9. Find someone who collects stamps.
-------------------------------------	--	---	--------------------------------------

- Now go to the next level – LEVEL 2.
 - Find someone who matches one of the sentences.
 - Write his/her name under the sentence.
 - Continue up to Level 10.
- EVERY NAME ON YOUR SHEET MUST BE DIFFERENT.
 - YOU CANNOT HAVE ONE NAME MORE THAN ONE TIME.
 - IN ORDER TO SHOUT “BINGO!” YOU MUST MAKE A PYRAMID CONNECTION WITH EVERY LEVEL, FROM NOT 1 TO 10.
 - THIS CONNECTION CAN BE DIAGONAL OR VERTICAL, BUT NOT HORIZONTAL.

10	Name			
9		Name		
8	Name			
7	Name			
6		Name		
5		Name		
4			Name	
3				Name
2			Name	
1				Name



Alternative Instructions: EVERYONE:

How about making your own rules for this game?
 When you finish performing your game, write your rules on a piece of paper.
 Explain your rules to another group of students.
 Put your game (and the rules) in your portfolio.

Pyramid Sheet

10. Find someone who was born in the same province as you.	10. Find someone who was born in May.	10. Find someone who can use HTML.	10. Find someone who likes fishing.
9. Find someone who likes homework.	9. Find someone who plays computer games.	9. Find someone who was not born in the same province as you.	9. Find someone who collects stamps.
8. Find someone who knows how to blog online.	8. Find someone who likes getting up early.	8. Find someone who can use PowerPoint.	8. Find someone who plays a board game.
7. Find someone who has a foreign email pal.	7. Find someone who likes to watch movies.	7. Find someone who did not watch TV last night.	7. Find someone who was born in December.
6. Find someone who was born in July.	6. Find someone who likes getting up late.	6. Find someone who can use EXCEL	6. Find someone who has quit smoking

5. Find someone who exercises every week.	5. Find someone who likes to read novels.	5. Find someone who does yoga.	5. Find someone who has two sisters.
4. Find someone who can swim.	4. Find someone who knows the weather forecast for tomorrow.	4. Find someone who can speak three languages	4. Find someone who likes ice-cream.
3. Find someone who plays the piano.	3. Find someone who likes Chung-guk-jang.	3. Find someone who can spell the teacher's name.	3. Find someone who likes Chinese food.
2. Find someone who comes to school on foot.	2. Find someone who plays ping-pong.	2. Find someone who was born in April.	2. Find someone who can ride a bicycle.
1. Find someone who listens to classical music.	1. Find someone who was born in October.	1. Find someone who can drive a car.	1. Find someone who plays basketball.

Bingo Games in English Language Learning

Extended Summary

Introduction

CALLER:

Legs eleven (11),
 Clickety-click (66)
 Bull's-eye (50)
 Two little ducks (22)
 Three score and ten (70)
 All the trees (33)
 Two fat ladies (88)
 Unlucky for some (13)
 Snakes alive (55)
 Sweet sixteen, never been kissed (16)

63	44	77	50
90	11	33	FREE
88	16	5	70
22	47	66	17

PLAYER:

'BI NGO!!!'

Here we have a traditional game of Bingo. This has a number of features:

1. There is one CALLER, who shouts out the names of the numbers.
2. Each individual player has a card with random numbers on it.
3. All the cards in use have different combinations of numbers.
4. There is a FREE square on each card.
 - The FREE square indicates that the player doesn't need to cover this square. It already counts. If 90, 11, and 33 are called (for example), then he/she can shout 'BINGO,' since this makes a horizontal line (along with the FREE square).
5. The tasks for the Bingo player are:
 - Recognize the numbers (Clickety-click = 66, etc.).
 - Mark them on the card, or cover them with markers.
 - Shout BINGO when he/she has a complete line of numbers. In the above example, the line of numbers completed is diagonal, from the bottom left corner, to the top right corner (22, 16, 33, 50), but lines can also be horizontal (88, 16, 5, 70, etc.) or vertical (50, FREE, 70, 17, etc.). For this reason, Bingo cards are usually grids of 3x3, 4x4, or 5x5 squares.
6. The game is competitive (there is one winner).
7. The game finishes when one person completes a line.
8. There is a prize for being the first person to finish.
9. The game is controlled by the Caller.

Bingo has thus entered the western cultural consciousness as a competitive game, usually played for money or prizes. It is in essence an extremely simple game of chance that requires the participants to listen-and-find simple information and to mark it on their card, without transformation of the information or use of cognition (problem-solving, critical thinking, etc.).

In the light of these characteristics, we might well ask how Bingo can be effectively used to teach (and learn) English. In order to answer this question, the following sections explore Bingo and its application in ELT (English Language Teaching) in greater depth.

Types of Bingo

Whereas Ito & Berry (2001, p. viii), have four classifications (Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games), this book prefers to employ three main types as a primary means of classification, based on the perspective of the participant (cf. Hyun, 2000; 2001):

1. **Listening Bingo games** (passive, static, one-way, instructional, individual, receptive, information gap activities);
2. **Speaking Bingo games** (active, dynamic, two-way, communicative, group, cognitive, language-performance and information transfer activities);
3. **Self-made Bingo games** (active, dynamic, two-way, interactive, group, cognitive, collaborative, language-performance, problem-solving and critical thinking).

The second means of classification is by the type of activity:

- **Picture Bingo** (picture to picture, picture to word)
- **Word Bingo** (word to picture, word to word)
- **Synonym Bingo** (similar word – thesaurus)
- **Antonym Bingo** (opposite word)
- **Translation Bingo** (English-Korean, Korean-English)
- **Matching Bingo** (matching a sportsperson to a sport, a singer to a song, etc.)
- **20 Questions Bingo** (asking questions about the words)
- **Riddle Bingo** (definitions – dictionary)
- **Pyramid Bingo** (using a different format for the Bingo card)
- **Idiom Bingo** (explanations)

These various types and classifications can be employed in various situations and transformations. Bingo can be used in one form or another for most purposes, according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). The activities contained in each separate part of this book present the primary categories (listening-based, speaking-based, and self-made activities) of Bingo activities, in addition to covering the full range of secondary classifications above. In this way, it is hoped to show that the Bingo concept can be adapted to meet the needs of any group of language learners.

1. Listening Bingo Games

This term refers to conventional *listen-and-find* Bingo games. In this type of game the caller calls out numbers, letters, words, phrases or sentences in the grid on the master card. The players listen to the caller and then find the item on the grid on their own Bingo card. The first player who marks all the squares in a row diagonally, horizontally, or vertically calls out 'BINGO.' Learners who play this type of Bingo are essentially carrying out a dictation activity, and are testing basic listening comprehension. Because of this, this type of Bingo game is henceforth called 'listening Bingo.' This type of Bingo game is helpful in developing receptive comprehension skills in English.

Listening Bingo games range from simple Number-Bingo games to more active Comprehension-Bingo games and are quite easy to play.

- In number-style Bingo games the players simply identify and match dictated information on the Bingo card.
- In comprehension Bingo games, they first have to comprehend what the caller says and then perform various cognitive functions in order to decipher the appropriate answers.
 - For example, in a form of Verb Bingo, the grid of the master card is filled with the root forms of irregular verbs, whereas each player's Bingo grid is filled with the past form of the verbs.
 - When the caller says the root form of a verb, the participants have to derive the past form, find it in the Bingo card, and then mark it.
 - Antonym Bingo, synonym Bingo, idiom Bingo, etc can all be played in this way, as forms of comprehension Bingo.
 - This approach can be very helpful when presenting new vocabulary in a lesson. The desired words can be written on the students' cards, and the explanation of each new word can be put on the master card.

Most linguistic items, functions, skills or topics can be studied through the listening Bingo approach. These include Time Bingo, Number Bingo, Letter Bingo, Weather Bingo, Month Bingo, Day Bingo, Holiday Bingo, Christmas Bingo, Pronunciation Bingo, Job Bingo, Flower Bingo, Animal Bingo, Family Bingo, Colour Bingo, Antonym Bingo, Synonym Bingo, and Idiom Bingo.

2. Speaking Bingo Games

Listening Bingo games represent the traditional approach, and they are helpful in developing students' receptive comprehension skills in English. However, they are not appropriate for developing active skills, since the players just listen to what the caller says and find matching items on their grids. Even when performed at the group level (rather than the teacher being the caller), there is still one caller in each group, and this caller is the only active participant. This is neither two-way interaction, nor communication in the strict sense of the word.

In contrast, speaking Bingo games encourage students to communicate with each other. They encourage learners to listen and speak, and they are very funny. Bingo-related activities can be used in an interactive way, introducing and reviewing language in an investigative ‘learner-directed’ manner.

- In speaking Bingo, there is no master card, and no caller.
- Instead, there are only participants’ Bingo cards.
 - Each player has a different Bingo card and asks other students about a topic in the grid on the Bingo card.
 - When the student gets the answer ‘Yes,’ that student asks the other’s name and writes it down in the square of that question.
 - The first student does not ask a second question to the same student after getting the response ‘Yes.’
 - If the other student answers ‘No’, the questioner may ask one more question. However three questions may not be asked of the same student.
 - This rule is helpful in encouraging students to interview as many classmates as possible.
 - When a student is successful in filling in a row of boxes diagonally, horizontally, or vertically, she/he shouts ‘Bingo.’

Speaking Bingo is extremely interesting and challenging, in that the input and the outcome is up to the player, rather than the individual Bingo card.

- Speaking Bingo is open and flexible.
- It can use any linguistic items, topics, functions or skills as its source materials.
- Each player chooses a person to ask and takes the responsibility for the result.
- The games are performed in a real communicative setting.
- There is no limit to the exercising of linguistic skills - listening, speaking, reading, writing and comprehending!

Speaking Bingo can also be developed into task-based Bingo games (next section). Students can be asked to find out likes or dislikes of the classmates, to survey where they are from, what their hobbies are, what month they were born in, where they have travelled, and so forth.

Most linguistic items, functions, skills or topics can be developed into speaking Bingo games, including Interview Bingo, Birthday Bingo, Clothing Bingo, Greetings Bingo, Hobbies Bingo, Job Bingo, Survey Bingo, Travel Bingo, Clothing Bingo, etc.

3. Self-made Bingo Games

In listening and speaking Bingo games the master cards and players’ Bingo cards are prepared by the teacher. Hence, the learners are not actively involved until the performance stage. Because of this, both categories can be said to be lacking in terms of learner-centred qualities. If we wish students to learn meaningfully and effectively, however, it is important that we involve them in the entire process of language learning. It follows, therefore, that the teacher should encourage learners to participate in preparing Bingo game cards.

The task-based approach to language learning (TBLL) provides a convenient point of reference when we consider the topic of student-directed Bingo games. When we ask students to make their own Bingo activities, and to choose the level, the content, and the type of activity, we are in reality giving them a learning task. Tasks are a convenient unit of analysis for language learning (and assessment) for a number of reasons:

Tasks lend themselves to stimulating, intellectually challenging materials, especially those of a problem-solving nature, and of a kind which seem meaningful to teachers planning and implementing lessons. (Long, 1980, p. 36)

A task-based approach sees the learning process as one of learning through doing - it is by primarily engaging in meaning that the learner's system is encouraged to develop. (Skehan, 1996, p. 20)

When learners play Bingo games with cards made by themselves in self-made Bingo games, they achieve a sense of purpose, ownership and meaning, thus promoting confidence, motivation and responsibility for learning. The active making of Bingo activities is thus a desirable educational event, and can lead to excellent follow-on activities such as devising and writing the rules for their activity, explaining their activity to other groups, and even making a PowerPoint presentation about their activity.

Games in the English Classroom

Children (of all ages) learn through play. Before they achieve primary school age, the vast majority of children have successfully learned a language, have mastered the motor skills necessary for bodily activities, and have acquired many of the social skills necessary for living amongst other humans. All this occurs through experiential learning (play), without trained instructors (teachers). It is only when children arrive in school that 'play' becomes an undesirable word, and 'real' learning is imposed upon them, along with punishment for not conforming to the teacher's definition of learning.

Children do not differentiate between 'work' and 'play' before they start school. Everything is vital as they explore and discover their environment. When they enter school, they are told to study life, while the community (expensively) supports them. At this point, they are cut off from meaning and involvement in the society which they used to explore:

The strict application of protective attitudes toward children has created a paradoxical situation in which protection has come to mean excluding the young from meaningful involvement in their own communities. (Postman, 1995, p. 102)

How could youths better learn to live than by trying the experiment of

living? (Postman, 1995, p. 94)

Experiential learning, in the form of play, is extremely important in the classroom, where it can be used as an effective means of activating language learning. However, this does not mean that it should be relegated to a '5-minute-activity' section, at the end of a lesson of 'real,' grammar-based, teacher-led tuition. When this approach is taken, it is common for students to actually refuse to play such games, since they see them as a waste of time.

Nothing, in fact, could be further from the truth. Even if one defines language learning in terms of grammar (the traditionalist approach), language games offer an effective means of internalising, practising and performing that grammar. If we employ game formats to learn language, we are harnessing the enjoyable aspect of play-related activities, and reaping the extremely beneficial fruits of experiential learning. The important distinction lies in exactly how we go about this as language teachers. If we label enjoyment, commitment, concentration, and absorption, as 'a waste of time,' then game-related activities will indeed become useless. If, on the other hand, we welcome them, and make them integral parts of our teaching pedagogy, using them as vital ingredients in the overall facilitation of student-centred learning, then they will take on a different aspect. In this situation, language games will become part and parcel of a task-based, pedagogically sound, learning environment.

If we consider Allwright's (1984; 2000, p. 13) findings deeply, the fact that we cannot predict what and how students learn makes the teacher-led, grammar-based classroom meaningless. If students are not internalising the teacher's input, then it follows that the teacher must find another way of helping students to learn. This alternative way must be student-centred, since the learning must start with (and be directed by) the learners – the people who are doing the learning. The learning must also be meaningful to the learners, and relevant to them as human beings. In other words, it must take on the (task-based) characteristics of a totally committed, problem-solving, critically thinking, creative, absorbing game – the game of life.

Interactive Bingo Hints

Bingo activities can be used in various forms to promote the learning of English. The Bingo activities can be classified firstly by the activities of the performers (active/passive, static/dynamic, one-way/two-way, instructive/interactive, individual/group, receptive/cognitive, etc.), and secondly by the type of activity.

These types and classifications of Bingo activities can be mixed in many ways, and because of this, this book presents them according to their learning purpose

- Vocabulary;
- Grammar;
- Notion/Function;
- Task-Based Learning

The Bingo grid used in language classrooms can be varied to suit the level of the learners. This presentation recommends a Bingo grid of 3 x 3 squares for pre-school children, a Bingo grid of 3 x 3 squares or 4 x 4 squares for elementary school students, and a Bingo grid of 4 x 4 squares or 5 x 5 squares for secondary school students and higher level learners.

It is a good idea to give flexibility in calling out 'Bingo.' When a player marks or fills in all the squares in a row diagonally, horizontally, or vertically, he/she can call out '*One Bingo.*' When another player marks or fills in all the squares in two rows diagonally, horizontally, or vertically, he/she can call out '*Two Bingos.*' When a player marks or fills in all the squares in three rows diagonally, horizontally, or vertically, he/she can call out '*Three Bingos.*' This can vary according to the level of the games. For instance, when we ask learners to play Greeting Bingo, it would be goofy to encourage players to interact with all the participants. In this case a player is asked to call out 'Bingo' when he/she is successful in marking or filling in all the squares in the grid on the Bingo card. This is called *Full Bingo.*

Students are typically excellent at making their own rules for language games. It can be extremely effective, therefore to let them devise the rules for each activity, rather than trying to get them to do exactly what the teacher tells them to do. Game-based instructions can be very difficult for learners to comprehend, and can impede the successful language transactions which are the goal of the activity. In contrast, simple instructions which point out the main features of the game, but which encourage the learners to make their own rules, can be great learning tools. Such instructions will lead to meta-discussion about the game, and will help students to become more involved. If this discussion can take place in English, then students will be actively practising linguistic functions such as suggestion, agreement, and making decisions. If the students are unable to discuss in English, then they will still be participating cognitively, and their brainstorming will be about the task which they will be performing in English, In other words, they will be 'on task.'

Have an exciting, challenging and fruitful time in your collaborative exploration of the world of Bingo activities for language learning!

Enjoy - Experiment - Explore.

Todd Vercoe:

Computer Games and the EFL Classroom

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Abstract

The average foreign language educator of today faces an uphill battle against student motivation from competing media that bombards students at every turn out of the classroom setting. To the average student of today, constantly fed information and media from all sides by way of television, the Internet, text messaging and cellular phone use, computer and video games etc., the classroom of a dry textbook and teacher clutching a piece of chalk can be a boring environment that does nothing to motivate learning. Rather than becoming frustrated with competing forms of media, educators should learn to embrace these 'new tools' of education and excite students to study. Certainly, the foreign language educator has learned to bring television (by way of video/DVD players), and the Internet (through webquests) into the realm of second language acquisition. But what of the computer/video game? Rather than look down upon these activities as a frivolous waste of time, it behooves educators to take advantage of the inherent motivational nature of computer games and simulations to encourage better learning in our students. This paper will attempt to suggest some avenues for possible use of computer games in the EFL classroom environment.

I Introduction

The value of learning through play has long been accepted in pedagogical theory (Piaget, 1970, Vygotsky, 1978, Prensky, 2001, Gee, 2003). Many educators have made play and games a common aspect of their instructional arsenal in an effort to stimulate and motivate learners. In the EFL/ESL setting it is indeed common to see a 'bingo' game variation (as example) used repeatedly to reinforce learning. However, the educational value of computer-based games has been neglected by most teachers (Schrader, Zheng & Young, 2006, Cuban, 2001, Gee, 2003). Educators appear to view the computer game as an unproductive entertainment environment that doesn't produce any serious opportunities for learning, yet often students learn best when learning is active, self-directed and exploratory (Lepper & Malone, 1987a).

While video games actively encourage situated and embodied thinking and doing, school often does not. In school, words and meanings usually float free of material conditions and embodied actions. They take on only general, so-called decontextualized meanings. Their meanings just amount to spelling out a word or phrase in terms of still other words and phrases, themselves with only general meanings. People cannot actually *do* anything with these words. (Gee, 2003, italics his)

The use of computer-based games is increasingly being recognized as a valuable constructivist educational tool. Situated learning, Problem Based Learning and Discovery Learning all have the common value that "learning occurs when the student

is no longer a passive recipient but capable of constructing their own knowledge in a context that reflects the way that knowledge will be used in real life” (Roberts, Wade & Mullally, 2004). The value of computer-based games and simulations is that through created “worlds” students can encounter and experiment with newfound knowledge and apply what is learned to their real lives.

Computer games should not be seen as an educational panacea. There are of course limitations to what games can and do teach and there are opponents to computer games. Provenzo, (cited in Squire, 2003) suggests that computer games “can lead to violent, aggressive behavior, employ destructive gender stereotyping, promote unhealthy ‘rugged individualist’ attitudes and stifle creative play.” Certainly some of Provenzo’s concerns are justified. Many games are little more than “kill or be killed” fantasies. However,

Video game research has found no relationship between videogame usage and social maladjustment. The rapidly evolving nature of video game graphics, violence and realism cautions against any definitive statement about the impact of video games on social behavior. However, I maintain that concern about video games is largely unfounded, and there is very little cause for concern about their effects on players. In fact, recent developments in video games design are beginning to reverse these trends...Educators should pay attention to these emerging developments in video gaming, as they hold promise for generating many new theories of engaging learners in interactive digital environments. (Squire, 2003)

There is also concern over what exactly is being taught through games, and it is necessary for the educator of today to be aware of certain areas of concern. Through the game *Sim City*, for example, students experience the danger of assuming that a city mayor has far more control than they would in real life. Through the game *Age of Empires II*, the cartoon quality of the graphics could lead a student to assume that the Korean “Turtle ship” (Kobukson or Geobukseon) is as large or larger than a galleon (as depicted in the game) when it is, in fact, far smaller. In *The Sims* several questions need to be considered. Gonzalo Frasca asks; “Is it okay to let a Sim starve to death? Is it possible to have same-sex Sim relationships? What about threesomes? Will I spoil my Sim child if I buy her too many toys?” (Wardrip-Fruin and Harrigan, 2004). Frasca also comments:

The Sims’s constraints are many. For example, Sims cannot communicate in a verbal language and their personal relationships are not described with depth. In addition, the consumerist ideology that drives the simulation is nothing short of disturbing: the amount of friends that you have literally depends on the number of goods that you own and the size of your house. (Frasca, in Wardrip-Fruin and Harrigan, 2004).

However, in the end, Frasca must concede that, “*The Sims* succeeds at delivering an enjoyable game involving human characters” (Frasca, in Wardrip-Fruin and Harrigan, 2004).

The intelligent educator will make themselves aware of the limitations and constraints of games and hopefully address them in their lesson plans or even perhaps expand on the topics to teach critical thinking in their students.

II. Advantages of Computer Games in EFL/ESL learning

Learning a language can be an arduous undertaking for anyone. It will involve many hours of solitary study and can, at times, be uninteresting for the student involved. Though there are certainly advantages to the ‘drill and skill’ behaviorist learning environment, computer-game based learning presents many opportunities for student motivation and task based learning (Prensky, 2001, Gee, 2005).

A. Motivation

It is difficult to engage the student of today. Students at home will enjoy DVDs, text-message or IM friends, listen to and download their own music, surf the Internet and find their own amusements. In their free time, students become completely engaged. Few classrooms can promise the same sort of engagement that we find in students’ private lives.

The fact is that even if you are the most engaging old-style teacher in the world, you are not going to capture most of our students’ attention the old way. “Their short attention spans,” as one professor put it, “are [only] for the old ways of learning.” They certainly don’t have short attention spans for their games, movies, music or Internet surfing. More and more, they just don’t tolerate the old ways — and they are enraged we are not doing better by them. (Prensky, 2005)

Computer games, since they are fun, will completely engage the student of today, and ‘fun’ has been shown to increase motivation for learners (Prensky, 2001).

It appears then that the principal roles of fun in the learning process are to create *relaxation* and *motivation*. Relaxation enables a learner to take things in more easily, and motivation enables them to put forth effort without resentment. (Prensky, 2001, italics his)

By their very nature as “amusement tools”, computer games will stimulate the motivational levels of students as they enjoy the leaning process. Research into the pedagogic advantages of playing games “suggests that games can affect cognitive function and motivation and inherently stimulate curiosity by including challenges and elements of fantasy, novelty and complexity” resulting in “improved practical reasoning skills, higher levels of continuing motivation and development of critical thinking faculties” (Roberts, Wade & Mullally, 2004).

B. Repetition

All foreign language teachers strive for repetition in order to ‘drill’ into students the target language. Game play by its nature encourages repetitive play and therefore repetition in target language (Vercoe, 2004). Computer games, by their nature, allow students to repeatedly play a game again and again at their own pace and in their own time. Ryoji Shimada, a 33-year-old businessman reports, “I think studying English

should be fun and free from any irritating time lag in hearing certain parts repeatedly. In this sense, computer games are suitable as we can pin down the desirable parts precisely if we want to listen to them again” (Mizui, 2006). Through repeated game play, students will be more likely to acquire the target language skills used or encountered in a game.

By way of example, should a student be playing the computer game *Age of Empires II*, a situation might occur where a game ally (either virtual or real) keeps sending the request “Wood, please.” (Meaning: please send me some of your “wood resources” so I might build things of my own.). In this case the student will be exposed to correct pronunciation of the word “wood” (often mispronounced and misheard by Korean (and other) students) in a situation that is both “real” and carries with it intrinsic motivational factors to understand exactly what is being said and why. It is also possible that the student will also begin to recognize the noun-dominated nature of the English language as opposed to the verb-dominated nature of North-East Asian languages (Vercoe, 2005) and develop an internal understanding of this difference.

C. Confronting Ethno-Linguistic Identity

A hindrance to language learning can often be Ethno-Linguistic Identity (Choi, 2003). Students of English may often view the study of English as a form of cultural imperialism that threatens their own identity and are therefore are resistant to the learning of the language. French speaking Quebecois can view the study of English as a threat to their culture (Dole, cited in Choi, 2003), a strong ethnic identity of Japanese students also prevents the learning of English (Edamatsu cited in Choi, 2003) and “there has recently been fear that an increase in English use may influence the homogenous culture of Korea” (Choi, 2003). The student of English may (consciously or unconsciously) hamper their own studies as a method of protecting their own cultural identity.

In playing certain computer games, specifically where the player directs an ‘avatar’ or on screen character, there is an opportunity to circumvent a players resistance to the learning of English. While playing an avatar-based game a player is in fact constructing three identities: Virtual, Real and Projective (Gee, 2003).

Assume for a moment that I am playing a character in a role-playing game (RPG), such as Todd Vercoe playing the dwarf blacksmith “Stonechewer.” In the virtual world of the RPG we can represent this identity as “Todd Vercoe as *Stonechewer*” where the italics indicate the virtual character in the virtual world. My own identity as “Todd Vercoe” in our real world is represented as “*Todd Vercoe* as Stonechewer.” However, even as the separation of myself as *player* and *character* exists I may wish to “project my own values and desires onto the virtual character” (Gee, 2003); this can be seen as “Todd Vercoe *as* Stonechewer.”

From the perspective of student and character I would indicate this as:

Student as *character*

***Student* as character**

Student as character

From the perspective of a student involved in a computer game, this separation of identities may present a useful way to circumvent ethno-linguistic identity since “student as *character*” may be compelled to learn English as a means to function in the virtual world, yet “*student as character*” does not consider the learning as a threat to their own cultural identity. “Student *as character*” may see competitive advantages in learning the language of the virtual world; yet not view it as a threat to their real world. It should be noted, however, that this is only a hypothesis and more research is needed to confirm these advantages for language learners.

III Suggested uses for computer games in the EFL classroom

The uses of computer games in the foreign language classroom are as varied as the creativity of the educator who designs a Project Based Learning environment. Here, in Korea, students are uniquely prepared for the environment of online game-based learning. Korea leads the world in broadband access, boasts 17 million computer game players and has three full time computer-game-based television stations (Evers, 2006). Students in Korea accept computer games as a part of their lives and are certain to enjoy them as a part of the educational toolbox of their teachers. What follows are some suggestions, but these are by no means the full limit of either games to use or methods to use the games mentioned.

A. MMOGs-Quest Atlantis-The Sims-The Sims Online

Massive Multiplayer Online Games (MMOGs) are an excellent tool to invite students to encounter people from all over the world. With the appropriate choice of game, students are limited in their ability to converse in their L1, and L2 learning can be facilitated. As discussed above, this also presents an opportunity to counter ethno-linguistic identity as students direct and control their avatar through a virtual world. *Quest Atlantis*, designed and maintained by Indiana University,

is a learning and teaching project that uses a 3D multi-user environment to immerse children, ages 9-12, in educational tasks. Building on strategies from online role-playing games, *Quest Atlantis* combines strategies used in the commercial gaming environment with lessons from educational research on learning and motivation. It allows users to travel to virtual places to perform educational activities (known as Quests), talk with other users and mentors, and build virtual personae. A Quest is an engaging curricular task designed to be entertaining yet educational. (from the *Quest Atlantis Website*)

Though designed as an online game for the teaching of children in their first language through the constructivist methodology of solving tasks, this can and has been used for second language learners.

For example, the player-to-player chat that blends the real-world experiences of the players with their avatars’ virtual accomplishments in the game provides an opportunity for Native English speakers to collaborate with students from other cultural settings. When English-as-a-Second-Language learners are co-questing with native English speakers, they can work together to coordinate the actions of their avatars by using English in the

chat function (e.g. “Meet me in the Van Gogh room in Culture World”) and negotiating the meaning of their messages when necessary. As all players are afforded the ability to co-quest within the game, Quest Atlantis provides the backdrop for a whole range of authentic collaborative learning activities. (Young, Schrader & Zheng, 2006)

Similar learning can be accomplished through the playing of *The Sims* or *The Sims online*. The Sims is a game designed to simulate normal everyday life. Players control the daily routine of a virtual family directing them through activities such as cooking, seeking employment, entertaining friends, managing personal hygiene, and so forth. Students communicate through chat windows as they negotiate that tasks that they wish to accomplish for their particular avatar. *The Sims Online* is particularly interesting as it is “not organized by a single goal and has no explicit winners based on that single goal” (Young, Schrader & Zheng, 2006). Rather, game goals will shift as players interact with one another and their rewards are driven internally rather than externally (Student *as* character).

B. Sim City

The goal of the game *Sim City* is to build and manage a city. If this game is used in the EFL setting, the dialogues that are presented from various city-based advisors will need to be interpreted by the learner. As the student explores their city as mayor, they will have to come to terms with some rather high-level vocabulary. (e.g. residential, commercial, hazard, desirability, occupancy etc.). By setting a pair of students to work together in building their city, the difficulties of encountering high-level vocabulary can be lessened and, by creating a presentation based end project, will allow students to work with the new vocabulary.

C. Age Of Empires

The real time strategy game *Age of Empires II* is a resource management/building/conquest game that has descriptions of history and technological advances built into the game environment. For foreign language learners, this game allows for the teaching of history and significant historical events in the history of Europe (and elsewhere). From inside the game, students can encounter the following text:

In 1066 the Witan (“king’s council”) offered the crown to Harold, son of the Earl of Wessex. Two others claimed the throne: Harald Hardrada (meaning “the hard ruler”), King of Norway, and Duke William of Normandy. The Norwegian landed first, near York, but was defeated by Harold at the battle of Stamford Bridge. Immediately after the victory, Harold force-marched his army south to meet William at Hastings. The battle seesawed back and forth all day, but near dusk Harold was mortally wounded by an arrow in the eye. Over the next two years, William, now “the Conqueror,” solidified his conquest of England. (*Age of Empires II*)

By having students play a game based on the Battle of Hastings, followed by Webquests that involve researching the history around the event or research into the

technology involved and described in the game, students can have an enjoyable “in” to an aspect of history and impetus to discover more on their own. If the game is played via teams, or against real world opponents, the use of the game based chat feature allows for in game conversations and other L2 utilization.

D. Starcraft

There is perhaps no more popular computer game in Korea than *Starcraft*. With more than 3.5 million copies of the game sold in Korea and an estimated 10 million players *Starcraft* is more than a game, it is part of the zeitgeist of Korea. “Some pundits even claim that *Starcraft* is no longer just another blockbuster game, but a cultural phenomena that is the contemporary equivalent of chess or paduk (go in Japanese)” (Kim, 2005). In 2004, one single event drew a crowd of over sixty thousand spectators to watch a professional competition of the game in Busan (Kim, 2005). Ignorance of this valuable resource by the foreign language teacher of today would amount to a terrible tragedy.

Starcraft is a real-time resource-based strategy game with a science fiction setting. Players manipulate their resources in order to build units to defeat their opponents. While not readily apparent, this game has the potential for an excellent foreign language class—including a prepared textbook. Jung, Kim, Maryland, and Han have written an excellent bilingual textbook titled Starcraft English that teaches (among other things) word families based on what one would encounter in the game *Starcraft*. For example, in the game one would utilize a “Sensor Array” and through exploration of the root word “sense”, students can learn *sensitive*, *sensible*, *nonsense*, *sensation*, *sentimental*, *sensual*, *assent*, *consent*, and *resent*. Through the exploration of the work “array” students can learn *arrange* and *arrangement*.

By playing the game and with simple lessons attached to what is encountered in the game students can quickly pick up an extensive and advanced vocabulary based on meaningful “real world” experiences.

All computer game-based learning experiences can lead to Project Based Learning through presentations and reports. It is a common aspect of language learning that students are expected to produce such things as sequence markers (e.g. first, then, and after that etc.) along with action verbs. Most often this activity has been presented as “describe how to cook something” or an equally foreign task to many students. Students take this task on with enthusiasm if asked to describe a game they just played or how they developed their avatar in *The Sims*.

IV. Conclusion

As computer-based game play is enjoyable to many students, it is necessary for teachers to learn to make these games a part of their educational arsenal. If properly directed, computer games can lead to increased student motivation. In addition, the repetitive nature of game play insures that students reinforce their own leaning. Through associated Project Based Learning, the foreign language educator can reap great rewards in student achievement. As the quantity and quality of computer games improves, educators are certain to find additional and greater applications both inside the classroom and out.

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Robin Debacker:

Discussion Strategies, Beyond Everyday Conversation

by David and Peggy Dustin Kehe (Pro Lingua Associates)

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SAMPLE LESSON PLAN (by Robin Debacker) (50-60 minutes)

Material: Worksheet Unit 3 - Clarification Questions, Comprehension Checks (see next pages)

Objective: Students practice strategies, sharpen listening and pronunciation skills

Focus: Sentence by sentence clarifications with questions provided.

1. **Put students in pairs**, seated facing each other. Ask them to read their article silently, and answer the factual questions. (10-15 minutes)

2. **Explain the task:** Write the sequence on the board so they can see it easily

A: Read one sentence and ask the question typed in **bold**, "*Do you understand?*"

B: Ask Clarification Question; or say, "*Can you repeat that please?*"

A: When student B says "yes", check for comprehension: "*What did I just say?*"

B: Summarize what you heard to show you understood. (DO NOT OMIT THIS STEP).

A: "*That's right!*" "*Good!*" "*Exactly!*" or "*Not quite. Let me read it one more time.*"

3. **Greet your partner, say "Hello!" and Start.** Have fun!

4. Teacher should go around the room checking that each pair is doing the task correctly (remember to give each pair equal time). Students who finish early probably didn't do the comprehension check "*What did I just say?*" after each sentence. Advanced students can go through the 2 stories quickly, and focus on the reaction questions at the end. Encourage them to use follow-up questions and talk about the questions that most interest them. (30-40 minutes)

5. **Interrupt the discussion** 5-10 minutes before the end of class to ask the students for their comments about the activity. Was it difficult? Why? Interesting? Why?

Teacher's Comments: Students discover pronunciation problems they were unaware they have and the need to read more clearly when trying to make themselves understood with a friend. The comprehension check makes the students very serious to listen carefully, and is a new exercise for most. Very successful and engaging from low-intermediate and up.

Clarification Questions and Comprehension Checks - STUDENT

A

Part I: Silently read your article in Part I, and write answers to the Factual Questions.

Part II: 1. Read the article below to your partner.
2. Stop after each sentence and ask the comprehension check.
3. In response, your partner will ask a clarification question.
4. When you have finished all the sentences, ask your partner the Factual Questions.
5. When you are both finished reading your articles, ask each other the Reaction Questions.

Use follow-up questions and talk about the topics that interest you most.

FLIGHT ATTENDANT HERO

1. This article is about a 31-year-old flight attendant.
Do you understand this first sentence?.....What did I just say?
2. The flight attendant works for the British Airways.
Understand sentence 2?.....What did I just say?
3. She was on a flight over the Atlantic Ocean on the way from London to New York.
Do you understand this third sentence?.....What did I just say?
4. As the plane was flying over the ocean, the flight attendant looked out the window and saw some black smoke on the water. **Got it?.....What did I just say?**
5. It was very cloudy, but for about 20 seconds it was clear, so she was able to see the smoke.
Understand sentence 5?.....What did I just say?
6. Flight attendants are trained to report anything unusual, so she told the pilot about the smoke on the water. **OK?What did I just say?**
7. The pilot turned on the emergency channel of his radio, and he could hear a signal from a fishing boat saying it needed help. **Do you understand?.....What did I just say?**
8. The pilot called the police in Boston, and they sent a ship to rescue the fishermen on the boat.
OK?.....What did I just say?
9. Also, there was a helicopter in the area taking pictures of whales. They heard the pilot's call and rescued the fishermen. **Do you understand what I just said?.....What did I just say?**

Factual Questions:

1. What airline did the flight attendant work for? _____
2. Where was the plane flying to? _____
3. Was it a sunny day or a cloudy day? _____
4. What did the flight attendant see out the window? _____
5. What did the pilot do after the flight attendant told him about the smoke?

6. Who rescued the fishing boat? _____

Factual Questions:



1. What airline did the flight attendant work for?

2. Where was the plane flying to?

3. Was it a sunny day or a cloudy day?

4. What did the flight attendant see out the window?

5. What did the pilot do after the flight attendant told him about the smoke?

6. Who rescued the fishing boat?

STUDENT A (continued)

Discussion Strategies

Reaction Questions: Ask about your partner's opinions and experiences. Ask follow-up questions for more information.

1. What airlines have you flown on?
2. When you fly in a plane, do you usually feel nervous?
3. Have you ever wanted to be a pilot or a flight attendant?
4. Have you ever seen an accident?
5. Have you ever gone swimming, fishing, or sailing on the ocean?
6. _____? Your own questions
7. _____?

Part III:

1. Listen to your partner read a news article.
2. After each sentence, your partner will ask a comprehension check. In response, ask one of the clarification questions below. There are nine sentences:

Clarification Questions: LOST IN A JUNGLE

1. Did you say it took place in North America?
2. What did you say was in the middle of the rain forest?
3. What sickness did the uncle get? And could you spell it?
4. Why did they eat wild fruit?
5. Could you repeat that please?
6. You said that there were snakes, crocodiles, and what?
7. Did the jaguar kill them?
8. I didn't understand that. Could you repeat it?
9. What did they have on their bodies?

Factual Questions: Answer your partner's questions about the article.

Reaction Questions about your opinions and experiences: Try to answer all your partner's questions and follow-up questions with details.

Clarification Questions and Comprehension Checks - **STUDENT B**

Part I: Silently read your article, and write answers to the Factual Questions.

LOST IN A JUNGLE

1. This story took place in the Amazon rain forest in South America.
Do you understand this first sentence?.....What did I just say?
2. Two sisters, one 9 and the other 13, were going on a walking trip with their uncle; they were going from their home to his farm, which was in the middle of the rain forest. The uncle's farm was about 320 kilometers from their home. **Understand this part?**
3. The uncle suddenly died from malaria, so the sisters had to walk back to their home through the rain forest by themselves. **OK?.....What did I just say?**
4. They hadn't brought any food with them, so they had to eat wild fruit and sometimes a fish.
Do you understand this fourth part?.....What did I just say?
5. They had only one box of matches and they found some wax from a certain tree. They used it to cook and to make candles for light. **Do you understand what I just said?**
6. In this forest, there were lots of snakes, crocodiles, and jaguars (a big cat). **OK?**
7. They had a frightening experience when a jaguar saw them and ran toward them; fortunately, they were able to climb a tree to escape. **Understand this seventh part?...What did I say?**
8. After 31 days in the forest someone saw them and saved them, but one sister was very sick because she drank dirty water from a river. **Got it?....What did I say?**
9. When they were found, the girls also had big red mosquito bites all over their bodies. Now, however, they're all right. **Do you understand this last part?.....What did I say?**

Factual Questions:

1. Where did this story take place?

2. Why were these girls in the rain forest alone?

3. What were some dangerous things in the forest?

4. How many days were they alone in this forest?

5. What kinds of food did they eat?

6. In the end, did the sisters have any health problems?



Reaction Questions: ask about your partner's opinions and experiences.

1. Have you ever gotten lost, when you were either walking or driving somewhere?
2. Do you ever spend time hiking or camping in a forest?
3. What's the most dangerous thing that happened to you as a child?
4. Tell me about a scary or surprising experience you had with a sibling (brother or sister) or friend.
5. What underdeveloped part of the world would you like to visit?
6. _____?(write your own questions)
7. _____?

STUDENT B (continued)

Discussion Strategies

Part II:

1. Listen to your partner read a news article.
2. After each sentence, your partner will ask a comprehension check. In response, ask one of the clarification questions below. There are 9 sentences.
3. Then answer the Factual Questions and Reaction questions.

Clarification Questions: FLIGHT ATTENDANT HERO

1. Could you tell me what a "flight attendant" is?
2. Which airline?
3. Where was the plane going?
4. Could you repeat that please?
5. Did you say it was cloudy or clear?
6. What did she tell the pilot?
7. I didn't understand that. Could you explain it?
8. Could you explain what the word "rescue" means?
9. Did you say the helicopter was taking pictures of fish?

Part III:

1. Read your article to your partner.
2. Stop after each sentence and ask a comprehension check.
3. In response, your partner will ask a clarification question.
4. Ask your partner to repeat back to you what you read.
5. When you have finished all the sentences, ask your partner the Factual Questions, and the Reaction Questions.

Scott Jackson:

Culture in Language:

No matter what you see, what you are doing, playing, thinking; in your mind, there is always a picture. This picture in your mind is called a **signifier**. When we apply culture to language, something that is uttered is called a **sign**. The sign creates the signifier. Let's take a look at an example. If you utter the sentence, "My mother recently bought a cat." - In my mind, I have created the image of the Persian cat breed. This breed of cat traditionally has very long fur, and a "pushed-in" nose. However, you may have a completely different image of a cat. Perhaps you see a skinny black cat with short fur, or a fat, tiger-striped cat sleeping on a chair beside an empty plate of lasagna. Whatever you happen to see in your mind is a direct impression that has been made based on your personal history of cats. For me, the Persian pops into my mind because throughout my childhood, my Mother always had two, even three Persian cats around the house. If you happen to see the fat, tiger-striped cat, then you've probably read too many Garfield comic books! So why is this important to know, and how does it relate to culture? This is exactly what culture is. It's a thought process that makes up the person you are. This is how culture is related to language. It doesn't have to be a simple image that comes to mind from a simple sentence, or even a single word, but the images, feelings and emotions that you experience when words are uttered.

To take this knowledge and apply it to the classroom, one does not necessarily need to know more than one culture; although it is helpful. A person like me, a Canadian who has been in Korea for seven years, has a Korea wife of five years, and a son of 3 years, I am able to not only talk about culture, but I can compare my knowledge of Korean culture to my own culture to give a better understanding as to how different the images in my mind are compared to that of a Korean listener/speaker.

For example, I have asked a number of Koreans in Korea to tell me the image in their minds when I utter the word "food". The majority of people I asked consistently said "kim-chee" first, and then listed various other food types, all of which were of Korean origins. Then, I proceeded to ask several people of what we have come to call from "Western" decent. Their answers varied immensely, with no regard to any specific region of the world. None of them said "kim-chee" at any time during my question.

This is a very small example of how people from different cultures view the world. When you apply this to a real-world situation, we can better understand why Koreans and Western people often misunderstand each other, which leads to ill-feelings on both sides.

In my first year as a hagwon teacher, I had a group of adult students everyday for my last class. I befriended many people from this class and forged good relationships with quite a few of them. About 6 months into my first year, one of the ladies in my class had a birthday. She was very special to me, but I did not pursue her romantically because I knew she already had a boyfriend - who was also a very good friend of mine. So, I went out and bought her a gold bracelet for her birthday. In my personal culture, this signified that I have great respect for our friendship, and that this person was special to me. What I didn't know was that in Korea, buying jewelry for a lady indicates that you are announcing her to be your girlfriend, and if she wears it,

she's accepting that situation. As I look back on the situation, although neither her boyfriend, nor she said anything at the time, I realize that she was hesitant to put it on. She was smiling, but seemed confused. I didn't really pick these emotions up when I was in the situation, but I can clearly see them now.

Interestingly enough, both she and her boyfriend were somewhat less social with me for the remainder of my first year. In this case, the act of giving the jewelry was the sign, and the signifier was the image in my female friend's mind (and her boyfriend) that I wanted to become more than friends with her. This led to mis-understandings, and due to polite silence of the situation, our friendships faded into history.

This is why the Korean government is now emphasizing culture into their seventh curriculum. It's not enough to simply mimic the native English speaker. One needs to know why things are said in the manner they are in a given situation.

The Canadian and Korean cultures in general are very different. The most obvious one is communication style in general. Koreans speak in less direct form in Korean than Canadians do in English. The reason for this is because Canadians in general are individualists, and Koreans are collectivists. According to Geert Hofstede (see handout for presentation), these types of culture are opposites.

The role of Context is much more intense in Canada compared to Korea. In Canada, the details need to be spelled out, but in Korea, the details are assumed to be known by all listeners. Again, this is individualism vs. Collectivism.

The importance of face is much more apparent in Korea than in Canada.

This is why there always seems to be frustration between the Korean speaker and the English speaker. When the English speaker starts explaining a task, no detail is left out. This makes the Korean think that the English speaker considers him/her an idiot. Vice versa, when a Korean speaker gives a task to the English speaker, the English speaker will usually ask several questions that involve detail. Again, the Korean speaker may assume the English speaker is an idiot, and the English speaker will wonder why the Korean speaker didn't give details in the first place.

It is quite natural and funny for two native English speakers who are friends to criticize one another. However, if this is done with a Korean speaker, it will come across as being very rude and insulting. This relates to saving face. Although saving face is important to an English speaker, the English speaker finds humor in this situation. A Korean speaker will rarely find humor in this situation even if he/she politely laughs with you. Inside, the Korean speaker will be hurt.

Ultimately what we would like to accomplish in the classroom would be to introduce some of these simple examples to our students. What we tend to forget as native English speakers living in Korea is that we don't know that there are differences until we start experiencing them for ourselves. Due to the fact that most of our students have never lived abroad, it is only human nature for them to assume that their way of thinking is the only way of thinking. So the first step is to implement something simple, like the image in your mind scenario, when I utter a single word or simple sentence. This allows the student to realize there are different ways of looking at the world.

The next step is to try and stay away from stereo-typing. It doesn't matter if the stereo-type is positive or negative, the action is still negative. We must all learn to make opinions about people on an individual basis. For the Canadian living in Korea, it's unfair to say that all Korean taxi drivers are maniacs. Sure, a good percentage of them drive unsafely, and seem to have no regard for others on the road, but there are a select few that I have ridden with who were very conscientious. Conversely, it would be unfair to say that Americans are arrogant. Again, unfortunately, a great many young American soldiers have come across to the Korean people as being arrogant. This is likely pride being mistaken for arrogance, but nonetheless, it has happened all too often. I myself have met a great many American individuals, both from the military and civilian population who are the exact opposite of that stereo-type.

Finally, we get into body language, eye contact and subtleties. Subtleties in language are usually a combination of words, intonation, body language and eye movement and are very difficult to pick out when talking with someone who is not a native speaker of the given language. As a result, if you want to be sarcastic in English with your native Korean speaking friend, don't expect him/her to catch the subtlety of what you've said. Which means, your sarcastic comment may be grossly mis-understood. The great thing about body language in general, however, is that it makes for a really fun lesson with any level. Compare and contrast body language by doing a Google search for pictures of your own language's body language, and have your students do the same. Several activities, games and discussions can come out of this topic, which can then be implemented into regular conversation, or even reading classes.

In conclusion, I would like to offer this: No one completely understands the culture of another. The only way to at least identify the differences is to discover them together. This comes from conversation and openness. If I teach a culture class, I will use an example of something I know about in both my culture and the Korean culture, and then discussion can come from that. Often I discover more reasons behind the Korean thought process of any given situation than I already knew in this manner. The same can be said about the Korean when using Western cultural examples.

Tory Thorkelson:

Acting Out: How to Dramatically improve your classroom:

“He who can, does. He who cannot, teaches.”

G. B. Shaw (1856-1950)

*I hear, I forget;
I see, I remember;
I do, I understand.*
Chinese Proverb.

As Shakespeare has said “All the world’s a stage, And all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts...” (1) Teaching imposes a multiplicity of roles on the teacher including being a needs analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher, and professional to name but a few (2). While none of us are exactly experts in all these roles, we do our best and continue to develop ourselves as more effective teachers and members of our society. It is perhaps this meeting of professional skills and social and/or interpersonal skills that is the hardest to give our students in my experience.

As teachers, it is our job to choose the best material and approaches or methods to satisfy the needs of our students both personally and academically. I can honestly say that I have never seen a perfect textbook (and that includes the ones that I have helped write!) that suits the individual needs of each student in a given class. Harmer (1995) , for example, writes of the use of textbooks:

Good textbooks often contain lively and interesting material: they provide a sensible progression of language items; clearly showing what has to be learnt and.....summarizing what has been studied... But ...they tend to concentrate on the introduction of new language and controlled work: ...(It)will...not....provide enough roughly-tuned input or output practice. (p. 257) (3)

The same is true of any of the many approaches and methods that are talked about in the literature (4). But, having said that, what about an approach that allows students to apply themselves and “...provides the context for meaningful exchange in which participants see a reason to communicate, and focuses on “how to do things” with the language rather than merely on “how to describe things.” (5) While the teacher’s methods and approaches may vary, the principles applied remain the same and include many (if not all) of those proposed by Bailey (1996) which I shall use to attempt to justify my belief in Drama’s effectiveness in the classroom (6).

1) Engage all learners in the lesson.

The beauty of drama is that everyone can get involved. From the actors to the director and (in more elaborate scenes) the props people and stage manager there is literally a role for everyone in a given scene or role play. Give the students the

guidance and support and they will exceed your expectations far more often than they will disappoint.

2) Make learners, and not the teacher, the focus of the lesson.

Starting with the most basic dialogue and progressing to the most elaborate role play, there is no better way to make the focus of the drama the students themselves. Especially when the ultimate goal is a performance in front of their classmates or other students, the learners are the focus of the lesson – whether they like it or not!

3) Provide maximum opportunities for student participation.

Drama allows students to work in pairs or groups and to contribute as much or as little as they want to the process and the outcome. As long as you are clear from the start about what you want the students to do and monitor their progress from start to finish, the students will have the security and freedom to get involved. Give them the freedom to be creative, and the rest will usually take care of itself.

4) Develop learners' responsibility.

Learner autonomy and learner responsibility often go hand in hand. By accomplishing what they have set out to perform, they will learn many important lessons about teamwork and responsibility. For those students or groups that fail (and there will be some despite your best efforts) the lessons they will learn about not succeeding will be just as poignant and perhaps even more valuable. Often they are the ones that progress the furthest in the long run because of such a negative experience. The important thing is to help students feel comfortable being creative and making mistakes.

5) Be tolerant of learners' mistakes.

When putting the onus on the students, you should also be more flexible in terms of evaluating the students. No matter what the activity, some students will do better than others and drama activities have a tendency to only make these problems more blatant. Remember to look at all aspects of the process, and be somewhat forgiving of errors in performance in front of the class.

6) Develop learner's confidence.

The language classroom is supposed to be a safe place to develop confidence. By performing in front of their peers and teacher, students will definitely develop confidence. Making mistakes is also a natural part of the language learning process, and drama (if done properly) allows students to make mistakes in a creative way that can also be controlled as much or as little as the teacher feels the students need.

7) Teach learning strategies.

Drama teaches students to look beyond the script or "dialogue" and see how the language they are learning can be used in real situations. More importantly, they can act out situations and in turn will relate the material they are learning to themselves as a natural side effect of having to put on a believable performance in front of the class.

- 8) Respond to learners' difficulties and build on them.
- 9) Use a maximum number of student-to-student activities.
- 10) Promote cooperation among learners.
- 11) Practice both accuracy and fluency.
- 12) Address learner's needs and interests.

Now that I have almost convinced you, let me give some ideas for activities other than simply the standard "Dialogues" and "Role plays" that fill the pages of so many books (7). All of these have been used with a variety of classes and, while many of them are adapted from games or exercises I remember from my 24 years as an amateur actor, books like Spolin's 1963 classic "Improvisation for the Theater" contain many more at a variety of levels from beginner to advanced (8).

1) Warm Ups/Icebreakers (Memory):

Name Game: Groups of 9-11 students in a circle. One person begins with "My name is **Kim** and I like **Bowling**." (With action of bowling) Person 2 says "Her name is Karen and she likes Bowling; My name is Bill and I like Dancing." This continues until all people from 1-9 have done a name and action, Then, number 1 must do them all.

Mirror Game: Pairs. One person must follow exactly what the other does. e.g. brushing hair. Students can practice for 2-3 minutes and then random pairs perform.

California Game: Groups of 9-11 students in a circle. Start with number 1 saying "My name is Sam and I'm going to take a Sandwich." Person 2 says "His name is Sam and he's going to take a sandwich. My name is Beth and I'm going to take a Beach Towel." This continues until everyone has spoken. Number one must do all to finish.

2) Imagination:

Musical Places: Using a New Age or World Music CD and CD player, the teacher will play 30 seconds to a minute of each song, and the students must close their eyes and describe what they feel (place, time, actions, etc.). They may also be asked to guess where the music came from (if it is world music) and the winner gets a small prize.

Directions Game: Students choose teams of 5 people. One person will be blindfolded, and the others must give them directions in English. The blindfolded person must place all 3 balls in a row from largest to smallest in the quickest time.

Pass the Parcel: Class is divided into 2 teams. Team A and Team B stand facing each other. Each team will be given an imaginary object to pass from one end to the other. The teacher and the other team will give them the object description (e.g. big/heavy, small/heavy, big/light, small/light, small/VERY expensive, big/EASY to break, Big/heavy/circular, and so on). The team must pass the object silently from member to member remembering what the object is.

3) Building a character:

Acting Collage: Students must give a common location and brainstorm what people do there (e.g. Subway = sleep, read, listen to music, stare at other people). Now, using volunteers to start, whole class must create a subway scene by volunteers or random choice.

Freeze Tag: 2-3 people are given a moment to come up with a situation and relationship (e.g. Brother and sister who hate each other). They begin the scene and – when they have done a minute or two – some one yells “freeze” and steps into the scene to change it into another scene or take it in another direction.

4) The Character and the Scene:

What’s my Situation: Teams of 3-4. Students are given a situation and must come up with a 1 minute scene (5 minutes preparation time).

Sample Situations:

Father lost his job and has to tell the family; Daughter/Son comes home late after curfew; Mother is an alcoholic; Son/Daughter refuses to study for their exams; Son/Daughter brings their girl or boyfriend home to meet the family; Daughter is drunk and boyfriend (stranger) brings her home.

5) Body Language:

Rhythm & Gesture Challenge: This game can be played standing or sitting in a circle, but standing gives more options to a more advanced group. A student or the teacher begins by clapping a rhythm or making some kind of strange gesture. The next person repeats the first person’s gesture, and adds their own. This process goes around the circle until the last person has to remember ALL the gestures. Probably works best up to about 20 people as more becomes both boring for those waiting and more difficult for the last person in the group.

Charades: Students are divided into 2 teams and choose a person to begin. This person is given an adjective card (or idea from his/her team) and must mime it so that the other team can guess what it is. Teams take turns guessing what the person is miming and the winning team guesses the most words. Time limit per person is 1-2 minutes.

6) Preparing for a scene:

Gibberish Game: Groups of 3 are required for this game, but the people will rotate as needed. One person is an expert, one person is a translator and one person is a reporter.

ABC Exercises: Two people begin the scene in a common situation (husband and wife arguing) and then after a few minutes another person must enter and change the scene.

Tell me a Story: Students will sit in a circle. The teacher can start the story with “Once up on a time, a boy loved a girl” or “An Alien landed in Seoul today” and then throws a nerf ball to a student who continues the story. Each person throws the ball to the next student when they have added a sentence or two to the story until the story ends.

Human Dolls: Two pairs of students are chosen (2 boys, 2 girls) and one student is the doll and the other is the doll handler. The students in the class are divided into two teams and must decide on a location and situation. They will direct the scene and provide the dialogue as well.

7) *The Greatest Prop is – YOU!*

Follow the Leader: Class forms 2 lines. 1st person in 1st line walks naturally to the end of the room and back. Now, everyone else must mimic them. 1st person in 2nd line does the same. Now, the leaders move to the end of the line and the next 2 leaders do the same. Game continues until everyone has done this.

You be the Director: 2 volunteers begin a scene together (Best friends fighting). After a minute, they freeze and the audience must decide what they will do next. One half decides the feelings and actions for one character, and the other half for the other character.

Object Exercise: Students and Teacher will bring in a selection of strange objects from home. These will be placed on a table or desks at the front of the room under a cloth (or in a bag). Two teams are chosen and each member of the team must take a turn choosing an object and using it in a novel way.

8) *Costumes & Creating a Character from nothing.*

Funny Hats: Students and Teacher will bring in a selection of hats from home. These will be placed on a table or desks at the front of the room. Two teams are chosen and each member of the team must take a turn choosing a hat and using it in a novel way to create a character.

Family Reunion: Students will use a bunch of hats and costumes, if possible, and they will use the situation of a family reunion to create and perform a skit in groups. Students will be divided into groups of 4-5 and will have to write and perform their skits in the given time. Sample itinerary: Preparation Time: 20 minutes. Performance time: maximum of 5 minutes per group.

People and Places – Creating Pictures: Students will mime giving a tour of their room or another room they are familiar with, Class must guess what objects are in the room and what room it is.

Who am I?: Volunteer leaves the room, and the other students must decide what that person's role is (subway ticket taker, policeman, etc.). After the person re-enters, the other students must behave appropriately towards the volunteer giving him/her verbal or nonverbal hints as to what his/her role is. The game continues until the volunteer figures out who he/she is. A new volunteer leaves the room and the game begins again.

Incidentally, these are not ranked by ability, but rather by the skill area they are used to highlight. Many of them are easily adapted to students who have no acting experience and – unless otherwise specified – they work best with 15-20 students in my experience.

In conclusion, having tried to tie teaching theory and practice to drama it is important to remember that

Endnotes:

- (1) “As You Like It”, II, vii, 139.
- (2) Richards, J and Lockhart, C. (1994). “Reflective Teaching in Second Language Classrooms”. Cambridge University Press, pp. 99-100.
- (3) Harmer, J. (1991). The Practice of English Language Teaching” (New Edition), Longman.
- (4) See Diane Larsen Freeman (2000). “Techniques and Principles in Language Teaching” (Second Edition), Oxford University Press or Richards and Rogers (2001), “Approaches and Methods in Language Teaching” (Second Edition), Cambridge University Press.
- (5) Moulding (1978) as quoted in “Methods that Work” (1983), Newbury House Publishers, Cambridge.
- (6) Bailley (1996) as cited in Richards and Rogers (2001), “Approaches and Methods in Language Teaching” (Second Edition), Cambridge University Press, p. 251.
- (7) Dialogues: Richards, J. (1997). “New Interchange” (Student’s Book), Cambridge University Press, pp. 2, 3, & 5 as examples. Role Playing: Hadfield, Jill (1990). “Intermediate Communication Games”. Longman, Activities 1, 8, 17, 21, 22, 24, 26, 28, 31 & 35.
- (8) Spolin, V. (1980). “Improvisation for the Theater”. Northwestern University Press.

Part 1: The Dialogues (From: www.about.com)

Getting a Room for the Night: Beginners.

- A. Good evening. Can I help you?
B. Yes, please. I'd like a room for the night.
- A. Would you like a single room, or a double room?
B. A single room, please. How much is the room?
- A. It's \$55 per night.
B. Can I pay by credit card?
- A. Certainly. We take Visa, Master Card and American Express. Could you fill in this form, please?
B. Sure. Do you need my passport number?
- A: No, just an address and your signature.
B. (fills out the form) Here you are.
- A. Here's your key. Your room number is 212.
B. Thank you.
- A. You're Welcome! If you need anything, dial 0 for the reception area. Have a good stay!

Key Vocabulary Can I help you?; I'd like a room; single, double room; Can I pay by credit card? fill in this form; passport number; room number; reception

What Shall we do?: Intermediate:

- A. Hi Chris, would you like to do something with me this weekend?
B. Sure. What shall we do?
- A. I don't know. Do you have any ideas?
B. Why don't we see a film?
- A. That's sounds good to me. Which film shall we see?
B. Let's see "Action Man 4".
- A. I'd rather not. I don't like violent films. How about going to "Mad Doctor Brown"? I hear it's quite a funny film.

- B. OK. Let's go see that. When is it on?
- A. It's on at 8 o'clock at the Rex. Shall we have a bite to eat before the film?
- B. Sure, that sounds great. What about going to that new Italian restaurant 'Michetti's'?
- A. Great idea! Let's meet there at six.
- B. OK. I'll see you at 'Michetti's' at six. Bye.
- A. Bye.
- B.

Key Vocabulary Would you like to ...?; (Where) shall we go...? Let's go...; Why don't we go...; How about going...; What about going...

Note 'Shall we', 'Let's', 'Why don't we' are all followed by the base form of the verb ('go' in the examples), 'How about' and 'What about' are followed by the '-ing' form of the verb ('going' in the examples).

Part 2: Bringing Drama into your Class!

1) Warm Ups/Icebreakers (Memory):

Emotional Tongue Twisters: I use this every class as a warm up. Get a list of common tongue twisters (available on the internet at any number of sites like www.geocities.com/Athens/8136/tonguetwisters.html for example (9)) and pick one at random. Have the students repeat it after you a couple of times to ensure that they have the pronunciation under control. Now, model the same tongue twister by picking a common emotion (like "Anger") and read it angrily. Pick a student and give them another

emotion – like sad – and have them do it sadly. This can go on as long as you like, but I usually do it in a circle or a whole class activity and I only do it for a few minutes.

Name Game: Groups of 9-11 students in a circle. One person begins with "My name is **Kim** and I like **Bowling**." (With action of bowling) Person 2 says "Her name is Karen and she likes Bowling; My name is Bill and I like Dancing." This continues until all the people from 1-9 have done a name and accompanying action, Then, number 1 must do them all.

Mirror Game: Pairs. One person must follow exactly what the other does. e.g. brushing hair. Students can practice for 2-3 minutes and then random pairs perform for the class

California Game: Groups of 9-11 students in a circle. Start with number 1 saying "My name is Sam and I'm going to take a Sandwich." Person 2 says "His name is Sam and he's going to take a sandwich. My name is Beth and I'm going to take a Beach Towel." This continues until everyone has spoken. Number one must do them all to finish.

2) Imagination:

Musical Places: Using a New Age or World Music CD and CD player, the teacher will play 30 seconds to a minute of each song, and the students must close their eyes

and describe what they feel (place, time, actions, etc.). They may also be asked to guess where the music came from (if it is world music) and the winner gets a small prize.

Directions Game: Students choose teams of 5 people. One person will be blindfolded, and the others must give them directions in English about how to find an object or objects in the classroom. I use 3 nerf balls placed in various parts of the room.. The blindfolded person must place all 3 balls in a row from largest to smallest in the quickest time. Two people act as caretakers to make sure the blindfolded person does not run into desks, trip over bags and so on.

Pass the Parcel: Class is divided into 2 teams. Team A and Team B stand facing each other. Each team will be given an imaginary object to pass from one end to the other. The teacher and the other team will give them the object description (e.g. big/heavy, small/heavy, big/light, small/light, small/VERY expensive, big/EASY to break, big/heavy/circular, and so on). The team must pass the object silently from member to member remembering what the object is.

3) Building a character:

Acting Collage: Students must give a common location and brainstorm what people do there (e.g. Subway = sleep, read, listen to music, stare at other people). Now, using volunteers to start, whole class must create a subway scene by volunteers or random choice of people to inhabit the scene. The scene can then go on for 1 or 2 minutes depending on how active the characters are.

Freeze Tag: 2-3 people are given a moment to come up with a situation and relationship (e.g. Brother and sister who hate each other). They begin the scene and – when they have done a minute or two – some one yells “freeze” and steps into the scene to change it into another scene or take it in another direction.

Famous People: Students write out the names of famous people that everyone will recognize (e.g. BOA, Britney Spears, Brad Pitt) and those names are written at random on Post It Notes which are stuck on each student’s back. Each person will have a celebrity’s name on their back, but they don’t know who they are. Now, students are told they are at a party and they must interact with the other people at the party as if they are the famous person. Once the students guess who they are, they can either take another name (teacher will keep the extras) or sit down if most people are already done.

Famous People 2: Students will each choose a famous person that everyone in the class should know and begin acting that way towards the other students in the class. When the person they are imitating has been guessed, they can either take on another name character or sit down if most people are already done.

4) The Character and the Scene:

What’s my Situation: Teams of 3-4. Students are given a situation and must come up with a 1 minute scene (5 minutes preparation time).

Sample Situations:

Father lost his job and has to tell the family; Daughter/Son comes home late after curfew; Mother is an alcoholic; Son/Daughter refuses to study for their exams;

Son/Daughter brings their girl or boyfriend home to meet the family; Daughter is drunk and boyfriend (stranger) brings her home.

Where are we?: Teams of 3-4 are given 3-5 minutes outside the class to come up with a scene in a location of their choice. They must decide who will do what action/character and how to “populate” the scene. They then present their scene to the class and the class must guess what kind of place it is from what they are doing. When the class has guessed the correct answer, the next team has a turn until all of the class has been in one scene.

5) Body Language:

Rhythm & Gesture Challenge: This game can be played standing or sitting in a circle, but standing gives more options to a more advanced group. A student or the teacher begins by clapping a rhythm or making some kind of strange gesture. The next person repeats the first person’s gesture, and adds their own. This process goes around the circle until the last person has to remember ALL the gestures. Probably works best up to about 20 people as more becomes both boring for those waiting and more difficult for the last person in the group.

Charades: Students are divided into 2 teams and choose a person to begin. This person is given an adjective card (or idea from his/her team) and must mime it so that the other team can guess what it is. Teams take turns guessing what the person is miming and the winning team guesses the most words. Time limit per person is 1-2 minutes.

Vocal Orchestra: A group of students sit in a circle and one person is selected as the person to start. This student must begin making a rhythm with their voice that is NOT words. Once they have begun and everyone has listened to the rhythm, each student in turn adds their own rhythm until everyone is making sounds that compliment the rest of the group. Now, the teacher can direct this orchestra and make the voices louder or softer and stop certain sounds as they see fit until a suitable time has passed.

6) Preparing for a scene:

Gibberish Game: Groups of 3 are required for this game, but the people will rotate as needed. One person is an expert, one person is a translator and one person is a reporter.

The reporter is interviewing the expert about their field of expertise and the translator sits in the middle and translates everything both ways.

ABC Exercises: Two people begin the scene in a common situation (husband and wife arguing) and then after a few minutes another person must enter and change the scene/ characters. This can go on for a while and can be VERY funny.

Tell me a Story: Students will sit in a circle. The teacher can start the story with “Once up on a time, a boy loved a girl” or “An Alien landed in Seoul today” and then throws a nerf ball to a student who continues the story. Each person throws the ball to the next student when they have added a sentence or two to the story until the story ends.

Human Dolls: Two pairs of students are chosen (2 boys, 2 girls) and one student in each team is the doll and the other is the doll handler. The students in the class are

divided into two teams and must decide on a location and situation. They will direct the scene and provide the dialogue as well.

7) *The Greatest Prop is – YOU!*

Follow the Leader: Class forms 2 lines. 1st person in 1st line walks naturally to the end of the room and back. Now, everyone else must mimic them. 1st person in 2nd line does a strange walk of their choice and everyone mimics them. Now, the leaders move to the end of the line and the next 2 leaders do the same. Game continues until everyone has done this.

Crazy Walks: Class is broken into groups of 7-8 and each group comes to the front of the class as their turn is called. Start by having the students walk naturally from one side of the room to the other. Have the other students observe their body language. Now, give each group a challenging place to walk and let them walk as if they are there. (e.g. Rubber-floored room, Muddy Road, Jungle path, Jello covered floor and so on.)

You be the Director: 2 volunteers begin a scene together (Best friends fighting). After a minute, they freeze and the audience must decide what they will do next. One half decides the feelings and actions for one character, and the other half for the other character.

Object Exercise: Students and Teacher will bring in a selection of strange objects from home. These will be placed on a table or desks at the front of the room under a cloth (or in a bag). Two teams are chosen and each member of the team must take a turn choosing an object and using it in a novel way.

8) *Costumes & Creating a Character from nothing.*

Funny Hats: Students and Teacher will bring in a selection of hats from home. These will be placed on a table or desks at the front of the room. Two teams are chosen and each member of the team must take a turn choosing a hat and using it in a novel way to create a character.

Family Reunion: Students will use a bunch of hats and costumes, if possible, and they will use the situation of a family reunion to create and perform a skit in groups. Students will be divided into groups of 4-5 and will have to write and perform their skits in the given time. Sample itinerary: Preparation Time: 20 minutes. Performance time: maximum of 5 minutes per group.

People and Places – Guided tour: Students will mime giving a tour of their room or another room they are familiar with, Class must guess what objects are in the room and what room it is.

Who am I?: Volunteer leaves the room, and the other students must decide what that person's role is (subway ticket taker, policeman, etc.). After the person re-enters, the other students must behave appropriately towards the volunteer giving him/her verbal or nonverbal hints as to what his/her role is. The game continues until the volunteer figures out who he/she is. A new volunteer leaves the room and the game begins again.

Whose the Leader?: One student is chosen to leave the room and the rest of the students stand in a circle and choose one of their classmates to be a leader. The

student outside is called back into the room and they stand in the center of the circle. The leader begins an action and the rest of the people in the circle imitate the leader's actions. The person in the center must guess who the leader is. When they guess the leader, the previous leader leaves the room and a new round begins as above.

Advertisers Beware: Teams of 3-4 have to work together to create an ad for a new product (real or imaginary) of their choice. Teams are given 10-15 minutes to work on the product idea and a commercial to advertise it to the class. Teams then present their ads to the class and the audience has to guess what the product is and respond positively or negatively to what the team they are watching does. Constructive comments are allowed!

9) Team Building.

Human Knots: Random groups of 6-7 students are chosen. Each group stands in a circle and the teacher randomly connects people's hands together behind group member's backs. Between legs and so on. Once a jumbled "knot" of people exists, the timer begins and the team must disentangle the knot as quickly and efficiently as possible. The winning team completes untying the knot in the shortest period of time.

Chopsticks, Anyone?: Class is divided into groups of 10 or so students and they stand in a row facing forward. Each student is given a pair of wooden chopsticks which they open and place in their mouth. Now, the first person in the row receives a metal ring (like those used to hold Index cards together) and has to pass it to the person behind them using ONLY the chopsticks in their mouth. The ring is passed from person to person from the front to back of the row and – whichever team passes the ring back to the first person without dropping it wins. If the team drops the ring, they must start over.

Part 3: Books/Resources to help you....

a) For Kids:

Rooyackers. Paul (2002) "101 Drama Games for Children" & "101 More Drama games for Children". Hunter House Inc.

Spolin. V. (1986) "Theater Games for the Classroom". Northwestern University Press.

b) For Older Students:

Spolin, V. (1999) "Improvisation for the Theater" (3rd Edition). Northwestern University Press.

Spolin, V. (1989). Theater Games File (Book and Cards). Northwestern University Press,

c) Suggested Reading:

Bruder, M. (1986). "A Practical handbook for the Actor". Vintage

Hagen, Uta. (1973) "Respect for Acting". Wiley.

Mamet, D. (1999). "True and False : Heresy and Common Sense for the Actor". (Vintage) (Paperback)

d) ESL Books on Drama:



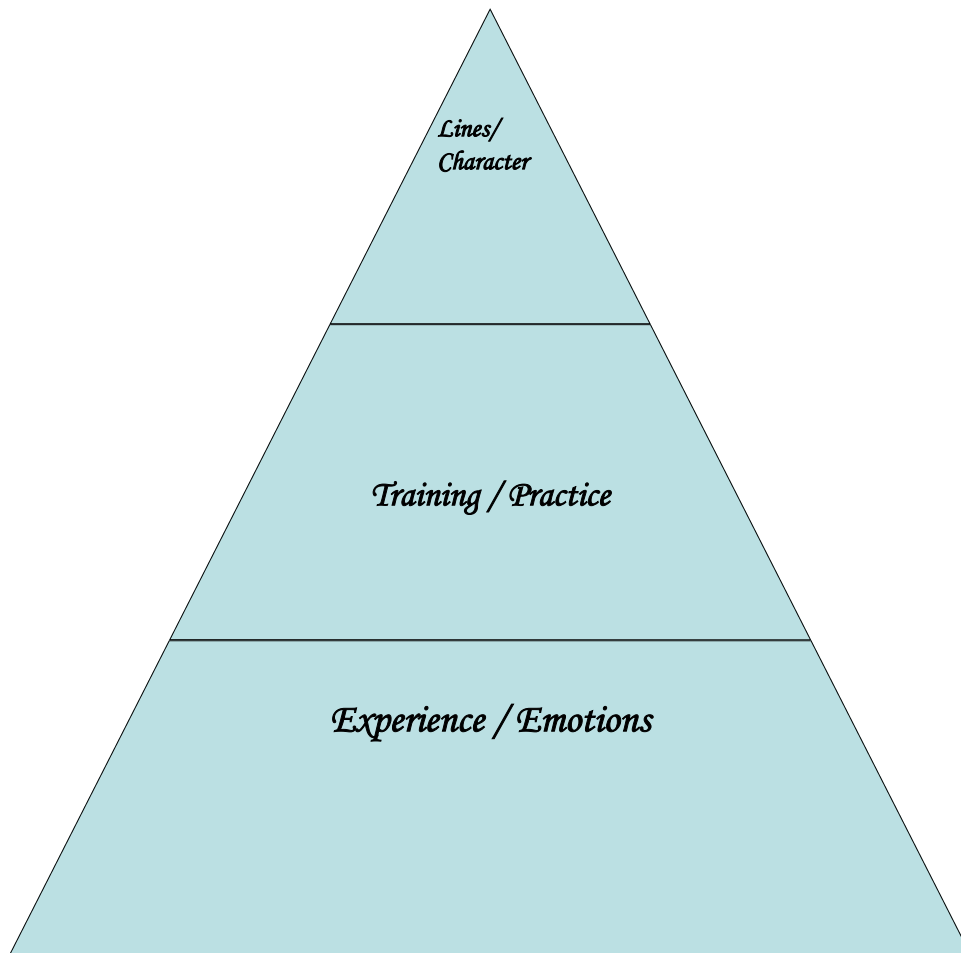
Maley, A, et. al. (1983-2nd Edition). "Drama Techniques in Language Learning : A Resource Book of Communication Activities for Language Teachers. (CUP)

Wessels, C. (1987). "Drama: Resource Books for Teachers". (OUP)

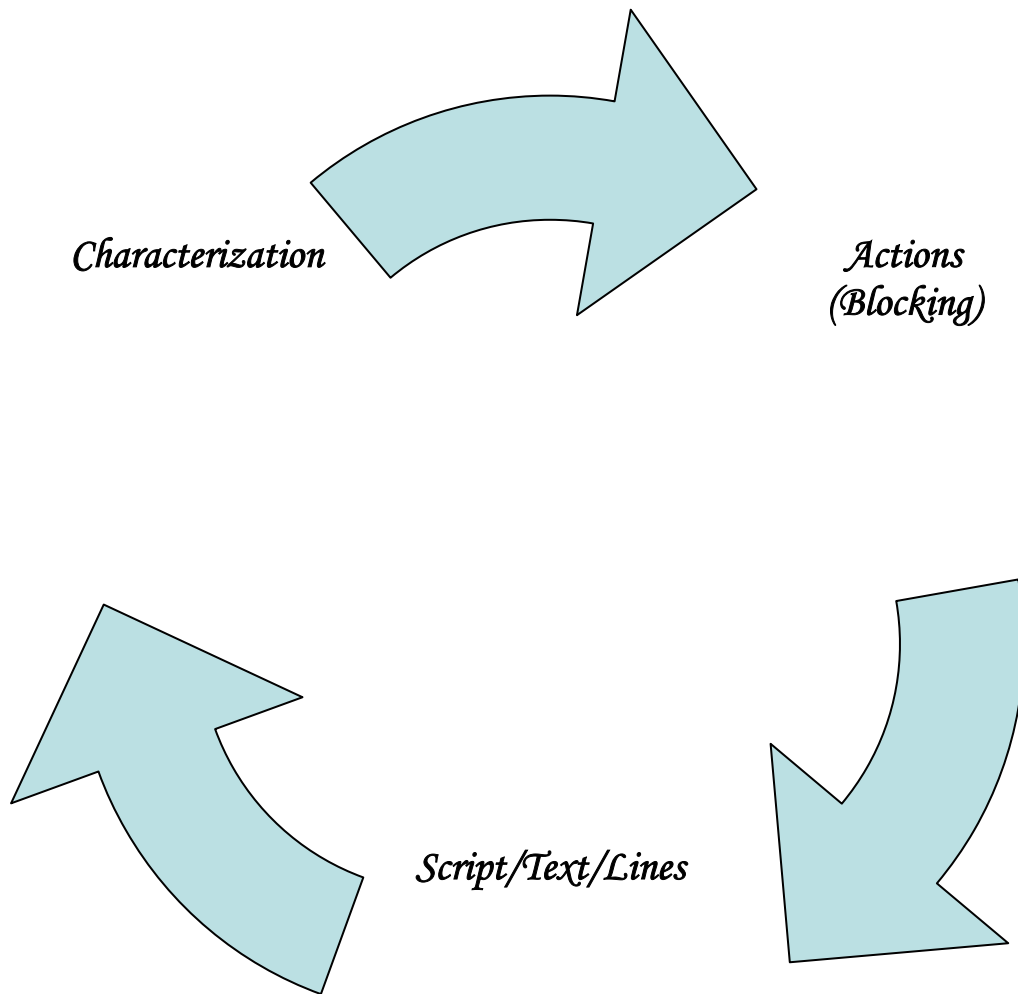
To see my First Theater Class Workbook, check out my website:

www.cbiguy.com and go to the CBI section.

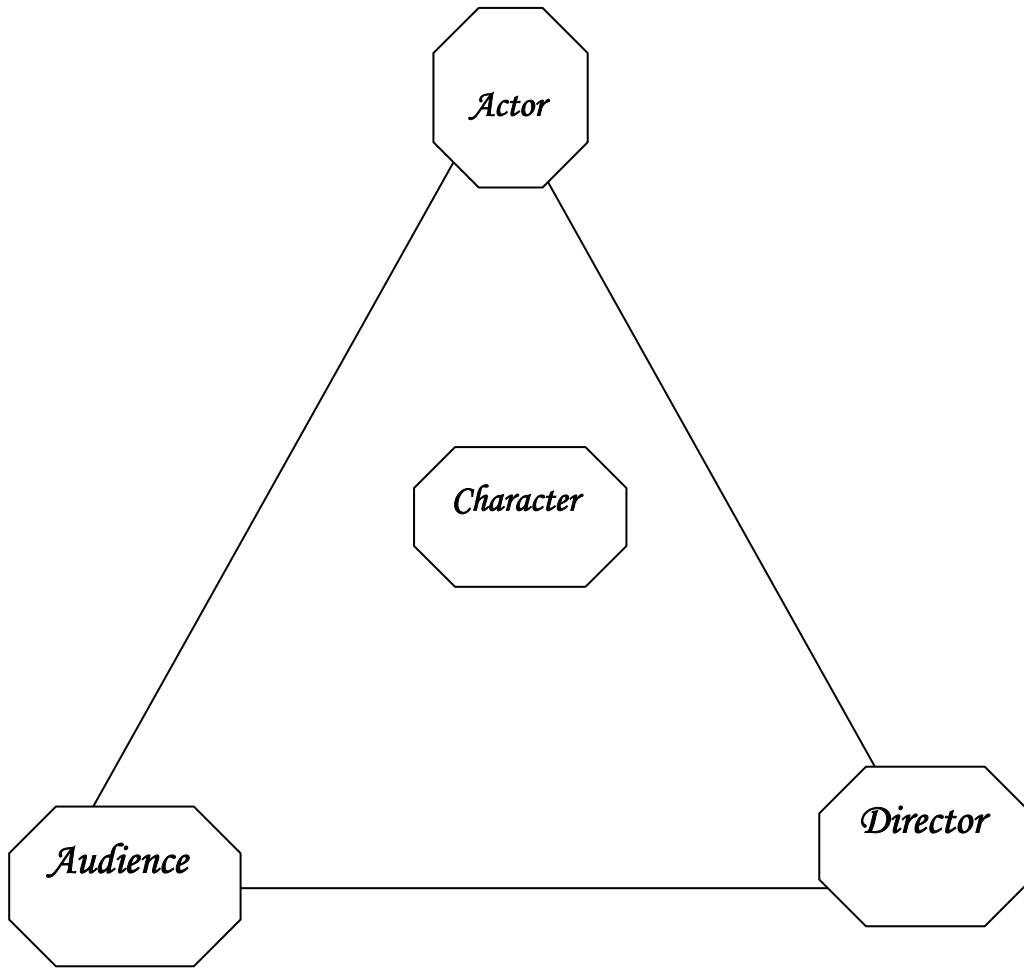
Acting Pyramid:



The Acting Cycle:



The Actor's Triangle:



Douglas Margolis:

Invigorating Stories; Increasing Input

By Douglas Margolis

International Graduate School of English

INPUT—Listening, Reading (Krashen, 2002; VanPatten 2001)

- A. Studies suggest that Comprehensible input is the one necessary condition for SLA.
- B. Comprehending input requires attention.
- C. Attention consumed on comprehending meaning is unavailable for focusing on form.
- D. After meaning is comprehended, focus on form can draw leftover attention.
- E. Definition of input: utterances communicating meaning, not “meta-talk.”

IMPLICATIONS

- 1) Increase student exposure to input.
- 2) Authentic input most helpful.
- 3) Familiar topics reduce “comprehension burden”
- 4) Output is not input
- 5) Anxiety impedes input
- 6) Grammar & vocab explanations are not input.

Story Telling Activities

Activity 1 (word recognition)

Circle the name of the animals in the story.
(Give a list of animal names)

Activity 2 (word recognition & comprehension)

Cut out the animal names in the story and put them in order of their first appearance in the story.

Activity 3 (comprehension & application)

Listen to the story and work with your team to develop a story explaining why Giraffes have long necks.

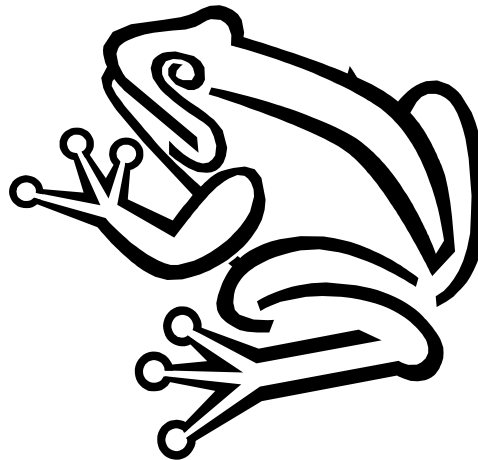
Activity 4 (comprehension and application)

Listen to the story and then work with your team to make a small drama of the story.

Activity 5 (comprehension, inference, and application)

Listen to the story and then pretend you are a lawyer who must represent the dog and defend it against the accusation that he allegedly told God’s secrets. Prepare your defense with your team.

Activity 6 (comprehension, application)



Listen to the story and change it to make a different reason for why dogs wag their tails.

Prep stories by introducing/reviewing key vocabulary & characters. Give students a specific listening task for each time they listen to the story. Given that the stories are short, you can repeat them two or three times.

Task 1: Ask students to listen for animals. What animals do they hear?

Task 2: What does the dog want to tell?

Task 3: What does the creator do to the dog?

Methods 1: (2nd time) Teach half the class to say dog lines together.
Teach the other half to say the creator's lines.

Methods 2: Cue students to repeat lines with you.

Methods 3: Have students draw pictures of key parts of the story.

Methods 4: Have students work in teams to order the pictures of the story.

Extension: Have student bring in their own similar story.

Have students translate a Korean folk story to English

Why the dog wags its tail

(A Mayan story from Central America told by Hill, 2000)

Long, long ago, animals could talk just like humans. All animals knew the secrets of the natural world, but only dogs knew the secrets of the Creator.



Dogs ran everywhere in the land. First they met birds: "Come close, my friends. I will tell you the Creator's secrets."

As the birds came close, the Creator became angry and shouted at the dogs, "Go away. You can't tell my secrets." The dogs lowered their heads and backed away.

But the dogs again ran everywhere in the land. This time they met frogs: "Come close, my friends. I will tell you the Creator's secrets."

As the frogs came close, the Creator became even angrier and shouted at the dogs, "Go away. You can't tell my secrets." The dogs lowered their heads and backed away.

But the dogs again ran everywhere in the land. This time they met fish: "Come close, my friends. I will tell you the Creator's secrets."

As the fish came close, the Creator became even angrier and shouted at the dogs,

"Since your tongue will not stop, I will place it behind you."

That was the last time dogs talked. Since that time when dogs want to say something, they wag their tails instead of their tongues.

Word Search Puzzle Example (Why the dog wags its tail?)

d	o	g	s	f	i	h	j	m	h	p	o	r	c	r	e	a	f	z	l	e	i
o	r	n	n	i	s	u	h	n	a	r	a	t	r	e	s	e	c	r	e	t	s
f	r	m	p	s	m	w	p	t	b	i	r	d	s	f	o	x	m	n	o	s	i
w	o	c	s	h	x	y	a	q	u	e	r	t	a	i	l	t	y	k	l	g	l
t	o	n	g	u	e	r	e	g	c	r	e	a	t	o	r	t	a	l	f	j	s

Find these words: fish, creator, birds, dogs, secrets, frogs, tail, wag, tongue

Why Frogs Cry By the River When it Rains

(Traditional Korean Story, Told by Hill, 2000)

Two frog children lived with their mother frog. They liked to eat, liked to sleep, and liked to talk. But one thing they didn't like to do was obey their mother.

When mother frog said, "Don't eat so much," the frog children answered, "We like to eat" and just kept on eating.

When mother frog said, "Don't sleep so much," the frog children answered, "We like to sleep" and just kept on sleeping.

When mother frog said, "Don't talk so much," the frog children answered, "We like to talk" and just kept on talking.

As mother frog grew older, she became tired and prepared to die. She knew her frog children wouldn't obey her final wish so she told them: "When I die, bury me by the river." She knew they would do the opposite and bury her in safe dry land.

When mother frog died, the frog children felt bad about disobeying her and so obeyed her final wish—they buried her by the river.

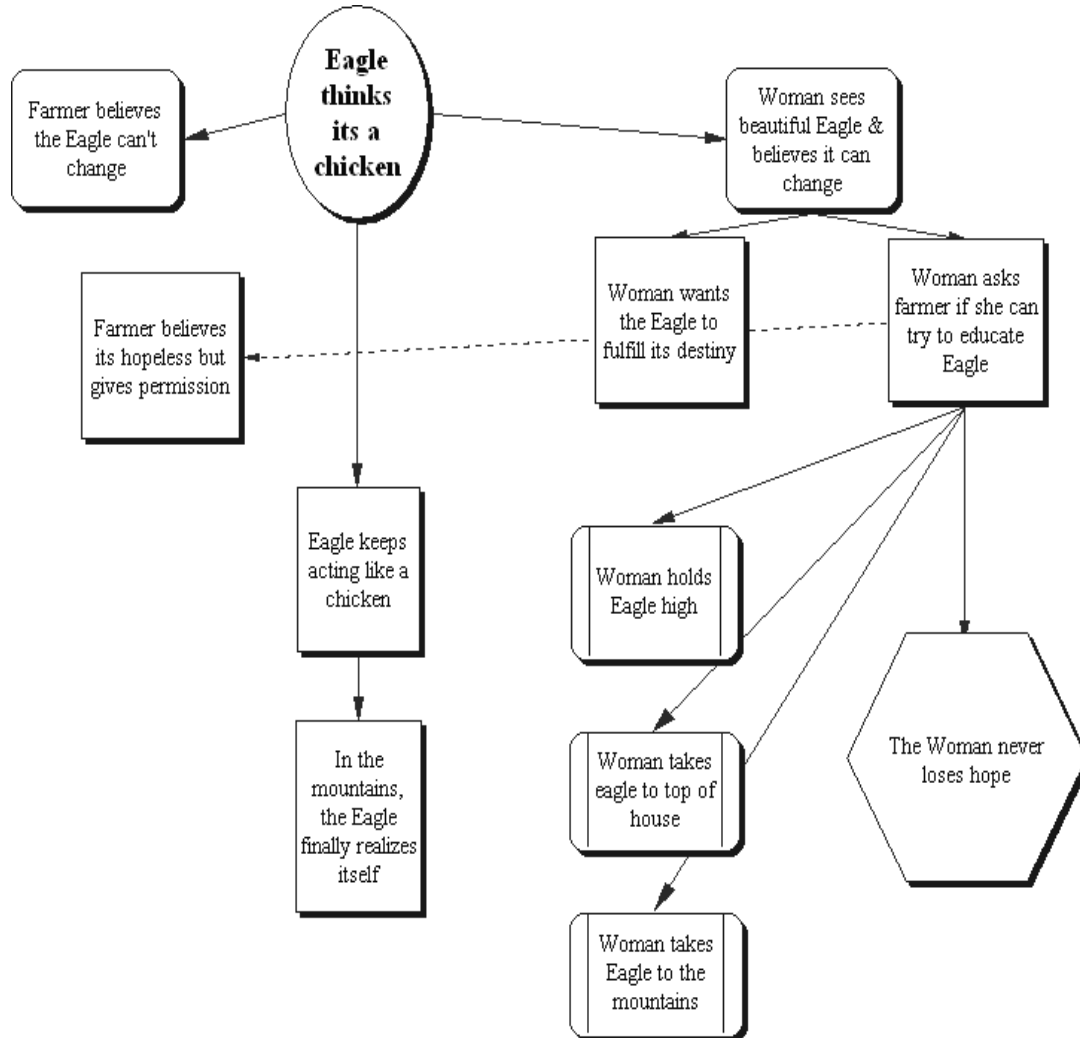


Now every time it rains, the frog children worry that their mother will be washed away by the water. That is why frogs croak by the river when it rains.

Key Point:

Using Korean stories that the students already know will help them more quickly grasp the English meaning. Thus, you can build student confidence and make English practice more enjoyable.

- 6) Mind-map stories. Draw graphical representations of the relationships between characters and parts of the story: (This activity can help students develop higher order thinking skills.)



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Cooperative Group Strategies

In busy language classrooms a teacher can be hard pressed to find the time to do the one thing students need most: practice speaking (Kagan, 1995). When you are working with a class of twelve to twenty students when can the time be found to engage each student in authentic conversation? Reading, writing, listening, and recitation frequently become staples of the classroom environment, and authentic conversation limited to teacher student interaction. To help address these trends teachers can look towards one a learning strategy that is particularly adaptable to this situation: cooperative group strategies.

Utilizing Groups in the Classroom

Creating Groups

The most important thing to be done by teachers when using group strategies in the classroom is to create a group that will allow all students to perform at a high level. Johnson and Johnson (1998) examined group work and found that groups can break into four distinct categories:

Pseudo groups, traditional groups, cooperative groups, and high performance cooperative groups. The first two categories often result in unproductive groups that lack coordination or concern about group output. The second set, cooperative groups, provide an environment in which students can learn together effectively and are all responsible for the overall success of the group. To all this to happen it is very important that a high performing cooperative group be developed with a few key things in mind.

First, each member of the group should have a clear and identifiable role. The role they have should help each student understand the importance of their personal contribution. Also, the responsibility given to each individual student should have a clear impact on the overall success of the group activity.

Secondly, groups need thorough modeling of instructions to be successful. This is especially important in the EFL classroom where students will work in a secondary language. If students are not clear on how to communicate effectively through the group activity the success of the activity will be limited.

Finally, time for reflection on the activity and the ability of the group to work together should be provided. This will help students to understand the dynamics that cause the group to succeed in activities that are presented. This can be reflection by the group as a whole, or personal reflection through a journaling activity. Reflecting on the final

experience will help build the cohesiveness of a long term cooperative group or base group.

Group Strategies

Of the group strategies that I have experiment with I have found that several are very effective for high English output from students. The most effective by fair are strategies that have relatively simple instructions and require few extra props or tools. For these teachers have the option of performing activities with high performance long term cooperative groups or using one time teams of students. In my personal experience these activities work well in both situations, but using a group that has been working together for a longer time almost always has higher language output.

Interview

One of the most effective and possible the easiest to understand of all group strategies is the Interview. This activity allows students to read, listen, write and speak in English and as such is a wonderful tool for facilitating effective communication.



Rules

For the maximum performance I establish interviews with the following rules:

Students must write answers for each interview question.

Students should not ask a question to the same student.

Students should ask the teacher at least one question.

Students should write the name of the answerer and the answer in complete sentences.

Procedure

Interview questions can be based on the lexical set being studied, or in the case of content immersion classes on the content of the class being reviewed. For example,

in an English Village music class students learn facts about a country. The interview contains seven questions such as: What is the name of a famous animal from x country? Name three foods from X country. When possible teachers should write the questions for an interview with the students by asking the class to create questions to review materials or practice content. I have found that teacher generated questions are excellent for producing high output, but student generated questions engage the interest of students more.

Once the students have read through the questions the class should be instructed to stand and begin the activity. Students will then work around a room asking questions of other students. For the most successful interview the teacher should also be asking and writing answers to the questions.

Extension

A simple extension to this activity is utilizing student questions. If the teacher provides all the question leave one or two spaces for students to write in extra questions that will be of interest to them on any topic. Also, use questions that probe for a more personalized response from students that will allow for longer more thoughtful language generation. For example rather than asking a “what” question (What word did you learn in music class?) ask question that will ask for personalized feedback that includes and explanation for the response (Do you like the question you learned in music class? Why?).

Time

In general it takes a minimum of 30 minutes to establish the roles, model the activity, and have students complete the interview by recording answers to all questions.



Information Gap

This activity also incorporates the four key elements of English fluency. This activity can be used as a way to review procedure for activities, content materials, or lexical sets currently being studied. This activity can be done in a cooperative base group or with the entire class as a whole.

Rules

For the maximum performance I establish information gaps with the following rules:

Students cannot share answers until asked the correct question

Students cannot copy answer slips but must listen and write the answers. This occasionally means that answering students will need to spell words for the receiving students.

Students ask one student at a time.

Procedure

For a successful information gap there should be questions that need to have answers. Questions can be based on content material as a review or based on procedural knowledge that students will need to gain in order to complete a task. However, questions can also be based on a lexical set and created in such a way that students are trying to find specific information or practice using words in a proper context. For example in an environment where students are studying words related to the kitchen and information gap activity might include the following question and answer set: What do you need to cook soup? I need a pot. A procedural set might include: What do you need first? First I need a pot.

As with the interview students can work with teacher generated questions and answers or class generated questions and answers. In cases where the class provides the questions and answers I would recommend doing the information gap on the following day as a review.

To procedure assign students in class as information gatherers. This can be one student from a group or all students in the class. The information gatherers must find

answers to the questions. Answers to the questions are hidden throughout the classroom, so information gatherers can also be information holders. In class where all students are participating each student will have the answer to at least one question.

Students ask questions on a worksheet to other students. If the student has the answer the student would reveal. If a student does not have the answer they can respond with "I don't know." or any other phrase that would establish their inability to answer the question successfully. The activity is completed when all the questions have been revealed.

Extension

An extension to this activity with a full class is to have some students sitting in chairs. Students in chairs can only reveal answers; students out of chairs are information gatherers. Whenever the information gatherer asks a questions they must change places meaning they will be stuck, or motionless until another student comes to ask a question. This addition can often produce a great deal of unlooked for language in a classroom as students in chairs try to encourage others to pick them so they can return to being information gatherers and finish the activity.

Time

In general it takes a minimum of 30 minutes to establish the roles, model the activity, and have students complete the information gap by recording answers to all questions.

Opposing Lines

This is a simple activity which provides students with a fun way to ask questions and speak out answers. While it does utilize reading and listening skills writing is not essential for the successful completion of the activity.



Rules

Students must speak slowly.

Students should repeat the answers that are produced once.

Procedure

For this activity teachers will need to have at least one question for half the number of students in a classroom. For example in a class of twelve students the activity will need at least six questions. As with the proceeding activities questions can be either teacher or student generated and based on content, lexical sets, or procedural reviews.

First write or generate the questions that will be used and place them on a white board. This allows the students to refer back to the questions during the activity. Read the questions with the students to be sure that the questions are on the same level as the students participating in the class. Questions can include content review (Name three things you learned about New Zealand?) or be more personal and fun (What is your favorite food, why?)

Have students create two lines. To do this quickly I assign students a number either 1 or 2. The ones will be asked to stand a make a line where the students are touching shoulders. The two's are instructed to make a similar line in front of the ones facing the ones. For the first round line one will be question askers. Each student in the line should be assigned one question from the board. If you have six questions then six students should be standing in line one. Each student should understand that they only ask the assigned question. The questions will be asked to the student in the opposing line.

When students in line two finish answering the question students in line one should demonstrate that they listened to the answer by repeating the answer. When the answers have been repeated the students should raise hands. When all hands have been raised have students in line two will shift down one space. I usually call out that the students need to change when all hands have been raised. Students in line one will now ask the question to the new opposing student. Continue until all students have returned to the original spot in the line.

Once all the students have finished switch roles so that line one students will now be answering questions from students in line two. Teachers can change the questions, but I have found the activity works best when students use the same questions.

Extension

While this is not always necessary a simple extension is to have the students write the answers of at least three of the students questioned.

Time

In general it takes a minimum of 25 minutes to establish the roles, model the activity, and have students complete the questions and answers.

Conclusions

Teaching English needs to provide learners with time for authentic dialogue that is not focused on the teacher. By incorporating cooperative groups and group activities into the classroom teachers can provide students with large blocks of time for authentic communication, while keeping the class focused in English. As Kagan (1995) says in his paper on group strategies in the ESL/EFL classroom group work truly is a natural marriage for the language environment.

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For teachers interested in more activities for the language environment here are short overviews to several additional group strategies. These activities do take a bit more modeling and prep time and work best with groups that will be working together for a long time.

Think-Pair-Share

After asking a question, tell students to think silently about their answers. Have the students pair up with a partner and share their answers. The pairs will then share information about the partner with the class.

Visible Quiz

Students are given color-coded cards with A, B, C, D, T, and F.

A multiple choice or true false questions are written on the board or projected with a beam for the students.

Teams collaborate on answers and are asked to present their answer by raising the card.

Teams should summarize their choices when prompted by the teacher.

Stir-the-Class

Students are assigned to teams to work on problems. As with numbered heads each group is given part of a problem to solve.

One person from a group will then travel to a different group to find out their solutions and summations.

One person from the group can also be asked to find parts of the solution they need from a neighboring group.

Talking Chips

Students are assigned a talking chips.

Students must spend a chip each time they take a turn in the group.

All students must use their chips by the end of the activity.

Additional Resources

Acan, S. (2004). *GROUP DYNAMICS IN LANGUAGE CLASSROOMS: A COURSE SYLLABUS FOR PRE-SERVICE LANGUAGE TEACHERS*. Retrieved , , from <http://www.iasce.net/Conference2004/22June/Sumru/Cooperative%20Learning-IASCE%202004.doc>

Fitzgibbon, L. (2001). *Cooperative Learning in the EFL Context*. Retrieved 7 1, 2005, from http://www.kotesol.org/publications/tec/tec_pdf/tec_0109.pdf

Sachs, G. T., Candilin, C. N., Rose, K. R., & Shum, S. (2004). *Learner Behavior and Language Acquisition Project: Developing Cooperative Learning in the EFL/ESL Secondary Classroom*. Retrieved 7 1, 2005, from <http://sunzi1.lib.hku.hk/hkjo/view/10/1000209.pdf>

Webb , N. W., Farivar, S. H., & Mastergeorge, A. M. (2002). *Productive helping in cooperative groups*. Retrieved 7 1, 2005, from http://www.findarticles.com/p/articles/mi_m0NQM/is_1_41/ai_90190484

Chris Surridge:

Moodle Case Study: Magnetizing the Learning Environment

This presentation outlines some actual uses of eLearning and content management systems (CMS's) in the EFL classroom. Specifically, it details the practical application of the well-known Moodle CMS within the context of a university English Language program. The presentation begins with a profile of the learning environment and an overview of the attending students. The presentation will be particularly relevant to instructors with large class numbers, disparate areas of focus, and transient student populations. However, all educators wishing to see a practical application of Moodle within an EFL framework will benefit as well.

The presenter will outline the general administration and functions of Moodle as it relates to the EFL classroom, as well as specific tasks such as configuring quiz modules and recording and adding audio to Moodle. It is hoped that the presentation will inspire educators who are considering a move to online resources, but are not sure how to do so effectively.



2006 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is offering the following research grants for 2006:

1. Two research grants of 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion.
2. Five research grants of 200,000 won each for academic presentations to be presented at the 2006 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2006*.
[Maximum of one grant per applicant awarded.]

For further information and proposal applications:
Contact David Shaffer at: disin@chosun.ac.kr or kotesol@asia.com
Proposal Submission Deadline: **May 31, 2006**



11:30 Session:

Gyehyoung Yoo:

Several Techniques about Four Skills

Gye Hyoung Yoo
Yul Jeon Middle School

I want to share some techniques with teachers of English what will, without a doubt, increase the development of the four language skills of **listening, speaking, reading** and **writing** for the English language learners.

When I attend meeting or conference, I always have one goal in mind-that goal is to gain some skills or techniques for teaching English to facilitate my classroom.

In this presentation, I will give you tips. I learned these tips, not only in Korea, but also in America. One tip, I learned from my conversation partner in America. She is a counselor and a Bible teacher. In a couple of experiences, before teaching the Bible, she asked me to tell two truths and one lie about myself. The activity made me relaxed and prepared to talk. I will explain later more the purpose and results of that strategy.

Let's look first at the language skill of **listening**.

There is a strategy called **dictogloss**, developed by Ruth Wajnryb(1990)

Dictogloss was developed for use with high school students, but it can be adapted for use with all ages. This strategy, dictogloss, is especially effective with English language learners because the strategy focuses on fluent academic language, supporting learners in listening and recalling good English language models.

Dictogloss involves students in listening to repeated, fluent readings of English text. At first they just listen but on subsequent readings they take down as much of the text as possible. They then get together in pairs and again in fours to combine their notations and re-create as much of the text as possible. The activity provides an authentic reason for communication and practice in re-creating, rewriting, and rereading English text.

Following are five easy steps to follow for dictogloss:

Step 1 –Choose an appropriate piece of text, select a content-related text and read it aloud at a normal speaking pace. Students are instructed to listen. Do not take notes.

Step 2 - Reread the text aloud two more times. Again students listen until the reading is complete. Then students are instructed to jot down key word and phrases they recall.

Step 3 –Have the students get together in pairs to recreate as much of the text as possible, combining their individual notes of key words and phrase.

Step 4 – Students move to working together in groups of four. Two pairs meet together and “pool” their recreations of the text to reconstruct the text as closely to the original as possible

Step 5-One member from a group of four reads the recreated text. While the text is being read, ask the other groups to see how closely the reading matches their own versions. Display the groups' recreated texts and compare and discuss them. Be aware of the sections in the text that were difficult to recreate.

Next, let us look at the language skill of **speaking**. I have learned many techniques to enhance this skill and have chosen six tips to share with you – “Two Truths and a Lie” “Show and Tell”, “T-S-S-T Asking”, “ Ugame”, Name Switching”, , and Favorite F.I.V.E.S.”

1. **Two Truths and a Lie**

Each player is asked to think of two incidents or experiences in their lives that were unusual or hard to believe, or that were scary or funny, or that somehow stands out and make a good story. Then ask them to silently make up a third story.

The Game Leader starts, in order to set an example and get the game going. The Game Leader tells all three of this or her stories- two true incidents and one lie. When the Game Leader finishes, players vote for the story they thought was the lie. When all votes are in, the Game Leader reveals which story was the lie. The next player takes a turn, and so on around the circle.

Be sure that each player makes up his or her lie completely and not just to alter the truth a little. You can keep a tally to see which teller fooled the most people and also which player guessed the most lies. Stories are meant to be brief-we suggest 30 seconds per story. Watch that the stories don't get so long and involved that the rest of the group loses interest. If the groups interested in a more elaborate telling of a particular story, that can be a natural extension of the game and can be a valuable way for players to share their life stories. Sharing life stories is an excellent way to deepen friendship.

2. Show and Tell – This activity takes only three or four minutes to complete so it is possible to use it everyday. Each student brings her/his favorite items to schools and introduces the items to the rest of the students. The students may be assigned a particular day in order to be sure someone is always ready. The students prepare their script and memorize it for the presentation.

3. T-S-S-T Asking – T stands for teacher. S stands for student.

First, based on previous learning, the teacher asks one student a related question. An example could be “What did you do yesterday?” The student gives an answer, using previously learned vocabulary. Then that student asks the same question of another student. This second student gives an answer to the first student followed by asking the teacher a question. The teacher's involvement encourages students' continued interested participation.

4. Ungame

1) Why is it called the UN-game?

The Ungame is different from other game in that there is no competition and there are no losers or complicated strategies. Most games would have players pretending to be or do something. The Ungame encourages players to be real and honest., there lighthearted or serious. So it is not a game, it's an Ungame.

2) Why should players remain silent except on their turns?

Silence encourages players to listen to each other and to develop respect and acceptance. Also, players are more apt to be open and honest if there is a guarantee that there will be no interruption, challenges, criticisms or discussions about their answers.

3) Will we get tired of the same questions?

No, because the answers will change as people grow, learn, mature and make discoveries. Also, new players and different setting s affect responses to the Ungame questions.

5. Name Switching

There are six steps to follow in this activity.

- 1) The participants should write their first and last names on their nametags.
- 2) The participants should pair up with people that they do not know and spend approximately two minutes telling each other about themselves-as much as each person can share in one minute.
- 3) When the group is notified that the time is up, the people in each pair exchange nametags. The participants now choose a different partner. This time they introduce themselves as the person whose nametag they are wearing, using all the information that was told to them by their previous partner.
- 4) Once again one minute is allowed for each person to give an introduction as the new person. At the conclusion of the sharing, the individuals in the current pairings again exchange nametags and again choose different partners. Repeat the process twice.
- 5) At the conclusion of the fourth sharing, stop the sharing and instruct the participants to find the person whose nametag they are wearing and introduce themselves to the person as if they were that person. Find out how much of the information was accurate and how much was lost in the sharing.

6. Favorite F. I. V, E. S.

In this acronym, "F" stands for film, "I" for interest, "V" for vacation, "E" for eats, and "S" for sport or song. One partner of each pair begins by asking the other what his or her "Favorite F. I. V, E. S." are: favorite film, interests, vacation (what was your favorite vacation?) ,eats(favorite food), and sports or song. Then they switch. Give pairs about six to eight minutes together. When everyone is done, re-group and form a circle. One by one, players introduce each other to the group , saying their partner's

name, and their "Favorite F. I. V. E. S." The Game Leader gives each player the chance to correct any incorrect information.

Thirdly, I want to introduce a **Reading** technique.

Recently, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already **Know**; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **Want** to learn; and after reading students discuss what they have **Learned**. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities.

K (what you knew)	W (what you want to know)	L (what you learned)
1 2 3 4 5 6 7 8		<p>After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.</p> <p>Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.</p>

After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.

Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.

After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.

Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.

Ex 1) Greek Myth

K	W	L
1. Zeus is a play boy. 2. Hera's jealousy is very scary. 3. Poseidon is a king of sea 4. Aphrodite is very beautiful	1. What is call 신화 in English? 2. What is Hades' weapon? 3. Who is Hephaestos' mother? 4. Arrow that Eros has? 5. What do you call 왕관 in English?	1. 신화 is myth. 2. Mercury's weapon is invisible helmet. 3. Hephaestos' mother is Hera. 4. Eros has gold and lead arrow. 5. 왕관 is crown.

Ex 2) Cinderella

K	W	L
This book is very famous. Cinderella is miserable girl. Cinderella is very kind and pretty. Cinderella has step mother Cinderella has 유리구두	Cinderella's age Where did Cinderella live? Who wrote this book? What do you call 유리구두 in English? 신데렐라라고 불린 이유	Cinderella's 본명 is Ella. Cinderella 's father was sick like Cinderella's mother. 유리구두 is glass slippers. Cinderella's step mother is a nurse. 왕국의 파티가 공주를 뽑기 위한 것

There are a few techniques about **Writing**.

1. Acrostic Poems:

The title (or subject) is written down the page.

One letter goes on each line: they should all be capital letters.

1. Start with a word displayed vertically
2. Use its letters as the initial letters of horizontal words
3. Generally relate in some way to the vertical word.



Korea

K: Kimchi is our food.

O Our food is so nice.

R: Rice is our food, too.

E: Enjoy our food.

A: Are you ready to enjoy our food?

Korea

K: Korea is our country.

O: Oh! It's so beautiful!

R: Read and write Hangeul, the Korean alphabet.

E: Every body comes to Korea.

A: All the Korean people are kind and generous.

2. Five line poems "cinquian"

line 1: one word -subject or noun

line 2 two words adjectives that describe line 1

line 3 three words action verbs that relate to line 1

line 4 a sentence a sentence that relates to line1

line 5 one word- a word that sums it up

My Sister

My sister

pretty, smart

listening, digging, reading

She always studies

Machine

My dog



My dog

noisy, dirty

eating, barking, sleeping

She always makes problem

Bomb

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- Klippel, F. (2004). *Keep Talking*. UK: Cambridge University Press
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Presenter

Since Gye Hyoung Yoo graduated from English Language Educational Department, she has been devoted to teaching high and junior high school students for 17 years. She attempted a variety of teaching methodology that aroused students' interest at first but, as years went by, she found them reluctantly sitting in her class with blank and indifferent looks. She desperately realized teachers should not stop developing themselves in teaching methods or extensive educational knowledge to induce their students to participate in class activities voluntarily. Meanwhile, such thoughts motivated her to take TEFL (Teaching of English as a Foreign Language) which was programmed and developed by California State University Los Angeles and its sister school, Kangnam University. She was able to attain a large amount of knowledge in teaching methods and techniques based on the course and received a certificate on August 20, 1999. In addition, another certificate of TESOL was granted to her on December 27, 2001 by experiencing the theory and practice of recent English educational methods through the first TESOL program of Wisconsin-Ajou.

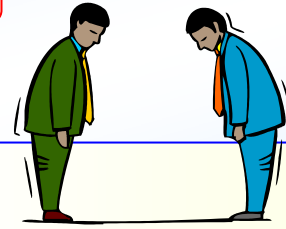
Two years ago, she received scholarship from the Board of Education for master degree in America. She majored in TESOL in the University of Kansas. After getting M.A. in TESOL, she returned from America and was assigned to Yul Jeon Middle School in Suwon.

Dr. Heebon Park-Finch:

Culture Quiz

GROUPS

- Talk about cultural DOs and DON'Ts.



Quiz Questions

1. When meeting someone for the first time in Korea, you should
2. When you pass objects to someone of higher status, you should
3. When having a meal with the elderly, you should
4. When you want to blow your nose in Korea, you should
5. When drinking alcohol in Korea, it is normal to
6. When students ask you to go drinking, you should
7. When you address Koreans, it is advisable to
8. When you get an invitation without any advance notice, you should
9. When you visit someone's house in Korea, you should
10. When you go to a wedding in Korea, you should
11. When giving a gift of money, money should
12. When paying for the meal in Korea, it is normal to
13. When pouring a drink for someone in Korea, you should
14. When your employer asks you to work on weekends, you should
15. When you have complaints or housing problem, you should

DO's and DON'Ts in Korean Culture*

1. **Affection** between the sexes is not shown in public. Affection between people of the same sex is a way of showing friendship.
2. **Anger:** Showing anger is impolite, and can permanently damage interpersonal relationships. Keep your temper at all times.
3. **Bowing** is done when greeting another person for the first time in a day. If the discrepancy in status is very great, only the person of lower status bows, while the other responds verbally. When two people are introduced, they also bow
4. **Criticism** should be avoided whenever possible. When absolutely necessary, it must be done tactfully, gently and privately.
5. **Dress** is a sign of position, so it is important not to dress too informally. Also, it is a sign of respect, so when meeting people, or when visiting someone's home, one should dress nicely and conservatively. Shorts, backless dresses, and so on are not appropriate in public.
6. **Drinking** is an important part of social and business relationships for men in Korea. The amount of alcohol consumed at any given time is generally considerably more than most Westerners are accustomed to consuming.
7. **Eating** is done with chopsticks and a large spoon. Rice is served on the left, and soup on the right. The person of highest status should begin the meal. Excessive talking during the meal is considered impolite. Slurping used to be acceptable, as a sign of enjoyment.
8. **Education** is highly valued in Korea. Young students study extremely hard. Highly educated people are respected, and what they say is listened to carefully.
9. **Elderly People** should be shown kindness and respect at all times. Bus seats should always be offered to them. If an elderly person has trouble crossing the street, or trouble carrying something, a younger person is obliged to help.
10. **Generosity** towards friends and acquaintances is important. This includes giving gifts that are worth a bit more than one might expect. This also means preparing more food for guests than would be necessary by Western standards. Being at all stingy is impolite.
11. **Gifts** are very important. Fruit, flowers, cakes or alcohol should be given whenever visiting someone's home. On special occasions, such as a first birthday, a gift is also appropriate. When one attends a wedding or a 60th birthday party, money in an envelope is appropriate.
12. **Invitations** are generally given informally. They are usually verbal, and not always given by the person hosting the event. Invitations are rarely given more than a few days in advance, and sometimes only a few hours before the event.

13. **Money:** When giving a gift of money or when paying an employee, money should be put in an envelope. Money is only exposed when paying at the market or at a store.
14. **Passing Objects:** When passing objects to someone of equal or higher status, use the right hand. To show the most respect, two hands are used, or the right hand supported by the left. When passing objects to people of lower status, either hand is acceptable, but using two hands is not appropriate.
15. **Patience** is highly valued. When services are not performed on time, someone is late, or things are not done efficiently, large amounts of patience are necessary. In such cases, blaming and showing anger are quite inappropriate.
16. **Paying** is done by the person who did the inviting. 'Going Dutch' is rarely done. If there is a question as to who made the invitation, the bill is fought over. Paying is considered an honor and also a matter of pride. (This seems to be changing, though.)
17. **Personal Questions** are a way of getting to know another person. If you do not wish to answer them, smile and simply change the subject. These questions may include 'Why aren't you married?' and 'How old are you?'
18. **Singing:** Koreans usually sing at social gatherings. At parties, the most honored person is given the first chance to sing. Other people are then each given a turn. Be prepared to sing a song or two at any social gathering.
19. **Status** is very important. It is determined primarily by profession, family and age. Acknowledging other people's status will make social relationships smoother. It is also necessary to act according to one's own status.
20. **Titles:** When addressing Koreans, always include their title, for example, Manager Kim, President Lee, Assistant Director Park. This shows respect and helps to identify the innumerable Mr. Kims, Mr. Lees and Miss Parks. If you can learn to say the titles in Korean, a closer feeling will be established.

*Adapted from *Culture Shock! Korea*, Sonja Vegdahl Hur & Ben Seunghwa Hur. Portland, Oregon: Graphic Arts Center Publishing, 1994.

Dr. Marilyn Plumlee:

Empowering Korean Learners to Take Responsibility for their Language Learning: Using English- Language International Press Materials

**Marilyn Plumlee
Hankuk University of Foreign Studies**

Given that proficiency in the use of English has become a basic skill required of educated global citizens in the 21st century, and believing that students will make more progress on the road to advanced English proficiency when they are motivated by (a) personal awareness of the magnitude of the spread of English beyond the borders of the core English-speaking countries, and (b) the usefulness of English to access knowledge of the world beyond their country's borders, for several years I have been using student-selected texts from the world English-language press to promote the development of a variety of skills in conversation classes at the university level.

Among my goals for the students in these classes are (a) promote students' awareness of international current events and global issues, (b) develop students' ability to participate in discussions of current events and global issues with non-Koreans, (c) foster a tolerant attitude toward international perspectives on these issues, and (d) develop students' ability to articulate Korean culture and Korean issues to non-Koreans.

This presentation provides the rationale, presents the procedures implemented in both basic and high level proficiency conversation classes, and provides some evidence of outcomes through the presentation of samples of student work, student comments, and audio recordings of students engaged in discussion activities.

The session will also include hands-on web-browsing to demonstrate the resources available on print and audio-visual streamed websites used both in class and as homework resources by the students.

Marilyn Plumlee (Ph. D., Linguistics, University of Hawaii) has lived in Korea since 2000. She is an Associate Professor in the College of English at Hankuk University of Foreign Studies (HUFS), where she teaches English, sociolinguistics and linguistic research methodology courses at the undergraduate and graduate levels as well as various courses in the TESOL Certificate and TESOL graduate program at HUFS. Her publications and primary research interests are in discourse analysis, second language acquisition, sociolinguistics, contact language phenomena and sign language linguistics. She is an active member of KOTESOL, currently serving as the National 1st Vice-President.

Contact Information:

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WORLD PRESS ASSIGNMENT

INTERNATIONAL AFFAIRS/CURRENT EVENTS READING ACTIVITY (preparation for small-group discussion of current events in class):

Before coming to class, select an article for discussion from the English language world press. In some cases, a “Topic of the Week” will be assigned, based on current events or issues that have come up in class. Other times, the topic will be a “Free Choice” (i.e. you may choose your own topic).

Prepare for class by doing the following:

1. **SUMMARY:** Be prepared to present an oral summary of the contents (write out a full summary in advance but DO NOT READ it during your summary to the group!)
 2. **VOCABULARY STUDY:** Select 5 new or difficult vocabulary terms, key words, or cultural references contained in the article you selected. For each word, do the following:
 - a. **DEFINITION:** Define each term, giving both an English definition and a Korean definition.
 - b. **EXAMPLE:** Cite the sentence from your article where the word occurred (to show how the word was used in the context of your article).
 - c. **COLLOCATION:** Analyze the collocational contexts in which the terms occurs (use a dictionary to help you on this).
 - d. **DERIVATION:** Provide noun/verb/adjective derivations for each of the 5 selected vocabulary items.
 - e. **HANDOUT:** Prepare a handout of your vocabulary study and make 4 additional copies of it. (2-3 copies will be given to your discussion group members during discussion time and 1 copy will be turned in to the instructor.)
 3. **DISCUSSION QUESTIONS:** Lead your group in a discussion of the issue presented in the article (Prepare 2 or 3 written questions to get them started (e.g., ask for their reactions to the content, ask for their opinions if it is a controversial issue, ask them to discuss a similar or related issue in the Korean context, ask them to analyze what culture-specific values or historical events underlie the issue in question))
- Be sure to ask DISCUSSION questions, NOT comprehension questions. Remember: You are not testing your group members on what YOU read and presented. You are presenting a topic to stimulate a discussion!) (The differences between a discussion question and a

comprehension question will be discussed and illustrated in class. Also, see examples of discussion questions in this syllabus.)

4. **WRITTEN REPORT of DISCUSSION ACTIVITY:** Take notes during the discussion period, then during the next week, write up 2-3 paragraphs on what your group discussed concerning YOUR TOPIC and what the points of agreement or disagreement were among your group members. (You do NOT have to report what was discussed on other people's topics. Report only on the discussion of the topic YOU presented.)

SUBMIT THE DISCUSSION REPORT the following week, along with a copy of your article, your summary of the article, and the vocabulary handout you used to teach your group vocabulary from your article.

<p>EXAMPLES OF VOCABULARY STUDY</p>
--

<p>(these examples would receive full credit for homework completion)</p>

Example 1: (basic example with definition and several derivations)

- | |
|--|
| <p>1. <u>VOCABULARY ITEM:</u> suspend (verb)</p> |
|--|

- | |
|--|
| <p>2. <u>DEFINITION:</u> To bar for a period of time from a privilege, office, or position, usually as a punishment.</p> |
|--|

- | |
|--|
| <p>3. <u>USAGE OF THE VOCABULARY ITEM IN YOUR ARTICLE:</u></p> |
|--|

“A leading Asian body has been urged to consider suspending member Myanmar if it fails to release Nobel Peace laureate Aung San Suu Kyi.”

- | |
|-------------------------------|
| <p>4. <u>DERIVATIONS:</u></p> |
|-------------------------------|

Verb: to suspend

Noun: suspension

Adjective: suspension (ex: suspension bridge)

suspended (“I was suspended from school for bad behavior.”)

- | |
|---|
| <p>5. <u>COLLOCATIONS OF THE VOCABULARY ITEM and derived forms:</u></p> |
|---|

An organization will suspend a member (suspend + object)

A famous landmark in San Francisco is the Bay Bridge, a suspension bridge.

Example 2: (limited number of derivations)

1. VOCABULARY ITEM: confrontation (noun)

2. DEFINITION: a situation of angry disagreement or opposition; 식면, 대결

3. USAGE OF THE VOCABULARY ITEM IN YOUR ARTICLE:
“The confrontation is raising the prospect of major labor unrest.”

4. DERIVATIONS:

Verb: to confront

Noun: confrontation

Adjective: confrontational

5. COLLOCATIONS OF THE VOCABULARY ITEM and derived forms:

He confronted the angry mob. (verb + noun object)

He wouldn't back down from his demand even if it meant a confrontation with his boss.

[confrontation + with + noun]

Example 3: (multiple definitions; multiple derivations, example of how to cite only the part of the sentence needed to illustrate usage of the target vocabulary term.)

1. VOCABULARY ITEM: replacement (noun)

2. DEFINITION: (verb) 1. to put back in place 2. to take or fill the place of

3. USAGE OF THE VOCABULARY ITEM IN YOUR ARTICLE:
“The military quickly sent in replacements...”

4. DERIVATIONS:

Verb: to replace

Noun: replacement

Adjective: (1) replaceable
 (2) irreplaceable (= not replaceable)

5. COLLOCATIONS OF THE VOCABULARY ITEM and derived forms:

...management threatened to replace all striking workers... (replace + noun object)

The assassination leaves an irreplaceable void.... (irreplaceable + noun)

EXAMPLES OF HOW TO WRITE DISCUSSION QUESTIONS

BASED ON WORLD PRESS ARTICLES

Example 1: Discussion questions suggested directly by the content of the article

Article title: "Junk food ban proving popular"

Discussion question 1: What do you think is the effect of selling junk food in school vending machines? Does it incite children to eat more junk food? Explain.

Discussion question 2: Do you think that the ban on selling junk food in elementary and middle schools should be extended to high schools? Why or why not?

Example 2: Discussion questions asking remedy to a problem raised in the article, then extended to include brainstorming and application to a personal issue of a similar nature

Article title: "Crowded classes plague science schools"

Discussion question 1: What methods could be used to develop 2-year technical colleges in Korea?

Discussion question 2: Are you satisfied with the current curriculum in our university? If so, what do you like about the curriculum? If not, what problems are there and what would you change?

Example 3: Discussion questions not directly related to the content of the article, but the

topics for discussion were suggested by the article's contents

Article title: "Aiding Darfur: A Nurse's Story"

Discussion question 1: Do you think Korea should send aid to Sudan given the difficult conditions explained in the article? Why or why not?

Discussion question 2: It is reported that many people are starving in North Korea and that they have very little medical care, like in Sudan. Do you think South Korea should help North Korea under the current political circumstances? Why or why not?

Discussion question 3: Where do you think it is more difficult to create social justice: in countries with racial and ethnic diversity (like Sudan or the U.S., England, France, Indonesia, India) or in countries that consider themselves homogenous (like Korea and Japan)? Explain the reasoning behind your answer.

SOURCES FOR ENGLISH LANGUAGE ARTICLES in the WORLD PRESS

Some sources that give access to hundreds of newspapers around the world, in all languages (follow the links and browse the world!):

- <http://www.thepaperboy.com>
- <http://www.onlinenewspapers.com/>
- <http://www.worldpress.org> (click on “World Newspapers”, then select area you are interested in, i.e. Africa, Americas, Asia-Pacific, Europe, Middle East)

Some examples of English language newspaper homepages:

*in Australia: <http://www.nla.gov.au/npapers/>

*in the Arab world:

The Arab News: <http://www.arabnews.com/>
The English website of *Al Jazeera*: <http://english.aljazeera.net/HomePage>
Egyptian daily *Al-Ahram*: <http://www.ahram.org.eg/weekly/>
Independent Palestinian weekly *Jerusalem Times*: <http://www.jerusalem-times.net/>

*in Israel

Haaretz: <http://www.haaretzdaily.com/>
The Jerusalem Post: <http://www.jpost.com/>

*in Africa--newspapers in English from various countries, including South Africa:

-<http://www-sul.stanford.edu/depts/ssrg/africa/southafrica/rsanews.html>
-www.world-newspapers.com/southafrica.html
-*Mail and Guardian Online* (Africa's first online newspaper):
<http://www.mg.co.za/>

*in Japan:

Asahi Shimbun in English (Center-left): <http://www.asahi.com/english/>
Yomiuri Shimbun in English (Center-right) <http://www.yomiuri.co.jp>

*In China: Online English newspaper: <http://www.sina.com>

AUDIO/VISUAL SOURCES (TV & Radio broadcasts and podcasts):

- U.S. television: All of the major U.S. television channels have audio-visual streaming and also upload a number of print articles online
CNN.com ABC.com CBS.com NBC.com
- For high quality radio broadcasts from the U.S., visit some of the programs offered by NPR (National Public Radio) at <http://www.npr.org>, which is an independent broadcaster, contrary to what its name implies. Print versions of selected topics also available.
- UK radio and TV: Check out the various online departments of the BBC radio broadcasts from Britain at www.bbc.co.uk . For BBC television available as streamed content, go to www.bbc.co.uk/tv .
- Australia TV and radio: <http://www.abc.net.au> (video streaming & transcripts)
- Canada TV and radio: <http://www.ctv.ca/> (video streaming & written texts)
Use Google.com to search for more TV and radio channels in India, New Zealand, S. Africa, etc.)

Sal Atassi:

Strategies for Learning

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Abstract

Current opinion and research on learner strategies in second language acquisition is discussed, along with the implications for language teaching in Korea. This research concludes that students who are properly given increased opportunities to invest in and adopt strategies will be more successful in their language learning. Strategy-based instruction, through awareness-raising of individual learning preferences, can teach students to identify, practice, evaluate, and transfer strategies to new situations for learning. Furthermore, and perhaps more importantly, strategy-based instruction promotes learner autonomy, enabling students to continue their learning outside the classroom and beyond. Issues of learning styles and awareness of student needs are discussed.

Why do some language learners seem to make brilliant progress in acquiring a second language, while others show minimal proficiency after years of effort? What exactly is it that “good learners” do to contribute to their success in learning English?

Rubin and Thomson (1982) observed that “successful” language learners tend to:

1. find their own way, taking charge of their learning
2. organize information about language
3. be creative, developing a “feel” for the language by experimenting with its grammar and words
4. make their own opportunities for practice in using the language inside and outside the classroom
5. deal with uncertainty by not getting flustered, and by continuing to talk or listen without understanding every word
6. use mnemonics and other memory strategies to recall what has been learned
7. make errors work for them and not against them
8. use linguistic knowledge, including knowledge of their first language, in learning a second language
9. use contextual cues to help them in comprehension
10. make intelligent guesses
11. learn chunks of language as wholes and formalize routines to help them perform “beyond competence”
12. learn certain tricks that help to keep conversations going
13. learn certain production strategies to fill in their own competence
14. learn different styles of speech and writing, and learn to vary their language according to the formality of the situation

Various instructional models now exist for language strategy training:

General Study Skills Courses

Awareness Training: Lectures and Discussions

Strategy Workshops

Peer Tutoring

Strategies in Language Textbooks

Videotaped Mini-Courses

Strategies-Based Instruction (SBI)

Strategy training has these three general goals in mind: (1) to raise student awareness of the purpose and rationale of strategy use, (2) to give students opportunities to practice the strategies they are being taught, and (3) to help them use the strategies in new learning contexts. More specifically, strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strengths and weaknesses in language learning
- Become aware of what helps them to learn the target language most efficiently

- Develop a broad range of problem-solving techniques
- Experiment with familiar and unfamiliar learning strategies
- Make decisions about how to approach a language task
- Monitor and self-evaluate their performance
- Transfer successful strategies for use in new learning contexts

Students need opportunities to systematically apply learned strategies to the learning and use of English, and opportunities to share their preferred strategies with classmates.

Teachers can individualize strategy training when learning styles are known and reinforce strategies with the regular course work. According to Cohen (2003), things teachers can do in a typical SBI classroom include:

- Describing, modeling, and giving examples of potentially useful strategies
- Eliciting from students and having them describe additional examples based on their own learning experiences
- Utilize think-aloud and discussions to promote awareness
- Lead small-group and whole-class discussions about strategies
- Encourage students to experiment with a broad range of strategies
- Integrate strategies into everyday class materials, explicitly and implicitly embedding them into language tasks to provide for contextualized strategy practice

Chamot et al (1999) provides the following guidelines to teachers for embedding strategies into language tasks and encouraging use:

- Select appropriate strategies for the task, and explicitly teach them with the names
- Address the “why” and “when” for using the strategies, and model their use with a similar task
- Choose challenging tasks, and provide plenty of practice activities for the students
- Point out strategies you see students using, ask them how they figured something out, and **praise good thinking more than right answers**
- Encourage students to evaluate the strategies and choose the ones they prefer
- Suggest ways for students to use the strategies with other learning, and in their daily lives

Rebecca Oxford (1990) provided us with the *Strategic Inventory for Language Learning* (SILL), comprised of fifty statements which learners are to answer on a five-point scale:

1. Never or almost never true of me

2. Usually true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

The SILL attempts to determine how often a student uses specific strategies, if at all. Here is the entire list of statements from the SILL (*Version for Speakers of Other Languages Learning English*):

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making mistakes.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.



- 48. I ask for help from English speakers.
- 49. I ask questions in English.
- 50. I try to learn about the culture of English speakers.

Add up the scores and divide by the number of questions for each part:

	Always or almost always used	4.5 to 5.0
High	Sometimes used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
	Generally not used	1.5 to 2.4
Low	Never or almost never used	1.0 to 1.4

<u>Part</u>	<u>Strategies Covered</u>
A	Remembering more effectively
B	Using all of your mental processes
C	Compensating for missing knowledge
D	Organizing and evaluating your learning
E	Managing your emotions
F	Learning with others

Although a low score in one area does not necessarily indicate a learner is ineffective, a low score does point to possible areas of improvement in strategy usage.

Building Strategic Techniques - courtesy of Kenton Sutherland (adapted from Brown 2001):

1. To lower inhibitions: play guessing games and communication games; do role-plays and skits; sing songs; use plenty of group work; laugh with your students; have them share their fears in small groups.
2. To encourage risk-taking: praise students for making sincere efforts to try out language; use fluency exercises where errors are not corrected at that time; give outside-of-class assignments to speak, write, and otherwise try out the language.
3. To build students' self-confidence: tell students explicitly (verbally and nonverbally) that you do believe in them; have them make lists of their strengths, of what they know, and of what they accomplished so far in the course.
4. To help them to develop intrinsic motivation: remind them about the rewards for learning English; describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

5. To promote cooperative learning: direct students to share their knowledge; play down competition among students; get your class to think of themselves as a team; do a considerable amount of small-group work.
6. To encourage them to use right-brain processing: use movies and tapes in class; have them read passages rapidly; do rapid “free writes”; do oral fluency exercises where the object is to get students to talk (or write) a lot without being corrected.
7. To promote ambiguity tolerance: encourage students to ask you, and each other, questions when they don’t understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally resort to translation into the L1 to clarify a word or meaning.
8. To help them use their intuition: praise students for good guesses; do not always give explanations of errors - let a correction suffice; correct only selected errors, preferably just those that interfere with meaning.
9. To get students to make their mistakes work FOR them: tape-record students’ oral production and get them to identify errors; let students catch and correct each other’s errors; do not always give them the correct form; encourage students to make lists of their common errors and to work on them on their own.
10. To get students to set their own goals: explicitly encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; give “extra credit” work.

According to Brown, such strategies can be taught, and because of their specificity, they are actually easier to learn than more general learning styles. Brown claims that many strategies are related to, and actually become, the outward manifestation of style. For example, a risk-taking style would result in seeking practice opportunities, making conversation even when it isn’t “necessary”, trying out language one is not sure of, asking for correction, and making guesses about what has someone said.

Conclusion

Although integrating strategies-based instruction into every curriculum may be impractical, learner strategy research provides specific lessons for teachers of any classroom. Teachers need to be cognizant of the fact that students are often unaware of the existence of strategies to help them with their problem-solving and learning. As these students are clearly in need of specific guidance, teachers have the responsibility to provide them with opportunities to learn of and experiment with these various strategies. Neglecting this responsibility is equivalent to neglecting our students’ futures.



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Thomas Santos:

Using Theatre Techniques in the Language Classroom

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Warm-up Activities

Name with Motion: Each member of the group says his/her name and demonstrates an action/movement while saying it. Immediately afterwards, all the other members of the group repeat the name and action. The activity is completed when everyone has said his/her name. Adding a motion/action to a name helps students remember each other's names.

Mirror Exercise: This is a classic theatre activity to help students/actors focus and work together. In pairs, students face each other. One student is the leader and the other the follower. The leader moves his/her body slowly. The follower must mimic the movements exactly as if he/she is looking in a mirror. At some point in the activity, the students should switch roles. This activity can also be done with no stated leader. The students will usually start out with rather conservative movements, but encourage them to get more daring. Occasionally, ask a pair of students to stop and observe the others.

“Pass the Pulse”: This is another focus/community building activity. The students all stand in circle holding hands. One student starts the “pulse” by gently squeezing the hand of the person next to him/her. That student then does the same passing the pulse around the circle. See how fast the students can pass the pulse. For fun, have the students pass the pulse in one direction and then start one in the opposite direction at the same time. (reference: Johansen)

“Zoom”: This activity is like pass the pulse but with a word. The word is “Zoom”. Students sit in a circle. One student starts by turning to the student next to him/her and says the word “Zoom”. That student turns and passes the word to the next student and so on. The idea is to pass the word around the circle as fast as possible. The word will almost take on a life of its own! Later have the students pass a word that they can add meaning to like “No” or “Stop”.

Listening Activities

Freeze Walk: Students walk freely about the room listening to and following the leader's instructions. When the leader says “freeze”, the students must become absolutely still. At first the instructions should be simple and then gradually more complex and descriptive. The students should be asked to “freeze” every so often and visualize the scene. Freeze walk visualizations can become very creative and detailed. They should always be written down and never improvised. Once students are comfortable with the activity, they can start writing them themselves. (reference: Johansen)

Singing Syllables: One student is asked to leave the room. While he/she is gone the other students think of a multi-syllabic word like re-frig-er-a-tor. The students divide

into groups, one for each syllable. The student re-enters the room. The groups start to chant/sing their syllable in any way they wish. They should chant/sing in different tones and rhythms. The student goes around the room listening to each syllable and tries to piece the word back together. (reference: Spolin)

Speaking Activities

Pivotal Word: This is a classic activity from theatre improvisation guru, Viola Spolin. It is great for students to learn to put the meaning behind the word.

Students are broken into groups of 3 or 4. Each group is given a word or phrase such as “Good-bye” or “Please”. Each group creates a scene using only that word or phrase as dialogue. The word or phrase should be used to express all the thought and emotions on the scene. The groups then perform for the class. (reference: Spolin)

Composition (from Anne Bogart): A composition is very much like the “Pivotal Word” activity but much more extensive. Students are divided into groups of 3 or 4. Each group is given a list of elements that their scene must contain. For example, the scenes must include laughter, dancing, a surprise, a revelation, a certain sound or movement, gibberish, direct address to the audience, a natural element such as light or water, etc. The groups can be given a certain set of words or phrases that they can use for dialogue. At first, the amount of elements should be limited to two or three. As students get more comfortable, the number of required elements can be increased.

For both the “Pivotal Word” and “Composition” activities, a generous amount of preparation time should be given to the groups.

Photo Drama: Students are divided into groups. Each group is given a photograph which shows people in a scene. These photos can be cut from magazines or newspapers. The groups create a meaningful scene which ends with them replicating the photo. Each group presents. (reference: Wessels)

Reading Activities

Complete a Story: Students read a short story with the ending cut out. In groups, they develop a scene that completes the story in their own way. The groups perform for each other. After all the groups have presented and discussed the results, the class reads the actual ending of the story and compares with the scenes. This activity is helpful in involving students in the text and exploring the aspects of short story.

Rhythmic/Choral Reading: This is a great cool-down activity. Choose a poem that has a clear point of reference with rich sound elements such as alliteration, assonance, rhythm and rhyme. The students read the poem aloud in turns or chorally. They can decide on solo parts, arrangement of voices, and interpretation.

Special thanks to Donna Hickernell-Moran

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Yong-nam Kim and Hyun Jung:

The Use of PowerPoint Resources for Effective Extensive Reading

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Abstract

Extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage learners to enjoy reading. Nowadays a lot of students have interest in extensive reading. To meet the need, this paper presents how PowerPoint, one of the sophisticated software of the Microsoft Office, can facilitate English learning and teaching. In specific, it is to introduce how to combine media, heighten dramatic effect on the text, hyper-link between slides, and other creative ways for reading activities in the classroom. It will help teachers all through the process of planning, creating and delivering a message to students in an effective way. Specially designed for extensive reading classroom, this paper provides PowerPoint resources for in the classroom as an example for the classroom application. In addition, a website on PowerPoint and reading activities will be presented (<http://www.bestreading.co.kr>).

I. Introduction

The interest of extensive reading seems to be gradually increasing in language teaching. Literally, extensive reading means enjoy reading many books throughout a certain period. Thus, the primary consideration should be motivating learners to read books effectively. As learners are exposed to various English expressions as a whole rather than word by word, learners proceed to language learning process naturally. In order to achieve this goal effectively, Microsoft PowerPoint has been considered.

PowerPoint has an immense potential to realize the goals of extensive reading such as enhancing motivation, understanding schemata and reading observation. The features of PowerPoint such as text, image, audio, video, and animation can be a very useful tool to provide motivation, observation, and schema for extensive reading. The combination of a few media is meant to enhance visual-oriented cognitive process and to motivate learners' interest before reading. If extensive reading leads to language acquisition, PowerPoint helps with effective extensive reading.

II. PowerPoint Resources in Classroom

Teachers make introductions of new books using PowerPoint. PowerPoint includes various ideas to encourage students to read the new books. In the PowerPoint, many activities have been presented for providing motivation and encouragement for students. Here are two forms of planning PowerPoint Application in Classroom. The first one is referred to the activity book edited by Bamford & Day (2004); the one followed is based on the research by Mashuhara (2005).

- ◆ Level: Beginner to Intermediate
- ◆ Aims: To introduce students to new books; to engage students with new books; to encourage students to read new books; to experience the text & blurbs of new books; to lead students to deeper processing.
- ◆ Setting: Classroom
- ◆ Time: 25-30 minutes

Table 1. Planning for PowerPoint Application in Classroom (Julian Bamford & Richard R. Day)

The Title of the Book		The Missing Mummy for Introduction	
<i>Procedure</i>	Slide	Activity and Instruction	PP Direction
<i>Warm-up</i>	01	Introducing the title of the book with the cover of the book	Point at the picture and click the answer button
	02	Introducing the author and the characters with photos and animation games	Click the pictures
<i>Development</i>	03	Presenting the titles of the chapters and making story with the titles	Click the titles
	04	Getting used to the characters	Click the words
	05	Viewing the vocabulary in the book	Click the words and pictures
	06	Making sentences linking the words and the characters	Click the underlines
<i>Conclusion</i>	07	Predicting the story with the illustrations and the blurb in the book	Click the illustrations
	08	Making a reading schedule	Point the blanks

Table 2. Planning for PowerPoint Application in Classroom (Hitomi Mashuhara)

The Title of the Book		The Missing Mummy	
<i>Procedure</i>	Slide	Activity and Instruction	PPT Direction
<i>Engagement</i>	01	Imagining and Telling the Genre of books listening to the narration. What genre do you think this book is? Why do you think so?	Point at the buttons.
	02	Inventing a story with the title on the base of 5H.	Click the sentence.

<i>Experience</i>	03	Guessing the title of the chapter which is read aloud from a teacher or audio set.	Click the button for playing audio material.
	04	Matching the titles and the illustrations. Telling why they match.	Click the titles.
	05	What happened before the illustration? What will happen after the illustration? Presenting the clues that the things happened. Guessing the beginning and ending of the story by the illustrations.	Click the words and pictures.
<i>Adjustment</i>	06	Interviewing partner or story telling.	Click the words.
	07	Extending the book report with your own idea.	Click the picture.
	08	Writing a story linking the titles for the chapters. What difference can you find?	Point the blanks.

III. Conclusion

PowerPoint has been used for almost all the subjects in the classroom. Simultaneously, extensive reading in SLA is gaining more attention among EFL teachers and researchers than before. The visual and auditory functions of PowerPoint can stimulate learners' cognitive process of learning and could make a significant contribution to forming schemata and visualization of texts in extensive reading class. Meanwhile, PowerPoint, one of the most powerful tools for presentation, has been used only in teacher centered class, not learner centered. However, through this tool the interaction between teachers and students can be enhanced. It is also necessary to utilize more computer applications and resources for interactive extensive reading program.



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Fear and Fun: Dealing With Student Anxiety in the Classroom

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Abstract

One of the biggest impediments to the Korean learner in acquiring English skills is anxiety over the possibility of making oral mistakes. The commonplace learner "remedy" to this problem is for the learner to not speak, which actually exacerbates the problem. What this paper does is to discuss the reasons for and types of L2 speaking anxiety, what the language learner can do to alleviate the problem, and what the classroom instructor can also do. Classroom activities developed for this purpose include small group decision-making activities, and role play, which can easily be adapted to whole-class or pair-work activities. Students often associate themselves with the person in the activity and do a considerable amount of self-reflection as they discuss the problem. Another way to deal with the anxiety problem is to make the language learning situation as non-threatening as possible. One very effective way to do this is via songs. Results of a quantitative study will be briefly presented to support the efficacy of song as a teaching technique. Also, to be presented will be a number of song activities, other than the common fill-in-the-blank exercise. These include (a) multiple-choice word selection, (b) spot the differences, (c) arrange the paragraphs, (d) arrange the lines, (e) strip lines, and (f) sentence halves.

I. Introduction

Korean English learners, like language learners the world over, want to not only understand the language they are learning, but to be able to use it to communicate. However, the Korean learner often finds that though they want to use English, they just can't. There is something that is holding them back from speaking the target language; that strong force is anxiety. This, of course, is not a phenomenon that is peculiar to Koreans, nor to second language learners. It is estimated that forty percent of all people have some degree of fear of speaking in front of a group even when speaking in their first language. The percentage is higher when speaking in a second language, and it is much higher for Koreans – higher for Koreans than for native Spanish or German speakers, for example. That percentage is still high for Koreans even when they are in the less-threatening one-on-one English speaking situation. Through a student survey and in-class student activities, a set of reasons for student English speaking anxiety has been identified. In this paper, these reasons will be discussed and solutions for both the learner and the teacher to carry out to lessen speaker anxiety will be offered.

II. Reasons for English Speaking Anxiety

A survey was taken of sixty university students of low-intermediate to intermediate English proficiency who were enrolled in university oral skills courses for English majors. They were asked four yes-no questions concerning fear of English. The results are shown in Table 1.

The survey results show that almost all of the students (97%) were at one time in their life afraid to speak English. This is much higher than the 40% for people who are afraid of speaking in their L1 (native language). After having studied English for more than six years, a large number of surveyed students (80%) indicated that they are still at times afraid to speak English, and a substantial number (62%) indicated that they were more afraid of speaking English to an English speaker than to a Korean. In addition, 42% of the students, nearly half of those polled, indicated that they already had a fear of learning English before they ever began to learn the language.

TABLE 1. UNIVERSITY STUDENT ENGLISH ANXIETY SURVEY RESULTS

Question	Yes (%)	No (%)
Have you ever been afraid to speak English?	97	3
Are you sometimes afraid to speak English now?	80	20
Are you more afraid of speaking English to a foreigner than to a Korean?	62	32
Did you have any fear of learning English even before you began to study English?	42	58

The students taking the survey were also asked in an open-ended question to list the causes or sources of their English anxiety for each of the four items in the survey. They were asked only to list, not rank, their responses. The most frequently occurring responses are as follows:

- Reasons for being afraid to speak in the earlier stages of language learning.
 - Lack of confidence; afraid of making mistakes, afraid of being misunderstood; desire to speak perfectly.
 - Not many opportunities to speak in English with native speakers.
 - Not knowing what English was like; knowing English was very different.
- Reasons for being afraid to speak in the later stages of language learning.
 - Lack of confidence; afraid of making mistakes; shyness.
 - Lack of listening and speaking instruction in secondary school.
 - Grammar-centered instruction; too many details to be memorized.

- Reasons for being more afraid of speaking English to native speakers than to Koreans.
 - Lack of confidence; afraid of making mistakes.
 - Korean-English differences in pronunciation.
 - More familiarity with interacting with Koreans.
 - Different culture and appearance of native English speakers.
- Reasons for being afraid of learning English even before beginning to study it.
 - Korean-English language differences; no exposure to English.
 - Hearing that English was quite difficult to learn.
 - Being afraid of foreigners.
 - Observing that older Koreans could not speak English well.

For the first three items, lack of confidence was listed most often as a reason for being afraid. However, rather than being a reason for anxiety, it is actually a result of some more basic cause of anxiety. That cause is, in many cases, another very frequently listed reason – the fear of making mistakes. This was listed as a reason for being afraid to speak in the earlier stages of language learning along with the desire to speak perfectly. The other common responses could be grouped together as "fear of the unknown, " not knowing much about English because of the lack of opportunities to have exposure to it, but knowing that it is in many ways different.

Reasons for being afraid to speak in the later stages of language learning, in addition to lack of confidence and fear of making mistakes, included lack of listening and speaking instruction in secondary school and grammar-centered instruction. Students considered that too much instruction time was given to language structures and not enough to practice in listening comprehension and speaking skills.

As reasons for being more afraid of speaking English to native speakers than to Koreans, again, lack of confidence and fear of making mistakes were the most frequent responses. Other responses, however, included Korean-English differences in pronunciation (interestingly, different sentence structure was not a common response), more familiarity with Koreans, and different culture and appearance of native English speakers. These last two indicate that the students were afraid of native English speakers because they looked and acted different.

Fewer students responded that they were afraid of learning English even before they began, but those who did gave reasons such as language differences between English and Korean, not having any exposure to English, being told that English was quite difficult to learn, being afraid of foreigners, and noticing that many Koreans older than themselves could not speak English well.

Although the above reasons were the most frequent ones given by students for their English anxieties, this does not necessarily mean that the list is exhaustive nor validate it as accurate. Students may not have put serious thought into their answers and, indeed, may not even be aware of what the actual or most important causes of their English anxieties are.

Young (1991) identifies the following as the main categories and sources of language learning anxiety for general learners.

A. Anxiety stemming from personal and interpersonal anxieties

- | | |
|--------------------------------------|--|
| 1. Low self-esteem | 5. Social anxiety |
| 2. Competitiveness | 6. Existential anxiety |
| 3. Self-perceived low ability levels | 7. Lack of SL group membership |
| 4. Communication apprehension | 8. Learner beliefs about language learning |

B. Anxiety stemming from role-related beliefs about language teaching

1. That some intimidation of students is necessary
2. That the instructor's role is to correct students constantly
3. That the instructor cannot have students working in pairs because the class may get out of control
4. That the instructor should be doing most of the talking and teaching
5. That the instructor is like a drill sergeant

C. Anxiety stemming from instructor-learner interactions

1. From the instructor's harsh manner of correcting student errors
2. From students' fear of being incorrect in front of their peers
3. From students' concerns over how mistakes are perceived in the language class

D. Anxiety stemming from classroom procedures

1. Having student speak in the target language in front of the class
2. Giving frequent oral quizzes, listening comprehension in particular
3. Calling on student to respond orally and exclusively in the SL

E. Anxiety stemming from aspects of language testing

1. Test formats that evoke more anxiety than others, e.g., listening comprehension, translation from SL to English
2. Over-studying for hours only to find that the tests assess different material
3. Unfamiliar test tasks

While the above are to be a comprehensive set of sources of anxiety, high frequency sources may differ for different culture groups. Truitt (1995), for example, found that Korean university students studying EFL held different beliefs than those of Yang (1991) and other studies carried out on American language learners and international students studying in the U.S. Truitt suggests that the differences for Korean students may be partially culture-based, granted that they may also be somewhat influenced by the relative status of language learning and social, political, and economic factors.

In a study of Japanese ESL learners in a U.S. setting, Ohata (2005) found that the characteristics of language anxiety that they exhibited, while falling into the categories identified by Young (1991), seemed to be strongly influenced by Japanese culture. It is believed that this is also quite true for Korean EFL learners. Jang (2004) conducted an interview study on eight Korean EFL university students and found that their main causes of anxiety were caused by (a) low self-esteem, (b) competitiveness, (c) state (situation-specific) anxiety or personality characteristics, (d) lack of group membership, (e) overt explicit error correction, (f) speaking English in front of the class, (g) little declarative (explicit) knowledge, (h) lack of class preparation, and (i) uneven allocation of turns.

Important causes of anxiety among the language learners in the present study appear to be:

1. Pressure by parents and teachers to get good grades at school in English.
2. Lack of confidence in their ability to learn English.
3. Fear of making mistakes and subsequent punishment or ostracism, i.e., fear of losing face for not being perfect.
4. Conditioning in childhood to believe that English is an extremely difficult language to learn.
5. Fear of foreigners and their behavior.

Because of the importance of English on tests for advancement in education and in society, parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability. Parents want their children to be the best in their class, and for most, this cannot be realized. When not realized, learners begin to lose confidence in their ability to learn English. Perfection is the perceived goal in not only language learning, but in all activities in life in which one engages. If a mistake is made in language production, the learner is branded as imperfect, and as a result may be punished by the instructor or ostracized by the group. Fault-finding by classmates is common and the fear of losing face often causes learners to refrain from oral or written production in order to avoid making mistakes. Young children hear from both children older than themselves and from adults that English is difficult to learn and often develop a fear of the language even before they begin to learn it. Koreans also have a relatively strong fear of foreigners. This is because Korean society has been very homogeneous and closed. It has been barely 100 years since Korea, known as the Hermit

Kingdom, open up to the outside world. Rather than the present-day term, "oegukin" (foreign person), outsiders were known as "orangkae" (barbarian) because of their wariness of their neighbors. Travel overseas was still almost impossible for the average Korean 25 years ago. Consequently, because of severely limited interaction with foreigners, this wariness of them has not yet completely dissipated.

MacIntyre and Gardner (1991) write: "The anxious student may be characterized as an individual who perceives the L2 as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes and who is less willing to try uncertain or novel linguistic forms" (p. 112). Similarly, Burden (2004) asserts that "for many students nervousness distracts from attending to and remembering new language, and will thus affect the practice required for language to be assimilated" (p.6). Anxiety causes less practice and production in the language being learned, thus hindering the language learning process. It is obvious that overcoming anxiety can improve language learning. Both the language learner and the teacher can be instrumental in overcoming learner anxiety.

III. Ways for the Learner to Reduce Speaking Anxiety

To overcome their anxieties, it would be helpful for the learner to implement the following suggestions.

- A. Examine the thoughts that cause the fear. If this is done, one will come to the realization that those thoughts are unrealistic and that the learner is likely being too critical of themselves. Recognize that the fears are unfounded and unwarranted. It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that it is not a requisite for success. Making oneself understood is, in itself, success, but not speaking in order to not make mistakes does not lead to language learning success.
- B. Learn how to relax. The more one relaxes, the more anxiety dissipates. Sit comfortably and straight in the classroom seat. Before class begins and during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Also relax the facial muscles by opening the eyes and mouth to stretch the muscles. Similarly, stretch arms and legs for additional muscle relaxation. Exercises turn nervous energy into positive energy through a calming release of chemicals.
- C. Know what you want to say. Think through the ideas that you want to express that the vocabulary, structures, and intonation that are appropriate to correctly express them.
- D. Concentrate on the message rather than on the people. Do not worry about what people may think if you make a mistake in the message you are trying to communicate. Instead concentrate on producing a message to make communication successful.
- E. Become familiar with your audience. Get to know your classmates. The better you know someone the easier it is to speak with them.

- F. Get to know the instructor better. Greet them at the beginning and end of class, and ask questions that you may have about English after class. This will make it easier to interact with the instructor during class time.
- G. Avoid sitting in the rear of the classroom. Gradually move forward to the middle or front of the class. Closer proximity to the person you wish to speak to makes speaking easier.
- H. Gain experience to build confidence. The more you speak English, the more confidence you will have in speaking English.

IV. Ways for the Instructor to Reduce Learner Speaking Anxiety

To assist the learner in reducing anxiety, the instructor may implement these suggestions.

- A. Exhibit genuine concern for your students and their language learning. If students detect that their instructor has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning.
- B. Provide a warm, reassuring classroom atmosphere. Walk around the room. Make occasional contact with the students by tapping them on the shoulder or patting them on the back.. Use humor in sufficient amounts.
- C. Provide students with a maximum of speaking time in a non-threatening environment. Incorporate small-group activities, role plays, and pair work into your lessons.
- D. Incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possible ways of alleviating it. For this purpose the following activities have been developed:
 - 1. *Fearful Jinho*: Small-group decision-making activity in which a university student, Jinho, is falling behind the rest of the class because of his fear of speaking. The group members must discuss the possible causes of his fear and suggest ways for Jinho to solve his problem.
 - 2. *Daewon's Distressing Dilemma*: Role play activity in which Daewon, a university student, is in danger of losing his scholarship and ability to attend school due to his fear of speaking and poor performance in his required English course. Daewon, his classmate, his English instructor, and his faculty advisor meet together to discuss Daewon's problem and suggest ways for him to overcome his difficulties.
 - 3. *Aunt Agony's Advice Column*: In this small-group decision-making activity, Seongjin, a university student, has a problem with speaking English, but his writing skills are good. The members of the group act as the advice column's advice committee and must discuss and decide upon what advice to give Seongjin. The advice may be written up in letter for as a reply to Seongjin. (See Resources 1, 2, and 3 in the Shaffer resource section of this program guidebook.)

E. To create a more relaxed and comfortable classroom atmosphere, song activities may be introduced into the lesson. In addition to the common fill-in-the-blank listening activity, formats such as multiple-choice word selection, spotting the differences, arranging the lines, strip lines, and matching sentence halves may be used. (See Resource 5 in the Shaffer resource section of this program guidebook.)

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David Shaffer has been an educator in Korea since the early 1970s. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as an elementary and secondary school teacher trainer and has prepared teacher training, textbook, and testing materials. Dr. Shaffer is the author of several books for Korean English learners and EFL-related columns in Korean periodicals. His main academic interest at present is in making teaching techniques more effective, especially by incorporating cognitive linguistic constructs. In addition to being actively involved in Korea TESOL, especially with the international conference and with publications, he is a member of numerous other ELT and linguistics associations.

David Shaffer Resource 1

Small Group Decision-making Activity

Fearful Jinho

Situation: Your friend Jinho has a serious problem that is preventing him from progressing in his English language studies. The problem is not studying; Jinho is a student who actually likes to study. The problem is that Jinho is afraid to speak English. Because of this anxiety, Jinho's speaking ability is falling further and further behind that of his classmates. Jinho knows that he must do something drastic and do it soon, but he does not know what to do or how to do it.

Task: What you and your group of Jinho's friends must do is:

- a) Explain to Jinho what the root cause or causes of his fear of speaking English is.
- b) Give Jinho very practical suggestions for solving his problem.

Causes of Fear of Speaking English

Solutions to Fear of Speaking English

David Shaffer Resource 2**Role Play*****Daewon's Distressing Dilemma***

Situation: Daewon is a college freshman. He is attending one of Korea's better universities and entered the Journalism Department with one of the better college entrance exam scores in his class. He is doing all right in his studies except for one course – English Conversation, a required course for all freshmen.

This course is not like any English course Daewon has ever had before. It is taught by Mr. Kent, a native English speaker from Canada, and a large portion of the course grade is based on speaking English in class. The trouble is that Daewon is so afraid of having to speak in class that he has begun skipping classes to avoid embarrassment. If this continues, Daewon could easily fail the course, and if he fails the course, he would lose his scholarship, which he absolutely needs to stay in school.

Mr. Kent is concerned about Daewon and has discussed his absences with Daewon's faculty advisor. As a result, Daewon's adviser has arranged a meeting with Daewon and his course instructor to try to solve Daewon's dilemma. Because of his fears, Daewon asked his classmate and good friend to go to the meeting with him.

Roles: **Daewon** **Daewon's classmate**
 Mr. Kent **Daewon's faculty adviser**

Task: Each of the role players is to try to help Daewon understand the cause of his problem and suggest courses of action that they think are best for Daewon to solve his problem. Daewon and the others may ask participants to clarify themselves and may also ask other questions or disagree. Daewon will listen to everyone's opinion and will come to no conclusion until the meeting is finished.

After the role-play is finished, each of the role players will briefly describe to the class the suggestions that they made to Daewon and the reasons why they made them. Based on each role-player's summary the class will then try to predict the course of action Daewon will decide on. Finally, Daewon will reveal his decision to the class and the reasons why he decided on that particular course of action.



David Shaffer Resource 3

Small Group Decision-making Activity

Aunt Agony's Advice Column

Dear Aunt Agony,

I am so troubled and so ashamed of myself and the situation just seems to be getting worse and worse. The problem is with English. I have studied English for more than six years in secondary school and afterwards, but I am afraid when I have to speak it. It is not that I am a poor student – I have always gotten good grades on my written English tests and in other subjects, too. Whether it is to a foreign English instructor or to a Korean English instructor, I become so overcome with fear that I can't say anything most of the time.

What is wrong with me? Do I have some psychological problem? Was I abused when I was young or something? I hope you can tell me what the underlying cause or causes of my problem are, and I hope you can give me some practical suggestions to overcome my anxiety. And please don't tell me that I need to have confidence – I already know that! Am I possessed? If so, please tell me how to drive out the demons.

Sufferin' Seongjin in Seoul

- Tasks:**
- 1) With the other members of your group, first discuss the possible reasons for why Seongjin may be so afraid to speak in English and make a list of your conclusions.
 - 2) Next, discuss possible things that Seongjin could do to help him overcome his fear of speaking English and make a list of the best suggestions.
 - 3) Finally, write a reply to Seongjin's letter telling him:
 - a. what you think the causes of his problem are.
 - b. what he can do to remedy his problem.



David Shaffer Resource 4

Small Group Decision-making Activity

Trevor's Trouble

Situation

Trevor is a colleague of yours, teaching at the same school, and he has a problem. It has been over seven years since he came to Korea from his native Canada to teach English, but his Korean skills are still rudimentary. He has trouble telling the taxi driver to take him to his school, or even ordering a noodle dish in a Chinese restaurant. He tells people that it is because Korean is so hard for English speakers to learn that his skills are not better, but many people who have been here for a much shorter time, have far better skills. His lack of language skills has become almost unbearably embarrassing for Trevor. That is why he has begun to lie about how long he has been in Korea; now he tells people that he has only been here for a year and a half! Trevor wants to improve his Korean skills but he doesn't really have a clue as to how or where to start.

Task

What you and your group of colleagues and friends of Trevor's must do is:

- a) Explain to Trevor what the root cause or causes of his inability to learn Korean is.
- b) Give Trevor some very practical suggestions for solving his problem.

Causes of Trevor's inability to learn Korean

Solutions to Trevor's Problem



David Shaffer Resource 5

Ways to Use Songs in the Classroom

1. **Fill-in-the-Blanks / Cloze**
2. **Multiple-Choice Word Selection**
3. **Spot the Differences**
4. **Arrange the Lines**
5. **Strip Lines**
6. **Sentence Halves**
7. **Arrange the Sections**

2. Multiple-Choice Word Selection: As Tears Go By

[*It / This / That*] is the evening of the [*play / day / May*].

I [*sit / quit / slip*] and watch the children [*pray / play / sway*].

Smiling [*vases / places / faces*] I can see

But not for [*me / free / thee*].

I [*sit / quit / slip*] and watch as tears go by.



David Shaffer Resource 6

3. Spot the Differences: As Tears Go By

It is the evening of the play.

I sit and watch the children act.

Crying faces I can see

But only for me.

I sit and watch as tears go by

4. Arrange the Lines: As Tears Go By

____. But not for me.

____. I sit and watch as tears go by.

____. I sit and watch the children play.

____. It is the evening of the day.

____. Smiling faces I can see

____. All I hear is the sound

____. I sit and watch as tears go by.

____. I want to hear the children sing.

____. My riches can't buy everything.

____. Of rain falling on the ground.

____. They think are new.

____. Doing things I used to do,

____. It is the evening of the day.

____. I sit and watch as tears go by.

____. I sit and watch the children play.



David Shaffer Resource 7

5. Strip Lines: As Tears Go By

I sit and watch the children play

I sit and watch as tears go by

But not for me

It is the evening of the day

Smiling faces I can see

6. Sentence Halves: As Tears Go By

- | | | |
|----------------------------|------|--------------------|
| 1. It is the evening | ___. | but not for me. |
| 2. I sit and watch | ___. | of the day. |
| 3. Smiling faces I can see | ___. | as tears go by. |
| 4. I sit and watch | ___. | the children play. |

7. Arrange the Sections: As Tears Go By

___.

My riches can't buy everything.
I want to hear the children sing.
All I hear is the sound
Of rain falling on the ground.
I sit and watch as tears go by.



David Shaffer Resource 8

____. It is the evening of the day.

I sit and watch the children play.

Doing things I used to do,

They think are new.

I sit and watch as tears go by.

____. It is the evening of the day.

I sit and watch the children play.

Smiling faces I can see

But not for me.

I sit and watch as tears go by.



Chris Surridge:

Moodle Workshop: Creating Quality Online Listening Content On a Shoestring

Join us for a step-by-step workshop on creating listening resources and quizzes for Moodle. The workshop shows how educators can easily and inexpensively create and publish quality listening content on their websites. Listening content can then be used for in-class presentations, student-directed practice, or for secure, tracked and graded listening evaluations. This workshop will be of particular interest to educators who require more practice content that mirrors course content.

Bio

Chris Surridge graduated with an MA in English Language and Literature from the University of Guelph in Ontario Canada. He has lived and worked in the EFL industry in Korea for 6 of the past 10 years and currently serves as Associate Professor and Foreign Director in the Department of English Language at Namseoul University. He and his wife, Lucy, are the co-founders of **The eLearning Project**, a non-profit, experimental application of eLearning technology in the EFL environment. Supplementary material for his presentations can be accessed at www.elearningproject.com. He can be reached via email at chris@elearningproject.com.

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- **Marc Helgesen:** "Listening Skills: The Foundation for Global Communication"
- **Caroline Linse:** "Enticing Young Learners with Phonics and Pronunciation"
- **David Nunan:** "Grammar in the 21st Century"

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The Workshop Leaders

Marc Helgesen is co-author of *Practical English Language Teaching: Listening* (McGraw-Hill) and other conversation coursebooks. He is a professor at Miyagi Gakuin Women's University, Sendai, Japan, and has been a featured speaker at various Asian conferences

Richard R. Day is a professor in the Department of Second Language Studies at the University of Hawaii/Manoa. He has authored numerous publications on second language reading, the most recent being *Extensive Reading Activity for Teaching Language*.

Caroline Linse is an associate professor at Sookmyung Women's University, teaching in the graduate TESOL program. She is also an author of numerous books including: *Practical English Language Teaching: Young Learners* (McGraw-Hill) and *Fingerprints* (Macmillan).

David Nunan is Chair Professor of Applied Linguistics at the University of Hong Kong, as well as Dean of the Graduate School of Education, Newport Asia Pacific University and Senior Academic Advisor to Global English Corporation. He has published over 100 scholarly books and articles on ELT, including on task-based language teaching, a method he pioneered in the 1990s. Recent honors include a 2002 English Education Citation by the US Congress, and the 2003 Thomson Learning TESOL Lifetime Achievement Award. Dr. Nunan is a former President of TESOL.



12:30 pm Session:

Dale Garratt:

Grading of PowerPoint Presentations (50% of your total grade)

1. Basic, required elements. (40%) Your presentation should contain all of the elements listed below. This is to be sure that you are able to use the most basic functions. As you continue to use PowerPoint for personal, school or business reasons, you'll naturally build upon this basic knowledge, but be sure to include at least these fundamental elements:

Covered on March 4

- Background color
- Use of a selected font (not the "default" font, Times New Roman)
- Proper size of font (nothing less than 18).
- Moving text (with sound)
- Both imported photos and clipart

Covered on March 18

- Transitions between slides
 - Music (embedded small-file)
 - CD music prompted by your presentation (need to have CD or MP3 player to hear it, PowerPoint doesn't save this type of music)
 - (Optional) Hypertext and hyperlinks
2. Educational content. (30%) PowerPoint can be used for business presentations, a personal "slide show" of photos from a trip, or many other purposes. In this class your presentation should be an educational one, in other words, a presentation that could be given to a class of students, from age kindergarten to college. You can choose any topic at all that would be appropriate for a class.
 3. Effectiveness of presentation. (30%) In creating your presentation, you have to ask yourself: Is my purpose clear? How well am I communicating the information? Am I being artistic and also effective in teaching? Are students going to learn from my presentation, or just be dazzled by it?

RECOMMENDED CLIPART WEBSITES

Use these for finding photos or clipart that you want to use.

<http://www.awesomeclipartforkids.com/>

http://www.clipart-graphics.net/cgi-bin/imageFoliopro.cgi?direct=3D_Animations/people

http://www.animationfactory.com/free/people_a_l/people_a_l_page_ac.html

<http://www.1clipart.com/>

<http://www.aaacclipart.com/cgi-bin/imagefolio/imageFolio.cgi?direct=sports>

<http://www.iconarchive.com/>

http://www.gamextazy.com/?from_site_top20free

<http://www.animationfactory.com/cgi-bin/bh.pl>

<http://webclipart.about.com/>

http://www.animationfactory.com/free/animals/animals_page_aa.html

And don't forget – you can always copy photos from any webpage on the internet by using the right-mouse click and then saving it to a folder you want to keep it in. As long as you don't use the photos for illegal purposes (for instance trying to sell photos of your favorite pop artist that you copied from the Net!) you should be OK. In the U.S. copying stuff for educational purposes is usually OK. If you're not sure, though, be careful to ask the publisher.

ONE THING MANY POWERPOINT CREATORS FORGET IS TO ADD QUOTES TO THEIR PRESENTATION. A SHORT, FUNNY QUOTE WITH A RELATED PICTURE CAN REALLY GRAB YOUR AUDIENCE'S ATTENTION.

The following quotes were taken from actual medical records dictated by physicians. They appeared in a column written by Richard Lederer, Ph.D. for the Journal of Court Reporting. These and other language gems are featured in Lederer's book - Fractured English, published by Pocket Books, 1997.

By the time he was admitted, his rapid heart had stopped, and he was feeling better.

Patient has chest pain if she lies on her left side for over a year.

On the second day the knee was better and on the third day it had completely disappeared.

She has had no rigors or shaking chills, but her husband states she was very hot in bed last night.

The patient has been depressed ever since she began seeing me in 1983

Patient was released to outpatient department without dressing.

I have suggested that he loosen his pants before standing, and then, when he stands with the help of his wife, they should fall to the floor

The patient is tearful and crying constantly. She also appears to be depressed.

Discharge status: Alive but without permission.

The patient will need disposition, and therefore we will get Dr. Blank to dispose of him.

Healthy appearing decrepit 69 year-old male, mentally alert but forgetful.

The patient refused an autopsy.

The patient has no past history of suicides.

The patient expired on the floor uneventfully.

Patient has left his white blood cells at another hospital.

The patient's past medical history has been remarkably insignificant with only a 40 pound weight gain in the past three days.

She slipped on the ice and apparently her legs went in separate directions in early December.

The patient experienced sudden onset of severe shortness of breath with a picture of acute pulmonary edema at home while having sex which gradually deteriorated in the emergency room.

The patient had waffles for breakfast and anorexia for lunch.

Between you and me, we ought to be able to get this lady pregnant.

The patient was in his usual state of good health until his airplane ran out of gas and crashed.

Since she can't get pregnant with her husband, I thought you would like to work her up.

She is numb from her toes down.

While in the ER, she was examined, X-rated and sent home.

Coming from Detroit, this man has no children.

Terry Stocker:

LET THE STUDENTS TEACH
Terry Stocker (Hongik U, Jochiwon)

This paper is a continuation of previous research on means of stress reduction, and increasing motivation, for Korea's ESL students. Upon receiving a variety of texts from Oxford University Press, I distributed the texts to one class and instructed them that each student must use his or her text to teach the class for at least 5 minutes and no longer than 20 minutes. The more advanced students welcomed the opportunity and provided supplementary materials. Students with lower-speaking skills were apprehensive, and chose lessons that required minimal speaking on their part. Examples are provided to show that this experiment can be used for students with bare-minimal speaking skills. For example, the teaching student only has to call on other students by name to answer a question, for example, "Sumi, answer question 1." A specific example being Exercise 1 on page 30 of *American Headway 1*. See Figure 1, below. The lower level students were of course apprehensive about, and during, teaching, but once the exercise was completed, they felt more at ease, and were more motivated, in later exercises. Other examples of having students teach are also presented. See Figure 2.






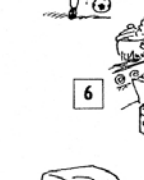




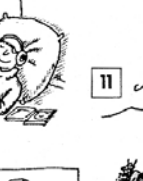


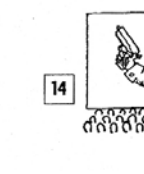


Terry Stocker has been in Korea since 1994, when he came as one of the founding members of EPIK in 1994. He holds a doctorate in anthropology and archaeology, both of which he has taught in Korea. Five of his ten books are still on amazon.com.

FIGURE 1.

VOCABULARY AND SPEAKING

Leisure activities

1 Match the words and pictures. Put a check (✓) next to the things that *you* like doing.

<input checked="" type="checkbox"/> going to the gym	1		2		3		4		5	
<input checked="" type="checkbox"/> dancing										
<input checked="" type="checkbox"/> skiing										
<input type="checkbox"/> watching TV										
<input checked="" type="checkbox"/> playing soccer										
<input checked="" type="checkbox"/> taking photographs										
<input checked="" type="checkbox"/> cooking	6		7		8		9			
<input checked="" type="checkbox"/> playing computer games										
<input checked="" type="checkbox"/> sailing										
<input checked="" type="checkbox"/> listening to music										
<input type="checkbox"/> swimming	10		11		12		13			
<input checked="" type="checkbox"/> reading										
<input type="checkbox"/> eating in restaurants										
<input checked="" type="checkbox"/> going to the movies	14		15		16					
<input type="checkbox"/> jogging										
<input checked="" type="checkbox"/> sunbathing										

2 Discuss in groups what you think your teacher likes doing. Choose two activities.

- (A) I think he/she likes cooking. (B) No, I think he/she likes eating in restaurants.

FIGURE 2.

This exercise takes between 5 to 10 minutes, depending on class size.

Every class I have a different student walk around and ask the other students a set of printed questions, as listed below. I listen to make sure they correct mistakes, and I ask them to be "good teachers." If they do not correct the mistakes, I make a note that they are "bad teachers." In large classes, I have one student walk down a row, so maybe five students are teaching at one time. Obviously, listening to all five is a harder, but mistakes can be heard and must be corrected.

Q: What time did you get up this morning?

A: I got up at

Q: What time did you arrive at school?

A: I arrived a school at...

Q: Did you eat breakfast?



A: Yes.

Q: What did you eat?

A: I ate...

Q: What time will you go home?

A: I will go home at....

Q: How did you come to school today?

A: I came to school ...

Aulia Djunaedi:

CHAPTER I: INTRODUCTION

CHAPTER II: LITERATURE REVIEW

2.1 Using songs and chants in EFL classroom

2.2 Reasons for using music

2.2.1 Affective Reasons

2.2.2 Cognitive Reasons

2.2.3 Linguistic Reasons

2.2.4 Multiple Intelligence & Learning Style

CHAPTER V: SUGGESTIONS

5.1. Suggestions for activities using songs

CHAPTER 1: INTRODUCTION

Songs give an important meaning in human life; even when we are still in the mother's womb (Schoepp, 2001). Mothers in general like to sing a song for their babies, so humans are familiar with music at early age. Especially children like to sing a lot. Singing while playing games with friends, singing while doing their homework or singing in class are not surprising activities that people do, particularly children.

Chants are similar to songs, but they are simpler. Chants can be found in many English textbooks. Chants contain the target vocabulary, grammar and intonation patterns in a lesson plan based on the textbooks. Both children's songs and chants are used to stimulate intelligence to think and practice the target language (Orlova, 2003).

CHAPTER II: LITERATURE REVIEW

2.1 Using songs and chants in EFL classroom

Songs are memorable. Once a song is listened, taught and learned, it is hard to forget especially the rhyme. Songs and chants have become part of English lesson not just as a supplement but the function is more than that (Madylus, 2004; Kim, 2005).

Young learners should not be pressured or depressed in learning a language; they learn faster if the activity is not stressful and fun (Halliwell, 2000). Songs and chants destroy all the anxiety and enhance their self-confidence (Moon, 2000; Phillip, 1993;

Korean parents generally concern about their children education and improvement, by implementing songs and chants to young learners can bring positive thinking to the parents, the children themselves and the society. Children tend to prove their ability to others, not exception to their parents.

2.2 Reasons for using music

2.2.1 Affective Reasons

There are four affective principles from (Brown, 2002) which are language ego, self-confidence, risk taking and the language culture connection. Singing a song or chanting can increase student's self-confidence in speaking English. Singing a song or chanting in groups can cover someone's mistake.

2.2.2 Cognitive Reasons

There are four cognitive principles; automaticity, meaningful learning, the anticipation of reward, intrinsic motivation and strategic investment. However there are only three cognitive reasons that more relevant to the reasons of using songs and chants than other principles.

Automaticity means as a component of language fluency includes the capability to say a word without any hesitation (Schoepp, 2001). Brown (2002) says that children appear to learn language without "thinking" about it.

Meaningful learning means that the lyrics in the song and chant can support their understanding of the target language that they learn and related to existing knowledge. Many songs are created from the real situation in life and people imagination. Also there are many chants created to build a comprehension of the target language from the textbooks.

Intrinsic motivation means the motivation that drives learner to learn language is from the learners themselves because they are curious and interested in getting involved in an activity. Singing a song or chant is considered learning a language unconsciously. People like to be able to relax and not under-stress. Korean students are busy with school and extra lessons. Singing a song can help them to relax while learning a language unconsciously.

2.2.4 Multiple Intelligence & Learning Style

People are not produced from the same factory. People are not product. Each person is unique; everyone has their own personality or character. Each child is unique; in fact, children show their interest and dislike more noticeable than adults. If they dislike to doing something they show their feeling directly. However, one child to the others can have some similar patterns that refer to style and strategy (Brown, 2002)

There are many criteria of learning styles such as field independence and field dependence, left and right brain functioning, reflectivity and impulsivity, last visual and auditory learning styles. Young learners who like to learn a language by listening to tape and music are tends to be auditory learners or musical/rhythmic learners (Brown, 2002). So this is another reason why it is necessary to implement songs and chants in class.

Suggestion for activities using songs

5.2.1 TPR (Total Physical Response)

Children learn their first language from their parents and people who close to them. In order to apply the easiest comprehensive to children are by showing and pointing objects and explain the target language with body language and gesture. Those are the common simple ways.

TPR is known as the simplest effective way for listening and language comprehension, especially for children. (Brown, 2001). TPR is not a clapping hands activity but it is more energetic. TPR is used for songs and chants activity; it is not just crucial for language comprehension, but it is also fun.

Example 1: (Group activities)

With my foot I tap tap tap
With my hands I clap clap clap
Right foot first
Left foot then
Round and round and back again.

Example 2:

The more we get together, together, together (2x)
The happier we'll be
For your friends are my friends and my friends are your friends
The more we get together the happier we'll be.
The less we get together together together (2x)
The less happier we'll be

Finger Play

Example 1:

Two little black monkeys sitting on a hill
One names Micky and one names Minnie
Fly away Minnie, Fly away Micky
Come back Minnie, Come back Micky

Example 2:

Jelly on the plate, Jelly on the plate.
Wibble wobble wibble wobble
Jelly on the plate
Sweeties in the jar sweeties in the jar
Shake them up, shake them up
Sweeties in the jar

5.2.2 Word Bingo

If the students know the song well then the teacher can write down the target languages in a board or maybe hand in papers with the target languages. Students place the words in a bingo grid. The teacher plays the songs or chants then the students mark off the target languages as they hear them in the song or chants. After that, the teacher can sing together with the learners (Darla, 1991; Wright, A & Betteridge, D & Buckby, M, 1996; Kim, 2005).

Example :(Group activities :Don't worry be happy by Bobby Macferrin)

Write down these words in a chart:

Don't worry A little took your bed your face will frown
 Be happy Look at me lay your had Bring everybody down
 No cash No pa My phone number to litigate
 No style smile some trouble call me

5.2.3. Creating story and drama

Another technique to enrich young learners' language skill is by creating stories and dramas. This is like combination techniques between learning a song and making a story about the song. Children have a great imagination, so this activity can put their energy to something productive and positive (Halliwell, 1992).

This activity is definitely challenging for older learners who have enough English vocabulary to be creative independently

Example song by Britney Spears 'Lucky' the lyrics are:

This is a story about a girl names Lucky
 Every morning, she wakes up
 Knock knock knock on the door
 It's time for make up, perfect smile
 It's you they're all waiting for
 They go...
 Isn't she lovely, this Hollywood girl?
 And they say.....

Chorus:

She's is so luck, she's a star
 But she cry, cry, cries in her lonely heart, thinking

If there's nothing missing in my life

Then why do these tears come at night.

Here the teacher better ask the students how do superstars' life like and ask whether they want to be a superstar. Based on my experience when I was a teenager I was always wanted to be famous, to be a superstar like Britney. My friends also taught like that.

I believe Korean teenagers also like that; adore superstars and want to be a superstar.

After the students giving their opinion then I give the handout of 'Lucky' and read the lyrics. Point out that Britney cries at night and ask why she cries to the students.

These questions gain their comprehension. Briefly, after practicing sing the song. For the next lesson, the teacher can ask the students to make a conversation between Britney and Britney' Mom or sister. The second character can be anybody.

Example

Britney' sister is in front of Britney' room

Britney' sister :(Knock, knock.) wake up Britney

Britney : Hmm yes. I'm coming

Uh perfect smile perfect smile.

I have to look fresh and wonderful.

Britney' sister : Come on Britney you have a busy schedule.

Britney : I know I know. Wait.

(Britney comes out from her room)

Britney' sister.: Have you just cried?

Britney : A little. I'm tired.

(Group activity: Make a short script by using Don't worry be happy' idea)

My Favourite Websites

Todd Vercoe

Inje University, Gimhae, Republic of Korea

Abstract

The harried teacher is often short of the time that they have to prepare for classes, find new activities, prepare assessment rubrics, assign self-study to students etc.

Over the years I have collected a vast assortment of websites that teachers would find useful in their daily lives.

This workshop presentation will be an exploration of the resources out in on the Internet. I will provide what I have found and hope that all in attendance will also share their favourite websites.

For the sake of simplicity, I have left off the “http://www.” tag that should be used for each URL.

The Obvious

Google:	google.com
Hotmail:	hotmail.com
Yahoo:	yahoo.com
EFL Law:	epl-law.com and epl-law.org
Dave's Esl café:	eslcafe.com
Genki English::	genkienglish.net/start.htm
ESL Monkeys:	eslmonkeys.com
English Club:	englishclub.com
Learn English Central:	britishcouncil.org/learnenglish/central.htm
For Teachers:	4teachers.org
Hot Potatoes:	hotpot.uvic.ca
Moodle:	moodle.org
Blogger :	blogger.com/start
Yahoo Groups:	groups.yahoo.com
MSN Groups	groups.msn.com

Online Dictionaries

Merriam Webster:	m-w.com
Cambridge:	dictionary.cambridge.org
Dictionary.com:	dictionary.reference.com
Etymology online:	etymonline.com

Teaching the dangers of the Internet

RYT Hospital:	rythospital.com
Dog Island:	thedogisland.com
Dihydrogen Monoxide:	dhmo.org
Brain Transplantation:	216.247.9.207/ny-best.htm
Burmese Mountain Dog:	descy.50megs.com/akcj3/bmd.html
Plastic Assets:	plasticassets.com/

ESL/EFL Games

Learn English:	learnenglish.org.uk/games_frame.html
Many Things:	manythings.org
Fun and Games:	funandgames.org
English Club:	englishclub.com/esl-games/index.htm
Game Aquarium:	gameaquarium.com
Kiddles.com:	kididdles.com/mouseum/index.html
Free English Games:	free-english-games.com/
Abroad languages:	abroadlanguages.com/al/la/english.asp
Woodward:	woodward.cl/actividades.htm
Learn English.de:	learnenglish.de/gamespage.htm
Miniclip:	miniclip.com/learning.htm
A Game A Day	agameaday.com
Typing Tutor:	senselang.com
Word Oddities:	rinkworks.com/words/oddities.shtml
Toungewisters:	geocities.com/Athens/8136/tonguetwisters.html

News and Current Events

Korea Herald:	koreaherald.co.kr
Korea Times:	times.hankooki.com/
Joongang daily:	joongangdaily.joins.com
International Herald Tribune:	iht.com/
National Public Radio:	npr.org
BBC:	bbc.co.uk
CBC:	cbc.ca
Fark:	fark.com



English Teaching resources

English Rescue:	englishrescue.com/
MES English:	mes-english.com/
Quiz Star:	quizstar.4teachers.org/indexi.jsp
Rubi Star:	rubistar.4teachers.org/index.php
Webquests:	webquest.org
Scholastic:	teacher.scholastic.com/index.htm

Lesson Plans

Learning Pages:	learningpage.com
Discovery:	school.discovery.com

Finding Key Pals

Teaching.com:	teaching.com/keypals/
English Club:	englishclub.com/esl-forums/
Epals:	epals.com/
IECC:	iecc.org/

Computers and Internet

Version Tracker:	versiontracker.com
Email Ettiquette:	emailreplies.com/#rules
Emoticon Definitions:	netlingo.com/smiley.cfm

Job Hunting

ESLZ:	eslz.com
TEFL:	tefl.com
ESL Employment:	eslemployment.com

Links Pages

Owl:	owl.english.purdue.edu/handouts/esl/eslstudent.html
Sites for Teachers:	sitesforteachers.com/index.html
Teachnology:	teachers.teach-nology.com/index.html

Misc.

Online Graph paper:	incompetech.com/beta/plainGraphPaper/
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Todd Vercoe has been standing in front of classrooms for over two decades. He previously taught games and game design for the Toronto Board of Education before coming to Korea ten years ago. He currently lectures at Inje University and serves as the president of the Busan/Gyeongnam Chapter of KOTESOL. He is a masters candidate at Teachers College, Columbia University in Instructional Design and Technology.



2006 TESOL International Summer Academy

Continuing Education Workshops for ELT Professionals Worldwide

Location: Sookmyung Women's University, Seoul, Korea

Date: July 29-30, 2006

Featured Workshop Leaders

- Richard Day: "The Value of Reading in Language Education"
- Marc Helgesen: "Listening Skills: The Foundation for Global Communication"
- Caroline Linse: "Enticing Young Learners with Phonics and Pronunciation"
- David Nunan: "Grammar in the 21st Century"

OVERVIEW

The 2006 TESOL International Summer Academy is specifically designed for English language teachers, teacher trainers, supervisors, curriculum developers, and coordinators in Korea and other Asian countries.

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- Gain practical insights on how to implement the latest classroom practices.
- Reflect on your teaching and learning.
- Build valuable professional and personal relationships that will last a lifetime.
- Receive a **Certificate of Attendance** from TESOL verifying your participation.



Registration

Registration Fees (includes materials, refreshments, one lunch, and a certificate of attendance)

Pre-registration Fee (Received by June 30, 2006)	\$179
<i>On-site Registration Fee</i>	\$ 249

Each workshop is limited to 37 participants and will be filled on a first-come, first-served basis. Register early to ensure that there is space available.

Register using TESOL's secure online registration system. For more information, go to TESOL's Web site <http://www.tesol.org/> then click on "Professional Development," "Conferences and Events," and "TESOL Academies."

The Workshop Leaders

Marc Helgesen is co-author of *Practical English Language Teaching: Listening* (McGraw Hill) and other conversation coursebooks. He is a professor at Miyagi Gakuin Women's University, Sendai, Japan, and has been a featured speaker at various Asian conferences

Richard R. Day is a professor in the Department of Second Language Studies at the University of Hawaii/Manoa. He has authored numerous publications on second language reading, the most recent being *Extensive Reading Activity for Teaching Language*.

Caroline Linse is an associate professor at Sookmyung Women's University, teaching in the graduate TESOL program. She is also an author of numerous books including: *Practical English Language Teaching: Young Learners* (McGraw Hill) and *Fingerprints* (Macmillan).

David Nunan is Chair Professor of Applied Linguistics at the University of Hong Kong, as well as Dean of the Graduate School of Education, Newport Asia Pacific University and Senior Academic Advisor to Global English Corporation. He has published over 100 scholarly books and articles on ELT, including on task-based language teaching, a method he pioneered in the 1990s. Recent honors include a 2002 English education citation by the US Congress, and the 2003 Thomson Learning TESOL Lifetime Achievement Award. Dr. Nunan is a former President of TESOL.



4:00 pm Session:

Caroline Linse:

Why Michael Can't Learn

Listed below are checklists and/or lists of indicators designed to help teachers determine if a child may have a specific problem which may impede learning.

Checklist of Vision Problems – Retrieved From:

<http://www.healthy.net/oepl/CLASROOM.HTM>

Appearance of Eyes:

- Reddened eyes or lids
- Eyes tear often
- Encrusted eyelids
- Frequent sties on lids

Complaints When Using Eyes:

- Headaches
- Burning eyes
- Itching eyes
- Nausea after reading
- Print blurs
- Double Vision

Teacher's Observations When Student Reads:

- Head movement
- Loses place often
- Needs finger to keep place
- Omits words frequently
- Re-reads lines
- Skips lines
- Short attention span
- Fails to recognize some words
- Confuses similar words

When Student Writes:

- Confuses similar words
- Writes up- or downhill
- Repeats letters within words
- Omits letters, numbers or phrases
- Misaligns digits
- Covers one eye
- Tilts head
- Fails to recognize same word when repeated in text
- Fails to visualize
- Makes mistakes when copying from chalkboard
- Writing poorly spaced or crooked
- Unable to stay on ruled line
- Poor placement of words on page

Other Problems:

- Avoids desk work
- Blinks, squints, rubs eyes

Hearing Problems –

Retrieved from: <http://www.vision3d.com/adhd/parents.html>

- Has a history of hearing loss
- Has a history of ear infection(s)
- Does not pay attention (listen) to instruction 50% or more of the time.
- Has difficulty following verbal directions -- often necessary to repeat instructions
- Does not learn well through use of the auditory channel
- Cannot always relate what is heard to what is seen
- Cannot attend to auditory stimuli for more than a few seconds
- Frequently misunderstands what is said
- Says "Huh?" and "What?" at least five or more times per day.
- Forgets what is said in a few minutes
- Has a short attention span.
- Daydreams -- attention drifts -- not with it at times
- Easily distracted by background noise
- Experiences problems with sound discrimination

- ___ Has "startle" response to sudden sound or movement
- ___ Gives unusual descriptions of sounds, auditory stimulation or sensation
- ___ Constant humming or audible self-talk
- ___ Needs frequent "quiet time" to regain mental energy and composure
- ___ Does not comprehend many words, not grasping verbal concepts appropriate for age/grade level
- ___ Has a language problem (morphology, syntax, vocabulary, phonology)
- ___ Has an articulation (phonology) problem
- ___ Demonstrates below average performance in one or more academic area(s)

Signs and Symptoms of ADHD and ADD

- Fails to give close attention to details or makes careless mistakes
- May have poorly formed letters or words or messy writing
- Has difficulty sustaining attention in tasks or play activities
- Does not follow through on instructions and fails to finish schoolwork or chores
- Avoids or strongly dislikes tasks (such as schoolwork) that require sustained mental effort
- Forgetful in daily activities
- Has difficulty organizing tasks and activities
- Loses things necessary for tasks or activities (pencils, assignments, tools)
- Shows difficulty engaging in leisure activities quietly
- Acts as if "driven by a motor" and cannot remain still
- Blurts out answers to questions before the questions have been completed, often interrupts others

Strategies for Children with ADHD and ADD

- Allow a child to change work sites frequently while completing homework or studying
- Assign tasks involving movement such as passing out papers, running errands, watering plants
- Use music as a tool for transitioning, from one activity to another
- Vary tone of voice: loud, soft, whisper
- Stage assignments and divide work into smaller chunks with frequent breaks
- Teach students to verbalize a plan before solving problems or undertaking a task
- Permit a child to do something with hands while engaged in sustained listening: stress ball, worry stone, paper folding, clay.

- Use inconspicuous methods such as a physical cue to signal a child when she or he tunes out
- Provide opportunities for student to show divergent, creative, imaginary thinking and get peer recognition for creativity
- Employ multi-sensory strategies when directions are given and lessons presented

Signs and Symptoms and Strategies for Working with Children with ADHD or ADD (National Institute of Mental Health, 2003)

If a child has several of these indications, further investigation should be made. The child may be dyslexic or there may be other reasons. This is not a checklist.

1. Persisting factors

There are many persisting factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school. These include:

- Obvious 'good' and 'bad' days, for no apparent reason
- Confusion between directional words, e.g. up/down, in/out
- Difficulty with sequence, e.g. with days of the week or numbers
- A family history of dyslexia/reading difficulties

2. Pre-school (5 and under)

- Has persistent jumbled phrases, e.g. “cobbler's club” for “toddler's club”
- Use of substitute words e.g. “lampshade” for “lamppost”\
- Inability to remember the label for known objects, e.g. “table, chair”
- Difficulty learning nursery rhymes and rhyming words, e.g. “cat, mat, sat”
- Later than expected speech development

Pre-School Non-language indicators

- May have walked early but did not crawl—was a “bottom shuffler” or “tummy wriggler”
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet
- Enjoys being read to but shows no interest in letters or words
- Is often accused of not listening or paying attention
- Excessive tripping, bumping into things and falling over
- Difficulty with catching, kicking or throwing a ball; with hopping and/or skipping
- Difficulty with clapping a simple rhythm

3. Primary school age (5 years old to 12 years old)

- Has particular difficulty with reading and spelling
- Puts letters and figures the wrong way round
- Has difficulty remembering tables, alphabet, formulae, etc.
- Leaves letters out of words or puts them in the wrong order
- Still occasionally confuses *b* and *d* and words such as *no/on*
- Still needs to use fingers or marks on paper to make simple calculations
- Poor concentration
- Has problems understanding what he/she has read
- Takes longer than average to do written work
- Problems processing language at speed

Primary school age non-language indicators

- Has difficulty with tying shoe laces, tie, dressing
- Has difficulty telling left from right, order of days of the week, months of the year, etc.
- Surprises you because in other ways he/she is bright and alert
- Has a poor sense of direction and still confuses left and right
- Lacks confidence and has a poor self image

Indications of Dyslexia (British Dyslexia Association, 2005)

Kira Litvin:

Survey Instructions

Other names: Opinion Polls or Questionnaires

Types of learning: Project-based, communicative, skill-integrated

Materials: List of topics (see below) or students make a list of topics for the class; large paper and markers for displaying results (not necessary)

Skills: Forming questions (grammar, vocabulary)

Asking and answering questions

Compiling and summarizing collected information

Retelling, reporting, and explaining to others

Speaking, listening, reading, and writing in English

Possible topics: Television viewing habits, opinions on television programs or films, family backgrounds, family life, attitudes toward school/university/job, spending habits (keeping a budget), leisure-time activities, political views, attitudes about academic subjects or teachers, ideas about child rearing, eating/healthy habits, physical activities or routines, attitudes towards controversial social topics (adultery, polygamy, corruption, nepotism, international foreign policy, sex without marriage), values & beliefs, and so many more!

General Procedure for short project:

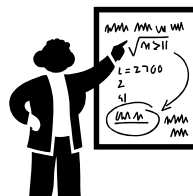
1. Students work in small groups (3-4).
2. They are given a topic and must make closed-ended questions. Questions should yield yes/no, agree/disagree, frequency or other pre-determined (multiple choice) answers. Such answers make it easier to compile and report results. [For advanced learners open-ended questions could be used with more directions from the teacher.] Limit the number of questions to no more than five, no less than three.
3. The teacher should check all questions, help students with grammar structure, and make suggestions on wording.
4. Once groups have refined their questions they can survey their classmates. Each student in each group should ask at least three different classmates.
5. When everyone is finished, students return to their original groups and compare/compile/compute their results. They should make statements about their results (ex. Five out of fifteen people agree that..., 50% of all people say they ...). Each person will be responsible for the information and will report to other classmates.
6. Lastly, students share their survey results with the class in jigsaw groups.

Jigsaw grouping: This is a way to organize students so that each person has an opportunity to speak and share information. Students are re-grouped so that one student represents each original group. Each new group member has different information to share/report from his/her original group. Each group member is an “expert” on his/her topic. Jigsawing can also be used for text reading, answering questions from text, sharing discussion information and many other ideas! If your class only has two groups each student should be paired with a student from the other group.

Extensions for surveys:

- a) This project can be extended beyond the classroom by having students survey another class, on campus, in the community, family, etc.
- b) Students could make their own topic to investigate something they really want to know more about. If students already know how most people will reply, the project is not as interesting.
- c) Oral presentations for reporting survey results. These presentations could be for fun, or graded assignments to test oral proficiency, target vocabulary, creativity in displaying results, and more.
- d) Invite other classes or other teachers into the classroom for more diverse opinions.
- e) Surveys could focus on particular grammar functions such as adverbs of frequency, have/has (Do you have a pet? Have you ever had a pet?), Is/are (Are you happy early in the morning? Is your family talkative in the morning?), daily habits, vocabulary practice, or more!
- f) Survey projects can be part of a larger curriculum project such as writing, reading, or content-based initiative. The survey project could be integrated into a project to write a class newsletter, make a class website, or present information to a group who might be interested in the results. Be creative!

**What other ways can surveys be used in your classes?
How can students practice English using surveys?
What makes surveys fun and interesting?**



Susan Kim:

Classroom English Through Songs and Chants

Presenter: Susan Kim (almostkorean2@yahoo.com)

Classroom English Tip:
Chanting is an effective tool for getting attention

Listen please. Be quiet. Stop talking. Close your mouth. Shut up!

Chanting



1) Point to the ceiling



Point to the floor
Point to the window
Point to the door
Clap your hands together
One, Two, Three
Now sit down and look at me

2) Look at me. Tap, tap, tap.
Hands on lap. Lap, lap, lap.
Clap your hands. Clap, clap, clap.
Listen to me. Sh, sh, sh.
Close your mouth. Mm, Mm, Mm.



Adapting the Textbook

A) Have you ever been to China?
B) Yes, I have.

A) Have you ever been to England?
B) No, I haven't. I hope to visit someday.

Singing

1) My Bonnie Lies Over the Ocean

M	O
	B
L	S/T

My Bonnie lies over the ocean
 My Bonnie lies over the sea
 My Bonnie lies over the ocean
 Oh, bring back my Bonnie to me.

Bring back. Bring back.
 Bring back my Bonnie to me, to me.
 Bring back. Bring back.
 Oh, bring back my Bonnie to me.



Classroom English Tip:
 Circle all the words that start with the letter "M"
 Tell me all the "O" words.
Underline all the words that start with "B"
 Which words start with "L" ?
 How do you spell "sea"?

2) Patty Cake



- a) Patty cake, patty cake, baker's man
- b) Bake me a cake, as fast as you can.
- c) Roll it and pat it and
- d) Make it with a "B"
- e) Then put it in the oven for baby and me.

Kim-bap

- a) Kim-bap, kim-bap, ahjuma
- b) Make us some kim-bap, bali-wah
- c) Spread it and roll it and
- d) Make it for free
- e) Then give us the kim-bap so we can eat.

3) Swimming

- a) Swimming, swimming in a swimming pool
- b) When days are hot
- c) When days are cold
- d) In a swimming pool
- e) Breast stroke
- f) Side stroke
- g) Fancy diving too.
- h) Oh, don't you wish you never had anything else to do
- I) But...

Great Resources on the Internet

<http://www.niehs.nih.gov/kids/home.htm>

A fantastic site operated by the National Institute of Environmental Health Sciences. It has a variety of songs with midi files and games with activities.

www.kididdles.com

Check out the Musical Mouseum section which has a lyrics and music to children's songs.

www.manythings.org

A fun site for ESL learners. Site has a variety of games, puzzles and quizzes.

<http://www.childrenonlyesl-efl.com/index.asp>

Click on "Tour" and then select "songs and chants." This site lists many popular kids songs, but does not provide midi files or detailed actions for all the songs.



Gavin Peacock and Jung Won Lee:

Team teaching in Korean schools

Presented by Gavin Peacock and Jung Won Lee, who taught together in
Asan Boys Middle school 2005

Problems faced

Working with large classes of about 35 students
Teaching to students of differing levels in each class

Room arrangement

For hands on teaching, teachers must be able to move around the room
Checking all students' progress.
Use of English Labs with group tables and power-point screens

Notebooks

Keep an English "Memory Book" over the year
Leaves a track record of students progress
Gives a student pride to see their development
Easy for teachers to assess each student and to work on improving their English weaknesses

Team Teachers

Curriculum

How to decide on yearly curriculum, whether it should be based on students regular course-book/textbook, or to be developed by the native English speaker teacher in order to supplement the students' standard course.

The use of Profile creation, diary writing, songs, drama, games.

Discipline

How to work together as team teachers to maintain discipline.
Talking in class, students sleeping, completion of homework etc.

Understanding each other, working complementary to each other.

Knowing the advantages the Korean teacher/Foreign teacher each has.
Understanding the cultural and educational system differences. (Students' long hours, exam pressure etc)
Using each others skills and advantages to best achieve good classroom results.
The use of stimulating interaction between team teachers.'
Getting to know each other in and out of the classroom
Showing your appreciation of each other for each other to each other.

PROFILE

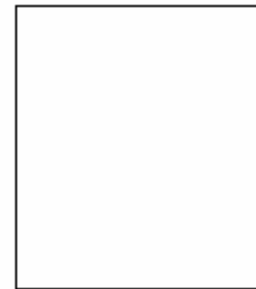
NAME

NICK-NAME *What is the English meaning, how long you have had that nick name and why you have that name. who gave the name to you?*

.....



BIRTHDAY date and **zodiac sign** and born in the year of which animal?



MY FAMILY write about your family,

Photo

EXAMPLE

My Dad is a nice guy as he is concerned for me and we play sport together.

My mother is very kind and is a good cook.

My younger brother is a brat and is always crying and annoying. My parents always spoil him (treat him too nicely)

MY FAVORITE FOOD *Why do you like it, how often do you eat it and where you eat it.*

MY BEST FRIEND *His or her name, how long you have been friends, why you like him and what you usually do together. photo*

MY HOBBY *What is your hobby? When do you do it, why you like that Hobby, and how much time do you spend doing your hobby activity?*

SPORT *Which sports do you like to play? Why do you like it and who do you play with? Why is it good for you?
What sports do you like to watch. Who is your favorite sports star?*

MY BEST MEMORY *What is your best memory or experience? Why was it so special to you?*

MY FAVORITE SONGS / SINGERS *Your favorite songs and singers, why do you like them
What kind of music you like and why?*

picture

MY FAVORITE MOVIES AND MOVIE STAR *what kind of movies you like, your favorite movie and favorite actor. Why do you like them?*

picture

WHAT I HATE THE MOST *What do you hate and why? Explain your feelings.*

WHAT I LOVE THE MOST *What do you love and why? Explain your feelings*

MY DREAM *What do you want to study at university? What job do you want in future? Why do you like that job? What kind of family do you want to have and how many children? What are your dreams about traveling and which other countries would you like to visit.*

MY LIFE PRINCIPLE – MY MOTTO. *What do you believe in. What is your Life Principle?*

NOTEBOOKS ARE TO HAVE THE FOLLOWING COMPLETED by the end of semester 1

- 1 PROFILE
- 2 ENGLISH DIARY – 4 entries each more than 100 words
- 3 ENGLISH LETTERS AND (EMAILS to friends with replies)
- 4 ENGLISH SONGS AND PICTURES OF SINGERS – download and paste from the internet
- 4 FRIENDS' PAGE – COMMENTS AND ARTWORK DECORATION FROM YOUR CLASS FRIENDS

*Your notebook writing should look very, very nice.
Your book should have many photos, pictures, and decorations.*



David Kim:

Instructions for Formatting a Document

General:

- Use Time New Romans 10 point font for the body of the text. For any titles use a 12 point font, with bold.
- The left, right, top, and bottom margins should be bordered by a 2.5 (or 2.0) cm margins.
- Use a 'Full' justify.
- Divide the text into reasonably readable paragraphs.
- If you are using intent paragraphs, indent 0.5 cm. If block paragraphs, a space must be between each paragraph, without an indent.

Spelling: make sure that you perform a spell check before printing out the document. A spelling mistake gives the impression that you are incompetent or worst, ignorant.

Punctuation: be sure to place periods, commas, exclamation, question and quotation marks in their proper place. Punctuation marks should appear inside quotation marks.

Spacing: assure that there are spaces between each word, and no extra spaces anywhere in the document.

Capital & small case letters: proper names (e.g., Korea, English, and person's name) are capitalized. Also, the first letter of the first word in each sentence should be capitalized.

Titles & headings: ensure that there is a title (or headings) for your document. The first letter of each word should be capitalized. The exception being, articles (i.e., the, a), and conjunctions (e.g., and, or, but, etc.), with the exception of the first word of the title. Also, do not include a period at the end of the title or heading.

Paragraph form: make certain that the writing is in paragraph form. Each paragraph should cover one topic. Each paragraph should contain no more than four or five sentences.

** Please write your name, student number, class code and class number on the top right hand corner of the assignment.

Sample 1 (Indented Paragraphs):

Introducing the MVP Distribution Network

The sales man said, "Have you heard about the MVP Distribution Network? MVP Software is joining forces with BBS sysops in a joint effort that will help both of us." He continued, "I'd like to invite you to become a member of the MVPDN. Here's how it can benefit you."

Near and dear to all sysops' hearts are callers. Jonathan said, "If you run a subscription BBS, then more callers means more money. If you run a free BBS, then



more callers means that more people are finding what they want on your system. Participating in the MVPDN will increase the traffic on your board.”

Participating sysops in the MVPDN receive all of our popular games and entertainment-related shareware directly from MVP Software, before it is available on other boards or from shareware disk vendors. So they said, “What about the quality of our games? Good question. AOL has chosen many MVP games as Top Picks over the years.”

In 1994 MVP Bridge (DOS) was chosen by CGW as best shareware card game of the year and was nominated by PC Magazine as one of the five best shareware games of the year, all categories, and Pickle Wars was nominated by CGW as one of the three best arcade/adventure shareware games of the year. In 1995 MVP Bridge for Windows was nominated by CGW as one of three best shareware card and casino games, and MVP Word search for Windows was nominated by the SIA as one of the best in its category.

Sample 2 (Blocked Paragraphs):

The Sales Pitch to Sell You This Product

Don't miss out! I told you, “Be the first BBS in your area to carry these hot new shareware products!” These are just some of the reasons to join the MVPDN now and grow with us. It's easy to join the MVP Distribution Network. Here's what you do.

Then I will say again, “Not all boards qualify to be a distribution site for MVP Software. We would love to have them all, but since we mail all new releases and updates directly to each sysop, the cost is prohibitive.” So to qualify, your board MUST be online 24 hours a day. I'm sorry, but we can't support part-time boards.

Call MVP's home BBS, Ryan's Bar, at 616-456-1845 or 616-456-5342. Download all the files in the MVP file section. These are the files you should post on your board in the MVP section. Call Dave Snyder at (616) 245-8376 (voice) so we can add your name and address to our database.

Formatting Exercise 01

Correct the formatting mistakes in the following piece of writing. Be sure to divide the writing into reasonable paragraphs. Also, provide a good title for the writing. notes:

N My name is Kim. Bum-soo Kim? Kim are my last name. I was given a name by my father. And , my name is made of a Chinese character. So, every words of my name has special meaning. First, Bum means a model. And soo means the waterside. So to speak,. My full name means that a model is standing nearby the waterside. It is literal translation. But it is not real meaning of my name My name has a wide meaning. For that reason, it is too difficult to explain the meaning of my Korean name in English. But the most exact meaning of my name is a Saint of integrity and a pure-hearted man. So, I will working hard to be true to my name. Thanks to your attention.

Formatting Exercise 02

Circle all the formatting mistakes in this document. There should be 5 mistakes in each of the first two paragraphs, 11 in the next, 10 in the next three paragraphs, and 18 in the Reference section. **Computer Software Review Title: Pronunciation Power 206**

– Version 1.0 (a.k.a., Pronunciation Power 2 – for Intermediate/Advanced English speakers)**Publisher & publication Year** : English Computerized Learning Inc, 1996 (www.EnglishLearning.com) Pronunciation Power(version 1.0) is a wonderful interactive program for those hoping to improve their English pronunciation. The software is easy to install and/ the application quite user friendly, The format is ideally suited for self-study, but could be adapted for a speech lab (or even a classroom)setting. the installation of the Pronunciation Power software is a breeze . Most computers on the market nowadays should meet the minimum systems requirements to run the application (a detailed outline of the minimum systems requirements, and supporting OS formats, are provided at the end of this review). On most computers, it should take Less than 10 minutes to install and start running, Installation requires only 5 MB of hard drive space, and runs primarily from the Cd-ROM.Navigating through the application is extremely simple. upon starting the program , the user is greeted with the main menu containing icon buttons marked with phonetic alphabet symbols(and sample words for those unfamiliar with the phonetic alphabet symbols)for 5**2 sounds in the English language. Clicking any one of the icon buttons produces an audible sound (via speakers and/or headphones) of the marked sound. Clicking an icon button also reveals additional menu items leading to three areas of study for a particular sound : Lessons , Speech Analysis, and Exercises. The Lessons area of study offers visual and auditory instructions for producing each sound. Audible sounds are accompanied by visual illustrations (a side and front-view) of real-time articulatory movements for the production of the sounds . For the side-view. , animated drawing provides an x-rayed look of the complete mechanics, .including airflow(through where and in what manner),, lips and tongue placement and movement,, velum movement, and whether a sound is voiced or voiceless. For the front-view, a video-clip of a real person is played, demonstrating jaw, lip, and tongue protrusion movement. A written description (and at times suggestions) for producing the sound is provided that the user can access as an auditory-clip (i.e., the user can also choose to listen to the instructor read the description or suggestion). The Lessons are a useful feature that provides helpful instructions, in written and animated video format for the user. **References** Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching pronunciation: a reference for teachers of English to speakers of other languages. Cambridge : Cambridge university Press. Kim, D. D. I. (1999). Pronunciation for Korean students: Assessment and method. Invited presentation at KOTESOL Seoul Chapter meeting, Konkuk University, Seoul, Korea. (Nov 20). Kim, D. D. I. & Margolis, D. P. (in press). teaching English pronunciation to Koreans: Development of an English pronunciation test - EPT. In The Second Pan-Asia Conference (PAC2) Proceedings. Seoul: KOTESOL. Prator, C. H. Jr., & Robinett, B. W. (1985). manual of American English pronunciation, 4th Ed. Tokyo: Harcourt Brace &

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Format for Your Personal Dictionary

1) Write out each word on the left side of the notebook (see below for a sample). Then write a short definition of what the word(s) mean. For example, **Stoic**: free from passion, unmoved by joy or grief, and submit without complaint to unavoidable necessity. Some will be compound words and will not be found in the

dictionary. If you can not find the word in the dictionary, try to write a short description of what you think the words mean.

2) Then, if you like, a short definition of the word in Korean. If you can, try not to write any Korean in the your personal dictionary, but if you do make the writing very brief.

3) Write some synonyms (words or phrases that have similar meaning) for the word, if you can. For example, **Stoic** = n. fatalist, quietist; man of stone, man of iron; adj. detached, philosophic, impassive, unruffled, unimpassioned, imperturbable, calm, tranquil, dispassionate. You might not be able to do this with some compound words. In that case, write synonyms for each word.

4) Try and write some antonyms (words or phrases that have dissimilar meaning). For example, **Stoic** not= uncontrolled, undisciplined, excitable, volatile, emotional, passionate, disturbed.

5) Also, write a short sentence using the word. It should include other words that capture the meaning of the word. For example, "Her stoic attitude helped us all to bear the tragedy."

Example

Stoic: Of or pertaining to the school of philosophy founded by Zeno, who taught that people should be free from passion, unmoved by joy or grief, and submit without complaint to unavoidable necessity.

Stoical: Impassive; characterized by a calm, austere fortitude befitting the Stoics.

Synonyms: n. fatalist, quietist; man of stone, man of iron.

adj. detached, philosophic, impassive, unruffled, unimpassioned, imperturbable, calm, tranquil, dispassionate.

Antonyms: uncontrolled, undisciplined, excitable, volatile, emotional, passionate, disturbed.

Sentence: 1) He's a stoic and never shed a tear at the News. 2) Her stoic attitude helped us all to bear the tragedy.

Final Evaluation Paper: Instructions and Grading Criteria

Instructions

Topic: Comparative Composition-Past, Present and Future (Topic must be related to university)

** You must first get approval of your specific topic before working on your paper.

Length: 3-4 pages

Dues date: Start of Week 15 (June 10)

Part A: Writing the Paper: First, decide on a topic to write. Then, develop a detailed outline of your composition, in accordance to the point paragraph outline form (one point paragraph outline for each paragraph). Finally, write your composition, then printout and provide copies to each group-mate.



Part B: Proofing and Evaluating Group-Mate Papers: First get a copy of each of your group-mates papers. You will be helping them by proofing (editing/correcting) their papers. Use a red pen to do the proofing. Be sure to write your name on the copies you proof. Return the proofing to the owner of the paper. **DO NOT EVALUATE GROUP-MATES OUTLINES.**

Part C: Incorporating the Proofing into the Paper: Once you have received your group-mates' proofing of your paper, examine their corrections and decide how to improve your paper in light of their comments and suggestions. Printout the final version of the paper and submit it during class.

Grading Criteria (Peers and Professor)

1. **Format (/10):** Spelling, margins, line spacing, font, justification, use of bolding/italic, etc.
2. **Outlines (/10):** Detailed Point Paragraph Outline form, with proper Supports and Specific Details. **(PROFESSOR EVALUATION ONLY)**
3. **Thesis Statement & Citation/Reference (/10):** Must be a proper introduction to the entire composition. Should indicate the overall structure of the composition, with each topic in the paragraphs introduced. The citations in the body of the paper must be properly formatted as well as the reference section references.
- 4a. **Paragraph-Topic Sentence (/10):** Must be a proper introduction to the paragraph. Should indicate what the paragraph will be about and not be about, that is, the topic sentence should not be too broad nor too narrow.
- 4b. **Paragraph-Supports/Details (/10):** Must be relevant the paragraph and provide detailed descriptions related to the main idea in the topic sentence.
5. **Coherence/Continuity (/10):** The overall ordering and structure of composition, as well as, the proper use of transition words.
6. **Overall Creativity (/10):** How interesting was the papers?
7. **Peer Proofing/Editing (/20):** The amount of editing help you provide to your group-mates. Note that this criterion is out of 20. **(PROFESSOR EVALUATION ONLY)**
8. **Peer Evaluation (/10):** The appropriateness of you evaluation considering the writing of your group mates. **(PROFESSOR EVALUATION ONLY)**

Material to Submit

You must present the following material (5 types of material):

1. A **floppy disk** containing your composition in MS Word or Hangul file format. Your name, student number, class code and your contact number (cellular phone number or your home phone number) must be marked on disk with PERMANENT INK. The first page of the paper on the floppy disk must have the **title, name and your major**.
2. Detailed outline in the form of the **Point Paragraph Outline** in the Supplemental Materials Book (page 27). Each paragraph should have one

point paragraph outline. For each point paragraph outline, be sure to include the Topic Sentence (topic & theme), Supporting Points, and Details.

3. **Three to four page composition** that conforms to the formatting instructions provide on page 8 in the Supplemental Materials Book. That is, for example, the margins, font & size, line spacing (1.5), justification, etc. For the first page of the printout of your composition, you must have your **name, student number, and class code** located on the top right corner of the page.
4. Copies of each person's paper in your group, with evidence you have provided help editing (proofing) their papers. That is, you must help your group-mates revise/edit their papers, and you must provide evidence that you have provided this help, in the form of **a copy of each group-mates' paper with the proofing**. The proofing must be in red ink. After proofing your group-mates paper, you must return it to the owner of the composition for them to incorporate your proofing to their final writing of the midterm evaluation paper. **THE PROOFED COPY OF EACH PAPER MUST BE RETURNED TO THE OWNER OF THE PAPER (COMPOSITION), AND IT WILL BE THE RESPONSIBILITY OF THE OWNER TO SUBMIT YOUR PROOFING WITH THEIR MIDTERM EVALUATION PAPERS.**
5. You grading of each of your group-mates paper in accordance to the **Grading for Final Evaluation Paper sheet** (available for download at the Composition Assignments webpage. You must provide an honest grading for each person in your group.



**** Finally, be sure to write your name, student number and class code on the top right corner of the paper.**

<p>Owner of Paper: _____ Grader of Paper: _____ <u>Grading for Final Evaluation</u> <u>Paper</u> 1. Format: ._____/10 2. Thesis Statement & Citation/Reference: .___/10 2. Paragraphs a. Topic Sentence: ._____/10 b. Supports/Details: ._____/10 3. Coherence/Continuity: ._/10 4. Overall Creativity: .___/10 TOTAL: ._____/60</p>	<p>Owner of Paper: _____ Grader of Paper: _____ <u>Grading for Final Evaluation</u> <u>Paper</u> 1. Format: ._____/10 2. Thesis Statement & Citation/Reference: .___/10 2. Paragraphs a. Topic Sentence: ._____/10 b. Supports/Details: ._____/10 3. Coherence/Continuity: ._/10 4. Overall Creativity: .___/10 TOTAL: ._____/60</p>
<p>Owner of Paper: _____ Grader of Paper: _____ <u>Grading for Final Evaluation</u> <u>Paper</u> 1. Format: ._____/10 2. Thesis Statement & Citation/Reference: .___/10 2. Paragraphs a. Topic Sentence: ._____/10 b. Supports/Details: ._____/10 3. Coherence/Continuity: ._/10 4. Overall Creativity: .___/10 TOTAL: ._____/60</p>	<p>Owner of Paper: _____ Grader of Paper: _____ <u>Grading for Final Evaluation</u> <u>Paper</u> 1. Format: ._____/10 2. Thesis Statement & Citation/Reference: .___/10 2. Paragraphs a. Topic Sentence: ._____/10 b. Supports/Details: ._____/10 3. Coherence/Continuity: ._/10 4. Overall Creativity: .___/10 TOTAL: ._____/60</p>



KOREA TESOL MEMBERSHIP INFORMATION

All English teachers, regardless of level or nationality, are invited to join KOTESOL. We welcome **native and non-native speakers** teaching at elementary, middle, and high schools; language schools, colleges, and universities.

College students are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

People who are interested in the learning and teaching of English in Korea are also welcome to join, as regular members, even if they are not currently teachers or students.

Regular Membership: Annual dues are 40,000 won. Two-year dues are 75,000 won.*

Undergraduate Student Membership: Annual dues are 20,000 won.*

International Membership: Annual dues are US\$ 50.*

Lifetime Membership: Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership: See our website.

* **Period of membership:** 12 months from the month of application to the 1st day of the 12th month following that date.

* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

We need your feedback, active participation, and help! Join us!

www.kotesol.org
Email: kotesol@asia.com

Online Membership Application

Tired of faxing or emailing membership applications?

New membership application and renewals can now be made online at:

<http://www.kotesol.org/forms/memberform/>

5:00 pm Session:

Kyungnan Park:

Instead of saying a few words only, how can Korean students speak fluently in English?

Kyungnan Park

The method Koreans have been using for English learning is not very successful judging from the statistics: Korea is ranked the first to spend money for private English lessons, but Korea is ranked 109th among 153 countries in TOEFL results. Communicative ability of Koreans is also internationally known to be very weak. It's a shame.

How can we improve the English proficiency level of Koreans? How can we get over the level of stammering out a few words from what has been memorized when we try to communicate? How can we make our students communicate fluently in English? I can suggest the way of using movies for our students to 'acquire' English, not 'study' English, for fluent communication.

For acquisition of English, it is important for our students to be exposed consistently to sufficient and good quality input. Instead of reduced or purposefully tailored input, 'full input,' which is natural and authentic English for an adult level, is effective for acquisition for all students who have different levels of English proficiency. Still, the content should be appropriate for our students' cognitive levels. Movies offer excellent input for this purpose.

'Acquisition' instead of 'study' should form a base in order for our students to have fluency to the extent of a conditioned reflex for any response. However, our students are in EFL situations where English is not used as the first language, so it is considered hard for Korean students to 'acquire', not 'study' English. Still, repeated exposure using innovative method to movies and animations enable our students to 'acquire' English even in EFL situations. In this way, speech bursts out instead of students putting together memorized expressions unnaturally stammering out a few words.

I'd like to introduce the innovative method to maximize the acquisition in EFL situations. I am going to present actual results through the visuals of the students who acquired English through this method. The students who are going to be presented are the ones who are trained in TOSS English. After I talk about the following issues, discussion with participants can follow.

- Ways to 'acquire' English in EFL situations
- Why movies are effective for acquisition of English?
- What are the effective ways to use movies for 'acquisition' of English?
- What kind of movies work well for acquisition of English? What are the criteria of selection?
- Recommended DVD titles
- Activities for effective speaking practice
- Actual Results (with visuals) – pronunciation, fluency, confidence, spontaneity

Donald Rikley:

Show and Tell with Drama Tableaus

Donald Rikley

The Catholic University of Korea, Bucheon, South Korea

Abstract

Dramatic tableaus along with role play; can be used with L2 students of all ages to encourage communication and comprehension, initiate discussion, and tell stories in a L2. Tableaus are a drama convention in which the members of a group use their bodies to make an image or picture capturing an idea, theme or moment in time. Tableaus are a great way to get students to both show and verbally express themselves through their L2. Tableaus can be used in the classroom for two purposes. As a fun, “stand alone” game/storytelling activity or as an activity focused around a particular unit of study, topic or issue. An example post-secondary lesson focusing on life changes; will be presented in which participants create a series of tableaus and role plays to tell about life changes both physically and verbally, communicating in English. A number of lesson ideas using tableaus are presented. As well, various benefits of using dramatic tableaus in the EFL classroom are discussed.

I. Introduction

Telling a story, discussing a topic or idea, and simply communicating or comprehending English can be a difficult task for a L2 learner. When using a textbook for learning, the task of comprehending or producing a L2 can be more difficult since the language being used is not used in context. Lightbown (1985) mentions that a learner’s ability to understand and produce complex and accurate language; is much greater in a meaningful context as opposed to a decontextualized situation. In fact, drama tableaus and role plays seem to offer a great way for L2 students to use and understand language in a contextualized manner. Actually, there has been some research (Drama Strategies, 2005) showing the benefits of using tableau and role play with ESL grade school students. However, there seems to be little research or exploration into the use of tableaus and role play with L2 learners, particularly post-secondary learners, in a foreign language environment.

II. Dramatic Tableaus and Role Play in Education

Drama tableaus are essentially a “frozen picture” or “freeze frame” created by a group of people to show a concept or idea (O’Neill, 1995). Actually, dramatic tableaus have been used as a dramatic technique for many years. In fact, O’Neill (1995, p.127) notes that, “tableau or depiction has a long history in both educational drama and theatre.” Tableaus are often presented as a series that develop into a role play. The succession of tableaus are often presented and developed into a short role play, and then, classmates discuss and guess what they have seen (Warren & Rogers, 1995). In essence tableaus are a great way to show an idea or feeling, which initiates communication among the members in the role play. And finally, classmates are given the opportunity to discuss and comment on what they have just observed.

III. Benefits of using Tableaus and Role Play in Foreign Language Education

There are a number of benefits to using drama tableaus in L2 learning. Marranca (1977) notes that, “the stillness of tableaux sequences suspends time, causing the eye to focus on an image and slows down the process of input...” The slowing down of input can be very helpful for L2 learners who may have trouble comprehending other forms of input. As well, being able to observe a still image allows the learner time to critically reflect and think about an idea or story. As well, tableaus and role play allow learners to acquire their L2 in a contextualized way which is often not possible when strictly using a textbook. In fact, McNeese (1983) explains that when students use textbooks speech is often used in isolated and truncated fragments, and so what is practiced is often quickly forgotten. By using drama tableaus and role play, the contextualized environment makes acquiring and remembering the L2 more possible. As well, in any language classroom learners have various learning styles. While there are numerous learning styles, in formal education settings there is usually a preference towards either visual or auditory input (Brown, 2000). By using tableaus and role play, input is visual, auditory, and kinesthetic, which allows for various learning styles. With an understanding of the potential benefits of using tableaus, we can look at a lesson in which tableaus and role plays are used with post-secondary students to explore life changes.

IV. Drama Tableaus – Storytelling Lesson (Life Changes)

Lesson Focus: A fun activity using tableaus to get students to express their ideas, role play, and tell stories in English. This lesson was used with post-secondary students studying “Past-Present-Future” life changes in “New Interchange 2 – Book 2 (Unit 9). However, this lesson can be used in the beginning of the semester as an ice-breaker. As well, it can be used as a way to get students to discuss various issues and tell various stories. Regardless of the issue or focus, using tableaus is a great way to “bring life” to stories, initiate, and foster discussion.

Lesson Objectives: To get students to use their bodies to create frozen images or pictures. The ability to express oneself physically and verbally in English. An ability to work as a group to create ideas. An ability to discuss stories in English. To build students confidence in speaking English. To enhance oral communication skills. To help students imagine and develop stories or ideas.

Class Duration: 60 - 75 minute class

Student Ages: Post-Secondary students (any major); can be used with any age group

What’s needed: - A Whiteboard with markers

- A large classroom without desks (students need room to move around)
- New Interchange – Student’s Book 2 (Unit 9) (Richards, 2006)

LESSON OUTLINE

1. Warm Up: Stretching (10 minutes)

The teacher should ask students to stand in a circle. The teacher then joins the students in the circle. The teacher then leads the students in basic stretches of the whole body. This is important as the lesson requires a lot of physical movement.

2. Tableau Introduction: (15 minutes)

The teacher now organizes students into groups of 4-5 students depending on the size of the class. The teacher will then present an idea, for example, “winter.” The students must then discuss (in English) within their group about how they are going to create a frozen picture of “winter.” Beginner students may need to use a little Korean, but the teacher should encourage students to talk in English throughout all activities. The teacher will then call upon each group

to show their tableau. Each group should show their tableau for 20 seconds. As a group is frozen, the teacher will tap on different students' shoulders and encourage them to communicate what they would say at that moment. *This is important as it gets the students to begin expressing their thoughts and ideas in English. Students should be encouraged that even just one word is sufficient.* After a group has presented their tableau, the teacher should call upon students to guess and discuss what the tableau is trying to tell.

3. Life Changes Tableau (30 -40 minutes)

This activity acts as a supplementary activity to Unit 9 (Life changes) in "New Interchange 2." Once again though, this activity can be tailored to get students to create stories about any topic or issue. The teacher begins by telling students that they will be showing and telling stories about how life changes from the past to the present to the future. The teacher should instruct each group that they have 5 minutes to create 3 (1 Past, 1 Present, and 1 Future Life) tableaus. The teacher should also instruct students that each tableau will act as a starting point to a short 1 minute role play.

** Presentation: When a group presents they should be instructed to start by freezing in their "past" tableau. The teacher will time 10 seconds upon when the teacher will tap on a students shoulder. At this time, the group should unfreeze, and role play (for about 1 minute) until the teacher says, "STOP." Then the group should create their second tableau and continue the same process. When all 3 tableaus and short role plays have finished, the other classmates should guess what the story was about and discuss the meaning of the story.

4. Discussion: (10-15 minutes)

The teacher should lead the class in a small discussion about each story. As well, a discussion of the changes in life from the past to the future. Getting students to give their opinion on different groups' opinions of the future can be a great way to stimulate interesting discussion. Also, questions from the textbook or prepared questions can be used.

V. Conclusion

The task of producing and comprehending a L2 to tell stories, communicate, and discuss ideas, can be a very difficult task. However, using drama tableaus and role play can be beneficial in encouraging contextualized language acquisition, an important part of acquiring a L2, especially in situations where textbooks are being used. In the example lesson drama tableaus and role play are used to initiate discussion and create communication concerning life changes. Tableaus may also be used to present cultural rituals, create plays or stories, and tackle any number of issues or topics. Finally, there are many possible benefits of using tableaus of which only a few have been mentioned. More classroom research into the way dramatic tableaus and role play can be used in the foreign language classroom, using various topics and issues, would be helpful in understanding the best way to use it in the classroom.

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Ken Johnson:

Using Country Music To Teach English as a Second Language (Abstract)

**By Ken Johnson
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I have used Country Music to supplement my English Lessons for the past 6 years. I have seen the positive effects of this kind of teaching and thought it important to gather data to show the usefulness of this kind of teaching and learning activity.

Five classes, totaling 148 students were selected as study groups. They studied English songs for the last 20 minutes of each lesson for one semester. One class of 23 students was used as a control group. They received the same lessons with the exclusion of the music study.

A quiz covering the previous lesson was given at the beginning of each class. Mid term tests and the final exam were the same for each class except for the music content. The classes that learned the songs achieved between 3% and 8% higher grades on both the mid term exam and the final. The average of the students with music was 5% higher than those without.

The students were polled at the end of the semester and it was found that those who learned significantly more than the assigned songs all scored between 86% and 98% on the final exam.

Extended Summary

In order to understand the usefulness of Country Music to learning English one must first understand the development of Country Music.

At first country music was dubbed western music. It consisted of cowboy ballads, western folk songs, like The Streets Of Laredo, and hillbilly music, which stemmed from early music brought in the 1800's, and earlier, from the British Isles. "In the 18th and 19th centuries country music came directly from British Ballads and folk songs. Story telling through song and old-time country featuring instrumentals with fiddle while talking were the major forms of music." (Paul Sparks 2005) The cowboy ballads and western folk songs were true western songs that grew out of the settling of the west. In all of these songs there was attention given to good grammar and diction. The stories were often of well-bred educated people who experienced hardships in their frontier life. This was natural because many of the settlers of the west were European immigrants who came from good homes in Europe and as such had the benefit of an education. Those immigrants who came from less prosperous circumstances valued education highly and strove to get as much as they could. As such most of the early western music writers strove to use Good English. A prime example of this type of songs is the music of The Sons Of The Pioneers. Their music is still sung today.

The music of the poorer, uneducated class, from the hillbillies to the Honkey -Tonks

was also popular. Many songs of this type were spawned during the hungry 30's and reflect the woeful conditions of the times. This type of Country music was popular during the 1930's and 1940's. Many songs of this era were very bluesy in style. It is these types of songs that began using the lower type of English, incorporating idioms and slang into their lyrics. Rock-a-billy was a style of Rock that had strong Country and Blues roots. It is also these types of songs that make Country music such a valuable tool for learning English today. "Modern Country and western music has its roots in the folk songs of the rural south and cowboy music popularized by the singing cowboys of the 30's 40's and 50's. It was also influenced by many songs born of the strife and conflict of the impoverished miners and farmers of the depression era." Paul Sparks, American Culture and Society: Music 2005

The birth of Rock and Roll in the early 1950's had a tremendous impact on culture, language and music. One result was that Country music was displaced as a leading genre and was relegated to the back burners as far as main stream music was concerned. But there was a strong Country flavor to many early Rock'n'Roll songs, and many artists crossed over, becoming popular in both Country and Popular fields. Johnny Cash, Elvis Presley, Gene Pitney and Marty Robbins are prime examples of this. All four of them had songs that were hits in both fields at the same time.

The use of words like "Ain't" and "Gonna" became accepted by the publishers, as evidenced by the Hank Williams hit, "Your a-Gonna change Or I'm a-Gonna leave".

The clear demarcation between Country and Rock Happened in the early 60's with the growth of the drug culture, and its attendant psychedelic sounds. This separation carried on into the 70's and 80's. But in the late 80's the record companies realized that the demographics had changed so much that there was a vast market that was being ignored. The drug craze had settled down. The former hippies were now Yuppies and there was a whole generation of young people that were not into acid rock or Heavy Metal. These people had no real peg to hang onto musically. So the record industry decided to expand the parameters of Country music and reintroduce the early Rock sounds using Country music as the medium. By this mechanism Country became "the music of the 90's" And enjoyed a growth spurt that saw it emerge as the dominant form of radio music for the next ten years. So now when you talk of Country Music you naturally include much of the old Rock'n'Roll music of groups like Creedence Clearwater Revival, The Beatles, The almond Bothers Band, Leonard Skyward, and the Southern Boogie bands. It is in this sense that I use Country Music to teach English as a second language. So there is in my teaching the music of George Strait and Billy Joel in the same lesson, Or Buck Owens and The Beatles.

Mira Park:

The Greatest Effect of The English Camp at Dangjin Foreign Language Education Center

Mira Park

Dangjin Foreign Language Education Center, branch of Chungcheongnamdo Dangjin Office of Education, Chungcheongnamdo, Korea

Abstract

It is true that English is the Lingua Franca in this 21 century. English is already globalized and so it is essential to create relaxed and rewarding English environments for Korean students. This paper is a report on the Dangjin Foreign Language Education Center, which is a center for students where they can be immersed in English in an environment that is welcoming and encouraging.

I. Introduction – We need to move towards an “English Only” environment at the Center.

As we all know we are living in an EFL country, not an ESL country and so we have fewer chances to be exposed to English than people living in ESL countries like Hong Kong, India and the Philippines. For this reason it is imperative to create environments where students can use and practice English in a “culture of English”; where they can apply the English they’ve learned in schools and communicate with native speakers of English. Dangjin, in Chungnam province is fairly new to English Education and so the English Camp is seen as a very valuable system to bring students and “English” together. We are fortunate to have been able to use an old school site for this project.

II. Set up of the English Camp at Dangjin Foreign Language Education Center

Dangjin is a general farming and fishing district, so educational and cultural environments for students haven’t been a high priority in the past. In order to address this situation the Dangjin Office of Education agreed to remodel an existing facility, *Amiwon*. *Amiwon* was originally one of the very small Elementary Schools in Dangjin County, but was closed several years ago because of declining student numbers. It was then used as the “*Hyo*” (filial piety) experience institute until 2004.

Chungcheongnamdo Dangjin Office of Education(DOE) held many meetings between the Dangjin County Office and the Dangjin citizens, including many parents of students. Finally, Dangjin County Office agreed to supply 0.9 billion Korean Won to remodel *Amiwon*. The “Dangjin Foreign Language Education Center(DFLEC)” was opened in July 11, 2005.

A. Remodeling DFLEC

A Task Force Team DOE focused on maintaining the existing facilities of DFLEC and adding new facilities, so as to enable its use throughout the year. Internet systems were installed, enabling DFLEC to set up its own web site. The DFLEC English Camp is now linked electronically to the school system and both have a focus on

communicative language learning. DFLEC also has an extensive range of English books and software that supports the learning and practice of English. The existing Korean Convention Room was remodeled and is used in the teaching of Korean culture.

B. Good teachers and good programs are better than good facilities.

1. Organizing Staff for DFLEC

Fundamental to the success of DFLEC are our human resources. DOE has employed two talented Native Speakers of English for DFLEC, two talented Middle School English Teachers and ten supporting teachers from both Elementary and Middle Schools across the region. All of the staff and associated groups worked closely and continue to work closely on the development and implementation of the DFLEC English Camp.

2. Focus Points for running the DFLEC English Journey

There are several priorities in creating and managing a fun English Camp

- a) To motivate students to try to speak English as much as possible.
- b) To provide authentic “English speaking activities” so the students can feel free to talk to teachers and friends in English.
- c) To offer learning activities that promotes students’ communicative confidence so that they are not afraid of using even partially correct expressions.
- d) To help students understand and respect cultural differences.
- e) To inspire students to form co-operative and collaborative relationships during the camp period. This will help them understand that they can achieve great things when they help each other.

The above focus points directed the DFLEC staff in the development of content for the English Camp.

3. Planning the English Journey and making text books and teaching materials

The English Camp programs are designed to extend over five days and four nights. The programs are mainly for Elementary School students, Middle School students, Advanced Middle School students and High School students. Parent classes and Business classes to be held during the school students’ mid and final term exam period, were also devised. Classes for teachers of subjects other than English are also provided as well as the weekly English Teachers Communicative Instruction classes.

All of the teaching materials for the English journey were produced by DFLEC teachers. They include an *English Journey Pocket Book* and eight textbooks: *English Journey for Elementary School Students*; *English Journey for Middle School Students*; *English Journey for Advanced Students*; *English Journey for High School Students*; *English Journey for the Business Class*; *English Journey for Parents Class*; *English Journey for Teachers* and *English Journey for English teachers*. Each textbook contains exercises and activities in craft, sports, table manners, pop songs, drama and daily journal. We also provide camp arrival and departure cards, baggage

tags and a passport, designed to stimulate situational English. We also provide additional craft materials.

C. English Journey at DFLEC

A major theme of the English Camp is having fun with English. We want to excite and stimulate the students with our approach to English and such tools as board games and pop songs allow us to do this. Furthermore, the English Camp supports what the student's are learning in schools. Our new web site(www.dflec.go.kr) is a marvelous link between school, camp and home. The English Camp course is based on expressing what they already know in English through singing, acting, field trips, group projects and board games. The curriculum blend really does stimulate interest and enthusiasm for English. Having fun sometimes means having rules (Table 1).

1. Typical English Journey Program (Table 2)

(a) Treasure Hunt

This is a popular activity at the English Camp. The entire group is divided into teams. Each team is given a series of questions. The questions are related to the environment at DFLEC so the students must explore their surroundings to find the answers. With each correct answer the team receives a card which is part of a bigger jigsaw picture. This process of finding answers and reassembling a picture inspires each student to work in a team to "find the treasure" (which is their completed picture). It works really well as a program on the first day because it acts as an ice breaker between unfamiliar students.

(b) Board games

We have many board games, but Chess is the most popular. Students learn how to play Chess with the Native Teachers and they have a lot of fun with their new friends too. The terminology used in the game is unique and the students quickly build on their developing word bank.

(c) Amisan Mini Olympics

Students love to move their bodies and this class gives them a good chance to do this as well as encouraging good sportsmanship. The activities include ball kicking, egg and spoon racing, passing a ball overhead, under legs and so on. Ice cream time after this game time is one of the sweetest times for them as well!

(d) Korean Convention

Sharing our Korean culture with foreigners is very important in this world which we call a Global Village. Students learn how to make a herbal tea and serve others using English. They also learn how to play *Yutnori* in English. This enables the students to explain Korean tea culture and Korean traditional games to foreigners when they meet. The students enjoy this class very much.

(e) Drama and Pop Song

Every single student has to participate in this drama class. It is a wonderful way to practice situational English and the set goal of the Thursday night performance ensures students take this activity seriously and still have fun!

(f) Group Project

Each team has a different topic to present to a panel on the last night of the English Camp. For example, one team may search data through the internet, books, and newspapers and create a PowerPoint presentation. Another team may prepare a puppet show. They make the puppets and practice the show with their teacher and friends.

The entire process gives the students a feeling of satisfaction and boosts the student's confidence in sharing tasks involving English with their friends.

2. Post English Journey

At the conclusion of the English camp, students answer a survey and the result is used to feed back to the students and to prepare for the next camp (Table 3). Most of the students are very satisfied with the content and quality of the English Camp and many of them want to come to the camp again. The English Camp is not finished even though they all go back to school. We continue the English Journey through the Cyber English Journey. Students join the homepage and they keep learning English on the internet; where they can keep in touch with Native Speakers and share information about English with their friends. Also they can still meet the native teachers of DFLEC in their English class at school when the native teachers visit the schools. Co-teaching English classes give students an opportunity to use communicating skills in English. The whole process helps the students to maintain interest in English.

. Conclusion

From managing the first English Journey (July 11, 2005) to the 28th English Journey (April 14, 2006), I can come to certain conclusions.

First, students are more interested in English. They engage in a positive inspirational learning atmosphere, and the effect continues after they go back to school. The effect of the English camp is very powerful especially in a rural area like Dangjin. Participating in the English camp effectively motivates the rural students' interest in English more than anything else.

Secondly, the English Camp satisfies both students' and parents' demands. It also promotes a close association with native English speakers of Dangjin. As previously stated, the cyber English Journey maintains the link between school, home and DFLEC. It is a win-win situation.

Finally, students build a global awareness going through the English Camp. They learn cultural differences and ways of introducing Korean culture in English and this leads them to have the mind to understand and care for the others.

To make this English Camp better, we need to have well qualified native speakers of English. Developing more experiential and fun activities with English is required as well. Also, we need to have permanent places for English Camp in rural areas. The population in regional districts is declining and there are many closed schools. It will contribute to solve the polarization of English Education by reforming closed schools

as English camp places which focus on running English Camp program. As long as we strive for these conditions, the English Camp will continue to be a happy and fulfilling experience.

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Adam Thorsteinson:

Adapting Materials for Intermediate ESL learners

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Abstract

The aim of the presentation is to provide ideas for teachers to develop plans for their own classrooms. Developing curriculum is a challenging task in any classroom, especially if it is large and split-level classroom. By expanding on exercises in published ESL textbooks and bringing authentic materials into a lesson plan, teachers can tailor classes to their student's needs. Also, teachers can use new strategies that focus on group work to develop student's speaking and writing skills.

I. Introduction

Published materials give a good guide for teaching in an ESL classroom, but they are never an exact fit to a class's level, duration, or age. Adapting exercises can make a class more valuable, interesting and practical for students [1]. Related authentic materials and student's materials are also very useful for the students because they are easily adapted, practical and functional [2]. Organizing the student's to use the communicative approach to language learning helps students practice and teach other students at the same time. The communicative approach is geared for fluency more than accuracy.

This would encourage fluency (Brumfit 1984a) and lead learners to explore creatively ways of expressing themselves using their knowledge of the language. (Bygate)

This communicative approach coupled with adapted materials can help create a more effective classroom environment for teaching English as a second language.

II. Adapting Materials

Good teachers know when to use the textbook and when not to. In the presentation, I will try to share ways to adapt, expand, and develop materials from different sources. Navigating between the language proficiency of the class and the materials provided for the classroom is always a challenge for the teacher. Pair work, group work, and discussion are important factors that contribute to a class's success.

III. Adapting Authentic Materials (web based and student's)

Bringing authentic materials that relate to a unit are a good way of improving

student participation, interest and involvement. Students' writing is a valuable source because the materials are already at a functional level for the class. By

sharing and developing these materials, a lot can go a long way without spending hours and hours in preparation [3]. Practical activities with functional aims can help students practice and learn a second language [4]. A simple activity can improve students writing and speaking skills effectively in a large sized class.

IV. Adapting ESL materials for reading

Many International ESL tests are changing to be more functional rather than grammar focused. Authentic materials are used for these tests, but the style of the tests is changing to become more functional. There are two different angles to approach authentic readings [5+6]. We will discuss how different adaptations can make a text easier for the student to understand and how to train the students to read a text for certain questions.

V. Conclusion

Adapting materials is an important part of the teaching process that gets easier with practice. Making classroom materials suitable for the level of the ESL class is an important factor in maintaining student interest and participation in the class. Organizing group work activities and using authentic and adapted materials for teaching English as a second language can improve the effectiveness of a lesson.

VI. References

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Cambridge; New York: Cambridge University Press, 1988.

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4. New Interchange 3rd Ed. Jack Richards: Cambridge University Press, 2005.

5. The Cambridge Guide to Teaching English to Speakers to other languages

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VII. Endnotes

1. Know how adaptation (speaking)
2. student dialogue with questions (group work)
3. student dialogue with blank lines (pair work)
4. WEM map and trivia questions (overhead materials)

5. TOEFL readings (overhead materials)

1. 5 Use the cues to write negative sentences about Matt and Sarah.

1. (Matt / live / in Los Angeles)

2. (Matt / work / in New York)

3. (He / take the subway / home)

4. (Matt and Sarah / watch TV on Sunday nights)

5. (They / read the newspaper on the weekends)

6. (Matt / return to Seattle on Saturday night)

Know How Workbook pg 6.

Adaptation

Ask students to write a sentence for each number. Next, ask students to make up a question for each sentence and have the students listen and repeat. After that, students can make up a question for each sentence and have the students listen and repeat. Students can then repeat steps and practice short dialogues with a partner. This practices the basics for the course and builds on skills that some student already have. This is a good method for teaching a split level class because higher level students can help other students. Some pairs can review basics while other pairs can further their speaking skills.

2. Student Dialogue A by Jeon Eun Hee

Salesclerk : Good afternoon. Welcome to our shop.

May I help you?

lily : I came to buy a skirt.

Salesclerk : Ah! How is this? These days, people are buying a lot of these!

lily : Well ... it is so short! Do you have anything longer?

Salesclerk : Yes. Then, how is this?

lily : Oh! It suitable and a good length! I will buy it. How much is it?

Salesclerk : It is 25 thousand won.
lily : It is so expensive. Please give me a little cheaper price! Please!!
Salesclerk : Okay, I can take off 2 thousand won off the price.
lily : Thank you!! Here you are!
Salesclerk : You're welcome.

Questions (teacher)

- A. What does Lily want to buy?
- B. Why didn't she like the first skirt?
- C. What can the sales clerk do for her?
- D. What is the price of the dress after the discount?

3. Student Dialogue B by Su-Hyun Shin

A : Do you like music?

B : _____

A : Me too. What kind of music do you listen to?

B : _____

It helps you calm down, you know.

A : Really? I usually listen to pop and rock. I'm not interested in calming down.

What I like is jumping around and dancing!!!.

B : _____

But now, I'm more into slower music like classic and jazz.

A : Slow? I'm not interested in that.

B : _____

A : But, I don't have any classical music.

B : _____

But, you must give it back to me on the weekend.

A : Oh, thank you. Would you like to borrow my dance music?

B : _____

A : Okay, see you later.

B : _____

Questions (teacher)

- A. Do they like the same kind of music?
- B. Why does “A” like pop and rock music?
- C. What are they going to lend to each other?
- D. Does “A” like slow music?

4. Map of a shopping mall

5. Brown Bears (TOEFL.org)

Brown bears are found in Alaska and western Canada. They are first cousins of the grizzly bear. They both belong to the species *Ursus arctos*. The chief difference in them is size, as brown bears on the average are slightly larger. A full-grown male may weigh 1,500 pounds and stand 9 to 10 feet tall. Like bears everywhere, they are creatures of habit that tread the same trails year after year. Brown bears have three gaits (speeds of movement): an even, deliberate one that takes them over rough and boggy ground at a steady clip; a quick shuffle; and a fast gallop. They are not only surprisingly fast, but they are also extremely agile. They can charge up and climb down nearly vertical inclines. Fishing the streams in summer, they pounce on swift-moving salmon and snatch them with almost simultaneous movements of their paws and mouths. Brown bears are excellent swimmers and love to loll and wallow in the water on warm days. They are also curious and playful. Most manifest a fear of humans, but Alaskans prefer not to test these creatures and usually carry noise makers of some kind to warn the bears of their presence.

Drop Shots (TOEFL.org)

On a drop shot, a tennis player “drops” the ball just over the net, hoping that his or her opponent won’t get to the ball. The player might just barely get to it to make a weak return. The drop shot works well in a number of situations. It can be used to tire an opponent, to bring a baseline player to the net, to win points against a slow opponent or someone out of position, or to substitute for the approach shot.

A perfect situation for a drop shot occurs when a player’s opponent is far out of court and hits well to the inside of the service line. A good drop shot is a sure winner, but a bad one is equally certain disaster. The opponent who gets to the ball early has been handed the net position, which is a distinct advantage for the net rusher who will usually win the point in quickly.

There are two types of drop shots, each requiring a distinct stroke. The first is used to drop slow balls descending from the peak of the bounce. The second is used on rising balls. These shots require excellent timing and a simple stroke, such as the swing on waist-high volleys.



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Biography

Adam is currently teaching at Kyonggi University in Suwon, S. Korea. He majored in English Literature from the University of Calgary, AB and completed his CELTA and TESL certificates in Vancouver, B.C. Canada. He has lived in Korea for a few years and has taught high school teachers, middle school students, and University students there. In Vancouver, he taught TOEFL, TOEIC, and ESL classes to students from countries like Japan, China, Mexico, and Switzerland. Currently, he is trying to decide on his next step in his career path.

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