

KOTESOL

2013 Yongin KOTESOL Conference

Practical Classroom Activities and Techniques

Plenary: Andrew Finch

Presenters

Leonie Overbeek, Amanda Maitland, Karen Rooney,
Jessica Magnusson, Simon Durrant, Chris Miller,
David D. I. Kim, Robert Kim, Doria Garms-Sotelo

November 9, 2013 (Saturday)

12:00-6:00pm

Kangnam University, Shallomkwon Building

<http://www.koreatesol.org/yongin>



Table of Contents

Schedule	3
Welcoming Message	4
Conference Committee	5
Presenter's Abstracts/Introductions	9
Presenter's Biographies	14
Handouts and Summaries	
<i>Everyone On Task</i>	18
<i>Journaling for Professional Growth</i>	29
<i>Fallacy of Fun</i>	32
<i>Teaching English Composition</i>	33
Notes	42



Schedule

Yongin KOTESOL 2013 Conference

12:00

Registration and Sign in

Welcoming Ceremony

12:55

Plenary: Everyone on Task: A Multilevel, Humanistic Approach
Andrew Finch

13:00

Motivating Young Language Learners through Cooperative Learning
Karen Rooney

Creating a Classroom Blog
Doria Garms-Sotelo

Collaborative word documents for error correction
Simon Durrant

14:00

Teaching English Composition: Developing an Appropriate Curriculum for Korea
David Kim

Approaches For Developing Reading Skills in an EFL Classroom
Robert Kim

Journaling for Professional Growth: Justification and Potential Avenues
Christopher Miller

15:00

The Fallacy of Fun
Leonie Overbeek

Increasing Students' Spoken Language Production with Classroom English
Jessica Magnusson

Finding the Hero in the Young Student While Embracing the Dark Side
Amanda Maitland

16:00

Closing

Welcoming Message

Welcome to our first KOTESOL Yongin Chapter Conference. We've been working hard to put together a conference that would be useful and fun for you. We chose our theme "Practical Classroom Activities and Techniques" with an eye toward being useful for all levels of teacher. With this in mind, we found a total of nine quality presentations and our plenary speaker, Andrew Finch, will tie everything together as he reminds us that teaching requires more than mastery of a technique or two. I think that together, these will be very useful for people who don't have a lot of teaching experience but that those who are old hands in the classroom will also walk away with some valuable tips and insights.

We wish to thank Kangnam University for providing the venue for this conference. Also, we wish to thank the plenary, Mr. Andrew Finch for bringing his broad teaching experience and expertise. We would also like to thank our presenters, for offering their time, expertise and enthusiasm to our conference. We wish to also give thanks to the volunteers working to make our conference a success and to the national KOTESOL for their moral and financial support.

Have a great time,

Martin Todd, 2013 Yongin KOTESOL Conference Co-chair
Robert Kim, 2013 Yongin KOTESOL Conference Co-chair
David D. I. Kim, Yongin Chapter President

Conference Committee

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Yongin University, Yongin

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Gyeonggi University, Suwon

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Presenter's Abstracts/Introductions

Plenary (1:05-1:55)

Everyone on Task: A Multilevel, Humanistic Approach

Andrew Finch

Kyungpook National University

This presentation has two aims. The first of these is to offer access to a range of practical classroom activities, as in the title of this conference. These activities were designed for the Korean EFL context and culture and are applicable to students of all ages. Their focus is on student centered group work, with an emphasis on discovery learning. The second aim is to offer an autonomous perspective to classroom techniques, showing that cognitive, affective, social, and linguistic goals can be achieved through a facilitative, self-directed, non-threatening approach. In this context, it is not so much the activities that stimulate confidence, motivation, and independence, but the way in which they are approached. For this reason, Van Lier's (2000) concept of learning affordances is appropriate. According to this idea, every student has unique learning needs. Even in streamed classes, there is typically a range of proficiencies and learning styles, so that any textbook or activity will be unable to meet the needs and preferences of everyone. However, if we see the activities as learning affordances (opportunities), we can allow students to take what they need out of the activities, instead of prescribing what they should learn. This approach makes teaching easier, and learning more autonomous and meaningful, though it means getting away from the idea that everyone should study the same thing at the same time. Rather, we allow the students to learn whatever is appropriate for their learning situation. This can involve designing multilevel, multitask learning activities on the one hand, but it can also mean allowing the students to work through a sequence of related activities at their own speed, learning whatever is appropriate for them at this stage. The presentation will explore some sequences of speaking/writing activities for

university Freshman students, showing how this approach might be realized in practice

2:00-2:50 (Venue A)

Motivating Young Language Learners through Cooperative Learning

Karen Rooney

Jeong Sang Language School (JLS Private Academy)

As language learning is a social activity, it is essential for the teacher to create a comfortable environment for the students in which they are not afraid to communicate and strong group cohesion can occur (Nunan, 2010). Therefore, the cooperative learning (CL) approach, a teaching method described as one of the “greatest success stories in the history of educational research” (Slavin, Hurley and Chamberlain, 2003:177), would be an effective teaching method for creating and improving motivation levels in the Young English Language Learner (YELL) environment.

This presentation will look at various ways in which the YELL teacher can use the CL approach effectively. It will explore the different elements of CL such as grouping the students, group activities, and group rewards, which are all related to motivation levels in the classroom.

2:00-2:50 (Venue D)

Creating a Classroom Blog

Doria Garms-Sotelo

Freelance writer

Why have a classroom blog?

The students feel like they are getting their own work published. Students will learn valuable skills such as researching, writing, and learning more about a hobby or discovering a new one. Students can also use this opportunity to write a journal and get feedback from other students or people around the world. Students can also use this as another way to get to know their classmates and post pictures of their hometown or an adventure they went on.

Before students blog

Before the blog is implemented, students must be trained on issues regarding access, privacy, security, and free expression. Once you post something on the web, it is open for the world to see.

How this workshop would be set up

First, the participant will develop a “bare bone” website and then they will break off into groups. One participant will be the teacher and the others will be the “users”. Everyone will be able to take turns.

Goal at the end of this presentation

By the end of the presentation, each participant should have a bare boned blog with a couple of users.

2:00-2:50 (Venue C)

Collaborative word documents for error correction

Simon Durrant

Gwacheon city government center (Adult teaching)

Sangmyung university (Lecturer)

The presentation will be split into 3 parts, the first will be a summary of the error correction method, a brief history of how it was developed and an examination into the types of lesson in which it can be incorporated.

The second part will detail the various structures and layouts that can be used within the method and an analysis of the advantages and disadvantages of each, with a particular emphasis on engaging the more reserved students and addressing the student/teacher talking time balance .

The third will be a hands on demonstration with direct audience participation through phones, tablets and laptop computers showing the error correction method applied to real life examples from students.

3:00-3:50 (Venue A)

Teaching English Composition: Developing an Appropriate Curriculum for Korea

David Kim
Kangnam University

Are you on the verge of burning out from correcting the endless errors in 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, subsections, overall composition; coherence and continuity), even to some extent, formatting of documents, among others. In this presentation an outline of some of the component processes involved in writing will be examined. Also, examples of practice exercises for practicing the separate component processes will be provided.

3:00-3:50 (Venue B)

Approaches For Developing Reading Skills in an EFL Classroom

Robert Kim
Kyonggi University (Suwon Campus)

Reading in another language can be difficult for all EFL learners regardless of age. Being unfamiliar with pronunciation, fluency, vocabulary, comprehension, and even prior knowledge can create anxiety for students to take part in reading activities. Through implementing a whole range of strategies and approaches, reading in another language can be less daunting. From personal experience, Robert has applied a range of methods to foster reading skills for various age groups, such as choral reading for listening and repeating sentences, fluency exercises with a buddy reader, timed reading activities, vocabulary activities, prior knowledge questions, and comprehension questions can help learners develop their own pace for their reading skills to develop over time. He will provide a demonstration activity by having the audience apply these methods through a sample reading activity.

3:00-3:50 (Venue C)

Journaling for Professional Growth: Justification and Potential Avenues

Christopher Miller

Busan Seo Joong Hakkyo

Various forms of reflective practice have a rich history in TESOL. In this presentation the presenter will briefly explain the logic and value of journaling, with an especial emphasis on the metacognitive benefits which often result from journaling. Additionally, the presenter will address Ferrell's framework concerning "traits of reflective/analytical development." Through a mixture of academic research and personal reflection participants will be encouraged to either begin journaling or extend upon pre-existing practice.

4:00-4:50 (Venue A)

The Fallacy of Fun

Leonie Overbeek

Seosin & Hwado Middle Schools

There's an idea out there, an idea that has respectable roots, but is nevertheless a total fallacy. The idea is that if students have fun in the classroom they'll learn more, be better behaved, and work harder at acquiring a new language.

In the name of this 'fun', teachers are given tips and tricks about how to achieve it, and in many cases are judged on how well they provided it. Curriculum books are produced with graphics designed to give a sense of 'fun'. Students, at least in Korea, and their parents, have come to expect 'fun' in the ESL/EFL classes, at least from the native teacher.

But 'fun' is not had when working. Nor is 'fun' had during planned activities in which people have to take part. Note the 'have to'. When someone is coerced into something, and has no choice in the matter, fun will never be present. By its very definition, fun is something you have when you have chosen to do something that you enjoy very much, that is unregulated by anyone else, and that is outside the normal routine.

In other words, when do students have fun in class? When they can annoy the teacher, when they can disrupt the lesson, when the extraordinary happens or is instigated by them. Yet we still believe we want them to have fun in class.

What we, as teachers and educators really want, is for them to engage with the material, to find enjoyment in a task well done, to be relaxed and receptive to

new ideas and thoughts. And that depends much more on the content we present than the method we use to present it, since content is what keeps attention, engages the mind and stimulates creativity.

In this presentation the origins of the idea of 'fun' in class will be explored to determine what was really the intention of authors advocating this, the ideas for 'fun'-filled activities will be explored for content and amount of engagement for students, and finally some ideas about how to design activities, including games, for effective engagement in the ESL/EFL class will be discussed.

4:00-4:50 (Venue B)

Increasing Students' Spoken Language Production with Classroom English

Jessica Magnusson

Gwangju National University of Education

Reading in another language can be difficult for all EFL learners regardless of age. Being unfamiliar with pronunciation, fluency, vocabulary, comprehension, and even prior knowledge can create anxiety for students to take part in reading activities. Through implementing a whole range of strategies and approaches, reading in another language can be less daunting. From personal experience, Robert has applied a range of methods to foster reading skills for various age groups, such as choral reading for listening and repeating sentences, fluency exercises with a buddy reader, timed reading activities, vocabulary activities, prior knowledge questions, and comprehension questions can help learners develop their own pace for their reading skills to develop over time. He will provide a demonstration activity by having the audience apply these methods through a sample reading activity.

4:00-4:50 (Venue C)

Finding the Hero in the Young Student While Embracing the Dark Side

Amanda Maitland

Chonbuk National University

This workshop aims at applying soft toy theory at the level of "Middle and High School" although many of the underlying theory, themes and activities could also support adult literacy events. The workshop will add a socio-psychological

goal to the other goals that underlie communicative language teaching. The aim is to present the soft toy and psychological theories and connect them to popular themes: such as, “fantasy”, “superhero” “traumatic world events” and “monster”. The foundations for the workshop arise from: Literacy, Play therapy, and Counseling. The workshop will demonstrate how learning through play can develop a dialogue between the teacher and student that can fuel creative thought, whilst raising general literacy standards. The workshop will also demonstrate how applying the soft toy theory and the popular themes can raise students’ self-esteem, encourage a greater complexity of thought and trigger discussions of morality and the general level of communicative ability in the classroom and out. The workshop will also connect the popular themes and “soft toy play” to the notion of story sacks. Story sacks are a means of supporting extensive reading by developing student’s comprehension of stories and readers whilst encouraging communicative/soft toy play and language reviewing activities. The themes and theories allows for the use of a rich variety of multi-media, memorabilia and realia. The activities discussed will aim generally at the young adult finding his hero or finding hero that resides inside, whilst allowing the young adult to embrace his darker side and test boundaries, to feel empowered and learn how to deal with the feeling of power.

Presenter’s Biographies



Dr. Andrew Finch is Professor of English Education in the Teachers’ College of Kyungpook National University, where he teaches graduate and undergraduate pre-service and in-service teachers of English. His courses and teacher training seminars include Teaching Methodology, Classroom-based Assessment, Drama in ELT, Multimedia, Materials Design, and Qualitative Research methods. His main research interest is in ELT as a means of educating the whole person. In addition to more than 20 years in Korea, Dr. Finch has worked in Hong Kong as a testing consultant and has authored various books, international articles, EFL programs and textbooks, and English discussion books. He was visiting research fellow at the Graduate School of Education (TESOL), Bristol University, UK, during his sabbatical year, and his Ph.D. (Manchester University, UK) was on language program assessment.

Andrew loves Baduk, hiking, and Cheonggukjang.



Simon Durrant has been teaching English in Korea for three years and in that time he has worked with the full range of ages and abilities. He spent his first year teaching adults at Berlitz Yeouido, his second teaching at Gangneung Wonju university and his third teaching adult students for Gwacheon city government while also teaching at Sangmyung university.

His educational focus has been on incorporating computers and technology into the day to day classroom.



Doria Garms-Sotelo mostly writes travel journals for various publications and maintains 4 blogs. Her current project is a memoir about her life during the Sri Lankan civil war. She is an American citizen who was born in Bangkok and has traveled extensively around the globe.

She has 8 years teaching English experience in the Republic of Georgia, USA and Korea. She holds an AA in fashion design, a BS in computer information systems, and her M Ed in TESOL is in progress.

She currently resides in Pyeongtaek, South Korea with her husband and 2 dogs.



David D. I. Kim is presently teaching in the Division of International Studies, and KNU TESOL Certificate Program at Kangnam University, in Yongin, where he is responsible for developing and coordinating the English language learning program. 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



Robert M. Kim is a second generation Korean-American who is currently teaching at Kyonggi University (Suwon Campus). He has a range of experiences teaching both in EFL and ESL settings in Korea and the United States respectively. In addition, he is currently the first vice-president of the Gyonggi-Yongin Chapter. Robert has the an MS TESOL degree from Hofstra University and an MA Liberal Studies degree and a BA History degree from SUNY Stony Brook.



Jessica Magnusson has spent 7 years in Korea. She has worked as a teacher trainer, presenter, and EFL instructor for all ages of students. Currently she teaches EFL Conversation Courses, Teacher Training Courses, and special programs at Gwangju National University of Education. Prior to coming to Korea she worked as an EFL instructor for 4 years in Gwangdong Province, China. She earned a Masters in TESOL from the School for International Training in Brattleboro, Vermont. Her main areas of interest include the teaching of literacy in an EFL context and storybook-based instruction.



Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Amanda Maitland also has extensive experience of teaching in the secondary sector in the UK and has developed a large personal portfolio of strategies for "Classroom Management." In addition to this, she is currently studying for a PhD in Criminal Psychology and has already obtained a diploma in Mental Health and Psychiatry and Counselling and Therapy. Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of

"reading" and "reflective journal writing".



Christopher Miller has been involved in ELT for over five years. He worked in the Republic of Moldova serving in Peace Corps teaching EFL to students ranging from fifth grade to twelfth. Since 2010 Christopher has worked in South Korea both at the high school and middle school level. His research interests include integrating materials development and cognitive load theory as well as TETE (teaching English through English). Christopher currently works at Busan West Middle School and serves as vice-president of Busan-Gyeongnam KOTESOL.



Leonie Overbeek has been involved in many areas throughout her career, from filing and reception to administrator of a university department, taking in research into mineral processing and business advice for small start-ups along the way. In each place she found herself slipping into a teaching role, either explicitly or as a side-line. Finally she decided to indulge in full-time teaching of English, and has been a teacher trainer in South Africa, and a NET in South Korea. She loves language and indulges in writing, art and singing as a way of expressing that love.



Karen Rooney has been working in Korea since 2009. Since then she has worked as a Native English Teacher to elementary school students at Jeong Sang Private Language School. She is currently studying an MA in TESL/TEFL with the University of Birmingham. Embracing her role as a teacher to young language learners, she takes a serious interest in how children learn and develop second language skills. She is therefore committed to providing interactive, lively lessons that accelerate language acquisition as well as creating a comfortable learning environment that motivates students to excel in the learning process.

Handouts and Summaries

Everyone on Task: A Multilevel, Humanistic Approach

Andrew Finch
Kyungpook National University

1. The situation

The theme of this conference is “Practical classroom activities and techniques” and this presentation accordingly aims to offer activities and techniques that are pedagogically and culturally appropriate for EFL teachers and learners in Korea. Before getting started, however, it is good to look at the assumptions behind the theme. The term “Practical” implies that many activities and techniques are not practical in the contexts in which they are being used. This could be because inappropriate ESL texts are in use, or because the prescribed study materials are not suitable for the various needs of the students. Learning materials used in the EFL classroom can also be a source of stress for the EFL student, in that they frequently subscribe to theories of education long since discredited (see White, 1988, describing the “3Ps” method of teaching), they rarely address current educational issues (e.g. autonomy, learner-training, self-assessment, holistic learning, and CLIL), they can be culturally insensitive (focusing on Caucasian [usually Christian] families in America or England, and presuming a multi-ethnic mix of students typical of ESL classrooms), and they tend to be teacher-centred (therefore amenable to unskilled educators, but not conducive to a student-centred classroom). Such texts, in emphasising linguistic, rather than cognitive, affective, and social development, and the transmission of a fixed body of knowledge rather than the transformation of knowledge, tend to ignore the capacity to learn independently, to develop effective thinking techniques, and to learn how to learn (cf. Richards’ [1985] “self-actualization” approach).

If the qualities of a non-threatening, autonomous, student-centred learning environment are to be fostered, what is the teacher to do when faced with such materials? One option is to take the “rocky” path of producing textbooks written “under difficult circumstances by amateurs” (O’Neill, 1982), though this is extremely time-consuming and demanding. Another option is to follow Postman’s advice:

We can improve the quality of teaching and learning overnight by getting rid of all textbooks.

Most textbooks are badly written and, therefore, give the impression that the subject is boring. Most textbooks are impersonally written. They have no “voice,” reveal no human personality. (Postman, 1995, p. 115)

However, this is not feasible for the majority of EFL teachers. It might be more practical (particularly in the case of teachers who have no say in textbook selection) to take Gardner’s approach. According to him, language teachers are intelligent human beings and can generally ‘get round’ the textbook in a way that satisfies the students and the administration: “It is up to the ingenious educator to exploit constraints as well as to seek to circumvent them” (Gardner, 1993, p. 8). Such an attitude redefines restrictions and lack of direction as starting points from which to examine the needs of the students and also the broader goals of education. This takes us to a view of the language teacher as a professional – an expert in foreign language teaching and learning, conversant and competent in terms of sound teaching theory and practice. Such learning theory tells us that creative production is possible only in a non-threatening environment that encourages meaningful learning and the creative use of English. Positive attitudes and mutual respect and trust are vital in this environment, with learning being seen as a social event, dependent on:

... warm-hearted interaction between teachers and learners, as well as among learners themselves. This friendly interaction is, in our opinion, the most essential factor in successful language learning. (Sano, Takahashi, & Yoneyama, 1984, p. 171)

2. The non-threatening learning environment

Irrespective of learning materials, therefore, it is up to the teacher to promote learning environments “which are cognitively and affectively expanding, ... which enable the learner to become a more adequate and knowledgeable person” (Pine & Boy, 1977, p. iii), and which recognize the place of affect in that process. It is possible that the curriculum and the textbook might rely heavily, and even exclusively, on narrowly defined academic achievement, promoting “education from the neck up” (Rogers, 1951) above development of qualities (e.g. genuineness, unconditional acceptance, and empathy) described by Rogers as being possessed by everyone, but rarely developed in a systematic way. However, the teacher does not have to reinforce that view of education. Rather, it is possible to treat the students as thinking human beings and produce “practical classroom activities and techniques” that promote meaningful and effective learning, through supplementary materials, classroom-based assessment, development of learning strategies, projects, etc. In this case, students will still achieve the goals of the textbook, which can be used as an infrastructure for meaningful supplementary activities, presented in a collaborative, student-centred, learning-centred, holistic and humanistic environment.

In addition to 'normal' testing, we need to pay attention to the basic moral purpose of education: promoting the self-actualization of every learner, to the fullest. (Van Lier, 1996, p. 120)

Indeed, Hills believed that "90% of the students with normal ability can learn 90% of the material 90% of the time if the teaching methods and media are adjusted to the student's educational cognitive style" (1976, p. 3) and Ely has shown that the learning environment itself is an important factor in enhancing (or impeding) learning:

[There is] considerable evidence to support the general proposition that the nature of classroom environments does have an important influence on students' achievement of cognitive and attitudinal goals (...) often beyond that attributable to student characteristics such as pretest performance, general ability or both. (Ely, 1986, p. 118)

Thus, Reid points to the responsibility of teachers to "provide the scaffolding for more effective and efficient learning" (1999, p. 305) by raising student awareness of affect, and then listening to the students as they express their needs, beliefs and perceptions. Underhill sees this act of "really listening to the student and to the content of what he or she says" (1989, p. 256) as having a dramatic effect on the learning atmosphere, since "our students don't necessarily need reassurance, what they need is to be heard" (p. 256). Such a student-centered approach presupposes a learning climate of trust and clarity, which Legutke and Thomas see as an indispensable goal, governing teachers' choices and preceding the learning process, though depending on that process for its practical realization: "A learning environment conducive to growth includes an atmosphere of trust" (Legutke & Thomas, 1991, p. 43). Awareness of the need for this trusting learning climate has been seen as more facilitating than innovative tasks, techniques, or principles:

There is no substitute for personal warmth, tolerance and a positive attitude to people, to oneself and to others. (Legutke & Thomas 1991, p. 35)

When addressing sources of anxiety, stress, and fear in their classrooms, it is essential, therefore, that teachers investigate their own basic assumptions and reactions before criticising or punishing their students for late arrival in class, tardiness in submitting assignments, unrealistic expectations concerning accuracy and proficiency, or unwillingness to participate actively in the classroom. Initial self-reflection can (for example) examine to what extent these are in fact characteristics of the teacher. As Alan Maley points out, students look up to the teacher as a role model and often 'learn the teacher', rather than the lesson content: "Teachers who are readers are more likely to have students who read too" (Maley, 2009).

Having taken off the authoritarian "dispenser of correct language" hat, the "model of cultural

appropriateness” hat, the “communicative methodology rules!” hat, and the “academically and ethically superior” hat, the teacher can begin construction of a dogma-free learning space, sensitive to the affective needs of the students, offering training in affective strategies, helping students manage anxiety and improve performance, and reassuring them that they are not alone in their affective reactions and that these feelings are normal. Instead of scorning traditional teaching methods, the teacher can set about mastering a new set of skills, identified by Kelly (1996) as macro- and micro-skills of language counselling, managing the lesson so that he/she can spend time with students individually. In doing this, he/she can focus on:

- introducing new directions and options;
- helping the learner develop alternative strategies;
- developing the learner’s self-awareness and capacity for self-appraisal;
- helping the learner establish boundaries and define achievement;
- creating a bond of shared understanding;
- deepening self-awareness, particularly of self-defeating behaviour. (Kelly, 1996, pp. 95-96)

Pine and Boy (1977) list factors that influence and facilitate learning in terms of the classroom environment. These reflect a humanistic, student-centered view of education. Carl Rogers (1951) also suggests a number of ‘Conditions that facilitate learning’. It is significant that these conditions focus on the ‘atmosphere’ of the learning environment:

1. Learning is facilitated in an atmosphere which encourages people to be active.
2. Learning is facilitated in an atmosphere that facilitates the individual’s discovery of the personal meaning of ideas.
3. Learning is facilitated in an atmosphere that emphasizes the uniquely personal and subjective nature of learning.
4. Learning is facilitated in an atmosphere in which difference is good and desirable.
5. Learning is facilitated in an atmosphere that consistently recognizes the right to make mistakes.
6. Learning is facilitated in an atmosphere that tolerates ambiguity.
7. Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.
8. Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self.
9. Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.
10. Learning is facilitated in an atmosphere in which people feel they are respected and accepted.
11. Learning is facilitated in an atmosphere which permits confrontation.

12. The most effective teacher creates conditions by which he loses the teaching function.
(Rogers, 1951, p. 122)

3. Classroom activities and materials

When we start looking for practical classroom activities and techniques therefore, we need to remember that the way we use those activities is crucial. However enlightened the materials, if they are used in a PPPP (Present, Practice, Perform, Punish – through competitive, code-based testing) or GTM (Grammar Translation Method), then they will produce results appropriate for those approaches, and it will be reasonable to claim that they “don’t work”. While there are no ‘magic’ activities, therefore, an awareness of the importance of a sound, humanistic approach allows us to look for, design (or even adapt) learning materials to emphasize personal identity, social responsibility, problem solving, collaboration, and learning strategies. It is important to note here that a focus on humanistic ideas and methods does not mean that these must be explicitly taught before appropriate social behavior can become a criterion of membership in the learning community. Just as learner training and student autonomy can be incorporated into the EFL curriculum, so a humanistic/holistic ethos can be made implicit in everything that occurs in the language classroom. This emphasis begins with the learning environment and extends to teacher/student roles, self-direction, diversity, alternative assessment, and collaborative learning, in addition to the learning materials.

Learning materials can play an important role in the setting up of a non-threatening environment, by way of their format, content, method, and underlying philosophy. Many published materials (school textbooks and language course books) utilize a linear, teacher-centered format, according to which the teacher leads the students through a prescribed sequence of events, on the assumption that this process will result in fluency and proficiency in ‘successful’ students. Such a format encourages the autocratic, teacher-fronted classroom, in which the teacher micromanages every utterance, while defining and competitively assessing acceptable language learning. Sound and effective language learning materials, on the other hand, are directed at the learner, and ...

1. empower the student as an autonomous learner;
2. promote self-esteem;
3. reduce affective filters;
4. develop personal and social responsibility;
5. include linguistic goals;
6. include learning-for-life goals; and
7. encourage personal reflection on cognitive, affective and social achievements.

When designing or searching for student-centred materials which promote a non-

threatening learning environment, it is important to make sure that they focus on activities which have a language-teaching orientation, in addition to developing: i) trust-building and relaxation; ii) awareness and sensitivity training; iii) information-sharing; iv) thinking strategies and problem-solving; v) imagination-gap, fantasy and creative expression; vi) role-playing and creative dynamics; vii) interaction and interpersonality; viii) values clarification and discussion; and ix) process evaluation.

4. Techniques

In terms of teaching techniques, this presentation proposes that we simply follow the findings of language learning theory. In this light, a number of factors are recognized as crucially important. These factors strongly influence the effectiveness of any teaching methodology:

1. the reinterpretation of the syllabus by the teacher and the learner (Allwright, 1984);
2. the individual learning beliefs of the learner (Cotterall, 1995; Mantle-Bromley, 1995);
3. the affective factors acting on the learner (Arnold, 1999).

The first of these factors tells us that whatever the syllabus, it is always interpreted by the teacher according to his/her beliefs and principles, and this re-presentation is reinterpreted by the learners, who have their own 'hidden agendas' for learning. Attention has therefore focused on the beliefs and perceptions of teachers and students, since these teaching/learning agendas and preferences determine the effectiveness of everything that occurs in the classroom. Because of this, Allwright identifies three more issues of fundamental importance in language teaching and syllabus design:

1. why learners do not learn everything they are taught;
2. how learners manage to learn things they are not taught;
3. how learners manage to learn things they are taught. (Allwright, 1984, p. 4)

Every student being unique, it should not be surprising that different students learn different things according to their individual learning agendas and perceptions and impose their own order upon any new knowledge acquired, making a pre-planned syllabus largely incidental. The importance of such individual learning preferences and learning beliefs has led educators to focus on learner training, in the belief that "to be self-sufficient, learners must know how to learn" (Wenden, 1987, p. 159). Thus, researchers have examined the topic of learning strategies, arguing that "the growth of learner strategies is of positive advantage in language learning, and that the teacher can help the learner in this respect by encouraging him/her to formulate conscious plans for dealing with the task of learning" (Carver, 1984, p. 123). From

this perspective, the classroom is a place in which the learner should learn how to learn, so that she/he can consciously determine the things which are learned inside the classroom as well as continuing that process outside it.

Awareness of the factors mentioned above has led to a radical reappraisal of TEFL methodology, focusing attention on what happens in the classroom rather than what gets taught there. This has highlighted the need to place the learner at the center of the educational process and to provide him/her with adequate strategies to deal with:

1. coping with target language rules;
2. receiving performance;
3. producing performance;
4. organizing learning. (Carver, 1984, p. 123)

Classroom-based Assessment offers a means of approaching this task, helping the learners to reflect on the learning process and to make sense of their experiences, engaging students in routine and ongoing self-assessment so that they might develop a critical awareness of the language learning process. This can help students to:

1. identify their strengths and weaknesses in English;
2. document their progress;
3. identify effective language learning strategies and materials;
4. become aware of the language learning contexts that work best for them; and
5. establish goals for future independent learning. (McNamara & Deane, 1995, p. 17)

The trend towards 'student-centered learning' and 'learning-centered learning' over recent years reflects an awareness of the importance of the student in the learning process. LeBlanc & Painchaud observe that "It has now become a commonplace belief that to be efficient, a teaching/learning strategy requires that students have some input in the complete learning cycle" (1985, p. 673) and Nunan makes the point that learners should develop not only their language but also "a critical self-consciousness (...) of their own role as active agents within the learning process" (1988, pp. 134-135).

Socio-linguistics has also offered an alternative view of learning, in which affordances (Van Lier, 2000) become the unit of learning. According to this view, the learning environment is likened to a forest, in which a leaf represents different things to different beings. To a caterpillar (for example) it might be a source of food; to a bird it might be nest-building material; to a frog it might afford shelter; and to a human it might be a source of medicine. The leaf remains unchanged, but the users of the leaf have different needs and use it in different ways. Applying this to the language classroom, we can think of lesson content as the leaf. The teacher can promote and facilitate learning by setting up multiple learning affordances (content), which can be utilized in different ways by different learners, according to their proficiency levels, learning

styles, perceptions and attitudes.

This takes us to an interesting and practical teaching technique - that of letting the students move through activities at their own speed and in their own sequence. If all the learners are unique, with their own proficiency levels, learning background, learning preferences, learning styles, and levels of vocabulary, accuracy, and fluency, then it will never be possible to provide lesson content that serves all their needs, particularly if that content is presented to everyone at the same time, and if students are required to work through that content at the same time. For some students it will be too easy and they will become distracted, perhaps accessing the more interesting content of their smart phones. For other students it will be too difficult, and they will also become distracted, turning to their smartphones for something that does not tell them they are failures. In addition, the students for whom the content is relevant might be frustrated by having to wait for the 'slower' students before moving on, or before the teacher elicits 'correct' answers. However, if we take a truly self-directed approach, we can foster critical thinking, collaboration, and autonomy, by giving students a series of activities and letting them work through whichever activities they find to be relevant, meaningful, and authentic. This means dropping the idea that everyone has to work on the same thing at the same time, in a factory-learning method, and it has the added advantage of giving responsibility to the students. If we agree that language learning is not linear, and if we revisit Roger's conditions for learning, we can see that this approach makes sense. It also turns the teacher into a language resource, giving one-on-one attention to students as they require it. The presenter has used this approach for some time, at various levels, and has found that his students (from middle school to university) were motivated by this and were happy to take on the responsibility involved. We are now entering a 'workshop' approach to learning, in which the student takes responsibility for learning and directs the way in which he/she acquires and uses language. We are treating the students as autonomous individuals.

Education becomes a meaningless endeavor unless the education acquired has some impact on the human condition. (Pine & Boy, 1977, p. 237)

5. Conclusion

This handout has functioned as a precursor to the main presentation, since it is necessary to place the need for practical classroom activities and techniques in context. While this need is very real, it is also important to remember that the teacher is the facilitator of learning, and it is through his/her enlightened presentation and approach that the techniques and activities become valuable and effective. In this light, it is hoped that the activities and techniques offered in the presentation will be useful, meaningful, and relevant, for everyone concerned. The presentation itself can be accessed online from this site: <http://prezi.com/nygy363gnqoq/practical-classroom-activities-and->

[techniques/?utm_campaign=share&utm_medium=copy](#). Alternatively, search in prezi.com for “Practical classroom activities and techniques”.

6. Resources and contacts

www.finchpark.com/courses

www.finchpark.com/books/zip

www.finchpark.com/videos

www.finchpark.com/drama

www.finchpark.com/KNUFLE

aef@knu.ac.kr; thyme4t2@gmail.com

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Taxonomy of Journaling/Reflective Practices

(Based on Hatton and Smith, 1995)

- Descriptive Writing
- Descriptive Reflection
- Dialogic Reflection
- Critical Reflection
- Technical Rationality
- Reflection-on-Action
- Reflection-in-Action

Traits of Reflective/Analytic Development

(Based on Farrell, 1998)

- Variety of Critical Reflections
- Discussing Theories: Personal and Expert
- Able to Reflect through Teaching
- Go Beyond the Classroom to Greater Context
- Able to Evaluate both Positive and Negative Aspects
- Better Problem Solving
- Asking More Questions

Sources

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Fun vs. Enjoyment Worksheet

1. Write a short definition of fun – no more than 10 words.
2. When do you have the most fun? You can list more than one activity/time/occupation.
3. Do you think fun can be organized?
4. What is your favorite fun activity to do with students?
5. Rank the following activities from most fun to least fun with 1 being most and 10 being least.
Reading fiction
Reading articles, factual information or non-fiction in your field of study
Taking part in some sport
Playing a video game (computer or smart-phone)
Exercising
Cooking
Cleaning, chores
Travelling
Resting/relaxing
Doing your job
6. Write one sentence about why you think your top-rated activity is the most fun.

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.

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 warterside.
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 maening 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

Notes:

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 – 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 Englishpronunciation. The software is esay to install and/ the application quite user friendly, The format is ideally suited forself-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 compters on the market nowadays should meetthe minimum systems requirements to run the application (a detailed outline of the minimum systems requirements, and supporting OS formats, areprovidedat the end of this review). On most computers, it should take Less than 10 minutesto 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 extrmely simple. upon starting the program , the user is greeted with the mainmenu containing icon butons marked with phonetic alphabet symbols(and sample words for those unfamiliarwith the phonetic alphabet symbols)for 5**2 sounds in the English language. Clicking any one of the icon buttons produces a audible sound (via speakers and/or headphones) of the marked sound.Clicking an icon button also reveals additionalmenu 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 soundsare acompanied 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 thecomplete 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 thatthe 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.

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C. H. Jr., & Robinett, B. W. (1985). manual of American English pronunciation, 4th Ed. Tokyo: Harcourt Brace &

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 you name, student number and class code on the top right corner of the paper.

Owner of Paper: _____

Grader of Paper: _____

Grading for Final Evaluation Paper

- 1. Format: • _____/10
- 2. Thesis Statement and Citation/Reference: • _____/10
- 3. Paragraphs
 - a. Topic Sentence: • _____/10
 - b. Supports/Details: • _____/10
- 4. Coherence/Continuity: • _____/10
- 5. Overall Creativity: • _____/10

Total: • _____/60

Owner of Paper: _____

Grader of Paper: _____

Grading for Final Evaluation Paper

- 1. Format: • _____/10
- 2. Thesis Statement and Citation/Reference: • _____/10
- 3. Paragraphs
 - a. Topic Sentence: • _____/10
 - b. Supports/Details: • _____/10
- 4. Coherence/Continuity: • _____/10
- 5. Overall Creativity: • _____/10

Total: • _____/60

Owner of Paper: _____

Grader of Paper: _____

Grading for Final Evaluation Paper

- 1. Format: • _____/10
- 2. Thesis Statement and Citation/Reference: • _____/10
- 3. Paragraphs
 - a. Topic Sentence: • _____/10
 - b. Supports/Details: • _____/10
- 4. Coherence/Continuity: • _____/10
- 5. Overall Creativity: • _____/10

Total: • _____/60

Owner of Paper: _____

Grader of Paper: _____

Grading for Final Evaluation Paper

- 1. Format: • _____/10
- 2. Thesis Statement and Citation/Reference: • _____/10
- 3. Paragraphs
 - a. Topic Sentence: • _____/10
 - b. Supports/Details: • _____/10
- 4. Coherence/Continuity: • _____/10
- 5. Overall Creativity: • _____/10

Total: • _____/60

Notes

Did you enjoy the conference?

Why not join KOTESOL?

Go to the Korea TESOL website for details:

www.koreatesol.org/Membership

www.facebook.com/groups/suwon.kotesol



KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad

through KOTESOL publications, conferences and symposia,
and chapter meetings and workshops.