



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

May 2010

Culture and Communicative Language Teaching in Korea

A summary of the presentation given by James Baldrey at the April 10 Chapter Meeting

Communicative Language Teaching (CLT) differs from traditional language teaching methods in that it emphasizes fluency over accuracy, contextualized language use over learning about the language, and understanding through pair work and cooperation over doing exercises and memorizing. The prevalent assumption at present is that CLT is the best teaching method available to us.

A Survey of Student Preferences

For the study, over 200 university freshmen in an intensive English program were surveyed on their personal language needs, the role of the teacher in the classroom, the aims and objectives of an English lesson, and authenticity in the classroom. Some of the results of the survey indicate that, due to the influence of their culture and its pedagogic practices, the Korean survey participants favored the familiar traditional methods over the modern CLT approach.

The Results of the Survey

Seventy percent of the students preferred accurate English over fluent English. It is assumed that this is because accuracy is stressed in the high school curriculum and because errors cause one to lose face. Not speaking in class was preferred by 65% of

the students. This again was a practice they were familiar with in high school and one that offered a way to not make speaking errors. Nearly all students surveyed, 94%, preferred to listen to the teacher and follow the textbook rather than learn through trying to communicate on one's own. The same percentage of students preferred that the teacher correct their mistakes and would feel dissatisfied if the teacher did not. 84% of students preferred that the teacher provide practice in real and meaningful language tasks, and 79% thought English should be learned by students generating language themselves. These are characteristic of CLT rather than traditional teaching, and the latter result contradicts another result.

What the Results Tell Us

From these results, it appears that, upon entering university, freshmen students are not totally ready to accept CLT and that they are unsure of what they prefer in some instances. In implementing CLT with university freshmen in Korea, if one decides to do so, it would seem prudent to proceed slowly and implement some weak version of the method, giving students time to adjust to the unfamiliarity and benefits of CLT.

Developing Sentence Structure from the Bottom Up

A summary by Nancy Jo Marcet of the presentation she gave at the April 10 Chapter Meeting

English teachers everywhere have taught students about nouns, verbs, and prepositions and have taught them over and over again, but why aren't students remembering and making use of them appropriately in sentence structure? By identifying the parts of speech in visual steps and practicing sentence structure using uncommon methods, students will become capable of advancing their sentence structure into

compound and complex thoughts both verbally and in written language. Success comes from looking at language acquisition from the least common denominators, the parts of speech.

Parts of Speech

Learning English terminology. If you think about nouns, you realize they are not just "nouns";

Continued on page 3

Chapter Officers

President

Dr. David E. Shaffer
Chosun University
College of Foreign Languages,
English Language Department



Membership Coordinator

Soyoung Park
Gwangju Language School



Vice-President

Maria Neliza Lumantao
Chonnam National University
Department of English Language
and Literature



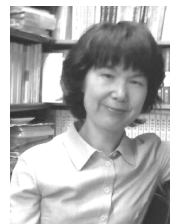
Member-at-Large

Sumi Kim
Chosun University Hospital /
Chonnam National University
Department of Education



Treasurer

Dr. Yeon-seong Park
Chonnam National University
British and American Studies Institute



Immediate Past President

Adriane Geronimo
Chonnam National University
Department of English Language
and Literature



Membership Coordinator

Jocelyn Wright
Mokpo National University
Institute of International
Exchange and Education



Chapter Email Address:

gwangju_kotesol@yahoo.com

Chapter Website:

<http://www.kotesol.org/?q=Gwangju-Jeonnam>



Joining Korea TESOL

Who May Join

English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities and other organizations. University students may join as student members.

What Memberships Types Are Available?

- **Individual 1-Year Membership** (40,000 won)
- **Undergraduate Student 1-Year Membership** (20,000 won, Documentation required)
- **International 1-Year Membership** (60,000 won / US\$60.00)
- **Lifetime Membership** (400,000 won)

How to Join

Apply by using the online membership form at <http://www.kotesol.org/>. Click on “Join KOTESOL” at the left and follow the directions.

Paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application.

Membership payment may be made by:

- Bank transfer to **KOTESOL**, Korea Exchange Bank account number: 630-006952-841
- Payment to the Chapter Membership Officer at Chapter Meeting.

Sentence Structure

Continued from page 1

they are persons, places, and things. Nouns include common nouns, proper nouns, subjects, and objects. In addition to this terminology, pronouns also come in subject, object, and possessive forms. This is a lot of terminology! By laying this information out in a diagram for students to visualize the differences, it becomes much easier for them to understand.

Understanding differences between common and proper nouns will help students easily learn to use articles with common nouns. Also, once students use the terms *subject* and *object* while discussing sentence structure, other parts of speech seem to fall into place. The word *adjective* relating to the subject and object is easier to remember because it is what we *add* to the *ject*, just as *adverb* is much easier to remember for it is what we *add* to a *verb*.

Uncommon sentence building methods

Have students become the parts of speech. There are two methods I use, paper and people. If your classroom structure only allows seat activities, then create "silly sentences." Assign students a part of speech, hand them a piece of paper, and ask them to list 10 examples of their part of speech. Of course, there are only three articles, so this is a wonderful opportunity for a lower skilled person to take part in the activity. Write across the board these nine parts of speech: art., adj., S, adv., V, prep., art., adj., and O, and take word suggestions from each student to build a silly sentence. If they are younger students, go around the room four or five times.

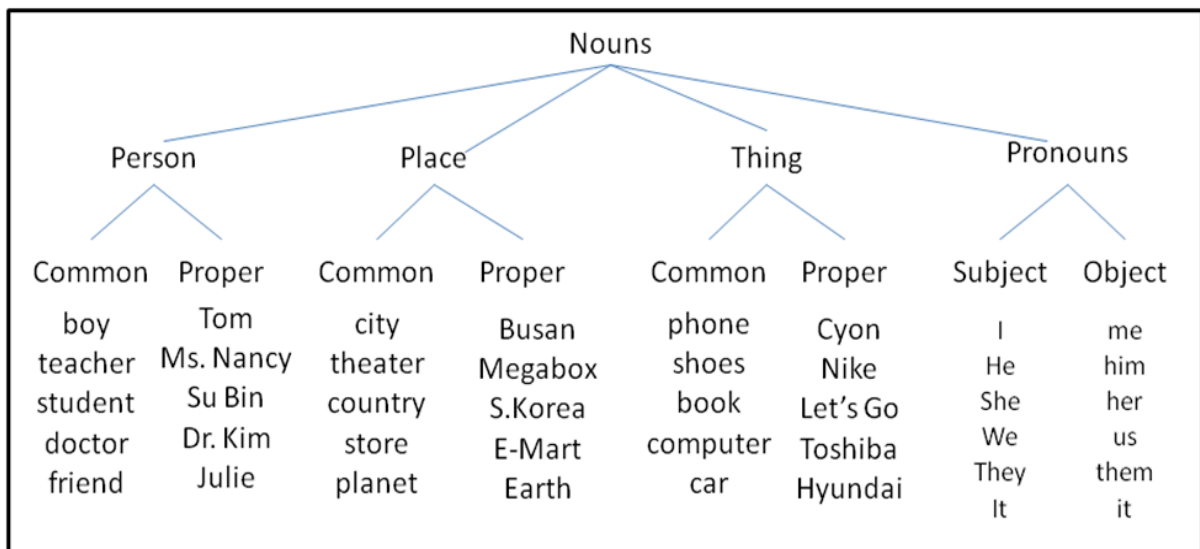
Older students will get the idea very quickly, but will have fun with it.

If you have room to "build" a sentence of students, assign students a part of speech, but make sure you include a subject article and an object article so more people can take part. I use index cards and ribbon for part-of-speech name tags. Have the students make a list of words of their part; then try to arrange themselves into a good sentence. When each person says their word, write it on the board. Teach the audience to be critical using positive words. *I think the sentence would be better if you move down there. You should move before the verb, not after.* Do not allow students to shout things like "You're in the wrong place!" If you are working with younger students, just use the parts of speech they are familiar with, such as *A boy ran down the street.* It is much easier to add other parts of speech to the sentence later as they are introduced.

Compound and Complex Thought

If you use the term "complete thought" to identify a simple sentence, then explaining that two "complete thoughts" can be put together using a comma and a coordinating conjunction makes the concept much easier to grasp. In addition, adding a subordinating conjunction to the beginning of a complete thought will turn it into a complex sentence.

Use English terminology frequently when talking about parts of speech, sentence structure, and developing larger sentences. Students will benefit, and you will be able to move forward together as a class.



Gwangju-Jeonnam KOTESOL May Chapter Meeting

Time: Saturday, May 8, 2010, 2:00-5:00 pm

Place: Chosun University, Main Building (*Bon-gwan*), 2nd Floor, Room 2123.

Schedule

2:00 pm: Registration and Welcome

2:30 pm: Presentation 1: Yeon-seong Park (Chonnam University; Chapter Treasurer)
Creative Grammar Instruction Techniques

3:20 pm: Snack Break

3:40 pm: Presentation 2: Maria Pinto (Dongguk University, Gyeongju Campus)
Assessing Speaking Skills

4:30 pm: Teaching Idea & Activity Share-time: Everyone

Bring your activities/ideas to share with us (about 5 min. each)

5:00 pm: Announcements

Chapter Business: Old or New

KOTESOL Membership Giveaway

Book Drawing

Closing

(Admission is free. Membership is encouraged.)

Upcoming Chapter Events

May 1. Outreach Workshop

1. Tory Thorkelson (Hanyang U.; KOTESOL Past President): *Image and Imagination: Pictures and Picture-Based Activities in the EFL Classroom*
2. Keum Ju Cheon (Chapter Member)
Storytelling Techniques at Work
3. David E. Shaffer (Chosun University; Chapter President) *Professional Development for Us All: The Why and How*

June 12. Chapter Meeting

1. Tim Thompson (KAIST; Daejeon-Chungcheong Chapter): *Don't Get Depressed; Get Creative*
2. Jeffrey Hamilton (Chosun University): *Developing Supplementary Course Materials*

July 10. Chapter Meeting

1. David E. Shaffer (Chosun University; Chapter President): *Teacher Development: The Five Circles*
2. Jocelyn Wright (Mokpo University; Chapter Membership Coordinator): *English Zones for English Learning*

Upcoming KOTESOL Events

May 15, 2010.

KOTESOL National Conference 2010

Learning to Teach, Teaching to Learn: Lessons from the Classroom

EXCO, Daegu (Co-sponsor: UCC)

May 29, 2010.

Jeonju-North Jeolla Regional Conference

Developing Tools for the Changing Korean Context

Geunyoung High School, Jeonju, Jeollabuk-do

May 30, 2010.

KOTESOL National Council Meeting

Jeonju, Jeollabuk-do

June 26, 2010.

Busan-Gyeongnam Chapter Summer Conference

Young Learner, Teacher Training, CALL and MALL Strands

Pusan University of Foreign Studies, Busan

September 18, 2010.

The 1st Multimedia and CALL SIG Conference

Hosted by Daejeon-Chungcheong Chapter in Daejeon

Deadline for Proposals: June 12, 2010

Email Sheema Doshi at: kotesol.mc@gmail.com

October 16-17, 2010. PAC 2010 –

The 18th KOTESOL Int'l Conference

Advancing ELT in the Global Context

Sookmyung Women's University, Seoul

Call for Presentations Deadline: May 31, 2010