

## 한국 영어교육학회 (KOTESOL) 9 월 22 일 천안 영어교육 세미나

<주 제 : Adapting to 21st century's English education>

1. 목 적 : 초등 영어 교수법 향상과 교실 영어수업 개선 방안 논의
2. 일 시 : 2012년 9월 22일 13:00~ 18:00
3. 대 상 : 충청남도 내 근무 초등교원 중에서 영어교육에 관심을 가지고 있는 모든 분들
4. 장 소 : 천안 신용초등학교
5. 세부일정

Time	Activity	
13:00 ~ 14:00	참가자 등록 (Registration)	
14:00 ~ 14:30	학교장 축사 및 국민의례 (Opening ceremony)	
14:30 ~ 15:20	<b>Pleanery Speaker session</b> Lynne Kim (선문대학교 외국어교육원 교수)	
15:20 ~ 15:30	휴 식 (recess)	
15:30 ~ 16: 20	Featured Speakers	
	Robert Kim 경기대학교 General & Specialized English Department 교수 <b>"Multiple Ways to Make Your Students Smart Through Multiple Intelligences"</b>	Rodney Stubbs 우송대학교 Global Business English Department 교수 <b>"Postmodernism and the Learning Environment."</b>
16:20 ~ 16:30	휴 식 (recess)	
16:30 ~ 17:20	David Shaffer(조선대학교 외국어대학 영어과 교수) <b>"Introducing Grammar to Young Learners: An Inductive Approach"</b>	Peadar Callaghan (University of Limerick MA) <b>"Total Participation Techniques for the Classroom."</b>
17:30 ~ 18:00	Ending ceremony 감사장 증정 및 Raffle Prize	

## 5. 강사약력 및 프리젠테이션 내용 요약

**Robert M. Kim** is a second generation Korean-American who is currently teaching at Kyonggi University (Suwon Campus). He has extensive experience teaching English language learners in both the United States and Korea. Robert has an MS TESOL degree from Hofstra University and a BA history degree and an MA liberal studies degree from SUNY Stony Brook.

### **Multiple Ways to Make Your Students Smart Through Multiple Intelligences**

Whenever we teach our students, sometimes teachers and students alike feel frustrated and uncertain on how to have a solid learning outcome for English learning to function properly. Some students progress well in learning English while others seem to struggle and get frustrated. Through using Howard Gardner's Multiple Intelligences, teachers can expand their teaching range by developing their lessons to reach out to various students of various abilities, personalities, and teaching/learning preferences. I will explain each of the following intelligences (logical/analytical, linguistic, musical, spatial, kinesthetic, interpersonal, intrapersonal, existential, and naturalistic).

In addition, I will guide audience members on how to use this theory through a demonstration lesson to see how the theory is used in context.

### **Rodney Stubbs**

Having lived in Korea for about ten years, Rodney is comfortable and happy living in Daejeon. Presently

he is studying for a M.A. in TESOL-MALL at Woosong University where he teaches English in the Global Business English department. Rodney has a B.A. in sociology from Massey University in New Zealand, which is his country of origin.

### **Postmodernism and the Learning Environment**

You see the world differently than I do. I see the world differently than anyone else does. We all see the world differently because we all see the world from a different perspective. Our perspective is

shaped by factors like our age, ethnicity, gender, or anything that makes us unique as an individual.

If we all see the world differently because everything is relative to our unique perspective, then does that ultimately mean that nothing is right or wrong? Is everything relative? Could you argue that post-modernity is itself relative to the perspective of the observer, with the implication that we will all have, to varying degrees, different definitions of post-modernism based on our different perspectives

and interpretations of it?

Post-modernity can be seen as a reaction to, or a rejection of, modernity. For the purposes of this presentation, modernism is the idea of an all encompassing explanation of everything. Modernism attempt to explain everything that was, is, and will be.

The link below is to a more detailed explanation of how I have defined post-modernism.

Postmodernism Handout

So are these different ways of viewing the world a strength or a weakness for our students?

What impact, either positive or negative, do we as educators have on the world views of our students?

Should we strive to have an impact on our students? If not, how do we limit our impact? If we want to have an impact, how should we go about it?

## **Peadar Callaghan**

graduated from the University of Limerick with an Ma in ELT. He has been working in Korea for over six years. During this time he has moved from a stand and deliver style of teaching to a student centered approach. Peadar is best known for his presentation on the use of comic books in the classroom. This presentation brings the same sort of practical and imaginative approach to making the classroom a more active environment.

## **Total Participation Techniques for the Classroom.**

One of the biggest challenges for teachers is to get students to become actively involved in the class. In many classrooms around the world students can be described as politely disengaged. The teacher often struggles to get these disengaged students to answer a question and in frustration ends up calling on the same high level students again and again. Unfortunately this results in catering our teaching to a small number of students and ignoring the ones who need support the most. This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques such

as the use of board splashes quick draws and thought cards to improve classroom engagement for both the students and the teacher.

### **Dr. David E. Shaffer**

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, young learner and Extensive Reading research, as well as loanwords and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and an International Conference Committee member.

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### **Introducing Grammar to Young Learners: An Inductive Approach**

The proper role of grammar instruction in the classroom is controversial. In Korea, it holds a prominent and pivotal role for English testing purposes. This presentation will take a pedagogical view of grammar. It will first take a look at the lack of impact on young learners of early grammar instruction and deductive approaches to teaching grammar. The younger children are, the less they comprehend grammar and the poorer their ability to make grammaticality judgments.

The benefits of inductive approaches to pedagogical grammar will be discussed – in particular, task-based grammar lessons, story-based grammar instruction, teaching grammar in relation to writing, and mini grammar lessons, and their focus on form for young learners.

The pros and cons of using the inductive approach to grammar instruction with older learners will be discussed, as will the use of the inductive approach with actions, realia, generative situations, and minimal sentence pairs. It is suggested that grammar acquisition is efficient when it occurs through rule discovery by the learner rather than through rule provision by the teacher.