



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

Special Edition: June 2015

Strategies for Teaching English Through English

By Heidi Vande Voort Nam

Teaching English through English (TETE) can have many benefits: it increases comprehensible input and multiples the amount of authentic communication in the target language. In recognition of these benefits, the Ministry of Education has recommended TETE; however, many teachers find TETE difficult to implement in their own classes. Successful introduction of TETE requires not only familiarity with key teaching expressions, but also teaching techniques that help students comprehend the classroom instructions. This workshop will demonstrate five techniques for increasing student comprehension of classroom English: using simple language, using manageable chunks, modifying delivery, using body language, and monitoring comprehension. Workshop participants will practice translating complex classroom instructions into student-



friendly expressions and generating effective comprehension questions.

PRESENTER BIOGRAPHY

Heidi Vande Voort Nam holds an MA TESL/TEFL from the University of Birmingham. She currently teaches in the Department of English Education at Chongshin University, where she prepares English education majors for student teaching and for the national English teachers' exam. Heidi also teaches beginner-level general English courses, including special courses for North Korean and Chinese students. Within KOTESOL, Heidi serves as a presenter for Korea Teacher Training (KTT) and facilitates KOTESOL's Christian Teachers Special Interest Group (CT SIG), a group that hosts meetings and online discussions for Christian English teachers. Heidi lives in Seoul with her husband TaekHyeon Nam, who is a public high school English teacher, and their children, Joseph and Miriam.

(Heidi Vande Voort Nam will be speaking on strategies for teaching English through English at the June 6th Gwangju-Jeonnam Chapter Outreach Workshop at Mokpo National University.)

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■ 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?

- **Regular 1-Year Membership** (40,000 won).
- **Lifetime Membership** (400,000 won). Student and International Membership options are also available.

How to Join: Apply by using the online membership form at <http://www.koreatesol.org/>. On the front page, click on “Join KOTESOL” in the menu, and follow the directions.

Alternately, paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application with Chapter assistance.

Membership payment may be made by:

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

Creativity and Consciousness in the Classroom

By Jocelyn Wright

This workshop is inspired by a new content-based English class I am teaching this spring which involves looking at social issues related to happiness and well-being, peace and conflict, diversity and discrimination, sustainable development, communications and technology, etc. from creative points of view. The course, which is also project-based, aspires to form students who are (more active) global citizens – socially responsible, globally competent, and civically engaged (Morais & Ogden, 2011). As such, it aims to be transformative.



significant social issues, using art and audio-visual media. Then, we will discuss tested creative project options. Participants will be invited to share their ideas and experience. Given the importance of the very in-demand skill of creativity and the many social problems we face in today's global world, finding ways to incorporate both elements into our lessons seems well worth taking a closer look at. Come join me in this pursuit!

Reference

Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15, 445-466.

THE PRESENTER

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. She has degrees in linguistics and education and is also CELTA certified. She has been teaching English in Korea at the university level for over six years, is actively involved in KOTESOL at the chapter level, and coordinates the local Reflective Practice Special Interest Group (RP-SIG). Her many interests include professional development and critical pedagogy.

In this workshop, we will first define creativity and discuss its characteristics. We will also look at some creative ideas for raising awareness about

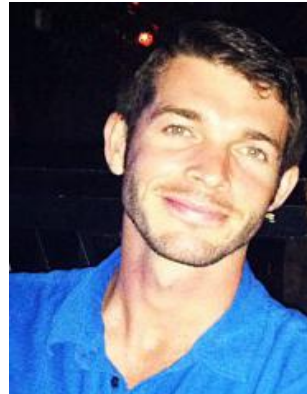


Music, Chants, and Video-making for the Classroom

By Chad LaRoche

As teachers of English, many of us are often faced with a common problem when handed a textbook to teach from: A lack of interesting or engaging material suitable for our students. As a teacher of 5th- and 6th-grade elementary school students, I found this to be the case when it came to teaching my textbook's musical chants, especially to 6th-graders, who would often retch at the reality of another chant they had to do. As a lover and performer of music and the drums, I chose to inject my own passion into the classroom in place of the CD-ROM-based songs. What I discovered was an engaged and participatory classroom environment that led to a lasting impression of the target language in addition to the creation of a stronger student rapport. Over time, I began experimenting with different ways to make the chants more interactive. I also began to incorporate another personal interest, videography, into the classroom by filming role-plays and creating student centered movies. These video-based activities have given young learners a chance to view and reflect on their own usage of the English language, boosted their motivation and excitement for English, as well as provided creative outlets in which to use the language.

In my presentation, I will provide an interactive demonstration of activities utilizing rhythm, music, and chants in the classroom that teachers can use regardless of their own musical ability. Inviting audience participation, we will look at ways that we can turn simple lines of text from the textbook into our



own creation of musical, rhythmic, and interactive dialogue. Two more demonstrations will show the use of rhythmic reading, a method of spicing up reading assignments and exercising reading fluency, as well as the use of musical instrumentals found on YouTube to replace uninspiring textbook chants. The remainder of the presentation will be dedicated to video creation in the classroom for the purpose of student reflection, motivation, and creativity. I will show examples of student-centered video projects I've made with my students and demonstrate the simple tools needed for teachers to create their own.

THE PRESENTER

Chad LaRoche is a guest English teacher with EPIK (English Program in Korea). He has been living and teaching in Korea since October, 2013 at Dae Ban Elementary School and Pung Young Elementary School. After receiving his BA in Communications, Chad worked in TV production at a news station for three years before joining the U.S. Peace Corps and teaching at a secondary school in St. Vincent and the Grenadines. An interest in teaching has brought Chad to South Korea, and Korea has put him on track for an MA in TESOL set to begin at SIT Graduate Institute in September 2015.



Mind the Gap: Information Gaps and English Learners in Korea

By Bryan Hale

In an information gap activity, students have different information and communicate with each other to share it. Normally students have a task to complete which requires exchanging information.

When I first started using information gap activities with elementary and middle school classes in Korea, there were problems! Some students would use Korean or simply show each other the answers. Perhaps worse, students treated the activities as drills, and used formulaic language very mechanically. It seemed like information gaps required me to do a lot of classroom policing for little communicative value.



In a critique of communicative teaching, Michael Swan argued against information gaps which ask students to exchange “unmotivating, imposed information,” and called for more personal exchanges where “students are simply asked to talk about themselves.” Scott Thornbury has paraphrased this as “the best information gap is the information gap that exists between the people in the room.”

This ideal was attractive, but daunting. I was teaching students who shared a first language, who often already knew each other very well and at the same time could be reluctant to share personal information, and who didn’t always have much motivation to use English. Between the classroom reality and the ideal, I felt like giving up on information gaps.

However, with more time, I have found that when information gaps do work with my students, they are very useful. Students use language with increased fluency and purpose. Students negotiate

language with each other. Students take ownership of the activity.

In this session, we will discuss the classroom management of gap activities in classrooms in Korea, and also the design or adaptation of gap tasks for students in Korea. I will share my ideas about why certain information gaps have worked for me and my students, and we will consider some different activity ideas in terms of our own teaching settings.

THE PRESENTER

Bryan Hale is from Australia, where he first learned about information gaps while getting a CELTA (Certificate in English Language Teaching to Adults). A lot of Bryan’s experience is with teaching middle school and older elementary students, but he has experience in Korea teaching students of all ages from very young to adult. Bryan currently teaches at Sunkyung Academy in Gwangju and is the Membership Coordinator for the Gwangju-Jeonnam Chapter of Korea TESOL. Email: bryan.english.teacher@gmail.com



Easy-to-Adapt Conversation Games: Some Basic Types to Take and Tweak

By Lindsay Herron

Are you looking for communication games for your English conversation class? This workshop can help! Participants will have the opportunity to experience a wide variety of games and game types, mostly drawn from the work of Jill Hadfield. All are communicative, and thus require students to listen and speak for a purpose; and all provide a strong, engaging context for language use. After trying each game type, participants will work in groups to transfer the basic structure to a sample lesson from an elementary school textbook, essentially creating a new game. By the end of the workshop, attendees will be thinking more creatively about how to approach games in their classes and will have three to five basic structures that can be readily adapted to any lesson they teach!



The focus of the workshop will depend on attendees' interest. Attendees can choose from among these game types:

- *Guessing games*, in which one or more players have information, and the other players try to guess it;
- *Search games* or *puzzle-solving games*, in which players must talk with each other to gain lots of different information, and then use that information to solve a puzzle;
- *Matching games*, in which players try to match corresponding cards or information;
- *Matching-up games*, in which players each have a different list of possibilities, and then

they use discussion and compromise to reach an agreement;

- *Exchanging and collecting games*, in which players have certain items they can exchange with other players in order to complete a set;
- *Grouping games* or *combining activities*, in which players use the given information to arrange themselves into a group;
- *Arranging* or *sequencing games*, in which players must exchange information in order to arrange something in a particular order.

THE PRESENTER

Lindsay Herron has been a visiting professor at Gwangju National University of Education since 2008. Prior to that, she taught English on a Fulbright grant at a boys' high school in Jeju-do. She has a master's degree in language education from Indiana University-Bloomington, a master's in cinema studies from New York University, bachelor's degrees in English and psychology from Swarthmore College, a CELTA, and the CELTA YL Extension. She is currently the First Vice-President of KOTESOL and Membership Committee Chair, Treasurer of the Gwangju-Jeonnam Chapter, and the new facilitator of the Multimedia and CALL Special Interest Group.

GAMES

About Korea TESOL and the Gwangju-Jeonnang Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has eleven active chapters across the nation and holds annual national and international conferences. The Gwangju-Jeonnang Chapter currently has over 100 members and holds monthly meetings, usually the second Saturday of the month. Meetings regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Chosun University in Gwangju. Admission to Chapter meetings is a members' benefit and non-members are welcome to observe. The Chapter also holds an annual Chapter Conference and Outreach Workshops. New to the Chapter are our Reflective Practice sessions for members.



KOTESOL's active membership is currently nearly 1,000 members. It is an Affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an Associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring, and the autumn, largest international conference of any Korean ELT

(English language teaching) association in Korea. Our recent International Conferences, held in October each year, have attracted well over 1,000 attendees. Recent conferences have featured world-renowned figures such as Stephen Krashen, David Nunan, Scott Thornbury, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, Thomas Farrell, Michael Long, Ahmar Mahboob, and Keith Folse. This year's International Conference will be held in Seoul on October 9-11 at COEX.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). At present, these include the Young Learners and Teens SIG, Extensive Reading SIG, Reflective Practice SIG, Professional Development SIG, Multimedia and CALL SIG, Research SIG, and Christian Teachers SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnang Chapter invites you to actively participate in our 2015 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional development that it has to offer.



Gwangju-Jeonnam KOTESOL June Outreach

- Time: Saturday, June 6, 2015, 1:00–4:45 p.m.
- Place: Mokpo Natl. University, Building A10 (Muan), 2nd Floor, Room 204

2015

Gwangju Jeonnam Chapter KOTESOL Outreach to the Mokpo-Muan Area (June 6)

Time	Presentation Room 204	Presentation Room 205
1:00 – 1:15	Sign-in & Meet-and-Greet	
1:15 – 1:30	Opening / Professional Development Through KOTESOL (David Shaffer)	
1:30 – 2:15	Strategies for Teaching English Through English, Part 1 (Heidi Vande Voort Nam)	Music, Chants, and Video-making for the Classroom (Chad LaRoche)
2:15 – 2:45	Networking Break / Refreshments	
2:45 – 3:30	Strategies for Teaching English Through English, Part 2 (Heidi Vande Voort Nam)	Mind the Gap: Information Gaps and English Learners in Korea (Bryan Hale)
3:45 – 4:30	Creativity and Consciousness in the Classroom (Jocelyn Wright)	Easy-to-Adapt Conversation Games: Some Basic Types to Take and Tweak (Lindsay Herron)
4:30 – 4:45	KOTESOL Benefits (Lindsay Herron) / Drawing for Prizes / Closing	

Upcoming Chapter Events

June 20, 2015. Monthly Chapter Meeting

Using Alternate Reality Games in the Classroom
Paul Starr (EPIK, Hanam Middle School, Gwangju)
Panel Discussion: *Online Professional Development Options* (Lindsay Herron Facilitating)

July 11, 2015. Monthly Chapter Meeting

August 8, 2015. Monthly Chapter Meeting

Chapter Calendar of Events: <http://koreatesol.org/content/calendar-events-1-gj-chapter>

Upcoming KOTESOL Events

KOTESOL Calendar of Events: <http://koreatesol.org/content/1-kotesol-events-major>

Upcoming Korea ELT Events

Domestic ELT Calendar of Events: <http://www.koreatesol.org/content/2-domestic-elt-events-non-kotesol>