



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

December 2015

Short Stories for L2 Learners

By Tyson Vieira

As language instructors, our role is to guide students along a path towards autonomous learning and self-discovery. Literature can be a tool leading to that goal.

Through a variety of activities, teachers can help guide their students to a path of autonomous learning and self-discovery. The spectrum of activities is massive; however, each activity should be a part of the larger picture. Gajdusek advises, “Unless we structure the classroom experience so as to make the students discover what is there, we are not really teaching literature – or anything – in ESL” If teachers introduce English literature enthusiastically and systematically, our students will be able to take a written story and create a new interactive experience in the classroom.

The collaborative workshop will focus mainly on Gajdusek’s four-step literature process and how we, as teachers, can apply it to our classroom. First, we will discuss briefly the positives, the possible negatives and challenges with applying literature experiences to our students. A handout with reflective questions and an individual exercise will be given to each workshop attendee. The handout will also contain a short story in which we will break into small groups to discuss the story’s application, student level and activities. After small

group work is finished, they will present it to the whole class for further analysis and discussion.

THE PRESENTER

Tyson Vieira works at Kyungnam University as an English assistant professor. For three years, he worked for the Jeollanamdo Language Program (JLP) under the Provincial Office of Education. Prior to that position as a teacher at Muan Englishtown, Tyson taught for two



years at five different elementary schools in Haenam. He earned his MA degree in TESOL from Azusa Pacific University in California. He was involved with the National English Ability Test (NEAT) as an item writer and various JLP projects such as coordinating the

Jeollanamdo Provincial English Camps and teaching in JLP’s distant learning program. He is a current member of the Gwangju-Jeonnam Chapter, and served as the co-facilitator of the local Reflective Practice Special Interest Group and as a chapter officer. He has written articles for JLP’s Bibimbap and for Gwangju News.

(Tyson will be leading the short stories workshop at the December 12th Gwangju-Jeonnam Chapter meeting at Gwangju Natl. University of Education.)

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- **Regular 1-Year Membership:** 50,000 won.
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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

The False Hope in the Transitive Property of Equality in EFL

By Kevin Dieter

This presentation is designed to discuss whether a new approach to EFL is needed. Current approaches to EFL education include traditional approaches and communicative approaches. Both sets of approaches for EFL education are flawed in principle.

Traditional approaches to EFL education focus on building student skills from word to sentence following the rules of grammar for a systematic learning process. Advanced practice tends to focus on Korean to English or English to Korean translation. Communicative approaches to EFL education focus on authentic content and realistic opportunities for more naturalistic acquisition process. Advanced practices tend to focus on student to student interaction.

Neither set of approaches address the absence of the transitive property of equality in EFL, thus allowing EFL students to continue their EFL education efforts based on a flawed principle. Therefore, it is argued that a new approach to EFL should be considered. This new approach should raise the level of consciousness of students regarding communication and emphasize communicative skills that best compensate their EFL deficiencies.

The transitive property of equality states that if $a = b$ and $b = c$, then $a = c$. In an EFL context “a” is defined as the intentionality of the sender; “b” is defined as the EFL learner’s L1 representation of his own intentionality; and finally, “c” is defined as the EFL learner’s target language representation of that same intentionality. It is my argument that the approaches described above are based on the false premise that the transitive property of equality exists in EFL education and this misrepresentation needs to be exposed, its perpetuation ended, and more

accurate approaches to EFL education developed.

Here is a practical in-class example of the above: A beginner-level EFL student shows up late for his first class. His prior learning experience has been based mainly under the traditional EFL education paradigm.

What is said: Why are you late?

What the student hears: 왜 늦었니?

What the student wants to say: 길을 잃었어요.

What the student says: I lost the road.

The response the student expects: Are you ok?

The response the student receives: What?

The solution the student uses: Sorry...

Questions that need to be considered include the following: (a) How do you address this “lost in translation” phenomenon to your students? (b) Did the student make a mistake translating “길을 잃었다” to “I lost the road”? (c) What compensatory communicative skills should EFL educators be teaching students so they can effectively manage situations of significant miscommunication?

THE PRESENTER

Kevin Dieter is a long-term resident of Gwangju. He



works at Gwangju Health University teaching English and is also the team manager at the Office of Education at his school. Kevin received his MEd from the Department of Education at Chonnam National University (CNU) specializing in Education Technology. He currently

holds “ABD” status as a PhD candidate at CNU.

Gwangju-Jeonnam KOTESOL December Chapter Meeting

- Time: Saturday, December 12, 2015, 1:45–5:00 p.m.
- Place: Gwangju Natl. University of Ed., Teacher Training Bldg., Room 811 (1st Floor)

■ Schedule

Chapter Meeting: Main Session

- 1:45 pm:** Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)
- 2:00 – 2:50 pm: PRESENTATION 1**
Short Stories and L2 Learners
 Tyson Vieira (Kyungnam University)
- 2:50 – 3:10 pm:** Refreshment Break
- 3:10 – 4:00 pm: PRESENTATION 2**
The False Hope in the Transitive Property of Equality in EFL
 Kevin Dieter (Gwangju Health University)
- 4:10 – 4:45 pm: SwapShop Session** (Open to All)
 Everyone is encouraged to share their Teaching Discoveries and Secrets with the group. Share your Teaching Tips, Ideas, Classroom Activities, Games, ELT Books, or other Teaching Wisdom. (Handouts welcomed.)
- 4:45 pm:** Announcements / Drawing for Door Prizes / Closing
- 6:00 pm: End-of-Year Turkey Dinner** – At Meeting Venue

Upcoming Chapter Events

January 9, 2016. Monthly Chapter
Commonly Overlooked Issues with Classroom Management
 Brian Burgoyne (Chosun University, Gwangju)

February 13, 2016. Monthly Chapter Meeting

March 12, 2016. ANNUAL CHAPTER CONFERENCE
Call for Presentations: January 31, 2016

Upcoming KOTESOL Events

Christians in ELT International Conference
Collaboration in the Classroom and Beyond
 June 24-25, 2016; Seoul
 Call for Presentations ongoing.

Reflective Practice SIG Morning Meeting
 Saturday, December 12, 2015
 Aldersgate Café, 11:00 am – 12:30 pm
Transitioning from Reflective to Critically Reflective Teaching
 Jocelyn Wright facilitating