

KOTESOL Presentations

English Expo 2014

Invited Guest Presentation

Rob Waring

How to get your children to read English well



Generally, reading in Korea is taught as study reading - the reading of short difficult texts to build vocabulary to prepare students for tests. However, research shows that practice in fast fluent natural reading at the right ability level will help students do better on tests than by doing only reading test practice with short difficult texts. This means teachers and parents must embrace new ideas of what learning to read in English involves by introducing the right kinds of reading materials for their children at the right level. This talk will focus on how to get your child interesting in reading and by reading I mean reading, not study reading for tests. We will then find out how to find books at their right reading level and discuss how much reading needs to be done so they will be able to read fast, fluently and naturally.

3M Questioning Strategy

Assumpta Calano



Talk time by students is given much premium in an ESL class as this gives the students more practice to use the target language. And one way of getting responses from students is to ask questions. So in effect, the quality of questions asked in the classroom highly determines the quality of discussion inside the classroom. Therefore classroom questions are an important consideration because an unknowing teacher can build a student's aspiration or kill a student's motivation to learn more.

However, it is not just asking questions that is of the essence but also on the range of questions asked depending on the objective(s) set for that lesson, how to sustain and build follow-up questions depending on responses gathered and the dependability of these questions that demand inferential and critical answers leading into a life course of action.

It is the norm in many classrooms that teachers pose questions on the "read the lines" level and much less ask questions on the "reading in between the lines" level that demand inferential reasoning and rarely ask questions on "reading after the lines" level that demand creative answers for life-long learning.

Thus, an intervention has been developed to address this particular need on classroom questioning. This strategy is put under the consideration of three Ms essential in classroom questions. These 3Ms are: MATTER, MANNER and METHOD.

Matter refers to what questions to ask. These questions asked must highly depend on the subject matter and the learning objectives of that particular lesson.

Manner refers to how the questions are arranged. These questions are asked in a way not to intimidate the students and allow them enough leeway to answer.

Method refers to how the questions are organized. These questions must be sequenced from the easiest to the most difficult with each question an offshoot of the previous question.

The 3M Questioning Strategy is to make classroom questions more authentic and not just rhetorical and oftentimes withdrawn leading to nowhere. This plan of action includes how to ask follow up questions to engage the students towards insights or critical and creative thinking.

Comics Who, What, When, Where, and How?

Peadar Callaghan

Comics are great sources of authentic language and opportunities for students to learn. However with the vast amounts of them available it can be difficult to decide which ones to purchase for the classroom or home. This presentation will look at the various types of comics out there. It will look at the various linguistic levels represented by the various forms and how to choose the best for the target learners. It will also look at ways to source comics on a budget.



Exploring (some of) Thornbury's "Big Questions in ELT"

Michael Griffin

In this session we will consider and discuss some of the questions and topics found in Scott Thornbury's 2013 book, *Big Questions in ELT*. Participants will be asked to share their thoughts on and experience with key questions from topics including learning styles, vocabulary, communicative activities, and the role of practice. Participants can expect to walk away with a clearer sense about their personal views on these topics as well as more questions to continue thinking about.



Questioning Towards Learner Autonomy

Tim Hampson

Question asking in the classroom, particularly with young learners, is often the sole preserve of teachers. A student may know the grammar of how to ask questions but be reluctant to actually do so when given free time to do it.

Firstly, this talk looks the ways in which nurturing question asking is beneficial. By encouraging it teachers can improve student talk time. They can also focus lessons more strongly on students' interests as students direct classroom discussion to things they care about. These conversations are more authentic as they become real exchanges of information that students are interested in.

Secondly, it explores reasons why students are reluctant to ask questions in class. Students might have a lack of confidence in structuring questions or just in their ability to ask. Another reason is that they may be unsure about what questions to ask.

Structuring questions, being confident, and knowing what to ask are all skills that can be taught in the classroom. The final, and largest section of the talk takes a hands-on look at ways to practice questions in the classroom with audience participation and activities to take home. If we take the time in class to focus on structured question asking, and then slowly removing this support, we can build confidence and teach questioning skills and then allow learners to ask questions autonomously. We will work through several activities that have been successfully used in the classroom. Including using scaffolded questions, question cards and activities to practice follow up questions.



Rethinking English Education in Korea Through Family-oriented Learning Programs

James Johnston

South Korean mothers are one of the major economic driving forces that have made Korea the 6th best educated country in the world with 7.6% of its GDP being spent on education (Grossman, 2012; ICEF Monitor, 2014). Historically, though, there has been a disconnection between how much Korean families invest in their children's education and how well their children are actually learning English. Korean students rank 24th on the World's English



Language Proficiency Index (English First, 2014) and 110th on ETS's global TOEFL rankings (Card, 2006). With those issues in hand, this workshop considers the possibilities of integrating family-oriented language learning programs in South Korea, where mothers, in particular, can use English with their children at home and in their communities to make English language learning more authentic and natural. Audience members will take part in an inquiry-driven examination into possible methods for creating practical, holistic, family-centered learning models in their own contexts—private institutions, local communities, or even their own homes.

Taking Questions Mobile, Three Ways of Using Socratic in Your Classroom

Stafford Lumsden



Socratic, taking its name from the Socratic method of questioning, is an application available on Apple's iOS, Google's Android and web platforms that provides a useful and convenient way for teachers to engage their learners both in class, and perhaps more interestingly, outside of class. The mobile platform means that students (many of whom have smartphones, even at very young levels) are able to engage in tasks and activities even "on-the-go".

This workshop will demonstrate three techniques for using the Socratic application as a means of posing questions to students of all levels and eliciting responses. It will also look at how, through the app's teacher interface, we can build a useful and very detailed database of information on how our students think and on their progress throughout the semester, but perhaps more importantly how they feel as they exit each of our classes.

Participants in this workshop will require a mobile phone/other internet connected device.

CALLING for a Multimedia-based Gamification of SLA for Young(er) Learners

B.T. Stoakley



While there is growing literature advocating the use of multimedia in SLA, the implementation of such a curriculum has not yet come to fruition. Due to this situation, the aim of this workshop is to succinctly provide a pedagogical justification for using multimedia activities/games for English language learners. Next, an overview and partial demonstration of the types of programs will be displayed. Following this, an authentic game will be played in the session to demonstrate how to incorporate gaming. The session will wrap up with a discussion of such technologies or demonstration of other programs if requested. Programs/games that will be showcased will:

- (can) cater to the pre-k - 6th grade language learners
- vary in cost from free to thousands of dollars
- be easily accessible to creatively challenging to access
- vary from "traditional" CD-ROMs to online platforms
- be for individuals or (small) groups

Peer Questioning in Reading to Improve Understanding and Speaking

Makiko Tanaka & Edward Sanchez



One of the most common practices teachers engage in teaching reading is to check meanings of words and phrases with students followed by comprehension questions that are either stated in reading textbooks or else asked by the teacher. The problem with this practice is that teacher-directed questions alone may not enhance students' understanding. Teachers also may miss to know whether students truly comprehended what had been taught.

In this presentation, the presenters will introduce student-initiated peer questioning, a complementary practice to teacher-directed questioning, but crucial to deepen student's reading comprehension.

Presenters will demonstrate how student-initiated questioning is conducted in reading class. After asking questions about meaning of words and phrases, the presenters will ask participants to prepare a few questions from a reading passage. Participants will then be grouped together to ask and answer each other's questions by discussing together. They then write answers to their own questions on a sheet of paper.

This presentation is based on the result of the research we conducted with the 20 first year college students. The purpose of the research was to investigate how effective students' asking questions with each other would be. The presenters will also report educational implications about "questions."

Teach your Child to Question and...

Tory Thorkelson

This presentation will focus on the value of using different question types (Open, Closed and Wh. questions) to foster curiosity, motivation and even critical thinking in children in and out of the classroom. It will begin with a brief overview of what these questions are and then use examples from contexts like the ELT classroom (and the related skills) leading into ways to get children to become curious, self motivated and constructively 'critical' about what they are doing and the world around them (e.g. making choices, expressing preferences and opinions and so on) through asking and answering the aforementioned question types.



Using Culture to Generate Questions

Andreas Varsakopoulos

There is a discrepancy between what language we expect our students to learn, and what they actually produce. The issue is that students are not always learning the language they want to use. Typically the target language starts from the English context and then provides the L1 equivalent, but too often students can't relate to that translation sequence. By not providing an accurate point of reference for the students, much of the language they learn lacks the relevance necessary to create real meaning. I argue that Native English Teachers (NETs) can remedy this situation by shifting the focus from teaching English conversation, to promoting a cultural exchange. Giving students a chance to answer questions about their culture, and question the behaviors of another will provide an opportunity to use meaningful language. The presentation will demonstrate how asking the right questions can create language learning goals that are relevant to student's context and perspective. The audience will explore how to form focus questions, and learn how to use student's responses to calibrate their expectations.



Using TPR Storytelling to Check Young Learners' Comprehension

Angie Yurie White

Teachers often use storytelling to entertain and engage young learners when teaching English. But storytelling has pedagogical benefits that extend beyond entertaining learners. Storytelling can serve as the catalyst for concept checking questions as demonstrated by TPR Storytelling. TPRS was developed by Blaine Ray, a Spanish teacher from California, as an alternative to traditional textbook centered teaching. TPRS incorporates storytelling as an effective medium for introducing vocabulary or other language features and follows up with a series of repetitive questions called circling. Circling is a simple yet effective way to actively check young learners' understanding as the lesson is conducted. Students are constantly focused on and learning key concepts during storytelling. In addition, circling allows students to think critically, recall information and more importantly, to retain information.

This presentation will involve participants from the beginning in an interactive "learn by doing" format. Participants will practice how to effectively weave key expressions or vocabulary into a story where the students are often the characters of the story. But more importantly, participants will practice the circling technique to become more conscious of the quality and format of their comprehension checking questions.

