KOTESOL

2011 Gyeonggi Chapters Joint Conference

Classroom Practices and Motivation

Plenary: Aaron Jolly

Presenters

Leonie Overbeek, Matthew Millar, Matthew Love, David D. I. Kim, Robert Kim

KOTESOL

December 3, 2011 (Saturday)
12:00-6:00pm
Suwon University, 종합강의동 Building

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2011 KOTESOL Joint Gyeonggi Chapters Conference

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12:20–1:20	**Plenary:** Motivation and Classroom Practice: Key Factors & Visible Thinking *Aaron Jolly* Venue A, Room 307 Auditorium	
	Concurrent Sessions Venue B, Room 303	**Concurrent Sessions** Venue C, Room 304
1:30–2:50	*Vocabulary: Spelling Out Vocabulary Games* Leonie Overbeek	*Motivation: Open to Interpretation: Motivational Strategies in the Development of Literary Critical Analysis* Matthew Love
3:00–4:20	*Writing: Making the Writing Process Work* Robert Kim	*Motivation: Instruction and Interaction: Effective Routines and Directions in the EFL Classroom* Matthew Millar
4:30–5:50	*Teaching English Pronunciation Workshop* David D. I. Kim	*Motivation, Materials & Practice for 21st Century Young Learners* Aaron Jolly
6:00–6:10	**Closing Ceremony** Venue A, Room 307 Auditorium	
6:15–7:00	**Dinner** Venue D, Room 305	

Welcoming Message

Welcome to the very first KOTESOL Gyeonggi Chapters Joint Conference. The Suwon Chapter and Yongin Chapter have joined together to put together this wonderful conference. We hope that this "first" will lead to a many more future events between the two chapters. We are excited to have so many quality presentations at this year's conference.   The theme for our conference, "Classroom Practices and Motivation," focuses upon two important features of teaching; practices and motivation. Our plenary speaker, Aaron D. Jolly, is a teacher trainer, curriculum designer and ELT consultant, with more than 10 years of classroom teaching experience. Mr. Jolly will introduce seven practical keys in motivating students English learning experiences. We have six additional presentations in store, three focusing on motivation, and three on practices (vocabulary, writing, and pronunciation). We hope that you will enjoy these presentations and they will prove useful in your classroom.

We wish to thank Suwon University for providing the wonderful venue and modern facilities for this conference. Also, we wish to thank the plenary, Mr. Aaron Jolly for gracing our conference with his "infectious enthusiasm" for teaching and learning. Our thanks go also to the presenters who have offered their expertise and time to this conference. We wish to also give thanks to the members of the conference committee, who have worked tirelessly to bring about this wonderful conference, sacrificing untold hours and effort to making this conference a success. Their love for KOTESOL and their profession is clearly seen through their efforts.

Best wishes,

Matthew Millar, Suwon Chapter President
David D. I. Kim, Yongin Chapter Interim President

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Hwasung High School, Hwasung

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Presenter's Abstracts/Introductions

Plenary (12:20-1:20)

Motivation and Classroom Practice: Key Factors & Visible Thinking
Aaron Jolly, *English Central*

In this presentation, Aaron will introduce some practical keys that will help teachers provide more motivating English learning experiences for their students. The 7 keys that he will highlight are: (1) How to be a happy & inspired teacher. (2) Creating a student-centered class. (3) Lowering affective filters such as fear and boredom. (4) Making fun & laughter in the class. (5) Using Prof. Paul Nation's 4 x 25% rule for course/class design. (6) How to make the class and/or homework wired with digital and online materials and devices. (7) Using the great ideas from Harvard Graduate School of Education's Visible Thinking program.

1:30-2:50 (Venue B, Rm. 303) Concurrent Session: Practice

Spelling Out Vocabulary Games
Leonie Overbeek
Seosin & Hwado Middle Schools / Adjunct Teacher GEPIK Program

Let's face it, the starting point for many language learners is also the one that causes the most problems – learning the vocabulary. You can have your students slog through lists, chanting in unison, you can give them ten words a day to memorize, you can make a word of the day for them to use in context, you can have spelling bees and spelling tests, but in the end it remains a tedious and time-consuming effort to keep repeating words again and again, at least until you attain some degree of fluency in the language.

Students tend to get the 'idiot look' when you announce that it's time for new vocabulary to be learnt, and if you haven't seen that look where the eyes become vacant, the muscles slack and brain switch is clearly off, you are very lucky and have an excellent class of students in front of you and must be a superstar teacher.

In this talk I want to share with you a presentation method and some ideas I have used in classes in order to give students the needed repetition and practice with words, without having them throw the 'off' switch.

1:30-2:50 (Venue C, Rm. 304) Concurrent Session: Motivation

Open to Interpretation: Motivational Strategies in the Development of Literary Critical Analysis
Matthew Love
Suwon Gyeong-sung High School/Yeungnam University

Recently there have been glimmers of hope in English Education through an increased government drive to push the nation closer towards the direction of bilingualism. This concerted move to empower every child with the means and facility to learn basic conversation skills in English as a second language has been no mean feat not to mention the heavy expense the nation has incurred financially.

However regardless of this commitment, as a teacher of English in Korea, I still feel there are many issues and obstacles that hinder and prevent students from reaching a much higher attainment and command of the language. The neglect of writing as an instructional discipline is one such area where student's growth and development of the language has greatly diminished because of the void in instruction and practice over the years. This I'm thankful to say is now slowly changing through like-minded professionals engaged in activities to motivate students (and other teachers) to utilize, play and experiment with words, form, grammar, meaning and content.

This presentation is a talk on ways to motivate students and teachers to think critically, to help them develop ideas around a narrative (real or imagined), to formulate arguments, express opinions, hypotheses, describe or explain ideas, summarise and draw conclusions in an academic format. It also urges them to explore (and question) conventions and devices used in storytelling and how we relate to them in the real world on various socio-political, psychological and philosophical levels.

Please beware this presentation is on an adult theme and contains graphic video images some people may find disturbing. It is not suitable for children or people who are of a sensitive nature.

3:00-4:20 (Venue B, Rm. 303) Concurrent Session: Practice

Making the Writing Process Work
Robert Kim, *Kyonggi University (Suwon Campus)*

Students who are struggling to develop their writing skills, especially in another language, will clearly experience their share of confusion and uncertainty. Issues, such as organizing their thoughts and ideas, accuracy/grammar errors, and plagiarism can lead to a lack of confidence. Through my workshop, I will highlight how activities, ranging from analyzing and discussing about sample essays and paragraphs, brainstorming and clustering ideas, and in-class writing are useful for writing skill development. I will also highlight how rubrics, portfolios, conferences with students, and multiple drafts can provide empowerment for the path of improving writing skills. In addition, I will emphasize how peer editing, joint group writing, and a group revision of a poorly written piece of writing not from a classmate can provide the approaches for writing skills to be developed over time.

3:00-4:20 (Venue C, Rm. 304) Concurrent Session: Motivation

Instruction and Interaction:
Effective Routines and Directions in the EFL Classroom
Matthew Millar, *Hwasung High School*

This workshop is about how to use effective routines and directions directions in EFL classrooms. The first part of the workshop covers instruction, the second part covers interaction.

First, let me give some definitions. When I use the term instruction, I am referring to how teachers communicate lesson content, but I also include directions. Naturally, I must now define what I mean by directions. I mean all requests made by the teacher. These are generally requests for action of some kind. The next term is interaction. This is all of the relationships and behaviour in class.

"[Classroom interaction is] the form and content of behaviour or social interaction in the classroom. In particular, research on gender, class, and 'race' in education has examined the relationship between teacher and students in the classroom." – Encyclopedia.com

Now, I have to define routines. These are procedures that become habitual and natural as a result of repeated practice and consistent use. Finally, I must explain procedures. These are the methods used to manage all the different daily classroom activities. They include things like how the class enters and leaves the room, how students ask questions or permission to leave the room, how the teacher gets the students' attention and shifts their focus from one task to the next.

Compared to regular mono-lingual classes, structure and consistency in the EFL classroom are more difficult to achieve. This is because students may not understand the teacher's words. The purpose of this workshop is to teach practical, research-based techniques to manage students in the EFL classroom.

4:30-5:50 (Venue B, Rm. 303) Concurrent Session: Practice

Teaching English Pronunciation Workshop
David D. I. Kim, *Kangnam University*

A brief outline of some English phonemes Korean students often have difficulty producing, will be followed by demonstrations of how to use the contrastive method in teaching English pronunciation to Korean students. Also, a pronunciation diagnostic test will be introduced to use in the classroom to isolate English pronunciation difficulties of Korean students, along with a pronunciation acquisition model.

4:30-5:50 (Venue C, Rm. 304) Concurrent Session: Motivation

Motivation, Materials & Practice for 21st Century Young Learners
Aaron Jolly, *English Central*

Full of inspiration and active audience participation, author and KOTESOL trainer, Aaron D. Jolly will deliver a hands-on 21st Century Learning workshop designed for teachers of Young Learners of English. The workshop will look at the changes that are taking place in classroom materials and teaching/learning approaches in the 21st Century both from the technological and also pedagogical perspective. The author will then present an approach to teaching, learning and materials design which includes the 4Cs - communication, collaboration, creativity and critical thinking; W.A.R.M - whole learner, authenticity, repetition and motivation; and also of course incorporating blended learning with digital and on-line applications.

Presenter's Biographies

Jolly, Aaron D., is a teacher trainer, curriculum designer and ELT consultant, with more than 10 years of classroom teaching experience. He is also an author for the new global Pearson series for Young Learners called Our Discovery Island. He has lectured at the university level and provides teacher training workshops for Korean government English education programs and University TESOL graduate schools. He was the National 2nd Vice President of Korea TESOL, and presently an official KOTESOL teacher trainer. He is also the co-founder and co-facilitator of the Extensive Reading Special Interest Group in KOTESOL. Formerly, he directed a university-based gifted English education program for Young Learners and is a keen advocate of innovation in YL ELT. He is currently Korea Director for English Central – an innovative video based language learning system backed by funding from Google & SK Telecom Ventures.

Kim, David D. I., is presently teaching in the Division of International Studies, at Kangnam University, Yongin.   He also coordinates the KNU TESOL Certificate program. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning.

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

Love, Matthew, has recently been appointed Professor in English Literature at Yeungnam University and has been teaching in Korea for 5 years at K-12 levels in both public and private schools. He is currently a foreign English Teacher, at Suwon Gyeong-sung High School and has served as an occasional lecturer and advisor to The Suwon College for the Gifted at The University of Suwon. He received his BA with full honors in Media Production with English Literature along with his MA in International Cinema at the University of Bedfordshire, U.K. Matthew holds an Advanced Certification in TESOL from the American Institute of TESOL and he is also in the process of undertaking a doctorate in education, specialising in TESOL at the University of Exeter, U.K.

Matthew's research interests are mainly in the field of sociolinguistics, motivational strategies and critical applied linguistics. A strong supporter of extensive reading strategies and working to extend these theories, he has developed his own curricular program of utilizing cinema (particularly literary adaptations) as a way of introducing and inspiring students to great works of fiction, classical narrative conventions, as well as encouraging them to think critically, discuss and develop academic discourse as an effective method not only in language acquisition, but to better their cultural and intellectual understanding of the world.

Millar, Matthew, is a teacher of English as a Foreign Language (EFL) living in Hwaseong City, in the Republic of Korea. He has been teaching high school students, teachers, and local adults at Hwaseong High School since the beginning of 2009. Before taking his current position, he taught adult students and teenagers with a language academy (hagwon) in Suwon for over three years.

Previous to moving to Korea, Matthew spent two years teaching English as a Second Language (ESL) at the University of Otago Language Centre in his hometown of Dunedin in New Zealand. In that position he gained experience as a teacher of General English, Business English, and as a curriculum and materials developer.

Matthew has a degree in music from the University of

Otago, and completed the Cambridge Certificate in English Language Teaching to Adults (CELTA) in New Zealand in 2002. He has given several presentations on topics such as classroom behaviour management and teaching English through music for training workshops held by the Hwaseong-Osan Office of Education. The office of education also appointed him group leader and training facilitator for foreign English teachers in the Hyangnam and Baran areas.

Overbeek, Leonie, has worked in the fields of mining and metallurgical research, administration and business consulting, before turning to langauges. She holds an M.Phil in Value and Policy Studies from Stellenbosch University, and after obtaining a TEFL certificate, worked for two years as a teacher trainer in Cape Town, developing a TEYL course during that time. She trained more than 200 teachers before coming to Korea to be part of the GEPIK program, and has worked in middle schools for four years.

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Handouts and Summaries

<u>Spelling Out Vocabulary Games</u>

Leonie Overbeek

Introduction

Let's face it, the starting point for many language learners is also the one that causes the most problems – learning the vocabulary. You can have your students slog through lists, chanting in unison, you can give them ten words a day to memorize, you can make a word of the day for them to use in context, you can have spelling bees and spelling tests, but in the end it remains a tedious and time-consuming effort to keep repeating words again and again, at least until you attain some degree of fluency in the language.

Students tend to get the 'idiot look' when you announce that it's time for new vocabulary to be learnt, and if you haven't seen that look where the eyes become vacant, the muscles slack and brain switch is clearly off, you are very lucky and have an excellent class of students in front of you and must be a superstar teacher.

In this talk I want to share with you a presentation method and some ideas I have used in classes in order to give students the needed repetition and practice with words, without having them throw the 'off' switch.

New Vocabulary presentation

This method is based on the idea that students are presented with a Korean word, L1, with which they are already familiar, or realia that represent the word, and the L2 word in various guises and formats. Thepedagological imperative is that they start from the known (L1, realia) and work with the unknown (L2) and leave the class with the English word having been the last they worked with.

Method

Construct a table with four columns headed: 'Sample sentence/picture'; 'English Word'; English definition'; 'Korean word'. Make a duplicate of this table. In table 1, the teacher's table, you will fill all the columns. In the second table, the student's table, you will only fill the 1st and 4th column. The student must have enough space to be able to fill in the blanks of English word and English definition. I prefer working in Excel, but it can be done in any spreadsheet or word processing program.

Now consult the list of words from the curriculum and type these English words in the second column. Most curriculum books also have a dictionary list, look up the corresponding Korean word and type that in column 4. Now comes the creative part – try to find as many pictures as you can that will illustrate the idea of the word and paste these into column 1. I generally make the column width 2.5 cm and the row height the same, and size the picture for 2.3 in its largest dimension. If no picture can be found, type in a sentence that will use the target word. Finally, try to define the word as simply as possible (not always an easy task!). You now have the master or teacher's copy. Copy columns 1 and 4 to the students' copy.

As an example, consider the word 'bald' from a recent lesson. The teacher's copy will look like this:

Sample sentence/picture	English Word	English definition	Korean Word
	bald	no hair on the head	대머리 인

The student's copy will look like this:

Sample sentence/picture	English Word	English definition	Korean Word
			대머리 인

They now have to complete their table from clues you give them.

Before doing this, provide them with a list (either as hand-out or on a display) of the target words and read it with them at least twice, preferably three times. This is so that they associate the English word with its sound, even if, at this stage, they do not understand the meaning of the words.

Now for the part that the students I have worked with find the most fun – linking the Korean word and the picture to the English word. There are two options, and both of them designed so that they have to find either the Korean word and then write down the English word and its definition, or the picture/examplesentence and the English word and its definition:

1) Provide them with a sheet on which the sample sentence/picture, its word and the definition are somehow linked, and they have to find the link working from the picture or from the sample sentence provided A small section of such a sheet is shown below.

In each case the English word is in bold type with the picture, and has a number next to it that they must use to match to the English definition.

6 person next door	**8** **wig**	3 no hair on head
6**neighbor**	2 promise to live together until death	
3 bald	8 like a hat of hair	**2** **marry**

2) Provide them with a Korean word, English word and English definition sheet separately, from which they have to copy the English words and definitions that match the Korean word, and then find the English words in a word search puzzle.

```
N N W G L X P U Y D A G L C
P G P M L D Y T C E I R G Y E
H Z Y K U E R P C Q F D B T F
J P O P G W G D K A G A A H A
Y R R A M I T I E X L M N F P
J Y I F Y C W N T D S R P J T
A M U S E M E N T S T O A Q K
B L P U F F U N A E F B V Y O
X A S M R Y B L R Q X H C A L
T F L G K V C R H G X G I V O
E O U D M W I Z S Q X I P P X
K X P C W B Z U Q I R E A U R
A F G P L X U B A L Z N R H G
M I B E C P C Q Z N X P K E Y
Q P T S J U K H A O A A M S D
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Korean word	Word	English definition
가발	wig	like a hat of hair
결혼하다	marry	promise to live together until death
대머리인	bald	no hair on head
이웃	neighbor	person next door

Using the wonderful puzzlemaker section of the Discovery website (url - http://www.discoveryeducation.com/free-puzzlemaker) you are able to convert your list of vocabulary words into wordsearch puzzles, crosswords, acrostics, etc. as will be shown in the second section of this paper.

Once all the students have completed their lists, we do a chorused reading of the English words, repeating them three or four times. At this stage a check is done – I read an English definition and they have to shout out the English word.

Value

Once the student makes the association from Korean to English, rather than hearing the English word and then being given the Korean word by their Korean teachers, it is easier for them to move mentally from the L1 to the L2 usage. It also makes tedious English vocabulary learning a bit more fun. Finally, it provides them with different methods of repeating the same word, so essential to learning and recognizing it.

Existing vocabulary rehearsal

When it comes to rehearsing vocabulary they have already been presented with, there are two functions we want to stress – fluency in speaking and spelling the word, and recognizing the word in context and being able to use it in context.

1. Crosswords
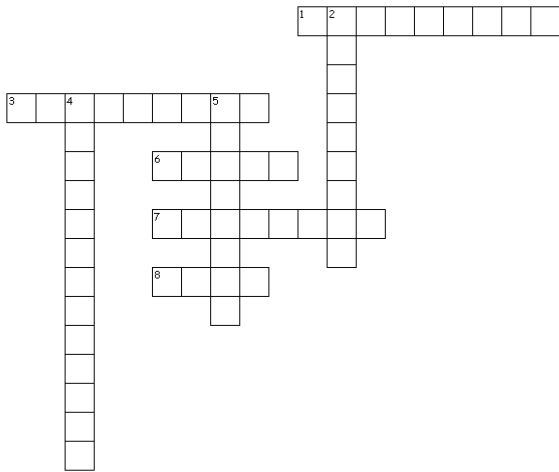
Across

1. fun,enjoyment

3. person in the same class

6.

7.

8.

Down

2.
tease

4.

5. bad, horrible

2. Swat the word

You will need some fly swatters, a sheet or some other soft projection screen (don't try this on your smart screen!) and a powerpoint slide show. On each slide have words scattered around, including the actual word you will be looking for.
Have some misspelt versions of the word as well. Arrange the slides so that there is a blank slide.
Divide the students into three or four groups. Have one student from each group, with fly-swatters in hand, standing by in front of the screen at a set distance (say two paces). Read the English definition, then flash the slide with the words on the screen. The first student to swat the correct word gets a point for their team, then the next set of students from each group come forward and the process is repeated with all the words they learnt last time.

3. Cryptograms

Friends

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	8			17			11	12												25					

H E _   _ _ I E _ _   _ _ _ E _   I   _ B E _   U _ E
11 17 2   24 2 12 17 21 13   26 20 2 17   1   26 12 3   8 17 14 1 25 7 17

H E _   H E _ _   _ _ _   B _ _ _ .
11 17 2   11 17 1 13   26 1 7   8 1 15 13

These are useful since they help the students to see the vocabulary words in context, an important part of acquiring a language.

4. Anagrams

This challenges students to recognize the vocabulary words they have been introduced to in a jumbled format, and then to recognize the sentence. This is particularly useful when you want to get them ready for a spelling test, since this is a non-threatening version of having to spell an English word.

Friendship

HGBIONER — [ ][ ][ ][ ][ ][ ][ ][ ]
5 4   7   10 2

LABD — [ ][ ][ ][ ]
8 6

MAYRR — [ ][ ][ ][ ][ ]
1   9

WGI — [ ][ ][ ]
3

[ ] [F][ ][ ][ ][ ] [ ][ ][P][S] [ ][U] .
1   2 3 4 5 6   7 4 8   9 10

Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.

5. Word from mime or definition

Similarly to the swat the word game, here you want the students to be in teams in order to compete with each other, always a great motivator. However, here they will have to say the words, not identify them when written down. Again, a representative for each team stands up and competes, then the next team member does the next round, etc.

If you are gifted mime, you could try to mime the words. If not, simply read the English definition you gave, or flash the picture on screen. Students must not shout

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out, but raise their hands. Your co-teacher can help you select the person who responded first.

6. Telling a silly story

This game is similar to the 'I went to market and I bought an apple, a banana, cheese…' game we sometimes play with the alphabet, except here you start of a story that will somehow encompass the words. For instance, the words used as examples so far could lend themselves to a story like this:

I had a *neighbor*, he was *bald,*he*married* a girl who wore a *wig.* The challenge for the students will be to find a verb to put in the verb place, an adjective for its place etc. Preceding this game you might want to let them identify the vocabulary into parts of speech to help them accomplish this task. At first, they will be shy about speaking out, but as they play the game more than once they start competing to make really silly, but grammatically correct stories.

Conclusion

When it comes to vocabulary, the key is to repeat it as often as possible in as many ways as possible. These games suggested here are but a small part of what can be done to make the students enjoy the repetition. The main thrust of any game should be to either use the word in context, identify the word, or spell the word correctly, preferably while relating it to its representative symbol or usage.

In my experience, even students who did not take part in many classes, enjoyed the puzzle aspects of these games, and while this may only be a small part of the L2 they are exposed to, it is a crucial one for beginners and advanced students alike.

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Handouts and Summaries

Instruction and Interaction:

Effective Routines and Directions in the EFL Classroom

– Matthew Millar

Part 1: Instruction.

Task 1:   Watch two videos.

While watching:	After watching:
1. Write notes.	3. Discuss in groups.
2. Answer the questions.	4. Share with the class.

Questions
1. How do the teachers give instructions?
2. How do students respond to the teachers' instructions?

Task 2:   Make and practise procedures.

Student task:
1. Visual cues:
2. Spoken cues:
3. Student action:

Part 2: Interaction.

Task 3: Write an interaction diagram.

Instructions:	
1. Watch the demonstration.	3. Complete the 'interaction diagram'.
2. Read the script.	4. Discuss with your group.

Script:

Students: <Whispering, passing notes, quietly laughing.>
Teacher: <Feels annoyed. Continues teaching.>
Students: <Start talking and laughing more loudly.>
Teacher: <Feels angry. Stops talking and looks at the students.>
Students: <Are a little quieter for a moment, then continue talking.>
Teacher: "It's too noisy in here."
Students: <Continue talking.>
Teacher: "We're not going to finish the worksheet if you keep talking."
Students: <Make faces at each other. Talk and laugh loudly.>
Teacher: "Can't you wait until after to class to mess around, please?"
Students: <Continue talking loudly, throw paper balls at each other.>
Teacher: <Yells.> "I've had enough! You two! Get out!"
Students: <Two students leave. The other students work quietly.>

Interaction diagram	
Teacher behaviour	**Student behaviour**
ignores misbehaviour –	– students disrupt
–	–
–	–
–	–
–	–
–	–

Adapted from: Robert MacKenzie, *Setting Limits in the Classroom.* pp. 95-98.

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Task 4: Analyse the previous classroom interaction diagram.

Discuss these questions:	
1. Why do students disrupt?	3. Which instructions are unclear?
2. Why does the disruption get worse?	4. What causes the disruption to stop?

Task 5: Analyse the improved classroom interaction diagram.

Script:

Student A: <Whispering, passing notes, quietly laughing.>

Teacher: <Calmly, to **A**.> "**A**, stop talking now and work quietly."

Student A: <Ignores the teacher, continues talking.>

Teacher: <Calmly, to **A**.> "Did you hear me?"

Student A: "What? I'm not making much noise"

Teacher: <Calmly.> "**A**, you can work quietly at your desk, or work quietly alone at the back of the room. You choose."

Student A: <Talks and laughs again.>

Teacher: <Calmly.> "**A**, sit and work at the back of the room for 5 minutes. I'll start the timer. If you talk, I'll start it again. You can come back when the timer ends."

Student A: "OK. I'll be quiet."

Teacher: <Calmly.> "That's a good choice. Do that next time. Now, go to the back of the class for 5 minutes."

Student A: <Goes to the back of the room.>

Interaction diagram	
Teacher behaviour	**Student behaviour**
gives clear message – checks in – offers limited choices – states consequences – follows through with action –	– A disrupts – ignores teacher – argues – disrupts again – tries to negotiate – disruption stops

Adapted from: Robert MacKenzie, *Setting Limits in the Classroom.* pp. 122-146

Discuss these questions:	
1. How were the teacher's words clear?	3. Why does the student stop disrupting?
2. Why doesn't the disruption get worse?	4. What if the student had argued?

Task 6: Make your own classroom interaction diagram.

Instructions:
1. Think of a specific interaction that you have had once or often.
2. Write the steps.
3. Analyse your interaction.
4. Discuss your interaction with your group.
5. Share with the class.

Interaction diagram	
Teacher behaviour	**Student behaviour**

Answers:

Task 2: Answers:

1. The teacher does nothing to stop it.	3. All of them, except: "Get out!"
2. The teacher ignores the disruption.	4. The teacher finally acts: consequences.

Task 3: Completed interaction diagram:

Interaction diagram	
Teacher behaviour	**Student behaviour**
A	
ignores misbehaviour –	– students disrupt
looks at students, nothing else –	– continue, disrupt more
gives unclear message –	– pause, then resume disruption
gives another unclear message –	– continue disruption
pleads with students –	– worse disruption
	– worse disruption
B	
sends students outside –	
	– disruption stops

Task 5: Analysis of the improved classroom interaction diagram.

Discuss these questions:	
1. Specific: 'stop... now.'	3. The student knew the choices
2. The teacher stays calm, doesn't argue, and continues to give clear messages.	available, made one, and accepted it. 4. The teacher would ignore it.

Links:

Videos:

Chris Biffle, *How to Begin Whole Brain Teaching: 1* (0:40 – 1:41): http://www.youtube.com/watch?v=JJw9mzCtWbk&feature=related

Fred Jones, *Creating Effective Lessons the Easy way with Fred Jones* (2:18 – 3:26): http://www.youtube.com/watch?v=MInPwzg6TiQ

Websites:

Matthew Millar's blog, *EFL in ROK*. (You can download handout, plan, Power-point, etc.):
http://eflinrok.wordpress.com/

Chris Biffle's *Whole Brain Teaching*: http://wholebrainteaching.com/

Fred Jones' *Tools for Teaching*: http://www.fredjones.com/

Online stopwatch . Com: http://www.online-stopwatch.com/countdown/

Handouts and Summaries

Teaching English Pronunciation Workshop
David D. I. Kim, *Kangnam University*

Common English Pronunciation Errors: Categories of Errors

Common Pronunciation Errors 1
* **Stops (Aspiration):** /p/=sap; /t/=sat; /k/=sac
* **Fricatives (Voiced):** /f/=fan /v/=van; /T/=this; /z/=zoo; /ʒ/=vision
* **Affricatives (Voiced):** /tʃ/=chair; /dʒ/=job
* **Approximants (Liquids):** /l/=lad; /r/=rap;
    /r/-colored vowel: /ɪr/=here; /er/ or /ɛr/=hair; /ɑr/=hard; /ɜʳ/=hurt; /ɔr/=court; /aɪr/=hire;
        /aʊr/=hour
* **Vowels:** e.g., /ɪ/-/i/=hid-heed; /ɛ/-/æ/=bed-bad; /u/-/ʊ/=pool-pull; /ʌ/-/ɒ/=putt-pot

Common Pronunciation Errors 2
* **First Language Interference (Assimilation):**
    /p/, /t/, /k/ before /m/ or /n/=pop-music, bookmark, nickname
    /p/, /t/, /k/ before /l/ or /r/=uprising, not really, potluck
    /p/, /t/, /k/ before /j/=leap year, not yet, thank you
    /n/, /m/ before /l/ or /r/=comrade, homeroom, moonrise
    /l/ before /r/=all right, double room, railroad

Common Pronunciation Errors 3
* **Word Endings (Aspiration):** /s/=ace; /b/=nab; /d/=dad; /g/=gag
* **Past Tense ('ed' endings):**
    /d/=stayed, phoned, paged ('ed' before all voiced consonant other than /d/)
    /t/=shocked, stopped, finished ('ed' before all voiceless sound other than /t/)
    /ɛd/ or /ɪd/=decided, waited, visited ('ed' before /d/ or /t/)
* **Plural Morphology ('s' or 'es' endings):**
    /s/=teams, hopes, games ('s' or 'es' before voiceless nonsibilant consonants,
        e.g., /p/, /t/, /k/, /m/, /ŋ/, /l/, etc.)
    /z/=dogs, days, tours ('s' or 'es' before all vowels & voiced nonsibilant
        consonants, e.g., /n/, /b/, /d/, /g/, etc.)
    /ɪs/=judges, boxes, wishes ('s' or 'es' before /s/, /z/, /ʃ/, /ʒ/, /dʒ/, or /tʃ/)

Common Pronunciation Errors 4
* **Word Stress (Primary):**
        photographs - photography (/foˈ toʊ græf/ - /fʌ toˈ græ fi/)
        public - publicity (/pʌbˈ lɪk/ - /pʌ blɪsˈ ɪ ti/)
        minor - minority (/mɪˈ nər - mɪ norˈ ɪ ti/)
* **Intonation:**
        Question-Where are you going?; What are you doing?
        Exclamation-Let's go!; Charge!
* **Rhythm:**
        Nursery rhymes-**Jack and Jill**

TABLE 3.2 CLASSIFICATION OF NAE CONSONANT PHONEMES

Place of Articulation

Manner of Articulation	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop voiceless	/p/			/t/		/k/	
voiced	/b/			/d/		/g/	
Fricative voiceless		/f/	/θ/	/s/	/ʃ/		/h/
voiced		/v/	/ð/	/z/	/ʒ/		
Affricate voiceless					/tʃ/		
voiced					/dʒ/		
Nasal voiced	/m/			/n/		/ŋ/	
Liquid voiced				/l/ (/r/)	/r/	[ɫ]	
Glide voiceless	(/hw/)*						
voiced	/w/				/y/		

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Vowel Phonemes

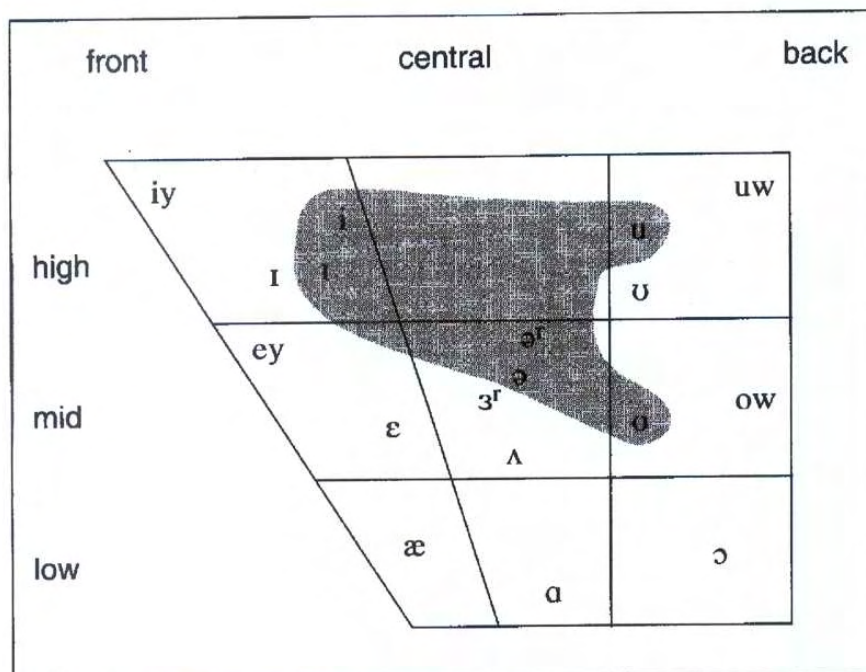**Figure 4.6** Position of the unreduced versus reduced vowels

1) *Simple vowels*, are without an accompanying glide movement: /ɪ, ɛ, æ, ɑ, ʌ, ɔ, ʊ/
2) *Glides* (or vowel-glides), are accompanied by /y/ and /w/: /iy, ey, ow, uw/
3) *Dipthongs*, are vowels followed by a nonadjacent glide within the same syllable: /ay, aw, ɔy/
4) **/r/-colored vowel,** the consonant /r/ follows a vowel in the same syllable: /ɪr, ɛr, ɑr, ɜʳ, ɔr, aɪr, aʊr/

<u>**1) Examples of words with simple vowels**</u>

/ɪ/	lid	/æ/	tack	/ʌ/	hut	/ʊ/	should
/ɛ/	fed	/ɑ/	pot	/ɔ/	caught		

<u>**2) Examples of words with glide vowels**</u>

/iy/	see	/ey/	may	/ow/	coat/coal	/uw/	tooth/tool

<u>**3) Examples of words with dipthong vowels**</u>

/ay/	tie	/aw/	ow!	/ɔy/	boy/boil

<u>**4) Examples of words with r-colored vowels**</u>

/ɪr/	here	/ɑr/	hard	/ɔr/	court	/aʊr/	hour
/ɛr/	hair	/ɜʳ/	hurt	/aɪr/	hire		

Contrastive Methods to Practice English Pronunciation

Contrastive Method 1

* **Minimal Pairs:** Using minimal pairs (words that differ from one another by one phoneme or sound) to provide listening and speaking practice is idea, providing a background to contrast the sounds that are being taught. The minimal pairs can appear in the initial, medial or final position in a word. For example;

* Fricatives (Voiceless-Voiced-Initial Position): /f/-/v/=few-view; /s/-/z/=sue-zoo
* Stops (Voiceless-Voiced-Initial Position): /p/-/b/=pan-ban; /t/-/d/-tan-Dan; /k/-/g/=crow-grow
* Approximants (Liquids): /l/-/r/=lap-rap; lice-rice; leap-reap
* /r/-colored vowel: /ɪr/=fear; /er/ or /ɛr/=fair; /ɑr/=far; /ɜʳ/=fur; /ɔr/=for; /aɪr/=fire; /aʊr/=flour
* Vowels: /ɪ/-/i/=hid-heed; /ɛ/-/æ/=bed-bad; /u/-/ʊ/=pool-pull; /ʌ/-/«/=putt-pot

Contrastive Method 2

* **Same or Different?**: Present two words (minimal pairs with regards to the sound(s) being taught-either the same or different), and ask if they are the same or different. This provides an opportunity to contrast the sounds and practice in listening discrimination. You can also have your students use this method with each other for practice in production of the sounds being taught. For example;
* Vowels: /ɪ/-/i/=ship-sheep (different); ship-ship (same); sheep-sheep (same), etc.

* **Which is First?**: Present the same minimal pairs, and as which is spoken first. You would write the symbol (or words) on the board and ask which came first. For example;
    Vowels: /ɪ/(A)-/i/(B)=ship-sheep (A first); sheep-ship (B first)

The Script

Part A

It was a quiet room in the rail-road station. On the walls were several dull photographs of different animals like cats, dogs, and doves. Suddenly, a beggar man in a torn suit entered and approached two women sitting near a heater atop two boxes. "Could you spare some change for some food and coffee?" he begged. The women were shocked and one asked, "What? What was that, comrade?" Feeling dizzy the man pleaded, "Some change for food, please!" One of the women dug into her purse for some change. The other woman noticed that the man hadn't bathed and was not really clean. "Here you go, brother," the woman said as she gave the man two coins. "Thank you!" said the man. "I was a pilot in the war and my nick-name was ace." The man thanked the women again and made his way out into the cold winter evening.

Part B

1. The **pop-music** title was "**Book-mark** is my **nick-name**."
2. The boy said, "**All right**, where is the **double-room** in the **rail-road** station?"
3. A **comrade** came into the **home-room** soon after **moonrise**.
4. The **uprising** today was **not really** about the **potluck** dinner.
5. **Thank you**, but it has **not yet** been what I can call a **good year**.
6. "Hey **ace**, please **pass** the ball to home **base**."
7. My **dad** was certain he **had** quite a **bad** boy.
8. The **cat** in the **hat** took home a **bat**.
9. His **brother** was an active **member** in the **better** businessmen club.
10. Go and **collect** the **light** pink boots from next to the **wall**.
11. There is no **correct** way to **write** a story about going to **war**.
12. Much **fat** is in **coffee** and **beef**.
13. The boy took the **van**, and while **driving** he hit the **dove**.
14. It is **those** who are **worthy** that **bathe**.
15. He was **zipping** at a **dizzy** pace through the **maze**.
16. Please **sit** on that **seat**, and **hit** that switch for **heat**, and watch the **ship** with the **sheep**.
17. The **men** told a **man** that a **pen** and a **pan** must be **set** where he **sat**.
18. **Luke**, go and **look** at the boy **pull** out from the **pool** a gray **suit** caked with **soot**.
19. Tim said, "**But** today I **bought** a shovel and **dug** a ditch for my **dog**, while I **sung** a happy **song**."
20. John was **shocked** to see his tape on TV, so he **stopped** it before it **finished**.
21. Bob **decided** that he **waited** enough time and **visited** his stepmother.
22. Tom **stayed** at home and **phoned** Jane after she **paged** him.
23. The **judges** stood by the **boxes** while the people put many **wishes** into them.
24. The baseball **teams** had **hopes** of winning many **games**.
25. **Dogs** barking and the horns of **cars** honking were all he heard for **days**.
26. The **photographs** were shown in a **photography** contest.
27. The **public** did not attend because the **publicity** was not good.
28. The **minority** group considered it a **minor** event.
29. Peter said to Jane, "Let's go to New York." Jane asked, "**To New York?**"
    Peter said, "Yes, **why not!** Let's go today." Jane asked, "**Today?**"
    Peter said, "**Lets go now!** Right this moment." Jane asked, "**Now?**"
    Peter said, "Yes, **Let's go!**"
30. Jack and Jill went up the hill
    To fetch a pail of water
    Jack fell down and broke his crown
    And Jill came tumbling after

Assessment Sheet

Voice Code					
Date assessed					
0. Naturalness:					

First Language Interference:

1. Pop-music /bookmark /nickname					
2. All right /double-room /rail-road					
3. Comrade /home-room /moonrise					
4. Uprising /not really /potluck					
5. Thank you /not yet /good year					

Final Sounds:

6. Ace /pass /base					
7. Dad /had /bad					
8. Cat /hat /bat					
9. Brother /member /better					

Consonant Articulation:

10. Collect /light /wall					
11. Correct /write /war					
12. Fat /coffee /beef					
13. Van /driving /dove					
14. Those /worthy /bathe					
15. Zipping /dizzy /maze					

Vowel Articulation (minimal pairs):

16. Sit /seat hit /heat ship /sheep					
17. Men /man pen /pan set /sat					
18. Luke /look pull /pool suit /soot					
19. But /bought dug /dog sung /song					

Past tense /Plural morphology:

20. Shocked /stopped /finished					
21. Decided /waited /visited					
22. Stayed /phoned / paged					
23. Judges /boxes /wishes					
24. Teams /hopes /games					
25. Dogs /cars /days					

Word Stress:

26. Photographs /photography					
27. Public /publicity					
28. Minority /minor					

Intonation:

29. To New York? /Today? /Now?					
Why not! /Lets go now! /Let's go!					
30. **Rhythm:** (Jack and Jill)					

English Material Resource Websites and Webpages

1. dic.yahoo.co.kr
2. ksys10.knou.ac.kr/phonetics/
3. news.bbc.co.uk
4. posths.posef.or.kr/~see8054/
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PRONUNCIATION POWER 1 & 2
http://www.EnglishLearning.com

Notes

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