



# The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

July 2015

## “Hear-Say” Activities for Almost All Classes

By Phil Owen

Students need plenty of time to speak English and to hear other people and respond to what they say. “Hear-Say” is my name for a basic activity where students hear a word, find it on a

list and then say another word from their list. These kinds of activities require students to listen carefully and speak clearly in order to successfully get to the end. Therefore, Hear-Say activities have proven to



be an enjoyable and effective way to review vocabulary and practice pronunciation in a fun and game-like environment, while promoting a team spirit and win-win mentality.

Though described in many methodology textbooks, Hear-Say type activities are not used much in the classroom. This workshop will start with a demonstration of Hear-Say activities and then move on to discussing variations on Hear-Say activities and how to make them for your classes. Following a few simple steps in a word processor, Hear-Say



activities are quick to make and easily tailored to fit any level class and all but the youngest of students.

### PRESENTER BIOGRAPHY

Phil Owen, MEd, MDiv, got his start in teaching English in graduate school at UCLA. After that, he taught in several programs in the US. Phil moved to Korea in 1999 to work at the Language Education Center of Kunsan National University. A year later, he joined its English Department as a visiting professor and has been there since. Phil served as Korea TESOL National President (2007-08) and as Chair of the International Conference (2012). He is presently The KOTESOL National Treasurer and the Program Chair for the 2015 International Conference. Phil enjoys travel and Korean green tea.



*(Phil will be speaking on using “hear-say” activities in the EFL classroom at the July 18th Gwangju-Jeonnam Chapter meeting at Chosun University.)*

# ■ Gwangju-Jeonnam Chapter Officers: 2014-15

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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:** 50,000 won.
- **Lifetime Membership:** 500,000 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

## ELT TOPICS

## Concurrent Colloquia

What are your thoughts on teacher talk, on corrective feedback, or on English-only in the classroom? How do you feel about early English education, rote learning, learning grammar rules, or communicative activities? This Concurrent Colloquia session is an opportunity to engage in fruitful discussion on the topics of your choice and to let your opinions be heard.

The format for this session will be multiple mini-sessions taking place concurrently. Each mini-session station will have a different topic and a moderator, who will introduce the topic and some issues related to it to get the discussion started. Participants will choose to go to the station with the issue that they wish to discuss. Discussion will last for about 15-20 minutes including time for the group to form a consensus on the issue, which will later be reported to the entire group.

Next, each station will switch to a new issue, and each participant will select a new issue that they wish to discuss and go to the station. The discussion and consensus process will be the same as before. The session will wind up with the whole group hearing the consensus arrived at for each issue and with brief comments on each.

### THE ISSUES

## Teacher Talk

How much of class time should be taken up by the teacher talking? Stephen Krashen contends in the Comprehensible Input Hypothesis that learners should hear large amounts of target language for acquisition to occur, but the Comprehensible Output Hypothesis says that they need a lot of speaking time. What about the quality of teacher talk: speed, loudness, accent, enunciation?



What should the role of memorization be in the English classroom? Korean learners seem to be good at memorization so shouldn't teachers take advantage of this for vocabulary learning, grammar rule learning, and test preparation? Can't rote learning also be applied to dialogue practice and speech-giving?

## Corrective Feedback

When should we correct students' errors: immediately or at the end of class? How should we correct: explicitly or implicitly? What about error repetition? Asking for clarification or confirmation? Recasting? Elicitation? Or metalinguistic feedback? What about the question of whether we should correct or not?

Should teachers enforce English-only policies for the classroom? Should they be full-time or part-time rules? Should there be other facilities in the school that are designated as "English-only zones"? Does an English-only policy place extra stress upon the learner and therefore hinder language learning rather than foster it?



Is the explicit teaching and the testing of grammar rules the best approach to learning English? Why do students seem to hate grammar? Should grammar rules be taught from the beginning level? What about noticing and learning grammar implicitly?

Other issues to be considered in the concurrent colloquia session are: (1) Early English education (2) Should we push learners? (3) What makes an activity communicative?



## Gwangju-Jeonnam KOTESOL July Chapter Meeting

- Time: Saturday, July 18, 2015, 1:45–5:00 p.m.
- Place: Chosun University Main Building (Gwangju), 4th Floor, Room 4211

### ■ Schedule

#### Reflective Practice SIG Morning Session

**Topic:** *Reflection for One*      Facilitator: Bryan Hale

**11:00–12:30 pm:** Starbucks, Chosun University Branch (back gate area), 2nd Floor.

#### Chapter Meeting: Main Session

**1:45 pm:** Sign-in and Meet-and-Greet      (Admission is free. Future membership is welcomed.)

#### **2:00 – 3:00 pm: PRESENTATION**

*“Hear-Say” Activities for Almost All Classes* (See page 1)

Phil Owen (Kunsan National University, Gunsan, Jeonbuk)

#### **3:00 – 3:20 pm: Refreshment Break**

#### **3:20 – 4:20 pm: PANEL DISCUSSION**

*Concurrent Colloquia – Sessions on ELT Issues* (See page 3)

Facilitated by Billie Kang, Bryan Hale, Trevor Homeniuk, and David Shaffer

#### **4:20 pm: Swap-Shop Session**

Everyone is invited to Share one of your Teaching Ideas, Classroom Activities, Games, Books, or other Teaching Wisdom. (Handouts welcomed.)

#### **4:45 pm:** Announcements / Drawing for Door Prizes / Closing

6:00 pm: After-Meeting Dinner

## Upcoming Chapter Events

**August 8, 2015. Monthly Chapter Meeting**  
Chosun University, Gwangju

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

## Upcoming KOTESOL Events

**Korea TESOL Reflective Practice SIG**  
*Day of Reflection*  
August 22, 2015 (1:00-6:00 p.m.), Seoul

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

## Upcoming Korea ELT Events:

**2015 MEESO International Conference**  
*Building Blocks of English Teacher Training: Policy and Professionalism*  
August 19, 2015; Konkuk University, Seoul  
Web: <http://www.meeso.or.kr/>

**2015 KATE International Conference**  
*Shaping the Past, Leading the Future of English Education in Korea: KATE 50th Anniversary*  
August 29, 2015; The K Hotel, Seoul  
Web: <http://www.kate.or.kr>