Re**think**
Re**shape**
and
Re**act!**

2017 Teachers' Day

Date/ Saturday, October 21, 2017

Venue/ COEX Conference Room 401

LANGUAGE WORLD E PUBLIC

2017 Teachers' Day **Date/** Saturday, October 21, 2017 **Venue/** COEX Conference Room 401

Re**think,** Re**shape,** and Re**act!**
: Adapting teaching for blended learning

Session	Time	Program	Speaker
Opening	09:50-10:00	Welcome Address	
Session 1	10:00-11:00	How the 21st Century Primary Classroom boosts Motivation, Participation, and Language Fluency	Charles Vilina Co-author of *Everybody Up* (Oxford University Press)
	11:00-11:15	Break Time	
Session 2	11:15-12:15	Flipped Writing Workshops A Blended Learning Approach to Writing Instruction	Dr. Henry H. Scherich President and CEO, Measurement Incorporated Jaime E. Russell, M.S. Project Manager, PEG Writing Products
	12:15-13:00	Lunch	
Session 3	13:00-14:00	Make Reading Personal, Relevant, and Fun	Kevin Churchley English and Super English Art Teacher, Shumei High School, Japan
	14:00-14:15	Break Time	
Session 4	14:15-15:15	Mapping Your Way Towards Better English How Blended Learning Enhances Vocabulary Acquisition and Development	Daniel Svoboda Assistant Professor, Hankuk University of Foreign Studies
	15:15-15:30	Lucky Draw	

- All lectures will be conducted in English.
- Children are not allowed to enter.
- Lunch provided ONLY for online registered attendees. **(www.lwbooks.co.kr)**

Lucky draw prize: iPad (1 winner), IRIVER Sound Time Bluetooth speaker (10 winners)

Gifts for all attendees: Passport case, *완초영, 60-word Reading*

Session 1 10:00 - 11:00 | 60min

How the 21st Century Primary Classroom boosts Motivation, Participation, and Language Fluency

Speaker **Charles Vilina**
Co-author of *Everybody Up* | Oxford University Press

Session 1 10:00 - 11:00 | 60min

How the 21st Century Primary Classroom boosts Motivation, Participation, and Language Fluency

Abstract

What are the qualities of the 21st century primary classroom?
It encourages our children's natural spirit of curiosity, giving them opportunities to ask questions and seek answers. It encourages critical thinking and creativity, challenging students to move beyond simple memorization of language. Finally, it encourages collaboration – allowing students to work together in pairs and small groups, using the language they have learned to achieve their goals.
In addition, traditional resources are complimented by digital support, giving students a variety of ways to experience and discover the world around them.
In this 21st century classroom environment, three things happen among your students. Their motivation to learn increases as they are challenged to think critically and creatively. Their willingness to participate increases as they work together to achieve goals. Most importantly, their language fluency develops as English becomes the means through which learning takes place.
Join Everybody Up co-author Charles Vilina as he leads participants through a variety of activities that challenge students to think deeply about information, work together, and solve problems. Charles will use vocabulary and grammar, CLIL lessons, songs, stories, and projects from Oxford's new course for the 21st century primary classroom, Everybody Up 2nd Edition.

Speaker **Charles Vilina**
Co-author of *Everybody Up* | Oxford University Press

Charles Vilina and his wife Kathleen Kampa are American ELT authors and teacher-trainers who have taught young learners in Japan for over 25 years. They are co-authors of Magic Time, Everybody Up, and Oxford Discover, courses for young learners published by Oxford University Press. Charles and Kathleen are active teachers who promote an inquiry-based approach to learning, where students develop English language fluency as they discover the world around them.
Charles and Kathleen have conducted numerous teacher-training sessions around the world on 21st century skills, multiple intelligences strategies, CLIL (Content and Language Integrated Learning), music and movement for young learners, classroom management, and brain-based learning. They are enthusiastic about creating a climate of success in their classrooms and training sessions.

How the 21st Century Primary Classroom Boosts Motivation, Participation, and Language Fluency

presented by Charles Vilina
co-author of Magic Time 2e, Everybody Up 2e, and Oxford Discover
(all courses published by Oxford University Press)
email: magictimekids@gmail.com
Blogs: Oxford University Press / magictimekids.com
2017 Teacher's Day, Seoul, Korea

Write your thoughts before we begin:
What can we do to help our young learners become fluent English speakers and global thinkers?

_____

Classroom Management Rhyming Chants

Find a Friend *chant by K. Kampa and C. Vilina*
Find a friend, find a friend before I can count to ten.
1-2-3-4-5-6-7-8-9 . . . . . .10!

T: Hands on top. Ss: That means STOP!
T: 1-2-3 Eyes on me! Ss: 1-2 Eyes on you!

We Did It
Celebration Chant by K. Kampa and C. Vilina
We did it! We did it! We did it today!
We did it! We did it!
Hip hip hooray!

Bloom's Revised Taxonomy

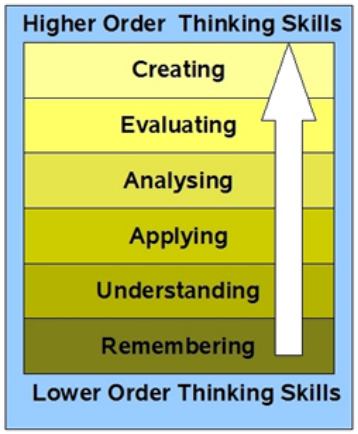


image: Oxford University Press

LOTS:
Lower Order Thinking Skills
Remember: list, name, recognize
Understand: explain, compare
Apply: use, solve, organize

HOTS:
Higher Order Thinking Skills
Analyze: categorize, investigate
compare/contrast
Evaluate: critique, prioritize
Create: design, construct, invent, improve

21st Century Skills:
Critical Thinking, Creativity, Collaboration, Communication

Building Fluency Through Vocabulary

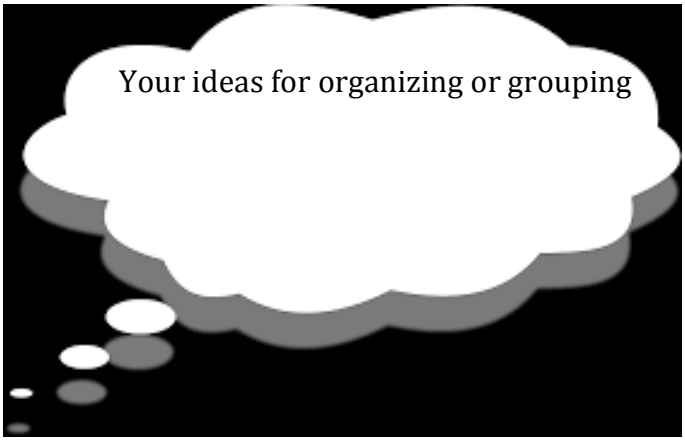
Activity One:
Learning Intention: Show understanding of animal vocabulary in various ways
(from Everybody Up 1, Unit 6: Animals)
monkey, elephant, tiger, bear, kangaroo, penguin

How can you organize the animals?

Organize
ABC order of the words
smallest to biggest

How can you group the animals?

Group
syllables in the words



Activity Two:
(from Everybody Up 2, Unit 8: School Subjects)
Learning Intention: Identify and explain.

1. Write which subject(s) might use each item.
Science Art Math Music Social Studies PE

globe _____	slide whistle _____
jump rope _____	paint brush _____
magnifying glass _____	ruler _____
newspaper _____	triangle _____

2. Ask classmates to choose their favorite subject, and sign their name in the box.
Student A: *What's your favorite subject? Please sign your name in the chart.*
Student B: *My favorite subject is _____. What's your favorite subject?*

Science Art Math Music Social Studies PE

3. Visual Graphic: Stand by the picture card of your favorite subject!

Building Fluency Through Grammar Activities

Learning Intention: Select frequency adverbs based on personal experience.
(from Everybody Up 3, Unit 6: Helping Out)

1. Write one of the six chores on your card.

sweep the floor	**wash the car**
take out the garbage	**clean the bathroom**
vacuum the carpet	**water the plants**

2. Say your chore, adding a *frequency adverb* based on your own experience.

Student A: What's your chore?
Student B: I ***always*** sweep the floor.
I ***usually*** clean the bathroom.
I ***sometimes*** take out the garbage.
I ***never*** water the plants.

Student B: What's your chore?
Student A: I .....

3. Then trade cards with a partner.
Students A and B: Let's trade!

Building Fluency Through Stories *(from Everybody Up 3)*

Building Fluency Through CLIL Activities

(from Everybody Up 4, Unit 3, pp. 30-31: Camouflage)
Video: TED Talk: Shapeshifting Octopus, amazing camouflage

Listen. Fill in the chart.				
snake	lizard	tiger	in the snow	on a rock
spider	bird	in the grass	in the leaves	on a flower

	1	2	3	4	5
What is it?	snake				
Where is it?	in the leaves				
Same shape?	no				
Same color?	yes				

A: What does the **snake** look like? B: It's the same **color** as the **leaves.**

A: What does the _____ look like? B: It's the same **shape/color** as the **_____.**

Building Fluency Through Skills Activities

Phonics ->Reading, Writing, Listening, and Speaking
(Everybody Up 6, Skills, p. 42)

Building Fluency Through Projects

(Everybody Up 6, p. 43)
Make a Needs and Wants Poster.
See reproducibles

Students work in small groups to:
-compare and contrast needs versus wants
-think about additional needs and wants
-rank needs and wants
-create a poster or presentation sharing the group's ideas.

Building Fluency Through Music and Movement

Take a Break,
from Everybody Up 6, Unit 3, p. 29, CD 1,#46

Singing, singing, singing, I've been singing all morning.
Dancing, dancing, dancing, I've been dancing all afternoon.
You must be tired. I sure am.
You should take a break. I think you're right.

Walking, walking, walking, I've been walking all morning.
Running, running, running, I've been running all afternoon.
You must be tired. I sure am.
You should take a break. I think you're right.

How will YOU build fluency with your young learners?

Session 2 11:15 - 12:15 | 60min

Flipped Writing Workshops

A Blended Learning Approach to Writing Instruction

Short Speech **Dr. Henry H. Scherich**
President and CEO | Measurement Incorporated

Main Speaker **Jaime E. Russell, M.S.**
Project Manager | Measurement Incorporated

Session 2 11:15 - 12:15 | 60min

Flipped Writing Workshops

A Blended Learning Approach to Writing Instruction

Abstract

Do you wish you had a better understanding of how to effectively teach your students to become successful writers? Are you interested in integrating technology into writing instruction in your 21st century classroom?

This session will examine the changing pedagogy of writing in a blended learning format. Participants will learn relevant best practices and practical tips for teaching writing while using interactive technology for an enhanced student learning experience. In addition, participants will be introduced to PEG Writing, a web-based learning environment designed to help students improve their writing through practice, feedback, and guided support.

Session participants will also view a live demonstration of PEG Writing to gain an understanding of how the program supports the growth of student writers in a blended learning environment. The best practices and tips shared for using a blended learning approach to effective writing instruction will benefit educators, administrators, and instructional coaches.

Short Speech **Dr. Henry H. Scherich**

President and CEO | Measurement Incorporated

Dr. Scherich has worked in the field of educational assessment for over 50 years. He is the President and CEO of Measurement Incorporated (MI), an employee-owned corporation and leading provider of customized educational assessment services and products.

Main Speaker **Jaime E. Russell, M.S.**

Project Manager | Measurement Incorporated

Ms. Jaime Russell, M.S. has a broad range of successful educational experiences, having been a classroom teacher, curriculum specialist, school and district administrator, professional development director, and educational advocate since 2004. Jaime is currently a project manager at Measurement Incorporated, Inc. where she provides districts, schools, and teachers with educational expertise on best practices to improve student achievement, which includes writing performance, support in using program data to drive instructional decision making, professional development, and account management. She also serves on the board of directors of the nonprofit educational organization Brian E. Anderson Educational Opportunities, Inc. (BEAEO), with responsibility for developing program initiatives to support educational opportunities for underprivileged youth in the community.

PEG writing®

Powering Student Achievement in Writing

Flipped Writing Workshops: Blended Learning in Writing Instruction

Jaime E. Russell, M.S.

Welcome & Agenda

- **Introduction**
  - Focus on Writing Instruction
- **Best Practices**
- **Writing: Common Challenges**
- **Overcoming Writing Challenges**
  - Blended Learning
  - Flipped Writers' Workshop
- **PEG Writing**
  - What is PEG Writing?
  - PEG Writing Demo
- **Conclusion**

PEG writing®

Introduction

Why Focus on Writing Instruction?

"Students learn to write when they are **taught** to write in contrast to being assigned to write." (Lyons & Rothstein, 2010)

"By teaching students at all levels to write, we can make a significant change in their lives, giving them the ability to communicate at high levels, share ideas and knowledge, develop pride in what they have to say and how they say it, and have confidence in their own creativity." (Lyons & Rothstein, 2010)

Best Practices for Effective Writing Instruction

- Increased opportunities for student writing (Coe et al., 2011)
- Increased individualized and specific feedback for students (Bridges, 2012)
- Implementation of writers' workshop focused on teaching the process of effective writing (not just final product) (Bridges, 2012)

Best Practices for Effective Writing Instruction

- Use technology to enhance writing instruction (Coe et al., 2010)
- Regular support, training, and collaboration for teachers (Bell-Nolan, 2015)
- Use of a common tool for teaching and assessing writing, such as the 6 Traits of Writing model (Bridges, 2010)

MEASUREMENT INCORPORATED

powered by PEG

Writing Challenges: The research says…

- Time & Scheduling
  - Pen & paper writing is time consuming for teachers and students (Read & Hays, 2013)
  - School schedules often don't provide adequate time for true writing instruction (Bell-Nolan, 2015)
- Class Size
  - Challenging to provide support & timely feedback to large classes (Read & Hays, 2010)
- Differing Expectations
  - No common understanding of the role of a teacher in writing instruction (Read & Hays, 2010)
  - Inconsistency (Read & Hays, 2010)

MI MEASUREMENT INCORPORATED powered by PEG

Writing Challenges: The research says…

- Student Skills
  - Students often lack necessary writing skills: grammar, spelling, and sentence structure (Read & Hays, 2010)
- Teacher confidence
  - Unsure when providing writing instruction/finding errors in student writing (Read & Hays, 2010)
- Student Reluctance
  - Students view writing as boring or unpleasant (Bell-Nolan, 2015)

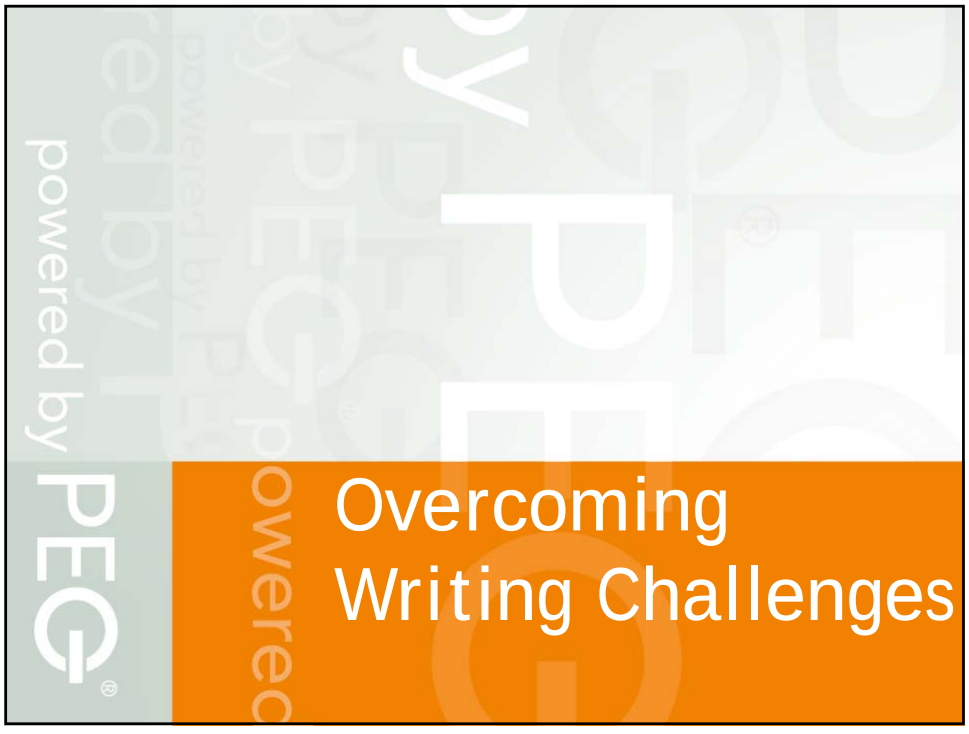
MI MEASUREMENT INCORPORATED powered by PEG

Writing Challenges: The research says…

- Teacher-centered
  - Teacher must read individual essays to provide feedback (Lyons & Rothstein, 2010)
- Product-based
  - Over-emphasis on "finishing" writing pieces
  - De-emphasis of the writing process or the traits of "good" writing (Lyons & Rothstein, 2010)

MEASUREMENT INCORPORATED

powered by PEG



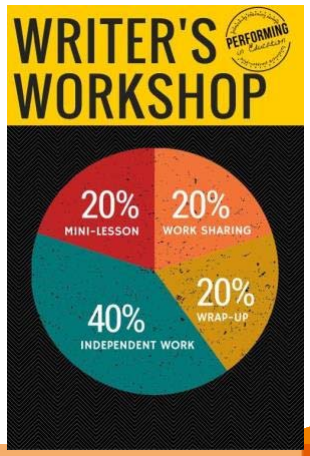
Overcoming Writing Challenges

MEASUREMENT INCORPORATED

powered by PEG

Writers' Workshop Model

- Let's take a closer look at the components of the traditional research-based Writers' Workshop model:



MEASUREMENT INCORPORATED

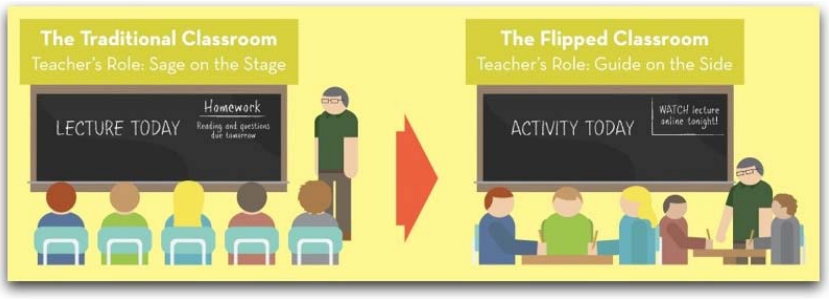
powered by PEG

Traditional Writers' Workshop Model

- Writers' workshop focuses on both **PROCESS** and **PRODUCT**
- Teachers teach mini-lessons in class, usually based on the Six Traits of Writing
- Students conference with teacher and peers, receiving ample feedback
- Many opportunities for writing and revising are provided
- Publishing of writing

MEASUREMENT INCORPORATED powered by PEG

Flipping the Writers' Workshop Model



- Similarities of writers' workshop model to a typical flipped classroom
- Shift in teacher's role
- Various options for workshop mini-lesson

MEASUREMENT INCORPORATED powered by PEG

Resources for Flipping Writers' Workshop

There are many great resources for flipping your whole classroom across the content areas. However, there are **very few** resources that provide comprehensive support to implement a Flipped Writers' Workshop.

Let's take a closer look at **PEG Writing**!

MEASUREMENT INCORPORATED

powered by PEG

What is PEG Writing?

- Web-based writing practice program designed to support a flipped writers' workshop model
  - Supports student writers in grades 3-12
  - Formative
  - Award-winning automated essay scoring engine, PEG, provides students with instant feedback and suggestions for improvement based on the Six Traits of Writing

MEASUREMENT INCORPORATED

powered by PEG

How PEG Writing Solves Common Instructional Challenges

- Student motivation & engagement
- Instant scores and suggestions for writing improvement
- Differentiation
- Reports
- Collaboration
- Targeted lessons recommended by PEG

MEASUREMENT INCORPORATED

powered by PEG

PEG Writing Demo

www.pegwriting.com

MEASUREMENT INCORPORATED

powered by PEG

PEG Writing Research Findings

- PEG Writing feedback and tools helps reduce the amount of time teachers spend providing feedback (Wilson & Czik, 2016)
- Significant gains in writing motivation and writing confidence (Wilson & Czik, 2016)
- Increase in writing revision (Wilson & Andrada, 2016).
- Students demonstrate strong improvements in the quality of their writing from first draft to final draft (Wilson & Andrada, 2016).

MEASUREMENT INCORPORATED

powered by PEG

PEG Writing Research Findings

- Less spelling and grammar errors are made by students (Wilson & Andrada, 2016)
- Scores from PEG Writing are able to accurately identify which students may be at-risk of failing writing assessments (Wilson, Olinghouse, McCoach, Santangelo, & Andrada, 2016)

MEASUREMENT INCORPORATED

powered by PEG

Conclusion

Wrapping Up…

– Benefits of using a flipped writers' workshop model
  - Increased student motivation
  - Time maximizer for teachers and students
  - Student writing growth
  - Support of strategic instruction in the processes of effective writing

MEASUREMENT INCORPORATED

powered by PEG

One Final Thought…

According to NAEP's 2011 Writing Framework:

- Writing today is an essential skill for many.
- We write more than ever for multiple purposes across a wide range of media.
- 21st century writing is dominated by technology
- Modern writers must express ideas in ways that enable them to communicate effectively to many audiences

MEASUREMENT INCORPORATED

powered by PEG

Questions? Comments? Contact us!

Jaime Russell, PEG Writing Project Manager
jrussell@measinc.com

powered by PEG®

Works Cited

Bell-Nolan, M. (2015).Writing is Worth the Challenges: A Qualitative Study of Teachers' Beliefs, Experiences, and Common Core Tensions with Writing Across the Curriculum in an Urban High School. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=kent1437157556&disposition=inline

Bridges, L. (2012). Traits Writing: The Gold Standard of Writing Instruction and Assessment. Retrieved from http://teacher.scholastic.com/products/ruth-culham-writing-program/pdf/traits_white_vFNL2.pdf.

Coe, M., Hanita, M., Nishioka, V., Smiley, R., & Park, O. (2011). An Investigation of the Impact of the 6+1 Trait Writing Model on Grade 5 Student Achievement Final Report. Retrieved from http://files.eric.ed.gov/fulltext/ED527445.pdf.

Lyons, S. & Rothstein, E. (2010). Don't Assign Writing- Teach It! *Educator's Voice, Vol. III*. Retrieved from https://www.nysut.org/~/media/files/nysut/resources/2010/may/educators-voice-3-adolescents/educatorsvoice3_adolescents_02_writing.pdf?la=en.

Read, S. & Landon-Hays, M. (2013). The Knowing/Doing Gap: Challenges of Effective Writing Instruction in High School. Retrieved from http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1017&context=wte.

MI MEASUREMENT INCORPORATED

powered by PEG®

Works Cited

Wilson, J., & Andrada, G. N. (2016). Using automated feedback to improve writing quality: Opportunities and challenges. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of Research on Technology Tools for Real-World Skill Development* (pp.678-703). Hershey, PA: IGI Global.

Wilson, J., & Czik, A. (2016). Automated essay evaluation software in English language arts classrooms: Effects on teacher feedback, student motivation, and writing quality. *Computers and Education, 100*, 94-109.

Wilson, J., Olinghouse N. G., & Andrada, G. N. (2014). Does automated feedback improve writing quality? *Learning Disabilities: A Contemporary Journal*, 12, 93-118.

Writing Framework for the 2011 National Assessment of Educational Progress. Washington, D.C.: U.S. Department of Education.

Session 3 13:00 - 14:00 | 60min

Make Reading Personal, Relevant, and Fun

Speaker **Kevin Churchley**
English and Super English Art Teacher | Shumei High School in Japan

Session 3 13:00 - 14:00 | 60min

Make Reading Personal, Relevant, and Fun

Abstract

In today's fast-paced world, children are increasingly bombarded with audiovisual stimuli of unprecedented volume from computer games, tablets, smartphones, TV, etc. Some studies report that 8-12 year-olds spend as much as six hours a day online.
In this demanding environment, we have to rethink, reshape and react to rescue our students.
In this presentation, experienced teacher and teacher-trainer, Kevin Churchley, will present practical and effective ways to ensure that teachers are equipped to support students develop the patience and deep thinking needed to make the critically important task of reading personal, relevant, and fun.

Speaker **Kevin Churchley**
English and Super English Art Teacher | Shumei High School in Japan

Kevin has worked with young leaners of English in Japan, Singapore, and the UK for over twenty-eight years. He is an active storyteller and presenter, offering creative ideas to enrich language learning in the classroom. For three years, he was the Director of an Art/Drama/PE/Music English Immersion Program.
Kevin has a long-held interest in the power of stories to inspire students and teachers alike. He prioritizes reading as a vital link in the language learning chain.
Kevin Churchley currently teaches English and Art at a private high school in Tokyo.

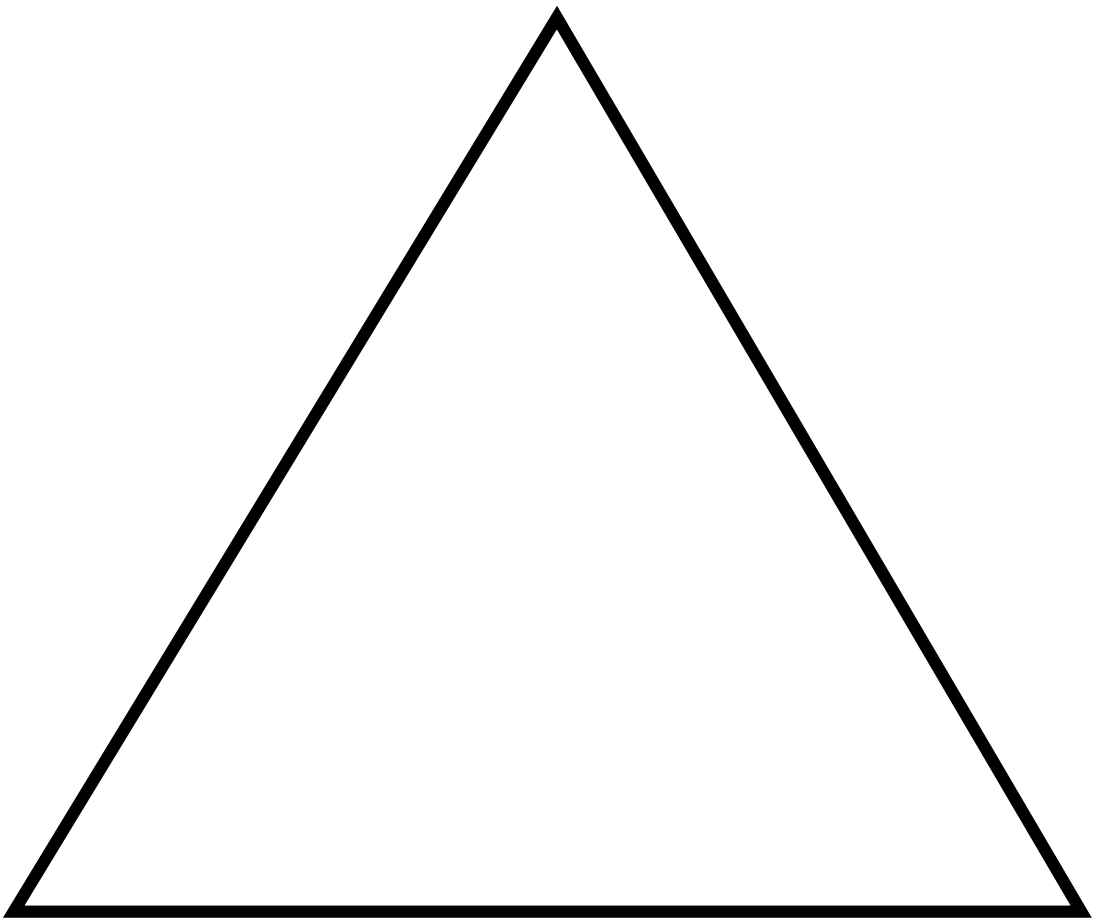
Look at these famous story titles. Correct the mistakes.

Goldilocks and the Three Beans

The Four Little Pigs

Harry Pitter

Romeo and Sarah



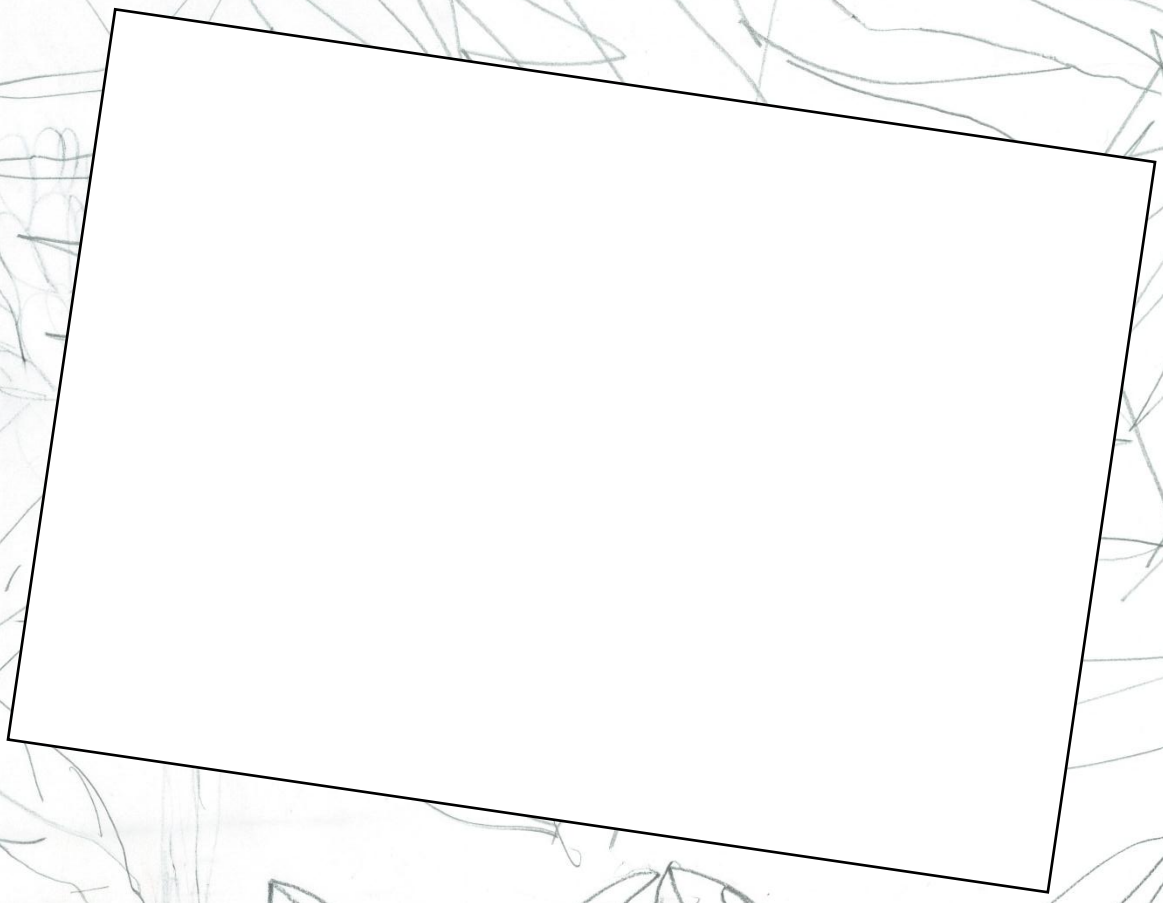
Pyramid of Reading

Wolf M, Proust and the Squid, Harper Collins, 2007, 11

Imagine that you are in a rainforrest.

What clothes would you wear? What animals would you see?

What would you eat? Where would you sleep?



Imagine that you took a photograph. Draw the photograph.

Resources and Further Reading

Sue Palmer, Toxic Childhood, Orion (2006)

Maryanne Wolf, Wolf Proust and the Squid, Harper Collins (2007)

Oxford University Press - www.oxfordowl.co.uk

www.oup.com/elt/teacher/readandimagine

Stories are powerful and magical forms of speech: they form part of our cultural heritage. They provide a means of sharing and learning from our experiences. Stories facilitate an emotional connection to meaning that help students build strong foundations in the language.

Stories create opportunities to experience language rather than merely study it.

"Learning to read begins the first time an infant is held and read a story."

Wolf M, Proust and the Squid, Harper Collins, 2007, 20

Session 4 14:15 - 15:15 | 60min

Mapping Your Way Towards Better English

How Blended Learning Enhances Vocabulary Acquisition and Development

Speaker **Daniel Svoboda**
Assistant Professor | Hankuk University of Foreign Studies

Session 4 14:15 - 15:15 | 60min

Mapping Your Way Towards Better English

How Blended Learning Enhances Vocabulary Acquisition and Development

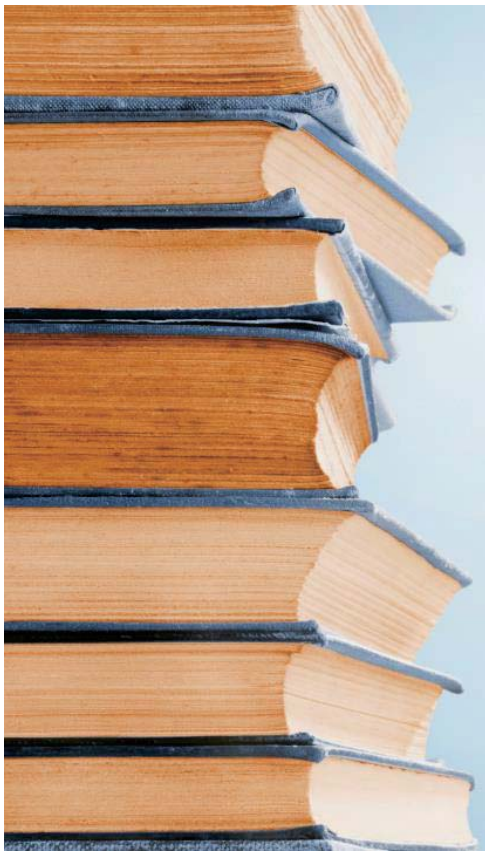
Abstract

A lot of time and effort has been spent in educational research looking into and devising new ways to help English language learners acquire and develop better vocabularies. Gone are the days of students memorizing long lists of translated words for rote vocabulary tests. A whole host of new and creative methods have been developed to ensure students are equipped with the most effective tools to pick up, learn, integrate and use new vocabulary. Technology can play a key role in this process in the form of blended learning. A combination of face-to-face driven classroom time along with cutting-edge online tools and resources provide an optimal environment to stimulate student interest in new vocabulary and help them visualize the relationships between similar words. This interactive workshop will briefly review the theoretical research into mind mapping as a tool for vocabulary acquisition and how blended learning can make the learning process even more effective. This will be followed by an introduction to several methods that can assist learners in developing their vocabularies in a blended learning setting, culminating in a demonstration of how such methods can be integrated into the classroom, with a particular focus on mind maps.

Speaker **Daniel Svoboda**

Assistant Professor | Hankuk University of Foreign Studies

Daniel Svoboda is an Assistant Professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. Following an undergraduate degree in English, he graduated with an MA in English in 2011 and is currently working on his doctoral dissertation. Over a teaching career that spans almost a decade, Daniel has worked with learners as diverse as kindergarten students and company executives, and just about every age level in between at private academies, elementary schools, high schools, universities and in-house corporate training programs. A fluent Korean speaker, Daniel has presented papers at almost thirty international conferences both in Korea and abroad on topics related to TESOL, literary theory and translation.



Session 4 14:15-15:15 | 60min

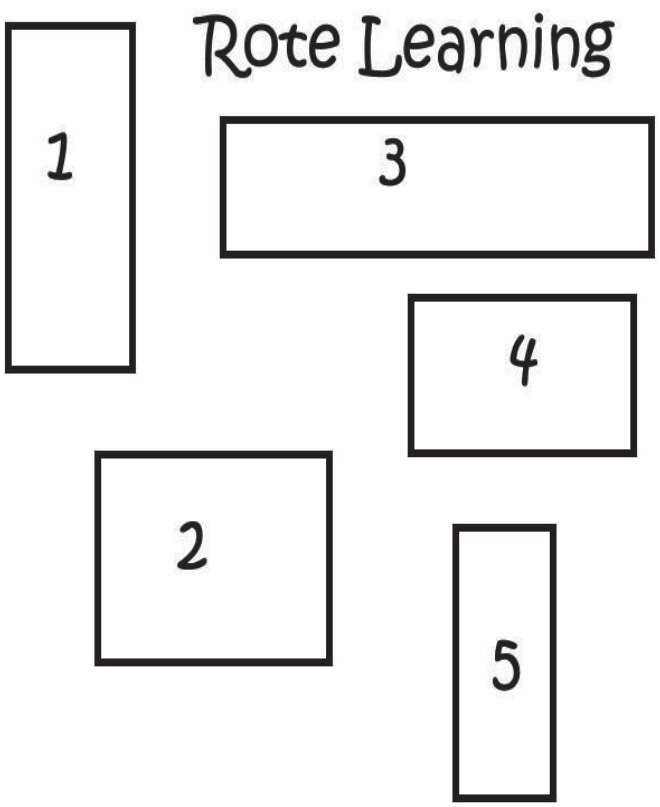
(Mind) Mapping Your Way Towards Better English:

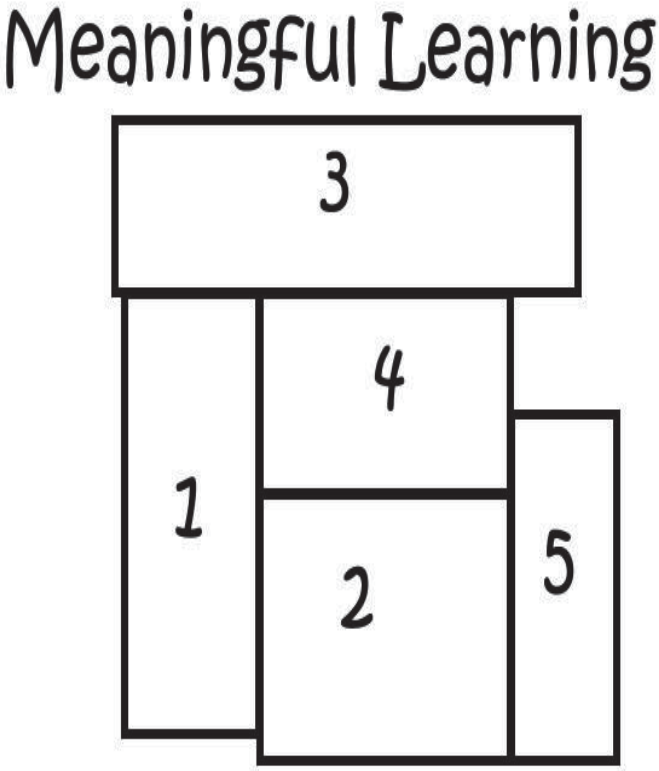
How Blended Learning Can Enhance Vocabulary Acquisition and Development

Daniel Svoboda
Hankuk University of Foreign Studies

Road Map

1. **Teaching vocabulary**
   a) Why and how do we teach vocabulary?
   b) Traditional vocab lessons & activities
   c) IVA and List-Group-Label
2. Mind mapping
   a) Definition, history and basic guidelines
   b) Paper-based mind mapping
   c) Advantages
   d) Sample mind maps for the classroom
3. Blended learning applications





Why vocabulary?

- "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." (Wilkins 1972:111)
- "When students travel, they don't carry grammar books, they carry dictionaries." (Krashen in Lewis 1993: iii)

"Research has provided much useful information about vocabulary learning and instruction. What it has *not* provided is a simple formula for optimal instruction, because no such formula can exist."

(Beck, McKeown and Omanson, 1987, p.150)

How well do your students understand new vocabulary? Rate them on each scale from 0 (never) to 5 (always).

They find it easy to pronounce new words accurately	0 1 2 3 4 5
They find it easy to understand new words accurately	0 1 2 3 4 5
They spell and write new words accurately	0 1 2 3 4 5
They understand the meanings of new words at first glance	0 1 2 3 4 5
They know how to work out the meanings of new words	0 1 2 3 4 5
They can understand new words even in unfamiliar contexts	0 1 2 3 4 5
They can see the roots of new words in words they already know.	0 1 2 3 4 5
Total:	

How important is vocabulary?

Before vocabulary is taught

- Like many other ancient XXXXXXX, the XXXXXXX of XXXXXXX Egypt developed around a river – the Nile. It is the country's XXXXXXX… The river provided a XXXXXX supply of water in a land that had XXXXXXX no rain. It's XXXX floods XXXXXXX the fields in which the XXXXXX were planted.

How important is vocabulary?

After vocabulary is taught

- Like many other ancient **societies**, the **civilization** of **ancient** Egypt developed around a river – the Nile. It is the country's **lifeblood**… The river provided a **regular** supply of water in a land that had **virtually** no rain. It's **annual** floods **irrigated** the fields in which the **crops** were planted.

How teachers feel about vocabulary

Teacher 1: “I think vocabulary is the relatively easy part of language learning. It’s grammar that’s difficult.”

Teacher 2: “I generally teach vocabulary before we do reading and listening work.”

Teacher 3: “The whole question of vocabulary is difficult – just because there is so much of it – where do you start? There’s so much to learn.”

Teacher 4: “The most important thing is to recycle it [vocabulary] – go over it again and again.”

Teacher 5: “I try to make vocabulary learning fun.”

Teacher 6: “Using it is one thing, teaching is another!”

How many words do we need in L2?

Level	Number of Words	Text Coverage %
High-frequency	2,000	87
Academic	800	8
Technical	2,000	3
Total to be learned	4,800	98
Low-frequency	123,200	2
Total	128,000	100

from Nation and Newton, 1997, p.239

Pedagogical approaches

1. **Explicit** vocabulary teaching is necessary for teaching the core vocabulary, particularly for the learning of basic lexical and semantic knowledge.

2. **Incidental** vocabulary acquisition should be encouraged through explicit instruction and for learning additional vocabulary.

How is vocabulary taught?

Form	Meaning	Usage
pronunciation	basic and literal meanings	subcategorization
derivations	derived and figurative meanings	collocation
inflections	semantic relation	sociolinguistic and stylistic restrictions
spelling	connotation	slang and idioms

Teaching vocabulary - Presentation

- concise & detailed definition
- illustration (picture, object)
- demonstration (acting, mime)
- context (story or sentence in which the item occurs)
- synonyms
- opposites(s) (antonyms)
- Korean translation
- associated ideas, collocations, idioms

Select the key words

Look at the text in front of you. Scan down the page and identify key words and phrases.
OR
Scan the page and circle any words you don't understand.

Say, read, spell aloud

'Inundation'
Everyone repeat the word: in-un-da-tion. Inundation

In-un-da-tion. Inundation.

Saying or writing it for spelling

To help you remember how to spell the word form a picture of how it looks.

Button is 'butt' 'on'

Yacht is 'Y' 'a' 'ch' 't'

Write in your glossary

Write key words and meanings in glossary

Word	My definition	Class definition

- *Copy the words 'happy'/ 'sad'/ and 'angry' into your glossary.*
- *In your own words, write a definition.*
- *Copy down the definitions we worked out.*

Find synonyms and antonyms

Word	Synonym	Antonym

- *What is a synonym for 'happy'?*
- *What is the antonym for 'happy'?*

Visualise images to remind students of the meaning of new words

- *When I say the word 'happy' what pictures appear in your head?*

Use the new words in a sentence

- *Say the word 'happy' in a meaningful sentence.*
- *Where else would you use this word? Now use the word 'happy' in a different sentence.*
- *In 10 minutes, write a short story using the words we've just added to our glossary.*

Teaching vocabulary – Practice and consolidation

- songs and games
- key word method
- vocabulary exercises
- regular review/assessment
- extensive reading
- communicative activities
- Incidental Vocabulary Acquisition (IVA)
- List-Label-Group -> “mind mapping”

Sample Activity: Making sentences

journey	to	work	travels	first
long	soon	usually	enjoys	class
trip	a	Jay	journeys	travel
business	has	is	hotel	and
a	on	going	reading	reservation

Sample Activity: Odd one out

To teach the word *order*:

a) order	command	**advise**	demand
b) order	tell	**instruct**	suggest
c) order	**ask**	obey	

(Sökmen, 1997, p.243)

Incidental Vocabulary Acquisition (IVA)

- IVA is the learning of new words as a *by-product* of a meaning-focused *communicative activity*. It occurs through "multiple exposures to a word in different contexts." (Huckin and Coady, 1999, p. 185)

Advantages of IVA

1. It is more **individualized and learner-based** because the vocabulary being acquired is dependent on the learner's own selection.

2. It is pedagogically **efficient** in that it enables two activities---vocabulary acquisition and _____ to occur at the same time.

List – Group - Label

- **LIST**: Brainstorm terms related to a topic
  - "Think of any words that remind you of ___."
  - Keep the list manageable
- **GROUP:** Organize terms into smaller groups of related words
- **LABEL**: Name the groups

Follow-up:

- Discus the terms & groups
- Semantic mapping

Volcanoes

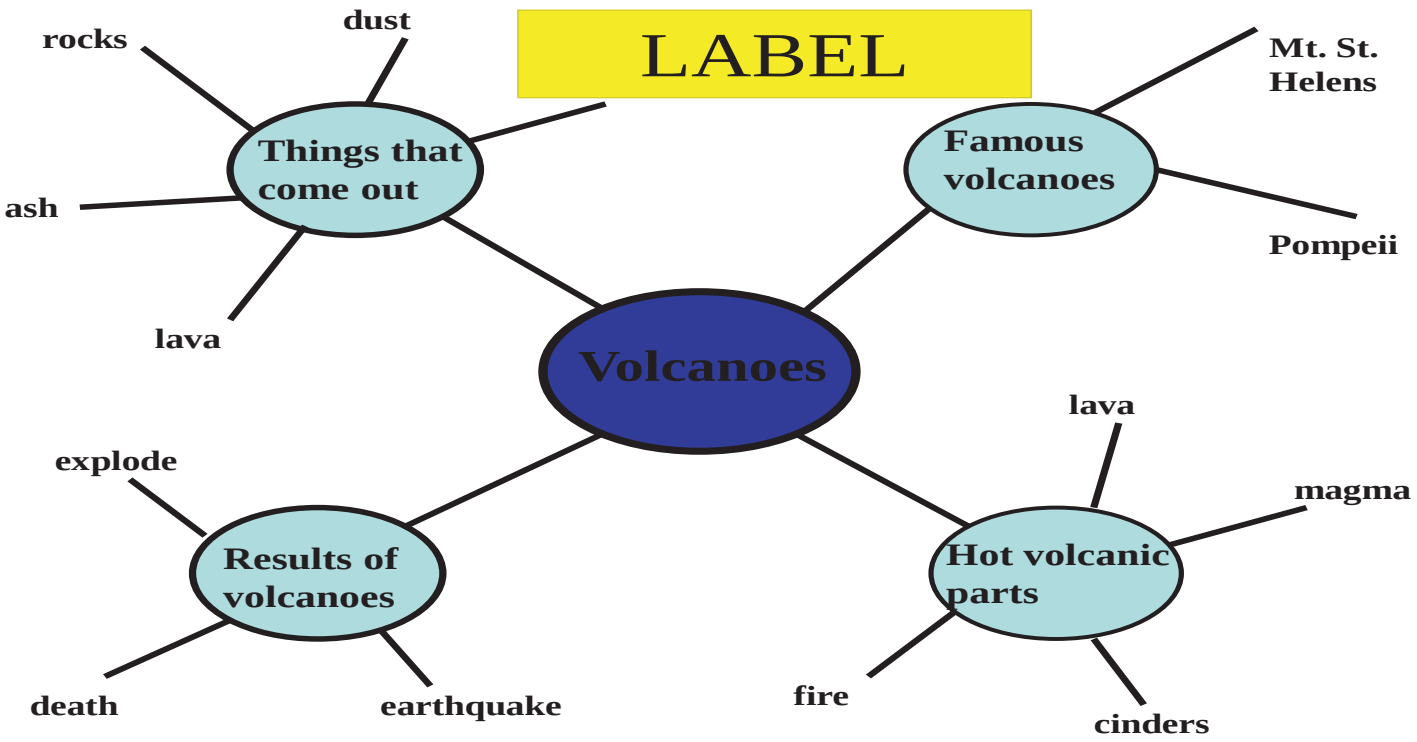
LIST

lava	magma	ash	death	smoke
explode	Mt. St. Helens	Pompeii	earthquake	rocks
fire	eruption	dust	cinders	heat

- Lava, ash, rocks, dust, smoke = things that come out of a volcano
- Mt. St. Helens, Pompeii = famous volcanoes
- Explode, death, earthquake = results of a volcano
- Lava, fire, cinders, magma = hot volcanic parts

GROUP

LABEL



Road Map

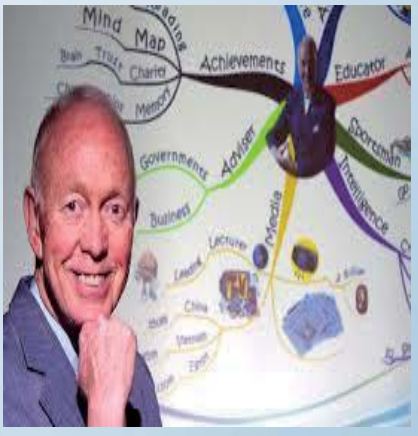
1. Teaching vocabulary
   a) Why and how do we teach vocabulary?
   b) Traditional vocab lessons & activities
   c) IVA and List-Group-Label
2. **Mind mapping**
   a) Definition, history and basic guidelines
   b) Paper-based mind mapping
   c) Advantages
   d) Sample mind maps for the classroom
3. Blended learning applications

What is a mind map?

- A mind map is a visual form of note-making that can be done either individually or as part of a group. At its heart is a central image, word or idea.

Who invented mind maps?

- Created by Tony Buzan, a thinking guru
- Buzan has written 82 books available in 100+ countries and translated into 30+ languages



Basics of mind mapping

- Always start with a word in the center
- The main branches/themes coming from the center need to be thicker than all other branches – use different colors
- Only use one key word/phrase per line
- Use the same color for minor branches as the main branch/theme e.g. If your main branch is blue, then minor branches added onto that main branch must also be blue
- Be as creative as you want – make crazy associations – it helps students remember

Paper-based mind mapping

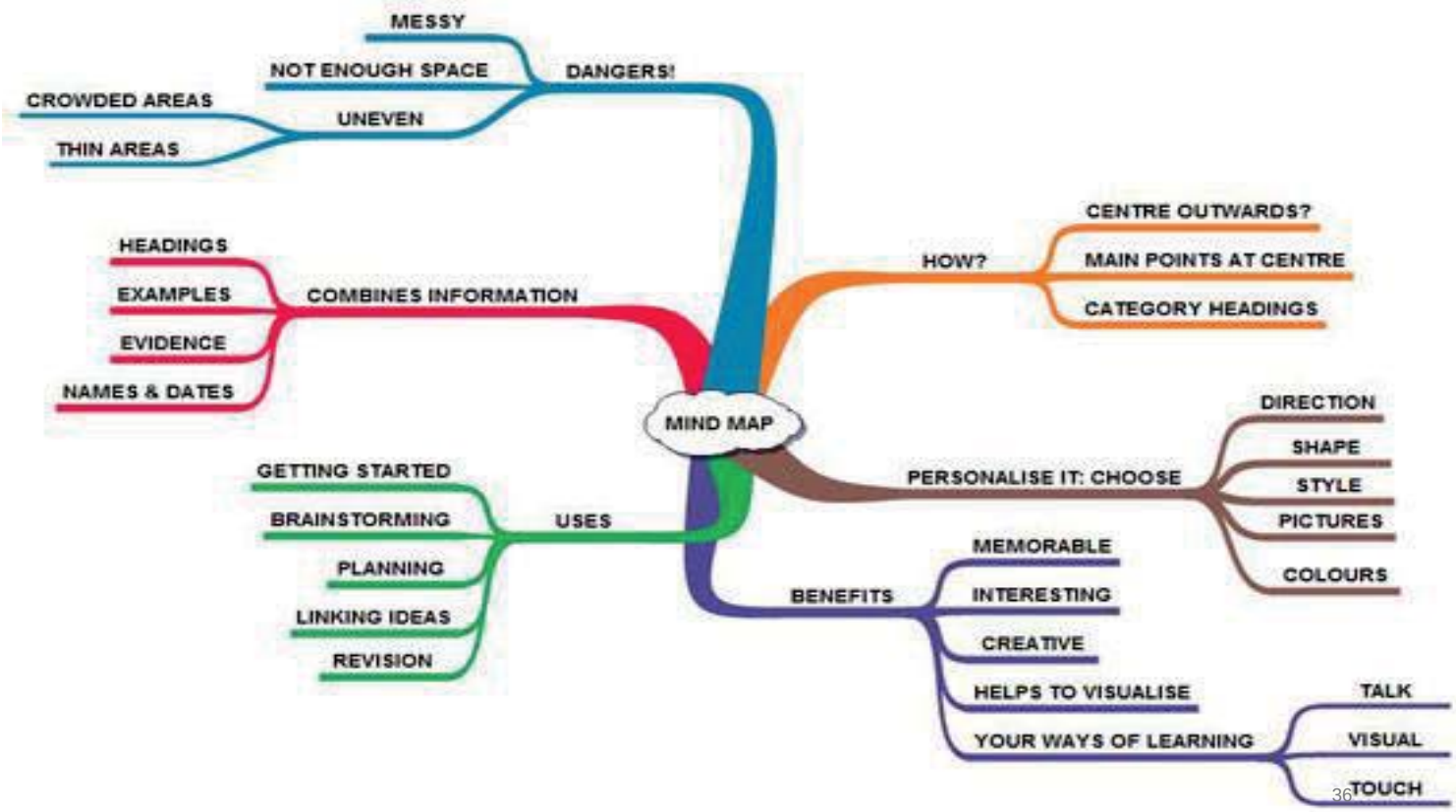
1. Take a **blank** piece of paper, A4 or larger
   - Pre-drawn lines can restrict us!
2. Use the paper in **landscape** orientation
3. Choose a **central word** that represents the topic about which you are learning
4. Create main themes (**B**asic **O**rdering **I**deas) around the central word like chapter headings of a book
5. Start to add **second/third/fourth levels** which are linked to the main branch that triggered them

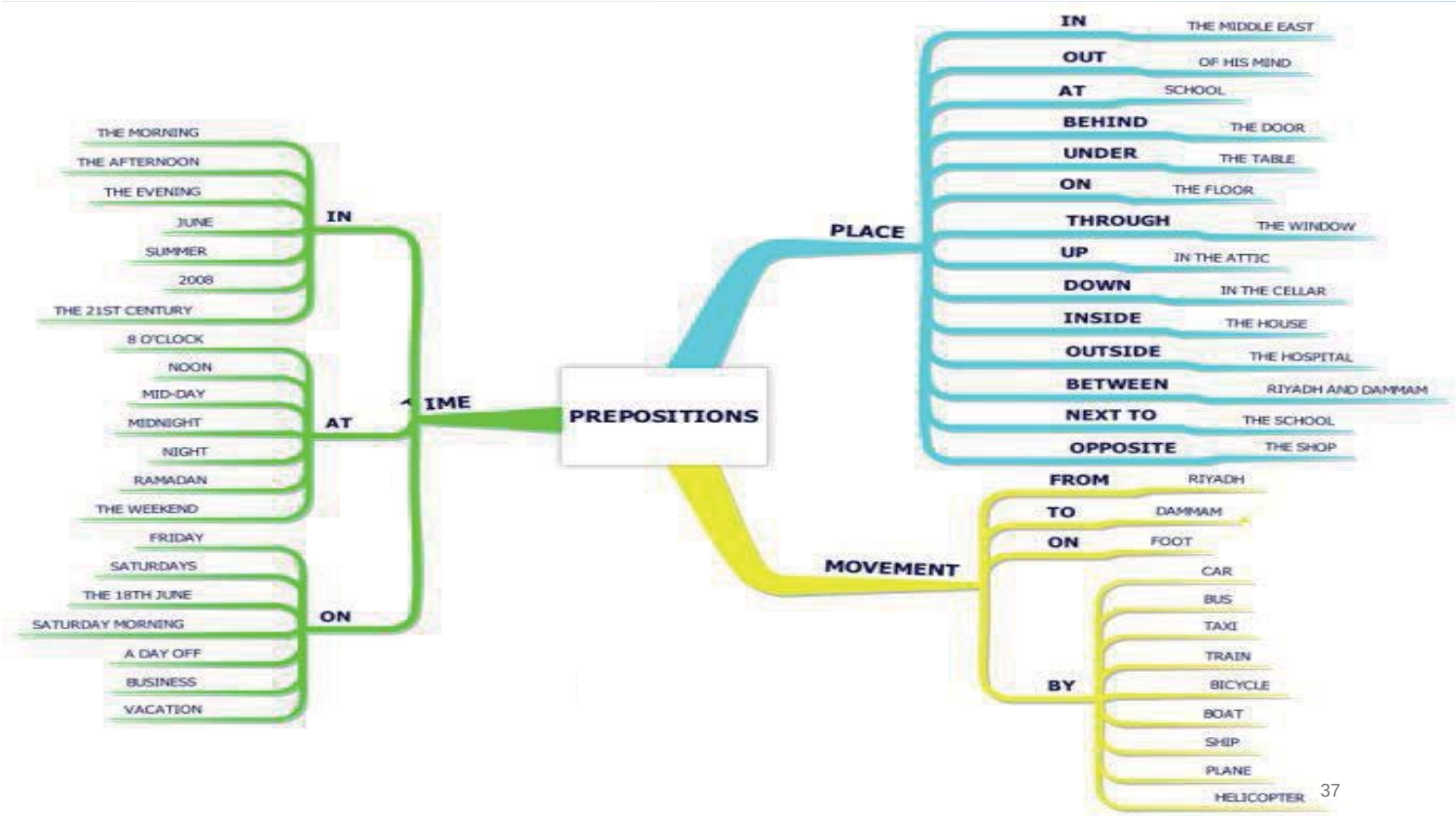
Advantages of mind mapping

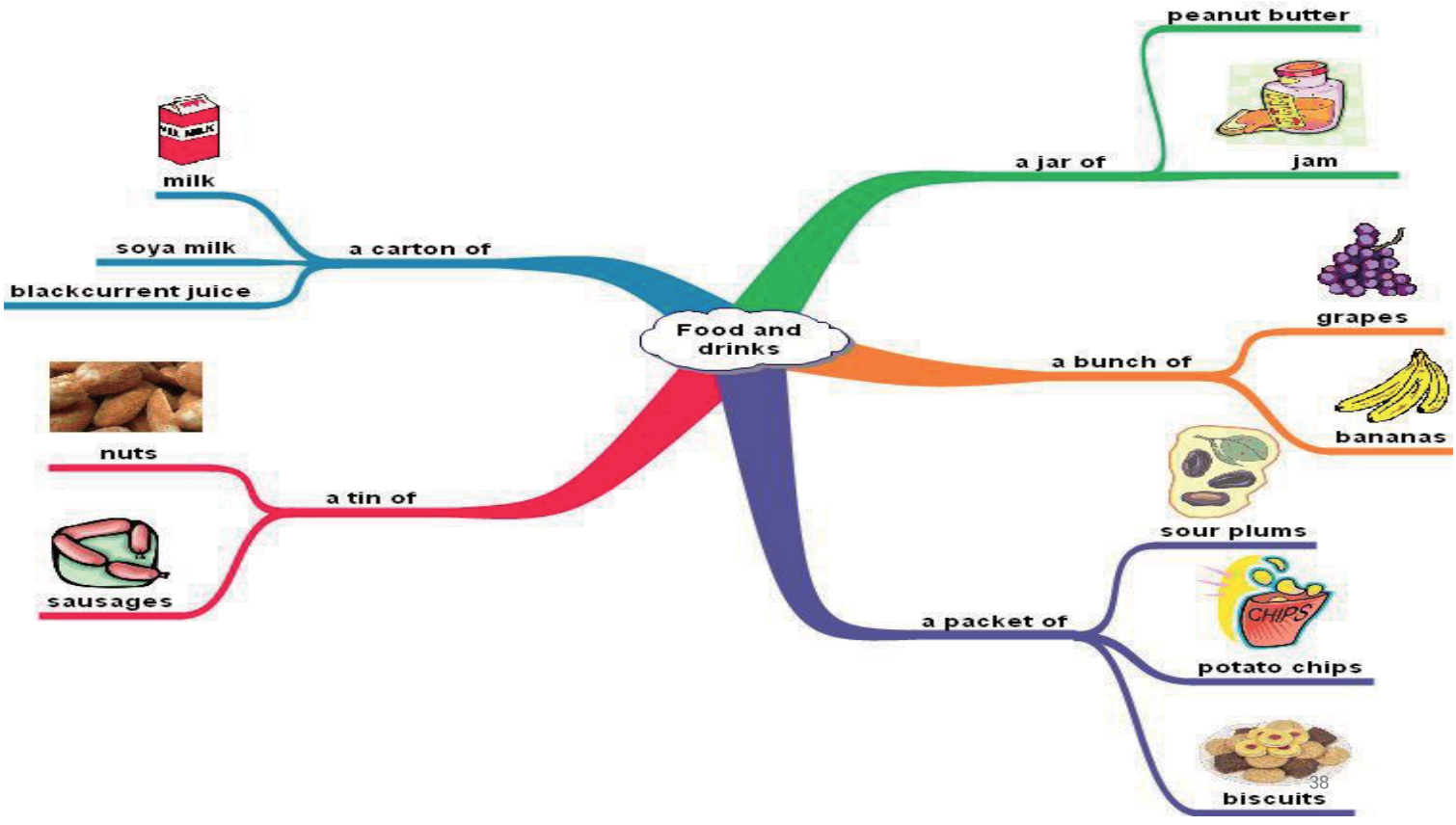
1. Time saved by focusing only on relevant words
2. Clear associations made between key words
3. The brain finds it easier to accept and remember visually stimulating multi-coloured mind maps.
4. By working from the center outwards, a Mind Map encourages learner's thoughts to grow outwards.
5. Mind maps work in harmony with the brain's natural desire for completion and wholeness.

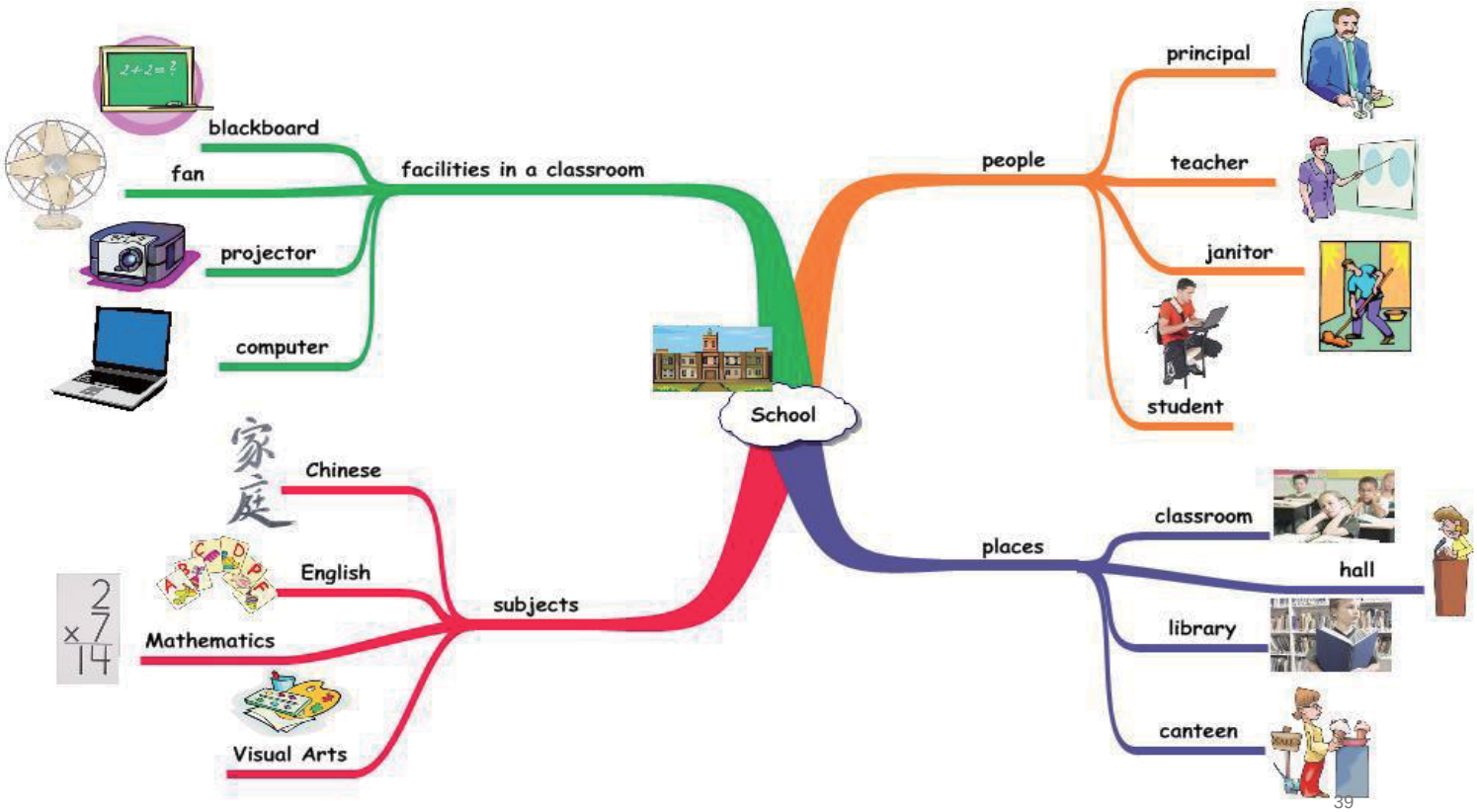
Sample mind maps

1. Mind mapping techniques
2. Prepositions
3. "Counting" food and drink
4. School
5. Describing pastimes
6. How's the weather?
7. Cities – vocabulary & sample sentences
8. Mind maps in the classroom

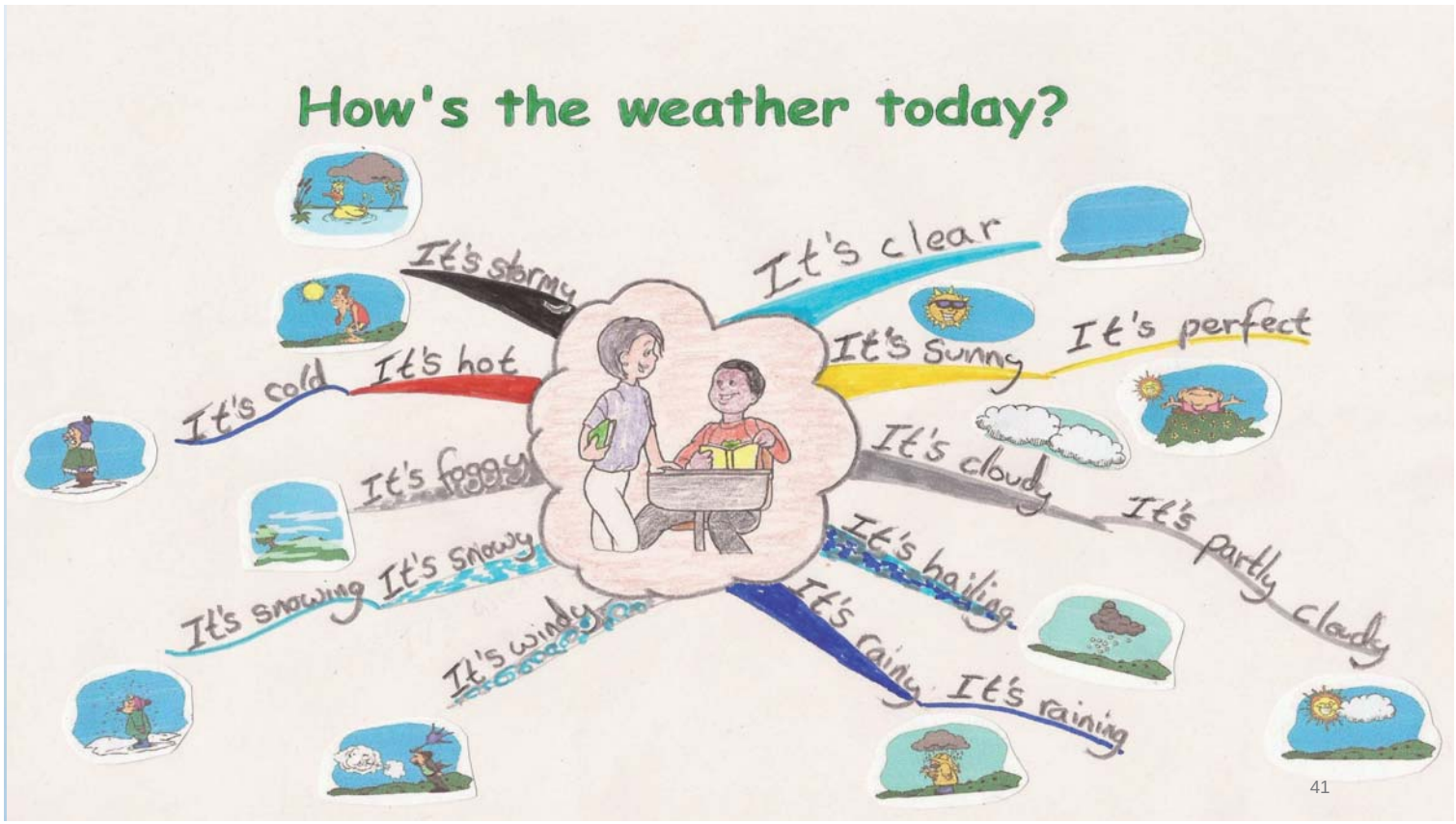


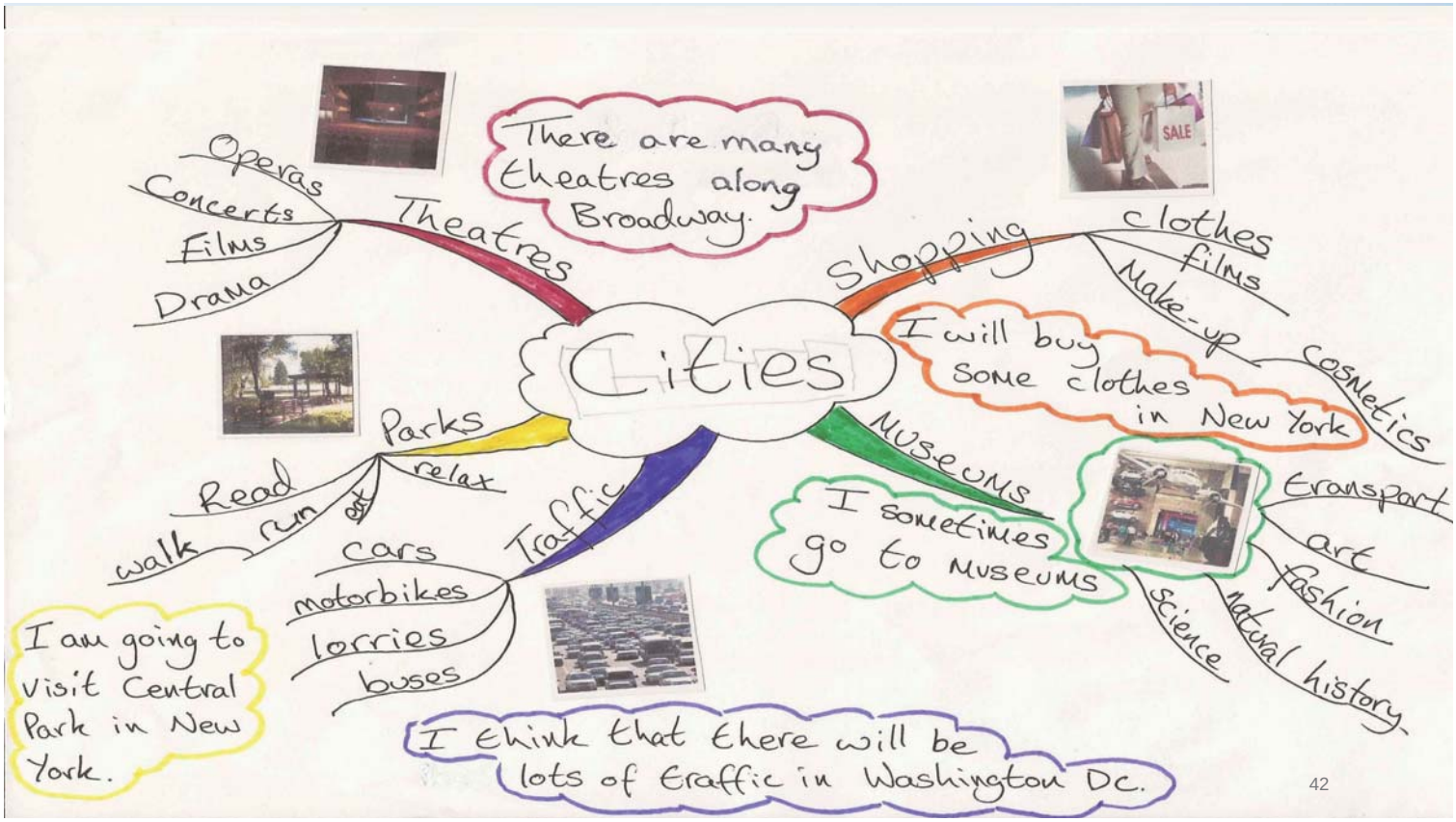

PREPOSITIONS
TIME
IN
THE MORNING
THE AFTERNOON
THE EVENING
JUNE
SUMMER
2008
THE 21ST CENTURY
AT
8 O'CLOCK
NOON
MID-DAY
MIDNIGHT
NIGHT
RAMADAN
THE WEEKEND
ON
FRIDAY
SATURDAYS
THE 18TH JUNE
SATURDAY MORNING
A DAY OFF
BUSINESS
VACATION
PLACE
IN
THE MIDDLE EAST
OUT
OF HIS MIND
AT
SCHOOL
BEHIND
THE DOOR
UNDER
THE TABLE
ON
THE FLOOR
THROUGH
THE WINDOW
UP
IN THE ATTIC
DOWN
IN THE CELLAR
INSIDE
THE HOUSE
OUTSIDE
THE HOSPITAL
BETWEEN
RIYADH AND DAMMAM
NEXT TO
THE SCHOOL
OPPOSITE
THE SHOP
MOVEMENT
FROM
RIYADH
TO
DAMMAM
ON
FOOT
BY
CAR
BUS
TAXI
TRAIN
BICYCLE
BOAT
SHIP
PLANE
HELICOPTER

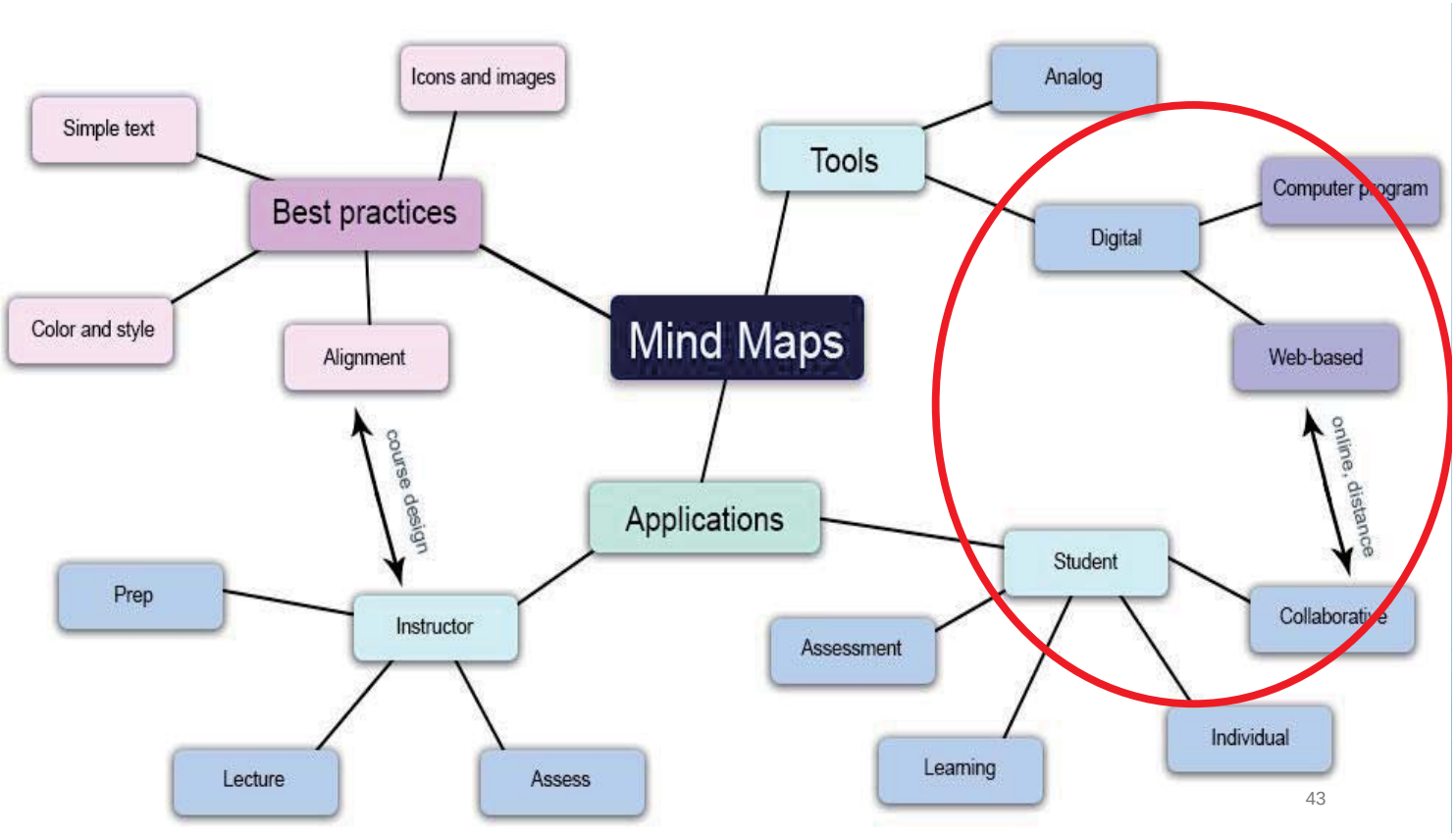

Food and drinks
a carton of
milk
soya milk
blackcurrent juice
a tin of
nuts
sausages
a jar of
peanut butter
jam
a bunch of
grapes
bananas
a packet of
sour plums
potato chips
CHIPS
biscuits


School
facilities in a classroom
blackboard
fan
projector
computer
people
principal
teacher
janitor
student
subjects
Chinese
English
Mathematics
Visual Arts
places
classroom
hall
library
canteen

My favourite pastimes
OUTDOORS
cycling on the country roads
swimming
hiking in the hills
INDOORS
watching Discovery channel
reading
playing mahjong
in the summer
standing in the rain
lying on the beach
eating strawberries in the garden
in the winter
skating on the lake
building snowmen


How's the weather today?
It's stormy
It's clear
It's hot
It's cold
It's sunny
It's perfect
It's foggy
It's cloudy
It's partly cloudy
It's snowing
It's snowy
It's hailing
It's windy
It's rainy
It's raining

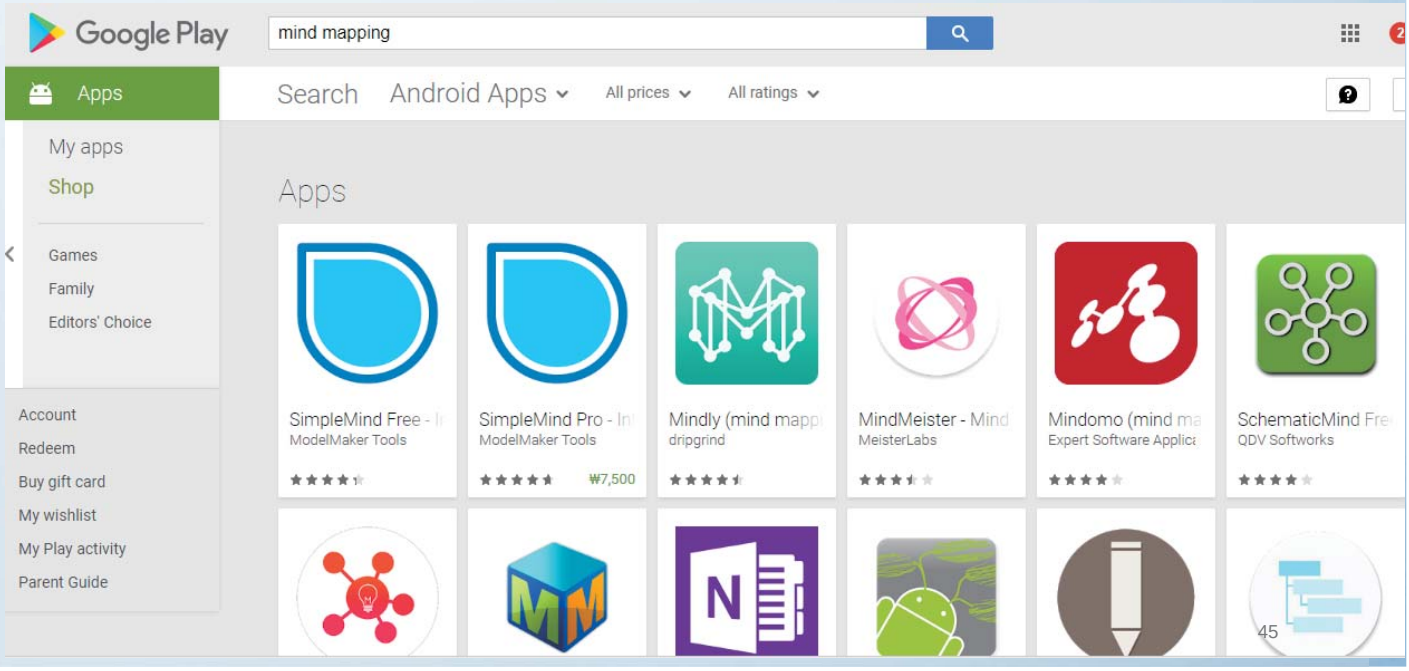

There are many theatres along Broadway.
Operas
Concerts
Films
Drama
Theatres
Cities
Shopping
clothes
films
Make-up
cosmetics
I will buy some clothes in New York
Parks
relax
Read
walk
run
Traffic
cars
motorbikes
lorries
buses
I am going to visit Central Park in New York.
Museums
I sometimes go to museums
transport
art
fashion
natural history
science
I think that there will be lots of traffic in Washington DC.



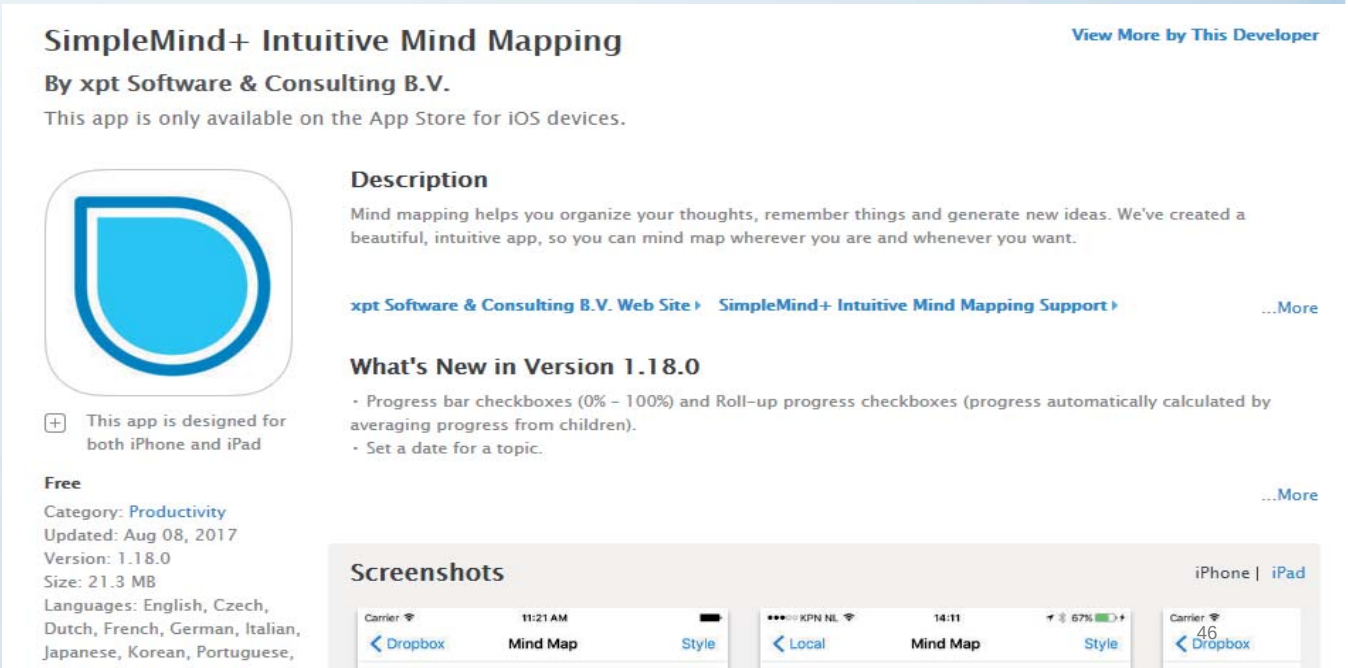
Road Map

1. Teaching vocabulary
   a) Why and how do we teach vocabulary?
   b) Traditional vocab lessons & activities
   c) IVA and List-Group-Label
2. Mind mapping
   a) Definition, history and basic guidelines
   b) Paper-based mind mapping
   c) Advantages
   d) Sample mind maps for the classroom
3. **Blended learning applications**

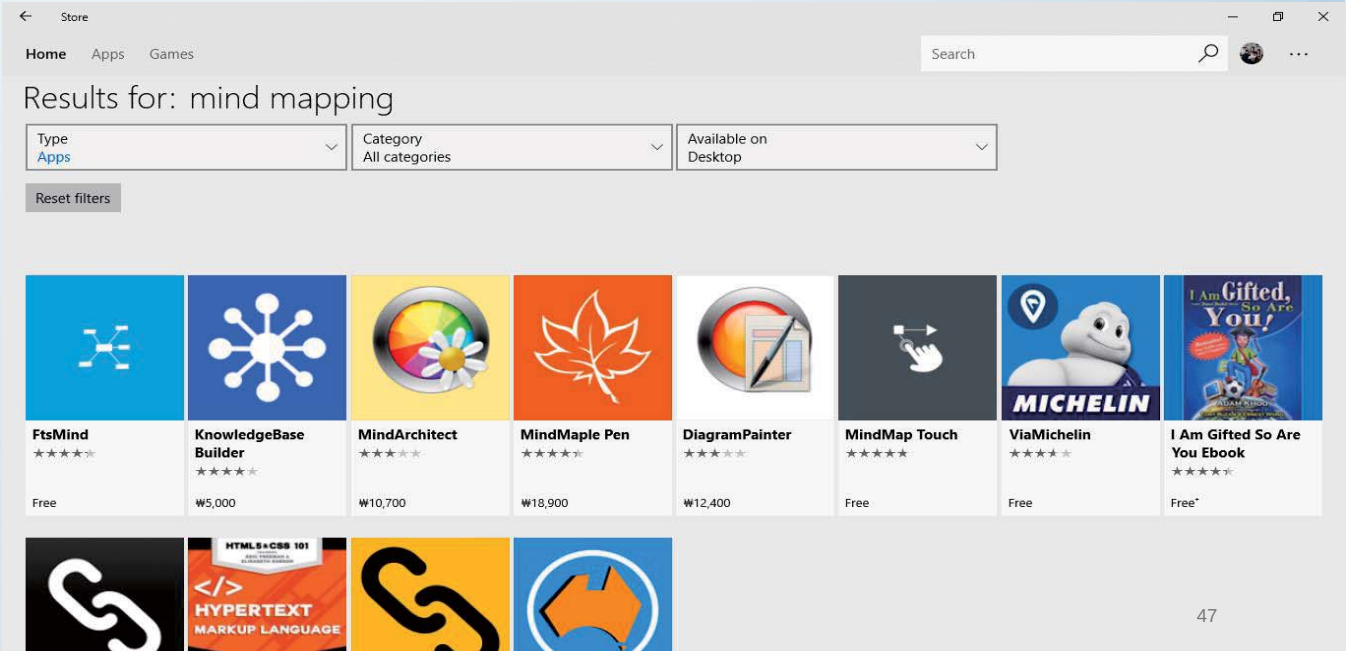
Mind mapping on Android



Mind mapping on iOS



Mind mapping on Windows



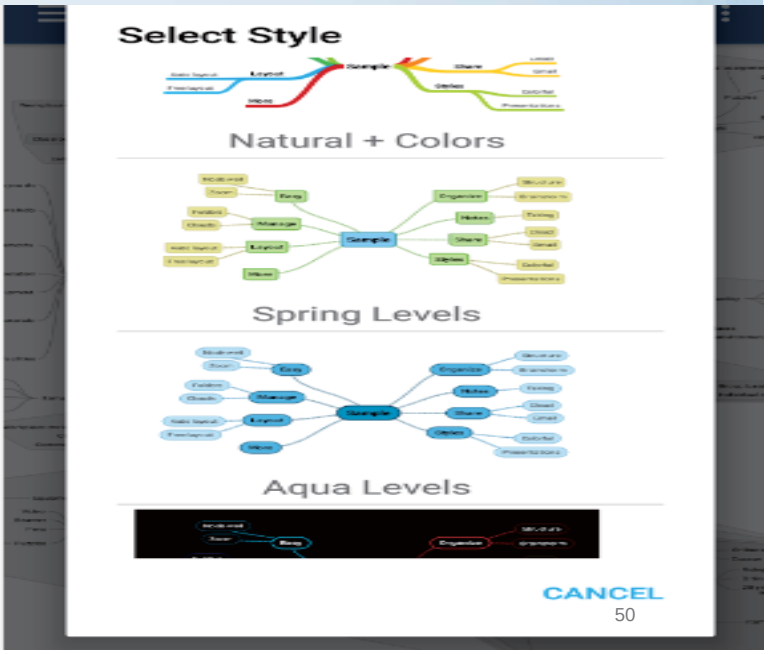
SimpleMind Free - Intuitive Mind Mapping

- SimpleMind Desktop is also available for Windows and Mac - https://simplemind.eu
- Free Functionality
  - Everything you need to get started with mind mapping.
  - No ads.
  - No need to sign up for an account.
- Highlights
  - Easy to use.
  - Trustworthy and reliable: 7 years of updates and improvements.
- Issues
  - Export/sharing requires full version
  - Screenshot workaround -> mobile screenshot viewed on monitor/projector in class

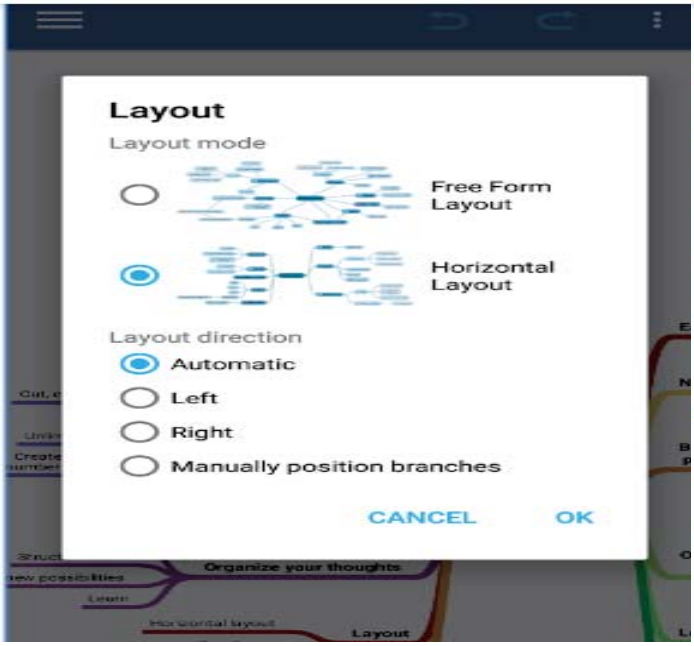
Functionality

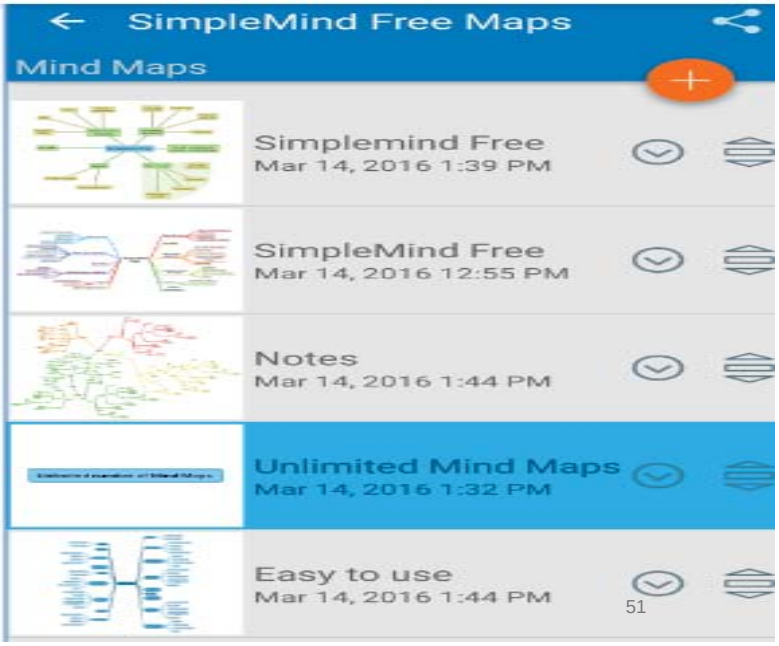
- Place topics anywhere you want in the free layout
- Or use one of the different auto layouts (great for brainstorming)
- Virtually unlimited page size and number of elements
- Supports multiple mind maps on one page
- Apply pre-defined style sheets
- Collapse and expand branches
- Highlight branches by displaying branch borders

Screenshots

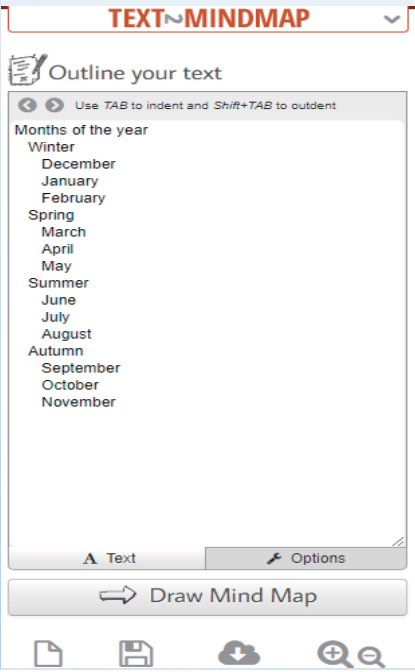


More screenshots





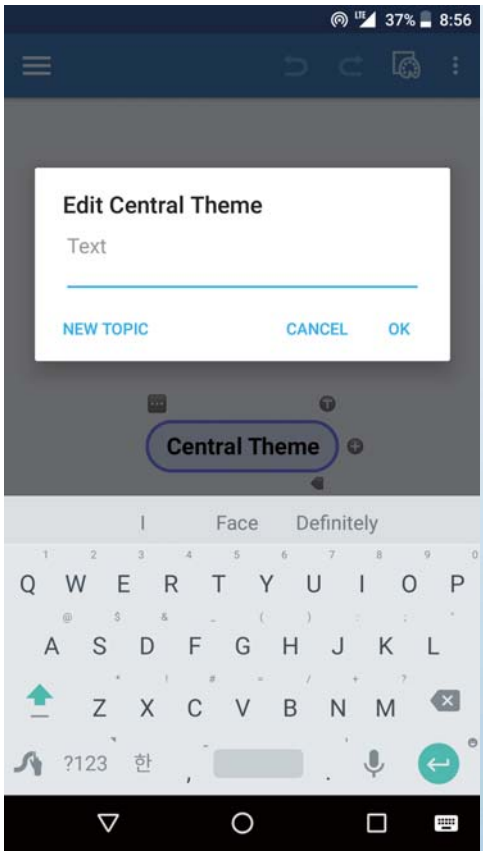
Text 2 Mind Map – Automated mind mapping



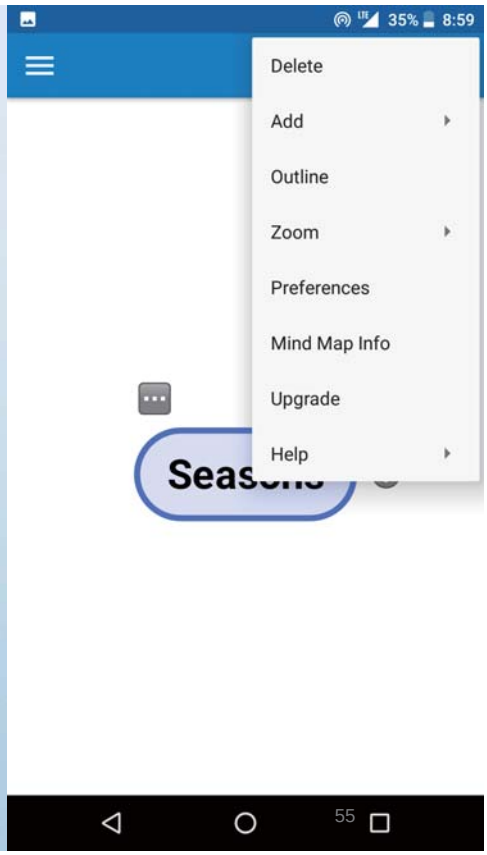
Text 2 Mind Map – Automated mind mapping

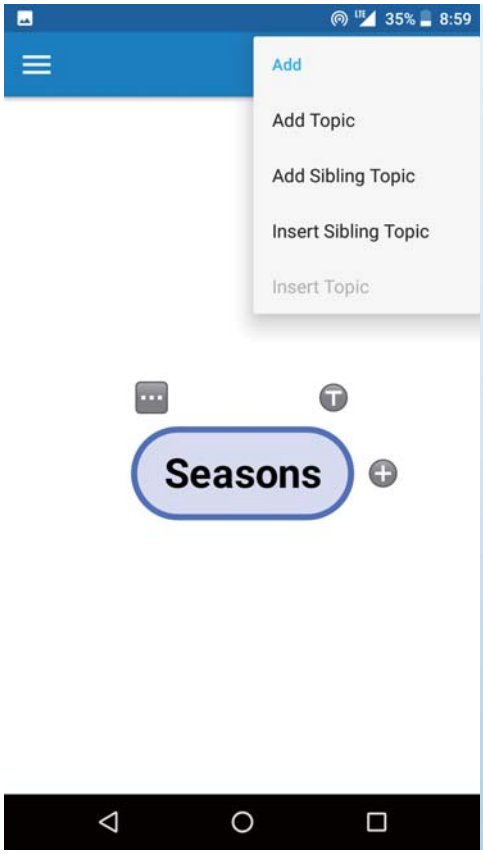
Activity

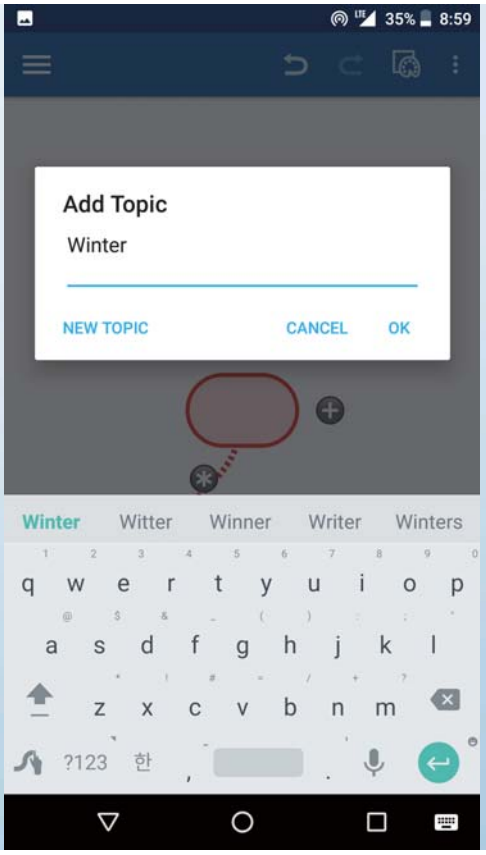
1. Open the App/Play Store
2. Search for SimpleMind Free and install it
3. Create a Central Theme -> Click OK
4. Click the Menu button -> Add -> Add Topic -> OK
5. Add additional Sibling Topics until the mind map is complete
6. Use the screenshot function on your smartphone to save the mind map
7. Upload it to your class portal for feedback


Edit Central Theme
Text
NEW TOPIC
CANCEL
OK
Central Theme

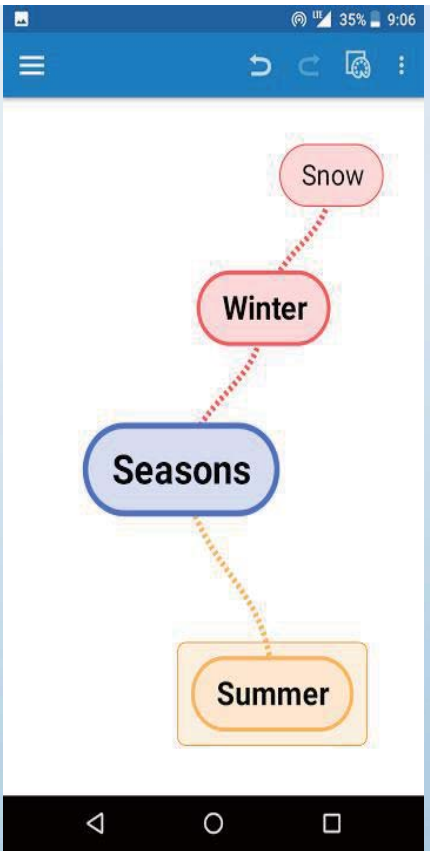
Seasons

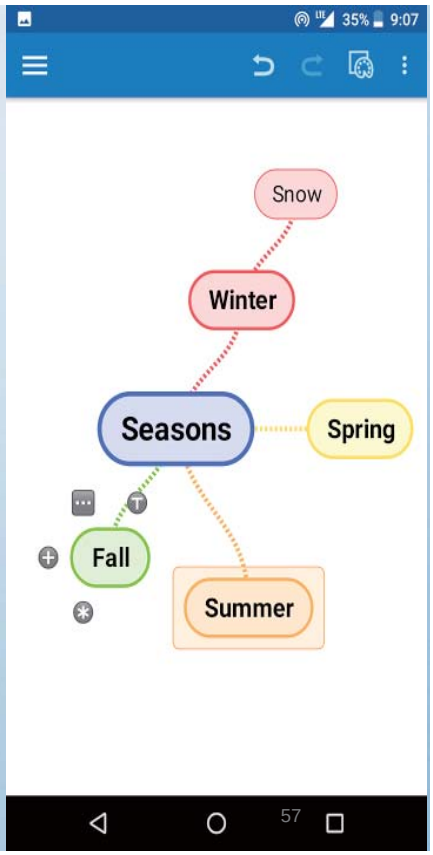

Delete
Add
Outline
Zoom
Preferences
Mind Map Info
Upgrade
Help
55


Add
Add Topic
Add Sibling Topic
Insert Sibling Topic
Insert Topic
Seasons


Add Topic
Winter
NEW TOPIC
CANCEL
OK

Winter
Seasons
56





Questions?
Email me @ dansvo82@naver.com

THANK YOU!

Re**think**

Re**shape**

and

Re**act!**

LANGUAGE WORLD

E*PUBLIC

www.lwbooks.co.kr | www.epublic.co.kr