

New Trends Become New Traditions

Date: Saturday, November 07, 2015

Venue: COEX Convention Rooms 307-308

Time	Session	Program	Speaker	Room
10:00-10:20	Opening	Welcome Address	Language World / E*Public	307, 308
10:20-11:40	Session 1	How to Implement Digital Learning in Your Classroom	Kostas Pexos International Curriculum Consultant and Teacher Trainer / Learning A-Z	307
10:20-11:40	Session 2	The Flipped Classroom	Stafford Lumsden Coordinator / Sookmyung Women's University Online TESOL Program	308
11:40-13:00	Lunch			
13:00-14:20	Session 3	Think Innovative! Inspire and Create with Activities in the Classroom	Jayme Brown Academic Consultant / Teacher Trainer / Rise Education Korea	307
13:00-14:20	Session 4	21st Century Students? Not without 21st Century Teachers! – 6 Essential Skills for the Modern Educator	Oliver Bayley Educational Services Manager, Asia / Oxford University Press	308
14:20-14:40	Coffee Break			
14:40-16:00	Session 5	Lighting up Young Learners through Stories and Songs	Alan Davis APAC Curriculum Consultant / McGraw-Hill Education	307
14:40-16:00	Session 6	Reading for Young Learners – Turning Theory into a Reality	Katrina Nicol Professor / Sungkyunkwan University TESOL	308
16:00-16:10	Drawing			307

※ All sessions will be conducted in English.

※ Lunch will be provided.

※ Pre online registration is required. (www.lwbooks.co.kr)

Present 1. Make the iPad yours!

Present 2. 2016 Planner & Calendar

Present 3. Everybody Up, English Trophy, Going Places, Reading Place



Session 1 10:20-11:40

How to Implement Digital Learning in Your Classroom

Speaker **Kostas Pexos**
International Curriculum Consultant and Teacher Trainer / Learning A-Z

How to Implement Digital Learning in Your Classroom

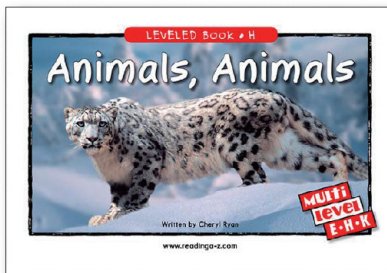
Abstract

As technology has evolved, the diverse ways of learning English have also been developed in various ways for several years. Recently lots of digital resources and e-learning platforms are available to everyone who wants to use them. But it is true that even though the digital resources are easily acquired, using them effectively and properly in the classrooms and adopting them into the existing curriculum are very difficult. In this session, we will cover pedagogies and hands-on ideas of teaching English with the digital resources in your classroom.

Speaker **Kostas Pexos**

International Curriculum Consultant and Teacher Trainer / Learning A-Z

Born in Montreal, Canada, he completed his Bachelor's degree in English Literature at Concordia University, Canada. He has extensive experience in teaching English as a foreign language at all levels. His particular fields of interest are incorporating literature into the ELT curriculum and helping students develop their speaking skills. Mr. Pexos is currently involved in teacher training and travels widely in this capacity. He is currently working with Learning A-Z as an international curriculum consultant and teacher trainer.



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 207

Book Summary

Animals, Animals is about some of the fascinating animals in our world. Each page describes interesting facts and brings the world of animals to the reader. Pictures enhance the text.

Book and lesson also available at Levels E and K.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Connect to prior knowledge to understand nonfiction text
- Identify main idea and details
- Segment syllables
- Identify VCe pattern
- Identify adjectives and the nouns they describe
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Animals, Animals* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- [Main idea and details, VCe pattern, adjectives worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **High-frequency words:** *are, has, have, many, they*
- **Content words:**
 Story critical: *camel (n.), elk (n.), fox (n.), hippopotamus (n.), kangaroo (n.), snow leopards (n.)*
 Enrichment: *elephants (n.), giraffes (n.), polar bears (n.), zebra (n.)*

Before Reading

Build Background

- Ask students if they have ever been to a zoo or a wildlife park. Ask them to tell what kinds of animals they saw there and to name some of their favorites.
- Tell students that animals are like people in many ways. As is true with people, animals have exceptional, or special, things about them that we might not be able to know just by looking at them. Provide an example, such as: *You may not know just by looking at me, but I am exceptionally good at ____*. Ask students to share things that are special about them that someone may not be able to tell just by looking at them.

- Tell students that as they read the book, they may be reminded of interesting facts they already know about the featured animals, and they also may learn some interesting new details.

Book Walk

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students whether they are familiar with the animals they see on the covers and title page. Have them share any facts they already know about the animals. Then ask them to think about anything they may be curious about regarding the animals they see in the pictures.

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that good readers make connections between what they already know and new information they read in a book. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Tell students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: As I look at the cover of this book, I notice that the picture is of a leopard. I already know that leopards are one kind of big cat. In the large picture, it looks as if the leopard is climbing a mountain. I predict that the book is going to tell me where animals, such as this leopard and the fox on the back cover, live. I may learn other new information about these and other animals, but the page on leopards will be easier for me to read because I can connect the new information with what I already know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Main idea and details

- Remind students that a main idea is the general topic of a book or the subject of a section of a book. Details are the extra facts or descriptions that give the reader more information.
- Explain to students that authors often give details about a topic to help the reader understand information that may be new to them. Providing details can help the reader picture the subject more clearly in his or her mind.
- Provide a simple model of identifying a main idea and detail. Draw a sample two-column chart on the board. Write the heading *Person* above the left column and the heading *Detail* above the right column.
- Model the skill of identifying main idea and details.
Think-aloud: The topic, or main idea, of my chart is People. [Write your name in the first column and then write a detail about yourself, either physical or something about your personal preferences or talents.] The detail I listed will help you to know a little more about me and would help you form a more complete picture of me in your mind if you were to read the chart without looking at me.
- As a group, add student names to the list. Have each student provide a detail about him- or herself that may be new information to the class, and write it on the chart. Explain that after they read the book, students will make a similar chart that includes each animal, or the section's main idea, and details about the animals they read about.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use what they know about various animals as they preview the pictures.

- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 3 you might say: *The antlers on the elk remind me of large antlers on a deer.*
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *hippopotamus* on page 11. Model using the familiar word part *hip* and the picture to read the word. Then read the sentence to students and ask if the word *hippopotamus* makes sense.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *hippopotamus* in the dictionary. Invite a volunteer to read the definition for *hippopotamus*. Have them compare the definition with their prior knowledge of the word.
- Have students follow along on page 11 as you read the sentence in which the word *hippopotamus* is found to confirm the meaning of the word.

Set the Purpose

- Have students read the book to find out about various animals. Remind them to stop after every couple of pages to think about what they already know about animals, such as where they live and what they eat. Thinking about each animal will help them remember information when they have finished reading.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book, and have them put a sticky note on page 7. Tell them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words they had trouble with. Then have them point out the animals that were familiar to them. Have them tell how thinking about what they already knew about some of the animals helped them as they read. Have students tell about some of the new details and information they learned.
- **Think-aloud:** *When I read about elk, I read that they have large antlers. I remembered a time when my family and I saw an elk as we were driving while we were on vacation. The elk had huge antlers. This helped me read the new word antlers. If I didn't already know about antlers, it might have been harder for me to understand that part of the book.*
- **Check for understanding:** Have students share some of the things they thought about as they read information on the pages so far. Select volunteers to share connections they made between prior knowledge and the text. Ask other students to explain the details that helped them understand and picture the information.
- Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Explain that noting details about each animal will help them to remember and better understand what they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to share any examples of how connecting with their prior knowledge helped them. Reinforce how thinking about what they already know about the topic of the book helps them understand and remember what they read and keeps them actively engaged in the text.

- **Think-aloud:** *When I came to page 7 and saw the picture of the camel, it reminded me of when I went to a petting zoo and touched a camel. I even sat on its back and went for a ride! Thinking about this while I read made that section quite easy for me.*
- Check student understanding by inviting them to share connections they made with the section on camels or any other section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Ask students which animals they were already familiar with in the book. Invite them to share something they already knew about the animal(s) and something new that they learned. Ask if they thought about other animals as they read the book.
- **Check for understanding:** Explain to students that it helps them remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students their copy of the [main-idea-and-details worksheet](#). Explain that they can list all the animals they read about (the main idea of each section) in the first column and details about the animals in the second column. When they have finished filling in the chart, they will have a summary of the key information in the book. Say: *The first animal I read about was the elk. I will write this in the first column. I read that elk are good swimmers and can run very fast, and that males have large antlers. I will write elk in the column under Animal and good swimmers and runners, males have large antlers under Detail.*
- Have students record the example on their worksheet.
- **Check for understanding:** Have students find the next animal in the book and tell some of the characteristics or key facts about that animal. If they are correct, have them write the information on their worksheet.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. Have them share their responses when they have finished.
- **Enduring understanding:** In this book, you read about some of the many fascinating animals in our world. Like people, animals come in a wide variety of shapes, sizes, and colors. Each one is beautiful and special in its own way. There are animals all around us in nature, though sometimes we don't take the time to notice them or see the special things about them. The next time you are outside, find an insect or other animal in nature and really look at it. Ask yourself: *What do you notice? Do you see something you've never seen before?* Take time to appreciate all the beauty that nature and the animal world have to offer.

Build Skills

Phonological Awareness: Segment syllables

- Say the word *animal*. Tell students that you are going to count the syllables or parts in a word. Repeat *animal*, clapping at each syllable: *an-i-mal*. Tell students that you clapped three times because there are three parts, or syllables, in this word.
- Say the word *giraffe* and ask a volunteer to clap and count the syllables. Repeat with the following words: *elk, elephant, leopard*.
- Have students work together to count syllables of words in the book. Give students a number of syllables, such as three. Have them hunt for words with three syllables. Repeat with another number.

Phonics: VCe pattern

- Write the word *swine* on the board and have students read it with you. Run your finger under the letters as you blend the sounds in *swine*. Ask students to look carefully at the two vowels in the word. Point out the VCe ending and explain that often when a word ends with a silent e, the vowel sound in the middle of the word is long. Write the letters VCe over the corresponding letters in the word.

- Write the word *lime* on the board and say it aloud with students. Have students say the long /i/ sound aloud. Then run your finger under the letters in the word *lime* as students say the word aloud. Ask a volunteer to come to the board and circle the VCe combination in the word.



Check for understanding: Have students look on page 7 and highlight or circle the word that has the long /i/ sound (*time*). Write the word on the board. Ask students to identify the letters that make the VCe pattern and have them repeat the word emphasizing the long /i/ sound.

- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Review or explain to students that a *noun* is a *person, place, or thing*.
- Write the following words on the board: *red hair*. Draw a line under *hair* and explain that this is a noun, or a thing. Then draw a circle around *red* and explain that this is an *adjective*, or a *describing word*. The adjective gives information about the noun by describing it.
- Have students turn to page 4. Ask a volunteer to give a fact that tells something about the size of a giraffe (*tall*). Explain that the word *tall* is an adjective that describes a giraffe.
- Ask students to find the words *long trunks* on page 5. Write the words on the board. Have a volunteer circle the adjective (*long*) and draw a line under the noun it describes (*trunks*).



Check for understanding: Have students go through the book, circling the adjectives and underlining the nouns they describe.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#).

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *camel* and *fox*. Have a volunteer explain which word would appear first in alphabetical order (*camel*) and why (because *c* comes before *f* in the alphabet). Circle the *c* and *f* and compare their locations in the alphabet. Erase the circles when the discussion is finished.
- Write the words *kangaroo* and *elk* on the board. Have a volunteer explain which word would appear first in alphabetical order (*elk*) and why (because *e* comes before *k* in the alphabet). Circle the *e* and the *k* on the board and compare their location in the alphabet. Erase the circles when the discussion is finished.
- **Check for understanding:** Write the words *giraffe* and *elephant* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. If time allows, discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice identifying main idea and details as they read.

Extend the Reading

Informational Writing Connection

Have students research an animal not mentioned in the book. Ask them to find a little-known fact about the animal. Have them determine how the special attribute of the animal affects the way the animal lives, looks, moves around, and so on. Have students write what they learned about their chosen animal.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students use information they gathered in the Writing Connection activity to draw a picture of the animal they chose. Encourage them to include the special detail or attribute of their animal in their drawing.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

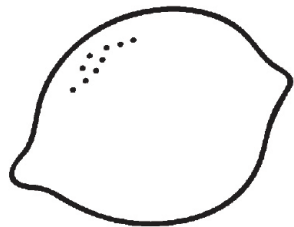
Monitor students to determine if they can:

- consistently connect new information to prior knowledge
- identify main idea and details in nonfiction text orally and on a worksheet
- segment syllables during class discussion
- identify the VCe pattern during discussion and on a worksheet
- identify adjectives and the nouns they describe in class discussion and on a worksheet
- arrange words in alphabetical order

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)

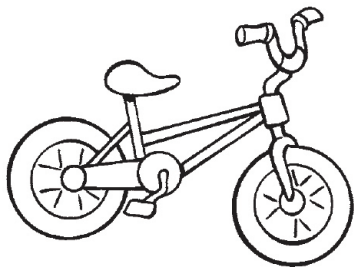
Name _____



lime



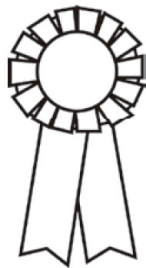
line



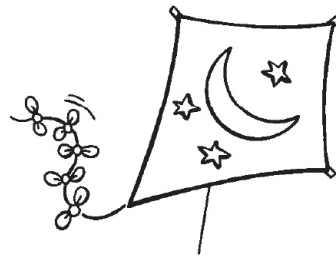
bike



kitten



ribbon

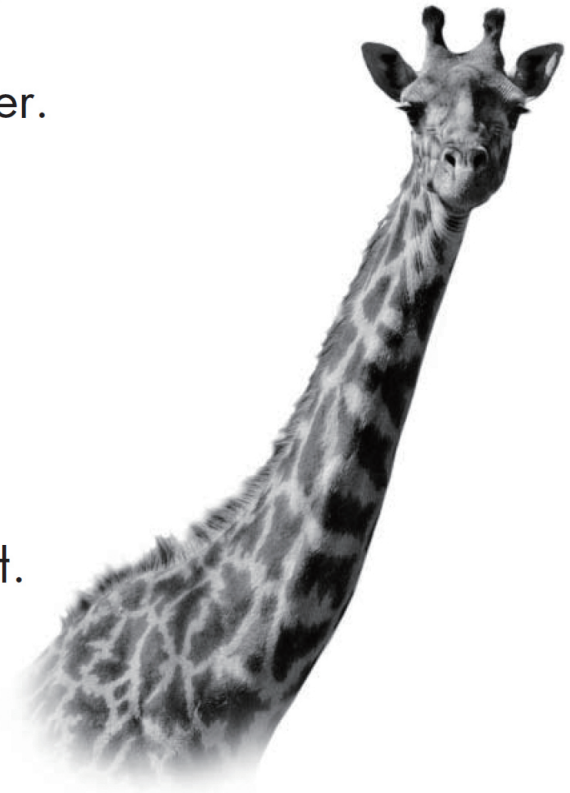


kite

Instructions: Have students read each word and circle the words with the long vowel *i*.

Name _____

1. The hippo made a loud noise.
2. Foxes dig holes in the hard ground.
3. Polar bears swim in cold water.
4. Giraffes eat from tall trees.
5. Zebras run fast through the huge grasslands.
6. Camels walk in the hot desert.



ANIMALS, ANIMALS • LEVEL H • 3



SKILL: ADJECTIVES

Instructions: Have students read each sentence, circle the adjective, and draw a line under the noun it describes.

How are the animals in the book alike?
What do they have in common?



Classify Information



The giraffe is one of the most beautiful animals.
Is this statement fact or opinion?
Why?



Fact or Opinion



Many people have cats and dogs as pets.
How might these "ordinary" animals be considered special?



Analyze

Camels can live a long time without food or water.
How do you think the camel's body protects itself from lack of water and food?



Create

Session 2 10:20-11:40

The Flipped Classroom

Speaker **Stafford Lumsden**
Coordinator / Sookmyung Women's University Online TESOL Program

The Flipped Classroom

Abstract

In this presentation we will try to define a "Flipped Classroom", how it works and what are some practical considerations for "flipping" your own classroom, including considering whether it is better to create or curate content for your students and what kinds of resources are available to teachers who are going to flip their classrooms.

Speaker **Stafford Lumsden**

Coordinator / Sookmyung Women's University Online TESOL Program

Stafford Lumsden is the coordinator of online TESOL programs at Sookmyung Women's University, Seoul, Republic of Korea where he teaches at both the undergraduate and post graduate levels. He teaches a mix of pre-service and in-service Korean teachers all throughout Korea utilizing a combination of 100% online synchronous classes and on/offline blended courses.

Stafford has an MA in TESOL from Victoria University,

Wellington, New Zealand, where he focused on Computer Assisted Language Learning (CALL) and its transition to what we might now call Mobile Assisted Language Learning (MALL). At Sookmyung TESOL, Stafford is responsible for maintaining the department's Google Classroom implementation and training teachers and students alike.

The Flipped Classroom

Stafford Lumsden
Sookmyung Women's University

The Flipped Classroom

Stafford Lumsden
Sookmyung Women's University

Today...

What is a “Flipped Classroom”

How does it work

Creating, Curating and preparing to F.L.I.P.

Resources

Significance, Benefits & Challenges

Conclusion

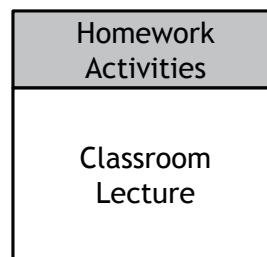
What is a “Flipped Classroom”

Brainstorm with a partner....

What is a “Flipped Classroom”

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed.

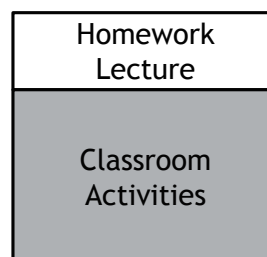
Typical
organization



What is a “Flipped Classroom”

Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.

A
"flipped"
Classroom



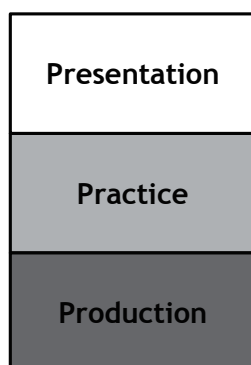
Sorry...What is It?

Abeysekera and Dawson define the flipped classroom as:
a set of pedagogical approaches that:

1. move most information-transmission teaching out of class;
2. use class time for learning activities that are active and social;
3. require students to complete pre- and/or post-class activities to fully benefit from in class work.

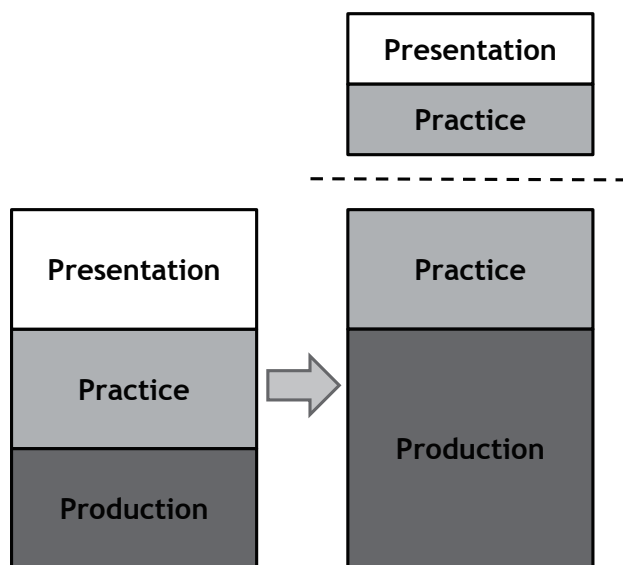
Abeysekera, L and Dawson, P., (2015). "Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research". *Higher Education Research & Development* 34 (1): 1-14.

What is a “Flipped Classroom”



In a typical (PPP) language lesson instruction is spread between presenting language, having students do controlled practice and then something fluency based

What is a “Flipped Classroom”



What if we had Ss do the “knowledge learning part” at home, by viewing video and doing some solo practice...

And spent class time doing communicative tasks?

That’s a Flipped Classroom

How Does It Work?

There is no single model for the flipped classroom—the term is widely used to describe almost any class structure that provides prerecorded lectures followed by in-class exercises.

Traditional Class

In-Class



Out of class

Traditional Class

In-Class



Before
Class

Out of class

Traditional Class

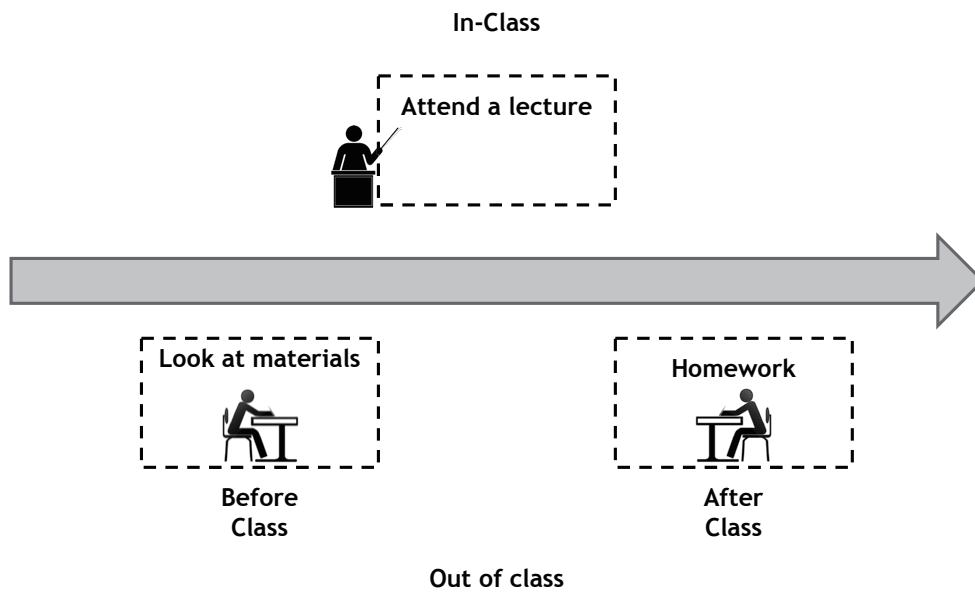
In-Class



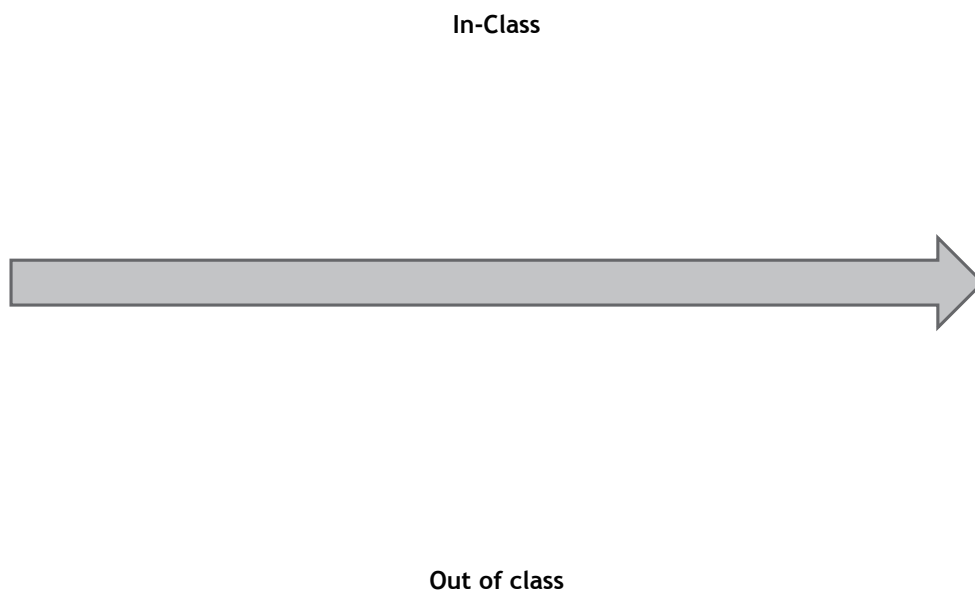
Before
Class

Out of class

Traditional Class



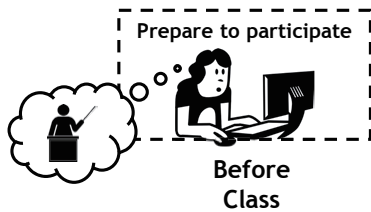
Flipped Class



see: <http://ctl.utexas.edu/teaching/flipping-a-class>

Flipped Class

In-Class

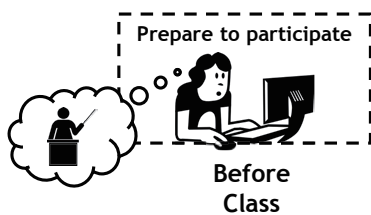


Out of class

see: <http://ctl.utexas.edu/teaching/flipping-a-class>

Flipped Class

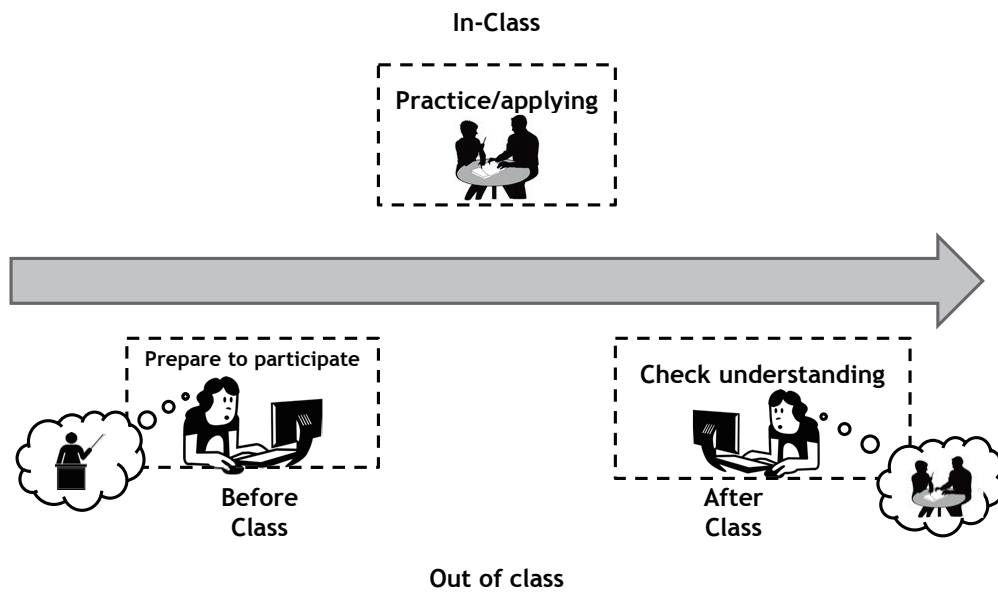
In-Class



Out of class

see: <http://ctl.utexas.edu/teaching/flipping-a-class>

Flipped Class



see: <http://ctl.utexas.edu/teaching/flipping-a-class>

Create or Curate?

Borrow or buy
existing materials

Build your own
materials

Brainstorm with your group - which is more practical for your situation? Which do you think is more effective, useful...expensive?

Preparing to F.L.I.P.

“Flipping” the class **reverses** the traditional class setup
students acquire basic content outside of class
work together in class on application-oriented activities.

Whether you want to flip one class session or an entire course, the following questions should guide your approach

Preparing to F.L.I.P.

Figure out what makes sense to flip

Look for in-class tasks requiring application

Identify tasks that can engage and help Ss prepare

Prepare Ss for the roles they will assume.

Figure out where “flipping” makes the most sense for your class.

Create

What learning outcomes need to be refined or introduced to target higher order use of knowledge and skills?

Curate

Which topics within a unit would be better if students were given the opportunities during class to actively apply their knowledge and skills?

Look for in-class activities requiring students to apply what they are learning

Create

What activity could be designed that would appropriately challenge students to apply ideas and engage them in the types of thinking common to language learning

Curate

What activities have you developed that are currently rushed through during class due to time constraints? What homework questions could be tackled during class?

Identify the content students will engage to prepare for class

Create

What essential content do students need to acquire before class that would be best served by producing your own videos [3-5 segments lasting 3-5 minutes each]?

Curate

What existing resources would supply students with the information needed and how would you check their understanding?

Prepare students for the unique roles everyone will have during class

Create

What additional tools or techniques would help you in your role as a “thinking coach” where you develop and challenge students to engage in ways of thinking within your field?

Curate

What expectations and procedures need to be communicated to students regarding how they prepare for class and engage during class?

Resources

register or Log in | TED

TEDEd Lessons Worth Sharing

Tour Blog Get Involved FAQ About

Lessons Series Community Clubs

Build a lesson around any TED-Ed Original, TED Talk or YouTube video

Create a Lesson +

752
ated
3,400
iswered

Take the **TEDEd** tour!

Resources

Microsoft PowerPoint (Technical Preview)

Home Insert Design Transitions Animations Slide Show Review View Format Edit

Play Add Forward Back Video Fade Duration: 00:00 Start: Automatically Loop until Stopped

Preview Bookmarks Editing Video Options

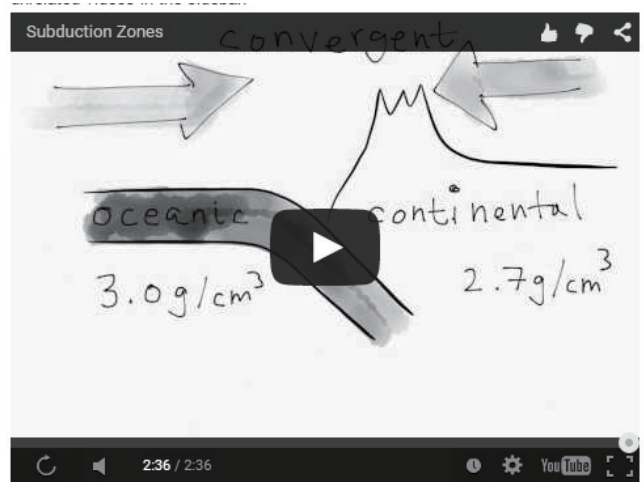
Time Video

00:00 Start time 00:57:00 End Time

Resources

Screencasts

youtu.be/W0FvwWz0uII



Resources

ellpo.org

The image shows a screenshot of the elllo.org website. At the top, there is a navigation bar with the "ello" logo and a menu for "Math Practice" with options for grades from Kindergarten to Precalculus. Below the navigation bar, there are several sections: "Past Lessons | Site Map | Search | Teacher's Page", a featured article titled "Women in the Military" with a profile picture of a woman, "Recommended" articles like "Family Life in Korea" and "Family Life in Indonesia", "Recent Videos" with thumbnails for "Do you worry about the future?" and "Should students have part-time jobs?", and "Learn English Online" with a dropdown menu for "Salisbury Summer School" and "Speak English 30 days". There are also social media icons for Facebook, Twitter, Pinterest, Google+, and YouTube.

Why is it significant?

In a traditional lecture, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to transcribe the instructor's words.



Why is it significant?

The use of video and other prerecorded media puts lectures under the control of the students. Students can watch, rewind, and fast-forward as needed. This ability may be of particular value to EFL students, especially where captions are provided for example. Lectures that can be viewed more than once may also help those for whom English is not their first language.

Why is it significant?

Devoting class time to application of concepts might give instructors a better opportunity to detect errors, particularly those that are widespread in a class.

Collaborative projects can encourage Communicative skills among students, making it easier for them to remember and use language.

Students at lower skill levels can get support from their peers.

Benefits

Students

- ☺ Ss learn at their own pace
- ☺ Opportunities for review
- ☺ Lessons prepare Ss for tasks
- ☺ Materials available Ss sick/absent
- ☺ Parents can view lessons
- ☺ Ss don't struggle with homework (they don't forget how to do it)
- ☺ Ss take ownership of learning
- ☺ Ss actively work with peers in-class

Teachers

- ☺ Concentrate on facilitation not organization
- ☺ More time supporting with practice
- ☺ Focus on Ss learning not lecturing
- ☺ Less management of behaviours
- ☺ 1:1 and small group assistance
- ☺ Less tutoring and explaining
- ☺ Connecting with Ss
- ☺ Collaborating with other teachers

What do you think the challenges are?

What difficulties could you see in adopting this model in your classroom? Talk to your group.



Downsides

The flipped classroom is an easy model to get wrong.

An effective flip requires careful preparation.

Recording lectures requires effort and time on the part of faculty, and out-of-class and in-class elements must be carefully integrated for students to understand the model and be motivated to prepare for class.

As a result, introducing a flip can mean additional work and may require new skills for the instructor

Downsides

Students, have been known to complain about the loss of face-to-face lectures, particularly if they feel the assigned video lectures are available to anyone online.

Students with this perspective may not immediately appreciate the value of the hands-on portion of the model, - “I could have found this on The Internet!.

“I don’t need to go to class, I can see it online.”

Finally, even where students embrace the model, their equipment and access might not always support rapid delivery of video.

Implications

The flipped classroom constitutes a role change for instructors
Not at the front of the class

More Collaboration and Cooperation with Ss in the teaching process.

There is a change in the role of students,

Ss no longer passive participants in language learning, or instruction is being served to them.

The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater chances to experiment.

Implications

Activities can be student-led

Communication among students can become the determining dynamic of a lesson devoted to learning through hands-on work.

What a flipped classroom does particularly well is to change priorities— from only covering material to working toward understanding and using it.

Think Innovative!

Inspire and Create with Activities in the Classroom

- Project Based Learning and Content Based Instruction can be fun!

Speaker **Jayne Brown**
Academic Consultant & Teacher Trainer / Rise Education Korea

Think Innovative!

Inspire and Create with Activities in the Classroom

- Project Based Learning and Content Based Instruction can be fun!

Abstract

"Develop a passion for learning, If you do, you will never cease to grow." - Anthony J. D'Angelo.
This presentation will focus on the importance of keeping students engaged! The presenter will share her experience with learners and will demonstrate how to keep students interested in the classroom. She will also take a look at project based learning and content based instruction, and will show you that--yes--learning can be fun! Learning doesn't have to be boring, and students will thrive when using English authentically in a fun, friendly, and relaxed atmosphere!

Speaker **Jayme Brown**

Academic Consultant & Teacher Trainer / Rise Education Korea

Jayme Brown graduated from the University of New Brunswick with a double major in Classical Studies (Greek and Latin Language and Literature) and History. She is currently completing a Master's Degree in Curriculum Development and Instruction from California Coast University.

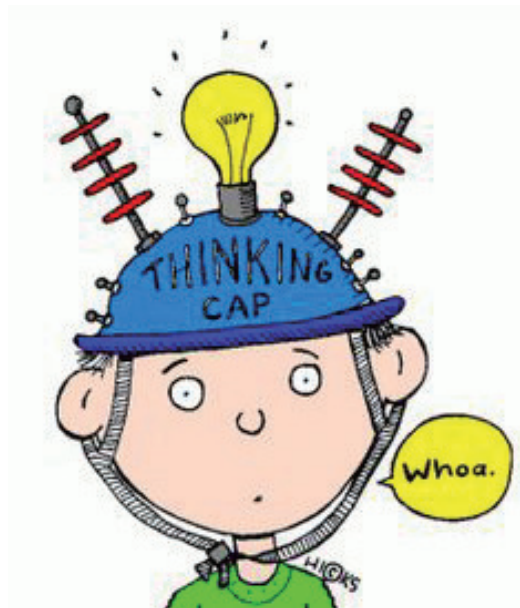
She has 13 years of experience in teaching and other ESL/EFL/TESOL related areas. She has taught students of all ages in Public and Private Schools, International Schools, and Universities. She has worked as a TESOL instructor and has worked with the department of Education to deliver TEE and Post-Writing TESOL courses. She has also attended Korean Language School at both Ewha Womans University and Yonsei University. She is currently working as an Academic Consultant, Editor, Teacher Trainer, and Education Team Representative with Rise Global.



PBL and CBI

Think Innovative: Create and Inspire with
Activities in the Classroom!

What is PBL?



Let's Make a List!

- ▶ With a partner, make a list of 5 words that you think accurately describe the process and or/goals of Project Based Learning!

- ▶ 1.
- ▶ 2.
- ▶ 3.
- ▶ 4.
- ▶ 5.

Who can give me a **synonym** for Inquiry?



Simple Definition:

- ▶ In project based learning students go through a process of **inquiry** in response to a complex **challenge**. The problems are designed to arouse student curiosity and to attempt to engage them in **authentic** and interesting activities that prepare them to **think critically** and **analytically**.

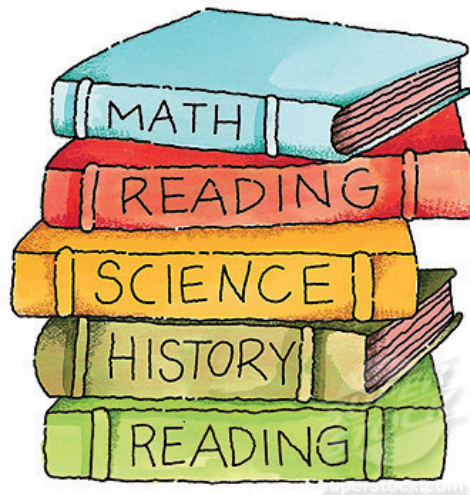
Defining Characteristics:

- ▶ Project-based learning is centered on the learner.
- ▶ Teachers do not focus on a rigid lesson plan that dictates a student's learning path—rather, the students investigate topics they feel are worth learning about.
- ▶ Students construct something: a play, a poem, a presentation, etc—that represents what they have learned.
- ▶ Students have more independence and become more self-directed—this in turn motivates them to be responsible for their own learning!
- ▶ With more independence, learners are able to shape their projects to reflect their learning interests and styles.
- ▶ **Theoretical Foundation**
 - ▶ “Learning by Doing”
 - ▶ Constructivism and Constructionism
 - ▶ Conducting investigations, interacting, new knowledge through building on current knowledge.
- ▶ Learner centered, individualized instruction and assessment, personally meaningful for students, engaging.

Learner Centered

Individualized

What is CBI?



Write a definition:

- ▶ In partners, write a brief definition or description of what you think CBI is. It should be more than 15 words, but no more than 40. You have 3 minutes!
- ▶ CBI is.....

CBI is

AKA...?

How can CBI be used in the language classroom?

- ▶ Extended input, meaningful output, and feedback on language and grasp of content
- ▶ Information gathering, processing, and reporting
- ▶ Integrated skills in natural classroom activities
- ▶ Task-based activities and project work, enhanced by cooperative learning principles
- ▶ Strategy training (to produce more meta-cognitively aware strategic learners)
- ▶ Visual support (eg: Images, graphic organizers, language ladders etc.)
- ▶ Contextualized grammar instruction
- ▶ Culminating synthesis activities (knowledge is displayed in writing and orally)

Resource:

- ▶ <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/content.html>

Learner Retention Rates

Reading
Teaching and Mentoring
Others
Lecture
Discussion Groups
Experiential Learning;
Audio Visual
Live Demonstration



What do you think?



Session 4 13:00-14:20

21st Century Students? Not without 21st Century Teachers!

6 Essential Skills for the Modern Educator

Speaker **Oliver Bayley**
Educational Services Manager, Asia / Oxford University Press

21st Century Students? Not without 21st Century Teachers! 6 Essential Skills for the Modern Educator

Abstract

Most teachers will have heard of “21st Century Skills”, but what does this mean in practice in the language classroom with young learners? Is it just another “buzzword” in teaching, and if not, how are teachers supposed to actually help their students become “21st Century Learners?” I will begin by defining and reviewing what the 21st Century Skills are (or are supposed to be!). We will then look at the core concepts (and the controversy) related to teaching 21st Century Skills, before moving on to consider what it means to be a “21st Century Teacher” in practice. Along the way, essential skills and techniques will be introduced for the young learner classroom that will engage students in a range of fun, appropriate activities that will help set them on the path to developing the skills they will need as they grow up. Participants in this workshop will be encouraged to reflect on their own teaching situation and share their ideas and thoughts with their colleagues.

Speaker **Oliver Bayley**
Educational Services Manager, Asia / Oxford University Press

Oliver Bayley is an Educational Services Manager at Oxford University Press. A graduate of the University of Birmingham, England, he has taught a wide variety of students including kindergarten, primary, secondary and adults. An experienced teacher trainer who has spent 19 years working in Asia, he has led workshops for (and learned a lot from!) teachers across the region. He has a keen interest in how technology can help schools, teachers and learners succeed in the effective teaching and learning of English.

“21st Century Students? Not without 21st Century Teachers!

6 Essential Skills for the Modern Educator.

21st Century Skills: *Not* just the “4 Cs”

(When told by your presenter, complete the chart below)

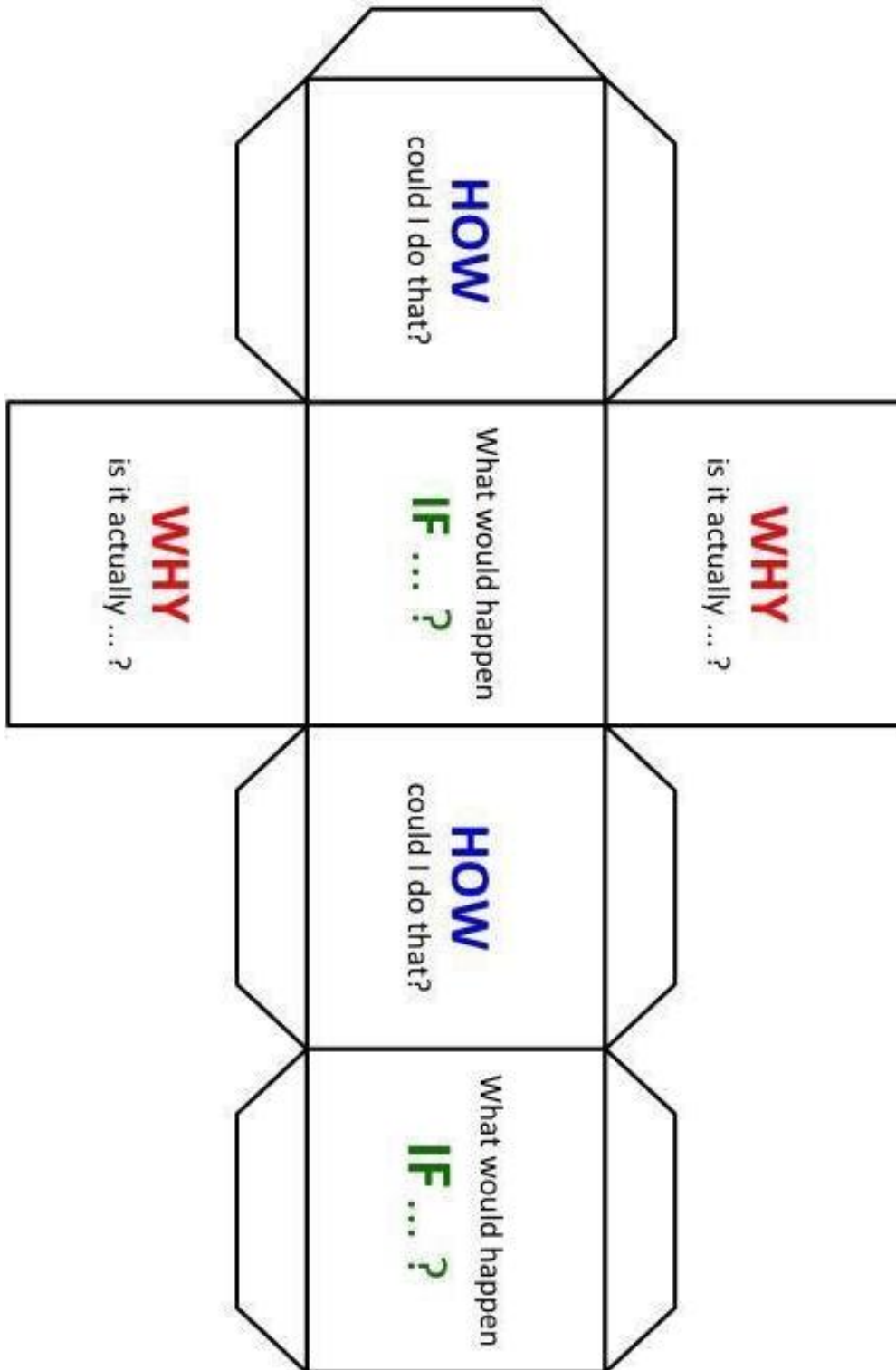
<p>Learning Skills:</p> <p>1. C _____</p> <p>2. C _____</p> <p>3. C _____</p> <p>4. C _____</p>	<p>Literacy Skills:</p> <p>1. I _____ L _____</p> <p>2. M _____ L _____</p> <p>3. T _____ L _____</p>	<p>Life Skills:</p> <p>1. F _____</p> <p>2. I _____</p> <p>3. S _____ S _____</p> <p>4. P _____</p> <p>5. L _____</p>
--	--	--

List of 21st century skills, see: www.p21.org

Which of the 21st Century Skills above do you feel you address through your teaching? Which are not relevant to you or your teaching situation?

	Essential Skill	Why is this essential?
1		
2		
3		
4		
5		
6		

ACTIVITY Critical Thinking Cube



<http://www.teachthought.com/learning/question-game-playful-way-teach-critical-thinking/>

Resources and Further Reading:

21st Century Skills :

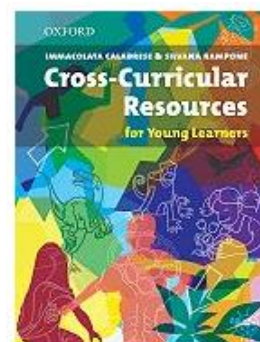
www.p21.org (An advocacy group for 21st Century skills for K-12. A national non-profit organization in the U.S, founded by the US govt and major corporations, including Microsoft, Apple, National Education Association etc.) Lots of resources.

www.thoughtfullearning.com A good summary of all areas of the “Skills”
<http://thoughtfullearning.com/resources/what-are-21st-century-skills>

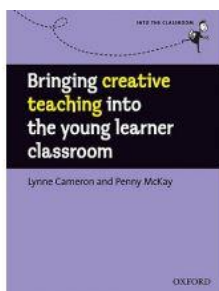
“Thinking about Teaching EFL in the 21st Century”, by I. Villas Boas & C. Thomas Jefferson.
Covers a range of topics, including “5 characteristics of a 21st Century educator:
www.slideshare.net/mobile/bebelavb/thinking-about-teaching-efl-in-the-21st-century

Materials in Print:

- “Cross Curricular Resources for Young Learners” by Immacolata Calabrese and Silvana Rampone, Oxford University Press (ISBN: 978-0-19-442588-9)



- “Bringing Creative Teaching into the Young Learner Classroom” by Lynne Cameron and Penny MacKay. Oxford University Press “Into the Classroom” series. (ISBN: 9780194422482)



Useful Oxford Resources

www.oxford.co.uk (The Oxford Teachers’ Club includes a webinar archive)

www.oupeltglobalblog.com (blog posts by experts. Search for “21st Century skills”)

www.youtube.com (Search for the “Oxford University Press ELT Channel”, then search for “21st Century Skills”, “Creativity”, “Collaboration” etc.)

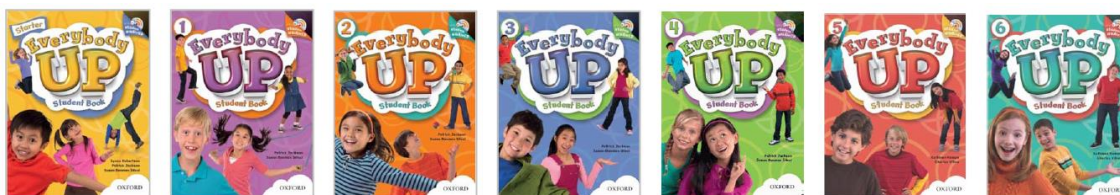
www.oup.com/elt/teachonline (resources for teaching online using online practice)

Get involved! For information about all our Social Media resources for you:

<http://oupeltglobalblog.com/follow-us> (Get updates on our resources via social media)



More teaching resources for *Everybody Up*: www.oup.com/elt/everybodyup



O. Bayley, Teachers’ Day 2015, Seoul, Korea

Session 5 14:40-16:00

Lighting up Young Learners through Stories and Songs

Speaker **Alan Davis**
APAC Curriculum Consultant / McGraw-Hill Education

Lighting up Young Learners through Stories and Songs

Abstract

We learn by creating and activating connections within our brains – by ‘lighting up’ the brain. By using stories and songs in class successfully, teachers can increase the number and intensity of these connections, thereby boosting the effectiveness of student learning and retention. This presentation will look at how children learn and ways to increase the effectiveness of teaching through the inclusion of stories and songs. It will be a combination of science, educational theory and practical teaching applications with a special focus on reading and speaking activities.

Speaker **Alan Davis**

APAC Curriculum Consultant / McGraw-Hill Education

Alan Davis has 20 years of experience in English education and training which includes curriculum design, online instruction, teacher training and consulting, and project design, implementation and management. He earned a degree in Anthropology from the University of Washington and a Masters in TESOL from the University of Technology, Sydney, Australia. He has worked in Australia, China, Singapore, Taiwan, Thailand, the United Arab Emirates and the United States.

Lighting up Young Learners through Stories and Songs

A Brain-Based Approach to Teaching
Young Language Learners

Quiz

1. We only use 10% of our brains.
2. Intelligence is fixed and unchanging.
3. Learning is an emotional process.
4. All children learn in the same way.

Today's Takeaways

- Learning is not an isolated event
- Every student learns in a unique way
- Using stories and songs can increase the effectiveness of learning and remembering

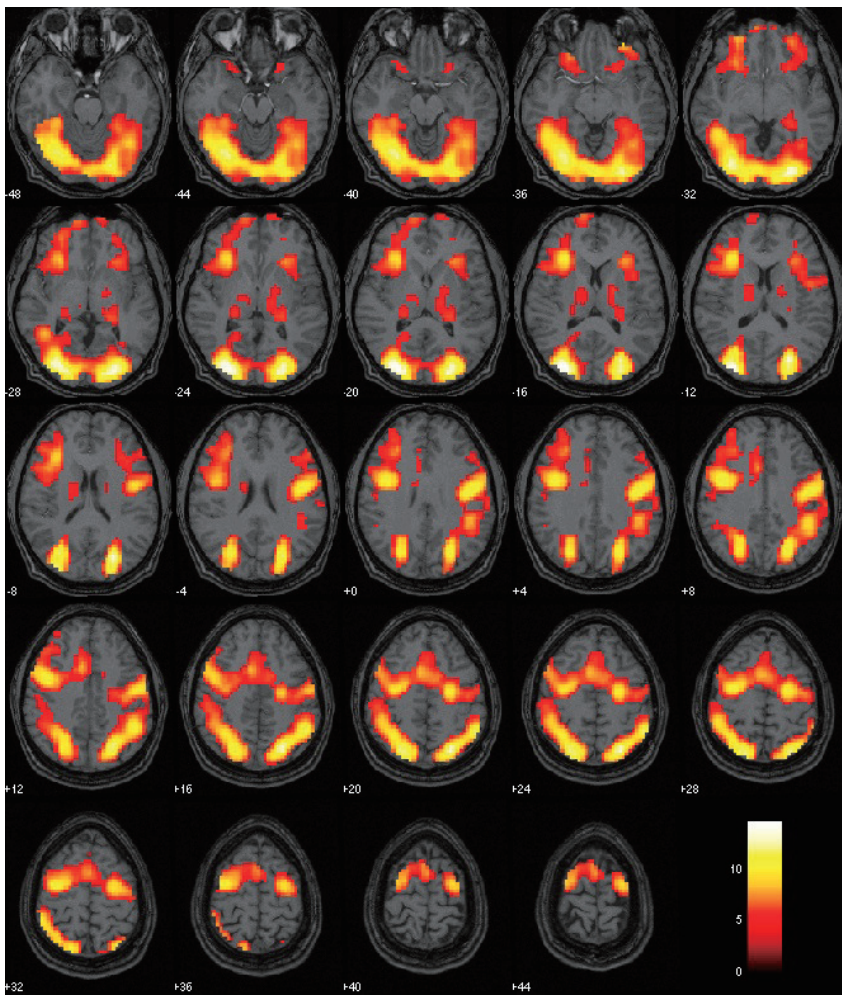


Lighting up the Brain

**Building and strengthening
neural networks**

fMRI

Measures activity
in the brain



Memory



Short-term



**Long
term**

12 Principles of Brain-based Education



Caine & Caine, 2000

<http://www.cainelearning.com/wp-content/uploads/2014/04/12-Brainmind-principles-expanded.pdf>

Learning is...

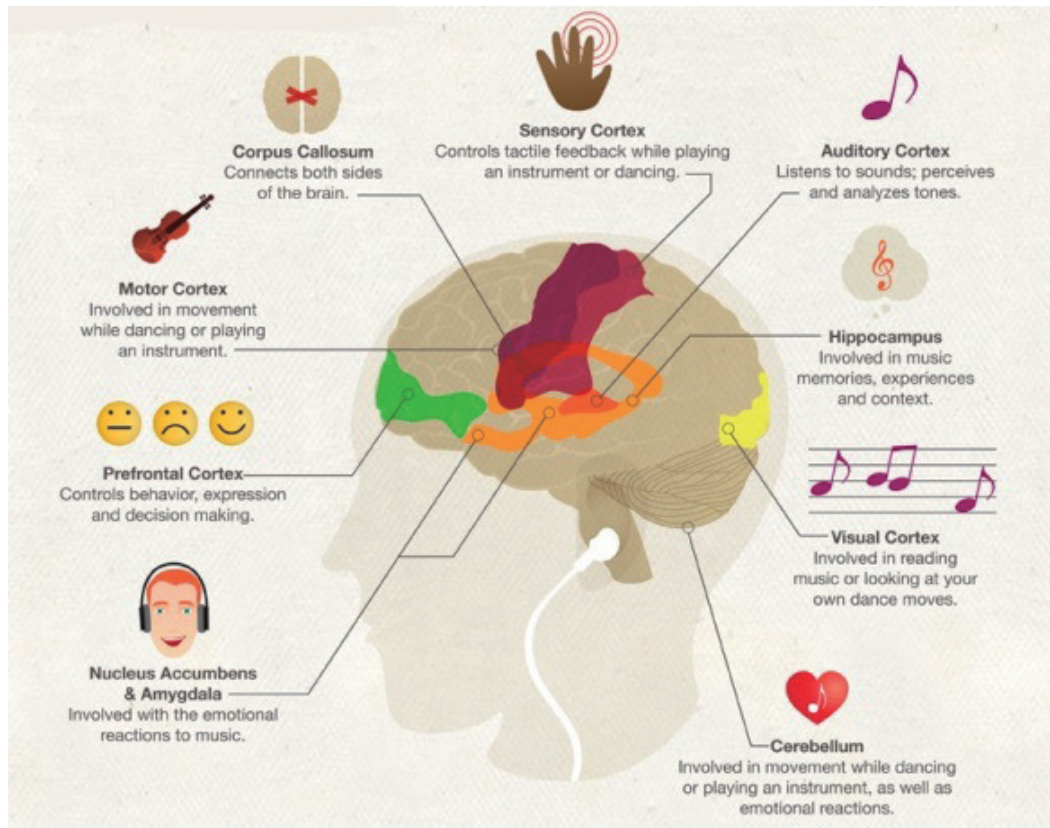
Emotional

Physical

Sensory

Social

Your Brain on Music



<http://www.onlinephdprograms.com/wp-content/uploads/2012/09/15-Studied-Effects-of-Classical-Music-on-Your-Brain.png>

Your Brain on Music

- Emotional engagement (without threat)
- Connections throughout the brain
 - Rhythm
 - Melody
 - Lyrics
 - Emotions
- Memory!!!

English Language Focus

- Input & Output (without stress)
- Grammar structures
- Pronunciation (sounds and rhythm)
- Vocabulary

“A song constitutes an ideal text that is admirably suited to a multiplicity of learning/acquisition activities carried out in the language classroom”

(Salcedo, 2002)

Using Songs to Light up Your Students

- Listening
- Moving
- Singing
- Performing
- Writing



Grammar Place

 **A** Listen, point, and sing. 

*His hair is short,
His ears are small.
His eyes are small,
His nose is small.*



*Her hair is long,
Her ears are big.
Her eyes are big.
Her nose is long.*



 **B** Look and say.

His hair is short.

Her eyes are big.



Your Brain on Stories

Your brain on story is different than your brain when it is receiving any other form of information, including straight facts and data. There are proven intersections between neuroscience, biology, and story we cannot ignore. The threads of stories that we read, hear, watch, and click on affect us intrinsically. And tempt us as well.

Weldon, 2014

<http://www.psmag.com/books-and-culture/pulitzer-prizes-journalism-reporting-your-brain-on-story-why-narratives-win-our-hearts-and-minds-79824>

Your Brain on Stories

- Emotional engagement
- Identification
- Synchronization
- Chemical changes
- Memory!!!

Using Stories to Light up the Brain

- Listening
- Predicting
- Reading
- Illustrating
- Telling / Writing
- Acting out
- Making a video



Where's Bonnie?

The family gets ready for the _____.
"Where's Bonnie?" says Mom.
"Boys, go look in your _____."

18



The boys look in the _____.
Bonnie isn't under the _____.
She isn't in the _____.

19



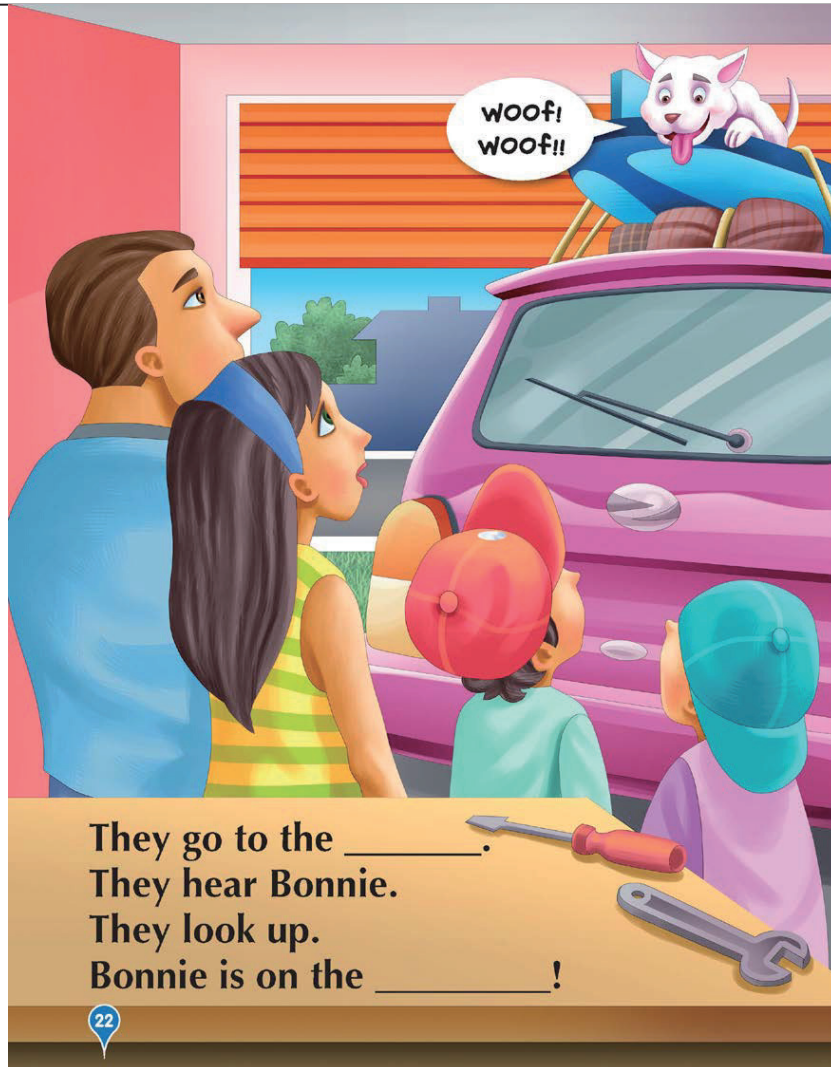
Bonnie isn't in the _____.
"Go look ____ study," says Mom.

20



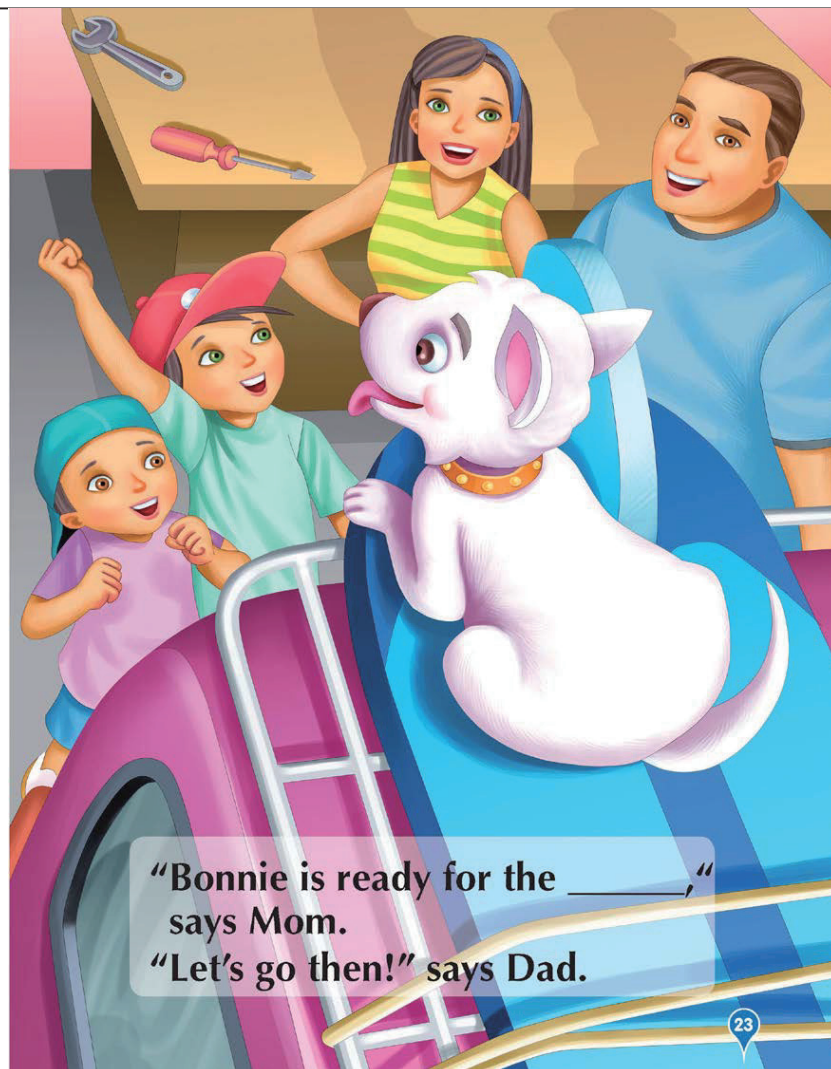
The boys look in the _____.
Bonnie isn't _____ the desk.
She isn't behind _____.

21



They go to the _____.
They hear Bonnie.
They look up.
Bonnie is on the _____!

22



“Bonnie is ready for the _____,”
says Mom.
“Let’s go then!” says Dad.

23

From Short to Long-Term Memory in Seven Steps

1. Reach
2. Reflect
3. Recode
4. Reinforce
5. Rehearse
6. Review
7. Retrieve

Sprenger

http://www.educationworld.com/a_curr/profdev/profdev156b.shtml

What to Think About

- All children learn differently
- Allow them to stretch from **their** comfort zones
- Social activities / independent activities

Session 6 14:40-16:00

Reading for Young Learners

- Turning Theory into a Reality

Speaker **Katrina Nicol**
Professor / Sungkyunkwan University TESOL

Reading for Young Learners - Turning Theory into a Reality

Abstract

Knowing different methodology is one thing but actually using it in the classroom is a different story. Many of you may have heard of multiple intelligence, the whole language approach, and Krashen's input hypothesis. However, how many of you know how to incorporate these theories into a reading lesson? If you are not sure then this is the session for you. In this workshop you will participate in a reading sample lesson for young EFL learners using a book from the English Trophy series. You will experience several different activities and see how you can develop a lesson which both stimulates the learners and provides them an opportunity for personalization. After this experience, you will have time to process the reading procedure and discuss why certain stages in the lesson are so important. This will be a hands-on workshop therefore please come prepared to collaborate with others.

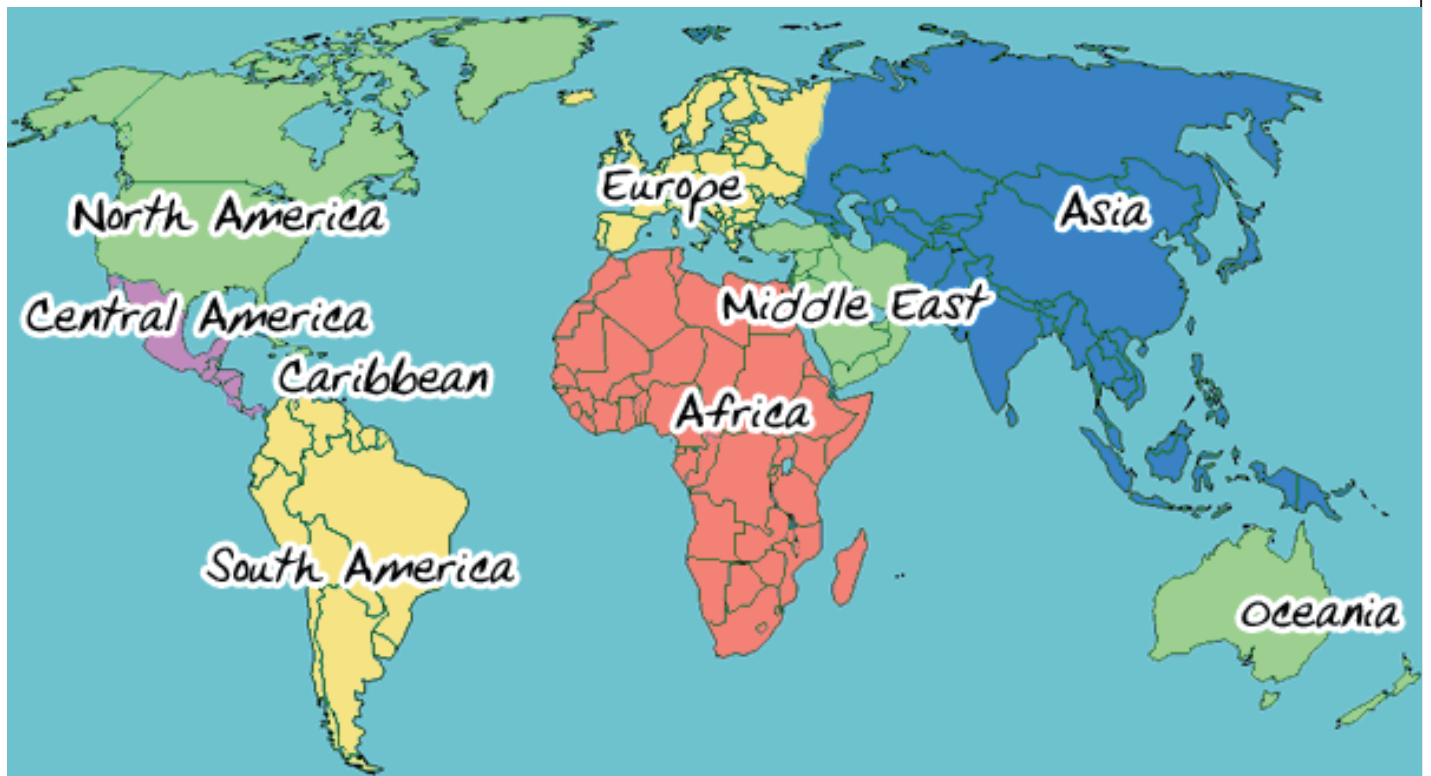
Speaker **Katrina Nicol**
Professor / Sungkyunkwan University TESOL

Katrina Nicol graduated from Otago University, New Zealand, before moving to Korea in 2003 to work in the education industry. She completed her MA in TESOL from Victoria University and moved into teacher training in 2007, where she worked for Paju English Village, Yonsei University, as well as Seoul National University. She is currently working at Sungkyunkwan University in the education department and also lectures in the TESOL MA program. Teacher training is her passion, and she specializes in practicums and teacher talk.

Reading for Young Learners – Turning Theory into Practice

Today we will . . .

- Participate in a reading sample lesson for elementary students using English Trophy
- Analyze the lesson to see what was done and for what reason.
- Q and A



What do you know?

- What do you know about Korea?



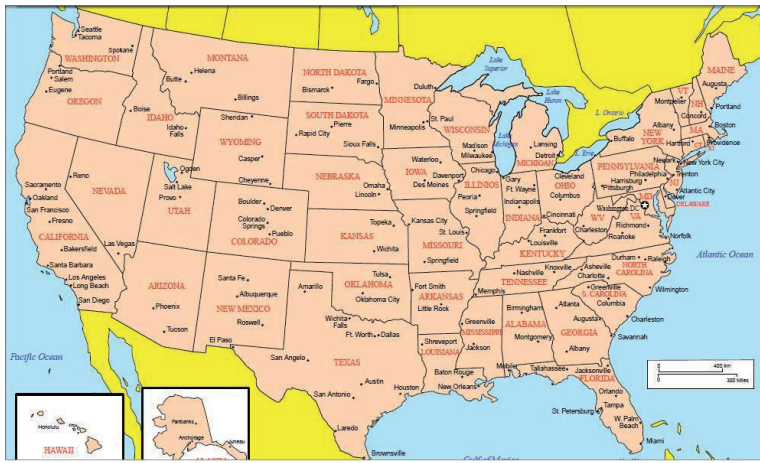
- What do you know about Africa? Write it down in the 1st box

What do you **want** to know?

- I want to know about . . .
- I want to know if . . .

countries





languages

한글의
조선말





How many languages can you name?



desert





river





amazing





huge





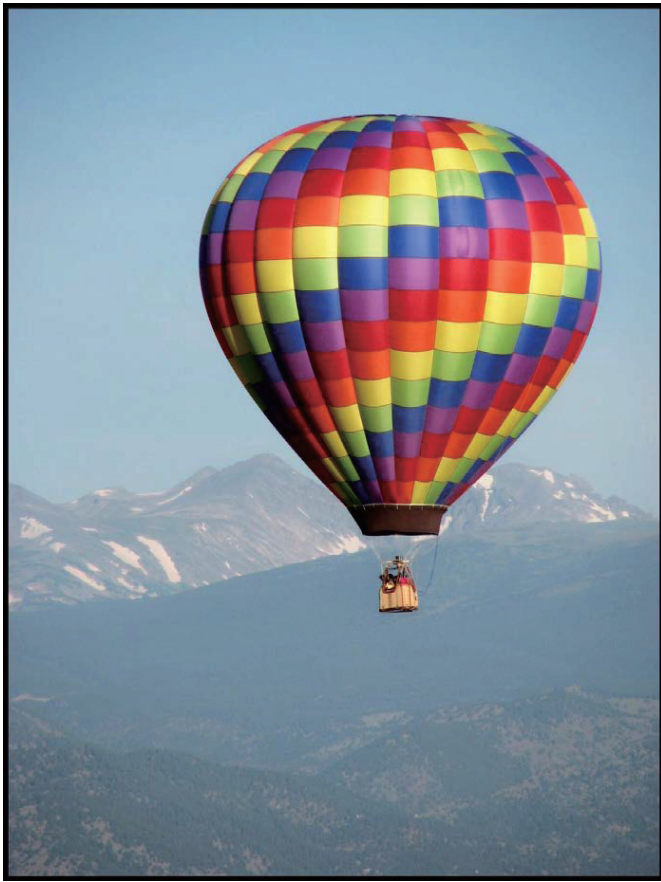
dry





heavy





What spelling rule will we use?

heavy



heavy



heavier



heaviest

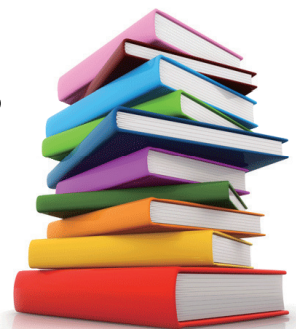
Flash cards

- Carefully cut out today's flash cards
- Draw a picture of what the word means to you
- Play the game with your partner
 - 1 point for the right word
 - 2 points for the right sentence



Book work

- Turn to page 56
- What is the title of the story?
- What do you see in the picture?
- Do you think Africa is amazing? Why or why not?





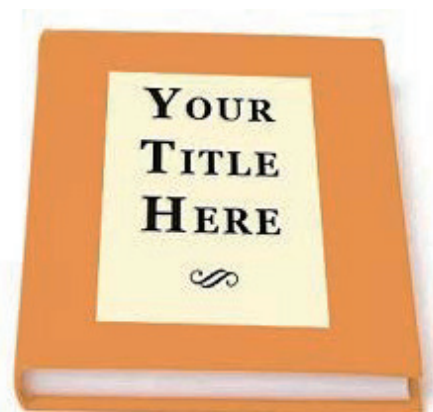
Picture walk



- Look at the pictures on each page.
- Tell your partner what you think the page is about.
 - A) What do you think this page is about?
 - B) I think it is about . . .
- Remember do NOT read any of the words!

Let's read and check if your guess is right

- Who was right?  
- We can change the title of the story to . . .
 - a. Facts about Africa
 - b. Elephants in Africa
 - c. Food in Africa



Read one more time



- Read to find the answers to the questions in your group.
- Find the answer on the wall.
- Rip it off and take it back to your group.
- If it is the right answer then write the answer and come and get the next question.
- First team to finish all the questions wins.



What did you learn?

- Write down all the things you learned about Africa.
- You can read the story one more time if you need to remember.
- Fill in the 3rd box.



How can we find out more?

- Find a partner
- Where you can find more information about Africa?
- Write your answers in the last box



Homework



- Find out facts about Korea and make a list of them in your book.
- For example
 - Largest river
 - How big is Korea?
 - How many languages are used in Korea?
 - What is the biggest animal in Korea?

Let's process the lesson

- Get into groups of four.
- Read the different sets of questions.
- Talk about them in your group.