



2012

Gwangju KOTESOL Conference

*Extensive Reading, Young Learners,
and All Things ELT*

March 10, 2012

Chosun University, Gwangju



Organized by

KOTESOL Gwangju-Jeonnam Chapter
KOTESOL Young Learners & Teens SIG
KOTESOL Extensive Reading SIG

www.koreatesol.org

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Conference Greeting

Dr. David E. Shaffer
Gwangju-Jeonnam KOTESOL
Chapter President



Fellow Chapter members, distinguished presenters, KOTESOL members and ELT colleagues, sponsors, and guests. Welcome to the Gwangju KOTESOL Conference, organized jointly by the Gwangju-Jeonnam Chapter of KOTESOL, The KOTESOL Extensive Reading Special Interest Group, and the KOTESOL Young Learners and Teens Special Interest Group. Welcome to a day of multi-faceted professional development.

The Gwangju-Jeonnam Chapter strives to assist English language teachers in the Gwangju-Jeonnam area in their professional development through monthly presentations by local specialists and by inviting outside speakers.

The Chapter also organizes outreach workshops to more distant corners of the province such as Suncheon and Mokpo, and Chapter conferences such as this. We endeavor to provide relevant and quality presentations, and credit our *thriving membership to this effort*.

This conference is an attempt to meet some of the changing needs in our ELT community. English is being taught at increasingly early ages. As such, teachers must prepare themselves to teach learners still very much developing physically, emotionally, and cognitively. The importance of extensive reading is becoming more and more recognized for its impact on language learning, and teachers need to know how to apply it effectively. Herein lies the reason for these two foci of this conference. Our other strands of presentations, however, deal with older learners and other aspects of ELT, offering something for everyone.

I would like to make some special welcomes. KOTESOL 1st Vice-President Jamie Carson is with us. We thank her for the work she is doing to help KOTESOL's chapters operate more efficiently. Next, I would like to welcome our split plenary session speakers: Scott Miles, Facilitator of the Extensive Reading Special Interest Group, and Jake Kimball, Facilitator of the Young Learners and Teens Special Interest Group. Both of them have been very helpful in organizing this event.

We have an outstanding group of presenters assembled for you today: a half dozen from our Chapter and another half dozen from around the country, including Seoul, Incheon, Daegu, and Jeonju. And we have an outstanding selection of presentation topics for you to choose from.

Once again, I welcome all of you and hope that you find the conference intellectually stimulating and professionally rewarding.

Welcome Address

Jamie Carson
First Vice-President
Korea TESOL



I would like to welcome everyone today to the Gwangju-Jeonnam Chapter Conference being hosted in cooperation with the Extensive Reading Special Interest Group and the Young Learners and Teens Special Interest Group. It is my pleasure to be here with you to welcome you to this amazing conference. There is so much for all of us to see and learn in today's scheduled seminars.

For those who don't know who I am, my name is Jamie Carson and I have been teaching in Korea on the island of Jeju for ten years. I am also the current 1st Vice-President of Korea TESOL. My job is to meet with different Korea TESOL chapters and be an advocate for the local members and chapter executives to the KOTESOL National Council. This is my first time to visit the Gwangju-Jeonnam Chapter. Although I know some of you, I am excited to meet many more people here today.

Each KOTESOL chapter is as unique as the people who make up its membership. I would really like to encourage everyone here who is a member to become actively involved in their chapter. It is through individual members' contributions, whether they volunteer to help with snacks or present at a chapter meeting, which make each chapter a success. There is a place for everyone in KOTESOL. I also imagine that there are many here today that are not members of the Korea TESOL organization. I would really like to encourage you to invest in a year membership. It is people with a passion for teacher development who have decided to become members that make conferences like this possible. However, it is not just a conference like this, but the regularly scheduled chapter meetings, that are held throughout the year that really help to meet the needs of the teaching professionals in this area.

I welcome you today to this conference. I hope to speak with many of you and enjoy some of the seminars with you. I want to encourage you to become involved with Korea TESOL. I hope you will contribute your unique talents and insights here as a member shaping this chapter to meet the professional development needs in this community.

Opening Address

Jake Kimball
Young Learners & Teens SIG
Facilitator



Welcome, my friends, to the Gwangju-Jeonnam KOTESOL Chapter Conference. On behalf of the KOTESOL Young Learners and Teens Special Interest Group (YLT-SIG), I thank you for coming here today to take part in this event, one that promises to be especially fun, productive, educational. To meet the eclectic needs of our attendees, we offer three strands of workshops: Young Learners & Teens, Extensive Reading, and a General ELT strand. You are sure to come across enough variety to interest both new and experienced teachers who work in a range of contexts.

Many years ago, it was at a KOTESOL conference here in Gwangju, that I met other like-minded members pursuing professional development. These teachers also celebrated classroom triumphs and reflected on struggles, just like we will do today. We shared practical, hands-on activities and explored issues in ELT. One noticeable difference was that I was the lone presenter orienting a workshop to the needs of many YL teachers in attendance (this year we have four great YL presentations). Since that time, growth of the YL niche has been phenomenal. As an organization, we are very pleased to support a growing number of YL teachers and trainers.

The Young Learners and Teens Special Interest Group is a community within KOTESOL catering to this special niche in ELT in Korea. In short, we are a community resource for our members, many of whom have demonstrated a need for networking, collaborating on projects, sharing ideas, and learning from each other. For KOTESOL members who have not yet joined the YLT-SIG, please consider the benefits of joining.

Our co-organizers, the Gwangju-Jeonnam Chapter of KOTESOL, deserve recognition as they have been instrumental in ensuring today's success. My special thanks go to chapter president Dr. David Shaffer, who has done the lion's share of work to see this event through to fruition.

In closing, I offer you my best wishes for a productive and informative afternoon. I hope that this conference offers you an opportunity to promote interaction and networking. As always, enjoy your day, and thank you for sharing this special event with us.

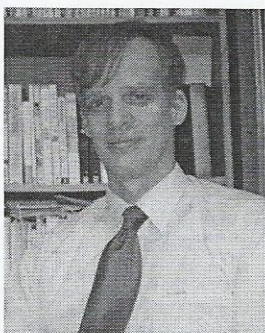
Schedule of Events

12:00	Registration Begins (1st Floor)			
12:45	Opening Ceremony (Room 2104)			
1:00-1:45	Extensive Reading Plenary:		Scott Miles	2104
	Young Learners Plenary:		Jake Kimball	2107
Room	2105	2107	2123	4211
Strand	Extensive Reading	Young Learners	General ELT A	General ELT B
2:00-2:45	Eunsol Shin How Graded Readers Helped...	Bora Sohn Reaching Tuned-out Learners	Maria Lisak The Mobile Classroom	P. Callaghan Total Participation Techniques
3:00-3:45	David Shaffer Why Extensive Reading?	Jake Kimball On the Road to Fluency	Aaron Jolly Video for Language Learning (EnglishCentral)	Vivien Slezak Reflections on Self-Reflection
4:00-4:45	Ingrid Zwaal English Reading with Comic Books	J. Young Making Games & Activities More Communicative	M.N. Lumantao Brainstorming for Writing	W. Packard Using School Materials (Houghton Mifflin)
5:00-5:30	Pecha Kucha Sessions: H. Gerlits, D. Shaffer, J. Kimball, J. McNulty (2104)			
5:30-5:45	Book Drawing and Closing			(2104)

Comprehensible Input: Why Students Need It, and How They Can Get It

Prof. Scott Miles, Daegu Haany University

THE PRESENTATION



One of the larger controversies in second language acquisition has centered on the role of comprehensible input. While the consensus of scholars is that input alone is insufficient for most students to achieve an advanced level of language use, even the harshest critics of the “input only” approach to language learning have acknowledged that comprehensible input is still a crucial factor in language acquisition.

Unfortunately, few teachers and language programs provide their students with the amount of comprehensible input needed for efficient language acquisition. The results are plain to see, with Korean students spending thousands of hours of study over many years and having little to show for it. This presentation will briefly discuss the research that shows what happens to language learners when they are exposed to both large amounts of comprehensible input and principled explicit instruction and practice, and why ignoring either component makes it difficult for our students to succeed in the long run. Finally, the presenter will discuss practical ways to give our students access to comprehensible input in an EFL setting through extensive reading and listening.

THE PRESENTER

Scott Miles is an associate professor at Daegu Haany University. Scott has an MA in TESOL and is currently finishing a doctorate degree in Applied Linguistics in language acquisition. He is the Editor of the TESOL Review journal and has published a reading course book for Macmillan Publishers (*Essential Reading*). He is the co-facilitator of the Extensive Reading SIG at KOTESOL, and is a board member of the Extensive Reading Foundation (ERF) and of the Korea English Extensive Reading Association (KEERA). His research interests include extensive reading, grammar, and vocabulary acquisition. Email: scott@dhu.ac.kr

When Theory and Practice Collide

Jake Kimball, YLT-SIG Facilitator

THE PRESENTATION



Many teachers in Korea enter their classrooms armed with basic knowledge of general ELT theories. And in a perfect world, we would all aspire to the integration of theory and practice. But the environment in which we work is not perfect. In fact, taking a cue from several corpora, it is not uncommon to come across a frequent collocation of theory – in – as in “in theory.” Upon further examination, one finds the typical context is not a blissful one. Corpus studies illustrate that X works “in theory,” followed by a disappointing “but.” Thus, in the real world, there exists a gap between ivy-tower theory and practice in the trenches. Traditionally, it is the applied linguist who draws up the theory, and it is the classroom teacher who unpacks applied linguistic theory in a local context.

In this presentation, we will address some methods, theories, or issues that shine in teacher training manuals but do not work so well in the classroom, particularly with groups of children or teenagers. Some theories work well with 4-10 learners, but do not when put into practice with a class of 30-40 students. We will tackle some politically correct textbook statements or beliefs that do not translate well into the real world. Some of the topics we will examine include phonics, Extensive Reading, Task-Based Learning, Content-Based Instruction (or CLIL), the role of rote learning, SLA, and learning styles. On the other hand, there are also times when program evaluation sheds light on knotty classroom practices that completely ignore insights from applied linguistic theory. These also will be highlighted.

THE PRESENTER

Jake Kimball has been teaching young learners and teens here in Korea for nearly 16 years, and he is the Director of Studies at ILE Academy in Daegu. Jake’s professional interests include program evaluation and early literacy. Jake has been the facilitator of KOTESOL’s Young Learner & Teens Special Interest Group since 2002. In addition, he is presently the National 2nd Vice-President of KOTESOL. Email: ilejake@yahoo.com

Concurrent Sessions – 2:00-2:45

More of the Case for ER: How Graded Readers Helped a Korean EFL Learner Become Successful

By Eunsol Shin



In this presentation, I will talk about the relationship between ER and motivation for learning English, especially when the learners are teenagers struggling for learning without any specific purpose. When I was a teenage learner I was, like many other teenage learners, really depressed and bored learning English as my second language. This means I can totally understand what learning without motivation is like. Thankfully ER saved me! I will discuss my practical experience of developing motivation through ER when I was middle school student and how I've made successful strategies to become a confident and successful learner of English without any experience of travelling to English-speaking countries.

Eunsol Shin is an English Education MA student at Sogang Graduate School of Education and a general officer of the Korean English Extensive Reading Association (KEERA). She has been teaching students English, including through extensive reading (ER) for about seven years as an English tutor, and has also organized a study group for ER in Asan that includes adult members. Email: dizzyrain@naver.com

Reaching Tuned-out Learners

By Bora Sohn



Not all learners show the same level of motivation in learning a foreign language. Those who are learning English as a foreign language are more likely to show little or no interest in learning English since they don't have many chances to use English outside the classroom. Learners who disengage in class or show a negative attitude towards learning are often labeled as "reluctant" or "unmotivated" learners. However, the presenter believes that there is no such thing as an unmotivated learner. Then, as teachers, what do we have to do, or what do our students want us to do, to make learning more meaningful and engaging? In this session, the presenter shares some of her experiences and tips on the matter and opens a discussion of how we can promote positive learning experiences for our young learners.

Bora Sohn received her MA in Applied Linguistics from Teachers College, Columbia University. She is the co-author and co-editor of several *Juice* series of skill books for young learners (published by E-Public, Korea). She has been teaching English for seven years and is currently working as a teacher trainer and ELT consultant at E-Public. In her free time, she enjoys reading children's and young adult literature. Email: bs2381@columbia.edu.

The Big Share: Smartphone Apps, Podcasts, and Mircoblogging – The Mobile Classroom

By Maria Lisak



Let's liberate our classrooms by going mobile! Get together and share how to integrate mobile devices into our learning plans. Maria facilitates this opportunity to share with each other what technology we are using and how best to use it for learning purposes. She will talk about some skills to have and some apps, podcasts, and microblogs to get learners to interact in English.

Maria Lisak has been tutoring others in business and reading since the early 1990s and teaching English as a nonnative language since 1996. With certificates and degrees in philosophy, economics, computer technology, English language teaching, business administration, education, Swedish massage, and reiki and reflexology, she prides herself as being a life-long learner. She finished her MS Ed in IST from Indiana University in 2009 and is a new candidate in the Literacy, Culture and Language PhD program at Indiana University. She currently teaches at Gwangju University.

Total Participation Techniques for the Classroom

By Peadar Callaghan



One of the biggest challenges for teachers is to get students to become actively involved in the class. In many classrooms, students are “politely disengaged.” The teacher often struggles to get these disengaged students to answer a question and in frustration ends up calling on the same high-level students repeatedly. Unfortunately, this results in us ignoring the ones who need our support the most. This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques such as the use of board splashes, quick draws, and thought cards to improve classroom engagement for both the students and the teacher.

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over six years and is President of the Daegu-Gyeongbuk Chapter of KOTESOL. During this time, he has moved from a stand-and-deliver style of teaching to a student-centered approach. This presentation brings the same sort of practical and imaginative approach to making the classroom a more active environment. Email: peadarcallaghan@gmail.com

Why Extensive Reading? – Support from the Literature

By Dr. David E. Shaffer



Much has been said about the effectiveness of Extensive Reading (ER) as an approach for both first and second language learning, but little is mentioned in Korea. The ELT community and the general public of this test-driven society remain unconvinced that something as enjoyable as casual reading could be as effective as explicit instruction combined with memorization and testing. In this presentation, the effectiveness of ER as a language learning approach will be shown. Studies will be cited to that show that ER is effective in increasing proficiency in many of the language skills, convincingly showing that ER should be a part of every language learning program.

David E. Shaffer (PhD Linguistics) is a long-time professor at Chosun University and author of books on learning English as well as Korean language, customs, and poetry. His present academic interests include ER, professional development, loanwords, and cognitive linguistic constructs for effective teaching techniques. Within KOTESOL, Dr. Shaffer is Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and an International Conference Committee member.

On the Road to Fluency: Moving from Tongue-Tied to Motor-Mouthed

By Jake Kimball

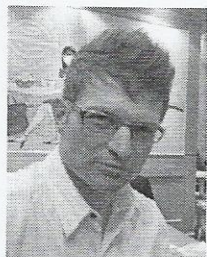


Learning to speak a foreign language with fluency is a long and quite possibly never-ending journey. Some students crack the code naturally and with ease while others struggle and never quite master the language. In the case of young learners, they typically move from silence to sounds, then onwards to words and strings of words or sentences, and finally – rather magically – to longer stretches of discourse. In this workshop, we will consider some of the characteristics of communicative fluency and how to best develop this skill, and in the process, uncover some of the common characteristics of activities that generally motivate students and keep them on a path to fluency.

Jake Kimball is has been teaching young learners and teens here in Korea for nearly 16 years, and he is the Director of Studies at ILE Academy in Daegu. His professional interests include program evaluation and early literacy. Jake has been the facilitator of KOTESOL's Young Learner and Teens Special Interest Group since 2002. In addition, he is also the National 2nd Vice-President of KOTESOL.

Video for Language Learning: Personalized Immersion on EnglishCentral

By Aaron Jolly (EnglishCentral Korea)



Would you like to build your own course syllabus around awesome video content and combine elements of extensive watching (and listening) with intensive listening, speaking, and vocabulary practice? The EnglishCentral learning system allows language learners to study the language they are exposed to in detail, at their own level and pace. Teachers can choose topics and videos, track progress, and create learning paths for their students. The EnglishCentral platform allows students to watch great content, learn vocabulary, and practice fluent speech while receiving detailed feedback and progress tracking. After demonstrating EnglishCentral's video-based language learning platform, the curriculum designed around video-based learning paths with blended resources will be shown.

Aaron D. Jolly is Director of EnglishCentral Korea and a co-author of *Our Discovery Island*, the new Pearson Education series for young learners. He is an English teacher, a teacher trainer, a curriculum designer, and a program coordinator, who has taught students of all ages in Korea. He was recently the 2nd Vice-President of Korea TESOL and is an official KOTESOL teacher trainer. He is also a co-founder and co-facilitator of the KOTESOL Extensive Reading SIG.

Reflections on Self-Reflection: Looking Back on Our Teaching Day

By Vivien Slezak



Do you ever walk out of class and think to yourself, “The students didn’t understand my instructions even after I repeated them three times! Do I need to reconsider how I deliver instructions?” As language teachers, we are always striving to become better educators. One effective way of doing this is to implement continuous self-reflection, a simple procedure that can and should be performed following each lesson. This presentation will examine the notion of self-reflection and how it benefits language teachers in developing their teaching skills while increasing their students’ production and enjoyment in the learning environment. I aim to make this an enjoyable and worthwhile session/workshop, giving everyone something practical to apply to their own classes.

Vivien Slezak has been living and working in Korea for almost four years. She is currently teaching at Chosun University and working on a second master’s degree at the University of Birmingham, U.K., in Applied Linguistics. She has been involved with KOTESOL since 2009, as International Outreach Committee Chair, International Conference Committee section chief, and Chapter officer. Email: vivien.slezak@gmail.com

Concurrent Sessions – 4:00-4:45

Comic Books and Extensive Reading

By Ingrid Zwaal



Extensive reading is the latest trend in studying English, but I am not fond the levels and the ready-made materials and programs currently available. So, I went off the reservation and created an extensive reading program with authentic materials that most children pursue on their own – comic books. Seventeen elementary and middle school students spent six sessions reading their choices of comic books from a wide selection of titles made available to them. Following this, they gave me their opinions of this type of extensive reading. During this presentation, I will explain how I set up the research program and the results, based on observation and student feedback.

Ingrid Zwaal works at Jeonju National University of Education and has lived in Korea for seventeen years. During this time, she has taught students of all ages. She graduated from the University of Toronto with a BA in English and Drama and an MS Ed in secondary education from Canisius College in the U.S. Ingrid has a weekly column, “My Life in Jeonju,” in the SaeJeonbuk Newspaper. She is a member of her school’s volleyball club and has very serious opinions about making class fun, especially for herself.

Making Games and Activities More Communicative

By Jennifer Booker Young



This workshop will take teachers through the process of making lessons more communicative and creating new activities and games to supplement their lessons. Some teachers avoid the dreaded “g” word (games), but when used judiciously, they can help motivate students as well as reinforce the material. In this workshop, a variety of homemade and store-bought games will be covered from how to create the materials yourself to how to adapt activities to get the most use out of them in your classroom. Most of the activities will be adaptable to a range of ages, but the focus will be on activities appropriate for young learners. By the end of this workshop, you will be able to create several different types of language learning games to use with your own students.

Jennifer Booker Young has been teaching EFL to young learners in South Korea for over ten years. In 2008, she earned a M. Ed. TESOL from the University of Southern Queensland. She is currently teaching TESOL certification courses at Gyeongin National University of Education in Incheon. Jennifer served as KOTESOL’s 2010-11 National Secretary and has been a long-time Seoul Chapter executive officer and International Conference Committee member.

Brainstorming for Writing

By Maria Neliza “Ynell” Lumantao



Writing in English as Foreign Language (EFL) classrooms has always been regarded as least priority although it is considered an important skill. Most teachers don't want to incorporate writing in their classes, reasoning that their students are not yet ready for it, especially in beginner to intermediate classes. Students often dislike writing, considering it difficult. They often waste a lot of time staring at a blank page and then writing whatever random ideas come to mind just to finish the writing task. This presentation will focus on how to use brainstorming as a language learning strategy, allowing students to generate ideas alone, with a group, or with the whole class. It stimulates their imagination, enables them to organize their ideas, and thus helps them to write more and better.

Maria Neliza “Ynell” Lumantao was born in the tropical country of the Philippines. She holds a BA in Political Science with a minor in Education, and an MBA. After additional coursework in Education, she was awarded her teaching license. She has been teaching for ten years and has been an EFL teacher for six. Ynell is presently completing an MA in Linguistics at Chonnam National University and is Vice-President of the Gwangju-Jeonnam Chapter of KOTESOL.

Using School Materials in the ELT Classroom

By William Packard (Houghton Mifflin Harcourt)

THE PRESENTATION

The demands on teachers of both private and public English education in Korea are greater than ever, causing many teachers to search for solutions that can help. This presentation will discuss the benefits and challenges of using western “school” programs in the ELT classroom in Asia, as well as talk about some of the options available to teachers interested in using these programs. Reading, science, writing, and mathematics will be discussed.

THE PRESENTER

William Packard is currently serving as an educational and sales consultant for Houghton Mifflin Harcourt International Publishers in Asia. Currently based in Seoul, he has been living and working in Asia since 2002 and has covered countries all over Asia, working with both international schools and local markets. A native of the United States and a graduate of The Ohio State University in Columbus, Ohio, he currently focuses his time on adapting and implementing the best new materials and technologies to the ever-changing battleground of education in Asia.

Pecha Kucha Sessions – 5:00-5:30

Helping Students Construct Knowledge: Paulo Freire's Problem-Posing in the Classroom

By Henry Gerlits



What's your model for student learning in the classroom? Paulo Freire challenges us to look beyond the "banking model of education" in which the students are viewed as empty vessels to be filled with knowledge, and instead, encourages us to connect learning to the students' lived experiences and the cultural capital that they bring to the classroom.

Teaching and Learning EFL: Facts and Fictions

By David E. Shaffer



This presentation exposes the caveats and pitfalls associated with some of the most popular of the popular beliefs regarding the learning of English. "Study materials must be hard, not fun." "Going abroad to study is a good way to learn English." These are but two of the common beliefs among the Korean populace about teaching and learning English that just may not be as factual as they are popular. Come to find out why.

Adventures in Assessing Young Learners

By Jake Kimball



With the increasing popularity of teaching young learners, there is an equal urge to assess children. Unfortunately, assessing young learners' performance and progress is no easy task. All too often, we evaluate children the same way we evaluate adults, assuming them to be similar. While teachers and parents maintain high interest in assessment practices, few studies are available. So, let's get a broad overview of current YL assessment practices in a few short minutes.

Brought to You by the Letter "E"

By Julien McNulty



This pecha kucha features the characters of Sesame Street to show the power of the letter "E" in "Education." Join Bert, Ernie, Grover, Elmo, Cookie Monster, and others as they explore how the letter "E" impacts English language education.



About Korea TESOL and the Gwangju-Jeonnam Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has ten active chapters across the nation and holds annual national and international conferences. The Gwangju-Jeonnam Chapter holds monthly meetings, usually the second Saturday of the month, which regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Chosun University in Gwangju. Admission to Chapter meetings is free to both members and non-members.

KOTESOL's active membership is currently approximately 1,000 members. It is an Affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an Associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring and the largest international conference of any Korean ELT (English language teaching) association in Korea. The most recent International Conference, held last October, attracted nearly 1,500 attendees and offered Dr. Stephen Krashen and Dr. Keith Folse as plenary speakers. Recent conferences have featured other world-renowned figures such as David Nunan, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, Penny Ur, Kathleen Bailey, Jane and David Willis, Donald Freeman, and David Sperling. In 2012, Scott Thornbury will be a plenary speaker.

KOTESOL members may also participate in any of the association's SIGs (Special Interest Groups). At present, these include the Young Learners and Teens SIG, Extensive Reading SIG, Reflective Practice SIG, Multimedia and CALL SIG, Research SIG, and Christian Teachers SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnam Chapter invites you to actively participate in our 2012 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional that it has to offer.



www.koreatesol.org



Young Learners & Teens Special Interest Group

The Korea TESOL (KOTESOL) Young Learners & Teens SIG is a Special Interest Group for teachers, educators, directors of studies, curriculum and materials developers, and administrators responsible for delivering English programs to young learners and teenagers. All KOTESOL members who have an interest in developing their understanding of YL issues and/or raising standards for YL English instruction in Korea are welcome to join the YLT-SIG. Just log in to your member account on the KOTESOL website.

- ✓ Join our online forum
- ✓ Ask questions, get answers
- ✓ Share activities
- ✓ Network with colleagues
- ✓ Learn about trends in the field
- ✓ Attend special events
- ✓ Share your expertise with others

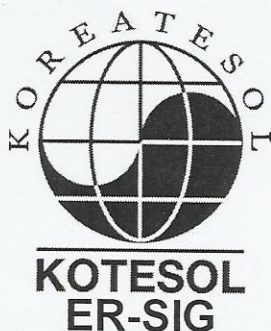


The Extensive Reading Special Interest Group

Extensive Reading (ER) is the practice of allowing students to read large quantities of texts that are both comprehensible (students do not need a dictionary or teacher assistance to understand the text) and enjoyable (students can select from a variety of materials and read what interests them). This practice gives learners the hundreds (and eventually thousands) of hours of exposure to English, which is required to get a natural feel of how the language fits together. It reinforces and builds on the grammar and vocabulary we teach in the classroom to ensure not only retention, but also deeper learning. Without this exposure, learning the language is a slow and often painful process. Unfortunately, this is the reality for the majority of Korean students in secondary schools and university who are never given the chance to receive the quantities of comprehensible input needed.

Along with principled explicit instruction and opportunities to communicate with the language, ER can complete a balanced language learning program. Research shows that students learning with a strong ER component can make exceptional progress in the language. We argue that ER is a “must-have” component of any language program, and the KOTESOL Extensive Reading Special Interest Group (ER-SIG) is working to move the practice into mainstream teaching.

Every year at the KOTESOL International Conference, the ER-SIG holds a two-hour Extensive Reading Colloquium event, containing 6-8 presentations on extensive reading practices. We also have at least one strand of ER-related presentations at other KOTESOL conferences and symposiums each year. In these presentations and workshops, we share ideas on how teachers can introduce ER into their teaching context. You can join the SIG on the KOTESOL website. For more information, contact our ER-SIG facilitator, Scott Miles, at scott@dhu.ac.kr.



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Phonological Pitfalls for English Teachers in Korea

Dr. Steve Garrigues (Kyungpook National University &
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Acknowledgements

The Gwangju-Jeonnam Chapter, the Extensive Reading SIG, and the Young Learners and Teens SIG would like to heartily thank the following ELT providers for their contributions to this Conference:

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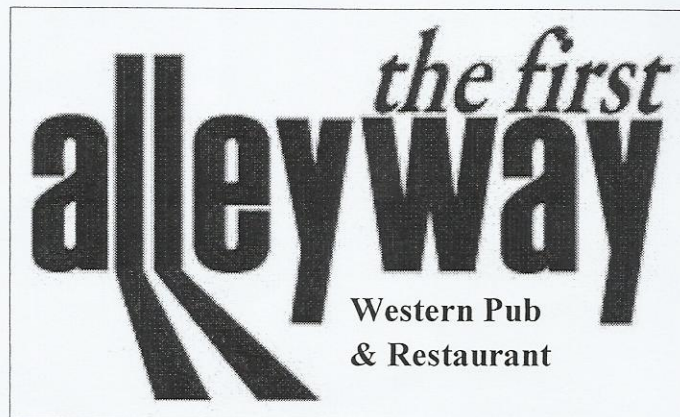


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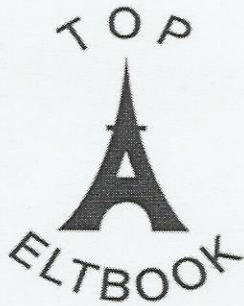
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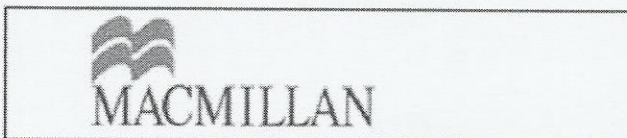
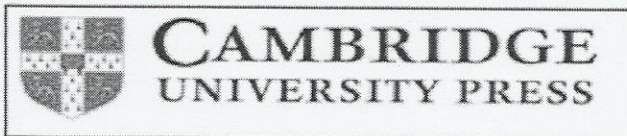
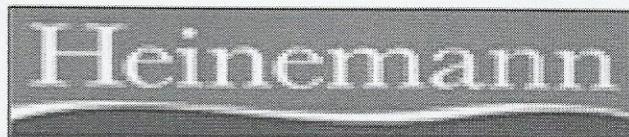
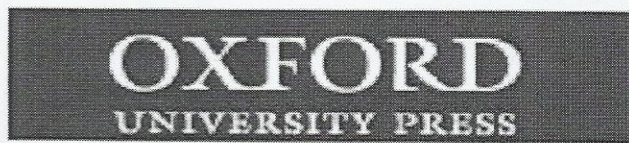
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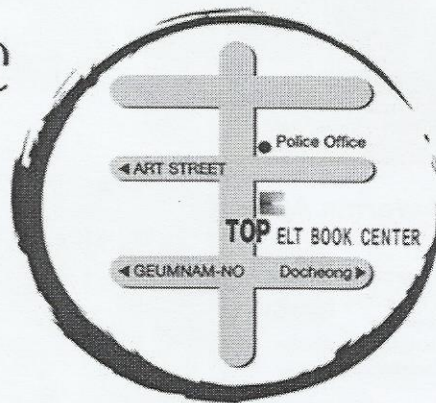
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