

Developing Tools for the Changing Korean Context

2010 Jeonju-North Jeolla KOTESOL Conference

May 29, 2010

11:30 a.m. to 6 p.m.

Geun Young High School English Center



The Jeonju-North Jeolla Chapter of KOTESOL



UNIVERSITY of CAMBRIDGE
ESOL Examinations



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Criterion

Schedule of Events

11:30-5:30	Book Displays – 2nd Floor					
11:30	Conference Doors Open - Registration					
12:30-12:45	Opening Ceremony – First Floor Auditorium					
12:45-1:30	Plenary Speaker: Scott Miles, Daegu-Haany University, Daegu “Critical (but too often missing) conditions for long-term language acquisition”					
	2nd Floor			3rd Floor		
Rooms	Sunshine Publisher Sessions	E-Cinema	Smile YL & T SIG	Star ER SIG	Sky	Multimedia Info Strand
1:45-2:30 Session 1	Sue Yim Classroom Management	Sheema Doshi Using Video Effectively in the Korean Classroom	Jennifer Young Beyond the Book: Activities for the Young Learner Classroom	Rocky Nelson Extensive Reading for Korean Students of English	John Wendel Thinking Big Picture; an Objectives Driven Classroom	David Kim Korea TESOL: Past, Present, Future
2:45-3:30 Session 2	Hee-Jin Kim Criterion: A New Technological Writing Solution Developed by ETS	Jung-Hee Cho Effective Ways of Operating an English Center	Aaron Jolly Setting up an Extensive Reading Program for Young Learners	Young-min Park Setting up Extensive Reading at a public school: Get Your Horse to Drink	Maria Pinto Assessing Speaking Skills	Russell Bernstein What ATEK is and how you can join
3:45-4:30 Session 3	James Forrest The 'new' Cambridge Exam for Teachers: The TKT	Hyunok Oh Use of Dialogues and Role Play for Developing Speaking Skills (for Young Learners)	Mike Misner Storytelling: Theoretical Background and Practical Activities	Scott Miles & Aaron Jolly Extensive Reading and Assessment: Did the Students Really Read?		David Van Minnen Making the most of Jeonju: professionally and personally
4:45-5:30 Session 4	Jessica Magnusson Exploring the World in English through Non- fiction Readers	Gerald de la Salle Classroom Rotation Games in the EFL Classroom	KyoungHwa Lee Using Practical Materials in the Elementary School Classroom	Peadar Callaghan Comics in the Classroom	Ho Jung Yu Error Correction Logs as a Pedagogical Approach for Error Correction in L2 Writing	Nancy Jo Marcet Tricks of the Trade for Sentence Building
5:30-6:00	Closing Ceremony and Prize Draw – First Floor Auditorium					
6:30-8:30	VIP Dinner (by pre-registration only)					
8:30-11:00	Charity Trivia – in Support of Esther Park (see announcement on p.20)					

Message from the Principal of Geun Young Girls' High School



Sang Hyeon Ha, Principal

Greetings and welcome to the 2010 KOTESOL Regional Conference. As the Principal of Geun Young Girls' High School, I heartily and sincerely open our doors to you.

Our school which blossoms with enterprise, competence and compassion, has been granted the freedom to run an independent and flexible curriculum. In addition we have been selected and fully supported as a school specialized in English education, with level-based classes providing for the development of teaching methodology and advanced instruction.

We are truly honoured to host and support this distinguished event. It is my personal hope that the participants will share a fulfilling day, learning and growing by experiencing a diverse range of teaching philosophies. The theme lectures and workshops match our goal, as teachers, to foster and nurture our students. From that perspective, our school is proud of providing a venue for this conference.

I hope all attendees will meet with great success and happiness in the future.

Welcome from the National KOTESOL President



As the President of KOTESOL it is my pleasure and honor to welcome everyone to the 2010 Jeonju-North Jeolla Conference. I find the theme of this Conference to be both intriguing and confusing at the same time.

Intriguing because it is presenting each and every one of us a challenge not just for the future, but right now. We as teachers, no matter whether it be in a private institute, elementary, middle , high school, university, or other teaching must be aware of our surroundings and the culture we are teaching in.

The Republic of Korea is continuing to emphasize and support the teaching of English here in Korea. Along with this emphasis there are changes in the needs and methods of teaching that we must be aware of. Due to the emphasis and the demand for quality teaching at all levels, both native speakers and Koreans as professional teachers have a duty to be aware of these changes and adapt to them.

The confusion comes from myself as an individual sitting back and thinking “Now I know that things are changing in Korea; but what can I do about it?” This is where conferences such as this become invaluable. Today we have an opportunity to hear about these changes first hand, and to learn new ideas and methods to cope with these changes.

Hopefully, each of you will take back to your respective classrooms some of the tools necessary to adapt and understand the changing of the Korean Context as it relates to your students and you as a professional teacher. I hope that each and every one of you has a great day developing and learning these tools today.

Yours sincerely,

A handwritten signature in black ink that reads "Robert Capriles". The signature is written in a cursive style.

Robert Capriles

KOTESOL President.

Conference Committee

(in alphabetical order)

Allison Bill

Conference Committee Chair



Tim Dalby
Chapter President
National Liaison, Website,
Program Guide



Shawn DeLong
On-site logistics



Tori Elliott
Geun Young High School
Liaison



Brian Heldenbrand
OP Liaison



Henri Johnson
On-site logistics



Chulsung Juhng
Treasurer



Kimmie Kim
PR/Advertiser Recruitment



Joel MacDougald
Pre-registration



Nancy Marcet
On-site Registration



Phil Owen
Program Chair



Eun Young Park
Director of Facilities



Ingrid Zwaal
Volunteer Team

Welcome from the Conference Committee Chair



Dear educators and future educators,

Welcome to the 2010 Jeonju-North Jeolla KOTESOL Regional Conference.

English Education in Korea is in a period of change. Administrators and educators, both Koreans and Native Speakers, are trying to find the best, most efficient ways to teach English to their students. In putting this conference together, the Conference Committee was motivated by a desire to offer tools to meet the needs of teachers and learners. We hope you will leave today encouraged, and equipped with new ideas for your schools and classrooms.

I would personally like to thank all the members of our Conference Committee. Words cannot express my gratitude for their support. They have worked tirelessly to prepare this conference for you. I am also grateful for the high school and university students who have volunteered their time today. Please take a moment this afternoon to thank a few of them as they help you register, guide you to a session, or answer your questions.

I would also like to thank Geun Young High School for hosting us this year. This is our first conference in a high school setting, and we have been overwhelmed by the help and support the administration, teachers, and students have given us. I hope you enjoy the sessions in this newly renovated English Center. Perhaps it will inspire you to provide a rich English environment for your students.

Finally, my first encounter with KOTESOL was a local conference 8 years ago. I left with many ideas and activities to use in my classroom, but also a passion for English education in Korea, and a desire to be part of its continued improvement. That conference inspired me to get involved in KOTESOL, and to give back as well. I hope you will join us again soon, and perhaps get involved in Jeonju-North Jeolla KOTESOL.

Have a great afternoon!

Allison Bill

Conference Chair



**Upcoming Events hosted by the
Jeonju-North Jeolla Chapter of KOTESOL**

June 19th 3:00pm - 'School's out for summer' social

Bring your friends and family and food to share.

We will provide a BBQ.

In the large park near I-Park. See the website for the location

September 18th, 2:30pm

**Investigations into Language & Culture: 'Over the Rainbow' YouTube
Lesson**



Gwen Atkinson, Soongsil University

November 13th, 2:30pm

The National Drama Festival



November 20th, 2:30pm

The Need for Feedback in Writing Assignments

Brian Heldenbrand, Jeonju University

December 18th, 2.30pm

**Successful English Camps
– Planning, Teaching, and After**
Rob Dickey Keimyung University



For up to date details go to <http://www.kotesol.org/?q=NorthJeolla>



Welcome from the President of the Jeonju-North Jeolla Chapter

As President of the Jeonju-North Jeolla Chapter of KOTESOL, it is my honour to be able to serve the interests of the English-teaching community in this region. Along with my able and experienced Chapter Executive, I hope to be able to bring you a wider variety of events dedicated to KOTESOL members, yet open to all. See the facing page for details.

I hope you enjoy this conference, the largest in our region in many years. I'd like to thank **Allison Bill** for bringing together a great team of people to make this conference a success. I am also especially grateful to **Ms. Eun Young Park** for allowing us the use of the Geun Young High School English Center, along with its excellent facilities. I hope that we can continue this partnership in the future. Lots of people are involved in organizing a conference and I'd like to thank everybody who has given up valuable free time to make this conference the success that it is.

KOTESOL is a volunteer organization which relies on membership and fundraising events. Please support your local Chapter and the volunteers that run it by **joining KOTESOL today**.

I very much look forward to seeing you at one of our future events.

Tim Dalby, President

Jeonju-North Jeolla Chapter of KOTESOL



Why not join KOTESOL?

Membership of KOTESOL is 40,000 KRW for one full year (Undergraduate students with ID pay 20,000 KRW) and comes with the following benefits:

- Reduced entry fees to major conferences
- Free-to-attend monthly workshops at your local chapter
- The English Connection – a quarterly news magazine featuring articles related to language teaching/learning, teaching tips, reviews, and KOTESOL news and notices of upcoming meetings and conferences, as well as information on a variety of language teaching materials
- The opportunity to meet and work with the finest teachers in Korea.

Go to ***www.kotesol.org***
and click on '**join KOTESOL**' for more details.

Presentations by Room – 2nd Floor

	Sunshine Room Commercial Sessions	E-Cinema
1.45	 <p>UNIVERSITY of CAMBRIDGE ESOL Examinations</p> <p>Sue Yim</p> <p>Classroom Management</p>	<p>Sheema Doshi, Pusan University of Foreign Studies</p> <p>Using Video Effectively in the Korean Classroom</p>
2.45	 <p>Hee-Jin Kim</p> <p>Criterion: A New Technological Writing Solution Developed by ETS</p>	<p>Jung-Hee Cho, Iri Busong Elementary School</p> <p>Effective Ways of Operating an English Center</p>
3.45	 <p>UNIVERSITY of CAMBRIDGE ESOL Examinations</p> <p>James Forrest</p> <p>The 'new' Cambridge Exam for Teachers: The TKT</p>	<p>Hyunok Oh, Jeonju English Center</p> <p>Use of Dialogues and Role Play for Developing Speaking Skills (for Young Learners)</p>
4.45	 <p>Jessica Magnusson</p> <p>Exploring the World in English through Non-fiction Readers</p>	<p>Gerald de la Salle, Korea University</p> <p>Classroom Rotation Games in the EFL Classroom.</p>

Presentation by Room – 3rd Floor

	Smile	Star	Sky	MultiMedia
1.45	 Young Learners & Teens Jennifer Young , Elite Educational Institute, Inc. Beyond the Book: Activities for the Young Learner Classroom	Extensive Reading Rocky Nelson , Pusan University of Foreign Studies Extensive Reading for Korean Students of English	John Wendel , Dongguk University Thinking Big Picture; an Objectives Driven Classroom	Informational Strand  David Kim , Kangnam University Korea TESOL: Past, Present, Future
2.45	 Young Learners & Teens Aaron Jolly , Hanseo University Setting up an Extensive Reading Program for Young Learners	Extensive Reading Young-min Park , Busan Electronic Technical High School Setting up Extensive Reading at a public school: Get Your Horse to Drink	Maria Pinto , Dongguk University Assessing Speaking Skills	Informational Strand  Russell Bernstein , ATEK Making your Experience in Korea Easier, Safer and Better: What ATEK is and how you can join
3.45	 Young Learners & Teens Mike Misner , Hankuk University of Foreign Studies Storytelling: Theoretical Background and Practical Activities	Extensive Reading Scott Miles , Daegu-Haany University Aaron Jolly , Hanseo University Extensive Reading and Assessment: Did the Students Really Read?		Informational Strand David Van Minnen , Kid's Liebe Making the most of Jeonju: professionally and personally
4.45	 Young Learners & Teens KyoungHwa Lee , Namwon Using Practical Materials in the Elementary School Classroom	Peadar Callaghan , Kyungpook National University Comics in the Classroom	Ho Jung Yu , Jeonju University Error Correction Logs as a Pedagogical Approach for Error Correction in L2 Writing	Nancy Jo Marcet , Oe Dae Institute Tricks of the Trade for Sentence Building



Come one, come all to the
15th Annual Jeonju-North Jeolla KOTESOL Drama Festival!



Enter your students in this entertaining event where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being part of the fun.



Date: Saturday, November 13th, 2010 **Place:** Jeonju University

Time: 1 pm

Cost: The fee for each team is W35,000.

Requirements: Each team will perform a 10-15 minute play of any type. Each team must be no larger than 8 members in the senior division (middle school/high school and university groups) and 10 members for the junior division (kindergarten and elementary groups). We will accept 6 groups in each division. Each group must have at least one teacher as their coach.

Prizes: All participants will receive a certificate of participation. Judges will award prizes in a variety of categories (best acting, best pronunciation, best costume and much more). There will also be prizes for first, second and third place in each of the two divisions (Junior and Senior).

Monday October 11th is the registration deadline.

Enquiries: Email Shawn DeLong at delong76@yahoo.com or call 010-9223-0730 if you have questions.

Registration is by email only.





12.45-1.45 Plenary Speaker

Scott Miles, Daegu-Haany University

"Critical (but too often missing) conditions for long-term language acquisition"

Presentation Outline:

What do your students learn in your classroom? More importantly, how much of what you teach is still retained by your students even just a few months after your class is finished? A student needs thousands of hours of language exposure and practice to reach a high level of competency. Most classrooms, however, only provide students with 40-70 hours of English a semester. Not only is this time very limited, but many classrooms fail to provide the conditions for long-term learning to take place. The result is a cycle of learning and forgetting that is far too commonplace in EFL settings, with the average student having precious little to show after even a decade of formal English study. This presentation will review research in second language acquisition and cognitive psychology which gives guidance on what conditions are required for initial learning to take place in the classroom, and what instructors can do to assist students in maintaining and further developing acquired language knowledge and skills long after the class is finished.

Biography:

Scott Miles is an Assistant Professor at the Department of Foreign Languages in Daegu-Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He has published a reading course book for Macmillan publishers (Essential Reading), and is the editor of the TESOL Review journal. His research interests include extensive reading, grammar and vocabulary acquisition. Scott is the Chair of the KOTESOL ER SIG. Email: scott@dhu.ac.kr.

1st Annual

Busan KOTESOL Summer Conference

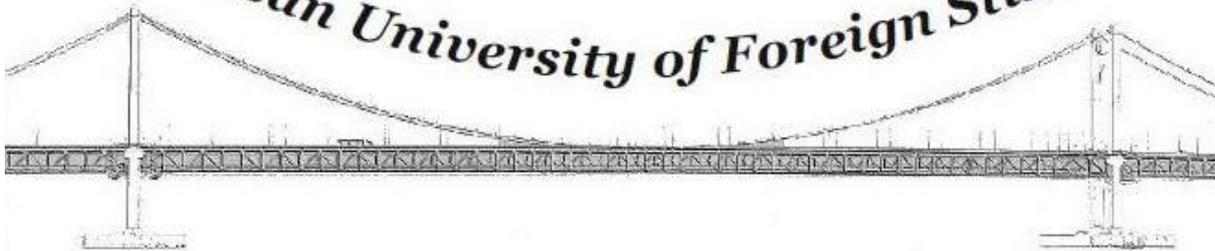


**Saturday June 26th
12:30 pm - 6:00 pm**



**Hosted by the Teacher Training
Program and
Graduate School of TESOL**

at Pusan University of Foreign Studies



Presenters

CALL/MALL

Jeff Lebow, Busan
Will Lingle, Busan
Justin McKibben, Daejeon
Alexis Scranton, Busan

YL and Skills Based Instruction

Peader Callaghan, Daegu
Jake Kimball, Daegu
Jaran Shin
Hee Jin Song

Teacher Training

Kristin Dalby, Jeonju
Tim Dalby, Jeonju
Robert J. Dickey, Daegu
David Shaffer, Gwangju

**Free for KOTESOL members
5,000 won for non-members**

**E-mail Brian or Lyndon at bgkotesol@gmail.com
for preregistration**

**Visit <http://www.kotesol.org/>
for conference schedule, directions, and hotel information**

1:45-2:30 Concurrent Session 1

<p>Sunshine</p> 	<p>Sue Yim, Cambridge ESOL</p> <p>Classroom Management</p>  <p>UNIVERSITY of CAMBRIDGE ESOL Examinations</p>
<p>Presentation Outline:</p> <p>The workshop is divided into three main sections designed to highlight different aspects of Classroom Management. Each section includes activities and opportunities for participants to share ideas and experiences of how they manage their own classrooms.</p> <p>Aims of this workshop:</p> <ul style="list-style-type: none">• to explore what Classroom Management• to find out how effective Classroom Management can enhance learning• to identify ways of improving Classroom Management• to share teaching and learning experiences	

<p>E-Cinema</p> 	<p>Sheema Doshi, Pusan University of Foreign Studies</p> <p>Using Video Effectively in the Korean Classroom</p>
<p>Presentation Outline:</p> <p>In order to use video effectively in the language teaching context, one can manipulate the visual, oral, and aural (visual plus oral) components of video clips to create learning activities for a wide range of students' abilities. For the purposes of this workshop/presentation, I will present three while-watching activities that can be used successfully in the Korean context, one to use with beginners, one to use with intermediate level students, and one to use with advanced level students.</p> <p>The while-watching activities for beginner level students focus on the visual component of a cartoon and a Korean movie clip. The while-watching activity for the intermediate level students focuses on the aural component of a movie, which can form as a lead-in to a sentence writing activity. This while-watching activity focuses on getting students to prepare for a simple writing activity based on the "who-what-where-when" set of questions in a chart format. The activity for the advanced level students focuses solely on the oral component of a variety of TV commercials, which can then become a precursor to a class discussion on culture comparison-again a chart will be used to help with points of comparison.</p> <p>I have found all of these activities to be interesting and motivating for my students and teachers alike!</p>	

Come and Support Esther Park at the Charity Trivia Event at RadioStar



Seven-year-old Esther Park was left in the care of Holt orphanage (전주영아원 in JungWhaSanDong) as an infant. She was born with the tragic defect of an Imperforate Anus. No one has seen or heard of her mother since she arrived at Holt seven years ago.

Two weeks ago, Terry Lyons, a director at Uncle Lion Academy in Samcheondong, decided to walk the Gunsan-Saemangeum marathon to support Esther's ongoing medical costs (sadly, the defect is not repairable surgically).

At 8:30 tonight, the regular monthly Jeonju trivia night will be a charity event.

Teams will be randomly selected and all proceeds will go towards supporting Esther. Trivia is held at RadioStar in JungHwaSan-dong (see map below). The Jeonju-North Jeolla Chapter is proud to support this effort - It's a whole lot of fun too! This event is being organised by Stuart Scott and Tori Elliott.

A bank account has been set up for those who prefer to wire money. It is at the Jeonbuk Bank, SamCheonDong branch. Account name: "Terry Lyons-Orphan Park Esther" **524-21-0630599**.



Radio Star's owner, 박인렬 (Park, In Yeol) speaks English.

If you have trouble, call him on 011-9444-9609

Smile**Young Learners & Teens SIG**

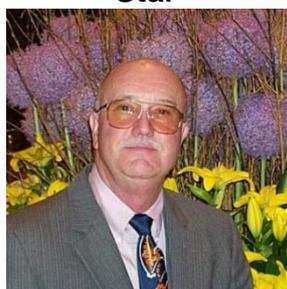
Jennifer Booker Young, Elite Educational Institute, Inc. Korea

Beyond the Book: Activities for the YL Classroom**Presentation Outline:**

This workshop introduces a collection of activities which can be adapted to a variety of material in order to review and recycle vocabulary and grammar. Students often get bored with material long before they know it well enough to produce it. Having a number of different activities to review the same information makes it more interesting to them.

The workshop will include materials which can be easily and inexpensively made, as well as useful online resources for teachers who make their own flashcards and games. In addition, as time allows, participants will be led through several games.

Although some of these activities have been adapted for use with secondary and tertiary students, they will mainly appeal to primary students.

Star**Extensive Reading SIG**

Rocky Nelson, Pusan University of Foreign Studies

Extensive Reading for Korean Students of English**Presentation Outline:**

Students studying English as a foreign language generally do not enjoy the process of learning to read. They may be avid readers in Korean, but all too often they do not become readers of English. Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books, then write and talk about what they have read. This method of teaching English has been very widely researched for its effectiveness and widely recommended as the “Royal Road to Learning English.” Students taught through ER show marked improvements in, not only reading, but also listening, speaking, and writing English. The method works well for any age group and can be adapted to any circumstance. To quote Dr. Richard Day, “its (ER) primary goal is to help students become readers—individuals who will continue reading English and enjoying it after they leave the classroom.”

Some characteristics of an Extensive Reading program:

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of materials is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.

4. Reading materials are well within the linguistic competence of the students

Students read inside and outside of class, using “Language Learner Literature or Abridged books.” The books are classified into six levels, from the easiest, Level 1, to the most challenging, Level 6. After a “culture of reading” has been created within the classroom (or home), any number of subsequent activities can be utilized to achieve particular goals; goals such as improving oral fluency, listening skills, vocabulary acquisition, grammar acquisition, or building reading speed.

For example, in my class, students write a short summary of the book they have read, then conference with me and give their opinion about it. I will scan their Reaction Report, and engage the student in a conversation about the book and interactively correct their grammar and syntax as we talk. The report is given back to the student, who saves them in a notebook. Students hand in their notebooks for points towards their grade. Grades are based on the number of pages read during the semester. There are no tests. Aside from class activities that build reading speed, there are also weekly activities to build oral fluency, listening skills and pronunciation.

Corpus-based analysis and assessment of learner texts can drive data-based decision making, helping instructors to choose and develop effective pedagogical activities leading to improved learning outcomes in the English language learning classroom. Examples will be given from Korean university undergraduate and graduate classes, covering both classroom and online instruction modes. Different aspects of language, including content vocabulary, syntactic and lexical mastery, and metaphor acquisition can all be examined using corpus-based methods. Finally, a range of instructional activities can be developed as a result of these investigations.

Sky



John Wendell, Dongguk University

Thinking Big Picture: an Objectives Driven Classroom

Presentation Outline:

Conversation teachers in Korea are given leeway in how we conduct classes, and how we assess our students. Many of us came to Korea without formal classroom training, and we might focus on making the most of the class time allotted: by coming up with stimulating activities for the classroom, and interesting ways to test students’ communication skills. But, in trying to make our classroom active, we might not consider what objectives our activities reflect. Likewise, does our assessment of student performance take into account the mastery of specific skills, or focus on keeping students involved?

Having objectives is essential to defining what classes are about. Is our primary objective to simply cover the time we are in class, or do our decisions regarding activities and examinations reflect broader, more generic learning outcomes?

This presentation will explore two interrelated subjects. We will begin by asking, “What do we mean by objectives?” We will examine basic types of objectives—from covering class time to broader mastery objectives-- and how they overlap. Next, we will look at how oral assessment might reflect our awareness of objectives. There will be opportunities for attendees to interact, and examples will be provided.

MultiMedia



Informational Session

David Kim, Kangnam University

Korea TESOL: Past, Present, Future



Presentation Outline:

This presentation will provide a short history of Korea TESOL (KOTESOL), followed by a brief introduction to some of the events and activities that KOTESOL offers. Also, an overview of the future of KOTESOL will be provided.

Enhance your Professional Development with

Gwangju-Jeonnam Chapter of KOTESOL

When: 2nd Saturday of the month

Where: Chosun University in Gwangju

Just South of Jeonju & North Jeolla



What: 2 Presentations per Meeting	Relevant ELT Topics
Knowledgeable Presenters	Networking Opportunities
Teaching Activity Sharing	Book Draw
Outreach Workshops	Centrally Located
Congenial Atmosphere	Free Admission

June 12 Meeting Highlights

Don't Get Depressed; Get Creative – Tim Thompson (KAIST, Daejeon)

Developing Supplementary Course Materials – Jeff Hamilton (Chosun Univ.)

Come Grow with Us

www.kotesol.org/?q=Gwangju-Jeonnam

Gwangju_kotesol@yahoo.com

2:45-3:30 Concurrent Session 2

Sunshine	<p>Hee-Jin Kim, Edu Cherry Inc.</p> <p>Criterion: A New Technological Writing Solution Developed by ETS</p> <div style="text-align: right;">   </div>
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Presentation Outline:

This presentation will introduce a new technological writing solution developed by ETS which will greatly assist teachers/ instructors in conducting effective writing classes.

As you are fully aware, the global demand for writing skills is rapidly increasing. The employees in global companies utilize their writing skills much more than speaking skills in their daily activities such as writing emails and reports.

Since the program was launched in 1999, it has gained public trust in the United States. Also, this writing solution has been proven in Korea as the most effective writing program. To mention few references, Yonsei University and Seoul Metropolitan Office of Education have already used this program.

The outline of presentation will be as follows; What is the Criterion Service?, Development Process, Automatic Scoring and Feedbacks in 5 Main Areas (42 sub-categories), a Variety of Pedagogical Applications, Criterion Live Demo and etc.

E-Cinema	<p>Jung-Hee Cho, Iri Busong Elementary School</p> <p>Effective Ways of Operating an English Center</p>
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Presentation Outline:

Recently, English Centers have been set up at most Korean public elementary schools with government financial support ranging from 50,000,000 won to 100,000,000 won. Some of them, located in the main areas of each region, have been continually depending on the government's regular subsidy, so there are few problems on the budget with operating English Centers. However, there are also some problems with operating English Centers effectively, because there are not enough good programs to help elementary school students learn English, as well as disagreement about English education towards elementary school students between teachers and administrative officials. Therefore, despite the good facilities such as the English Centers, elementary school students as well as their parents are not satisfied with the service of the English Centers and eventually most of them send their children to private English institutions. As a coordinator of the English Center at Iri Busong elementary school as well as an English teacher there, I'd like to share my some experiences and English teaching ideas with other instructors and get some useful advice from them also.

Smile



Young Learners & Teens SIG

Aaron Jolly, Hanseo University



Setting up an Extensive Reading Program for Young Learners

Presentation Outline:

Research by ELT experts such as Paul Nation, Richard Day and Rob Waring has shown the connection between extensive reading & language development. But, while some lucky well funded teachers have been trained and given access to libraries of English books and reading systems, many others ask how do I get started? How can I use ER as a way to provide "massive amounts of comprehensible input" (Krashen, 1983) for my students? In this presentation Professor Jolly, will demonstrate how such balance might be struck in different teaching situations here in Korea, including very young learners, elementary students and teens. Various techniques will be discussed and shown including use of mini-book libraries, integration of reading strategies to develop better independent readers, as well as supplementing intensive reading practice with ER through graded readers and books available online. A few key points will be shown for different student levels, illustrated by classroom videos & student interviews. There will be time for brief audience Q & A.

Star



Extensive Reading SIG

Young-min Park, Pusan Electronic Technical High School

Setting up Extensive Reading at a public school: Get Your Horse to Drink Water

Presentation Outline:

This presentation reports the results of a study which investigated the effect of 'class readers' as the first step of an extensive reading program in a public school. One hundred twelfth-grade students from a public vocational school participated in the study. An experimental group of fifty students read books chosen according to their level and interests for fifteen minutes every class while a control group did textbook related activities. To measure differences of two groups in reading proficiency, the change in reading rate and comprehension was assessed before and after the experiment. In addition, questionnaires designed to examine the attitude change and autonomy development were administered. Improvement was observed in reading comprehension competence of the experimental group while it was not in terms of reading rate. Questionnaire analysis suggests that 'class readers' significantly motivated the students to be involved in class but it was not enough to induce them into reading autonomously. Based on the results of the study, reading out of class coupled with 'class readers' from the beginning would produce more substantial improvement in reading rate and a sense of autonomy. Teachers' consensus, in addition to institutional aid on material development, would lead to the success of an extensive reading program in public schools.



DAEJEON-CHUNGCHEONG
CHAPTER

AND INTRODUCING

THE MULTIMEDIA
&
CALL SIG

COOPERATIVELY
PRESENT A
MINI-CONFERENCE

SEPTEMBER 11TH

WOOSONG UNIVERSITY
DAEJEON

INFO AT: KOTESOL.ORG

THREE STRANDS OF
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RESEARCH, AND
PRACTICAL ACTIVITIES

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KOTESOL.MC@GMAIL.COM

FOR MORE INFO WRITE TO
JUSTIN MCKIBBEN AT
KOTESOL.MC@GMAIL.COM



IT'S BACK! GET READY!

<p>Sky</p> 	<p>Maria Pinto, Dongguk University</p> <p>Assessing Speaking Skills</p>
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Presentation Outline:

Native speaker English teachers in Korea are generally expected to teach ‘Conversation.’ Having taught ‘conversation,’ how does one assess students’ speaking skills? Maria Pinto will talk about criteria to take into account when assessing speaking skills via formal exams: designing the exam, preparing the students, designing and using grading rubrics, and the role of the examiner/s in the exam. Various assessment rubrics will be presented, and attendees will be given the opportunity to use these to assess recorded (or play-acted) exams. In the second part of the presentation, audience members will design grading rubrics for mock-exam situations, and share their own examination criteria and rubrics.

<p>MultiMedia</p> 	<p>Informational Session</p> <p>Russell Bernstein, Association for Teachers of English in Korea (ATEK)</p>  <p>Making your Experience in Korea Easier, Safer, and Better: What ATEK is and how you can join.</p>
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Presentation Outline:

The Association for Teachers of English in Korea (ATEK) wants to help teachers who face challenges adjusting to societal and workplace expectations in Korea. ATEK’s mission is to organize information, people, and resources to make life in Korea better for teachers as well as for Koreans who are connected to the English teacher community. Many English teachers face numerous barriers when trying to access government services or other volunteer and human rights organizations that are targeted to other groups. ATEK addresses the specific needs of English teachers. Attendees will learn what ATEK is doing to improve accessibility to these services and broaden awareness of these ‘helping’ organizations within the community. For emergency situations ATEK is establishing a couch network, an emergency hotline, and a database of other resources for teachers who have no place to turn if they have problems with their employer. ATEK further provides information for medical [Swine Flu / H1N1 precautions], social events, religious services in English, events, Korean Language Institutes, and concerts. Future plans include a fund for teachers with emergency medical needs. The audience will have an opportunity to ask questions about ATEK, and membership benefits.

3:45-4:30 Concurrent Session 3

<p>Sunshine</p> 	<p>James Forrest, Cambridge ESOL</p> <p>The 'new' Cambridge Exam for Teachers: The TKT</p>  <p>UNIVERSITY of CAMBRIDGE ESOL Examinations</p>
<p>Presentation Outline:</p> <p>In this workshop you will learn about what the Cambridge University TKT is, why the TKT is so suitable for teachers, and how to prepare for the exam itself. You will be introduced to some of the concepts and terms re teaching and learning that are central to the TKT, and also get the chance to do exam practice with TKT sample tasks. This workshop will be beneficial for all those teachers looking for opportunities for professional development and at the same time gain an internationally-recognized qualification.</p>	

<p>E-Cinema</p>	<p>Hyunok Oh, Jeonju English Center</p> <p>Use of Dialogues and Role Play for Developing Speaking Skills (for Young Learners)</p>
<p>Presentation Outline:</p> <p>There are many dialogues and role plays in EFL children textbooks for developing children's speaking skills. However, most teachers just use them in limited ways. Therefore, the aim of this topic is to enable teachers to assess the suitability of dialogues for oral work and to identify ways of using dialogues in a more meaningful way. This is followed by a section on role play which shows teachers how to use dialogues as a basis for more communicative activities which encourage children to use language more freely. By the end of the workshop, teachers will be able to identify ways in which dialogues can be used in meaningful ways. Moreover, they will be able to identify the procedures used and the kind of support provided. Presenter will provide many different activities using dialogues, especially for young learners. Also, ways of motivating children and purposes for using dialogues will be discussed. In terms of role play, teachers will be able to identify the language and skills practised through role play and aware how role play differs from dialogue practice. The definition, purpose and procedure of role play will be also discussed.</p>	

<p>Smile</p> 	<p>Young Learners & Teens SIG</p> <p>Mike Misner, Hankuk University of Foreign Studies</p>  <p>Storytelling: Theoretical Background and Practical Activities</p>
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Presentation Outline:

Storytelling is an indispensable part of our lives. In our L1 we spend all day telling stories to each other for entertainment, for information, and for catharsis. Storytelling for L2 emergent readers and young children helps them to expand schemata, develop concepts, foster a lifelong love of reading, and etc. Storytelling can take many different forms some of which are adapted pantomime, felt board, draw talk, and chants and songs. In addition, because of its nature, storytelling requires students to use a variety of different intelligences from bodily kinesthetic to intrapersonal and interpersonal. This presentation will be both theoretical and practical as I will explain the reasons why storytelling should be a part of every young learner's course, present an idea of an appropriate order in which to proceed, and demonstrate how to effectively use several storytelling techniques.

<p>Star</p>  	<p>Extensive Reading SIG</p> <p>Aaron Jolly, Hanseo University & Scott Miles, Daegu-Haany University</p> <p>Extensive Reading Assessment: Did the Students Really Read?</p>
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Presentation Outline:

Extensive reading is a great way to give students access to hours and hours of comprehensible and enjoyable English input outside of the classroom. But how you can be sure your students are actually doing it? This is one of the trickier aspects of extensive reading that many teachers struggle with. This presentation will go over the various assessment techniques and discuss the pros and cons of each. The presentation will also introduce the MoodleReader module: a free website designed by Dr. Thomas Robb that gives teachers and students access to online quizzes for hundreds of popular graded readers to help teachers assess their students' reading.

MultiMedia



Informational Session

David Van Minnen, Kid's Liebe

Making the most of Jeonju: professionally and personally

Presentation Outline:

This session is mainly for people who are new to Jeonju or Korea. After a brief overview of Jeonju's little-known facts, well-known facts, history, general sociology and context within Korea, we will discuss basic ideas such as how to navigate the Jeonju area, cross-cultural contact and giving back.

The Seoul KOTESOL Chapter

holds regular monthly workshops in Room 105, Injaeguan. This is the Sookmyung Women's University Professional Development Center.

For directions to Injaeguan please go to www.kotesol.org/q=seoul where there is a map and a written set of directions. Time 3:00 to 5:00 pm.



Future Workshops

- Saturday 19 June: **Janis Koh** Technology Assisted Language Learning (TALL)
- Saturday 10 July
- Saturday 11 September – Due to Chuseok this workshop will be on the second Saturday.
- Saturday 20 November
- Saturday 11 December

The Daegu-Gyeongbuk KOTESOL Chapter

holds regular
monthly workshops on the first Saturday of each month.



For directions and details go to: <http://www.kotesol.org/?q=Daegu-Gyeongbuk>.

Time 3:00 to 5:00 pm

Future Workshops

- Saturday 5 June: **James Brann** - Teaching English in Korea, Then and Now
- Saturday 3 July: **Jake Kimball** - Action Research for Busy Teachers

4:45-5:30 Concurrent Session 4

<p>Sunshine</p> 	<p>Jessica Magnusson, Oxford University Press</p> <p>Exploring the World in English through Non-fiction Readers</p> 
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Presentation Outline:

This presentation will show participants how to help students develop critical thinking skills, language skills, and a broader understanding of the world around them through non-fiction readers. Content teaching will be demonstrated through the exploration of non-fiction themes such as Plants, Animal Migrations, and Machines. Participants will be led through the process of teaching using non-fiction readers and introduced to activities that can be done prior to reading, during reading, and after reading. The focus will be on maximizing the potential for both language acquisition and knowledge acquisition in the following content areas: Science & Technology, the Natural World, and Arts & Social Studies.

<p>E-Cinema</p> 	<p>Gerald de la Salle, Korea University</p> <p>Classroom Rotation Games in the EFL Classroom</p>
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Presentation Outline:

Many EFL teachers use board games and card games in their classrooms. Unfortunately, several of these games have limited applicability or usefulness. Many are mere “crossword” games that focus on individual words rather than on chunks of information or on sentence structure. Arguably, these games do little to enhance students’ English ability. This is not surprising. Most games played in the EFL classroom were never intended to be used as EFL teaching/learning tools. A good game for the EFL classroom should provide students with ample opportunity to participate, speak, and use the language rather than spending a lot of time passively observing. This workshop/presentation will focus on a few classroom rotation games which are very effective in enabling all students to participate in the classroom. Much of the discussion will be on games that are suitable to all age groups. I plan to bring the games to the presentation, open up the boxes and let teachers from the audience to physically touch, manipulate, and investigate their contents. We might also play a few games so that teachers will leave the classroom, already familiar with how to play them. In the end, some games will be raffled off to lucky winners.

Smile



Young Learners & Teens SIG

KyoungHwa Lee, Namwon



Using Practical Materials in the Elementary School Classroom

Presentation Outline:

The 3rd and the 4th grade English text books were revised this year, so we need a careful approach to understand the new text books. After we check out the main theme of every chapter, we will take a look at some practical materials that can be used during the class.

Star



Peadar Callaghan, Kyungpook National University

Comics in the Classroom

Presentation Outline:

I am a comic book geek. I got my first comic book at the age of 4 and have been reading them ever since. Comics have taught me many things from history through to statistical analysis and a lot of stuff in between. Comic books sadly have been an often misunderstood or misapplied medium in the field of education. Krashen (1993) points out the value of comic books in second language acquisition. The last comprehensive linguistic survey of comics by Thorndike (1941) showed that comics had more rare word forms than any other category of source up to and including witness testimony. Multi modal media has been shown in numerous studies to promote retention of the material presented and to allow the student to interact with the material in a variety of ways. Also the cultural significance of comic books throughout the English language should not be down played. This workshop will introduce a variety of comic book based activities appropriate for students from elementary through university. Teachers will gain an understanding of the myriad of materials available and how to apply them in a classroom setting.

<p>Sky</p> 	<p>Ho Jung Yu, Jeonju University</p> <p>Error Logs as a Pedagogical Approach for Error Correction in L2 Writing</p>
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Presentation Outline:

Error correction has been heatedly debated over its effectiveness in writing instruction: some argue that error correction is time-consuming and not helpful for learners to improve their writing competence, but others argue that carefully designed feedback can be meaningful, contextualized, and responsive to student needs. This research study was to examine progress or changes that learners made in handling local errors in writing, such as language use, lexicon, or sentence structure. Twenty-three primary school teachers participated in this study where they were asked to keep error logs, as a pedagogical approach, after receiving teacher feedback. I investigated error types and changes over the course of the training. The findings indicated that the learners showed their noticeable frequency of errors in sentence structure, noun endings, articles, mechanics, prepositions, SV agreement, and word choice. The numbers of errors were reduced as the learners managed them through the error logs.

<p>MultiMedia</p> 	<p>Nancy Jo Marcet, Oe Dae Institute</p> <p>Tricks of the Trade for Sentence Building</p>
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Presentation Outline:

Asking students to speak better, longer sentences to develop fluency requires you to assist their sentence building skills. Prepare students with tricks to remember the parts of speech and simple sentence grammar so they can write and speak more fluently. Then by adding complex and compound structures using conjunctions to their repertoire, you will give them the confidence they need to get over the hump of speaking three or four word sentences. Use English grammar terminology often and allow students to participate in physical sentence building activities, you will watch students' enthusiasm for writing and speaking grow in a short time. Take these ideas back and make use of them immediately in your classroom. Expect more from your students, but start at the bottom to get everyone on the same playing field. This presentation is for all levels of ESL and EFL speakers from elementary school on up.

About the Presenters

in alphabetical order by family name

Bernstein, Russell

Russell Bernstein (M.B.A. Fin., Intl Business (with an emphasis on Asia) - Loyola Marymount University, BA (Interdisciplinary Studies) UC Berkeley. He is the current National Membership Director and former Chair and Membership Officer of the Seoul Local Council for ATEK. Bernstein teaches Listening & Speaking at Chungdahm Learning, a leading educational institution in Korea. Bernstein also spends his free time as a volunteer water polo coach for the Korean National Team and Korean National Sports University Team.

Callaghan, Peadar

Peadar Callaghan graduated from the University of Limerick with a MA in English Language Teaching. His Thesis was on "The perceived and actual value of comic books in second language acquisition". He has been teaching in Korea since 2005. He currently works for Kyungpook National University as a Freshman English teacher and consults with the university's "Young Learners Program", "Global Leadership School" and "Center For the Education of Gifted Youth"

Cho, Jung-Hee

I graduated from Jeonju National University of Education in 2004 and Graduate School of the same university in 2008. I majored in English Education for Elementary School Students and got B.A and M.A degrees. I have been teaching elementary school students English since 2004. These days I am involved in a teachers' training course as an instructor at Woo-Seok University.

de la Salle, Gerald

Gerald de la Salle is a school teacher, lawyer and English professor. He has taught for about eighteen years, including law in Canada, English in Japan, and English in Korea. He taught at all age levels during his ten years in Korea. He wrote: Speaking! Speaking! Speaking! English for Korean Beginners and created Fast Talk 1, a game designed to help EFL students learn English. He has a B.A. and B.Ed. from the University of Alberta, an LL.B. (law degree) from the University of New Brunswick and an M.A. in Community College Education from Central Michigan University.

Doshi, Sheema

Sheema Doshi graduated from the University of Newcastle in Newcastle, United Kingdom in 2007 with a MA in Applied Linguistics and TESOL. The title of her dissertation was "Can I design an online placement test that is valid and reliable?" She has taught EFL since 2001. From 2001 to 2004, she worked in Busan with young learners and university students from Dong A University. From 2004 to 2007, she taught English for Business Purposes in France and England. In 2008, she returned to Korea to work as a Teacher Trainer at the Gyeonggi-do Institute of Foreign Language, where she taught nearly 1000 Korean English Teachers. Since February 2009, she has been working at the Pusan University of Foreign Studies for their In-Service Teacher Training Program. Most recently, she gave a computer workshop at the Busan Education Training Institute entitled "Creating your own Listening & Speaking Activity for Young Learners in the Korean Context." This is her 6th year in Korea. She is the Treasurer of the KOTESOL Busan Chapter and is a co-facilitator of the KOTESOL Multimedia and Computer Assisted Language Learning Special Interest Group. Her main areas of interest include computer assisted language learning (CALL) and multimedia assisted language learning (MALL).

Forrest, James

James Forrest is currently Director of Cambridge CELTA courses at Teacher Training Institute International and a Lecturer on the MA TEFL programme at the International Graduate School of English in Seoul. He was formerly Head of Teacher Training Services at the British Council in Seoul, and before that ran Teacher Training at the English Department of Yonsei University's Foreign Language Institute. He is Team Leader for the Cambridge main suite of examinations in Korea. Email: jasforrest@yahoo.com, james@igse.ac.kr.

Jolly, Aaron

Aaron D. Jolly is an English teacher, workshop presenter, teacher trainer, textbook writer and curriculum developer. He has been a private institute teacher for young learners, a public middle school teacher, as well as a university lecturer. Currently he works at Hanseo University, where he is the lead instructor and curriculum director at the Talented and Gifted Institute for Young Learners. Aaron also teaches freshman and sophomore students in the university's General Studies department. He is a Korea TESOL teacher trainer, a former President of KOTESOL in Daejeon-Chungnam province and co-chair of the KOTESOL Extensive Reading SIG.

Kim, David D.I.

David D. I. Kim is an Assistant Professor in the College of International Studies, at Kangnam University, Yongin. Professor Kim is currently the 1st Vice-President of Korea TESOL (KOTESOL), and has held numerous national and chapter positions (Second Vice-President, International and National Conference Chair, Research SIG Facilitator, Membership Committee Chair, Proceedings Editor, among others). Professor Kim's teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning.

Kim, Peter

Peter is currently president of Edu Cherry, Inc., an exclusive Criterion partner of ETS (Educational Testing Service) in Korea. Also, he is the Criterion Master Trainer certified by ETS. He holds an undergraduate degree from Virginia Military Institute (BSEE, 1983) and a graduate degree from Air Force Institute of Technology (MSEE, 1988) with an extensive study in MBA program. In the process of earning the masters degree in engineering, Peter has spent a significant time and effort in his research of artificial intelligence technology for the thesis requirement. This research experience, along with his extensive business development/educational experience, enhances his capabilities to market the Criterion service in Korea. The heart of the Criterion program is the automated scoring engine, e-rater, which is based on the artificial intelligence technology.

Peter's industry experience includes an extensive senior management consulting background in the areas of Education and High Tech businesses. Throughout his career, Peter has been holding a number of decision level positions in various fields with several professional organizations; Project Manager in the United States Air Force, Director of Asia Business Development for The Allied Defense Group, Inc., Executive Director of CM Partner, Inc., and President of Nano Vector, Inc. In his military career, Peter has served the public as an officer in the United States Air Force for eight years by managing the key projects for F-16 Aircraft and US Military Communication Satellite Programs. Peter has a wife (Cindy) and a son (Chris).

Lee, KyoungHwa

I am Lee KyoungHwa, an elementary school English teacher in Namwon. I have worked as an elementary school English teacher for 10 years. I have led my school as an English Leader school designated from the ministry of education in 2009, and made a contribution to my school to be one of the best English classrooms in Jeonbuk Province.

Magnusson, Jessica

Jessica Magnusson is an ELT Consultant/Teacher Trainer for Oxford University Press Korea. She has 5 years of experience teaching university students and children in South Korea and has also taught in China and Thailand. Jessica earned a Masters Degree in teaching from the School for International Training (SIT) in Brattleboro, Vermont. Her areas of interest include extensive reading and content area teaching. She is very committed to sharing teaching ideas and learning strategies with teachers and students.

Marcet, Nancy Jo

Nancy is a middle school English, math, and science teacher from the United States and has been in S. Korea for five years. She has been teaching ESL to all age levels including kindergarten through high school. She has also been a principal of 400 and managing director at Giving Tree Academy. Nancy's true enjoyment comes from facilitating team building training, but has presented a variety of English skill building workshops including Help Your Students Become Organized Writers at the KOTESOL Conference in Seoul. Nancy has also trained Korean English teachers in the art of essay writing at Jeollanam-do Education Training Center. She is returning to Michigan State University to complete her Master's in Teaching and Curriculum this summer. Nancy can be reached by email at njmarcet@yahoo.com

Miles, Scott

Scott Miles is an Assistant Professor at the Department of Foreign Languages in Daegu-Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He has published a reading course book for Macmillan publishers (Essential Reading), and is the editor of the TESOL Review journal. His research interests include extensive reading, grammar and vocabulary acquisition. Scott is the Chair of the KOTESOL ER SIG. Email: scott@dhu.ac.kr.

Misner, Mike

Mike Misner has been teaching EFL/ESL for 15 years, 12 years in Korea. He has worked in many teaching environments in Korea from language Institute, public school, and private company to University. He is currently working at the Hankuk University of Foreign Studies department of English education, TESOL certificate program, and graduate school of education. He is currently coordinator of the TESOL certificate program at HUFUS. Mike Misner is a member of the KOTESOL ER-SIG and has presented at several local and international conferences and teacher training seminars on the subject of extensive reading. His preferred area of interest within extensive reading is how extensive reading activities improve child second language acquisition. He is also most interested in the way that types of text including simplified, elaborated, and glossed text could be used to help children understand text, which would normally be too difficult for them.

Nelson, Rocky

Rocky Nelson, M-TESL, Arizona State University, 1995. Invited by Yeungnam University in 1996, Rocky taught three years at the Department of English and was First Vice-President, Daegu Chapter, KOTESOL in 1999. He moved to Andong National University from 1999 to 2001, and was the Academic Coordinator during his final year there. Now teaching at Pusan University of Foreign Studies, he is the developer of several popular "intensive fluency" courses now used on campus, as well as Extensive Reading courses. His ER course is being taught for the Department of English, and is a popular choice among content courses given by the International Language Experts program/ILE department. The course is also a requirement for the 20-week In-service Teacher Training Program for Elementary and Secondary School Teachers in Busan. Professor Nelson also lectures at the Graduate School of TESL.

Oh, Hyunok

Jeonju English Center. Email: englishwiki@naver.com

Park, Young-min

Young-min Park has been teaching for over 10 years at public schools ranging from academic high school to vocational high school. Since she received her MA from Pusan National University, she has been running an online community where teachers from in-service teachers' training program at Pusan University of Foreign Language can share resources and pedagogical issues. Her special interests include extensive reading/writing, learner motivation/autonomy, and integration of technology into teaching/learning. Currently, she is teaching at Busan Electronic Technical High School. Email: zest999@paran.com

Pinto, Maria

Maria Pinto has been teaching English at Dongguk University, in Gyeongju, since 2006. She worked at Woosuk University in Jeonju for a year before that, and has also taught English in Mexico, El Salvador and Australia. She is the current KOTESOL Publications Chair. She can be contacted via email at: maevid@hotmail.com.

Van Minnen, David

David came to Jeonju in August of 2004, and lives in Samcheondong with his wife, son, and daughter. He has taught in several academies, two universities, and has lately shifted to Early Childhood Education. David is currently enjoying his second year at Kid's Liebe kindergarten in Samcheondong, along with their son, Samuel. Sarah plans to begin attending as well, later this year. The Jeonju Hub was created in 2006, while David was instructing English at Jeonju University.

Wendell, John

John Wendel has been teaching at Dongguk University, Gyeongju Campus, for six and half years. He serves as academic coordinator for his department. He has also taught in Jeonju and Iksan. He graduated with an MA TESOL from SIT, in Brattleboro, Vermont. He can be reached at wendeljs@yahoo.com.

Yim, Sue

Sue Yim is the Coordinator of the English Program Samsung Art and Design Institute and an examiner for the IELTS, ILEC and BULATS exam. Sue has been teaching university, corporate and teacher training classes in Korea for the past 10 years and has presented at several domestic and international TESOL conferences. Later this year, two of her articles will also be published in TESOL journals. Email: soohayim@yahoo.ca

Young, Jennifer

Jennifer Booker Young has taught young learners in South Korea since 1998. She holds an MEd TESOL from the University of Southern Queensland. She has been a teacher and teacher trainer in various hagwons and after-school programs and is currently teaching fourth grade at a bilingual immersion elementary school in Seoul.

Yu, Ho-Jung

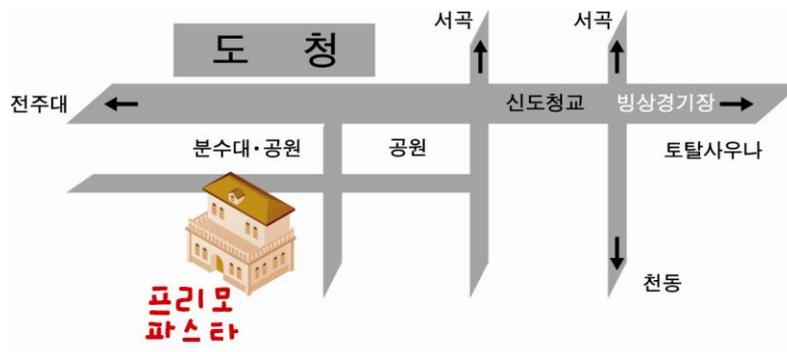
Ho Jung Yu holds a Ph. D. in Rhetoric/Composition and Linguistics at Arizona State University with an M.A. in TESOL and Applied Linguistics at Indiana University. He has been teaching English writing to native speakers and non-native speakers of English within the academic context. Currently, he is working for the Department of English Education and the teacher training center at Jeonju University, teaching English writing and teaching methods courses.

Our conference VIP dinner will be held at:

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Italian Restaurant

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