



KOTESOL

Conference in Gwangju

Classroom Interaction: A Young Adult & Young Learner Essential

March 12, 2011

Chosun University, Gwangju



Organized by
The KOTESOL Gwangju-Jeonnam Chapter
The KOTESOL Young Learners and Teens SIG

www.koreatesol.org

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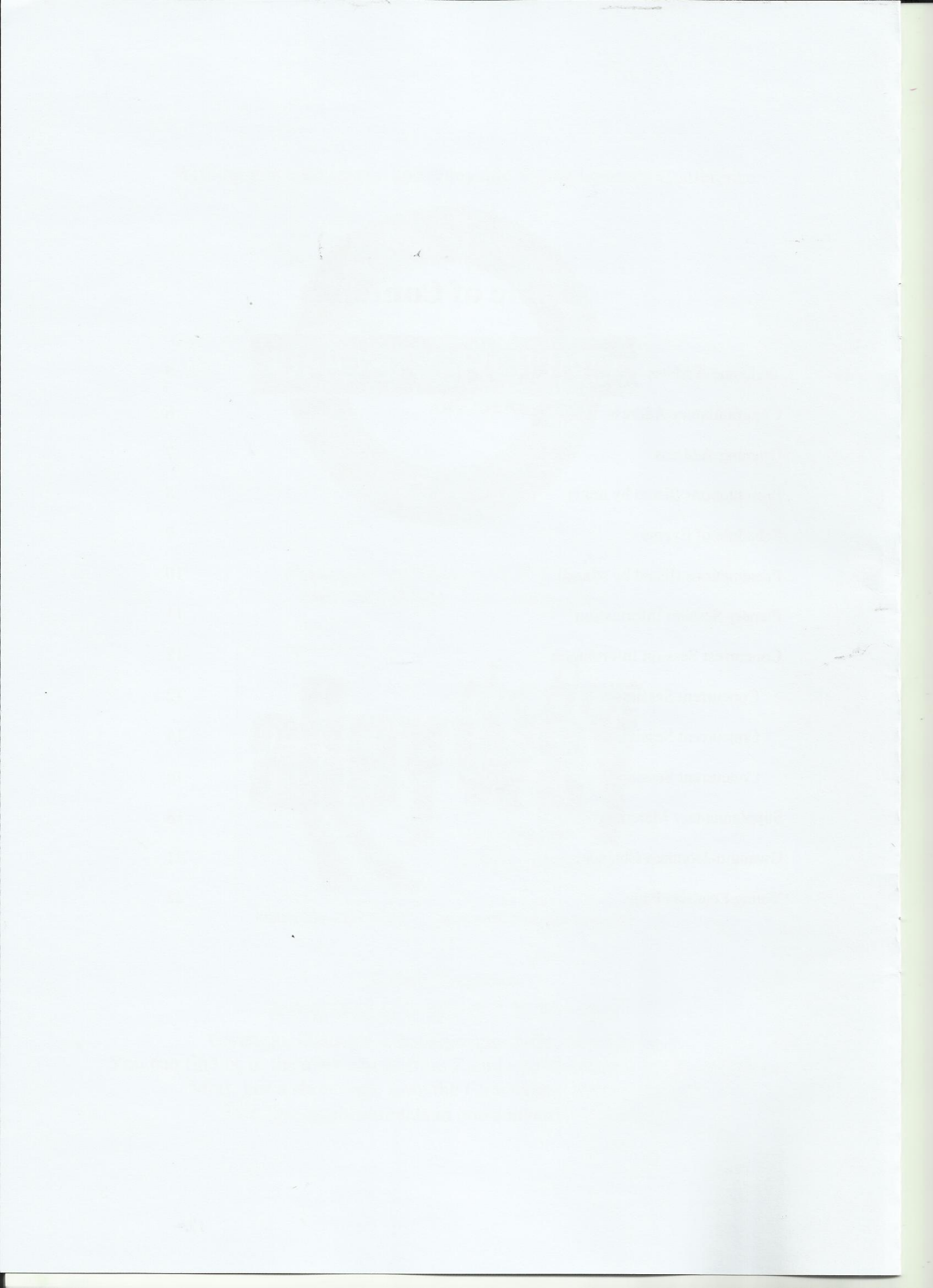
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Welcome Address

Dr. David E. Shaffer

**Gwangju-Jeonnam KOTESOL
Chapter President**



Fellow Chapter members, distinguished presenters, 1st Vice-President Lee, ELT colleagues, sponsors, and guests. Welcome to the KOTESOL Conference in Gwangju, organized jointly by the Gwangju-Jeonnam Chapter of KOTESOL and the KOTESOL Young Learners and Teens Special Interest Group. Welcome to a day of 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 area 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 growth in 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 less physically, emotionally, and cognitively developed children. Younger learners must be treated differently, and different methods and materials are necessary to new and fast-growing group of language learners. That is why the conference has a focus on young learners, and that is why Gwangju-Jeonnam Chapter has teamed with the Young Learner SIG to bring you this conference. The conference is not totally young learner-focused, however. It also contains a strand for young adult learners.

I would like to make some special welcomes. KOTESOL 1stst Vice-President Mijae Lee is with us. We thank her for the work she is doing to help KOTESOL's chapters operate more efficiently. Her dozen years as Suwon-Gyeonggi Chapter President are very helpful in doing this. Next, I would like to welcome our plenary session speaker and Facilitator of the Young Learners and Teens Special Interest Group (YLT-SIG), Mr. Jake Kimball. He is founder of the SIG and has been very helpful in organizing this event.

I would also like to introduce our presenters at today's conference. Presenting in the first young learner strand are Bora Sohn (Seoul Chapter), Keum-ju Cheon (Gwangju-Jeonnam Chapter), and Allison Bill (Jeonju-North Jeolla Chapter). The presenters in the second young learner strand are Jennifer Young (Seoul Chapter), Jake Kimball (Daegu-Gyeongbuk Chapter), and myself. Our young adult strand presenters are Faith Fishley (Gwangju-Jeonnam Chapter), Phil Owen (Jeonju-North Jeolla Chapter), and Julien McNulty (Gwangju-Jeonnam Chapter).

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

Congratulatory Address

Dr. Mijae Lee
KOTESOL First Vice-President



It is an honor and pleasure to have a chance to speak before you today, at the KOTESOL Conference in Gwangju. I would like to express my deepest gratitude to Gwangju-Jeonnam Chapter President, Dr. David Shaffer, and to Young Learners and Teens Special Interest Group Facilitator Jake Kimball as well as to the members of both of these KOTESOL groups who have worked to make this event possible.

Today's theme, *Classroom Interaction: A Young Adult and Young Learner Essential*, is of great interest to me. My first experience as an English language instructor was at the middle school level with U. S. Peace Corps volunteers. Incidentally, two of the many Peace Corps volunteers who served in Korea in and around the 1970s were Dr. Shaffer and the U. S. Ambassador to Korea, the Honorable Kathleen Stephens. I greatly enjoyed this experience teaching English to second-year middle school students, and I recall the poverty of materials and methods that we had at that time. Since then, there has been great progress in how the English language is taught and presented to students

Today, students of all ages and levels are provided with materials that are much more authentic and refined; the learning environment has been enriched with the use of technology, immersive English language environments, and more-experienced and skilled teachers. Highly motivated learners can benefit greatly from the current learning materials, environments, and methods, and they can make much more effective progress in their quest for greater English language proficiency.

Korean students of English currently have the best opportunities ever to master the English language. Educators like you, who make it their business to refine and improve their teaching techniques, are the greatest hope for English learners today. With your diligence and enhanced expertise, you serve your students as the best English instructors in the world.

I sincerely hope that all of you greatly enjoy this conference. Thank you very much.

Opening Address

Jake Kimball

KOTESOL YLT SIG Facilitator



Welcome, my friends, to the KOTESOL Conference in Gwangju. 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 productive and inspiring. With three strands of workshops on the schedule each hour this afternoon, we offer a variety of presentations catering to the interests of both new and experienced teachers. I am sure that each of them will benefit you in untold ways as you make your way back to your classroom, putting into practice some of the techniques demonstrated today.

Many years ago, I attended a KOTESOL conference in Gwangju, and it was very similar to this one. 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 (now we have six YL presenters today). From that single event way back in 2002, an idea sprouted. By the end of the year, organizational roots would take hold and later develop into the KOTESOL Young Learners and Teens Special Interest Group.

The Young Learners and Teens Special Interest Group is a group 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 think about the benefits that joining the SIG would give you.

Our co-organizers, the Gwangju-Jeonnang 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 expended a great deal of time and energy 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. Enjoy your day, and thank you for sharing this special event with us.

KOTESOL Conference in Gwangju

"Classroom Interaction: A Young Adult & Young Learner Essential"

Organized by: The KOTESOL Gwangju-Jeonnam Chapter and the
KOTESOL Young Learners and Teens Special Interest Group

■ Time: Saturday, March 12, 2011, 12:30 p.m.

■ Place: Chosun University, Main Building, 2nd Floor, North Wing

Schedule

12:30 Registration Begins

1:00 Opening (2104)

1:30 ■ Plenary Session: Principled Techniques for Social Interaction in the Classroom Jake Kimball (2104)

2:30 ■ Guiding YLs into the World of Extensive Reading Bora Sohn (2123)

■ Putting Technology to Work in the YL Classroom Jennifer Young (2211)

■ Revise and Edit: What do students look for? Faith Fishley (4211)

■ Making your Courses Digital (CUP Korea) Donald Kim (2104)

3:25 ■ Connecting Reading and Writing with Young Learners Keumju Cheon (2123)

■ Young Learner Teacher as Classroom Manager Jake Kimball (2211)

■ Word Puzzles to Activate Listening and Reasoning Phil Owen (4211)

4:20 ■ What Color Is Your Personality – Ideas That Work Allison Bill (2123)

■ Teaching Young Learners . . . and Grammar? David Shaffer (2211)

■ Enhancing Vocabulary Acquisition with Graphic Organizers Julien McNulty (4211)

5:10 Closing and Book Drawing (Room 2104)

Schedule of Events

12:30	Doors Open/Registration Begins (Room 2104)			
1:00-1:20	Opening (Room 2104)			
1:30-2:20	<p style="text-align: center;">Plenary Session Jake Kimball, Young Learner & Teens SIG Facilitator Principled Techniques for Social Interaction in the Classroom</p>			
Room	2123	2211	4211	2104
Strand	Young Learner Strand 1	Young Learner Strand 2	Young Adult Strand	Sponsored ELT Strand
2:30-3:15 Concurrent Sessions A	<p>Bora Sohn Guiding YLs into the World of Extensive Reading</p>	<p>Jennifer Young Putting Technology to Work in the YL Classroom</p>	<p>Faith Fishley Revise and Edit: What do students look for?</p>	<p>Donald Kim Making your Courses Digital (CUP Korea)</p>
3:25-4:10 Concurrent Sessions B	<p>Keumju Cheon Connecting Reading and Writing with Young Learners</p>	<p>Jake Kimball Young Learner Teacher as Classroom Manager</p>	<p>Phil Owen Word Puzzles to Activate Listening and Reasoning</p>	
4:20-5:05 Concurrent Sessions C	<p>Allison Bill What Color Is Your Personality – Ideas That Work</p>	<p>David Shaffer Teaching Young Learners . . . and Grammar?</p>	<p>Julien McNulty Enhancing Vocabulary Acquisition with Graphic Organizers</p>	
5:10-5:20	Closing Ceremony and Book Draw (Room 2104)			

KOTESOL Conference in Gwangju

“Classroom Interaction: A Young Adult & Young Learner Essential”

Time | Presenter Presentation Title

Plenary Session

1:30 Jake Kimball Principled Techniques for Social Interaction in the Classroom

Strand 1: Young Learner Classroom Methods

2:30 Bora Sohn Guiding Young Learners into the World of Extensive Reading

3:25 Keumju Cheon Connecting Reading and Writing with Young Learners

4:20 Allison Bill What Color Is Your Personality – Ideas That Work

Strand 2: Young Learner Classroom Considerations

2:30 Jennifer Young Putting Technology to Work in the YL Classroom

3:25 Jake Kimball Young Learner Teacher as Classroom Manager

4:20 David Shaffer Teaching Young Learners . . . and Grammar?

Strand 3: Young Adult Classroom Techniques

2:30 Faith Fishley Revise and Edit: What do students look for?

3:25 Phil Owen Word Puzzles to Activate Listening and Reasoning

4:20 Julien McNulty Enhancing Vocabulary Acquisition with Graphic Organizers

Strand 4: Sponsored Presentations

2:30 Donald Young Kim – Making Your Courses Digital (CUP Korea)

Plenary Session

Principled Techniques for Social Interaction in the Classroom



Providing optimal opportunities for learning is what we all aspire to do as classroom language teachers, regardless of whether we are teaching the macro-skills of speaking, listening, or reading; whether we teach young learners or older learners; whether we employ ALM, CLIL, PPP, or TBL as our preferred approach. However, setting up optimal conditions for language learning in our unique contexts is no easy task. In order to afford learners the best conditions for language acquisition, teachers must make principled choices as to how their lessons will unfold step by step, and making principled choices is grounded in our pedagogical values, or a theory of practice.

The heart and soul of communicative language teaching (CLT) is interaction. Undoubtedly, interaction does not take place in a vacuum. Interaction is what makes the classroom a complex, dynamic system. Complex interactions between teachers and students affect the classroom, as do any number of factors including materials and texts, the physical environment, levels of motivation, activity types, language ability, culture, etc. All of these factors are mutually reinforcing, too. And as Leo van Leir notes, “social interaction is the most visible manifestation of the learning process at work.”

The principles of social interaction have commonalities identified by a number of ELT researchers (e.g., Brown, van Lier, Snow) as well as psychologists (i.e., Vygotsky’s *Zone of Proximal Development*, Bruner’s *scaffolding*). Indeed, there is no shortage of data demonstrating that social interaction drives cognitive development.

In this presentation we will address a number of practical applications which promote social interaction in the classroom. In doing so, we will examine activities supporting automatic processing, meaningful learning, rewards and motivation, and authenticity, etc.

ABOUT OUR SPEAKER

Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group and a member of the KOTESOL Research Committee. He is a former 2nd Vice-President of KOTESOL and former Editor-in-Chief of *The English Connection*. Jake received his MSc in Educational Management in TESOL from Aston University, and his main professional interests are early literacy, program evaluation, and assessment. Email: ilejake@yahoo.com

■ Guiding Young Learners into the World of Extensive Reading

THE PRESENTATION

Extensive Reading (ER) has gained great interest in Korea as an effective language learning approach. In order to guide young learners to become independent readers, it is important to introduce materials that will be interesting enough to raise students' curiosity and that will eventually motivate them to read independently outside of the classroom. However, materials alone cannot be depended upon. From a learner's viewpoint, reading a foreign language book purely for pleasure is not as easy as it sounds. A learner's positive attitude towards reading and willingness to read in a foreign language can be triggered by the teacher with proper guidance that is both engaging and thought-provoking.

This presentation will review the characteristics of extensive reading and its importance in enriching the learner's reading experiences. The speaker will then show how teachers can adapt supplementary activities to help young learners find pleasure in reading and relate the stories to their lives.



THE PRESENTER

Bora Sohn received her MA in Applied Linguistics at Teachers College, Columbia University (USA). She is the co-author and co-editor of several *Juice* series books (*Reading Juice for Kids*, *Speaking Juice for Kids*, *Grammar Juice for Kids*) published by E-Public of Korea. She is currently working as a teacher trainer at Paju English Village, training Gyeonggi Province public school teachers. In her free time, she enjoys reading children and young adult literature. Email: bs2381@columbia.edu

■ Putting Technology to Work in the YL Classroom

THE PRESENTATION

This workshop will take a look at several tools which can be employed to improve existing lessons and create new activities. Some teachers are hesitant to try new software because they feel the learning curve is too great. In this workshop, the benefit of adding a little bit of technology will be demonstrated, as well as how to create the materials yourself. Most of the activities will be adaptable to a range of ages, but the focus will be on activities appropriate for young learners. This workshop will cover the basics, so it may not be of interest to a Moodle Maven or Ning King. However, if you would like to bring your classroom into the 21st century but are unsure how, this presentation will help you get started.



THE PRESENTER

Jennifer Booker Young has been teaching EFL to young learners in South Korea for over ten years. In 2008, she earned a Master's of Education – TESOL from the University of Southern Queensland. She is currently teaching fourth grade at a bilingual immersion elementary school in Seoul. She is learning to embrace technology one bit (or is that "byte"?) at a time. Email: jenniferteacher@gmail.com

■ **Revise and Edit: What Do Students Look For?**

THE PRESENTATION

There are many approaches to teaching writing in the EFL classroom: product, process, or genre. Whatever one's approach is, teachers need to be able to help students process what good writing (any kind of good writing) looks like. Therefore, the language teacher needs a vocabulary that brings awareness to certain characteristics that make a piece of writing work: ideas, organization, voice, word choice, sentence fluency, and conventions. These characteristics are the bases of the 6-Traits Model of Writing. In this presentation the 6-Traits Model will be defined, and it will be shown how it can be used as an assessment tool. In addition, it will be demonstrated how the 6-Traits Model can be used to help make revision and editing more manageable for language learners.



THE PRESENTER

Faith Fishley teaches in the Institute of International Affairs and Language Studies at Sunchon National University. She has been teaching EFL in Korea since 2005 and has also taught in Japan. As well, she was active in the adult literacy community as a practitioner and advocate in Toronto, Canada. Coupled with her education in Health Studies and Adult Education, she is a certified Life Skills Coach. She has earned the CELTA and is in the process of completing the DELTA program. Her interests include reflective practice and extensive reading. Email: ffishley@hotmail.com

■ **Making Your Courses Digital**

THE PRESENTATION

To help improve their English, learners need to extend their learning pathways beyond the classroom. This, combined with the mounting pressure on teachers from both the students and the administration to "go digital," means the drive for blended courses is on the increase. But a blended solution needs to do more than simply provide an online extension of classroom exercises. In today's web environment, our "digital native" learners expect to interact, collaborate, evaluate, share, and more.

This presentation will introduce a new product from Cambridge University Press that can be used for collaborative building of digital courses. The speaker will show how quickly and easily teachers can add new digital content to their existing courses or simply create a whole new course from the preloaded Cambridge content. He will then demonstrate how this rich multimedia web-based platform can really add to the students' learning expectations.



THE PRESENTER

Donald Kim is the ELT Consultant/Digital Champion for Cambridge University Press Korea. He previously worked with California State University as a teacher for the Seoul Metropolitan Office of Education before joining CUP. He has taught all ages from primary school students to adults. Email: dykim@cambridge.org

■ Connecting Reading and Writing with Young Learners

THE PRESENTATION

Most teachers know that teaching writing skills is an essential in any English learning situation. In EFL, writing is generally regarded as the most difficult of the four skills, and for most children, it probably is. At present, more attention is being paid to the field of children's writing. Young learners need to have writing practice appropriate to their age and proficiency level. They need to practice writing regularly in order to make good progress. By getting a head start with some simple activities, you can help your young learners begin to develop their writing skills at an early age. As the young learners become more confident, they can put sentences together and build sentences into paragraphs. This presentation introduces some ways in which teachers can incorporate writing activities into their EFL young learner classes and ways of teaching writing to children effectively through reading.



THE PRESENTER

Cheon Keumju is interested in how to teach the English language more effectively in EFL contexts and has worked extensively in the area of teaching English through reading children's literature and storytelling. Ms. Cheon has an MA in English Linguistics from Kyunghee University and holds a TESOL certificate. She also has worked as a university instructor, a program director, and a trainer of English reading specialists. She especially enjoys teaching young learners. Email: kjchw69@hanmail.net

■ Young Learner Teacher as Classroom Manager

THE PRESENTATION

Keeping children on-task, productive, and attentive is easier said than done. Improving one's management skills requires reflection and keen problem-solving skills. Often, reflection brings about more questions than answers: What makes youngsters so much more difficult to manage than adults? What is the teacher's role in the class? Do you find yourself taking on the role of police officer, coach, or big sister? Is it better to be strict or lenient? Are rules an effective means of managing behavior? How about rewards? To what degree is your class student-centered or teacher-controlled? Is there a secret to lesson planning that will help to solve classroom issues? What is the best way to sequence tasks and activities?

In this workshop, we will address many of these issues and reflect on our own unique classroom contexts. Participants should expect illustrations and anecdotes of successes and failures of managing young learner classrooms. By the end of the session, we will all have a better appreciation and understanding of the complexities of managing our classrooms.



THE PRESENTER

Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group and a member of the KOTESOL Research Committee. He is a former 2nd Vice-President of KOTESOL and former Editor-in-Chief of *The English Connection*. Jake received his MSc in Educational Management in TESOL from Aston University, and his main professional interests are early literacy, program evaluation, and assessment. Email: ilejake@yahoo.com

■ **Word Puzzles to Activate Listening and Reasoning**

THE PRESENTATION

“Word puzzles” are short riddles or stories which ask the students to find the correct conclusion or answer a question. The students have to use their listening skills, but they also must use some logic or see patterns. Thus, the strongest English speakers are not always the ones to finish first. I have used these activities as warm-ups with my freshman conversation classes for several semesters. The students seem to find them enjoyable and engaging. I find that they also help change the students’ expectations of English class and open them to new experiences in learning. In this presentation, I will share some of these activities and explain how I use them. I will also provide a resource of similar activities so participants can begin to develop “word puzzles” for their classes.

THE PRESENTER



In 1999, **Phil Owen** moved to Gunsan, North Jeolla, where he taught in the Language Education Center of Kunsan National University. A year later, he joined their English Department and has been there since. His main interest is to brighten classes with lively, communicative activities. Phil holds two master’s degrees, one in education and one in divinity, as well as a TESOL certificate. He has been active in Korea TESOL, giving presentations and serving in many leadership positions, including as the 2007-08 national president and as Program Committee Chair for several KOTESOL International Conferences. Email: philkotesol@yahoo.com

The 2011 KOTESOL National Conference

Ten Years In:

Advancing Korean TESOL in the 21st Century

May 14, 2011; Daejeon

More details soon at:

<http://www.koreatesol.org/>

■ **What Color Is Your Personality – Ideas That Work**

THE PRESENTATION

You already have a textbook for your class, but it's getting boring . . . You don't know how to spice it up . . . Here are some activities that will get your students talking, such as debating whether liking a certain color makes them aggressive. The activities are a break from the course book, and they are ready for you to take into your classroom on Monday morning.

The presenter has used these activities with Korean university students, as well as in an in-service teacher training course. They can be adapted to match students of almost any age or ability level. The students have fun with them, and so can the teacher. Be prepared to participate in partner and group work at this workshop. What color is *your* personality?



THE PRESENTER

Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and received her M.A. TESL/TEFL from St. Michael's College in Vermont. She has taught ESL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She has lived in Korea since 2000 and teaches at Jeonju University. Email: allison.bill1@gmail.com

■ **Teaching Young Learners . . . and Grammar?**

THE PRESENTATION

One of the things that makes me cringe is when an English teacher of young learners tells me that her director requires her to teach grammar to her kids – about predicates, prepositions, and past tenses. Grammar, of course, is important in language teaching – it is what holds words together in a meaningful way – but how we incorporate it is very important.

This presentation will take a pedagogical view of grammar. It will first take a look at the lack of impact on young learners of early grammar instruction, bottom-up approaches to teaching grammar, and the use of recasting. The younger children are, the less they comprehend grammar and the poorer their ability to make grammaticality judgments.

The benefits of top-down approaches to pedagogical grammar will be discussed – in particular, task-based grammar lessons, story-based grammar instruction, teaching grammar in relation to writing, and mini grammar lessons, and their focus on form. Some grammar-related resources for teaching young learners will also be introduced.



THE PRESENTER

Dr. David E. Shaffer (PhD Linguistics) has been an educator in Korea for over three decades. He is a professor at Chosun University teaching in the graduate and undergraduate programs and TESOL certificate program. In addition, he is a dissertation advisor, materials designer, and program developer. Dr. Shaffer's present academic interests include professional development, teaching methodology, SLA, and TEYL. Shaffer is active in numerous ELT associations and presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnang Chapter President, an editor of KOTESOL's various publications, and International Conference committee member. Email: disin@chosun.ac.kr

■ **Enhancing Vocabulary Acquisition with Graphic Organizers**

THE PRESENTATION

This workshop will discuss the history of the mind map, its relationship to other conceptual mapping techniques, and the practical application of using mind maps in the classroom. Whereas most mind mapping done in classrooms involves a passive, receive-mode on the part of the learner, the presenter will delve into the active use of mapping, for the purposes of optimizing learner lexical and grammatical retention and output. The presenter used graphic organizers as a medium for vocabulary acquisition, with the hopes of seeing clear learner lexical retention. The presenter incorporated mind mapping with the course textbook, during the spring semester of 2009, with four classes of sophomore students at Woosong University. One class used mind maps for vocabulary exercises and for grammatical structure review. Some of the research results will be discussed; however, the focus of this workshop is to share the experience and lessons learned, with a view to conduct a hands-on modeling component for participants to take away key strategies for mind map utilization in the classroom.

THE PRESENTER



Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He taught French and Special Education in British Columbia; then he worked as a corporate trainer in Toronto, developing an accent neutralization program in India. Later, as a bilingual training consultant, he facilitated management and leadership development programs with Fortune 500 companies. Julien has been teaching English in Korea since 2008. Email: julienmcnulty@gmail.com

Seoul Chapter KOTESOL Conference

"Serving Students through Technology"

March 26, 2011 (Saturday)

Sookmyung Women's University, Seoul

Strand 1: Software Skills and EFL Planning

Strand 2: Technology-Supported EFL Teaching

Strand 3: Harnessing Technology in Public Education

KOTESOL Members: Admission Free

Pre-register by March 19 at: seoulchapter@gmail.com

More details at: www.seoulkotesol.org

Supplementary Material

Putting Technology to Work in the YL Classroom

Jennifer Booker Young

Pet Peeves

Friends and Family Who:

- Leave 5ml of milk in the carton.
- Make a pile of laundry in the corner of the room instead of putting them in the hamper.
- Visit unexpectedly.
- Are noisy eaters.

Co-Workers Who:

- Wear too much perfume or cologne.
- Want to talk and hang out, so I can't do my work.
- Read my email over my shoulder.

Ajummas and Ajossis Who:

- Cut in line.
- Spit on the ground.
- Elbow me out of the way at the market, on the streets, in line at the subway
- "Make" a seat on the subway when there clearly isn't enough room for them.

Drivers Who:

- Don't use turn signals.
- Drive too closely behind me.
- Block me in the parking space.
- Honk their horn before breaking a law rather than driving legally/ safely.

Friends and Family Who:

- _____
- _____
- _____
- _____

Co-Workers Who:

- _____
- _____
- _____

Ajummas and Ajossis Who:

- _____
- _____
- _____
- _____

Drivers Who:

- _____
- _____
- _____
- _____

For a copy of this handout, please email jenniferteacher@gmail.com. PowerPoint game templates and video tutorials available at Ed Games: http://people.uncw.edu/ertzbergerj/ppt_games.html

Supplementary Material

Teaching Young Learners . . . and Grammar?

David E. Shaffer

■ Grammar Resources for Teachers of Young Learners

Resource Books for Teachers. Series Editor, Alan Maley. Oxford University Press.

- *Grammar for Young Learners*. By Gordon Lewis and Hans Mol.
- *Young Learners*. By Sarah Phillips.
- *Games for Children*. By Gordon Lewis and Gunther Bedson.
- *Assessing Young Learners*. By Sophie Ioannou-Georgiou and Pavlos Pavlou.

Teaching Grammar [Oxford Basics Series]. By Jim Scrivener. Oxford University Press.

Teaching Young Language Learners. By Annamaria Pinter. Oxford University Press.

Teaching Languages to Young Learners. By Lynne Cameron. Cambridge University Press.

Grammar: Games and Activities for Teachers. By Peter Watcyn-Jones. Penguin Books.

Singing Grammar. By Mark Hancock. Cambridge University Press.

500 Activities for the Primary Classroom. By Carol Read. Macmillan.

Heinemann Children's Games. By Maria Toth. Heinemann.

Elementary Communication Games. By Jill Hatford. Longman.

Enhance your Professional Development with

Gwangju-Jeonnam Chapter

KOTESOL

When: 2nd Saturday of the month

Where: Chosun University (Main Building), Gwangju

What: 2 Presentations per Meeting
Knowledgeable Presenters
Teaching Activity Sharing
Outreach Workshops
Congenial Atmosphere

Relevant ELT Topics
Networking Opportunities
Book Drawing
Centrally Located
Free Admission

Next Meeting Highlights: April 9

Helping Our Students to Become Successful Users of English

Dr. Joo-Kyung Park (Honam University; KOTESOL Past President)

Teaching Collocations

Vivien Slezak (Chosun University; Chapter Treasurer)

Come Grow with Us

www.koreatesol.org/GwangjuJeonnam
Gwangju_kotesol@yahoo.com



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.

- ✓ 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

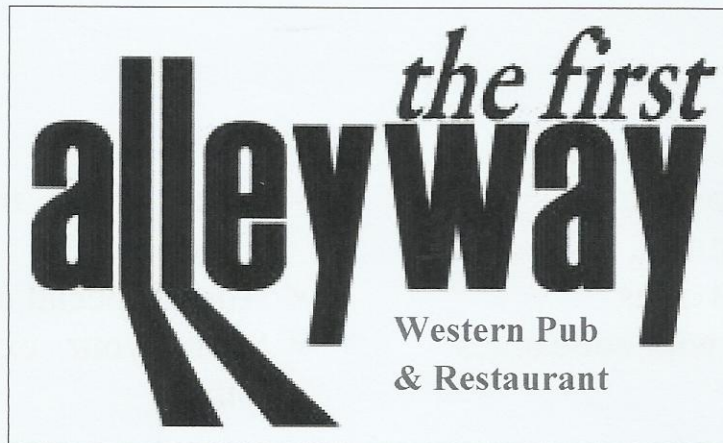


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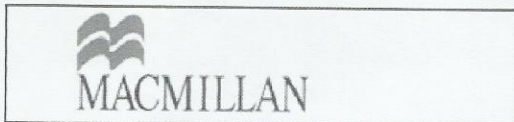
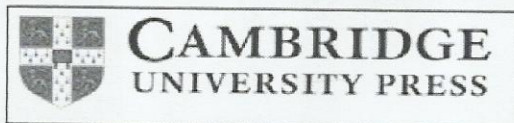
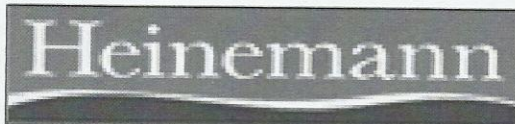
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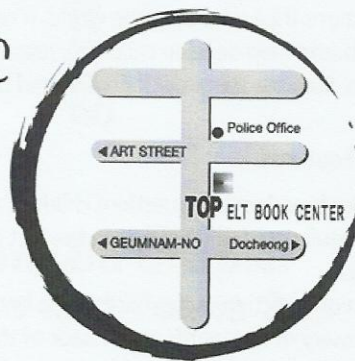


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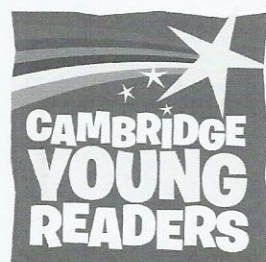
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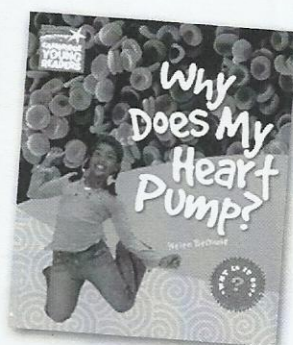
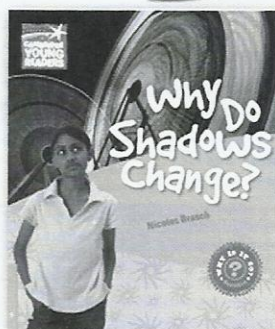
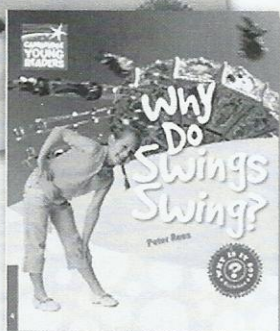
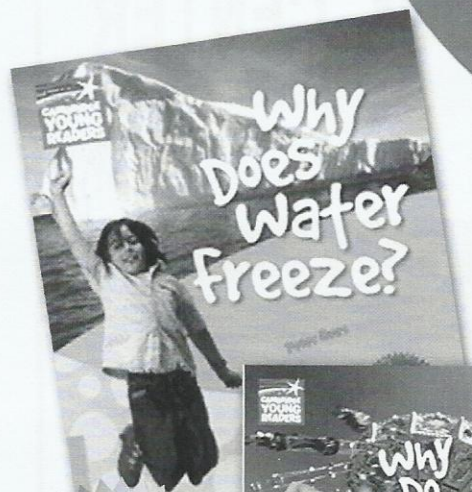
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