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**Presentation Abstract:**

*Writing as Structure and Process*  
Jia Kang, Build&Grow  
Room B168


Students often find writing to be a daunting task because they think they need to produce a piece of writing that is perfect from the get-go. However, teachers can instill the notion that the process of writing is more important than the final product and ultimately improves it. The foundation of the *Write Right: Paragraph to Essay* series is that the writing process aids in the development of paragraph (or essay) organization and different types of writing. As each unit focuses on structure and a specific way to write, students brainstorm, outline, draft, revise, and edit their writing to fit these two aspects. The overall goal of the series is for students to be able to do each step independently, so that in the revising step, for example, students will be able to tell if a detail doesn't support the topic sentence (or thesis) or does not fit with the type of writing they are doing. The idea is not to produce perfect writing from the beginning, but to guide in the emergence of a well-organized, cohesive final product.

[Workshop / demonstration] S / T

**Presented at:**




## Presentation Abstracts:

 **Exhibitor Session** **Gladiola**  
**Friday 11:20-12:10**

### How to enhance Reading Comprehension

Using Reading Sponge, I will talk about the importance of students building a foundation of basic reading comprehension skills through the teaching of vocabulary and critical thinking skills. With various fiction stories and nonfiction articles, Reading Sponge emphasizes high-frequency vocabulary words to build up reading fluency, as well as thinking and speaking activities to strengthen critical reading skills.

 **Exhibitor Session** **Gladiola**  
**Saturday 13:00-13:50**

### Writing as a Process

Using Write Right: Paragraph to Essay, I will talk about the importance of writing as a process (brainstorming, outlining, drafting, revising, and editing) and how teachers can help students in each step so that they will eventually be able to do each step more independently. With Write Right, the ultimate aim is for students to be able to write short essays after learning about paragraph structure, transitions, and different ways to write their arguments.

**Jia Kang** is a 2008 graduate of Duke University, where she graduated with a B.A. in English and Cultural Anthropology. She has taught Korean ESL students from elementary to high school in fiction, writing, TOEFL, and the SAT. She currently works at Neungyule Education as a writer and editor.

## Presented at:



Lifelong Learning - Thriving through Teaching and Professional Development

## Hotel Rincón del Montero

Parras, Coahuila.

**March 3<sup>rd</sup>, 2012**

10.00 - 10.50	<b>How to Enhance Reading Comprehension for Early Readers</b> <i>By Jia Kang</i>
10.50 - 11.10	COFFEE BREAK
11.10 - 12.00	<b>Writing as Structure and Process</b> <i>By Jia Kang</i>

## Presentation Abstracts:

### • How to Teach CLIL for Young Learners

Reading Source places importance on Content and Language Integrated Learning (CLIL, which refers to teaching subjects such as science, history and geography to students in a foreign language) and how teachers can help students improve their reading comprehension and vocabulary skills. With Reading Source, the main aim is for students to gain information in various content areas of an academic curriculum, as well as improving writing and speaking skills.

### • Phonics Show, The Fun Way to Learn Phonics

Phonics Show is a great tool to learn phonics at the early stage of learning English. Phonics Show is developed to help students to enhance students' reading, writing, listening and speaking by learning phonics. With four steps indicated in each unit, Phonics show is the ultimate guide for students to learn phonics in fun way. It covers from the phonics rules to decodable stories for students extend what they learn to a sentence as well as a story. There is also teaching supplementary such as songs, chants and activities for students to get inputs from different forms.

## Presented at:

### Lifelong Learning - Thriving through Teaching and Professional Development

<b>Centro Comercial San Diego</b> Calle 34 No. 43-66, Torre Norte, Piso Once, Medellín, Colombia. <b>October 26<sup>th</sup>, 2012</b>		<b>Hotel Rincón del Montero</b> Parras, Coahuila. <b>March 3<sup>rd</sup>, 2012</b> Program Saturday, March 3 <sup>rd</sup> • Room B	
<b>Program Friday, October 26<sup>th</sup></b>		<b>• Children</b>	
14.50 - 15.00	WELCOME CEREMONY	09.00 - 09.10	WELCOME CEREMONY
15.00 - 15.50	<b>How to Teach CLIL for Young Learners</b> Academic Talk <i>By Jia Kang</i>	09.10 - 10.00	<b>How to Teach CLIL for Young Learners</b> Academic Talk <i>By Jia Kang</i>
		12.00 - 12.50	<b>Phonics Show, The Fun Way to Learn Phonics</b> <i>By Jia Kang</i>
<b>Hotel Barranquilla Plaza</b> Carrera 51B No 79 - 246, Barranquilla, Colombia. <b>October 29<sup>th</sup>, 2012</b>		<b>Aula Máxima, Universidad La Gran Colombia</b> Carrera 6 No. 13 - 40, Bogotá, Colombia. <b>October 30<sup>th</sup>, 2012</b>	
<b>Program Monday, October 29<sup>th</sup></b>		<b>Program Tuesday, October 30<sup>th</sup></b>	
14.30 - 14.50	REGISTRATION	15.00 - 15.40	REGISTRATION
14.50 - 15.00	Welcome Ceremony	15.40 - 15.50	Welcome Ceremony
15.00 - 15.50	<b>How to Teach CLIL for Young Learners</b> Academic Talk <i>By Jia Kang</i>	15.50 - 16.40	<b>How to Teach CLIL for Young Learners</b> Academic Talk <i>By Jia Kang</i>

**Presentation Abstracts:**

# Friday, October 19<sup>th</sup>

## Retelling as an Effective after Reading Activity for Young Learners

by **Jia Kang**

17.00 -17.50

• Room **Mayto**

17.00

The purpose of after reading activities is to assess students' understanding of what they have read. Some common ways to do this for all reading levels are answering true/false or multiple choice questions and writing book reports with picture aids. However, especially for young readers, effective reading activities need to do more than test students' ability to simply remember what happened in the story. This is where retelling can come in. The *Read and Retell* series provides students with the tools to create a mental image of the story they have read in order to retell a summary about it. With this goal of retelling, students will learn about basic story elements and reading skills, as well as engage in activities that will improve their reading accuracy, speed, and expression. It is the development of these two skills—reading comprehension and oral reading fluency—that lays the foundation for reading fluency and thus, future academic success.

# Saturday, October 20<sup>th</sup>

## Giving Students an Active Role in the Development of their Speaking Skills

by **Jia Kang**

17.00 -17.50

• Room **Mayto**

17.00

Most English teachers hope to improve their students' conversation skills and have them speak more in class. This sounds like a simple task. However, achieving this goal is not always easy to do. Classroom speaking exercises can often result in students simply mimicking the teacher instead of using English on their own. This can be avoided by encouraging students to take a more active role in developing their speaking and conversation abilities. The *Everyone Speak* series – which includes *Everyone Speak Beginner*, *Everyone Speak Kids*, and *Everyone Speak* – features age-appropriate conversations and meaningful tasks that invite students to be involved in their creation. Giving students the freedom to shape the development of activities such as show and tell, storytelling, role plays, and presentations not only motivates students to use more English in class, but also gives them the confidence to do so.

**Presented at:**



**Asociación Mexicana de Maestros de Inglés,  
MEXTESOL, A.C.**  
Mexican Association of Teachers of English, MEXTESOL, A.C.

**39<sup>th</sup> International MEXTESOL  
Convention**  
“Leading the Way to Excellence in ELT”

*Jia Kang*

**October 18th-21st, 2012**  
Puerto Vallarta, Jalisco, México

