

❖ Korea Teachers of English to Speakers of Other Languages

Casting the Net: *Diversity in Language and Learning*

**Eighth Annual International Conference
and Publishers' Exhibition**

September 30 - October 1, 2000

**Kyongbuk National University
Language Center**

Taegu, South Korea



With special thanks to:

Korea Research Foundation
Hakmun Publishing, Inc.
Kyongbuk National University
Language Center

The British Council
TESOL Inc. (International)
The Conference Committee

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

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A message from the Conference Chairs

Dear Conference Goers

On behalf of the conference committee and all who have worked to make this conference a success, please allow us to welcome you to Taegu, and to the Annual KOTESOL International Conference. We sincerely hope that you will have an enjoyable and fruitful two days at Kyungpook National University, visiting presentations, browsing displays, and networking with colleagues. If you have some extra time to spend, this part of Korea has many historical sites that are well worth visiting, and we would like to recommend that you take this opportunity to sample the wealth of traditional culture that is all around us. A World Exhibition is currently being held in the ancient capital of Korea (Kyungju), and you are also close to other famous sites such as Tonghwasa Temple, Tosansowan and Hahoe folk village.



Andrew Finch

***KOTESOL Conference
2000 Conference Chair
Seoul National University
of Technology***



Dr. Hyun Tae-duck

***KOTESOL Conference
2000 Conference Co-chair
Andong National University***

The topic of this year's conference (Diversity and Language Learning) reflects the paradigm shift that was already apparent in language learning and in general education in the 1990s, and which is taking us forward into uncharted areas. The shift away from behaviourist-based views of language learning as a linear process, definable in terms of micro-components which can be acquired in isolation, and which add up to "language", verified by "experimental" methods of de-personalized research, has been noted for some time. This move to more qualitative research and to student-centered teaching has taken our (still young) profession into other social sciences, and psycho-linguistic, socio-linguistic, philosophical, cultural and even biological considerations are telling us more and more about what happens in the classroom.

This process of change has been reflected recently in the growing importance of student autonomy (self-direction, self-access, self-assessment), affect (motivation, anxiety, attitudes, learning environment), learner training (learning how to learn) and beliefs (perceptions about learning, learning preferences, learning styles). These considerations are all represented in the presentations on offer at this conference, and particularly in the plenary speeches from Drs. Van Lier and Allwright. Both of these distinguished speakers are at the cutting edge of current philosophical enquiry and research, and their presentations promise to be extremely stimulating and enlightening for us all. Both speakers have written on the importance of interaction in the classroom, and their talks will extend this into negotiation of meaning, dialogic enquiry, contingency, affordance and pedagogical scaffolding. Dr. Andy Curtis will also be focusing on "change" in his special workshops, at which we will be able to benefit from his experience and expertise in the field of professional development.

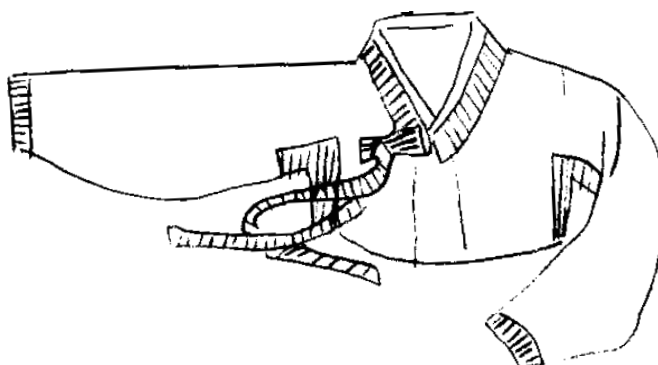
Finally, we would like to thank all those who have contributed to this conference: the conference committee; the countless volunteers who have given their time and energy; and of course you, the conference-goers, without whom there would be no conference! Thank you for coming!

반갑습니다

Andrew Finch, Dr. Hyun Tae-duck

CONTENTS

Message from the Chair & Co-Chair ...	5	PAC Journal Call for Papers ...	96
Message from the President, San-ho HAN ...	9	Constitution and Bylaws ...	97
KOTESOL; Who and What We Are ...	10	KOTESOL Officers' Contact Information ...	98-99
The Conference Committee ...	11	Our Team of Volunteers ...	100
Maps of the university campus and city ...	12-13	Membership Application ...	101
Conference Site Floorplan ...	14		
Featured Speakers:		Special Items:	
Dr. Leo Van Lier ...	15	Pan Asian Series of Conferences ...	41
Dr. Dick Allwright ...	17	Dalgubeol Festival 2000 ...	72
Dr. Andy Curtis ...	19		
Saturday At a Glance ...	20-21		
Saturday Abstracts ...	22		
Sunday At a Glance ...	44-45		
Sunday Abstracts ...	47		
Content Area Index ...	65		
Speakers' Biographical Information ...	73		
Speakers' Index ...	87		



How to use this book

Welcome

The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, a message from the outgoing president, Dr. Sang-ho HAN. There is also information on the city of Taegu in this section as well as a map of the conference site and one of Taegu. If you haven't already made arrangements for accommodations, there is information on the maps that can be of assistance.

Schedules

Presentation schedules are divided into two sections; one for each day of the conference. Each day's section contains a quick reference to that day's presentations, and the abstracts for each presentation given that day in chronological order. You'll want to read these carefully, and perhaps check the indexes and presenter bios as well.

Indexes

The indexes help to identify presentations by content and presenter. Each of the presenters are listed here in alphabetical order by last name, with presentation title, time and room, and content area listed as well. In addition, a separate section holds biographical information for many of the presenters, listed in alphabetical order by last name.

FYI

Finally, at the back of this book we have placed forms and information specific to the operations of KOTESOL. There is a membership application as well as the names and addresses of the executive officers & chapter officers for KOTESOL during the past year. You can use this information in the coming months to find out more about KOTESOL, and to find the new executives. As always, you can also learn more at our website,

www.kotesol.org

Welcoming Remarks from the National President

Distinguished scholars from home and abroad, honored guests, fellow teachers of English, and members of Korea TESOL, it's my great honor to welcome you to the 2000 International Conference of Korea TESOL. First of all, I would like to express my warmest gratitude to Dr. Park, Chan-Seok, President of Kyongpook National University, and the site chair, Dr. Bae, Jong-Eon, the Director of Language Education Center of KNU, for allowing us to use these beautiful campus buildings for our international conference.

I would also like to take this opportunity to thank our Plenary speakers Dr. Dick Allwright from England and Dr. Leo van Lier from United States, as well our featured speaker Dr. Andy Curtis from Hong Kong. I should also like to extend my warmest thanks to our special panelists from throughout this nation, who will discuss under the theme "How to Teach English through English in Korean Context": Dr. Pae, Doo-Bon from Korea National University of Education, Dr. Lee, Hee-sook from Seoul National University of Education, National Curriculum Policy Officer Sir Lee, Byong-Ho from Ministry of Education and their Moderator Dr. Kwon, Oryang from Seoul National University. Thank you all for your presence here today.

I also would like to offer words of tribute to all presenters from home and abroad for their sincere love and interest in Korea TESOL. I am sure all of you joining us here today are casting the nets of English Education in order to share the diversity in language and learning. Thank you so much for being with us this weekend.

It is also import to recognize our friends in the commercial and scholarly worlds who do so much to help us, as a society of teaching professionals, to share our messages. For those of us involved in KOTESOL administration, we use the shorthand "AMs", but they are more than mere "Associate Members" when it



Dr. San-ho HAN
KOTESOL National
President, 1999-2000
Kyongju University

comes to the level of commitment they display towards our work. I would especially like to recognize Oxford University Press, who have been contributing 5 million won each year for the past few years as a "Donator" to KOTESOL. And in terms of this conference, Kyongju World Culture EXPO has made a special contribution of 1 million won, Hakmunsa (Publishers) have contributed the printing of this program guide, and for the first time ever, KOTESOL has won support from the Korea Research Foundation (KRF). In recognition of our past and present contributions to scholarship in Korea, KOTESOL has won 7 million won from the KRF! The British Council and TESOL International have both provided speaker grants as well — truly it is the support of our AMs that make the activities of Korea TESOL possible.

Last but not the least important, I would like to express my deepest thanks to all those in the conference committee and its subcommittees who sacrificed their time and energy for this conference. I would especially like to thank our Conference Chair Andrew Finch, Conference Co-chair Dr. Hyun, Tae-duk, Program Chair Kirsten Reitan, and Publication Chair Dr. Robert Dickey, who have never stopped working for Korea TESOL and the KOTESOL conference. Finally, I would like to thank volunteer students without whom this conference could not have

become a reality. There are surely countless others who should be named, but space does not permit, and some prefer anonymity. Please be sure that you are neither forgotten nor unrecognized. Thank you all so much! I believe that KOTESOL is a living, growing society only through your commitment and sacrifices.

The sub-title of the Conference "Diversity in Language and Learning" reflects the ever-increasing range of skills and issues that we must take on as English teachers these days. As our conference chair has mentioned in our bimonthly publication *The English Connection*, we can no longer call ourselves simply EFL teachers, for our field (second and foreign language learning) is daily taking on new aspects which could not have been imagined a decade ago.

continued on page 11

KOTESOL; WHO AND WHAT WE ARE

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 8th Annual Conference in Taegu, South Korea. Korea TESOL is proud to be an affiliate of TESOL Inc., an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, The United States.

Korea TESOL was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated in The Constitution and Bylaws of Korea TESOL, "The purpose of Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

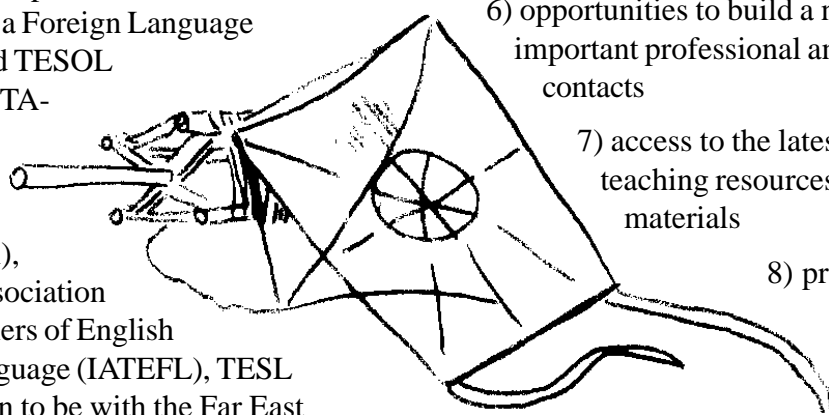
KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the Japan Association of Teachers of English as a Foreign Language (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Assn of the Republic of China/Taiwan), International Association of English Teachers of English as a Foreign Language (IATEFL), TESL Canada, and soon to be with the Far East English Language Teachers Association (Russia).

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers and other

interested persons. Approximately 40% of the members are Korean. KOTESOL chapters exist in Seoul, Suwon, Chongju, Taejon, Taegu, Pusan, and Cholla Province. Members of KOTESOL hail from all points of Korea and the Globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

Annual membership in KOTESOL costs 40,000 Won. Benefits include:

- 1) the opportunity to attend any regular meeting of any chapter
- 2) a local chapter KOTESOL newsletter (whichever chapter you officially signed-up through)
- 3) the national bimonthly publication *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more
- 4) the *Korea TESOL Journal*, *Conference Proceedings*, and other scholarly and professional publications
- 5) advance announcements, preregistration discounts, Calls for papers, and early registration for the annual KOTESOL conference
- 6) opportunities to build a network of important professional and cross-cultural contacts
- 7) access to the latest in quality teaching resources and related materials
- 8) professional recognition as a member of the leading multi-cultural EFL organization in Korea
- 9) membership in Special Interest Groups (SIGs) e.g.. Teachers' Development Group.



Again, on behalf of the more than 500 current KOTESOL members, welcome to this 8th annual conference.

CONFERENCE COMMITTEE 2000

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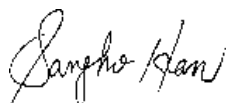
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President's Message continued from page 7

Indeed, making contacts and discussing issues with colleagues are important part of attending conferences. This conference is the place where you can network with specialists and colleagues from various parts of the world, discussing the generalizability of what you or your colleague have found out from your own mini action research projects. The presentations, workshops, and panel discussion will intrigue you with various practical ideas for you to take on to your own classrooms. I hope all conference goers enjoy this feast of Korea TESOL today and tomorrow, and take the gem of the conference to your home and schools in the spirit of caring and sharing. Thank you very much.

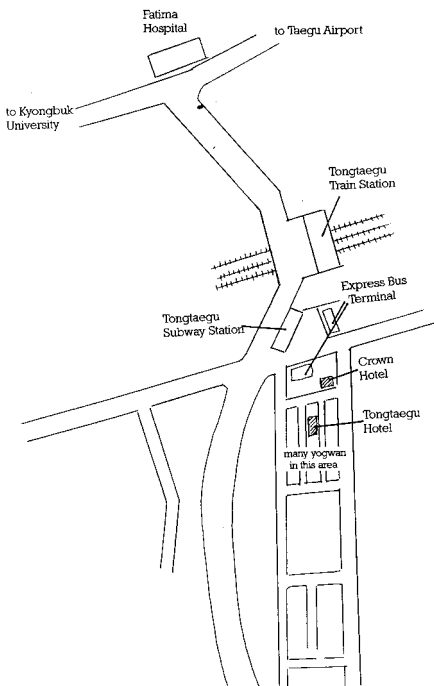
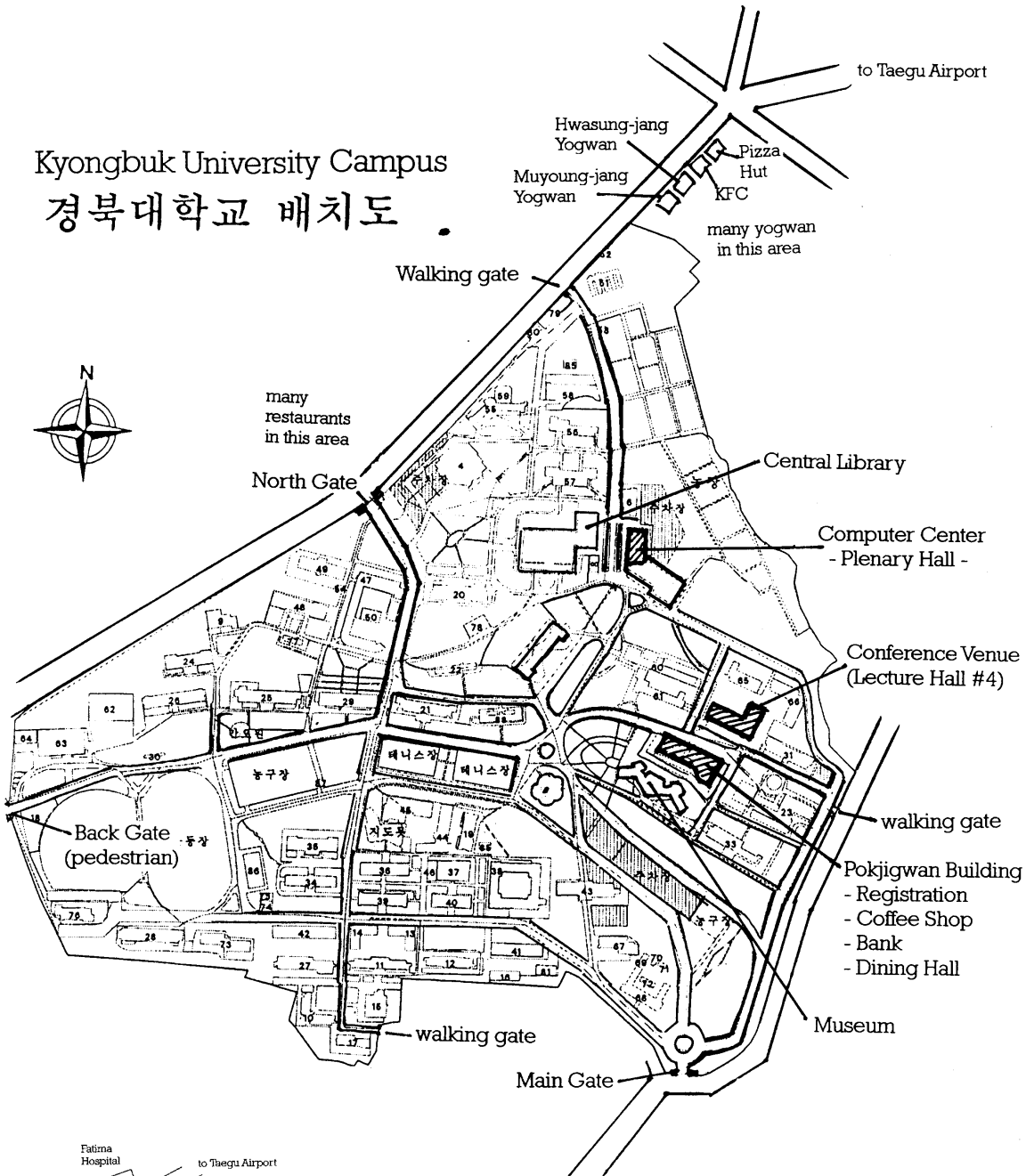


Sang-ho HAN



The Eighth Annual Korea TESOL Conference

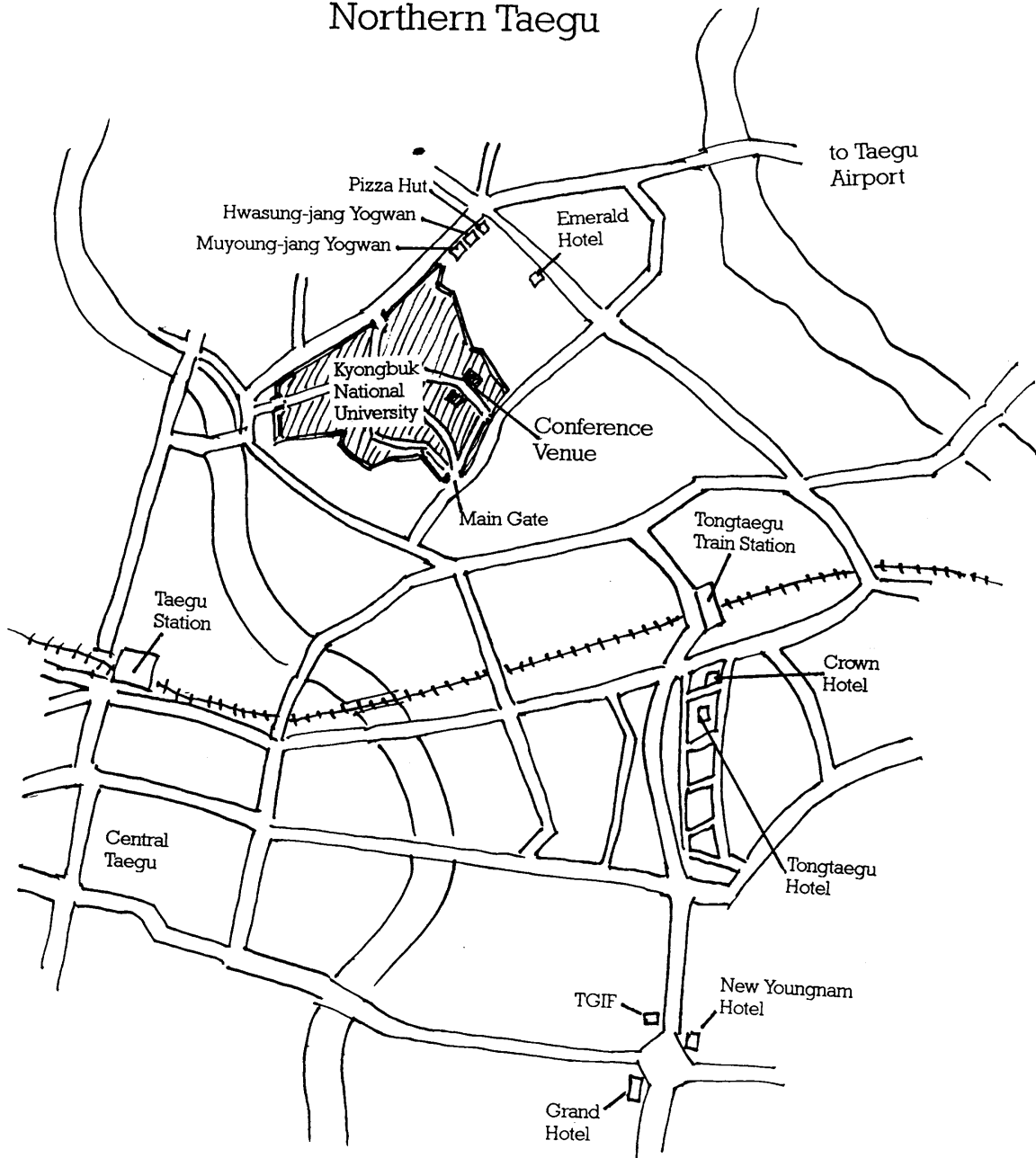
Kyongbuk University Campus
경북대학교 배치도



LODGING:

There are a number of inexpensive Korean style Inns ("yogwans") near the northern and eastern gates of the campus (see map above), but the better "international style" hotels are mostly near the Dong-Taegu Train station, which is beside the Express Bus Terminal (see map to left). The map of northern Taegu and the country-wide map give the visitor an orientation to Taegu, a longtime city of mercantilism and the clothing industry with a newfound mission -- "Milan East"

Northern Taegu



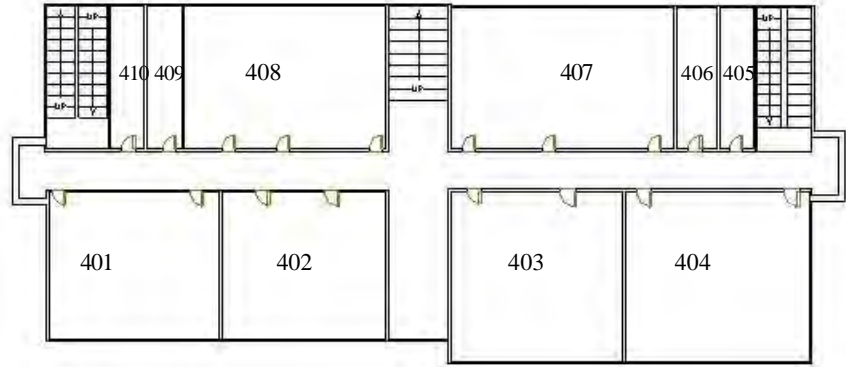
The City:

As the traditionally-defined "third city" of Korea, Taegu has played an important role in the nation's development. Still renowned for the apples that grow in the area, Taegu factories were a driving force in the modernization of the country. Taegu was also home to some of the early independence and democracy movements, and several of the nation's presidents. Despite the economic difficulties of the late 1990s, Taegu has continued its urban modernization program, highlighted with the development of a modern subway.

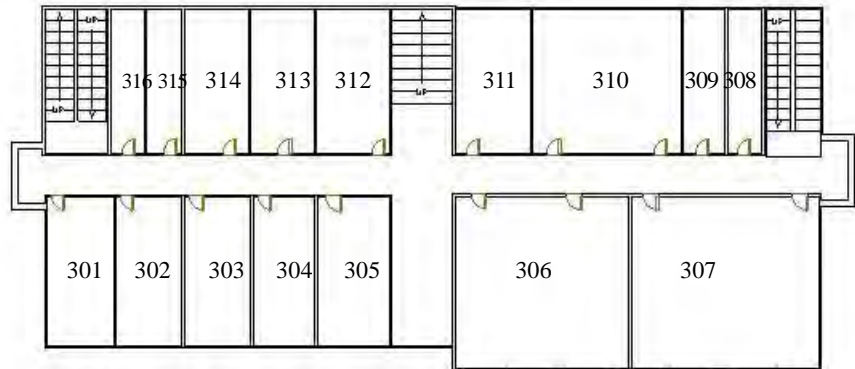


Site Maps

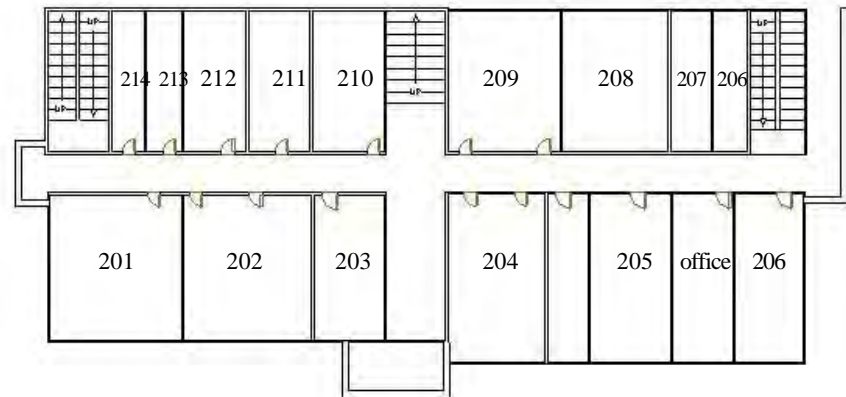
Fourth Floor --
Conference Sessions



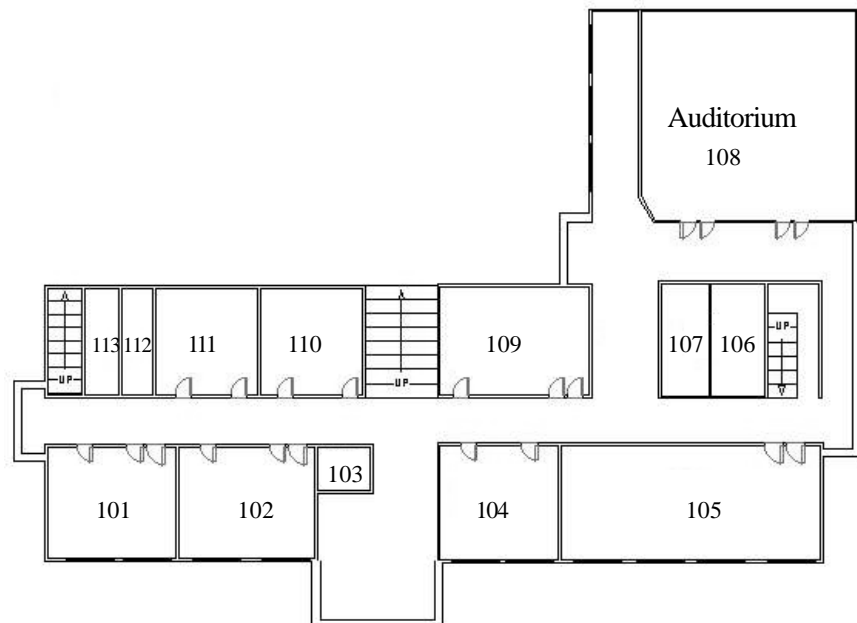
Third Floor --
Conference Sessions



Second Floor --
Conference Sessions



First Floor --
Auditorium



Plenary Address: Perspectives on the role of interaction in classroom language learning



Dr. Leo van Lier, Monterey Institute of International Studies
Saturday, 11:00

This paper will explore the different ways in which interaction is used in language classrooms, and the learning opportunities that various forms and contexts of interaction may provide.

After a brief historical overview of major hypotheses, theories and studies of interaction, the paper will sketch current trends such as negotiation of meaning, focus on form, exploratory talk, instructional conversation, and dialogic inquiry. In the final part of the paper an ecological-semiotic perspective will be introduced in which notions such as contingency, affordance and pedagogical scaffolding are central. Language is seen as part of larger semiotic processes of meaning making that include the physical world, cultural artifacts, kinesic and prosodic systems, and of course the social environment. Learning is defined as a person's progress in functioning in the world, on a range of indicators that should be empirically researchable. Teaching is defined as the provision of guidance and support to learners who are engaged in meaningful activities.

Throughout the talk, examples of interaction in the form of photographs and transcribed audio and video clips will be used to illustrate the points that are being made. In conclusion, some practical suggestions for language teachers and learners will be offered.

About the presenter

Leo van Lier is Professor of Educational Linguistics at the Monterey Institute of International Studies. During Spring 1998 he was a Visiting Professor at Georgetown University and a Research Fellow at the National Foreign Language Center in Washington, DC, where he conducted research on the use of technology in foreign language education. His current research and teaching interests include responsible uses of technology, ecological and educational linguistics, and semiotics.

He is the author of *The Classroom and the Language Learner*, *Introducing Language Awareness*, and *Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity*, and is co-editor, with David Corson, of Volume 6 (Knowledge about language) of the *Encyclopedia of Language and Education*. He has published articles in many journals including *TESOL Quarterly*, *TESOL Journal*, *Applied Linguistics*, *Language Awareness*, *Applied Language Learning*, *International Journal of the Sociology of Language*, and *English Language Teaching Journal*. He is on the editorial board of the journals *Language Awareness*, *Applied Language Learning*, *Sintagma*, *Language Learning and Technology*, and *Language and Education*, and is General Editor of a new book series on Educational Linguistics for Kluwer Academic Publishers.

Plenary Address:



**Classroom Language Learning:
Public Behaviour,
Private Learning**

Dr. Dick Allwright, University of Lancaster
Sunday, 11:05

It is quite easy to show, and not very difficult to believe, that ‘every lesson is a different lesson for every learner’. After all, everyone experiences life differently, uniquely. We may well try, for the sake of equality of opportunity, to treat all our learners the same, and so to give them all a common experience in the language classroom, but they will all experience it differently. And so they will all learn different things from it, because learning, I will argue, is itself primarily a ‘private’ matter, peculiarly independent of the public behaviour that we can see in the classroom.

But this could be very bad news for most language teachers, because there is presumably not much point in trying to teach anything in particular, if what the learners are going to learn is bound to be different in any (and every) case. And yet most language teaching is based on the idea that it is worth identifying things to be taught, and then teaching them, on the understanding that this is basically how they will get to be learned.

So we need to look at the evidence to see if learning is really as ‘private’ and individual a matter as I am suggesting, and if we have to accept that the relationship between what happens in the language classroom (the ‘public behaviour’ of my title) and what people actually learn is as unpredictable as I am claiming.

But even if the evidence is convincing we still need to decide if it matters enough to make us want teaching to be different. And then we need to decide what teaching should be like, if learning is necessarily such a private and individual matter? My talk will therefore conclude with some practical suggestions for classroom language teaching.

About the presenter

Dr. Allwright has taught at Lancaster since 1978, after almost a decade at the University of Essex. He was founding Chair of the Centre for Research in Language Education, and also the founding Chair for the new national Institute for English Language Teacher Development in Higher Education.

He was TESOL Inc. President in 1988/89. He has published mostly in the area of classroom research on language learning, with a focus on trying to understand the peculiarities of the relationship between language teaching and language learning. He is the author of *Observation in the Language Classroom* (1988), and, with Kathi Bailey, of *Focus in the Language Classroom: an Introduction to Classroom Research for Language Teachers* (1991).

The current major focus of his work is on finding ways in which language teachers can bring a research perspective into their classrooms, and develop their own understandings of what goes on there, but by exploiting standard pedagogic activities for their investigatory potential, rather than by applying the standard research techniques.

Special Workshops: (a) Teachers as Critical Agents of Change



(b) Approaches to Professional Development for Language Teachers

Dr. Andy Curtis, Hong Kong Polytechnic University

Teachers as Critical Agents of Change Saturday, 12:35 - 2:25pm

The French writer Alphonse Karr, in his book *Les Guepes*, published in 1849, wrote: “Plus ca change, plus c’est la meme chose”, which translates roughly as: “The more things change, the more they stay the same”. It is interesting to see that Henry David Thoreau, living at around the same time as Karr, explained that: “Things do not change, we do”. These are, however, relatively recent references to Change, compared with the *I Ching* or *Book of Changes*, which may have been the basis of Taoist and Confucian philosophies for up to 3,000 years. My starting point then is a broad view of Change as a Constant over time. However, classroom change is a practical, immediate concern, especially in cultures and contexts such as Hong Kong, Korea and elsewhere, in which top-down, central government-initiated change is often the order of the day.

This workshop will therefore start by drawing on the experiences of the teachers/workshop participants of the kinds of changes they are currently being asked/told to implement and their roles within those changes. We can then look at some of the kinds of knowledge, skills and personality characteristics which are thought to be useful for those involved in managing change, and see whether we can construct our own, local and contextualized lists, and see how these compare with existing lists. If possible, we may then try and build up a number of ‘mini case studies’ of examples of successful and unsuccessful attempts (and the reasons why there were so) to bring about lasting positive change within the language education system.

It is hoped that the workshop can be run very much as an ‘exchange’, with the teachers/workshop participants educating the workshop presenter about the local context, while the presenter, in return, can help to set their experiences within the wider context.

Approaches to Professional Development for Language Teachers Sunday 12:10 - 2:00 PM

“Those who can, do. Those who can’t, teach.” This unfortunate and clearly untrue saying may be one of the reasons why teachers in general, and perhaps language teachers in particular, seem to have had to fight longer and harder than many other professions to be accepted as such, ie, as full professionals. One of the keys to addressing this distorted perception of teacher professionalism may be within the growing interest in the professional development of language teachers. If teachers are constantly engaged in professional development, then they must be, by definition (albeit somewhat circular), professionals. However, professional development takes time and energy: two resources teachers do not have in large supply at the end of the day.

We start then by considering the case against professional development of language teachers, by identifying as many of the factors that do not facilitate or even prohibit such development. We can then consider the case for the defense: Why should we bother with professional development? It is hoped that the reasons against this kind of development can be shown to be outweighed by the reasons in favor. If we can establish this, we can then move on to look at practical ways of engaging in this endeavor, give the constraints and demands operating within our education systems.

A broad overview of a number of different approaches to professional development for language teachers will be briefly introduced and described, asking teacher/workshop participants who have experience of these to help us build up a complete picture of the strengths and weaknesses of each. If possible, we may then be able to select one or two approaches which we can go into in more detail, with a view to maximizing the benefits and minimizing the weaknesses of these approaches.

Saturday Timetable

9:00

L. Cisar / D. Gossman
Making Your Own Web-
Based CALL Program

10:00

205
9 - 10:50 AM

Regina Weitzel
Pronunciation Barriers:
Dispelling The Myths
And Addressing The
Taboos 101

Patricia Galien
Using The Visual Arts In
The Language Classroom
304

Grace Kim
Kinesthetic Instruction In
The Classroom 305

Stephen Roney
Judith Butler And The
Battle For The English
Language 306

Beth Barry
Gendered Language And
ESL Instruction 313

“Michael “Rube”
Redfield” The
Forth Eiga Shosetsu
Study 314

Galina Lovtsevich
New Realities In
Teacher Development
In Russian Far East
202

Panel
How to Teach English
through English in
Korean Context
Auditorium

Mike McCarthy
What Aspects Of
Conversation Can We
Teach? 105

R. Krishnamurthy
Size Matters: Creating
Dictionaries From The
World’s Largest
Corpus 204

11:00

Opening Ceremonies and Plenary Address

van Lier

12:35

Andy Curtis
Critical Agents Of
Change 101

Kim / Brooks / Lee /
Margolis / Thorkelson /
Woo Assessment Of

Barbara Hoskins
Getting Your Students To
Speak (English!) 204

Rosa Shim
Effects Of Internet
Instruction On College
English 208

Kevin Smyth
Getting Off To A Good
Start 210

Miles Craven
“Business English At The
Moller Centre, .. 304

Victoria Kimbrough
Listening Strategies For
Low Level Students 306

Jack Richards
Preparing Students For
Conversation Using
Springboard 307

Yoshiko Usui
Metacognitive Awareness
And The Development
Of Discussion 314

Tom Pierce
New Language And New
Ways 503

P. McCasland / B. Poole
Promoting Awareness Of
Cultural Diversity Via
Student E-Mail 504

Liangtsu Hsieh
Teaching English At The
Elementary School:
Course Learning & ...505

Richard Dowling “Two
Hands Guide To English
Grammar,510

Kevin Sampson Tell Me
More!: Student-centered
English Textbooks for
Korea 511

Elin Melchior
Introduction To The
Internet For EFL/ESL
Teachers 205

Saturday Timetable

1:35

12:35 - 2:25 PM

Korean Students English
Pronunciation 202
2:35 - 3:25 PM

Michael Pronko
Student Generated
Materials And Activities
For ESL Courses 204

Adriane Moser
Using The Internet To
Complement Classroom
Instruction 208

Stephanie Downey
On The Right Foot:
Preparing For The First
Day Of Class 210

Jill Robins
Creating Listening
Activities From Authentic
Materials 305

Marc Helgesen
"DIY (Do It Yourself)
Effective, Active Listen-
ing" 307

Joyce Cunningham
Student Generated Small
Group Video Projects
314 1:35 - 2:25 PM

Andrew Todd
Growing And Changing:
Jigsaw And The Lan-
guage Tree 503

Rodney Tyson
Integrating Computer
With More Traditional
Classroom Activities 505

Park Joo Kyung
Korean Elem. School
Teachers' Perception Of
American Culture 510

Kelly Seung Lee
Children's Activities With
New Parade 511

Larissa Akizhanova
Designing Case Studies
For Kazakhstani Compa-
nies 304

Roger Barnard
Course Materials For
Low-Level Business
Classes 306

2:35

Trevor Reynolds
Making The Most Of
Your Savings 101

Tom Pierce
"Exploiting The Text,
Exploring The Four
Skills" 204

Dennis Kim; Patrick
Hwang
Internet And Language
Teaching/Learning 205

Kim Won Myung
How To Make Multime-
dia Lab. Work 208

Jane Hoelker
Journal Writing Improve
Can Improve Student
Language Skills 210

Lee Junyoung Lan-
guage Learning Styles Of
Korean Midshipmen
Learning English 304

Della Summers
"The Longman Ad-
vanced American Dictio-
nary : Real Language,
Real Help" 307

"Hou, Hsiao-I"
English Learning In
Vocational Universities In
Taiwan 314

"Tien, Ching-Yi" English
Learning In Vocational
Univ.s In Taiwan 314

C. Gitsaki / R. Taylor
Web-Based Activities:
Promoting Diversity In
The EFL Classroom 503

Kim Kyung-yong
Crosscultural perception
of politeness 504

Dusty Robertson
How Learners' Learn
505

Barbara Hoskins Let's
Go Readers: The Story
Gets Better! 306

3:35

Cho Kon-Ho
A Report On English
Cyber Training Prog 101

David Kim / D. Margolis
Investigating Korean
Students Expos... 202

Don Makarchuk
Presentation-Practice-
Production Or Task-
Based Learning ... 204

Paek Ji-won
Teaching Different Cul-
tures Using Movies 205

M. Gibb / K. Row
The Grammar Surgery
208

Lee Yonghoon
Drama Techniques: A
Different Way To Learn
English 210

Miles Craven
Getting The Most Out Of
Your Coursebook 302

Y. Koyama / R. Nagano
Content-Based Team
Teaching 304

Richard Walker
"Open Books, Open
Minds" 305

Jack Richards
Teaching The Upper-
Intermediate-Advanced
Language Learner 306

Aleda Krause
Super Kids: Listening
And Speaking Activities
You'll Love 314

Craig Zettle
Northstar: Using Inter-
graded Skills To Develop
Critical Thinking 503

Michael Guest
Stop Making Sentences
504

Victoria Kimbrough
The Basics And Beyond-
Integrated English 505

Ingrid Zwaal
Multiple Intelligences — A
Why And How To Reach
Diversity 510

EVENING

Culture Performance

Beer Social

Dalgubeol Festival

Julia Anahory
Story-Based Activities
For The EFL Class... 511

SATURDAY ABSTRACTS

Saturday, 9 - 9:50 AM

The Forth Eiga Shosetsu Study

Michael "Rube" Redfield, Osaka University of Economics, Japan

Saturday, 9 - 9:50 AM, 314

The Eiga Shosetsu Program has been designed to provide massive amounts of comprehensible input (see Krashen) to adult EFL learners. The basic idea is to see a contemporary movie (subtitled) first, and then to read the accompanying movie-tie-in novel, or "novelization". Viewing the movie provides the comprehension, reading the book provides the input. In a Japanese college classroom situation, we read six eiga shosetsu a year at home, after first watching the movie in class. The presentation will go over strategies and experiences in using Eiga Shosetsu, gleaned over a three year period at two universities.

Gendered Language and ESL Instruction

Beth Ellen Barry, Facilitator, Kanda University of International Studies, Japan

Saturday, 9 - 9:50 AM, 313

Gendered language is a sensitive topic for many native English speakers. Because gendered language can perpetuate sexism and discrimination, using gender neutral terms, for example, police officer and mail carrier, has become more common in some English speaking countries. Is the issue of gendered language culturally specific to some English speaking countries and can a standard for gender neutral terms be taught? Is it important that students are taught the proper usage for the title "Ms." and should the socio-linguistic development of this term and others like it be taught? What do students need to know to function effectively as English language users? These are some of the issues and questions this academic session will address. All are welcome!



Judith Butler and the Battle for the English Language

Stephen Roney, Hoseo University Asan, Korea

Saturday, 9 - 9:50 AM, 306

A firestorm is in progress in the world of English rhetoric. On the one side are the traditionalists, who, following George Orwell, demand plain speech and accuse such academics as Judith Butler and Gayatri Spivak of doublespeak and babble. On the other, Butler, Spivak, and their post-modernist allies insist that difficult subjects require a difficult style and call their critics "left-wing conservatives" writing "primers." The usual pomp and solemnity of academe has been leavened with such frat-house pranks as a lampoon essay sent to (and accepted by) a prestigious journal, the award of a prize for "worst writing of the year," and an angry exchange of editorials in the New York Times. Who is right? We examine the arguments and the evidence with Stephen Roney, a former president of the Editors' Association of Canada and sometime academic. This could be fun.

Kinesthetic Instruction in the Classroom

Grace Kim, Handong University, Korea

Saturday, 9 - 9:50 AM, 305

As language instructors, it is vital that we not only have a firm grasp over our teaching styles but also a familiarization with the different student learning styles. This plenary session presents a wedge of theory on the different learning styles undergirding language instruction and offers practical ideas for the classroom. Coming from a memory driven exposure to English via the Grammar-Translation method, Koreans are familiar with the structure of reading comprehension and an over exhaustive and underused vocabulary; however, their strengths are limited to these passive non-production skills. At the university level, the learners are in most cases not limited in what they know, rather it is in their ability to practically use this information to result in a language exchange with one another and with the

The Eighth Annual Korea TESOL Conference

instructor. By incorporating kinesthetic instruction into the classroom, the learners can be challenged to connect their previous knowledge with interactive activities.

Pronunciation Barriers: Dispelling the Myths and Addressing the Taboos

Regina Weitzel, Chonnam National University, Korea

Saturday, 9 - 9:50 AM, 101

Over the past two years I have discovered that my students have many misconceptions about English pronunciation. These misconceptions, if not addressed, become serious barriers to improving poor pronunciation habits. Bad habits are hard to break, so getting at the heart of the reasons for these habits is necessary for change. With the goal of promoting more insightful pronunciation instruction, I will present some of the social barriers and common misconceptions about English sounds that are hindering the progress of Korean students of English from becoming clearer English speakers.

Using the Visual Arts in the Language Classroom

Patricia Galien, International Christian University, Japan

Saturday, 9 - 9:50 AM, 304

This presentation will explore the ways in which the visual arts such as paintings, illustrations, and photographs can be used in the language classroom. It will offer practical demonstrations of how these art forms can be used within an ESL curriculum that focuses on university level academic skills. The richness of visual input offers an ideal springboard for developing analytical skills, critical thinking, and organizational awareness. While at the same time the abstract nonlinguistic nature of visual arts frees students from the necessity to find one correct response and allows them to interpret content based on their own unique reactions and those of their classmates.

Lunch is available in the Pokjickwan, serving various types of Korean and western "fast foods". Meals are not included in your conference registration, but we encourage you to stay close and catch all the presentation sessions!

Saturday, 9 - 10:50 AM

Making your own Web-based CALL program

Daniel Gossman, Kanto Gakuen University, Japan
Larry Cisar, Kanto Gakuen University, Japan
Saturday, 9 - 10:50 AM, PC room 205

Have you considered integrating Web-based CALL materials into your language program? It may be easier than you think. In this workshop, you'll see how such a program is being set up at one private university in Japan, get some hands-on feel for the materials and software we have used, and try out some of our program for your self. We will look at some reasons for using Web-based CALL, some of the issues related to implementation and maintenance of such a program, relationship with university administration, and some of the parameters of program and materials, goals, design, coordination and impact. We will discuss some considerations for the future of Web-based CALL. Through out the workshop, we will try to connect our experience to your concerns.

Saturday, 10 - 10:50 AM

How to Teach English through English in Korean Context

Dr. Pae, Doo-bon of Korea National University of Education (former KAFLE President)

Mr. Lee, Byong-Ho of Ministry of Education

Dr. Kwon, Oryang of Seoul National University

Dr. Lee, Hee-Sook of Seoul National University of Education (the KAPEE President)

Saturday, 10 - 10:50 AM, Auditorium, 108

The Ministry of Education of Korea announced a gradual introduction of TEE (Teaching English in English) in early 2000. The announcement triggered debates as to the feasibility and efficacy of TEE. The ministry later explained that the announcement was meant to encourage English teachers to use classroom English as much as possible, not to demand the teachers to conduct the instruction entirely in English. The ministry also advised the teacher education institutions to

conduct instructions in English and to encourage their student-teachers to conduct teaching practicum in English.

The panel will address the issue of TEE in the Korean context, with the following specialists representing various sectors of English education in Korea.

Dr. Kwon, Oryang (Seoul National University):
Moderator

Dr. Pae, Doo-bon (Korea National University of Education): Fomer KAFLE President

Dr. Lee, Hee-Sook (Seoul National University of Education): KAPEE President

Mr. Lee, Byong-Ho (Ministry of Education)

New Realities in Teacher Development in Far East Russia

Galina Lovtsevich, FEELTA invited speaker, Far Eastern State University, Russia

Saturday, 10 - 10:50 AM, 202

The paper examines the ways EFL teachers grow professionally in Russian Far East. To identify the challenges they encounter the presenters have questioned about 60 EFL teachers on the needs they experience and opportunities they have for their professional development. The survey revealed the discrepancy between the reality and the needs. The change of the EFL teacher's role from that of an instructor to the role of a researcher, program designer and materials evaluator caused by many factors requires a new approach to the management of the professional development in the region. The authors investigate some of the effective programs being implemented in the region and come out with some solutions.

Size Matters: Creating Dictionaries from the World's Largest Corpus

Ramesh Krishnamurthy, University of Birmingham, Great Britain

Saturday, 10 - 10:50 AM, 204

Language corpora are now widely used in many aspects of language learning and teaching. But how useful and reliable are corpora as a source of linguistic evidence, as opposed to traditional sources? What types of corpora are available,

and what theoretical models of language do they represent? This paper will look at corpora and their development with particular reference to the importance of corpus size. How large is a "large" corpus? What effect does the size of a corpus have on its reliability? What can you do with a small corpus, and when do you need larger corpora?

How are corpora used in the compiling of dictionaries? This paper will use the Bank of English corpus and Cobuild dictionaries for its main examples, but will also look at other corpora and other dictionaries. It will discuss the effects of corpus size on various specific lexicographic tasks. It will show how these tasks can be supported by corpus software facilities. Finally, the paper will look at ways in which both corpus data and corpus-based dictionaries can be useful to language learners and teachers, for finding quick answers to immediate problems, for research, in the classroom, and for preparing teaching materials.

What Aspects of Conversation Can We Teach?

Mike McCarthy, Cambridge University Press, Great Britain

Saturday, 10 - 10:50 AM, 105

Nowadays, especially if we have access to large corpora, we can find out a lot about everyday conversation and how it works. In this talk I shall take a selection of conversational features and illustrate their functions with real examples from an American English spoken corpus. For each function we shall consider how important it is, and whether and how we should teach it. Some conversational features can be introduced even at very early stages of second language learning; others require more advanced competence and skills.

PLENARY SESSION & OPENING CEREMONIES

11:10 - 12:15

Auditorium

Saturday, 12:35 - 3:25PM

Special Workshop

Teachers as Critical Agents of Change

Andy Curtis, Hong Kong Polytechnic University,
Hong Kong

Saturday, 12:35 - 2:25, 101

The French writer Alphonse Karr, in his book *Les Guepes*, published in 1849, wrote: "Plus ca change, plus c'est la meme chose", which translates roughly as: "The more things change, the more they stay the same". It is interesting to see that Henry David Thoreau, living at around the same time as Karr, explained that: "Things do not change, we do". These are, however, relatively recent references to Change, compared with the *I Ching* or *Book of Changes*, which may have been the basis of Taoist and Confucian philosophies for up to 3,000 years. My starting point then is a broad view of Change as a Constant over time. However, classroom change is a practical, immediate concern, especially in cultures and contexts such as Hong Kong, Korea and elsewhere, in which top-down, central government-initiated change is often the order of the day.

This workshop will therefore start by drawing on the experiences of the teachers/workshop participants of the kinds of changes they are currently being asked/told to implement and their roles within those changes. We can then look at some of the kinds of knowledge, skills and personality characteristics which are thought to be useful for those involved in managing change, and see whether we can construct our own, local and contextualized lists, and see how these compare with existing lists. If possible, we may then try and build up a number of 'mini case studies' of examples of successful and unsuccessful attempts (and the reasons why there were so) to bring about lasting positive change within the language education system.

It is hoped that the workshop can be run very much as an 'exchange', with the teachers/workshop participants educating the workshop presenter about the local context, while the presenter, in return, can help to set their experiences within the wider context.

Saturday, 12:35 - 3:25PM, Rm 202

Special Symposium on Pronunciation

Assessment of Korean Students English Pronunciation

Presenters listed below with detailed abstracts of each section

Proper pronunciation of a language is one goal of students and teachers of second language learning. To realize this goal, accurate and reliable assessment is necessary to pinpoint pronunciation areas requiring improvement. This symposium aims to provide a group of research studies, past and current, that investigates Korean students' pronunciation of English. One presentation offers findings concerning the development of a new instrument for assessing pronunciation. Others provide findings concerning 1) the validation of the new instrument, 2) native Korean speakers' assessment of English pronunciation, and 3) different techniques for assessment. In addition, illustrations of practical applications for improving pronunciation will also be given. Below are more specific abstracts from each of the participants in the 3 hour symposium.

Validation of the English Pronunciation Test - EPT

Prudence W. Brooks, Youngdong University,
Korea

Tory S. Thorkelson, Hanyang University, Korea

This study aims to provide validation of the English Pronunciation Test: EPT – Korean version (Kim & Margolis, in press). Procedurally, a sample set from the original study was assessed for various pronunciation features. Intra-assessor reliabilities, as well as, inter-assessor reliabilities, within and between the present and original study will be offered.

**Don't forget to visit the
Employment Center!**

12:35 - 1:25 PM

A Statistical Interpretation of Student Pronunciation Patterns

Peter Nelson, Chung Ang University, Korea

Highlights of research examining pronunciation patterns are presented. Specifically, student utterances for syllable-stress, vowel and consonant articulation, intonation, rhythm and naturalness were scored then inter-correlated. Discussion will focus upon Marking Scales for Cambridge First Certificate in English (FCE) examinations, techniques for scoring utterances, and analysis of the correlation matrix.

Development of an English Pronunciation Test (EPT) for KoreaDavid D. I. Kim, Kookmin University, Korea
Douglas P. Margolis, Dong Seoul College, Korea

A newly developed pronunciation test (the EPT) will be introduced. Procedurally, independent assessors assessed readings (by university students) for numerous pronunciation features. Results show that intra-assessor reliabilities (multiple assessments by a single assessor) and inter-assessor reliabilities (between two or more assessors) were significantly high for both types of reliabilities.

Assessment of English Pronunciation by Non-Native English SpeakersSangdo Woo, Kongju National University of Education, Korea
Hyang Sook LEE, Yeojoo Technical College, Korea

This study aims to investigate non-native English speakers' assessment of English pronunciation. The same procedure was taken as in the original Kim and Margolis (in press) English pronunciation assessment study. Results highlighting differences and similarities in assessments between native English speaking and native Korean speaking assessors will be highlighted and discussed.

Business English at the Moller Centre, Churchill College, University of CambridgeMiles Craven, Churchill College, Great Britain
Saturday, 12:35 - 1:25 PM, 304

The presenter will begin by outlining the challenges faced over a two-year period in developing an intensive business English programme at Churchill College, Cambridge. Issues of design, pedagogy, expertise and client needs will be addressed. Examples of the problems faced will accompany details of how such problems were overcome. Finally, the presenter will introduce the intensive business English programmes available at the Moller Centre, and explain what markets they are aimed at. There will be time available for questions and discussion, and opportunity for participants to share their own experiences. This presentation may be of particular interest to those setting up their own business English programs.

Effects of internet instruction on College English at Seoul National UniversityRosa Jinyoung Shim, Seoul National University, Korea
Saturday, 12:35 - 1:25 PM, PC room 208

In the field of ESL/EFL instruction, it is no longer surprising to be confronted with new concepts and new approaches every year. Sometimes, these new concepts and approaches overwhelm us to the extent that practitioners find it difficult to grasp the essence of the practical application of such approaches, let alone the underlying educational philosophy. The new catch phrase this year is definitely WBI, i.e., Web Based Instruction. Unlike other teaching concepts and methodologies of the past, WBI is being portrayed as the total solution for education that will eventually replace us, the teachers. The pros and cons of WBI has been discussed at length, in various forms, both in the academic field and the commercial sector. The number of internet education sites (both free and fee-based) are increasing exponentially. Does this mean that the traditional method of classroom instruction will soon go out of business? The

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answer depends on how WBI fulfills the role of controlling and managing the students rather than simply leaving the management up to the clients, i.e., students. Is this possible in WBI? This question will be answered in the presentation. Also, if the current trend of WBI survives the test of the education field and is here to stay, how can we, the practitioners, and our students actually benefit from WBI. This presentation aims to describe in simple language, the technology required for WBI, the procedures the one must go through in order to utilize WBI, and the benefits that students reap from getting WBI.

Getting Off to a Good Start

Kevin Smyth, Kyungil University, Korea
Saturday, 12:35 - 1:25 PM, 210

Not sure what to do on the first day of class? Do you usually have a short class and then flounder because they don't have a textbook? This workshop presents ideas for the first day, and holds that the first few classes are the most important of the year. That's where we set our expectations, and we can use that time to create routines that make the year run smoothly. Ideas for first class activities, routines that can be set, and programs that can run all year long will be presented here. Also, some tips on standard classroom problems will be both offered and opened to discussion.

Getting Your Students to Speak (English!)

Barbara Hoskins, Oxford University Press
Saturday, 12:35 - 1:25 PM, 204

Most students have no problem talking, until you ask them to talk in English! While you can't *force* children to speak English, you can create activities that make them *want to* speak. In this workshop, participants will learn how to design these kinds of communicative activities.

This workshop will also demonstrate techniques for building speaking fluency, so that students feel more confident and comfortable when they are asked to speak English in activities. And finally, this workshop will demonstrate techniques for evaluating students' speaking skills.

Listening Strategies for Low Level Students

Victoria Kimbrough, Oxford University Press
Saturday, 12:35 - 1:25 PM, 306

Many of the listening activities that students do in class let them practice listening, but most of them really just test to see if students have understood what they have heard. What are some ways that we can give students listening practice and at the same time help them to become better listeners. What are listening strategies and how can we teach them to our students, even at the beginning level? How can we go even further and give students the opportunity to practice listening strategies?

Metacognitive Awareness and the Development of Discussion

Yoshiko Usui, International Christian University
Saturday, 12:35 - 1:25 PM, 314

Using a discussion rating scale developed by a project team at the English Department of Aoyama University and a video filmed by the project team, the presenter developed a set of activities to promote students' metacognitive awareness concerning their use of discussion strategies. This presentation will describe how the presenter implemented the scale and the video into her classroom, and will discuss the effectiveness of the activities in improving students' discussion skills. Students first watched a video of two student group discussions of different levels and evaluated each member using the scale. Then, the project team's agreed upon scores were provided. For the rest of the term, students evaluated themselves or their peers after every discussion referring to the scale. Moreover, the discussions were videotaped twice during the term. After the first videotaping, students viewed and evaluated their own discussion and set up goals for the rest of the term. After the second videotaping, students viewed the video, and evaluated their performance and improvement.



Conference Committee
Dr. Lee, Kilryoung,
Student Coordinator

New Language and New Ways

Tom Pierce, English Plus

Saturday, 12:35 - 1:25 PM, 503

Presenting and practicing new language can easily become a stale, predictable part of teaching which is endured simply to get to the “fun” activity at the end of class. However, the presentation and guided parts of lessons can be made more enjoyable and effective through careful organization. In this presentation we will look at how a clear systematic syllabus and high interest engaging topics- such as those found in the popular Let’s Go series- can supercharge otherwise boring language practice. The new *Let’s Go second Edition* will provide many of the examples for this presentation. Also, ideas from *Success in English Teaching* (forthcoming from Oxford) will be considered.

Preparing Students for Conversation Using Springboard

Jack Richards, OUP

Saturday, 12:35 - 1:25 PM, 307

The nature of speaking skills in a second language will be examined and some of the core components of conversational fluency illustrated. These include topic fluency, the use of lexical routines, and conversational management strategies. Principles for an effective conversation class will be presented, such as from controlled practice to spontaneous practice, the take-away factor, and the need for opportunities for success. Examples will be drawn from the series “Springboard”.

Promoting Awareness of Cultural Diversity via Student E-mail Exchange

Brent Poole, Human International University, Japan
Philip McCasland, Human International University, Japan

Saturday, 12:35 - 1:25 PM, 504

This presentation will demonstrate the effectiveness of an e-mail key pal program for preparing students for global citizenship. When students are given opportunities to participate in authentic dialogue through e-mail, they have greater

incentive to communicate. As students interact with individuals outside of their own cultural context, they find real purpose for studying language. Consequently, students become aware of their roles as global citizens and learn that culture is in fact a social construct. Hence, students’ learning and communicative strategies are developed and diversified. As a result, they become more autonomous learners. An e-mail key pal program is a catalyst for providing students with incentive, purpose, and context for communication. This presentation will provide research findings, as well as practical suggestions about setting up, maintaining, and promoting an e-mail key pal program.

Teaching English at the Elementary School: Course Learning and Application

Liang-Tsu (Grace) Hsieh, National Ping Tung Institute of Commerce, Taiwan

Saturday, 12:35 - 1:25 PM, 505

Since the Education Innovation Council has suggested that English education start from as early as the primary school, children’s English has been popularly taught at the elementary schools in every county in Taiwan. The demand for English teachers is increasing. Due to that, more and more English majors who want to be English teachers at the elementary school are eager to take some courses regarding EFL teaching methods and lesson plans. This paper investigated how and what Chinese junior college students took the EFL Teaching Methodology course and applied their course learning to the future teaching. Subjects were 50 5th-year students from a junior college. Students took the course and at the end of semester filled out a questionnaire regarding their course application. Study results pinpoint some beneficial methods and activities for the elementary school English education which will be officially and extensively executed in every county in Taiwan since 2001.



Conference Committee
Craig Bartlett,
Student Coordinator

The Eighth Annual Korea TESOL Conference

“Tell Me More!”: Student-centered English Textbooks for Korea

Kevin Sampson, Seoul National University of Technology, Korea

Saturday, 12:35 - 1:25 PM, 511

The TMM/NYT/TWA series of Task-based Activity Books bring a Task-Based approach to teaching and learning conversational English in Korea. A structured collection of authentic materials and real-life situations gives meaning and relevance to the course of study and encourages students to interact and develop their oral skills in the target language. The basic aim is “All the students speaking all the time”. This includes a focus on self-assessment, learner-training, confidence, motivation and independent learning.

“Tell Me More” offers teachers and students an enjoyable method of developing oral communication skills through English. The texts speak directly to the students, and use language appropriate to their level, reflecting an *interactive*, student-centered approach. “Now You’re Talking” takes situations in which communication occurs in real-life, and presents activities which use that situation. Ideas introduced in the first two books are expanded in “The Way Ahead”, which builds on the task-based concept and develops this into a project-based learning environment, providing authentic use-of-English settings and communication problems.

Two Hands Guide to English Grammar, Punctuation, and Composition

Richard Dowling, University of Maryland Asian Division, Korea

Saturday, 12:35 - 1:25 PM, 510

Here is a handy guide – literally, metaphorically, and memorably – to the essential, indispensable structural components that every student must analytically master and practically apply to read and write English prose with skill, efficiency, and flair. If you have two hands, or know lots of people who do, you have the only road map to the English language you need, and this course will demonstrate that truth for you to see – physically and visually – and henceforth remember forever.

Every person with a 10th grade speaking knowledge of English can be taught to read and write English with power and precision within 40 to 80 hours of classroom instruction.

The knowledge system and methods employed here are my own, but they are built on, rooted in, and validated by five contemporary revolutionary breakthroughs in composition theory and practice as well as by traditional and contemporary theories of grammar and linguistics.

Saturday, 12:35 - 2:25 PM

Introduction to the Internet for EFL/ESL Teachers

Elin Melchior, Komaki English Teaching Center, Japan

Michael Hunter, Komaki English Teaching Center, Japan

Gillian Sano-Giles, Komaki English Teaching Center, Japan

Saturday, 12:35 - 2:25 PM, PC room 205

The internet offers a wonderful array of opportunities for the EFL/ESL professional; however, it can be quite intimidating to the beginner. This workshop aims at making teachers new to the internet a little more comfortable using the technology and a little more familiar with some of what it offers. The workshop will be divided into three sections: use of Netscape and search engines, professionalism and the internet, and using the internet with students. Hands-on practice will be offered as well as a lengthy handout to take home. While we have found that most teachers are mouse-proficient, we will be prepared for those without mousing skills as well.

Saturday, 1:35 - 2:25 PM

Children’s activities with New Parade

Kelly Seung Lee, Sisa Yongosa

Saturday, 1:35 - 2:25 PM, 511

The presenter shares about teacher-student interactions and child-to-child interactions. She will talk about teacher’s role in teaching very

young children English and setting up classroom routines. You will also learn the importance of children's song, chants, TPR, and dramatic play in teaching very young children. You will not only have fun learning but participate in the activities.

Course Materials for Low-level Business Classes

Roger Barnar, Oxford University Press
Saturday, 1:35 - 2:25 PM, 306

Is it possible to develop materials for false beginners and pre-intermediate learners of business English that are appropriate in terms of level, but are at the same time relevant and challenging? The presentation will suggest that analysis of learners' needs, careful selection and adaptation of appropriate authentic materials, clear graded presentation, and attention to learner feedback can all help to guarantee effective communicative practice in lower-level business English classes. The co-author of *Business Venture* will present examples from the new edition of this successful series from Oxford. A wide variety of activities will be featured, which practice listening, speaking, reading, and writing skills. The presentation will be of interest to those who are looking for an effective textbook for their business English classes, as well as teachers who wish to prepare their own class materials.

Creating Listening Activities from Authentic Materials

Jill Robins, Longman
Saturday, 1:35 - 2:25 PM, 305

Most EFL professionals see the tremendous learning potential in using authentic texts in the classroom. These materials are motivating to learners, who want to tackle authentic tasks, but they can also be overwhelming and frustrating because of the vast amount of input from raw authentic samples. EFL students want and need skills that will allow them to function and be successful in processing and using the English they encounter in the "real world."

One approach to using authentic materials is to scaffold them, making them more comprehensible

to the students. The presenters share their experiences with training students in the use of listening strategies as the tools they need to build success. Having a repertoire of listening strategies is valuable because it gives learners control over the listening process, and provides the resources for managing the authentic input.

The presentation focuses on the integration of listening and speaking skills as a means of giving learners a way to become more engaged with authentic materials within the safety of a structured learning environment. The presenters demonstrate how this engagement leads to comprehension at a deeper, more meaningful level. Activities linking listening and speaking tasks in response to materials derived from authentic conversations are also presented. Handouts include examples of these interactive activities for "false beginner" learners.

Designing Case Studies for Kazakhstani Companies (workshop)

Larissa Akizhanova, Soros Language School, Almaty, Kazakhstan
Saturday, 1:35 - 2:35 PM, 304

The aim of the project is to familiarize local students with the nature of business in Kazakhstan by designing a case study based on a Kazakhstani company. This case study stimulates their interest in local business and challenges them to participate actively in class.

A case study on the Tengri Insurance Company was based on company materials which were translated into English. Focusing on communication skills, activities included three steps: evocation, realization of meaning, and reflection. In order to make the business texts more interesting, reading activities were combined with critical thinking development.

Utilizing the clustering method, the students make use of their previous knowledge and associations and combine that with new information to write their recommendations. The students then make oral presentations to the class. The final objective of the study is to produce an effective brochure which describes the work of the company.

The Eighth Annual Korea TESOL Conference

DIY (Do It Yourself) Effective, Active Listening

Marc Helgesen, Cambridge University Press
Saturday, 1:35 - 2:25 PM, 307

Some listening activities are more effective than others. Yet many textbooks lack the variety of tasks and input and the sophistication of task design that are necessary to make learners effective listeners.

In this session, the author will consider four main aspects of developing listening skills. After giving examples from the Active Listening series, he will use examples from government-approved textbooks and share techniques teachers can use to add and modify those books to teach listening skills more effectively. The session will focus on DIY or “Doing it yourself”.

Aspects of listening to be considered include:

- Task awareness.
- Types of listening, including listening for specific information, global (gist) listening, inference and listening for enjoyment.
- Task variety.
- Schema activation. “Integrating” bottom-up data (grammar/ vocabulary) and top-down data (life-knowledge)

All these lead to effective, affective, active listeners.

Growing and changing: *Jigsaw* and *The Language Tree*

Andrew Todd, Macmillan Heinemann
Saturday, 1:35 - 2:25 PM, 503

Drawing on material and activities from two new courses from Macmillan ELT for young and very young learners of English as a foreign language the presenter will demonstrate how children’s needs change as their cognitive and communicative skills develop. *Jigsaw* addresses the needs of pre-schoolers in a three-level course while



Conference Committee
Jane Hoelker,
International Liaison Cmtee.

The Language Tree offers a six-level course for elementary school children. This workshop is packed with games and activities from these courses which are guaranteed to keep your students on track and coming back for more. Come along and see the how the pieces fit together.

Integrating Computers with More Traditional Classroom Activities

Rodney E. Tyson, Daejin University, Korea
Saturday, 1:35 - 2:25 PM, 505

Quite understandably, there has been a great deal of enthusiasm for using computers in language teaching in recent years. It has become common for many writers to begin their articles on computer-assisted language learning by automatically assuming that students will be highly motivated by any activities, in or out of the classroom, that involve the use of computers simply because computers are seen as “new,” “fun,” “exciting,” “interactive,” etc. Few studies, however, have systematically investigated the motivational aspects of computer use in Korean EFL classes. This presentation, based partly on a literature review and partly on a classroom-based study by the author, will discuss the advantages and disadvantages of use of computers in English classes at Korean universities. Suggestions will be made for integrating relatively simple computer activities with more traditional classroom activities in a way that is appropriate for typical Korean university English classes.

Korean Elementary School Teachers’ Perception of American Culture

Joo-Kyung Park, Honam University
Saturday, 1:35 - 2:25 PM, 510

Teachers’ own perception of and attitude towards the target language and culture have a great impact on students’ acquisition. This presentation analyzes how Korean elementary school teachers perceive American culture and society from the results of a questionnaire survey, addressing whether there is a correlation between their perception of the target culture and their English learning and teaching, and suggesting content and material to be included in teacher training programs in order to promote their intercultural awareness as well as communicative competence.

On the Right Foot: Preparing for the First Day of Class

Stephanie Downey, Kyungnam University, Korea
A KTT Workshop

Saturday, 1:35 - 2:25 PM, 210

What do you do with your classes on the first day? Do you go in armed with a few ice-breakers and name games? Do you make some opening remarks and then run through the course outline? Do you think of the first class as an introduction to get out of the way before the 'real' learning begins? Did you ever think that perhaps the first day of class could be so much more?

This presentation will explore ways to make the first day of your class the first day of a new learning adventure for your students. The presenter will share her activities and framework for planning and teaching a first class that will make students feel secure, give them a real taste of what learning in class will be like and establish a positive learning atmosphere. Various ideas and activities for getting to know the students, introducing your class and teaching style and conducting needs assessments will be discussed. Suggestions for making your classroom a more effective place to learn will also be offered so you can start the first day off on the right foot.

Student Generated Materials and Activities for ESL Content Courses

Michael Pronko, International Christian University, Japan

Saturday, 1:35 - 2:25 PM, 204

This presentation will explain ways in which teachers can create a learner centered classroom by guiding students to generate all of their own supplementary materials. After the teacher provides only the reading text, students develop their own questions, lists and guides as the basis for all class activities. This approach helps students not only answer questions, but ask their own questions in their own words, effectively doubling the amount of time and energy spent on producing and practicing language. It also positions

Student-generated Small Group Video Projects

Joyce Cunningham, Ibaraki Christian University, Japan

Saturday, 1:35 - 2:25 PM, 314

The presenters will outline a content-based project they have collaborated on with a view to increasing students' awareness of their own culture. To this end, Cunningham has set up student-generated, group-produced videos to encourage and motivate her learners to explore different aspects of the Japanese culture. Small groups negotiate, select and research a topic of their choice in order to create a short video production on some element of culture which is exchanged with several North American universities.

The framework for this project includes study, reflection and observation of the Japanese culture through a variety of tasks and techniques, transferrable to Korea. Students are guided in mastering the more technical side of practice in making video presentations and through such preparation as brainstorming, story-boards, rehearsals, group progress reports, etc.

The device used to measure students' progress and final production will be described. Finally, if time permits, general discussion will follow.

Using the Internet to Complement Classroom Instruction

Adriane Moser, Mun Hwa Language Institute

Saturday, 1:35 - 2:35 PM, PC room 208

There are many ways to use the Internet to complement classroom teaching. This session will focus on two ways teachers of English can use the Internet to practice and evaluate the material taught in the classroom: online bulletin boards and HTML quizzes. Participants will view several online bulletin boards that presently exist and learn how to create their own. They will also learn how to create interactive quizzes that meet the diverse learning styles of students and which can be used either over the Internet or on a stand-alone computer. No HTML knowledge is necessary!

Saturday, 2:35 - 3:25 PM

Crosscultural Perception in Politeness

Kyung-Yong Kim, Taegu Health College, Korea
Saturday, 2:35 - 3:25 PM, 504

Becoming an effective speaker of English involves not only learning correct pronunciation, new vocabulary, and grammar, but also includes the ability to use English appropriately in the social context as native speakers do. Unaware of the rules and patterns that condition the behavior of native speakers, the learner does not know how to respond to the subtle conversation, which may lead to communication breakdown. Based on my own cross-cultural experience in New York for six years, my presentation will describe different cultural perspectives, show a number of examples in the speech acts, evaluating our own awareness of cross-cultural differences, and develop pedagogical methodologies.

English Learning in Vocational Universities in Taiwan

Tien, Ching-Yi, Su-Te University, Taiwan
Hou, Hsiao-I, Su-Te University, Taiwan
Saturday, 2:35 - 3:25 PM, 314

The main purpose of this study is to investigate vocational university students' attitudes and their needs toward English learning in Southern Taiwan. The research focused on four categories: (1) student background information; (2) goals or objectives of the English program in vocational universities; (3) student's needs and learning attitudes; (4) other factors affecting English learning, including motivation, beliefs, and learning styles.

For this study, the two participant groups included two groups of vocational university students, totaling 400 students, from a national and a private vocational universities in the second largest city in Taiwan, Kaohsiung. One questionnaire was designed for both groups to inquire into participant opinions or perceptions related to the four research focuses stated above. The data from all the questionnaires were analyzed and displayed by using frequency counts and

percentages. In addition, tape-recorded oral interviews with a selected group of students, based on the questionnaire, were conducted.

Exploiting the Text, Exploring the Four Skills

Tom Pierce, English Plus
Saturday, 2:35 - 3:25 PM, 204

Any experienced teacher will tell you that a certain amount of discretion is needed to select and then effectively use even the best textbook. In this workshop we will look at basic criteria for selecting and using a textbook. Especially we will consider how teachers may exploit materials from course books in order to foster students' developing language abilities. We will draw largely on the *Integrated English* series, a new six-level course from Oxford. Also, we will borrow ideas from *Success in English Teaching* (forthcoming from Oxford).

How Learners Learn

Dusty Robertson, Kosin University, Korea
Saturday, 2:35 - 3:25 PM, 505

Do your students ask you how they can best learn English? Do you ask yourself the same? Would you like to know more about how you can assess your students' learning styles/strategies and then train them to not only to evaluate themselves but take responsibility for their learning? What kind of learner are you? Come and take a simple test (also translated into Korean) to find out if you are a lingual, logical/mathematical, musical, spatial, kinesthetic, intrapersonal or interpersonal learner. You owe it to your students to know more about how learners learn.

How to Make Multimedia Lab. Work

Wonmyong Kim, Taejon Foreign Language High School, Korea
Saturday, 2:35 - 3:35 PM, PC room 208

Since 1980s, Computer Assisted Language Learning (CALL) has been in fashion all over the Korea, due to the emphasis of globalization as well as the development of personal computers. The development of CALLL has made our English classes changed a lot. Multimedia language lab. equipped with software or courseware such as

CD-Roms, Web-sites, DVDs and caption videos can be a great teaching assert for English teachers including native speakers. Students can interact with computers in texts and spoken languages, practice language skills individually and his/her language ability can be evaluated. The result will be fed back immediately. He'll summarize Do's and Don't's at the MCALLL and share his teaching experience.

Internet and Language Teaching / Learning

Patrick Hwang, David English House, Korea
Gyung Shik "Dennis" Kim, David English House, Korea

Saturday, 2:35 - 3:25 PM, PC room 205

Hi-tech technologies such as Internet and computer, CD-ROM multimedia appear to be available now to some extent at all levels. Especially Internet and other multimedia tools have become widely available in language teaching and learning. This provides teachers with an away of options for their teaching in class. And students with autonomy to manage their own learning. This presentation speaker will discuss the issues which have arisen around the use of Internet and multimedia; the tips and advocacy of Internet language teaching in English. The presenters will demonstrate some multimedia internet language learning program.

Journal Writing Can Improve Student Language Skills?

Jane Hoelker, Seoul National University, Korea
KTT presentation

Saturday, 2:35 - 3:25 PM, 210

Dialog Journals have proven highly successful in stimulating student interest in language and in improving student language ability. This workshop will discuss how Journal Writing helps the teacher solve many limitations and problems that they face in the EFL classroom. The workshop will conclude with a brief sampling of statistics from a study completed in a low-intermediate class of cross-ability students. These students participated in a 12-week Journal Writing activity. Statistics show that, with no overt error correction, their mistakes automatically declined over the period.

Language Learning Styles of Korean Midshipmen Learning

Lee, Junyong, ROK Naval Academy, Korea

Saturday, 2:35 - 3:25 PM, 304

When we learn something, we often rely on our preferred methods or styles. Learning styles can be described as the overall patterns that give direction to learning behavior. Recent research shows that language learning styles play an important role in the process of second language learning.

The purpose of this study is to identify Korean midshipmen's language learning styles. For this, the sensory channel preferences devised by O'Brien (1995) will be used. For the analysis of the result, in addition, the author will use ANOVA (analysis of variance). Finally, discussions and pedagogical implication will be added, based on the midshipmen's preferred channels such as visual, auditory, and haptic.

Let's Go Readers: The Story Gets Better

Barbara Hoskins, Oxford University Press

Saturday, 2:35 - 3:25 PM, 306

Being able to read for pleasure is one of the biggest payoffs for learning to read. The new Let's Go Readers offer students 12 great stories about characters they already enjoy. And, because the readers are part of Let's Go, you know that the stories will build on the vocabulary and structures that students are already learning.

This workshop will demonstrate techniques for incorporating the Let's Go Readers into your language lessons. We'll cover the basics, from how to introduce a story to how to check for comprehension. We'll look at ways to use the readers to strengthen students' reading strategies and skills, and fun activities to bring into class once a story is finished.



Conference Committee
Dr. Steve Garrigues
Site Co-Chair

Saturday, 2:35 - 3:25 PM, 307

**The Longman Advanced American Dictionary:
Real Language, Real Help**

Della Summers, Moonjin Media

From “advertorials” to “zero tolerance,” Longman’s new dictionary for advanced students provides a true-to-life picture of today’s American English. Participants will see how our analysis of a multimillion-word corpus database enables us to give fresh insights into how English is really used in context, with helpful information on collocation, natural-sounding examples, and special treatment of spoken phrases. Free activity sheets for use with the dictionary will be available.

Making the Most of Your Savings

Trevor Reynolds, Banner Japan

Chris Lovering, Banner Japan

Saturday, 2:35 - 3:25 PM, 101

Years from now, when all your retirement dreams are about to come true, you should be able to total up your assets and say your a millionaire. There are a multitude of ways to help achieve this, attending our seminar will help you find out which way is best for you.

We will discuss tailor-made portfolios for both monthly investment plans and capital portfolios. The aim in planning is to reduce risk as far as possible while maintaining the potential for the highest possible investment return. In each case we combine our expertise to develop a portfolio that has the ingredients for consistent superior performance.

Banner Japan has access to real-time prices using three data retrieval/charting systems: Omega Research Analytics and Bloomberg to monitor and analyze our client’s investments.

We invite you to attend to find out what is available to help secure your financial future. Get your self on track.

Think SIG (Special Interest Groups)

**Web-Based Activities: Promoting Diversity in
the EFL Classroom**

Christina Gitsaki, Nagoya University of
Commerce, Japan

Richard Paul Taylor, Nagoya City University,
Japan

Saturday, 2:35 - 3:25 PM, 503

The role of CALL in the foreign language classroom has changed since its introduction over 3 decades ago. With the advent of the Internet, language educators have been finding new and innovative ways of utilizing the numerous web resources for exposing their language learners to authentic English and real life language use. This new approach to teaching EFL, i.e. Web-Assisted Language Learning (WALL), has promoted diversity and student autonomy in the language classroom. Now students can choose what they want to read and access information that is pertinent to their individual preferences and interests. In this presentation we will discuss the features of WALL, and we will present ways to help language teachers create successful web-based classroom projects that will both satisfy a diverse group of EFL learners and enable them to use the web as a tool for improving their communication and language skills at the same time.

Saturday, 3:35 - 4:25 PM

The Basics and Beyond - Integrated English

Victoria Kimbrough, Oxford University Press

Saturday, 3:35 - 4:25 PM, 505

In English language teaching the pendulum has swung over the years from teaching only grammar to teaching only functions and communicative competence. Anyone who has taught English, especially at the lower levels, knows that equal emphasis needs to be given to all three areas.

This workshop will show how task-based, communicative activities, learning strategies, a thorough presentation and practice of grammar and vocabulary, interesting topics, and solid pronunciation practice can be brought together to

motivate students while giving them the basics they need to speak accurate, authentic English. It will also show how we, at the same time, can teach students to become aware of their learning process and therefore become better language learners. Most examples will be drawn from GATEWAYS 1, the beginning level of the new INTEGRATED ENGLISH series.

Content-based Team Teaching

Robin Nagano, Nagaoka University of Technology,
Japan

Yukie Koyama, Nagaoka University of Technology,
Japan

Saturday, 3:35 - 4:25 PM, 304

A team-taught course for engineering students in an EFL environment will be reported on. The course was designed to act as a step between general English and specialized discipline-specific reading materials. An EFL teacher and an engineering teacher planned the 14-week (20-hour) course and conducted classes together, using authentic texts. Three sections were taught by three pairs, for students from different majors.

Students reported increased motivation and felt they had acquired new knowledge of the subject as well as of English, while the teachers felt that they had learned from their collaboration. It appears that a discipline-specific approach that encourages three-way interaction (teacher-teacher, teacher-student, student-student) has the potential to increase student interest and motivation and to enhance communication between teachers in different fields. The pilot program was judged to be generally successful, and is being expanded upon in its second year.

Drama Techniques: A Different Way to Learn English

Lee Yonghoon, Kyongbuk Foreign Language HS,
Korea

KTT Presentation

Saturday, 3:35 - 4:25 PM, 210

The speaker will present the application of drama techniques (DTs) in ESL classes. DTs are the means used in drama for the actors to communicate with the other actors and the audience. The

ultimate aim of the actor in a play is similar to that of the English learner in an English class: to communicate the intended message to other people. If ESL teachers apply DTs to the English classroom, they can expect similar effectiveness to that seen in drama. Some concepts and classification of DTs are suggested to help English teachers utilize them in their classrooms. The speaker will invite the participants to relate any experiences they have of teaching English through the use of similar techniques.

Getting the Most Out of Your Coursebook

Miles Craven, MacMillan Heinemann

Saturday, 3:35 - 4:25 PM, 302

This workshop will provide ideas and strategies teachers can use to get the most out of their coursebook. The presenter will begin by reviewing the difficulties and limitations of using any coursebook exclusively. The presenter will then explain and demonstrate various activities and techniques for using material found in coursebooks. After, participants will be able to add their own suggestions in a discussion forum.

The Grammar Surgery

Michael Gibb, City University of Hong Kong

Kelly Row, City University of Hong Kong,

Saturday, 3:35 - 4:25 PM, PC room 208

The main objective of the session is to introduce an English language learning project that utilizes an interactive web site, The Grammar Surgery. The presenter will argue that Internet technology can offer language teaching a number of interesting options but that ultimately Internet technology is unlikely to usurp the language teacher.

The first part of the session highlights the advantages and disadvantages of using Internet technology in the classroom. There will be ample time for audience discussion. The second part demonstrates how to use the site, i.e. how to use the games, the video and the administration site. The final part presents students' reactions to the site.

This session targets teachers interested in using the Internet in the classroom as a supplement to regular classroom teaching

The Eighth Annual Korea TESOL Conference

Investigating Korean Students Exposure to English Speaking and Listening

Douglas Margolis, Dong Seoul College, Korea
David KIM, Kookmin University, Korea
Saturday, 3:35 - 4:25 PM, 202

This presentation aims to provide empirical foundation concerning Korean students exposure to English listening and speaking via three settings: instruction, multimedia, and sojourning experiences to an English speaking country. Furthermore, the relationship between motivation to learn English and the types of English listening and speaking exposure is examined. The results suggest that Korean students have had very little lifetime English listening and speaking exposure. Further, a relationship between motivation and receiving English instruction from a native English instructor was found. These findings have many implications for English instructions in Korea.

Multiple Intelligences - A Why and How to Reach Diversity

Ingrid Zwaal, Chonju National University of Education, Korea
Saturday, 3:35 - 4:25 PM, 510

Did you ever have a student that is brilliant in one area of study and hopeless in another? Or maybe while you were in school you found the same thing true for you? Howard Gardner's Multiple Intelligences theory explains that intelligence can be specialized by area. But what does this mean in the ESL classroom? A quiz will be given to determine your strengths and a look at the kinds of diverse activities that you can do to make your class more meaningful for students whose strengths do not include English.

NorthStar: Using Intergrated Skills to Develop Critical Thinking

Craig Zettle, Fencom Media
Saturday, 3:35 - 4:25 PM, 503

In this practical presentation the presenter will look at how to help students develop critical thinking skills through an integrated skills program. Participants will also have an opportunity to explore how this can be accomplished and what factors are necessary to acquiring this

important skill. The presenter will demonstrate how stimulating topics combined with the appropriate language skill support can allow students to successfully express themselves in English. Activities will be drawn from the popular Longman ELT course, *NorthStar*.

Open Books, Open Minds

Richard Walker, Moonjin Media
Saturday, 3:35 - 4:25 PM, 305

The fisher who draws his net too soon,
Won't have any fish to sell;
The child who shuts his book too soon,
Won't learn any lesson well.*

* The Children's Book Of Virtues

Herein lies the challenge we all face as teachers for all age groups, children's classes in particular. It is recognized that children's lessons and learning styles need to have a variety of activities to stimulate all their senses, to have hands-on activities, to be real and relevant to their lives, and to be fun.

You are invited to attend this active workshop to explore many ways and activities to help children from shutting their books too soon. Examples of songs, games, chants, and activities to keep students involved and learning, will be taken from *Gogo Loves English*, a series, which help provide a learning experience that is **FIRM** (Fun, Interactive, Real, and Meaningful).

Presentation-Practice-Production or Task-Based Learning in Korean University Classrooms?

Don Makarchuk, Kyonggi University, Korea
Saturday, 3:35 - 4:25 PM, 204

This presentation reports on the results of a study which compared two ways of teaching EFL in a Korean university conversation class setting: Presentation-Practice-Production (PPP) and Task-based Learning (TBL). PPP holds that learning is best accomplished by presenting language one unit at a time while TBL is based on the belief that learners ought to focus on using language to communicate. Given the difference in language learning beliefs of these two ways of teaching, it was hypothesized that they would have

different language learning effects on learners. The study tested the contentions that PPP ought to better promote **accuracy** because of its focus on form while TBL ought to facilitate **fluency** as a result of its emphasis of meaning. The results of the study support both of these contentions. It is suggested that TBL might be an appropriate way of teaching university students who are in need of fluency development.

A Report on English Cyber Training Program

Cho, Kon-Ho, Kyongsangbuk-do Educational Training Institute, Korea

Saturday, 3:35 - 4:25 PM, 101

Nowadays we often hear and show interest in cyber training on the Internet because of its convenience and economy of use. It seems to be gaining popularity as a mainstream educational method. Last April the Institute in Kumi where I work initiated a cyber training program which comprised several fundamental or core subjects i.e. Korean, Mathematics, Science, Social Studies, and English in addition to Internet use and skills. It was launched on April 14th starting with use of the Internet, followed by programs in the other subjects. The English program was done for 5 weeks from June 9th through July 18th. This presentation outlines how I organized and implemented the English program.

Stop Making Sentences!

Michael Guest, Miyazaki Medical College, Japan
Saturday, 3:35 - 4:25 PM, 504

The sentence still dominates much of both English teaching and learning. In the classroom, students are encouraged to “make full sentences”. When learning vocabulary, proof of comprehension is seen by a student’s ability to “use it in a sentence”. Models of language are invariably presented in sentence form and correctness is often viewed as having completed a “well-formed sentence”.

Yet it has been said that there is no such thing as a sentence in speech. Furthermore, recent corpus studies of spoken English show that fully-formed sentences are neither common nor necessary. So should the sentence really be used as a basic unit of English teaching and learning? In forcing our

students to focus on the sentential level are we neglecting or ignoring more central facets of language? And does an emphasis upon sentences accurately reflect the way in which we actually use our own language?

In this presentation, we will look at authentic samples of speech in which sentences are not “well-formed”, or not used at all, and yet fulfill important communicative functions. The presenter will demonstrate how the choice not to use sentence-based grammar reveals delicate nuances of meaning in terms of information structure, turn-taking, role-playing and as signals for expanding discourse. The presenter will also call for non-sentential forms to be added to lesson plans and models of English and provide examples as to how this can be incorporated productively into a communicative lesson in speaking English.

Story-based Activities for the EFL Classroom.

Julia Anahory, Woo-shin Language Consulting
Saturday, 3:35 - 4:25 PM, 511

Children’s natural interest in stories makes storytelling a powerful vehicle for supplying target language input and catching student attention. A story and a few spices are all a teacher needs to cook up a great class. This presentation will show how stories can be used to cover the four skills of listening, speaking, reading and writing.

SuperKids: Listening and Speaking Activities You’ll love!

Aleda Krause, Kyobo Book Centre
Saturday, 3:35 - 4:25 PM, 314

A basic philosophy of SuperKids is “Start with listening and go on to speaking.” Listening is the most important skill for children. They learn language by hearing it, responding to it, processing it — only later do they begin to produce it themselves. Our role as teachers is to give young learners as many chances as possible to hear understandable English. However we also need to offer our students, in a step-by-step progression, ways to build on that listening experience and go on to speaking. In this presentation a 5-step progression from listening to speaking will be demonstrated. Participants will take part in many

The Eighth Annual Korea TESOL Conference

activities from SuperKids, levels 1-4, that follow this philosophy. Come and join in — and take home lots of new activity ideas for your own class.

Teaching Different Cultures Using Movies

Paek Ji-won, Taejon Girls' Commercial High School, Korea

Saturday, 3:35 - 4:25 PM, PC room 205

These days there are many CD-Titles using movies, but they are trying to teach only the language, that is, words, phrases, and idioms in the dialogues. This usually makes our students feel that 'movies are just another form of a textbook' and lose their interest.

I use movies, however, to expose students to different cultures. I believe that learning to communicate in a language involves more than acquiring the pronunciation and grammar of that language. Through English, students can learn various ways of thinking and the life-style of English-speaking people, that is, they learn a different culture.

I usually give a short explanation about the holiday falling on the same day as I'm teaching and show scenes from movies. For example, I show "The Fugitive" on March 17, because March 17 is St. Patrick's Day and there's a scene about that day in the movie. Students don't think they are studying while watching movies. That means they naturally learn. Then English can be fun!

Evening Beer Social,

sponsored by Banner location to be announced on posters around the conference hall.

Teaching the Upper-Intermediate-Advanced Language Learner

Jack Richards, Cambridge University Press

Saturday, 3:35 - 4:25 PM, 306

What defines the language proficiency of the upper-intermediate -advanced language learner? This question will be explored by examining the characteristics of the learner in terms of phonological competence, grammatical competence, sociolinguistic and other dimensions of communicative competence. Issues involved in planning a syllabus for a course or set of materials addressing this type of learner will be illustrated and the role of fluency and accuracy work discussed. Examples will be drawn from the series Passages.

4:45 - ?

Cultural Performance in the Auditorium

KOREAN TRADITIONAL MUSIC CONCERT

Time: 5:00 to 6:00 pm Place: Auditorium (Rm 108) Performers: Kyongbuk National University Graduate Korean Traditional Music students.

Sujechon (Court Music) - string, wind and percussion Ensemble

Kayagum Sanjo (string solo with drum) - kayagum: Lee Jeeyoung, changgo: Kwak Gunyol

Chonnyonmanse (court banquet music) - Chamber Ensemble

Chongsonggok (transverse bamboo flute solo) - taegum: Lee Jeehyun

Kagok (vocal solo) - male singer: Yoon Yongseop, female singer: Kim Hyangkyo

KOREA TESOL JOURNAL CALL FOR SUBMISSIONS

The Korea TESOL Journal encourages submission of previously unpublished articles on topics of significance to individuals concerned with the teaching of English to speakers of other languages, particularly in Korea, and other Northeast Asian countries. Initial submissions should be made via email or mailed disk (PC formatted) to the Managing Editor at <rjdickey@soback.kornet.net>.

Send
submissions
to:

Prof. Robert Dickey, Managing Editor
Korea TESOL Journal
Kyongju University
Kyongju, Kyongbuk, South Korea 780-712



PAC the Pan-Asian Series of Conferences

PAC is a series of conferences, publications (proceedings and journals) and research networks that was created and signed into agreement by JALT, Korea TESOL and Thailand TESOL in 1994. The English Teachers Association of the Republic of China joined PAC in 1999. PAC1 was successfully launched in Bangkok in January 4-7, 1997; PAC2 was held in Seoul October 1-3 and hosted the Minister of Education from Korea, 1999; and PAC3 will be held next year in Kitakyushu, Kyushu, Japan from November 22-25, 2001 at "JALT2001: A Language Odyssey." PAC4 will be hosted by the English Teachers Association of the Republic of China, in Taipei, November 8-10, 2002.

An Asian Focus on Language Teaching is of International Importance

IATEFL and TESOL International support the development of PAC. These international language associations have sent their leaders and main speakers to the conferences and have actively participated in Pan Asian Council meetings to plan for future conferences, publications and activities in Asia. Asian scholars are increasingly being invited to lecture and give workshops at international conferences including IATEFL and TESOL Inc., which are usually held in the UK and North America.

Teachers residing in PAC-partner countries (Korea TESOL, Thai TESOL, Taiwan and JALT) hold an 8 percent share of the membership votes in TESOL, ranking second only to teachers based in the USA. (PAC) partner countries represent some 8 percent of total TESOL membership:

Japan	(6%)	897
South Korea	(1%)	120
Taiwan ROC	(1%)	100
Thailand		32

Other Asian countries in which teachers of foreign languages are interested in communicating with teachers outside their home country and possibly collaborating on a research project include: Australia, Cambodia, China PRC, Fiji, Hong Kong SAR, Indonesia, New Zealand, The Philippines, Singapore and Vietnam. The selection of proposals currently being planned for PAC3 at JALT2001 may allow for the combining of 2 or 3 short presentations to be given on a particular content area or topic of 15 to 25 minutes each into a 45-50 minute time slot. This means an individual presenter from Korea who submits an abstract on testing could be combined with presenters based in Taiwan or Thailand who are speaking on the same topic.

Active Support of JALT and PAC3 from Asian Colleagues

Korea TESOL, Thai TESOL, ETA-ROC, TESOL International and IATEFL are nominating plenary speakers from around the world to grace PAC3. Korea TESOL has the honors of opening up the conference where it left off in Seoul. Thai TESOL, TESOL international and IATEFL will strongly support JALT to spotlight main and special speakers through the three day conference and ETA-ROC has the challenge of wrapping up the conference and motivating yet more research in the field during the year before PAC4.

Competition for Speaker Slots at JALT2001 Eased by Collaboration

With such an outpouring of program and site support, main speakers will be teaming up to give plenaries, workshops or special lectures on their field of EFL in an Asian context. For example, at PAC3 US-based Donald Freeman teams up with UK-based Tessa Woodward,

and Hong Kong-based Christopher Candlin and Australian-based Anne Burns are also scheduled to collaborate on presenting their research. Korea TESOL-based Han Sang ho and Robert Dickey are teaming up to make the opening presentation. The conference program will lean toward the sharing of collaborative efforts and team presentations, panel discussions and colloquia and other fora.

PAC3 at JALT2001

PAC3 will be combined with the 27th annual JALT conference in the Kitakyushu International Convention Center, Kitakyushu City on Kyushu Island in Japan from November 22 - 25, 2001. The theme is "2001: A language odyssey." Odyssey refers to the long intellectual quest that foreign language teachers have been wandering along marked by many changes of fortune. Co-presentations and papers on collaborative research are being encouraged. For example, the opening and main plenaries will be jointly presented.

The deadline for regular proposals is January 15, 2001. Proposals must include contact name and contact addresses, presentation title, format type and content area.

PAC4 in Taipei

A sizeable contingent of teachers from Taiwan will attend PAC3, including Professor Feng-fu Tsao who will give the closing speech and receive the PAC baton during the final ceremony to carry on to Taiwan. Johanna Katchen will become the PAC4 chair, contact her at <katchen@mx.nthu.edu.tw>.

Looking forward to sharing your teaching research and practical ideas,

David McMurray (JALT)
PAC3 Co-Chair

Sunday Timetable

9:00

Larry Michienzi
Communicative Web-
Based Learning—
Homepage Making The
How's And Why's 205

Steve Watson
Interactivity Java-Script
And Language Learning
On The Net 208

Catherine Adler
I Like Lice—Improving
Student Pronunciation
202

Chris Gallagher
Aston University's
Diploma/MSc in TESOL/
TESP 204

Cho Sookeun
What's In The Pot?"
210

Ronan Brown
Extensive Reading In The
EFL Class 303

Hyun Tae-duck
Bingo: A New Teaching
Strategy 304

S. Holzberlein / G. Parker
Analyzing Students'
Responses In The Devel-
opment Of A Compara-
tive Culture Course 305

Steven Gershon Culture
In The Classroom:
Window And Mirror 306

Gerry Lassche Cyber
Language Education 313

Inju Chung
Dialogue Journal Project
In Freshman Class 314

Lee Young Hoon
Key-Pal Activities To
Develop Communicative
Competence 503

Chung-shun Hsia Small
Group-Activities In EFL
& Culture Learning 504

Reiko Mori Teachers'
Beliefs And Error
Correction 505

10:00

Dennis Kim / P. Hwang
The University Of
Birmingham Distance
MA In TEFL/TESL
202

Andrew Todd Smile:
Beyond Basics 204

Douglas Margolis
Learning Strategies:
English Practice &
Empowerment In The
Korean Classroom 210

Zaira Utebayeva
Developing Profession-
ally-Oriented Material For
Group Learning 304

Jack Richards
Teaching Listening Skills
With Tactics For Listen-
ing 306

Jill Robins Strategies
For Real World
Listening And Speaking
307

Rodney Tyson Teach-
ing Korean Students To
Write In English 313

Richard Walker Devel-
oping Confidence And
Success In Real World
Listening 503

Jerry Greenfield How To
Make Web Pages
Readable 504

Seo Eun-Mi Break-
ing The Ice In The EFL
Classroom 505

Jane Hoelker Interna-
tional E-Mail Exchange
Motivates Students
510

David McMurray
M & A: Merger and
Acquisition of Country
and Corporate Culture
511

11:00

Plenary Address

Allwright

12:10

Craig Zettle
Encouraging Fluency And
Learner Independence
With Voyages 204

Christina Gitsaki; Richard
Taylor Internet English:
Bridging Language
Learning And The World
Wide Web 205

Peter Nelson
"Teaching Stress,
Intonation & Rhythm"
210

Stephen Roney
Is Language Teaching
Obsolete 305

Roger Barnard Devel-
oping The Listening Skills
Of Pre-Intermediate
Learners 306

Tom Pierce "Read-
ing Skills: Before, During
And After" 307

Kelly Seung Lee Teach-
ing Young Children
Through Balloons 313

Miles Craven
Getting Students To
Communicate With Get
Real 503

Della Summers
Longman Dictionary Of
Contemporary English
On CD-ROM 505

Liam Morgan
Using Target Language In
Beginner Learner Class-
rooms 511

Andy Curtis Approaches To Professional Development For Language Teachers

Andrew Stokes Internet Technology

David Dugas A Rapid Scoring Method For Oral Exams

Sunday Timetable

1:10

Jack Richards
Methods In The New
Millenium 202

Marc Helgesen "Per-
sonalizing Language
Teaching, Firsthand" 204

Mike Misner
Speaking: Oral Presenta-
tions Collaboration
Through Computers 205

Steve Garrigues Phono-
logical Pitfalls For English
Learners And Teachers
In Korea 210

W-G Hwang / D-B Jeong
Classroom English 303

Chris Sheppard Task
Complexity In Language
Learning & Teaching 304

John Skye
Effectively Teaching
Large Classes 306

Mike McCarthy
What Are The Most
Basic Words In English
And How Do We Teach
Them? 307

Tom Pierce
Active Teaching With
Children 313

Aleda Krause
Starting Out Right With
Super Tots 503

David Shaffer English
Fears: Driving Out The
Demons 504

M. Hunter / G. Sano-
Giles Conversation
Controversy: Agreeing To
Disagree 505

2:10

J. Gongwer / P. Nelson
Evaluating Job Satisfac-
tion: A Survey Of
KOTESOL Professors
204

Dennis Kim
Approaches To Reading
210

Mike Stockton
Student Centered Action
Research OJT (On-The-
Job-Training) 303

C. Craig Bartlett
Using Textbook Dia-
logues As A Pedagogic
Corpus_____ 304

Marcela Jonas
Let's Get Radical: Back
To The Roots 305

Asif Siddiqui
Content And Critique
314

K. Burrell / Kim Y.
Teaching English To
Children And Their
Mothers With Storybooks
504

David Kim The
Basics Of Action Re-
search 510

Samuel McGrath Com-
municative Language
Teaching In Korean
Public Schools - An
Overview 511

B. Fenton-Smith / M.
Nelson Exploring
Interpersonal Relation-
ships: A First-Year
University Proficiency
Project 307

3:10

Annual Business Meeting - Election Results

101	12:10 - 2:00 PM
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208	12:10 - 2:00 PM
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314	12:10 - 2:00 PM
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SUNDAY ABSTRACTS

Sunday, 9 - 9:50 AM

Analyzing Students' Responses in the Development of a Comparative Culture Course

Giles Parker, Nagasaki University

Sara Holzberlein, Nagasaki Junshin Catholic University

Sunday, 9 - 9:50 AM, 305

Comparative Culture in Japanese academia is usually taught in a teacher-fronted lecture format that focuses on the transmission of content. Issues for concern are raised when the curriculum is requested to be designed and taught in a foreign language by foreign teachers whose educational goals and format differ somewhat from that of the host culture. After briefly reviewing these issues, this presentation goes on to discuss the implications derived from data collected in a pre-course needs analysis designed to address four areas: student needs, prior experience in cross-cultural studies, perceptions of relevance, and preferred learning styles. The aim of analyzing such data is to ultimately develop a more relevant and empowering learning experience for the student in this cross-cultural setting. This paper is part of an extended research project that investigates cross-cultural issues in curriculum design.

Aston University's Diploma/MSc in TESOL/ TESP

Chris Gallagher, Aston University, UK

Sunday, 9 - 9:50 AM, 204

This session will be of interest to EFL/ESL teachers in Korea who wish to improve their knowledge of the field, qualifications, and employment prospects by undertaking a master's degree/diploma program with a British university. Both on-campus and distance-learning modes are available. The benefit of the distance-learning master's is that you can research and experiment with the course input just where it comes to life-in your own pedagogic territory. If you come to

Aston, we help you to recreate your territory to use as a living framework for our input. It works both ways. The distance-learning program has now become fully modularized, allowing entry at any of four quarterly points. This flexibility, as well as the freedom to choose your own pathway through the course, makes the program ideal for teachers who wish to obtain a master's whilst working full-time here in Korea. Students on the distance-learning program are not required to visit the campus in Birmingham (UK). Instead they are provided with comprehensive module folders and accompanying readings, and have the option of joining email network groups with other students studying the same module. There are also periodic weekend tutorials from visiting Aston faculty for those that are able to attend. Details of the program, including course modules, modes of study, means of assessment, and required standards, will be presented. Questions from the audience will be encouraged throughout this session. Brochures and application forms will be available on request.

Bingo: A New Teaching Strategy

Hyun Tae-duck, Andong National University, Korea

Sunday, 9 - 9:50 AM, 304

Conventional "listen-and-find" Bingo games have long been a popular method of vocabulary-reinforcement. In this workshop, the presenter will show how Bingo can be used in an investigative "learner-directed" manner, with students accessing language from their peers (speaking, listening), and filling in responses on the Bingo Sheet. Other activities such as using colors and dialogs, will be part of this discovery workshop, in which a student-centered approach will include learners making their own Bingo sheets, and directing the activity. This approach is appropriate for encouraging students to communicate and use English in Elementary and Secondary English classrooms.

The Eighth Annual Korea TESOL Conference

**Communicative Web-based Learning:
Homepage Making: the How's and Why's**
Larry Michienzi, Hankuk University, Korea
Sunday, 9 - 10:50 AM, PC room 205

This presentation will focus on how to make class home pages and how to incorporate them into your Web-based classes. While the presenter will not go into to much depth as to the particulars and technical aspects of web page design. He will present a few options available to most ESL teachers who have access to computer labs but do not want to (or have time to) learn HTML. The presenter will also discuss the advantages of having a class and or individual home pages and activities that teachers could do with those pages. In addition different grading criterion/guidelines will be suggested.

Culture in the Classroom: Window and Mirror
Steven Gershon, Obirin University, Japan
Sunday, 9 - 9:50 AM, 306

Culture has been described as 'a learned code of behavior', 'a deposit of knowledge and experiences', 'the sum total of a way of life' and a partially submerged 'iceberg' composed of customs, art, values, beliefs and communication styles. When incorporated into classroom activities, all of these cultural elements can provide an engaging impetus for practicing language skills. Moreover, they can provide an enlightening window into another culture as well as a mirror into the students' own culture. In this presentation we will examine a selection of practical, usable classroom activities that focus on culture while at the same time offer solid, motivating language practice for elementary to intermediate level learners. The focus will be on the activities themselves: how they progress from more obvious to more subtle aspects of culture and how the activities work in the classroom as a series of lessons.



Conference Committee
Kirsten Reitan,
Program Chair

Cyber Language Education
Gerry Lassche, POSCO Globalization Education
Team, Korea
Sunday, 9 - 9:50 AM, 313

What is the best methodology of education has been a raging debate through history. Not surprisingly, education finds itself again embroiled in a controversy of best practice. This time, internet-mediating technology, or cyber education (CED) apparently holds the answer. The debate on the outcomes of CED has been largely one-sided, with the lauded benefits being institutionalized, and only scattered muted protest, if any, in the Korean academic community. The trend seems to have been accepted with open arms and closed eyes. Thus, this paper was written in order to marshal the findings and concerns of educators, especially in the field of FLA, in an effort to bolster arguments for a sober, second look at this debate. First, current and commonly-cited shortcomings of CED will be summarized. Second, a brief rationale for language training will be described. Third, the rationale will be used to critique an area of CED shortcomings which has not been discussed comprehensively in ELT literature: the human side of the issue, especially in terms of student-centered problems. Finally, a compilation of questions will be presented, drawn from research in the field of education. This list can be used to evaluate the continued development of CED, in terms of its relevance and appropriacy to the instructor-led classroom.

Dialogue Journal Project in Freshman Class
Inju Chung, Sogang University, Korea
Sunday, 9 - 9:50 AM, 314

This paper is to report how Dialogue Journal Project has actually worked in my Freshman English class of Spring Semester in 2000. I would like to present why I conducted this project, how I have conducted it, and how the goal I had in mind has been accomplished. The paper also includes the pros and cons of the project and, finally, suggests several other alternative methods which might be attractive to more computer-oriented teachers/students. The case study has been conducted by ninety students of Sogang

University freshmen, divided into three sections, each having thirty students, approximately. Students kept minimum two entries a week, making their own entries on one week and responding to another on the next week, so that the teacher's participation was not required. Statistical data will be provided in the paper, and the actual samples of the students will be projected on the OHP during the presentation.

Extensive Reading in the EFL Class

Ronan Brown, Seinan Gakuin University, Japan
Sunday, 9 - 9:50 AM, 303

The purpose of this presentation is to review the pedagogical value of extensive reading (ER) in the EFL classroom. The presenter will outline the rationale, design, and management of an ER program using graded readers, "the most versatile resource ever developed for teaching a language" (Hill, D. 1997, *ELT Journal* 51/1). This program currently forms an integral part of the Reading Skills curriculum for 1st year English literature majors at Seinan Gakuin University. Some of the issues dealt with include: introducing ER to the students; determining students' reading levels on entry and exit; establishing a class book-pool, book-exchange routines, and targets; sharing reading experiences via communicative activities; and evaluating students' reading development.

"I Like Lice." - Improving Student Pronunciation

Catherine Adler, ESS Language Institute, Korea
Sunday, 9 - 9:50 AM, 202

Teaching pronunciation, especially in a large class setting, is always a challenge. Teachers largely have to resort to drills, which are often boring both for the students and for the teacher, besides not having the desired effect. Additionally, whole-class drills make it impossible for the teacher to focus on individual students' pronunciation progress, thus leading to fossilization of faulty pronunciation. This workshop will explore a range of techniques teachers can use to increase the success rate in teaching pronunciation. Using a practical, hands-on approach, the workshop will address perennial pronunciation problems and suggest alternatives to the pronunciation drill,

which can be incorporated into various classroom settings.

Interactivity, Java-script and Language Learning on the Net

Steve Watson, Kumoh National University of Technology, Korea
Sunday, 9 - 10:50 AM, PC room 208

What second language learning sites abound on the net? How interactive are they for the casual or serious learner? This workshop will look at and compare many of those sites. Examples of java-script- and audio-enhanced pages will be looked at in closer detail. Emphasis will be on sites and pages that can help the ESL/EFL/EOL student and educator. This workshop will not go deeply into the mechanics of designing web pages, but instead will demonstrate samples that can serve as templates for teachers.

Key-pal Activities to Develop Communicative Competence

Lee, Yonghoon, Kyongbuk Foreign Language High School, Korea
Sunday, 9 - 9:50 AM, 503

Email, especially, is one of the most frequently used functions on the internet. In this study students were provided with free email addresses and corresponded with students all over the world. Particularly one school, East High School in the state of Ohio, USA, was chosen to correspond with periodically to facilitate the exchange effectively. Different topics were suggested every two weeks. As a result of their correspondence, students' interest in English was increased and their abilities in English were improved. New understandings of cultural differences also helped to improve their communicative competence.

*Special Thanks to
Hakmunsa (Publishers)
who contributed the
printing of this Program
Guide!*

The Eighth Annual Korea TESOL Conference

Small Group-Activities in EFL and Culture Learning

Chung-shun Hsia, ChinMin College

Sunday, 9 - 9:50 AM, 504

Language and culture are bound together in many ways. Culture learning is important because it is a special type of human interaction and identification. It is closely related to norms, values, beliefs, worldviews and other aspects of subjective culture. Second language acquisition consists of not only the learning of language skills but also the adoption of other behavior patterns of the target language community.

Small-group work is particularly suitable for students with an active experimentation preference who want knowledge to be practical. It maximizes students' participation and lets students work independent of the teacher. There are cross-cultural variations in group expectations, behavior, values and norms. Thus small group activities can be an effective strategy in developing intercultural awareness and culture learning if the topic is relevant and appropriate.

In cross-cultural learning, one of the most popular techniques is a critical incident exercise. This paper focuses on the application of small-group activities concerning critical incident exercises in EFL and culture learning. This paper shows that people may interpret the same story in terms of their own culture (ethnocentrism) because of different cultural backgrounds. This paper demonstrates how the effect of cross-cultural background knowledge plays a crucial role in foreign language comprehension. This paper argues that small group activities aid students to change (or evolve) from "ethnocentrism," through stages of greater recognition and acceptance of difference to "ethnorelativism."

Teachers' Beliefs and Error Correction

Reiko Mori, Kagoshima Prefectural College, Japan

Sunday, 9 - 9:50 AM, 505

This study examines two ESL teachers' beliefs that are at work behind their error correction. By investigating how their beliefs are related to their error correction behavior, this study contends that

a more careful look at teacher error correction behavior is warranted.

Recent error correction studies usually examine the relationship between teachers' error correction behavior and its effects on students' linguistic outcome. Another direction this research can take is to investigate how teachers conceptualize error correction and why they perform error correction the way they do.

Using qualitative data, the present study explores how the participating teachers' beliefs influenced their error correction behavior. I will argue that the effectiveness of error correction should be judged based on their specific purposes that teachers have behind their error correction behavior, and that their error correction and its success might be misinterpreted if researchers' preferred purpose and teachers' own are not identical.

What's in the Pot

Cho Sookeun, Pusan Coex, Korea

KTT Presentation

Sunday, 9 - 9:50 AM, 210

Ms. Cho will share various activities that she has successfully used in the elementary school classroom. It promises to be a fun-filled 50 minutes.

Sunday, 10 - 10:50 AM

Breaking the Ice in the EFL Classroom

Seo Eun-Mi, Howon University, Korea

Sunday, 10 - 10:50 AM, 505

How can teachers break the ice the traditional Korean classroom? The main focus of this workshop is how to make the students more comfortable and how to make the class atmosphere more conducive to true learning. The humanistic and holistic approach will encourage students' desire to express themselves in the target language. The teacher's job is to help students feel closer to each other and foster an atmosphere of trust and sharing. Teachers can feel closer to the students whenever they are engaged in a holistic way of teaching. EFL students need to be risk

takers to be successful language learners. Lessons should be learner-centered and learning takes place as groups engage in meaningful social interaction.

In this workshop, the presenter will show how to incorporate four language skills in the classroom using humanistic, affective and whole language approaches

Developing Confidence and Success in Real World Listening

Richard Walker, Fencom

Sunday, 10 - 10:50 AM, 503

For many learners, real-world listening is perceived as both daunting and a huge leap from listening in the classroom. How do we provide the confidence they need to take off? First it is vital to ensure students' motivation and involvement through variety and high interest input. We should also introduce usable strategies and practical tips, and furthermore we must provide accessible classroom tasks that target a variety of specific listening goals.

This practical workshop, focusing on features of the new listening course Sound Bytes, is designed for teachers looking for lively ways to develop the listening skills and confidence their students need to succeed outside the classroom.

Developing Professionally-Oriented Material for Group Learning

Zaira Utebayeva, Kazakhstan Institute of Management, Economics, and Strategic Research, Kazakhstan

Sunday, 10 - 10:50 AM, 304

Having no special training in particular job areas, the EFL teacher usually faces a lot of problems in conducting vocational courses. One of them is the absence of an appropriate professionally-oriented textbook that could be of great use for the teacher and effective for the ESP students.

In this situation the students can be motivated to produce textbook units for themselves. Authentic texts in accounting were abridged, arranged into paragraphs, the unknown words were substituted for their synonyms, active vocabulary was elic-

ited, and a number of tasks were composed to consolidate the material and to discuss the theme.

In this method the teacher is the most responsible member of the team, having the same objectives, striving for the same results. The work becomes even more challenging when the students are encouraged to teach their groupmates the units they have developed.

How to Make Webpages Readable

Jerry Greenfield, Miyazaki International College, Japan

Sunday, 10 - 10:50 AM, 504

As more classrooms become computer-equipped, EFL teachers are discovering the potential of incorporating the World Wide Web in classroom activities. Where facilities permit, creating student webpages is an integrating activity that takes students eagerly to the edge of their creativity and linguistic competence.

Unfortunately, in students' enthusiasm for color and style, communication often falls victim to seductive design tools available at a mouse click in webpage authoring software. Nor are teachers immune to using the same devices to create instructional webpages that students find unreadable and that present poor examples for them to follow.

This presentation applies to webpage design research findings regarding typographic legibility, including font selection and sizing, color use, and page layout. It will also include use of tools to assess the EFL readability of text. Specific advice on creating readable webpages will be given, with examples of both good and bad design.



The Eighth Annual Korea TESOL Conference

International E-Mail Exchange Motivates Students

Jane Hoelker, Seoul National University, Korea
Sunday, 10 - 10:50 AM, 510

IMF austerity measures terminated study opportunities in 1998. This paper examines how participation in an international writing exchange through e-mail (IWE) organized by Ruth Vilmi of Helsinki University of Technology motivated these Korean students to write abundantly and well by helping them escape their sense of isolation via the Internet.

Through OHP examples of student work, this paper examines how the introduction of computers into the learning environment challenged students to learn new skills, and how meeting this challenge successfully motivated students. Opportunities for meaningful language use prompted students to produce quantities of postings (introductory letter, collaborative story, evaluation, criteria, article) in a variety of rhetorical modes such as; narration, description, exposition, cause and effect, argument, and comparison and contrast.

This paper will discuss how the network interaction (Langston & Batson, 1990; Sirc and Reynolds, 1993) empowered students to blend their own ideas with the ideas of their peers to develop personal writing criteria. Assessment through checklists and peer editing through subjective comments further developed their mindfulness of criteria.

Learning Strategies: English Practice & Empowerment in the Korean Classroom

Douglas Margolis, Dong Seoul College, Korea
Sunday, 10 - 10:50 AM, 210

Teacher development, curriculum decisions, and "teaching" are important to second language acquisition, however, such efforts only comprise 50% of the education equation. Learner development, study choices, and "learning" also comprise 50%, though this portion is often neglected when teachers think about how to make their classrooms more effective educational environments. This KTT presentation helps teachers understand the importance of teaching learning strategies, identifies and lists learning strategies, and

provides activities for teaching students learning strategies. This presentation is based on Rebecca L. Oxford's book, *Language Learning Strategies, What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990).

M&A: Merger and Acquisition of Country and Corporate Cultures

David McMurray, The International University of Kagoshima, Japan
Saturday, 10 - 10:50 AM, 511

This presentation begins with an overview of the diffusion of language teaching and testing innovations taking place in Asia concomitant with business, economic and technological changes, and ends with an explanation of how teachers can help their students of language, ESP and culture to prepare for and to take advantage of these trends.

Innovations are a result of the work of change agents, people who have the power or ability to encourage changes such as task-based learning; team-teaching; teaching of English at elementary levels; introduction of computer-based TOEFL; dropping of entrance exam requirements; proposing of English as a Second Language in Asia; partnering of professional language teaching associations and the meeting of Asian ministers of Education.

The merging and acquiring (M&A) of companies located in different countries is increasing in tempo. Last year, French car maker Renault purchased Nissan Motors in Japan and this year purchased Samsung Motors in Korea. The mixing of corporate culture is as great a shock as the mixing of countrymen. As a result of M&As, international standards for accounting, law, and business were first to change. Standardized teaching and language ability measures are next.

Smile: Beyond the Basics

Andrew Todd, Macmillan Heinemann
Sunday, 10 - 10:50 AM, 204

How can you keep older and more able students motivated and on task? Why introduce cross-curricular and cross-cultural topics to young Korean learners of English? In this workshop the presenter will explore the answer to these questions and will demonstrate how the *Smile* methodol-

ogy changes to adapt to the changing needs of developing learners. Using activities and material from the upper levels of *Smile* the participants will be led to a better understanding of the developing aptitudes of their students and the rationale behind the choice of topics and content in *Smile*. Practical advice on the use of classroom language, classroom management and error correction will be included. Come along and find out how *Smile* is in touch with the real needs of your students.

Strategies for Real World Listening and Speaking

Jill Robins, Longman

Sunday, 10 - 10:50 AM, 307

Listening materials which have the features of authentic conversation pose a challenge for EFL learners. A set of listening strategies can help to make these materials more easily understood. This presentation explains how the new textbook series, IMPACT Listening, incorporates authentic features in conversations and provides practice in applying listening strategies. "Real World Listening" conversations and exercises are shown, followed by interaction activities that expand from the listening skills to develop speaking skills.

Teaching Korean Students to Write in English: What Works?

Rodney Tyson, Daejin University, Korea

Sunday, 10 - 10:50 AM, 313

This paper begins with a brief overview of some of the findings of an ongoing study of motivational and attitudinal factors in teaching English composition at the university level in Korea. Data collected using a number of largely qualitative research methods indicate that Korean university students in writing classes at various levels found several of the techniques most often associated with the "process approach" both motivating and useful. Specifically, evidence is presented that students reported benefiting from writing in multiple drafts, a stronger emphasis on content and organization than structure in early drafts, use of peer- and self-editing activities, and publication of their work at all stages of the writing process. The author will present several examples drawn from actual class assignments and student writing

illustrating the successful use of these techniques in his classes.

Teaching Listening Skills with Tactics for Listening

Jack C. Richards, Oxford University Press
Korea

Saturday, 10 - 10:50 AM, 306

The nature of listening comprehension skills in a second/foreign language will be examined and the role of such factors as vocabulary, grammar, background knowledge and listener expectations discussed. Typical comprehension problems of L2 learners will be explored. Key principles involved in teaching listening will be presented, including "prepare students for listening", "grade listening tasks", "set authentic goals for listening", and "teach rather than test". These principles will be illustrated from the series "Tactics for Listening".

The University of Birmingham Distance MA in TEFL/TESL

Dennis Kim, David English House

Patrick Hwang, David English House

Saturday, 10 - 10:50 AM, 202

The University of Birmingham MA in TEFL/ TESL is widely regarded as the best of its kind in Britain. It is possible to take this course in Korea without leaving the country. If fact the only time it is necessary to leave home is for a one-week seminar in Seoul. students work through materials at home, and write assignments. There is plenty of direct support from Birmingham, and local support from Korea-based tutors and David English House In Seoul. In this question-answer session, Dennis Kim Gyung Sik and Patrick Hwang will introduce the course and answer questions.

PLENARY SESSION

11:05 - 11:55

Dr. Dick Allwright

Auditorium

12:10 - 2:00 PM

Sunday, 12:10 - 1:00 PM

Approaches to Professional Development for Language Teachers

Andy Curtis, Hong Kong Polytechnic University, Hong Kong

Sunday, 12:10 - 2:00 PM, 101

"Those who can, do. Those who can't, teach." This unfortunate and clearly untrue saying may be one of the reasons why teachers in general, and perhaps language teachers in particular, seem to have had to fight longer and harder than many other professions to be accepted as such, ie, as full professionals. One of the keys to addressing this distorted perception of teacher professionalism may be within the growing interest in the professional development of language teachers. If teachers are constantly engaged in professional development, then they must be, by definition (albeit somewhat circular), professionals. However, professional development takes time and energy: two resources teachers do not have in large supply at the end of the day.

We start then by considering the case against professional development of language teachers, by identifying as many of the factors that do not facilitate or even prohibit such development. We can then consider the case for the defense: Why should we bother with professional development? It is hoped that the reasons against this kind of development can be shown to be outweighed by the reasons in favor. If we can establish this, we can then move on to look at practical ways of engaging in this endeavor, give the constraints and demands operating within our education systems.



Conference Committee
Carl "Dusty" Dusthimer,
Associate Members Liaison

Developing the Listening Skills of Pre-Intermediate Learners

Roger Barnard, Tama Art University, Japan

Sunday, 12:10 - 1:00 PM, 306

The presentation / workshop will show that carefully adapted authentic materials, supported by appropriately designed and sequenced activities, can help pre-intermediate learners of English to develop effective strategies for real-world listening. The emphasis will be on comprehension of broadcast news items. The presentation will begin by addressing the problems learners encounter when listening to real-world materials in English, and suggestions will be made for overcoming these difficulties. Participants will then examine ways of adapting a listening text and a sequence of activities will be proposed for exploiting the text in class. The recommended sequence moves from general to detailed understanding, and incorporates the concept of bottom-up / top-down processing. A number of exercises will be introduced for each stage. The presentation should prove useful for teachers who wish to use published listening materials more effectively, and those who would like to develop their own texts and activities.

Encouraging Fluency and Learner Independence with Voyages

Craig Zettle, Pearson Education

Sunday, 12:10 - 1:00 PM, 204

What, as educators, are our goals for our students? Some educators might say it is to create a rich, motivating learning environment or to encourage learner autonomy. Others may wish to focus on learning through involving students in meaningful tasks? The aim of this workshop will be to demonstrate how the above approaches can help create a comprehensive and motivating curriculum, which also stimulates learner awareness and autonomy. The presenter will suggest that language needs to be presented and practiced in meaningful, communicative and functional contexts and activi-

ties will be drawn from *Voyages*, a new four-skill course from Longman ELT.

Getting students to communicate with *Get Real!*

Miles Craven, Macmillan Heinemann
Sunday, 12:10 - 1:00 PM, 503

This workshop will focus on the importance of developing effective speaking and listening strategies for lower-level students. The presenter will show the benefits of taking a structured approach that leads the student from recognition of the target language, through controlled and intensive practice activities, to free and genuine production. All materials and activities used will be taken from the new Macmillan course for Asia, *Get Real!*

Internet English: Bridging Language Learning and the World Wide Web

Christina Gitsaki, Oxford University Press Korea
Richard P. Taylor, Oxford University Press Korea
Sunday, 12:10 - 1:00 PM, PC room 205

The web as a resource of authentic English language use and task-based learning is far too valuable not to be exploited. Teachers willing to use the web in their EFL classes in a constructive way are faced with the task of having to carefully design web-based projects and activities that will successfully integrate ELT and the world wide web. In this presentation we will first outline the main features of the web-assisted language teaching approach. Then we will present the basic steps to designing successful web-based projects for learning English as a web-based projects in the EFL classroom (both in traditional classrooms and in computer labs), and finally we will present some of the outcomes of web-based projects as well as our students feedback with regard to web-based projects.

Internet Technology

Andrew Stokes, Clarity Ltd.
Sunday, 12:10 - 2:00 PM, PC room 208

How to use IT (Internet Technology) with your students without being an IT expert! We will look at several practical and effective classwork and

homework activities that involve IT, Motivate students, and don't threaten the teacher! We'll also look at what you can do if the technology breaks down. Use this session to free yourself from IT fear!

Is Language Teaching Obsolete?

Stephen Roney, Heoseo University, Korea
Sunday, 12:10 - 1:00 PM, 305

Computerization is transforming the white-collar world, and may soon hit the professions. Entire industries are dying, and new ones being born. A recent issue of *Time* magazine pinpointed classroom teaching as one of ten professions it expected to be obsolete within ten years, fully supplanted by software. The boom in distance learning through the Internet makes it apparently needless to have a native speaker on the spot. At the same time, computer translation may suddenly make using a foreign language as simple as punching a pocket translator, like a pocket calculator. Should we all be looking for a new line of work? This informal exploration, led by former software developer and technical writer (and present ESL teacher) Steve Roney, takes a cold look at the future of TESL in light of such technology.

The Longman Dictionary of Contemporary English on CD-ROM

Della Summers, Longman
Sunday, 12:10 - 1:00 PM, 505

The Longman Dictionary of Contemporary English just got better! Not only is it clear, contemporary, and informative, but it's now also available with a CD-ROM. Participants will see how the CD-ROM lets users access the dictionary's wealth of information in totally new ways. Students can use it to find the correct definition, practice pronunciation, and learn new vocabulary. Free activity sheets for use with the dictionary will be available.



Conference Committee
Andrew Todd,
Associate Members Liason

The Eighth Annual Korea TESOL Conference

A Rapid Scoring Method for Oral Exams

David Dugas, Taejon University, Korea
Sunday, 12:10 - 2:00 PM, 314

After several years of development, a rapid method exists for scoring oral exams given to students in the range from mid-novice to upper intermediate levels. As a practical step in further testing, a group of teachers will be trained, and encouraged to use the new method in their own classrooms. At the start of the workshop, materials, training and practice will be provided for the three types of exams I now use in my classrooms. Later, I will test students experienced with these types of exams in such a way that all participants can compare their scoring results. Participants will be asked to return evaluations of this method after they have used it.

Reading Skills: before, during and after

Tom Pierce, English Plus
Sunday, 12:10 - 1:00 PM, 307

Recently, teaching reading has come to mean more than teaching basic comprehension. Reading is now seen as an active process that requires learners to interact with the text, and to draw on various types of knowledge. *Read All About It* is a new course from Oxford designed to help students develop reading skills and critical thinking through high interest material and before, during, and after reading tasks. In this presentation we will examine how teachers can help their students to not only understand any given text, but to also become more effective readers. Also, activities from *Success in English Teaching* (forthcoming from Oxford) will be demonstrated.

Teaching Stress, Intonation & Rhythm

Peter Nelson, Chung Ang University, Korea
KTT Presentation
Sunday, 12:10 - 1:00 PM, 210

Teaching correct pronunciation can be difficult, especially if the instructor is not a native speaker of English. In this workshop, Dr. Nelson will focus on three facets of pronunciation: stress placement, intonation and rhythm. Participants will review written materials, undertake group and pair exercises, and practice individually. The

workshop is suitable for teachers at all ESL/EFL levels, and will be especially useful for non-native speakers. There will be time for questions and discussion.

Teaching Young Children through Balloons

Kelly Seung Lee, Moonjin Media
Sunday, 12:10 - 1:00 PM, 313

The presenter shows different ways of teaching to very young children. You will get to learn and experience ways to introduce colors, shapes, prepositions vocabulary and actions to very young children. Through this experience the presenter also talks about keeping young children's attention throughout the class time.

Using Target Language in Beginner Learner Classrooms

Liam Morgan, Faculty of Education
University of Technology, Australia
Sunday, 12:10 - 1:00 PM, 511

We know very little about the types of tasks, strategies and teacher-talk which empower and inspire beginner learners to take risks the language they are learning. We know even less about the role of target language use in this process. What do most teachers use the target language for in second language classrooms? How much real communication takes place in the target language in beginner learner classrooms? What parameters are used by teachers in assessing their own use of the target language?

This paper is based on research carried out with teachers in Sydney in beginner learner classrooms. The primary aim of the paper is to put forward a model for analysing target language use in the classroom which addresses the above questions. The intention is to demonstrate the development of an analytical framework which is both accessible to teachers and productive in terms of their reflection on their classroom practice. The role of validity in target language use and the importance of context to beginner learners is also examined in some detail. Finally, the paper considers the effects of this type of analysis on the quality of learner production. The process of collaborative research is described and evaluated.

Unforgettable Pleasure

Kyongju World Culture EXPO 2000



Kyongju World Culture EXPO 2000 brings the world's cultures to Korea for 71 days this fall, from September 1 through November 10. Hosted in Kyongju, Korea's famous "museum without walls," the EXPO will feature displays of numerous exhibitions, films, and performances of Korean and other cultures, as well as virtual reality technology in Cyber Hall to guide you through a reproduction of the ancient capital of the historic Shilla kingdom.

As a partner of KOTESOL Conference 2000, Kyongju World Culture EXPO 2000 hopes that as you "*Cast your nets*" for teaching knowledge at the conference, you include *Diversity in cultures* as part of your plans and make a trip to the Culture EXPO an important aspect of this Autumn's itinerary.

Kyongju, the millennial city, boasts a broad variety of cultural heritages, including UNESCO-designated World Cultural Heritages Pulguksa Temple and Sokkuram Grotto. See also the world's oldest astronomical observatory, Chomsongdae, and enter the tomb of a King!

"Hwangawi Grand Festival" will be held during Chusok (Korean Thanksgiving Holidays, September 11-13) to give foreign workers a special opportunity to experience the traditional holiday culture of Korea. But any day is a good day in Kyongju—the moderate weather and bike paths makes cycling a preferred means of sightseers' transportation!

All levels of tourism services are available in Kyongju, including world-class accommodations, golf courses, condominiums, and spas in the Pomun Lake Resort area. So bring along your family and make a vacation of it!

Kyongju World Culture EXPO 2000 has become a recognized international cultural festival, hosting the Asia-Europe Forum, the Asia-Europe Folk Festival, European Film Festival, and Asia-Europe Young Artists' Exhibition (under co-sponsorship with the Asia-Europe Foundation) and hosting the UNESCO International Youth Camp.

Entrance tickets are on sale at the Post Office, Daegu Bank, and also on the Kyongju World Culture EXPO 2000 homepage at <http://www.cultureexpo.or.kr>



For information, contact us at (053) 357-2114, or see us during the Conference.

Sunday, 1:10 - 2:00 PM

Active Teaching With Children

Tom Pierce, English Plus

Sunday, 1:10 - 2:00 PM, 313

Teaching very young learners is a job, which demands creativity and excellent organizational skills. Having a well-designed text can help greatly with the creative and organizational aspects of teaching. *Tiny Talk* is a course from Oxford that is designed for use with preschool children. In this presentation we will consider ideas from *Success in English Teaching* (forthcoming from Oxford) on how teachers can effectively use various teaching aids such as wall charts, student cards, puppets, audio cassettes, and realia (real objects). We will draw on the wealth of materials from the *Tiny Talk* series.

Classroom English

Won-Gill Hwang, Hakmunsa

Dong-Bin Jeong, Hakmunsa

Sunday, 1:10 - 2:00 PM, 505

This book is a practical guide for English teachers whose native language is not English, particularly, for those with little exposure to English, gives English teachers fundamental abilities and skills to practice communicative abilities in classroom English. Each of these units provides instructional skills and practice in speaking, understanding and interaction with students. It assigns primary importance to the function of language teaching as a vehicle for communication and expression in classroom.

Conversation Controversy: Agreeing to Disagree

Gillian Sano-Giles, Komaki English Teaching Center, Japan

Michael Hunter, Komaki English Teaching Center, Japan

Sunday, 1:10 - 2:00 PM, 306

The purpose of this demonstration is to share activities and strategies to encourage students to examine, evaluate, and express their opinions. Too often students lack the skills necessary to effectively express themselves, let alone tackle

sensitive issues which often face them. The ability to discuss serious topics will broaden students' scope of communication and help enrich their language studies. The importance of this type of oral communication is a large part of the ACTFL guidelines which note moving from concrete to more abstract concepts and higher level thinking skills. The use of which is expected from students at a higher English level.

This demonstration relies on activities and materials developed and used in a recently taught class that focused on controversial issues such as international marriage, the roles of men and women in today's society, and other social issues like homelessness.

Effectively Teaching Large Classes

John Skye, Honam University, Korea

Sunday, 1:10 - 2:00 PM, 306

Frazzled, stressed, unhappy. These words often describe the teacher of classes with sixty or more students. Relief is just a workshop away. The contrast is a class in which everyone participates, motivation is high, laughter is heard, and meaningful learning takes place. This kind of class is possible by first applying principles from education, psychology, business management, the Boy Scouts of America, and the U.S. Marines. Next, by changing the traditional classroom to a classroom that is cooperative, interactive, and student empowering. The result: students develop meaningful language, leadership, confidence, and intrinsic motivation while the teacher acts as facilitator, resource, and quality assessment. Activities focus on the needs, motivations, and learning styles of the students. The students are actively engaged in meaningful communication for 95% of the class time through subgroups, team leaders, and mini lessons. An instrument is used as a visual aid for goal setting and to show the student's progress. The classroom becomes fun, exciting, and a joy to attend.



Conference Committee
Kim, Su-mi,
Registration Coordinator

English Fears: Driving Out the Demons

David E. Shaffer, Chosun University, Korea
Sunday, 1:10 - 2:00 PM, 504

The inhibiting effect of anxiety on learning English as a second language in the Korean environment should not be underestimated. English-learner surveys will be presented which show how widespread and serious the fear factor is in the early stages, later stages, and even the pre-learning stage of learning English. In addition to what English learners themselves view as the reasons for this anxiety, it is suggested that some of this fear is deeply rooted in Korean culture and history. A variety of methods of reducing or eliminating this apprehension toward speaking English will be presented, in particular, in-class speaking activities including small-group task-based activities, role-plays, agony aunt columns, and journal writing. The session will then be opened to the audience to elicit their perspectives on the causes of speaking anxiety and further suggestions on how to exorcise English learners of the fear of speaking.

Methods in the New Millenium

Jack Richards, Cambridge University Press
Sunday, 1:10 - 2:00 PM, 202

What is the status of methods in the new millenium? Is Communicative Language Teaching still the methodology of choice? What happened to some of the alternative methods of the 1980s and 1990s, and what new methodologies have been proposed? What do we understand by the “post-methods” era? These questions will be explored by examining what has happened to language teaching methods since the 1980s. Particular attention will be given to Communicative Language Teaching, Competency-Based Instruction, Co-operative Learning, and Task-Based Approaches. Alternatives to the methods view of teaching will

also be discussed and possible influences on the future of methods will be examined, including the role of technology, cross-over educational trends, and socio-political factors.

Personalizing Language Teaching, Firsthand.

Marc Helgesen, Moonjin Media
Sunday, 1:10 - 2:00 PM, 204

“Personalization” in language teaching means far more than a few games where learners add their own information. It forms the basis of learner centered teaching. In this activity-based session, we’ll look at way to personalize and extend our teaching, include a variety of awareness activities. We’ll also consider learning strategies (things the students really can do on their own) and ways to help learners take responsibility for their learning. Other issues will include grammar and sensory awareness as well as task support to make sure the students are able to communicate their ideas: How do we structure tasks to make sure everyone — not just the “talented 20%” — really participate? Using examples from the popular *English Firsthand (English Firsthand Access, English Firsthand Success, and English Firsthand Gold 1 and 2)* Series, the author will demonstrate ways to personalize and extend the tasks, interest and learning.

Phonological Pitfalls for English Learners and Teachers in Korea

Steve Garrigues, Kyungbuk University, Korea
KTT Presentation
Sunday, 1:10 - 2:00 PM, 210

This workshop for KTT focuses on contrastive phonology (“English sounds - why they’re difficult and how to teach them”), problems in semantics and syntax (“Do you like dog?”), and cross-cultural issues (“Space and self in Korea and the west”).

Have you renewed your KOTESOL Membership? Find a membership application/renewal form in the back of this Guide, or visit the Membership desk in the registration area! Don't miss out!



The Eighth Annual Korea TESOL Conference

Speaking: Oral Presentations Collaboration Through Computers

Mike Misner, Yeungnam University, Korea
Sunday, 1:10 - 2:00 PM, PC room 205

Vygotsky emphasized the relationship between collaboration and learning. I will compare that with Piaget's theory. From these theories, I will explain how I use formal speaking to encourage collaboration between students.

In my classes, groups of 5 students share 15 minutes in which the previous 3 weeks of research are presented. Students use Yahoo E-mail and distribution lists to search the internet and send each other information related to their topic. They create surveys for students and interview questions for professors and psychologists. Next, they synthesize the data and make a PowerPoint presentation. Students practice and on presentation day are videotaped. Evaluation is done during the presentation and upon further review of the videotape. Finally, students critique their own performances, and submit a report about their presentation style.

I believe that research, organization, presentation and self-evaluation, combine many skills to make formal speaking a powerful collaborative learning tool.

Starting Out Right with SuperTots

Aleda Krause, Kyobo Book Center
Sunday, 1:10 - 2:00 PM, 503

Very young learners are different from others — they're still learning so much about their own language and the world around them that they approach everything they do as a learning experience. They won't sit still for vocabulary drills and cry when they lose a game! We need to fill our classes with experiences that involve and challenge their growing minds and bodies, and are developmentally appropriate for kindergartners.

What kinds of activities are in SuperTots? Following simple directions, songs and chants, phonics recognition, vocabulary-building, simple and very useful exchanges and dialogs, crafts, and non-competitive games — all whole-language

activities to help children express their individuality and creativity while learning a new language. Come and find out new ways to help young children learn about themselves and the world around them through English.

Task Complexity in Language Learning and Teaching

Chris Sheppard, Pusan University of Foreign Studies, Korea
Sunday, 1:10 - 2:00 PM, 304

Just as the communicative syllabus before it, the task-based syllabus has been criticized for developing learners' language only to a basic communication level - no better than Pidgin English. The concept of Task-complexity offers a partial solution to this criticism, accords with cognitive theory and provides a theoretical base for the ordering of tasks in the syllabus. This paper begins with a definition of the task and of complexity (including planning time, task quantity, prior knowledge, and element quantity variables) and continues by investigating how ordering tasks based on their complexity assists learning. Then the application of complexity to classroom tasks is examined and, finally, an example is given of the application of the principles of the task-based approach to one university curriculum.

What Are the Most Basic Words in English and How Do We Teach Them?

Mike McCarthy, Cambridge University Press
Sunday, 1:10 - 2:00 PM, 307

In this presentation we look at the first 2000 words of English in some detail. We shall group the words into different types according to their functions and how important they are to basic spoken and written communication. Participants will have the opportunity to work with selections from the 2000-word list. When we have a good, clear idea of what types of words are involved, we shall consider different ways and contexts for teaching them. The presenter will base his talk on his work preparing elementary vocabulary materials for Cambridge University Press's 'Vocabulary in Use' series.

PAC3 is Coming...

Sunday, 2:10 - 3:00 PM

A First-Year University Proficiency Project

Benjamin Fenton-Smith, Kanda University of International Studies, Japan

Mark Evan Nelson, Kanda University of International Studies, Japan

Sunday, 2:10 - 3:00 PM, room 307

This paper will report on an ongoing curriculum project being conducted by members of the English Language Institute (ELI) at Kanda University of International Studies in Chiba, Japan. Particularly, this paper will focus on the materials design stage of the Kanda English Language Proficiency (KELP) project. The KELP project emphasizes the development of communicative proficiency over grammatical ability.

At present, teachers in the ELI are developing a body of original teaching materials that are organized into a cycle of topical units. Examples include: Film, Music, the Environment and Relationships. Each unit contains approximately 20 hours of instruction. In this presentation, participants will receive a copy of the Relationships Unit, containing six representative 90-minute lessons designed by the presenters. We shall outline the design rationale behind these materials; however, our focus will be practical. We will take the participants through the lessons and discuss issues surrounding their implementation in the classroom.

Approaches to Reading

Kim "Dennis" Gyung Sik, David English House

KTT Presentation

Sunday, 2:10 - 3:00 PM, room 210

Teaching reading skills to EFL students involves unique problems and challenges at all conceivable levels of instruction. This presentation will examine some of these problems and challenges and offer a reading approach that motivates students while remaining practical for the Korean classroom. TESOL teachers working with EFL secondary students will be greatly assisted by this reading

approach with its motivating activities and very practical suggestions.

The basic outline is as follows:

1. Pre-reading Tasks
2. While Reading and Schema / Script Building
3. Post-reading Tasks and Homework;
 - Cloze
 - Paraphrasing with a different point of view
 - Summarizing with help

Many EFL classes seem to lack emphasis on reading. This presentation will show how reading is an important language skill, and how reading activities can spice up your lesson plans.

The Basics of Action Research

David Kim, Kookmin University, Korea

Sunday, 2:10 - 3:00 PM, 510

A common misperception of many upon hearing the word "research" is of a lofty scientist hidden away in his/her academic ivory tower conducting complex experiments with hapless laboratory subjects, formulating grand theories explaining life in an arcane scientific language accessible to only a few select academicians. This is of course, a myth. Armed with a few basic research tools and basic knowledge of the research paradigm, it is possible for most teachers to conduct research in their classroom. In this presentation the audience will be guided through the basic steps of conducting action research. First, narrowing the research question (what you want to study), then doing background reading, followed by creating a simple research design to investigate the subject matter of interest, as well as, the basics of data analyses, and if time permits, reporting the results. The presentation will conclude with an open forum to discuss possible research topics.



Conference Committee
Robert J. Dickey,
Publications

The Eighth Annual Korea TESOL Conference

Communicative Language Teaching in Korean Public Schools-An Overview

Samuel McGrath, Kyungpook National University, Korea

Sunday, 2:10 - 3:00 PM, 511

Korean public schools do not currently teach English in a way that gives students any ability to speak the language or to use it for communication. Perspectives on the linkage between school and society in Korea are discussed briefly and a connection made that globalization has made such linkages more pronounced than ever before. Changes in Korean society, especially social changes, are inextricably modeled on changes that have already occurred in the West. To enable Korean schools to change the way they teach English, universities with English teaching departments in their Teachers College need to provide leadership by training student teachers to speak English effectively themselves and to give them the knowledge and skills to teach and test spoken English to their future students.

Content and Critique

Asif Siddiqui, KAIST, Korea

Sunday, 2:10 - 3:00 PM, 314

Having students write and present a critique is an excellent way to teach content-based English. A critique is a critical evaluation of a piece of academic writing. About half of it should summarize and the other half should state the strong and weak points of what is written. Additionally, students are encouraged to give any other opinions they might have on the piece. The advantages of this approach are manifold. First, in terms of content-based learning, students learn about their discipline from an expert in the field. Not only do they learn the key concepts but they are also exposed to the language used to express those ideas. Second, in terms of language acquisition, students utilize all four language skills. To begin, they must read an article or chapter from a book. Then, they must write their critique in order to present it to the class. While they are giving their presentation, they must speak and make sure that they are clearly understood. Finally, in order to answer questions, they must

listen to what is being said. It is indeed a rare exercise which allows students to practice all four language skills at once. This presentation will discuss the implementation of the critique to teach graduate students in varying social science disciplines at two universities in South Korea.

Evaluating Job Satisfaction: A Survey of KOTESOL Professors

Peter Nelson, Chung Ang University, Korea

Jim Gongwer, Chung Ang University, Korea

Sunday, 2:10 - 3:00 PM, 204

An earlier study of KOTESOL university professors showed they were generally satisfied with their work but felt their teaching skills and sense of professionalism were insufficiently acknowledged by their Korean colleagues. The new research uses the same survey data to identify statistical patterns of satisfaction and dissatisfaction, highlighting clusters of attitudes and opinions as well as showing significant independent explanatory factors such as age, gender, location and length of residence in Korea. The presenters will first review their findings and note their implications, then discuss them with colloquium participants.

Let's Get Radical: Back to the Roots

Marcela Jonas, Pusan National University, Korea

Sunday, 2:10 - 3:00 PM, 305

Most teachers take advantage of recurring elements (affixes) in English to help their students acquire new vocabulary. To a much lesser degree, they exploit the teaching potential of recurring word roots and of the sound-meaning association of onomatopoeic words.

Focusing on the process of word-formation and illuminating the links among seemingly unrelated, disjoint vocabulary items changes vocabulary acquisition from a mindless memorization task into a voyage of discovery. Recognizing the relationships among vocabulary items, and being aware of the sound-meaning correspondences, also increases the success rate when guessing the meaning of unknown words and decreases students' dependence on dictionaries.

**Student Centered Action Research OJT
(On-the-Job-Training)**

Mike Stockton, Handong University, Korea
Sunday, 2:10 - 3:00 PM, 303

Education's newest buzzword "Action-research," by definition, is to benefit the educator. Through reflection on their personal methodology teachers can self-evaluate their effectiveness. The ultimate goal of effective teaching is to benefit students. The purpose of this colloquium is to demonstrate that certain action research can be beneficial to both the teacher and the Korean learner. See it in action, participate, become a statistic and learn how by doing. In real time, during regular English Foreign Language conversation classes, it is possible to teach specific speaking and listening skills and evaluate the effectiveness of that teaching. This specific research compares the high front tense unrounded vowels and the high front lax unrounded vowels, such as in the pronunciation of the words *live* and *leave*. Ask most Korean students if they are going to live or leave downtown and you will recognize the problem.

Teaching English to Children and Their Mothers with Storybooks

Karen Burrell, Kwangju University, Korea
Youngim Kim, Kwangju University, Korea
Sunday, 2:10 - 3:00 PM, 504

This presentation describes a multi-age, multi-level English class in which storybooks were used as the primary teaching materials. The class of sixteen, elementary school students and their mothers, was team taught by a Korean/English bilingual teacher (Korean) and an English monolingual teacher (American). The presentation will focus on how to plan lessons based on storybooks (intensive reading) and how to conduct the supplementary read-alouds which were used to increase the students' language exposure and provide motivation (extensive reading). Listening,



Conference Committee
Dr. Lee, Yonghoon,
Publicity Co-Chair

speaking, reading, and writing skills were combined during lessons. The presenters' ideas should also help teachers who wish to use storybooks as supplementary materials in classes primarily based on textbooks. Although the presentation focus is practical, attendees will be provided with the theoretical and research foundation for the class. In addition, the presenters will address several issues involved in teaching a combined "Moms and Kids" class.

Using Textbook Dialogues as a Pedagogic Corpus

C. Craig Bartlett, Keimyung University
Sunday, 2:10 - 3:00 PM, 304

There are all kinds of dialogues in textbooks, covering all types of subjects. We usually use them for listening exercises or for oral practice - is there another way to use them? People who advocate a task-based approach to language learning talk about a "pedagogic corpus", in which we use our teaching materials to explore how native speakers actually use English in speaking or writing. In this workshop, we will look at how we can use the dialogues in our textbooks (which contain an enormous wealth of spoken data) to examine how native speakers use English. We will see how we can use these dialogues to discover patterns of grammar (also known as "lexical frames") and to practice pronunciation within the stream of spoken speech (also known as "discourse intonation").

Sunday 3:10 - 4:10 PM

KOTESOL Annual Business Meeting and Closing Ceremonies

Auditorium 108

This meeting is open to all KOTESOL members and conference participants. At this time the President of KOTESOL, Dr. Han Sang Ho will give a summary of the year's events and developments and will announce the new officers for next year. We will also close the conference and recognize those individuals who contributed to the success of the conference and to KOTESOL throughout the year.



CONTENT AREA INDEX OF PRESENTATIONS

Approaches to Teaching

C. Craig Bartlett

Using Textbook Dialogues As A Pedagogic Corpus

Sunday, 2:10 - 3:00 PM, 304

Miles Craven

Getting The Most Out Of Your Coursebook

Saturday, 3:35 - 4:25 PM, 302

Patricia Galien

Using The Visual Arts In The Language Classroom

Saturday, 9 - 9:50 AM, 304

Hyun Tae-duck

Bingo: A New Teaching Strategy

Sunday, 9 - 9:50 AM, 304

Grace Kim

Kinesthetic Instruction In The Classroom

Saturday, 9 - 9:50 AM, 305

Samuel McGrath

Communicative Language Teaching In Korean Public Schools - An Overview

Sunday, 2:10 - 3:00 PM, 511

Liam Morgan

Using Target Language In Beginner Learner Classrooms

Sunday, 12:10 - 1:00 PM, 511

High level Panelists

How to Teach English through English in Korean Context

Saturday, 10 - 10:50 AM, Auditorium, 108

Michael "Rube" Redfield

The Forth Eiga Shosetsu Study

Saturday, 9 - 9:50 AM, 314

Jack Richards

Methods In The New Millenium

Sunday, 1:10 - 2:00 PM, 202

Jack Richards

Teaching The Upper-Intermediate-Advanced Language Learner

Saturday, 3:35 - 4:25 PM, 306

Seo Eun-Mi

Breaking The Ice In The EFL Classroom

Sunday, 10 - 10:50 AM, 505

David Shaffer

English Fears: Driving Out The Demons

Sunday, 1:10 - 2:00 PM, 504

Chris Sheppard

Task Complexity In Language Learning And Teaching

Sunday, 1:10 - 2:00 PM, 304

John Skye

Effectively Teaching Large Classes

Sunday, 1:10 - 2:00 PM, 306

Kevin Smyth

Getting Off To A Good Start

Saturday, 12:35 - 1:25 PM, 210

CALL

Cho Kon-Ho

A Report On English Cyber Training Program

Saturday, 3:35 - 4:25 PM, 101

Lawrence Cisar

Making Your Own Web-Based CALL Program

Saturday, 9 - 10:50 AM, 205

The Eighth Annual Korea TESOL Conference

Christina Gitsaki; Richard Taylor

Web-Based Activities: Promoting Diversity In The EFL Classroom

Saturday, 2:35 - 3:25 PM, 503

Christina Gitsaki; Richard Taylor

Internet English: Bridging Language Learning And The World Wide Web

Sunday, 12:10 - 1:00 PM, 205

Daniel Gossman

Making Your Own Web-Based CALL Program

Saturday, 9 - 10:50 AM, 205

Jerry Greenfield

How To Make Web Pages Readable

Sunday, 10 - 10:50 AM, 504

Jane Hoelker

International E-Mail Exchange Motivates Students

Sunday, 10 - 10:50 AM, 510

Dennis Kim; Patrick Hwang

Internet And Language Teaching/Learning

Saturday, 2:35 - 3:25 PM, 205

Kim Won Myung

How To Make Multimedia Lab. Work

Saturday, 2:35 - 3:25 PM, 208

Gerry Lassche

Cyber Language Education

Sunday, 9 - 9:50 AM, 313

Lee Yonghoon

Key-Pal Activities To Develop Communicative Competence

Sunday, 9 - 9:50 AM, 503

Philip McCasland

Promoting Awareness Of Cultural Diversity Via Student E-Mail Exchange

Saturday, 12:35 - 1:25 PM, 504

Elin Melchior

Introduction To The Internet For EFL/ESL Teachers

Saturday, 12:35 - 2:25 PM, 205

Larry Michienzi

Communicative Web-Based Learning — Homepage Making The How's And Why's

Sunday, 9 - 10:50 AM, 205

Adriane Moser

Using The Internet To Complement Classroom Instruction

Saturday, 1:35 - 2:25 PM, 208

Brent Poole

Promoting Awareness Of Cultural Diversity Via Student E-Mail Exchange

Saturday, 12:35 - 1:25 PM, 504

Rosa Shim

Effects Of Internet Instruction On College English At Seoul National University

Saturday, 12:35 - 1:25 PM, 208

Andrew Stokes

Internet Technology

Sunday, 12:10 - 2:00 PM, 208

Rodney Tyson

Integrating Computer With More Traditional Classroom Activities

Saturday, 1:35 - 2:25 PM, 505

Steve Watson

Interactivity Java-Script And Language Learning On The Net

Sunday, 9 - 10:50 AM, 208

Children and Elementary Education

Julia Anahory

Story-Based Activities For The EFL Classroom.

Saturday, 3:35 - 4:25 PM, 511

Karen Burrell

Teaching English To Children And Their Mothers With Storybooks

Sunday, 2:10 - 3:00 PM, 504

Barbara Hoskins

Let's Go Readers: The Story Gets Better!

Saturday, 2:35 - 3:35 PM, 306

Kim Youngim

Teaching English To Children And Their Mothers With Storybooks

Sunday, 2:10 - 3:00 PM, 504

Aleda Krause

Super Kids: Listening And Speaking Activities You'll Love

Saturday, 3:35 - 4:25 PM, 314

Aleda Krause

Starting Out Right With Super Tots

Sunday, 1:10 - 2:00 PM, 503

Kelly Seung Lee

Children's Activities With New Parade

Saturday, 1:35 - 2:25 PM, 511

Kelly Seung Lee

Teaching Young Children Through Balloons

Sunday, 12:10 - 1:00 PM, 313

Liangtsu Hsieh

Teaching English At The Elementary School: Course Learning And Application

Saturday, 12:35 - 1:25 PM, 505

Park Joo Kyung

Korean Elementary School Teachers' Perception Of American Culture

Saturday, 1:35 - 2:25 PM, 510

Tom Pierce

Active Teaching With Children

Sunday, 1:10 - 2:00 PM, 313

Andrew Todd

Smile: Beyond Basics

Sunday, 10 - 10:50 AM, 204



Conference Committee
Andrew Finch
Conference Chair

Culture and Cross-cultural Communication

Steven Gershon

Culture In The Classroom: Window And Mirror

Sunday, 9 - 9:50 AM, 306

Sara Holzberlein

Analyzing Students' Responses In The Development Of A Comparative Culture Course

Sunday, 9 - 9:50 AM, 305

Chung-shun Hsia

Small Group-Activities In EFL And Culture Learning

Sunday, 9 - 9:50 AM, 504

Kim Kyung-yong

Crosscultural perception of politeness

Saturday, 2:35 - 3:25 PM, 504

David McMurray

M & A: Merger and Acquisition of Country and Corporate Culture

Sunday, 10 - 10:50 PM, 511

Paek Ji-won

Teaching Different Cultures Using Movies

Saturday, 3:35 - 4:25 PM, 205

Giles Parker

Analyzing Students' Responses In The Development Of A Comparative Culture Course

Sunday, 9 - 9:50 AM, 305

Curriculum and Course Development

Joyce Cunningham

Student Generated Small Group Video Projects

Saturday, 1:35 - 2:25 PM, 314

Benjamin Fenton-Smith

Exploring Interpersonal Relationships: A First-Year University Proficiency Project

Sunday, 2:10 - 3:00 PM, 307

The Eighth Annual Korea TESOL Conference

Mark Nelson

Exploring Interpersonal Relationships: A First-Year University Proficiency Project

Sunday, 2:10 - 3:00 PM, 307

Michael Pronko

Student Generated Materials And Activities For ESL Courses

Saturday, 1:35 - 2:25 PM, 204

English for Special Purposes (ESP)

Larissa Akizhanova

Designing Case Studies For Kazakhstani Companies

Saturday, 1:35 - 2:35 PM, 304

Roger Barnard

Course Materials For Low-Level Business Classes

Saturday, 1:35 - 2:35 PM, 306

Miles Craven

Business English At The Moller Centre, Churchill College, University Of Cambridge

Saturday, 12:35 - 1:25 PM, 304

Yukie Koyama

Content-Based Team Teaching

Saturday, 3:35 - 4:25 PM, 304

Lee Junyoung

Language Learning Styles Of Korean Midshipmen Learning English

Saturday, 2:35 - 3:25 PM, 304

Robin Nagano

Content-Based Team Teaching

Saturday, 3:35 - 4:25 PM, 304

Mike Stockton

Student Centered Action Research OJT (On-The-Job-Training)

Sunday, 2:10 - 3:00 PM, 303

Zaira Utebayeva

Developing Professionally-Oriented Material For Group Learning

Sunday, 10 - 10:50 AM, 304

Evaluation

David Dugas

A Rapid Scoring Method For Oral Exams

Sunday, 12:10 - 2:00 PM, 314

Grammar

Michael Gibb

The Grammar Surgery

Saturday, 3:35 - 4:25 PM, 208

Michael Guest

Stop Making Sentences

Saturday, 3:35 - 4:25 PM, 504

Kelly Row

The Grammar Surgery

Saturday, 3:35 - 4:25 PM, 208

KOTESOL Teacher Training (KTT) Workshops

Cho Sookeun

What's In The Pot?"

Sunday, 9 - 9:50 AM, 210

Stephanie Downey

On The Right Foot: Preparing For The First Day Of Class

Saturday, 1:35 - 2:25 PM, 210

Steve Garrigues

Phonological Pitfalls For English Learners And Teachers In Korea

Sunday, 1:10 - 2:00 PM, 210

Jane Hoelker

Journal Writing Improve Can Improve Student Language Skills

Saturday, 2:35 - 3:25 PM, 210

Lee Yonghoon

Drama Techniques: A Different Way To Learn English

Saturday, 3:35 - 4:25 PM, 210

Douglas Margolis
Learning Strategies: English Practice & Empowerment In The Korean Classroom
Sunday, 10 - 10:50 AM, 210

Peter Nelson
Teaching Stress, Intonation & Rhythm
Sunday, 12:10 - 1:00 PM, 210

Learning Styles

Hou, Hsiao-I
English Learning In Vocational Universities In Taiwan
Saturday, 2:35 - 3:25 PM, 314

Dusty Robertson
How Learners' Learn
Saturday, 2:35 - 3:25 PM, 505

Tien, Ching-Yi
English Learning In Vocational Universities In Taiwan
Saturday, 2:35 - 3:25 PM, 314

Ingrid Zwaal
Multiple Intelligences — A Why And How To Reach Diversity
Saturday, 3:35 - 4:25 PM, 510

Lexicon, Corpus, and Vocabulary

Marcela Jonas
Let's Get Radical: Back To The Roots
Sunday, 2:10 - 3:00 PM, 305

Ramesh Krishnamurthy
Size Matters: Creating Dictionaries From The World's Largest Corpus
Saturday, 10 - 10:50 AM, 204



Conference Committee
Dr. Hyun, Tae-duck
Conf & Publicity Co-Chair

Mike McCarthy
What Aspects Of Conversation Can We Teach?
Saturday, 10 - 10:50 AM, 105

Mike McCarthy
What Are The Most Basic Words In English And How Do We Teach Them?
Sunday, 1:10 - 2:00 PM, 307

Della Summers
The Longman Advanced American Dictionary: Real Language, Real Help
Saturday, 2:35 - 3:25 PM, 307

Della Summers
The Longman Dictionary Of Contemporary English On CD-ROM
Sunday, 12:10 - 1:00 PM, 505

Listening

Roger Barnard
Developing The Listening Skills Of Pre-Intermediate Learners
Sunday, 12:10 - 1:00 PM, 306

Marc Helgesen
DIY (Do It Yourself) Effective, Active Listening
Saturday, 1:35 - 2:25 PM, 307

Victoria Kimbrough
Listening Strategies For Low Level Students
Saturday, 12:35 - 1:25 PM, 306

Jack Richards
Teaching Listening Skills With Tactics For Listening
Sunday, 10 - 10:50 AM, 306

Jill Robins
Creating Listening Activities From Authentic Materials
Saturday, 1:35 - 2:25 PM, 305

Richard Walker
Developing Confidence And Success In Real World Listening
Sunday, 10 - 10:50 AM, 503

The Eighth Annual Korea TESOL Conference

Pronunciation

Catherine Adler
I Like Lice—Improving Student Pronunciation
Sunday, 9 - 9:50 AM, 202

Summer Brooks
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

David Kim
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 - 3:25 PM, 202

Lee
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

Douglas Margolis
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

Peter Nelson
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

Tory Thorkelson
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

Woo
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 -3:25 PM, 202

Regina Weitzel
Pronunciation Barriers: Dispelling The Myths And Addressing The Taboos
Saturday, 9 - 9:50 AM, 101

Our thanks to Kyongbuk National University Language Center, for this wonderful venue!

Reading

Ronan Brown
Extensive Reading In The EFL Class
Sunday, 9 - 9:50 AM, 303

Dennis Kim
Approaches To Reading
Sunday, 2:10 - 3:00 PM, 210

Tom Pierce
Exploiting The Text, Exploring The Four Skills
Saturday, 2:35 - 3:25 PM, 204

Tom Pierce
Reading Skills: Before, During And After
Sunday, 12:10 - 1:00 PM, 307

Research

Jim Gongwer
Evaluating Job Satisfaction: A Survey Of KOTESOL Professors
Sunday, 2:10 - 3:00 PM, 204

David Kim
Investigating Korean Students Exposure To English Speaking And Listening
Saturday, 3:35 - 4:25 PM, 202

David Kim
The Basics Of Action Research
Sunday, 2:10 - 3:00 PM, 510

Douglas Margolis
Investigating Korean Students Exposure To English Speaking And Listening
Saturday, 3:35 - 4:25 PM, 202

Reiko Mori
Teachers' Beliefs And Error Correction
Sunday, 9 - 9:50 AM, 505

Peter Nelson
Evaluating Job Satisfaction: A Survey Of KOTESOL Professors
Sunday, 2:10 - 3:00 PM, 204

Speaking

Barbara Hoskins

Getting Your Students To Speak (English!)

Saturday, 12:35 - 1:25 PM, 204

Michael Hunter

Conversation Controversy: Agreeing To Disagree

Sunday, 1:10 - 2:00 PM, 505

Don Makarchuk

Presentation-Practice-Production Or Task-Based Learning In The Korean University Classroom

Saturday, 3:35 - 4:25 PM, 204

Mike Misner

Speaking: Oral Presentations Collaboration Through Computers

Sunday, 1:10 - 2:00 PM, 205, PC Lab

Jill Robins

Strategies For Real World Listening And Speaking

Sunday, 10 - 10:50 AM, 307

Gillian Sano-Giles

Conversation Controversy: Agreeing To Disagree

Sunday, 1:10 - 2:00 PM, 505

Yoshiko Usui

Metacognitive Awareness And The Development Of Discussion

Saturday, 12:35 - 1:25 PM, 314

Teacher Development and Education

Beth Barry

Gendered Language And ESL Instruction

Saturday, 9 - 9:50 AM, 313

Andy Curtis

Critical Agents Of Change

Saturday, 12:35 - 2:25 PM, 101

Andy Curtis

Approaches To Professional Development For Language Teachers

Sunday, 12:10 - 2:00 PM, 101

Chris Gallagher

Aston University's Diploma/MSc in TESOL/TESP

Sunday, 9:00 - 9:50 AM, 204

Dennis Kim; Patrick Hwang

The University Of Birmingham Distance MA In TEFL/TESL

Sunday, 10 - 10:50 AM, 202

Galina Lovtsevich

New Realities In Teacher Development In Russian Far East

Saturday, 10 - 10:50 AM, 202

Trevor Reynolds

Making The Most Of Your Savings

Saturday, 2:35 - 3:25 PM, 101

Stephen Roney

Is Language Teaching Obsolete

Sunday, 12:10 - 1:00 PM, 305

Textbook

Miles Craven

Getting Students To Communicate With Get Real

Sunday, 12:10 - 1:00 PM, 503

Marc Helgesen

Personalizing Language Teaching, Firsthand

Sunday, 1:10 - 2:00 PM, 204

Dong-Bin Jeong and Won-Gill Hwang

Classroom English

Sunday, 1:10 - 2:00 PM, 303

Victoria Kimbrough

The Basics And Beyond-Integrated English

Saturday, 3:35 - 4:25 PM, 505

The Eighth Annual Korea TESOL Conference

Tom Pierce
New Language And New Ways
Saturday, 12:35 - 1:25 PM, 503

Jack Richards
**Preparing Students For Conversation Using
Springboard**
Saturday, 12:35 - 1:25 PM, 307

Kevin Sampson
**Tell Me More!: Student-centered English
Textbooks for Korea**
Saturday, 12:35 - 1:25 PM, 511

Andrew Todd
**Growing And Changing: Jigsaw And The
Language Tree**
Saturday, 1:35 - 2:25 PM, 503

Richard Walker
Open Books, Open Minds
Saturday, 3:35 - 4:25 PM, 305

Craig Zettle
**Northstar: Using Intergrated Skills To Develop
Critical Thinking**
Saturday, 3:35 - 4:25 PM, 503

Craig Zettle
**Encouraging Fluency And Learner
Independence With Voyages**
Sunday, 12:10 - 1:00 PM, 204

Writing

Inju Chung
Dialogue Journal Project In Freshman Class
Sunday, 9 - 9:50 AM, 314

Richard Dowling
**Two Hands Guide To English Grammar,
Punctuation, And Composition**
Saturday, 12:35 - 1:25 PM, 510

Stephen Roney
**Judith Butler And The Battle For The English
Language**
Saturday, 9 - 9:50 AM, 306

Asif Siddiqui
Content And Critique
Sunday, 2:10 - 3:00 PM, 314

Rodney Tyson
Teaching Korean Students To Write In English
Sunday, 10 - 10:50 AM, 313



Dalgubeol Festival 2000

A celebration of the arts and history of the Taegu Region!

The 19th Annual Dalgubeol Festival, celebrating the wonders of the ancient Dalgubeol region now known as Taegu, is a wonderful opportunity to discover the cultural assets of this historic and modern city. Bullfights, Korean Operetta, and Traditional Fabrics & Hanboks are joined by modern Fusion Dance, a Taegu-Milan Fine Arts Exchange Exhibition, a Fashion Design Contest, and a Flower Show.

Free Bus transportation has been arranged to escort KOTESOL Conference visitors from the conference site to the Festival Exhibition area on Saturday evening, and then back to several of the major hotels.

Enjoy the Show!

Taegu Metropolitan City



SPEAKERS' BIOGRAPHICAL INFORMATION

A

Larissa Akizhanova is senior instructor of English at the Soros Language School. She teaches Business English as well as general language courses. She is particularly interested in using case studies as a means for students to develop their critical thinking skills.

Julia R. Anahory: As co-founder and head teacher of Woo-shin Language Consulting, Julia R. Anahory has designed and coordinated several of her company's teacher training programs. Julia has also been involved in various Korean educational projects and groups, such as SESETA, KAPEE, the STTC (Seoul Teacher Training Center) and EBS. Prior to Korea, Julia broadened her international teaching experience in France and Canada. Most of her experience has centered around children and teacher training.

B

Roger Barnard is a professor in the Department of General Education at Tama Art University, Tokyo. He has an MA in Linguistics (TESOL) from the University of Surrey (UK), and the RSA Diploma in TEFL. He is the author of *Good News, Bad News* (OUP), and co-author (with Jeff Cady) of the *Business Venture* series (OUP), and the *Fifty-Fifty* series (with Warren Wilson) (Longman). He has taught in Japan for over twenty years, and is especially interested in content course design and the role of memory in language learning.

Beth Ellen Barry received her graduate training from School for International Training, USA. Her research interests include gendered language, cross-cultural communications and the Community-Counseling Language Learning approach to second language acquisition. She currently teaches in Japan at Kanda University of International Studies in the English Language Institute.

C. Craig Bartlett is a native of Canada, from Corner Brook, Newfoundland. He graduated from Memorial University of Newfoundland (B.A.) and from Victoria University, University of Toronto (M.Div.). He is in his fourth year in Korea, and is currently teaching in the Conversational English program in the College of International Studies and Foreign Trade at Keimyung University in Taegu. He is also a student in the M.A. program in TEFL/TESL Methodology with the University of Birmingham (U.K.). He enjoys the occasional strum on his guitar, so anyone who is interested in a late night hootenany should try to contact him!

Summer Brooks is an English Composition and Conversation Instructor at Youngdong University where she is interested in research in cross-linguistic ways in effecting North American vernacular in her Korean university students. She is ABD in a TESOL major at St. George University distance-based in London.

Ronan Brown is a lecturer of English at Seinan Gakuin University, Fukuoka, Japan. He has an MA in Applied Linguistics, and an MEd in TEFL from the University of Wales, Cardiff, UK. He has taught English in Saudi Arabia, Abu Dhabi, China, and Japan. He has published in *The Language Teacher* (Tokyo) and in university journals, and has presented at JALT and KOTESOL conventions. As well as EFL, he teaches courses in literature and culture, composition, and reading. His main interests include literature in the language classroom, and cooperative learning. His current research focus is extensive reading.

Karen Irene Burrell has taught English in Korea since early 1999. She previously taught learning strategies at the University of Georgia and remains very interested in that area. She is also interested in extensive reading programs, particularly the use of storybooks for language acquisition, and helped develop the new Storybook Center at Kwangju University which contains over 2400 graded readers and authentic texts. In addition to teaching conversation classes

The Eighth Annual Korea TESOL Conference

at the university, she teaches both elementary school teachers and parents how to read storybooks to children. This storybook class is her first experience teaching young children.

C

Cho, Kon-Ho: The speaker works as an educational researcher at Kyongsangbuk-do Educational Training Institute in Kumi. He taught English for about twenty years at middle and high schools since he graduated from Kyongbuk National University(1978). He also received his master's degree in English Linguistics at Kyongbuk National University (1985). He took an in-service summer language training course for English teachers at Fairleigh Dickenson University in New Jersey, USA(1988). And he gave a presentation at IATEFL Conference in Brighton, UK (1994).

Inju Chung received a Bachelor of Arts degree in English Literature in 1976 from Sogang University and a Master of Arts degree from the University of Southwestern Louisiana in 1989, with a major in English and a minor in TESOL. She taught lower level English classes as a teaching assistant in the University of Southwestern Louisiana from 1986 to 1990, and she is presently teaching in the General Education English Program at Sogang University. She has received her degree of Doctor of Philosophy in English Literature from the University of Southwestern Louisiana in 1997.

Lawrence Cisar has been teaching for close to 30 years. He has been working with computers since the early 80s and has been writing material for the World Wide Web for the last year. He is currently teaching at Kanto Gakuen University.

Miles Craven is Director of English language programmes at The Møller Centre, Churchill College, University of Cambridge. Previously, he taught widely in Spain, Portugal, Italy, Hong Kong and Japan. His research area is the link between language and culture, and he is author of several language learning publications.

Professor Joyce Cunningham is the Co-coordinator of the English Language Programme in the Dept. of Communication Studies at Ibaraki

University. She is the JALT National Programme Chair and co-editor of "A Chapter in your Life" in the Language Teacher, JALT's monthly teachers' magazine.

Andy Curtis: Over the last 10 years, Andy Curtis has presented around 100 conference papers, talks and workshops, about half of which have been invited/featured. Countries in which these have been presented include, in Asia: Japan, Korea, Thailand, Singapore and Indonesia, as well as England, Canada, the USA, mainland China, and schools, colleges and universities in Hong Kong. Most of the presentations have focused on teacher development, with special reference to teachers as reflective practitioners, and teachers as agents and managers of change. In his previous incarnation, he was, for nearly ten years, a clinical biochemist, based in UK hospitals. Going from biochemist to language teacher, means that he has always worked within interdisciplinary frameworks, and rejects institutionalized, compartmentalized notions of knowledge. This clinical training has also meant that he sees language as a living, breathing entity and language teaching/learning as an organic and dynamic event.

Next year, a book on language teachers' professional development, co-authored with Kathi Bailey and David Nunan (immediate past and present TESOL presidents), will be published as part of Donald Freeman's already successful and well-established Teacher Source series. This will be launched at TESOL 2001 in St Louis. Until August 2000, he directed a new graduate English for Academic Purposes (EAP) program, Effective English for Postgraduate Research Students (EEPRS), at the Hong Kong Polytechnic University, so he also takes a keen interest in the theory and practice of graduate EAP in EFL/ESL university settings.

He has, however, decided to leave the confines and constraints of the institutionalized academic community, and work as a (change) agent from the outside. From August 2000, he can be found at the eastern edge of Lake Ontario, Canada, where he hopes – free from minutes, meetings and memos – to try and move a little higher up Maslow's Hierarchy of Needs.

D

Richard Dowling has been a lecturer with the Asian Division of the University of Maryland for twelve years, teaching English Composition, History, and Government courses throughout Asia, and here in Taegu for the past five years. He received a B. A. in History and Philosophy from Wheeling University in 1966, a M. A. in History from Duquesne University in 1968, a B. S. in English from the State University of New York in 1990, and a permanent certificate to teach both English and Social Studies in grades 7-12 from the State of New York in 1991

Stephanie Downey is an instructor at Kyungnam University in Masan. She has been teaching in Korea at the college level for four years and has also worked intensively with elementary, middle and high school students. Prior to coming to Korea, she taught ESL in the U.S. and Slovakia. She has a B.A. in Russian Language and Literature, an RSA CELTA and is a candidate for the M.A. in TESOL at the School for International Training (SIT) in Vermont. Ms. Downey is currently the "Techniques" editor for *The English Connection*.

David W. Dugas was educated at McNeese State University, Louisiana State University and Tulane University, all located in the south, central United States. Before coming to Korea, he worked on the west coast of the USA; in Central America and in Japan. He has five years of teaching experience at the university level and is now a writer and full-time instructor at Taejon University in the Department of English Language and Literature. Since 1996, he has been developing concepts and methods for a practical way to test spoken English in university classes.

F

Benjamin Fenton-Smith graduated with a Masters in Applied Linguistics from Macquarie University in Sydney, Australia. He is now in his fourth year as an English instructor in the English Language Institute at Kanda University of International Studies, Chiba, Japan. He is interested in materials design for interactive and interdependent EFL classrooms.

G

Chris Gallagher has been a teacher for twenty years and has worked in Teacher Education for the last ten. He has been the coordinator of Aston University's Distance-Learning Master's Program in Japan for the past six years. He has presented at several KOTESOL conferences and was an invited speaker to the Pusan KOTESOL conference in 1998. He will be a Featured Speaker at JALT2000. He holds an Msc in TESP from Aston University in Birmingham, UK, and is currently a PhD candidate in the School of Media and Linguistics at Macquarie University, Sydney, Australia.

Steve Garrigues was born in the US but has spent most of his life in the Asia-Pacific region, including about 8 years in Japan, 4 years in India, 6 years in Tonga and 15 years in Korea. He received his BA in Asian Studies from Jochi University in Tokyo, and then changed his major to Anthropology, earning his MA at Colorado State University and Ph.D. at the University of Luck now in India. He has taught anthropology, sociology, Asian studies, comparative linguistics and English at a number of universities in the US, Tonga and Korea. Currently he is a professor in the Department of English Language and Literature at Kyongbuk National University in Taegu. He is the President of the Taegu Chapter of KOTESOL, and the editor of the FAQ column of TEC.

Steven Gershon has taught in the US, Britain, France and China. He has been teaching in Japan for the past 13 years where he directs the English Language Program at Obirin University in Tokyo. He is also co-author of the coursebook series ONLINE (Macmillan) and the listening series SOUND BYTES (Longman).

Michael Gibb teaches at City University of Hong Kong where he researches the use of Internet technology in English language education.. He taught at Yonsei University for several years and also worked for the Educational Broadcasting Service as a writer and presenter. He has presented papers and workshops at a number of conferences in Hong Kong. Previous publications have covered the use of drama in the classroom, pronunciation and aspects of sociolinguistics. Other writings include travel journalism.

The Eighth Annual Korea TESOL Conference

Dr. Christina Gitsaki holds a Ph.D. in Applied Linguistics from the University of Queensland, Australia, and she is an Associate Professor at the Nagoya University of Commerce in Aichi, Japan. She has taught English to students from Asia, Europe, and South America. Her research interests include vocabulary acquisition, authoring of the book *Second Language Lexical Acquisition and web-assisted language learning* co-author of *Internet English* a www-based communication textbook.

Daniel Gossman is the head of the English program at Kanto Gakuen University. He has been working in the English language teaching profession for nearly 30 years. He is vitally interested in finding the most effective and efficient ways to teach language to the students at his university.

Jim Gongwer teaches at Chung Ang University (Ansong Campus) in the Department of English, and in the Graduate School of Education. He is a certified counselor (University of California at Berkeley) and has an M.A. in Psychology-Education from the University of California, Santa Barbara. He is also certified in ESL/EFL and has worked with teacher training programs in Korea.

Jerry Greenfield has a doctorate in Curriculum, Instruction, and Technology in Education from Temple University and teaches English and Applied Information Science at Miyazaki International College. He brings to his Web-intensive teaching a background in English education, visual communication, and design, including 25 years on the faculty of The University of the Arts in Philadelphia, Pennsylvania. Dismayed at how many hard-to-read pages are on the Web, Greenfield wants to help students understand and follow basic principles of legibility in their webpages. His own pages can be visited at <http://www.miyazaki-mic.ac.jp>, and he can be reached by email at jgreenfi@miyazaki-mic.ac.jp.

Michael Guest is a Lecturer in English at Miyazaki Medical College in Japan. He has done extensive research on the grammatical forms of spoken English and his research articles have appeared in *The Language Teacher*.

H

Marc Helgesen is an author of English Firsthand, — Firsthand ACCESS & SUCCESS. Impact, and Workplace English: Office & Travel Files (all Longman). He's previously been a featured speaker at KOTESOL, Thai TESOL, and JALT (Japan). He's a professor at Miyagi Gakuin Women's College, Sendai, Japan. Marc is known for dynamic presentations and interesting neckties.

Jane Hoelker has taught EFL in university and commercial institutions in Mali, Rwanda, Japan and Korea. Currently, she is a Visiting Professor in the English Language and Literature Department of Seoul National University. She is the KOTESOL International Liaison, and has been active in the Pan-Asian Conference series. She holds an M.A. in TEFL from The School for International Training in Vermont.

Barbara Hoskins has been teaching, and training teachers for 15 years. She is a columnist for *Teachers Learning with Children* (the JALT Teaching Children SIG newsletter) and a frequent contributor to *Kid's World* (the online children's education column for *ELT News*). Ms. Hoskins is co-author of the leading textbook for teaching children *Let's Go* and the *Let's Go Picture Dictionary*, and is the author of the *Let's Go Readers* (all OUP).

Chung-shun Hsia is an Associate Professor at ChinMin College in Taiwan. She has a Ph. D. from University of Minnesota, specializing in EFL reading and Second Language

Liang-Tsu Hsieh obtained her Ph.D. degree from the University of Minnesota in 1994, majoring in Second Languages and Cultures Education. Presently she is teaching at the Applied Foreign Languages Department of the National Pingtung Institute of Commerce in Taiwan. Her research interest includes English for specific purpose, decoding processes, reading strategies, EFL reading and learning, culture and language instruction and learning, English teacher education, etc.

Patrick Hwang is President of David English House and Birmingham MA tutor in Korea. He is the author of *Classroom English*. He has worked for 15 years as an EFL teacher and a teacher trainer. He taught at KNUE (Korea National University of Education) and STTC. Currently he is teaching at the Institute of Language Education, Ewha Women's University for Certificate program of Elementary. His interests are ELT games and activities, L2 vocabulary learning, L2 reading and Corpus Linguistics.

Wongill Hwang is a professor of Kyungmoon College. She received her B.A. degree from Ewha Woman's University, majoring English Education. She received her M.A. degree from New York University, majoring Elementary Education. She was a teacher of Bede Elementary School, Englewood N.J. in USA. And she worked at Seoul Foreign School, Seoul. Her majoring field is English education for early childhood and elementary level. Now, she is researching in English teaching methods through multimedia and computer technology.

J

Dong-Bin Jeong is Professor of English Linguistic Science at Chung-Ang University, where he has taught language acquisition and English education of Children. He is Chair of the Department of English Linguistic Science, Graduate School, and the Department of English Education of Children, Graduate School of Education, Chung-Ang University, Seoul. He received his Bachelor's and Master degrees from Chung-Ang University, Seoul, and his Master and Doctoral degrees from the Wichita Kansas State University. He was visiting scholar at Indiana University, at Lancaster University, at Kansas State University, at the University of California, Berkely, and at Canadian International University, in 1984-1987. He was President of the Applied Linguistic Association of Korea in 1994-1996. Now he is President of the English Linguistic Science Association of Korea. He has published extensively on effects of English education to children, and more recently, on the relationship between children's language acquisition and

multimedia programs. His research on teaching English to children is currently funded by the Institute of English Education. Also he is consulting editor for English Linguistic Science Series, journal of the English Linguistic Science Association of Korea in cooperation with Hakmun Publishing, Inc.

Marcela Jonas' academic background is in linguistics (M.A., Simon Fraser University) and library science (M.L.I.S., University of British Columbia). She has been teaching English in the Department of English Language and Literature at Pusan National University since 1997. Her current research interests involve curriculum design and teaching materials development with focus on teaching composition and reading skills techniques to non-native teachers of English. Apart from teaching and involvement in professional development, she is currently acting as a co-president of Pusan KOTESOL chapter.

K

Kim, David D. I.: David Kim presently teaches at Kookmin University in Seoul. His teaching and research interests include cross-cultural issues in language learning, testing and teaching English pronunciation, teacher training, and teaching methodology. His bilingual (English and Korean) abilities and bicultural experiences provide experiential foundation in understanding the interactive dynamics of language and culture.

Grace E. Kim: Currently at Handong University located in PoHang, Korea, the presenter is an English Grammar and Communication instructor. After graduating from Wheaton College Graduate School with a Master of Arts Degree in Intercultural Communications and Teaching English as a Second and Foreign Language (ESL/EFL), she came to Korea and has taught ESL both at the junior high/high school levels as well as the university level. Her main interests include brainstorming unique and creative activities for the classroom, kinesthetic instruction and the practicality of combining theory and practice, coffee talk on ESL instruction.

The Eighth Annual Korea TESOL Conference

Kim Gyung Sik (Dennis) is Local Administrator of Birmingham MA program in Korea. He is experienced teacher trainer and has presented at local and national level conferences in Korea. He is certified from Yonsei University, where he attended the teacher training course in TESOL from the graduate school in 1996. A former Seoul Chapter Vice-president and now Nominations & Elections National Committee Chair of Korea TESOL.

Kyung-Yong Kim is a full-time instructor of English at Taegu Health College in Taegu, and is a doctoral candidate at New York University (NYU), USA, working on his dissertation. He had his master's degree in TESOL from Long Island University in New York, USA. While in New York for six years, he taught ESL at Herricks Middle School and ASPEC Language Institute. His research interests include cross-cultural communication, interlanguage pragmatics, and second language acquisition.

Youngim Kim has taught English at several universities in Korea since 1992. She has taught English using textbooks and has recently added storybooks to her teaching materials. She is currently involved in teacher training programs in which she shows elementary school teachers how to use storybooks in their English classes. She is very interested in extensive reading programs, including the use of storybooks to teach English to young learners and to adult learners. She also works with the new Storybook Center at Kwangju University.

Victoria Kimbrough is Associate Director, English Language Teaching, at the English Language Studies Center of the New School in New York City. She has an M.A. from the University of Kansas. She taught ESL in the U.S. and Mexico from 1969-1987, and she has been training ESL teachers since 1974. In 1990, she started the English Language Teaching Certificate Program at the New School.

She has also co-authored three communicative textbook series: *Gateways*, Oxford University Press, 1997; *Odyssey*, Longman, 1982; *In Touch*,

Longman 1979; a computer assisted learning series, *English On Call*, McGraw Hill, 1993, and several other texts: *Great Ideas*, Cambridge University Press, 1986; *In America*, Dow Associates, 1985.

Yukie Koyama, an associate professor at Nagaoka University of Technology (Japan), is interested in language teaching and ESP.

Aleda Krause is an experienced teacher trainer of more than 150 groups of teachers all over Asia for over 20 years. She has taught foreign languages for more than 25 years, and has experience teaching students of all ages, preschool, kindergarten, elementary and middle school, college and business/adults. She is co-author of the acclaimed 4-level EFL series for elementary-school children, *SuperKids* and also of the new 2-level EFL series for kindergarteners, *SuperTots*. Aleda is founder and coordinator of the Teaching Children Special Interest Group of the Japan Association of Language Teachers and author of numerous articles on teaching, teacher-training and teaching methodologies. She has an MA in linguistics and TEFL from the University of Michigan. She was a featured speaker at JALT97 and Fukuoka JALT2000.

Ramesh Krishnamurthy is a freelance consultant on language corpora and lexicography, as well as being a research fellow at Birmingham and Wolverhampton Universities. He worked for Cobuild from 1984 to 1987 and contributed to many of its publications, including the Collins Cobuild English dictionary, as well as developing corpora and software. He currently does consultancy work for reference publishers and is involved in several major EU and international linguistic projects.

L

Hyang Sook Lee currently teaches English at Yeojoo Technical College. She is a graduate from the College of Education at Ewha Woman's University, obtaining her B.A. and MA. Her interests are in action research and pronunciation assessment.

Kelly Seung Lee is teacher trainer with more than 10 years of teaching experience. As a teacher trainer, she has been given lectures about storytelling, games, children songs, and phonics. She has majored Early Childhood Education at Cal State University of Fullerton. Through her experience in the states and in Korea teaching very young children, she knows weak and strong points of EFL conditioned children. And she also has writing and editing experience in children's EFL activity books.

Lee Yonghoon: The speaker currently works at Kyongbuk Foreign Language HS in Kumi. He has taught English for twelve years at four different high schools. He received his master degree in English Drama at Gyongsang National University (1990) and was awarded another master degree in English poetry at Korea National University of Education (1993). He also did a year of research at SUNY Buffalo and Boston University as a Fulbright Scholar. He received his doctoral degree in English education (1999) at KNUE. He serves as co-chair of the KOTESOL Domestic Relations Committee and is the Taegu Chapter vice-president.

M

Don Makarchuk holds an MA in TEFL/TESL from the University of Birmingham, a BA in English from the University of Western Ontario, and the Cambridge University CELTA. He has taught in Korea for the past six years and is currently a Visiting Professor in the Division of Western Languages and Literature at Kyonggi University where he teaches conversation and public speaking. His research interests are in the areas of methodology and second language acquisition.

Douglas Margolis currently teaches at Dong Seoul College. He was president of KOTESOL Seoul Chapter last year and currently coordinates the KTT project. He earned his BA from Syracuse University in New York and his MA from the University of Hawaii. In addition to learning strategies, his research interests include developing assessment techniques for pronunciation

and spoken English, identifying culturally appropriate teaching techniques, and incorporating multiple intelligence theory into curriculum development.

Philip McCasland and **Brent Poole** have been teaching at Human International University - Japan (Osaka Branch) for three years. This university is an American branch campus which prepares students to study abroad. Both teach English for academic purposes: reading/writing and listening/speaking. The general education classes that Phil teaches include: collegiate seminar, freshman composition, public speaking, and world religions. Brent teaches sociology and public speaking. Phil holds a M.A. in TESOL from Biola University. Brent holds a M.A. in Sociology from the University of Wisconsin, and is currently pursuing an M.Ed. at Temple University - Japan. Both share research interests in sociolinguistics, global issues, and SLA theory. Both began their English teaching careers in Korea.

David McMurray M.B.A. (Quebec), Past-President of JALT (The Japan Association for Language Teachers) and PAC Co-Chair (Pan-Asian Conference) is Associate Professor of Intercultural Studies at IUK (The International University of Kagoshima). IUK was created in April 2000 and exchanges faculty and students with Kyung-Hee University and specializes in Asian and International Economics and Intercultural Relations. McMurray has written several articles, including some for Korea TESOL's *TEC (The English Connection)* on innovative M&A (Merger and Acquisition) developments in Asia, particularly Japan. He encourages his students to creatively meet the challenges of this century.

Elin Melchior is the JALT CALL SIG program chair and the TESOL CALL-IS newsletter editor. Michael Hunter is the JALT CALL SIG newsletter editor. Gillian Sano-Giles focuses her research efforts on global issues and vocabulary acquisition. All three teach at Komaki English Teaching Center in Aichi, Japan.

The Eighth Annual Korea TESOL Conference

Larry Michienzi has been teaching in Korea for the past four years. For the last 3 years he has been a teacher and coordinator at Hankuk University's Foreign Language Testing and Training Center. Mr. Michienzi graduated from Brock University with a B.Ed. in T.E.S.L. and currently working on his Masters in applied Linguistics at Maquarie University and has also taught ESL in Brock Universities Intensive Language Program.

Mike Misner is a visiting professor in the English Education Dept of Yeungnam University. He has presented on technology and collaboration at conferences in Indiana, Seoul, Kwangju and Pusan. He believes that while collaboration is not perfect, for most, it is more useful than individual study. Finding ways to implement this theory has been a challenge. However, he finds that large projects with several steps often create a good environment for this kind of work. In addition, 90% of this collaboration is done outside of class. This leverages class time to maximize learning.

Liam Morgan is a Lecturer in the Division of Language and Literacy within the School of Adult Education, UTS. He coordinates the Graduate Diploma in Language Teaching and other LOTE courses within the faculty. He has taught in a range of schools and has completed research on the sequencing of classroom activities and the use of the target language in the beginner learner classroom.

Reiko Mori teaches EFL at Kagoshima Prefectural College in Southern Japan. Her main research interests include teachers' beliefs and classroom interaction.

Adriane Moser has worked in the area of Teaching English to Speakers of Other Languages for five years. She has taught at English 2020 in Kwangju, South Korea, Liceo Excell in Ciudad Obregón, Sonora, Mexico, Concord Middle School in Concord, North Carolina, United States, and Mun Hwa Language Institute in Kwangju, South Korea. She holds a BA in Linguistics magna cum laude with departmental honors from the State University of New York at Stony Brook, Stony

Brook, New York, United States. She holds certificates in Teaching English to Speakers of Other Languages in New York and North Carolina states. Her professional interests include cross-cultural communication, teacher training, materials development, and integrating technology into the English curriculum.

N

Robin Nagano works with engineering students at Nagaoka University of Technology (Japan), and is involved in ESP and discourse analysis.

Mark Evan Nelson is a native New Yorker who has taught ES/FL in the United States and Japan. He received his MA in TESOL from San Francisco State University. His undergraduate background in art and design education and current involvement with language education have produced a keen interest in visual communication and the application of visual media to literacy development.

Peter Nelson teaches in the Department of English Education, and in the Graduate School of International Studies, at Chung Ang University in Seoul. Although he originally did a Ph.D. in Economics and Government, he became an ESL teacher in 1995 and moved to Korea. He has since completed the RSA Certificate and UCLES Diploma (coursework) in order to enhance his teaching skills. His research interests include statistical analysis of pronunciation patterns and survey research. He is also an active speaker and writer in KOTESOL.

P

Paek, Ji-won works at Taejon Girls' Commercial High School. She has been teaching English for 12 years. Last year she had a presentation of this topic at KOSETA annual conference and was one of the three tops. So she attended IATEFL annual conference at Edinburgh, Scotland, and had a presentation as a representative of Korea. She strongly believes that both teaching and learning have to be fun. So she is interested in the methods to motivate students.

Dr. Joo-Kyung Park, a former KOTESOL national president (1996-1997), holds a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Ed., and an M.A. in Linguistics from Seoul National University. Dr. Park has taught ESL/EFL and KFL (Korean as a foreign language) at several universities both in the States and Korea. She has been involved with teacher education for primary and secondary teachers of English in Kwangju-Cholla Province since 1993 as an advisor, program coordinator and instructor. Currently, she is an assistant professor of English Dept. of Honam University, Kwangju.

Tom Pierce is working with Oxford University Press Korea as a Teacher Trainer and ELT Consultant. He has worked with students from kindergarten to the graduate level. He holds a Bachelor's degree in English Literature and a Master's of Education in TESOL from the University of New Mexico. In the U.S. he worked as a public high school and elementary school teacher and for Oklahoma State University's English Language Institute. In Korea he worked first with Oklahoma State University's Seoul Twinning Institute. Next, he was an instructor in the TESOL program at Sookmyung Women's University.

Michael Pronko currently teaches English, film and composition at International Christian University in Tokyo, Japan. He has an M.A. in Comparative Literature from the University of Wisconsin at Madison and another M.A. in Education from the University of Kansas. His B.A. from Brown University was in Philosophy. His primary research interests include film, composition and content based courses. He also writes a regular column on the Tokyo jazz scene.



Conference Committee
Sangho HAN,
National President

R

Trevor Reynolds, Managing Director of Banner Japan K.K. and **Chris Lovering**, Sale Manager are managing client assets of over \$US75 million.

Professor Jack C Richards is a leading applied linguist and teacher educator whose teacher training books and classroom texts are used throughout the world. He is currently professor of applied linguistics at the Regional Language Center, Singapore. He has also held senior positions in universities in Hong Kong, New Zealand the USA. A frequent speaker and consultant worldwide, he has written over 100 articles and books on different aspects of second language teaching and learning.

Jill Robbins is a coauthor of *The Learning Strategies Handbook* (1999), and *Impact Listening 2* (2000). She has taught ESL and EFL for 18 years in the US and Japan. She received her Ph.D. in Applied Linguistics from Georgetown University, Washington, D.C. Aside from learning strategies and the development of listening skills, her research interests include the pragmatics of intercultural conversation and the use of virtual communities to enhance language learning.

Ms. Dusty Robertson has an M.A. in Missiology/Cross-Culture Communications and is working on a second M.A. in TESL from England. She has been in Korea for over seven years working three years at Keimyung University in Taegu, three at Pusan University of Foreign Studies and has been at Kosin University in Pusan for over one year. She is also a teacher trainer.

Stephen K. Roney is past president of the Editors' Association of Canada. He is struggling with finishing a Ph.D. in Religion and Literature/Cultural Symbol Systems begun with Syracuse University. He has journalistic training from Ryerson University, is a past director of the Book and Periodical Council of Canada, and a former coordinator of the Banff Publishing Workshop. Currently, besides teaching English at Hoseo University Asan, he guides the Seoul Mystery Tours and writes a column for the *Korea Herald*. His Mom is impressed.

The Eighth Annual Korea TESOL Conference

Kelly Row has an MATESOL from Michigan State University and more than seven years of tertiary teaching experience. Her current professional interests include CALL and Independent Language Learning.

S

Gillian Sano-Giles and **Michael Hunter** are instructors at both Ohio University (USA) and the Komaki English Teaching Center in Japan. Sano-Giles' research interests are global issues and vocabulary acquisition. Hunter's interests include CALL, video and cross-cultural issues.

Dr. Eun-mi Seo is an associate professor at Howon University in Kunsan. She took TESOL classes at Iowa State University and a TESL/TEFL Diploma from Saint Michael's College in Vermont. She did Fulbright Research at the University of Hawaii, Manoa. She was a Visiting Fellow at the East-West Center, Honolulu, Hawaii. She also studied about Christian Leadership at the Haggai Institute in Singapore. She presented her topics local and international conferences such as in Hong Kong, Colorado and Hawaii. Her interests are innovative teaching methods, which motivate Korean students. She contributes her articles in the local English newspapers.

Chris Sheppard is currently working at Pusan University of Foreign Studies. He has lived as a teacher and student in Japan for five years and came to Korea for a change. His interests are curriculum design, learning styles and the role of awareness raising in the acquisition of English. Chris can be contacted at chris@pufs.ac.kr.

Rosa Jinyoung Shim is an invited professor at Seoul National University, currently teaching College English and Advanced College English since September, 1999. She taught at the Language Research Institute since 1995 after she finished her Ph.D. in TESOL and Applied Linguistics at the University of Illinois at Urbana-Champaign. She has published numerous articles in the area of Language Acquisition, Sociolinguistics, Language Planning, ESL instruction, and Multimedia materials development. Since 1997,

she was closely involved in the development of the Listening and Speaking component of the practical English program (now referred to as college English program) at SNU, creating materials out of the American PBS series "Crossroads Cafe" which she hosted on EBS (Korean Educational Broadcasting Station). Since February, 2000, she has been developing the internet on-line education site, Edufuture.com, which she utilizes to instruct and interact with her students at SNU.

Asif Siddiqui's hometown is Edmonton, Alberta, Canada. He received his BA from the University of Alberta and an MA from McGill University. After this, he did some additional work toward obtaining an MA/Ph.D. at UCLA. In terms of work experience, he was the Program Coordinator for the Division of Practical English and a Professor in the Department of English at the Hankuk University of Foreign Studies from September 1997 to August 1999. Presently he is a Visiting Professor in the Global Leadership Institute at the KAIST Graduate School of Management in Seoul and a Part-time Professor at the Graduate School of International Studies at Yonsei University. He is also the President of the Seoul Chapter of KOTESOL. Although he has made presentations at regional conferences and chapter meetings, this will be his first at a national conference.

John Skye teaches at Honam University in Kwangju, Korea. He has taught in Korea for six years. He has presented workshops at the 1998 Seoul National Conference, Cholla chapter meetings, and the Cholla Regional Conference. His area of research is the interactive, cooperative classroom.

Kevin Smyth comes from England and Canada and has been in Korea for four years. He is currently finishing a master's degree at the University of Birmingham. His dissertation is on spoken interview testing. He is happily married and has a daughter of almost two years, and another one on the way. He is planning to stay in Korea for many more years, particularly because of the world cup.

Mike Stockton is from Mount Vernon, Washington state USA. He has been in education since 1979. His first Baccalaureate of Science degree was in Vocational Education Instruction from Western Washington University. He has taught at Community Colleges, High Schools, Private Schools, Alternative Schools and, in his last position, was a teacher/consultant for Homeschoolers. After receiving his Masters of Education in ESL Methodology, Mr. Stockton and his wife, Julie, came to Korea. They have been here for two years: First at Woo Song University in Taejon, where he served as a Member-at-large for the local KOTESOL chapter, and then at Handong University in Pohang since January of this year. His philosophy of education favors cooperative learning, so plan on participating.

Andrew Stokes has an MA in Modern Languages from Cambridge University, and has taught English in Spain, Britain, Hong Kong and with the British Council in Malaysia for six years. In 1992 he founded Clarity, an ELT software publisher dedicated to producing effective, enjoyable, easy-to-use software for English teachers and learners.

T

Richard Paul Taylor has been teaching for the last ten years at secondary and tertiary level, and currently he is a lecturer at the Nagoya City University in Aichi, Japan. He holds an MA in Applied Linguistics from the University of Southern Queensland, Australia, and his main research interests are in the areas of CALL and teaching methodology co-author of Internet English a www-based communication textbook.

Tory Thorkelson is a graduate of the Bachelor of Education Program at UPEI with a Masters in TESL from the University of Manitoba. He is presently a professor at the Practical English Education Centre in Hanyang University, Seoul, Korea and enjoys acting and leading a drama group whenever possible. A seasoned traveler, he has spent more than eight years in foreign countries pursuing educational goals and enjoying new cultural experiences which he intends to keep on doing although marriage plans are

possibly in the works. Tory will be making a return visit to P.E.I. this summer.

Rodney E. Tyson is an associate professor at Daejin University where he teaches undergraduate and graduate courses in English and English Education and coordinates the General English Program. He has an MA in ESL and a PhD in Second Language Acquisition and Teaching from the University of Arizona.

U

Yoshiko Usui is an instructor in the English Language Program at International Christian University in Tokyo, Japan.

Zaira Utebayeva was the Head of the Foreign Languages Department and Associate Professor at the Kazakh State University Academy of Management. She also organized the Business English Center at the university, which offers ESP seminars to teachers in Kazakhstan.

W

Richard Walker has been involved in ELT through teaching and teacher training for more than 12 years. He has taught in the UK, Spain and Japan, and is a frequent presenter at ELT events in Asia. He is currently ELT Training Specialist for Longman, based in Tokyo.

Steve Watson is a world citizen originally from Canada. He has taught mathematics and science in Tanzania, Guyana and Canada, and has done volunteer urban construction at Arcosanti, Arizona, USA and Auroville, Tamil Nadu, India. He has studied and/or /used French, Latin, Kiswahili, Tamil and is now learning Korean. He is working on his M.Ed. through USQ in Australia. He plays guitar, paints and dabbles in java-script in his spare-time.

Regina Weitzel received a B.A. in English Literature, and a M.A. in Applied Linguistics with a specialization in TESOL from the University of Illinois at Chicago. Before coming to Korea, she taught writing at the University of Illinois at Chicago as a teaching assistant, and taught ESL at

The Eighth Annual Korea TESOL Conference

Daley College in Chicago. She has been teaching English at the Language Education Center at Chonnam National University since August, 1997, and has been the coordinator of the Intensive English program there for the past 2 years. She is particularly interested in teaching pronunciation, and has taught the pronunciation and listening courses at the Language Center since June 1998.

Sangdo Woo teaches English at Kongju National University of Education. His areas of interest are English phonetics and pronunciation instruction, elementary English education, and using media in language education. He is currently doing research on pronunciation priorities for Korean learners of English, on the multimedia use in pronunciation instruction and on validity and necessity of pronunciation teaching and assessment by non-native teachers of English.

Z

Craig Zettle has been involved in English teaching and teacher training in Asia for more than 8 years. He has presented a numerous conferences and is known for his interactive and practical workshops.

Ingrid Zwaal has an MSED from Canisius College in Buffalo and an English and Drama BA from the University of Toronto. After a variety of jobs she arrived in Korea in 1994. She is currently teaching English and education at Chonju National University of Education.

We hope . . .

You've enjoyed the conference. Didn't you meet lots of nice folks, learn some useful stuff, and generate some new ideas for yourself?

You'll consider becoming a KOTESOL member, if you are not already, or renewing your membership if you haven't already. The conference continues at the Chapter meetings! KOTESOL publications keep you informed of what's happening in Korea and around the globe, both professionally and in scholarship.

You'll vote in the election for the new year's officers.

You'll complete the conference evaluation form (inside your conference bag) and return it at the registration area. And by the way, aren't those bags nice?

You'll attend the national meeting on Sunday afternoon, where election results will be announced, and you'll have a chance to meet and query the officers.

You'll consider helping put next year's conference together! More hands make light work.

Conference 2000 Comittee

Call for Papers

The Korea TESOL Journal

Information for Contributors

EDITORIAL POLICY

The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language. Areas of interest include:

1. classroom centered research
2. second language acquisition
3. teacher training
4. cross-cultural studies
5. teaching and curriculum methods
6. testing and evaluation

Because the *Journal* is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions drawing on relevant research and addressing implications and applications of this research to issues in our profession.

"Action Research" -based papers, that is, those that arise from genuine issues in the English language teaching classroom, are welcomed. These pedagogically-oriented studies, along with case-studies/reports, displaying findings with applicability beyond the site of study, rightfully belong in a journal for teaching professionals.

The *Korea TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

GENERAL INFORMATION FOR AUTHORS

Submission Categories

The *KOTESOL Journal* invites submissions in four categories:

I. Full-length articles. Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article.

To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Prof. Robert Dickey, Managing Editor
School of Foreign Languages & Tourism
Kyongju University
Kyongju, Kyongbuk, S. KOREA 780-712

II. Brief Reports and Summaries. The *KOTESOL Journal* also invites short reports (less than 1,000 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced education are appropriate for summarization. Send **two copies** of the manuscript to the Editor.

III. Reviews. The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audio-taped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 700 words. Submit **two copies** of the review to the Editor.

IV. The Forum. The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,500 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

Brief discussions of qualitative and quantitative **Research Issues** and of **Teaching Issues** are also published in The Forum. Although these contributions are typically solicited, readers may send topic suggestions or make known their availability as contributors by writing directly to the Editor of these subsections.

*"The KOTESOL Journal accepts submissions on a continuous basis.
However, because the review and printing process usually requires nine weeks or longer,
we recommend that papers be submitted as early as possible
in order to be considered for publication in the Fall 2000 issue."*

SPEAKERS' INDEX

This listing includes the title of the presentation, session time, and Content Area.

- | | |
|--|--|
| Catherine Adler
I Like Lice — Improving Student Pronunciation
Sunday, 9 - 9:50 AM, room 202
Pronunciation | Ronan Brown
Extensive Reading In The EFL Class
Sunday, 9 - 9:50 AM, room 303
Reading |
| Larissa Akizhanova
Designing Case Studies For Kazakhstani Companies
Saturday, 1:35 - 2:35 PM, room 304
ESP | Karen Burrell
Teaching English To Children And Their Mothers With Storybooks
Sunday, 2:10 - 3:00 PM, room 504
Children |
| Julia Anahory
Story-Based Activities For The EFL Classroom.
Saturday, 3:35 - 4:25 PM, room 511
Children | Cho Kon-Ho
A Report On English Cyber Training Program
Saturday, 3:35 - 4:25 PM, room 101
CALL |
| Roger Barnard
Course Materials For Low-Level Business Classes
Saturday, 1:35 - 2:35 PM, room 306
ESP | Cho Sookeun
What s In The Pot?
Sunday, 9 - 9:50 AM, room 210
KTT |
| Roger Barnard
Developing The Listening Skills Of Pre-Intermediate Learners
Sunday, 12:10 - 1:00 PM, room 306
Listening | Inju Chung
Dialogue Journal Project In Freshman Class
Sunday, 9 - 9:50 AM, room 314
Writing |
| Beth Barry
Gendered Language And ESL Instruction
Saturday, 9 - 9:50 AM, room 313
Teacher Development and Education | Lawrence Cisar
Making Your Own Web-Based CALL Program
Saturday, 9 - 10:50 AM, room 205
CALL |
| C. Craig Bartlett
Using Textbook Dialogues As A Pedagogic Corpus
Sunday, 2:10 - 3:00 PM, room 304
Approaches to Teaching | Miles Craven
Getting The Most Out Of Your Coursebook
Saturday, 3:35 - 4:25 PM, room 302
Approaches to Teaching |
| Summer Brooks
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 - 3:25 PM, room 202
Pronunciation | Miles Craven
Business English At The Moller Centre, Churchill College, University Of Cambridge
Saturday, 12:35 - 1:25 PM, room 304
ESP |

The Eighth Annual Korea TESOL Conference

Miles Craven

Getting Students To Communicate With Get Real

Sunday, 12:10 - 1:00 PM, room 503

Textbook

Joyce Cunningham

Student Generated Small Group Video Projects

Saturday, 1:35 - 2:25 PM, room 314

Curriculum

Andy Curtis

Critical Agents Of Change

Saturday, 12:35 - 2:25 PM, room 101

Teacher Development and Education

Andy Curtis

Approaches To Professional Development For Language Teachers

Sunday, 12:10 - 2:00 PM, room 101

Teacher Development and Education

Richard Dowling

Two Hands Guide To English Grammar, Punctuation, And Composition

Saturday, 12:35 - 1:25 PM, room 510

Writing

Stephanie Downey

On The Right Foot: Preparing For The First Day Of Class

Saturday, 1:35 - 2:25 PM, room 210

KTT

David Dugas

A Rapid Scoring Method For Oral Exams

Sunday, 12:10 - 2:00 PM, room 314

Evaluation

Benjamin Fenton-Smith

Exploring Interpersonal Relationships: A First-Year University Proficiency Project

Sunday, 2:10 - 3:00 PM, room 307

Curriculum

Patricia Galien

Using The Visual Arts In The Language Classroom

Saturday, 9 - 9:50 AM, room 304

Approaches to Teaching

Chris Gallagher

Aston University's Diploma/MSc in TESOL/TESP

Sunday, 9 - 9:50 AM, room 204

Teacher Development and Education

Steve Garrigues

Phonological Pitfalls For English Learners And Teachers In Korea

Sunday, 1:10 - 2:00 PM, room 210

KTT

Steven Gershon

Culture In The Classroom: Window And Mirror

Sunday, 9 - 9:50 AM, room 306

Culture

Michael Gibb

The Grammar Surgery

Saturday, 3:35 - 4:25 PM, room 208

Grammar

Christina Gitsaki; Richard Taylor

Web-Based Activities: Promoting Diversity In The EFL Classroom

Saturday, 2:35 - 3:25 PM, room 503

CALL

Christina Gitsaki; Richard Taylor

Internet English: Bridging Language Learning And The World Wide Web

Sunday, 12:10 - 1:00 PM, room 205

CALL

Jim Gongwer

Evaluating Job Satisfaction: A Survey Of KOTESOL Professors

Sunday, 2:10 - 3:00 PM, room 204

Research

Daniel Gossman

Making Your Own Web-Based CALL Program

Saturday, 9 - 10:50 AM, room 205

CALL

Jerry Greenfield

How To Make Web Pages Readable

Sunday, 10 - 10:50 AM, room 504

CALL

Michael Guest
Stop Making Sentences
Saturday, 3:35 - 4:25 PM, room 504
Grammar

Marc Helgesen
DIY (Do It Yourself) Effective, Active Listening
Saturday, 1:35 - 2:25 PM, room 307
Listening

Marc Helgesen
Personalizing Language Teaching, Firsthand
Sunday, 1:10 - 2:00 PM, room 204
Textbook

Jane Hoelker
International E-Mail Exchange Motivates Students
Sunday, 10 - 10:50 AM, room 510
CALL

Jane Hoelker
Journal Writing Improve Can Improve Student Language Skills
Saturday, 2:35 - 3:25 PM, room 210
KTT

Sara Holzberlein
Analyzing Students' Responses In The Development Of A Comparative Culture Course
Sunday, 9 - 9:50 AM, room 305
Culture

Barbara Hoskins
Let's Go Readers: The Story Gets Better!
Saturday, 2:35 - 3:35 PM, room 306
Children

Barbara Hoskins
Getting Your Students To Speak (English!)
Saturday, 12:35 - 1:25 PM, room 204
Speaking

Hou, Hsiao-I
English Learning In Vocational Universities In Taiwan
Saturday, 2:35 - 3:25 PM, room 314
Learning Styles

Chung-shun Hsia
Small Group-Activities In EFL And Culture Learning
Sunday, 9 - 9:50 AM, room 504
Culture

Michael Hunter
Conversation Controversy: Agreeing To Disagree
Sunday, 1:10 - 2:00 PM, room 505
Speaking

Won-Gill Hwang
Classroom English
Sunday, 1:10 - 2:00 PM, room 303
Textbook

Hyun Tae-duck
Bingo: A New Teaching Strategy
Sunday, 9 - 9:50 AM, room 304
Approaches to Teaching

Dong-Bin Jeong
Classroom English
Sunday, 1:10 - 2:00 PM, room 303
Textbook

Marcela Jonas
Let's Get Radical: Back To The Roots
Sunday, 2:10 - 3:00 PM, room 305
Lexicon

David Kim
Assessment Of Korean Students English Pronunciation
Saturday, 12:35 - 3:25 PM, room 202
Pronunciation

David Kim
Investigating Korean Students Exposure To English Speaking And Listening
Saturday, 3:35 - 4:25 PM, room 202
Research

David Kim
The Basics Of Action Research
Sunday, 2:10 - 3:00 PM, room 510
Research

The Eighth Annual Korea TESOL Conference

Dennis Kim

Approaches To Reading

Sunday, 2:10 - 3:00 PM, room 210

Reading

Dennis Kim; Patrick Hwang

Internet And Language Teaching/Learning

Saturday, 2:35 - 3:25 PM, room 205

CALL

Dennis Kim; Patrick Hwang

The University Of Birmingham Distance MA In TEFL/TESL

Sunday, 10 - 10:50 AM, room 202

Teacher Development and Education

Grace Kim

Kinesthetic Instruction In The Classroom

Saturday, 9 - 9:50 AM, room 305

Approaches to Teaching

Kim Kyung-yong

Crosscultural perception of politeness

Saturday, 2:35 - 3:25 PM, room 504

Culture

Kim Won Myung

How To Make Multimedia Lab. Work

Saturday, 2:35 - 3:25 PM, room 208

CALL

Kim Youngim

Teaching English To Children And Their Mothers With Storybooks

Sunday, 2:10 - 3:00 PM, room 504

Children

Victoria Kimbrough

Listening Strategies For Low Level Students

Saturday, 12:35 - 1:25 PM, room 306

Listening

Victoria Kimbrough

The Basics And Beyond-Integrated English

Saturday, 3:35 - 4:25 PM, room 505

Textbook

Yukie Koyama

Content-Based Team Teaching

Saturday, 3:35 - 4:25 PM, room 304

ESP

Aleda Krause

Super Kids: Listening And Speaking Activities

You'll Love

Saturday, 3:35 - 4:25 PM, room 314

Children

Aleda Krause

Starting Out Right With Super Tots

Sunday, 1:10 - 2:00 PM, room 503

Children

Ramesh Krishnamurthy

Size Matters: Creating Dictionaries From The

World's Largest Corpus

Saturday, 10 - 10:50 AM, room 204

Lexicon

Gerry Lassche

Cyber Language Education

Sunday, 9 - 9:50 AM, room 313

CALL

Kelly Seung Lee

Children's Activities With New Parade

Saturday, 1:35 - 2:25 PM, room 511

Children

Kelly Seung Lee

Teaching Young Children Through Balloons

Sunday, 12:10 - 1:00 PM, room 313

Children

Lee

Assessment Of Korean Students English

Pronunciation

Saturday, 12:35 - 3:25 PM, room 202

Pronunciation



Check out the Displays of our friends -- the KOTESOL AMs! Their support makes this conference possible.

Lee Junyoung
**Language Learning Styles Of Korean
Midshipmen Learning English**
Saturday, 2:35 - 3:25 PM, room 304
ESP

Lee Yonghoon
**Drama Techniques: A Different Way To Learn
English**
Saturday, 3:35 - 4:25 PM, room 210
KTT

Lee Young Hoon
**Key-Pal Activities To Develop Communicative
Competence**
Sunday, 9 - 9:50 AM, room 503
CALL

Liangtsu Hsieh
**Teaching English At The Elementary School:
Course Learning And Application**
Saturday, 12:35 - 1:25 PM, room 505
Children

Galina Lovtsevich
**New Realities In Teacher Development In
Russian Far East**
Saturday, 10 - 10:50 AM, room 202
Teacher Development and Education

Don Makarchuk
**Presentation-Practice-Production Or Task-Based
Learning In The Korean University Classroom**
Saturday, 3:35 - 4:25 PM, room 204
Speaking

Douglas Margolis
**Learning Strategies: English Practice &
Empowerment In The Korean Classroom**
Sunday, 10 - 10:50 AM, room 210
KTT

Douglas Margolis
**Assessment Of Korean Students English
Pronunciation**
Saturday, 12:35 - 3:25 PM, room 202
Pronunciation

Douglas Margolis
**Investigating Korean Students Exposure To
English Speaking And Listening**
Saturday, 3:35 - 4:25 PM, room 202
Research

Mike McCarthy
What Aspects Of Conversation Can We Teach?
Saturday, 10 - 10:50 AM, room 105
Lexicon

Mike McCarthy
**What Are The Most Basic Words In English
And How Do We Teach Them?**
Sunday, 1:10 - 2:00 PM, room 307
Lexicon

Philip McCasland
**Promoting Awareness Of Cultural Diversity
Via Student E-Mail Exchange**
Saturday, 12:35 - 1:25 PM, room 504
CALL

Samuel McGrath
**Communicative Language Teaching In Korean
Public Schools - An Overview**
Sunday, 2:10 - 3:00 PM, room 511
Approaches to Teaching

David McMurray
**M & A: Merger and Acquisition of Country
and Corporate Culture**
Sunday, 10 - 10:50 PM, room 511
Culture

Elin Melchior
**Introduction To The Internet For EFL/ESL
Teachers**
Saturday, 12:35 - 2:25 PM, room 205
CALL

Larry Michienzi
**Communicative Web-Based Learning —
Homepage Making The How's And Why's**
Sunday, 9 - 10:50 AM, room 205
CALL

**Thank You Korea Research Foundation
for your support**

The Eighth Annual Korea TESOL Conference

Mike Misner

Speaking: Oral Presentations Collaboration Through Computers

Sunday, 1:10 - 2:00 PM, room 205, PC Lab
Speaking

Liam Morgan

Using Target Language In Beginner Learner Classrooms

Sunday, 12:10 - 1:00 PM, room 511
Approaches to Teaching

Reiko Mori

Teachers' Beliefs And Error Correction

Sunday, 9 - 9:50 AM, room 505
Research

Adriane Moser

Using The Internet To Complement Classroom Instruction

Saturday, 1:35 - 2:25 PM, room 208
CALL

Robin Nagano

Content-Based Team Teaching

Saturday, 3:35 - 4:25 PM, room 304
ESP

Mark Nelson

Exploring Interpersonal Relationships: A First-Year University Proficiency Project

Sunday, 2:10 - 3:00 PM , room 307
Curriculum

Peter Nelson

Teaching Stress, Intonation & Rhythm

Sunday, 12:10 - 1:00 PM, room 210
KTT

Peter Nelson

Assessment Of Korean Students English Pronunciation

Saturday, 12:35 - 3:25 PM, room 202
Pronunciation

Peter Nelson

Evaluating Job Satisfaction: A Survey Of KOTESOL Professors

Sunday, 2:10 - 3:00 PM, room 204
Research

Paek Ji-won

Teaching Different Cultures Using Movies

Saturday, 3:35 - 4:25 PM, room 205
Culture

High level Panelists

How to Teach English through English in Korean Context

Saturday, 10 - 10:50 AM, room Auditorium, 108
Approaches to Teaching

Park Joo Kyung

Korean Elementary School Teachers' Perception Of American Culture

Saturday, 1:35 - 2:25 PM, room 510
Children

Giles Parker

Analyzing Students' Responses In The Development Of A Comparative Culture Course

Sunday, 9 - 9:50 AM, room 305
Culture

Tom Pierce

Active Teaching With Children

Sunday, 1:10 - 2:00 PM, room 313
Children

Tom Pierce

Exploiting The Text, Exploring The Four Skills

Saturday, 2:35 - 3:25 PM, room 204
Reading

Tom Pierce

Reading Skills: Before, During And After

Sunday, 12:10 - 1:00 PM, room 307
Reading

Tom Pierce

New Language And New Ways

Saturday, 12:35 - 1:25 PM, room 503
Textbook

Brent Poole

Promoting Awareness Of Cultural Diversity Via Student E-Mail Exchange

Saturday, 12:35 - 1:25 PM, room 504
CALL

KOTESOL International Conference 2000, Taegu

Michael Pronko
Student Generated Materials And Activities For ESL Courses
Saturday, 1:35 - 2:25 PM, room 204
Curriculum

Michael "Rube" Redfield
The Forth Eiga Shosetsu Study
Saturday, 9 - 9:50 AM, room 314
Approaches to Teaching

Trevor Reynolds
Making The Most Of Your Savings
Saturday, 2:35 - 3:25 PM, room 101
Teacher Development and Education

Jack Richards
Methods In The New Millenium
Sunday, 1:10 - 2:00 PM, room 202
Approaches to Teaching

Jack Richards
Teaching The Upper-Intermediate-Advanced Language Learner
Saturday, 3:35 - 4:25 PM, room 306
Approaches to Teaching

Jack Richards
Teaching Listening Skills With Tactics For Listening
Sunday, 10 - 10:50 AM, room 306
Listening

Jack Richards
Preparing Students For Conversation Using Springboard
Saturday, 12:35 - 1:25 PM, room 307
Textbook

Dusty Robertson
How Learners' Learn
Saturday, 2:35 - 3:25 PM, room 505
Learning Styles

Jill Robins
Creating Listening Activities From Authentic Materials
Saturday, 1:35 - 2:25 PM, room 305
Listening

Jill Robins
Strategies For Real World Listening And Speaking
Sunday, 10 - 10:50 AM, room 307
Speaking

Stephen Roney
Is Language Teaching Obsolete
Sunday, 12:10 - 1:00 PM, room 305
Teacher Development and Education

Stephen Roney
Judith Butler And The Battle For The English Language
Saturday, 9 - 9:50 AM, room 306
Writing

Kelly Row
The Grammar Surgery
Saturday, 3:35 - 4:25 PM, room 208
Grammar

Kevin Sampson
Tell Me More!: Student-centered English Textbooks for Korea
Saturday, 12:35 - 1:25 PM, room 511
Textbook

Gillian Sano-Giles
Conversation Controversy: Agreeing To Disagree
Sunday, 1:10 - 2:00 PM, room 505
Speaking

Seo Eun-Mi
Breaking The Ice In The EFL Classroom
Sunday, 10 - 10:50 AM, room 505
Approaches to Teaching

David Shaffer
English Fears: Driving Out The Demons
Sunday, 1:10 - 2:00 PM, room 504
Approaches to Teaching

Chris Sheppard
Task Complexity In Language Learning And Teaching
Sunday, 1:10 - 2:00 PM, room 304
Approaches to Teaching

The Eighth Annual Korea TESOL Conference

Rosa Shim

Effects Of Internet Instruction On College English At Seoul National University

Saturday, 12:35 - 1:25 PM, room 208

CALL

Asif Siddiqui

Content And Critique

Sunday, 2:10 - 3:00 PM, room 314

Writing

John Skye

Effectively Teaching Large Classes

Sunday, 1:10 - 2:00 PM, room 306

Approaches to Teaching

Kevin Smyth

Getting Off To A Good Start

Saturday, 12:35 - 1:25 PM, room 210

Approaches to Teaching

Mike Stockton

Student Centered Action Research OJT (On-The-Job-Training)

Sunday, 2:10 - 3:00 PM, room 303

ESP

Andrew Stokes

Internet Technology

Sunday, 12:10 - 2:00 PM, room 208

CALL

Della Summers

The Longman Advanced American Dictionary: Real Language, Real Help

Saturday, 2:35 - 3:25 PM, room 307

Lexicon

Della Summers

The Longman Dictionary Of Contemporary English On CD-ROM

Sunday, 12:10 - 1:00 PM, room 505

Lexicon

Tory Thorkelson

Assessment Of Korean Students English Pronunciation

Saturday, 12:35 - 3:25 PM, room 202

Pronunciation

Tien, Ching-Yi

English Learning In Vocational Universities In Taiwan

Saturday, 2:35 - 3:25 PM, room 314

Learning Styles

Andrew Todd

Smile: Beyond Basics

Sunday, 10 - 10:50 AM, room 204

Children

Andrew Todd

Growing And Changing: Jigsaw And The Language Tree

Saturday, 1:35 - 2:25 PM, room 503

Textbook

Rodney Tyson

Integrating Computer With More Traditional Classroom Activities

Saturday, 1:35 - 2:25 PM, room 505

CALL

Rodney Tyson

Teaching Korean Students To Write In English

Sunday, 10 - 10:50 AM, room 313

Writing

Yoshiko Usui

Metacognitive Awareness And The Development Of Discussion

Saturday, 12:35 - 1:25 PM, room 314

Speaking

Zaira Utebayeva

Developing Professionally-Oriented Material For Group Learning

Sunday, 10 - 10:50 AM, room 304

ESP

Richard Walker

Developing Confidence And Success In Real World Listening

Sunday, 10 - 10:50 AM, room 503

Listening

Richard Walker

Open Books, Open Minds

Saturday, 3:35 - 4:25 PM, room 305

Textbook

KOTESOL International Conference 2000, Taegu

Steve Watson

Interactivity Java-Script And Language Learning On The Net

Sunday, 9 - 10:50 AM, room 208

CALL

Craig Zettle

Northstar: Using Intergrated Skills To Develop Critical Thinking

Saturday, 3:35 - 4:25 PM, room 503

Textbook

Regina Weitzel

Pronunciation Barriers: Dispelling The Myths And Addressing The Taboos

Saturday, 9 - 9:50 AM, room 101

Pronunciation

Craig Zettle

Encouraging Fluency And Learner Independence With Voyages

Sunday, 12:10 - 1:00 PM, room 204

Textbook

Woo Sangdo

Assessment Of Korean Students English Pronunciation

Saturday, 12:35 -3:25 PM, room 202

Pronunciation

Ingrid Zwaal

Multiple Intelligences — A Why And How To Reach Diversity

Saturday, 3:35 - 4:25 PM, room 510

Learning styles

Call for Papers for PAC Journal

(Korea Section)

I. Background: What is PAC Journal?

In 1997 three Asian based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok (Jan 1998) and the second in Seoul in October 1999, which was hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts.

PAC Journal is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial crew is genuinely international in composition. Our inaugural issue is edited by Thomas Farrell, who is based in Singapore. Our other four "Country" Editors are: Joo-Kyung Park, Korea; Gene van Troyer, Japan; Nick Dimmitt, Thailand; and Nathan Jones, Taiwan.

II. Call for Papers

The Pan Asia Consortium (PAC) Journal is seeking contributions of articles focused on the following area:

ACTION RESEARCH as it is conducted and applied in the Korean EFL teaching context by teachers and researchers who are teaching in Korea. Collaboration with colleagues in other Asian countries is encouraged.

Papers should meet the following 5 minimum requirements:

- (1) A statement of the problem—including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. Institutional problems, while related to the classroom, may cause more 'problems' than they are worth!
- (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address THE PROBLEM only!
- (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc.
- (4) Result—what was the outcome—details.
- (5) Action—this last cycle is sometimes left out of some so called AR projects but should be included: A comparison of number 1 and number 4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)?

GUIDELINES

All articles must be in English with 4000-5000 words maximum, including references. PAC Journal uses the Publication Manual of the American Psychological Association, 4th edition.

Format. All manuscripts must be printed out and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used as a font.) Authors must supply camera-ready diagrams or figures on separate pages which are appended to the article.

Materials to be submitted:

- (i) Cover sheet with contact name(s)/address, title, running head title (2 - 5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum).
- (ii) Three copies of the manuscript with the running head title/page number in the upper right hand corner of every page.
- (iii) Disk copy of manuscript (Macintosh/IBM MS-DOS formatted, Rich Text Format only). A disk copy in either of these formats is mandatory. Make sure also that you label your disk clearly with your family name, given name, and the full title of your article. In the event that your disk cannot be read, you will be asked to email an appropriately formatted RTF (HTML) attached file.

DEADLINE:

All articles must be received by Thursday, November 30, 2000 to the following address:

Joo-Kyung Park, Ph.D.
PAC Journal Korea Editor
Dept. of English, Honam Univ.
Kwangju, 506-714, S. Korea
(Phone) 062-940-5310
(Fax) 062-940-5116
(Email) <joo@honam.honam.ac.kr>

BOOK REVIEWS:

Scholarly reviews of literature relating to the study and implementation of Action Research are also solicited. These reviews should discuss how the publication compares to others in the field, and its impact on future action research studies.

Please consult the Reviews editor for title selection and further details before proceeding.

Robert J. Dickey, PAC Journal Reviews Editor (Phone) 054-770-5136 (Fax) 054-746-1097 (Email) <rjdickey@soback.kornet.net>

Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993 Amended October 1996, March 1998)

I. Name The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be

대한영어교육학회.

II. Purpose KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections 1. The officers of KOTESOL shall be President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws (Adopted April 1993 Amended March 1998)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

4. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees 1. There shall be a National Program committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publication Committee responsible for dissemination of information via all official publication.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term the Cochair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority The rules contained in Robert's Rules of Order, Newly Revised shall govern KOTESOL, in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

Who's where in KOTESOL

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Jane Hoelker, International Liaison Chair Seoul Nat'l Univ. Hoam #104 East, 239-1 Pongchon 7 dong, Kwanak-gu, Seoul 151-057, (H) 02-889-7620 (Email) <hoelkerj@hotmail.com>

Robert Dickey, Publications Chair (see info on page 4)

John Phillips, Technologies Committee Chair (see info under KOTESOL Departments)

Douglas Margolis, KTT Chair (see info under KOTESOL Departments)

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**Will it soon be time to renew your
KOTESOL membership?**

A Big “Thank you” to all our volunteers who helped us during the Conference:

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<i>Lim Su jin</i>	<i>Kim Sook-Hyang</i>	<i>Park Eun-Hae</i>	

and all those other volunteers whose names didn't find their way into this Program booklet. All your efforts have been very important in making the 2000 KOTESOL International Conference a resounding success.

Thank You!

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

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