

The 9th **Korea TESOL** International Conference

*"The Learning Environment:
The Classroom and Beyond"*

October 13th and 14th, 2001
Sungkyunkwan University, Seoul

*Presentations by
teachers and scholars
from all over the world.*

*Commercial presentations
featuring the latest
in ELT resources.*

*Book and resource displays
from publishing companies
active in Korea.*

*Opportunities
to see old friends
and make new ones.*

And much, much more!

Pre-Registration
Discount Available

Plenary Speakers:

*Michael Rundell,
University of Brighton, UK*

*Jane Willis,
Aston University, UK*

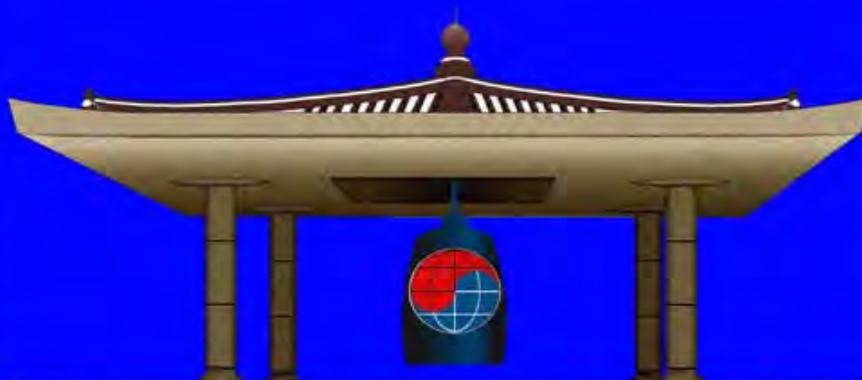
Featured Speakers:

*Uschi Felix,
Monash University,
Australia*

*David Nunan,
University of Hong Kong,
Hong Kong*

*Steve Gershon,
Obirin University,
Japan*

*Dave Willis,
ELT Consultant,
University of Birmingham (retired),
UK*



Visit www.kotesol.org
for more information.

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

The 9th Korea TESOL International Conference

***The Learning Environment:
The Classroom and Beyond***

October 13-14, 2001



**Sungkyunkwan University
Seoul, Korea**

With special thanks to:

Korea Research Foundation
The British Council
Sungkyunkwan TESOL Center
Sungkyunkwan Business Dept.
The Conference Committee

A Message from the Co-chair

It is my greatest honour, duty, and privilege to welcome you all to the 9th Korea TESOL International Conference, being held at Sungkyunkwan University in Seoul, on October 13th and 14th.

As we head into autumn, with all the sights, sounds, scents, and colours that surround us, we take the time to meet together, as a group of teachers and scholars, under the theme "The Learning Environment: the Classroom and Beyond." The Conference cannot come together without the hard work and effort of many people - the Conference Committee, members of the National Executive Council (both of whom are made of teachers and professors, like you), and our student volunteers (who are just like the students you teach in your schools, colleges, and universities). When you have the chance, stop one of them and thank them for their work!

As we join together for this Conference, to listen to papers, to take part in workshops and discussions, to discuss issues of importance over lunch boxes, dinner tables, and beer glasses, we would do well to think about things like:

- What is the learning environment, for our students and us?
- Do we use that environment as fully and productively as we should, or could?
- How can we maximize learning opportunities for our students and ourselves?
- What changes can we (or should we) make to "the learning environment"?

The last ten years have seen momentous change. The people of the world have become more mobile, more connected, more in touch with what is happening in the world. We can receive news and information more quickly, and know sooner of both triumph and tragedy.

English plays a major role in this new world situation, and the teaching of English has seen its own momentous changes. There have been calls for new approaches to teaching and learning, to enable learners to take a more active, responsible role in the learning process. Teachers are now not expected to be instillers of knowledge, but rather to be guides or coaches on the learning journey. There are also calls to incorporate the new technologies of our age into our "learning environment".

How do we do these things? I cannot even begin to suggest an answer and if I did, I'd be writing a lot longer message than this. However, one way to handle this is for us to come together, in this Conference, and hear from the many people who contribute to developing the learning environment - teachers, researchers, scholars, teacher educators, and resource developers - to listen to their many voices, to consider their many opinions, and to find the wisdom that each may bring, whatever that wisdom may be. It is an important, serious, and sometimes overwhelming task. It is also fun, sometimes hilarious, and always worthwhile.

I sincerely hope you enjoy the Conference.

Respectfully submitted,

Craig Bartlett
Co-chair, Conference Committee
The 9th Korea TESOL International Conference



KOTESOL; Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 9th annual Conference in Seoul, Republic of 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 of America.

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 By-laws 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."

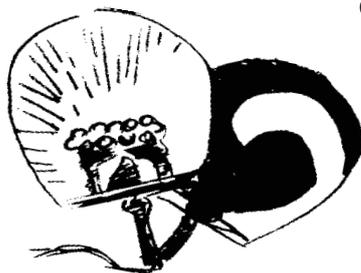
KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the Japan Association of Language Teachers (JALT), Thailand TESOL (Thai TESOL), ETA-ROC (English Teachers Association - Republic of China/Taiwan), International Association of Teachers of English as a Foreign Language (IATEFL), TESL Canada, ELICOS (English Language Institutes Centers of Study - Australia), and FEELTA (Far East English Language Teachers Association in Russia).

The membership of KOTESOL includes elementary, middle, and high school teachers as well as university level English instructors and professors, hagwan teachers, 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-Kyonggido, Chongju, Daejeon, Daegu-Kyongbukdo, Pusan, and Cholla Province. Members of KOTESOL hail from all points of Korea and the Globe, thus providing KOTESOL members with the benefits of a multi-cultural membership.

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

- 1) opportunity to attend regular meetings of any chapter
 - 2) a local chapter newsletter (which ever chapter you officially sign up for)
 - 3) membership in a SIG (Special Interest Group)
 - 4) 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
 - 5) the *Korea TESOL Journal*, *Conference Proceedings*, and other scholarly and professional publications
 - 6) advance announcements, preregistration discounts, Calls for papers, and early registration for the annual KOTESOL conference
 - 7) opportunities to build a network of important professional and cross-cultural contacts
 - 8) access to the latest in quality teaching resources and related materials
 - 9) professional recognition as a member of the leading multicultural EFL organization in Korea.
- Again, on behalf of all the members of KOTESOL, welcome to the 9th annual conference.



2001 Conference Committee

C. Craig Bartlett

Conference Co-Chair and Program Convenor

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Program Co-Chair

jen lalonde

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Kim Gil-won

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Program Guide

Stephanie Downey

Program Guide



The 2001 Conference Committee

would like to thank Dr. Yangdon Ju and Ms. Schuyler Roche of the School of Tourism at Hyecheon College in Daejeon for providing 80 tourism students as volunteers for the 2001 Conference. Hyecheon College teachers have been involved in a three month program of training and coaching in order to get the students ready for this conference. This pre-conference preparation, and the volunteer hours thh students put in over the weekend, is part of the coursework for their Tourism English Conversation Class. The theme of the conference this year is "The Learning Environment: The Classroom and Beyond" which inspired the idea of a Guest Services Team that would anticipate the needs of conference participants and implement whatever steps they decided were necessary to ensure good service to KOTESOL members and guests. Students were involved in collecting accomodation information, pricing, ordering and distributing lunches, posting flyers and posters in the best locations, brainstorming questions conference participants might have and making sure they were ready with the right information. Throughout the project, students have been coached and assisted by their teachers in English. The students have gotten valuable experience in what it takes to organize a major event and provide excellent guest service in English.

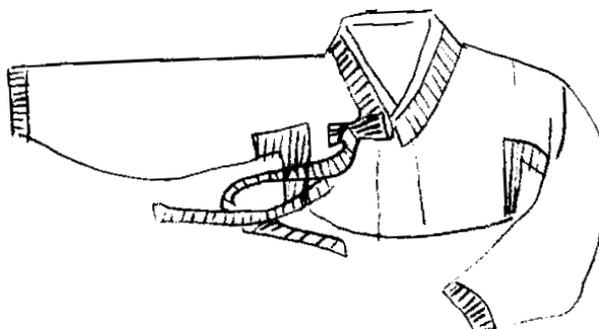
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How to use this book

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.

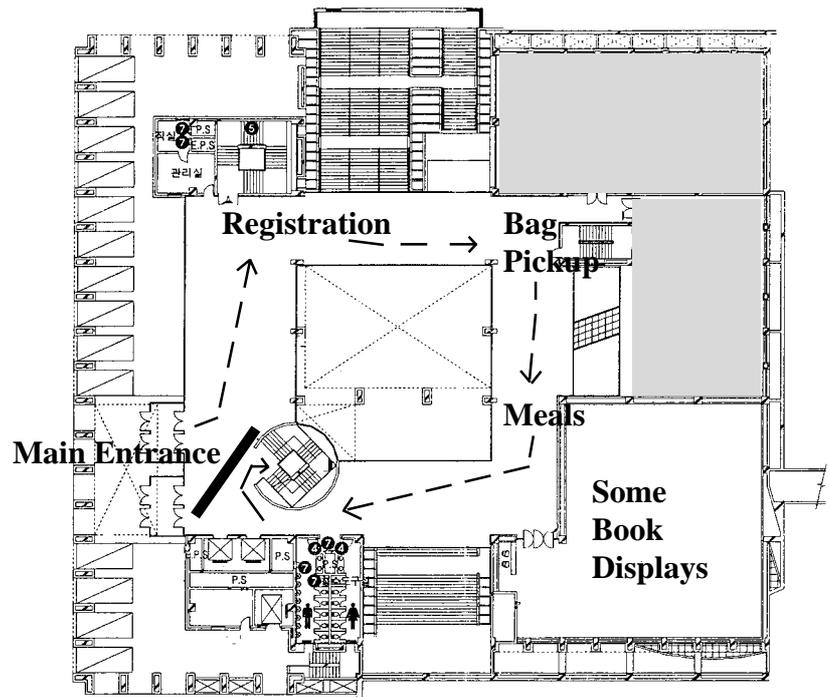
FYI

Finally, in the latter half of this book we have placed forms and information specific to the operations of KOTESOL. There is a membership application as well as an assortment of things to give you a better feel for this professional society of ours. As always, you can also learn more at our website,

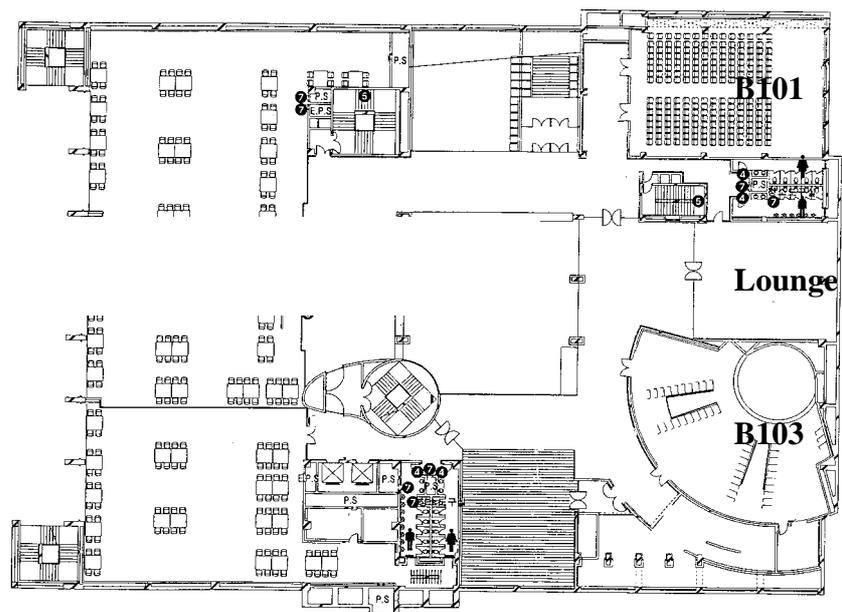
www.kotesol.org

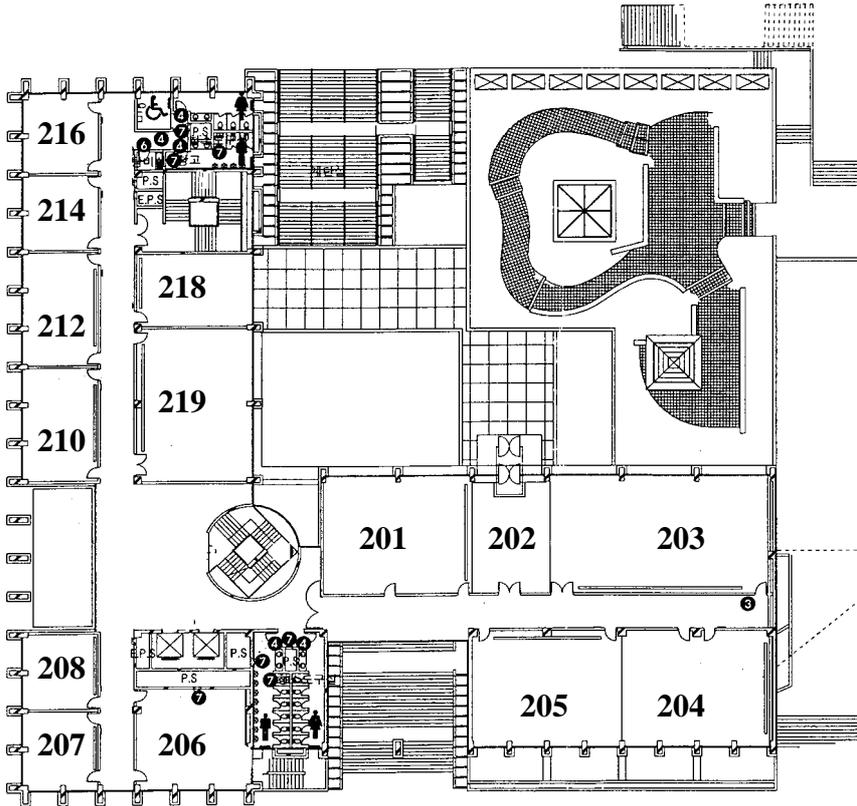
Floor Maps of Sungkyunkwan University School of Business

**The First/
Ground Floor
Reception &
Book
Displays**

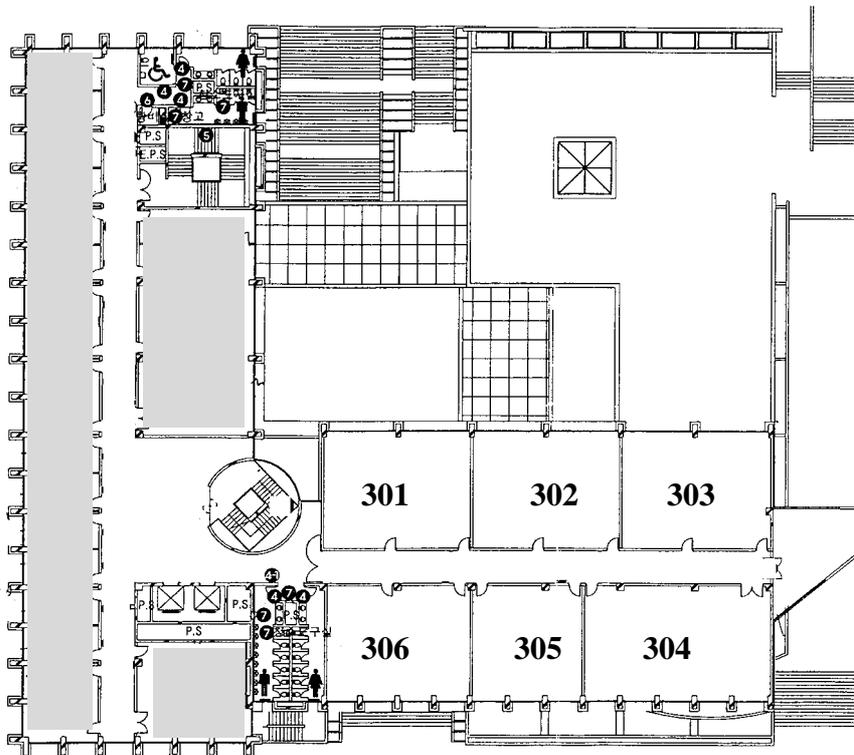


**Basement 1
“B1” rooms**



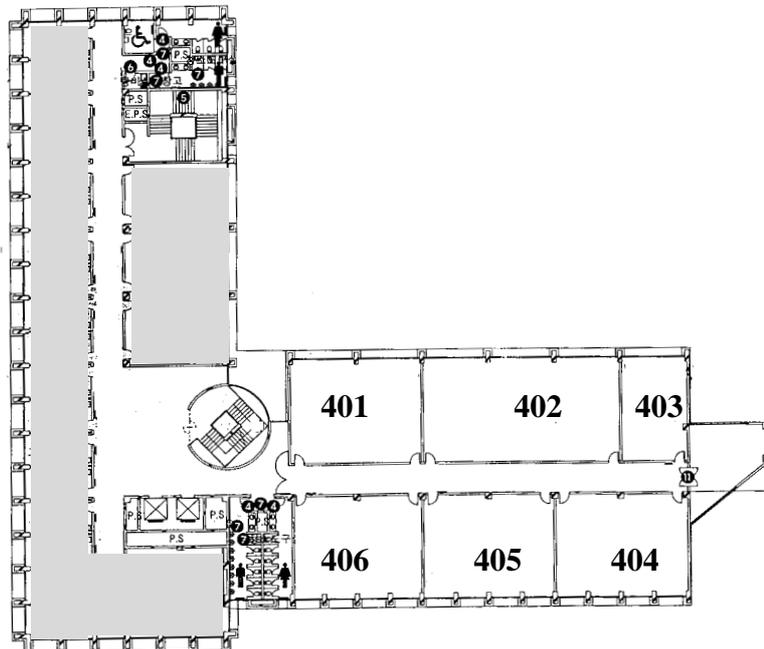


**The Second Floor
Presentation Rooms & Displays**

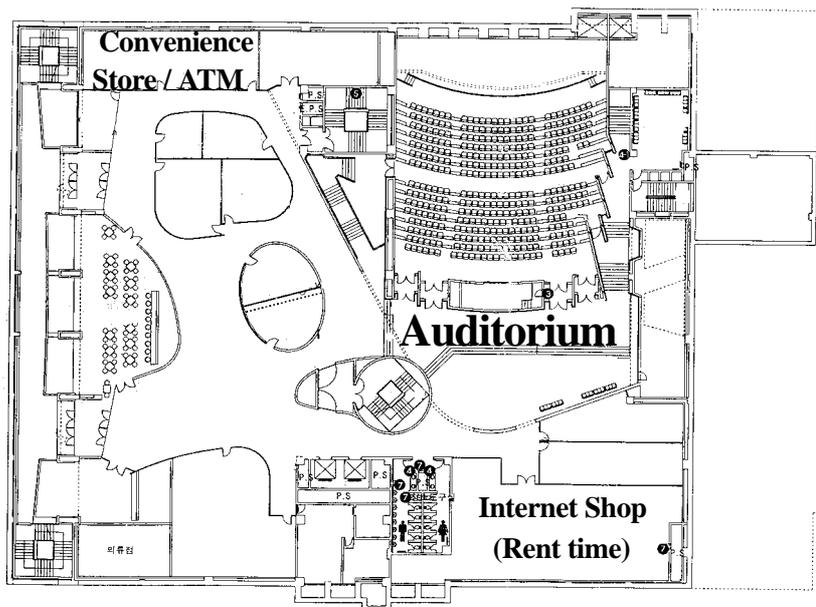


**The Third Floor
Presentation Rooms & Displays**

**The Fourth
Floor
Reception &
Book
Displays**



**Basement 3
“B3” rooms**



Conference Schedule

Saturday, October 13, 2001

- 08:30-18:00** Registration, Main Lobby,
Business School Building
Book and educational displays
by Associate Members
- 09:00-10:50** Regular Presentations and Work-
shops
- 11:10-11:40** Opening Ceremonies
Main Theater
- 11:40-12:30** **Plenary Address:**
Dr. Michael Rundell
"Coping with information
overload: strategies for provid-
ing learners with the vocabu-
lary they need"
Main Theater
- 12:30-13:10** Free Time (cafeteria lunch or
lunch pickup)
- 13:10-14:00** Presentations from Featured
Speakers
- "Ask not what the Web can do**
for us - ask what we can do
with the Web!"
Dr. Uschi Felix
- "What Is Task-based**
Language Learning?"
Dr. David Nunan
- "Language Corpora and**
Language Teaching"
Dr. Dave Willis
- 14:30-18:20** Regular Presentations and Work
shops
- 15:40-16:20** Up Close and Personal with Uschi
Felix
- 18:30-20:00** Special Activity
Special Interest Groups (SIGS)

Sunday, October 14, 2001

- 08:30-15:00** Registration, Main Lobby,
Business School Building
Book and educational displays by
Associate Members
- 09:00-10:50** Regular Presentations and Work
shops
- 11:10-12:00** **Plenary Address:**
Professor Jane Willis
"Cat's feat - from practice to
principle in task design and
task-based learning"
Main Theater
- 12:00-12:50** Free Time (including cafeteria
lunch or lunch pickup)
- 12:50-13:40** Presentations by Invited Speakers
- "Keeping up with the Web:**
managing the task"
Dr. Uschi Felix
- "Culture Activities in the**
Classroom: Windows and
Mirrors"
Dr. Steven Gershon
- "The Logic of the English**
Verb"
Dr. Dave Willis
- 14:00-15:50** Regular Presentations and Work-
shops
- 16:00-17:30** Korea TESOL Annual General
Meeting
Main Theater



Plenary address:

Coping with information overload: strategies for providing learners with the vocabulary they need

Michael Rundell

Dictionary Editor and Honorary Fellow, Information Technology Research Institute,
University of Brighton, U.K.

Saturday, 11:40 -12:30

While the physical extent of dictionaries (printed dictionaries, at least) remains more or less constant, the lexical data available to dictionary-makers has grown enormously. This imposes strains on the dictionary as an artefact, and difficult choices have to be made. In this paper, I will argue that smart software, coupled with a clear perception of the differing receptive and productive needs of learners, can provide a sound basis for the next generation of learners' dictionaries.

About the presenter

Michael Rundell has been a professional lexicographer since 1980, working on a wide range of English dictionaries. Managing Editor at Longman Dictionaries (1984-94), responsible for recruitment and training of lexicographers, and for running major projects.. He is currently involved in the development of a new MSc programme in computational lexicography at the Information Technology Research Institute (ITRI) at the University of Brighton, and is teaching on a short course at the same institution in July 2001. He is the author of *The Dictionary of Cricket* (OUP 1995) and numerous papers on pedagogical lexicography.

Plenary address:

'Cat's Feat': from practice to principle in task design and task-based learning

Jane Willis
Aston University, Birmingham (UK)
Sunday, 11:10 to 12:00

A task-based approach to language teaching offers learners a wide range of learning opportunities and in this talk I shall be illustrating and exploring some of the theories and principles that support task-based learning (TBL). I'll begin by showing how - starting with any topic or text - a series of tasks can be generated, and sequenced according to the level of difficulty (both linguistic and cognitive) that your students can handle. I will then look at how such tasks can be used - in or out of class - to stimulate language learning opportunities of different kinds at different stages in a task-based cycle. I will also show how a focus on language form can be achieved within the context of the task and how a focus on accuracy can be combined with a focus on fluency. The topic used to illustrate this talk will be 'cats' and the newspaper text is headed *Cat's Feat*, but you are invited to bring with you your own ideas for a topic or a text that you could use with your students and that you can reflect on during this talk. Meanwhile, get thinking about what kind of feat this particular cat might have achieved....

About the presenter

Jane Willis has worked as an English teacher and trainer in many different countries, including Ghana, Cyprus, Iran and Singapore. She has run courses for teachers in East and West Europe, South America, the Middle East and South East Asia, including South Korea. For the last ten years she has been teaching at Aston University, UK, on their MSc in TESOL and TESP (distance learning) programmes, specialising in Syllabus Design, and with a research interest in lexical chunks. Her publications include 'Teaching English through English' and 'A Framework for Task-based Learning' (Longman); 'Challenge and Change in Language Teaching' (Heinemann) jointly edited with her husband, Dave, and more recently, jointly with Mary Slattery, 'English for Primary Teachers' (OUP). Her interests include walking, cycling, sailing and playing with her three young grandchildren.

Invited Speakers

3 concurrent sessions

Saturday, October 13, 2001, 13:10 – 14:00

Ask not what the Web can do for us - ask what we can do with the Web!

Uschi Felix, Monash University, Melbourne

Debates on e-learning often begin by comparing apples with oranges. The 'theatre of the classroom' and the rich social tapestry of the campus are contrasted with a barren, solitary, inhuman online experience consisting of no more than downloading texts and submitting assignments. While the comparison ensures amusing entertainment, it does no more than claim that a piece of technology cannot replicate or even simulate what a brilliant teacher can do in a classroom. Of course it cannot. What is more, without the intervention of a creative teacher, the Web can at best function as a convenient materials resource and communication vehicle. The trouble is that it is easy to reverse the argument using an equally unhelpful comparison and assert that the latest best practice approaches to Web-based learning are vastly more exciting than exposing students to a boring talking-head lecture.

The central question in this paper is whether Web technology has the potential to add value to face-to-face teaching that cannot be fully realized in a traditional classroom. While arguments will be presented for and against e-learning, the conclusion is that the latest human-machine interfaces can provide an environment for interactive learning that will foster the acquisition of communicative skills. The paper argues that one of the great strengths of the Web is the potential to engage students in real experiential learning in the form of meaningful, goal-oriented activities in authentic settings.

Evidence will be drawn from three sources: the current literature; the latest best-practice applications, such as Webquests, Voice Chat, MOOs and innovative co-operative ventures; and the findings of two large research studies by the author on students' perception of Web-based language learning in school and tertiary settings. One interesting finding in the studies was the strong preference for kinesthetic and tactile major learning styles and for visual and auditory minor styles which seems conducive to working with multi-media, with the kinesthetic preference being particularly favorable for working with the Web. More generally, contrary to some of the criticisms made of the environment, the ability to be engaged with authentic materials was perceived as a distinct advantage, while some students even applauded the absence of a physical teacher!

What Is Task-Based Language Teaching?

David Nunan, Director and Chair Professor of Applied Linguistics, The English Centre, University of Hong Kong

Task-based language teaching has had a significant effect on language teaching practice for over ten years now. In this presentation I will look at the current "state-of-the-art" of task-based language teaching. Questions that I will explore in the presentation include: What are tasks? What is the role of a focus on form in language learning tasks? Where do tasks come from? What is the relationship between communicative tasks in the world outside the classroom and pedagogical tasks? What is the relationship between tasks and language focused exercises?

Language Corpora and Language Teaching

Dave Willis

I will look at a number of basic questions to do with language corpora:

What is a language corpus?

What kind of corpora are available?

What are they for?

How are corpus findings made available to teachers?

How can they help teachers?

People often think of corpora as being associated particularly with the study of lexis. Presenters at international TESOL conferences often report detailed studies of specific words and phrases, and show how corpus evidence has enhanced and changed our understanding of how such words and phrases are used. In this talk I will go much further. I will argue that corpus studies have fundamentally changed language description, challenging the distinction between grammar and lexis, and obliging us to revise our views of language description, language acquisition, syllabus design and methodology.

Invited speakers

3 concurrent sessions

Sunday, October 14, 2001, 12:50 to 13:40 PM

Keeping up with the Web: managing the task

Uschi Felix, Monash University, Melbourne

Resources produced on the World Wide Web are growing at breakneck speed and at a volume that is beginning to overwhelm even the keenest of surfers. While the body of materials available for language learning is relatively small by comparison with other subjects, two concerns are generic: (1) the wheel is being reinvented in all shapes and forms and (2) it is becoming harder to find the real gems amongst the pebbles.

This session presents the findings of a four-year survey of approaches to language teaching and learning via the Web (Felix 1998, 2001). Its purpose was to find exemplars of best practice in whole stand-alone courses, integrated mixed-model courses (Web/CD-ROM/face-to-face) and interactive exercises for the development of all 4 skills. Some of these will be demonstrated.

The findings suggest that in some languages resources are so plentiful that it might be more economical to integrate the best materials into existing courses and seek global co-operation in the production of new high quality materials.

Culture Activities in the Classroom: Windows and Mirrors

Steven Gershon, Obirin University, Tokyo

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. However defined, 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 cultural environment. In this workshop 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 and their relationship to each other: 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. The participants will be encouraged to try out the activities from a student's perspective, as well as to analyze them from the teacher's perspective in terms of the conceptual load, the intended language goal, and the built-in task structure.

The Logic of the English Verb

Dave Willis

Traditionally verb tenses are treated one at a time. Learners usually begin with the present continuous tense, then go on to the present simple. These are followed by the past simple, present perfect and so on. The problem with this approach is that it ignores the fact that the verb system is highly systematic

and logical. Most coursebooks, for example, look in detail at the interrupted past' : I was working when the telephone rang. But they do not link this to 'the interrupted future': The children will be doing their homework when I get home, or the interrupted present The children are usually doing their homework when I get home. All continuous tenses carry the same meanings. The same is true of all perfect tenses. If we are to give students the maximum help verbs we need to devise a teaching strategy which will enable them to discover these important generalisations for themselves. In this workshop we will identify important generalisations about the verb phrase and identify useful teaching strategies and consciousness-raising techniques by analysing a number of written texts.

Invited Speaker Biographies

Professor Uschi Felix is Associate Dean (IT) in the Faculty of Arts at Monash University in Melbourne. Until recently she was the Director of the Language Centre. She has a research background in applied linguistics, has been a lecturer in ESL, French and German, and during the last decade has focussed on the systematic integration into the curriculum of tested CALL resources from stand-alone software to WWW sites. She has contributed to the development of multi-media software and Websites in several languages and published many articles in international journals on the use of technology in language teaching. Her book *Virtual Language Learning: Finding the Gems among the pebbles* has become a bestseller for Language Australia. Her latest book *Beyond Babel: Language Learning Online* will be available in July 2001.

Steven Gershon is an Associate Professor at Obirin University in Tokyo where he teaches undergraduate classes in oral communication and academic writing, as well as graduate level courses in materials design and EFL methodology. He is the co-author of the new course book series English Upgrade (Macmillan ELT) and the listening series SOUND BYTES (Longman).

David Nunan is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. Prior to this, he was Director of Research and Development, NCELTR, and Coordinator of Postgraduate Programs in Linguistics at Macquarie University, Sydney Australia. Professor Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. In addition, David Nunan is Faculty Dean at Newport Asia Pacific University where he runs an Internet-based Master of Science degree in TESOL. In 1999 - 2000, he served as President of TESOL International.

Dave Willis has worked as a teacher and teacher trainer in West Africa, Cyprus, Iran, Singapore and the UK. His last post was Senior Lecturer at Birmingham University, working particularly on MA TEFL/TESOL distance programmes. His main areas of interest are ELT syllabus design and methodology, and language description for language teaching, on which he has published numerous articles and books, including *The Lexical Syllabus* (Collins COBUILD 1990) and, edited jointly with his wife, Jane, *Challenge and Change in Language Teaching* (Heinemann 1996). He has also written, with Ramesh Krishnamurthy, *The COBUILD Student's Grammar* (Collins COBUILD 1991) and with Jonathan Wright *The COBUILD Basic Grammar* (Collins COBUILD 1995). His work with the COBUILD project over twenty years has given him rich experience in the use of language corpora for language teaching. He is now retired from full time teaching and lecturing but still works as an ELT writer and consultant.

Presentation Schedule – Saturday Morning, October 13, 2001

	9:00-9:50	10:00-10:50
B101	John Baker <i>"Dictogloss: Making Dictation Fun"</i> Adult Ed.	Yu Yuangfang and Liu Yongbing <i>"Language learning strategies and language achievement..."</i> Tertiary Education
101	Adam Turner <i>"The Magic of Memory Techniques (Mnemonics)"</i> Learning Strategies/Styles	Roger Fusselman <i>"Puritans, Cavaliers, & English Teachers"</i> Teaching Methodology
203	Marc Helgesen <i>"English Firsthand"</i> Tertiary/Adult Education	Marc Helgesen <i>"English Firsthand" (continued)</i>
218	Kent Lee <i>"Teaching English discourse stress to Asian students"</i> Alternative methodologies	Kelly Lee <i>"Stories and Comprehension Activities"</i> Music, Art, and Literature
219	Michele Milner <i>"Cultures Alive!"</i> Elementary Education/Cross-cultural Issues	Milner <i>"Cultures Alive!" (continued)</i>
301	Philip McCasland and Brent Poole <i>"When Synergy Happens"</i> Learning Strategies/Styles	Seo Eun-Mi <i>"Bringing the World Into the Classroom"</i> Alternative approaches/methodologies
302	Lee Mijae <i>"Classroom English"</i> Elementary/Secondary Education	Lee <i>"Classroom English" (continued)</i>
303	Harry Ahn <i>"Teaching Young Learners"</i> Elementary Education	Harry Ahn <i>"Teaching Young Learners" (continued)</i>
304	Yong S. Kim <i>"US EFL Teachers in Korea"</i> Teacher Training & Development	Jim Stepnowski <i>"Integrated English..."</i> Learning Strategies/Styles
306	David P. Ellis <i>"10 Commandments of Conversation Class"</i> Teacher Training & Development	Jack C. Richards <i>"Can Listening Be Taught?"</i> Resources
401	Gerry Lassche <i>"Is formal instruction viewed positively by SLA theorists?"</i> SLA Trends	Choe Seung-Shin <i>"Let's Move On From Pattern English"</i> Teaching Resources
204(PC Lab)	Carl Adams, Joyce Cunningham <i>"Making and Exchanging Videos"</i> Video in the Classroom	Lee Eunsim <i>"Picture-Describing Practice in TOEIC Classes"</i> Classroom-based Research
205 (PC Lab)	William M. Balsamo <i>"International Email Exchanges"</i> Cross-cultural Issues	Carol Kim <i>"Internet-Based Natural Approach to EFL"</i> CALL

Saturday Abstracts

SATURDAY, 9:00 - 9:50 AM

Dictogloss: Making Dictation Communicative and Fun

John Baker, Tong Myoung College

This presentation intends to engage the participants in a dictogloss lesson, a procedure which turns standard dictation into a communicative activity. Using a standard excerpt from a traditional beginner level ESL textbook, those in attendance will participate in all four steps of the dictogloss procedure: The preparation stage: the students are organized into manageable groups, a schema is presented, vocabulary is pretaught if necessary, and the task is clearly explained.

- The dictation stage: the text is read two to three times -- once for general understanding; a second time where the students note down content words, phrases, and function words; and a third time if necessary.
- The reconstruction stage: the students, working in groups, pool their information through a secretary to create a group text.
- The analysis stage: a variety of activities are utilized to correct and compare the students' different versions.

Afterwards, there will be question and answer session.

International Email Exchanges for the ESL Classroom

Prof. William M. Balsamo, Kenemi Women's Junior College, Japan

Recently there had been a trend to incorporate the computer into classroom activities. With this new thrust on globalization email has played an important part in the study of English. This presentation will focus upon an ongoing cultural exchange between Thai and Japanese students which consists of a series of email exchanges terminating in a final report. The purpose of the exchange is to provide students with the opportunity to share cultural information about their countries. What seemed like an easy term project quickly became complicated due to certain factors beyond the control of the teachers involved. One such problem was the difference in school schedules between Thailand and Japan; another was the

uneven balance between a high level secondary school and a middle level university. Other problems involved assigning partners and student indifference. This presentation, therefore, will highlight the problems, challenges and possible solutions in creating a successful email exchange.

Is formal instruction viewed positively by SLA theorists?

Gerry Lassche, Ajou University

The role of formal instruction in second language acquisition has evolved in the research into many different theories, and many teachers are unaware of how these theories are designed to impact their teaching practice. This presentation will give an overview of the audio-lingual, cognitive code or mentalist (creative construction and comprehension-based), and interactionist theories of SLA. The presentation will provide listeners with a thumbnail sketch of the approaches themselves, the leading theorists within each, and the focus of the review will be to summarize the relative value that these theories place on the role of instruction for second language acquisition.

The Magic of Memory Techniques (Mnemonics)

Adam Turner, Hanyang University

If students don't remember what they have been taught, they have not learned! The implications for the language classroom are dramatic. The ancient Greeks thought memory was so magical they had a goddess of memory, Mnemosyne. We are still enchanted by people who are good at remembering names. Barring an actual disability, no one has a bad memory. They just don't know how to use it! This practical workshop will demonstrate exactly how to use the ten principles of memory to dramatically improve performance in areas such as learning new words, improving spelling, and giving speeches. Participants will be given a comprehensive handout which can be adapted for classroom teaching and their own learning. Although our understanding of learning has developed recently with awareness of learning styles and mind mapping, memory techniques are still not widely taught. The presenter considers this a crime in education today.

Making & Exchanging Videos: The Classroom and Beyond

Carl Adams & Joyce Cunningham, Tokyo International University

Exchanging student-generated video projects between educational institutions is an exciting project certain to interest students and teachers alike at different levels and institutions ranging from high school through to university. The presenters will describe their ongoing collaboration whereby small groups in their classes produce and exchange videos showing different aspects of their university campus life. Learners brainstorm, select areas to present, negotiate information, script and rehearse dialogues, film and edit their productions for a real target audience at the other university. Students learn camera techniques and elementary video production. They enthusiastically look forward to receiving videos from their new friends from outside institutions. This presentation will put forward components that can be used to enhance the exchange such as E-mail, storyboards, academy awards, etc. Examples of an assessment tool will also be shown and discussed.

A Survey Study Of US EFL Teachers In Korea

Yong S. Kim, DEFENSE LANGUAGE INSTITUTE, Monterey, California (USA)

U.S. EFL teachers in Korea are struggling because of lack of sufficient preparation and lack of cultural knowledge. The presenter begins by illustrating the unique characteristics of Korean cultures that affect the Korean EFL classroom. Based on a survey of 69 EFL teachers, the presenter identified many predicaments encountered in teaching EFL and provides practical recommendations that can help create a better teaching environment in Korea. One of the most important problems is that the teachers are not qualified to teach in Korea since most of their majors are not specifically related to teaching EFL/ESL. He also provides a discussion of the socio-cultural characteristics of Korean students learning EFL as well as the Korean student's general and particular needs and goals in learning English in order to help EFL teachers to select more appropriate teaching methods and strategies for the EFL classroom in Korea.

Teaching English discourse stress to Asian students.

Kent Lee, University of Illinois at Urbana-Champaign

English utterances contain a main sentence or discourse stress, which marks new information or contrasts in sentences. Learners may have difficulties communicating in English if they fail to perceive or express the main point of utterances by means of stress. These obstacles are especially strong for Asian students, due to the prosodic differences between English and Asian languages. The presenter will show how discourse stress results primarily from the flow of information. Simple linguistic principles account for how the most salient new or contrastive information is marked by discourse stress. These can easily be translated into a simple pedagogical system for EFL instructors and learners. Learners can be empowered with straightforward principles that are effective for understanding and producing English discourse stress. Specific issues in teaching Asian students will be discussed, and some communicatively oriented lessons will be described for teaching the various aspects of the proposed system.

The 10 Commandments of Korean Conversation Class

David Ellis, Kyungbook National University

Everyday I see instructors making photocopies of convoluted lesson supplements, creating elaborate activities and otherwise stressing themselves out, all with the hope of keeping their students entertained and interested in their lessons. While I acknowledge lesson supplements and activities do serve a useful purpose, I believe that if instructors focused more on some fundamental principles while teaching conversation, not only would they reduce their lesson planning workload, but their students would also learn more, the ultimate objective in my opinion. In my presentation, I would like to explain 10 principles I keep in mind as I teach a conversation class. By following these principles, my workload and talk time have decreased while my students' talk time, learning and interest have all increased.

Check out the Displays of our friends -- the KOTESOL AMs! Their support makes this conference possible.

When Synergy Happens: Components of Intra-Group Autonomy

Philip McCasland and Brent Poole
Human International University-Japan

Learner autonomy is a much agreed upon theory, yet it becomes more nebulous in application and practice. Autonomy, when applied to education, is often misconstrued as unadulterated individualism: a cultural construct of the West. Therefore, some may contend that learner autonomy is difficult, if not impossible, to promote in societies that emphasize the interdependence and connectedness with others. This paper will begin by challenging some misunderstandings and cultural biases. It will maintain that a collaborative model can encourage a limited form of learner autonomy, and may be more feasible than an individualistic model. Some clear definitions and principles will be explained and contextually applied. Next, some generally preferred learning styles of group-orientated cultures will be discussed. Finally, practical suggestions will be made about how to encourage and nurture interdependent autonomy in your classroom.

SATURDAY, 9:00 - 10:50 AM

Classroom English; Theories and Practices

Mijae Lee, University of Suwon

The Ministry of Education made teaching English through English in classrooms in Korea become obligatory at least once a week from 2000. However teachers of all levels are embarrassed even though they all recognized the logical reasons and needs because they are not ready enough.

At workshop theories will be grossly glimpsed and the questionnaires of teachers attitudes and realities of teaching English through English in Korean classrooms in Kyonggido will also be analyzed and samples of each categories of classroom English for teachers will be managed and practised: contents(speaking, listening, reading, writing, exercises, and assignments) and formality(greetings, checking, commands for directions etc)

Categories are managed into the 6 divisions: yes/no questions, wh-questions, indirect questions, commands, requests, pointings etc).

Cultures Alive! Multicultural Education for Children.

Michele Milner, Meikai University, Japan

This presentation will show how folk stories and folkdances can be used to teach multicultural concepts in the elementary classroom. These engaging stories allow children to view the world through the eyes of a new culture and emphasize the commonalties among people. Hands-on activities will be shown which include co-operative methods of re-telling and dramatizing the stories. Both active listening and production are stimulated in students by their interest in the stories, making them highly effective tools in the classroom.

Folkdances provide a kinesthetic learning experience about culture and community to reinforce the concepts introduced in the folk stories. Termed "the dance of the common people" they communicate emotions through rhythm and movement. Creative movement activities then allow the students to reinterpret and internalize language concepts. The presenter will demonstrate how to adapt dances and stories from around the world for active and cooperative activities in the language class.

Teaching Young Learners

Harry Ahn, Cambridge University Press

Teaching children foreign language skills has long been a challenge in many countries throughout the world. Recently, teaching English to children has been gaining momentum in the public school system in Korea as well. However, this area has yet to be fully explored and the required information for those professionals taking on this challenge has yet to be fully developed. We all know that children are different than adults, and it is these differences that we need to acknowledge, assess, and utilize to optimize the learning experience for young learners. Teachers of children need to grasp some basic fundamentals of theoretical knowledge, and apply certain principles when teaching children. Teaching children reading, is one skill that a teacher must teach, and teaching using storybooks, is one option the teacher turn to. This presentation will concentrate on these skills.

**Thank You British Council -Korea
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SATURDAY, 10:00 -10:50 AM

Bringing the world into the classroom

Seo Eun-mi, Howon University

One of the best ways to motivate students and to make the classroom communicative is to use authentic materials. Teachers can take advantage of a lot of authentic materials from the real life situation to motivate students. Students may feel more comfortable and feel real when they can use English in the real life situation. In this workshop, she will introduce some interesting techniques which teachers can use in their classroom. She has used e-mail exchange and video project exchange with Japanese students. She will show some video clip which her students and Japanese students produced in the classroom.

Can listening be taught?

Jack Richards, Oxford University Press

In this presentation the nature of listening skills will be explored and the issue of whether listening skills can be taught, or simply acquired through practice, will be examined. Teaching involves preparing learners to acquire new skills, preparing guided and graded practice, diagnosing learners' strengths and weaknesses as well as helping learners develop confidence in listening. Strategies for using listening materials will be demonstrated. Some examples will be drawn from *Tactics for Listening*.

Integrated English - Giving students a reason to speak

Jim Stepnowski, Oxford University Press

When students are beginners, they need to learn HOW to speak English. But once students reach the intermediate plateau, they need a reason WHY to speak English. While beginners need basic grammar and vocabulary, and simple lessons to build their confidence, more advanced students need interesting content (in addition to language work) in order to stimulate their curiosity and motivate them to speak. After all, how can we expect our upper-intermediate students to talk in class if we don't give them something to talk about? *Integrated English* features a unique content-based approach in which students learn English by learning about the world around them. Lessons are organized around authentic cross-cultural content. Critical thinking skills get students

to think - and then speak - in English. Conversation management strategies show them how to keep their conversations going. With *Integrated English*, students don't just practice English, they use it.

An Internet-based Natural Approach to Teaching EFL

Carol Kim, Chang-Shin College

There has never been a time when it was easier than now to access teaching materials on the Internet. With the immense amount of text in English on the Internet, a teacher can easily adapt the Natural Approach using text-based comprehensible input rather than oral to help students acquire and learn English as a foreign language, if there is a classroom where every student can search the Internet. The only weakness that the Natural Approach has is that it remains a classroom method. However, as the Internet has emerged as a new learning environment that can be accessed both in and out of class, adapting the Natural Approach to teaching EFL using the information on the Internet would be more than appropriate for helping low to intermediate learners. I will illustrate how I have adapted the Natural Approach using text-based comprehensible input.

Language learning strategies and language achievement: A cross-cultural study

Yu Yuangfang and Liu Longbin, University of Sydney (Australia)

Culture and ethnicity have received a great deal of attention in recent research of language learning strategies. Many research articles have reported that culture or ethnicity has a strong influence on learners' strategy choice. Conclusions have been drawn that certain cultural groups of learners tend to use certain types of strategies. This paper explores the relationship between language learning strategies and language achievement from a cross-cultural perspective in Australian and Chinese university students. The findings of the study show that there are differences in strategy use between Australian and Chinese university students; and there are differences between the two groups of learners in relationships between language learning strategies and language achievement. Cognitive strategies are more predictive of language achievement in Australian students while metacognitive strategies are more predictive of language achievement in Chinese students. The difference indicates more a matter of learners'

target language proficiencies than that of their cultural backgrounds. Therefore, the paper concludes that language proficiency has more impact on language learning strategies.

Let's Move on from Pattern English

Seung-shin Choe, Kyobo Books

In English textbook markets, certain kinds of textbooks have attracted people's interests. Their contents consist of the idiomatic expressions for specific situations or tedious pattern drills. They just present a list of sentences to be thoughtlessly repeated or substituted in a stock of sentence pattern. They are simple to teach for teachers and easy to learn for students. However, both are often disappointed with no long-term, fruitful results. This kind of English only works when a real situation coincides with the textbook. It is almost impossible since situation varies over and over. Now LIS Korea textbooks will provide a solution. They refuse to talk down to their users. They present a wide range of engaging topics, dealing with how real people live. They offer an extensive list of words and expressions that are helpful to the discussion, provide a couple of possible opinions on the subjects, and then let the students say what's on their mind, in their own words.

Use and Effect of Picture Describing Practice in TOEIC Classes

Eunsim Lee, Pusan University of Foreign Studies

The society requires English proficiency and thus scores such as TOEIC, TEPS and TOEFL. On the contrary to the utmost purpose of English education, students pay too much attention on the tests and the scores, which became a wall to more efficient learning. In freshman TOEIC classes, semester long assignments with instructions were given for each student to pick up pictures of newspapers, magazine, etc., and scrap with his/her own description in English. The progress of their writing was closely observed during the semester with guidance, and a survey at the end. The survey showed that students became more interested and confident in English learning thanks to the picture describing assignments. The presentation will go over detailed methodology and specific results.

www.kotesol.org

Puritans, Cavaliers, and English Teachers

Roger Fusselman, Ulsan University

What kind of English teacher are you? In the classroom, we have been given the false choice between what can be called the Puritans and the Cavaliers. One is dogmatic about language, the other is permissive or cynical. Most teachers are a combination of the two, thereby combining the worst of both worlds. Is there an alternative? This presentation shows how these two kinds of teachers evolved from a mistaken view of the purpose of language, a view held unfortunately by nearly every language educator. This presentation will challenge the assumptions people have about language, and it will show how these assumptions have practical results in the classroom.

Stories and Comprehension Activities

Kelly Lee, Pearson

Reading is an enjoyable and invaluable way to expand vocabulary, to increase content knowledge, and to improve critical thinking skills. Activities help prepare the students to interact intellectually with the reading text. For the higher elementary grades, you may want to have the students take notes, make a simple outline, or diagram the most important information as they read the passage. Early exposure to these important skills will help them be better prepared for academic reading in later courses.

SATURDAY, 11:10 - 11:40 AM

Opening Ceremonies

SATURDAY, 11:40 - 12:30 PM

Saturday Plenary Address:

Dr. Michael Rundell

"Coping with the information overload: strategies for providing learners with the vocabulary they need"

Presentation Schedule – Saturday, October 13, 2001

	14:30-15:20	15:30-16:20	16:30-17:20	17:30-18:20
B101		John Lowe "Up Close" Teaching Resources	Peter Nelson "Elicitation Techniques for Speaking" Monolingual Classes	Douglas Paul Margolis "Compensation Strategies..." Learning Strategies, High School/Tertiary
306	Kelly Lee "Super Tots" Teacher Training & Development	Jane Willis "English in Primary" Elementary Education	Tony Schiera & Rachel Miller "Building a Writing House" Adult/Secondary Education, Alternative approaches	Park Joo-Kyung "Teacher Ed. For...Pronunciation" Teacher Training & Development
203	Craig Zettle "Web-Based Instruction w/Success" CALL	Gerry Lassche "Test design: measuring outcomes" Testing	David Shaffer "Song...:does it facilitate learning?" All Levels, Classroom-based research	Oh Soonim & Woo Sangdo "What do elementary students think...?" Elementary Education
218	Trevor Gulliver "Improving Input Processing..." Trends in SLA	Davina Walker & Stuart H. Landers "We want Free Talking!?" Alternative	Walker & Landers "We Want Free Talking!?" (continued)	David P. Ellis "Practical Ways to Minimize TTT" Teacher Training & Development
219	Kirsten Reitan "Going for It All..." Textbooks, Adult/Tertiary Ed.	Michael Bowles "Adapting the Lexical Approach" Alternative approaches	Stephanie Downey "Well Begun Is Half Done" Course & Curriculum, Alternatives	Downey "Well Begun..." (continued)
301	Theo Stecker & Marc Sheffner "Dramaworks" All Educational Levels	Stecker & Sheffner "Dramaworks" (continued)	Karl Nordvall "My First Talk..." Elementary Education	Jenny Lee Fox "How To Make Readers Work..." Elementary Education
302	Andrew Finch and Kevin Sampson "Projects and Portfolios..." Alternative approaches/methodologies	Finch & Sampson "Projects & Portfolios..." (continued)	Christopher Gallagher & Damian Lucantonio "Teaching Functional Grammar" Tertiary Education	Gallagher & Lucantonio "Teaching Functional Grammar" (continued)
303	Andrew Todd "Get Real or get sorry!" Adult Education	Marc Helgesen "Three Key Knowledge Sets..." Learning Strategies/Styles	Ruth Roring, Laksmi Handayani "Types of Talk in non-text Classes" Classroom-based Research	Kelly Lee "Balloons" Elementary Education
304	John Lowe "TOEFL...Computer-Based Test" Testing	James Ranalli "Salvaging PPP" Teacher Training & Development	Steven Gershon "Upgrade Your Students' English" Adult Education	Michael J. Crawford "Oldies but goodies" Monolingual Classes
305	Michele Milner, Christopher K. Lepple "Poetry in the Classroom" Music, Art, and Literature	Milner & Lepple "Poetry..." (continued)	Horace Underwood "Korean Culture" Cross-cultural Issues	Steve Garrigues "Windows...Song Lyrics as Text" Cross-cultural Issues
204 (PC Lab)	Ramesh Krishnamurthy "Corpora, Dictionaries" Trends in SLA	Ramesh Krishnamurthy "Corpora, Dictionaries"(continued)	Antonia Hsiu-chen Liu "Dictation to On-line Story Writing" Secondary Education	Christopher Lepple and Paul del Rosario "Trad & Tech...Tapes and Floppies" Alternative approaches
205 (PC Lab)	Paul del Rosario & Adrian Clarke "Constructivism in EFL" Course & Curriculum	Michael Rundell "New Ideas, New Dictionary" Adult Learning	Kim In-Seok "MALL & Multiple Intelligences" Tertiary Education	Larry Dwan Chong "Web Based Language Testing" CALL
401 (Multimedia)	A Fauzy Chusny "English by Movie, English for Real" Advanced Learners	Chusny "English by Movie..." (Continued)	Keith Adams "Video for Independent Learning" Video in the Classroom	Adams "Video for Independent Learning" (continued)
402 (Multimedia)	Elaine Cross "Introduction to English for Very Young Learners" Elementary Education	Tina Carver "Interactions Mosaic" Teaching Resources		
406 (Multimedia)		Jack C. Richards "Teaching oral skills" Teaching Methodologies	Dan Schulte "Lets Talk 1, 2, and 3" Adult/Tertiary Education	Dan Schulte "Lets Talk 1, 2, and 3"(continued)

SATURDAY, 13:10 - 14:00 PM

Lunchbox Sessions with Invited Speakers

"Ask not what the Web can do for us - ask what we can do with the Web!"

Dr. Uschi Felix

"What Is Task-based Language Learning?"

Dr. David Nunan

"Language Corpora and Language Teaching"

Dr. Dave Willis

Get Real! or get sorry!

Andrew Todd, Moonyedang

This workshop will focus on the importance of developing effective speaking and listening strategies for lower-level students. Using material and activities from *Get Real!* the presenter will demonstrate 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. Come and see why *Get Real!* is taking Asia by storm. *Get Real!* or get sorry!

Going For It All With Young Adult Learners

Kirsten Reitan, Kyung Hee University

Young adults. Teenagers. The toughest group of students to teach. How do you motivate them to study? to use English? Some solutions include high interest topics, opportunities for success, use of meaningful, relevant language, and a variety of tasks. The Go For It series written by David Nunan includes all of these solutions. The presentation/workshop will talk about problems and solutions in teaching young adult learners and demonstrate a lesson from Go For It!

SATURDAY, 12:30 - 13:10 PM

**Free time
including lunch pickup
and visiting publisher displays**

Improving Input-processing in the EFL Classroom

Trevor Gulliver, Chongju University

The presentation will explore theories which hold that input-processing is a driving force behind Second Language Acquisition and the implications of these theories for the EFL classroom. An attempt will be made to connect research with practice. Teachers interested in task-based learning, action research, the role of 'noticing', and SLA theory are especially encouraged to attend.

SATURDAY, 14:00 - 14:30 PM

**Free time
visit publishers displays**

Incorporating Web-based Instruction with Longman English Success

Craig Zettle, Pearson

In recent years, web-based instruction has proven to be an effective and efficient delivery method for language learning and advances such as improved learning management tools and flexibility have prompted institutions and educators to consider incorporating web-based instruction into their English program.

Constructivism in EFL: Options and Directions

Paul del Rosario, Ferris University

Adrian Clarke, Rikkyo University

This presentation will explore the linkages between constructivist theories of learning, content-based instruction (CBI), and the use of technology in the classroom. Particular emphasis will be put on the constructivist design model, Interpretation Construction (ICON) and its application in the content-based EFL classroom. Two specific implementations of ICON will be discussed, focusing on how multimedia was utilized, problems that were encountered, and results of the course plan.

This informative presentation will look at how web-based instruction can add new dimension to the teaching and learning experience through elements such as scheduling tools, instant feed-

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back, tracking tools, collaborative tools, and engaging content.

The presenter will lead discussions that explore the essential elements of a successful web-based program; namely focused preparation, engaging and clearly presented content in addition to an effective learning management system. Participants will also explore specific examples of how educators can effectively incorporate a web-based English program into their curriculum and examples will be presented from Longman English Success, a new suite of online courses from Longman.

Introduction to English for Very Young Learners

Elaine Cross, Oxford University Press Korea

What is the best way to prepare very young children for studying English? Oxford University Press has provided the answer with Teddy's Train and Happy House, two excellent preparatory English courses for pre-school and kindergarten children. If you are looking for a fun, non-threatening, motivating and thorough introduction to English for pre-literate young learners, we invite you to attend our workshop and find out how to make a child's first experience with English a positive one.

SuperTots - Young Children are Different from Other Language Learners

Kelly Lee, Pearson

We carefully structured SuperTots to be a complete program for very young learners. It includes everything children need to start out right in English. Young children are different from other language learners. They are developing physically, intellectually and socially. They need activities to help them develop in all these ways. They also whole language activities that engage not only their minds, but also their bodies, hearts and emotions. A carefully designed curriculum introduces and then systematically reviews the basic language children need to start communicating in English.

TOEFL - Taking the Computer-based Test

John Lowe, Thomson Learning Asia

The TOEFL (Test of English as a Foreign Language) is the great gatekeeper for international students hoping to attend universities in North America. What's the best way to prepare for this crucial exam? Using Heinle & Heinle's *The Complete Guide to TOEFL*, Mr. John Lowe will

present tactics for doing well on the computer-based version of this test and will discuss techniques for using the components of the Complete Guide - text, audio program, and CD-ROM - to provide the most comprehensive training package for the TOEFL.

SATURDAY, 14:30 - 16:20 PM

DramaWorks - using simple drama to teach English communication

Theo Steckler and Marc Sheffner, DramaWorks and Tezukayama University

"Theatre is a school where you learn while being entertained." - Moliere.

Teachers of spoken English face a difficult task: how to provide enough "comprehensible input" and practice, and also teach pronunciation, intonation, usage, grammar and para-linguistic features, while still maintaining student interest?

In most textbooks, comprehensible input is provided by dialogues. These are often too long, however, and it is difficult for students to make an emotional connection with the content or the characters. DramaWorks offers a playful yet effective solution to this difficulty - "Star Taxi."

"Star Taxi" is an upbeat, imaginative story told in twenty scenes of dialogue. The language is authentic yet simple and the scripts are short and fun.

DramaWorks presenters will demonstrate how to use "Star Taxi" to teach spoken English to teenagers and adults. Participants, acting as students, will learn how to use this method. Students love it, and it works!

English by Movie, English for Real

A. Fauzy Chusny, Indonesian-American Friendship Foundation

Though learners have attained a relatively advanced level of English Proficiency, they still need a continuous exposure to authentic language use if they want to watch what they have gained so far. They are supposed to taste other ?avors?of the English Language. This need can be met by exploring an audio-visual resource: Closed-Captioned Movies.

By designing structured activities and discussion, learners will benefit significantly from this program, not only improving their listening skill and

speaking fluency but also enriching them with a varied range of vocabulary. I advocate previewing activities, consisting of the discussions on the biography of the stars, the synopsis, vocabulary, going over the questions sheet. Next is viewing activity, and the last is post-viewing activities which involve answering the questions through a paired or group discussion, role playing and reconstructing the storyline of the movie. All these are based on a 10-15 minute show.

Language Corpora on Computer and Dictionaries on CD-Rom

Ramesh Krishnamurthy, University of Birmingham

In recent years, second language acquisition has shifted its focus from written language to spoken language; from classroom language and made-up texts to real world language and authentic texts; from passive, receptive, teacher-centred, and book-based methods to active, transmissive, learner-centred, and technology-based methods; from a sentence-level or grammatical focus to a word-level or lexical focus; and from grammatical accuracy to communicative fluency.

The increasing use of computers, language corpora, and dictionaries on CD-Rom both reflect and facilitate many of these trends. This paper will discuss some of the ways in which these technological developments are changing our ideas about language, our language learning and teaching methods, and the relationship between students and teachers. All of us who work with language, as learners or as professionals, need to embark on a steep learning curve in order to maximize the benefits of the current corpus-based linguistic research, classroom experimentation, and software developments.

Poetry in the Classroom - A Multiple Intelligence Approach

Michele Milner, Christopher K. Lepple,
Meikai University, Japan and Keio SFC High School, Japan

Poetry is a form of literature that is sometimes overlooked in the language classroom and yet can provide students with excellent examples of language, while stimulating their imagination and creativity. This presentation uses Howard Gardner's theory of Multiple Intelligence as a basis for showing how poetry can be successfully used in the classroom. Gardner's MI theory celebrates the uniqueness and diversity of all students. It shows us how students are "smart" in different

ways and challenges us to find creative teaching approaches.

The presenters will demonstrate a variety of poetry activities which focus on each of Gardner's eight intelligences. The activities will demonstrate innovative ways to appreciate the linguistic and stylistic elements of poetry. They will also explore creative ways to interpret meaning through movement, rhythm and sound. Accessible texts provide authentic and cooperative learning opportunities for students of all ages.

Projects and Portfolios in the Korean classroom

Dr. Andrew Finch, Kyongbuk National University
Kevin Sampson

Given that individual learning agendas determine what is 'learnt' in the language classroom, it is generally recognized that students need to be fully involved in what happens there. Project-work satisfies this need, involving the learners at every level of the educational process as they pass through project design, decision-making, implementation, preparation, rehearsal, performance and reflection. If carried out in the target language, this has obvious advantages in terms of authenticity and meaning, but Project-work can also be beneficial in encouraging learners to address their learning needs, to assess themselves, and to become self-directed.

In Part 1 of this presentation, the speakers (Andrew Finch and Kevin Sampson) will talk about Projects in the Korean situation and will offer an approach which helps students (and teachers) to address what might seem a daunting task. In Part 2, they will hold a workshop to demonstrate these ideas.

SATURDAY, 15:30 - 16:20 PM

Adopting The Lexical Approach

Mike Bowles, The British Council

Even after 10 years of studying English at school and University, many Koreans are still a long way from being fluent in the spoken language. One of the reasons for this is that they often try and produce language from their rule-based system, trying to construct sentences from their knowledge of grammar and individual words. While grammatical knowledge is still important, native speakers of English usually store and retrieve a lot of spoken English as lexical phrases or chunks which

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they knit together under the pressure of real-time communication to produce fluent language.

Therefore, as teachers we should be helping our students to expand their awareness and productive use of these chunks - polywords, collocations, fixed expressions and semi-fixed expressions. This presentation/workshop will explore some ways of doing this and challenge teachers to adapt exercises and activities to provide a more lexical focus.

English in the Primary Classroom - what language do teachers need?

Jane Willis, Aston University

Primary teachers know that children learn a new language best when they are having fun, doing activities and hearing stories. So what English do teachers actually need for these activities? "How can they learn it and gain the confidence to use it in lessons (and possibly outside class) so that their young learners will experience English in use and acquire it naturally? I shall address these questions drawing on a bank of recordings of primary English lessons made by teachers around the world.

Interactions Mosaic: What's new for you in the 4th Edition

Tina Carver, McGraw Hill

The newly expanded and updated INTERACTIONS/MOSAIC, Korea's most popular five-level, four-skill comprehensive series, provides students with new and exciting activities to practice and improve their academic English skills and strategies for learning. During this session, we will talk about how to meet students' academic needs in Korea, present the revision, highlight the special features, and show the new video.

New ideas, new data, new dictionary

Michael Rundell, Kyobo Book Centre

The newly-published Macmillan English Dictionary (MED) was developed from scratch to cater for advanced learners' reference needs. MED's many innovative features will be explained, including its clear identification of the core vocabulary that learners need in both receptive *and* productive modes, its wide coverage, and its use of leading-edge software to identify and record the collocational information that learners at this level really need.

Salvaging PPP: rethinking an ELT institution

James M. Ranalli, Yonsei University

The Presentation-Practice-Production paradigm has become a much-maligned concept in the field of English language teaching recently. In particular, proponents of Task Based Learning and the Lexical Approach have criticized its supposedly shaky theoretical foundations and called for its eradication from language classrooms and teacher training courses. While allowing that many of the criticisms are valid, this presentation will nevertheless warn that the hue and cry represents yet another unfortunate example of an important ELT "baby" being thrown out with the proverbial bath water. The presenter will argue that PPP, in certain contexts and employed to achieve particular aims, can be a useful and theoretically defensible classroom tool. Some familiarity with PPP and the controversy surrounding it is recommended.

Teaching oral skills: from theory to practice

Jack Richards, Regional Language Centre, Singapore

The theory of communicative competence provides an important starting point in examining the nature of oral skills in a foreign language. The presented examines the relevance of communicative competence theory to language teaching, and then illustrates three important dimensions of oral communication: talk, as interaction, talk as process, and talk as performance. Approaches to the teaching and assessment of each of these skills will be illustrated.

Test design: The problem of measuring achievement outcomes

Gerry Lassche, Ajou University

This presentation will explore some of the issues surrounding the development of language achievement tests. A survey of the issues that need to be considered with design will also be covered, in terms of construct validity, authenticity, inter-activeness, practicality, and impact. A framework based on these dimensions will be presented and explained. Listeners will gain a deeper understanding of test design issues, and will gain a means for evaluating the usefulness of their own achievement tests.

Our thanks to Sungkyunkwan University for this wonderful venue!

Three key knowledge sets for effective listeners

Marc Helgeson, Miyagi Gakuin Women's College, Japan

Effective listening. It takes more than just practice. There are useful strategies but no ? Magic bullets?? There are, however, useful sets of knowledge that learners can use actively. These include task awareness, listening types and activation of previous knowledge. The author will demonstrate how to help student use these knowledge sets, practice and apply them on their own. Examples will be taken from the popular Active Listening series (now with tests and CDs!)

'Up Close' - Helping English Learners Communicate Competently And Confidently

John Lowe, Thomson Learning Asia

Up Close is a new four-level course that helps young adult and adult learners communicate competently & confidently in English. Using communicative real-life situations, Up Close sets learners on achievable goals with lots of opportunity for practice, but also understands that the mastery of grammar is an important part of learning to speak English. The presenter will show how Up Close enables learners to use practical language naturally in diverse settings and to be aware of their continuous language development. A free copy of the Up Close text will be provided to all participants.

SATURDAY, 15:30 - 17:20 PM

We Want Free Talking !?!

Davina Walker & Stuart H. Landers, Kyungnam University

Anyone who has taught conversation in Korea has heard of "free talking." Indeed, this term is used quite freely in the English language learning community here. But what exactly does "free talking" consist of, and do any of its current and often conflicting conceptualizations have a valid place in an EFL curriculum? This workshop is designed to address such issues as balancing students' desires with teachers' educational objectives, using open discussion activities to build fluency, and the role of "structure" in fluency and discussion lessons. Workshop participants will be encouraged to share their own ideas, experiences, and observations in regard to the implications of "free talking" in the planning of effective and appropriate les-

sons. It is hoped that all will come away with a clearer and more useful understanding of an often confusing concept.

SATURDAY, 15:40-16:20 PM

Energy Break

Up Close and Personal with Uschi Felix

Don't you hate it when a really good presentation wraps up and there is a group of people standing around waiting to talk to the speaker? There is question you need to ask but everyone is rushed and you miss your chance? This year, KOTESOL is offering a new type of session: Energy Breaks. Renowned IT expert Ushi Felix will be center stage in a private session with the first 10 members to register. Refreshments will be served while you have a chance to talk and ask questions with one of our featured international speakers.

SATURDAY, 16:30 - 17:20 PM

Building a Writing House: From Mind Maps to Paragraphs

Tony Schiera and Rachel Miller, Sunchon National University

This workshop will focus on how teachers can help students studying writing organize and write paragraphs with clear topic sentences, and support them with rich and extensive details. Through linking the process of building a house to that of writing a paragraph, participants will experience the process first hand. Although this workshop is targeted for teachers of basic to intermediate writers of English not familiar with paragraph form, the presenters have had wonderful success in teaching this method to writers of more advanced levels.

From Dictation to Online Story Writing through Pictures

Antonia Hsiu-chen Lin, Wenzao Ursuline College of Languages, Taiwan

In Wenzao Ursuline College of Languages the freshmen in the five-year college take "English Listening and Writing" in which the teacher-controlled dictation is the main writing task. It is believed that dictation helps learners write down what they hear; yet dictation appears threatening

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to most students. Thus, the presenter made a slight change. Learners are invited to make stories based on pictures in the textbook, pictures supplied by the instructor, and pictures from their collections. The created stories turn into the materials of dictation and their works are then published on the website. Being involved in the material design, learners become much more motivated writers and surprising ending of the stories reveal the creation of the teenagers. In this workshop the presenter will discuss such a change and present the learners' stories on the teacher-made website.

Elicitation Techniques for Speaking

Peter E. Nelson, Chung Ang University

Conversation classes need participation to be effective, but in many instances the teacher finds only a few students eager to speak with a partner, in a small group, or to the entire class. Faced with this situation, many instructors rely on voluntary speakers as role models, or use a limited range of elicitation techniques to encourage dialogue. In his presentation, Dr. Nelson will introduce common elicitation techniques that can be used for all class sizes and student ages, especially exercises suitable for error correction. Later, teachers can discuss which methods work well for them.

Korean Culture

Horace Underwood, Korea America Education Commission -- Fulbright

Mr. Underwood will share his experiences and advice on what westerners need to know and understand about the Korean worldview in order to have satisfying and successful experiences whether you are a teacher, businessperson, diplomat or traveler. Even long-time expatriates have seen Mr. Underwood speak and are surprised and amazed at his insights and insider observations about Korean culture.

Multimedia-Assisted Language Learning and Multiple Intelligences

In-Seok Kim, Dongduk Women's University

Howard Gardner proposed seven ways in which humans are intelligent. These are verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical-rhythmic intelligence, interpersonal intelligence, and intrapersonal intelligence. In this paper we examine how multimedia-assisted language learning, an emerging computer-based

technology, can promote learning that engages all seven of the multiple intelligences proposed by Gardner. We provide an overview of multimedia-assisted language learning and an overview of Gardner's multiple intelligences. We will subsequently discuss the ways in which multimedia-assisted language learning supports learning within and across seven intelligence domains. In particular, we will explore the possible linkage between virtual reality and multiple intelligences, which can promote the learning of foreign languages in and out of class. Finally, this paper will address a call for developing multimedia-assisted language learning software that promotes multiple intelligences.

***My First Talk* - Teaching English to Young Learners**

Karl Nordvall, COMPASS Publishing, Seoul, Korea

Teaching English to young learners is very challenging. It can be difficult to create the kind of variety needed to keep their attention. *My First Talk* presents a colorful and exciting way to teach simple conversation and introduce the English alphabet. The great illustrations, chants, TPR activities, and motivating stickers provide many fun ways to learn English. Come and see how *My First Talk* can work in your classroom.

Song in the English Classroom: Does It Facilitate Learning?

David E. Shaffer, Chosun University

In recent years the use of songs in the English classroom has been ever increasing as a means of second/foreign language instruction. The basis for its use rests mainly on the fact that it is realia and that songs are a format that holds the interest of most students. However, there has been little research done questioning the effectiveness of using song as an instructional tool.

This presentation presents initial test results on the effectiveness of song for learning new vocabulary items, new uses of known vocabulary items, and sentence structures. The study compares university students introduced to these items through a cloze song activity with other students introduced to the same items through lyric discussion and with a control group. Testing was done before, one week after, and one month after exposure to instructional materials. Different techniques for using song to teach English will also be discussed.

Upgrade Your Students' English

Steven Gershon, Macmillan

What kind of teaching practices motivate our students to engage themselves in the topic and provide fruitful opportunities to "own" the language they're practicing? Though there are many answers, they invariably include some combination of elements such as conversation management strategies, personalization, task-oriented feedback and accountability. This workshop, using examples from the new Macmillan course, English Upgrade, focuses on the potential of these features to provide students with the conversational ownership necessary for real engagement.

Types of Talk in Non-textbook Classes

Ruth Roring and Laksmi Handayani,
YPIA (The Indonesian-American Friendship Foundation), Indonesia

Types of talk are often overlooked by observers probably because their views are colored by judgments which blind them to seeing what is happening in the classrooms. This paper, for that reason, tries to show that there are different kinds of talk, namely structuring, soliciting, responding, and reacting worth paying attention to. In addition, we believe that these talks are more varied in non-textbook classes since the array of instructional materials, ranging from published supplementary materials to games, skits, and others to be used, enhance interaction

SATURDAY, 16:30 - 18:20 PM

Let's Talk 1, 2, and 3

Dan Schulte, Cambridge University Press

The long awaited series is finally available! Leo Jones, author of Great Ideas, Functions of American English, Communicative Grammar Practice, New International Business English, and many other well known titles, has published perhaps his best conversation and listening text series with Let's Talk 1, 2, and 3! This new series helps learners of English develop their communication skills by engaging them in a variety of relevant listening and speaking topics, such as cultural differences, childhood memories, humorous stories, crime and punishment, color and our personalities, and many others. The new series also includes self study activities w/audio CD, and much more. The highly creative topics, interactive activities, and natural sounding listening activities, are quickly making this incredible new series one of the most popular conversation texts available.

With so many universities adopting it already, you don't want to miss this presentation!

Teaching Functional Grammar

Christopher Gallagher and Damian Lucantonio,
International Christian University

The purpose of this workshop is to show how grammar can be taught functionally to create meaning in both spoken and written language. Unlike traditional grammars, which usually operate at the sentence level, functional grammar usually operates at the text level and accommodates both spoken and written language. The workshop will begin with the theoretical underpinning of functional grammar. Two texts, one spoken, one written, will then be analyzed in terms of genre and register variables. Third, examples will be given to illustrate how these devices can be taught in the classroom. Fourth, participants will be given an opportunity to analyze, depending on their teaching interests, either a spoken or a written text, and to suggest ways in which the functional grammar of these texts could be taught. The merits of this approach will then be discussed to conclude the session..

Video for Independent Learning

Keith Adams, Tohoku Gakuin University, Japan.

Although video is no longer "the latest thing" in educational technology, it is still a highly motivating medium in many EFL courses. However, using video for language learning also has great potential outside of the classroom. Since most students now have access to VCR's at home, video can be utilized effectively by learners in self-study programs.

The speaker will present a framework for students to use with authentic video materials, such as movies or news broadcasts, in independent study. Key principles concerning selection of programs and self-study techniques will be discussed and demonstrated. The presenter will also show how these principles and techniques can be adapted by teachers who would like to use video in a classroom setting.

Well Begun is Half Done: Beginning a New Class

Stephanie Downey, Kyungnam University

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

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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 beginning of your class the beginning 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 that you can start the first day off on the right foot.

SATURDAY, 17:30 - 18:20 PM

Collaboration with Tapes and Floppies

Christopher Lepple and Paul del Rosario, Keio SFC High School and Ferris University, Japan

Digitally oriented and collaborative learning environments in general education settings show potential for application in the second language classroom. This presentation will highlight the range of possible practices within a situated learning environment. Specifically, the presenters will describe two applications for EFL classrooms. Classroom practices ranging from traditional tasks to digitally enhanced activities will be illustrated. Presenters will also discuss related issues including functional language practice, four-skills development in a content-based, interdisciplinary classroom, and learner autonomy.

How to Make Readers Work in Your Classroom

Elaine Cross, Oxford University Press

One of the challenges that English teachers in Korea face is the lack of a natural English environment, which causes the adoption of English to be artificial and forced. One result of this is that there is often little opportunity for teachers to develop their students' internal store of English. Language must be passively absorbed before it can be actively reproduced, but the question is how does one create an English environment in the class-

room that will enhance and stimulate a student's internal vocabulary? One great method is through using storybook readers, which can be used in a wide variety of ways. Come to our seminar on primary readers, and find out how to use this valuable resource in your classroom.

Language Learning Compensation Strategies For Communicative Competence

Douglas Paul Margolis, Dong Seoul College

Compensation Strategies are techniques students can use to bridge the gap in knowledge that often arises when trying to communicate in a second language. Korean students, for example, often know a lot of words and grammar structures but freeze when speaking due to an unknown or momentarily forgotten item. This presentation offers ideas for helping students overcome these gaps, maintain communications, and thus increase their English practice. The presenter will report the findings of a study investigating Korean student uses of compensation strategies. Implications for teaching and language learning will be discussed.

Oldies but goodies: A new look at "old" techniques

Michael Crawford, Hokkaido University of Education, Japan

Practitioners in the field of ELT can be accused (sometimes quite rightly) of having short memories. Methods and techniques that were once popular are discarded as old-fashioned and ineffective to make way for the latest trend. In recent years, however, voices have been raised against this tendency. Teachers are beginning to realize that some "old" techniques have much to offer, and that viewed in light of recent research they are based on sound pedagogical principles.

In this presentation, three "old" techniques that are currently being reappraised will be described: dictation, reading aloud, and repetition. For each technique, the following will be provided: 1. background information; 2. reasons why it fell out of favor; and 3. why it is being reappraised and deserves inclusion in today's communicative syllabuses. Finally, the presenter will describe how he makes use of these techniques in his own classes.

www.kotesol.org

Practical Ways to Minimize Teacher Talk Time

David P. Ellis, Kyungpook National University

Teacher talk time (TTT). Prevalent throughout the ESL/EFL field today, these three words haunt those of us who are responsible for teaching conversational English. We know what the objective is: to minimize TTT so that we can give those who really need the practice - our students - opportunities to speak. However, understanding the objective and actually finding practical ways to accomplish the objective are two vastly different animals. While I am far from perfect in my own methods of minimizing TTT, I have discovered a few ways to reduce the amount of time I talk inside the classroom. One purpose of my presentation is to create a paradigm shift in how you view your responsibility in the classroom. My other purpose is to offer you some practical means of minimizing your talk time so that students instead have the chance to speak.

Teacher Education for Korean Teachers' Teaching Pronunciation

Joo-Kyung Park, Honam Univ.

The purpose of this paper is to examine the current state of teaching pronunciation in Korea and project a new direction for it. A questionnaire survey was conducted with about 150 secondary teachers of English in Kwangju-Cholla region in Korea. The question items consist of those about teachers' awareness and perception of the importance of pronunciation teaching, use of the phonetic symbols, degree of integrating pronunciation into teaching other skills, major challenges and strategies. Teacher education programs in this region were also surveyed in terms of curriculum, teacher trainers, and evaluation focusing on teaching pronunciation. The results imply that it is necessary to develop teacher training programs based on teachers' needs, to train teacher trainers,

and to provide teachers with more financial and moral support for classroom research on developing innovative pronunciation teaching methods.

Web Based Language Test: Past and Future

Larry Dwan Chong, Kyongju University

This paper describes what a Web Based Language Test (WBLT) is, how web based language tests differ from traditional computer-based language tests, and what uses WBLTs have in language testing. After a brief review of computer-based language testing, WBLTs are defined and categorized as low-tech or high tech. Some possible areas for future research are suggested. It may now seem premature to talk about the future when Web-based language testing is only beginning to emerge as an approach to testing. However, some central issues that will have to be dealt with can already be identified:

Computer based language test vs Web based language test; Advantages of WBLTs; Problems of WBLTs; Item types for WBLTs and their web samples

The Web greatly expands the availability of computer-based testing with all its advantages and will undoubtedly become a major medium of test delivery in the future.

What do elementary school students think about English classes?

Oh, Soon-Im, Jungang Elementary School
Woo, Sangdo, Gongju National University of Education

English has been taught as a compulsory subject at elementary schools since 1997 starting with third graders, now up to sixth graders. We have seen active research on English teaching methods for elementary students, but very little research has been done from the learners' perspective. It is very ideal time for English educators to review

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 <rdickey@soback.kornet.net>.

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

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what the elementary students think about their English classes through the questionnaires. The purpose of the present study is two-folded: first to find out how the students' attitude toward and interests in English have changed over the four-year English education; second to suggest some ways to promote and keep the interests, and to increase understanding and participation in English classes. We also suggest that curriculum developers need to consider the students lower interests and understanding in English classes as they go to the higher grades, and that classroom teachers need to have a better understanding of what their students do and feel in the English classes.

Windows of Language and Culture: Song Lyrics as Language Text

Steve Garrigues, Kyungbuk National University

One of the perennial needs in the communicative approach to language teaching is appropriate and accessible authentic language materials. A little-utilized and easily accessible source of authentic language is the immense corpus of popular song texts. In this presentation I would like to show how the use of song lyrics can be utilized effectively in the teaching of both language and culture. There are a number of advantages offered by this approach. Since everyone likes songs, they can be

an interesting addition to any classroom. Pop songs are really the "poetry of the common man", so they often utilize highly evocative and idiomatic modes of expression, thus providing interesting contextualized language and cultural material. Popular songs can be seen to function as "windows" providing us with a unique view onto the culture and the times, but they also convey universal themes that can appeal across generations and across cultures.

SATURDAY, 18:40 - 20:00 PM

Global Issues Special Interest Group Special Event

For those of you who feel that learning is done best by doing rather than being told, and for teachers who are looking for the perfect activity to provoke real dialogue and discussion in their classrooms, leave your schedule open for this fascinating simulation/discussion/game. This Global Issues SIG event will be restricted to 50 participants and registration is on a first-come, first-served basis. Used in the Peace Corps to prepare volunteers for overseas service, this event promises to be a thought-provoking 90 minutes.

Keep your eyes open!

1. KOTESOL is searching for experts and not-so-experts, to contribute towards building a better professional society. Short term projects and longer-term roles are both available. Are you a technowizard? Good with computers / internet / desk-top publishing? Are you a strong organizer or "people-person?" Find one of the Volunteers wearing the yellow badges.
2. There are lots of neat little shops in the university neighborhood, but there are also a number of conveniences in the lower levels of this building. Internet access ("an internet cafe"), a convenience shop, bank cash machines, photocopy services, even a beauty salon and eye-wear shop!
3. Despite our best efforts, sometimes things go missing. Please, watch out for your "stuff." There is a "coat and bag" room available at guest services (2nd Floor).

Presentation Schedule – Sunday Morning, October 14, 2001

	9:00-9:50	10:00-10:50
201	<p>Steve Gershon <i>"Tricks of the Trade"</i> Teaching Training and Development</p>	<p>Elaine Cross <i>"American Headway..."</i> Adult Education</p>
203	<p>Milagros C. Laurel <i>"Alternative Techniques & Materials..."</i> Elementary, Secondary, Tertiary</p>	<p>Richard Walker <i>"Impact Listening"</i> Tertiary/Adult Education</p>
218	<p>Shirley Lopez <i>"Modularized Materials in Research Writing"</i> Tertiary Education</p>	<p>Andrew Finch <i>"The Non-Threatening Learning Environment..."</i> Alternative Approaches</p>
219	<p>Ruth Roring, Laksmi Handayani, Craig Dicker <i>"Bringing the Learner Back..."</i> Alternative Approaches</p>	<p>Roring, Handayani, & Dicker <i>"Bringing the Learner Back..." (continued)</i></p>
301	<p>Jack C. Richards <i>"Practical Activities for the Speaking Class"</i> Tertiary/Adult Education</p>	<p>Teresa M. Isidro <i>"English for Empowerment: Service Approach"</i> Tertiary Education</p>
302	<p>Chitose Asaoka & Yoshiko Usui <i>"Becoming Autonomous Writers..."</i> Tertiary Education</p>	<p>Michael Pronko <i>"The Writing Conference..."</i> Writing/Alternative Approaches</p>
303	<p>Chris Gallagher <i>"Aston U. Dip/M.Sc. in TESOL/TESP"</i> Teacher Training & Development</p>	<p>David Nunan <i>"Building Meaningful Communication w/Expressons"</i> Teacher Training & Development</p>
304	<p>Chris Lovering <i>"...World Financial Markets..."</i> Financial Planning</p>	<p>Della Summers <i>"Using Longman Advanced Dictionary CD-ROM..."</i> Adult Education</p>
305	<p>Peter Nelson & Jim Gongwer <i>"KOTESOL Professors' Survey III"</i> Tertiary Education</p>	<p>Karl Nordvall <i>"Teaching English Through Songs and Chants"</i> Music in the EFL classroom</p>
306	<p>Dawn Davies <i>"Working and Living in Korea..."</i> Ongoing Research</p>	<p>Kang Min Hee & Mary Gowdy <i>"SIT Educational Programs"</i> Teacher Training & Development</p>
204 (PC Lab)	<p>David Kent <i>"Teaching Konglish"</i> Tertiary Education</p>	<p>Jack Large <i>"The Amatica Project..."</i> Adult Education</p>
205 (PC Lab)	<p>J. Robert Tuck <i>"Partially On-line Learning Theory"</i> CALL</p>	<p>Tuck <i>"Partially Online Learning..." (Continued)</i></p>
401 (Multimedia)	<p>John Katunich <i>"Multiculturalism in the Japanese Language Classroom"</i> Cross-cultural Issues</p>	<p>Tina Carver <i>"Supergoal"</i> Teaching Resources</p>
402 (Multimedia)	<p>Choi Tae-Hwan & Sakae Suzuki <i>"Discourse Analysis...b/t Korean & Japanese Students"</i> Secondary Education</p>	<p>Choi & Suzuki <i>"Discourse Analysis..." (continued)</i></p>
406 (Multimedia)	<p>Elaine Cross <i>"The Magic of Video"</i> Video in the Classroom</p>	

Sunday Abstracts

SUNDAY, 9:00 - 9:50 AM

Alternative teaching techniques and materials in under-resourced environments

Ma. Milagros C. Laurel, University of the Philippines, Philippines

Everyday the classroom poses a "clear and present" challenge to the teacher's creativity. One reason for this is that the students have become less responsive to traditional teaching methods and textbook-centered activities. Moreover some classrooms only have the barest furniture and do not provide for electronic devices and multimedia facilities that can enhance learning.

This presentation demonstrates the use of simple yet exciting EFL/ESL teaching techniques and materials that facilitate the learning process by making the students enjoy the classroom tasks. The activities make learning fun without sacrificing the obligation to undertake serious work. The materials adapt stories and games from folklore as well as from popular literature and culture to introduce the lessons in the standard syllabus.

These techniques and materials have proved to be effective among learners with different cultural backgrounds and of different ages, sexes and competencies.

Aston University's Diploma/MSc in TESOL/ TESP

Christopher Gallagher, Aston University Distance Program

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.

Becoming Autonomous Writers Through Metacognitive Strategies Training

Chitose Asaoka, Dokkyo University, Saitama, Japan

Yoshiko Usui, International Christian University, Tokyo, Japan

This paper attempts to look into the effects of metacognitive strategies training on the students' second language writing. Ten students participated in this study as volunteers. They were first-year students enrolled in a college-level EAP program, taking an academic writing class which takes a process approach. The researchers asked the participants to keep journals as they reflected on their writing process and to come in for thirty-minute interviews with the researchers every five to six weeks. As the research study proceeded, the researchers observed the students' growing awareness of their own learning process. Not only did they become to articulate their reflections on their writing process but they also spontaneously expressed the positive effects of journal-keeping and interviews on their learning.

Investing - Update on the World Financial Markets and where to invest

Chris Lovering, Banner, Japan

Banner's access to state of the art market data services and leading global investment, insurance and pension companies allows us to select the best opportunities for your portfolio. By providing

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innovative financial products, global market opportunities, and tailored financial strategies, Banner offers timely diversification for your portfolio to maximize growth. Management strategies are enhanced through consistent monitoring and analysis of your investments in real time, utilizing the extensive resources of Bloomberg and others. Anyone can be an investor. You can start from as little as US\$150 a month. We will talk about 3 things in our seminar

1. What's going on in the world financial markets?
2. What can you do in this environment to invest profitably?
3. How can we help you?

The Magic of Video

Elaine Cross, Oxford University Press Korea

Have you ever had trouble motivating your students or kids to learn English? Is it impossible to get them to practice and repeat so they actually remember what they learned? Why not take some of the pressure off yourself and try using videos – they are a great way to motivate anyone to learn English. Even parents and teachers in English-speaking countries use videos to help develop a child's first language. What a great way to give students a break from traditional classroom activities while building both passive and active language through video-related activities and games. Come explore the world of videos, and get them working for you.

Modularized Materials in Research Writing

Shirley Lopez, Cagayan State University, the Philippines

As the world ushers into the new millennium, people in the academe struggle to improve teaching and instructional techniques. In the Philippines, the academic community is continuously searching for innovation particularly in the instructional aspect. Thus, the modularized instruction was introduced. This dissertation paper include the development of the research module and its effectiveness on the achievement of College Freshmen. Thirty respondents were selected (15 belong to the modular group and 15 to the lecture type group). Two evaluative instruments were used: the Pre-Post Test and Face Validation of the Modules. The variables used were the pre-test/post-test scores of the respondents, English 11 general average during the 1st semester and mental

ability of both groups. Seven modules were developed: Module 1: The Research Paper, Module 2: Choosing a Subject, Module 3: Preparing the Preliminary Bibliography and Acknowledging Sources, Module 4: Reading and Note Taking, Module 5: The Thesis Statement, Module 6: Writing the Outline, and Module 7: Writing the Thesis.

Multiculturalism in the Japanese English Language Classroom

John E. Katunich, Nihon University

Many believe that Japan is a monocultural society and as such, there is little need for Japan to address issues of "multiculturalism", such as racism or colonialism. However, such issues are vital to educating articulate and informed global citizens though teaching practice, both in Japan and Korea. This presentation explains the rationale and implementation of multicultural education in English with a class of 30 Japanese first-year university students, specifically to develop more effective discourses in English to express central concepts of multiculturalism, such as "race", "ethnicity," and "diversity." Students were exposed to a range of multicultural topics, particularly those addressing race, through articles, videos, and student research. Both qualitative data from student journals and quantitative data from pre- and post-questionnaires demonstrate how students began broadening their understanding of multiculturalism and developed effective discourses to express those new concepts. Curriculum-based examinations and required textbooks can be more of a hindrance than a help in language learning settings. In January, 2001, YPIA (Yayasan persahabatan Indonesia-Amerika), a private English language institute in Indonesia, began a pilot project in which curricular examinations were replaced by competency-based exams and standardized course textbooks were replaced by a wide array of resources (selected based on learner needs and interests). The pilot project was monitored by the presenters who regularly observed the pilot project classes and met with the teachers to assess their perspectives. This presentation provides an overview of the project, initial results (derived from oral interview exams, curricular exams and attitudinal surveys) and a summary of some of the observation data which has so far been collected. The implications of this effort for language teachers in other contexts will be discussed. Presenters will then address related issues concerning textbooks and curricular exams.

Discourse Analysis on the Internet between Japanese and Korean Students

Sakae Suzuki, Kanagawa Sohgo H.S. in
Yokohama
Choi Tae-hwan, Chonnam National University

The internet has expanded the number of opportunities to learn English, which is now considered to be a World Language. English has become a tool for NNSs to exchange ideas or information. How does an interlanguage between two NNSs function? What are possibilities for NNSs to develop accuracy and fluency via communication with NNSs? How does computer-mediated communication (CMC) help NNSs to achieve high proficiency in English? What kinds of syntactic complexity and cultural backgrounds do students use to communicate with each other in EFL? What strategies do students employ to overcome communication problems? What's the influence of e-mail communication on students' improvement in communicative competence? These were basic questions we proposed when we started a project. A study was done using Korean high school students and Japanese high school students (age range is 15 to 18) for 4 months via the internet. The data collected was analyzed and categorized from the aspect of interlanguage to find the differences in the students' perceptions of learning English or a foreign culture, the effect of exchanging mails on particular skills of English for Korean and Japanese students and the need for the implementation of further research in future via the collaboration of NNS teachers of English.

Partially On-line Learning Theory: Practice and Case Study Demonstrations.

Robert Tuck, British Council Teaching Centre,
Seoul.

On-line English courses abound on the World Wide Web and yet, on the whole, they have failed to fulfil their much-vaunted potential. On their own, they lack that all important, but overlooked magic ingredient - classroom face-to-face interaction.

Partially On-Line Learning (POLL) addresses this. POLL is a fusion of the best of new computer facilitated on-line learning and the best of traditional face-to-face learning.

Two POLL course initiatives, a children's course and an undergraduate course, will be discussed and demonstrated. The presentation will include the pedagogical foundations on which on-line learning is based and its practice; the demonstra-

tion of computer technology and software used; and evaluations of the initiatives. Themes covered: constructivism, task-based and collaborative learning, tools of Computer Mediated Communication (CMC), WebCT software, and E-partnerships, and elements of financial and strategic management.

Tricks o' the Trade

Steven Gershon, Obirin University

All teachers who have been in ELT for any length of time end up toting around in their head a well-filled grab bag stuffed with little pedagogic tricks and gimmicks to maximize English output and/or manage classroom activities. These insights, instincts and techniques are transportable, in one form or another, to almost any teaching situation, almost anywhere. This workshop will demonstrate a variety of practical tips and offer teachers the opportunity to share theirs.

SUNDAY, 10:00 - 10:50 AM

American Headway - See What it Can Do For You

Jeffrey Krum, Oxford University Press USA

American Headway is a series for teachers. It has been written for the reality of the day-to-day teaching situation, combining the best of traditional and more recent approaches. It gives teachers what they want - practical classroom material that delivers real results. *American Headway* draws on the latest developments in the profession without discarding tried and true approaches just because they are no longer fashionable. It recognizes grammar as one of the key enabling skills involved in language learning and is not afraid to teach it. *American Headway* presents a complete and balanced package of language input - grammar, vocabulary, and everyday English together with integrated four-skills work. It is a uniquely comprehensive approach that has been proven to work. When students finish a unit of *American Headway*, they know they have learned something. Come and see what this great new adaptation of a classic can do for you.

The Amatica Project: Evolving the GSIS English Training Component

Jack D. Large, Chungang University

The Amatica Project is a teaching strategy for training a corps of just over 50 highly motivated career-oriented Korean L2(E) graduate students.

The Ninth Annual Korea TESOL Conference

The academic backgrounds are diverse and considerable diversity of skills and abilities, and including a pair each of Chinese and Vietnamese nationals. Amatica is an anagram of a Latin American village name. Its leaders seek to improve the educational, social, political and economic conditions of its citizens. The project is an example of what can be accomplished in a language improvement program with a pressing need, a new instructor, and openness toward alternative and experimental methods.

Building Meaningful English Communication With 'Expressions'

David Nunan, University of Hong Kong

'Expressions' is a great new task-based series from the respected author & academic David Nunan. This integrated four-level, four-skill course has been designed specially to enable young adult & adult learners to express themselves in English with confidence, with plenty of opportunity to personalize their learning.

In this presentation, we shall first be identifying the key elements for classroom success. We shall then look at how teachers can use these to help learners develop confidence in their language learning, as well as provide them with lots of opportunity for meaningful practice.

English for Empowerment: A Service-Oriented Approach

Teresita M. Isidro, University of the Philippines, Diliman (the Philippines)

The Philippines faces a multitude of problems these days. One of the most serious is "the continuing unabridged and seemingly unbridgeable gulf between the educated middle and upper class and the great masses of Filipinos." The University of the Philippine, too, is encountering a lot of problems and one of them is the noticeable lack of involvement of UP students in social and political issues and community affairs. In her own humble way, this learner-researcher has been trying to address these problems through a teaching-learning approach that ultimately requires her students to put to practical use the skills and knowledge they have learned in their textbooks and classroom discussions. This paper aims to accomplish the following:

1. explain clearly the service-oriented approach to teaching and learning English;

2. give a descriptive account of some of the successful service-oriented and community-based activities that her students undertook;
3. explain her notion of empowerment through the teaching and learning of the English language.

The non-threatening learning environment: opportunities for all.

Dr. Andrew Finch, Kyongbuk National University

The language classroom has been identified as one of the most stressful places in which to study. Unlike other subjects, the focus is on performance, and students are often adversely affected by anxiety, competition, lack of confidence and unrealistic perceptions and expectations, which can lead to fear of failure and of success. When the judgmental dispenser-of-correct-information enters this scene (irrespective of the fact that such a view of language is untenable), extra barriers to learning can only result.

This paper will look at language learning as education, and will attempt to describe a possible learning environment in which learning opportunities abound, and in which the learner is trusted and encouraged to make use of those opportunities according to his/her own learning preferences and styles. In this situation, the teacher is an invited guest in a language workshop.

Teaching English Through Songs and Chants

Karl Nordvall, COMPASS Publishing, Seoul

Songs and chants have long been known to enhance learning in the English classroom. Music and rhythm help to create an exciting and comfortable atmosphere. Especially for young learners, singing and chanting provide a non-intimidating way to acquire and use a new language. Come and learn about some of the latest materials, techniques, and ideas for using songs and chants to teach English.

Using the Longman Advanced American Dictionary CD-ROM in class

Della Summers, Longman/Pearson Education

Most people are attracted by the CD-ROMs that come tucked into the back of dictionaries. Teachers who want hints on how to use the CD-ROM in the back of the Longman Advanced American Dictionary will also be eligible for a free copy of the CD-ROM, due to be published in time for KOTESOL! Suggestions on how to practising

using the pronunciations on the CD-ROM as well as the interactive exercises for the TOEFL and TOEIC tests that are also on the CD-ROM will be given at this short workshop.

The writing conference: methods and mistakes, purposes and possibilities

Michael Pronko, International Christian University

The writing conference is a highly motivating and very individualized technique for helping students improve their writing, but it can also be unproductive and discouraging for both teachers and students. This practically oriented presentation will model questions, offer possibilities for organizing conferences, and discuss important considerations about interacting with students in this most private and powerful of teacher-student interactions. Preparation and timing is very important before the conference. During the conference, the types of questions that teachers ask students, as well as their ordering and delivery, is extremely important. Ways to make students engage in the dialogic discussion of their work, or frustrating lack of work will also be discussed. Following-up on conferences is also important, and several possibilities will be outlined. More than anything, though, the conference is a time for encouraging the kinds of critical thinking skills that underlie good written statement.

Supergoal

Tina Carver

See program inserts for abstract

The School for International Training Educational Programs

Kang Min Hee & Mary Gowdy, School for International Training

The School for International Training (SIT)--USA-- is recognized around the world for providing students with the competencies required to teach, manage, and advocate for a just and sustainable world. An outstanding academic curriculum is integrated with field-based practice, reflection, and application and includes a period of significant professional practice. As a result, students acquire the cross-cultural, language, management and teaching skills to be effective leaders in their fields throughout the world. SIT offers master's degrees in Teaching (ESOL, French, Spanish), Intercultural Relations, International Education, Sustainable Development,

Organizational Management, and a self-design option. SIT also offers professional certificates in a variety of areas, as well as undergraduate semester abroad programs in over 45 countries.

SUNDAY, 11:10-12:00 AM

Sunday, Plenary Address:

Professor Jane Willis

"Cat's feat - from practice to principle in task design and task-based learning"

SUNDAY, 12:00-12:50 PM

**Free Time
including cafeteria lunch
or lunch pickup**

SUNDAY, 12:50-13:40 AM

Presentations by Invited Speakers

**"Keeping up with the Web:
managing the task"**

Dr. Uschi Felix

**"Culture Activities in the Classroom:
Windows and Mirrors"**

Dr. Steven Gershon

"The Logic of the English Verb"

Dr. Dave Willis

SUNDAY, 14:00-14:50 PM

1500 New Words in LDOCE

Della Summers, Longman

See program inserts for abstract

Presentation Schedule – Sunday, October 14, 2001

	14:00-14:50	15:00-15:50
201	Della Summers "1500 New Words in LDOCE" Adult Education	Trevor Gulliver "Academic English in Korea ..." English for Specific Purposes
203	Marcela Jonas "Do We Need Grammar?" Adult/Tertiary Education	Kang Myung Jai "Syllabus for 'Current English'" Tertiary Education
218	Dennis Kim & Christine Watson "The U. of Birmingham Distance MA" Teacher Training & Development	Andrew Todd "Smile and the world smiles ..." Elementary Education
219	Kim Young Im "Teaching...with Storybooks" Elementary Education	Roger Fusselman "Cognitive Teaching Techniques" Teaching Methodologies
301	Teacher Education Special Interest Group "Panel Discussion" Teacher Training and Development	David Shaffer "The Oxford L2 Dictionary" Resources
303	Jeremy Owen Aldrich Bishop "Selected Readings ..." Adult Education	Bruno Paul "What's New in <i>Side by Side</i> " Tertiary/Adult Education
304	Lawrence Alter "How to be Understood"	
305	Stanton Procter "New Go-go Loves English" Learning strategies and learning styles	Procter "New Go-go..." (continued)
204 (PC Lab)	Ramesh Krishnamurthy "New Dictionary for New Millenium – COBUILD-3" Teaching Resources	Krishnamurthy "New Dictionary for New Millenium..." (continued)
205 (PC Lab)	Casey Kim & Patrick Hwang "Phonics Land" Elementary Education	Soleiman Dias "Effectiveness of MALL for EFL" Elementary/Secondary/ Adult Ed.
401 (Multimedia)	Jack Richards "Teaching upper-intermediates: the <i>Passages</i> approach" Tertiary Education	Tina Carver "Parachute" Teaching Resources
402 (Multimedia)	Terry Royce "Explorer-Teachers" Teacher Training/Development	Kip Cates "Rainbow War" Cross-cultural Issues

Do We Need Grammar?

Marcela Jonas, UTS College of Language Arts, Vancouver, Canada

In the past, Korean English language education was criticized for focusing on grammar and neglecting oral communication. Now the trend is the reverse: oral communication is everything, grammar is something to be almost ashamed of. Students often say: "Almost Koreans only study grammar, no speak, wrong method." And they look up to the foreign teacher to teach them "real (spoken) English", feeling the time spent on English grammar was a waste. Was it really? Is there a lesson to be learnt from the linguists who talk about universal grammar (not universal vocabulary or phraseology)? Grammar is the blueprint for the structure of each language. By understanding grammar, students possess a powerful tool that helps them compensate for lack of vocabulary. It enables them to increase their comprehension. Communication does not happen without grammar. Deficient grammar puts the non-native speaker at a social and linguistic disadvantage. Explicit grammar instruction is not only useful - it is essential.

Explorer-Teachers: A Process Approach to Teacher Education

Terry Royce, Teachers College Columbia University

This presentation will describe how an MA program in TESOL inaugurated in Japan in 1987 provides opportunities for Japanese-speaking teachers of English and English-speaking teachers of English to earn a masters degree. while teaching full-time. It presents how this in-service program allows teachers of English in the Japanese school system, as well as those who are working in the commercial sector, or the Japan Exchange Teaching Program (JET) to involve themselves in opportunities to reflect on their teaching while they are teaching. The presenter will outline the nature and underlying philosophy of the courses, workshops and practica, and will describe the core of the program, the school observation visit.

How to be Understood: Transference without Translation

Laurence Alter, Seoul

Being understood--the very wording of which is not understood by even higher-level non-native speakers (and some instructors)--comprises, at least, one-half of any 'reciprocating' communication. Emotionally speaking, it is probably more

than half of communication: in understanding another, we are, also, hoping the other person gets understood to us. The most complicated-looking ideas can be simply expressed assuming a basic vocabulary and elementary grammar. 'Transference without Translation' shows you how to systematically 'carry' your idea over into another language without a) a one-to-one corresponding translation b) bodily communication (as in gestures) c) pictorial or visual communication d) symbols/numerals or e) the object of your idea, itself. Corresponding sections include: the status of non-language ways of communication (criteria used: accuracy and practicality); difficulties for the language learner; sample ideas shown and analyzed according to easy methods versus best methods; and a story of mixed success using 'Transference without Translation.'

Phonics Land, an internet-based phonics program, for young learners

Casey Kim/ Patrick Hwang, David English House

Children can learn phonics in a fun way. They just need to play with 150 games on the internet to learn how to read English. The presenter will demonstrate the elements in Phonics Land and show how to use a variety of games to teach phonics to children. Dr. Casey Kim will also show how to use activity books to consolidate what children have learned using the internet Phonics Land site.

Selected Readings that Practice Much More than Just Reading

Elaine Cross, Oxford University Press Korea

Come to our workshop and get acquainted with this great new reading textbook that will engage and stimulate your students. The readings are all authentic articles, interviews, narratives and essays from such sources as *The Wall Street Journal* and *National Public Radio*. Each reading concentrates on a specific reading skill (ex. using context), as well as having a grammar and vocabulary focus. Furthermore, each unit has activities designed to exercise your students reading, speaking, listening, writing, and vocabulary. An added bonus is the maps, glossary, and culture and language sections in the back. Beyond all this, the readings themselves are genuinely interesting and will hold your students' attention and imagination. But don't just take our word for it. Come and check out *Selected Readings* for yourself. We bet you won't be able to put it down.

*Teacher Education Special Interest Group
Panel Discussion*

Ways to Teacher Development: A Panel for the KOTESOL Teacher Development SIG

Panelists: Dr. Charles Dicker, Regional English Language Officer, U.S. Dept of State
Michael Bowles, Head of Teacher Development, The British Council, Seoul
Robert Dickey, Kyungju University
Moderator: David Ellis, Head of EFL Program, Kyungpook University

Professional development in any field, including language teaching, is a life-long process. Most professional development efforts fail to achieve their stated goals. We know, however, that those efforts which are fully integrated institutionally, have broad-based support, are developed in consultation with the teachers themselves and include a detailed, concerted follow-on component are more likely to succeed. These fundamental components will be discussed in relation to language teacher education. Self-directed continuing professional development offers another approach, one which requires more self-motivation but offers greater flexibility. Peer observations and feedback sessions as way to better teaching practice will also be discussed.

Teaching English to Children with Storybooks

Young-Im Kim, Kwangju University & EBRI Club

This presentation describes a multi-age, multi-level English class at Kwangju University's Foreign Language Center in which storybooks were used to teach English to young learners as the primary teaching materials. The class of twenty two elementary school students was team taught. The presenter is a Korean English bilingual speaker from Korea. Her colleague was Karen Burrell, an English monolingual teacher from the U.S. The presentation will focus on 1) various learning activities based on easy-to-read storybooks (intensive reading) and 2) the supplementary read-alouds which were used to increase the students' language exposure and provide motivation (extensive reading). Listening, speaking, reading and writing skills were combined during lessons based on the Whole Language Approach. The presenter's ideas should help teachers who wish to use storybooks as supplementary materials in classes primarily based on textbooks or teachers who wish to use storybooks only in their English classes. Although the presentation focus is practical, attendees will be provided with the theories behind extensive reading, and the re-

search results from the storybook class. In addition, the presenter will address several issues involved in teaching young learners using storybooks.

Teaching upper-intermediate students: the Passages approach

Jack Richards, RELC, Singapore

This presentation offers a hands-on overview of teaching upper intermediate students, using the *Passages* series. *Passages* is a two level upper-intermediate course that provides a follow-on to the *New Interchange*. The presenter will demonstrate how to use the series effectively in the classroom and provide hands-on experience of learning through *Passages*.

The University of Birmingham Distance MA in TEFL/TESL

Dennis Kim and Christine Watson, David English House

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. In 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 Christine Watson will introduce the course and answer questions

SUNDAY, 14:00-15:50 PM

The New Dictionary for the New Millennium: COBUILD-3

Ramesh Krishnamurthy, HarperCollins Publishers

EFL dictionaries have undergone a complete transformation during the past twenty years, both in content and design. However, neither students nor teachers are given sufficient training in how to use EFL dictionaries. This workshop will focus first on the tremendous wealth of information contained in EFL dictionaries in general, and in the new edition of the COBUILD dictionary in particular. It will then highlight the accuracy and reliability of the information, because it is based on the powerful underlying resource of the Bank of English corpus. Dictionaries, especially electronic versions, are powerful learning and teaching tools,

in addition to their normal function as reference works. The practical exercises outlined will help to raise awareness of the dictionary's contents, and show how many of the innovative features of COBUILD dictionaries can be used to maximum advantage: frequency markers, full sentence definitions, authentic corpus examples, simple grammar codes, and pragmatics indicators.

SUNDAY, 15:00-15:50 PM

Academic English in Korea: Changing Needs and New Challenges

Trevor Gulliver, Chongju University

Korean students are increasingly being given the opportunity to study academic courses from a wide-range of subject areas through English. Despite this change few English for Academic Purposes (EAP) courses have been established. The presentation will explore the need for and challenges to establishment of EAP courses. Specifically, the need for close cooperation between subject-area professors and English language instructors will be explored.

Cognitive Teaching Techniques

Roger Fusselman, Ulsan University

How does the mind work? How do we know what we know? How many learning styles are there? These kinds of questions deal with the nature of thought and of knowledge. The presenter has developed principles of teaching based on principles of thought. In doing so, the teaching techniques derive from the nature of the learning mind, not from the whim of pedagogical trends. His principles owe nothing to the stale theorizing found in teacher resource books, but draw on both his philosophy degree and classroom experience. The presenter explains these cognitive teaching techniques, and shows how they can be used to spur on the teacher's own creativity in lesson planning.

Designing a syllabus for 'Current English' and Its Practice in College

Kang, Myung-Jai, Yeojoo Institute of Technology

Using the computer for teaching and studying English is no longer a 'new' fashion around the world. But it is believed that the Internet has been one of the most effective sources for learning an authentic English in Korea where the English

language is used as EFL rather than ESL.

Having used the Internet media sites for 3 senior 'Current English' classes in my college, I have discovered that the articles the Internet updated frequently were the best material for the Current English class.

Using current articles on the Internet as a material, in my presentation, I'd like to suggest a course design for 'Current English' including objectives, lesson plan, teaching method, and procedure. I also like to share it with other teachers and get some feedback from them, which can in turn give us teachers a chance to reflect on our teaching and to develop a more effective teaching and to educate our students to become competent global citizens.

The Effectiveness of Multimedia Instruction for Teaching ESL/EFL

Soleiman Dias, Kionggy Elementary School

What are the advantages of using technology for language teaching? What are the benefits students can obtain by using educational technology for practicing a foreign language? Let's understand why educational technology has been increasingly successful among learners of a foreign language. The presentation will also highlight problematical issues such as content, design, attitudes and performance within the area of educational multimedia for young and adult learners. It is an overview of the variety of approaches to teach language skills by using multimedia, such as language software, E-mail exchange, video clips, movies, Internet, and many more. Technology is changing the face of language learning.

It's Got What You Want - Oxford's New L2 Dictionary

David E. Shaffer, Oxford University Press

Dictionaries are more than just storage bins for words and their definitions. We will look at the types of information contained in English learners' dictionaries in general and in *Oxford's Advanced Learner's Dictionary (6th edition)* in particular to show how a learner's dictionary functions as a rich resource that learners can exploit in order to learn how to use words correctly and to build their vocabulary. With the coming of the new millennium, so too has come a number of new dictionaries published by the major ELT publishers. We shall look at the ways these dictionaries approach the challenge of presenting information in a way that is of maximum benefit to the language learner.

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Through a comparison of the new and innovative features of *Oxford's Advanced Learner's Dictionary* with those of other learners' dictionaries, we will show how this dictionary best fills the needs of the EFL teacher, as well as the language learner.

Parachute

Tina Carver

See program inserts for abstract

Rainbow War: Teaching English for International Understanding

Kip A. Cates, Tottori University

One key aim of teaching English as a foreign language is to promote intercultural communication and international understanding. To accomplish this, a number of EFL teachers are experimenting with materials from the field of global education. *Rainbow War* is an award-winning video about culture, conflict and international understanding. It tells the story of three kingdoms - one Blue, one Red, one Yellow - who struggle to move from war and confrontation towards tolerance and respect. After showing the video (20 minutes), the presenter will describe how the film can be used to teach English language skills while promoting international understanding.

Smile "and the world smiles with you"

Andrew Todd, Macmillan ELT

Somewhere along the road, between being a child and being an adult, many of us have forgotten what it feels like to be five or nine or eleven years old. We can vaguely remember, but between planning lessons and paying bills the wonder of childhood has all but been forgotten. Children are children, they are not small adults. They have a child's sense of value, a child's sense of humor, a child's energy. They discover their world through

exploration and play. How can we ensure that learning English is both educational and entertaining for these inquiring young minds? Using examples of materials and activities from all six levels of *Smile* the presenter will address this perennial and vexing question. Be prepared for a fast-paced, interactive session. Be prepared to smile.

What's New in the New Side by Side!

Bruno Paul, Pearson Education Korea

The presenters will introduce the new third edition of the popular Side by Side series. They will highlight outstanding features, including vocabulary and pronunciation activities, and innovative "magazine-style" sections that offer feature articles, cross-cultural photo essays, authentic listening activities, internet messages, and cartoon springboards for open-ended role playing. Side by Side is one of the world's most popular ESL series and has introduced millions of learner to English. This third edition is a new and improved version of the dynamic, all-skills program that truly integrates conversation practice, reading, writing, and listening in a light-hearted friendly format. The presenters will introduce the new third edition of Side by Side. They will highlight outstanding new features, including vocabulary and pronunciation activities, and innovative "magazine-style" sections that offer feature articles, cross-cultural photo essays, authentic listening activities, internet messages, and cartoon springboards for open-ended role playing.

SUNDAY, 16:00-17:30 PM

Korea TESOL Annual General Meeting

Have you renewed your KOTESOL Membership?

Find a membership application or renewal form in the back of this Guide, or visit the Membership desk in the registration area.

Don't miss out!



SIG FAQs

What does SIG mean?

SIG stands for *Special Interest Group*. SIGs are organized around specific areas of ELT. SIGs allow KOTESOL members to meet other ELT professionals with whom they can discuss issues and topics that are relevant to their particular interests.

What can SIGs do?

Common SIG activities include reading and discussing new books and publications, conducting action research within the classroom and reporting findings to the SIG members, publication of a newsletter, developing materials, hosting speakers and holding meetings or hosting mini-conferences.

How can I join a SIG?

The first step to getting involved is contacting the Facilitator. Each SIG operates independently and activities and meeting times will vary according to the needs of its members.

What is the difference between a SIG and a Chapter?

SIGs are organized according to the interests of its members rather than according to where one lives. When you join KOTESOL you still indicate which Chapter you would like to be a member of. The SIGs are part of the national program of KOTESOL. Participation in SIG activities is a benefit of KOTESOL membership. Some SIGs conduct most of their communication and activities via the internet because of the distance between members' home towns.

- *Interact with other teachers and enhance your knowledge and skills.*
- *Gain new insights into learning and teaching.*
- *Develop networks for research collaboration and ideas and feedback on individual projects.*
- *Cooperate and liaise with international ELT associations to promote professional development and disseminate information.*

Contact SIG Facilitators

Research SIG Facilitator

David Kim
Yonsei University, Seoul
kdi@yonsei.ac.kr
Tel. 031 271 3303
Cell 017 273 6305

Teacher Development SIG Interim Facilitator

jen lalonde
Hannam University, Taejon
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Tel. 042 624 3835 or 042 629 7771
Cell 018 851 3835

Oral Testing SIG Facilitator

David Dugas
Taejon University, Taejon
dwdugas@yahoo.com
Tel. 042 280 2465 or 042 255 2992
SIG Website:
<http://groups.yahoo.com/group/teslotsig>

Global Issues SIG Facilitator

Robert McKane
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Cell 016 475 4227

KOTESOL

Special Interest Groups

*Bringing together like-
minded professionals.*

visit the national KOTESOL website:

www.kotesol.org

Content Area

Alternative Approaches & Methodologies

Milagros C. Laurel

Alternative Teaching Techniques and Materials in Under-resourced Environments...

Sunday, 9:00 - 9:50

Ruth Roring

Bringing the Learner Back to the Center of Attention...

Sunday, 9:00 - 10:50

Kent Lee

Teaching English Discourse Stress to Asian Students

Saturday, 9 - 9:50

David B. Kent

Teaching Konglish

Sunday, 9:00 - 9:50

Soleiman Dias

The Effectiveness of Multimedia Instruction for ESL/EFL

Sunday, 15:00 - 15:50

Stuart H. Landers

We Want Free Talking???

Saturday, 15:30 - 17:20

In-Seok Kim

Multimedia Assisted Language Learning and Multiple Intelligences

Saturday, 16:30 - 17:20

Andy Finch

Projects and Portfolios for the Korean classroom

Saturday, 14:30 - 16:20

Kevin Sampson

Projects and Portfolios for the Korean classroom

Saturday, 14:30 - 16:20

Andy Finch

The non-threatening learning environment: opportunities for all

Sunday, 10:00 - 10:50

Michael Bowles

Adopting the Lexical Approach

Saturday, 15:30 - 16:20

Eun-Mi Seo

Bringing the World Into the Classroom

Saturday, 10 - 10:50

Davina Walker

We Want Free Talking???

Saturday, 15:30 - 17:20

CALL

Carol Kim

An Internet-based Natural Approach to Teaching EFL

Saturday, 10 - 10:50

Christopher Lepple

Collaboration with Tapes and Floppies

Saturday, 17:30 - 18:20

Craig Zettle

Incorporating Web-Based Instruction With Longman English Success

Saturday, 14:30 - 15:20

J. Robert Tuck

Partially On-line Learning Theory: Practice and Case Study Demonstrations

Sunday, 9:00 - 10:50

Larry Dwan Chong

Web Based Language Test: Past and Future

Saturday, 17:30 - 18:20

www.kotesol.org

Classroom based research

Laksmi Handayani

Types of Talk in non-text Classes

Saturday, 16:30 - 17:20

Ruth Roring

Types of Talk in non-text Classes

Saturday, 16:30 - 17:20

Eunsim Lee

Use and Effect of Picture-Describing Practice in TOEIC Classes

Saturday, 10 - 10:50

Course and Curriculum Development

Adriane Clarke

Constructivism in EFL: Options and Directions

Saturday, 14:30 - 15:20

Paul del Rosario

Constructivism in EFL: Options and Directions

Saturday, 14:30 - 15:20

Kang, Myung-Jai

Designing a syllabus for "Current English" and Its Practice in College

Sunday, 15:00 - 15:50

Teresa M. Isidro

English for Empowerment: A Service-oriented Approach

Sunday, 10:00 - 10:50

Stephanie Downey

Well Begun Is Half Done: Beginning a New Class

Saturday, 16:30 - 18:20

Cross-cultural Issues

Choi Tae-Hwan

Discourse Analysis On the Internet Between Korean and Japanese Students

Sunday, 9:00 - 10:50

Sakae Suzuki

Discourse Analysis on the Internet Between Korean and Japanese Students

Sunday, 9:00 - 10:50

Horace Underwood

Korean Culture

Saturday, 16:30 - 17:20

Kip Cates

Rainbow War: Teaching English for International Understanding

Sunday, 15:00 - 15:50

Steve Garrigues

Windows of Language and Culture: Song Lyrics as Language Text

Saturday, 17:30 - 18:20

William Balsamo

International Email Exchanges for the ESL Classroom

Saturday, 9 - 9:50

Elementary Education

Michele Milner

Cultures Alive!: Multicultural Education for Children

Saturday, 9 - 10:50

Jane Willis

English in the Primary Classroom - what language do teachers need?

Saturday, 15:30 - 16:20

Elaine Cross

How To Make Readers Work..

Saturday, 17:30 - 18:20

Elaine Cross

Introduction to English for Very Young Learners

Saturday, 14:30 - 15:20

Karl Nordvall

My First Talk - Teaching English to Young Learners

Saturday, 16:30 - 17:20

Casey Kim

Phonics Land, an Internet based Phonics Program for Young Learners

Sunday, 14:00 - 14:50

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Patrick Hwang
Phonics Land, an Internet based Phonics Program for Young Learners
Sunday, 14:00 -14:50

Andrew Todd
Smile and the World Smiles with "you"...
Sunday, 15:00 - 15:50

Kelly Lee
Super Tots - Young Children are Different from Other Language Learners
Saturday, 14:30 - 15:20

Young Im Kim
Teaching English to Children With Storybooks
Sunday, 14:00 -14:50

Harry Ahn
Teaching Young Learners
Saturday, 9 - 10:50

Soonim Oh
What Do Elementary School Students Think about English Classes?
Saturday, 17:30 - 18:20

Sangdo Woo
What Do Elementary School Students Think of English Classes...
Saturday, 17:30 - 18:20

ESP (English for Special Purposes)

Trevor Gulliver
Academic English in Korea: Changing Needs and New Challenges
Sunday, 15:00 - 15:50

Jack D. Large
The Amatica Project: Evolving the GSIS English Training Component
Sunday, 10:00 - 10:50

Financial Planning

Chris Lovering
Investing Update on the World Financial Markets and where to Invest...
Sunday, 9:00 - 9:50

Global and Environmental Education

John Katunich
Multiculturalism in the Japanese English Language Classroom
Sunday, 9:00 - 9:50

Grammar

Marcela Jonas
Do we need Grammar?
Sunday, 14:00 -14:50

Christopher Gallagher
Teaching Functional Grammar
Saturday, 16:30 - 18:20

Damian Lucantonio
Teaching Functional Grammar
Saturday, 16:30 - 18:20

Learning Strategies

Jeffrey Krum
Integrated English...
Saturday, 10 - 10:50

Douglas Paul Margolis
Language Learning Compensation Strategies For Communicative Competence
Saturday, 17:30 -18:20

Liu Yongbing
Language Learning Strategies And Language Achievement
Saturday, 10 - 10:50

Yu Yuangfang
Language Learning Strategies And Language Achievement: A Cross-cultural Study
Saturday, 10 - 10:50

Adam Turner
The Magic of Memory Techniques (Mnemonics)
Saturday, 9 - 9:50

Marc Helgesen
Three Key Knowledge Sets for Effective Listeners...
Saturday, 15:30 - 16:20

Ongoing research

Brent Poole
When Synergy Happens: Components of Intra-Group Autonomy
Saturday, 9 - 9:50

Philip McCasland
When Synergy Happens: Components of Intra-Group Autonomy
Saturday, 9 - 9:50

Dawn Davies
Working and Living in Korea: Facilitating Adjustment
Sunday, 9:00 - 9:50

Jim Gongwer
Workplace Satisfaction: A Survey of KOTESOL Professors Part 3
Sunday, 9:00 - 9:50

Peter Nelson
Workplace Satisfaction: A Survey of KOTESOL Professors Part 3
Sunday, 9:00 - 9:50

Music, Art, and Literature

Marc Sheffner
Dramaworks: Using Simple Drama to Teach English Communication
Saturday, 14:30 - 16:20

Theo Stecker
Dramaworks: Using Simple Drama to Teach English Communication
Saturday, 14:30 - 16:20

Christopher Lepple
Poetry in the Classroom: A Multiple Intelligence Approach
Saturday, 14:30 - 16:20

Michele Milner
Poetry in the Classroom: A Multiple Intelligence Approach
Saturday, 14:30 - 16:20

David E. Shaffer
Song in the English Classroom: Does It Facilitate Learning?
Saturday, 16:30 - 17:20

Kelly Lee
Stories and Comprehension Activities
Saturday, 10 - 10:50

Karl Nordvall
Teaching English Through Songs and Chants
Sunday, 10:00 - 10:50

Steve Garrigues
Windows of Language and Culture: Song Lyrics as Language Text
Saturday, 17:30 - 18:20

Secondary Education

Kirsten Reitan
Going For It All with Young Adult Learners
Saturday, 14:30 - 15:20

Teacher Training and Development

Yong S. Kim
A Survey Study of US EFL Teachers in Korea
Saturday, 9 - 9:50

Chris Gallagher
Aston University Diploma/M.Sc. In TESOL/ TESP
Sunday, 9:00 - 9:50

Craig Dicker
Bringing the Learner Back to the Center of Attention...
Sunday, 9:00 - 10:50

Laksmi Handayani
Bringing the Learner Back to the Center of Attention...
Sunday, 9:00 - 10:50

Mijae Lee
Classroom English: Theories and Practices
Saturday, 9 - 10:50

Don't forget to visit the employment center!

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Terry Royce

Explorer - Teachers: A Process Approach to Teacher Education

Sunday, 14:00 - 14:50

Lawrence Alter

How to be Understood

Sunday, 14:00 - 14:50

Teacher Education Special Interest Group

Panel Discussion on Teacher Education and Development

Sunday, 14:00 - 14:50

David P. Ellis

Practical Ways to Minimize Teacher Talk Time

Saturday, 17:30 - 18:20

James M. Ranalli

Salvaging PPP: rethinking an ELT institution

Saturday, 15:30 - 16:20

Mary Gowdy

SIT Educational Programs

Sunday, 10:00 - 10:50

Minhee Kang

SIT Educational Programs

Sunday, 10:00 - 10:50

Joo-Kyung Park

Teacher Education for Korean Teachers' Teaching Pronunciation

Saturday, 17:30 - 18:20

David P. Ellis

The 10 Commandments of Korean Conversation Class

Saturday, 9 - 9:50

Christine Watson

The University of Birmingham Distance MA in TEFL/TESL...

Sunday, 14:00 - 14:50

Dennis Kim

The University of Birmingham Distance MA in TEFL/TESL...

Sunday, 14:00 - 14:50

Steve Gershon

Tricks of the Trade

Sunday, 9:00 - 9:50

Teaching Methodology

Roger Fusselman

Cognitive Teaching Techniques

Sunday, 15:00 - 15:50

Peter Nelson

Elicitation Techniques for Speaking

Saturday, 15:30 - 16:20

Michael J. Crawford

Oldies but Goodies: A new look at "old" techniques

Saturday, 17:30 - 18:20

Jack C. Richards

Practical Activities for the Speaking Class

Sunday, 9:00 - 9:50

Roger Fusselman

Puritans, Cavaliers, and English Teachers

Saturday, 10 - 10:50

Jack C. Richards

Teaching Oral Skills: From Theory to Practice

Saturday, 15:30 - 16:20

Teaching Resources

Della Summers

1500 New Words in LDOCE

Sunday, 14:00 - 14:50

Jeffrey Krum

American Headway: See What it can do for You..

Sunday, 10:00 - 10:50

David Nunan

Building Meaningful English Communication with Expressions

Sunday, 10:00 - 10:50

Jack C. Richards

Can Listening Be Taught?

Saturday, 10 - 10:50

Andrew Todd

Get Real or Get Sorry

Saturday, 14:30 - 15:20

Tina Carver
Interactions Mosaic: What's New for you in the 4th edition
Saturday, 15:30 - 16:20

David Shaffer
It's What You Want: The Oxford L2 Dictionary
Sunday, 15:00 - 15:50

Seung-Shin Choe
Let's Move on from Pattern English
Saturday, 10 - 10:50

Dan Schulte
Let's Talk 1, 2, and 3
Saturday, 16:30 - 18:20

Mike Rundell
New Ideas, New Data, New Dictionary
Saturday, 15:30 - 16:20

Tina Carver
Parachute
Sunday, 15:00 - 15:50

Elaine Cross
Selected Readings that Practice Much More than just Reading...
Sunday, 14:00 - 14:50

Jack C. Richards
Teaching Upper-Intermediate Students: the Passages approach
Sunday, 14:00 - 14:50

John Lowe
Up Close - Helping English Learners Communicate Competently and Confidently
Saturday, 15:30 - 16:20

Steven Gershon
Upgrade Your Students' English
Saturday, 16:30 - 17:20

Della Summers
Using Longman Advanced Dictionary CD-ROM in Class...
Sunday, 10:00 - 10:50

Bruno Paul
What's New in Side by Side
Sunday, 15:00 - 15:50

Ramesh Krishnamurthy
The New Dictionary for the New Millenium — COBUILD 3
Sunday, 14:00 - 15:50

Kirsten Reitan
Going For It All with Young Adult Learners
Saturday, 14:30 - 15:20

Testing and evaluation techniques

Gerry Lassche
Test design: The problem of measuring achievement outcomes
Saturday, 15:30 - 16:20

John Lowe
TOEFL Taking the Computer Based Test
Saturday, 14:30 - 15:20

Trends in SLA

Trevor Gulliver
Improving Input Processing in the EFL Classroom
Saturday, 14:30 - 15:20

Gerry Lassche
Is formal instruction viewed positively by SLA theorists?
Saturday, 9 - 9:50

Ramesh Krishnamurthy
Language Corpora on Computers and Dictionaries on CD-ROM
Saturday, 14:30 - 16:20

Video in the classroom

A. Fauzy Chusny
English by Movie, English for Real
Saturday, 14:30 - 16:20

Carl Adams
Making & Exchanging Videos: The Classroom and Beyond
Saturday, 9 - 9:50

Joyce Cunningham
Making & Exchanging Videos: The Classroom and Beyond
Saturday, 9 - 9:50

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Elaine Cross
The Magic of Video
Sunday, 9:00 - 9:50

Keith Adams
Video for Independent Learning
Saturday, 16:30 - 18:20

Writing

Chitose Asaoka
**Becoming Autonomous Writers Through
Metacognitive Strategies Training**
Sunday, 9:00 - 9:50

Yoshiko Usui
**Becoming Autonomous Writers Through
Metacognitive Strategies Training**
Sunday, 9:00 - 9:50

Rachel Miller
**Building A Writing House: From Mind Maps
to Paragraphs**
Saturday, 16:30 - 17:20

Tony Schiera
**Building A Writing House: From Mind Maps
to Paragraphs**
Saturday, 16:30 - 17:20

John Baker
**Dictogloss: Making Dictation Communica-
tive and Fun**
Saturday, 9 - 9:50

Antonia Hsiu-chen Liu
**From Dictation to On-line Story Writing
through Pictures**
Saturday, 16:30 - 17:20

Shirley Lopez
Modularized Materials in Research Writing
Sunday, 9:00 - 9:50

Michael Pronko
The Writing Conference
Sunday, 10:00 - 10:50

William Balsamo
**International Email Exchanges for the ESL
Classroom**
Saturday, 9 - 9:50

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're 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 and return it at the registration area. And by the way, aren't those bags nice?

You'll attend the Annual 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 2001 Committee



Korea TESOL is proud to
present:
The seventh annual

ENGLISH DRAMA FESTIVAL

Date: Saturday, November 3, 2001
Place: Jeonju University Art Hall in Jeonju
Time: 9:00am - 12:00pm & 1:00pm - 5:00pm

Requirements: Each team will perform a 10-15 minute one-act play of any type. Each team must be no larger than 8 members for university groups and 10 members for high school and middle schools. Each team is to be sponsored by an English teacher who will act as coach.

Prizes: Every participant will receive a certificate. Native-speaking judges will award prizes in a variety of categories (best acting, best pronunciation, best costume, and much more). Separate categories for middle/high school, and university teams.

Cost: The fee for each team is ₩30,000

Registration Deadline: Please submit all members' names and fees by Friday, October 26.

For more information, please contact:
Brian Heldenbrand
Jeonju University
Department of English Language and Culture
Telephone: (063) 220-2670
Fax: (063) 224-9920

Speakers' Biographical Information

A

Carl Adams, Professor of Tokyo International University, teaches media, speech and intercultural communication. He has taught in Vietnam, Indonesia and Japan and is co-author of *Journeys: Listening & Speaking* (Longman).

Keith Adams teaches at Tohoku Gakuin University in Sendai, Japan. His interests are learner development and ESP. He is co-author of two Business English textbook series, *Workplace English* and *Global Links* (Longman).

Harry Ahn is currently the ELT Marketing Representative for Cambridge University Press in Korea. He has completed his TESOL Diploma course and has been teaching in Canada and Korea for the past 6 years. He has taught students ranging from elementary to adults. For the past 3 years, has been employed by the Seoul Metropolitan Office of Education working at the Seoul Teacher's Training Center, training Korean middle and high school English teachers and has given numerous presentations on teaching children throughout Korea.

Lawrence Alter lives in Seoul.

Chitose Asaoka teaches at Dokkyo University, Saitama, Japan.

B

John Baker, an active member of KOTESOL and the Busan chapter's webmaster, holds a BA in English from the University of Maryland, the Cambridge RSA CTEFLA certificate, and is completing a MA in education with an emphasis in ESL from Indiana University. He has taught several EFL programs (general EFL, composition, tourism, teacher training, ESP, and TOEIC) in Thailand, Taiwan, and S. Korea since 1993 and presently teaches at Tong Myoung College in Busan S. Korea where he teaches EFL and designs CALL programs. He has also had the pleasure of teaching at several of Busan's university summer and winter programs. He can be reached by e-mail at pusan88@hotmail.com.

William Balsamo is a professor at Kenmei Women's Junior College and teaches also at Himeji Dokkyo University. He has taught in Japan for over fifteen years. He is currently the president

of the Himeji JALT (Japan Association of Language Teaching) Chapter and is the author of several English course books used among college students. In addition he is the editor of an English newsletter.

Mike Bowles is currently Teacher Development Manager at The British Council in Seoul. He has been teaching in South Korea for 5 years and has both the Cambridge Certificate and Diploma in Teaching English to Adults.

C

Tina Carver is affiliated with McGraw-Hill.

Dr. Shirley Castillo-Lopez is a full-time assistant professor at the Cagayan State University at Aparri where she teaches English subjects in the high school and college departments. She obtained her Ph.D. degree in Development Education at the CSUA Graduate School in April 2000. Her dissertation paper is a recipient of the College Faculty Development Fund Higher Education Development Program of the FAPE and the CSU Faculty and Staff Development Program. She is presently the Socio-Cultural Coordinator of the CSUA and School Paper Adviser of the CSUA Laboratory High School.

Kip A. Cates has a B.A. in Modern Languages (UBC, Canada) and an M.A. in Applied Linguistics (University of Reading, England). He is the coordinator of the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT) and a member of "Educators for Social Responsibility". He teaches English at Tottori University and graduate courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo). He publishes a quarterly "Global Issues in Language Education Newsletter" and is the coordinator for the PAC Asian Youth Forum (AYF).

Choi Tae-Hwan is affiliated with Chonnam National University in Gwangju.

Larry Dwan Chong teaches at Kyongju University, Korea.

A. Fauzy Chusny is currently teaching English as a foreign language at the Indonesian-American Friendship Foundation or Yayasan Persahabatan

Indonesia-Amerika (YPIA) in Surabaya, Indonesia. He is also an English instructor of the English Development Program for Junior High school English Teachers of East Java and has conducted some research projects and experiments on using closed-captioned movies for teaching Advanced English Learners at YPIA Surabaya. He is now setting up YPIA English Care Center for the students to learn independently and explore their learning preferences.

Adrian Clarke is Adjunct Lecturer at Rikkyo University in Tokyo, Japan. He has been teaching EFL in Japan for 8 years, at both the high school and university level. His current research interests include CALL, CBI and L2 writing.

Michael J. Crawford teaches English and linguistics at the Hokkaido University of Education in Hakodate, Japan. His interests include language awareness, content-based instruction, and materials development. He has also taught in the United States and Mexico in both university and language school settings.

Elaine Cross is affiliated with Oxford University Press Korea.

Joyce Cunningham is Coordinator of the English programme in her Department at Ibaraki University. She is the JALT Ibaraki President and the co-editor of a monthly column in *The Language Teacher*.

D

Dawn Davies has a Master's Degree in TESL/TEFL and is currently doing a Ph.D in Educational Leadership. Her background includes working professionally for several years as a theatre director in various parts of Canada. Prior to coming to Korea 5 years ago, she taught English in Greece and traveled in the Middle East. Living in Korea has enabled her to explore first hand her fascination with the field of Intercultural Communication.

Soleiman Dias is affiliated with Kiongy Elementary School in Seoul, Korea.

Craig Dicker is the Regional English Language Officer with the US Department of State, responsible for English language programs in Malaysia, Indonesia, East Timor and the Philippines. He has helped support the teachers and observers involved in the YPIA-Surabaya pilot project.

Stephanie Downey teaches at Kyungnam University in Masan. Prior to coming to Korea, she taught ESL in the U.S. and Slovakia. She has a B.A. in Russian Literature, an RSA CELTA and is a candidate for an M.A. in TESOL at the School for International Training (SIT) in Vermont. Ms. Downey is currently the "Techniques" editor for the *The English Connection*.

E

David Ellis has been teaching EFL in South Korea for almost five years now, with some time also in Japan. While in South Korea, he has taught at a private language institute, the Naval Administration School, and, for the past 13 months, at Kyungpook National University. In his current capacity, he is the Head Instructor of the EFL Department, responsible for 15 other EFL instructors. He graduated with a BS from the U.S. Military Academy at West Point, NY (USA) in 1991 and will attend the University of Hawaii next year to start his MA in ESL/SLA.

F

Professor Uschi Felix is Associate Dean (IT) in the Faculty of Arts at Monash University in Melbourne. Until recently she was the Director of the Language Centre. She has a research background in applied linguistics, has been a lecturer in ESL, French and German, and during the last decade has focussed on the systematic integration into the curriculum of tested CALL resources from stand-alone software to WWW sites. She has contributed to the development of multi-media software and Websites in several languages and published many articles in international journals on the use of technology in language teaching. Her book *Virtual Language Learning: Finding the Gems among the pebbles* has become a bestseller for Language Australia. Her latest book *Beyond Babel: Language Learning Online* will be available in July 2001.

Andrew Finch was a Middle School teacher in the UK, before going to Korea to learn "Go" ("Wei-Chi"). He received a Ph.D. in Program Evaluation (Manchester University) while Deputy Director of Seoul National University of Technology Language Center, and is now a language testing consultant on the GSLPA, in Hong Kong. Andrew has co-authored three task/project-based Conversation English books. These incorporate self-assessment and learner-centred methodology, and are online at <http://www.hogusan.com>.

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Roger Fusselman is currently an English instructor at the University of Ulsan. He has been teaching in Korea since August, 1996, at various schools and institutes. He is currently an MA candidate in TEFL/TESL at the University of Birmingham, and has earned a BA in English and philosophy at the University of Missouri and a Missouri English teacher's license through Park College. He was a presenter at KOTESOL's Korean Teacher Training program last May 19th, and he has made presentations in Seoul, Pusan, Taejon, and Kwangju. Occasionally his English teacher's comic strip, *Eye*, appears in the Seoul KOTESOL newsletter, *The English Beat*. He can be reached at fusselman@hotmail.com.

G

Chris Gallagher has been a teacher for twenty years and has worked in teacher education for the last ten. He is an Instructor at International Christian University, Tokyo. He holds a MSc in TESP from Aston University in Birmingham, UK, and is currently a PhD candidate in the Linguistics Department at Macquarie University, Sydney, Australia. His main research interests are teacher education and register analysis.

Steve Garrigues is a professor in the Department of English Language and Literature at Kyongbuk National University in Taegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology, and his research interests are primarily in intercultural communication and teacher training. He is a long-time member of KOTESOL and is currently the President of the Taegu Chapter. He has also been active in KTT since its inception. In addition to his 18 years in Korea, he has lived in Japan, India and Tonga.

Steven Gershon is an Associate Professor at Obirin University in Tokyo where he teaches undergraduate classes in oral communication and academic writing, as well as graduate level courses in materials design and EFL methodology. He is the co-author of the new course book series *English Upgrade* (Macmillan ELT) and the listening series *SOUND BYTES* (Longman).

Jim Gongwer has an MA in Education/Psychology from the University of California (Santa Barbara), counseling credentials from UC Berkeley, and certification in EFL/ESL. Working in K-12 education since 1970, he has chaired committees and conducted research studies on teaching standards, effectiveness and curriculum development. He has

taught in Korean universities since 1996 and is currently in the Department of English, and in the Graduate School of Education, at Chung Ang University in Ansong.

Mary Gowdy is affiliated with the School of International Training in Brattleboro, Vermont.

Trevor Gulliver (MA Applied Linguistics/ TESOL) is a full-time lecturer at Chongju University where he teaches English conversation at various levels to English majors, teaching methodology, and a required freshman English course. He is an active KOTESOL member, devoting much of his time to publications-related work. His academic interests include English for Academic Purposes, Sociolinguistics, and Second Language Acquisition. He has been teaching in Korea for five years and, despite his better judgment, has not made plans to leave.

H

Laksmi Handayani is teacher training/staff development coordinator for YPIA-Surabaya. She is presently completing her MA degree in Applied Linguistics/Language Education and has been involved in other, relevant research endeavors. She has extensive experience as a language teacher and teacher educator.

Marc Helgesen is an author of the *Active Listening* (Cambridge) as well as *English Firsthand* and other series (Longman). He leads teachers development sessions throughout Asia. He is a professor in the Department of Intercultural Studies, Miyagi Gakuin Women's College, Sendai, Japan.

Patrick Hwang is President of David English House. He is co-author of *'Classroom English'*. He has worked for 15 years as an EFL teacher. He taught at KNUE (Korea University of Education) and STTC (Seoul Teacher Training Center).

I

Teresita M. Isidro is Assistant Professor and Language and Literature Educator at the Department of English in the University of the Philippines in Diliman, Quezon City. She has graduate degrees in English and TESL, and is currently a Ph.D. candidate with UP Diliman. She has participated in a series of local and international conferences as a lecturer, facilitator, consultant, or committee member from 1991 to the present.

J

Marcela Jonas' academic background is in linguistics and library science. She has been involved in teaching English as a Second Language for a number of years. Between 1997 and 2000, she taught English in the Department of English Language and Literature at Pusan National University. Recently, she returned to Canada and is now working as a head instructor and curriculum developer for UTS College of Language Arts in Vancouver. Since many of her current students are from Korea, she still feels connected to the Land of Morning Calm. E-mail: marcela@utscollege.com

K

Minhee Kang is an assistant admissions counselor for the graduate programs at the School for International Training (SIT). She graduated from SIT with a Master of Arts in Teaching and obtained a bachelor's degree in English Language and Literature at Cheju National University, Korea. Prior to joining the Graduate Admissions of SIT, she taught ESL to high school students and adult immigrants in Vermont and New York City, USA. She also taught English in Taejon, Korea for over two years.

Myung-Jai Kang currently teaches in the Department of Practical English at Yeojoo Institute of Technology in Yeojoo, Kyunggi-do and also has been serving as vice president of KOTESOL Seoul Chapter for two years. She received master's degree in English from the University of Wisconsin, America and Ph.D from Hong-Ik University in Seoul. She's been teaching English at a college level since 1985 and had broadcast English programs at MBC and CBS for several years. Her teaching and research interests include teaching methodology, language acquisition, and action research projects.

John Katunich (katunich@ir.nihon-u.ac.jp) is a lecturer at Nihon University, College of International Relations, Mishima, Japan, teaching academic English, English conversation, and cross-cultural communication. Prior to joining Nihon University, he has taught in the English Language Center at Towson University, Baltimore, Maryland, USA and in the Program in ESL at Penn State University, USA. His research interests include diversity planning in higher education and multiculturalism in Japanese society.

David Kent holds a Ph.D. in TEFL and is currently working at Inha University in Incheon. He has been teaching in Korea for six years, and has a research interest in the use of English loanwords in North East Asian languages. E-mail: dbkent@mail.inha.ac.kr

Carol Kim: After graduating from the University of Sydney majoring in Computer Science, the idea of computer-based language learning has always inspired Carol Kim. She then completed her first master's degree in Computer Science at Changwon National University. At the moment, she is working toward her second one in Education in TESOL at the University of Wollongong by distance. She has been teaching English in Korea for more than ten years at Chang-Shin College in Masan. In the last three years, she has used the Internet in class and adapted the Natural Approach to teaching her students using text-based comprehensible input.

Dr. Casey Kim is Teacher Trainer and R & D Director of David English House. She has worked for 12 years as an EFL teacher and teacher trainer. She has done the instructional design of Phonics Land and led its development. Currently she is in charge of the Teacher Training program at Ewha Woman's University and is intensively involved in developing English courses that combine on-line/off-line elements.

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. A former Seoul Chapter Vice-president, Nominations & Elections National Committee Chair and now one of KTT teacher trainer of Korea TESOL.

Kim In Seok graduated from Hankuk University of Foreign Studies with a BA in English Language and Literature in 1980. He received three MA degrees in the fields of TEFL and Bilingual Education/Applied Linguistics at Southern Illinois University and Columbia University. He also received a doctoral degree in Applied Linguistics at Columbia University. After his graduate studies he taught at Brown University from 1988 to 1993. During this period he held a research fellowship appointment at Harvard from 1991 to 1992, and at MIT from 1992 to 1993. He is currently teaching at Dongduk Women's University in Seoul. His major research interests have been in second language acquisition and multimedia-assisted language

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learning/teaching. He is serving president of KAMALL.

Young-Im Kim is an adjunct professor at Kwangju University. This includes work with the Storybook Center in the university's Foreign Language Center. She has taught English through the Internet and has added storybooks to her teaching materials. She has recently joined English Book Readers International Club (EBRI Club) as an Educational Researcher. She is interested in extensive reading programs, particularly the use of storybooks for language acquisition. She is currently involved in teacher training programs in which elementary school teachers learn how to use storybooks in their English classes. In addition, she teaches at the EBRI Club where future English teachers and mothers can learn various techniques to teach English using storybooks.

Yong S. Kim is from Korea and came to the United States in October of 1991. He received his Bachelor's Degree in English Education for Secondary Schools from the University of Georgia, and his Master's in TESOL and PhD in Foreign Language Education/Applied Linguistics from the University of Kansas. Since June 1999 he has been working as an assistant professor at the Defense Language Institute Foreign Language Center in Monterey, California.

Jeffrey Krum is affiliated with Oxford University Press, USA.

Ramesh Krishnamurthy has degrees from Cambridge and London Universities, and is now an Honorary Research Fellow at Birmingham University. He has worked on the Cobuild project since 1984, contributing to many of its publications, and developing its corpora and software. Ramesh has taught at Birmingham and Wolverhampton Universities, and supervised postgraduate research in lexicography, corpus linguistics, collocation, semantics, and translation. He is a consultant on corpora and dictionaries, and has participated in several EU and international linguistic projects. For details, please see <http://www.clg.bham.ac.uk/ramesh>.

L

Jack D. Large is adjunct professor of English communication at ChungAng University and in-country tutor for the Birmingham (UK) University distance MA TEFL/TESL program. He has taught in Korean universities since 1987, specializing in combinations of US culture studies, global issues, drama and role-playing, audio-visual materials,

vocabulary building, pronunciation, 4 skills+1, and communication for international studies. His writings have appeared in the publications of KOTESOL and earlier, KATE and AETK, and JALT. He is obsessed by sailing to Mexico.

Gerry Lassche has been teaching Business English in South Korea for the last 3 years. He has recently completed his M.Ed. (TESOL) from the University of Wollongong (Australia), and is continuing his training in IT from there. His research interests include e-learning, assessment, and syllabus design.

Ma. Milagros C. Laurel is an Assistant Professor at the Department of English and Comparative Literature of the University of the Philippines in Diliman, Quezon City. She is finishing her dissertation on "The Language of Newspaper Advertising." She has published articles in books and academic journals and has delivered lectures in international conferences on language education and linguistics. She handles English courses for undergraduate and graduate students as well as Intensive English courses for foreign students.

Eunsim Lee is affiliated with the Division of English, Pusan University of Foreign Studies.

Kelly Lee is currently ELT Consultant at Pearson Korea. She has teaching over 8 years of teaching experience. She also gives presentation at Ehwa Language Institution and Duk Sung Womens University on Storytelling and How to teach English to Young Children. She also has experience in publishing primary English book as writer and editor.

Kent Lee has completed M.A. degrees in Linguistics and TESOL at the University of Illinois at Urbana-Champaign, and currently studies applied linguistics in Educational Psychology at UIUC. The presenter's research interests include phonology, pragmatics, information structure, and psycholinguistics. Specific research interests include applications of Optimality Theory, cognitive psychology, and psycholinguistics to language processing, acquisition, discourse, and pedagogy. Pedagogical interests also include teaching ESL academic writing and pronunciation. The presenter is an American and a resident of Illinois, with Korean ties by virtue of his Korean wife.

Mijae Lee is a professor at the University of Suwon as well as KOTESOL Kyonggi Chapter former President. She obtained her Ph.D. from Seoul National University. She studied and taught

M

at the Northern Illinois University and Chicago State University and Harvard University. For her exemplary teaching at the Harvard University, she received a "Certificate of Distinction in Teaching" from Harvard University 1989. She has received certificates from Homerton College of Cambridge University in 1991 and Keble College of Oxford in 1994 in EFL/ESL teacher training and teaching material development. Her major interests are language acquisition, teaching methodology, and classroom management with practical methods and tools, and the names of people and places in Britain, USA and Korea.

Christopher Lepple has eight years teaching experience in Japan at the junior high school through university levels. He is currently teaching at Keio SFC Senior High School and Obirin University. He received in MA in TESOL from Columbia University in Tokyo. He is interested in allowing students to experience and explore various types of literature in the L2 classroom.

Antonia Hsiu-chen Lin, who earned her MATESOL in 1989, has been an English instructor since 1990 at Wenzao Ursuline College of Languages, Kaoshiung, Taiwan. She is interested in integrating project and multimedia into her teaching. Her own teaching websites offer students different channels to experience language learning on the net. Antonia is also one of the teacher trainers on the In-Service Teacher Training (INSET) program in Kaoshiung City.

Liu Yongbing is affiliated with the Graduate School of Education at the University of Sydney in Australia.

Chris Lovering is affiliated with Banner, Japan, an investment firm specializing in helping expatriates.

John Lowe is the ELT Director for Thomson Learning Asia. He has taught in Japan, Libya, Bulgaria and Switzerland. Immediately before joining Thomson Learning, he was Director of International Centers in Tokyo, and an English Language examiner for the United Nations. He has a Cambridge/RSA DTEFLA Diploma, and a university major in Foreign Languages.

Damian Lucantonio is an Instructor at International Christian University, Tokyo. He has worked as a teacher, teacher trainer and researcher in EFL. He is currently completing a PhD in Systemic Functional Linguistics at the University of Technology, Sydney, in spoken language.

Douglas Paul Margolis currently teaches at Dong Seoul College and coordinates KOTESOL Teacher Training. He is a frequent writer and speaker for KOTESOL. He is interested in Learning Strategy research, teaching with educational technology, and teacher training. His email address is dpm123@teacher.com

Philip McCasland and **Brent Poole** teach at Human International University-Japan. Both teach English for academic purposes, as well as general education classes. The latter include public speaking, and world religions (Phil), and intercultural communication, and sociology (Brent). Phil holds a M.A. in TESOL, while Brent holds a M.A. in sociology and has recently completed his M.Ed. at Temple University-Japan. Both share research interests in pragmatics, global issues, and tertiary student motivation. Both began their English teaching careers in Korea.

Rachel Miller has been teaching English at Suncheon National University. Previously she has taught in other countries, including the USA and China. Currently she is never without her Pikachu markers.

Michele Milner teaches at Meikai and Ferris University in Japan. She has been in Japan for 5 years teaching at junior high and elementary schools. Prior to that she worked as a dance and theatre teacher in Canada. She strives to incorporate the expressive arts into her language teaching. She holds an M.A. in Communication Studies and is finishing an MA in TESOL at Columbia University in Tokyo.

N

Peter Nelson holds a Ph.D. in Economics and Government and certification in EFL teaching. He is active in KOTESOL as a public speaker, writer, and presenter for Korea Teacher Trainers. His research interests include statistical analysis of speech components, communications studies and survey research. In Korea since 1995, he currently teaches in the Department of English Education, and in the Graduate School of Education, at Chung Ang University in Seoul.

Karl Nordvall is as an editor for the Compass publishing company in Seoul. Previously, he taught at an English academy and kindergarten for over three years. He also has experience writing and recording songs and chants, including creating

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children's songs for a teacher education program on EBS.

David Nunan is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. Prior to this, he was Director of Research and Development, NCELTR, and Coordinator of Postgraduate Programs in Linguistics at Macquarie University, Sydney Australia. Professor Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis.

O

Soon-Im Oh received her B.A. from Chongju National University of Education and M.A. from Gongju National University of Education. She is interested in Elementary School English Education. Now she teaches at Jungang elementary school in Daejeon.

P

Dr. Joo-Kyung Park, a former KOTESOL president, holds a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Ed. 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. Her teaching and research interests include teacher education, teaching pronunciation/speech, and intercultural communication. Currently, she is an assistant professor of English Dept. of Honam University and Korea editor of PAC Journal.

Bruno Paul is the ELT International Marketing Director with Pearson Education in New York. A native of France, he holds an undergraduate degree in English and Foreign Language Teaching from the *Universite de Caen* and has taught both English and French to adults in the USA., he has worked with teachers, presenting at TESOL conferences in Canada, the USA, and Mexico, and conducting teacher training in South and Central America for seven years. He describes himself as a "typical product of EFL, a perpetual student".

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.

R

James Ranalli is teacher and teacher trainer at Yonsei University's Institute of Language Research and Education. He taught English in Namibia, southern Africa, as a Peace Corps volunteer for two years before coming to teach in Korea in 1996. He has the RSA diploma and has worked as a trainer on the RSA certificate and diploma courses at Yonsei University. He is also a first-year student on the University of Birmingham's Open Distance MA in TESOL. His professional interests include learner autonomy, the lexical approach and the role of memory in language learning

Kirsten Reitan has been an active member of KOTESOL for 5 years and has been involved in 5 conferences, including the 2001 KOTESOL conference. She currently teaches International Studies graduate students at Kyung Hee University, but in the past has taught middle school and high school students. Her own approach to teaching is eclectic, but uses a good deal of task-based learning.

Jack 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, and 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.

Ruth Roring is director of YPIA's campus at Darmahusada in Surabaya, Indonesia. She has extensive experience as an English language teacher, teacher trainer and program developer. She has played an integral role in setting up the pilot project and supporting the teachers involved in this effort.

Paul del Rosario is Associate Professor at Ferris University in Yokohama, Japan. He has been teaching in Japan since 1991. His interests include education in technology, network-based language teaching, and teacher education.

Terry Royce is Program Director at the Tokyo campus of the Teachers College Columbia University MA in TESOL Program. He obtained his Ph.D. in Linguistic Science from the University of Reading (UK) and his MA in Applied Linguistics from Sydney University (Aust). His research interests include the analysis of the semantic relationships between visual and verbal modes of communication, discourse and cohesion analysis across disciplines (specifically scientific and economics discourse), and the application of systemic-functional linguistics to discourse varieties and TESOL education.

Michael Rundell has been a professional lexicographer since 1980, working on a wide range of English dictionaries. Managing Editor at Longman Dictionaries (1984-94), responsible for recruitment and training of lexicographers, and for running major projects.. He is currently involved in the development of a new MSc programme in computational lexicography at the Information Technology Research Institute (ITRI) at the University of Brighton, and is teaching on a short course at the same institution in July 2001. He is the author of *The Dictionary of Cricket* (OUP 1995) and numerous papers on pedagogical lexicography.

S

Kevin Sampson has been a long-time colleague of Andy Finch and has actively used task-based learning in his English classes.

Tony Schiera After receiving his MATESOL from the School for International Training, Tony Schiera took a position at Sunchon National University where he is currently teaching credit and non-credit English classes as well as serving as Coordinating Instructor.

Dan Schulte is the Country Manager for Cambridge University Press in Korea. He has several years of training and teaching experience in E.F.L. in the United States, Japan, and in Korea. He has made presentations to teachers throughout both Korea and Japan in the form of seminars and workshops at various universities and teacher conferences, and has 7 years of experience teaching all levels of EFL.

Dr. Seo Eun-mi is an associate professor at Howon University in Gunsan. She did Fulbright research in the University of Hawaii, Manoa. She was also a visiting fellow at the East-West Center. She teaches courses in the TESL/TEFL Diploma

courses at the Saint Michael's College during the summer.

David Shaffer has been an educator in Korea since 1971. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as an elementary and secondary school teacher trainer and has prepared elementary school teacher training materials and secondary school textbook materials. Dr. Shaffer has recently authored a book for Korean English learners and authors several EFL-related columns in Korean periodicals. He has also written columns on Korean language and culture, and is an active member of the ESL Help Center team at *Dave's ESL Café*. He presently serves as KOTESOL's National Treasurer.

Marc Sheffner studied Modern Languages at Oxford University, UK, before coming to Japan in 1980 to teach English on the JET program, visiting junior and senior high schools. He is now an associate professor at Tezukayama University, Nara, Japan, where he teaches English. His research interests include teaching English through drama, CALL and autonomous learning. He is editor of the 2nd edition of *Star Taxi*.

Theo Steckler is a theater and opera director who has devoted over thirty years to the education and training of young actors. He majored in Speech and Theater at Indiana University. In Denver, Colorado, he created the speech and theater curriculum for Unity School, based on the Waldorf system. He also produced and directed several community opera productions with international artists and featuring children. In 1998, with Ian Franklyn he founded DramaWorks and co-authored *Star Taxi* a highly successful English program which employs drama techniques. He teaches English at a number of universities in the Kansai area of Japan.

Della Summers is Director of Dictionaries at Longman/Pearson Education. As such she is responsible for the team which produces the *Longman Dictionary of Contemporary English* and *Longman Advanced American Dictionary*, as well as the *Longman Language Activator*. Della has worked in dictionaries for over 30 years, and has been involved in the development of CD-ROMs and language corpora, such as the Longman Corpus Network.

Sakae Suzuki is affiliated with Kanagawa Sohgo High School in Yokohama, Japan.

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T

Andrew Todd is Macmillan ELT's former marketing manager for Korea and was involved in arranging the piloting and providing feedback on all aspects of *Get Real!* in Korea. Before becoming involved in publishing he gained a wealth of experience in teaching. His Asian teaching experience includes Taiwan, Japan and Korea at all levels including university, elementary school and ESP courses. Andrew is an experienced teacher trainer and has presented at local and national levels in Korea and other Asian countries. Andrew is now the North Asia Director for Campus Group Holdings.

Robert Tuck is IT co-ordinator at the British Council Teaching Centre in Seoul. He is responsible for the piloting and running of partially on-line course initiatives at the British Council, and at Sogang University. He has taught English in Portugal, Spain and Germany. He is currently finishing an MA in Education with the Open University.

Adam Turner is starting his third year at the Hanyang University International Language Institute. He has a B.A. from McGill University in Montreal, and a Diploma in Applied Linguistics from the University of Victoria, Canada. He has been teaching in Korea for three years.

U

Horace Underwood is Director of KAEC (Korean American Education Commission) which is directly associated with Fulbright. He has lived in Korea for a long time and his family has a long history of living in Korea. He is also affiliated with Yonsei University.

Yoshiko Usui teaches at International Christian University, Tokyo, Japan.

W

Davina Walker is a native of Ohio, USA. She received her MA in TESOL from the Monterey Institute of International Studies. She has been teaching English conversation since 1997 and currently teaches beginner and advanced English conversation courses at Kyungnam University, Masan. She has a keen interest in the development of fluency among EFL learners of all levels.

Christine Watson is Local Administrator of Birmingham MA program in Japan. She is a teacher and a teacher trainer at David English House in Japan.

Dave Willis has worked as a teacher and teacher trainer in West Africa, Cyprus, Iran, Singapore and the UK. His last post was Senior Lecturer at Birmingham

University, working particularly on MA TEFL/ TESOL distance programmes. His main areas of interest are ELT syllabus design and methodology, and language description for language teaching, on which he has published numerous articles and books, including *The Lexical Syllabus* (Collins COBUILD 1990) and, edited jointly with his wife, Jane, *Challenge and Change in Language Teaching* (Heinemann 1996). He has also written, with Ramesh Krishnamurthy, *The COBUILD Student's Grammar* (Collins COBUILD 1991) and with Jonathan Wright *The COBUILD Basic Grammar* (Collins COBUILD 1995). His work with the COBUILD project over twenty years has given him rich experience in the use of language corpora for language teaching. He is now retired from full time teaching and lecturing but still works as an ELT writer and consultant.

Jane Willis has worked as an English teacher and trainer in many different countries, including Ghana, Cyprus, Iran and Singapore. She has run courses for teachers in East and West Europe, South America, the Middle East and South East Asia, including South Korea. For the last ten years she has been teaching at Aston University, UK, on their MSc in TESOL and TESP (distance learning) programmes, specialising in Syllabus Design, and with a research interest in lexical chunks. Her publications include 'Teaching English through English' and 'A Framework for Task-based Learning' (Longman); 'Challenge and Change in Language Teaching' (Heinemann) jointly edited with her husband, Dave, and more recently, jointly with Mary Slattery, 'English for Primary Teachers' (OUP). Her interests include walking, cycling, sailing and playing with her three young grandchildren.

Sangdo Woo is assistant professor of English at Gongju National University of Education. His research interests include pronunciation/speech teaching, elementary school English education, and technology-enhanced language education.

Y

Yu Yuangfang is affiliated with the Graduate School of Education at the University of Sydney in Australia.

Z

Craig Zettle taught English in Japan and has been involved in ELT for more than 8 years. He has presented at various conferences throughout Asia and Japan. He is currently Senior Manager for Longman English Success, a new department dedicated to creating quality online courses.

Some Tips and Tidbits for Around the Conference Site

When you are at Sungkyunkwan University for the conference there are some special services that we 'd like to let you know about.

There is a copy shop on B2 across from the cafeteria. It will be open from 9:00am until 5:00pm Saturday and Sunday.

Bank machines are located on B3 in the convenience store and on B2 near the copy shop.

Cold juice, soft drinks, bottled water, croissants, fresh donuts, crackers and snacks will be sold on the second and fourth floors. The proceeds from the sale of snacks will go to the Asian Youth Forum Scholarship Fund.

Services on B3 include a stationary store, a convenience store, a PC room and a comfortable lounge serving hot coffee and other beverages.

Hot water dispensers are on the third and fourth floors near the wash-rooms.

On Saturday, the Sungkyunkwan University student shuttle bus will run from Hyehwa subway station Exit 1 to SKKU every 10 minutes. The fare is 300won and the driver is unable to make change. On Sunday, the shuttle will run from 8:00am to 11:30am and from 4:00pm to 6:30pm. The shuttle will be free on Sunday, as KOTESOL is paying to make this Sunday shuttle service available for conference participants.

The coat and bag check will be on the second floor lobby. This free service will be available from 8am until 6pm Saturday and Sunday. The coat check student volunteers will not be permitted to accept laptops or any other valuable equipment. This service is offered for your convenience. KOTESOL is not responsible for any missing items.

**Our thanks to Sungkyunkwan University
for this wonderful venue!**

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Teacher training and development

Jane Willis

English in the Primary Classroom - what language do teachers need?

Saturday, 15:30 - 16:20

Elementary Education

Sangdo Woo

What Do Elementary School Students Think of English Classes...

Saturday, 17:30 - 18:20

Elementary Education

Yu Yuangfang

Language Learning Strategies And Language Achievement: A Cross-cultural Study

Saturday, 10 - 10:50

Learning Strategies

Craig Zettle

Incorporating Web-Based Instruction With Longman English Success

Saturday, 14:30 - 15:20

CALL

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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 Cochair 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.

Use this page for notes and memos

www.KOTESOL.org

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. **Please complete this form in English -- and also include Hangul if possible.**

New membership Membership renewal Change of address / information

Type of membership:

Individual (40,000 won/year) Lifetime (400,000 won)
 International (US\$50.00/year) Undergraduate Student (20,000 won/year, attach ID)

Payment by Cash Check On-line transfer *Please make on-line payments to **대한생명교육학회** / KOTESOL at Kwangju Bank, (광주은행) account number **004-107-002321**. If you transferred funds online, please indicate:*

Bank Name: _____ City: _____ Date of Transfer: _____

Family name: _____ **Given name:** _____ **Title:** _____

Chapter: _____ (Seoul, Kyonggi-Suwon, Chongju, Daejeon, Taegu, Busan, Jeolla, *Cheju*, International)

Confidential: YES or NO *(If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)*

E-mail address(es): _____

Work Phone: (_____) _____ Fax: (_____) _____ Beeper: (_____) _____

School/Company Name

Address Line 1 (Bld. # / Dong)

Address Line 2 (Gu / Ri / Myeon / Eup / Gun)

City / Province / POSTAL CODE / Country

Home Phone: (_____) _____ Fax: (_____) _____ Cellphone: (_____) _____

House, Apt # / Dong

Gu / Ri / Myeon / Eup / Gun

City / Province / POSTAL CODE / Country

To which address would you prefer KOTESOL mailings be sent? Home Work

Please check those areas of ELT that interest you:

<input type="checkbox"/> Global Issues	<input type="checkbox"/> Elementary Education	<input type="checkbox"/> Teacher Development
<input type="checkbox"/> Reading/Writing	<input type="checkbox"/> Secondary Education	<input type="checkbox"/> Learning Disabilities
<input type="checkbox"/> Speech/Pronunciation	<input type="checkbox"/> Post-Secondary Education	<input type="checkbox"/> Inter-Cultural Communication
<input type="checkbox"/> Video	<input type="checkbox"/> Adult Education	<input type="checkbox"/> Applied Linguistics
<input type="checkbox"/> CALL	<input type="checkbox"/> Intensive English Programs	<input type="checkbox"/> Research
<input type="checkbox"/> Testing	<input type="checkbox"/> Teaching English to the Deaf	<input type="checkbox"/> Other _____

Date: _____ Signature: _____

Send this form to: (Fax) 054-746-1097 or (E-mail) <KOTESOL@chollian.net>
Anyone can join KOTESOL by attending a local chapter meeting.

Use this page for notes and memos

www.KOTESOL.org

Who's Where in KOTESOL

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